

State Departments  
Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
Reporting Period: July 1 through December 31

**California Department of Education**

1. Identify 2–3 highlights for this reporting period

**Learning Support and Partnerships Division**

- The California Department Education (CDE) Counseling, Student Support, and Service-Learning Office (CSSSLO), Mental Health Services Act (MHSA) Program entered into a contract with the Placer County Office of Education (PCOE) to provide the high-quality professional development in most of the California County Superintendents Education Services Association (CCSESA) 11 regions. Training Educators through Recognition and Identification Strategies (TETRIS) is intended to help educators recognize the early signs and symptoms that may be indicative of a mental health disorder and learn classroom strategies that will help prevent these symptoms from interfering with academic and social success. The preliminary training schedule is attached.
- Through a portion of an existing contract between the CDE and WestEd, the CSSSLO has been collaborating with WestEd in the development of three resources.
  1. *Guidebook to Using the California Healthy Kids Survey/California Climate Survey (CHKS/CSCS) to Help Improve Student Support Programs*: This guidebook will summarize the relevant existing survey questions and discuss how they relate to mental health issues and assessment needs. It will also discuss how the custom module feature can be used to collect additional information, including suggestions for questions that might be added (particularly those already used by other California districts).
  2. *Web site Development*: WestEd will create a Web page, modeled on the Closing the Achievement Gap (CTAG) Initiative, which will be part of the CHKS/CSCS and the CDE Web sites. This page will highlight the CDE's school mental health efforts and how to use the CHKS as a tool for program improvement. It will include all documents generated by the project (for example, Guidebook, factsheets, etc.) as well as any other tools and resources that the CDE provides for posting. The Web site will be maintained and updated as needed each year of the contract.
  3. *Factsheet on Students at Risk of Depression*: This two-page factsheet will be developed, summarizing and discussing the key findings in regard to the characteristics of youth at risk of depression and how they differ from students not-at-risk. The information in the factsheet will be based on the set of tables and key findings identified in Year 1. This factsheet will be posted on both the survey Student Mental Health Initiative (SMHI) Web site and the regular CHKS report page. An announcement of the availability of these resources will be sent out over the CDE and CHKS listservs to be shared with the field.

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State Departments  
Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
Reporting Period: July 1 through December 31

### Special Education Division

- Administered the 2010 MHSA Special Education Division Local Plan Area (SELPA) Survey in electronic format through the listserv transmission process to **124** SELPA administrators, in collaboration with their **58** local county offices of education, [special education administrators (SEACO)], and **1043** local educational agencies, (special education directors). State-wide this represents approximately **680,000** local education agencies (LEA) special education students and thousands of special education teachers (serving this population within K–12 grades).
- The CDE Special Education Division (SED) staff is in the process of developing the 2010 MHSA/SED SELPA Survey PowerPoint Presentation to report the findings of the 2010 MHSA SED SELPA Survey responses. The PowerPoint includes the organization of findings by county for the purpose of facilitating access to the results by each of **58** local county departments of mental health; each of 124 special education SELPAs (some SELPAs may encompass multiple counties); and by each of **1043** California local educational agencies and **368** California certified nonpublic schools.
- The CDE, SED staff researched, developed, and forwarded via listserv resources, articles, and information related to relevant topics such as promising and evidence-based mental health practices, suicide prevention, stigma and discrimination reduction, student mental health, school-based health centers, the experience of mental health issues by students of African American; Latino, Native American, and Asian American descent; provision of culturally competent services and strategies to address CTAG and disproportionality in special education, to the **124** SELPA, the **58** Special Education Administrators of County Offices (SEACO), and the **368** California certified nonpublic school (NPS) administrators.
- Initiated conversation and interagency planning with the California State Library's MHSA librarian to pursue the acceptance of local educational agency/certified nonpublic nonsectarian school psychologists, who serve special education students to include special education students within MHSA programs, in the approved applicant program, enabling inclusion on State Library Listserv and receipt of the Studies in the News (SITN) transmissions, and access to current e-research and e-books. Discussion included the possibility of including research that addresses mental health and students in kindergarten through grade twelve (K–12) educational systems.
- The SED staff broadened knowledge of the California Department of Education/Special Education Division (CDE/SED)'s role in the MHSA both within and outside the CDE.

### SED Transition

- A project team for MHSA/SED has been formed during this reporting period that reflects an increase in membership from a single division representative. Members of the team have been actively meeting for the purpose of developing a transition process that includes movement from the current Memorandum of Understanding (MOU) the CDE, SED workplan, to an expanded and enhanced workplan designed to build upon data collected from a recent 2010 survey of local special education

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State Departments  
Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
Reporting Period: July 1 through December 31

leadership and from SED/MHSA project team discussions regarding the CDE MOU goals, objectives, and activities. The proposed plan has been designed in partnership and concert with the contact liaison from the Department of Mental Health (DMH).

- The SED/MHSA team is pursuing the design and implementation of a workplan that demonstrates planned growth and the establishment of active and accessible constituent training for special educators.

