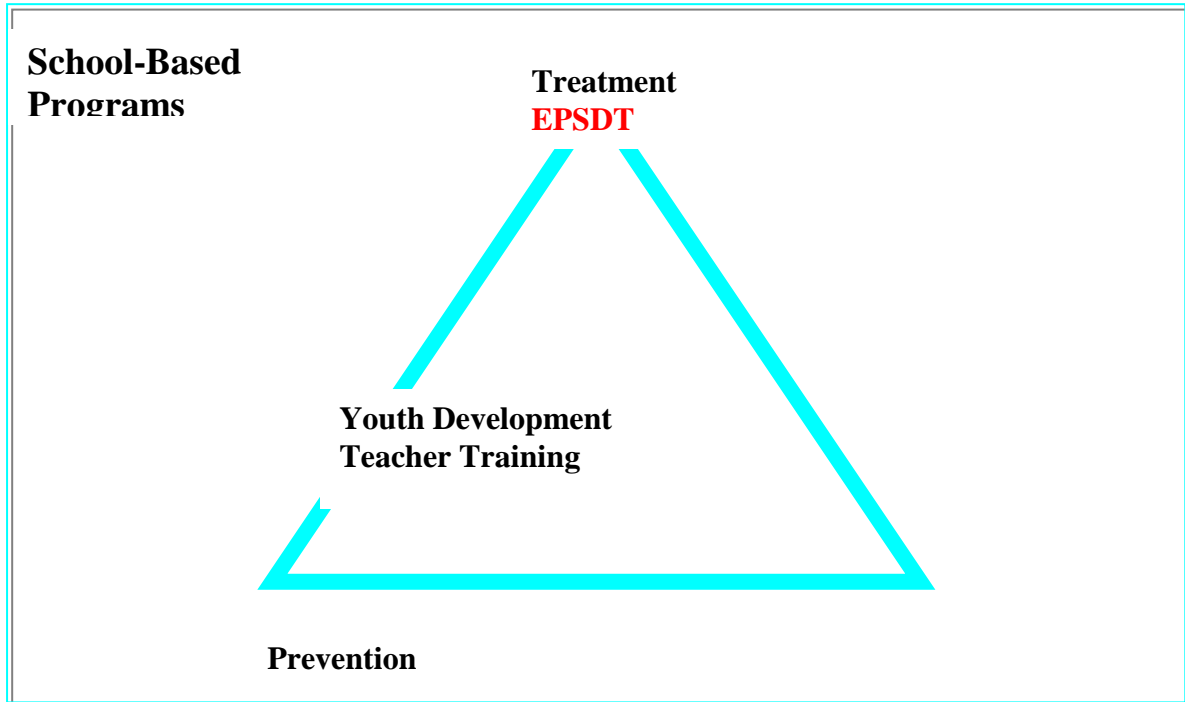


## **Vision and Priorities for School-Based EPSDT Mental Health Expansion**

- **New services to new populations** are the focus of the expansion.
- **A collaborative coordinated approach** between the provider and school site/district must be demonstrated prior to granting a contract. Collaboration will be demonstrated with the following;
  - **A “readiness” checklist** completed by each school site. The purpose is to ensure that school sites and school districts are aware of Medi-CAL certification requirements and protect providers from getting into a situation where they are ready to provide services, but can’t get reimbursed. BHCS will provide a readiness checklist.
  - **An Interagency Agreement** between the school district and the provider must exist before a contract is approved. The Interagency Agreement must lay out what the school site will provide (such as space, equipment, referrals, site point person etc.) and clearly state that the provider will be part of a school-site team, link to the existing referral mechanisms and/or service coordination structures that are being implemented on the site.
  - **A designated district point person** will be identified to help facilitate a coordinated EPSDT expansion from within each school district in Alameda County.
- **Cultural and linguistic competency** should be demonstrated by providers for school sites with linguistically and culturally diverse populations.
- **Outcomes** will be identified by Behavioral Health Care Services for the school-based EPSDT expansion. These county-wide outcomes will be determined prior to contract negotiation. All providers will be asked to provide data for these outcomes on a quarterly basis. Summary outcome data will be made available to the providers and school sites.



**Issues specific to school-based programs raised at 5/30/03 Meeting:**

- Outcomes can measure: family matrix, family integration, youth development, school functioning, satisfaction surveys, clinical issues, cultural responsiveness (Resources: UCLA, U of Md.)
- Partnerships with schools- schools define the needed services
- Confidentiality
- Compliance with school personnel policies (i.e. [background check/fingerprinting clearances](#))
- Fire-clearance of school-sites
- Cultural and linguistic competency
- Signatures of people in authority at the school (principal and superintendent?)
- Quality of service – use of interns
- Leveraging to cover services for students who are not Medi-CAL eligible
- Who checks Medi-CAL eligibility status
- Need for multiple providers to collaborate with regular meetings
- Can a school district be a provider?