

Overview of Student Mental Health & Well-being in K-12



OREGON
DEPARTMENT OF
EDUCATION

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Overview of Agenda

- **Why Centering Education Equity Matters**
- **The Student Success Act:**
 - **Student Investment Account**
 - **Statewide Education Initiatives Account & New Student Equity Plans**
 - **SB 52 - LGBTQ2SIA+ Student Success Plan**
 - **HB 2060 (2021) - Fine Tuning the Student Success Act**
- **ODE's Integrated Model of Mental Health & Partnership with OHA**
- **Comprehensive School Counseling Programs in K-12**
- **Summary of ODE's 2021 Legislation**

ODE's EQUITY STANCE

“Education equity is the equitable implementation of policy, practices, procedures, and legislation that **translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families** including civil rights protected classes. This means the **restructuring and dismantling of systems** and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.”

560,907 Students

(Enrollment was 582,661 in 2019-20)

More than 200 languages spoken



197 Districts

1,124 Schools

133 Charter Schools

19 Education Service Districts

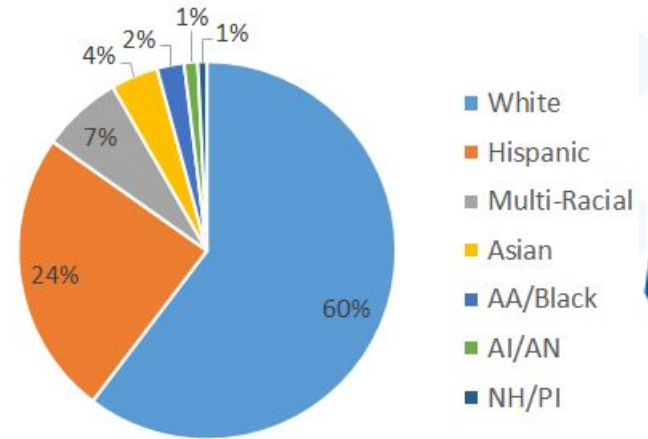
31,983 Teachers

Staff of Color

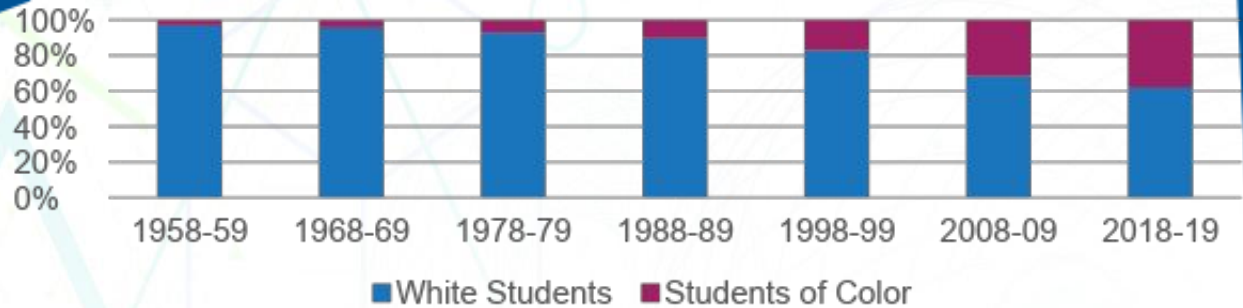
- 11.4% of Teachers
- 12.3% of Administrators
- 16.4% of Counselors
- 21.1% of Educational Assistants



- Economically Disadvantaged: 52.7%
- Ever English Learners: 18.0%
- Homeless: 3.6%
- Lesbian/Gay /Bisexual: 12.6%
- Mobile Students: 12%
- Students with Disabilities: 14.2%



