



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# **2021-2022 Mental Health Application**

**Part I: Youth Mental Health Awareness Training Plan**

**Part II: Mental Health Assistance Allocation Plan**

**(Hillsborough County Public Schools)**

Deadline for submission to ShareFile:  
on or before August 1, 2021

## 2021-2022 Mental Health Application

### Purpose

The purpose of the combined mental health application is to streamline and merge two programs into one application. The Youth Mental Health Awareness Training (YMHAT) Plan and the Mental Health Assistance Allocation (MHAA) Plan are to provide supplemental funding to districts so schools can establish, expand and/or improve mental health care, awareness and training and offer a continuum of services. These allocations are appropriated annually to serve students and families through resources designed to foster quality mental health. This application is separated into two primary sections: Part I includes the YMHAT Plan and Part II includes the MHAAP

#### Part I. Youth Mental Health Awareness Training Plan

In accordance with section (s.) [1012.584](#), Florida Statutes (F.S.), the YMHAT allocation is to assist districts with providing an evidence-based youth mental health awareness and assistance training program to help school personnel identify and understand the signs of emotional disturbance, mental illness and substance use disorders, and provide such personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health or substance use problem.

#### Part II. Mental Health Assistance Allocation Plan

In accordance with s. [1011.62\(16\)](#), F.S., the MHAA Plan allocation is to assist districts in establishing or expanding school-based mental health care; training educators and other school staff in detecting and responding to mental health issues; and connecting children, youth and families who may experience behavioral health issues with appropriate services.

### Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) ShareFile <https://fldoe.sharefile.com/r-rc3dac894fc9c4e6c9ff43fbc331a4286> by the deadline **August 1, 2021**.

There are two submission options for charter schools:

- Option 1: District submission includes charter schools in both parts of the application.
- Option 2: Charter school(s) submit a separate application from the district.

#### Part I. Youth Mental Health Awareness Training Plan

**YMHAT Objective:** provide an evidence-based youth mental health awareness and assistance training program to help school personnel identify and understand the signs of emotional disturbance, mental illness and substance use disorders, and provide such personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health or substance use problem.



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utilizing Youth Mental Health Awareness Training (YMHAT) funds to support training YMHFA courses and onboarding YMHFA instructors in our district.
<ul style="list-style-type: none"> <li>• YMHFA Recertification</li> </ul>
HCPS will work with the Reliance vendor (partners with the National Council) to provide recertification opportunities for staff who need to keep their "first-aider" certification. The district will monitor which employee will need certification and offer the shortened course to those staff members.
<ul style="list-style-type: none"> <li>• Kognito At-Risk Modules (at all three levels: elementary, middle, high school)</li> </ul>
<p>Within the Student Services Department, the Supervisor of Emotional Wellness and two Emotional Wellness Coordinators will work to coordinate completion of Kognito modules to all staff. Implementation will continue as follows:</p> <p>A site-based facilitator (School Administrator with Student Services Staff assistance) introduces the training in a brief staff meeting (using provided presentation slides) to reinforce the importance of the topic and skills to be learned – 10 minutes</p> <p>Teachers and staff train online individually in a designated period (e.g., one or two weeks) – 60 minutes</p> <p>Staff come back together in a face-to-face meeting with a site-based facilitator to review their experiences as well as their school-specific policies and procedures regarding referrals and crisis protocols (discussion guide provided) – 50-60 minutes.</p>

### Section B: YHHAT Projected Budget

Categories	Detailed Description, number of activities within each category	Cost Per/Each	Total Projected Budget by Category
<b>1. Stipends</b>  (Detailed # of personnel and stipend cost per person)	<u>YMHAT Training Stipend:</u> 10 trainings per month x 6 months x 22 participants x 6 hours/training @ \$15/hr, plus fringe @ 18.98%  <u>YMHAT Trainer Stipend:</u> 2 YMHAT Trainers to deliver 10 trainings per month x 6 months x 8 hours/training 120 trainers @ \$38.84/hr, plus fringe @ 18.98%	<u>YMHAT Training Stipend:</u> \$141,348  <u>YMHAT Trainer Stipend:</u> \$44,363	\$ 185,711.00
<b>2. Materials</b>  (Detail # of units x individual unit cost, plus shipping)	<u>YMHFA Manuals:</u> \$18.95 each x 732 books  <u>Program Supplies:</u> Markers 15 packs @ \$3.19 (\$47.85), Storage bins 4 @ \$18.99, (\$75.96), cardstock paper 1 @ \$9.09 (\$9.09), Pens 3 packs @ \$5.99 (\$17.97), cardstock white 3 packs @ \$13.39 (\$40.17), tabletop easel pad with unruled sheets 4 @ \$17.99 (\$71.96)	<u>YMHFA Manuals:</u> \$13,871  <u>Program Supplies:</u> \$263	\$ 14,134.00

