

FRESNO COUNTY MENTAL HEALTH PLAN

OUTCOMES REPORT- Attachment A

PROGRAM INFORMATION:

Program Title:	Positive Behavior Interventions and Supports (PBIS)	Provider:	Fresno County Superintendent of Schools – Special Education Local Plan Area (SELPA)
Program Description:	The PBIS program ensures that school teams are creating a positive school culture, providing students with behavior supports and interventions (school-wide, at-risk/targeted populations, and individualized) that are proactive and preventative for all students, staff, families, and the community, and are sustainable and effective.	MHP Work Plan:	2-Wellness, recovery, and resiliency support Choose an item. Choose an item.
Age Group Served 1:	CHILDREN	Dates Of Operation:	August 2013 - Present
Age Group Served 2:	TAY	Reporting Period:	July 1, 2016 - June 30, 2017
Funding Source 1:	Prevention (MHSA)	Funding Source 3:	Choose an item.
Funding Source 2:	Early Intervention (MHSA)	Other Funding:	Click here to enter text.

FISCAL INFORMATION:

Program Budget Amount:	\$466,379.00	Program Actual Amount:	\$382,597.69
Number of Unique Clients Served During Time Period:	450		
Number of Services Rendered During Time Period:	23		
Actual Cost Per Client:	\$850.22		

PBIS provides training, guidance, and support to school administrators and personnel for the implementation of school-selected PBIS strategies that best address the needs of each school site; there is no direct service provided to clients (students). The data provided above pertains to the number of school staff who received cohort and refresher trainings, and the number of such training that occurred in the report period. Overall, 71,549 students were served at all school sites, as a result of the cohort and refresher trainings and based on school enrollment, which is an actual cost per student of \$5.35.

CONTRACT INFORMATION:

Program Type:	Contract-Operated	Type of Program:	Other, please specify below
Contract Term:	July 1, 2013 – June 30, 2018	For Other:	Prevention and Early Intervention training to school staff and administrators of K-12 students
		Renewal Date:	

Level of Care Information Age 18 & Over: Choose an item.

Level of Care Information Age 0- 17: Choose an item.

There is no direct service to clients (students). PBIS training and support is provided to school administrators and other personnel participating in training cohorts, who are responsible for implementing the PBIS principles and strategies at their respective schools.

TARGET POPULATION INFORMATION:

Target Population: The direct target population is the school administrators and personnel who participate in each PBIS training cohort. The indirect but primary target population is the K-12 students attending schools that have completed or are receiving training for PBIS.

CORE CONCEPTS:

- **Community collaboration:** individuals, families, agencies, and businesses work together to accomplish a shared vision.
- **Cultural competence:** adopting behaviors, attitudes and policies that enable providers to work effectively in cross-cultural situations.
- **Individual/Family-Driven, Wellness/Recovery/Resiliency-Focused Services:** adult clients and families of children and youth identify needs and preferences that result in the most effective services and supports.
- **Access to underserved communities:** Historically unserved and underserved communities are those groups that either have documented low levels of access and/or use of mental health services, face barriers to participation in the policy making process in public mental health, have low rates of insurance coverage for mental health care, and/or have been identified as priorities for mental health services.
- **Integrated service experiences:** services for clients and families are seamless. Clients and families do not have to negotiate with multiple agencies and funding sources to meet their needs.

Please select core concepts embedded in services/ program:

(May select more than one)

Community collaboration

Individual/Family-Driven, Wellness/Recovery/Resiliency-Focused Services

Cultural Competency

Choose an item.

Please describe how the selected concept (s) embedded :

The implementation of PBIS in local schools enlists educators and parents in the process of creating a positive culture at their school sites and providing students with behavior supports and interventions that are proactive and preventative for all students, staff, families, and the community that are sustainable and effective.

PROGRAM OUTCOME & GOALS

- **Must include each of these areas/domains:** (1) Effectiveness, (2) Efficiency, (3) Access, (4) Satisfaction & Feedback Of Persons Served & Stakeholder
- **Include the following components for documenting each goal:** (1) Indicator, (2) Who Applied, (3) Time of Measure, (4) Data Source, (5) Target Goal Expectancy

The program outcome goals are to increase the overall number of schools participating in PBIS, ensure participating schools reach Model School levels, decrease in suspensions and expulsions, and increase in mental health preventative factors compared to risk factors. See the table below for more details regarding each outcome domain.

- 1) Effectiveness:** Effectiveness of the PBIS program can be measured in terms of the change in suspensions/expulsions; there was a 73%-100% improvement in suspensions/expulsion depending on the cohort level. The School Safety Survey was also utilized to assess improvements in protective mental health factors in schools.
- 2) Efficiency:** Once school administrators and staff are trained in PBIS, they are tasked with determining and implementing strategies that would most benefit their school and the needs of their students. Each new cohort is expected to fully implement their selected strategies within three years and continue to receive support by the PBIS consultant.
- 3) Access:** PBIS is a voluntary program for schools. Schools that choose to participate will be enrolled into a cohort and receive training by the PBIS consultant. Strategies and information will be implemented school-wide and should impact all students attending each participating school.
- 4) Satisfaction and Feedback of Persons Served and Stakeholders:** Participating schools have demonstrated sustained improvements in student behaviors and effective use of strategies to mitigate emerging behavioral issues.

