



Mission Statement: *“The DePaul Family and Community Services strengthens and empowers families and communities through innovative, evidenced-based, community-oriented services and the training of culturally-competent, socially responsible professionals.”*

EXECUTIVE SUMMARY

Dear Friends and other Stakeholders,

I am pleased to present you with the FY2018 Year End Report detailing DePaul Family and Community Services’ (FCS) performance, programming, and improvement activities for the year. The Year End Report provides a framework for summarizing the Mission- and Data-driven work and achievements of FCS. The report not only reviews the year past, but also looks ahead by identifying actions that will be taken to improve and strengthen the behavioral health services we provide to children, families, and communities and the training we provide to the DePaul University community. ***In reviewing the data, project activities, and progress towards strategic goals over the past year, the following observations and conclusions are evident:***

FCS continues to provide Mission-driven behavioral health services to under-resourced children, families and communities:

- FCS served over 470 registered clients through our various projects;
- FCS provided a total of 1700 hours of service at local schools;
- FCS completed 42 comprehensive Psychological Evaluations most of whom were funded through the State Medicaid system;
- FCS served a diverse client base: 49% of clients identified as African-American, 33% of clients identified as Hispanic/Latino, 13% of clients identified as White, 2% of clients identified as Asian/Pacific Islander, and 1% identified as American Indian;
- 53.2% of clients served reported annual household incomes of \$40,000 or less;
- FCS provided Parent-Child Interaction Therapy (PCIT) to 30 families;
- FCS provided early-childhood services at St. Vincent DePaul Center, a preschool that serves primarily low-income, ethnic-minority families;
- The early-childhood assessment clinic has served approximately 29 families;
- A total of 30 students participated in the Cities Mentor Project in schools located on the south-side of Chicago

FCS maximized learning to prepare students for success and ensured that staff have the resources and capabilities to deliver an exemplary education:

- 12 DePaul Ph.D.; 4 Psy.D.; Art Therapy 1; College of Education 3; MSW 1; Ph.D.(non-DePaul) 5; 5 Undergraduate interns students were trained at FCS;
- FCS provided approximately 1150 hours of Individual clinical supervision of doctoral psychology and MSW candidates, 450 hours of group supervision;
- Continuing education programming was provided (2 PCIT Therapist Training, 1 Advanced PCIT Training, and CARE Trainings for 10 participants and Train-the-trainer Trainings were offered to 6 participants.



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FCS Optimized Chicago as an active learning laboratory for students and acted as a partner with our urban community:

- FCS continued partnerships with several schools including: Hamilton Elementary School, Lincoln Park High School, Avondale-Logandale Elementary School, McAuliffe Elementary School, Nixon Elementary School, Funston Elementary School, Pulaski Elementary School, Manierre Elementary School, Jenner Academy of the Arts and 10 High schools through the Healing Trauma Together Grant (Julian, Harper, Hyde Park, CVCA, Bowen, Austin, Michelle Clarke, Dunbar, Curie, Douglas)
- FCS partnered with St. Vincent DePaul Center to provide social emotional groups to pre-school children;
- FCS provided a total of 1700 hours of service at local schools through school-based projects.

FCS will operate by a Sustainable Business Model thus ensuring FCS' continued strength and legacy of innovative, community-based services and training:

- FCS continued to diversify its funding mix;
- FCS continued to contract with various managed-care organizations and collected \$243,246 in revenue;
- FCS had school-based grants totaling \$ 91,975 and \$183,058.88 through Healing Trauma Together Grant;
- FCS has seen continued growth in private insurance revenue increasing from \$30,000 in FY15, to \$ 42,411.38 FY18;

FCS provided our students with an intercultural education delivered by diverse faculty and staff:

- FCS offered a Diversity training series on the topic of the socio-cultural climate in the United States and received favorable feedback from students and staff;
- FCS delivers service in several neighborhoods across Chicago thus exposing students to diverse populations and communities;
- FCS served a diverse client base: 49% of clients identified as African-American, 33% of clients identified as Hispanic/Latino, 13% of clients identified as White, 2% of clients identified as Asian/Pacific Islander, and 1% identified as American Indian;
- 53.2% of clients served reported annual household incomes of \$40,000 or less

FCS continued to strengthen and promote collaboration and visibility within the DePaul University community:

- FCS collaborated with the Psychology Department, School of Nursing, and MSW Program to train students

FCS' distinctive strengths and competencies – *understanding diversity, partnering with community, teaching others, and psychological assessment* – position FCS to survive and thrive in the months and years ahead. We are well respected in the community and our presence in the community continues to deepen. We are truly living out our mission to provide access to quality, evidenced-based and culturally-responsive services to children and families!

Many thanks for your continued interest and support of DePaul Family and Community Services.

Orson A. Morrison, Psy.D.
Director



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Part 1: Program Background

A. Program Description/Environmental Issues (FY18):

Mission: The DePaul Family and Community Services strengthens and empowers families and communities through innovative, evidenced-based, community-oriented services and the training of culturally-competent, socially responsible professionals.

Vision:

To provide **quality** services that are flexible and responsive to the individual needs of clients, their families, and their communities;

To provide services that are **community-based** and focused on **prevention** and overall well-being;

To **empower** families and communities to make change in their lives and in the lives of others;

To **partner** with other child-serving organizations and systems to achieve shared goals of child, family, and community wellness;

To develop and implement **evidenced-based** approaches that take into consideration **culture** and the system(s) in which our clients live;

To strengthen the healthcare system by training **socially-responsible** professionals who are considerate of all social-determinants of health and well-being

During FY18, the State of Illinois continued to focus on shifting the management of Medicaid benefits to managed-care companies (MCOs). FCS addressed this reality by continuing to contract with several popular managed-care plans and credentialed our staff members to be able to provide services for clients who are enrolled in managed-care companies and care coordination entities. The administrative burden of contracting and working with MCOs has been high.

We said goodbye to Dr. Silvia Henriquez who led our Latino Mental Health Team. This is a big loss for our organization however we will continue to recruit bilingual students and also recruit for a Spanish-speaking Psychologist to provide bilingual assessment services.

FCS continued to focus on diversification of funding and to reflect a more sustainable and less risky funding mix. Through the addition of contracts with Chicago Public Schools and other schools, paneling with private insurance companies, and providing continuing education workshops, FCS continued to diversify its funding mix.

