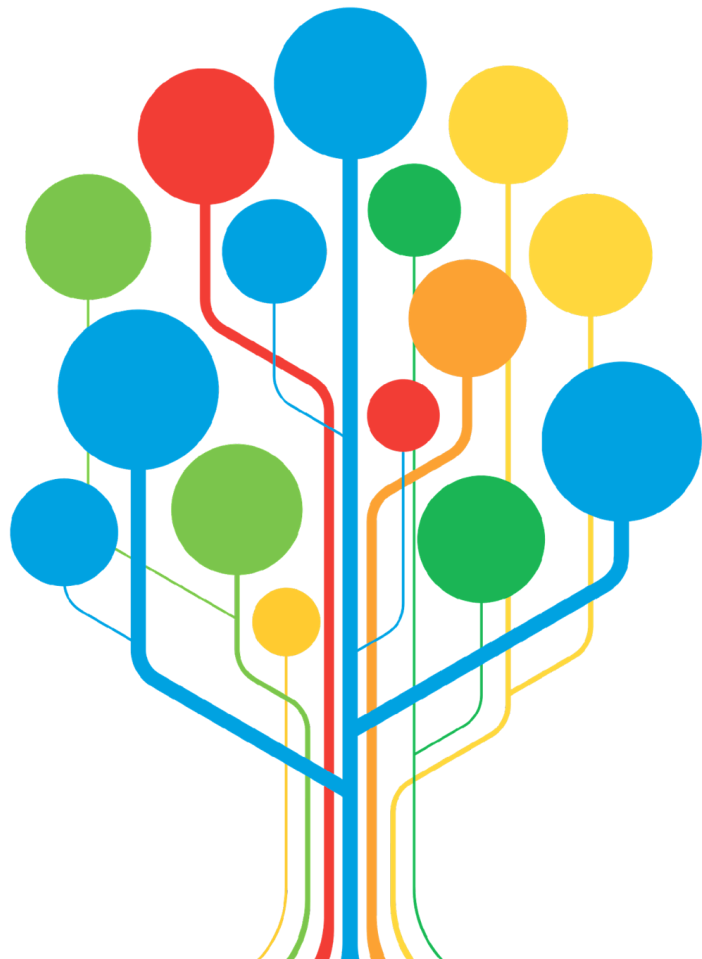


IMPROVING CHILDREN'S MENTAL HEALTH THROUGH SCHOOL AND COMMUNITY PARTNERSHIPS: LOOKING BACK AND MOVING FORWARD IN RACINE

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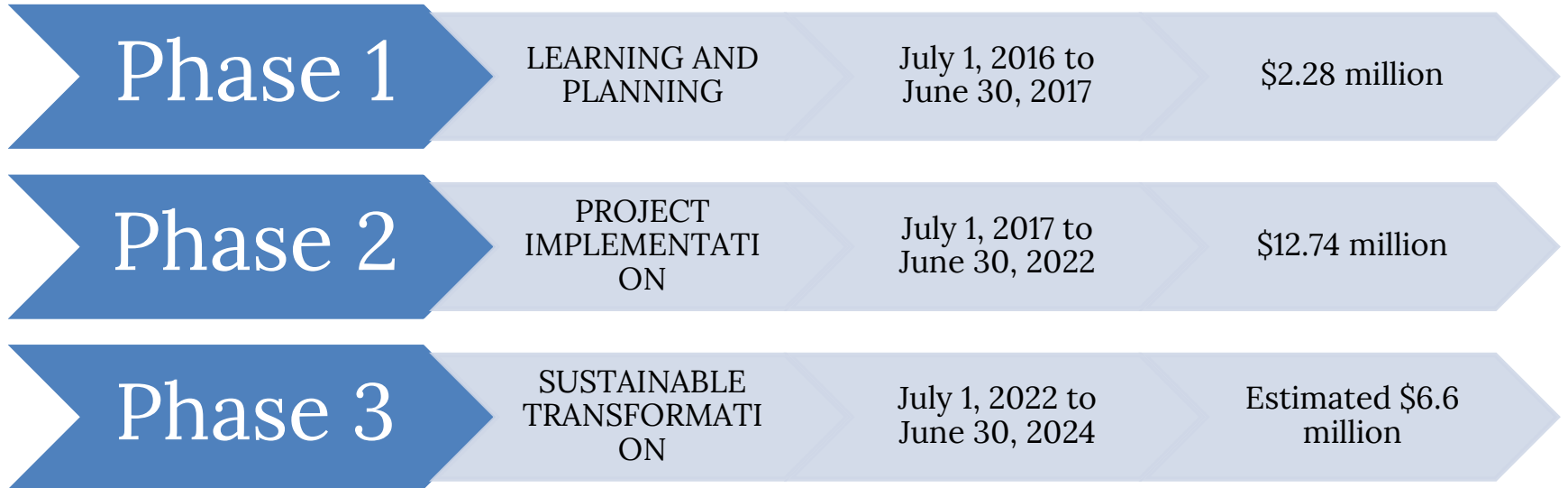
ACKNOWLEDGEMENTS

