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

Jill Bohnenkamp, Anne Bowles, Alex Mays

Annual Conference on Advancing School Mental Health
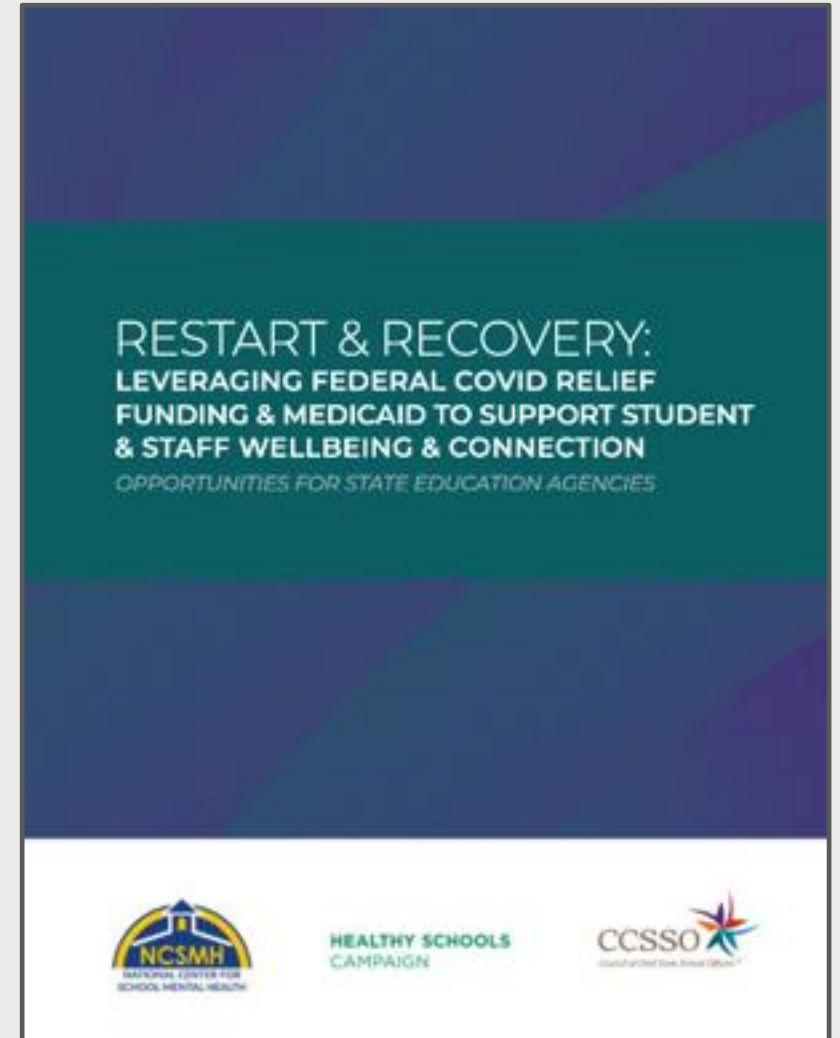
October 15, 2021

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

RESTART & RECOVERY:
LEVERAGING FEDERAL COVID RELIEF FUNDING & MEDICAID TO SUPPORT STUDENT & STAFF WELLBEING & CONNECTION
OPPORTUNITIES FOR STATE EDUCATION AGENCIES

# 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

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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
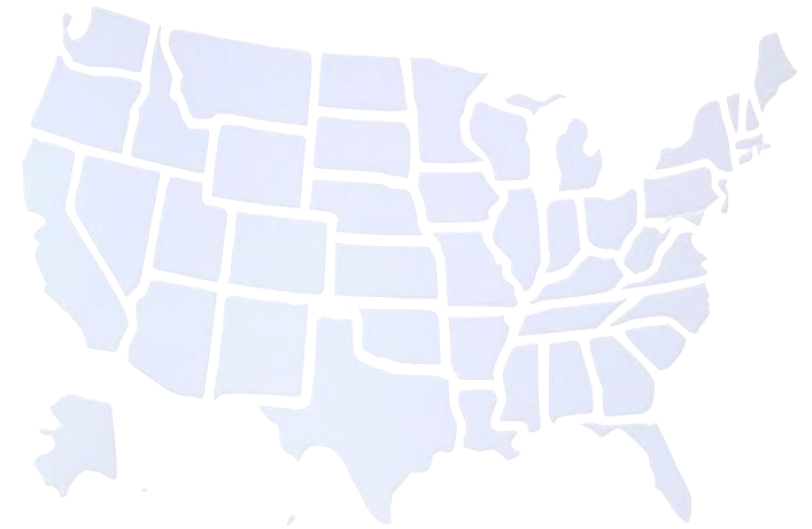
Citation: https://www.americaspromise.org/sites/default/files/d8/YouthDuringCOVID_FINAL%20%281%29.pdf

