



NATIONAL RESOURCE CENTER FOR

MENTAL HEALTH PROMOTION & YOUTH VIOLENCE PREVENTION

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

*Annual Conference on
Advancing School Mental Health
November 6, 2015*

SAFE SCHOOLS
HEALTHY STUDENTS



**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

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



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 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.

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 beanie, 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 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.

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

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)

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

SS/HS State Program Grantees

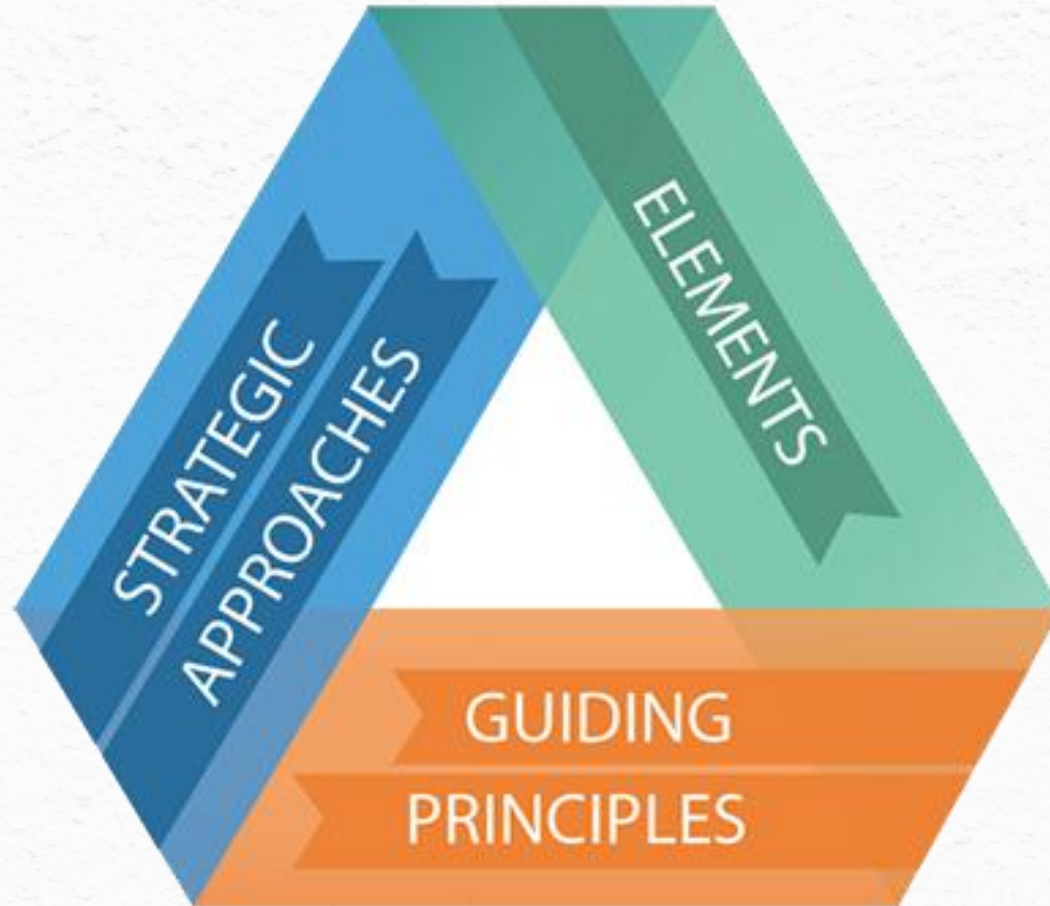
- **Connecticut** Department Mental Health and Addiction Services
- **Michigan** Department of Education
- **New Hampshire** Department of Education
- **Nevada** Division of Public and Behavioral Health
- **Ohio** Department of Mental Health
- **Pennsylvania** Office of Mental Health
- **Wisconsin** Department of Public Instruction



SS/HS Framework

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
	Copyright American Institutes for Research, 2015	

