

2022-2024

OAKLAND COUNTY SCHOOLS MENTAL HEALTH GRANT PROGRAM

American Rescue Plan Act - Local Fiscal Recovery Funds Report



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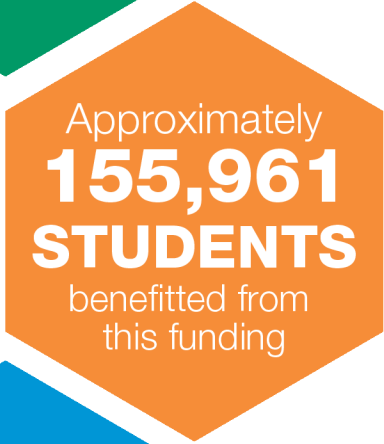
EXECUTIVE SUMMARY

The Oakland County Mental Health Grant program was established to provide critical funding to public school districts and public academies to enhance student mental health services. This initiative aimed to address the growing mental health needs of students, exacerbated by the impacts of the COVID-19 pandemic, by funding programs and resources across schools, including:

- Increasing the presence of mental health professionals in schools.
- Implementing faculty and administrator training to identify students in need of mental health interventions.
- Supporting programs that improve students' social and emotional well-being.
- Expanding school-based mental health screenings and assessments.



**\$11.65
MILLION**
allocated for
this program



Approximately
**155,961
STUDENTS**
benefitted from
this funding



**34
APPLICANTS**
awarded grants

A total of **\$11.65 million** was allocated for this initiative, including both county-distributed funds and match funding. Of this, **\$8.305 million** in county funds was distributed among **34 applicants**, benefiting approximately **155,961 students**.

Grant funding was allocated across various categories to maximize impact, with key investments including:

- **Personnel:** ~\$8.62 million
- **Professional Learning & Training:** ~\$1.18 million
- **Curriculum Development:** ~\$534,726
- **Student Enrichment Programs:** ~\$253,170
- **Therapy Dogs:** ~\$186,109

This program has played a pivotal role in strengthening school-based mental health services, ensuring students across Oakland County have greater access to the support they need to thrive academically and emotionally, an especially critical need in the wake of the COVID-19 pandemic, which significantly heightened mental health challenges among youth.



INTRODUCTION

On June 23, 2022, the Oakland County Board of Commissioners appropriated **\$10,150,000** ARPA funds to create the **Oakland County School Mental Health Grant Program** to address students' mental health needs in Oakland County public schools. The oversight ad hoc committee was established to develop the grant application, determine the application due date, review incoming grant applications, and evaluate and recommend applications for approval to the Board of Commissioners.

The purpose of this program was to provide grants to Oakland County public school districts and public academies to fund efforts that addressed the mental health needs of students across the county including, but not limited to:

The need for mental health services became urgent during the COVID-19 pandemic. According to the U.S. Department of Health and Human Services, one in five children and adolescents experience a mental health problem. In addition, mental health problems were on the rise. Emergency room visits of children aged 5 – 11 have increased **24 percent** since the onset of the pandemic.¹ Yet only about **20 percent** of those children who experience mental health problems receive treatment. Of those who do, **70 to 80 percent** of them receive treatment in school.² Schools are the ideal place for families and students to have access to these services because schools have ongoing, consistent communication with families. Research has demonstrated that students are more likely to seek counseling when it is available at school.³

- 1 Providing additional mental health professionals in schools.
- 2 Supporting programming to improve the social and emotional needs of students.
- 3 Implementing training to increase the capacity of faculty and administrators to identify students in need of mental health intervention services.
- 4 Increasing the capacity to do school-based mental health screenings and/or assessments of students.

ARPA FUNDING

Federal funding through the American Rescue Plan Act (ARPA) created an unprecedented opportunity to deliver transformational services and resources to the residents of Oakland County in response to the COVID-19 pandemic.

With a total allocation of \$244 million, ARPA funding has supported efforts to help individuals, families, and businesses recover and build resilience, while also addressing long-standing challenges that were intensified by the pandemic. These investments are laying a strong foundation for long-term success, enhancing economic security, and promoting sustained growth for communities, organizations, and future generations across the county.

