

Options for Funding Social-Emotional Learning and Mental Health Supports in Schools/Districts

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Introduction

The following information about funding options to support social-emotional learning, mental health, and wellness supports was compiled through a collaborative initiative that involved the Agency of Education (AOE), Agency of Human Services (AHS), Department of Mental Health (DMH), Department of Vermont Health Access (DVHA), and local representatives from school districts and designated mental health agencies. There is no single funding structure that supports all activities, supports and services that are provided in schools or districts to address SEL, mental health and wellness at the individual, classroom, school and district levels. Indeed, the breadth of activities are funded through numerous sources, and each has its distinct purpose, regulations, and requirements. In Vermont districts, as across the country, funding is typically patchworked, braided, blended or otherwise used in ways to meet the unique needs of each school and district. Unfortunately, sometimes the ability to provide the needed supports or activities is based on the local team’s knowledge and ability to maximize available funding options.

How can this help you as district leader?

This resource is intended to provide a high-level overview of the different federal, state and local funding options that can be considered when a need for an activity, support, or service is identified to address SEL, mental health, and wellness in a school or district.

Funding Options to Support Social-Emotional Learning and School Mental Health

Funding Source	What are funds allowed to be spent on?
Medicaid (DMH Success Beyond Six (SB6))	<ul style="list-style-type: none">• Behavioral Intervention Program for Medicaid-enrolled students• School-Based Clinical Services for Medicaid-enrolled students• Concurrent Education Rehabilitations & Treatment (CERT) for Medicaid-enrolled students
Medicaid (AOE School-Based Health Services)	Medicaid funding for School-based Spec Ed services for Medicaid-enrolled students (requires parent sign-off). It's federal dollars; cannot be used to leverage other Fed \$. Reinvestment funds not for IEP/Medicaid services; used for other activities (nursing, behavior services, PBIS, wellness) for any student to access
LEA local budget/ State Ed Fund	Local/state funds for IDEA services, federal funds cannot supplement or supplant.

Funding Source	What are funds allowed to be spent on?
Title 1 funds	The purpose of this program is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Provides assistance to students (or all students in SWP schools) at risk of failing to meet challenging academic state standards; cause of risk may be SEL/MH issues as may services/supports provided. Cannot be used for IEP services to individual students
Title 2 funds	Professional Development (PD) for school staff that will lead to improved instruction and student outcomes; may include PD in addressing SEL/MH.
Title 3 funds	Supports/services for English Learner (EL) students to enable them to attain English proficiency and meet state academic standards; may include SEL supports.
Title 4 funds	The purpose is to improve students' academic achievement by increasing the capacity of States, SU/SDs, schools, and local communities to: provide all students with a well-rounded education; improve school conditions for student learning; and improve the use of technology. SEL/MH fits squarely within the second purpose. Like Title I, can't be used to provide IEP services to individual students.
Title 5 funds	Program for highest need rural schools. Can be used for any of the purposes of the other titles.
Elementary and Secondary School Emergency Relief (ESSER)	Can be used for anything permitted by the ESEA titles as well as IDEA, as well as other uses. Almost any kind of SEL/MH use is allowed. There is no supplant not supplant requirement so can be used alongside or in place of other federal, state, or local funds to provide SEL/MH services to individual students as well as groups of students or to do preventative activities. The latest ESSER guidance from USED 12.29.21 says the following regarding allowable uses "...addressing students' social, emotional, mental health, and academic needs, including addressing inequities that were worsened by the pandemic, through activities such as providing mental health services and supports to students (including those who experienced trauma before the pandemic), programs to re-engage students (including addressing factors that contributed to student disengagement before the pandemic)..."

