



Cigna World of Difference Community Health Navigation

Project Details

*Project Name

Mary's Center's School Based Mental Health (SBMH) Program

[57 / 255 characters]

*Project Start Date: July 1, 2020

*Project End Date: June 30, 2021

*Project Abstract Description

You may describe your project/event in any way you think best expresses its goals and potential impact. However, keep in mind that the Cigna Foundation is particularly interested in innovative, pilot or early stage projects that have a potential to be replicated in communities beyond the initial project location. Further, we place a high value on metrics (the measurements you will use to gauge success) and sustainability (your plan to continue the project beyond the grant period). Preference will also be given to projects that offer opportunities for engagement by Cigna employees, especially on a skills-based level.

Mary's Center's School Based Mental Health (SBMH) Program provides behavioral health care to children within partner schools in Washington, DC. In 2013, Mary's Center piloted the SBMH program at the request of DC Public and Charter Schools (DCPS and DCPCS) to provide bilingual behavioral health support for Latino students. In six years, we expanded the SBMH program to 19 DCPS and DCPCS schools to provide high-quality, onsite, and immediate behavioral health services. Our skilled, bilingual therapists partner full time in schools, reducing barriers to accessing diagnostic assessments and culturally responsive, trauma-informed behavioral health care. Due to the program's continued success, additional schools in Washington, DC would like us to expand our program to provide greater access to behavioral health care for children in our region.

During the 2019-2020 school year, Mary's Center will expand our SBMH program to six new partner schools. We are hiring additional team members to provide quality behavioral health care and wraparound services to our participants at these partner schools. New behavioral health therapists will be sustained through revenue from patient billing and a grant from the DC Department of Behavioral Health. During this year of growth, our clinicians will establish themselves with the new partner schools and their surrounding communities. This first year will allow us to determine the utilization rates of our behavioral health services, assess the needs of the school community, and provide the framework for determining how to establish the full SBMH model with each new partner school.

For the second year at these new partner schools, the 2020-2021 school year, Mary's Center will hire two Student and Community Support Workers (SCSWs) to be based in two of the highest need schools to provide wraparound services to our participants. Mary's Center respectfully requests a \$100,000 World of Difference grant from the Cigna Foundation to support the work of these two SCSWs. We believe this project aligns with the Cigna

Foundation's priorities in community health navigation and health equity, particularly as the roles of our SCSWs will provide needed community health resources and wraparound services to under-resourced students and families through our School Based Mental Health Program.

The SBMH program aims to eliminate the barriers faced by students trying to access behavioral health care. School social workers are often overly busy working with special education students and cannot meet all the needs of students, especially in communities with high levels of poverty, homelessness, community violence, and trauma. Through our SBMH program, licensed clinicians integrate into the school, increasing the student's ability to complete a full treatment plan. We know that children and families do not make it to clinics for weekly appointments for many reasons, such as:

- Stigma associated with seeking mental health care in a clinical setting, particularly for immigrants
- Busy families with multiple jobs lack the ability to transport children to weekly appointments
- Waitlists at clinics that typically service school-age children after 4 pm
- Limited number of clinics that can provide services in the client's primary language, if a non-native English speaker

The innovation of Mary's Center's SBMH program lies in its commitment to meeting participants where they are, fully integrating our model with our school partners and communities. Children can seamlessly meet with mental health care specialists within their school setting, eliminating the need for parents to find time outside of school and work to make separate appointments. Accessing care within schools has shown to be less stigmatizing as the program is highly utilized by students and families. In addition, staff provide individualized treatment planning; consultation with parents, teachers, and staff; and linkages to an array of other health services within our primary care clinics and surrounding communities. For immigrant children that speak English as a second language, the SBMH program offers counseling in the student's native language.

SBMH therapists also provide training for school teachers and administrators to identify behavioral health issues at early onset. We offer professional development to DCPS and DCPCS staff on topics ranging from trauma-informed classrooms to working with immigrant families. We also provide on-site parent workshops addressing topics such as positive discipline and how to identify children's mental health needs. All the features of the SBMH program create a comprehensive, culturally, and linguistically appropriate array of services.

