



NATIONAL RESOURCE CENTER FOR

MENTAL HEALTH PROMOTION & YOUTH VIOLENCE PREVENTION

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

*Annual Conference on
Advancing School Mental Health
September 29, 2016*

SAFE SCHOOLS
HEALTHY STUDENTS



Presented by: Kelly Wells, Tim Dunn, Mary Thorngren

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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

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

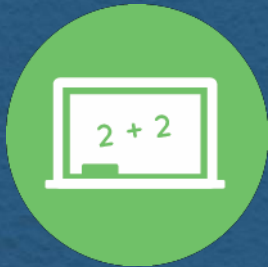
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3

Field
at-Large



Helps local, state, and national systems **WORK TOGETHER**



EDUCATION



- CHILD
WELFARE



PUBLIC
HEALTH



- JUVENILE
JUSTICE



BEHAVIORAL
HEALTH



- LAW
ENFORCEMENT

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.

www.healthysafechildren.org

A photograph of three young men standing in front of a wall covered in colorful graffiti. The man on the left is wearing a black puffer jacket over a grey sweater and a tan beanie, holding a skateboard. The man in the middle is wearing a dark leather jacket with a fur collar and a brown flat cap, also holding a skateboard. The man on the right is wearing a blue puffer vest over a white shirt and a red headband, holding a basketball. A semi-transparent blue banner is overlaid on the right side of the image, containing the title text.

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

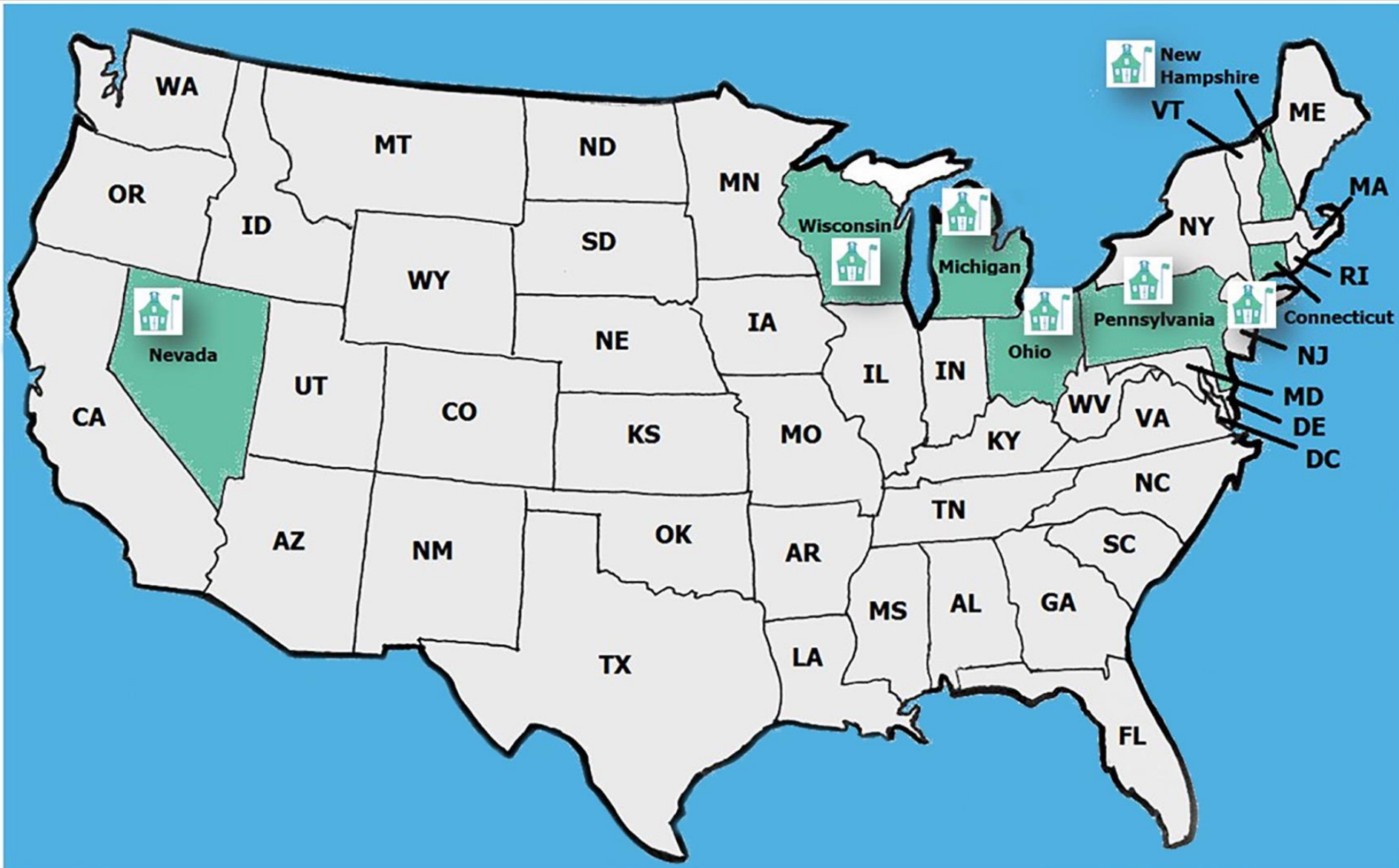
To create safe and supportive schools and communities by bringing the SS/HS model to scale at the state/tribe level by building partnerships among educational, behavioral health and criminal/juvenile justice systems.

