

MT. SAN ANTONIO COLLEGE**Human Resources****REQUEST TO FILL - STAFF and ADMINISTRATIVE POSITIONS******This form is used to gain approval prior to recruiting for a position.****Instructions for completing this form are located on the back.**Position: Mental Health ClinicianDepartment: Student Health ServicesTime (FTE): 1.00 Term (months/year): 12Work Schedule (Days, Hours): 8:00 - 4:30 pmSalary Schedule (Range): Schedule 124, Level I, \$7148.88/mth (\$42.00/hr)Background and Rationale (use back of form if additional space is needed): Classified Mental Health Clinician position approved in President's Cabinet.This is a newly funded position by the Chancellor's Allocation for Mental Health, howeverit has the same job description as the Mental Health Clinician, schedule 124.

Please list any changes in the budgeted position as described above (i.e., title, time, term, etc.). _____

Please list the Account Number(s) and Budget Amount(s) that is/are being used **to fund** this Position. **This section MUST be completed in order to provide budget for the position.**

Account Number(s):	<u>17242-534600-211000-644000 -2100</u>	100 % Amount \$	<u>142,369</u>
Account Number(s):	<u>Mental Health Services</u>	% Amount \$	<u>85,786.66</u>

Funding: (check all that apply) ☐ General Fund Unrestricted ☐ Restricted Funds ☒ Categorical ☐ Grant ☐ Temporary
☐ Annual renewal of this position is contingent upon the College's receipt of continued funding

Duration (if grant/temporary funded): Beginning date: _____ End date: _____

Comments: _____

Signatures:

Seth Meyers

Dec 16, 2021

1. Requesting Manager Signature

Date

4. Human Resources Signature

Date

2. Division Vice President Signature

Date

5. Vice President, Human Resources

Date

3. Chief Compliance/Budget Officer Signature

Date

☒ Funding available ☐ Funding not available Position Number: CA9235 Contract Number: _____Comments: New Mental Health State Funding**Reviewed by President's Cabinet. the following action was taken on the above request:**☒ Approved to fill immediately ☐ Denied ☐ ModifiedIf position **does not have funding**, provide funding directions: _____

Rationale: _____

6. Signature of President/CEO William J. Smoggin 2.8.22
Date

MT SAN ANTONIO COLLEGE

FY 2021-22 SALARY PROJECTION

POSITION NUMBER	FTE	SCH RANGE	STEP	TTL MTHS	TITLE	FUND	ACCOUNT PERCENT	TOTAL SALARY	TOTAL BENEFITS	TOTAL SALARY & BENEFITS	FUNDING/COMMENTS	
CA9422	1.000	UA	124	3	12	Mental Health Clinician	17522	100.00%	94,579	47,790	142,369	Funding from DSPS in FY 21-22.
	1.000	UA	124	3	12	Mental Health Clinician		100.00%	94,579	47,790	142,369	New Require
	1.000	UA	124	3	12	Mental Health Clinician		100.00%	94,579	47,790	142,369	New Require
Total									283,737	143,370	427,107	Proposed to fund from Mental Health Services Supp Fund 17242

REQUEST FOR BUDGET REVISION

FISCAL YEAR: 2021-22

CHECK CORRECT BOX

☒ INCREASE
☐ (DECREASE)

Journal Voucher No. **J0058024**

(Assigned by Accounting Dept.)

