

John Zerwas, M.D.
Chairman



Oscar Longoria
Vice Chairman

**TEXAS HOUSE OF REPRESENTATIVES
COMMITTEE ON APPROPRIATIONS**

AGENDA

TUESDAY, OCTOBER 9, 2018
9:00AM

I. CALL TO ORDER

II. CHAIRMAN'S OPENING REMARKS

III. *Examine the availability of federal funding and Governor's Criminal Justice grants that may directly or indirectly improve school safety. Evaluate the potential costs of proposals identified by the Governor and House Committees related to improving access to mental health services for children, improved school safety, and enhanced firearm safety.*

SANTE FE INDEPENDENT SCHOOL DISTRICT

- DR. LEIGH WALL, SUPERINTENDENT
- J.R. "RUSTY" NORMAN, BOARD PRESIDENT

TEXAS STATE UNIVERSITY

- KATHY MARTINEZ-PRATHER, DIRECTOR, SCHOOL SAFETY CENTER
- J. PETE BLAIR, EXECUTIVE DIRECTOR, THE ADVANCED LAW ENFORCEMENT RAPID RESPONSE TRAINING CENTER (ALERRT)

TEXAS EDUCATION AGENCY

- MIKE MORATH, COMMISSIONER

OFFICE OF THE GOVERNOR

- REILLY WEBB, EXECUTIVE DIRECTOR, CRIMINAL JUSTICE DIVISION

HEALTH AND HUMAN SERVICES COMMISSION

- TRINA ITA, ASSOCIATION COMMISSIONER, MEDICAL & SOCIAL SERVICES DIVISION

LEGISLATIVE BUDGET BOARD

- TEDD HOLLADAY, PUBLIC EDUCATION ANALYST

IV. TEXAS EDUCATION AGENCY: SPECIAL EDUCATION STRATEGIC PLAN UPDATE

- PENNY SCHWINN, DEPUTY COMMISSIONER FOR ACADEMICS
- JUSTIN PORTER, STATE DIRECTOR, SPECIAL EDUCATION

V. CLOSING REMARKS AND ADJOURNMENT

TEXAS STATE[®]

TEXAS SCHOOL SAFETY CENTER



The Texas School Safety Center (TxSSC) is designated by Chapter 37 of the Texas Education Code to serve as the central location for school safety and security information, research, training, and technical assistance for all public K-12 schools and community colleges throughout Texas.

SERVING

1,025 Independent School Districts

- more than 9,300 Schools
- more than 650,000 Full Time Employees
- more than 5.1 Million Students

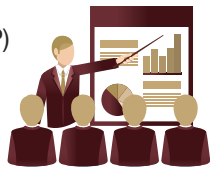


50 Community College Districts

- more than 70 Campuses
- more than 700,000 Students

TRAINING

- Emergency Operations Planning
- Standard Response Protocol (SRP)
- Behavioral Threat Assessment
- Safety and Security Audits
- School-Based Law Enforcement
- Safe School Climate
- Civilian Response to Active Shooter Events
- Bomb Incident Management
- Memoranda of Understanding
- Youth Preparedness



RESOURCES

- Emergency Operations Planning Toolkit
- Threat Assessment Toolkit
- MOU Toolkit
- K-12 SRP & Standard Reunification Method Toolkits
- Training, Drilling, and Exercising Toolkit
- K-12 and Higher Education School Safety and Security Audit Toolkits
- School Safety and Security Consulting Services Registry of Texas
- School Safety and Security Standards
- Sexting Prevention Course



IMPACT

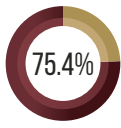


SCHOOL DISTRICTS

Conduct School Safety and Security Audits



COMMUNITY COLLEGES



SCHOOL DISTRICTS

Utilized TxSSC services or resources



SCHOOL DISTRICTS

Have a multi-hazard emergency operations plan (EOP)



COMMUNITY COLLEGES

TxSSC has provided school safety training to over

50,000

Texas school personnel

written in **LAW** : Chapter 37 of the Texas Education Code
 : Chapter 1701 of the Texas Occupations Code
 : Texas Governor's Homeland Security Strategic Plan (THSSP)



Develop School Safety and Security Committee Guidelines
 (§37.109)



Develop Sexting Prevention Online Course
 (§37.218)



Deliver School Safety Training Programs
 (§37.205)



Promote statewide interagency cooperation to address school safety
 (§37.212)



Deliver School Safety Training Programs
 (§37.205)



Develop Memorandum of Understanding (MOU) Guidance for Schools
 (§37.2121)



Develop a model Safety and Security Audit Procedure
 (§37.207)



Provide School-Based Law Enforcement Training
 (§1701.262)



Develop and maintain School Safety Resource Website
 (§37.209)



Provide Emergency Operations Planning and Safety and Security Audit resources and guidance
 (THSSP 2.4.1)



Provide on-site Technical Assistance
 (§37.208)



Develop and disseminate school safety best practices
 (THSSP 2.4.2)



Develop Registry of School Safety and Security Consultants of Texas
 (§37.2091)



Provide School Emergency Preparedness training and technical assistance
 (THSSP 2.4.3)



Develop Safe Schools Recognition Program
 (§37.211)



Develop partnerships to counter gang recruitment in schools
 (THSSP 2.4.4)

Preparing today for a safer tomorrow

TEXAS SCHOOL SAFETY CENTER

Texas State University
 txssc.txstate.edu | 512.245.8082



TXSSC TXSCHOOLSAFETY



ALERRT

TEXAS STATE UNIVERSITY

www.alerrt.org

MEMBER THE TEXAS STATE UNIVERSITY SYSTEM

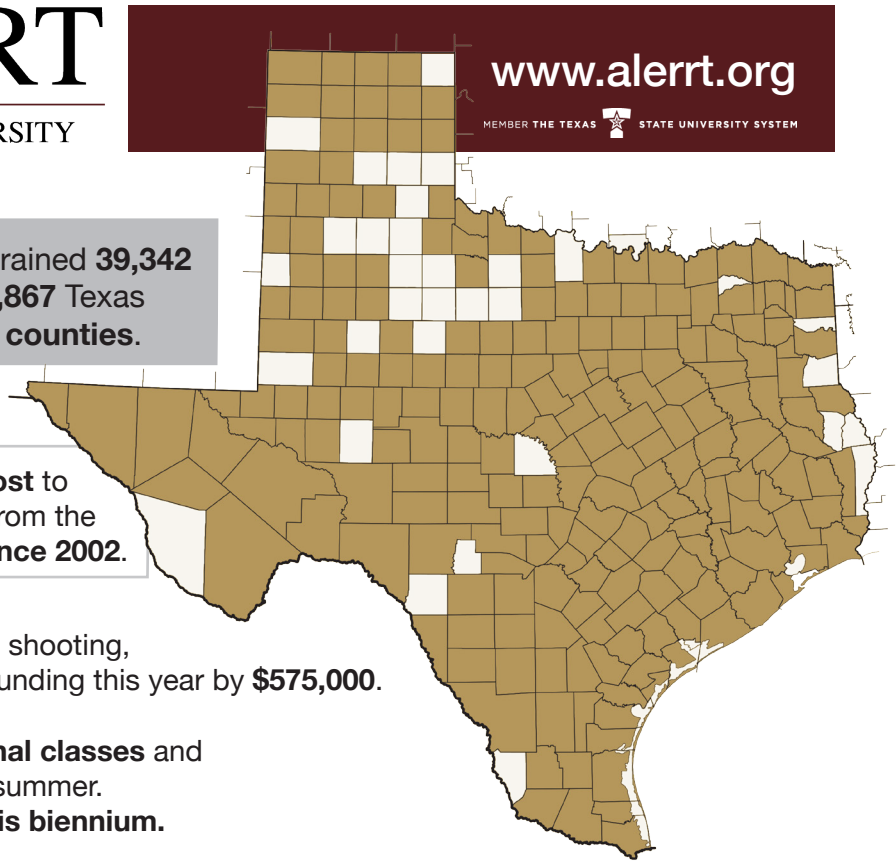
COUNTIES SERVED

Since 2002, ALERRT has trained **39,342** officers in approximately **1,867** Texas agencies in more than **224** counties.

ALERRT has trained Texas officers at no cost to the officers or the agencies through funding from the Governor's Office Criminal Justice Division since 2002.

In the aftermath of the **Santa Fe High School** shooting, the **Texas Governor's Office** increased our funding this year by **\$575,000**.

The supplement alone allowed for **77 additional classes** and **3,307 additional Texas officers trained** last summer. **The total grant will train 6,175 officers in this biennium.**



PROPOSED OUTCOMES/TRAINING



ALERRT will deliver its full catalog of active attack response classes to continue to provide the best first responder active shooter/attack training in the nation.

The catalog includes:

- Active Attack Basic Class
- Active Attack Integrated Response (AAIR) Course
- Solo Officer Response Deployment (SORD)
- Exterior Response to Active Shooter Events (ERASE)
- Advanced Medical Class

The ALERRT program and our **train-the-trainer force-multiplier training model** can **meet the needs** of **Texas first responders** through a combination of **in-person, dynamic, force-on-force training**. ALERRT also meets officers' needs by providing online information and updates to the training through its newsletter, website, and upcoming e-learning modules.



RESEARCH

ALERRT's research team members are recognized as international experts on active shooter events. They recently authored *A Study of Active Shooter Events from 2000-2013* and *Active Shooter Incidents in the United States in 2016 and 2017* with the FBI. This has become the government's official data on active shooter events. The team has authored numerous articles, reports, and books.

NATIONAL STANDARD

Created and developed in Texas, ALERRT at Texas State University has been named the national standard in active shooter response by the FBI, and has been adopted by state, regional, and local law enforcement training academies as the standard response to active shooters/attacks around the nation.



Texas Education Agency- School Safety

HOUSE APPROPRIATIONS COMMITTEE, OCTOBER 9, 2018

Safe and Healthy Schools Initiative (\$54.5M)

The Safe and Healthy Schools Initiative is built upon a multi-tiered systems of support framework and grounded in 4 primary pillars:



- 1. *Mental Health Supports:*** access to counseling resources, mental health professional networks, threat assessment protocols, and teacher and administrator training on mental health needs.
- 2. *Positive School Culture:*** character education, positive behavior supports and interventions, trauma-informed education, restorative discipline practices, suicide prevention, resiliency, anti-bullying, and anti-cyber-bullying.
- 3. *Facility Safety:*** facilities hardening and the presence of School Resource Officers (SROs) and school marshals on a campus.
- 4. *Emergency Response Coordination:*** police collaboration, drills, training on crisis and emergency response, and notification protocols.

Safe and Healthy Schools Initiative: Implementation Framework



- **Safe and Healthy Schools Self-Assessment Rubric:** TEA, in collaboration with the Texas School Safety Center, will **develop a “best practices” framework and associated rubric** to help districts self-assess and identify areas for potential improvement in school safety, including mental health supports.
- **State and regional level technical assistance:** TEA, in collaboration with the Regional Education Service Centers (ESCs), will set up a Safe and Healthy Schools **technical assistance program to provide guidance and assistance to schools** as they work to improve the mental health coordination and supports and school culture pillars.
- **Fast-Track to Safer Schools Grants:** TEA would administer **grants to assist school districts** in improving their school health and safety.

Governor Greg Abbott's School and Firearm Safety Plan

- Immediately increase law enforcement at schools
- Train more school marshals and improve the program
- Provide active shooter and emergency response training
- Hardening of campus facilities
- Increased federal funding toward immediate school safety improvements
- Strengthen existing campus security programs
- Mental health evaluations and support
- Increase mental health first aid training
- Expand on-campus resources
- Expand campus crime-stoppers programs
- Digital technology to prevent attacks
- Improve mental health crisis response infrastructure
- Increase safety of charter schools
- Remove from classroom students who threaten teachers

Funding Cited for Action Items

Funding Cited	Action Item	Purpose of Funding
Office of the Governor Criminal Justice Division (CJD) Funds	Train More School Marshals and Improve the Program	CJD funds granted to the Texas Commission on Law Enforcement (TCOLE) provided multiple school marshal trainings to meet current demand from ISDs and increase the number of school marshals.
\$1.25M for ALERRT Grant (CJD)	Provide Active Shooter Emergency Response Training	To be used to deliver 75 classes this summer, training approximately 2800 students , most of whom are law enforcement. This training will be provided free of charge for any participating school district or charter school for the remainder of 2018.
\$98.4M Student Support and Academic Enrichment Grants (USDE)	Hardening Campus Facilities & Mental Health Evaluations and Support	TEA will work with school districts to prioritize \$62.1 million in new federal funding toward immediate school safety improvements , including school hardening , increased law enforcement patrols, implementation of mental health programs , and other recommendations discussed in this plan

Federal Grants for School Safety

TEA has applied for three federal grants related to school safety:

- **\$500,000 COPS Grant:** may fund measures such as law enforcement training and coordination, deterrent measures (metal detectors, locks, etc.), and technology for expedited notification to local law enforcement.
- **\$1,000,000 STOP School Violence Grant:** Statewide Approach to Training School Officials About Traumatic Stress and Mental Health.
- **\$1,00,000 STOP School Violence Grant:** Statewide Approach to the Prevention and Intervention of Violence using School Threat Assessment Teams.

