

NEW DIRECTIONS FOR STUDENT SUPPORT INITIATIVE

Report from the New Jersey Statewide Summit in Princeton January 30, 2006

The following is a brief summary from the statewide New Jersey Summit on New Directions for Student Support.

Also included are additional copies of some key initiative materials for you to share with others.

As the report indicates, the Summit in New Jersey has expanded the Initiative's network of core advisors by adding individuals from throughout the state. The UCLA Center will work with core advisors and other leaders in exploring next steps for work across the country, with a special emphasis on creating readiness for new directions for student support in states where Summits have been held. Leadership Institutes will play a key role in this, and work groups will be established as specific tasks are identified.

You will be sent updates as the initiative moves forward, and hopefully you will join the growing network of core of advisors or a work group.

At the end of the report is a response form to help expand and guide next steps. Please take a few minutes to fill it out and fax it back.

As always, thanks for all you do in the interest of the well-being of children and adolescents.

Howard Adelman & Linda Taylor, facilitators for the initiative*

*The *New Directions for Student Support Initiative* is facilitated by the Center for Mental Health in Schools at UCLA. The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA (contact: smhp@ucla.edu). Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U45 MC 00175), with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Both are agencies of the U.S. Department of Health and Human Services.

Participants

The Summit* was designed for key leaders in education, and a wide range from across the state participated. Appendix A lists those who participated on January 30 and those who, although unable to attend, expressed their interest in participating in the next steps as the initiative evolves. All participants expressed commitment to establishing an ongoing and sustainable initiative to strengthen learning supports for all students.

Summit Focus

Objectives for the day were to:

- Articulate why new directions for student support are an imperative
- Clarify four fundamental areas of concern that must be addressed in pursuing an initiative for new directions (i.e. the policy problem, the intervention frameworks problem, the infrastructure problem, the systemic change problem)
- Highlight ways to enhance priorities related to policy and practice for addressing barriers to student learning
- Foster an exchange of information about policy and practice around the country
- Facilitate proactive strategic planning and problem-solving for next steps statewide and at local levels related to moving student support from the margins to a central position in school improvement policy and planning

Related to these objectives, there was an in-depth focus on

>basic frameworks for new directions in student support

>where new directions are being pioneered

>local action toward new directions for student support

>resource aids for moving forward

>a mechanism within the state for supporting new directions for student support.

*Statewide Summits are one facet of the *New Directions for Student Support Initiative*. The initiative is sponsored and facilitated by the national Center for Mental Health in Schools at UCLA. For a brief, overview description of the initiative and a list of the over 30 organizations that have joined in as co-sponsors to date, see Appendix B. More information on the Initiative is at <http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm>

Participants' Perspectives on New Directions for Student Support

Based on the discussion and written input from participants, the following were identified as key comments and suggestions related to moving forward in pursuing new directions for student support in New Jersey schools.

1. Creating a climate of support at state, district, and school-community levels

- a. Communicating with key stakeholder groups --** to enhance understanding about and valuing of student support in the community, schools, and among decision makers

It was stressed that communications need to focus on

- >enlisting parents and parent groups as key advocates for new directions
- >coalescing support from neighboring towns or county-based groups
- >initiating district-wide dialogues with principals, supervisors, and central admin., with a particular emphasis on outreaching to key instructional leaders
- >mobilizing those who are ready to move in new directions for student support

In terms of what is communicated, it was suggested that the messages

- >connect new directions to the need to increase AYP
- >underscore the values of working together under a shared umbrella
- >encourage a problem solving approach that encompasses new directions

It was recognized that communicating across the state will require ongoing outreach and considerable guidance from key leaders on how to help folks escape old ideas.

