Welcome and Fireside Chat

8:30 AM – 9:15 AM

Dr. Aaliyah Samuel, Education Division Director, NGA Center
Welcome and Fireside Chat

**Moderator**

**Dr. Aaliyah Samuel**  
Education Division Director, NGA Center

**Panelists**

**Kevin R. Klein**  
Director of the Division of Homeland Security and Emergency Management in the Department of Public Safety; Homeland Security Advisor to Governor Hickenlooper, Colorado

**Superintendent Robert Runcie**  
Superintendent of Schools, Broward County Public Schools, Florida 2016 Superintendent of the Year
School Safety and Prevention: State Examples

9:15 AM – 10:30 AM
Dr. Aaliyah Samuel, Education Division Director, NGA Center
School Safety and Prevention: State Examples

Moderator

Dr. Aaliyah Samuel
Education Division
Director, NGA Center

Panelists

Perry Plummer
Director of New Hampshire Homeland Security and Emergency Management, Office of the Governor of New Hampshire

Cara Sullivan
Deputy Legislative Officer, Office of the Governor of Maryland

Sharon Hoover
Associate Professor at the University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry

Brian Mitchell
Director of the Office of Science, Innovation, and Technology to Governor Sandoval, Nevada
New Hampshire Department of Safety • Division of Homeland Security & Emergency Management

NH School Safety Preparedness Task Force

• Working Groups:
  – Emergency Response Working Group
  – Mental Health Working Group
  – School Stakeholders Working Group
  – Technology and Innovation Working Group
Disrupting the Pathway of Violence

- Grievance
- Ideation
- Research
- Preparation
- Breach
- Attack
MARYLAND SAFE TO LEARN ACT OF 2018

Cara Sullivan
Deputy Legislative Officer
Office of Governor Larry Hogan
Comprehensive School Mental Health
Presented at Governors Education Policy Advisor Meeting
September 2018, Little Rock, AR
Sharon Hoover, Ph.D.  @drsharonhoover
Associate Professor, Division of Child and Adolescent Psychiatry
University of Maryland School of Medicine
Co-Director, Center for School Mental Health
National Center for School Mental Health

Mission
To strengthen the policies and programs in school mental health to improve learning and promote success for America’s youth

We focus on advancing school mental health
✓ research
✓ training
✓ practice
✓ policy

We call for a shared family-schools-community agenda.

http://schoolmentalhealth.org

@NCSMHtweets
NCSMH Annual Conference on Advancing School Mental Health

- 1996 Baltimore, MD
- 1997 New Orleans, LA
- 1998 Virginia Beach, VA
- 1999 Denver, CO
- 2000 Atlanta, GA
- 2002 Philadelphia, PA
- 2003 Portland, OR
- 2004 Dallas, TX*  
  *Launch of National Community of Practice on School Behavioral Health
- 2005 Cleveland, OH
- 2006 Baltimore, MD
- 2007 Orlando, FL
- 2008 Phoenix, AZ
- 2009 Minneapolis, MN
- 2010 Albuquerque, NM
- 2011 Charleston, SC
- 2012 Salt Lake City, UT
- 2013 Arlington, VA
- 2014 Pittsburgh, PA
- 2015 New Orleans, LA
- 2016 San Diego, CA
- 2017 Washington DC
- 2018 Las Vegas, NV
The 2018 Annual Conference on Advancing School Mental Health

School Mental Health — A Sure Bet for Student Success!

The Annual Conference on Advancing School Mental Health is hosted by the national Center for School Mental Health. Visit csmh.umaryland.edu for details.

2018 Annual Conference on Advancing School Mental Health
I. Schools as a Setting to Promote Student Mental Health and Address Mental Illness
   – School Mental Health and School Safety

II. Strategies to Advance School Mental Health
   I. District/School
   II. State
Schools as a Setting to Promote Student Mental Health and Address Mental Illness
Reflection Question

If you could pick one quality or skill that all young people would possess by the time they graduate from high school, what would it be?

