

THREE PERSPECTIVES ON ESTABLISHING SUSTAINABLE  
SCHOOL-COMMUNITY PARTNERSHIPS THROUGH  
EFFECTIVE COLLABORATIONS

BUILT ON...

# WELCOME/INTRODUCTIONS

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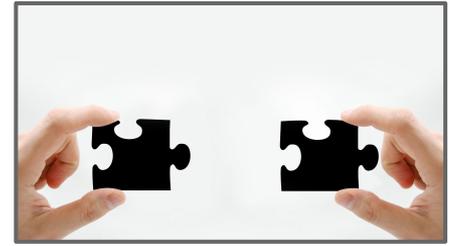
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# LEARNING OBJECTIVES

As a result of our time together, participants will...

- Describe the mutual benefits and importance of collaborative school-community partnerships within a multi-tiered system of support at local and state levels.
- Explain how school systems and community agencies can partner together to create sustainable practices that promote the wellbeing of children, youth and families.
- Articulate several innovative strategies designed for a small, medium and large school division when developing school-community partnerships.

# ALIGNMENT



“One of the major variables affecting sustained implementation of effective practices is the introduction of new initiatives that either (a) compete with resources needed for sustained implementation or (b) contradict existing initiatives.” McIntosh (2015)

BUILT ON...

# PROJECT AWARE - PURPOSE

- Purpose of Now is the Time:
  - Increase awareness of mental health issues among school-age youth
  - Train educators and other youth-serving adults to detect and respond to mental health issues
  - Connect children, youth, and families who may experience behavioral health issues with appropriate services

# VIRGINIA AWARE - PROJECT GOALS

**DEVELOP** Multi-tiered model that integrates a comprehensive systems approach for addressing mental health needs of school-aged (K-12) youth.

**INTEGRATE** Multi-tiered systems framework for the delivery of mental health services to increase efficiency of systems at the state and local levels.

