



# **Statewide Plan for Student Mental Health**

**Texas Education Code § 38.254**

**Five-Year Plan Refresh**

**2025–2030**

**and**

**Progress Report**

**2020–2024**

## Table of Contents

---

<u>Section</u>	<u>Page</u>
Introduction .....	1
Statutory Authority – TEC § 38.254 .....	2
Highlights of 2020 Statewide Plan Implementation .....	4
Highlights of Legislative Support for Student Mental Health .....	13
Statewide Plan for Student Mental Health – 5-Year Plan 2025 -2030 .....	17
Statutory Charge to TEA – TEC § 38.254 .....	17
TEA’s Mission for School Mental and Behavioral Health .....	17
TEA’s Working Definition of Adequate Access .....	17
Statewide Plan for Student Mental Health (5-Year Plan) Refresh .....	19
TEA Goals and Activities for Student Mental Health (5-Year Plan) .....	19
Goal A: Develop and implement methods to objectively measure progress. ....	20
Goal B: Increase the availability of effective school-connected mental health interventions and resources. ....	21
Goal C: Increase the availability of referrals for students and families to specialized services for students outside of school.....	22
Mental Health Resources Available to Schools .....	23
Mental Health Resource Inventory Rubric – Background Overview .....	23
Training and Technical Assistance for Rubric .....	24
Regional Resource Inventory Results.....	26
Next Steps Recommended for Continuous Quality Improvement .....	26
Appendix: Data Overview on Student Mental Health and Wellness.....	A-1
COVID-19 Pandemic and the Impacts on Student Mental Health .....	A-1
Progress Detail Toward Goals and Objectives – 2020-2024 .....	A-9
Mental Health-Related Reported Workforce – LEA Staff Positions.....	A-20

## Introduction

---

**A safe and supportive learning environment is one that encourages student mental and emotional well-being. Mental and behavioral health are essential for Texas students to successfully learn, progress and achieve their college, career, or military readiness goals.**

**- TEA's Statewide Plan for Student Mental Health, 2020**

In 2020, TEA launched its first Statewide Plan for Student Mental Health in Texas.<sup>1</sup> The agency adopted goals and objectives for a 5-year plan that guided the agency's school mental health work through the 2024 school year. The plan aligned goals and objectives for promoting student mental health with the developing the Safe and Supportive Schools Program (SSSP), and multi-tiered systems of support (MTSS). The plan was implemented in alignment with authorizing statutes for mental health and with the agency's strategic goals. TEA's first 5-year Statewide Plan for Student Mental Health 2020–2024 includes background information and is available for review: [Statewide Plan for Student Mental Health](#).

This document is a refreshed Statewide Plan for Student Mental Health for 2025-2030. It includes a summary that highlights progress toward achieving the agency's goals and objectives through the 2024 school year. It includes links to key resources developed by the agency to support student mental health, and points to key legislative actions for promoting student mental health and wellness at TEA. It includes modifications to the objectives for the next 5 years. This refreshed plan also provides information and data on TEA's new Texas School Mental Health (SMH) Resources Database developed pursuant to Texas Education Code (TEC) §§ 38.251–38.253 that requires TEA and Regional Education Service Centers (ESCs) to identify mental health resources available to Texas schools.

Finally, the 2025-2030 refreshed Statewide Plan for Student Mental Health includes an Appendix with an overview of the impact of COVID-19 on student mental health, a detailed chart of the progress achieved on TEA's goals and objectives through 2024, and a school mental health related workforce data table. Overall, this plan will guide TEA's work to promote student mental health and wellness for the next 5 years in alignment with TEA's strategic plan and with TEA's mission to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems.

---

<sup>1</sup> TEA. (2020). Statewide Plan for Student Mental Health. <https://schoolmentalhealthtx.org/state-school-mental-health-plan/>

The 2020 Statewide Plan for Student Mental Health was designed to lay the foundation, and build the statewide infrastructure needed for student mental health promotion in Texas schools over 5 years, in alignment with the authorizing statute and related statutes.

- TEA's Statewide Plan for Student Mental Health, 2020

## Statutory Authority – TEC § 38.254

The landscape of school mental health in Texas is rapidly changing in transformative ways. The 86th Texas Legislature passed historic legislation designed to improve the access to and quality of school mental health services and supports across the state, including House Bill (HB) 18, HB 19, HB 906, and Senate Bill (SB) 11.

One of the key pieces of legislation was included in SB 11, 86R. This legislation added Chapter 38, Subchapter F., Mental Health Resources to the TEC. Within this Subchapter, TEC §§ 38.251–38.256 provides the foundation for this statewide plan. TEC §38.254 requires TEA to develop a Statewide Plan for Student Mental Health.

The inaugural 2020 Statewide Plan for Student Mental Health, and this refreshed 2025 Statewide Plan, is coordinated with statutory requirements and the agency's resources for promoting mental health prevention and intervention under TEC § 38.351.

The plan was designed and coordinated to support the Safe and Supportive Schools Program under TEC §37.115. It is aligned with multi-tiered systems of supports (MTSS) through multiple state initiatives that support special populations and all Texas students. As described in later sections, the plan's objectives and activities coordinate efforts with other state initiatives that promote mental and behavioral health and wellness to support students and schools.

For example, TEA has strategically coordinated with the Texas Child Mental Health Care Consortium to help expand access to Texas Child Access Through Telemedicine (TCHATT) which was launched through Senate Bill 11, 86R. Following 88R, the agency coordinated its mental health resources with new school safety initiatives adopted in HB 3. The agency also coordinated with related mental health legislation across systems, such as through the statutory Texas Behavioral Health Coordinating Council.

TEA's goals, objectives, and activities will guide the agency to effectively support Texas schools with student mental and behavioral health access.

TEA is strategically coordinating the agency's mental health and wellness activities (prevention through intervention) with school safety and the Safe and Supportive Schools Program (SSSP) to promote physical and psychological safety within Texas learning environments.

- TEA's Statewide Plan for Student Mental Health, 2020

**STATEWIDE PLAN FOR STUDENT MENTAL HEALTH: Texas Education Code Section § 38.254.**

- (a) The agency shall develop a statewide plan to ensure all students have access to adequate mental health resources. The agency shall include in the plan:
  - (1) a description of any revisions made to the rubric required by TEC § 38.251;
  - (2) the results of the most recent regional inventory of mental health resources required by Section 38.252, including any additional resources identified;
  - (3) the results of the most recent statewide inventory of mental health resources required by Section 38.253, including any additional resources identified;
  - (4) the agency's goals for student mental health access to be applied across the state, including goals relating to:
    - (A) methods to objectively measure positive school climate;
    - (B) increasing the availability of early, effective school-based or school-connected mental health interventions and resources for students in need of additional support;
    - (C) increasing the availability of referrals for students and families to specialized services for students in need of additional support outside the school;
  - (5) a list of actions the commissioner may take without legislative action to help all districts reach the agency's goals described by the plan;
  - (6) recommendations to the Legislature on methods to ensure that all districts can meet the agency's goals described in the plan through legislative appropriations or other action.
- (b) In developing the agency's goals under Subsection (a)(4), the agency shall consult with any person the agency believes is necessary to the development of the goals, including:
  - (1) educators; (2) mental health practitioners; (3) advocacy groups; and (4) parents.

## Highlights of 2020 Statewide Plan Implementation

This section highlights TEA activities and accomplishments toward our goals and objectives through the 2024 school year. A detailed chart of activities and progress is in the Appendix. TEA has developed several key resources for the 2020 Statewide Plan for Student Mental Health. TEA's mental health resources are available to the public.<sup>2</sup> Following is an overview of activities and resources developed pursuant to the 2020 Statewide Plan for Student Mental Health. These resources represent infrastructure.

**Safe and Supportive Schools Alignment:** TEA made intentional efforts in 2020 to plan and implement its Statewide Plan for Student Mental Health objectives and activities to help advance safe and supportive schools. TEA's work to support student mental health has continued to evolve during implementation of the 5-year plan. TEA has aligned best practices for school mental health with school safety initiatives, student supports, and school discipline to support Texas schools as described on this linked Webpage. For example, The Office of School Safety included statutory requirements for mental health policies and training in its Vulnerability Assessments for school systems. The new Sentinel system includes access to resources for mental health training. The guidance resources developed for the SSSP include best practices for supporting student mental health.

**Project Restore:** In 2020, TEA developed a Grief and Trauma-Informed Care training package that includes online modules for professional development. It is designed to equip educators to implement TEC § 38.036 related to grief and trauma-informed practices in schools. The content includes scientific information on the impact of grief and trauma on learning, strategies for supporting educator well-being, strategies for building relationships with students and families, and strategies to support mental health in schools with a grief and trauma-informed lens. This online training was launched upon return to the 2020–2021 school year during the COVID-19 pandemic.

Each Project Restore training module is supported by a detailed facilitator guide. TEA designed the guide to help school teams discuss the application of grief and trauma-informed care practices while they watch the videos in collaborative training sessions. Educators and school teams continue to use the training modules when onboarding school staff with the intention of supporting student mental health.

---

<sup>2</sup> Texas School Mental Health Resources. Available resources for public access:  
<https://schoolmentalhealthtxdatabase.org/>

Each of the 20 Education Service Centers, 100%, used Project Restore as a resource for training school systems on grief and trauma informed practices during the pandemic. Project Restore was the primary source of training that TEA recommended for school personnel for grief and trauma informed practices. A 2023 survey by the Collaborative School Mental Health Task Force highlighted that 65.8% of districts responding to the survey reported providing grief and trauma informed care training for employees during and after the pandemic. At the same time, 64.2% of districts reported providing trauma-informed support services for students. However, only 31.7% of districts reported having established policies and procedures for trauma informed practices in the 2023 survey.<sup>3</sup> Since a trauma informed policy and training is required by TEC § 38.036, TEA’s mental health program staff plan to continue working to increase the number of districts that adopt a policy and provide training which includes through coordination with the School Safety Office, District Vulnerability Assessments and the SSSP.

**Texas School Mental Health Framework:** The Texas School Mental Health (SMH) Framework is anchored in state education statutes and evidence-based practices and visually demonstrates the Statewide Plan’s strategies for student mental health promotion that are also essential elements for a safe and supportive school. It provides the simple and graphic foundation that TEA uses to develop comprehensive guidance and resources. The SMH Framework was developed in consultation with multiple experts, including the Texas School Safety Center, the Texas Health and Human Services Commission, and the University of Texas at Austin’s Institute for Excellence in Mental Health. Using this statutory and best practices SMH framework, TEA developed a SMH Practice Guide and Toolkit, including mental health-related guidance resources that supports the SSSP. The SMH Toolkit focuses users on practical steps to implement statutory best practices under TEC § 38.351 and to coordinate practices within a multi-tiered system of support. The graphic representation assists local education agencies (LEAs) in identifying and coordinating best practices connected to statutory requirements. TEA has continued building resources and tools used for training that are supported by the SMH Framework to promote evidence-based multi-tiered systems of support (MTSS) for addressing mental and behavioral health in alignment with the SSSP, TEC § 38.351, and the agency’s TIER (tiered interventions using evidence-based research) process.

