

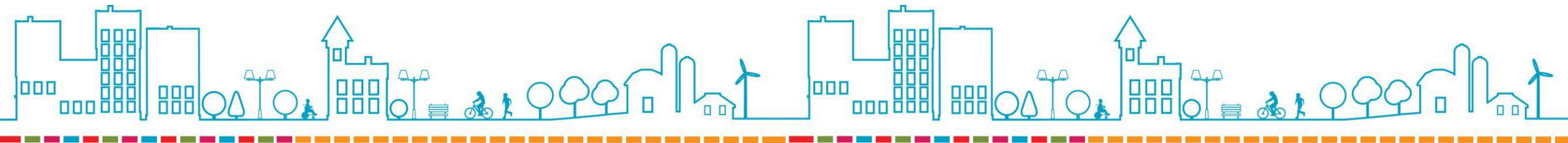


Goal 3: To Improve the Health, Safety, and Wellness of All Learners

*State Board of Education
August 13, 2024*



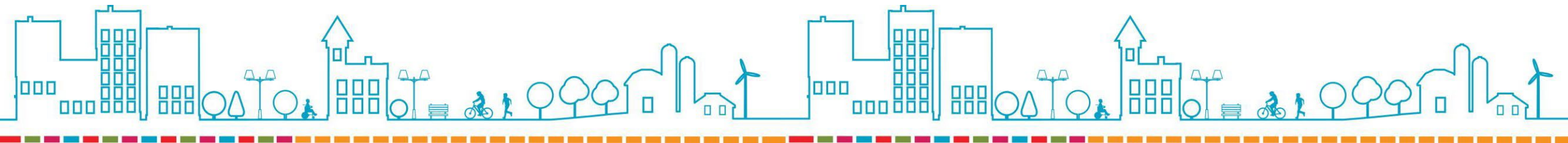
1. Expand early childhood learning opportunities
2. Improve early literacy achievement
- 3. Improve the health, safety, and wellness of all learners**
4. Expand secondary learning opportunities for all students
5. Increase the percentage of all students who graduate from high school
6. Increase the percentage of adults with a post-secondary credential
7. Increase the numbers of certified teachers in areas of shortage
8. Provide adequate and equitable school funding



“The research is clear ... children who experience unaddressed mental health issues are more likely to face challenges in school, such as being more likely to repeat a grade, experience chronic absenteeism, and drop out of school. Amid the pandemic, data from the Centers for Disease Control and Prevention show that:

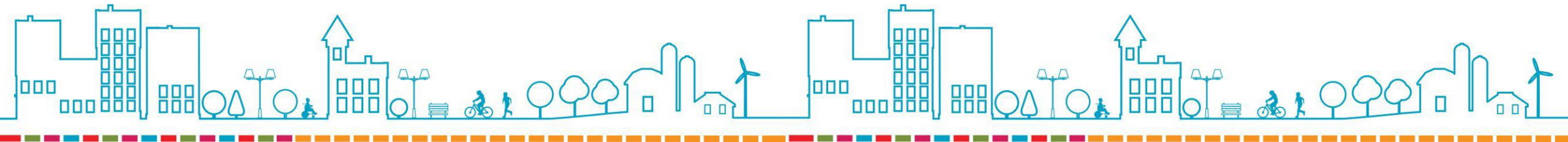
- 1 in 3 high school students experienced poor mental health
- 1 in 6 adolescents experienced a major depressive episode
- 20 percent of teens seriously considered suicide.”

Source: US DoE Raise the Bar: Boldly Improve Learning Conditions-Invest in Every Student's Mental Health and Well-Being



- Schools eliminate barriers and provide access to needed services for many young people.
- Schools can establish referral systems to connect students to community-based sources of care.

According to the United States Department of Education's "Raise the Bar: Boldly Improve Learning Conditions – Invest in Every Student's Mental Health and Well-Being," when a student has access to mental health supports in school, they are six times more likely to receive the interventions they need to thrive.



US Department of Education Raise the Bar: Mental Health and Wellbeing Initiative



BUILD CAPACITY

Support existing school personnel to meet the mental health needs of students



GROW THE PROFESSION

Increase the supply of diverse mental health professionals who can deliver school-based services to students in need



FOCUS ON SUSTAINABILITY

Increase access to funding sources and strengthen infrastructure capacity so schools can connect students to mental health services



**Core Features of a
Comprehensive
School Mental
Health System**
*National Center
for School Mental
Health (NCSMH)



**Well-Trained
Educators and
Specialized
Instructional
Support Personnel**



**Mental Health
Screening**



**Family-School-
Community
Collaboration
and Teaming**



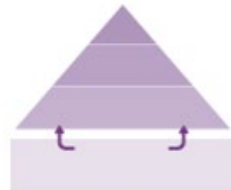
**Evidence-Based
and Emerging
Best Practices**



**Needs Assessment
and Resource
Mapping**



Data



**Multi-Tiered
System of
Support**



Funding

Infographic from [Advancing CSMHS: Guidance from the Field, Sept 2019](#)





Well-Trained
Educators and
Specialized
Instructional
Support Personnel

- MDE leads a bi-monthly community of practice (CoP) for school-based behavioral health service providers
- MDE leads a bi-monthly CoP for school-based behavioral health coordinators
- SEL/Children's Mental Health Network
- Technical assistance and support from MDE/MDHHS consultants



Equipping School Staff to Support Needs of Students (continued)



Well-Trained
Educators and
Specialized
Instructional
Support Personnel

- Statewide Behavioral Threat Assessment and Management (BTAM) training sponsored by Michigan State Police Office of School Safety
- [Youth Mental Health First Aid](#)
- [Handle With Care](#)
- [MichiganCares](#) - **free** online mental health and wellness courses
- [LivingWorks Start](#) - **free** online suicide prevention course
- [TRAILS](#) – evidence-based mental health programming in schools across tiers 1, 2, and 3 (31p funds)

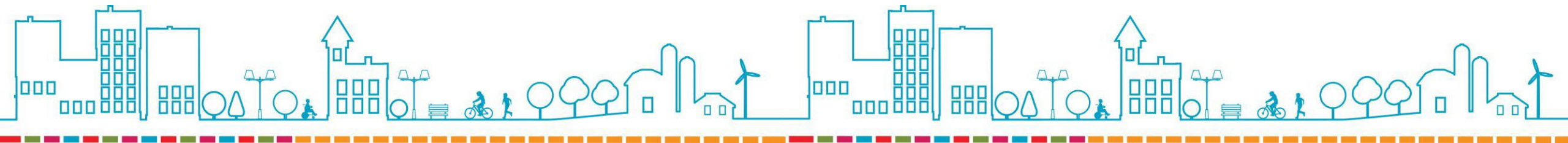




Family-School-
Community
Collaboration
and Teaming

- Coordinating resources and strategies leads to improvement of other academic indicators. For example, Michigan led the nation in recovering from pandemic-related increases in chronic school absenteeism with a drop of 7.7 percentage points during the 2022-23 school year. *
- Michigan Health Information Network (MiHIN) Project

*[FutureEd, Georgetown University](#)





