

SIA Activities & Budget 2022-23 - Lincoln City Career Tech High School



Activity Number	Activity	2022-23 (Y2) Budgeted Cost	Total Spent 2022-23	Allowable Use Category	Object Code	FTE
1	Total	\$25,395.88	\$25,395.88			
2	1 Administrative expenses related to the program.	\$1,270.00	\$1,270.00	ADMIN	ADMIN	
3	2 NEW-School-based Qualified Mental Health Associate	\$16,484.30	\$15,689.37	H&S	112	0.3
4	3 NEW-School-based Qualified Mental Health Associate	\$7,641.58	\$8,436.51	H&S	2xx	
5						
6						
7						
8	(REMOVED) Construction/upgrades of mental health services meeting area.	\$0.00	\$0.00	H&S	5xx	
9	(REMOVED) Contracted mental health services.	\$0.00	\$0.00	H&S	31x	
10	(REMOVED) SEL Curriculum/Program.	\$0.00	\$0.00	H&S	4xx	
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						

[illegible]

Quarter 2 - Journaling Progress - Lincoln City Career Technical HS

Question	Second Quarter
1 What has been the impact of the implementation of the activities in your SIA plan so far on the behavior, actions, policies, or practices in your school community? Reflect on the Progress Markers as you develop your response: https://www.oregon.gov/ode/StudentSuccess/Documents/SIAProgressMarkersFinal.pdf	The school's SIA activities continue to address student mental health needs as part of a schoolwide effort to improve student well-being and academic outcomes. Services are advertised and available to all students. Opportunities to participate in Dialectical Behavioral Therapy are offered during the school day, with the school schedule structured to allow participation by any student who wishes to participate. Multiple sessions are offered to accommodate different needs and to keep groups small. Individual therapy sessions may be scheduled through arrangement with Lincoln County Mental Health following the DBT sessions or as needed through coordination with school staff. The structure of the existing program allows for both schoolwide mental health support as well as intensive, one-on-one support for those with additional needs. Because of staff that are available to support these efforts, the school is more responsive to student needs and can encourage participation, provide follow-up and offer other wrap-around supports.
2 What evidence can you point to that supports the impact you have described occurring?	Two Dialectical Behavioral Therapy sessions are offered each week and both sessions are well-attended. Positive interactions and communication are occurring between DBT facilitators and students. QMHA staff is regularly conducting outreach to students to encourage participation, to triage immediate needs and make referrals to a licensed therapist as needed. The school climate overall is positive as many students seem to be having their social-emotional and mental health needs met.
3 Share any stories or anecdotes about who is contributing to your SIA activities and how they are making significant contributions.	The school's most significant partnership in these efforts is with Lincoln County Mental Health. They are providing DBT groups at the school at no cost, and they have created a referral process for youth who need additional assistance that prioritizes services based on needs. The LCMH therapist has become a valuable resource for the school's QMHA and regular communication is occurring to support students and to address issues as they arise rather than having to put students on a wait list. Students look forward to DBT sessions though they can be challenging and push students outside of their comfort zones. Part of this can be attributed to the facilitators who make the students feel welcome, listened-to and supported.
4 What lessons, constructive or critical, have you learned throughout this reporting period of SIA implementation?	Through the SIA-funded program, students are given opportunities to improve self-regulation, provided with tools for social-emotional well-being and access to mental health services. Students may receive immediate assistance and referrals to additional supports. The program reflects the efforts the school has put in to expand services and to address student mental health needs on site. While the program is somewhat different than what was initially envisioned, the program seems to be a good fit for the school's size and student population. The lesson here is to not get too locked into one idea, reach out to additional/potential partners and to be flexible with program structure when it meets the needs of the community.

Annual Report Narrative - Lincoln City Career Tech HS

Questions		2022-23 Annual Reporting Response
1	What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?	Mental health has become a school focus since the implementation of SIA activities, and it has evolved into regular programming at the school. Many students are eager to participate in behavioral therapy groups, and participation is encouraged and supported by staff. Students seem to respect other students' choices around participation. The school has developed a strong partnership with county mental health which has helped the school address its mental health service needs. Staff are on the same page regarding the need for mental health services for students and support continued efforts to maintain and grow the program.
2	What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges?	Finding the right programmatic fit for our school took some trial and error, as did finding the right partners in our community to support the mental health program. The services we provide now evolved out of our initial plan, but implementation, as well as indicators of success, took time; long-term investments really help support the evolution and refinement of services.
3	SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year? Consider the Community Engagement Toolkit https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web[1].pdf and where your efforts might land on the spectrum as you complete your response.	The primary community partner for this work is Lincoln County Mental Health, and there is ongoing communication about services and the needs of students at our school. This has been easily maintained in part because of the therapists' weekly presence at the school and through follow-up conversations regarding student needs, behavior and outcomes. The open communication has been beneficial in terms of scheduling, determining level of service for groups of students, individual screenings and follow-up for students in need of more intensive services. A large percentage of students take part in the services offered, staff check in regularly with students about their participation and gather feedback. Staff share feedback with the school administration to help shape the program moving forward.
4	As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts?	Our program's success relies on committed community partners and maintaining that relationship is critical to future implementation efforts. Additionally, continuing to provide training to staff around trauma-informed best practices and other mental health supports helps maintain a supportive school culture where these programs can thrive.