Braiding Funding & Resources for Supporting Mental Health Services & Wellness Centers

Michael Lombardo, Executive Director
Placer County Office of Education
Prevention Supports and Services
mlombardo@placercoe.org
Objectives

- Setting context for Mental Health in Schools
- Strategies for Schoolwide Interventions
- Creating a Wellness Campus
- Braiding new Funding Opportunities
Participation

Ice Cream Cone or Nugget

Collab and Learn

Materials
Children, Youth and Families Complex Needs

- Depression
- Truancy
- Difficult focusing
- Poor Math Skills
- difficulty with handling emotions
- overreacting
- poor academic progress
- acting out
- attention seeking
- anxiety/worry
- avoidance behavior
- difficulty reading
- limited or no access to health services
- safe and supportive spaces to learn
Children, Youth and Families Complex Needs

**You are NOT ALONE**

Millions of people are affected by mental illness each year. Across the country, many people just like you work, perform, create, compete, laugh, love and inspire every day.

- 1 in 5 U.S. adults experience mental illness
- 1 in 20 U.S. adults experience serious mental illness
- 17% of youth (6-17 years) experience a mental health disorder

National Institute on Mental Health
Fact: 43.8 million adults experience mental illness in a given year.

1 in 5 adults in America experience a mental illness.

During COVID, global prevalence of anxiety and depression increased by a massive 25%, according to a scientific brief released by the World Health Organization (WHO).

Nearly 1 in 25 (10 million) adults in America live with a serious mental illness.

One-half of all chronic mental illness begins by the age of 14; three-quarters by the age of 24.
What you might notice:

- Sad or Down
- Confused thinking or reduced ability to concentrate
- Excessive fears or worries, or extreme feelings of guilt
- Extreme mood changes of highs and lows
- Withdrawal from friends and activities

Mayo Clinic 2020
- Significant exhaustion, low energy or problems sleeping
- Inability to cope with daily problems or stress
- Trouble understanding and relating to situations and to people
- Major changes in eating habits
- Excessive anger, hostility or violence
FACT: One out of every 4 children attending school has been exposed to a traumatic event that can affect learning and/or behavior.
Impact of Trauma is reversible and strong connected relationships can improve brain development.
Children and Youth Impacted by Trauma - Symptoms

- Physical:
  - Headaches, backaches, stomach aches
  - Constipation or diarrhea
  - Always sick
- Fear, depression, anxiety
- Sleepy or overreactive
- Easily startled by noises or unexpected touch
- Outbursts of anger or rage, emotional swings
- Tendency to isolate
- Difficulty trusting and/or feelings of betrayal
- Diminished interest in everyday activities
Children and Youth Impacted by Trauma - Symptoms

- **Physical:**
  - Headaches, backaches, stomach aches
  - Constipation or diarrhea
  - Always sick
- Fear, depression, anxiety
- Sleepy or overreactive
- Easily startled by noises or unexpected touch
- Outbursts of anger or rage, emotional swings
- Tendency to isolate
- Difficulty trusting and/or feelings of betrayal
- Diminished interest in everyday activities

Chronic Absenteeism, Truancy, and School Avoidance Behavior
Children and Youth Impacted by Trauma - Symptoms

- Physical:
  - Headaches, backaches, stomach aches
  - Constipation or diarrhea
  - Always sick
- Fear, depression, anxiety
- Sleepy or overreactive
- Easily startled by noises or unexpected touch
- Outbursts of anger or rage, emotional swings
- Tendency to isolate
- Difficulty trusting and/or feelings of betrayal
- Diminished interest in everyday activities

School discipline, Suspension and Expulsion Attention Seeking Behavior
Two Types of Behavior

Discuss with a partner or small group the behaviors you are seeing at your school sites?
Organizing District and School Supports
Most don’t last long because they take a single trait or implemented alone in silos
End up being Ineffective if they are not organized, monitored, and coached
Often end up sitting on a bookshelf
Data not used to monitor both outcomes and implementation
Lack structure and only address single student need
As a result, educators find themselves lamenting about initiative or strategy not working and repeat the entire process again (Hamster wheel of doom!)
It is essential when selecting a mental health practice remember to be:

- Be intentional
- Base selection on data
- Use tools for selection
- Monitor implementation
Selecting and Monitoring Programs

