

Linking Mental Health Services and Schools

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Hosted by the LEA Workgroup
A project of Teachers for Healthy Kids

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Agenda

1. Welcome – Hellan Roth Dowden & Nena Garcia
2. CDE Perspective – Gordon Jackson
3. MHSOAC Overview – Toby Ewing
4. LEA Perspective – David Gordon
5. District Perspective – Pasadena Unified School District
6. Q&A
7. Closing Comments – Gordon Jackson

Panel Presenters:

- **Gordon Jackson**, Director, Department of Education Coordinated Student Support Division
- **Toby Ewing**, Executive Director, Mental Health Services Oversight and Accountability Commission (MHSOAC)
- **David Gordon**, Superintendent, Sacramento County Office of Education, MHSOAC Board Member
- **Natasha Stebbins**, Interim Program Manager, Health Programs School Support Services, Pasadena Unified School District
- **Eric Sahakian**, Assistant Superintendent, School Support Services
- **Ann Rector**, Director of Health Programs



California Department of
EDUCATION



Gordon Jackson

California Department of Education
Tom Torlakson, State Superintendent of Public Instruction

Gordon Jackson is the Director of the Coordinated Student Support Division. His Division coordinates funding processes and provides technical assistance for Coordinated School Health, Tobacco Use Prevention, Foster Youth Services, Homeless Student Education, Student Mental Health Services, American Indian Education, School Violence Prevention, School Attendance/School Climate, educational options, and more.

Gordon completed his undergraduate studies at the California State University, Chico and completed his senior year at the Universite d'Aix-Marseille in Southern France.

Prior to stepping into an administrative position in the Woodland Joint Unified School District, Gordon served as the President of the Woodland Education Association. Gordon came to the California Department of Education in 1999 and served as the manager of the District and School Program Coordination Office, which provided technical assistance to schools and districts in NCLB's Program Improvement status, for eight years prior to promoting to his current position.

CDE PERSPECTIVE

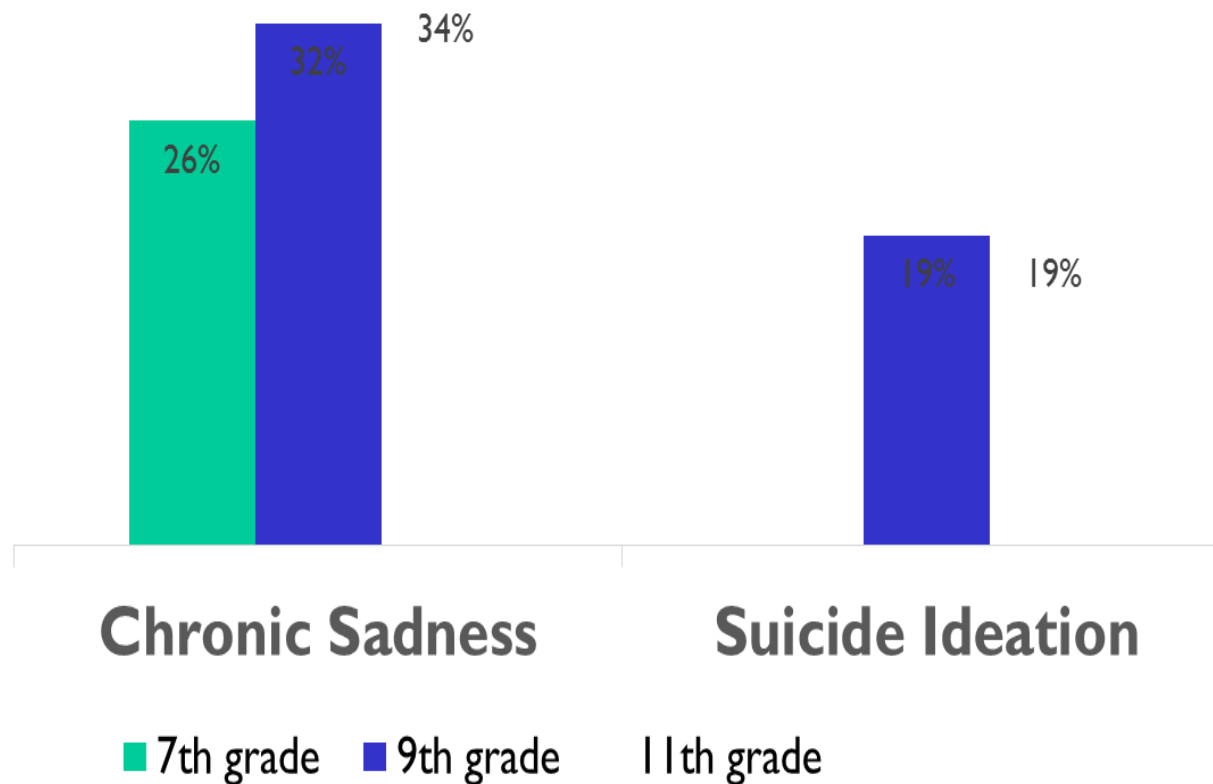
LINKING MENTAL HEALTH SERVICES AND SCHOOLS

Gordon Jackson
Director of Coordinated Student Support Division
Department of Education

Improving Student Mental Health and Wellness Is A Must!

