

# The School Mental Health COLLABORATIVE: Research, Training, and Technical Assistance Center

**2023**

**ANNUAL REPORT**



UNIVERSITY of  
**SOUTH FLORIDA**



# School Mental Health COLLABORATIVE

2023

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**College of Education**

School Mental Health Collaborative  
Research, Training, and TA Center



Dear colleagues,

Welcome to the inaugural annual report of the SMHC Center at USF! Proudly established in December 2022, our Center's productivity and growth in its first full year has eclipsed even our greatest initial aspirations. We are eager to introduce you to our fabulous team, and current portfolio of school mental health projects. We are indebted to our talented and passionate Center staff, who work alongside us to carry out numerous grant-funded studies, provide technical assistance throughout the region and nation, and train the next generation of leaders in school mental health practice and research. We are grateful to our school, community, and university partners who make it possible for our Center to do this work intended to help youth, educators, and families throughout Tampa Bay and beyond to flourish. We thank the leadership within our College of Education for championing the creation of our Center, and planning construction of a physical space for our team. The year 2023 will always represent a dream come true for our Center, and we are confident that 2024 will bring even more growth and accomplishment for the SMHC @ USF!



Nathan von der Embse, Ph.D.  
Co-Executive Director



Shannon Suldo, Ph.D.  
Co-Executive Director



Evan Dart, Ph.D.  
Co-Executive Director



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School Mental Health Collaborative  
Research, Training, and TA Center



School  
**Mental Health**  
COLLABORATIVE

School Mental Health Collaborative

2023

# ANNUAL REPORT





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# OUR STORY

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The School Mental Health Collaborative at the University of South Florida (SMHC @ USF) was officially recognized as a Florida research and technical assistance center in December 2022 by the Florida State Board of Governors. Currently, SMHC has over \$21 million in funded projects across federal, state, local, and private foundation sources. The funds support a rapidly growing team, including a full-time center director, nearly a dozen full-time doctoral-level staff, as well as multiple graduate research assistants. The Center aims to hire multiple full-time staff and support personnel positions in the coming months.

In 2023, the School Mental Health Collaborative at USF was one of four educational institutions (University of Wisconsin, University of Iowa, University of California Santa Barbara) to be awarded the Mental Health Personnel Technical Assistance Center (MHP TA Center) grant by the U.S. Department of Education – Mental Health Evaluation, Training, Research and Innovation Center for Schools (METRICS). The purpose of the MHP TA Center is to provide technical assistance to the Mental Health Service Professional Demonstration (MHSP) and the School-Based Mental Health Services (SBMH) grant programs and to disseminate resources and information to support state educational and local educational agencies, and institutions of higher education in the preparation and retention of school-based mental health services providers.

The School Mental Health Collaborative (SMHC; [smhcollaborative.org](http://smhcollaborative.org)) is a national, interconnected network of

researchers, educators, and advocates that was first established in 2019 at the University of South Florida and the University of Wisconsin-Madison. Since then, a third SMHC site has been established with researchers at the University of California Santa Barbara. The primary mission of the SMHC is to improve access to high-quality and evidence-based school mental health services across the US. SMHC researchers inform policy and practice through their work by developing high-quality and evidence-based tools and resources that are freely accessible.

Current projects within the SMHC include developing positive psychology interventions (Project SOAR, funded by the Institute of Education Sciences), improving educational decision-making through the development of software to integrate data sources (Project MIDAS, funded by the Institute of Education Sciences), reducing suicide risk in middle schools through training and technical assistance (Project SMARTS, funded by the Substance Abuse and Mental Health Services Agency), decreasing school violence in middle schools with new threat assessment models (Project SAFETY-2, funded by the US Department of Justice) and training doctoral-level researchers in innovative practices (Project STARS, funded by the US Department of Education). SMHC partners with school districts across the US, including several of the largest in Florida: Miami-Dade, Hillsborough, Pinellas and Pasco county school districts—impacting the mental health care of over a half million students.



