

STUDENT SUPPORT ADVOCATE 1ST ANNUAL REPORT

Edmonds School District

The Student Support Advocate Program exists to support the Edmonds School District's Mission of providing equitable education for each student by support student's comprehensive health including access to healthcare, mental health counseling and challenges with addiction. As well as addressing housing insecurities, homelessness, assisting in resource navigation, and building on each family's individual strengths and needs.

AUTHORS + ANKNOWLEGEMENTS

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ANKNOWLEGEMENTS:

It truly takes a village to serve the students and families of this district. We are so thankful for ours. We would like to take a moment to acknowledge our school counselors, administrators, On Time Graduation Coordinators, Para Educators, School Psychologists, School Based Therapists, the community, and most importantly our student and families for your willingness to work with the Student Support Advocate program. We simply could not do it without.

We also have deep graditutde for the prinicpals, assistant principals, Washington Kids in Transition and the many more that contributed to this report.

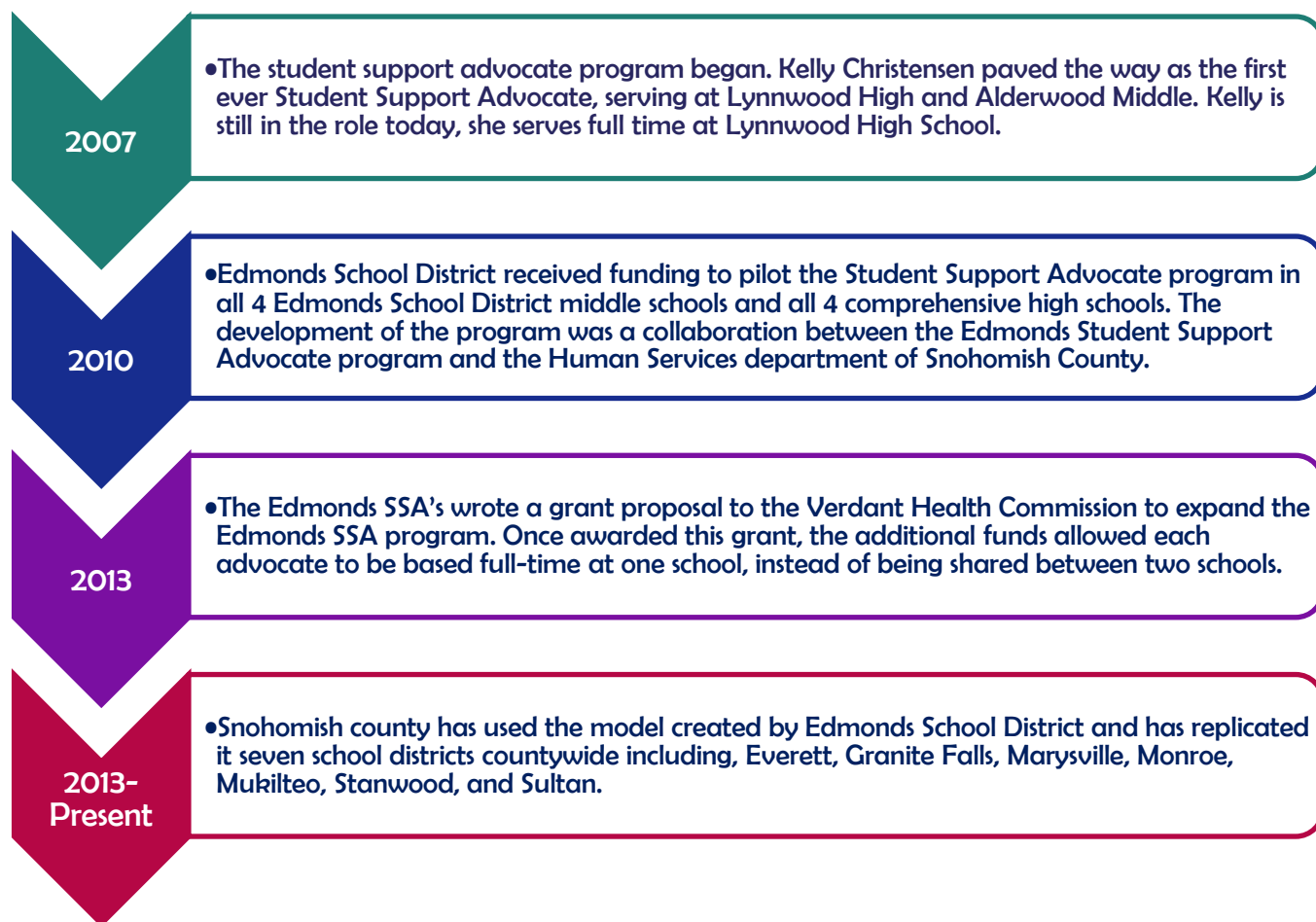
OUR HISTORY

In 2006, the school counselors at Alderwood Middle School and Lynnwood High School approached the then Assistant Superintendent about the growing needs of students and their families in their respective buildings. The counselors at the time recognized that their large caseloads were prohibiting them from serving students and families experiencing housing insecurities, mental health challenges and access to community resources.