- This project is funded by the Healthier Wisconsin Partnership Program, a component of the Advancing a Healthier Endowment at the Medical College of Wisconsin.
- Special thanks to the HWPP Staff, MCW Partner Team and community partner teams in the Learning Community.
- This project would not be possible without the support and involvement of the many community partners in the Racine Collaborative for Children's Mental Health.

PRESENTATION OVERVIEW

- Describe HWPP funding and Racine's funded project
- Outline Racine project's strategies and related evaluation data
- Discuss how community partners were engaged throughout project
- Illustrate how the Project Director and Project Evaluators collaborate to inform data-driven decision making
- Compare Racine project's key implementation activities with planned sustainability plans

GRANT PHASES & TIMELINE

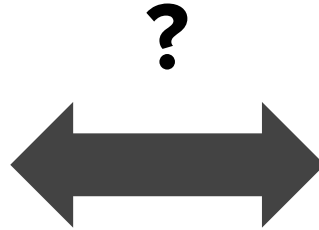
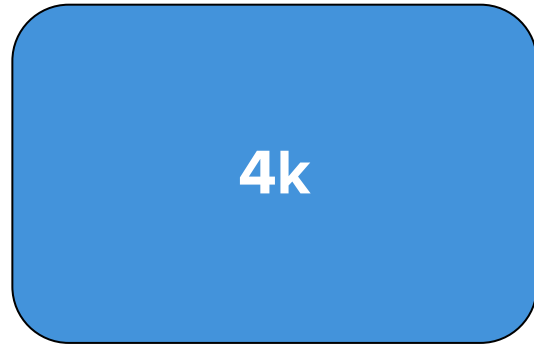


10 FUNDED COMMUNITY COALITIONS

- Advancing Access to Improved Mental Health in Rural Southwestern Wisconsin
- Better Together (La Crosse County)
- Building a Behavioral Health System to Reduce Reported Depression Among 6th-12th Grade Students (Marathon County)
- Creating Mental Wellness through Systems Change (Brown County)
- Enhancing Behavioral Health in Northern Wisconsin through Innovative Collaboration and Outreach
- Healthier Community Action Team Behavioral Health Project (Lac du Flambeau Tribe)
- Healthy Teen Minds (Calumet, Outagamie, and Winnebago Counties)
- Improving Children's Mental Health through School and Community Partnerships (Racine County)
- Mental Health Matters: Promoting Resilience for Chippewa Valley Youth
- Milwaukee School, Home, and Community Collaboration to Improve Youth Mental Health



YOUTH BEHAVIORAL HEALTH DATA CONTINUUM



Panorama Student Survey

85-95% of children in Racine 4K programs typically meet or exceed social and emotional developmental milestones

-2016 Teaching Strategies Gold

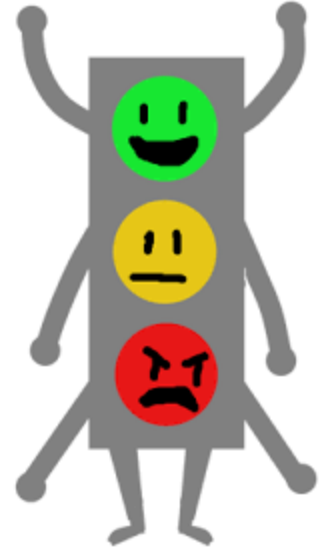


Nearly 25% of RUSD 7th graders report feeling sad or hopeless

-2014 Youth Risk Behavior Survey

INDICATOR - PANORAMA DATA

- Increase by 5% Racine Unified School District (RUSD) 3rd-5th grade elementary school students' Panorama Social Emotional Learning survey scores in the areas of Emotion Regulation and Social Awareness.
- AHW agreed to pay for Panorama survey implementation for 3rd-5th grades, reducing by 25% over time



