


MA S M H C



Establishing MOUs with Community Partners



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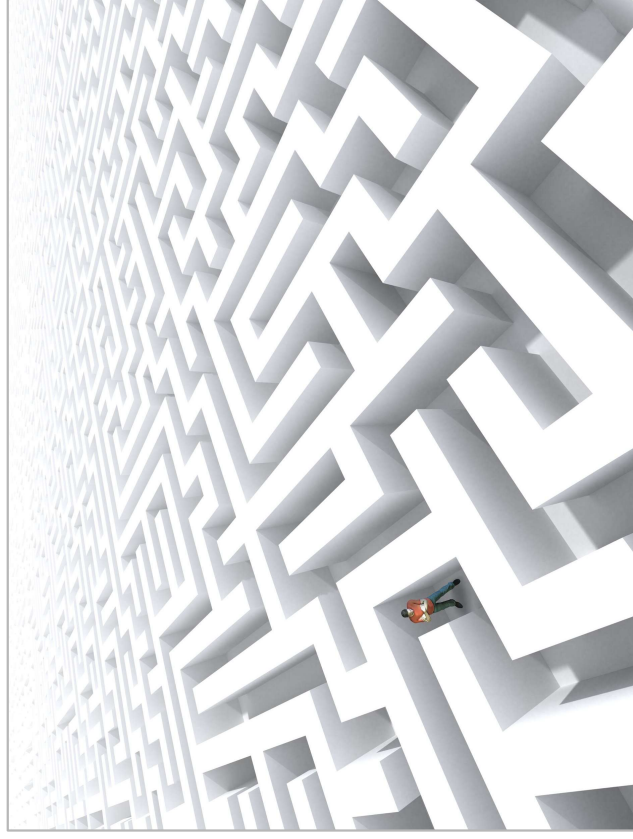
The Question of Community-Based Mental Health

- How have mental health problems traditionally been managed in schools?
- How likely is it that community-based mental health service providers can adequately address the mental health needs of students?
- What does the national data tell us about community-based mental health for students?
- Why should schools be the primary source of mental health services for students?



Overcoming Barriers to Community Mental Health Services

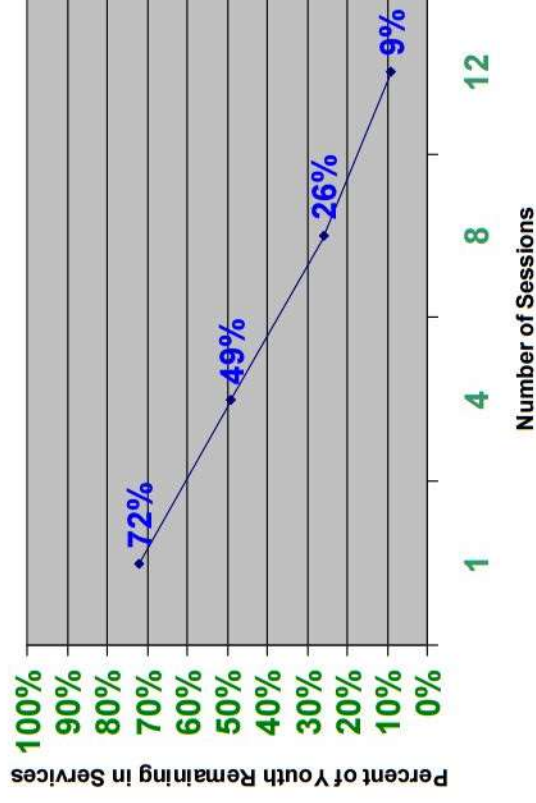
- Financial/Insurance
- Time out of work for students and parents
- Childcare
- Transportation
- Mistrust/Stigma
- Negative Past Experiences
- Waiting list/Intake Process
- Anxiety of starting something new
- Unfamiliarity with service providers



Mental Health Services in the Community

- Students who are able to bypass the barriers to receiving mental health services in the community show extraordinarily low rates of persistence in treatment.
- Attrition rates increase drastically after each session.
- What does this mean for school mental health providers?

Treatment as Usual Show Rates in Traditional Outpatient Settings



We cannot assume that anyone else is going to provide mental health services to our students.