Date _____

INCOME BUDGET CLASSIFICATION AS SHOWN		
ACCOUNT NUMBER	DESCRIPTION	AMOUNT (Whole Dollars Only)
17242-534000-862918-644000	Mental Health Services	578,146
EXPENDITURE BUDGET CLASSIFICATION AS SHOWN		
ACCOUNT NUMBER	DESCRIPTION	AMOUNT (Whole Dollars Only)
1) 17242-534600-211000-644000-2100	Classified Salaries-Unit A	283,737
2) 17242-534600-321000-644000-2100	PERS Budget Holding	65,005
3) 17242-534600-331000-644000-2100	OASDI, Budget Holding	17,592
4) 17242-534600-335000-644000-2100	Medicare, Budget Holding	4,114
5) 17242-534600-341000-644000-2100	Health Benefits, Budget Holding	52,232
6) 17242-534600-351000-644000-2100	State Unemploy Budget Holding	143
7) 17242-534600-361000-644000-2100	W/C Budget Holding	4,284
8) 17242-534600-232000-644000-2100	Professional Expert Salaries	63,217
9) 17242-534600-335000-644000-2100	Medicare, Budget Holding	917
10) 17242-534600-351000-644000-2100	State Unemploy Budget Holding	32
11) 17242-534600-361000-644000-2100	W/C Budget Holding	955
12) 17242-534600-451500-644000-2100	Supplies-Computer Parts/Supplies	4,500
13) 17242-534600-521000-644000-2100	Travel and Conferences	41,818
14) 17242-534600-561000-644000-2100	Contracted Services	35,100
15) 17242-534600-584000-644000-2100	Computer/Technlgy Related Serv	4,500

REASON FOR CHANGE:

(IMPORTANT: State reason clearly and in detail)

Fund 17242 - Mental Health Services 21/22

Accounting Department Review By: _____

Requested by MTF
 (Division Chairperson or Supervisor)

Date: 1/17/22

Title: Dean, Access & Wellness

Approved by [Signature]
 (President, Appropriate Vice Pres. or Adm. Director)
 (Required if more than \$4,999)

Date: 1.18.21

Title: VP, Student Services

Approved by President's Cabinet _____

Date: _____

Approved by Board _____

Date: _____

Posted to Accounting Records _____

Date: _____

Mental Health – Ongoing



MEMORANDUM

November 9, 2021

ESS 21-100-005 | Via Email

TO: Chief Business Officers, Chief Student Services Officers

FROM: Rebecca Ruan-O'Shaughnessy, Vice Chancellor, Student Services and Support

RE: 2021-22 Mental Health Services Support Allocations

This guidance memo provides information about the ongoing Mental Health Services Support funding.

Overview

[Senate Bill 129](#) (Budget Act of 2021) includes \$30M in ongoing local assistance funds to support expanding the availability of mental health services available to California community college students. Adequate campus-wide mental health resources for students can contribute to their academic success and retention. The COVID pandemic has highlighted the importance of continuity of services and flexibility of service delivery to meet the demand for care in this unprecedented and anxiety-inducing public health emergency. As campuses begin to reopen and resume in-person teaching and learning, colleges are strongly encouraged to utilize the ongoing funds to provide all students with access to mental health services while developing long-term plans to continue services post-pandemic.

Allocation Funding Formula

The allocation funding formula includes a base amount of \$65,000 for every college. The remaining appropriation (\$22,525,000 in total) will be allocated to colleges based on the following:

- 75% of the remaining appropriation will be allocated based on total headcount; and
- 25% of the remaining appropriation will be allocated based on the number of students who received a Pell grant.

Mental Health Services Support Funding Goals

Colleges should leverage the Guided Pathways framework to use these funds to design service delivery models that are student-centered and evidence-based so that students have equitable access to quality and affordable mental health continuum of services.

Colleges should also intentionally dedicate these funds to promote mental health equity across our system. For example, services should be provided in a culturally competent manner that reduces stigma to ensure that underrepresented and historically underserved student populations can readily access services. Additionally, colleges should inform student support programs and faculty about the availability of services to students to ensure equitable access to services campus-wide.

Mental health support services, includes but are not limited to:

- Engaging in student-centered design process to establish and strengthen structures to enable and streamline the delivery of holistic support for students across the continuum, including mental health promotion, prevention, crisis / acute treatment, post-acute care and recovery;
- Providing campus-based training to faculty, staff and students regarding early identification, intervention and referral of students with mental health needs;
- Ensuring students receive all applicable internal and external support services because of the close linkage between mental health and other social determinants of educational success,
- Establishing partnership(s) with local county behavioral health departments, subcontractors of county behavioral health departments or community based organizations, with the goal of establishing appropriate referral processes for students in need of clinically appropriate mental health supports;
- Leveraging other community-based mental health resources, where available.