Rapidly Diversifying Population



Legislative Timeline

2013

**HB 3233 -
Culturally
Responsive
Pedagogy &
Practices**

2015

**HB 2016 - African
American/Black
Student Success
Plan**

**HB 3499 -
Emerging
Bilinguals/ELL
Strategic Plan**

**HB 4002 - Chronic
Absenteeism &
Trauma Informed
Practices**

2019

**HB 3427 - The
Fund for Student
Success**

SB 52 - Adi's Act

**HB 2876
Comprehensive
School Counseling**

**SB 1 - System of
Care Advisory
Group**

2021

**HB 2060 - Update
to the Fund for
Student Success**

**SB 52 -
LGBTQ2SIA+
Student Success
Plan**

HB 2166 - SEL

**HB 2697- Every
Student Belongs**

**HB 2631 -
Notification
Update on
Bullying,
Harassment**

**HB 2368 A -
Trauma Informed
Practices Pilot**



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Student Success Act: Student Investment Account & Statewide Education Initiative Account

Student Success Act (SSA) *Fast Facts*

**\$2
Billion**

Investment

*New
Programs*

16

Accountability

12

*Expanded &
Enhanced
Programs*



Fund for Student Success Accounts



20%

Early Learning Account

50%

Student Investment Account

30%

Statewide Education Initiatives Account

A Focused Investment Impacted by COVID-19

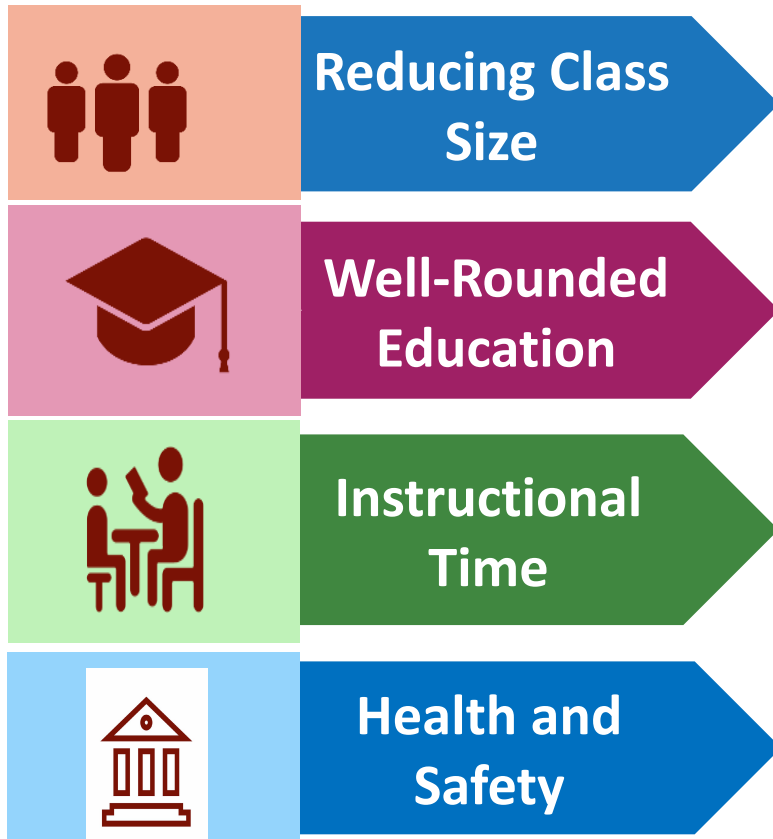
Student Investment Account

Close to a ~~\$500~~ **150 million investment** in the 2020-21 school year and anticipated to be a **\$778.8 million investment** in the 2021-23 biennium for districts and eligible charter schools.

The purpose of the noncompetitive grant funds is to:

1. Meet students' mental and behavioral health needs.
2. Increase academic achievement & reduce academic disparities for:
 - Students of color and students who are tribal citizens; Students with disabilities; Emerging bilingual students; and Students navigating poverty, homelessness, and foster care; and
 - Other student groups that have historically experienced academic disparities.

