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Get to know the Zoom Webinar Interface

The screenshot shows the Zoom Webinar interface with several key elements and annotations:

- Top Bar:** Includes "Zoom Webinar", "You are viewing David Terry's screen", and "View Options".
- Session View:** A large purple box on the left contains the text "WELCOME!" and "Please note:" followed by a list of notes: "All attendees are muted" and "Today's session will be recorded".
- Q&A Window:** A "Question and Answer" window is open, showing a "This is a test question!" and a "Type your question here..." input field. Annotations explain that users can switch between "All questions (1)" and "My questions (1)", and that the Q&A feature allows asking questions of the host and presenters.
- Chat Window:** A "Zoom Webinar Chat" window is open on the right. Annotations explain that the chat feature allows talking with other people, and that the "To" field indicates who will receive the message (e.g., "All panelists").
- Bottom Bar:** Contains "Audio Settings", "Chat", "Raise Hand", "Q&A", and "Leave" buttons. Annotations point to "Click Here to adjust your audio settings" and "Click here to leave the session".
- Audio Settings:** A "Select a Speaker" dropdown menu is visible, showing "Speakers (Realtek(R) Audio)" and "Same as System".



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REGISTRATION OPEN!

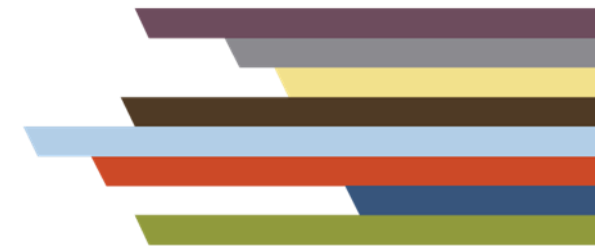
**MHTTC School Mental Health Best Practices
Always and Now 8-Part Learning Series**

FEBRUARY-MAY 2021



Presented by the MHTTC Network
and National Center for School Mental Health

Module 7: Funding and Sustainability

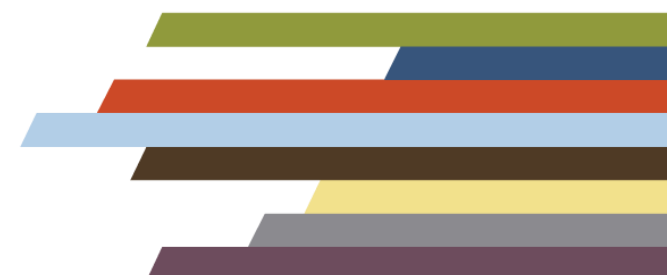
May 11, 2021



Housekeeping Items

- We have made every attempt to make today's presentation secure. If we need to end the presentation unexpectedly, we will follow-up using your registration information.
- All attendees are muted and cannot share video.
- Have a question for the presenters? Use the Q&A Pod
- Have an audio or tech issue? Use the Chat Box
- You will receive an email following the presentation on how to access a certificate of attendance
- Closed captioning is available!
- Follow us on social media:   @MHTTCNetwork
- Stay tuned for info on School Technical Assistance Opportunity

Please Note:
The session recording will be posted on our website within a few days.



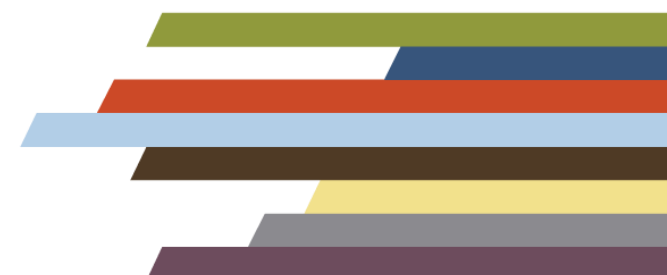


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Funded by Substance Abuse and Mental Health Services Administration

- The MHTTC Network accelerates the adoption and implementation of mental health related evidence-based practices across the nation
 - Develops and disseminates resources
 - Provides free local and regional training and technical assistance
 - Heightens the awareness, knowledge, and skills of the mental health workforce
- 10 Regional Centers, a National American Indian & Alaska Native Center, a National Hispanic & Latino Center, and a Network Coordinating Office



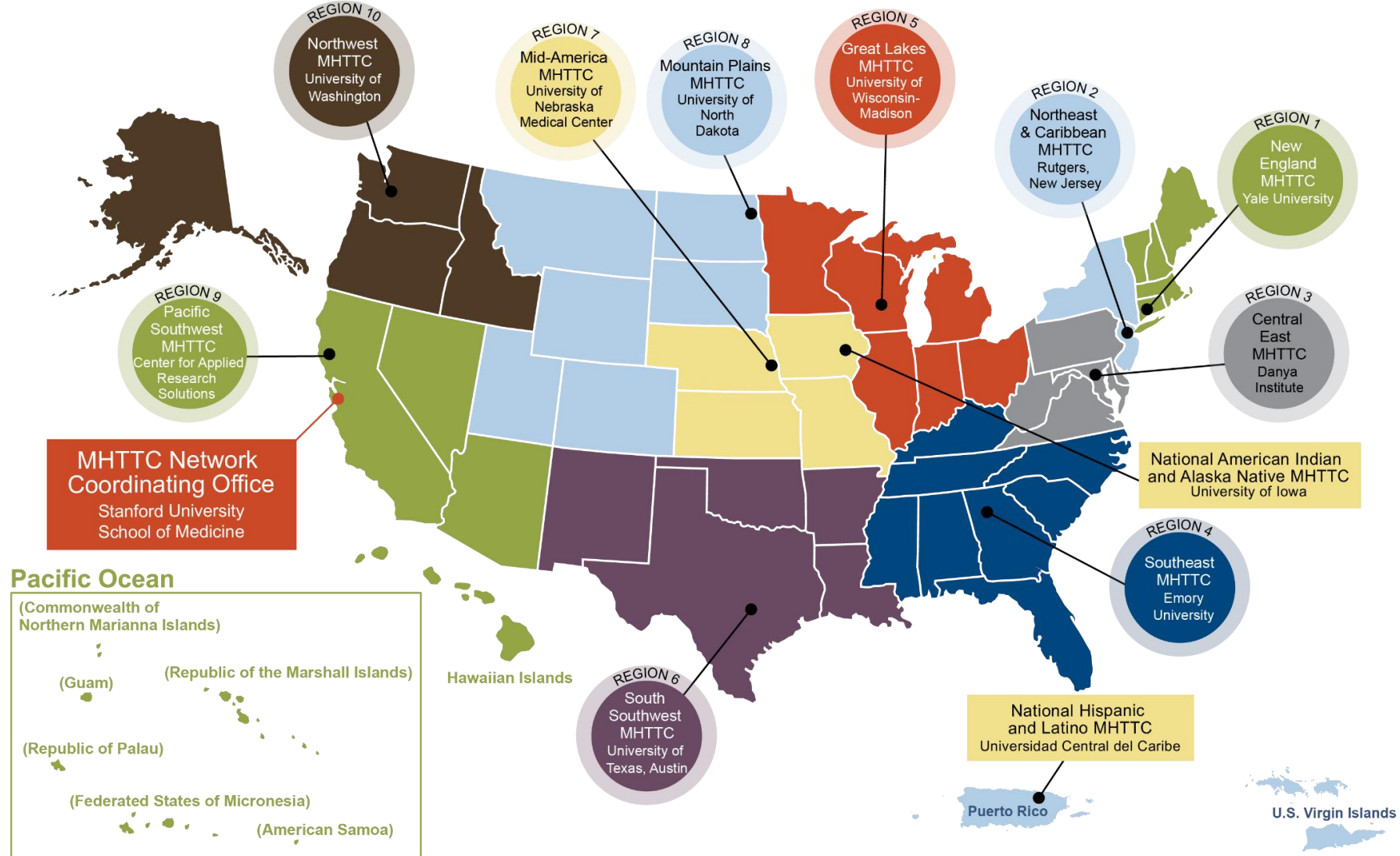
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Southeast (HHS Region 4)

