

# Park Nicollet Foundation School-Based Health Center Evaluation: Final Report

January 2020



**Prepared by HealthPartners Institute  
Center for Evaluation and Survey Research**

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The following are results from a  
Center for Evaluation & Survey Research (CESR) evaluation.

Each section is intended to be distributed as a whole.

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# **Funder-Facing Infographic**

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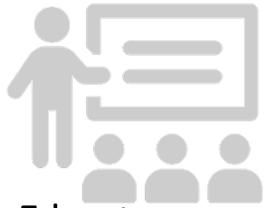
## **Park Nicollet School-Based Health Center Evaluation**



Center for Evaluation & Survey Research

# Park Nicollet Foundation School-Based Health Center Evaluation: Experience & Impact

Park Nicollet Foundation partnered with the HealthPartners Institute Center for Evaluation & Survey Research on an evaluation to understand educator experience with Park Nicollet Foundation's school-based health centers (SBHC's) and educators' perceived impact on themselves, their students, and their schools. We talked to 156 educators from 4 schools. Here are select results.



## Educators

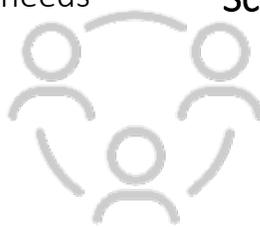
87% of educators think that the SBHC's positively impact their feeling of support in addressing student health needs

## Students

86% of educators think that the SBHC's positively impact students' engagement in their own health care

## School culture

62% of educators think that the SBHC's positively impact school culture

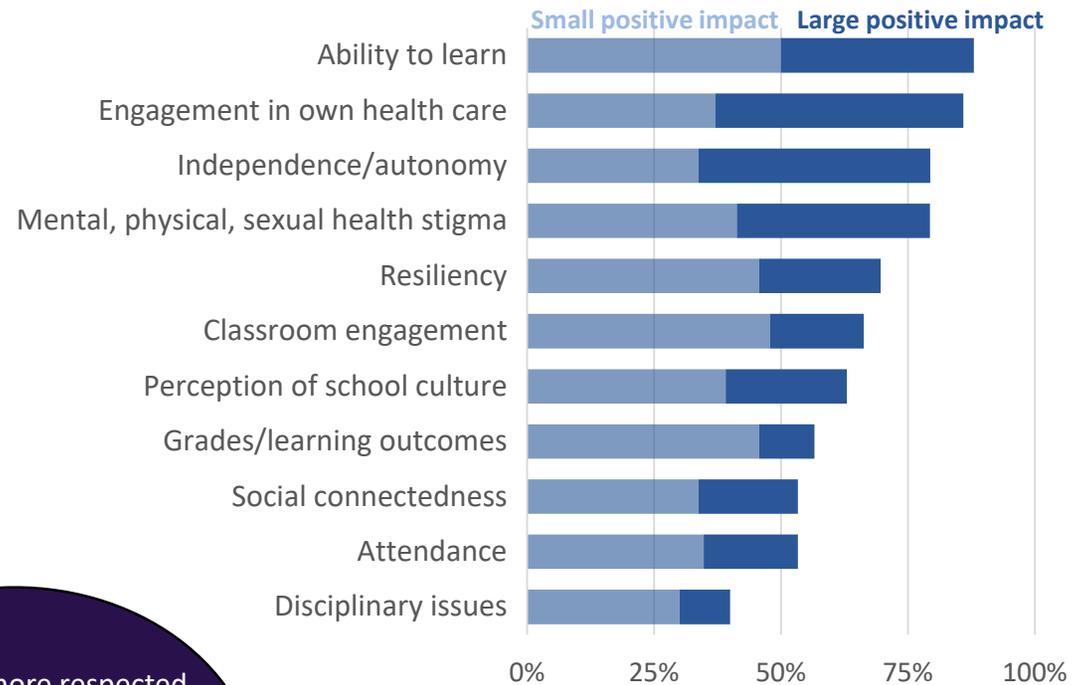


"There's no shame around it. Kids are very open to say, 'I need a pass.' There's just nothing negative about it. It's, 'hey I'm taking care of my business.'"

"Students tell me they can get and ask for help if they need it. I am so grateful that we have this resource."

"Kids feel more respected as humans; they feel like we care about their wholeness. They're realizing they have rights and taking care of themselves is important."

How does the SBHC impact **your students'...**



Over 75% of educators think the SBHC's have a positive impact on students' **ability to learn, health care engagement, independence, and stigma**

# **Team-Facing Report**

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## **Park Nicollet School-Based Health Center Evaluation**



# Park Nicollet Foundation | School-Based Health Center Evaluation

Park Nicollet Foundation partnered with the HealthPartners (HP) Institute Center for Evaluation & Survey Research (CESR) on an evaluation to understand educator experience with Park Nicollet Foundation’s school-based health centers (SBHC’s) and educators’ perceived impact on themselves, their students, and their school. Detailed evaluation methods follow, along with select results and highlights. Full results are found in the appendix.

## Methods

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Semi-structured interviews were completed and used to develop a survey that was then fielded among educators in 4 Twin Cities Metro school districts.

### Semi-structured telephone interviews:

- Educators from Burnsville, St. Louis Park, Brooklyn Center, and Richfield schools
- ~20 minute interview about SBHC experience and perceived impact
- 12 people were invited to participate; 9 completed an interview
- October 28 – November 27, 2019

### Online surveys:

- Educators from Burnsville, St. Louis Park, Brooklyn Center, and Richfield schools
- 16 question online survey about SBHC experience and perceived impact
- 343 were invited to participate, 144 completed the survey for a 42 percent response rate
- December 10-21, 2019

Quantitative data was summarized with counts and percentages. Where applicable, respondents who left a question blank were removed from the denominator. See the Appendix for detailed tables showing response differences by school.

Survey Completes		
School	N	Response Rate
Brooklyn Center	33	43%
Burnsville	49	39%
Richfield	26	54%
St. Louis Park	36	40%
<b>Total</b>	<b>144</b>	<b>42%</b>



## Select themes, key quotes, and results

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Students use the SBHC's for immunizations, sexual health, mental health, medication, insurance navigation, sports physicals

*"If I have a kid who comes to see me and they're worried about whether they're pregnant or not, I have a viable resource where they can go and find that out. It's one thing to talk about something, but it's another thing to provide a real resource."*

*"I make referrals regularly. I have about 14 kids getting therapy weekly and I refer families all the time for the insurance navigation"*

Some teachers haven't been to the clinic or don't have a lot of experience

*"I do lots of referrals over to the Diamond Head clinic. I've actually never even been there."*

Some students make repeat requests for passes

*"There are a lot of repeat students who ask for passes. So I think that's maybe a sign that it's working for them."*

Some educators feel very comfortable sending students there while others do not

*"Absolutely I utilize them regularly. I probably do less of the straight medical referrals because we do have a school nurse who makes those referrals and we also have a sexual health mentor who makes referrals for sexual health."*

*"I do refer students or I will e-mail the social worker or the special education lead and say the student is struggling in this way or with a behavioral issue. But I don't really do that for the health center. I don't know why. I mean maybe I should think about it. But I'm not going to refer them to a doctor, you know? So that's kind of the boundary that I have."*

The SBHC supports existing school initiatives to emphasize healthy living and reduce stigma

*"The health center I think is supportive but our whole school is in general just making things not taboo."*

Educators would like more information about the SBHCs

*"I would love more information so that I can help my students who have needs that are not being met."*

Positive comments

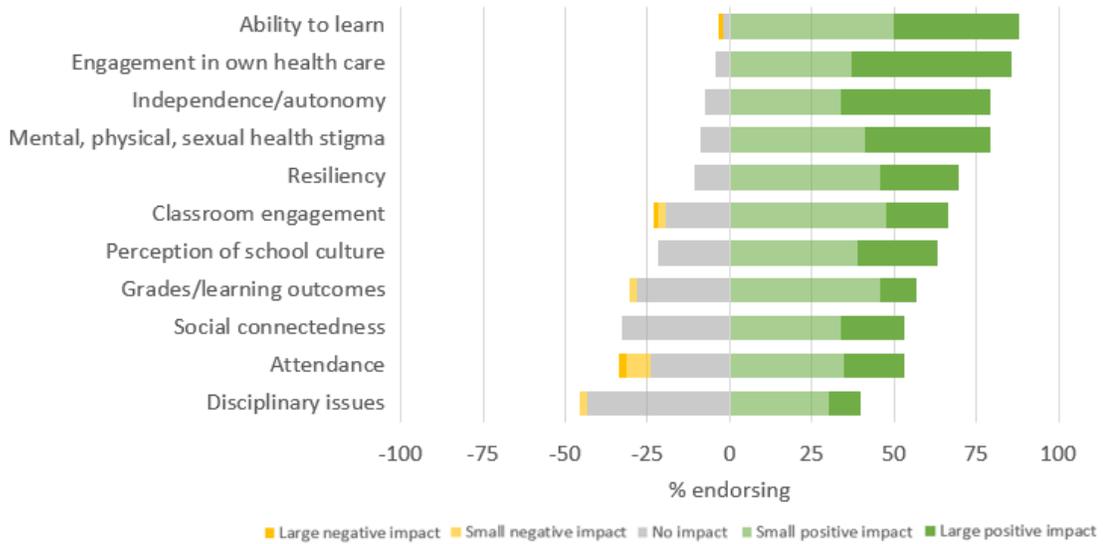
*"I have been in the situation of trying to help an at-risk student get involved in a sport and found the task of getting a sports physical to be almost insurmountable. When the child's parent does not have the resources or initiative to make that happen, it is almost impossible for a non-parent to assist because of data privacy. The Central Clinic really helps out in situations like that. Thank you!"*

*"For many of our new immigrant students, the vaccination requirements for school are daunting. Being able to send kids to the clinic for this simple visit, reducing stress for families and decreasing the amount of time students are out of school. I often refer to it as "La Clinica" and every student knows what I mean. It is definitely part of our community that we depend on."*

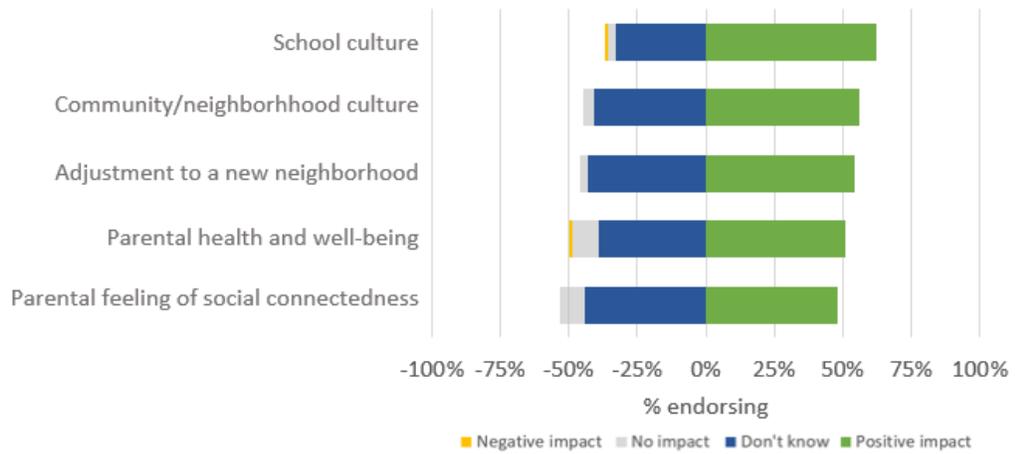
*"The concept of a free, confidential (sexual and chemical health) clinic within walking distance of a high school is amazing! Young doctors for young adults just makes sense."*

*"The HRC is so helpful for our students to get the care that they need. It removes so many common barriers such as transportation, scheduling, or missing work to take the student in."*

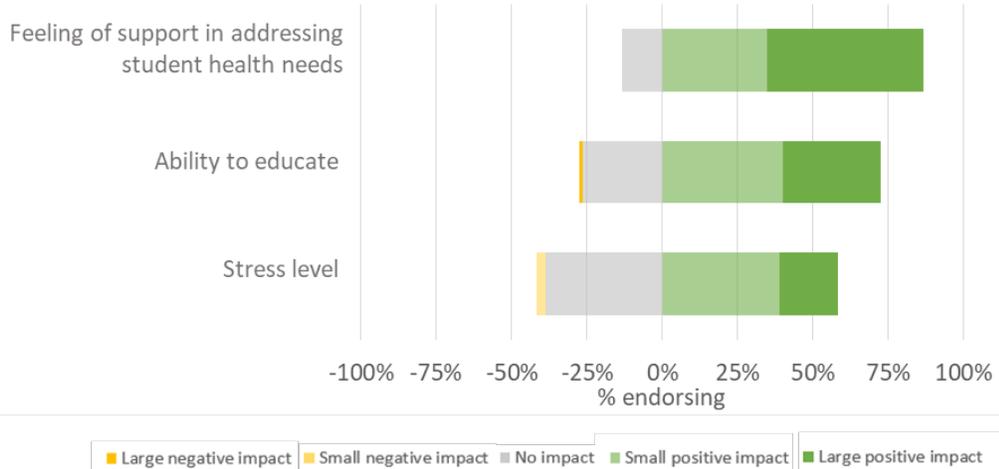
**Perceived SBHC impact on students**



**Perceived SBHC impact on parents/school/community**



**Perceived SBHC impact on parents, guardians, and community**



## Highlights & Learnings

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### Programmatic Takeaways

- SBHC awareness was high, but there is an opportunity to increase more nuanced communication about SBHC's to educators.
  - Work with school leadership to ensure educators know what SBHC services are available and how various health and wellness professionals affiliated with the school engage with SBHC's.
  - Only about half of teachers "often" or "sometimes" refer their students to the SBHC, though this evaluation didn't explore possible barriers.
  - Many educators asked for more information about the SBHC's (see open-ended survey responses in the appendix). Consider sharing SBHC information, such as an overview of resources offered and how they align with other school health resources, via an educator brown bag lunch or orientations.
- The SBHC's are having many perceived positive impacts on students, especially on engagement in own health care and autonomy.
  - Continue to build on these positive impacts by co-creating curriculum for teachers to further support the message and support engagement with SBHC's.
  - Similarly, build on progress the SBHC has made on decreasing the stigma around physical, mental, and sexual health.

### Evaluation Takeaways

- Though educators were able to speak to the perceived impact on themselves, their schools and their students, surveys of school leadership, students, parents, and community would support direct understanding of these stakeholders' experience with the SBHC's, as well as what impacts they think the SBHC's have had. This can help confirm the care engagement and autonomy impacts that educators identified in this evaluation.
- Conduct qualitative interviews with community/student advisory groups and other school staff such as school nurses, special education, and counselors to understand other potential impacts and programmatic opportunities.
- Objectively measure health and education outcomes such as absenteeism and presenteeism for an unbiased measure of impact.
- Consider partnering with national organizations to do further evaluation and/or share findings.

