



LEE COLLEGE CARES TEAM

2023/24 ANNUAL REPORT

Rosemary Coffman, Chair



LEE COLLEGE



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Lee College CARES Team Annual Report

This Annual Report serves as a snapshot and institutional record of the CARES Team’s functionality for the 2023/24 academic year, providing a summary of the College’s referrals with insight into trends. The Report also serves as a review of the strengths and areas of needed improvement for the Team.

Additional information on the processes of the CARES Team can be found in other areas to include the Team’s website (www.lee.edu/cares-team). The Team Handbook is updated annually and includes information on the Team’s Mission Statement and the protocols followed. The Handbook’s Table of Contents (Appendix A) provides more information and the complete document can be found in the office of the Chair of the Team. Finally, the CARES Team processes are documented as an Administrative Regulation FLB-R (<https://www.lee.edu/hr/files/flb-r-cares-team.pdf>) serving to institutionalize the work of the CARES Team.

2023/24 CARES Team Core Leadership

The Lee College CARES Core Team was established with a permanent chair in November 2016. Since the beginning, the goal was to create a culture of reporting for the campus.

The Core Team is divided into two groups—those who serve as case managers and those providing support to the case managers and the process. The chart below lists the Core Team members for the 2023/24 academic year, their position at the College, and their role with the Team.

Changes in Core Team membership or roles for this year include the following:

- After taking a new role with the College, Kelli Forde Spiers stepped down as a case manager after the fall 2023 semester but remains as a Core Team member.
- For this academic year, two new members joined the Core Team. Sterling LaBoo is the grant manager for the College’s SAMHSA Suicide Prevention grant and serves as a case manager. Roy Wood is a commissioned security officer and serves as a secondary member from Security to ensure a representative from security for all meetings.
- While Dr. Scott Bennett, Associate Vice President of Student Affairs, was on sabbatical for the spring 2024 semester, Dr. Marissa Moreno attended Core Team meetings to represent conduct in his absence.

Member	Position	Role
Dr. Rosemary Coffman (Member since 2016)	Executive Director, Student Success and Wellbeing	Chair, Case Manager
Kelli Forde Spiers (Member since 2020)	AVP Student Success and Belonging	Backup to the Chair, Case Manager (Fall 2023)
K-leigh Villanueva (Member since 2016)	Academic Counselor, Access Center	Case Manager
Marylou Ortuvia (Member since 2022)	Academic Counselor, Advising and Transfer Program	Case Manager
Jose Martinez (Member since 2022)	Title IX Coordinator	Case Manager
Sterling LaBoo (Member since 2024)	Director, SAMHSA Suicide Prevention Grant	Case Manager
Linda Torrez-Mann, LPC-S, LCDC (Member since 2020)	Mental Health Therapist	Core Team
Assistant Chief Zola Montana (Member since 2023)	Assistant Chief of Security	Core Team
Dr. Carl Husband (Member since 2019)	Registrar	Core Team
Felipe Leal (Member since 2019)	Financial Aid Director	Core Team
Dr. Scott Bennett (Member since 2023)	AVP, Student Affairs (Conduct)	Core Team
Roy Wood (Member since 2024)	Commissioned Security Officer (McNair Center)	Core Team

Meeting Schedule

Case Managers meet weekly during the fall and spring semesters to discuss open cases. The Mental Health Therapist and a member of security also attend weekly meetings. Other Core Team members are encouraged to attend the weekly meetings and are expected to attend a monthly meeting. In addition to the review of open cases, there is periodic training and opportunities to review processes. When appropriate, the meeting is available via WebEx for members unable to attend in person.

For the past five years, the Team met an average of 28.6 times for each academic year. For this past academic year, the Team met a total of 30 times with each meeting lasting for 60 – 90 minutes. As an ongoing practice, an agenda, prepared by the chair and distributed to Core Team members several days prior to each meeting. Utilizing Maxient, the case management software, members are able to view current student cases via an established query.

Team Training / Professional Development

The National Association of Behavioral Intervention and Threat Assessment (NABITA) is the national organization that provides information for best practices for behavioral intervention teams. According to NABITA Standards (Appendix B), it is imperative that the Core Team engage in ongoing professional development on topics concerning Team functions and processes, risk assessments, and other topical knowledge as it relates to providing services and interventions to students.

As in the past, many of our Core Team members participate in a number of trainings sponsored by NABITA and continue to have access to a variety of resources available through our active membership. In the spring semester, four of the five case managers were able to attend the Case Management Summit (May 2024).

The following are the Current NABITA Certifications held by the Lee College Core Team for the 2023/24 Academic Year.

Certification	Core Team Members
NABITA Certification: BIT Standards and Best Practices	Sterling LaBoo, Dr. Rosemary Coffman, Jose Martinez, Marylou Ortuvia
Risk Rubric	Kelli Forde Spiers
NABITA Certification: SIVRA-35	Kelli Forde Spiers, K-leigh Villanueva
Assessment and Management of Suicide Ideation	Sterling LaBoo, Linda Torres-Mann, K-leigh Villanueva
Violence Risk Assessment of the Written Word (VRAWW)	K-leigh Villanueva
NABITA Certification: Case Management Standards and Best Practices	K-leigh Villanueva

In addition to the training provided through NABITA, Core Team members participated in professional development supporting their role on the CARES Team. These included conferences, webinars, and trainings in the following areas:

- Case Management training included training in Motivational Interviewing, to include basic and advanced sessions. Four Core Team members were trained with three participating in the advanced session.
- Mental Health support includes training in Suicide Prevention (CAMS Training and JED Presentation), Grief, and Mental Health First Aid Training.
- Process and legal obligations included training on Title IX and working with students with disabilities.

Lunch and Learn Sessions - To provide additional information and support outside of the weekly meetings, "Lunch and Learn" sessions were implemented in the Spring 2023 semester. Topics are chosen to help case managers increase knowledge within specific areas and resources. For this academic year, the following topics were offered through this training:

- Baytown Police Department's Mental Health Services and Protocols (September 2023) - Information on how the Baytown PD handles Mental Health referrals

- Non-Clinical Suicide Screening (November 2023) – a presentation to the Team on the screening from Linda Torrez-Mann
- Question Persuade and Refer Training (December 2023) – Training on how to work with students who express suicide ideation provided by Sterling LaBoo, Director of the SAMHSA Suicide Prevention Grant.
- GCCISD’s Student Support Team (March 2024) - Meeting with Thresa Caldwell and Erika Leal from Goose Creek Consolidated ISD with information on the school district’s Student Support Team, a program similar to our CARES Team.

Core Team Retreats - Retreats for the Core Team serve to promote a strong Core Team while providing a means to reinforce the purpose and annual goals of the Team. For this academic year, we did half day retreats both in the fall and spring semesters. The agendas for both can be found in Appendix C.

- Fall Retreat / Planning Meeting – September 23, 2023 - This meeting included a review of the 2022/23 Annual Report with goals for the 2023/24 academic year; a case study utilizing the SIVRA-35 risk assessment; and an overview of the new campus Suicide Prevention Grant.
- Spring Retreat / Visioning Meeting – February 28, 2024 - With changes to the support services available on campus, the Team reviewed the history of the Team and how the additional supports impact the reporting process.

CARES Advisory Team

Established in the fall 2019 semester, the CARES Advisory Team consists of individuals in key positions, serving as advocates for the CARES Team process. Membership includes representation from student services, instruction, veteran services, advising, faculty, athletics, clerical staff, and workforce education (non-credit). For this academic year, the Advisory Team met twice. Appendix D includes the minutes the two Advisory Team meetings for the 2023/24 academic year.