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?

SAFE SCHOOLS / HEALTHY STUDENTS: 2013+

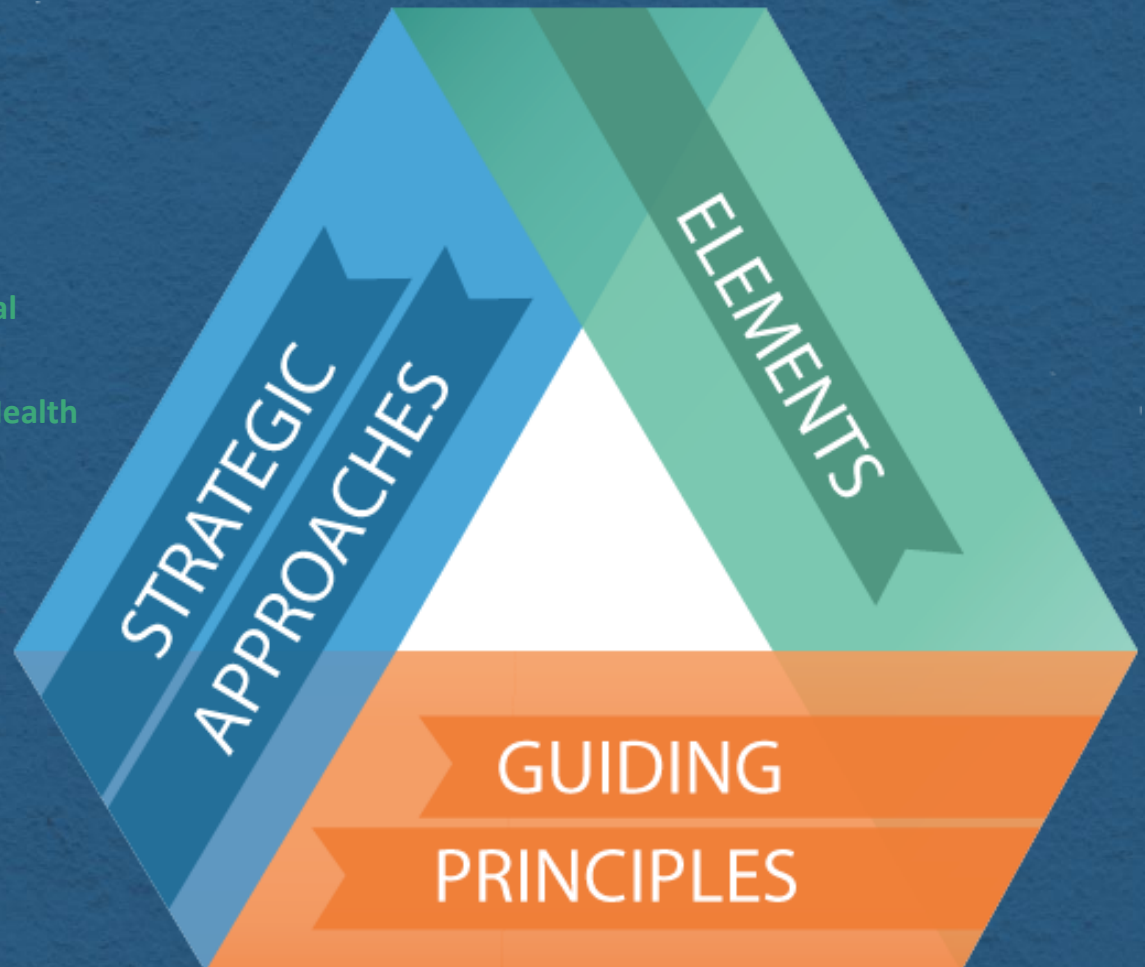




SS/HS Framework

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



5 SS/HS Elements	5 Strategic Approaches	7 Guiding Principles
Promoting Early Childhood Social Emotional Learning and Development	Policy Change and Development	Cultural and Linguistic Competency
Promoting Mental, Emotional and Behavioral Health	Capacity Building	Serving Vulnerable and At-Risk Populations
Connecting Families, Schools and Communities	Systemic Change and Integration	Developmentally Appropriate
Preventing and Reducing Alcohol, Tobacco and Other Drug Use	Collaboration and Partnership	Sustainability
Creating Safe and Violence Free Schools	Technology	Evidence Based Interventions
		Youth Guided and Family Driven
		Resource Leveraging
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SS/HS Phases

