

S.B. 6514 WORK GROUP AGENDA

Mon., Aug. 27, 10 a.m.-2 p.m.

Bates Technical College, Central Campus

Building B, Rm. 102, 2320 S 19th St, Tacoma, WA 98405

Zoom Video Conference: See below. Or, Call-in Number: 1-646 876 9923 (No access code)

Meeting Objectives:

- Understand key concerns for data collection
- Understand and inform key grant program RFP components
- Understand conference format; gather topic ideas
- Initiate discussion on veterans' needs
- Familiarize Workgroup with LEARN training

In Attendance: Eric Baldwin, Gonzaga; Mark Bergeson, WSAC; MaryAnn Braithwaite, Northwest Career College Federation; Devon Crouch, Independent Colleges of Washington; Claudia D'Allegro, Sea-Mar Community Health Centers; Erin Hayden, Bates; Joe Holliday, SBCTC; Scott Latiolais, Clover Park Technical College; Earl Martin, Everett Community College; Lee Moniz, parent; Paul Nagle, Comprehensive Health Care; John Phillips, Veterans Training Support Center; David Shulman, Seattle Film Institute; Rosemary Simmons, UW Bothell/Cascadia; Jenn Stuber, Forefront Suicide Prevention; Casey Wynecoop, Native American community, LGBTQ community

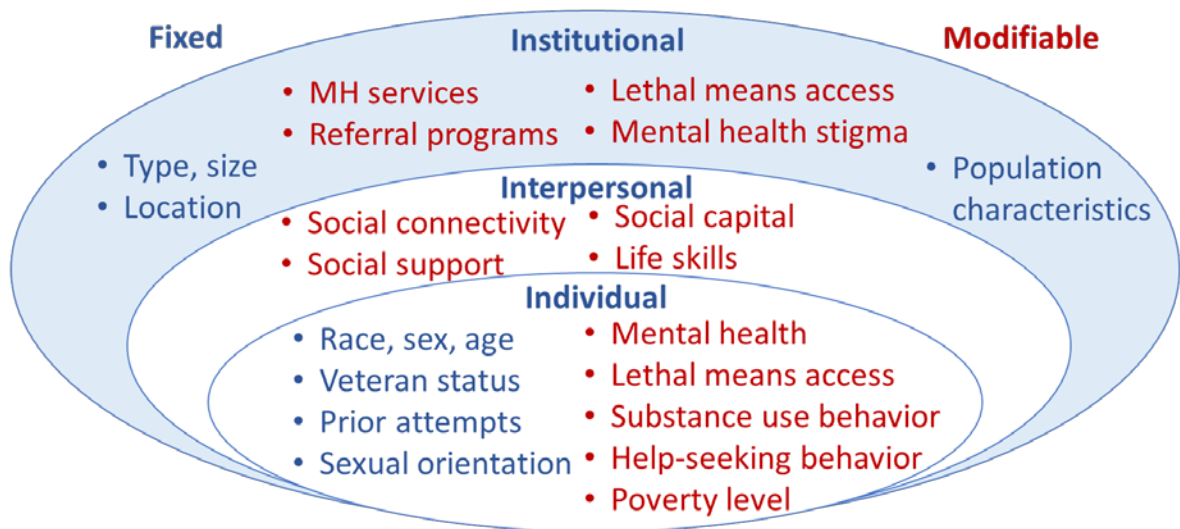
Welcome & Intros, Donn Marshall – 10-10:15

- In attendance: 12
- Via video conference: 6

Data Collection, Sarah Hohl – 10:15-11:15

- Conceptual Framework: *Designing maximum value into the assessment*
- First Look: *What should institutions know now?*
- Sarah introduced the overview of her presentation.
 - o Gather work group (WG) feedback on purpose of data collection
 - o Familiarize WG with data requirements
 - o Describe integration of SB 6514 goals & requirements, current suicide prevention evidence, and WG brainstorm to inform survey items
 - o Identify additional constructs or variables to be measured
 - o Revisit data timeline
 - o Introduce survey draft platform and format
- SB6514 outlines the need for a comprehensive suicide prevention approach
 - o Goals to improve mental health, reduce suicide and risk, and reduce rates of suicide among students in post-secondary institutions in Washington State
- Data for SB6514

