

# 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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University of California  
San Francisco

# *Presenter Disclosures*

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

**No relationships to disclose**

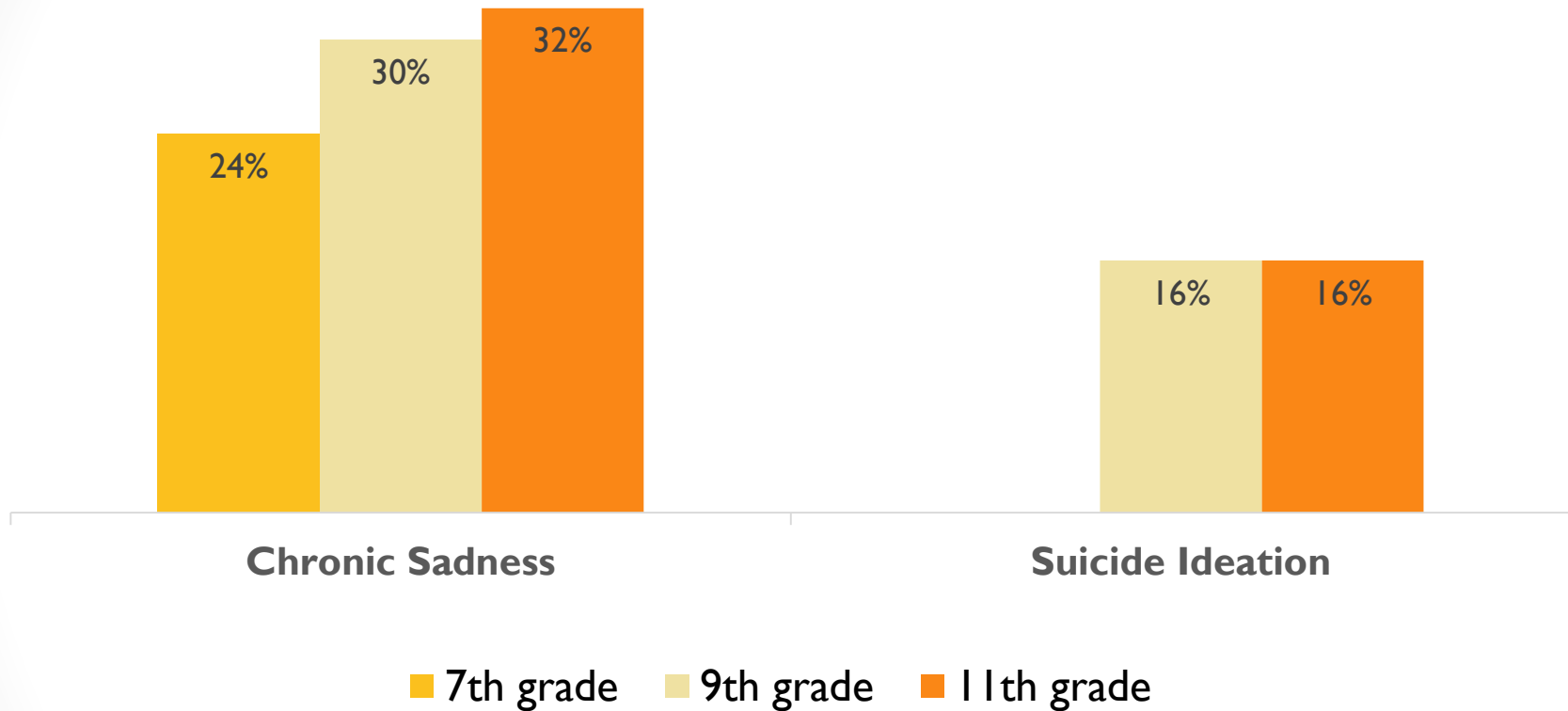
# Learning Objectives

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



Source: 2015-17 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?

# Students' Help Seeking Behaviors

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

Source: 2016-17 California Healthy Kids Survey, Cal-Well Module. N=3,212 elementary respondents from Garden Grove, Chula Vista, ABC, and Mountain Empire. N=13,166 secondary respondents from Garden Grove, ABC, and Mountain Empire.

# Student Help Seeking Behaviors

**1 out of 5**

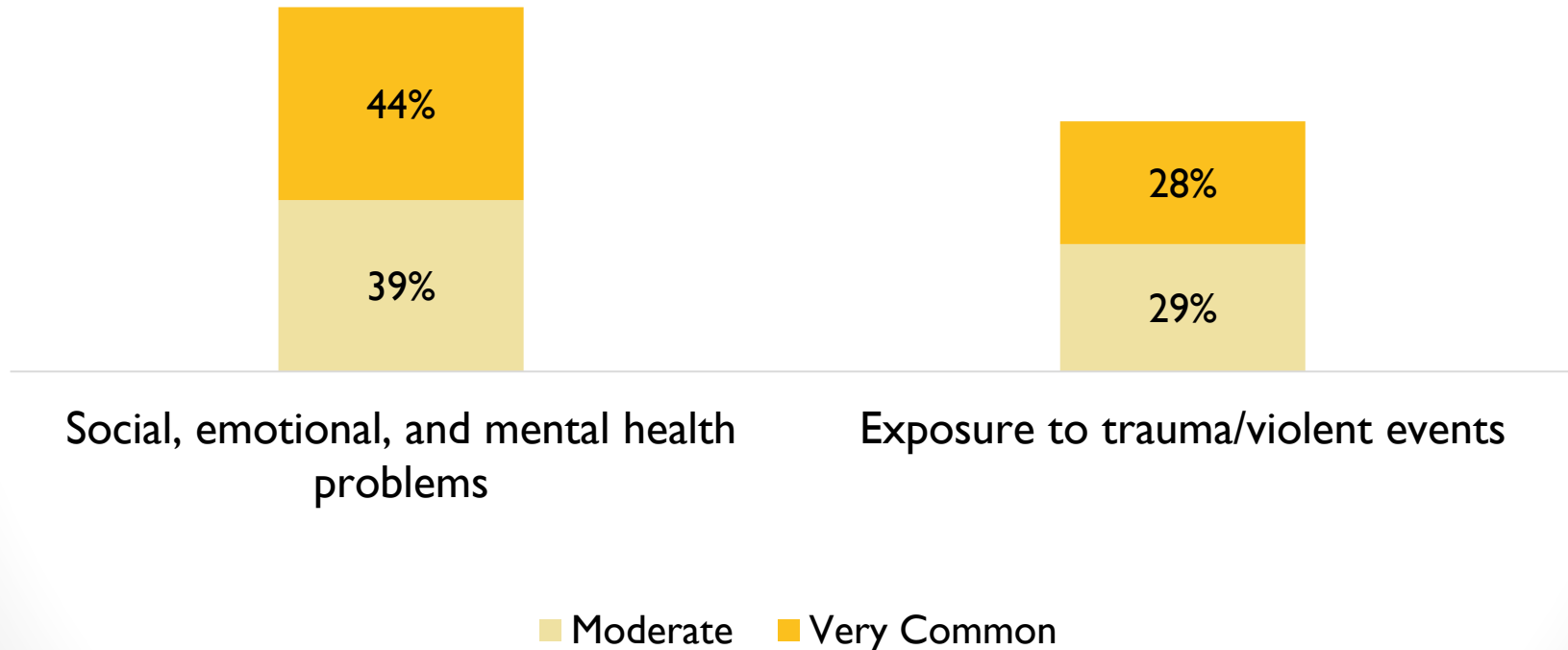
students wanted to talk to a counselor,  
doctor or therapist about feeling sad, scared,  
or stressed in the past year



