Improving Student Mental Health and Wellness Using the Project Cal-Well’s Three Tier Approach

February 28, 2018
Agenda

• Why student mental health?
• Project Cal-Well
  • Three-Tier Model
  • State interventions and resources
  • District perspectives
California Students’ Mental Health Needs

Chronic Sadness

- 7th grade: 26%
- 9th grade: 32%
- 11th grade: 34%

Suicide Ideation

- 7th grade: 19%
- 9th grade: 19%

Data Source: 2013-15 California Healthy Kids Survey

- Chronic Sadness: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
- Suicide Ideation: During the past 12 months, did you ever seriously consider attempting suicide?
How common are the following issues among students in your school?

Social, emotional, and mental health problems: 44% Very Common, 39% Moderate
Exposure to trauma/violent events: 28% Very Common, 29% Moderate
Truancy: 16% Very Common, 28% Moderate
Substance use/abuse: 10% Very Common, 17% Moderate
Harassment or stigmatization of students with mental health needs: 3% Very Common, 13% Moderate

Data Source: 2016-17 Project Cal-Well Principal Survey
School staff have a "moderate" to "high" need for professional development, training, mentorship, or other support

Data Source: Project Cal-Well Principal Survey
Does your school have a waitlist for mental health services?

- Yes: 40% (2015-16), 30% (2016-17)
- No: 48% (2015-16), 65% (2016-17)
- Don't Know: 12% (2015-16), 5% (2016-17)

Data Source: Project Cal-Well Principal Survey
Unwilling to Seek Help

• 28% of secondary students reported that they would be afraid to ask for help if they were sad, stressed or depressed

• Only 19% of 5th grade and 13% of secondary students reported that they would get help from a counselor, doctor or therapist if they felt this way

Data Source: 2016-17 California Healthy Kids Survey, Project Cal-Well Module
Stop the Stigma

4 in 5 think it is harder to admit to having a mental illness than other illness.

One in two are frightened by people with mental illness.

Psycho + Nuts + Mentally ill + Crazy are the most common description of those with mental illness.

Mental illness ranked as the top stigmatized illness.
What is Project Cal-Well?

- Now Is the Time – Project AWARE State Education Agency grant
- Five-year: 2014-19
- Mission: Increase awareness of and improve mental wellness of students in California K-12 schools
- Led by California Department of Education
- Three district partners: ABC Unified, Garden Grove Unified, and San Diego County Office of Education
Our Goals

School Climate
• Promote healthy social-emotional development and well-being using research based school-wide interventions

School-Based Services
• Increase access to school-based mental health services for students and their families

Community Partnerships
• Build partnerships and cross-system collaborations to promote youth well-being and access to community-based services
## Increase in School Connectedness

<table>
<thead>
<tr>
<th>% Reporting High School Connectedness</th>
<th>2013-14 (baseline)</th>
<th>2016-17</th>
</tr>
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<tbody>
<tr>
<td>ABC USD</td>
<td>41%</td>
<td>47%</td>
</tr>
<tr>
<td>Garden Grove USD</td>
<td>41%</td>
<td>49%</td>
</tr>
<tr>
<td>Mountain Empire Unified, SDCOE</td>
<td>31%</td>
<td>44%</td>
</tr>
</tbody>
</table>

Data Source: 2016-17 *California Healthy Kids Survey, Core Module, secondary students*
## Decrease in Suicide Ideation

<table>
<thead>
<tr>
<th></th>
<th>2013-14 (baseline)</th>
<th>2016-17</th>
<th>2019 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC USD</td>
<td>22%</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>Garden Grove USD</td>
<td>21%</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>Mountain Empire Unified, SDCOE</td>
<td>19%</td>
<td>9%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Data Source: 2016-17 *California Healthy Kids Survey, Core Module, secondary students*
Three-Tier Model

- Community Collaborations
- School-Based Services
- School Climate
Tier 1:
School Climate

To create school climates that promote healthy social-emotional development and well-being
Tier 1: School Climate