MHTTC

Mental Health Technology Transfer Center Network

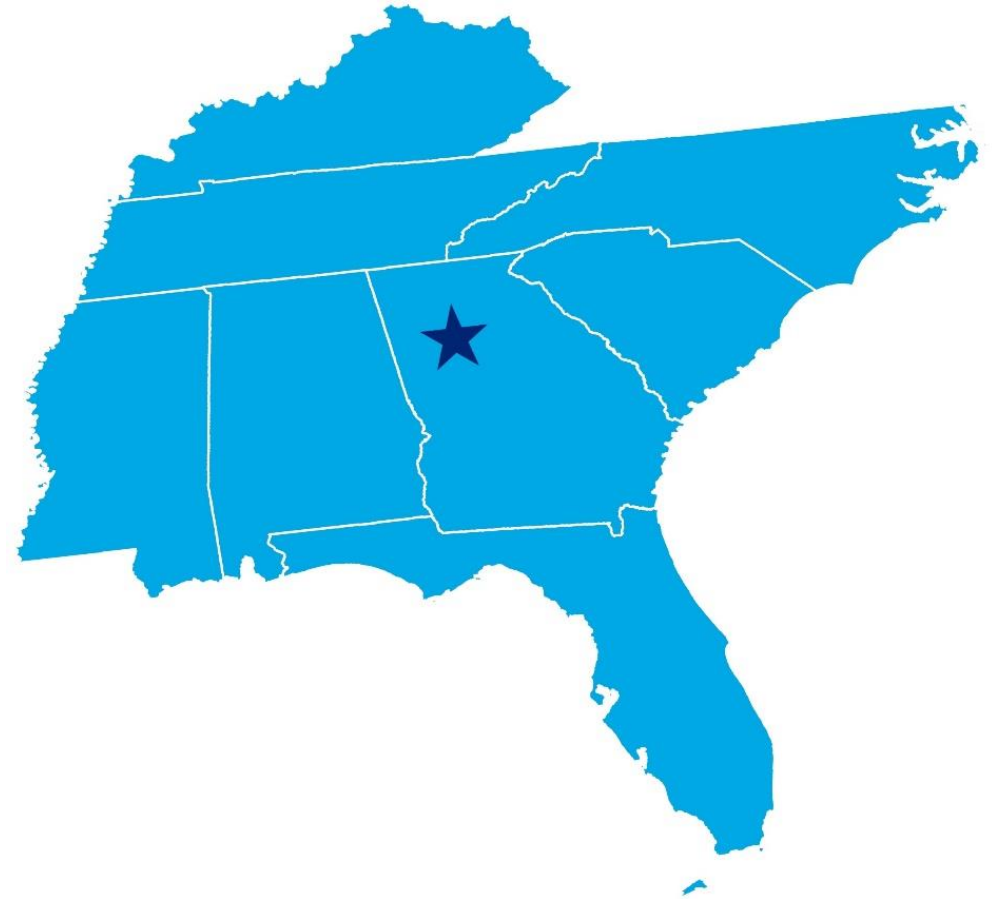
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The Southeast MHTTC is located at Emory University in the Rollins School of Public Health.

Our Mission: To promote the implementation and sustainability of evidence-based mental health services in the Southeastern United States.

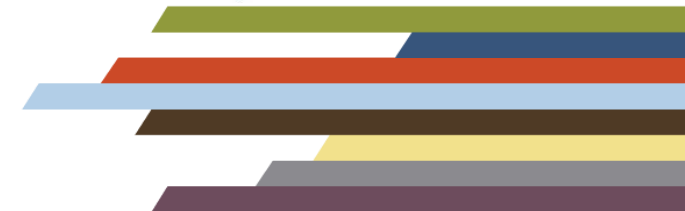
Our Vision: Widespread access to evidence-based mental health services for those in need.

Our Services: We use a public health approach to build leadership capacity and to provide mental health trainings and resources to providers, agencies, and communities across the Southeast.



SAMHSA

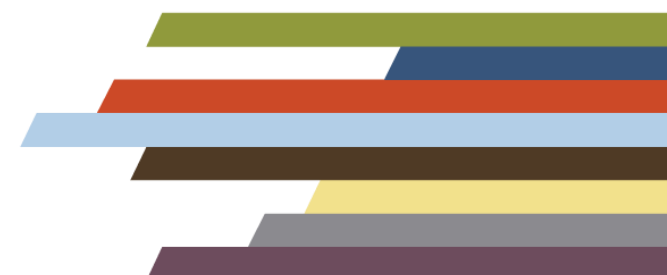
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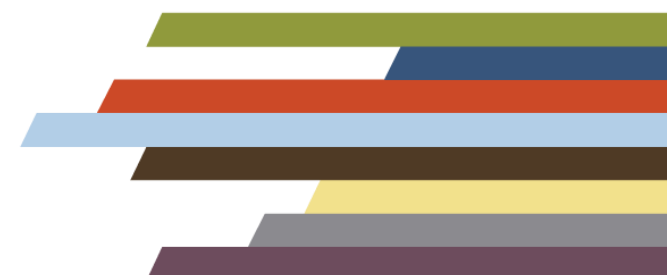
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Please take a moment to complete a **brief** survey about today's training.

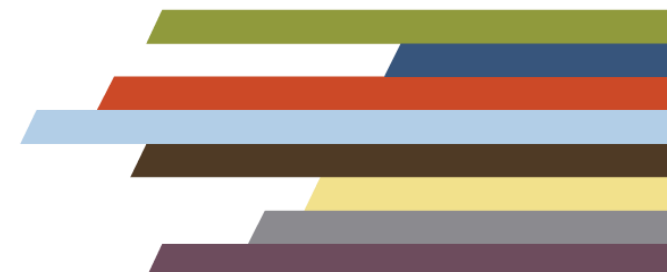


Click [here](#) to begin survey



Don't forget about our Regional Breakout Sessions!

The post-session Regional Breakout sessions are intended to provide an opportunity for you, our participants, to ask questions about the content we'll cover today, and time to discuss and apply today's learning in an informal moderated discussion with our staff, contextualized for your specific region.





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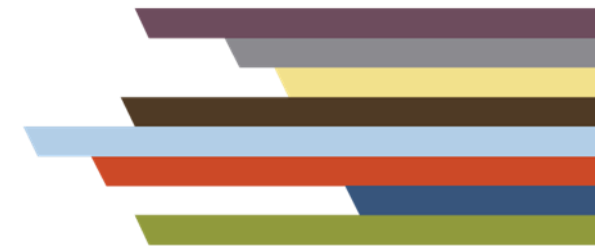
**MHTTC School Mental Health Best Practices
Always and Now 8-Part Learning Series**

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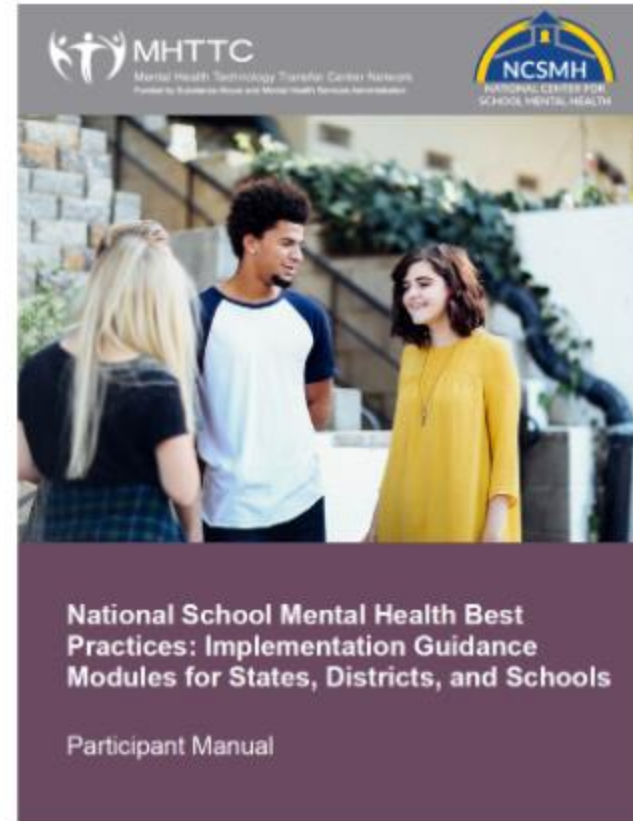
Presented by the MHTTC Network
and National Center for School Mental Health

Module 7: Funding and Sustainability

May 11, 2021



National School Mental Health Best Practices: Always & Now



Available on the MHTTC Website:
<http://bit.ly/implementation-guidance-modules>

Panelist from the National Center for School Mental Health



Nancy Lever, Ph.D.