Of these students, 23% of  
5<sup>th</sup> 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?**



Source: 2016-17 Project Cal-Well Principal Survey



# California School Principal Perspectives: SBMH Staff

- 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%)

# California School Principal Perspectives: Barriers to Services



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

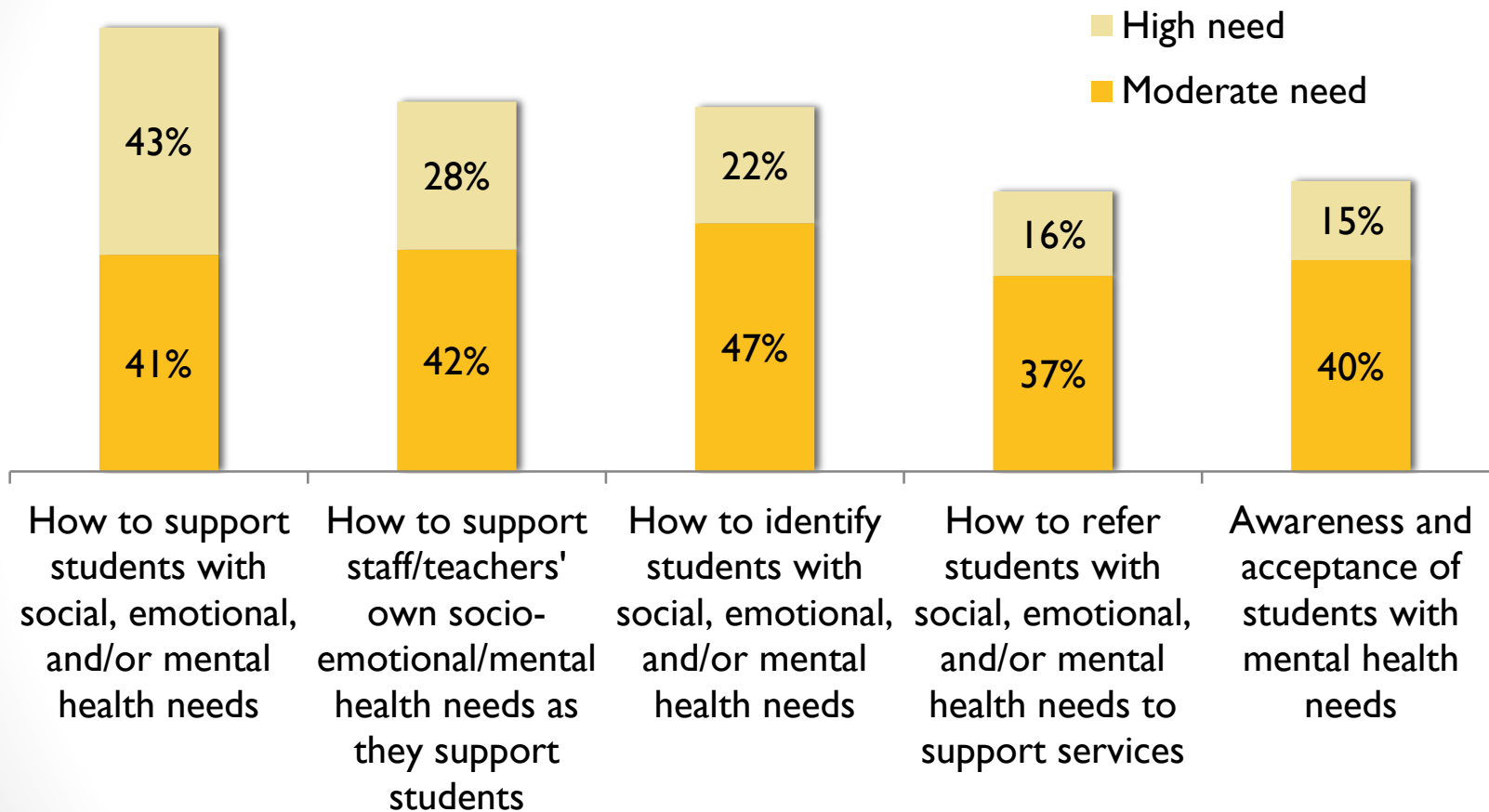
48% of principals whose  
schools had waitlists  
reported students had to  
wait 3+ weeks for services

A donut chart with a dark orange segment representing 48% of the total. The rest of the chart is a lighter shade of orange.

