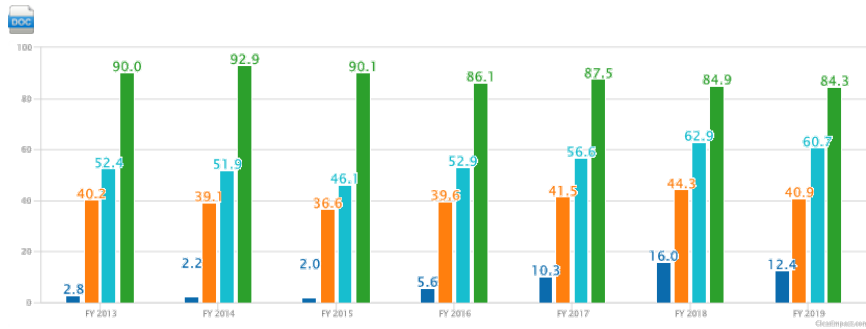


NCSS Outcomes Report

PM CYF CYF - Soar Learning Center: Average # of Positive Behaviors: Self-Management



Most Recent Period	Current Actual Value	Current Trend	Baseline % Change
FY 2019	12.4	↘ 1	254% ↑
FY 2018	16.0	↗ 3	357% ↑
FY 2017	10.3	↗ 2	194% ↑
FY 2016	5.6	↗ 1	60% ↑
FY 2015	2.0	↘ 3	-43% ↓
FY 2014	2.2	↘ 2	-37% ↓
FY 2013	2.8	↘ 1	-20% ↓
FY 2012	3.5	→ 1	0% →

Story Behind the Curve

Students who learn to identify and cope with their emotions are more effectively able to develop higher level competencies in areas such as: effective verbal communication of both positive and negative feelings, building and identifying nonverbal communication skills, and seeking help from an adult or a peer. Staying on-task may be more indicative of executive functioning skills, such as planning, organizing, remembering and using information, problem-solving, and ignoring distractions. Strengthening executive functioning is done on the foundation of identifying and managing emotions and as Soar Learning Center continues to learn and develop resiliency in students, it is hoped that a greater increase in on-task behavior will be observed.

Partners

- Franklin and Grand Isle Counties' supervisory unions and school districts
- Chittenden County schools (Winooski Elementary School, Milton Elementary School, Milton High School, Colchester Elementary)
- Department for Children and Families
- Vocational Rehabilitation
- St. Albans Town
- St. Albans City Police Department
- Local pediatricians

What Works

Action Plan

- Continue to develop a trauma sensitive school community through professional development, leadership support, and implementation of program practices that promote resiliency in students
- Implement ongoing training for staff that increases awareness and knowledge of increasing resiliency in vulnerable learners
- Develop classroom, school-wide, and community-based support that promote positive connections between staff and students, among students, and between the school and home

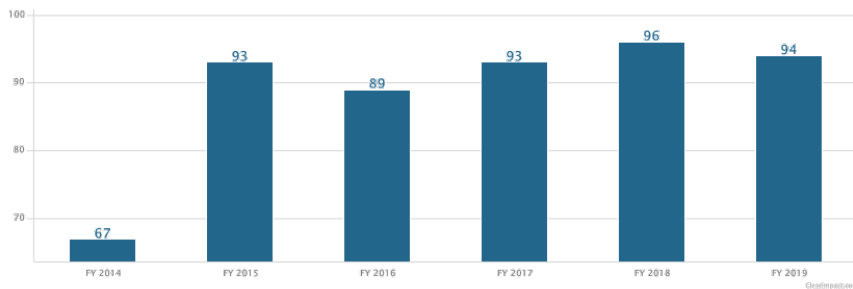
How We Impact

Social Determinants of Health Impacted by Soar Learning Center:

- Access to Education
- Access to Healthcare,

- Resources to Meet Daily Needs
- Vocational Assessment & Training
- Transportation
- Mental Health
- Substance Use Prevention
- Social Support
- Public Safety