Funding Source	What are funds allowed to be spent on?
IDEA-B 611 and 619 (Federal)	Administrative and IDEA Part B funds may be used only to pay the excess costs of activities that directly relate to providing, and ensuring the continuity of, special education and related services to children with disabilities
Act 173 Census Based Grant	(a) If an LEA is able to meet its ongoing service requirements under IDEA Part B and Vermont law, census-block funds may be invested in system structures or programs for students with and without disabilities requiring additional supports. (b) Notwithstanding subsection (a), an LEA is responsible for complying with the maintenance of effort provisions in Rule 1306.
Essential Early Education (EEE/ECSE)	(a) Essential Early Education grant funds shall be used to provide a free appropriate public education to all students three through five years of age within the LEA who are eligible for special education services. (b) Once an LEA has fulfilled its obligations under subsection (a), EEE/ECSE grant funds may be used to provide: (1) Child Find activities as specified to determine eligibility of a child who is younger than three years of age; or (2) Services to students who are three through five years of age who have been identified as being at risk of school failure. (c) An LEA, at its discretion, may use EEE grant funds to support resident students enrolled in a public or private, prequalified, Pre-Kindergarten education program located outside the LEA's jurisdiction
Extraordinary Special Education Expenditure Reimbursement	Consistent with 16 V.S.A. § 2969(a)(2), each LEA shall submit a financial report to the Secretary containing details of all extraordinary expenditures during the reporting period. Reports shall be submitted on or before November 15, January 15, April 15, and August 1. SU/SDs shall use a reporting format specified by the Secretary. Extraordinary expenditure reporting shall include, but is not limited to: student's name; student's date of birth; student's town of residence; student's responsible LEA; disability category[ies]; placement; residential placement; special education tuition; and non-tuition costs broken out by the State's Uniform Chart of Accounts.

School Mental Health Funding Decision Visual Description

Purpose of Funding Decision Visuals

To provide district and school administrators, mental health providers, and other decision makers with a tool to identify funding sources that can be used to provide school-based social-emotional learning and mental health services. The objective is to encourage optimal use of available funds to address students' needs across the multi-tiered levels of support and services. This is represented in two visualizations:

1. Universal & Targeted (Tiers 1 & 2): Universal services and supports; Selective (including groups) services and supports
2. Intensive/Individualized (Tier 3): Individualized student services and supports

How the Funding Decision Visuals are Structured

The funding visuals are structured in a decision-tree type format with questions designed to obtain "Yes/No" answers. The funding visuals are intended to be read from left to right. Each endpoint of each branch of the decision tree ends with one or more identified funding sources.

How to Use the Funding Decision Visuals

The funding visuals can be used once a need is identified for either an individual student's needs are identified (Intensive/Individualized Chart) or once services are identified to meet the needs of some or all students (Universal & Targeted Chart). As questions about potential mental health services are answered with either "Yes" or "No," school administrators and other decision makers progress through the decision tree to the endpoint, at which time they are provided with one or more funding options.

For alternate access to this content, please see [Appendix B: Funding Decision Visuals in List Format](#).

Assumptions

It is assumed that schools, local education associations, and supervisory unions have processes to identify services needed to address individual students' mental health needs, mental health supports for groups of students, and schoolwide prevention services.

Additional Resources

There are additional resources that provide greater detail on the various funding options.

Guidance for Title Funds

There are many considerations and "gates" related to use of each of the Title funds that must be met. Each circumstance is different. The AOE Title Directors are available to work with the LEA CFP Grant Coordinators to technical assistance for the allowable SEL/MH investments if additional support is needed beyond the following guidance documents.

- [Allowable Activities for Title I](#)

- [Allowable Activities for Title IIA](#)
- [Allowable Activities for Title IIIA](#)
- [Allowable Activities for Title IVA](#)

For more information, please contact AOE Federal & Education Support Programs Division Director, Anne Bordonaro anne.bordonaro@vermont.gov.

AOE School Based Health Services Medicaid & Reinvestment Funds

- [Medicaid Annual Reinvestment Report Instructions](#)
- [VT Statute Title 16 Education, Chapter 101 : Special Education](#)

