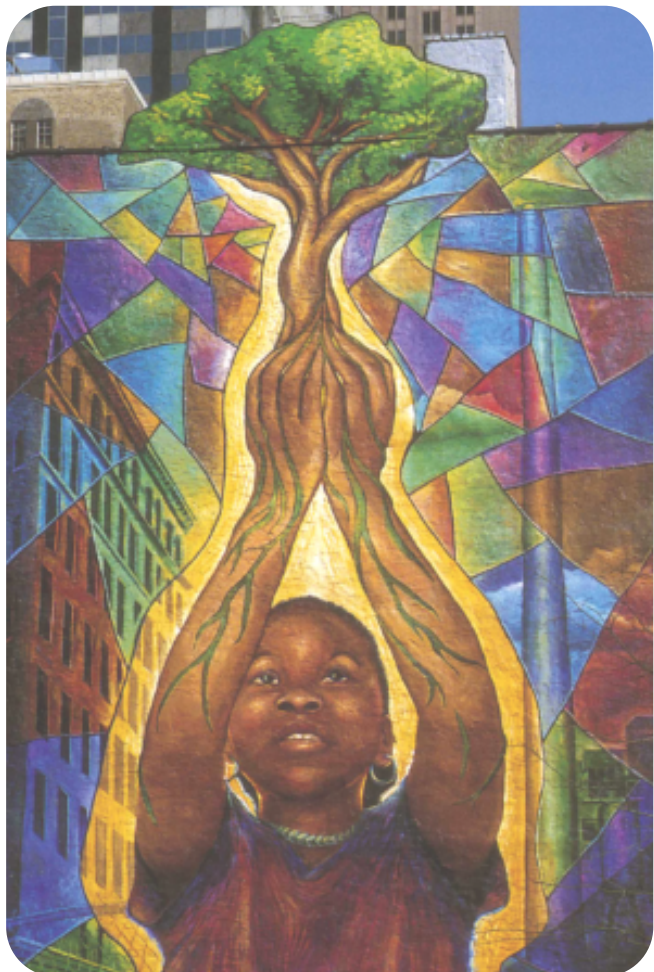


# Support Team for Educational Partnership (STEP)

This report contains data on the original four-person teams at 21 schools from 2018-2021



2000 City of Philadelphia Mural Arts Program / Josh Sarantitis, Photo by Jack Ramsdale

**2** main areas of support:  
STEP meets school-wide needs through services such as professional development for staff and supporting school-wide initiatives. STEP also meets whole child and family needs through services like therapy, case management, and peer support, both in school and at home, as needed.

**4** person staff team

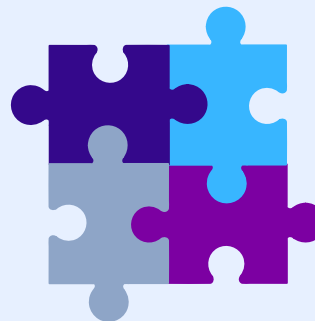
**6** original partnering agencies: School District of Philadelphia, City of Philadelphia (Department of Behavioral Health and Intellectual Disabilities Services, Community Behavioral Health, the Managing Director's Office, the Department of Human Services), and Drexel University's Promise Neighborhood Initiative.

## What is STEP?

- ✓ An initiative providing behavioral health interventions, while increasing access to more intensive services if needed
- ✓ A system of support for students and the guardians, caregivers, teachers, and schools who support them
- ✓ Aims to:
  - » Ensure child and family wellbeing by offering interventions early on that encourage healthy coping skills;
  - » Connect children and families to community resources;
  - » Serve students' behavioral and social needs, to enable students to engage meaningfully with school, community, and social connections;
  - » Coach caregivers and teachers on new ways to create safe environments that meet social/emotional needs;
  - » Help schools strengthen their approach to climate through a trauma-informed lens

The **School Behavioral Consultant**, in addition to a small individual therapy caseload, helps adults create an environment of success for students by teaching trauma-informed behavioral strategies that can be used at home and at school.

The **Clinical Coordinator** leads the team, connecting children to the best-fit supports and provides individual, group and/or family therapy. They also take part in school leadership and Multi-Tiered System of Support (MTSS) meetings.



The **Case Manager** connects families to community resources to address a child's needs.