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Categories	Detailed Description, number of activities within each category	Cost Per/Each	Total Projected Budget by Category
<b>3. National Council (YMHFA) Training</b> (Detailed description of each training activity to include # of personnel and individual training costs)	Virtual YMHAT Training Seats: 7 virtual trainings per month x 6 months, 28 seats per session x \$23.95 per seat, inclusive of course materials	<u>Virtual YMHAT Training Seats:</u> \$28,165	\$ 28,165.00
<b>4. Additional Kognito Modules</b> (Provide the name of training module and cost)	2,600 Spanish-language Kognito modules @ \$3.50/ea	<u>Kognito Modules:</u> \$9,100	\$ 9,100.00
<b>TOTAL 2021-2022 BUDGET:</b>			\$ 237,110.00
<b>5. Additional narrative (optional):</b>			
<p>YMHAT funds will be prioritized to provide initial training for staff members who are not yet certified. Funds from the district's Mental Health Assistance allocation will be utilized for recertification costs.</p>			

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### Part II. Mental Health Assistance Allocation Plan s. [1011.62 \(16\)](#), F.S.

#### Section A: MHAA Plan Assurances

##### The district assures...

- X One hundred percent of state funds are used to expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.
- X Mental health assistance allocation funds do not supplant other funding sources or increase salaries or provide staff bonuses or incentives.
- X Maximizing the use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).
- X Collaboration with FDOE to disseminate mental health information and resources to students and families
- X The district website includes local contacts, information and resources for mental health services for students and families.
- X Includes a system for tracking the number of students at high risk for mental health or co-occurring substance use disorders who received mental health screenings or assessments; the number of students referred to school-based mental health services providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance.

##### A school board policy or procedure has been established for...

- X Students referred for a mental health screening assessed within 15 calendar days of referral.
- X School-based mental health services initiated within 15 calendar days of identification and assessment.
- X Community-based mental health services initiated within 30 calendar days of referral coordinating mental health services with a student's primary mental health care provider and other mental health providers involved in student care.
- X Assisting a mental health services provider or a behavioral health provider as described in s. [1011.62](#), F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. [394.463](#), F.S. Procedures include must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined in s. 393.063, F.S.
- X The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. [394.463](#), F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. [394.463](#), F.S. Such contact may be in person or using telehealth, as defined in s. [456.47](#), F.S. The mental health professional may be available to the school district either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, or the local mobile response team, or be a direct or contracted school district employee.

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### Section B: Planned Outcomes

**Identify one or two specific and measurable outcomes for your district's plan to achieve through the 2021-2022 evidence-based mental health program.**

1. HCPS will increase the number of mental health professionals at school sites by 25% and provide training to support all students
2. HCPS will utilize evidence-based protocols developed to improve successful utilization of a Mobile Response Team in 80% of cases where students scored in the Medium to High range utilizing the Columbia Screener and other relevant information.

### Section C: District Program Implementation

**Please include the following in this section:**

#### 1. Evidence-Based Program (EBP) and Description

Name and provide the essential elements of the EBP you will be implementing through a Multi-Tiered System of Supports (MTSS) using one or more of the preferred EBP/Practices found in [Blue Menu of Evidence-Based Psychosocial Interventions for Youth](#) and the [SAMHSA Evidence-Based Practices Resource Center](#).

Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.

**\*If you will be using another EBP other than those provided above please explain using the same format listed.**

#### 2. EBP Implementation

This should include:

- Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.
- Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.

#### 3. Outcome Measures

- Provide the outcome measures of your EBPs and how each aligns with your overall annual program goals in Section 2

#### 4. Multi-tiered System of Support (MTSS)

- Identify the tier(s) of the EBP being implemented

### [Appendix Examples](#)

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**Table 1: District Program Implementation**

1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
<p>Goal 1:</p> <p>HCPS will provide evidence-based mental health training to Student Services staff to assist with interventions and support with students. These trainings will include: Cognitive Behavioral Therapy, Mindfulness, Social Skills, Threat and Suicide Assessment, etc.</p> <p>HCPS will hire an additional 28 school counselors, Mental Health, in order to lower the ratio of mental health professionals to students.</p> <p>HCPS will hire an additional 15 school social workers to lower the ratio of mental health professionals to students.</p>	<p>HCPS will create learning modules to be delivered throughout the 2021-2021 school year to Student Services staff to enhance their skills with working with children with mental health challenges, trauma, and violence.</p> <p>These trainings will assist Student Services Staff in the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, and suicidal tendencies.</p>	<p>Lowering the ratio of mental health professionals to students.</p> <p>Documentation of completed trainings to and tracking student services staff that completed the mental health professional development opportunities.</p>	X	X	X



