

Building State and Local Capacity that Supports Sustainability of School Mental Health

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Objectives

- Learn strategies to build state and community policies and procedures that support long-term sustainability for school mental health (SMH)
- Identify funding strategies to support SMH programming and services
- Learn tools to develop policy that supports state and community fiscal sustainability

Proven Strategies to Build Capacity at the State and Community Levels to Sustain SMH

1. Collaboration among state/community leaders
2. State and community teams that focus on school MH/BH
3. Work from a common vision among systems
4. Align SMH within current state and local policies, procedures and fiscal systems
5. Develop and/or revise funding to support SMH sustainability

Collaboration Among State/Community Leaders

- Partner with leaders who have ...
 - Common goals
 - Common vision
 - Consistently advocates for children and youth services
 - Passion to positively change their State and community

- Schedule meetings with each to discuss benefits of SMH
- Be prepared to spend sufficient time on building collaborations

State and Community Teams Focus on School MH/BH

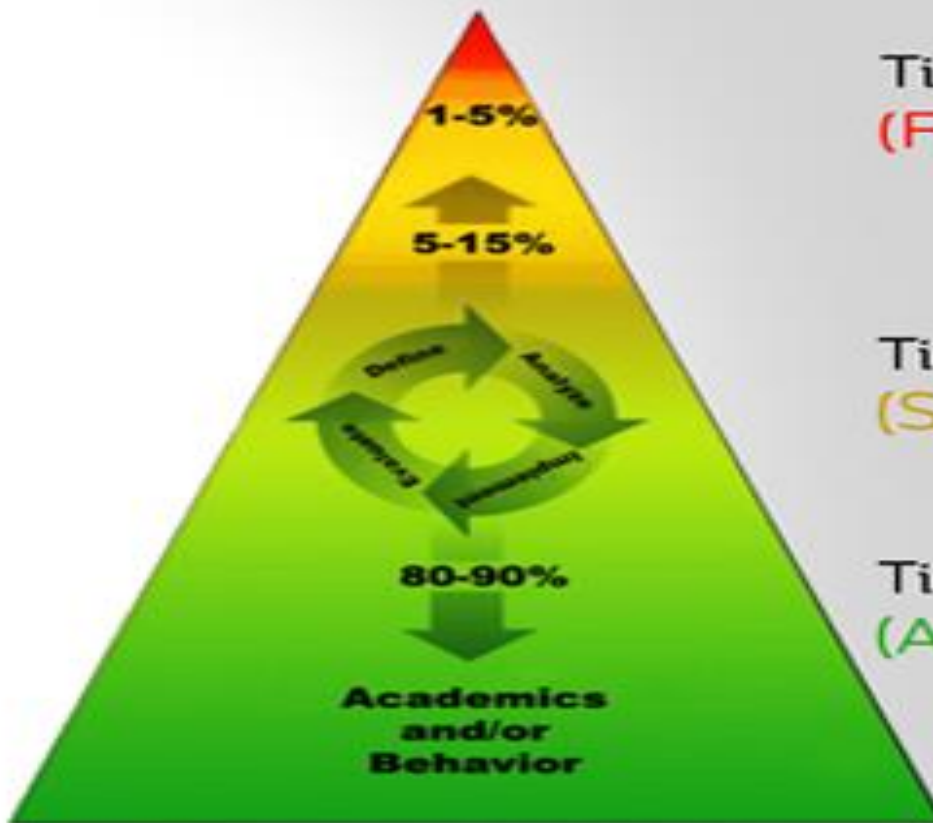
- Composed of leaders with similar mission and purpose
 - Education
 - Mental/behavioral health
 - Health care organizations
 - Juvenile justice
 - Social service
 - Family and youth organizations
- Join existing state or community team
- Develop co-leadership

Work From a Common Vision Among Systems

Some questions to discuss with your team ...

1. What are the various systems' similarities in mission? In purpose?
2. What are the team members' convictions and passion for doing this work?
3. What goals do we want to accomplish?

What Has Been Your Common Vision in Your State around SMH?



Tier III: Intensive Interventions
(Few Students)

Tier II: Targeted Interventions
(Some Students)

Tier I: Universal Instruction
(All Students)

[Multi-Tiered Framework](#)
[Google images 2017](#)

Align SMH Within Current State and Local Policies, Procedures and Fiscal systems

- Assess state policies and procedures within each agency or organization represented on the SMH team.
- Some questions to consider:
 1. Are there common purposes? Requirements?
 2. Are there duplications?
 3. Where are the gaps?
 4. Could any of the SMH activities or services be met through SMH programming?
 5. Would it be beneficial to combine resources?

Determine Collective Desired Outcomes

- Where do we want to go?
- What results/outcomes do we want to obtain?
- What type of SMH programs do we want to build in the community or statewide?

Develop and/or Revise Funding To Support SMH Sustainability

- What fiscal resources do we have currently?
- What resources are missing?
- Are there gaps in services?
- What supports are provided in each system?
- What is needed to develop or revise?
- What is the current capacity to build the program across the state or community?
- Are there infrastructure gaps?
- What funding mechanisms will support SMH?

