Slide 1:
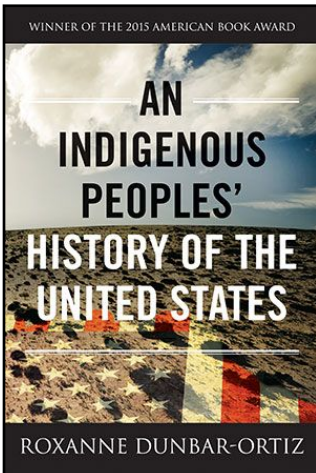
MADISON METROPOLITAN
SCHOOL DISTRICT

IMPLEMENTING
CULTURALLY RESPONSIVE
SCHOOL MENTAL HEALTH PROGRAMS

Armando Hernández, PhD
drarmandohernandez@gmail.com
www.drarmandohernandez.com
June 18, 2019

4th ANNUAL
GROWING
SCHOOL MENTAL HEALTH
SUMMIT

SLIDES LINK:
http://bit.ly/CRSMH2019

Slide 2:

History
—
Context
—
Power

Slide 3:

WINNER OF THE 2015 AMERICAN BOOK AWARD

AN INDIGENOUS PEOPLES' HISTORY OF THE UNITED STATES

ROXANNE DUNBAR-ORTIZ

#Honor Native Land

https://usdac.us/nativeland

Slide 4:

Participating Intentions

TRY IT ON — Be willing to try on new ideas or ways of doing things

BOTH / AND — Acknowledge and honor multiple perspectives, styles, and 'perceived realities'

INTENT < IMPACT — Focusing on intent can be harmful. Acknowledge impact

LISTEN MINDFULLY — Avoid reactive judgement, scripting, comparing. Suspend assumptions.

What is an example of when you prioritized the needs of historically marginalized students over needs of the system?

—Black Educators Network
Madison, Wisconsin

https://bettinalove.com
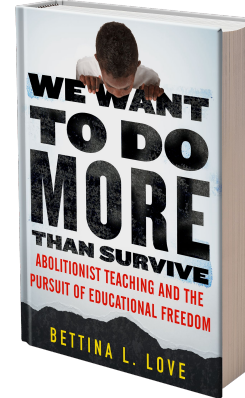
Courage starts with showing up and letting ourselves be seen.
— Brené Brown

Simple Reminders
SIMPLEREMINDERS.COM

It is not the critic who counts; not those who point how we stumble …
The credit belongs to those who are actually in the arena, whose faces are marred by dust and sweat and blood; who strive valiantly; who err, who come short again and again…

—Theodore Roosevelt

8

Slide 1

How do you enter into the culture arena?

A. LEARNING

B. ADVOCACY

C. BELONGING

Slide 2

Bridging: Towards A Society Built on Belonging

5,090 views

👍 48   👎 2   SHARE   SAVE   ...

Haas Institute for a Fair and Inclusive Society
Published on Nov 9, 2018

SUBSCRIBE

https://youtu.be/PGcbFj4J_qc

2m

Slide 3

How do you enter into the culture arena?

A. LEARNING

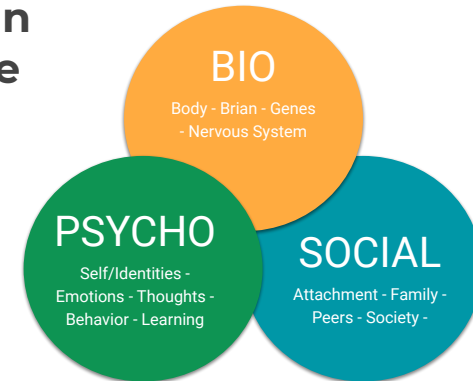B. ADVOCACY

C. BELONGING

D. ANXIETY

Slide 4

Common Language

Slide 13

Common Language

- [ ] Culture
- [ ] Race & Gender
- [ ] Power
- [ ] Intersectionality
- [ ] Othering
- [ ] Belonging

13

Slide 14

Human Nature

BIO
Body - Brian - Genes - Nervous System

PSYCHO
Self/Identities - Emotions - Thoughts - Behavior - Learning

SOCIAL
Attachment - Family - Peers - Society -

14

Slide 15

4th Dimension

BIO
Body - Brian - Genes - Nervous System

PSYCHO
Self/Identities - Emotions - Thoug... Behavior - Lea...

SOCIAL
Attachment - Family - ...rs - Society -
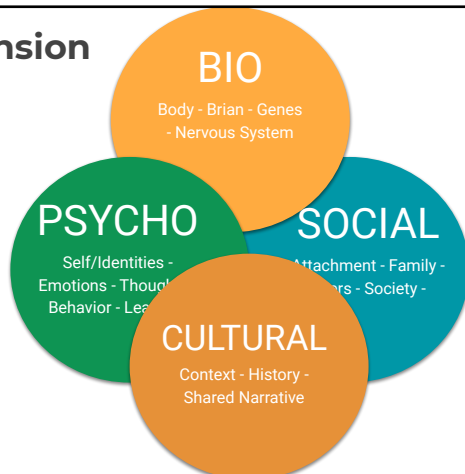
CULTURAL
Context - History - Shared Narrative
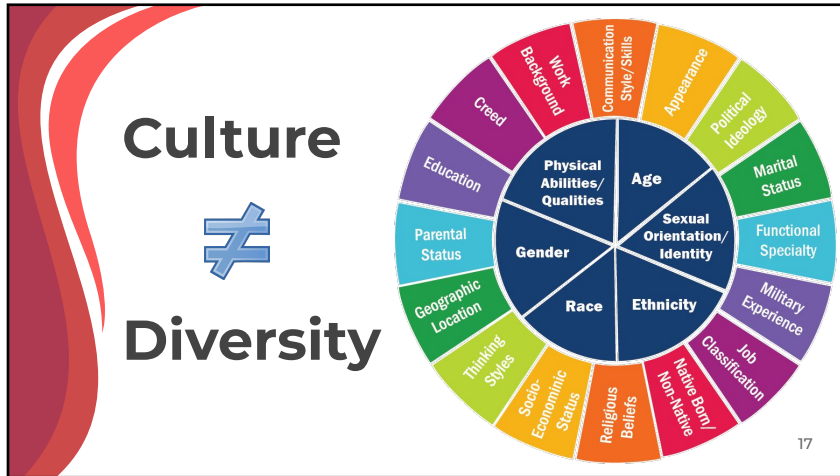
15