Selection of Evidence Based Practices:
1. Identify need and data source for determining Tier EBPs Practice
2. Use care in selecting practice model
3. Track Initiatives and how they link to district LCAP and to Each Other
Selecting a Practice or Intervention

IMPLEMENTING SITE INDICATORS
CAPACITY TO IMPLEMENT
- Staff meet minimum qualifications
- Able to sustain staffing, coaching, training, data systems, performance assessment, and administration
  - Financially
  - Structurally
  - Cultural responsiveness capacity
Buy-in process operationalized
  - Practitioners
  - Families

FIT WITH CURRENT INITIATIVES
- Alignment with community, regional, state priorities
- Fit with family and community values, culture and history
- Impact on other interventions & initiatives
- Alignment with organizational structure

NEED
- Target population identified
- Disaggregated data
- Indicating population needs
- Parent & community perceptions of need
- Addresses service or system gaps

USABILITY
- Well-defined program
- Mature sites to observe
- Several replications
- Adaptations for context

CONCEPTUAL FRAMEWORK

EVIDENCE
- Strength of evidence—for whom in what conditions:
  - Number of studies
  - Population similarities
  - Diverse cultural groups
  - Efficacy or Effectiveness
- Outcomes – Is it worth it?
  - Fidelity data
  - Cost – effectiveness data

SUPPORTS
- Expert Assistance
- Staffing
- Training
- Coaching & Supervision
- Racial equity impact assessment
- Data Systems Technology Supports (IT)
- Administration & System

FIT
- Objective
- Feasible
- Timely
- Incentives
- Matching resources
- Integration

https://implementation.fpg.unc.edu
### Selection Tool

<table>
<thead>
<tr>
<th>Tier Intervention</th>
<th>Define</th>
<th>Analyze</th>
<th>Implement</th>
<th>Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier I</td>
<td>What the Problem is? Data Source/Evidence</td>
<td>Why it is Occurring?</td>
<td>What are we going to do about it? G=Gap C= Community F= Family S= School</td>
<td>Is the solution working?</td>
</tr>
<tr>
<td>Tier II</td>
<td>Define</td>
<td>Analyze</td>
<td>Implement</td>
<td>Evaluate</td>
</tr>
<tr>
<td></td>
<td>What the Problem is? Data Source/Evidence</td>
<td>Why it is Occurring?</td>
<td>What are we going to do about it?</td>
<td>Is the solution working?</td>
</tr>
<tr>
<td>Tier III</td>
<td>Define</td>
<td>Analyze</td>
<td>Implement</td>
<td>Evaluate</td>
</tr>
<tr>
<td></td>
<td>What the Problem is?</td>
<td>Why it is Occurring?</td>
<td>What are we going to do about it?</td>
<td>Is the solution working?</td>
</tr>
</tbody>
</table>
Fist and Second grade behaviors are externalizing: inappropriate play, not following directions, and lack of self control believed to be occurring due to lagging social skills. Increased number of referrals from 1st and 2nd grade classrooms for frequent disruptions and off task behaviors.

<table>
<thead>
<tr>
<th>Tier Intervention</th>
<th>Define</th>
<th>Analyze</th>
<th>Implement</th>
<th>Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier II</td>
<td>Increased number of referrals from 1st and 2nd grade classrooms for frequent disruptions and off task behaviors</td>
<td>Fist and Second grade behaviors are externalizing: inappropriate play, not following directions, and lack of self control believed to be occurring due to lagging social skills</td>
<td>Implement Al’s Pals to improve social–emotional competence. Train teachers deliver two lessons a week, in sequence, to the entire first grade and second grade classroom</td>
<td>Evaluate Every Four Weeks Metric: Student data and group data Desired Result: Decrease behavior referrals by 35% for participant grade levels.</td>
</tr>
</tbody>
</table>
Monitoring Your Interventions

Initiative Inventory

This tool can be used to guide your team’s review of past and current programs to get a clear picture of existing initiatives, mandates, and resource commitments. Information and data collected can be used by the organization when exploring the fit of additional initiatives with current work, guide decision making to make room for new work, and assist with alignment of initiatives.