### Organization-wide Takeaways

- Promising results support further work to examine impacts that the SBHC's have had on outcomes in the Park Nicollet and HealthPartners community by comparing to clinical outcomes from students in different school districts.
- Continuing to partner and share learnings with other organization programs and initiatives related to child wellbeing, such as Little Moments Count, Make It OK, PowerUp and Children's Health Initiative will support efforts across the organization.
- Collecting social needs data could inform the program for clinical interventions and takes advantage of organizationally-available standardized tools/modules (e.g. TeenQ).
- Share learnings with other HP groups focused on cultural sensitivity and access to care in underserved communities.
- Share learnings and coordinate with other HP hospital foundations to combine services or offer them more broadly.
- Leverage opportunities for coordinated care across HP/PN care group and health centers.
- Leverage HP/PN clinical expertise in adolescent health when feasible (e.g. use TeenQ for health risk screening, PHQ-9 for depression screening, etc).

# **School-Facing Chartbook**

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## **Park Nicollet School-Based Health Center Evaluation**



Center for Evaluation & Survey Research

# Context, Methods

Park Nicollet Foundation **partnered** with the HealthPartners Institute Center for Evaluation & Survey Research on an **evaluation** to understand educator...

- **experience** with Park Nicollet Foundation's school-based health centers
- **perceived impact** on **themselves**, their **students**, and their **school**

Through **interviews** and **surveys**, we talked to 156 educators from 4 schools. Select results follow.

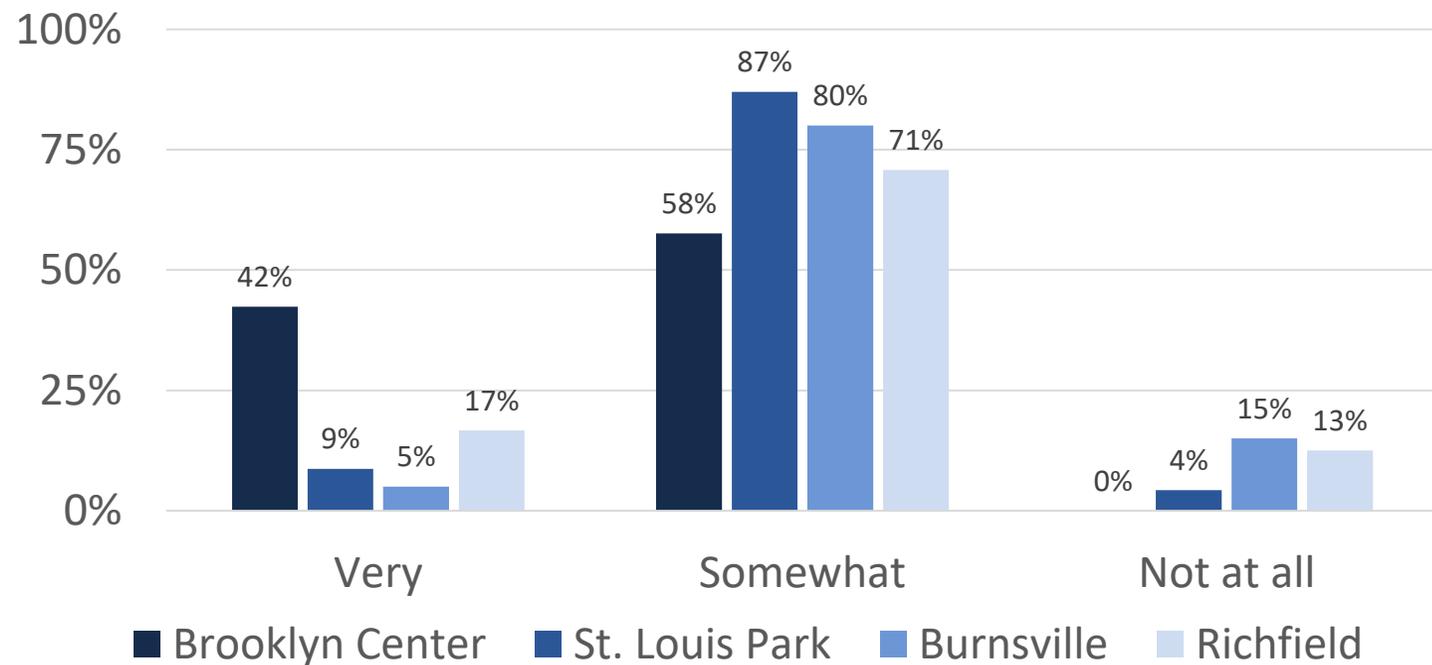
Proportion of survey responses by school were analyzed after data collection using an exact Pearson chi-square test for significance. Differences where  $p < 0.05$  are noted in the following slides.

# Educator familiarity with the SBHC

**Most educators** are very or somewhat familiar with their school's health resource center

Differences between schools are statistically significant ( $<0.01$ )

How familiar are you with your school's health center?

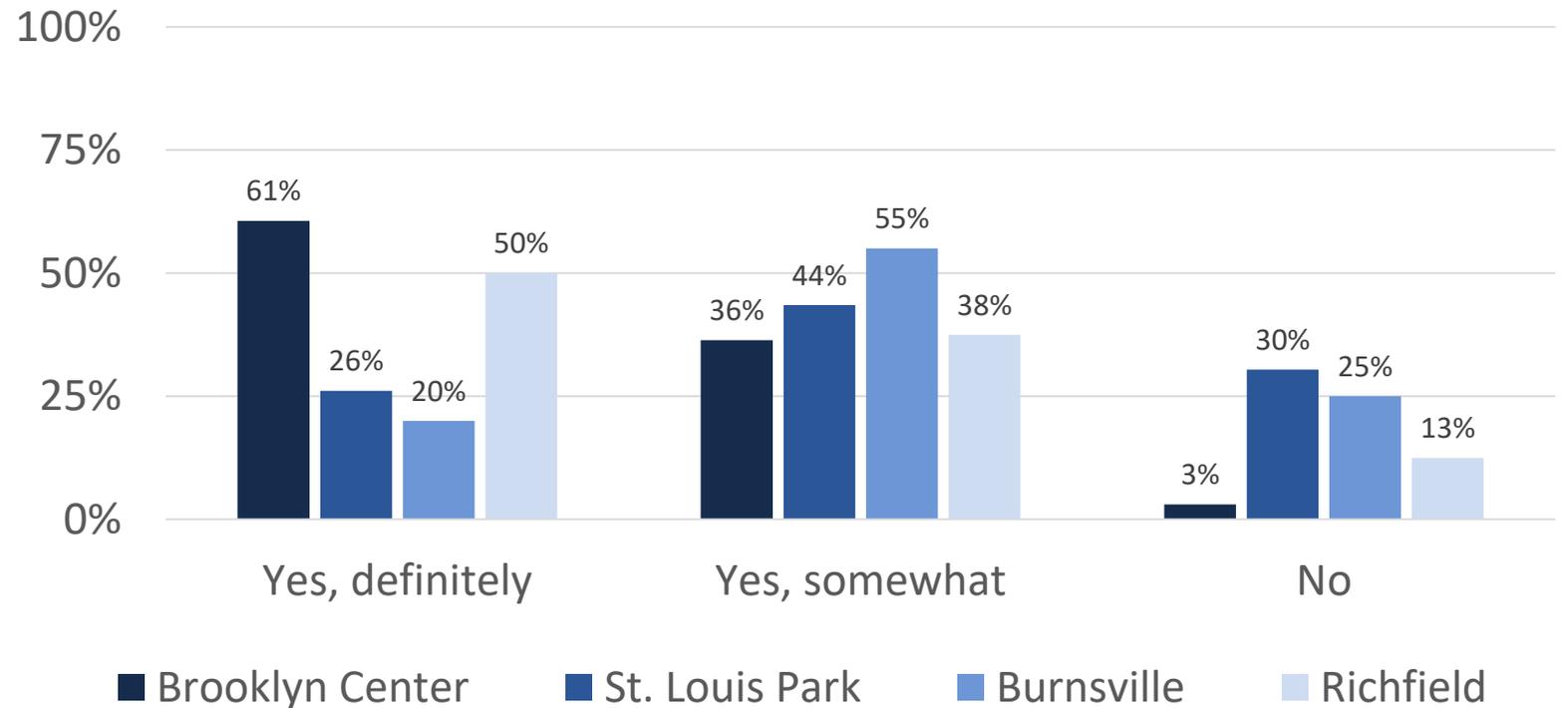


# Educator referral knowledge

**84%** of educators definitely or somewhat **know how to refer students to the SBHC**

Differences between schools are statistically significant ( $<0.05$ )

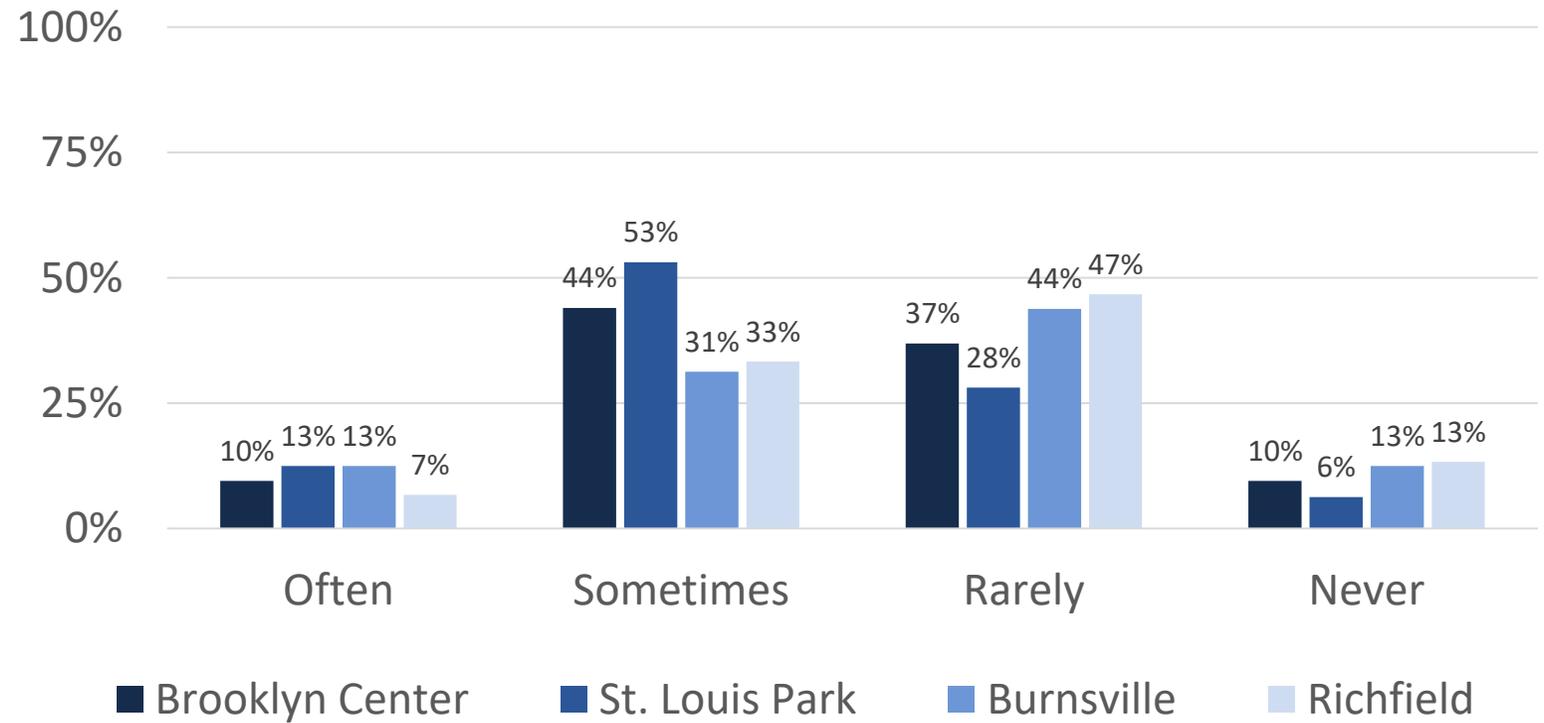
Do you know how to refer students to the health center?



# Educator referral frequency

**54% of all educators often or sometimes refer students to the SBHC**

### How often do you refer students to the health center?

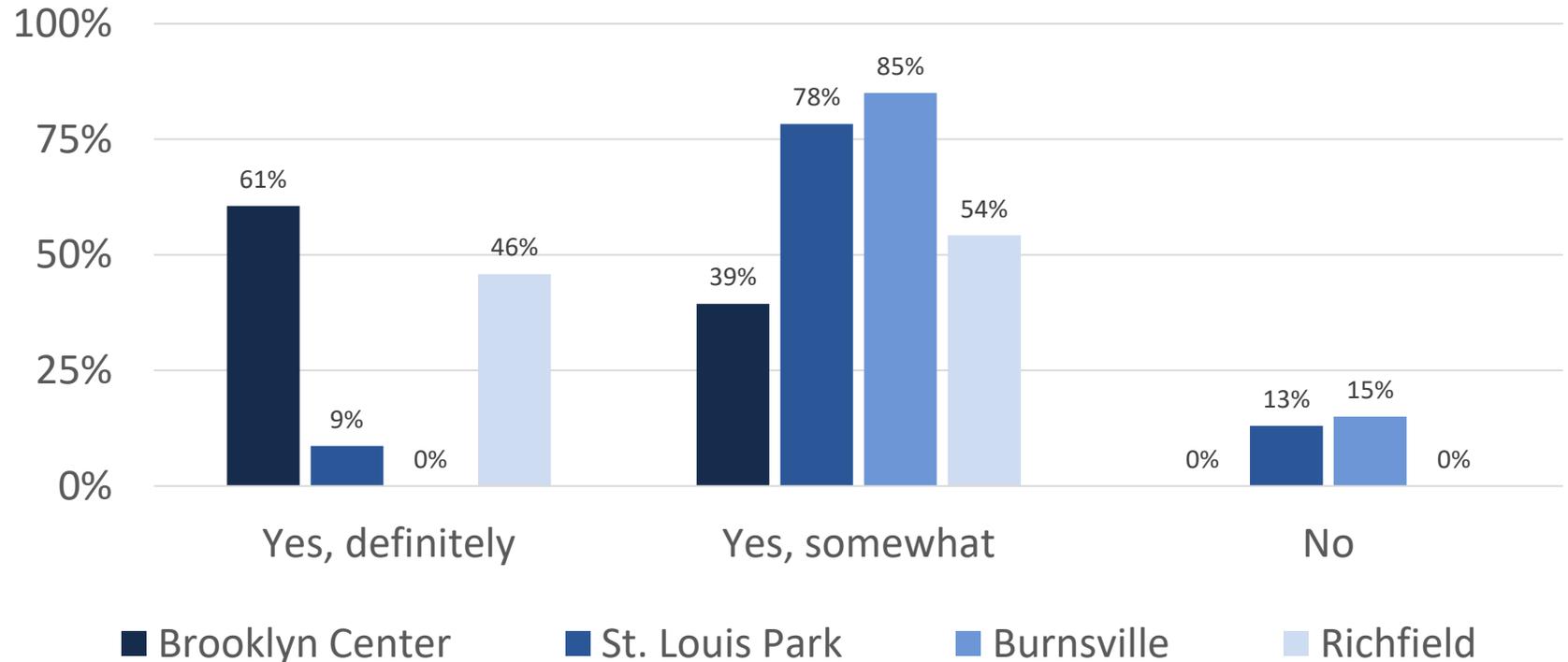


# Educator awareness of services

**94%** of educators are **aware of the services and resources** the health center offers

Differences between schools are statistically significant ( $<0.001$ )

Are you aware of the services and resources the health center offers?



