

# National Children's Mental Health Awareness Day Webinar on Data and Latest Updates

Technical Assistance  
Partnership  
Webinar Series

April 30, 2009



# Welcome to Today's Webinar

## Audio Information:

Dial Into: 877-326-2337

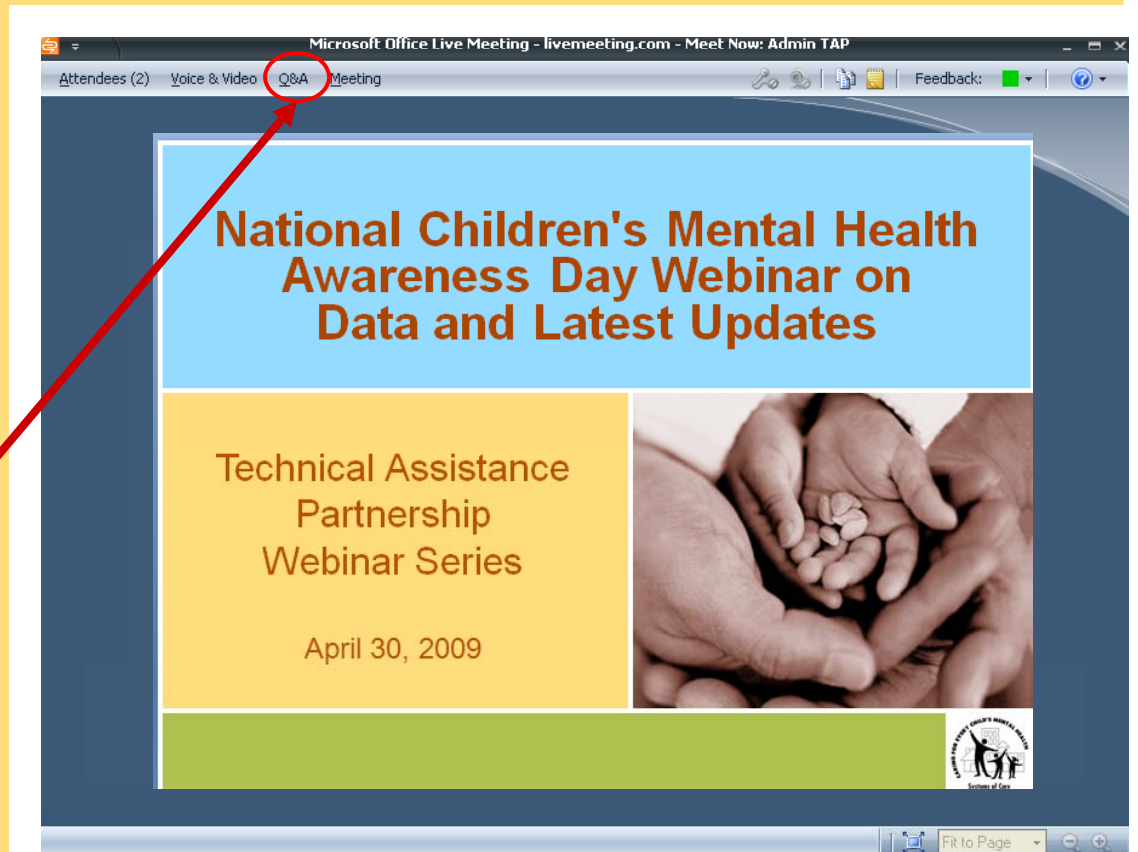
Conference ID: 5314165

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Dial: 1-866-493-2825

## To Submit Questions:

Use the Q&A button  
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The screenshot shows a Microsoft Office Live Meeting window. The title bar reads "Microsoft Office Live Meeting - livemeeting.com - Meet Now: Admin TAP". The menu bar includes "Attendees (2)", "Voice & Video", "Q&A", and "Meeting". The "Q&A" button is circled in red, with a red arrow pointing from the text "Use the Q&A button at the top of your screen" to it. The main content area features a blue banner with the text "National Children's Mental Health Awareness Day Webinar on Data and Latest Updates". Below this is a yellow box with the text "Technical Assistance Partnership Webinar Series" and "April 30, 2009". To the right of the yellow box is an image of several hands holding a small object. At the bottom right of the meeting window is a logo for "NATIONAL CHILDREN'S MENTAL HEALTH SYSTEMS OF CARE".