FCS Staff Members (FY18)

Orson Morrison, Psy.D. (Director), Selena King (Business Manager), Julie Brosnan, Psy.D. (Coordinator of Training), Trina Davis, Ph.D. (Assessment Coordinator), Iu-Luen Jeng, LCPC, ATR (Staff Therapist/Art Therapist), Christina Warner-Metzger, Ph.D. (Staff Psychologist, PCIT Master Trainer), Silvia Henriquez, Ph.D. (Staff Psychologist), Gabi Gerardi (Front Office Assistant), Veronica Loera (Front Office Clerk), Lilliam Luna, MSW (Intake), Roberto Lopez Tamayo, PhD (part-time therapist), Latrice Wright, LMFT (therapist – HTT), Kari Kearns, LMFT (therapist – HTT),

Affiliated Faculty (FY18)

Antonio Polo, Ph.D., Kathy Grant, Ph.D., Jocelyn Carter, Ph.D., Cecilia Martinez-Torteya, Ph.D.

Community Advisory Board Members (FY18)

Orson Morrison (FCS Director), Joseph Gartner (Secretary), Fr. Edward Udovic (DePaul), John Zeigler (DePaul), Trina Davis (DePaul), Ida Salusky, Ph.D.

Program Services & Projects:

Clinical Training Program: FCS provides exceptional training to DePaul University graduate and undergraduate students. The training program draws heavily on principles of Community Psychology, Multiculturalism, and Evidenced-Based Practice. Students provide individual, family, and group services to under-served populations under the supervision of Licensed clinicians (Clinical Psychologists, Social Workers, Art Therapists). FCS is the primary training site for the

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doctoral candidates who are enrolled in DePaul University's Psychology program (Clinical Child and Clinical Community Psychology Programs). FCS also provides internship experiences to psychology undergraduate students who are interested in learning more about clinical work with under-served populations. FCS also provides supervision for students in DePaul University's Masters in Social Work program by Licensed Clinical Social Work staff. In FY18, FCS trained 12 DePaul Ph.D.; 4 Psy.D.; 1 Art Therapy ; 3 College of Education; 1 MSW; 5 Ph.D.(non-DePaul); and 5 Undergraduate interns students. During FY18, provided approximately 1150 hours of Individual clinical supervision of doctoral psychology and MSW candidates, and 450 hours of group supervision candidates through specialized group training and supervision in evidenced-based treatment modalities such as Parent-Child Interaction Therapy and ACT/ADAPT.

Diversity Training Committee: The Diversity committee focused on unpacking the current social-cultural climate in this country – looking at the divergent narratives around *who is American*, the meaning of *“Make America Great Again.”* The first training will explore the topic and our own individual experiences with the topic (self-awareness). The second training involved thinking about how we would work clinically with clients/families from who hold different cultural (including political) views from you as a clinician. The third training focused on advocacy efforts that clinicians might chose to engage in as a way to feel less hopeless about the socio-cultural climate in this country.

School Based Services: FCS continues a long tradition of providing responsive, evidence-based services at several schools in the community. Staff worked on-site and closely with the behavioral health/social service teams of several schools including Hamilton Elementary School, Lincoln Park High School, Avondale-Logandale Elementary School, McAuliffe Elementary School, Nixon Elementary School, Funston Elementary School, Pulaski Elementary School, Manierre Elementary School, Jenner Academy of the Arts. Approximately 1700 hours of service were provided on-site at local schools.

The Parent Child Interaction Therapy program: The Parent-Child Interaction Therapy (PCIT) Clinic uses an evidence-based intervention for parents and their children aged 2-7 years with disruptive behaviors. In PCIT, parents are taught effective ways of interacting with their children, including warm, responsive attention and consistent use of behavior management techniques. PCIT was established at FCS in 2005 and completed its 13th year of operation in the most recent fiscal year. Christina Warner-Metzger, Ph.D., PCIT International Certified Master Trainer, maintained the primary role of directing the PCIT Clinic and supervising training. In the past year, Dr. Warner-Metzger trained and supervised 11 doctoral clinical psychology students in delivering PCIT to 30 families. The PCIT Clinic ended the year with a waitlist of approximately 30 referred families seeking treatment, indicating an increase in young child referrals. Training efforts increasingly focus on trainees meeting PCIT International requirements for certification, with 3 trainees attaining therapist-level requirements and 2 trainees attaining Level I Trainer requirements within the past year. The PCIT Clinic also mentored 3 DePaul undergraduate psychology senior interns pursuing the Human Services Concentration.

Dr. Warner-Metzger held one (1) PCIT Therapist training on-site at DePaul FCS providing 40 continuing education credits and professional development to a combined 9 individuals at various levels of professional status from DePaul, Rosalind Franklin University of Medicine and Science, and across Chicagoland, as well as offering professional development opportunities for 6 DePaul graduate students. Moreover, Advanced PCIT Training was completed for four (4) professional providers from across the country and 1 DePaul graduate student, offering an additional 14 CEs combined.

FCS to host the 2019 PCIT International Conference (August 2019): FCS has the opportunity to partner with PCIT International to host the 2019 PCIT International Conference. This is a conference that typically hosts 250+ national/international attendees. The conference will be a great way to bring national/international attention to our work and to ideally generate revenue through conference fees and CE credits.

Early Assessment and Recommendations for Learning in Young Children Clinic: The Early Assessment and Recommendations for Learning in Young Children (EARLY) Clinic focuses on direct clinical service and graduate-level



practicum training in assessing a variety of psychological and developmental issues for children ages 0 – 7 years. Dr. Warner-Metzger directs the EARLY Clinic and provides supervision in specialized assessment approaches for children with Autism Spectrum Disorders, Developmental Disabilities, and histories of trauma. The EARLY model offers families a full psychological assessment, diagnostic clarification, and initial recommendations within a single day’s appointment. In its third year of operation, the EARLY Clinic served 29 families and trained 2 students who were recruited from DePaul and external graduate programs, maintaining a competitive externship training program housed within DePaul FCS.

Child-Adult Relationship Enhancement (CARE): Dr. Warner-Metzger, Dr. Morrison, and 1 DePaul graduate student presented a Child-Adult Relationship Enhancement (CARE) workshop series to one high school in South Chicago as part of Healing Trauma Together (HTT), a project funded by the U.S. Department of Education’s Promoting Student Resilience Grant Program (CFDA 84.184C), with a 2-year grant award of \$2,375,000 (PI: Mashana Smith, Ph.D.). As a primary training consultant to HTT, Dr. Warner-Metzger and her team trained approximately 15 Chicago Public School (CPS) staff (administrators, teachers, mental health professionals, coaches, custodians, cafeteria workers, security personnel, etc.) during 6 hours of combined training.