From April 2018 to April 2019, we received 650 new referrals to the SBMH program and conducted approximately 450 diagnostic assessments. The average time between referral and intake was three weeks. The average episode of care between intake and discharge lasted 5 months with an average of 29 therapy sessions. We collect demographic data through eCW and clinical outcome data through the OHIO Scales for Youth and the PHQ-9 Depression Screen. Nearly 60 percent of students indicated improvement after 6 months of care. In addition, we use survey data to measure participant satisfaction. Students and stakeholders rate their satisfaction with SBMH staff and programs above 95 percent. Moving forward, we plan to develop qualitative outcomes measures for use with focus groups, family engagement, and school wellness initiatives.

In 2012, Mary's Center was approached by DC Public and Charter schools to begin our SBMH program. At the time, DC Department of Behavioral Health (DBH) was providing school-based

mental health care in a handful of schools, yet the program was unable to meet the vast, varied needs of its students. Mary's Center expanded upon the DBH model to incorporate the successful holistic, multi-pronged approach we adopted organization-wide at our founding in 1988; it is known as our Social Change Model. This innovative model allows Mary's Center to effectively address the complex needs of all the participants we serve. Moreover, our Social Change Model is central to the vision and mission of the SBMH program. Students who are healthy and feel supported in their communities become better learners and are motivated to achieve greater economic stability. We work with participants to create a customized prescription of services to attain physical and mental health. We broaden our reach by integrating and linking our services with those offered by additional partners in the community. In turn, this allows the students and families we serve to lead healthy, productive lives.

Today, our School Based Mental Health program is a replicable model. Mary's Center added 19 total schools to the SBMH program since its inception in 2013, and we plan to bring SBMH services to six more schools this year. Through our programmatic and advocacy efforts, both DBH and the Montgomery County Department of Health and Human Services have prioritized school-based mental health funding. Our efforts allow us to provide behavioral health treatment in addition to traditionally nonbillable work associated with our wraparound services and Social Change Model—making the program a success for youth and their families. In addition, Mary's Center helped to create a mayoral task force that evolved into a coordinating council for school mental health and guides the development of a new, comprehensive school mental health program in the District. This coordinating council developed a 3-year plan for nine community organizations, including Mary's Center, to provide mental health services in all DC public and charter schools by 2021. Through our participation in area public schools and leadership on the DC coordinating council, we are teaching other organizations how to implement our model in area schools, including the integration of our Social Change Model in behavioral health treatment. We welcome the opportunity to serve as a model for and collaborate with other organizations to implement SBMH programs.

We continue to face an overwhelming request to partner with additional DCPS and DCPCS. To determine how to expand our model cautiously so as not to sacrifice quality, we are developing a metric to match the needs of the school with our services and strengths. We also are seeking funding for our non-billable work to expand training, research, and advocacy efforts on behalf of our participants.

To meet this higher demand and uphold the same standard of excellence for our participants, we plan to hire two Student and Community Support Workers (SCSWs) for the 2020-2021 school year, once we have had the opportunity to assess the needs of our six new partner schools. The SCSW role ensures our ability to deliver the Mary's Center Social Change Model, co-located in the school setting. SCSWs connect the students and families we serve with wraparound services in our community, including providing students and their families with concrete agency referrals and preventive services. They also mitigate the impact of trauma and mental illness by: supporting families to find adequate housing; connecting families to social services and educational opportunities, such as workforce development for parents and tutoring for students; and connecting families to immigration services. SCSWs serve the school community as whole through workshops and events. Examples include parenting workshops, summer camp fairs, insurance and benefit enrollment fairs, and enrichment activity connections. School leadership reported that having the SCSW on site has made a tremendous impact on families, destigmatizing help-seeking behaviors, creating stronger school communities, and delivering concrete services that stabilize families—all of which enhance gains in student behavior, attendance, and school performance.

The addition of two Student and Community Support Workers (SCSWs) will serve two schools with 500-700 students each and help us achieve the following outcomes:

- 1,000+ families have the ability to connect to health insurance/public benefits. Our goal is for 15% of families at the schools to receive health navigation services from our SCSWs.
- 1,000+ families have the opportunity to learn about summer enrichment opportunities. Our goal is for 85% of families at the schools to receive information about summer enrichment opportunities.
- 500 families have the opportunity to utilize Mary's Center Dental Bus for onsite screening and evaluation. Our goal is for 15% of families at the schools to receive dental screening and evaluation through our mobile bus. An additional 15% of families will be connected to our dental services on site at a Mary's Center location.
- Up to 60 high-risk families and students (approximately 30 per school) receive care coordination and navigation services to support their child's mental health. These services include linkages to social services, parenting skills development, and mental health literacy.
- Increase the percentage of students and families that receive additional services beyond seeing a mental health clinician.