RACINE'S STRATEGIES TO IMPROVE BEHAVIORAL HEALTH

Improved
Mental
Health
Coordination
and Pathways



Positive
School
Climate



Nurturing
and
Supporting
Caregivers



Healthy
Children



COMMUNITY PARTNERS

- Racine Unified School District
- Racine County Human Services
- Professional Services Group
- Saint A's
- Children's Hospital of WI -
Community Services
- Catholic Charities
- Racine Kenosha Community
Action
- Extension Racine County
- 4C for Children
- Learning Styles LLC
- Focus on Community
- Acelero Learning
- Pathways Counseling, LLC
- YMCA
- Higher Expectations for Racine
County
- Central Racine County Health
Department
- United Way - Racine County
- Collaborative for Children's Mental
Health
- Racine Police Department

COMMUNITY PARTNER ENGAGEMENT

- Methods to engage our partners varied and included:
 - Strategic mapping of who should “be at the table”
 - Individual meetings with potential partners to build more intentional and meaningful connections
 - Presenting opportunities for mutual gains in partnering together, i.e. a health department employee participating in our work benefits the health department through increasing access of mental health services for their community and allows our coalition to expand utilization of the community resource website
 - Project Director attending already scheduled meetings for other groups (i.e. the Hispanic Round Table, County staff meetings, ect.)
 - Attending and presenting at community networking events

PROJECT DIRECTOR AND EVALUATOR COLLABORATION

- We are using a collaborative evaluation model throughout the grant (planning, implementation, and sustainability)
- Evaluators are part of coalition and strategy team meetings and meet with director twice a month to discuss both strategy updates and data
- Set up processes to provide data back to inform future decisions and implementation of activities

STRATEGY 1: PROJECT TEAM COLLABORATION

- Main activities:
 - Mapping resources for parents
 - Expanding parent and caregiver social emotional learning knowledge and practice
 - Install Learning Landscapes



STRATEGY 1: PROJECT TEAM COLLABORATION

- Evaluation activities:
 - Tracking the number of parent/caregiver educational events and attendance.
 - Surveys to measure changes in parental/caregiver knowledge, confidence, skills, and behavior related to social emotional learning and support for children across multiple programs and program providers.
 - Gather feedback from mental health providers on Learning Landscape content and implementation.
- Collaboration:
 - Prior to this grant, agencies providing parent/caregiver support and training did not regularly meet with each other. Now that they do, they share information and learn from each other.
 - Developed common survey items to track shared outcomes across agencies and programs.

STRATEGY 2: PROJECT TEAM COLLABORATION

- Main activities:
 - Work with RUSD and 4k sites to increase social emotional learning related training for caregiving staff
 - Assist RUSD and 4k sites in quality improvement and tracking of social emotional learning related training
 - Map and streamline professional development opportunities within RUSD
 - Help establish a policy or guideline for required social and emotional development training for RUSD staff
- Evaluation activities:
 - Tracking the number of staff completing social emotional development training.
 - Develop and implement the Teacher SEL Training Survey to measure changes in knowledge, confidence, skills self-management and regulation, and behavior related to social emotional development.

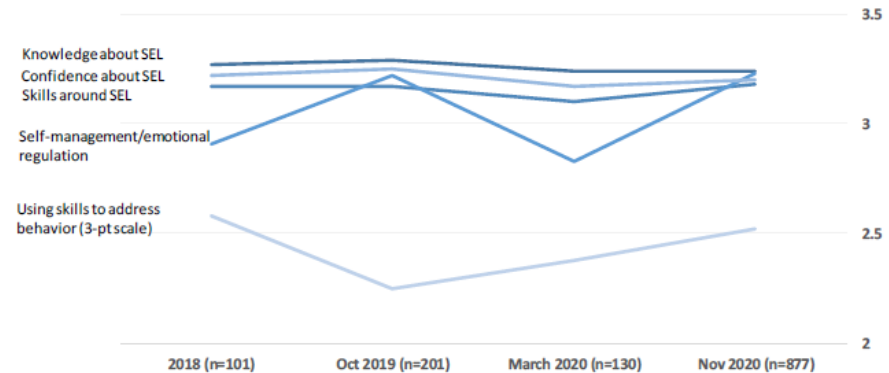
STRATEGY 2: PROJECT TEAM COLLABORATION

- Collaboration:
 - Share results with RUSD to inform future programming.
 - RUSD plans to implement SEL “building leads” in part based on survey results that indicated teachers wanted more in-depth training and coaching.