- b. Use data to stress needs and benefits –** with an emphasis on addressing barriers to learning and teaching and enhancing well-being

- >highlight the cost-benefits of collaborative programs
- >underscore that problems are similar despite district size
- >use data to differentiate what is successful and what is not
- >use data for social marketing to help counter loss of public support for schools
- >emphasize direct indicators of learning support efforts (e.g., attendance, reduced dropouts)

- c. Highlight examples of where the work has begun –** learning from others; building on what's working

Some places mentioned as having a foundation upon which to build:

- >Asbury Park Public School district and its partnership with the New Jersey Education Association is designed to create an environment where all parties concentrate on student behavior, violence prevention, bullying, etc.
- >South Brunswick Township has a Community Resource Team that brings together education, police government, clergy, and social service organizations
- >Jersey City has a school based partnership with medical and mental health and interagency transition service and service brokers
- >Hoboken school system together with St. Mary's Hospital have a collaborative mental health initiative
- >Waldwick Crisis Response Initiative
- >Montclair Health and Wellness Initiative and Healthy Adolescent Partnership in collaboration with SPAN, MPS, PTA, etc. are working to implement coordinated school health program (although currently it is unevenly implemented)

- >New Jersey Department of Education and the Boggs Center are collaborating
- >NJ policy has established other fragments (DOE, DHSS, DHS workgroup on CSH, bullying, crisis response initiative, special ed, etc.)

In sharing what’s happening, it is important to clarify lessons learned about the programs and implementing systemic changes (e.g., what worked and what didn’t, do’s and don’ts, highs and lows, how funds were reallocated to underwrite new directions.

d. Recruiting key leaders, administrators, and agencies

- >need to reach more superintendents so that principals will be supported in moving in new directions
- >need to mobilize support of key agencies (e.g., the State Department of Education, Center for Healthy Students, Families and Communities)

2. Strategies for moving forward with new directions for student support

a. Build on and tie into current initiatives, mechanisms, and opportunities

- >integrate new directions frameworks into plans for achieving No Child Left Behind AYP by making Learning Supports part of the goal setting process and, in doing so, stress (1) the evidence base for the changes, (2) how to align standards for learning supports with instructional standards, and (3) how to embed learning support practices into a district-wide strategic plan and student support regional efforts
- >reach out to include inter-agency councils and school-based youth services as partners, stress early intervening, and develop an infrastructure for bringing resources together
- >connect with the State mandated Intervention and Referral Services committees (NJ administrative code requires the development of a coordinated system for student intervention and referral in every school building); in the process, update training for these committees related to Learning Supports functions
- >explore how to build on such efforts as the New Jersey Department of Education’s Social Emotional Learning Initiative and the core standards for social learning

b. Needs Related to Building Capacity through Leadership and Staff Development

- >more training on systemic change (e.g., frameworks and practices for designing and implementing systemic change; about change agents, about escaping old ideas and how to have an effect on staff beliefs and behaviors; how to use, but not overrely on regulations to make it happen)
- >emphasize thinking in system terms rather than discrete services and policies
- >capacity building strategies, technical assistance, and tools that staff can use to implement systems of learning supports and enhance their integration with curriculum/instruction
- >focus on building capacity to effectively involve community resources
- >develop capacity for “marketing” new directions for student support (e.g., need to work on how to measure effectiveness to “sell” these ideas)
- >NJDOE contact persons should be assigned over time to sustain initiative (no revolving door)

We need to refocus school based efforts toward motivating student to learn instead of more fragmented initiatives (e.g., special ed, substance abuse, behavioral, emotional, health) or just writing a kid off as lazy.”

Summit Participant

3. Anticipating and addressing potential barriers to moving forward

a. **Basic concerns about funding and time** – as would be expected related to all efforts to improve schools and schooling, many respondents stressed the need for more financial support for planning, implementing, and evaluating changes; building capacity; networking; technical support. For example, participant's raised the following

- >inservice training is expensive and must be negotiated in contracts
- >there is not enough detailed budget information related to resources used for learning supports and assessing how things are working as a basis for redeploying resources is time intensive
- >the investment of leadership time and energy required for new directions is considerable and thus the initiative must be sold to superintendents as essential to accomplished the goals of NCLB and IDEA (mandated items take priority)
- >promoting and sustaining such an effort over time requires underwriting effective systemic change

On the other hand, it was noted that when special education numbers are disproportional, districts must use 15% of special education funding for early intervening.

b. Needs in building and coalescing a critical mass of stakeholders

- >conflicts arise because of differences in mission and accountability and turf issues (e.g.,co-located agency staff are pursuing their agency's mission, school staff are pursuing the school's achievement accountability; general and special education staff often have different perspectives)
- >ways to establish a resource focus so that resources are mapped to determine current use and possible reallocation
- >ensuring Principal and school board involvement so that they see the value and importance and can generate administrative and staff buy in
- >systemic staff development with support from NJDOE can play a major role
- >enhanced articulation at all levels (federal, state, and districts) and outreach to community and families is important in building and coalescing stakeholders .