Interactive SS/HS Framework



<http://www.healthysafechildren.org/sshs-framework>



Comprehensive Planning

Comprehensive Planning

Phase 1: Assessment

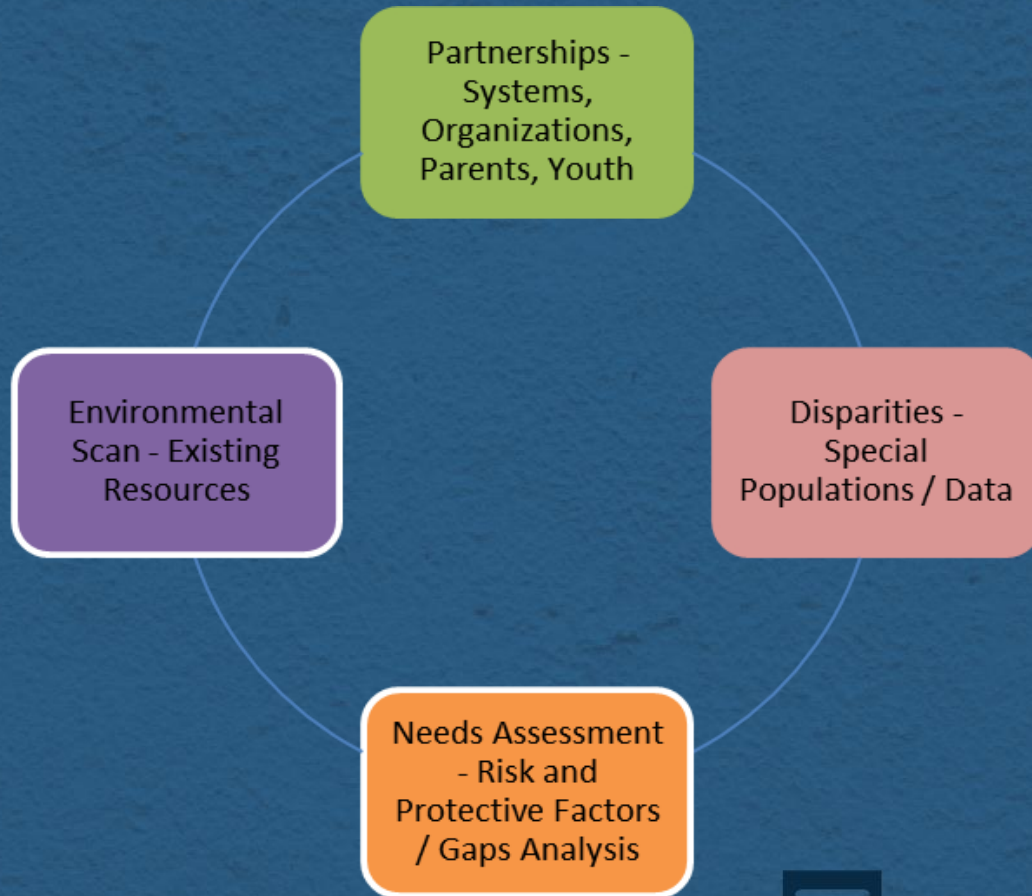
Phase 2: Using the SS/HS Framework

Phase 3: Development of the Comprehensive Plan

Phase 4: Implementation

Phase 5: Expansion and Sustainability

Phase 1: Assessment



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).

