

School-Based Mental Health Services Provider USE OF TIME

SUMMARY REPORT 2023-24

Introduction

Per [KRS 158.4416.\(3\)\(e\)](#), “[n]o later than November 1, 2022, and each subsequent year, the local school district superintendent shall report to the department the number of school-based mental health service providers, the position held, placement in the district, certification or licensure held, the source of funding for each position, a summary of the job duties and work undertaken by each school-based mental health service provider, and the approximate percent of time devoted to each duty over the course of the year.”

KRS 158.4416(3)(g) requires the Kentucky Department of Education (KDE) to provide the Interim Joint Committee on Education with the information cited above no later than June 1 of each year.

KRS 158.4416(1)(b) defines, "school-based mental health services provider" as a licensed or certified school counselor, school psychologist, school social worker, or other qualified mental health professional as defined in [KRS 202A.011](#).”

This report provides an overview of the 2023-24 data as it relates to school-based mental health services providers only, excluding school counselors. Data from school counselors can be found in the Counselor Use of Time Report for 2023-24.

About the Data

The KDE conducted a survey of school-based mental health services providers from across the state. The survey asked superintendents to provide the following information:

- The percent of time spent at a particular school, including grade levels served;
- Certification/licensure area(s) and position held; and
- The percent of time spent on various duties/activities, including but not limited to, consulting, collaborating, planning for services, parent involvement, conducting training, counseling, assessing students, assisting with resources, serving on school level committees, etc.

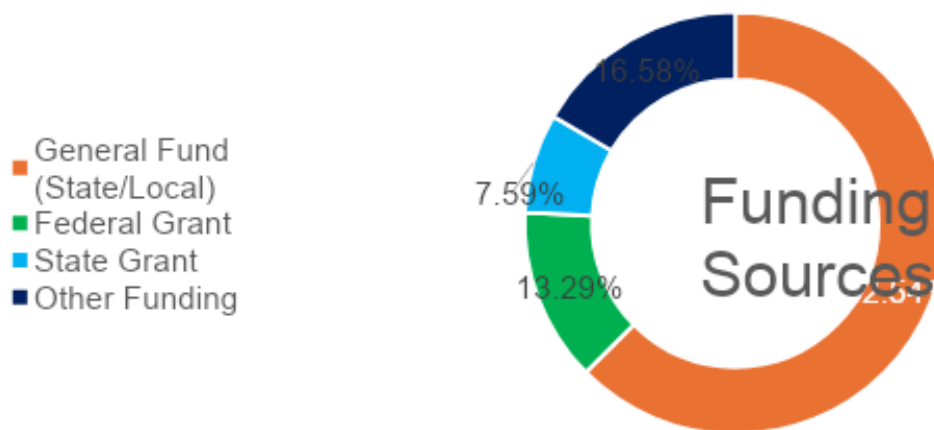
Valid responses were received from 139 districts of the 171 school districts across the state. This data revealed that 81% of districts reported having at least one school-based mental health services provider. It is important to note that 898 individual school-based mental health services providers are represented among the 139 districts that responded. No outside agencies or community-based provider responses are included in this data, as the survey only addresses those school-based mental health services providers employed by the local school district.

Of the responses received, 3.7% were from early childhood centers, 52.5% from elementary schools, 16.2% from middle schools, 20.3% from high schools and 7.3% from those who serve multiple sites or grade levels.

School-based mental health services providers may serve one or many schools, depending on the number of students within a school building and the district's resources. In this survey, 55% of school-based mental health service providers reported spending their time at one building and 45% spend their time at multiple sites.

Findings

School Allocations and Funding Sources



Survey results demonstrated that more than 62.54% of school-based mental health services provider positions were funded from state or local funds. 13.29% of positions were funded by federal grants, 7.59% by state grants, and 16.58% were funded from other sources. Some responses simply indicated “grant” with no specific designation.

How do school-based mental health services providers use their time?

The mean value of the reported use of time by school-based mental health services providers is shown in the following table. The majority of school-based mental health services providers’ time was spent with individual students, followed by preparing clinical reports for meetings and participating in school-based teams.

