

SAFER SCHOOLS AND CAMPUSES BEST PRACTICES CLEARINGHOUSE

Welcome!

Lessons from the Field: How Schools and Districts Are Meeting the Social-Emotional and Mental Health Needs of Students and Staff

MAY 12, 2021

We will be starting at the top of the hour.



SAFER SCHOOLS AND CAMPUSES **BEST PRACTICES CLEARINGHOUSE**

Lessons from the Field: How Schools and Districts Are Meeting the Social-Emotional and Mental Health Needs of Students and Staff

MAY 12, 2021



NCSSLE Website

[HTTPS://SAFESUPPORTIVELEARNING.ED.GOV](https://safesupportivelearning.ed.gov)

National Center on Safe Supportive Learning Environments



Safe Supportive Learning

Engagement | Safety | Environment

School Climate Improvement

Engagement Topics

Safety Topics

Environment Topics

Events, Products, and TA

States and Grantees



Featured Event

Lessons from the Field: Guidance for Early Childhood Education Programs and Providers

April 14, 2021 - 03:00pm EDT

[Learn More](#)

Find Out What You Can Do to Prevent College Drinking Based on Lessons Learned

DO YOU HAVE A QUESTION?

Welcome!

The National Center on Safe Supportive Learning Environments (NCSSLE) offers information and technical assistance to States, districts, schools, institutions of higher learning, and communities focused on improving school climate and conditions for learning. We believe that with the right resources and support, educational stakeholders can collaborate to sustain safe, engaging and healthy school environments that support student academic success.

[More About Us](#)

In Demand

Resources

Topics



School Climate Improvement



ED School Climate Surveys



Trauma-Sensitive



Creating a Safe and Respectful



Human Trafficking



Improving Higher



Supporting Trauma



Promoting Mental Health



Responding to Covid-19



School Climate Improvement Resource Package



ED School Climate Surveys



Trauma-Sensitive Schools Training Package



Building Student Resilience Toolkit



Human Trafficking in America's Schools



Improving Higher Education Learning Environment



Supporting Trauma Recovery



Promoting Mental Health



Responding to Covid-19

To access information and archived materials from previous Lessons from the Field webinars, go to:
<https://safesupportivelearning.ed.gov/lessons-field-webinar-series>



Logistics

Zoom Control Panel

Audio Settings ^



Chat



Raise Hand



Q&A

Leave Meeting

Technical Issues

For assistance during the webinar, please contact
Claire Viscione at cviscione@air.org.

This webinar is being recorded and will be archived at the following location:
<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-how-schools-districts-are-meeting-social-emotional-and-mental-health>



The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor does it imply endorsement by the U.S. Department of Education.



Initial Polling Questions

1. Are you a:
 - ☐ Teacher
 - ☐ School staff
 - ☐ School administrator
 - ☐ Education agency staff
 - ☐ Family/community engagement staff
 - ☐ Other (Please specify in the chat.)
2. In your community, are instruction and supports being delivered:
 - ☐ In-person
 - ☐ Hybrid
 - ☐ Virtually
 - ☐ Not applicable



Agenda

- 1 Introduction and Logistics
- 2 The Importance of Schools in Promoting Adolescent Mental Health
- 3 Lessons from the Field: SAMHSA School Based Mental Health Programs
- 4 Panel Discussion
- 5 Questions and Answers
- 6 Wrap Up & Closing



Speakers



Ruth Ryder

Deputy Assistant Secretary, Office of
Elementary and Secondary Education,
U.S. Department of Education



Ethan White

Data & Development Strategist, Boys
and Girls Club of Malibu, CA



Dr. Kathleen Ethier

Director, Division of Adolescent and
School Health, Centers for Disease
Control and Prevention



Peggy Zherdev

Director of the Wellness Center + Social
Support Services, Boys and Girls Club
of Malibu, CA



Dr. Anita Everett

Director, Center for Mental Health
Services, Substance Abuse and Mental
Health Services Administration



Jennifer Donahue

Program Administrator, School Health
Programs, San Francisco Unified
School District

Bios for the speakers are archived at the following location:

<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-how-schools-districts-are-meeting-social-emotional-and-mental-health>