A Sampling of Some General Participant Comments

- “Sharing the passion; finding the partners; looking for volunteers to take the risk”
- “Family of Schools – love it”
- “Although a focus on student achievement is a valid concern, it will take individuals with the understanding and realization that the need [for Learning Supports] exists and is of great importance.”
- “As state takes over Abbott districts, potential interaction with NJDOE Office of Urban Abbott districts would be crucial for resource allocation.”
- “With all the increased testing initiative, it’s important that leaders see that we won’t have lasting success unless supports are in place.”
- “I am seeing a real need to reduce fragmentation and increase cooperative, collaborative and meaningful support, and I need to look and think, as well as get a consistent push to stay the course.”
- “We are five districts in one collaborative with community, agency and government partners. Need opportunities for our districts to come together and discuss models and directions we could move in for systemic improvement that will sustain.”

Participants' Ideas for Possible Next Steps in New Jersey

What next? Moving ideas into action and setting initial priorities

(1) Examples of steps participants indicated they were ready to do individually

As with other state summits, the ideas related to

- *Using and sharing info from Summit to inform key stakeholders*
- *Getting the policy and decision makers involved*
- *Learning more about what others are doing*
- *Incorporating ideas into professional development*
- *Motivating/activating others*
- *Enhancing current programs*
- *Pursuing systemic change and alignment*
- *Keeping up with information on New Directions*

The following are major examples of actions participants plan to take:

a. In Districts

- >organize a planning group; inservice for guidance counselors, CST members, and social workers; mobilize others
- >review existing resources to ensure cohesive systems; identify changes and key people who can participate; develop a resource oriented team
- >evaluate need and possibility for onsite support and training for planning group
- >plan a district level Summit for New Directions
- >look at most effective strategies for support services: both push in and pull out
- >connect and communicate services available; strategic plan that recognizes students support services as a core member of instruction; getting out of the fringes
- >discuss with Superintendent and Board; map out action plan
- >reshape our student support meeting; use matrix to determine system change
- >promote increased communication between schools, departments and community agencies; develop a p-12 framework
- >rethink responsibilities of the Student Services administrator and support service staff; create a planning group
- >develop a district initiative to bring Principals on board
- >bring this to Accreditation for Growth Committee; centralize community resource info
- >interested in discussing a change for the I & RS process to re-focus on classroom instruction
- >utilize resources and strategies present in my district to enhance our current restructuring of support services and collaboration with curriculum and special services departments
- >bring back to cabinet and supervisors; look for ways to map our district supports for all students; create an opportunity to do a retreat for goal setting and strategic planning

- >examine an analysis of deployment of current resources, e.g., IDEA, to see if these existing funds can be reallocated to begin a strategic plan
- >connect with a few other thinkers and believers in my district to share the big ideas
- >implement some new directions (transitions, explore how support staff can work in classrooms with teachers)
- >report to Superintendent; work with Support Service Task Force vice-principals from the system on a district initiative toward “global issues”
- >continue to work within the context of my local school district’s Health and Wellness Initiative/Healthy Adolescent Partnership

b. In Regional Areas

- >share this information in my Region and County
- >our county has an active special education panel charged with stemming the flow of special education youth out of district. This is a useful tool to introduce as a method to address supports in district to reduce students “falling in the stream”
- >the Center for Healthy Schools, Families, and Communities has a Learning Support initiative ongoing that will be replicated in multiple districts; networks of schools; annual summit
- >consider countywide initiatives/meetings as a possible avenue, particularly because of the organization of many small, local boards of ed in NJ
- >create a group of pilot districts to work together to begin the process with state level support

c. In the State Department

- >share the information with Department of Education coordinators for standards on establishing new plan for assessment
- >identify a person to coordinate between all government offices that should be involved; work with Governor’s Office and transition team
- >consider applications of the information presented to the work of the Office of Program Support Services, NJDOE
- >continue to engage in public policy advocacy

d. In Associations and Organizations

- >share the information with the Executive Board of the NJ Association of School Psychologists; ask the committee chairperson to establish a planning group
- >promote this work with the NJ Association of School Social Workers
- >facilitate development of strategic planning process for our organization
- >present at our annual statewide parent/professional conference