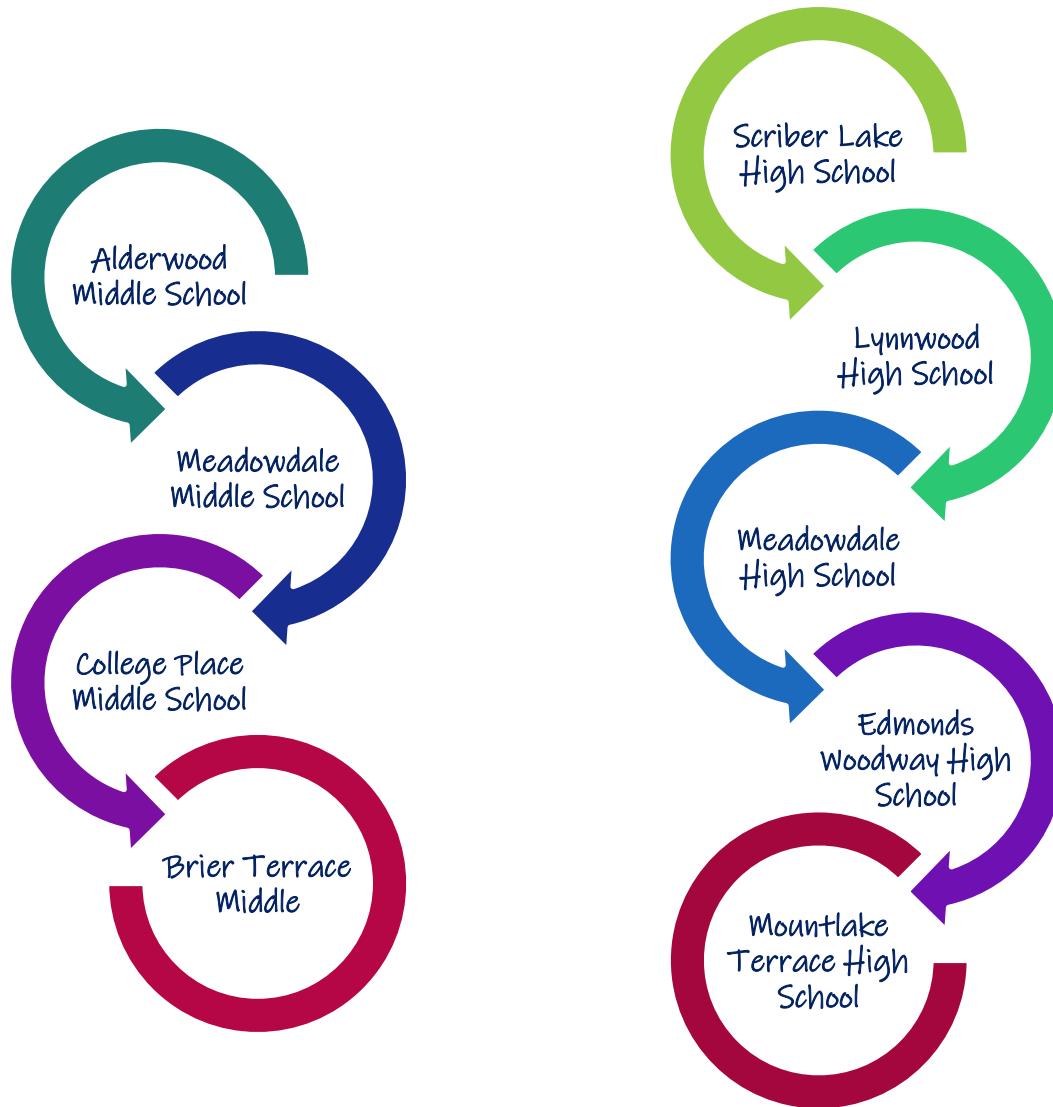
Additionally counselors recognized this work was out of their area of expertise and proposed hiring someone with a social work background. This individual would work with identified students and families with the most complex needs. In January of 2007, a four-month contract was offered to determine if the program would continue for the entire 2007-2008 school year.

12 years later the Student Support Advocate program is flourishing and has demonstrated consistently strong outcomes.

