

















Quick Reference Guide: Strategies to Sustain and Expand School Mental Health Services at the State 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>GOAL(S) OF THIS STRATEGY: State policymakers and agency administrators will:</p> <ul style="list-style-type: none"> ▪ Develop working relationships between states and their local communities (including community organizations, local education agencies, youth, and families) to optimize student safety, health, and wellness. ▪ Maintain strong partnerships, including frequent data sharing and feedback to ensure ongoing collaboration, transparency, and shared decision making. 			<p>TACTICS FOR SUCCESS:</p> <ul style="list-style-type: none"> ▪ Create a State Management Team (SMT) with representatives from state education, behavioral health (i.e., mental health and substance use), and criminal and juvenile justice agencies. ▪ Create a Core Management Team (CMT) with representatives from local education, behavioral health, law enforcement, and juvenile justice agencies. ▪ Co-develop new or modify existing products, resources, trainings, and initiatives to ensure multi-stakeholder collaboration and alignment across systems. 	
 <p>Ohio</p> <ul style="list-style-type: none"> ▪ State and community leaders partnered to develop the Healthy Schools and Communities Resource Team, which promotes integration and alignment of the work among Ohio’s federally funded initiatives, including Safe Schools/Healthy Students (SS/HS), Project AWARE, and School Climate Transformation Grants. 			 <p>Pennsylvania</p> <ul style="list-style-type: none"> ▪ Modified training curricula for school staff, integrating two different team-based programs—Student Assistance Programs (SAP) and Positive Behavior Interventions and Supports (PBIS)—to ensure all SAP team members are trained on how to align within a PBIS framework. ▪ Cross-agency group worked to develop common training components for multiple audiences, integrate previously separate training processes and update the training. 	
 <p>Nevada</p> <ul style="list-style-type: none"> ▪ Integrated various state departments, grants, and initiatives through “The Collaboratory,” a mechanism developed to promote collaboration among partners, including the University of Nevada; the Nevada Departments of Education, Behavioral Health, and Children and Family Services; federally funded programs (Now Is the Time, Project AWARE, School Climate Transformation, Comprehensive School Safety Initiative, State Youth Treatment Planning for Substance Abuse, and Pre-K Development); and Nevada’s Office for a Safe and Respectful Learning Environment. 			 <p>Connecticut</p> <ul style="list-style-type: none"> ▪ Developed the SS/HS Data Committee to standardize school and community partnerships statewide, including use of template forms for data collection, memoranda of understanding between schools and community partners, consent forms, and releases of information. ▪ In partnership with Committee, Bridgeport Public Schools used an existing online platform, PowerSchool, to standardize data collection related to student supports among school and community partners and parents. 	





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<p>GOAL(S) OF THIS STRATEGY: State policymakers and agency administrators will:</p> <ul style="list-style-type: none"> ▪ Harness evolving technology to increase efficiency, increase communication, and support program implementation and evaluation to meet the needs of all students and families. 			<p>TACTICS FOR SUCCESS:</p> <ul style="list-style-type: none"> ▪ Use social media (e.g., Facebook, YouTube, Pinterest, Twitter) to connect with students and families, and to promote programs that are working. ▪ Develop online referral systems and establish databases that collect and share information among school districts and social-serving systems (e.g., mental health, juvenile justice, and child welfare). This supports grant program implementation, evaluation, and effective service integration for youth. 	
 <p>Nevada</p> <ul style="list-style-type: none"> ▪ To support safe and violence-free schools and meet the requirements for the Social Workers in Schools legislation, several partners (Nevada School Climate, HRSA grant, and University of Nevada at Reno’s College of Social Work) joined together to provide online professional development training for social workers and other human service professionals in rural and frontier communities to obtain certifications to work in Nevada schools providing evidence-based services. ▪ Nevada Department of Education is expanding the online student information system, Infinite Campus, to include behavioral health data collection. 			 <p>Michigan</p> <ul style="list-style-type: none"> ▪ Based on concern about the high incidence of substance abuse among freshman and sophomores in high school, one Core Management Team implemented a multimedia substance abuse prevention program for elementary- and middle-school students in their district. ▪ This included a computer-based education program in health education and computer science classes and a text-messaging program to reinforce the curriculum. The technology-based approach aimed to use the tools youth prefer and are comfortable with to ultimately change attitudes and behavior around substance abuse. 	
 <p>Ohio</p> <ul style="list-style-type: none"> ▪ Developed a new data collection instrument, Ohio Healthy Youth Environments Survey (OHYES!), to track discipline, attendance, truancy, school climate, mental health, and social-emotional learning data. ▪ Data are also used to assess and revise programming as well as seek funding for federal, state, and local grants. ▪ State and community leaders now share the effectiveness of programs and initiatives with executive and legislative branches of state government to sustain programs. 			 <p>New Hampshire</p> <ul style="list-style-type: none"> ▪ Developed an Office of Student Wellness mobile app to provide a centralized hub of information and training for New Hampshire school personnel, emergency first responders, and other adults who interact with students. App resources and events are intended to support whole-child development, mental and behavioral health, resilience, and cultural identity. 	

