Name of Initiative or Tool	Short Description	Link
Early Care and Education		
A Resource Guide for Developing Integrated Strategies to Support the Social and Emotional Wellness of Children	This resource guide highlights strategies and provides information on how some Child Care and Development Fund grantees have leveraged partnerships and funding to support implementation. Topics include support for the social and emotional wellness of children, families, and providers; implementation considerations; social and emotional wellness initiatives and delivery strategies; promotion of social and emotional competence, as well as mental health, in infants and young children; and more.	https://childcareta.acf.hhs.gov/resource-guide-developing-integrated-strategies-support-social-and-emotional-wellness-children
Child Care Health Consultation: Skill-Building Modules	Child care health consultants (CCHCs) can use these modules to explore six interactive, realistic scenarios to build and enhance consultation skills.	https://eclkc.ohs.acf.hhs.gov/health-services-management/article/child-care-health-consultation-skill-building-modules
Child Care Health Consultant Competencies	These competencies are for CCHCs working with early care and education (ECE) programs serving infants, toddlers, preschoolers, and school-aged children and their families. The competencies articulate the key areas of CCHC expertise. They demonstrate how CCHCs working in any ECE setting can apply their specialized knowledge and skills to improve health, safety, and wellness outcomes.	https://eclkc.ohs.acf.hhs.gov/publication/child-care-health-consultant-competencies
Child Care Health Consultants Make Early Care and Education Programs Healthier and Safer	CCHCs support programs by providing expertise in a variety of areas such as increasing staff knowledge on health issues and improving compliance with best practices.	https://eclkc.ohs.acf.hhs.gov/publication/child-care-health-consultants-make-early-care-education-programs-healthier-safer
Tips for Early Care and Education Programs	Explore this tip sheet to learn how programs can partner with CCHCs to improve health and safety.	https://eclkc.ohs.acf.hhs.gov/publication/partner-cchc-improve-health-safety-tips-early-care-education-programs
Head Start Heals Campaign	ECE programs play a vital role in supporting the social and emotional and mental health of children and families. This support is particularly important when children and families are exposed to traumatic events or situations that overwhelm their ability to cope.	https://eclkc.ohs.acf.hhs.gov/mental-health/article/head-start-heals-campaign
Braiding Federal Funding to Expand Access to Quality Early Care and Education	This tool assists states and local communities in braiding, blending, or layering multiple federal funding streams (for example, Head Start and the Child Care and Development Fund) to increase the supply of quality early care and	https://aspe.hhs.gov/sites/default/files/2021-08/EC_Braiding_Toolkit.pdf

and Early Childhood Supports and Services: A Tool for States and Local Communities	education and increase access to comprehensive early childhood and family support services within a coordinated, comprehensive early childhood system.	
Policy in Action: Universal Pre-K	Communities with high-quality universal pre-K are taking steps to provide stability and educational enrichment to children and their families. The examples from Florida and Oklahoma illustrate key implementation strategies these communities have used to create and improve universal pre-k programs.	VetoViolence | Resources for violence prevention (cdc.gov)
"Learn the Signs. Act Early." Resources for Early Care and Education	"Learn the Signs. Act Early." has free research-based, parent-friendly resources on child development for early care and education providers to help boost family engagement and identify developmental concerns early. An online training also supports professional development (Watch Me! Celebrating Milestones and Sharing Concerns)	https://www.cdc.gov/ncbddd/actearly/Information-for-Early-Childhood-Educators.html www.cdc.gov/WatchMeTraining
CDC's Early Care and Education Web Portal	This online portal is an access point to the latest early childhood resources from the CDC. It includes links to tools and resources to help implement many early childhood health and safety standards included in Caring for Our Children: National Health and Safety Performance Standards and key federal programs such the Head Start Performance Standards and Child Care Development Fund Health and Safety Requirements.	www.cdc.gov/EarlyCare
Child Care Health Consultation Webinar Series	The Child Care Health Consultation Webinar Series offers CCHCs and others who work in ECE settings a chance to learn new skills and refresh their knowledge on key health and safety topics.	https://eclkc.ohs.acf.hhs.gov/health-services-management/article/child-care-health-consultation-webinar-series
Emergency Response		
ED COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs	The U.S. Department of Education's COVID Handbook Volume 2 focuses on addressing the needs of students, including their social, emotional, academic, and other needs.	https://www2.ed.gov/documents/coronavirus/reopening-2.pdf
Public Health, Medical, and Mental Health Annex	Plan the courses of action that the school will implement to address emergency medical (e.g., first aid), public health, and mental health counseling issues. Schools should coordinate these efforts with the	https://rems.ed.gov/K12PHMandMHAnnex.aspx

	appropriate emergency medical services, public health, mental health, law enforcement, fire department, and emergency management representatives.	
Recovery Annex	Plan how to recover from an emergency. The four most fundamental kinds of recovery are academic recovery, physical recovery, fiscal recovery, and psychological and emotional recovery.	https://rems.ed.gov/K12RecoveryAnnex.aspx
Recovery Annex Resource Guide	This resource guide shares helpful links to guidance and best practices on general recovery resources; academics recovery; physical and structural recovery; business functions recovery; and social, emotional, and behavioral recovery.	https://rems.ed.gov/docs/Recovery_Annex_Resource_Guide_8-29-17_508C.pdf
Understanding the Role of School Psychologists in Supporting School Safety Before, During, and After an Emergency Webinar	During this Webinar, presenters provided an overview of the foundational elements of the Guide for Developing High-Quality School Emergency Operations Plans by six Federal agencies and discussed the importance of including school psychologists in supporting the before, during, and after aspects of an emergency. Presenters also discussed the roles school psychologists play in the development of school EOPs, including functional and threat- and hazard-specific annexes. Additionally, presenters highlighted specific roles school psychologists can serve in as they support school safety, security, emergency management, and preparedness, as well as actionable tasks they can perform to help implement preparedness efforts.	https://rems.ed.gov/webinarDetail?id=72
Resources on Understanding the Role of School Psychologists in Supporting School Safety Before, During, and After an Emergency	This resource list is a supplement to accompany the "Understanding the Role of School Psychologists in Supporting School Safety Before, During, and After an Emergency" Webinar. This supplement [provides a list of resources that share best practices and guidance on psychological first aid, trauma-informed care, threat assessment, reunification, recovery, and prevention of youth suicide.	https://rems.ed.gov/docs/Role_of_School_Psychologists_Resources_508C.pdf
Trauma-Informed Care for Schools Before, During, and After Possible Emergency Events Webinar	In this Webinar, presenters provided an overview of trauma and retraumatization, discussed manifestations of trauma in students, explored a trauma-informed approach, and reviewed considerations for preparedness planning and how schools can address trauma in their emergency operations plans.	https://rems.ed.gov/webinardetail?id=3
Resources on Trauma-Informed Care for Schools Before, During, and After Possible Emergency Events	This resource list is a supplement to accompany the "Trauma-Informed Care for Schools Before, During, and After Possible Emergency Events" Webinar. This supplement provides a list of resources that share guidance and best practices on trauma; trauma-informed schools; educator resilience;	https://rems.ed.gov/docs/Trauma-Informed_Care_for_Schools_Resources_508C.pdf

