***Attachment D***

***Project Proposal Name*** School Based Mental Health Program (SBMH) at IHS ***Name of Agency or Individual*** Ron Lorenz, Indianola CSD

***County*** Warren County ***Amount Requested*** $10,000

# Indianola DCAT Mini Grant Projects

# RESULTS MATRIX FY16

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| **Goals** **&****Objectives** | Program/ServiceComponents | Action StepsandTime Frames | Program/Service Outcome & Performance Measures*(What is the expected measurable result? How will it be measured throughout the project period?)* |
| 1. Create a school based mental health program (SBMH) at Indianola High School in partnership with UnityPoint that will provide on-site counseling services to students and family members and provide referrals for long term clinical support or specialty provider care. **Accomplished**
2. Mental health experts will collaborate with school personnel to develop and implement academic interventions based on the unique needs of individual students. **Accomplished and ongoing**
3. Services will enhance the social, emotional, and mental health of students, so they may remain engaged in school and derive benefit from the educational program. **Accomplished and ongoing**
 | 1. Continue to monitor the Iowa Youth Survey as a benchmark component. **Accomplished and ongoing**
2. The SBMH program will serve students in grades 9-12 at IHS starting in the fall of 2015. Our hope is the program continues indefinitely. **Accomplished and ongoing**
3. UnityPoint will be our community partner. **Accomplished and ongoing.**
4. IHS counselors and teachers will work closely with trained counselors to provide student or family referrals. **Accomplished and ongoing**
5. Privacy, confidentiality and trust are of utmost importance to the success of the program. **Accomplished and ongoing**
 | 1. Establish and promote program in the 2015-16 school year. **Accomplished**
2. Coordinate with UnityPoint and ICSD staff during the summer months to determine program specifics, location of offices and tracking mechanisms.

**Accomplished**1. Provide summer/pre-service training for staff on triggers for referrals, essential of counseling services, and developing generalizing therapeutic supports in the classroom. **Accomplished and ongoing**
2. Incorporate SBMH programs into IHS’s multi-tiered system of supports (MTSS) plan. **Accomplished and ongoing**
3. Implement system by August 24, 2015. **Accomplished**
 | 1. The ICSD and UnityPoint clinics will monitor the number of staff (FTE) and service hours that are allocated to the SBMH throughout the 2015-2016 school year. **87 HoursAccomplished FY 16**
2. The ICSD will monitor the number of dollars (both district funds and DCAT allocations) that are invested during the 2015-16 school year**. $9,457.96 paidAccomplished FY 16**
3. The ICSD will monitor the number of high school students who are referred to the SBMH program during the 2015-16 school year. **50 StudentsAccomplished FY 16**
4. The ICSD will monitor the number of high school students who are served through the SBMH program during the 2015-16 school year. **20 studentsAccomplished FY 16**
5. The ICSD and UnityPoint Clinics will monitor the average number of hours of services provided per students served. **4.35 hrs per student. Accomplished FY 16**
6. The ICSD will monitor the number of students served through the SBMH program who dropout during the 2015-16 school year, relative to the percentage of other At-Risk students. **0 Students Accomplished FY 16**
7. The ICSD will monitor the number of students served through the SBMH program that are suspended or expelled during the 2015-16 school year, relative to the percentage of other At-Risk students. **2 students suspended, 0 expelled Accomplished FY 16**
8. The ICSD will monitor absenteeism and truancy rates among students served through the SBMH during the 2015-16 school year, relative to the percentage of other At-Risk students. **Ongoing**
9. The ICSD will monitor the number of students served through the SBMH program who fail one or more classes during the 2015-16 school year, relative to the percentage of other At-Risk students. **6 studentsAccomplished FY 16**
10. The ICSD will monitor the number of students served through the SBMH program who receive discipline referrals for serious offenses (i.e., acts/threats of violence, weapons violations, bullying/harassment, drug or alcohol use/possession) during the 2015-16 school year, relative to the percentage of other At-Risk students. **2 students—1 substance abuse, 1 suicidal Accomplished FY 16**
11. The ICSD will monitor the number of students served through the SBMH program who are referred to residential placements during the 2015-16 school year, relative to the percentage of other At-Risk students. **3 students Accomplished FY 16**
12. The ICSD will monitor trend data from the Iowa Youth Survey to determine the percentage change in students experiencing feelings of depression, suicidal ideation, and self-injurious behaviors. **Ongoing**
13. The ICSD will survey high school staff regarding the efficiency and benefits of the SBMH program at the conclusion of the 2015-16 school year. **Accomplished and Ongoing**
14. The ICSD will survey students and families served through SBMH program regarding its regarding its benefits at the conclusion of the 2015-16 school year. **Accomplished and Ongoing**
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**Indianola DCAT Mini Grant—FY16—1st-4th Quarter Narrative. New information provided in the narrative will be bolded!**