PM CYF - Soar Learning Center: Total # of Clients Served



FY 2019	94	↓ 1	40%	↑
FY 2018	96	↗ 2	43%	↑
FY 2017	93	↗ 1	39%	↑
FY 2016	89	↓ 1	33%	↑
FY 2015	93	↗ 1	39%	↑
FY 2014	67	→ 0	0%	→

Story Behind the Curve

Soar Learning Center (SLC) supports students and families with a positive classroom and school-wide culture, as well as individualized classroom accommodations. Students and staff engage in collaborative problem-solving and skills building to teach and support students' self-awareness and competency. SLC builds community connections, and supports families by proactively meeting basic needs without the experience of stigma.

Soar Learning Center has numerous initiatives that create and foster a school environment that cultivates resiliency amongst our students. These initiatives include the implementation of mindfulness strategies within the classroom, including the use of the Mind Up curriculum for our K-8 students, Brain Breaks, and student access to the Calm App. More specifically, Soar Learning Center's introduction of sensory spaces within the classroom during the 2017-2018 school year has allowed improved outcomes in the areas of self-management and emotional regulation. These spaces have been designed to reduce stress and allow access to sensory items or manipulatives that appeal to the five senses. Classroom teachers and behavioral interventionists receive ongoing professional development to engage students in not only educational activities, but also social-emotional learning that assists in identifying and self-managing their emotions. Staff members create and maintain routines, traditions, and celebrations to build predictability and connection among students, family, and the school community.

These consistent and persistent efforts continue to make Soar Learning Center a viable option to alternative day treatment and educational support for children in the Franklin, Grand Isle and neighboring communities. Soar Learning Center students continue to demonstrate progress in academic, behavioral and clinical areas due to the initiatives stated above.

Partners

- Franklin and Grand Isle Counties' supervisory unions and school districts
- Chittenden County Schools (Winooski Elementary School, Milton Elementary School, Milton High School, and Colchester Elementary)
- Department for Children and Families
- Vocational Rehabilitation
- St. Albans Town
- St. Albans City Police Department
- Local pediatricians

What Works

Action Plan

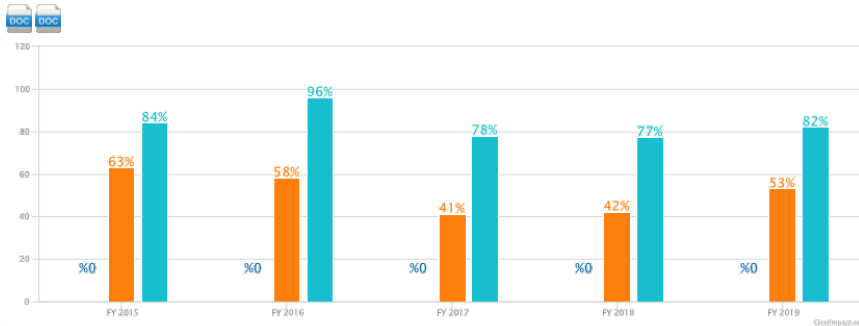
- Add executive functioning skills assessments to programming
- Implement executive functioning skills development interventions & supports across all grade levels
- Implement additional brain-based teaching strategies that address executive functioning deficits
- Continue to develop a trauma sensitive school community through professional development, leadership support, and implementation of program practices that promote resiliency in students
- Implement ongoing training for staff that increases awareness and knowledge of increasing resiliency in vulnerable learners
- Develop classroom, school-wide, and community-based support that promote positive connections between staff and students, among students, and between the school and home
- Continued efforts to sharpening verbal de-escalation techniques that provide support without unnecessarily labeling problem behavior, without adding limits on behaviors which are safe, and which promote comfortable choices for students.
- Increase use of principals of Applied Behavior Analysis, ACR and Handle with Care which are embedded into the structure of the program to promote and sensitive, responsive environment that promotes physical and psychological well-being.