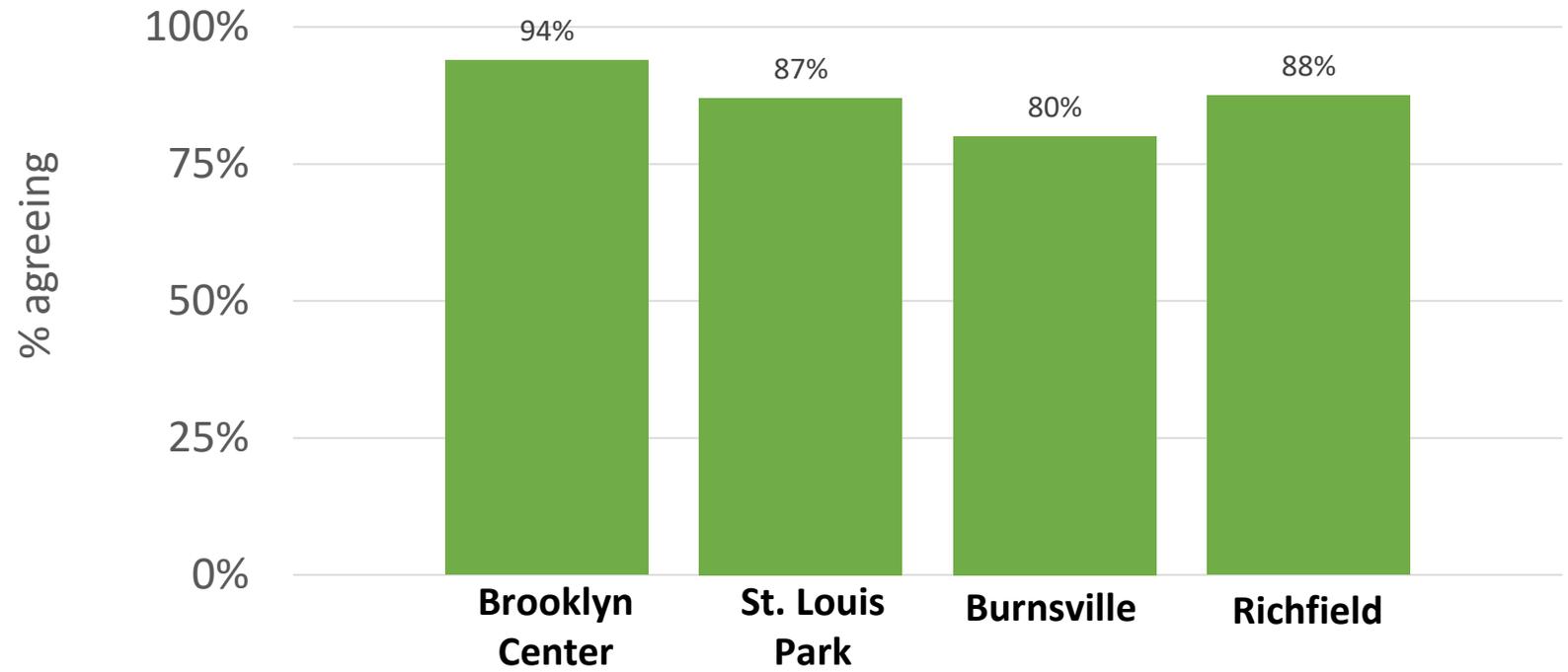
# Meeting students' needs

**100%** of educators in **all 4 schools**  
think their SBHC's services “definitely” or “somewhat”  
**meet students' needs**

# Location

**88%** of all educators agree that the health center location is **easy for students to access**

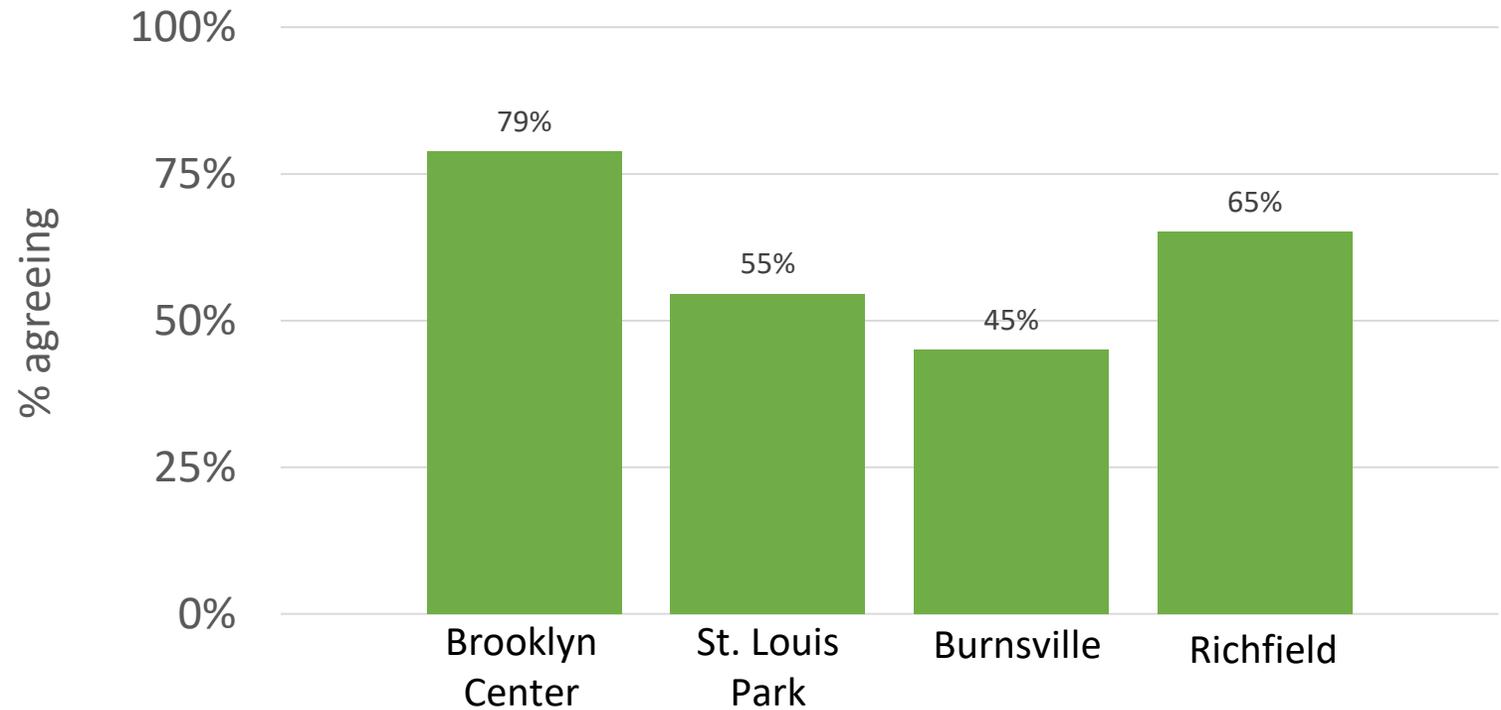
The health center location is easy for students to access



# Hours

**63%** of all educators agree that the health center is **open enough hours** in a to meet students' needs

**The health center is open enough hours**

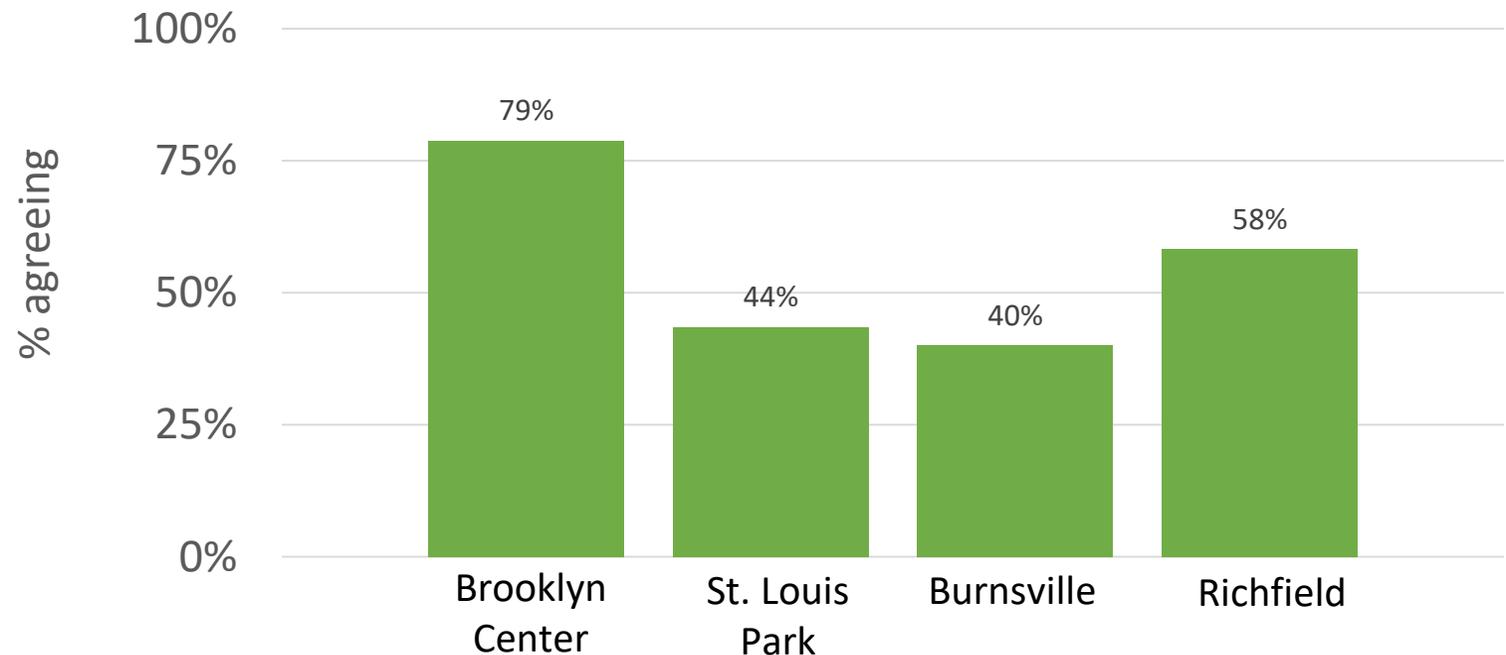


# Days of the week

**58%** of all educators agree that the health center is open enough days of the week to meet students' needs

Differences between schools are statistically significant ( $<0.05$ )

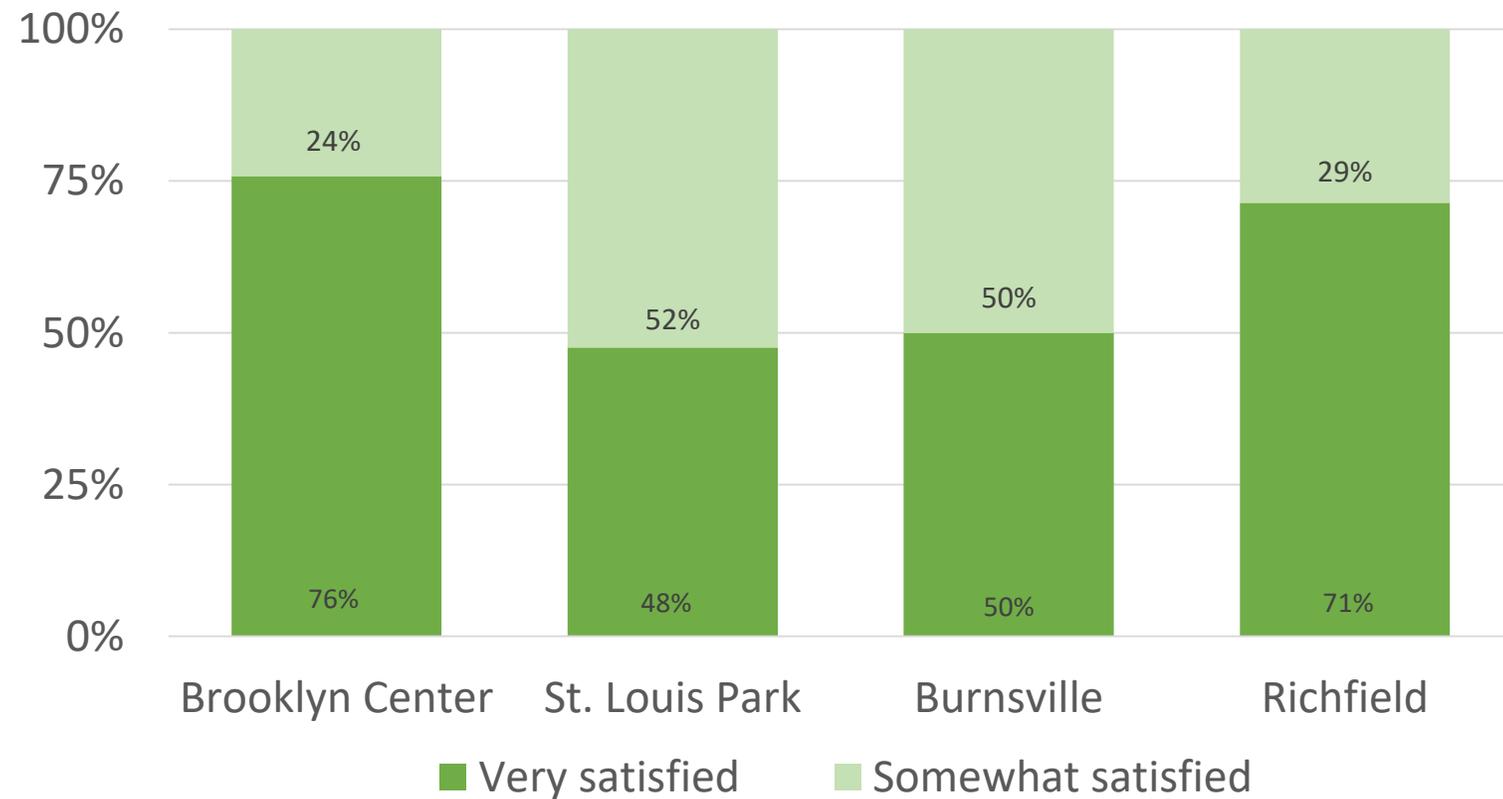
**The health center is open enough days of the week**



