

2016-17 School Health Professional Grant Legislative Report

Submitted to:
The Education Committees of the Senate and the House of Representatives

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Executive Summary

The School Health Professional Grant (SHPG) Program became part of the Colorado Revised Statute C.R.S22-96-101 in 2014 to increase the presence of school-based health professionals, such as school nurses, school counselors, school social workers and school psychologists, within secondary schools.

The purpose of the SHPG is to improve prevention, early intervention, services and programs in an effort to reduce the risks of marijuana and other substance use by secondary school students. For the first two years of the grant, two cohorts each received one year of funding and a third cohort was funded for three years. Cohort three is the focus of this report. Highlights from Cohort 3, during the 2016-17 academic year, included:

- Allocated \$2,195,492 in grant funds for Cohort 3
- Served 22 districts and charter schools which included 61 secondary schools consisting of 15,225 students.
- 44 percent of students in the schools funded by the School Health Professional Grant qualified for free and reduced lunch.
- Hired 45 school health professionals, which includes 17 school nurses, 14 school counselors, 11 school social workers and three school psychologists.
- Of the students in the school districts served by the grant, 4percent are middle school students and 57 percent are high school students.
- Student ethnic groups were 44 percent White, 32 percent Hispanic, and 5 percent black with non-white, minority students making up the majority of the student population at 56 percent.



Introduction

Colorado Senate Bill 14-215 established the School Health Professional Grant (SHPG) Program, (C.R.S. 22-96-101). Effective August 14, 2014, the State Board of Education was required to promulgate rules for the implementation of the program, including: the timeline for submitting applications to the Colorado Department of Education, the form of the grant application, criteria for awarding grants, and any information to be included in the department's program report.

Program Purpose

SB14-215 stated that the legalization of retail marijuana in the state of Colorado may increase the availability of marijuana to underage youth.

In its legislative declaration, the law states that, "marijuana use by minors can have immediate and lasting health implications, and many youth who engage in substance abuse develop or have underlying behavioral health needs. School health professionals are in a unique position to educate, assess, and refer youth who have substance abuse or behavioral health issues."

SHPG's purpose is to increase the presence of school-based health professionals in Colorado's secondary schools. The funded school health professionals (counselors, nurses, psychologists, and social workers) are focused on improving prevention, early intervention, services and programs related to marijuana and other substance use.

Grant Goals

Per Colorado statute the goals of the SHPG are to:

- Add or initiate school health professionals, demonstrated by data regarding marijuana and the number of marijuana establishments located within the boundaries of a school district
- Implement more evidence-based programs and strategies
- Implement staff training and professional development
- Increase resources for school staff on the implementation of evidence-based programming on substance abuse prevention education
- Develop screening for early identification practices and referrals for students

Program Implementation

Approved activities per Colorado statute for grantees receiving funding may include:

- Implement evidence-based curriculum education to prevent substance use
- Use of substance use and behavioral health screening tools
- Early identification and intervention for at-risk students with substance misuse and/or behavioral health needs
- Develop individual counseling opportunities and/or support groups
- Enhance collaborative health partnerships within the community
- Increase family engagement to support student needs



Description of Program for 2016-17 School Year

Grant Application Process & Timeline

Eligible education providers were invited to apply through the Request for Proposal (RFP). The RFP included a rubric that proposals were measured by based on 1) needs, 2) a well-designed plan, 3) partnerships, 4) sustainability, and 5) a budget narrative.

The SHPG defined an eligible education provider as:

- A school district (on behalf of one or more secondary schools);
- A Board of Cooperative Services (BOCES);
- A charter school (authorized by a school district or the Charter School Institute)

Priority was given to applicants that demonstrated high-need based on:

- Information regarding marijuana and the number of marijuana establishments located within the boundaries of a school district;
- School climate surrounding availability, prevalence, usage, attitude of students and community, and increases in disciplinary action related to substance use.

Allowable activities included salary and benefits of School Health Professionals (school nurses, school counselors, school social workers and school psychologists); substance abuse and comprehensive health prevention education; training to support early identification of secondary students with substance abuse; and professional development.

Reporting Requirements (according to C.R.S.22-96-105), are as follows:

- (a) The number of school health professionals hired using grant moneys; and
- (b) A list and explanation of the services provided using grant moneys by grantees.

For the 2016-2017 Academic Year (AY), 22 grantees were awarded a total of \$2,195,492. The RFP was released March 7, 2016. Applications were due Friday, April 29, 2016.



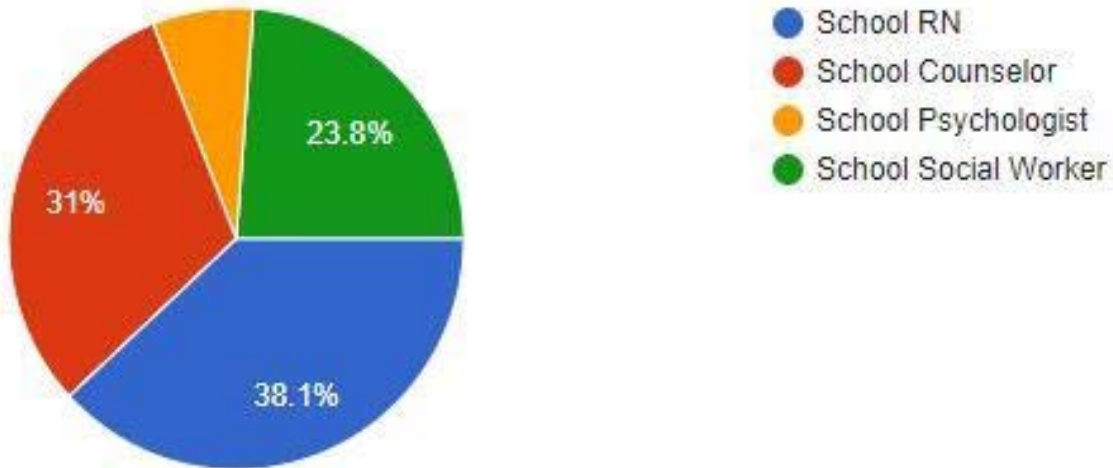
School Health Professionals Funded

The tables and charts below list the districts that received funds from the School Health Professional Grant during Cohort 3 and the roles that were hired as eligible under the grant. The four roles eligible to be hired under the grant are school nurses, school counselors, school social workers and school psychologists (See Appendix A for details).

TABLE 1: Percentages of funded roles by the SHPG in Cohort 3 (2016-2017 Academic Year)

Role	% funded of total
School Nurses	38%
School Counselors	31%
School Social Workers	24%
School Psychologists	7%

CHART 2: Percentages of funded roles by the SHPG in Cohort 3





Schools, School Districts & Positions Funded

TABLE 2: SHPG Cohort 3 Grantees and School Health Professionals Funded by Position

The table below identifies the type of School Health Professionals (SHPs) hired in each district to support students grades seven through twelve.

