OBJECTIVES OF PRESENTATION:

- Structuring system partnerships: aligning policies, procedures and services.
- Review methods of integrating PBIS framework that includes partnership of systems.
- The role and responsibilities of the system navigator to bridge school, systems, community partners and families in addressing barriers to being successful in school.
Educational Service Center of Northeast Ohio

- Referred to as the ESC
- Role of educational service centers
  - Dedicated to providing school districts with professional development, technology, support, planning, and administrative services that help improve student learning, enhance the quality of instruction, expand equitable access to resources and maximize operating and fiscal efficiencies.
- Superintendent, Dr. Robert Mengerink
  - Serves as the co-chair for FCFC

EDUCATIONAL SERVICE CENTER OF NORTHEAST OHIO CLIENT DISTRICTS:

- Mission:
  - To serve the needs of the students and educational community by
    - Supporting, collaborating, and partnering with local, regional, state and national agencies.
    - Providing quality leadership, products, programs and professional.
- Demographics:
  - 46 Public School Districts aligned with five counties
  - Serving over 210,000 students
EDUCATIONAL SERVICE CENTER AND STATE SUPPORT TEAM 3

• State support teams are local and regional Ohio educators with a history in school improvement, preschool, and special education.
• State Support Team 3 serves Cuyahoga County.
• The state support team expands the district's leadership team to add specially trained educator experts to work on your efforts to improve climate and learning outcomes for all students.
• SST consultants provide districts with quality technical assistance, coaching and professional development.

CUYAHOGA COUNTY

Demographics: Urban and Suburban

• 1,246 sq. miles (largest)
• Population: 1,25 (approx.) 2nd most populous in Ohio
• 63% White
• 18.3% Poverty Rate
• 86.64% Graduation Rate (91.3% State avg.)
• Average Household Income $45,809
FOUNDATIONAL WORK OF PARTNERSHIPS

- Family and Civic Engagement
  - 2009: House Bill 1 established Family and Civic Engagement requirements for local school districts
- Partnerships enhanced or developed
  - Outreach and Education on Cuyahoga Family and Children First Council
  - Lead to collaborative work
    - Districts became knowledgeable about programs offered through FCFC
    - ESC was invited to actively participate and partner with systems to represent client districts

FAMILY AND CHILDREN FIRST COUNCIL (FCFC)

- Each county in Ohio has a FCFC
  - [http://www.fcf.ohio.gov/Resources/FCFC-Contact-Information](http://www.fcf.ohio.gov/Resources/FCFC-Contact-Information)
- Each county was able to design the FCFC to meet the needs of that county.
- The mission of county FCFC is to increase the access, capacity and effectiveness of services for the most vulnerable of our county’s youth and their families whose needs extend beyond any one youth-serving program
CUYAHOGA COUNTY
FAMILY AND CHILDREN FIRST COUNCIL

- Program Areas
- Service Coordination
- Child Well Being
LESSONS LEARNED FROM FCE AND PARTNERING WITH FCFC

- Knowledge about community resources and systems
- Common goals and outcomes
- Collaboration is key
  - To achieve outcomes no agency can achieve with its own resources
  - To respond to youth and community needs that go beyond school walls
  - Shared resources and results
  - Ensuring right partnerships
- Sustainability
  - Relationships developed which leads to further conversation and planning

COLLECTIVE IMPACT

Collective Impact efforts typically have 5 conditions.
5 ELEMENTS OF COLLECTIVE IMPACT

Common Agenda
Successful outcomes for youth while having access to appropriate services and supports.

WHY PROJECT AWARE APPLICATION

• Commitment by participants continued despite funding to sustain and expand work of FCE through PA application

• The Educational Service Center of Cuyahoga County partnered with the Family and Children First Council of Cuyahoga County and the Addiction and Mental Health Services Board, and local school district representatives to submit and be awarded the grant.
A partnership between the Ohio Department of Education, the Center for School Based-Mental Health Programs at Miami University and the Educational Service Centers within three pilot communities: Cuyahoga County, Warren County, and Wood County.

