Overview of Project

South Dakota Project AWARE is a grant program focused on building partnerships between education agencies and mental health agencies statewide to increase awareness of mental health issues and coordination of services for school-age children. In Year 1 of the grant, the South Dakota Department of Education (SD DOE) and the South Dakota Department of Social Services, Division of Behavioral Health (DSS-DBH), are creating a statewide advisory group and developing implementation teams that are comprised of local education agencies (LEAs) and community mental health centers (CMHCs). As part of Year 1 implementation, SD DOE and DSS-DBH are partnering with Marzano Research to develop a shared mission and vision for the project.

Marzano Research collaborated with SD DOE and its partners to plan and facilitate one virtual meeting with the local implementation teams in preparation for a second, in-person meeting with the statewide advisory group. The first meeting included team leaders, representatives from SD DOE and DSS-DBH, and representatives from the four school districts associated with the initial implementation of services and their designated mental health service providers under the grant (Cohort 1). Marzano Research conducted Meeting 1 virtually with the local implementation teams to begin building consensus on a shared mission and vision for the project. Prior to Meeting 1, we collaborated with SD DOE and DSS-DBH partners to establish specific outcomes and create a meeting agenda. We designed a process for discussion, collaboration, and decision-making that engages participants, surfaces their interests and needs, and results in higher levels of trust and ownership.

The second meeting included representatives from statewide advisory group partners, including SD DOE, DSS-DBH, Cohort 1 school districts and mental health service providers, prevention providers, the Associated School Boards of South Dakota, the South Dakota School Superintendents Association, School Administrators of South Dakota, the South Dakota School Counselor Association, the South Dakota Association of School Psychologists, the Center for Prevention of Child Maltreatment, South Dakota School Nurse Association, and South Dakota universities.
Summary

The in-person meeting took place on Thursday, November 14, 2019, from 9:00 a.m. to 4:00 p.m. CT. Marzano Research staff members, Anne Butterworth, Mike Siebersma, and Shelby Hubach, facilitated the meeting.

Participants

Participants included staff from the local implementation teams, SD DOE, DSS-DBH, and representatives from education and mental health professional associations.

Project AWARE Advisory Group Participants

- Rita Baszler, South Dakota School Nurse Association, President
- Amanda Bender, South Dakota School Counselor Association, President-Elect
- Andrea Diehm, SD DOE, School Counseling and Career Development Specialist
- Linda Foos, South Dakota Superintendents Association, South Central Cooperative Director
- Wendy Giebink, National Alliance on Mental Illness South Dakota, Director
- Lane Madsen, South Dakota Counseling Association, President-Elect
- Elizabeth McPherson, South Dakota Association of School Psychologists, President
- Rob Monson, School Administrators of South Dakota, Executive Director
- Tiffanie Petro, Children’s Home Society of South Dakota, Advocacy and Prevention Program, Director
- Sandra Waltman, South Dakota Education Association, Director of Government Relations and Communications

Local Implementation Team Participants

- Randy Allen, Behavior Management Systems, Clinical Director
- Kim Aman, Bridgewater-Emery School District, Elementary Principal
- Tami Ambroson, Lewis and Clark Behavioral Health Services, Youth and Family Services, Director
- Lori Brunick, Lewis and Clark Behavioral Health Services, Systems of Care Coordinator
- Jaycie Culbert, Lewis and Clark Behavioral Health Services, Community Project AWARE Manager
- Lisa Jones, Sioux Falls School District, Community Project AWARE Manager
- Ericka Kotab, South Central Educational Cooperative serving Wagner Community School District, School Psychologist
- Deb Muilenburg-Wilson, Sioux Falls School District, District Special Services Director
- Erika Paladino-Hazlett, Sioux Falls School District, Principal
- Greg Seefeldt, Douglas Middle School, Principal
- Jenelle Sigler, Bridgewater-Emery School District, Community Project AWARE Manager
- Dena Smith, Southeastern Behavioral Health, Systems of Care Coordinator
- Shad Storley, Wagner Community School District, Superintendent
- Tutush Woldemariam, Southeastern Behavioral Health, Systems of Care Coordinator
State Agency Participants