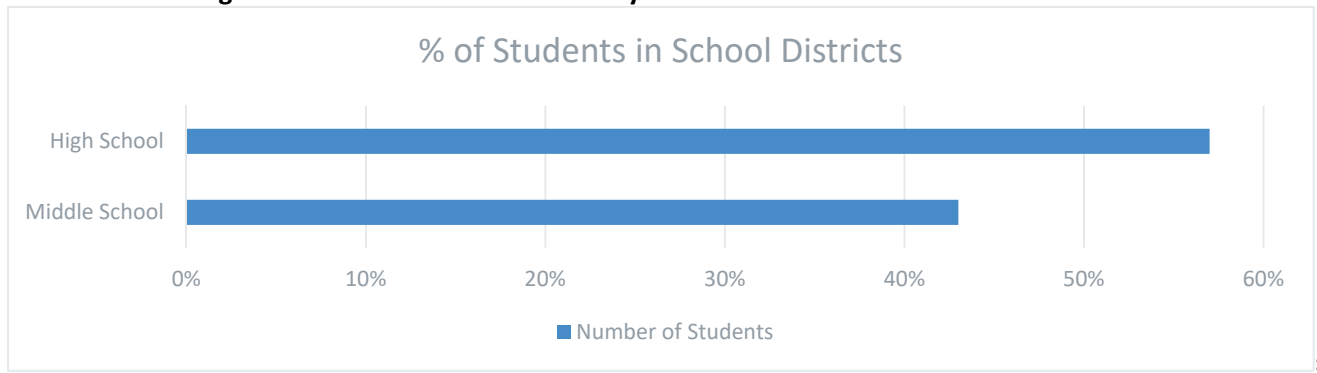
	Nurse	Counselor	Social Worker	Psych	Total
Districts					
Archuleta		1			1
Boulder Valley	3	1			4
Canon City	3	1		1	5
Center	1	3			4
Colorado Springs Early Colleges	1	1		1	3
Cripple Creek	1	1	1		3
Denver Public Schools			2		2
Fort Morgan		1			1
Fountain-Fort Carson	2			1	3
Hope Online-Douglas County		1			1
Jefferson County		1			1
LaVeta	1	1			2
Littleton			1		1
Montezuma-Cortez	1	1			2
New America Schools	2		1		3
New Legacy			1		1
Roaring Fork		1			1
Sierra Grande	1				1
South Routt			1		1
Steamboat Springs			1		1
Summit			1		1
Thompson	1		2		3
TOTAL	17	14	11	3	45



Student Demographics

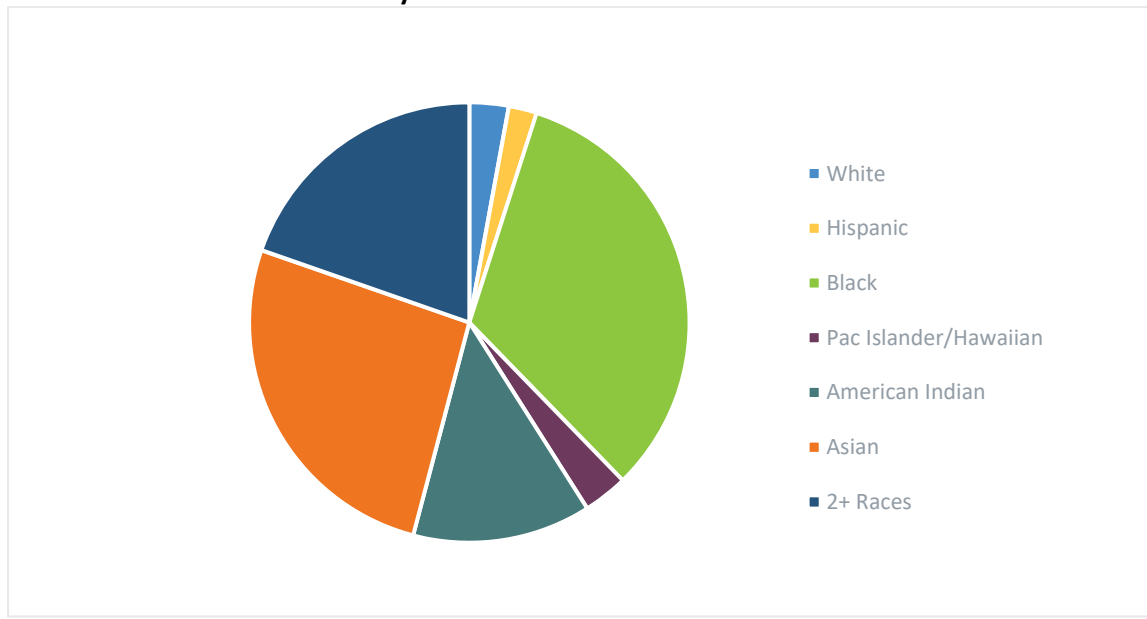
The following graphs outline the student demographic information for the SHPG cohort of students in these school districts and charter schools. Of the students in the school districts served by the grant, 43 percent are middle school students and 57 percent are high school students. Please see Appendix B for school district and charter school student demographics for each grantee.

Chart 3: Percentage of Students in School District by level



Student ethnic groups were 44 percent White, 32 percent Hispanic, and 5 percent black, with non-white, minority students making up the majority of the student population at 56 percent.

Chart 4: Student Race & Ethnicity



Other student demographic data show that this population of students aligns closely with the overall student demographics for the entire state of Colorado:

- 44 percent of students qualify for free and/or reduced lunch
- 16 percent are English language learners
- 10 percent are students with disabilities



Professional Development & Programs Implemented by Grantees

The information below is self-reported from schools and school districts that are funded grantees as a part of the SHPG and provide an overview of the variety of programs provided and services offered through these funds:

Professional Development Offered to Staff (4,177 staff trained)

Substance Abuse Prevention	Behavioral Health	Social & Emotional Learning	Suicide Prevention	Referral Training
IThrive Program Prescription Drug Abuse Training Life Skills Marijuana Education from RMC Health Substance Abuse & Coping Skills The Impact of Tetrahydrocannabinol (THC) on the Developing Brain Youth and Marijuana Toward No Drug Abuse Marijuana Education Initiative Opioid Prevention Training	Screenagers Trauma Informed Education Multi-Tiered System of Supports (MTSS) Positive Behavioral Interventions and Supports (PBIS) Dare You To Move	Bullying Prevention Mindfulness Skill Building Passage Works	Youth Mental Health First Aid (YMHFA) Behavioral Health Suicide Prevention Sources of Strength Signs of Suicide Self-Harm & Suicide Prevention	Referral Identification Alternatives to Suspension Health Referral Training

Programs Implemented for Secondary Students (15,225 students served)

Substance Abuse Prevention	Behavioral Health	Social & Emotional Learning	Suicide Prevention	Health Screening Tools
Life Skills Toward No Drug Abuse Marijuana Education Initiative	Teen Assist Think First Teen Intervene Dare You To Move Screenagers	The Great Body Shop Project Success	Sources of Strength Signs of Suicide	Screening, Brief Intervention, and Referral to Treatment (SBIRT)



Grantee Promising Practices

Archuleta School District

Archuleta school district funded 1.0 FTE to support approximately 800 students. With this resource Archuleta School District was able to provide substance abuse prevention education to more than 450 students. The highest need students were provided the CRAFFT substance abuse screening tool as well as brief intervention services that, in some cases, were in lieu of suspension. Furthermore, the School Health Professional (SHP) facilitated multiple committees to enhance the partnerships between the school district and community partnerships.

The SHP in Archuleta also co-facilitated a three-month skills-based prevention elective class for the highest risk eighth-grade students to increase emotion regulation skills. The SHP co-facilitated a prevention group for the highest risk seventh-grade students. The SHP provided services in the summer day camp programming to help the highest risk middle school students learn how to problem solve, think creatively and learn emotion regulation. At the high school the SHP facilitated two lunch prevention groups that focused on behavioral health and substance abuse prevention, which included topics such as, substance use, relationships, emotional regulation, and dating violence.

The SHP worked to partner with school staff and outside resources to create a more collaborative approach to substance use prevention and intervention. The SHP worked with school staff to help them identify students who may be at risk for substance use and/or behavioral needs.

Littleton Public Schools

With 1.0 FTE added with this funding and a SHP ratio of 1 professional for every 8,114 students, Littleton Public School (LPS) was instrumental in designing an Alternative to Suspension program called U-Turn that helped more than 70 students. Our district transitioned from using a reactive disciplinary measures to increasing referrals to the SHP as a preventative measure.

The success of year one in this grant was so evident that LPS proposed an application for additional funding and was awarded another SHPG for the 2017-2018 Academic Year. This funding added another 1.0 FTE and expanded the work that was established in the 2016-2017 Academic Year.

