Sandy Williamson: Good afternoon, everyone, and welcome to today's webinar on making schools and students safer. It's great to see so many of you on the line. Today's webinar is brought to you from the National Resource Center for Mental Health Promotion and Youth Violence Prevention. My name is Sandy Williamson, and I'm the project director for the Center. I will be joined today by Mary Thorngren and Kelly Wells. First, I just want to give everyone a tech overview, so if you have any trouble with the technology, any difficulties at all joining the event or with the connection, please contact Shoshana Rabinovsky, and she will assist you with getting connected to the webinar. If you have joined via the phone only and you experience any audio issues, you can email Shoshana at srabinovsky@air.org.

Sandy Williamson: First of all, the National Resource Center for Mental Health Promotion and Youth Violence Prevention, or as we call it, the National Resource Center, offers resources and experts to provide support to state, tribes, territories, and local communities to prevent youth violence and to promote the overall well-being of children, youth, and family. We do have a website called healthysafechildren.org. The National Resource Center believes that with the right resources and support that all communities, no matter where you're located, can promote positive outcomes for children, youth, and families. Our National Resource Center has been funded for the past five years by the Substance Abuse and Mental Health Services Administration and led by our team here at AIR, American Institutes for Research. The very issues that many of you are coping with in your communities, the National Resource Center has provided and continues to provide information and material that support efforts for those of you who serve children and youth.

Sandy Williamson: First, we'd like you to take a poll. For those of you that are on the phone, and so if you just used the radio button and you let us know who's on the line, that would be great. We see folks are filling in that information, so thank you. Just give folks another moment or two. First of all, you're letting us know, for those of you that are on the line only, folks are letting us know what organization type they are with, whether it's education, mental health, juvenile justice, child welfare, and what their role is within that organization. Great. It looks like about half of our audience today on the line are from education, and it looks like we have a nice mix of consultants, and psychologists, and educators, and administrators, researchers, so a wonderful mix of folks on the phone. Okay.

Sandy Williamson: We will go back to our slide. The National Resource Center, as I mentioned earlier, we do offer resources, training, and technical assistance. We have currently, for the last five years, been supporting the Safe Schools/Healthy Students state funded grantees, and for folks on the phone that are not familiar, the Safe Schools/Healthy Students Initiative takes a very comprehensive look at drawing on the best practices in education, and justice, and social services, and mental health that can all align and help schools and communities take action to prevent youth violence and to promote mental health in their community.

Sandy Williamson: The Safe Schools/Healthy Students grantees have recognized that violence among young people is caused by a multitude of factors, including early childhood mental health, family life issues, mental health issues, or substance abuse, and so there's no single action or one single remedy that can be counted on to prevent it, but communities have been able to implement programs that have had wonderful results and outcomes. Findings from an evaluation of the Safe Schools/Healthy Students Program shows that the model, the framework, works. More than 90% of school staff saw reduced violence in schools, and nearly 80% reported that the Safe Schools/Healthy Student grants had reduced violence in their community, and there was a 263% increase in the number of students who received school based mental health services, and a 519% increase in those receiving community-based services, and nearly 90% of school staff stated that they felt that they were better able to detect mental health issues earlier for their students.

Sandy Williamson: Okay. Let me introduce to you our other presenters today, Mary Thorngren. And Mary is the program manager for the National Resource Center for Mental Health Promotion and Youth Violence Prevention, and Kelly has led our technical assistance team for the last five years. They will be sharing a lot more information with you today. These are our objectives for today's webinar. First, we want to make sure that we share with you how the Safe Schools/Healthy Students model has made schools and communities healthier and safer. We also want you to learn about the new Safe Schools Framework Implementation Toolkit, which we lovingly call the FIT, a new online resource that we feel can be of great benefit to all communities. Mary, I believe you're up.

Mary Thorngren: I am. Thank you, Sandy, and welcome, everyone, to the webinar. Some of you may know this information because you may have been part of the Safe Schools, I don't know, club or cohort of folks who are really passionate about this model. But I want to, for those of you who may not be familiar with it, just give you a little bit of background about how it started. It started back in 1999, and it was part of the federal response to one of the first really prominent, unfortunate school shootings. It was one of the few cross-agency violence prevention initiatives. Since 1999, Safe Schools/Healthy Students has served over 386 local school districts and communities in the United States, really helping to build the capacity of school districts and communities to address youth violence prevention and promote mental health.