Mary's Center's SBMH Program is sustained through revenue from patient billing and will continue beyond the end of this grant period, including a small percentage of the SCSWs salary. Most of the SCSWs position provides non-billable wraparound services for participants, which are sustained through a mixture of private funding sources. To continue funding for these positions, we have developed a pipeline of prospective funders. We will seek grant funding from these prospects on an ongoing basis. Additionally, Mary's Center is expanding our robust individual donor program, which supports all the programs at Mary's Center. We will continue to diversify our funding sources, as we have done for the last 30 years, to include more than 6,000 individual donors, over 90 foundations, and federal and local government grants and contracts.

Mary's Center welcomes volunteer engagement through our many events and programs. Our greatest need for volunteer support occurs during the last quarter of the calendar year for our Thanksgiving Food Drive and Holiday Toy Drive, in which many of our SBMH families participate. All our events are managed by both staff and volunteers, including committees comprised of volunteers. We also welcome the opportunity to tailor a corporate day of service to fit the volunteer capacity, strengths, and interests of Cigna employees; we work with our corporate partners to design a skills-based volunteer project aligned with the employee skill sets.

[12,683 / 25,000 characters]

***Community Health Navigation project description**

*Cigna Foundation World of Difference Grants in Community Health Navigation seek to promote **Health Equity** by providing resources that members of under-served demographics can use to access health services and information ("Community Health Navigation"). Please describe the project for which you are seeking funding, and state its objectives, in terms of addressing particular health needs of a target demographic through **Community Health Navigation**. Include in your description an explanation of the process used to identify the target population, assess its needs, and develop the approach of your project.*

Our SBMH licensed clinicians integrate full time into schools, increasing students' ability to access behavioral health care and community resources. We will expand this model with six new partner schools during the 2019-2020 school year. To meet this higher demand and uphold

the same standard of excellence, our SBMH team will use the current school year to assess the needs of our new partners and determine the two highest need schools that will benefit most from the addition of Student and Community Support Workers (SCSWs) next year. SBMH staff will select these two schools at the end of the 2019-2020 school year by identifying which partners succeeded in high utilization of our mental health programming as well as have at least 50 families in need of additional community support.

The two new SCSWs will serve two high-need schools with 500-700 students each. The unique role of the SCSW is to connect students and families with wraparound services in our community, including referral and preventive services. Our target demographic includes students and staff at partner schools, as well as parents of the students we serve. One out of every five students enrolled in DCPS are Hispanic, 14% are English learners, and 14% receive special education services. Strikingly, 77% of students enrolled in DCPS are economically disadvantaged, which comprises students who are eligible for TANF or SNAP benefits, receive free or reduced-price lunch, identify as homeless, and/or are under the care of DC Child and Family Services Agency.

[1,540 / 2,000 characters]

***Innovative project description**

*The Cigna Foundation seeks to support **innovative approaches** in the projects it funds; please describe the innovative aspects of your project.*

The innovation of our SBMH program lies in its commitment to meeting participants where they are, fully integrating our model with our school partners and communities. The SCSW's unique role ensures our ability to deliver the Mary's Center Social Change Model, co-located in the school setting. In 2019, the NIH and the Urban Institute conducted a quantitative and qualitative evaluation of our model. Preliminary results from the quantitative evaluation reveal that those with increased risk of hypertension, obesity, diabetes and high cholesterol who use multiple services provided by Mary's Center are more likely to achieve better health outcomes. Final findings from the qualitative evaluation reveal that Mary's Center's ongoing experience provides a useful framework for understanding the benefits and opportunities of providing comprehensive medical, social, and educational services in under-resourced communities. Through our SBMH Program, we are able to connect students to our full suite of wraparound services using this evidence-based model.

SCSWs connect the students and families we serve to our Social Change Model through wraparound services in our community, including providing them with concrete agency referrals and preventive services. School leadership reported that having a SCSW on site has made a tremendous impact on families, destigmatizing help-seeking behaviors, creating stronger communities, and delivering concrete services that stabilize families—all of which enhance gains in student behavior, attendance, and school performance.