**Oakland County
received
\$244
MILLION
ARPA funds**

GRANT PROGRAM OVERSIGHT AD HOC COMMITTEE



Commissioner
Penny Luebs
Chair



Commissioner
David T. Woodward
Member



Commissioner
Karen Joliat
Member



Sean Carlson
Member



Laura Dodd
Member

GRANT PROGRAMMING

Local Education Agency (Public Schools)

Each Local Education Agency (LEA), also known as the Oakland County School District, could apply for a base grant up to **\$175,000** with a possibility of up to an additional **\$175,000** if matched with equal funds. The total funding available for schools with a match was **\$525,000**. The total funding available for schools without a match was **\$175,000**.

19 LEAs applied with matching funds:

Avondale School District
Clarkston Community Schools
Berkley School District
Clawson Public Schools
Birmingham Public Schools
Ferndale Public Schools
Bloomfield Hills Schools
Hazel Park Schools
Clarenceville School District
Holly Area Schools
Huron Valley Schools
Oak Park Schools
Lake Orion Community Schools
Royal Oak Schools
Madison District Public Schools
Troy School District
Novi Community School District
Walled Lake Consolidated Schools
Waterford School District

9 LEAs applied without matching funds:

Brandon School District
Rochester Community Schools
Farmington Public Schools
South Lyon Community Schools
Lamphere Schools
Southfield Public Schools
Oxford Community Schools
West Bloomfield School District
Pontiac School District

Public School Academies (Charter Schools)

Each Oakland County Public School Academy (PSA) could apply for a base grant up to **\$10,000** with a possibility of up to an additional \$10,000 if matched with equal funds. The total funding available for schools with a match was **\$30,000**. The total funding available to schools without a match was **\$10,000**.

2 PSAs applied with matching funds:

Dr. Joseph F. Pollack Academic Center
of Excellence (PACE Academy)
Oakland FlexTech High School

4 PSAs applied without matching funds:

Crescent Academy
Faxon Academy
Oakland County Academy of Media &
Technology
Kingsbury Country Day School

GLOSSARY

SEL Social-emotional learning

IIRP International Institute for Restorative Practices

PBIS Positive Behavior Interventions and Supports



Oxford Middle School added an extra counselor, reducing the student-to-counselor ratio from 325:1 to 244:1. This significant reduction allows for better service and higher expectations for individual student involvement, improving the overall quality of mental health support. The school district implemented Behavioral Threat Assessment and Management (BTAM) training, led by national trainer Dr. Melissa Reeves. This multidisciplinary, fact-based process helps identify, assess, and manage potentially dangerous situations. The BTAM team can now better distinguish between non-legitimate threats and actual threats of targeted violence, ensuring appropriate interventions and support for students. A national keynote speaker and coach, Ali Hearn, LCSW, was brought in to train and support district coordinators in implementing a district-wide mental health framework. This framework includes: (1) Data-driven decision-making, (2) Evidence-based practices implementation, (3) Social/emotional learning competencies development. This comprehensive approach demonstrates how targeted grant funding can significantly enhance a school district's ability to address and support student mental health needs effectively. These initiatives will have a lasting impact on our students' mental health, safety, and overall well-being. Your support demonstrates a profound commitment to nurturing the next generation's mental wellness.

Oxford Community Schools

Our staff received trauma-informed training on reenactments, compassion fatigue, and using a SELF-model to work through problems that arise. This training has had a positive impact on our students because our staff has been trained in strategies to use for improving their own mental health to be the most effective educators they can be for their students and avoid burnout. The staff feedback from this professional learning was very positive and many staff members asked us for more training in this area. The staff spent time learning how to look at certain behaviors that might be considered negative and find ways to see the strength in that behavior in a student or another adult. This helped the staff to build more positive relationships with their students in the classroom.

Lamphere Schools

The grant funds have been strategically allocated to the adoption of the Panorama Student Success platform within the school district. This innovative platform consolidates critical student data, including the results of the district's climate survey, into a single, accessible system. By leveraging both quantitative and qualitative data, the platform empowers administrators and educators to make informed decisions aimed at enhancing the overall culture and well-being of the district. The integration of Panorama Student Success is a pivotal step toward fostering an environment that supports student success and well-being at every level.