Phase 1: Assessment

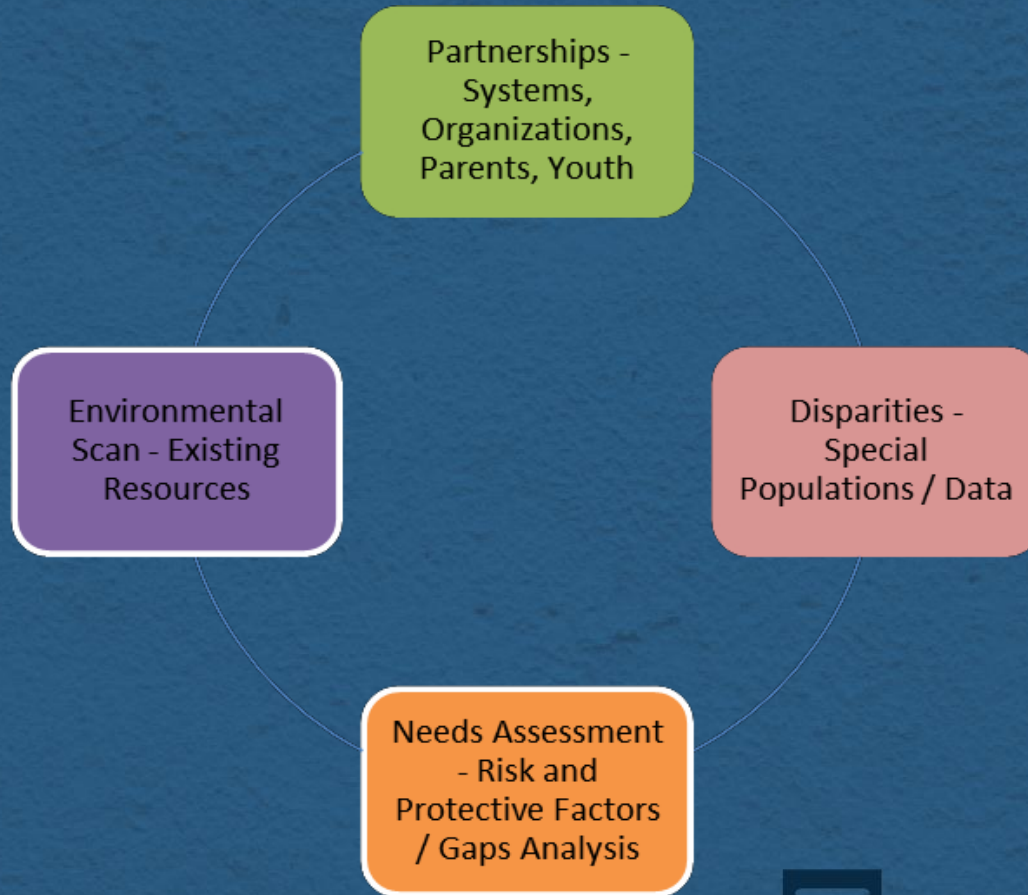
Phase 2: Using the SS/HS Framework

Phase 3: Development of the Comprehensive Plan

Phase 4: Implementation

Phase 5: Expansion and Sustainability

Phase 1: Assessment



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).

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>

Phase 2: Using the SS/HS Framework



Framework Tool

Instructions: The framework is a planning process that each community can use to accomplish systemic change and integration through the SS/HS initiative. The framework is filled in by identifying strategies and services in all of the elements that are related to the required strategic approaches and the recommended guiding principles.

