Meeting the Mental Health Needs of Schools, Students, and School Staff Now

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Annual Conference on Advancing School Mental Health
October 15, 2021
Today’s Objectives

• Understand how the COVID pandemic has impacted student and staff mental health

• Understand the available streams of COVID relief funding and timeline for receiving and spending funding

• Identify examples of allowable uses of COVID relief funding that support student and staff wellbeing and connection

• Identify sustainable streams of funding programs initiated with COVID relief funding and opportunities for increasing these sustainable streams of funding
• Joint guidance issued in July 2021
• Concrete recommendations for states and school districts
• bit.ly/restart-recovery-guide
Mental Health is a Simmering Crisis for Many of the Nation’s School Children

“More than 10 months into the pandemic, **mental health is a simmering crisis for many of the nation’s schoolchildren**, partly hidden by isolation but increasingly evident in the distress of parents, the worries of counselors and an early body of research.”

“Holed up at home, students dwell in the glare of computer screens, missing friends and teachers. Some are failing classes. Some are depressed. Some are part of families reeling with lost jobs, gaps in child care or bills that can’t be paid. Some students care for, or grieve, relatives with covid-19”

Washington Post- January 21, 2021
In a nationally representative survey of young people aged 13-19:

- Approximately **25%** felt disconnected from peers and adults.

- More than **1 in 4** reported:
  - increase in sleep loss due to worry
  - feeling unhappy or depressed
  - feeling constantly under strain
  - loss of confidence in themselves

Citation: [https://www.americaspromise.org/sites/default/files/d8/YouthDuringCOVID_FINAL%20%281%29.pdf](https://www.americaspromise.org/sites/default/files/d8/YouthDuringCOVID_FINAL%20%281%29.pdf)
Mental health challenges are rising

- Mental health-related emergency department visits are up 24% for children (age 5-11) and 31% for youth (age 12-17).

- Twenty-two percent of parents report their child’s mental health or emotional health is worse than before the pandemic.

https://www.cdc.gov/mmwr/volumes/69/wr/mm6945a3.htm
https://www.cdc.gov/mmwr/volumes/70/wr/mm7011a1.htm?s_cid=mm7011a1_w
Parenting Stress and COVID-19

• Parents report significantly higher levels of stress related to COVID than non-parents

• Over 70% of parents report distance learning for children is a source of stress

• Additional significant sources of stress for parents include:
  • basic needs
  • health care services
  • missing major milestones

APA (2020)
How Do Caregivers Feel School is Going for Their Children?

I am a working mother and feel constantly like I am being asked to choose between my child and my career. There is no choice because without my income we lose our home. I am a strong person, but I am begging for help. (West Virginia)

Students receiving special education services are being left behind. (New Jersey)

The teachers are and have been amazing. I just wish there were two of me. (Massachusetts)
Educator Mental Health and Well-Being
Educator Mental Health and Well-Being

Pre-pandemic
• 2/3 of educators usually feel stressed out (2x more than general population)
• 58% of educators - 7 or more days of poor mental health in past month

Teaching During the Pandemic
• Teachers reported working longer hours.
• Only 28% said their school offered adequate support for mental health.
• 1 in 3 teachers indicated the pandemic has made them more likely to leave teaching.
Where do we go from here?

Anxiety/Fears
Loss
Equity

Hope and Resilience
Using Recovery Funds to Support Student and Staff Well-Being

• ESSER Funds for SEAs and LEAs

• Can use funds to support student and staff wellbeing and mental health

• Leveraging ESSER Funds to Access Sustainable Funding Streams (e.g. Medicaid)
Elementary and Secondary Schools Emergency Relief (ESSER)

- ESSER I, II and American Rescue Plan ESSER: $189.5 billion
  - 90% to districts for broad array of allowable activities
    - Including “implementing public health protocols”; “providing mental health services”
  - 10% state reservation in each, including
  - ARP ESSER – 5% for learning recovery, 1% for afterschool, 1% for summer enrichment
# ESSER Funding Key Dates

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<thead>
<tr>
<th>Federal Funding Stream</th>
<th>Obligation Deadline</th>
<th>Liquidation Deadline</th>
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<tbody>
<tr>
<td>CARES (ESSER I) $13b</td>
<td>9/30/2022</td>
<td>1/30/2023</td>
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<td>LEAs must submit financial reports to SEA by 12/30/2022</td>
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<td>CRRSA (ESSER II) $54b</td>
<td>9/30/2023</td>
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<td>LEAs must submit financial reports to SEA by 12/30/2023</td>
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<tr>
<td>ARP (ARP ESSER) $122b</td>
<td>9/30/2024</td>
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State Use of ESSER Funds to Support School Mental Health

- Approximately 50% of state plans listed students’ mental, social, emotional and behavioral health, including trauma, as one of the top 3 pandemic-related issues currently facing students and schools.

