

CENTER FOR ADVANCING
HEALTHY
COMMUNITIES



NATIONAL ASSOCIATION OF
CHRONIC DISEASE DIRECTORS
Promoting Health. Preventing Disease.

Supports to Advance Emotional Well-Being in Schools Learning Collaborative Cohort

Welcome Call with LEAs

December 15, 2022
3:00 – 4:00 p.m. ET

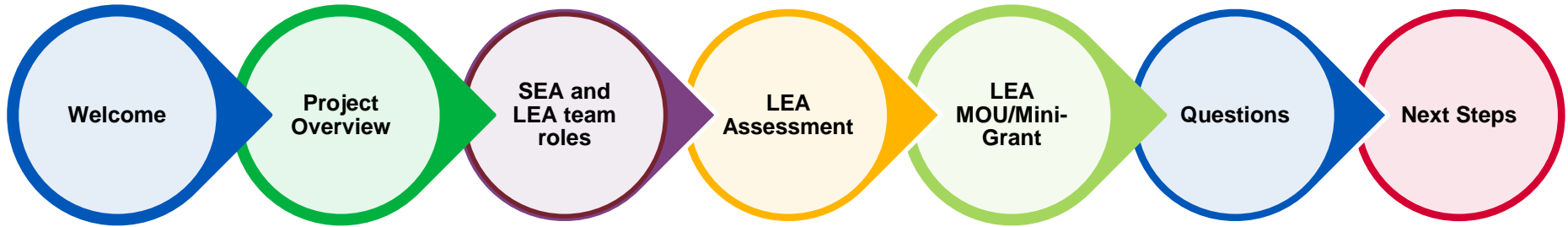
The *National Initiative to Advance Health Equity in K-12 Education by Preventing Chronic Disease and Promoting Healthy Behaviors* project is supported by the Centers for Disease Control and prevention (CDC) of the U.S. Department of Health and Human Services (HHS). The contents are those of the authors and do not necessarily represent the official views of, nor an endorsement by, CDC/HHS or the U.S. Government.



Objectives

- Describe the *Supports to Advance Emotional Well-Being in Schools Learning Collaborative Cohort*
- Differentiate between the roles of SEAs and LEAs in project implementation
- Describe the LEA Assessment*

*Completed by all funded LEAs as a first step in the project



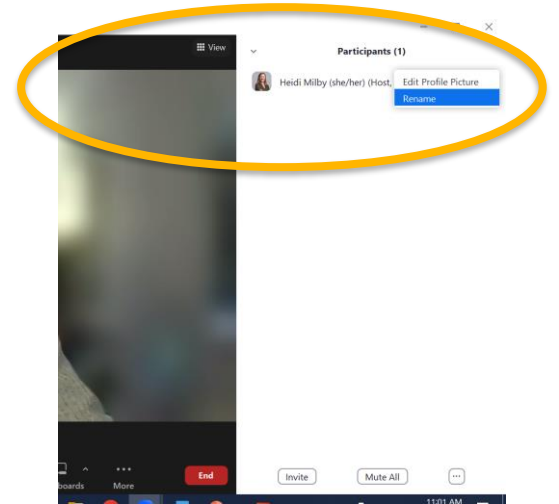


Welcome and Introductions

Zoom Name

- To change your Zoom name, click on:
 - Participants
 - Click on 3 dots
 - Rename

