

















Quick Reference Guide: Strategies to Sustain and Expand School Mental Health Services at the Local/Community 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>GOALS OF THIS STRATEGY: Local policymakers, system managers, and community stakeholders will partner with students and families to:</p> <ul style="list-style-type: none"> ▪ Create a common vision and shared goals for addressing mental health needs of school-aged children and youth. ▪ Develop and support strategic planning, implementation, and continuous strengthening of multi-tiered strategies to support families and schools and promote mental health, screening and early detection, and intervention and treatment of mental health risk factors. 			<p>TACTICS FOR SUCCESS:</p> <ul style="list-style-type: none"> ▪ Create a community management team to facilitate and manage key activities of the collective partnership. ▪ Balance responsibility and authority among formal leaders and willing stakeholders with shared interests. ▪ Develop a common identity and shared norms by meeting regularly, sharing leadership functions, and engaging in trust-promoting practices. ▪ Co-create policies and procedures, communications, training resources, budgets, and continuous improvement processes. 	
<p> Nevada</p> <ul style="list-style-type: none"> ▪ Community coalitions in all three Nevada sites implementing the SS/HS initiative have formed extensive partnerships with community organizations. For example, the Healthy Communities Coalition of Lyon and Storey Counties (HCC) has located school-based resource coordinators and other professionals in each school system throughout the rural frontier. These coordinators help connect students and their families with local and regional resources. The school-based staff members partner with organizations like Central Lyon Youth Connections’ Project Success, whose mental health counselors provide counseling and lead youth groups in the schools. 			<p> Menominee, Wisconsin</p> <ul style="list-style-type: none"> ▪ Building on an acclaimed multi-year partnership to implement trauma-informed care in their communities, the Menominee Nation has implemented a culturally competent approach to restorative practices, anchored by the Seven Grandfather Teachings. To implement it, the Menominee Indian School District collaborated with tribal and county social services, health agencies, behavioral health providers, law enforcement, justice, and families that have been engaged in “Rez Café” training sessions. The district reports a significant reduction in suspensions and expulsions and an increase in graduation rates—data that have strengthened buy-in across the partnership. 	
<p> Williams County, Ohio</p> <ul style="list-style-type: none"> ▪ The Northwest Ohio Educational Services Center [NWOESC] used SS/HS grant funds to hire care coordinators in local schools as a way to assist students and families struggling with mental health issues. In the 2016–2017 school year, care coordinators helped 612 students, connecting 289 with mental health treatment services in the community (30 times more than the previous year). Convinced of their value, most of the school districts in the county have now hired care coordinators as permanent staff. As a result, the Community Hospitals and Wellness Center has assigned two full-time school-based mental health therapists, and community mental health providers are receiving a significant increase in student referrals. 			<p> Rochester, New Hampshire</p> <ul style="list-style-type: none"> ▪ SS/HS has been a catalyst for citywide collaboration. Since 2015, Rochester’s Recreation and Police Departments have collaborated with the local school district to provide a summer travel camp for local students. Open to Rochester teens, the camp features weekly trips to state parks and other destinations. It provides teens with opportunities for recreation in nature with adults (including police) as friends, mentors, and models. The camp has helped hundreds of local youth, and the Recreation Department is now seen as a critical resource for the city’s focus on prevention programming for at-risk youth. The SS/HS initiative provided crucial convening and infrastructure support, and the community partners have done the rest. 	