# Educator satisfaction

All educators are very or somewhat **satisfied** with their school's health center

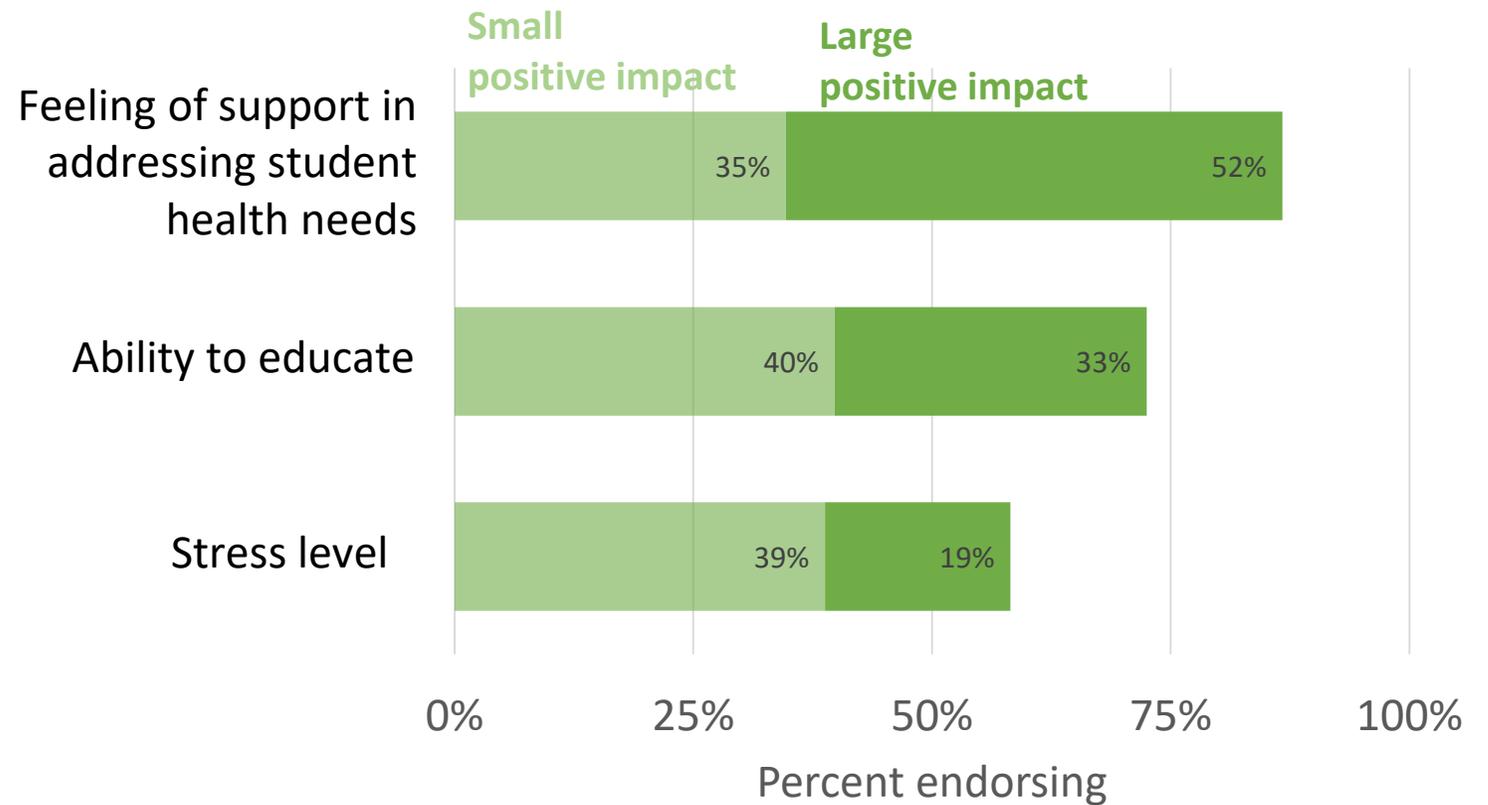
### Educator satisfaction with school health center



# Perceived impact on educators

**87%** of educators thought the SBHC had a positive impact on their **feeling of support in addressing student health needs**

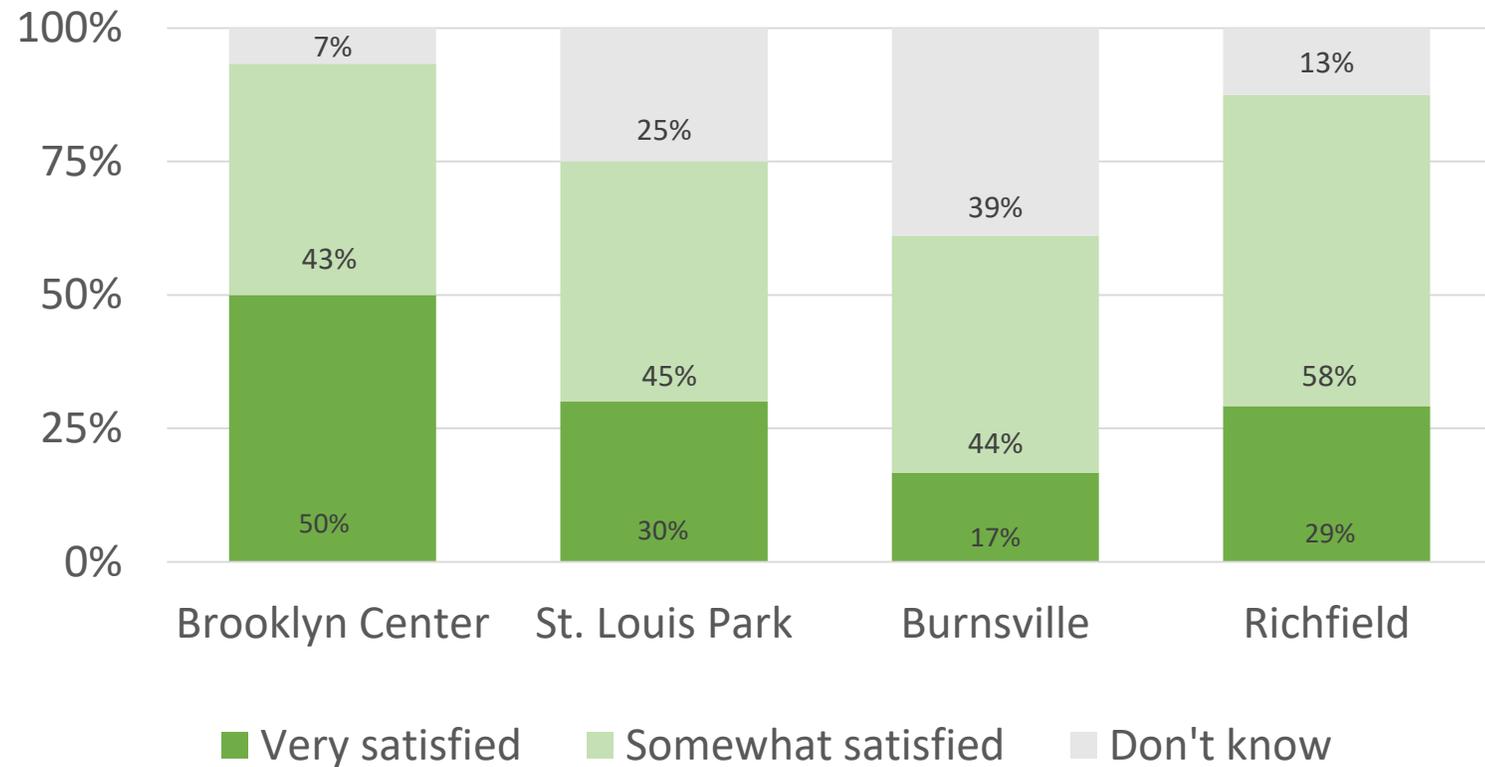
(0-25% said the SBHC had no impact and no one said the SBHC had a negative impact)



# Educator perceived student satisfaction

Educators perceived **student satisfaction was high**, though some educators weren't sure

Perceived student satisfaction with school health center



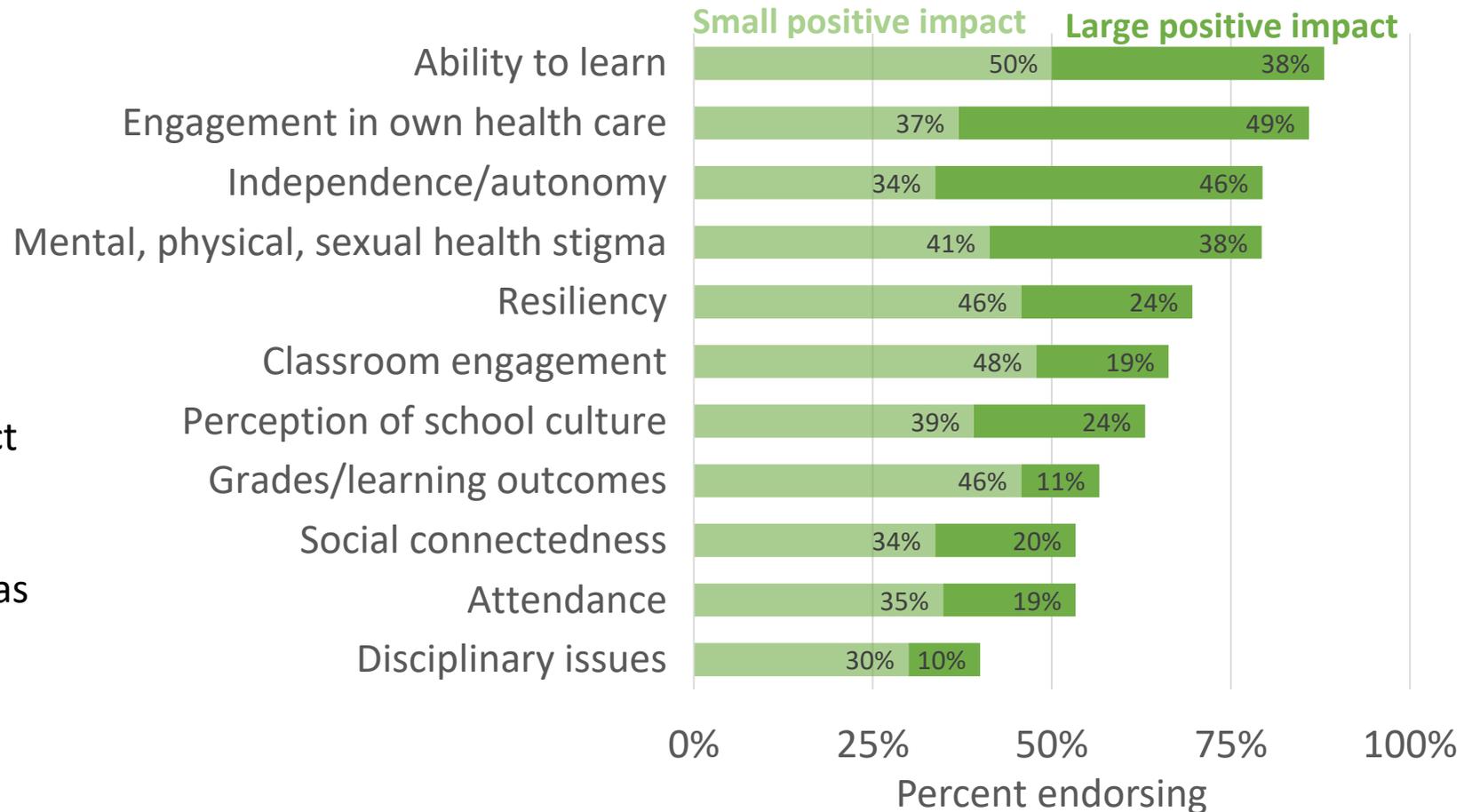
# Educator perceived student impact

Educators perceive SBHC's as having positive impacts on students in many ways, especially in their **ability to learn & health care engagement**

Highest perceived negative impact was for Attendance (10%)

Highest perceived "no impact" was for Disciplinary issues (43%)