National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention

The Importance of Schools in Promoting Adolescent Mental Health






Dr. Kathleen Ethier, PhD
Director, Division of Adolescent and School Health
May 12, 2021



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention

Adolescent Mental Health Trends Are Moving in the Wrong Direction



THE PERCENTAGE OF HIGH SCHOOL STUDENTS WHO:	2009 Total	2011 Total	2013 Total	2015 Total	2017 Total	2019 Total	Trend
Experienced persistent feelings of sadness or hopelessness	26.1	28.5	29.9	29.9	31.5	36.7	
Seriously considered attempting suicide	13.8	15.8	17.0	17.7	17.2	18.8	
Made a suicide plan	10.9	12.8	13.6	14.6	13.6	15.7	
Attempted suicide	6.3	7.8	8.0	8.6	7.4	8.9	
Were injured in a suicide attempt that had to be treated by a doctor or nurse	1.9	2.4	2.7	2.8	2.4	2.5	

LEGEND



In wrong direction



No change



In right direction

Source: National Youth Risk Behavior Surveys, 2009-2019
For the complete wording of YRBS questions, refer to report Appendix.

The Pandemic Has Reinforced the Importance of Schools



- School learning mode is having a significant impact on the mental health of families and youth.
- Protective factors, like feeling connected to family or school, can buffer against poor mental health.
- Schools are adapting to meet the needs of students and families.

The CDC Approach to School-Based Primary Prevention



Improvements Among Students in Schools Implementing CDC's School-Based Primary Prevention Approach



In schools implementing this approach within CDC-funded districts, students were **less likely** to:



HAVE EVER
HAD SEX



HAVE 4+
SEXUAL
PARTNERS



BE CURRENTLY
SEXUALLY
ACTIVE



MISS SCHOOL
BECAUSE
OF SAFETY
CONCERNS



BE FORCED TO
HAVE SEX



USE
MARIJUANA

Safe and Supportive Environments Positively Impact Multiple Adolescent Outcomes



More safe and supportive environment activity in schools =
greater positive impact on health risk and behaviors



