



**The Every Student Succeeds Act:
Policy and Practice Implications
for School Mental Health Services**

NASP 
National Association of
School Psychologists

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ESSA Timeline



- January 11 & 19, 2016: Public Hearings on ESSA
- January 21, 2016: Public Comments on Title I due
- January 2016: Negotiated rule making panel announced
- February 2016: First meeting of Negotiated rule making panel
- May-June 2016: Draft regulations published-60 day public comment period
- July 1, 2016: Changes to formula programs
- August 1, 2016: Waivers end
- October 2016: Final regulations published
- Spring 2017: States engage in meaningful stakeholder engagement
- April & September 2017: States submit plan to Dept. of Education for approval

Key Definitions



- 'School based mental health services provider'
 - Includes school psychologist, social worker, counselor
- 'Specialized instructional support personnel'
 - Includes school psychologist, counselor, social worker, nurse, OT/PT, SLP, etc.

Secretary Betsy DeVos and ESSA

"My philosophy is simple: I trust parents, I trust teachers, and I trust local school leaders to do what's right for the children they serve. ESSA was passed with broad bipartisan support to move power away from Washington, D.C., and into the hands of those who are closest to serving our nation's students."

"States, along with local educators and parents, are on the frontlines of ensuring every child has access to a quality education. The plans each state develops under the streamlined ESSA template will promote innovation, flexibility and accountability to ensure every child has a chance to learn and succeed."

Standards, Assessment, & Accountability



- States must set challenging standards and performance goals for all students
 - Funds to expand curricula to include arts, music, etc.
- Replaces AYP with comprehensive accountability model
 - Two measures of student achievement (one must be proficiency on state tests)
 - At least one indicator of school quality
- **REQUIRES** meaningful consultation with stakeholders, including SISIP in the design of state plans, as well as school improvement plans

School Improvement Efforts



- State and district driven improvement plans
- Must utilize needs assessment and examination of resource equity
- Include availability of comprehensive learning supports
- **Requires involvement of Specialized Instructional Support Personnel**

School Climate, School Safety, & Comprehensive Learning Supports



- States must report school climate, bullying and harassment data
 - Assist districts in efforts to reduce incidence
- At least 20% of Title IV Part A funds must be used for at least one activity to improve overall student wellbeing
- School based mental health programs and specialized instructional support services are an allowable school improvement strategy

School Climate, School Safety, & Comprehensive Learning Supports



- Funds for trauma informed practices, and mental health first aid
- Funds for positive behavior interventions and supports, social emotional learning, conflict resolution, effective problem solving, and appropriate relationship building
- Funds for job embedded professional development

States who have submitted plans by April Submission

- **All other states submitted plans at the end of September!**
- [Illinois](#)
- [Louisiana](#)
- [Maine](#)
- [Massachusetts](#)
- [Oregon](#)
- [Tennessee](#)
- [Vermont](#)

ESSA-Where do School-based Mental Health Providers fit in?

- ESSA offers state and local education leaders an opportunity to shape their state's education policy agenda.
- Stakeholders can play a greater role in ensuring educational equity.
- ESSA requires each state, district, and school to consult with an array of stakeholders on issues ranging from how best to disburse federal funds, to how to support schools that serve struggling or high-need students.
- This gives states and districts a chance to commit to engagement with all stakeholders in an ongoing and meaningful way.

What about funding?



Title IV Part A: Student Support and Academic Enhancement Grants (SSAEC)

- Three key areas:
 - (a) access to and opportunities for a well-rounded education,
 - (b) safe and supportive conditions for learning, and
 - (c) access to personalized learning experiences supported by technology

Title IV Part A: Student Support and Academic Enhancement Grants (SSAEC)

- Districts must use at least 20% of these funds on efforts to improve student mental and behavioral health, school climate, or school safety, which could include:
 - comprehensive school mental and behavioral health service delivery systems,
 - trauma informed policies and practices,
 - bullying and harassment prevention,
 - social–emotional learning,
 - improving school safety and school climate,
 - mental health first aid training, and
 - professional development activities

What COULD and SHOULD a comprehensive mental health system look like?



Framework of Comprehensive Mental Health Services



- A comprehensive school mental health system begins with a framework of prevention and follows with layered responses based on need.
- Prevention systems begin with identifying a problem's risk and protective factors (Doll & Cummings, 2008)

Key Elements: Universal Services



Tier 1, universal services are part of a school-wide effort to promote mental and behavioral wellness and prevent mental and behavioral health problems for all students. Key elements of Tier 1 include:

- Universal screening for academic, behavioral, and emotional barriers to learning to ensure early identification and early intervention.
- Infusion of social–emotional learning into the classroom/curriculum.
- Staff development related to identification of mental health concerns and referral processes.
- School-wide positive behavior interventions and supports with a focus on creating a positive school climate.

