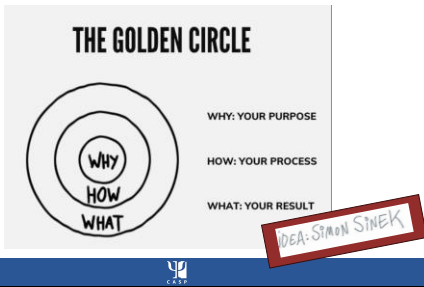


Knowing Your Why . . .



CASP's Why

Mission

- The Mission of CASP is to provide high quality educational and leadership programs that maintain high standards of practice for school psychologists through legislative advocacy, professional development, communications, publications, ethics guidelines, and direct services to members, to enable the growth and development of the profession, and to ensure safe, healthy, and successful outcomes for the children, schools and communities we serve.

Vision

- The Vision of the California Association of School Psychologists is to foster the social, emotional and academic well-being of all students by collaborating with families, school staff, and the community to ensure that students are educated in schools that support equity, access, and respect for all.

The "Ask" Formula

Problem

- Students with unaddressed health problems (both physical, mental, and behavioral) cannot learn to their fullest potential.

Action/Ask

- Schools can provide comprehensive health and mental services to students to support their learning. Medi-Cal dollars, as well as key provisions in ESSA support this work.

Benefit

- Students can learn, behave, and be safer when they have access to school-based mental health services and teachers who understand how to support them.

Advocacy 101



Key Components:

- Know what you want to see happen (a.k.a. "Your Ask")
- Build strategic relationships with those who have influence
- Know *when* to ask
- Use social math/evidence with examples (i.e., paint the picture)
- Use consistent and effective communication
- Engage and evaluate your efforts
 - This is a marathon, not a sprint



Informing the Influencers



Who are School Psychologists?
<https://www.youtube.com/watch?v=If6Osk51PgA>



Build Strategic Relationships



Key Decision Makers

- Have significant control/influence over policy, practice, priorities, resource allocation, decision making
- Can be building, district, community, state leaders
- And/or practitioners/professionals, elected officials, advocates
- Broad in relevance or specific to an issue or goal
- Relationships may be new or ongoing



Partners

- CASP has built partnerships with other student-serving associations
- You can build partnerships with other PPS providers in your area
- Help you make progress with diverse and important stakeholders
- Have long-term, relevance to your work/goals and natural relationships that should be nurtured on an ongoing basis

Both types of relationships require intentionality to be effective



When to Advocate: Navigating the Multiple Streams

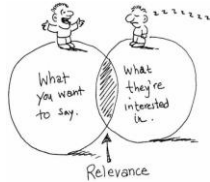


Problem Stream	Policy Stream	Politics Stream
Something that either reality or perception is driving as a high priority problem that needs solved	> Support of advocates, stakeholders, research, etc. > Timing plays key role	Alignment with leadership priorities



Putting It All Together: Driving Change


- Know your stakeholders' risks/concerns and goals/hopes.
- Developing Key Messages and "Ask-Fors"
 - Get their attention
 - Connect to a priority
 - Minimize suspicion/reactive rejection
 - Engage discussion
 - Use Social Math
 - Be easy to remember
- Identify the Most Important Factors!
- Why does this matter to them?



Be Prepared to Repeat, Revise, Return




CASP and NASP Legislative Priorities




Do All Schools Have a Psychologist?

National Shortage	In California	Impact	ASK
<ul style="list-style-type: none"> • Two prong issue: Not enough School Psychologists to fill positions AND Not enough positions available • NASP recommends 1:500 ratio 	<ul style="list-style-type: none"> • 2.62% of School Districts meet the NASP recommended ratio • California's 2020-2021 Statewide Average was 1:858 • Some districts are as high as 1:3,000 	<ul style="list-style-type: none"> • Inability for prevention and early intervention services • Reduced access to mental and behavioral health services • Limits scope of service delivery 	<ul style="list-style-type: none"> • Support funding for graduate training programs, paid internships, and loan forgiveness • Reducing barriers for out-of-state school psychology interns • Including School Psychologists in bill language when referring to any school-based mental health initiatives