**SMH Practice Guide and Toolkit:** TEA developed and published this resource to support the Statewide Plan for Student Mental Health and TEA’s Strategic Plan through development of a suite of tools in

---

<sup>3</sup> [Collaborative Task Force on Public School Mental Health, 2023 Report](#)

September 2021. The Toolkit aggregates relevant Texas mental health statutes for schools by highlighting evidence-based goals of SMH systems, best practices, and education outcomes that can be achieved with implementation. This Toolkit serves as a resource by establishing SMH practice guidance to school systems and is used in training and technical assistance with both the 20 ESCs and schools' to promote student mental health. Consistent application of this guidance can result in effective and coordinated services and supports. The online SMH Toolkit includes samples of SMH best practices and was developed with mental health interagency coordination across systems of care. External best practice examples, optional tools and practice resources can be helpful to consider as school systems seek to support student mental health. The SMH Toolkit includes filters with ten categories of mental health resources for deep dives into quality school mental health support in schools, is in alignment to Texas statutes and was developed through TEA's Project AWARE Texas. It has been used by school counselors to align with Texas School Counseling Programs, and by After School Centers on Education, Texas ACE, for example, as well as in SSSP Training. Additional resources include a guide for supporting educator wellness that was developed during the COVID-19 pandemic.

**The School Health and Assessment Program Evaluation:** TEA facilitates optional access to a free online school mental health needs assessment from the National Center for SMH through Project AWARE Texas. This tool includes seven domains and forty-three indicators for self-assessment to support schools assess their needs and build capacity delivering mental health services and supports. It guides LEAs and school teams to establish quality SMH systems and can track progress on identified priorities. Quality school mental health systems include community partnerships and strategies that can be established in an MTSS to support the mental health of students, educators, families, and all persons in the school community.

By partnering with the Southwest Mental Health Technology Transfer Center at the University of Texas–Austin, the National Center for School Mental Health, and the 20 Texas ESCs, training in the tool was provided to interested schools, particularly for small and rural school districts. Each LEA in Texas has access to resources at no cost to TEA or Texas schools.

**Texas School Mental Health Website:** This SMH website is part of TEA's strategy to build one designated place, a hub, to house the agency's school mental health and wellness resources. The website is currently hosted for TEA by the Texas Institute for Excellence in Mental Health through the AWARE Texas project. It includes a suite of resources for students, families, educators, and school



administrators. The website includes links to mental health partners and service providers, reports, and external mental health resources. It includes a link to the Texas SMH Resource Database, hosted by the Region 14 Comprehensive Center. This online resource will continue to evolve to host current research and practices, including promoting a safe and supportive learning environment for all children.

Since TEA began tracking visits to the School Mental Health Website in January 2022, there have been 131,262 visits to access the resources on the Website.

**Advancing Behavioral Health Collaborations Summit and Webinars:** TEA and its partners, collaborating through the Unified Services for All Children (USAC) statewide workgroup, hosted the fifth annual Advancing Behavioral Health Collaborations Summit in September 2021. The virtual Summit allowed the participation of 1,483 educators and mental health collaborators in 5 sessions of professional development. The Summit was designed to showcase and promote the goals and objectives of the Statewide Plan for Student Mental Health, including for leadership, district, school, and community mental health provider partnerships. It provided information to help schools develop mental health best practices and partnerships. Much of the content was recorded and sessions can be viewed anytime. Since TEA began tracking views of the training recordings in January 2022, another 2,062 individuals have viewed the recordings of that 2021 SMH Summit.

In addition, TEA and Project AWARE Texas partners continued to provide deep-dive monthly webinars for school districts on SMH topics for schools through the 2023 and 2024 school years. TEA convened an additional 15 Webinars that featured best practices and school systems and collaborative community mental health partners presenting how they are supporting student mental health that were attended live by 4,471 education stakeholders. An additional 2,249 education stakeholders have viewed the Webinar recordings. Due to this positive participation the agency plans to continue the SMH Webinar Series in the refreshed Statewide Plan for Student Mental Health.

**TEA's ESSER State Plan:** When TEA developed its State Plan for federal ESSER funding that was submitted to the U.S. Department of Education in 2021, it first conducted a needs assessment through engagement with educators and data analysis. TEA identified mental health challenges as the second highest need in COVID-19 recovery for our LEAs, second to learning loss. TEA used this plan to guide its state initiatives and grants with ESSER funding, along with statutory requirements to address learning loss and mental health needs during recovery from COVID-19.

In response to identified needs, TEA developed Project Restore for Grief and Trauma Informed Training to help meet the need for staff training that was expressed by stakeholders with ESSER funds. School districts were also able to use their local ESSER grant funds to support counseling and mental health activities to meet identified needs. The Collaborative Task Force on Public School Mental Health found in a survey that 73.5% of responding districts reported that they were using their ESSER grants in part to fund student mental health supports. ESSER was the most frequently used funding source by school systems to help meet student mental health needs according to the district survey.<sup>4</sup> In addition, TEA used federal grants from Project AWARE Texas between 2020-2024 to continue to develop the addition mental health supports for districts that are described in this plan, and partnerships with HHSC, ESCs, the Comprehensive Center Region 13 and other agencies to continue building resources to support schools including the MH Best Practices Repository, the MH Resources Database, and host a professional learning community with grants for the 20 ESCs who then provided mental health supports for 120 small and rural districts. All of these resources helped to support the schools as they supported student mental health during the pandemic.

**Advancing Comprehensive SMH Systems:** Texas received national recognition in this report by the Council of Chief School Officers and the National Center for SMH for TEA’s work to support student mental health during the COVID-19 pandemic. The report, published in 2022, highlights state education agency initiatives that were implemented nationally to support student mental health and well-being through the evidence-based Comprehensive SMH Systems MTSS model. The report noted that TEA customized its model for Texas and designed it to support the SSSP. TEA is recognized as a national example because of the agency’s collaborative work to develop and implement [Project Restore](#), the [Texas SMH Framework](#), and the [SMH Practice Guide](#) with a searchable [Toolkit](#) that houses a suite of SMH resources and tools. TEA developed these resources in collaboration with LEAs and mental health experts to support educators, students, and families during the COVID-19 pandemic. Based on positive results and feedback, TEA plans to continue scaling and continuously improving these resources in the refreshed plan.

**Project AWARE Texas:** In April 2021, TEA applied for its second AWARE federal grant, which is a competitive grant program funded by SAMHSA. Due to TEA’s success with implementing its first grant,

---

<sup>4</sup> [Collaborative Task Force on Public School Mental Health, 2023 Report](#)

TEA was awarded \$8,931,537 for an additional five years of funding to expand Project AWARE in Texas through an AWARE Texas Expansion Consortium, with the overarching goal of strengthening SMH.

This grant currently funds two TEA employees to lead the AWARE Texas Expansion Consortium to work on mental health and wellness statewide capacity building, including the activities in this plan.

Additionally, the grant funds high-need LEAs piloting best practices in SMH, a part-time AWARE state co-coordinator from HHSC, an ESC 13 technical assistance coach, and services for program evaluation, training, and technical assistance from the Texas Institute for Excellence in Mental Health. The SAMHSA grant directly supports and funds training and professional mental health professionals who provide services in three high-need Texas school districts. TEA staff funded by the AWARE grant convene a professional learning community with 20 ESCs, build partnerships with local mental health authorities, and facilitate partnerships with the Texas Child Mental Health Care Consortium's Texas Child Access Through Telemedicine (TCHAT). The AWARE staff provides resources, training and technical assistance to LEAs statewide for SMH best practices and is funded through September 2026.

For example, every month the AWARE staff convenes approximately 30 – 40 school mental health stakeholders engage in the SMH Professional Learning Community. ESCs as a result have supported 120 school systems with coaching and technical assistance through a grant and this process. The TEA AWARE staff also convene the SMH Webinars for schools, and manage all of the SMH Website resources in partnership with AWARE grant funded state partners at UT Austin, Region 13 and HHSC. Each of these activities and resources are discussed further in this section as the AWARE staff have worked to leverage these federal resources broadly to support state statutory goals, and student mental health and wellness initiatives at the agency. The TEA AWARE staff manage grants to the 3 high need schools, including impacting 11, 629 students with universal mental health prevention and training in the 2024 school year. There is more detailed data available for project AWARE on outcomes and results including for the federal funder, SAMHSA. For example, parents of the students receiving Tier 2 and Tier 3 mental health direct services, with parent consent, responded to a 2024 parent survey with 100% agreement that the AWARE services provided for their child at the school were valuable, that student relationships with teachers and staff improved, and they would recommend their AWARE service provider to another family. TEA plans to continue administering AWARE Texas due to its success until SAMHSA federal funding ends September 2026. Project AWARE Texas strategies could also be successfully replicated with other funding sources.

**SMH Resources Database:** TEA initiated a new project to build a public, searchable database for statewide mental health resources available to school districts that were identified by regional ESCs, TEA, and state partners during 2021–2022. This initiative was implemented in partnership with the Region 14 Comprehensive Center. See the Mental Health Resource Rubrics section for a comprehensive update on the results of this initiative. Since we began tracking in January 2022 there have been 15,000 visits to resources in the Mental Health Resources Database.

**Title IVA ESC Behavioral Health Capacity Building Initiative:** TEA provided funding to the 20 ESCs to participate in a SMH Professional Learning Community to learn best practices for ESCs to support 100 small and rural LEAs with coaching, training and technical assistance, and other support to provide mental health services and supports in their regional schools. This number was exceeded, and 120 small and rural districts were supported with their SMH strategies. This project has been building capacity for ESCs to support the goals of the Statewide Plan for Student Mental Health through collaborative work with the Division of Student Supports in the Office of Special Populations.

**Title IVA ESC School Safety Capacity Building Initiative:** TEA, through its Grants Division, provided funding to ESC 14 to support ESCs with training and technical assistance related to SMH and safety practices. This work aligns across several TEA workstreams, including the SSSP. Through this initiative, ESCs receive support such as Suicide Prevention Train the Trainer preparation, and other evidence-based best practices to support their LEAs with advancing goals related to the Statewide Plan for Student Mental Health. This includes helping schools to connect to TCHAT when needed. Texas ESCs have been pivotal to assist with problem solving where needed and with building partnerships between TCHAT programs and school personnel. TEA plans to continue this initiative to equip and support ESCs to support school systems with mental health best practices.