Key Elements: Targeted Services



Tier 2, targeted services address identified or emerging mental and behavioral health problems, prevent risky behaviors, and increase protective factors for students and their families. Examples of evidence-based Tier 2 services include:

- Suicide risk/threat assessment.
- Individual/group counseling and skill building groups.
- Development and monitoring of individual student behavior intervention plans.
- Consultation with teachers and/or families to address mental and behavioral health problems

Key Elements: Intensive Services



Tier 3, intensive services focus on direct and indirect services to address identified mental and behavioral health problems. Examples of evidence-based Tier 3 services include:

- Direct therapeutic services to all students in need, including individual and group counseling, even in the absence of a clinical diagnosis or identified educational disability.
- Psychological assessment of social, emotional, and behavioral problems.
- Crisis intervention/crisis response.
- Facilitation of collaboration between school professionals and community agencies and other outside mental and behavioral health providers.

Current Reactions to ESSA



- Pros (Hopes)
 - Scales back intrusive Federal Role
 - Prohibits mandate of Common Core or other standards
 - Authorizes significant increases in funding for Title I and Title IV (e.g., comprehensive learning supports)
 - Comprehensive Accountability System
 - Increase focus on importance of Specialized Instructional Support Personnel
 - Focus on early childhood

Current Reactions to ESSA



- Cons (Cautions)
 - Weakens Federal oversight authority on accountability
 - Lowered standards/expectations for certain populations of students
 - Lack of district and state capacity
 - Fear of unintended consequences
 - Pay for Success Programs
 - Lack of consequences when states/districts don't improve outcomes for certain groups of students

Potential Threats



- Relaxation of credentialing standards for school employed professionals
- States and districts continue with the 'status quo' rather than meaningfully engage with all stakeholders
- State legislation regarding various ESSA provisions
 - e.g., qualified providers, dyslexia, trauma informed schools, special education eligibility policies and procedures
- Ineffective use of various types of data
- Lack of capacity in delivering comprehensive mental health services

Role of LEAs---It's HUGE!



- Title I LEA Plans (or Consolidated LEA Plans) for all Title I Schools, to be reviewed by the state. Comprehensive Support and Improvement Plans for all schools identified under the accountability system (those in the bottom 5% of schools and those high schools with graduation rates at or below 67%) to be reviewed by the state.
- Additional district planning as required by the state
- LEAs and schools can coordinate some activities across multiple funding sources. Comprehensive stakeholder engagement can illustrate how various programs connect to one another.

What can schools/we do at a local level?



- Ensure school are developing:
 - Targeted Support and Improvement Plans for all schools with underperforming subgroups, as identified under the state accountability system.
 - Parent engagement plans.
 - Working with districts to write and implement Comprehensive Support and Improvement Plans for schools identified under the accountability system.
 - Local strategic planning, as required by the state or district.

Where is your state at with ESSA implementation?



- <http://www.ascd.org/public-policy/ESSA-State-Implementation-Map.aspx>
- Click on your state to find out!



Key Messages



- Comprehensive and coordinated learning and mental health supports directly contribute to more positive student outcomes and increased academic achievement
- In order to have the most positive impact on the academic and wellness outcomes of students, it is imperative that schools and communities work together through a collaborative and comprehensive approach
- Engage in efforts to develop and monitor universal mental health screening processes to identify students in need of mental and behavioral health services, or concerns affecting the entire school community
- Enhance coordination of efforts to improve school safety, including crisis prevention, intervention, and response
- Implement wellness promotion programs, such as mental health first aid and social-emotional learning, in classrooms and provide professional development in-services to school staff and families addressing student mental and behavioral health

How to go about process of engagement?



http://partnersforeachandeverychild.org/wp-content/uploads/2017/07/LEA-and-SL-Handbook_7.25.17.pdf

(Meaningful Local Engagement, n.d.)

Keys for Meaningful Engagement

Key Steps

1. Clarify your goals
2. Work with partner organizations to identify and engage with your stakeholders

Implementation Checklist

- Identify a leadership team*
- Build a strategic vision
- Dedicate resources
- Foster collaborative relationships
- Develop an online platform
- Establish a location where stakeholders can go to learn and provide feedback (e.g. library, parent information center)
- Identify ways to measure progress
- Develop a robust LEA planning process

(Meaningful Local Engagement, n.d.)

Keys for Meaningful Engagement

Key Steps

3. Speak to your audience
4. Use multiple vehicles
5. Identify your best ambassadors
6. Ask for input before decisions are made, and use it
7. Keep your materials simple and brief

Implementation Checklist

- Engage a diverse group who represent the community
- Learn what issues matter most
- Collaborate with partners
- Use accessible/inclusive methods
- Clarify how feedback is incorporated
- Inform stakeholders through distributed leadership and accessible materials
- Use multiple vehicles/mechanisms
- Strategically engage stakeholders on all issues

(Meaningful Local Engagement, n.d.)

