Overview

1. Introductions
2. Systems change as a process
3. Identifying partners
4. Strategies Florida AWARE has used to support a shared way of work
5. Questions and discussion

Objectives:

• Participants will leave the session with resources and increased knowledge of:
  1. supporting a state team in identifying a common vision and way of work
  2. facilitating online workgroup meetings and action planning
  3. evaluating a state team’s progress and process
Who is joining us today?

• Youth
• Family
• Administrators
• School-based practitioner
• Community-based practitioner
• Researcher
• Administrator
• Technical assistance provider/consultant
• State leadership team member
• Other?

Florida

• Florida 3rd most populated state in U.S.
• 2,692,162 students in over 4,000 schools
• 67 school districts;
  – 5 are among largest 20 in the U.S.
    • (Largest) Miami-Dade = 349,774 (2015)
    • (Smallest) Liberty = ~8,360 (2014)

Who are we?

• SEA-NITT-AWARE: Florida AWARE
  – A State Educational Agency program that is part of a federal initiative
    focused on interagency partnerships supporting integration of efforts
    that make the connection between complete mental health, learning,
    and other valued outcomes
  – Florida AWARE model focused on integration of mental health
    supports into multi-tiered systems of support
    – Interconnected Systems Framework (Barnett, Eber, & Weist, 2013)

• Today’s presenters are also:
  – University of South Florida Faculty
    • Consultants and coaches, researchers, project directors, trainers,
      practitioners
Diverse populations + ...get support matched to need... = ...in order to succeed.

Multi Tiered System of Supports
Critical Components

Florida AWARE: Integration of Mental Health Supports in MTSS
• Enhance MTSS framework in partnership with FDOE
• Collaborative relationships to ensure implementation of a continuum of evidence based practices
• Reflect a shared school, family, community- system agenda and equitable partnerships
• Cross-agency (state, district, community and school level) problem-solving teams
• Cross-agency data and information sharing
SYSTEMS CHANGE AS A PROCESS

Implementation Levels

Past initiatives have failed due to lack of integration and alignment of ALL systems.
MTSS allows for vertical alignment of all systems.

(George, 2014)

Florida AWARE: Alignment of Systems
Managing Complex Change

= Change
= Confusion
= Anxiety
= Resistance
= Frustration
= False Starts

Adapted from Knoster, T.

Alignment with Core Principles of PBIS/MTSS

- **Facilitated leadership**
- **Team** process with structured problem-solving
- **Action planning**
- **Data-based** problem-solving with integrated data and ongoing **progress monitoring**
  - **Outcomes** and fidelity of implementation (process)
- Implementation of policy and practice matched to needs of Florida’s youth
  - Working smarter, not harder
- **Emphasis on prevention, social validity and systems**
Establishing a way of work for meaningful engagement to support implementation of policy into practice

- Take a landscape view
- Keep children and youth at the center of the work
- Pay attention to context
- Aim for authentic engagement
- Pay attention to identity
- Recognize the impact of authority and influence
- Re: Converse and collaborate based upon the shared values and goals of children’s mental health and education

(Cashman, Rosser, Linehan, et al., 2013)

IDENTIFYING PARTNERS

- Partnership Way of Leadership:
  - “...requires that leaders, regardless of title, to accept the value of bringing groups with authority and groups with influence together into a shared leadership strategy”

(Cashman, Linehan, Purnell, Rosser, Schultz, & Skalski, 2014, p. 14)
Key partners for sustainability

- Sustainability
  - Durable implementation of a practice at a level of fidelity that continues to produce valued outcomes

(Han & Weiss, 2005)

Florida AWARE Team Structure

- Bureau of Exceptional Education and Student Services (BEESS)
- Deputy Chancellor, School Improvement & Student Achievement
- Bureau of School Improvement
- Florida Department of Health
- Bureau of Standards and Instruction Support, Healthy Schools
- Department of Children and Families
- Bureau of School Improvement
- Florida Department of Health
- Bureau of Standards and Instruction Support, Healthy Schools
- Department of Children and Families
- Bureau of School Improvement
- Florida Department of Health
- Bureau of Standards and Instruction Support, Healthy Schools
- Department of Children and Families

- Florida Diagnostic and Learning Resources System (FDLRS)
- Multi-Agency Network for Students with Emotional/Behavioral Disabilities (SEDNET)
- Pinellas LEA Project Manager
- Duval LEA Project Manager
- Polk LEA Project Manager
- Duval Family and Youth Representatives
- Pinellas Family and Youth Representatives
- Polk Family and Youth Representatives
- Temple Beth-EL Pinellas Community Agency Representative
- Federation of Families of Northeast Florida, Duval Family Representative
- Jacksonville SOC Initiative, Partnership for Child Health, Duval Community Agency Representative
- Personal Enrichment through Mental Health Services, Pinellas Agency Representative
- Peace River Center, Polk Agency Representative
- Heartland for Children, Polk Community Agency Representative
- Florida Problem Solving and Response to Intervention Project
- Florida’s Positive Behavior Interventions and Supports Project: A Multi-Tiered Support System
STRATEGIES FLORIDA AWARE HAS USED TO SUPPORT A SHARED WAY OF WORK