**Co-Director National Center for School
Mental Health**

Associate Professor

University of Maryland School of Medicine



Overview of the National School Mental Health Best Practices: Implementation Guidance Modules

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



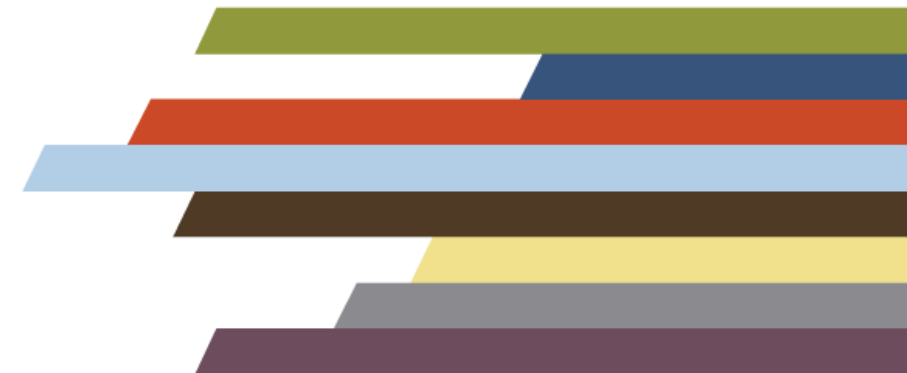
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Module 7: Funding and Sustainability

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



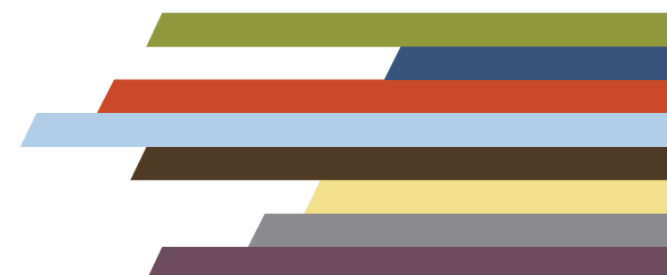


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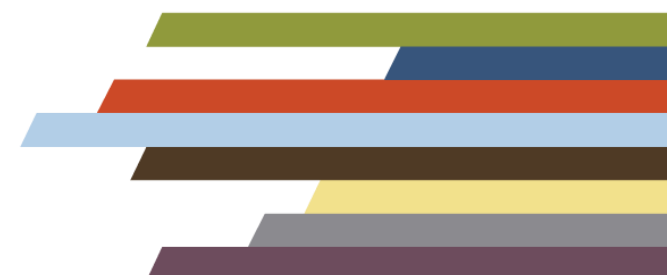
Recommended Citation

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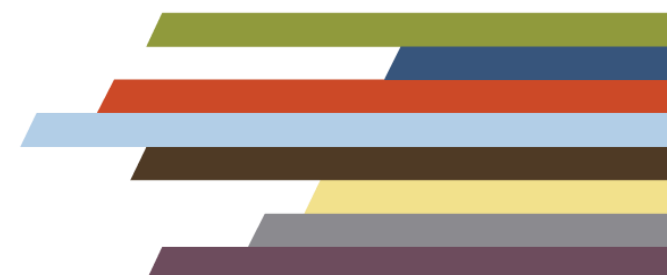
Agenda

- Definition
- Value
- Quality Indicators and Best Practices
- Strategic Planning



What Do We Mean by School Mental Health Funding and Sustainability?

Strategies to optimize financial and nonfinancial assets needed to maintain and improve your school mental health system over time.



Funding and Sustainability

Used best practices to:

- Use multiple and diverse funding and resources to support the full continuum of school mental health .
- Leverage funding and resources to attract potential contributors.
- Have strategies in place to retain staff.
- Maximize expertise and resources of partners to support ongoing professional development.

Had funding and resources to support:

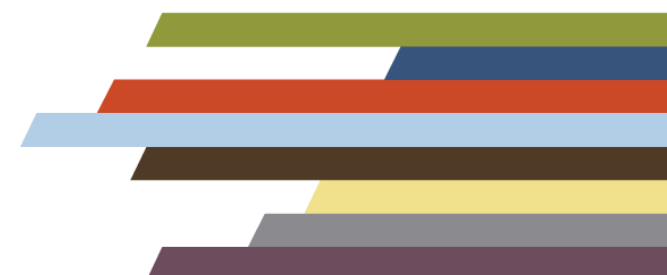
- Tier 1 (mental health promotion) services
- Tier 2 (early intervention) services
- Tier 3 (treatment) services

Maximized reimbursement for eligible services

To what extent did your district/school **use multiple and diverse funding and resources to support a full continuum** of school mental health services and supports?

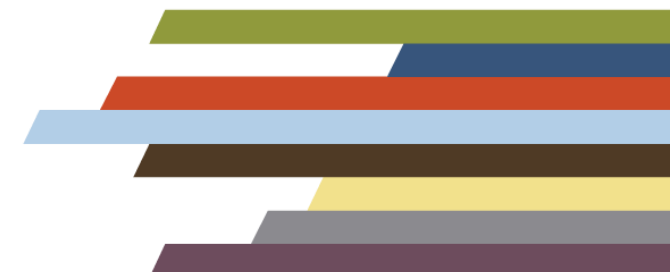
Best Practices

- Use diverse funding – different levels, types, and systems.
- Ensure funding and resources align to support the full continuum of care.
- Establish and use the process to:
 - Develop, evaluate, and update financing plan.
 - Regularly monitor new funding opportunities and policies.



Explore Diverse Funding Opportunities

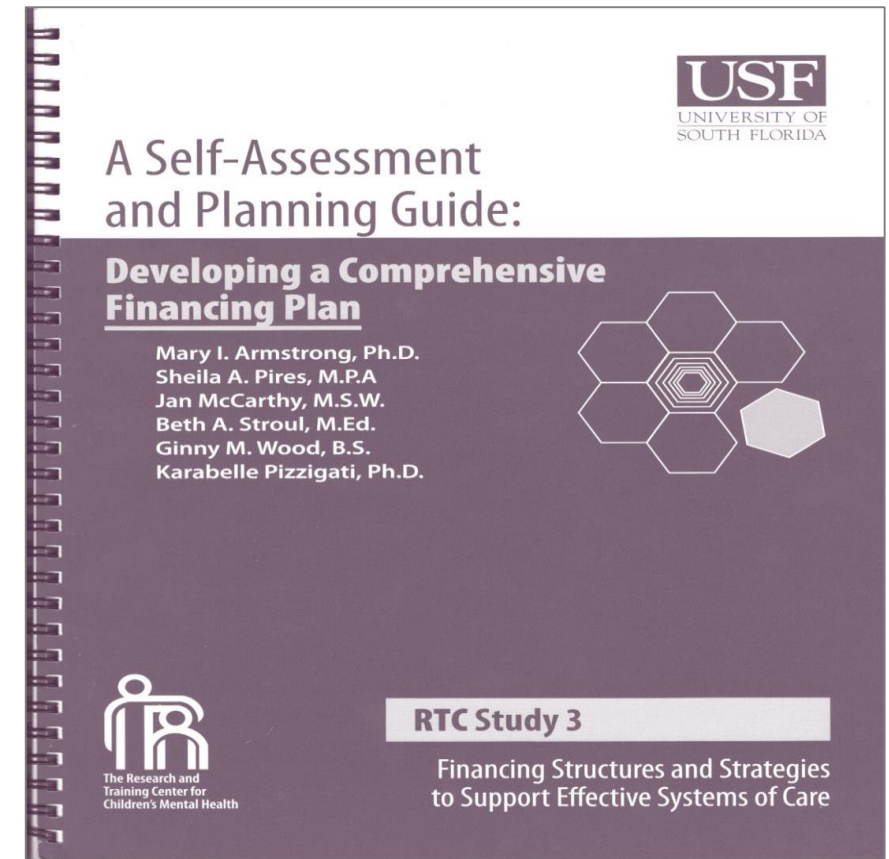
- School
- Local/district/county
- Tribal
- Territory
- State
- Federal
- Private foundations, donors



