Implementing a Three-Tier Model to Expand Student Mental Health Awareness and Services: The Project Cal-Well Initiative

Conference on Advancing School Mental Health
October 11, 2018

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The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months:

No relationships to disclose
Learning Objectives

1. Explain successful school-wide strategies to improve school climate and student well-being.
2. Describe specific strategies to increase students’ and school staff’s awareness of mental health and expand access to mental health services.
3. Identify evaluation strategies that can be implemented to understand the impact of school-based mental health efforts at the local and state level.
WHAT ARE THE MENTAL HEALTH NEEDS OF STUDENTS IN CALIFORNIA?
Student Mental Health Needs

- 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?

Source: 2015-17 California Healthy Kids Survey
## Students’ Help Seeking Behaviors

<table>
<thead>
<tr>
<th>Students’ sources of support and willingness to seek help…</th>
<th>5th graders “most” or “all” of the time</th>
<th>7th, 9th, 11th graders “pretty” or “very” much true</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know who to go to for help when I am sad, scared, stressed, or depressed</td>
<td>76%</td>
<td>66%</td>
</tr>
<tr>
<td>I have an adult I can talk to about my problems</td>
<td>74%</td>
<td>61%</td>
</tr>
<tr>
<td>If someone my age felt sad, stressed or depressed, talking to an adult could help them feel better</td>
<td>89%</td>
<td>51%</td>
</tr>
<tr>
<td>If I was sad, stressed or depressed, I would be afraid to ask for help</td>
<td>10%</td>
<td>28%</td>
</tr>
</tbody>
</table>

1 out of 5 students wanted to talk to a counselor, doctor or therapist about feeling sad, scared, or stressed in the past year.

Of these students, 23% of 5th graders and 34% of secondary students were "never" able to get this help when needed.

California School Principal Perspectives: Students’ Mental Health Needs

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

Source: 2016-17 Project Cal-Well Principal Survey
Statewide, staff who provided school-based mental health (SBMH) services include:

- Academic/school/guidance counselors (1.3 FTE per school)
- School psychologists (0.7 FTE per school)

Most schools do not:

- Have school social workers (84%)
- Have graduate/undergraduate interns (73%)
- Work with local community-based agencies to provide services (65%)

Source: 2016-17 Project Cal-Well Principal Survey
California School Principal Perspectives: Barriers to Services

1 out of 3 principals reported their schools had a waitlist for mental health services.

48% of principals whose schools had waitlists reported students had to wait 3+ weeks for services.

The two most commonly reported barriers to service provision were:
- Lack of funding (58%)
- Lack of providers (42%)

Data Source: 2016-17 Project Cal-Well Principal Survey
California School Principal Perspectives: Staff Professional Development

Data Source: 2016-17 Project Cal-Well Principal Survey

- How to support students with social, emotional, and/or mental health needs: 43% High need, 41% Moderate need
- How to support staff/teachers' own socio-emotional/mental health needs as they support students: 28% High need, 42% Moderate need
- How to identify students with social, emotional, and/or mental health needs: 22% High need, 47% Moderate need
- How to refer students with social, emotional, and/or mental health needs to support services: 16% High need, 37% Moderate need
- Awareness and acceptance of students with mental health needs: 15% High need, 40% Moderate need
WHAT IS PROJECT CAL-WELL AND WHAT HAS IT ACHIEVED?
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
• Project Evaluator: UCSF
Project Cal-Well Model Components

For all:
School Climate

For some:
School-Based Services

For a few:
Community Collaborations
**Project Cal-Well Outcomes**

<table>
<thead>
<tr>
<th>Seriously considered attempting suicide (past 12 months)</th>
<th>2013-14</th>
<th>2016-17</th>
<th>Change</th>
<th>2013-14</th>
<th>2016-17</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC USD</td>
<td>21%</td>
<td>18%</td>
<td>-3</td>
<td>22%</td>
<td>19%</td>
<td>-3</td>
</tr>
<tr>
<td>Garden Grove USD</td>
<td>22%</td>
<td>16%</td>
<td>-6</td>
<td>20%</td>
<td>15%</td>
<td>-5</td>
</tr>
<tr>
<td>San Diego (MEUSD)</td>
<td>19%</td>
<td>9%</td>
<td>-10</td>
<td>17%</td>
<td>10%</td>
<td>-7</td>
</tr>
<tr>
<td>California*</td>
<td>19%</td>
<td>16%</td>
<td>-3</td>
<td>19%</td>
<td>16%</td>
<td>-3</td>
</tr>
</tbody>
</table>