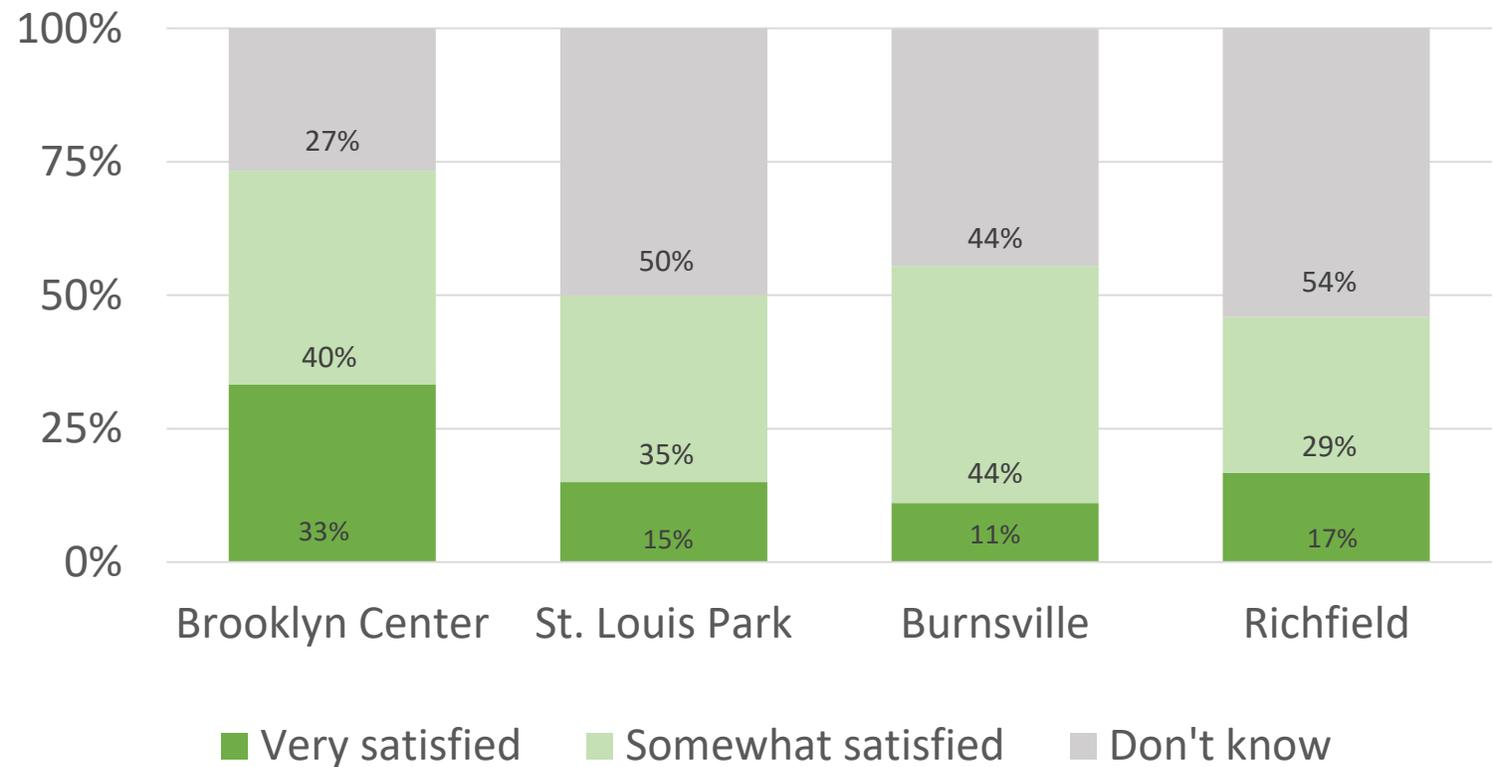
## Perceived SBHC impact on students



# Educator perceived parental satisfaction

58% of all educators thought parents/guardians were satisfied with the school health center; some educators weren't sure

Perceived parent/guardian satisfaction with school health center

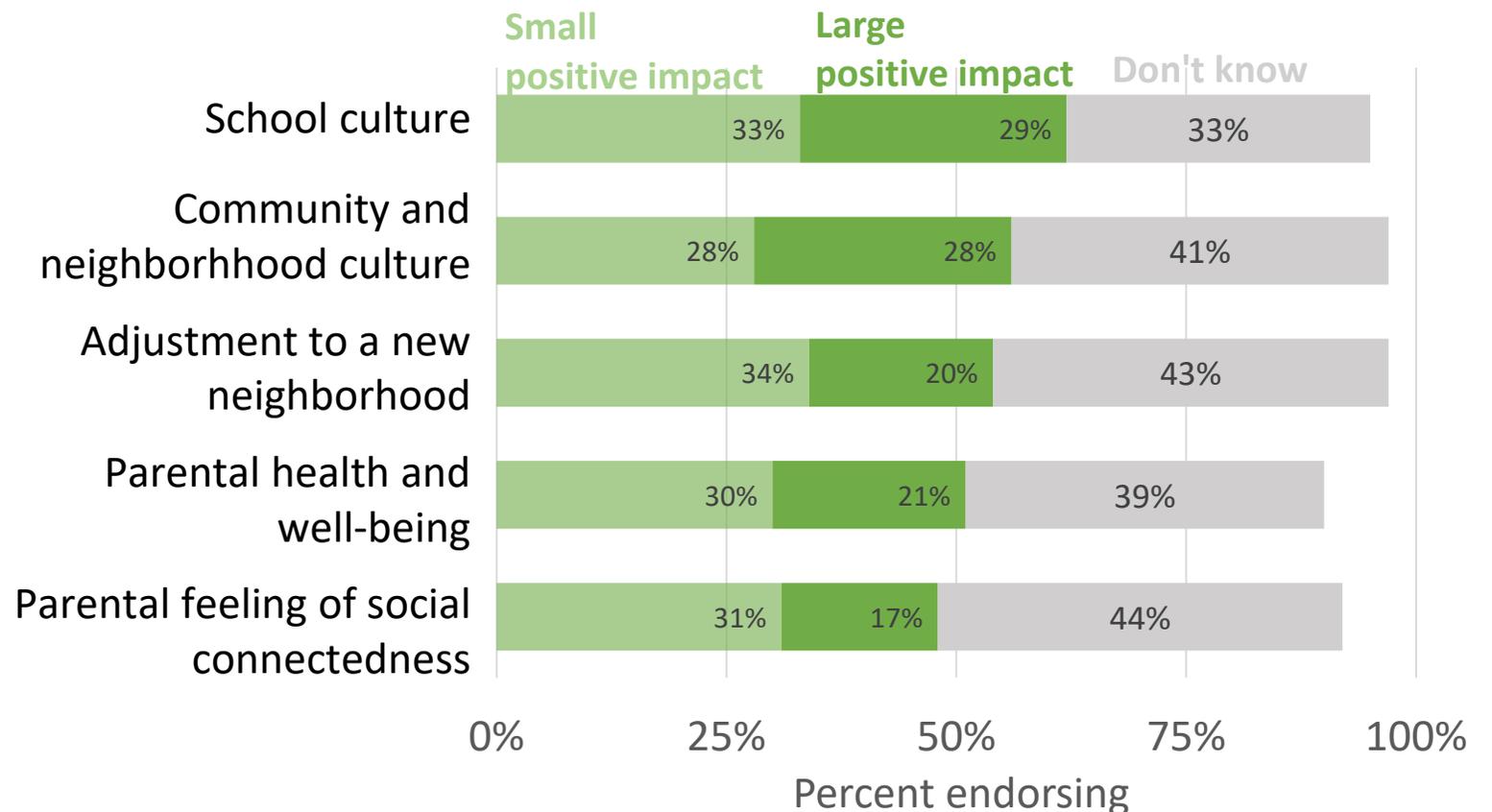


# Educator perceived parent and community impact

Educators thought SBHC's had the most **positive impact on school, community, and neighborhood culture**, though many didn't know

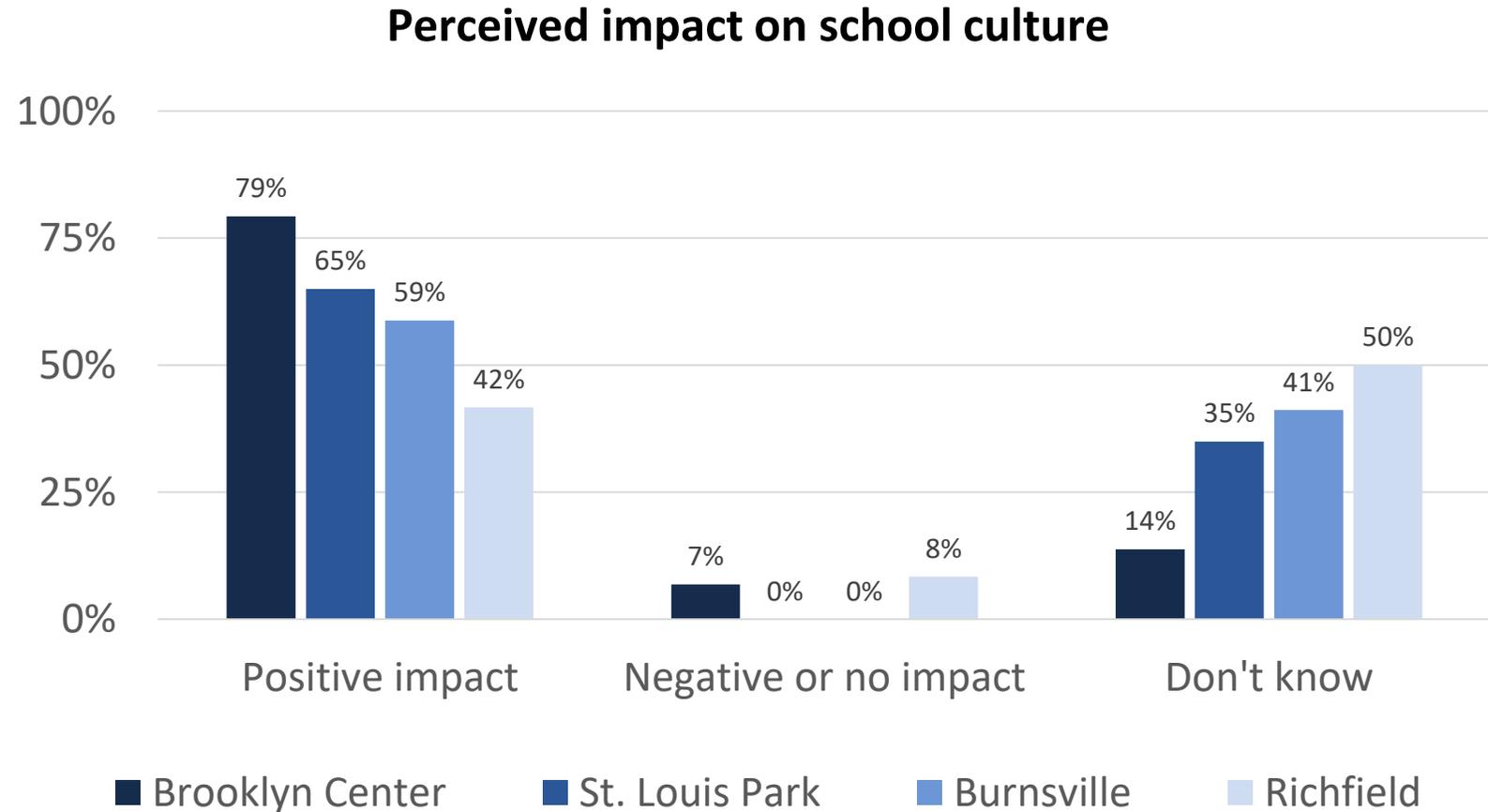
(Perceived negative impact ranged from 0-1%; perceived "no impact" ranged from 3-10%)

Perceived SBHC impact on parents, guardians, and community



# Perceived impact on school culture

**62%** of all educators think the SBHC has had a **positive impact** on school culture



# Survey

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## **Park Nicollet School-Based Health Center Evaluation**



### School Health Center Impact Survey

Thank you in advance for taking a few minutes to answer questions about your experience with the <health center name>. We are interested in your responses even if you have not had direct experience with the health center. Please answer as best as you can. There are no right or wrong answers.

1. How familiar are you with the <health center name>?

- 2, Very familiar
- 1, Somewhat familiar
- 0, Not at all familiar

1a. [If very or somewhat familiar] Overall, how satisfied are you with the <health center name>?

- 2, Very satisfied
- 1, Somewhat satisfied
- 0, Not at all satisfied

2. Do you know how to refer students to the health center?

- 2, Yes, definitely
- 1, Yes, somewhat
- 0, No

2a. [If definitely or somewhat know how to refer students] How often do you refer students to the <health center name>?

- 3, Often
- 2, Sometimes
- 1, Rarely
- 0, Never

*If not at all familiar AND don't know how to refer students, skip to demographics (Q14) and show this statement on the top of the demographics page: Your responses to previous questions means you are not eligible to take portions of the survey. There are only a few questions left.*

3. Please indicate the extent to which you agree or disagree with the following statements.

	3, Strongly agree	2, Somewhat agree	1, Somewhat disagree	0, Strongly disagree	99, Don't know
a. The health center <u>location</u> is easy for students to access					
b. The health center is open enough <u>days of the week</u> to meet students' needs					
c. The health center is open enough <u>hours</u> in a given day to meet students' needs					

4. Are you aware of the services and resources the health center offers?

- 2, Yes, definitely
- 1, Yes, somewhat
- 0, No

4a. (If definitely or somewhat aware of services and resources) Do the services and resources offered meet your students' needs?

- 2, Yes, definitely
- 1, Yes, somewhat
- 0, No

4b. (If definitely or somewhat aware of services and resources) What additional services or resources do you think the health center could offer? (open-ended)

--PAGE BREAK--

**We would like to know about the impact the health center has on you as an educator.**

5. What type of impact do you think the health center has on your...

	4, Large positive impact	3, Small positive impact	2, No impact	1, Small negative impact	0, Large negative impact
a. Ability to educate					
b. Stress level					
c. Feeling of support in addressing student health needs					

--PAGE BREAK--

**Now please think about the impact the health center has on your students.**

6. How satisfied do you think students are with the <health center name>?

- 3, Very satisfied
- 2, Somewhat satisfied
- 1, Not at all satisfied
- 99, Unable to assess

7. What type of impact do you think the health center has on students'...

	4, Large positive impact	3, Small positive impact	2, No impact	1, Small negative impact	0, Large negative impact	99, Don't know
a. Ability to learn						
b. Resiliency						
c. Engagement in the classroom						
d. Engagement in their own health care						
e. Feeling of independence or autonomy						
f. Attendance						
g. Disciplinary issues						
h. Grades/learning outcomes						
i. Perceived mental, physical, or sexual health stigma						
j. Social connectedness						
k. Perception of school culture						

8. Which one of these (if any) is impacted most positively by the health center?

- 1, Ability to learn

- 2, Resiliency
- 3, Engagement in the classroom
- 4, Engagement in their own health
- 5, Feeling of independence or autonomy
- 6, Attendance
- 7, Disciplinary issues
- 8, Grades
- 9, Perceived mental, physical, or sexual health stigma
- 10, Social connectedness
- 11, Perception of school culture

--PAGE BREAK--

**Now please think about the impact the health center has on parents/guardians and the school and community.**

9. How satisfied do you think parents/guardians are with the <health center name>?

- 3, Very satisfied
- 2, Somewhat satisfied
- 1, Not at all satisfied
- 99, Don't know

10. What type of impact do you think the health center has on...

	4, Large positive impact	3, Small positive impact	2, No impact	1, Small negative impact	0, Large negative impact	99, Don't know
a. Parents/guardians' feeling of social connectedness						
b. Parents/guardians' health and well-being						
c. Parents/guardians' adjustment to a new neighborhood						
d. The culture of the community/neighborhood						
e. The culture of the school						

11. Is there anything else not addressed in the survey that the <health center name> does well? (open-ended)

12. Is there anything else not addressed in the survey that the <health center name> could improve? (open-ended)

13. Is there anything else you would like to share about the <health center name>? (open-ended)

--PAGE BREAK--

**The last few questions help us understand your responses better.**

14. What grades do you teach? Check all that apply.

- 9, 9<sup>th</sup> grade
- 10, 10<sup>th</sup> grade
- 11, 11<sup>th</sup> grade
- 12, 12<sup>th</sup> grade
- 99, Other, please specify: \_\_\_\_\_