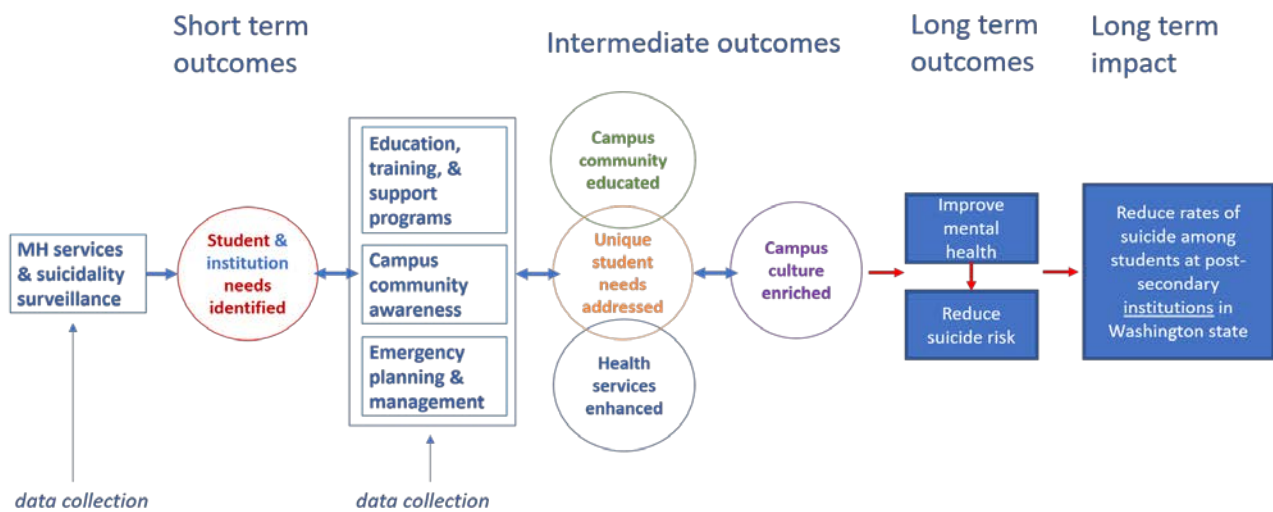
- It is known that WA state we have incomplete data among post-secondary students
 - Suicidality
 - Behavioral health resources
 - How can begin to collect this data
- Develop data collection instruments
 - Centralize data collection
 - But why? How will this data help? What will we do with it?
 - Prioritize investments in supporting student mental health and suicide prevention in postsecondary institutions
 - Provide institutions feedback about their own support for student success
 - **Social ecological model for suicide prevention: current evidence:**



- SB 6514 Requirements

Education, training, & support programs	MH services & suicidality surveillance	Emergency planning & management	Campus community awareness
<ul style="list-style-type: none"> • Confirmation of campus plans for suicide recognition & referral training that IDs groups who have or will receive training • Behavioral health support for veterans 	<ul style="list-style-type: none"> • Counselor-to-student ratio • # students referred to off-campus BH • # students withdrawing for emotional distress • # student suicide deaths • # student suicide attempts (hospital) • BH services for veterans 	<ul style="list-style-type: none"> • Campus entities responsible for campus crisis plan • Campus point person 	<ul style="list-style-type: none"> • Student, faculty, staff awareness of behavioral health & suicide prevention resources • Info re: dissemination of material about behavioral health resources available on and off campus

- Conceptual models can help us:
 - o Organize and synthesize related factors into a coherent, simplified representation
 - o Illustrate alternative routes to an endpoint
 - o Summarize current evidence and/or propose new pathways
 - o Guide formulation of hypotheses for research questions
 - o Facilitate planning data collection & analyses
- Review of June 13 Work Group meeting brainstorming session created 36 different ideas around how best to reach SB 6514 goals. They can be summarized into five main categories:
 - o Enrich campus culture
 - o Identify students' needs
 - o Enhance and integrate health services
 - o Educate campus community
 - o Address unique student needs
 - In looking at these categories, please present ideas of how to measure the success of these five areas of programming.



- Data collection survey should be:
 - o Pure, short
 - o Encourage institutions to collect data and participate
- Timeline
 - o Sept 2018 – send drafty survey to post-secondary institutions
 - o Fall 2018 – test survey
 - o Dec 2018 – finalize survey
 - o Summer 2018 – Facilitate submissions of 1st Annual Report
 - o 2019-2022 – Conduct 2019-20222 – Conduct interviews w/ select institutions, refine instrument, facilitate ongoing reports

- Comment: Encourage CTCs/career colleges/programs to fill out what they can. Ask about readiness of CTCs/career colleges/programs to collect such data.
- Comment: Ensure post-millennial learning styles are taken into account when planning promotional material, messaging.
- Comment: Create a statewide resource of such materials as health history forms, etc. This to become the 'carrot' which is made available to all institutions that complete the survey.
- Consensus: Data collection will influence our ability to determine stronger programming

Grant Program, Mark Bergeson – 11:15-12:15 p.m.

