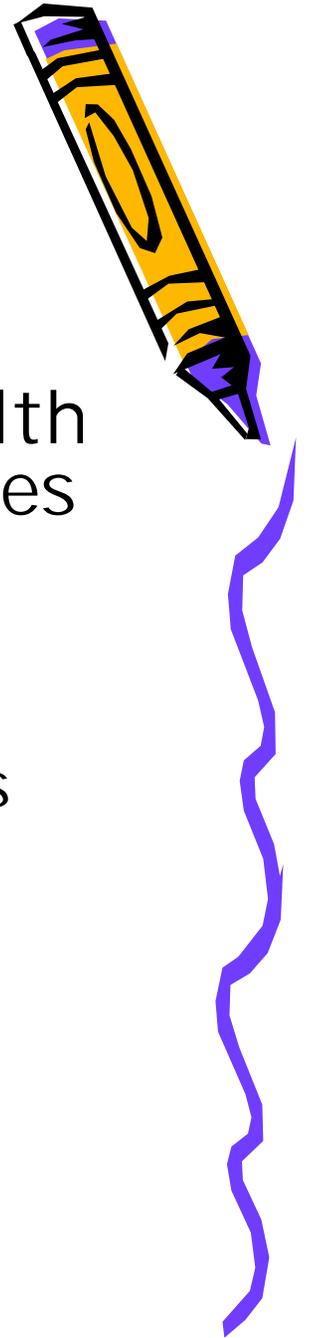
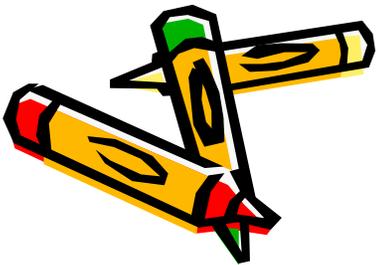


Indicator #2: Are you engaged in activities that may bring resources or financial support into the school mental health program?



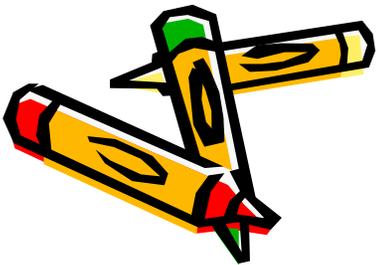
Background

- Funding for expanded school mental health typically comes from the following sources
 - Allocations from schools and department of education
 - State and local grants and contracts
 - Federal and foundation grants and contracts
 - Innovative prevention funding
 - Fee for service
 - Business donations and sponsorship
 - Program fundraising



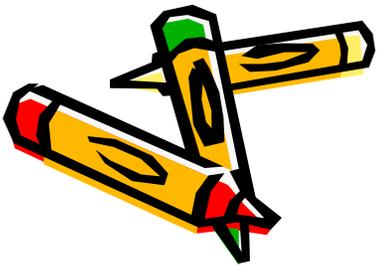
The Funding Continuum for Programs

- We're Broke
- We're Surviving, but Could Always Use More
- We're Rolling In Money and Can't Figure out How to Spend it Fast Enough



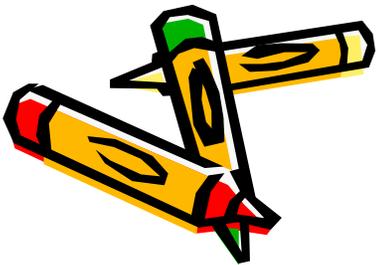
The Funding Continuum

- Unfortunately many expanded school mental health programs fall into the first category of “We’re Broke.”
- One of the greatest obstacles for expanded school mental health programs is securing and maintaining funding.



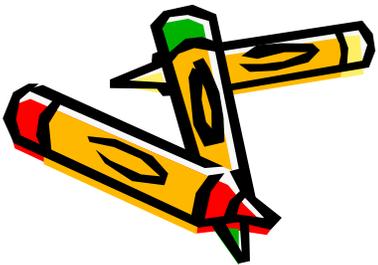
Background

- Ideally, school mental health need and not available funding should be driving what services are provided in a school.
- Relying only on fee-for-service funding can limit what students can be seen and the type of mental health concerns that can be addressed.
- Depending too much on any one source of funding can be too risky for a program. “Blended” funding is recommended.