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 <p>Michigan School Districts</p> <ul style="list-style-type: none"> ▪ Through the state’s Pathways to Potential model, “Success Coaches” was implemented in hundreds of Michigan schools. The program uses text message reminders to engage parents in immediate opportunities to support their children’s academic success. English- and Spanish-language texts provide parents with information about their middle and high school students’ achievement, missing homework assignments, and impending college readiness needs. The low-cost, high-tech “nudges” have been demonstrably associated with significantly reduced dropout rates in Grand Rapids schools. 		 <p>Greene County, Ohio</p> <ul style="list-style-type: none"> ▪ Ohio’s Educational Services Center provided tablets to members of the team it formed to ensure long-term fiscal sustainability for early childhood mental health consultation (ECMH-C) services. The portable technology helped team members collect testimonials from family members, child care staff, and stakeholder partners. The testimonials were used in the strategic communications products that helped policymakers understand the value of the ECMH-C, persuading them to dedicate funding to sustain ECMH-C services beyond the SS/HS funding period. 		
 <p>Bridgeport Public Schools, Connecticut</p> <ul style="list-style-type: none"> ▪ Bridgeport Public Schools developed a student data collection tool using Power School, an existing online data collection platform. School team members, community partners, and families identified pertinent data points to build a data platform that serves as a foundation for data-driven implementation, performance management, evaluation, needs assessment, and promotional functions. 		 <p>New Hampshire School Districts</p> <ul style="list-style-type: none"> ▪ New Hampshire school districts serve as Student Wellness Incubators, sharing their promising and proven practices through a statewide “Innovation in Action” web-based hub. ▪ Laconia High School partnered with New Hampshire Public Radio and the Bureau of Student Wellness to produce an in-depth examination of the evolving role of schools as “safety nets” for students whose families and communities are affected by the opioid crisis and the ongoing impact of the Great Recession. 		

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<p>GOALS OF THIS STRATEGY: Local policymakers, system managers, and community stakeholders will partner with students and families to:</p> <ul style="list-style-type: none"> ▪ Identify indicated policy changes that can enable improved services and supports to generate better outcomes. ▪ Generate political and administrative support and funding to enact policy change and enable intended performance. ▪ Identify components essential to the implementation of policy changes. 			<p>TACTICS FOR SUCCESS:</p> <ul style="list-style-type: none"> ▪ Examine community data and consider key stakeholder input to select critical areas of student wellness and safety to target in policy change. ▪ Convene a multi-sector committee to plan, develop, and advocate for policy change in the identified target area. ▪ Develop communication materials that inform key decision makers about successes, the benefit, and the impact of programs and service ▪ Develop an action plan to implement adopted policy change. 	
<p> Washoe, Lyon, Nye Counties, Nevada</p> <ul style="list-style-type: none"> ▪ With leadership from the SS/HS-funded Healthy Communities Coalition, Washoe County’s school district implemented the SOS Signs of Suicide Prevention Program at middle and high schools that had experienced recent student suicides, identifying more than 200 students needing support to address depression, anxiety, and suicide ideation. Following Washoe County’s lead, Lyon County implemented the SOS program in 11 middle and high schools, and the Coalition plans to expand the SOS program to Mineral and Storey Counties in the coming years. The Nye Communities Coalition helped implement SOS in their district, providing school social workers and mental health counselors to students as well as a grief support group for parents, a mental health support group for middle-schoolers, and a community task force to address suicide. 			<p> Saginaw, Michigan</p> <ul style="list-style-type: none"> ▪ Michigan’s three SS/HS implementation sites adapted the Family Engagement Perception Instrument (FEPI) to assess staff attitudes about family empowerment to help inform the process for planning and select indicated improvement strategies. Saginaw Public Schools District (SPSD) worked with Parent Action for Healthy Kids to understand how increased family engagement can improve school performance and student success, and they hired a school-based family and community engagement specialist. The district now requires each school to develop its own parent involvement plan, and the district’s handbook includes a new “compact” to specify both respective and shared responsibilities of schools and parents to support students’ success. 	
<p> New Hampshire School Districts</p> <ul style="list-style-type: none"> ▪ New Hampshire’s Senate Bill 235, enacted in 2017, permits school districts to determine the extent to which they access Medicaid reimbursement for eligible student health and mental health services. “All matching dollars for <i>Medicaid to Schools</i> medical services shall come from the local school districts.” “The program shall be voluntary.” 			<p> Lehigh Learning & Achievement School, Pennsylvania</p> <ul style="list-style-type: none"> ▪ The Carbon-Lehigh Intermediate Unit operates the Lehigh Learning & Achievement School for students who need enhanced behavioral, emotional, and mental health support, and they have partnered with the National Association of School Resource Officers to train the region’s school police officers in both de-escalation and helping them act as informal counselors and mentors to the students. The end goal of these efforts? Help keep the students out of the justice system and increase their success at school, at home, and in the community. 	