EVER HAD
SEX



HAVE 4+
SEXUAL
PARTNERS



CURRENTLY
SEXUALLY
ACTIVE



ELECTRONICALLY
BULLIED



MISSED
SCHOOL BECAUSE OF
SAFETY CONCERNS



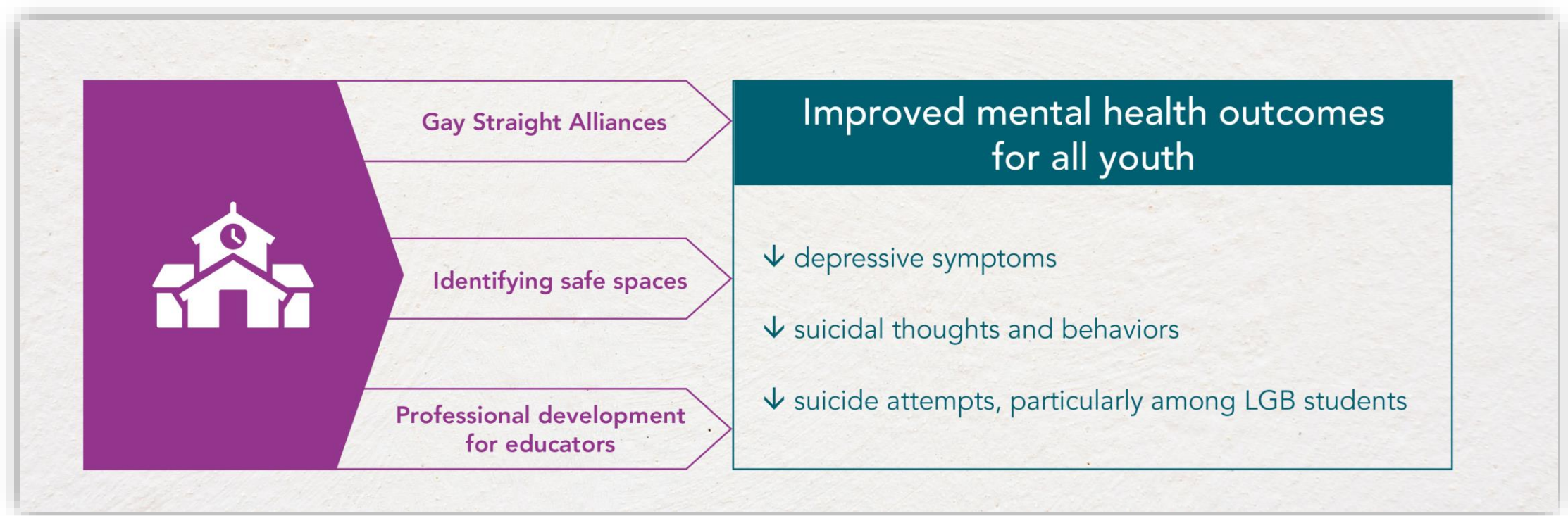
FORCED TO
HAVE SEX



USE
MARIJUANA

LGBTQ-Supportive School Policies and Practices

Protect All Youth



Next Steps



For More Information



- Web: www.cdc.gov/healthyyouth
- Twitter: @CDC_DASH
- E-mail: nccddashinfo@cdc.gov
- Telephone: 1-800-CDC-INFO (1-800-232-4636)

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.



**U.S. Department of
Health and Human Services**
Centers for Disease
Control and Prevention

Lessons from the Field: SAMHSA School Based Mental Health Programs

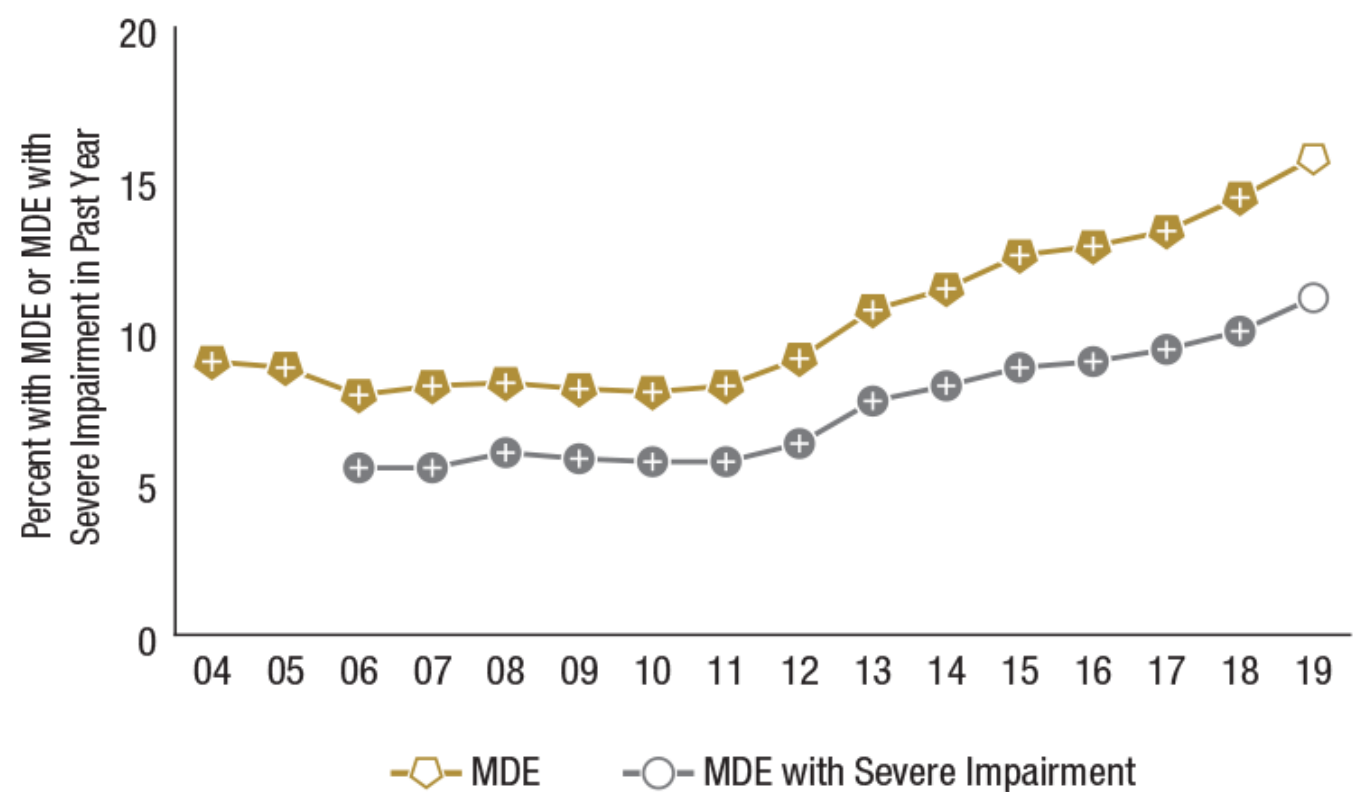
Anita Everett, M.D., DFAPA
Center for Mental Health Services Director
Substance Abuse and Mental Health Services Administration
U.S. Department of Health and Human Services