**HB 906 SMH Task Force:** The Commissioner appointed members to the Task Force in 2019, pursuant to TEC § 38.301-312 to study and evaluate mental health training and services in schools. TEA has since been supporting the work of the Task Force members to study and evaluate mental health services in schools. The Task Force has submitted 2 reports on the landscape of mental health in schools, including during the COVID -19 pandemic. Their reports providing recommendations to elected officials are accessible at the link. The Task Force members are studying the needs and capacity of LEAs to implement best practices for SMH. TEA supported the Task Force in 2022 and 2024 to submit a survey to districts and schools to collect input from LEAs. Other data was provided for analysis as requested by the

universities that are supporting the Task Force. The Task Force also helps provide information to inform TEA's Statewide Plan for Student Mental Health activities. The next report will be submitted to the Legislature in December 2024. The data and the outcomes from the Task Forces' 2024 study are in final analysis as of this reporting. That report will also be posted at [www.schoolmentalhealthtx.org](http://www.schoolmentalhealthtx.org) along with the first 2 Task Force reports from 2021 and 2023 when it is finalized and after it is submitted to the state officials by the Task Force.

**Counseling, Advising, and Student Supports:** The mental health team coordinates closely with this cross-agency team that includes professional school counseling and Communities In Schools of Texas. TEA is working strategically across divisions to align its SMH work with the Texas Model for Guidance and Counseling under TEC § 33.005. Strong collaboration and alignment to promote student mental health and wellness across divisions has been a strength of the mental health work at TEA. Staff convene monthly meetings for the purpose of resource sharing internally across divisions for student mental health promotion.

**Tiered Interventions using Evidence-Based Resources (TIER):** TEA has developed and funded TIER learning modules and live training through ESCs that provide LEAs with the knowledge and materials needed to ensure appropriate implementation of MTSS in every school across Texas that participates in training through the TIER modules or with trainers. This resource is facilitated through the Office of Special Populations, in partnership with the Meadows Center for Education Risk at the University of Texas–Austin. TEA collaborates across divisions to align mental health resources and tools for promoting mental health and wellness in the MTSS.

**Texas Center for Student Supports (TCSS):** This Center at ESC 16 was established in 2023 through a Stronger Connections Grant to TEA from the Department of Education. The TCSS curates' resources and provides training and technical assistance to LEA grantees for the Stronger Connections Grant. TEA coordinates and aligns its mental health resources with its federal [Stronger Connections Grant](#) that is managed by the Student Supports Team in the Division of Students Supports through the Texas Center for Student Supports. The TCSS resource supports TEA Stronger Connections grantees with resources and tools, including resources to support student mental health and well-being.

**Interagency Mental Health Coordination:** TEA works with state partners to coordinate resources and program sharing that supports student mental health across systems. Since the Plan was developed in

2020, TEA has nurtured partnerships through USAC to strengthen cross-system collaboration for student mental health. USAC includes state employees working in mental health-related program areas at TEA, Texas Workforce Commission, Texas Department of Family and Protective Services, Texas HHSC, Texas Juvenile Justice Department, Texas Department of State Health Services, Texas Child Mental Health Care Consortium/TCHAT, and Texas Institute for Excellence in Mental Health.

Examples of coordination include promoting engagement of educators, youth, and families in [Mental Health Awareness and Children’s Mental Health Awareness Day activities in May](#)—an initiative led by the HHSC’s [Systems of Care](#). TEA works to strengthen school partnerships through [Project AWARE Texas](#) between schools and [local mental health authorities](#). TEA promotes [Mental Health First Aid Training](#) for thousands of educators to increase mental health awareness, and aligns the agency’s mental health and wellness work with the [Texas Statewide Behavioral Health Strategic Plan](#), and coordinates strategies with the [Texas Behavioral Health Coordinating Council](#). TEA’s school mental health workstream also includes working on awareness of substance use prevention including [fentanyl poisoning awareness](#), [child abuse prevention](#) and [human trafficking prevention of school age children](#) along with state partner agencies and organizations.

TEA also coordinates with many Texas nonprofit organizations and university-based organizations that include mental health experts, such as the Meadows Mental Health Policy Institute, the South-Southwest Mental Health Technology Transfer Center (MHTTC), the TCHAT program, and members of the HB 906 Collaborative Task Force on Public SMH. The Division of Student Supports in its mental health workstream also leads an initiative comprised of [Small and Rural SMH Grants and a Professional SMH Learning Community](#) under Title IVA with all twenty regional ESCs. The twenty ESCs have expert staff in counseling, mental health and behavior supports who engage with TEA in many collaborative efforts to promote student mental health and wellness best practices in school districts statewide.

**Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood. Mental health is equally as important as physical health.**

**- Centers for Disease Control and Prevention, 2020**

## Highlights of Legislative Support for Student Mental Health

The Texas Legislature has made significant strides in promoting a continuum of mental health literacy, promotion, prevention, and intervention training and procedures for schools. Most SMH-related provisions in the TEC resulted from bills passed and signed by the Governor as a result of the 86th Texas Legislature.

The TEC required LEAs to develop policies and practices for safety and mental health beginning in the 2020–2021 school year. School leaders and educators need capacity-building support from the agency and its partners, including coaching, training, and technical assistance to increase knowledge, skills, and practices to support student mental health.

Below are ten examples and links to resources implemented by state agency partners coordinating with TEA since 2020.

**These examples are *not inclusive* of all Texas initiatives.** This section highlights statutory requirements and funded state initiatives by the Texas Legislature, including 86(R), to support student mental and behavioral health in schools.

### 1. [Mental Health First Aid Training](#)

**State Funding: HHSC:** Since 2015, nearly 200,000 educators have been trained in this evidence-based program to identify early warning signs of mental health conditions and make appropriate referrals. HHSC provides state funds for the local mental health authorities (LMHAs) to provide MHFA training. Training is often coordinated with ESCs. It is promoted by TEA staff and on the TEA website.

### 2. [Non-Physician Mental Health Professionals](#) - ESCs

**State Funding: HHSC and LMHAs:** In the 2020–2021 school year, the 20 ESCs began partnerships with LMHAs to have a non-direct service professional employed by the LMHAs placed in the ESC, HB 19. These professionals provide training in MHFA and trauma-informed practices, identify LMHA and community resources, provide consultation to LEAs to connect them with resources, and coordinate with ESCs on school mental health (SMH) initiatives as identified locally by each ESC and LMHA.

This project coordinates closely in the current school year with TEA’s SMH Resource Database resource-mapping project, and with the TEA’s ESC SMH Professional Learning Community and related capacity-building initiatives.

### 3. [Texas Child Mental Health Care Consortium](#)

**State Funding: Allocated to Medical Schools in Texas Institutions of Higher Education (IHEs):**

Within SB 11, the Legislature created a Consortium of Texas medical schools with the Texas Higher Education Coordinating Board serving as fiscal agent. The Consortium supports children’s mental health, including preparing new child psychiatrists for the workforce, providing psychiatric consultation with general practitioner physicians and pediatricians, and providing telepsychiatry and therapy services in schools.

TEA coordinates with members of the Consortium to help link and connect TCHAT services with schools, as appropriate, to promote this resource. This program is supporting thousands of students and their families to have access to mental health services through its TCHAT component. See reporting directly from the Consortium Data Dashboard on the current number of school districts served, student access, and the success of this initiative to help schools access needed specialty mental health resources.

### 4. [School Safety Allotment](#)

**State Funding: Allocated to schools:** Included in SB11 in 86(R), and increased via HB 3 in 87R, the allotment was funded in the General Appropriations Act to provide resources for schools for a list of allowable school safety and mental health training, staffing, and other costs to equip safe and supportive schools.

### 5. [Communities In Schools](#)

**State Funding: Allocated to TEA for CIS grants to CIS providers:** The Legislature increased funding for CIS of Texas programs to expand services and supports, including mental health supports, within this successful model of integrated student supports that is managed by the agency. The program is implemented on school campuses in each region of the state in schools that partner with CIS of Texas affiliate organizations. See more information on these programs at the link.

### 6. [Collaborative Task Force on Public School Mental Health](#)

**State Funding: None, the agency may accept donations:** HB 906, 86(R), created the Task Force to study and evaluate SMH services and training funded by the state. The agency appointed three IHEs to lead the investigation: The Texas Institute for Excellence in Mental Health at the University of Texas–Austin, Baylor College of Medicine, and Prairie View A&M University. Others involved in the investigation are parents of students served by mental health services, a psychiatrist, school counselors, SMH leaders, private practice therapists who provide services, mental health nonprofit organization representatives, foundation representatives, an ESC director, a superintendent, and TEA staff who liaison with the Task Force.

TEA staff provides support and data to the Task Force as requested. The Task Force will provide biennial reports and recommendations to the Legislature through 2025.

### 7. [Mental Health Resources Rubrics- State and Regional Database](#)

**State Funding: None:** TEC § 38.254 requires TEA to coordinate identified state agencies and other stakeholders to develop and update a rubric and provide the rubric template to regional ESCs.



ESCs are required to use the rubric every odd year to identify regional mental health resources for topics and types of mental health prevention and intervention services outlined in the statute.

TEA and state agencies are also required to identify state-level resources. TEA is required to submit the resource inventories with the Statewide Plan for Student Mental Health every even year. See the section in this report for updates in 2024.

#### 8. [Safe and Supportive Schools Program \(SSSP\)](#)

**State Funding: None:** TEC § 37.115 requires TEA to establish a SSSP and Team to be implemented in each school that is responsible for assessing behavioral threats and providing and monitoring interventions that result from a behavioral threat assessment. Interventions are to include ensuring a safe and supportive school climate and an MTSS that addresses mental and behavioral health and the social and emotional domain of student development. LEAs are required to report data to TEA on the results of the program, including threats, interventions provided, and student outcomes.

TEA is coordinating with the Office of School Safety, with the Texas School Safety Center and others to implement rulemaking, resources, and tools to support LEAs with implementing their SSSPs. The Student Supports Division supports this Statewide Plan implementation in coordination with the SSSP. In addition, the Division supports mental health through the federal Stronger Connections Grant and related projects in the Office of Special Populations and Student Supports.

#### 9. [Statutory Interagency Coordination for Mental Health](#)

**State Funding: None:** State statutes require TEA to participate in the Statewide Behavioral Health Coordinating Council and connected coordination activities with twenty-two state agencies; to enter into a memorandum of understanding (MOU) for state and regional coordination with the Community Resource Coordination Groups; and enter into an MOU to coordinate with the Texas System of Care, which includes participation in the Children and Youth Behavioral Health Subcommittee of the Behavioral Health Advisory Council. All statutory councils are facilitated by HHSC.