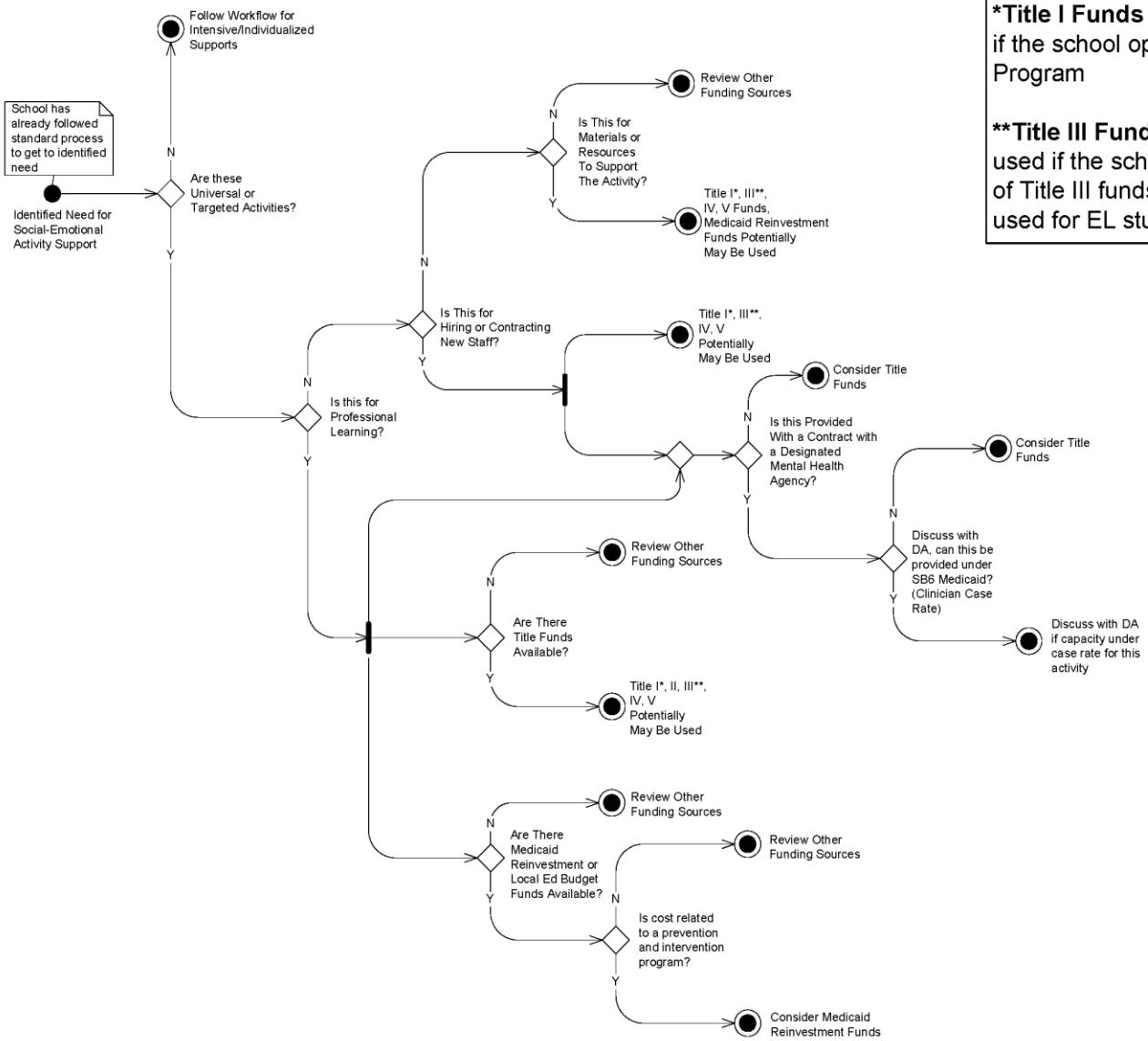
For more information, please contact AOE Medicaid Unit Administrator, Jessica Robinson, jessica.robinson@vermont.gov

Success Beyond Six School Mental Health Medicaid

- [Success Beyond Six provider manual](#) (Part 3, pages 159-168)
- [Review of Success Beyond Six; School Mental Health Services](#) (January 2020)

For more information, please contact DMH School Mental Health and Practice Development Coordinator, Marianna Donnally, marianna.donnally@vermont.gov