New America School

One measurable challenge with the three New America School (NAS) Charter campuses (Lakewood, Lowry, and Thornton) during the 2016-2017 Academic Year was the dramatic increase in the number of licensed dispensaries around the boundaries of the school districts. The increases were as follows: 69 to 80 for Lakewood, 33 to 54 for Lowry, and 6 to 17 for Thornton. On a positive note, the work of the SHP allowed each campus to establish a site-based school health team. This team coordinated LifeSkills lessons, screenings (CRAFFT), and community and family engagement opportunities for student's at all three NAS campuses. Our health team will continue screening and referring students with identifiable needs as a service of the SHPG.



Next Steps

During 2017-2018, districts will be able to more specifically measure outcome data with the additional technical support from CDE staff and training of a new evaluation tool that will be launched AY 2018-19. The following performance measures will be considered to determine short- and long-term outcomes for SHPG:

- Student Outcomes:
 - Decrease suspensions/expulsion rates
 - Decrease discipline referrals
 - Decrease behavioral health referrals
- School and District Outcomes:
 - Number of school health professional grantees hired
 - Type of school health professional – (nurse, counselor, social worker, school psychologist)
 - Programs implemented (evidence-based and promising practices)
- Number of staff trained
- Number of students served by the school health professional(s)

Due to an increase in funding beginning in FY2017, the SHPG expanded from 22 grantees to 54 grantees. This additional funding allowed education providers to apply for opportunities to hire school health professionals in their elementary, middle, junior high, or high schools. An eligible Education Provider is:

- A school district;
- A Board of Cooperative Services (BOCES);
- A Charter school authorized by a school district; or
- A Charter school authorized by the Charter School Institute.

The capacity of staff at the state level increased, which allowed additional technical support, site visits, and professional development at the SHPG bi-annual conferences, trainings and workshops.

Lessons Learned

Through annual written reports and anecdotal information from grantees, CDE staff have captured the following barriers and challenges encountered by SHPG recipients, specifically, difficulty in being able to hire enough qualified professionals, especially in rural districts, and the perception of limitations around grant expenditures.



Conclusion

The 2014-15 academic year (Cohort 1) and school year 2015-2016 (Cohort 2) were the first years of the School Health Professional Grant, and districts and charters began assessing the needs of their secondary schools and planning for implementation of evidence-based programs.

Cohort 3 grantees have been funded since the beginning of the 2016 academic year and have received a three-year grant. Twenty-two districts have been funded through the SHP Grant in this cohort and have hired 42.5 School Health Professionals who work in 61 secondary schools across Colorado. These School Health Professionals were able to begin providing professional development and staff training on evidence-based programs for the prevention of substance abuse and behavioral healthcare services. Additionally, this allowed for an increase in direct services provided to students (Tier I and Tier II of the Behavioral Health Framework). In total, \$2,195,492 was allocated to grantees.

Due to limited staff capacity at CDE prior to fall of 2017, the reporting of the SHPG was high-level and not specific. A plan has been established with the implementation of a new outcome-measurement tool for grantees as well as the creation of an enhanced mid-year and end-of year report for all grantees that identifies additional outcome indicators and specific performance measures such, as but not limited to,:

- Percentage of students in each grade level receiving prevention education
- Percentage of student behavioral referrals
- Number of other grant programs in place to support student needs
- Number of family and/or community outreach opportunities
- Percentage of decrease in perception/use of substances and risky behavior and unhealthy choices
- Percentage of students indicating the presence of a trusted adult



Appendix A: Licensure Definitions (per statute)

School Counselor:

- has held a Colorado Professional Special Services License in school counseling for a minimum of five years; has demonstrated professional growth through continuing education, professional leadership experiences and exceptional program development;
- has demonstrated commitment to the school counseling professional through professional organization involvement, supervision and training of other school counselors, publication of professional materials and presentations at professional conferences; and
- has demonstrated active community involvement, development of effective parent partnership programs and promotion of cooperation with other professional educators.

School Nurse:

- has completed additional preparation in the following areas: advanced practice in nursing; specialties in school health-related fields; additional certification in nursing administration, vocational education or other certifications applicable to school nursing;
- has demonstrated professional leadership experiences and exceptional program development;
- has mentored school nurses and supervised practicum students;
- has had active participation in school nurse professional organizations; and
- has participated in teaching, research and/or publishing to further the specialty of school nursing.

School Psychologist:

- has demonstrated commitment to the profession of school psychology through active involvement and leadership in local, state or national school psychology organizations;
- has mentored school psychologists with an initial license and supervised school psychology interns;
- has contributed to school and district program development;
- has produced professional publications and presentations; and
- has received recognition by peers for outstanding performance.

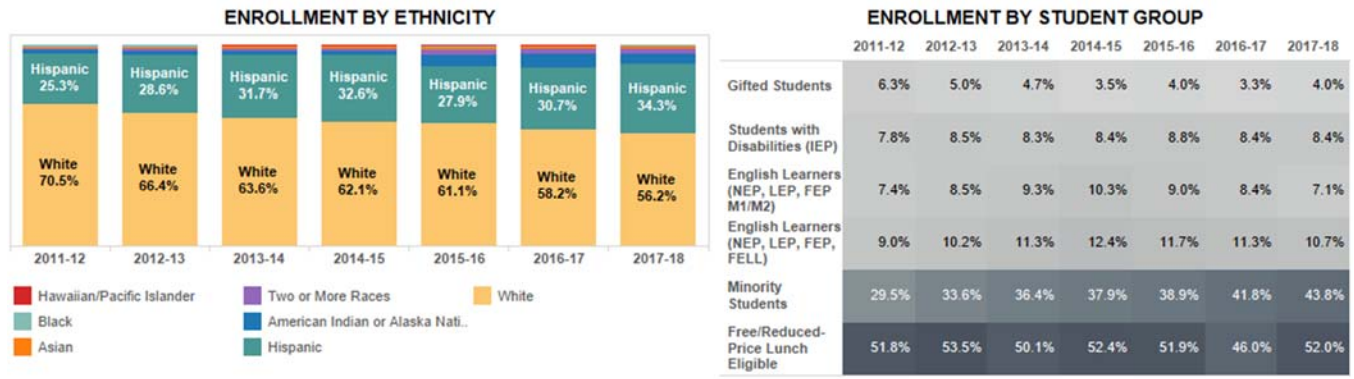
School Social Worker:

- has demonstrated leadership in state school social work organizations;
- has actively participated in leadership roles in national social work organizations and other community and human service organizations;
- holds advanced credentials in the field (e.g., doctorate in social work, school social work specialist credential, diplomate in clinical social work, etc.);
- has demonstrated outstanding skill in service to schools and children, such as the creation of innovative and successful programs and services to meet the needs of students and mentoring and supervising school social workers and other school professionals; and
- has received recognition by peers for outstanding performance.