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<p>GOAL(S) OF THIS STRATEGY: Through interagency cooperation, state policymakers and agency administrators will:</p> <ul style="list-style-type: none"> ▪ Identify and revise existing state and local policies that improve outcomes for the target population and foster collaboration and coordination across youth-serving agencies and organizations. ▪ Develop new policies to improve outcomes for the target population and foster collaboration and coordination across youth-serving agencies and organizations. 			<p>TACTICS FOR SUCCESS:</p> <ul style="list-style-type: none"> ▪ Examine state data 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. ▪ Prepare brief, compelling materials to convey your message to key decision makers, including local indicators of success and quotes or brief stories that communicate the potential or impact of what you are advocating for. 	
 <p>Nevada</p> <ul style="list-style-type: none"> ▪ Developed legislation, the Social Workers in Schools Initiative (SB 515), to fund placement of social workers in Nevada schools. Approximately 227 social workers are now in 166 of Nevada’s schools. ▪ Formed a new division, the Office of Safe and Respectful Learning Environments (OSRLE), to implement the Social Workers in Schools Initiative and provide oversight of bullying prevention and reporting. ▪ The OSRLE director met with and provided periodic reports to the Legislative Committee on Health Care to inform them of the positive results, challenges that hinder workforce hiring, barriers to licensure, and revisions needed in the school social worker and anti-bullying legislation and policies. 			 <p>New Hampshire</p> <ul style="list-style-type: none"> ▪ The Policy Work Group of the State Management Team conducted an analysis of CH 135-f (i.e., state System of Care bill) to ensure it was aligned with their school mental health framework (MTSS-B). The bill created a mechanism for the Departments of Education and Health and Human Services to coordinate services to better address the needs of New Hampshire children and their families. ▪ The Work Group and the Children’s Behavioral Health Collaborative continue to collaborate, supporting two additional bills that focus on reimbursement mechanisms for children’s behavioral health services. 	
 <p>Michigan</p> <ul style="list-style-type: none"> ▪ State Board of Education approved new school guidance protecting LGBTQ students, due in part to compelling data that these students did not go to school due to feeling unsafe at twice the rate of straight students and had high rates of academic underachievement and suicide attempts. ▪ A workgroup of educators, health and mental health professionals, parents, and education stakeholders collaborated to solicit public feedback and develop the guidance. 			 <p>Wisconsin</p> <ul style="list-style-type: none"> ▪ The Department of Public Instruction (DPI) collaborated with state mental health agencies and advocacy groups to secure \$6 million to support school mental health in DPI’s 2017–2019 Biennial Budget. ▪ Funds supported three activities: (1) school mental health grants for 64 districts, (2) expanding mental health services by providing state reimbursements for social work services, and (3) statewide training in Trauma-Sensitive Schools; Youth Mental Health First Aid; and Screening, Brief Intervention, and Referral to Treatment. 	