- Melanie Boetel, DSS-DBH, Assistant Director of the Division of Behavioral Health
- Jacquie Larson, SD DOE, Project AWARE Director
- Judy Merriman, SD DOE, Data Management Administrator
- Teresa Rowland, SD DOE, Project AWARE Coordinator
- Jana Sprenger, DSS-DBH, Project AWARE Co-Coordinator

Objectives

The objectives of the meeting were as follows:

1. To review the current state of South Dakota Project AWARE.
2. To provide input on the grant mission and vision.
3. To develop structures and share resources to support future implementation.

Summary of Activities

Marzano Research opened the meeting by welcoming the advisory group members and introducing our staff and SD DOE and DSS-DBH staff. Next, we reviewed the agenda for the day as well as the meeting objectives and outputs. The meeting outputs included the following:

1. Four to five drafted and ranked mission statements.
2. Four to five drafted vision statements.
3. Additional ideas and resources for South Dakota Project AWARE implementation.
4. Information for planning the March advisory group meeting.

Next, Marzano Research facilitated a connecting activity so that people could introduce themselves and initiate discussions about mental health and education topics as a group. Participants discussed the following questions:

1. Half of mental illness occurs before what age?
2. What percentage of South Dakota eighth-grade students scored basic or above on the NAEP in 2017?
3. Where does suicide rank in cause of death among people aged 15–34 in the United States?

Marzano Research then facilitated a process for participants to generate questions about South Dakota Project AWARE that would be answered over the course of the meeting. The questions included the following:

1. How can we meet the unique needs of districts?
2. Who provides training to the staff? Where do the resources come from?
3. How can we sustain the work of Project AWARE? What is the sustainability plan?
4. How do we involve families more?
5. What are the criteria for tiered decisions?
6. How do you overcome barriers (such as parental consent) to implementation?
7. How do we change the dialogue to wellness and personal growth?
8. How can we customize the SOC position to meet local needs?
9. What are the definitions of each person’s role?
10. How realistic/understandable is this framework for a school?
11. What is the teacher perspective of the tiered framework?
12. How are we involving corrections and law enforcement?
13. How can school nurses use the process if Project AWARE is not in their area?
14. Will our data effectively support children and youth?

After this activity, SD DOE and DSS-DBH partners provided information about South Dakota Project AWARE related to goals, timeline, partners, the tiered framework, and strategies for each tier. They also set expectations around the role of the advisory group, which entailed offering guidance and recommendations to implementation teams, providing a network of experts to the implementation teams, and increasing awareness of South Dakota Project AWARE across the state. The Pacific Institute for Research and Evaluation (PIRE) partners then provided information about the external evaluation they are conducting as part of the grant requirements.

Marzano Research facilitated a collaborative dialogue, using the World Café format. We offered three questions for participants to discuss:

1. How have the needs around student mental health in schools evolved over the last five years? And how has the system (or systems) adapted to meeting those evolving needs?
2. Regarding the South Dakota Project AWARE framework, which elements have been most successfully implemented so far? Why have they been successful?
3. Which elements hold the most promise for impact? And which will be the most challenging to scale up statewide?

After lunch, Marzano Research walked participants through a process to draft, revise, and vote on mission statements for South Dakota Project AWARE. Using the input provided by the implementation teams during Meeting 1, participants broke into groups and used the review criteria to draft a mission statement. Then, they offered a compliment, question, or suggestion about other groups’ draft mission statements. Next, the groups revised their draft mission statements based on the feedback. Participants then voted on which draft mission statement resonated the most with their perspectives on why South Dakota Project AWARE exists (see Appendix A for photographs of the drafted mission statements).