Mary Thorngren: We want to just get a sense from people who are on the line, we have another poll, of how many of you are familiar or have been involved in Safe Schools? Because that'll help us a little bit in how we talk about this. If you could just type in the where it says, "Type your answer," have you been a part of a Safe Schools initiative in your school, community, or state?" If so, in which community or state and what you did. I see no, no, no. So far so good. This is great. Okay. Wow. Good. Well then, I won't feel like I'm being repetitive when I talk about Safe Schools Model. Yes. Hi, Pennsylvania state project co-director, welcome. South Carolina, state role in overseeing this, the initiative when it was a local initiative in South Carolina. Welcome to a former project director. You know,

once you're involved in Safe Schools/Healthy Students, you're in it for life, so welcome to that.

Mary Thorngren: Great. We're going to keep going now. I just want to give you a sense of, when we look at the next slide, of how many ... this is the local Safe Schools/Healthy Students from 1999 to 2013. It served over 13 million youth in 365 communities in all states, except New Hampshire. It was really pervasive all across the United States. Sandy mentioned a few of the evaluation findings, if we go to the next slide. What we learned from that evaluation of those initial 365 local school districts that were funded is that Safe Schools really worked. 90% of the school staff saw that reduced violence, and it was not only in schools or on the school grounds, but was also in the community, so particularly around bus stops and the routes to school.

Mary Thorngren: That was one of the important findings, a huge increase in the number of students who received school based mental health services. You'll see, as we walk through the Safe Schools FIT later, the importance of linking the provision of school based mental health services with community based services, and so that was a really important finding from the initial evaluation, and the school staff, almost all of them or 90% of them, were really better able to detect mental health challenges or issues with their students.

Mary Thorngren: So, we knew that it worked in the local school districts, and then there was the next generation. Many of the local school districts were already coming together in their respective states to collaborate and talk about the lessons learned across and within the state. They began to work at the state level, because they all realized that in order to make the changes that were an important part of Safe Schools, they needed to have that connection at the state level, in terms of the policy issues. In 2013, Congress scaled up Safe Schools from the local to the state level, and SAMHSA awarded grantees to the State Departments of Education or mental health, behavioral health.

Mary Thorngren: This was really an opportunity to look at how everything was working at the state level and the important role that the state would play. Each state that was funded was working with three pilot local LEAs to really create that integrated network of programs, activities, and policies. One of the things I think that former project directors that are on would tell you is Safe Schools is secretly the glue, that infrastructure glue that brings the right people to the table to address and solve these complex issues.

Mary Thorngren: The purpose was very similar, except again, it was at the state local, and it was that state to local working, and supporting, and really focusing on not only the program implementation in the local LEAs, but also the state coordination. An important part of Safe Schools, both in the initial round of funding, as well as the state level, is that it's really the partnership is absolutely critical between education, behavioral health, criminal juvenile justice systems, and at the local level, but law enforcement was a very important partner. You see the goals for the state Safe Schools on this slide, really to 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, because Safe Schools addresses all the way from early childhood to graduation or finishing of high school, and improve school climate, and reduce the number of students who are exposed to violence.

Mary Thorngren: You can see on the next slide the seven states that received the funding, Nevada, Wisconsin, Michigan, Ohio, Pennsylvania, Connecticut, and New Hampshire. Those states have been a part of the initiative for the past five years. What we've learned now from this experience, over these past five years, in the 21 communities in the 7 states, is that Safe Schools continues to work, so the scale up to the state level was successful. More than 34,000 students received mental health services, and almost twice as many individuals were trained in mental health promotion and youth violence prevention. Look at the number of students that were served through Safe Schools programming.

Mary Thorngren: We have taken all of these lessons learned and in collaboration with SAMHSA put them together into a toolkit for the field, so that other people can implement this and can really build on best practices. Kelly's going to walk you through that toolkit in just a minute, but first I want to go to the website that Sandy mentioned, and that's healthysafechildren.org, which is the website where you will find all of the resources that we're going to talk about, and we're going to show that website live right now in just a minute. This is the healthysafechildren.org website. Across the top you'll see all of the different tabs of resources that are available. We have a library of resources, a learning portal that has online learning modules, a lot of examples from grantee spotlights in both Safe Schools and Project LAUNCH, and then trending topics.