Virtual
May 12, 2021



SAMHSA
Substance Abuse and Mental Health
Services Administration

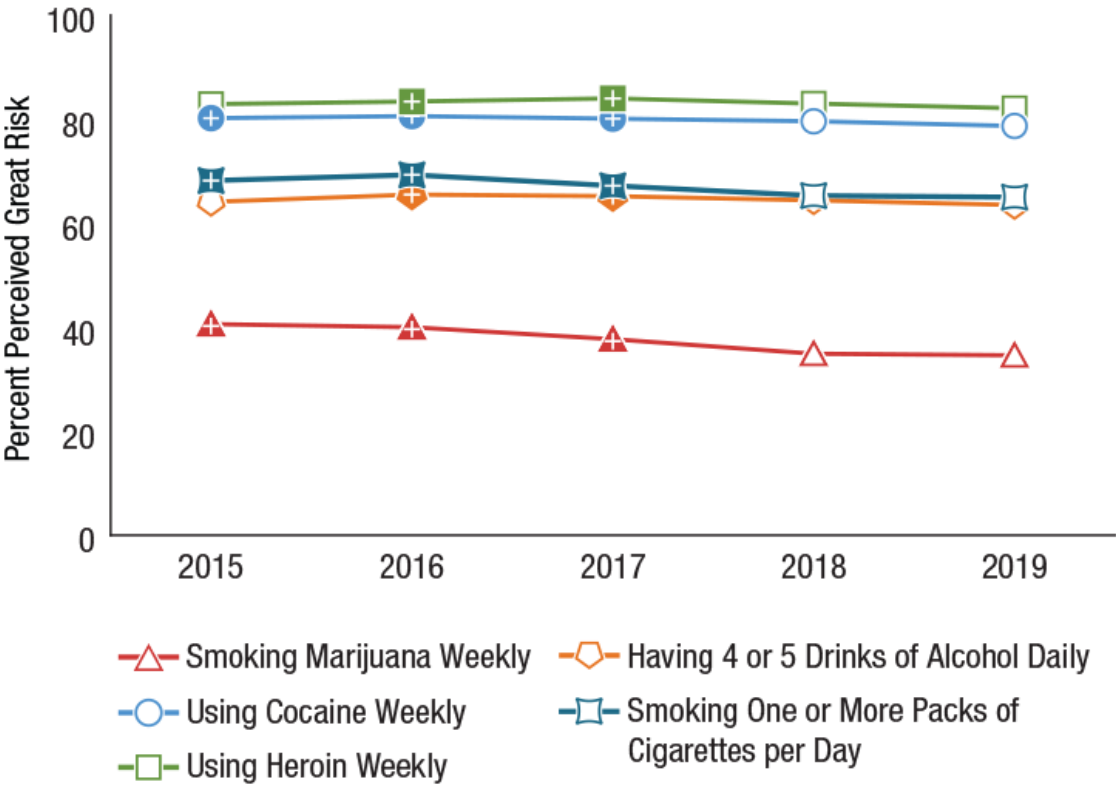
Major Depressive Episode (MDE) and MDE with Severe Impairment in the Past Year among Youths Aged 12 to 17: 2004-2019



MDE Status	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
MDE	9.0+	8.8+	7.9+	8.2+	8.3+	8.1+	8.0+	8.2+	9.1+	10.7+	11.4+	12.5+	12.8+	13.3+	14.4+	15.7
MDE with Severe Impairment	N/A	N/A	5.5+	5.5+	6.0+	5.8+	5.7+	5.7+	6.3+	7.7+	8.2+	8.8+	9.0+	9.4+	10.0+	11.1

+ Difference between this estimate and the 2019 estimate is statistically significant at the .05 level.