Dr. Warner-Metzger, Dr. Morrison, Dr. Brosnan, and 2 DePaul graduate students trained 30 staff at Manierre Elementary School in a “CARE in the Classroom” pilot project adapting a Learning Collaborative training model, which employs a sequence of workshops (learning sessions) and live coaching within the educational setting (action phase). Community-based CARE trainings included three (3) separate CARE Workshops targeting 30 DePaul staff/faculty/students and 36 regional professionals. Also, two (2) CARE Facilitator Courses were held to train 5 DePaul FCS staff/students and 9 regional professionals in the provision of CARE Workshops. Across all CARE community trainings, 15 CE hours were offered. A series of web-based consultations calls were also provided to regional CARE Facilitators to support strategic implementation and sustainability practices.

Additional highlights of the year for Dr. Warner-Metzger and her graduate students include a total of two (2) invited speaker presentations to medical audiences within the Ann & Robert H. Lurie Children’s Hospital of Chicago, covering trauma-informed practices, such as PCIT and CARE. Moreover, in collaboration with international experts and DePaul graduate students, Dr. Warner-Metzger presented 10 peer-reviewed presentations and posters combined to regional and international audiences regarding PCIT and CARE, including two presentations at the 2018 PCIT World Congress in Schweinfurt, Germany. Regarding further scholarly productivity, Dr. Warner-Metzger also authored/co-authored two book chapters regarding PCIT and Autism Spectrum Disorders, which are in press for publication within an edited book (release in 2019). Lastly, Dr. Warner-Metzger continued to serve as the PCIT Convention Chair to host the 2019 PCIT International Biennial Convention supported by Dr. Morrison and the College of Health and Sciences. The 2019 PCIT Convention is bringing international attention to DePaul FCS.

ACT/ADAPT Program: Dr. Polo was on leave this year and so we did not offer an Act and Adapt Specialty Team.

Cities Mentor Project: Cities Mentor Project provides early adolescent Chicago Public School students with **a)** training in research-based strategies for coping with severe and chronic stressors that negatively affect health and learning (e.g., community violence); **b)** connection to undergraduate mentors who support youth coping efforts in real-life situations, advocate for youth academically, and connect youth to **c)** high-quality after-school and summer programming that provides additional support. The 2017-2018 academic year was the fourth year that Cities Mentor Project was offered through DePaul Family and Community Services (FCS). Beginning in the summer of that year, the program trained seven clinical psychology doctoral students, four counseling psychology masters students, one masters of social work student, one art therapy student, and one undergraduate senior intern. Beginning in the fall of that year, our team provided weekly group therapy services to 30 students from Cook, Joplin and Wentworth Elementary Schools on Chicago’s Southside. We also provided community support other days of the week by supporting youth efforts to practice newly developing coping skills at partner community organizations (i.e., Cook Boys and Girls Club, St. Sabina Church and YOUmedia at Thurgood Marshall Library). Finally, we recruited wait-list control participants to continue to evaluate effects of the program on behavioral, emotional, social, and academic outcomes. Results to date indicate that participants in Cities Mentor Project have fewer behavior problems and more prosocial and leadership skills (as reported by teachers, parents,



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and the students themselves). And, the more time youth spend in Cities Mentor Project activities, the more positive academic skills reported by their parents and teachers and the higher their reading scores.

St. Vincent DePaul Center: DePaul FCS continued its long standing partnership with Saint Vincent DePaul Center over the past year. The focus of the partnership was on supporting the needs of individual Saint Vincent's students. A student clinician coordinated with the Family Support Specialists at Saint Vincent's to identify students who would benefit from a developmental assessment and/or individual or family therapy. Identified students were screened and enrolled in the appropriate program at DePaul FCS. Family services were provided within the clinic, however, to increase convenience for families individual services were offered at Saint Vincent's. Two rounds of the 8-week social skills groups serviced 15 children.

The Psychological Testing Program: FCS Staff Psychologists and Graduate Psychology Students provide comprehensive Psychological Evaluations that help to clarify formal mental health diagnosis, assess learning and academic functioning, and provide clinicians and clients with individualized treatment recommendations. FCS provides testing for clients who have the state Medicaid insurance, Department of Child and Family Services (DCFS) funding, or those that can pay out of pocket for the services. Over the course of the year, FCS completed 42 comprehensive Psychological Evaluations. 1 school observation assessments was completed.

Psychiatry Services: No services were provided.

Art-Therapy Program: The art therapy program served 45 individual and family clients and 24 group therapy clients at both at the clinic and at school. We trained 9 students (5 counseling and 4 art therapy). We established our partnership with Adler University Art Therapy program. We hosted site visits and recruited 2 art therapy interns. The collaboration with both Hamilton and Pulaski elementary school continue to grow steadily. Art Therapy specialty team conducted 4 in-service trainings to all students at FCS. The students learned various art therapy theories and techniques to work with their clients.

Latino Mental Health: The Latino Mental Health team was designed to improve access to Spanish-language services. Dr. Silvia Henriquez, PhD decided to travel the world and unfortunately left DePaul. Bilingual students continue to provide services to Spanish-speaking families. DePaul FCS will continue to recruit for a Spanish-speaking Psychologist. Dr. Roberto Lopez Tamayo, PhD was hired on as a part-time therapist to provide school-based and clinic-based services. He is bilingual in Spanish and English.

School of Nursing Partnership: The nursing partnership focuses on health promotion in the clinic with the following goals: Improving health literacy and health behaviors in clients and families; Increasing coordination between mental health and physical health systems; Developing integrative models of health care. The nursing partnership included 4 master's entry nursing students who worked on a variety of projects related to health in clinic families. Two students finished up last spring quarter. They focused on physical activity through waiting room activities such as teaching children to find out their heart rate and using that to determine whether exercise would be classified as mild, moderate, or vigorous. They also did a unit on dental hygiene passing out toothbrushes and toothpaste donated by Growing Smiles. Finally, they taught proper hand washing techniques using a black light borrowed from the School of Nursing.

