State School Mental Health Profile

This State School Mental Health Profile provides your state with an opportunity to share information about key policies, partners, and implementation of school mental health.

This information is being collected to inform the improvement of **comprehensive school mental health services and supports (CSMHS)** in your state and nationally. Comprehensive school mental health systems provide a full array of supports and services that promote positive school climate, social emotional learning, mental health and well-being, while reducing the prevalence and severity of mental illness. Comprehensive school mental health systems are built on a strong foundation of district and school professionals, including administrators and educators and educators, specialized instructional support personnel (e.g., school psychologists, school social workers, school counselors, school nurses and other school health professionals), in strategic partnership with students, families and community health and mental health partners. These systems also assess and address the social and environmental factors that impact mental health, including public policies and social norms that shape mental health outcomes.

Data will be used to develop a customized report summarizing school mental health in your state; the report will be shared with your team. In addition, completing this profile will allow you to learn about the school mental health landscape and innovations in other states.

We recommend that you work as a team, ideally representing more than one agency or organization that is most familiar with school mental health in your state to complete the Profile.

I. STATE AGENCIES AND ORGANIZATIONS

Please check all organizations actively involved in the advancement of comprehensive school mental health services and supports in your state. Involvement could include leadership, technical assistance and training, funding, advocacy and policy, and service provision. Check all that apply.

Definitions of "Involvement":

Leadership/Oversight: Leadership and oversight refers to an organization/agency that drives the establishment of vision and mission for school mental health in the state and organizes and motivates others to work towards shared goals and actions.

Technical Assistance and Training: Technical assistance and training refers to the provision of knowledge and expertise, instruction, skills training, resource development and sharing, and implementation support.

Funding: Funding refers to financial and non-financial supports and resources related to developing, maintaining, and expanding school mental health.

Advocacy and Policy: Advocacy and policy refers to the act of increasing awareness and/or influencing decision-making related to policy, procedures, and regulations around issues related to school mental health.

Service Provision: Service provision refers to the delivery of direct, school-based mental health or wellness promotion, prevention, or intervention services to students, families, or school staff

Organizations/Agencies	Leadership/ Oversight	Technical Assistance and Training	Funding	Advocacy and Policy	Service Provision (promotion, prevention, and intervention)
Education (e.g., state and local education agencies, school board, individual schools)	O	O	O	O	O
Early Childhood (e.g., Head Start, day care, pre-K)	O	O	O	O	O
Physical Health (e.g., community health centers, hospital services for children and adolescents, HMOs, state and local health departments)	O	O	O	O	O
Public Health (e.g., state and local public health departments, organizations, and programs)	O	O	O	O	O
Behavioral Health (Integrated mental health and substance use; e.g., state and local behavioral health agencies, organizations and programs)	O	O	O	O	O
Mental Health (e.g., state and local mental health agencies, mental health programs/clinics)	O	O	O	O	O

Organizations/Agencies	Leadership/ Oversight	Technical Assistance and Training	Funding	Advocacy and Policy	Service Provision (promotion, prevention, and intervention)
Substance Use (e.g., state and local substance use agencies, substance use programs/clinics)	O	O	O	O	O
Juvenile Justice Services (e.g., state and local juvenile services agencies, juvenile service programs, diversion/restorative practice programs)	O	O	O	O	O
Child Welfare/Social Services/Human Services (e.g., state and local child welfare agencies, foster care agencies)	O	O	O	O	O
Faith-based Organizations (e.g., Catholic Charities, individual houses of worship, congregations or faith communities)	O	O	O	O	O
Businesses (e.g., state or local businesses, Chambers of Commerce)	O	O	O	O	O
National, State, and Local Private Philanthropic Foundations (e.g., Annie E. Casey, United Way)	O	O	O	O	O

Organizations/Agencies	Leadership/ Oversight	Technical Assistance and Training	Funding	Advocacy and Policy	Service Provision (promotion, prevention, and intervention)
Youth Development/Advocacy Organizations (e.g., Youth MOVE, YMCA/YWCA, Boys and Girls Clubs, state/local youth service bureaus)	○	○	○	○	○
Family Leadership/Advocacy Organizations (e.g., state chapters of National Alliance on Mental Illness, Federation of Families, State/Local school PTA/PTO)	○	○	○	○	○
Law Enforcement and Public Safety (e.g., police, school resource officers)	○	○	○	○	○
Professional Association State Chapters (e.g., state association of school psychologists, state association of school nurses)	○	○	○	○	○
Universities, colleges	○	○	○	○	○
Housing authorities	○	○	○	○	○
Other	○	○	○	○	○

II. STATE-LEVEL LEADERSHIP

Is there at least one state work group, mental health advisory, committee, or community of practice that guides policies and planning for school mental health in your state?