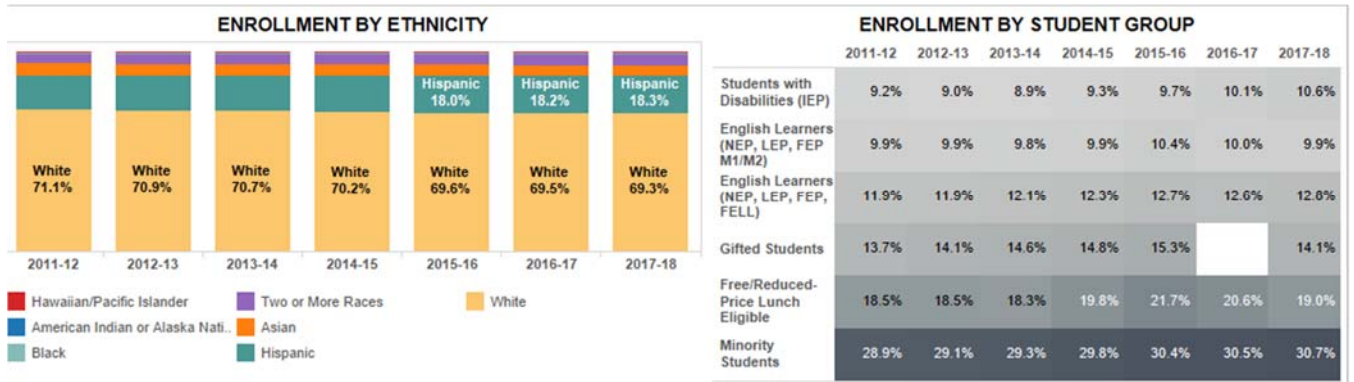


Appendix B: Student Demographics of Funded Districts and Charters

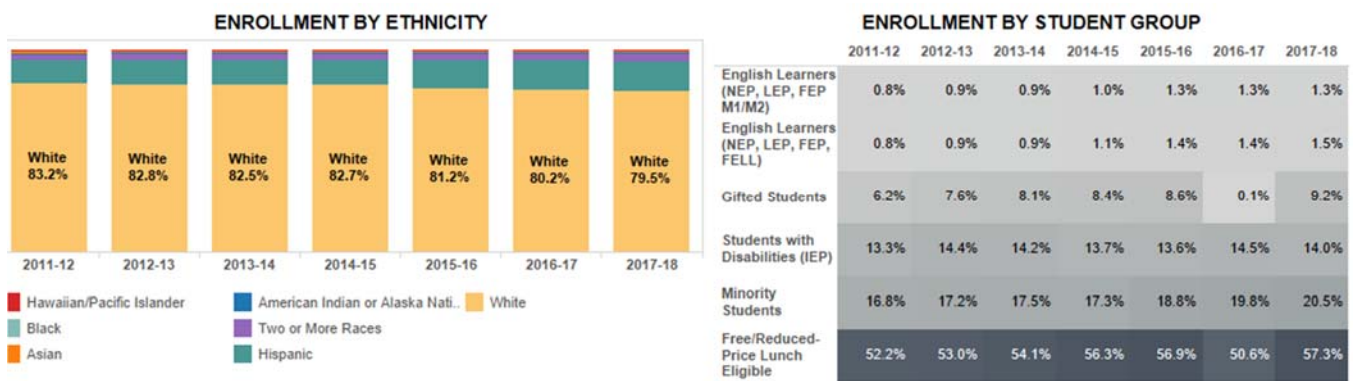
Archuleta 50JT



Boulder Valley

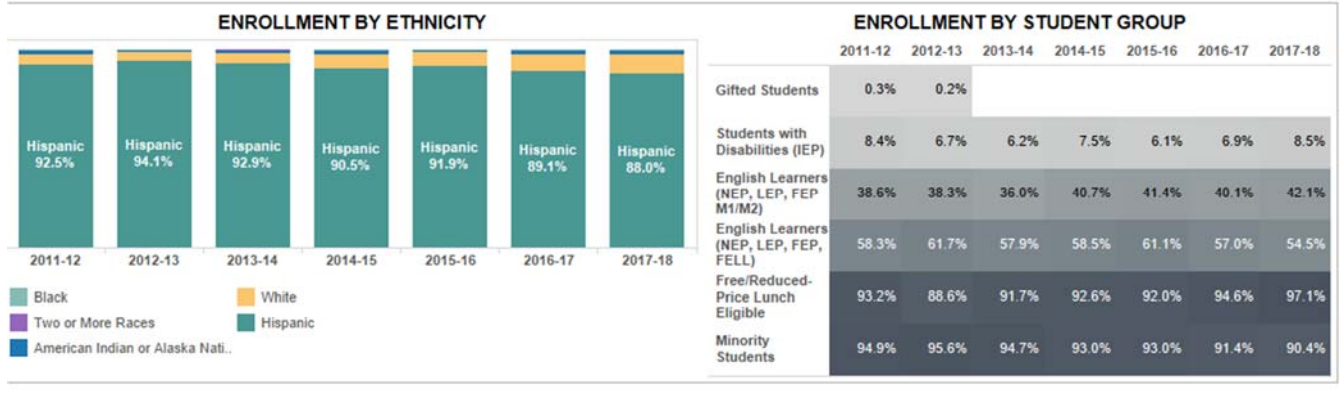


Canon City Schools

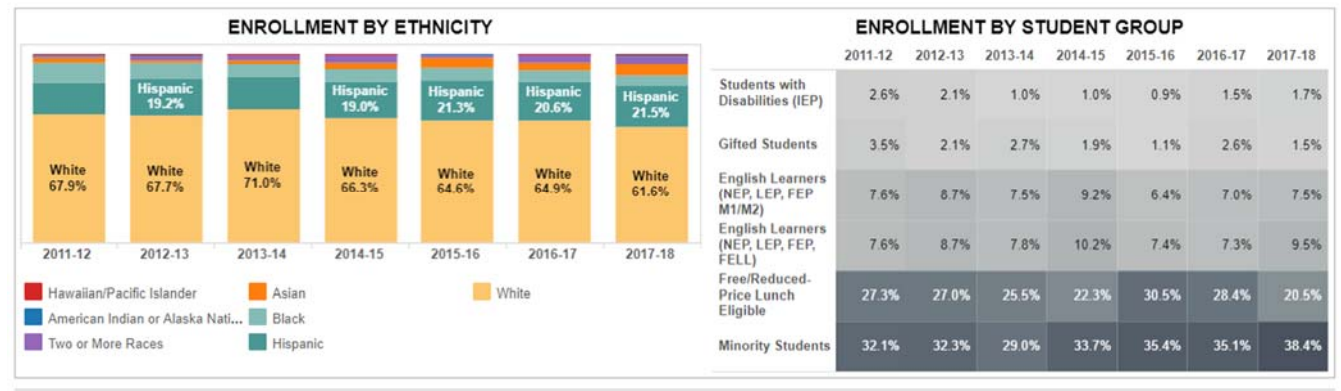