Slide 16

Culture

- [ ] Core dimension of human life
  (all encounters are 'cultural'; gravity)

- [ ] Interpretive lens used to navigate life
  (meaning-making through **group affiliation**

- [ ] Provide a sense of context/position/location
  through **historical shared story**

16

Culture ≠ Diversity

Talking About RACE GENDER POWER

---

everyone should know about race

Ten Things Everyone Should Know about Race

1. Race is a modern idea
2. Race has no genetic basis
3. Human subspecies don't exist
4. Skin color is only skin deep
5. Most variation is within, not between, "races"
6. Slavery predates race
7. Race and freedom were born together
8. Race isn't biological, but racism is still real
9. Race justifies social inequalities as natural
10. Colorblindness will not end racism

http://www.RacePowerofanIllusion.org

---

everyone should know about race

Ten Things Everyone Should Know about Race

8. Race isn't biological, but racism is still real

9. Race justifies social inequalities as natural
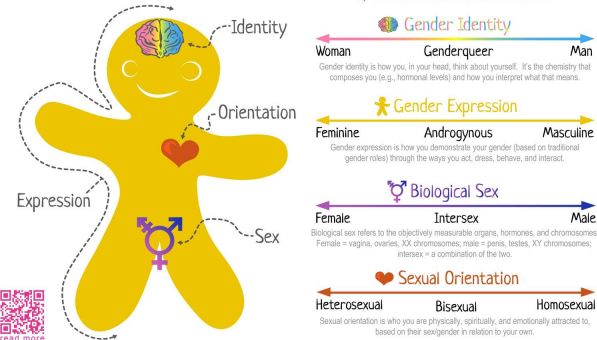
10. Colorblindness will not end racism

http://www.RacePowerofanIllusion.org

The Genderbread Person
by www.ItsPronouncedMetrosexual.com

Identity

Orientation

Expression

Sex

read more

Gender Identity
Woman — Genderqueer — Man

Gender identity is how you, in your head, think about yourself. It's the chemistry that composes you (e.g., hormonal levels) and how you interpret what that means.

Gender Expression
Feminine — Androgynous — Masculine

Gender expression is how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, behave, and interact.

Biological Sex
Female — Intersex — Male

Biological sex refers to the objectively measurable organs, hormones, and chromosomes. Female = vagina, ovaries, XX chromosomes; male = penis, testes, XY chromosomes; intersex = a combination of the two.

Sexual Orientation
Heterosexual — Bisexual — Homosexual

Sexual orientation is who you are physically, spiritually, and emotionally attracted to, based on their sex/gender in relation to your own.

https://www.genderbread.org

Power

"An individual's relative capacity to modify others' states by providing or withholding resources or delivering punishments."
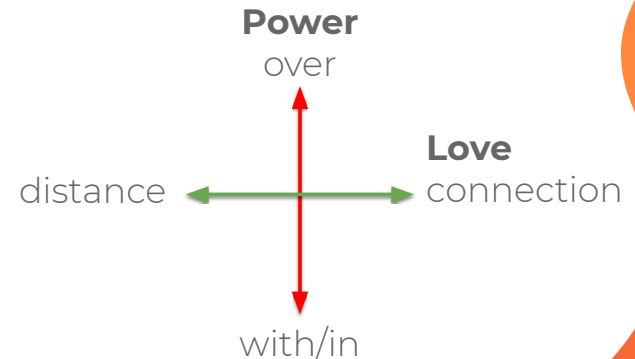
(Keltner, Gruenfeld, & Anderson, 2003, p. 265)

22

Power

- Access
  - resources
  - decision-makers (meet need)

- Ability
  - to influence
  - define reality

http://www.dismantlingracism.org

23

Interpersonal Dynamics

Power
over

distance — **Love** connection

with/in

24

Intersectionality

"A lens through which you can see where power comes and collides, where it interlocks and intersects." [1]

"..highlights the fact that women of color are situated within at least two subordinated groups that frequently pursue conflicting political agendas." [2]

—Kimberlé Crenshaw

---

next time you need to explain privilege, use "sometimes you're a caterpillar" via @chescaleigh & @kat_blaque

http://youtu.be/hRiWgx4sHGg

Othering

Set of processes that consciously or unconsciously see a person or group as

not belonging, different and often less than in some important way.