# National Children's Mental Health Awareness Day Webinar on Data and Latest Updates

## Working Together to Help Youth Thrive in Schools and Communities

### Presenters:

- **Jane Tobler**, Senior Account Supervisor, Vanguard Communications
- **Crystal Borde**, Media Manager, 2009 National Children's Mental Health Awareness Day, Vanguard Communications
- **Lisa Rubenstein**, Project Officer, Child, Adolescent, and Family Branch
- **Brigitte Manteuffel**, Vice President and Principal Investigator, National Evaluation Team, ICF Macro
- **Sylvia Fisher**, Program Director for Evaluation, Child, Adolescent, and Family Branch



# National Children's Mental Health Awareness Day Overview



# Questions?

Please press \*7 on your phone to unmute your line.

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# Overview of Report

- 4-page report
- Describes school and clinical outcomes for youth aged 14–18
- Data analyzed submitted by communities funded in 2002–2004 (Phase IV), and in 2005–2006 (Phase V)
- Sample includes only youth with data at all 3 data collection points (intake, 6- and 12-month follow-ups)

# Overview of Report Content

- Introduction to Systems of Care
- Why Systems of Care are important to schools
- Youth in Systems of Care Improve In-School Attendance and Achievement
  - Youth progress in school
  - Youth grades
  - Youth time in school
  - Youth school mobility
  - Supportive adults in school

# Overview of Report Content *(cont.)*

- Progress of youth at highest academic risk
- Emotional and Behavioral Outcomes Improve for Youth in Systems of Care
  - Youth Emotional and Behavioral Health
  - Youth Depression and Anxiety Youth Suicide Attempts

# Why Systems of Care are Important to Schools

- Easier access to services for students and their families
- Reduced stigma experienced by students and their families
- Improved capability to prevent or respond quickly to crisis situations
- Costs of staff positions shared between mental health agencies and schools

# Why Systems of Care are Important to Schools *(cont.)*

- Increased eligibility for third-party reimbursement for both in-school health and mental health staff
- More effective team planning, problem solving, and school-wide staff training
- Stronger discipline practices and more active supervision of students in non-classroom settings