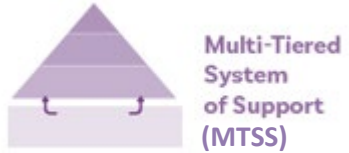
Needs Assessment
and Resource
Mapping

A Comprehensive View of Resources and Services

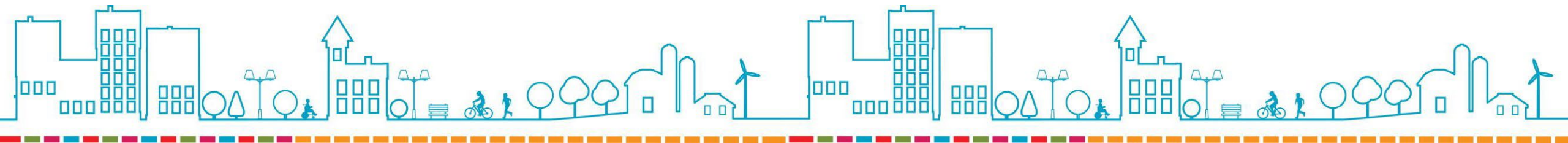
- School Health Assessment and Performance Evaluation System (SHAPE)
State School Mental Health Profile
- Region 8 Comprehensive Center Comprehensive School Mental Health
Feasibility Study
- Region 8 Comprehensive Center National Scan on Comprehensive School
Mental Health Systems



Efficient, Effective, and Equitable Allocation of Resources



- The MTSS approach ensures that all students, including those in both general and special education, can access the full array of services, and have exposure to universal mental health supports.
- Michigan's MTSS Technical Assistance Center (MiMTSS)
- Tier 1 – Universal activities
- Tier 2 – Early intervention services and supports
- Tier 3 – Targeted/individualized treatment services and supports



MDE is providing training and technical assistance on:

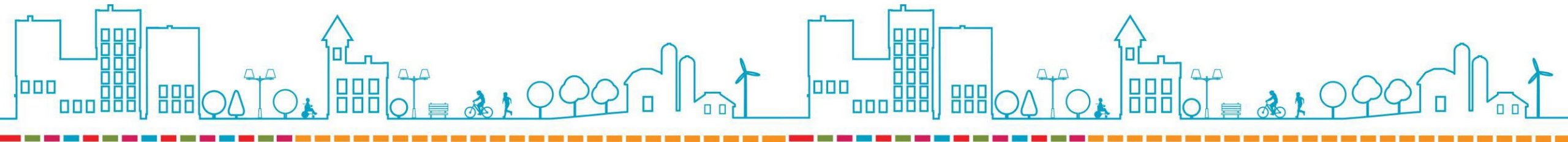
- Addressing the interconnected academic, social, emotional, and behavioral needs of all students.
- An array of supports and services that promote positive school climates and create healthier workforces.
- Expanding school-based services to connect students and families to the right care by increasing accessibility and reducing barriers.
- Multi-tiered system of support (MTSS) and service delivery.





Mental Health
Screening

- A starting point to identify students that may need extra support
- From daily check-ins to universal screenings that can help schools identify what type of services the school needs to provide. (Also mentioned by the Oxford parents on May 21, 2024).
- [Choosing and Using Screeners and Assessments Guidance Document](#) produced by MDE and Region 8 Comprehensive Center





- **bhworks** platform connects students to services more efficiently and streamlines standard operating procedures and best practices for providers delivering comprehensive behavioral health services.
- Linking school safety and student well-being under the umbrella of comprehensive school mental health.



What is **bhworks**?

- Software Platform that Provides Standardization of Processes/Best Practices
 - Referral
 - Screening and Assessments
 - Safety Planning
 - Care Planning
 - Care Management/Coordination
 - Billing – **bhworks** provides integrated solution with partners
 - Reporting at all tiers with **bhworks** dashboards



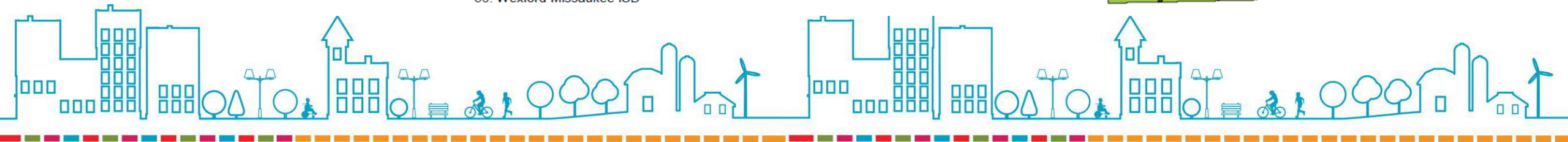
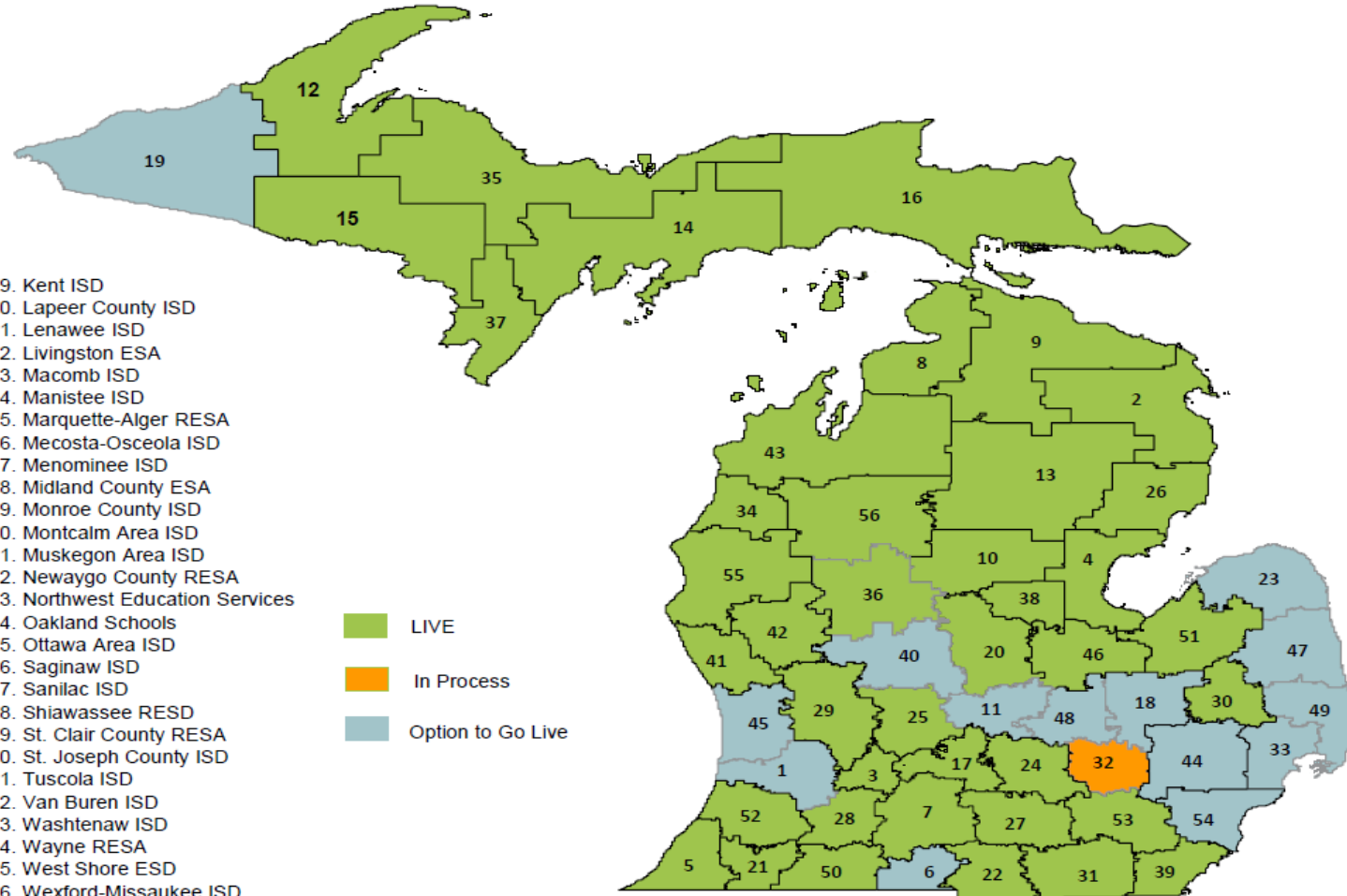
“Having everything in one place is extremely helpful and time saving. Having assessments electronically available is what I have heard people are very happy about so far. We have had many school social workers say they wish they had access to this.” ISD Behavioral Health Coordinator