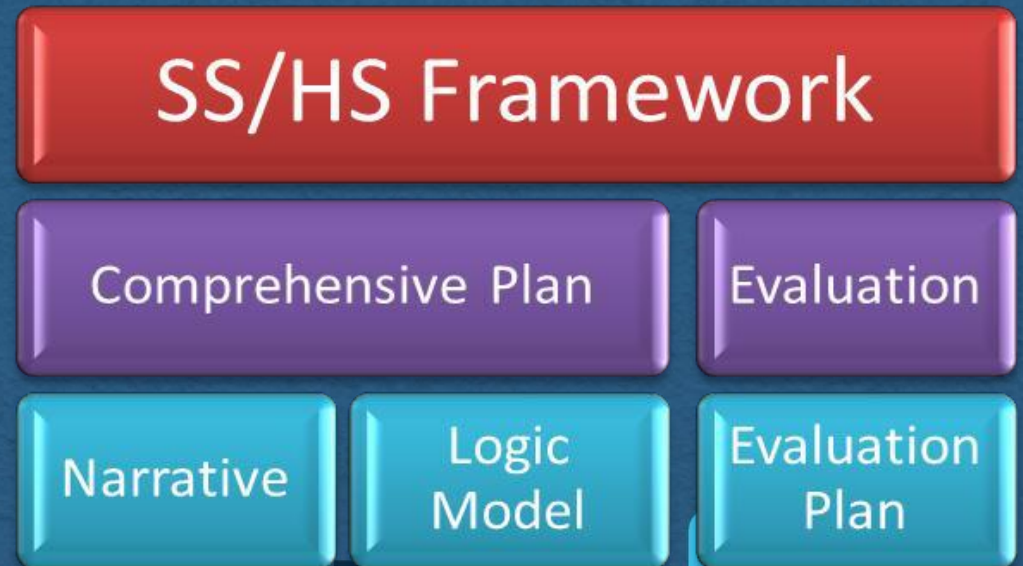
STRATEGIC APPROACHES

	Leveraging Collaboration and Partnership Multiple organizations working together sharing common vision, resources, goals or outcomes.	Technology Harness evolving technology to increase efficiency and support program implementation and evaluation.	Policy Change and Development Use existing or new lessons learned to inform the revision of current or development of new State and local policies.	Capacity Building 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.	Systemic Change and Integration 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.
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 MH/ED/JJ 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.