[1,565 / 2,000 characters]

***Metrics Description**

*Cigna and the Cigna Foundation believe the success of a project depends on clearly defined goals and a set of measurements that effectively assess progress towards achieving those goals. Please describe the **metrics** you will be using to enable you to gauge project success in this way.*

The addition of two Student and Community Support Workers (SCSWs) will help us achieve the following outcomes in two partner schools:

- 1,000+ families have the ability to connect to health insurance/public benefits. Our goal is for 15% of families at the schools to receive health navigation services from our SCSWs.
- 1,000+ families have the opportunity to learn about summer enrichment opportunities. Our goal is for 85% of families at the schools to receive information about summer enrichment opportunities.
- 500 families have the opportunity to utilize Mary's Center Dental Bus for onsite screening and evaluation. Our goal is for 15% of families at the schools to receive dental screening and evaluation through our mobile bus. An additional 15% will be connected to our dental services on site at a Mary's Center location.
- Up to 60 high-risk families and students (approximately 30 per school) receive care coordination and navigation services to support their child's mental health. These services include linkages to social services, parenting skills development, and mental health literacy.
- Increase the percentage of students and families that receive additional services beyond seeing a mental health clinician.

These outcomes will allow us to demonstrate the effectiveness and success of the SCSWs in the two identified high-need schools. To quantify these outcomes, we collect demographic data through our electronic health records system, eClinicalWorks (eCW), and clinical outcome data through screens such as the OHIO Scales for Youth and the PHQ-9 Depression Questionnaire. In addition, we use survey data with clients, parents, and schools to measure partnership satisfaction. Students and stakeholders consistently rate their satisfaction above 95% with SBMH staff and programs. Moving forward, we plan to develop qualitative outcomes measures for use with our focus groups, family engagement, and school wellness initiatives.

[1,949 / 2,000 characters]

***The Cigna Foundation is seeking to establish relationships with nonprofit partners who share its approach of actively engaging the people it serves in meeting their own health goals. Please describe how your project will engage the individuals it serves in improving their personal health, as it relates to the project's scope and goals.**

Mary's Center holistic, multi-pronged approach, known as the Social Change Model, effectively addresses the complex needs of those we serve. This approach is central to the vision and mission of SBMH program. Mental health is the access point for many of our SBMH participants. Students who are healthy and feel supported become better learners and are motivated to achieve greater economic stability. We work with participants to create a customized prescription of services to attain physical and mental health.

The cornerstone of the SBMH program's ability to support families and provide care coordination is ongoing parent engagement, particularly as it relates to improving the overall health and wellbeing of the family. SCSWs develop and implement multiple parent engagement strategies, including:

1. Facilitate and lead parenting workshops on topics such as, preventing drug and alcohol use and signs of mental health issues in children.
2. Train and support parents to implement parent cafes at partner schools, providing parents-led opportunities to discuss critical issues facing their children and families in a non-threatening way while building the school community.

3. Connecting families to low-to-no-cost activities for children in order to support parents' schedules after school.

The work of our program requires positive collaboration with our partner schools. Our model unites health care providers, teachers, administrators, and parents to advance the mental health and social wellbeing of students and their families. School administrators provide an integral component of our partnership as they set the tone for a positive school culture and climate by demonstrating that connecting families to community resources is as important as learning. By integrating and linking our services with the broader community, we are able to improve lives and strengthen communities, unconditionally, inclusively, one person at a time.

[1,942 / 2,000 characters]

***Request Amount \$100,000**

***Please provide a detailed project budget including a description of how the funds will be spent and how the amount was determined.**

(File Upload)

***Budget Narrative**

Please provide a detailed description of the project budget including how the funds will be allocated and spent.

Personnel Costs	\$80,515
Indirect Costs	\$19,485

Total Project Cost \$100,000

Personnel Costs: Funding for this project includes the salaries and fringe benefit rate for two new full-time Student and Community Support Workers (SCSWs). Each SCSW's salary is \$40,000 for the year, with 85% of their time covered by grant funding. The remaining 15% of the CSWs' time will be covered through revenue from patient billing. Mary's Center's current fringe benefit rate is 18.05%. This rate includes FICA, medical and dental insurance, retirement/employer, insurance (worker's comp, disability, and unemployment), and Metropass and employee parking/admin.

