

## Campus Sustainability Training Series

### Session #4: Securing Resources Funding

**Monday, May 22, 2017 2-3:30pm EST**

Irene Cho, Ed.M., Suicide Prevention Resource Center  
Bonnie Lipton, MPH, Suicide Prevention Resource Center

#### **OVERVIEW OF SERIES**

January 23rd: Adopt a Sustainability Mindset

February 27th: Cultivate Partnerships

April 24th: Build Momentum and Foster Leadership

**May 22nd: Securing Resources Funding**

- Leaving a Legacy: Translating Your Recommendations Into Action  
<http://go.edc.org/Sustain1>

#### **RECAP ~ April 24th: Build Momentum and Foster Leadership**

Alumni grantees often mentioned that the GLS grant helped generate momentum. If the momentum for suicide prevention did not already exist, the activities, data, and stories from the GLS grant can help your team inspire stakeholders to sustain efforts.

#### **TODAY'S OVERVIEW ~ April 24<sup>th</sup>: Build Momentum and Foster Leadership**

- ✓ Sharing Sustainability Success Stories!
- ✓ Today's Topic: Securing Resources and Funding
- ✓ Panel Discussion: Joseph Behen and Robert Small
- ✓ Wrapping Up: Next Steps and Lessons Learned

#### **Celebrating Your Sustainability**

##### **Brenda from Eastfield College**

Eastfield is partnering with Human Resources to provide gatekeeper training. Each year employees will be required to complete the online module and will receive staff enrichment credit and referral tools sustained after the grant. Eastfield is also partnering with the Office of Student Engagement for Wellness Wednesdays in the outdoor courtyard where participants receive information as well as wellness options.

##### **Cynthia at Tennessee Tech**

Off campus partnerships include the state representative from Middle Tennessee for the American Found of Suicide Prevention, Cat Cloud, spent the day on the campus and will be back in the fall to make additional presentations.

Tennessee Suicide Prevention Network will continue to as a state-wide partner, provide the QPR booklet and indicates they will try to help secure additional funding with a letter of support if needed.

On campus partnerships include the University Advancement Services agreed to match alumni donors to fund activities and he Office of Research that is considering additional grant funding.

### **Tracy Meyer from Univ. of Louisville**

Univ. of Louisville tripled participation for the second annual AFSP Out of the Darkness walk and raised more than \$10,000. Three TV stations covered the walk.

The university began partnering with the Mayor's task force for violence prevention, networking throughout the city. The task force has grown and the work is now specifically Zero Suicide. The state grant is funding a Zero Suicide Academy and is providing booklets for trainings. The invitation was sent out to hospitals providing behavioral health to attend the Academy. Post-Academy, there is a meeting with the Advisory Board and others interested in Zero Suicide. Also, since Jefferson County Public County School System is part of the board, K-12 superintendents are on committed to suicide prevention education.

### **Marty Thompson from Clemson**

Clemson offered a campus wide advocacy training program required for all resident life staff that resulted in increased bystander behavior. This data will be useful in sustainability efforts. Further, they have engaged students in Clemson's suicide prevention mission as well as providing a website that will help with sustainability.

## **TODAY'S TOPIC: Securing Resources and Funding**

***"It's one thing to maintain a house as opposed to building the home. We had the money to build the house [from the GLS grant] and now we are maintaining it. —GLS campus alumni***

This quote encapsulates what sustainability is about. Your mindset must evolve since you won't be able to sustain every part of your GLS suicide prevention activities and will need to be strategic about what to continue. There is no "one-size-fits-all" model; every campus is different. Grantees attending this webinar series are from community colleges, private and public universities, some big, some small, some rural and some urban.

Prior to joining SPRC, Bonnie Lipton, one of today's facilitators, was the suicide prevention coordinator for Tufts University's, a small private university, and worked on the GLS grant for the entire three years. When the grant ended, no one attempted to secure additional funding to continue her position because suicide prevention had become so ingrained on the campus that they didn't need her anymore. Though some campuses need to continue funding a suicide prevention coordinator, not getting your suicide prevention coordinator position funded doesn't mean you failed at sustainability.

Strategic planning is so important when you have limited resources. The homework provided to grantees can be helpful for planning what activities to continue, deciding who to partner with and how to prioritize securing resources for sustainability.

### **Strategies for Continuing Activities After Ends**

Examples of strategies for continuing activities after funding ends are in the table below. Some are more sustainable in the long term than others. For example, stockpiling materials or re-certifying trainers may sustain program activities in the short-term, but they do not establish a long-term solution since additional resources will be needed when materials run out or certifications expire.