Partnering to Achieve Improved Outcomes

- Planning meetings with program partners via Adobe
- Identification of program goals and objectives based on alignment of RFA and SEA/LEA needs, priorities, and resources

- Review program requirements, goals, and objectives
- Survey process
- Expectations for first meeting

- Establishing group norms and a way of work (ground rules)
- Summarizing, analyzing and using survey results to guide action planning
- Identifying priority areas aligned with program goals, needs, and survey results
- Establishing common language
- Engaging partners, obtaining feedback, and reaching consensus
- Partnering through action and leadership
- Matching resources to program needs
Orientation/Pre-SMT Meeting

- Via Adobe Connect- recorded overview of Florida AWARE program
- Survey
  - LEA and SEA partners completed online

Survey

- Purpose:
  - Familiarize SMT members with collaborating organizations (mission/vision/target population/primary services related to school-aged children)
  - Guide development of mutually agreed upon Florida AWARE goals
  - Increase the likelihood that members will experience successful involvement in the SMT

Florida AWARE Survey Questions

- What does your organization hope will be accomplished through your participation with Florida AWARE?
- What resources are available from your organization to build partnerships with schools to support students’ mental health needs?
- What do you see as barriers to providing effective school-based mental health supports?
- Given the overview of the roles and responsibilities of Florida AWARE State Management Team members, does your organization see any barriers and/or necessary supports to your participation on this team? If so, briefly describe.
- Identify any relevant organizations (if any) with whom your organization is currently collaborating.
- Identify any barriers experienced in cross organization collaboration (i.e. policies, procedures, funding streams).
**Focus Areas**

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>SMT Workgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td>A multi-tiered framework for sustainable outcomes-driven implementation of cross-organizational mental health supports.</td>
<td>Vision/Sustainability (Heather Diamond, Natalie Romer)</td>
</tr>
<tr>
<td>A streamlined efficient and effective data system across organizations serving youth supporting a MTSS for mental health.</td>
<td>Data information systems (Karen Childs)</td>
</tr>
<tr>
<td>Procedures for identifying, accessing, and/or maximizing existing resources to support mental health outcomes.</td>
<td>Resources for mental health supports (Don Kincaid)</td>
</tr>
<tr>
<td>A streamlined efficient and effective system to access cross-organizational mental health services.</td>
<td>Process for accessing mental health services (Cat Raulerson)</td>
</tr>
<tr>
<td>Awareness of mental health issues by youth, families, and school personnel.</td>
<td>Increasing awareness (basic knowledge) of mental health (Natalie Romer)</td>
</tr>
<tr>
<td>Evidence-based culturally responsive mental health practices identified.</td>
<td>Identifying evidence-based mental health practices (Shannon Suldo)</td>
</tr>
<tr>
<td>Increased stakeholder knowledge and skills to provide mental health supports and services</td>
<td>Increasing skills (&amp; advancing knowledge) to address mental health (Brain Gaunt)</td>
</tr>
</tbody>
</table>

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**Establishing Ground Rules**

- We agree to:
  1. Share information and knowledge on relevant topics and research.
  2. Establish common goals and strategies for mental health support.
  3. Foster partnerships and collaborations between organizations.
  4. Support and encourage the use of evidence-based practices.
  5. Ensure the confidentiality and security of shared information.
  6. Engage in regular and effective communication.
  7. Foster an inclusive and supportive environment for all participants.
  8. Promote the ongoing improvement of mental health support services.
  9. Partner with other organizations and stakeholders to enhance service delivery.
  10. Conduct regular reviews to assess the effectiveness of the workgroup.
  11. Maintain the commitment to the principles of the workgroup.
  12. Share lessons learned and best practices with others.

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**AWARE**

Advancing Wellness and Resiliency in Education

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**AWARE**

Advancing Wellness and Resiliency in Education
Strategic Planning

• Florida AWARE Staff facilitate workgroup meetings using strategic planning process
  – Clarified workgroup purpose and area of focus
  – Reviewed and clarified topic to provide the context necessary to develop goals and actions
• Strategic Planning
  – Vision, resources, planning/identifying objectives

SMT workgroups strategic planning:

Developing a Florida AWARE Vision

*Florida AWARE shares the vision that Florida will develop and sustain integrated, multi-tiered systems of support that promote the mental health of, and advance wellness and resilience of, students within family, educational and community settings.*
Florida AWARE Mission

The mission of Florida AWARE is to build effective cross-system collaboration at the local and state levels that:

1) increases equitable access to coordinated mental health services for children, youth, and their families;

2) expands access to mental health supports within an integrated multi-tiered behavioral framework; and

3) increases mental health awareness of youth, families, schools, and communities.