*Statewide data are from 2013-15 and 2015-17
Data Source: California Healthy Kids Survey
# Project Cal-Well Outcomes

<table>
<thead>
<tr>
<th>Current alcohol or drug use (past 30 days)</th>
<th>Grade 9</th>
<th>Grade 11</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2013-14</strong></td>
<td><strong>2016-17</strong></td>
<td><strong>2013-14</strong></td>
<td><strong>2016-17</strong></td>
</tr>
<tr>
<td>ABC USD</td>
<td>16%</td>
<td>14%</td>
<td>-2</td>
</tr>
<tr>
<td>Garden Grove USD</td>
<td>20%</td>
<td>12%</td>
<td>-8</td>
</tr>
<tr>
<td>San Diego (MEUSD)</td>
<td>29%</td>
<td>26%</td>
<td>-3</td>
</tr>
<tr>
<td>California*</td>
<td>24%</td>
<td>20%</td>
<td>-4</td>
</tr>
</tbody>
</table>

*Statewide data are from 2013-15 and 2015-17
Data Source: California Healthy Kids Survey
# Project Cal-Well Outcomes

<table>
<thead>
<tr>
<th>School Connectedness</th>
<th>2013-14</th>
<th>2016-17</th>
<th>Change</th>
<th>2013-14</th>
<th>2016-17</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 9</td>
<td></td>
<td></td>
<td>Grade 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABC USD</td>
<td>43%</td>
<td>48%</td>
<td>+5</td>
<td>39%</td>
<td>46%</td>
<td>+7</td>
</tr>
<tr>
<td>Garden Grove USD</td>
<td>41%</td>
<td>52%</td>
<td>+11</td>
<td>41%</td>
<td>46%</td>
<td>+5</td>
</tr>
<tr>
<td>San Diego (MEUSD)</td>
<td>25%</td>
<td>48%</td>
<td>+23</td>
<td>37%</td>
<td>39%</td>
<td>+2</td>
</tr>
<tr>
<td>California*</td>
<td>44%</td>
<td>46%</td>
<td>+2</td>
<td>43%</td>
<td>42%</td>
<td>-1</td>
</tr>
</tbody>
</table>

*Statewide data are from 2013-15 and 2015-17

Data Source: California Healthy Kids Survey
To create school climates that promote healthy social-emotional development and well-being

**COMPONENT 1: SCHOOL CLIMATE**
School Climate

• Strong association between school climate and mental health
• California Local Control and Accountability Plan (LCAP) State Priority # 5 (Pupil Engagement) and #6 (School Climate)
  • Start with school climate assessment
  • California Healthy Kids Survey and companion staff and parent surveys
  • CHKS Cal-Well Module and School Climate Module
  • Response rate: 70% for student and staff surveys; 25% parents
  • Tips in increasing parent response rate
    • http://surveydata.wested.org/resources/ParentSurveyTips2.pdf
  • Share survey results back with stakeholders
To improve school climate, Project Cal-Well schools are:

- Implementing school-wide interventions
  - PBIS, Restorative Practices, Trauma-Informed Care, Mindfulness

- Providing professional development trainings
  - Teachers, para-educators, after-school staff, administrators and community agencies that serve youth and families
Tips in Addressing School Climate

• Leadership and staff buy-in
• 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
• Climate Connection Toolkit:

http://surveydata.wested.org/resources/ClimateConnectionToolkit_2ndedition.pdf
Resources: California S3 Website

What Works Briefs

- Tools & Resources
- Climate Consequence Toolkit
- What Works Briefs
  - Making Sense of School Climate
  - Workbook for Improving School Climate
- Research
- Assessment and Data Use
- Identity Assessment: Tools
- Management Factors for Successful Program Implementation

(pdf)

- What Works Brief #1: Creating Relationships and High Expectations
- What Works Brief #2: Opportunities for Meaningful Participation
- What Works Brief #3: Perceptions of Safety
- What Works Brief #4: School Connectedness
- What Works Brief #5: Physical and Emotional Violence Perpetration
- What Works Brief #6: Physical and Emotional Violence Victimization
- What Works Brief #7: Limbaming and Healing
- What Works Brief #8: Substance Use at School
- What Works Brief #9: Family Engagement
- What Works Brief #10: Improving Staff Climate
- What Works Brief #11: Proactive and Inclusive School Discipline Strategies
- What Works Brief #12: Social and Emotional Learning
- What Works Brief #13: Lessons Learned
- What Works Brief #14: Case Study of San Juan High School