<table>
<thead>
<tr>
<th>Date of Inventory:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Initiative</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Selection is not enough
Organize Supports For Children and Families

California's Multi-Tiered System of Support (CA MTSS)
a comprehensive framework that aligns academic, behavioral, social and emotional learning, and mental health supports in a fully integrated system of support for the benefit of all students. CA MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.

Positive Behavior Interventions & Supports (PBIS)
A systems approach for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students.
Multi-Tiered Systems
Systems Supporting All Students for Academic Behavior and Social Emotional Outcomes

Tier 1 for All Students: Core/Universal

Tier 2 for Some: for Targeted or Small Groups of Students

Tier 3 for few: Intensive and Individualized
Universal

Targeted

Intensive

Continuum of Support for All

Academic Framework

Science

Soc Studies

Study Skills

Reading

Math

Attendance
Placer Integrated Mental Health & Wellness Center
Wellness Centers are safe places on campuses for students, families and staff to get support to increase the success and well being of students. The centers are designed to reduce stigma and increase access to mental health services. They are not silos to send students who are struggling in class. This is the hub of the Wellness Campus.
Wellness Centers in Placer County

**Auburn Unified School District**
- Alta Vista Elementary
- Auburn Elementary
- Skyridge Elementary
- Rock Creek Elementary

**Roseville City School District**
- Sargent Elementary
- Spanger Elementary
- Buljan Middle School

**Colfax Elementary Unified School District**
- Colfax Elementary

**Roseville Joint Union High School District**
- Roseville High School
- Woodcreek High School

**Western Placer Unified School District**
- Glen Edwards Middle School
- Lincoln High School

**Rocklin Unified School District**
- Victory High School

Plus Early Childhood Education State Preschools
Consider creating an integrated team structure by expanding current teams.
Key Features of Integrated Team

- Meets Regularly
- Databased Decision Making
- Referral/Nomination Process
- Facilitated Team Structure
- Respect for Members
- Multi-tiered System of Supports
- Defined Structured Social Expectations
Addressing wellness in schools leads to

- better academic outcomes
- higher promotion/graduation rates
  - reduced absenteeism
  - reduced suspensions
- positive school climate
  - better staff wellness

*Provide services in a framework*

Source: Mental Health Colorado
“The 4 As”
- Accessibility
- Availability
- Affordability
- Acceptability

Schools
- On campus
- Flexible hours/qualified MH staff
- Low to no cost
- Learning environment to “unteach” stigma
Guiding Principles of the Wellness Program

Wellness: Promote Universal Wellness for staff, students and families.

Respect: Respect the wisdom of students and families. Respect that schools are the expert in academics and education.

Shared Decisions: Decisions about the program are made with a variety of stakeholders. Student/family input is included. Decisions are made through data.

Relationships: Protect positive relationships and foster connections. Know that relationships are the driving force of wellness.
Program Coordinator
Ali Murphy
Provide oversight and implementation for existing and now Wellness Centers

Clinical Supervisor
Gina Karabinis
Provided direct clinical & program supervision

Collaborative Manager
Leslie Roth
Provided connected and integrated support to Children System of Care

Mental Health Specialists
PCOE
Co supervised
Licensed therapists or social worker.
Experience working in and/or with schools
Site program leads

Family/Youth Community Liaisons
PCOE
Co supervised
Lived experience with community systems such as SpED, CPS, probation, mental health services
## 2019 Placer Wellness Center (Mental Health Data Snapshot)

### Total Services Since 19/20 School Year

| Total Services (tiers I-III): 41,424 | Approximately 80% of all services provided are Tier I, i.e., SEL lessons, school-wide resilience activities, school staff education |
| Crisis response services: 560 | Crisis response services increased significantly in January of 2021 (after students returned to school) |
| Individual Clients: 1,037 | 14% of students receive tier III mental health services through our program. (community providers have long waitlists and students cannot be served through their insurance providers or other agencies. In general, we serve a lot of students who have Kaiser and Sutter. We frequently provide mental health counseling to this population) |

### Roseville Wellness Sites
(August 2019):
- Roseville High School
- West Park High School
- Woodcreek High School
- Buljan Middle School
- Sargeant Elementary School
- Spanger Elementary School

### Auburn Wellness Sites
(August 2020):
- Alta Vista Charter School
- Auburn Elementary School
- Rock Creek Elementary School
- Skyridge Elementary School

