

# Community of Practice (CoP) Strategies to Support School-Based Youth Behavioral Health

Thursday, September 11, 2025

3:00 to 4:00 p.m. ET

# Session Four

Partner with Community  
Organizations  
and Link to Services

# Continuing Education (CE)

- We offer behavioral health (BH) continuing education units (CEUs) for participation in BH/substance use disorder (SUD) integration technical assistance (BH/SUD TA) events.
- You must attend the event and complete the online Health Center TA Satisfaction Assessment Form after the event (2–3 minutes).
- A link with instructions will be provided at the end of the session.
- CE certificates will be sent within 5 weeks of the event from the Health Center BH/SUD TA Team via Smartsheet <user@app.smartsheet.com>.



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# Today's Agenda



Welcome, New Participant Introductions, and  
Session Three Recap



Assessment, Roles and Benefits, Measuring Impact,  
Community Partnership Examples



Reflection and Assessment: Interactive Discussion  
and Plan-Do-Study-Act (PDSA) Activity



Session Wrap-Up, Questions, and Between-  
Session Activity

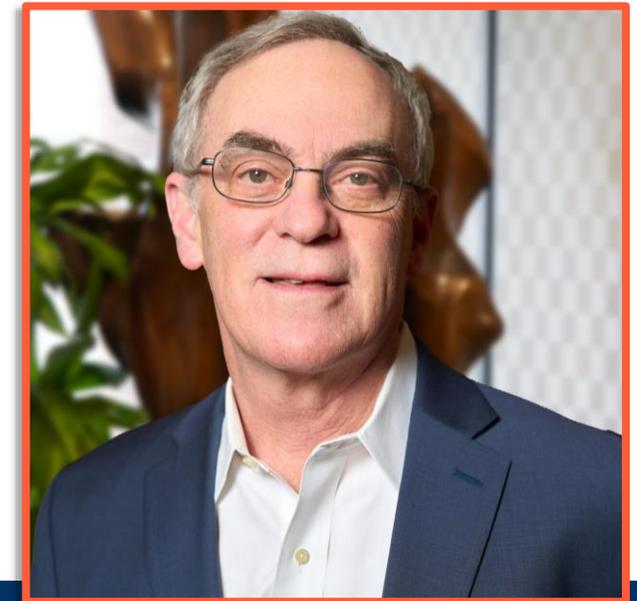
# Your CoP Facilitators



**Chad Thomas, MA, NBCT**  
Academic Advisor,  
Ginn Group Collaborative



**Mary Crang, DNP, EdS,  
APRN-FNP-PMH-BC**  
Associate Medical Director,  
Integrative Behavioral Health  
Services, Ginn Group Collaborative