Disparity Impact Statement and Strategy

Reducing Disparities in Your State, Tribe, Territory, or Community



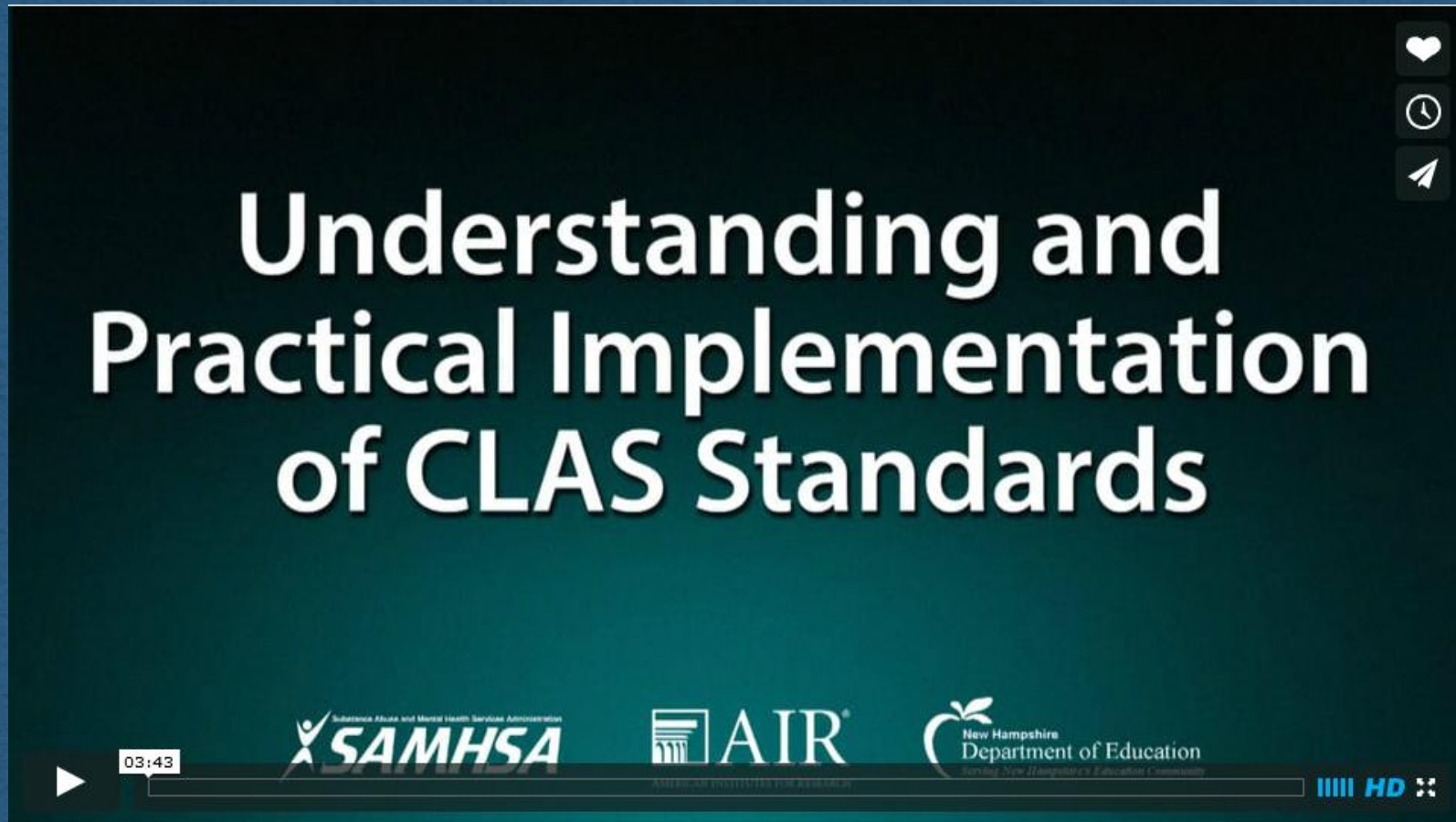
Welcome!



Link to Healthy Safe Children Learning Portal:

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

From the field: New Hampshire



Link to watch the trailer:

<https://vimeo.com/140684794>

Link to watch the full length video:

<https://vimeo.com/140692157>

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

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.