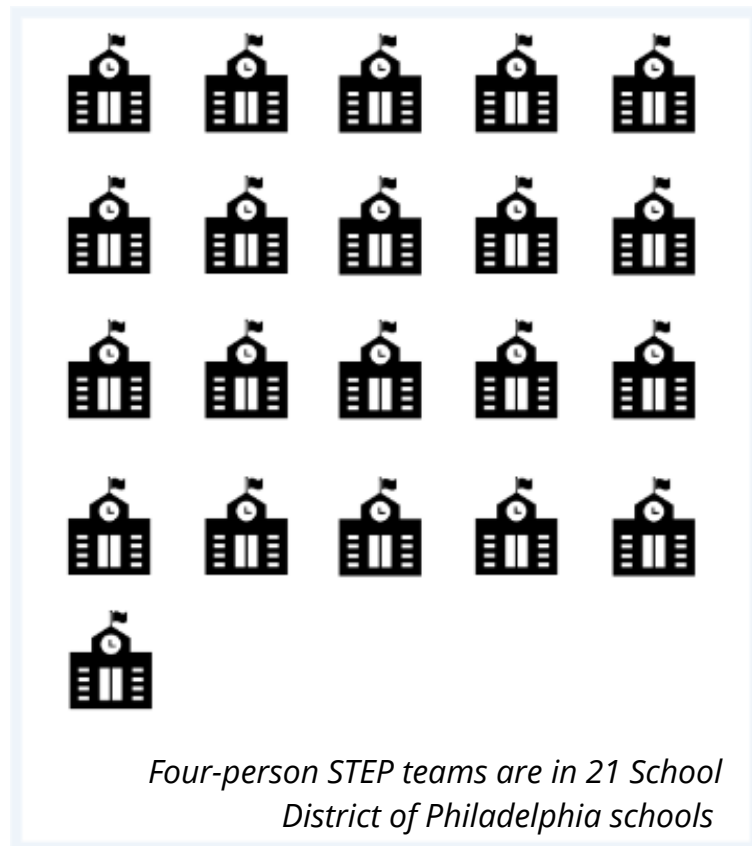
The **Family Peer Specialist** uses their experiences to walk alongside the family to offer support, encouragement and advocacy.

**21** School District of Philadelphia schools: include elementary, middle, high, and community schools. An additional 41 schools have been funded by the District and have at least one STEP staff person.

**89** total staff: STEP started in late School Year 17-18 with one Clinical Coordinator in each of the 21 schools. Staffing increased when School Behavioral Consultants and Case Managers were hired in School Year 18-19. The initiative was fully staffed with the fourth team member (Family Peer Specialists) at the start of the 19-20 School Year. Additionally, staff is supported by the STEP Director and two Clinical Supervisors to ensure quality services, training, and supervision to all staff.

**2,269** unique students served during School Year 2018-19.

**2,663** unique students served during School Year 2019-20.



**54,988** hours of services provided by flexible and resilient staff during the COVID pandemic (from March 2020 - June 2021).

**As the number of STEP team members grew, these staff were able to provide more in-depth and multilayered support to students, "wrapping" them in services.**

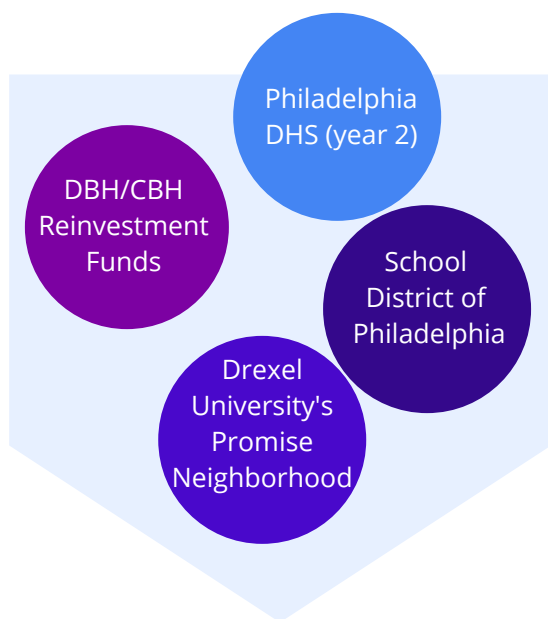


*Students dancing at Cramp Elementary, a STEP School. Photo by Steve Weinik, Mural Arts Philadelphia*

# How is it funded?

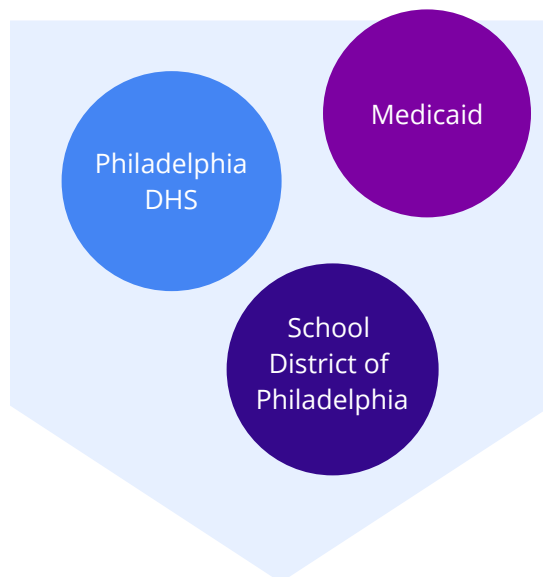
STEP is an innovative initiative with multiple agencies' investment to support children, the School District, and their caregivers.