PROJECT COMPLETED TIMELINE



“The structure and objectives of Lake Orion Community Schools’ programming are designed to be proactive and consistent to address the needs brought upon by the COVID-19 pandemic, specifically families economically impacted by the pandemic that resulted in a lack of accessibility to consistent mental health support for their students. By building supports into the structure of the school day and offering consistent programming to students at all three levels (elementary, middle, and high school), the economic impact and playing field was leveled, providing all students in LOCS, totaling nearly 7,000, with access to mental health supports that were needed.

The objectives of this programming are to provide students with consistent, measurable supports that are delivered using researched based practices. By providing consistent, proactive support for students, the goal and objectives of this program are to provide students with the tools needed to be successful in a post-pandemic educational environment.

Lake Orion Community Schools

“Creating calming spaces in a K-12 school district benefits both students and staff by providing a dedicated environment for emotional regulation, stress relief, and mental well-being. The spaces support students in managing anxiety, improving focus, and developing self-regulation skills and habits. This ultimately enhances learning and behavior. For staff, calming areas offer a retreat to reset and recharge, promoting overall wellness and resilience. By fostering a culture of mindfulness and emotional support, we have created a more inclusive, supportive, and productive learning environment.

Southfield Public School District

“The grant has helped us obtain four therapy dogs. Their presence brings joy every day to our students and staff. They seem to boost a child who may be struggling or having an off day. They are exceptionally popular in our lower grades, as well as our early childhood area.

The grant funding allowed us to bring in a trauma-informed consultant who worked with our staff to better equip Royal Oak Schools with a deeper understanding of trauma-informed consultants who worked directly with staff to learn how that has an impact on many of our staff and students. The trauma-informed practices have also provided our staff with strategies that, when applied to the classroom setting, will benefit all students by creating and sustaining a positive learning environment and classroom/building culture. As we train our own staff, we decrease the reliance upon an outside consultant and increase our overall capacity around trauma-informed leadership. A common sentiment from participants is that the keynote speaker (trauma-informed consultant) shared relevant and meaningful information that directly applies to the classroom. Her presentation was excellent. I learned so much and am happy the entire district heard the same messages. The keynote speaker shared relevant and meaningful information that directly applies to the classroom. Her presentation was excellent.



Royal Oak Schools

So far we've been able to train about 60 secondary staff in the safeTALK training which is a suicide prevention and awareness training. The feedback from staff has been almost perfect and greatly appreciated. One piece of information from the training that I hold on to is not to assume who you will use the safeTALK method with. Most staff assume they are there to help a student, however, we have many staff who also need support. About a month ago, a staff member called me at 6:00 a.m. She was struggling. She explained that her marriage was falling apart and her life in general was very lonely. She mentioned feelings of hopelessness, a complete lack of confidence and feelings of being unsure how she can make it through life this way. As she continued to explain and share, I knew I needed to ask, "Are you considering suicide?" There was silence, a deep breath and a quiet, "Yes." I asked a few other clarifying questions and followed the safeTALK model of Talk, Ask, Listen and Know. Over a few days, this person was able to see a therapist and her doctor. We check in often, and she is doing well. I am so thankful for this training, and others are as well. I am proud of WBSD for the work and growth in our Tier I social, emotional and behavioral supports for students. At every level, we have content and curriculum in place to reach ALL students. With this grant, we have been able to fast-track this work.

Our previous plans to grow our Tier 1 SEL and student wellness work was over many years because of budget constraints; however, this funding has allowed us to continue our membership with the SEL curriculum, RULER of the Yale Institute for Emotional Intelligence, provided planning and PD time for our K-12 SEL committees, supplies such as books and sensory materials for all students, and materials for our parent community to strengthen our home to school connection.

Specifically, I'd like to highlight our work at the secondary level. Both SEL and student wellness have always been a subject that is more difficult to grow at the secondary level. However, over the last year and half our secondary teams have had time to plan roll outs and had solid curriculum planning time. One piece of data that is troubling to us as a district, and within individual buildings, is the lack of student engagement and feeling of belonging. This is reported from both the student and teacher perspective in our yearly surveys.

We added time within advisory classes for students to play basic board games with their peers and teachers. Already, we've had extremely positive feedback from teachers and students. There are many students who typically want to sleep or want to be on their electronics who fully participate.