Ensuring Common Language and Understanding:
Defining Complete Mental Health

<table>
<thead>
<tr>
<th>Youth Mental Health</th>
<th></th>
<th>Positive Indicators</th>
<th>Resilience Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative Indicators</td>
<td>Positive Indicators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internalizing Problems, such as Anxiety and Depression</td>
<td>Life Satisfaction and Positive Emotions, such as Happiness</td>
<td>Risk Factors</td>
<td>Resilience Factors</td>
</tr>
<tr>
<td>Disruptive Behaviors, such as Defiance, Rule Violations, Substance Use</td>
<td>Strong Social Relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trauma and other developmental mental health issues</td>
<td>Social and emotional skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inconsistent rules and expectations across school settings</td>
<td>Healthy interactions and safe/nurturing environments (minimal bullying, high support)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inconsistent rules and expectations across school settings</td>
<td></td>
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</tr>
</tbody>
</table>

Florida AWARE Definition Of Mental Health

The presence of social, behavioral, and emotional well-being and resilience factors, as well as minimal social, behavioral, and emotional problems, and the reduction of risk factors.
Florida AWARE Mental Health

Definition Cont’d

The Florida AWARE program is committed to reducing risk and increasing mental health by:
1. Teaching social, behavioral, and emotional skills.
2. Creating safe and nurturing environments that support well-being.
3. Fostering resilience and increasing protective factors.
5. Providing support to youth in crisis or with chronic mental health needs.

Evaluation

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
<th>Rank</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>This work of this team effectively advances the goals &amp; objectives of Florida AWARE.</td>
<td>1</td>
<td>4.5</td>
<td>91</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>Enjoy being a member of this team.</td>
<td>1</td>
<td>4.5</td>
<td>91</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>Auditors are satisfied with the productivity and outcome of this meeting.</td>
<td>4</td>
<td>4.6</td>
<td>91</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>4.6</td>
</tr>
<tr>
<td>We used our time effectively.</td>
<td>6</td>
<td>4.4</td>
<td>91</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>4.4</td>
</tr>
<tr>
<td>We shared decision making.</td>
<td>5</td>
<td>4.0</td>
<td>89</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>4.0</td>
</tr>
<tr>
<td>There was open discussion with sharing of diverse ideas and perspectives.</td>
<td>6</td>
<td>4.2</td>
<td>90</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>4.2</td>
</tr>
<tr>
<td>All team members understood and agree upon the goals it is trying to accomplish.</td>
<td>6</td>
<td>4.2</td>
<td>90</td>
<td>25</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>4.2</td>
</tr>
<tr>
<td>We dealt constructively with conflict or differences of opinion.</td>
<td>6</td>
<td>4.2</td>
<td>90</td>
<td>25</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>4.2</td>
</tr>
<tr>
<td>All participants were actively involved.</td>
<td>10</td>
<td>3.9</td>
<td>90</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10</td>
<td>3.9</td>
</tr>
<tr>
<td>Overall</td>
<td>91</td>
<td>4.3</td>
<td>-</td>
<td>89</td>
<td>25</td>
<td>22</td>
<td>91</td>
<td>4.3</td>
</tr>
</tbody>
</table>

Strategies for engaging partners and information sharing:

• Prioritizing meeting time
  – Planning and follow-up
  – Maximize meeting time by using other venues for information sharing (e.g., meeting folder, workgroups, email list, etc.) and adhering to the agenda
  – Ongoing evaluation and problem solving

• Feedback, learning, and consensus reaching activities
  – Technology (e.g., Plickers, Padlet)
  – Feedback forms
  – Group activities
  – Facilitated discussions using templates and advanced organizers
  – Ongoing evaluation
  – Professional development
Next Steps

- Developing procedures for:
  - Vetting and disseminating resources and information
  - Establishing infrastructure to support youth and family voice (recruitment, professional development, compensation, etc.)
  - Matching resources to program needs (e.g., seeking out additional expertise to accomplish SMT workgroup tasks)
  - Data-driven action planning process (utilizing outcome and process data for SMT and implementation sites)

Questions and Discussion

Thank you for attending our presentation!

If you have additional questions or comments, please contact us:
- Natalie Romer (romer@usf.edu)
- Shannon Suldo (suldo@usf.edu)
- Don Kincaid (kincaid@usf.edu)