*Colfax Elementary Spring 2022
<table>
<thead>
<tr>
<th>Total Services Since 19/20 School Year</th>
<th>Approximately 80% of all services provided are Tier I, i.e., SEL lessons, school-wide resilience activities, school staff education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Services (tiers I-III):</strong> 36.954</td>
<td><strong>Total Since 2019:</strong> 78,378</td>
</tr>
<tr>
<td><strong>Total Since 2019:</strong> 1,071</td>
<td>Crisis response services increased significantly in January of 2021 (after students returned to school)</td>
</tr>
<tr>
<td><strong>Crisis response services:</strong> 511</td>
<td>15% of students receive Tier III mental health services through our program. (community providers have long waitlists and students often cannot be served through their insurance providers or other agencies.</td>
</tr>
<tr>
<td><strong>Individual Clients:</strong> 1,141</td>
<td><strong>Total Since 2019:</strong> 2,178</td>
</tr>
<tr>
<td><strong>Total Since 2019:</strong> 2,178</td>
<td></td>
</tr>
</tbody>
</table>
Example of Wellness Center – Auburn Elementary School

Wellness services are offered using a 3-tier MTSS approach:

➢ Classroom SEL lessons/teacher support
➢ Wellness breaks-a 10-15 minute “brain break”
➢ Teacher or parent referral to Wellness Program
➢ Student participation in a peer group
➢ Check in/Check out intervention using PBIS
➢ Parenting support
➢ Individual counseling
➢ Referrals to community based resources.
Wellness Peer Groups include:

- Friendship/Social Skills Group
- Grief and Loss Group
- Coping Skills Group
- Groups are held for 30 minutes once per week.
Strategies for Sustainability

**Potential Ongoing Sources**
- Medi-Cal Fee for Service
- Commercial Fee for Service
- LEA Core Funding
- Special Education Funding
- LEA Medi-Cal
- Title I Funding
- Early and Periodic Screening, Diagnostic and Treatment (EPSDT) (A form of Medi-Cal)

**New Grants**
- Early Childhood Education
- Family First Prevention Services Act (FFPSA) (Title IVE)
- Student Behavioral Health Incentive Program (SBHIP)
- Community Schools Funding 0
- Child Youth Behavioral Health Initiative (School Mental Health Funding)
Opportunities for Sustainability / Reality Check

Funding Mental Health in isolation often results in this....
Opportunities for Sustainability / Reality Check

- There is no one funding source to leverage that will fully fund an integrated mental health program.

- Communities must look at braided/blended funding
Definition of Blended and Braided Funding

- Blending refers to using funds from two or more funding sources together to fund a specific part of a program or initiative. In blending, costs are not necessarily allocated and tracked by individual funding sources.

- When funds are braided, two or more funding sources are coordinated to support the total cost of a service. Revenues are allocated and expenditures tracked by different categories of funding sources. In braiding, cost-allocation methods are required to ensure that there is no duplicate funding of service costs and that each funding source is charged its fair share across the partners.
Wellness Center Braided Funding Model

Mental Health Service Act & Mental Health Student Services Act

School Behavior Health Incentive Program

Sutter Health / Kaiser Health Foundation

LEA Funding
# Funding Sources

<table>
<thead>
<tr>
<th>Mental Health</th>
<th>State Allocated</th>
<th>Grants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triage</td>
<td>TUPE</td>
<td>ESSR</td>
</tr>
<tr>
<td>MHSSA</td>
<td>McKinney-Vento</td>
<td>ILP</td>
</tr>
<tr>
<td>Health Care</td>
<td>FYS</td>
<td>Homeless</td>
</tr>
<tr>
<td>Philanthropy</td>
<td>DA</td>
<td>DOR</td>
</tr>
<tr>
<td>MHSA</td>
<td>Core</td>
<td>Cal Hope</td>
</tr>
<tr>
<td>SBHIP</td>
<td>Cost-Recovery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSEC</td>
<td></td>
</tr>
</tbody>
</table>

- Soft Funding & Grants
- LCFF/DA Title I...
- MHSA
- State Allocation
- Homeless
- Cost Recovery
- Cal Hope
- ILP
- ESSR
- FYS
- Homeless
- McKinney-Vento
- DOR
- DA
- CSEC
PCOE Current Mental Health Initiatives