# ABOUT US

## PURPOSE

The purpose of the School Mental Health Collaborative: Research, Training and Technical Assistance Center (SMHC Center) is to conduct research that informs policy and practice related to the social, emotional and behavioral success of all students and to support the implementation of evidence-based mental health practices in schools.

## MISSION

Our mission is to facilitate and promote access to high-quality, evidence-based, and culturally responsive school mental health practices by developing a national, interconnected network of mental health practitioners and researchers, and youth and family partners, and by providing technical assistance and training to educators, parents, youth, and community champions.

## GOALS



### RESEARCH

Conduct and facilitate high-quality, interdisciplinary research that addresses key SMHC objectives: (a) identify the risk and protective factors of mental health; (b) develop and test practices to promote well-being and prevent mental health concerns; and (c) design strategies to enhance the adoption and implementation of evidence-based practices.



### ASSIST

Provide technical assistance to state and local education agencies, supporting their adoption and implementation of various evidence-based practices.



### TRAIN

Provide training to the next generation of school mental health researchers and practitioners, such as through rigorous pre-doctoral and post-doctoral training programs.



### INFORM

Promote the dissemination of evidence-based practices to key stakeholders to inform school mental health policy and practice.



### DEVELOP

Develop research-practice partnerships between university research and state/local education and community agencies.

# WHY THE EMPHASIS ON YOUTH MENTAL HEALTH IN SCHOOLS?

A clear correlation exists between adverse childhood experiences (ACEs) and students' academic and health outcomes. Notably, students grappling with mental illness often exhibit increased absenteeism and diminished academic achievement, with only one-third progressing to postsecondary education. Alarming statistics reveal that over 60% of children in juvenile detention have diagnosable mental illnesses, underscoring the critical need for comprehensive support and intervention strategies.

There is a critical need for research and dissemination of accessible, feasible, and evidence-based assessments and interventions that promote student well-being and resiliency, mitigate the impact of mental health challenges, and foster student academic achievement in the school setting.

<p><b>SCHOOL IS THE SETTING WHERE STUDENTS SPEND THE MAJORITY OF THEIR DAY.</b></p>	<p><b>THE SCHOOL SETTING IS THE MOST COMMON PLACE FOR CHILDREN TO RECEIVE MENTAL HEALTH SERVICES.</b></p>	<p><b>THE MAJORITY OF MENTAL ILLNESSES EMERGE IN CHILDHOOD, YET FEWER THAN HALF OF THE CHILDREN RECEIVE TREATMENT.</b></p>
<p><b>SCHOOLS FOSTER STUDENTS' COMPLETE MENTAL HEALTH BY PRIORITIZING PRACTICES THAT PROMOTE WELL-BEING AMONG ALL STUDENTS TO REDUCE SUBSEQUENT RISK.</b></p>	<p><b>STUDENTS FROM LOW-INCOME FAMILIES AND RACIAL/ETHNIC MINORITY GROUPS ARE MORE LIKELY TO USE SCHOOL-BASED SERVICES.</b></p>	<p><b>SCHOOLS HAVE THE CAPACITY TO PROVIDE AND MONITOR INTERVENTIONS/TREATMENT IN A NATURAL ENVIRONMENT.</b></p>

The SMHC advocates a dual-factor model of mental wellness that promotes student well-being and resilience factors while addressing mental health challenges and risk factors. Students with complete mental health have many signs of well-being, such as happiness and strong relationships, and conversely exhibit few signs of mental health challenges, like symptoms of depression or behavior problems.

