

REPORT SUMMARY SHEET

BOARD MEETING DATE: March 18, 2019

TITLE AND BRIEF DESCRIPTION: Miller County Health Department Health and Wellness Grant Application

ACTION DESIRED: Approval of the grant.

BACKGROUND:

The Miller County Health Department offers grants every year to help improve the health and wellness of the Miller County. This upcoming year our school district plans to implement social emotional curriculum at the elementary level. The cost to implement this program is \$24,637. The Miller County Health Department offers grants up to \$20,000. Attached is the grant proposal we are submitting to the Miller County Health Department to help cover the cost of the curriculum.

The district will still be responsible for \$4,637 even if the grant is approved. If Miller County Health Department does not approve the grant, the district will be responsible for the entire cost.

RESPONSIBLE PERSONS: Matt Davis

SUPERINTENDENT'S APPROVAL:

Matt Davis

For the purpose of submitting report

Miller County Health Center

2125 Hwy 52, P.O. Box 2
Tuscumbia, MO 65082

Phone (573) 369-2359 Fax (573) 369-2350
millercountyhealth.com



Health and Wellness Grant Application

June 1, 2019- May 31, 2020

Cover Page

Organization: Eldon School District **President/Director:** Matt Davis

Email: Matt.Davis@EldonMustangs.org **Phone:** 573-392-8000

Address: 112 South Pine **Date Organization Established:** 1907

List of Board Members: Mike Kriegshauser, Jim Herriman, Bart Albertson, Robbin Griffith, Dan Currence
Christi Miller, Viktor Krantz

Project Name: Social Emotional Learning **Project Contact:** Matt Davis
Matt.Davis@EldonMustangs.org

Phone: 573-392-8000 **Email:**

Total amount of Project Budget: \$24,637 **Amount Requested from Grant (20,000 MAX):** \$20,000

How did you hear about the grant: Miller County Health Department

ATTACHMENT CHECKLIST

- Cover Page
- Completed Grant application (Templates Attached)
 - Community Need Description
 - Action Plan
 - Budget
 - Budget Justification
- Proof of 501 (c)3 status or tax-exempt status

Grant applications must be submitted to MCHC by Friday March 29, 2019.

Applications must be emailed to mchc@millercountyhealth.com.

Awarded grantees will be required to submit quarterly reports.

Community Need Description

Please provide Miller County Health Center with a brief description of the community health and wellness need/problem for which you are requesting funds. The description should include statistics, sources to support your claims, and other relevant information. Describe how this funding will be used to address the need. If applicable, describe how the project will be sustained or maintained after funding expires (playground upkeep) and include letters of support from partners who sustain or maintain.

Whether known as the social determinants or by some other name, we now understand that a person's health and well-being to a large degree is a product of the inequities they face in their circumstances, environment, and socioeconomic status. We strive to affect these determinants in order to improve the health of the community and, in the process, of the individual. Similarly, children's success in school and in life is often tied to these same determinants and is often affected by these same inequities. A study published in the American Journal of Psychiatry found that among children ages 6 to 17 who needed mental health services, nearly 80 percent were not receiving them (2002; 159: 1548-55). In addition, a recent study by the CDC found that a higher percentage of students in rural areas were more likely to have a mental, behavioral, or developmental disorder and were also more likely to live in families experiencing financial difficulties and live in a neighborhood with fewer amenities and in poor condition (Surveillance Summaries, 66(8); 1-11).

Trauma-Informed Care: Schools and communities are focused on the role that toxic stress, in the form of "physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship" plays in life outcomes and future health (Harvard University's Center on the Developing Child). Schools and communities strive to become trauma-informed in order to limit the effects of this type of stress in children's lives. The attributes of a trauma-sensitive school include: understanding trauma's impact on learning; supporting all students in holistic ways; addressing students' needs holistically; connecting students to the school community; embracing teamwork and shared staff responsibility; and anticipating and adapting to the changing needs of students (Trauma and Learning Policy Initiative).

