

SEVEN STATE'S SUCCESSFUL STRATEGIES TO SUPPORT SUSTAINABILITY OF SCHOOL MENTAL HEALTH PROGRAMS

2018 Annual Conference On Advancing School Mental Health
October 12, 2018, 1:30–2:30PM PST

Elizabeth V. Freeman | Nancy A. Lever | Sharon A. Hoover
Elizabeth H. Connors | Kelly Wells

MAKING
RESEARCH
RELEVANT



Objectives

1. Learn strategies that can help you build state and community policies and procedures that support long-term fiscal sustainability for school mental health.
2. Identify strategies in each of these categories: infrastructure/system change, policy change, workforce development, generating support, data-driven decision-making, and financing/leveraging resources.
3. Learn successful ideas that the Safe Schools/Healthy Students (SS/HS) grantees used to develop policy, create resources, and work with legislators that could support your own state and community's fiscal sustainability.

SAFE SCHOOLS / HEALTHY STUDENTS:
1999–2013



• 13 million youth • 365 communities • 49 states

SAFE SCHOOLS / HEALTHY STUDENTS:
2013+



Strategies

- Collaboration and partnerships
- Technology
- Policy Change
- Capacity Building
- Systemic Change and Integration

Learn more about these strategies and the 7 states' work at www.healthysafechildren.org or www.safeschoolstools.org

Strategy: Collaboration and Partnerships

GOAL(S) OF THIS STRATEGY:

- State policymakers and agency administrators will:
 - Develop working relationships between states and local communities (including community organizations, local education agencies, youth and families) to optimize student safety, health, and wellness.
 - Maintain strong partnerships including frequent data sharing and feedback loops to ensure ongoing collaboration, transparency and shared decision making.

TACTICS FOR SUCCESS:

- Create a State Management Team (SMT) with representatives from state education, behavioral health (i.e., mental health and substance use), and criminal/juvenile justice agencies.
- Create a Core Management Team (CMT) with representatives from local education, behavioral health, law enforcement and juvenile justice agencies.
- Co-develop new or modify existing products, resources, trainings or initiatives to ensure multi-stakeholder collaboration and alignment across systems.

State Examples of Collaboration and Partnership

Ohio

- State and community leaders **partnered to develop the [Healthy Schools and Communities Resource Team](#)**. The purpose of the team is to promote integration and alignment of the work among Ohio's federally-funded initiatives including Safe Schools/Healthy Students (SS/HS), Project AWARE, and School Climate Transformation Grants.

Nevada

- **Integrated various state departments, grants and initiatives** through a mechanism called "**The Collaboratory**" to ensure a climate of collaboration. Partners included the Departments of Education, Behavioral Health, Children and Family Services, University of Nevada, Now Is the Time/Project AWARE, School Climate Transformation Project, Pre-K Development, Office for a Safe and Respectful Learning Environment, OJJDP – Comprehensive School Safety Initiative, and State Youth Treatment Planning for Substance Abuse.

State Examples of Collaboration and Partnership

Pennsylvania

- **Modified training curricula** for school staff to integrate two different team-based programs – Student Assistance Programs (SAP) and Positive Behavior Interventions and Supports (PBIS) – to ensure all SAP team members are trained on how to align within a PBIS framework. A cross-agency group worked to develop common training components for multiple audiences, integrate previously separate training processes and update the training.

Connecticut

- **Developed the SS/HS Data Committee** to standardize school and community partnerships statewide, including use of template forms for data collection, memorandums of understanding between schools and community partners, consents and releases of information. In partnership with this Committee, the Bridgeport Public Schools used an existing online platform – PowerSchool – to standardize data collection about student supports among school and community partners with input from parents.

Strategy: Technology

GOAL(S) OF THIS STRATEGY:

- State policymakers and agency administrators will:
 - Harness evolving technology to increase efficiency, increase communication, and support program implementation and evaluation to meet the needs of all students and families.

TACTICS FOR SUCCESS:

- **Use social media** (e.g., Facebook, YouTube, Pinterest, Twitter) to connect with students and families and promote programs that work.
- **Develop online referral systems and establish databases** that collect and share information among school districts and social-serving systems (e.g., mental health, juvenile justice, and child welfare). This supports grant program implementation and evaluation or just generally effective service integration for youth.