*NAME (preferred pronouns),
ORGANIZATION*



Introductions: NACDD and Partners

CENTER FOR ADVANCING
HEALTHY
COMMUNITIES

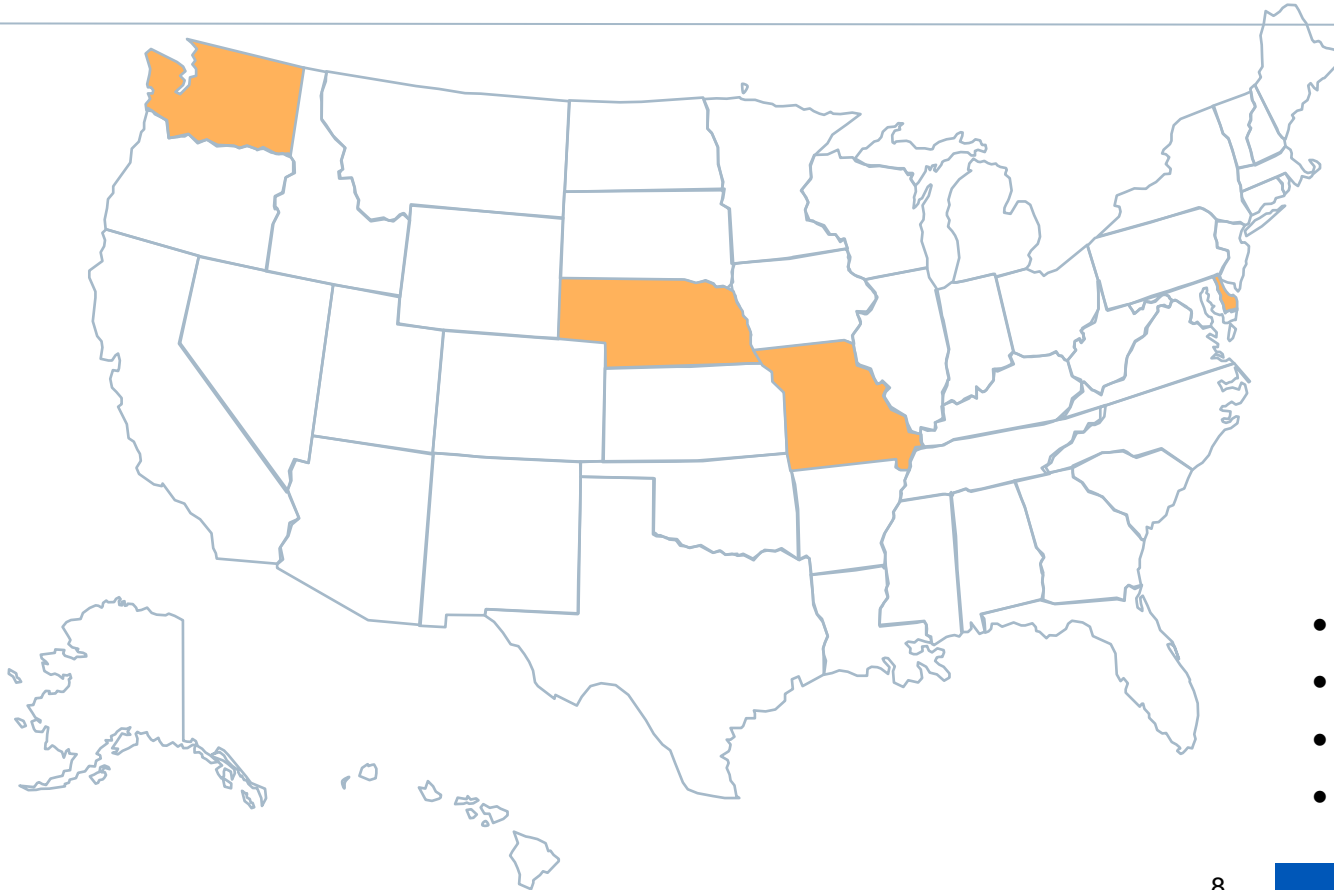


NATIONAL ASSOCIATION OF
CHRONIC DISEASE DIRECTORS
Promoting Health. Preventing Disease.