15. How many years have you worked in this school district?

- 0, Less than 1 year
- 1, 1-3 years
- 2, 4-5 years
- 3, 6-10 years
- 4, 11 years or more

16. Do you know that the <health center name> is affiliated with Park Nicollet Foundation?

- 1, Yes
- 0, No

**Thank you for taking the time to complete this survey. Your responses are very important.**

# Appendix tables

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## Park Nicollet School-Based Health Center Evaluation



## Appendix: School Health Center Impact Survey Quantitative Results

Question	Response options	All N=100 (%)	Brooklyn Center N=33 (%)	St. Louis Park N=23 (%)	Burnsville N=20	Richfield N=24 (%)
1. How familiar are you with the [health center name]?	Very familiar	21/100 (21.0%)	14/33 (42.4%)	2/23 (8.7%)	1/20 (5.0%)	4/24 (16.7%)
	Somewhat familiar	72/100 (72.0%)	19/33 (57.6%)	20/23 (87.0%)	16/20 (80.0%)	17/24 (70.8%)
	Not at all familiar	7/100 (7.0%)	0/33 (0.0%)	1/23 (4.3%)	3/20 (15.0%)	3/24 (12.5%)
1a. (if very or somewhat familiar) Overall, how satisfied are you with your schools health center?	Very satisfied	58/91 (63.7%)	25/33 (75.8%)	10/21 (47.6%)	8/16 (50.0%)	15/21 (71.4%)
	Somewhat satisfied	33/91 (36.3%)	8/33 (24.2%)	11/21 (52.4%)	8/16 (50.0%)	6/21 (28.6%)
	Not at all satisfied	0/91 (0.0%)	0/33 (0.0%)	0/21 (0.0%)	0/16 (0.0%)	0/21 (0.0%)
	Not Answered or Skipped	9/100 (9.0%)		2/23 (8.7%)	4/20 (20.0%)	3/24 (12.5%)
2. Do you know how to refer students to the health center?	Yes, definitely	42/100 (42.0%)	20/33 (60.6%)	6/23 (26.1%)	4/20 (20.0%)	12/24 (50.0%)
	Yes, somewhat	42/100 (42.0%)	12/33 (36.4%)	10/23 (43.5%)	11/20 (55.0%)	9/24 (37.5%)
	No	16/100 (16.0%)	1/33 (3.0%)	7/23 (30.4%)	5/20 (25.0%)	3/24 (12.5%)
2a. (if definitely or somewhat know how to refer) How often do you refer students to the health center?	Often	8/84 (9.5%)	4/32 (12.5%)	2/16 (12.5%)	1/15 (6.7%)	1/21 (4.8%)
	Sometimes	37/84 (44.0%)	17/32 (53.1%)	5/16 (31.3%)	5/15 (33.3%)	10/21 (47.6%)
	Rarely	31/84 (36.9%)	9/32 (28.1%)	7/16 (43.8%)	7/15 (46.7%)	8/21 (38.1%)
	Never	8/84 (9.5%)	2/32 (6.3%)	2/16 (12.5%)	2/15 (13.3%)	2/21 (9.5%)
	Not Answered or Skipped	16/100 (16.0%)	1/33 (3.0%)	7/23 (30.4%)	5/20 (25.0%)	3/24 (12.5%)
If not at all familiar AND don't know how to refer students, skip to demographics.						
3. Please indicate the extent to which you agree or disagree with the following statements						
a. The health center location is easy for students to access	Strongly agree	53/100 (53.0%)	20/33 (60.6%)	10/23 (43.5%)	5/20 (25.0%)	18/24 (75.0%)
	Somewhat agree	35/100 (35.0%)	11/33 (33.3%)	10/23 (43.5%)	11/20 (55.0%)	3/24 (12.5%)
	Somewhat disagree	10/100 (10.0%)	2/33 (6.1%)	2/23 (8.7%)	3/20 (15.0%)	3/24 (12.5%)
	Strongly disagree	0/100 (0.0%)	0/33 (0.0%)	0/23 (0.0%)	0/20 (0.0%)	0/24 (0.0%)
	Don't know	2/100 (2.0%)	0/33 (0.0%)	1/23 (4.3%)	1/20 (5.0%)	0/24 (0.0%)
b. The health center is open enough days of the week to meet students' needs	Strongly agree	19/100 (19.0%)	10/33 (30.3%)	2/23 (8.7%)	2/20 (10.0%)	5/24 (20.8%)
	Somewhat agree	39/100 (39.0%)	16/33 (48.5%)	8/23 (34.8%)	6/20 (30.0%)	9/24 (37.5%)
	Somewhat disagree	19/100 (19.0%)	6/33 (18.2%)	4/23 (17.4%)	4/20 (20.0%)	5/24 (20.8%)
	Strongly disagree	6/100 (6.0%)	0/33 (0.0%)	2/23 (8.7%)	0/20 (0.0%)	4/24 (16.7%)
	Don't know	17/100 (17.0%)	1/33 (3.0%)	7/23 (30.4%)	8/20 (40.0%)	1/24 (4.2%)
c. The health	Strongly agree	23/98 (23.5%)	12/33 (36.4%)	4/22 (18.2%)	2/20 (10.0%)	5/23 (21.7%)

## Appendix: School Health Center Impact Survey Quantitative Results

Question	Response options	All N=100 (%)	Brooklyn Center N=33 (%)	St. Louis Park N=23 (%)	Burnsville N=20	Richfield N=24 (%)
center is open enough hours in a given day to meet students' needs	Somewhat agree	39/98 (39.8%)	14/33 (42.4%)	8/22 (36.4%)	7/20 (35.0%)	10/23 (43.5%)
	Somewhat disagree	15/98 (15.3%)	6/33 (18.2%)	2/22 (9.1%)	2/20 (10.0%)	5/23 (21.7%)
	Strongly disagree	4/98 (4.1%)	0/33 (0.0%)	1/22 (4.5%)	1/20 (5.0%)	2/23 (8.7%)
	Don't know	17/98 (17.3%)	1/33 (3.0%)	7/22 (31.8%)	8/20 (40.0%)	1/23 (4.3%)
	Not Answered or Skipped	2/100 (2.0%)		1/23 (4.3%)		1/24 (4.2%)
4. Are you aware of the services and resources the health center offers?	Yes, definitely	33/100 (33.0%)	20/33 (60.6%)	2/23 (8.7%)	0/20 (0.0%)	11/24 (45.8%)
	Yes, somewhat	61/100 (61.0%)	13/33 (39.4%)	18/23 (78.3%)	17/20 (85.0%)	13/24 (54.2%)
	No	6/100 (6.0%)	0/33 (0.0%)	3/23 (13.0%)	3/20 (15.0%)	0/24 (0.0%)
4a. (if definitely or somewhat aware of resources) Do the services and resources offered meet your students' needs?	Yes, definitely	45/92 (48.9%)	17/33 (51.5%)	7/19 (36.8%)	7/16 (43.8%)	14/24 (58.3%)
	Yes, somewhat	47/92 (51.1%)	16/33 (48.5%)	12/19 (63.2%)	9/16 (56.3%)	10/24 (41.7%)
	No	0/92 (0.0%)	0/33 (0.0%)	0/19 (0.0%)	0/16 (0.0%)	0/24 (0.0%)
	Not Answered or Skipped	8/100 (8.0%)		4/23 (17.4%)	4/20 (20.0%)	
<b>We would like to know about the impact the health center has on you as an educator.</b>						
<i>5. What type of impact do you think the health center has on your...</i>						
a. Ability to educate?	Large positive impact	32/98 (32.7%)	21/31 (67.7%)	5/23 (21.7%)	2/20 (10.0%)	4/24 (16.7%)
	Small positive impact	39/98 (39.8%)	8/31 (25.8%)	9/23 (39.1%)	11/20 (55.0%)	11/24 (45.8%)
	No impact	26/98 (26.5%)	2/31 (6.5%)	9/23 (39.1%)	7/20 (35.0%)	8/24 (33.3%)
	Small negative impact	0/98 (0.0%)	0/31 (0.0%)	0/23 (0.0%)	0/20 (0.0%)	0/24 (0.0%)
	Large negative impact	1/98 (1.0%)	0/31 (0.0%)	0/23 (0.0%)	0/20 (0.0%)	1/24 (4.2%)
	Not Answered or Skipped	2/100 (2.0%)	2/33 (6.1%)			
b. Stress level?	Large positive impact	19/98 (19.4%)	11/31 (35.5%)	5/23 (21.7%)	2/20 (10.0%)	1/24 (4.2%)
	Small positive impact	38/98 (38.8%)	13/31 (41.9%)	6/23 (26.1%)	8/20 (40.0%)	11/24 (45.8%)
	No impact	38/98 (38.8%)	6/31 (19.4%)	12/23 (52.2%)	10/20 (50.0%)	10/24 (41.7%)

## Appendix: School Health Center Impact Survey Quantitative Results

Question	Response options	All N=100 (%)	Brooklyn Center N=33 (%)	St. Louis Park N=23 (%)	Burnsville N=20	Richfield N=24 (%)
	Small negative impact	3/98 (3.1%)	1/31 (3.2%)	0/23 (0.0%)	0/20 (0.0%)	2/24 (8.3%)
	Large negative impact	0/98 (0.0%)	0/31 (0.0%)	0/23 (0.0%)	0/20 (0.0%)	0/24 (0.0%)
	Not Answered or Skipped	2/100 (2.0%)	2/33 (6.1%)			
c. Feeling of support in addressing student health needs?	Large positive impact	51/98 (52.0%)	26/31 (83.9%)	9/23 (39.1%)	5/20 (25.0%)	11/24 (45.8%)
	Small positive impact	34/98 (34.7%)	5/31 (16.1%)	10/23 (43.5%)	10/20 (50.0%)	9/24 (37.5%)
	No impact	13/98 (13.3%)	0/31 (0.0%)	4/23 (17.4%)	5/20 (25.0%)	4/24 (16.7%)
	Small negative impact	0/98 (0.0%)	0/31 (0.0%)	0/23 (0.0%)	0/20 (0.0%)	0/24 (0.0%)
	Large negative impact	0/98 (0.0%)	0/31 (0.0%)	0/23 (0.0%)	0/20 (0.0%)	0/24 (0.0%)
	Not Answered or Skipped	2/100 (2.0%)	2/33 (6.1%)			
<b>Now please think about the impact the health center has on your students</b>						
6. How satisfied do you think students are with your health center?	Very satisfied	31/92 (33.7%)	15/30 (50.0%)	6/20 (30.0%)	3/18 (16.7%)	7/24 (29.2%)
	Somewhat satisfied	44/92 (47.8%)	13/30 (43.3%)	9/20 (45.0%)	8/18 (44.4%)	14/24 (58.3%)
	Not at all satisfied	0/92 (0.0%)	0/30 (0.0%)	0/20 (0.0%)	0/18 (0.0%)	0/24 (0.0%)
	Unable to assess	17/92 (18.5%)	2/30 (6.7%)	5/20 (25.0%)	7/18 (38.9%)	3/24 (12.5%)
	Not Answered or Skipped	8/100 (8.0%)	3/33 (9.1%)	3/23 (13.0%)	2/20 (10.0%)	
<i>7. What type of impact do you think the health center has on students'...</i>						
a. Ability to learn?	Large positive impact	35/92 (38.0%)	18/31 (58.1%)	5/20 (25.0%)	5/17 (29.4%)	7/24 (29.2%)
	Small positive impact	46/92 (50.0%)	12/31 (38.7%)	9/20 (45.0%)	11/17 (64.7%)	14/24 (58.3%)
	No impact	2/92 (2.2%)	0/31 (0.0%)	1/20 (5.0%)	0/17 (0.0%)	1/24 (4.2%)
	Small negative impact	0/92 (0.0%)	0/31 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Large negative impact	1/92 (1.1%)	0/31 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	1/24 (4.2%)
	Don't know	8/92 (8.7%)	1/31 (3.2%)	5/20 (25.0%)	1/17 (5.9%)	1/24 (4.2%)

## Appendix: School Health Center Impact Survey Quantitative Results

Question	Response options	All N=100 (%)	Brooklyn Center N=33 (%)	St. Louis Park N=23 (%)	Burnsville N=20	Richfield N=24 (%)
	Not Answered or Skipped	8/100 (8.0%)	2/33 (6.1%)	3/23 (13.0%)	3/20 (15.0%)	
b. Resiliency?	Large positive impact	27/92 (29.3%)	12/31 (38.7%)	4/20 (20.0%)	5/17 (29.4%)	6/24 (25.0%)
	Small positive impact	42/92 (45.7%)	15/31 (48.4%)	7/20 (35.0%)	7/17 (41.2%)	13/24 (54.2%)
	No impact	10/92 (10.9%)	2/31 (6.5%)	3/20 (15.0%)	2/17 (11.8%)	3/24 (12.5%)
	Small negative impact	0/92 (0.0%)	0/31 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Large negative impact	0/92 (0.0%)	0/31 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Don't know	13/92 (14.1%)	2/31 (6.5%)	6/20 (30.0%)	3/17 (17.6%)	2/24 (8.3%)
	Not Answered or Skipped	8/100 (8.0%)	2/33 (6.1%)	3/23 (13.0%)	3/20 (15.0%)	
c. Engagement in the classroom?	Large positive impact	17/92 (18.5%)	8/31 (25.8%)	3/20 (15.0%)	2/17 (11.8%)	4/24 (16.7%)
	Small positive impact	44/92 (47.8%)	16/31 (51.6%)	6/20 (30.0%)	9/17 (52.9%)	13/24 (54.2%)
	No impact	18/92 (19.6%)	6/31 (19.4%)	4/20 (20.0%)	4/17 (23.5%)	4/24 (16.7%)
	Small negative impact	2/92 (2.2%)	1/31 (3.2%)	0/20 (0.0%)	0/17 (0.0%)	1/24 (4.2%)
	Large negative impact	1/92 (1.1%)	0/31 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	1/24 (4.2%)
	Don't know	10/92 (10.9%)	0/31 (0.0%)	7/20 (35.0%)	2/17 (11.8%)	1/24 (4.2%)
	Not Answered or Skipped	8/100 (8.0%)	2/33 (6.1%)	3/23 (13.0%)	3/20 (15.0%)	
d. Engagement in their own health care?	Large positive impact	45/92 (48.9%)	21/31 (67.7%)	8/20 (40.0%)	5/17 (29.4%)	11/24 (45.8%)
	Small positive impact	34/92 (37.0%)	9/31 (29.0%)	8/20 (40.0%)	7/17 (41.2%)	10/24 (41.7%)
	No impact	4/92 (4.3%)	0/31 (0.0%)	1/20 (5.0%)	3/17 (17.6%)	0/24 (0.0%)
	Small negative impact	0/92 (0.0%)	0/31 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Large negative impact	0/92 (0.0%)	0/31 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Don't know	9/92 (9.8%)	1/31 (3.2%)	3/20 (15.0%)	2/17 (11.8%)	3/24 (12.5%)
	Not Answered or Skipped	8/100 (8.0%)	2/33 (6.1%)	3/23 (13.0%)	3/20 (15.0%)	