Mary Thorngren: Then the last tab is the Safe Schools FIT, Framework and Implementation Toolkit. That's what we're going to spend the bulk of our time today talking about, but before we do that, I just want to show you really the foundation of the work. That is the Safe Schools/Healthy Students framework. I don't know that SAMHSA's on the line, but I want to give a shout out to them, because the project officers who were involved in Safe Schools, both at the local level and then at the state scaling up, really it was very much a collaboration to develop this interactive framework. It really talks about and shows how Safe Schools comes together. You'll see on the right-hand side there are the elements. The early childhood, mental behavioral health, connecting family, schools, and communities, and creating safe and violence-free schools. This interactive framework allows you to see real life examples of how the states or locals actually were implementing Safe Schools.

Mary Thorngren: You can click on an element and a strategic approach, which is really how it was implemented, and then you see the "Go" button. When you click on that, it takes you to an actual example. When you click on the see all examples, it shows you all of the examples that are related to that particular interface of a strategic approach and an element. I want to mention also the foundation you saw at the bottom of the triangle, the guiding principles. Those are really the

foundation of all of the Safe Schools/Healthy Students initiatives, cultural linguistic competency, youth guided and family drive, the importance of evidence in programmatic application, leveraging resources, and really serving vulnerable youth and populations who are at risk. Please go to healthysafechildren.org after the webinar and play around with this. You can see examples of all the current grantees and really get a sense of how this is working in school districts, and communities, and states all over the country.

Mary Thorngren: As I said earlier, we pulled all of this together and all of the lessons learned actually from the beginning of the implementation of Safe Schools into the Safe Schools Framework Implementation Toolkit. Interactive, easy to use, and I'm going to turn this over now to my colleague, Kelly, who's going to actually walk you through the toolkit and show you all of the tools that are in it and how you can use it in your community, school district, state, wherever you live and use FIT. Kelly?

Kelly Wells: Thank you, Mary. Welcome, everyone. I am so excited to be previewing this toolkit with you all that are on the phone. We've had a question. I believe it was from Melissa. Yes. There's actually two ways that you can access the Safe Schools FIT. You can go directly into healthysafechildren.org and click right up here on the green tab, like I did earlier, or you can type in SafeSchoolsTools.org, and Mary's going to type that in for you right now. That's a vanity URL that will also bring you straight to the healthysafechildren.org website. I'm sitting here actually with Mary, so I encourage you to type in any questions that you have in the chat box. I think we're going to have plenty of time, and we can address those questions as we go through the FIT together this afternoon.

Kelly Wells: Actually, what you're viewing now is the homepage of the FIT. Let's scroll down just a little bit. I think Shoshana had also put in there that you can click on the screen and actually make it bigger, if you need to expand it on your computer. Before we go into each of the pages, I wanted to show you a little bit about how the FIT is designed. Right here you'll see the FIT overview video. We would love to show the video. It's just so hard to do that through Adobe. The FIT video is a three minute, quick video, and it really talks about how we set up the FIT, which is through three phases, phase one, which is planning, phase two is implementation, and phase three is sustainability and expansion. The entire Safe Schools/Healthy Students FIT is built on these three phases, and we're going to talk a little bit about that in just second, but I encourage you that before you really preview the entire toolkit, to view the video first.

Kelly Wells: Safe Schools/ Healthy Students grantees, whether they were implementing at the local or at the state level, they all did use a phased approach in developing their programs and their services. They took quite a bit of time upfront to plan their initiatives. They developed partnerships with other systems and child, youth, and family serving agencies. You know, they used those partnerships to conduct needs assessments. They took the needs assessments to select the right programs to meet those identified needs. Then of cource they set up a very robust evaluation plan. All of this planning really informed them putting

pen to paper and developing a very comprehensive plan and a logic model to reduce youth violence and promote mental health in their schools and communities.

Kelly Wells: Of course, once they had this solid plan in place, then they were ready to implement, and that's the second phase, which is all about how you implement programs that you and your partners selected in the planning phase. You know, how do you monitor the effectiveness and the fidelity of implementation of those programs? How do you engage stakeholders and bring in family and youth into your partnership to really make implementation what you need to do in that school or that community? Then thinking strategically on how you can communicate your successes.

Kelly Wells: All of that then goes into the phase three, which is sustainability and expansion. This is where really grantees look closely at alignment among federal, state, and local grants and programs to combine their resources. Now, this is a phased approach. I will say that working with grantees for almost two decades through the Safe Schools/Healthy Students Program, we really think about sustainability at the very beginning, when we're developing programs. You'll see that a lot in our tools in phase one and phase two hinge on sustainability, just because it's so important to have that plan into place.