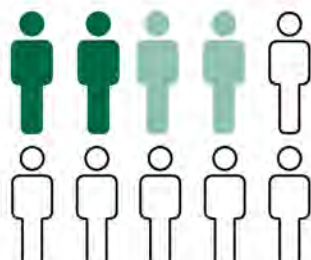
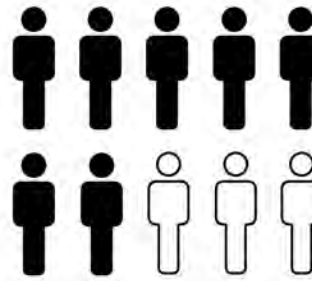


**APPROXIMATELY 20% OF SCHOOL-AGE CHILDREN AND YOUTH HAVE A DIAGNOSABLE MENTAL HEALTH DISORDER...**

**... 10% EXHIBITING SEVERE IMPAIRMENT.**

**42% OF HIGH SCHOOL STUDENTS IN THE U.S. REPORTED SIGNS OF DEPRESSION...**

**...22% SERIOUSLY CONSIDERED SUICIDE, THE 3RD LEADING CAUSE OF DEATH IN YOUTH AGES 15-19.**

**AN ESTIMATED 70% OF CHILDREN HAVE EXPERIENCED SOME TYPE OF PHYSICAL OR EMOTIONAL TRAUMA.**

# BY THE NUMBERS



FEDERAL GRANTS



STATE GRANTS

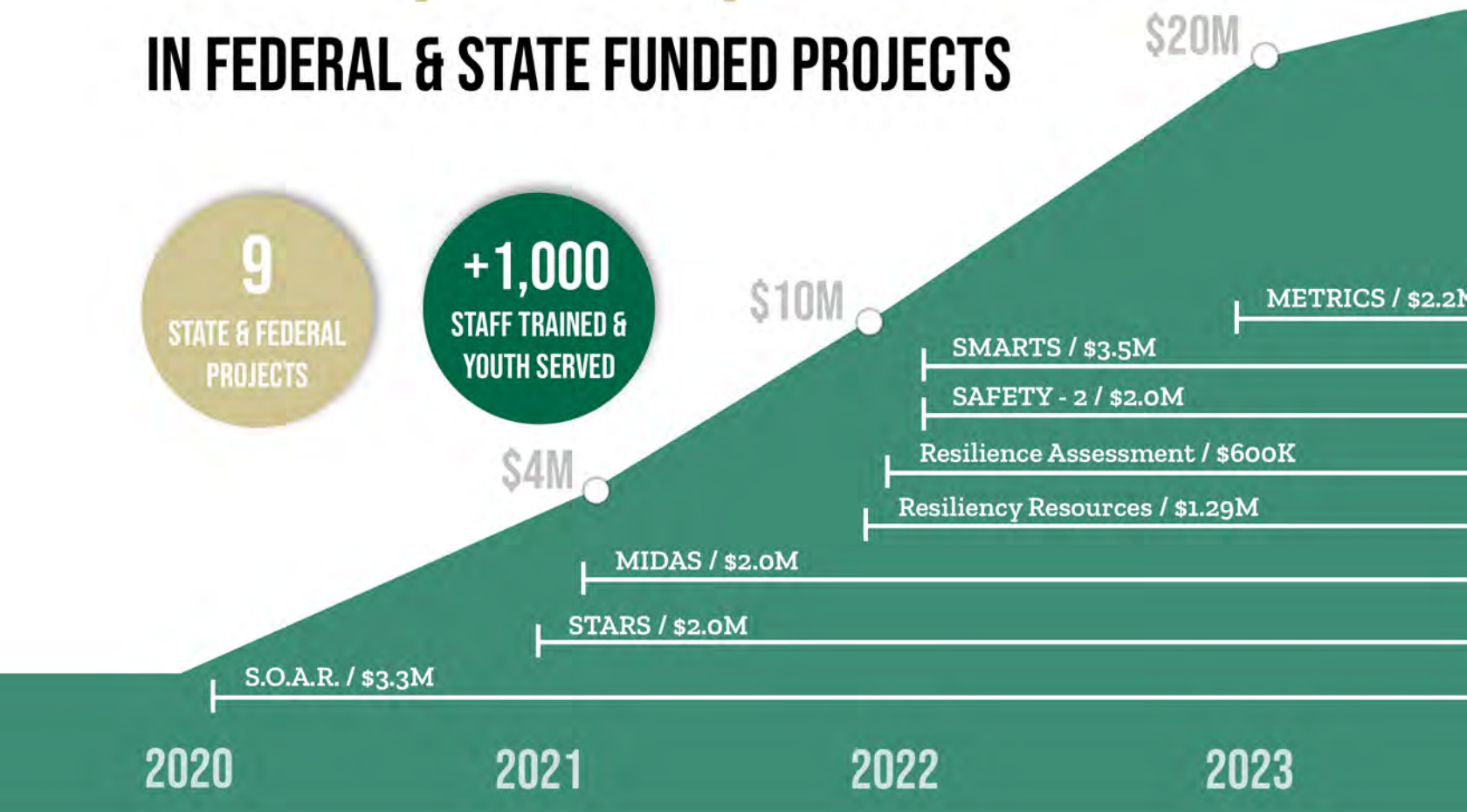


LOCAL CONTRACTS

**\$21,000,000**

**IN FEDERAL & STATE FUNDED PROJECTS**

The SMHC Center has experienced tremendous growth since its inception one year ago including over ten million dollars in new federal and state grants, participation in the Mental Health Evaluation, Training, Research, and Innovation Center for Schools (METRICS), a federally-funded national technical assistance center, and the addition of 14 new full-time staff members.



**LIFETIME FUNDING**

In 2023, the SMHC Center added an additional 14 team members, bringing the total center staff members to nearly 40 individuals including directors, project managers, specialists, researchers, and graduate assistants.



**4 DIRECTORS**



**9 STAFF**



**23 GRADUATE ASSISTANTS**

**\$35M**

**\$25M**



2.2M

2024

2025

2026

2027

PROJECTED FUNDING



**OUR TEAM**

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**T**

# DIRECTORS



Dr. von der Embse is a Professor of School Psychology at the University of South Florida. Dr. von der Embse's research focuses on increasing equity in access to high-quality school mental health services by improving educational decision-making. His work identifies the influence of external policies and contextual drivers while developing novel solutions to improve the selection and use of preventative school mental health assessments and interventions, resulting in over 100 publications and