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FOR A FAIR AND INCLUSIVE SOCIETY

Unconscious Mind

- The human brain processes 11 million bytes of information per second
- We are consciously aware of any 40 of these, at best

- Three processes to make sense of information:
  - Sorting into categories
  - Creating associations
  - Filling in the gaps when we only receive partial information

haas institute
FOR A FAIR AND INCLUSIVE SOCIETY

Slide: Othering is a Verb

Othering is a Verb

The law focuses primarily on **intentional forms** of othering, largely missing the majority of othering caused by **unintentional factors** like:

- Confirmation bias
- Negativity bias
- Stereotyping
- Implicit bias
- In-group preference
- Fear response
- Racial anxiety
- Stereotype threat

haas institute
FOR A FAIR AND INCLUSIVE SOCIETY

29

Slide: Stereotype Content Model

STEREOTYPE CONTENT MODEL

Warmth (vertical axis), Competence (horizontal axis)

Pitied Out-Group ELDERLY DISABLED MENTALLY CHALLENGED	**Esteemed In-Group** WHITES · MIDDLE CLASS CHRISTIANS · AMERICANS HOUSEWIVES
Despised Out-Group HOMELESS · FORMER FELONS UNDOCUMENTED IMMIGRANTS POOR BLACKS · WELFARE "QUEENS" · MUSLIMS	**Envied Out-Group** RICH PROFESSIONAL BLACKS JEWS · ASIANS

Slide: Profound Outcome Gaps

PROFOUND OUTCOME GAPS

Today, **structural racism drives outcome gaps between People of Color and White people across every indicator for success,** from infant mortality to life expectancy.

The **multiplied effects of these structural drivers create deeply entrenched racial inequity.** To achieve racial equity, **we must transform our institutions and structures**.

11 Racial Equity Here: LEARN

LOCAL AND REGIONAL
GOVERNMENT ALLIANCE ON
RACE & EQUITY

Slide: Race to Equity

RACE TO EQUITY
A Baseline Report on the
State of Racial Disparities in Dane County

Race and Economic Opportunity in the United States:
An Intergenerational Perspective*

Raj Chetty, Stanford University and NBER
Nathaniel Hendren, Harvard University and NBER
Maggie R. Jones, U.S. Census Bureau
Sonya R. Porter, U.S. Census Bureau

March 2018

STATE JOURNAL

BREAKING FEATURED

Video appears to show Madison police restraining, punching teenager inside his home

LOGAN WROGE lwroge@madison.com 1 hr ago

99¢ FOR THE FIRST MONTH

Footage from a home security camera shows Madison police restraining and punching a 17-year-old male with mental health issues whom they described as exhibiting "threatening behavior."

Belonging

"Belonging means more than just being seen. Belonging entails having a meaningful voice and the opportunity to participate in the design of social and cultural structures. Belonging means having the right to contribute to, and make demands on society and political institutions."

—john a. powell

haas institute
FOR A FAIR AND INCLUSIVE SOCIETY

33

Belonging

meaningful voice

opportunity

participate in the design

right to contribute

make demands

34

Common Language

- Culture
- Race & Gender
- Power
- Intersectionality
- Othering
- Belonging

35

L3 — Systemic
Context - Org - Structures

L2 — Relational
Empathy - Conflict - Teams

L1 — Personal
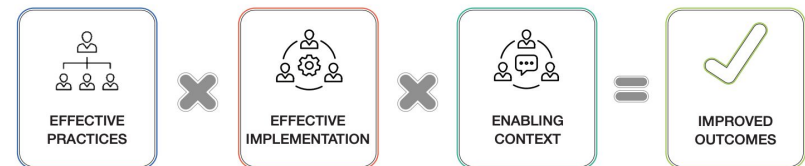Identity - Bias - Mindset

Slide 1

RELATIONAL SYSTEMS PERSONAL

Slide 2
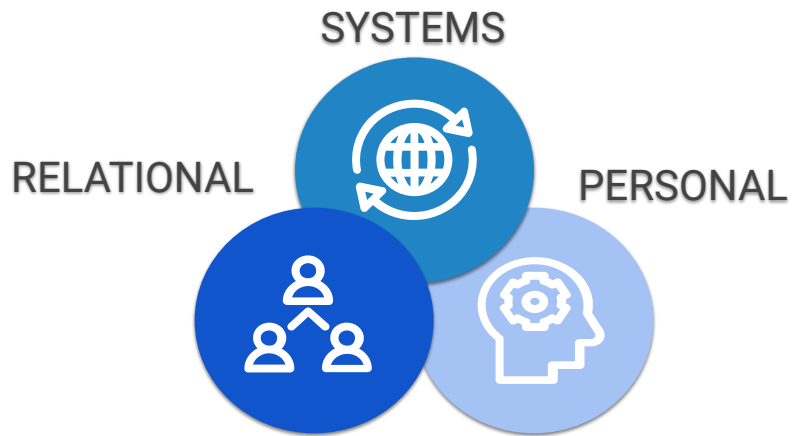
Emerging Framework

	ADVOCACY	BELONGING	LEARNING
SYSTEMIC			
RELATIONAL			
PERSONAL			

Slide 3

Culturally Responsive School Mental Health

1. Enabling Context
2. Design
3. Mindset
4. Skillful Practice

Slide 4

IMPLEMENTATION

EFFECTIVE PRACTICES ✕ EFFECTIVE IMPLEMENTATION ✕ ENABLING CONTEXT = IMPROVED OUTCOMES

NIRN
NATIONAL IMPLEMENTATION RESEARCH NETWORK
AT UNC CHAPEL HILL
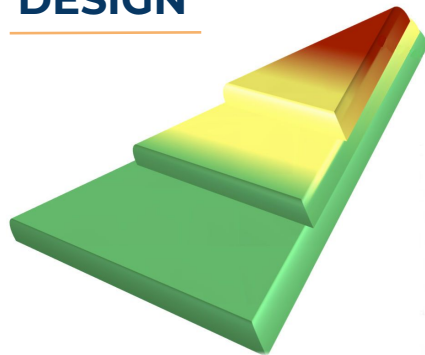
Implementation Team

- Actively create **hospitable environments** to support new ways (professional development, resource allocation, etc.)