Student Support Advocate Timeline

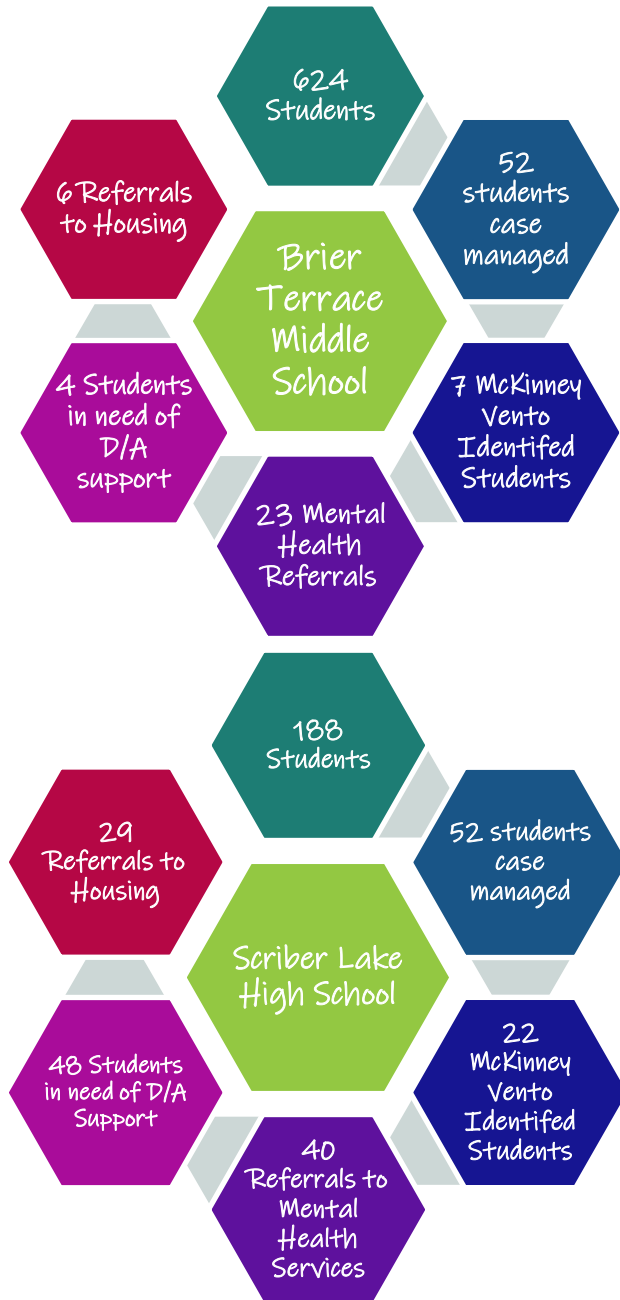


WHO DO WE SERVE?



The Edmonds School District covers roughly 36 square miles in South Snohomish County including the communities of Brier, Edmonds, Lynnwood, Mountlake Terrace and portions of unincorporated Snohomish County. The district serves a diverse community of over 20,000 students, their families, with over 115 languages spoken. The Student Support Advocate program strategically placed nine advocates in each middle and high school, to be a part of a multi-disciplinary team supporting student success. Each Student Support Advocate in their respective buildings work alongside counselors, teachers, student intervention coordinators, school psychologists, nurses and administrators a like to ensure students and their families basic, ongoing and educational needs are met.

WHO DO WE SERVE: The Breakdown

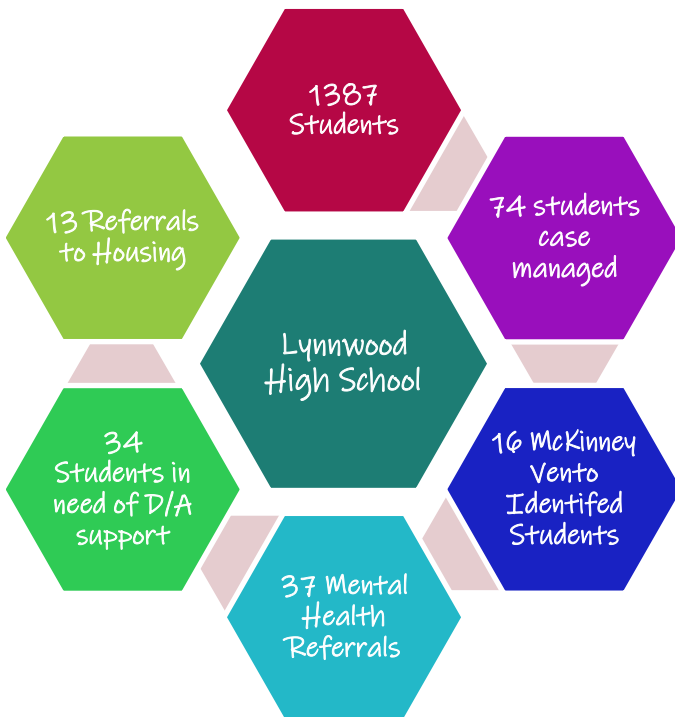


Testimonial #1: Scriber Lake High School

As the principal of the Edmonds School District's alternative high school, I have the distinction of being able to work with some of the most compassionate, kind, and supportive staff you will encounter in an educational setting. I was impressed upon my arrival in the Edmonds School District at Meadowdale High School in 2010 that there was a Student Support Advocate. I was pleased that the high schools all had SSAs, or so I thought. Imagine my dismay when I arrived to cover for a sick principal in January 2015 that this school, this high-needs school, lacked an SSA. There were many things on the "I can't believe this school doesn't have ____" list, but the first thing I requested and advocated for was an SSA.

After ongoing conversations and solicitation from my supervisor, the funding needed to hire an SSA at SLHS was secured, and we were able to hire. Since we hired in February of 2016, our SSA has been aggressively advocating for kids, coordinating services, managing community organizations and donations, motivating students, and offering growth and leadership opportunities. We are so fortunate to have him here and the benefit to our students is immeasurable.

From simply being able to face a weekend without hunger on account of the food that he's arranged for students to have, to being eligible for benefits for the first time because he has assisted with getting an ID, to having a trusted staff member who walks with a student through a psychotic event. Our SSA rises to each and every occasion with boundless energy, good humor, and the best interests of the students at heart.