School Mental Health Funding – For Universal/Targeted

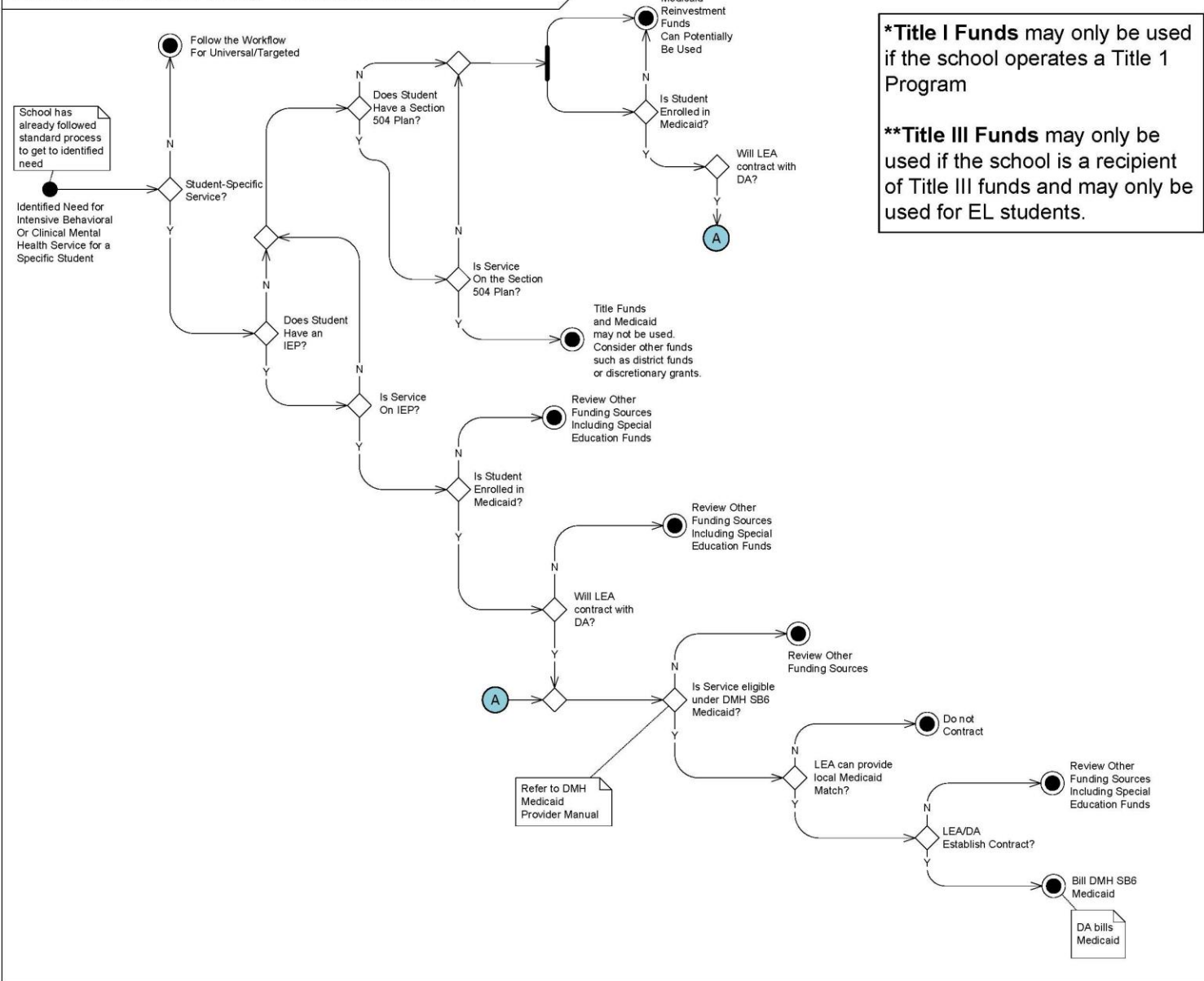


***Title I Funds** may only be used if the school operates a Title 1 Program

****Title III Funds** may only be used if the school is a recipient of Title III funds and may only be used for EL students.

Goal:
 We want to know the decision making process at each tier of services, to identify what fund source can be used for those services. Each endpoint of each branch will need to end with an identified fund source.

School Mental Health Funding – Intensive/Individualized



***Title I Funds** may only be used if the school operates a Title 1 Program

****Title III Funds** may only be used if the school is a recipient of Title III funds and may only be used for EL students.

Goal: We want to know the decision making process at each tier of services, to identify what fund source can be used for those services. Each endpoint of each branch will need to end with an identified fund source.