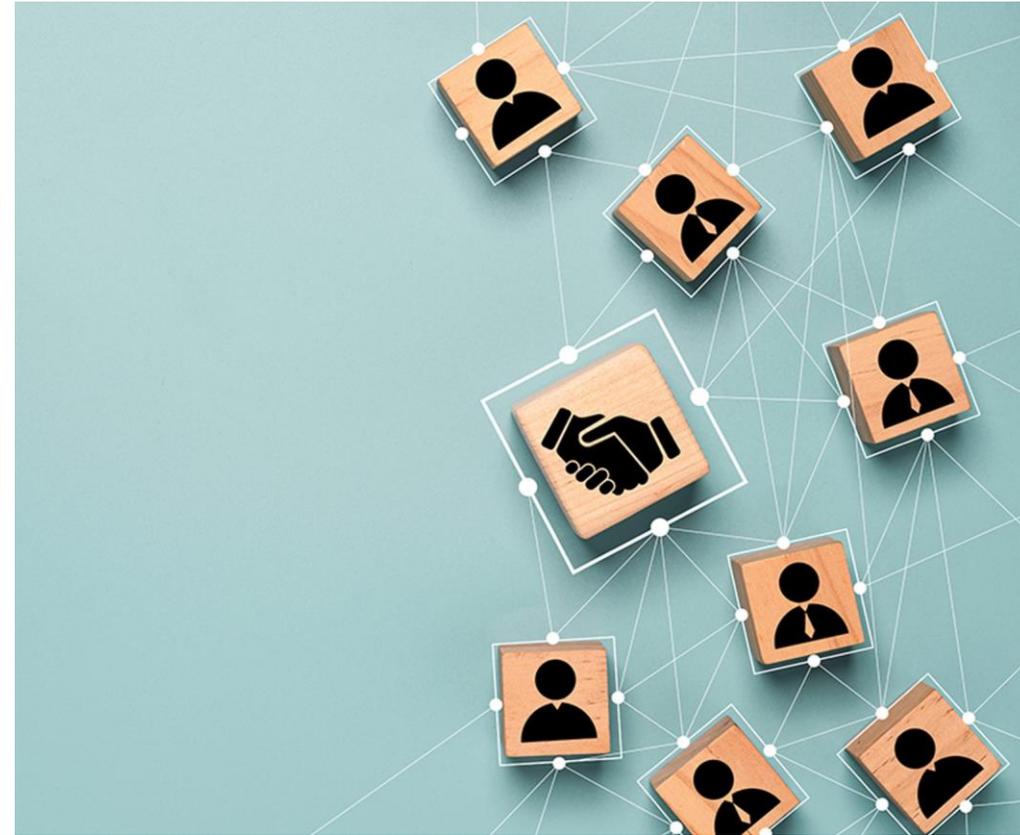


**Andrew Gluck, MBA**  
Vice President of Development  
and Performance Improvement,  
Ginn Group Collaborative

# Welcome and Introductions

## Please Share:

1. Your name
2. Your organization
3. Is your organization located in a rural or urban area?
4. Your role/title
5. What you got out of Session Three and any lingering questions



# CoP Overview and Schedule

- This CoP occurs every other **Thursday from August 14 to November 6, 2025**
- The CoP sessions run from **3:00 to 4:00 p.m. ET**
- Optional office hours will take place from **4:00 to 4:30 p.m. ET**, immediately after each CoP session.

## SESSIONS:

1. January 30, 2025 *Identify Current Challenges and Opportunities for Behavioral Health Integration*
2. August 14 *Challenges and Opportunities to Provide Behavioral Health Support*
3. August 28 *Reduce Stigma*
4. **September 11 *Partner with Community Organizations and Link to Services***
5. September 25 *Promote Positive Peer Relationships and Promote Enrollment in Health Insurance (e.g., Marketplace, CHIP, or Medicaid)*
6. October 9 *Behavioral Health Staffing Strategies for Your School-Based Health Center*
7. October 23 *Parent Engagement*
8. November 6 *Presentations Summary*

# CoP Objectives

## Participants in this CoP will be able to:

- Evaluate current vs desired level of SBHC community engagement.
- Discuss roles and benefits of community engagement for SBHCs and partners.
- Prepare to measure partnership impact.
- Identify high-potential community partnerships



# Align with School and District Goals



Understand and align with your school and district goals. Community partnerships are integral to these common strategic frameworks:

- [Whole School, Whole Community, Whole Child](#)
- [Multi-tiered Systems of Support](#)

# Roadmap: Where You are Now? Where Do You Want to Go?



## Join forces with your school to identify the problem you want to solve

- Consider assessment tools like the Centers for Disease Control and Prevention (CDC) [School Health Index](#)
- Include school advisory councils, community leaders, nonprofits, health care orgs, religious organizations
- Compare local BH/SUD data to [national](#) statistics
- Consider funding environment

