MARZANO RESEARCH

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South Dakota Project AWARE Advisory Meeting

Meeting 6 Summary

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South Dakota Project AWARE Advisory Meeting

MEETING 6 SUMMARY

Prepared For

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By

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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), convened a statewide advisory group and created local implementation teams composed of stakeholders from local education agencies and community mental health centers. As part of Year 1 implementation, SD DOE and DSS-DBH partnered with Marzano Research to develop a shared mission and vision for the project.

Marzano Research collaborated with SD DOE and DSS-DBH 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 implementation 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. 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, Marzano Research worked with SD DOE and DSS-DBH partners to establish specific outcomes and create a meeting agenda. The Marzano Research team designed a process for discussion, collaboration, and decision-making that engages participants, identifies their interests and needs, and results in higher levels of trust and ownership.

The second, in-person meeting was held on November 14, 2019, in Oacoma, South Dakota. Attendees were representatives from statewide advisory group partners, including SD DOE, DSS-DBH, 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 the Prevention of Child Maltreatment, the South Dakota School Nurse Association, and South Dakota universities. During the meeting, the advisory group representatives provided input on the grant mission and vision. They also developed structures and shared resources to support future implementation. After this second meeting, SD DOE and DSS-DBH partners finalized the South Dakota Project AWARE mission and vision.

The third, virtual meeting included representatives from statewide advisory group partners. During the meeting, SD DOE provided insight into the work on the mission and vision statement, which had been finalized. The external evaluator for South Dakota Project AWARE, Alan Stein-Seroussi from the Pacific Institute for Research and Evaluation (PIRE), provided data on the current state of the evaluation. Marzano Research then presented on the consultancy roles to clarify expectations that partners and attendees should have for their roles in the meeting. Lastly, DSS-DBH partners provided some information on behavioral health service providers in South Dakota

as well as details on the Systems of Care initiative, which was established to provide basic resources and support to individuals in need.

The fourth, virtual meeting included representatives from statewide advisory group partners as well as local implementation teams. During the meeting, SD DOE and DSS-DBH partners shared grant updates and celebrations. Then, Marzano Research shared information about telemental health implementation. Carrie Sanderson from the University of South Dakota's Center for the Prevention of Child Maltreatment shared strategies to prevent and respond to child maltreatment. DSS-DBH partners provided information about 605 Strong, a crisis counseling program. Marzano Research facilitated an activity to gather the various perspectives (e.g., teachers, parents, students) on a successful Project AWARE system. Lastly, Alan Stein-Seroussi, the external evaluator for South Dakota Project AWARE, provided data on the current state of the evaluation.

The fifth, virtual meeting included representatives from statewide advisory group partners and local implementation teams. During the meeting, SD DOE and DSS-DBH partners shared grant updates. Then, South Dakota's National Alliance on Mental Illness (NAMI) staff presented on their Ending the Silence program from 2020–21. Next, Wagner Community School staff shared information on their Strengthening Our Community initiative. To begin sustaining SD Project AWARE efforts, Marzano Research facilitated a process to identify program elements. Then, the PIRE external evaluator for South Dakota Project AWARE provided data on the current state of the evaluation. Lastly, to continue sustainability planning, Marzano Research facilitated a discussion on which program elements are essential, which are optional, and which need more discussion.

The sixth, virtual meeting included representatives from statewide advisory group partners and local implementation teams. The meeting summary is presented below.

Meeting 6 Summary

The virtual meeting took place on Wednesday, October 27, 2021, from 1:00 p.m. to 4:00 p.m. CT. Marzano Research staff members Mike Siebersma and Shelby Hubach facilitated the meeting.

PARTICIPANTS

Participants included members from the local implementation teams, staff from SD DOE and DSS-DBH, and representatives from education and mental health professional associations across South Dakota. Table 1 lists the meeting participants from the statewide advisory group, local implementation teams, and state agencies.

Table 1. Meeting Participants

	Participant	Organization	Position
SD Project AWARE Advisory Group Participants	Andrea Diehm	South Dakota Department of Education	School Counseling and Career Development Specialist
	Wendy Giebink	National Alliance on Mental Illness	Executive Director
	Michelle Majeres	Volunteers of America, Dakotas	Prevention Specialist
	Elizabeth McPherson	South Dakota Association of School Psychologists	President
	Rob Monson	School Administrators of South Dakota	Executive Director
	Tifanie Petro	Children's Home Society of South Dakota	Director of Advocacy and Prevention Program
	Darla Stolz Biel	Center for the Prevention of Child Maltreatment	Assistant Director
Local Implementation Team Participants	Kim Aman	Bridgewater-Emery School District	Elementary Principal
	Tami Ambroson	Lewis & Clark Behavioral Health Services	Director
	Jason Bailey	Bridgewater-Emery School District	Superintendent
	Lori Brunick	Lewis & Clark Behavioral Health Services	Systems of Care Coordinator
	Carrie Carney	Black Hills Special Services Cooperative	Community Project AWARE Manager
	Jaycie Culbert	Lewis & Clark Behavioral Health Services	Community Project AWARE Manager
	Joe Hauge	Black Hills Special Services Cooperative	Executive Director
	Taylor Kevan	Southeastern Behavioral HealthCare	Systems of Care Coordinator