Kelly Wells: Before I go a little bit deeper into each phase, I just want to take a few minutes to answer a few questions that I think you might be having right now. We're talking about the Safe Schools/Healthy Students Grant Program, and they received money from the federal government to implement this initiative. You're wondering, "Do I need money to implement the FIT?" Well, the great thing is that you don't. You do not need money. The Safe Schools/Healthy Students framework that Mary showed you earlier, is designed to prevent youth violence by improving school safety and promoting mental health. We know that funding always helps any prevention efforts, but it's not required, because you're not working this alone. You're working with many, many partners, whether you're a school district, or mental health, or juvenile justice, or just faith-based, or child and family serving organization, you're all coming together at the table, rolling up your sleeves, and looking at how you can implement this comprehensive approach.

Kelly Wells: The FIT, it outlines a very systematic, evidence informed approach. You'll see, as we go through the FIT, that there's many different things and many different tools that you can use wherever you're at. Another question that we heard when we were developing the FIT is, "Who benefits from this toolkit?" Well, really anyone. I mean, that's all of us on the phone and anyone sitting in any office across the United States. Everyone wants safe and healthy schools and communities. FIT is designed for use by local school staff, principals, teachers, social workers, community organizations, such as mental health, state agency organizations. The last round of FIT schools went to education and mental health at the state level, and they were partnering with state level agencies, such as juvenile justice and other state level child and youth family

organizations, foundations, policy makers, and law enforcement, juvenile justice, and others who serve children and youth.

Kelly Wells: We've also had questions when we were previewing the FIT on if you have to go through all the three phases in order. Again, the answer is no. It's designed for you to use it any way that you want. It will meet you where you are at, whether you already have a plan in place that maybe you need help in implementing an evidence-based program, or you're really wanting to work with school or community mental health to bring school mental health services into your school, or maybe you just want examples. How did the state set this up to expand in other school districts or how our local school districts, again, working with the community mental health to build that infrastructure to sustain mental health programs? All of the tools within the FIT, they're made to be customized for any schools of communities, tribes, and territories across the United States.

Kelly Wells: I'm going to scroll down. As you can see, these are the three phases, which you can click on. I'm going to open up each of these. Each of the green boxes in each of the phases you can expand on, which brings a dropdown menu of tools. These are not numbered, so they're not in any order, but just to walk through this I'm going to start with phase one, which is planning. The FIT offers a combination of guides, worksheets, online learning modules, podcasts, templates, and videos.

Kelly Wells: Each phase is anchored in an overview guide. I'll go into that in just a few minutes. The overview guide walks you through the components or the how-to of that phase. We have an overview guide in planning, an overview guide in implementation, and an overview guide in sustainability and expansion. Within the overview guide it's not just kind of the how-to, but it's also all of the resources that are within that phase, and it takes you back to examples that are in the Safe Schools Framework that Mary showed you earlier. All of our guides, all of our templates, everything that you see here, except for the learning modules, can be downloaded to your desktop, or you can print a copy for your use.

Kelly Wells: Each product has an icon that is associated with it. When you see the little book, those are all of our guides. The computer right here, you'll see, is the learning modules. The paper with the lines through it, these are all worksheets and samples. You can pull these down. You can customize them. You can make them exactly how you need them for your own schools or communities. The little headphones down here, as you can see under the developing evaluation plans, these are podcasts. We actually have a podcast in each of the phases. We really hope that you will take some time to listen to these. In phase one, we have each of the seven Safe Schools/Healthy Students evaluators that are talking about how they developed an evaluation plan. In phase two, we have a wonderful I think seven to nine minute podcast on how to really engage youth as partners in your initiative. In phase three, we have each of the seven Safe Schools/Healthy Students project directors that talked about how they led these initiatives within their states and how that they were able to make lasting change.

Kelly Wells: Mary had talked about this earlier. We do have learning modules, which are up here under the learning portal of the website, but they're also embedded in the FIT. We have learning modules on developing an evaluation plan, developing a logic model, developing a disparities impact statement and strategy. Then we have three series of logic models. We have a series on developing and implementing evidence based programs, developing and implementing school based mental health programs, and planning strategic communication. Each of these three series, the first one starts in phase one, and the other two are in phase two. These modules, they're designed to be used as professional development and training opportunities to build the capacity of staff in your organization. They're very user friendly. You can stop and start them at any time. They have prompts for the learner within the module, so they're very interactive.