District Example: Proportionality of Funding for School Mental Health

A pilot SU completed an Excel spreadsheet (template developed by the SU) using existing chart of account codes, to determine the proportion funds being used on student mental health and related services for different funding sources. This may be a useful way for SDs/SUs to better understand their spending allocations at a glance and more holistically. In addition, districts can use this information in their budget development process each year. The spreadsheet template is available upon request. Contact Heather.Bouchey@vermont.gov for more information.

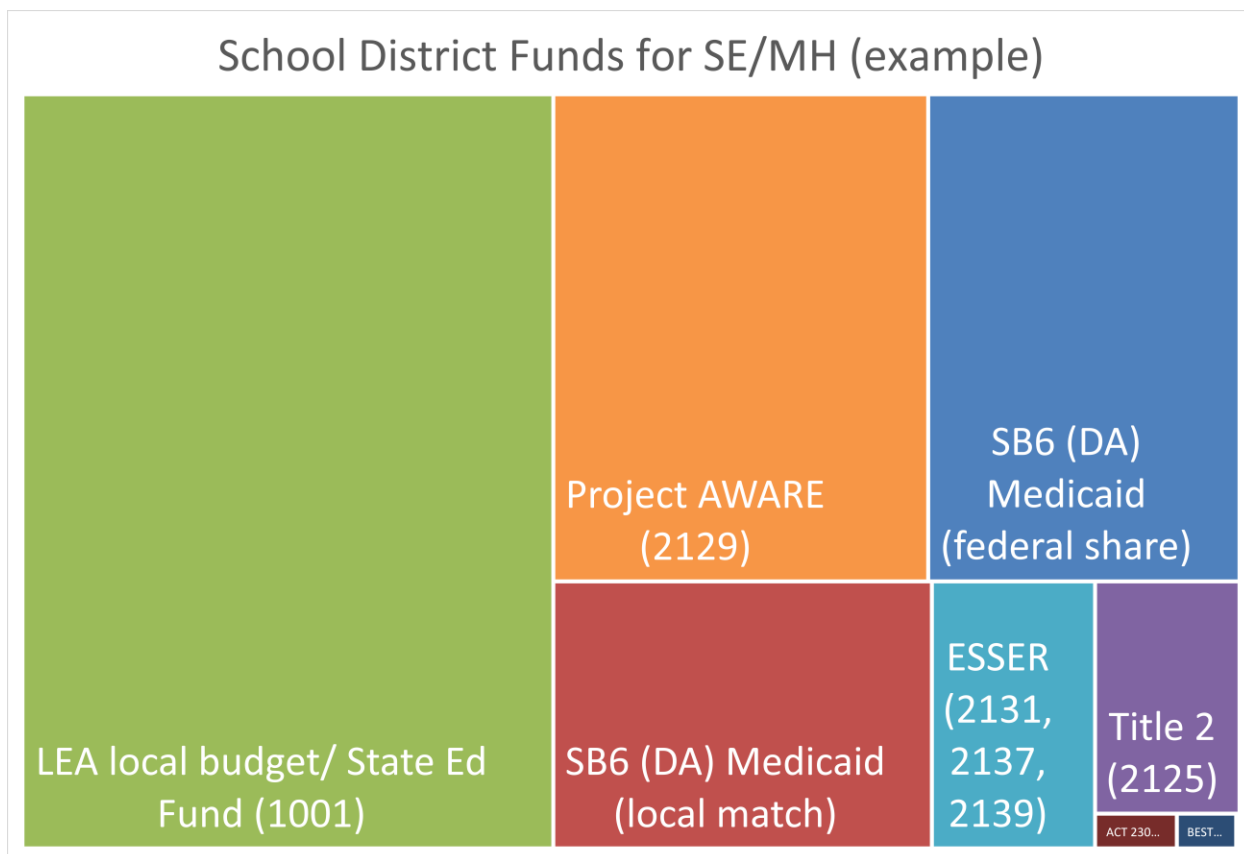


Table: School District Funds for SE/MH (Example)

Funding Source	Percent of Funding
LEA local budget/ State Ed Fund (1001)	44%
Project AWARE (2129)	20%
SB6 (DA) Medicaid (federal share)	17%
SB6 (DA) Medicaid (local match)	11%
ESSER (2131, 2137, 2139)	5%