TEA coordinates with the partners and organizations engaged in these state councils and facilitates related workgroups to achieve a collective impact for supporting student mental health and wellness in Texas. TEA's Statewide Plan for Student Mental Health aligns with the Statewide Behavioral Health Strategic Plan developed by the Statewide Behavioral Health Coordinating Council, addressing gaps and service coordination objectives for school-aged children and youth.

#### 10. [Statutory -TEA Mental and Behavioral Health Best Practices and Programs Resources](#)

**State Funding: None:** The Legislature created a new TEC chapter for mental health promotion resources that includes core components for training, policies, and procedures in TEC § 38.351. TEA, HHSC, and ESCs annually review research-based practices and best practice-based programs, identify resources under each component, and post programs and practices to the TEA website. **LEAs must develop practices and procedures for each component.**

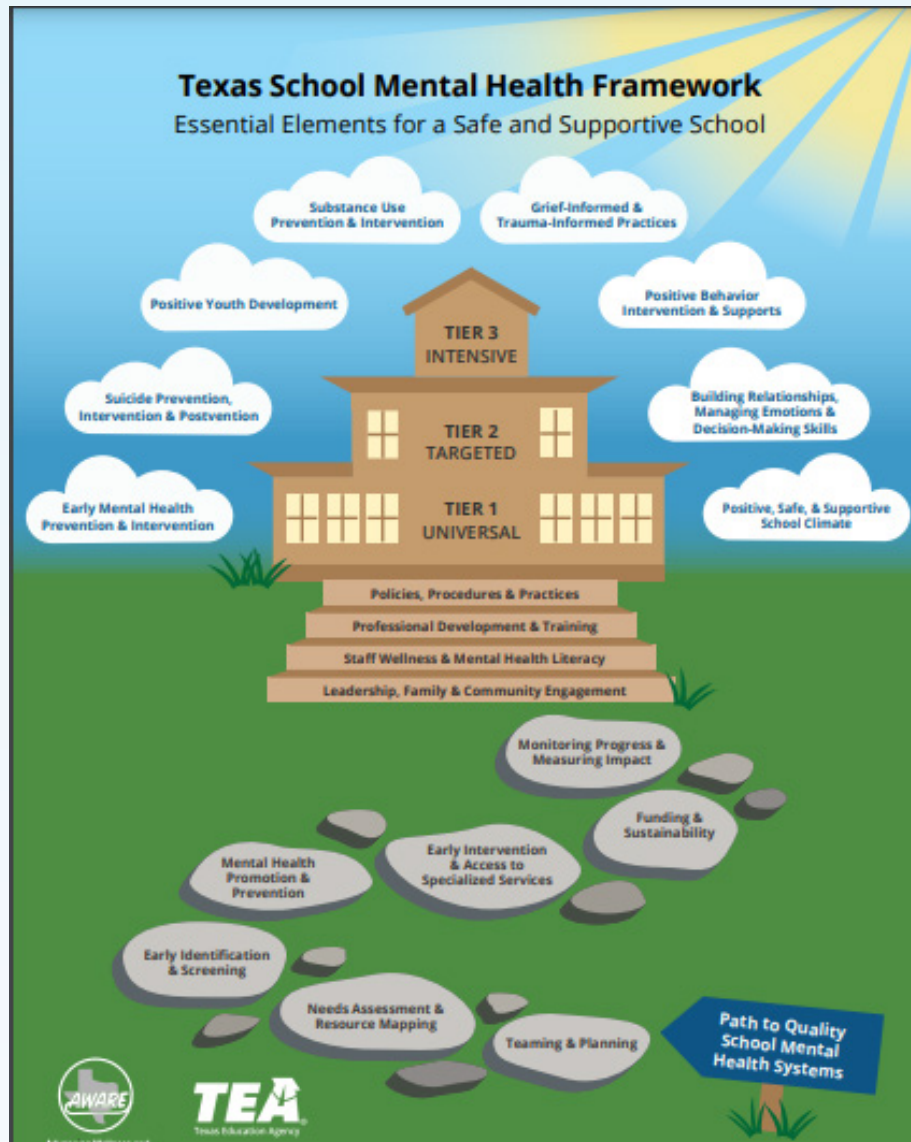
In 2023 TEA developed a new search tool to assist LEAs with easier access to evidence-based practices and best-practice-based programs and resources under this statute. The resources will be directly posted on the Texas SMH Website and directly accessed through TEA's mental health and SSSP web pages.

**TEC § 38.351**

To support addressing the social and emotional domain, student mental and behavioral health, and school climate for the SSSP under TEC § 37.115, the statutory research-based practices and best practice-based programs categories for mental health promotion in schools under TEC § 38.351 are essential elements for a safe and supportive school.

In consultation with the Texas School Safety Center, mental health experts, and Project AWARE Texas, TEA developed a simple graphic called the [Texas School Mental Health Framework](#).

This graphic depicts how the statutory components of TEC § 38.351 can be implemented within an evidence-based pathway to deliver quality school mental health services and supports. TEA’s Project AWARE Texas has developed resources and tools to support districts and schools with implementation.



# Statewide Plan for Student Mental Health – 5-Year Plan 2025 -2030

---

## Statutory Charge to TEA – TEC § 38.254

“Ensure all students have adequate access to mental health resources.”

## TEA’s Mission for School Mental and Behavioral Health

TEA will develop and manage a statewide plan to ensure that all Texas students have *adequate* access to mental and behavioral health resources, and research based school mental practices, that are effectively coordinated with the SSSP to support learning for all students in a positive, safe, and supportive school climate.

## TEA’s Working Definition of Adequate Access

Adequate access means establishing a **continuum of mental and behavioral health services and supports** (prevention, early intervention, and intensive intervention, such as wrap-around services and/or access to treatment and recovery in a positive, safe, and supportive school climate) that are available at the school (school-based) or in the community (school-connected) that:

- Addresses students’ mental and behavioral health needs identified by the annual campus needs assessment, which includes assessing for mental health and well-being.
- Is responsive to emotional safety and well-being concerns identified through school climate surveys as part of a comprehensive needs assessment.
- Reflects mental health services and supports that are planned, organized, and intentionally aligned through an MTSS comprehensive service delivery plan.
- Addresses the mental health components under TEC § 38.351 and TEC § 21.451; including training, policies, and procedures.
- It is implemented by multidisciplinary teams, building upon any existing student support services team or student assistance program, and is operationalized as a component of the SSSP under SB 11.
- Coordinates with TEC §§ 33.005–33.007 regarding the responsibilities of school counselors and counseling programs, programs serving special populations including students with disabilities, highly mobile and at-risk student programs, the role of School Health Advisory Councils, the TEC § 37.036 trauma-informed care and training policy, and so forth, to effectively align initiatives to ensure access and coordination of mental health supports.

- Includes a procedure for parent/guardian notification and referrals to counseling and mental health services for students identified with early warning signs for suicide, mental health conditions, substance abuse, TEC § 38.351 (i), and has a process for follow-up to support parents and students with connecting to the resources.
- Includes posting on the LEA’s website the counseling and mental health resources available to families at the school and in the community (school-based or school-connected) resources, including considering easy access to teletherapy at the school.
- Includes providing foundational SMH training for all staff who regularly interact with students, with ongoing training and embedded support plans to implement research-based practices and best-practice-based programs. Professional development is essential for a well-trained staff to stay current in the field, provide for continuous quality improvement, and support the mental health and well-being of all in the school.

Following is a brief description of research-based comprehensive SMH systems of support aligned to support the SSSP and student mental and behavioral health and well-being.

### **Comprehensive School Mental Health Systems of Support**

School mental health is a key component of a safe and supportive school which is operationalized in the **SSSP** established under SB 11, 86R. An **MTSS** that addresses mental and behavioral health, school climate and builds competencies in the social and emotional domain is a key component of **TEA’s approach to school safety, including for prevention and early intervention in a crisis situation**. An MTSS that is comprehensive promotes effective student learning and ensures student/family access to:

1. **Universal mental health promotion and prevention for all students**, including a grief- and trauma-informed staff; mental health literacy, promotion, and prevention services; substance abuse prevention; suicide prevention; positive behavior interventions and supports; caring adult relationships; conflict resolution; skill building related to developing and maintaining positive relationships, managing emotions, and making responsible decisions; positive youth development activities; bully prevention and safe reporting; a positive, safe, and supportive school climate; access to request services; screening with referral pathways to school-based and community-based resources; and parent/caregiver notification and engagement for early identification of mental and behavioral health needs so parents can seek help for their child.
2. **Targeted interventions for some students at-risk** who need early intervention, such as referrals and connections to support services at school and in the community, interventions such as brief counseling; additional skill-building and support groups; family engagement, and monitoring.
3. **Intensive, specialized services for a few students**, such as wraparound services, student case management, safety plans, re-entry plans, and family access to specialized treatment services.

**Key Concept:** Family and student engagement are essential to effective planning and service delivery.

## Statewide Plan for Student Mental Health (5-Year Plan) Refresh

January 2025 – January 2030

Implement a Refreshed 5-Year Statewide Plan for Student Mental Health Refresh.

**\* RE Funding Note: Certain activities in the plan below are clearly identified that they can only be implemented should funding be secured, such as through appropriation, a grant or philanthropy. These items are designated with \* and text for clarity under each goal.**

### TEA Goals and Activities for Student Mental Health (5-Year Plan)

#### Goals Summary

- A. Develop and implement methods to objectively measure progress.
- B. Increase the availability of effective school-connected mental health interventions and resources.
- C. Increase the availability of referrals for students and families to specialized services for students outside of school.

**Goal A: Develop and implement methods to objectively measure progress.**

***Short-Term Activities (Three school years: 2025–2027)***

**TEA activities without legislative action or additional funding:**

- 1.** Gather data that is legally authorized; encourage LEAs to gather data locally for performance management.
- 2.** Collect aggregate data that can be reported through a Qualtrics Survey for the SSSP, or is available at TEA, pursuant to SB 11, 86(R).
- 3.** Collect aggregate data that can be reported through a Qualtrics Survey, or is available at TEA, that is requested by the School Mental Health Task Force, pursuant to HB 906, 86(R), coordinating with the SSSP.
- 4.** Pursue philanthropy or external grant funding to assist TEA with implementing short-term activities (Year 1 through 3) to make progress on Goals A, B, and C.

**\* TEA activities possible with partnership or financial support, including from philanthropy:**

- 1.** Identify research-based data measures and recommend objective methods for progress monitoring.
- 2.** Determine needs and gaps and identify data elements for recommendations to add to Public Education Information Management Systems (PEIMS) or another performance management system to support student mental and behavioral health and wellness.
- 3.** Make recommendations for developing aligned data elements, progress monitoring, and performance management systems for mental health-related statutes and the SSSP, pursuant to SB 11 86R, in coordination with the Office of School Safety and HB 906, 86R.
- 4.** Research and recommend common and objective measures for school climate surveys.
- 5.** Engage contract personnel or add TEA staff to support TEA work on these activities.
- 6.** Convene stakeholders to assist and advise TEA on these activities.

