May 2024

Right time, right care:
An implementation guide

Project partners

School Mental Health Ontario (SMH-ON) is a provincial implementation support team. It helps school districts enhance student mental health using evidence-based strategies and services. Since 2011, SMH-ON has worked alongside the Ministry of Education, English and French school districts and school authorities, and a number of provincial education and health organizations to develop a systematic and comprehensive approach to school mental health in an aim to enhance the quality and consistency of mental health promotion, prevention and early intervention programming in Ontario schools.

The Knowledge Institute on Child and Youth Mental Health and Addictions (The Knowledge Institute) builds connections, shares knowledge and draws on expertise to enhance the skills of direct service providers and agencies across the province. The Knowledge Institute passionately promotes and shares the benefits of both organizational learning and evidence-informed practice. Together with partners, the Knowledge Institute is working to strengthen Ontario's mental health programs and services for all children, young people, families and caregivers.

The Lead Agency Consortium (LAC) is comprised of 31 "lead agencies" responsible for system planning in each of the province's 33 service areas, partnering with core service providers to ensure that children, young people and families receive the right services for their unique needs at the right time and in the right place and purpose.

Youth Wellness Hubs Ontario (YWHO) is an Integrated Youth Services (IYS) initiative designed to address the service gaps in the youth mental health and substance use sectors in Ontario. YWHO supports local service providers to work together in a new way, providing young people in Ontario aged 12 to 25 with access to a full range of integrated services that support their individual needs, including mental health and substance use supports, primary care, education, employment, housing and other social services in a youth-friendly space.

Children's Mental Health Ontario (CMHO)'s primary goal is to promote a coordinated and high-quality system of care that puts, children, young people and families first by working inside and outside the provincial government on both the bureaucratic and political sides to expand access to care, improve capacity and support the delivery quality services within a quality system.

About this guide

This resource provides information and practical tools to support communities to implement the Right time, right care (RTRC) vision. The approach outlined in this guide is based in implementation science and is designed to be tailored to each local context and specific needs.

This guide is meant to be used in conjunction with coaching supports offered through the RTRC Provincial Team. The team consists of members from the following organizations:

- The Knowledge Institute on Child and Youth Mental Health and Addictions (the Knowledge Institute)
- School Mental Health Ontario (SMH-ON)
- Youth Wellness Hubs Ontario (YWHO)

Coaches from these organizations will work with Community Leadership Teams (CLT) and Community Implementation Teams (CIT) to build RTRC within their local communities. Coaching will help communities understand and use the resources provided in this guide.

It is crucial for a system designed to support the needs of children, young people, and their families to have their partnership at the core. To ensure that their needs are met effectively, we need to learn from and meaningfully involve young people and families through active engagement at each stage of RTRC implementation. Coaches from the RTRC Provincial Team are prepared to support you with engagement in your community.
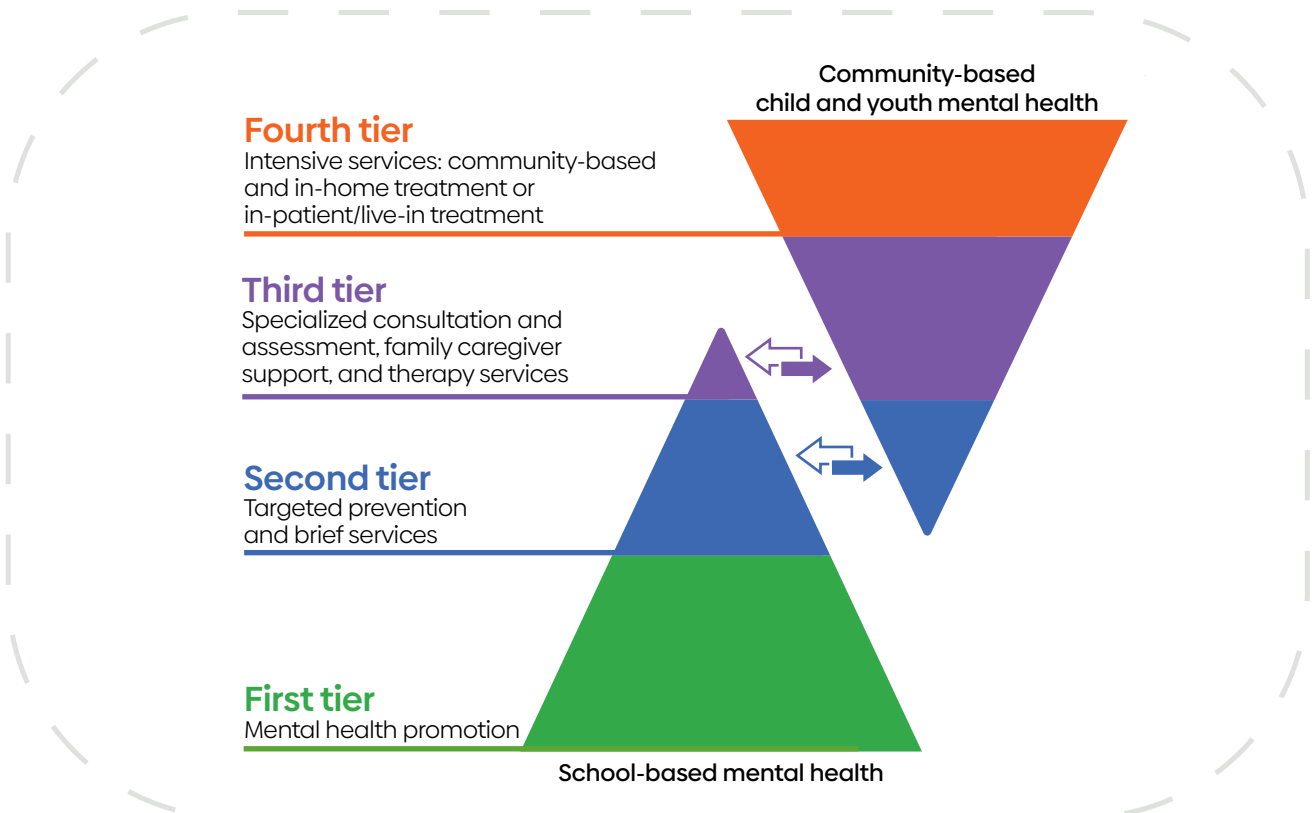
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Overview of RTRC

Vision

In April 2022, the Lead Agency Consortium (LAC), School Mental Health Ontario (SMH-ON), the Knowledge Institute on Child and Youth Mental Health and Addictions (the Knowledge Institute), and Children's Mental Health Ontario (CMHO) launched Right time, right care: Strengthening Ontario's mental health and addictions system of care for children and young people. RTRC proposes a collective vision for schools and community-based child and youth mental health and addictions (CYMHA) organizations to provide a collaborative, coordinated, and responsive system of care that meets the mental health needs of all children and young people.

Figure 1. RTRC system of care vision.

Community-based child and youth mental health

Fourth tier
Intensive services: community-based and in-home treatment or in-patient/live-in treatment

Third tier
Specialized consultation and assessment, family caregiver support, and therapy services

Second tier
Targeted prevention and brief services

First tier
Mental health promotion

School-based mental health

Purpose of the RTRC implementation process

The RTRC Implementation Guide and provincial implementation support and coaching are designed to support each community to enhance the collaboration and coordination of mental health supports and services provided by school boards and child and youth mental health agencies, including YWHO Hub Networks where these are in place.

The enhancement of supports and services provided by these two significant providers in a community has the potential of providing the foundation for a broader coordinated system of care in the future.

Core components

Core components are fundamental, essential practices, and processes critical to the successful implementation of an idea or initiative (Blasé & Fixsen, 2013; Fixsen et al., 2009). These five core components of RTRC were developed with school mental health leaders, community-based CYMHA leaders, service providers, clinicians, young people, and families:

- Leadership commitment and support.
- Cross-sector communication and collaboration.
- Protocols for developing and implementing a system of care pathway.
- Consistent and systematic training and coaching.
- A data collection system and evaluation plan.

Although the core components will be the same, how they are realized, who is involved in implementing them, and how they are measured may look different across communities implementing RTRC.

Moving RTRC into action

Overview of implementation

This guide is intended to be used by community implementation teams with partners from both CYMHA organizations and district school boards across Ontario.

To help communities put RTRC into practice, an implementation approach has been developed. The following approach was inspired by active implementation frameworks developed by the National Implementation Research Network (Fixsen et al., 2005):

Figure 2. RTRC implementation journey.

Implementation journey

What we have	What we're doing	What we hope to achieve
Vision	Operationalizing core components in your community	Better mental health outcomes for children and youth

Implementation guide

Plan	**Do**	**Sustain**
Getting people and systems ready for change.	Putting your plan into practice.	Monitoring and reviewing the change.