In addition, we've been able to send our secondary Multi-Tiered Systems of Support (MTSS) to Oakland Schools for professional development and time to strategically plan how we will support students. While there is an academic component to MTSS there is also a social, emotional, and behavioral aspect as well. Within any school there are students who can be written off as lazy or not caring about school when in reality they need additional social, emotional, or mental health support. With a sound MTSS process in place we will have a systemic approach to students receiving additional support such as time with our school mental health consultants. We are currently developing a referral pathway so the students who need these additional supports will get them in a timely manner. Thank you again for the opportunity to service our students!

OUTPUTS



\$11,650,000
available to spend,
including county-
distributed funds
and match funding



\$8,305,000
in county funds
distributed to all
34 applicants



155,961
students
impacted by
grant funding

Funding was used within a variety of categories to address mental health needs across the county's schools,⁴ some top funded categories included:



\$534,726
Curriculum



\$8,622,635
Personnel



\$186,109
Therapy Dogs



\$1,179,830
**Professional Learning
and Training**

- Train the trainer
- Threat assessment
- Suicide awareness
- Crisis intervention

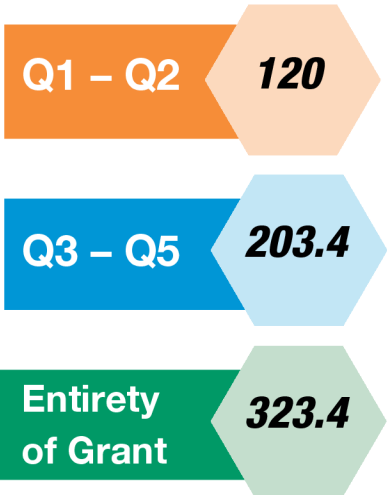


\$253,170

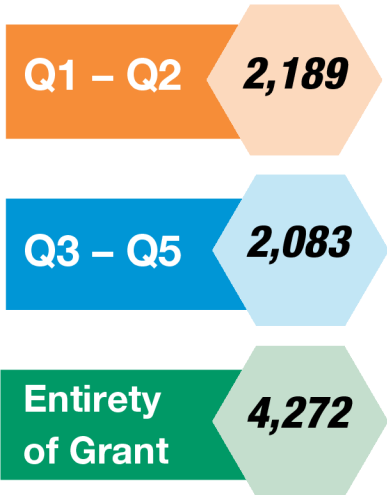
Student Enrichment

- ZEN zones
- Mental health events
- Book clubs
- Field trips
- SEL libraries

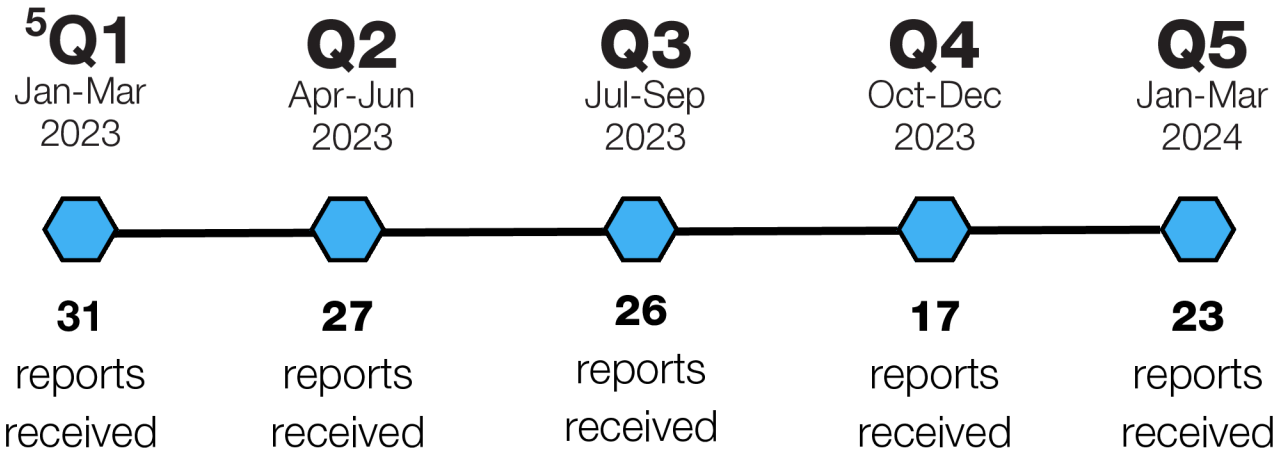
Total number of mental health professionals funded by the grant (new hires and/or supplementing existing ones):



Total number of faculty/staff trained:



In reference to the ‘.4,’ some schools utilized funding to cover partial salaries, so the data does not represent whole numbers.