## Years One and Two



**STEP**

## Years Three and Beyond



**STEP**

## How does a child access services?



- » Support from the STEP team can be for any student at a STEP school, with any insurance, for any length of time, for any frequency, for many types of behavioral health, mental health, or social service needs.
- » STEP is part of a continuum of available supports. Both the District and Community Behavioral Health have additional options along their continuum of services.
- » The child's teacher can discuss a child's behavioral concerns with the school's Multi-Tiered System of Support (MTSS) team.
- » Parents can request support from the STEP team by contacting their child's teacher, or the Clinical Coordinator at their child's school. Students can also self refer.

# STEP Initiative Highlights

## AY 2018-19

**2,269**

unique students served

**14,452**

total hours\* by STEP staff

\*Total hours includes both child-level and school-level activities

### How did STEP staff support students?\*

#### Engaging with Home and Community Supports

11%  
Home Visits  
Collateral Contacts with Family  
Collateral Contacts with Others

#### Providing Screenings & Clinical Consultation

21%

#### Intervening in a Crisis

11%

#### Providing Case Management

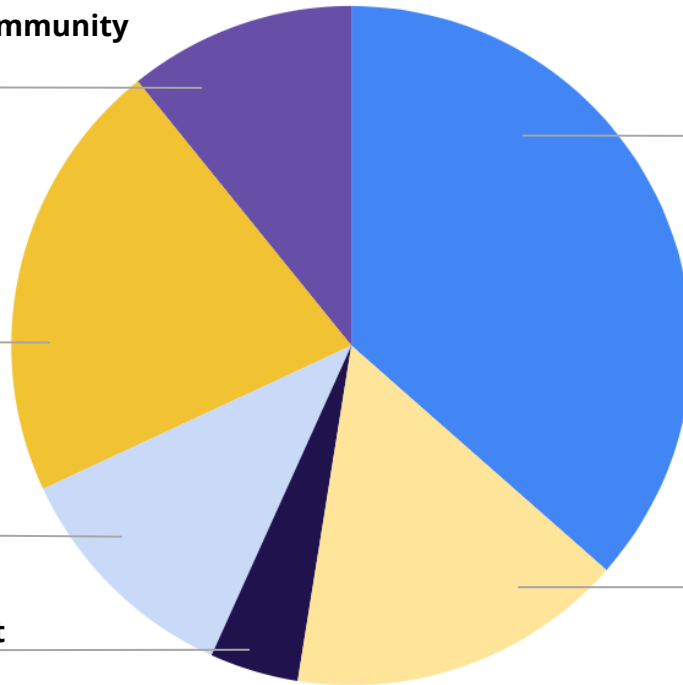
4%  
Referral Coordination  
Non-Clinical Intervention

#### Providing Therapy

37%

#### Interacting with Teachers

16%  
Teacher Coaching  
Classroom Observation  
Collateral Contacts with Teacher

