From March through June, school-based staff reached 1071 students via telehealth, providing over 11,000 telehealth services during COVID-19.

“I know that I don’t need to worry about the families that (the school-based clinician) is working with. She has been able to reach the families that I am most worried about and is in every effort working to collaborate with the school and families to make sure that people’s needs are met in all aspects.”

-Special Educator

Finding New Ways to Meet Families’ Needs:

School-based and therapeutic school staff knew that their clients were the students most likely to need emotional, behavioral, and tangible support when school doors abruptly closed. Getting creative while maintaining safety included:

• Regular telehealth and phone check-ins with students and families, as well as coaching on how to use telehealth
• Finding alternative and COVID-safe spaces in agency buildings and in the community to continue to provide face-to-face interventions
• Dropping off and mailing educational and coping activities for student use during remote learning
• Consultation and support for school staff

84% of school staff and 90% of families agreed that services provided during COVID-19 were helpful.

Schools received:

• Access to 250K high quality mental health supports at school, including trauma-informed evidence-based practices, for students and school staff
• An average of 15 care coordination services per student, linking families to resources to address social determinants of health needs
• Seamless referral to home- and community-based mental health supports outside of the school day for students and their families
• Behavioral and mental health consultation for teachers and administrators
• Access to crisis supports when students are in extreme states of dysregulation and distress. 210 crisis assessments were provided in schools in FY20.

A POSITIVE IMPACT ON LEARNING

In one district served by the Howard Center, data for 130 students, 85% of whom were on IEPs, showed that:

• 75% improved or sustained in both literacy and math
• >70% improved or did not struggle with attendance and tardiness
• 78% improved or did not struggle with behavior
• Only 5% needed to transition to a different educational placement
• Beyond the 130 identified clients, 223 additional students received supports

A COMPREHENSIVE CONTINUUM TO SUPPORT LEARNING

Network agencies contract with local schools to provide mental health, behavioral, and care coordination supports to struggling students in alignment with a Multi-Tiered Systems of Support (MTSS) framework.

ESSENTIAL FOR STUDENTS, FAMILIES, and SCHOOLS

• 95% of families said they received the services we needed
• 82% of families said the services they received made a difference
• 89% of school staff agreed that students are better able to access their education
• 83% of school staff agreed that the partnership provided a service that was not otherwise available to them