- Transparently **communicate** with other teams to positively influence the policy, regulatory, and funding environments

- Assure that the structures, roles, and functions within a system are **more enabling than hindering**

NIRN
NATIONAL IMPLEMENTATION
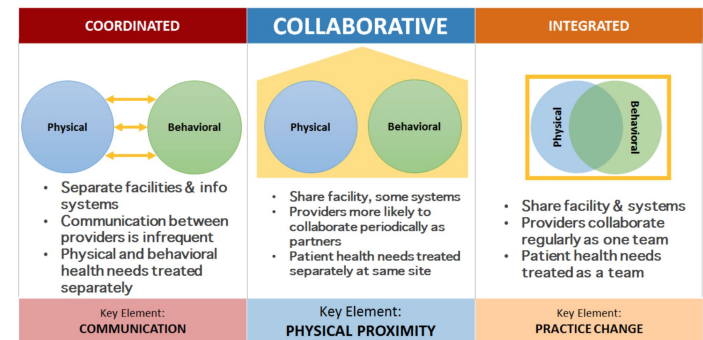RESEARCH NETWORK
AT UNC CHAPEL HILL

Enabling Context

- Emotional IQ / SEL
  - ID Emotions - Empathy (MI) - Conflict

- Learning Organization
  - Open - Growth Mindset - Continuous Improvement

- Community Voice
  - Cultural History - Lived Experience - Partnership

DESIGN

Intensive Supports
Targeted Supports
Universal Supports

MULTI-TIERED SYSTEMS OF SUPPORT

INTEGRATION

COORDINATED	COLLABORATIVE	INTEGRATED
Physical ↔ Behavioral	Physical — Behavioral	Physical — Behavioral
• Separate facilities & info systems • Communication between providers is infrequent • Physical and behavioral health needs treated separately	• Share facility, some systems • Providers more likely to collaborate periodically as partners • Patient health needs treated separately at same site	• Share facility & systems • Providers collaborate regularly as one team • Patient health needs treated as a team
Key Element: **COMMUNICATION**	Key Element: **PHYSICAL PROXIMITY**	Key Element: **PRACTICE CHANGE**

Adapted from: SAMHSA, "Standard Framework for Levels of Integrated Healthcare," 2013.

DESIGN

EITHER

UNIVERSAL OR TARGETED

Targeted Universalism
13,550 views

Haas Institute for a Fair and Inclusive Society
Published on Feb 15, 2017

https://youtu.be/wgGcftWpwUQ
4m

haas institute
FOR A FAIR AND INCLUSIVE SOCIETY

Primer
May 2019

Targeted Universalism
Policy & Practice

by john a. powell, Stephen Menendian, Wendy Ake

HAASINSTITUTE.BERKELEY.EDU

- Different strategies needed for everyone to reach shared goal

- Directs a fair—rather than even—distribution of resources.

- Sensitive to real constraints that emerge on the ground
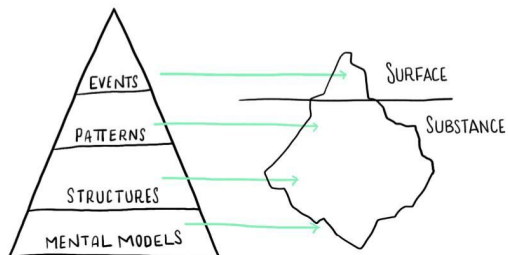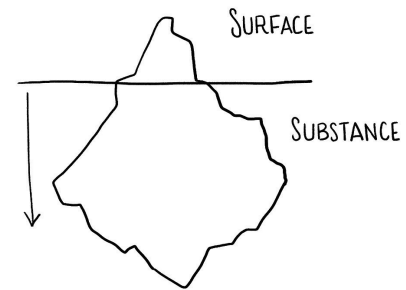
- Ensemble of targeted strategies across all groups

Mindset

Slide 1:

> "A system is a set of related components that work together in a particular environment to perform whatever functions are required to achieve the system's objective."

~Donella Meadows

Thinking in Systems
Donella H. Meadows

@unschools | @leylaacaroglu

UNSCHOOL

Slide 2:

SURFACE

SUBSTANCE

DISRUPT DESIGN

Slide 3:

EVENTS

PATTERNS

STRUCTURES

MENTAL MODELS

SURFACE

SUBSTANCE

Mental Models: Cavana & Maani (2000)