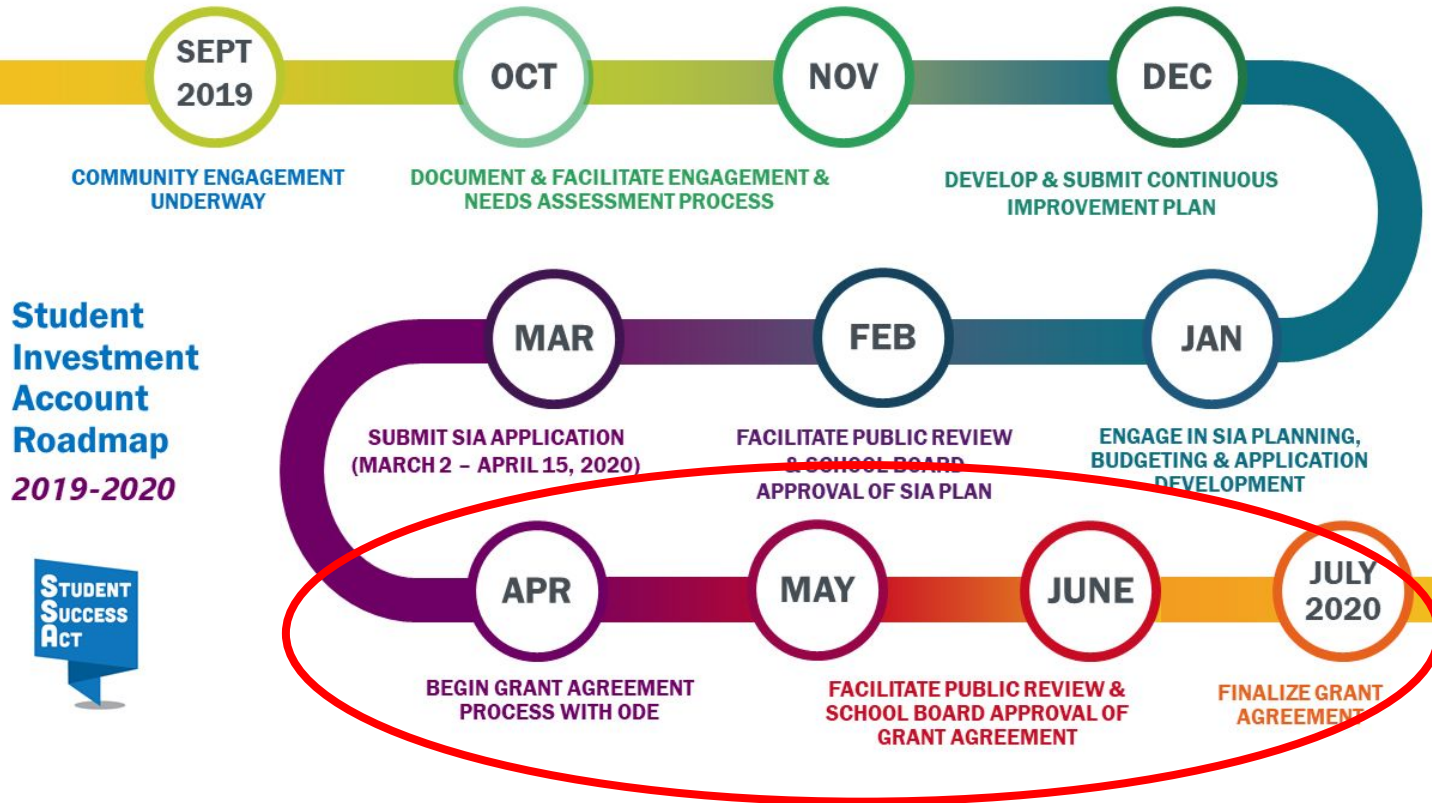
Areas of Allowable Use



Four Categories for the Student Investment Account

Eligible applicants are required by law to describe in their SIA Plan how the allowed use(s) will be used to meet students' mental and behavioral health needs, increase academic achievement for students and reduce academic disparities.