The two most commonly reported barriers to service provision were:

- Lack of funding (58%)
- Lack of providers (42%)

# California School Principal Perspectives: Staff Professional Development





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

Seriously considered attempting suicide (past 12 months)	2013-14	2016-17	Change	2013-14	2016-17	Change
	Grade 9			Grade 11		
ABC USD	21%	18%	-3	22%	19%	-3
Garden Grove USD	22%	16%	-6	20%	15%	-5
San Diego (MEUSD)	19%	9%	-10	17%	10%	-7
California*	19%	16%	-3	19%	16%	-3

\*Statewide data are from 2013-15 and 2015-17  
 Data Source: California Healthy Kids Survey

# Project Cal-Well Outcomes

Current alcohol or drug use (past 30 days)	2013-14	2016-17	Change	2013-14	2016-17	Change
	Grade 9			Grade 11		
ABC USD	16%	14%	-2	25%	20%	-5
Garden Grove USD	20%	12%	-8	25%	17%	-8
San Diego (MEUSD)	29%	26%	-3	51%	18%	-33
California*	24%	20%	-4	35%	29%	-6

\*Statewide data are from 2013-15 and 2015-17  
 Data Source: California Healthy Kids Survey



# Project Cal-Well Outcomes

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

\*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

# School Climate

To improve school climate, Project Cal-Well schools are:

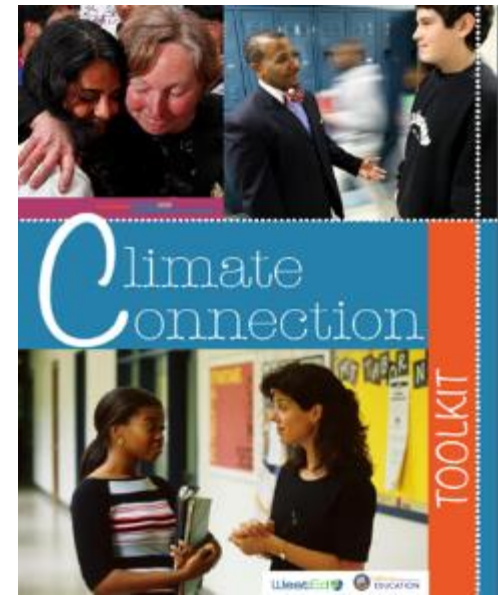
- Implementing school-wide interventions
  - PBIS, Restorative Practices, Trauma-Informed Care, Mindfulness
- Providing professional development trainings
  - Teachers, para-educators, after-school staff, administrators and community agencies that serve youth and families



# 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](http://surveydata.wested.org/resources/ClimateConnectionToolkit_2ndedition.pdf)



# Resources: California S3 Website

## CALIFORNIA SAFE AND SUPPORTIVE SCHOOLS

- Home
- About S3
- Training & Support



## CALIFORNIA SAFE AND SUPPORTIVE SCHOOLS

- Home
- About S3
- Training & Support

### Stories from the Field

- About S3
- Stories from the Field

**ARTHUR A. BENJAMIN HEALTH PROFESSIONS HIGH | SACRAMENTO CITY USD**  
[Safe School Ambassadors & Single School Culture](#)  
 Subject: Data Use, Improving School Culture  
 Practice: Safe School Ambassadors, Single School

### What Works Briefs

- Tools & Resources
  - Climate Connection Toolkit
  - What Works Briefs**
  - Making Sense of School Climate
  - Workbook for Improving School Climate
  - Research
  - Assessment and Data Use
  - Fidelity Assessment Tools
  - Management Factors for Successful Program Implementation
- To download a pdf version of a What Works Brief, click on the title.
- » [What Works Brief #1: Caring Relationships and High Expectations](#) (pdf)
  - » [What Works Brief #2: Opportunities for Meaningful Participation](#) (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 Minimization](#) (pdf)
  - » [What Works Brief #7: Assessment and Culture](#) (pdf)
  - » [What Works Brief #8: Substance Use at School](#) (pdf)
  - » [What Works Brief #9: Family Engagement](#) (pdf)
  - » [What Works Brief #10: Improving Staff 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](#)

student, staff, and parent supports, particularly in California. Subscribe in the link above or read current and archived newsletters [here](#).



# Resources: School Climate Connection Newsletter

## 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."



[Forward to a Friend](#)

CALIFORNIA

cal-schls

SURVEY SYSTEM

CalSCHLS Helpline:

888.841.7536

SCCN #64 01/27/18

In this issue:

 [SEL](#)

 [Student Supports](#)

 [Victimization](#)

 [Trauma](#)