2. Please list all the goals, objectives, activities, and, deliverables for this reporting period as listed in the Memorandum of Understanding (MOU) work plan and provide an update.

<b>Goal 1: Promote partnerships that support the development and implementation of strategies that result in closing the achievement gap (CTAG) and improved outcomes for students in California’s kindergarten through grade twelve (K–12) educational system.</b>					
<b>Objective 1a: Enhance engagement of the Special Education Local Plan Areas (SELPA) and Special Education Administrators of County Offices (SEACO) with their county mental health partners to establish more programs at the local and county levels for children, adolescents, and transition-age youth.</b>					
	<b>Due Date</b>	<b>Status on achieving objective, activities, and deliverables (insert links)</b>	<b>Identify outstanding policy and program issues</b>	<b>Identify activities being coordinated with the local mental health system and other partners</b>	<b>Upcoming events/opportunities/resources anticipated during the next six months</b>
<b>Major activities/deliverables:</b> <b>1.a (1).</b> Contact the special education administrators and members of county mental health staff to discuss existing local MHSA activities related to programs for children, adolescents and transition-age youth, and the potential for program expansion and/or new program development.	July 2010–December 31, 2010	<b>Completed:</b> Contact with 124 SELPA administrators through the 2010 SELPA administrator survey administered with findings determined by county. Survey included questions related to the local identification of existing MHSA programs serving special education students/or including special education students; any program expansion areas	<b>Issue:</b> Availability of special education leadership and special educators in LEAs and NPSs to attend trainings, site meetings, and discussions regarding local program development: Budget and teacher replacement in the classroom.  Current status of AB 3632.	<b>Linkage:</b> Attendance at various state-level interagency meetings; e-mail. Investigation of offer by Stephanie Welch, California Mental Health Directors Association (CMHDA) at the Mental Health Partners Forum to include partner participation (CDE SED) in the CMHDA survey process of local mental health department	<b>Data collection:</b> Opportunity for the CDE MHSA to submit survey questions (SED related to special education students) regarding local programs to <b>58</b> county mental health directors (CDMH) in coordination with a CMHDA survey process; use of results of the 2010 SELPA survey responses to design questions for CDMH directors to address CDMH/LEA local program needs and barriers; identify existing programs that are

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State Departments  
Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
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		<p>were indicated by individual SELPAs. (See attached 2010 MHSA SED SELPA Survey instrument questions).</p> <p>CDE, SED MHSA included approximately <b>268</b> e-mail contacts with SELPAs-to include requests, questions and replies.</p> <p><b>Completed:</b> Participation in the three input sessions held in December 2010 on Suicide Prevention, Stigma and Discrimination; and the K–12 Initiative, sponsored by CalMHSA, for the purpose of determining the local mental health department scope of work for the area of Prevention and Intervention (PEI).</p> <p><b>In Process/Ongoing:</b> Attendance/sharing of program information at MHSA Partners Forum meetings; MHSA Interagency Partners Meetings; Department of Mental Health (DMH) MHSA contact liaison meetings, the CDE MHSA Learning Support and Partnerships Division</p>	<p>State budget status, constraints and uncertainty.</p> <p>Funding issues at all levels.</p>	<p>directors to determine the current status of collaboration with local educational systems.</p> <p>Incorporated into the periodic SED listserv transmissions, access to information, resource tools, and website links of interest to special educators from MHSA partner agencies introduced at a state level Mental Health Interagency Partners Meetings to include pertinent documents from agencies such as: The Administrative Office of the Court: Dependency and Delinquency Education Checklist to assist with the court appointment of an educational representative; CDE: New legislation related to truancy, the School Attendance Review Board (SARB) and the <i>Courts-Education Code</i> 48263.6; The DMH MHSA webpage; the <i>new</i> Mental Health Services Authority Joint Powers Authority (CalMHSA JPA) website;</p>	<p>provided for and/or include special education students on school sites, and/or in collaboration with local educational systems; identify plans for existing program expansion and for new program development; identify level of input/collaboration of CDMH with local K–12 educational systems and the program benefits from collaborative efforts.</p> <p>Linkage: Continue periodic listserv transmission process to include research, featured resources and Web sites of monthly presenters, best practice programs, and key information pertinent to special educators in the areas of suicide prevention, stigma and discrimination, and K–12 issues.</p> <p><b>MHSA Training:</b> (DMH/SED) Continue follow-up regarding this opportunity through DMH contact liaison.</p> <p><b>Training:</b> Provide SELPA with the MHSA SED 2010 SELPA Survey PowerPoint.</p> <p><b>Transition Planning and Development:</b> Key SED Role: Information and Technical</p>
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State Departments  
Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
Reporting Period: July 1 through December 31