# Partnership Considerations

## Tailor your partnership approach to school needs

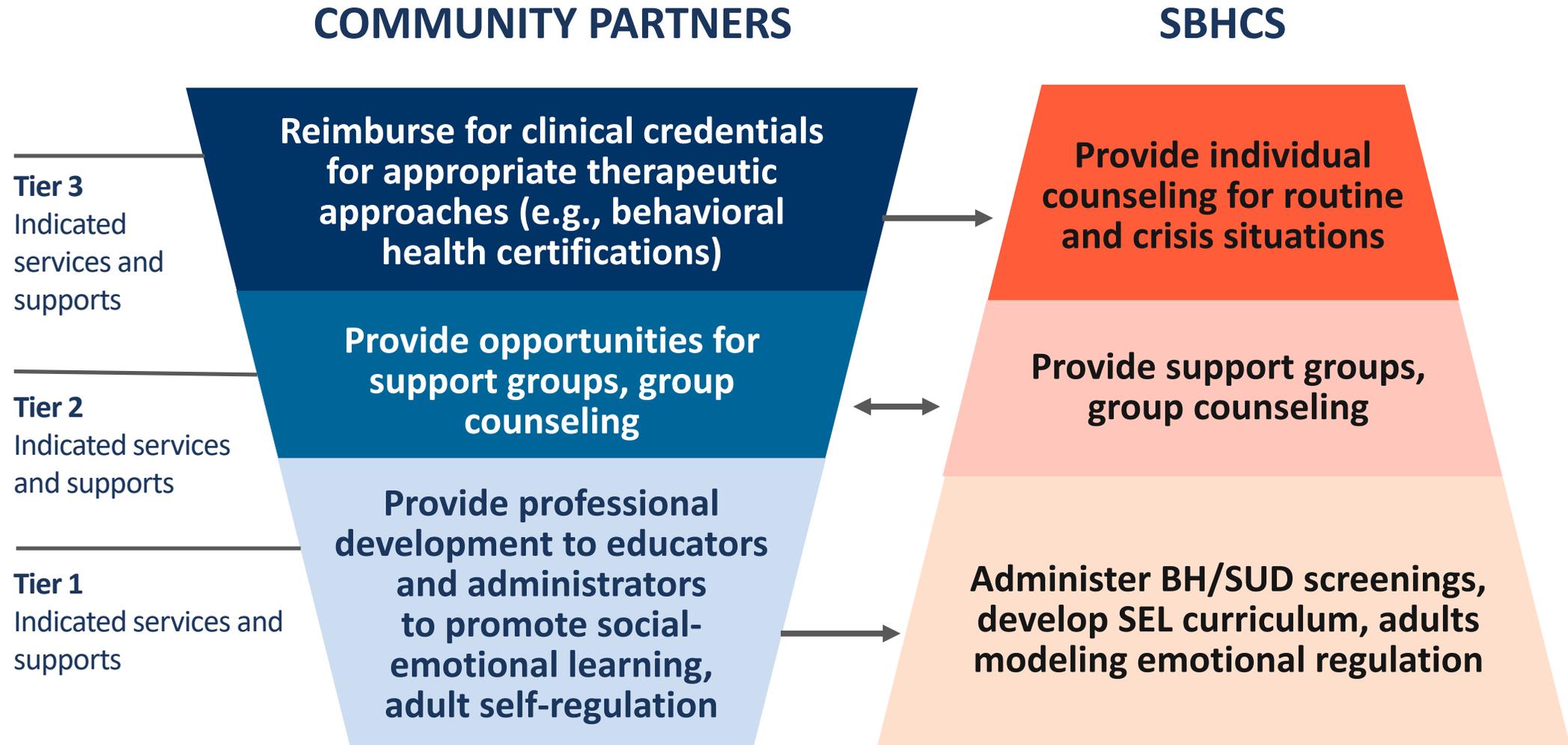
What does your organization want to accomplish?

- What services do you want to offer?
- 1:1 counseling? Group counseling?
- Crisis intervention (acute care)?
- What resources are available in your school / community?