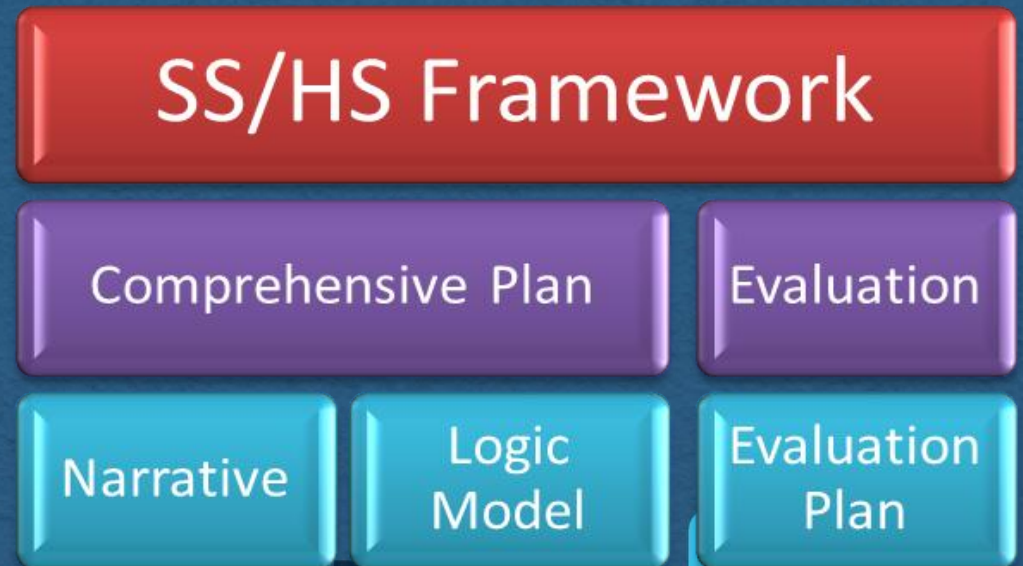
STRATEGIC APPROACHES

	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

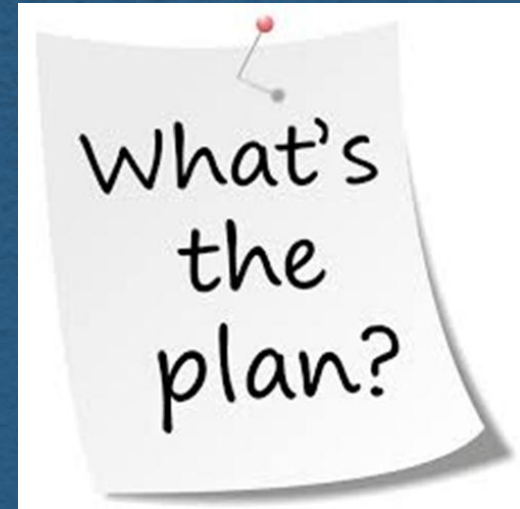
Components of a Comprehensive Plan:

- 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



Safe
Schools
Healthy
Students



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 SS/HS Gra...

▶ 7. Step 2: Defining Goals

▶ 8. Step 3: Defining the Baseline D...

▶ 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

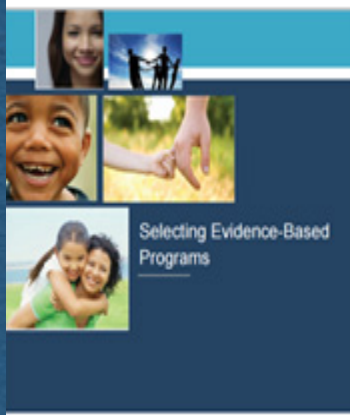


Link to the SS/HS Logic Model Module on the Healthy Safe Children Learning Portal:

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

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



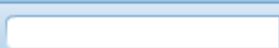
Menu Notes

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



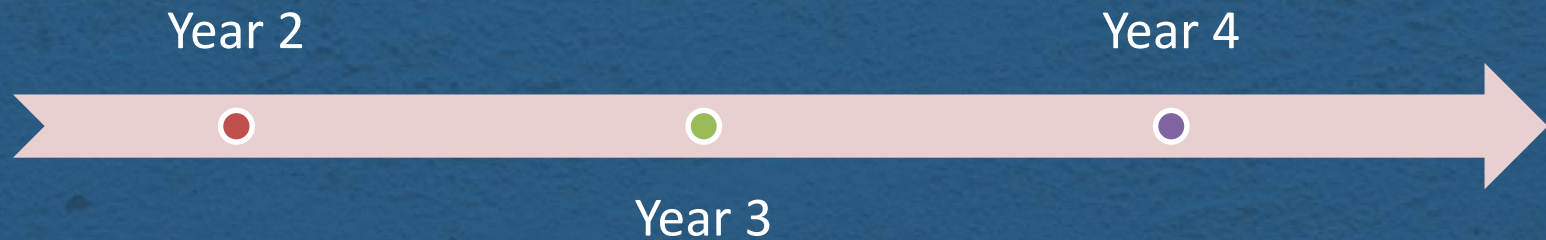
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NEXT >

