Safe Schools/Healthy Students (SS/HS) Overview

- SS/HS supports school and community partnerships by encouraging integrated systems that promote students’ mental health, enhance their academic achievement, prevent violence and substance use, and create safe and respectful school climates.

- SS/HS provides for a comprehensive plan of activities, services and strategies.
SS/HS Program History

- Created in 1999 in response to rising concerns about youth violence and school safety
- A unique Federal collaboration among the U.S. Departments of Education, Health and Human Services, and Justice
- To date, SS/HS has provided services to 13+ million youth and has offered more than $2 billion in funding and other resources to 365 communities in 49 states across the nation
In 2013, the Substance Abuse and Mental Health Services Administration (SAMHSA) brought SS/HS to the state level via the SS/HS State and Pilot Community cooperative agreements.

Award of $554,500 per year for up to four years = $2,035,014 total to Middletown
Five Core SS/HS Elements

- Promoting early childhood social and emotional learning and development
- Promoting mental, emotional, and behavioral health
- Connecting families, schools, and communities
- Preventing and reducing alcohol, tobacco, and other drug use
- Creating safe and violence free schools
Strategic Approaches

Capacity building

Policy change & development

Collaboration & partnership

Systemic change & integration

Technology
Guiding Principles

- Cultural & linguistic competency
- Developmentally-appropriate strategies
- Evidence-based interventions
- Resource leveraging
- Serving vulnerable & at-risk population
- Sustainability
- Youth guided & family driven
Project Organization

- State Management Team
- Local Education Agency (LEA) Steering Committee
- Project Manager Rachel Bruno
- Community Management Team (CMT)
- Community Partners, School Staff, Families, Youth
Community Management Team

- **Required representatives:**
  - Education
  - Law enforcement
  - Behavioral health agencies
  - Juvenile justice agencies

- **Additional partners:**
  - Child welfare
  - Early childhood
  - Faith-based community organizations
  - Community coalitions
  - Family and youth representatives
Project Evaluation

- Local Evaluation Team from University of Connecticut and DMHAS
- Comprehensive planning process
  - Needs Assessment
  - Environmental Scan
  - Gaps Analysis
- Performance measure reporting
  - Predetermined shared indicators
  - State grantee-selected shared indicators
- National Multi-Site Evaluation (MSE)
Needs Assessment & Environmental Scan

- Two focus groups
- 199 open-ended online survey responses
  - 54% parent
  - 37% school staff
  - 19% community partner/other
- Data collection:

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Developing the Comprehensive Plan

SS/HS Framework

- Comprehensive Plan
- Evaluation
- Narrative
- Logic Model
- Evaluation Plan
Evidence-Based Programs & Practices

- Identify evidence-based programs (EBPs) and practices that are designed to prevent violent behavior, bullying, and mental and behavior disorders, including substance abuse.

- Can include implementation strategies, programs, and polices that promote:
  - Positive youth development
  - Positive school climate
  - School-wide and classroom-based behavioral interventions
  - Truancy reduction
  - Supportive school discipline practices
Indicators

- **Element 1:** Promoting early childhood social and emotional learning and development
- **Element 2:** Promoting mental, emotional and behavioral health
  - Total number of students who received school-based mental health services;
  - % of mental health service referrals for students which resulted in mental health services being provided in the community;
- **Element 3:** Connecting families, schools & communities
- **Element 4:** Preventing and reducing alcohol, tobacco, and other drug use
  - % of students who report consuming alcohol on 1 or more occasions during past 30 days;
- **Element 5:** Creating safe and violence-free schools
  - % of students report being in a physical fight on school property during the school year;
  - % of students who did not go to school on one or more days during the past 30 days because they felt unsafe at school or on their way to and from school.
Implementation: Years 2-4

- Activities and programs
- Partnership development and maintenance
- Ongoing evaluation and data-informed decision-making
- Policy and regulatory changes
- Continuous Quality Improvement (CQI)
- Revision of comprehensive plan, logic model & evaluation plan
- Sustainability plans
For more information...

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