Establishing Community Partners

Creation of a formal agreement designed to guide partnerships with community-based mental health agencies

- **What we requested:**
 - Consultation and collaboration with in-house staff
 - Use of evidence-based practices
 - Sharing data to aid in progress monitoring and documenting the impact of the CSMHS
- **What we offered:**
 - Time
 - Space
 - Referrals

How has this impacted service delivery?

- 15% increase in mental health staff available to students
- Increased follow through for referrals
- Increased show rates for sessions
- Collaborative case management and consultation with partner agencies
- Increased services during school breaks and over the summer



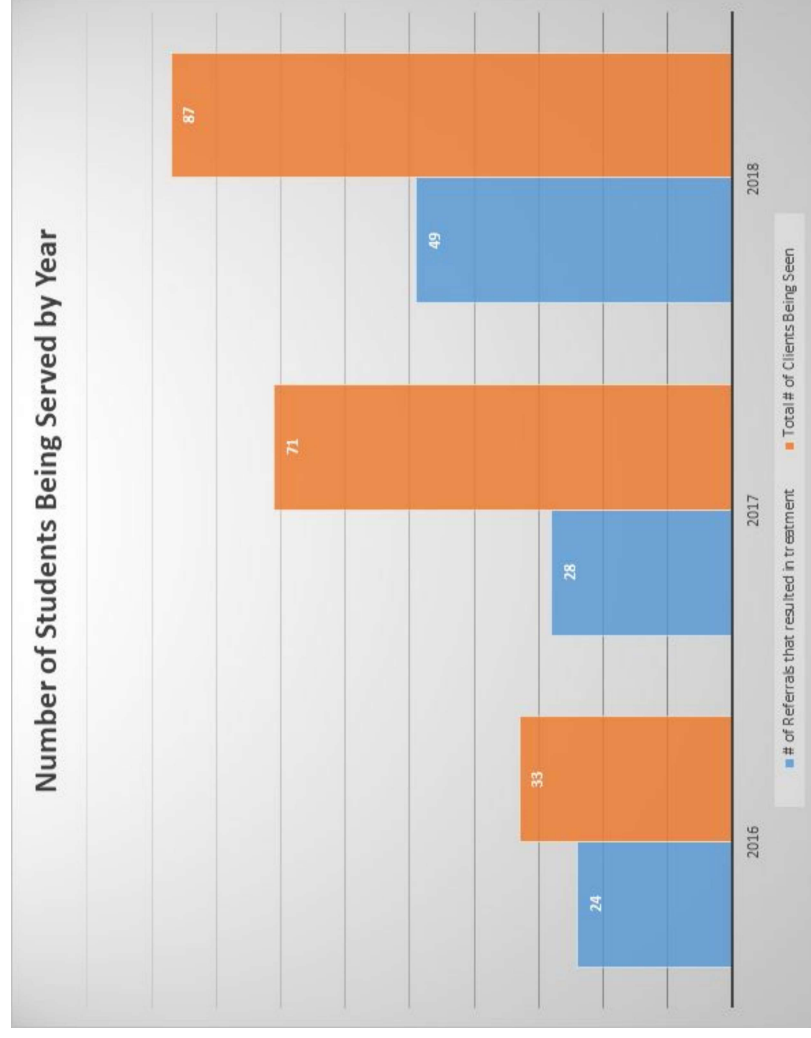
Reasonable Investments, Sustainable Practice

- b. Responsibilities of Methuen Public Schools:
 - i. Identify targeted schools and students for service
 - ii. Provide space in targeted schools for provision of services
 - iii. Provide time during the school day for the provision of services for identified students
 - iv. Assist in coordinating the efforts of all key partners, to ensure that the program is moving forward and to assist in any way necessary to facilitate success of the program