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)

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How Do Caregivers Feel School is Going for Their Children?

Better than Expected (25%)

Worse than Expected (49%)

As Expected (26%)

"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)"

http://bit.ly/NFFcovid

Educator Mental Health and Well-Being

Educator Mental Health and Well-Being

52% of education professionals say their mental health has declined during the global pandemic

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.

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Where do we go from here?

Anxiety/Fears
Loss
Equity

Hope and Resilience

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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)

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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

Federal Funding Stream	Obligation Deadline	Liquidation Deadline
CARES (ESSER I) $13b	9/30/2022	1/30/2023 LEAs must submit financial reports to SEA by 12/30/2022
CRRSA (ESSER II) $54b	9/30/2023	1/30/2024 LEAs must submit financial reports to SEA by 12/30/2023
ARP (ARP ESSER) $122b	9/30/2024	1/30/2025 LEAs must submit financial reports to SEA by 12/30/2024

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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.

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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

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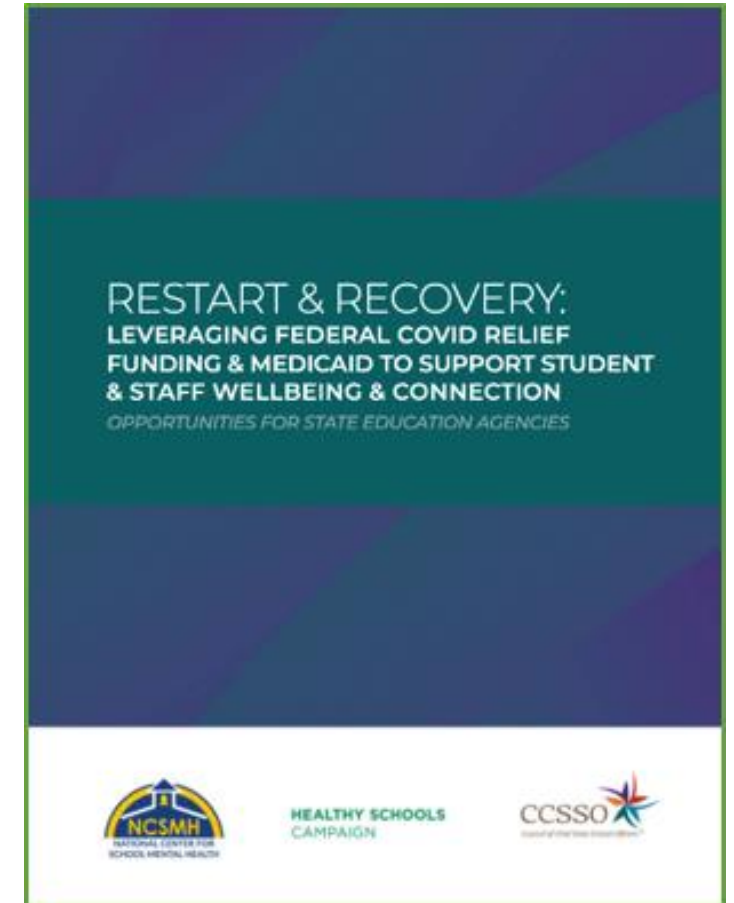
State Use of ESSER Funds to Support School Mental Health