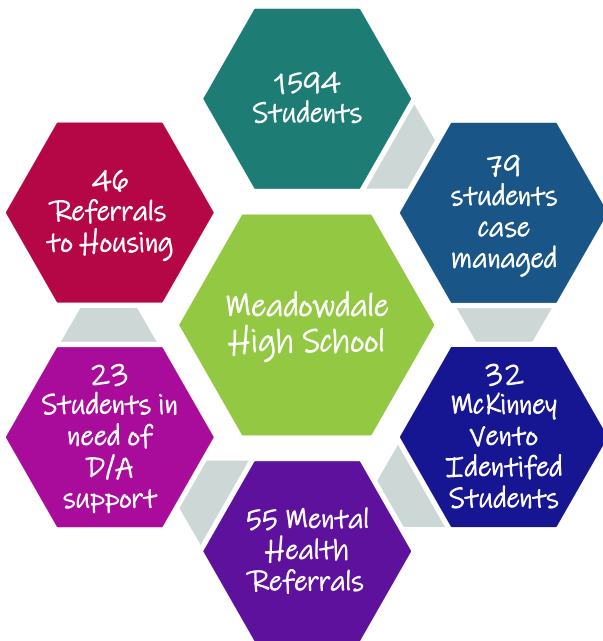
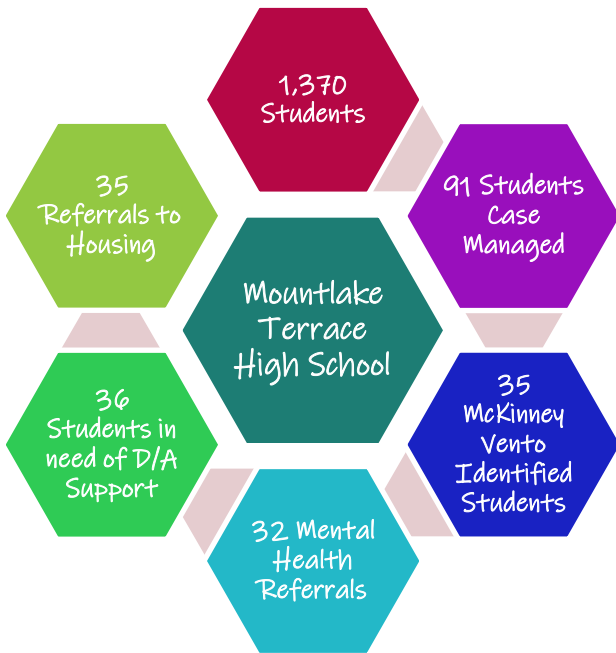


Testimonial #2: Lynnwood High School
 Here are a few words about your position and its importance at LHS:

With our districts mission of Equity of Opportunity for all students, I see our SSA's as a position of critical importance. Our SSA's daily work is all about getting resources and support to our students most in need. She is involved in everything from housing, to supplies for school, to counseling and mental health to navigating social stresses and pressures. Our student most at-risk and most in need of support directly benefit from this position.

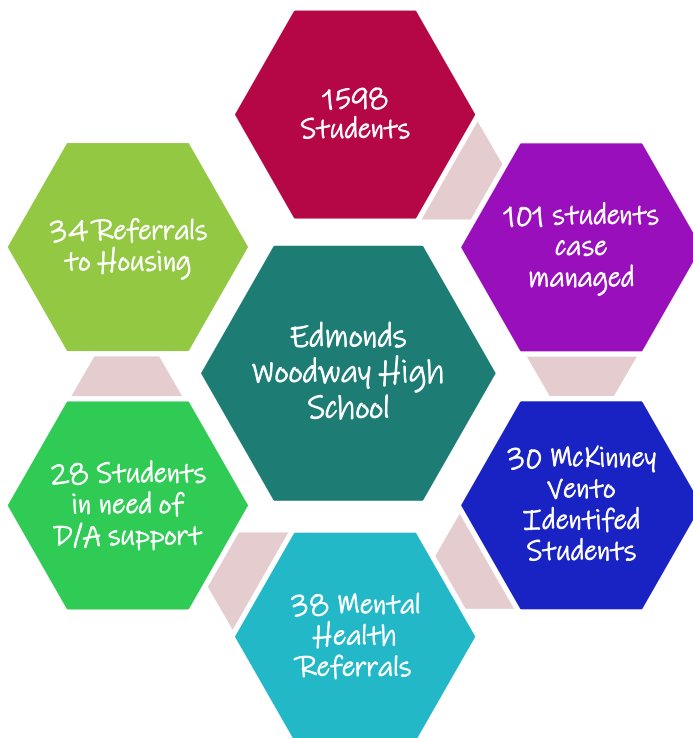
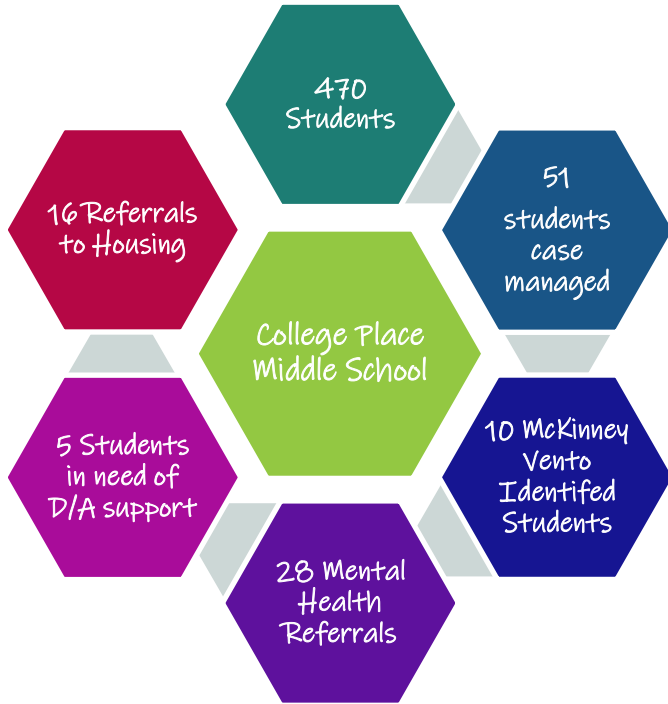
In addition, our SSAs are skilled practitioners who bring training and understanding to help our staff grow in their practices. We would not be even close to where we are in becoming a trauma informed school without our SSAs leadership and professional training of staff.