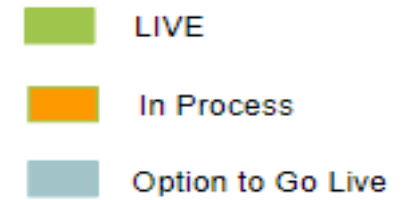
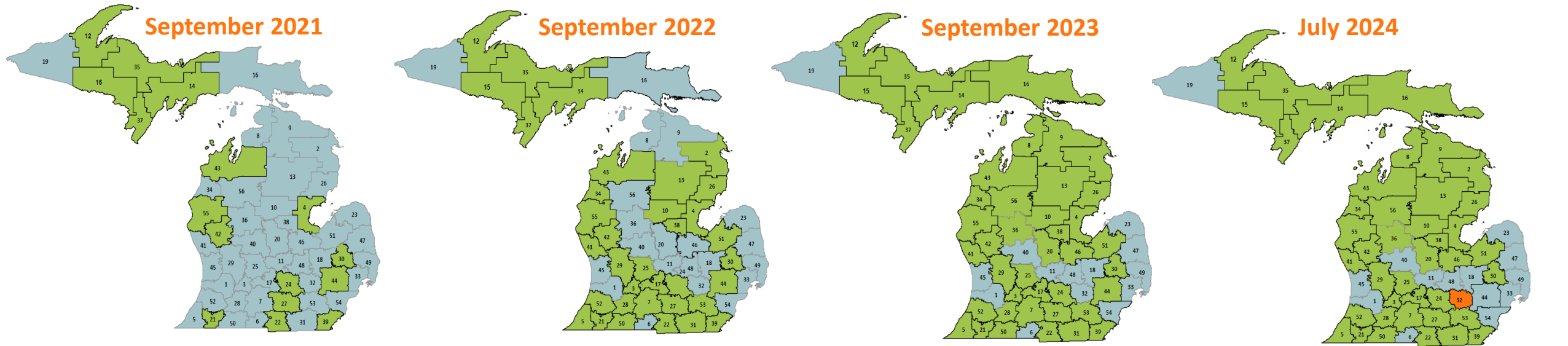
ISDs Using **bhworks** (as of July 2024)

1. Allegan Area ESA
2. Alpena-Montmorency-Alcona ESD
3. Barry ISD
4. Bay-Arenac
5. Berrien RESA
6. Branch ISD
7. Calhoun ISD
8. Charlevoix-Emmet ISD
9. Cheboygan-Otsego-Presque Isle ESD
10. Clare-Gladwin RESD
11. Clinton County RESA
12. Copper Country ISD
13. COOR ISD
14. Delta-Schoolcraft ISD
15. Dickinson-Iron ISD
16. Eastern Upper Peninsula ISD
17. Eaton RESA
18. Genesee ISD
19. Gogebic-Ontonagon ISD
20. Gratiot-Isabella RESD
21. Heritage Southwest ISD
22. Hillsdale ISD
23. Huron ISD
24. Ingham ISD
25. Ionia County ISD
26. Iosco RESA
27. Jackson County ISD
28. Kalamazoo RESA
29. Kent ISD
30. Lapeer County ISD
31. Lenawee ISD
32. Livingston ESA
33. Macomb ISD
34. Manistee ISD
35. Marquette-Alger RESA
36. Mecosta-Osceola ISD
37. Menominee ISD
38. Midland County ESA
39. Monroe County ISD
40. Montcalm Area ISD
41. Muskegon Area ISD
42. Newaygo County RESA
43. Northwest Education Services
44. Oakland Schools
45. Ottawa Area ISD
46. Saginaw ISD
47. Sanilac ISD
48. Shiawassee RESD
49. St. Clair County RESA
50. St. Joseph County ISD
51. Tuscola ISD
52. Van Buren ISD
53. Washtenaw ISD
54. Wayne RESA
55. West Shore ESD
56. Wexford-Missaukee ISD

■ LIVE
■ In Process
■ Option to Go Live



Implementation Progress



- Community of Practice where providers are able to follow consistent best practices and processes across Michigan.
- Providers are able to spend more time providing student services.
- The use of a common platform for all parties, resulting in increased efficiency.
- Electronic consent forms mean students are not left waiting for services when documentation is needed from parents/guardians.
- Students can be provided services anytime, anywhere with Telehealth.
- All data are real-time.

"We like that everything is right there. Streamlined...Cohesive electronic record system - huge improvement from what we were using before. Love the electronic consent features, design, layout, intuitiveness. Task buttons/layout- visually user friendly." ISD Behavioral Health Coordinator