RUSD SEL Staff Survey

- Online survey administered by RUSD to child-serving staff.
- Collects data related to engagement and satisfaction with SEL PD sessions, the impact of those sessions, and preferences for future PD topics.

RUSD Staff Ave. Self-Rated SEL Competencies



All items on a 4-pt scale unless otherwise noted.

Key Highlights

- Self-rated competencies remain relatively stable, with the exception of staffs' self-management/emotional regulation.
- Self-reported use of specific SEL skills to address student behavior increased in November 2020.
- Based on November 2020 surveys results, RUSD may consider:
 - Providing sessions on addressing challenging behaviors, healthy educator, understanding the distress cycle, mental health literacy, building relationships with challenging students, and de-escalation 2.0 (top choices for future sessions).
 - Emphasizing practical ways to apply the information and skills (18% reported they did not take away concrete information to use).

STRATEGY 3: PROJECT TEAM COLLABORATION

- Main activities:
 - SEL curriculum mapping
 - To find out what was being done and to what degree
 - Second Step SEL curriculum implementation and program evaluation
 - To find out degree of fidelity to program and obtain feedback
 - Inner Explorer pilot and expansion
 - To gather data on new program in one school before considering expanding

STRATEGY 3: PROJECT TEAM COLLABORATION

- Evaluation activities:
 - Form completed by social workers/counselors to see what SEL programs are implemented and to what degree
 - Second Step evaluation:
 - fidelity checklists,
 - interviews with teachers,
 - Qualtrics survey for teachers to provide feedback on implementation
 - Inner Explorer evaluation:
 - Qualtrics survey for teachers to provide feedback
 - User statistics from Inner Explorer

EVALUATION REPORTS

- Summarized high-level findings relevant to strategy team
- Presented and discussed during coalition and strategy team meetings
- Used by district to advocate for certain programs/activities

Improving Children's Mental Health through School and Community Partnerships

Healthier Wisconsin Partnership Program
The eight-year project is focused on improving the social emotional health of elementary school students (4k-5th grade) in the Racine Unified School District (RUSD).

Evaluation Summary

This evaluation explored the implementation of the *Second Step (SS)* and *Inner Explorer (IE)* Social Emotional Learning programs at all RUSD elementary schools in the fall of 2019 and the degree to which teachers implemented Unit 2 of SS and overall implementation experiences with IE. Teachers were invited via email to take an online survey to participate.

Second Step Unit 2 Evaluation Results

22 respondents filled out the SS survey for Unit 2
60% often or always completed the Daily Practice activities
0% often or always send the Home Link activities

Fidelity to Second Step Lessons

Category	Percentage
Taught Lessons in Order	72.7%
Never/occasionally left out or changed parts of lesson	40.0%

Challenges/Weaknesses

- Hard to fit into the day - need to break down lessons into shorter ones; lessons too long
- Boring for students and outdated materials

Successes/Strengths

- SS is a wonderful program and students like it
- Use SS during first 6 weeks and then reinforce lessons the rest of the year

Inner Explorer Evaluation Results

29 respondents filled out the IE survey: 72.4% have implemented IE in their classroom
35% use it almost every day; 55% use it every day
100% use it the same time of day when implementing, most use it after lunch
Teacher feedback: Students anticipate IE, look forward to it, and are quiet, calm, and centered during

Percentage of Teachers Reporting Improvements from IE

Improvement Category	Percentage
Improved Student Behavior	52.6%
Improved Emotion Regulation	63.2%
Improved Academic Performance	36.8%

Percentage of Teachers who Participate in IE with Students

Frequency	Percentage
A few times a week	11.8%
As often as possible	29.4%
Everyday	35.3%

Racine is 1 of 10 communities across Wisconsin funded by Advancing a Healthier Wisconsin Endowment at the Medical College of Wisconsin to improve behavioral health.