Updates and Activities for the 2023/24 Academic Year

Update to Case Management Protocols - The following represents changes in protocols to the CARES Team process for this year.

- A standardized Intake Form was created for case managers. This allows for the gathering of consistent information for all referrals.
- A suicide screening tool was developed. Unless contra-indicated (e.g., screening already completed by the mental health therapist), case managers perform this short screening to all students referred. If indicated, a referral to the mental health counselor is done.
- For better collaboration and communication, all Core Team members are notified by a Maxient “ping” with each new case creation. This notification informs the Team member of the creation of the new case, who is assigned as case manager, and allows members to review and add pertinent information to the case notes in Maxient.

Updated Policies and Regulations – This year, the CARES Team provided support in the following college-wide policies and procedures.

- The CARES Team worked with the Registrar and others to create the administrative regulation for awarding posthumous degrees. The regulation EGC-R is posted online at <https://www.lee.edu/hr/files/admin-regs/egc-r-posthumous-degree.pdf>.
- To address the issue of students with housing insecurities living in their vehicles on campus, the CARES Team worked with key College administrators and security to establishing procedures. This included all requests to be referred to the CARES Team, with an assigned case manager meeting and supporting the student. As with all protocols, the information was added to the CARES Team Handbook.

Community Engagement and Marketing

The Lee College CARES Team recognizes the importance of educating and engaging the campus community regarding the CARES Team process, the type of issues to report, and how to report--all essential to a successful and effective team. With various and ongoing marketing strategies, the College receives information on an ongoing basis. The mission and processes of the Team are shared with the campus community in a variety of ways.

Dedicated Website - The dedicated website (www.lee.edu/cares-team) provides information on Core Team membership, how to report to the Team, examples of behaviors to report, frequently asked questions, and a link to mental health resources. For the first time, the CARES Team Annual Report is included on the website.

Advocacy Through CARES Advisory Team – As previously mentioned, the CARES Advisory Team meets twice each year and serves as advocates for the CARES process.

Additional Outreach Initiatives - For this academic year include, additional initiatives include the following.

- Handout for students – A handout was developed which is designed to provide information to students who are referred to the CARES Team (Appendix E). This includes an explanation of the purpose of the Team and information on what to expect if referred. The handout can be provided by the referral source or by the case manager at the first meeting.
- Information on the CARES Team process was added to the New Student Orientation slides, providing information on the process to all first-time Lee College students.

2023/24 CARES Team Student Referrals

Each year, the CARES Team receives student referrals from the campus community through an online reporting form (www.lee.edu/go/bit-referral). For the 2023/24 academic year, there were 54 student referrals. The information below includes the following:

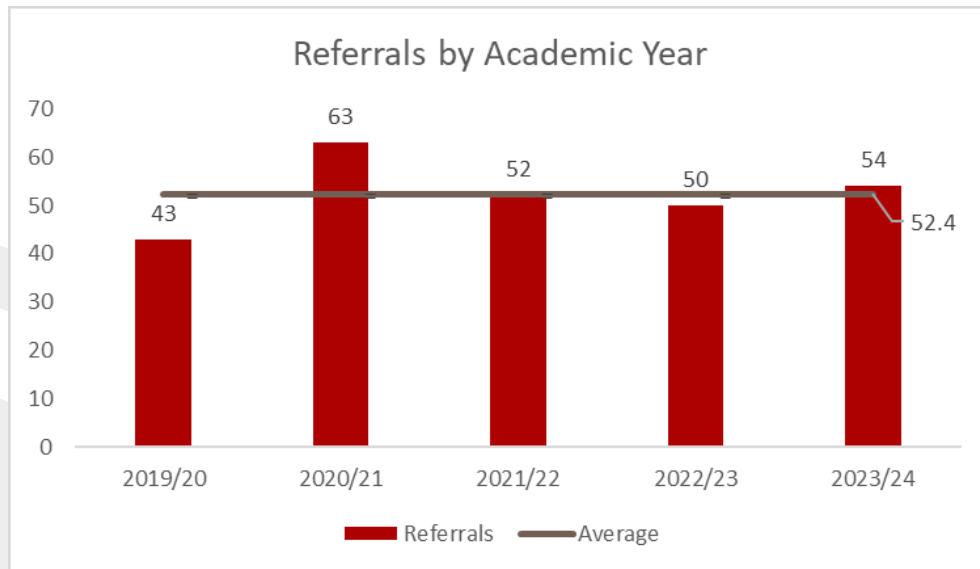
- Demographic characteristics of those referred to the CARES Team
- Referral Information to include who is referring students to the CARES Team (i.e., faculty or non-faculty)
- Semester comparisons of the number of referrals and comparisons from previous years.
- Types of concerns and issues of students referred
- Interventions or types of support provided to those referred.

Demographic Data

As noted above, there were 54 students referred to the CARES Team for the 2023/24 academic year. The average age was 27.4 years with ages ranging from 15 to 55. Of these referrals, 65% were female and 35% were males. The majority were credit students with 95.4% of the referrals and 5.6% were dual credit students. There were no non-credit students served in this academic year.

Comparison with Previous Years

Compared to the 2022/23 academic year, this year's data indicated a slight increase of 8% in the number of referrals. The chart below compares the number of referrals by academic year. The average for the past five years is 52.4 students.



The chart below is a comparison of demographic factors based on the past five academic years.

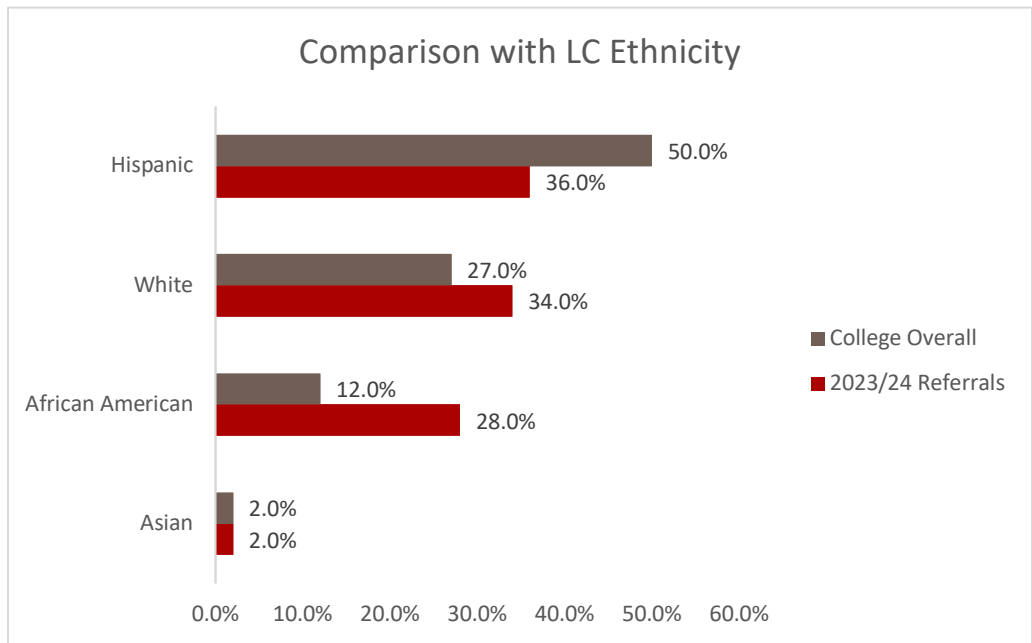
	Number of Referrals	Females	Males	Avg Age	Credit	White	African American	Hispanic	Asian
2019/20	43	69.8%	30.2%	26	90.1%	46.5%	27.9%	18.6%	4.6%
2020/21	63	74.6%	23.8%	29	95.2%	36.5%	20.7%	41.2%	0%
2021/22	52	71.2%	28.9%	28	90.1%	19.2%	30.8%	34.6%	1.9%
2022/23	50	76.0%	24.0%	27	92.0%	34.0%	28.0%	36.0%	2.0%
2023/24	54	64.8%	35.2%	27	94.4%	26.4%	37.0%	25.9%	1.9%
Overall Average	52	71.3%	28.4%	27.4	92.4%	32.5%	28.9%	31.3%	2.1%

As a review of the past years, the following is notable for the 2023/24 academic year:

- Compared to the five-year average, there were more males referred at 35% of the referrals. This is more than the average of 28.4% and represents the highest number in the five-year period.
- Compared to the five-year average, for this year there were fewer White and Hispanic students referred and more African American. With 37% of the referrals reporting as African American, this was the highest percentage from the five years reviewed.