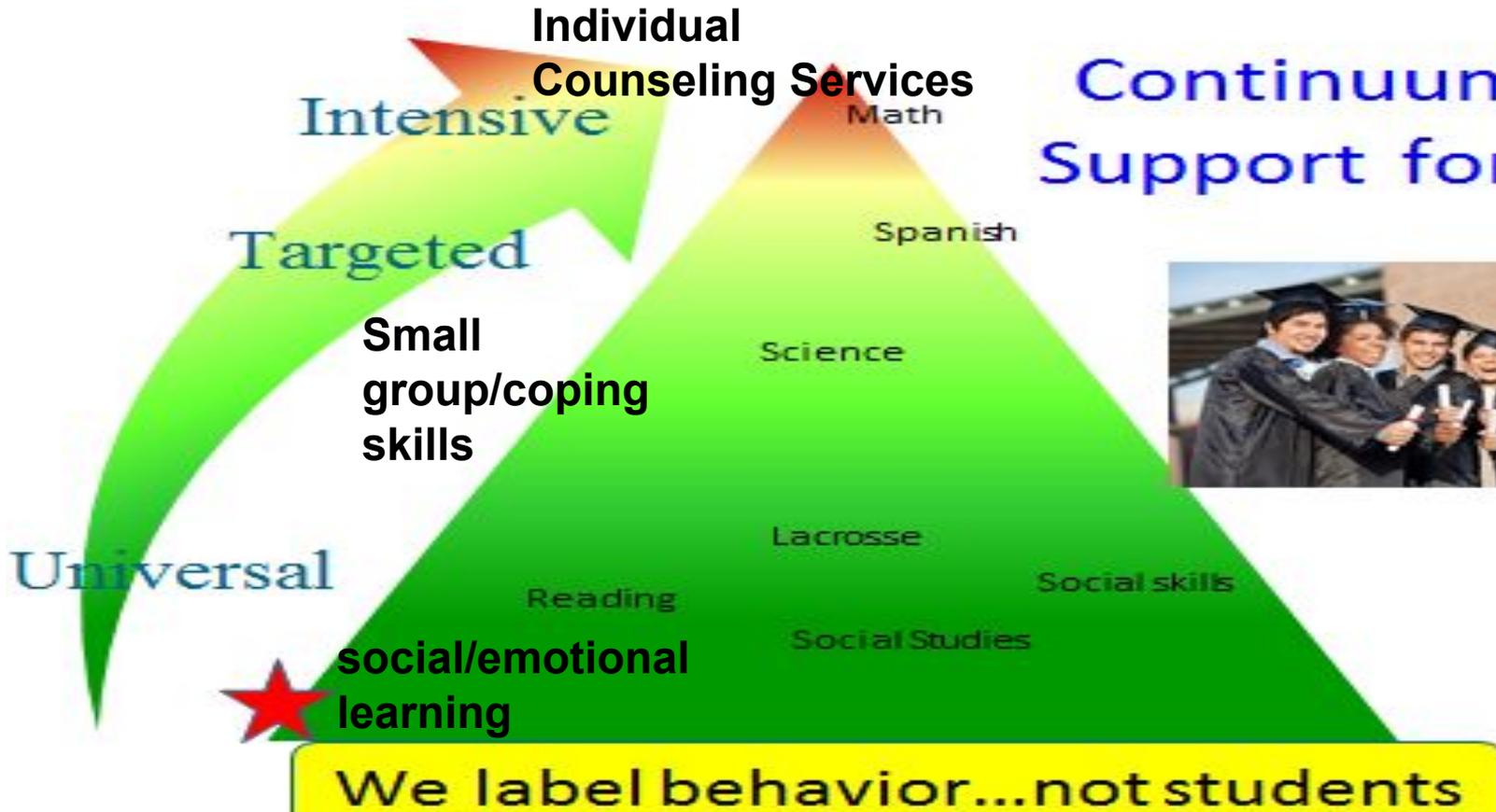
**EXPAND** availability and delivery of Youth Mental Health First Aid (YMHFA) throughout the Commonwealth to increase early identification and intervention.

# VIRGINIA TIERED SYSTEMS OF SUPPORTS (VTSS)

... is a data-informed decision making framework for establishing the social culture and academic and behavioral supports needed for the school to be an effective learning environment (for academics, behavior and social-emotional wellbeing) for all students.