CASP *Legislative* Priorities

- Reduce the shortage of school psychologists by increasing school psychology graduate programs and reducing barriers to Out of State School Psychology Interns.
- Ensure adequate funding for K-12 education, special education and related services, and evidence-based interventions that prepare students for their own path in life including college and career readiness.
- Ensure appropriate psychological, social-emotional, and mental health services in the school setting, including universal school-wide prevention and education such as Multi-Tiered Systems of Supports (MTSS) for students in need of academic, behavioral, and social-emotional interventions and that these supports are provided by appropriately qualified school-based mental health practitioners.
- Achieve equity and access to high quality educational programs for all students; reduce disproportionality in discipline practices and special education identification and placement.
- Ensure equitable school safety and crisis management practices that are informed by action research, federal guidance, and rooted in psychological safety.



NASP Legislative Policy Priorities



- SUPPORT FUNDING TO ADDRESS THE WORKFORCE SHORTAGES**
 - In FY 2024, we urge you to invest \$26 million of new funding in the School-Based Mental Health Service Professional Demonstration (SBMP) and School-Based Mental Health Services (SBMHS) grant programs.
- INCREASE ACCESS TO STUDENT MENTAL & BEHAVIORAL HEALTH SERVICES**
 - NASP encourages a rate of one school psychologist for every 500 students in order to allow for the effective delivery of a full continuum of school psychological services. The national ratio for the 2021-2022 school year was 1:1,122 with some districts and states exceeding with ratios more than four times that.
 - Children are most likely to receive mental and behavioral health services if they are offered at school.
 - Changes in school psychology like shortages in other related education and mental health fields have the potential to significantly undermine the availability of high-quality services to students, families, and schools.
 - For more information on shortages in your state, check out NASP's State Shortages Dashboard!
 - Robust and ongoing investments** is needed to increase access to school-based mental health services for all students. Specific funding for the SBMP and SBMHS grant programs to address workforce shortages.
- FULLY FUND PUBLIC EDUCATION**
 - All in core public education is a civil right, and the federal government can, and should, play a critical role in ensuring equity in access and raising the national education baseline through funding.
 - Schools and communities across the country are in dire need of education investments** to fully recover from the pandemic, address disparities in education access, and make up for decades of underinvestment.
- IMPROVE OUTCOMES FOR STUDENTS WITH DISABILITIES**
 - Every child no matter the nature or severity of their disability is entitled to a free and appropriate public education (FAPE) and facilitates reading and positive academic and mental health outcomes.
 - Students with disabilities experience disproportionate rates of exclusionary discipline and other physically and psychologically harmful practices, which has negative academic, psychological, and physical outcomes.
 - Data show a persistent achievement gap between students with disabilities and their peers, and additional resources, staff, and funding are needed to ensure access to a FAPE and improve outcomes.
 - Congress has still not upheld its promise to provide states with 40% of the access cost needed to educate students with disabilities. **It is imperative Congress fully fund the Individuals with Disabilities Education Act.**
- CREATE SAFE, SUPPORTIVE, & INCLUSIVE LEARNING ENVIRONMENTS**
 - Creating safe and supportive learning environments is essential to student achievement. Students who do not feel supported at school, or who cannot be their authentic selves, cannot learn to their full potential.
 - Schools must balance physical and psychological safety to create a positive and violence-free climate.
 - Students feel safe, respected, supported, and empowered at school when schools implement **positive and effective discipline practices**, when **bullying, harassment, and discrimination** is not tolerated and consistently addressed, and when **students' civil and human rights** are upheld and protected.

We strongly urge you to support MAXIMUM investment in the School-Based Mental Health Service Professional Demonstration Grant & the School-Based Mental Health Services Grant programs (under School Safety National Activities) to address the youth mental health crisis and the critical workforce shortages of school psychologists.

Additional Means to Address the Shortages:


- IDEA Part D National Preparation Grants
- Behavioral Health Workforce Education and Training Grant (BHWTG)
- Mental Health in Schools Excellence Act

Advocacy at the State Level – The What


2023-2024
Legislative
Session

The Key
Education Issues

Get Involved



The Legislative Advocacy Cycle



Budget Process

January – June: Budget Committees

- Submit a letter with your position.
- Testify at a public hearing.
- Contact the Governor's Office, legislative budget committees, and Department of Finance.
- Meet with your local elected official at the district office or in Sacramento.