Kelly Wells: Okay. Right now, we're in phase one, and I'm going to just go through a few of the resources. We don't have a lot of time. I can't go through all of the resources, but I would like to highlight a few for you while we're together this afternoon. I had mentioned earlier that each phase is anchored in an overview guide, so here is the one for planning a Safe Schools/Healthy Students initiative in your school and community. If I take you here to the table of contents, this talks a little bit about what's in that guide. We talk about ways in which you can bring partners together, how you can facilitate meaningful coalition or partnership meetings, hiring, managing staff, developing a vision mission for your project, quality assurance, fiscal management. We also have sample job descriptions and roles of partners in here.

Kelly Wells: We also have a complete guide on how to conduct a needs assessment and environmental scan. If you go down to the table of contents here, it talks about the whole overview of this process, how you can focus on populations, so populations within your schools or communities, and compiling your data. Then it's got different resources in here, like a template that you can download to actually do a needs assessment and an environment scan in your schools and communities. We have an entire section on developing disparities impact statements. For those of you who are not familiar with the disparity impact statement or a DIS, it's a requirement by SAMHSA that's incorporated into grant awards. Grantees write disparity impact statements to describe how they will address the behavioral health disparities among racial and ethnic groups and sexual minority stakeholders.

Kelly Wells: Within this section we have a learning module. We have a handbook and then we have a worksheet and a real-life example for one of our Safe Schools/Healthy Students grantees. You can actually go in and see how they set up their DIS and use this as template as well. We also know from working with Safe Schools/Healthy Students grantees that setting up an evaluation plan is very critical when you're in the planning phase. We developed a learning module on how to develop an evaluation plan. We have a checklist that you can download and use while you are writing your plan to make sure that you've got all the different components in there. It's got prompts on how to develop a

narrative, things that you will need when you think through your process questions, outcome questions, and then additional considerations that you may want to look at with your partners.

Kelly Wells: Then here is the podcasts that I was referencing early from each of our Safe Schools/Healthy Students evaluators. As you can see, we've got Nevada, talking about why evaluation matters and from Ohio, talk about data collection tips and tricks, just different topics with the evaluation that you might want to consider. You can download these, and take them with you, and listen to them at your convenience. That was phase one. I don't know if we have any questions on phase one. We can always go back and look at some of the other resources in there if we need to. I'm going to go ahead and move on to phase two, which is the implementation phase.

Kelly Wells: Every resource in here will offer you templates, workbooks, guides, podcasts on implementing your initiative. Expand all these again. Again, as I said, we're anchored in the implementation guide, similar to the planning guide, that walks you through the how-to. How do you implement the comprehensive plan that you developed in phase one? How do you think through and really develop or implement a comprehensive school mental health program? Then how do you measure success? It's really putting it all together. These are the second series of the evidence based modules that I talked about in phase one.

Kelly Wells: We have the learning modules. We have two of them on implementing evidence based programs, along with a checklist that you can download to ensure that you've got all the right components and you're thinking through and having the right conversations as you're beginning the implementation phase. We have a great workbook on how to implement evidence based programs that talks about different EDPs. We've got different resources in there, tools on how you monitor for fidelity, how you set up an evaluation plan around the program. We've got the learning modules on implementing comprehensive school mental health programs. I'm going to go ahead and go into one, because I haven't done that yet.

Speaker 4: Welcome to module ...

Kelly Wells: As you can-

Speaker 4: Click on each of the rectangles to learn-

Kelly Wells: How's that? As you can see, in this module, it talks about how you engage staff, how you engage your mental health partner, families, and youth. It's so critical when you're preparing to implement a comprehensive school mental health program. We talk about very practical ways that you can work with different partners within your communities and schools to develop a memorandum of agreement. How do you map all those existing programs and services and you put them all together, so families know exactly how to access, and plan for

referrals and intake, so families and youth aren't doing multiple referrals across the community, but that maybe that's the only point of access there is at the school, as you're setting up this program. We talk about how you can set up caseloads and how you can review mental health needs and plan your services.

