



School-Based Mental Health Information Session

November 2023

Katharine Hunter, MSW

Acting Director

Office of Child and Family Services

Bern'Nadette Knight, MSPH, PhD

Child and Family Program Specialist

Office of Child and Family Services





Welcome!!

DBHDS and DOE are excited to continue the journey of School-Based Mental Health Implementation across the Commonwealth



Today's Session

- ✓ Background and Purpose
 - ✓ Project Overview
- ✓ School-Based Mental Health Application
 - ✓ Next Steps
- ✓ Questions and Answer





Introductions

Please share your name, school division and role in the chat.

Please share email for any follow-up after the call.



Background and Purpose



Right Help, Right Now Transforming Behavioral Health Care for Virginians

The goals for transformation in Virginia are to help

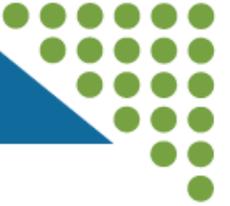
... ensure government delivers truly **best-in-class outcomes** for all Virginians

... make Virginia's government **more responsive and efficient**

... build a **culture of transparency, accountability and constructive challenge** at all levels

School-Based Mental Health Integration is an important initiative under this program and administration.





Budget Language

Original

"II. Out of this appropriation, \$2,500,000 the first year from the general funds is provided for:

1. the Department of Behavioral Health and Developmental Services (DBHDS) and partners to provide **technical assistance (TA)** to school divisions seeking guidance on integrating mental health services
2. **grants to school divisions** to contract for community based mental health services for students from public or private community-based providers
3. DBHDS will also **report back to the GA** on the success of the pilot and identify recommendations and resources to continue these efforts by Sept. 1, 2023.

Current

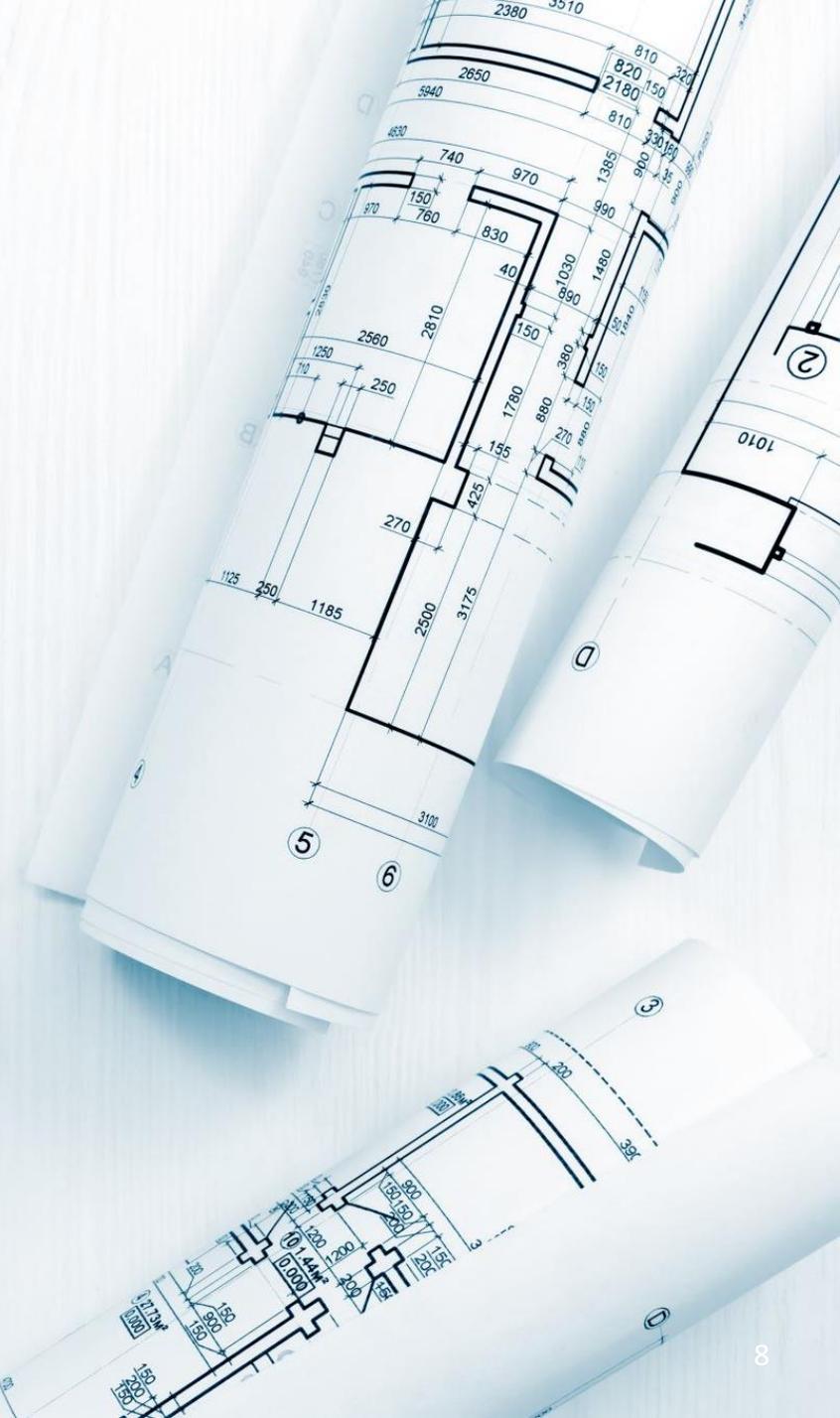
Out of this appropriation, \$2,500,000 the first year *and \$7,500,000 the second year* from the general fund is provided for:

1. the Department of Behavioral Health and Developmental Services and partners to **provide technical assistance** to school divisions seeking guidance on integrating mental health services; and
2. **grants to school divisions** to contract for community-based mental health services for students from public or private community-based providers.
3. The department shall require the pilot programs to report back to the department on the success factors for integrating behavioral health in education settings and identify funding recommendations and resources needed to continue these efforts. The department shall report such information *annually* to the Behavioral Health Commission by September 1.



Project Overview

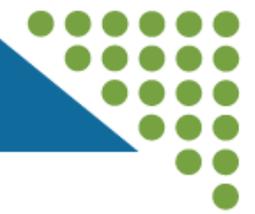
Date



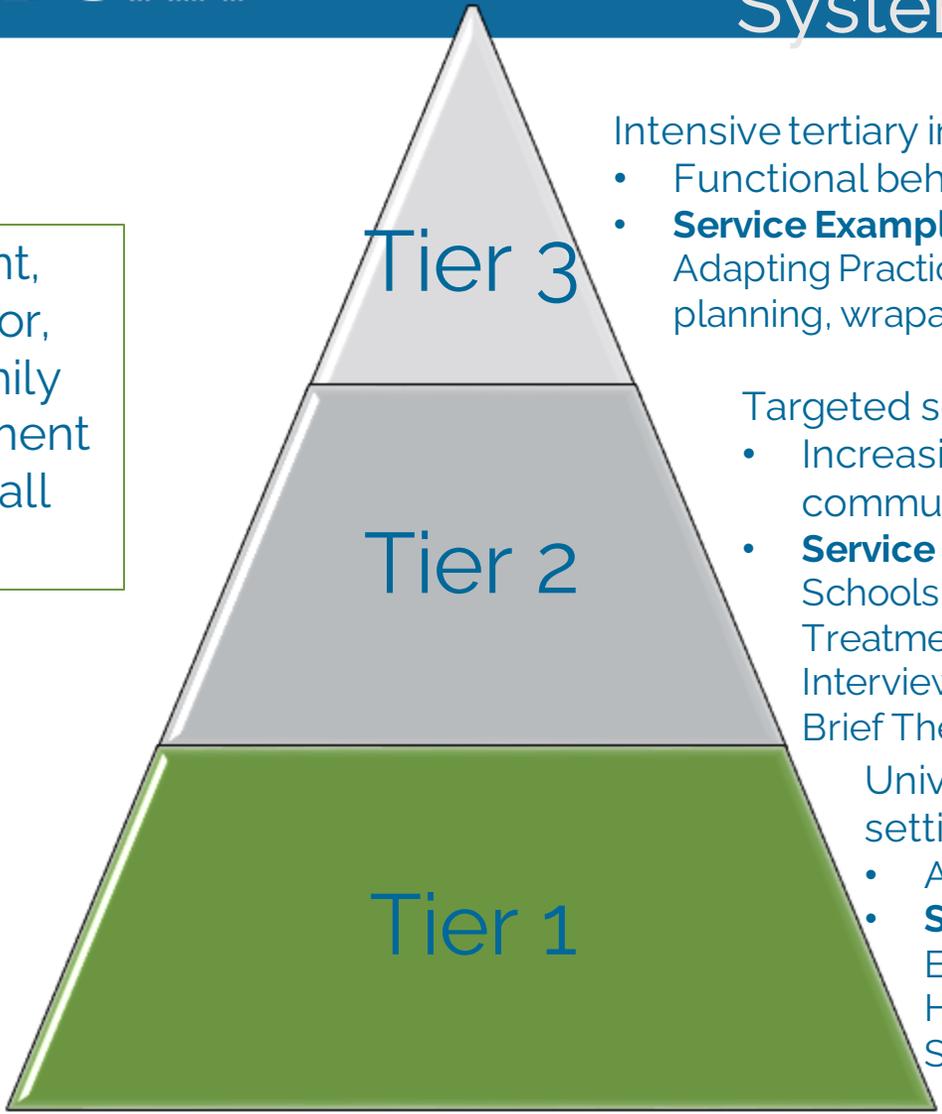
Project Overview

- **Schools establish a partnership** between a community-based mental health provider to offer mental health screenings, assessments, mental health and/or substance use services based on student screening/assessment results in the school setting
- Services must fall within a Multi-Tiered System of Supports (MTSS) / Positive Behavioral Interventions and Supports (PBIS) framework
 - Emphasis placed on Governor's ALL in VA plan
 - Services must be evidence-based or evidence informed.
- Participate in Technical Assistance Support
- ***Funds cannot be used for Therapeutic Day Treatment and services/supports supported by Medicaid***





Student, educator, and family engagement across all tiers.