Roger Weissberg, CASEL
CASEL Core Competencies

Roger Weissberg, CASEL

Self-Management: Managing emotions and behaviors to achieve one’s goals

Self-Awareness: Recognizing one’s emotions and values as well as one’s strengths and challenges

Social Awareness: Showing understanding and empathy for others

Responsible Decision-Making: Making ethical, constructive choices about personal and social behavior

Relationship Skills: Forming positive relationships, working in teams, dealing effectively with conflict

Social & Emotional Learning
Median Age of Onset: Mental Illness

Birth

Autism Spectrum Disorders

Phobias & Separation Anxiety

ADHD

Opposition Defiant Disorder

Psychosis

Conduct Disorder

Intermittent Explosive Disorder

Major Depression

Substance Abuse

Mid-teens

Mid-20s

Later onset mostly secondary conditions

Later onset mostly secondary conditions

Severe disorders preceded by less severe disorders (untreated)

Source: WHO World Mental Health surveys as reported in Kessler et al. (2007)
Why Mental Health in Schools?

- Greater **access** to all youth →
  Mental health promotion
  Social Emotional Learning

- **Less time lost** from school and work

- Greater **generalizability** of interventions to child’s context

- **Less threatening** environment
  Students are in their own social context

- Clinical **efficiency and productivity**

- Outreach to youth with **internalizing** problems

- **Cost effective**

- Greater potential to impact the learning environment and **EDUCATIONAL OUTCOMES**

• Findings from 36 primary research, review, and meta-analysis articles

• Benefits of school behavioral health clinical interventions and targeted interventions on a range of academic outcomes –
  • Grades
  • Attendance
  • State test scores
  • School connectedness
SAFE SECURE SCHOOLS
January 9, 2016

Dear Parents and Guardians,

We are dedicated to educating and keeping our children safe at school. As a result of school shootings throughout the United States and discussing with law enforcement the best procedure to follow to keep our students safe, we are enhancing our procedure for intruders.

The procedure will be the same as we have done in the past with the addition of arming our students with a canned food item. We realize at first this may seem odd; however, it is a practice that would catch an intruder off-guard. The canned food item could stun the intruder or even knock him out until the police arrive. The canned food item will give the students a sense of empowerment to protect themselves and will make them feel secure in case an intruder enters their classroom.

This procedure is being used in other schools in our area and in the United States. Please view the following websites listed below for more information on this procedure:


We are asking each student to bring an 8 oz. canned food item (corn, beans, peas, etc.) to use in case an intruder enters their classroom. We hope the canned food items will never be used or needed, but it is best to be prepared! At the end of the school year, the can will be donated to the Food Closet.

Thank you for your support in helping us to keep our children safe at school.

Sincerely,

[Signature]

Principal

[Signature]

Assistant Principal
The procedure will be the same as we’ve done in the past with the addition of arming our students with a canned food item.

We realize at first this may seem odd.

The canned food item could stun the intruder, even knock him out until the police arrive.

The canned food item will give the students a sense of empowerment to protect themselves and make them feel secure.
We hope the canned food item will never be used or needed, but it is best to be prepared.

At the end of the year, the cans will be donated to the Food Closet.

Thank you for your support in helping us to keep our children safe at school.
Two Visions

March 2018 Congressional Briefing: School Violence, Safety, and Well-Being: A Comprehensive Approach

http://www.npscoalition.org/school-violence
Two Visions About What Our Schools and Society Should Be

- One vision believes that the path for lasting safety comes from welcoming, caring, and supportive schools
  - focuses on school climate, social emotional learning, and community— in addition to great academics.
  - also advocates for humane social supports, community linkages to resources for those students struggling with mental health, family and societal obstacles.
Alternative Vision of School Safety

- Another vision is a restrictive and punitive reaction to the mass shootings in schools that aims to protect students from mass shootings
  - based on tools and ideas that originate in law enforcement,
  - prison architecture and security measures
  - military strategies
Comprehensive Reviews Covering Hundreds of International Studies, and Large-scale Epidemiological Studies Show:

- Schools with positive school climate and integrated SEL foci have significantly reduced
  - Isolation
  - Verbal bullying
  - Physical bullying
  - Sexual harassment/assault
  - Cyberbullying
  - Negative relationships between students and between students and teachers
- And have decreased student/teacher reports of:
  - Weapons use, being threatened by a weapon, and seeing or knowing about a weapon on school grounds
Large-Scale Intervention Studies Show That Integrated SEL and Climate Is Associated With Higher:

- Well being
- Empowerment
- Connectedness
- Better academics grades and testing (specifically math, reading, writing, and sciences)
- Reduced social inequality by closing the achievement gap
MENTAL HEALTH IS ESSENTIAL TO
SAFE SECURE SCHOOLS
Sharon Hoover, 2018
WHAT IS A COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEM?
What School Mental Health is NOT
Comprehensive school mental health systems (CSMHSs) represent a strategic collaboration between school systems and community programs...