Two ISDs applied for federal grants related to school safety:

- **\$1,000,000 Project SERV Grant-** Santa Fe ISD (awarded)
- **\$400,000 Project SERV Grant-** Italy ISD (applied)

Safe and Healthy Schools Exceptional Item Crosswalk to **Governor's Plan**

School Safety Funding Crosswalk- Governor’s Plan

Governor’s Plan Action Items	TEA Exceptional Item Funding Purpose
Provide Schools with Behavioral Threat Assessment Programs	TEA will develop grants (\$20M) for programs with the ultimate goal of ensuring students on every campus across the state have access to needed behavioral health services through innovative, proven programs.
Strengthening Existing Campus Security Program	TEA will develop: grants to LEAs to match local funds for facility hardening activities as a result of their self assessment and audit; grants to Texas School Safety Center to assist in the creation and technical guidance and support for best practice school safety improvements and; pilot grants for innovative programs to increase school safety .
Expand On-Campus Counseling Recourses	TEA will establish a state-level repository for districts to utilize in order to better understand their local mental health provider landscape and developing model guides and tools for implementing effective school based mental and behavioral health supports and services . Additionally, TEA will provide support and training for school staff on trauma-informed care and best practices strategies.

School Safety Funding Crosswalk- Governor’s Plan

Governor’s Plan Action Items	TEA Exceptional Item Funding Purpose
Expand Campus-Crime Stoppers	Programs to encourage student, family, school staff and community engagement on these issues.
Digital Technology to Prevent Attacks	TEA will develop pilot grants for innovative programs to increase school safety.
Hardening of Campus Facilities	TEA will develop grants to LEAs to match local funds for facility hardening activities as a result of their self assessment and audit
Improve Mental Health Crisis Response Infrastructure	TEA will establish a state-level repository for districts to utilize in order to better understand their local mental health provider landscape and developing model guides and tools for implementing effective school based mental and behavioral health supports and services .

Safe and Healthy Schools Exceptional Item Crosswalk to the **House Plan**

School Safety Funding Crosswalk- House Plan

House Recommendations	TEA Exceptional Item Funding Purpose
<p>Require all school personnel participate in Mental Health First Aid training</p>	<p>TEA will develop model guides and tools for implementing effective school based mental and behavioral health supports and services. Additionally, TEA will provide support and training for school staff on trauma-informed care and best practices strategies</p>
<p>Integrate and increase access to mental health services for students both on and off campus</p>	<p>Funds to support Mental Health First Aid, Telemedicine, trauma-informed care, and coordination of access to mental health professionals, including creation and maintenance of regional and local provider lists.</p>
<p>Establish a statewide resource on student mental health and well-being that can provide technical assistance and training to LEAs, bring the ESCs and their expertise together as hubs, and be a clearinghouse for best practices</p>	<p>Focus on codifying best practices, providing sample tools, resources and effective models, providing technical support, and managing statewide grants.</p>

School Safety Survey Results

TEA's School Safety Survey Results

At the request of Governor Greg Abbott, Lt. Governor Dan Patrick, and the Texas House of Representatives, the Texas Education Agency administered a survey to school districts regarding:

- 1. *District implementation*** of various school safety infrastructure improvements.
- 2. *Interest in implementing*** these improvements where they have not yet been.

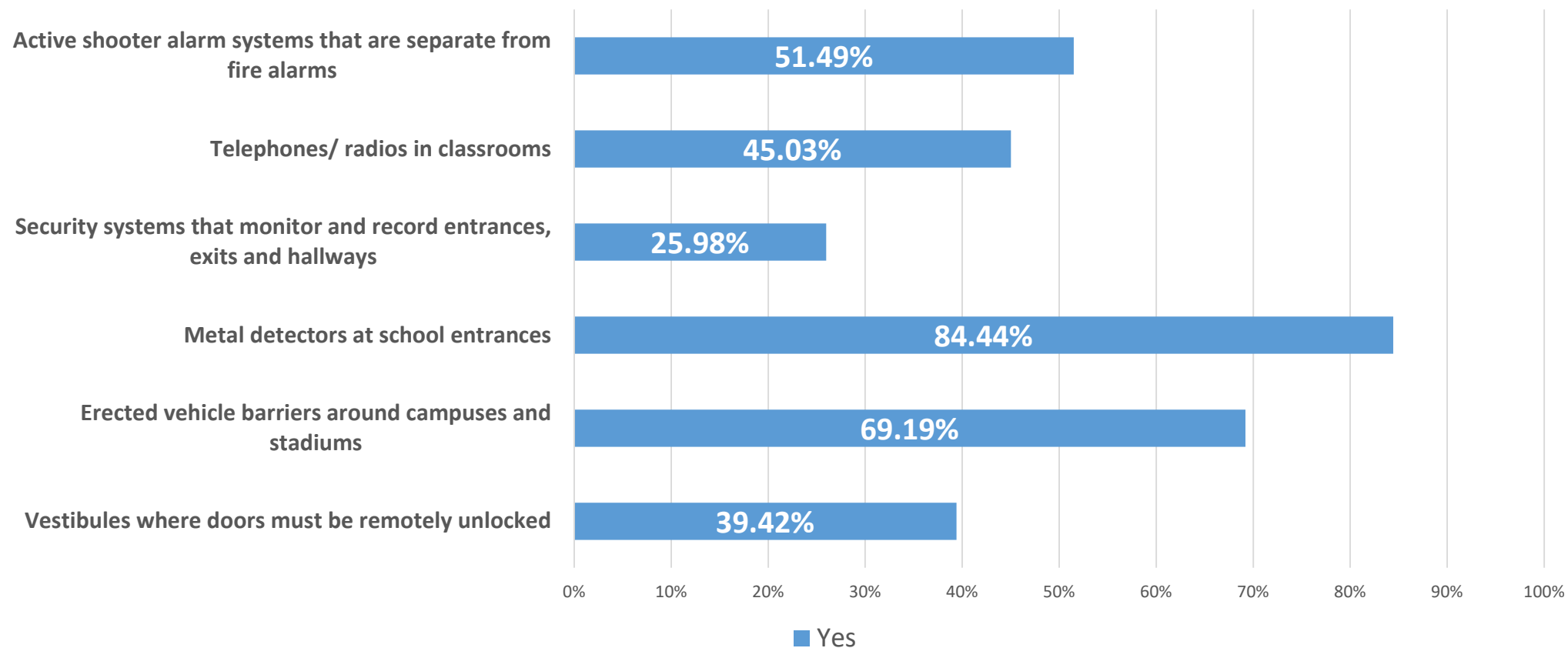
Reducing Security Threats

Approximately what percentage of your campuses have this feature?

#	Question	None	1-10%	11-25%	26-50%	51-75%	76-100%
1	Vestibules where doors must be remotely unlocked	27.70%	5.52%	4.44%	7.55%	7.07%	47.72%
2	Erected vehicle barriers around campuses and stadiums	57.46%	9.90%	7.46%	10.88%	6.11%	8.19%
3	Metal detectors at school entrances	91.30%	5.68%	0.97%	0.72%	0.24%	1.09%
4	Security systems that monitor and record entrances, exits and hallways	8.88%	1.89%	1.54%	5.68%	10.65%	71.36%
5	Telephones/ radios in classrooms	13.05%	4.03%	4.74%	6.76%	5.69%	65.72%
6	Active shooter alarm systems that are separate from fire alarms	78.23%	1.33%	0.85%	1.09%	1.81%	16.69%

Reducing Security Threats

Is your district contemplating any plans to expand this?

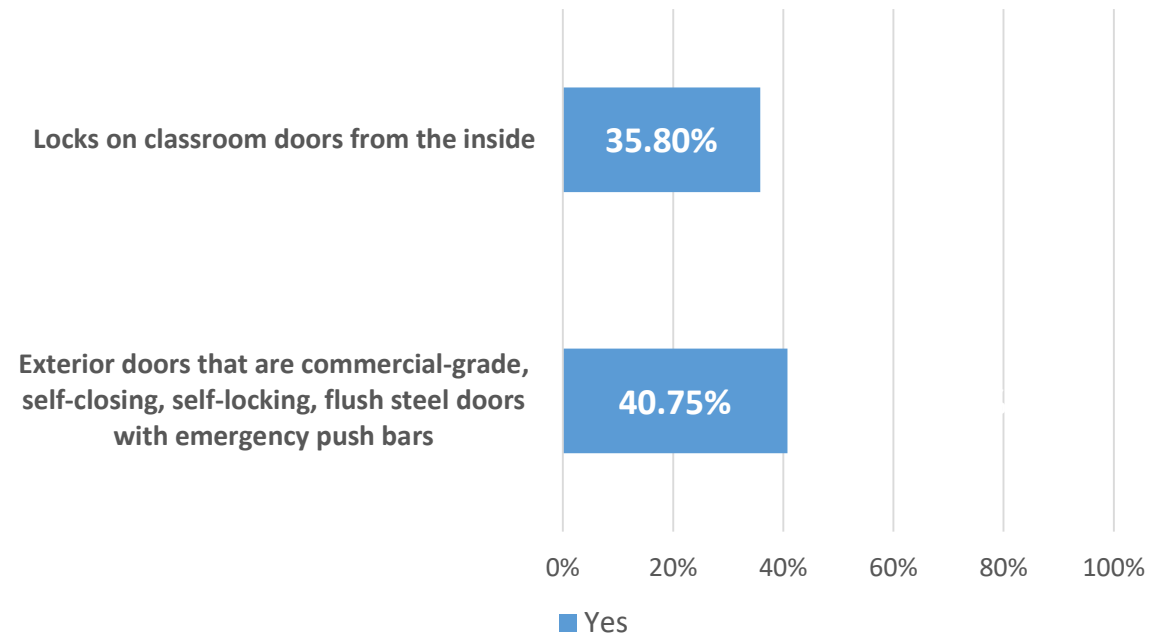


Reducing Security Threats

Approximately what percentage of doors on your campuses have this feature?

#	Question	None	1-10%	11-25%	26-50%	51-75%	76-100%
1	Locks on classroom doors from the inside	11.94%	6.62%	5.79%	11.35%	14.18%	50.12%
2	Exterior doors that are commercial-grade, self-closing, self-locking, flush steel doors with emergency push bars	3.05%	2.58%	5.40%	8.33%	16.20%	64.44%

Is your district contemplating any plans to expand this?



Statutory Considerations

Statutory Considerations

- **Require schools to establish threat assessment teams**
 - School threat assessment teams implement policies and practices to enhance awareness of potential or developing threatening behaviors exhibited not only by students, but from a broad range of persons who might convey or indicated the intent to pose a danger to the school
 - Similar to what was required in Virginia after the incident at Virginia Tech
- **Exempt school safety performance reporting from Public Information Requests**
 - Similar to cybersecurity exemptions
- **Update school facilities standards to include safety**
 - Ch. 46.008

Appendix

Safe and Healthy Schools Initiative: Funding Breakdown

Mental Health Supports and Positive School Culture Funding

Funding Amount	FTEs	Purpose
\$2.0M	6	Focus on codifying best practices, providing sample tools, resources and effective models, providing technical support, and managing statewide grants (includes IT needs).
\$20M	0	Grants (\$20M) for programs with the ultimate goal of ensuring students on every campus across the state have access to needed behavioral health services through innovative, proven programs
\$5M	0	Grants to the Regional Education Service Centers (ESCs) to support one FTE at each ESC, to provide local support, directed by the service center but advised by TEA staff and guided by the self-assessment results and TEA audit findings
\$10M	0	Mental Health First Aid, Telemedicine, trauma-informed care, and coordination of access to mental health professionals, including creation and maintenance of regional and local provider lists.



Safe and Healthy Schools Initiative: Funding Breakdown

Facility Safety and Emergency Response Coordination

Funding Amount	FTEs	Purpose
\$10M	0	Matching Grants to LEAs for facility hardening activities as a result of their self-assessment and audit.
\$2.5M	0	Grants to Texas School Safety Center to coordinate/conduct Emergency Response audits and identify LEA need for facility or school safety improvements.

School Health and Safety Pilot Grants

Funding Amount	FTEs	Purpose
\$5M	0	Pilot grants for innovative programs to increase school health and safety.



CJD

**Criminal Justice Division
Office of the Governor**

School Safety Funding

*Prepared for the House Committee on
Appropriations*

Reilly Webb

Executive Director

Criminal Justice Division, Office of the Governor

October 9, 2018

School Safety Funding

CJD Testimony

Overview of CJD

Eligible Funding Sources

Santa Fe Response

Governor's School Safety Action Items

Other Funding

Future Plans

Fiscal Year 2020 Funding Cycle

School Safety Performance Measures



CJD

Criminal Justice Division
Office of the Governor

Criminal Justice Division

Overview

Designated Role: The Office of the Governor's Criminal Justice Division (CJD) serves as Texas' designated State Administering Agency (SAA) for state appropriated funds and federal grants awarded to Texas intended to improve the criminal justice system.

Responsibilities:

1. Accept, plan for, and distribute criminal justice funds by leveraging state and federal grant dollars to address to needs of statewide and local criminal justice systems.
2. Establish goals, priorities, and standards for programs and projects to improve the administration of justice and efficiency of criminal justice practices and areas.
3. Advise and assist in developing policies, plans, and programs for improving the coordination, administration, and effectiveness of the criminal justice system.