- Strong association between school climate and mental health
- LCAP State Priority # 5 and 6
- Data Collection is critical
- California Healthy Kids Survey (Cal-Well Module) and companion staff and parent surveys
- Response rate: 60% for student and staff surveys; 30% parents
- Leadership and staff buy-in
Tier 1: School Climate #2

- Integrate with existing district and school policies and priorities
- Conduct intervention audit
- Select fewer strategies and implement with fidelity
- Importance of training and coaching
- Pick lowest hanging fruits
Tier 1: School Climate #2

- Multi-tiered Systems of Support
- Restorative Approach and Trauma-Informed Lenses
- Importance of Mindfulness
Youth Mental Health First Aid

• Free training provided under Project Cal-Well
• Eight-hour interactive course intended to help identify, understand, and respond to signs of mental distress or illness
• 3,729 individuals have been trained as YHMFA First Aiders as of December 2016
• Overwhelmingly positive feedback

www.MentalHealthFirstAid.org
Participants engaged in ALGEE with students 2.5 times each on average since YMHFA training:

- Assess for risk of suicide or harm,
- Listen nonjudgmentally,
- Give reassurance and information
- Encourage appropriate professional help
- Encourage self-help and other support strategies

“The students I speak with and use ALGEE with seemed relieved when someone acknowledges their stress or discomfort.”

- YMHFA Participant
Suicide Prevention

• AB 2246 requires school districts serving grades 7-12 students to adopt a board policy to address suicide prevention, intervention, and post-vention beginning 2017-18 school year.

• CDE Model policy available at CDE Website at https://www.cde.ca.gov/ls/cg/mh/index.asp

• YMHFA is listed as one of the training resource for staff
Does your district have a written policy to address student suicide prevention, intervention, and postvention?

Data Source: Principal Survey, 2016-17
NAMI On Campus High School Clubs

• Promote the voices of students within the high school environment
• Increase awareness
• Inspire advocacy
• Promote acceptance for students experiencing a mental health condition
• Improve school climate and student mental wellness

• High school club open to all grades
• At least one advisor with a mental health background
• Plan meetings, activities, and outreach to campus
Quotes from Students

What did you learn?

“There is hope 😊”

“To accept yourself the way you are: physically, emotionally and mentally 😊”

“I learned the various ways to cope with mental illnesses for both myself and others”

“I learned to be more understanding and more ways to help my loved ones”

“My favorite thing about the training was being able to freely talk about mental illness without scrutiny”
Tier 2: School-Based Services

To increase access to and availability of school-based mental health (SBMH) services for students and their families
Increased SBMH professionals on campus

• ABCUSD now has a wellness coordinator in all of their 50 schools

• GGUSD decreased the student/school psychologist ratio from 1:1,516 in 2014-15 to 1:1,294 in 2016-17

• A total of 12 MSW Interns have been placed in SDCOE Project Cal-Well schools since 2014-15

Data Source: Progress Reports
More Students are Receiving SBMH Services

<table>
<thead>
<tr>
<th>Students who received SBMH services</th>
<th>2013-14</th>
<th>2016-17</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC USD</td>
<td>2,015</td>
<td>2,661</td>
<td>32%</td>
</tr>
<tr>
<td>Garden Grove USD</td>
<td>502</td>
<td>1,292</td>
<td>157%</td>
</tr>
<tr>
<td>San Diego COE</td>
<td>147</td>
<td>1,025</td>
<td>597%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,664</strong></td>
<td><strong>4,978</strong></td>
<td><strong>87%</strong></td>
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Data Source: 2016-17 Project Cal-Well Progress Reports
Tier 2: Increase School-Based Services

- A range of mental health staffing:
  - School counselor, school social worker, and school psychologist (California Commission on Teaching Credentialing)
  - Licensed clinical social worker, licensed marriage and family therapist, and licensed professional clinical counselor, and licensed educational psychologist (California Board of Behavioral Sciences)
Tier 2: Increase School-Based Services