	psychological first aid; and social, emotional, and behavioral recovery planning.	
Resilience Strategies for Educators: Techniques for Self-Care and Peer Support (RSE) Virtual Training by Request	Learn about resilience strategies following emergency events and how to engage in and teach others about this critical topic. These resilience strategies are aimed at helping educators and school staff increase their ability to work more effectively with students impacted by stress, loss, and trauma brought on by emergency events, such as community or family violence, and economic hardship. Participants will leave the training with the knowledge and hands-on skills needed to implement steps to prevent compassion fatigue. They will also leave with a detailed action plan that includes specific steps and timelines for implementation and application at the school district or school-site level.	https://rems.ed.gov/VirtualTBRs
Resilience Strategies for Educators: Techniques for Self-Care and Peer Support (RSE) Live Training by Request	Learn about resilience strategies following emergency events and how to engage in and teach others about this critical topic. These resilience strategies are aimed at helping educators and school staff increase their ability to work more effectively with students impacted by stress, loss, and trauma brought on by emergency events, such as community or family violence, and economic hardship. Participants will leave the training with the knowledge and hands-on skills needed to implement steps to prevent compassion fatigue. They will also leave with a detailed action plan that includes specific steps and timelines for implementation and application at the school district or school-site level.	https://rems.ed.gov/TA_TrainingsByRequest.aspx
Understanding the Role of School Nurses in Supporting School Safety Before, During, and After an Emergency Webinar	This Webinar highlights and discusses the role school nurses have in supporting overall school safety, security, emergency management, and preparedness before, during, and after an emergency. Presenters provided an overview of the foundational elements of the Guide for Developing High-Quality School Emergency Operations Plans by six Federal agencies and discussed the importance of including school nurses in supporting the before, during, and after aspects of an emergency.	https://rems.ed.gov/webinardetail?id=70
Resources on Understanding the Role of School Nurses in Supporting School Safety	This resource list is a supplement to the "Understanding the Role of School Nurses in Supporting School Safety Before, During, and After an Emergency" Webinar. The resource list provides links to guidance and best practices on topics including collaborative planning; the role of school nurses; hazard mitigation; evacuation; triage; health education; surveillance; infectious	https://rems.ed.gov/docs/Role_of_School_Nurses_Resources_508C.pdf

Before, During, and After an Emergency	diseases; opioid and drug-related emergencies; and the emergency operation plan public health, medical, and mental health annex.	
Recovery Planning for Schools and Institutions of Higher Education in the Immediate Aftermath of a Significant or Federally Declared Natural Disaster Fact Sheet	This fact sheet shares information to support schools and institutions of higher education in collaborating, coordinating, and integrating resources with the communities they serve following a disaster to help ensure that they can efficiently access the available Federal, state, and local resources aimed at the well-being of the school community and the community they serve as well as restore education services following a disaster.	https://rems.ed.gov/docs/NDRFFederallyDeclaredDisasterFactSheet_508C.pdf
American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) State Plan Application Technical Assistance	Provides 4/29/21 and 9/2/21 webinar recordings and slide decks from a series of technical assistance "office hours" sessions hosted by ED's Office of Elementary and Secondary Education during May-August 2021, to help SEAs and LEAs understand how funding under the Elementary and Secondary School Emergency Relief (ESSER) Fund, including the American Rescue Plan ESSER (ARP ESSER) program, and the Governor's Emergency Education Relief [GEER] Fund may be used in response to the impact of the coronavirus disease 2019 (COVID-19) pandemic on students in pre-K–12 education. This site provides responses to Frequently Asked Questions (FAQs), offers a 9/1/21 fact sheet, Supporting School Districts in Timely Investment of American Rescue Plan Act Funds, offers Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time, and addresses maintenance of effort and maintenance of equity requirements. The page also links to each SEA's submitted ARP ESSER state plans.	https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/resources/#:~:text=Maintenance%20of%20Equity%20Section%202004%20of%20the%20ARP,and%20LEAs%20as%20they%20implement%20these%20new%20requirements
Elementary and Secondary School Emergency Relief Fund	Explains how the December 2020 CRRSA relief package added $54.3 billion to the Elementary and Secondary School Emergency Relief Fund [ESSER II Fund] initially funded at $13.2 billion [ESSER Fund] in the March 2020 CARES Act. At this webpage, developed by ED's Office of Elementary and Secondary Education [OESE], education officials can find an ESSER II Fact Sheet; the CRRSA ESSER II methodology and allocation table; and numerous links to ED information resources detailing administrative aspects of the CARES Act and CRRSA K-12 funding.	https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/
COVID-19 Resources for Schools, Students, and Families	Presents selected information resources to assist both K-12 schools and higher education institutions to disseminate critical information about the disease and its potential transmission to students, families, staff, and	https://www.ed.gov/coronavirus

	community members. ED regularly updates this page as more information and resources become available. Readers are invited to send questions on which the Department can be helpful to: COVID-19@ed.gov.	
VOLUME 3 - 2021 ED COVID-19 HANDBOOK Strategies for Safe Operation and Addressing the Impact of COVID-19 on Higher Education Students, Faculty, and Staff	Presents the third volume in the U.S. Department of Education (ED) COVID-19 Handbook. This volume provides additional strategies for higher education institutions (IHEs) and communities as they work to reopen for in-person instruction safely and equitably.	https://www2.ed.gov/documents/coronavirus/reopening-3.pdf
Volume 2 - ED COVID-19 Handbook: Roadmap to Reopening Safely and Meeting All Students' Needs	Presents the second volume in the U.S. Department of Education (ED) COVID-19 Handbook. This volume provides additional strategies for safely reopening all of America's schools and to promote educational equity by addressing opportunity gaps that have been exacerbated by the pandemic.	https://www2.ed.gov/documents/coronavirus/reopening-2.pdf
Volume 1 - 2021 ED COVID-19 Handbook: Strategies for Safely Reopening Elementary and Secondary Schools	Presents the first volume in the U.S. Department of Education (ED) COVID-19 Handbook, a series intended to support the education community as schools reopen. This series provides tools to aid educators in implementing Centers for Disease Control and Prevention (CDC) guidance by addressing common challenges and providing practical examples. This series is updated as additional scientific evidence becomes available, including evidence related to new variants of the virus that causes COVID-19. This handbook does not have the force or effect of law and is not binding in any way (except where statutory or regulatory requirements are referenced).	https://www2.ed.gov/documents/coronavirus/reopening.pdf
Resources for Education Providers and Families	Presents information about specific resources, organized by topical areas, and intended audience, curated by the U.S. Department of Education's Office of Elementary and Secondary Education [ED-OESE]. Resources include websites, webinars, guidance documents, practice briefs and tools created by OESE, its technical assistance centers and other partners across the Department and government to support K-12 education programs. In the wake of the COVID-19 national public health emergency, this collection includes topical pages about Safe School Environments and Social Emotional and Behavioral Support. These pages provide resources to support district leaders, school	https://oese.ed.gov/resources/?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