**\*All goals and objectives, programs/service components, and actions steps have been accomplished for the 2015-2016 school year! Many of the objectives, components, and action steps we identified for 2015-2016 have also been identified as ongoing as we look to build upon the foundation and successes for the upcoming 2016-2017 school year. (4Q)**

Goals and Objectives

2. Tammy, mental health therapist from UnityPoint, and I meet weekly to discuss student academic concerns. We are currently collaborating with one student on providing increased academic interventions based on information provided in conversations between the family and Tammy. (3Q) **See narrative #4 under “Action steps and Time Frames” for a more detailed description of academic interventions provided to students. (4Q)**

Program/Service Components

3. Contract with Unity Point was signed on September 28, 2015 by our school board President Mark Tucker. (1Q)

4. Efforts to continue to improve communication and collaboration between Indianola High School and Unity Point has been identified as a priority for the 3rd quarter. (2Q)

5. We continue to work with UnityPoint in improving our collaboration and communication to best serve our students while holding privacy, trust, and confidentiality in highest regard. A new consent form was created during the third quarter to allow greater communication to occur. (3Q)

# Action Steps and Time Frames

2. Meetings were held with Unity Point on June 30, 2015 and August 21, 2015 to establish our objectives and work out the logistics of our SBMH program. (1Q)

3. Training for staff is ongoing. With limited time available during pre-service days, Tammy from UnityPoint will be meeting with our staff at the beginning of the second quarter. We felt this was most appropriate now that we have the program up and running and can provide more details to staff about the program, in addition to providing education on the supports teachers can provide student within the classroom. (1Q) Josh Lullmann, Dean of Students, provided staff a brief training during our December staff meetings. Training focused on indicators that would trigger a referral to our SBMH program. The timing of this training was important because we have identified that many students need additional support during the holiday seasons. (2Q)

4. Our MTSS team consists of our guidance staff, Principal, Assistant Principal, Dean of Students, and Juvenile Court Liaison Officer. This group has provided leadership in detection and referral of students who may benefit from mental health services as well as continuing to build mental health services into the three tiers of our MTSS program. (1Q) Based on various forms of data (academic, behavioral, attendance), communication with families and MTSS teams, and referrals to our mental health services, students were provided various supports through our MTSS program. This included two students who were placed into our EPIC alternative academic program for third quarter. (2Q)

**During the second semester, we modified our MTSS meetings to provide us more time to meet directly with students who need academic or behavior support. During this time, I met with students who Tammy and I determined would benefit from more intensive academic or behavior support in addition to the mental health counseling they are receiving from Tammy. Often times this included moving students to a structured study hall, providing them with student services, or modifying their schedule.**

# Program/Service Outcome & Performance Measures

\*Data reported includes cumulative data for quarters 1-3.