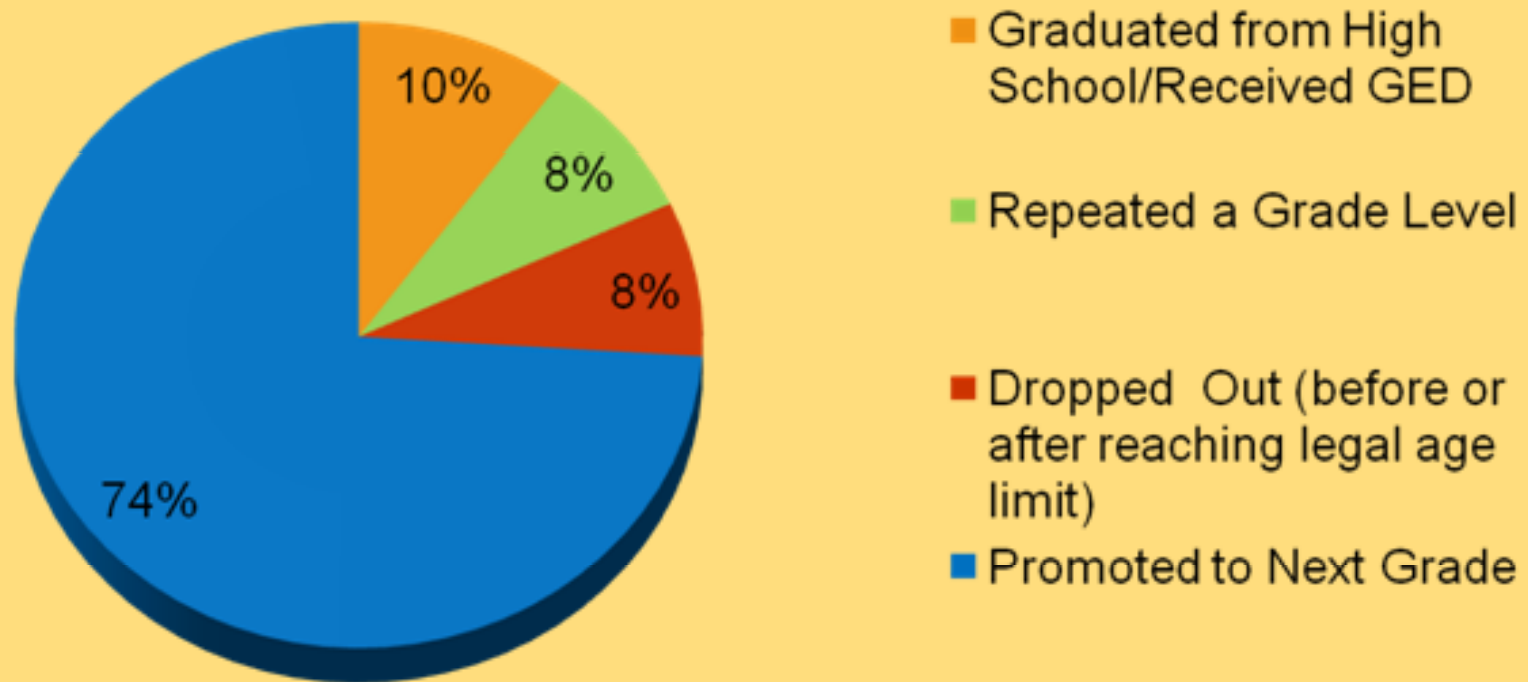


# Improvement in Youth Educational Outcomes



# Youth Progress in School After 12 Months in System of Care Services

## Youth Progress in School



(n = 707)

Note: The numbers in the chart represent the status of the youth 12 months after entry into system of care services.

# Youth Progress in School After 12 Months in System of Care Services *(cont.)*

- 84% of youth had been promoted to the next grade level, graduated, or received a GED
  - Among those who graduated, some were attending college or vocational school
- National estimates indicate that about 11% of high school youth with emotional disturbances drop out each year—only 8% of youth in systems of care had dropped out

# Why School Completion is So Important

- High school dropouts are 1.6 times more likely to be unemployed than high school graduates who are not enrolled in college
- Median earnings are 42% higher for high school graduates compared to high school dropouts

# Cost Savings of Fewer Youth Repeating a Grade in School

- Only 8% of youth who had received system of care services for 12 months repeated a grade, compared to 15% nationwide
- The average annual cost of a child repeating a grade in public school is \$9,154
- This represents an estimated cost savings of \$4,544,412 for the 7,092 youth aged 14–18 who were enrolled in school when entering system of care services

# Youth Spend More Time in School

- Youth attending school regularly during the previous 6 months increased from 75% to 81% after 12 months in system of care services
- This improvement made their school attendance levels comparable to the national school attendance average of 83%

# Youth Grades Improve

- The percentage of youth receiving passing grades (“C” or better) increased from 55% to 66% after 12 months in system of care services
- This is a 20% increase in youth who received passing grades

# Youth Change Schools Less Often After 12 Months in System of Care Services

- The percentage of youth who had changed schools because of their emotional and behavioral problems decreased from 23% to 18%
- This 22% decrease is important, because youth who change schools less often are exposed to more instructional time and improved grades

# Most Youth Have a Supportive Adult at School

- About two-thirds of youth reported having a favorite teacher or other adult at school
- This finding is encouraging, because youth who have a favorite adult at school are more likely to attend school regularly

# Youth at Greatest Academic Risk Show Much Improvement

- Youth most at risk for school-related problems were those who:
  - Were failing half or more of their classes
  - Had attended school less frequently
  - Were expelled from school, OR
  - Had changed schools because of their emotional and behavioral problems

# Youth at Greatest Academic Risk Show Much Improvement *(cont.)*

- More than 43% of these at-risk youth were attending school only about half the time when they entered system of care services
- This percentage dropped by more than 50% after receiving services for 12 months
- Expulsions for these youth decreased by two-thirds, from 15% at intake to 5% after receiving services for 12 months