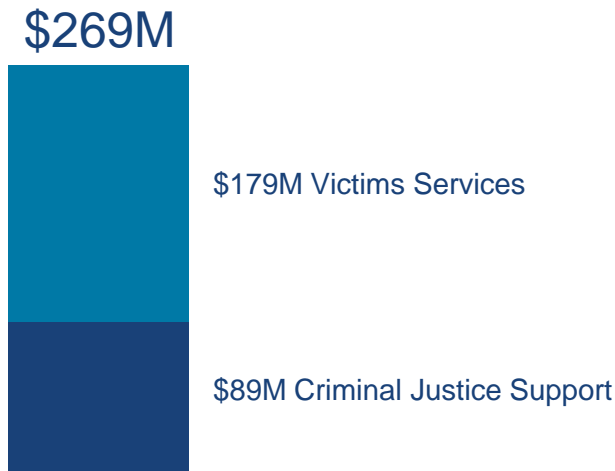
Mission: CJD's mission is to support those who make Texas a safer place and help victims of crime recover through strategic grant-funded investments.

Criminal Justice Division

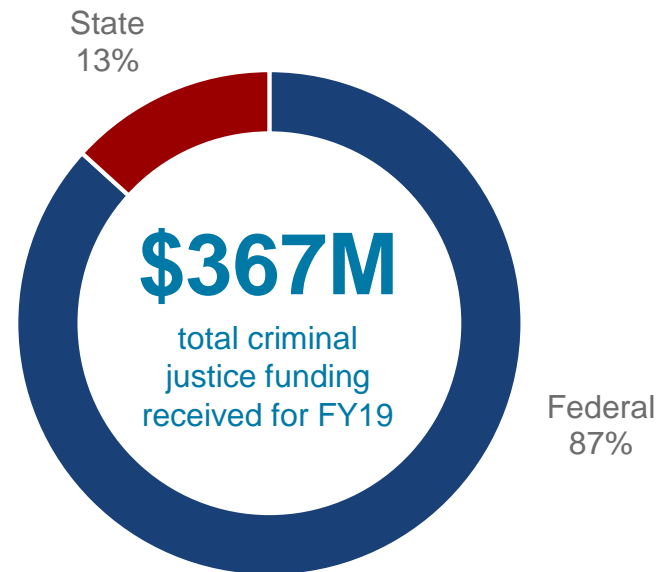
Overview

22 programs with dedicated state or federal funding currently being administered by CJD (Appendix I)

1050 application requests for FY19 grant funding received from local jurisdictions, state agencies, and others.



Fiscal Year 2018 Actual Funding



Criminal Justice Division

Overview

Of the 22 programs administered at CJD, 3 have school safety eligible activities:

Victims of Crime Act (VOCA): Federal funding used to respond to the emotional and physical needs (excluding medical care) of **crime victims**.

Ex: crisis intervention, counseling, therapy, emergency legal assistance, assistance in criminal justice proceeding participation, transportation, and other costs that are necessary and essential to providing **direct services**.

Justice Assistance Grant (JAG): Federal funding that is used to improve the administration and efficiency of the criminal justice system.

Ex: law enforcement equipment, specialized investigators, crisis intervention officers, anti-gang units, vehicles, drug treatment and enforcement, etc...

Title II Juvenile Justice and Delinquency Prevention: Federal funding that is used to improve the administration and efficiency of the juvenile justice system.

Ex: Alternatives to detention and diversion, child abuse and neglect programs, job training, mentoring, substance and alcohol abuse, after-school enrichment programs.

Santa Fe Response

Governor's School Safety Action Items

Santa Fe Response

CJD Funding for Immediate and Long-Term Needs

\$6.9M+ in direct financial assistance to Santa Fe, statewide agencies, and community partners has been provided to date. Funding has been used to:

- a) address immediate statewide training needs;
- b) build regional mental health and victim services capacity;
- c) provide immediate psychological first aid to those affected; and
- d) ensure the long-term recovery and resiliency of the victims.

12 grant recipients have received CJD funding to help facilitate the above goals.

\$1M in additional federal financial grant funding from the Department of Justice (DOJ) applied for and received by CJD to reimburse law enforcement for expenses incurred responding to Santa Fe incident.

Santa Fe Response

Governor's Action Item: *Expand On-Campus Counseling Resources*

Grantee	Purpose	Amount
Santa Fe Independent School District (SFISD)	Dedicated On-Campus Mental Health Counselors	\$322,000

Problem: School counselors often do not have the time to use their mental health training due to other responsibilities such as academic issues, testing administration, lunchroom supervision, special education, and other constraints.

Action: *CJD Victims of Crime Act (VOCA) funds have provided four (4) dedicated licensed professional counselors (LPCs) trained in trauma and crisis counseling as a resource for all SFISD employees and students to meet on-campus counseling needs.*

Santa Fe Response

Governor's Action Item: *Expand On-Campus Counseling Resources*

Grantee	Purpose	Amount
Texas Education Service Center (ESC) Region 4	Expanded Existing Mental Health Regional Capacity	\$687,586

Purpose:

1. **Primary Intervention** – Build protective factors that support long-term capacity for emotional well-being such as relationship skills, adapting to change, resiliency, and decision-making.
2. **Targeted Prevention** – Counseling and intervention for students and staff with moderate needs such as grief in small group settings.
3. **Individual Intervention** – Direct counseling services via trauma-informed care and wrap-around services for students and staff with most significant needs.
4. **Crisis Intervention Team** – Pilot project for regional mental health team that can respond to any future incidents and provide immediate psychological first aid.

Recommendation: *“As soon as possible, and in collaboration with HHSC and LMHAs, the ESCs should establish mental health crisis intervention teams that can be utilized by the LEAs within each region as needed. The Legislature should ensure that financial resources are provided for this purpose.”*

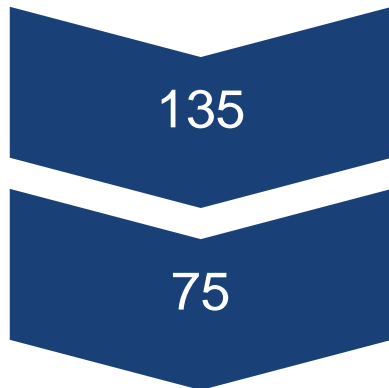
– House Committee on Public Education Sept. 4, 2018 school safety report.



Santa Fe Response

Governor's Action Item: *Train More School Marshals*

Grantee	Purpose	Amount
Texas Commission on Law Enforcement (TCOLE)	School Marshal Training	\$114,586



No. of school marshals trained by TCOLE since June 2018.

No. of school marshals trained by TCOLE using CJD funds.

CJD funds paid for psychological evaluations, ammunition, range fees and other related costs to maximize interest in program and reduce financial burden for participants.

Santa Fe Response

Governor's Action Item: *Provide Active Shooter Training*

Grantee	Purpose	Amount
Texas State University	Active Shooter Training	\$1,825,000

Advanced Law Enforcement Rapid Response Training (ALERRT) Center

CJD granted ALERRT **\$1,250,000** in March 2018 and provided an additional **\$575,000** for increased training over the summer.

2500+

No. of participants (est.) trained at ALERRT using CJD funds between April 2018 – March 2019.

\$17M

Amount of CJD funds provided to Texas State University for ALERRT operations and classes since FY2008.

Santa Fe Response

Governor's Action Item: *Behavioral Threat Assessment Programs*

Grantee	Purpose	Amount
Texas State University	Behavioral Threat Assessments and Other	\$81,022

Texas School Safety Center Comprehensive School Safety Training Project



Behavioral health assessment training to teachers, school administrators and School Resource Officers (SROs) to identify early warning signs of students in crisis.



All-hazards emergency operations plan training for schools to help plan, drill, and train for a variety of emergencies while clarifying roles and improving coordination.



Standard Response Protocol (SRP) training for schools to incorporate SRP into a school safety plan for critical incident response for individual campuses in an ISD.



Other CJD Funding

Long-Term Santa Fe Response



Community resilience is only possible with strong, sustainable, multidisciplinary systems in place.

Cultivating Resiliency

Key Elements

**Evidence Based
Guidance &
Direction**

Targeted funding

Coordinated Response

**Mitigate Gaps &
Duplication of
Services**

**Community
Needs
Assessment**

Santa Fe Response

Grant Funding Provided

City of Santa Fe (\$1.5M) – Establish Santa Fe Strong Resiliency Center (SFSRC) to provide support needed for the city’s mental health response. Responsibilities include organized communication efforts, donation management, social activities, and case management.

Galveston County (\$61k) – Provide a Crisis Intervention Liaison in the Galveston County District Attorney’s office to provide direct services, court and medical accompaniment, and distribute trial information to victims upon request.

Gulf Coast Center (\$1.2M) – Provide long-term crisis response services such as professional counseling, clinical supervision, crisis hotline, and other services to the greater Galveston County community.

National Organization for Victim Assistance (NOVA) (\$32k) – Provide reimbursement to the 12 licensed professional counselors (LPCs) that provided immediate emergency consultation, psychological first aid, and crisis intervention services.

Sam Houston State University (\$204k) -- Provide peer support debriefs to first responders affected by the Santa Fe incident using Post Critical Incident Seminars (PCIS).

Santa Fe ISD (\$322k) -- Provide on-campus counseling services through four licensed counselors for students, employees and administration members to address trauma endured in the aftermath of the Santa Fe school shooting.

Texas Children’s Hospital (\$1M) – Provide advanced trauma and bereavement-informed assessment and intervention to youth experiencing significant need.

Texas Commission on Law Enforcement (TCOLE) (\$114k) – Provide school marshal licensing courses to school staff to better prepare ISDs to avert potential acts of violence.

Texas Education Service Center (ESC) Region 4 (\$687k) – Supplement and expand existing mental health counselling services in the region by providing four (4) licensed professional counselors (LPCs) and support staff.

Texas Health and Human Services Commission (HHSC) (\$1.1M) – Provide state level coordination, communication resources and training to the LMHA and local service providers in the Santa Fe recovery efforts.

Texas State ALERRT (\$1.8M) – Provide additional active shooter training to law enforcement, civilian personnel, and first responders.

Texas State School Safety Center (\$81k) – Provide behavioral health assessment training to teachers, school administrators, and SROs to identify early warning signs of students in crisis and providing them with the appropriate interventions to avert potential acts of violence.

Future Funding

FY20 Funding and Performance Outputs

Future Plans

FY2020 Funding Cycle

VOCA K-12 Initiative: CJD will be dedicating VOCA funds for projects that provide on-campus mental health counselors or increases regional mental health capacity at ESCs or ISDs to replicate initial success of pilot projects. Counselors may only provide direct services for youth who are victims of crime.

Pilot Project: Austin ISD's *Ecological Model of Care for Healing Victims Through School-Based Mental Health Centers*.

CJD grant used to fund 44 therapists at 22 elementary school campuses in at-risk neighborhoods with high crime rates. School counselors provide therapeutic interventions to students who have made an outcry, are victims of child abuse, or other crimes. Over 600 students have been served with positive outcomes.

Justice Assistance Grants and Juvenile Justice: Although funding for statewide initiatives is limited, CJD will continue to emphasize and prioritize local projects that improve mental health capacity and reduce violent crime in our communities.

Criminal Justice Division

Fiscal Year 2018 School Safety Highlights*

2,840

School Resource
Officer (SROs)
Trained

1,339

Rifle-resistant Body
Armor Vests Provided
(ISDs & Universities)

510

Youth Receiving
Violence Prevention
Instruction

1,517

Individuals Receiving
Professional Mental
Health Counseling

35,549

Hours of Professional
Mental Health
Counseling Provided

77

Active Shooter
Training Courses to
Law Enforcement, First
Responders, and ISD
Civilian Personnel

*Self-reported grantee
measures from Sept. 1,
2017 through June 30, 2018

578

Youth Receiving
Bullying Prevention
Instruction

323

At-Risk Youth
Receiving Gang
Involvement
Prevention

4,675

Hours of Instruction
for Life, Social, and
Emotional Skills to At-
Risk Youth



CJD

Criminal Justice Division
Office of the Governor

Appendix I

CJD Administered Grant Programs

Appendix I

CJD Administered Grant Programs.

- **Body-Worn Camera Program (State)** – This program provides funding to county and municipal governments operating law enforcement agencies to equip front-line peace officers with body-worn cameras.
- **Building Capacity to Recover and Restore Survivors of Child Sex Trafficking (State/Fed.)** – This program provides funding to state agencies, local governments, and non-profit organizations to build capacity in the state to recognize, recover and restore child sex trafficking victims. Funds the development or enhancement of victim services programs while building upon existing collaborative efforts with multi-disciplinary anti-trafficking taskforces and coalitions.
- **Coverdell Forensic Sciences Program (Fed.)** – This program provides funding to public, accredited crime laboratories to improve the quality, timeliness and credibility of forensic sciences and to reduce any backlogs in the analysis of forensic science including firearms examinations, latent prints, toxicology, controlled substances, forensic pathology, questionable documents, and trace evidence.
- **County Essential Grants (State)** – This program provides emergency funding to counties that experience unanticipated criminal justice expenses, particularly those related to capital murder cases.
- **Crime Stoppers Assistance Fund (State)** – This program provides funding to support local registered Crime Stoppers organizations to enhance and assist community efforts in solving crime and preventing criminal behavior through campus and community programs.
- **Emergency Federal Law Enforcement Assistance (Fed.)** – This program will provide funding for overtime expenses for law enforcement that were incurred as a result of responding to Santa Fe shooting.

Appendix I

CJD Administered Grant Programs.