## Appendix: School Health Center Impact Survey Quantitative Results

Question	Response options	All N=100 (%)	Brooklyn Center N=33 (%)	St. Louis Park N=23 (%)	Burnsville N=20	Richfield N=24 (%)
e. Feeling of independence or autonomy?	Large positive impact	42/92 (45.7%)	15/31 (48.4%)	8/20 (40.0%)	3/17 (17.6%)	16/24 (66.7%)
	Small positive impact	31/92 (33.7%)	12/31 (38.7%)	7/20 (35.0%)	8/17 (47.1%)	4/24 (16.7%)
	No impact	7/92 (7.6%)	1/31 (3.2%)	2/20 (10.0%)	3/17 (17.6%)	1/24 (4.2%)
	Small negative impact	0/92 (0.0%)	0/31 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Large negative impact	0/92 (0.0%)	0/31 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Don't know	12/92 (13.0%)	3/31 (9.7%)	3/20 (15.0%)	3/17 (17.6%)	3/24 (12.5%)
	Not Answered or Skipped	8/100 (8.0%)	2/33 (6.1%)	3/23 (13.0%)	3/20 (15.0%)	
f. Attendance?	Large positive impact	17/92 (18.5%)	9/31 (29.0%)	2/20 (10.0%)	3/17 (17.6%)	3/24 (12.5%)
	Small positive impact	32/92 (34.8%)	10/31 (32.3%)	6/20 (30.0%)	8/17 (47.1%)	8/24 (33.3%)
	No impact	22/92 (23.9%)	6/31 (19.4%)	5/20 (25.0%)	4/17 (23.5%)	7/24 (29.2%)
	Small negative impact	7/92 (7.6%)	4/31 (12.9%)	0/20 (0.0%)	0/17 (0.0%)	3/24 (12.5%)
	Large negative impact	2/92 (2.2%)	1/31 (3.2%)	0/20 (0.0%)	0/17 (0.0%)	1/24 (4.2%)
	Don't know	12/92 (13.0%)	1/31 (3.2%)	7/20 (35.0%)	2/17 (11.8%)	2/24 (8.3%)
	Not Answered or Skipped	8/100 (8.0%)	2/33 (6.1%)	3/23 (13.0%)	3/20 (15.0%)	
g. Disciplinary issues?	Large positive impact	9/90 (10.0%)	4/31 (12.9%)	2/20 (10.0%)	2/15 (13.3%)	1/24 (4.2%)
	Small positive impact	27/90 (30.0%)	13/31 (41.9%)	3/20 (15.0%)	5/15 (33.3%)	6/24 (25.0%)
	No impact	39/90 (43.3%)	11/31 (35.5%)	7/20 (35.0%)	6/15 (40.0%)	15/24 (62.5%)
	Small negative impact	2/90 (2.2%)	1/31 (3.2%)	0/20 (0.0%)	0/15 (0.0%)	1/24 (4.2%)
	Large negative impact	0/90 (0.0%)	0/31 (0.0%)	0/20 (0.0%)	0/15 (0.0%)	0/24 (0.0%)
	Don't know	13/90 (14.4%)	2/31 (6.5%)	8/20 (40.0%)	2/15 (13.3%)	1/24 (4.2%)
	Not Answered or Skipped	10/100 (10.0%)	2/33 (6.1%)	3/23 (13.0%)	5/20 (25.0%)	

## Appendix: School Health Center Impact Survey Quantitative Results

Question	Response options	All N=100 (%)	Brooklyn Center N=33 (%)	St. Louis Park N=23 (%)	Burnsville N=20	Richfield N=24 (%)
h. Grades/learning outcomes?	Large positive impact	10/92 (10.9%)	6/31 (19.4%)	2/20 (10.0%)	2/17 (11.8%)	0/24 (0.0%)
	Small positive impact	42/92 (45.7%)	16/31 (51.6%)	4/20 (20.0%)	10/17 (58.8%)	12/24 (50.0%)
	No impact	26/92 (28.3%)	7/31 (22.6%)	6/20 (30.0%)	3/17 (17.6%)	10/24 (41.7%)
	Small negative impact	2/92 (2.2%)	1/31 (3.2%)	0/20 (0.0%)	0/17 (0.0%)	1/24 (4.2%)
	Large negative impact	0/92 (0.0%)	0/31 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Don't know	12/92 (13.0%)	1/31 (3.2%)	8/20 (40.0%)	2/17 (11.8%)	1/24 (4.2%)
	Not Answered or Skipped	8/100 (8.0%)	2/33 (6.1%)	3/23 (13.0%)	3/20 (15.0%)	
i. Perceived mental, physical, or sexual health stigma?	Large positive impact	35/92 (38.0%)	18/31 (58.1%)	4/20 (20.0%)	3/17 (17.6%)	10/24 (41.7%)
	Small positive impact	38/92 (41.3%)	12/31 (38.7%)	9/20 (45.0%)	7/17 (41.2%)	10/24 (41.7%)
	No impact	8/92 (8.7%)	1/31 (3.2%)	1/20 (5.0%)	4/17 (23.5%)	2/24 (8.3%)
	Small negative impact	0/92 (0.0%)	0/31 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Large negative impact	0/92 (0.0%)	0/31 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Don't know	11/92 (12.0%)	0/31 (0.0%)	6/20 (30.0%)	3/17 (17.6%)	2/24 (8.3%)
	Not Answered or Skipped	8/100 (8.0%)	2/33 (6.1%)	3/23 (13.0%)	3/20 (15.0%)	
j. Social connectedness?	Large positive impact	18/92 (19.6%)	8/31 (25.8%)	3/20 (15.0%)	3/17 (17.6%)	4/24 (16.7%)
	Small positive impact	31/92 (33.7%)	15/31 (48.4%)	3/20 (15.0%)	5/17 (29.4%)	8/24 (33.3%)
	No impact	30/92 (32.6%)	7/31 (22.6%)	7/20 (35.0%)	6/17 (35.3%)	10/24 (41.7%)
	Small negative impact	0/92 (0.0%)	0/31 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Large negative impact	0/92 (0.0%)	0/31 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Don't know	13/92 (14.1%)	1/31 (3.2%)	7/20 (35.0%)	3/17 (17.6%)	2/24 (8.3%)
	Not Answered or Skipped	8/100 (8.0%)	2/33 (6.1%)	3/23 (13.0%)	3/20 (15.0%)	

## Appendix: School Health Center Impact Survey Quantitative Results

Question	Response options	All N=100 (%)	Brooklyn Center N=33 (%)	St. Louis Park N=23 (%)	Burnsville N=20	Richfield N=24 (%)
k. Perception of school culture?	Large positive impact	22/92 (23.9%)	10/31 (32.3%)	4/20 (20.0%)	2/17 (11.8%)	6/24 (25.0%)
	Small positive impact	36/92 (39.1%)	15/31 (48.4%)	6/20 (30.0%)	5/17 (29.4%)	10/24 (41.7%)
	No impact	20/92 (21.7%)	4/31 (12.9%)	5/20 (25.0%)	6/17 (35.3%)	5/24 (20.8%)
	Small negative impact	0/92 (0.0%)	0/31 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Large negative impact	0/92 (0.0%)	0/31 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Don't know	14/92 (15.2%)	2/31 (6.5%)	5/20 (25.0%)	4/17 (23.5%)	3/24 (12.5%)
	Not Answered or Skipped	8/100 (8.0%)	2/33 (6.1%)	3/23 (13.0%)	3/20 (15.0%)	
8. Which one of these (if any) is impacted most positively by the health center?	Ability to learn	10/87 (11.5%)	4/31 (12.9%)	1/19 (5.3%)	5/14 (35.7%)	0/23 (0.0%)
	Attendance	7/87 (8.0%)	4/31 (12.9%)	0/19 (0.0%)	2/14 (14.3%)	1/23 (4.3%)
	Disciplinary issues	0/87 (0.0%)	0/31 (0.0%)	0/19 (0.0%)	0/14 (0.0%)	0/23 (0.0%)
	Engagement in the classroom	4/87 (4.6%)	1/31 (3.2%)	2/19 (10.5%)	1/14 (7.1%)	0/23 (0.0%)
	Engagement in their own health	38/87 (43.7%)	14/31 (45.2%)	8/19 (42.1%)	3/14 (21.4%)	13/23 (56.5%)
	Feeling of independence or autonomy	10/87 (11.5%)	1/31 (3.2%)	5/19 (26.3%)	0/14 (0.0%)	4/23 (17.4%)
	Grades	0/87 (0.0%)	0/31 (0.0%)	0/19 (0.0%)	0/14 (0.0%)	0/23 (0.0%)
	Perceived mental, physical, or sexual health stigma	10/87 (11.5%)	4/31 (12.9%)	1/19 (5.3%)	2/14 (14.3%)	3/23 (13.0%)
	Perception of school culture	4/87 (4.6%)	2/31 (6.5%)	1/19 (5.3%)	0/14 (0.0%)	1/23 (4.3%)
	Resiliency	2/87 (2.3%)	1/31 (3.2%)	0/19 (0.0%)	1/14 (7.1%)	0/23 (0.0%)
	Social connectedness	2/87 (2.3%)	0/31 (0.0%)	1/19 (5.3%)	0/14 (0.0%)	1/23 (4.3%)
	Not Answered or Skipped	13/100 (13.0%)	2/33 (6.1%)	4/23 (17.4%)	6/20 (30.0%)	1/24 (4.2%)
9. How satisfied do you think parents/guardians	Very satisfied	19/92 (20.7%)	10/30 (33.3%)	3/20 (15.0%)	2/18 (11.1%)	4/24 (16.7%)

## Appendix: School Health Center Impact Survey Quantitative Results

Question	Response options	All N=100 (%)	Brooklyn Center N=33 (%)	St. Louis Park N=23 (%)	Burnsville N=20	Richfield N=24 (%)
are with the health center?	Somewhat satisfied	34/92 (37.0%)	12/30 (40.0%)	7/20 (35.0%)	8/18 (44.4%)	7/24 (29.2%)
	Not at all satisfied	0/92 (0.0%)	0/30 (0.0%)	0/20 (0.0%)	0/18 (0.0%)	0/24 (0.0%)
	Don't know	39/92 (42.4%)	8/30 (26.7%)	10/20 (50.0%)	8/18 (44.4%)	13/24 (54.2%)
	Not Answered or Skipped	8/100 (8.0%)	3/33 (9.1%)	3/23 (13.0%)	2/20 (10.0%)	
<b>10. What type of impact do you think the health center has on...</b>						
a. Parents/ guardians' feeling of social connectedness	Large positive impact	15/91 (16.5%)	7/30 (23.3%)	3/20 (15.0%)	3/17 (17.6%)	2/24 (8.3%)
	Small positive impact	28/91 (30.8%)	10/30 (33.3%)	5/20 (25.0%)	7/17 (41.2%)	6/24 (25.0%)
	No impact	8/91 (8.8%)	3/30 (10.0%)	1/20 (5.0%)	1/17 (5.9%)	3/24 (12.5%)
	Small negative impact	0/91 (0.0%)	0/30 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Large negative impact	0/91 (0.0%)	0/30 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Don't know	40/91 (44.0%)	10/30 (33.3%)	11/20 (55.0%)	6/17 (35.3%)	13/24 (54.2%)
	Not Answered or Skipped	9/100 (9.0%)	3/33 (9.1%)	3/23 (13.0%)	3/20 (15.0%)	
b. Parents/ guardians' health and well-being	Large positive impact	19/91 (20.9%)	9/30 (30.0%)	4/20 (20.0%)	4/17 (23.5%)	2/24 (8.3%)
	Small positive impact	27/91 (29.7%)	11/30 (36.7%)	5/20 (25.0%)	6/17 (35.3%)	5/24 (20.8%)
	No impact	9/91 (9.9%)	3/30 (10.0%)	2/20 (10.0%)	0/17 (0.0%)	4/24 (16.7%)
	Small negative impact	1/91 (1.1%)	0/30 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	1/24 (4.2%)
	Large negative impact	0/91 (0.0%)	0/30 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Don't know	35/91 (38.5%)	7/30 (23.3%)	9/20 (45.0%)	7/17 (41.2%)	12/24 (50.0%)
	Not Answered or Skipped	9/100 (9.0%)	3/33 (9.1%)	3/23 (13.0%)	3/20 (15.0%)	

## Appendix: School Health Center Impact Survey Quantitative Results

Question	Response options	All N=100 (%)	Brooklyn Center N=33 (%)	St. Louis Park N=23 (%)	Burnsville N=20	Richfield N=24 (%)
c. Parents/ guardians' adjustment to a new neighborhood	Large positive impact	18/91 (19.8%)	8/30 (26.7%)	4/20 (20.0%)	4/17 (23.5%)	2/24 (8.3%)
	Small positive impact	31/91 (34.1%)	11/30 (36.7%)	7/20 (35.0%)	5/17 (29.4%)	8/24 (33.3%)
	No impact	3/91 (3.3%)	2/30 (6.7%)	0/20 (0.0%)	0/17 (0.0%)	1/24 (4.2%)
	Small negative impact	0/91 (0.0%)	0/30 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Large negative impact	0/91 (0.0%)	0/30 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Don't know	39/91 (42.9%)	9/30 (30.0%)	9/20 (45.0%)	8/17 (47.1%)	13/24 (54.2%)
	Not Answered or Skipped	9/100 (9.0%)	3/33 (9.1%)	3/23 (13.0%)	3/20 (15.0%)	
d. The culture of the community/ neighborhood	Large positive impact	25/91 (27.5%)	11/30 (36.7%)	6/20 (30.0%)	5/17 (29.4%)	3/24 (12.5%)
	Small positive impact	25/91 (27.5%)	8/30 (26.7%)	6/20 (30.0%)	5/17 (29.4%)	6/24 (25.0%)
	No impact	4/91 (4.4%)	2/30 (6.7%)	0/20 (0.0%)	0/17 (0.0%)	2/24 (8.3%)
	Small negative impact	0/91 (0.0%)	0/30 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Large negative impact	0/91 (0.0%)	0/30 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Don't know	37/91 (40.7%)	9/30 (30.0%)	8/20 (40.0%)	7/17 (41.2%)	13/24 (54.2%)
	Not Answered or Skipped	9/100 (9.0%)	3/33 (9.1%)	3/23 (13.0%)	3/20 (15.0%)	
e. The culture of the school	Large positive impact	26/90 (28.9%)	13/29 (44.8%)	6/20 (30.0%)	3/17 (17.6%)	4/24 (16.7%)
	Small positive impact	30/90 (33.3%)	10/29 (34.5%)	7/20 (35.0%)	7/17 (41.2%)	6/24 (25.0%)
	No impact	3/90 (3.3%)	2/29 (6.9%)	0/20 (0.0%)	0/17 (0.0%)	1/24 (4.2%)
	Small negative impact	1/90 (1.1%)	0/29 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	1/24 (4.2%)
	Large negative impact	0/90 (0.0%)	0/29 (0.0%)	0/20 (0.0%)	0/17 (0.0%)	0/24 (0.0%)
	Don't know	30/90 (33.3%)	4/29 (13.8%)	7/20 (35.0%)	7/17 (41.2%)	12/24 (50.0%)
	Not Answered or Skipped	10/100 (10.0%)	4/33 (12.1%)	3/23 (13.0%)	3/20 (15.0%)	