## Consider a tiered approach

- Consider a tiered approach
- Universal supports for all students
- Targeted and tailored interventions for some students
- Intensive and individualized services for a few students

# Example of SBHC Partnership Roles



# Targeted Partnerships



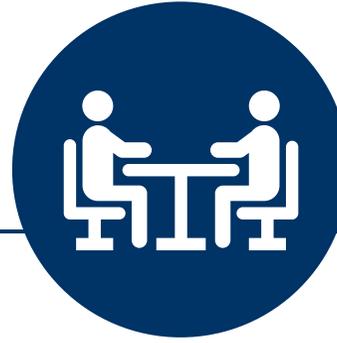
# Four Pillars of Community Partnerships



**Professional  
Development  
and Training**



**Integrated  
Student  
Supports**



**Referral  
Systems**



**Supports for  
Specific Issues**

# Pillar 1: Professional Development and Training

- Consider specialized local organizations to provide professional development (PD) and training
- Assess benefits of annual, regular, and one-time trainings
- Provide continuing education units, micro-credentials, or certificates
- Improve educators' professional well-being and self-care skills
- More PD and training = better SBHC referrals



## RESOURCES

- **Universities and university-based clinics**
- **Specialized community-based orgs (e.g., homelessness)**
- **Mental health clinics**
- **Technical assistance agencies**

# Pillar 2: Integrated Student Supports

- Co-create mental health crisis teams for targeted and intensive mental health support
- Support “Grow Your Own” programs
- Serve as practicum or internship site for students
- Serve as site to complete clinical requirements
- Partner with school to collect and manage data



## RESOURCES

- **Local community colleges and universities**
- **Hospitals and community health centers**
- **Mental health clinics and substance use disorder treatment facilities**
- **McKinney-Vento liaison**

# Pillar 3: Referral Systems

- Co-create mental health crisis teams for targeted and intensive mental health support
- Training for SBHC and school staff:
- Practices and policies on mental health crisis management (e.g. suicide threat)
- Crisis resources for students and families to access help quickly



## RESOURCES

- Clinics
- Universities
- Hospitals

## Pillar 4: Supports for Specific Issues

- Conduct a needs assessment and review data to understand the scope and goals. Tailor programs and services to community needs, strengths, and priorities.
- Partner with substance use disorder (SUD) treatment facilities.
- Join community coalitions (e.g., SUD prevention) that bring together stakeholders with common challenges.

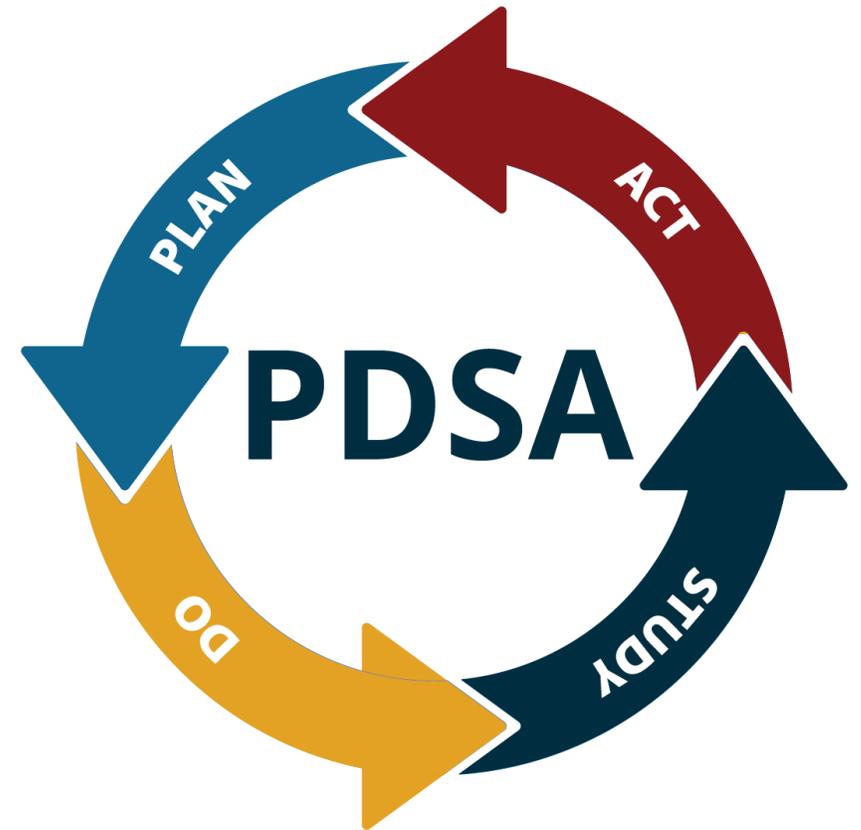


### RESOURCES

- Local colleges
- Clinics
- Community mental health organizations
- Law enforcement