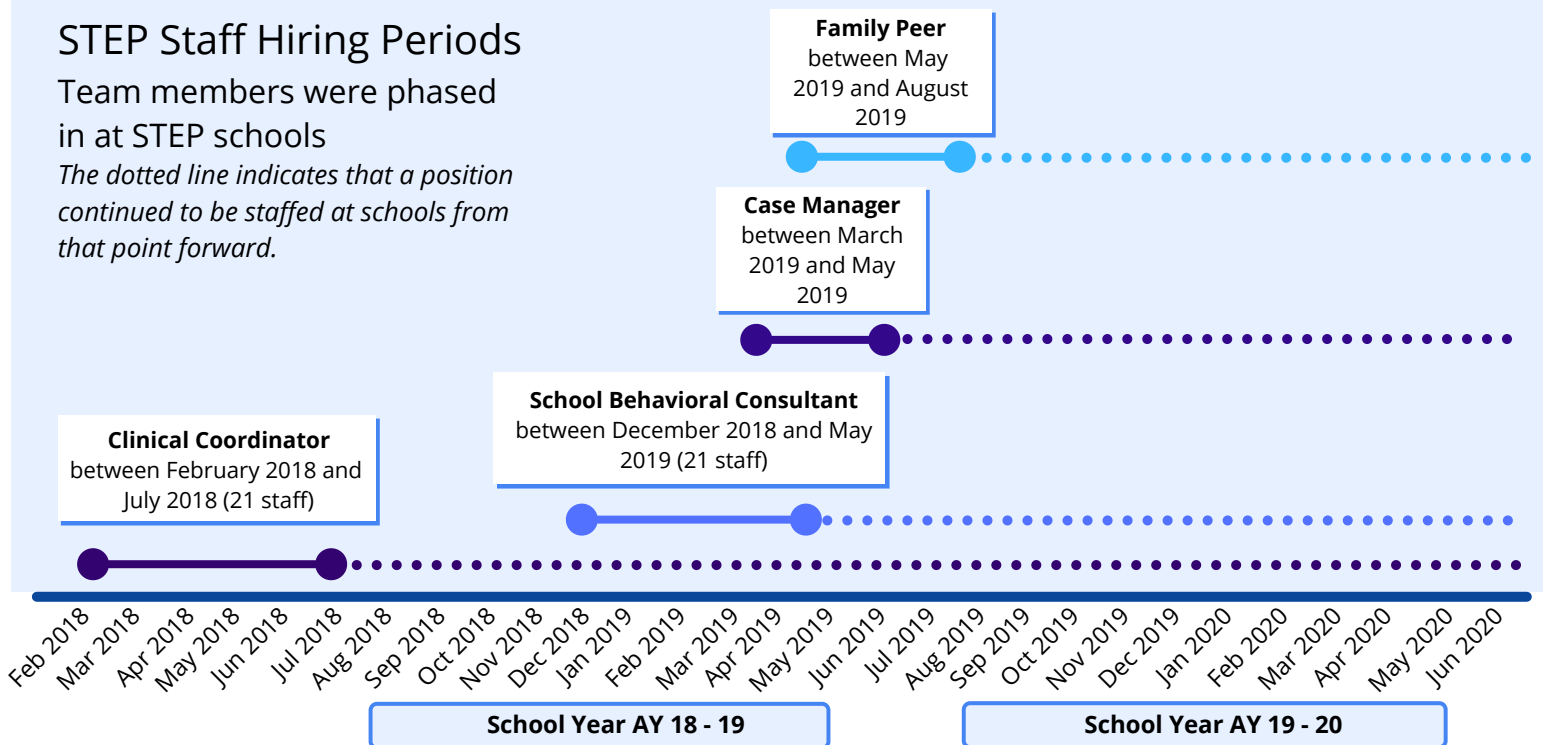


\*data collected from the School District of Philadelphia's STEP Initiative Encounter Forms

### STEP Staff Hiring Periods

Team members were phased in at STEP schools

The dotted line indicates that a position continued to be staffed at schools from that point forward.



School Year AY 18 - 19

School Year AY 19 - 20

# STEP Initiative Highlights AY 2019-20

## 2,663

unique students served,  
a 16% increase from the  
previous year, reaching 394  
additional students

## 38,024

total hours\*  
Over 2.5 times higher than  
the previous year

Please note: The impacts of the COVID-19 pandemic affected STEP programming capacity

\*Total hours includes both child-level and school-level activities

## How did STEP staff support students?

### Engaging with Home and Community Supports

23%  
Home Visits  
Collateral Contacts with Family  
Collateral Contacts with Others

### Providing Therapy

25%

### Providing Screenings & Clinical Consultation

16%

### Interacting with Teachers

13%  
Teacher Coaching  
Classroom Observation  
Collateral Contacts with Teacher

### Intervening in a Crisis

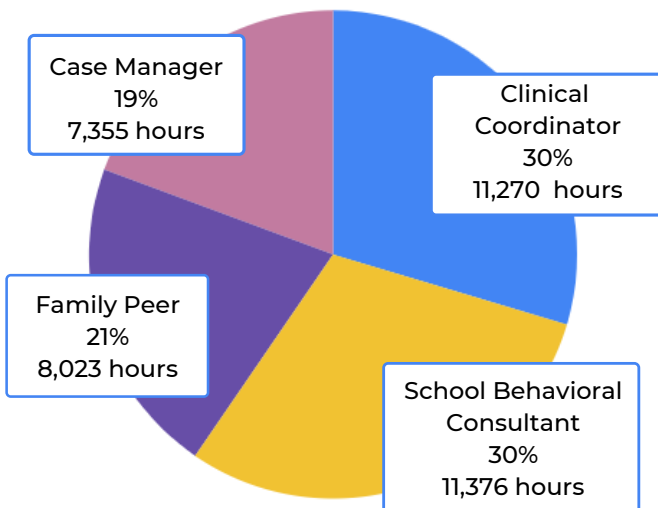
9%

### Providing Case Management

14%  
Referral Coordination  
Non-Clinical Intervention

\*data collected from the School District of Philadelphia's STEP Initiative Encounter Forms

## How was work spread across STEP staff?



## School Climate Scores

Three-quarters of STEP schools saw an improvement in climate score across these two years (measuring school years 2017-18 and 2018-19).