- **Evidence Testing Grant Program (State)** – This program provides funding to local jurisdictions with accredited crime laboratories to reduce the backlog of sexual assault kits to be tested.
- **Internet Crimes Against Children (State)** – This program provides funding to programs that prevent technology-facilitated enticement and sexual exploitation of children or the use of the Internet for the production, manufacture, and distribution of child pornography, in support of activities of qualifying Internet Crime Against Children Task Forces recognized by the U.S. Department of Justice.
- **Justice Assistance Grant (JAG) Program (Fed.)** – This program provides funding to local governments, state agencies, and non-profit organizations to support projects that promote public safety, reduce crime, and improve the criminal justice system.
- **Juvenile Justice Grant Program (State/Fed.)** – This program provides funding to local governments, state agencies and non-profit organizations to support projects that prevent violence in and around schools, improve the juvenile justice system, and develop effective education, training, prevention, diversion, treatment, and rehabilitation programs in the arena of juvenile delinquency.
- **Law Enforcement Academies (State)** – This program provides funding to the regional law enforcement academies operated by Council of Governments that provides basic peace officer training and advanced certifications for participants joining mostly rural law enforcement agencies.
- **National Crime Statistics Exchange (NCS-X) (Fed.)** – This program passes through funding from the Bureau of Justice Statistics (BJS) to Texas jurisdictions that are partnering with BJS and the FBI to transition to incident-based crime reporting data.

Appendix I

CJD Administered Grant Programs.

- **Project Safe Neighborhood (PSN) (Fed.)** – This program partners CJD with the four United States Attorney office districts in Texas to reduce violent crime by targeting criminal gangs and the felonious possession and use of firearms.
- **Residential Substance Abuse Treatment Grant Program (Fed.)** – This program provides funding to state agencies and local governments to provide individual and group substance abuse treatment for offenders in correctional facilities and jails.
- **Rifle-Resistant Body Armor Grant Program (State)** – This program provides funding to equip law enforcement officers with NIJ-certified Level III and IV rifle-resistant body armor.
- **Sexual Assault Services Program (Fed.)** – This program provides funding to non-profit organizations corporations to increase support and advocacy for victims of sexual assault, the family and household members of victims, and those collaterally affected.
- **Specialty Courts Program (State)** – This program provides funding to counties operating registered specialty courts, including family drug courts, drug courts, veteran’s courts, mental health courts, commercially sexually exploited person’s courts, and public safety employee treatment courts.
- **STOP Violence Against Women Act Justice and Training Program (Fed.)** – This program provides funding to state agencies, local governments, councils of government, universities, community supervision and corrections departments, nonprofit corporations and faith-based organizations to develop and strengthen effective law enforcement and prosecution strategies to combat violent crimes against women, as well as to develop and strengthen victim services.

Appendix I

CJD Administered Grant Programs.

- **Texas Anti-Gang Program (State)** – This program provides funding to local governments to operate anti-gang law enforcement centers to support strategic partnerships and targeted, regional, multidisciplinary approaches to combat gang violence through the coordination of gang prevention, intervention, and suppression activities.
- **Texas Conversion to the National Incident-Based Reporting System (NIBRS) (State)** – This program provides funding to law enforcement agencies to upgrade their technology infrastructure to allow for and support the submissions of data to the Uniform Crime Reporting (UCR) under the new Incident-Based Reporting System (NIBRS).
- **Truancy Prevention and Intervention Program (State)** – This program provides funding to school districts and truancy courts for juvenile case managers employed in improving truancy prevention and intervention services.
- **Victims of Crime Act General Victim Assistance Program (Fed.)** – This program provides funding to state agencies, local governments, non-profit organizations, councils of government, hospitals and emergency medical facilities to provide services to victims of crime, responding to their emotional and physical needs, assisting them in stabilizing their lives, guiding them through the criminal justice system, and providing safety and security.
 - Additional project purpose areas include: Transitional Housing and Support Services, College Campus Victim Assistance, Sexual Assault Forensic Services, and Victim Assistance System Improvement.



School Safety and Mental Health

Trina Ita

Associate Commissioner,
Behavioral Health Services

House Appropriations Committee
October 9, 2018



TEXAS
Health and Human
Services



TEXAS
Health and Human
Services

Governor's School and Firearm Safety Action Plan

Some recommendations from The Governor's Plan related to the Health and Human Services Commission (HHSC) include:

- Increase Mental Health First Aid (MHFA) training
- Expand the Texas Critical Incident Stress Management (CISM) Network
 - Improve statewide capacity to deliver behavioral health services to populations impacted by incidents of mass violence
- Enhance school safety and ensure additional behavioral health services are available to students on campus



TEXAS
Health and Human
Services

Inter-agency School Safety and Mental Health Opportunities

Enhanced collaboration between agencies on school safety and mental health initiatives will allow HHSC to:

- Work with the Texas Education Agency (TEA) to enhance school safety and ensure additional behavioral health services are available to students on campus
- Ensure the Texas Department of Public (DPS) staff are trained to and have the ability to make appropriate referrals
- Collaborate with DPS on the new iWatch Texas mobile app
 - Easier way for the public to report suspicious activity including school safety-related threats



TEXAS
Health and Human
Services

Short-term School Safety and Mental Health Opportunities

Opportunities available using existing resources include:

- MHFA training outreach to school districts and associations and parent organizations
- Quarterly meetings between HHSC and TEA to:
 - Track MHFA utilization
 - Monitor trends of MHFA uptake
 - Target areas needing technical assistance in delivering MHFA
- Re-establishing the monthly Disaster Behavioral Health Consortium and inviting TEA to participate
- Monthly calls with existing CISM teams
- H.B. 13 (85R): Expand TWITR to additional nine counties



TEXAS
Health and Human
Services

Long-term School Safety and Mental Health Opportunities

HHSC received an additional \$12.9 million in federal Mental Health Block Grant funds and has identified several school safety-related projects for fiscal year 2019:

- **Coordinated Specialty Care (CSC)** – Develop a modified CSC model to address rural area service gaps for individuals experiencing a first episode of psychosis with complex needs
- **Suicide Prevention Services** – Expand the availability of suicide prevention services in public schools
- **Online Mental Health Training** – Develop a web-based training on evidence-based practices and increase access for educators
- **MHFA Outreach Workers** – Establish a dedicated MHFA outreach worker at each LMHA to increase the number of educators and community members trained
- **MentalHealthTX.org** – Enhance the existing website to serve as a one-stop shop for information and resources on behavioral health and intellectual and developmental disabilities for families, caregivers, and other state agencies



TEXAS
Health and Human
Services

Additional School Safety and Mental Health Funding

Office of the Governor Victims of Crime Act (VOCA) Grant

- The Office of the Governor awarded \$1.2 million to HHSC for an 18-month grant period to assist the Santa Fe community with the coordinated delivery of crisis intervention services
- Goals:
 - Mitigate service duplication
 - Provide technical assistance
 - Offer strategic planning and training
- Key Deliverables:
 - Establish a Resiliency Center for the Santa Fe community to access recovery resources such as legal assistance, behavioral health counseling, and victim services
 - Provide professional development using best practice models to enhance staff and partner collaborations
 - Provide technical assistance

Fiscal Year 2020-21 Requested Exceptional Items Related to Mental Health

Exceptional Item	Summary	Addressed Need	Biennial General Revenue	Biennial All Funds
Enhance Mental Health Capacity	Expand community-based outpatient treatment services to address growing demand	Demand for outpatient treatment services continues to surpass the supply of available services driven in part by the state's rapid population growth of 1.6 percent per year	\$54.9M	\$59.1M
Statewide Behavioral Health Coordinating Council (SBHCC): Ensure Services for Individuals Experiencing Early Psychosis	Expand CSC statewide and to other SBHCC agencies	Early intervention is vital to prevent the progression of psychosis that often leads to long-term and costly treatment	\$15.9M	\$16.0M
SBHCC: Ensure Access to Residential Treatment Center (RTC) Beds for Children	Increase the number of RTC beds for children and youth with severe emotional disturbance at risk of parental relinquishment to DFPS	Demand for RTC services exceeds the slots available, resulting in a current waiting list of 35 youth	\$2.1M	\$2.1M
Substance Use Disorder (SUD) Treatment	Increase SUD treatment rates to maintain current service delivery levels and stabilize SUD provider base throughout Texas	In the last few years, 15 SUD providers have exited the program due to increased costs to provide treatment, low service reimbursement rates, and workforce shortages	\$45.1M	\$45.3M





LEGISLATIVE BUDGET BOARD

Summary and Review of School Safety Proposals

PRESENTED TO HOUSE APPROPRIATIONS COMMITTEE

LEGISLATIVE BUDGET BOARD STAFF

OCTOBER 2018

House Appropriations Committee Interim Charge

Examine the availability of federal funding and Governor's Criminal Justice grants that may directly or indirectly improve school safety. Evaluate the potential costs of proposals identified by the Governor and House Committees related to improving access to mental health services for children, improved school safety, and enhanced firearm safety.

Summary of Governor Abbott's School and Firearm Safety Action Plan

In May 2018, Governor Abbott published his School and Firearm Safety Action Plan incorporating feedback received from school and law enforcement officials, mass shooting survivors, and people impacted by gun violence. Recommendations are shown below.

I. Better Protecting Students and Teachers

- A. Provide Immediate Funding to Santa Fe with Governor's Criminal Justice Division (CJD) Grants and a U.S. Department of Education Grant
- B. Making Schools Safer – 18 recommendations on increasing law enforcement presence at schools, improving and increasing the school marshal program, providing active shooter and emergency response training, hardening campus facilities, prioritizing increased federal funding for immediate school safety improvements, and strengthening existing campus security programs
- C. Preventing Threats in Advance – 13 recommendations on providing student mental health evaluations and services, increasing mental health first aid training and crisis response infrastructure, behavioral threat assessment and campus crime stopper programs, on-campus counseling resources, using preventive digital technology, social media monitoring by fusion centers, charter school safety, and the removal from the classroom of students who threaten teachers

II. Enhancing Firearms Safety

- A. Close Critical Information Gaps to Prevent Mass Shootings
- B. Study a Protective Order Law That Ensures Due Process
- C. Mandate a 48-Hour Reporting Period to Close Gaps in Federally Mandated Background Checks
- D. Strengthen the Safe Firearm Storage Law
- E. Promote Awareness of Safe Storage Practices
- F. Mandatory Reporting of Lost or Stolen Guns

School Safety Proposals Implemented with Existing Resources

On August 30, 2018, Governor Abbott released a second report, School Safety Action Plan Summary, describing actions taken by school districts, local and state law enforcement entities, and state agencies during the summer to respond to school safety concerns.

According to the report, **with existing resources**, some school districts have:

- created comprehensive threat assessment programs;
- launched mental health intervention teams;
- provided educational materials to parents;
- increased reliance on school counselors;
- initiated or strengthened existing partnerships partnered with mental health authorities and law enforcement entities;
- incorporated communications technologies to prevent and respond to threats; and
- hardened their facilities with clear bag policies, metal detectors, surveillance cameras, door locks, controlled access systems, and alarms.

Application for Federal Funds to Respond to School Violence

According to the Governor's August 2018 School Safety Action Plan Summary, during the summer of 2018, the Texas Education Agency (TEA) **applied for Federal Funds** including:

- Students, Teachers, and Officers Preventing (STOP) School Violence – up to \$1.5 million (\$1.0 million to provide schools with administrator and staff mental health training, and \$462,451 to support the statewide development, training, implementation and operation of school threat assessment teams);
- Community Oriented Policing Service (COPS) School Violence Prevention Program - \$500,000 to develop comprehensive school safety assessments and plans; and
- Substance Abuse and Mental Health Services Administration Project on Advancing Wellness and Resilience Education (AWARE) – TEA requested \$1.8 million annually for five years to provide evidence-based mental health services for high-need schools in Harvey-impacted regions. Services provided with this grant would focus on small and rural schools with documented needs but limited access to mental health resources.

Additionally, the Governor's Office reports that it expects that Santa Fe ISD will receive an estimated \$1.0 million in Project School Emergency Response to Violence (SERV) Federal Funds. The program provides funds to assist districts in recovering from violent or traumatic events.

Governor's Office Criminal Justice Division Grants

Appropriations for the Governor's Office Criminal Justice Division (CJD) are included in Trusteed Programs Within the Office of the Governor, Strategy B.1.1, Criminal Justice Activities. Included among the methods of finance in Strategy B.1.1. are Victims of Crime Act Federal Funds and GR-Dedicated Account No. 421, Criminal Justice Planning Account. GR-D Account No. 421 is funded with revenue received from court fees paid by defendants in certain criminal cases, and the funds are used to fill gaps throughout the criminal justice system in accordance with the broad goals specified in the Government Code §772.006, Governor's Criminal Justice Division.

2018-19 GR-D No. 421 for the CJD funding was \$96.9 million, which includes an unexpended balance transfer of \$42.5 million from the 2016-17 biennium; in its 2020-21 appropriations request, the CJD has requested \$50.0 million of GR-D Account No. 421 funding.

According to the Governor's Office School Safety Action Plan, as of August 30, 2018, the **CJD has provided an estimated \$5.7 million in grants**, consisting of both Federal Funds and GR-D No. 421, for purposes related to school safety following the Santa Fe shooting. These grants have been awarded to school districts, cities, counties, local mental health authorities, state agencies, and law enforcement entities. Some of these funds provided immediate assistance to the Santa Fe community following the shooting.