If we are to continue to be a district that upholds the value of Equity, it is important that we keep and support positions like our SSA that are so closely involved in Equity work.



Testimonial #3: Washington Kids in Transition
 Washington Kids in Transition is a community based nonprofit organization dedicated to providing basic needs to McKinney Vento students in South Snohomish County.

The low barrier, emergency response program provides Social Workers with resources needed to assist families effectively and in a timely manner. The partnership with the Student Support Advocates in the Edmonds School District is unique, effective and has proven to be a valuable tool in assisting families as they struggle to climb out of homelessness.



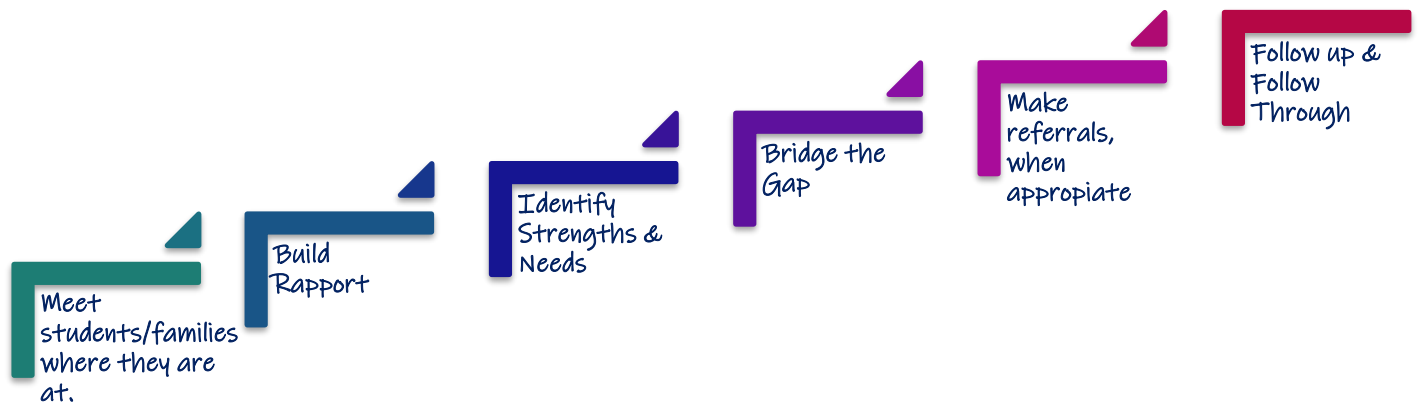
Testimonial #4: Edmonds-Woodway High School

The Student Support Advocate at Edmonds-Woodway High School is essential in meeting the needs of our students so that they can focus on learning. At Edmonds-Woodway, we focus on the needs of individual students and strive to provide wrap around support.

Of course, sometimes support inside the schoolhouse is not enough for our students and their families. The SSA provides resources and knowledge about accessing community services such as food and clothing resources, shelter and transportation for homeless families and students, family support services such as parenting classes provided by Cocoon House, drug and alcohol treatment agencies, and mental health services.

Rather than replacing the family in accessing resources, the SSA focuses on building the family's capacity to access these services independently.

OUR APPROACH



The Details

Quick Referrals: Provide relevant information and support to students and families in crisis.

Case Management & Wraparound Support: Collaborate with students, families, school counselors, teachers and administrators to support student's ability to achieve high, and meet their goals for education and beyond.

Advocacy: It is common for Student Support Advocates to attend IEP (Individualized Education Plan) meetings, discipline meetings, re-engagement meetings, parent meetings, and more on behalf, and in support of the students and families on our caseloads.

Drug & Alcohol Compliance: As Student Support Advocates, we are tasked with working alongside students and families who find themselves in violation of the Edmonds School District drug and alcohol policy. We support our students and families find drug and alcohol resources and monitor their treatment. We approach this aspect of our work with a harm reduction model.

Meet Student Where They Are At: The Student Support Advocate program recognizes that we are entrusted to serve our districts most vulnerable students and families. We often try to be sensitive to the various needs that may occur. To do this we work a flexible schedule, we make home visits, community visits and accompany our students to courts or other important meetings.

Build Rapport: As a team, we value transparency being aware of our biases and viewing individual students and families identities as strengths. These values guide our work as we build an alliance with our students and families to better learn how to best help.