Arizona

Maryland
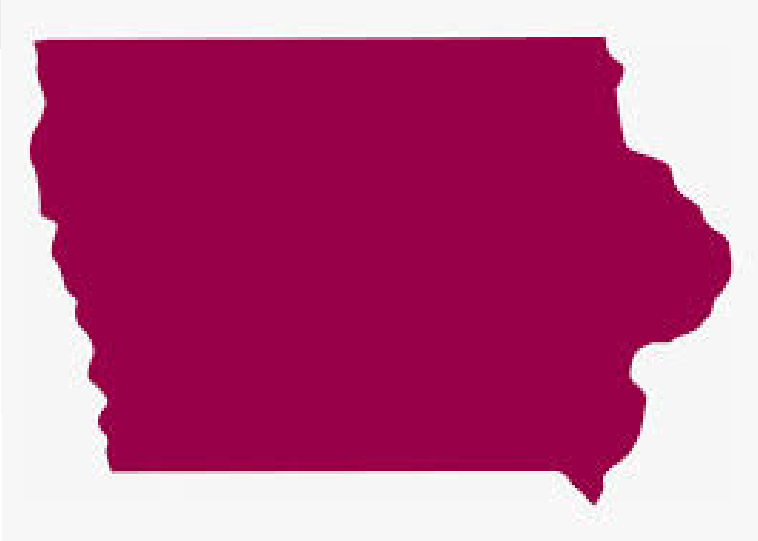
Iowa

State Use of ESSER Funds to Support School Mental Health

Alaska

Oklahoma

Delaware

State Use of ESSER Funds to Support School Mental Health
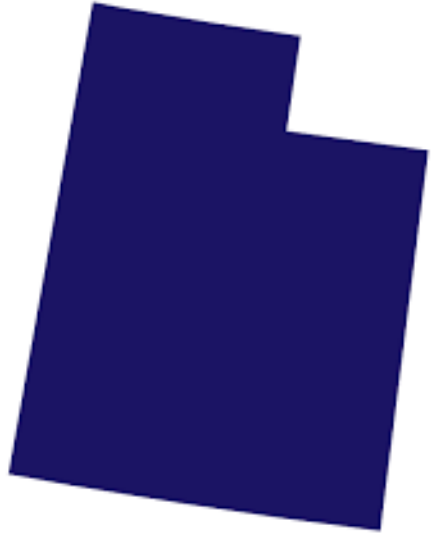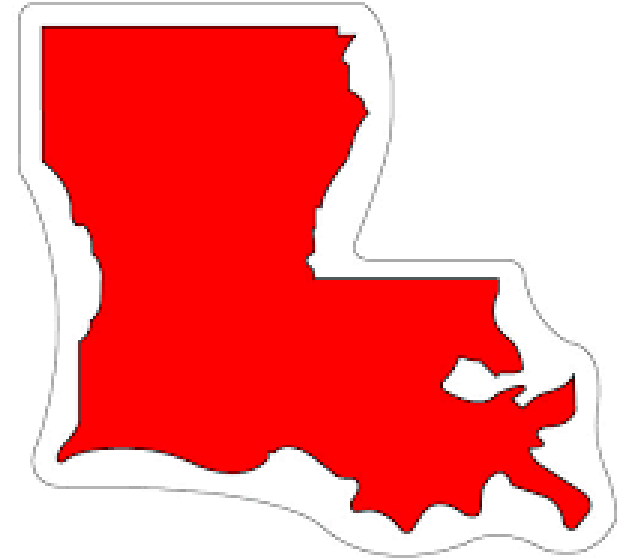
Well-being & Connection Resources