Summary of House Public Education Committee Recommendations

In September 2018, the House Public Education Committee issued **25 preliminary recommendations** relating to school safety:

Mental Health: (1) Incorporating character education in curricula; (2) encouraging cultural changes to improve campus environments; (3) modifying curricula to reduce the stigma of seeking mental health treatment; (4) requiring all school personnel to participate in mental health first aid (MHFA) training and providing funding to do so; (5) ensure rural districts have sufficient funding to participate in TWITR or a similar telemedicine psychiatric screening; (6) providing additional funding to encourage schools to form innovative partnerships with mental health authorities, universities, and other service providers; and (7) consider creating a statewide resource on student mental health to provide training and technical assistance to schools.

School Mental Health Professionals: (1) provide funding to increase the number of school mental health professionals and clarify the expectations for such professionals in statute; and (2) Education Service Centers should establish mental health crisis intervention teams in collaboration with the Health and Human Services Commission and local mental health authorities, with funding provided by the Legislature.

School Safety Planning and Training: (1) provide the Texas School Safety Center (TSSC) with funding for increased technical support for schools and to exercise audit and oversight responsibilities; (2) ensure detailed school safety information in any certification system remains confidential; (3) require certain parties be included on School Safety and Security Committees; (4) apply statutory school safety provisions to charter schools; (5) authorize TEA to collect information on school safety trainings provided for school personnel; (6) consider additional funding to the Governor's CJD for ongoing school safety trainings; and (7) require training improving parental notification of school shootings.

Summary of House Public Education Committee Recommendations

School Safety Infrastructure: (1) provide TSSC with resources to study communications interoperability between schools, law enforcement, and first responders; (2) schools should consider current research and best practices when considering school safety investments; (3) TEA should conduct a study of the statewide need for campus safety retrofits, and provide funding to LEAs for campus safety retrofits, prioritized by financial need and other considerations; and (4) allow for flexibility in use of state funds for school safety related capital items.

Law Enforcement Resources: (1) clarify the security personnel options available to charter schools; (2) consider the benefits of law enforcement professionals specifically trained to work with students; (3) consider giving small districts the option to create joint police departments with other districts; (4) encourage schools to prohibit peace officers from engaging in student discipline; and (5) allow districts to make determinations regarding the use of statewide reporting apps and ensure that state funding is not duplicative.

Public Education Committee Recommendations Needing Additional Funding for Full Implementation

Public Education Committee Report recommendations expressly calling for additional financial resources include:

- Providing funding for a proposed requirement that all school personnel receive mental health first aid (MHFA) training. Statute specifies that to the extent funds are appropriated for the purpose, free MHFA training shall be provided to school district and university employees. The Health and Human Services Commission (HHSC) has collaborated with Education Service Centers (ESCs), TEA, and mental health authorities to publicize and provide MHFA trainings throughout the state. HHSC reports that since the 2014 inception of the program, an estimated 27,000 public school employees have received MHFA training. The program receives an estimated \$2.5 million annually.
- Ensuring that rural schools with limited mental health service access have funding to participate in Texas Tech University Health Science Center's (TTUHSC) Telemedicine Wellness Intervention Triage and Referral (TWITR) Project or a similar program. TTUHSC reports that training school districts statewide to use a TWITR-like model would cost an estimated \$1.1 million biennially; and that providing TWITR services to about one-third of school districts statewide would cost an estimated \$29.9 million biennially.
- Providing financial resources to encourage innovative partnerships between schools and mental health service providers. This funding could be structured as a competitive grant program created by statute.
- Provide funding to schools for satisfying a proposed requirement to increase the presence of mental health professionals at school. Funding for this item could flow through an increased basic allotment in the Foundation School Program (FSP) formula.

Public Education Committee Recommendations Needing Additional Funding for Full Implementation

- ESCs should receive funding for collaborative mental health crisis intervention teams to be used by schools as needed. Such funding would likely be provided to ESCs through an additional appropriation to TEA.
- Provide funding to the Texas School Safety Center (TSSC) to exercise oversight and audit functions and to offer technical assistance relating to school emergency operations plans. Additional appropriations would likely be necessary for a team of FTEs to implement these functions. See the TSSC exceptional item request at the end of this presentation for additional related information.
- Consider additional funding to the Governor's CJD to support grants for increased training opportunities for school personnel.
- Providing funding for retrofitting existing school buildings with additional safety features. The Public Education Committee report estimates that school safety retrofitting ranges from \$500,000 to \$1.0 million per campus, although the level of need across the state for such modifications is not known.

Governor's Safety Action Plan Proposals Needing Additional Funding for Full Implementation

Proposals in the Governor's Safety Plan not discussed in the House Committee recommendations above and likely to require additional funding include:

- Requiring that TEA provide a substantive and ongoing audits of all school safety plans. This would likely require, at a minimum, several new FTEs for the agency; staffing level requirements would depend on the rigor and frequency of school district audits.
- Significant expansion of the Crime Stoppers Program. This program provides monetary incentives for certain information about crimes and school violations, and may require additional funding depending on the scope of expansion.
- Creation of additional fusion centers to share information between federal, state, and local law enforcement. Establishing a new fusion center would cost an estimated \$7.7 million in first year costs (with \$4.8 million estimated for initial building costs) and \$4.1 million in subsequent years.
- Creation of a statewide court case management system (CMS) providing immediate access to critical information and to expedite reporting of court reporting for federal background checks. The Office of Court Administration has an exceptional item request for this project detailed at the end of this presentation.
- Mandate a 48 hour reporting requirement for court records relating to mental health adjudications, emergency or family protective orders, or felony convictions. Increases in Criminal Justice Information System (CJIS) reporting requirements would generate additional local costs, which, according to the Governor's Office School and Firearm Safety Action Plan, may be offset by CJD grants.

General Considerations on Funding for School Safety Proposals

The Legislature may wish to consider whether proposal costs will recur; certain recommendations, such as retrofitting existing campuses with safety improvements, may require a significant, but one-time, appropriation.

Some recommendations may be initiated or executed to a limited degree with existing resources, but would require additional funding to fully implement. Proposals may also require additional funding depending on the manner or scope of implementation. For instance, the recommendation to establish a centralized resource to provide technical assistance on student mental health best practices may require additional funding to the extent current funding doesn't support necessary functions. Although TEA and TSSC currently provide some limited resource and technical assistance functions, both have exceptional item requests, detailed at the end of this presentation, which would expand these activities.

Some projects are scalable in response to available appropriations. Examples of scalable recommendations include providing financial incentives for innovative mental health partnerships or increasing funding to the CJD to support additional trainings.

2020-21 Agency Exceptional Item Requests Relating to School Safety and Student Mental Health

Items shown include only requests relating directly to student or school safety proposals and are not a comprehensive list of exceptional items relating to mental health or public safety.

Agency Exceptional Item Request	2020–21 General Revenue Funds (In Millions)	2020–21 Full-time-equivalent Positions
<p>Texas Education Agency Safe and Healthy Schools Initiative</p> <p>TEA proposes a new program built upon four pillars: (1) mental health supports; (2) positive school culture; (3) facility safety; and (4) emergency response coordination. TEA proposes implementing the above by collaborating with the Texas School Safety Center to establish a school safety self-assessment rubric, providing state and regional level technical assistance to schools on mental health and school culture supports, and providing grant funds to assist schools with deficiencies.</p>	\$54.5	6.0
<p>Texas School for the Blind and Visually Impaired (TSBVI) Campus Safety Infrastructure</p> <p>As part of its third exceptional item request, TSBVI requests funding for security cameras, security utility vehicles, communications equipment, fencing, gate, and lighting upgrades, and rekeying of the campus.</p>	\$0.7	0.0
<p>Texas School for the Deaf (TSD) Campus Safety Staff and Infrastructure</p> <p>As part of its first priority exceptional item, TSD requests \$0.7 million to hire two school resource officers, two security officers, a mental health counselor, and a director of campus safety and risk management. As part of its second exceptional item, TSD requests \$0.3 million for door locks, electronic key-card access, cameras, and communications equipment.</p>	\$1.1	5.9

2020-21 Agency Exceptional Item Requests Relating to School Safety and Student Mental Health

Agency Exceptional Item Request (continued)	2020–21 General Revenue Funds (In Millions)	2020–21 Full-time-equivalent Positions
Texas State University School Safety Center	\$7.2	34.6
As its first exceptional item, the University requests funding to restore School Safety Center budget reductions made in the 82 nd and 85 th Legislative Sessions, and reports that this funding level would allow the School Safety Center to increase trainings and resource development to a level that would serve all Texas school districts and community colleges.		
Texas State University Advanced Law Enforcement Rapid Response Training (ALERRT)	\$4.0	10.4
As its third exceptional item, Texas State requests funding to allow it to significantly increase active shooter first responder training courses offered to Texas law enforcement.		
Office of Court Administration (OCA) School Safety Initiative – Statewide Case Management System (CMS)	\$29.7	2.0
As its third exceptional item, OCA request funds to automate and expedite court record reporting for federal background checks. Funding would create a CMS system based on the recommendations of the Governor's School and Firearm Safety Action Plan. The CMS would primarily be used by counties with a population of 20,000 or less since many are unable to collect data directly from an automated system.		
Department of Public Safety (DPS) – Improve School Security	\$3.6	22.5
As its seventh exceptional item request, DPS would increase investigation and integration of information reported through the tip monitoring app iWatch Texas. Funding would provide real-time intelligence support to law enforcement, and, when appropriate, school officials, child protective services, and mental health services.		
2020–21 Biennial Total	\$100.8	81.4



LEGISLATIVE BUDGET BOARD

Contact the LBB

Legislative Budget Board

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512.463.1200



Special Education in Texas

SUMMARY OF AGENCY ACTIONS AND RESPONSE

HOUSE APPROPRIATIONS COMMITTEE OCTOBER 9, 2018

Purpose of Special Education



The purpose of special education is to provide sufficient support to our students with disabilities, on an individualized basis, so that those students can obtain the same level of academic success typical of their peers.

Special Education Actions Already Initiated by TEA

1. **Child Find Reminder** – 11/17/2016 - Letter to all school regarding child find obligations in IDEA; Response to Intervention (RTI) strategies may not be used to delay or deny an initial evaluation; and clarifying TEA's monitoring efforts
2. **ARD Process Review** – Began evaluation of whether any additional information should be added to the *Parent's Guide to the Admission, Review, and Dismissal Process* as well as what additional training and technical assistance the regional education service centers can provide to school districts regarding the child find process, RTI, and PBMAS
3. **Specific District Follow-up** – Performed follow-up with specific school districts cited in the media regarding special education compliance
4. **PBMAS Revisions** – Eliminated indicator 10 (SpEd representation); Added newly required indicators designed to calculate significant disproportionality by disaggregated racial/ethnic groups and disability categories

Special Education Actions Already Initiated by TEA

5. **Expanded TEA Technical Support** – Hired 10 special education staff members whose primary function is to provide expertise and leadership as it relates to technical assistance to LEAs directly, through the ESCs, and through improvements to the existing grants programs

6. **Expanded ESC Technical Support** – Provided funding for the ESCs to hire 28 regional special education liaisons to work to improve outcomes for students with disabilities throughout their regions, with a specific focus on developing innovative district practices and professional development for district special education staff.

7. **Grant Postings-** Fourteen grant opportunities in support of the strategic plan have been posted since early July of 2018, many of which are being scored and awardees will be notified by late October.

USDE Monitoring Letter Findings

Issued: January 11, 2018

- 1. Child Find:** TEA failed to ensure that all children with disabilities residing in the State who are in need of special education and related services were identified, located, and evaluated, regardless of the severity of their disability, as required by IDEA section 612(a)(3) and its implementing regulation at 34 CFR §300.111.
- 2. FAPE (Free Appropriate Public Education):** TEA failed to ensure that FAPE was made available to all children with disabilities residing in the State in Texas's mandated age ranges (ages 3 through 21), as required by IDEA section 612(a)(1) and its implementing regulation at 34 CFR §300.101.
- 3. Compliance Monitoring:** TEA failed to fulfill its general supervisory and monitoring responsibilities as required by IDEA sections 612(a)(11) and 616(a)(1)(C), and their implementing regulations at 34 CFR §§300.149 and 300.600, along with 20 U.S.C. 1232d(b)(3)(A), to ensure that ISDs throughout the state properly implemented the IDEA child find and FAPE requirements.

Corrective Action Response Timeline

Initial Round of Public Comments Closed

Feb 18th, 2018

TEA accepted initial public comments on the draft plan.

Revised Draft Plan Posted

Mar 19th, 2018

A revised draft plan was available on March 19. Additional public comments on the draft were accepted through April 6.