	leaders, and educators in creating welcoming, safe, and supportive learning environments.	
Mental Health Resources to Support Response and Recovery During COVID-19	Find materials on mental health and wellness, short- and long-term recovery, and caring for yourself during recovery. The resources on this page and throughout the Mental Health topic area may be helpful as programs respond to COVID-19.	https://eclkc.ohs.acf.hhs.gov/mental-health/article/mental-health-resources-support-response-recovery-during-covid-19
Tips for Talking With and Helping Children and Youth Cope After a Disaster or Traumatic Event: A Guide For Parents, Caregivers, and Teachers	This fact sheet helps families, caregivers, and teachers recognize common reactions of children, by age group, after experiencing a disaster or traumatic event. It offers tips on how to respond in a helpful way and useful resources.	https://childcareta.acf.hhs.gov/ncase-resource-library/tips-talking-and-helping-children-and-youth-cope-after-disaster-or-traumatic
Helping Children Recover from Exposure to Trauma: Resources for Child Care Providers and Families	This document provides links to teaching resources, training models, publications, and other resources to assist child care providers and families as they help children recover from exposure to a natural disaster or other traumatic event. It includes links to relevant federal agencies, national organizations, and additional publications.	https://childcareta.acf.hhs.gov/ncase-resource-library/helping-children-recover-exposure-trauma-resources-child-care-providers-and
How Schools Can Support COVID-19 Vaccination	CDC's school health program led the development of this recent website about How Schools Can Support COVID-19 Vaccination.	https://www.cdc.gov/vaccines/covid-19/planning/school-located-clinics/how-schools-can-support.html
Back to School During COVID	Going back to school during a pandemic can be challenging for families and schools. These resources are designed to address mental health and resiliency in school settings.	Back to School During COVID
CMHS: Talking With Children: Tips for Caregivers, Parents, and Teachers During Infectious Disease Outbreaks	This fact sheet provides parents, caregivers, and teachers with strategies for helping children manage their stress during an infectious disease outbreak. It describes potential reactions among youth and the support adults can provide to help them.	https://store.samhsa.gov/product/Talking-With-Children-Tips-for-Caregivers-Parents-and-Teachers-During-Infectious-Disease-Outbreaks/PEP20-01-01-006
CMHS: Tips for Talking With and Helping Children and Youth Disaster or Community Event: A Guide	This fact sheet helps parents and teachers recognize common reactions of children after experiencing a disaster or traumatic event. It highlights reactions by age group, offers tips for how to respond in a helpful way, and recommends when to seek support.	https://store.samhsa.gov/product/tips-talking-helping-children-youth-cope-after-disaster-or-traumatic-event-guide-parents/sma12-4732

for Parents, Caregivers, and Teachers		
CMHS: Children and Disasters - Disaster Technical Assistance Center (DTAC) Webpage	Learn about how children and adolescents experience disasters and ways parents and caregivers can help young people cope and develop resilience.	https://www.samhsa.gov/dtac/disaster-survivors/children-and-disaster
CMHS: DTAC Disaster Behavioral Health Information Series (Filtered by Audience Type for Children)	DBHIS is a searchable database that can be filtered by various criteria including target audience and resource population (e.g., children, adolescents, caregivers, parents, and teachers). Search results include annotated descriptions and links to a variety of vetted resources related to children and disasters/traumatic events.	https://www.samhsa.gov/resource-search/dbhis
Behavioral Health and Trauma		
Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs	This resource is intended to supplement the information in the ED COVID-19 Handbook, Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools; Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs; and Volume 3: Strategies for Safe Operation and Addressing the Impact of COVID-19 on Higher Education Students, Faculty, and Staff by providing focused information and resources to promote mental health and social and emotional well-being among students.	https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf
Supporting and Protecting the Rights of Students at Risk of Self-Harm in the Era of COVID-19	This fact sheet provides information about Federal civil rights laws that protect students with mental health disabilities. It includes scenarios that illustrate when the U.S. Department of Education might investigate a potential violation; gives schools and postsecondary institutions a list of action steps to create an environment responsive to students with mental health disabilities; and provides educational and crisis resources for students, families, and educators.	https://www2.ed.gov/about/offices/list/ocr/docs/ocr-factsheet-students-self-harm-covid-19.pdf
#REMSONTHEAIR Podcast: Opioids, Drug-Related Emergencies, and Substance Abuse Prevention Before, During, and After the COVID-19 Pandemic	Tune in for an informative two-part discussion on the integration of Opioid Overdose Prevention Annexes into school emergency operations plans. In Part 1, the REMS TA Center describes school-based prevention and intervention methods and provides an overview of the presence of opioids in schools. Part 2 provides an overview of opioid use and abuse and offers key terms and definitions.	https://rems.ed.gov/podcast

Understanding Educator Resilience & Developing a Self-Care Plan Webinar	This Webinar provides educators and others in the educational community with a better understanding of resilience strategies that can be used to increase their ability to work more effectively with students impacted by stress, loss, and trauma. This Webinar provided information on the concepts of resilience and compassion fatigue, and the impact of stress, burnout, and compassion fatigue on the education environment; how to identify signs and symptoms of compassion fatigue; and, included concrete steps for developing a professional self-care plan.	https://rems.ed.gov/webinarDetail?id=16
Compassion Fatigue and Behavioral Health Websites Resource List	This resource list is a supplement to the "Resilience Strategies for Educators: Techniques for Self-Care and Peer Support (RSE) Training by Request" and provides a list of resources focused on compassion fatigue and behavioral health.	https://rems.ed.gov/docs/Resource_List_Compassion_Fatigue_and_Behavioral_Health_Websites.pdf
Specialized Training Package: Understanding Educator Resilience & Developing a Self-Care Plan	This 60-minute training module is designed to provide educators and master trainers with a better understanding of resilience strategies that can be used to increase their ability to work more effectively with students impacted by stress, loss, and trauma brought on by community or family violence, natural and man-made disasters, and economic hardship. It provides information on the concepts of resilience and compassion fatigue and includes concrete steps for developing a professional self-care plan.	https://rems.ed.gov/TrainingPackage.aspx
Child and Adolescent Mental Health During COVID-19: Considerations for Schools and Early Childhood Providers	Reviews the rates of individual mental health conditions (anxiety, depression, trauma and stressor related disorders, ADHD, behavior/conduct disorders) by age, and the practical application for school mental health and early childhood providers in identifying and referring children appropriately for services. This brief was prepared through intramural research by the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation.	https://aspe.hhs.gov/reports/child-adolescent-mental-health-during-covid-19
Supporting Child and Student Social, Emotional, Behavioral and Mental Health during COVID-19 Era	Provides information and resources to enhance the promotion of mental health and the social and emotional well-being among children and students. This resource highlights seven key challenges to providing school- or program-based mental health support across early childhood, K–12 schools, and higher education settings, and presents seven corresponding recommendations.	https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