Self-Assessment/Planning Guide

Core areas to assist sites in developing financing plans:

1. Identification of **current spending and utilization patterns** across agencies
2. **Realignment** of funding streams and structures
3. Financing of **appropriate services and supports**
4. Financing to support **family and youth partnerships**
5. Financing to improve **cultural/linguistic competence and reduce disproportionality** in care
6. Financing to improve the **workforce and provider network** for behavioral health services for children and families
7. Financing for **accountability**



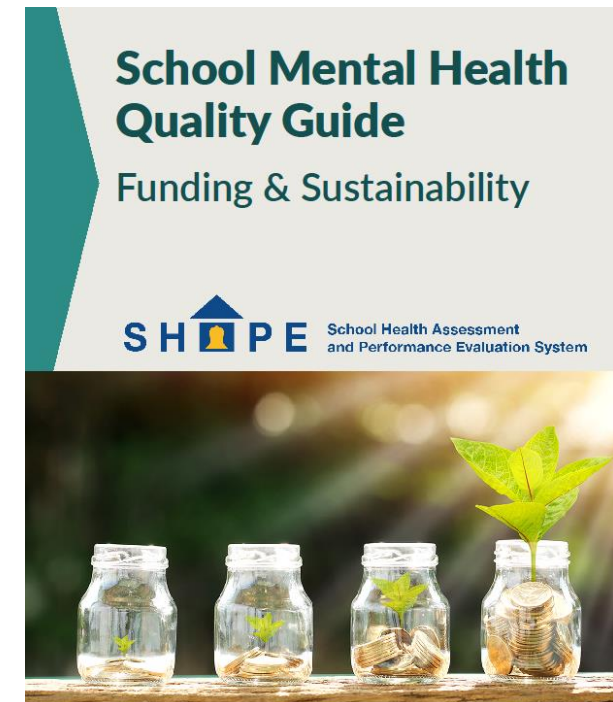
(Armstrong et al., 2006)

School Mental Health Quality Guide: Funding and Sustainability

Provides guidance to advance school mental health quality and sustainability

Includes:

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



UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



NCSMH, 2020



District Example

An urban district in Maryland has successfully built a blended funding model that pools and leverages funding from multiple sources to support community-partnered school mental health providers in most schools.

- ~55% funding from fee-for-services (Medicaid, private insurance) reimbursement

- ~35% funding from city taxes, school district funds, and specific line items in the municipal budget

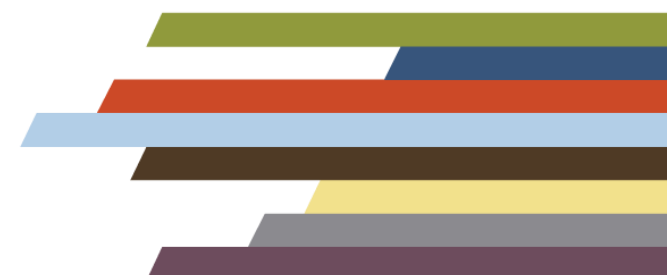
- ~10% funding from foundations and other grants



State Example

Pennsylvania

- Medicaid (including Behavioral Health Managed Care Organizations), CHIP, or private insurance for behavioral health treatment services
- Mental health and drug and alcohol allocations to counties to provide liaison services to Student Assistance Program (SAP) teams in all 500 school districts
- Education system for the training of SAP or Positive Behavior Support (PA PBS) team members or Youth Mental Health First Aid training
- Drug and alcohol funding to counties to provide evidence-based prevention services to schools



Reflection:

In your district, which funding sources are **currently being accessed** to support school mental health, and which **remain to be explored**?

Federal Funding Sources

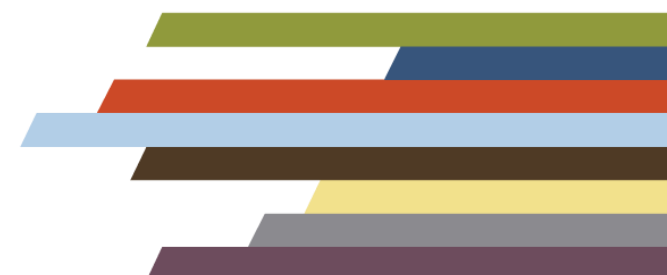
- Public insurance
- Entitlements
- Formula/block grants
- Categorical funding
- Discretionary grants
- Demonstration grants
- Research

Non-Federal Public Funds

- State
- Tribal
- Territory
- County
- Local

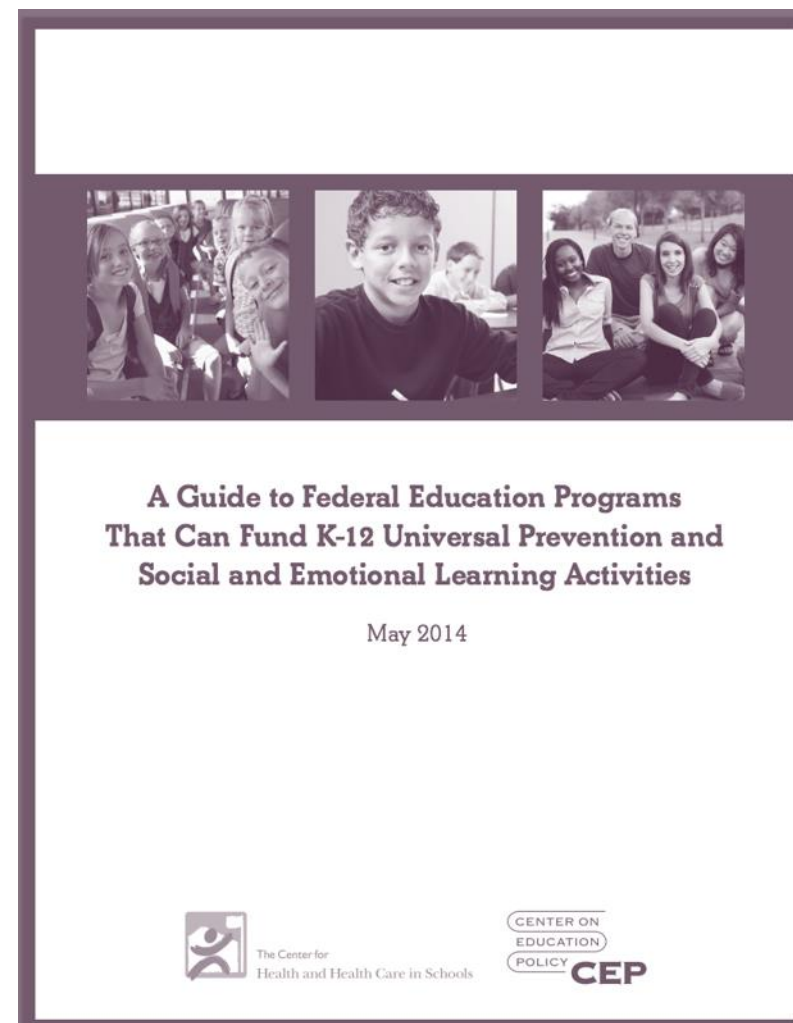
Private Funds

- Private insurance
- Fees
- Civic, charity, philanthropic
- Business investments



A Guide to Federal Education Programs That Can Fund K-12 Universal Prevention and Social and Emotional Learning Activities

The Guide aims to help districts be aware of and increase their use of federal education funds to implement prevention efforts in elementary and secondary schools.