CSMHS Definition - US Department of Health and Human Services, 2018
that together provide a full array of evidence-based, tiered services, called a multi-tiered system of supports (MTSS), to:

• **promote mental health** and
• **reduce the prevalence and severity of mental illness** among children and adolescents.

CSMHS Definition - US Department of Health and Human Services, 2018
The partnerships between school staff and community mental health program staff are purposeful, and augment the abilities of schools to integrate student mental health into education.

CSMHS Definition - US Department of Health and Human Services, 2018
CSMHSs contain three tiers, which are based on the principles of prevention and address the range of academic, behavioral, and social needs of a school’s student body.

CSMHS Definition - US Department of Health and Human Services, 2018
Schools are only one part of the system of care

Kathy Short, 2016, Intl J. of Mental Health Promotion
School Mental Health Teaming
## Roles and Functions of Cross-disciplinary Student Support Team (SST) Members

<table>
<thead>
<tr>
<th>Cross-disciplinary SST Role/Function</th>
<th>Social Workers</th>
<th>School Psychologists</th>
<th>School Counselors</th>
<th>ESIM Clinicians</th>
<th>Administrators</th>
<th>Classroom Teacher</th>
<th>Special Educator</th>
<th>ESOL/ELL Rep.</th>
<th>Nurse/OT/PT/SLP</th>
</tr>
</thead>
<tbody>
<tr>
<td>SST Chair</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Facilitate SST meetings</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Lead development of FBA/BIP</td>
<td></td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Provide counseling:</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>individual &amp; group</td>
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<tr>
<td>Monitors student performance (academic, behavior, health and attendance)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X (if applicable)</td>
<td>X</td>
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<tr>
<td>Intervenes/consults as needed with staff, parents, &amp; community</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X (if applicable)</td>
<td>X</td>
</tr>
<tr>
<td>Complete Emergency Petitions (Requires clinical licensure) and accompany student to hospital (Note: Any school staff may accompany)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X (if applicable)</td>
<td>X</td>
</tr>
<tr>
<td>Develop Positive Behavior Supports (PBS) strategies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Implement a program of violence and substance use prevention, in addition to mental health activities in 35 select schools</td>
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</tbody>
</table>

Developed by Baltimore City Public Schools, 2017
as a part of the School Mental Health Collaborative for Improvement and Innovation Network
ANATOMY OF A MEMORANDUM OF UNDERSTANDING

Memorandum of Understanding Between Appleville School District and Hope Child and Family Services

Purpose of agreement: The purpose of this agreement is to establish roles and responsibilities of the Parties to develop and implement a comprehensive school mental health system that utilizes the strengths and expertise of school and community-partnered professionals.

Roles and responsibilities of each party: The Parties agree to the following roles and responsibilities.

- Responsibilities of Hope Child and Family Services (HCFS)
  1. Actively participate in school mental health team(s)...
  2. Provide mental health services, to include...
- Responsibilities of Appleville School District
  1. Identify school(s) that demonstrate readiness...
  2. Provide confidential space in school(s) that includes...
  3. Facilitate inclusion and active participation of community partners...
  4. Create data-based decision models and referral processes that promote...

Fiscal and resource agreement

- Appleville School District will pay HCFS the total sum of XX...
- Payments will be made in a...

Liability release as an independent contractor

- In providing services to Appleville School District students, HCFS shall at all times operate as an independent contractor and shall have no authority to make any arrangements or incur any liabilities on behalf of the Board.

Duration and termination

- This Agreement is for the period beginning Month/Day/Year to Month/Day/Year...