Our goal at the Eldon School District is to implement the Second Step Program PK-6. The elementary years bring exciting new challenges and opportunities. It is the ideal time to nurture social-emotional competence and develop foundational learning skills. Evidence-based Second Step curriculum for K-6 includes everything schools need to integrate social-emotional learning (SEL) into their classrooms. Using the Second Step curriculum has been shown to decrease problem behaviors, and it is designed to promote school success, self-regulation, and a sense of safety and support.

All students PK-6 will receive the Second Step instruction. Students that need additional support will then be pulled out for extra support through our school counseling services. For our severe cases, students will receive counseling through our therapist. We have collaborated with Central Ozark Medical Center to provide mental health therapists to our district. We currently have two and half therapist busy every day with therapy of our students.

Grant Action Plan

You may not need to fill all five objective spaces. Only list as many objectives as you need to complete the project.

PROJECT GOAL:	Improvements in social-emotional competence and behavior
<i>What is the ultimate goal of your project? (i.e. To provide more nutritious snack options for children at the school.)</i>	

OBJECTIVE 1:	Children receiving Second Step will have better end-of-preschool executive-function skills.
<i>Objectives break the project goal into smaller action items. These action items should be SMART: Specific, Measurable, Attainable, Relevant and Time sensitive. (i.e. By September 5, 2018 the concession manager will add sliced apples and grapes to the menu at the football concession stand.)</i>	
Anticipated Outputs:	All preschool teachers will implement Second Step in their classroom.
<i>Number of widgets distributed, number of people trained, etc. (i.e. During football season, we anticipate selling 500 servings of sliced apples and grapes to concession customers.)</i>	
Key Milestones:	Purchase curriculum and train staff in August. Implement curriculum throughout school year.
<i>Events or activities necessary to accomplish the objective. Include estimated dates of completion and deliverables or items you can share with MCHC - survey results, pictures, etc. (i.e. The fruit will be purchased and ready to sell for the first home game on September 5, 2018. Pictures of the menu and other displays will be shared with MCHC.)</i>	

OBJECTIVE 2:	Less Adult Conflict Intervention, Improved Social Competence
Anticipated Outputs:	All K-6 teachers will implement Second Step in their classroom.
Key Milestones:	Purchase curriculum and train staff in August. Implement curriculum throughout school year.

OBJECTIVE 3:	
Anticipated Outputs:	
Key Milestones:	

OBJECTIVE 4:	
Anticipated Outputs:	
Key Milestones:	

OBJECTIVE 5:	
Anticipated Outputs:	

Grant Budget

This budget sheet is for the proposed project only. Do not provide the total agency budget.
Details will be listed on Budget Justification.

EXPENSES	FUNDS REQUESTED	LOCAL MATCH	TOTAL PROJECT BUDGET
Salaries and Wages			
Fringe Benefits			
TOTAL PERSONNEL EXPENSES			
Space Costs: <i>(Rent, utilities, maintenance, etc.)</i>			
Consumable Supplies <i>(Paper, postage, etc.)</i>			
Program Related expenses <i>(Materials, conference registration, etc.)</i>	\$20,000	\$4,637	\$24,637
Other Costs <i>(Resource materials, etc.)</i>			
TOTAL NON-PERSONNEL EXPENSES			
TOTAL PROGRAM BUDGET	\$20,000	\$4,637	\$24,637

Grant Budget Justification

Provide a list of items/services to be funded by the grant. For each item/service, provide the cost, how the cost was determined, and its relevance to the grant goal.

ITEM/ SERVICE DESCRIPTION	ITEM/ SERVICE COST	HOW WAS COST DETERMINED?	ITEM/ SERVICE RELEVANCE
<i>i.e. Apples</i>	<i>i.e Purchased 20 pounds for \$20 (Cost \$1.00/ lbs)</i>	<i>i.e. Reviewed cost of apples at all surrounding vendors to insure the lowest price</i>	<i>i.e. Apples will be sliced and sold at school concession stand</i>
Second Step Curriculum	K-5 Bundle \$2769 - 7 Sets = \$19383 6 PK - \$459 = \$2754 7 6th Grade = \$2500	Quote from company	Curriculum is what will be taught to students.