Introductions: States



- Delaware
- Missouri
- Nebraska
- Washington



Introductions: LEAs

Delaware (DE)

Christina School District

Caesar Rodney School District

Missouri (MO)

Monett R-1 School District

North Callaway R-1 School District

Nebraska (NE)

Hayes Center Public Schools

Papillion LaVista Community School District

Washington (WA)

Kelso School District

Spokane School District

Choose your question and respond in the chat:

- 1) If you celebrate the holidays, what's your favorite holiday tradition?
- 2) What's one thing you're most proud of that your state or district has accomplished around student/staff emotional well-being?



LEA Criteria

At the district level (i.e., LEA)

Selected LEAs will represent communities that are underserved, economically marginalized, and disproportionately affected by chronic diseases and chronic disease risk factors

Demonstrate interest, readiness, and capacity to increasingly adopt evidence-based policies, practices, and programs

Ability to engage a team of 3-6 administrator and school staff members to participate on LEA team

Optimally dedicated to promoting a Whole Child approach and brings understanding of WSCC

School community focus – responsive to student, family, and community voices – to promote emotional well-being

Ability to engage in MOU/agreement with NACDD to support dissemination of funds



CDC Project Overview

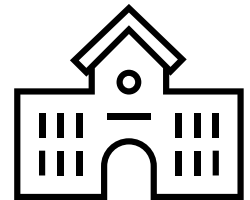
Priority 2: Emotional Well-Being

DP22-2203: National Initiative to Advance Health Equity in K-12 Education by Preventing Chronic Disease and Promoting Healthy Behaviors

- Four (4) Priority Areas: This work focuses on Priority 2: Emotional Well-Being

Length: 5-year cooperative agreement

Goal: Improve the health and well-being of children, adolescents, and school staff in underserved and disproportionately affected communities



Priority 2: Emotional Well-Being

Goal: Support SEAs, districts, schools, and NACDD's constituents in developing, implementing, and evaluating evidence-based policies, practices, and programs that support emotional well-being of both students and staff in disproportionately affected communities

Four main strategies:

1. Professional Development and Technical Assistance
2. Dissemination
3. Partnership
4. Implementation

Cohort *Learning Collaborative*

- Each year, NACDD will engage a cohort of up to 2-4 SEAs and 4-8 LEAs collectively across all SEA states

Funding *Mini-grants*

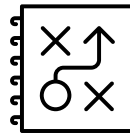
- Participating LEAs will receive mini-grants to support their participation in the cohort

Collaborative Learning

Each cohort will participate in a five-step, two-phased process over the course of an estimated 18-24 months

Cohort 1: 22-23 and 23-24 school years

Assess ► *Learn* ► *Plan* ► *Implement* ► *Evaluate*





SEA/LEA Roles



Roles: General

SEA/state team role	LEA/local team role
<p>Big picture: Support funded LEAs and extend learnings across LEAs in your state</p> <p>Identify 3-6 team members, including representation from State Department of Health</p> <p>Convene with NACDD team:</p> <ul style="list-style-type: none"> • All SEAs: <i>Every other month</i> • Individual SEA with LEA teams: <i>Monthly</i> • All SEA + LEA teams: <i>Quarterly</i> 	<p>Big picture: Enhance implementation of evidence-based policies, practices and programs to support emotional well-being.</p> <p>Identify 3-6 administrator and district/school staff members to participate on LEA team</p> <p>Convene with NACDD team:</p> <ul style="list-style-type: none"> • Individual SEA with LEA teams: <i>Monthly</i> • All SEA + LEA teams: <i>Quarterly</i>

Roles: Step 1, Assess (Dec 22–Jan 23)



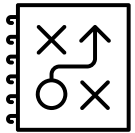
SEA/state team role	LEA/local team role
<p>Engage and support identified LEAs (2/state) in completing the LEA assessment</p> <p>Be in the know re: the results and learnings both at your state's level and at an aggregate cohort level</p>	<p>Complete assessments on behalf of the LEA/district</p> <p>Review and discuss assessment results and learnings with state team and NACDD team</p> <p>*1st mini-grant installment provided after LEA Assessment and MOU are submitted</p>