Trauma: Responding to Crises and Fostering Recovery	Find strategies to promote resilience and support positive outcomes.	https://eclkc.ohs.acf.hhs.gov/mental-health/article/trauma-responding-crises-fostering-recovery
Substance Use Disorder and Recovery	Explore the resources for strategies around providing families access to referrals for substance use treatment, mental health services, and parenting classes. Learn about safety and structure for children and families and how to offer non-judgmental support.	https://eclkc.ohs.acf.hhs.gov/mental-health/article/substance-use-disorder-recovery
Core Components Approaches to Building Evidence of Program Effectiveness: Practice Recommendations for Skill-building Interventions	This brief provides practice recommendations for skill-building interventions that teach youth skills to manage social interactions and control executive responses such as anger and impulsivity. It describes recommendations for reducing externalizing behaviors, improving social competence, and improving self-regulation.	https://aspe.hhs.gov/reports/core-components-approaches-building-evidence-program-effectiveness
Trauma-Informed Approaches: Connecting Research, Policy, and Practice to Build Resilience in Children and Families	This project advanced an understanding of trauma-informed, systems-level efforts across sectors. One brief reviews trauma-informed initiatives at the systems level and summarizes common program activities, targeted outcomes, and evidence of progress towards those systems-level outcomes. Another brief highlights select trauma-informed programs from diverse sectors, geographic locations, and funding sources – including school-based and cross-sector approaches.	https://aspe.hhs.gov/reports/trauma-informed-approaches-building-resilience-children-families
Best Practices User Guide: Youth Engagement	This user guide emphasizes that the youth perspective is critical to tobacco prevention and control because most people start smoking cigarettes before age 18. Tobacco control programs have a need to understand how to meaningfully engage youth as a part of a comprehensive tobacco control program.	Best Practices User Guides - Youth Engagement in Tobacco Prevention and Control (cdc.gov)
E-Cigarettes and Youth Toolkit for Partners: How You can Help End the Epidemic	The digital toolkit provides information and resources to take action. Inside this toolkit, you'll find evidence-based messaging on the risks of e-cigarette use among young people. The toolkit includes free media and communications resources with ideas for using them to reach parents, educators, and health care providers—key groups whom we must engage to help end this epidemic.	E-Cigarettes and Youth Toolkit for Partners: How You Can Help End the Epidemic (cdc.gov)
Surgeon General's Know the Risks: E-Cigarettes and Young People	Surgeon General's Report resources to learn more about the risks e-cigarettes pose to youth and young adults.	Resources to learn more about e-cigarette use among youth and young adults	Know the Risks: E-cigarettes &

		[Young People	U.S. Surgeon General's Report](#)
Surgeon General's Report on E-cigarette Use Among Youth and Young Adults	Released in 2016, this is the first report issued by a federal agency to comprehensively review the public health issue of e-cigarette use among youth and young adults. The report's scientific findings are based on the best available evidence regarding a variety of topics, including trends in e-cigarette use; health effects of e-cigarettes, nicotine, and secondhand e-cigarette aerosol; e-cigarette marketing and advertising; and evidence-based strategies to reduce e-cigarette use among youth and young adults.	https://e-cigarettes.surgeongeneral.gov/documents/2016_SGR_Full_Report_508.pdf
Preventing Adverse Childhood Experiences (ACEs)	Adverse Childhood Experiences (ACEs) come in many forms and can have long-term impacts on health and well-being into adulthood. This accredited, online training is designed to increase knowledge and change competency of public health, medical, and mental health professionals related to preventing ACEs.	[Preventing Adverse Childhood Experiences	VetoViolence (cdc.gov)](#)
Preventing Adverse Childhood Experiences (ACEs): Leveraging the Best Available Evidence	This technical package represents a select group of strategies based on the best available evidence to help prevent Adverse Childhood Experiences (ACEs). These strategies focus on changing norms, environments, and behaviors in ways that can prevent ACEs from happening in the first place; one such strategy is connecting youth to caring adults and activities such as mentoring and after-school programs.	[Preventing Adverse Childhood Experiences (cdc.gov)](#)
Preventing Suicide: A Technical Package of Policy, Programs, and Practices	This technical package represents a select group of strategies based on the best available evidence to help communities and states sharpen their focus on prevention activities with the greatest potential to prevent suicide. The strategies and approaches included in this technical package represent different levels of the social ecology, with efforts intended to impact community and societal levels, as well individual and relationship levels; one such strategy includes promoting connectedness within and between multiples levels of the social ecology, for instance between individuals, families, schools, neighborhoods, workplaces, faith communities, cultural groups, and society as a whole.	[Preventing Suicide: A Technical Package of Policy, Programs, and Practices (cdc.gov)](#)
Guidance to States and School Systems on Addressing Mental Health	Joint CMS/SAMHSA guidance that describes how behavioral health needs can be addressed in school settings.	https://store.samhsa.gov/product/guidance-states-and-school-systems-addressing-mental-health-and-substance-use-issues