Final Plan Submitted

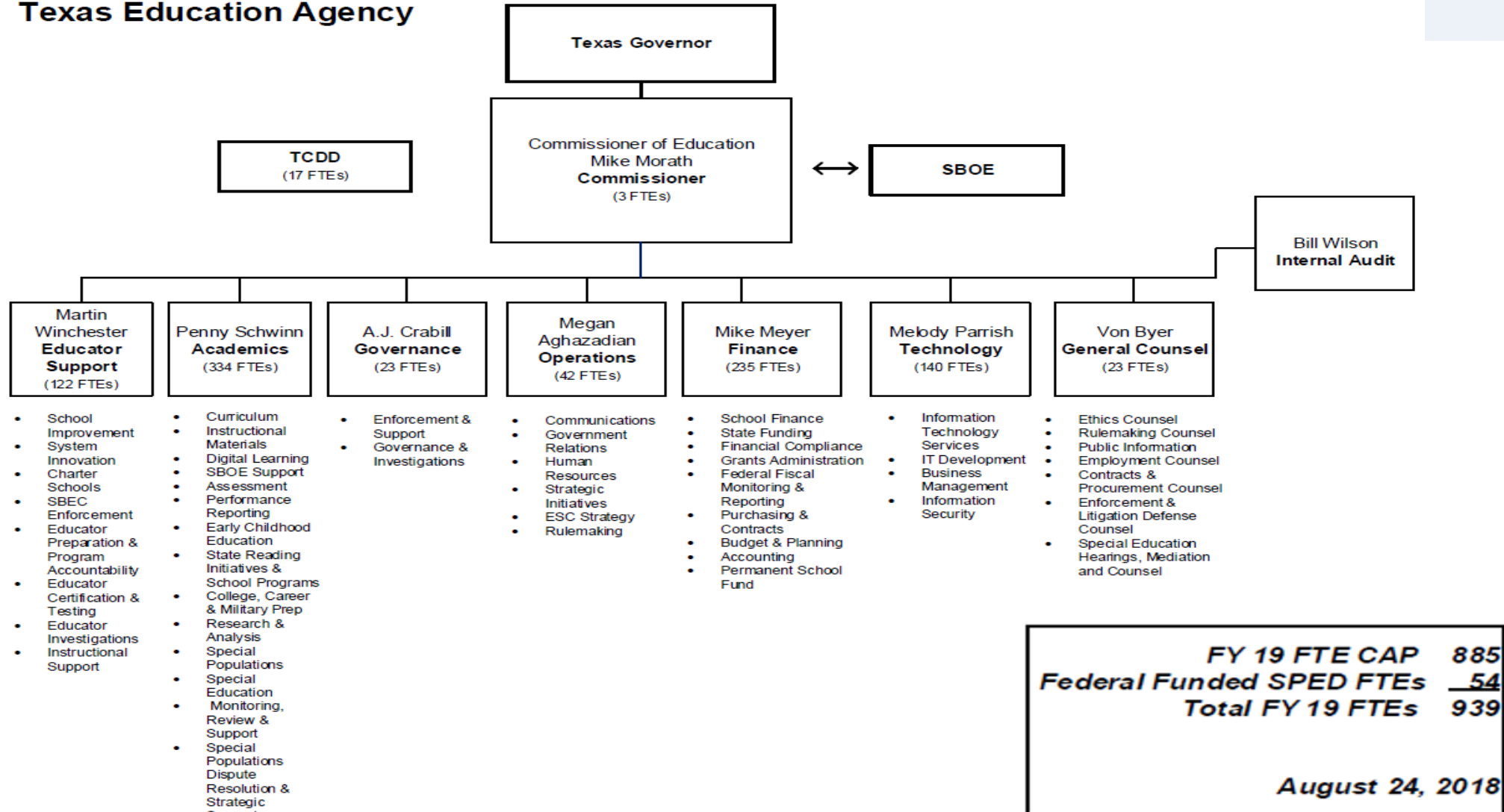
Apr 23rd, 2018

The final State corrective action plan was submitted to the U.S. Department of Education on April 23rd.

TexasSPED@tea.texas.gov

TEA Organization Chart

Texas Education Agency



Summary of Feedback Gathered for Strategic Plan

Feedback Gathered	Number of Respondents	Roles					
		Parents	Teachers / Service Prov	District Admin	ESC/Tech Assist	Advocacy	Other
Emails to TexasSPED@tea.texas.gov	390	✓	✓	✓	✓	✓	✓
Responses from USDE Corrective Action Draft Plan Online Survey	7,094	3,556	3,890	1,047	*	232	1,550
Individual One-on-One Interviews with Educational Service Center Technical Assistance Providers	153	NA	NA	NA	153	NA	NA
Responses from Special Education Technical Assistance Insights and Needs Assessment Survey	4,106	NA	2,710	777	128	NA	507
Participants in Focus Group Meetings (110 meetings held in all 20 ESC regions of Texas)	1,520	357	325	838	NA	NA	NA

Strategic Plan & Corrective Action Response

A copy of the draft plan is publicly available on the TEA website:

<https://tea.texas.gov/TexasSPED>



State Monitoring



Identification,
Evaluation and
Placement



Training, Support
and Development



Student, Family and
Community
Engagement



Networks and
Structures

Strategic Plan & Corrective Action Response

TEA has prepared a strategic plan to improve special education. This plan encompasses the corrective action response.

Strategic Plan	Corrective Action Response
<ul style="list-style-type: none"> • More robust and holistic data collection • Transition monitoring • Outreach campaign for LEAs and families • TEA evaluation support (ex. Diagnosticians) • Improved complaints and dispute resolution • Professional development • Resource development • Statewide partnerships • Family support call center, portal, and resources • Stakeholder engagement • Improved Technical Assistance Networks 	<p>Corrective Actions 1 and 4</p> <ul style="list-style-type: none"> • Monitoring <p>Corrective Action 2</p> <ul style="list-style-type: none"> • Improved guidance and training (Section 504, Dyslexia, and RtI) • Compensatory service funding support • Dyslexia supports <p>Corrective Action 3</p> <ul style="list-style-type: none"> • Targeted outreach • Resource development (Section 504, Dyslexia, RtI) • Dyslexia supports

Foundation School Program Implications

- For the 2017-2018 school year the Foundation School Program (FSP) formulas delivered **\$3.126 billion** to school districts and charter schools for special education.*
 - This works out to **\$17.4 million** per instructional day.

- On average, a **one-percent increase** to the statewide percentage of students identified as eligible for special education services generates roughly **\$342 million** in additional revenue for school districts and charter schools.

- This cost to the FSP would be entirely borne by the State.

*Source = Total Special Education Allotment, TEA Summary of Finances, run id: 25143
Daily amount assumes 180 days of instruction.

Budget

State costs regarding services provided to students in special education will increase due to the number of students identified.

Category	Source of Funds	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total
		2018	2018-19	2019-20	2020-21	2021-22	2022-23	
Monitoring	IDEA - Admin	\$ 925	\$ 4,775	\$ 4,775	\$ 4,775	\$ 4,775	\$ 4,775	\$ 24,800
	IDEA - Discretionary	\$ 200	\$ 1,500	\$ 250	\$ 250	\$ 250	\$ 250	\$ 2,700
Identification, Evaluation and Placement	IDEA - Discretionary	\$ 6,550	\$ 7,750	\$ -	\$ -	\$ -	\$ -	\$ 14,300
	IDEA - LEA Allocation	\$ 65,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 65,000
Training, Support and Development	IDEA - Discretionary	\$ 16,700	\$ 15,500	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 92,200
Student, Family and Community Engagement	IDEA - Discretionary	\$ 1,032	\$ 4,600	\$ 1,850	\$ 1,600	\$ 1,600	\$ 1,600	\$ 12,282
							Total	\$ 211,282

Special Education Services Grant Exceptional Item (\$50.5M)

The Special Education Services Grants provide grants for districts as they provide the needed Compensatory services for those students not properly identified as needing special education services.

- TEA bases the cost estimate on a **potential identification gap of up to approximately 180,000 students** (based on 2004 levels).
 - Assuming the compensatory services allocation covers one year, and each student is given an average of \$5,000 in funding for this work per year, the total cost for 10,000 students would be \$50,000,000.
 - It should be noted that more than 10,000 students could require compensatory services.

TEA acknowledges that this work will require significant staff capacity, but will absorb the work using the recently expanded special education staff.

TEA will:

- Identify the priority rubric to be used when evaluating requests
- Create a simple application for LEAs to complete
- Provide guidance on how to appropriately evaluate whether compensatory services are required
- Set an annual deadline by which applications are due, approved, and funded
- Provide a summary report to the LBB and Office of the Governor by December 31, 2020
- Provide guidance resources on our website for additional support

Appendix

Strategic Plan: Monitoring

- **Review & Support Team** – expand team by roughly 45 FTEs, paid for by IDEA-B Admin Discretionary Funds (**note: this will require a review of current FTE cap**).
 - Includes desk reviews, on-site visits, and escalated engagements.
 - Allows for on-site reviews.
 - All reviews will include published reports, easily searchable.
 - The review process will be defined by conducting a detailed planning process, to include significant stakeholder engagement, so that reviews result in a focus on improved outcomes, not just compliance.
- **Data Collections Improvements** – additional data reporting elements will be added to PEIMS/TSDS to ensure adequate information for monitoring, while maintaining strong controls on data privacy (**note: this may require legislative authorization**).
- **Transition Monitoring** - Until the Review & Support Team is in place, the School Improvement team will focus existing monitoring activities on currently identified high needs LEAs.

Strategic Plan: Identification, Evaluation, and Placement (Child Find & FAPE)

- **Targeted Outreach** – TEA will require every school system to notify parents about potential eligibility for special education evaluation, targeted at those most likely to benefit.
- **Outreach Campaign** – TEA will conduct an outreach campaign to help reach parents more broadly.
- **TEA Evaluation Support** – TEA may supplement existing district evaluation personnel by providing short term contracted evaluation support.
- **Compensatory Services**– TEA will provide an infusion of \$65M and additional guidance to school systems to support compensatory services.
- **Improved Guidance & Training** – TEA will update guidance and provide training on best practices. This will explicitly include clarifying the interplay between Response to Intervention (RtI), Section 504, dyslexia, and special education.
- **Complaints & Dispute Resolution** – TEA will provide improved training, clarified resources on the dispute resolution process, and internal capacity to hear complaints is both sufficient and the process is clear to all parties, especially parents.

Strategic Plan: Training, Support and Development

- **Evaluation Capacity** – TEA will attempt to address long term shortages in the supply of evaluation personnel for districts throughout the state by facilitating more cross-district resource sharing and working to recruit new professionals to the field.
- **Professional Development** – TEA will launch training for teachers and other educators on special education best practices, including both inclusive teaching practices and broader identification and Child Find practices.
- **Resource Development** – TEA will expand existing resources intended to help educators better understand the differences between RTI, the state Dyslexia program, Section 504, and IDEA.
- **Dyslexia** – With approval from the SBOE, the *Texas Dyslexia Handbook* will be updated, and additional training resources for teachers on proper dyslexia practices will be provided. Additionally, TEA will contract to perform an evaluation of dyslexia practices in the state to inform improvements in training.
- **Certification** – TEA is examining improvements in teacher certification practices related to special education and dyslexia, and will work with the State Board for Educator Certification to make improvements.
- **Governance** – TEA will explore the development of training resources for school boards on special education, with a focus on monitoring outcomes and program implementation fidelity.
- **Statewide Partnership** – TEA will continue working with the Texas Workforce Commission (among others) to improve supports for students with disabilities transitioning into the workforce.

- **Family Support Call Center, Portal, and Resources** – TEA will develop a set of paper and web based resources (in multiple languages) to help parents navigate issues related to special education to empower them throughout the PK-12 experience, and expand existing call center operations to facilitate more personalized help for parents.
 - One set of resources will be focused explicitly on understanding eligibility and Child Find processes, to ensure parents know when it is most appropriate for a child suspected of being eligible to obtain special education services as opposed to Section 504 supports or dyslexia-specific supports, and how the Response-To-Intervention (RtI) framework is intended to help.
 - Another set will be more focused on the broader set of educational issues faced at various stages of a student’s development.
- **Stakeholder Engagement** – TEA will invest, on an ongoing basis, in stakeholder engagement, to continue gathering meaningful feedback from students, parents, and educators across the broad swath of Texas, to build on the over 110 focus groups conducted in Q1 2018.

Written testimony provided to the committee



THE MEADOWS MENTAL HEALTH POLICY INSTITUTE

**House Committee on Appropriations
Children's Mental Health in the Wake of the Santa Fe Tragedy**

October 9, 2018

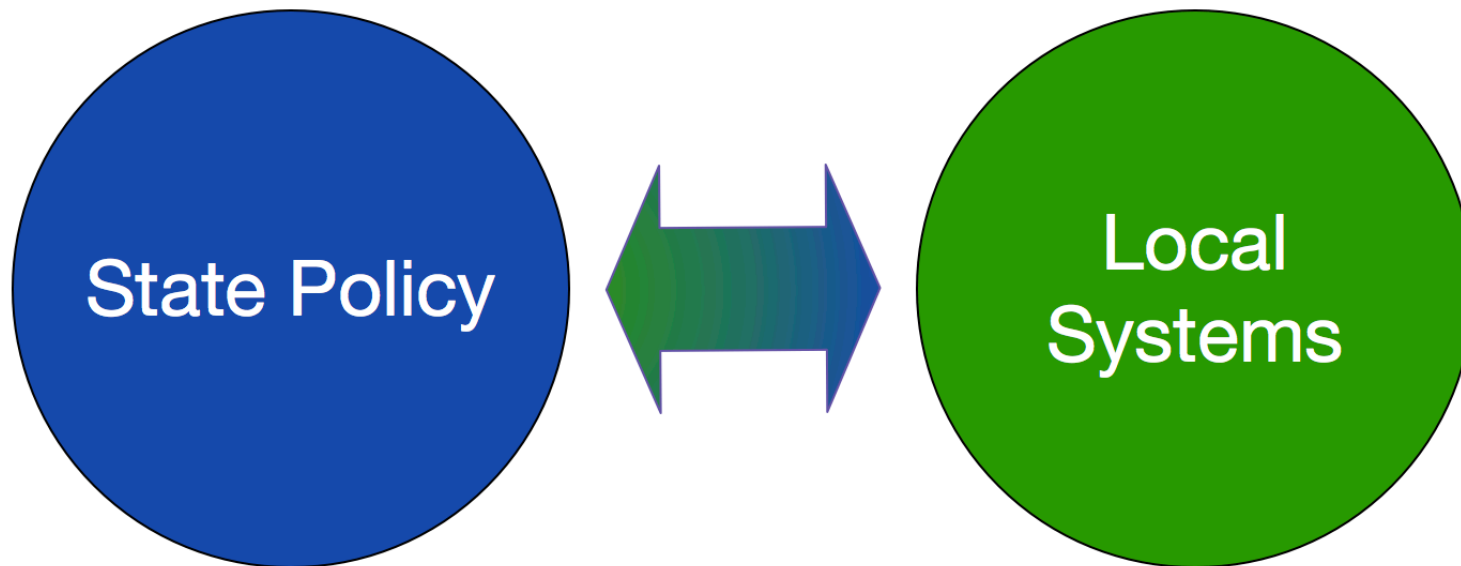
Meadows Mental Health Policy Institute

Vision

We envision Texas to be the national leader in treating people with mental health needs.