***Long-Term TEA Activities – Years 4 and 5 (Two school years: 2028–2029)***

- 1.** Iterate on, continuously improve, the resources for data collection for progress monitoring.
- 2.** TEA anticipates a long-term need for legislative action on authorizing data elements and funding for a unified performance management system supporting:
  - The SSSP for LEAs to plan, monitor progress, and report information on required activities and outcomes, pursuant to SB 11, 86R, in coordination between the Office of Special Populations and Student Supports, and the Office of School Safety.
  - The Collaborative School Mental Health Task Force request for LEAs and TEA to collect and report additional data to study and support school mental health and training.
  - Measuring and ensuring the availability of early and effective school-based and school-connected interventions and resources that are available in LEAs for students in need of additional supports, including access to specialized services in the community, pursuant to the Statewide Plan for Student Mental Health under SB 11, 86R.
  - To sustain a searchable rubric inventory template for ESCs to update the regional community mental health resource inventory every odd year, pursuant to SB 11, 86R.

## **Goal B: Increase the availability of effective school-connected mental health interventions and resources.**

### ***Short-Term Activities (Three school years: 2025–2027)***

#### **TEA activities without legislative action or additional funding:**

- 1.** Provide staff support for the SSSP, including implementing the Commissioner’s Rule.
- 2.** Support staff in implementing TEC § 38.036, the Trauma-Informed Care Policy and Training and TEC § 22.904, the Commissioner’s Rule for Mental Health Training.
- 3.** Provide staff support to the HB 906 School Mental Health (SMH) Task Force; coordinating the Task Force activities with the SSSP.
- 4.** Annually review and update the TEA Mental Health and Behavioral Health Website as required under TEC § 38.351 in coordination with HHSC and ESCs.
- 5.** Disseminate basic SMH tools and resources to LEAs developed by TEA staff and supported by Project AWARE Texas, with federal funding from SAMHSA through September 2026, that support the SSSP and agency’s strategic goals.
- 6.** Implement a Statewide Mental Health Resource Inventory update with state agencies and a Regional Mental Health Resource Inventory update by ESCs every odd year.
- 7.** Facilitate a School Mental Health Professional Learning Community for ESCs through Project AWARE Texas to build regional capacity to support LEAs with increasing the availability of effective school-connected mental health interventions and resources and the SSSP.
- 8.** Disseminate resources for child abuse prevention and human trafficking prevention of school age children, aligned with statutory requirements and interagency coordination.

#### **\* TEA activities possible with partnership or financial support, including from philanthropy:**

- 1.** Build out the SSSP training module to support schools with implementing the mental/behavioral health and school climate requirements of the law and rule, and the mental health training required by HB 3, 88R.
- 2.** Develop additional resources and training materials to build statewide capacity to support implementation of the SSSP and mental health promotion in schools.
- 3.** Build out related resources that are needed including to support the SSSP, mental health and wellness promotion, fentanyl poisoning awareness, other substance abuse prevention, and human trafficking of school age children in coordination with the Office of School Safety, Texas School Safety Center, HHSC, mental health experts, and other stakeholders.
- 4.** Connect activities with measuring progress under goal A.

### ***Long-Term TEA Activities – Years 4 and 5 (Two school years: 2028–2029)***

- 1.** Iterate on, continuously improve, the resources that are needed to support the SSSP.
- 2.** Support ESC Specialists working to support LEAs on mental health and safety.

**Goal C: Increase the availability of referrals for students and families to specialized services for students outside of school.**

***Short-Term Activities (Three school years: 2025–2027)***

**TEA activities without legislative action or additional funding:**

- 1.** Implement the Mental Health Resources Inventory, TEC § 38.251–38.253, in the new Mental Health Resources Database rubric every odd year, and disseminate results.
- 2.** Update and refresh the State Plan for Student Mental Health under TEC § 38.254.
- 3.** Promote and develop resources through the Project AWARE Texas Federal grant, including updating the School Mental Health Practice Guide and Toolkit to support student mental health and the SSSP.
- 4.** Develop and disseminate Webinars and additional resources through Project AWARE Texas and interagency partnerships to support student mental health and the SSSP.
- 5.** Coordinate internally across TEA departments, including with the Office of School Safety, to support the implementation of school mental health activities that support the SSSP.
- 6.** Implement the Title IV Part A Behavioral Health Capacity-Building grant with ESCs and 100 LEAs to implement school mental health best practices and training.
- 7.** Facilitate a School Mental Health Professional Learning Community for ESCs through Project AWARE Texas to build regional capacity to support LEAs with increasing access to specialized mental health resources, and the SSSP.

**\*TEA activities possible with partnership or financial support, including from philanthropy:**

- 1.** In coordination with Goal A, sustain the new Mental Health Resources inventory rubric and continue to improve ESCs' identification of regional mental health resources.
- 2.** Support the identification and development of additional specialized statewide and regional mental health resources and tools to help schools connect with specialized resources for students and families.
- 3.** Reimburse LEAs for mental health training required by TEC 22.904, if funding is appropriated for this purpose.
- 4.** Provide a competitive grant program to LEAs to pilot and implement evidence-based school mental health best practices that support statutes including the SSSP.
- 5.** Develop additional resources and tools, such as mental health training, to support LEAs in connecting to specialized community resources and measuring progress under Goal A.

***Long-Term TEA Activities – Years 4 and 5 (Two school years: 2028–2029)***

- 1.** Iterate on identifying statewide specialized mental health resources in coordination with the SSSP.
- 2.** Iterate on identifying and coordinating regional mental health specialized resources in coordination with the SSSP.
- 3.** Iterate on, continuously improve, connecting all work activities under this goal with activities under Goals A and B.



## Mental Health Resources Available to Schools

---

### Mental Health Resource Inventory Rubric – Background Overview

In accordance with SB 11, TEC §§ 38.251–38.256, TEA developed a rubric with stakeholder input for each regional ESC to identify resources related to student mental health that are available to schools within each region in 2019. To identify resources, the project required ESCs to identify available mental health-related resources in each region. The project did not require ESCs to identify which resources are accessed by LEAs or which resources are currently being implemented or coordinated with LEAs.

The statute requires the rubric and inventory process to be updated and implemented every odd year. The statute includes a process and timeline for TEA to continually update the rubric template for ESCs, thus providing a framework for continuous quality improvement of resource mapping.

TEA developed the rubric in conjunction with input from the following agencies:

- The HHSC
- The Department of Family and Protective Services (DFPS)
- The Texas Juvenile Justice Department (TJJD)
- The Texas Higher Education Coordinating Board and the Texas Child Mental Health Care Consortium
- The Texas Institute for Excellence in Mental Health at the University of Texas– Austin
- The Texas Workforce Commission (TWC)
- In coordination with the CIS of Texas program at TEA

To develop a no-cost rubric template that was needed to meet requirements in 2019, the resource inventory rubric was built into a Microsoft Excel spreadsheet and customized for each ESC. Each Microsoft Excel workbook was designed with instructions, statewide mental health resource inventory links, and dropdown lists to select LEAs and counties served by the resources in each region of the state.

In accordance with the statute, the rubric provided for the identification of resources related to:

- Training and technical assistance on practices that support the mental health of students
- School-based programs that provide prevention and intervention services to students
- Community-based programs that provide school-based or school-connected prevention or intervention services to students
- CIS programs
- School-based mental health providers
- Public and private funding sources available to address the mental health of students

## Training and Technical Assistance for Rubric

The first implementation of the TEA and ESC resource inventory in 2019 was detailed in the original Statewide Plan for Student Mental Health and yielded several lessons for continuous quality improvement. ESCs entered resources into spreadsheets that were formatted in accordance with the rubric, but the submissions led to data quality issues. Additionally, the data was not collected in a way that was usable or easy to publish publicly.

To address these issues, TEA partnered with the Region 14 Comprehensive Center to design a database where ESC staff can now enter resources directly, and the results are published and searchable for all stakeholders.

TEA and Region 14 conducted focus groups with the ESCs in 2021 to solicit input on what features would be useful and how the database could make the data entry process easier. The database was recommended by ESCs as it allowed better data validation processes and limited the ability of ESCs to change the data submission requirements. Additionally, ESCs can continuously edit and update resources in their own regional rubric, database section, as they see fit.

TEA also coordinated input into the updated rubric with other state partners, including colleagues with HHSC's Office of Mental Health Coordination, and all members of a SMH interagency workgroup facilitated by TEA—USAC.

The database was created in two phases. Phase one was data entry. On December 1<sup>st</sup> 2021, TEA shared the revised rubric with the ESCs. Volunteers from ESCs completed user testing and gave feedback that informed the development of the data entry form. After the data entry form was launched, TEA and the

Region 14 Comprehensive Center hosted two training sessions and two office hour sessions for ESCs. An FAQ document based on the questions that arose during office hours was developed and staff were available for questions during monthly PLC calls.

Phase two focused on creating a public website ([schoolmentalhealthtxdatabase.org](https://schoolmentalhealthtxdatabase.org)) where users can search the database based on any criteria submitted in the data collection, including resource type, resource focus area, and geographic parameters such as region, county, or school district. Search results will include contact information for each resource. Additionally, users can compare up to three geographic entities to see how the distributions of resources look side-by-side. As the database operates on data created by the ESCs, each ESC provides a link so that users can contact them for more information, requests for clarification, or any questions specific to the resources within that region.

The new database website was launched on April 15<sup>th</sup> 2022. During the fall focus groups with the ESCs, staff reported that the initial data collection was unwieldy to manage. It did not lend itself to easy dissemination. TEA and partners aimed to address that problem. The new database now allows school staff, ESC staff, and families accessible public access. While intended for public schools, all Texans can explore potential services and learn more to access them in one easy location.

This project directly supports the Statewide Plan for Student Mental Health goal of increasing the availability of services for prevention through intervention in schools. By extension, this tool creates awareness of specialty services as those resources are entered by ESCs for each region of the state. This tool can support appropriate referrals and service connections as schools and families gain more awareness of what resources might be nearby. Telehealth mental health resources and known funding resources available to schools are also included in the database, as these resources were identified by ESCs and TEA.

The resource was again updated, and training for ESCs was provided in 2023. Updates to the Resource Database by TEA and ESCs were completed by April 2024 for inclusion in this Refreshed Statewide Plan for Student Mental Health.

## Regional Resource Inventory Results

As of April 2024, 1,513 resources have been entered into the database. In comparison, the first inventory identified 1,337. The identification of 1,513 reflects resources that are offered in a single LEA or county as well as resources that are available in multiple areas or statewide.