-Making Progress: *Working on remaining RFP questions & issues*

- Structural Recommendations
 - o The maximum award amount should be \$60,000.
 - o The RFP should not include sector set asides, but the structure of the RFP should enable more than 6 awards to be made. [Note: a suggestion was made to remove the language after "asides." With a maximum award of \$60,000, that language is no longer necessary.]
 - o The RFP should allow optional partners to be included in partnerships, without restriction on the number of applicants a partner that is not a postsecondary education institution can partner with.
 - o The RFP should allow joint applications by consortia of institutions.
 - o Keep the framing language in the RFP broad, and do not break the spectrum of work into multiple pieces with separate funding and scoring criteria for each.
 - o Let applicants establish their own objectives (consistent with the purpose language of the bill) and their own activities; and require their own evaluation plan to see how successful they are at meeting their objectives.
 - o Apply the section 3(2)(b) criteria to all applicants.
 - [Note: Section 3(2)(b) reads: *The council must identify which public institutions of higher education have the greatest need, have a clear and strong demonstration of willingness from leadership to utilize the statewide resources created under section 2 of this act, and can develop partnerships to enhance capacity. From those identified public institutions of higher education, proposals that enhance treatment services to student veterans must be given priority.*]
 - o Review criteria recommendations (not yet fully updated to reflect 8/23/18 webinar discussion)
 - Partnership quality
 - Need
 - Outcomes for Washington students
 - Cultural competency
 - Sustainability (but do not emphasize it)

○ PURPOSE AND BACKGROUND

In 2018, the state legislature passed Substitute Senate Bill 6514¹, which takes a comprehensive approach to addressing behavioral health (mental health and substance abuse) and suicide prevention for Washington's postsecondary students. Based on recommendations from the November 2016 Report on Mental Health & Suicide Prevention in Higher Education², the bill has three main components:

- A publicly available behavioral health and suicide prevention resource for postsecondary education institutions. This resource will include an online resource with trainings, crisis protocols, and promotional materials; plus an annual conference (see Exhibit B, which contains SB 6514 Section 2 language describing the resource).
- Centralized data collection.
- A suicide prevention in higher education grant program.

The Washington Student Achievement Council, hereafter called "AGENCY," is initiating this Request for Proposals (RFP) as a first step in implementing the bill's grant program component. This RFP solicits project proposals from resource-challenged postsecondary education institutions that partner with health care entities for the purpose of developing suicide prevention programs for the institutions' Washington students. In the context of this RFP, a suicide prevention program may include strategies for promoting behavioral health (i.e. promoting mental health and/or preventing substance abuse).

○ OBJECTIVES AND SCOPE OF WORK (*Note for work group: bullets are directly from Section 1(4)(c) of the bill*)

In order to accomplish the grant program's purpose, each Bidder must propose and implement a project with objectives and activities based on its own appropriate assessment of needs the project will help address. The project must help one or more resource-challenged institutions develop one or more suicide prevention programs serving Washington students. The project may employ, but is not limited to, any of the following strategies:

- Enhancing treatment services to student veterans.
- Creating campus-wide crisis services.
- Expanding existing crisis plans to integrate suicide intervention.
- Reentry, including medical leave that supports reentry.
- Postvention.
- Creating links and referral systems between campus behavioral health resources and community-based mental health resources.

¹ <http://lawfilesexternal.wa.gov/biennium/2017-18/Pdf/Bills/Session%20Laws/Senate/6514-S.SL.pdf#page=1>

² http://www.councilofpresidents.org/docs/r_d_docs/2016_Mental_Health_Suicide_Prevention_Higher_Ed.pdf

- Review of bill language – feedback from group
 - i. Jenn Stuber/Forefront will review the list of strategies and elaborate a bit more... this new list will be sent to the Work Group to review
 - ii. Discussion around using “behavioral health” vs “mental health” – Work group will continue to use “behavioral health”
 - iii. Could student groups apply? No – student groups are not institutions
 - iv. Please send Mark additional comments and thoughts on the grant language.
- 2. Review the RFP Definitions “handout” to determine finalized wording... looking for fish we don’t want to catch...
 - Group discussion... Mark will take recommendations and update the document
 - i. Health care entity – include crisis clinics and lines, “behavioral health counseling” can be all encompassing
 - New requirement: 1 application per institution has been chosen.
 - Grant max: \$60,000
 - Language reviewed and confirmed.
- 3. Comment: Legislative intent was to build capacity for treatment
- 4. Consensus: A consortium may receive no more than \$60,000.
- 5. Consensus: One application per institution
- 6. Consensus: Send out RFP materials ‘on time’ (Sept. 4), although some RFP items will need to be updated. Include caveat to that effect.
- 7. Action Item: If you have changes or suggestions, please email Mark Bergeson directly so he can include.
- 8. Moving forward;
 - Route 1: Release RFP on time, with caveat of potential verbiage changes after feedback
 - Route 2: Release RFP late, with final language
 - i. Work group decides to release RFP on time, with caveat

LUNCH BREAK – 12:15-12:30 p.m.