How We Impact

Social Determinants of Health Impacted by Soar Learning Center:

- Access to Education
- Access to Healthcare,
- Resources to Meet Daily Needs
- Vocational Assessment & Training
- Transportation
- Mental Health
- Substance Use Prevention
- Social Support
- Public Safety

PM CYF CYF - School-Based Autism Program: % of Clients Who Receive Transportation Supports



FY 2019	%0	→ 4	0% →
FY 2018	%0	→ 3	0% →
FY 2017	%0	→ 2	0% →
FY 2016	%0	→ 1	0% →
FY 2015	%0	→ 0	0% →

Story Behind the Curve

- The transportation graph represents the number of clients in our program who are transported to and/or from school by an SBAP staff and the percentage of clients who are transported for community programming or vocational site access.
- Due to maladaptive behaviors, many students supported are unable to ride the school bus or in the family vehicle safely; this presents a hardship to schools and families.
- Partnership with the School-Based Autism Program allows access to safe and consistent transportation as well as programming specific to the transportation environment.

- 53% – 82% of students supported by SBAP over the course of the 2018 – 2019 school year have been able to access their local community during the school day for generalization of skills, social support, public safety goals, job training, and other resources with the support of transportation.

Partners

- **Franklin Northeast Supervisory Union (FNESU)**
 - Berkshire Elementary School
 - Enosburg – Elementary, Middle, & High School
 - Montgomery Elementary School
 - Bakersfield Elementary School
 - Richford Elementary and Middle School
- **Maplerun Unified School District (MRUSD)**
 - St. Albans Town Education Center
 - St. Albans City School
 - Fairfield Center School
 - Bellows Free Academy St. Albans
- **Franklin West Supervisory Union (FWSU)**
 - Bellows Free Academy Fairfax Middle School
 - Georgia Middle School
- **Missisquoi Valley School District (MVSD)**
 - Swanton Elementary
 - Highgate Elementary
 - Missisquoi Valley Union High School

Department for Children and Families (DCF)

What Works

- Strong partnerships between Supervisory Unions/School Districts and NCSS to determine appropriate level of student support.
- Conduct assessments to support the development of evidence-based interventions and treatment.
- Collaborate closely with client's families and other treatment team members to coordinate services across multiple providers in multiple settings.
- School-Based Autism Program utilizes a data centered approach to provide recommendations for programming and report out on progress of individual student goals to school teams.
- 1:1 social, emotional and behavior support allows for access to individualized education (including academic modification and support, community exposure, social inclusion, and daily living skills).
- Highly trained staff skilled in the areas of Autism and other Neurodevelopmental Disorders, Applied Behavior Analysis (ABA) and collaborative approaches to student support.
- Staff enrolled in graduate coursework in ABA and continued professional development support the client in accessing the best quality services possible and help in reaching their goals.

Action Plan

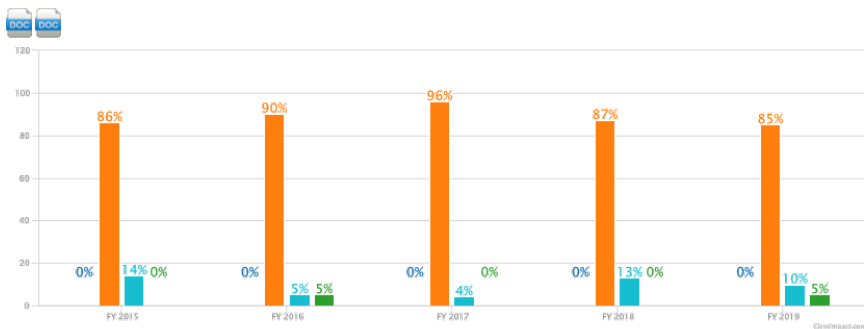
- Continue to build capacity to increase transitions back to school without 1:1 support from NCSS for those students that this is deemed appropriate. This can be achieved by continuing to provide trainings and consultative support for school staff.
- Continue to educate the community as to the scope of services provided beyond students diagnosed with Autism.
- Continued collaboration with schools to build internal capacity and provide consultation to support clients outside of the BI model