- Funding options
  - LCFF, ESSA Title IIA and IVA, grants, Medi-Cal reimbursement, leveraged resources from local partners
- Direct hire or contract staff
- College interns
- Coming from CDE: Mental Health Staffing FAQ
Tier 3: Community Partnerships

To build partnerships and cross-system collaborations to promote youth well-being and access to community-based services
## Tier 3: Community Partnerships

<table>
<thead>
<tr>
<th>% mental health service referrals for school-aged youth which resulted in services being provided in the community</th>
<th>2015-16</th>
<th>2016-17</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC USD</td>
<td>76%</td>
<td>93%</td>
<td>17%</td>
</tr>
<tr>
<td>Garden Grove USD</td>
<td>93%</td>
<td>94%</td>
<td>1%</td>
</tr>
<tr>
<td>San Diego COE</td>
<td>67%</td>
<td>62%</td>
<td>-5%</td>
</tr>
</tbody>
</table>

Data Source: Project Cal-Well *Progress Reports*
Tier 3: Community Partnerships

- Relationship, relationship and relationship
- Use existing coalitions or collaborations
- Clarify roles
- Clear referral process and info sharing:

School Mental Health Referral Pathways (SMHRP) Toolkit
September 2015
ABC USD Experience
ABC USD – Multi-Tiered System of Support
Tier 1

- Positive Behavioral Interventions and Supports (PBIS) – 23 of 29 schools
  - School wide Behavioral Expectations
  - School wide Recognition System
  - Procedure for teaching school wide behavioral expectations
  - Procedure for teaching classroom wide behavioral expectations
  - Check In Check Out
- PlayWorks – at 5 elementary schools
- PeaceBuilders – integrated with PBIS Tier 1 at some schools
- Restorative Practices – at a few schools, integrated with PBIS Tier 2
- Trauma Responsive Schools Training
- Success Through Active Resistance (STAR) (Artesia & Hawaiian Gardens Elementary Schools)
Tiers 1 and 2

• Botvin’s Life Skills Training (Cerritos Elem Schools)
• Keepin’ It Real, Botvin’s Life Skills – Middle and High Schools (TUPE grant)
• NAMI on Campus High School Club Activities
• Youth Mental Health First Aid
• Attendance Awareness Activities
• Youth Leadership Summit

• School Social Workers
  Prevention/social skills education
  Professional Development
  Parent Education/Parenting Supports
  Mental Health and Socio-Emotional Learning Activities
  Teacher/Administrator Consultation
Tier 2

- Primary Intervention Program (PIP) (15 Elementary schools)
- Social Work Intern Services
- Counseling Intern Services
- Youth Achievement Program (Foster and Homeless Youth)

- School Social Work Services
  - Individual/group
  - Grief response teams
  - Crisis intervention and suicide risk assessment
Tier 3

- Bridges Program
- Community Resource Team Collaborations and Referrals
- Deputy Probation Officer Referrals
- Child Protective Services Referrals
Successes

• Increased number of School Social Workers from 18 to 32 over 3 years
• Integration of funds from LCFF, Cal Well, School Climate Transformation and Elementary/Secondary School Counseling Grants
• Expansion of MSW Intern Program to include PPSC Internships
• Integrating PBIS implementation with School Based Mental Health Services – use of District Leadership Team District Capacity Assessment Tool
• Increased number of District employed vs. contracted School Social Workers
• School Social Work Intern Program
• Integration with LCAP Goals
• 8 schools at Tier 1 Fidelity in PBIS in 4 years
• Support from School Board and Superintendent
Bumps in the Road

- Integrating two systems: Schools and Community Mental Health Agencies
- Personnel to provide field supervision for interns
- Integrating the role of School Social Workers with School Psychologists
- Attrition among School Social Workers
- Educating administrators about the comprehensive role of School Social Work (beyond individual and group counseling)
- Providing coaching support to ensure fidelity of PBIS implementation
- Physical space at schools
Garden Grove USD Experience
About GGUSD