Funding Source	Percent of Funding
Title 2 (2125)	4%
ACT 230 (2006)	<1%
BEST (2005)	<1%

Appendix A: Acronyms

Acronym	Term
ABA	Applied Behavioral Analysis
ADHD	Attention Deficit and Hyperactivity Disorder
AHS	Agency of Human Services
AOE	Agency of Education
ARC	Attachment, Regulation, and Competency
ASD	Autism Spectrum Disorder
AWARE	(Project) Advancing Wellness and Resilience in Education
BCBAs	Board-Certified Behavioral Analysts
BEST	Building Effective Strategies for Teaching Students (UVM)
BI	Behavioral Interventionist
BSP	Behavioral Support Planning
CANS	Child and Adolescent Needs and Strengths
CBAG	Census-Based Advisory Group
CBT	Cognitive Behavioral Therapy
CCBHC	Certified Community Behavioral Health Clinics
CERT	Concurrent Education Rehabilitation and Treatment
CHIP	Childrens Health Insurance Program
CITs	Crisis Intervention Teams
CMS	Center for Medicare and Medicaid Services
CYFS	Children, Youth & Family Services (within DAs)
DAs	Designated Agencies (community mental health)
DBT	Dialectical Behavioral Therapy
DCF	Vermont Department for Children and Families
DCLT	District/Community Leadership Team
DMH	Department of Mental Health
EPSDT	Early and Periodic Screening, Diagnostic and Treatment
EQS	Education Quality Standards
ESSA	Every Student Succeeds Act
EST	Education Support Team

Acronym	Term
FBA	Functional Behavioral Assessment
FFS	Fee-for-Service
FMAP	Federal Medical Assistance Percentage (Medicaid)
FRL	Free and Reduced Lunch
FTEs	Full-Time Equivalents
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IFSP	Individualized Family Service Plan
ISF	Interconnected Systems Framework
LEA	Local Education Agency
LGB	Lesbian, Gay, or Bisexual
MEAB	Medicaid and Exchange Advisory Board
MH	Mental Health
MMIS	Medicaid Management Information System
MSR	Monthly Statistical Report
MTSS	Multi-Tiered Systems of Support
NCSMH	National Center for School Mental Health
NSCH	National Survey of Children's Health
ODRs	Office Discipline Referrals
PBIS	Positive Behavior Intervention and Support
PMPM	Per Member Per Month
SAMHSA	Substance Abuse and Mental Health Services Administration
SB6	Success Beyond Six (DMH Medicaid for School Mental Health)
SBC	School-Based Clinician
SDs	Supervisory Districts
SEB	Social, Emotional, Behavioral
SED	Severe Emotional Disturbance
SEL	Social-Emotional Learning
SLDS	Statewide Longitudinal Data System

Acronym	Term
SMH	School Mental Health
SPA	State Plan Amendment (Medicaid)
SRO	School Resources Officer
SUs	Supervisory Unions
VCP	Vermont Care Partners (trade association for DAs)
VCSEA	Vermont Council of Special Education Administrators
VPA	Vermont Principals' Association
VSA	Vermont Superintendents Association
VTSCA	Vermont School Counselor Association

Appendix B: Funding Decision Visuals in List Format

List Format: School Mental Health Funding - For Universal/Targeted

School has already followed standard process to get to identified need.

1. Identified Need for Social-Emotional Activity Support
 - a Forward to (2) Are these Universal or Targeted Activities?
2. Are these Universal or Targeted Activities?
 - a If No, concludes with Follow Workflow for Intensive/Individualized Supports.
 - b If Yes, forward to (3) Is this for Professional Learning.
3. Is this for Professional Learning?
 - a If No, forward to (4) Is this for Hiring or Contracting New Staff?
 - b If Yes, forward to:
 - i. (6) Is this Provided with a contract with a Designated Mental Health Agency?, AND
 - ii. (7) Are There Title Funds Available?, AND
 - iii. (8) Are There Medicaid Reinvestment or Local Ed/Budget Funds Available?
4. Is This for Hiring or Contracting New Staff?
 - a If No, forward to (5) Is This for Materials or Resources to Support the Activity?
 - b If Yes:
 - i. Concludes with Title I*, III**, IV, V Potentially May be Used, OR
 - ii. Forward to (6) Is this Provided With a Contract with a Designated Mental Health Agency?
5. Is This for Materials or Resources to Support the Activity?
 - a If No, concludes with Review Other Funding Sources.
 - b If Yes, concludes with Title I*, III**, IV, V Funds, Medicaid Reimbursement Funds Potentially May Be Used.
6. Is this Provided With a Contract with a Designated Mental Health Agency?