To assist colleges with developing strategic mental health services plans, the Chancellor's Office maintains many valuable resources on the [California Community Colleges Health & Wellness](#) website. The Chancellor's Office will also offer professional development to assist colleges with program implementation. Attachment 3 has mental health service resources and suggested best practices for colleges.

Please refer to the Chancellor's Office recently issued guidance memo, [ESS 21-100-002](#), which provides information regarding spending deadlines for Proposition 98 funds. Per the memo, although colleges may choose to fully spend down allocated Prop 98 funds beyond the year of allocation, colleges should do all possible to spend down the funds within the same year allocated to advance the intended purposes of the program.

Reporting

Colleges will be required to submit an Expenditure and Activity Report annually. Additional information regarding reporting requirements will be forthcoming.

If you have any questions regarding this memo or the ongoing Mental Health Services Support funding, please contact Colleen Ganley, Specialist, at cganley@cccoco.edu or Mia Keeley, Dean, Student Services and Special Programs, at mkeeley@cccoco.edu.

Attachments

1. Allocation Formula Methodology Graphic
2. Mental Health Services Support College Allocations
3. Mental Health Services Additional Resources

cc: Aisha Lowe, Vice Chancellor Educational Services and Support
Marty Alvarado, Executive Vice Chancellor Educational Services and Support
Lizette Navarette, Vice Chancellor College Finance and Facilities
David O'Brien, Vice Chancellor, Government Relations

Attachment One: Allocation Formula Methodology Graphic

	Institutional Equity	Enrollment Volume	Mental Health Access Disparities
Funding Methodology	\$65,000 as base funding for each college	75% prorated based on total head count of students enrolled	25% prorated based on total head count of students receiving Pell Grant
Total	\$7,475,000	\$16,893,750	\$5,631,250

Attachment Two: Mental Health Services Support Allocations

2021-22 Mental Health Services Support Allocations	
College	Amount
Allan Hancock College	\$253,293
American River College	\$396,090
Antelope Valley College	\$332,567
Bakersfield College	\$414,717
Barstow College	\$174,080
Berkeley City College	\$175,361
Butte College	\$278,300
Cabrillo College	\$201,082
Cañada College	\$233,527
Cerritos College	\$314,300
Cerro Coso Community College	\$154,155
Chabot College	\$245,719
Chaffey College	\$305,945
Citrus College	\$305,450
City College of San Francisco	\$484,416
Clovis Community College	\$256,930
Coastline Community College	\$217,612
College of Alameda	\$220,014
College of Marin	\$170,686
College of San Mateo	\$176,257
College of the Canyons	\$417,637
College of the Desert	\$197,532
College of the Redwoods	\$160,536
College of the Sequoias	\$243,543
College of the Siskiyous	\$161,661
Columbia College	\$114,935
Compton College	\$185,600
Contra Costa College	\$198,105
Copper Mountain College	\$109,224
Cosumnes River College	\$269,762
Crafton Hills College	\$187,780
Cuesta College	\$265,299
Cuyamaca College	\$170,591
Cypress College	\$286,547
De Anza College	\$315,814
Diablo Valley College	\$310,933
East Los Angeles College	\$537,373
El Camino College	\$329,123
Evergreen Valley College	\$213,084