		<p>(LSPD)/SED meetings, and SED Project Team meetings.</p> <p><b>In Process:</b> The MHSA SED is seeking to coordinate with CMHDA to investigate the status of collaboration between local county mental health departments (CMHD) and local educational systems in the provision of MHSA services to special education students from the perspective of local CMHDs. The process would include the provision of SED survey questions focusing on the K-12 special education student to the California Mental Health Directors Association (CMHDA) for inclusion on their survey instrument to be administered. Findings would be shared with special educators.</p>		<p>the Mental Health Services Oversight and Accountability Commission (MHSOAC) website; and the CMHDA website, with a current list of directors of local department of mental health department and contact information</p>	<p>Assistance Focus: Create a proposed action plan based upon 2010 MHSA/SED SELPA survey findings that includes measurable objectives and activities with deliverables that include an annual MHSA constituent training that includes MHSA updates and current information on MHSA programs; a user-friendly toolkit of resources that build upon the training and assist in the local development of MHSA opportunities for special education students/families through local educational agency (LEA)/CDMH programs; the utilization of technology to implement accessible the CDE, SED training, meaningful support to special educators, and direct linkage of special educators with local and state partners, and their programs and resources.</p>
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Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
Reporting Period: July 1 through December 31

<p><b>1a (2).</b> Provide feedback from special education administrators and county mental health staff and facilitate discussions related to identifying best practices across the state.</p>	<p>July 2010 December 31, 2010</p>	<p><b>Completed:</b> The attached MHSA SED 2010 SELPA Survey included Question Six related to the identification of local collaborative LEA/CDMH MHSA programs demonstrating best practices.</p> <p><b>Completed:</b> Added MHSA SED to State Library list to receive Studies in the News (SITN) monthly e-research mental health articles.</p> <p><b>Completed:</b> In contact with the MHSA DMH/ CDE contact liaison, MHSA interagency partners, SELPAs, and CDMH, as measured through communication contacts and meeting participation records.</p> <p><b>In Process:</b> Communication with State Library to discuss the possible inclusion in SITN, mental health evidence-based research and best practices of importance and interest to special educators in K-12 educational systems that include suicide prevention, stigma and</p>	<p>Availability of special education leadership and special educators to attend on-site trainings, site meetings, and discussions regarding local best practice programs.</p> <p>Limited opportunities for local collaboration between mental health and special education are reported due to staffing and funding shortages.</p> <p>Limited opportunities for the local building of positive communication systems between mental health and education are reported due to staffing and funding shortages.</p> <p>Funding shortage with less potential to identify, promote, collaborate, develop, replicate, expand, and disseminate information about best practice programs that would greatly benefit special education students and their families. More</p>	<p>Connection and communication with interagency partners through interaction at meetings and e-mail correspondence to explore and gather information regarding state/local county mental health agency MHSA programs and offerings that would benefit special education students, their families, and teachers/staff in local K-12 educational systems.</p> <p>Discussions with the DMH state contact liaison regarding strategies and resources available to identify evidenced-based research, promising practices, and best practice programs to include: Healthy Kids Resource Center: <a href="http://www.Californiahealthykids.org">www.Californiahealthykids.org</a> with the results of the Healthy Kids Survey; Studies in the News: State Library: <a href="mailto:pfish@library.ca.gov">pfish@library.ca.gov</a>; and <a href="http://www.SPRC.org">www.SPRC.org</a> “Best</p>	<p><b>Dissemination 1:</b> MHSA SED 2010 SELPA Survey Results PowerPoint.</p> <p><b>Data collection 1:</b> 1) Opportunity for CDE SED MHSA to develop and receive responses from each county department of mental health director that leads to the identification of best practice programs as posed through a CDHDA survey process; and 2) The development of a SED process and instrument to inform SELPAs and CDMHs of findings from survey efforts.</p> <p><b>Data collection 2:</b> 1) Opportunity to gather further specific information and resources regarding local best practice programs details from SELPAs and local CDMHs.</p> <p><b>Research:</b> 1) Opportunity to research and review current evidence-based research on best practice programs to include the areas of suicide prevention, stigma and discrimination, and mental health issues K-12 for special educators; 2) Opportunity to gather information regarding best practice</p>
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Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
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		<p>discrimination reduction, student mental health, and issues related to closing the achievement gap.</p>	<p>resources in staffing and funding would result in increased capabilities.</p>	<p>Practices” registry that focuses on suicide prevention, but includes additional areas of interest.</p>	<p>offerings at the state/local level that could benefit special education students, their families, and their teachers/staff in local K-12 educational systems to include the State Library partnership with SED.</p> <p><b>Dissemination 2:</b> Opportunity to feature a best practice program(s) to include the selection of a program(s) for inclusion on a listserv transmission(s) to special educators, as reviewed through survey and research efforts.</p> <p><b>Transition Planning and Development:</b> Creation of a proposed action plan/work plan for 2011-12 based upon 2010-11 information gathered through survey efforts that includes measurable objectives and activities with deliverables that include an annual MHSa training to include updated information on best practice programs: : A user-friendly toolkit to include training information and resources to assist in the promotion and development of collaborative best practice programs (CDMH/LEAs); the building of a system that utilizes approved and available technology</p>
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State Departments  
Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
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					to implement accessible training, support, and CDE SED linkage with local and state agencies, associations, constituents, and current resources.
<p><b>1a (3).</b> Utilize the SED Listserv to disseminate pertinent information related to resources such as studies, articles, trainings, conferences, and webinars for personnel in special education. Research expansion of the SED Listserv through Lyris subscription service to increase the number of people being informed about MHSA activities.</p>	<p>July 2010-December 31, 2010:</p>	<p><b>Completed:</b> 5 Listserv transmissions as described under #1 above in the “Highlights” section of this report.</p> <p><b>Completed:</b> December Listserv transmission included two Studies in the News (SITN) research articles from our State Library MHSA partner as a preliminary introduction to the State Library SITN and a resource for special education field leadership regarding the research available to their psychologists and special education staff: Research studies addressed the topics of: 1) Suicide prevention and treatment engagement of patients and the individual’s transition from emergency services to outpatient services-adolescent interventions included; and</p>	<p>Possibility of utilizing a direct access system for dissemination of CDE, SED MHSA information and resources for special education students, their families, and teachers/staff.</p>	<p>Discussions with DMH regarding possible joint options to facilitate the dissemination of SED MHSA information and resources, maximizing linkage and accessibility with constituents and partners at state and local levels to reflect the most effective means of contributing to the network of services and activities of MHSA.</p> <p>Meetings and discussions with CDE/LSPD/DMH included information-sharing regarding CDE division and department efforts, in coordination with DMH.</p>	<p>1a.3. Dissemination: MHSA SED 2010 SELPA Survey Results PowerPoint.</p> <p><b>Linkage and Development:</b> 1) Work toward the approved interagency partnership opportunity between CDE, SED and the State Library for school psychologists: Implementation of State Library Card Program Application Process for psychologists, serving special education students, to include those students in local MHSA programs; and 2) Opportunity to plan the access system to be used for implementation of the 2011-12 MHSA SED Workplan.</p> <p><b>“Mental Health for Educators Trainings”:</b> Continue in January and February listserv notifications/reminders to special educators of scheduled CDE/LSPD regional training sessions in February and March 2011. (CDE, LSPD/contract</p>

