Jazzing Up Safe Schools/Healthy Students: Scaling up the State Program to Communities Across the Country

Annual Conference on Advancing School Mental Health
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Presented by: Kelly Wells and Tim Dunn, Co-Team Leads Training and Technical Assistance
Safe Schools/Healthy Students Grant Program
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

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Helps local, state, and national systems WORK TOGETHER

EDUCATION

CHILD WELFARE

PUBLIC HEALTH

JUVENILE JUSTICE

BEHAVIORAL HEALTH

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 mental health and prevent youth violence.

3. View and discuss SS/HS tools, resources, and strategies that will assist states or communities in building capacity to develop a comprehensive plan to implement and sustain student-community support systems.
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 350 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.
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
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

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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)
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

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SS/HS State Program Grantees

- **Connecticut** Department of Mental Health and Addiction Services
- **Michigan** Department of Education
- **New Hampshire** Department of Education
- **Nevada** Division of Public and Behavioral Health
- **Ohio** Department of Mental Health
- **Pennsylvania** Office of Mental Health
- **Wisconsin** Department of Public Instruction
SS/HS Framework
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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>
<td>Cultural and Linguistic Competency</td>
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<td>Promoting Mental, Emotional and Behavioral Health</td>
<td>Capacity Building</td>
<td>Serving Vulnerable and At-Risk Populations</td>
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<td>Connecting Families, Schools and Communities</td>
<td>Systemic Change and Integration</td>
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<td>Preventing and Reducing Alcohol, Tobacco and Other Drug Use</td>
<td>Collaboration and Partnership</td>
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<td>Resource Leveraging</td>
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Interactive SS/HS Framework

http://www.healthy-safe-children.org/sshs-framework
Comprehensive Planning
Comprehensive Planning

**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
Develop a Partnership

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?
Develop a Partnership

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).

Adapted from Race Matters Forum, sponsored by the University of Illinois at Urbana-Champaign, IL

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Disparity Impact Statement and Strategy
Reducing Disparities in Your State, Tribe, Territory, or Community

Welcome!

Link to Healthy Safe Children Learning Portal:
http://www.healthysafechildren.org/learning-portal
From the field: New Hampshire

Understanding and Practical Implementation of CLAS Standards

Link to watch the trailer: https://vimeo.com/140684794

Link to watch the full length video: https://vimeo.com/140692157

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Conduct Needs Assessment

Led by the state or the community, a needs assessment should be a collaborative effort with partners to:

• Compile data on the risk and protective factors
• Define the populations of focus and sub-populations
• Locate data sources for each of the indicators
Conduct Environmental Scan

Environmental scans identifies the systems, programs, and services that currently exist in the state or the community and must involve partners. Environmental scans should be conducted to determine the types of resources that are currently addressing the need.

- Document existing resources, services and systems
- Describe how existing resources and services align with the enhanced National CLAS standards
- Describe funding streams supporting the existing resources
- Identify existing policies and procedures
- Identify technology resources
- Describe systems change and integration activities
## Phase 2: Using the SS/HS Framework

### Framework Tool

#### Strategic Approaches

<table>
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<th>Element 2: Promoting Mental, Emotional, and Behavioral Health</th>
<th>Leveraging Collaboration and Partnership</th>
<th>Technology</th>
<th>Policy Change and Development</th>
<th>Capacity Building</th>
<th>Systemic Change and Integration</th>
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<td>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.</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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<td>Example: School district and Boys &amp; 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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>Example: Leaders in the school/community met with state MHED&amp;J 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.</td>
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Phase 3: Development of the Comprehensive Plan

Components of a Comprehensive Plan:

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

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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.
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
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
Phase 5: Expansion and Sustainability
SUCCESS!

SHARED LEADERSHIP

PLANNING

ASSESSMENT

SUSTAINABILITY

Needs Assessment

Environmental Scan

Gap Analysis

Disparities Impact Statement

Comprehensive Plan

Logic Model

Evaluation Plan

SMT

CMT

Partners

IMPLEMENT
MONITOR
RE-EVALUATE
Nevada Department of Education

Promoting mental, emotional and behavioral health

Connecting families, schools, and communities

Preventing behavioral health problems, including substance use

Creating Safe and Violence Free Schools

State Management Team

Pre-K Development Grant

THE FIVE ELEMENTS OF SAFE SCHOOLS/HEALTHY STUDENTS

School Climate Transformation; Project Aware

School Climate Transformation; Project Aware

School Climate Transformation; Project Aware; Safe and Respectful Learning Environments
Additional Resources

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

✓ Introduction to Comprehensive SMH
✓ Preparing to Implement a Comprehensive SMH Program
✓ Introduction to Strategic Communication Planning
✓ Project LAUNCH Strategic Planning

More on-line resources released in 2016!

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Questions
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A wealth of

TOOLS, INFORMATION, AND MATERIALS

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