Policy Process

March – June: Policy and Fiscal Committees


- Submit a letter with your position.
- Contact the bill author, staff, and/or sponsor.
- Contact the Policy and Fiscal Committee chair, members, and staff.
- Testify at a public hearing.

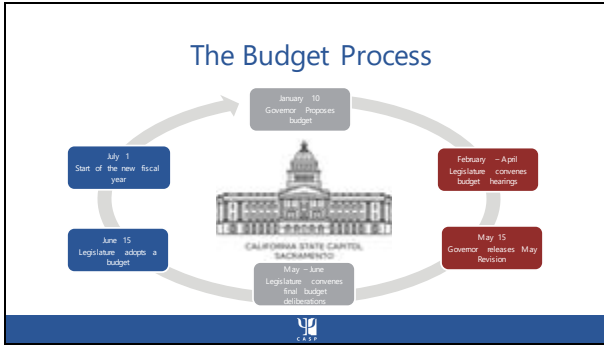
July – September: End of Session

- Same as above.

October – December: Legislative Interim

- Work on new policy ideas & meet with Legislators in their District Office





K-12 Education Funding Proposals

- Local Control Funding Formula (LCFF) Cost of Living Adjustment (COLA) of **8.22%**
- Other programs received a **COLA of 8.22%** - special education, child nutrition programs, state preschool, American Indian Education
- **Equity Multiplier:** \$300 million on-going – new program
- **Literacy:** \$250 million for Literacy Coaches & Reading Specialists (augments current year program) and \$1 million non-Prop 98 to create a Literacy Roadmap to help educators navigate literacy resources
- **Reading Difficulties Screening** - \$1 million to support the convening of panel of experts to approve a list of screening instruments for these assessments.

Reading Difficulties Screening

- State Board of Education (SBE) to appoint by January 31, 2024, an independent panel of experts for the purpose of creating an approved list of evidence-based, culturally linguistically, and developmentally appropriate screening instruments for pupils in kindergarten through 2nd grade to assess pupils for risk of reading difficulties, including possible neurological disorders such as dyslexia.
 - By December 31, 2024 the panel of experts to approve a list of screening instruments.
 - By June 30, 2025, LEAs serving pupils in any grades K-2 to adopt at a public meeting, one or more screening instruments from the list adopted by the SBE.
- Commencing in 2025-26 school year, LEAs serving pupils in grade K-12 shall assess each pupil in kindergarten to grade 2 for risk of reading difficulties the using instrument or instruments adopted by the governing board.
- If a pupil in grade K-2 enrolls in the school after the screening has been administered, the LEA is required to assess the pupil with 45 days of enrollment.

CASP supported **SB 691 (Pantano)** on Dyslexia Risk Screening – many of the provisions were incorporated in the final 2022-24 State Budget on reading difficulties screening.

Special Education Statutory Changes Proposed in the Governor's Budget

Limit	Extend	Require
<ul style="list-style-type: none"> Limit amount of additional funding that SELPAs are allowed to retain for non-direct student services before allocated base funding to member LEAs 	<ul style="list-style-type: none"> Extend moratorium on creation of new single-district SELPAs from June 30, 2024 to June 30, 2026 	<ul style="list-style-type: none"> Require CDE to post each SELPA's annual local plan on its website



Student Mental Health Priorities

Addressing Student Mental Health & Social Emotional Learning

- Unprecedented levels of student anxiety, depression, trauma due to the pandemic.
- School-based mental health professionals are trained and essential in addressing these needs.
- Schools are an ideal place to provide mental health services to children and youth.
- The trust that is developed between stakeholders, students, and educators are advantages held by school-based professionals.

School-based professionals play critical roles in crafting ways to address the mental health needs of students.



Student Mental Health Priorities

Sharing your stories, and those of your students, can help structure an effective programmatic solution.

- Describe how mental health challenges have and continue to impacted your students, especially as we emerge from the pandemic.
- Describe how you provide direct mental health services in your district or at your school site.
- What programs, training support your work, especially in early identification of students who may need help.
- Describe the additional mental health services and/or supports that you would be able to offer students if you had more resources.
- Talk about your role in special education services and assessments.
- Describe the role you play in any partnerships with community organizations.