(Center for Health and Healthcare in Schools, 2014)

Accessing Medicaid Funds for School-Based Mental Health Services

This Issue Brief provides strategies to access and utilize Medicaid funds for school mental health.

Issue BRIEF



NITT-TA
NOW IS THE TIME
TECHNICAL ASSISTANCE CENTER

Accessing Medicaid Funds for School-Based Mental Health Services


Over the past several decades, our national public education system has seen a shift in responsibility for meeting student needs. Beyond education, schools are providing an increasing scope of mental and behavioral health services. While less than 20% of school-aged youth needing mental health services actually receive them, the majority of those that do receive mental health services receive them through the schools.¹ About a third of school districts are providing mental health services on campus, and a quarter are working with community-based mental health providers to serve students in need.² Delivering these mental health services to thousands of students each year has put districts in precarious financial positions.³ Shrinking school budgets continue to be a major concern in public school districts in the United States.⁴ However, growing recognition at the national level of the need for prevention efforts, accessible health insurance, and comprehensive health services for young people has resulted in new opportunities for schools to fund these services.

There are Medicaid reimbursement programs in most states that allow schools to recoup the cost of administering health services for students enrolled in Medicaid. In January 2016, in recognition of the key role that schools play in the overall health and wellness of children, the U.S. Department of Health and Human Services and the U.S. Department of Education jointly released a letter and *Healthy Students, Promising Futures* toolkit to urge schools and health care providers to collaborate. Their guidance specifically identifies the implementation of Medicaid-reimbursable health services in schools as a high-impact opportunity, a recommendation that is aligned with other national strategic plans and priorities.⁵

This Issue Brief is to provide schools, districts, and education agencies with strategies to access and utilize these funds to support mental health services in schools.

The number of people enrolled in Medicaid has increased substantially in the last few years. The Patient Protection and Affordable Care Act (2010) has resulted in Medicaid expansion in 28 states and Washington, DC, with over 12.3 million more people enrolling in Medicaid and CHIP (Children's Health Insurance Program).⁶ These changes have the potential to result in a larger Medicaid funding stream to schools, the delivery of more comprehensive behavioral health services, and the integration of schools into innovative community-based health systems.⁷

Unfortunately, Medicaid reimbursement programs in school districts remain widely underutilized.⁸ The goal of this Issue Brief is to provide schools, districts, and education agencies with strategies to access and utilize these funds to support mental health services in schools.

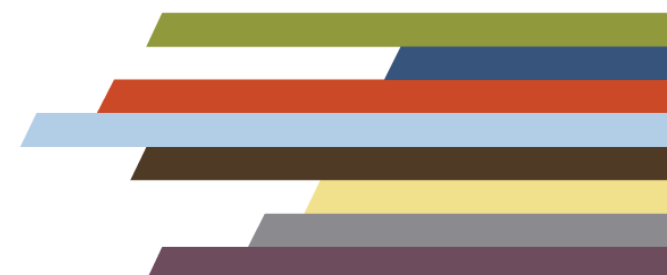


Now Is The Time Technical Assistance Center - Issue Brief 1

To what extent did your district/school **leverage funding and resources to attract potential contributors?**

Best Practices

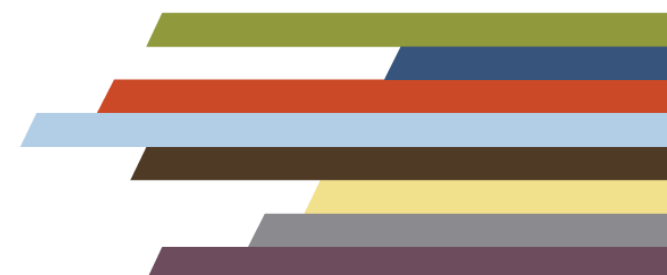
- Establish and use an agreement that specifies funding and resources.
- Regularly seek partners with funding or nonfinancial resources to contribute.
- Establish and foster relationships with diverse agencies and organizations.





Leveraging Funding Resources

- Conduct a comprehensive scan of existing funding opportunities.
- Establish partnerships with community mental health programs and other agencies and organizations to expand available services, resources, and infrastructure.
- Develop an MOU that documents agreed-upon services.
- Think beyond dollars and consider exchanging services, training, or resources.

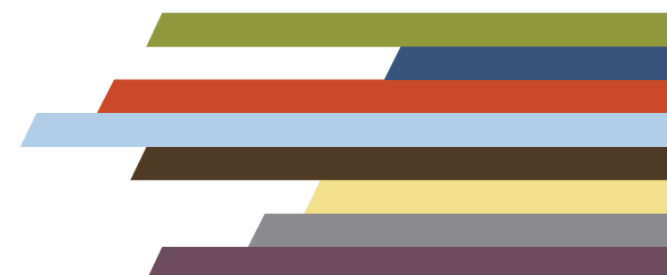


Reflection:

What ideas does your district have to expand potential funding partners?

Considerations

- Identify 3 potential allies in your state or community who are likely to share some of the same aims as your CSMHS initiative.
- Think of at least 2 potential “investors” in the expansion and sustainability of your initiative who have not been engaged before.



To what extent did
your district/school
**have strategies in
place to retain staff?**

Best Practices

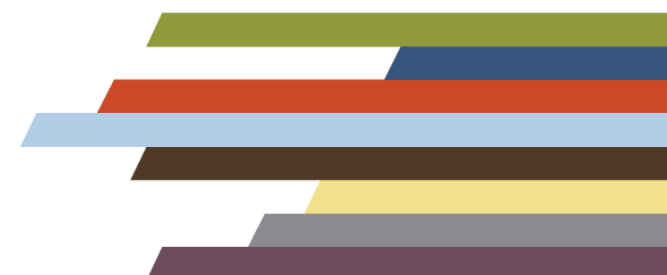
- Provide ongoing professional development.
- Regularly recognize accomplishments and personal milestones.
- Practice open communication and provide opportunities for anonymous input.
- Offer flexible work schedules.
- Provide and evaluate staff wellness activities.
- Engage staff to provide input on how to optimize staff retention.
- Provide supervision and peer support.
- Provide opportunities for career advancement.
- Provide incentive-based pay.
- Ensure salary is fair and there a growth.



District Example

A community-partnered school mental health program in an urban district in Maryland has successfully retained staff for an average of over 6 years by:

- Integrating federal loan forgiveness programs for staff
- Offering ongoing high-quality professional development training opportunities
- Providing opportunities for professional growth and leadership
- Including staff recognition and wellness as part of biweekly staff meetings
- Being flexible with schedules and ability to work part-time



Moving Beyond Self-Care: Organizational Factors

The Organizational Self-Care Checklist

- Training and Education
- Support and Supervision
- Employee Control and Input
- Communication
- Work Environment

Sample Items Include:

- The organization provides all employees with staff management trainings.
- The work environment is well-lit.
- The organization offers an employee assistance program (EAP).
- The organization provides opportunities for staff to provide input into practices and policies.
- Staff members have regularly scheduled team meetings.

(Guarino et al., 2007)

To what extent did your district/school **maximize the expertise and resources of all stakeholder groups** to support ongoing professional development activities?

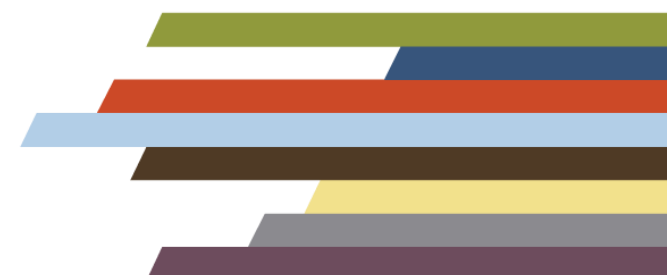
Best Practices

- Poll school staff members, community providers, students, and caregivers about expertise.
- Offer professional development activities that use the diverse knowledge and skills of stakeholder groups.
- Train school and community employed mental health providers together.
- Engage youth and family leaders and advocates in professional development as trainers and learners.
- Use diverse professional development mechanisms.