@unschools | @leylaacaroglu
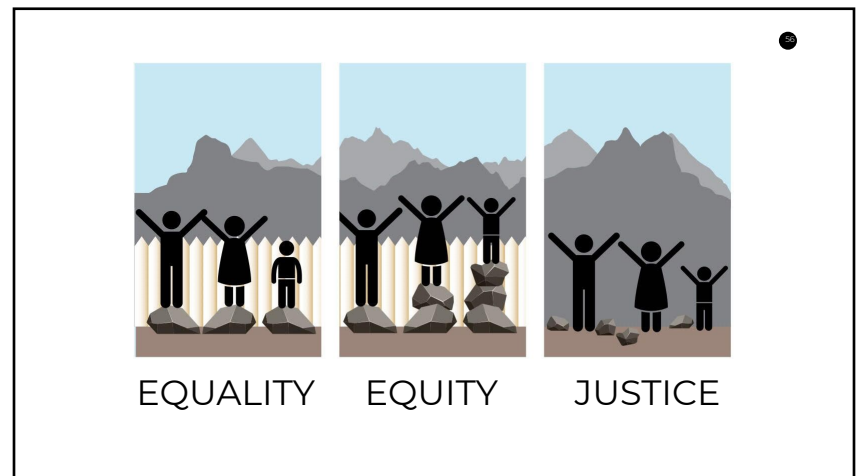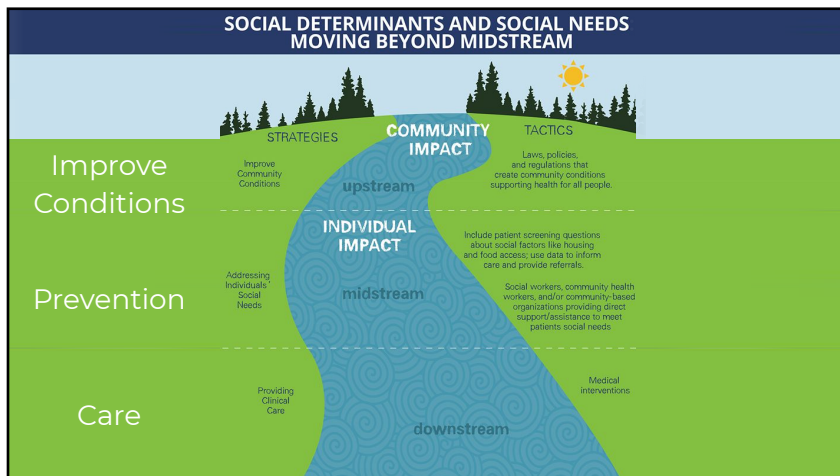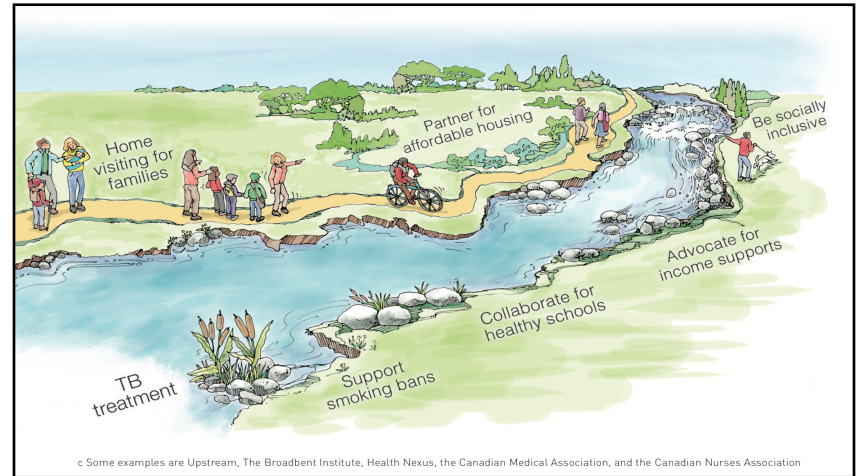
UNSCHOOL

Slide 4:

Complex Adaptive Systems

collection of individual agents that have the freedom to act in ways that are **not always predictable** and whose actions are **interconnected** such that one agent's actions changes the context for other agents.

Institute of Medicine (2001, p. 312-3)

Simple Rules

A somewhat surprising finding from research on Complex Adaptive Systems is that relatively simple rules can lead to complex, emergent, innovative system behavior.

Institute of Medicine (2001, p. 315)

c Some examples are Upstream, The Broadbent Institute, Health Nexus, the Canadian Medical Association, and the Canadian Nurses Association

SOCIAL DETERMINANTS AND SOCIAL NEEDS
MOVING BEYOND MIDSTREAM

EQUALITY EQUITY JUSTICE

3 MH MODELS

Medical Contextual Political

Medical

- Observation and measurement (Dx, generalizations)
- Parsimony: seek simplest explanation of a known and universal reality
- Treatment based on specific and unique ingredients (delivered by professional)

✓ Evidence-based practice

✓ Neuroscience

Contextual

- Recognizes the impact of context, environment, and systems
- Reality is a relational meaning-making process shaped by culture
- Healing is based on common factors: meaning, r/s: empathy, hope

✓ Collaborative approaches

✓ Culturally responsive practice

Political

- Recognize the systemic injustices that create vulnerability (economic/housing, racist bullying): culture x power
- Address systemic sources (root causes) to prevent future problems (upstream)
- Psychological suffering (e.g., trauma) is not a random occurrence (designed)
- From individuals having problems to unjust systems/structures being the problems

(Goodman, 2015; Suarez, 2016)
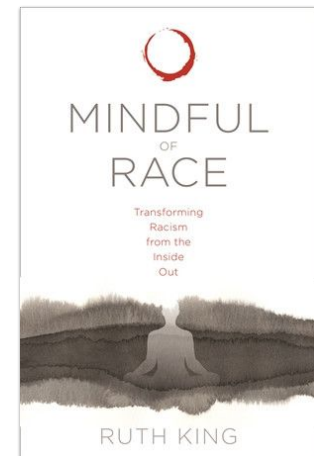
3 MH MODELS