This guide uses a three-stage implementation process: PLAN, DO, SUSTAIN. The actions, resources, and areas for consideration described in each stage are rooted in implementation science.

Coaching support offered through the RTRC Provincial Team will help you work through these different stages:

Stage 1. Plan – Getting people and systems ready for change.

- In this stage, you will confirm your implementation structure and commit to implementing RTRC. You will engage your lead CYMHA community partners and district school boards to build a community implementation team (CIT). You will also agree on your current state and plan for implementing each core component within your community context. This will help you identify, prioritize, and sequence what actions you need to take to move from your current state and achieve all the core components.

Stage 2. Do – Putting your plan into practice.

- This stage is about moving to action. In stage 1, you established an agreed upon plan that identifies strengths to build on, as well as areas that may require change if RTRC is to be successfully implemented. Now, your CIT will develop detailed activities and assign responsibilities to ensure the activities are completed and the changes made. You will also establish a way to monitor the progress and success of your implementation process.

Stage 3. Sustain – Monitoring and reviewing the change.

- In this stage, you will focus on monitoring and reviewing the impacts of your implementation so that lessons learned can sustain any positive outcomes.

Implementation is not a straightforward, predictable process but rather is a journey that unfolds over time. Within each of these three stages, there are actions, considerations, and additional information to help you put RTRC into practice within your local context. We encourage moving through each of the implementation tasks and stages before proceeding to the next. Following these stages can help you build on your current strengths to better manage the complexity of change, allocate resources, and track progress. However, implementation practice is often non-linear, and you may find certain activities run concurrently or you need to move between stages.

Refer to the RTRC implementation journey one-pager for an overview of the different stages and activities outlined in this guide.

Let's begin!

Stage 1: Plan

Stage 1: Plan

The planning stage is about getting people and systems ready for change. During this stage, you will:

- Lay the groundwork – Confirm your implementation structure and secure commitment to the process.
- Build your teams – Create a leadership team and an implementation team.
- Understand your current state – Agree on your current state (what processes are place and how supports are provided) and plan for implementing each core component within your community context.
- Make a plan – Review the information you collected while mapping the status of your core components. Identify the areas that need action and outline what strategies you will use to move this work forward.

At the end of the planning stage, you will be ready to take action!

Lay the groundwork

Develop a common understanding and commitment to RTRC between community partners.

Who: School boards & CYMHA leads.

Activities:

- Identify school board & CYMHA leads.
- Obtain support from intermediary organizations.
- Engage community partners.
- Begin resource mapping.

Considerations:

- Have all the leads from CYMHA organizations and school boards been identified and are they committed to doing this work together?
- Have resources (e.g. funding, time, personnel) been allocated to this work?
- Is there a shared understanding of the RTRC vision? Are partners aware of why you are implementing RTRC and what will be achieved?
- Have you identified all the key partners in your community? Do you know who will be active in making the changes happen and who needs to influence the work?
- Have young people and family members from your community been engaged? Have you worked with them to identify their roles within RTRC work?
- Are there Indigenous communities served by your schools and CYMHA? If so, how will they be meaningfully engaged in your process?

Supporting resources:

- Partner mapping tool.
- RTRC info sheet.
- Engagement within RTRC tipsheet.
- Resource mapping worksheet.

Identify school boards and CYMHA leads.

The collaborative leadership of decision-makers from both school boards and CYMHA organizations is required to begin RTRC work:

- School boards: Superintendents (with responsibility for mental health) and/or mental health leaders and/or managers of mental health services (e.g. managers of social work and/or psychology as relevant) from each of the English Public, English Catholic, French Public, French Catholic boards serving the region.
- CYMHA organizations: At least one decision-maker (e.g. executive director or senior leadership member) from the community's CYMHA lead agency. Lead agencies are responsible for planning the delivery of core services in their service area. They will identify and involve additional organizations, including core service providers and YWHO Hub Networks, where relevant.

Who is leading RTRC work within your community?

- School board lead(s):
    - English public:
    - English Catholic:
    - French public:
    - French Catholic:
    - Other:
- Lead agency:
- Other:

There are YWHO Hub Networks across the province that provide integrated youth services and partner with CYMHA organizations and school boards. If your community has a YWHO Hub Network, reach out to their leadership team to engage them in this work!

Obtain support from intermediary organizations.

To help with implementation, every community will have support from RTRC Provincial Team coaches:

- The Knowledge Institute:
- SMH-ON:
- YWHO:

Engage community partners.

Now that you have identified your leads and secured coaching support, it's time to identify additional community partners who need to be a part of this work.

The purpose of RTRC is to focus on building and strengthening a collaborative, coordinated, and responsive system of care between school boards and CYMHA organizations. As you work to engage community partners and invite them to be part of this work, it's important to be clear and intentional in thinking through how their involvement will support the coordination and relationships between CYMHA organizations and school boards.

Use the partner mapping tool to:

- Identify key community partners.
- Help partners decide how they want to be engaged.
- Prioritize your engagement efforts.

The RTRC info sheet and RTRC engagement considerations can be helpful resources when reaching out and connecting with partners.

Begin resource mapping.

SMH-ON has created a resource to support mapping the various services within a community. Complete the resource mapping template (school board version or CYMHA version) for your organization to be shared with other partner organizations.

As you begin to map your resources, we recommend that school boards and CYMHA leads independently complete the resource mapping worksheet for their organizations and services. The resource maps created by each organization will inform all participating organizations of each other's services, promoting a better understanding of what is available in each setting.

These separate worksheets can help create a collective understanding of what is available in the community and who provides it. Creating a single community worksheet from the individual worksheets will reflect a collective understanding of what is currently available. This will provide the foundation for improving the coordination of services to ensure the most effective use of resources available in the community. It will also provide information about gaps in services and resources that may need to be addressed at the community level or at other levels in the system.

In summary, have you...
- Identified collaborative leadership from school boards and CYMHA organizations?
- Connected with and obtained coaching support from the RTRC Provincial Team?
- Worked to identify and engage key partners?
- Started to identify resources and supports within your community completing the resource mapping template?

Build your teams

Work with your community partners to build your implementation structure and create your leadership team and implementation team.

Who: School boards & CYMHA leads.

Activities:

- Establish a community leadership team (CLT).
- Create a community implementation team (CIT).
- Outline roles and responsibilities.

Considerations:

- Are there existing planning tables you can use to create these teams?
- What criteria should be included when building your team (skills, expertise, experience)?
- Have you worked to meaningfully engage young people and family members to understand if/how they would like to be involved in these teams?
- What mechanisms and processes does your implementation team have in place to ensure the voices of those who experience inequity are influential in the process?
- Do both teams have Terms of Reference that describe relationship and communication mechanisms?
- Have you established regular meetings that accommodate project timelines and the team members' availability?
- Are supports in place so that all team members feel encouraged to meaningfully participate in this work?

Supporting resources:

- Terms of Reference template.

Designate a community leadership team.

Lead agencies and school boards need to designate a community leadership team. Your 'Community Leadership Team' (CLT) is responsible for promoting the RTRC vision and providing the resources for its success. It may be that your region already has a planning table or team that is well position to do this work, or you may need to adapt and create a new team.

CLT members:

Member	Organization	Position

Create a community leadership team.

Your 'Community Implementation Team' (CIT) should represent a collective of community partners who are accountable for the development and rollout of RTRC. These are the people who will work together put the vision into action!

Key functions of an implementation team can include (NIRN, n.d):

- Assessing community readiness.
- Action planning.
- Problem solving.
- Engaging partners across sectors.
- Monitoring impact.

CIT members:

Member	Organization	Position

Outline roles and responsibilities within the teams.

Establish clear roles and responsibilities within your teams to:

- Avoid duplication of efforts.
- Enhance commitment.
- Assist with accountability.

Need some help outlining these roles? Check out the [Terms of reference template](#) to get started.

In summary, have you...

- Established a CLT that can promote the RTRC vision and provide the resources for its success?
- Created a CIT to put the vision into action?
- Ensured all team members have a clear understanding of their roles and responsibilities?

Understand your current state

Agree on current state (what is currently in place and how it is provided) and plan for each core component within your community context.

Who: CIT

Activities:

- Outline the 'collective why'.
- Create a community resource map.
- Map core components.
- Identify strengths and gaps.

Considerations:

- Does everyone have a shared understanding of the RTRC vision?
- Have you gathered input from your key partners, including young people and families, to identify things that will impact implementation?
- Do you have existing data sources that can inform your current state?
- Have you thought about how to mitigate any challenges or build on your current strengths?
- In what ways will you document any potential challenges or barriers as you do this work?