Insurance and indemnification

- [Program Name Here] shall purchase and maintain during the term of any resulting agreement...

Roles and responsibilities of each party

Outline what activities the school district and community partners are expected to participate in. Examples include prevention, promotion, and intervention services, attendance at team meetings, training or professional development provided and/or attended, space and resources for activities and collaboration, data reporting and use guidelines, and guidelines related to student and family confidentiality.

Liability release as an independent contractor

Detail limits to liability for both/either parties here.

Insurance and indemnification

List the types of insurance that the community provider will purchase and maintain, including general liability, professional liability, and worker's compensation, as applicable.
APPROACHES FOR ALL
We’ve got this Tier 1 thing down!
If only all of the students did yoga...
UNIVERSAL Mental Health/Safe Supportive (SS) Strategies

- Healthy school building architecture
- Promote supportive, positive school climate
- Staff wellness
- Social Emotional Learning (SEL)
- Trauma-responsive school policies
- Mental health literacy for school staff and students

Sharon Hoover, 2018
APPROACHES FOR SOME
TARGETED Mental Health/Safe Supportive Strategies

- School staff training on identifying, approaching, referring students experiencing psychological distress

- Mental health screening

- Threat assessment

- Support for transitions

- Provide additional check-in support (e.g., mood ratings beginning and end of day)

- Interventions for students with mild impairment – SSET, STRONG

Sharon Hoover, 2018
SELECT Mental Health Strategies

- Evidence-based interventions – e.g., CBITS/Bounce Back, TF-CBT

- Special education accommodations

- Refer for evaluation and appropriate treatment to school and/or community services
  - Including on-site services
School Health Assessment and Performance Evaluation System

Join Us!

When you click Join Now and answer a few questions, your school mental health system will be counted in the National School Mental Health Census and will receive a Blue Star SHAPE Recognition.

Also, we will use your name and e-mail address to update you on SHAPE System news and resources. Anyone (district/school leader, educator, health/mental health provider, parent, student, etc.) from a school system can join us!

Join Now

Schools and school districts can use SHAPE to:
- Be counted in the National School Mental Health Census
- Achieve SHAPE recognition to increase opportunities for federal, state, and local grant funding
- Access free, targeted resources to help advance your school mental health quality and sustainability
- Advance a data-driven mental health team process for your school or district

Register to Improve Your School Mental Health System

Free Custom Reports  Strategic Team Planning  Free Resources  Be Counted
What practices are in place?

How to Register

Welcome!
Thanks for your interest in registering your school or district comprehensive school mental health system (CSMHS) with the SHAPE System! SHAPE is a free, secure, web-based platform designed for school and district mental health teams.

A CSMHS is a broad term for any school district/community-family partnership that provides a multi-tiered continuum of evidence-based mental health services to support students, families, and the school community. Your “system” includes any team of individuals working together to support the social, emotional, and behavioral well-being of students, their families, and schools.

To register, one person on your team must open your school or district account, allowing you to:
- Invite individual team members at your school/district to join your account
- Self-assess your school mental health resources, staffing, and service array
- Self-assess your quality and sustainability performance
- Self-assess your trauma responsiveness
- View and print free customized reports
- Obtain free school mental health tools and resources
- Access a Screening and Assessment Library of measures related to student success
- Achieve SHAPE recognition to increase opportunities for federal, state, and local grant funding
- Be “counted” in the National School Mental Health Census

How do I get started?

Select your state, district, and school (if applicable) to create your school or district account in the SHAPE System. Once you create an account, you can invite other team members to help you complete the School Mental Health Profile. You can assign different roles at the district or school level. Once one person registers your school or district and invites other team members, everyone in the same access permissions to your SHAPE account.

For full instructions on how to register for the SHAPE System and complete your School Mental Health Profile and National Performance Measures collaboratively with your school or district, please refer to the following documents:
How do I get started?

Select your state, district, and school (if applicable) to create your school or district account in the SHAPE System. Once you create an account, you can invite other team members to help you complete the School Mental Health Profile. You may register your CSMHS at the district or school level. Once one person registers your school or district and invites other team members, everyone has the same access permissions to your SHAPE account.