Medical   Contextual   Political

Mindset

✓ Systems

✓ Upstream

✓ Equity → Justice

✓ Contextual → Political

eSBMH Design

1. Embedded within your MTSS

2. Explicit/intentional integration approach

3. Targeted universalist approach

4. Mindset: upstream, justice, political

WHITE FRAGILITY

WHY IT'S SO HARD FOR WHITE PEOPLE TO TALK ABOUT RACISM

"A NECESSARY BOOK FOR ALL PEOPLE INVESTED IN SOCIETAL CHANGE." —CLAUDIA RANKINE

New York Times BESTSELLER

ROBIN DIANGELO

FOREWORD BY MICHAEL ERIC DYSON

MINDFUL OF RACE

Transforming Racism from the Inside Out

RUTH KING
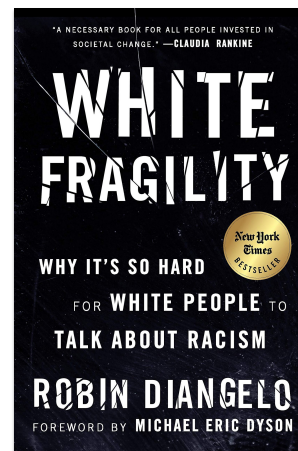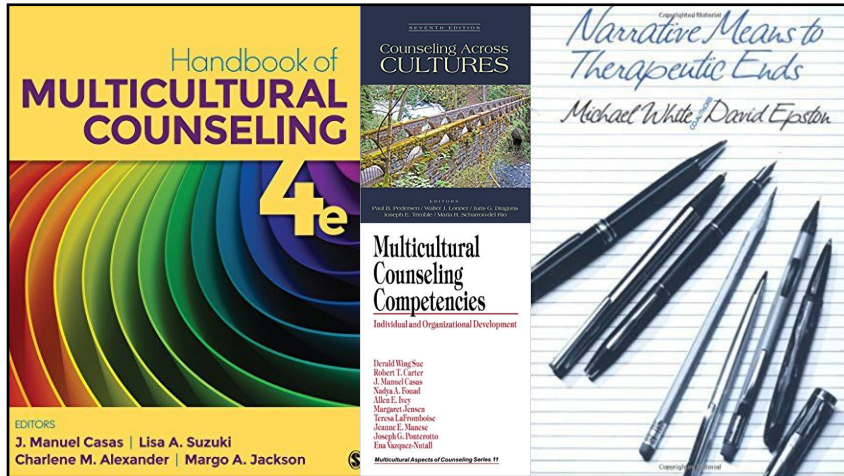
Culturally Responsive Mental Health Practice

1. Common language
2. Implementation team
3. Know thy cultural self: bias / mindset *
4. **Courageously 'open the door'**

Open the Door

1. Discuss intake form: demographics
2. Introduce topic: race, gender, & power
3. Both/And: Below the surface / Upstream
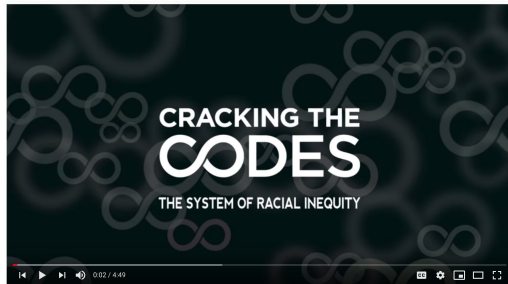4. Mindful response: simply begin again

Dancing with Systems

- Get the beat
  - Listen to the wisdom of the system
  - Locate responsibility in the system

- Expose mental models to the open air

- Expand the boundary of caring (both/and)

The Donella Meadows Project
Academy for Systems Change

A Healing Moment at the Movies with Joy De Gruy
17,580 views

345   7   SHARE   SAVE   ...

WorldTrustTV
Published on Oct 30, 2015

SUBSCRIBE 5K

https://youtu.be/NdLTVHazTKo
5m

IMPLEMENTING CULTURALLY RESPONSIVE
SCHOOL MENTAL HEALTH PROGRAMS

Armando Hernández, PhD
drarmandohernandez@gmail.com
www.drarmandohernandez.com
June 18, 2019

MADISON METROPOLITAN SCHOOL DISTRICT

4th ANNUAL GROWING SCHOOL MENTAL HEALTH SUMMIT

Slide 1

IMPLEMENTING CULTURALLY RESPONSIVE
SCHOOL MENTAL HEALTH PROGRAMS

Armando Hernández, PhD
drarmandohernandez@gmail.com
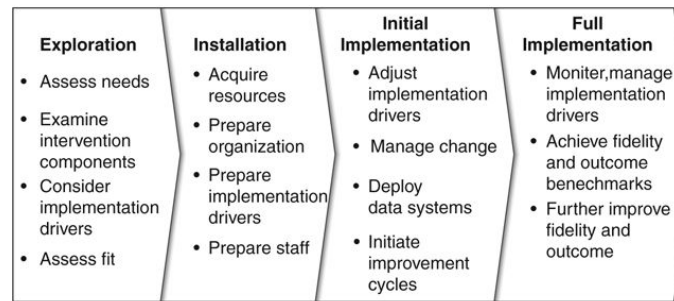www.drarmandohernandez.com
June 18, 2019

4th ANNUAL GROWING SCHOOL MENTAL HEALTH SUMMIT

Slide 2
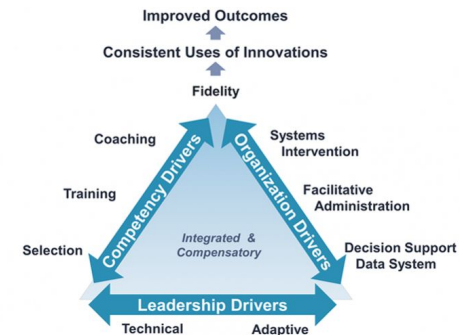
Participating Intentions

TRY IT ON	Be willing to try on new ideas or ways of doing things
BOTH / AND	Acknowledge and honor multiple perspectives, styles, and 'perceived realities'
INTENT < IMPACT	Focusing on intent can be harmful. Acknowledge impact
LISTEN MINDFULLY	Avoid reactive judgement, scripting, comparing. Suspend assumptions.