Intensive tertiary intervention (1-5%)

- Functional behavioral assessments and intervention planning
- **Service Examples:** Crisis Assessment and Intervention, Managing and Adapting Practice, Comprehensive mental health and special education planning, wraparound supports.

Targeted secondary intervention (10-15%)

- Increasing access to academic support and school/family communication
- **Service Examples:** Cognitive Behavioral Intervention for Trauma in Schools (CBITS), Youth Screening, Brief Intervention, and Referral to Treatment (YSBIRT), Behavioral wellness coaches, Motivational Interviewing (MI), Dialectical Behavioral Therapy (DBT), Solutions Focused Brief Therapy (SFBT)

Universal primary Intervention supports everyone across all school settings (includes teachers, school personnel and students)

- Assessing and improving school climate and staff well being
- **Service Examples:** Botvin Life Skills Training, Adverse Childhood Experiences (ACEs) Training, SAFE TALK (suicide prevention), Mental Health First Aid, substance use prevention/awareness trainings, SOS Signs of Suicide Program, MindUP, Character Strong



Source: National Center for School Mental Health (NCSMH, 2020). School Mental Health Quality Guide: Mental Health Promotion Services and Supports (Tier1).

National Center for School Mental Health (NCSMH, 2020). School Mental Health Quality Guide: Early Intervention and Treatment Services and Supports.



A three-pronged approach to accelerate learning loss recovery, addressing:

Attendance

Launch a chronic Absenteeism Task Force

#AttendanceMattersVA

Literacy

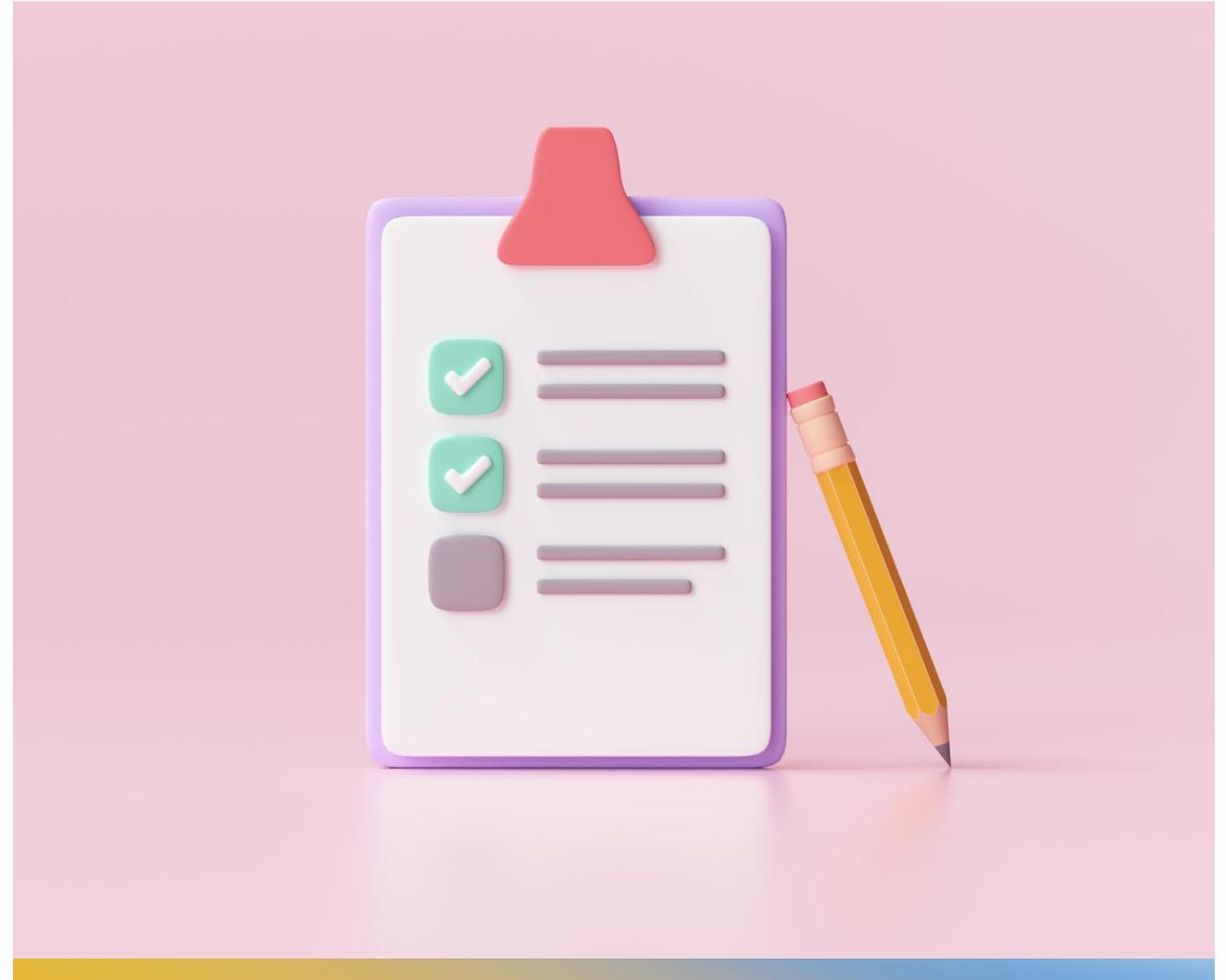
Accelerate the expansion of the Virginia Literacy Act through grade 8

Learning

Invest in intensive statewide tutoring initiative to support educators and school divisions as students begin to accelerate their learning to pre-pandemic levels



School-Based Mental Health Funding Application



Project Overview

- Technical Assistance (TA) will be provided to support service implementation and data collection.
 - Provides guidance on integrating mental health services
 - Supports peer-to-peer learning
- Data collection of project outcomes in collaboration with DBHDS, DOE and partners.



School Based Mental Health Application

- **Note: Only school divisions can apply for funding**
- Applications must include the following components
 - Project services
 - Trainings
 - Severity and magnitude of the problem
 - School-based mental health personnel
 - Collaborations/partnerships
 - Project budget

Applications are due by December 5, 2023 no later than 5pm.