Covid Impacts



COVID Impacts:

- Starting in April, timeline delayed while awaiting clarity from Legislature

- Reduction in funding for 2020-21 school year from \$472 M to \$150 M

- Release of Longitudinal Performance Growth Targets for 2020-21 school year only

- Encouragement from Legislature for applicants to prioritize meeting mental or behavioral health needs

- SIA Plan Adjustments and Amendment process for 2021-23 biennium

Centering Mental & Behavioral Health

January 2020

CENTERING MENTAL & BEHAVIORAL HEALTH

**A RESOURCE IN SUPPORT OF
OREGON'S STUDENT SUCCESS ACT**

The purpose of this document is to support schools and districts to take steps to improve systems that support student behavioral and mental health in order to achieve the academic improvements described in the Student Success Act.



In January 2020, OHA and ODE collaborated to create a resource to support districts and eligible charter schools with centering mental and behavioral health as they worked to develop their SIA plans.

Significant Caveats

- The data on the next slide is based on the first progress reports for the reporting period July 1 - December 31, 2021
- At the time of rolling up the first progress report data, ODE was still working with about 25% of grantees to obtain missing information, so the data is not complete
- ODE included the following types of positions in each classification:
 - **Counselors or Behavior Specialists** = Counselors, Behavior Support Specialists, Mental Health Specialists, School Psychologists, Social and Emotional Health Staff, Therapists, Intervention Specialists, Behavior Assistants, Drug and Alcohol Counselors
 - **Nurses or Health Professionals** = Nurses, RNs, LPNs, Health Specialists, Health Assistants
 - **Social Workers** = Social Workers, LCSW, Wraparound Service Providers, Family Services Staff
- The FTE counts on the next slide include estimated FTEs for Contracted Services

Health Investments in SIA Plans

Planned FTEs before Reduction in Funding (\$472 Million)	Planned FTEs after Reduction in Funding (\$150 Million)
<ul style="list-style-type: none">● 548 Counselors or Behavior Specialists● 94 Social Workers● 43 Nurses or Health Professionals	<ul style="list-style-type: none">● 289 Counselors or Behavior Specialists● 75 Social Workers● 38 Nurses or Health Professionals
Planned Spending in Health and Safety before Reduction in Funding	Planned Spending in Health and Safety from First Progress Report (July 1 - December 31, 2021)
<ul style="list-style-type: none">● \$137,954,733	<ul style="list-style-type: none">● \$66,160,606

MOVING EQUITY FORWARD

Section 2 & 3: Student Investment Account

Authorizes State Board of Education to **establish optional targets** for student mental and behavioral health needs for the purposes of the Student Investment Account

- Fully optional; districts can:
 - Use them as a tool to measure whether the investments they are making are having the intended impact
 - Establish their own targets
 - Decide not to utilize these targets and only focus on the four established “performance growth targets”
- **Divorced from the “performance growth targets”** term the Student Success Act uses for accountability purposes
 - Will not be used for accountability or for any punitive actions

Why changes now?

- ODE recognizes it has been a difficult time for schools across Oregon during the COVID-19 crisis
 - We intend for the Student Mental & Behavioral Health targets to be an **asset** to school districts, a tool at their disposal to understand the progress they are making for their students
 - If we start this process now, the sooner we can have a better understanding of **how our students are faring post-pandemic**

District-wide Black Student Union Family Night

Hosted By:
 Dr. Lisa McCall, Assistant Superintendent
 Amber Fields, Director of Secondary
 Zinnia Un, District Equity & Inclusion Coordinator



Community Discussion:

How do you believe SSA funds should support our Black Students & Families?

We want to hear your voice!