GRANT FUNDING

STUDENTS PER SCHOOL DISTRICT

Location	K - 5th	6th - 8th	9th - 12th	TOTAL
Avondale School District	1,587	717	1,495	3,799
Berkley School District	1,803	832	1,209	3,844
Birmingham Public Schools	3,320	1,578	2,391	7,289
Bloomfield Hills Schools	2,063	1,195	1,745	5,003
Brandon School District	944	439	695	2,078
Clarenceville School District	662	371	611	1,644
Clarkston Community School District	2,978	1,487	2,192	6,657
Clawson Public Schools	540	266	371	1,177
Crescent Academy	489	199	19	707
Dr. Joseph F. Pollack Academic Center of Excellence	379	229	-	608
Farmington Public School District	4,143	1,951	2,851	14,409
Faxon Academy	95	16	-	111
Ferndale Public Schools	1,008	521	1,594	3,123
Hazel Park School District	931	479	1,444	2,854
Holly Area School District	1,426	663	1,008	3,097
Huron Valley Schools	3,343	1,669	2,715	7,727
Kingsbury Country Day School	241	102	-	343
Lake Orion Community Schools	2,932	1,491	2,220	6,643
Lamphere Public Schools	1,057	534	764	2,355
Madison District Public Schools	453	169	255	877

Location	K - 5th	6th - 8th	9th - 10th	TOTAL
Novi Community School District	2,932	1,606	2,117	6,655
Oak Park School District	1,353	685	957	2,995
Oakland FlexTech High School	-	-	195	195
Oxford Community Schools	2,503	1,240	1,940	5,683
Pontiac City School District	1,831	782	964	3,577
Rochester Community School District	6,389	3,429	4,893	14,711
Royal Oak Schools	2,273	1,098	1,447	4,818
South Lyon Community Schools	3,870	1,943	2,464	8,277
Southfield Public School District	2,084	1,100	1,481	4,665
Troy School District	5,043	2,933	4,251	12,227
Walled Lake Consolidated Schools	5,412	2,735	3,612	11,759
Waterford School District	3,045	1,502	2,235	6,782
West Bloomfield School District	1,915	976	1,845	4,736
Total Students				155,961

OTHER DETAILS

- Oakland County Academy of Media & Technology (Public School Academy) closed on July 28, 2023, but they spent grant funding in accordance with the application before closing.
- Brandon School District requested an extension, in accordance with their amended application; funds of \$71,404.43 must be spent by the end of the 2024-2025 school year.
- Farmington School District requested an extension, in accordance with their amended application; funds of \$24,314.03 must be spent by the end of the 2024-2025 school year.



OUTCOMES

During the COVID-19 pandemic, Oakland County students and their families were socially isolated, asked to cope with daily life stressors including stressors associated with COVID-19, and often without access to the typical community resources available to assist them with coping. Many school districts are seeing an increase in mental health-related behaviors not experienced prior to the COVID-19 pandemic. These behavioral and mental wellness issues were negatively impacting the school culture, which often disrupts education for all students.

Student mental health and behavioral support needs have greatly increased, both in the number of students needing support and the intensity of support and interventions needed. The grant funding was utilized to (1) pay salaries/benefits for general education mental and behavioral health support staff (social workers, school counselors and other mental health professionals) for K-12 students; (2) mental/behavioral health assessment materials and train the trainer/coach costs/fees for crisis intervention; (3) trauma informed practices in schools; and (4) restorative practices. The objective was to better meet the whole child's needs and to increase the capacity of staff to provide trauma informed and evidence-based interventions at every level.

“

This grant funding has allowed us to bring on additional mental health professionals (partial funding for each position), a Board-Certified Behavior Analyst (BCBA) and an additional school counselor at the high school. We are now well within the nationally recommended ratios for school counselors/students at the high school. With increased threats to self/others in the years post-pandemic, the increased staffing has allowed for intentional intervention with students. Counselors are now able to truly be mental health providers, seeing students for school-based counseling. Discipline data indicates that adding an additional counselor has had a positive impact (decreased suspensions).