- **School Integrated Mental Health (Wellness Centers)**
  - Roseville High School District (3) & Roseville City School District (3)
  - Auburn Union School District (4)
  - Colfax Elementary School District (1)  Western Placer USD 2
  - Rocklin USD (1/2) Victory HS

- **Positive Behavior Intervention and Supports** / Multi-tier Systems of Support
  - Actively Training 13 districts, totaling 59 schools *Placer has 18 Districts and

- **Mental Health Community Integration in Schools**
  - Provide Coordination for three non-profits to establish and support Tier II Group interventions in Placer Schools:
    - Kids First
    - Lighthouse Counseling
    - Grant Wellness

- **Early Childhood Education Pre-K Program**
  - Support Multi Tier Mental Health Services for Programs (1 FTE)

Triage Grant Funding
MHSSA
MHSA
Sutter Health Foundation
LEA – Cost Recovery
SBHIP

MHSA
Kaiser Community Benefit

MHSA

ECE - AB-2698
PCOE Current Mental Health Initiatives

- Coordinator for Mental Health and Wellness
  - Role is to build sustainability and coordination of MH Continuum

- Transition Partnership Plus (TPP) (Link)
  - Provide Department of Rehabilitation Services to youth 16-21 to support job readiness, skills building and employment (3 to 1 Match)

- Rehabilitation for Empowerment, Natural Supports, Education and Work (RENEW)
  - Unique application of the wraparound process designed for transition-aged youth who are at the greatest risk of adverse consequences and impacts of mental illness impacting their future.
PCOE Current Mental Health Initiatives

- **Handle with Care** *(Video Link)*
  - Web based referral system between Community First Responders and Schools to send a notification letting schools know a child may have experienced a traumatic or adverse event
  - Big thank you to Sutter Health Foundation, Resilient Placer and Stanislaus County Office of Education

- **SEL Training and Community of Practice**
  - Project Cal Hope is funding through OCDE and SCOE each COE statewide support a Community of Practice *(Link)*. PCOE focus on Rural and Single School Districts

- **Request for Assistance and Triage System**
  - Part of Placer’s continuum of services system, we screen high need request from school districts for supports and services, provide case manage or escalate to the county wide Family Resource Community Collaborative

- **CSEC Prevention and Intervention** *(Link)*
  - County collaboration to prevent and intervene in the Commercial Sexual Exploitation of Children.
PCOE Current Mental Health Initiatives

- Coordination and Training Suicide Prevention
  - County Wide Mental Health Suicide Prevention Training:
    - Kognito, ASIST, Safe Talk Mental Health First Aid and Youth Mental Health First Aid
    - Kognito Trauma Informed Educator
  - Multi Tier System of Mental Health Supports

- Student Behavioral Health Incentive Program (SBHIP) – NEW Program and Funding
  - Student Behavioral Health Incentive Program (SBHIP) (Assembly Bill 133: Section 5961.3) (FAQs)
    - SBHIP will support new investments in behavioral health services, infrastructure, information technology and data exchange, and workforce capacity for school-based and school-affiliated behavioral health providers
  - Increase in funding allocated over two program years to fund approximately $4.1 million in incentive payments paid to Medi-Cal MCPs

Sutter Health Foundation & MHSA

Cost Recovery
Opportunities for Sustainability (Key Features)

- Create spaces where:
  - “Every adult on campus using principles of strength based and engaged relationships.
  - Every adult understands and implements Tier I: Early Intervention, Stigma Reduction, and Empathetic Support for children who may be experiencing mental health needs
  - Building (Mental Health Multi-Tier System of Support is Critical
  - Integrated Behavior Health Tiered System (MTSS/PBIS)
Opportunities for Sustainability

- Seek alternate “Soft Funding” sources:
  - Soft Funding:
    - Community donations – materials, family resources and more
  - Community Donated Supplies
    Furniture, gift cards, clothing, food.....