Rubric submissions varied between each regional approach to identifying and connecting the resources to LEAs or counties. Some ESCs primarily listed high-level interventions (e.g., mental health services, early intervention services) or state agencies (e.g., Texas Juvenile Justice Department), while other ESCs listed specific programs or services offered by each resource organization or local service provider. Some regions reported that all LEAs and counties have access to certain resources, while other ESCs identified specific LEAs/counties with access. Each ESC developed an internal strategy for resource mapping.

LEAs and the public can review resources identified by TEA and by each ESC live in the online database. This database represents a school mental health ecosystem network of mental health-related resources that are available to schools and families. Stakeholders can view the identified mental health resources here: [schoolmentalhealthtxdatabase.org](https://schoolmentalhealthtxdatabase.org).

## Next Steps Recommended for Continuous Quality Improvement

1. Creating clear definitions for “resources” to ensure more consistency was recommended by some ESCs in a recent project debrief session. Also, consistency in the labels attached to similar resources. (The same resources in different counties are categorized differently.)
2. Build a heat map to show the availability of services across the state and identify areas where resources are scarce.
3. Collect information about how the database is being used and what end users in Texas school districts would like to see in future updates. Consider opportunities to learn how school staff use this information to connect students and their families with services.
4. Look for opportunities to connect TEA’s Mental Health Promotion Best Practice list, under TEC § 38.351, to this database tool to potentially strengthen ease of coordination between best-practice-based programs, research-based practices, and identified community resources per TEC §§ 38.251- 38.256. These SMH practices, programs, and resources can work together to strengthen student mental health and wellness in Texas schools.

## **Appendix**

### **Data Overview on Student Mental Health and Wellness**

## Appendix: Data Overview on Student Mental Health and Wellness

---

### COVID-19 Pandemic and the Impacts on Student Mental Health

#### *Traumatic Grief and Loss Impacts on Youth*

[The Hackett Center for Mental Health](#) is home to the Trauma and Grief (TAG) Center, a regional center of the Meadows Mental Health Policy Institute. The TAG Center works to increase access to research and best practice treatment for youth who have experienced trauma and bereavement in Greater Houston and the Texas Gulf Coast. In December 2021, Dr. Julie Kaplow, Executive Director of the TAG Center, authored her opinion on the impact of traumatic grief and loss on youth published in the Houston Chronicle, [Sometimes they blame themselves. How to help grieving kids who lost parents to COVID](#).<sup>5</sup> Dr. Kaplow described how the psychological toll of the pandemic on our nation’s children will be significant and long-lasting, reporting in the article that over 167, 000 children experienced the death of at least one caregiver to COVID-19, including 24,630 youths in Texas. Dr. Kaplow stated, in part, that “many children who have experienced deaths due to COVID, especially those with histories of prior traumas or losses, are more likely to develop psychological long COVID, involving a host of grief-related psychological or behavioral problems.”<sup>6</sup> **She noted that, while we do not yet have data to know how long the psychological impact may last, research overall shows that traumatic losses in childhood, including relationship difficulties, substance abuse, prolonged grief disorder, depression, and suicide risk, can lead to a wide range of problematic outcomes later in adulthood.**<sup>7</sup> Dr. Kaplow communicated that **available research speaks to the need to identify “at-risk” bereaved youths as quickly as possible and provide them with early intervention services and support.**<sup>8</sup>

---

<sup>5</sup> J. Kaplow. (2021, December 12). Opinion: Sometimes they blame themselves. How to help grieving kids who lost parents to COVID. <https://mmhpi.org/topics/in-the-news/opinion-sometimes-they-blame-themselves-how-to-help-grieving-kids-who-lost-parents-to-covid/>

<sup>6</sup> Kaplow, 2021.

<sup>7</sup> J. Kaplow, J. Saunders, A. Angold, & E. J. Costello. (2010). Psychiatric symptoms in bereaved versus nonbereaved youth and young adults: a longitudinal epidemiological study. <https://pubmed.ncbi.nlm.nih.gov/20970702/>

<sup>8</sup> Kaplow, 2021.

These concerns and the need for early intervention services and supports have also been addressed by other state and national experts, including within a [U.S. Surgeon General’s Advisory](#) discussed later in this section, outlining the unprecedented impacts of the pandemic on youth mental health.<sup>9</sup>

The PEW Charitable Trusts published an article related to grief and trauma, [Kids Who Lost Parents to COVID Deserve Health Advocates Say](#), in January 2022. The article states that hundreds of thousands of the nation’s youth have lost a parent or primary caregiver to COVID-19 and need services. This article quotes Cecilia Segura-Paz, a licensed professional counselor-supervisor (LPC-S) who serves families at the [Children’s Bereavement Center of South Texas](#). She explains how some families lost several people within a span of a few months. Children experienced one loss after another, and this loss has accumulated higher levels of distress for many of the children the Center is seeing in South Texas. Segura-Paz adds that **existing economic hardships, food insecurity, disruptions to education, and not getting to say goodbyes to loved ones have deepened and complicated their grief.**<sup>10</sup>

### ***COVID-19 Pandemic: Early Youth Mental Health Concerns Summary***

**Mental health concerns among youth were on the rise prior to the pandemic. The pandemic exacerbated mental health challenges for children and youth, especially the most vulnerable, and those with pre-existing mental health challenges.**

- Centers for Disease Control, 2022

In 2022, the American Academy of Pediatrics (AAP), American Academy of Child and Adolescent Psychiatry (AACAP), and Children’s Hospital Association (CHA) **declared a national emergency in child and adolescent mental health.**<sup>11</sup> This report, [A declaration from the American Academy of Pediatrics, American Academy of Child and Adolescent Psychiatry, and Children’s Hospital Association](#), states that **the pandemic has struck at the safety and stability of families, and communicates soaring rates of**

---

<sup>9</sup> Office of the Surgeon General. (2021). Protecting Youth Mental Health: The US Surgeon General’s Advisory. <https://www.hhs.gov/sites/default/files/surgeon-general-youth-mental-health-advisory.pdf>

<sup>10</sup> The PEW Charitable Trust. (2022, January 10). Kids Who Lost Parents to COVID Deserve Health, Advocates Say. (<https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2022/01/10/kids-who-lost-parents-to-covid-deserve-help-advocates-say>)

<sup>11</sup> AAP, AACAP, & CHA. (2021, October 10). AAP-AACAP-CHA Declaration of a National Emergency in Child and Adolescent Mental Health. <https://www.aap.org/en/advocacy/child-and-adolescent-healthy-mental-development/aap-aacap-cha-declaration-of-a-national-emergency-in-child-and-adolescent-mental-health/>

**depression, anxiety, trauma, loneliness, and suicidality that will have lasting impacts on young people, their families, and their communities.** The report cites how child mental health concerns have been steadily rising since 2010, and notes that in 2018, suicide was the second leading cause of death for youth ages 10–24. It reports that the pandemic has intensified the crisis.<sup>12</sup>

TEA highlighted data and student mental health concerns, including a 10-year trend of increased feelings of hopelessness and suicidal behaviors reported by Texas students, in our [2020 Statewide Plan for Student Mental Health](#). TEA provides information and resources to address concerns, including the agency’s [2021 School Mental Health Toolkit](#) and [School Mental Health Practice Guide](#). The agency promotes resources identified by the Health and Human Service Commission (HHSC), TEA, and ESCs for suicide prevention and intervention in a [Best Practices Repository](#), pursuant to TEC § 38.351, as part of the agency’s plan to support student mental health and wellness.

### ***Texas Youth Reported Data – Trends Before COVID-19<sup>13</sup>***

Between 2009 and 2019, reports by high school youth on the Youth Risk Behavior Survey (YRBS) show increased serious suicidal ideation pre-pandemic over 10 years. The Texas trend is generally consistent with the national trend in the aggregate, with **18.9% of Texas youth reporting serious consideration of suicide in 2019**. Texas data is not available for 2015 due to sample size. Texas females reported greater serious consideration than males, and greater than the national average in 2019. There was a decrease in Texas males reporting serious consideration of suicide in 2019, reporting below the national average for male youth.

From 2009 to 2019, high school students reported increasing persistent feelings of sadness or hopelessness on the YRBS. The Texas trend line is generally consistent with the national 10-year trend in the aggregate, with Texas reports higher in 2017 and 2019. Texas data is not available for 2015 due to sample size. In 2019, **34.7% of Texas students reported persistent feelings of sadness and hopelessness**. The trend is higher for females than males.

---

<sup>12</sup> AAP et al., 2021.

<sup>13</sup> Centers for Disease Control and Prevention, YRBS Explorer. (2023). Youth Risk Behavior Survey (YRBS) Data. <https://yrbs-explorer.services.cdc.gov/#/>



Additional [data on youth risks and trend information](#) from the **Youth Risk and Behavior Surveillance System** is available at the Texas State Department of Health

Before the pandemic, it was known that mentally healthy children are more successful in school and life. Research demonstrates that students who receive mental and behavioral health support perform better academically, as reported in our 2020 Statewide Plan for Student Mental Health. School mental health promotion at the universal level helps all students develop competencies that support readiness to learn and college and career readiness. According to the **National Association of School Psychologists**, when mental and behavioral health support is provided, school climate, classroom behavior, engagement in learning, and student’s sense of connectedness and well-being improve as well; as well as the student’s ability to cope with life’s challenges.<sup>14</sup>

At the same time, some students need additional mental and behavioral health supports, early intervention, and access to individualized services and supports. Left unmet, mental health challenges are linked to costly negative outcomes such as academic and behavior problems, dropping out, and delinquency. There was a growing and unmet need identified by experts for mental and behavioral health services for children and youth before the COVID-19 pandemic, with one in five children and adolescents experiencing a mental health challenge during their school years, as reported by the **National Association of School Psychologists**. However, reports show that nearly 60% did not receive any treatment. Of those who did receive help, nearly two-thirds received help only in school.<sup>15</sup>

The **National Alliance on Mental Illness** reports that it is important to identify students who need help and to address mental health challenges early, as 50% of all lifetime mental illnesses begin by age 14.<sup>16</sup>

---

<sup>14</sup> National Association of School Psychologists. (2021). Comprehensive School-Based Mental and Behavioral Health Services and School Psychologists. <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-health/school-psychology-and-mental-health/comprehensive-school-based-mental-and-behavioral-health-services-and-school-psychologists>

<sup>15</sup> National Association of School Psychologists, 2021.