Stems from President Obama’s “Now is the Time” initiative

Funded through SAMHSA

5 year grant, 2014-2019

Project AWARE Ohio supports several key strategies for mental health and schools:

1. Promoting mental wellness and decreasing stigma associated with mental disorders
2. Building awareness indicators of mental health concerns
3. Intervening early with coordinated supports
**Why Are We Here?**

**YOUTH RISK BEHAVIOR SURVEY (YRBS) DATA**

- 13,907 students from 45 participating high schools
- In 2017
  - 18.4% of high school students engaged in intentional self harm.
  - 51.6% seriously considered attempting suicide.
  - 72.9% attempted suicide.

Taken from SAMHSA and Now is the Time-1A Mental Health and Academics Info brief
**WHAT IS PROJECT AWARE OHIO ABOUT?**

**Component 1**
Community-wide Coordination to Address Mental/Behavioral Health Needs of School Age Youth

**Component 2**
Raising Awareness and Increasing Skills to Identify and Respond to Signs of Mental Illnesses within School Aged Youth (Youth Mental Health First Aid)

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**PROJECT AWARE COMMUNITY MANAGEMENT TEAM (CMT)**
**NOVEMBER 2014 UNTIL CURRENT**

- The community management team was formed from existing ESCNEO youth-serving partnerships mentioned earlier
- Meetings ongoing to identify resources and services, share processes to address academic and non-academic barriers
- Identify and problem-solve services and resources gaps and needs
- Develop effective protocols through Subgroups
5 ELEMENTS OF COLLECTIVE IMPACT

- Common Agenda
- Shared Measurement
- Mutually Reinforcing Activities
- Continuous Communication
- Backbone Organization

CUYAHOGA COUNTY PROJECT AWARE GOAL

Enhance access to mental health services and treatment outcomes by aligning current youth-serving infrastructures and planning that provides consistent and coordinated resources and supports.

THREE AREAS OF FOCUS:

- Positive Behavioral Interventions and Supports (PBIS)/Interconnected Systems Framework (ISF)
- Youth Mental Health First Aid training and other PD
- System Navigator and Service Coordination Team Process
REGIONAL PBIS COACH

• Assist in advancing or strengthening school/district PBIS framework.
• Coach and assist on the use of fidelity tools and provide ongoing coaching for team action plans.
• Provide Tier I PBIS training.
• Identify successes, challenges, and lessons learned regarding PBIS implementation for districts.
• Assist with application process for PBIS State Recognition.

YOUTH MENTAL HEALTH FIRST AID

Youth Mental Health First Aid USA
FOR ADULTS ASSISTING YOUNG PEOPLE
INTERCONNECTED SYSTEMS FRAMEWORK (ISF)

Traditional
- MH Counselor "sees" student at appt.
- Clinicians only do "mental health"
- Case management notes

ISF
- MH person on teams all tiers
- Contributed to integrated plan
- Contribute to fidelity & data

For more information on ISF, visit: [http://www.midwestpbis.org/interconnected-systems-framework](http://www.midwestpbis.org/interconnected-systems-framework)

MENTAL HEALTH FRAMEWORK OVERLAID ON A MULTI-TIERED FRAMEWORK IN SCHOOLS

Universal Team- Implementation of Population-wide Data, Systems and Evidence-based Practices

Tier 2 Team- Implementation of Targeted Data, Systems and Evidence-based Practices

Intensive Team- Implementation of Intensive Data, Systems and Evidence-based Practices
A Few Students
>5%

Some Students
>15%

ALL Students
100%

Tier 1 Interventions & Supports - Structured Behavior Interventions for all students
- Expectation Matrix
- Classroom Expectations & Lessons
- Guidance Services
- Homeroom Guidance
- Continuum of Discipline Responses
- Project Success (Substance Use)
- Teach and reteach