and Substance Use Issues in Schools		
National Center for School Mental Health (NCSMH)	The HRSA-funded NCSMH provides training and technical assistance to increase and improve high quality comprehensive school mental health systems across the nation.*	https://www.schoolmentalhealth.org/Our-Work/Training--Technical-Assistance/
School-based Suicide Prevention: Promising Approaches and Opportunities for Research Webinar	On January 14, 2022, NIH's National Institute of Mental Health (NIMH) hosted a webinar providing an opportunity for diverse stakeholders, including school administrators, researchers, practitioners, policymakers, and funders, to learn about new and innovative practices in school-based suicide prevention. There was a particular focus on risk identification, follow-up, and referral for additional services for high-risk youth, and in addition to describing the programs, presenters discussed preliminary research efforts and/or challenges and ways to overcome common barriers to implementing suicide prevention in schools, including data collection and evaluation.	https://www.nimh.nih.gov/news/events/announcements/school-based-suicide-prevention-promising-approaches-and-opportunities-for-research
African American Youth Suicide: Report to Congress	The African American Youth Suicide: Report to Congress is a response by the U.S. Department of Health and Human Services that builds upon the 2019 Congressional Black Caucus report, "Ring the Alarm: The Crisis of Black Suicide in America." The report examines patterns of youth suicide by race and ethnicity, what is known about youth suicide decedent characteristics, information on risk and protective factors, interventions, and remaining knowledge gaps.	https://www.nimh.nih.gov/sites/default/files/documents/health/topics/suicide-prevention/african_american_youth_suicide-report_to_congress.pdf
Surgeon General's Call to Action to Implement the Suicide Prevention Strategy	The Surgeon General's Call to Action to Implement the National Strategy for Suicide Prevention (Call to Action) seeks to advance progress toward full implementation of the National Strategy for Suicide Prevention, while taking into account the unique challenges and opportunities of our times. To truly make a difference in reducing suicide rates, the 13 goals and 60 objectives of the National Strategy need to be fully implemented; and the Call-to-Action zeroes in on six key actions that must be implemented if we are to reverse the current upward trend in suicide deaths in the U.S.	https://www.hhs.gov/sites/default/files/sprc-call-to-action.pdf
Surgeon General Youth Mental Health Advisory: What Educators, School	This Advisory offers recommendations for supporting the mental health of children, adolescents, and young adults.	Surgeon General Youth Mental Health Advisory

Staff, and School Districts Can Do		
Early Risers "Skills for Success" Risk Prevention Program	An intervention for elementary school-aged children ages 6 to 10 at higher risk for serious conduct problems based on risk factors such as exposure to stressful life experiences and/or early aggressive and disruptive behaviors (see NIDA - Funded Early Interventions | National Institute on Drug Abuse (NIDA) (nih.gov))	https://youth.gov/content/early-risers-%25E2%2580%2598skills-success%25E2%2580%2599-program
CMHS Technical Assistance Centers	CMHS offers resources through publications, webinars, and peer learning communities that build capacity and provides support to clinicians, families, youth and young adults, school personnel, and other stakeholders. *	General links to CMHS Technical Assistance Centers: **Mental Health Technology Transfer Center Network (MHTTC):** disseminates knowledge and skills through documents, webinars, and resources to implement evidence-based mental health interventions in communities. https://mhttcnetwork.org/ **National Training and Technical Assistance Center for Child, Youth, and Family Mental Health (NTTAC**): provides resources and documents to assist providers and policymakers create 'systems of care' for children and youth with serious mental health conditions. https://nttacmentalhealth.org/ https://samhsa.gov/nttac **National Center of Excellence for Eating Disorders (NCEED)** advances the education and training of healthcare

		providers and promotes public awareness of eating disorders and eating disorder treatment. Provides the knowledge and skills necessary to ensure eating disorders are identified, treated, and supported in recover, individuals are supported and moved towards healing. https://www.nceedus.org/ **Center of Excellence for Infant & Early Childhood Mental Health Consultation** (CoE) is the national technical assistance center dedicated to the advancement and impact of the field of Infant & Early Childhood Mental Health Consultation through training, technical assistance, and resource development. https://www.iecmhc.org/ **The National Child Traumatic Stress Network (NCTSN).** NCTSN raises the standard of care and improves access to services for traumatized children, their families, and communities throughout the United States. https://www.nctsn.org/
CSAP: Talk. They Hear You Campaign Resources for Schools & Educators	Information provided assists school leaders in beginning and/or improving student assistance services and provides guidance on more comprehensive resources. Products include classroom posters, conversation resources discussion starter videos and the upcoming "Screen4Success" application to assist Student Assistance Professionals in identifying and referring youth for MH/SUD services.	Campaign Catalog School & Educator Resources | SAMHSA

CSAP: Student Assistance Guide for School Administrators and Discussion Starter Video	Provides school leaders and administrators with information regarding the development and implementation of student assistance services. In this guide, we review aspects of providing student assistance, including connections to existing school, substance use, and mental health initiatives; key components of effective programming; considerations for implementation; and planning for success.	Discussion Starter video titled: "By Your Side" Link to Administrators Guide: Student Assistance Guide for School Administrator
CSAP: Resources for Schools and Communities to Assist Parents and Caregivers with MH/SUD Issues.	Resources to assist schools and communities looking to implement the Substance Abuse and Mental Health Services Administration's (SAMHSA) "Talk. They Hear You."® parent-focused national media campaign. The guide highlights resources and best practices for sharing the campaign in your school or community, including a brief history of the campaign, step-by-step process for implementation, and additional resources to aid your underage drinking prevention and substance use prevention efforts. Resources provided in the column to the right.	School Community Engagement Resources Guide Parent Night Out "What Parents are Saying Pod cast" Talking with your teen about vaping Help for Talking About Alcohol and Other Drugs 5 Conversation Goals Answering Your Child's Tough Questions Family Agreement Form: Avoiding Alcohol Keeping Your Kids Safe Brochures Join the #WeTalked Campaign (PDF | 5.3 MB) Impaired Driving: Talk With Your Kids How To Tell If Your Child Is Drinking Alcohol The Consequences of Underage Drinking What You Can Do To Prevent Your Child From Drinking Why Small Conversations Make a Big Impression Why You Should Talk With Your Child

		About Alcohol and Other Drugs Why Your Child Might Start Drinking Talking with your teen about marijuana Talking with your teen about opioids Talking with your teen about alcohol and other drugs
CSAP: Guides for Youth and Campus Outreach	Series of guides are intended to help schools, healthcare providers, healthcare system administrators, and community members meet the needs of individuals at risk for, experiencing, or recovering from substance misuse and mental illness. The guides review research findings, emerging and best practices, knowledge gaps, and implementation challenges, and offers useful resources.	Substance Misuse Prevention for Young Adults | SAMHSA Preventing Marijuana Use Among Youth | SAMHSA Screening, Brief Intervention, and Referral to Treatment (SBIRT) | SAMHSA Reducing Vaping Among Youth and Young Adults | SAMHSA TAP 34: Disaster Planning Handbook for Behavioral Health Service Programs | SAMHSA
School-based Suicide Prevention: Promising Approaches and Opportunities for Research Webinar	On January 14, 2022, NIH's National Institute of Mental Health (NIMH) hosted a webinar providing an opportunity for diverse stakeholders, including school administrators, researchers, practitioners, policymakers, and funders, to learn about new and innovative practices in school-based suicide prevention. There was a particular focus on risk identification, follow-up, and referral for additional services for high-risk youth, and in addition to describing the programs, presenters discussed preliminary research efforts and/or challenges and ways to overcome common barriers to implementing suicide prevention in schools, including data collection and evaluation.	https://www.nimh.nih.gov/news/events/announcements/school-based-suicide-prevention-promising-approaches-and-opportunities-for-research
Understanding Suicide Risk Among Children and Preteens:	NIMH convened a four-part virtual research roundtable series, "Risk, Resilience, & Trajectories in Preteen Suicide." The roundtables took place between January and April 2021, and culminated in a synthesis meeting in	https://www.nimh.nih.gov/news/events/2021/understanding-suicide-risk-