The addition of the BCBA district-wide has allowed teams to hone their skills with behavior intervention planning. We have revised our processes across the district, which has had a positive impact on students. For example, we have a program at one of our elementary buildings for students with emotional/behavioral impairments. Our BCBA was instrumental in working with the team to revise classroom systems. This has made a positive impact with students, families, and the school at large. This level of support has allowed us to keep students in the district, which has been a change in district practice.

Brandon School District

“

I've had students who struggle with anger and anxiety come up to me and show me that they're, "using my coping skills" when they're experiencing bigger emotions. This system gives students the autonomy to utilize self-regulation skills taught through co-regulation and learning. One thing I really find successful with having a mental health program at Ferndale Upper Elementary is having students feel comfortable expressing themselves and emotions/problems/issues. There is never a time that I do not have students in my office, whether it be for a problem-solving restorative, holding space for grief and loss, identifying thinking traps and utilizing empowering language, or sometimes giving a student a break because the math is too hard- students feel safe coming to me. This is something I do not take for granted (no matter how stressed and tired I am) because I know I'm many students (potentially only) safe person.

Ferndale Public Schools

This grant has allowed us to have a full-time school social worker in each of our buildings. Two school social workers were hired as a result. In addition, the grant has aligned with our Tier 1 social-emotional learning initiative to provide a core competency curriculum. With this grant, this curriculum was purchased for the high school.

Holly Area School District

The grant funding has allowed us to retain two Student Support Coaches at the secondary level. These coaches and their support have been specifically helpful in addressing student social-emotional needs, such as assisting students in gathering supplies needed due to lack of funding, assisting with transition back to school from summer break, and supporting teachers in the implementation of the RULER model for SEL skill development.

Clarenceville School District

We have used our grant funding to support an additional counselor at the high school level. This had made a positive impact with reduced absenteeism. The high school has also lowered the number of students designated as moderate/high risk by our universal mental health screener. We used materials funds to furnish sensory spaces at an elementary and middle school. Having materials that can benefit all students has made an impact on self-regulation and externalizing behaviors.

Brandon School District

We have a fourth grade student who has been at our elementary school since 2nd grade. Throughout her time with us, the student has struggled with processing her emotions and would often shut down for hours, not speaking to anyone. This happened almost daily for the first two weeks of the current school year. Her teacher would call for support and eventually the PBIS paraeducator would be able to help the student talk through what happened and rejoin her class. While the PBIS paraeducator was supporting her, the student struggled with big emotions and would verbalize self-harm. The Building Educational Support Team put together a plan and the student started receiving daily PBIS breaks with the paraeducator starting the third week of school. As they built a trusting relationship, the student opened up more and more about things she was struggling with that felt, and often were, out of her control. The PBIS para worked with the student to help her learn how to identify her emotions and also which things in her life were inside and outside of her control.

They worked on coping skills when things were outside of her control. They worked on how to problem-solve when things were within her control. They also identified safe people to go to if the student was feeling overwhelmed. Slowly, the PBIS paraeducator saw the student start to generalize her new coping skills into the general education setting.

Her teacher and the PBIS paraeducator praised her when she used her skills. The student began to speak more positively about herself and her life. The student went from needing support with daily shutdowns in September to needing support only three times in October, none in November, twice in December, and none in January, February and March. The student even improved her scores in math! The student was also recognized as Student of the Month for her classroom in the month of February. As of April, the student now only receives scheduled breaks just three times per week. The other two days, the student is able to ask for and take a break if she feels she needs one.

She is proud to be in charge of identifying how she is feeling and knows that the PBIS paraeducator, her teacher, and the school team are there to support her through her feelings. This is just one of the many examples of how PBIS is helping kids in our school. I am very proud to be a part of it.

Huron Valley Schools



PROGRAM HIGHLIGHTS

Programs that schools commonly used their grant funds towards included:



Capturing Kids Hearts Program

- **Program Goals:** Cultivating relational capacity, improving school culture, strengthening trust between teachers and students, building self-managing classrooms, creating accountability, improving academic performance, fostering trauma-informed care.
- **Program Mission Statement:** Through experimental training, expert coaching, a character-based curriculum for students, and personalized support, capturing kids' hearts equips professionals in K-12 education to implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness.