BSU MEMBERS AND FAMILIES ARE INVITED TO DISCUSS THE BSU AFFINITY PROGRAM AND OPPORTUNITIES TO EXPAND WITH THE STUDENT SUCCESS ACT - STUDENT INVESTMENT ACCOUNT

JANUARY 28, 2020 | 6 PM - 8 PM
 DISTRICT OFFICE, 6960 SW SANDBURG ST.
 TIGARD, OR 97223

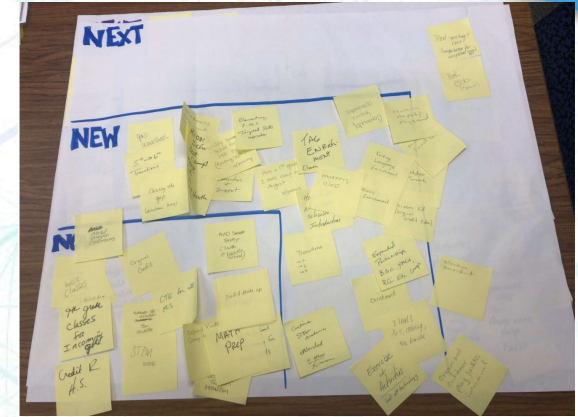


Raffle Door Prizes

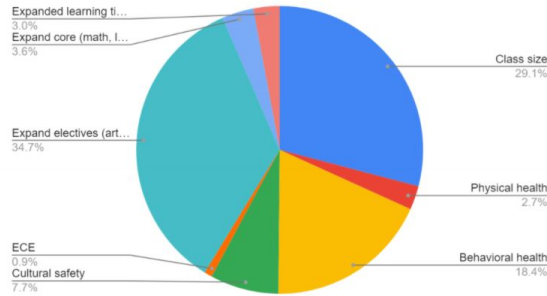
RSVP at bit.ly/2R2uqn5 or Scan



Questions? Please contact
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 Octavia Horne, BSU Advisor
ohorne@ttsd.k12.or.us



SSA Priorities - Identify Person or Student of Color



Statewide Education Initiatives Account (SEIA) - Student Success Plans

01

African American/Black Student Success Plan

- Grant program to support objectives in the African American/Black Student Success Plan (pre-k through higher learning)
- Eligible recipients are CBOs, School Districts, Early Learning Providers, Early Learning Hubs, and Higher Education.
- Currently 12 grantees

02

American Indian/Alaska Native Student Success Plan

- Grant program to support objectives in the American Indian/Alaska Native Student Success Plan (pre-k through higher learning)
- Eligible recipients are Tribes, CBOs, ESDs, School Districts, Early Learning Providers, Early Learning Hubs, and Higher Education.
- Currently has three grant programs: Educator Success Grants (8 grantees); AI/AN Student Success Grants (10 grantees); Native American Language Grants to Tribes in Oregon (7 grantees)

03

Latino/a/x & Indigenous Student Success Plan

- Grant program to support objectives in the Latino/a/x & Indigenous Student Success Plan (pre-k through higher learning)
- Eligible recipients are CBOs, School Districts, Early Learning Providers, Early Learning Hubs, and Higher Education.
- 7 grantees under interim plan

SB 52: Investing in the Success of LGBTQ2SIA + Students

MOVING EQUITY FORWARD

SB 52 develops and implements a **statewide educational plan** for students who identify as Lesbian, Gay, Bisexual, Transgender, Queer, Two-Spirit, Intersex, Asexual or plus (LGBTQ2SIA+)

- Establishes the current **LGBTQ2SIA+ Advisory Group** created by ODE. They released the [LGBTQ2SIA+ Student Success Plan](#) with recommendations we want to put in statute. ODE will continue to consult with the advisory group upon passage of the bill on:
 - Implementation of the plan
 - Eligibility requirement for grants
 - Applicant selection process
 - Expectation for recipients of grant awards
 - Adoption of rules by the State Board of Education
- The LGBTQ2SIA+ Student Success Plan will address
 - The need for **professional learning** among Oregon educators
 - **Equitable access** to appropriate educational curriculum, facilities and activities
 - Necessary **data collection** through an annual climate survey and student advisory group to inform future decision making regarding this student population