Bridge the Gap: We work to address any systematic gaps. We work with students and families to minimize any miscommunications and misunderstandings from the school systems. We also bridge the community and school gap. SSA's coordinate outside mental health access, drug and alcohol support and housing. We focus on bringing supports into the school system to eliminate barriers for access.

OUR IMPACT

Throughout this report, anecdotally (qualitatively) our partners and our buildings respectively recognize the benefit the Student Support Advocate program provides to some of Edmonds School District's most vulnerable students and families. For the purposes of this section, we will take a quantitative look at the program over the past year and beyond:

Collection Method

With the generous support and collaboration of Snohomish County and Verdant Health Commission, the Edmonds School District runs the Student Support Advocate program. Each of our partners invites us to track the work we do. Our collections metrics include mental health, healthcare, drug and alcohol, direct contacts, indirect contacts and more.

Collection Timeline

Snohomish County

Per our agreement with Snohomish County SSA's utilize a database and SharePoint to collect data on a monthly basis. In addition to monthly data uploads to the county, twice yearly SSA's submit baseline and outcome data. Baseline and outcome data tracked include, housing, mental health, discipline, attendance, and grades.

Below is a breakout of data points collected and definitions.

Direct Student Services: Face-to-Face interactions with students, phone calls, email with a student and/or family onsite, home or community.

In-Direct Contact: Contact made with student's support team not direct students.

Limited: Contact made with a student/family who are not case managed

Outreach/Training/Consultation: Meetings, trainings, and conferences. Providing technical assistance to the development of other SSA sites.

Verdant Health Commission

On an annual basis, the Student Support Advocate Program provides our partner Verdant Health Commission with data on various indicators:

Newly Case Managed: Brand new clients that we case managed throughout the data collection year.

Continued Case Management: Case managed clients that continued from the previous data collection year.

Number of Home visits: The number of times we went to a student or families home to provide an intervention, resource or support.

After Hours: Meeting with students and families after traditional school hours.

Limited Contact: Students that we met with briefly to offer a quick resource.

Attendance: The amount of school a student has missed during a school year.

- *As Student Support advocates one of our indicators of success is getting a baseline information for attendance and providing support for improved attendance.*

Discipline: The amount of discipline a student has during the school year.

- *Student Support Advocates use this information as a baseline, and part of our work is improving or decreasing the amount of discipline a student on our caseload has.*

Drug & Alcohol: Students on our caseload who are in need of D/A support.

- *We also use this information as baseline, and work towards decreasing student's substance abuse and providing them with resources to support them.*

Mental Health: Students in need of MH resources, this could be crisis intervention, a counseling referral or both.

Connected to Insurance: Identify students and families who need support applying for health insurance.

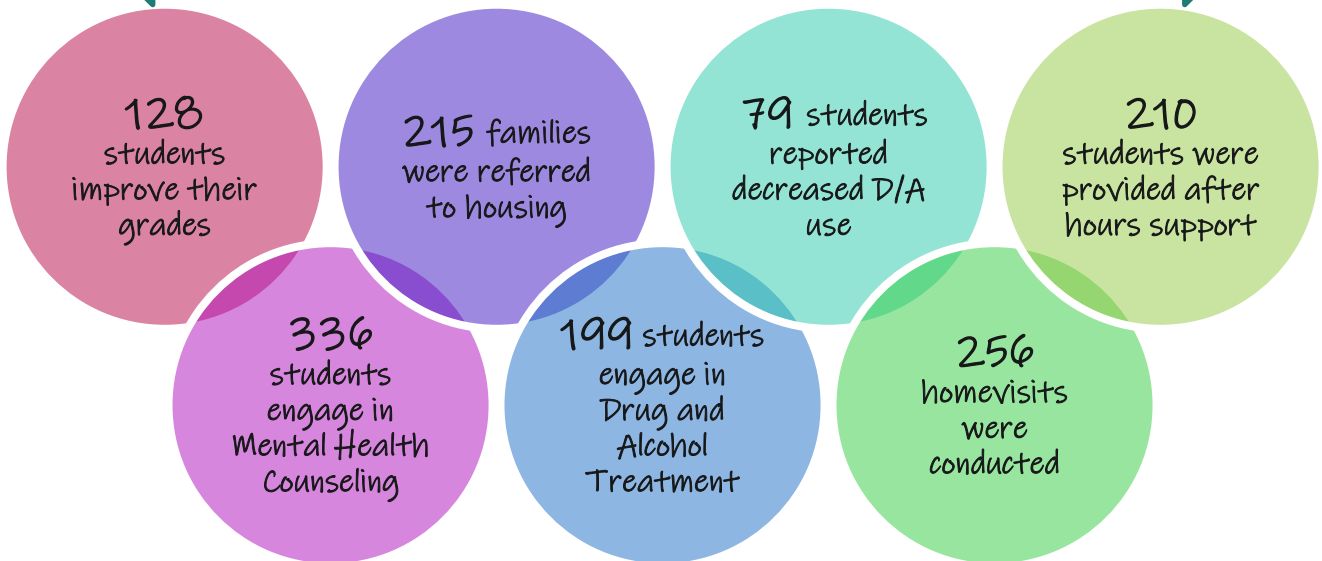
Homeless Prevention: Because of Student Support Advocate intervention student were able to avoid homelessness and remain housed.

Typical Referral Sources



What is the bottom-line?

