

2015-2016 Madison Schools Mental Health/Community Outreach Program Exchange Program Report Card (K-4)

Jeffery and Ryerson Elementary Schools

Quality of Life Result: All Connecticut children will grow up in a stable environment, safe, healthy and ready to succeed.

Contribution to the Result: School Based Health Centers provide healthcare access for school aged students, so that they are healthy and ready to learn.

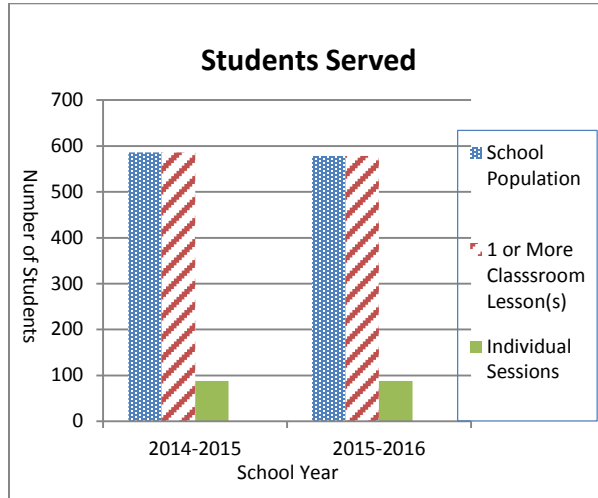
Program Expenditures	DPH SBHC Funding	Other State Funding	Federal Funding (MCHBG, ACA)	Total Other Funding (Other federal, Local, Private)	Reimbursement Generated	Total Site Funding
Actual SFY 16	\$58,362	\$0	\$0	\$0	\$0	\$58,362
Estimated SFY 17	\$54,924	\$0	\$0	\$0	\$0	\$54,924

Sponsoring Agency: Madison Public Schools

Partners: Parents, Students, Madison Youth and Family Services (MYFS), Madison Public Schools, Shoreline Pediatrics, Madison Health Department.

How Much Did We Do?

Access and Utilization



Story behind the baseline:

Madison Public Schools operates the School/Community Outreach Program Exchange (SCOPE), that is designed to address mental/social/emotional and behavioral needs of the mainstream K-4 student population enrolled at Jeffery and Ryerson Elementary Schools. The program, which has been operating for more than 15 years, consists of three components: classroom lessons, individual/group counseling, and parent support. Services are provided by the school social worker and a parent counselor from Madison Youth and Family Services

(MYFS). The age-appropriate classroom lessons focused on diversity/differences, kindness, cooperation, teambuilding strategies to cope with anxiety, and for 4th graders, transition to grade 5. Individual sessions were designed to address individual student problems. Parent support services enabled parents to improve their parenting skills and to learn how to support what their child is learning through SCOPE at home.

The combined school population in 2015-2016 was 578, a slight decrease from the 586 reported in 2014-2015. In 2014-2015 and 2015-2016, 100% of the students had at least one classroom lesson. Eighty eight (15%) of the students in years 2014-2015 and 2015-2016 had at least one individual session.

In 2014-2015 and 2015-2016, the school social worker had contact with the parents of all students seen individually. In 2015-2016, parents support services were offered to 11 parents that required more support/parent counseling than the school social worker could provide. In 2014-2015, 25 parents were referred to parent support services. This represents a decrease of 44%. The parent support counselor retired at the end of 2014-2015. The drop in referrals is likely due to the transition of the program to the new parent support counselor.

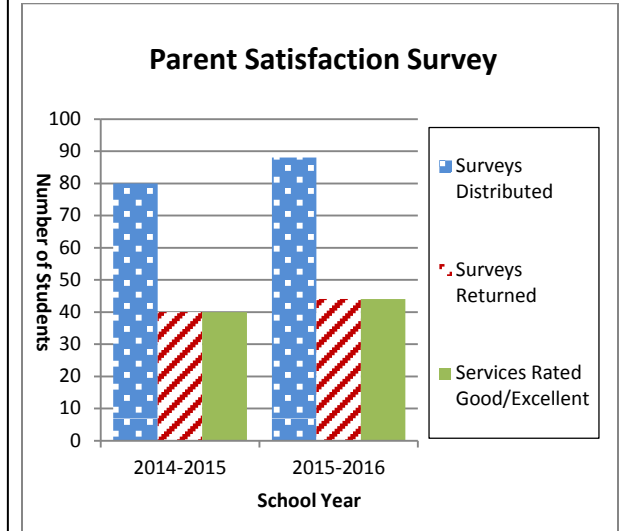
In 2015-2016 and 2014-2015, 100% of parents referred to the parent support services attended at least one session.