	Participant	Organization	Position
	Christie Lueth	Southeastern Behavioral HealthCare	System of Care Supervisor
	Jennifer Marshik	Douglas Middle School	Systems of Care Coordinator
	Amber Roduner	Behavior Management Systems	Licensed Professional Counselor
	Jessica Schmit	Whittier Middle School in Sioux Falls School District	Community Project AWARE Manager
	Christena Schultz	Bridgewater-Emery School District	Principal
	Greg Seefeldt	Douglas School District	Middle School Principal
	Jenelle Sigler	Bridgewater-Emery School District	Community Project AWARE Manager
	Thomas Stanage	Lewis & Clark Behavioral Health Services	Executive Director
	Tutush Woldemariam	Southeastern Behavioral HealthCare	Systems of Care Coordinator
	Matt Yost	Wagner Community School	Superintendent
State Agency Participants	Melanie Boetel	South Dakota Department of Social Services, Division of Behavioral Health	Assistant Director of the Division of Behavioral Health
	Rebecca Cain	South Dakota Department of Education	Office Administrator
	Sean Hanley	Pacific Institute for Research and Evaluation	Project AWARE External Evaluator
	Beverly Mentzer	South Dakota Department of Social Services, Division of Behavioral Health	Juvenile Justice Reinvestment Initiative Program Manager
	Teresa Rowland	South Dakota Department of Education	Project AWARE Director
	Alan Stein-Seroussi	Pacific Institute for Research and Evaluation	Project AWARE External Evaluator
	Megan Tatum	South Dakota Department of Education	Program Specialist

OBJECTIVES

The meeting objectives were as follows:

1. To increase awareness of and engagement with statewide partners.
2. To develop networks and structures to support statewide, interconnected behavioral and mental health services.
3. To provide opportunities to share data and collaboratively address sustainability.

SUMMARY OF ACTIVITIES

Marzano Research opened the meeting by welcoming the advisory group, local implementation teams, and state agency participants. Next, participants connected through a whole-group activity in which they indicated how they maintain mind-body-soul-heart balance. After this activity, Marzano Research reviewed the meeting agenda and objectives.

Next, Teresa Rowland and Melanie Boetel provided SD Project AWARE refreshers and updates. First, Rowland reviewed the SD Project AWARE mission and vision as a reminder to the local implementation team and advisory group members about what the project is working toward. Next, Rowland shared updates related to the creation of a community project AWARE manager desk guide, monthly community project manager and system of care coordinator meetings, a child and adult advocacy studies webinar series, and a three-part parent education video series. Boetel then shared updates about continuing partnerships for statewide trainings and the creation of a youth mental health first-aid training for trainers, a guidance document for Project AWARE telemental health within school settings, and a system of care coordinator desk guide. After this, Alan Stein-Seroussi, external evaluator for SD Project AWARE from PIRE, presented an evaluation update of data collected from Years 1 to 3 of the five-year grant. He set the tone of the evaluation data presentation by beginning with two questions related to sustainability and the elements of sustainability.

In the next section of the meeting, Marzano Research facilitated discussions with meeting attendees on processing evaluation data and collecting and interpreting sustainability data. First, we asked meeting attendees to answer five questions to process the evaluation data presented by Stein-Seroussi:

- What stood out to you in the data?
- What surprised you?
- What are areas of success?
- What are some opportunities for growth?
- What do the data suggest about our progress toward our mission and vision?

Appendix A provides the attendees' responses to these questions. To summarize, attendees indicated that the difference between Tier 2 and Tier 3 stood out or surprised them because there were more referrals and services provided in Tier 3 than in Tier 2. Additionally, attendees reported that the number of staff trained across the state was an area of success, while utilizing and/or expanding Tier 2 services is an opportunity for growth.

Next, Marzano Research guided attendees in rating how essential SD Project AWARE key components are to sustaining grant activities. These components were identified during the spring 2021 Advisory Group meeting. Table 1 displays the top five essential components chosen by each of the four implementation teams and the advisory group. Appendix B displays the ratings of all essential components by all five groups.

Table 1. Top Five Essential SD Project AWARE Components

Bridgewater-Emery	Douglas	Wagner	Whittier	Advisory Group
Trauma-informed training for school and staff	School district and community mental health center (CMHC) collaboration	Care supports provided in school	Individual progress monitoring	Trauma-informed training for school and staff
Positive Behavioral Interventions and Supports (PBIS)	Care coordination	PBIS	Parent education	Tier 1 school activities
Mental health awareness training	Care supports provided in school	Community partnerships	State-provided financial assistance for families to meet kids' needs	School district and CMHC collaboration
State-provided financial assistance for families to meet kids' needs	Communication and collaboration	School district and CMHC collaboration	Community partnerships	Communication and collaboration
Care supports provided in school	Trauma-informed training for school and staff	Communication and collaboration	Law enforcement collaboration	Community partnerships

Based on the top five essential SD Project AWARE components from each group, Marzano Research aggregated ratings across the five groups to identify the priority of components overall. Table 2 reflects this prioritized list of SD Project AWARE components.