# 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](http://www.MentalHealthFirstAid.org)





# *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

# Student Quotes

## 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**

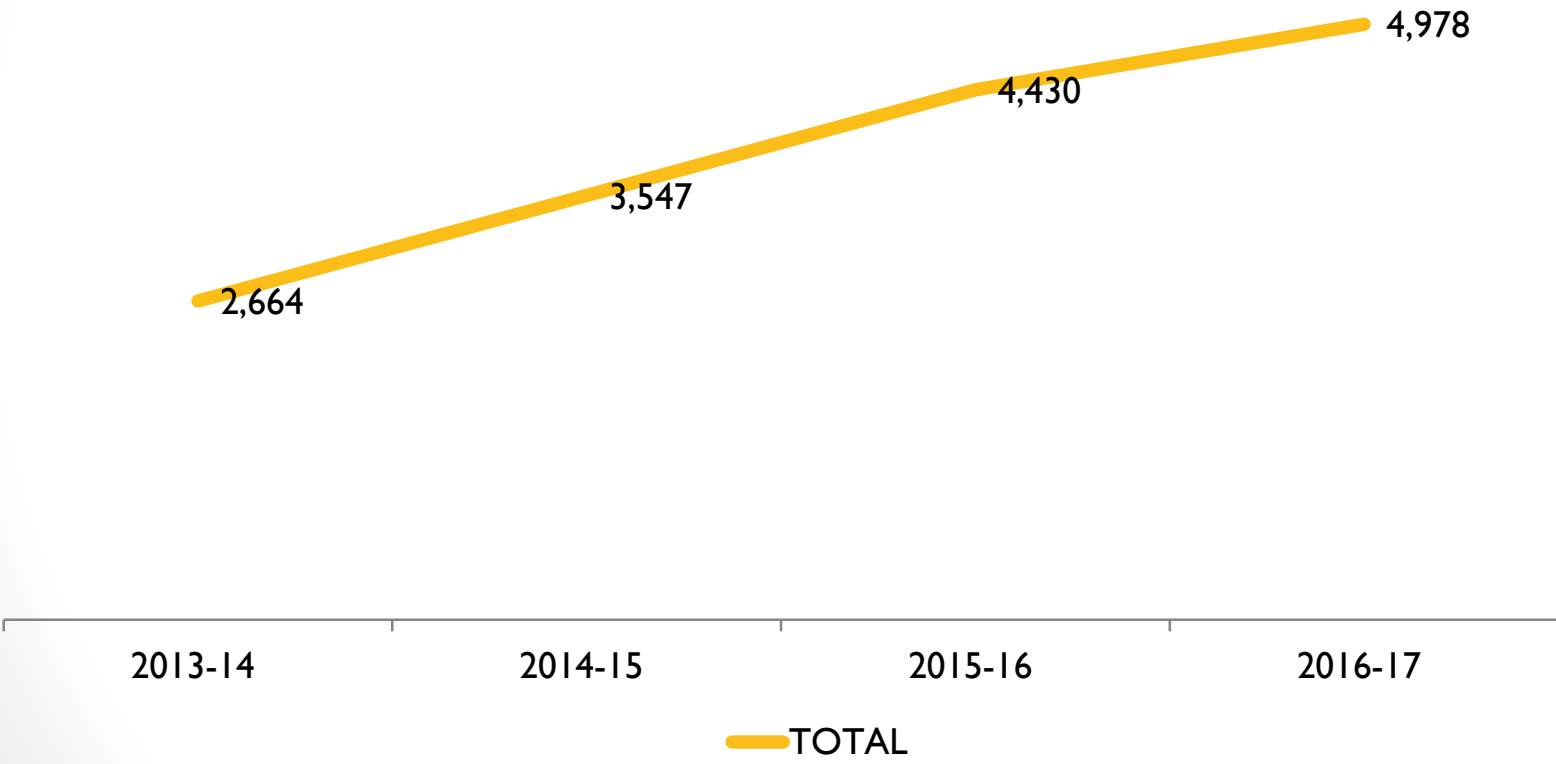


To increase access to and availability of school-based mental health (SBMH) services for students and their families

## ***COMPONENT 2: SCHOOL-BASED SERVICES***

# Component 2: Increase School-Based Services

### Number of Students Provided SBMH Services



Data Source: 2016-17 Project Cal-Well Progress Reports

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

# 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

# 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>



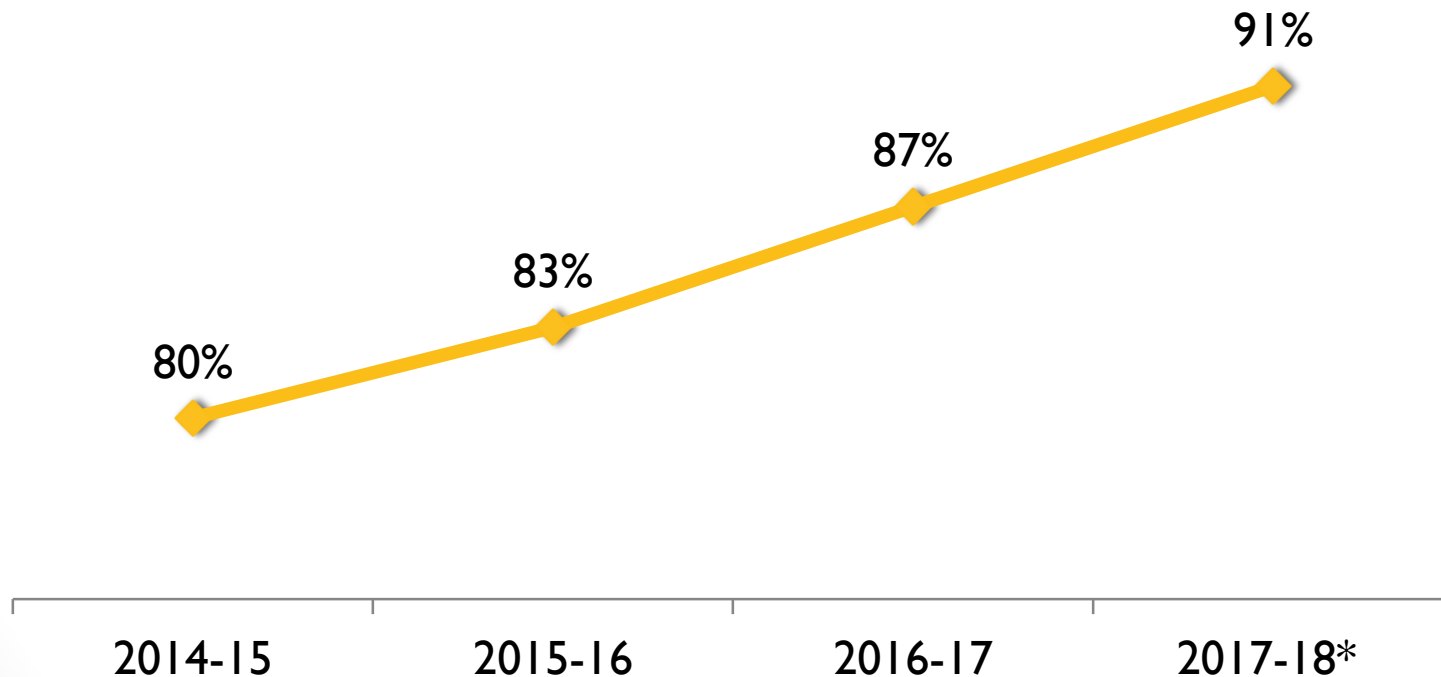


To build partnerships and cross-system collaborations to promote youth well-being and access to community-based services.

## ***COMPONENT 3: COMMUNITY PARTNERSHIPS***

# Community Partnerships

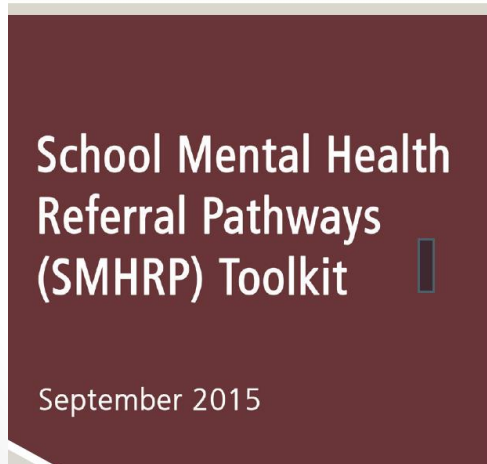
**% mental health service referrals for school-aged youth which resulted in services being provided in the community**



