

**Washoe County Children's Mental Health Consortium
Annual Plan Update 2013-14**

I. LIST OF PRIORITIES OF SERVICES NECESSARY TO IMPLEMENT 10 YEAR PLAN

The Consortium formed four workgroups to address 4 prioritized goals presented in the initial plan, '2020 Vision' *A Call to Action, Ten Year Plan for Children's Mental Health: January 2010 – December 2020*.

GOAL 1: Serve Youth in Their Home Communities - Enhance Washoe County's capacity to provide community-based, wraparound treatment and care to serve youth locally in a manner that supports safety, stability, and permanency.

Progress

Members of this workgroup, Sierra Regional Center, Washoe County Juvenile Services, Washoe County School District and Northern Nevada Child & Adolescent Services reallocated 1 FTE per agency to provide wraparound services to youth with Severe Emotional Disturbance (SED) or co-occurring disorders that are in the custodial care of their parent/guardian. Working with a Memorandum of Understanding, the Division of Child and Family Services also provided training, supervision and facilities. This collaboration expanded services to 40 children and adolescents in our community. A report on demographics, referral sources and a functional assessment of the participants was conducted and you will find this information attached as "Wraparound Washoe Expansion" (See Attachment "A"). In addition, the Division of Child and Family Services devoted an additional existing Wraparound in Nevada position to serve parental custody youth in the juvenile justice system, included as attachment "Wraparound Washoe Expansion for Juvenile Justice Youth Report" (See Attachment "B").

Recommendation

The grant supporting the juvenile justice position will expire in the spring. The Consortium proposes additional positions be allocated to serve parental custody youth accessing services through the children's mental health system.

GOAL 2: Help Families to Help Themselves – The Consortium will promote the coordination of formal and informal strategies and resources that support youth and family autonomy in actively managing and finding solutions to fit their needs.

Progress

The workgroup is currently assessing the existing network of formal and informal supports available to youth and their families. In addition, the workgroup is identifying training which incorporates family voice for parents and professionals with the goal that this training can be replicated. As one example, the Consortium conducts System of Care training to the community with a Nevada Parents Encouraging Parents (Nevada PEP) representative as the co-trainer. Over half of families accessing services at Nevada PEP are presenting with mental health issues. Training efforts have expanded and are being offered state-wide. Those benefiting from training include the Citizen's Review Board in Reno and Parent University offered through the Washoe County School District.

This workgroup will also address early identification and preventative interventions for children with risk factors for emerging mental health conditions and potential for suicide risk. They will also assess opportunities and support implementation of screening in primary care and school-based settings as early as possible. They will expand family support services to assist families in accessing appropriate services. Prevention efforts such as "gatekeeper" training will support early identification of risk factors and connection to appropriate services. This approach will ultimately preserve resources to expand and improve services for children and families across all four original goals.

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Recommendation

The recommendation is for one full-time Family Support Specialist to assist with training and parental wrap-around program.

GOAL 3: Help Youth Succeed in School - The Consortium will work with community agencies and the Washoe County School District to support system-wide implementation of Positive Behavioral Supports (PBS) so that youth can develop pro-social skills while remaining in their home school and family setting, and at the same time reduce the need for more intrusive or aversive interventions. For the 2012-2013 school year, 81 out of 102 schools (charter schools participate) carry the Positive Behavioral Interventions and Supports (PBIS) designation based on trainings attended and implementation. Schools attend quarterly training, coupled with quarterly site visits, to support implementation with fidelity. The 13 schools that have not yet participated in PBIS training, have been offered pre-PBIS coaching and support at the trainings and site visits.

Since the beginning phases of implementation of School-Wide-PBIS (SW-PBIS) in WCSD (2006), data demonstrate a consistent decline in discipline issues, while increasing academic achievement. WCSD continues SW-PBIS efforts with a particular focus on culturally responsive practices.

This year, to support students in graduation and beyond, WCSD has begun the systematic implementation of Social and Emotional Learning (SEL) with 16 schools, with the addition of more schools each year. SEL prepares students to be contributing citizens by teaching important success skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These reports are included as attachments "School Climate Survey Washoe County School District" and "2011 Washoe County School District Youth Behavior Survey Results" (See Attachments "C" and "D")

As part of the Envision WCSD 2015 Strategic Plan, WCSD counselors are currently in Phase 2 of aligning to the American School Counseling Association (ASCA) National Model for school counseling.