dissemination in popular news outlets including the New York Times and Wall Street Journal. Dr. von der Embse has been awarded over \$25 million in grants from funding agencies including the Institute of Education Sciences, Florida Department of Education, National Institute of Justice, Substance Abuse and Mental Health Services Administration, Spencer Foundation, and Scattergood Foundation. He was a recipient of the 2018 Lightner Witmer Award for Early Career Scholarship from Division 16 of the American Psychological Association.



Dr. Suldo is a Professor and Director of Clinical Training in the School Psychology Program at the University of South Florida. She is a Licensed Psychologist and completed her graduate training in the School Psychology Program at the University of South Carolina in 2004. She has extensive research and clinical experiences in school-based mental health services, including: establishing empirical links between student mental health and academic success; conceptualizing and measuring student mental health in a dual-factor model that considers psychopathology and subjective well-being; evidence-based positive psychology interventions for promoting positive indicators of student and educator well-being; and schoolwide strategies to identify youth with mental health problems. She also studies the stress, coping strategies, and mental health of high school students in accelerated courses, and is Principal Investigator of studies funded by the Institute of Education Sciences to identify and facilitate student-level and environmental factors that predict academic and emotional success among students in Advanced Placement and International Baccalaureate courses. She is an Associate Editor of *School Mental Health*. In recognition of her research accomplishments, she received the 2009 Lightner Witmer Award for Early Career Scholarship and the 2019 Thomas Oakland Award for Mid-Career Scholarship from Division 16 of the American Psychological Association.