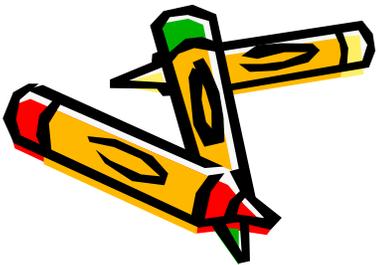
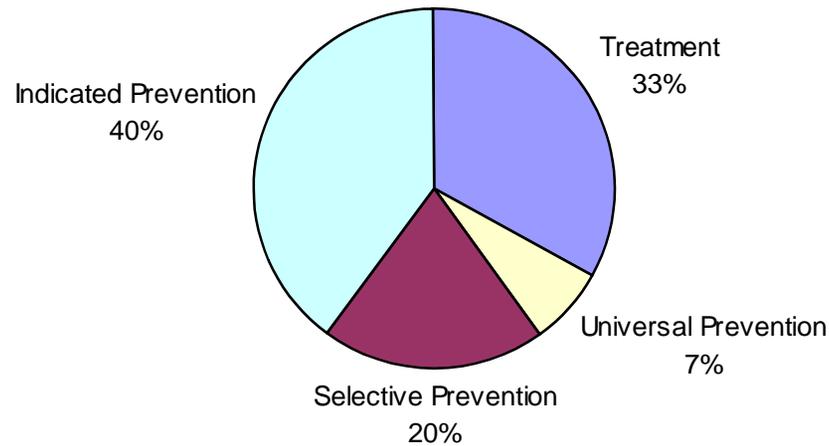
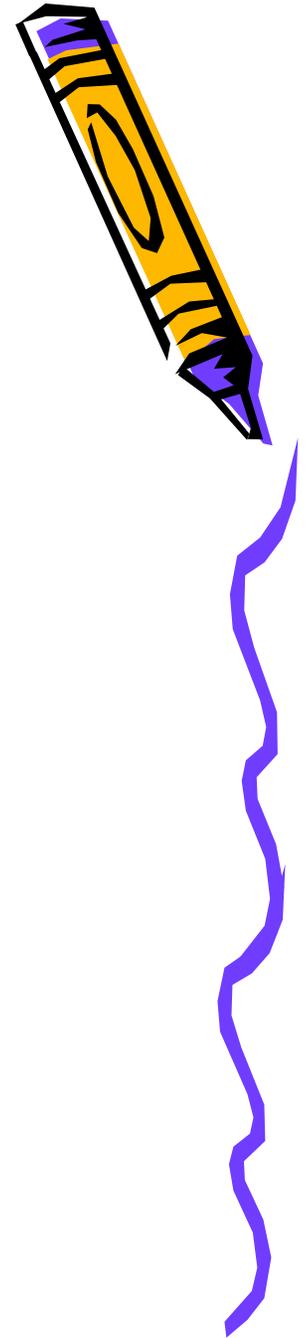


Background

- Funding should come from multiple sources, and ideally the distribution of funding should reflect the actual services that are provided (e.g., universal prevention, selective prevention, indicated prevention, treatment).
- Programs need to be proactive in planning for the next funding cycle.