<sup>16</sup> National Alliance on Mental Illness. (2023). Mental Health by the Numbers. <https://www.nami.org/mhstats>

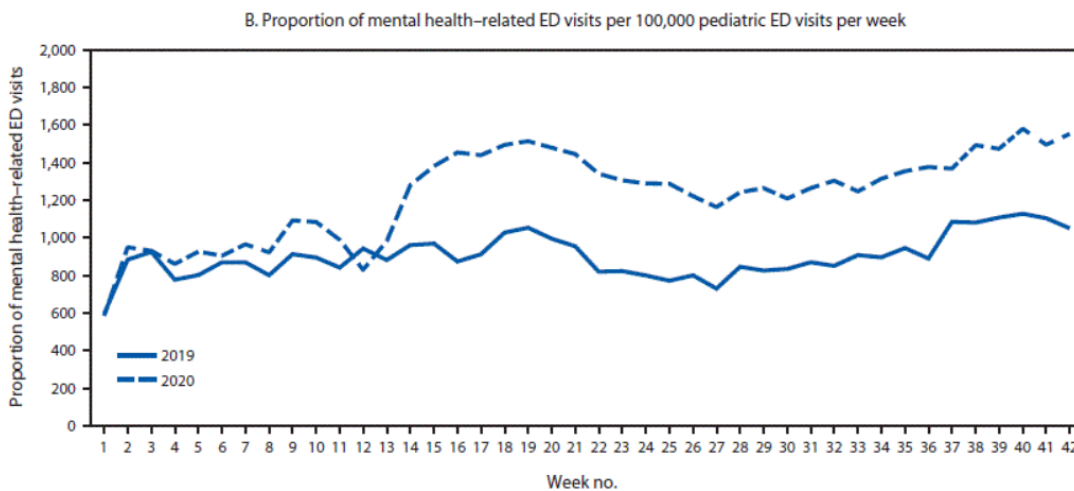
Mental and behavioral health problems not only affect students' short-term classroom engagement, but also interfere with long-term development of positive relationships and work-related skills.

- National Association of School Psychologists, 2021

### ***Data During the COVID-19 Pandemic and the Impact on Youth Mental Health***

In 2020, the Centers for Disease Control and Prevention (CDC) reported that mental health-related visits to hospital emergency rooms and emergency departments **rose 24% for children ages 5–11, and 31% for children ages 12–17** compared with data from 2019.<sup>17</sup>

**Figure 1. Pediatric Visits to Emergency Rooms During the Pandemic<sup>18</sup>**



\* Proportion of mental health–related ED visits = number of ED visits for children’s mental health/total number of pediatric ED visits x 100,000.

In 2021, CDC surveyed high school youth about their mental health during the pandemic. The new data was released in March 2022.

<sup>17</sup> Office of the Surgeon General, 2021.

<sup>18</sup> R. T. Leeb, R. H. Bitsko, L. Radhakrishnan, P. Martinez, R. Njai, & K. M. Holland. (2020). Mental Health–Related Emergency Department Visits Among Children Aged <18 Years During the COVID-19 Pandemic — United States, January 1–October 17, 2020. *Morbidity and Mortality Weekly Report*. <https://www.cdc.gov/mmwr/volumes/69/wr/mm6945a3.htm>

In that survey, **37% of high school students reported they experienced poor mental health during the COVID-19 pandemic. Also, 44% of youth reported they persistently felt sad or hopeless during the past year.**<sup>19</sup>

**Other mental health-related data results from the CDC 2020 survey**<sup>20</sup> describe some of the severe challenges high school youth reported encountering during the pandemic, including:

- **More than a quarter (29%)** reported a parent or other adult in their home lost a job, adding significant stress.
- **More than half (55%)** reported they experienced emotional abuse by a parent or other adult in the home, including swearing at, insulting, or putting down the student; and **(11%)** reported physical violence.

**Importantly, the findings also highlight that a sense of being cared for, supported, and belonging at school—“school connectedness”—had a positive effect on student mental health during a time of severe disruption from the pandemic.**<sup>21</sup> For example:

- students feeling **connected to adults and peers at school** were **significantly less likely** to report persistent feelings of sadness or hopelessness (35% to 53%).
- students feeling **connected to adults and peers at school** were **significantly less likely** to report that they seriously considered attempting suicide (14% vs. 26%).
- students feeling **connected to adults and peers at school** were **significantly less likely** to report they attempted suicide (6% vs. 12%).

However, **fewer than half (47%)** of high school youth responding to the survey reported feeling close to people at school during the pandemic.

**The CDC analysis concludes that surrounding youth with the proper support at school can reverse trends and help youth now and in the future.**<sup>22</sup> Other research and guidance prior to the pandemic demonstrate the benefits of using school-based and school-linked interventions, especially related to disparities in vulnerable populations, and that barriers to mental health treatment in youth, such as

---

<sup>19</sup> CDC. (2022, March). New CDC Data Illuminate Youth Mental Health Threats During the COVID-19 Pandemic. <https://www.cdc.gov/media/releases/2022/p0331-youth-mental-health-covid-19.html>

<sup>20</sup> CDC, 2022, March.

<sup>21</sup> CDC, 2022, March.

<sup>22</sup> CDC, 2022, March.

mental illness stigma and mental health literacy, must also be addressed to improve youth mental health and health trajectories, and prevent costly disability later in life.<sup>23, 24</sup>

### ***Youth Suicide Concerns:***

Early estimates during COVID-19 suggest a continued increase in youth suicide risk that was already apparent pre-pandemic.<sup>25</sup>

- **Nationwide, there were more than 6,600 deaths by suicide among the 10–24 age group in 2020.**
- **Suicide was reported as the second leading cause of death for people ages 10–14 and ages 25–34.**

In Texas, suicide data is reported in a legislative report available from HHSC.<sup>26</sup>

### ***Summary***

While student mental and behavioral health needs in Texas and nationally existed before the pandemic, mental health concerns for students and schools were exacerbated by the COVID-19 pandemic.

To prepare [TEA’s American Rescue Plan \(ARP\)-Elementary and Secondary Emergency Response \(ESSER\) State Plan](#), during the pandemic, TEA reviewed the data and interviewed multiple education and mental health stakeholders. In the ESSER Plan, TEA identified **learning loss** and **mental health challenges** as the two biggest issues facing students and schools as a result of the pandemic.<sup>27</sup> The next section highlights some of the statewide activities and SMH resources that TEA has developed, working in collaboration with state and regional partners to implement the 2020 Statewide Plan for Student Mental Health and respond to the pandemic.

---

<sup>23</sup> J. P. Salerno. (2016). Effectiveness of Universal School-Based Mental Health Awareness Programs Among Youth in the U.S.: A Systemic Review. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5123790/>

<sup>24</sup> SAMHSA. (2019, July). Guidance to States and School Systems on Addressing Mental Health and Substance Use Issues in Schools. <https://store.samhsa.gov/sites/default/files/d7/priv/pep19-school-guide.pdf>

<sup>25</sup> Office of the Surgeon General, 2021.

<sup>26</sup> Texas Health and Human Services Commission, <https://www.hhs.texas.gov/sites/default/files/documents/leg-report-suicide-prevention-tx-nov-2022.pdf>

<sup>27</sup> U.S. Department of Education. (2021, April 21). State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund. <https://tea.texas.gov/media/document/301221>

The Progress on Goals and Objectives section of this report details the status of each goal and objective and relevant objective updates.

## Progress Detail Toward Goals and Objectives – 2020-2024

This section is a detailed assessment of TEA’s progress on Goals A, B, and C for each objective through the 2024 school year. The progress assessment is coded as In Discussion, In Design, In Development (meaning the activity is in the implementation process), and Complete.

Where appropriate, some objectives are updated. This chart notes when an objective has been modified by the agency.

<b>Key:</b>	<b>In Discussion</b>	<b>In Design</b>	<b>In Development</b>	<b>Complete</b>
-------------	----------------------	------------------	-----------------------	-----------------

**Table 1. Goal A: Develop and implement methods to objectively measure progress.**

	<b>In Discussion</b>	<b>In Design</b>	<b>In Development</b>	<b>Complete</b>
<b>TEA activities without legislative action or additional funding. (short-term through 2023)</b>				
1. Gather data that is legally authorized; encourage LEAs to gather data locally for performance management.			Developing a data dashboard that will include data for the SSSP in the Office of School Safety.	Examples: Added PEIMS Codes for behavioral threat assessments; gathering SSSP data annually within the capacity of TEA; providing data collection guidance in School Mental Toolkit, TIER Training, and CIS; collecting data through Project AWARE and Title IVA Grants on progress; and coordinating with Special Education and PEIMS.
2. Collect aggregate data that can be reported through a Qualtrics Survey for the SSSP, or is available at TEA, pursuant to SB 11.			Planning additional SSSP survey data elements to collect in 2025.	Collecting Priority SSSP data annually with new elements added to the collection to chart development of the LEA programs and training over each year.

	In Discussion	In Design	In Development	Complete
3. Collect aggregate data that can be reported through a Qualtrics Survey or is available at TEA, as requested by the SMH Task Force, pursuant to HB 906; coordinating with the SSSP.				Collected priority data for LEA self-assessment of their mental health capacity in 2022 and 2024 through the HB 906 SMH Task Force via Qualtrics Survey to prepare the Task Force Report for the Legislature in 2023 and 2024.
4. Pursue philanthropy or other funding to assist TEA with implementing short-term activities (Years 1 through 3) to make progress on Goals A, B, and C.			Implementing the Stronger Connections federal grant, building a technical assistance center at ESC 16, Texas Center for Student Support, and supporting and training grantees with mental health practices in that grant. Building other partnerships to strengthen TEA capacity, including with Meadows Mental Health Policy Institute, the MHTTC, other state agencies, and nonprofit organizations.	Pursued 2 <sup>nd</sup> AWARE Texas 2021 Expansion Grant from SAMSHA. TEA was awarded a grant through September 2026.
<b>TEA activities with partnership or financial support, including from philanthropy (short-term through 2022-2023)</b>				
1. Identify research-based data measures and recommend objective methods for progress monitoring.			Designing a school climate survey that is in development to be piloted with LEA grantees through the federal Stronger Connections grant.	Mental health measures are being collected through the SSSP Qualtrics survey and the Mental Health Task Force survey in 2024 to make recommendations to the Legislature for this metric.
2. Determine needs and gaps and identify data elements for recommendations to add to PEIMS or another performance management system.			The HB 906 Collaborative SMH Task Force is also studying this objective and planning to make recommendations for mental health data elements to add to PEIMS.	The HB 906 Collaborative Task Force made recommendations to the Legislature in its 2023 Report, and the Task Force will add additional recommendations in its 2024 report.