Indirect Costs: Indirect costs were calculated at the rate of 24.20% of the total Personnel costs for the 12-month period.

[766 / 5,000 characters]

***What are the project's other sources of funding and how much of your financial need has already been secured?**

Mary's Center's SBMH Program has 19 partner schools and plans to add six new partners this year, for a total of approximately 25 partner schools by the 2020-2021 school year. The vast majority of SBMH program services is sustained through revenue from patient billing and ensures the long-term success of our program and partnerships within the DC public schools. The revenue for patient billing also ensures that our program expansion will continue beyond

the end of this grant period, including 15 percent of the SCSWs salaries. In addition, Mary's Center receives funding for each partner school through a grant provided by the DC Department of Behavioral Health, which is guaranteed for the next five years. Further funding is required for the more robust model we employ with our high-need, under-resourced school partners. Most of the SCSWs position provides non-billable wraparound services for participants, which will be sustained through a mixture of private funding sources from foundations and other government contracts. In future years, there will be opportunities to expand the percentage of billable services provided by SCSW through demonstrating a pattern of positive outcomes and high utilization rates of their services to local funders.

[1,257 / 2,000 characters]

***Self-sustaining description**

*One of the goals of Cigna Foundation World of Difference Grants is to help our non-profit partners develop projects that can become **self-sustaining**. Please describe your strategy for attaining a future state in which your project no longer requires ongoing World of Difference Grant support, including a realistic time line.*

Mary's Center's SBMH Program is sustained through revenue from patient billing and will continue beyond the end of this grant period. Demonstrating positive outcomes and high utilization rates of the SCSW will allow us to continue to support this role through billable services through local government funders, such as the DC Department of Behavioral Health. The non-billable wraparound services for we provide to SBMH participants are sustained through a mixture of private and government funding sources. We will continue to implement the following strategies to support the overall sustainability of our organization.

Mary's Center will continue to diversify our funding sources, as we have done for the last 30 years, to include more than 6,000 individual donors, over 90 foundations, and federal and local government grants and contracts. Additionally, Mary's Center is expanding our already robust individual donor program, which supports all the programs here at Mary's Center. Mary's Center had a successful 30th Anniversary fundraising year. We renewed lapsed funder's support and introduced our work to new funders. To build on this success following our milestone year, we will leverage the recently published Evaluation report providing evidence that our Social Change Model is effective. As we increase our presence in Montgomery County in 2019, we are actively pursuing new supporters in the county.

The majority of our revenue is provided through patient billing, which accounts for approximately 59% of budgeted revenue. As a Federally Qualified Health Center, we are eligible to receive enhanced billing rates from Medicaid, which is meant to cover the costs of the non-medical "wrap-around" services that we provide.

[1,733 / 2,000 characters]

***Bonds of trust description**

*The Cigna Foundation understands the importance of establishing **bonds of trust** between organizations seeking to improve personal health and the individuals being served. Please describe how your project will create those trusted relationships. Include in your description, as appropriate, the methods you will be using to actively engage the people you serve in meeting their own health goals.*

Mary's Center has spent more than 30 years building the trust of the community through its delivery of a wide range of services for everyone from infants to seniors. We leveraged that trust as we began our SBMH Program in partnership with schools in the District of Columbia. Over the past six years, our SBMH Program has demonstrated leadership in care coordination with the District and among community providers to offer school-based mental health services.

The SCSWs fulfill a unique role within partner schools to support the entire community through various methods. SCSWs are visible onsite on a full-time basis so parents begin to see, trust, and rely on this person as the "go to" resource. They are able to leverage participants' existing relationships with mental health providers to build trust and provide additional support, particularly for those with acute needs. SCSWs conduct home visits as needed and host drop-in hours for parents to obtain community resources and assistance applying for benefits. In addition, they offer parent engagement activities for them to learn about promoting their child's mental and social wellbeing while building community among themselves. SCSWs also provide support at resource fairs in order to connect families to community resources, including social services, summer camps, medical care, and dental care. Finally, they host community activities that support connections between schools and the surrounding community. For example, a SCSW hosted summer programming in a housing development to help maintain connections when school is out of session and show families that the school community extends beyond a physical building. School partners report that SCSWs make a tremendous impact on families, destigmatizing help-seeking behaviors, creating stronger school communities, and delivering concrete services that stabilize families—all of which enhance gains in student behavior, attendance, and school performance.