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 <p>Williams County, Ohio</p> <ul style="list-style-type: none"> ▪ Fourteen school districts in Williams County are implementing the evidence-based PAX Good Behavior Game. The Northwest Ohio Educational Services Center has supported implementation of this grade-school-level universal prevention program with training for over 100 classroom teachers. More importantly, it has dedicated staffing to coordinate the program beyond the end of the grant period, in part because, in 2014, Ohio voters approved a 5-year tax to fund the program for young students in Allen, Auglaize, and Hardin Counties. 			 <p>Middletown, Connecticut</p> <ul style="list-style-type: none"> ▪ The Middletown School District has extended several of its workforce development initiatives beyond its faculty and professional staff to include other staff members of the district. The district has also implemented two programs: (1) the Peaceful School Bus Program, designed to teach bus drivers how to decrease disruptive behavior and bullying on the bus, and (2) Kognito, designed to help bus drivers identify and refer students experiencing mental health challenges. 		
 <p>Beloit, Wisconsin</p> <ul style="list-style-type: none"> ▪ A group of students at Beloit Memorial High School created Project AIU to promote Acceptance, Inclusion, and Understanding of the full diversity of the school and community. Begun as a student-driven social marketing campaign, Project AIU has become a “student voice for change.” The students have created a partnership with the school’s graphic arts program, supporting billboards, transportable events at intermediate schools, a teen summit, and full-day retreats (Project AIU is developing a standard format so the retreats can be done in other schools). Since it began in 2015, the project has expanded because of ongoing and consistent support from staff and the community. 			 <p>Crawford County, Pennsylvania</p> <ul style="list-style-type: none"> ▪ The four school districts in Crawford County, a community of 86,000 residents, provide an integral platform for the community’s Peace4Crawford initiative to prevent, identify, and treat the consequences of adverse childhood experiences. This county has already provided training on trauma to over 4,000 individuals through partnerships among Crawford County Human Services, its four local school districts, and its juvenile probation office. Exemplifying its extraordinary local capacity building, Peace4Crawford presents an annual trauma-informed and resilient communities conference at Edinboro State University. 		

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 <p>Saginaw, Michigan</p> <ul style="list-style-type: none"> ▪ Saginaw Intermediate School District is one of 10 community agencies invested in the Community Health Improvement Steering Committee of the local community foundation’s Alignment Saginaw collaborative. Health, education, welfare, court/justice, mental health, business and faith community partners engage in unified needs assessment, planning, collaborative service delivery, data reporting, and social marketing efforts to address the mental health needs of local students. 			 <p>York, Crawford, and Lehigh Counties, Pennsylvania</p> <ul style="list-style-type: none"> ▪ The York County Commissioner convened 100 community leaders in Moving York County Forward to examine county data in five areas of child and family wellbeing and develop collective school-based strategies to address areas of concern. Crawford County’s system of care formed the Peace4Crawford initiative, unifying the efforts of service systems and community stakeholders to develop school-based efforts to address the impacts of adverse childhood experiences. And Lehigh Valley’s United Way and system of care engaged several of the large school districts in a trauma awareness collaborative, the Lehigh Valley ACES Connection. 		
 <p>Connecticut’s RACs</p> <ul style="list-style-type: none"> ▪ In 1989, the state legislature established Regional Action Councils (RACs) to create and execute strategic plans to coordinate substance abuse prevention and mental health promotion services in each region. Through the SS/HS initiative, the RACs were able to assess the behavioral health needs of children, adolescents, and adults, and then, based on these assessments, train school psychologists and school social workers in Screening, Brief Intervention, and Referral to Treatment (SBIRT). Early in 2018 Connecticut’s legislature reorganized the structure by awarding contracts to support five RACs through June 2021. 			 <p>Collective Impact in Ohio Counties</p> <ul style="list-style-type: none"> ▪ All SS/HS sites in Ohio established community management teams to plan and manage key activities of the collective partnership. Over time, all three counties sought to sustain the infrastructure that allowed them to accomplish shared work. During the final year of funding, Ohio’s state-level Healthy Schools and Communities Resource Team helped the management teams in all three counties devise specific strategies to maintain these collaborative infrastructures using a Collective Impact model. 		