LGBTQ2SIA+ stands for Lesbian, Gay, Bisexual, Transgender/non-binary, Queer/Questioning, Two-Spirit, Intersex, Asexual, + (recognizes that there are myriad ways to describe gender identities & sexual orientations)



SB 52: Investing in the Success of LGBTQ2SIA + Students

MOVING EQUITY FORWARD

Opportunity to invest in our marginalized youth

- 21-23 biennium request: \$2.2 million
- **\$2 million in grant funding** and 1 full-time policy analyst position to support implementation

Leading with Intersectionality

Student experiences related to **racial identity, tribal sovereignty, religious identity, social class, disability, geographical location,** and **immigration status** [interact](#) with their experiences associated with the LGBTQ2SIA+ identity

- The framework of the plan will support the multiple valuable identities of these students as **assets**, embrace their **lived experiences**, and create nurturing environments for these youth

We Can't Afford to Wait

Based on a 2017 report from the [Oregon Safe Schools and Communities Coalition](#)

- Half of transgender-identifying Oregon youth and just under half of LGBT youth indicated **suicidal ideation**
- LGBT youth are up to **three times more likely to miss school** based on reasonable fears of bullying, harassment, or intimidation
- **Bias-based bullying** related to gender identity or sexual orientation was reported by **1 of every 2** Lesbian, Gay, Bisexual, Trans, and Queer (LGBTQ+) middle school students





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ODE's Integrated Model of Mental Health & Partnership with OHA



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Mental health of Oregon's Youth