# Reflection and Assessment

1. What community partnership pillars have you already developed?
2. What community partnership successes or challenges has your SBHC faced?
3. Which pillars would you like to explore further?
4. What strategies might your health center adopt in the next two (2) weeks to evaluate, advance, or initiate new community partnerships?



# Measuring Impact



Create a partnership engagement board to facilitate communication and streamline data collection and reporting



Create a data dashboard and/or utilization reports

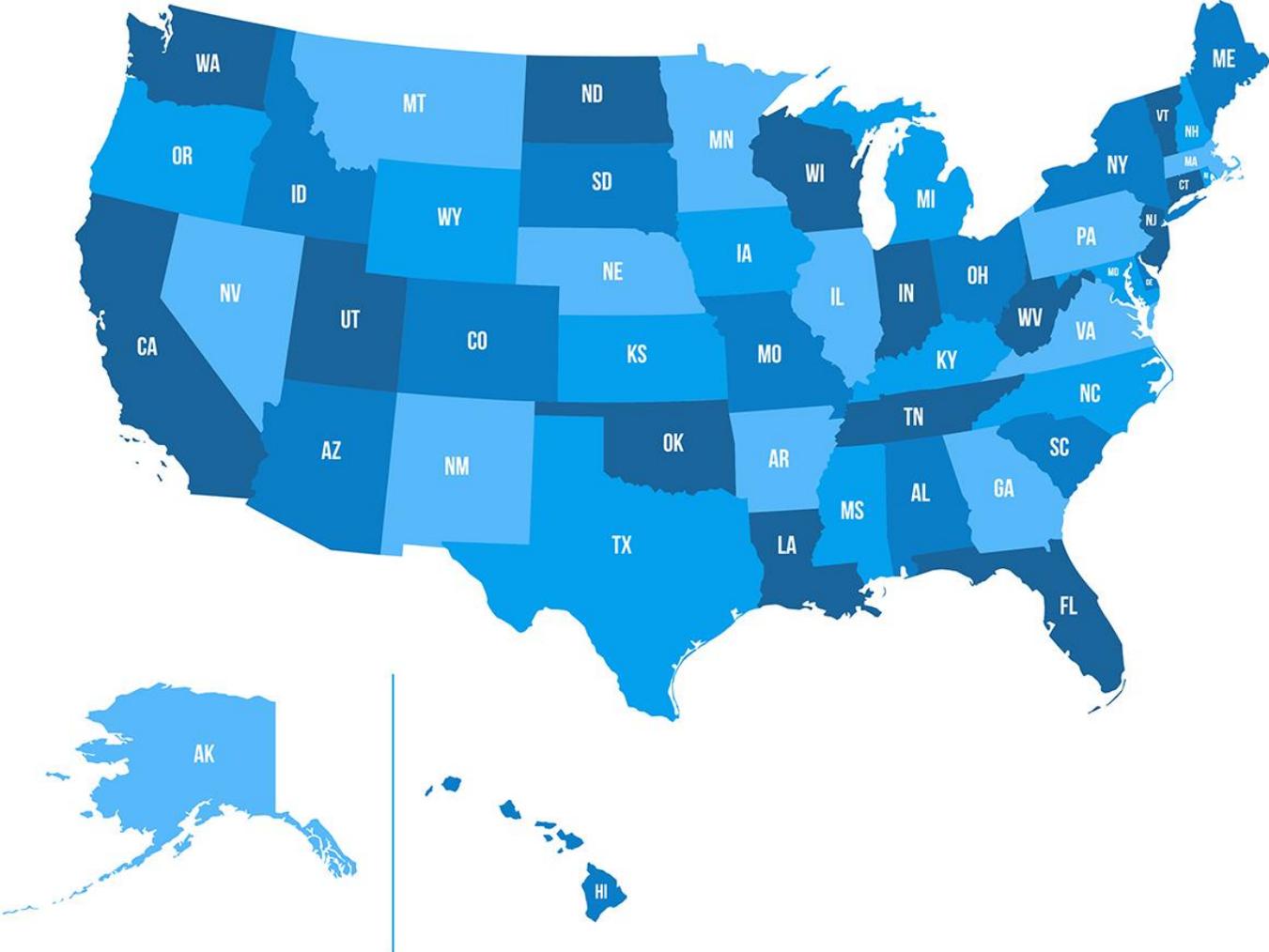


Align local metrics with regional, statewide, and national datasets.

Examples:

- HRSA National Survey of Children's Health
- HRSA BPHC Uniform Data System

# Examples of Community Partners



# Accessing Training and TA Opportunities



## EMAIL US

[bphc-ta@bizzellus.com](mailto:bphc-ta@bizzellus.com)



## VISIT THE TA PORTAL

[bphc-ta.bizzellus.com](http://bphc-ta.bizzellus.com)



## SUBSCRIBE TO THE HUB IN FOCUS

[bphc-ta.bizzellus.com/subscribe](http://bphc-ta.bizzellus.com/subscribe)

Scan the QR code to subscribe and watch for updates  
in the Hub in Focus regarding additional TA

opportunities



# Resources/References (1)

## Slide 9: Align with School and District Goals

- Cardona, M. (2021). *Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs*. U.S. Department of Education. <https://www.ed.gov/sites/ed/files/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>
- CDC. (2024, October 18). *Whole School, Whole Community, Whole Child (WSCC)*. <https://www.cdc.gov/whole-school-community-child/about/index.html>

## Slide 10: Roadmap: Where Are You Now? Where Do You Want to Go?

- *National Survey of Children's Health (NSCH) | MCHB*. (n.d.). MCHB.HRSA.gov. <https://mchb.hrsa.gov/data-research/national-survey-childrens-health>