Task	Percent Time
Providing individual or small group counseling	29.2%
Preparing clinical reports for meetings	18.2%
Participating in school-based teams	9.4%
Inputting documentation or record keeping	8.4%
Collaborating and/or providing resources to families	6.4%
Crisis intervention	5.1%
Creating or reviewing social/developmental histories	4.5%
Assisting with behavior issues through counseling or de-escalation techniques	4.5%
Planning and providing training for staff or families	4.0%
Disaggregating student and schoolwide attendance, behavior and/or course passing data	2.4%
Family team meeting attendance and/or coordination	2.2%
Assisting families through home visit interventions	1.6%
Coordinating or participating in school-wide assessments	1.1%
Providing classroom coverage and/or common area supervision	1.0%
Assisting with disciplinary issues and implementing punitive consequences	0.5%

Use of Time by Grade Span

Activities with similar duties or topics were grouped into broad categories to demonstrate use of time by grade span. The use of time by grade span follows a generally consistent pattern. For the following tables, the values represent the mean percent of time spent on the indicated task. All tasks recorded in the survey questionnaire, with the mean percentage of time spent by each grade span, is shown in the first table below.

Percent Time	Early Childhood	Elementary	Middle	High	Combined	All
Providing individual or small group counseling	18.01%	26.56%	33.94%	36.44%	23.76%	29.23%
Planning and providing training	5.37%	3.96%	3.90%	3.73%	4.96%	4.03%
Preparing clinical reports for meetings	31.62%	17.88%	18.27%	15.49%	20.70%	18.18%
Participating in school-based teams	9.26%	10.83%	7.94%	7.44%	8.25%	9.42%
Collaborating with families	6.10%	7.06%	5.66%	5.44%	6.55%	6.43%
Inputting documents or record keeping	11.40%	8.04%	8.26%	8.59%	9.40%	8.41%
Creating or reviewing histories	5.81%	4.89%	3.67%	3.55%	5.71%	4.52%
Crisis intervention	1.54%	4.56%	5.87%	6.53%	5.00%	5.10%
Coordinating or participating in assessments	0.44%	1.01%	1.20%	1.42%	1.02%	1.10%
Providing classroom coverage/supervision	0.96%	0.95%	0.93%	0.99%	1.09%	0.97%
Disaggregating student/schoolwide data	0.81%	3.32%	1.48%	1.35%	1.69%	2.41%

Assisting with behavior issues	3.60%	4.50%	4.50%	4.85%	4.26%	4.52%
Assisting with disciplinary issues	0.29%	0.55%	0.49%	0.45%	0.69%	0.52%
Family team meeting coordination	2.87%	2.63%	1.74%	1.54%	2.26%	2.24%
Assisting families through home visits	0.29%	1.74%	1.23%	1.38%	2.09%	1.56%

Similar activities, or duties, with the mean amount of time spent on each, are grouped into individual tables by grade span below. High school mental health services providers spent the largest percent of their time providing individual or small group counseling, followed by middle school providers.

Grade Span	Providing individual or small group counseling	Planning and providing training for staff or families
Early Childhood	18.01%	5.37%
Elementary	26.56%	3.96%
Middle	33.94%	3.90%
High	36.44%	3.73%
Combined	23.76%	4.96%
All	29.23%	4.03%

Elementary school mental health services providers spent the most time collaborating and providing resources to families.

Grade Span	Collaborating and/or providing resources to families	Family team meeting attendance and/or coordination	Assisting families through home visit interventions
Early Childhood	6.10%	2.87%	0.29%
Elementary	7.06%	2.63%	1.74%
Middle	5.66%	1.74%	1.23%
High	5.44%	1.54%	1.38%
Combined	6.55%	2.26%	2.09%
All	6.43%	2.24%	1.56%

High school mental health services providers spent the most time providing crisis intervention or assisting with behavior issues through counseling or de-escalation techniques.

