School Mental Health Virtual Learning Series

January 2021-June 2021

Effective School-Community Partnerships to Support School Mental Health
April 7, 2021
Technology Support

- Slides will be posted on the NCSMH website (www.schoolmentalhealth.org) and emailed after the presentation to all registrants.
- Please type questions for the panelists into the Q&A box.
- Use chat box for sharing resources, comments, and responding to speaker.
Central East Geographical Area of Focus

HHS REGION 3
- Delaware
- District of Columbia
- Maryland
- Pennsylvania
- Virginia
- West Virginia
What Does **Central East MHTTC** Do?

**Actions**

- **Accelerate** the adoption and implementation of evidence-based and promising treatment and recovery-oriented practices and services
- **Strengthen** the awareness, knowledge, and skills of the behavioral and mental health and prevention workforce, and other stakeholders, that address the needs of people with behavioral health disorders
- **Foster regional** and national alliances among culturally diverse practitioners, researchers, policy makers, funders, and the recovery community
- **Ensure** the availability and delivery of publicly available, free of charge, training and technical assistance to the behavioral and mental health field
National Center for School Mental Health

MISSION:
Strengthen policies and programs in school mental health to improve learning and promote success for America's youth

• Focus on advancing school mental health policy, research, practice, and training
• Shared family-schools-community mental health agenda

Directors: Drs. Nancy Lever & Sharon Hoover
Faculty: Tiffany Beason, Ph.D. Jill Bohnenkamp, Ph.D., Elizabeth Connors, Ph.D, Britt Patterson, Ph.D., Kris Scardamalia, Ph.D., Cindy Schaeffer, Ph.D.

www.schoolmentalhealth.org
www.theshapesystem.com

Funded in part by the Health Resources and Services Administration
School Mental Health Webinar Series

Objectives

• Gain increased awareness of high quality, sustainable multi-tiered system of school mental health supports and services
• Support trauma-informed systems in schools
• Discover the impacts of social determinants of health on student academic and social-emotional-behavioral success
• Learn to provide more culturally responsive and equitable services and supports
• Hear perspectives on school mental health from school, district and state levels
• Obtain insight into how youth, families, schools and communities can best work together to address student mental health needs
School Mental Health Strategic Partners

• Coalition of Schools Educating Boys of Color (COSEBOC)
• Council of Chief State School Officers (CCSSO)
• Family Run Executive Director Leadership Association (FREDLA)
• National Association of School Psychologists (NASP)
• National Governors Association (NGA)
• Youth MOVE

Become a School Mental Health Champion!

• Schoolmentalhealth.org
Facilitators: National Center for School Mental Health

Larraine Bernstein, Policy Analyst

Jill Bohnenkamp, NCSMH Faculty
It is NASP’s

- **Vision that** all children and youth thrive in school, at home, and throughout life.

- **Mission to** empower school psychologists by advancing effective practices to improve students’ learning, behavior, and mental health.
The NASP Practice Model
NASP Strategic Goals

- **Addressing** shortages in school psychology
- **Advancing** the role of school psychologists in providing mental and behavioral health services
- **Expanding** implementation of the NASP Practice Model
- **Developing** leadership skills at the local, state, and national levels
- **Advocating** for social justice for all children and youth
Issue Brief: Effective School-Community Partnerships to Support School Mental Health

Effective School-Community Partnerships to Support School Mental Health

Comprehensive school mental health systems rely on a foundation of dedicated school-employed mental health professionals, e.g., school psychologists, school counselors, school social workers, as well as local systems, including formal and informal community mental health providers. This strategy helps to leverage the strengths and access of each system (individual and family/behavioral health) and must focus on alignment and fragmentation. This document provides an overview of the key elements of school-community partnerships and specific action steps for states, districts, and communities to foster effective collaboration between schools and community health and behavioral health partners.

Benefits of Comprehensive School Mental Health Services

Comprehensive school mental health promotes well-being and social emotional health for all students and staff, while also supporting those with mental health challenges. As our nation continues to advance equity in access to resources and opportunities, school mental health services can be a key factor in reducing disparities in academic achievement, physical and mental health, and access to quality care. Comprehensive school mental health services can reduce health disparities, especially for low-income and marginalized student populations.

Assess for school-based mental health services (State/Province):
- Physical and psychological safety
- Academic performance
- Social-emotional competence

Assess for school-based mental health services (School):
- Disability referrals
- Counseling
- Behavior prevention
- Involvement in the original service system

School mental health supports and services must be a critical component of any educational system that aims to build high-quality academic instruction.
Comprehensive school mental health systems rely on a foundation of educators and school-employed mental health professionals in partnership with community health and mental health professionals.

*It is not either/or, it is both/and!*
Why Mental Health in Schools

- Approximately 75 to 80 percent of children and youth in need of mental health services do not receive them. Of those who do receive assistance, the vast majority (70% to 80%) receive mental health services in schools.

- Youth are six times more likely to complete evidence-based treatment when offered in schools than in community settings.