Collaboration is Key!

We know our students have mental health needs!

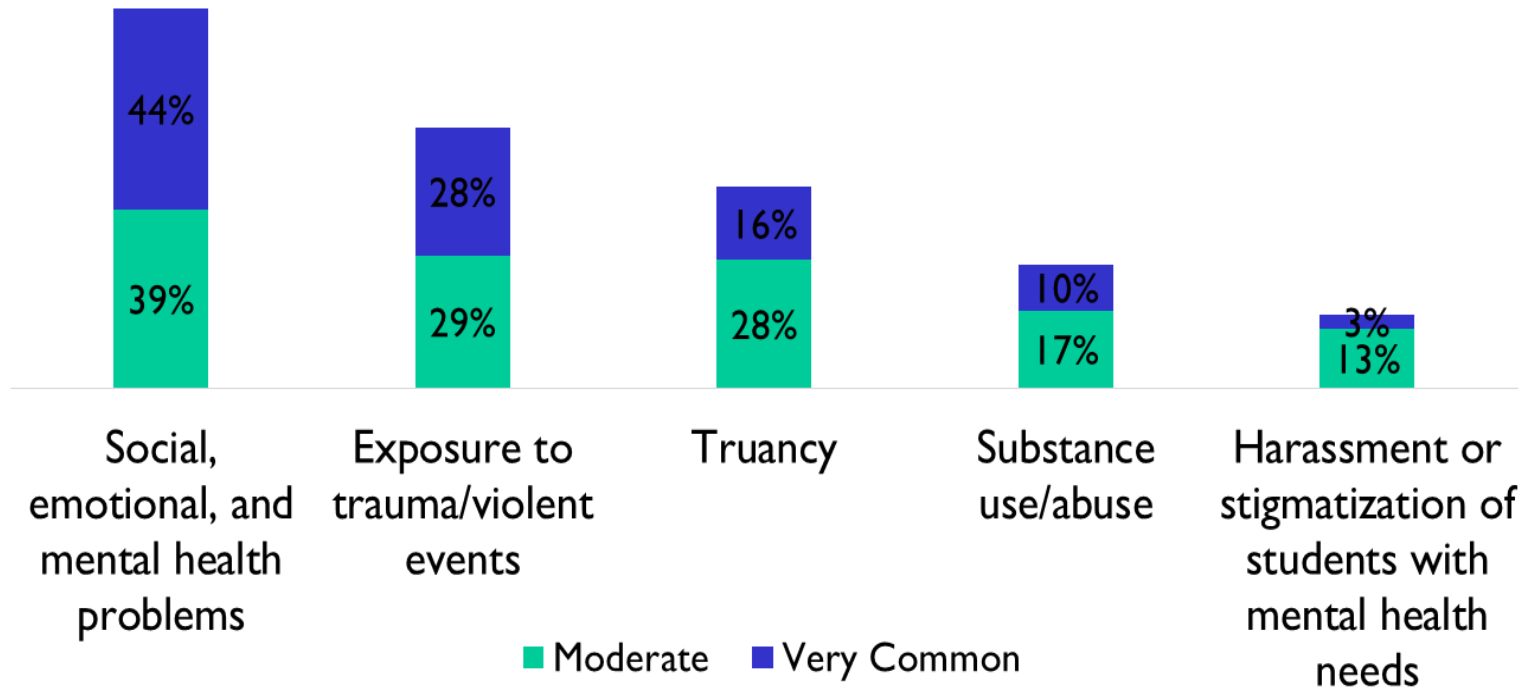


Data Source: 2013–15 California Healthy Kids Survey

- Chronic Sadness: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
- Suicide Ideation: During the past 12 months, did you ever seriously consider attempting suicide?

We know our school principals are seeing concerning issues in their schools.

How common are the following issues among students in your school?



Data Source: 2016–17 Project Cal-Well Principal Survey

We know too many students are *Unwilling* to Seek Help.

- Twenty-eight percent of secondary students reported that they would be afraid to ask for help if they were sad, stressed or depressed
- Only 19 percent of fifth grade and 13 percent of secondary students reported that they would get help from a counselor, doctor or therapist if they felt this way

We are aware of the need to work collaboratively to stop the stigma!