	In Discussion	In Design	In Development	Complete
3. Make recommendations for developing aligned data elements, progress monitoring, and performance management systems for mental health-related statutes and the SSSP, pursuant to SB 11 and HB 906.			TEA worked with stakeholders in 2021–2022 to assess needs and make PEIMS recommendations for the 2022–2023 school year. In 2024, TEA is designing a system to coordinate SSSP data collection through the Office of School Safety.	Measures with statutory authorities were added to PEIMS for SSSP progress monitoring, and other measures are alternatively collected through a Qualtrics survey annually.
4. Research and recommend common and objective measures for school climate surveys.			School climate measures have been developed and are in the final stages to be piloted through the federal Stronger Connections grants in the 2025 school year.	
5. Engage contract personnel or add TEA staff to support TEA work on these activities.			The Student Support Division is developing the AWARE Texas Expansion Consortium, funded by SAMSHA in 2021. The Division is also implementing a contract for training and technical assistance support for the Stronger Connections grant through Region 16.	TEA established the new SSS Division and hired a division director and some additional FTEs. TEA reorganized to the Office of Special Populations and Student Supports.
6. Convene stakeholders to assist and advise TEA on these activities.			TEA’s SSS Division is engaging stakeholders, including ESCs and LEAs, the HB 906 Collaborative SMH Task Force, state agency mental health partners, and nonprofit organizations on these activities.	



**Table 2. Goal B: Increase the availability of effective school-connected mental health interventions and resources.**

	In Discussion	In Design	In Development	Complete
<b>TEA activities without legislative action or additional funding (short-term through 2023)</b>				
1. Provide staff support for the SSSP, including implementing the Commissioner’s Rule.				TEA established the new SSS Division by hiring an SSS Director and hiring two new FTEs to the organization. TEA also reorganized, including the SSSP Program Manager, the Mental Health Manager, and the AWARE Texas Coordinator in the new SSS Division
2. Provide staff support for implementing the Commissioner’s Rule for the Trauma-Informed Care policy and training.	The SSS Division is discussing whether Commissioner rulemaking is needed to implement the Trauma-Informed Care policy and training requirements under TEC § 38.036.			TEA developed Project Restore in 2020, a six-module training series for educators, to support the requirements of the Trauma-Informed Care training under TEC § 38.036. <a href="#">Project Restore</a> was also part of TEA’s Strong Start suite of resources for the 2021 school year.
3. Provide staff support to the HB 906 SMH Task Force; coordinating the Task Force activities with the SSSP.				TEA coordinated some of the HB 906 requested data elements for collection in 2021 with the SSSP data collection. TEA also supports the Task Force with other activities. For example, in 2022, TEA disseminated a Needs and Capacity Assessment to each LEA on behalf of the Task Force. TEA is supporting the collection of additional data in 2024 for the Task Force

	In Discussion	In Design	In Development	Complete
4. Annually review and update the TEA Mental Health and Behavioral Health Website as required under TEC § 38.351 in coordination with HHSC and ESCs.				This website is updated and refreshed annually per statute.
5. Disseminate basic SMH tools and resources to LEAs developed by TEA staff and supported by Project AWARE Texas, with federal funding from SAMHSA through September 2023 that supports the SSSP.				TEA developed a new SMH Toolkit and a new Texas SMH Website in 2021.  Additional tools and resources are added ongoing.
6. Implement a Statewide Mental Health Resource Inventory update with state agencies and a Regional Mental Health Resource Inventory update by ESCs every odd year.				TEA and state partners developed a new database rubric—a SMH Resources Database—and launched it in 2023.
7. Facilitate a SMH Professional Learning Community for ESCs through Project AWARE Texas to build regional capacity to support LEAs with increasing the availability of effective school-connected mental health interventions and resources, and the SSSP.				Each of the 20 ESCs participate in an SMH PLC that meets monthly.  In 2023 and 2024, the ESCs received coaching training and a certificate for coaching LEAs to implement SMH best practices through the MHTTC and National Center on SMH.

	In Discussion	In Design	In Development	Complete
<b>TEA activities with partnership or financial support, including from philanthropy (short-term through 2022–2023)</b>				
1. Build out Lever 3 of the Effective District Framework (EDF), which supports the SSSP, including convening and engaging experts and stakeholders in the development process.			Division staff have supported EDF Lever 3 and how it works in support of integrated student supports and aligns with the SSSP.	
2. Develop a training system to build statewide capacity to support the implementation of the SSSP.			There is no sustainable training and technical assistance center in place for mental and behavioral health training and support for LEAs, although a temporary center through the Stronger Connections grant for LEA grantees is available for the next two school years with that federal funding. AWARE Texas funding ends in September 2026.	
3. Build out any related resources needed to support the SSSP.			During Rulemaking for the SSSP, The SSS Division is supporting the development of related resources.	
4. Connect activities with measuring progress under Goal A.		There is early design planning to objectively measure school climate. Measures have been developed and will be piloted through a federal grant.	Tools for systemically measuring progress on SSSP activities are in the exploration and early development phases with the Office of School Safety and the Office of Special Populations and Student Supports.	

**Table 3. Goal C: Increase the availability of referrals for students and families to specialized services for students outside of school.**

	In Discussion	In Design	In Development	Complete
<b>TEA activities without legislative action or additional funding (short-term through 2022–2023)</b>				
1. Implement the Mental Health Resources Inventory, TEC §§ 38.251–38.253, in a Microsoft Excel rubric every odd year, and disseminate results as required by statute.				See the Resource Inventory Section of this report. The resource database is live and promoted through TEA partners, including the Region 14 Comprehensive Center and the 20 ESCs. The Region 14 Center is hosting the <a href="#">Texas SMH Resource Database</a> in collaboration with TEA and Project AWARE Texas.
2. Update the State Plan for Student Mental Health under TEC § 38.254 every even year.				The State Plan was refreshed in 2022. Progress was assessed, and this report was submitted. The refreshed <a href="#">State Plan</a> will be posted on the TEA Website.
3. Promote and develop resources through the Project AWARE Texas Federal grant, including the SMH Practice Guide and Toolkit, to support the SSSP.				Version 1 of the <a href="#">SMH Practice Guide and Toolkit</a> was released in September 2021. The Division has been providing training to ESCs through the AWARE grant.
4. Develop and disseminate SMH MTSS training modules through Project AWARE to support the SSSP.			A mental health module was drafted to support the SSSP for leadership consideration, in 2024.	

	In Discussion	In Design	In Development	Complete
5. Coordinate across TEA departments internally to support the implementation of SMH activities that support the SSSP.			The Student Supports Division is working across divisions, coordinating to implement TIER in alignment with SMH best practices. Team coordination is occurring also with the Counseling, Advising, and Student Supports Division, and the Office of School Safety. Additional resources are in development in 2024.	
6. Implement the Title IV Part A Behavioral Health Capacity-Building grant with ESCs and 100 LEAs to pilot the SMH Toolkit.				The 20 ESCs piloted the SMH Toolkit and informed the development of additional resources and tools for SMH. This <a href="#">Title IVA ESC Behavioral Health Capacity Building Project</a> engages small and rural schools in building relationships with community mental health partners, assessing needs, and developing comprehensive SMH services delivery plans.

	In Discussion	In Design	In Development	Complete
<p>7. Facilitate a SMH Professional Learning Community for ESCs through Project AWARE Texas to build regional capacity to support LEAs with increasing access to specialized mental health resources, and the SSSP.</p>				<p>The Mental Health and Wellness Team in the SSS Division is supporting the 20 ESCs in a SMH PLC and coordinating the SMH work aligned with the SSSP.</p> <p>The PLC has been meeting monthly since 2019. Included in the PLC are the HB 19 non-physician mental health professionals embedded in ESCs from the LMHAs.</p> <p>The 20 ESCs have also completed a Mental Health Coaching Academy equipping them to support their LEAs—facilitated by the National Center for SMH, and the South West MHTTC.</p>

	In Discussion	In Design	In Development	Complete
<b>TEA activities with financial or partnership support, including from philanthropy (short-term through 2023)</b>				
1. Develop a new inventory rubric template with improvements for ESCs to identify regional mental health resources, in coordination with Goal A.				<p>New is TEA's <a href="#">SMH Resources Database</a>.</p> <p>Completed in partnership with the Region 14 Comprehensive Center</p>
2. Support the identification and development of additional specialized statewide and regional mental health resources and tools to help schools connect with specialized resources for students and families.			<p>A new module for the SSSP addressing the whole child, mental and behavioral health, and school climate is in development through Project AWARE and is anticipated in 2024.</p>	<p>The new <a href="#">Texas SMH Website</a> was completed with resources for schools, educators, and families.</p> <p>The <a href="#">New SMH Practice Guide and Toolkit</a>, Version 1, was published in 2021.</p> <p>It was completed with Project AWARE Texas partners, with content informed by mental health and education experts and stakeholders.</p>
3. Coordinate with the Effective Schools Framework (ESF) and with SMH resources developed under the Goal B activities. Work in coordination with the HB 906 SMH Task Force as appropriate to the role to help support LEAs in connecting students and families with specialized resources in the community for the SSSP.		<p>Division leadership is working to align with the new EDF, Lever 3, for Readiness to Learn design to align TEA's mental health resources with this Framework, as well as with the ESF that was included in the original 2020 Statewide Plan for Student Mental Health.</p>		<p>TEA developed a <a href="#">School Climate Compilation Tool</a> to support the SSSP. This tool also aligns as a resource to the <a href="#">ESF, Lever 3, Positive School Culture</a>.</p> <p>The <a href="#">HB 906 Collaborative SMH Task Force</a> is conducted an LEA capacity self-assessment, along with providing data analysis, which supports this objective.</p>

	In Discussion	In Design	In Development	Complete
4. Develop additional resources and tools to support LEAs in connecting to specialized community resources and measuring progress under Goal A.			<a href="#">Project AWARE Texas</a> is developing additional SMH resources and tools through 2026.	With support from the Region 14 Comprehensive Center and input from ESCs and state agency partners, TEA developed a new <a href="#">SMH Resources Database</a> , Version 1. In the 2021–2022 school year, ESCs and TEA mapped services available to schools statewide. This tool will help schools increase access to specialized resources in the community.



### Mental Health-Related Reported Workforce – LEA Staff Positions<sup>29</sup>

Professional role	National professional associations: recommended student to staff ratio	Actual ratio of students/professional					Total number FTEs reported statewide				
		2019–2020	2020–2021	2021–2022	2022–2023	2023–2024	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024
Certified School Counselor	250/1	413/1	394/1	391/1	391/1	393/1	13,306	13,639	13,864	14,122	14,074
Licensed School Psychologist – LSSP	500/1	2,751/1	2,627/1	2,597/1	2,617/1	2,562/1	1,997	2,045	2,090	2,109	2,159
Licensed Professional Counselor – LPC	N/A							31	134	171	198
Licensed Clinical Social Worker – LCSW	N/A							1	8	21	22
Licensed Social Worker – LMSW, LBSW	250/1	6,620/1	6,008/1	5,224/1	5,202/1	4,913/1	830	894	1,039	1,061	1,126

<sup>29</sup> Historical Data and PEIMS Standard Reports.