Roles: Step 2, Learn (Ongoing)



SEA/state team role	LEA/local team role
<p>Engage in minimum of four (4) PD opportunities and associated evaluations in support of LEAs; all PD opportunities will be recorded</p> <p>Participate in Training of Trainers (ToT) cadre and related PD and TA opportunities (including associated evaluations) to support overall sustainability of efforts in your state</p> <p>Use/adapt information from email campaign and overall learnings for sharing with other LEAs in the state</p>	<p>Engage in minimum of four (4) PD opportunities and associated evaluations; all PD opportunities will be recorded</p> <p>Actively review and share email campaign distributions + overall learnings</p>

Roles: Step 3, Plan (Jan–Feb 22)



SEA/state team role	LEA/local team role
<p>Support LEAs in development of Action Plan and as applicable, ensure alignment with state goals/priorities with respect to emotional well-being</p>	<p>Develop Action Plan informed by assessment results and learnings</p> <ul style="list-style-type: none">• Collaborate with determined partners, including equity-focused leaders and youth, to support development of plan <p>*NACDD will provide template</p>



Roles: Step 4, Implement (Mar 23–May 24)



SEA/state team role	LEA/local team role
Support implementation of Action Plan, as needed	Implement Action Plan and report on progress

Roles: Step 5, Evaluate (Ongoing)



SEA/state team role	LEA/local team role
Support LEAs in evaluation efforts Complete End-of-Project SEA Survey	Complete evaluation activities including written action plan updates, End-of-Project LEA Survey, and Post-Project LEA survey *2 nd mini-grant installment provided after End-of-Project LEA Survey is submitted

Note: SEA/state team and LEA/local team roles are subject to change as the work initiates and matures in year 1 of the project.

A Note on Evaluation for LEAs



- Written Action Plan Updates (semi-annual)
- Surveys
 - Post-PD Surveys (after each of the 4 PD opportunities)
 - End-of-Project LEA Survey (Spring 24)
 - Post-Project Survey (Fall 24)
- Conversations, as needed, to capture additional context/information



LEA Assessment



- A district-level tool to assess policies, programs, and practices related to emotional well-being and mental health for staff and students.
- Results of the LEA Assessment will guide the development of the Action Plan





- Topics Addressed: Teams | Mental Health Screening | Tier 1, 2, 3 supports | Funding + Sustainability | Community Partnerships | Policies
- Two components (to be completed online):
 - The SHAPE System
 - The NACDD Supplemental Assessment

Has your school district used the SHAPE System?

- Yes
- No
- I'm not sure

Component 1 – SHAPE System



The SHAPE System is designed to improve school mental health accountability, quality, and sustainability nationwide.

SHAPE is hosted on an online portal by the National Center for School Mental Health (NCSMH) at the University of Maryland School of Medicine.

<https://www.theshapesystem.com/>



- Step 1: Complete School Mental Health Profile
- Step 2: Complete School Mental Health Quality Assessment – **District Edition**
- Step 3: Add NACDD as District Admin



Step 1: School Mental Health Profile



Services and Supports	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Mental Health Screening					
Tier 1 Services and Supports					
Tier 2 Services and Supports					
Tier 3 Services and Supports					
Evidence-based practices and programs (as identified in national evidence-based registries)					
Community partnerships to augment school mental health services and supports provided by the school system					
Quality improvement process to understand and improve the comprehensive school mental health system					



Step 2: School Mental Health Quality Assessment – District Edition




Teaming




Take Survey View Report

Needs Assessment/ Resource Mapping



Take Survey View Report

Screening



Take Survey View Report

Mental Health Promotion Services & Supports



Take Survey View Report

Early Intervention and Treatment Services & Supports




Take Survey View Report

Funding and Sustainability



Take Survey View Report

Impact



Take Survey View Report



Step 3: Add NACDD as District Admin



Add Heidi Milby (hmilby@chronicdisease.org) as District Admin to allow NACDD to see your assessment results