All these activities were completed by GLS Campus Grantee graduate students who integrated program components into a larger organization, tapped into partner resources (financial and other), reconfigured the program to adjust for fewer resources, used technology in place of face-to-face communication, stockpiled resources towards the end of the grant (e.g., ordering materials, re-certifying trainers) and found a champion.

<b>Partner</b>	<b>Activity</b>
<b>Residence Life</b>	Coordinate/fund gatekeeper trainings for Residence Life students leaders and staff
<b>Student Mental Health Group (Active Minds, NAMI)</b>	Promote mental health events, workshops, and campaigns around campus
<b>Graduate pharmaceutical studies department</b>	Coordination of safe disposal of medications initiative
<b>Graduate psychology or social work department</b>	Graduate students administer PHQ-2 survey at Health Services for all students
<b>Local substance abuse coalition</b>	Bring AA/NA meetings to campus (or coordinate promotion of off-campus meetings)
<b>Community Veterans Affairs Office</b>	Coordinate MH events and resources for student veterans on and off campus
<b>State suicide prevention office</b>	Pay to train providers on campus in different mental health trainings, (i.e., Mental Health First Aid, RSSR, etc.).

### **COMMUNICATING FOR SUSTAINABILITY**

It is important to communicate program successes. Using data for program sustainability efforts such as your SPDC information, the counseling center’s satisfaction survey or the gate keeper training data demonstrates the importance of suicide prevention efforts. Personal stories give a face to statistics so be sure to include them. For instance, Jessica from Amherst College shared last month about the importance of involving students in suicide prevention efforts, including empowering students to meet with the president and deans about the importance of suicide prevention effort. Remember to fight with statistics *and* passion.

## OTHER FUNDING OPPORTUNITIES

Strategies used by other grantees include:

- Discuss ways to obtain the matching funds or in-kind donations required from the GLS grant beyond the grant period
- Consider a broader topic than suicide prevention, but add suicide prevention to the activities
- Ask your grant’s department to do a funding search or visit <https://www.grants.gov/web/grants/search-grants.html>
- Sign up for [Weekly Spark](#) and other list-serves (i.e., [cssp\\_listserv@utlists.utexas.edu](mailto:cssp_listserv@utlists.utexas.edu)) Includes news articles and funding opportunities.
- Connect with the state contact for state funding for suicide prevention.

To connect with your state contacts, go to the SPRC website as seen in the example below for the state of Alabama. Go to the organizations tab and then click on states. You can filter based on your state.

The screenshot shows the Suicide Prevention Resource Center website. The navigation bar includes 'Organizations' which is highlighted. A dropdown menu is open, showing 'States' and 'Grantees'. The 'States' option is selected, and a map of Alabama is visible. Below the map, there is a 'Contacts' section with two entries: Betsy Cagle and Judith Harrington, PhD. Betsy Cagle is the Injury Prevention Programs Manager at the Alabama Department of Public Health. Judith Harrington, PhD is the Past President of the Alabama Suicide Prevention and Resources Coalition (ASPARC).

From this site you can view the state suicide prevention website, state coalitions website, state and community organizations, and current GLS and NSSP grantees. In the example below, Alabama has 3 GLS grantees (1 state and 2 campuses). You can also connect with your fellow GLS campus grantees for collaboration and look at the state’s prevention plan to see how you can collaborate with your state.

## Alabama

The screenshot shows the Alabama state page on the SPRC website. It includes the following information:

- State Suicide Prevention Website:** Alabama Department of Public Health
- State Coalition Website:** Alabama Suicide Prevention Task Force
- Contacts:**
  - Betsy Cagle:** Injury Prevention Programs Manager, Alabama Department of Public Health, RSA Tower, Suite 966, Montgomery, AL 36104, United States. Phone: (334) 206-3995, Betsy.Cagle@adph.state.al.us
  - Judith Harrington, PhD:** Past President, Alabama Suicide Prevention and Resources Coalition (ASPARC), 2330 Highland Avenue S., Birmingham, AL 35205, United States. Phone: (205) 907-3266, harringtonjudith@bellsouth.net
- State and Community Organizations:**
  - NAMI Alabama (800) 626-4199
  - Northwest Alabama Mental Health Center (205) 387-0541
  - AFSP Alabama (205) 355-1876
- Current GLS and NSSP Grantees:**
  - Alabama Department of Public Health
  - Alabama State University
  - University of South Alabama
  - [See Full Listing of Grantees](#)
- Prevention Plans:** Healthy Alabama 2010

## INFRASTRUCTURE

Infrastructure refers to the policies, protocols, referral networks, data systems, and advisory councils. All these infrastructure components mean suicide prevention is embedded in your campus, requiring less work by you and your partners to keep the efforts going. Since initial funding, you've most likely have developed a strong infrastructure to sustain activities with fewer resources.