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
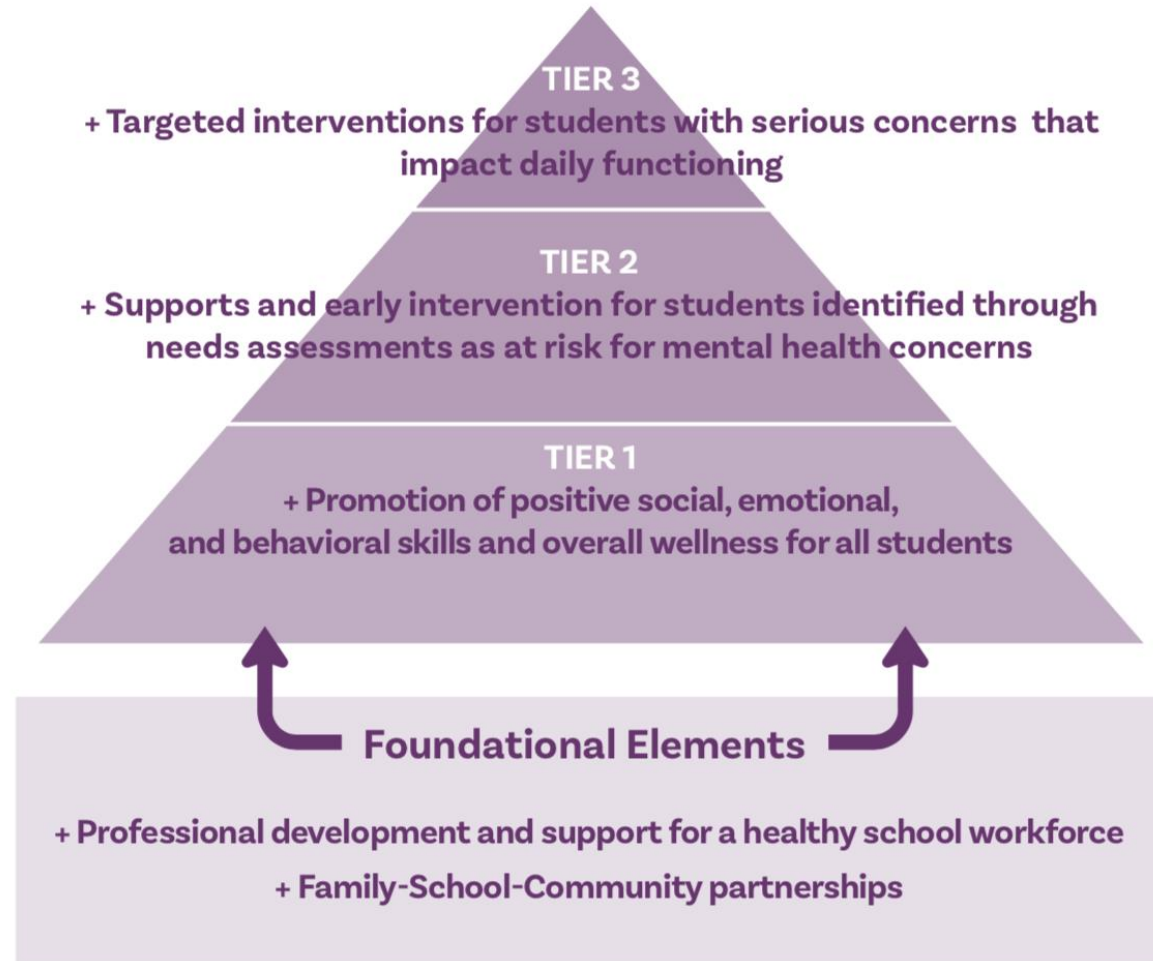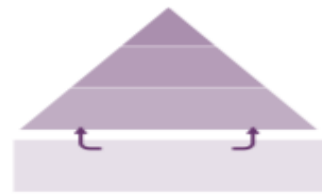
Figure 5: Multi-Tiered System of Support

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

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

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

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www.theSHAPEsystem.com

Map school mental health services and supports.

Utilize additional SHAPE features including the Screening and Assessment Library.

Receive custom reports and strategic planning guidance and resources.

Assess system quality using national performance standards.