• Located in Orange County California
• A large K-12 urban school district
  • Serve about 45,000 student
  • We have 65 schools: 48 Elementary, 10 Intermediate, 7 high schools
  • 76% of our students receive Free and Reduced Lunch
• Ethnic Demographics
  • 54% Hispanic or Latino
  • 34% Asian
  • 8% White
  • 1% Filipino
  • 3% African American, Pacific Islander and Two or more
Big Tier 1 strategies in GGUSD

• PBIS
• Restorative Practices
• Mindfulness
• Mental Health Trainings for Staff
  • YMHFA
  • Mental Health Crisis Card
  • NAMI on Campus High School Clubs
  • General Mental Health Awareness

• Family Resource Center
Big Lesson for Tier 1

- District and school culture is an important factor
  - Culture can support or crush strategy

The GGUSD Strategic Plan
Big Strategies for Tier 2

• School Based Mental Health
  • Contract with four different agencies
  • Provide over 25,000 hours of SBMH in a school year
  • Family Counseling

• School Psychologist Interns
  • Provide direct counseling
  • General Education and Special Education

• Social Emotional Pilot Schools
  • Second Step
  • Zones of Regulation
  • Skill Streaming
Big Lessons for Tier 2

- School is the best place for children to receive social emotional support
  - No cost services
  - Easy access to services
  - Reduce barriers to treatment

- Move Tier 2 services/ supports from grant funding to district/ school funding as quick as possible
Big Strategies for Tier 3

- GGUSD Aspire System of Care
  Aspire
  
  Promoting Wellness and Learning

- Provides prevention, intervention and case management
- GGUSD School Social Worker
  - Supervises 7 School Social Work Interns
  - Provide direct counseling services to students
- Support provided 4 schools that are vertically aligned

- Connecting to community resources
  - Build and maintain these relationships
Big Lessons for Tier 3

- School may be the best place to provide services but cannot do it alone
  - 1 in 20 youth will have a diagnosable mental health condition
  - In GGUSD that is about 2,300 students
- We have:
  - Stakeholder meetings to discuss direction
  - Strong relationships with community partners
    - MOU
    - Allow access to students
School Climate and Mental Health Resources
Project Cal-Well Website

CDE Webpage
http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp

Facebook Page

Project Cal-Well
A project to promote mental health awareness and wellness among California's kindergarten through twelfth grade students.

A federal grant to increase mental health awareness and promote wellness among K-12 students in California. Project Cal-Well is a consortium between the California Department of Education (CDE), ABC Unified School District, Garden Grove Unified School District, and San Diego County Office of Education. By the end of 2019, Project Cal-Well would improve access to and availability of mental health services among the three Cal-Well districts, and train a minimum of 3,000 Youth Mental Health First Aiders throughout the State.

Overview
Project Cal-Well is a five-year grant funded under the federal Substance Abuse and Mental Health Services Administration’s “Now is the Time” (NITT) Project Advancing Wellness and Resilience in Education (Project NITT-AWARE) grant to improve mental health awareness among students, parents, schools, and communities, provide professional development that supports mental wellness to school and district staff, connect students and families to needed services. California was one of 20 states to receive this grant. Project NITT-AWARE grant is provided to states to develop a comprehensive, coordinated, and integrated system of services with multiple service systems to help address critical mental health needs of students.

Project Cal-Well is a consortium of the CDE and three grantee local educational agencies (LEAs), through a competitive process to support the statewide efforts:

- ABC Unified School District
- Garden Grove Unified School District
- San Diego County Office of Education
CHKS Project Cal-Well Module

Secondary Supplemental Modules

- Administer the Survey
- Survey Content & Download
- Create Your Own Module
- Memo of Understanding (MOU)
- Administration Instructions
- Parent Consent

