Scaling Up School Mental Health Services to the State Level: Sustainability Resources from A-Z

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The National Resource Center, funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), offers resources and expert support to help prevent youth violence and promote the overall well-being of children, youth, and their families.
The NRC address the problems in communities that impact the overall well-being of children, youth, and their families such as mental health, substance abuse, bullying, gang violence, and gun violence.
Supports efforts serving CHILDREN AND YOUTH from before birth through high school
The National Resource Center SERVES:

1. Safe Schools/Healthy Students (SS/HS) grantees
2. Project LAUNCH grantees
3. Field at-Large
Helps local, state, and national systems WORK TOGETHER

EDUCATION

PUBLIC HEALTH

BEHAVIORAL HEALTH

• CHILD WELFARE

• JUVENILE JUSTICE

• LAW ENFORCEMENT

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Objectives

1. Understand the background of the Safe Schools/Healthy Students (SS/HS) initiative and how the success achieved since 1999 informed the new SS/HS State grant program.

2. Understand how the SS/HS Framework can help states and communities develop collaborations between education, mental health, juvenile justice/law enforcement, and other child-serving systems to promote and sustain mental health and prevent youth violence activities.

3. View and discuss SS/HS tools, resources, and strategies that will assist states or communities in building capacity to develop, implement, and sustain student-community support systems. 
   
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Background of SS/HS: Lessons Learned Since 1999
SS/HS – How did this Initiative Begin?

• As part of the federal response to the first school shootings, SS/HS was one of the few cross-agency violence prevention initiatives created by U.S. Department of Education, SAMHSA, and Department of Justice.

• Since 1999, SS/HS has served over 365 local school districts in the United States helping build capacity by collaborating with multiple systems—education, mental health, juvenile justice, and law enforcement to improve access to mental health services, decrease youth violence, and promote early interventions in schools and communities.
SAFE SCHOOLS / HEALTHY STUDENTS:
1999–2013

- 13 million youth
- 365 communities
- 49 states
Evaluation of SS/HS

Findings show this model works:

• 90% of school staff saw reduced violence on school grounds and 80% of school staff reported that SS/HS reduced violence in their communities

• 263% increase in the number of students who received school-based mental health services and 519% increase in students receiving community-based services

• 90% of school staff were better able to detect mental health problems with students
Rock, Paper, Scissors Activity
Partnership Success Strategies

The SS/HS initiative demonstrated:

• Partners found common threads in each of their missions
• Partners shared data which created greater awareness, which helped establish linkages
• Key decision makers were essential in getting things done within the collaborative
• Data collected in schools represented what was happening in the community
• A key leader was vital for on-going communication between meetings
Partnership Success Strategies

The SS/HS initiative demonstrated:

- Actively involved Superintendents
- Evaluators and communication/marketing specialists attended meetings
- Meeting agendas based on data enabled partners to understand grant programs/activities and level of implementation
- Responsibility for success was dependent on each member’s commitment
Sustainability Success Strategies

• More local funds from a variety of community sources were identified to continue the work that had been started (blending and braiding funds)
• Coordinated efforts were made among agencies and organizations in writing new local, state, and federal grant applications (diminished competition)
Sustainability Success Strategies

- Using data-driven decision making to collect and analyze local data to meet the needs of the populations served and enhance credibility with key stakeholders
- Communication strategies to share data, outcomes, and accomplishments with a wide range of audiences
Next Generation of SS/HS

In 2013, Congress scaled-up SS/HS from local to state driven. Grants were awarded to the State Departments of Education or State Departments of Mental Health. The new SS/HS State program funded 7 states to each work with 3 pilot local education agencies (LEAs)/communities to create an integrated network of programs, activities, and policies to improve the lives of children, youth, and families.
Next Generation of SS/HS

Purpose
To create safe and supportive schools and communities by bringing the SS/HS model to scale at the state/tribe level by building partnerships among educational, behavioral health and criminal/juvenile justice systems.

Goals
• Increase the number of children and youth who have access to behavioral health services
• Decrease the number of students who use substances
• Increase supports for early childhood development
• Improve school climate
• Reduce the number of students who are exposed to violence
For those of you implementing comprehensive school mental health programs in the school setting, are you connecting with your State leaders to discuss programming and outcomes?
SS/HS Framework
SAFE SCHOOLS / HEALTHY STUDENTS
FRAMEWORK

- Collaboration & Partnership
- Technology
- Policy Change & Development
- Capacity Building
- Systemic Change & Integration

- Promoting Early Childhood Social & Emotional Learning & Development
- Promoting Mental, Emotional & Behavioral Health
- Connecting Families, Schools & Communities
- Preventing Behavioral Health Problems
- Creating Safe & Violence-Free Schools