- Schools are often considered the natural and best setting for comprehensive prevention and early intervention services for all students, including those with and without identified education disabilities.
Access to school-based mental health services **improves:**

- Physical and psychological safety
- Academic performance
- Social–emotional competence

Access to school-based mental health services **reduces negative outcomes** such as:

- Disciplinary referrals
- Dropout
- Substance abuse
- Involvement in the criminal justice system
School-Community Partnerships to Support Students Across a Multi-Tiered System of Support

- **Tier 3**: Indicated Services and Supports (Community Partners: 3, School Districts: 3)
- **Tier 2**: Selective Services and Supports (Community Partners: 2, School Districts: 2)
- **Tier 1**: Universal Services and Supports (Community Partners: 1, School Districts: 1)
Key Elements to Support Effective School-Community Mental Health Partnerships

- Appropriate staffing of school and community mental health professionals
- Clear Roles and Responsibilities
- Funding to Support School-Community Mental Health Partnerships
Appropriate staffing of school and community mental health professionals

• Partnerships between school- and community employed mental health staff are challenging to sustain when schools are inadequately staffed

• Recommended staffing ratios are based on comprehensive wellness promotion, prevention, early identification, and intervention services at the student, classroom, and school-wide levels

• Staffing ratios should account for both school-employed and community-employed staff to provide school-based services and increase access to community supports

Nationally recommended ratios of school employed mental health professionals:

School Psychologists 1:500
School Counselors 1:250
School Social Workers 1:250
Action Step I: Work toward staffing ratio recommendations

• Establish a plan to work towards the national recommended ratios of mental health professionals available in schools.

• This plan should consider how to hire, retain, and increase the available workforce of school-employed mental health professionals and how community partners can augment existing staffing structures.
Action Step II: Determine staffing array based on needs

• When establishing a school–community partnership, school teams should use data from a needs assessment to assess the fit of potential community partners

• A school should
  • Choose partners that are necessary and fit the needs of students and families
  • Select partners that share mutually agreed upon goals around health, wellness, and student success
  • Continually assess their partnerships and impact—priorities of the school and/or community agency may change
Discussion

• Have you had any success in achieving staffing ratios?

• How do you monitor staffing ratios?
Clear Roles and Responsibilities

• School-community partnerships are facilitated by clear delineation of roles and responsibilities

• School- and community-employed partners should learn about one another’s roles and responsibilities
  • School-employed professionals should help community providers learn about systems in schools
  • Community-employed staff should provide background about the broader mental health care system

• Commit to regular communication

• Communication and data sharing plan
Action Step I: Develop a Memorandum of Understanding

Key features of an MOU include

- Delineation of roles and responsibilities of the school- and community-employed professionals (e.g. prevention, promotion, and intervention services; data collection and reporting; confidentiality agreements and information sharing protocols; attendance at team meetings, trainings, and professional development)

- Outline of fiscal and resource agreement, including details of payment exchange processes

- A plan for duration and termination, including a timeline for the partnership and procedures for requesting termination by either party
Action Step II: Develop shared language and accountability systems

- School-employed and community-employed providers work together to develop shared language and accountability systems
- Set mutual goals for collaboration
- Partners must understand privacy laws governing education systems (FERPA and HIPAA)

Action Step III: Develop a communication plan between school- and community-employed staff, families, and the community.

Consider:

• How will school and community providers ensure effective communication with teachers, families, and other relevant stakeholders?

• How should teachers/staff/families refer students for services?
Discussion

Share your models or strategies for clarifying roles and responsibilities for school-community partnerships/collaboration
School-community mental health partnerships are fueled by innovative funding strategies that include diverse funding streams.

**Funding sources examples:**
- Legislative authorizations and federal block and project grants (e.g. Healthy Schools, Healthy Communities Program; Project AWARE; State Education Agency Grants; Promoting Student Resilience Program; and Title XX Social Services Block Grant)
- State or county funding (e.g. budget line items, local taxes, and funding to implement special programs and health initiatives)
- Fee-for-service revenue from third party payers (State Children’s Health Insurance Programs, Medicaid, and commercial insurance)
- Private individual donors and private foundations (e.g. Bainum Family Foundation, Annie E. Casey Foundation, and Robert Wood Johnson Foundation)
Action Step I: Map services across Tiers 1, 2, and 3

- Outline the source, amount of funding, restrictions on use, and expected time frame for funding availability
Action Step II:
Learn how you can leverage Medicaid Funds

• Medicaid can pay mental health services for Medicaid-enrolled students. Schools and districts can also be reimbursed for providing services outlined under Early and Periodic Screening, Diagnostic and Treatment (EPSTD) to include screening, diagnosis, and treatment services that include prevention and early intervention activities.

• Medicaid can help support and sustain partnerships with community providers and/or agencies
Action Step III: Leverage state and federal funding streams

- Leverage state and federal funding streams – e.g. Title I, Title IV-A of ESSA, IDEA to implement or scale up comprehensive school mental health systems

- Explore available grant opportunities your school or district could apply for
Discussion

• What is the primary funding source of SMH in your community?

• How do you partner with funders (Medicaid, private insurance, foundations, etc.)?
Call to Action

• Ensure grants and state line items intended to improve school mental health service delivery advance school-community mental health partnerships that:
  • supplement, not supplant, existing school-based services;
  • clearly articulate the roles of school- and community-employed mental health professionals; and
  • foster coordination and collaboration between school and community mental health professionals

• Promote efforts to address school mental health workforce shortages including funds for states/districts to recruit and retain a qualified and diverse school mental health workforce

• Carve out dedicated funding in state/local school budget for school mental health services

• Carve out dedicated funding in social services budgets to help financially support school/community partnerships

• Advance efforts to provide funds to help states increase access to fully certified and/or licensed school psychologists, especially in high need and hard to staff districts

• Ensure state Medicaid plans recognize that school psychologists are appropriate providers for school mental health services
Discussion

What is one thing you are going to do to improve school-community partnerships within your sphere of influence?
Upcoming Webinars (3:00-4:00 ET, 2:00-3:00 CT, 1:00-2:00 MT, 12:00-1:00 PT) [need to insert for July and August]

Wednesday, May 5  Youth MOVE: Leveraging Youth Advocacy

Wednesday, June 2  Supporting Students Impacted by Racial Stress and Trauma
Please Share Your Feedback!

[insert evaluation link]