



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

Frequently Asked Questions (FAQ)

Where can I learn more about the project?

- Download this [two-page document](#) to learn more about the project goals and process.

Why should we apply to be in the project?

- Our youth are in crisis. Per the most recent YRBSS data, poor mental health and suicidal thoughts and behaviors are increasing for nearly all groups of youth. By joining this learning collaborative, state teams have the opportunity to address the crisis head on through connecting with and learning from other states and engaging in TA provision to LEAs in partnership with NACDD, Child Trends and Mental Health America.

What is the length of the project?

- States and school districts participate actively in the project for two school years. The first year primarily focuses on assessment, action planning and initial learning, and the second year focuses on action plan implementation, additional learning and evaluation. After the two years end, states and school districts are invited to participate in a Community of Practice to sustain their learning and networking around emotional well-being topics.

How do the roles of states and LEAs differ in the project?

- Overall, SEA/state teams have a support role in the project. They provide state-level context and technical assistance to LEAs participating in their state in enhancing emotional well-being policies, practices, and programs. LEA teams focus on implementation through assessment, action planning and evaluation. [Click here](#) to learn more about the distinct roles of states and school districts.

What are the specific requirements of LEAs participating in the project?

- Please see this [template MOU](#) for the specific deliverables of participating LEAs in the project.

Who needs to be on the SEA/State and LEA Team?

- Each state and LEA team should have 3-6 members. NACDD encourages states and LEAs to leverage existing teams and recommends having representation from the following areas:
 - Staff well-being (e.g., someone from HR or a district wellness coordinator that has a staff focus)
 - Whole child (e.g., someone focused on WSCC or coordinated school health implementation)
 - Emotional well-being/mental health (inclusive of universal supports and tiered interventions) (e.g., someone focused on SEL implementation or MTSS, someone working in counseling/social work)

What assessment do LEAs complete?

- When LEAs begin their participation in the learning collaborative, they are asked to complete an to measure student/staff emotional well-being policies, practices and programs. This assessment includes 2 components:
 - **The SHAPE System:** This assessment 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.
 - **The NACDD Supplemental Assessment:** This assessment collects additional information on staff health and well-being as well as community partnerships, policies, successes, and challenges.

How much is the LEA stipend?

- The LEA stipend amount is \$7500 for the course of the project (two school years). LEAs receive 75% upon signing of the MOU and completion of the LEA assessment and the remaining 25% with submission of the end-of-project survey. This stipend goes directly to LEAs, unless requested otherwise.

What do LEA typically include in their action plans?

- NACDD works with LEAs to understand their assessment results to identify 1-3 goals to focus on in their action plans that build on their assessment areas of opportunity. Thus, each LEA focuses on something unique to their local community. For examples of what LEAs have focused on historically, check out this [summary of the action plan goals](#) of Cohort 1 LEAs.

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