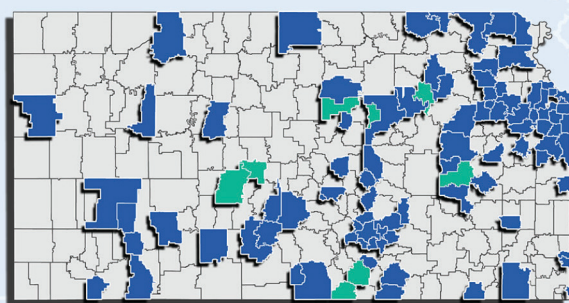


The **Kansas State Department of Education** houses the IDEA 84.323A State Personnel Development Grant, which funds **Kansas School Mental Health (SMH)**, a professional development and coaching system to integrate school mental health and trauma-informed practices within a district's tiered system of supports. By leveraging school and community resources; facilitating collaboration among school districts and community partners, including mental health providers; and providing professional development, District-Community Leadership Teams (DCLTs) are guided through a structured process which improves outcomes for children/youth and families in alignment with the **Kansas State Board of Education** outcome of social-emotional growth.

DISTRICT-LEVEL PROFESSIONAL DEVELOPMENT

DCLTs represent strong partnerships among leaders in eight districts, five community mental health centers, and other community organizations to implement trauma-responsive tiered mental health supports for children/youth. District and community participants engaging in the SMH professional development received ongoing coaching while developing, implementing, and working toward sustaining a framework of effective, evidence-based practices to support the mental health needs of all students.

97 DISTRICTS IMPACTED

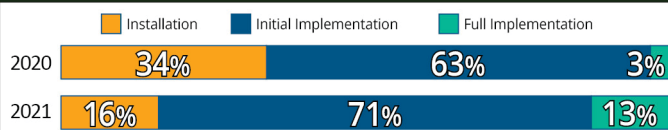


In 2020–21, a member of the SPDG Evaluation team observed 28 facilitated meetings/systems coaching sessions. Twenty effective coaching behaviors were rated as occurring Consistently/Effectively across 100% of sessions. As a result of this training and coaching, participating DCLTs made substantial progress throughout the year as measured by clearly defined phases of implementation on the components of the **Kansas SMH Implementation Guide**.

100%
of facilitated
meetings included
effective coaching
practices

2020–2021 Implementation Phases

Percentage of Components Rated at Each Stage of Implementation

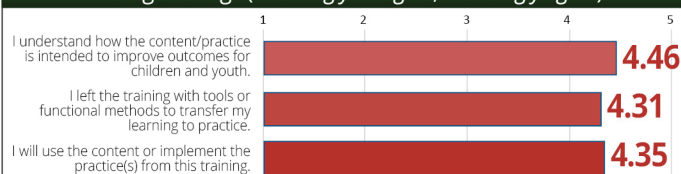


STATEWIDE RESOURCES FOR EDUCATORS, COMMUNITY PARTNERS, AND FAMILIES

In addition to coaching DCLTs and providing access to online modules, which are accessible at any time, the SMH team provided multi-day virtual series, including 37 live sessions with 2,079 attendees. Topics included Trauma-Responsive Support Planning, Neuroscience in Education, and Mindfulness and School-Based Yoga. Responses to post-training evaluation surveys indicated that the vast majority of participants found the sessions to be applicable and beneficial.

EVALUATION RESULTS FROM 984 PARTICIPANTS

Average Ratings (1=Strongly Disagree, 5=Strongly Agree)



In response to the impact of COVID-19, the SMH team accelerated efforts to ensure relevant, high-quality resources and virtual training opportunities were available for all Kansas schools and communities. In collaboration with the Kansas Parent Information Resource Center and Families Together, Inc., the SMH team released **Trauma, Toxic Stress, and Caregiver Well-Being: Practices for Fostering Resilience in Children/Youth and Caregivers** Slide Deck and Facilitation Guide. Collaboration with Little Flower Yoga resulted in access to **Mindfulness + School-Based Yoga Tools: Application for Children and Youth + Application for Staff and Caregivers**. The **Trauma-Responsive School Community eLearning Modules and Facilitation Guide** plus the **School Mental Health Implementation Guide** strengthened school communities in implementing practices that support the mental well-being of children and youth. Online learning modules included post-training assessments, with data from 3,150 completers showing the average percentage of items answered correctly was 97.6%. Additionally, SMH maintains a Facebook page that connects 3,000 followers to evidence-based information and supports.

MORE THAN 3,100
educators completed the
Trauma-Responsive School Community
modules

EFFICACY OF TEACHERS AND PROGRESS FOR STUDENTS

93%
of students
made progress
in targeted areas

An important aspect of successfully implementing mental health supports for students is the efficacy of the educators and community partners involved. Of the 74 DCLT members who responded to the **Inclusive MTSS Implementation Scale: Mental Health Supplement**, 95% reported knowing how to implement trauma-responsive practices and 100% responded that continued collaboration would improve mental health outcomes for children and youth. DCLTs translated these beliefs into practice, monitoring the progress of 30 students through a trauma-responsive support planning process, with 93% of students making progress in their targeted areas.