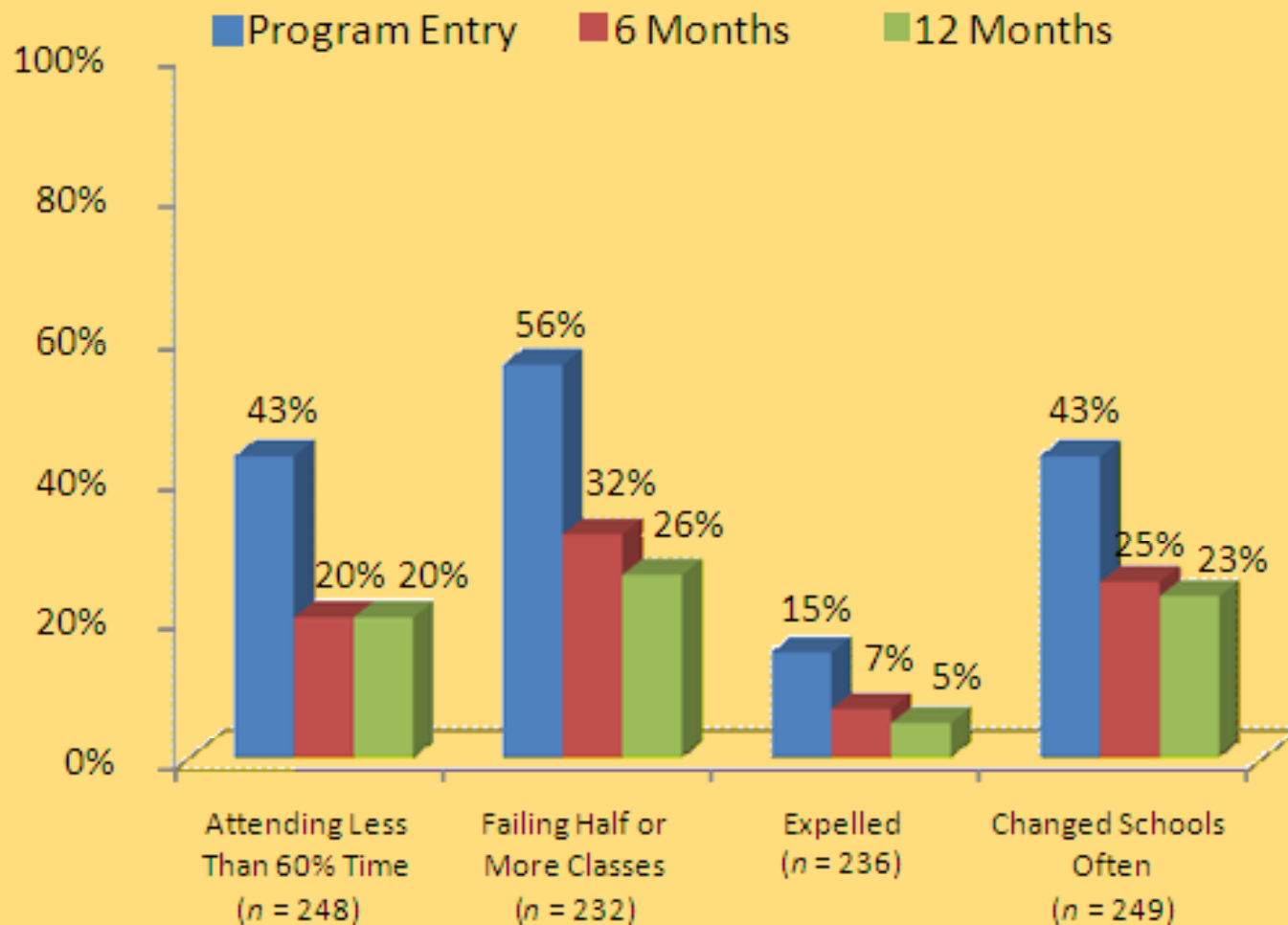
# Youth at Greatest Academic Risk Show Much Improvement *(cont.)*

- Nearly 56% of these very at-risk youth had been failing at least half of their classes when they entered system of care services
- This percentage dropped by more than 50% after receiving services for 12 months

# Youth at Greatest Academic Risk Show Much Improvement *(cont.)*

- About 43% of these very at-risk youth had changed schools because of their emotional and behavioral problems
- After receiving services for 12 months, only 23% of these very at-risk youth had changed schools, a 47% decrease

# Summary of School Attendance and Performance Outcomes





# Improvement in Youth Emotional and Behavioral Outcomes



# Youth Mental Health Improves

- 38% of youth reported improved emotional and behavioral health after receiving services for 12 months
- 16% of youth reported reductions in their level of depression after receiving services for 12 months
- 21% of youth reported reductions in their level of anxiety after receiving services for 12 months

# Youth Suicide Attempts Decrease

- Youth suicide attempts decreased by 62% (from 13% to 5%) after receiving services for 12 months

# Overall Youth Report Card



- ☑ Youth in systems of care improve on many educational outcomes
- ☑ Youth who have supportive adults at their school attend school more regularly
- ☑ Youth change schools less often
- ☑ Youth at greatest academic risk show great improvement
- ☑ Emotional and behavioral outcomes improve for youth in systems of care



# Using Short Report Data



- ☑ You can combine national data with local data in your community's Awareness Day materials for your social marketing purposes, including informing your constituencies about your community's success
- ☑ This activity represents an excellent opportunity for local social marketing and evaluation teams in your community to collaborate in achieving important goals for Awareness Day



# Questions?

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# Contact Information

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If you would like to receive a copy of the Short Report, send an email to Jane Tobler. Be sure to include your name, email address, and system of care site.