Table 2. Prioritized List of SD Project AWARE Components

Components
Trauma-informed training for school and staff
School district and CMHC collaboration
Care supports provided in school
Positive Behavioral Interventions and Supports (PBIS)
Community partnerships
State-provided financial assistance for families to meet kids' needs
Communication and collaboration
Individual progress monitoring
Care coordination
Parent education
Tier 1 school activities
Mental health awareness training

Components
Law enforcement collaboration

Then, Marzano Research split the meeting attendees into groups based on their local implementation teams as well as an advisory group for a total of five small groups. The Marzano team instructed the local implementation teams to review their data, including their local data summary provided by PIRE and ratings of the essential components. Local implementation teams used a sustainability planning guide (see Appendix C) as a resource to help them focus on a specific area of interest, establish a goal or outcome related to the area of interest, create action steps to achieve the goal or outcome, and develop a timeline for completing the action steps.

While the local implementation teams worked on their local sustainability planning, Marzano Research, Rowland, Boetel, and Stein-Seroussi met with the remaining statewide advisory group members. They considered the system components that were already in place across South Dakota and discussed the following questions:

- Which locales have which puzzle pieces? How do they fit together?
- How can we connect and optimize what is in place to replicate elements of Project AWARE?

One key insight from the statewide group was that South Dakota possesses significant infrastructure that could help schools partner with existing resources. These resources could provide training and support services to meet the mental health and well-being needs of students and their families outside the SD Project AWARE grant funding.

After the four implementation teams met individually, they each paired up with another team to present and discuss their sustainability planning. As each team presented, the other team listened carefully and asked clarifying and probing questions to help the presenters think about their plan more deeply. Next, all attendees came back together for a whole-group debrief of the process and to share any next steps they would like with the group.

Finally, Marzano Research thanked participants for their engagement and shared a survey link for them to provide feedback on the meeting. The feedback survey results are described in the next section.

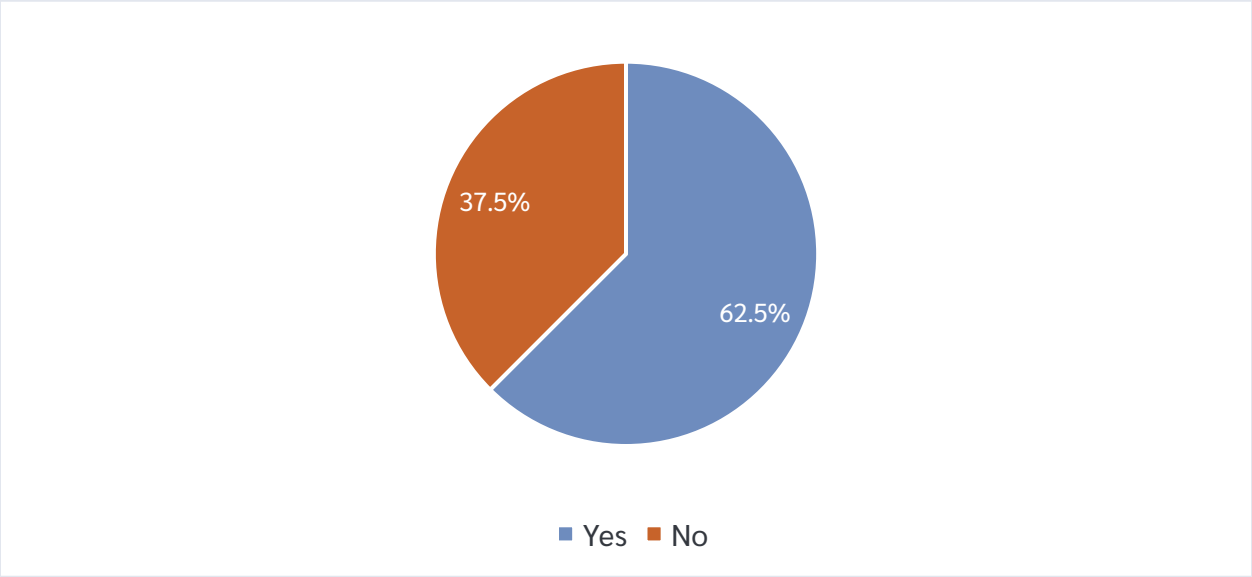
NEXT STEPS

Next steps include moving forward with implementing the grant activities as well as identifying priorities and agenda items for the next advisory group meeting in spring 2022.