For full instructions on how to register for the SHAPE System and complete your School Mental Health Profile and National Performance Measures collaboratively with your school or district, please refer to the following documents:

How to register a school
How to register a district

I am registering a school district
I am registering a school

State
- Select a state
  - Alabama
  - Alaska
  - Arizona
  - Arkansas
  - California

District
- Select a district
  - ALASKA GATEWAY SCHOOL DISTRICT
  - ALEUTIAN REGION SCHOOL DISTRICT
  - ALEUTIANS EAST BOROUGH SCHOOL DISTRICT
  - ANCHORAGE SCHOOL DISTRICT
  - ANNETTE ISLAND SCHOOL DISTRICT
  - BERING STRAIT SCHOOL DISTRICT
Schools and School Districts Can Use SHAPE To:

- Document your service array and multi-tiered services and supports
Schools and School Districts Can Use SHAPE To:

Advance a data-driven mental health team process for the school or district

- Strategic Team Planning
- Free Custom Reports

www.theshapesystem.com
Schools and School Districts Can Use SHAPE To:

Access targeted resources to help advance your school mental health quality and sustainability
Trauma-Responsive Schools (TRS)
Implementation Assessment
www.theSHAPEsystem.com/trauma

Developed by the NCTSN, Treatment and Services Adaptation Center for Resiliency, Hope and Wellness in Schools (www.traumaawareschools.org) and the CSMH (www.schoolmentalhealth.org)

Domains:
✓ School-wide Safety (e.g., predictable routines, physical safety)
✓ School-wide Programming (e.g., restorative justice, culturally responsive teaching)
✓ Staff Trauma Knowledge (e.g., school/classroom impact of trauma, neurological impact)
✓ Staff Trauma Skills (e.g., trauma-informed communication, de-escalation)
✓ Early Intervention Activities (e.g., trauma screening, early intervention evidence-based trauma practices)
✓ Targeted Intervention Activities (e.g., School-based Trauma Treatments, Referrals)
✓ Staff Wellness/Burnout/Secondary Traumatic Stress (e.g., Staff Assessment, Staff Supports)

All items are on a 6-point Likert scale reflecting degree of implementation
Strategies to Advance Statewide School Mental Health
DEVELOP AN ONLINE HUB FOR SMH RESOURCES & TRAINING
NH Office of Student Wellness Online Training

Get Started!

PHASE 1: EXPLORATION
Learn the basics of Student Wellness and the Multi-Tiered System of Support for Behavioral Health & Wellness (MTSS-B) framework. EXPLORE the need, readiness, & capacity necessary to move forward. Click here to begin Phase 1: Exploration.

PHASE 2: INSTALLATION
INSTALL structural components necessary to effectively use the MTSS-B framework. Form a Community Management Team, determine needs, gaps, and priorities, and create an implementation plan. Click here to begin Phase 2: Installation.

PHASE 3: INITIAL IMPLEMENTATION
Work with coaches to begin INSTALL IMPLEMENTATION of the MTSS-B framework through fidelity to the model. Form strong teams and implement appropriate interventions based on data. Click here to begin Phase 3: Initial Implementation.

PHASE 4: FULL IMPLEMENTATION
Selected interventions and practices reach FULL IMPLEMENTATION. Data is collected and continuously reviewed along with fidelity measures and cycles of improvement. Click here to begin Phase 4: Full Implementation.

https://www.nhstudentwellness.org/
School Mental Health

https://dpi.wi.gov/sspww/mental-health
Strategy to Advance Statewide SMH

HOST A STATE SMH CONFERENCE
BHECN held the 2017 School Mental Health Summit on June 9th at Educational Service Unit #3 in La Vista. This year’s topic was “Disseminating and Sustaining Best Practices in School Mental Health.” Around 150 stakeholders attended, including school personnel and administrators, mental health professionals, and state and public officials. Thirty people from Kearney and six people from Scottsbluff participated in the summit via remote broadcast.
Minnesota SMH Conference

Who should attend?
School staff, Community mental health providers, Superintendents, Principals, Business managers, Third party billers, Local collaboratives, Mobile crisis providers
Parents, County mental health staff, tribal mental health staff