Dr. Dart is an Associate Professor in the School Psychology Program at the University of South Florida. He is a licensed psychologist and board certified behavior analyst and completed his graduate training in the school psychology program at Louisiana State University. His research interests are best summarized as school-based behavioral interventions implemented within a multi-tiered system of support (MTSS). His work in school mental health focuses on the development and evaluation of progress monitoring tools to assess students' social-emotional functioning and the adaptation of existing behavior interventions (e.g., Check-in/Check-out) to address mental health concerns. Dr. Dart co-edited a special issue of *School Mental Health* devoted to addressing students' internalizing behavior through multi-tiered systems of support. His research has resulted in over 50 peer-reviewed journal articles and he was named the recipient of the 2019 Lightner Witmer Award for Early Career Scholarship from Division 16 of the American Psychological Association.



**DAVID WHEELER PH.D.,  
CENTER DIRECTOR**

Dr. Wheeler is a Licensed School Psychologist with a lifetime (30+ years) of services as a practicing school psychologist and state and national leader. Dr. Wheeler completed his graduate studies at the University of Texas-Austin with a specialization in school psychology. Prior to joining the SMHC, Dr. Wheeler was the School Psychology Consultant for the Florida Department of Education where he was instrumental in developing state rules, policies, and technical assistance for special education, school psychology, student mental health, and providing leadership in the implementation of Florida's multi-tiered system of support. Dr. Wheeler served as the Commissioner of Education designee on the Suicide Prevention Coordinating Council and has participated on numerous state and national policy workgroups, including the Council for Exceptional Children (CEC) Maltreatment Policy Workgroup and the 2020 NASP Standards Revision, Practice Model Writing Team. In 2019, Dr. Wheeler received the Willard Nelson Lifetime Achievement Award from the Florida Association of School Psychologists and the President's Certificate of Achievement from the National Association of School Psychologists.

# STAFF



**CHERYL GELLEY, PH.D.,  
ASSISTANT RESEARCH PROFESSOR,  
PROJECT DIRECTOR**

Dr. Gelley completed her graduate training at the University of South Florida and has a PhD in School Psychology. Her previous work experience includes working for Hillsborough County Public Schools as a school psychologist and in private practice as a licensed psychologist. Dr. Gelley's areas of expertise include mental health, emotional wellness, and resiliency.



**ERICA ORTIZ-PELLICER, ED.D.,  
LEARNING DESIGN SPECIALIST,  
PROJECT DIRECTOR**

Dr. Ortiz-Pellicer graduated from Liberty University earning her Doctor of Education in community care and counseling with an emphasis on marriage and family counseling. Prior to joining the SMHC, Dr. Ortiz-Pellicer worked with at-risk populations for over 24 years as a Program Director at a Pace Center for Girls, a mental health counselor, and a Juvenile Probation Officer. Her areas of research interest include wraparound care and coordination services for children and families, foster family systems care, and juvenile justice school-systems level interventions and prevention services.



**TAMEISHA HINTON, PH.D.,  
POST-DOC FELLOW,  
PROJECT DIRECTOR**

Dr. Hinton earned her M.S. in community psychology from Florida A&M University and her Ph.D. from UC Santa Barbara's Counseling, Clinical and School Psychology program. She has provided counseling and academic services to youth in K-12 schools and community mental health needs for individuals across the lifespan. Dr. Hinton's areas of interest include school-based prevention and intervention programming, advocacy in education and mental health, culturally informed care, and increased representation within the field of psychology.



**JOSEPH LATIMER, PH.D.,  
ASSISTANT RESEARCH PROFESSOR,  
PROJECT DIRECTOR**

Dr. Latimer earned a Bachelor of Science (B.A.) in Psychology with an emphasis in special education at the University of Wisconsin: Eau-Claire. He completed his graduate training in the School Psychology program at the University of South Florida and a school psychology internship in Pinellas County Schools Dr. Latimer's research interests focus on integrating multi-tiered systems of support (MTSS), educational leadership and system change when addressing students' social, emotional, and behavioral needs.