Slide 3

NIRN — NATIONAL IMPLEMENTATION RESEARCH NETWORK AT UNC CHAPEL HILL

Implementation Stages

2–4 Years

Exploration	Installation	Initial Implementation	Full Implementation
• Assess needs	• Acquire resources	• Adjust implementation drivers	• Moniter, manage implementation drivers
• Examine intervention components	• Prepare organization	• Manage change	• Achieve fidelity and outcome benchmarks
• Consider implementation drivers	• Prepare implementation drivers	• Deploy data systems	• Further improve fidelity and outcome
• Assess fit	• Prepare staff	• Initiate improvement cycles	

Slide 4

NIRN — NATIONAL IMPLEMENTATION RESEARCH NETWORK AT UNC CHAPEL HILL

Implementation Drivers

Improved Outcomes
Consistent Uses of Innovations
Fidelity

Coaching
Training
Selection

Competency Drivers

Integrated & Compensatory

Organization Drivers

Systems Intervention
Facilitative Administration
Decision Support Data System

Leadership Drivers
Technical   Adaptive

What Research Says About Readiness

1. Normalize: acknowledge how lack of readiness is normal, expected
2. Provide information: access, make it available, no pressure
3. Roll with resistance: go with energy, provide space, 'resist righting reflex'
4. Show empathy: listen, reflect concern, show understanding

Video: https://nirn.fpg.unc.edu/module-3/topic-3/function-3

Dancing with Systems

- Get the beat
  - Listen to the wisdom of the system
  - Locate responsibility in the system

- Expose mental models to the open air

- Expand the boundary of caring (both/and)

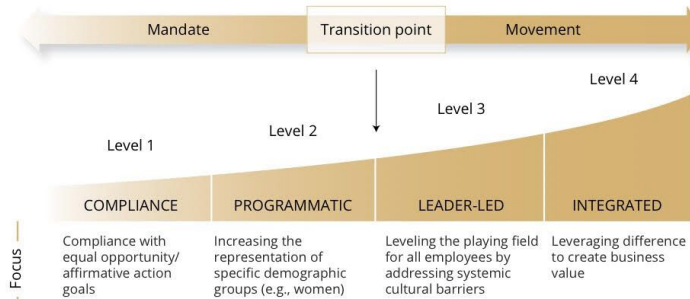The Donella Meadows Project
Academy for Systems Change

Policy Intervention 101

1. Recognition of problem → Consensus?

2. Agreement that policy response is needed → Power/influence?

3. Select an appropriate and effective policy response → Implementation drivers?

FIGURE 6 | Deloitte's six personas of strategic change as applied to diversity and inclusion

Opposed	Unaware	Undecided: Anxious	Undecided: Fatigued	Supportive	Committed
A saboteur, deliberately undermining diversity and inclusion goals through words and actions	Concerned about how diversity and inclusion may impact him/her or colleagues	In the dark about diversity and inclusion, either because he/she has never read or heard about it or doesn't remember it	Once fired up about diversity and inclusion, now disengaged by the lack of progress	In favor of diversity and inclusion, but sees goal achievement as someone else's job	Takes personal responsibility for achieving diversity and inclusion goals

FIGURE 8 | The Deloitte diversity and inclusion maturity model

Mandate — Transition point — Movement

Level 1 — Level 2 — Level 3 — Level 4

COMPLIANCE	PROGRAMMATIC	LEADER-LED	INTEGRATED
Compliance with equal opportunity/ affirmative action goals	Increasing the representation of specific demographic groups (e.g., women)	Leveling the playing field for all employees by addressing systemic cultural barriers	Leveraging difference to create business value

Focus

Discussion

1. Reflect on your experience in the development of culturally responsive SBMH programs:

    a. Barriers?
    b. Promising practices?

2. How can we nurture a systemic/upstream/justice/political mindset?

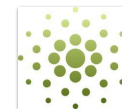3. What's next for you and your organization?

—
Additional Resources

DISMANTLING RACISM WORKS
http://www.dismantlingracism.org

RACIAL EQUITY TOOLS
https://www.racialequitytools.org

LOCAL AND REGIONAL GOVERNMENT ALLIANCE ON RACE & EQUITY
https://www.racialequityalliance.org

CSi CENTER FOR SOCIAL INCLUSION
https://www.centerforsocialinclusion.org

haas institute FOR A FAIR AND INCLUSIVE SOCIETY
https://haasinstitute.berkeley.edu

WORLD TRUST PRESENTS

CRACKING THE CODES
THE SYSTEM OF RACIAL INEQUITY

A FILM BY SHAKTI BUTLER

NETFLIX

A NETFLIX ORIGINAL DOCUMENTARY

FROM AVA DuVERNAY
DIRECTOR OF SELMA

FROM SLAVE TO CRIMINAL WITH ONE AMENDMENT

13TH

OCTOBER 7

http://bit.ly/CPRvideos
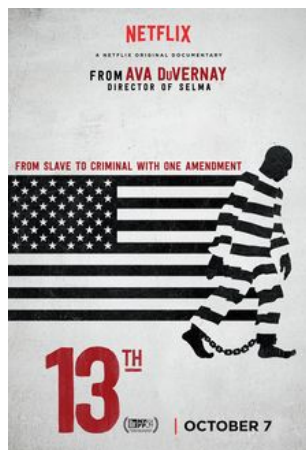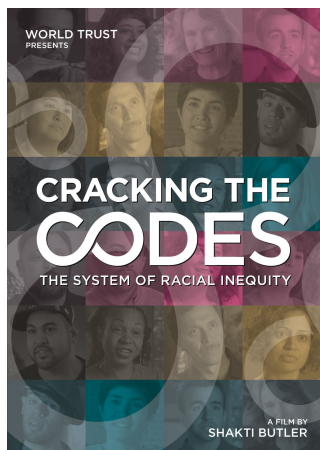
Handout 11
Implementation Teams