[1,971 / 2,000 characters]

***Summary for Public Use**

Please provide a summary of your project that includes a description of your project, results you hope to achieve, metrics and measurements that will be incorporated, innovations or unique characteristics and the population served. Please note that this summary will be used when publicly referencing your project if it is awarded.

Mary's Center's School Based Mental Health (SBMH) Program provides high-quality, onsite, and immediate behavioral health services to 19 schools in the District of Columbia. Our skilled, bilingual therapists partner full time in schools, reducing barriers to accessing diagnostic assessments and culturally responsive, trauma-informed behavioral health care. The innovation of this program lies in its commitment to meeting participants where they are, fully integrating our model with our school partners and communities. Children can seamlessly meet with mental health specialists within schools, eliminating barriers to receive the care they need.

Mary's Center is expanding our SBMH program to provide wraparound services to our participants and connect them to broader community resources through the addition of two Student and Community Support Workers.

Through our program expansion we will achieve the following objectives:

- 1,000+ families will have the ability to connect to health insurance/public benefits.
- 1,000+ families will have the opportunity to learn about summer enrichment for their children.
- 500 families will be able to use Mary's Center Dental Bus for onsite screening and evaluation.

- Up to 60 high-risk families and students will receive care coordination and navigation services to support their child's mental health, including linkages to social services, parenting skills development, and mental health literacy.

[1,442 / 1,500 characters]

***Volunteerism is an important part of Cigna's corporate culture. Does your project offer potential volunteer opportunities for Cigna employees? Please describe those opportunities.**

Volunteering with Mary's Center is a great way to give back and to support a vital and often underserved population. Whether you are looking for a one-time event or a full-time commitment, you can help Mary's Center grow. Mary's Center welcomes volunteer engagement through our many events and programs. Our greatest need for volunteer support occurs during the last quarter of the calendar year for our Thanksgiving Food Drive and Holiday Toy Drive, in which many of our SBMH families participate. Volunteers at our Thanksgiving Food Drive prepare bags of food for families in need. Volunteers at our Holiday Toy Drive sort and distribute toys.

We depend upon volunteer support for our annual Gala, Golf Tournament, and Taste of Adam's Morgan fundraiser since we do not retain the services of an expensive event firm; all of our events are managed by staff and volunteers, including committees comprised of volunteers. Volunteer tasks for our Annual Gala include creating centerpieces, organizing items and other related tasks for our silent auction, setting up the event, registering guests, ushering guests to their seats, and serving on the Gala Committee. Volunteer tasks for our annual Golf Tournament include helping with registration, selling raffle tickets, distributing beverages, manning our silent auction tables, checking out guests who purchase auction items, and serving on the Golf Committee. Volunteer tasks for our Taste of Adam's Morgan Fundraiser include distributing tickets, helping with registration, stamping food passes at participating restaurants, and serving on the Committee.

We welcome the opportunity to tailor a corporate day of service to fit the volunteer capacity, strengths, and interests of Cigna employees. We will design a skills-based volunteer opportunity to match the unique skillset and talents of the Cigna workforce.

[1,861 / 2,000 characters]

Project Demographics

***Population Served**

Cigna and the Cigna Foundation are committed to serving a diverse population in terms of culture, race, ethnicity and gender. Please describe the population to be served by your project.

Mary's Center's SBMH program is co-located in 19 public schools in the District of Columbia (DCPS and DCPCS). The students and their families who attend these schools create the diverse population we serve. One out of every five students enrolled in District of Columbia Public Schools (DCPS) are Hispanic. Fourteen percent (14%) are English learners; and 14% receive special education services. Strikingly, 77% of students enrolled in DCPS are economically disadvantaged, which comprises students who are eligible to receive TANF or SNAP benefits, receive free or reduced-price lunch, identify as homeless, and/or are under the care of DC Child and Family Services Agency (DCFS, 2017-2018).