Feedback Survey Results

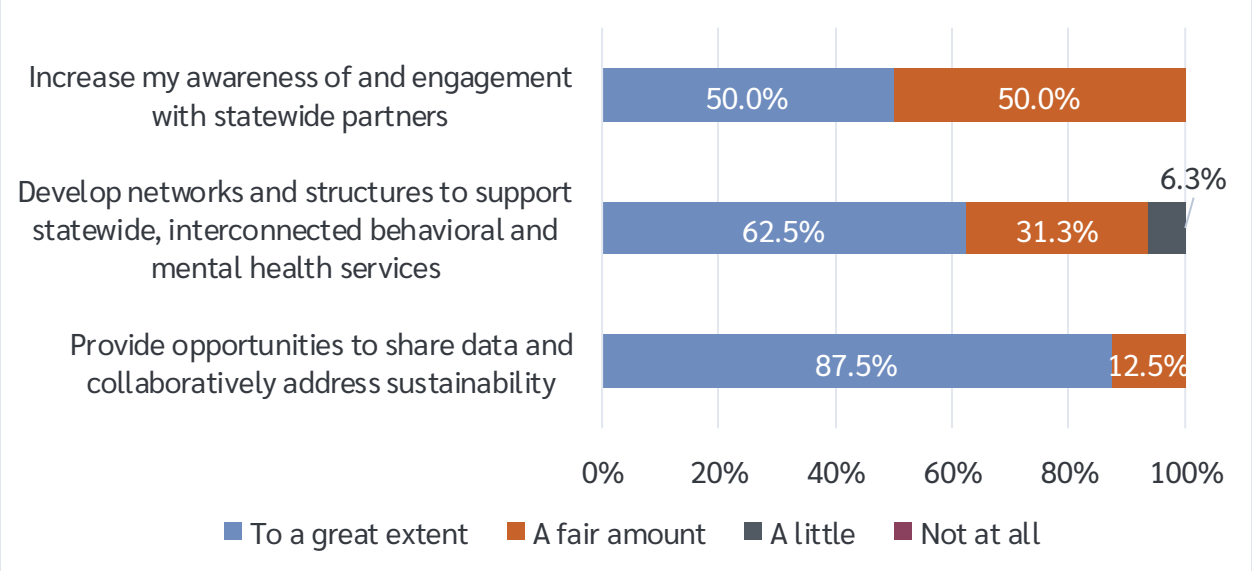
Sixteen of the 28 participants in Meeting 6 completed the feedback survey (a 57.1% response rate). Just over 62% of respondents were members of a school implementation team, while the remaining respondents were not members of a team (Figure 1).

Figure 1. Respondents' Membership in a Local Implementation Team



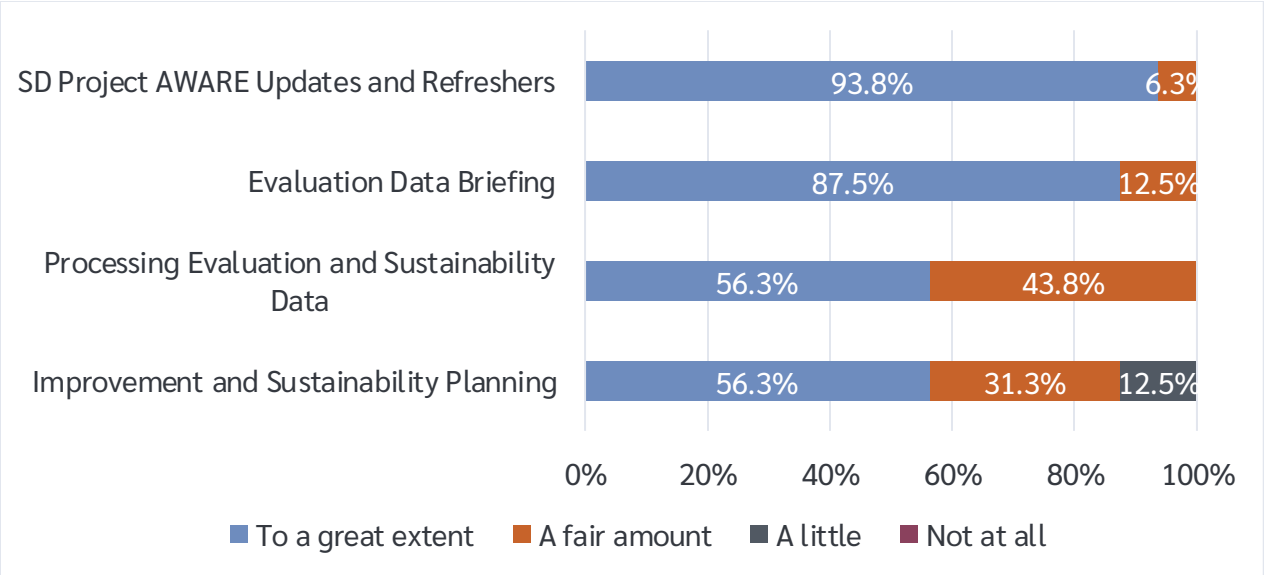
Overall, respondents indicated they had a positive experience with the meeting. Over 90% of respondents indicated that the meeting objectives were met a fair amount or to a great extent (Figure 2).

Figure 2. Respondents' Perspectives on the Extent to Which the Meeting Objectives Were Met



Additionally, over 85% of respondents had positive perceptions of the extent to which meeting segments supported the meeting objectives (Figure 3).

