



MASSACHUSETTS
Department of Elementary
and Secondary Education

Supporting Healthy Alliances Reinforcing Education (SHARE)

This report describes grant activities related to funds allocated from Chapter 126 of the Acts of 2022, line item [7061-9650](#), which are being coordinated with those related to line item 7061-0028 for Social Emotional Learning Grants. The combined grant program aims to build capacity of schools, districts charter schools, and educational collaboratives to do one or both of the following:

- Develop comprehensive integrated multi-tiered systems for student, family, and educator social-emotional and or/mental health supports; and
- Build sustainable infrastructure to facilitate integrated coordination between school and community-based and/or providers.

December 2023

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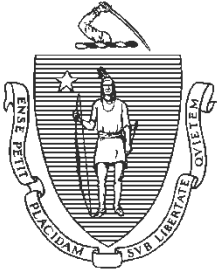
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Jeffrey C. Riley
Commissioner

December 30, 2022

Dear Members of the House and Senate Committees on Ways and Means, and the Executive Office for Administration and Finance:

I am pleased to submit this report to the Executive Office of Administration and Finance and to the House and Senate Committees on Ways and Means, *Supporting Healthy Alliances Reinforcing Education (SHARE)*, pursuant to Chapter 126 of the Acts of 2022, line item [7061-9650](#), that reads in part:

“...provided further, that the department shall issue a report not later than December 30, 2022, the department shall issue a report outlining all student support efforts funded by this item; provided further, that the report shall be provided to the senate president, the speaker of the house, the house and senate committees on ways and means, and the joint committee on education ...”

This line item helps advance the Department of Elementary and Secondary Education’s (Department) strategic priority to [strengthen social emotional competencies, health, and safety](#), and the [Commissioner’s 2022-2023 goals](#) which aims to promote systems and strategies that foster safe, positive, healthy, culturally-responsive, and inclusive learning environments that address students’ varied needs and improve educational outcomes for all. The funding provides critical resources to schools, districts, charter schools and educational collaboratives as they build “systems of integrated student supports” to “free children up to engage in the type of critical thinking and deeper learning to which our schools and education systems aspire,” as described in my [Our Way Forward](#) report.¹ These systems are particularly important amidst this global pandemic, where we are continuing to see heightened levels of student behavioral and mental health concerns as well as educator mental health and wellness concerns.

The efforts funded through this line-item and supplemented and coordinated with funds to strengthen multi-tiered systems of support to respond to the social emotional and behavioral health needs through line item [7061-0028](#) and additional federal funding from the *Elementary and Secondary School Emergency Funds (ESSER)* will help further the ability of communities across the commonwealth to maximize coordination with service providers and establish more comprehensive continuums of care. These funds are helping to increase student access to behavioral and mental health services, including grant funded services, delivered in partnership

¹ From my June 2019 [Our Way Forward](#) report to the Board of Elementary and Secondary Education (<https://www.doe.mass.edu/bese/docs/fy2019/2019-06/item2.docx>): Weiss, Elaine and Reville, Paul (2019). *Broader, Bolder, Better: How Schools and Communities Help Students Overcome the Disadvantages of Poverty*. Cambridge, MA: Harvard University Press, 4-5.

with community-based providers. In addition, professional development coordinated by the Department and offered to school staff is supporting their ability to identify students' behavioral and mental health needs as well as educators' needs as part of comprehensive, integrated, tiered approaches to promoting wellness for all students and educators, and to address needs of students requiring additional supports.

This line item, along with supplemental ESSER funding, is making possible the continuation of Fund Codes (FC) 613-332 [Supporting Students' Social Emotional Learning, Behavioral & Mental Health, and Wellness through Multi-Tiered Systems of Support](#) (SEL and Mental Health) grants in fiscal year FY2023. An additional thirty-nine grantees were awarded in December 2022 through the competitive Fund Code (FC311) [Supporting Students' Learning Behavioral & Mental Health and Wellness through Multi-Tiered Systems of Support \(SEL & Mental Health\)](#) supported with line item 7061-0028. Professional development (PD) supported by these line items includes, among other offerings detailed in this report, PD to help school staff to identify students in need of services and connect those students to services as well as address the wellness needs of staff.

If you have any questions, feel free to contact me or Kristen McKinnon, Assistant Director of Student and Family Support, via Kristen.A.McKinnon@mass.gov, or Rachelle Engler Bennett, Associate Commissioner, Student and Family Support via RachelleEngler.Bennett@mass.gov. We look forward to continuing to facilitate and coordinate this work and thank the Governor and Legislature for your commitment to the students of the Commonwealth.

Sincerely,

Jeffrey C. Riley
Commissioner of Elementary and Secondary Education

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Introduction

The Department of Elementary and Secondary Education (Department) respectfully submits this Report to the Legislature: *Supporting Healthy Alliances Reinforcing Education (SHARE)* pursuant to Chapter 126 of the Acts of 2022, line item 7061-9650.