During the 2018-2019 school year, the SBMH Program had 19 partners within the District of Columbia public schools (DCPS and DCPCS), including nine elementary schools, four middle schools, and six high schools. The SBMH Program served 944 participants for individual, family, and group therapy, and 80 participants for community support services. The majority of these students (38%) were between the ages of 14-18. Another 28% of participants were between the ages of 5-10, 20% between the ages of 11-13, and 13% over 18 years old. The majority of our participants (62%) have a household language preference other than English, with 58% primarily speaking Spanish at home.

Two Student and Community Support Workers (SCSWs) will serve two schools with 500-700 students each within District of Columbia public schools (DCPS and DCPCS). The exact schools will be chosen by our SBMH team during the coming school year as we establish our new partnerships and determine the schools with the greatest need for additional community support and wraparound services. Our target demographic will include the students and staff at these designated schools, as well as the parents of the students we serve.

[1,884 / 2,000 characters]

***Targeted Demographic**

(Percentage List)

- African American – 60%
- Americans of European Descent
- Asian Americans
- Disabled – 14%
- Disaster Victims
- Gay, Lesbian, Bisexual, Transgender
- Hispanic Americans – 20%
- Homeless – 17%
- Immigrants
- Middle Eastern Americans
- Native Americans
- No Target Demographic/General Population
- Other ethnicity – 5%
- Veterans

Additional Information

Please provide any additional information that is important to this project.

[XX / 4000 characters]

Upload Additional Information

(File Upload)

- SBMH One-Pager
- SBMH 2018-19 Outcomes
- SCSW Job Description
- MC Evaluation Report

Federal Officials

Please indicate the name(s) of the Member, staff, or Federal Executive Branch official and his/her/their involvement.

N/A

[3 / 1000 characters]

Will any portion of your grant request be used to help pay for an event that honors or recognizes a federal official (such as a Member or staff of the U.S. Congress or Federal Executive Branch official) or for an event held by, or in the name of, a federal official? An example would be (1) when an official is honored with a plaque at the event or the event is otherwise advertised as honoring or recognizing the official; and, (2) if the federal official is an honoree at an event, even though the event is primarily organized to honor other local officials.

(Yes/**No**)

**Mary's Center
 School Based Mental Health Program
 Cigna World of Difference Community Health Navigation Grant Program**

Personnel

Title	Salary	% of time covered in grant	Salaries Paid	Fringe at 18.05%	Total Salary + Fringe
Community Support Worker I	\$40,000	85%	\$34,102	\$ 6,155	\$ 40,257
Community Support Worker II	\$40,000	85%	\$34,102	\$ 6,155	\$ 40,258

Total Personnel \$ **80,515**

Indirect Costs 24.20% \$ **19,485**

Total Project Costs \$ **100,000**



Student and Community Support Worker - School Based Position Description

Department: Mental Health – School Based Mental Health
Reports to: SBMH Senior Clinical Manager for Student Services and Community Support
FLSA Status: Exempt
Prepared Date: May 2019
Approved By: Mildred Williams, Senior Director of Behavioral Health
Approved Date: May 2019

Position Summary:

The Student and Community Support Worker (SBMH SSCSC) will raise awareness within school communities towards identifying socio-emotional/behavioral health issues for students and their families. The SBMH SSCSC will provide linkage to case management services to assist schools as well as families in linking to the array of Mary's Center behavioral health services, health care, dental and social services for the student's and their families, as well as other resources and services within the community as needed. The SBMH SSCSC is the primary employee responsible for supporting Department of Behavioral Health Consumer's ability to obtain resources and skills needed to function at optimal capacity and life satisfaction while living with a mental disorder, and/or significant social service and community support needs. The SBMH SSCSC will work closely with therapists and psychiatrists to coordinate care to meet participants/client goals. For Department of Behavioral Health referrals, the SBMH SSCSC position receives the initial referral and provides the initial intake and becomes the primary social service provider for clients and families identified by the School Based Mental Health Program site. *This position is primarily focused on High School Students.*

Essential Duties & Responsibilities:

Include the following. *Other duties may be assigned.*

- Coordinates the community activities across assigned schools and Mary's Center services
- Ensures participants/families linkage with medical home:
 - Links students/families to Mary's Center medical, dental, mental health, and social service supports and related programs.
 - Ensures that participant's family understands protocols for attending appointments;