Conference objectives:
• Understand how culture and trauma affect students’ ability to learn
• Learn about mental health and school evidence-based practices (EBP) that can provide integrated supports to students to help them succeed
Develop understanding of the school and mental health service providers’ roles and responsibilities in a multi-tiered support system
Explore different funding opportunities for school mental health services
Wisconsin Growing School-Based Mental Health Summit

2nd Annual Growing School-Based Mental Health Summit
Tuesday, June 13th, 2017
Kalahari Resorts
1305 Kalahari Drive
Wisconsin Dells, WI 53965
8:30 am – 4:00 pm

NETWORKING | BEST PRACTICES | STATEWIDE UPDATES

LEARNING OBJECTIVES

- Understand what it takes to develop and implement a comprehensive model for Expanded School-Based Mental Health.
- Network with others who have launched or are developing expanded school-based mental health in their communities.
- Recommend next steps to move the discussion statewide toward expanded school-based mental health.

AGENDA IN BRIEF

8:30 AM NETWORKING SESSION Join us to learn about best practices.
10:00 AM PLENARY SESSION Best Practices & Innovation in School-Based Mental Health—Elizabeth Connor, Ph.D.
12:00 PM LUNCH (Lunch is Provided)
1:00 PM BREAKOUT SESSION #1 Data Driven Decision Making in School-Based Mental Health—Elizabeth Connor
If It Takes a Village: Community Collaboration in School-Based Mental Health Services—Ashland School District
Breaking Down Barriers to Mental and Behavioral Health in Schools—Racine Unified Schools
2:00 PM AFTERNOON BREAK
2:15 PM BREAKOUT SESSION #2 In the Trenches: A Look at School-Based Therapy—Lutheran Social Services
Scaffolding for Sustainability: Developing a Funding Strategy for sCSMH—Madison Metropolitan School District and Hortonville School District
Coalition Advocacy and the DPI School Mental Health Budget Ask: What’s in it for you—Linda Hall and Monica Wyman

$25 Registration Fee
CREATE A “STATE OF THE STATE” OF SMH REPORT
MD: Community Partnered School Based Behavioral Health Report

http://csmh.umaryland.edu/media/SOM/Microsites/CSMH/docs/Resources/Briefs/FINALCP.SBHReport3.5.15_2.pdf
CREATE A STATE INFRASTRUCTURE TO SUPPORT SMH
Massachusetts School Mental Health Consortium (MASMHC)

Comprised of ~58 Massachusetts school districts.

**Purpose:** Advance the quality and sustainability of school-based mental health services and supports in order to:

- **1. Increase awareness** of mental health problems in order to reduce stigma related to mental illness
- **2. Promote mental well-being** through education and prevention activities, including advancement of Social Emotional Learning (SEL) instruction
- **3. Increase access to and utilization of evidence-based mental health services and supports** for students who require services, including group-based and individual therapeutic services
Thank you!

Sharon A. Hoover, Ph.D.
shoover@som.umaryland.edu
443-801-3254

@drsharonhoover

National Center for School Mental Health
http://csmh.umaryland.edu
Email: csmh@psych.umaryland.edu
Phone: (410) 706-0980

CSMHTweets
Break and Checkout

10:30 AM – 10:45 AM
The Role of Philanthropy in Supporting Education

10:45 AM – 12:00 PM
Dr. Aaliyah Samuel, Education Division Director, NGA Center
The Role of Philanthropy in Supporting Education

Moderator

Dr. Aaliyah Samuel
Education Division Director, NGA Center

Panelists

John Bailey
Scholar, American Enterprise Institute; Fellow, Chan Zuckerberg Initiative; Advisor, Walton Family Foundation

Lisa Klein
Ph.D. Executive Director, Alliance for Early Success

Jim Shelton
President, Education, Chan Zuckerberg Initiative

Melanie Brown
Senior Program Officer, Bill and Melinda Gates Foundation
Final Remarks

11:45 AM – 12:00 PM
Mayor Mark Stodola, Little Rock, Arkansas
Dr. Aaliyah Samuel, Education Division Director, NGA Center
Final Remarks

Speakers

Mayor Mark Stodola
Mayor of Little Rock, Arkansas

Dr. Aaliyah Samuel
Education Division Director, NGA Center