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State Departments  
Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
Reporting Period: July 1 through December 31

		<p>2) Early identification of social-emotional problems of young children-the review of two validated screening tools.</p> <p><b>Completed:</b> Info-share transmissions for conferences, webinars, and trainings: Topic areas to include: Suicide Prevention and Mental Health for Educators sent to 550 special education administrators for distribution to their special education networks.</p> <p><b>In Process:</b> Research and decision-making regarding the purchase and use of Lyris.</p>			<p>with Placer County).</p> <p><b>Listserv Transmissions:</b> Research and send listserv transmissions and info-shares to special educators that include trainings, webinars, studies, articles, and conferences about the MHSAs and in particular the topic areas of suicide prevention, stigma and discrimination, and mental health issues related to special education students in local K-12 educational systems.</p>
<p><b>1a (4).</b> Develop a SED Web page for special education administrators and related staff to submit articles, web-links, and best practices that have been developed in collaboration with their county mental health agencies.</p>	<p>July 2010–December 31, 2010</p>	<p><b>Not Feasible:</b> SED decision to move away from this option and explore other options for dissemination of MHSAs information and resources.</p>	<p>Feasibility of a SED web page; no longer an option due to cost and staffing.</p>	<p>Information and resources are in process of being gathered from state and local levels for intended dissemination and ongoing reference for consumers, constituents, stakeholders, and agency partners.</p>	<p><b>Transition and Development:</b> Determine and plan the system that will be established to house MHSAs information and resources that is current and accessible to local and state level stakeholders, constituents, consumers, and agency partners.</p>
<p><b>1a (5).</b> Manage the SED and LSPD Web page to provide relevant resources and information on school mental health trainings, conferences, webinars, seminars and workshops about the MHSAs, and create links to federal, state, and local agencies working</p>	<p>July 2010–December 31, 2010</p>	<p><b>In Process:</b> The SED choice of website option for use in 2011–12.</p>	<p>The location of the two divisions in different branches of the CDE necessitated additional steps and approvals for actions. LSPD and SED are</p>		<p><b>Transition and Development:</b> Determine the system for 2011–12 that will be used to feature MHSAs information and CDE, SED resources that is current and accessible to local and state level</p>