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



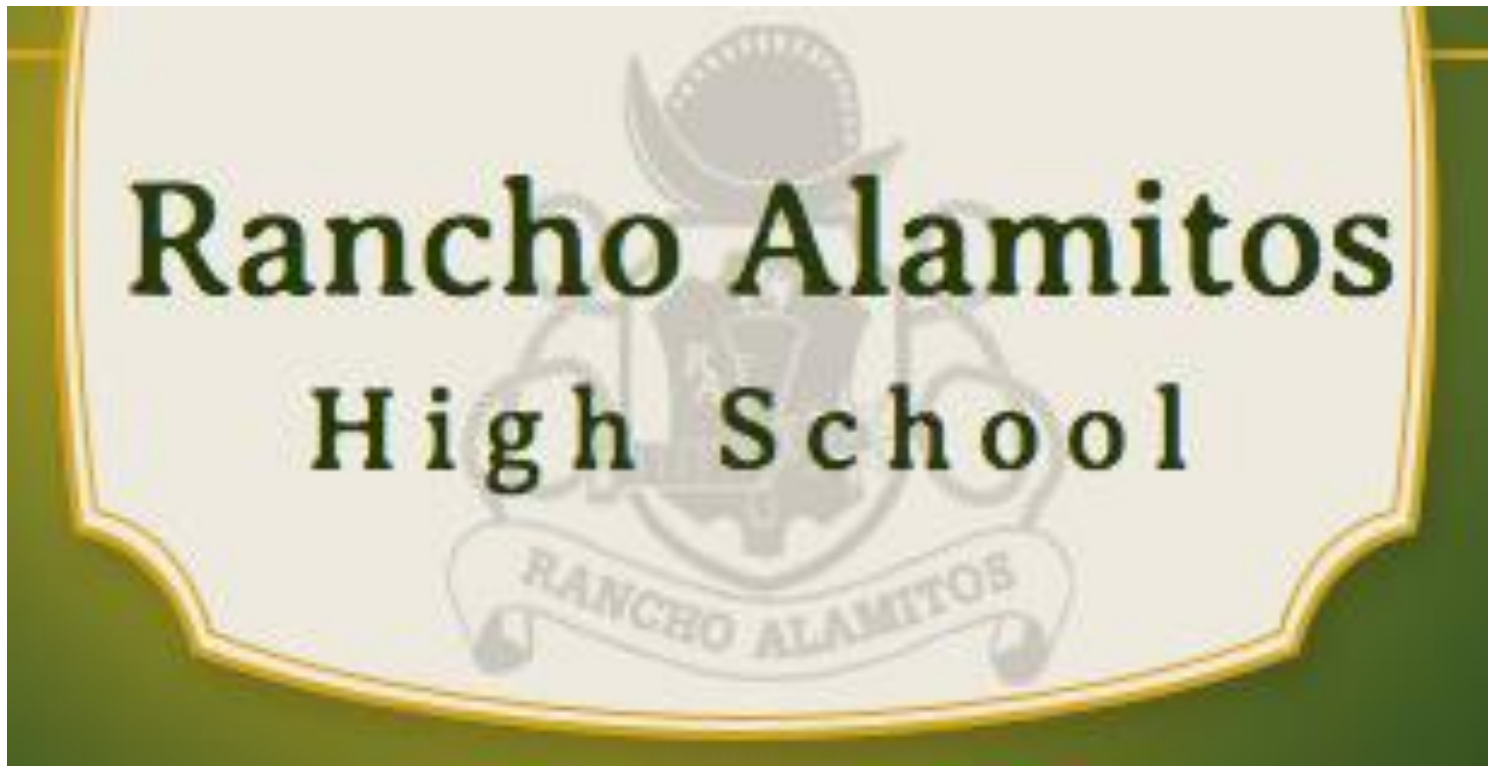
# Big Tier I strategies in GGUSD



- 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

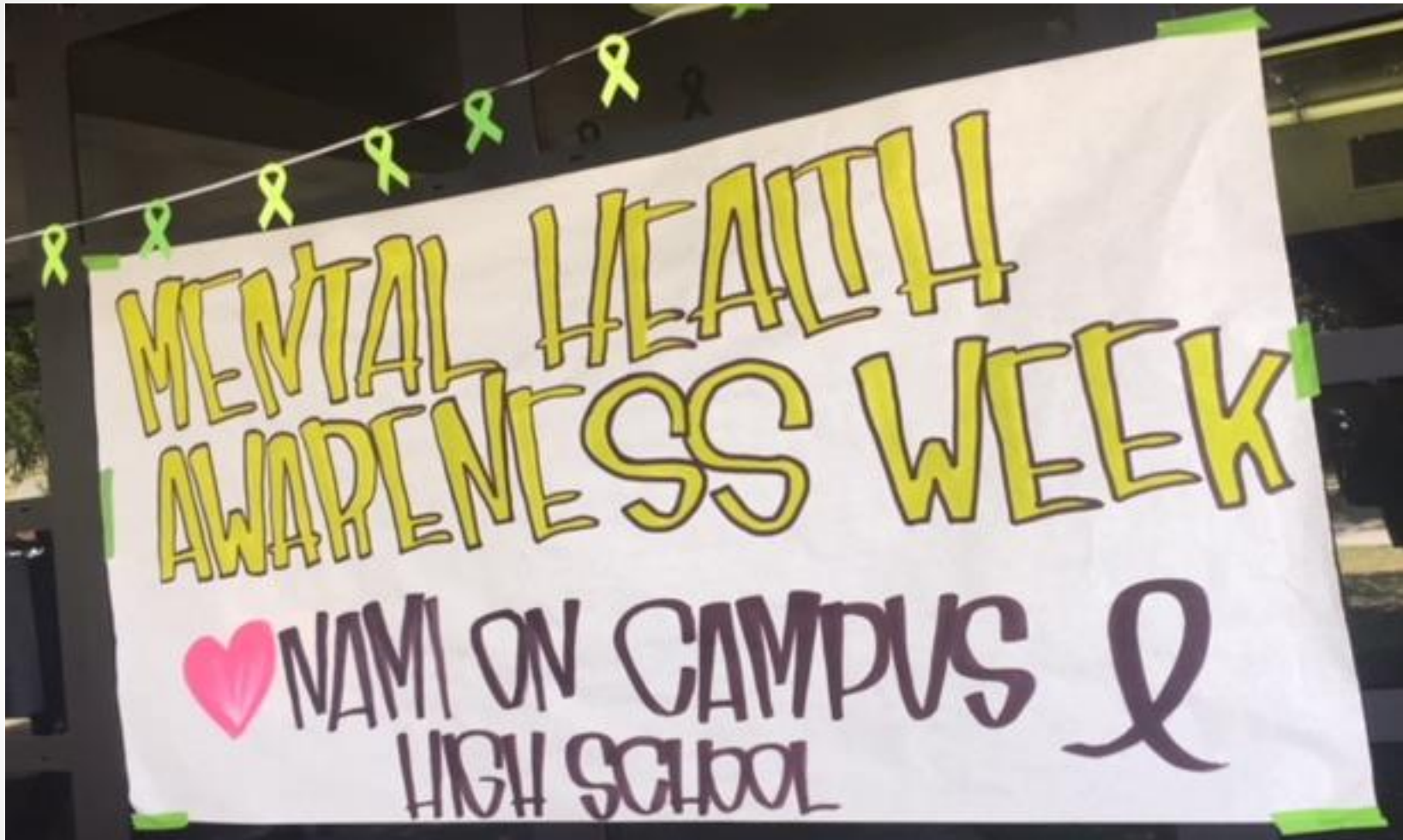


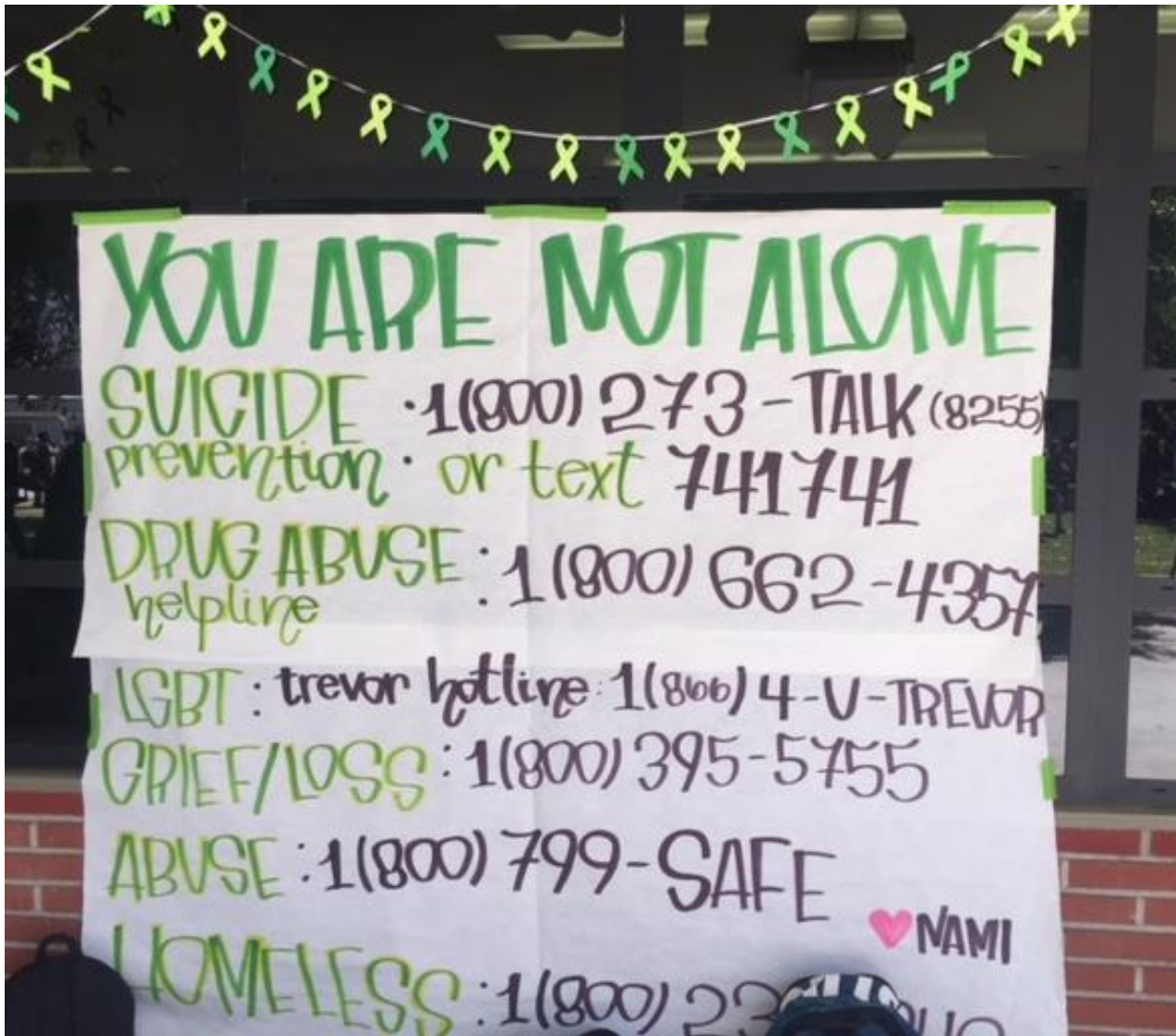
WE ARE RANCHO. AN INCLUSIVE AND SUPPORTIVE LEARNING COMMUNITY DEDICATED TO EMBRACING ACADEMICS, LEADERSHIP, DIVERSITY, AND LIFELONG SUCCESS.

WE ARE	SCHOOL EVENTS/ COMMUNITY	LOCKER ROOM/ RESTROOM	ON CAMPUS	SOCIAL MEDIA
<b>RESPECTFUL</b>	-BE POLITE AND KIND -INTERACT POSITIVELY WITH OTHERS	-BE MINDFUL OF OTHERS PERSONAL SPACE AND PROPERTY -RESPECT THE PRIVACY OF OTHERS	-TREAT OTHERS THE WAY YOU WANT TO BE TREATED -DEMONSTRATE APPROPRIATE DISPLAYS OF AFFECTION	-MAKE YOUR POSTS KIND, TRUE AND NECESSARY -RESPECT PEOPLE'S PRIVACY