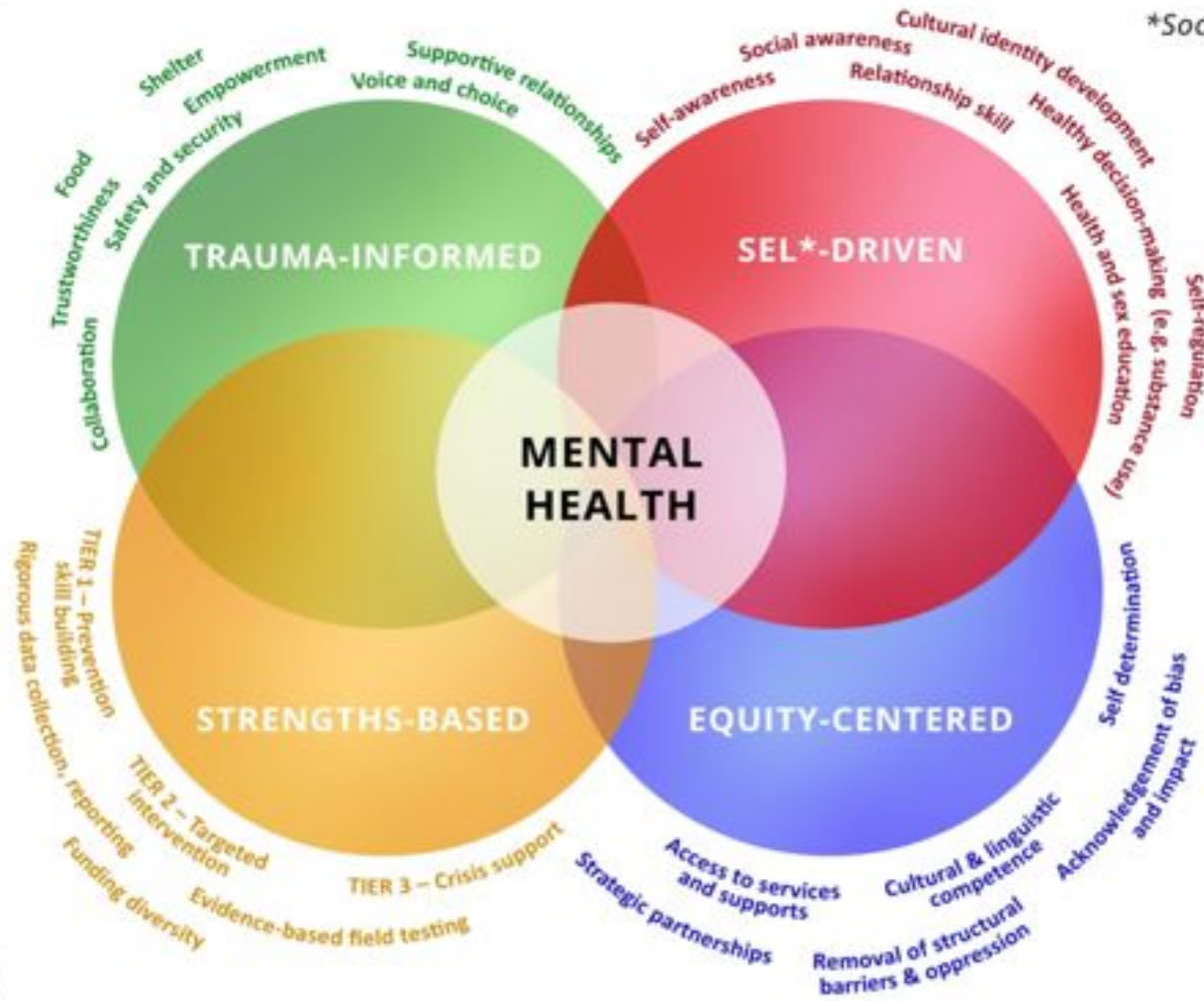


- Nearly 1 of 5 youths experience mental, emotional or behavioral problems
- Only 20% receive care from a mental health provider
- In 2020 Oregon ranked 47th in U.S. youth mental health
- 70% of youths receive mental health services in their schools

Integrated Model of Mental Health

Mental health emphasizes strengths, resilience, and enhancing social-emotional abilities

*Social-emotional learning



CONTINUUM OF CARE

Physiological needs

Safety & security

Relationships, connections, community

Purpose & self-efficacy

Self-actualization



Strengthening Mental Health in Education Initiative (ODE/OHA partnership)

1. Create a joint ODE/OHA Integrated Model of Mental Health.
2. Conduct statewide school-based mental health resource mapping and analysis.
3. Develop joint ODE/OHA legislative blueprint.
4. Re-envision and develop best practices for evaluating school system and student processes and outcomes.
5. Work with ODE leadership to develop a strategy, policies and practices to create educational systems change that centers on school community health and well-being.

Mental Health and Well-being

~~§90.40~~ to receive announcements and new resources!

Mental health refers to the emotional, social, cognitive, behavioral, physical and relational thriving of individuals and systems.

ODE believes that mental health is centered within a continuum of care that meets each person's needs for physical and emotional safety, security, social connection, identity, diversity and purpose.

The Safe and Inclusive Schools Team leads a number of bodies of work that focus on the prevention, intervention and response to the mental health needs of school communities. These include:

- Mental Health Toolkit
- An Integrated Model for Mental and Emotional Health
- Mental Health Guidance & Resources
- Strengthening Mental Health in Education Initiatives
- Suicide Prevention (Ad's Act)
- School Safety & Prevention System (SSPS)
- All Students Belong



Key components of the Toolkit



Leading from Strength to Promote Mental Health

1. Strengths-based strategies
2. Addressing Traumatic Stress
3. Elevating Student Voice
4. Centering Equity, Racial Equity and Anti-Racism
5. Promoting Inclusive School Environments
6. Multi-tiered Systems of Support

Safe and Inclusive Schools Team

- 1. Section 36: School Safety and Prevention System**
 - a. Specialists in 11 ESDs providing school safety and prevention system support
 - b. Culturally responsive behavioral safety assessment framework
- 2. SB 52: Suicide Prevention, Intervention and Postvention (PIP plans)**
 - a. Districts developed comprehensive suicide (PIP)
 - b. Collaborating with OHA on resources (e.g. Lines for Life)
 - c. Collaboration on culturally-responsive suicide plan development
- 3. Every Student Belongs rule and HB 2697**
 - a. Rule passed in early 2021
 - b. Additional guidance near completion
- 4. Governor's System of Care Advisory Council SB1**