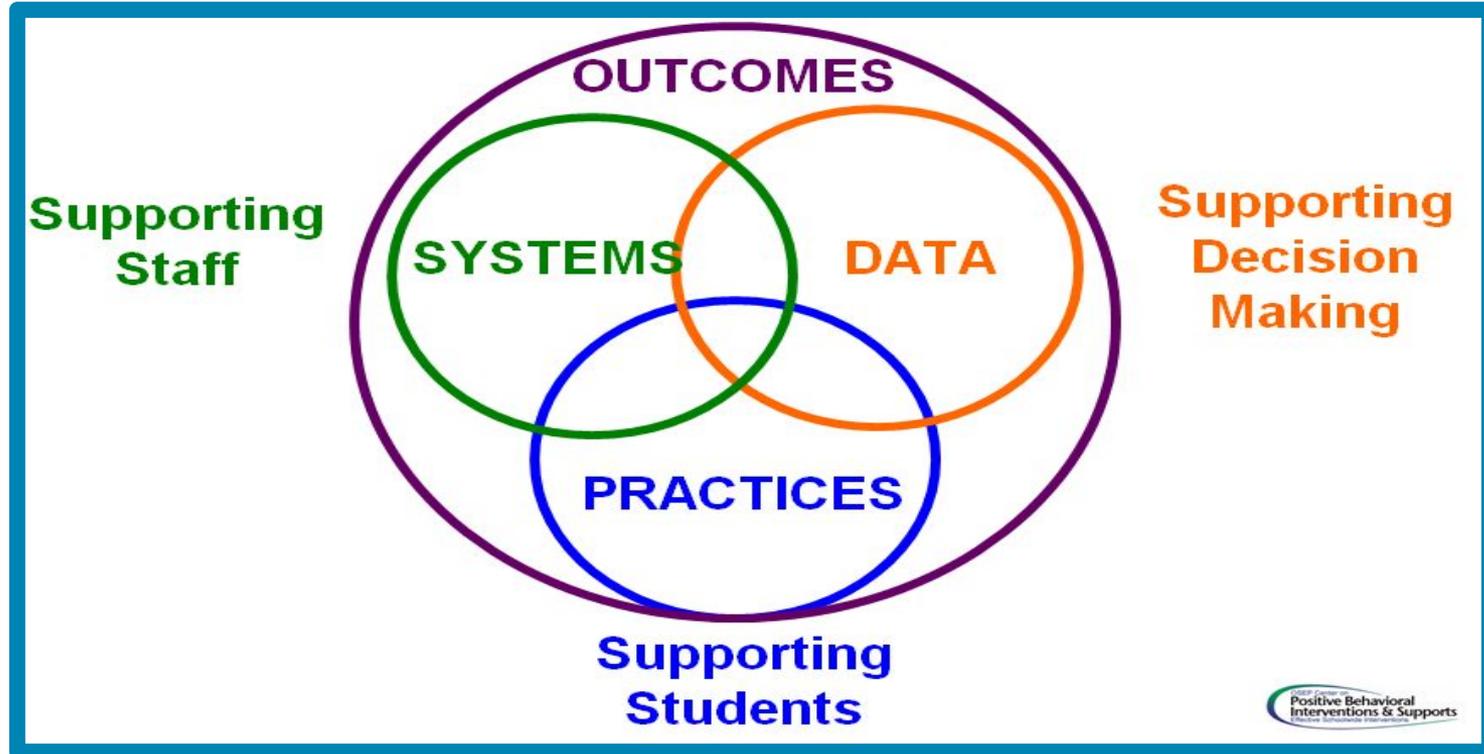
# CONTINUUM OF SUPPORT FOR ALL



## Continuum of Support for ALL



# VTSS IMPLEMENTATION LOGIC



# IMPACT - POLICY



- In 2016, Governor Terry McAuliffe’s “Classrooms not Courtrooms” initiative identified VTSS as a practice to be adopted by LEAs to reduce student referrals to law enforcement, reduce suspensions and expulsions, address the disparate impact these practices have on African-Americans and students with disabilities, and address the emphasis on subjective offenses, like disorderly conduct. The VTSS and AWARE staff teams were integral in the design and implementation of that event.
- Passed in 2017, Senate Bill 1117 states that every person seeking initial licensure or renewal of a license with an endorsement as a school counselor shall complete training in the recognition of mental health disorder and behavioral distress, including depression, trauma, violence, youth suicide, and substance abuse. Of the four training options for school counselors, Youth Mental Health First Aid (YMHFA) is the first option listed and the number of school counselors attending YMHFA sessions across the Commonwealth continues to rise as a direct result of this legislation being passed.

# IMPACT - STATE



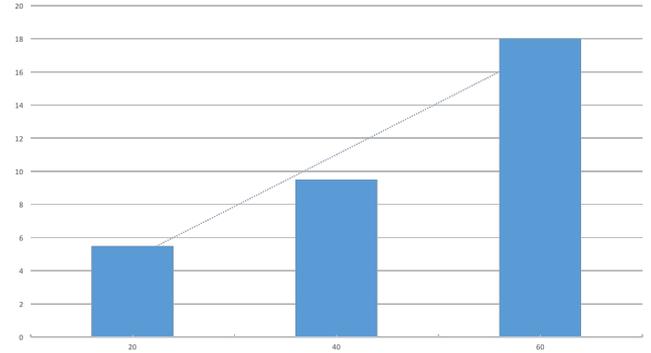
Mental Wellness Workgroup was established to advise, coach, and support the integration of mental health into a comprehensive tiered system of support for Virginia school divisions. 2 subcommittees were formed:

- Guidelines for the Integration of Mental Wellness Supports
  - a. Review national research and practices in relation to mental health systems of support for divisions, and to identify readiness steps for implementation of mental health supports.
  - b. Develop Mental Health Enhancement to the TFI (Tiered Fidelity Instrument) - piloting in 2019
- Trauma subcommittee
  - a. Develop trauma enhancements to Tier 1 modules.
  - b. Provide training to VTSS Systems Coaches and school divisions on trauma enhancements.
  - c. Develop videos to support understanding/learning around trauma.

# IMPACT - AWARE LEA'S

Improved outcomes in...

- Teacher awareness and understanding.
  - Increased Trainings in mental health and student wellness.
- Use of data to make implementation and other decisions.
- Access
  - 53% increase in # of students served by school-based mental health professional.
  - 72% of students referred to community based mental health services received such services.
  - 7,835 school-aged youth were linked to a mental health related service since the start of the grant (2015)
  - 53% increase in evidence-based programs (from 20 to 79 programs)



# IMPACT - AWARE LEA'S

Improved outcomes in...

- Division capacity
  - More collaboration and common language
  - Linking actions with interventions
  - School climate (schools becoming more proactive and teachers report feeling empowered)



# CASE EXAMPLES: PULASKI & MONTGOMERY COUNTIES

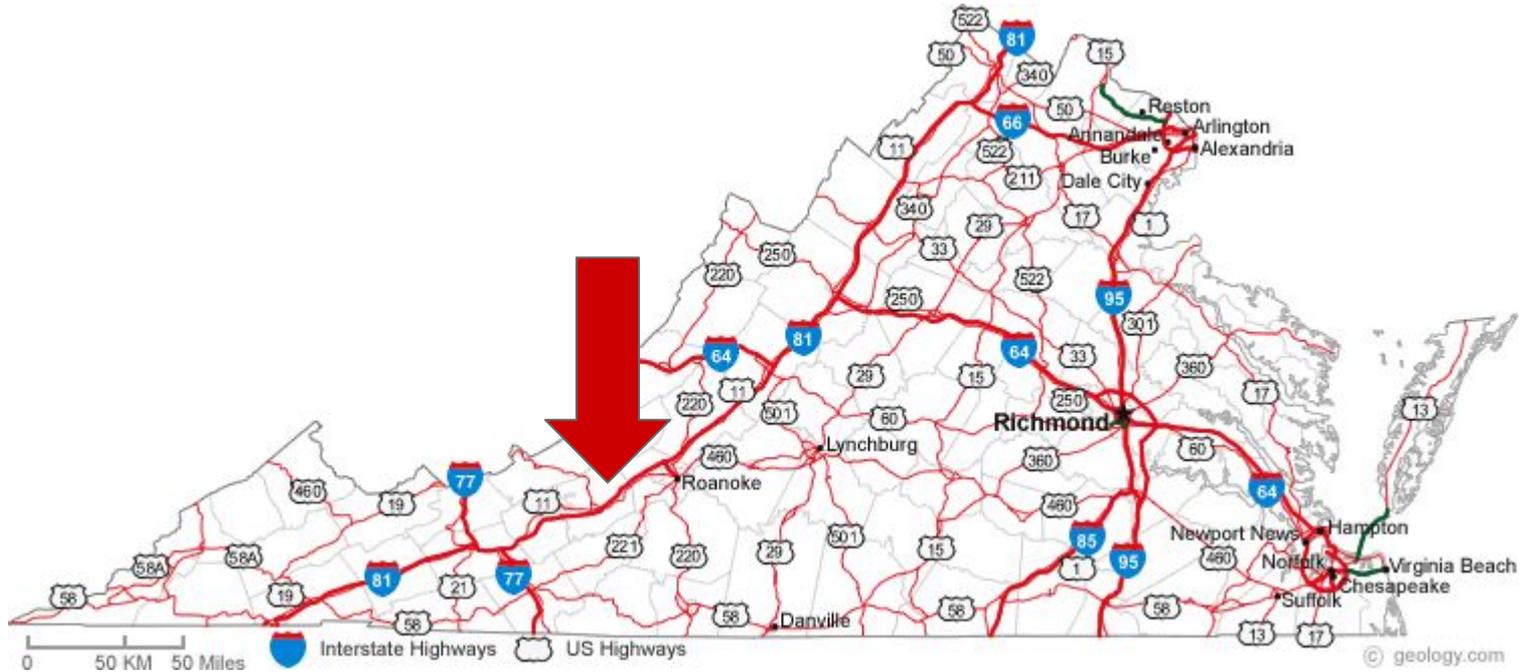




# BUILT ON CHIPS AND SALSA

**MONTGOMERY & PULASKI COUNTY**

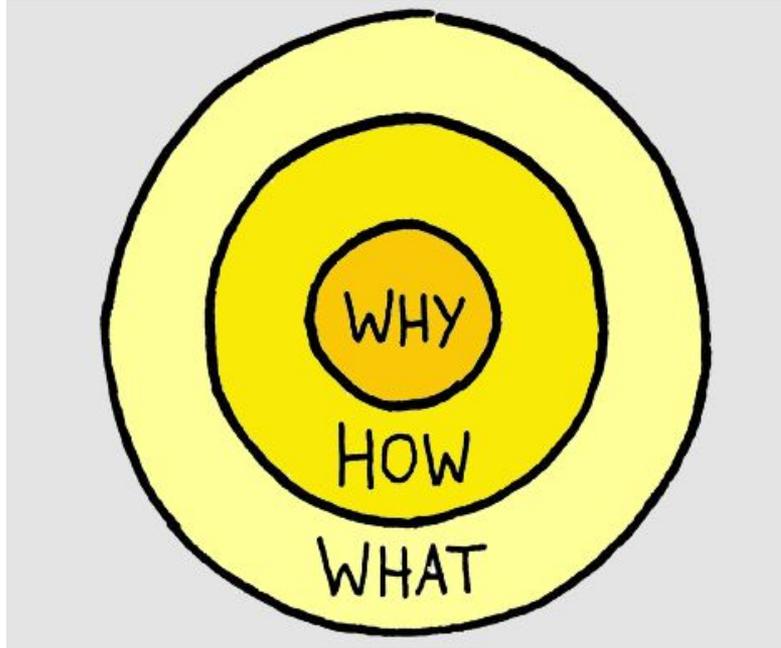
# YOU ARE HERE:



# MONTGOMERY AND PULASKI COUNTIES



# START WITH WHY? WHAT'S THE OCCASION?



Opportunity

Crisis

Growth

Need

Funding





# WHO CAN YOU INVITE TO THE TABLE?

New River Valley Community Services

Project HOPE

Court Services

United Way

Department of Social Services

Virginia Tech Service Learning

Family Preservation Services

Montgomery County Prevention  
Partners Coalition

National Counseling Group

Montgomery County Emergency  
Assistance Program

Women's Resource Center of the New  
River Valley

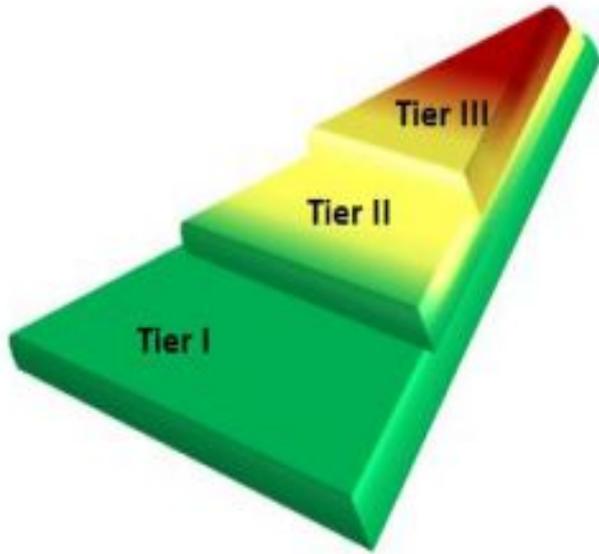
Local Community College Career  
Coaches

Community Action



# CAN I RECOMMEND A STARTER/APPETIZER?

Identifying Gaps and Services to meet needs: Start Small.