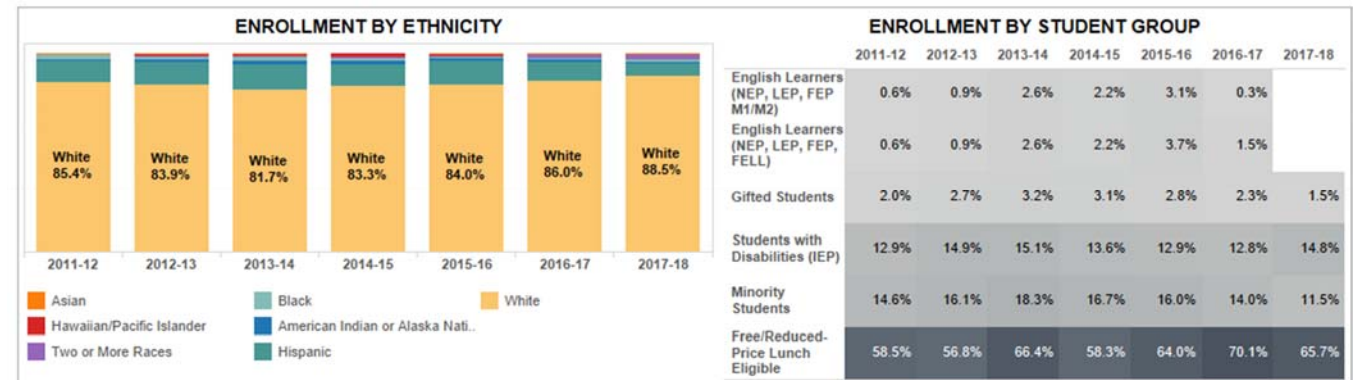
Center Consolidated



Colorado Early Colleges

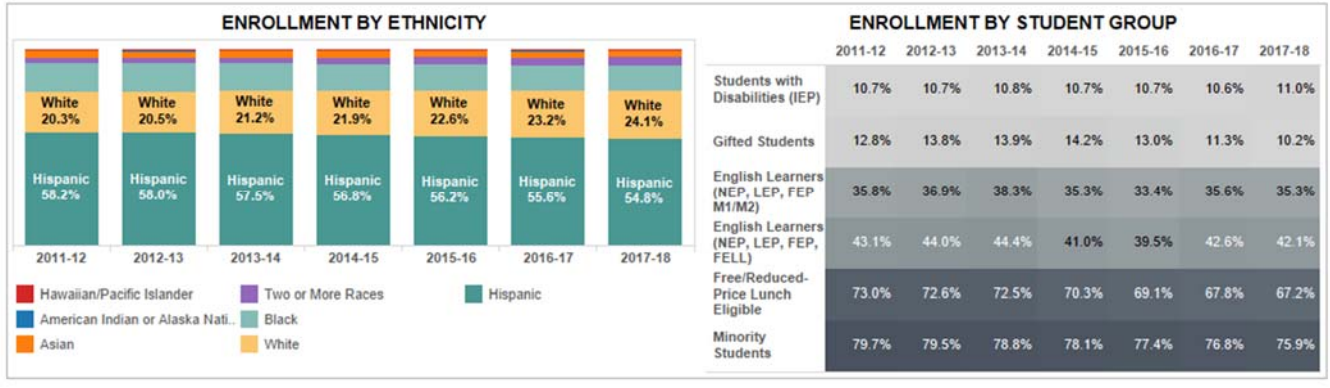


Cripple Creek-Victor RE-1

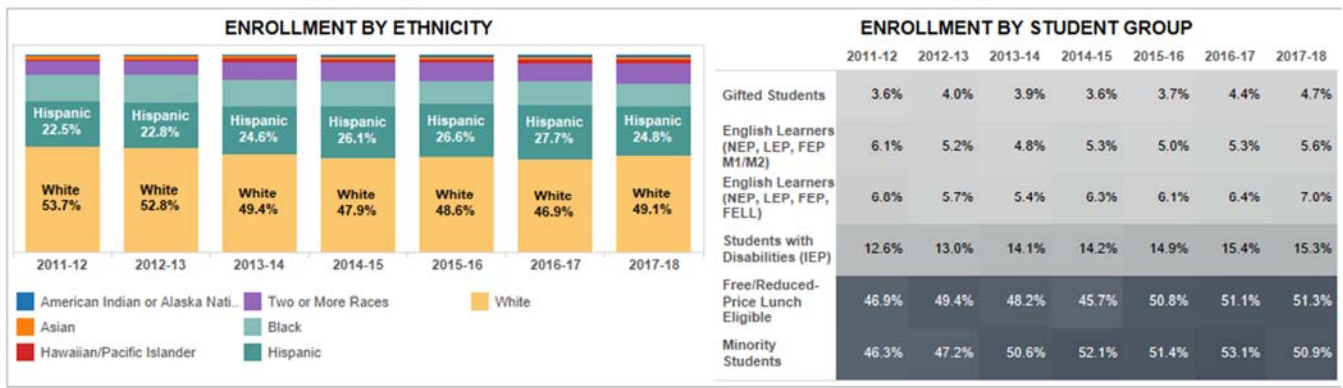




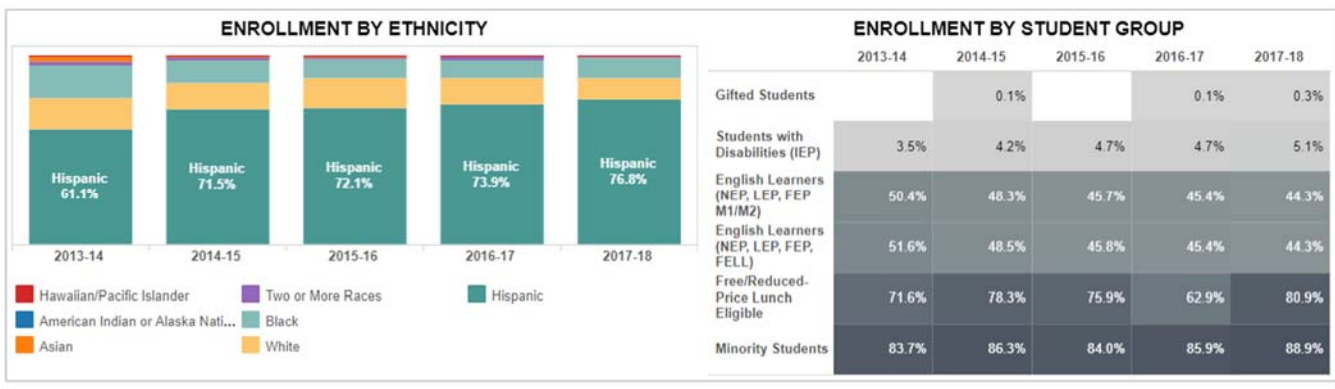
Denver County



Fountain-Fort Carson

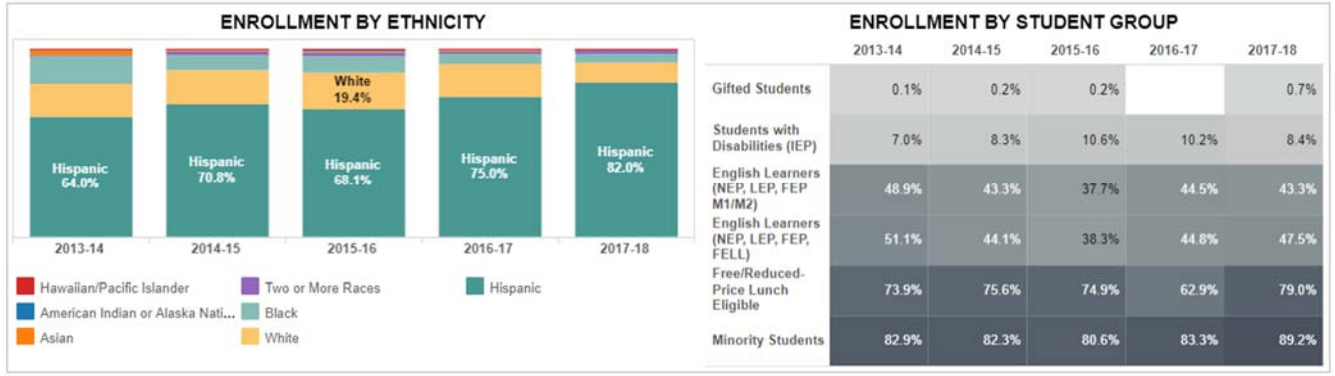