Supporting resources:

- 'Collective why' activity.
- Resource mapping worksheet.
- RTRC planning tool.

Outline the 'collective why'.

RTRC values:

- Anti-oppressive and equity-focused approach.
- Community-based approach.
- Evidence-informed services and practices.
- Meaningful youth and family engagement.

A shared vision was created for RTRC with common goals, values, and principles. This vision is foundational to build a collective care system that puts children, young people, and families at its core.

These values and principles should be reviewed and embraced by the CLT and CIT to ensure everyone has a shared understanding of the RTRC vision.

Use the 'collective why' activity to review the RTRC vision and think through what additional values and principles your team may want to collaboratively identify and adopt as you move this work forward. These values will help guide you in articulating an agreed upon common goal/desired outcome as you make the changes needed in your system.

Create a community resource map.

Revisit the resource mapping worksheets that were completed independently by the school boards and CYMHA leads. Combine the information in these documents to create a common understanding of what resources are in your community, who offers them, and how they are offered. This will help identify potential gaps, areas where supports might be duplicated, and where action needs to be taken. Aggregate the information from all organizations and create a community resource map.

Map core components.

Creating a shared agreement between partners of your current state – how the RTRC core components are working right now in your community – allows you to build on your strengths and address potential gaps.

Use the RTRC planning tool to guide conversations with your team to identify how you will deliver the RTRC core components, who will be involved and how ongoing implementation processes and outcomes will be evaluated.

Figure 3. Factors for implementing core components (adapted by Brown, J. (2019). Practice profile. [Adapted from Practice Profile Activity – Working Towards Implementation Fluency by National Implementation Research Network, 2019]).

How	Who	Measure
How each core component is provided	Who is involved in providing core component	How the success of the core component is evualated

Identify strengths and gaps.

Consider strengths and gaps early on to help identify what will help or hinder your RTRC work. This will also help inform what strategies you choose to move implementation forward.

Work with your key partners to gather information. Some methods include:

- Brainstorming with team members.
- Conducting surveys.
- Hosting focus groups or interviews.
- Reviewing existing data like performance indicators.
- Auditing available resources.
- Conducting literature reviews.

Take time to reflect on the current strengths and gaps within each core component and include them in your RTRC planning tool.

In summary, have you...

- Created a shared vision to guide your RTRC work?
- Worked collaboratively with community partners to create a community resource map?
- Identified how you will deliver the RTRC core components within your community?
- Considered strengths and gaps to help identify what will help or hinder your RTRC work?

Make a plan

Review the information you collected while mapping your core components. Identify the areas that need action and outline what strategies you will use to move this work forward.

Who: CIT

Activities:

- Identify areas that need action.
- Choose your strategies.
- Complete RTRC planning tool.

Considerations:

- Can you identify opportunities to align teams from both the education and CYMHA sectors?
- What strategies have worked in the past with other pieces of work?
- Will your implementation strategies enhance reach with your key partners and equity-deserving communities?
- Your implementation plan will be continually adjusted and revisited.

Supporting resources:

- RTRC planning tool.

Identify areas that need action.

Now that you have worked through the RTRC planning tool and mapped out how you will deliver each of the core components, it's time to start planning for action.

Continue working in the RTRC planning tool to identify what actions are needed to implement the five RTRC core components within your community:

- Leadership commitment and support.
- Cross-sector communication and collaboration.
- Protocols for developing and implementing a system of care pathway.
- Consistent and systematic training and coaching.
- A data collection system and evaluation plan.

Choose your strategies.

How will you achieve your goals/outcomes?

Your CIT will decide which strategies to use to address any gaps or build on existing work. Below are some examples of strategies (Powell et al., 2015):

- Conduct training and education.
- Access new funding.
- Capture and share local knowledge.
- Participate in collective spaces.
- Embed change management strategies.
- Change physical equipment and structures.
- Develop incentives.
- Prepare champions.
- Create and distribute guidelines.

Complete RTRC planning tool.

Throughout the planning stage you have populated the RTRC planning tool to collect information, mapped your core components, and identified potential next steps.

Review the tool as a team to make sure that you have all the information you need to move on to stage 2 – putting your plan into action.

In summary, have you...

- Identified what actions are needed to implement the five RTRC core components within your community?
- Chosen strategies that build on existing work or address potential gaps?
- Worked your way through the RTRC planning tool?

As you prepare to move on to stage 2, reflect on the following.

- Have you established how community-based mental health services and schools currently work together?
- Have you documented a common understanding of what will be in place and how you want to deliver the RTRC core components within your community?
- Have you identified what you currently have in place as a community that will contribute to achieving RTRC?
- Have you identified your current areas of strength and areas that need action to achieve successful implementation?

Use the space below for other reflections you may have:

Stage 2: Do

Stage 2: Do

Stage 2: Do is about putting your plans and changes into place. During this stage, you will:

- Prioritize, sequence, and action your plan – Identify who will have primary responsibility for each activity, establish the timeline for each activity, and confirm the process for reporting and monitoring progress.
- Communicate to partners – Build and action a communication process to ensure all partners are aware of progress and can influence decisions where necessary.
- Build a monitoring and evaluation plan – Develop a monitoring and evaluation plan that informs the successful implementation of the core components.

At the end of this stage, you will be on your way towards achieving a coordinated mental health service system between school and community-based CYMHA services.

Prioritize, sequence, and action your plan

Determine how you will move your identified actions forward. Several actions can be addressed concurrently and expertise from each participating organization will be engaged.

Who: CIT

Activities:

- Create an action plan.
- Secure endorsement from the CLT.

Considerations:

- Which activities and changes need to be completed first to enable the success of others?
- Are there barriers beyond your capacity that need to be addressed by others (e.g. by a provincial steering committee, regional/municipal government, ministries)?
- Have you engaged the required expertise (e.g. human resources, information technology, governance, staff) within the participating organizations to ensure the required action can be taken?

Supporting resources:

- Action plan template.

Create an action plan.

Use the action plan template to help you put your plan into practice!

The information you collected in your RTRC planning tool will help guide the development of this action plan. Where you have identified a need for action you will identify activities to be completed to address the gap or change.

It is best to describe each activity before you prioritize or sequence your activities. Activities will be dependent on each other, and some may need priority due to opportunity or capacity.

As you work to complete your action plan, make sure to:

- Discuss and agree upon the activities that will fill the gap or make the change needed to achieve each core component.
- Identify who will take primary responsibility for each activity. This person will engage who needs to be involved and help ensure the activity is completed.
- When all activities have been described, consider the sequence in which they need to be accomplished and establish timelines. It's important to note that many activities will happen concurrently!

While the CIT will not have primary responsibility for doing all the activities, it is responsible for monitoring and supporting the activities and their progress.

Secure endorsement from the CLT.

To ensure the changes and activities are supported by leadership across the system, the CLT must be well informed. The team will endorse and pave the way for the activities to be undertaken.

Ways of securing endorsement:

- Present the completed action plan to the CLT. Identify the expectations and impact for each participating organization.
- Prepare to address concerns and provide clear, data-driven evidence of the potential impact.
- Facilitate discussions to develop strategies and communications that will be the responsibility of each leader to take back to their organization to enable the work to be completed.

Having people in decision-making positions who are on board with your work can help align organizational goals to support the implementation process and ensure proper allocation of resources (for example, staff time).

In summary, have you...

- Identified activities to address all the areas from your current state review that need action?
- Designated a most responsible person to facilitate each activity?
- Ensured team members understand their roles and responsibilities?
- Identified a timeline for each activity?

Communicate with partners

Establish an ongoing process to ensure all partners are aware of the changes and progress of RTRC implementation.

Who: CIT & CLT

Activities:

- Develop your communication process.
- Provide ongoing communication with partners.

Considerations:

- Are the different levels of partner involvement outlined and understood - for example, partners who are actively involved and those who need to be informed but do not have an active role in the implementation?
- Most organizations have established communication processes and protocols – have these been considered in developing the RTRC implementation communication process?
- Is there an updated list of contacts for each partner?
- Have timelines been established for when partners can expect updates and when they can provide input?
- Have the responsibility and method been established for communicating to each partner?
- Has a process been established to develop communications for consistent messaging across the system of care?

Supporting resources:

- Partner mapping tool.

Develop your communication process.

In stage 1: Plan, you used the partner mapping tool to identify key partners and decide how they want to be engaged. You can use the information you gathered in this tool to inform the development of a communication process.

It's important that the CIT develops a communication process to ensure ongoing updates and allow for revision of activities and plans.

As you establish this process, be sure to:

- Highlight who needs to know what.
- Identify who should provide information to each organization.
- Confirm who is responsible for developing the communications and in what format.
- Develop feedback loops to inform the implementation work.