A Synthesis Workshop	June 2021. The series brought together a diverse group of expert panelists to assess the state of the science and short- and longer-term research priorities related to preteen suicide risk and risk trajectories, concluding with a Q&A with Dr. Josh Gordon and Admiral Rachel Levine, MD.	among-children-and-pre-teens-a-synthesis-workshop
Social Determinants of Health		
Healthy Out-of-School Time (HOST) Coalition website	This website for the HOST coalition identifies events and resources on healthy eating, physical activity, health, screen time, and social supports. It includes links to dozens of other related organizations.	https://childcareta.acf.hhs.gov/ncase-resource-library/healthy-out-school-time-host-coalition-website
Healthy States: Health and Safety Training Toolkit	This toolkit provides guidance and resources for meeting Child Care and Development Fund (CCDF) health and safety training basic requirements as well as best practice. Topics covered include infectious diseases, medication administration, facilities safety, transportation, emergency preparedness, child abuse and maltreatment, and more.	https://childcareta.acf.hhs.gov/ncase-resource-library/healthy-states-health-and-safety-training-toolkit
Protection and Advocacy Systems (P&As)	ACL's 57 Protection and Advocacy Systems (P&As) use a range of strategies to promote the rights of individuals with disabilities, including legal advocacy, information and referral, training and technical, self-advocacy training, and public awareness. Many P&As have worked to ensure adequate school-based mental health services are in place to reduce reliance on seclusion and restraint for children with behavioral and mental health needs, and additionally P&As have advocated for children with disabilities to receive the school-based health services needed to attend and participate in school daily.	https://acl.gov/programs/aging-and-disability-networks/state-protection-advocacy-systems
Dating Matters Toolkit	The Dating Matters Toolkit gives strategies for individuals, peers, families, schools, and neighborhoods to help prevent teen dating violence. It focuses on teaching 11 to 14-year olds the skills needed to have healthy relationships and prevent negative relationship behaviors.	Dating Matters® Toolkit	VetoViolence (cdc.gov)
Dating Matters Training for Educators	This online accredited course uses expert interviews, interactions, storytelling, and educator insights to make teen dating violence prevention relevant for educators, youth leaders, and everyone working with teens. The Training for Educators in one component of Dating Matters.	Dating Matters® Toolkit	VetoViolence (cdc.gov)
Child Abuse & Neglect: A Technical Package for Policy, Norm, and Programmatic Activities	This technical package represents a select group of strategies based on the best available evidence to help prevent child abuse and neglect. The strategies represented in this package include those with a focus on preventing child abuse and neglect from happening in the first place as well as approaches to lessen the immediate and long-term harms of child abuse	Preventing Child Abuse and Neglect: A Technical Package for Policy, Norm, and Programmatic Activities (cdc.gov)

	and neglect; one such strategy discussed is providing quality care and education early in life.	
Preventing Intimate Partner Violence Across the Lifespan: A Technical Package of Programs, Policies, and Practices	This technical package represents a select group of strategies based on the best available evidence to help communities and states sharpen their focus on prevention activities with the greatest potential to prevent intimate partner violence (IPV) and its consequences across the lifespan. The strategies represented in this package include those with a focus on preventing IPV, including teen dating violence, from happening in the first place or to prevent it from continuing, as well as approaches to lessen the immediate and long-term harms of partner violence.	Preventing Intimate Partner Violence Across the Lifespan: A Technical Package of Programs, Policies, and Practices (cdc.gov)
STOP SV: A Technical Package to Prevent Sexual Violence	This technical package represents a select group of strategies based on the best available evidence to help communities and states sharpen their focus on prevention activities with the greatest potential to reduce sexual violence (SV) and its consequences. The strategies and approaches in this package represent different levels of the social ecology with efforts not only intended to impact individual behaviors, but also the relationships, families, schools, communities, and social structures that influence risk and protective factors for SV and ultimately SV behaviors.	STOP SV: A Technical Package to Prevent Sexual Violence (cdc.gov)
Child Abuse & Neglect: A Technical Package for Policy, Norm, and Programmatic Activities	This technical package represents a select group of strategies based on the best available evidence to help prevent child abuse and neglect. The strategies represented in this package include those with a focus on preventing child abuse and neglect from happening in the first place as well as approaches to lessen the immediate and long-term harms of child abuse and neglect; one such strategy discussed is providing quality care and education early in life.	Preventing Child Abuse and Neglect: A Technical Package for Policy, Norm, and Programmatic Activities (cdc.gov)
USDA Demonstration Project to Evaluate Using Medicaid Eligibility Data to Directly Certify Children for Free and Reduced Price School Meals	CMCS has collaborated with FNS/USDA on their demonstration project for states to evaluate the impact of using Medicaid eligibility data to directly certify students for free and reduced priced school meals. To promote this opportunity to states, CMCS discussed this opportunity during a Medicaid Eligibility Technical Advisory Group meeting and also issued an Informational Bulletin on 9/10/21.	https://www.fns.usda.gov/cn/usda-demonstration-project-evaluate-using-medicaid-eligibility-data-directly-certify
Children's Safety Network	The HRSA-funded Children's Safety Network (CSN) offers technical assistance to states and jurisdiction health departments to increase their capacity to address childhood injuries and violence. CSN provides technical assistance on	https://www.childrenssafetynetwork.org/technical-assistance