Self-Regulation: Setting the Course for Success

We all want students to succeed—in school and in life. Research from 2015 tells us socially and emotionally competent students are more likely to experience this success.¹ The universal, classroom-based *Second Step* program for Kindergarten through Grade 5 promotes students' social-emotional skill development. A 2011 meta-analysis found that students participating in such programs showed significant gains in social-emotional learning (SEL) skills, attitudes, and behaviors, as well as academic achievement.² It also found that school staff were quite successful in delivering SEL programs. This is

all great news. It means students participating in a school-based SEL program have a better chance of experiencing academic and life success.³

Students participating in a social-emotional learning program have a better chance of experiencing success.

Making Our Program Work Better

To promote school success, it's our ongoing goal to make the research-based K–5 *Second Step* program work even better. When we look at the research, self-regulation skills surface as important for increasing students' chances for social and academic success.⁴ Improved student self-regulation has emerged as one of the main factors behind SEL programs' positive influence on academic achievement. And unlike other factors that can influence student success, such as socioeconomic status or IQ, self-regulation can be taught.⁵

What Is Self-Regulation?

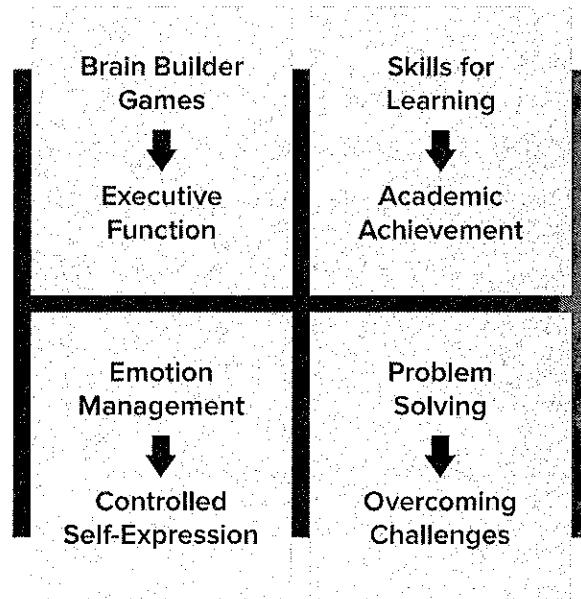
The ability to monitor and manage emotions, thoughts, and behaviors

Self-Regulation and School Success

What is self-regulation, and how does it contribute to student success in school? In a nutshell, self-regulation is the ability to monitor and manage emotions, thoughts, and behaviors.^{6,7} It's what helps students focus their attention on a lesson when they may be distracted by noisy classmates, a problem they had at recess, or excitement about an upcoming birthday party. The ability to self-regulate helps students get along better with teachers and other students.⁸ Students with good self-regulation skills get the most out of school,³ both in terms of academics and peer interactions. This can set them up for life success.

Unfortunately, students who experience difficulties with self-regulation can also experience higher rates of school expulsion, especially in the early school years.^{9–11} They're also at greater risk for low academic achievement, emotional and behavioral problems, peer rejection, and school dropout.^{5,12,13} There's good evidence that learning to self-regulate can help reduce the likelihood of students experiencing these negative outcomes.

The *Second Step* program helps children build self-regulation skills



Teaching Self-Regulation Skills

Research is beginning to show that self-regulation skills can be taught¹⁴—and the K–5 *Second Step* program is designed to do this in a number of ways:

1. Brain Builders

From Kindergarten through Grade 3, students develop skills foundational to self-regulation in the *Second Step* program via short, five-minute games called Brain Builders. These are specifically designed to build the areas of students' brains that help them control and shift their attention, use their memory, and manage their behavior—skills known together as executive-function skills. Research links these skills to later academic achievement among children from economically disadvantaged households^{15,16} and also indicates that games like Brain Builders can be used successfully to improve students' self-regulation skills.^{16–18} The areas of the brain that carry out these skills are still developing in this age group. So it's an ideal time to challenge students' executive-function skills directly with the Brain Builder games.