Provide ongoing communication with partners.
Monitor the communication plan and process to ensure targets are being met.

In summary, have you...
- Identified who needs to know what as the initiative progresses?
- Identified roles and responsibilities for each organization?
- Created a process to develop communications for consistent messaging across the system of care?

Build a monitoring and evaluation plan

The success of your RTRC implementation plan needs to be monitored and evaluated as you proceed. Establish a process to provide ongoing monitoring and make a longer-term plan to evaluate outcomes.

Who: CIT with input from research and evaluation experts.

Activities:

- Complete the evaluation template.
- Identify and articulate outcomes and outputs.
- Develop indicators.
- Identify methods and measures.

Considerations:

- Do any of the participating organizations bring strengths and expertise in evaluation?
- Do all participating organizations have the capacity to use the measures and collect the data and information required for the indicators?
- How will the information and data be aggregated?
- With whom will the evaluation and monitoring data be shared?
- Have you established a process to gather, analyze, share, and make decisions from your monitoring and evaluation data?

Resources:

- Evaluation template.

Complete the evaluation template.

In your RTRC planning template, you identified how you would know each core component had been achieved. Developing a plan to monitor and evaluate success builds on this.

Use the evaluation template to help you monitor how your implementation process is being followed and if the activities are producing results that will contribute to achieving RTRC in your community.

Monitoring also provides the ability to identify implementation enablers, barriers, lessons learned, and successes that can inform future adjustments to optimize your success.

Identify and articulate outcomes and outputs.

The foundations for effective monitoring and evaluation are to identify outcomes (the result of the changes you have planned) and outputs (the results of the activities you have planned).

Within your evaluation template, identify what will be achieved through RTRC implementation.

- Identify and articulate desired outcomes (how the system will look when you have achieved RTRC). Outcomes address the changes that the system will demonstrate once implemented.
- Identify outputs (what and how much has been done to achieve the outcomes).

Develop indicators.

Indicators show whether you have achieved what you planned. They need to be measurable and inform whether you are on track to reach your outcomes and outputs.

- Identify how you will know that you are achieving your outcomes and outputs.
- Articulate two or three indicators with measurable criteria to inform your outcomes and outputs.

Identify methods and measures.

Once you have agreed upon your indicators, you need to establish how you will get the data and information that informs your indicators – in other words, your methods and measures.

- Identify what information and data will enable you to assess your indicators.
- Identify how you will gather, aggregate, analyze, and share the information and data.

In summary, have you...

- Established agreed upon outcomes and outputs?
- Defined how you will know you are achieving your outcomes and outputs?
- Outlined a process to gather, analyze, share, and make decisions from your monitoring and evaluation data?

Stage 2: Do

As you prepare to move on to the Sustain stage, you will have made changes informed by your planning tool and activities plan. To confirm that you've completed the necessary foundational steps, please reflect on the following.

- Do all partners understand what services are primarily provided by school boards and which are primarily provided by CYMHA services?
- Are there agreed-upon pathways to facilitate ease of movement for children, young people, and families between school-based and CYMHA-based services?
- Have any barriers that need to be addressed by other provincial partners (Ministry of Health, Ministry of Education, intermediary organizations) been identified and communicated to the appropriate entity?

Use the space below for other reflections you may have:

Stage 3: Sustain

Stage 3: Sustain

The Sustain stage is about monitoring and reviewing the impacts of your implementation. During this stage, you will:

- Evaluate your progress – Collect information to better understand the strengths and gaps of your implementation approach.
- Maintain momentum – Continue to provide the necessary supports and evaluate your work along the way so that what is implemented becomes an integrated way of working.
- Share your story – Identify opportunities to share your implementation experience, communicate lessons learned, and champion a system of care approach.

At the end of the Sustain stage, you will use the lessons learned from your implementation work to inform sustained system change within your community.

Evaluate your progress

RTRC requires complex system change. It will take time to implement the core components and continued effort to sustain them. That's why it's important to evaluate your progress along the way.

Who: CIT and evaluation experts.

Activities:

- Identify your questions.
- Collect your data.
- Analyze your findings.
- Document your learnings.

Considerations:

- Do you have a clear purpose?
- How will you ensure your data is valid and reliable?
- How will you disseminate and use your evaluation findings?
- Do you require data-sharing agreements?
- Is there an understanding of ownership of data and data rights? For example, OCAP principles and considerations for equity-deserving communities.
- Do you need to de-identify any collected data to protect clients' privacy?
- Have your partners (schools, agency staff, young people, and families) been invited to be a part of this evaluation work?
- Have you included methods of data collection that allow for equitable participation and engagement? Consider cultural diversity and sensitivity when designing data collection tools and interpreting findings.

Supporting resources:

- Evaluation template.

Identify your questions.

Think about the questions you want answered about RTRC work. These questions will help focus your purpose and decide what indicators you need. The questions should reflect the information you want to gather during the evaluation. For example:

- Has RTRC addressed the needs of the community?
- What key lessons have been learned from implementation?
- What resources were used during the implementation of RTRC, and were they effectively allocated?
- How has RTRC enhanced partnerships and collaborations?

Collect your data.

Gather information about the indicators from your monitoring and evaluation plan. This will help you achieve your outcomes and outputs.

Identify how you will access data:

- Leverage existing data that school boards, CYMHA organizations, or your partners collect as part of their standard data collection procedures.
- Collect new data (qualitative and quantitative).

Analyze your findings.

Before analyzing your data, take a moment to revisit and reflect on the purpose of your program evaluation and also review your evaluation questions and indicators. This will help you decide what to focus on.

Steps to take when analyzing your data:

1. Clean and organize the data and address any inconsistencies or missing information.

2. Select appropriate analytical techniques based on your data type, such as descriptive statistics or thematic analysis.

3. Interpret your findings within the context of RTRC. Look for patterns, trends, and implications for program improvement. You will use these to communicate any results to your partners.

Stage 3: Sustain

Document your learnings.

In collaboration with key partners, determine the main points you want to convey about RTRC's effectiveness, achievements, areas for improvement, and plans to address identified gaps.

Check out the Knowledge Institute's program evaluation toolkit, Clearer insights, greater impact, to access strategies and tools to help support your evaluation efforts.

In summary, have you...

- Identified and scoped relevant evaluation questions?
- Collected the necessary data to evaluate your progress?
- Analyzed and interpreted the data you collected?
- Reviewed your evaluation findings and discussed how you will use this information to inform your RTRC work?

Maintain momentum

The RTRC components have been put in place and you are now maintaining momentum. This will ensure what you've implemented becomes an integrated way of working.

Who: CLT & CIT.

Activities:

- Celebrate wins.
- Continue to monitor and evaluate.
- Provide ongoing coaching and supervision.

Considerations:

- Are the required resources allocated to continue RTRC work?
- How will you continue to monitor the success of RTRC work going forward?

Celebrate wins.

Celebrating your progress and sharing successes with your team can help people feel valued and understand the impact of their work.

Some suggestions:

- Start your team meetings by reviewing the steps that have contributed to successful implementation of RTRC.
- Continue to communicate and host regular team meetings.
- Voice your appreciation for your team's contributions.

How else can you celebrate wins?

Continue to monitor and evaluate.

CITs can continue monitoring care pathways beyond the initial implementation rollout to change practices and policies as needed. Evaluation outcomes can be used to identify opportunities to scale the system of care in your community.

Here are some ways to monitor your progress:

- Indicators.
- Trends.
- PDSA (plan, do, study, act) cycles.

Work with your provincial implementation coach to think through what needs to go into a sustainability plan and how to use lessons learned to maintain and support long-term change.

Provide ongoing coaching and supervision.

Having dedicated team members who can coach and supervise school mental health professionals working or supporting in schools and CYMHA organizations helps promote consistent care delivery, and helps manage potential staff turnover or changes to pathway implementation.

Work with school and community partners when developing or amending coaching and clinical supervision practices to ensure the necessary information, tools, and communication resources are in place to support children and young people.

In summary, have you...

- Celebrated successes and lessons learned with your team?
- Monitored and evaluated your RTRC implementation?
- Provided coaching and clinical supervision to staff in schools and CYMHA organizations?

Share your story

You have done the work and learned lessons along the way. Now it is time to connect with people to share your story!

Who: CLT, CIT, and key community partners.

Activities:

- Join collective spaces.
- Share your findings.
- Generate awareness.

Considerations:

- Is there a common understanding of RTRC within your community?
- In what ways will you generate awareness of your RTRC work?
- How can you inspire even more engagement from your audiences?
- In what ways can visual aids like photos or graphs enhance your storytelling and make it more compelling?
- Remember to respect any confidentiality or privacy guidelines when sharing data you've collected.