Mission Statement

To provide independent, non-partisan, and trusted policy and program guidance that creates systemic changes so all Texans can obtain effective, efficient behavioral health care when and where they need it.

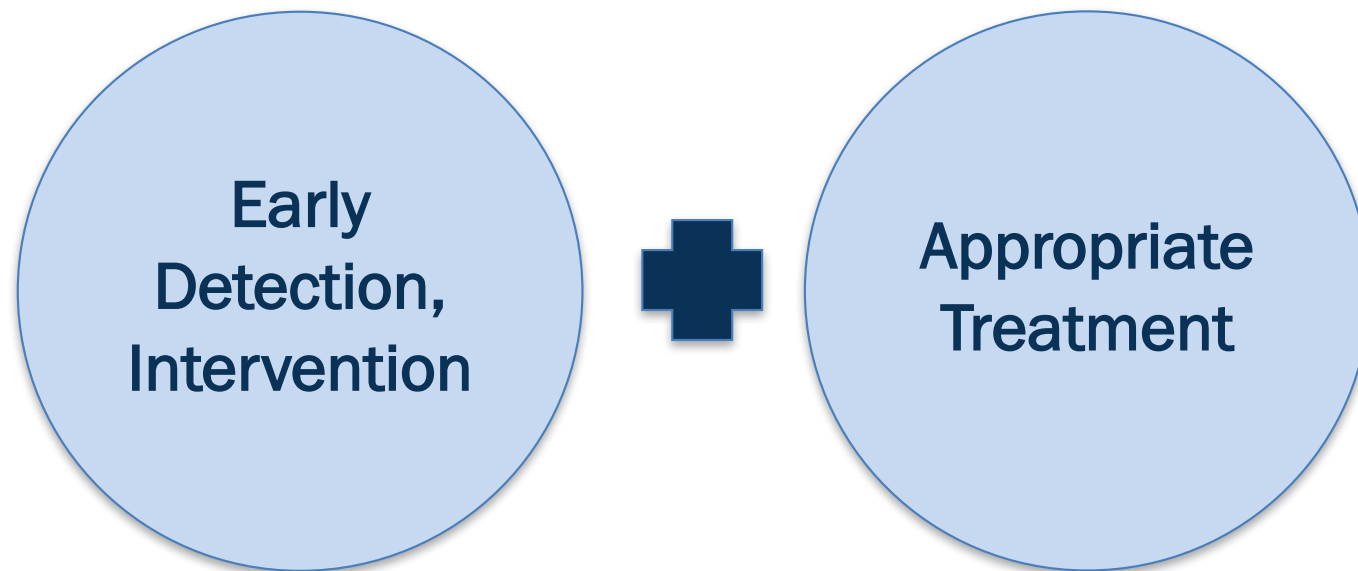


Needs Among Texas Children and Adolescents

Mental Health Condition – Children and Youth	Age Range	Texas Prevalence
Total Population	6-17	4,900,000
Population in Poverty	6-17	2,300,000
All Behavioral Health Needs (Mild, Moderate, and Severe)	6-17	1,900,000
Mild	6-17	1,100,000
Moderate	6-17	430,000
Severe – Serious Emotional Disturbance (SED)	6-17	370,000
SED in Poverty	6-17	210,000
At Risk for Out-of-Home / Out-of-School Placement	6-17	20,000
Specific Disorders – Youth (unless otherwise noted)		
Depression	12-17	200,000
Bipolar Disorder	12-17	50,000
Post-Traumatic Stress Disorder	12-17	95,000
Schizophrenia	12-17	6,000
First Episode Psychosis (FEP) Incidence – New Cases per Year	12-17	900
Specific Disorders – Children Only		
All Anxiety Disorders – Children	6-11	270,000
Depression/All Mood Disorders – Children	6-11	25,000

The Progression of Mental Health Conditions

- Half of all mental health conditions manifest by age 14; interventions work best at this early stage when symptoms are *less severe*, *more treatable*, and *more readily kept from escalating* to more dangerous conditions that increase risk.
- By young adulthood, **75% of lifetime cases have presented.**



The Ideal Mental Health System for Children

THREE KEY COMPONENTS:

- 1) Helping local schools **identify** needs and **link** to help:
 - **Early, before situations** become harder to treat; and
 - **Fast**, when a **severe** need arises and expertise is essential to maintain **safety** and **functioning**;
- 2) Helping pediatric primary care providers **find and treat mental illness early** when it is mild to moderate; and
- 3) Making **intensive treatment available** to children and youth with the most severe needs, *quickly, when needs emerge.*

1. Helping Local Schools Get Expert Evaluation

All schools need someone to coordinate identification and linkage (“liaisons”) – school counselors with dedicated time for mental health, school-based clinics, Communities in Schools, and others can fill this role.

- When a severe need arises, schools must be able to get expert evaluation on the scene *quickly*, and teachers and staff need rapid access to reliable advice and care.
- A few Texas schools have mental health experts on site, but that solution is not feasible for most schools and no single expert can answer every question.
- Telemedicine offers the infrastructure to fill the expertise gaps.

Funding Opportunities: TEA

The Texas Education Agency (TEA) Legislative Appropriations Request (LAR) proposes the Safe and Healthy Schools Initiative as *their highest priority exceptional item*.

- \$52.5 million in grant funding is requested in FY 2020 (GR).
- The Initiative is grounded in four primary pillars: 1) **Mental Health Supports**; 2) Positive School Culture; 3) Facility Safety; and 4) Emergency Response Coordination.
- **Mental Health Supports** includes access to counseling resources, mental health professional networks, threat assessment protocols, and teacher and administrator training on mental health needs.

Funding Opportunities: HB 13

HB 13 (Price) created the **Community Mental Health Grant Program** to support community mental health programs that provide services and treatment to individuals experiencing mental illness.

- **Nonprofits and governmental entities, including school districts**, may apply.
- Funding: **\$10 million** in FY 2018 and **\$20 million** in FY 2019.
- **The Legislature should fund HB 13 at levels of at least \$20 million in both FY 2020 and FY 2021 (GR).**

2. Leveraging Pediatric Primary Care Providers

75% of children with mental health issues who receive care, receive it in a primary care setting (family doctor, pediatrician).

- With the right early support, *most would not need a specialist.*
- In addition to routine care for most (including victims), it is **key to early identification, referral, & coordination** for higher risks.
- Over a decade of research demonstrates that primary care providers can treat behavioral health issues as they would any other health issue – **treating mild and moderate cases** and **detecting the more complex or severe cases** for specialists.

Current Barriers

- **limited time** during each visit
- **minimal training** and a lack of confidence in **knowledge** of behavioral health disorders
- **limited capacity** to link cases to needed specialists and behavioral health consultation

Leveraging Primary Care: Child Psychiatry Access Programs (CPAP)

- Nearly 30 states have implemented CPAP programs.
- The Massachusetts Child Psychiatry Access Program, established in 2004, is the longest-running program.

A statewide system of regional children's behavioral health consultation and referral hubs located at academic medical centers.

Each hub can build over a few years to support the primary care needs of 900,000 children and youth.

Once fully operating, the cost is \$2 a year per child.

Funding Opportunities: CPAP

In response to Hurricane Harvey, local philanthropy funded a CPAP model for Harris County and the surrounding region that was developed by Baylor College of Medicine, UTHealth Houston, Texas Children's Hospital, and Harris Health.

While a great start, philanthropy alone cannot sustain this initiative.

- *The Legislature should fund a network of CPAP hubs across the state through Texas medical schools, leveraging the experience of the Chairs of the Departments of Psychiatry. Appropriations are estimated to be \$5 million in FY 2020 and \$10 million in FY 2021 (GR).*

3. Making Intensive Treatment Available

About 20,000 children and youth each year need intensive treatment because of severe behavioral dysfunction.

- *They do not all need the same treatment.*
- **Highest risk of harming others:** About 900 Texas youth who first experience an episode of psychosis (FEP) each year.
- **Psychosis** is characterized by **hallucinations** and **delusions**.
 - Those with *untreated psychosis* are 15 times more likely to **commit homicide**. Effective treatment decreases the risk.
 - They also have a dramatically **elevated risk of suicide** and **other mortality**: 24 times the risk for their peers.
 - Today, treatment is delayed for seven years post-onset.

Treating Psychosis: Coordinated Specialty Care

Coordinated Specialty Care (CSC), a team-based approach, starts *assertive and intensive treatment as soon after the initial psychosis as possible*.

Texas currently has **12 Coordinated Specialty Care** teams located at **10 community centers** across the state.

- Expected caseload for each team is **30**.
- Most are **age 18 or over** and served as adults.

Texas should at least expand Coordinated Specialty Care programs for all youth ages 14 - 18 (900 new cases a year).

- *Community centers and medical schools should collaborate to provide the care, leveraging the expertise of each system.*

Funding Opportunities: CSC Expansion

The Substance Abuse and Mental Health Services Administration (SAMHSA) recently increased the Mental Health Block grant (MHBG) award to the Health and Human Services Commission (HHSC).

- HHSC will use \$3.7 million in increased MHBG allocation to fund **Coordinated Specialty Care expansion** in FY 2019.

The HHSC Legislative Appropriations Request (LAR) is seeking \$7.9 million in both FY 2020 and FY 2021 (GR) to fund **Coordinated Specialty Care expansion** (Item 19).

- *These appropriations are scalable as **each new team would cost approximately \$400,000 per year.***

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MIND

THE MEADOWS MENTAL HEALTH POLICY INSTITUTE

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to say

The truth is: mental illness affects more people than you may think, and we need to talk about it. It's Okay to say..." okaytosay.org

Testimony – Texas House Committee on Appropriations

October 9, 2018

**Telemedicine, Wellness, Intervention, Triage and Referral Project – TWITR:
A Mental Health Screening Model for Use in Texas Schools**

Billy U. Philips, Jr., PhD, MPH

Hall Endowed Professor

Family and Community Medicine, School of Medicine

Public Health, Graduate School of Biomedical Sciences

Executive Vice President for Rural and Community Health

Texas Tech University Health Sciences Center

Introduction

School violence is not new in the American experience with the first documented incident recorded during the Pontiac Rebellion on July 26, 1764, where the school master and nine or ten students (historic accounts vary) were massacred and scalped as noted on a monument near what is now Greencastle, Pennsylvania. A referenced list shown in Wikipedia has chronological listings of school shootings in Canada, Mexico, Europe, South America, Asia, Oceania, and Africa. An excellent scholarly work on rampage school shootings and the factors associated with the phenomenon by Philips Morgan of the University of Kentucky ¹suggests there are perpetration factors that mirror many identified in a watershed document produced by the US Secret Service and the US Departments of Education in 2004².

On May 18, 2018 the shooting at Santa Fe High School, in Santa Fe, Texas led to focused attention by Texas political leaders, especially Governor Greg Abbott, after important round table discussions with experts on many facets of the issues. The School and Firearm Safety Action Plan³ was released on May 30, 2018. The Telemedicine, Wellness, Intervention Triage and Referral (TWITR) Project is mentioned (page 4) as, “a pilot for future mental health resources located at ESCs...(to) ensure more comprehensive mental health services in educational settings.” The report goes on to suggest that independent school districts (page 12) “be able to prioritize funding for implementation of the Telemedicine Wellness Intervention Triage and Referral (TWITR) Program (discussed later), or other similar mental health efforts that emphasize early intervention through screening and counseling to help prevent school shootings and other forms of school violence.” The report goes on with this recommendation (page 12): “To enhance school safety and ensure additional behavioral health services are available to students on-campus, expand access to Texas Tech Health Sciences Center’s Telemedicine Wellness Intervention Triage & Referral (TWITR) Project.”

Following the release of the report in June, meetings were held with members of the Governor’s staff to discuss a means and the associated budgetary costs for the Texas Tech University Health Sciences Center developers of TWITR to provide education and technical assistance to numerous ISDs that had requested more information. The Texas Education Agency has submitted an Exceptional Item request that seems to include some of these elements. My hope is for this testimony to support any mechanism that includes TWITR that will bring more behavioral health resources to schools in Texas. Additionally, it is the intent of this testimony to clarify the record regarding what TWITR is and has done and to establish that the authoritative data for the project resides with the OOG.

Mental health has been and remains a challenging public health priority for Texas and we are grateful that so many in the Texas House and Senate are committed to improving the situation for our citizens.