	a wide range of injury prevention topics and in a variety of capacity building areas.*	
	Health Care	
Pediatric Mental Health Care Access (PMHCA) and the American Rescue Plan Act - Pediatric Mental Health Care Access - New Area Expansion (ARP-PMHCA) Programs	Announces expansion of Pediatric Mental Health Care Access (PMHCA) projects into new states and geographic areas, including tribal areas. Through these programs, new state and regional networks of pediatric mental health care teams can now provide tele-consultations, training, technical assistance, and care coordination for pediatric primary care providers to diagnose, treat and refer children and youth with mental health conditions and substance use disorders. Recent grant awards from the Health Resources and Services Administration [HRSA]'s Maternal and Child Health Bureau [MCHB] have increased the number of such networks from 21 to 46 projects throughout the country. Visit this webpage to identify the project in your vicinity, and for contact information and a summary of each funded tele-mental health project.	https://mchb.hrsa.gov/training/projects.asp?program=34
COVID-19 Telehealth Program (Invoices & Reimbursements)	Provides funding, appropriated by Congress, to help health care providers provide connected care services to patients at their homes or mobile locations in response to the COVID-19 pandemic. The COVID-19 Telehealth Program provides immediate support to eligible health care providers responding to the COVID-19 pandemic by fully funding their telecommunications services, information services, and devices necessary to provide critical connected care services. This webpage serves as a hub for information, forms and processes related to this reimbursement program. The Federal Communications Commission [FCC] has provided a set of Frequently Asked Questions [FAQ's] for this program.	https://www.fcc.gov/covid-19-telehealth-program-invoices-reimbursements
Healthy Schools Branch	CDC's Healthy Schools Branch works with states, school systems, communities, and national partners to prevent chronic disease and promote the health and emotional well-being of children and adolescents in schools, prioritizing underserved K-12 schools, including those in rural and tribal communities. The program uses the Whole School, Whole Community, Whole Child framework to improve physical and mental health, encompassing healthy in-school and out-of-school time programs and staff wellness.	https://www.cdc.gov/healthyschools/index.htm
Resources on Managing Health Conditions	Includes resources and research briefs on the following subject areas: • School Health Services	Managing Health Conditions (cdc.gov)

	• Chronic Health Conditions • Virtually Healthy Schools • Whole School, Whole Community, Whole Child model (WSCC)	Research briefs: • [Addressing the Needs of Students with Chronic Health Conditions: Strategies for Schools](#) • [Chronic Health Conditions and Academic Achievement](#)
Promoting Adolescent Health Through School-Based HIV Prevention (PS18-1807) Program Guidance	One of CDC's key programmatic strategies is to improve schools' capacity to increase adolescents' access to key preventive SHS either by providing on-site services or making referrals to adolescent-friendly community-based health service providers. CDC provides program guidance icon on how to increase student access to SHS.	https://www.cdc.gov/healthyyouth/fundedprograms/1807/resources/PS18-1807-GUIDANCE508.pdf
Adolescent Health: What Works in Schools: Sexual Health Services	The CDC has established an evidence-based approach schools can implement to help prevent HIV, STDs, and unintended pregnancy among adolescents. This info brief focuses on increasing access to sexual health services—preventive health care services that schools can connect students to either on site or in the community.	https://www.cdc.gov/healthyyouth/whatworks/pdf/what-works-sexual-health-services.pdf
GYT: Get Yourself Tested for High Schools	Get Yourself Tested (GYT) is an empowering campaign that can be implemented in high schools to encourage young people to get tested for human immunodeficiency virus (HIV) and sexually transmitted diseases (STDs). Students and staff can work jointly on the campaign to develop materials and plan school-wide events focused on prevention and testing.	https://www.cdc.gov/healthyyouth/get_yourself_tested/index.htm
Condom Availability Programs (CAPs) in Schools: Things to Consider	CDC has identified action steps for schools and districts considering Condom Availability Programs (CAPs). These steps can be effective whether the program is for the entire school district or just one school and can be used to start a new program or improve an existing one. The strategies are based on research literature, expert experience, and successful program examples.	https://www.cdc.gov/healthyyouth/healthservices/caps/pdf/caps.pdf
Preventing Suicide: A Technical Package of Policy, Programs, and Practices	This technical package represents a select group of strategies based on the best available evidence to help communities and states sharpen their focus on prevention activities with the greatest potential to prevent suicide. The strategies and approaches included in this technical package represent different levels of the social ecology, with efforts intended to impact community and societal levels, as well individual and relationship levels; one such strategy includes promoting connectedness within and between	[Preventing Suicide: A Technical Package of Policy, Programs, and Practices (cdc.gov)](#)

	multiples levels of the social ecology, for instance between individuals, families, schools, neighborhoods, workplaces, faith communities, cultural groups, and society as a whole.	
Heads Up for School Nurses	HEADS UP to Schools materials are for school nurses. The signs and symptoms checklist is particularly useful in helping to monitor a student with a head injury. The fact sheet for parents should be sent home with a student who has a head injury so that parents and caregivers know which symptoms to look out for at home.	Heads Up for School Nurses
Heads Up for Teachers, Counselors and School Professionals	The fact sheet for teachers, counselors, and school professionals can serve as a quick reference guide in the classroom. The magnet can be placed in any number of locations, from a school filing cabinet to the refrigerator in the staff lounge, the cafeteria, or wherever you think it might be most visible. The laminated card can be included in first aid kits.	Heads Up for Teachers
Heads Up for Schools: Parents	This is information about TBI for parents to share with schools.	Heads Up for Parents
Health Impact in Five Years Initiative	The Health Impact in 5 Years (HI-5) initiative highlights non-clinical, community-wide approaches that have evidence reporting 1) positive health impacts, 2) results within five years, and 3) cost effectiveness and/or cost savings over the lifetime of the population or earlier. CDC developed evidence briefs depicting the health outcomes and cost savings and organized the interventions for decision makers. Three of the evidence briefs depict interventions to promote child health and well-being in schools: • Early Childhood Education • School-Based Violence Prevention • School-based Programs to Increase Physical Activity	Health Impact in 5 Years
Steps States Can Take to Ensure Children and Adolescents Receive Vision and Hearing Services	Describes promising practices and state examples for connecting children and adolescents to services after positive hearing or vision screens.	https://www.medicaid.gov/medicaid/benefits/early-and-periodic-screening-diagnostic-and-treatment/vision-and-hearing-screening-services-children-and-adolescents/steps-states-can-take-ensure-children-and-adolescents-receive-vision-and-hearing-services/index.html