Michigan bhworks Deployment Stats

As of July 12, 2024



>20,000 Students
Have Received
Direct School-
Based Services



>27,000
Unduplicated
Students
Entered for
Monitoring



>32,000 Students
Have Been
Referred

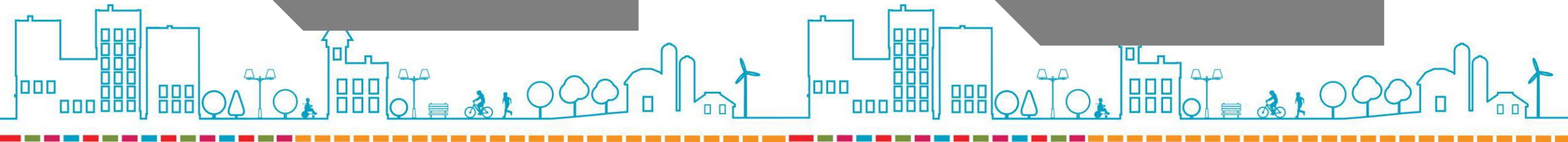


>1,250 Schools
set up to Create
Referrals



920 Current Users

460 Direct Service
Providers

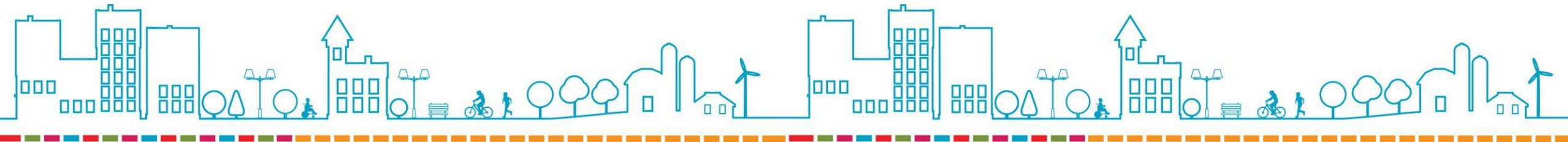


While other states are primarily relying on outgoing pandemic relief funds, Michigan is adding school-based behavioral health professionals with:

- Recurring state funding and
- Caring4Students (C4S) Medicaid reimbursement

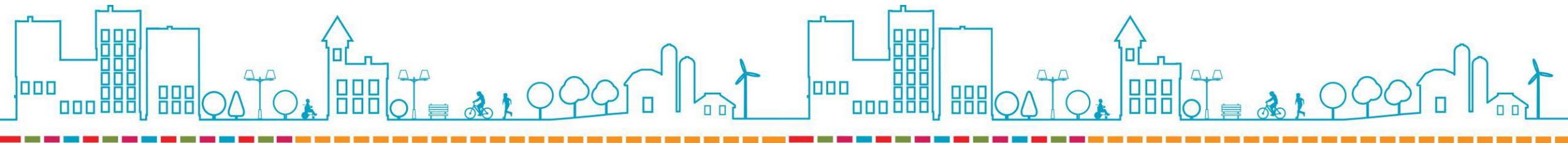
We are developing innovative and sustainable workforce development and talent pipeline solutions in collaboration with:

- MDHHS,
- Michigan Department of Labor and Economic Opportunity (LEO),
- universities,
- professional associations, and
- other partners such as Michigan Health Council and Community Mental Health Association of Michigan

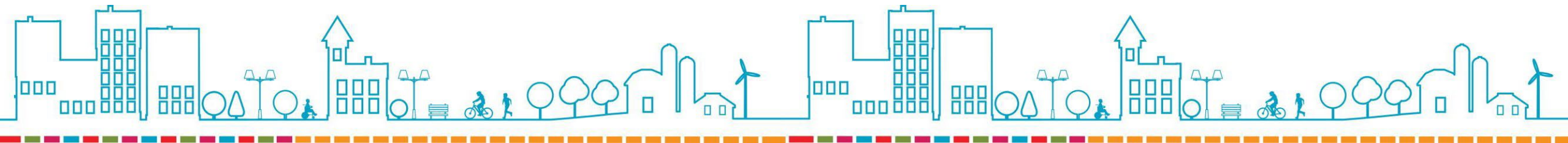


Initiatives to Increase the Numbers of Behavioral Health Providers

- FY25 grant for an ISD or LEA to develop a community health worker (CHW) certification program (MDE budget)
- Michigan Career Opportunity Academies for Community Health (MiCOACH) – Federal Health Resources and Services Administration (HRSA) grant
- Michigan Earn, Learn and Serve in Schools (MiELSiS) – U.S. Department of Education Mental Health Service Professional Demonstration grant
- MDHHS MiKidsNow Loan Repayment Program
- MDHHS MiKidsNow Paid Internship Program
- [**PA 180 of 2022/Section 31ff**](#) – Establishes a Student Mental health Apprenticeship Retention and Training (SMART) internship program by creating paid internships in school settings



- Comprehensive School Mental Health System (CSMHS) Guidance Document
 - The Region 8 Comprehensive Center is assisting in the creation of a guidance document for districts around a statewide comprehensive school-based mental health system that aligns with state and federal policies in a fiscally responsible manner.
 - Expected November/December 2024.
- MDE and MDHHS provide training and technical assistance on Medicaid School Services Program billing and reimbursement and best practices for delivering school-based services.
- Additional resources are needed to create a robust data collection system that allows for data sharing across systems to understand the impact on students and monitor progress for continuous improvement.