- Supports the identification of a medical home for the student and/or family member(s)
- Links students/families needing psychiatric services to Mary's Center's psychiatrist
- Review consent for treatment, confidentiality and client's rights with participants
- Facilitate the participants/client's engagement in the process through regular contacts, follow up phone calls, and other activities that support compliance with activities
- Performs outreach into the community:
 - Schedules talks at community functions (i.e. PTA meetings, parent breakfasts, etc.) to share information on program and agency services.
 - Meets with parents and family members to make them aware of available services;
 - Provides services in natural settings such as home, school, court, or other social services agencies as needed.
 - Promotes Mary's Center services by providing presentations and materials at community/school events
 - Develops promotional materials for Behavioral Health, Dental and Medical Services at Mary's Center
- Collaborate with therapist/SBMH Manager, and school personnel to complete a needs assessment to identify most pressing needs related to behavioral health and social service needs at school site(s).
 - Develops and/or collaborates on a series of psycho-educational and social service workshops based on the most pressing needs identified by school personnel and families within the school's community
 - Assists therapist/SBMH Manager in conducting workshops for parents and teachers to raise awareness and reduce stigma regarding behavioral health problems
- Provides case management and community support activities
 - Assists parents/families in completing paperwork and accessing available community and social service supports.
 - Initiates and monitor referrals made internally at Mary's Center and externally within the community to ensure that they are successful, and supporting the parents, clients and other family members as needed;
 - Provides services in natural settings to include; home, school, court, other social service agencies
- Provides individual interventions for clients, parents and family members focusing on interpersonal and community coping skills
 - Conducts Intake with participant consisting of Dual Diagnosis Assessment, Crisis Plans, Demographic information and reason for seeking services
 - Provides preliminary behavioral health screenings (utilizing assessment instruments such as the PHQ9, GAD 7, LOCUS, GAIN) and brief interventions towards linking students/families with ongoing behavioral health support
 - Assists client in self-monitoring and self-management of symptoms towards improving daily living, financial management, personal developing, or school/work performance
 - Educates, support and consult to client's families and their support system, which is directed exclusively to the well-being and benefit of the client

- Provides psycho-education and skill building activities; Provide individual intervention for the development of interpersonal and community coping skills, including adapting to home, school and work environments
- Provides crisis management/interventions to families and student
- Participates in the development and implementation of a client's treatment plans
 - Creates Treatment Plans under the supervision of a master's level professional for participants receiving only Community Support Services
 - Facilitates the client's engagement in treatment plan meetings
 - Participates in treatment plan and other related service meetings with the participant and other team members as needed.
 - Notifies clinical manager when client is non-compliant with service goals
 - Participates in case reviews
- Maintains participants records that are accurate, comprehensive and in which the documentation is completed on a timely basis (documenting all contacts, referrals and other necessary information)
- Understands and apply state and federal confidentiality regulations with regard to participants' records and correspondence
- Maintains ongoing contact with families and significant others to include child/youth's social worker to update them to the participants' progress in treatment
- Performs other duties as assigned by the SBMH Manager

Competencies:

Applicants must have at a minimum a bachelor's degree with a focus on Human Services and at least one year of experience working with adolescents in the behavioral health field, preferably in a school environment.

To perform the job successfully, an individual should demonstrate the following competencies:

- **Teamwork**-Contributes to building a positive team spirit; puts success of the team above own interests; supports everyone's efforts to succeed; must be able to work well in the multidisciplinary setting
- **Interpersonal Skills**-Focuses on solving conflict in cooperative manner, not blame; keeps emotions under control; must have excellent written and verbal communication skills
- **Cost Conscious**
- **Diversity**-Shows respect and sensitivity for cultural differences
- **Ethics**-Treats people with respect
- **Organizational Support**-Follows policies and procedures
- **Professionalism**-Treats others with respect and consideration regardless of their status or position
- **Safety and Security**-Observes safety and security procedures; reports potentially unsafe conditions; uses equipment and materials properly

- **Attendance/punctuality**-Is consistently at work and on time, which is pre-determined between the employee and the person(s) he/she reports to
- **Dependability**-Follows instructions and responds to management direction; takes responsibility for own actions; commits to long hours of work when necessary to meet the needs of Mary's Center's clients and patients
- **Flexibility**-Willingness to be flexible with work schedule to participate in weekend and/or evening work as necessary