Public Comment – 12:30-12:40 p.m.

- There was no public comments given.

Veterans, John Philips –*First run at discussing veterans’ needs* 12:45-1 p.m.

- BELIEF - The right campus is an ideal environment for a recently separated service member to develop their veteran identity, discover new career interests, and find a new community of peers to share success and challenges with. A veteran progressing in school is less likely to be isolated and hopeless.
- GOAL - Create a veteran welcoming campus environment where a student veteran feels safe and comfortable asking for help prior to and while experiencing a crisis.

- Student Veteran Specific Needs
 - o Diverse and well-advertised veteran & military focused behavioral health resources and partners
 - o Outreach and promotion of resources to veterans of color, women veterans, LGBTQ veterans, and veterans of diverse faiths
 - o Firearm safe storage resources
 - o Veteran Community Partners present on campus
 - o Drug and Alcohol Abuse Information and Resources
 - o Student Veteran led student life programming
 - o Consideration of non-disclosing and older veterans
- Existing Resources for Student Veterans
 - o Certifying Official (Financial Aid) & VA Work Study Students (VA)
 - o WDVA Vet Corps Members (AmeriCorps) on Campuses (WDVA)
 - o Partner for Veteran Supportive Campuses program (WDVA)
 - o Vet Centers (VA)
 - o The Post Traumatic Stress Disorder (PTSD) Program (WDVA)
 - o In-service training and consultation to college and university counseling professionals, staff, and faculty members (WDVA)
 - o County veterans' assistance programs for indigent veterans and families RCW 73.08.010
- Keys to veteran's success on campus
 - o Create culture of connectedness across campus to promote well-being and success for veterans.
 - o Ensure consistent and sustained support from campus leadership.
 - o Implement an early alert system so veterans receive advice before challenges become overwhelming.
 - o Coordinate and centralize efforts for all veterans, together with the creation of a designated space
 - o Collaborate with communities and organizations to align and coordinate various services for veterans.
 - o Utilize data tools to collect and track information on veteran demographics, retention and completion.
 - o Provide professional development for faculty and staff on issues and challenges unique to veterans.
 - o Develop systems that ensure sustainability of effective practices for veterans.
- Comments: Understand better how deep the cultural dislocation can be for transitioning veterans
- Consensus: Participants expressed surprise at the number of existing WDVA and other resources already available.

Resource, Marny Lombard, Jenn Stuber – 1-2 p.m.

Conference: *History, Current Year, Future Years*

LEARN® Training: *Forefront's LEARN Higher Education Faculty Training*

- History of Higher Ed Conference
 - o Washington State JED Campus Cohort
 - 14 campuses participating
 - Jed Cohort is now moving into its third year
 - Traditionally, Higher Ed Conference organized by Forefront only included JED Campuses, who attended for free
 - o Current Year – April 15, April 16
 - Will included JED Campuses as well as others
 - Higher ed conference for FREE – Day 1
 - Training Day – Small Cost – Day 2 (Forefront’s LEARN)
 - Potential other ideas
 - o Veteran support/needs training
 - Brainstorm
 - What would an ideal theme be? What are some of the most pressing topics that we should highlight (there will be breakout opportunities)
 - o Partnerships
 - o Data collection
 - o Protective factors vs risk factors
 - o Looking upstream.... What is happening with 5th and 6th graders today... what will it look like when they come to college
 - Higher Ed is good at looking at current needs, but not to much for what is coming
 - o Connectivity
 - Partner agencies
 - Technology
 - Resilience
 - Community
 - o Call of Proposals for the conference... highlighting programs that are working
 - What are some of the most pressing topics that we should highlight (there will be breakout opportunities)
 - o Review of Forefront Suicide Preventions’ LEARN training
 - Example of something that can be used on higher ed web portal and on campuses
 - Feedback
 - o LEARN Training – easy to use and deliver
 - o Faculty responsibility – eyes and ears from the Counseling Center
 - o Why do students consider suicide?
 - o Customizable trainings
- Comment: One-off trainings don't work

- Comment: How to partner with campuses, others to ensure follow up?
- Comment: Counseling centers also connect with suicidal faculty and staff
- Comment: Potential challenge – reaching adjunct faculty
- Comment: Faculty have to be the eyes and ears on campus

Next Steps: Future Regular Quarterly Workgroup Meetings will be held the second Thursday of the month, starting in November. The next meeting will be Thurs., Nov. 8. Please save the date! Following meetings will be held Location TBD.