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State Departments  
Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
Reporting Period: July 1 through December 31

on mental health issues.			now located in the same CDE branch: Special Services and Support Branch.		stakeholders, constituents, consumers, and agency partners.
<b>Objective 1b: Develop and implement strategies that expand and enhance collaboration between the mental health and education communities at the state and local level.</b>					
	<b>Due Date</b>	<b>Status on achieving objective, activities, and deliverables (insert links)</b>	<b>Identify outstanding policy and program issues</b>	<b>Identify activities being coordinated with the local mental health system and other partners</b>	<b>Upcoming events/opportunities/resources anticipated during the next six months</b>
<b>1b (1).</b> Identify opportunities in which the CDE can collaborate with other state and local agencies in order to assess existing programs and related services that may benefit K-12 pupils in special education and their families.	July 2010-December 31, 2010	<p><b>Completed:</b> CDE SED Participation in CalMHSA PEI Information Gathering Sessions: Suicide Prevention, Stigma and Discrimination Reduction; and Student Mental Health (K-12).</p> <p><b>In Process:</b> Continue communication and information gathering with DMH MHSA state level contact liaison; state interagency partners; SED and LSPDs- the state education agency, and leadership in special education within local educational systems, regarding strategies to access and assess existing MHSA programs and</p>	Lack of resources at various levels that include staffing and funding, affecting the extent of training and collaboration possibilities and resource development opportunities that could expand SED's capability and effort to benefit more K-12 special education students, their teachers, and families.	Information sharing about existing program offerings that may benefit special education students and their families- the work of agencies within the state. (MHSOAC, MHSA JPA, MHIAP, MHPF, State Library; CDMHD, SELPA, SEACO, and NPSs)	<p><b>Linkage:</b> Attendance at meetings and the gathering of information and resources at meetings and through web-link searches: Re: Assessing information regarding programs, services, and collaborative possibilities for special education students and their families.</p> <p><b>Dissemination:</b> Listserv transmissions to special education leadership: Re: Current best practices, programs, trainings, events, useful informational resources, and research for further dissemination to their local networks.</p> <p><b>Transition and Development:</b> Incorporate into the CDE, SED 2011-12 MHSA Workplan, a</p>

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State Departments  
Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
Reporting Period: July 1 through December 31

		<p>services that may benefit special education students, their families, and special educators.</p> <p><b>Completed:</b> Facilitated and participated in forging a collaborative relationship with CDE, LSPD through scheduled and spontaneous meetings held; next formal SED/LSPD meeting scheduled in February.</p> <p><b>Completed:</b> Participated in scheduled inter-departmental meetings with DMH MHSAs; regular gatherings with MHSAs interagency partner agencies and associations; SED MHSAs project team discussions and meetings; and CDE SED/LSPD meetings and contacts during the July-December 2010 period.</p>			<p>system/process to share informational MHSAs resources- programs/services- that benefit K-12 pupils in special education and their families that exist through various agencies: Identify for inclusion in dissemination possible special education stakeholder groups; (Review options to include the following areas: Training, Linkage, Support; Resources).</p>
1b (1), continued	Dec 2010- Ongoing LSPD	<p>A LSPD consultant was selected as a member of the Cultural and Linguistic Competence Committee (CLCC).</p>			<p>A Mental Health Services Oversight and Accountability Commission (MHSOAC) committee orientation met January 14, 2011. The CDE representation on the CLCC will provide a kindergarten through</p>

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Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
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				<p>grade twelve (K–12) educational perspective to the committee as well as advocacy for students who, as a group, have historically been underserved.</p> <p>Many students with mental health issues go without services for many reasons, but primarily because of a lack of culturally/linguistically competent practitioners as well as a general lack of awareness and knowledge of mental health. Since one of the goals of MHSa is to improve access to and the quality of mental health services for historically underserved communities and reducing mental health disparities across racial, cultural and ethnic groups, the CDE lead consultant should actively participate on such a committee that addresses these disparities and disproportionality in the school mental health system. This opportunity better prepare Monica Nepomuceno, CDE Education Programs Consultant, to provide a higher level of leadership, guidance and resources to LEAs on resources related to school mental health, and it will also allow her to share the educational perspective with</p>
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State Departments  
Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
Reporting Period: July 1 through December 31

					the committee. In addition, Monica will be better prepared to advocate for students, who, as a cultural group, have historically been underserved.
<b>1b (1)</b> , continued	Ongoing LSPD	The LSPD consultants have worked on revising the Student Success Team (SST) Manual.	Editing and production have been delayed due the reorganization of CDE Press.		The SST Manual revision is still in progress. The manual will be produced and disseminated to school districts, county offices of education, and mental health partners.
<b>1b (1)</b> , continued	June to December 2010 LSPD	LSPD consultants provided technical assistance and professional input to the development of the Sacramento County Prevention and Early Intervention (PEI) Plan as well as the Student Mental Health and Wellness (SMHW) Education and Training-Bullying Prevention Project.			The SMHW Education and Training-Bullying Prevention Project activities will be planned and implemented throughout Sacramento County schools.
<b>1b (1)</b> , continued	June to December 2010 LSPD	LSPD consultants have collaborated and become part of the Mental Health Service Act (MHSA) Partners Forum to share the CDE's programs and activities related to mental health.			LSPD consultants will continue to participate in the monthly MHSA Partner Forums to collaborate and gain further insight on other partner's projects and activities related to mental health.