Need for More Mental Health Professionals in Schools

CA lacks sufficient numbers of trained personnel in our schools to meet the mental health needs of over six million pupils.

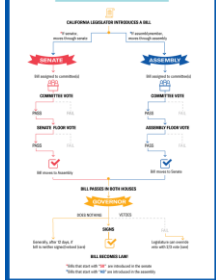
- CASP appreciates the Legislature's investment and expansion of the Golden State Teacher Grant Program in the 2022 State Budget to include postgraduate students working towards a school psychologist credential and other Pupil Personnel Services (PPS) credential holders. The Golden State Teacher Grant Program has anticipated funding until 2026-27.
- CASP also urges the state to expand eligibility for similar grant programs to those enrolled in licensed educational psychologist programs.
- CASP requests the state to provide long-term, sustainable funding to support increasing the number of school psychologists and other PPS credentialed staff in our schools.



The Legislative Process



HOW A BILL BECOMES LAW



2023 Legislation

AB 483 (Muratsuchi/Wood)

Medi-Cal Local Educational Agency Billing Option Program (LEA BOP)

AB 438 (Rubio)

IEP, postsecondary goals and transition services

SB 656 (McCarty)

CSU expansion of doctoral programs

SB 551 (Portantino)

School based health programs



AB 483 (Muratsuchi/Wood)

Medi-Cal Local Educational Agency Billing Option Program (LEA BOP)

The bill would provide reforms to the process by which the Department of Health Care Services (DHCS) audits claims made by schools under the Medi-Cal Local Educational Agency Billing Option Program (LEA BOP) to increase access to school-based health and mental health services by students.

AB 483 calls for the following changes: 1) ensure that schools are reimbursed for all eligible services not precluded by federal law, 2) provide technical assistance to LEAs, 3) provide guidance to LEAs on appropriate billing practices.

CASP Message to Legislators on AB 483:

The current Medi-Cal LEA BOP program and the audit process are administratively burdensome, require extensive documentation and often result in a time and staff intensive process. The lack of consistent and clear guidance from DHCS results in LEAs having to return funding for medically necessary services provided without the opportunity to submit a corrective action plan to address audit findings. Some LEAs have decided to cease participating in this program because of these problems.

AB 483 will institute needed reforms and improvements to the Medi-Cal LEA BOP audit process and increase access to school-based health and mental health services by students.



AB 656 (McCarty)

Allows CSUs to reasonably expand doctoral programs

The bill would authorize the California State University (CSU), in consultation with the University of California (UC) Office of the President, to award professional or applied doctoral degrees statewide that do not duplicate UC doctoral degrees.

CASP Message to Legislators on AB 656:

Schools are working hard to respond to the physical and behavioral health crisis facing students but face two major hurdles: unreliable funding and workforce shortages. One barrier to expanding the number of school psychologists is the lack of capacity of degree programs and faculty in these programs. There are both short- & long-term approaches to increasing the number of School Psychology Pupil Personnel Services (PPS) credential holders.

CA needs to expand capacity and infrastructure of doctoral programs in our institutions of higher education so that we have sufficient faculty to advise graduate students. At present, many school psychologist credential programs are limited in the number of applicants they can accept because of lack of faculty – not for lack of qualified applicants who want to enter school psychology or credential programs.



AB 438 (Rubio, Blanca)

IEP services: postsecondary goals and transitions

Lowens the age at which postsecondary transition planning for students with exceptional needs begins from age 16 to when the student enters grade 9.

CASP Message to Legislators on AB 438:

Starting transition services at an earlier age would help prepare the student for career tech/STEAM and other avenues that could be available for the student to pursue as they enter high school. In addition, special education students often start workability as a freshman in high school, discussing postsecondary goals and transition services prior to entering high school allows them to "possibly" tailor their workability placement



SB 551 (Portantino)

Mental Health Services Act: prevention & early intervention (Prop 63)

SB 551 would require all counties to collaborate with LEAs in the county to allocate 20% of prevention & early identification (PEI) funds towards school-based behavioral health services.