Project Services – 30 Points

- Describe any current services provided within your school division and which tier (if any) they fall within.
- Describe how these funds would be used to support new services provided within your school division through public/private community partners.
- Describe how the services will impact student attendance, learning capability, and/or literacy goals.





Project Services – 30 Points

- Approach to providing school-based mental health services.
- School divisions must subcontract with a community partner to deliver services within schools.
- **Services must fall within the MTSS framework**
 - Emphasis placed on providing services that impact ALL in VA Plan
- Funding can be used to continue providing services within a tier provided no other funding source is being used to support or expand the same service.
- School divisions are strongly encouraged to choose from an approved list of evidence-based practices or evidence-informed services.
- If you would like to use a model/service not on the list, you will need to provide information to DBHDS on the model and reason for use.
 - Model overview, target age(s), MTSS tier(s) model would support, etc.

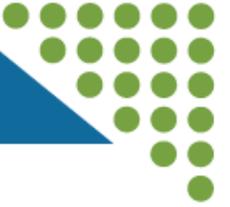




Project Services – 30 points

- Describe if there is an existing Memorandum of Understanding (MOU) in place with a community provider.
 - Can describe plans for development if no MOU is in place
- Applicants must describe:
 - the staff from the public/private community partners providing services
 - the school or schools where services will be provided
 - how often partners will be in the school setting
 - how soon students will receive services once identified
 - the screening and assessment tool or tools that will be used
 - how referral processes will work
 - how they will determine successful or unsuccessful discharge from services

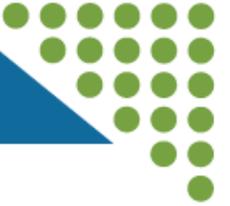




Trainings – 25 points

- Describe current trainings (if any) provided within your school division. Describe the purpose/goal of trainings, who receives trainings (i.e., school personnel), and who delivers the trainings.
- Describe how these funds would be used to expand/enhance the current training efforts within your school division. Describe if these trainings currently fit within the MTSS framework and if so, which tier(s).
- Describe how these funds would be used to support new trainings provided within your school division through public/private community partners and who would receive the trainings.





Trainings –25 Points

- The applicant shall also provide trainings to school staff, personnel, administrators, and students as well as designated stakeholders (i.e., family, school advocates, etc.).
- Trainings can focus on
 - MTSS framework
 - Supporting the delivery of services within MTSS tiers,
 - Specific evidence based or informed practices
 - Shared training between school personnel and parents, caregivers, and other family members
 - Mental health literacy
 - How to refer students for services within the community, etc.
- Applicants must subcontract with public/private community partners to deliver trainings.

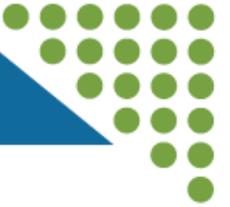




Severity and Magnitude of Problem- 10 Points

- Describe the lack of school-based mental health services and its effect on students in the schools served by the grant.
- Provide the number of students proposed to be served annually (minimum requirement is 50 youth per year) including a percentage of students of color, LGBTQ+, migrant, refugee populations, or students of households that are experiencing socio-economic insecurities.
- Describe any pre-implementation work that has been completed to demonstrate needed in your school division.
- Describe how your school division will work with the community provider to ensure services are provided in a culturally and linguistically informed manner.





Severity and Magnitude of the Problem- 10 points

- Provide data related to the impact of mental health and substance use disorders on their students and families, rates of absenteeism, learning loss and literacy.
- Describe the crisis response plan for students that are actively in crisis
- Provide the number of students proposed to be served annually (minimum of 50 youth per year)
- Outline how school divisions will work with public/private community partners to provide culturally and linguistically appropriate services for:
 - Students of color
 - LGBTQ+ identified populations
 - Migrant, refugee, Appalachian or socio-economically stressed populations.





School-Based Mental Health Personnel- 10 Points

- Description of personnel at the school division who will be assist with project implementation and coordination
 - point of contact from school division
- Describe personnel from the community partner who will support grant service and training delivery.
 - can describe position if person has not been identified
- Community partners are encouraged to hire personnel from populations that are similar to student populations they plan to serve.