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

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Resource Library

Quality Guides

Provides guidance to advance school mental health quality and sustainability

Includes:
- Background
- Best practices
- Action steps
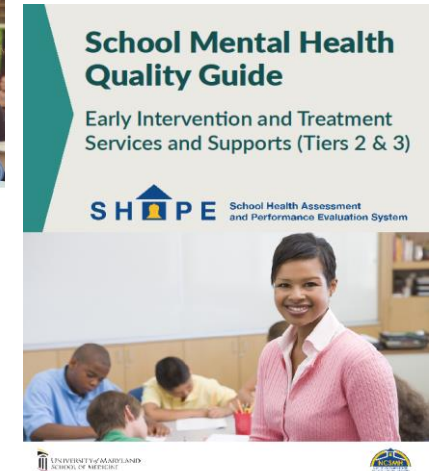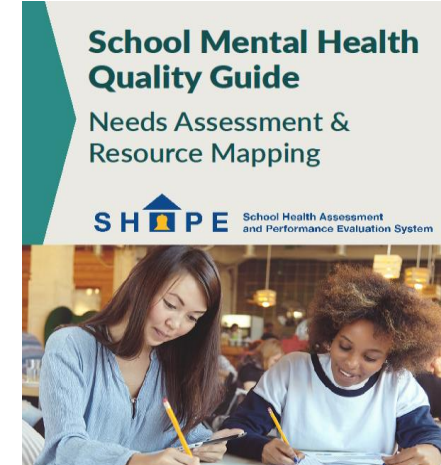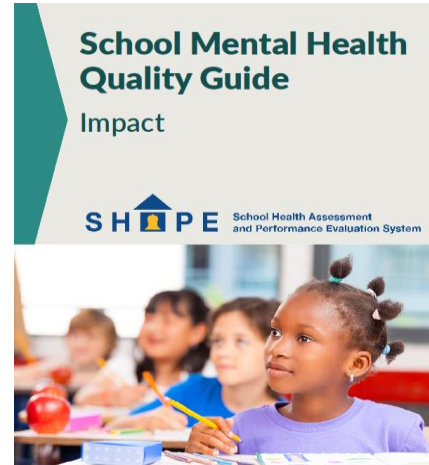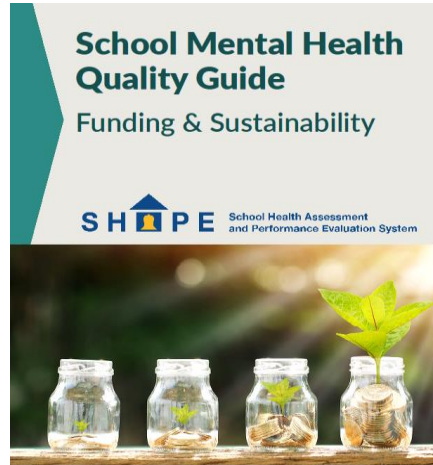- Examples from the field
- Resources

School Mental Health Quality Guide
Funding & Sustainability

School Mental Health Quality Guide
Impact

School Mental Health Quality Guide
Needs Assessment & Resource Mapping

School Mental Health Quality Guide
Early Intervention and Treatment Services and Supports (Tiers 2 & 3)

School Mental Health Quality Guide
Screening

School Mental Health Quality Guide
Teaming

School Mental Health Quality Guide
Mental Health Promotion Services & Supports (Tier 1)

SHAPE — School Health Assessment and Performance Evaluation System

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

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National School Mental Health Best Practices: Implementation Guidance Modules

www.mhttcnetwork.org

- **Mod 1** Foundations of Comprehensive School Mental Health
- **Mod 2** Teaming
- **Mod 3** Needs Assessment & Resource Mapping
- **Mod 4** Screening
- **Mod 5** Mental Health Promotion for All (Tier 1)
- **Mod 6** Early Intervention and Treatment (Tiers 2/3)
- **Mod 7** Funding and Sustainability
- **Mod 8** Impact

National School Mental Health Best Practices: Implementation Guidance Modules for States, Districts, and Schools