Activity	Don't Need as Much Staff Time To...
Memorandum of Understanding/Data sharing agreements	<ul style="list-style-type: none"><li>✓ Track down data</li><li>✓ Communicate with providers when students are in crisis</li></ul>
Established crisis protocols	<ul style="list-style-type: none"><li>✓ Communicate with faculty/staff when students are in crisis</li><li>✓ Search for information for medical withdrawals, emergency notifications, etc.</li></ul>
Enhanced outside provider's referral list	<ul style="list-style-type: none"><li>✓ Contact providers regarding availability and qualifications/skills</li><li>✓ Communicate with providers about students' needs</li></ul>
Suicide Prevention Task Force	<ul style="list-style-type: none"><li>✓ Communicate with on and off campus partners about MH/SP</li><li>✓ Plan and implement activities</li><li>✓ Educate and train partners about MH/SP</li></ul>

## SPEAKERS

Speakers for today's webinar were introduced and asked a series of questions reflected below.

### Joe Behen

School of the Art Institute of Chicago (SAIC)  
[jbehen@artic.edu](mailto:jbehen@artic.edu)

### Bob Small

University of Southern Maine (USM)  
[robert.small@maine.edu](mailto:robert.small@maine.edu)

### 1. Provide a brief overview of your campus and grant goals.

**Joe Behen:** School of the Art Institute of Chicago (SAIC) is an independent private college of art and design in downtown Chicago with 3500-3600 students (graduate and undergraduate) with a higher rate of mental illness than most schools. Our goal was to fund another position to help with demand which we framed as a care management position which evolved into a Mental Health Promotion Specialist. Other goals were to offer more Mental Health First Aid training and to continue the Healthy Minds study and to develop a web-based program called THRIVE, focusing on depression care.

**Bob Small:** The University of Southern Maine (USM) is a public university with three campuses and approximately 8000 students, 20% residential and 80% commuter. Suicide prevention is a challenge since most of the students are commuters. USM goals were to reduce the rate of suicide through early identification of problems, train observers to funnel students and early intervention. They embarked on awareness and training in warm hand offs.

## 2. How did you determine which activities to continue after the grant?

### **Bob Small:**

It was important to identify priorities with the three components of our program: 1) Development of student support network, 2) Screening program and 3) Suicide Awareness Training. USM identified what was most successful and what was most viable. Depending more on outside partners like NAMI, etc., has been very beneficial.

In carrying out the efforts without a coordinator, Bob identifies strategy and assessing internal and external partnerships and funding as critical. While you have the grant, you are creating the relationships with outside partners that are sustainable. For instance, when the state received a GLS grant, Bob, being part of the state network, was able to use the funds to continue efforts at USM.

Internally, Bob also assessed his own level of commitment to suicide prevention and sustainability as well as how the staff could support suicide prevention. Doing in-kind work, they nurtured relationships with faculty, expanding the concept of suicide prevention from just the ask to engagement and belonging as well as engaging and utilizing student champions.

**Joe Behen:** To decide which programs to continue, the team reviewed activities that were making a difference over the course of the grant. They received approval to continue the Mental Health Promotion Specialist position which was a central part of their infrastructure. Other activities they continued is the Mental Health First Aid training with 1,000 people trained to date, the Wellness Center Support Network, and the Healthy Minds Study which provides pre- and post-data. After investing \$30,000, SAIC did not continue the THRIVE website. Being strategic from the beginning was critical to success.

## 3. Which departments did you work with to sustain your efforts?

**Joe Behen:** SAIC began with 12 -14 people from counseling, disability services, health services and Student Affairs. An opportunity emerged to replace the first coordinator with someone from the Art Therapy program. As the grant was ending, SAIC was able to create the position and began clinical services which made quite a difference. Further, SAIC's early college program for 15-16 years old to sample college life for two to four weeks had two suicide attempts in the last year of the grant and SAIC developed a consultative element with that program that included the Mental Health Promotion Specialist. They spent a year strategizing and refining the Mental Health Promotion Specialist, work that was well suited for the art therapy program. NOTE: Joe is willing to share more insight about the process.

*(Comments from participants revealed that Lisa Thompson-Gibson and Tracie Meyer are also art therapists).*

**Bob Small:** USM worked externally with the state advisory committee, meeting monthly, as well as with NAMI for assistance with gatekeeper training on suicide awareness and with the state's CDC. Sharing the statistics, involvement and challenges were very beneficial. Internally, by working with the Vice President of Student Life, he was given a graduate assistant in suicide prevention. Every month data is sent to the administration on ideation and attempts, which are self-reported by students when they come in for an appointment which has kept it on the front burner. USM intervenes where possible, for instance, in classrooms and post-vention when there has been a death, which builds relationships internally and keeps suicide prevention a priority.