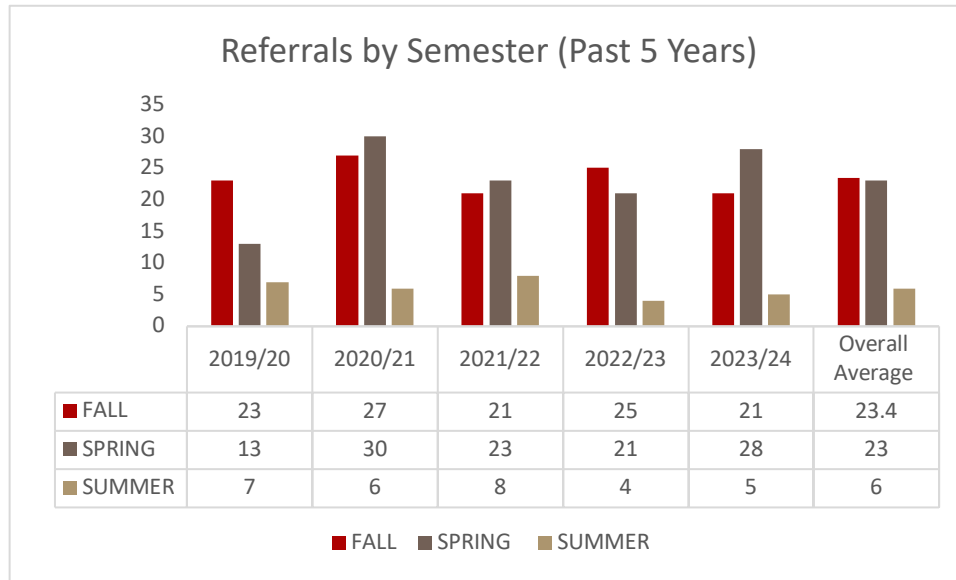
Comparison with Lee College Demographics

As with many services, the goal is that the demographics of the referrals mirror the overall demographics of the College. The chart below provides this comparison. Hispanic students were underrepresented compared to the overall statistics of the College. White and African American students were overrepresented when compared to the overall demographics. In particular, the percentage of African American students referred was twice the percentage compared to the percentage of students overall.



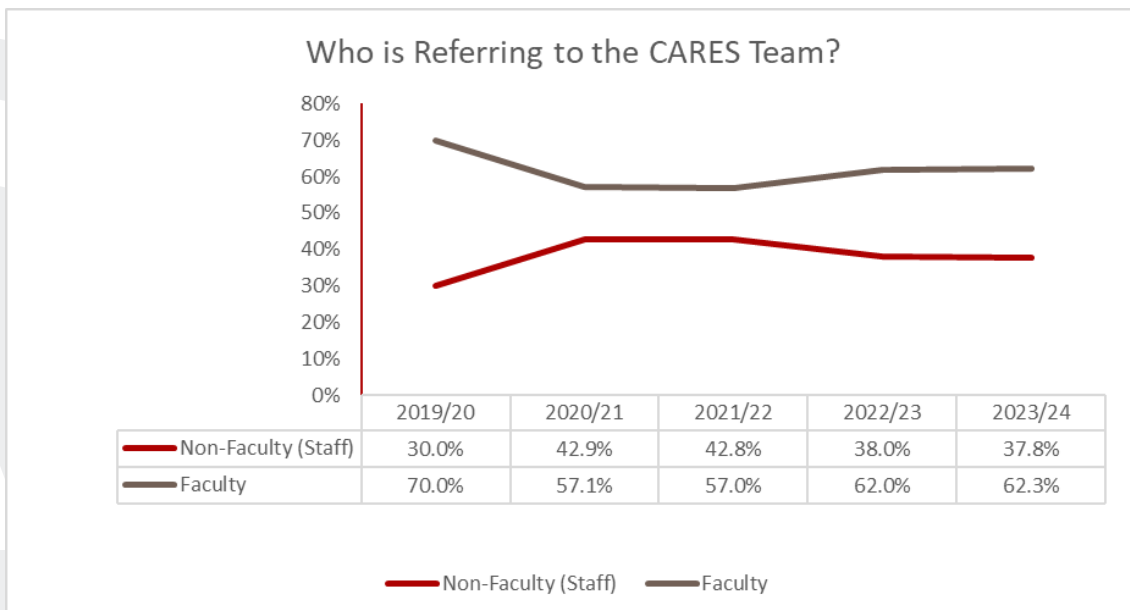
Referrals by Semester

The chart below represents the number of referrals by semester since the 2019/20 academic year. The averages for this five-year period are 23.4 students for the fall; 23.0 students for the spring; and 6 students for the summer. For this academic year, we were below average for the fall and summer and above average for the spring.



Referral Sources

Referral Sources are those who refer a student to the CARES Team which includes both staff and faculty. Teaching faculty have historically referred more students than staff with 61.7% of the referrals over the past five years. As noted in the chart below, the ratio of referrals between these two groups held steady since 2020. For this year, there was one self-referral from a student. For the upcoming year, the Team will be promoting and accepting referrals directly from students.