Phase 3: Development of the Comprehensive Plan

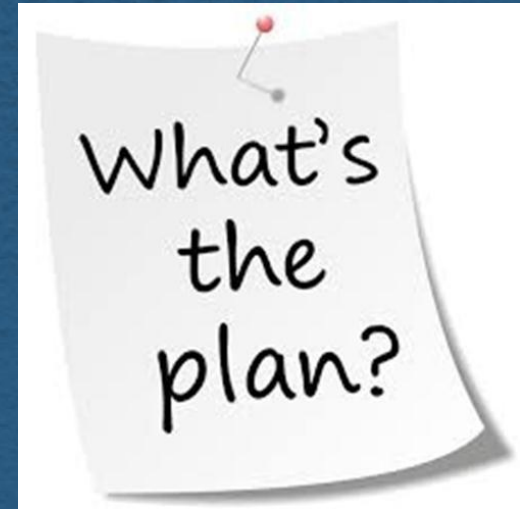
Components of a Comprehensive Plan:

- 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





Menu Notes

- 1. Welcome
- 2. Course Purpose and Overview

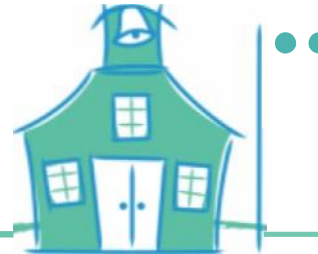
3. Learning Objectives

4. Introduction and Purpose of ...

5. Developing the Logic Model

- 6. Step 1: Specifying the SSHS Gra...
- 7. Step 2: Defining Goals
- 8. Step 3: Defining the Baseline O...
- 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

Safe
Schools
Healthy
Students



SS/HS Logic Model

Self-Paced Learning
Module

Link to the SS/HS Logic Model Module on the Healthy Safe Children Learning Portal:

<http://www.healthysafechildren.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

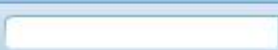


1. Safe Schools/Healthy Student...
2. Comprehensive Evaluation Plan
3. Course Purpose and Overview
4. Learning Objectives
5. Introduction and Purpose
- ▶ 6. Project Evaluation Requirements
- ▶ 7. Evaluation Plan Development
8. Conclusion
9. Online Module Evaluation



Safe Schools/Healthy Students (SS/HS) Comprehensive Project Evaluation

Self-Paced Learning Module



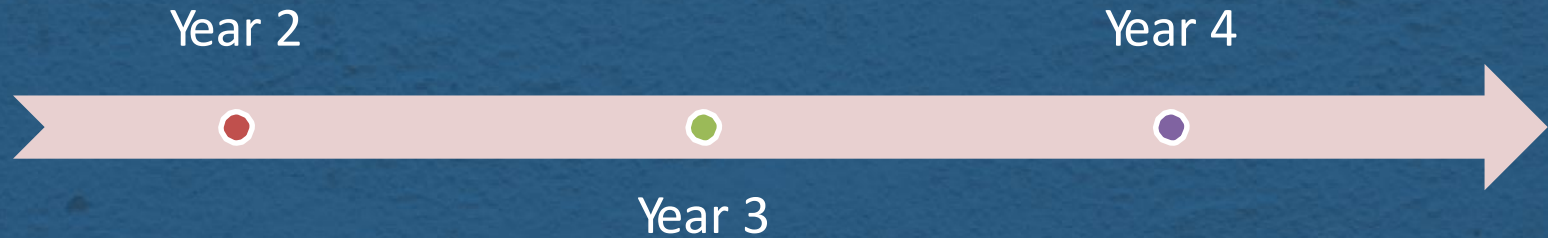
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NEXT >

Link to the SS/HS Comprehensive Project Evaluation Module on Healthy Safe Children Learning Portal:

<http://www.healthysafechildren.org/learning-portal>

Phase 4: Implementation



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



NATIONAL RESOURCE CENTER FOR
MENTAL HEALTH
PROMOTION &
YOUTH VIOLENCE
PREVENTION

MENU TRANSCRIPT

Introduction

Partner Roles

Logic Model

Fidelity and Adaptations

Implementation Team
and Champions

Policies and Procedures

Competencies

Communication

Data Collection

Scheduling and
Sustainability

OVERVIEW OF THIS MODUL

Partner Roles

Logic Model

Fidelity and Adaptations

Implementation Team and Champions

Policies and Procedures

Competencies

Communication

Data Collection

Scheduling and Sustainability

Preparing to Implement Evidence-Based Programs in School Settings



OVERVIEW OF THIS MODULE

Implement the EBP

Monitor EBP Fidelity

Assess Short- and Long-Term Progress

Provide Support

Overcome Challenges and Barriers

Sustain the EBP



MODULES IN THIS SERIES

Click on each number for
an overview of the modules

INTRODUCTION

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

PREPARING

2

IMPLEMENTING

3

STATE ROLE

4



Communication Module Series

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



Introduction to Strategic Communication Planning

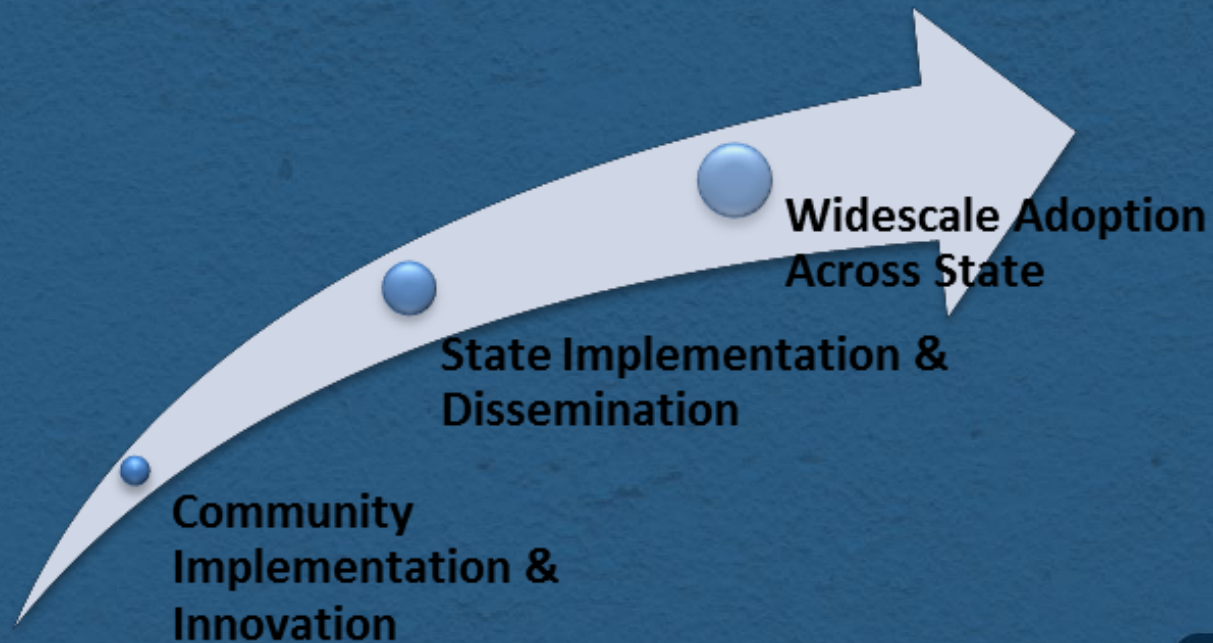


Developing Your Communication Strategy



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

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

Sustaining Investments Through Building Capacity

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

Safe Schools /
Healthy Students



Questions



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HEALTHY SAFE CHILDREN UPDATE

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healthysafechildren.org



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*If you would like more information about the content of this online learning event or about how the National Resource Center for Mental Health Promotion and Youth Violence Prevention can help you with the work you do, please contact **1-866-577-5787** or via email at Healthysafechildren@air.org*