<b>ACCOUNTABLE</b>	-REPRESENT RANCHO WITH PRIDE -DISPLAY GOOD SPORTSMANSHIP	-SECURE PERSONAL BELONGINGS -REPORT WRONG DOINGS	-OWN YOUR ACTIONS -SECURE BIKES AND SKATEBOARDS	-THINK BEFORE YOU SHARE -OWN YOUR POSTS
<b>HONORABLE</b>	-USE APPROPRIATE LANGUAGE -DEMONSTRATE SCHOOL SPIRIT	-SPEAK UP FOR OTHERS -KEEP AREAS CLEAN	-REPRESENT YOUR BEST SELF IN DRESS, SPEECH AND ACTION -RETURN LOST ITEMS	-SEE SOMETHING, SAY SOMETHING -PROMOTE SCHOOL SPIRIT AND POSITIVE SCHOOL IMAGE
<b>SUCCESSFUL</b>	-BE A POSITIVE EXAMPLE -LEARN FROM LOSSES AND CELEBRATE VICTORIES -SUPPORT OTHERS' EFFORTS	-USE TIME WISELY -CONSERVE WATER AND SUPPLIES	-BE ON TIME -ATTEND ALL CLASSES EVERY DAY -FOLLOW SCHOOL RULES	-CELEBRATE ACCOMPLISHMENTS -ENCOURAGE EACH OTHER