B. Total Clients Served by DePaul Family and Community Services

Actual number of clients served this fiscal year	Registered=470
Projected number of clients to be served in the next fiscal year	500



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C. FY2018 Client Demographics*

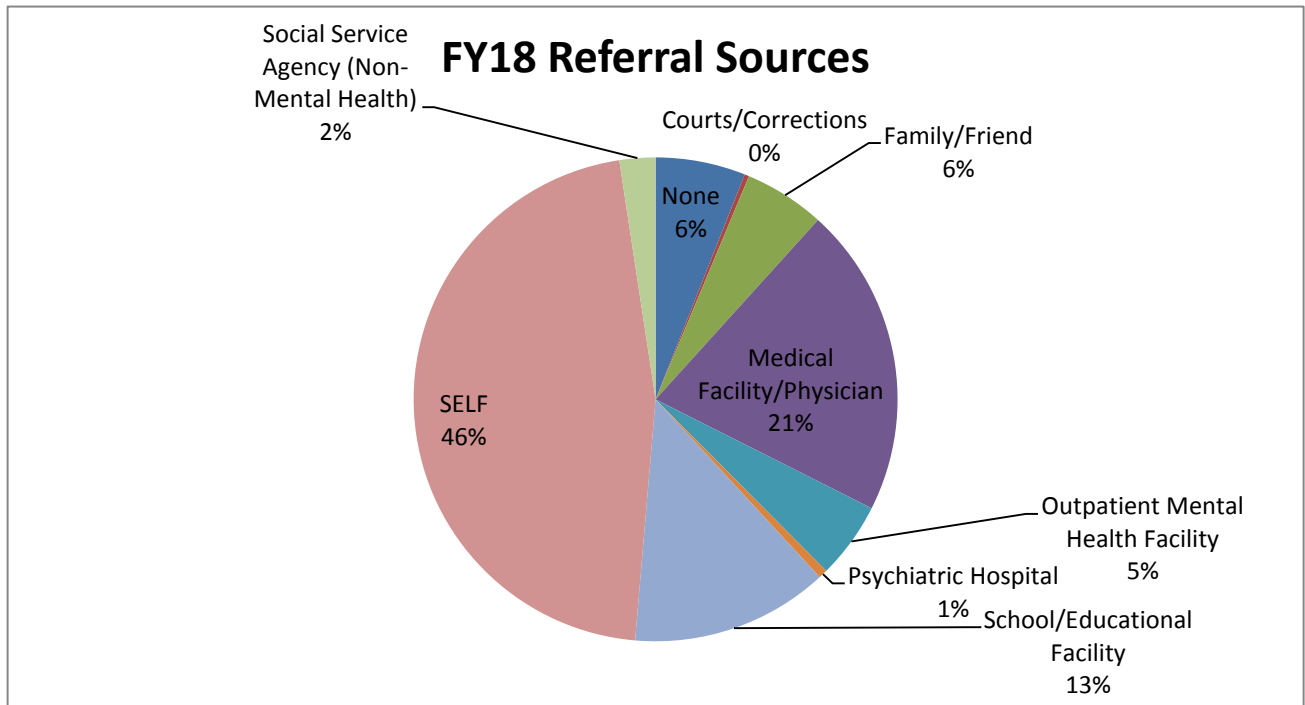
Gender	Female								173	37%	Male				297	63%
Age	0-6	151	32%	7-10	117	25%	11-14	58	12%	15-17	127	27%	18+	17	4%	
Race & Ethnicity	Asian/Pacific Islander		9	2%	African American/Black (Non-Hispanic)		230	49%	Hispanic/Latino		157	33%				
	White (Non-Hispanic)		59	13%	American Indian		5	1%	Other/Unknown		10	2%				

*Based upon the 470 registered clients

D. Client Characteristics

In FY18, FCS served a total of 470 “registered” clients. “Registered” refers to those that were officially opened to provide Medicaid, Self-Pay, Private Insurance or DCFS services.

Clients are referred from a variety of sources. During the fiscal year we saw an increase in self-referrals in response to our efforts to strengthen our web presence on online marketing sites such as Psychologytoday.com.