- Common strategies include: the use of a MTSS framework or a Whole Child framework, enhanced counseling or guidance services, integrating SEL into instructional approaches, summer programming and offering virtual and on demand tools and resources.
How States Can Use ESSER Funds to Support School Mental Health

• Understand the Policy Environment
• Foster Meaningful Collaboration
• Strengthen and Expand School Medicaid Programs
• Promote MTSS Implementation
• Enhance Data Systems and Collection
• Build LEA Capacity
State Use of ESSER Funds to Support School Mental Health

Arizona

Maryland

Iowa
State Use of ESSER Funds to Support School Mental Health

Oklahoma

Alaska

Delaware
State Use of ESSER Funds to Support School Mental Health

Utah

Washington, DC

Louisiana
Well-being & Connection Resources

Visit https://learning.ccsso.org/wellbeing-and-connection to access CCSSO’s resources for states to support student and staff well-being & connection.
District Use of ESSER Funds

• Hiring school-based mental health providers
• Investing in technology platforms (e.g. electronic health record systems) to support delivery of school mental health services
• Hiring district level staff (e.g. school Medicaid coordinator, MTSS coordinator) to support school level program implementation
• Providing professional development opportunities on school mental health
• Enhancing data systems (e.g. student information systems) to capture mental health data
• Providing mental health supports to school staff
Comprehensive School Mental Health Systems
Figure 5: Multi-Tiered System of Support

**TIER 3**
+ Targeted interventions for students with serious concerns that impact daily functioning

**TIER 2**
+ Supports and early intervention for students identified through needs assessments as at risk for mental health concerns

**TIER 1**
+ Promotion of positive social, emotional, and behavioral skills and overall wellness for all students

**Foundational Elements**
+ Professional development and support for a healthy school workforce
  + Family-School-Community partnerships

HEALTHY SCHOOLS CAMPAIGN

CCSSO
Council of Chief State School Officers™

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH
Figure 3. Core Features of a Comprehensive School Mental Health System

1. Well-Trained Educators and Specialized Instructional Support Personnel
2. Family-School-Community Collaboration and Teaming
3. Needs Assessment and Resource Mapping
4. Multi-Tiered System of Support
5. Mental Health Screening
6. Evidence-Based and Emerging Best Practices
7. Data
8. Funding

HEALTHY SCHOOLS CAMPAIGN
What is SHAPE?

Your FREE, interactive tool designed to improve school, district, and state mental health accountability, excellence, and sustainability.

Learn More

Improve student mental health in your schools, districts, and states. Sign up for:

- Myself
- My School
- My District
- My State

HEALTHY SCHOOLS CAMPAIGN
Map school mental health services and supports.

Assess system quality using national performance standards.

Receive custom reports and strategic planning guidance and resources.

Utilize additional SHAPE features including the Screening and Assessment Library.

Use district and state dashboards to collaborate with schools and districts in your region.

www.theSHAPEsystem.com
The Resource Center houses publicly available resources representing key components of comprehensive school mental health. Teams are encouraged to use custom reports from the Quality Assessment to navigate the Resource Center and guide the selection of appropriate resources.

Filter by Criteria
- Training
  - All Training Resources
  - Partners
  - Structure/Process

Needs Assessment/Resource Mapping
- All Needs Assessment/Resource Mapping Resources
- Needs Assessment
- Resource Mapping and Implementation
- Alignment

Screening
- All Screening Resources
- Collaboration

Showing 228 of 228 resources.

Per page: 25

A Blueprint for Using Data to Reduce Disparities/Disproportionalities in Human Services and Behavioral Health Care

A Framework for Effectively Implementing Evidence-Based Programs and Practices (EBPs)
Quality Guides

Provides guidance to advance school mental health quality and sustainability

Includes:
- Background
- Best practices
- Action steps
- Examples from the field
- Resources
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<thead>
<tr>
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<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mod 1</td>
<td>Foundations of Comprehensive School Mental Health</td>
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<td>Mod 2</td>
<td>Teaming</td>
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<tr>
<td>Mod 3</td>
<td>Needs Assessment &amp; Resource Mapping</td>
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<tr>
<td>Mod 4</td>
<td>Screening</td>
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<tr>
<td>Mod 5</td>
<td>Mental Health Promotion for All (Tier 1)</td>
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<tr>
<td>Mod 6</td>
<td>Early Intervention and Treatment (Tiers 2/3)</td>
</tr>
<tr>
<td>Mod 7</td>
<td>Funding and Sustainability</td>
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<td>Mod 8</td>
<td>Impact</td>
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Sustainable Funding Streams

- Every Student Succeeds Act (ESSA) Title Funding:
  - Titles I, II, III, IVA
- Individuals with Disabilities Education Act (IDEA)
- Federal grant programs (e.g., Project AWARE, CDC Healthy Schools Program)
- State and local funding
- Community partnerships
- Medicaid
Expansion of School-Based Medicaid Programs

Getting Involved
Q&A