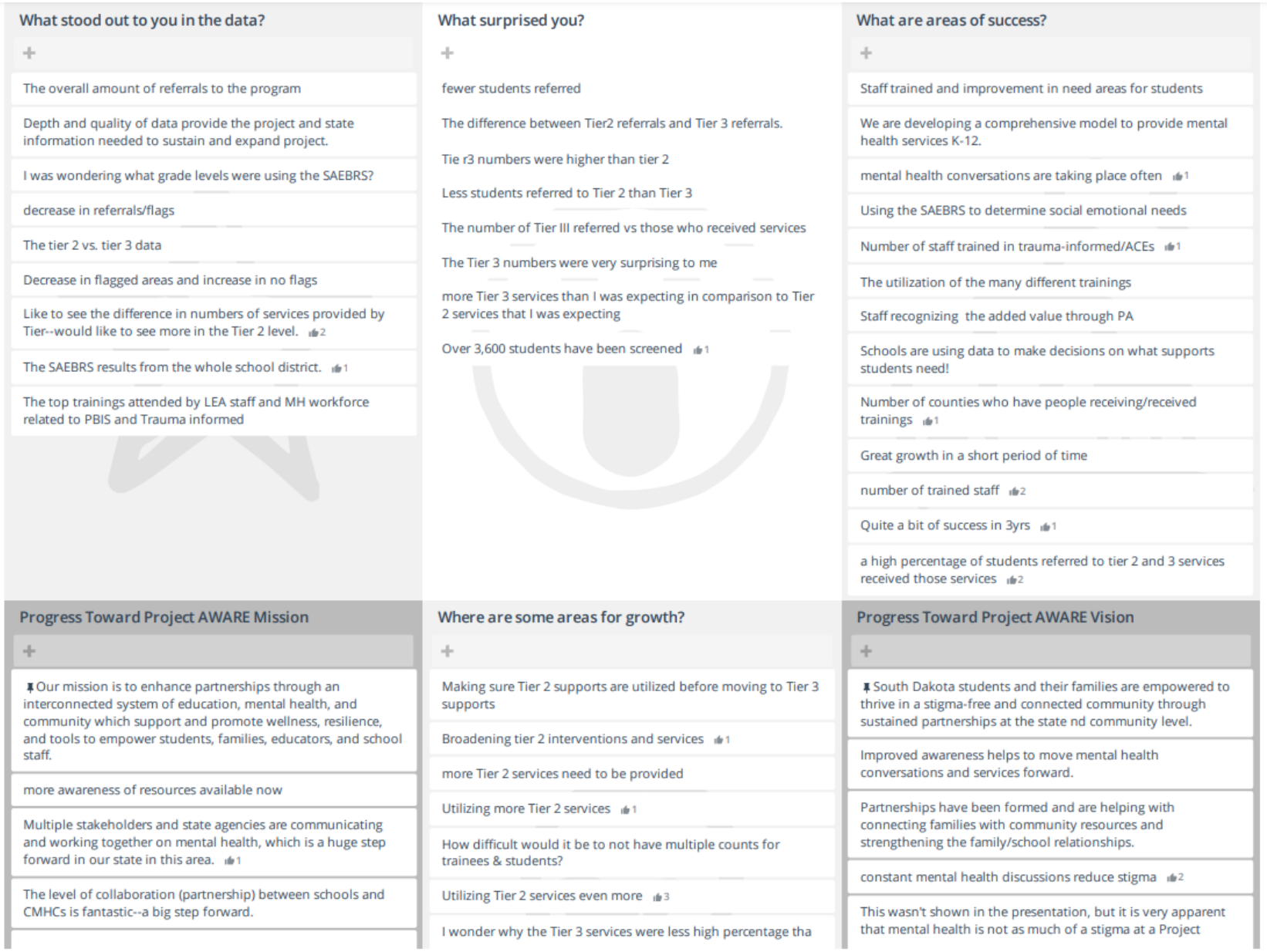
Figure 3. Respondents' Perspectives on the Extent to Which Meeting Segments Deepened Their Understanding of and Engagement With South Dakota Project AWARE

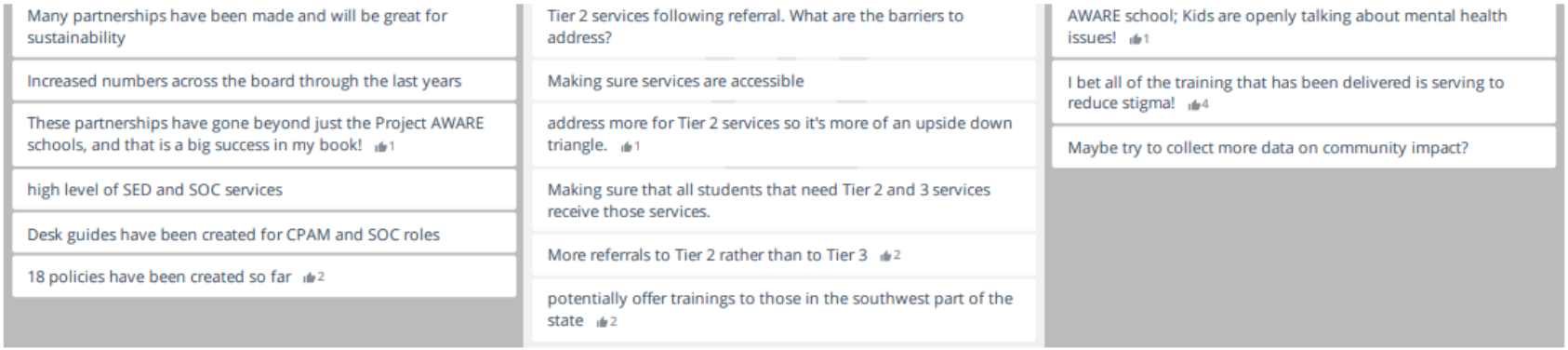


Respondents also indicated what they found to be most useful during the meeting. They perceived the breakout sessions and opportunities to meet and learn from others as useful. Respondents said that they also found the review of data useful. One respondent stated that having time to meet with their district team was particularly useful, stating, "We don't usually carve out time where everyone can attend a meeting together to discuss the grant work and the future of its efforts." Lastly, respondents appreciated the sustainability discussion during the meeting.