State Examples of Technology

Michigan

- Based on concern about the high incidence of substance abuse among freshman and sophomores in high school, one Core Management Team implemented a **multimedia substance abuse prevention program for elementary- and middle-school students** in their district. This included a computer-based education program in health education or computer science classes and a text messaging program to reinforce the curriculum. The technology-based approach aimed to use the tools youth prefer and are comfortable with to ultimately change attitudes and behavior around substance abuse.

New Hampshire

- **Developed an Office of Student Wellness Mobile App** to provide a centralized hub of information and training for New Hampshire school personnel, emergency first responders, and other adults who interact with students. App resources and events are intended to support whole-child development; mental and behavioral health, resilience, and cultural identity.

State Examples of Technology

Nevada

- The Nevada School Climate, HRSA grant and UNR Social Work initiatives provide **online professional development training** through a format from the University of Nevada at Reno, College of Social Work, for social workers and other human service professionals in the rural and frontier communities to obtain training for additional certifications to work in the schools and to provide evidence-based services. The online training supports safe and violence-free schools and meets the requirements for the Social Workers in Schools legislation.
- The NV Department of Education is expanding the **online student information system** (Infinite Campus) to include behavioral health data collection.

Ohio

- **Developed a new data collection instrument**, Ohio Healthy Youth Environments Survey (**OHYES!**), to track discipline, attendance, truancy, school climate, mental health, and social-emotional learning data. Ohio State and community leaders are can now share the effectiveness of programs and initiatives with executive and legislative branches of state government in order to sustain programs. The data are also used to assess and revise programming, and seek funding for federal, state and local grants.

Strategy: Policy Change

GOAL(S) OF THIS STRATEGY:

- Through interagency cooperation, state policymakers, and agency administrators will:
 - **Identify and revise existing state and local policies** that improve outcomes for the target population and foster collaboration and coordination across youth-serving agencies and organizations.
 - **Develop new policies** to improve outcomes for the target population and foster collaboration and coordination across youth-serving agencies and organizations.

TACTICS FOR SUCCESS:

- **Examine state data** to select critical areas of student wellness and safety to target in policy change.
- **Convene a multi-sector committee** to plan, develop, and advocate for policy change in the identified target area.
- **Prepare brief, compelling materials to convey your message** to key decision makers including indicators of success and quotes or brief stories that communicate impact.

State Examples of Policy Change

New Hampshire

- The Policy Work Group of the State Management Team **conducted an analysis** of [CH 135-f](#) (i.e., state System of Care bill), to ensure it is aligned with their school mental health framework, MTSS-B. This bill created a mechanism for the Departments of Education and Health/Human Services to align and coordinate services to better address the needs of NH children and their families. The Work Group and the Children's Behavioral Health [Collaborative](#) are collaborating to support two additional bills that focus on reimbursement mechanisms for children's behavioral health services.

Michigan

- State Board of Education **approved new school guidance** protecting LGBTQ students, due in part to compelling data that these students did not go to school due to feeling unsafe at twice the rate of straight students, had high rates of academic underachievement and suicide attempts.
- A workgroup of educators, health and mental health professionals, parents and education stakeholders collaborated to develop the guidance and **solicit public feedback.**

State Examples of Policy Change

Wisconsin

- The Department of Public Instruction (DPI) collaborated with state mental health agencies and advocacy groups to request and secure \$6 million to **support school mental health in DPI's 2017-2019 Biennial Budget**. Funds were appropriated to 1) school mental health grants for 64 districts 2) expand mental health services by providing state reimbursements for social work services and 3) statewide training in Trauma Sensitive Schools, Youth Mental Health First Aid and Screening Brief Intervention and Referral to Treatment.

Nevada

- **Developed Legislation**, Social Workers in Schools Initiative (SB 515), to place SWs in NV schools over the biennium with state funds. Currently there are approximately 227 social workers in 166 of NV's schools.
- **Formed a new division**, the Office of Safe and Respectful Learning Environments (OSRLE) to implement this new Initiative and establish and provide oversight of bullying prevention and reporting. The intent is to place school social workers in NV's schools to address these issues and to improve upon data collection for school mental health services.
- The OSRLE **director met with and provided periodic reports to the Legislative Committee on Health Care** to inform them of the positive results, challenges that hinder workforce hiring, barriers to licensure and revisions needed in the school social worker and anti-bullying legislation and policies.