ai HUB · The Active Implementation Hub

Implementation Teams support the full, effective, and sustained use of effective instruction and behavior methods. Linked Implementation Teams define an infrastructure to help assure dramatically and consistently improved student outcomes.
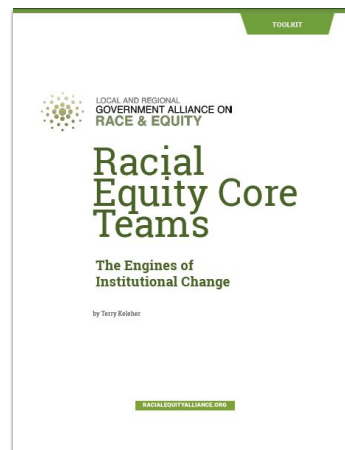
Key Takeaways
1. Implementation Teams establish an aligned and linked teaming infrastructure that can help integrate, sustain, and scale-up innovations with fidelity over time.
2. Implementation Teams support and sustain the widespread use of EBPs/EIIs by leveraging implementation science principles and using systems change best practices. Implementation Teams "Make it Happen".
3. Implementation Teams typically include 3 to 5 individuals with time allocated to engage in implementation infrastructure development. This means face-to-face time as a team, as well as working between meetings.
4. The primary functions of Implementation Teams are to:
   • Ensure Implementation
   • Engage the Community
   • Create Hospitable Environments
5. Key teaming structures for an education system are:
   • Building Implementation Team (BIT)
   • District Implementation Team (DIT)
   • Regional Implementation Team (RIT)
   • State Implementation Team (SIT)

Related Resources
• Module 3: Implementation Teams
  Implementation Teams support the implementation, sustainability, and scale-up of usable innovations by integrating the use of implementation stages, drivers and improvement cycles. This module is designed to assist new and existing Implementation Teams in actively building capacity and scaling-up programs and innovations.
• Establishing Implementation Teams
  Establishing Implementation Teams and identifying members of a team does not necessarily mean hiring new professionals, or even adding a "new" team. Begin by assessing existing teams and personnel. Should an existing team be "repurposed" or redesigned for this work? Might people be added to a current team as part of the repurposing? What other factors are there to consider?
• Implementation Teams: Terms of Reference (ToR)
  When Implementation Teams and other stakeholders are clear about their purpose, membership, processes and ways of work from the outset, they are better able to avoid misunderstandings and engage in more focused work.
• Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). Implementation Research: A Synthesis of the literature. The National Implementation Research Network.

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Teams

TOOLKIT

LOCAL AND REGIONAL
GOVERNMENT ALLIANCE ON
RACE & EQUITY

Racial Equity Core Teams

The Engines of Institutional Change

by Terry Keleher

RACIALEQUITYALLIANCE.ORG

Coalition of Communities of Color

all hands raised

Tool for
Organizational Self-Assessment
Related to Racial Equity

January 2014

From the Eliminating Disparities in Child & Youth Success Collaborative

Creating Socially Just Organizations: Dismantling Institutionalized Racism and White Supremacy

A Multicultural Organization
Bailey Jackson and Rita Hardiman
1. Clear **commitment** to creating an inclusive organization
2. Seeks, develops, and values the **contributions and talents of all members**
3. Includes **all members as active participants** in decisions that shape the organization
4. **Members reflect diverse social and cultural groups** throughout all levels of the organization; and **demonstrate the multicultural competencies** to serve the increasingly diverse populations
5. **Acts** on its commitment to **eliminate** all forms of **exclusion and discrimination** within the organization, including classism, racism, sexism, heterosexism, ageism, disability oppression, religious oppression, etc.
6. Follows through on **broader social and environmental responsibilities**

Steps to Strategic Organizational Change
1. Gain leadership commitment and support
2. Form an Inclusion Change Team
3. Clarify and communicate the vision and institutional benefits of an inclusive, socially just organization: create a sense of urgency and an expectation for shared responsibility
4. Conduct a Comprehensive Cultural Audit to assess the current organizational dynamics and readiness for systems change
   • Develop a deep understanding of the dynamics of dominant and subordinated groups in the organization and in the community
   • "Map out" and assess the current organizational dynamics, climate, and structures (policies, practices, procedures, unwritten rules, norms)
5. Identify the "Best Practices" used by organizations
6. Top leaders and Inclusion Change Team analyze data from Cultural Audit and develop Strategic Plan
7. Implement strategic activities, including accountability structures
8. Evaluate progress and revise Strategic Plan and activities as needed

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…love and power have usually been contrasted as opposites …

power without love is reckless and abusive…

power at its best is love implementing the demands of justice, and

justice at its best is love correcting everything that stands against love.

—Dr. Martin Luther King, Jr.

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4th ANNUAL GROWING SCHOOL MENTAL HEALTH SUMMIT

WISCONSIN DEPARTMENT of HEALTH SERVICES
Racine Collaborative for Children's Mental Health
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
SCPMH School Community Partnership for Mental Health
Children's Hospital of Wisconsin — Kids deserve the best.
RU RACINE UNIFIED SCHOOL DISTRICT
Wisconsin Safe and Healthy Schools Center
Wisconsin Family Ties
focus on Community
North Star Academy
wafca
Great Lakes (HHS Region 5) MHTTC Mental Health Technology Transfer Center Network — Funded by Substance Abuse and Mental Health Services Administration
Institute for Child and Family Well-Being — Children's Hospital of Wisconsin — UW Milwaukee
Madison Metropolitan School District
SaintA
LSS Lutheran Social Services of Wisconsin and Upper Michigan, Inc.
PSG professional services group, inc.

Wisconsin Coalition for Expanding School-Based Mental Health

www.schoolmentalhealthwisconsin.org/