Respondents also suggested improvements for future meetings. Several respondents expressed that they would like to continue the sustainability conversation in future meetings and to learn "more specific ways to plan for sustainability." A few respondents mentioned the need to learn more about how to "sustain these resources financially." One participant mentioned that it would be interesting to compare data between schools.

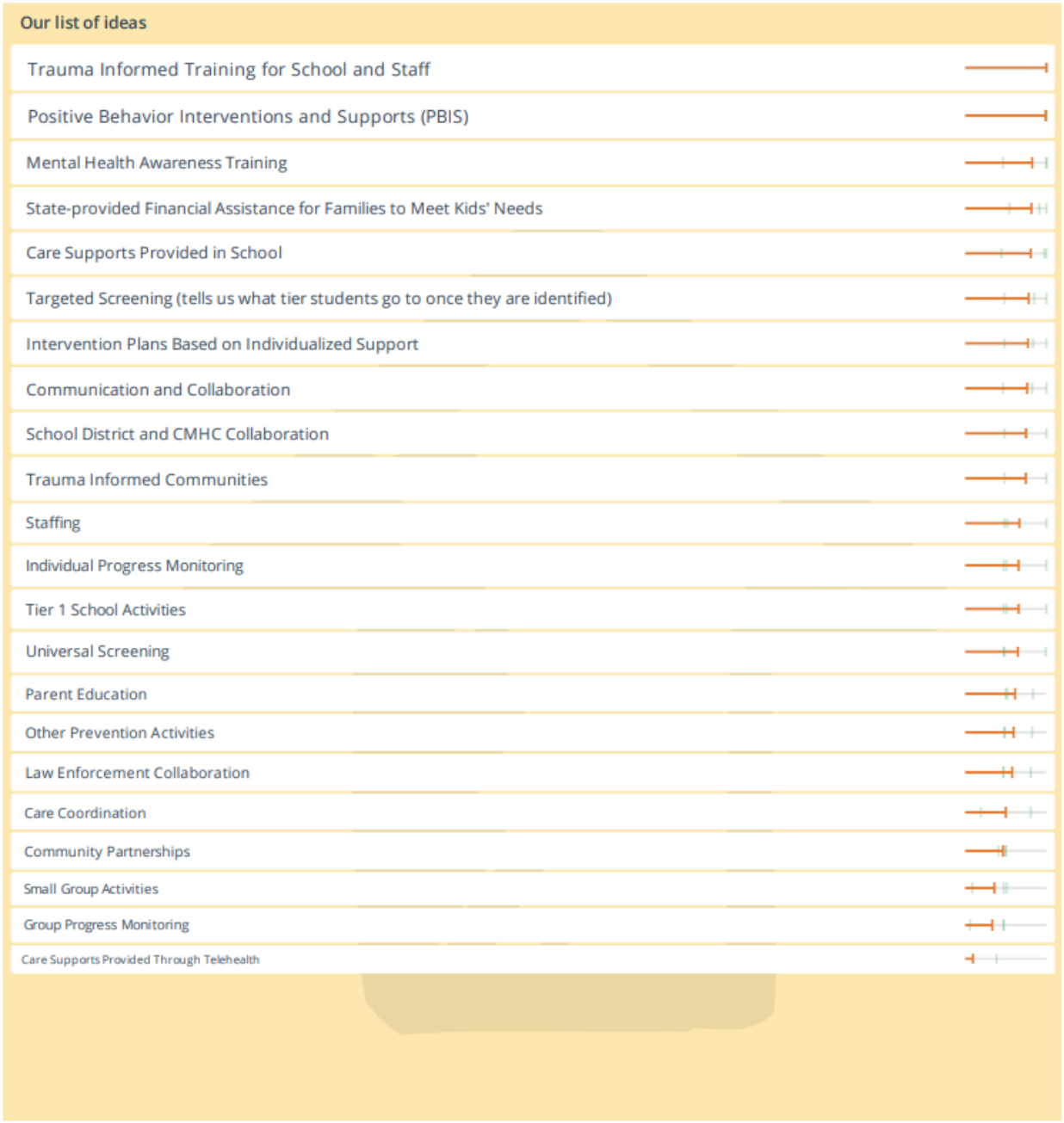
Appendix A


What stood out to you in the data?
The overall amount of referrals to the program
Depth and quality of data provide the project and state information needed to sustain and expand project.
I was wondering what grade levels were using the SAEBRS?
decrease in referrals/flags
The tier 2 vs. tier 3 data
Decrease in flagged areas and increase in no flags
Like to see the difference in numbers of services provided by Tier--would like to see more in the Tier 2 level. 2
The SAEBRS results from the whole school district. 1
The top trainings attended by LEA staff and MH workforce related to PBIS and Trauma informed
What surprised you?
fewer students referred
The difference between Tier2 referrals and Tier 3 referrals.
Tie r3 numbers were higher than tier 2
Less students referred to Tier 2 than Tier 3
The number of Tier III referred vs those who received services
The Tier 3 numbers were very surprising to me
more Tier 3 services than I was expecting in comparison to Tier 2 services that I was expecting
Over 3,600 students have been screened 1
What are areas of success?
Staff trained and improvement in need areas for students
We are developing a comprehensive model to provide mental health services K-12.
mental health conversations are taking place often 1
Using the SAEBRS to determine social emotional needs
Number of staff trained in trauma-informed/ACEs 1
The utilization of the many different trainings
Staff recognizing the added value through PA
Schools are using data to make decisions on what supports students need!
Number of counties who have people receiving/received trainings 1
Great growth in a short period of time
number of trained staff 2
Quite a bit of success in 3yrs 1
a high percentage of students referred to tier 2 and 3 services received those services 2
Progress Toward Project AWARE Mission
Our mission is to enhance partnerships through an interconnected system of education, mental health, and community which support and promote wellness, resilience, and tools to empower students, families, educators, and school staff.