How We Impact

Social Determinants of Health Impacted by the School-Based Autism Program:

- Resources to Meet Daily Needs
- Public Safety
- Access to Education
- Transportation
- Social Supports
- Job Training
- Mental Health

PM CYF CYF - School-Based Autism Program: Partnerships for Appropriate Level of Student Support



FY 2019	0%	→ 4	0% →
FY 2018	0%	→ 3	0% →
FY 2017	0%	→ 2	0% →
FY 2016	0%	→ 1	0% →
FY 2015	0%	→ 0	0% →

Story Behind the Curve

- The School-Based Autism Program provides 1:1 behavior intervention and consultation to students, families, and their educational teams. Staff are highly trained and skilled in the areas of Autism Spectrum Disorder (ASD), other Neurodevelopmental Disorders, and Applied Behavior Analysis (ABA). The 1:1 support allows access to individualized education (academic modification and support, community exposure, social inclusion, and daily living skills).
- The Partnership for Appropriate Level of Student Support graph represents the number of clients in our program who maintained their current level of support, transitioned to a lesser amount of support within their school environment, or who transitioned to a higher level of support in an alternative setting.
- The addition of a 1:1 Behavior Interventionist and Behavior Consultation were the two primary services provided to the student, family, and educational team. These services were provided to the client in the school and community settings.
- The Behavior Interventionist and consultative supports allow for collaboration between Behavior Analysts and the client's team to determine goals, approaches to treatment, and interventions while working to support the client in continuing to successfully access their public school environment.
- When clients meet their behavioral/social emotional/daily living goals, the School-Based Autism Program helps schools and teams build capacity for transition back to the public school (with or without staff).
- If needs become too high level for the public school environment, alternative placement can be discussed and a referral can be made within our system of care.
- In the 2018 – 2019 school year, the School-Based Autism Program served 42 clients ranging from ages 4 to 21 and partnered with 17 different public schools throughout Franklin County.

- Of those 42 clients, 85% maintained the same level of support, 10% transitioned back to the support of their public school and 5% transitioned to an alternative placement; one of which was to a private school outside of the district.

Partners

- **Franklin Northeast Supervisory Union (FNESU)**
 - Berkshire Elementary School
 - Enosburg – Elementary, Middle, & High School
 - Montgomery Elementary School
 - Bakersfield Elementary School
 - Richford Elementary and Middle School
- **Maplerun Unified School District (MRUSD)**
 - St. Albans Town Education Center
 - St. Albans City School
 - Fairfield Center School
 - Bellows Free Academy St. Albans
- **Franklin West Supervisory Union (FWSU)**
 - Bellows Free Academy Fairfax Middle School
 - Georgia Middle School
- **Missisquoi Valley School District (MVSD)**
 - Swanton Elementary
 - Highgate Elementary
 - Missisquoi Valley Union High School
- **Department for Children and Families (DCF)**

What Works

- Strong partnerships between Supervisory Unions/School Districts and NCSS to determine appropriate level of student support.
- Conduct assessments to support the development of evidence-based interventions and treatment.
- Collaborate closely with client’s families and other treatment team members to coordinate services across multiple providers in multiple settings.
- School-Based Autism Program utilizes a data centered approach to provide recommendations for programming and report out on progress of individual student goals to school teams.
- 1:1 social, emotional and behavior support allows for access to individualized education (including academic modification and support, community exposure, social inclusion, and daily living skills).
- Highly trained staff skilled in the areas of Autism and other Neurodevelopmental Disorders, Applied Behavior Analysis (ABA) and collaborative approaches to student support.
- Staff enrolled in graduate coursework in ABA and continued professional development support the client in accessing the best quality services possible and help in reaching their goals.