“For the Supporting Healthy Alliances Reinforcing Education (SHARE) grant program to provide an integrated student wellness grant program to assist schools with addressing non-academic barriers to student success; provided, that grants shall be used to support school districts establishing an infrastructure to facilitate integrated coordination of school and community-based resources, including, but not limited to, social services, mental health and behavioral health resources; provided further, that not less than \$1,000,000 shall be awarded by the department to schools and school districts serving high percentages of low-income students; provided further, that said supports may include funding to assist public school districts in contracting with licensed community-based health care service providers, including mental and behavioral health providers; provided further, that said program shall be administered by the department of elementary and secondary education in coordination with the executive office of health and human services; provided further, that the department shall prioritize applications for such services that are submitted by school districts whose applications are consistent with infrastructure and coordination efforts linking schools to community-based resources in accordance with item 7061-9612 of section 2 of chapter 154 of the acts of 2018; provided further, that such support grants may be expended to assist school districts in connecting students with community-based services to maximize coordination with service providers and establish more comprehensive continuums of care; provided further, that such grants may also be expended to support increased professional development opportunities for public school employees to identify students in need of mental and behavioral health support; provided further, that not later than December 30, 2022, the department shall issue a report outlining all student support efforts funded by this item; provided further, that the report shall be provided to the senate president, the speaker of the house, the house and senate committees on ways and means and the joint committee on education; provided further, that for the purposes of this item, appropriated funds may be expended for programs or activities during the summer months; provided further, that any unexpended funds in this item shall not revert”

This report outlines efforts to date to establish grants with public school districts charter schools, educational collaboratives, and contracts to provide professional development pursuant to this line item.

The Department continues to work collaboratively with the Executive Office of Health and Human Services (EOHHS), including the Departments of Public Health and Mental Health (DPH and DMH), to leverage existing and planned initiatives and to promote complementary and supplemental activities.

In July 2022, the Department posted the fiscal year (FY2023) continuation grant FCs 613-332 [Supporting Students' Social Emotional Learning, Behavioral & Mental Health, and Wellness through Multi-Tiered Systems of Support \(SEL & Mental Health Grant\)](#). Applicants who were

awarded grants in fiscal year (FY2022) were eligible to reapply to continue to support building their multi-tiered systems of support and collaborations with community-based organizations.

The Department awarded a total of approximately \$8.2 million (see Table 1 below for details) to 71 grantees to continue to implement activities district-wide or in one or more schools that increase student access to behavioral and mental health services. Approximately \$1.6 million of the awards through line item 7061-9650 will support districts serving high percentages of low-income students. Two (2) grantees declined the continuation grant due to lack of staffing supports.

Table 1

Line Item/Source	Fund Code	Total Amount
7061-9650	613	\$1,380,606
ESSER	332	\$6,725,980
Total Awarded		\$8,106,586

Coordinated Professional Development

Pursuant to this line item, the Department has coordinated and supported efforts related to integrated student supports and the Safe and Supportive Schools Framework and Self-Reflection Tool. A portion of the SHARE line item is dedicated to the Systemic Student Support (S3) Academy, which is co-facilitated by the Rennie Center for Education Research and Policy and the Center for Thriving Children at Boston College through a Department contract.

The S3 Academy deepens practitioners’ understanding of the critical characteristics of a system that effectively and proactively identifies and addresses each student’s strengths and needs. It also supports district and school practitioners to identify next steps in developing and implementing a system of integrated student support. By the end of three years, participants will implement an approach that can be embedded in the ongoing work of schools and districts to create safe and supportive environments that enable educational opportunity for all.

Participating schools and districts are implementing best practices for integrated student support by (1) assessing the strengths and needs of every student, across multiple developmental domains, resulting in an individualized plan with tailored services for each student; and (2) developing and embedding systems of integrated student support, through continuous improvement processes, that are scalable and sustainable.

Currently there are district and school teams enrolled in the S3 Academy representing nine communities with a total of 15 teams as several communities have multiple school teams. Participating teams include:

<ul style="list-style-type: none"> Academy of the Pacific Rim Charter Agawam Public Schools 	<ul style="list-style-type: none"> Granite Valley Elementary (Monson) Hingham High School 	<ul style="list-style-type: none"> Medway Public Schools Melrose Public Schools Winthrop Public Schools
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<ul style="list-style-type: none"> • Early Childhood Center (Monson) 	<ul style="list-style-type: none"> • Mendon Upton Public Schools 	
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Representing urban, suburban, and rural school districts, participants also provide the Department and its partners the opportunity to learn from the S3 Academy about the different experiences, assets, and needs relative to building and executing integrated systems of student support for students across the Commonwealth.

In addition, through the SHARE line item, the Department, and its contractors, including [Walker Therapeutic and Educational Programs](#), [Rennie Center](#) and the [Education Development Center](#), as well as other partners, provide ongoing professional development (PD) offerings related to this work. This year the Department along with the aforementioned contractors are hosting professional learning communities to support all school districts: [Spotlight on Social Emotional Learning \(SEL\) and Mental Health Enhancing Systems of Student Support Professional Learning Communities \(PLC\)](#): Additional, PD is also highlighted on the Departments [Mental and Behavioral Health and Wellness Supports page](#).

As part of this PD, in FY2022, the Department invested in [Youth Mental Health First Aid \(YMHFA\)](#) trainings “designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis.” The Department sponsored nine (9) individuals to become certified YMHFA instructors. In addition, the Department offered a total of 36 YMHFA trainings for more than 400 school staff and other community partners who work with students.

This year, through these coordinated efforts, the Department will continue to offer school districts and youth-serving community-based organizations the opportunity to request up to two trainings for up to 30 participants each. A total of approximately 100 YMHFA trainings for up to 3,000 participants and will supplement this with additional federal funds (through ESSER and the CDC) to support our capacity

The Department is also working with contractors to offer professional development to connect districts to opportunities tailored to the identified needs of the selected FY2023 grantees, as well as to meet ongoing needs of districts across the state. These will include opportunities for district and school teams to come together to learn together and from each other, and to self-assess and develop action plans to build comprehensive and integrated systems for student support. Professional development opportunities will include content to support educator social and emotional and wellness skills, multi-tiered systems of support, screening and building systems of comprehensive mental health. Vendors will also offer office hours and coaching support to districts and or schools. More details on this or any of the above information is available upon request.