Examples of Maximizing Expertise

- Community mental health providers training teachers on identification of mental health problems
- School psychologists training community mental health providers on school language and policy
- Youth and family members training school-based mental health providers on effective ways to engage and support student mental health
- Training school staff as trainers of an evidence-based mental health practice to train the larger community mental health workforce



Funding and Resources for a Multitiered System of Support

To what extent did your district/school have funding and resources to support:

- Tier 1 (mental health promotion) services?
- Tier 2 (early intervention) services?
- Tier 3 (treatment) services?

To what extent did your school maximize reimbursement opportunities for eligible services?

Reflection:

Is your state optimizing Medicaid and private insurance to support school mental health?

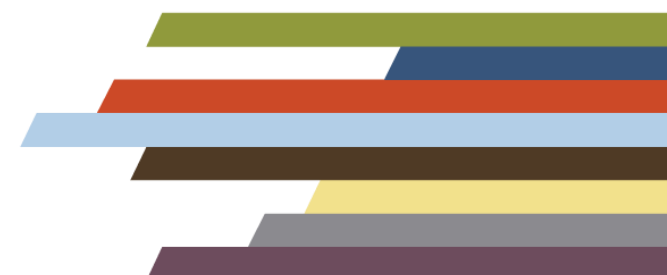
Questions to Consider

- Who can bill for school-based services in your state?
- What services are billable?
- Are there services that are billable and are not being billed?
- Are there services that your state would like to consider adding to billable services?
- What other obstacles to reimbursement exist?

5 Medicaid Dimensions to Support School Mental Health



- Maximize enrollment of eligible children.
- Expand services and supports.
- Expand provider types.
- Use cross-system strategies to optimize funding.
 - Braided funding, case rate approaches
- Improve reimbursement methods.
 - Fee for service, prepaid capitation, case rate





Medicaid Strategies at the Local Level

- Access Early and Periodic Screening, Diagnostic and Treatment (EPSDT) for universal screening/early identification of mental health risk
- Take steps for your school/district to become a **direct Medicaid provider**
- Make a plan to identify and **regularly monitor**:
 - State **Medicaid plan and waivers**
 - What **other states** are requesting/receiving CMS approval for
 - **Federal guidance** about Medicaid coverage
 - **Public education/policy** and related resources

State Examples



- ★ **Alabama** – Departments of Education and Mental Health developed cross system funding to support school mental health programming.
- ★ **Arkansas** – Department of Social Services revised social work job description to provide care coordination services in the schools; state cross agency partnership to blend-braid funding for school mental health treatment.
- ★ **California** – Mental Health Services Act (MHSA) school mental health program funded through additional tax, and local ownership of school mental health program development to fit local needs.
- ★ **Michigan** – IDEA Medicaid revised to include Tier 2 & 3 counseling sessions by school professionals.
- ★ **South Carolina** – Department of Education developed a Psychosocial Behavioral Health Rehab Medicaid Standard for Tiers 2 & 3 counseling; Department of Mental Health provides state legislative reoccurring funds for rural school mental health.
- ★ **Tennessee** – School mental health funding for case managers in schools for Tier 2 & 3 services.

Reflection:

What policies are in place or should be in place to sustain school mental health in your state or district?

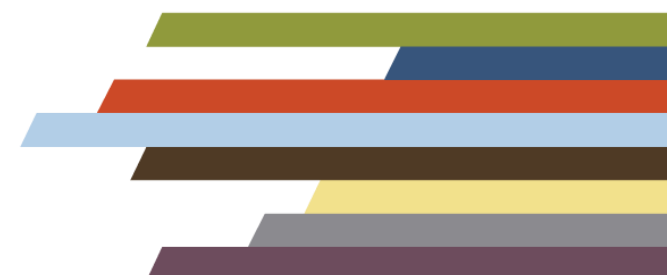
Questions to Consider

- What policies are currently helping to support school mental health efforts?
- What policies need to be in place?
- Who are your advocates and policy champions?



State Example

Nevada – Governor’s Social Workers in Schools state-funded block grant provides a full-time social worker to address behavioral health issues based on school climate survey data. The 2015 Legislature passed SB 515, Section 23, which funded social workers and other licensed mental health workers.



5-Step Process for Strategic School Mental Health Financing and Sustainability

1. Clarify what you will need, by when.
2. Map current funding and resources.
3. Determine gaps in needs versus existing resources.
4. Select financing strategies and funding sources.
5. Make and execute a financing action plan.



Financing for What? Worksheet

Strategies and activities, services and supports that we want to develop and sustain	Over what time period will we develop, implement and sustain?	At what scale and pace will we build and sustain them?		
		Year 1	Year 2	Year 3
Infrastructure Investments				
Services and Supports				
Workforce Development				
Consultation/TA				
MIS				
CQI Processes				
Etc., Etc...				

Funding Resource Mapping Worksheet

Strategies/ Activities	Source of Funds	Amount	Restriction on Uses of Funds, if any	Expected Timeframe Funding is Available
Infrastructure Investments				
Services and Supports				
Training, TA, Consultation				
Management and Administration				

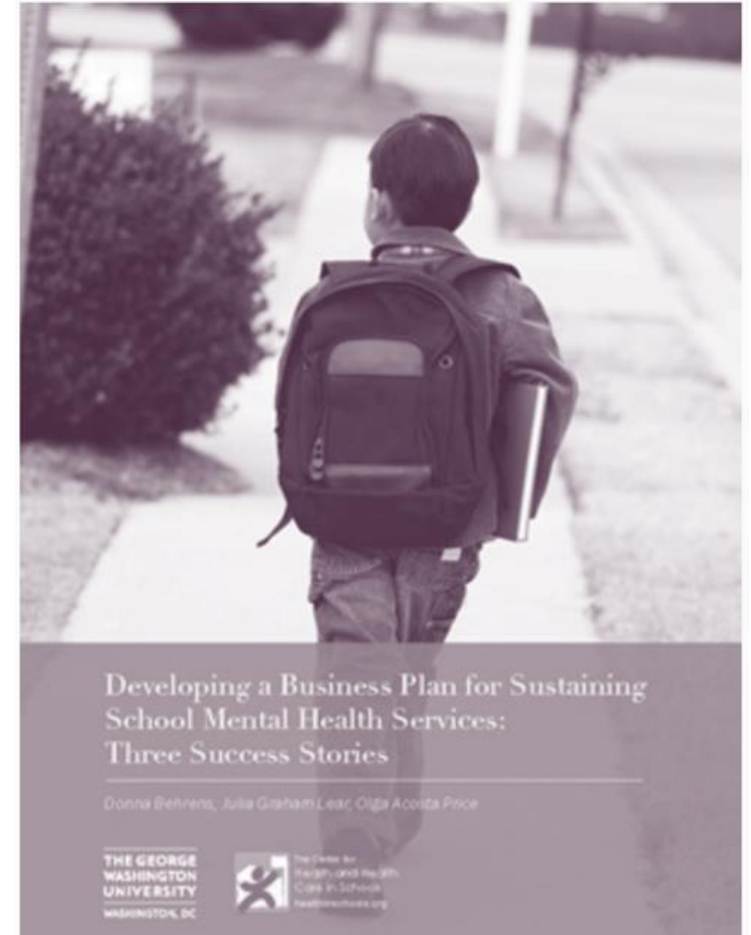
Funding Gap Analysis Worksheet

Strategies/ Activities	Year 1			Year 2			Year 3		
	Total Costs	Available Resources	Gap	Total Costs	Available Resources	Gap	Total Costs	Available Resources	Gap
Infrastructure Investments									
Services and Supports									
Evaluation/ Data Collection									
Management & Administration									

Developing a Business Plan for Sustaining School Mental Health Services

This document describes how 3 communities and their lead mental health agencies have worked with schools and other local and state agencies to develop sustainable programs.