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State Departments  
Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
Reporting Period: July 1 through December 31

1b (1), continued	October to November 2010  LSPD	LSPD staff collaborated with United Advocates for Children and Families (UACF) to provide input on the UACF Teacher Training Curriculum: Recognizing Mental Health in the Classroom			LSPD staff will continue the collaboration with UACF for possible future partnerships in training educators on mental health issues.
1b (1), continued	June to December 2010  LSPD	LSPD staff provided input on the development of several California Mental Health Services Authorization (CalMHSA) projects such as the CalMHSA Work Plan, scopes of work for the three CalMHSA Statewide Prevention and Early Intervention (PEI) programs, and information gathering sessions. LSPD staff also attended CalMHSA board meetings and Ad-Hoc committee meetings to provide input.			LSPD staff will continue to participate and provide input on CalMHSA projects.
1b (2). Participate in the quarterly meetings of the State School Attendance Review Board (State SARB) to develop new ways of coordinating school, community, and home efforts to deal with mental health obstacles to regular school attendance and to help close the achievement gap.	Ongoing LSPD	An LSPD consultant chairs the State SARB and facilitates the quarterly meetings in order to help formulate the State SARB's strategies for mental health interventions.			The State SARB made an official recommendation to the State Superintendent of Public Instruction to support amending Education Code Section 48321 to include a mental health representative on SARBs.

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State Departments  
Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
Reporting Period: July 1 through December 31

1b (2), continued	Ongoing  LSPD	LSPD staff are advocating for the creation of an excused absence code under California <i>Education Code</i> Section 48205 for absences due to a parent in the military, either for deployment or returning from deployment.			The State SARB made an official recommendation to the State Superintendent of Public Instruction regarding support to amend Education Code Section 48205 to include an excused absence for school for military-connected children when a parent or guardian is being deployed.
1b (2). Develop and implement strategies to enhance and formalize the relationship between the CDE and the SELPA administrators related to mental health in schools.	July 2010-December 31, 2010	<p><b>Completed:</b> 2010 MHSA SED SELPA Survey and resulting communication through e-mail: Reported contact interactions through MHSA SED e-mail mailbox: <u>124</u> SELPAs. (Mailbox implementation approved by division leadership; established for use during July – December 2010 period).</p> <p><b>Completed:</b> Provision to SELPA of key MHSA introductory information to include web-site links for various resources to include local CDMH contacts, mental health agencies at state, and MHSA partners in December listserv transmission.</p>	Pressing SELPA issues include these key areas: AB 3632, CA budget, and staffing constraints.		<p><b>Transition and Development:</b> Incorporate additional means and methods into 2011-12 Workplan to enhance the CDE/SELPA relationship through the building of a flexible method and means for SELPA to build knowledge about mental health issues and the MHSA, access convenient training opportunities, evidenced-based research, and best practice programs, and use tools designed for their local use in developing and sustaining programs and services that meet the needs of special education students, their families, and school staff.</p>

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State Departments  
 Mental Health Services Act Progress Report\*  
 Fiscal Year 10–11  
 Reporting Period: July 1 through December 31

		<b>In Process:</b> Continued development and SED work toward implementation of strategies that result in building an effective relational network with SELPA administrators that results in flexible access to MHSA information, interaction, support, training, and resources at the state and local levels through support service, linkage, and sharing of training opportunities.			
<b>Goal 2: Increase knowledge and capacity about effective prevention and early intervention programs, services, and strategies for local educational agencies (LEAs) and other partners working with students who experience, or are at risk of, mental health problems, including suicide risk.</b>					
<b>Objective 2a: Provide technical assistance within the California Department of Education (CDE) and to the field to increase knowledge of the Mental Health Services Act (MHSA) and improve coordination of mental health prevention and early intervention efforts and community services and supports.</b>					
	<b>Due Date</b>	<b>Status on achieving objective, activities, and deliverables (insert links)</b>	<b>Identify outstanding policy and program issues</b>	<b>Identify activities being coordinated with the local mental health system and other partners</b>	<b>Upcoming events/opportunities/resources anticipated during the next six months</b>

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State Departments  
Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
Reporting Period: July 1 through December 31

<p><b>2a (1).</b> Serve as a resource on the MHSA to offices within the CDE that are working on related and intersecting issues.</p> <p><b>2a (1), continued</b></p>	<p>July 1, 2010-December 31, 2010</p>	<p><b>Completed:</b> Resource to SED administration and staff: Regular updates delivered regarding the SED MHSA efforts, July-December 2010.</p> <p><b>In Process:</b> Request from LSPD for data collected for January hosted training sessions and those to be held regarding special educator attendance, training materials, presentation archive location, information regarding continuing credit options, PowerPoint presentation: “Mental Health for Educators” series.</p> <p><b>Continue:</b> Contact with CDE leadership/staff within SED and w/LSPD.</p>	<p>LSPD and SED are now located in the same CDE branch: Special Services and Support Branch, increasing inter-division opportunities for communication, planning, and collaboration.</p>	<p>Strategize with CDE- LSPD regarding an increased level of opportunities for collaborative efforts; facilitate joint communication and planning on related issues.</p>	<p><b>Transition and Development:</b> Incorporate into CDE SED MHSA 2011-12 Workplan the specific methods and means to lead/invite-CDE/LSPD and/or other offices, to co-participate in SED activities/processes, involve related issues, and result in MHSA deliverables that benefit and cross offices and special education students, their families, and special educators/staff in local K-12 educational systems.</p> <p><b>Linkage:</b> Share CDE SED 2010 SELPA Survey Results PowerPoint.</p>
	<p>January to June 2010 LSPD</p>	<p>LSPD consultants developed a contract with the Placer County Office of Education to create a curriculum for teachers and other school staff that helps them identify the early indicators of children’s mental health disorders</p>			<p>A new curriculum will be created for the professional development of school and district staff. Professional development will be available at the local level in the California County Superintendents Education Services Association (CCSESA) 11 regions, as of October 2010.</p>

