

Coordination of
Services Team (COST)



COST Training Sheets



CENTER
FOR HEALTHY
SCHOOLS AND
COMMUNITIES

ALAMEDA COUNTY
HEALTH CARE SERVICES AGENCY

Training

COST Mock Scenario Activity

Opening Scenario

James is a 17-year-old senior in high school. He never met his father and he was taken from his mother and placed in foster care when he was seven. James has been living with his adult foster brother who serves as his guardian, and is his only family. James' foster brother passes away unexpectedly in the middle of James' senior year. James is grieving, and has also become homeless. He has no income, no reliable food source, and no medical coverage. James goes to you, the School Counselor and COST leader/member, for support. What do you do?

COST Team Members

- Principal
- School Counselor
- College Counselor
- Parent Liaison
- School Nurse
- Resource Teacher
- Mental Health Clinician (CBO)
- Afterschool Program Coordinator



Present Referral to COST Team

Strengths

- Academically achieving – has a 3.2 GPA and is enrolled in advanced placement classes
- Motivated – he wants to graduate and go to college
- Social – he has friends
- He understands how to move in different contexts – code switching

Issues

- No family or support system
- Grief and loss
- Responsible for a burial service
- Homeless
- Food instability
- No medical care
- Needs a job
- Wants to go to college, has a 3.2 GPA, but he is missing math credits for graduation
- Can't afford college

What Really Happened to James

After checking in with James, the COST Coordinator worked with the rest of the COST members to organize and take the following actions:

- The parent liaison helped find shelter for James, took him to the food bank, and helped him sign up for food stamps.
- The COST Coordinator and parent liaison contacted charities and church groups to pay for the burial service.
- The counselor provided therapy, and also worked with James on job searching and interviewing skills to help him be self-reliant.
- The nurse and the nutritionist provided nutritional and wellness support.
- The Health Center practitioners on campus signed James up for long-term medical care.
- The Coordinator, along with the college counselor and the assistant principal made sure that James had all the credits needed to graduate, take his SATs, and apply for college.

Upon graduation, James was accepted to a university with free room and board. He is majoring in broadcasting. He got a full-time job and a part-time job. He told the COST Coordinator that he felt proud that he was able to build a support system around himself and that he was ready to turn a new page in his life. As for the COST members, they feel they never could have made such an impact without working collectively.

Crafting an Elevator Speech Activity

Be ready to succinctly explain the purpose and value of COST with a well structured pitch!

Exercise 1

60-Second Version

Hi, I wanted to talk to you about the new Coordination of Services Team, or COST, that we are starting.

COST is (1-2 sentence description of COST) _____

It will help us achieve (school/person's goal) _____

by (1-2 sentences about benefits or needs that are being met) _____

If you are having trouble getting started, try building from one of these lead-in sentences:

- COST improves student achievement by reducing barriers to learning.
- COST is a one-stop shop for getting your students the resources they need.
- COST works as a team to link students to academic, health, and family supports.
- COST is a way to make sure that all students have access to the supports and opportunities they need to be successful.
- COST is a new structure for coordinating the resources we have on campus and in the community to ensure that students, families, and teachers have the support they need.
- COST is bigger than the sum of its parts – we can make an impact together that we could never achieve individually.

About Us

As part of Alameda County Health Care Services Agency, the Center for Healthy Schools and Communities (CHSC) has worked for over 20 years with school districts, community partners, youth, families, and policymakers to build school health initiatives that create equitable conditions for health and learning. Together we have developed 28 school health centers, expanded behavioral health supports to over 190 schools, built and lead operations of the REACH Ashland Youth Center, supported youth wellness and family partnership initiatives, and implemented targeted equity strategies for youth furthest from opportunity. Our school health programs and partnerships address urgent health and education inequities and create opportunities for all young people to cultivate their strengths, resiliency, and promise. We focus on supporting the physical health of students – knowing that students can't learn if they are sick, hungry, or absent from school. But we also focus on other aspects of wellness that youth and families need to thrive: social, emotional, spiritual, intellectual, environmental, and occupational. For more information about CHSC's work, please visit our website at ahealthyschools.org



How It Works

Look for the School Health Works icon anywhere on the CHSC website to find resources, tools, guides, and videos to help health and education leaders to build school health initiatives.

ahealthyschools.org/resources