1. Per contract with Unity Point, one session is estimated to one hour of service provided. (1Q)
2. As of 10/20/2015, Indianola has yet to be billed by Unity Point (1Q); As of 1/19/2016 a bill by UnityPoint has not been received. (2Q) **Indianola was billed in April for the 2015-2016 school year with payment received in June. (4Q)**

4. There were five new students who were seen in our SBMH program during the second quarter. At least 75% of the students who were first seen in the first quarter continued to receive services in the second quarter. Five of 19 students who received information on our program scheduled met at least once with our counselor. Efforts will be made in the third quarter to increase communication to ensure that identified students’ needs are being met. (2Q) There were 18 new referrals made during the 3rd quarter with 9 students scheduling a session with Tammy. Both the referrals and number of sessions increased by over 100% for the first and second quarter combined! (3Q) **Tammy met with two students who were newly referred to the program during the 4th quarter. There were 24 sessions during the months of April and May alone! This demonstrates the continued development of our school-based mental health program and the need to continue services in the future!!**

5. Per contract with Unity Point, one session is estimated to one hour of service provided. (1Q)

7. Suspensions include out-of-school suspension only. (2Q)

9. Student attendance and grades are on a semester basis. The Dean of Students continues to monitor progress for student attendance and grades and communicates with our mental health therapist. It was reported that one student began seeing our mental health therapist with attendance being the presenting problem. (1Q) At the time of the second quarter matrix report, semester grades were not submitted and verified. In our agreement with UnityPoint, specific students are only identified when the school needs to be aware of an academic concern brought up in a session. Students who are receiving counseling for mental health issues that do not directly pertain to school are to remain confidential. Of the students whose academic concerns were discussed with the Dean of Students, three students received one or more F’s. (3Q) **The number of students who failed one or more classes is based on their final second semester grade. (4Q)**

10. One student was suspended from school due to an act of violence. (2Q)

11. Three students who were referred to our SBMH program have received temporary or residential placement. (Example—Iowa Lutheran Hospital, Orchard Place) (3Q)

12. Zero students reported to our mental health therapist who felt depressed, were suicidal, or have cut. (1Q) Three students reported to our mental health therapist that they felt depressed; one student reported being suicidal. (2Q)

13-14. Surveys will be taken and data reviewed at the end of the 2015-2016 school year. (1Q) **Josh Lullmann, Dean of Students, collected anecdotal data by interviewing staff members, teachers, parents, and students in May 2016 to help determine the efficiency and benefits of the SBMH program. This method was chosen over a questionnaire survey that would have been sent/emailed to a larger number of respondents. Due to the confidentiality of individuals within the program and the specific services they were provided, there were a limited number of staff members, parents, and students who could provide us first-hand feedback. Such confidentiality was a recommendation by UnityPoint upon establishing the program following the writing the DCAT grant. Anecdotal data was therefore collected from individuals who were closely connected to the program. This included our administrations, guidance counselors, and select teachers, parents, and students. Feedback received was positive! Our guidance counselors acknowledged a slow start to the program with a high number of referrals but with a small number of students actually scheduling appointments. (This issue was addressed for the second semester as we modified how appointments can be scheduled, which led to an increase in our referral/appointments percentage). The high school administration felt there was tremendous value to the program and believe that there are even more students who would benefit from services than just those who received support. A number of parents whose student met with Tammy shared with Mr. Lullmann a sense of hope and relief that the mental health counseling sessions would provide answers, strategies, or further referrals to a secondary provider to help overcome their students issue(s). (Many students were experiencing increased levels of anxiety and depression). Student responses tended to be much more focused on their interactions with Tammy rather than the program as a whole. Many of them responded that she was “cool”, “easy to talk to”, and “honest” with them, which they seemed to appreciate.**

**The data and feedback throughout the year showed a clear need for a school-based mental health program. We believed that the foundation has been set, and with continued collaboration with service providers, our program will continue to improve the quality of mental heath services and academic and behavior interventions we can provide students at Indianola High School. We are very thankful to receive the DCAT grant, which provided us with the necessary funding to establish our partnership with UnityPoint. (4Q)**