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1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
<p>Goal 1:</p> <p><b><u>Second Step</u></b></p> <p>This evidence-based curriculum was purchased for all pre-kindergarten, elementary, and middle school sites.</p> <p>“Decades of research show the positive effects of universal, classroom-based SEL programs for children. There’s also broad recognition that benefits are even greater when children experience SEL throughout their day, across home, school, and out-of-school time environments, and throughout developmental stages. When implemented holistically, with a coordinated, community-wide approach, SEL can build stronger communities and support inclusive, equitable learning” (<a href="https://www.secondstep.org/what-is-second-step">https://www.secondstep.org/what-is-second-step</a>)</p>	<p>The Second Step Curriculum will assist Student Services teams in providing evidence-based interventions that address the Social Emotional needs of students.</p>	<p>The number of Second Step lessons being implemented at school sites.</p> <p>The number of trainings provided to school-based personnel. The goal is to provide at least 10 trainings throughout the school year.</p>	X	X	X

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1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
<p>Goal 1:</p> <p>HCPS will increase community partnerships to provide school with licensed or appropriately credentialed therapists to provide direct mental health services to students.</p> <p>These direct services include: Cognitive Behavior Therapy, Case Management, Family Therapy, etc.</p>	<p>HCPS works with our Managing Entity, Central Florida Behavioral Health Network, to help with early identification of mental health concerns from students.</p> <p>Our contract ensures our contracted mental health providers deliver evidence-based mental health care, assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.</p>	<p>We will track the number of schools that receive additional mental health therapists on site and the number of students receiving those services.</p>		X	X
<p>Goal 2:</p> <p>Contract with a local Mobile Response Team (Gracepoint) that will provide evidence-based assessment of students experiencing a mental health crisis.</p> <p>HCPS updated our Suicide Prevention Protocol to include the Columbia (CSSRS), an evidence-based screener to assess the risk of suicide.</p>	<p>HCPS will partner with community MRT, Crisis Center of Tampa Bay, and local law enforcement to create a comprehensive plan to support the needs of students in crisis. This will provide the evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.</p>	<p>The number of calls to the MRT, assessments, and recommended services will be documented and monitored.</p> <p>Data will be collected on the number of involuntary examinations during school hours.</p>			X

Additional narrative may be added [here](#)

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### Section D: Direct Employment

**Table 2: MHAA Plan Direct Employment**

Position	Current Ratio as of August 1, 2021	2021-2022 Proposed Ratio by June 30, 2022
School Counselor	1:443	1:430
School Social Worker	1:862	1:812
School Psychologist	1:1,182	1:1,182
Other Licensed Mental Health Provider	NA	NA

Direct employment policy, roles and responsibilities	Description
<p>Explain how direct employment of school-based mental health services providers (school psychologists, school social workers, school counselors and other licensed mental health professionals) will reduce staff-to-student ratios.</p>	<p>The addition of DOE Certified/Licensed student services personnel will be hired to assist the district with meeting the nationally recommended ratio model of school-based mental health service providers to students. These personnel will provide direct services within the scope of their departmental role with an emphasis on mental health and SEL needs in their assigned schools. Some of these services may include but are not limited to mental health screenings, suicide and threat assessments, crisis intervention, and individual or group counseling for students at school sites.</p>
<p>Describe your district’s established policies and procedures to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).</p>	<p>Hillsborough County Public Schools has the updated policy on strategies to increase time spent for student services on mental health:</p> <p>Policy revision update to 2411</p> <p>Follow best practices by ensuring that school counselors are dedicating a majority of their time to providing direct and indirect counseling services to students. These services to students include: individual, small group and classroom counseling, preventive and responsive services including crisis/mental health counseling as needed, consultation and collaboration with families, teachers, administrators and community agencies, advocacy for students, referral services, and data analysis.</p> <p>In addition, through administrative training, HCPS has emphasized the importance of counselors being able to focus</p>

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Direct employment policy, roles and responsibilities	Description
	on duties related to their job description, which focuses on direct services to students.
Describe the role of school based mental health providers and community-based partners in the implementation of your evidence based mental health program.	Contracted community mental health providers will deliver evidenced-based mental health services to students including: Mental Health Assessments, Mental Health and Co-Occurring Diagnoses, Mental Health Interventions, Mental Health Treatments, Mental Health Transition/Recovery Supports, Telehealth Services.