Trainer Manual

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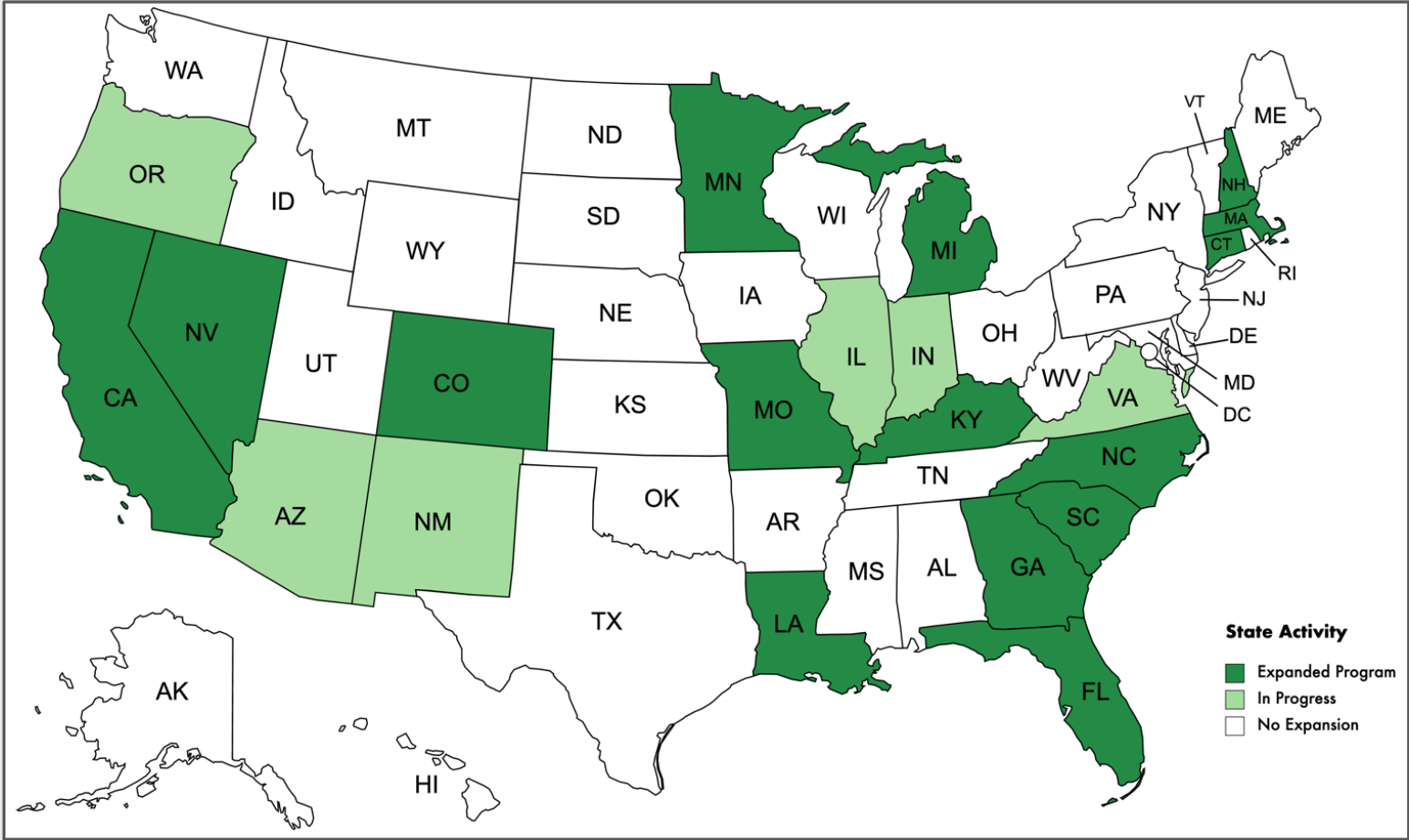NATIONAL CENTER FOR
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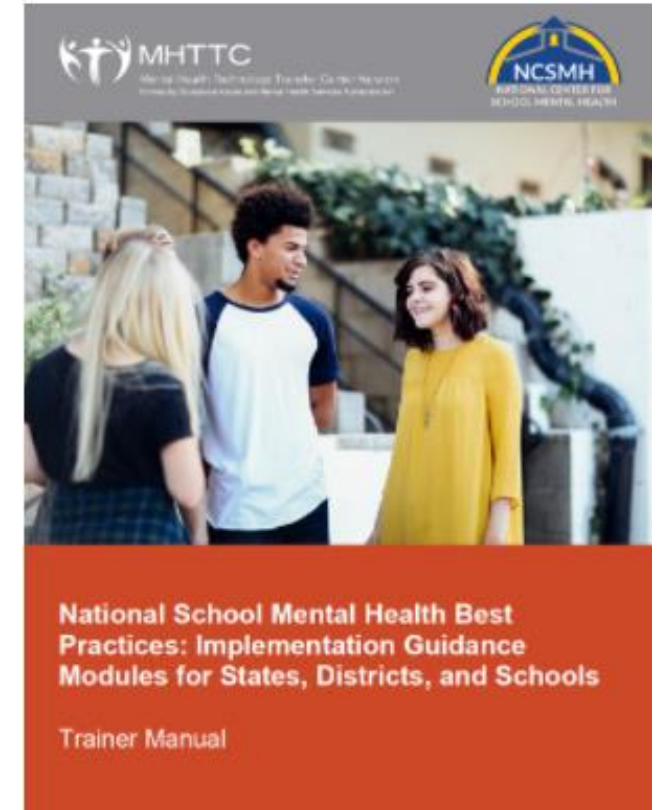
Sustainable Funding Streams