- Cultural & Linguistic Competency
- Serving Vulnerable & At-Risk Populations
- Developmentally Appropriate
- Resource Leveraging
- Sustainability
- Youth Guided & Family Driven
- Evidence-Based Interventions
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<th>5 SS/HS Elements</th>
<th>5 Strategic Approaches</th>
<th>7 Guiding Principles</th>
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<td>Promoting Early Childhood Social Emotional Learning and Development</td>
<td>Policy Change and Development</td>
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SS/HS Phases

Phase 1: Assessment
Phase 2: Using the SS/HS Framework
Phase 3: Development of the Comprehensive Plan
Phase 4: Implementation
Phase 5: Expansion and Sustainability
Phase 1: Assessment

- Partnerships - Systems, Organizations, Parents, Youth
- Environmental Scan - Existing Resources
- Disparities - Special Populations / Data
- Needs Assessment - Risk and Protective Factors / Gaps Analysis
Strong Partnerships = Sustainability

Begin with a **core group** of representatives from sectors and organizations that are directly working with children, youth, and families, such as:

- Education
- Mental health
- Behavioral health
- Juvenile justice
- Youth
- Parents
- Faith-based
- Youth and family serving social serving agencies
- Others?
Strong Partnerships = Sustainability

Collaborate with members to identify purpose and structure

• Develop a vision and mission to guide the work

Work to define roles and responsibilities

• Invite full participation in planning process
• Establish workgroups (e.g., data, communications, implementation)
• Set benchmarks and expectations

Establish collaborative decision-making process

• Enhances cohesion, engagement, and buy-in
• Solicits input from stakeholders and encourages active participation
• Promote shared responsibility and ownership

Develop Memorandums of Agreements/Understanding
Examine Disparities

Disparity refers to different or inequitable treatment (how an individual is treated) or services (types, quality, access, and quantity of service availability and utilization) provide to, or received by, children and youth from different cultural groups (e.g., race, ethnicity, sexual identity/orientation) as compared to those provide to, and obtained by, similarly situated groups of children and youth (e.g., non-Hispanic White, heterosexual).
### Phase 2: Using the SS/HS Framework

**Framework Tool**

<table>
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<tr>
<th>STRATEGIC APPROACHES</th>
<th>Leveraging Collaboration and Partnership</th>
<th>Technology</th>
<th>Policy Change and Development</th>
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<th>Systemic Change and Integration</th>
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<td></td>
<td>Multiple organizations working together sharing common vision, resources, goals or outcomes.</td>
<td>Harness evolving technology to increase efficiency and support program implementation and evaluation.</td>
<td>Use existing or new lessons learned to inform the revision of current or development of new State and local policies.</td>
<td>Strengthen the knowledge, abilities and skills of individuals and improve organizational structures and processes to more efficiently meet the needs of the community in a sustainable way.</td>
<td>A product of collaborative activity that aims to change existing systems to better coordinate multiple service agencies and programs to improve outcomes for the target population.</td>
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#### Element 2: Promoting Mental, Emotional, and Behavioral Health

Enhancing an individual’s ability to achieve developmentally appropriate tasks and a positive sense of self-esteem, mastery, and well-being and to strengthen their ability to cope with adversity through enhanced integration, coordination, and resource sharing.

Example: School district and Boys & Girls Clubs partner to develop after-school programs in the schools in rural areas. A small fee is charged. Because some students cannot afford even a minimal fee, the district partners with a local foundation to pay these fees. The result: Academic, social, and problem solving skills increased; the number of students obtaining counseling when needed increased; and behavior problems decreased.

Example: Schools work with community mental health providers to revise the existing referral process by establishing data-sharing agreements and developing an electronic referral and data tracking system.

Example: School and local community MH worked together to develop a system for parents to fill out the initial MH paperwork in the school instead of insisting the parents come to the community MH center before services could begin. Result: Transportation problems decreased; children, youth, and parents obtained screening, assessment, and treatment at school; and the psychiatrist began seeing students and parents for appointments in the school.

Example: Cross-system professional development is available for school and community counselors on EBPs so that they can work together to serve students in the schools. Result: School and community staff worked together to provide effective services for youth that led to an increase in student success in school and community life.

Example: Leaders in the school/community met with state MHEDU leaders and legislative representatives over a 3-year period to discuss outcomes of school MH programs and the need to sustain them with state and local funding. Result: State HHS developed a new Medicaid billing standard for students to obtain screening, assessment, early intervention, and care coordination services in the schools by school and/or community social workers.