2. Skills for Learning

The K–5 *Second Step* program further promotes development of self-regulation skills with its focus on skills for learning. Students learn four self-regulation skills they need to be successful learners: focusing attention, listening, using self-talk, and being assertive when asking for help with academic tasks. These skills have the potential to support school readiness and academic achievement.^{2, 19} The benefits of the four self-regulatory skills taught in the program go beyond academics; the skills are also designed to support the rest of the program content by providing a critical foundation for development of social-emotional competence.¹

3. Emotion Management

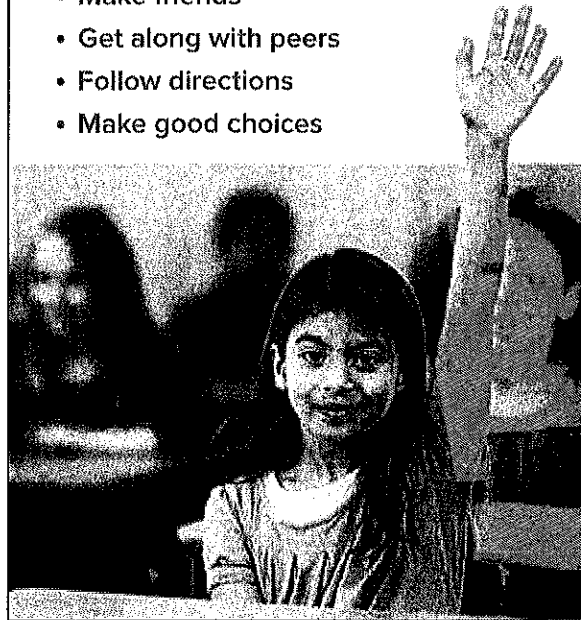
The K–5 *Second Step* program's emotion-management content also helps strengthen students' self-regulation skills. Emotion management is a central component of self-regulation.²⁰ A student who can manage emotions well has the self-regulation to cope with strong feelings and express them in socially acceptable ways.²¹ For example, emotion-management skills can help an excited student manage the urge to blurt out the answer to a teacher's question. Or on the playground, emotion-management skills can help a student control the impulse to hit another child who has taken away a ball.

4. Problem Solving

Problem-solving skills, another program focus, can also contribute to self-regulation, and vice versa. The lessons in the Problem-Solving Unit reinforce use of emotion-management skills; children are taught that when they have a problem with peers, it's useful to calm down first and then apply a set of problem-solving steps. Additionally, in the course of practicing the final problem-solving step, students get practice making realistic plans and checking them against criteria for effective plans. Planning is a useful skill that can help students develop self-regulation and that they can use to handle both regular classroom challenges and problem situations.¹⁷

Self-regulation skills help students:

- Focus on lessons
- Participate in classroom activities
- Make friends
- Get along with peers
- Follow directions
- Make good choices



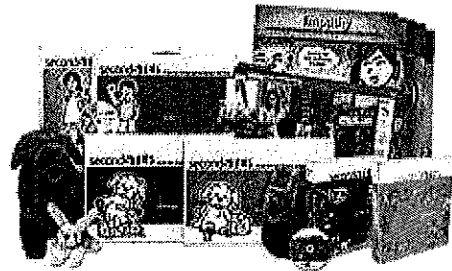
Success in Life

Students with good self-regulation skills get the most out of school. They can focus more easily on lessons and are better prepared to participate in classroom activities. They're able to make friends and get along with their peers. They can follow directions and make good choices. This skill set steers students not only toward school success, but also success in life. And that's what we want for all students.

Second Step: Skills for Social and Academic Success

Our universal, classroom-based *Second Step* program is designed to teach children how to understand and manage their emotions, control their reactions, be aware of others' feelings, problem-solve, and make responsible decisions. It includes short, easy-to-teach weekly lessons, engaging songs and games, and daily activities and take-home materials to reinforce learning in Kindergarten through Grade 5.

The research-based program helps make it easy for teachers to integrate social-emotional learning into their classrooms, which decreases problem behaviors and increases whole-school success by promoting self-regulation, safety, and support. The program aligns with many other school initiatives and standards, including Positive Behavior Interventions and Supports (PBIS), Response to Intervention (RTI), the American School Counselors Association (ASCA) Mindsets and Behaviors, Common Core academic standards, and Restorative Practices.



Kindergarten–Grade 5
Second Step program

To learn more about the *Second Step* Suite of programs, visit SecondStep.org.

To discuss how your students may benefit from the *Second Step* program, contact the *Second Step* team at Committee for Children:

800-634-4449

support@secondstep.org