Strategy: Capacity Building

GOAL(S) OF THIS STRATEGY:

- State policymakers and agency administrators will:
 - Strengthen the knowledge, abilities, and skills of individuals involved in initiatives promoting student safety and wellness.
 - Improve organizational structures and processes to more efficiently meet the needs of the community in a sustainable way.

TACTICS FOR SUCCESS:

- **Leverage state and local funding** to support school-based mental health services.
- **Develop the capacity of schools to regularly monitor school data** to inform evidence-based practice implementation targeting those data (e.g., school discipline data to inform disciplinary practices).
- **Develop infrastructure, resources, services, and trained staff** to implement, sustain, and improve effective substance abuse and/or mental health services when federal funding ends

State Examples of Capacity Building

Wisconsin

- The Wisconsin State Department of Public Instruction **developed the School Mental Health (SMH) Framework** to include integration of SEL competencies and provide technical assistance to Local Education Authorities through 1) an annual SMH conference 2) [web pages](#) that provide resources on SEL, suicide prevention, trauma, and resiliency; and BH screening tools and 3) state-provided technical assistance and training.

Ohio

- Greene County Educational Service Center developed an Early Childhood Mental Health Consultation (ECMHC) program to promote young children's social and emotional development, to address challenging behaviors, and to assist parents/caregivers in the region who have experienced high levels of trauma or toxic stress. Early learning program staff receive training on how to support social emotional learning, crisis intervention, trauma informed care, substance abuse prevention, and dating violence. See a video explaining this work on the [Ohio SS/HS page](#).

State Examples of Capacity Building

Connecticut

- The Connecticut State Education Resource Center (SERC), in partnership with the State Department of Education **provides free trainings** on topics such as school climate (basic and advanced levels), restorative practices, aligning restorative practices with Positive Behavioral Interventions and Supports, multi-tiered systems of support, social emotional learning, diversity, and more.

New Hampshire

- The Office of Student Wellness **coordinates and provides numerous training opportunities** including 1) New Hampshire Educators' Summit, a 2-day conference about The Impact of Opiate Use on Student Learning; 2) A 5-day summer learning series to social emotional learning concepts and practice; 3) A free, monthly webinar series featuring a national expert on a Student Wellness topic; and 4) Monthly, free training opportunities on culture & diversity, Youth Mental Health First Aid, and Everyone's an Asset Builder.

Strategy: Systemic Change and Integration

GOAL(S) OF THIS STRATEGY:

- State policymakers and agency administrators will:
 - Change existing systems to coordinate multiple service agencies and programs to improve outcomes for the target population.
 - Create a common vision, as well as goals and objectives, to work collaboratively and integrate new structures into everyday practice.

TACTICS FOR SUCCESS:

- **Convene leaders of federally-funded programs** to identify and act on opportunities to integrate and align youth-serving systems.
- **Convene leaders of various state agencies** who have shared target populations or outcomes of interest to identify and act on areas for alignment and shared work.
- **Create a new state office or workgroup** focused specifically on student safety, health or wellness that draws from multi-sector representation and expertise.

State Examples of Systemic Change and Integration

Michigan

- **Convened three federally-funded programs—** SS/HS, School Climate Transformation & Project AWARE—to create a **Referral Pathways Toolkit** for MI Departments of Education and Health & Human Services to provide consistent training and technical assistance to Local Education Authorities.
- MI Department of Education **developed and disseminated [statewide Social and Emotional Learning \(SEL\) Competencies](#)** and an Implementation Guide called "Connecting Social and Emotional Learning to Michigan's School Improvement Framework" to help schools integrate SEL into their learning environments and inform school improvement plans.

New Hampshire

- **Created the Office of Student Wellness** to integrate systems, services and initiatives related to student wellness and provide training and technical assistance to LEAs across the state.
- This Office **developed a Multi-tiered System of Support for Behavior Health & Wellness (MTSS-B) framework and toolkit** to outline implementation and scale-up of SS/HS across the state.

State Examples of Systemic Change and Integration

Connecticut

- **Leveraged SSHS efforts and funding** to augment the work of the state technical assistance center, Connecticut [State Education Resource Center \(SERC\)](#), by supporting an [annual conference](#) highlighting SSHS work and other statewide school mental health efforts. This conference was used to support schools and districts assess the quality and sustainability of their school mental health systems.