A Great Help to California: Project Cal-Well

- The California Department of Education (CDE) Awarded the Now Is the Time—Project AWARE State Educational Agency grant
- Five-year: 2014–19
- Mission: Increase awareness of and improve mental wellness of students in California kindergarten through twelfth grade schools
- Led by CDE
- Three district partners: ABC Unified School District (USD), Garden Grove USD, and San Diego County Office of Education

Our Goals



- Promote healthy social-emotional development and well-being using research based school-wide interventions
- Increase access to school-based mental health services for students and their families
- Build partnerships and cross-system collaborations to promote youth well-being and access to community-based services

We know that so much more is needed!

A solid link between mental health services and schools is a critical need.

Contact Information

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MHSOAC

Mental Health Services
Oversight & Accountability Commission



Toby Ewing



Toby Ewing, Ph.D. is the Executive Director of the Mental Health Services Oversight and Accountability Commission, the state agency that oversees California's mental health system and that was created by the Mental Health Services Act (MHSA). Voter-approved Prop 63 is funded by a one percent tax on millionaires and has generated approximately \$14.4 billion for public mental health programs since 2005.

Ewing did his undergraduate studies at Grinnell College and received a Ph.D. in Sociology from Syracuse University. He served as a Fulbright Scholar in the mid-1990s in Costa Rica.

From 2011 through 2014, Ewing served as a consultant to the California State Senate Governance and Finance Committee. He also served as Director of the California Research Bureau from 2009 to 2011. Prior to that, for eight years, he was a Project Manager with the Little Hoover Commission, an independent body charged with improving government.

MHSOAC OVERVIEW

LINKING MENTAL HEALTH SERVICES AND SCHOOLS

Toby Ewing
Executive Director
Mental Health Services Oversight and Accountability Commission (MHSOAC)

Goals

- **MHSA overview**
- **Role of the Commission**
- **Strategic opportunities**
- **Current projects**

MHSA Overview

- Funding \$2 billion/year
 - **CSS**-Community Services & Supports
 - **INN**-Innovation
 - **PEI**-Prevention & Early Intervention
 - **CFTN**-Capital Facilities & Technological Needs
 - **WET**-Workforce Training & Education
- Policy framework

Role of the Commission

- Independent
- Advise the Governor and Legislature
- Commission make-up
- Oversight and accountability for transformational change

Strategic Opportunities

- Policy projects
- Fiscal, service and outcome transparency
- Incentive/Triage grants
- Stakeholder advocacy
- INN - Innovation
- PEI - Prevention and Early Intervention

Current Projects

- ❑ Schools and Mental Health Project
- ❑ Triage RFAs
 - Adults/TAY, Children, School-County Collaborative
- ❑ Data linking
- ❑ Children and Youth Innovation Event
- ❑ Innovation Incubator

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Sacramento Office of Education **County**



David W. Gordon

David W. Gordon serves as Superintendent of the Sacramento (CA) County Office of Education. The Sacramento County Office of Education (SCOE) directly serves more than 30,000 students and provides financial oversight and support services to more than 235,000 students in thirteen school districts.

Mr. Gordon holds a B.A. degree from Brandeis University and an Ed.M. and Certificate of Advanced Study (C.A.S.) in Educational Administration from Harvard University. From 2003–2011 he was appointed by the U.S. Secretary of Education to the National Assessment Governing Board (NAGB), which oversees the National Assessment of Educational Progress (the “Nation’s Report Card”).

From 1995–2004 Mr. Gordon served as Superintendent of the Elk Grove Unified School District and prior was Deputy State Superintendent for the California Department of Education. Mr. Gordon began his career as an elementary school teacher in 1968 in the South Bronx, New York.

Mr. Gordon has served on the President’s Commission on Excellence in Special Education, the Governor’s Advisory Committee on Education Excellence, the California Commission on Teacher Credentialing, California Curriculum Development Commission, WestEd and the UC Davis School of Education Board of Advisors. He currently serves as a Governor’s appointee to the State Mental Health Services Oversight and Accountability Commission.

LEA PERSPECTIVE

LINKING MENTAL HEALTH SERVICES AND SCHOOLS

David W. Gordon
Sacramento County Superintendent of Schools

Effectiveness of Intervention

- We need more focus on early mental health intervention in schools, particularly in grades P-3, and to engage those providing these services for kids.
- All evidence shows early intervention pays off down the road.
- Nearly 90 percent of people who develop a mental disorder show warning signs during their early or teen years. Many problems began before children even started school.
- An estimated 13 percent of youth under 18 have significant mental health problems.
- Trauma plays a significant role in the lives of many California children – especially students with the greatest needs.
- Access and equity are important pieces to remember as we consider effective intervention strategies.