¹ Mongan, Philip, "RAMPAGE SCHOOL SHOOTINGS: A CONTENT ANALYSIS OF MEDIA AND SCHOLARLY ACCOUNTS OF PERPETRATION FACTORS ASSOCIATED WITH THE PHENOMENON" (2013). Theses and Dissertations--Social Work. 5. https://uknowledge.uky.edu/csw_etds/5

² Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates. <https://www2.ed.gov/admins/lead/safety/threatassessmentguide.pdf>

³ School and Firearm Safety Action Plan by Governor Greg Abbott, May 30, 2018. https://gov.texas.gov/uploads/files/press/School_Safety_Action_Plan_05302018.pdf

The TWITR Model

The primary purpose of TWITR is to provide assessment, screening, and referral services to students that have raised concern among teachers and counselors because they are exhibiting behavioral health issues at school. The TWITR project provides an opportunity for an encounter with an experienced licensed professional counselor for clinical assessment, and if necessary, the administration of a battery of clinical screening tests, and will include at least one telemedicine evaluation by a board certified child and adolescent psychiatrist. Only a tiny fraction of the students seen by TWITR staff have a mental health issue serious enough to warrant long term behavioral health care. Most students seen by TWITR staff are referred to other entities or agencies within the local area.

The TWITR Project has kept records only on those students that have completed the process. That is defined as those students who have been referred, consented to participate in the TWITR Project, been assessed by an LPC, and referred to other services and/or completed at least one telemedicine consultation with the TTUHSC Child and Adolescent Psychiatrist. These records only include information collected for the period from initial referral of the student up to the time the student is referred elsewhere. The TTUHSC Institutional Review Board has approved those items of information which may be used for publication purposes in the future. As a mental health screening program, TWITR does not have access or attempt to obtain treatment or arrest records. Each year, for grant accountability purposes, de-identified data and other information has been reported to the Office of the Governor (OOG) through an online portal which is the only official and authoritative data repository for the project. A total of twelve such reports have been made covering various periods of time using definitions prescribed by OOG. The TWITR Project has undergone two audits without any findings of significance and a third audit is planned to begin October 8, 2018. All of these audits have been routine parts of the process of monitoring by OOG. It is not yet clear what reporting requirements will come with HB13, 85th Legislature, 2017, funding as a final contract was just received on September 28, 2018 and is still under review.

The TWITR project responds in part to the lack of sufficient counseling and behavioral health personnel and resources in mostly rural areas in and around Lubbock and more recently in and around Amarillo. The project in the Lubbock area was initiated in 2013 with full rollout in 2014 with annual competitive renewal funding from the OOG, Criminal Justice Division. Funding to expand the TWITR Project to the Amarillo area is provided by a one-year HB13 matching grant. Over the years of operation in the Lubbock area, several ISDs have participated in TWITR. While the schools have varied year to year, all have been related to the project by an annual contract mechanism that describes the duties and responsibilities of each party. There is no exchange of funds between the participating ISDs and the TWITR Project.

The TWITR Project is the model developed at the request of the OOG in 2013 and is not considered a part of the educational programs offered by TTUHSC. Currently the TWITR services are provided based on the contracted grant funding. At the present time, a way to continue TWITR services beyond the currently funded periods which end for the OOG on 9/30/19 and for the HB13 on 6/30/19 is through providing education and technical assistance to any entity or agency that will faithfully execute the TWITR model with a high degree of fidelity. Ideally, the best use of the TWITR expertise is in education and technical assistance provided to an entity or agency with the capacity to make the TWITR Project Model widely available to ISDs in Texas.

Thank you for the opportunity to present this testimony.



October 9, 2018

Dear Chairman Zerwas and Members of the House Committee on Appropriations,

Integral Care believes healthy families are the cornerstone of strong community. We support adults and children living with mental illness, substance use disorder and intellectual and developmental disabilities in Travis County. Our experts make sure families have the skills and resources they need to thrive. Integral Care's Child and Family Services include ongoing counseling to support emotional health, family education to teach families how to talk to each other and work through problems, and suicide prevention to help at-risk youth. We help families build their health and well-being so they can meet their everyday needs at all stages of life. Founded in 1967, Integral Care is local mental health and intellectual and developmental disability authority in Travis County.

A priority for Integral Care is the delivery of full-time on-campus mental health services to elementary, middle and high school students. Integral Care currently provides these services in four Independent School Districts (ISDs) in Travis County – Austin, Manor, Del Valle and Pflugerville. Operating since 2013, Integral Care's on-campus services are available to students and families year-round – during and after school hours, over school holidays and throughout the summer. Primary values for Integral Care's on-campus services are adaptability to local need and delivery of local mental health systems of care, including on-school-grounds psychiatric services.

The Need for On-Campus Mental Health Services:

- One in five adolescents has a serious mental health condition at some point in their life.
- Half of all mental illness is evident by the age of 14.
- The most common condition among adolescents is depression, experienced by 1 in 8. Yet, only a quarter receive needed services due to stigma or lack of access to services.
- Research shows that youth with an emotional or behavioral disturbance typically experience significant academic and behavioral deficits as compared to youth without an emotional or behavioral disturbance.
- High school students who screen positive for psychosocial dysfunction are shown to have three times the absentee and tardy rates of students not identified with psychosocial dysfunction.¹
- Depression scores are associated with low academic achievement, high scholastic anxiety,² increased school suspensions,³ and a decreased ability to complete homework, to concentrate, and to attend class.⁴

¹ Gall, G. et al. (2000). Utility of psychosocial screening at a school-based health center. *The Journal of School Health* 70(7):292-298.

² Fosterling, F. and Binsler, M.J. (2002). Depression, school performance and the veridicality of perceived grades and causal attributions. *Personality and Social Psychology Bulletin* 28(10):1441-1449.

³ Rushton, J. et al. (2002). Epidemiology of depressive symptoms in the national longitudinal study of adolescent health. *Journal of the American Academy of Child and Adolescent Psychiatry* 41(2):199-205.

⁴ Humensky, J. et al. (2010). Adolescents with depressive symptoms and their challenges with learning in school. *The Journal of School Nursing* 26(5):377-392.

- A 2013 study/poll revealed that 17% of Texas 9th and 10th graders had made a plan about how they would attempt suicide.

Provision of on-campus counseling services reduces barriers to the timely delivery of mental health care to students. Campus-based counseling creates an opportunity for education and counseling staff to proactively identify and engage youth and families, increasing the chances for early intervention. Counseling services and personnel on campus also reduce potential stigma associated with mental health services as counselors are seen as an integral part of the school. Easy access to mental health care reduces student absenteeism and alleviates time and financial burdens on parents, who may have limited transportation options or lack the ability to leave work without encountering financial loss in order to take their child to counseling.

One young man in middle school had a long history of family and social trauma
In initial sessions, he was depressed, replied in one word answers and avoided eye contact. Now, he has a strong, safe relationship with his school-based counselor, with whom he is making great strides. He reports no depressed feelings, smiles frequently and shares about his excitement for choir competitions. His mother works 12 hours a day and would not have been able to take him to counseling. School-based counseling has made a difference in this young man's life.

During the 85th Texas State Legislative Session, Texas House Bill 13 was passed on June 14, 2017, creating a matching grant program to support community mental health programs for individuals experiencing mental illness and the coordination of certain behavioral health grants. Integral Care applied for the funding stream directed to local mental health authorities. Integral Care's application was focused on using its on-campus services as a mental health care access point for local systems of care for rural ISDs. As part of this application process, Integral Care approached its ISD partners to identify their system-of-care priorities.

HB13 funding added additional Integral Care psychiatric services and therapists in Manor, Del Valle and Pflugerville ISDs, and a triage therapist in Manor and Del Valle. Triage therapists provide crisis prevention and intervention as well as mental health training for school staff. HB13 is also helping Integral Care provide ongoing mental health services in 16 Austin ISD schools. For academic year 2016-2017, 2,595 AISD youth received behavioral health services, including suicide screenings. 684 of those students received comprehensive assessment and psychotherapy services. For those children and youth, a myriad of barriers to mental health care were reduced.

State supported funding for on-campus mental health services ensures that children and youth have the skills and resources they need to thrive. HB13 has dramatically improved access to mental health services for children. By reducing barriers to care, legislation supporting on-campus mental health services makes a lasting impact on the overall health of a community. When our children and youth have the opportunity to receive mental health support from caring, licensed professionals, they can reach their full potential.

WRITTEN TESTIMONY

Tuesday, October 9, 2018

Submitted by:

Joseph Mazzarella, S.V.P., Mutualink, Inc.

Submitted to:

House Appropriations Committee

Dear Chair Rep. Zerwas, Vice-Chair Rep. Longoria and Appropriations Committee Members:

Thank you for an opportunity to provide this written testimony with respect to federal funding and Governor Abbott's Criminal Justice grants to improve school safety.

I am the Senior Vice President and General Counsel of Mutualink, Inc., a company that provides state of the art, real-time multimedia interoperable communications solutions linking first responder agencies and critical infrastructure entities, such as schools and colleges, in times of emergency. Having installed our solution in over a thousand state and local agencies across the nation, including state and local police, fire, offices of emergency management, hospitals and schools (including Texas City ISD), we have acquired significant insights into the particular challenges associated with school safety. This includes having worked with state and local SWAT teams in active shooter, terror and natural disaster-based exercises.

Mutualink's true interoperability solves law enforcement communications challenges posed by significant incidents requiring mutual aid by providing bridging capabilities for radio, video and data systems across agencies over a single simple-to-use platform. Across the State of Texas, there are 8,731 schools and 254 Sheriffs Offices. For the cost of one lunch for a student, Mutualink will provide a permanent and efficient solution for critical communication requirements of individual school campuses.

Current School Safety Environment, Challenges and Solutions:

- **All Hazards.** While school safety naturally raises concerns about active shooters, they are also vulnerable to other types of emergencies ranging from manmade to natural disasters. The reality is schools must be prepared, ready and capable of responding to all hazards.
- **Scalable Multi-agency Response.** Whether or not a sheriff or police officer is present, any significant emergency at schools will trigger a multi-agency response extending beyond local law enforcement. First responders from the school's local community as well as from nearby communities and state agencies will be involved. Beyond the law enforcement response, other emergency response and support entities will also be involved including fire and EMS, area hospitals, and offices of emergency management, health agencies and even NGOs in immediate post-incident recovery. The need to quickly assess, share and coordinate information and communications during a dynamic, unfolding situation is essential for an effective response and resolution.
- **When Seconds Count and Lives are at Stake:** Beyond anything else, time matters most. Time to Threat Resolution (TTR) is the single most critical factor in saving lives. TTR goes beyond conventional emergency response metrics based on average time of arrival from the initial 9-1-1 calls. This is especially true in the case of active shooter emergencies. As the Marjory Stoneman Douglas and Santa Fe's High School shootings demonstrated, quickly arriving, assessing and awaiting back-up is no longer sufficient, and law enforcement agencies have changed their protocols. Now, the first to arrive is the first to enter. The objective is singularly focused on identifying hostile actors, denying them free movement and neutralizing them as quickly as possible.

- **Immediate Engagement.** When arriving to a situation, information is scant. Communications from callers are arriving at emergency dispatch, and dispatchers are relaying information to responders. Information is often contradictory, incomplete, summarized, dropped or not timely delivered. Communications occur over agency radios. Other arriving agencies may have incompatible radio communications thwarting coordination with others on the scene. Meanwhile, the first responder is entering an area with limited information about where and how many suspects there are, what they look like, and what weapons they have. They also often lack intimate knowledge of building and school layouts. This leaves first responders open to ambush, unable to quickly and efficiently navigate, and renders bystanders subject to misidentification as potential threats.
- **50% Reduction in Time to Resolution.** In numerous active shooter exercises conducted with county SWAT teams in New York State and other locations throughout the nation, Time To Resolution (TTR) is reduced by 40-50% with real-time multimedia interoperability between schools and first responder agencies. This translates from anywhere from 5 to 15 minutes in time savings during a single active shooter threat. Being able to bridge communications between schools and first responders, including radios, immediately upon an emergency and sharing real-time video from school and building surveillance cameras with first responders provides critical, life-saving advantages. With access to surveillance cameras, responders can see what is happening, identify suspects and track their location thus providing immediate advantages on entry. Additionally, by linking school security radios with responders as well as bridging other communications devices such as telephones and mobile phones, additional critical information can be shared directly with responders as needed. By further linking fixed and mobile phone emergency panic buttons, mass notification, and alarm (Fire and Panic) systems, automatic emergency communications and video linkage can occur providing immediate situational awareness information while responding.

The fundamental challenge of reducing TTR remains, and schools must be equipped with the proper technology to enable a coordinated first responder response with vicinity partners and enhanced awareness as to what, where, when and who. While properly trained law enforcement personnel are a necessity in being able to thwart or neutralize grave threats, this capability is only as effective as the information these officers have to act upon. Situational awareness brought about by seamless communications, media and information sharing and collaboration are vital to hastening resolution under fluid and chaotic circumstances. Few local police departments have the personnel, specialized tactical training, and equipment to contend with a large-scale attack. Thus, it is critical to recognize that any effective safety and security posture requires the proper tools of communication and collaboration to enable a scalable coordinated response among partner agencies.

We applaud the Committee for addressing these difficult issues and seeking ways to improve school security. There is little doubt, based on national trends and other external threats that heightening school security is an urgent priority. We stand ready and willing to assist the Committee and the State of Texas on this critical matter.

Respectfully,
 Joe Mazarrella
 Senior Vice President, Mutualink, Inc.
 1269 South Broad Street Wallingford, Connecticut 06492