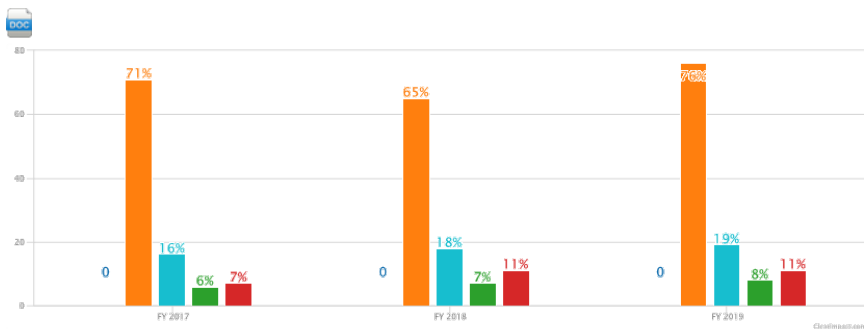
Action Plan

- Continue to build capacity to increase transitions back to school without 1:1 support from NCSS for those students that this is deemed appropriate. This can be achieved by continuing to provide trainings and consultative support for school staff.
- Continue to educate the community as to the scope of services provided beyond students diagnosed with Autism.
- Continued collaboration with schools to build internal capacity and provide consultation to support clients outside of the BI model.

How We Impact

- **Social Determinants of Health Impacted by the School-Based Autism Program:**
 - Resources to Meet Daily Needs
 - Public Safety
 - Access to Education
 - Transportation
 - Job Training
 - Social Support
 - Mental Health

PM CYF CYF - School-Based Behavior Consultation: Status of Students Served in Program By Fiscal Year



FY 2019	0	→ 2	0% →
FY 2018	0	→ 1	0% →
FY 2017	0	→ 0	0% →

Story Behind the Curve

The School-Based Behavior Consultation Program focuses on building sustainable systems within local public schools to address student behavioral needs and foster positive school culture. A master's level clinician overseen by a Board Certified Behavior Analyst (BCBA) is embedded within each school served by the program. These staff work with school faculty to build or enhance school-wide behavior systems, as well as to structure specific interventions for students who need an individual level of support but do not require a one to one level of support. This program focuses particularly on building the capacity of the school staff through comprehensive training and consultation around how the environment and trauma impact behaviors. School-Based Behavior Consultants maintain a small caseload of around ten students for whom they design and monitor individualized behavior plans, while simultaneously partnering with school faculty to address more broad, school-wide priorities. The School-Based Behavior Consultation Program is another way NCSS strives to partner with local schools to help provide the best possible level of support to students and families in our community.

Partners

- Maple Run Supervisory Union
 - Fairfield Elementary School
- Franklin Northeast Supervisory Union
 - Berkshire Elementary-Middle School
 - Enosburg Elementary School

- Franklin West Supervisory Union
 - Sheldon Elementary-Middle School
 - Swanton Babcock School
 - Swanton Central School
 - Highgate Elementary School
 - MVU Middle School