School-Based Mental Health Personnel- 10 Points

- Funding cannot be used to hire personnel within the school division; however, funding can be used to provide stipends to personnel who support data collection work.
 - This money will be in addition to their work duties at the school (i.e., assisting with data entry)
- Include the capacity of the school division to bring the money online.
 - timeline of approval process at the division level for approving funds for use on school-based mental services.





Collaboration and Partnerships- 15 Points

- Describe the benefits of community-based partnerships with schools as it relates to addressing youth with mental health and substance use disorders
- Describe any existing collaborative structure in place.
 - If you do not have a community partner in place, describe how this partnership will look.
- Describe how the goals of this project are better achieved through community partnership and how the mission of the partner organization and the school division are mutually aligned in vision, purpose, and/or way to solve the program being addressed through the intervention.





Collaboration and Partnerships- 15 Points

- Describe the role of the community partner in
 - communicating externally with families and/or other stakeholders,
 - fostering broad engagement,
 - providing data and other insights into the problem,
 - leveraging existing partnerships,
 - optimizing mental health/substance use disorder resources or
 - enhancing the capacity of schools to provide needed mental health/substance use interventions.
- Describe how the school staff will know about the mental health services you plan to provide and how you will educate them in identifying students that may need services.
- Upon receiving funds, a Memorandum of Understanding will need to be established between the school divisions and community partner(s) providing services.





Budget and Project Support – 10 Points

- Provide a detailed project budget and narrative justification of the items included in the proposed budget, as well as a description of existing resources and other support you expect to receive for the proposed project.
 - Other support is defined as funds or resources, whether federal, non-federal, or institutional, and indirect costs.
 - The indirect cost rate limit is 5% unless your school division has a negotiated rate.
 - If your school division has a negotiated rate, you must provide your indirect cost rate agreement letter with your application.





Examples of Data Collection Metrics

- Number of organizations collaborating/coordinating/sharing resources with other organizations because of the grant
- Number of people in the school system trained in behavioral health related practices/activities because of the grant. This shall include staff, personnel, and administration.
- Number of students screened for mental health or related interventions
- Number of students referred for mental health or related services
- What successes and roadblocks are noted in school-based mental health implementation





Data collection process

- This is an overview of data collection measures for larger SBMH implementation
- Data will be gathered using uniform data collection tool(s) and processes outlined by the Office of Child and Family Services and/or designated partner(s). **The current tool and collection process will be provided upon award.**
 - Data must be reported to the OCFS/designated partner quarterly.
- Technical Assistance related to data collection will be provided





Next Steps



*Review and notification dates may fluctuate due to holiday season.

Submit applications to bernadette.knight@dbhds.virginia.gov





Questions and Answer

Contacts

Bern'Nadette Knight, MSPH, PhD

Child and Family Program Specialist
Office of Child and Family Services
bernnadette.knight@dbhds.virginia.gov

Kristinne Stone, LCSW

School Mental Health Grant Program Manager
Kristinne.stone@doe.virginia.gov





Resources

- Overview of MTSS Tiers
 - Source: National Center for School Mental Health (NCSMH, 2020). [School Mental Health Quality Guide: Mental Health Promotion Services and Supports \(Tier1\)](#).
 - National Center for School Mental Health (NCSMH, 2020). [School Mental Health Quality Guide: Early Intervention and Treatment Services and Supports](#).
 - [Virginia Tiered Systems of Supports \(VTSS\) | Virginia Department of Education](#)
- School-Based Mental Health implementation modules
 - [Learning & Resource Center For School Mental Health Professionals \(vastudentservices-clc.org\)](#)
- MOU development with community partners
 - [Guidance for developing Memorandum of Understanding](#)
- ALL in VA Plan
 - [Governor Glenn Youngkin | Governor.Virginia.gov](#)
 - [ALL-In-Virginia.pdf](#)
 - [All-in-VA-deck_VDOE.pdf \(virginia.gov\)](#)



Thank You!

Date