**KRISTEN MAHONY, PH.D.,  
POST-DOC FELLOW,  
PROJECT DIRECTOR**

Dr. Mahony completed her Ph.D. in School Psychology from Duquesne University, with a focus on academic interventions to promote writing and mathematics fluency in elementary-aged students. Currently, she is the Project Director for an IES Efficacy Grant, overseeing a multi-site evaluation of the Well-Being Promotion Program (WBPP). Her research interests center around developing academic interventions informed by positive psychology, specifically addressing interconnected challenges in academic skills, mental health, and educational disparities, with a focus on marginalized populations.



**WHITNEY YODER, M.S.,  
SENIOR SOCIAL AND BEHAVIORAL  
RESEARCHER**

Whitney received a B.S. at Baldwin Wallace University, Psychology/ Statistics and completed an MSc degree at Utrecht University in Methodology & Statistics for the Biomedical, Behavioral, & Social Sciences. Whitney's experience includes working as a Quality Improvement Specialist for a Community Mental Health organization and as a Junior Researcher at the Vrije University of Amsterdam. Using data to tell a story, Whitney is passionate about translating data to drive client-centered decision making and to improve longitudinal outcomes in the field of mental health.



**GREGORY SMITH, M.ED.,  
LEARNING DESIGNER,  
MEDIA SPECIALIST**

Gregory attended Western Governors University where he earned a Master's Degree in instructional design, focusing on learning management technologies. Having spent the last decade serving in public education, Gregory is committed to enhancing educational excellence and student well-being through multi-media communication. He specializes in curriculum development and media content creation.



**ALTON HONORS II, M.S.,  
CARE COORDINATOR  
FACILITATOR**

Alton attended Brenau University where he obtained a Master's Degree in Clinical Counseling. His training background and experience includes play therapy, TF-CBT, and psycho-educational assessments. After completing clinical internships, transitioned into school counseling, supporting Fort Myers Beach and Bonita Springs Elementary schools for five years. Alton's areas of professional interest are supporting youth through enhancing mental health resilience and helping disenfranchised youth succeed.

**JULIETTE BARON-DECAE, BUSINESS MANAGER**

# GRADUATE ASSISTANTS

Jenna Barnes

Nicolette Bauermeister

Bailey Braunstein

Melissa Brown

Georgia Capobianco

Austin Cole

Frances Coolman

Caleb Edney

Rachel Fidler

Daijah Hines

Samin Kallaghi

Aileen Kangavary

Thomas Koza

Camryn Legra

Caroline Mierzwa

Dorie Ross

Nicole Pacateque Rodriguez

Yolis Rotzinger-Ballesteros

Gary Schaffer

Steve Ureta

Angelina Venetto

Megan Welliver

Cydney Williams





**OUR WORK**

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**W**

# SERVICES



## RESEARCH

Conduct research that informs policy and practice related to the social, emotional, and behavioral success of all students.

Efficacy, fidelity, feasibility, acceptability of implementation and training, and cost-effectiveness of the Well-Being Promotion Program (WBPP).

Cross-validation of the MIDAS system in 12 middle schools across Florida and Wisconsin (i.e., approximately 6,000 students).

Collection of data to inform and implement a coaching model for school-based threat assessment teams across a large school district.



## DEVELOP

Develop tools, resources, and guidance that helps educators and parents promote the mental health of children and adolescents.

Multi-informant and multi-data source assessment system to identify social and behavioral health needs of middle school students (Project MIDAS).

Survey of resiliency and behavioral health of high school students and resiliency resources for teachers, students, and parents.

Practice-Based Coaching Manual for School-Based Threat Assessment Teams.



## ASSIST

Provide technical assistance and professional development on school-based mental health assessment and intervention.

Presentations at professional conferences/organizations.

Professional development for school personnel and school-based mental health service providers.

Suicide prevention training for community mental health providers and school staff.



## EVALUATE

Facilitate program evaluations for school-based mental health.

Threat assessment practices and data management needs to support implementation of a threat assessment model.

Impact of Well-being Promotion Program on student outcomes.

Resiliency and behavioral health characteristics of high school students.