(Behrens, Lear, & Price, 2012)



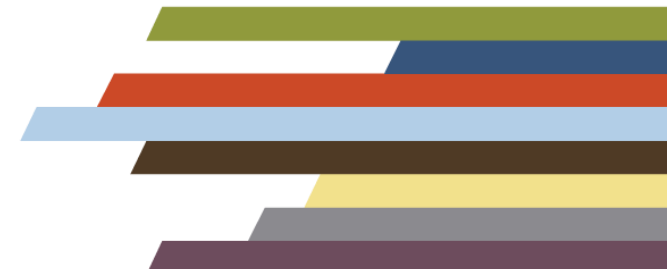


Discussion

How does this content fit with your district understanding and policy/practice related to school mental health funding and sustainability?

Strategic Planning

- State a specific goal for your district within this domain.
- List 3 potential action steps to move this goal forward.



Resources

Armstrong, M. I., Pires, S. A., McCarthy, J., Stroul, B. A., Wood, G. M., & Pizzigati, K., (2006). RTC Study 3: Financing structures and strategies to support effective systems of care—A self-assessment and planning guide: developing a comprehensive financing plan. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute (FMHI), Research and Training Center for Children’s Mental Health. Retrieved from <https://gucchd.georgetown.edu/products/FinancingAssessmentandPlanningGuide.pdf>

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The Center for Health and Health Care in Schools. (2014, May). Federal education funding guide for SEL programs. Retrieved from <http://healthinschools.org/issue-areas/school-based-mental-health/federal-education-funding-guide-for-sel-programs/#sthash.qKVopO4Q.pkuEOuXj.dpbs>

Guarino, K., Soares, P., Konnath, K., Clervil, R., & Bassuk, E. (2007). Trauma-informed organizational self- assessment for programs serving families experiencing homelessness. Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, and the Daniels Fund, the National Child Traumatic Stress Network, and the WK Kellogg Foundation. Retrieved from http://www.unified-solutions.org/wp-content/uploads/2017/08/HANDOUT_Resiliency-Organizational-Self-Care-Checklist.pdf

Resources

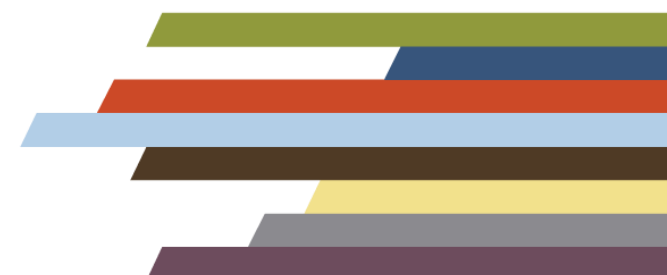
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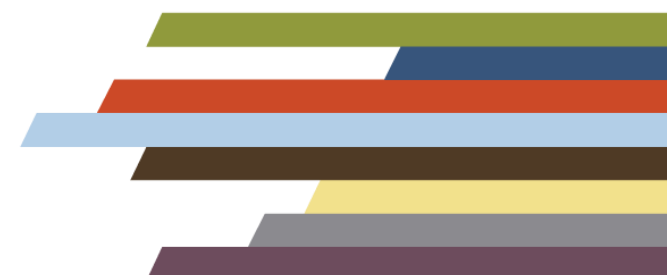
Now Is the Time Technical Assistance Center (NITT-TA). (n.d.). Issue Brief: Accessing Medicaid funds for school-based mental health services. Retrieved from <http://www.fredla.org/wp-content/uploads/2015/09/Medicaid-for-School-Based-MH-Services.pdf>



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Armstrong, M. I., Pires, S. A., McCarthy, J., Stroul, B. A., Wood, G. M., & Pizzigati, K., (2006). *RTC Study 3: Financing structures and strategies to support effective systems of care—A self-assessment and planning guide: developing a comprehensive financing plan*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute (FMHI), Research and Training Center for Children’s Mental Health.

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MHTTC

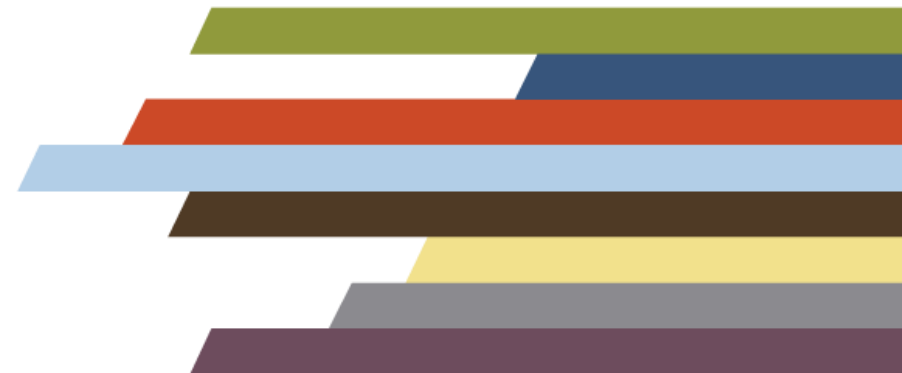
Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



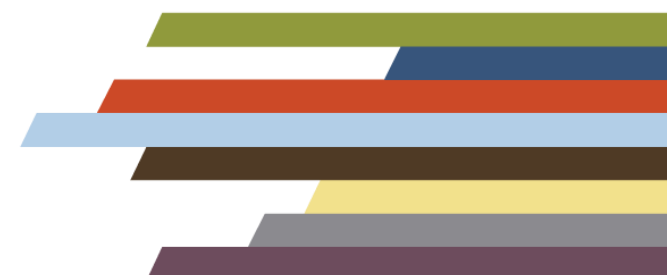
Acknowledgments

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Module content was developed by the National Center for School Mental Health in partnership with the MHTTC Network Coordinating Office.



Panel Discussion





Ashley Harris
Director of Whole Child Supports and Strategic Partnerships.
Georgia Department of Education



Lynn Beshear
Commissioner (2017 – 2020)
Alabama Department of Mental Health

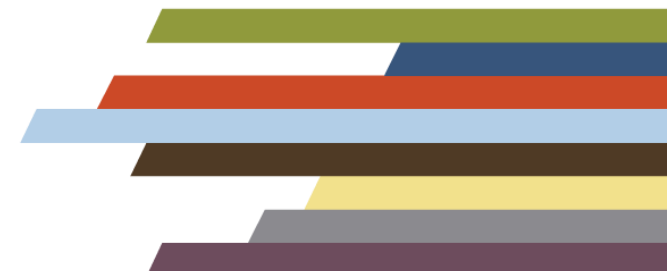


Dr. Adam Wilk
Health economist and health policy researcher
Policy Lead
Southeast MHTTC School Mental Health Initiative