Resources

- RTRC community of practice.

Join collective spaces.

Participating in collective spaces can foster collaboration, knowledge sharing, problem-solving, and skill-building. These virtual or physical spaces provide a platform for individuals and teams to connect with others facing similar challenges.

Examples of collective spaces include:

- Professional or academic networks.
- Online forums.
- Conferences.
- Workshops.
- Expert tables.
- Communities of practice (CoPs).

Speak with your provincial implementation coach to learn more about the RTRC community of practice and how you can participate to connect with other communities doing this work!

Share your findings.

Everyone has different needs and preferences when it comes to using and accessing information. Once you have determined what information you want to share, why it is essential to mobilize it, and who your audience is, think about sharing your findings. Consider using:

- Infographics and fact sheets.
- Webinars and conference presentations.
- Reports or journal articles.
- Social media campaigns.
- CoPs and community tables at the local service and provincial levels.

Check out the Knowledge Institute's Knowledge Mobilization Toolkit, Doing more with what you know, to access strategies and tools to help you share your findings!

Generate awareness.

What materials (for example, a one-pager or slide deck) would be helpful as your team works to create awareness of RTRC within your community?

Work with your community partners to co-develop these materials!

In summary, have you...

- Connected with other people who are doing similar work?
- Identified strategies and tools to mobilize your findings?
- Worked to generate awareness of RTRC and the work your community is doing?

Stage 3: Sustain

Here are some questions to consider as you work to sustain RTRC work within your community.

- Does the CIT understand how to use lessons learned to maintain and support long-term change? Has a sustainability plan been developed to document this process?
- Have opportunities been identified to share your implementation experience and lessons learned?

Use the space below for other reflections you may have:

Moving forward

You have worked through this implementation guide and are on your way to putting RTRC into practice within your community!

- You have built your implementation structure, engaged key partners, and mapped the RTRC core components to your local context.
- You identified what changes need to take place and built a plan to put them into action.
- You're working to monitor and review the impacts of your implementation and maintain momentum so that what is implemented becomes an integrated way of working.

We hope that you have found this guide helpful. Please continue to reach out to your implementation coach (see About this guide) as you move forward with this work.

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Resources and templates

Appendix A: RTRC implementation journey

To help communities put RTRC into practice, an implementation approach has been developed. The following approach was inspired by active implementation frameworks developed by the National Implementation Research Network (Fixsen et al., 2005):

Implementation journey

What we have	What we're doing	What we hope to achieve
Vision	Operationalizing core components in your community	Better mental health outcomes for children and youth

Implementation guide

Plan	**Do**	**Sustain**
Getting people and systems ready for change.	Putting your plan into practice.	Monitoring and reviewing the change.

Stage 1 Plan

Getting people and systems ready for change.

Lay the groundwork.
- Identify school board & CYMHA leads.
- Obtain support from intermediary organizations.
- Engage community partners.
- Begin resource mapping.

Build your teams.
- Establish a community leadership team (CLT).
- Create a community implementation team (CIT).
- Outline roles and responsibilities.

Understand your current state.
- Outline the 'collective why'.
- Create a community resource map.
- Map core components.
- Identify strengths and gaps.

Make a plan.
- Identify areas that need action.
- Choose your strategies.
- Complete RTRC planning tool.

Stage 2 Do

Putting your plan into practice.

Prioritize, sequence, and action your plan.
- Create an action plan.
- Secure endorsement from the CLT.

Communicate with partners.
- Develop your communication process.
- Provide ongoing communication with partners.

Build a monitoring and evaluation plan.
- Complete the evaluation template.
- Identify and articulate outcomes and outputs.
- Develop indicators.
- Identify methods and measures.

Stage 3 Sustain

Monitoring and reviewing the change.

Evaluate your progress.
- Identify your questions.
- Collect your data.
- Analyze your findings.
- Document your learnings.

Maintain momentum.
- Celebrate wins.
- Continue to monitor and evaluate.
- Provide ongoing coaching and supervision.

Share your story.
- Join collective spaces.
- Share your findings.
- Generate awareness.

Appendix B: Partner mapping tool

Use this tool to identify key community partners, help partners decide how they want to be engaged, and prioritize your engagement efforts.

Partner mapping tool

SCHOOL BOARD LEAD(s):

- ENGLISH PUBLIC
- ENGLISH CATHOLIC
- FRENCH PUBLIC
- FRENCH CATHOLIC
- OTHER

CYMHA LEAD(s):

- LEAD AGENCY
- OTHER

Identify additional community partners who may be a part of this work:

SCHOOL BOARDS

- Education directors
- School mental health and addictions professionals (e.g., Managers of Social Work, Psych, CYC)
- Union partners
- Other

CYMHA

- Community mental health and addiction lead and core service providing agencies.
- YWHO Hub Networks
- Other

OTHER

RTRC focuses on building and strengthening a collaborative, coordinated, and responsive system of care between school boards and CYMHA organizations. As you work to engage additional community partners and invite them to be part of this work, it's important to be clear and intentional in thinking through how their involvement will support the coordination and relationships between CYMHA organizations and school boards.
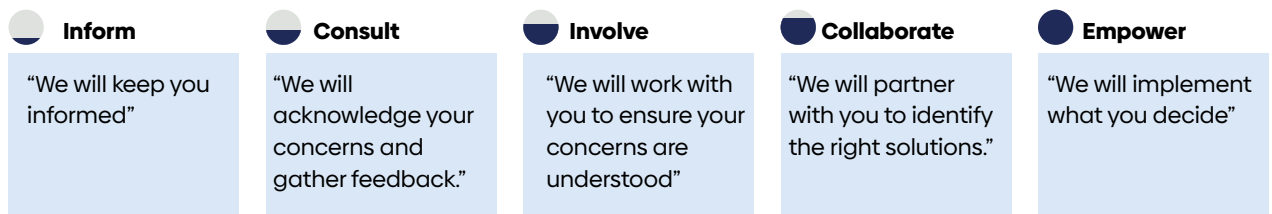
- Family members
- Young people
- Intermediary organizations
- Community champions
- Family health teams
- Ontario health teams
- Child welfare
- Hospital/emergency
- Other

Consideration:
- Are there existing relationships and planning tables within the community?
- How will young people and family members from your community be a part of this work?
- What data can you review to ensure equitable representation from community partners?

The International Association for Public Participation (n.d.) describe the following levels of engagement:

Inform	Consult	Involve	Collaborate	Empower
"We will keep you informed"	"We will acknowledge your concerns and gather feedback."	"We will work with you to ensure your concerns are understood"	"We will partner with you to identify the right solutions."	"We will implement what you decide"

Work with your identified partners to understand how they might be able and willing to contribute to and engage with RTRC implementation.

Use the chart below to identify the level and approach for engagement. Partners with a strong interest can be engaged closely (collaborate in regular meetings or include on your team). Other partners may prefer to be less engaged in the work and can be kept informed through newsletters and general updates.

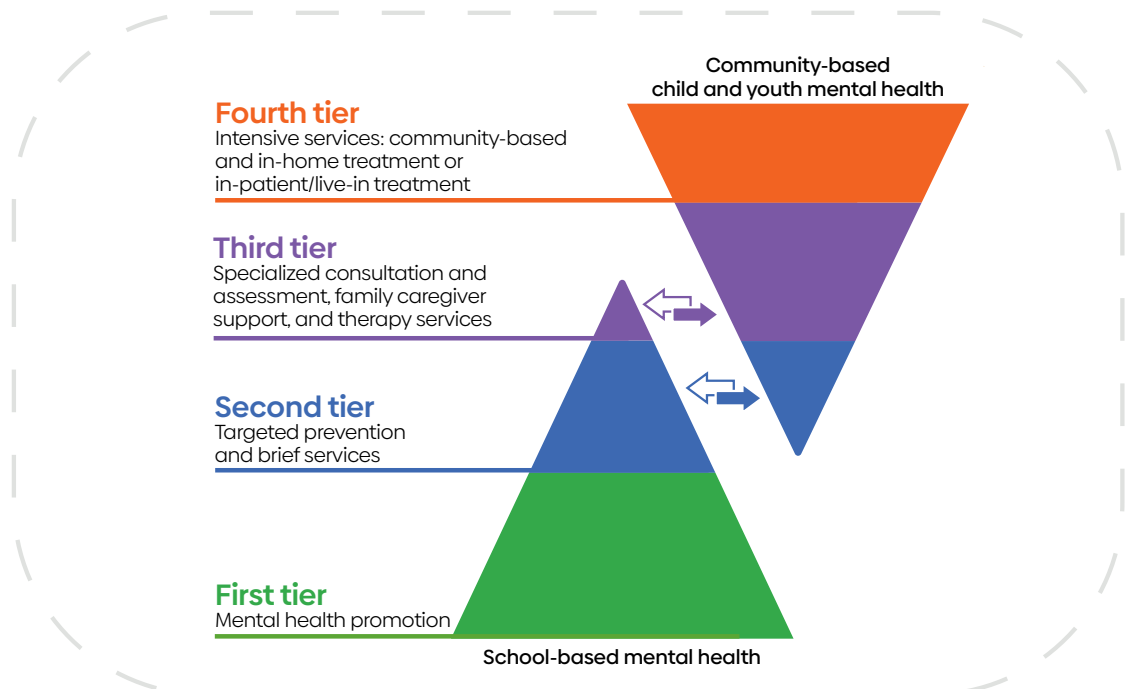| PARTNER	LEVEL OF ENGAGEMENT	STRATEGIES FOR ENGAGEMENT

Appendix C: RTRC info sheet

Title: Right time, right care: Building a collaborative system of care

The RTRC Vision:

- Schools and community-based child and youth mental health and addictions (CYMHA) organizations collaborate to provide a coordinated, responsive system of care that meets the mental health needs of all children and young people across Ontario.
- Provide the right service, at the right time, in the right modality, and in the right place to meet the unique needs of each child and young person.