Four of these schools' climate scores improved by entire categories, for example, from "Intervene" to "Watch."

Across the two years, half of the STEP schools improved by at least 5%, and across all STEP schools, the average improvement was 8%.

\*for detailed climate score methodology and categories, please see the School District of Philadelphia's school progress reports

# STEP Initiative Highlights

## AY 2020-21

**1,098**

unique students  
served

**41,512**

total hours\*

Please note: The impacts of the COVID-19 pandemic affected STEP programming capacity, as school was fully virtual this year.

\*Total hours includes both child-level and school-level activities

### How did STEP staff support students?

#### Engaging with Home and Community Supports

37.6%  
Home Visits  
Collateral Contacts with Family  
Collateral Contacts with Others

#### Providing Therapy

21%

#### Interacting with Teachers

17%  
Teacher Coaching  
Classroom Observation  
Collateral Contacts with Teacher

#### Providing Screenings & Clinical Consultation

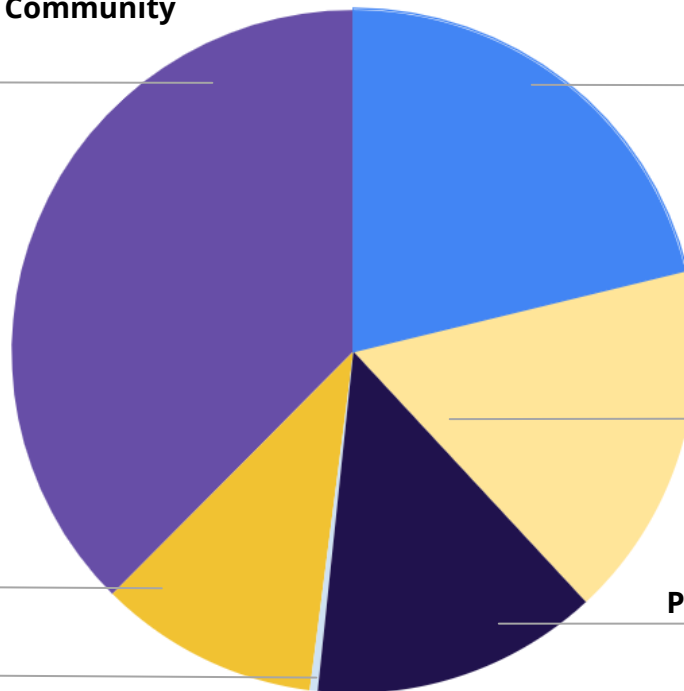
10%

#### Crisis Interventions

0.4%

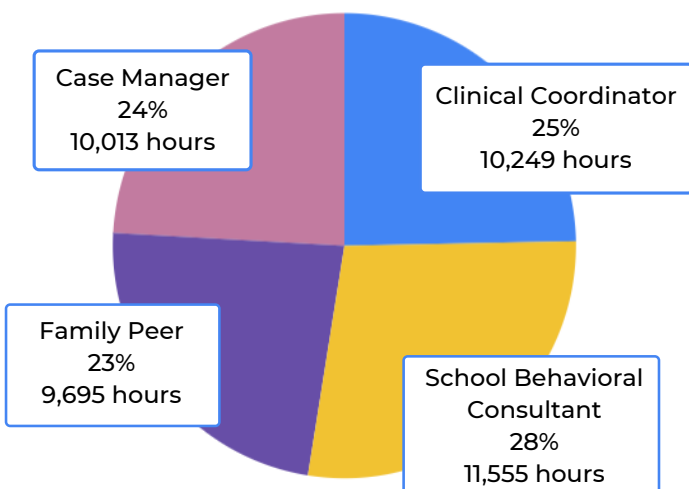
#### Providing Case Management

14%  
Referral Coordination  
Non-Clinical Intervention



\*data collected from the School District of Philadelphia's STEP Initiative Encounter Forms

### How was work spread across STEP staff?



### School Climate Scores

Due to the COVID-19 pandemic and associated school closures, multiple state and local assessments were canceled during the 2019-2020 school year. As a result, the School District of Philadelphia was not able to release a full School Progress Report for the 2019-2020 school year.