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<p>GOAL(S) OF THIS STRATEGY: State policymakers and agency administrators will:</p> <ul style="list-style-type: none"> ▪ Strengthen the knowledge, abilities, and skills of individuals involved in initiatives promoting student safety and wellness. ▪ Improve organizational structures and processes to more efficiently meet the needs of the community in a sustainable way. 			<p>TACTICS FOR SUCCESS:</p> <ul style="list-style-type: none"> ▪ Leverage state and local funding to support school-based mental health services. ▪ Develop the capacity of schools to regularly monitor school data to inform evidence-based practice implementation targeting those data (e.g., school discipline data to inform disciplinary practices). ▪ Develop infrastructure, resources, services, and trained staff to implement, sustain, and improve effective substance abuse prevention and mental health services when federal funding ends. 	
 <p>Wisconsin</p> <ul style="list-style-type: none"> ▪ The Wisconsin Department of Public Instruction developed the School Mental Health (SMH) Framework to help local education agencies integrate social and emotional learning (SEL) competencies into their curricula. ▪ The Department provides technical assistance on the Framework at an annual school mental health conference and online through a mini-site that also provides resources on suicide prevention, trauma, and resiliency and provides behavioral health screening tools. 			 <p>Connecticut</p> <ul style="list-style-type: none"> ▪ The Connecticut State Education Resource Center (SERC), in partnership with the State Department of Education, provides free trainings on topics such as school climate (basic and advanced levels), restorative practices, aligning restorative practices with Positive Behavioral Interventions and Supports, multi-tiered systems of support, SEL, diversity, and more. 	
 <p>Ohio</p> <ul style="list-style-type: none"> ▪ Greene County Educational Service Center developed an Early Childhood Mental Health Consultation program to promote young children’s social and emotional development, to address challenging behaviors, and to help parents and caregivers who have experienced high levels of trauma or toxic stress. ▪ Program staff receive training on supporting SEL, crisis intervention, trauma-informed care, substance abuse prevention, and dating violence. See a video explaining this work on the Ohio SS/HS page. 			 <p>New Hampshire</p> <ul style="list-style-type: none"> ▪ The Office of Student Wellness coordinates and provides numerous training opportunities, including (1) the New Hampshire Educators’ Summit, a 2-day conference about “The Impact of Opiate Use on Student Learning”; (2) a 5-day summer learning series about SEL concepts and practice; (3) a free, monthly webinar series featuring a national expert on student wellness; and (4) free, monthly training workshops on culture and diversity, Youth Mental Health First Aid, and Everyone’s an Asset Builder. 	

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<p>GOAL(S) OF THIS STRATEGY: State policymakers and agency administrators will:</p> <ul style="list-style-type: none"> ▪ Change existing systems to better coordinate multiple service agencies and programs to improve outcomes for the target population. ▪ Create common vision, goals, and objectives to work collaboratively and integrate new structures into everyday practice. 			<p>TACTICS FOR SUCCESS:</p> <ul style="list-style-type: none"> ▪ Convene leaders of federally funded programs to identify and act on opportunities to integrate and align youth-serving systems. ▪ Convene leaders of various state agencies who have shared target populations or outcomes of interest to identify areas for alignment and shared work. ▪ Create a new state office or workgroup focused specifically on student safety, health, or wellness that draws from multi-sector representation and expertise. 	
 <p>Michigan</p> <ul style="list-style-type: none"> ▪ Convened three federally funded programs—SS/HS, School Climate Transformation, and Project AWARE—to create a Referral Pathways Toolkit for the Michigan Departments of Education and Health & Human Services to provide consistent training and technical assistance to the local education authorities (LEAs). ▪ Michigan Department of Education developed and disseminated statewide Social and Emotional Learning (SEL) Competencies and an Implementation Guide called "Connecting Social and Emotional Learning to Michigan's School Improvement Framework" to help schools integrate SEL into their learning environments and inform school improvement plans. 			 <p>Pennsylvania</p> <ul style="list-style-type: none"> ▪ Convened two federally funded programs—SS/HS and the Garrett Lee Smith State Suicide Prevention Grant program—and multiple partners from mental health, drug and alcohol, education, and primary care to adapt and implement the BH-Works™ screening tool for universal screening of students in Pennsylvania. 	
 <p>New Hampshire</p> <ul style="list-style-type: none"> ▪ Created the Office of Student Wellness to integrate systems, services, and initiatives to promote student wellness and provide training and technical assistance to LEAs across the state. ▪ This Office developed a Multi-tiered System of Support for Behavior Health & Wellness framework and toolkit to outline implementation and expansion of SS/HS across the state. 			 <p>Connecticut</p> <ul style="list-style-type: none"> ▪ Leveraged SS/HS efforts and funding to augment the work of the state technical assistance center, Connecticut State Education Resource Center (SERC), by supporting an annual conference highlighting SS/HS work and other statewide school mental health efforts. At the conference, schools and districts had an opportunity to assess the quality and sustainability of their school mental health programs and systems. 	