What goals will be achieved?

- District school boards and CYMHA organizations will work together to embed these goals into their system of care approach, creating a coordinated and complementary continuum of services:
- Leadership commitment and support.
- Cross-sector communication and collaboration.
- Protocols for developing and implementing a system of care pathway.
- Consistent and systematic training and coaching.

Community-based child and youth mental health

Fourth tier
Intensive services: community-based and in-home treatment or in-patient/live-in treatment

Third tier
Specialized consultation and assessment, family caregiver support, and therapy services

Second tier
Targeted prevention and brief services

First tier
Mental health promotion

School-based mental health

A data collection system and evaluation plan.

- In a system of care approach, it is important to establish clarity of the tiers and levels and how various sectors – schools and CYMHA agencies – work and collaborate within these tiers.

Resources to support implementation: A program of support has been built to enable Ontario school boards and CYMHA organizations to develop local systems of care grounded in the RTRC approach. This program includes:

- Community guide: Provides guidance, key considerations, tools, and resources for school boards and CYMHA organizations to work together to implement the necessary processes and practices.
- Coaching: Implementation coaches from intermediary organizations will work with communities and guide them through the implementation process.

These are the people leading this work within the _____ community!

- SCHOOL BOARD LEAD(S):
- ENGLISH PUBLIC:
- ENGLISH CATHOLIC:
- FRENCH PUBLIC:
- FRENCH CATHOLIC:
- OTHER:

Appendix D: Engagement considerations

This resource was developed based on the input and expertise of young people and families. It can be used to prepare for engagement opportunities and to meaningfully involve young people and families in RTRC implementation within your community.

Opportunities for youth and family engagement

Plan:

- Get the word out and contribute ideas for outreach and engagement strategies. Help communicate what RTRC is all about and ways to get involved.
- Discuss how they want to be involved (engagement occurs across a continuum), and co-design engagement opportunities. Examples are leading outreach and knowledge mobilization about RTRC.
- Participate in understanding current state. For instance, share experiences, challenges, and needs related to accessing support; co-develop surveys assessing service gaps.
- Join the implementation team and contribute to program design, including identifying priorities for action and offering perspectives about what services would be most beneficial.
- Develop implementation strategies. Collaborate to ensure strategies are culturally sensitive and age appropriate.

Do:

- Provide feedback on implementation strategies, suggesting improvements or modifications based on experiences and expertise.
- Attend meetings, workshops, or groups aimed at enhancing RTRC.
- Advocate for the needs of young people and families in the community to ensure services are inclusive and accessible.
- Consult or co-develop guidelines and ethical approaches about how schools and community partners can share information.
- Create more services in smaller communities. This might happen through supporting the creation of new services or providing input to improve existing service implementation.
- Sit on a dedicated advisory.

Sustain:

- Ensure continued engagement by serving as mentors for other interested young people or family members or recruiting others (e.g. especially as young people may leave as they transition out of school).
- Engage in community outreach efforts to raise awareness about mental health.
- Develop peer support roles to assist with service and pathways navigation.
- Support an ongoing committee or community table that is tasked with pathways planning.

Considerations for engagement

- Engage early in the process. Provide advanced notice of engagement opportunities and keep momentum by scheduling regular meetings and check-ins (e.g. bi-monthly, monthly, etc.) throughout implementation.
- Communicate clearly, directly, and transparently through channels that work best for young people and families. Let people know what the time commitment is (specific to your community) and provide ongoing updates or opportunities to be involved.
- Be aware of who is in your community and use multiple strategies or tailored approaches to engage people that reflect the diversity in your community.
- Bring an equity and youth-centric lens. Encourage more engagement in areas that have limited resources like rural areas.
- Be flexible with your approach to increase access and participation. Proactively identify and address barriers to participation (things like timing, location, language, childcare costs, accessibility).
- Provide honoraria to recognize young people and family members for their contributions. This could be compensating in a way that is useful to them (e.g. money, meals at meetings, gift cards, training opportunities, paying program fees, or high school volunteer hours).
- Use project allies (people who are educated on engagement practices), peer support, dedicated staff roles, or support staff that have existing relationships with young people and families to help promote safer spaces. Ensure young people and families are not the lone representative on a committee or group to avoid tokenism.

- Take time to develop safe and brave spaces. For instance, developing healthy group norms or having a skilled meeting facilitator without a stake in the work to promote equitable collaboration, participation, and shared decision-making.
- Accommodate different needs by meeting at times and in places that work with their schedules. This could include hosting meetings in the evenings or choosing between online or in-person locations where people are already meeting or receiving services.
- Close feedback loops to ensure that young people and families involved in the work know how their input is used and implemented.

Getting started

- Get the word out. Advertise RTRC and what it is all about.
  - o Host an in-person informational event with booths or interactive public talks.
  - o Provide class presentations that are tailored for different audiences.
  - o Consider spreading the word through mental health symposiums, seminar workshops, anonymous surveys, social media platforms, pamphlets, newsletters, and email.
  - o Mobilize mental health advocates or champions in schools to circulate information (e.g. principals, guidance counselors).

- Promote clear messaging.
  - o Develop communication materials that draw people's attention to the initiative. Use visually appealing tactics to share key messages.
  - o Specify the goals of engagement, outlining the benefits for youth and family participants and the greater system. For example, share that being involved with RTRC can make you feel empowered, validated, and like you can make a difference.
  - o Highlight that engaging with RTRC can help bring about pivotal changes like better pathways to support care and a stronger network of support in your community.
  - o Be honest around the level of leadership, ownership and decision-making in the relationship (i.e. will young people and families be able to propose and act on ideas that can be supported).
  - o Begin conversations by talking about implications for young people and families, barriers currently experienced, steps that would make services more accessible.

- Leverage existing groups and spaces.
  - o CMHO (The New Mentality, Parents for Children's Mental Health), YWHO, lead agencies and their core service providers, school guidance counsellors, community centres, early years centres, newcomer/refugee supports, and child welfare advisories can put out local messages to bring community voices.
  - o Engage young people at schools (school-age youth from student councils) or parents/caregivers on existing councils (parent involvement committees, school councils, special education advisory committees).
  - o Find opportunities for parents/caregivers to connect with each other (e.g. school events).
  - o Work with student councils and student trustees (Ontario Student Trustee Association).

Additional information

Check out these other resources to support your engagement.

- Quality standard for youth engagement and quality standard for family engagement: These describe the principles and best practices with practical examples for meaningfully engaging young people and families.
- Student engagement toolkit: Offers practical strategies for supporting diverse student leadership styles and promoting mental health initiatives within school and system settings.

Engagement reflections

Use this space to reflect on how, when, and why you will engage young people and families throughout the implementation process.

How will you engage young people and families?

- How will you ensure their voices are heard and valued?
- How will you engage diverse youth (representative of different ages, genders, ethnicities, and lived expertise)?
- Who are the young people and families not typically heard from? How might you connect with them?

At what times will you involve young people and families?

- How will you balance their involvement with the need to maintain momentum and progress in implementation?

What resources or supports will you need to support meaningful engagement?

- How will you equip young people and families with the necessary knowledge and skills to meaningfully contribute?
- Is there anything you need to make engagement more accessible? Anything to remove certain barriers to participation?
- How will you ensure safe spaces for meeting and participating?

How will you ensure ongoing engagement and participation?

- What strategies can you use to keep people involved and motivated over time?