2021-22 Mental Health Services Support Allocations	
College	Amount
Feather River College	\$141,430
Folsom Lake College	\$207,332
Foothill College	\$303,686
Fresno City College	\$393,461
Fullerton College	\$445,098
Gavilan College	\$192,345
Glendale Community College	\$244,411
Golden West College	\$246,505
Grossmont College	\$252,087
Hartnell College	\$221,713
Imperial Valley College	\$157,434
Irvine Valley College	\$254,904
Lake Tahoe Community College	\$152,892
Laney College	\$217,050
Las Positas College	\$185,758
Lassen College	\$160,299
Long Beach City College	\$370,112
Los Angeles City College	\$395,192
Los Angeles Harbor College	\$246,413
Los Angeles Mission College	\$224,669
Los Angeles Pierce College	\$286,653
Los Angeles Southwest College	\$276,130
Los Angeles Trade-Tech College	\$271,146
Los Angeles Valley College	\$285,490
Los Medanos College	\$221,266
Madera	\$151,801
Mendocino College	\$159,079
Merced College	\$220,286
Merritt College	\$166,623
MiraCosta College	\$228,791
Mission College	\$221,058
Modesto Junior College	\$318,302
Monterey Peninsula College	\$189,793
Moorpark College	\$226,502
Moreno Valley College	\$197,437
Mt. San Antonio College	\$578,146
Mt. San Jacinto College	\$249,971
Napa Valley College	\$236,478
Norco College	\$208,593
Ohlone College	\$237,773
Orange Coast College	\$358,749

2021-22 Mental Health Services Support Allocations	
College	Amount
Oxnard College	\$203,774
Palo Verde College	\$185,700
Palomar College	\$353,816
Pasadena City College	\$415,632
Porterville College	\$138,199
Reedley College	\$185,642
Rio Hondo College	\$290,126
Riverside City College	\$329,056
Sacramento City College	\$353,947
Saddleback College	\$441,881
San Bernardino Valley College	\$336,370
San Diego City College	\$491,251
San Diego Mesa College	\$309,001
San Diego Miramar College	\$273,268
San Joaquin Delta College	\$320,059
San Jose City College	\$185,810
Santa Ana College	\$497,394
Santa Barbara City College	\$281,973
Santa Monica College	\$478,660
Santa Rosa Junior College	\$403,291
Santiago Canyon College	\$265,558
Shasta College	\$225,127
Sierra College	\$306,690
Skyline College	\$205,657
Solano Community College	\$198,848
Southwestern College	\$322,320
Taft College	\$183,721
Ventura College	\$224,626
Victor Valley College	\$222,143
West Hills College Coalinga	\$195,318
West Hills College Lemoore	\$131,295
West Los Angeles College	\$309,382
West Valley College	\$180,483
Woodland Community College	\$125,023
Yuba College	\$140,521

Attachment Three: Mental Health Service Resource/Information List

Leverage community-based mental health resources: colleges should engage the county behavioral health department to address complex mental health needs of students.

- Establish partnerships with local and county drop-in centers for people with behavioral health conditions (more information: [Collaboration Toolkit and Co-locating Community-based providers to support the mental health needs of foster youth](#)).
- Develop referral pathways to county services for individuals with complex behavioral health needs (e.g., System of Care, co-occurring disorder services, detox and treatment services). More information: [Building a Sustainable Mental Health Referral Network](#).
- Provide on-campus enrollment support to students with low income who may be eligible for benefits and county services (e.g., [Covered California](#)).

Provide screening services to students receiving other health care services and provide linkages to services from the appropriate on- or off-campus mental health provider.

- Implement [PHQ-9](#) or other universal screening at all intake points (more information: [Innovative Depression Screening Tools to Support Suicide Prevention](#)).
- Install screening kiosks to connect students at risk to appropriate services and supports.
- Enhance access to information, services, and accommodations for students who have a mental health disability (more information: [DSPS for Students with Mental Health Disabilities](#)).
- Create a phone consultation protocol for campus health services to communicate with county staff regarding students with more severe mental health and substance use symptoms.

Ensure that underserved and vulnerable student populations receive culturally competent mental health services (including referral services).