○ YES

○ NO

What is/are the name(s) of the group(s) that provide this guidance?

_____

_____

_____

_____

_____

Is there a state-level school mental health director or coordinator?

○ YES

○ NO

Please provide his/her name, title, organization/affiliation and email.

_____

_____

_____

III. POLICY

The chart below lists major policy areas related to school mental health. Please indicate whether your state has key state policies/regulations/standards related to each category. Examples could include required training on bullying prevention, screening for suicidal ideation and behavior, or requiring program-specific training such as Youth Mental Health First Aid.

	Yes	No	Unknown
Multi-tiered systems of support	○	○	○
School climate	○	○	○
School safety	○	○	○
Violence prevention	○	○	○
Social emotional learning (SEL)	○	○	○
Bullying prevention	○	○	○
Mental health/substance use screening	○	○	○
Suicide prevention	○	○	○
Trauma-informed schools/care	○	○	○
Mental health education for students	○	○	○
Mental health education for school staff	○	○	○

	Yes	No	Unknown
Mental health education requirement for educator certification/renewal	○	○	○
Staff wellness	○	○	○
Substance use education for students	○	○	○
Substance use education for school staff	○	○	○
Substance use education for caregivers/families	○	○	○
Substance use prevention (e.g. tobacco, opioid, alcohol)	○	○	○
Data collection/sharing	○	○	○
Telemedicine/telemental health	○	○	○
Health care coverage for school mental health services (e.g. Medicaid, CHIP, private insurance)	○	○	○
Other	○	○	○

For each of the areas below that were marked "yes," please list the name of the policy/regulation and bill numbers, if known. When possible, include a link.*If you marked "no" or "unknown" for all previous items, move onto the next page.

○ Multi-tiered systems of support _____

○ School climate _____

○ School safety _____

○ Violence prevention _____

○ Social emotional learning (SEL) _____

○ Bullying prevention _____

○ Mental health/substance use screening _____

○ Suicide prevention _____

○ Trauma-informed schools/care _____

○ Mental health education for students _____

○ Mental health education for school staff _____

○ Mental health education for caregivers/families _____

○ Mental health education requirement for educator certification/renewal

_____

○ Staff wellness _____

○ Substance use education for students _____

○ Substance use education for school staff _____

○ Substance use education for caregivers/families _____

○ Substance use prevention (e.g.,tobacco, opioid, alcohol) _____

○ Data collection/sharing _____

○ Telemedicine/telemental health _____

○ Health care coverage for school mental health services (e.g., Medicaid, CHIP, private insurance) _____

○ Other _____

In your opinion, from the list above, which state policy or regulation has had the greatest impact on comprehensive school mental health services and supports in your state and why?

_____

_____

_____

_____

_____

What policies and regulations not currently in place in your state are needed to advance school mental health?

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_____

_____

_____

_____

IV. FUNDING

Please indicate which of the following funding sources support school mental health services and supports within your state? School mental health services and supports include mental health promotion, prevention, and intervention. Please check "Primary" (20% or greater of school mental health funding in the state), "Secondary" (less than 20%), "None" (no funding), or "Don't Know" for each source.

	Primary (20% or more of funding)	Secondary (less than 20% of funding)	None (no funding)	Don't know
Local school district budgets	○	○	○	○
State education aid or appropriations	○	○	○	○
State mental health aid or appropriations	○	○	○	○
Federal discretionary grants (e.g. Project AWARE, Systems of Care)	○	○	○	○
Federal formula funds (e.g. ESSA Title I, ESSA Title IV-A)	○	○	○	○
Federal IDEA funds (special education)	○	○	○	○
Federal block grant funds (e.g. Community Mental Health Block Grant)	○	○	○	○
Billing Medicaid/CHIP	○	○	○	○
Students'/family private insurance	○	○	○	○
Self-pay for community-partnered SMH services	○	○	○	○
Private/community foundation funding	○	○	○	○
Funding from other systems/agencies	○	○	○	○
Other	○	○	○	○

V. SERVICES AND SUPPORTS

To what degree are the following school mental health services and supports in place within the districts in your state?

Screening is the assessment of students to determine whether they may be at risk for a mental health concern. This can be accomplished with a systematic tool or process, including standardized student-report, parent-report, teacher-report measures, examining (de-identified, aggregate) mental health surveillance data, or a structured teacher nomination process. Screening is the assessment of a large portion of or the entire student body.