Appendix E: Resource mapping worksheets

Continuum of School Mental Health Supports and Services: Resource mapping worksheet (school boards)

	Tier 1	Tier 2	Tier 3	
In school mental health supports and services. Describe or list the supports and services available to students in your school board.				**Consider:** • What student mental health goals/needs do they meet? • How are they culturally responsive, differentiated, and identity affirming? • How are they reflective of and responsive to your school board community?
How are they accessed? Describe what this looks like. How are student/families made aware of the support & services (e.g. access points)?				**Consider:** • Do you have differentiated communication mechanisms (e.g. students, families, educators, school/system leaders, community partners) to inform all stakeholders of services available and service pathways? • How do you indicate the process for developing a circle of care and articulate referral pathways?
Delivered by whom and where? Define what teams and/or staff have primary and secondary responsibility for each level of service.				**Consider:** • What is your process for school and clinical teams? • Have you clearly articulated the roles, responsibilities, and staff professional competencies/designations, of those delivering services? • Have you ensured services are available for those students learning face to face as well as those learning virtually? • What mechanisms are in place for ongoing professional development, coaching, and supervision? • Are there joint professional development and training opportunities where and when appropriate?

	Tier 1	Tier 2	Tier 3	
Partnerships with internal teams and community. Identify critical partnerships both internally and externally that support the implementation of each level of service.				**Consider:** • Who are the Internal partners (e.g. curriculum teams, Indigenous education, equity) that provide support and services across the Tiers of Intervention? What are their roles and responsibilities? • Who are the community partners (e.g. public health, community programming, faith-based and identity-affirming cultural organizations, MH agencies, other) that provide services or are in partnership with your school district? What is their current service delivery model?
Selection of tools, programming, and interventions. What culturally responsive, evidence-informed tools does your school board utilize to support implementation of each level of service?				**Consider:** • How do student, family, and caregiver perspectives inform decision-making? • How does your board/community data inform student mental health goals, programming, and interventions? • What decision making processes inform the selection of supports and services across the tiers?

	Tier 1	Tier 2	Tier 3	
Strategies for uptake, measurement, and monitoring. Describe the strategies used to motivate and reinforce consistent use of research-based mental health programming and evidence-informed protocols.				**Consider:** • What are the implementation processes to facilitate uptake (e.g. clinical supervision, training, resources, etc.)? • What is your current capacity and future need for data collection and analysis to identify trends, assess the effectiveness of interventions, and make informed adjustments to the continuum of supports and services? • Do you have an iterative feedback loop for ongoing improvement and school board, school, and community contextual adaptation?
Next steps: Note system strengths and gaps in supports and services and steps to address them.				**Consider:** • Ongoing engagement processes with key stakeholders (e.g. students, families/caregivers, educators, school leaders, etc.) to co-design a continuum of supports and services. • Engage with students, families, and caregivers to assess and monitor how they are experiencing the range of services and recommendations.

This document was developed by School Mental Health Ontario.

Continuum of School Mental Health Supports and Services: Resource mapping worksheet (adapted for CYMHA sector)

	Tier 1	Tier 2	Tier 3	Tier 4
Mental health supports and services. Describe or list the supports and services available to young people through your CYMHA organizations. • What mental health goals/needs do they meet? • How are they culturally responsive, differentiated, and identity affirming? • How are they reflective of and responsive to your CYMHA community?				
How are they accessed? Describe what this looks like. How are young people and family members made aware of the support & services (e.g. access points)? • Do you have differentiated communication mechanisms (e.g. young people, family members, community partners) to inform all stakeholders of services available and service pathways? • How do you indicate the process for developing a circle of care and articulate referral pathways?				
Delivered by whom and where? Define what teams and staff have primary and secondary responsibility for each level of service. What is your process for clinical teams? • Have you clearly articulated the roles, responsibilities, and staff professional competencies/designations of those delivering services? • Have you ensured services are available for young people in-person as well as those learning virtually? • What mechanisms are in place for ongoing professional development, coaching, and supervision? • Are there joint professional development and training opportunities where and when appropriate?				

	Tier 1	Tier 2	Tier 3	Tier 4
Partnerships with internal teams and community. Identify critical partnerships both internally and externally that support the implementation of each level of service. • Who are the Internal partners (e.g. staff members) that provide support and services across the Tiers of Intervention? What are their roles and responsibilities? • Who are the community partners (e.g. schools, public health, community programming, faith-based and identity-affirming cultural organizations, other) that provide services or are in partnership with your organization? What is their current service delivery model?				
Selection of tools, programming, and interventions. What culturally responsive, evidence-informed tools does your organization utilize to support implementation of each level of service? • How do young people, family, and caregiver perspectives inform decision-making? • How does your agency/community data inform mental health goals, programming, and interventions? • What decision making processes inform the selection of supports and services across the tiers?				

	Tier 1	Tier 2	Tier 3	Tier 4
Strategies for uptake, measurement, and monitoring. Describe the strategies used to motivate and reinforce consistent use of research-based mental health programming and evidence-informed protocols. • What are the implementation processes to facilitate uptake (e.g. clinical supervision, training, resources, etc.)? • What is your current capacity and future need for data collection and analysis to identify trends, assess the effectiveness of interventions, and make informed adjustments to the continuum of supports and services? • Do you have an iterative feedback loop for ongoing improvement?				
Next steps: Note system strengths and gaps in supports and services and steps to address them. • Ongoing engagement processes with key stakeholders (e.g. young people, families/caregivers, etc.) to co-design a continuum of supports and services. • Engage with young people, families, and caregivers to assess and monitor how they are experiencing the range of services and recommendations.				

This document is an adapted version of a document that was created by School Mental Health Ontario

Appendix F: Terms of reference template

Develop a Terms of reference to clearly outline what is expected from members of your leadership and implementation teams. Share this document with your teams and revisit it as needed to ensure project continuity.

Terms of reference: Right time, right care (RTRC)

_____ _____ Team

The RTRC Vision: Schools and community-based child and youth mental health and addictions organizations (CYMHA) collaborate to provide a coordinated, responsive system of care that meets the mental health needs of all children and young people across Ontario.

The components necessary to build a system of care within the RTRC vision include:

- Leadership commitment and support.
- Cross-sector communication and collaboration.
- Protocols for developing and implementing a system of care pathway.
- Consistent and systematic training and coaching.
- A data collection system and evaluation plan.

Purpose

This team is responsible for implementing the RTRC vision and building a collaborative system of care within the community of_____.

Accountability

The _____ team is accountable to the _____ and ongoing communication will be provided by_____.

Responsibilities

- Action planning.
- Problem solving.
- Engaging partners across sectors.
- Monitoring impact.
- Creating welcoming environments to support change through relationship building and solid communication practices.

Meetings

Meetings (in-person or virtual) will occur every_____. Meetings will be used to discuss updates and specific pieces of work. Additional meetings will be scheduled as required. These meetings will be chaired by _____.

Membership

This team consists of the following members (organization, role):

Communication

Communication will take place in several ways:

- Formally and informally at regular meetings.
- E-mail correspondence.
- Other_____

Decision-making

Decision-making will take place by consensus. The scope of decision-making will be related to all ongoing and future matters related to RTRC implementation within the community.

Confidentiality and conflict of interest

Partners will respect the confidentiality of discussion until approved for communication to RTRC team members from each organization and/or community partners from CYMHA agencies and school boards.

Any conflicts of interest that may arise will be stated. A conflict of interest may include if a partner receives an organizational benefit from a decision and/or has real or perceived influence on a decision.

Review Terms of Reference

This document will be reviewed on MM, DD, YYYY

Appendix G: Collective WHY activity

To align RTRC with provincial goals for a system of care approach to support young people and families, a working group of leaders in schools and community-based agencies across Ontario came together to define a shared vision for RTRC with shared goals, values, and principles. This vision is foundational to build a collective care system that puts children, young people, and families at its core.

As you move forward with implementing RTRC in your community, it's important that CYMHA and school board leaders share a common agreement. Please consider and discuss the RTRC goal, values, and principles and confirm together how these will guide your work. If you would like to add or revise, please record these changes and additions in the text box at the end of the document.

- Goal
  - Provide the right service, at the right time, in the right modality, and in the right place to meet the unique needs of each child and young person.

- Values
  - Anti-oppressive and equity-focused approach.
  - Community-based approach.
  - Evidence-informed services and practices.
  - Meaningful youth and family engagement.

- Principles
  - A child's education and mental health are inextricably linked, and both are advanced by a strong and inclusive interconnected system that works in partnership with students and families.
  - A continuum of mental health supports and services ranging from wellness promotion to intensive treatment should be available in each community/service area.
  - Although different sectors have specialized mandates and areas of focus, together we have a shared responsibility to support healthy development and wellness at the individual, family, and community level.