What Works

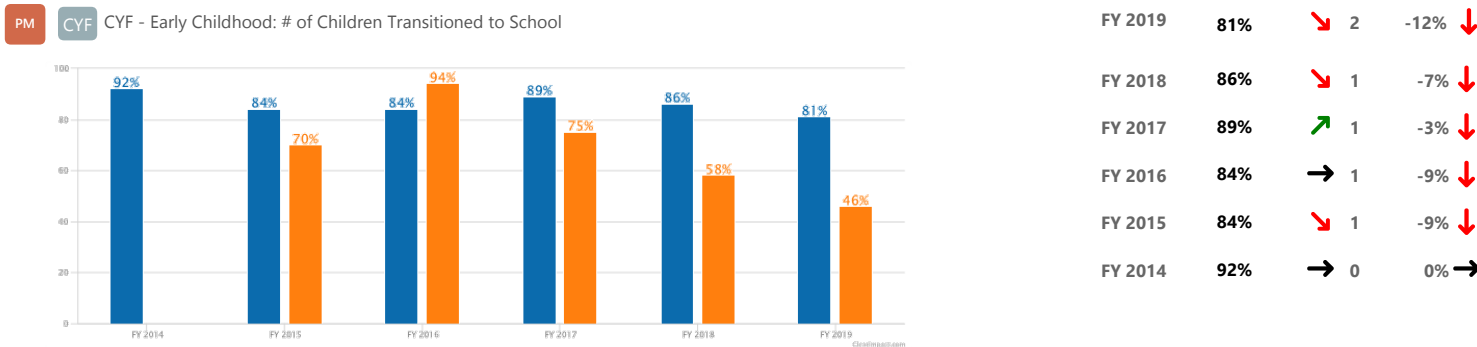
- Comprehensive Universal Positive Behavior Support Systems that are implemented throughout the school community with fidelity
- Proactive system wide adjustments that adjust how the environment responds to challenging student behavior
- Targeted tier II plans that are rooted in function based interventions
- Regular support/supervision of school staff by a highly qualified Behavior Consultant to build capacity within the school staff

Action Plan

How We Impact

Social Determinants of Health Impacted by the School-Based Behavioral Consultation Program:

- Resources to Meet Daily Needs
- Public Safety
- Access to Education
- Transportation
- Job Training
- Social Support
- Mental Health



Story Behind the Curve

Early Intervention (EI) provides a special education service for infants and toddlers, and Early Childhood Support (ECS) provides mental health treatment, social work services, and development-centered parenting support. Both programs aim to ensure that young children thrive and increase school readiness.

EI clients are supported to meet age appropriate developmental expectations, or transition to school services with an IEP at age 3. These rates are expected to vary, and children not eligible for an IEP are introduced to the school system for future preparation. Act 166 in 2015 mandated universal preschool for all 3 and 4 year olds, with a state enrollment target of 60%. ECS continues to surpass this goal, helping families to remove barriers and enroll in preschool.

Universal developmental screenings support the early identification of children who would benefit from further assessment through EI or the school system. NCSS utilizes existing relationships with community partners to ensure the best care and outcomes for families, providing support in the home, child care, school, and community settings. Evidence-based curriculum *Parents as Teachers* and the research-informed framework *Strengthening Families: A Protective Factors Framework* is utilized by NCSS.

Partners

- Medical: Pediatricians, hospitals, Franklin County Home Health Agency, Visiting Nurse Association of Chittenden and Grand Isle Counties
 - Education: Local supervisory unions, Champlain Valley Head Start
 - Child Care: Centers and registered providers
 - State: Department for Children and Families, Department of Health
 - Financial: Community Action, Tim's House
-

What Works

Action Plan

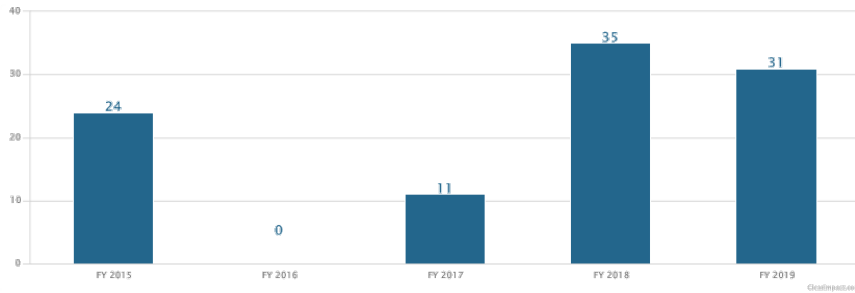
- Continue current partnerships with medical providers and supervisory unions to identify and support the needs of all young children in our counties
 - Continue to promote preschool enrollment for all preschool-aged children
 - Work on outreach to targeted communities such as Grand Isle county to ensure that we are serving all potentially eligible children in EI
 - Explore opportunities for professional development to expand consultation to child care programs
-