Student, staff, and parent supports, particularly in California. Subscribe in 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."
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
- 4,728 individuals have been trained as YMHFA First Aiders through June 2018
- Overwhelmingly positive feedback

www.MentalHealthFirstAid.org
Suicide Prevention: Statewide Policy

- 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: https://www.cde.ca.gov/ls/cg/mh/index.asp
- YMHFA is a training resource for staff
NAMI On Campus High School Clubs

- Student-led high school club
- Increase awareness
- Inspire advocacy
- Reduce stigma
- Improve school climate and student mental wellness
- More info/online registration https://namica.org/nami-on-campus/high-school-clubs/

- High school club open to all grades
- At least one advisor with a mental health background
- Plan meetings, activities, and outreach to campus
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”

NAMI Video: https://youtu.be/82E3gnDnELY
NAMI Club Documentary at Sierra Vista High School
To increase access to and availability of school-based mental health (SBMH) services for students and their families

**COMPONENT 2: SCHOOL-BASED SERVICES**
Component 2: Increase School-Based Services

Number of Students Provided SBMH Services

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>2,664</td>
</tr>
<tr>
<td>2014-15</td>
<td>3,547</td>
</tr>
<tr>
<td>2015-16</td>
<td>4,430</td>
</tr>
<tr>
<td>2016-17</td>
<td>4,978</td>
</tr>
</tbody>
</table>

As of March 30, 2018: 4,059 students had already been served in 2017-18

Data Source: 2016-17 Project Cal-Well Progress Reports
Component 2: Increase School-Based Services

- A range of mental health staffing:
  - **Credentialed staff**: School counselor, school social worker, and school psychologist
  - **Licensed** clinical social worker, licensed marriage and family therapist, and licensed professional clinical counselor, and licensed educational psychologist (California Board of Behavioral Sciences) – supervised by a credentialed individual if without PPS credential
Component 2: Increase School-Based Services

More SBMH professionals in Project Cal-Well schools:

- ABCUSD has a social worker in each of their 29 schools
- GGUSD decreased the student/school psychologist ratio from 1:1,516 in 2014-15 to 1:1,294 in 2016-17
- 12 MSW interns have been placed in SDCOE Project Cal-Well schools since 2014-15

Data Source: Project Cal-Well Progress Reports
Component 2: Increase School-Based Services

- A Guide to Increase Mental Health Services for Students
  https://www.cde.ca.gov/ls/cg/mh/documents/mentalhealthguide.docx
- Different types of staffing
- Direct hire or contract staff
- Funding options
  - LCFF, ESSA Title IIA and IVA, grants, Medi-Cal reimbursement, leveraged resources from local partners
- California School Based Health Alliance: https://www.schoolhealthcenters.org/start-up-and-operations/funding/mental-health
To build partnerships and cross-system collaborations to promote youth well-being and access to community-based services.

**COMPONENT 3: COMMUNITY PARTNERSHIPS**
Community Partnerships

% mental health service referrals for school-aged youth which resulted in services being provided in the community

- 80% in 2014-15
- 83% in 2015-16
- 87% in 2016-17
- 91% in 2017-18*

Data Source: Project Cal-Well Progress Reports; *2017-18 data are through March 2018
Community Partnerships

- Relationships, relationships and relationships
- Use existing coalitions or collaborations
- Clarify roles
- Clear referral process and info sharing

https://knowledge.samhsa.gov/resources/school-mental-health-referral-pathways-toolkit
SPOTLIGHT:
GARDEN GROVE UNIFIED SCHOOL DISTRICT
About GGUSD

• Located in Orange County California
• A large K-12 urban school district
  • Serve about 43,000 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
School Highlight

Rancho Alamitos High School
### WE ARE Rancho Alamitos High School

We are Rancho, an inclusive and supportive Learning Community dedicated to embracing academics, leadership, diversity, and lifelong success.