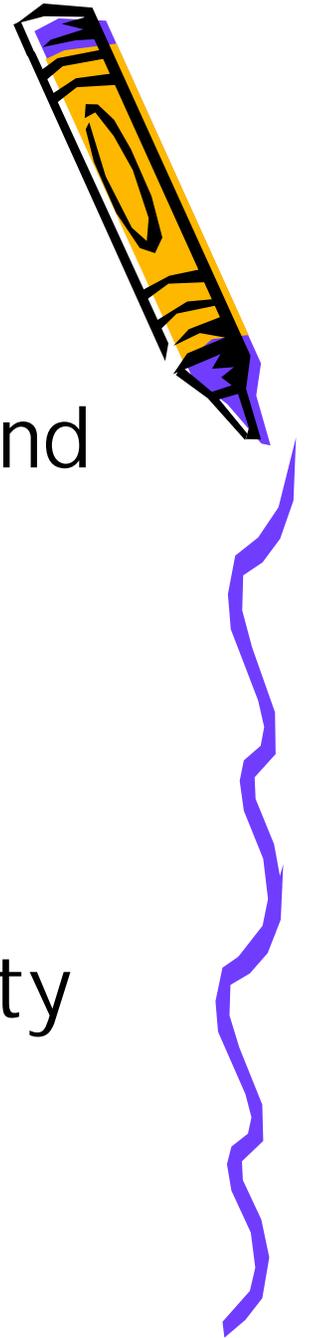
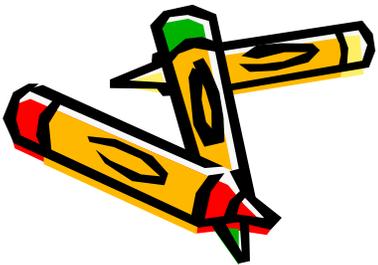


"Ideal" Continuum of ESMH Clinician Focus of Service and Funding (Evans et al., 2003)



Background

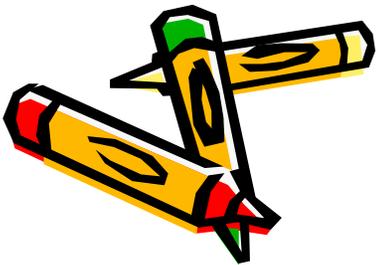
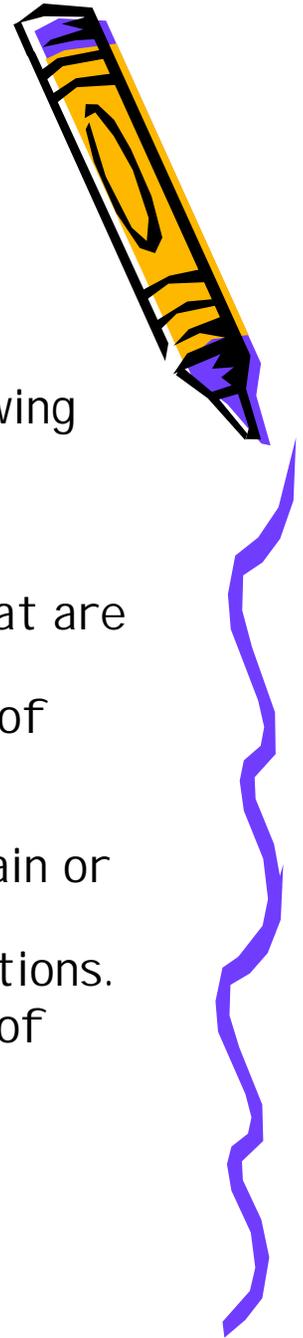
- Advocacy is integral to obtaining and maintaining funding sources.
- Clinicians can play a critical role in helping with advocacy efforts.
- Clinicians are ambassadors of the program and have the most visibility within the school and community.



Background

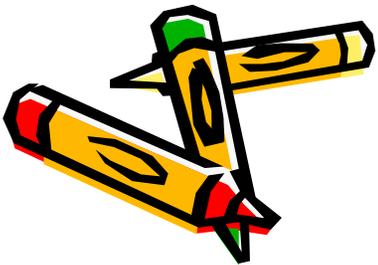
Effective advocacy in school mental health involves the following components:

- 1) Document the need for school mental health and its effectiveness
- 2) Demonstrate that school-based programs achieve goals that are valued by policymakers and society.
- 3) Present school mental health programs as an integral part of the school and the community and as consistent with and supportive of the school's educational mission.
- 4) Focus on developing new funding sources and how to maintain or expand current sources of funding.
- 5) Collaborate across disciplines and build on community coalitions.
- 6) Include and meaningfully incorporate the voices and ideas of children and families.