Keys for Meaningful Engagement

Key Steps

8. Communicate early and often
9. Keep your team informed
10. Turn these new connections into long-term relationships

Implementation Checklist

- Use feedback loops
- Regularly inform leadership
- Measure progress/improvement
- Use information systems to track engagement
- Regularly update public timelines
- Maintain partnerships and structures for continued engagement
- Commit to ongoing engagement

(Meaningful Local Engagement, n.d.)

Strategies for Effective Advocacy: Disseminating Information and Taking Action



Participate in Social Media



<https://tinyurl.com/yc6gzuf>



"Like" NASP on Facebook



"Follow" @nasponline on Twitter



Use the hashtag #NASPadvocates

REMINDER: Key Message Goals

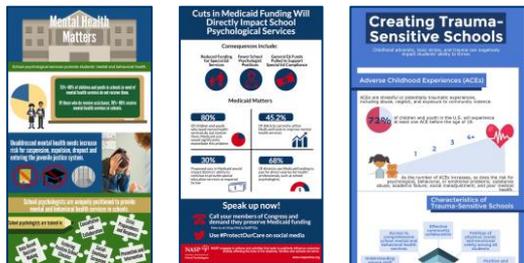
- Get their attention
- Connect to a priority
- Minimize suspicion/ reactive rejection
- Engage discussion
- Be easy to remember
- *Key messages can't convey everything*



Infographics to Educate and Activate

View, download, and share our infographics series through social media to introduce key issues to stakeholders and advocate for the work of school psychologists.

www.nasponline.org/infographics



<http://datacenter.kidscount.org/>

HOW THE STRESS OF HOMELESSNESS AND POVERTY IMPACTS CHILDREN'S ACADEMIC PERFORMANCE



Half of children who are homeless are held back for one grade, and 22% are held back for multiple grades.¹



In 2008, the dropout rate for students living in low-income families was about four and a half times greater than the rate of their peers from high-income families.²



Studies indicate that children who are homeless are 2x as likely to have learning disabilities and 3x as likely to have an emotional disturbance as children who are not homeless.³



48% of students who are homeless met statewide standards in math in grades 3-8 in the 2011-2012 school year.⁴



51% of students who are homeless met statewide standards in reading in grades 3-8 in the 2011-2012 school year.⁴

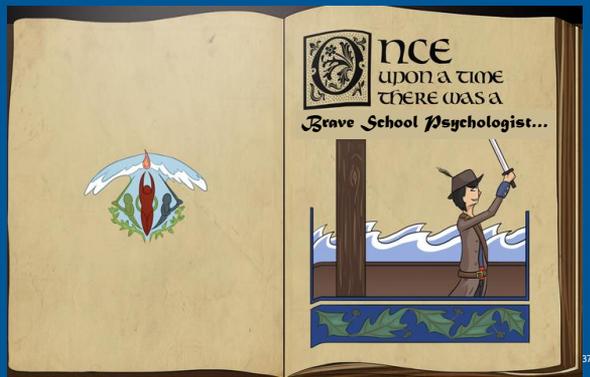
Created by Seattle University's Project on Family Homelessness with data from:
 1. Groffman, Lovell, Anderson, & Knight, 2011
 2. National Center for Education Statistics: Trends in High School Dropout and Completion Rates in the United States
 3. Better Homes Fund, 1999
 4. Education for Homeless Children and Youth (EHCY) Program, U.S. Department of Education.

The Basics to Remember

- Follow the identified path
- Find allies
- Stick together
- Tap your strengths
- Get to know the man behind the curtain
- (And always be prepared for flying monkeys)



What's your story?

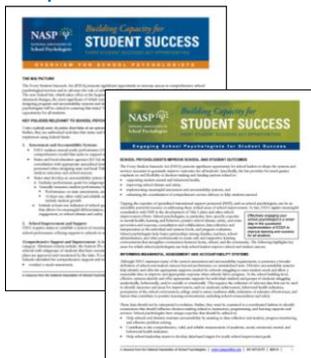


Do Not Reinvent the Wheel.

NASP has resources that can help.



Every Student Succeeds Act (ESSA) Implementation Resources



- Significant opportunities for school based mental health providers!
- Emphasizes mental health, school climate and safety, MTSS, and comprehensive assessment/accountability
- Resources include handouts for MHPs and decision-makers, podcasts, funding opportunity information, etc.
- **MHP involvement in state and district policy and regulatory decision-making is critical**

Final Questions or Comments?



Reflection Questions



1. Who are 1 or 2 individuals at your state level who will be involved in these decisions?
2. What are 1 or 2 new ideas that excite you about ESSA?
3. Identify 1 or 2 steps that you would like to take to ensure that you are an active part of local implementation of ESSA.