SBMH - 17 counties without SBHCs (OHA Health Services Division)		SBHCs (78 certified) Dec 1, 2020 (OHA Public Health Division)	
Professional	Number of	Professional	Number of
Licensed Social Worker	6	Licensed Social Worker	24
Licensed Marriage and Family Therapist	3	Licensed Marriage and Family Therapist	2
Licensed Professional Counselor	8	Licensed Professional Counselor	22
M. Education (QMHP)	1	PMHNP	1
MS (QMHP)	12	Certified or uncertified alcohol and drug counselor	4
Masters Social Work	14	Credential not known licensed	26
		Credential not known unlicensed	18
TOTAL	44		97

560,907 Students - more than 200 languages

Partners in a System of Care





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Comprehensive School Counseling Programs K-12

HB 2876 (2019)

Personnel who may design, deliver and implement Comprehensive School Counseling Programs are:

1. TSPC licensed School Counselors;
2. TSPC licensed School Social Workers; or
3. **Team Approach (as defined by SBE)**



OAR 581-022-2060 Updated Requirements for Team Approach

A combination of staff who include one or more professionals licensed by the Teacher Standards and Practices Commission and the members of the team as a whole have professional training or experience in the following areas:

1. Comprehensive School Counseling Programs;
2. Counseling methodologies;
3. Social-emotional learning;
4. Mental and behavioral health supports;
5. Trauma-sensitive practices;
6. Culturally responsive and sustaining practices;
7. Curriculum, instruction and assessment; and
8. Career development.



TSPC Licensed School Personnel

Licensure Type	School Social Work	School Counselor
Legacy	-	8
Emergency	2	46
Preliminary	159	1,554
Professional	2	257
Reciprocal	5	4
Restricted	16	104
TOTAL	184	1,973

Comprehensive School Counseling Programs K-12

Grade Level Breakdown	School Counselor	Students	Ratio
Elementary School	475	180,529	1 : 380
Middle School	270	100,189	1 : 371
High School	618	174,983	1 : 284
District	67	-	-
ESD	6	-	-
TOTAL	1,436	582,661	1 : 406

**Oregon's
School Counselor
to Student Ratio
1 : 406**

**National
Recommendation
for SC and SSW
1 : 250**

- ODE's Child Development Specialist (CDS) Authorization K-8 - 2020/21 SY Total: 81

ODE's Legislative Agenda For The 2021 Legislative Session

MOVING EQUITY FORWARD

- **HB 2052: Tribal Regalia & Objects of Cultural Significance** ✓
- **HB 2056: Access to Linguistic Inclusion**
- **HB 2060: Student Success Act (2019) Technical Changes** ***
- **HB 2166: Racial Justice Council Bill on Education****
- **SB 52: LGBTQ2SIA+ Student Plan****
- **SB 55: Statewide Facility Assessment**
- **ODE Supporting:**
 - **SB 226: Biliteracy Seal**
 - **HB 2697: Every Student Belongs****
 - **HB 2536: Access to School Meals**
 - **HB 3363: Racial Equity and Justice Student Council**

GOOD GOVERNANCE

- **HB 2057: Grant Making Authority for ODE**
- **SB 51: SB 155 (2019) Changes**
- **SB 53: Technical Changes to Regional Programs**



✓ = Signed by Governor

Summary: Celebrations, Challenges and Gaps



- Legislature has made investments in student mental & behavioral health
- Oregon lacks sufficient qualified staff to meet students' mental health needs
- BIPOC students experience:
 - Inequitable access to service
 - Poorer health outcomes
 - Little care in rural communities
- Need to recruit ethnically, racially, linguistically diverse staff
- Must increase feasible, accessible, equitable access to services

Thank you – any questions?