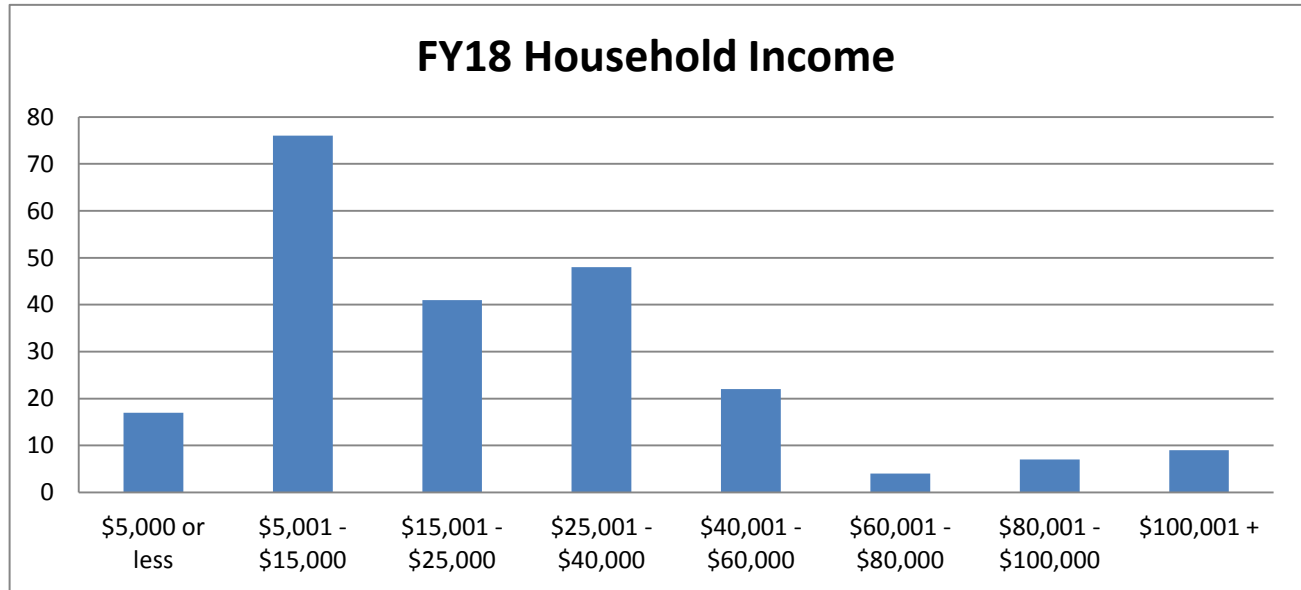


FY 2017 covers the time period from July 1, 2017 to June 30, 2018



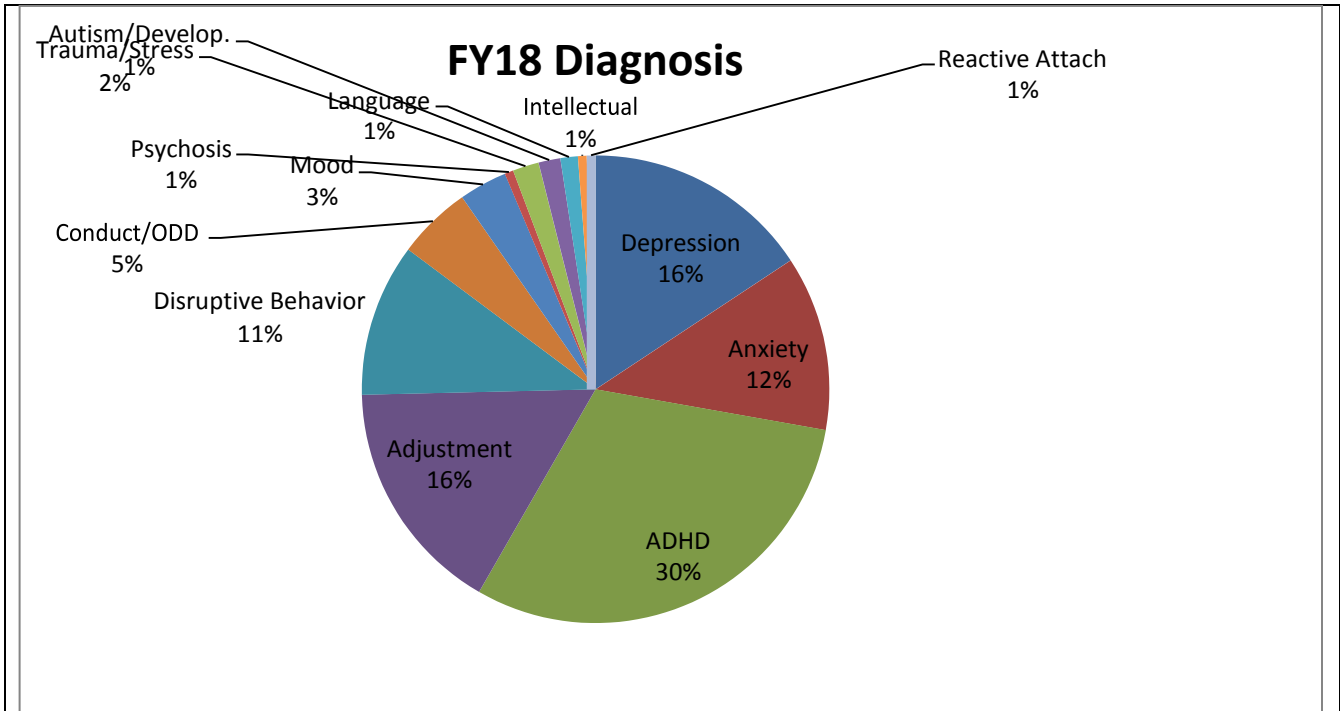
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Household Income Data:

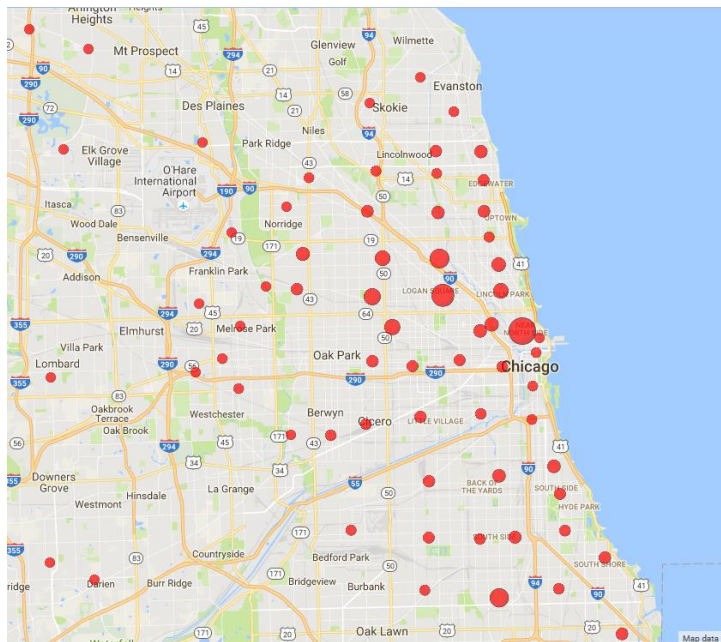


FCS continued to provide services to primarily low-income children and families, consistent with its mission. The majority of clients have household income levels between \$5,001 and \$15,000/yr (19%), followed by \$25,001-\$40,000 (17.3%), followed by \$15,001-\$25,000/yr (14%), followed by, \$40,000-\$60,000 (9.1%), and \$5,000 or less/yr (2.9%). 53.2% of families who report household incomes, report household incomes of \$40,000 or less per year.

The most common primary DSM-V diagnosis seen in in FY18 included ADHD, Adjustment Disorders, Depression, Disruptive Behavior Disorders and Anxiety Disorders.



Clients travel far distances to receive access to high-quality behavioral health services:

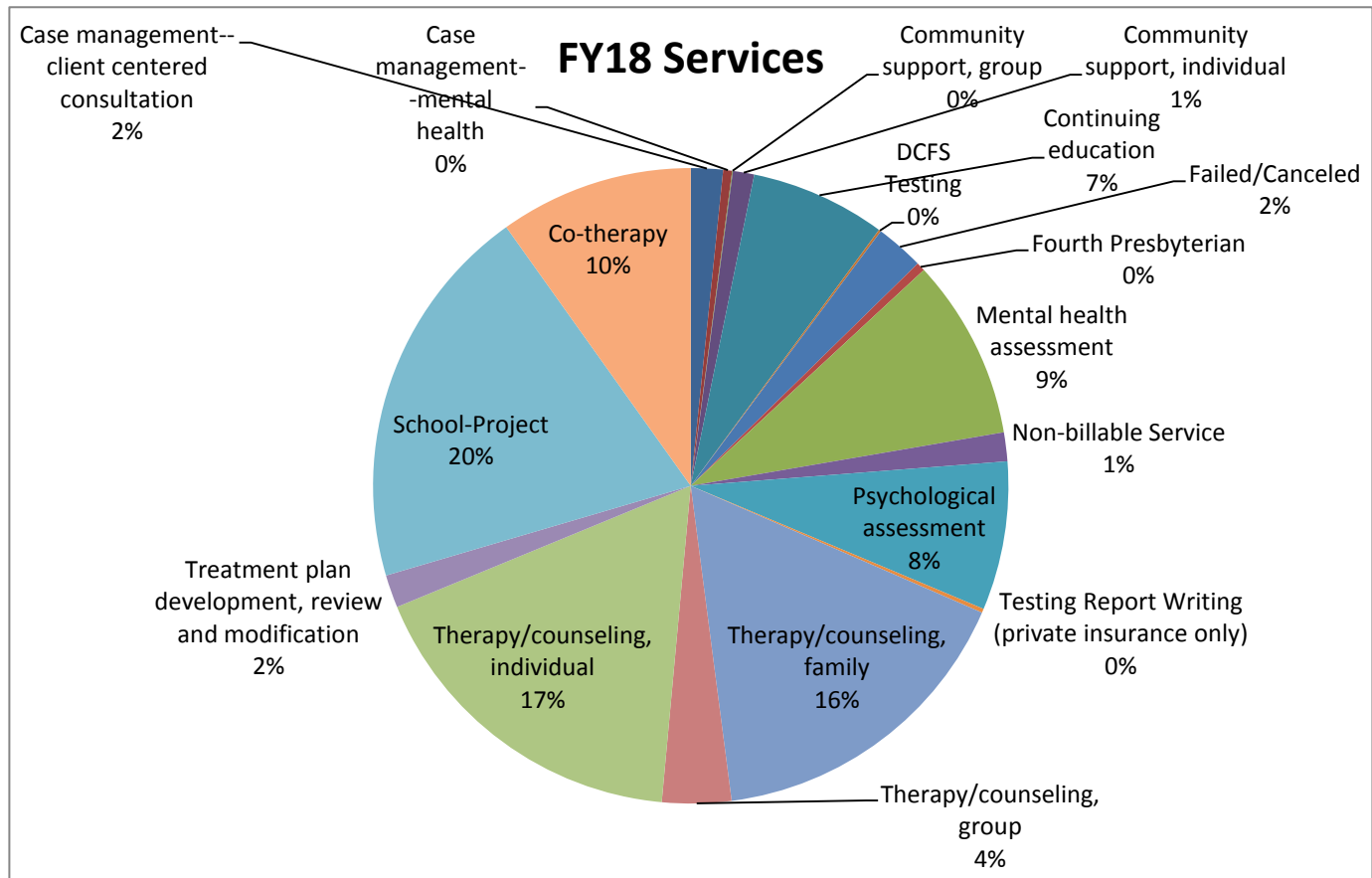


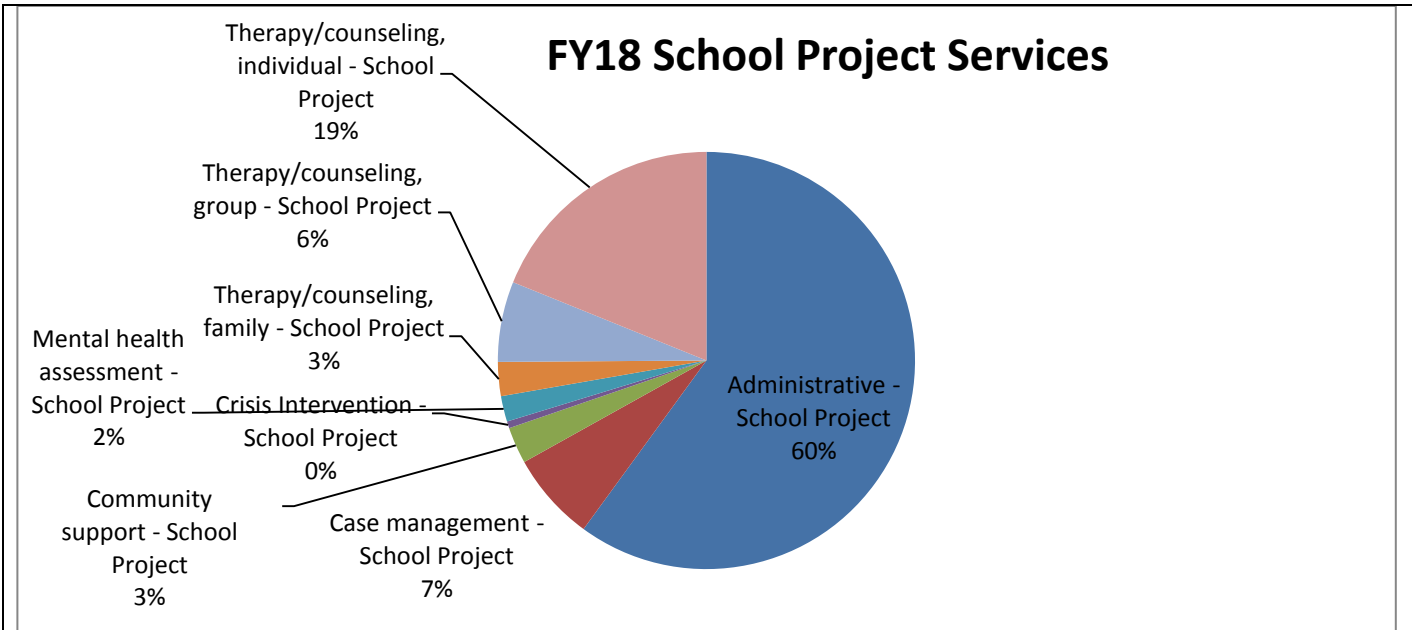
The ZIP Code with the largest number of FCS clients is 60610.

Part 2: Services and Activities Summary

Service Array

The chart below summarizes the array of behavioral health services that were provided to clients over the course of FY16.





Budget Performance:

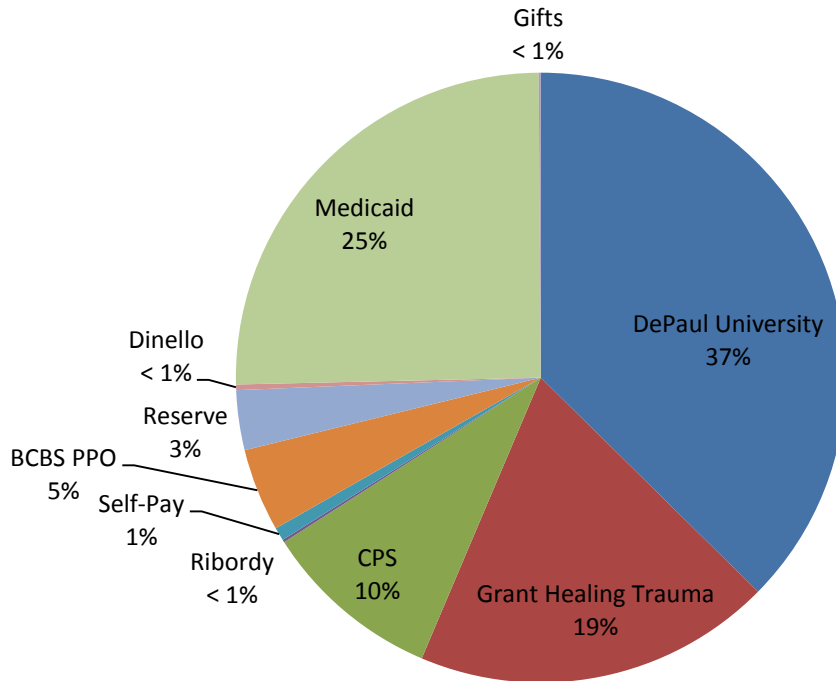
During FY18, the State of Illinois continued to focus on shifting the management of Medicaid benefits to managed-care companies (MCOs). FCS addressed this reality by continuing to contract with several popular managed-care plans and credentialed our staff members to be able to provided services for clients who are enrolled in managed-care companies and care coordination entities. The administrative burden of contracting and working with MCOs has been high. In order to adjust to the changing financial landscape, FCS continues to pursue approvals for a new electronic medical record system.

