













## Strategies to Sustain and Expand School Mental Health Services at the State Level

Part of the SS/HS Framework Implementation Toolkit				
1. Plan		2. Implement		3. Sustain & Expand
Collaboration & Partnerships	Technology	Policy Change	Capacity Building	Systemic Change & Integration
<p><b>GOAL(S) OF THIS STRATEGY:</b> State policymakers and agency administrators will:</p> <ul style="list-style-type: none"> <li>Change existing systems to better coordinate multiple service agencies and programs to improve outcomes for the target population.</li> <li>Create a common vision, as well as goals and objectives, to work collaboratively and integrate new structures into everyday practice.</li> </ul>			<p><b>TACTICS FOR SUCCESS:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Convene leaders of federally-funded programs</b> to identify and act on opportunities to integrate and align youth-serving systems.</li> <li><input type="checkbox"/> <b>Convene leaders of various state agencies</b> who have shared target populations or outcomes of interest to identify and act on areas for alignment and shared work.</li> <li><input type="checkbox"/> <b>Create a new state office or workgroup</b> focused specifically on student safety, health or wellness that draws from multi-sector representation and expertise.</li> </ul>	
 <p><b>Michigan</b></p> <ul style="list-style-type: none"> <li><b>Convened three federally-funded programs</b>—SS/HS, School Climate Transformation &amp; Project AWARE—to create a <b>Referral Pathways Toolkit</b> for MI Departments of Education and Health &amp; Human Services to provide consistent training and technical assistance to Local Education Authorities.</li> <li>MI Department of Education <b>developed and disseminated statewide <a href="#">Social and Emotional Learning (SEL) Competencies</a></b> 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.</li> </ul>			 <p><b>Pennsylvania</b></p> <ul style="list-style-type: none"> <li><b>Convened two federally-funded programs</b>—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.</li> </ul>	
 <p><b>New Hampshire</b></p> <ul style="list-style-type: none"> <li><b>Created the Office of Student Wellness</b> to integrate systems, services and initiatives related to student wellness and provide training and technical assistance to LEAs across the state.</li> <li>This Office <b>developed a Multi-tiered System of Support for Behavior Health &amp; Wellness (MTSS-B) framework and toolkit</b> to outline implementation and scale-up of SS/HS across the state.</li> </ul>			 <p><b>Connecticut</b></p> <ul style="list-style-type: none"> <li><b>Leveraged SSHS efforts and funding</b> to augment the work of the state technical assistance center, Connecticut <a href="#">State Education Resource Center (SERC)</a>, by supporting an <a href="#">annual conference</a> 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.</li> </ul>	





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<p><b>GOAL(S) OF THIS STRATEGY:</b> Through interagency cooperation, state policymakers and agency administrators will:</p> <ul style="list-style-type: none"> <li>▪ <b>Identify and revise existing state and local policies</b> that improve outcomes for the target population and foster collaboration and coordination across youth-serving agencies and organizations.</li> <li>▪ <b>Develop new policies</b> to improve outcomes for the target population and foster collaboration and coordination across youth-serving agencies and organizations.</li> </ul>			<p><b>TACTICS FOR SUCCESS:</b></p> <ul style="list-style-type: none"> <li>□ <b>Examine state data</b> to select critical areas of student wellness and safety to target in policy change.</li> <li>□ <b>Convene a multi-sector committee</b> to plan, develop, and advocate for policy change in the identified target area.</li> <li>□ <b>Prepare brief, compelling materials to convey your message</b> to key decision makers including local indicators of success and quotes or brief stories that communicate the potential or impact of what you are advocating for.</li> </ul>	
<p> Nevada</p> <ul style="list-style-type: none"> <li>▪ <b>Developed Legislation</b>, 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.</li> <li>▪ <b>Formed a new division</b>, 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.</li> <li>▪ The OSRLE <b>director met with and provided periodic reports to the Legislative Committee on Health Care</b> to inform them of positive results, challenges that hinder hiring, barriers to licensure and revisions needed in the school social worker and anti-bullying legislation and policies.</li> </ul>			<p> New Hampshire</p> <ul style="list-style-type: none"> <li>▪ The Policy Work Group of the State Management Team <b>conducted an analysis of CH 135-f</b> (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 <b>Collaborative</b> are collaborating to support two additional bills that focus on reimbursement mechanisms for children’s behavioral health services.</li> </ul>	
<p> Michigan</p> <ul style="list-style-type: none"> <li>▪ State Board of Education <b>approved new school guidance</b> 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.</li> <li>▪ A workgroup of educators, health and mental health professionals, parents and education stakeholders collaborated to develop the guidance and <b>solicit public feedback</b>.</li> </ul>			<p> Wisconsin</p> <p>The Department of Public Instruction (DPI) collaborated with state mental health agencies and advocacy groups to request and secure \$6 million to <b>support school mental health in DPI’s 2017-2019 Biennial Budget</b>. 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.</p>	