Pennsylvania

- **Convened two federally-funded programs**—SS/HS and the Garrett Lee Smith State Suicide Prevention Grant program—and multiple involved service sectors including Mental Health, Drug and Alcohol, Education and Primary Care - to adapt and implement the BH-Works™ screening tool for universal screening of students in PA.
- PA [Act 44](#) – School Safety

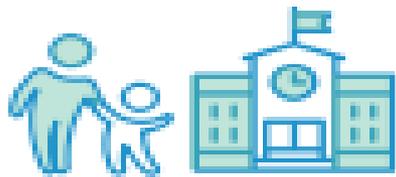
Questions and Comments

Outcomes!

SS/HS Works!

NATIONAL IMPACT | 2014-16

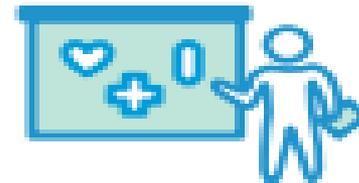
In 21 innovative and diverse communities across seven states, it is clear that that SS/HS works:



MORE THAN

34,000

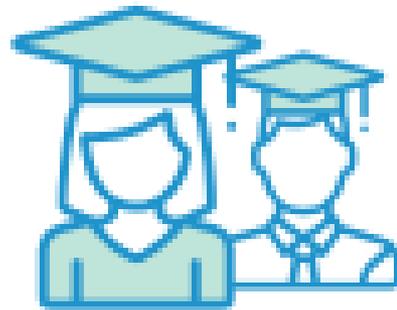
STUDENTS RECEIVED
SCHOOL-BASED
MENTAL HEALTH SERVICES



60,000

INDIVIDUALS WERE
TRAINED IN MENTAL
HEALTH PROMOTION AND
YOUTH VIOLENCE
PREVENTION*

SS/HS Works!



200,000

STUDENTS WERE SERVED BY
SS/HS PROGRAMMING*

**approximately*

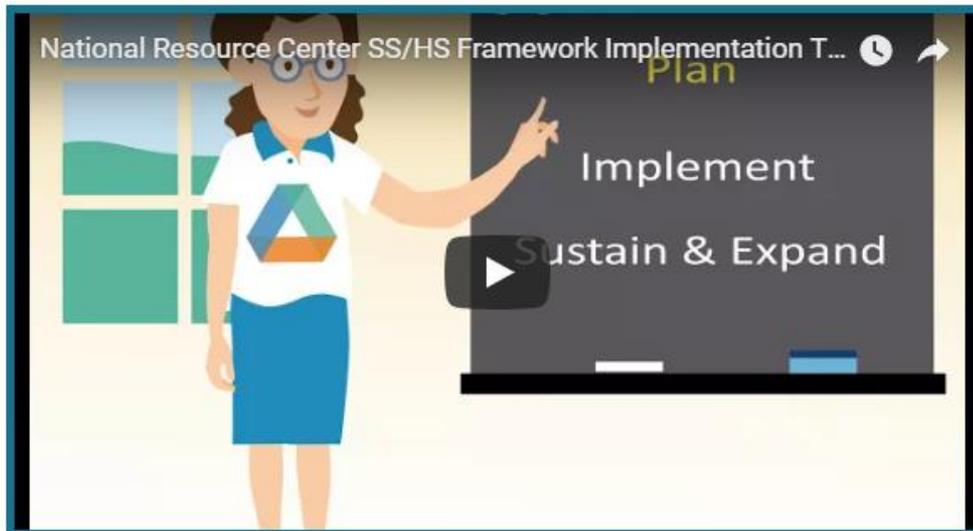
Evaluation and Outcomes

- **SS/HS Infographic**
- **Evaluators' podcasts** can be found in the Safe Schools FIT under “Phase 1: Developing Evaluation Plans”
- Evaluators assisted each SS/HS grantee to collect data using their own internal student information systems and develop external mechanisms to collect data
- A “**Student Information Systems Brief**” that are used in SMH programs <http://csmh.umaryland.edu/>

“Safe Schools FIT”

Safe Schools Framework Implementation Toolkit

Safe Schools FIT Toolkit



INSIGHT

WHAT IS SS/HS FRAMEWORK?

The Safe Schools/Healthy Students (SS/HS) Framework tool helps you and your partners understand and plan a comprehensive approach to mental health promotion and youth violence prevention.

DISCOVER

The diagram shows three overlapping arrows pointing upwards. The left arrow is blue and labeled "STRATEGIC APPROACHES". The right arrow is green and labeled "ELEMENTS". The bottom arrow is orange and labeled "GUIDING PRINCIPLES".