Lastly, participants provided feedback on each draft mission statement as a large group. Included below are the six draft mission statements, in order from most to least votes, along with any comments from participants:

1. Our mission is to support the healthy development of youth and families in overcoming challenges by creating an interconnected system of education and community supports that promote partnerships and collaboration.
   a. What are the implications of healthy versus unhealthy?
   b. Is it just focused on development?
   c. Who are the services focused on if the words overcoming challenges are used?
   d. Participants liked the part that says “interconnected system of education (mental health) and community supports that promote partnerships and collaboration.”
e. Does mental health need to be added as stated in parenthesis above?

2. Our mission is to enhance partnerships between schools and mental health providers, create community, promote wellness and resilience, and provide tools to empower students, families, and staff.

3. Building connections and partnerships to promote wellness and resilience in students, families, and communities by providing supports, services and awareness.
   a. Clear vision of education and mental health partnership.

4. Partnering education and mental health services to provide support, build resilience, increase awareness, connect to resources and empower staff, students, and their families.

5. South Dakota empowers students and families to thrive through partnerships with education and mental health services.

6. Our mission is to enhance collaboration between schools and mental health services by increasing awareness of students’ mental health, promoting wellness and providing tools to empower students, families, and staff.
   a. Is using the term students’ as stated in parenthesis above too limiting?

Marzano Research then asked participants to document the successes, challenges/concerns, and assets at each tier of the South Dakota Project AWARE framework as they currently stand (see Appendix B for photographs of the successes, challenges/concerns, and assets as documented by participants). A summary of the participant feedback can be found in Table 1.

Table 1. Respondents’ Roles in Project AWARE

<table>
<thead>
<tr>
<th>Tier</th>
<th>Successes</th>
<th>Challenges/Concerns</th>
<th>Assets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>• Ending the Silence</td>
<td>• Culture</td>
<td>• SDCA (member) presentations for communities</td>
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<td></td>
<td>• Schools, administrators and teachers are finally all engaged in</td>
<td>• Making it part of the culture of the school and</td>
<td>• Supportive admin</td>
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<tr>
<td></td>
<td>meaningful dialogue about mental health of students</td>
<td>community</td>
<td>• Committed, engaged, and passionate teams</td>
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<tr>
<td></td>
<td>• Trauma-informed training and PBIS is happening even without AWARE</td>
<td>• Staff/teacher care – secondary trauma</td>
<td>• In-state university training programs</td>
</tr>
<tr>
<td></td>
<td>• Partnerships to deliver trainings</td>
<td></td>
<td>• CPAM</td>
</tr>
<tr>
<td></td>
<td>• Trainings offered</td>
<td></td>
<td>• Student interest in decreasing stigma and helping peers</td>
</tr>
<tr>
<td></td>
<td>• Engaging community partners</td>
<td></td>
<td>• ACES license purchased by CPCM</td>
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<tr>
<td></td>
<td>▪ CDCM ACES training for schools and communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier</td>
<td>Successes</td>
<td>Challenges/Concerns</td>
<td>Assets</td>
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</tbody>
</table>
| Tier 1 | • Universal screeners  
• PBIS implementations  
• 2nd Step curriculum | • Identification of students who need this level  
• How to incorporate needed time for staff education  
• Time or lack of it  
• Universal screener – concerned about school’s ability to provide services to all identified  
• PBIS implementation/buy-in  
• Make sure school staff have good self-care | • School counselors and school psychologists  
• Sanford Harmony lessons  
• Success coordinators  
• Staff |
| Tier 2 | • Using screening data to inform group involvement | • Future funding commitment  
• Shortages/ability to fill school-based mental health providers – more counselors/psychologists  
• Only four schools are funded with $1,000,000 this year. How will other 600+ schools in South Dakota be funded? | • Therapy dog  
• Counselor  
• Read to Bruce time |
| Tier 3 | • Working toward increasing telehealth  
• CMHCs serve every county in South Dakota  
• Relationship with CMHA  
• Emergency assessment communication  
• Relationship between school and mental health agency  
• Cooperation  
• Collaboration  
• Warm clothes, warm homes  
• At least we are doing something  
• Connecting families to resources they desperately need | • 160/220 CMHCs  
• Will the model transfer to all schools?  
• Lack of professional in rural areas  
• Capacity  
• Time it takes to get SED service  
• How do we bake it in?  
• Lack of awareness of mental health resources  
• Lack of resources, especially in small or rural communities  
• Family commitments  
• LPC billing | • Utilizing existing community resources  
• Strong schools and MHC relationship  
• Family support  
• Funding for family needs  
• SOC coordinator  
• Legislative/governor support for mental health services |
<table>
<thead>
<tr>
<th>Tier</th>
<th>Successes</th>
<th>Challenges/Concerns</th>
<th>Assets</th>
</tr>
</thead>
<tbody>
<tr>
<td>All tiers</td>
<td>• Working smarter, not harder, through collaboration and problem-solving</td>
<td>• Getting great at engaging parents</td>
<td>• Good relationships with partners</td>
</tr>
<tr>
<td></td>
<td>• Counselors, SOC, CPAM teaming</td>
<td></td>
<td>• Evaluation and feedback</td>
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<td></td>
<td></td>
<td></td>
<td>• Partners with passion for the mission</td>
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</tbody>
</table>