Mental health promotion services and supports (Tier 1) are mental health-related activities, including promotion of positive social, emotional, and behavioral skills and wellness which are designed to meet the needs of all students regardless of whether they are at risk for mental health problems. These activities can be implemented school-wide, at the grade level, and/or at the classroom level. Services may be provided by school-employed and community-employed, school-based professionals. (*Examples include social emotional learning, school-wide positive behavior, and mental health literacy.*)

Selective services and supports (Tier 2) to address mental health concerns are provided for students who have been identified through needs assessments and school teaming processes as being at risk for or have emerging symptoms of a given concern. When problems are identified early and supports put in place, positive youth development is promoted and problems can be eliminated or reduced. Sometimes these are referred to "secondary" prevention services. Services provided can be provided by school-employed and community-employed, school-based professionals. (*Examples include a daily check-in process and behavioral goals with students identified as needing more support, trauma support group for students who have reported experiencing trauma.*)

Indicated services and supports (Tier 3) to address mental health concerns are individualized to meet the unique needs of each student who is already displaying a particular concern and displaying significant functional impairment. Sometimes these are referred to as mental health "intervention" or "tertiary" or intensive services. Please include services provided by school-employed and community-employed, school-based professionals. (*Examples include individual, group or family therapy; case management and/or consultation for students in general or special education who have identified, social, emotional and/or behavioral needs that negatively affect functioning.*)

	Not in place	Available in 1-25% of districts	Available in 26-50% of districts	Available in 51-75% of districts	Available in 76-100% of districts
Mental Health Screening	○	○	○	○	○
Tier 1 Services and Supports	○	○	○	○	○
Tier 2 Services and Supports	○	○	○	○	○
Tier 3 Services and Supports	○	○	○	○	○

VI. INNOVATIONS AND EMERGING AREAS

What recent school mental health innovations and activities is your state doing in the following emerging areas? Please describe, and indicate how we might learn more (e.g., contact name, link)

Trauma/Adverse Childhood Experiences (ACEs)

_____

_____

_____

Addressing Substance Use in Schools (e.g., opioid response, Screening, Brief Intervention and Referral to Treatment (SBIRT))

_____

_____

_____

Telemedicine/Telemental

_____

_____

_____

School Safety/Climate

_____

_____

_____

Social Determinants of Health impacting child well-being and mental health in school (e.g., the impact of food insecurity, unstable housing, or poverty on student mental health)

_____

_____

_____

Are there any other emerging issues in your state related to school mental health that have been addressed that you would like to share?

_____

_____

_____

VII. STAFFING AND COMMUNITY PARTNERED BEHAVIORAL HEALTH

Comprehensive school mental health systems are staffed in a variety of ways including a combination of community-employed and school-employed staff.

What are the approximate ratios between students and the following providers FTE?

For example, if there are 100,000 students and 400 social workers in a state, the ratio would be 250:1.

○ Occupational therapist _____

○ School counselor _____

○ School nurse _____

○ School psychologist _____

○ School social worker _____

Are there any other major categories of school-employed professionals who provide mental health services in your school in your state? Please describe.

_____

_____

_____

Community-partnered school behavioral health programs refer to university hospitals and other clinical programs that provide school mental health services and supports within schools. What percentage of your districts offer community-partnered school behavioral health?

○ Available in 1-25% of districts

○ Available in 26-50% of districts

○ Available in 51-75% of districts

○ Available in 76-100% of districts

○ Not in place

○ Don't know

VIII. BARRIERS AND RESOURCES

What barriers exist in your state that hinder the advancement of school mental health? (e.g., funding, change in Medicaid or Medicaid restrictions, workforce/staffing shortages, limited professional development training)

_____

_____

_____

What publicly available resources are being used to advance school mental health quality and sustainability in your state (e.g., online learning modules, website(s), professional development opportunities)?   Please describe the resources below. Include the name of the resource, a one sentence description, and available weblinks.

_____

_____

_____

The National Center for School Mental Health is interested in developing school mental health tools and resources that are responsive to the needs of the field. Related to this interest, what does your team see as the most pressing technical assistance and resource needs in your state related to advancing school mental health?

_____

_____

_____

Thank you for taking the time to complete the State School Mental Health Profile. If there is any additional information that you would like to share about your state's school mental health system that was not asked about, please describe in the space below.

_____

_____

_____

_____

_____

State Strategic Planning Guide

Thank you for completing the State School Mental Health Profile. We encourage you to meet with the team that completed the profile and other individuals with knowledge and influence in school mental health to review the responses and engage in a strategic planning process to improve your state-level school mental health system. The questions below are organized by the sections of the Profile and are designed to prompt further discussion about how to advance and sustain school mental health across your state.