How We Impact

Social Determinants of Health Impacted by EI and ECS:

- Access to Education
 - Access to Health Care Services
 - Resources to Meet Daily Needs
 - Support for Chronic Health Conditions
 - Transportation
 - Mental Health
 - Economic Support
 - Housing
 - Substance Use Prevention
 - Social Support
-

PM CYF CYF - HEART Program: # of Counseling Referrals



FY 2019	31	↘ 1	29% ↑
FY 2018	35	↗ 2	46% ↑
FY 2017	11	↗ 1	-54% ↓
FY 2016	0	↘ 1	-96% ↓
FY 2015	24	→ 0	0% →

Story Behind the Curve

Partners

What Works

Action Plan

How We Impact

Social Determinants of Health impacted by Perinatal Mental Health Counseling (HEART):

- Access to Health Care Services
- Resources to Meet Daily Needs
- Support for Chronic Health Conditions
- Smoking Prevention
- Substance Use Prevention
- Mental Health
- Social Support
- Suicide Prevention

PM CYF CYF - HEART Program: # of Families Counseled

FY 2019	36	↗ 2	157% ↑
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PM CYF CYF - HEART Program: # of Counseling Referral Sources by Community Partner

FY 2019	0	→ 4	0% →
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Developmental Services Division Outcomes Report

Most Recent Period	Current Actual Value	Current Trend	Baseline % Change
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PM DS DS - Employment: Annual Social Security Savings, Based on How Much Clients Earned Annually

2019	\$197,738	↗ 6	152% ↑
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PM DS DS - Clinical Services: % of clients with a Behavior Support Plan

2020	30%	↗ 2	7% ↑
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Agency Wide Outcomes Report

Most Recent Period	Current Actual Value	Current Trend	Baseline % Change
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PM	AGENCY	% Of Employee Engagement	2019	82%	↗ 1	1% ↗
PM	AGENCY	Agency % Of Clients Satisfied With Services	2019	95%	↗ 1	4% ↗
PM	AGENCY	# Of Clients Served	2019	3,932	↘ 3	42% ↗
PM	AGENCY	% of Clients Receiving Follow up Appointment With in 14 Days (All Access)	Q1 2021	67%	↗ 1	0% →
PM	AGENCY	% of Staff Still Employed Three Years Following Hire Date	2019	86%	↗ 1	4% ↗
PM	AGENCY	Annual Staff Turnover Rate	2019	15.50%	↗ 1	-25% ↘
P Behavioral Health Outcomes Report			Most Recent Period	Current Actual Value	Current Trend	Baseline % Change
PM	BH	BH - Integrated Health: % of patients seen by Integrated Health Team that have never received Mental Health supports before	FY 2019	6%	→ 0	0% →
PM	BH	BH - Integrated Health: % of Patient Centered Medical Homes with NCSS Staff Embedded	2019	100%	→ 2	9900% ↗
PM	BH	BH- CRT: Employment Services - % of CRT Clients Employed in First Quarter of Each Fiscal Year (July-September)	2020	24.1%	↗ 2	165% ↗
PM	BH	BH-Integrated Health: % of patients seen by Integrated Health Team that engaged in CAMS sessions	FY 2019	3%	→ 0	0% →
PM	BH	State CRT Hospitalization Rate vs NCSS CRT Hospitalization Rate	2019	0.06%	↗ 1	50% ↗
PM	BH	BH - Crisis: % of All Clients Hospitalized Voluntarily Were Inactive or Unknown to NCSS	FY 2019	80%	→ 0	0% →