Leader in Me

- **Program Goals:** Teaching 21st-century leadership and life skills to students and creating a culture of student empowerment based on the idea that every child can be a leader.
- **Program Mission Statement:** Principles in Leader in Me, such as The 7 Habits of Highly Effective People and The 4 Disciplines of Execution, transcend cultural boundaries with their universality, preparing every kind of student for what lies ahead.



Sources of Strength

- **Program Goals:** Radically Strengths-based, Bring the Joy, Work the Wheel, and Practice Holistic Humility.
- **Program Mission Statement:** To Empower a Well World. We provide exceptional training and curriculum for youth and adults, utilizing a strength-based and upstream approach to mental health promotion and prevention of adverse outcomes like suicide, violence, bullying, and substance misuse. Sources of Strength has a firm commitment to providing evidence-based programming that is responsive to local community context and needs.



Prepare U: Mental Health Curriculum

- **Program Goals:** Prepare U Mental Health Curriculum isn't just about teaching mental health - it's about revolutionizing how we approach it, ensuring every student is not just informed, but empowered, resilient, and ready for the future.
- **Program Mission Statement:** We believe that mental wellness is everyone's responsibility. With years of research, implementation in leading schools, and in-house software development that has received international recognition, we offer unique experiential learning programs and evidence-based tools that are easy to implement, quick to deploy, and give all stakeholders an opportunity to be part of the solution.



Therapy Dog Programs

- **Program Goals:** Increase socio-emotional well-being, reducing learner anxiety, improve cognitive skills, and develop stronger, trusting relationships with peers and teachers.
- **Program Mission Statement:** Support student growth by fostering a calm, emotionally supportive school environment. Through guided interactions with certified therapy dogs, we aim to increase socio-emotional well-being, reduce anxiety, and enhance cognitive functioning. These meaningful connections help students build stronger, more trusting relationships with their peers and teachers, creating a foundation for academic success and personal development.



Train the Trainer

- **Program Goals:** The ultimate goal is for an organization to call upon an outside Master Trainer only for the initial phases of implementation. During the pilot phase, it's helpful for an organization to identify a few employees who could become future facilitators and have them attend the Master Trainer's course after they master the basic program and its content. This lays the groundwork for a sustainable, scalable internal training program.
- **Program Mission Statement:** Instill consistency, increase learning retention, timeliness, and familiarity – while reducing the need to repeatedly hire outside consultants, streamline new employee onboarding periods, and improve communication between workers and their supervisors.



Positive Behavior Interventions and Supports

- **Program Goals:** Increase improved student and teacher outcomes, while reducing exclusionary discipline.
- **Program Mission Statement:** By implementing evidence-based practices within a PBIS framework, schools support their students' academic, social, emotional, and behavioral success, engage with families to create locally meaningful and culturally-relevant outcomes, and use data to make informed decisions that improve the way things work for everyone.



Positivity Project

- **Program Goals:** By focusing on what's right with individuals instead of what's wrong, we foster positive school cultures where students can thrive academically, socially, and emotionally. Our curriculum, rooted in the science of positive psychology, provides flexible lessons that fit easily into a school's daily schedule. By focusing on character development, we equip students with the skills they need for personal growth, improved relationships, and future success.
- **Program Mission Statement:** To empower students to build positive relationships and become their best selves.



Quaver SEL

- **Program Goals:** QuaverEd, Inc is an education technology company specializing in elementary school curricula, including SEL. QuaverSEL curriculum resources help teachers, counselors, and administrators effectively incorporate SEL in every corner of the elementary school campus.
- **Program Mission Statement:** Create an environment for elementary students and educators to connect and thrive.



SOURCES



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<https://www.apa.org/monitor/2022/01/special-childrens-mental-health>
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3. Slade EP. Effects of school-based mental health programs on mental health service use by adolescents at school and in the community. *Ment Health Serv Res*. 2002 Sep;4(3):151-66. doi: 10.1023/a:1019711113312. PMID: 12385568.
4. All funding data highlighted in this report was collected from school self-reporting metrics.
5. Some schools did not have a Q4 or Q5 report because they utilized all grant funding.



www.OakGov.com/BOC