- Grade 5
- Elementary Module
- Core Module

- Grade 7 & Above
- School Climate Module
- Drug Free Communities (DFC)
- Social Emotional Health Module
- AOD (Alcohol and Other Drugs)
- Tobacco Module
- Resilience & Youth Development
- Closing the Achievement Gap (CTAG)
- Building Healthy Communities (BHC)
- Military Connected School Module
- Safety & Violence Module
- Gender & Sex-Based Harassment
- Physical Health & Nutrition Module
- Gang Risk Awareness Module
- Cal-Well Module
- Sexual Behavior Module
- District After School Module (DASM)

Tobacco Module

This module provides a more comprehensive picture of tobacco use and attitudes, and while this module is no longer required for TUPE grant recipients, it enhances the survey’s value for the California state Tobacco Use Prevention Education (TUPE) program.

This module assesses a wider range of tobacco-related behaviors and attitudes in greater depth, and provides program-related data, including peer norms, approval, and behavioral intentions.

Download Middle School / High School Module
Welcome

SCHOOL CLIMATE, LCAP, AND THE SAFE AND SUPPORTIVE SCHOOLS PROJECT

This website is a resource for supporting California schools in the important task of fostering positive school climates as part of school improvement plans. It provides access to a wealth of information and a wide range of publications, tools, trainings, and other technical assistance to support school climate improvement.

It is a particularly valuable resource for California school districts in guiding the implementation of an effective Local Control and Accountability Plan (LCAP). In its annual

What Works Briefs

What Works Briefs summarize state-of-the-art practices, strategies and programs for improving school climate. Based on current research in education, school psychology, and other related disciplines, each What Works Brief provides a number of practical recommendations for school staff, parents, and community members. What Works Briefs can be used separately to target specific issues, or together to address more complex, systemic-wide issues.

To download a pdf version of a What Works Brief, click on the title:

- What Works Brief #1: Ensuring Relationships and High Expectations (pdf)
- What Works Brief #2: Opportunities for Meaningful Engagement (pdf)
- What Works Brief #3: Perceptions of Safety (pdf)
- What Works Brief #4: School Connectedness (pdf)
- What Works Brief #5: Physical and Emotional Violence Perpetration (pdf)
- What Works Brief #6: Physical and Emotional Violence Victimization (pdf)
- What Works Brief #7: Understanding and Helping (pdf)
- What Works Brief #8: Maintenance of School Safety (pdf)
- What Works Brief #9: Family Engagement (pdf)
- What Works Brief #10: Improving School Climate (pdf)
- What Works Brief #11: Proactive and Inclusive School Discipline Strategies (pdf)
- What Works Brief #12: Social and Emotional Learning (pdf)
- What Works Brief #13: Lessons Learned (pdf)
- What Works Brief #14: Case Study of San Juan High School (pdf)

Sign Up for the School Climate Connection Newsletter

Keep informed about the latest research, resources, policies, and practice related to school climate and student, staff, and parent supports, particularly in California. Subscribe to the link above or read current and archived newsletters here.
social emotional learning

SEL in K-12 Classrooms
Researchers, educators, parents, teachers, and youth advocates across the country increasingly agree that learning and practicing social and emotional skills in tandem with academics is crucial to K-12 student success. Learn more in the report issued by The Aspen Institute’s National Commission on Social, Emotional and Academic Development and in a discussion of the report in EdSource.

SEL Research Studies
Included in Edutopia’s 2017 education research highlights are two SEL studies discussed under the heading “The Importance of Social and Emotional Learning.”

integrated student supports

Making the Grade: A Progress Report and Next Steps for Integrated Student Supports
Additional Resources

http://www.heardalliance.org/help-toolkit/

http://www.macmh.org/books/
My3 App

- GET HELP NOW: Call the National Suicide Prevention Lifeline
  - CALL 911

ADD RESOURCES
- FOR VETERANS
  - Veterans Hotline
    - veteranscrisisline.net
- FOR LGBTQ YOUTH
- FOR LOCAL SUICIDE PREVENTION ACTIVITIES
- FOR WARNING SIGNS OF SUICIDE
Questions?
Thank you!

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