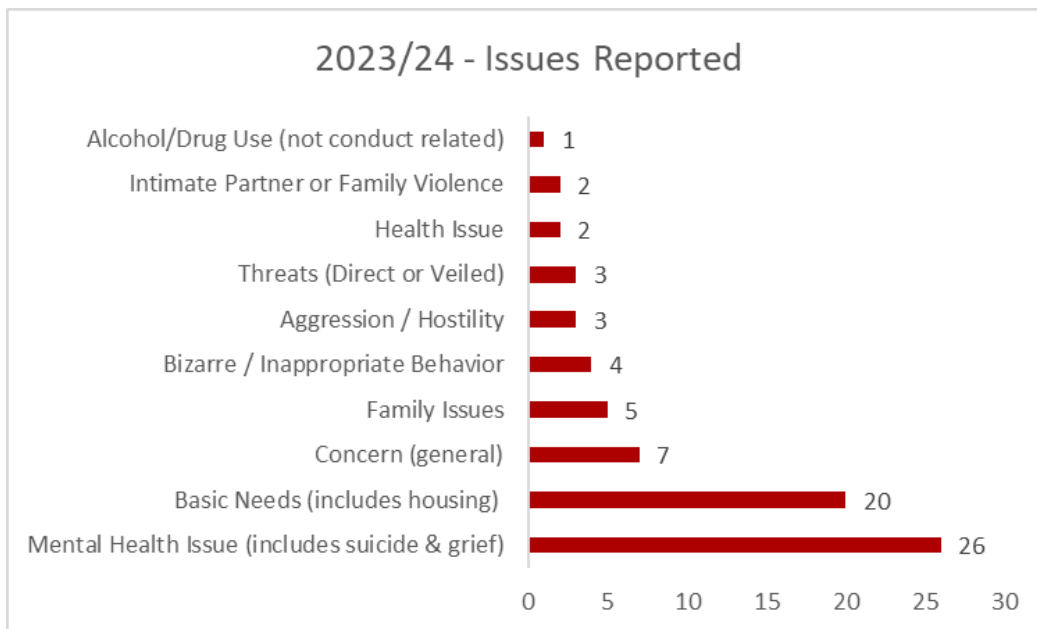


Concerns Reported

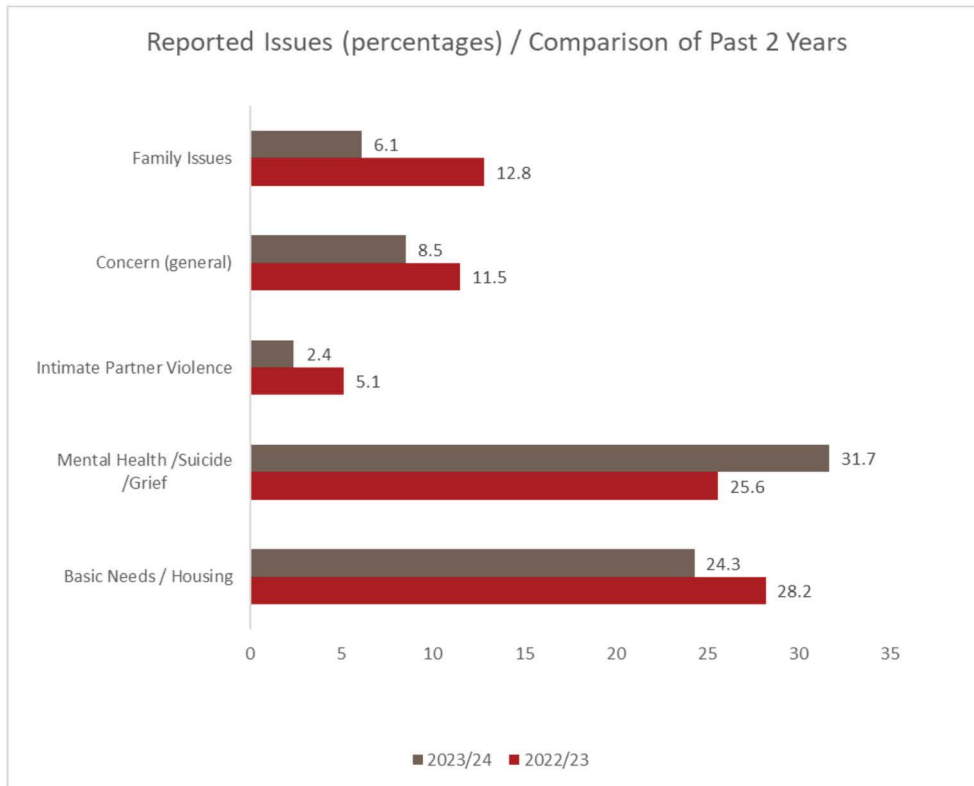
Concerns are the presenting issues which prompted the referral to the CARES Team. For this report year, there were 82 student individual concerns reported for the 54 students referred with some students documented with more than one issue. The largest percentage of reported concerns were related to mental health needs with just under 32% of the referrals (to include suicide ideation and grief). Those referred for basic needs made up 24.3% of the referrals. Of those needing support with basic needs, 45% were due to housing insecurities.

As an ongoing process, the categories of reported concerns are reviewed and modified in Maxient. Based on the reports from this year and the types of concerns for students, the following changes were made

- We added a new issue for general health. This would be for students who have health issues and need support.
- To better capture the rise in the number of students with housing insecurities, we now delineated between basic needs (general) and basic needs (housing).

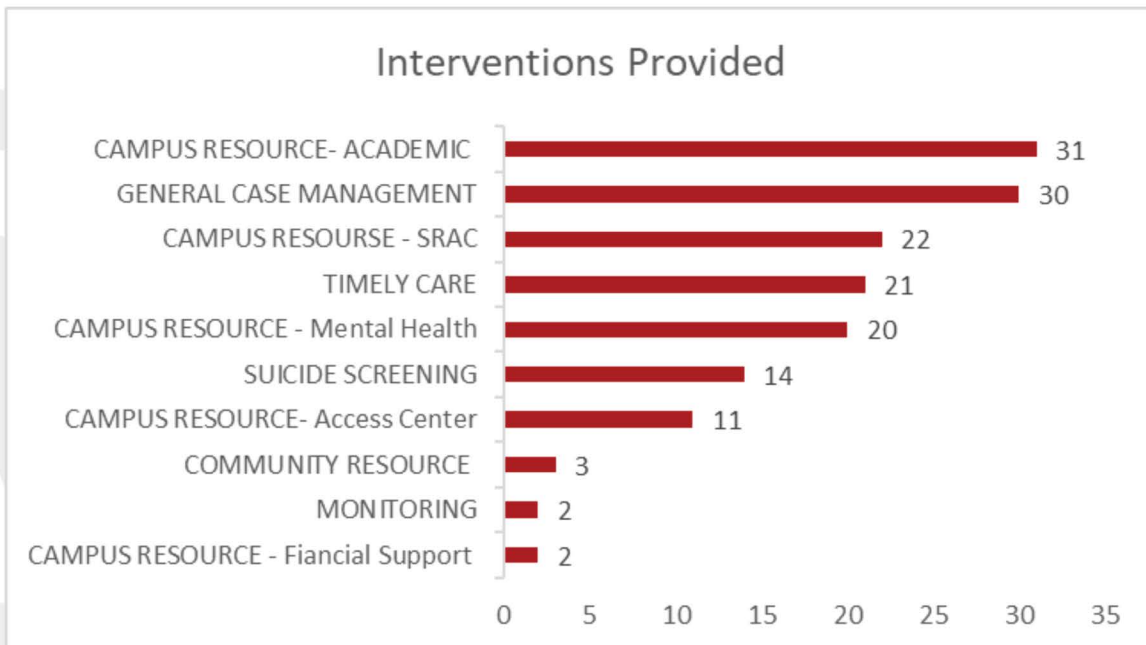


Using percentages, a comparison can be made on the types of concerns reported comparing the 2023/24 academic year with the previous year. For this report, there was an increase in the mental health reported concerns and a decrease in the basic needs reported concerns. With the opening of the expanded Student Resource and Advocacy Center, there can be an assumption that students are getting support independently from the CARES Team referral.



Interventions Provided

Interventions are the types of support provided to students referred to the CARES Team and may include referrals to campus or community services. The chart below gives an overview of the type of interventions provided for the 2023/24 academic year. The majority of those referred receive more than one type of intervention with a total of 156 instances of support provided to the 54 referrals. There were 31 instances in which students received academic support (19.9%) and 30 instances in which students were provided a higher level of case management support.