Partnering with Community Mental Health - Increased Services

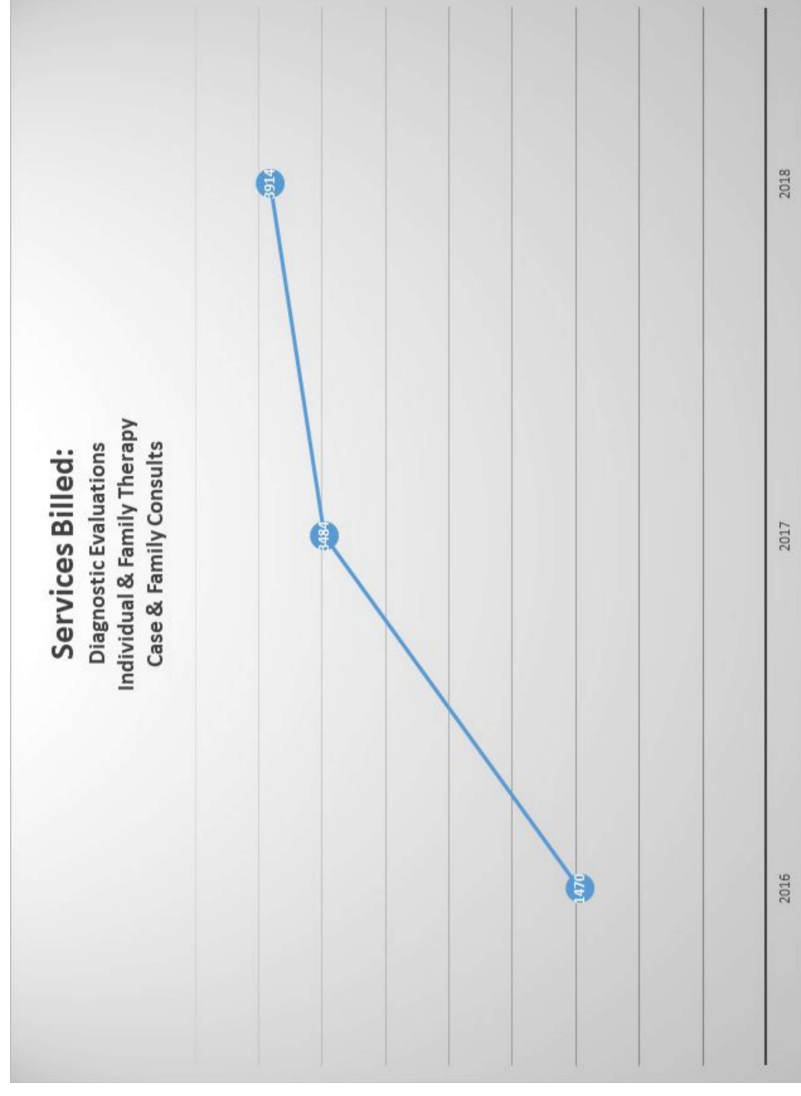
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Partnering with Community Mental Health - Increased Services

- The rate and diversity of services increased steadily over three years
- True wraparound was established as a function of this relationship



Expanding Partnerships with CBMH

- Increasing the number of partnerships
- Implementing group-based services co-facilitated with school- and community-based mental health staff
- Leveraging supervision hours
- Leveraging professional development
- Summer services



Establishing Community Partners

- **Partnered with local mental health providers, colleges/universities, and other school districts**
 - University of Maryland - Center for School Mental Health (CSMH)
 - Lahey Health and Behavioral Services
 - Children's Friends and Family Services
 - Family Services of the Merrimack Valley
 - North Shore Community Mediation Center
 - Salem State University
 - Merrimack College
 - Rivier University
 - Northeastern University
 - Consortium of multiple local public school districts



The Strategy of Leveraging: Promoting Sustainability

- Requesting technical assistance and training
 - The SHAPE System overview presentation
 - BRYT Program presentation on supporting students returning from long-term absence / hospitalization
 - Resources for facilitating meetings (protocols, tools, planning documents)
- Securing meeting spaces
 - District meeting spaces
 - Community meeting spaces
- Funding and resources
 - Earmarked funding in the state budget



The worst thing that can happen is that they say “No.”



Activity: MOU Example (See Hand-out)

What features of this MOU do you feel would be amenable to your school/district?

Are there features that would need to be adapted?

What arguments or justifications are required to engage in this kind of a partnership? To allocate time and space during the school day to MH services?