FCS continued to focus on diversification of funding and to reflect a more sustainable and less risky funding mix. Through the addition of contracts with Chicago Public Schools and other schools, paneling with private insurance companies, and providing continuing education workshops, FCS continued to diversify its funding mix.

Total Medicaid billings were approximately \$243,246. \$91,975 was earned through school-based projects; \$183,058.88 was earned through the Healing Trauma Together Grant; and \$42,411.38 was earned through BCBS billings.



FY18 Revenue



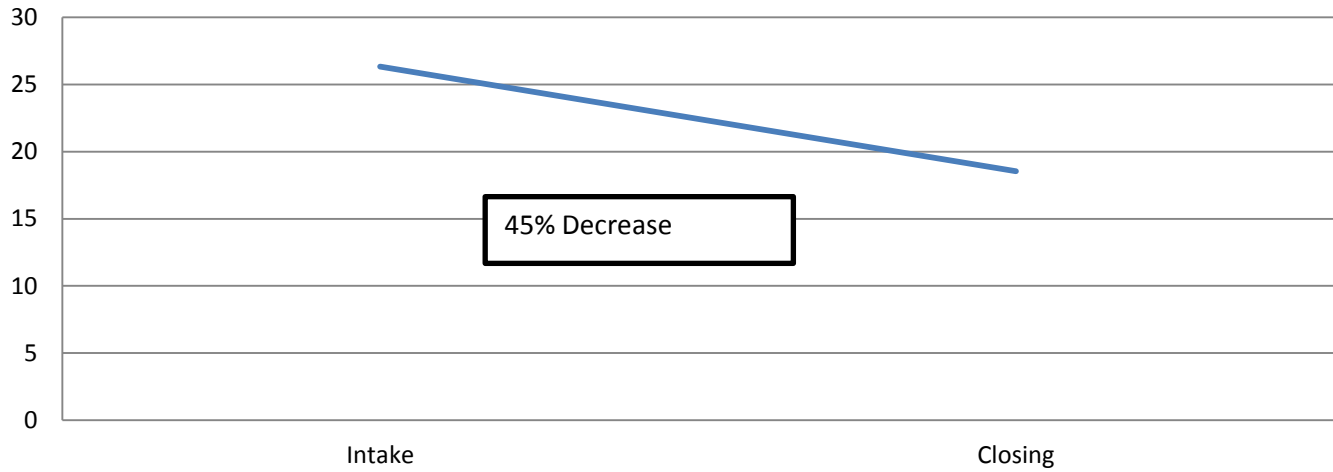
Outcome Indicators:

The following data represents evaluations of symptomatology completed every three months to assess progress and current difficulties. The data presented below represent the average scores for all clients served within that year at various stages in their treatment, beginning with their first session (i.e., intake), continuing every three months of their treatment, as well as average scores for symptoms when clients ended treatment (i.e., closing).

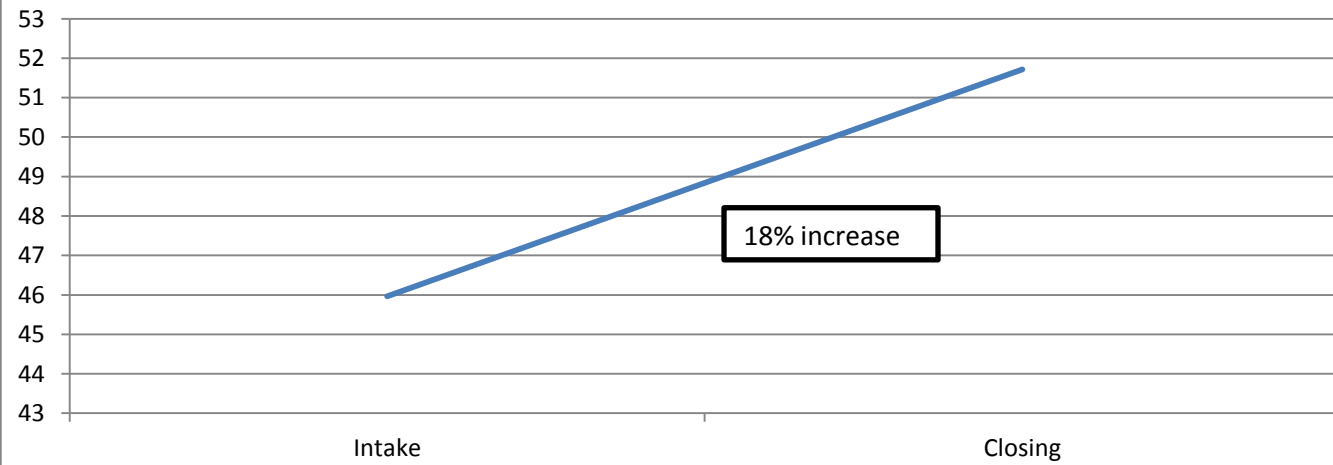
Ohio Scales and the Level of Care Utilization System (LOCUS) are completed by the client’s clinician. Clinicians complete Ohio Scales for youth aged 6 through 17 years, and Ohio Scales include two scores, one indicating the severity of problem behaviors and the other indicating protective factors and positive functioning exhibited by the client. Both scores have a maximum of 75. The clinical cut-off score for problem behaviors is 20. For cases that closed in FY18, there was a 45% decrease in the problem (symptom) severity ratings compared to intake ratings. Concurrently, there was an 18% increase in functioning (protective factor) ratings. On the Columbia Scales, parents reported a 42% decrease in impairment and youth reported a 14% decrease in impairment ratings.