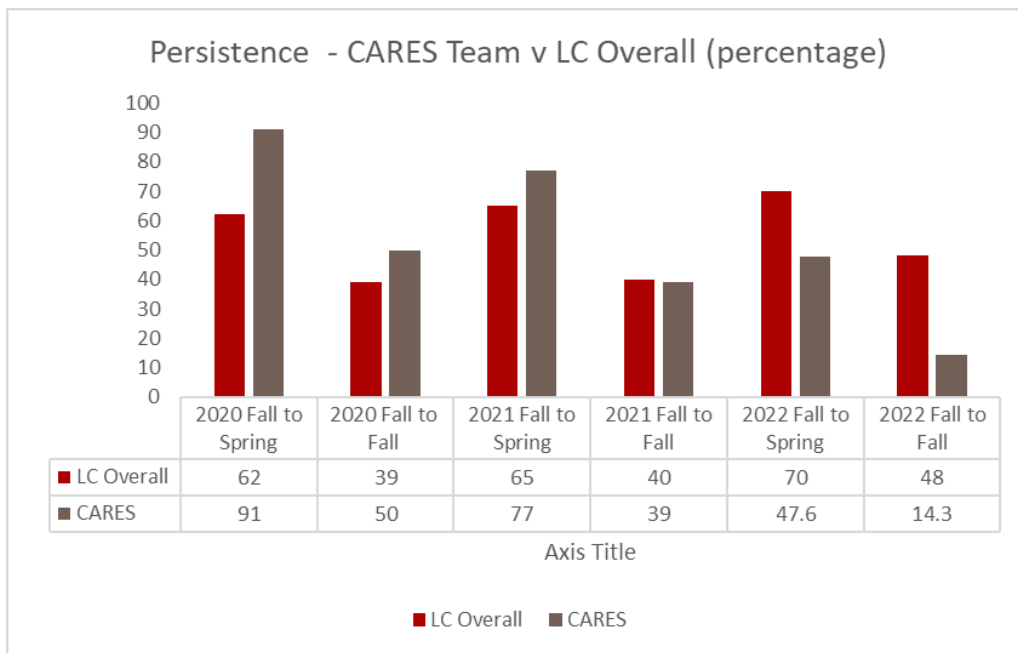


Continuous Improvement

CARES Team Effectiveness Using Persistence Data

First initiated as a Team goal, persistence data is now gathered each year to compare persistence of those students who were supported by the CARES Team compared to the overall persistence of the college.

The comparison chart below shows the percentage of students who persisted by semester. For all students, fall to fall persistence was lower than fall to spring persistence. The following chart provides the comparison for the past three years (i.e., 2020, 2021, and 2022) looking at the fall to spring and fall to fall retention for each year. While there was a higher persistence rate for those supported through the CARES Team for the first two years, this past year indicated that the overall persistence rate was higher than the persistence rate for those served by CARES. For the 2022 year, there were 22 students who received services. Of those only 3 returned in the fall 2023 semester, a 14% persistence rate. With the persistence higher in previous years, we will continue to measure and look for overall patterns of persistence.



Strengths / Accomplishments for the 2023/24 Academic year

The following are noted accomplishments for the year and ongoing strengths of the CARES Team. Based on feedback from the Core Team, the following strengths were noted:

- Team Meetings and retreats for better communication and collaboration
- The addition of mental health services to include inclusion of all dual credit students for TimelyCare Services
- The implementation of the SAMHSA Suicide Prevention grant. This includes the implementation of suicide screening for all referrals as appropriate as well as funding to support additional training for the Core Team.

The NABITA Standards Self-Assessment Tool (SSAT) is provided by NABITA to complement the 2023 NABITA Industry Standards (Appendix B) and allows the identification of areas of strengths and opportunities for improvements. The Lee College CARES Team has utilized the Tool as an annual evaluation of the Team’s processes since 2021. The SSAT reviews

the 21 standards across three elements (Structural, Process, and Quality Assurance). An overall score provides a general assessment with a possible final team rating of Deficient, Needs Improvement, Proficient, or Exemplary.

In June, the Core Team met to review the SSAT and provide feedback on the scoring. The overall score for the Team was 189 (out of a possible score of 220). There were nine standards marked as proficient and 12 areas identified as exemplary. There were no areas ranked as “need improvement” for this review.

Appendix F outlines the scoring all elements for this year’s review. Based on this review, the following processes were updated to coincide with best practices:

- The addition of the Annual Report to the CARES Team website (www.lee.edu/go/bit)
- Allowing anonymous referrals
- Allowing students to refer other students – while this is now an option, the Team will have a plan on how to market the process to students. This will also include self-referrals.

2024/25 Goals and Goal Progress

The Lee College CARES Team continues to work toward its mission to promote the wellbeing and safety of the Lee College campus community. The following goals and strategies provide a continuation of improvements based on the NABITA standards and the current practices of the Lee College Team. Each year, the Team reviews the previous year’s goals, noting progress and areas in need of continued improvement with updated strategies and objectives.

Completed Goal: Increase the CARES Team Overall Rating using the Standards Self-Assessment Tool.

- For the past three years, the Team has used the SSAT to recognize strengths and areas in need of improvements. The Team will continue to utilize the assessment and note any possible deficiencies in future goals with the annual process outlined in the CARES Team Handbook.

Ongoing Goals for 2024/25 – The charts below provide information on meeting the identified objectives for the goals for the 2023/24 academic year. Two of the goals are ongoing and one new goal was established.

Goal 1 –

CREATE A PLAN TO MEASURE THE SATISFACTION AND/OR EFFECTIVENESS OF THE CARES TEAM PROCESSES

2019 – 2023 - Updated goal and strategies with measurable objectives with progress toward goal

2023/24 – Progress toward goal with updated measurable objectives.

2024/25 – Updated Goal with ongoing objectives

Original Goal (Established in 2019) - Review methods to measure the satisfaction or effectiveness of the intervention. Create a process for feedback (survey) for those employees who refer to students to the BIT.

2019/20 - For the first time, a standardized list of interventions was established and utilized for all referrals which is necessary in looking at the satisfaction and effectiveness of the interventions. The Goal continued for subsequent years with the objectives noted each year.

2020/21 –

Objective 1 - Create a survey for feedback of those who refer to the BIT. The goal was met with the creation of the survey. Results can be found in the 2020 End of Year Report.

Objective 2 – Investigate possible methods of measuring the satisfaction and effectiveness of the interventions. Possibly look at grades and/or gpa. The goal was met – received data from college; received feedback and suggestions from NABITA.

2022/23 - Develop holistic assessment plan with measurable objectives for evaluation of the Team. This may include assessing referred students, assessing all employees (those that did refer and those who did not), assessing CARES Team (at retreat). This process may include both subjective and objective measures.

Objective 1 – A survey of the campus was completed with results in the end of year report.

Objective 2 – A review of persistence was completed, comparing students who received services through CARES with all students.

The Goal was met, and a plan was developed which included both a survey of the campus and the evaluation of data for persistence of students participating in the CARES Team process. Both the survey and data evaluation were completed during this academic year.

2023/24 – Goal ongoing

- Objective 1 – Add annual review of persistence to be included in the Handbook and continue and report in the end of year report. This goal was met with the persistence data reported in the annual report. The objective will be added to the ongoing processes within the handbook.
- Objective 2 – evaluate student satisfaction for those who participated in the CARES Team process. No progress made on this goal.

2024/25 – Goal ongoing

- In order to get feedback on student satisfaction, a questionnaire will be established and administered to students who participated in the CARES Team Process for the previous year.

GOAL 2

INCREASE EASE IN REFERRAL PROCESS TO HELP INCREASE REFERRALS TO THE CARES TEAM

2023/24 – Goal established with measurable objectives

2024/25 – Progress toward the Goal

2023/24 – Goal Established

Based on statements from the 2023 staff survey, there is a need to make the process of referring students easier to find and complete. The following objectives will provide greater access to the referral process to increase the number of students referred and receiving services. The following are strategies and objectives:

- Objective 1 - Add the CARES Team referral link to either the Blackboard page and/or the PeopleSoft class roll. With further investigation, we were not able to accomplish this goal based on restrictions from the IT process.
- Objective 2 – (goal ongoing) - Present information to student groups who may refer other students to include the Student Government Association and Peer Mentors. This goal is ongoing and will continue in the 2024/25 academic year. Information has been updated on the student flyer to provide information on how students may refer. Also, information the CARES Team was added to the New Student Orientation for all first time to Lee College Students.