For more information about HWPP please contact:
Hollie White, Project Coordinator • hollie.white@racinecounty.com • 262.822.7157 • racinecounty.com/hwpp

STRATEGY 3: PROJECT TEAM COLLABORATION

- Collaboration:
 - Mapping identified Second Step as the most widely used/implemented SEL program in district
 - Chose to evaluate fidelity to that program and gather feedback from teachers
 - Inner Explorer pilot data highlighted buy-in from teachers and positive experiences for students
 - District chose to expand program to the whole district
 - Continued strong implementation of program in Elementary and Middle schools, continued investment

STRATEGY 4: PROJECT TEAM COLLABORATION

- Main activities:
 - Creation of behavioral health referral pathway
 - To improve the system used in the district and set up a better “warm handoff” process in the community
 - Identifying and maintaining referral pathway community providers
 - To conduct quality assurance for this process
 - Initiating and sustaining Network of Care website:
<https://racine.wi.networkofcare.org/family/index.aspx>
 - To ensure school district and community access to website in future

STRATEGY 4: PROJECT TEAM COLLABORATION

- Evaluation activities:
 - Beta testing of website before community-wide launch
 - Pop-up survey for users on website
 - Coalition and strategy team meeting surveys on website and pathway
 - Monthly usage data from Trilogy

EVALUATION REPORTS

- Summarized website usage and referrals
- Presented and discussed during coalition and strategy team meetings
- Used to improve website, determine marketing strategies, and refine referral pathway

Improving Children's Mental Health through School and Community Partnerships

Healthier Wisconsin Partnership Program

The eight-year project is focused on improving the social emotional health of elementary school students (4k-5th grade) in the Racine Unified School District (RUSD).

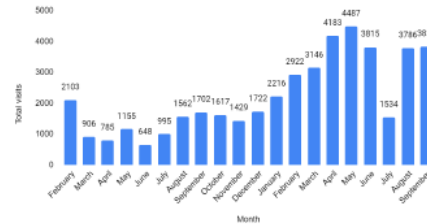
Racine County Family Resources Website

In partnership with the HWPP project, Racine County Human Services developed a Network of Care website for Racine County: <https://racine.wi.networkofcare.org/family/>. The website features behavioral health, early learning, and other health and wellness resources for community members, including updated information on service providers and a unique referral pathway to obtain mental health services. We have obtained user data on the website for February 2020 through September 2021 and present overall findings of use of the site below.

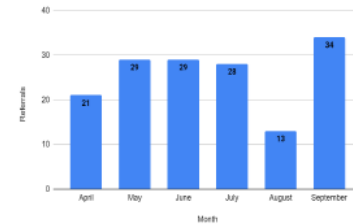
Racine's NOC Data: Summary

The website had on average **2228 unique visitors** from February 2020 through September 2021. The total visits to the site and referrals made are presented below.

Total Visits Per Month



Referrals



Racine's NOC Data: Discussion

The Racine community is accessing information and behavioral health and other resources and engaging in the referral pathway on the Racine County Family Resources website.

- Overall, usage has increased since the website's inception. Trends in website overall views and specific page views vary month by month, which may be represent seasonal variation in resource need and utilization or a result of the COVID-19 pandemic.
- Targeted marketing efforts spurred increased in website traffic in 2021.
- Community members search for basic needs and behavioral health systems and are continuing to use the referral pathway tool on the website.

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STRATEGY 4: PROJECT TEAM COLLABORATION

- Collaboration:
 - Beta data used to inform changes to website pre-launch
 - Survey data from website helps identify errors, tailor key links, add resources, and do QA of referral pathway
 - Usage data informs when there is a need to increase marketing and track impact of that marketing on website use

MOVING FORWARD: USING DATA TO INFORM SUSTAINABILITY

- Sustainability Aim 1: Sustain Efforts To Further Improve The Social Emotional Health Of Elementary Students
- Sustainability Aim 2: Sustain Access Of Mental Health Resources Via The [Www.Racinecountyfamilyresources.Com](http://www.Racinecountyfamilyresources.com) Website
- Sustainability Aim 3: Improve Access And Coordination Of Mental Health Services For The Racine Community Via Maintenance And Review Of The Referral Pathway

REFLECTIONS ON COLLABORATIVE EVALUATION

- Stakeholders cannot always act on data
 - Outside influences (politics, funding, relationships, change of staff) influence degree to which data can be applied
- Challenges obtaining data from/with partners
- Carefully balance how to present “negative” results in a way that respects stakeholders/partners, but represents what evaluation showed accurately

THANK YOU

Questions?