- a If No, concludes with Consider Title Funds.
 - b If Yes, forward to (9) Discuss with DA can this be provided under SB6 Medicaid? (Clinician Case Rate).
7. Are There Title Funds Available?
- a If No, concludes with Review Other Funding Sources.
 - b If Yes, concludes with Title I*, II, III**, IV, V Potentially May Be Used.
8. Are There Medicaid Reinvestment or Local Ed Budget Funds Available?
- a If No, concludes with Review Other Funding Sources.
 - b If Yes, forward to (10) Is cost related to prevention and intervention program?
9. Discuss with DA can this be provided under SB6 Medicaid? (Clinician Case Rate).
- a If No, concludes with Consider Title Funds.
 - b If Yes, concludes with Discuss with DA if capacity under case rate for this activity.
10. Is cost related to prevention and intervention program?
- a If No, concludes with Review other Funding Sources.
 - b If Yes, concludes with Consider Medicaid Reinvestment Funds.

*Title I Funds may only be used if the school operates a Title I Program.

**Note: Title III Funds may only be used if the school is a recipient of Title III funds and may only be used for EL students.

List Format: School Mental Health Funding – Intensive/Individualized

School has already followed standard process to get to identified need.

- 1. Identified Need for Intensive Behavioral or Clinical Mental Health Service for a Specific Student
 - a. Forward to (2) Student-Specific Service?
- 2. Student-Specific Service?
 - a. If No, concludes with Follow the Workflow For Universal/Targeted

- b. If Yes, forward to (3) Does Student Have an IEP?
- 3. Does Student Have an IEP?
 - a. If No, forward to (4) Does Student Have a Section 504 Plan?
 - b. If Yes, forward to (5) Is Service On IEP?
- 4. Does Student Have a Section 504 Plan?
 - a. If No:
 - i. Concludes with Title I Funds, Medicaid Reinvestment Funds Can Potentially be Used, OR
 - ii. Forward to (7) Is Student Enrolled in Medicaid?
 - b. If Yes, forward to (6) Is Service On the Section 504 Plan?
- 5. Is Service On IEP?
 - a. If No, back to (4) Does Student Have a Section 504 Plan?
 - b. If Yes, forward to (7) Is Student Enrolled in Medicaid?
- 6. Is Service On the Section 504 Plan?
 - a. If No:
 - i. Concludes with Title I Funds, Medicaid Reinvestment Funds Can Potentially be Used, OR
 - ii. Forward to (7) Is Student Enrolled in Medicaid?
 - b. If Yes, concludes with Title Funds and Medicaid may not be used. Consider other funds such as district funds or discretionary grants.
- 7. Is Student Enrolled in Medicaid?
 - a. If No, concludes with Review Other Funding Sources Including Special Education Funds
 - b. If Yes, forward to (8) Will LEA contract with DA?
- 8. Will LEA contract with DA?
 - a. If No, Review Other Funding Sources Including Special Education Funds
 - b. If Yes, forward to (9) Is Service eligible under DMH SB6 Medicaid?

9. Is Service eligible under DMH SB6 Medicaid?*
 - a. If No, conclude with Review Other Funding Sources
 - b. If Yes, forward to (10) LEA can provide local Medicaid Match?
10. LEA can provide local Medicaid Match?
 - a. If No, conclude with Do not Contract
 - b. If Yes, forward to (11) LEA/DA Establish Contract?
11. LEA/DA Establish Contract?
 - a. If No, conclude with Review Other Funding Sources Including Special Education Funds
 - b. If Yes, conclude with Bill DMH SB6 Medicaid**

*Refer to DMH Medicaid Provider Manual

**DA bills Medicaid