# PROJECTS



**Principal Investigator:** Nathaniel von der Embse, Ph.D.  
**Project Dates:** 2022-2025  
**Grant Amount:** \$2,000,000  
**Funder:** U.S. Bureau of Justice (DOJ) Bureau of Justice Assistance (BJA)  
**Project Director:** Tameisha Hinton, Ph.D.

Project SAFETY-2 is a collaborative grant-funded project between the University of South Florida and Hillsborough County Public Schools (HCPS). The project aims to: 1) Support middle school behavioral threat assessment teams processes through providing trauma-informed training and coaching; 2) Expand behavioral threat assessment training to include (a) education for school personnel and students on school violence prevention, (b) strategies to improve school climate, and (c) monitoring and fidelity plans; and, 3) Create and facilitate a “train the trainers” model to build internal school district capacity to continue the coaching and other grant activities independently.



Project S.T.A.R.S. is a multi-site partnership between the doctoral school psychology programs at the University of South Florida (USF) and the University of Wisconsin-Madison (UW-Madison). The project is designed to prepare doctoral students to become faculty members who will have the teaching, applied research, and service expertise to lead school, district and state implementation of evidence-based practices within a multi-tiered system of supports. Project S.T.A.R.S. host monthly invited speaker seminars as part of the project in addition to annual retreats as professional development opportunities for the nine students currently matriculating in the program.

**Principal Investigator:** Evan Dart, Ph.D.  
**Project Dates:** 2021-2025  
**Grant Amount:** \$2,000,000  
**Funder:** U.S. Office of Special Education Programs  
**Project Director:** Tameisha Hinton, Ph.D.



Project S.O.A.R. evaluates the efficacy of the Well-Being Promotion Program (WBPP), as well as the fidelity, feasibility, acceptability of implementation and training, and cost-effectiveness of the WBPP. The WBPP is an innovative Tier-2 positive psychology intervention to increase student subjective well-being, intended for use by school mental health teams that is integrated within a multi-tiered system of support for student mental health.

**Principal Investigator:** Shannon Suldo, Ph.D.  
**Co-Principal Investigators:** Sarah Fefer, Ph.D., John Ferron, Ph.D., and Sarah Kiefer, Ph.D.  
**Project Dates:** 7/01/2020 – 6/30/2026  
**Grant Amount:** \$3,300,000  
**Funder:** Institute for Education Sciences (IES)  
**Project Director:** Kristen Mahony, Ph.D.

# PROJECT SMARTS

SCHOOL MENTAL HEALTH, ASSESSMENT, RESPONSE, AND TRAINING FOR SUICIDE PREVENTION

**Principal Investigator:** Nathaniel von der Embse, Ph.D.  
**Co-Principal Investigators:** Kimberly Gryglewicz, Ph.D., Marc Karver, Ph.D.  
**Project Dates:** 8/31/2022 – 2027  
**Grant Amount:** \$3,500,000  
**Funder:** Substance Abuse and Mental Health Services Administration (SAMHSA) Center for Mental Health Services (CMHS)  
**Project Director:** Erica Ortiz-Pellicer, Ed.D.

Project SMARTS reduces suicide in Florida middle schools by involving multiple stakeholders including school leaders, educators, parents, and community behavioral health agencies to deliver prevention services for youth.

# RESILIENCY RESOURCES

**Principal Investigator:** Evan Dart, Ph.D.  
**Co-Principal Investigators:** Shannon Suldo, Ph.D.  
**Project Dates:** 11/30/2022-9/30/2024  
**Grant Amount:** \$1,200,000  
**Funder:** Florida Department of Education  
**Project Director:** Cheryl Gelley, Ph.D.

The Resiliency Resources Project is focused on the development and production of content to support student resiliency. In partnership with the Florida Department of Education, this content is aligned with state resiliency education standards and meets specific state requirements related to instruction in resilience education and character development. The Resiliency Resources Project provides comprehensive instructional materials to be delivered by qualified school personnel on resiliency characteristics and related domains differentiated by grade band and also provides training and resources to support teachers and staff with fostering students' resiliency.