Trend: [◀▶]

Trend Going in Right Direction? ▲ Yes; ▼ No; ◀▶ Flat/ No Trend

How Well Did We Do?

Parent Satisfaction



Story behind the baseline:

In 2015-2016, a survey was distributed to the 88 parents of students that had at least one individual session. Of those, 44 (50%) parents returned the survey and all 44 (100%) rated program services as good/excellent. In 2014-2015, surveys were sent to the parents of 80 (91%) students that had at least one individual session. Of those, 40 (50%) surveys were returned and all 40 (100%) rated the services provided good/excellent. In 2015-2016, the number

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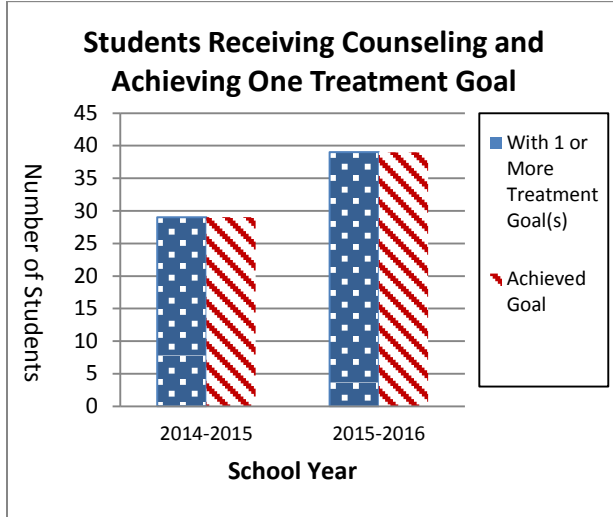
Jeffery and Ryerson Elementary Schools

of surveys disseminated, returned and rated services good/excellent increased by 10% from 2014-2015.

Trend: [▲]

Is Anyone Better Off?

Students Receiving Counseling Meeting their Goals



Story behind the baseline:

All students referred to SCOPE receive an initial assessment to determine the level of service needed.

The number of students that had at least one individual session in 2014-2015 and 2015-2016 was 88 each year (15% of the total population). In 2014-2015, 29 (33%) of the students seen individually had one or more treatment goal(s). Of those, 29 (100%) achieved at least one goal. In 2015-2016, the number of students seen individually with one or more treatment goal(s) jumped to 39 (44%) students. Of those, 39 (100%) achieved at least one treatment goal. The number of students that were seen individually, had one or more treatment goal(s) and

achieved at least one treatment goal increased 35% from 2014 to 2016.

In 2015-2016, the school social worker developed a more streamlined referral system for school staff which has increased their comfort in accessing the school social worker with their concerns about student's social, emotional and behavioral issues. Increased collaboration with teachers enabled the school social worker to provide classroom management strategies and support their implementation.

As a new initiative this year, the school social worker developed, with a 4th grade teacher, a daily "quiet time" (QT) for students in an effort to help transition time between recess and class work. Their ability to transition, following QT, to math work and specials has improved greatly. They are calm, focused, and ready to work. They have had an opportunity to process recess issues, calm recess energy, and slow down.

Trend: [▲]

Proposed Actions to Turn the Curve:

How Much Did We Do:

- All new students attending the schools that the SCOPE program serves will receive at least one program service.

How Well Did We Do:

- SCOPE staff will identify additional strategies to increase the number of surveys returned.

Is Anyone Better Off:

- School social worker will work collaboratively with school staff to identify additional children in need of individual counseling and will offer counseling for the child and refer parents to the parent counselor, if such referral is needed.

Data Development Agenda:

- Work with DPH to modify mental health section of the DPH Access database to meet DPH reporting requirements

Trend Going in Right Direction? ▲ Yes; ▼ No; ◀▶ Flat/ No Trend