School Based Health Alliance, a HRSA-funded National Training and Technical Assistance Partner	HRSA funds the School-Based Health Alliance as a National Training and Technical Assistance Partner (NTTAP) to produce T/TA (Training and Technical Assistance) resources for health centers, particularly those with School-Based Service Sites. These resources are housed on the School Based Health Alliance website and on HRSA's National Resource Center Health Center Resource Clearinghouse.*	https://www.sbh4all.org/ https://www.healthcenterinfo.org/our-partners/school-based-health-alliance/
School Based Health Alliance- The Children's Health and Education Mapping Tool	This tool leverages the latest National School-Based Health Care Census data and geographic information system technology to provide an interactive look at the intersection of school-based health centers (SBHCs) and high-need areas.*	http://data.sbh4all.org/sbhadb/maps/
School Based Health Alliance- Resource Page	This resource hub contains videos, fact sheets, links, articles, and research that address such topics as COVID-19, telehealth, vaccines and immunizations, children's health and education mapping tool, and additional topics relevant to school-aged children and adolescents. *	https://www.sbh4all.org/resources/
School Based Health Alliance- Webinar Archive	This archive contains webinars from October 2013 to December 2021. The webinars include a wide range of topics, such as Virtual Tools for Schools & SBHCs During the Pandemic and Enhancing SBHCs; Screening, Brief Intervention and Referral to Treatment (SBIRT), addressing adolescent dating violence, and health equity.	https://www.sbh4all.org/what-we-do/services/training/webinars/webinar-archive/
Best Practice Guide on Telehealth for School-Based Services	This resource available on Telehealth.HHS.gov, which is managed by HRSA, provides information for providers on implementing telehealth in schools. School-based telehealth increases access to health care, which helps students stay or become healthy and focus on learning. Included in this resource is information on school-based telehealth services for primary care and behavioral health.	https://telehealth.hhs.gov/providers/school-based-telehealth/
Collaborative Improvement and Innovation Network on School-Based Health (SBH) Services	The program aims to improve the access children and adolescents have to high quality, comprehensive health care by expanding use of evidence-based models of school-based health services, including SBH centers and comprehensive school mental health systems. The program helps states promote the quality, sustainability and growth of SBHs, which increase students' access to behavioral health care and address adverse effects of social determinants of health on students and their families.	https://www.hrsa.gov/library/collaborative-improvement-and-innovation-network-coiin-school-based-health-services
Adolescent Health Topics	The Office of Population Affairs (OPA) provides content on its website - https://opa.hhs.gov/adolescent-health - on: 1) **Adolescent Development**	Adolescent Development Explained https://opa.hhs.gov/adolescent-

	Explained guide with information on the major developmental changes that occur in adolescence and how parents and caring adults can support adolescents (created in collaboration with the Johns Hopkins University Bloomberg School of Public Health Center for Adolescent Health); 2) **Positive Youth Development**, a strengths-based approach to adolescent health, meaningful youth engagement, and key practices for enhancing youth-serving programs; 3) **Reproductive Health and Teen Pregnancy** includes information on trends in teen pregnancy, challenges and consequences of teen childbearing, strategies and approaches for prevention, and tips for parents and caring adults; 4) **Healthy Relationships in Adolescence** with resources on how adolescents can form safe and healthy relationships with friends, parents, teachers, and romantic partners; 5) **Mental Health for Adolescents** with information on mental health warning signs and disorders among adolescents, disparities in access to mental health services, and treatment resources; 6) **Substance Use in Adolescence** with information and resources about adolescent substance abuse and how to prevent it; 7) **Physical Health in Developing Adolescents** with information on the importance of clinical preventive services, how adolescents can be involved in their healthcare, and healthy behaviors for adolescents; and 8) **Adolescent Health Facts**, with facts sheets on different health topics based on available federal data for adolescents in each state as well as select island territories.	health/adolescent-development-explained Positive Youth Development https://opa.hhs.gov/adolescent-health/positive-youth-development Reproductive Health and Teen Pregnancy https://opa.hhs.gov/adolescent-health/reproductive-health-and-teen-pregnancy Healthy Relationships in Adolescence https://opa.hhs.gov/adolescent-health/healthy-relationships-adolescence Mental Health for Adolescents https://opa.hhs.gov/adolescent-health/mental-health-adolescents Substance Use in Adolescence https://opa.hhs.gov/adolescent-health/substance-use-adolescence Physical Health in Developing Adolescents https://opa.hhs.gov/adolescent-health/physical-health-developing-adolescents Adolescent Health Facts

		https://opa.hhs.gov/adolescent-health/adolescent-health-facts
Health Coverage		
State Medicaid and CHIP Telehealth Tool Kit	Identifies policy topics that states should address to facilitate widespread adoption of telehealth services. The Centers for Medicare and Medicaid Services (CMS) has issued this updated toolkit to help states identify policies that may impede the rapid deployment of telehealth, to help ensure that Americans (e.g., students) can access the health care services they need through electronic and virtual means, minimizing travel to healthcare facilities and supporting efforts to limit community spread of the virus.	https://www.medicaid.gov/medicaid/benefits/downloads/medicaid-chip-telehealth-toolkit.pdf
Medicare Telemedicine Health Care Provider Fact Sheet: Medicare Coverage and Payment of Virtual Services	Offers information from the Centers for Medicare & Medicaid Services (CMS) on broadened access to Medicare telehealth services in response to COVID-19.	https://www.samhsa.gov/sites/default/files/medicare-telemedicine-health-care-fact-sheet.pdf
General Provider Telehealth and Telemedicine Tool Kit	Contains resources from Centers for Medicare and Medicaid Services (CMS) related to telehealth and telemedicine, including waiver information related to COVID-19, as well as general policy and set-up/implementation guidance from CMS.	https://www.cms.gov/files/document/general-telemedicine-toolkit.pdf
Overview of Medicaid Payment for Services Provided without Charge (Free Care)	Indicates the requirements for Medicaid reimbursement of covered services provided in schools; clarifies that Medicaid covered services do not need to be authorized in an IEP or IFSP to be reimbursed.	https://www.medicaid.gov/federal-policy-guidance/downloads/smd-medicaid-payment-for-services-provided-without-charge-free-care.pdf
Connecting Kids to Coverage (CKC) National Campaign Back-to-School Initiative	The CKC National Campaign has a Back-to-School Initiatives page that compiles a number of resources to aid schools and other partners with outreach and enrollment activities aimed at enrolling and retaining eligible children in Medicaid and CHIP. Resources include the following: Back-to-School Toolkit; *10 Things Schools Can Do* tip sheet; customizable school-themed palmcards and posters to promote enrollment; digital videos to remind parents and caregivers about key benefits available through Medicaid and CHIP; sample social media posts; school-themed Facebook and Twitter images for social media outreach; and back-to-school themed newsletter templates, a ready-made article, and public service announcement scripts.	https://www.insurekidsnow.gov/campaign-information/index.html

	During the back-to-school season, the Campaign also annually conducts a back-to-School themed webinar for partner organizations, issues an e-newsletter to promote relevant resources, and conducts a radio media tour that focused on markets with high rates of uninsured children.	
EPSDT Strategy Guides to Support States with the Medicaid Benefit for Children and Adolescents	Four publications addressing mechanisms through which to implement EPSDT-mandated services, including in school settings.	https://www.hhs.gov/guidance/document/epsdt-guide-states-coverage-medicaid-benefit-children-and-adolescents
CHIP Health Services Initiatives	States have the option under title XXI to develop a state-designed Health Services Initiatives (HSI) to improve the health of low-income children. Both direct services and public health initiatives are permitted, but the initiative must improve the health of low-income children. States have used CHIP HSIs to fund school-based health services and other school programming that improve the health of children. Issued FAQs on HSIs in 2017.	https://www.healthcare.gov/medicaid-chip/childrens-health-insurance-program/

*Programs funded by the Department of Health and Human Services but implemented by a non-governmental organization.