Tier 2: Behavioral Interventions & Supports - Supports for some students who struggle with meeting the expectations
- Simple Functional Behavioral Assessments (FBA) and Behavior Support Plans
- Targeted Counseling
- Zones of Regulation
- Coping CAT
- Academic Seminar
- Check In/Check Out
- Mentoring
- Recovery Room

Tier 2: Individualized Supports - Structured Interventions for the few students with the greatest need
- Complex Functional Behavioral Assessment (FBA) and Behavior Support
- Individualized Family and Youth-Driven Planning and Support
- Community Supports (WICAP, DCYF, Mental Health, and Child and Family Services)

System Navigator

Purpose:
- To strengthen cross-systems collaboration (human services, courts, educators, parents, students) and school partnerships to ensure educational outcomes, along with supporting district personal in meeting the needs of students.
SYSTEM NAVIGATOR

- Serve as a link between educational systems and social service agencies to educate on policy and procedures, roles, remove barriers and promote successful outcomes.
- Provide support to systems and educators working together to result in better outcomes.
- Partner with FCFC and the SCT to problem solve, connect, and navigate appropriate community resources, services and supports.

SYSTEM NAVIGATOR

Reasons to contact:

- Need help navigating county/community systems
- Exploring funding resources
- Student/family has unmet needs and don’t know next steps
- Problem solve next steps for a students who needs outweigh available resources
- Need a resource directory
- Linkage to community resources, systems, and services and supports
PERCENTAGE OF TYPE OF ACTIVITIES

- Linkage to Services/Supports: 26%
- SCT meeting: 1%
- IEP Meeting: 5%
- School Meeting: 8%
- Navigation of County/Educ System: 18%
- Referral completed by SN: 8%
- Consultation: 17%
- Problem-Solving: 17%

PARTNERSHIPS/CONNECTIONS

- BOARD OF DEVELOPMENTAL DISABILITIES
- DIVISION OF CHILDREN AND FAMILY SERVICES
- BRIGHT BEGINNINGS (FORMERLY HMG)
- JUVENILE COURT
- STARTING POINT
- DEPARTMENT OF YOUTH SERVICES
- ALCOHOL AND DRUG ADDICTION AND MENTAL HEALTH BOARD AND THEIR PROVIDERS
- HOSPITALS PROVIDING PSYCHIATRIC CARE IN CUYAHOGA COUNTY
- INVEST IN CHILDREN
- SCHOOL DISTRICTS
- JOBS AND FAMILY SERVICES
- CHILDREN SUPPORT ENFORCEMENT AGENCY
- UNITED WAY 211
- FATHERHOOD INITIATIVE/HEALTHY FATHERING COLLABORATIVE
- FAMILY AND CHILDREN FIRST COUNCIL
- NEIGHBORHOOD COLLABORATIVE
**HOW TO REFER**

- **SERVE SCHOOL AGE YOUTH**
  - PRESCHOOL TO GRADUATION
- **NO FORMAL REFERRAL NEEDED.**
- **JUST EMAIL OR CALL TO GET STARTED**
- **EMAIL AT** [DENISE.PIETRZAK@ESCNEO.ORG](mailto:DENISE.PIETRZAK@ESCNEO.ORG)
- **CALL** 216-525-2524

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**Referral Source**

- **School**: 58%
- **Hospital**: 28%
- **Family**: 12%
- **Other**: 2%

**REFERRALS**

- **JULY, 2016-JUNE, 2017**: 50
- **JULY, 2017-FEB, 2018**: 27
## WORK IN PROGRESS

- OUTREACH, OUTREACH, OUTREACH
- EDUCATION IS A SYSTEM
- TURF ISSUES
- CONTINUING TO BUILD, OR ENHANCE PARTNERSHIPS

### Practice Profile Template

Name/Project: OHIO Systems Navigator

Practice or Framework: System Navigation - Priority Schools in Cuyahoga County

Clearly Defined Outcome(s): Helping systems to work together to result in better outcomes for students. Increase the number of students and families who are connect to community supports.