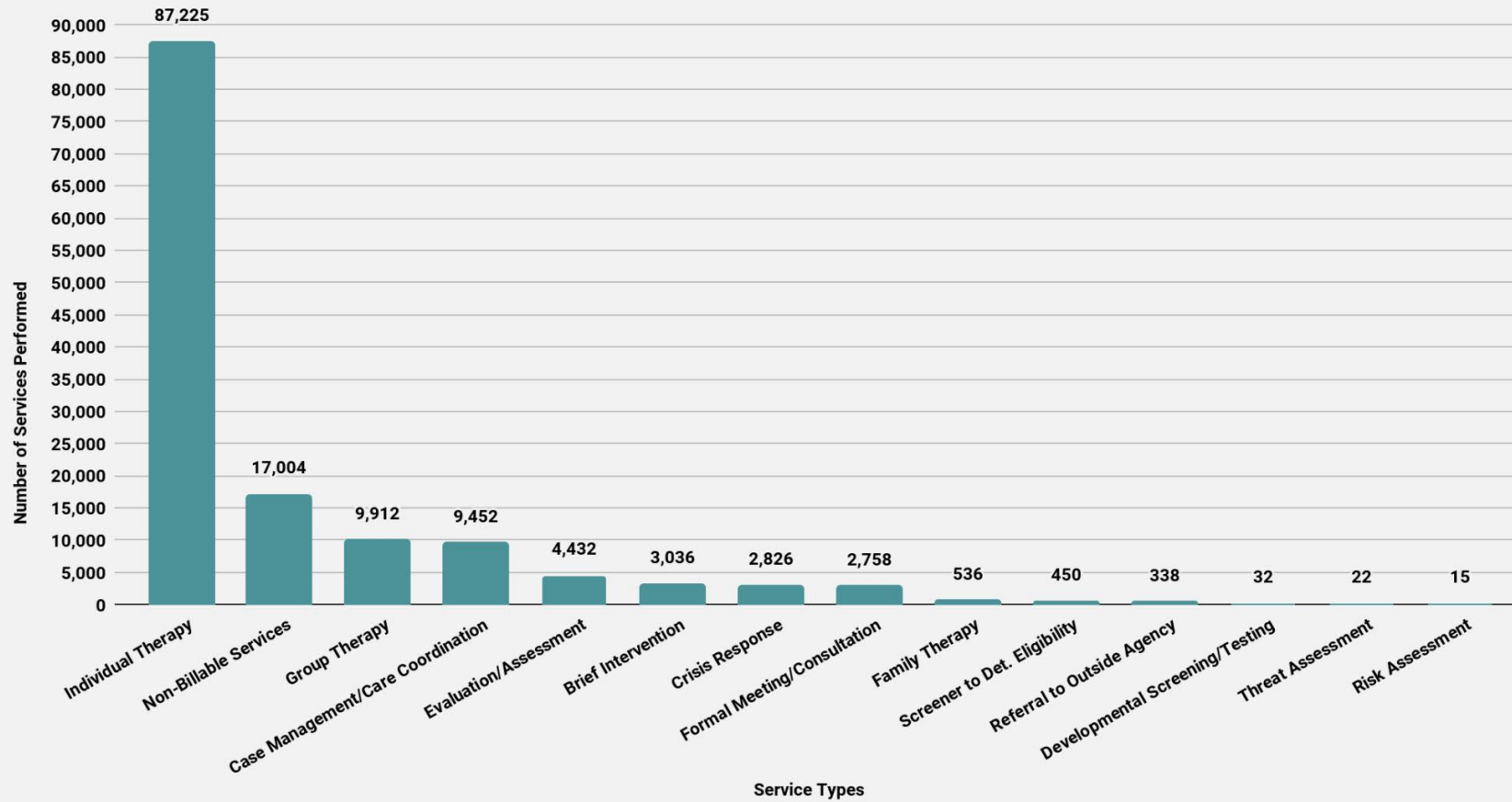




Data

- Michigan Profile for Healthy Youth (MiPHY)
- Youth Risk Behavior Survey (YRBS)
- 31n Monitoring
 - 31n Legislative Reports ([FY19](#), [FY20](#), [FY21](#), [FY22](#), [FY23](#))

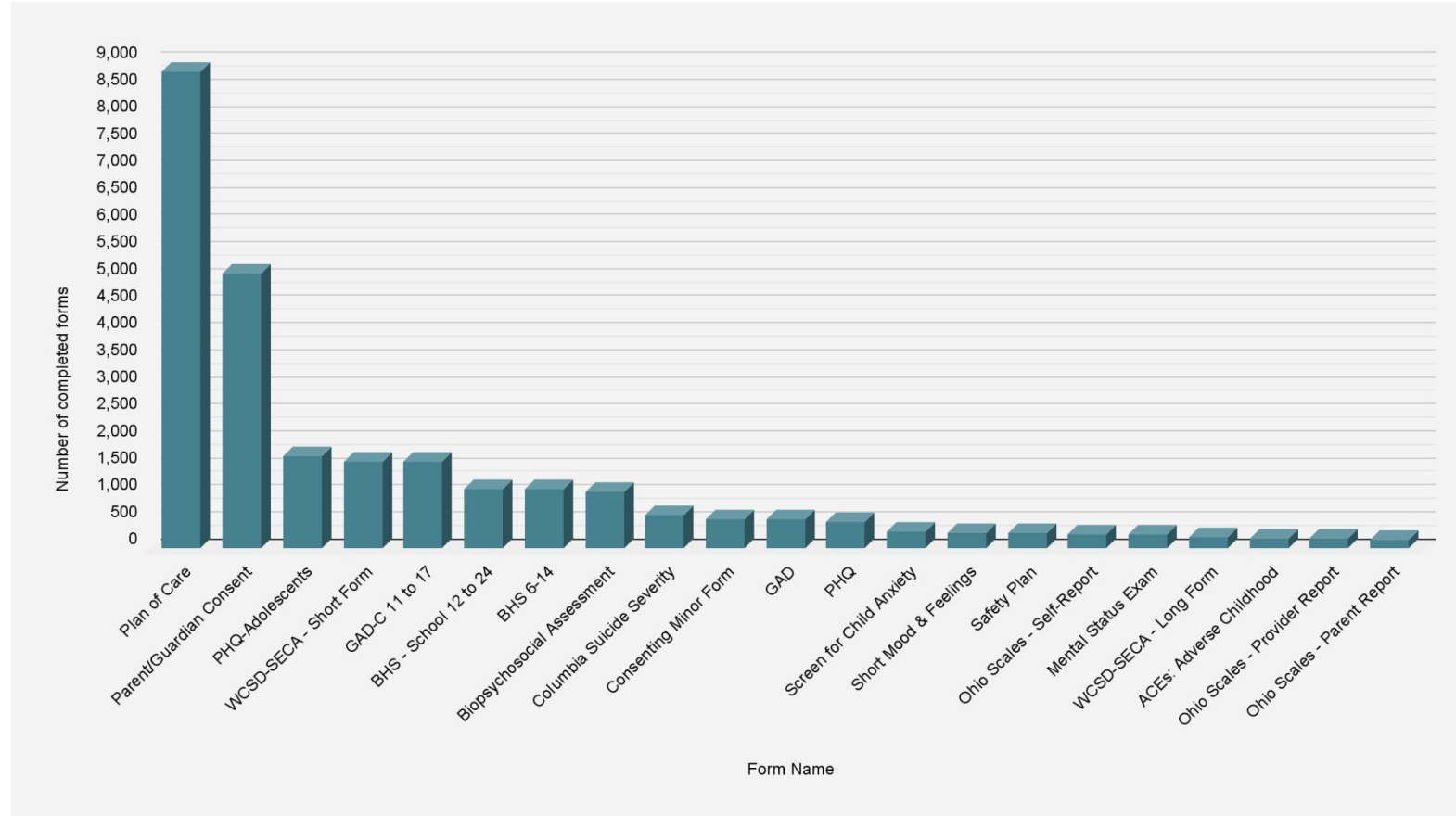




Summary of
Services Delivered
by 31n Funded
Behavioral Health
Professionals Using
bhworks During 23-
24 School Year



Form Activity by **bhworks** Users



Referrals by Month to 31n Funded Providers Via **bhworks**

2022-2023 Academic Year

August - 245
September - 1,688
October - 1,376
November - 1,269
December - 863
January - 1,092
February - 955
March- 1,049
April- 706
May- 448