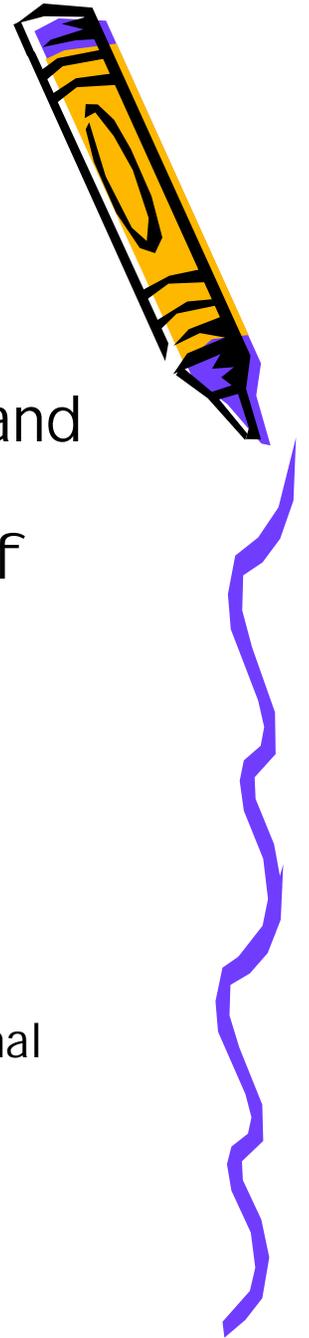
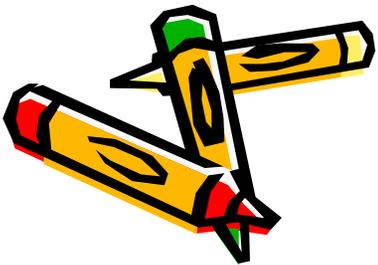
Menu of Suggested Activities

- Advocacy efforts, outreach, fundraising, and grant writing are endeavors that clinicians can engage in to help bring revenue and resources to their programs.
- Clinicians can also help support their programs by striving to meet fee-for-service goals



Menu of Suggested Activities

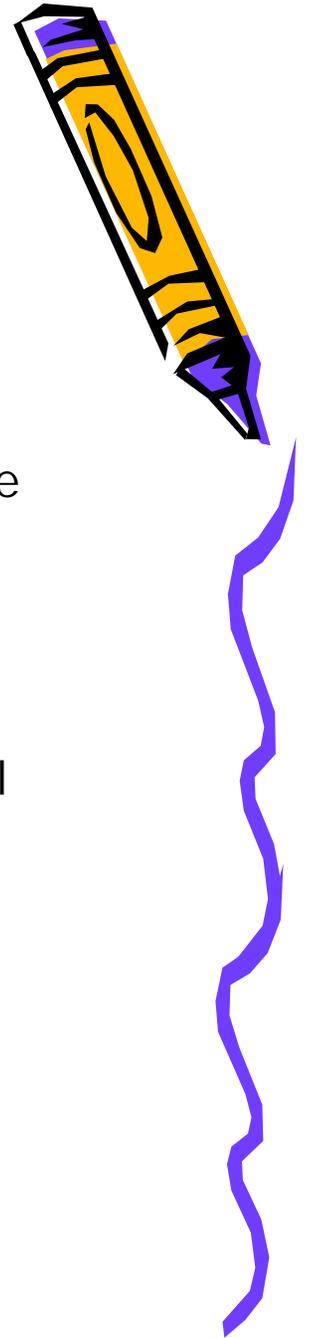
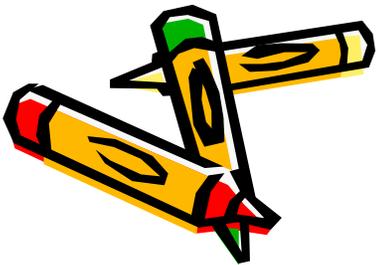
- Clinicians can help collect quality assessment and improvement data. Such data is important to funders who want to see evidence of impact of services.
- Quality assessment and improvement data can assess the following:
 - Consumer satisfaction
 - Cost effectiveness
 - Utilization of services
 - Impact of Services (especially as relates to educational indicators and psychosocial functioning)



Helpful Hints

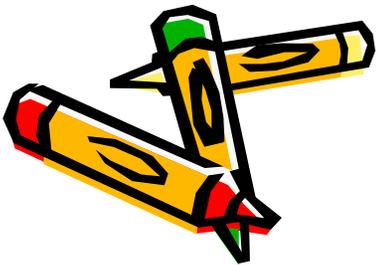
Advocacy

- Form a coalition of school and community leaders that are supportive of and willing to speak of the value of school mental health.
- Write letters to local and state leaders about the value of school mental health and the necessity of funding.
- Contact the National Assembly on School Based Health Care and work with them to connect to state and national initiatives to promote mental health in schools.
- Create a flier that highlights the goals of school mental health and its impact on children and families.
- Be visible and view yourself as an Ambassador of your program in both the school and the community.