- Provide culturally competent mental health services to racially and ethnically diverse student populations (e.g., [Asian American and Pacific Islander](#), [Latino](#), [African American](#) students or other student populations identified in equity related legislation; sample strategies: [Equity in Mental Health Framework](#)).
- Host on-site trainings focused on the mental health and wellness needs of priority populations, such as [SafeZone](#) (LGBTQ students) and [Welcome Home \(student veterans\)](#).
- Establish a one-stop-shop to connect foster youth and homeless students to mental health, basic needs, and financial aid services (more information: [Meeting Basic Needs to Support Students' Mental Health and Success](#)).

Reduce racial disparities in access to mental health services and to prevention, early intervention, and suicide prevention training.

- Enact ongoing data collection from students and providers (e.g., focus groups) about organizational cultural competence, and use learnings to inform service planning and delivery (more information: [Supporting Students from Diverse Racial and Ethnic Backgrounds](#)).
- Partner with campus programs and clubs serving diverse students (e.g., [Puente](#), [Umoja](#)) to integrate culturally appropriate mental health outreach.

- Integrate training about diverse students' mental health needs, access, and services into professional development days.

Develop and implement campus-based stigma reduction activities.

- Establish a [NAMI on Campus](#) or [Active Minds](#) chapter.
- Implement a peer program to run mental health and wellness activities (e.g., workshops).
- Participate in mental health awareness and promotion events (e.g., [Mental Health Matters Month](#), [Directing Change](#) film contest).

Implement education and training to faculty, staff and students on early identification, intervention and referral of students with mental health needs.

- Promote uptake of referral resources (e.g., [CCCCO Crisis Text Line toolkit](#), campus [Red Folder](#)) to encourage students to seek help.
- Hold mental health outreach and education trainings during student orientation (more information: [Campus Mental Health Basics](#)).
- Utilize and promote existing college oriented mental health resources including those available through the [JED Foundation](#) and the [JED Campus](#) program.
- Centralize accessible information about campus and community resources on college website.

MENTAL HEALTH CLINICIAN

DEFINITION

Under general supervision, provides mental health services to students, including the coordination of crisis intervention services, mental health counseling, and case management; researches current mental health trends and practices and keeps department mental health protocols current as needed; provides educational workshops and lectures on relevant mental health topics; develops programs and activities designed to increase mental health awareness and suicide prevention.

SUPERVISION RECEIVED AND EXERCISED

Receives general supervision from the Director, Student Health Services. Exercises no supervision of staff.

CLASS CHARACTERISTICS

This is a classification responsible for performing a variety of mental health services including counseling, crisis intervention, and case management of clients. Work requires strong communications skills and knowledge of available educational and community resources. Incumbents perform the full range of duties as assigned, working independently, and exercising a high level of judgment and initiative. Incumbents at this level receive only occasional instruction or assistance as new or unusual situations arise and are fully aware of the operating procedures and policies of assigned area of responsibility. This classification is distinguished from other Student Health Services classifications by providing clinical mental health services requiring a Master's degree and a Clinical Social Worker or Clinical Psychologist license.

EXAMPLES OF ESSENTIAL FUNCTIONS (Illustrative Only)

- Coordinates the provision and delivery of mental health services, including serving as the District's primary resource on mental health concerns and strategies.
- Conducts one-on-one therapy sessions, as well as, group sessions, per scope of practice; develops treatment plans as appropriate.
- Serves as a resource and liaison for the college community on issues of mental health promotion, including resource material development, committee membership, and presentations for the general campus community.
- Provides crisis intervention, evaluation and referral to community services; collaborates with community psychological evaluation teams and mental health providers as needed.
- Coordinates efforts of the campus crisis response team, including the scheduling and facilitation of regular meetings, leading case reviews, publishing the on-call calendar and response handbook, and other related duties.
- Teaches suicide prevention strategies to the campus community.
- Assists the Director in researching current health trends and practices, as well as, developing and maintaining clinical protocols in accordance with current standards of care.
- Gathers data on a regular basis to determine campus trends and needs, and recommends program modifications in response to identified needs.
- Establishes relationships with community health providers for the purpose of serving as referral agencies.
- Evaluates, maintains, and updates a variety of mental health-related records and files.
- Compiles information and health statistics data for reports.
- Provides health related information to health care and social service providers as requested.
- Maintains accurate records of activities and services provided.