Hope Online Elementary

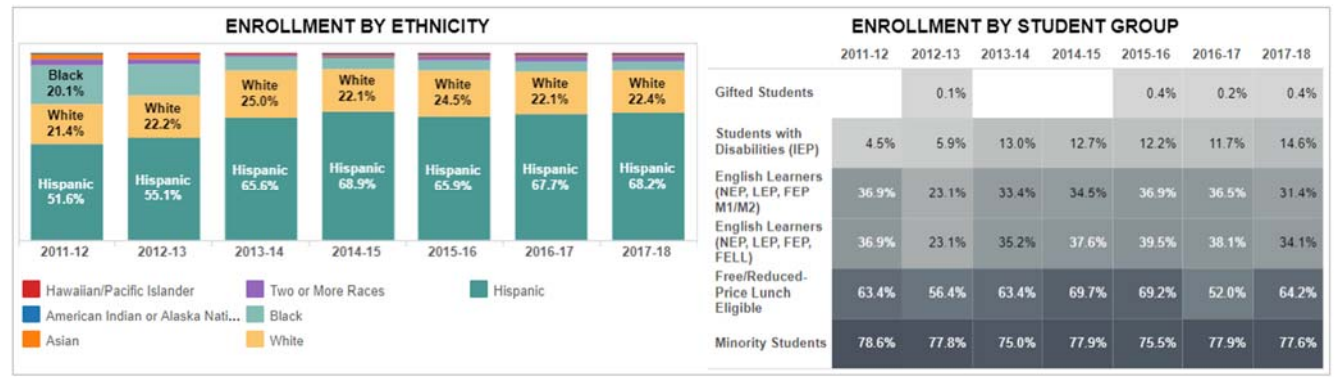




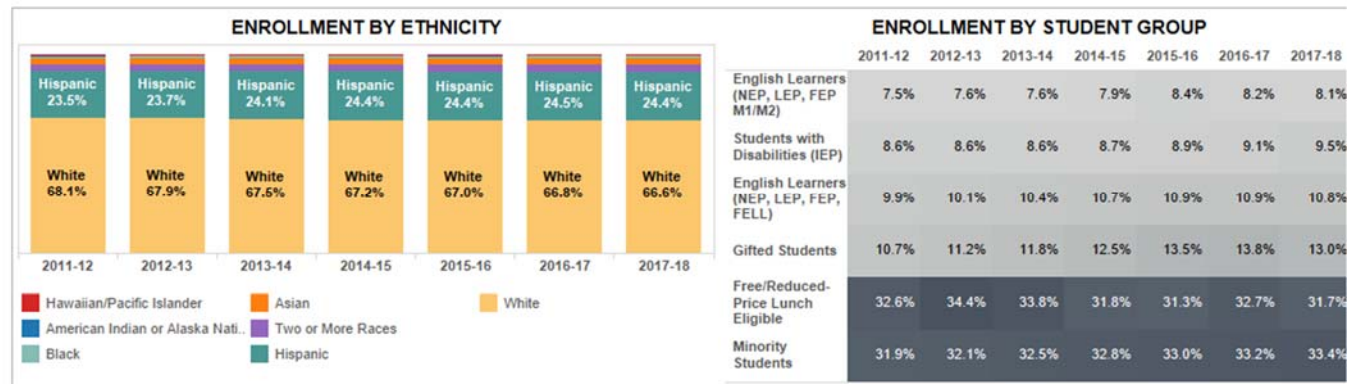
Hope Online Middle School



Hope Online High School

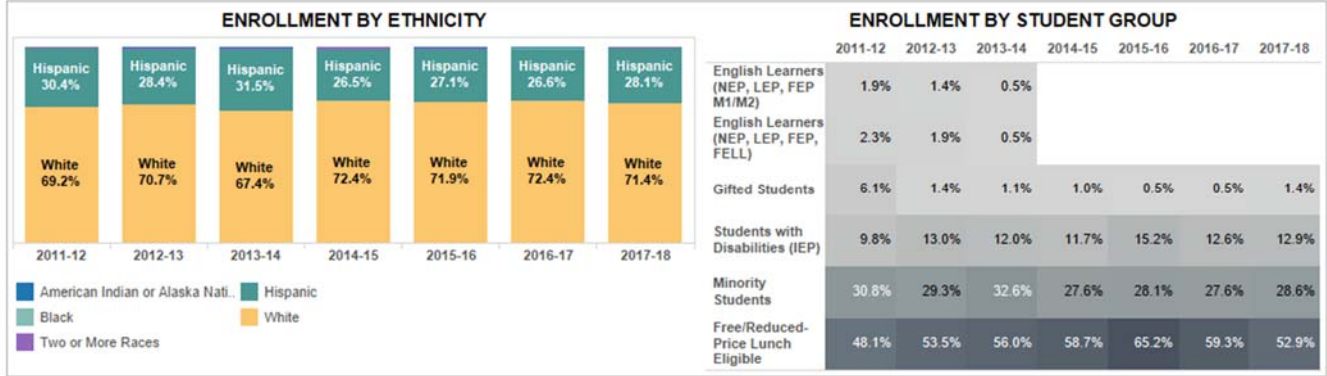


Jefferson County

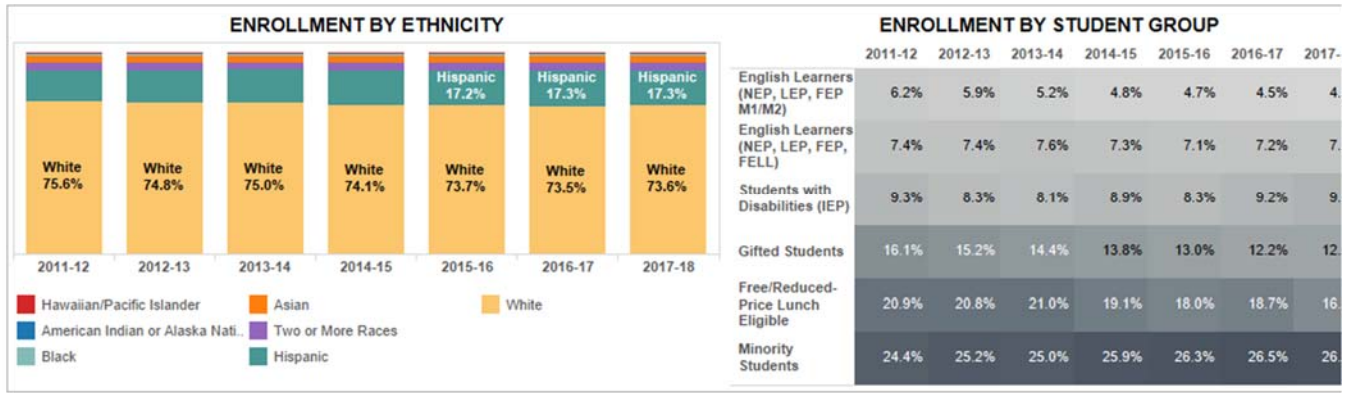




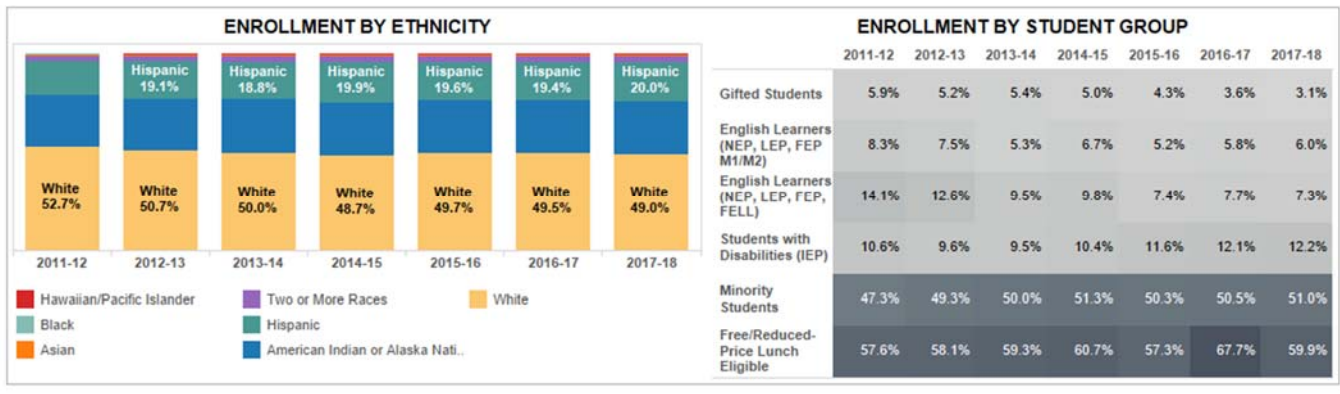