2024 /25 – Goal Ongoing - Broaden the reach of the CARES Team support

- Objective 1 – support the ability of students being able to refer other students (or self-referrals) by providing information to all students (emails) and to specific student groups (peer mentors, student assistants, student clubs and organizations).
- Objective 2 – update Maxient to support anonymous reporting

GOAL 3 – NEW (2024/25)

INCREASE SUPPORT AND EDUCATION REGARDING SERVING STUDENTS WITH SUICIDAL IDEATION.

2024/25 – Goal established with measurable objectives

With the implementation of the SAMHSA Suicide Prevention Grant and based on the number of students expressing suicidal ideation, the CARES Team will address the issue through this goal.

- Objective 1 – Review and update the protocol for completing a suicide screening for all students referred to include the possible integration of NABITA’s Non-Clinical Suicide Screening Tool
- Objective 2 – Develop a campus-wide plan on how to respond to suicidal students on campus. This would include the continuation of QPR and MHFA training and other specific protocols to share with the campus community

Conclusion

The Lee College CARES Team continues to refine and improve on practices to meet the needs of the College and to recognize how to better serve the Lee College community and the needs of our students. This Year's report represents the fifth annual report providing a mechanism to capture the overall work of the Team while providing a systematic means to discover opportunities for improvement. With previous reports, comparisons and trends can be made to help support the Team's direction.

The number of referrals for the 2023/24 Academic Year was slightly higher than the previous year and slightly above the average for the past five years. Mental Health needs surpassed those referred for basic needs. The College continues to use the expanded resources available on campus to support our students. For the 2024/25 academic year, we will open referrals to students in an effort to broaden our reach to those in need.

With the dedication of the Core Team, continued referrals from the campus community, and support from the College, the Lee College CARES Team will continue to grow and expand to assist students in successfully completing their academic goals.

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Standards for Behavioral Intervention Teams

PART 1 STRUCTURAL ELEMENTS



Standard 1 Team Authority and Scope

The team has a mission statement, statement of scope, and the authority to fulfill its institutional charge.



Standard 2 Prevention vs. Threat Assessment

Institutions have one integrated team that addresses early intervention cases as well as threat assessment cases.



Standard 3 Team Name

The team's name accurately communicates the function of the team within the context of the institutional community.



Standard 4 Team Leadership

The team chair brings the team together and keeps discussions productive and focused while maintaining a long-term view of team development and education.



Standard 5 Team Membership

The team is comprised of at least five, but no more than ten, designated school officials.



Standard 6 Team Training

Team members engage in regular, ongoing BIT training to increase confidence, build competence, and foster team development.



Standard 7 Information Sharing

Team members share information according to BIT standard operating procedures and comply with FERPA/privacy/confidentiality requirements (as applicable) when accessing and sharing information.



Standard 8 Team Budget

The team has an established budget sufficient to meet these standards, the ongoing needs of the team, and the community it serves.



Standard 9 Community Education and Marketing

The team educates its community about bystander engagement, recognizing leakage, and making referrals. The team markets its function/services through advertising campaigns, websites, logos, and other promotional materials.



Standard 10 Procedure Manual

The team has a written procedure manual that supports an objective, consistent, and evidence-based functionality.

To read the full 2023 NABITA Standards for Behavioral Intervention Teams whitepaper, please visit [NABITA.org/2023Standards](https://www.nabita.org/2023Standards)

PART 2 PROCESS ELEMENTS



Standard 11 Referral Receipt and Review

The team has a process for receiving, reviewing, and triaging all referrals.



Standard 12 Meeting Operations

The team holds meetings at regular intervals, following an agenda and established process for facilitating team meetings.



Standard 13 Objective Risk Rubric

The team uses an evidence-based, objective risk rubric to assess every referral.



Standard 14 Psychological, Threat, and Violence Risk Assessments

The team uses objective, evidence-based tools to conduct violence risk, threat, and psychological assessments as part of its overall approach to prevention and intervention.



Standard 15 Interventions

The team clearly defines its actions and interventions for each risk level on the BIT's objective risk rubric.



Standard 16 Case Management

The team invests in case management as a process, often as a role/position, that provides flexible, need-based support for individuals to address referral concerns, connect with resources, and improve overall wellness.



Standard 17 Case Review

The team regularly uses a written and formalized case review protocol to determine and document the need to keep a case active, to engage in case monitoring, or to move a case to inactive/closed status.



Standard 18 Recordkeeping

The team uses an electronic data management system to keep records of all referrals and cases.

PART 3 QUALITY ASSURANCE AND ASSESSMENT



Standard 19 End of Semester and Year Reports

The team collects data to analyze trends or patterns, publishes its findings in semester or annual reports, and adjusts resources, marketing, and/or training in accordance with its findings.



Standard 20 Team Audit

The team regularly assesses its structure and processes to ensure it is functioning effectively and is in alignment with best practices.



Standard 21 Program Effectiveness

The team deploys various research methods to assess the team's effectiveness in meeting goals and outcomes.

To read the full 2023 NABITA Standards for Behavioral Intervention Teams whitepaper, please visit [NABITA.org/2023Standards](https://www.nabita.org/2023Standards)

AGENDA

Lee College CARES Team Fall 2023 Planning Meeting

September 22, 2023 / Huddle 136

Time	Item
8:00	Breakfast / Ice Breaker
8:30	Updates & Reminders <ul style="list-style-type: none">- Annual Confidentiality Forms- Membership updates- Meeting Reminders- Fall Advisory Meeting (membership and agenda)- Lunch & Learn Sessions
9:00	Review of Open Cases <ul style="list-style-type: none">- SIVRA 35 update (case example)
9:30	Quiz Time!
9:40	Garrett Lee Smith Suicide Prevention Grant <ul style="list-style-type: none">- Required Activities- LC Specifics
10:15	End of Year Report <ul style="list-style-type: none">- Snapshot of 2022/23
10:45	Quiz Time!
11:00	2023/24 CARES Team Goals <ul style="list-style-type: none">- Completed Goals- 2 Ongoing goals- 1 new goal
11:45	Wrap-Up / Adjourn

AGENDA

Lee College CARES Team
Spring Vision Meeting

February 28, 2024

Item

Lunch

Review of Team Mission Statement

History of the CARES Team: Then and Now

- Behavioral Intervention Team (2016)
 - CARES Team (now)
-

CARES Referral vs Direct Campus Resources

Current Goals

- Measure the Satisfaction / Effectiveness of the CARES Team Process
 - Increase Overall Rating with SSAT
 - Increase Ease in Referral Process
-

Questions / Discussion

- Is there a need to change how the CARES Team Functions on Campus?
 - Review of Current Protocols and Processes
 - What Message Do We Want to Send to the Campus in Terms of Referrals?
-

Brainstorm

- What is the Purpose of the CARES Team?
 - What Processes Are Working?
 - What Processes Are Not Working?
-

New Direction Discussion

Wrap-Up / Adjourn

Appendix D– CARES ADVISORY TEAM MEETING MINUTES

FALL 2023 ADVISORY MEETING MINUTES

October 19, 2023 (virtual)