- *SHI | School Health Index | Healthy Schools | CDC*. (2024, August 22). CDC.gov. [https://archive.cdc.gov/www\\_cdc\\_gov/healthyschools/shi/index.htm](https://archive.cdc.gov/www_cdc_gov/healthyschools/shi/index.htm)

## Slide 11: Partnership Considerations

- *State Support Network Effective Communications for Stakeholder Engagement Checklist-1 Effective Communications for Stakeholder Engagement Checklist*. (n.d.). <https://www.ed.gov/sites/ed/files/2020/10/effectcommsstakeengag-508.pdf>

# Resources/References (2)

## Slide 12: Example of SBHC Partnership Roles

- Cardona, M. (2021). *Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs*. U.S. Department of Education.  
<https://www.ed.gov/sites/ed/files/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>

## Slide 13: Targeted Partnerships

- CDC. (2024, November 21). *Components of WSCC*. Whole School, Whole Community, Whole Child (WSCC). <https://www.cdc.gov/whole-school-community-child/about/components-of-wscc.html>

## Slides 14-18 and 20: Four Pillars of Community Partnerships and Measuring Impact

- Cardona, M. (2021). *Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs*. U.S. Department of Education.  
<https://www.ed.gov/sites/ed/files/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>

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# Health Center Satisfaction Assessment

We'd love your feedback on today's session!

Please take 2 minutes to complete the Health Center TA Satisfaction Assessment.



**Thank you for your time!**

<https://www.surveymonkey.com/r/CoP2Session4>

# Thank you!

We'll see you on  
Thursday, September 25  
3:00 to 4:00 p.m. ET



Office Hours  
Thursday, September 11, 2025  
4:00 to 4:30 p.m. ET