

Sustainability Guide: Funding and Resources

The *Sustainability Guide: Funding and Resources* is part of a collection of resources developed by the Center for School Mental Health for The SHAPE System that provides guidance to help comprehensive school mental health systems (CSMHSs) advance the quality and sustainability of their services and supports. This guide includes background information on CSMHS funding and resources, possible action steps, and resources to help systems develop a long-term sustainability plan.

Background:

The *Funding and Resources* domain within the *School Mental Health Sustainability Assessment Survey* comprises four indicators to help determine a system’s capacity to leverage and apply various financial and non-financial assets within the district’s CSMHS. These indicators include:

- (1) Use of multiple and diverse funding mechanisms
- (2) Leveraging of funding and/or resources to attract and maintain contributors
- (3) Funding and/or resources to support services at each tier (Tier 1 mental health promotion, Tier 2 selective prevention, Tier 3 indicated intervention)
- (4) Strategies to retain staff

Building and sustaining school mental health funding and resources to support a full continuum of school mental health services and supports requires having strategies in place to leverage and apply various financial and non-financial assets in your school or district's CSMHS.

Best practice funding considerations include using diverse funding sources, using funding strategies that rely on shared funding and promote sustainability (e.g., braided, pooled, blended funding), leveraging funding by developing relationships with other agencies, matching funding to service delivery across multiple tiers, and ongoing monitoring of policy and new funding opportunities (e.g., education, behavioral health, health, climate/safety, juvenile justice).

Building and sustaining funding and resources to support a full continuum of school mental health services and supports is critical to CSMHS sustainability.

Action Steps:

1. Explore funding mechanisms at the school, local, state, and national levels.

- Explore a variety of funding mechanisms at the school level, including principal discretionary dollars, funding from PTA/PTO for supplies and/or purchases, and private donations (endowments).
- Tap into funding at the local level such as general revenue, categorical revenue, taxes, and community businesses.
- Reach out to local private foundations/private donors, which may be more flexible with supporting behavioral health prevention and/or promotion activities.
- Consider state funds from Block Grants programs to develop school behavioral health infrastructure, and the Children’s Health Insurance Program (CHIP), provides health

coverage to nearly eight million children in families with incomes too high to qualify for Medicaid but who cannot afford private coverage.

- Inquire about funding sources often found in state budgets, such as school health and behavioral health services, and state health initiatives and taxes (e.g., tobacco tax, property tax).
- Apply for federal funding from block grants, project grants, legislative earmarks, and direct payments. The following grants can support school behavioral health services:
 - Community mental health services block grant; social services block grant; juvenile accountability block grant; education block grant; early childhood block grant; and community development block grant.
 - Additionally, several project grants have a portion of funds that can be allocated for advancing school mental and behavioral health.
- Understand new policies like the Free Care Rule. It is critical to know what can and cannot be billed in school settings.
- Consider aligning your school mental health program goals with educational priorities. There is a potential for direct education funding for mental health promotion and early intervention.

2. Leverage funding resources.

- Conduct a comprehensive evaluation of existing funding opportunities.
- Establish partnerships with outpatient hospital and community behavioral health programs to expand available services to students and leverage existing funding resources and billing infrastructures.
- Develop relationships with other agencies or professionals to create more opportunities to leverage funding.
- Compose a Memorandum of Understanding (MOU) that clearly documents agreed upon services (e.g., the local department of education agrees to commit funds to support X FTE in schools by a particular program in return for the local department of health providing professional development related to X to school-based staff).
- Think beyond dollars and consider exchanging services such as professional development and training. For example, if one group is very good at providing training on a given evidence-based program or practice, instead of the school or the community partner having to purchase that, they can exchange that service as a way of sharing funding expenses.

3. Develop strategies to maintain staff.

- In-person and virtual ongoing professional development activities such as lectures, didactic presentations, and peer consultation
- Recognition of accomplishments (e.g., monthly awards, thank you cards, sharing success stories with others)
- Recognition/celebration of personal milestones (e.g., birth of a child), birthdays, etc.
- Open communication
- Flexible work schedule
- Staff wellness activities (e.g., staff yoga)

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- Opportunities for career advancement
- Incentive-based pay
- New-hire mentor or buddy program

Resources:

Online Training Videos and Webinars

- Center for School Mental Health (2015) Module 4: *Funding Community-Partnered School Behavioral Health*. Community-Partnered-School Behavioral Health Implementation Modules. <https://mdbehavioralhealth.com/training>. This module describes and gives examples of available school, local, state, and federal funding mechanisms, provides ways in which programs can leverage funding, and best practice funding considerations.
- Center for School Mental Health (2015) Module 5: *Resource Mapping*. Community-Partnered-School Behavioral Health Implementation Modules. <https://mdbehavioralhealth.com/training>. This module describes the steps to resource mapping, how to prepare for and sustain mapping efforts, and outlines the importance of resource mapping for schools.
- Center for School Mental Health (2015) Module 14: *Ten Critical Factors to Advance State and District School Behavioral Health Objectives*. Community-Partnered-School Behavioral Health Implementation Modules. <https://mdbehavioralhealth.com/training>. This module outlines the 10 critical factors and how to use the factors in planning or implementation processes at district/state levels.
- Center for School Mental Health (2015) Module 15: *Working with State Leaders to Scale-Up School Behavioral Health Programming in Your State*. Community-Partnered-School Behavioral Health Implementation Modules. <https://mdbehavioralhealth.com/training>. This module outlines the key strategies to building capacity and sustaining school behavioral health programs.
- The Center for School Mental Health hosted a series of webinars on funding and sustainability for school mental health. To view archived webinars and PowerPoint presentations, visit <http://csmh.umaryland.edu/Resources/Archived-Webinars/>.

Articles and Guides

- Allen, D.G. (2008). *Retaining Talent: A Guide to Analyzing and Managing Employee Turnover*. SHRM Foundation's Effective Practice Guidelines Series. The Society for Human Resource Management (SHRM), Alexandria, VA. <https://www.shrm.org/hr-today/trends-and-forecasting/special-reports-and-expert-views/Documents/Retaining-Talent.pdf>
- Appendix C: Implementation Guide: Funding. In S. Barrett, L. Eber & M. Weist (Eds.), *Advancing education effectiveness: interconnecting school mental health and school-wide behavior support* (pp.136-137). <https://www.pbis.org/common/cms/files/Current%20Topics/Final-Monograph.pdf>
- Behrens, D., Graham Lear, J., Acosta Price, O. (March, 2013). *Improving Access to Children's Mental Health Care: Lessons from a Study of Eleven States*. The Center for Health and Health Care in Schools, The George Washington University, Washington, D.C. <http://www.rwjf.org/en/library/research/2013/03/improving-access-to-childrens-mental-health-care.html>

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- Cammack, N. L., Brandt, N. E., Slade, E., Lever, N. A., & Stephan, S. (2014). Funding Expanded School Mental Health Programs. In *Handbook of School Mental Health* (pp. 17-30). Springer U.S.
- Careeronestop (2015) Retention Strategies. State of Minnesota (sponsored by the U.S. Department of Labor)._ <http://www.careeronestop.org/businesscenter/trainandretain/manageandretainemployees/retention-strategies.aspx>
- Center for Medicare and Medicaid Services. (June, 2014). *EPSDT - A Guide for States: Coverage in the Medicaid Benefit for Children and Adolescents* identifies specific, doable approaches to improve access, utilization and quality of care for children and adolescents enrolled in Medicaid. Examples of state successes are offered along with web-based links to resources, tools, and more in-depth. https://www.medicaid.gov/medicaid/benefits/downloads/epsdt_coverage_guide.pdf
- Center on Education Policy and The Center for Health and Health Care in Schools. (May, 2014). *A Guide to Federal Education Programs That Can Fund K-12 Universal Prevention and Social and Emotional Learning Activities*. Highlights 15 federal elementary and secondary education programs that support universal prevention, and social and emotional learning initiatives. The guide also provides examples of schools, districts, and state education agencies that have successfully supported their prevention programs with federal education dollars. http://www.cep-dc.org/cfcontent_file.cfm?Attachment=RentnerPrice_Report_GuidetoFedPrograms_050714.pdf
- Harvard Kennedy School Social Impact Bond Technical Assistance Lab. (June 2013). *Social Impact Bonds: A Guide for State and Local Governments* discusses the Social Impact Bond model as a promising new approach that combines performance-based payments and market discipline with the potential to improve results, overcome barriers to social innovation, and encourage investments in cost-saving preventative service._ <http://payforsuccess.org/sites/default/files/social-impact-bonds-a-guide-for-state-and-local-governments1.pdf>
- *Ten Critical Factors to Advancing School Mental Health: What Early Adopters Say* Offers a variety of strategies based on school mental health programs nation-wide._ <http://csmh.umaryland.edu/media/SOM/Microsites/CSMH/docs/10criticalfactors.pdf>
- Rider, F. Technical Assistance Partnership for Child and Family Mental Health. (April/May 2013). *Demystifying "EPSDT"* discusses Medicaid and mechanisms to help states support mental and behavioral health services including the Early Periodic Screening Diagnosis Treatment (EPSDT) benefit, and create effective community-based behavioral health services for children and youth covered under Medicaid._ https://healthysafechildren.org//sites/default/files/Demystifying_EPSDT.pdf