Members of the Core Team and Advisory Team Present

Rosemary Coffman, CARES Core Team	Kelli Forde Spiers, CARES Team	K-leigh Villanueva, CARES Team
Jose Martinez, CARES Core Team	Scott Bennett, CARES Team	Marylou Ortuvia, CARES Team
Felipe Leal, CARES Core Team	Linda Torres- Mann, LPC-s, LCDC, Cares Team	Brenda Garcia, SRAC
Rebecca Conejo, SRAC	Anthony Romero, Student Government	Mike Spletter, Student Engagement
Kelli Emerson, TRiO Student Support Center	Channell Cook, EDUC 1200 Chair	Mollie Santana, Staff Assembly
Daniel Christie, Administrative Assembly	Paula Lee, Administrative Assembly	Tiffany Winchester, Veterans Center
Renauldo McFadden, Workforce Education	Nicolas Wade, Athletics	Karen Guthmiller, EEC
Victoria Marron, Chief Belonging officer	Carl Husband, CARES Team	Laura Lane Worley, Liberty Center

Overview of Purpose and Team Membership- Information was presented on the history of the CARES Team and the role of this Advisory Group, which is to serve as an advocate of the CARES Team process and provide support and feedback to the Core Team. In addition, there was a review of the CARES Team process and current Core Team membership.

End of Year Report Data Information on the number of referrals was presented along with the type of concerns reported and who is referring. The information is from the 2023 End of Year Report which was made available to the Advisory Group. Specifics for this past year included the following:

- For this past year, there were 50 referrals to the CARES Team. The average number of referrals for the last four years is 44 students.
- While the referrals for the year were above the overall average, the number of those referred in the summer was below average.
- For this year, 67% of the referrals were made by faculty. This is slightly higher than last year (57%)
- There were 14 types of concerns reported to the CARES Team. Among the 50 referrals, a total of 78 concerns were documented. The highest areas were basic needs (29%) and mental health / suicidal ideation

Team Goals – The End of Year Report also includes the goals of the CARES Team. This included the following information.

- There were 2 goals marked as complete. This included 1) the creation of the Administrative Regulation for the CARES Team process and 2) the increased use of the standardized risk rubric.
- There were 3 goals that are in progress. This included 1) the continuation of measuring the effectiveness of the CARES Team process by reviewing persistence rates and student satisfaction and 2)

the Standards Self- Assessment Tool results, noting those areas that are raked as “need improvement.”

- There was 1 new goal identified—to increase the number of referrals to the CARES Team. We want to make sure the campus is aware of our services and feel comfortable in referring students. Strategies for this goal include additional information presented directly to students (who may choose to refer other students), adding a tile to the employee page in PeopleSoft, and creating a larger advisory group

What’s New: The following represents activities and updates to the CARES Team shared with the group and other campus updates that impact the CARES Team processes. These are updates since our Spring 2023 meeting.

- Jose Martinez is new Title IX Coordinator for the College. He continues to serve on the Core Team and as a case manager.
- The College has been awarded the Garrett Lee Smith Campus Suicide Prevention Grant. With this grant, we will have the grant director involved with the CARES Team. Mr. Sterling LaBoo starts on November 1.
- We recognize the contributions of Jack Connor and all that he did for the CARES Team. With his passing, Zola Montana is now on the Core Team.
- In order to provide more training and information to our Core Team, we have established monthly Lunch and Learn sessions. Anyone on the campus is welcome.
- At the end of September, the Core Team met as a planning meeting for the 2023/24 academic year.
- We now have two Core Team members trained in the SIVRA-35; a standardized threat assessment done for students who are referred needing the assessment.
- Administrative Regulations approved and is now online (<https://www.lee.edu/hr/files/flb-r-cares-team.pdf>).
- Timely Cares will be available to Dual Credit Students beginning Spring 2024 with the exemption of GCCISD. We hope to have all schools involved starting in the spring semester.

Feedback and Discussion – In order for the CARES Team to continue to grow and improve, feedback from the Advisory Team is needed and appreciated. We asked the questions 1) How can we better inform our campus about the process; 2) can we continue to encourage the “culture of reporting,” and 3) how can we make the online form easier to find and use. The following represents feedback and comments from the group.

There was a consensus was that information about CARES needs to be repeated constantly. A discussion on the suggestions were noted.

Adjournment – Our next CARES Team Advisory meeting will be in the spring semester with the date and time to be determined.

Respectfully Submitted,



Dr. Rosemary Coffman, Chair

Lee College Spring Advisory Team Meeting

April 4, 2024 (Virtual)

Members of the Core Team and Advisory Team Present

Rosemary Coffman, Exec Director Student Success and Wellbeing (CARES Team Chair and Case Manager)	Kelli Forde Spiers, AVP Student Success and Belonging (CARES Core Team)
K-leigh Villanueva, Counselor, Access Center (CARES Case Manager)	Linda Torrez-Mann, Mental Health Therapist (CARES Core Team)
Anthony Romero, Access Center, staff representative (also the SGA President) =	Brenda Garcia, Student Resource and Advocacy Center
Daniel Christie, Administrative Assembly Representative	Jordan Salazar, Dual Credit Assistant Director
Kelli Emerson, TRiO Director	Karen Guthmiller, Faculty and EEC
Laura Lane Worley, Liberty County Education Center	Maria Sierra, Advisor (General Studies)
Mike Spletter, Student Engagement	Paula Lee, Blackboard Administrator
Rebecca Conejo, Student Resource and Advocacy Center	Sterling LaBoo, Grant Director (CARES Case Manager)
Zola Montana, Security (CARES Core Team)	Roy Wood, Security (CARES Core Team)
Marylou Ortuvia, Academic Counselor (CARES Case Manager)	Fran Parent, Executive Director, McNair Center
Therrick Lockette, TRiO Advisor	

Overview of Purpose and Team Membership

Information was presented on the function of the CARES Team and the role of this Advisory Team, which is to serve as an advocate of the CARES Team process and provide support and feedback to the Core Team. There was a review of the CARES Team process as well as the membership of the Core Team which included case managers. We discussed the changes in the Core Team since our last meeting which included

- Sterling LaBoo is a new member of the Core Team and is also serving as a case manager.
- Marissa Moreno is serving on the Core Team for this semester during the absence of Scott Bennett to represent conduct.
- Kellie Forde Spiers has stepped down as case manager due to her new responsibilities as AVP but remains on the Core Team.
- Roy Wood (security) serves on the Core Team to ensure security is represented for meetings when Zola is not available.

What's New / Fall Activities

Since we met in the spring, the following activities were noted.

- More information is being presented to all students so they will be aware of the CARES Team if referred. This includes information at the New Student Orientation and a new handout that can be provided to the student by either the referral source or the CARES Team case manager.
- The CARES Team process was highlighted as part of convocation (Caring for Students: Resources and Support for Faculty and Staff).
- The CARES Team was involved in providing support to college processes.
 - To support the college and in collaboration with the administration, the Team helped establish the administrative regulation for awarding posthumous degrees.
 - We are proposing protocols for students who are homeless and stay in their cars. This includes
 -
 - assuring that they are reported to the CARES Team for support.

SAMHSA Suicide Prevention Grant

Sterling LaBoo is the grant director for the Suicide Prevention Grant.

- To support the grant’s initiatives, all CARES Team referrals now go through a suicide screening.
- Training for students and staff include QPR (Question, Persuade, and Refer) Training and the “Communicating Proactively” workshop.
- Sterling is also the advisor for NAMI on Campus, a student organization to promote awareness and education around mental health issues.
- The grant is providing professional development training by sending Sterling and Linda Torrez-Mann, our mental health therapist, to the national Higher Education Suicide Prevention Coalition. Linda is also getting CAMS training (Collaborative Assessment and Management of Suicidality), a training specifically for clinicians.