Lastly, Marzano Research facilitated a process to develop statements. Groups were instructed to draw a picture of their vision for South Dakota Project AWARE, answering the questions Where are we going? and What is our intended impact? Each group then presented their picture to the whole group. Next, the groups drafted their vision statements based on their pictures. Participants then voted on which draft vision statement resonated the most with their perspectives on the impact of South Dakota Project AWARE (see Appendix C for photographs of the drafted vision statements). Lastly, participants provided feedback on each draft mission statement as a large group. Included below are the six draft vision statements, in order from most to least votes, along with any comments from participants. Participants noted that the bolded words were well aligned with South Dakota Project AWARE:

1. **South Dakota partnerships empower** students and families to **thrive** through increasing **access** and **awareness** and building **community capacity**.
2. Igniting a spirit of partnership in South Dakota by developing and **bridging** services that surround support and sustain students and families, empowering them to become interdependent with the desire and capacity to **give back**.
3. **Empower South Dakota students** and their families to thrive in a stigma-free and connected community through sustained **partnerships at the state and community level**.
4. We envision a future in which all students and families are **surrounded with supports and services** to have the skills and resources to be healthy and successful!
5. All South Dakotans have **access** and knowledge of community resources that provide mental health supports and give **hope** for their future.
6. We are **building relationships to empower** today’s youth to create a system of support always asking, “What’s best for kids?”

Due to a lack of time, Marzano Research was unable to identify what was needed for future implementation, which included discussing the Knoster Change Model. As a result, we introduced the idea as a starting point for our next advisory group meeting, anticipated for March 2020.

**Next Steps**

Marzano Research will support SD DOE and DSS-DBH partners in reviewing, revising, and selecting a mission and vision statement. We will also support the partners in identifying priorities and agenda items for the next advisory group meeting in March.
Feedback Survey Findings

Twenty-six of the twenty-seven participants completed the feedback survey (a 96.3 percent response rate). Overall, respondents indicated they had a positive experience with the meeting. Most respondents (53.8 percent) were from one of the four local implementation teams (Figure 1). Over 75 percent of respondents indicated that the meeting objectives were met a fair amount or to a great extent (Figure 2). Additionally, respondents had positive perceptions of meeting segments that deepened their understanding of and engagement with South Dakota Project AWARE (Figure 3).

Figure 1. Membership in a South Dakota Project AWARE LEA Team

![Pie chart showing 46.2% Yes and 53.8% No for membership in a South Dakota Project AWARE LEA Team.]