Discussion / Q & A

Healthy Safe Children *School Mental Health Modules*

www.healthysafechildren.org



Mental Health Module Series

A series of interactive, self-paced learning modules on developing and implementing a...

[VIEW SERIES >](#)

2. Promoting Mental, Emotional, and Behavioral Health



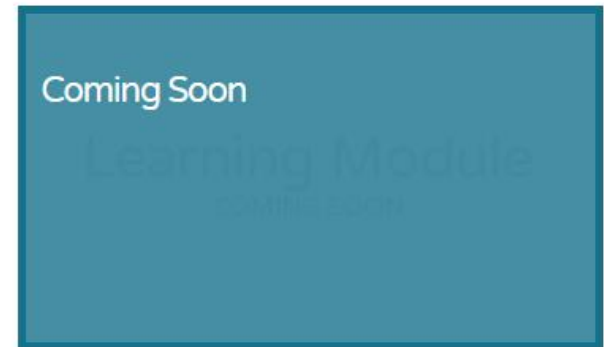
Introduction to Comprehensive School Mental Health



Preparing to Implement a Comprehensive School Mental Health Program



Implementing a Comprehensive School Mental Health Program



Coming Soon

Learning Module

Online SMH Resources on Sustainability and Financing SMH from the National Resource Center for Mental Health Promotion and Youth Violence Prevention (healthysafechildren.org)

Resources

[Creating Self-Sustaining, Replicable School Mental Health Programs: A User's Guide](#)

Identifies the key factors for maximizing school mental health sustainability and replicability, including community collaboration, maximizing funding streams, role clarification, identifying necessary ancillary services, expanding insurance benefit sets among other factors.

Sustainability

[Sustaining School Mental Health Services: Is there an App for that?](#)

Highlights two school mental health programs and the common elements of their successful business plans and funding strategies for expanding school mental health services and financing.

Sustainability

[What Are Some Strategies for Sustaining School Mental Health Programs?](#)

Provides system of care communities with information on developing sustainable school mental health programs.

Sustainability

[Scope, Scale, and Sustainability: What It Takes to Create Lasting Community Change](#)

Examines six factors related to the ability of a comprehensive community initiative to generate community-level outcomes and sustain them over time.

Sustainability

[Developing a Business Plan for Sustaining School Mental Health Services: Three Success Stories](#)

Highlights three successful models (Pennsylvania, Washington, DC and Minnesota) for sustaining school mental health services.

Sustainability

[Stories of Sustainability: A Snapshot from Safe Schools/Healthy Students Initiatives](#)

Guides schools, juvenile justice agencies, law enforcement, mental health providers, and other community organizations to work in partnership addressing issues such as healthy childhood development, substance abuse and violence prevention, and mental health promotion.

Sustainability



Mental Health Needs of Children and Youth

THE BENEFITS OF HAVING SCHOOLS ASSESS AVAILABLE PROGRAMS AND SERVICES

SEPTEMBER 2017

There has been a steady rise in the number of children and youth needing programs and services that promote positive mental health and provide early intervention and treatment. How are schools responding to this challenge?

Increasingly, school systems are joining forces with community health, mental health, and social service agencies to promote student well-being and to prevent and treat mental health disorders. Through these collaborations, schools and local agencies are working together to address the growing health, behavioral, and mental health needs of students (Atladóttir et al., 2015; Olsson, Druss, & Marcus, 2015).

School mental health programs must evaluate their capacity to respond to the growing needs of their students if they are to effectively connect them to the mental health programs and services that address their needs. American Institutes for Research (AIR) has worked with a number of large school districts to help prepare them to conduct such assessments.

This issue brief explores how continuous evaluation and assessment of a school's mental health programming (e.g., classroom programs, interventions, services, parental involvement, etc.) can benefit students, families, schools, and communities. Further, the brief describes how the Mental Health Parity Act, the new Mental Health Reform Act (embedded within the 21st Century Cures Act), and Medicaid provide ways for schools and communities to offer services for those in greatest need.

Introduction

Comprehensive school mental health programs include mental health promotion and prevention programming for all students as well as screening, assessment, and effective prevention and treatment interventions and services for those students with more intensive needs. Partnerships between schools and community mental/behavioral health professionals offer students and families an extended network of services that are easily accessible. When programs are able to identify and address student mental and behavioral challenges early, students are more likely to gain resiliency skills and be successful in school and life while the threat of later harm is reduced (Conley, Shapiro, Kirsch, & Durlak, 2017; Csillag et al., 2016; Dekovic et al., 2011; McLaughlin et al., 2010; Stockings et al., 2016; Weeks, Hill, & Owen, 2017).

Online SMH Resource
<http://www.air.org/sites/default/files/downloads/report/Mental-Health-Needs-Assessment-Brief-September-2017.pdf>

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THANK YOU!