**List the contracts or interagency agreements with local behavioral health providers or Community Action Team (CAT) services and specify the type of behavioral health services being provided on or off the school campus.**

**Table 3: MHAA Plan Contracts or Interagency Agreements and Services Provided (See attached for additional contracted MH Providers)**

Mental Health Provider:	Agency:	Services Provided:	Funding Source:
1 MD-Psychiatrist	Chrysalis Health	Direct	MH Allocation
8 LCSW Interns	Chrysalis Health	Direct	MH Allocation
15 LMHC Interns	Chrysalis Health	Direct	MH Allocation
1 LMHC	Chrysalis Health	Direct	MH Allocation

## 2021-2022 Mental Health Application

### Section E: Planned Expenditures

**Table 4: MHAA Planned Expenditures**

Allocation Expenditure Summary	Total
Unexpended Mental Health Assistance Allocation funds from previous fiscal years:	7,925,630.00
School district expenditures for mental health services provided by staff who are employees of the school district:	4,500,000.00
School district expenditures for mental health services provided by contract-based collaborative efforts or partnerships with community-based mental health program agencies or providers:	5,926,798.00
<b>Other expenditures (see below):</b>	<b>6,258,703.00</b>
<b>Total MHAA expenditures (Including the 2021-2022 projected allocation):</b>	<b>16,685,501.00</b>

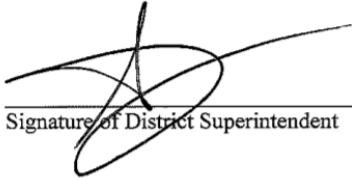
Other expenditures (specify details such as type, supplies, training and amount):

Type: Narrative description with detailed cost	Total Amount
<p><b><u>Evidence-Based Programs and Telehealth Services:</u></b>                      Student services leadership will explore and purchase evidence-based screening tools, online reporting systems, telehealth programs, and evidenced based materials for providing direct services to students.</p>	3,544,716.00
<p><b><u>Charter Allocation 2021-2022:</u></b>                      Estimated charter school allocation (determined in accordance with the FLDOE memorandum explaining the FTE-based calculation and share computation for 36,231 projected charter school students)</p>	1,273,987.00
<p><b><u>Professional Development Activities:</u></b> These funds are for expenses related to the development of trainings/curriculum, to address Goal #1, after hours stipends for writers, trainers and participants, printing, and distribution of professional development materials. Additionally, these funds will be used to contract with experts for the development and delivery of content specifically related to mental health assessment, diagnosis, interventions, treatment, and recovery.</p>	800,000.00
<p><b><u>Equipment and Supplies:</u></b> These funds are for the mental health staff and professionals to support the purchase of additional technology, telehealth equipment, software, and other materials needed to support the data capture, reporting, and communication required by the MSDHSPSA.</p>	600,000.00
<p><b><u>Printing/Outreach:</u></b> These funds are for any printing costs or outreach materials for implementation of mental health initiatives.</p>	20,000.00
<p><b><u>Travel:</u></b> These funds will cover in district and out of district travel.</p>	20,000.00
<b>Total Other Expenditures:</b>	<b>6,258,703.00</b>

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### Certification

This application certifies that the Hillsborough County Public School Board approved the district's Mental Health Assistance Allocation Plan, which outlines the local program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the mental health assistance allocation in accordance with section 1011.62(16), F.S.



Signature of District Superintendent

Addison G. Davis  
Printed Name of District Superintendent

July 13, 2021  
Board Approval Date

## 2021-2022 Mental Health Application

### Charter School Certification (See attached for additional Charter schools)

School (MSID) Number	Charter School Name
6664	Advantage Academy of Hillsborough
6668	Bell Creek Academy
6661	Bell Creek Academy High School
7812	BridgePrep Academy of Riverview
7675	BridgePrep Academy of Tampa
6634	Brooks DeBartolo Collegiate High School
6652	Channelside Academy of Math and Science
7803	Creekside Charter Academy

Note: Charter schools not listed above will be included in the school district youth mental health awareness plan and mental health assistance allocation plan. If you have more Charter schools to add, please list them on a separate sheet.

This application certifies that the \_\_\_\_\_ Charter School Governing Board approved the school's Mental Health Assistance Allocation Plan, which outlines the program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the mental health assistance allocation in accordance with section 1011.62(16), F.S.

Charter School Administrator Signature: \_\_\_\_\_

Governing Board Approval Date: \_\_\_\_\_