Grade Span	Crisis intervention	Assisting with behavior issues	Assisting with disciplinary issues
Early Childhood	1.54%	3.60%	0.29%
Elementary	4.56%	4.50%	0.55%
Middle	5.87%	4.50%	0.49%
High	6.53%	4.85%	0.45%
Combined	5.00%	4.26%	0.69%
All	5.10%	4.52%	0.52%

Providers in elementary schools spent the most time participating in school-wide teams, while those in high school spent the most time participating in school-wide assessments.

Grade Span	Participating in school-based teams	Coordinating or participating in school-wide assessments	Providing classroom coverage, and/or common area supervision
Early Childhood	9.26%	0.44%	0.96%
Elementary	10.83%	1.01%	0.95%
Middle	7.94%	1.20%	0.93%
High	7.44%	1.42%	0.99%
Combined	8.25%	1.02%	1.09%
All	9.42%	1.10%	0.97%

Providers in early childhood settings spent the most time on record keeping and creating or reviewing social or developmental histories.

Grade Span	Preparing clinical reports for meetings	Inputting documentation or record keeping	Creating or reviewing social / developmental histories	Disaggregating student and schoolwide attendance, behavior and other data
Early Childhood	31.62%	11.40%	5.81%	0.81%
Elementary	17.88%	8.04%	4.89%	3.32%
Middle	18.27%	8.26%	3.67%	1.48%
High	15.49%	8.59%	3.55%	1.35%
Combined	20.70%	9.40%	5.71%	1.69%
All	18.18%	8.41%	4.52%	2.41%

Use of Time by Position in School

School-based mental health services providers may occupy a number of different positions within schools and districts as KRS 158.4416(1)(b) defines “school-based mental health services provider” to mean a licensed or certified school counselor, school psychologist, school social worker, or other qualified mental health professional as defined in KRS 202A.011. Most respondents identified as School Psychologists (n = 685), School Social Workers (n = 270), and Other Qualified Mental Health Professional (n = 750). Most of the survey participants that selected Other Qualified Mental Health Professional indicated that they had a degree or certification in counseling, psychology, or social work.

Position	Providing individual or small group counseling	Planning and providing training for staff or families
School psychologist	2.58%	4.99%
School social worker	24.11%	2.81%
Other qualified mental health services provider	48.41%	5.25%
Other	40.00%	2.96%

School social workers spent more time providing referral resources to families than school psychologists and other qualified school-based mental health services providers.

Position	Collaborating and/or providing resources to families	Family team meeting attendance and/or coordination	Assisting families through home visit interventions
School psychologist	4.3%	1.5%	0.1%
School social worker	13.5%	5.3%	4.7%
Other qualified mental health services provider	4.4%	1.1%	1.5%
Other	9.7%	4.3%	4.8%

Other qualified mental health services providers spent more time on crisis intervention than did other types of mental health service providers. School social workers and other types of providers spent the most time assisting with disciplinary issues.

Position	Crisis intervention	Assisting with behavior issues	Assisting with disciplinary issues
School psychologist	2.9%	3.0%	0.2%
School social worker	4.8%	4.6%	1.4%
Other qualified mental health services provider	6.5%	3.9%	0.3%
Other	4.8%	8.1%	1.1%

School social workers spent the most time participating in school-based teams, while other qualified mental health services providers spent the most time participating in school-wide assessments and providing classroom or common area supervision.

Position	Participating in school-based teams	Coordinating or participating in school-wide assessments	Providing classroom coverage, and/or common area supervision
School psychologist	11.3%	1.1%	0.4%
School social worker	15.3%	1.5%	1.1%
Other qualified mental health services provider	5.7%	1.5%	1.6%
Other	6.8%	1.2%	0.6%

School psychologists spent the most time preparing clinical reports for meetings, inputting documentation and other record-keeping.

Position	Preparing clinical reports for meetings	Inputting documentation or record keeping	Creating or reviewing social / developmental histories	Disaggregating student and schoolwide attendance, behavior and other data
School psychologist	45.2%	10.2%	8.9%	1.0%
School social worker	2.8%	6.6%	3.2%	7.7%
Other qualified mental health services provider	2.2%	8.4%	1.2%	4.6%
Other	3.8%	8.4%	2.4%	1.3%