Perceived Great Risk from Substance Use among Youths Aged 12 to 17: 2015-2019



Substance Use	2015	2016	2017	2018	2019
Smoking Marijuana Once or Twice a Week	40.6*	40.0*	37.7*	34.9	34.6
Using Cocaine Once or Twice a Week	80.2*	80.6*	80.1*	79.6	78.7
Using Heroin Once or Twice a Week	82.9	83.4*	84.0*	83.0	82.1
Having 4 or 5 Drinks of Alcohol Nearly Every Day	64.1	65.5*	65.2*	64.4	63.5
Smoking One or More Packs of Cigarettes per Day	68.2*	69.3*	67.2*	65.3	65.0

+ Difference between this estimate and the 2019 estimate is statistically significant at the .05 level.

Project Aware

- Purpose:
 - To build or expand the capacity of State Educational Agencies, in partnership with State Mental Health Agencies overseeing school-aged youth and with local education agencies.
 - To increase awareness of mental health issues, provide training for school personnel, and connect school-aged youth who may have behavioral health issues, and their families, to needed services.
 - To increase partnerships and collaborations between state and local systems to promote the healthy development of school-aged youth and prevent youth violence.

Project Aware

- In Fiscal Year 2020, SAMHSA distributed approximately \$83.3 million in Project AWARE funding to 46 grantees.



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Program Achievements

- From October 2016 through September 2020, Project Aware:
 - Trained 56,773 people in the mental health field (or related workforce).
 - Ensured that more than half a million school-aged youth had access and were referred to mental health services.
 - 198 policy changes were completed as a result of the project AWARE-SEA grant to improve reporting procedures regarding self-harm and referral to mental health services.
 - 819 organizations entered into formal written agreements, to improve mental health-related practices.

A Grantee Story: Malibu Foundation for Youth and Families

- Project Director: Ethan White
- With the onset of COVID-19 shelter-in-place orders, the Boys and Girls Club of Malibu began offering a virtual Project-Based Social Emotional Learning course titled “Empowered Voices” utilizing a Design Thinking methodology.
- They have since piloted all four modules (8-week sessions) across multiple schools (and states) and are able to offer the course as a virtual and/or an in-person course for dual credit for 3 units of sociology in High School and College
- <https://vimeo.com/528412798>

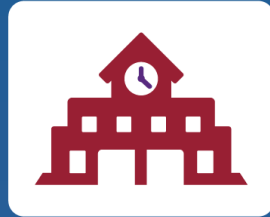
Thank you

SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities.

www.samhsa.gov

1-877-SAMHSA-7 (1-877-726-4727)

1-800-487-4889 (TDD)