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<p><b>GOAL(S) OF THIS STRATEGY:</b>                      State policymakers and agency administrators will:</p> <ul style="list-style-type: none"> <li>Develop working relationships between states and their local communities (including community organizations, local education agencies, youth and families) to optimize student safety, health and wellness.</li> <li>Maintain strong partnerships including frequent data sharing and feedback loops to ensure ongoing collaboration, transparency and shared decision making.</li> </ul>			<p><b>TACTICS FOR SUCCESS:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Create a State Management Team (SMT)</b> with representatives from state education, behavioral health (i.e., mental health and substance use), and criminal/juvenile justice agencies.</li> <li><input type="checkbox"/> <b>Create a Core Management Team (CMT)</b> with representatives from local education, behavioral health, law enforcement and juvenile justice agencies.</li> <li><input type="checkbox"/> <b>Co-develop new or modify existing products, resources, trainings or initiatives</b> to ensure multi-stakeholder collaboration and alignment across systems.</li> </ul>		
<p> <b>Ohio</b></p> <ul style="list-style-type: none"> <li>State and community leaders <b>partnered to develop the <a href="#">Healthy Schools and Communities Resource Team</a></b>. 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.</li> </ul>			<p> <b>Pennsylvania</b></p> <ul style="list-style-type: none"> <li><b>Modified training curricula</b> 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.</li> </ul>		
<p> <b>Nevada</b></p> <ul style="list-style-type: none"> <li><b>Integrated various state departments, grants and initiatives</b> 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.</li> </ul>			<p> <b>Connecticut</b></p> <ul style="list-style-type: none"> <li><b>Developed the SSSH Data Committee</b> 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.</li> </ul>		

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<p> Nevada</p> <ul style="list-style-type: none"> <li>The Nevada School Climate, HRSA grant and UNR Social Work initiatives provide <b>online professional development training</b> 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.</li> <li>The NV Department of Education is expanding the online student information system (Infinite Campus) to include behavioral health data collection.</li> </ul>			<p> Michigan</p> <ul style="list-style-type: none"> <li>Based on concern about the high incidence of substance abuse among freshman and sophomores in high school, one Core Management Team implemented a <b>multimedia substance abuse prevention program for elementary- and middle-school students</b> 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.</li> </ul>		
<p> Ohio</p> <ul style="list-style-type: none"> <li><b>Developed a new data collection instrument</b>, 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 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.</li> </ul>			<p> New Hampshire</p> <ul style="list-style-type: none"> <li><b>Developed an Office of Student Wellness Mobile App</b> 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.</li> </ul>		

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<p><b>GOAL(S) OF THIS STRATEGY:</b>                      State policymakers and agency administrators will:</p> <ul style="list-style-type: none"> <li>Strengthen the knowledge, abilities, and skills of individuals involved in initiatives promoting student safety and wellness.</li> <li>Improve organizational structures and processes to more efficiently meet the needs of the community in a sustainable way.</li> </ul>			<p><b>TACTICS FOR SUCCESS:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Leverage state and local funding</b> to support school-based mental health services.</li> <li><input type="checkbox"/> <b>Develop the capacity of schools to regularly monitor school data</b> to inform evidence-based practice implementation targeting those data (e.g., school discipline data to inform disciplinary practices).</li> <li><input type="checkbox"/> <b>Develop infrastructure, resources, services, and trained staff</b> to implement, sustain, and improve effective substance abuse and/or mental health services when federal funding ends.</li> </ul>		
 Wisconsin <ul style="list-style-type: none"> <li>The Wisconsin State Department of Public Instruction <b>developed the School Mental Health (SMH) Framework</b> to include integration of SEL competencies and provide technical assistance to Local Education Authorities through 1) an annual SMH conference 2) <a href="#">web pages</a> that provide resources on SEL, suicide prevention, trauma, and resiliency; and BH screening tools and 3) state-provided technical assistance and training.</li> </ul>			 Connecticut <ul style="list-style-type: none"> <li>The Connecticut State Education Resource Center (SERC), in partnership with the State Department of Education <a href="#">provides free trainings</a> 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.</li> </ul>		
 Ohio <ul style="list-style-type: none"> <li>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 <a href="#">Ohio SS/HS page</a>.</li> </ul>			 New Hampshire <ul style="list-style-type: none"> <li>The Office of Student Wellness <b>coordinates and provides numerous training opportunities</b> 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 &amp; diversity, Youth Mental Health First Aid, and Everyone’s an Asset Builder.</li> </ul>		