# FLORIDA SPECIFIC YOUTH SURVEY

**Principal Investigator:** Nathaniel von der Embse, Ph.D.  
**Project Dates:** 8/01/2022 – 7/31/2024  
**Grant Amount:** \$600,000  
**Funder:** Florida Department of Education  
**Project Director:** Joseph Latimer, Ph.D.

The Resilience Assessment Project is focused on the development, administration, and refinement of the Florida Specific Youth Survey (FSYS), a measure of resilience and behavioral health for Florida high school students. The FSYS is being developed in collaboration with the Florida Department of Education and is aligned to the required instruction for Resiliency Education, Civic and Character Education, and Life Skills Education.



**Principal Investigator:** Nathaniel von der Embse, Ph.D.  
**Project Dates:** 8/01/2021-7/31/2025  
**Grant Amount:** \$2,000,000  
**Funder:** Institute of Education Sciences  
**Project Director:** Joseph Latimer, Ph.D.

Project MIDAS is intended to develop an online system to integrate and use multiple sources of data, from multiple informants, for accurate and efficient identification of social-emotional and behavioral (SEB) concerns in middle school students. This project will conduct a multi-year, mixed method approach for calibrating, testing, and refining the MIDAS system to inform real-world decision-making within school settings.



The Mental Health Evaluation, Training, Research, and Innovation Center for Schools (**METRICS**) is a national school mental health technical assistance center that provides support to nearly 300 federal grantees of school mental health grant programs.



University of Wisconsin - Madison / University of California Santa Barbara  
University of Iowa / University of South Florida



Project METRICS (Mental health, Evaluation, Training assistance, Research and Innovation Center for Schools) is a 4-year, \$10 million federal grant to establish a national research and technical assistance center to promote school mental health and remedy the shortage of school mental health professionals. The center will be led by SMHC researchers at the University of Wisconsin-Madison, University of South Florida, University of California Santa Barbara, and the Scanlan Center for School Mental Health at the University of Iowa. METRICS will support nearly 300 grantees across the US representing a \$200 million investment from the federal government, and is part of a broader initiative to double the number of school mental health professionals and is a key priority of the Bipartisan Safer Communities Act, that includes a five-year, \$1 billion investment in school-based mental health programs.

The primary aims of METRICS include supporting grantees by (1) partnering with institutes of higher education and local education agencies to develop a diverse pipeline of school mental health professionals, (2) facilitating communities of practice for sharing grantee resources and experiences, (3) offering training on grant management such as data reporting, (4) disseminating evidence-based resources, and (5) hosting webinars focused on continuous improvement. The METRICS team will provide ongoing coaching and technical assistance to grantees as well as develop a center website to host resources and data systems. METRICS represents a significant investment in the future of school mental health and the opportunity to improve access to high-quality services for all students.



UC SANTA BARBARA

IOWA





# UNIVERSITY of SOUTH FLORIDA

College of Education  
School Mental Health Collaborative  
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The purpose of the School Mental Health Collaborative: Research, Training, and Technical Assistance Center (SMHC@USF) is to conduct research that informs policy and practice related to the social, emotional, and behavioral success of all students, to train the next generation of school-based mental health professionals, and to support the implementation of evidence-based mental health practices in schools.



## School Mental Health COLLABORATIVE

The mission of the SMHC is to facilitate and promote access to high-quality, evidence-based, and culturally responsive school mental health practices. SMHC represents a national, interconnected network of researchers, practitioners, and family and youth advocates. The work of SMHC is grounded in social justice to reduce inequalities and promote equity in school mental health systems and practices.



UC SANTA BARBARA



CONTACT US AT  
[SMHC@USF.EDU](mailto:SMHC@USF.EDU)





# School Mental Health COLLABORATIVE

Research, Training, and Technical Assistance Center



SMHC@USF  
Executive Leadership



SMHC@USF  
Staff



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