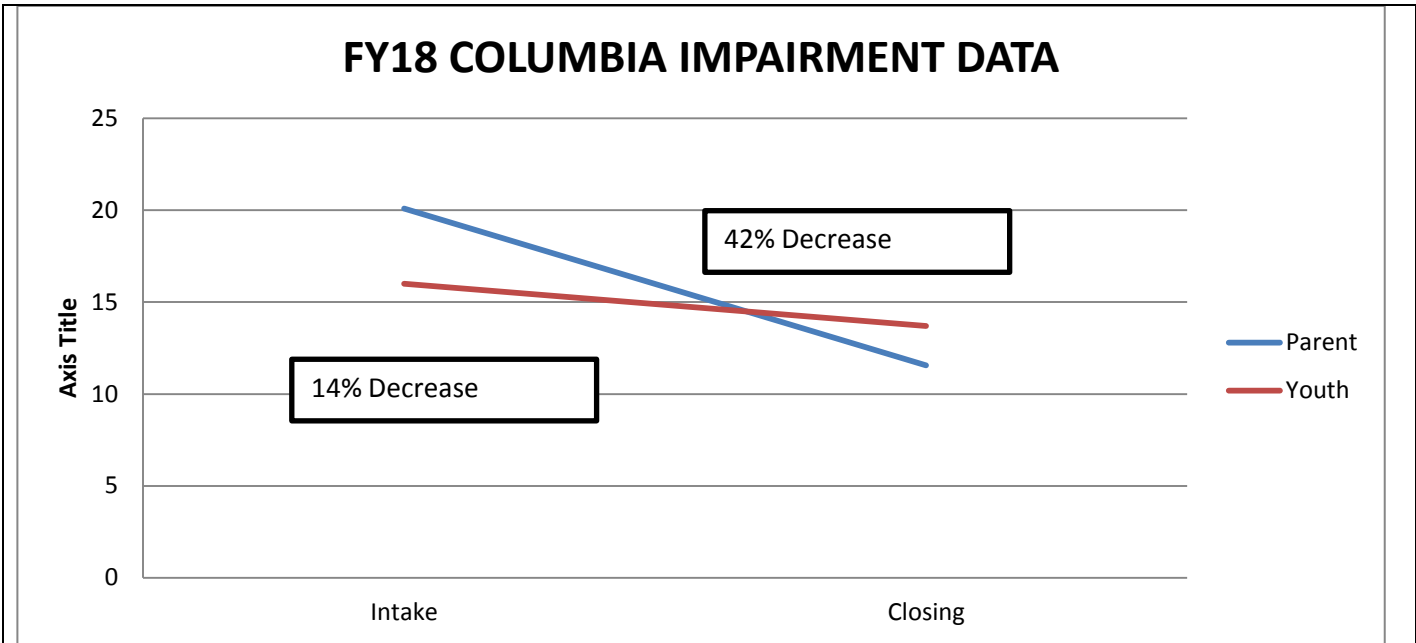


OHIO PROBLEM TOTALS



OHIO FUNCTION TOTALS



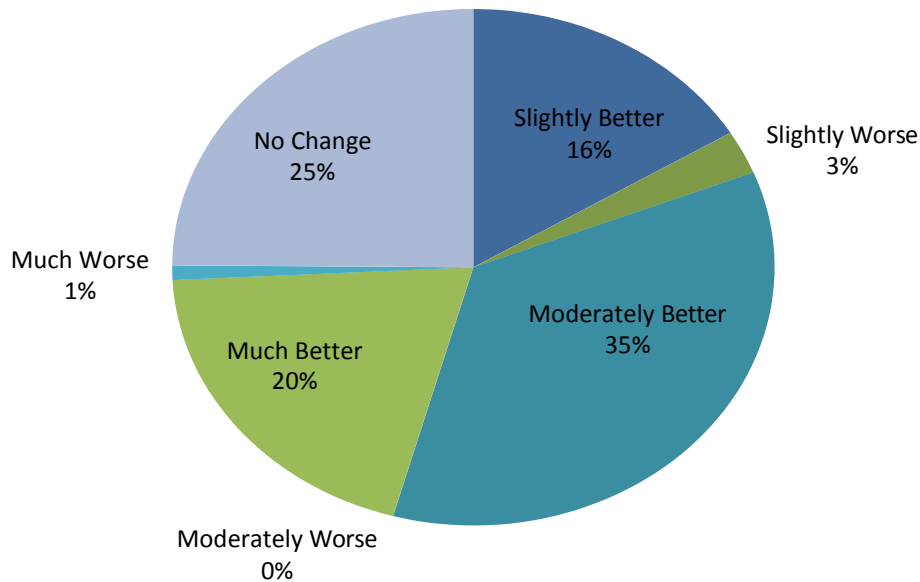


Client Satisfaction and Perceptions of Treatment:

Individualized Treatment Plan goals are collaboratively determined between client and therapist. At each treatment plan review and at discharge, treatment plan goals are evaluated. At discharge, both client and therapist are expected to rate progress towards the identified treatment plan goal. Below is a graph of client rating of perceived change towards achievement of identified treatment goals.



FY18 Client Change Ratings



Of those clients who participate in the treatment review process, 71% report that their treatment issue is slightly better to much-better over the treatment period.

Consumer Satisfaction Surveys are administered each quarter. They include the following questions:

Questions Asked (five-point Likert scale from “Strongly Disagree” to “Strongly Agree”)

Q1: The environment of the center is welcoming, comfortable, and respectful.

Q2: Services are planned and delivered at a time convenient for your family.

Q3: I feel that my family’s culture, beliefs, and ideas are treated with respect and dignity.

Q4: I have learned a lot about my concerns and diagnosis, and understand how they can be improved.

Q5: I feel the concerns that I came in with are getting better, and I have learned skills to help with it.

Q6: I feel that things are getting better at the rate I expected.

100% of consumers surveyed rated “Agree” or “Strongly Agree” to these questions 1 to 4. 100% of consumers surveyed reported improvement in their concerns and 89% of consumers felt that these concerns improved at the expected rate.

Part 3: Action Planning

Action Planning: What are the 3 key areas the department will be focusing on for improvement in FY 2019 as a result of data and information obtained in FY 2018?

1. Build the capacity to respond to school-based partnerships and the needs of Spanish-speaking families.
 - Explore the development of a school-based coordinator position
 - Collaborate with Chicago Public Schools at all levels



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- Hire an additional Spanish-speaking clinician(s) when funding allows
2. Diversification of funding stream & Sustainable funding model
 - The FCS team will continue to have strategic discussions and planning around the goals of ensuring a diverse funding mix, while remaining true to the overall mission and values of the program.
 - For FY19, funding mix goals will be: 40% DePaul, 25% Medicaid FFS, 10% Private Insurance, 20% School Contracts/Other Grants, 3% CE programming, 2% Other (Client Fees/Self-Pay)
 3. Continue to improve service access and efficiency data:
 - DePaul FCS will explore upgrading our electronic medical record system to create stronger data metrics, service tracking, and business efficiencies.

Prepared by: Dr. Orson Morrison (Director)
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Date: 10/15/2018