The screenshot shows a navigation bar with the following items: Overview, School Mental Health Profile, Mental Health Quality, Resources, Screening & Assessment, Trauma Responsiveness, My Schools, and My District Account (circled in orange). Below the navigation bar, the user's name 'JEFFERSON UNITED' is displayed. To the right, there is a 'My Star Status' section with a 'View Certificate' button and a star icon. The main content area is titled 'My Group Access' and has two tabs: 'My Data' and 'State Access' (indicated by two yellow arrows). A left sidebar contains the following options: Pending Requests, District Admins (circled in orange), District Team Members, and Permissions. The 'My Group Access' section includes a checked checkbox for 'Allow my district team to review my assessment responses (recommended)' and a note: 'This allows your responses to be included in an aggregated district report.'



Component 2 – NACDD Supplemental Assessment



- This component collects additional information on staff health and well-being as well as community partnerships, policies, successes, and challenges.
- Complete via online link (sent via email in follow-up to this call)





- Be as honest as possible with your responses
 - Intended to guide project planning, not evaluate your efforts
- Complete as a team
 - Whole Child lens
 - Youth and community voice



- **Save-the-Date: 1/12, 3-4PM ET – LEA Assessment Office Hours**
 - *Optional: Join anytime from 3-4 to discuss questions about completing the assessment*
 - *Of course, email Heidi questions or if you want to set up 1x1 time to chat*
 - *Zoom: <https://chronicdisease.zoom.us/j/87518816834>*

LEA Assessment due Friday, January 20*



LEA Mini-Grants and MOUs

Mini-Grants

- Participating LEAs will receive a \$7,510 mini-grant award in two installments
 - Installment #1 – 75% issued upon submission of LEA assessment and signed MOU (Jan 23)
 - Installment #2 – Remaining 25% issued after submission of the End-of-Project LEA Survey (Spring 24)
- NACDD will provide a template invoice to submit for each installment
- Funding can be used at the discretion of the school district, in support of staff and student well-being

Overview of MOU Process

- **Step 1:** LEA provides NACDD with program, finance, and signatory contact information (NACDD to provide guidance to collect this information)
- **Step 2:** NACDD will send Word doc MOU to LEA program contact for review
- **Step 3:** Once MOU language is approved by both NACDD and LEA, NACDD will issue MOU via DocuSign for signing
- **Step 4:** Once MOU is fully executed and LEA assessment has been submitted, NACDD will send an invoice template to each LEA to complete to receive 1st installment (\$5,632.50)

Goal: Sign by 1/31*

*If you expect to need additional time, let Heidi know



Questions



Next Steps



Next Steps

<p>By Wednesday, December 21:</p> <p>LEAs notify NACDD who the program, finance, and signatory contacts are for the MOU (NACDD to send guidance to collect this information)</p>	<p>By Friday, January 20:</p> <p>LEA teams complete LEA assessment (both Component 1 and 2)</p>	<p>By Tuesday, January 31:</p> <p>LEA signs MOU</p> <p><i>Once MOU is signed and LEA Assessment is completed, NACDD will issue 75% of mini-grant award.</i></p>	<p>Be on the look out for:</p> <p>Follow-up email from this call with:</p> <ul style="list-style-type: none">• Slides and recording• SEA/LEA contact information• Details needed for MOU contacts• Assessment links and instructions• Request for your availability to schedule recurring SEA/LEA monthly meetings
---	--	--	---

Next Steps - Evaluation

Please take 1-2 minutes to complete a brief evaluation for this call:

https://nacdd.sjc1.qualtrics.com/jfe/form/SV_9n5vBqi650qXaFo



Thank you!



Key Contact



Heidi Milby, MPH

Associate Director, Center
for Advancing Healthy
Communities

hmilby@chronicdisease.org

O: 678-894-1288

C: 614-266-4149