**Tier I:** All students have addressed the majority of their academic, behavioral, social and emotional needs

**Tier II:** No more than 20% of students need supplemental instruction and supports

**Tier III:** A lesser percent (0-5%) of students need intensive individualized instruction and supports



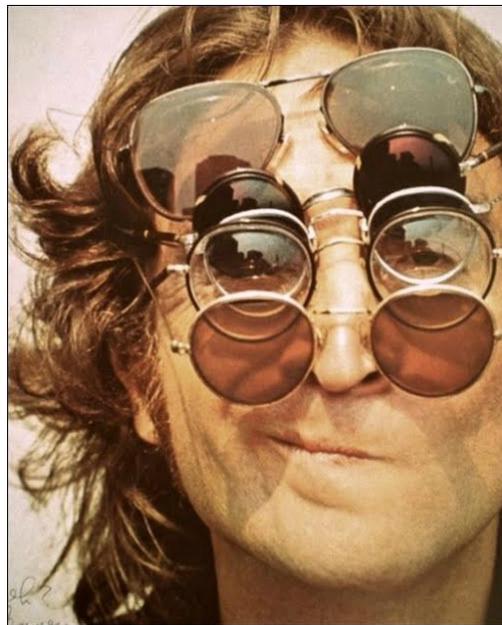


# MAKING SENSE OF THE MENU

*Through several different lenses:*

## **Educator vs. Mental Health Provider**

- Language
- Logistics
- Roles
- Responsibilities





# SPLITTING THE BILL - WHO PICKS UP THE CHECK?





# AVOIDING HEARTBURN

School Counselor and NRVCS counselors

Protocols and partnerships

Communication

Hiccups in procedures and protocol



# WHEN WILL WE SEE EACH OTHER AGAIN?

Continuing the conversation

Collaboration meetings

Checking in with each other often

Sighs and Cell phone numbers

Building Trust and positive relationships



SO. WHAT ARE YOUR NEXT STEPS? BY WHEN?