(2) Organized Steps Related to Supporting the Work

a. Core Advisors – a group of participants indicated readiness to be core advisors to the initiative from New Jersey. This group will play a key role in advising the national and future state efforts and championing, leading, and guiding the process toward effective systemic change and sustainability. Some functions core advisors work on include:

- identifying, establishing, and providing directions related to tasks and next steps
- "briefs" that provide an overview of the need for a comprehensive, multifaceted, and cohesive approach to addressing barriers to learning and teaching
- supporting, reviewing, and, as appropriate, ratifying work group products

Action step:

Below is the list of those individuals at the summit who indicated interest in joining the network of Core Advisors for the initiative. The UCLA Center work with Core Advisors and other leaders in exploring next steps for work across the country, with a special emphasis on creating readiness for new directions for student support in states where Summits have been held. Leadership Institutes will play a key role in this, and work groups will be established as specific tasks are identified. The group of core advisors continues to evolve over time. If the New Jersey group decides to pursue an in-state initiative for new directions for student support, the Center will work with the network of advisors to help establish a steering body consisting of a high level group of "power brokers" who have the vision, commitment, position, and status to lead in new directions and also clear away barriers to progress.

The following individuals already have indicated interest in joining the growing network of Core Advisors:

- Diana Autin, Executive Co-Director, Statewide Parent Advocacy Network
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- Mitchell Badiner, Coordinator of Special Services, Wayne Township Public Schools
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- Gary Bowen, Superintendent, Jefferson Township Public Schools
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- Alexis Colander, Director of Educational Support Services, East Orange School District
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- Arthur Freiman, Director of Special Education, Bergenfield Public Schools
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- Agnes Golding, Director Student Services, Princeton Regional Schools
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- Paulette Hines, Executive Director, Center for Healthy Schools, Families and Communities
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- Linda Heinze-Mitchell, Supervisor of Support Services, Union City Board of Education
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- Diane Karvelas, New Jersey Association of School Psychologists
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- Ted Kozlik, Assistant Superintendent, Westfield Board of Education
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- George Scott, Director of Student Services, South Brunswick Board of Education
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- Louise Sullivan, Director Special Services, Bordentown Regional School District
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Others recommended as potential core advisors:

Patrick Keenoy, Howard Lerner, Mark Finklestein, Richard Shain, Tracey Macia, Patrick Spagnoletti, Jim Lukach, John Lestino, Roberta Wohle, Terry Van Zoeren, Benjamin O'Neal, Mitchel Gerry, Mark McGrath, Susan Hatch, Annette Kaplan, Kevin Ryan, Frank Alvarez, James Scagliotti

b. Work Groups – As needed, work groups will be formed to flesh out specific ideas about new directions and about how to get from here to there. Facilitators for each work group will be established to ensure group effectiveness and cross-group communication and to interface with core advisors. Given that groups will include individuals from across the state, the process will use email, supplemented by U.S. mail, FAX, and phone.

Examples of work group products might be a series of briefs that provide an overview about the need and possible nature of new directions for student support. These could

- clarify existing resources and concerns about how they are currently deployed
- outline a comprehensive intervention learning supports framework for new directions
- describe how existing infrastructure might be reframed at all levels so that new directions are pursued effectively
- clarify what must happen to get from here to there (how to effect necessary systemic changes)

Action step:

As Core Advisors identify specific tasks, they help establish work groups to pursue top priority tasks.