- Community Benefit - Health Care Organizations
  - Partner with Health Care Agencies
  - Significant interest for investing in schools
  - Build relationships with HMOs
  - Placer Example:
    - Sutter Health Foundation
    - Kaiser Community Benefit
Opportunities for Sustainability

CYBHI Workstreams impacting continuum of services in schools across California
Opportunities for Sustainability

Behavioral Health Counselor and Coach Workforce
- Develop a pathway for workforce development

Cal Hope Student Services (DHCS)
- Statewide and County Programs
- Support Social Emotional Learning and Mental Health

Trauma - Informed Training for Educators (OSG)
- Resource for Educators
- Summer of 2023 Professional Learning Modules
Opportunities for Sustainability

School - Linked Partnership and Capacity Grants

- DHCS-CYBHI-EBP-CDEP-Round-2 of 6 Rounds (Link to CYBHI Webpage)
- Round 1: Parent/caregiver support programs and practices (December 2022);
- Round 2: Trauma-informed programs and practices (February 2023);
  - Application Due April 10th at 5:00 pm
- Round 3: Early childhood wraparound services (March 2023);
- Round 4: Youth-driven programs (April 2023);
- Round 5: Early intervention programs and practices (April 2023); and,
- Round 6: Community-defined programs and practices (approximate timeline for release: June 2023)

Student Behavior Health Incentive Program (SBHIP)

- Goal is to expand Mild to Moderate Medi Cal Services in schools
- Placer’s two goals are to continue existing & expand Wellness Center to Tahoe
- Develop Managed Care Billing for Schools
Opportunities for Sustainability

- Collaborate with Managed Care Providers “Student Behavioral Health Incentive Program (SBHIP)”
  - $389 million in incentive payments paid to Medi Cal Managed Care Plans (MCPs)
  - Build infrastructure, partnerships, and capacity to provide a sustainable school behavioral health platform
- Fourteen Recommendations #9 “Technical Assistance Support for Contracts and Agreements: Medi Cal managed care plans and/or county BH departments execute contracts with schools to provide preventive, early intervention, and BH services.” (Final Stakeholder Mtg PowerPoint)
  - SBHIP Allocation by County (Click Here)
Opportunities for Sustainability

Statewide All Payer Fee Schedule for School Linked Behavioral Health Services (Fee for Service)

- Build a fee schedule for schools to bill for both Medi-Cal and Commercial Insurance
- Implemented in cohorts starting in February 2024
- Questions Remaining to be answered:
  - Who will be eligible to bill
  - What will qualify for an expense
  - Where can activity happen
    - At or around school sites

***This funding will not reimburse 100% of the cost of an employee. A good estimate will be 50%***
Opportunities for Sustainability

- Partner with County Behavioral Health to explore braiding funding sources such as:
  - Early and Periodic Screening, Diagnostic and Treatment (EPSDT)
    - Administered / Authorized by County Behavioral Health
    - Student must be Medi Cal and must establish medical necessity
    - Available to beneficiaries, up to age of 21
Opportunities for Sustainability

- Partner with County Behavioral Health to explore braiding funding sources such as:
  - Mental Health Services Act (MHSA)**
    - Passed 2004 a one percent income tax on personal income in excess of $1 million per year to expand CA Behavioral Health
    - Prevention, early intervention, and service needs (supplement not supplant)
    - “Prevention and Early Intervention (PEI) component, mandates County must work with schools
  - Prevent mental illness and emotional disturbance from becoming severe, disabling and costly to individuals, families, communities and the State
Opportunities for Sustainability

- LEA Medi Cal Funding:
  - Primary Types:
    - (Medi-Cal Administrative Activities, & Local Educational Agency Medi-Cal (LEA Program Targeted Case Management))
  - Example Placer COE activities:
    - Evaluate all staff for use of Administrative Medi Cal (240 Staff = $80,000 quarterly)
    - Designed a Process Map for LEA Targeted Case Management TCM and Pilot Project
  - Goal:
    1. Identify process and forms necessary for TCM
    2. Determine number of Medi Cal Eligible Students using Mental Health Supports
    3. Identify quality improvement and documentation strategies
Evaluate Process for LEA Medi-Cal

Develop a process map for workflow to identify barriers, trigger points and detailed process for LEA Medi Cal billing
(email: mlombardo@placercoe.org for sample)
The California State Plan Amendment 15-021 was approved on April 27, 2020.