STATE AGENCIES AND ORGANIZATIONS

Questions for Consideration:

1. What organizations/agencies are not actively involved in the advancement of comprehensive school mental health services and supports in your state that should be involved?
    a. What contributions could these organizations/agencies make?
    b. How and when could they best be engaged?
2. Are there opportunities for organizations/agencies currently involved in the advancement of comprehensive school mental health systems to contribute in new ways (i.e. leadership/oversight, technical assistance and training, funding, advocacy and policy, and service provision)?

Opportunities

- What current work is taking place to enhance engagement of organizations and agencies in school mental health in your state?
- What has been the most successful strategy for engaging organizations and agencies in advancing school mental health in your state?
- What resources could help facilitate further engagement in school mental health (e.g. leadership, infrastructure, partnerships, staffing)?

Barriers

- What would prevent further engagement of organizations and agencies in advancing school mental health in your state?
- What would you need to overcome this/these barriers(s) to improve organization and agency engagement in school mental health?

STATE-LEVEL LEADERSHIP

1. If your state does not have a state-level work group, mental health advisory, committee, or community of practice that guides policies and planning for school mental health, how can you work toward the development of one? Who should be involved in the planning, development, and implementation process?
2. If your state has a state-level group, are there any improvements that can be made?
3. If your state has more than one state-level group, how can collaboration between groups be improved?

Opportunities

- What have been past successes with developing state-level workgroups to address school mental health in your state?
- What are available resources to work toward developing a state-level workgroup or enhancing the existing group(s) and collaboration?

Barriers

- What would prevent the development of a state-level workgroup or enhancing existing groups and collaboration in your state?
- What would be needed to overcome this/these barrier(s)?

POLICY

The chart below lists the major policy areas asked about in the State School Mental Health Profile. In the space below, state a goal or action to address these policy areas (e.g. developing policy, improving existing policy) and initial action steps.

Focus on policy areas that are most needed or need refinement; also consider the extent to which existing policies are implemented to fidelity. It may be helpful to select 1-3 areas.

	Goal	Action
Multi-tiered systems of support		
School climate		
School safety		
Violence prevention		
Social emotional learning (SEL)		
Bullying prevention		
Mental health / substance use screening		

Suicide prevention		
Trauma-informed schools/care		
Mental health education for students		
Mental health education for school staff		
Mental health education requirement for educator certification/renewal		
Staff wellness		
Substance use education for students		
Substance use education for school staff		
Substance use education for caregivers/families		
Substance use prevention (e.g. tobacco, opioid, alcohol)		
Data collection/sharing		
Telemedicine/telemental health		
Health care coverage for school mental health services (e.g. Medicaid, CHIP, private insurance)		
Other		

FUNDING

1. What further information do you need to have to understand the school mental health funding picture in your state? How can you access this information?
2. Are there funding sources that are not currently being used to support school mental health that could be used? If so, how can your state leverage those sources?
3. How can current funding sources be used more strategically? Are there funding sources that your state can better leverage?
4. To what extent is the current funding for school mental health sustainable?
5. To what extent is the current funding (e.g. consider duplication of efforts) able to adequately support the full school mental health service array? To what extent is the braiding of funding strategic?

SERVICES AND SUPPORTS

1. How can services and supports best be expanded across districts in your state? (Consider equity across districts)
2. What type of support do districts need from your state (e.g. funding, technical assistance/training) to further develop services and supports?

Opportunities

- What have been the past successes with supporting mental health services and supports in districts across the state?
- What are available resources to work toward further developing this support in your state?

Barriers

- What would prevent the state from being able to help districts to provide needed school mental health services and supports?
- What would your state need to overcome this/these barriers(s)?

INNOVATIONS AND EMERGING AREAS

1. How can your state further build on work to address emerging areas (trauma/ACEs, substance use, telemental health, school safety/climate, social determinants of health)?
2. What areas have not been addressed and how can your state begin to address them?
3. What area is the state's top priority? What are the first steps that your state can take to work toward this priority emerging area?

STAFFING AND COMMUNITY-PARTNERED BEHAVIORAL HEALTH

1. What can your state do to improve staffing-to-student ratios for school social work, psychology, counseling, nursing, and occupational therapy?
2. Are there opportunities to expand community-partnered school behavioral health? How can the state better support these efforts?

BARRIERS AND RESOURCES

1. What can your state do to overcome identified barriers to advancing school mental health?
2. How can your state better share existing resources (e.g., trainings, tools, policy guidelines) to advance school mental health across the state?