Ongoing Support for our Campus Community

In addition to the SAMHSA grant, the following was reported

- Our spring Mental Health First Aid training happened on March 20 with 13 participants completing the certification training.
- To better serve our dual credit students, we met with Thresa Caldwell and Erica Leal to learn more about GCCISD’s Student Support Team. This team is very similar to our CARES Team. Shared students may get support from both or both teams.
- About 9 individuals completed training on motivational interviewing. This included advisors, CARES Team case managers, and one faculty member.

CARES Team – Our Vision and Future

The history of the CARES team was presented with notes of how the campus has changed since 2016. With more resources on campus, we no longer rely heavily on referrals to the community. While we still have the goal of promoting a culture of reporting, many students in need may go directly to the Student Resource and Advocacy Center or Linda for Mental Health services. When in doubt, staff can continue to refer to the CARES Team and we will ensure the student receives the appropriate services.

Upcoming Activities / Events

Before the fall 2024 semester, the End of Year Report will be completed. This will include a report of the number of referrals, types of issues reported, and interventions provided. We will also look at the progress of our annual goals. Each year, the Team Handbook is reviewed and updated for the 2024/25 academic year.

Feedback and Discussion – The following represents feedback and comments from the group.

- There was a question on the numbers of students taking advantage of TimelyCare. Since February, 526 students have used the App. We will continue to promote the service. By fall, all students (including all dual credit students) will have access.
- There was a question on if faculty are aware of the CARES Team. Traditionally, there have always been more faculty than staff reporting, but a small number report consistently. The faculty on-boarding is handled by the faculty assembly. This may be a good item to include.


Adjournment – Our next CARES Team Advisory meeting will be in the Fall 2024 semester with the date and time TBD.

Respectfully Submitted,

Dr. Rosemary Coffman

Chair, CARES Team

Appendix E – CARES Team Student Flyer




CARES TEAM
CONCERN, ASSESS, REFER & EDUCATE for SUCCESS

HELP IS ON THE WAY!

The CARES Team provides support and resources to students in need.

- When faculty or staff are concerned about your wellbeing, you may be referred to the CARES Team.
- The CARES Team is not conduct or about “getting into trouble.” Rather, it is support to address situations that may prevent your success.
- While we hope you take advantage of this service, participation is optional.
- More information can be found at www.lee.edu/cares-team or by reaching out to Dr. Rosemary Coffman at rcoffman@lee.edu.




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Once referred, what can you expect?

- Students referred to the CARES Team can expect a phone call from their assigned case manager to set up an initial meeting. At this meeting, you will have a conversation about what issues prompted the referral and other areas of your life that may warrant support.
- The case managers and other members of the CARES Team meet weekly to determine resources based on your specific needs.
- Information shared with the CARES Team is confidential.
- Depending on the situation, the case manager will follow up with you to ensure resources are in place.
- While referrals are typically from faculty and staff, students may refer other students if they feel there is a need.

REFERRAL FORM: 



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Appendix F – NABITA Standards Self-Assessment Tool

The NABITA Standards Self-Assessment Tool (SSAT) is provided by NABITA as a compliment to the 2023 NABITA Industry Standards (Appendix A) and allows the identification of areas of strengths and opportunities for improvements. The SSAT reviews the 21 standards across three elements (Structural, Process, and Quality Assurance). An overall score provides a general assessment with the findings of Deficient, Needs Improvements, Proficient, or Exemplary.

Part 1 – Structural Elements

	Description	Possible Points	LC Score	Score Range	Notes
1	Team Authority and Scope	10	9	Exemplary	Need to clearly document how the mission statement is connected to the mission of the college
2	Prevention vs. Threat Assessment	10	9	Exemplary	Only one team; review practice of “this does not rise to the level of the BIT”
3	Team Name	10	9	Exemplary	Changed to CARES from BIT to more accurately communicate our function; need to encourage more reporting of all concerning behavior
4	Team Leadership	20	19	Exemplary	Team chair brings team together and keeps discussions productive; maintains long-term view with goals; Chair needs to meet with individual member on a consistent basis.
5	Team Membership	10	7.25	Proficient	The team is diverse; job descriptions do not include the CARES Team membership; exceeds the 10 members
6	Team Training	10	8	Proficient	While team training is documented, there is no plan and funding is limited.
7	Information Sharing	10	9	Exemplary	The team shares information according to procedures and complies with FERPA. Need to clarify the information sharing guidelines in the procedure handbook.
8	Team Budget	10	9.5	Exemplary	While the team has an established budget, funding for professional development is not funded through the budget.
9	Community Education and Marketing	10	6.5	Proficient	The team educates the community about the team processes and encourages referrals. Need to be more aware of training in cultural competencies and we do not have a strategic marketing plan.
10	Procedural Manual	10	9.6	Exemplary	A written procedural manual is updated annually. There needs to be more detail on how the team operationalizes each standard of practice for a BIT.

Part 2 – Process Elements

	Description	Possible Points	LC Score	Score Range	Notes
11	Referral Receipt and Review	10	9.5	Exemplary	Using Maxient, the team has a process for receiving, reviewing and triaging all referrals. We now allow for anonymous referrals. Need clear guidelines for determining the need for action prior to team meeting
12	Meeting Operations	10	10	Exemplary	The tam holds meetings at regular intervals, follows an agenda and has an established process for facilitating team meetings
13	Objective Risk Rubric	10	9.5	Exemplary	A risk rating is reviewed for each open case at each meeting and documented in Maxient. Need for more consistency in documenting rationale
14	Psychological, Threat, and Violence Risk Assessments	10	8	Proficient	The team has formalized procedures to determine when, how, and who will conduct mandated assessments. Need to review procedure to establish immediate safety by assessing the credibility of a specific threat and have a better understanding of the use of mandatory psychological assessments.
15	Interventions	10	9	Exemplary	The Team clearly defines its actions and interventions for each risk level but need to ensure consistency among case managers (i.e., how the intervention ties to the risk level)
16	Case Management	10	10	Exemplary	The team invests in case management as a process that provides flexible, need-based support for individuals to address concerns.
17	Case Review	10	7	Proficient	The team uses a written and formalized case review protocol to determine the need to keep the case active. For monitored students, there is not monitoring plan
18	Recordkeeping	10	10	Proficient	Using Maxient, the team keeps records of all referrals and cases; all team members have access; avoiding diagnostic or judgmental language and aligns with FERPA and institutional procedures.

Part 3 – Quality Assurance and Assessment Elements

	Description	Possible Points	LC Score	Score Range	Notes
19	End of Semester and Year Reports	10	8.6	Proficient	The End of Year Report includes information based on best practices. As of spring 2024, we are sharing the report publicly through our website. There needs to be a more conscious effort in adjusting the resources, marketing, and training based on the report. Team
20	Team Audit	10	6	Proficient	The team regularly assess its structure and processes. We have annual goals and conduct the SSAT on an annual basis. We need to expand to include student satisfaction and feedback.
21	Program Effectiveness	10	6	Proficient	With the use of research methods to determine the team’s effectiveness in meeting goals and outcomes, we do not document risk level (start and end) and there is a need for more satisfaction surveys

The total score for this review was 189.45 points out of a possible 220 points. With no ratings below proficient, the overall level of proficiency is exemplary.

Bit operations in this area exemplify the standards of practice identified by NABITA. Moving forward, we will work on strengthening areas marked as proficient and identify ways to sustain this level of performance.