<table>
<thead>
<tr>
<th>Critical Component (non-negotiable)</th>
<th>Define how this Critical Component contributes to the Outcome</th>
<th>Define the Data or Outcomes to Measure Implementation</th>
<th>Ideal &quot;Gold Standard&quot; of the Critical Component</th>
<th>Emerging Practice (Acceptable Variation) of the Critical Component</th>
<th>Unacceptable Variation of the Critical Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Schools know of the system navigator's role and how to connect or access supports. Navigator knows district and building contacts.</td>
<td>Navigator cannot help schools unless the school identifies the students to be served</td>
<td>Survey</td>
<td>Every school in the 4 priority districts knows about and can name the system's navigator</td>
<td>50%–75% of the schools in the 4 priority districts know about and can name the system's navigator and Navigator has made contacts for 4 priority districts</td>
<td>More than 50% of schools do not know about the system's navigator</td>
</tr>
<tr>
<td>2. Systems Navigator knows how to access mental health, county resources, school district staff, community resources and system liaison of Service Coordination Team</td>
<td>Navigator needs to know a lot of resources to meet the needs of students</td>
<td>Resource Map (identify current resource maps in 4 priority districts);</td>
<td>Navigator has a relationship with community providers – mental health, substance misuse, county social agencies, schools and districts, health providers, family, and student organizations, early childhood</td>
<td>Navigator has a relationship with most of the key providers in the community (listed under gold standard)</td>
<td>Navigator has no relationship with providers</td>
</tr>
</tbody>
</table>
LESSONS LEARNED

• Communication structure
• Maintain and expand relationships between systems
• Ongoing resource sharing
• Access to data for decision-making
• Professional development planning across systems
• Establish consistent protocols

SUSTAINABILITY

• Staffing for mental health providers
• Advocacy and funding
• Documentation and data
• Collaboration between systems
• Best practices and resources
  • MTSS/PBIS and systems
  • Sharing info
  • Identifying gaps and resources

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Isolated Impact vs. Collective Impact

<table>
<thead>
<tr>
<th>Isolated Impact</th>
<th>Collective Impact</th>
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<tbody>
<tr>
<td>Funders select individual grantees that offer the most promising solutions.</td>
<td>Funders and implementers understand that social problems, and their solutions, arise from the interaction of many organizations within a larger system.</td>
</tr>
<tr>
<td>Nonprofits work separately and compete to produce the greatest independent impact.</td>
<td>Progress depends on working toward the same goal and measuring the same things.</td>
</tr>
<tr>
<td>Evaluation attempts to isolate a particular organization's impact.</td>
<td>Large scale impact depends on increasing cross-sector alignment and learning among many organizations.</td>
</tr>
<tr>
<td>Large scale change is assumed to depend on scaling a single organization.</td>
<td>Corporate and government sectors are essential partners.</td>
</tr>
<tr>
<td>Corporate and government sectors are often disconnected from the efforts of foundations and nonprofits.</td>
<td>Organizations actively coordinate their action and share lessons learned.</td>
</tr>
</tbody>
</table>
FUTURE PLANS: WHY CONTINUE TO COLLABORATE?

- CMT members appreciate the expertise of various partner backgrounds
- Workgroups have been established to revise or strengthen current protocols
  - Transition and re-entry workgroup
  - Mental health in schools workgroup
- Raise awareness on the services and resources available between the systems to best meet the needs of students
- Plan CMT role to integrate work with established educational network

QUESTIONS & ANSWERS

For Follow-Up Questions, Please Contact:

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Mary.wise@escneo.org

Denise Pietrzak, LISW-S System Navigator
Denise.Pietrzak@escneo.org

The Educational Service Center of Northeast Ohio (216) 524-3000
RESOURCES

- Educational Service Center of Northeast Ohio, Project AWARE/System Navigator: [http://www.esc-cc.org/ProjectAWARE1.aspx](http://www.esc-cc.org/ProjectAWARE1.aspx)
- Ohio Family & Children First Council: [http://www.fcf.ohio.gov/Contact-Us](http://www.fcf.ohio.gov/Contact-Us)