## Appendix: School Health Center Impact Survey Quantitative Results

Question	Response options	All N=100 (%)	Brooklyn Center N=33 (%)	St. Louis Park N=23 (%)	Burnsville N=20	Richfield N=24 (%)
11. Is there anything else not addressed in the survey that the <health center name> <u>does well</u> ? 12. Is there anything else not addressed in the survey that the <health center name> <u>could improve</u> ? 13. Is there anything else you would like to share about the <health center name>? (open-ended)						
<i>See qualitative results section for these responses.</i>						
14. What grade do you teach	Freshmen	56/92 (60.9%)	14/30 (46.7%)	14/20 (70.0%)	10/18 (55.6%)	18/24 (75.0%)
	Sophomores	61/92 (66.3%)	18/30 (60.0%)	16/20 (80.0%)	12/18 (66.7%)	15/24 (62.5%)
	Juniors	69/92 (75.0%)	19/30 (63.3%)	19/20 (95.0%)	14/18 (77.8%)	17/24 (70.8%)
	Seniors	63/92 (68.5%)	19/30 (63.3%)	13/20 (65.0%)	14/18 (77.8%)	17/24 (70.8%)
	Other	16/92 (17.4%)	12/30 (40.0%)		3/18 (16.7%)	1/24 (4.2%)
What grade do you teach: Other	"Other" write-in responses included 6 <sup>th</sup> (n=3), 7 <sup>th</sup> (n=5), and 8 <sup>th</sup> grade (n=4), along with special education (n=3), and one elementary teacher who taught grades 9-12 last school year.					
	Not Answered or Skipped	86/100 (86.0%)	23/33 (69.7%)	23/23 (100.0%)	17/20 (85.0%)	23/24 (95.8%)
15. How many years have you worked in this school district?	< 1 year	7/92 (7.6%)	5/30 (16.7%)	0/20 (0.0%)	1/18 (5.6%)	1/24 (4.2%)
	1-3 years	15/92 (16.3%)	6/30 (20.0%)	2/20 (10.0%)	2/18 (11.1%)	5/24 (20.8%)
	4-5 years	11/92 (12.0%)	5/30 (16.7%)	1/20 (5.0%)	1/18 (5.6%)	4/24 (16.7%)
	6-10 years	17/92 (18.5%)	7/30 (23.3%)	4/20 (20.0%)	4/18 (22.2%)	2/24 (8.3%)
	11 years or more	42/92 (45.7%)	7/30 (23.3%)	13/20 (65.0%)	10/18 (55.6%)	12/24 (50.0%)
	Not Answered or Skipped	8/100 (8.0%)	3/33 (9.1%)	3/23 (13.0%)	2/20 (10.0%)	
16. Do you know that the health center is affiliated with Park Nicollet Foundation?	Yes	62/91 (68.1%)	17/29 (58.6%)	13/20 (65.0%)	12/18 (66.7%)	20/24 (83.3%)
	No	29/91 (31.9%)	12/29 (41.4%)	7/20 (35.0%)	6/18 (33.3%)	4/24 (16.7%)
	Not Answered or Skipped	9/100 (9.0%)	4/33 (12.1%)	3/23 (13.0%)	2/20 (10.0%)	

## Appendix: School Health Center Impact Survey

### Open-ended responses

#### 4b. What additional services or resources do you think the health center could offer?

##### Brooklyn Center

Not sure if there is chemical health support other than as a wrap-around service from an outside agency??

Increasing the high demand services, especially eye exams and glasses.

I think that expanding services would be more beneficial than adding new ones. For example, I know that it can take a while for students to be seen by an optometrist.

More therapists!

The services we have are great; the main problem right now is the split campuses. Medical, sexual health, and mental health services seem to be easy to access, but the vision care could be increased. I've had students wait months to get in and get glasses, so there seems to be a need.

A clinic at Elementary one day a week or every other week?

I think that the services offered for students are generally fantastic, but the difficulty remains getting students aware of what the HRC can do for them and then having them actually utilize those services. One place where I think there is definitely a need for more services is mental health--it would good to have another mental health practitioner and/or therapist.

Family mental health counseling?

Mental health psychologist access. I see frequent need for mental health intervention. A licensed minority psychologist would be a huge help to our students.

Open more days of the week. More mental health services.

Need more service providers and consistent hours for things like dental and vision.

Education around cell phone use and effects on sleep and attention. Students brains are fried from not sleeping due to being on their phones until 2am.

I can't think of any at the moment.

##### Burnsville

Do they offer mental health counseling or referrals?

As a special education evaluations teacher, I do not work directly with students on a daily basis. I evaluate their special education needs. If I had a flier or pamphlet to be able to give to parents about the clinic, that would be helpful. At the high school, I don't know how well-known this clinic is (I used to be housed in an elementary building and DEC). So I know about it from past years, but do not hear the high school talk about it. Many students fail vision screenings. I would love to have info about obtaining glasses if that is something the clinic can do.

I am not sure if they do ADHD, depression, or anxiety diagnosing but this would be helpful. Also, prescribing meds as needed for such disorders.

Vision and dental. Mental health support, particularly multilingual.

I haven't had any kids tell me there was something they needed that was not provided.

## Appendix: School Health Center Impact Survey

### Open-ended responses

#### Richfield

I have a student who wanted to see an in-person therapist and she did not want to try the video chat option. It took almost a year, but she is now starting to see a therapist outside of school. It would be nice to have an in-person therapist for short term emergencies.

In-person mental health counseling in English and Spanish.

N/A

Expanded hours and a PR push to get athletic physicals prior to the start of each season. Fall, Winter, Spring.

Not sure.

I am not sure how much mental health help is available.

Longer hours or more days. The times I have wanted to refer a student there have almost always been outside of the current available hours.

Students miss the same class period over and over - their education is being compromised when the center is only open certain hours. Additional hours (especially for appointments that are not during the school day) are needed and more mental health supports.

Evaluation for PTSD without parent approval. Nicotine withdrawal for students wanting to quit vaping (also ideally without parent approval).

#### St. Louis Park

More days or at least, not two days in a row. If a student gets sick on Wednesday evening, then they'd have to wait too long to have a free consultation. Different hours as well, maybe one morning and one afternoon. That way, if a student is sick, they can go to the clinic first thing in the morning. I think there's access to free dental care somehow. Is there access to free eye screening? There are students who for sure need glasses and don't have them.

I am not sure there are ever enough mental health services for our students.

I have had several students who needed new glasses because they didn't have any or they had glasses but had to replace. It would be helpful to have resources where to refer them if we don't have the support here in SLP.

I'm only familiar with the free physical opportunity offered to our students.

I don't know what's available.

I don't know enough to be able to say.

Many of our kids need eye exams and dental work. Those are the two largest gaps we seem to struggle with.

I am not sure if they offer this, but I see a need for MUCH more mental health support. Eating disorders, anxiety and depression (mostly the latter two) are way up in my 9 years teaching here. Some have resources for outside counseling and our overworked school social workers and counselors sometimes have time for small interventions, but it's not enough.

Be available more days of the week and more times during the day so students are not missing the same classes all the time.

We need so much mental health support. Any additional resources for this would be helpful. Chemical health is another issue that we need more resources to support.

## Appendix: School Health Center Impact Survey

### Open-ended responses

#### 11. Is there anything else not addressed in the survey that the [health center name] does well?

##### Brooklyn Center

It is great to be able to describe the student or family's problem or situation, and the Health Resource Staff is able to connect them with the appropriate service or services. All the staff I have worked with are true professionals and able to handle crisis situations well and confidentially.

Providing educational opportunities for students outside of the HRC (coming to classrooms to speak with students and teachers).

The HRC does a great job being consistent with passes and clear communication -- thank you!

N/A

The HRC staff work hard to connect with the students and support students.

The HRC's communication with staff has been on point this year!

It supports athletics which is very important!!

I'm not sure how much the parents know about the HRC! I don't know if the method of giving students communications to take home to parents always works.

Outreach - they're constantly working to connect more with staff and it's amazing. More teachers need to take up the overlap in our missions to provide a positive and healthy school culture.

HRC staff often volunteer to help with things outside of their normal duties. This greatly affects relationships with students and shows their commitment to students. Thank YOU:)

##### Burnsville

Not that I know of.

I am probably not the best staff member to pick to fill this survey out because my job is assessing students. I do not have a classroom of students (am not a direct provider of education).

I love that your flyers are printed in other languages; this is so helpful!

I just really don't know. I think yes, but I don't know much.

##### Richfield

Outreach to students/teachers.

##### St. Louis Park

Staff are very nice and helpful.

The Central Clinic has an amazingly friendly knowledgeable staff!

The whole concept of a free, confidential (sexual and chemical health) clinic within walking distance of a high school is amazing! Young doctors for young adults just makes sense. I am appreciative of the PN Foundation for providing these services for our students and families. It would have been a godsend when I was a student here and my mom couldn't take off work to take me to appointments. Keep up the great work!

I am always glad that kids can get their school and sports physicals at the clinic.

My foster son got his school immunizations there and the entire experience was wonderful!

## Appendix: School Health Center Impact Survey

### Open-ended responses

#### 12. Is there anything else not addressed in the survey that the [health center name] could improve?

##### Brooklyn Center

It appears that sometimes students have difficulty getting in via the door-bell system. The dental services one time per month sometimes means a long wait for dependent students. I feel like there is still somewhat of a stigma for our students that identify as LGBTQ, but I am unsure how to improve this... Greater society also struggles with this. It could be that I hear more about it since I am in a Middle School setting, perhaps High-School students are more comfortable with their sexuality...

Maybe coming in to classes more to raise awareness about health issues? Maybe helping to serve families of students, not just students who attend?

N/A

Needs of staff to support students, connected to physical, emotional, and sexual health.

Not at this time. I think communication and outreach has improved so much over the past few years. That is critical for teachers and all staff to see the connection between the HRC and the classroom. Keep up the good work!!

We need more service providers (not something they are unaware of) and more connections to staff that push the adult culture at the school beyond traditional academics.

Have the eye doctor come more often.

##### Burnsville

Get the word out better... I only knew about it because our school psychologist gave me materials to share with a family.

Adding additional hours or days? Perhaps appointments for special things such as counseling.

You could post information in schools about your services and hours so that people see what is offered every day, particularly at the high school or middle schools where students could then ask their parents to take them there.

I have had students not attend school for a week because they had trouble getting to Diamondhead during the right hours for their vaccination or came but had to wait too long and then the clinic was closed.

More open hours would be great, but I understand we are working with limited resources. If resources were allocated to increase the hours, I know it would be used.

##### Richfield

Advertising. I think the 10th graders get info in their Health classes, but I'm not sure about how 9th graders find out about the RHRC.

Students seem confused about what they can go to the Resource Center for. A lot of them just need more information about why it's there and how they then use it.

##### St. Louis Park

## Appendix: School Health Center Impact Survey

### Open-ended responses

#### 13. Is there anything else you would like to share about the [health center name]?

##### Brooklyn Center

I am very thankful and grateful for it. Every school would benefit from a center like this.

Staff are positive members of the overall school community ... many students know them by name and feel comfortable with them.

You are loved and appreciated! You provide much-needed services to our community!

Very grateful that we have this as a part of our school!

The HRC is so helpful for our students to get the care that they need. It removes so many common barriers such as transportation, scheduling, missing work to take the student in.

Oops, see question #12.

##### Burnsville

No.

Thank you for such a valuable community service. It is the only healthcare some of our students see.

For many of our new immigrant students, the vaccination requirements for school are daunting. Being able to send kids to the Diamondhead clinic for this simple visit, reducing stress for families and decreasing the amount of time students are out of school. I often refer to it as "La Clinica" and every student knows what I mean. It is definitely part of our community that we depend on.

I would love more information so that I can help my students who have needs that are not being met.

##### Richfield

I have had students tell me that they feel like they can get and ask for help if they need it. I am so grateful that we have this resource for our students.

I would like to have updates on statistics so that I can know how much of an impact it is actually having. My students don't often need those services, but I teach honors and college classes.

I'm so happy we have this resource in our community and school! Thank you!

It's great! Would love more hours during the week.

##### St. Louis Park

Having Central Clinic in our community is such a positive thing for students and families. Just knowing that it is available shows that we are a caring community that puts kids and families at the forefront.

Central Clinic is an invaluable resource for many students.

I wish I knew more about the impact. I don't have any students/families telling me that they are going there, but I don't think they would.

I am very proud of our Central Clinic and the way it meets the needs of our community! One area I have particularly noticed is the health physicals they provide for our student athletes. I have personally been in the situation of trying to help an at-risk student get involved in a sport and found the task of getting a sports physical to be almost insurmountable. When the child's parent does not have the resources or initiative to make that happen, it is almost impossible for a non-parent to assist because of data-privacy. The Central Clinic really helps out in situations like that. Thank-you!!

The whole concept of a free, confidential (sexual and chemical health) clinic within walking distance of a high school is amazing! Young doctors for young adults just makes sense. I am appreciative of the PN Foundation for providing these services for our students and families. It would have been a godsend when I was a student here and my mom couldn't take off work to take me to appointments. Keep up the great work!

If the teachers could have small referral cards to give out to kids, it would make things so much easier. The card could have directions on how to schedule, hours, directions, services. It would allow us to be discrete in giving information to kids and not have them have to visit the nurse, which can be stressful for some kids.