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Phase 3: Development of the Comprehensive Plan

Components of a Comprehensive Plan:

- Logic Model
- Evaluation Plan
Draw Your Roadmap: Using a Logic Model

1. Goals: What to accomplish?
2. Baseline Data: Define the problem
3. Objectives: What will change?
4. Measures: How to measure change?
5. Strategies: Define the activities
6. Partners: Define roles and responsibilities
7. Fidelity: Continuous quality improvement
3. Learning Objectives
4. Introduction and Purpose of ...
5. Developing the logic Model
6. Step 1: Specifying the SSIHS Gra...
7. Step 2: Defining Goals
8. Step 3: Defining the Baseline 0 ...
9. Step 4: Specifying the Objectives
10. Step 5: Specifying the Activitie...
11. Step 6: Specifying Partners' Ro...
12. Step 7: Specifying the Process ...
13. Step 8: Specifying Outcome, T...
14. Logic Model Example
15. Evaluation

Link to the SS/HS Logic Model Module on the Healthy Safe Children Learning Portal:
http://www.healthyssachildren.org/learning-portal
Evaluation Planning

The evaluation plan expands on the information in the logic model by identifying:

• Baseline data for measuring change
• Evaluation design
• Data collection (e.g., entire population or sample)
• Source of information/instrument used
• Person responsible for collecting information
• Timing/frequency of data collection
• Analyzing data
Link to the SS/HS Comprehensive Project Evaluation Module on Healthy Safe Children Learning Portal:
http://www.healthysafechildren.org/learning-portal
Phase 4: Implementation

Year 2
- Activities and programs
- Expanding partnerships
- Ongoing evaluation/data-informed decision making
- Financing
- Continuous quality improvement

Year 3

Year 4
- Revising logic model and comprehensive and evaluation plans
- Adaptations to EBPs
- Training staff and cross-training among partners
- Celebrating successes
Select Interventions

• Identify EBPs scope
• Determine readiness to implement
• Selecting EBPs from national registries
• EBPs impact
• Monitoring EBP fidelity

Selecting Evidence-Based Programs

This brief provides a framework for identifying key pieces of information you should know to select evidence-based programs (EBPs). It includes information on identifying EBPs, determining readiness to implement, tracking outcomes, and monitoring fidelity. In the appendix, key questions are summarized in a discussion guide, along with worksheets and resources to help you select an EBP that meets your needs.
OVERVIEW OF THIS MODULE

- Introduction
- Assess and Analyze Data
- Engage and Inform Stakeholders
- Assess Readiness
- Assess Existing Programs
- Review EBP Registries
- Explore EBPs
- Determine Fit
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<td><strong>Fidelity and Adaptations</strong></td>
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### Overview of This Module

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<td>Implement the EBP</td>
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<td>Monitor EBP Fidelity</td>
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<td><strong>Assess Short- and Long-Term Progress</strong></td>
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<td>Provide Support</td>
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<td>Overcome Challenges and Barriers</td>
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<td>Sustain the EBP</td>
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*Implementing Evidence-Based Programs in School Settings*
MODULES IN THIS SERIES

1. Introduction
   - What is Comprehensive School Mental Health and why is it important?
   - Best practices in Comprehensive School Mental Health
   - The continuum of implementing a Comprehensive School Mental Health Program

Click on each number for an overview of the modules
Communication Module Series

Interactive, self-paced learning strategic approach to communication planning that is designed to improve program success and sustainability.

- Introduction to Strategic Communication Planning
- Developing Your Communication Strategy
- Moving from Strategy to Action
Phase 5: Expansion and Sustainability
What is Sustainability? What does it Mean?

- States and communities use their data to determine which strategies are resulting in successful outcomes
- Strategies which have not been successful or need extensive resources are put to the side
- Focus is on how to maintain successful strategies using the integrated strength of local or state partnerships – the goal of sustainability
- The partnership may use a variety of strategies to reach this goal:
  - Various partners share fiscal/leadership responsibilities
  - The partnership applies for other federal or state resources
  - Local and state partnerships create system or policy change to sustain successful strategies

What is Sustainability? What does it Mean?
Sustaining Investments Through Building Capacity

1. State can implement with quality and fidelity to the SS/HS Framework
2. State can create a continuum of cross-sector system care for prenatal to 18 years of age
3. State can properly select and use evidence-based practices
4. State can use data to make informed decisions
5. State can provide cultural linguistic competency (CLC) services especially for underserved youth and families
Sustaining Investments Through Building Capacity

6. State can recruit, train, and retain a skilled workforce

7. State can create multi-level collaboration and partnerships

8. State can apply evaluation results to adapt EBPs and promising practices so they can be effective in diverse communities

9. State can develop strategies to create systems-level changes to reduce health disparities
10. State can enhance its infrastructure to support sustained systems-level collaborations

11. State can enhance its infrastructure to support sustained and expanded mental health promotion and youth violence prevention

12. State can enhance their infrastructure to support expanded adoption and diffusion of effective program strategies and systems
Additional Resources

Visit the NRC website for more: www.healthysafechildren.org

- Trending Topics - Resources and information when you need it
- Grantee Spotlights – See how grantees are building sustainable programs
- Archived webinars from experts in the field
- Project LAUNCH Strategic Planning
- More on-line resources released in 2017
Questions
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