- 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

*School Medicaid in Your State: https://bit.ly/StateSchoolMedicaidMap

Getting Involved

Q&A

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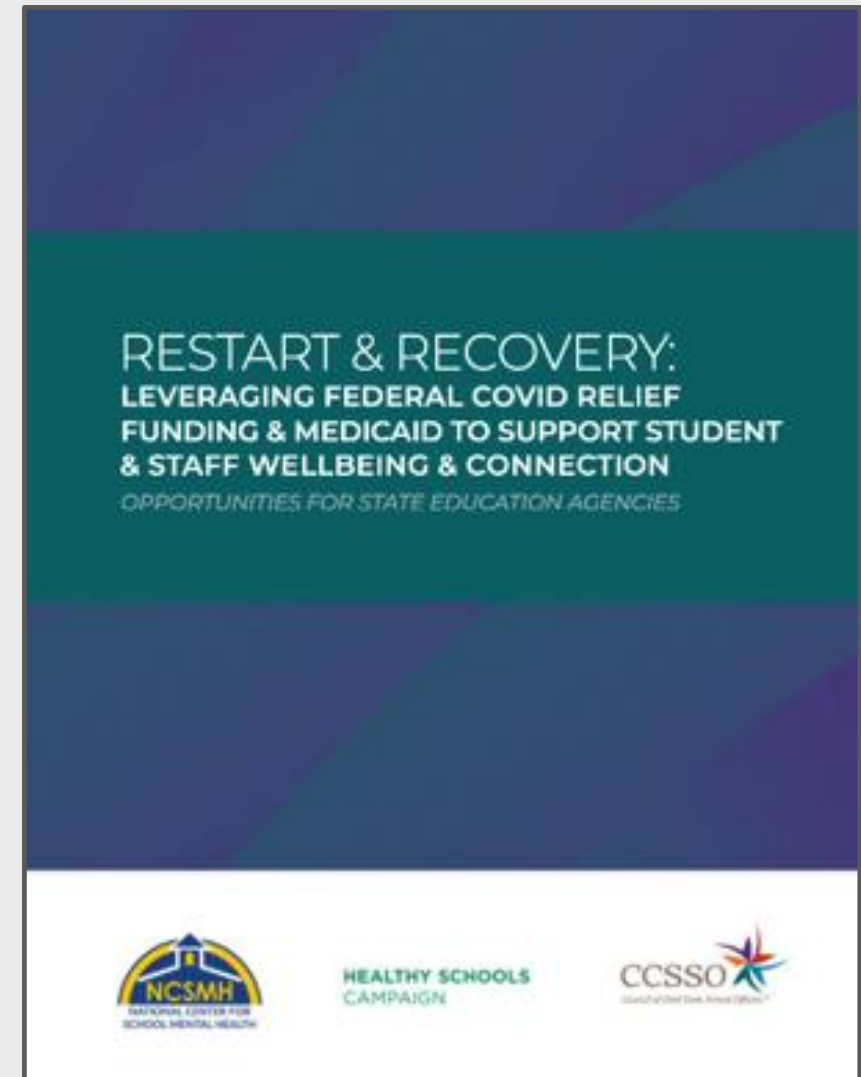Jbohnenk@som.umaryland.edu

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