The bill would also:

- Add a requirement that Mental Health Boards include youth and education representatives.
- Clarify that no more than 50% of the members on a Mental Health Board may have a personal financial interest in programs funded in a proposed or adopted MHSA plan.

CASP Message to Legislators on SB 551

SB 551 would require all counties to collaborate with LEAs in the county to allocate 20% of prevention & early intervention (PEI) funds towards school-based behavioral health services. This new requirement would establish direct services on school campuses as a priority for prevention and early intervention funds.

To ensure that MHSA's intent to prioritize children and youth is honored, and to increase school outcomes and school-based services in alignment with the MHSA goals, this bill would also require that Mental Health Boards include youth and education representatives. The Mental Health Services Act (MHSA) requires counties to prepare and submit a 3-year program and expenditure plan and annual updates.

The Governor's Administration referred this to Senator Portantino and assigned SB 551 to the Governor's Mental Health Administration as part of the Governor's Behavioral Health Modernization Proposal - SB 326 (Sign)



Governor's Behavioral Health Modernization Proposal

The Governor's Behavioral Health Modernization Proposal is currently reflected in two bills:

- **SB 326 (Eggman)** which modernizes Prop 63, and
- **AB 531 (Irwin)** which creates a behavioral health infrastructure bond act.

The proposal, and especially the elements reflected in SB 326, has significance for the TK-12 education community, it presents opportunities and challenges in making changes to the Prop 63 Mental Health Services Act, the current delivery methods for school-based behavioral health services and coordination of services between school districts and county behavioral health agencies.



Administration's Original Proposal

- Placed a strong emphasis on funding unlocked community behavioral health residential settings.
- Provide more funding for housing homeless veterans.
- Modernizing the Mental Health Services Act (MHSA)
 - Update local categorical funding buckets – lifting up housing interventions & workforce.
 - Update county spending & revise county process.
 - Restructuring role of the Mental Health Services oversight Accountability Commission.
- Reduce overlap with Children and Youth Behavioral Health Initiative and close the gap in preventative services.



Proposed Amendments from Legislature & statewide interest

Because of the significance of this proposal and speed at which it moved through the legislative process...the Legislature, statewide education management and labor associations, county offices of education, school districts, including CASP collaborated on amendments to protect & improve funding for school age children.

Lobbying efforts resulted in:

- ✓ Set asides for children and youth services (0-25 years of age)
- ✓ Continuation of the advancement and focus on student mental health & school-based services
- ✓ Inclusion of youth & education representatives on County Mental Health Boards



SB 326 (Eggman)

Governor's Behavioral Health Modernization Proposal

Behavioral Health Service Act

- ✓ Housing Interventions – 30%
- ✓ Full Service Partnerships (FSP) - 35%
- ✓ Behavioral Health Service & Supports (BHSS) - 35%
 - Adds "outreach and engagement" as allowable service
 - At least 51% of BHSS shall be used to Early Intervention
 - ✓ At least 51% of Early Intervention shall be used to serv individuals who are 25 years of age or younger.

SB 326 & AB 531 once signed by the Governor will place the proposed changes to Prop 63 on the March 2024 ballot to seek voter approval.



How to be seen and heard

- Invite legislators and candidates to speak at a district event.
- Set up meetings with legislators or staff in their district office. Invite others, especially those who have not participated in a meeting before, to attend. Bring "leave-behind" materials, if possible, and ask for the best person with whom to follow up after the meeting.
- As appropriate, during meetings and at events, offer yourself as a resource to the legislator and staff regarding your issues.
- Do not be disappointed at having to meet with legislative staff. Staff often have more command of individual issues than legislators and are your best bet for direct follow-up to the office following your meetings with them.
- Send a "thank you" note or email to legislators or staff following meeting thanking them for the time and reiterating what you spoke about.
- Go to the websites of all legislators in your area and sign up for their electronic newsletters if available. These newsletters are a great way to hear about open houses, community coffees, office hours, town hall forums, etc., that are being hosted by the legislative offices.
- Attend town hall meetings. Participate in coffees and other events in the district.



CASP Is Here For You



Questions



Closing & Follow Up

Thank you!