Kelly Wells: We also offer a whole section on strategic communications planning for success. You know, we've worked with Safe Schools/Healthy Students, again, for almost, over 15 years, and we know that from working with them that communicating their successes was so critical for them to gain buy-in from stakeholders and partners. Gaining this buy-in helped them really deepen and develop new partnerships, which in turn helped them to really implement very strong programs and build that infrastructure for them to sustain their programs beyond grant funding. In this section, we offer the other two learning modules, developing your communication strategy and moving from strategy to action. We also have a workbook that talks about how you can really plan for sustainability and success.

Kelly Wells: I'll take you to the table of contents. It walks you through the eight steps of communication, which is assessing your current situation, setting your goals and objectives, identifying all those different audiences and stakeholders that need to hear your message, need to know what you're doing, and then how do you develop and pre-test those messages for a variety of stakeholders, selecting the right channels to get your message out, developing a communications plan. Almost all of our Safe Schools/Healthy Students grantees develop communication plans that went hand in hand with their comprehensive plan. Then how of course to implement, evaluate, and modify the communications plan to continue to meet the emerging needs of your community. As most of our guides have, plenty of appendices that include resources, templates, worksheets that you can use with your partners.

Kelly Wells: We also have an infographic builder. The infographic builder is designed so that you can plug in your own data and your own information and use this as a great marketing tool for all different stakeholders within your community. We've got a video that walks you through exactly how to use the infographic builder demo, so it's step by step. You can open up the video, and open up the infographic builder on another screen, and plug in all of your information.

Kelly Wells: Another resource I wanted to highlight in this, again, are the engaging families and youth. We've got two guides on how you can create a meaningful partnership with family members. I will open up this one that walks you through how to create family engagement, how to create that culture within early childhood, to elementary, to middle, and high schools. Then we have a resource guide that just directs you to different resources that you can also use as you're talking with others on how to get family at the table to work with you. Then we have a podcast on creating meaningful partnerships with youth. These are just a few of the products in phase two. If we have no questions, I will go to phase three, which is the sustainability and expansion.

Kelly Wells:	We know that the end goal for all schools and communities in developing and implementing school mental health and youth violence prevention programs is to sustain those services that are making an impact. In this phase, we offer you resources, but more importantly, we offer you a wide range of examples of how our Safe Schools/Healthy Students grantees really made systems change. This is at the local and at the state level. We have states that worked with policy makers to implement new legislation to support expansion of school mental health services throughout the state. We also have states that built their capacity to secure millions of dollars' worth of funding to support school mental health through collaborating with state mental health agencies and advocacy groups. All of these examples, all of these stories, these stories that have worked in implementing the Safe Schools/Healthy Students Framework, they're presented throughout the three phases, but they're really presented in phase three.
Kelly Wells:	Now, you may notice that some of these boxes are grayed out. This is because we have just a few more examples that we're collecting from our grantees, and we will have everything posted by this coming Monday. I'm going to open up the green boxes that I can open up here. As you can see, we have a wide range of examples. I'm going to open up the quick reference guide. We have strategies to sustain and expand school mental health services at the state level. We also have one at the school and community level that we will be posting this weekend. Both of these capture from all seven states and all 21 communities. Here is the one, the quick reference guide at the state level. Mary talked a little bit earlier about the five strategic approaches, the collaboration of partnerships, technology, policy change, capacity building, and systemic change and integration. These, for the states and for the locals, they talk about the goal of the strategy, the tactics for success, but then they give you exactly what they did on how to sustain those.
Kelly Wells:	We have one for each of them. Here's the collaboration and partnership. Here's technology. For instance, New Hampshire developed an Office of Student Wellness mobile app that anybody in the state can download to get any kind of information on training for New Hampshire, school personnel, first responders, and all other adults that work with students. They've also got resources on there and events that are coming up that support the whole child development and any mental and behavioral health services that they have. We've got one for each of these. The local one is set up exactly the same. In a lot of our states and communities, they really did ... They did a great job in developing lasting partnerships, they're called the state management teams, that are sustaining after their grant funding ends. They've leveraged technology, like New Hampshire did with the app. They made a lot of policy change. We have a lot of policy change examples within the FIT that we encourage you to look at if you're coming in from a state organization.
Kelly Wells:	We also offer a workbook on aligning and integrating prevention programs that I'm going to open up. Safe Schools/Healthy Students grantees, they use a lot of strategies, such as braiding funding streams and aligning federal and state grant

programs, which helped them to really work smarter and not harder, because a lot of their initiatives at the federal, state, and even the local level are different programs that were enacted by the state education or the state mental health. They aligned all of these programs using the Safe Schools/Healthy Students framework. They really used that as kind of I think Mary said as the glue that held a lot of their different initiatives together. Here are just a few things in the table of contents that we talk about. We also have a great resource at the end of this alignment workbook where we've mapped out some of the different federal programs. For those of you that have different federal grants, you can see how those may align with your initiatives.