Risks of Non-Treatment

- Unrecognized mental health issues can negatively affect a child's academic, personal and interpersonal growth.
- Children with unmet mental health needs may negatively affect the learning experiences of their peers.
- Untreated mental health issues are associated with behavioral problems, bullying, weaknesses in academic performance, and poor school attendance.
- If left unrecognized and untreated, students could develop more serious mental health conditions.

What California Most Often Does Now

- The primary option is to refer a student to special education services for evaluation.
- Students NOT designated as “special education” are left without appropriate assistance.
- Worthwhile training interventions, such as PBIS and MTSS, often don’t result in services being available at school sites.

What California Could Be Doing

- Educators and school staff need much more training and technical assistance to better assist students.
- Families must have accessible options to find the help they need.
- The education community needs strong partnerships with counties and providers to make services available at or close to school sites to create more opportunities for students to get the proper help.
- One important outcome of linking mental health/wellness to schools could be a reduction in stigma.

Effective School Based Programs

- Positive Behavior Interventions and Supports (PBIS)
- Positive Action (PA)
- Promoting Alternative
- Thinking Strategies (PATHS)
- Cognitive-Behavioral Intervention for Trauma in Schools (CBITS)

Contact Information

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Pasadena Unified School District School Support services

- **Eric Sahakian**, Assistant Superintendent, School Support Services
- **Ann Rector**, Director of Health Programs
- **Natasha Stebbins**, Interim Program Manager of Health Programs

DISTRICT PERSPECTIVE

LINKING MENTAL HEALTH SERVICES AND SCHOOLS

Pasadena Unified School District

School Support Services

- Child Welfare, Attendance, and Safety (CWAS)
- Enrollment, Permits, and Student Records
- Equity and Access
- Families in Transition (FIT)
- Health and Wellness
- PUSD Mental Health Supports and Services

PUSD Mental Health Policy

- Purpose

1. This policy serves to describe the district's approach to promoting positive mental health and wellbeing. It is intended as guidance for all staff, including non-teaching staff and governors.
2. This policy should be read in conjunction with Board Policy 5030 – Student Wellness and Board Policy 5141.6 – School Health Services.
3. This policy aims to increase understanding and awareness of common mental health issues impacting our students and serves to alert staff to early warning signs. The policy aims to describe the responsibility that all staff have in promoting the mental health and well-being of students and linking students to sources of professional support.

- Staff Development and Responsibility

- Trauma-Informed Schools

- Mental Health Consortium

- Crisis Response

PUSD Mental Health Services

Who we are:

- LACDMH County Contracted Legal Entity (not grant funded)
- Part of the Mental Health Consortium
- Mental Health Provider at 11 (of 30) PUSD campuses
- Mental Health Team includes:
 - 4 LCSW Supervisors
 - 15 Full-time L/CSWs
 - 4 Rehabilitation Specialists
 - 7 MSW Interns
 - 1 Administrative Coordinator
 - 3 Data Entry Clerks
 - 1 Part-time Certified Nurse Practitioner
 - 2 Contracted Psychiatrists
 - 1 Contracted LCSW Supervisor

PUSD Mental Health Services

PUSD MHS History:

- 2002 – part of a LACDMH subcontract with an established mental health provider (D'Veal) in Pasadena
- 2004 – entered into a direct contract with LACDMH as Pasadena Unified School District Mental Health Services
- 2010 – Increased contract to include MHSA PEI Implemented Evidence-based practices
- 2011 – department moved to a non-school site
- 2015 – Budget increased as a result of new MHSA funding (FCCS/RRR)
- 2018 – Current budget is \$3.2 million (maximum contract amount); Service about 440 DMH client per year

PUSD Mental Health Services

Statement of Purpose

To provide comprehensive and effective mental health services to students that experience significant mental health symptoms and behavioral challenges. The goal is to utilize interventions and strategies that will improve student progress in home, school and community environments.

Services provided:

- Individual therapy
- Family therapy
- Behavior support
- Health support with RN
- Medication support with psychiatry
- Targeted case management
- Crisis support
- Collaboration with school personnel
- Resource referral

PUSD Mental Health Services

STRENGTHS

- Strong collaboration with school staff
- MHS team more easily accessible to school staff
- Caregivers see us as part of the “team”
- Identifying students w/MH needs is easier
- Providing comprehensive MH services within a school district
- Small budget to provide MH services to non-insured students
- Small budget to provide MH services to caregivers of students receiving MH services

CHALLENGES

- Student must meet medical necessity to receive services
- Can only serve Medi-Cal population
- Staffing turnaround
- Difficulty hiring quickly



Questions



Sacramento
Office of Education **County**