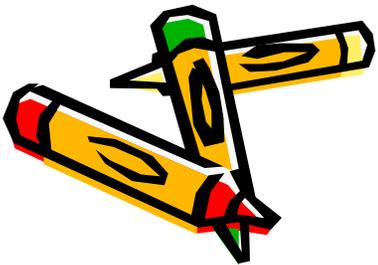
Helpful Hints

- Grantwriting and Resource Seeking
 - Contact local stores and businesses regarding donations.
 - Make an initial phone call explaining your role, the program, and why donations are needed.
 - Have specific requests for donations in mind.
 - Create a letter that contains more information about the school mental health program that can be sent after each phone contact.
 - Follow-up with a visit and/or phone call.
 - Send out acknowledgement letters for each donation received.



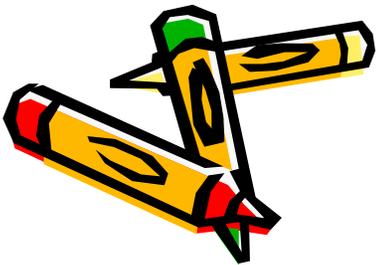
Helpful Hints

- Grant writing
 - Use web sources to learn about grant opportunities.
 - Select a grant that fits with your program's mission and is achievable by you or your team.
 - Assemble a team that will be willing to work together on a grant.
 - Obtain permission from your administrative staff to devote some of your time to grant writing.



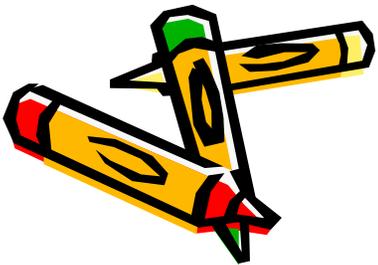
Helpful Hints

- Fundraising
 - Hold small scale fundraisers (bakesales, carwashes, raffles) within the school or community to support special programs/ incentives for the children.
 - Assist in having a fundraising dinner to support the program. It may be helpful to link with clubs or organizations who are looking for a program to sponsor (e.g., fraternities, professional organizations, volunteer organizations).



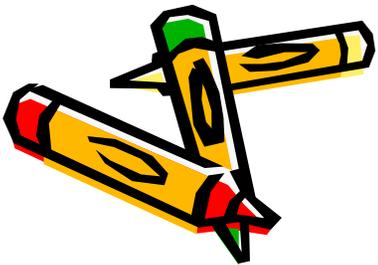
Web Resources

- Centers for Disease Control and Prevention (<http://www.cdc.gov/nccdphp/dash/funding.htm>.)
- The Center for Health and Health Care in Schools (<http://www.healthinschools.org>)
- The Finance Project (<http://www.financeproject.org>)
- Financial Strategies to Aid in Addressing Barriers to Learning (Center for Mental Health in Schools) (<http://smhp.psych.ucla.edu>)
- The Foundation Center (<http://FdnCenter.org/>)
- University of Kansas Community Toolbox (http://ctb.ku.edu/tools/en/sub_section_main_1300.htm)
- National Conference of State Legislatures (<http://www.ncsl.org/programs/health/pp/strvsurv.htm>)
- Office of Juvenile Justice and Delinquency Foundation (<http://ojjdp.ncjrs.org>)
- Safe and Drug Free Schools Program (<http://www.ed.gov/offices/oese/sdfs/>)
- Surfin' For Funds - guide to internet financing information (Center for Mental Health in Schools) (<http://www.smhp.psych.ucla.edu/>) (search *Quick Find*)
- Funding Took Kit (http://nasbhc.org/nasbhc_resources.htm)



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