<table>
<thead>
<tr>
<th>WE ARE</th>
<th>SCHOOL EVENTS/COMMUNITY</th>
<th>LOCKER ROOM/RESTROOM</th>
<th>ON CAMPUS</th>
<th>SOCIAL MEDIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESPECTFUL</td>
<td>- Be polite and kind</td>
<td>- Be mindful of others</td>
<td>- Treat others the way you want to be treated</td>
<td>- Make your posts kind, true, and necessary</td>
</tr>
<tr>
<td></td>
<td>- Interact positively with others</td>
<td>- Personal space and property</td>
<td>- Demonstrate appropriate displays of affection</td>
<td>- Respect people's privacy</td>
</tr>
<tr>
<td>ACCOUNTABLE</td>
<td>- Represent Rancho with pride</td>
<td>- Secure personal belongings</td>
<td>- Own your actions</td>
<td>- Think before you share</td>
</tr>
<tr>
<td></td>
<td>- Display good</td>
<td>- Report wrong doings</td>
<td>- Secure bikes and skateboards</td>
<td>- Own your posts</td>
</tr>
<tr>
<td></td>
<td>- Sportsmanship</td>
<td></td>
<td>- Represent your best self in dress, speech and action</td>
<td></td>
</tr>
<tr>
<td>HONORABLE</td>
<td>- Use appropriate</td>
<td>- Speak up for others</td>
<td>- Return lost items</td>
<td>- See something, say something</td>
</tr>
<tr>
<td></td>
<td>- Language</td>
<td>- Keep areas clean</td>
<td></td>
<td>- Promote school spirit and positive school image</td>
</tr>
<tr>
<td>SUCCESSFUL</td>
<td>- Demonstrate school</td>
<td>- Use time wisely</td>
<td>- Be on time</td>
<td>- Celebrate accomplishments</td>
</tr>
<tr>
<td></td>
<td>- Spirit</td>
<td>- Conserve water and supplies</td>
<td>- Attend all classes every day</td>
<td>- Encourage each other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Follow school rules</td>
<td></td>
</tr>
</tbody>
</table>
MENTAL HEALTH AWARENESS WEEK

NAMI ON CAMPUS HIGH SCHOOL
YOU ARE NOT ALONE

SUICIDE  ·  1(800) 273-TALK (8255)
prevention  ·  or text 741741

DRUG ABUSE  ·  1(800) 662-4357

LGBT  ·  trevor hotline 1(866) 4-U-TREVOR
GRIEF/LOSS  ·  1(800) 395-5755
ABUSE  ·  1(800) 799-SAFE
HOMELESS  ·  1(800) 234-5540
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 quickly as possible
Help Seeking Perceptions

If a friend of mine felt sad, stressed, or depressed, I would…

(Grade 9)

Tell them to talk to a teacher or another adult at school
19% 24%

Tell them to talk to a parent or someone else in their family
32% 38%

Tell them to get help from a counselor, doctor, or therapist
22% 29%

Data Source: Garden Grove USD California Healthy Kids Survey, Cal-Well Module
Help Seeking Perceptions

If a friend of mine felt sad, stressed, or depressed, I would…
(Grade 11)

- Tell them to talk to a teacher or another adult at school: 20% (2016-17), 22% (2017-18)
- Tell them to talk to a parent or someone else in their family: 32% (2016-17), 36% (2017-18)
- Tell them to get help from a counselor, doctor, or therapist: 24% (2016-17), 28% (2017-18)

Data Source: Garden Grove USD California Healthy Kids Survey, Cal-Well Module
Big Strategies for Tier 3

- GGUSD Aspire System of Care
  - Provides prevention, intervention and case management
  - 3 GGUSD School Social Worker
    - Supervises 9 School Social Work Interns
    - Provide direct counseling services to students
    - Support provided 15 schools that in 3 vertically aligned patterns

- 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 4 youth will have a diagnosable mental health condition
  • In GGUSD that is about 10,000 students

• We have:
  • Stakeholder meetings to discuss direction
  • Strong relationships with community partners
    • MOU
    • Allow access to students
Implications for Schools and Communities

• Efforts are needed to increase awareness and identification of students’ mental health needs.
• School-wide strategies are essential to improve school connectedness and supports.
• Schools need more MH staff to provide SBMH services.
• Expanding and sustaining services at schools requires connections to community organizations, larger issues and existing initiatives.
• Efforts are needed to refine, revise, and improve referrals to and utilization of SBMH services.
• School staff need professional development to better support their students.
Resources: Cal-Well Web-sites

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 (AWARE) State Educational Agency grant to improve mental health awareness among students, parents, school and district staff, and communities; provide professional development that supports mental wellness to school and district personnel; and connect students and families to needed services. California was one of 20 states to receive this grant in 2014. The Project NITT-AWARE grant is provided to states to develop a comprehensive, coordinated, and integrated partnership 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), selected through a competitive process to support the statewide efforts:

- ABC Unified School District
- Garden Grove Unified School District
- San Diego County Office of Education
Resources: Cal-Well Briefs

http://healthpolicy.ucsf.edu/school-health-services-evaluation
Resources: Evaluation Tools

- Logic Model
- California Healthy Kids Survey, Project Cal-Well Custom Module
- Statewide Principal Survey
- School Staff Survey

http://healthpolicy.ucsf.edu/school-health-services-evaluation
For more information...

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