Figure 2. Respondents’ Perspectives on Achieving the Meeting Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>To a great extent</th>
<th>A fair amount</th>
<th>A little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the current state of Project AWARE</td>
<td>60.0%</td>
<td>40.0%</td>
<td></td>
</tr>
<tr>
<td>Provide input on mission and vision</td>
<td>84.6%</td>
<td>15.4%</td>
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</tr>
<tr>
<td>Develop structures and share resources to support future implementation</td>
<td>15.4%</td>
<td>61.5%</td>
<td>23.1%</td>
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</table>
Respondents also reported what they found to be most useful and suggested improvements to the meeting. The most useful activity was the conversations with others to learn what they are doing in their schools and communities, including those with and without South Dakota Project AWARE funding. The World Café format was useful to facilitate these conversations.

Respondents indicated that having deeper discussions about what people are doing through South Dakota Project AWARE would have been useful, including what is and what is not working and solutions to challenges. They also wanted to know what is being done in schools and communities without South Dakota Project AWARE funding. Spending less time on developing mission and vision statements would also have made the meeting more useful.
Appendix A. Drafted Mission Statements

Our mission is to support the healthy development of youth & families in overcoming challenges by creating an interconnected system of education & community supports that promote partnerships & collaboration.

Who does it affect? Mental health? What are the implications of need?
Our Mission is to enhance collaboration between schools and mental health services by increasing awareness of students' mental health, promoting wellness and providing tools to empower students, families and staff.
SOUTH DAKOTA EMPowers STUDENTS & FAMILIES TO THRIVE THROUGH PARTNERSHIPS WITH EDUCATION AND MENTAL HEALTH SERVICES.
Partnering education and mental health services to provide support, build resilience, increase awareness, connect to resources and empower staff, students and their families.
Building connections and partnerships to promote wellness and resilience in students, families and communities by providing supports, services and awareness.

* Education & mental Health
Our mission is to enhance partnerships between schools and mental health providers, create community, promote wellness and resilience, and provide tools to empower students, families, and staff.

Building connected partnerships to foster resilience and families and communities, providing support, and awareness.
Appendix B. Successes, Challenges/Concerns, and Assets
<table>
<thead>
<tr>
<th>PBIS implementations</th>
<th>Second Step Curriculum</th>
<th>Relationship with CHPA</th>
<th>&quot;What's Best for Our Kids?&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal screeners</td>
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<td>2nd Step Curriculum</td>
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<td></td>
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<td>Made meaningful action today</td>
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Concerns

- Time it takes to get SEL service
- How do we make it fit?
- Lack of buy-in among students
- Lack of resources
- Sustainability
- Cultural competence
- Universal screener
- Make sure school staff have good self-care
- PBIS implementation
- Staff/teacher care: secondary trauma
- Tying it part of the culture of the school community
Challenges / Concerns

Future Funding Commitment

- 160/270 CARIS
- Shortages/Ability to fill School Based Mental Health Provider
- Time it takes to get SED Service
- How do we scale it up?
- 4 schools are funded $100,000
- This year they will have other resources in $ refunded
- Only 4 schools are funded $100,000 this year with no other resources in $ refunded
- Lack of parent/guardian engagement
- Lack of resources
- Community Following
- 300
- Dwindling

Universal Screener
- Concerned about schools being able to provide services
- PBIS implementation in May
- Making it part of the culture of the school community
- Staff/Teacher care: secondary trauma
- Time for social/emotional learning
- How to incorporate needed time for social/emotional learning
Appendix C. Drafted Vision Statements

South Dakota Partnerships
Empower Students & Families to Thrive through Increasing Access & Awareness & Building Community Capacity

Project Aware
We are building relationships to empower today's youth to create a system of support. Always asking, "What's best for kids?"
All South Dakotans should have access to and knowledge of community resources that provide mental health supports and give hope for the future.
Empower SD students and their families to thrive in a stigma free and connected community through sustained partnerships at the state and community level.
We envision a future in which all students and families are surrounded with supports and services to have the skills and resources to be healthy and successful.
Igniting a spirit of partnership by developing and bridging services that surround support, sustain students & families, empowering them to become interdependent with the desire & capability to give back.