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State Departments  
Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
Reporting Period: July 1 through December 31

2a (1), continued	June to December 2010 LSPD	LSPD consultants developed a contract with the Placer County Office of Education (PCOE) to provide high quality professional development for teachers and other school staff that helps them identify the early indicators of children's mental health disorders.			The PCOE identified the first seven county offices of education that will host the Training Educators through Recognition and Identification Strategies (TETRIS) series. The trainings commenced in January and concluded in June 2010. Evaluation results will be shared during the next reporting period.
2a (2). Serve as a resource on the MHSA to offices within the CDE that are working on related and intersecting issues.	January to June 2010 SED	SED staff shared information with division unit members who work with other interagency partners on what is happening with the MHSA including the Interagency Coordinating Council representative within the unit and Policy and Program Unit staff with the SED as well as the California Department of Rehabilitation interagency representative within the unit during regular unit staff meetings.			SED staff will continue provision of information and technical assistance relative to MHSA issues within the CDE.
2a (2), continued	Ongoing LSPD	The LSPD partnered with the Coordinated School Health and Safety Office (CSHSO) at the CDE to guide the development of three mental health related resources.			WestEd is developing the <i>Guidebook to Using the California Healthy Kids Survey/California School Climate Survey (CHKS/CSCS) to Help Improve School Mental Health Programs</i> . This guidebook will summarize the relevant existing survey questions and discuss how they

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State Departments  
Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
Reporting Period: July 1 through December 31

<p>2a (2), continued</p>					<p>relate to mental health issues and assessment of needs.</p> <p>WestEd is also preparing “A Factsheet on Students at Risk of Depression.” The Factsheet is a summary of key findings in regard to the characteristics of youth at risk of depression based on their answers to feeling “sad and hopeless” and how they differ from students who answered “no” to the same question.</p> <p>WestEd will create a Web page, which will be part of the CHKS/CSCS Web site. This Web page will highlight the CDE’s school mental health efforts and how to use the California School Climate Survey (CHKS) as a tool for program improvement. The Learning Support and Partner-ships Division (LSPD) staff will review the drafts of the guidebook, factsheet, and Web page prior to publication.</p>
<p><b>2a (2).</b> Respond to requests for information and provide technical assistance about the MHSA and the CDE’s MHSA projects in the LSPD and the SED.</p>	<p>July 1, 2010-December 31, 2010</p>	<p><b>Completed:</b> SED MHSA SELPA Survey. SED MHSA contacts during process include: Requests for MHSA information, clarification, and SED by SELPA: Approximately 25.</p> <p><b>Completed:</b> Responses</p>	<p>LSPD and SED are now located in the same CDE branch: Special Services and Support Branch, increasing inter-division opportunities for communication, planning, and collaboration.</p> <p>An increase in funding</p>	<p>Strategize with CDE- LSPD ways to increase MHSA information-sharing; increase notification time for individuals interested in MHSA events; plan for regular use of universal design formats for event flyers, resources, and project descriptions in order</p>	<p><b>Linkage and Support:</b> Continue to provide technical assistance and respond to requests for information about MHSA, interacting with CDE/LSPD in order to provide and receive current information about CDE MHSA from special educators.</p> <p><b>Transition and Development:</b> Incorporate into CDE, SED MHSA2011-</p>

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State Departments  
Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
Reporting Period: July 1 through December 31

		<p>to information requests to include special educator requests for information regarding LSPD w/ Placer County MHSA January training sessions: “Mental Health for Educators”:  Positions of interested special education individuals: Three LEA/SELPA administrators; seven psychologists; two special education teachers; one behavior specialist; one guidance counselor; one program specialist, one counselor, and six, no position indicated.  Information requests from SELPAs, LEAs, and NPSs. Responded to all by e-mail.</p> <p><b>In Process:</b> Continue to respond to requests for MHSA information and technical assistance regarding CDE activities to include: Research articles, info-shares; best practices programs;</p>	<p>and staffing resources could expand SED’s capability to provide more technical assistance, training, including development of specific resources to benefit more K-12 special education students, their teachers, and families.</p>	<p>to maximize participation of special educators.</p>	<p>12 Workplan the methods and means for providing MHSA technical assistance and response to information requests.</p>
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State Departments  
Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
Reporting Period: July 1 through December 31