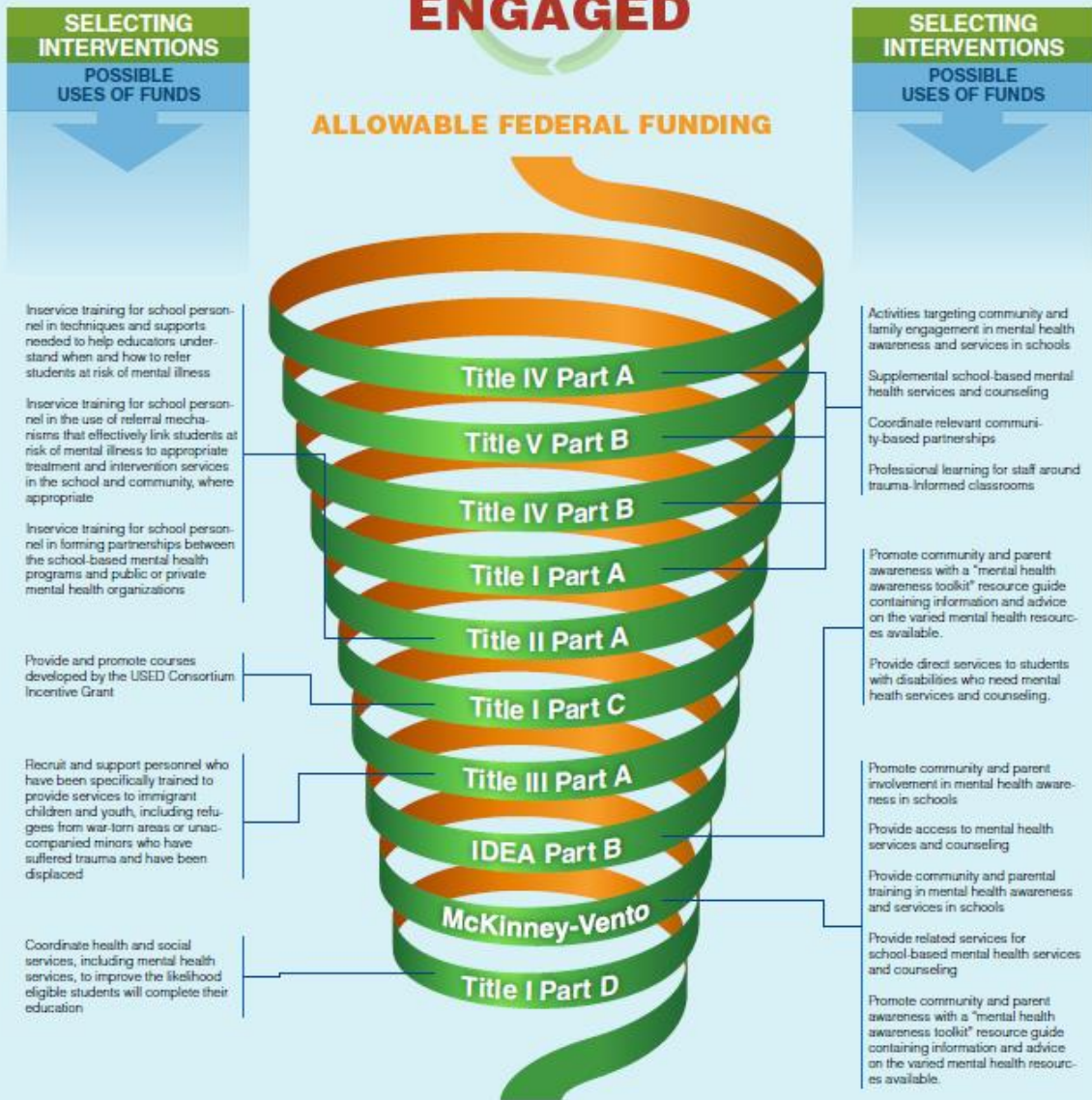


Discussion With Panelists

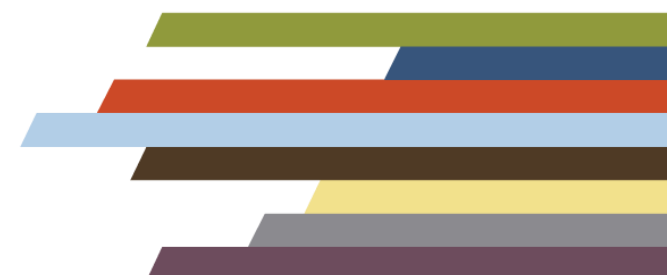
- Overview of major sources of funding
 - Federal Funding (including ESSA funds)
 - Medicaid
 - State appropriations
- Changes in funding during COVID-19
- Questions from audience



WHOLE CHILD TENET: ENGAGED

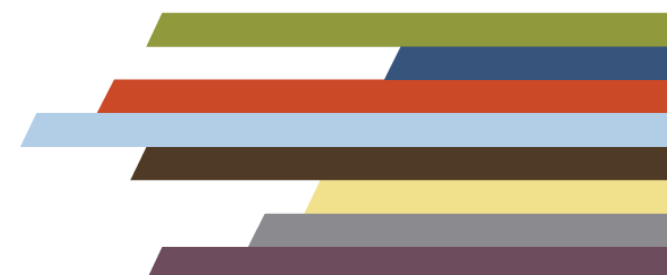


Q&A with Presenters



Coming up next: Regional Breakout Sessions

The post-session Regional Breakout sessions are intended to provide an opportunity for you, our participants, to ask questions about the content covered today, and time to discuss and apply today's learning in an informal moderated discussion with our staff, contextualized for your specific region.



Connecting with the MHTTC in your region



Find Your Center

To jump to a specific center, click the center's name. To save a center as your default center, select the center by clicking the photo, then click the Save button at the bottom of the page

Centers Across The Network



National American Indian and Alaska Native MHTTC

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National Hispanic and Latino MHTTC

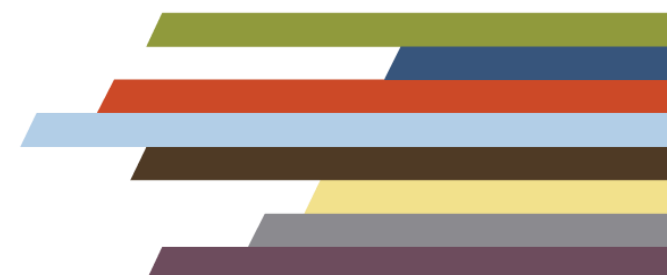
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CT, ME, MA, NH, RI, VT

For information about local, state, and regional school mental health training and technical assistance activities, *National School Mental Best Practices: Implementation Guidance Modules*, access your MHTTC Regional Center at <https://mhttcnetwork.org/centers/selection>



Final Learning Session:

- May 25: *Impact*



Register now:

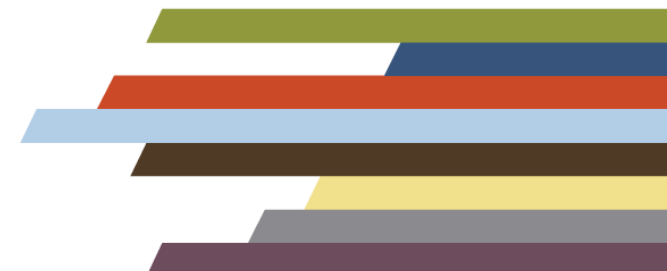
<https://bit.ly/smh-always-and-now>

Access the *National School Mental Health Best Practices: Implementation Guidance Modules* on the MHTTC Website

Includes trainer and participant manuals, slide decks for each module, and additional resources!



<http://bit.ly/implementation-guidance-modules>



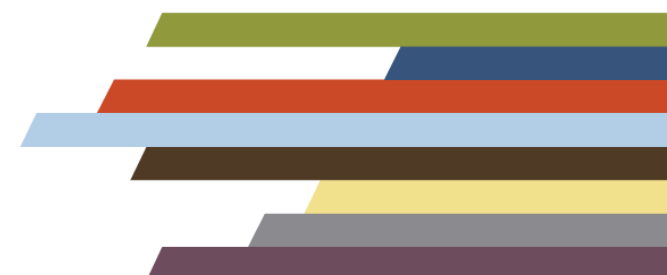
Classroom WISE: School Technical Assistance Opportunity



Classroom
WISE

Well-Being Information and
Strategies for Educators

- **FREE** mental health literacy package for teachers and school staff: online course, high-impact video series, website with resource library; launching June
- In Fall 2021, we're planning a technical assistance opportunity for 24 schools across the US
 - Interest in using Classroom WISE across the school
 - Designate school implementation team
 - Receive free technical assistance
- If interested, sign up for more information:
 - <https://forms.gle/f9Zb3GQf2pJ6Z8KfA>



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The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

Please take a moment to complete a **brief** survey about today's training.



Click [here](#) to begin survey