2017-2018 data



MEET THE TEAM



Justin Howard received a BA from University of Washington, currently pursuing M.Ed. Has substantial experience working with homeless and street-dependent youth, exploited youth, youth in the juvenile justice system, and mental health, drug, and gang-impacted families throughout Snohomish County.

Justin Howard, Student Support Advocate for Scriber Lake

Amy Gourde has a Master's in Education from Western Oregon University. Diverse and varied experience that includes Returned Peace Corps Volunteer, Community Corrections Officer, English Language teacher, Teen Advocate for students infected/affected by HIV, Teacher in the King County Jail. Student Support Advocate since

Amy Gourde, Former Student Support Advocate Alderwood Middle



Chauntelle Guy received a Bachelor of Science degree in Community Services & in Psychology from Saint Martin's University. She has experience in working with low income/homeless families, and as a mental health advocate. Chauntelle has worked in social support setting for the past 7 years.

Chauntelle Buckingham, Student Support Advocate College Place Middle



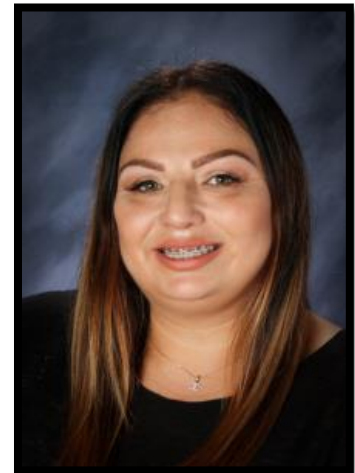


Jacque Julien earned her Bachelor's Degree in Society, Ethics and Human Behavior with a double minor in Education and Diversity from the University of Washington Bothell. She has an extensive background working with diverse and vulnerable populations, that includes chronic homelessness, court involved and at risk youth, advocating for equitable practices in policy, family law, navigating legal system- family law, CPS, and mentorship.

Jacque Julien, Student Support Advocate Meadowdale Middle

Teresa Polendo has a Master's Degree in Education and an undergraduate degree in Society, Ethics, & Human Behavior, from the University of Washington Bothell. Teresa has extensive experience working with individuals from diverse socioeconomic backgrounds, and matters such as homelessness, undocumented status, chemical dependency, domestic violence, mental health, and victims of sexual exploitation.

Teresa Polendo, Student Support Advocate Edmonds Woodway



Latisha Williams holds a Master's degree and Bachelor's Degree in Social Work from Eastern Washington University. She has vast experience working with homeless and at risk youth, substance abuse, sexual exploited youth, the CPS and court systems, race and equity work, systems and program development/ evaluation, and high school dropout re-engagement programs with in Snohomish County.

Latisha Williams, Student Support Advocate Mountlake Terrace High

MEET THE TEAM: Continued



Rosa Rosario has many years of experience working with youth and families in different settings. In New Jersey, she spent three years working in a school dropout prevention program with high school students. She worked for five years providing mental health counseling to Latino children and teens (0-18 years old) in South Seattle. Prior to joining the Edmonds School District, Rosa was a CPS Social Worker in the Lynnwood office.

Rosa Rosario, Student Support Advocate Brier Terrace Middle

Victoria Castaneda-Vargas earned her Master's in Social Work from the University of Washington, Seattle. She has over nine years of experience working with teens and their families in a variety of settings including foster care placement and program development for teen parents. She has been the Student Support Advocate at Meadowdale High since 2015. Victoria's education and career have always focused on her passion for supporting students' finding their own strengths and building on them so that they can be successful at school and life. Victoria believes that by supporting our students become their best self we are ensuring a stronger family and by extension a stronger community.

Victoria Castaneda-Vargas Student Support Advocate Meadowdale



Kelly Christensen has a Master's degree in Social Work and was hired at Lynnwood High School and Alderwood Middle school as an advocate in 2007. Before 2007, Kelly worked in local agencies with homeless young adults and with survivors of domestic violence. 12 years later, this job remains her passion. Kelly highly skilled in Trauma Informed Practices and integrating them into a school setting.

Kelly Christensen, Student Support Advocate Lynnwood High School

A typical day as an SSA:

One of our goals for this report is to give our partners, colleagues and the community a picture of the work that the Student Support Advocate Program does. We strongly value transparency and we believe the more our clarity we can bring to our roles, the more students and families will have access to the support they need to be successful. In this next section, you will read about three different SSA experiences.

Lynnwood High School

7:00 - Supported a teacher in the classroom when she presenting signs of suicide curriculum

8:00 - As requested by a teacher, I picked up a student who was refusing to work or move seats, then worked through the situation with the student

8:30 - Consulted with the school psychologist about a shared student and developed a plan for working with the family

8:45 - Worked with our tech coach to make sure our Signs of Suicide spreadsheet was working properly

9:00 - Met with individually with a student who is at risk of homelessness

9:45 - Talked with the student's guardian to work out a plan to add more support

10:15 - consulted with outside provider regarding new referral

10:30 - Taught the Signs of Suicide curriculum to a 11th grade history class

11:30 - Checked e-mails and consulted with counselors about students who were screening in as positive for signs of suicide

11:45 -A student dropped in who was in crisis about a traumatic event

12:30 - Met individually with a student who disclosed prior thoughts of suicide - did an assessment to see if she was low/moderate/high risk.