Kelly Wells: Mary talked a little bit about the elements earlier that are part of the Safe Schools/Healthy Students framework. We've got a different profile for each element, where you can see kind of the background and then what the grantees did within that element. This one is promoting mental, emotional, and behavioral health, and then some examples of evidence based practices and programs. We've got one for each of those. I'll pull up element five. You can see the different examples that they used, some statistics, and then the contact information for our grantees. It's not posted yet, but we also have ... this is where the project directors came together and developed a podcast discussing their thoughts on leadership. They talked about how they brought partners to the table and how they worked through all those transitions. For those of you that work in schools or even community organizations, sometimes there's turnover with superintendents, and principals, and other leadership positions, how they kept this work moving forward when a new person came in that might not necessarily have the vision that the previous person had. They also talked about how they were able to present their outcome data to different audiences and really how they were able to create their capacity to implement and then sustain all of their efforts, or at least those efforts that were having impact within the school districts.

That's basically the FIT. Like I said, I did not go through all of the different resources. We encourage you at any time to contact us at HealthySafeChildren@AIR.org. If somebody wants to take me back to the Adobe room, or maybe I can do that. Oh. There we go. Here we go.

Mary Thorngren: If you have questions, feel free to type them in the chat box, and then we can answer them, or comments. We'd love to hear your feedback, your thoughts on this tool. Feel free to type away.

Kelly Wells: I know a lot of you probably just want to go in and explore, and so even the next couple of days, as you're going through the toolkit, like Mary said, if you have any comments, beyond questions, please reach out to us at HealthySafeChildren.AIR.org. I guess I could put that in the chat box, right?

(Pause)

	Well, I guess we can move on. I see no questions. We're here, so you can contact us at any time. Let me advance the slide. Okay. Here is, again, our website, HealthySafeChildren.org or SafeSchoolsTools.org, which takes you right into the HealthySafeChildren.org website. We encourage you to go in and sign up for our newsletter. We do a quarterly newsletter. If you put your name and your email in, you can get on our mailing list. We have a Facebook and a Twitter account that you can also follow us on social media.
Kelly Wells:	Allison asked, "Are the materials appropriate for youth to use or more geared toward school professionals?" That's a great question, Allison. We're really geared more towards schools and communities, the professionals that are working with them. However, we want you to take the materials with you to partnership meetings, or as you're developing this, we hope that you have youth and family at the table. Yes. They can be used by any partner that's at the table. I see Jody is also typing a question.
Sandy Williamson:	Kelly, I just wanted to take a minute, while we're waiting for folks to put things in the chat. I know that a few of our project directors or teams from our current Safe Schools/Healthy Students grantees are on the line. Once again, we really want to acknowledge and thank all of the currently funded states and communities who just have made tremendous contributions to the content of the FIT. We just really, really appreciate it. Ann, I see you're on. Please accept our deep appreciation for the state's contributions to the examples and to the content.
Kelly Wells:	Yes. Thank you, Sandy. Yes. She's right. Thank you to all of the project directors that are on the line, previous and past. We also have a collection of previous alumni stories that we pulled together a few years ago of different examples of how they're still sustaining, some that were from 2004 and 2005. We appreciate that this has been an effort from everyone, from us here at the National Resource Center, with SAMHSA, project officers, with all of our grantees, and all of our partners. We've worked really hard to get this out, and we're very excited that Safe Schools/Healthy Students can touch everyone in the United States.
Kelly Wells:	Shoshana, I think that they can click on the feedback survey. We would love to have your feedback on today's even. More importantly, as you are sitting at your desk, and you have some time, and you're clicking through the Safe Schools FIT, we really would like to have your feedback as well or any questions that you have. Please do not hesitate to contact us. We will be right back in touch with you. Shoshana says, "Thank you for joining us today. Please click on the link in the chat box to complete our feedback form. Thank you, everyone.
Mary Thorngren:	Thank you.
Sandy Williamson:	Bye.