- Local systems are made stronger when there is equitable access, and when community partners who represent diverse perspectives and needs, cultures, faiths and identities, shape and contribute to the evolving circle of support that wraps around children and young people.
- Clarity and leadership across the province are required to inform local systems. The best outcomes will be developed, monitored, and sustained through active collaboration between local schools, community-based services and children, young people, and families.
- Robust systems include written documentation of all the partner roles and responsibilities. They are engaged in continuous quality improvement, balancing risk management with timely, evidence-informed, culturally responsive services.
- In times of crisis, or when chronic challenges exist, systems must demonstrate seamless and exemplary collaboration to support the unique mental health needs of children, young people, families, and community. It is in these moments that the strength of the system is tested.

Are there additional values and principles that your team wishes to collaboratively identify and adopt?

Appendix H: Planning tool

Completing this planning tool will establish your common understanding of:

- How community-based mental health services and schools currently work together.
- The existing infrastructure that supports coordinated and collaborative planning.
- The capacity within the system to monitor and evaluate services so that ongoing improvements can be made.
- How to provide a foundation for detailed action planning to enable successful implementation of RTRC.

This tool will guide discussions to promote high-level agreement for each core component. It will also help to identify what is in place and where actions need to be taken through the implementation process.

The core components of RTRC include:

- Leadership commitment and support.
- Cross-sector communication and collaboration.
- Protocols for developing and implementing a system of care pathway.
- Consistent and systematic training and coaching.
- A data collection system and evaluation plan.

The core components of RTRC will remain the same in every context. However, how they are provided, who provides them, and how they are measured may look different across communities. This resource is intended to guide conversations with your team to identify how you will deliver the RTRC core components within your community. More specifically, it will help you outline:

- Current strengths and gaps.
- What each component will look like in practice.
- Who will be involved.
- How you will measure success.

The information in this tool will help you develop a workplan and take action on next steps.

Leadership commitment and support - The success of implementation depends on active support and ongoing commitment from the leadership of all participating organizations

Core component	How will it be provided?	Who will be involved?	How will success be measured?
• Inclusion and active involvement from leaders at all organizations providing mental health services to children and families within the agreed upon community. • Explicit acknowledgement and buy-in from funding organizations, government and leaders in school boards and community agencies (as per requirements from PPM 169 for school boards and service plans for lead agencies'). • Commitment to and use of implementation process and support from intermediary organizations. • Commitment to champion and operationalize the system of care vision with leaders across sectors.	**Describe what this component will look like in practice.** **What we have in place:** **Things we need to do:** **Potential strategies to address this work:**	**List who (individuals, partners) will be involved in providing this component.**	**Outline how you will measure and evaluate the success of this component.**
What are we currently doing well that we can build on?			
What gaps do we need to be aware of and how can we mitigate them?			

Cross-sector communication and collaboration – Shared decision making depends upon collaboration between organization and establishing ongoing communications paths that keep all participating partners informed and influential.

Core component	How will it be provided?	Who will be involved?	How will success be measured?
• Communication plan to clarify key messages and vision and ensure sustained progress. • Collaboration that highlights kindness and curiosity to foster positive relationships and build trust between partners, school boards, community agencies, mental health professionals, families, young people, and children. • Shared planning and decision-making for mental health services for children, youth, and families across the community. • Support from intermediary organizations to bridge policy, research, and practice in multi-directional ways between communities, intermediary organizations, and provincial partners.	**Describe what this component will look like in practice.** **What we have in place:** **Things we need to do:** **Potential strategies to address this work:**	**List who (individuals, partners) will be involved in providing this component.**	**Outline how you will measure and evaluate the success of this component.**
What are we currently doing well that we can build on?			
What gaps do we need to be aware of and work to mitigate?			

Protocols for developing and implementing a system of care pathway – Established and agreed-upon pathways between services and organizations are essential for a well-coordinated system of care.

Core component	How will it be provided?	Who will be involved?	How will success be measured?
• Agreed-upon continuum of services and primary responsibility for a range of offerings along the continuum. • Formal documents, like protocols, memorandums of understanding and partnership agreements, to identify roles and responsibilities across sectors. • Shared protocols to support pathways to mental health services for children, young people and families in a streamlined response. • Equity-focused, identity affirming, trauma-informed protocols that support services responsive to the mental health needs and experiences of every child, young person, and family.	**Describe what this component will look like in practice.** **What we have in place:** **Things we need to do:** **Potential strategies to address this work:**	**List who (individuals, partners) will be involved in providing this component.**	**Outline how you will measure and evaluate the success of this component.**
What are we currently doing well that we can build on?			
What gaps do we need to be aware of and how can we mitigate them?			

Consistent and systematic training and coaching - Developing expertise and supporting a range of interventions that provides for all needs is best addressed by planned training across the system

Core component	How will it be provided?	Who will be involved?	How will success be measured?
• Shared planning for training to support the provision of services that address the needs and priorities of the community and ensure a coordinated continuum of services. • Investments in training, supervision and ongoing coaching for mental health professionals and care teams in schools and community agencies. • Evidence-informed training to support equity-deserving communities that addresses oppression and practitioner bias.	**Describe what this component will look like in practice.** **What we have in place:** **Things we need to do:** **Potential strategies to address this work:**	**List who (individuals, partners) will be involved in providing this component.**	**Outline how you will measure and evaluate the success of this component.**
What are we currently doing well that we can build on?			
What gaps do we need to be aware of and how can we mitigate them?			

A data collection system and evaluation plan - To ensure RTRC processes and systems are adapting in response to information gathered there will be an ongoing monitoring and evaluation process in place.

Core component	How will it be provided?	Who will be involved?	How will success be measured?
• Robust data systems to inform clinical practice and support evaluation for organizations and system of care. • Systematic monitoring of assessments, service use, and treatment outcomes. • Reliable data to address equity and identify needs for specific populations.	**Describe what this component will look like in practice.** **What we have in place:** **Things we need to do:** **Potential strategies to address this work:**	**List who (individuals, partners) will be involved in providing this component.**	**Outline how you will measure and evaluate the success of this component.**
What are we currently doing well that we can build on?			
What gaps do we need to be aware of and how can we mitigate them?			

This tool was adapted from the following resources:

- The Triple P Implementation Resource – Planning to Provide Triple P, developed by Triple P International for the implementation of the Triple P suite of practitioner provided and online Triple P programs.

- National Implementation Research Network. (2011). Practice profile activity – working towards implementation fluency©.

- Barwick, M. (2018). The implementation game© worksheet.

Appendix I: Action plan template

Your completed planning tool identifies areas that need action for each core component to successfully implement RTRC. Note these areas in the table below and develop activities that will contribute to your action areas (gaps and changes). For each identified action area, describe the activities that will be taken to address the gap or support the required change.

Action areas	Activities	Most responsible person (MRP)	Timeline	Indicators	Update
These are areas identified in your planning discussions and noted on the planning tool.	What needs to be undertaken to address the gap and/or create the needed change to support effective implementation of RTRC?	Who has primary responsibility for facilitating the activity?	Between which dates does the activity need to be addressed?	How will you know the activity has achieved its intended result.	Notes to indicate progress.
Leadership commitment and support.					
Leadership commitment	*Reach out to leadership at French and Catholic school boards.*	*Mental Health Lead/ Supervisory Officer (SO) public board and SMH-ON coach.*	*April 1, 2024*	*Representation from French and Catholic boards have joined the leadership team.*	*March 15th: SO Public board contacted SOs at Catholic and French boards.*

Cross sector communication and collaboration.					

Protocols for developing and implementing a system of care pathway.					

Consistent and systematic training and coaching.					

A data collection system and evaluation plan.					

Appendix J: Evaluation template

RTRC requires complex system change. It will take time to implement the core components and continued effort to sustain them. That's why it's important to evaluate your progress along the way.

An evaluation template is a useful tool for outlining and organizing different elements of program evaluation. Use the following template to think through your evaluation work.

Evaluation question	Indicators	Data collection methods	Data collection tools	Target audience	Person responsible for data collection	Timeline

Reference: Knowledge Institute on Child and Youth Mental Health and Addictions. (2024). Clearer insights, greater impact: A program evaluation toolkit.

May 2024

Right time, right care:
An implementation guide

School Mental Health Ontario / Santé mentale en milieu scolaire Ontario

Knowledge Institute on Child and Youth Mental Health and Addictions

lac — THE CHILD AND YOUTH MENTAL HEALTH LEAD AGENCY CONSORTIUM

youth wellness hubs ONTARIO | carrefours bien-être pour les jeunes DE L'ONTARIO

CMHO Children's Mental Health Ontario / Santé mentale pour enfants Ontario