1:15 - Met with another student who had family history of suicide to see how she was doing with the curriculum being taught - screened her for depression with no thoughts of suicide - made a plan for accessing counseling help.

1:45 - Went to a student's classroom to set up appointment for following day

2:00 - Met with a teacher who needed help with a student and how to work with them

2:30 - Phone calls with a family who were at risk of homelessness

3:00 - De-briefed the day with administrators

3:15- Returned Emails

A typical day as an SSA: Middle School

Alderwood Middle School

7:45am -Talk to crying student in the lobby--too anxious to get to her first period class alone. De-escalate and walk student to class.

8:30am- Social worker from Department for Children and Family Services arrives to meet with a student. Sit in on interview and complete necessary paperwork.

10:00am- Student found in possession of marijuana. Meet with student and administrator to process with student. Meet with parent to explain the procedures following a drug and alcohol offense.

10:45am- Received referral from counselor for a student to receive therapy services from school-based therapist.

11:00am- McKinney Vento student comes in to say he does not need transportation after school. Call Transportation to cancel.

11:05am- Student comes in to get something to eat because they owe too much on their lunch account and have not eaten since dinner last night.

11:10am- Hang out in the cafeteria during first lunch to connect with students

11:30am- Tardy sweep duty

11:35am- Hang out in cafeteria during second lunch to connect with students

11:50am- Follow up with parents who are waiting to hear about apartment approval then reach out to community partners to see about move-in cost help

12:05pm- Hang out in cafeteria during third lunch to connect with students

12:30pm- Meet with CHS therapist to talk about students of concern and give new referral

1:00pm- Meet with student who has attendance issues to find out why she has not been coming to school. Make a plan for getting her back on track to attend school. Follow up with the parent to let them know of the plan and get them on board

1:40pm- Receive email from a teacher that a student has not shown up for 6th period; search hallways and bathrooms to find student avoiding class in bathroom. Process situation with student, set up time to meet with the teacher and student the next day to mediate issue.

2:00pm- Respond to parent email regarding concerns that student is refusing to go to school because of cyberbullying.

2:30pm Attend IEP Problem Solving Team meeting

WE COLLABORATE:

The work we do as student support advocates would not be possible without the support of our many partners:



WASHINGTON KIDS IN TRANSITION continuing support us has allowed the SSAs to address immediate needs that families are facing allowing families and case managers to concentrate on the long-term goal of stability. Some of the main supports that Washington Kids in Transition has provided to the families of the Edmonds School District this school year include:

32,000 bags of food- WAKIT provides a small bag of snacks students who are experiencing homelessness. At times, these students are in the school bus for longer than usual trips. These bags allow these students to have a snack while they can get to their families.

364 hotel vouchers – WAKIT has supported around 42 families financing over 300 night stays at a hotel where families can stay while long-term placement is being coordinated.

24 families with rental assistance, 18 families with utility support and 72 individual requests for financial assistance – WAKIT is committed to supporting the families of our district by preventing homelessness.

Financed Senior Prom- In June 2017 Scriber Lake High School hosted their first Senior Prom, thanks to the consistent support of WAKIT. This event has been in accordance ever since due to the support of WAKIT



SNOHOMISH COUNTY partially funds SSA services in the high schools. This partnership has allowed the SSA program to expand to all middle school and high schools in the Edmonds School District. SSAs that are directly funded by Snohomish County have utilized up to \$5,000 in rental assistance, utility support, and bus tickets in the 2018 calendar year.



VERDANT HEALTH COMMISSION has been a consistent partner of the SSA program for over 6 years. The Commission supports the SSA program with partial funding which allowed for more individualized and focused case management services to all middle and high schools. The Commission has also supported the SSA program by providing community space for meetings, collaboration with other agencies, and community learning.



THE FOUNDATION FOR EDMONDS DISTRICT has collaborated up with the SSA program by consistently providing weekly food bags to families facing homelessness as well as supporting individual requests of families and students.

Lastly, we would like to thank our partners at **Center for Human Services** and **Therapeutic Health Services** who offer school-based therapy and treatment to student who otherwise would go without access.



FINAL REMARKS

Our Commitments Moving Forward

- ✓ We will continue to strive for the highest professional standards by keeping current on research-based approaches, participating in professional development, and most importantly continually engaging with our community to better understand their needs.
- ✓ We will continue to foster our long-term partnerships as well as look for opportunities to expand our reach, to ensure the students and families of the Edmonds School District have access to timely and intentional resources as well as supports.
- ✓ We recognize that the Student Support Advocate program provides a wide spectrum of services and our scope of work is vast. We are committed to clarifying our work to our stakeholders, including school district administrators, and our community partners. We greatly value our partnerships within and outside of the district. It is our hope that our active efforts to clarify the Student Support Advocate program will dissolve barriers student and families may face in fully engaging in their education.
- ✓ We are a part of the continuum of services supporting students and families as it relates to drugs and alcohol. In our work, we notice the growing need for students, to receive intentional interventions. The Student Support Advocate Program is committed to developing relevant programming to help intervene and ultimately prevent drug and alcohol use among Edmonds School District students.

QUESTIONS/COMMENTS:

Many thanks for taking the time to learn more about The Student Support Advocate program in the Edmonds School District. We value your partnership and feedback. If you should have any questions regarding the information provided in this report, please feel free to contact us:

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