- Local Educational Agency Medi-Cal Billing Option Program (LEA BOP)
- “Expands reimbursements to include covered services under an Individualized Health and Support Plan (IHSP), which will allow LEAs to receive reimbursement for eligible beneficiaries without an Individualized Education Plan (IEP) or Individualized Family Services Plan (IFSP), resulting in increased services for Medi-Cal eligible general education students.”
Opportunities for Sustainability

- **Early Related Mental Health Services (ERMHS) Expansion & Senate Bill 98** (Link Here)
  - Starting in 20-21, ERMHS funds can be used for mental health related services, including:
    - Out of home residential services for emotionally disturbed students
    - Counseling and guidance service (including counseling, personal counseling, and parent counseling and training)
    - Psychological services
    - Social work services
    - Behavioral interventions (ADDED)
    - Other mental health related services not required by IDEA (ADDED)
Opportunities for Sustainability

- Local Control Funding Formula (LCFF)
  - School Climate, Family/Youth Engagement & Suspension/Expulsion Rates

- Title I Funding
  - Part A: Title I, Students who are economically disadvantaged, students with disabilities, migrant students or English learners
  - Part B: School-aged children with disabilities

- SEL Cal Hope
  - Allocation to each COE in CA (SCOE Lead in Northern CA & OCDE in Southern CA)

- Elementary and Secondary School Emergency Relief Fund (ESSER) (Ends 2024)
  - 16 allowable uses #10: Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
  - PCOE hired a Mental Health Coordinator to support implementation, exploration and sustainability of Mental Health programs
Opportunities for Sustainability

- **Early Childhood Education**

  - AB-2698 “California state preschool programs: general child care and development programs: mental health consultation services: adjustment factors.”
  - Assembly Bill 2698 — Effective January 1, 2019
  - “Assembly Bill 2698 allows contractors to receive an additional adjustment of 0.05 for children served in classrooms where early childhood mental health consultation (ECMHC) services are provided, and are served in a California State Preschool Program (CSPP), infants and toddlers 0 to 36 months of age and are served in General Child Care Development Programs (CCTR), and children zero to five years of age and are served in a family child care home (FCCH) education network setting funded by a CCTR contract.”
  - Example Placer COE uses $48,000 to offset the cost of Mental Health and Wellness Coordinator

(Links to CDE Information Letter Here)
Opportunities for Sustainability

- Department of Rehabilitation Cooperative Programs (Link) & Transition Partnership Plus (TPP) (Link)
  - Administered through third-party cooperative agreements with select Local Education Agencies (LEAs) and the Department of Rehabilitation (DOR).
  - TPPs provide enhanced, coordinated vocational services including DOR Student Services and employment preparation, job development, and short-term support services to successfully transition students with disabilities into meaningful employment.
  - Funding either supported by a 3:1 match or time study 1:1
    - Can not use Federal Funds as much, but you can use MHSA, Foster, Core, LCFF.....
Opportunities for Sustainability

- Child Youth Behavior Health Initiative (CYBHI) (Link)
  - $4.4B investment to enhance, expand and redesign the systems that support behavioral health for children and youth.
  - Reimagine the way behavioral health support is provided to all children and youth in California, by bringing together support systems to create an ecosystem that fosters social and emotional well-being and addresses the behavioral health challenges facing children and youth.
What does Braided Funding Look Like:

<table>
<thead>
<tr>
<th>63 Staff</th>
</tr>
</thead>
</table>

45 Funding Streams

<table>
<thead>
<tr>
<th>Name</th>
<th>Funding Streams</th>
<th>Budget Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1</td>
<td>Funding Stream 1</td>
<td>$123,456.78</td>
</tr>
<tr>
<td>Item 2</td>
<td>Funding Stream 2</td>
<td>$67,890.12</td>
</tr>
<tr>
<td>Item 3</td>
<td>Funding Stream 3</td>
<td>$45,678.90</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>
## What does Braided Funding Look Like (Sample Version)