# CASE EXAMPLE: FAIRFAX COUNTY

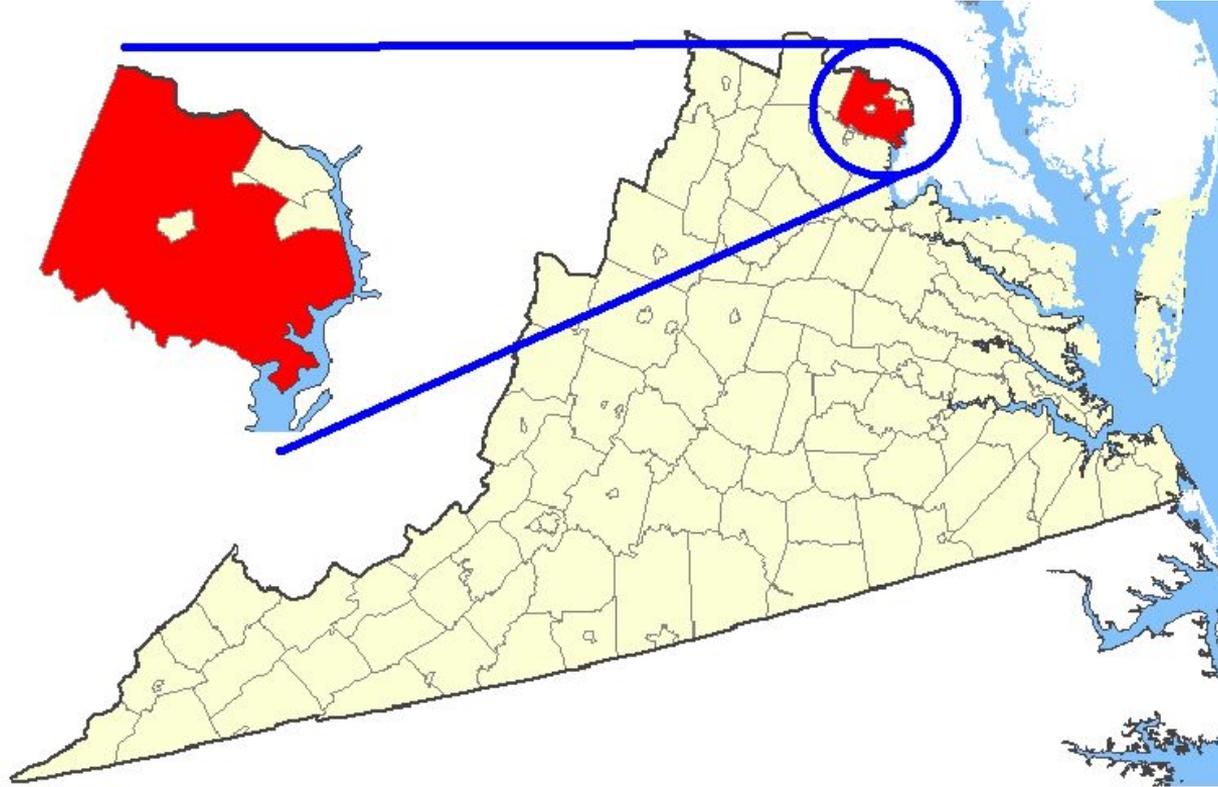




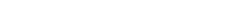
BUILT ON  
COMPLIANCE &  
ACCOUNTABILITY

FAIRFAX COUNTY

# FAIRFAX COUNTY



# FAIRFAX COUNTY



# JOURNEY BEGINS- 2013

Work group forms with county -  
representative of schools and community  
agencies

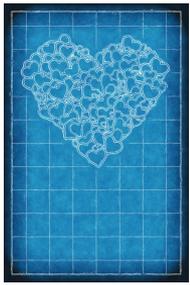
Student deaths

CDC report (2015)

Children's Behavioral Health - SOC/LMT  
(2015)

- Blueprint (2015)





# PURPOSE OF THE BLUEPRINT

Continuum from prevention to intensive intervention

Identifies goals, strategies, action steps and metrics

Four year plan: 2016-2019





# GOALS OF THE BLUEPRINT

Deepen Community System of Care Approach

Data Systems

Family and Youth Involvement

Increase Awareness and Reduce Stigma

Youth and Parent/Family Peer Support

System Navigation

Care Coordination and Integration

Equity/Disparities





# GOALS OF THE BLUEPRINT (CONT.)

Reducing Incidents of Youth Suicide in our Community

Evidence-Based and Informed Practices

Trauma-Informed Care Community

Behavioral Health Intervention

Service Network for High Risk Children

DD/Autism Services

Transition Age Youth



# CAPACITY BUILDING

Duplication and overlap

Use of resources

Membership

Creating of Children's Behavioral Health Collaborative (CBHC)





# PARTNER BENEFITS

Shared vision and goals

Common data collection and entry across agencies

Shared outcome/common surveys

Creating an effective and efficient process across the system





# PARTNER BENEFITS (CONT.)

Building continuum capacity and common language

Resource mapping

Stronger partnerships

Coordinated professional learning



# CURRENT STRATEGIES IN INITIAL IMPLEMENTATION

Co-Facilitate meetings

Sharing data

Expanded stakeholder membership

Programs and services



# QUESTIONS & DISCUSSION