- Learns and applies emerging technologies and, as necessary, to perform duties in an efficient, organized, and timely manner.
- Performs other related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Principles, procedures, techniques, and trends of clinical and casework services, counseling, and treatment.
- Behavioral, social, and environmental aspects of emotional disturbances and mental disabilities.
- Current Diagnostic and Statistical Manual of Mental Disorders (DSM) diagnostic criteria for mental and emotional disturbances.
- Principles of mental health education.
- A wide variety of therapeutic and treatment approaches for persons with mental and emotional problems.
- Alcohol and drug addiction and treatment modalities.
- Scope, availability, and activities of community resources, including mental health and social services agencies.
- Current trends in mental health, public health, alcohol and drug services, and social services, including State and Federal programs in these areas.
- Mental health issues common to the community college population.
- Applicable Federal, State, and local laws, regulatory codes, ordinances, and procedures governing mental health programs and the provision of mental health services.
- District organization, functions, rules, policies, and procedures applicable to assigned areas of work responsibility.
- Modern office practices, methods, and computer equipment and applications related to assigned work.
- Principles of record keeping and file maintenance.
- English usage, spelling, vocabulary, grammar, and punctuation.
- Techniques for interacting effectively with clients, District staff, and individuals of various ages, disabilities, socio-economic groups, and effectively representing the District in contacts with the public.

Skills & Abilities to:

- Perform effective psychological counseling with individual clients and groups.
- Develop and maintain effective therapeutic relationships with mentally and emotionally disturbed clients.
- Analyze case information and make sound clinical assessments, diagnoses, and decisions regarding treatment methodologies, client progress, and case development.
- Develop and implement treatment plans.
- Maintain the confidentiality of client information.
- Organize data, develop information, and prepare clear, concise, comprehensive records and reports.
- Explain the mental health program to members of community agencies and the general public.
- Understand, interpret, and respond with courtesy and sensitivity to the needs of clients from culturally and linguistically diverse backgrounds.
- Implement a variety of activities related to health education programs.
- Establish and maintain relationships with diverse community groups.
- Interpret, apply, explain, and ensure compliance with Federal, State, and local policies, procedures, laws, and regulations.
- Operate modern office equipment including computer equipment and software programs.
- Organize own work, set priorities, and meet critical time deadlines.

- Use English effectively to communicate in person, over the telephone, and in writing.
- Understand scope of authority in making independent decisions.
- Review situations accurately and determine appropriate course of action using judgment according to established policies and procedures.
- Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.

Education and Experience:

Any combination of training and experience that would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:

Equivalent to a Doctorate in Psychology or a Master's degree from a regionally accredited college or university with major coursework in social work, clinical psychology, marriage and family therapy, or related field, and three (3) years of experience in an acute mental health care setting or private practice; urgent care experience preferred.

Licenses and Certifications:

- The incumbent may periodically be required to travel to a variety of locations. If operating a vehicle, employees must have the ability to secure and maintain a valid California driver's license.
- Possession of valid California licensure as a Licensed Clinical Social Worker, Marriage and Family Therapist or Clinical Psychologist.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; to operate a motor vehicle to visit District sites and attend meetings; vision to read printed materials and a computer screen; and hearing and speech to communicate in person, before groups, and over the telephone. This is primarily a sedentary classification, although standing in work areas and walking between work areas may be required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office. Incumbents in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information. Incumbents must possess the ability to lift, carry, push, and pull materials and objects up to 25 pounds.

ENVIRONMENTAL ELEMENTS

Incumbents primarily work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Incumbents may interact with staff and/or public and private representatives in interpreting and enforcing departmental policies and procedures.