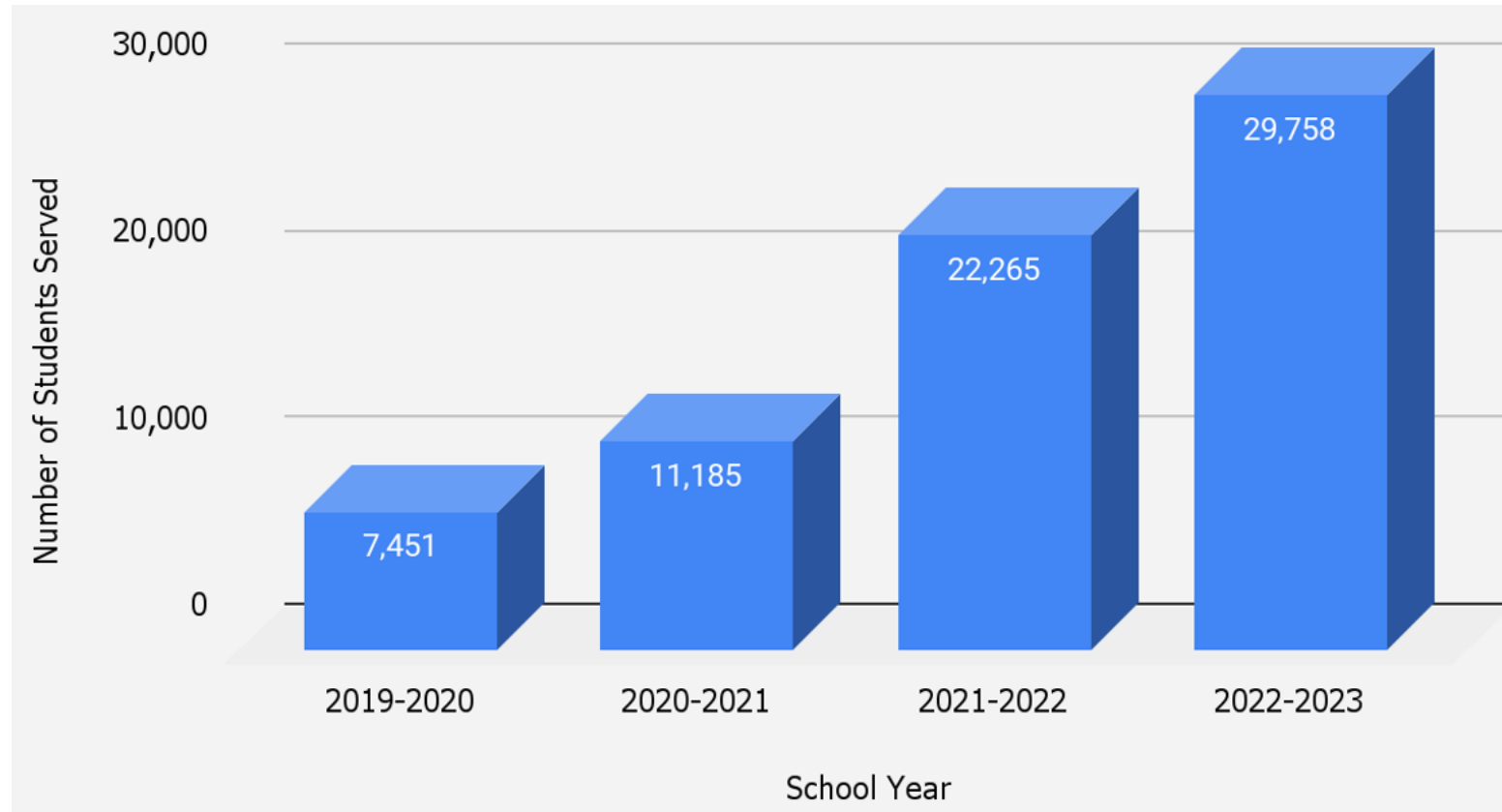


2023-2024 Academic Year

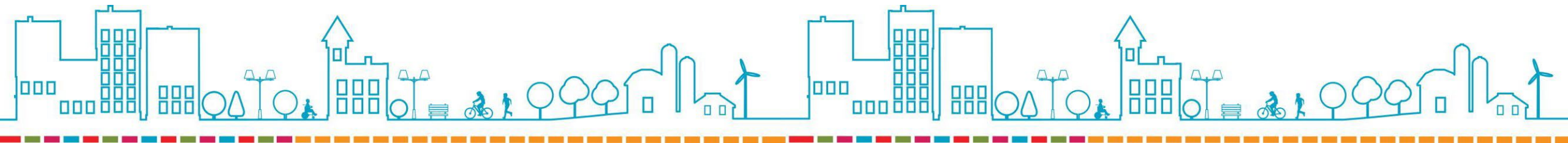
August - 999
September - 3,471
October - 2,665
November - 1,786
December - 1,278
January - 1,343
February - 1,609
March- 1,086
April- 982
May- 523



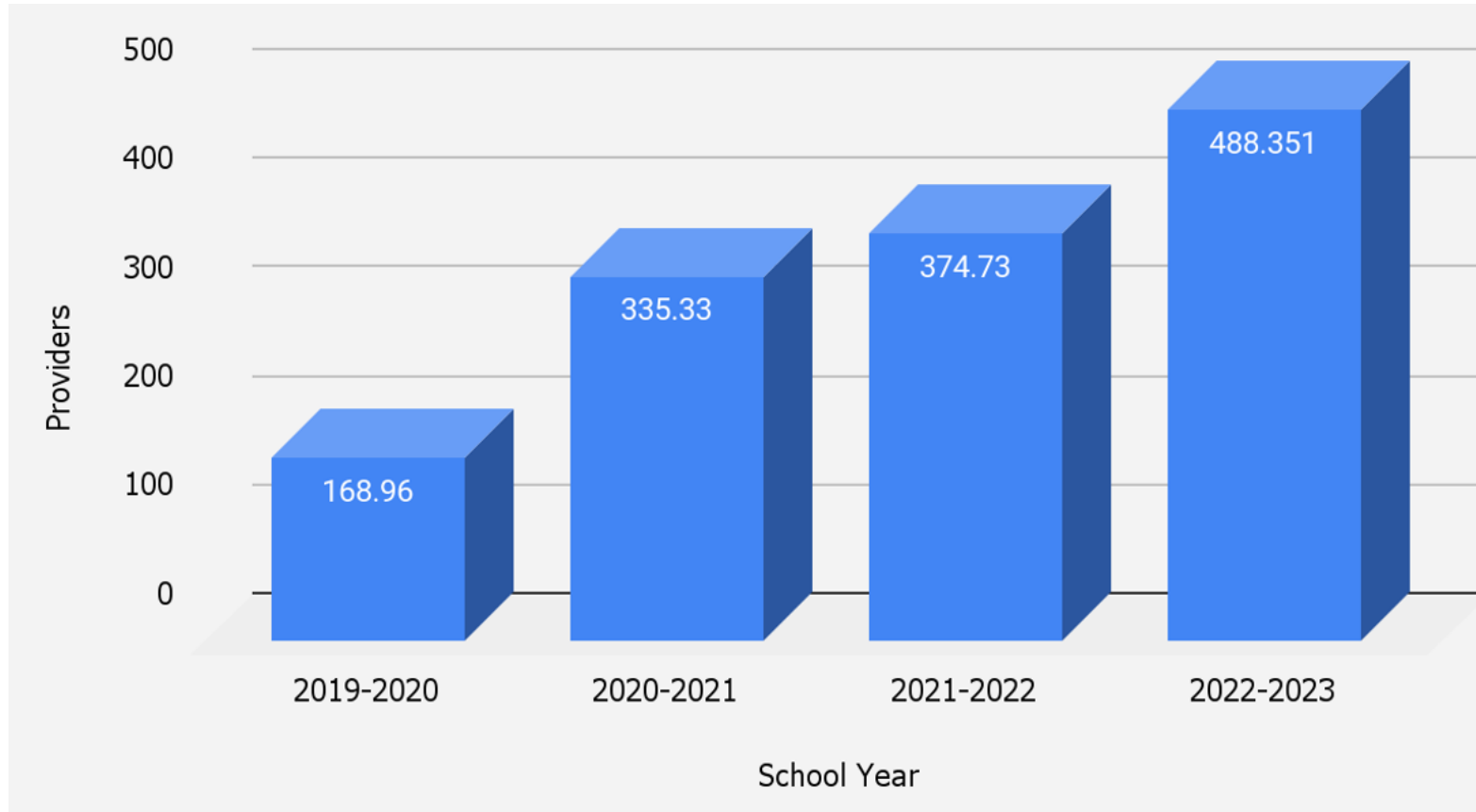
Number of Students Served by a 31n-Funded Provider