more awareness of resources available now
Multiple stakeholders and state agencies are communicating and working together on mental health, which is a huge step forward in our state in this area. 1
The level of collaboration (partnership) between schools and CMHCs is fantastic--a big step forward.
Where are some areas for growth?
Making sure Tier 2 supports are utilized before moving to Tier 3 supports
Broadening tier 2 interventions and services 1
more Tier 2 services need to be provided
Utilizing more Tier 2 services 1
How difficult would it be to not have multiple counts for trainees & students?
Utilizing Tier 2 services even more 3
I wonder why the Tier 3 services were less high percentage tha
Progress Toward Project AWARE Vision
South Dakota students and their families are empowered to thrive in a stigma-free and connected community through sustained partnerships at the state nd community level.
Improved awareness helps to move mental health conversations and services forward.
Partnerships have been formed and are helping with connecting families with community resources and strengthening the family/school relationships.
constant mental health discussions reduce stigma 2
This wasn't shown in the presentation, but it is very apparent that mental health is not as much of a stigma at a Project


Many partnerships have been made and will be great for sustainability
Increased numbers across the board through the last years
These partnerships have gone beyond just the Project AWARE schools, and that is a big success in my book! 1
high level of SED and SOC services
Desk guides have been created for CPAM and SOC roles
18 policies have been created so far 2
Tier 2 services following referral. What are the barriers to address?
Making sure services are accessible
address more for Tier 2 services so it's more of an upside down triangle. 1
Making sure that all students that need Tier 2 and 3 services receive those services.
More referrals to Tier 2 rather than to Tier 3 2
potentially offer trainings to those in the southwest part of the state 2
AWARE school; Kids are openly talking about mental health issues! 1
I bet all of the training that has been delivered is serving to reduce stigma! 4
Maybe try to collect more data on community impact?

Appendix B

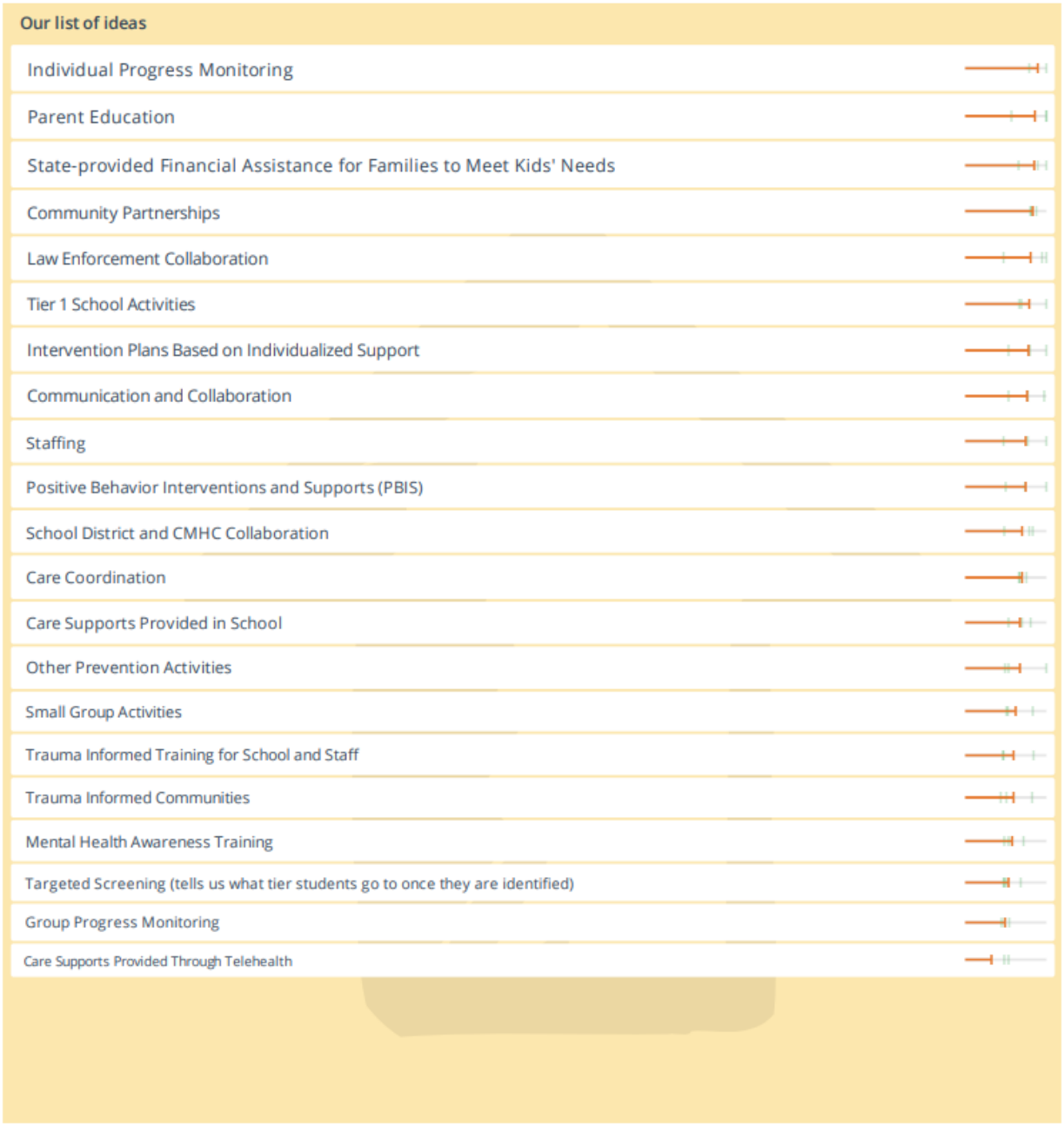
BRIDGEWATER-EMERY IMPLEMENTATION TEAM RATINGS