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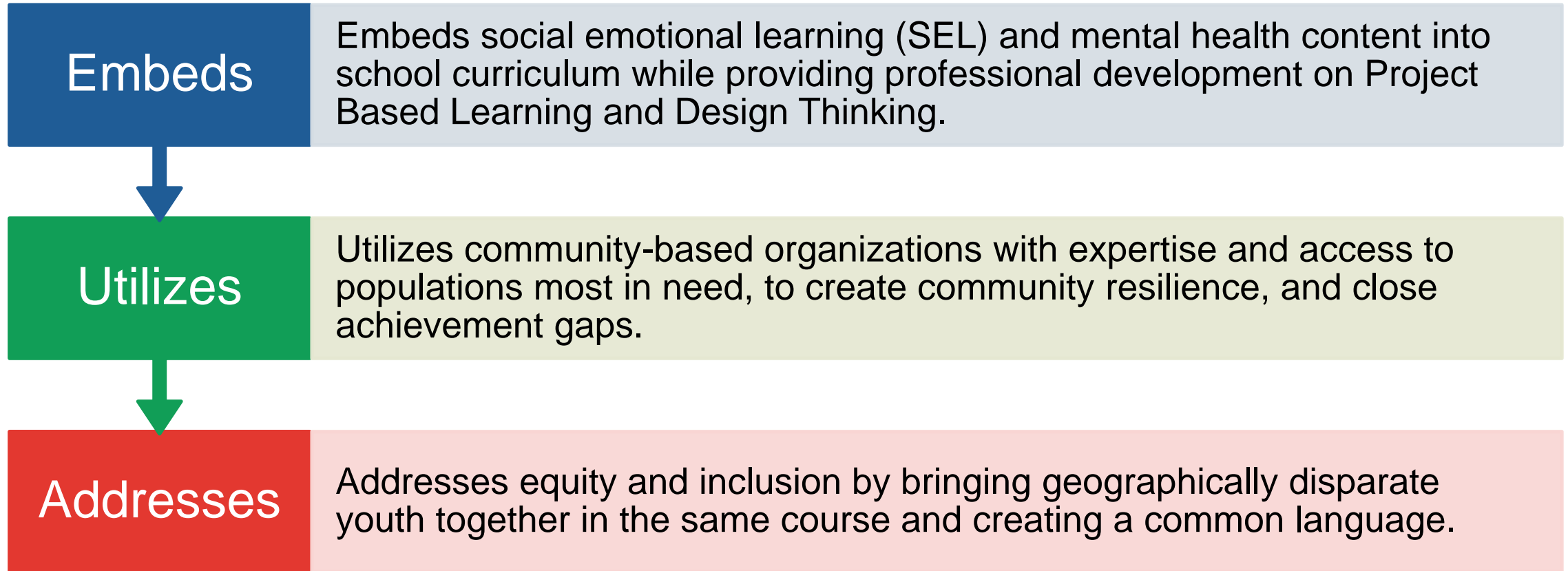
Panel Discussion

LESSONS FROM THE FIELD



Empowered Voices: 3 Takeaways

3-MINUTE VIDEO OVERVIEW: [HTTPS://VIMEO.COM/545732874](https://vimeo.com/545732874)



Individual Level Highlights

“Empowered Voices”

Educational

- 3 units of transferable sociology credits through community college and local district.
- Students develop digital profile exemplifying their SEL competency, for inclusion as supplemental material in college applications.
- Students’ teachers gain experience with the Design Thinking methodology in a Project Based Learning format.
- Students receive between **16-20 hours individualized mentoring.**

Mental Health

- Psycho education focused on collective trauma, Adverse Childhood Experiences (ACES) anonymous self screening, and Social Connectedness.
- Integration of Multi-tiered Systems of Support with local social and mental health services.



System Level Highlights for “Empowered Voices”

Plug and play program that creates and grows partnerships between local CBO's, school districts, and mental health agencies.

Including youth from all over the county in the same cohort, provides platform for discussion and establishes a common language.

Data collection and evaluation is built in. Reports would be available for both educational and mental health related outcomes.

Resource efficient and scalable, capitalizing on existing infrastructure Approx. \$1,000-2,000 per student per year.



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Panel Discussion

LESSONS FROM THE FIELD



Participant Questions and Answers



Closing Polling Question

3. Select the topic(s) for which you feel additional information is needed. (Select all that apply.)

- Effective communication strategies that build trust and allow you to reach various sub-groups in your community
- Resources available to strengthen school mental health supports
- Resources for families and community members on mitigation strategies for home and school
- Promoting staff wellness
- Trauma-sensitive responses to families and community members
- Other (Please specify in the chat box.)



Feedback Form



Lessons from the Field: Family and Community Engagement and Returning to In-Person Instruction

Thank you for attending the webinar, *Lessons from the Field: Family and Community Engagement and Returning to In-Person Instruction*, on April 28, 2021. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

1. Prior to the webinar, how knowledgeable were you about the webinar's topic?

- ☐ Not At All Knowledgeable
- ☐ Somewhat Knowledgeable
- ☐ Very Knowledgeable

2. Overall this webinar was a good use of my time.

- ☐ Strongly Disagree
- ☐ Somewhat Disagree
- ☐ Somewhat Agree
- ☐ Strongly Agree

[HTTPS://WWW.SURVEY
MONKEY.COM/R/LFTF S
SESSION4](https://www.surveymonkey.com/r/LFTF_SESSION4)



Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

NCSSLE Website

<https://safesupportivelearning.ed.gov>

Best Practices Clearinghouse

<https://bestpracticesclearinghouse.ed.gov/>