Source: [FY 23 31n Legislative Report](#)



Number of 31n-Funded Providers Delivering Services to MI Students

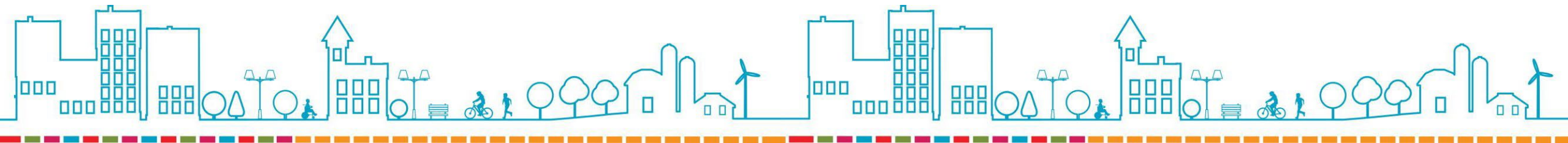


Source: [FY 23 31n Legislative Report](#)



Adding Providers is a Priority

In the last 4 years, funding for children's mental health in the State School Aid Act has resulted in over 1,000 helping professionals being hired or contracted to work directly with students.

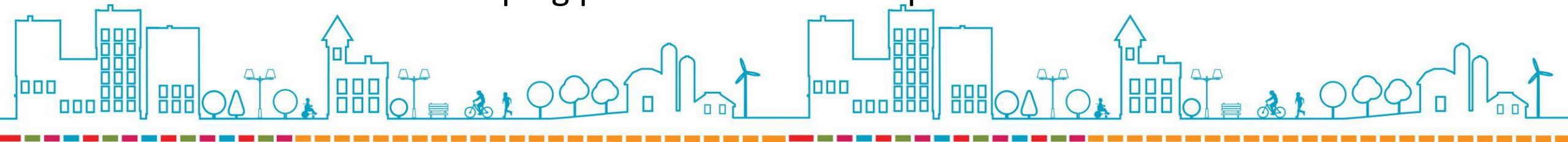


Sustainable Funding Plan to Improve Student Mental Health



- State School Aid Section 31n recurring funds
 - 20% match requirement
- Caring 4 Students (C4S) Medicaid Reimbursement
- State School Aid Section 31aa recurring funds

Note: With flattening revenue growth and profoundly reduced Section 31aa funding, our ability to maintain the gains in this area is threatened, let alone our ability to continue to increase the number of helping professionals and improve services to children.



FY25 Mental Health Funding in the State School Aid Act

Section	Recurring	Non-Recurring	Purpose of Funding	Recipient of Funds
31n	\$107.8 million		To add licensed behavioral health providers	ISDs
31aa	\$25 million	\$1.5m	To improve student mental health and student safety	ISDs, LEAs, MI School for the Deaf, non-publics
99(17)		\$500,000	Implementation of MI Student Voice Perception Survey	LEAs, ISDs





Fiscal Year	Recurring	Non-Recurring
FY18	\$0	\$0
FY19	\$31.3m	\$0
FY20	\$31.3m	\$0
FY21	\$56.9m*	\$0
FY22	\$53.9m	\$125.4m
FY23	\$78.9m	\$297.5m
FY24	\$107.8m	\$384.0m
FY25	\$132.8m	\$3.9m

*FY21 was \$36.9m + \$20m supplemental in March of 2021

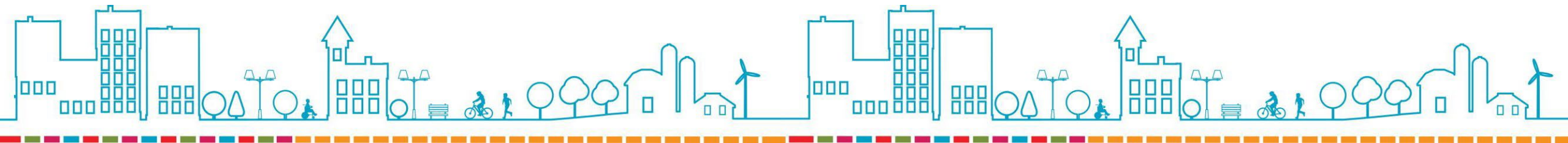
- FY25 Recurring = 31n, 31aa (public)
- FY25 Non-Recurring = 31aa (nonpublic), 31g, 99(10), and 99(17)



- Section 604: \$159,500 for 1 FTE to provide technical assistance to LEAs and ISDs on school-based mental health services and Medicaid billing
- Section 1101: \$110,000 for MDE and MDHHS to deliver Medicaid School Services Program training to providers, administrators, and superintendents across Michigan
- Section 1102: \$50,000 to create an application and cover administrative requirements to award a grant for developing a Community Health Worker (CHW) certification program



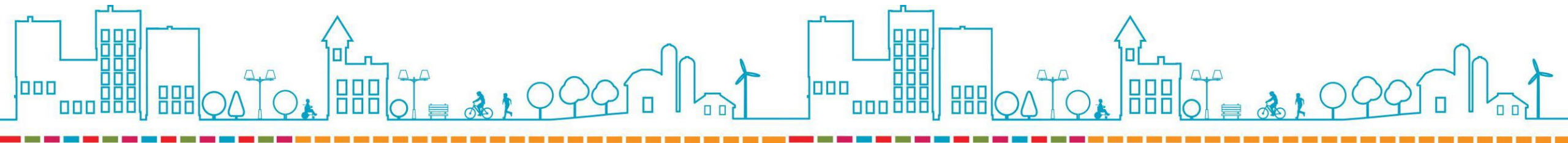
“Comprehensive school mental health systems provide an array of supports and services that promote positive school climate, social and emotional learning, and mental health and well-being, while reducing the prevalence and severity of mental illness.” –Sharon Hoover et al., 2019



Thank You!