In addition to those volunteering as Core Advisors, the following Summit participants indicated interest in helping through work groups:

- >Janice Anderson, Interim Assistant Director of Curriculum, Asbury Park Public Schools
- >Susan Beal, Director of Special Services, Lindenwold Public Schools
- >Hillary Charney, Supervisor of High School Guidance, Montgomery Township Pub. Schs.
- >Barbara Cuthbert, Director of Special Services, Old Bridge Township Board of Education
- >Patrick DiGiaino, Acting Coord. District Pupil Assessment Services, Paterson Pub. Schs.
- >Kathleen French, Director of Special Services, Township of Union School District
- >Susan Galbraith, Director of Pupil Services, Middletown Township Public Schools
- >Nancy Laurelli, Safe Schools Healthy Students Director, Millville Public Schools
- >Martin Tolen, New Jersey Association of School Social Workers
- >Leslie Vaccarino, Supervisor of Special Services, Springfield Board of Education

In addition to Core Advisors and volunteers for work groups, the following participants expressed interest in working to provide information about strategies for moving forward in the state:

- >Diana Akeret, Substance Awareness Coordinator, Middle Township School District
- >Joseph Baruffi, Supervisor of Guidance, Milleville Public Schools
- >Phyllis Garnant, Coord. Tech Literacy and Career Ed, NJDOE
- >Mary Jane Gretzola, Asst. Superintendent for Special Ed, Washington Twp School Dist
- >Michelle Katz, Counseling Department, Roselle Park Schools
- >Andrea Kozody, School Social Work, Roselle Park School District
- >Mark Masessa, Assistant Principal, Flemington-Raritan School District
- >Heather Mills-Pevonis, Union Co. Supervisor of Child Study, NJDOE
- >Jeff Nelson, Director Special Education, West Morris Regional High School District
- >Helen Prystauk, Director of Special Services, Verona Schools
- >Gary Vermeire, Program Coordinator, Safe and Drug Free Schools, NJDOE

(3) Steps for Immediately Informing and Including Others in the Initiative

Participants identified many organizations that should be contacted as potential co-sponsors or partners of the initiative and an useful resources in moving in new directions for student support in New Jersey. While some were represented at the Summit, further contact with others in their agencies, was seen as essential. In addition to policymakers (legislators, boards of education, city councils), general departments and agencies (immigration, justice, mental health), and types of professionals (career counselors, visiting nurses, police), specific entities mentioned were:

- >NJ DOE Commissioner
- >Arthur Ryan (Co-chair, Governor's transition team)
- >NJ (and National) Education Association
- >NJ Principals and Supervisors Association
- >National Assoc. of School Superintendents
- >NJ School Boards Association
- >NJ School Counselor Association
- >NJ Assoc. of Pupil Service Administrators
- >NJ Association of School Psychologists
- >NJ Association of School Social Workers
- >NJ Assoc. of Student Assistance Professionals
- >Department of Youth and Family Services
- >School-based Youth Services Program
- >Boggs Center
- >Abbott Schools Assistant Commissioner
- >Union County Assoc. of Special Ed Adms.
- >Center for Healthy Schools, Families and Communities
- >Urban Collaborative
- >Nat. Institute for Urban School Improvement
- >Coordinated School Health Program (CDC)
- >Positive Behavioral Support Initiative
- > Social Emotional Learning initiative – Rutgers University and CASEL
- >Classroom, Organization and Management Program, Vanderbilt University
- >Rowan University
- >Professional Learning Communities
- >Community Alliance for Substance Abuse
- >Council for Educational Diagnostic Services
- >Association of LD Teacher Consultants
- >American Association of Marriage and Family Therapists
- >American Family Therapy Academy
- >National Title I Parent Association
- >National Alliance for Parent Centers
- >Family Voices
- >Federation of Families for Children's MH
- >Municipal Alliance Groups
- >National Mental Health Association
- >Prudential (Newark Headquarters); CEO

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New Directions for Student Support
New Jersey: January 30, 2005

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Appendix B

About the National Initiative and its Co-Sponsors

The National Initiative: *New Directions for Student Support* is designed as a strategic effort to move student support efforts in new directions and into a central position in improving schools and enhancing outcomes for all students. It represents a major response to the growing and widespread imperative for closing the achievement gap and leaving no child behind. The initiative already has mobilized a great deal of interest and energy from educational leaders and school staff and from their organizations across the country. (There are currently 34 co-sponsoring groups.) At this stage, the emphasis is on increasing proactive advocacy for *New Directions for Student Support*, building a leadership network nationally and in every state, and delineating specific recommendations and action steps for getting from here to there.