LaVeta RE-2



Littleton

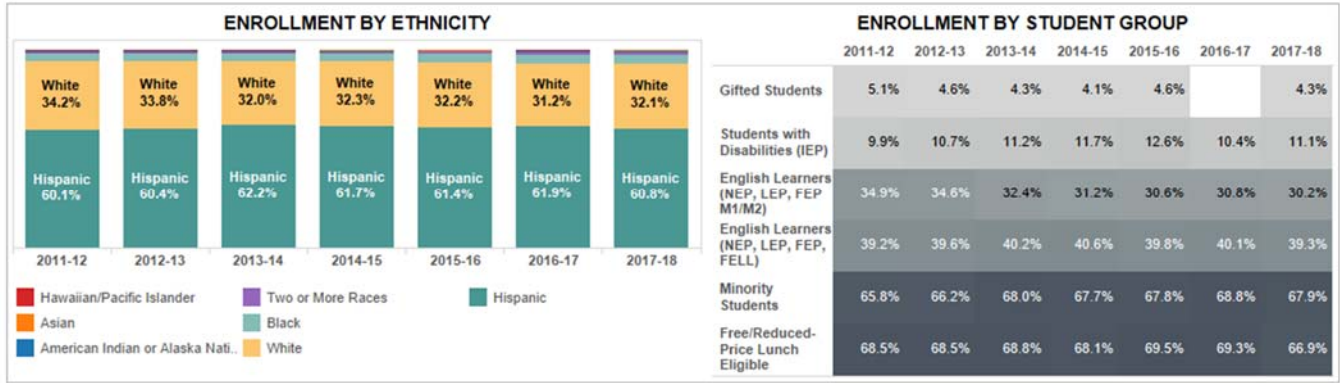


Montezuma-Cortez

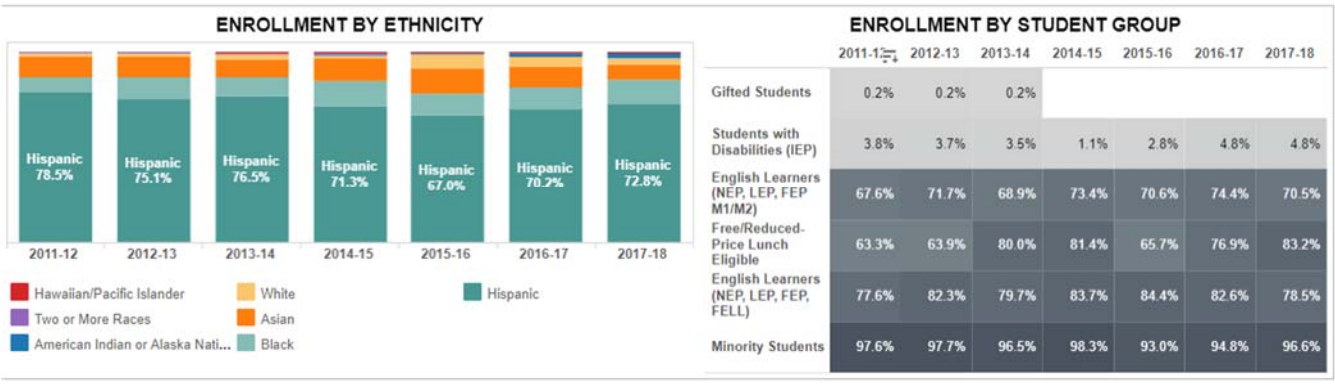




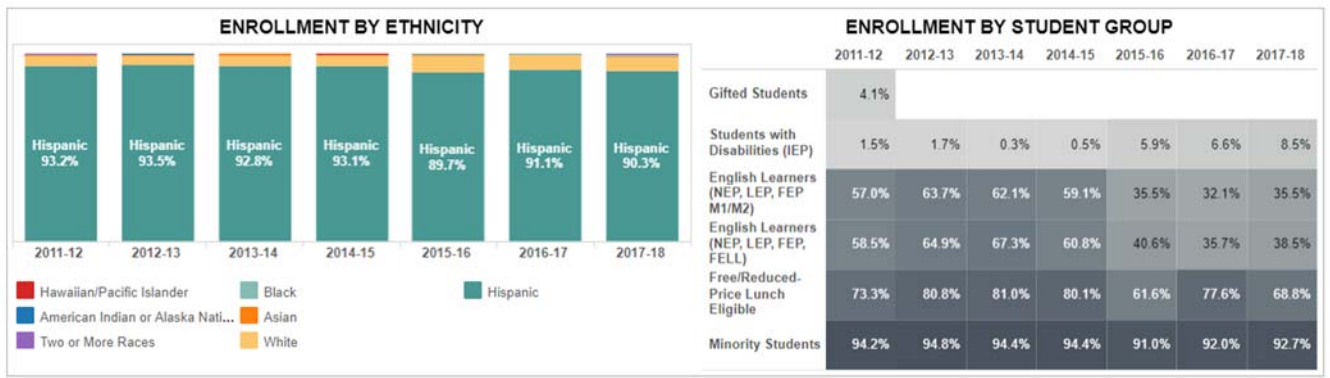
Morgan County



New America - Lowry

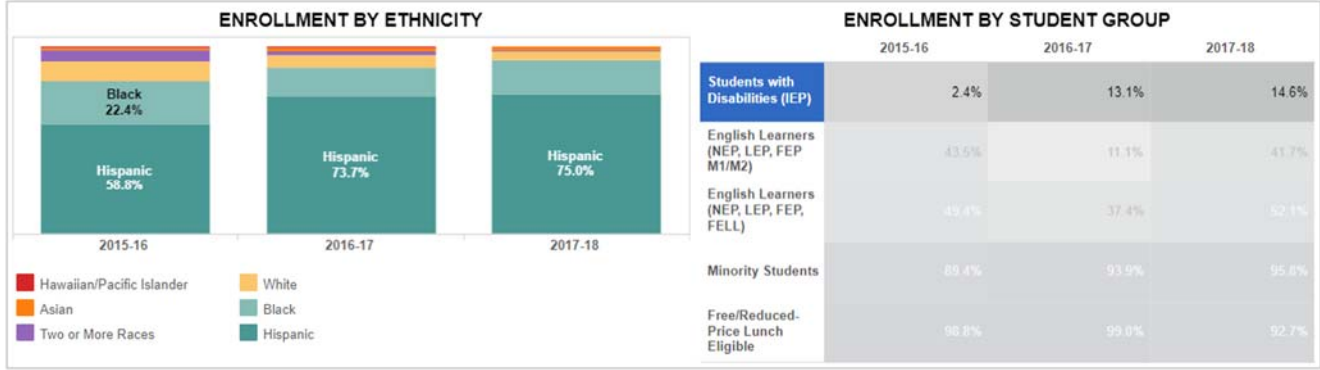


New America - Thornton Campus