*Dr. Diane Golzynski, deputy superintendent, Division of
Business, Health, and Library Services*

Mr. Scott Hutchins, supervisor, School Behavioral Health Unit



West Shore ESD's Journey Toward A Comprehensive School Mental Health System



About Us



Monique Selimos

- 5 years as 31n-funded General Education Social Worker at West Shore ESD
- 7 years experience in Adolescent Health



Amy Taranko

- 5 years as Assistant Superintendent of Instructional Services at West Shore ESD
- 10 years as an Elementary Principal
- 16 years as an Elementary and Middle School Teacher



About West Shore ESD



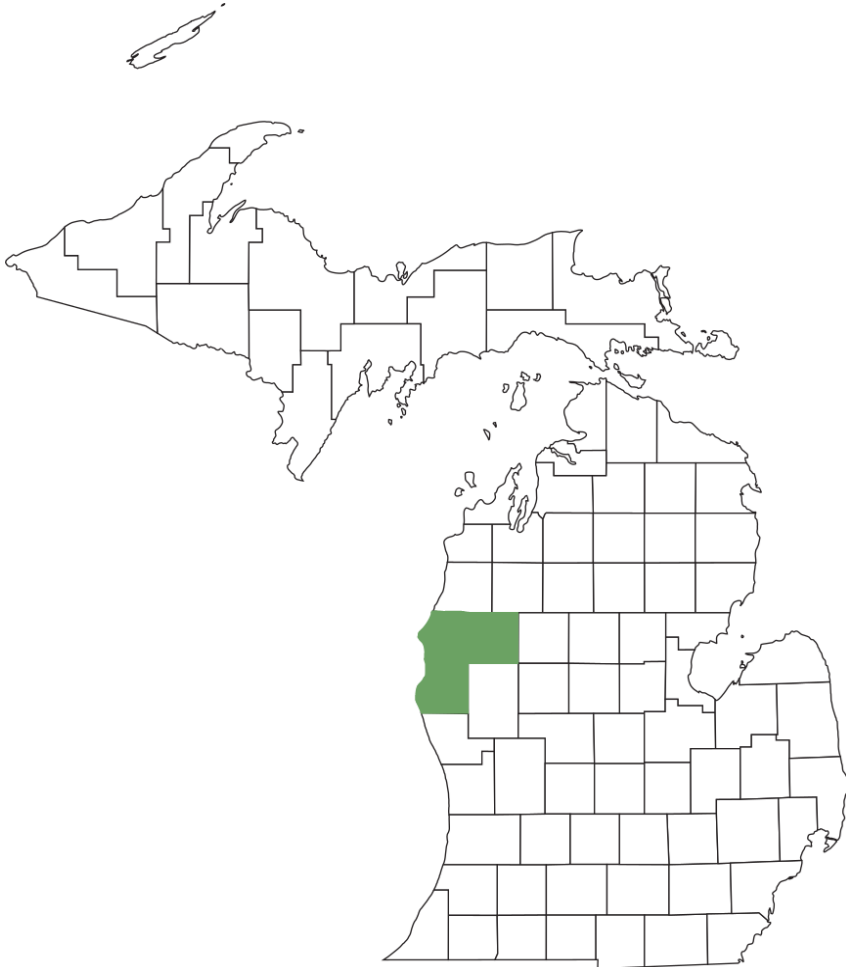
7,024 K-12th Grade Students

9 Local Districts

- Largest: Ludington Area School District
2,063 students
- Smallest: Gateway to Success Academy
124 students

Sub-Group Data

- Economically Disadvantaged = 67%
- Ethnicity
 - Caucasian = 73.5%
 - Hispanic = 19.5%
 - Other = 7%
- Special Education = 18.8%



Core Features of a
Comprehensive
School Mental
Health System
*National Center
for School Mental
Health (NCSMH)



Well-Trained
Educators and
Specialized
Instructional
Support Personnel



Mental Health
Screening



Family-School-
Community
Collaboration
and Teaming



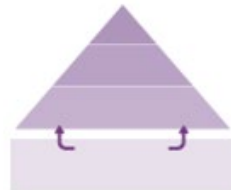
Evidence-Based
and Emerging
Best Practices



Needs Assessment
and Resource
Mapping



Data



Multi-Tiered
System
of Support



Funding

Then & Now:

The Story of Three Students







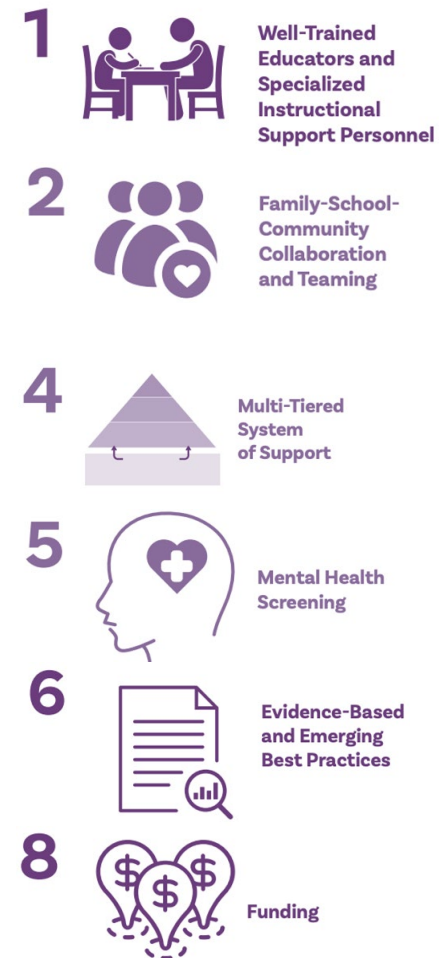
- Trauma-Informed Teacher
- Evidence-Based Tier 1 Social-Emotional Learning Curriculum
- Social-Emotional Learning Assessment and Data Collection
- Evidence-Based Tier 2 Behavioral Intervention
- School-Based Mental Health Services

-  Well-Trained Educators and Specialized Instructional Support Personnel
-  Family-School-Community Collaboration and Teaming
-  Multi-Tiered System of Support
-  Evidence-Based and Emerging Best Practices
-  Data
-  Funding





- School-Based Suicide Prevention Process
- Evidence-Based Mental Health Screening
- Family, School, and Community Service Provider Coordination
- School-Based Mental Health Services
- Multi-Tiered Attendance Interventions







- Evidence-Based Behavioral Threat Assessment and Management (BTAM) Process
- Multi-Tiered Behavioral Interventions
- Prevent 2 Protect Referral, Assessment, and Services
- Family, School, and Community Service Provider Coordination



Our Learning Along the Way

Successes

- Increased Funding
- Increased School-Based Services
- Coordinated Regional Initiatives and Training
- Increased Cooperation Between School, Family, and Community

Challenges

- Need vs. Capacity
- Balancing Instructional Time and Service Delivery
- Complex & Dynamic Nature of This Important Work

31n General Education
Social Work/Mental Health Support
Program Growth Data

Year	Number of 31n-Funded Providers	Number of Students Receiving Services	Number of Therapy Sessions
2019-2020	2	31	178
2020-2021	3	93	869
2021-2022	4	217	2,576
2022-2023	6	276	3,294
2023-2024	7	264	3,681

“I like the fact that her therapist took time to listen to my daughter about her feelings, emotions and how he went about having her write in a journal to help channel her anger. She has been a totally different child this year. I’m so proud of the young lady she has become!”

“[The General Education Social Worker] is able to provide reliable, weekly counseling support to some of our most vulnerable students. She forms relationships exceptionally well with students. Her knowledge of trauma and EMDR has made a real, positive impact with students and families and the result is seen in students able to return to class and engage more fully in their academic pursuits.”

“I got to let some things off of my chest without feeling judged. I wasn't expecting to feel this way. I've also learned to not keep everything in and bottled up before I explode.”



What Questions Do You Have?