<table>
<thead>
<tr>
<th>PCN #</th>
<th>Title</th>
<th>Dates</th>
<th>Name</th>
<th>FTE Auth</th>
<th>FY Total Salary &amp; Benefit Cost</th>
<th>Resource XXX</th>
<th>Resource XXX</th>
<th>Resource XXX</th>
<th>Resource XXX</th>
<th>Resource XXX</th>
<th>Resource XXX</th>
<th>COMBINED TOTAL</th>
<th>ERROR CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td>3534</td>
<td>Program Manager</td>
<td>1.00</td>
<td>Alexander, Susan</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>9826</td>
<td>Program Manager</td>
<td>1.00</td>
<td>Anderson, Bart</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>1258</td>
<td>Mental Health Specialist</td>
<td>1.00</td>
<td>Baker, Simona</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>4526</td>
<td>Family/Youth Community Liaison</td>
<td>1.00</td>
<td>Bailey, Jessica</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>3255</td>
<td>Administrative Secretary</td>
<td>1.00</td>
<td>Bell, Courtney</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>1236</td>
<td>Vocational Specialist</td>
<td>1.00</td>
<td>Brown, Rex</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>4569</td>
<td>Student Support Practitioner</td>
<td>1.00</td>
<td>Campbell, Tiffany</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>7099</td>
<td>Family/Youth Community Liaison</td>
<td>1.00</td>
<td>Carter, Tristan</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>5412</td>
<td>Bilingual Community Liaison</td>
<td>1.00</td>
<td>Collins, Tami</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>8547</td>
<td>Family/Youth Community Liaison</td>
<td>1.00</td>
<td>Cook, Greg</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>5668</td>
<td>Mental Health Specialist</td>
<td>1.00</td>
<td>Davis, Duncan</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>3259</td>
<td>Coordinator</td>
<td>1.00</td>
<td>Dixon, Rebecca</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>3698</td>
<td>Mental Health Specialist</td>
<td>1.00</td>
<td>Dunn, Penelope</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>8893</td>
<td>Mental Health Specialist</td>
<td>1.00</td>
<td>Doyle, Doug</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>2532</td>
<td>Program Manager</td>
<td>1.00</td>
<td>Davidson, Stacey</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>3578</td>
<td>Employment Placement Specialist</td>
<td>1.00</td>
<td>Ferguson, Jim</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>3095</td>
<td>Student Support Practitioner</td>
<td>1.00</td>
<td>Friedman, Mary</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>3214</td>
<td>Family/Youth Community Liaison</td>
<td>1.00</td>
<td>Freeman, Carter</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>2549</td>
<td>Mental Health Coordinator</td>
<td>1.00</td>
<td>Gibson, Beth</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>1245</td>
<td>Support Practitioner</td>
<td>1.00</td>
<td>Gonzales, Jose</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>1228</td>
<td>Family/Youth Community Liaison</td>
<td>1.00</td>
<td>Halmann, Joanne</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>7526</td>
<td>Mental Health Specialist</td>
<td>1.00</td>
<td>Haynes, Kacy</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>8541</td>
<td>Student Support Practitioner</td>
<td>1.00</td>
<td>Jacobson, Diane</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>7082</td>
<td>Mental Health Specialist</td>
<td>1.00</td>
<td>Jennings, Physicia</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
<tr>
<td>5942</td>
<td>Executive Director</td>
<td>1.00</td>
<td>Kennedy, Paul</td>
<td>100,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>NOT 100%</td>
<td>100,000</td>
</tr>
</tbody>
</table>
Do any of these strategies stand our for you and your LEA?
Opportunities for Sustainability

- Increased Revenue – Decreased Cost
  - Increased attendance (ADA May be changing soon)
  - Decreased Suspension and Expulsion
  - Increased Academic Outcomes
  - Improved systems for prevention
  - More appropriate use of Special Education
  - Increased efficiencies for current practices supporting families
  - Decreased misidentified youth for special education
Resources

- School Mental Health Funding - California School Based Health Alliance (Link)
- Public Funding for School-Based Mental Health Programs (CSHA) (Link)
- CA-School-Mental-Health-Implementation-Guide - MHSOAC (Link)
- Interconnected Systems Framework (Link)
- Practical Guide for Financing Social, Emotional, and Mental Health in Schools – Breaking Barriers (Link)
- Guidance to States and School Systems on Addressing Mental Health – SAMHSA (Link)
- Local Educational Agency Medi-Cal Billing Option (Link)

Contact Information
Michael Lombardo, Placer Office of Education, mlombardo@placercoe.org
Before we go

What Nuggets will you take back to your agency?
Michael Lombardo
Placer County Office of Education
mlombardo@placercoe.org

Thank You