Guiding Principles. The SS/HS Elements are the core components of the SS/HS Initiative while the Strategic Approaches are the roadmap to ensure success in planning and implementation in how education, mental health, and child and family serving agencies work together at the State and community level. The Guiding Principles are the values that connect content and program areas of the Framework. You can use this interactive tool at the state or community level to develop a comprehensive plan to meet your unique needs in mental health promotion and youth violence prevention.

[VIEW ELEMENTS](#)

[VIEW GUIDING PRINCIPLES](#)

Select Approach

Select Element

Click "GO" Button

1

2

3

SELECT A STRATEGIC APPROACH

&

SELECT AN ELEMENT (CLICK "GO")

Collaboration & Partnership

Technology

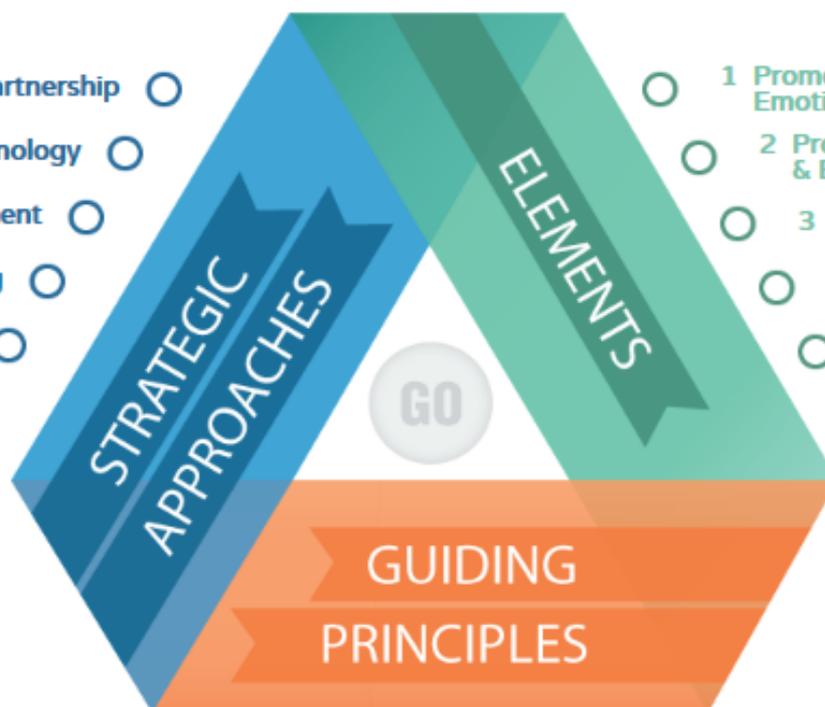
Policy Change & Development

Capacity Building

Systemic Change & Integration

[VIEW ALL STRATEGIC](#)

[APPROACHES](#)



1 Promoting Early Childhood Social & Emotional Learning & Development

2 Promoting Mental, Emotional & Behavioral Health

3 Connecting Families, Schools & Communities

4 Preventing Behavioral Health Problems

5 Creating Safe & Violence-Free Schools

[VIEW ALL ELEMENTS](#)

SELECT A GUIDING PRINCIPLE

Discussion

Questions and Comments

SMH Resources

“Safe Schools FIT” Framework Implementation Toolkit

www.safeschoolstools.org

SMH Module Series: Three interactive, self-paced learning modules on developing and implementing a Comprehensive School Mental Health Program at the community level and the state role in supporting Comprehensive School Mental Health Programs. <https://healthysafechildren.org/learning-module-series/mental-health-module-series>

For current and future resources on SMH connect to the National Resource Center at www.healthysafechildren.org

Center for School Mental Health at <http://csmh.umaryland.edu/>

Presenter's Contact Information

National Center for Healthy Safe Children (American Institutes for Research)

- Kelly Wells, M.P.A., kwells@air.org
- Elizabeth V. Freeman, MSW, efreeman@air.org

Center for School Mental Health

- Sharon A. Hoover, PhD, shoover@som.umaryland.edu
- Nancy A. Lever, PhD, nlever@som.umaryland.edu
- Elizabeth Connors, PhD, Econnors@som.umaryland.edu

THANK YOU FOR BEING A CHAMPION
FOR SCHOOL MENTAL HEALTH IN
YOUR STATE AND COMMUNITY!

MAKING
RESEARCH
RELEVANT

THANK YOU

