

## State Leader Call: October Notes

**Prompt: Reflecting on the project ([one pager](#)), and the role of state leaders as participants in the process with NACDD AND as coaching/ support for LEAs, how do you see your role?**

### Notes:

- Nicole (RI) – Works at a hospital – Sees her role in supporting schools maybe not now but later in the project. Providing a lot of support to teachers in classrooms supporting students with significant mental health challenges - helping teachers access PD/resources; elevating and building on support as part of this project.
- Rosemary (RI) – This project is an apple in the cornucopia of fruits and veggies. Challenge at the state level – Received funding. Alignment/Cohesion/sensemaking across the initiatives. Help communicate the learnings with this particular project and how they connect to learnings across other projects. Continuing to support our other districts that haven't been able to connect with other districts.
- Samantha (RI) – Consistent messaging and evidence-based programs. Relationships with districts across several mental health initiatives. Keeping those relationships and keeping others informed and using those relationships with districts.
- Sohil (CA) – Entered into an agreement with a particular school district with this work. Don't do that with everyone b/c of customized TA/support (often work with county offices who then work with districts).
- Kina (MS) – Academic medical center has funding for school-based telehealth – had a lot of push back from parents around mental health. Emotional well-being is more favorable meaning for folks. Selected two districts for the project – One that has less resources and one that has more resources.
  - Larger context within the framework of creating health and emotional well-being
  - Shared risk and protective factors – Aligns well with the work we're doing at a larger scale. Public health, state education office, academic medical center. Stronger system approach to life span opportunity.

**Prompt: Prompt: Based on your role, current challenges/obstacles to proving TA for LEAs, how would you like to see this time used?**

- All - somewhat TBD - would like to see how the project unfolds and proposal from NACDD team. Would be helpful to have homework or some sort of prep so could come into meetings feeling prepared for discussion/ action.
- Samantha (RI) – Social-emotional learning. Say what you mean; thinking about the skills around emotional intelligence. So important
  - If there's a fact sheet (quick tip guide) that we can use as we train legislative, policy
  - Reframing Quick Guide that provides support for social emotional learning would be helpful (Kina)
- RI - All the efforts we put forth around MTSS – this reminds them of that. How we can work across state agencies, whether it be language. Talking the same language – One heart, two languages. The approach – Are we doing things in a similar way, are we doing it in a similar way, are we being duplicative. How can we work more seamlessly across our partnerships. The role of education and thinking about Tier 1 supports vs public health partners.
- WELL initiative – What are the systems relate to employee well-being. When schools are at their very best, it's all about prevention. <https://www.wellinitiativeri.org/>

### Summary/Key Takeaways:

- How we can work across state agencies and state partners - **come to consensus** on language, policy, approach (**one heart, two languages**)
- What are the **systems pieces** that maybe are not traditionally thought of as mental wellness work but are necessary and can help streamline the work? (E.g., that create workplaces that support staff and make them want to stay, help articulate role of education/ tier 1 supports)
- Provide clarity on what we are trying to communicate - what are the **building blocks**?
- Resources are placed in the hands of the student/ teacher - but driven by them. People need **additional support** - what can we do as a system to help them take it over the line?