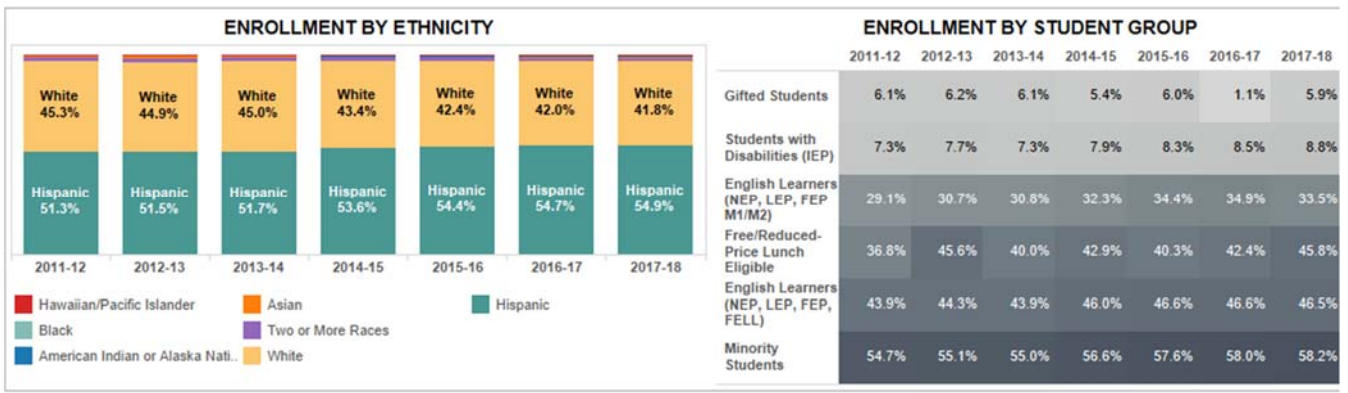




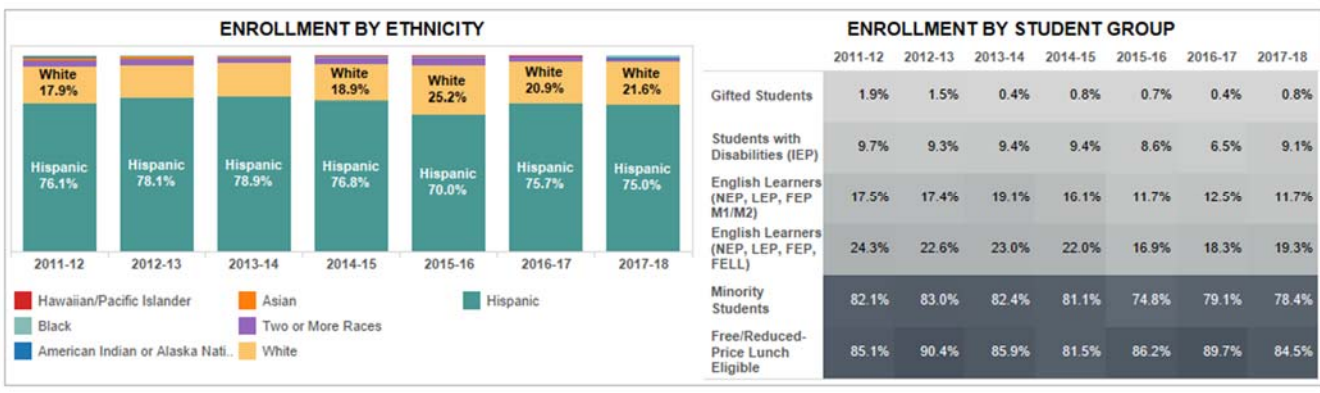
New Legacy



Roaring Fork

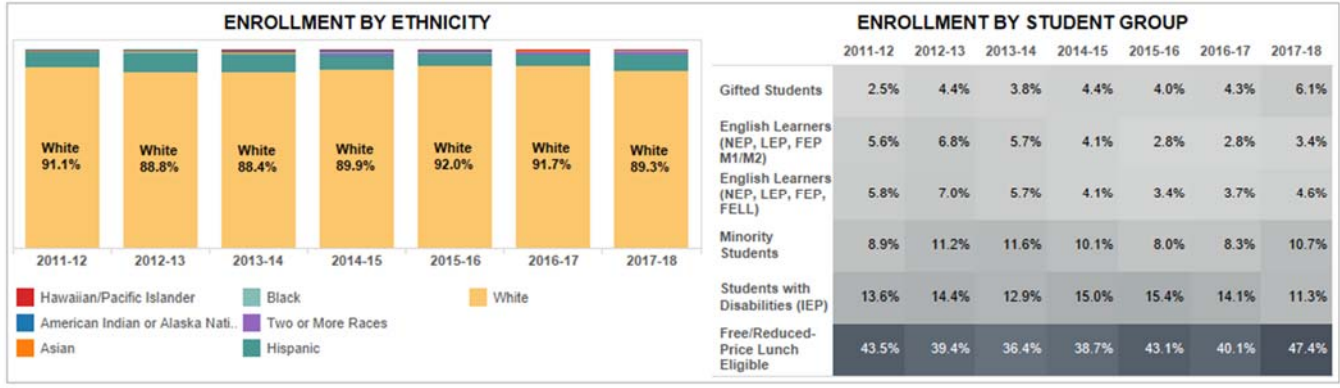


Sierra Grande

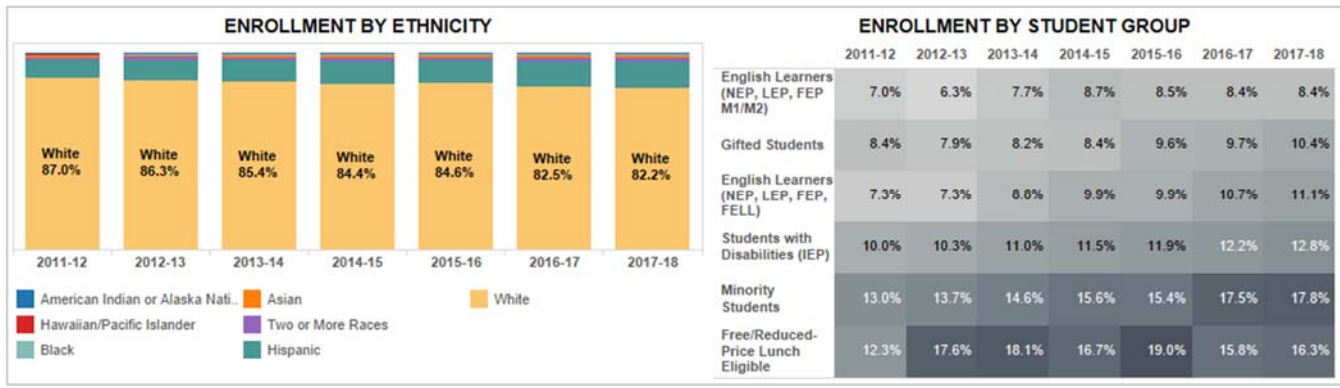




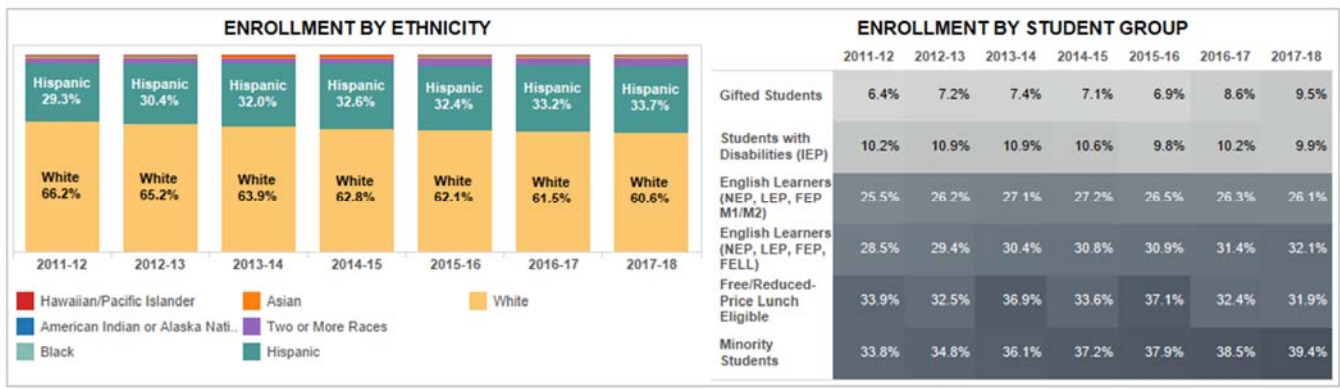
South Routt RE-3



Steamboat Springs RE-2



Summit





Thompson R2-J