#### 4. Where did you receive your funding from and how did you build your case for funding beyond the GLS grant?

**Joe Behen:** The Healthy Minds study was the most helpful and essential to building a case. With support from the art therapy program and student involvement, SAIC went through the six-month funding process to retain the Mental Health Promotion Specialist position. Not only did the annual \$20,000-30,000 built into the budget continue, SAIC also received a large private gift. (*Bob Small was not called on to answer*).

#### 5. Was there any infrastructure that you embedded to existing structures during the grant that were helpful for sustaining any of your efforts beyond the grant?

**Joe Behen:** Mental Health First Aid Training, Mental Health Promotion Art Therapy Specialist, the Wellness Center Student Support Network and the Healthy Minds Study [Healthy Minds Network: <http://healthymindsnetwork.org/>] became part of the fabric of this community in a way that it became hard to undo. It's also risky for the university to NOT continue suicide prevention efforts.

**Bob Small:** It's important to build yourself into the fabric of the community. I became a member of Behavioral Health Intervention Team that consults on students at risk and pushed a post-vention policy, combining it into the student death policy. The team also discusses safe messaging on campus and in the press. Bob maintained a great relationship with the local crisis program providing a wider net and with local EDs and psychiatric hospital. In a focused effort, Bob meets with them twice a year. The affinity groups reach out, know we are here and can provide training.

#### QUESTIONS

*Q. Tracy: In KY, we are considered mental health providers and have licensure. Is that the case in Illinois regarding art therapy?*

A. Two licenses are available. The person we hired had the LCP and we provided supervision for her to obtain the LCPC. We had to get a core staff and add this to it.

*Q. Bob, how are you working with local NAMI chapter for training?*

A: NAMI comes to the campus twice a semester. My Graduate Assistant publicizes the twice annual training and she partners with them for space and training. We have also provided training in suicide assessment for clinicians. We ask the faculty to publicize the training to their students.

*ADVICE from the speakers:*

**Joe Behen:** Be strategic and advocate. Find your opportunities to argue for the resources. Cultivate partnerships to increase support and have people go to bat for you when they can. It's crucial work so we are the ones that must keep pushing.

**Bob Small:** Persist and have hope. Maintain your focus and integrate yourself into your community. The work you are doing is wonderful, helpful and saving lives. My staff does the ISP out of the goodness of their heart – just believe; it happens.

#### LESSONS LEARNED

- Adopt a Sustainability Mindset—always think about sustainability
- Cultivate Partnerships—to continue efforts

- Build Momentum & Foster Leadership—increase buy-in about sustainability on your campus and foster leaders to champion the cause
- Secure Funding & Resources

## RECAP OF HOMEWORK

Strategic decisions made because of the worksheet or the series prioritizing:

*Courtney:* We wanted to work with HR because at the end of our program two positions will be over so a sustainable process is critical to burden the counseling staff. With a large online population, we decided to keep offering an online suite with Cognito and HR to adjunct faculty and students that are so spread out in an effective way. Students are not required to complete the online piece but we do talk with psychology and social work faculty and ask them to put it out to their students who then receive extra credit. We also reach out through Student Life to have them complete the training as well. It is a slower process with the clubs however. It will be required for faculty and staff. Once they see the benefit they want to share it with their students. We are working on policies around beneficial services and Title IX so asking for HR's support was natural.

## NEXT STEPS

Resources that will be helpful as you determine your next steps include:

- SPRC Sustainability Guide and workbook
- Examples of Campus SUs Plan from U of West Florida and U of MA, Amherst under the private pages under Grantee Resources. Remember you must log in to access private pages. Email your Prevention Specialist if you need a log in.
- Check your inbox and fill out the survey from Scott Formica (SSRE).
- Website: <http://glscampusustainability.com/>
- Meeting notes and presentation will be posted on the SPRC website.
- Keep in touch with other grantees via emails listed on *Sustainability Series Participants* excel spreadsheet.

## CONTACT INFORMATION

**Joseph Behen, School of the Art Institute of Chicago**

[jbehen@artic.edu](mailto:jbehen@artic.edu)

**Irene Cho, Suicide Prevention Resource Center**

[icho@edc.org](mailto:icho@edc.org)

**Bonnie Lipton, Suicide Prevention Resource Center**

[blipton@edc.org](mailto:blipton@edc.org)

**Robert Small, University of Southern Maine**

[robert.small@maine.edu](mailto:robert.small@maine.edu)