- Training continues with all counselors using the National Model.
- The model is now fully embedded into the counseling evaluation tools and collaboration with Human Resources, Washoe Education Association, and the Teacher Incentive Fund grant staff has enabled counselors to utilize a new evaluation tool.
- In the 2012-2013 school year, each school was asked to turn in at least 5 artifacts demonstrating their progress toward alignment to the National Model. All 63 elementary schools, all 14 middle schools, and all but one of our 16 high schools turned in at least 5 artifacts towards that purpose. Many schools turned in more than that in 2011-2012. All counselors are completing a counseling audit as well, thereby closing the gap reflected in the results reports. They follow this process by engaging in the action planning process.
- In the 2011-2012 school years, 12 schools participated in the ASCA National Model Cohort devoted to alignment. Over the 2012 summer, 10 schools applied for and received one Individual Professional Improvement Program (IPIP) credit toward their continued work on the National Model. In the first meeting of the cohort this 2012 school year, 22 schools were represented from all levels. Cohort work continues to improve alignments and transitions across levels.

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- One aspect of the National Model is alignment of the ASCA standards to activities and lessons that are presented by counselors. Student competencies are addressed and measured. Counselor development and accountability is improving with the alignment across all systems.

In accordance with SB 276 addressing Safe and Respectful Learning Environments, school safety and strategies for building a positive school culture and climate is a focus in the WCSD

- The climate and safety survey was administered across all schools. Parents, students and staff member data results were shared with the schools. The Diversity and Equity Leadership Team (DELT), School Police, Counseling, Behavior Department and Office of Academics are collaborating towards school-wide attention to improving school climate, culture and safety by improving school tools and supports. Schools are encouraged to place safety and climate goals into their plans and identify sustained interventions. Variances between parent, student and staff responses were outlined to promote questions about appearance and actual measures of school safety and climate. School expectations, consistency and fairness improve school climate.
- Improving overall consistency across schools, the Behavioral Matrix was further updated and improved. A multidisciplinary team assisted in the education and support of this update. Emphasis on NRS, WCSD regulations and recommended interventions and supports was placed within the matrix. Encouraging a common language and definitions was achieved. Bullying and Cyberbullying are included in the matrix. Behavioral recording was also improved and strengthened.
- Attention to under-represented populations, equity and diversity continue to be a priority in WCSD, with Administration & Supervision (A & S) meeting workshops, Study Circles, family support meetings, educational assistance and now through the great work of the Student Advisory Board "Mind the Gap".
- Training across the district in SB276 requirements and supports will continue this year and into next year to counselors, assistant principals and deans.

Students and their parents will be provided with strategies for dealing with bullying

- Responsiveness to student and parent bullying and cyber-bullying from school administration, school counseling, school police and the Department of Family – School partnerships is improving through more consistent reporting plans and follow-up interventions. Connection to services and supports is a major focus. The addition of a victim advocate in school police has added to the support success with families.
- All processes, reporting, records and supports are being examined by multidisciplinary teams to ensure that improvements are made to the response and student access.
- All school sites are participating in required activities and education related to SB 276 Bullying Month and The Governor's Week of Respect. Students and parents are provided opportunities to

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learn strategies for reporting bullying, knowing the difference between bullying and conflict, and how to be a proactive bystander.

- Community Involvement in Bullying prevention and intervention focus is continuing through partner agencies and organizations.
- Suicide Prevention and Intervention project, together with school psychology and counseling, is ensuring that all staff members are trained in warning signs and referral of suicidal students. The suicide risk matrix for WCSD and overall processes were improved this year and will continue into next school year.
- All regulation, policies and Nevada Revised Statutes are examined together to support alignment and consistency. Office of the General Counsel is leading this project.
- Counselors continue to implement the ASCA national model using closing the gap and results reports and incorporating ASCA artifacts into improved counselor accountability and service to students. State counseling standards are aligned with SEL and others to ensure that student competencies are reached.

Outreach to families continues to be a monthly focus.

Progress

Washoe County School District and Sierra Regional Center have taken the lead in this area. Through the initiative of the Parent University, parents are provided instruction on Positive Behavioral Supports. The School District partners with Nevada Parents Encouraging Parents (NV PEP) to provide this training. The number of schools that are PBS certified has increased this past year. Sierra Regional Center continues to provide this evidenced-based practice to the families of its clients. The Consortium will continue to provide input into this successful initiative.

For the 2012-2013 school year, 81 out of 102 schools (charters participate) carry the PBIS designation based on training attended and implementation. Schools attend quarterly training, coupled with quarterly site visits, to support implementation with fidelity. Those 13 schools who have not yet participated in PBIS training, have been offered pre-PBIS coaching and support at the trainings and site visits.

Since the beginning phases of implementation of School Wide-PBIS in WCSD (2006), data demonstrate a consistent decline in discipline issues, while an increase in academic achievement. WCSD continues SW-PBIS efforts with a particular focus on culturally responsive practice. This data is included as a document called "School Wide PBIS in WCSD" (See Attachment "E").

This year, to support students in graduation and beyond, WCSD is has begun the systematic implementation of social and emotional learning (SEL) with 16 schools, with the adding more implementing schools in vertical waves each year. SEL prepares students to be contributing citizens by teaching important success skills such as Self-awareness, Self-management, Social awareness, Relationship skills, and Responsible decision-making.