The Initiative began in October 2002 with a national Summit. This was followed by a series of regional summits. Based on the exceptional response, the decision was made to proceed with state-wide summits. New Jersey was the tenth of these, following Minnesota, Wisconsin, California, Indiana, Texas, Connecticut, New York, Iowa, and Pennsylvania. Several other states are in the planning stages.

Follow-up activity with states include Leadership Institutes, technical assistance and specialized training workshops, and “tool” development.

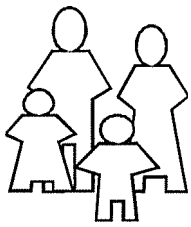
At an appropriate time, a policy makers' summit on student support will be organized to clarify new directions and encourage adoption of major recommendations.

Throughout the process, efforts across the country to move in new directions are being identified and showcased. Technical assistance and training for localities and states is being provided. And, mutual support networks are being developed for sharing of effective practices, lessons learned, and data on progress.

The *New Directions for Student Support Initiative* is sponsored by the national Center for Mental Health in Schools at UCLA* and is co-sponsored by:

American School Counselor Association
American School Health Association
Association for Supervision and Curriculum Development
California Association of School Psychologists
California Center for Community School Partnerships
California Department of Education
Center for Cooperative Research and Extension Services for Schools
Center for Prevention of Youth Violence, Johns Hopkins University
Center for School Mental Health Assistance at the University of Maryland at Baltimore
Center for Social and Emotional Education
Coalition for Cohesive Policy in Addressing Barriers to Development & Learning
Coalition for Community Schools
Collaborative for Academic, Social, and Emotional Learning
Education Development Center
Indiana Department of Education
Institute for the Study of Students at Risk, University of Maine
Johns Hopkins University Graduate Division of Educ.
Minnesota Department of Public Instruction
National Alliance of Pupil Service Organizations
National Association of Pupil Services Administrators
National Association of School Nurses
National Association of School Psychologists
National Association of Secondary School Principals
National Association of Social Workers
National Association of State Boards of Education
National Center for Community Education
National Middle Schools Association
Pennsylvania Department of Education
Policy Leadership Cadre for MH in Schools
Regional VII Comprehensive Center
School Social Work Association of America
Texas Association of Student Assistance Professionals
Urban Special Education Leadership Collaborative
Wisconsin Department of Public Instruction

*The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Department of Psychology, UCLA. Write: Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563 Phone: (310) 825-3634 Fax: (310) 206-8716 E-mail: smhp@ucla.edu Website: <http://smhp.psych.ucla.edu> – Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U45 MC 00175), with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Both are agencies of the U.S. Department of Health and Human Services.



New Directions for Student Support

New Jersey Next Steps – Response Form

(1) Any corrections to the report? NO YES (indicate below or on separate sheet)

(2) Do you think it would be helpful to have a NJ specific version of the enclosed concept paper “Assuring No Child is Left Behind: Enhancing Our Learning Support System by Building a Comprehensive Approach that Closes the Achievement Gap and Ensures Every Student has an Equal Opportunity to Succeed at School” (enclosed with the report).

YES NO

(3) If you have not already done so, please indicate:

(a) Would you like to be part of the network’s core advisors (see description in the Report)?

YES NO

(b) Any others who should be asked to be part of the network’s core advisors:

Name Contact Info

(c) What types of work activity/products do you think are needed to move things forward?

(d) Which activities/products would you be willing to help develop as part of a workgroup?

(4) Are you are associated with a district that is ready to move forward in new directions? YES NO
If so, do you want to explore ways we might be able to help? YES NO
If yes, contact ltaylor@ucla.edu

(5) Other Comments:

Your Name _____ Title _____
Organization _____
Address _____
City _____ State _____ Zip _____
Phone _____ Fax _____ E-Mail _____

Thanks for completing this form. Return by FAX to (310) 206-8716.

The Center for Mental Health in Schools is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project in the Dept. of Psychology, UCLA. Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau, Health Resources and Services Administration. Co-funding comes from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Both HRSA and SAMHSA are agencies of the U.S. Dept. of Health and Human Services.