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

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

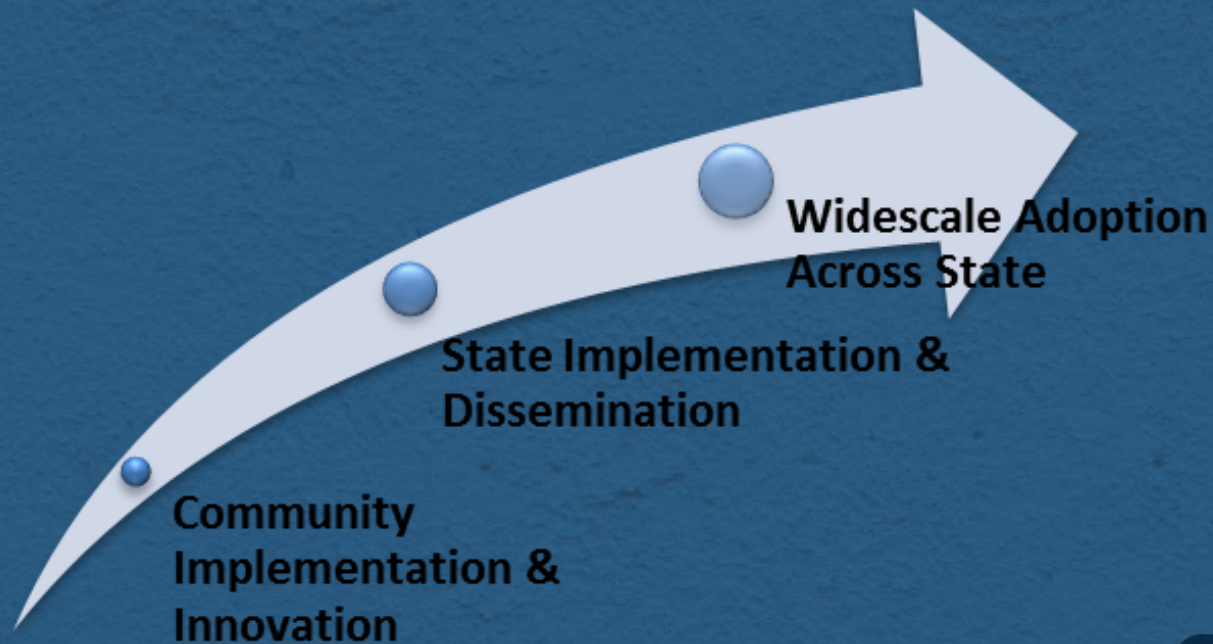
Phase 4: Implementation



- 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

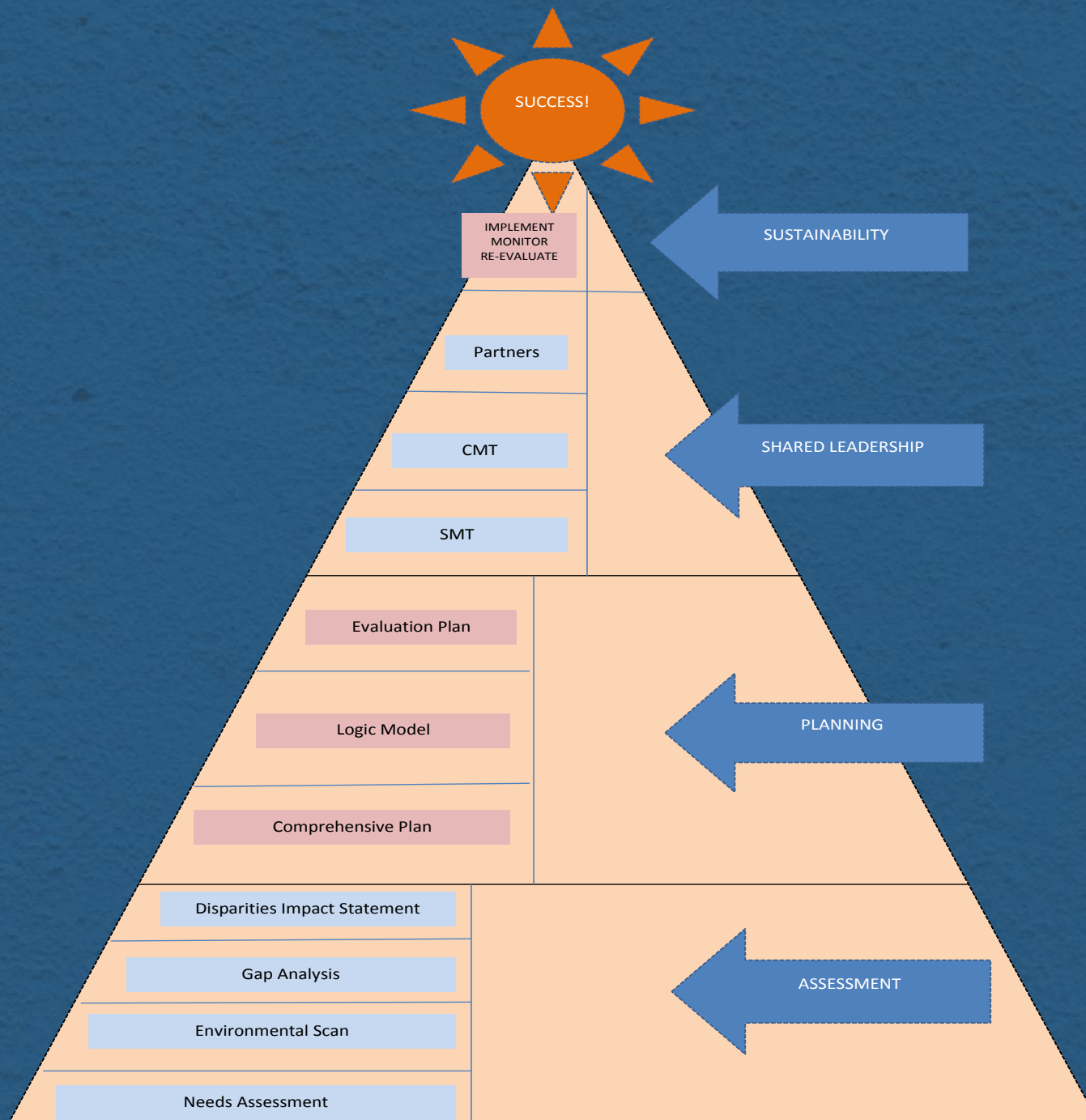


Phase 5: Expansion and Sustainability



From the field: Nevada





Nevada Department of Education

Promoting early
childhood
social and
emotional
learning and
development

Pre-K Development
Grant

Promoting
mental,
emotional
and
behavioral
health

Project Aware

Connecting
families,
schools, and
communities

School Climate
Transformation;
Project Aware

Preventing
behavioral
health
problems,
including
substance use

School Climate
Transformation;
Project Aware

Creating Safe
and Violence
Free Schools

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

State
Management
Team

THE FIVE ELEMENTS OF
SAFE SCHOOLS/HEALTHY STUDENTS

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

**Safe Schools /
Healthy Students**



More on-line resources released in 2016!

Questions



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www.healthysafechildren.org

A wealth of
TOOLS, INFORMATION,
AND MATERIALS

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MENTAL HEALTH PROMOTION &
YOUTH VIOLENCE PREVENTION

HEALTHY SAFE CHILDREN UPDATE

<http://www.healthysafechildren.org/stay-connected>