Recommendation

This workgroup is not recommending any additional funding or support for Consortium PBS efforts at this time, in addition to what the Washoe County School District is already providing to various community groups and stakeholder agencies.

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GOAL 4: Support Youth to Succeed as Adults - Develop, fund and implement system-level policies coupled with successful strategies to help youth with mental health needs transition to postsecondary education, employment, and independent lives.

Progress

This workgroup has met regularly during the past year with representatives from over 7 agencies in regular attendance. To address this goal, the workgroup has partnered with Mojave Mental Health Services in developing a series of workshops addressing topics of relevance to youth aging out of children's services. The workshops have evolved from a 6 week series to a 16 week series. The modifications to the workshops have evolved from input from the youth participants. To date the workshops have been provided to youth that are Medicaid eligible as this has been the primary funding source. The Workgroup is currently assessing the costs for conducting the workshops and continues to develop the model to be able to make it available to youth who do not have Medicaid funding.

Recommendation

In order to better compliment current state efforts for collaboration on behalf of the youth with long-term developmental needs and mental health issues, this workgroup will convene a logic model meeting to outline the current needs and proposed direction for assisting youth with chronic conditions who require oversight and guidance to meet transitional life goals and objectives. This workgroup is requesting consultation with an expert such as Hewitt B. "Rusty" Clark, Ph.D., BCBA to support the development of the logic model.

In addition to the prioritized goals, the Consortium has identified **two additional priorities**:

PRIORITY 1: In this next year the Consortium will form a Youth Resources Panel to maximize its efforts to serve youth with serious emotional disturbance.

The Consortium will develop a Youth Resources Panel comprised of Consortium members to identify barriers for individual youth whose mental health needs are unable to be met and to develop interagency solutions. Memorandum of Understandings (MOU's) will be developed to outline access/eligibility criteria, information sharing procedures, development of services available, and resolution of barriers for:

- Children with mental health needs who require long-term public sector behavioral health care such as a transition from child to adult services, long-term habilitative care, and/or access to waiver-based services for developmental disabilities.
- Youth who have co-occurring mental health and developmental disorders that prevent them from receiving services from either mental health or developmental services because their intellectual functioning is either too high for developmental services or too low for mental health services.
- Youth with severe emotional disturbance for both Medicaid eligible and non- Medicaid eligible youth in need of transition assistance to adult mental health services.

Recommendation

Recommendation is to fund Social Services Program Specialist position at \$25 hr/mo to support Consortium activities.

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PRIORITY 2: The Consortium proposes a more formalized relationship with DHHS.

The Consortium proposes to increase its stakeholder role in providing input into development of and changes in policy related to health care reform, Medicaid changes, DCFS Mental Health policies and budget allocations. This includes utilizing the Consortium to vet major policy changes in programming and services to children and youth with serious emotional disturbance during policy development and prior to the public comment period.

II. ITEMIZED LIST OF THE COSTS TO PROVIDE THE PRIORITIZED SERVICES NECESSARY TO IMPLEMENT 10 YEAR PLAN:

The Consortium has identified the following priorities based on the collaborative structures above and based on the work of the first phase of the 10 year plan:

- A. Due to the success of the Washoe Wraparound Expansion (WWE) initiative which served 40 parental custody youth, the Consortium supports expanding the WWE program by two positions. The request for the Family Support Specialist would also assist with training described in the description of Workgroup 2 (above). The Family Support Specialist is a crucial component to the success of the Wraparound model. This person is the liaison to the families and provides support for the family both during and after WWE services have ended.

At this time, we are requesting 1 FTE enhancement of DCFS contract and 1 FTE for the Family Support Specialist.

1 FTE from Northern Nevada Child and Adolescent services budget for WWE Worker \$62,000

1 FTE Family Support Specialist contract enhancement Northern Nevada Child and Adolescent services budget \$55,652

Total personnel request: \$117,652

- B. Provide infrastructure and fiscal support to disseminate a series of workshops to assist youth who are not Medicaid eligible with severe emotional disturbance transitioning from the child to the adult mental health system.

7 Scholarships at \$1,000 for a 14 week Transition Workshop = \$7000

5 hours per week for Social Services Program Specialist III - 23 hours per month @ \$26.68 per hour X 12 months = \$7,364

Total Consortia request: \$14,364

Total fiscal request to include A & B priorities: \$132,016

III. DESCRIPTION OF REVISIONS TO THE 10 YEAR PLAN

The Consortium has not made any specific revisions to the 10 Year Plan. The Consortium plans to continue to expand their role as described in this report with the two defined priorities: the Consortium will form a Youth Resources Panel to maximize its efforts to serve youth with serious emotional disturbance and the

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Consortium proposes a more formalized relationship with DHHS. Details for both of these priorities can be found above on page 5.