* School data regarding attendance and suspension/expulsion is reported to the California Department of Education (CDE) website, which has a one year delay in reporting out to the public. The information provided on this report was obtained through the Fresno County Superintendent of Schools and collected from each individual school, and may not be consistent with information reported by CDE when fully compiled in 2018.

Outcome/Goal	Outcome Data/Indicator	Data Source	FY 2016-17 Outcomes
70-80% of schools overall will implement PBIS at various model levels (Model level qualification depends on the	Schools achieve Model School Status based on the indicators for each Model School level; Gold, Silver or Bronze.	Model School Applications	115 out of 134 schools (86%) reached model PBIS level implementation in FY 2015-2016.

<p>school's cohort and year of training)</p>			
<p>Cohorts 1-3 ongoing goal is to reach or maintain Gold level PBIS implementation during the 2015-2016 school year.</p>	<p>Gold: Evidence of individualized interventions, evidence of at least one effective Tier 3 intervention implemented, and decrease in individualized student discipline (e.g., decrease in suspensions and major referral incidents based on PBIS team behavior goals).</p>	<p>80% on the Monitoring Advanced Tiers Tool (MATT) Tier 3 survey or the Benchmarks of Advanced Tiers (BAT) Tier 3 survey. www.pbisapps.org</p>	<p>Cohort 1: 14 out of 20 schools achieved or maintained Gold level (70%). Cohort 2: 28 out of 31 schools achieved or maintained Gold level (90%). Cohort 3: 15 out of 17 achieved or maintained Gold level (88%).</p>
<p>Cohort 4 was in the third year of training (final year) with the goal of gold level PBIS implementation during the 2015-2016 school year.</p>	<p>Gold: Evidence of individualized interventions, evidence of at least one effective Tier 3 intervention implemented, and decrease in individualized student discipline (e.g., decrease in suspensions and major referral incidents based on PBIS team behavior goals).</p>	<p>80% on the Monitoring Advanced Tiers Tool Tier 3 survey or the Benchmarks of Advanced Tiers (BAT) Tier 3 survey. www.pbisapps.org</p>	<p>Cohort 4: 21 out of 24 schools achieved or maintained Gold level (86%).</p>
<p>Cohort 5 was in year two of training with the goal of Silver level PBIS implementation during the 2015-2016 school year.</p>	<p>Silver: Evidence of targeted and at-risk interventions, evidence of at least one effective Tier 2 intervention implemented, and decrease in targeted and at-risk student discipline (e.g., decrease in suspensions and major referral incidents based on PBIS team behavior goals).</p>	<p>80% on the Monitoring Advanced Tiers Tool Tier 2 survey or the Benchmarks of Advanced Tiers (BAT) Tier 2 survey. www.pbisapps.org</p>	<p>Cohort 5: 24 out of 27 schools achieved Silver level (89%).</p>
<p>Cohort 6 was in year one of training with the goal of Bronze level implementation during the 2015-2016 school year.</p>	<p>Bronze: Evidence of school-wide initiatives and interventions. Decrease in school-wide discipline (e.g., decrease in suspensions and major referral incidents based on PBIS team behavior goals and below 5% of enrollment criteria).</p>	<p>80% on the Benchmark of Quality (BoQ) Tier 1 survey, and meets Tier 1 walkthrough score. www.pbisapps.org</p>	<p>Cohort 6: 13 out of 15 schools achieved Bronze level (87%).</p>

<p>70-80% of schools will demonstrate a decrease in number of suspensions and expulsions.</p>	<p>Schools have to demonstrate a decrease in discipline data based on behavior goals and decreasing suspensions or maintaining a 5% or less suspension rate in comparison to school enrollment.</p> <p>Silver: demonstrate evidence of an effective Tier 2 Intervention.</p> <p>Gold: demonstrate evidence of both Tier 2 and Tier 3 Interventions.</p>	<p>School Suspension Reports</p>	<p>Cohort 1: 13 out of 14 model schools are at the Gold level (93%).</p> <p>Cohort 2: 28 out of 28 model schools are at the Gold level (100%).</p> <p>Cohort 3 4/15 model schools are at the Silver level 27% and 11/15 model schools are at the Gold level (73%).</p> <p>Cohort 4: 4 out of 21 model schools are at the Silver level (19%); and 17 out of 21 model schools are at the Gold level (81%).</p> <p>Cohort 5: 22 out of 24 model schools are at the Silver level (92%).</p> <p>Cohort 6: In year one of the training and therefore not required to implement Tier 2 or Tier 3 interventions. As a result, there is no data for this outcome.</p>
<p>70-80% of schools will increase in mental health preventative factors compared to risk factors.</p>	<p>Based on level of PBIS implementation</p>	<p>School Safety Survey (SSS) www.pbisapps.org</p>	<p>Approximately 75% of the schools have reported an improvement in protective factors based on School Safety Surveys and evidence in model school applications.</p>