DOUGLAS IMPLEMENTATION TEAM RATINGS

WAGNER IMPLEMENTATION TEAM RATINGS

WHITTIER IMPLEMENTATION TEAM RATINGS



ADVISORY GROUP RATINGS

Appendix C

LOCAL IMPLEMENTATION TEAM CONTINUOUS IMPROVEMENT AND SUSTAINABILITY PLANNING

Please use the guidance below to begin continuous improvement and sustainability planning for the SD Project AWARE implementation in your school.

Focus

1) Look at the statewide and local data from the Project AWARE evaluation.
    - What stuck out as important to you?
    - What surprised you?
    - What was a strength you saw in the data?
    - What is an area for growth?
2) Check out the ratings for essential elements from both your local team and the statewide partners.
    - Where is there agreement on your team?
    - What are some elements that are considered essential and need work to improve or sustain?
3) Discuss these questions and work as a group to fill in the Common Area of Interest box in the ***Focus*** section below.
4) After your group has agreed on a common area of interest, use data or your local knowledge to establish a goal.
    - What progress would represent an improvement that moves your local efforts closer to the mission and vision of Project AWARE?
    - What would put your local efforts on a strong path to achieving sustainability on an essential component of the grant?

Plan—Take Action

1) Use the questions in the spaces to help guide your discussion and planning.
    - Briefly summarize what you will do together to meet your goal.
    - Consider and describe how your plan contributes to the ultimate aim of improving student mental health and well-being.
    - As you think about improving your efforts and making them more sustainable, discuss and document WHO needs to do WHAT.
        - How will you involve more staff and community members?

    - What will they do?
    - What will different members of your team need to do?
- Discuss and document the resources and supports you will need to carry out the plan and agreements you have made.

Focus	**Common Area of Interest**	**Goal/Outcome**
Plan—Take Action	**Description** (What you will do together.)	
	Impact on Student Mental Health and Well-Being (How will your plan improve student health and well-being?)	
	Implementation Agreements (How the group agrees to implement the plan and work together to achieve the goal.)	
	Supports (What do you need from the state or other partners to do what you've agreed to do?)	

Timeline

1) Discuss what you will do between now and March 2022 to pursue your goal and improve implementation and outcomes of your Project AWARE activities.

2021	October	
	November	
	December	
2022	January	
	February	
	March	

Additional Resources

https://safesupportivelearning.ed.gov/sites/default/files/14-Wksht-EAPSSMHP-508_0.pdf

https://safesupportivelearning.ed.gov/sites/default/files/11-PavWySutSchMHPrgPrt-Pln-508_0.pdf

https://www.air.org/sites/default/files/Sustaining-School-Mental-Health-Programs-4.pdf

Marzano Research supports partners in improving education systems, practices, and outcomes for all learners.

Founded in 2008, Marzano Research began working with state and local education agencies and practitioners to understand the challenges they face and support them in defining the questions, conducting the research, and implementing the answers to enhance educational results.

Today, Marzano Research has grown to become one of the leading research organizations in the country, providing rigorous research, evaluation, and technical assistance to federal, state, local, and private partners. As part of that work, we serve as the lead for the Regional Educational Laboratory Central, working with state and local education agencies in seven states as thought partners and researchers to address some of the most challenging issues in education.

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