<p><b>2a (3).</b> Disseminate information about the Mental Health Services Act (MHSA) and school-based mental health services, programs, and strategies via listserv e-mail.</p>	<p>Ongoing LSPD</p>	<p>LSPD staff provided information about MHSA activities, school-based mental health services, training opportunities, and opportunities for field input on MHSA via the K–12 Mental Health listserv and the State School Attendance Review Board (SARB) listserv.</p>		<p>Collaboration with the United Advocates for Children and Families (UACF), MHSA Partners, State library, the Cultural and Linguistic Competence Committee (CLCC), California School Health Centers (CSHC) Association and several Mental Health Services Act (MHSA) County Coordinators will allow the opportunity to receive and share information on: MHSA resources, documents, events, activities, school-based mental health best practices.</p>	<p>LSPD staff will continue to research and disseminate information about school-based mental health services and disseminate our findings to our listserv recipients.</p>
<p><b>2a (4).</b> Communicate with the local educational agencies (LEAs) regarding best and promising practices to improve school attendance and behavior for pupils with mental health challenges by including mental health representatives as critical partners on school and district interdisciplinary teams.</p>	<p>Ongoing LSPD</p>	<p>LSPD staff have encouraged SARBs to include mental health representatives on SARBs by incorporating this recommendation into the criteria for model SARB recognition.</p> <p>LSPD staff are collaborating with the Placer County Office of Education to provide</p>			<p>An official recommendation by the State SARB to the State Superintendent of Public Instruction has been submitted to include a mental health representative on SARBs in order to adequately recognize and address the mental health needs of students.</p> <p>SED: Please see above</p>

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State Departments  
Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
Reporting Period: July 1 through December 31

		LEA's with Training Educators through Recognition and Identification Strategies (TETRIS) a train the trainer model on helping educators recognize the early warning signs of mental illness.			
<b>2a (5).</b> Respond to requests for information and provide technical assistance about the Mental Health Services Act (MHSA) projects (in the Learning Support and Partnerships Division [LSPD] and the Special Education Division [SED]).	Ongoing  LSPD and SED	LSPD staff responded to requests for technical assistance about MHSA projects, particularly the projects in Sacramento County.			LSPD staff will continue to respond to inquiries from the field regarding MHSA projects throughout the state.
<b>Objective 2b: Promote and engage in strategies that result in a reduction of stigma and discrimination among students who are at risk of mental illness, or students identified as having needs for mental health services and their families (please see the SED attachments).</b>					
<b>2b (1).</b> Disseminate information to LEAs on the Jason Flatt Act that allows school districts to use professional development block grant funding to provide two hours of in-service training for teachers on the prevention of youth suicide.	Ongoing  LSPD	The LSPD partnered with the Coordinated School Health and Safety Office (CSHSO) at the CDE to develop a suicide factsheet for educators to use.			WestEd is preparing a two-page "Factsheet on Students at Risk of Depression." The Factsheet is a summary of key findings in regard to the characteristics of youth at risk of depression, based on their California Healthy Kids Survey (CHKS) answers regarding feeling "sad and hopeless" and how they differ from students who answered "no" to the same question.
<b>2b (1).</b> Disseminate information on stigma and discrimination and suicide prevention to special education administrators.		<b>Completed:</b> Three listserv transmissions that included information on suicide prevention		Research and review studies to include State Library site: Studies in the News; SAMHSA; and	<b>Research and Information:</b> Continue to transmit research and information on strategies that result in a reduction of stigma and discrimination for students

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State Departments  
Mental Health Services Act Progress Report\*  
Fiscal Year 10–11  
Reporting Period: July 1 through December 31

		<p>were sent to special education administrators:</p> <p><b>In Progress:</b> Continue listserv transmissions: 2011 transmissions will include information on suicide prevention and stigma and discrimination.</p>		<p>others regarding stigma and discrimination, suicide prevention.</p>	<p>with mental disorders or illness or in need of mental health services through scheduled MHSA listserv transmissions.</p> <p><b>Transition and Development:</b> Plan for 2011-2012 Workplan will include a system to present research, information, resources, and best practice programs and strategies on suicide prevention and stigma and discrimination to special education administrators.</p>
2b(1), continued	Ongoing LSPD	The LSPD partnered with the CSHSO to contract with an outside agency to develop an online suicide prevention training module for educators to receive free professional development.	The LSPD has inherited the Request for Proposals (RFP) and is waiting on the approval of the RFP packet within the CDE and by the Department of General Services (DGS).		A RFP is expected to be released before July 2011 with a proposed award by October 2011. LSPD staff will identify which outside agency will be most qualified to develop the online suicide prevention module. The module is expected to be available for use by 2013.

Submit electronic copies of reports by January 31, 2011 to:

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