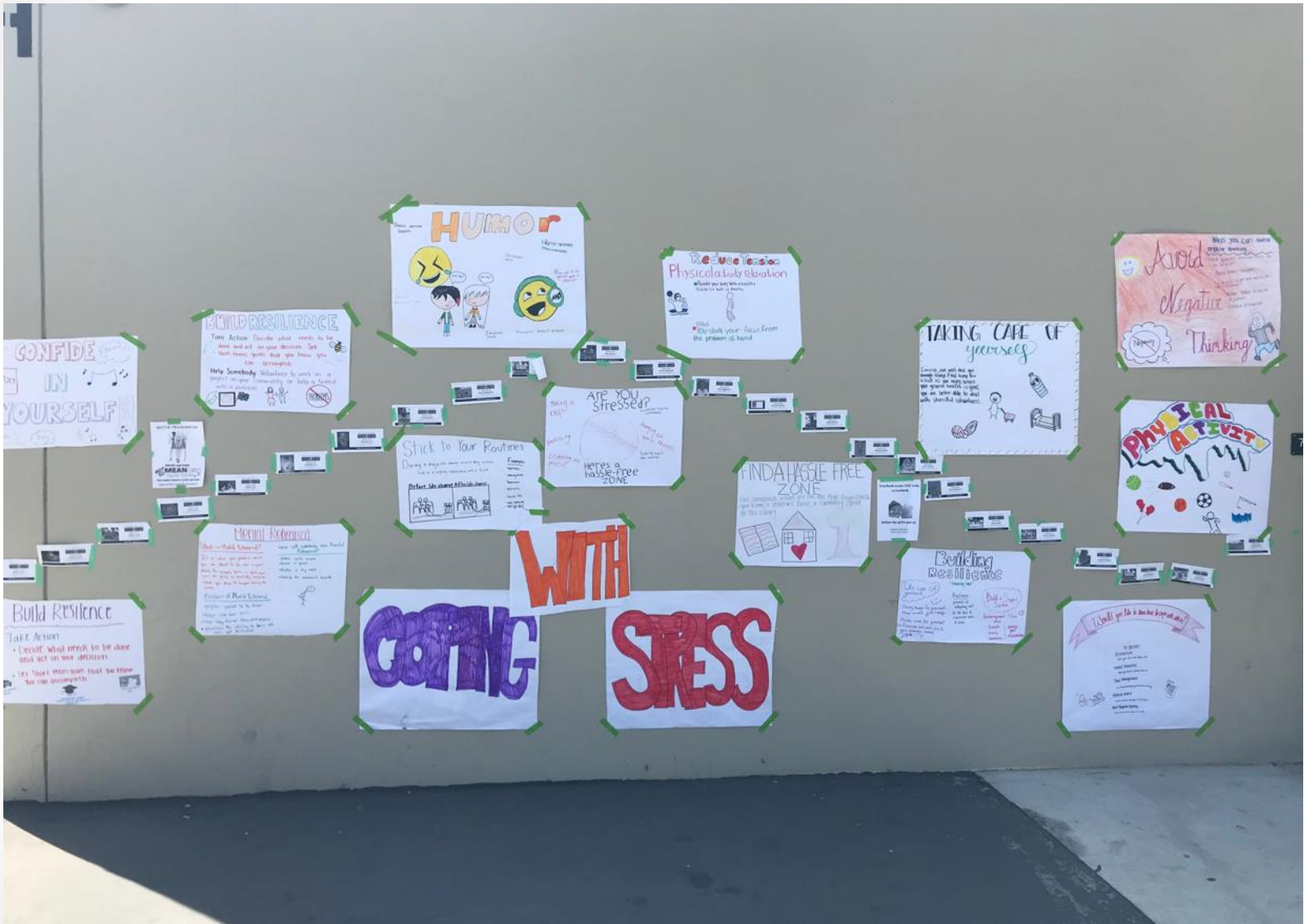














# Big Lesson for Tier I

- 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





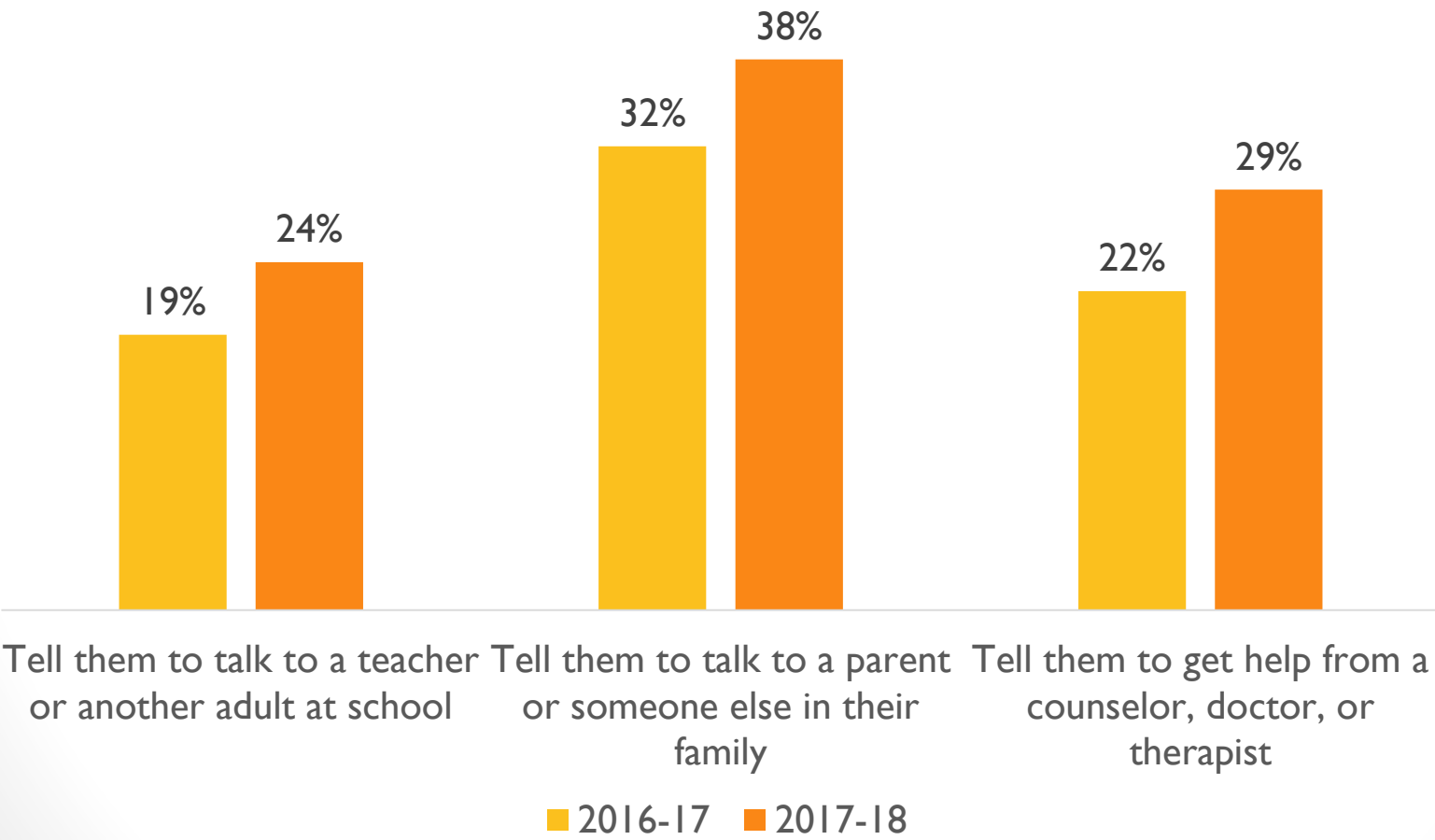
# Big Lessons for Tier 2

- 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



# Help Seeking Perceptions

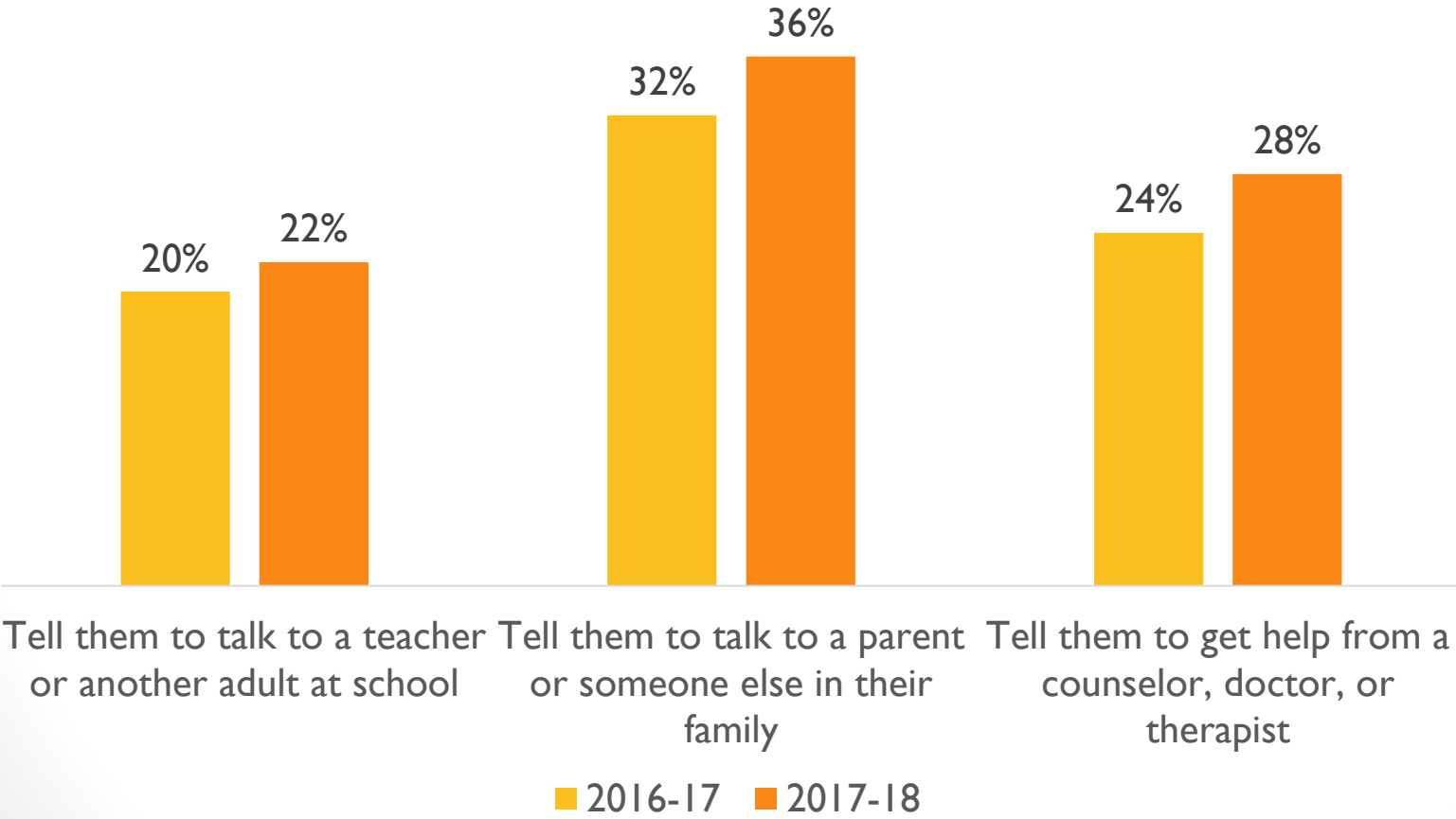
If a friend of mine felt sad, stressed, or depressed, I would...  
(Grade 9)



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)



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

# Big Strategies for Tier 3



- GGUSD Aspire System of Care

Aspire 

*Promoting Wellness and Learning*

- 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

# CONCLUSIONS

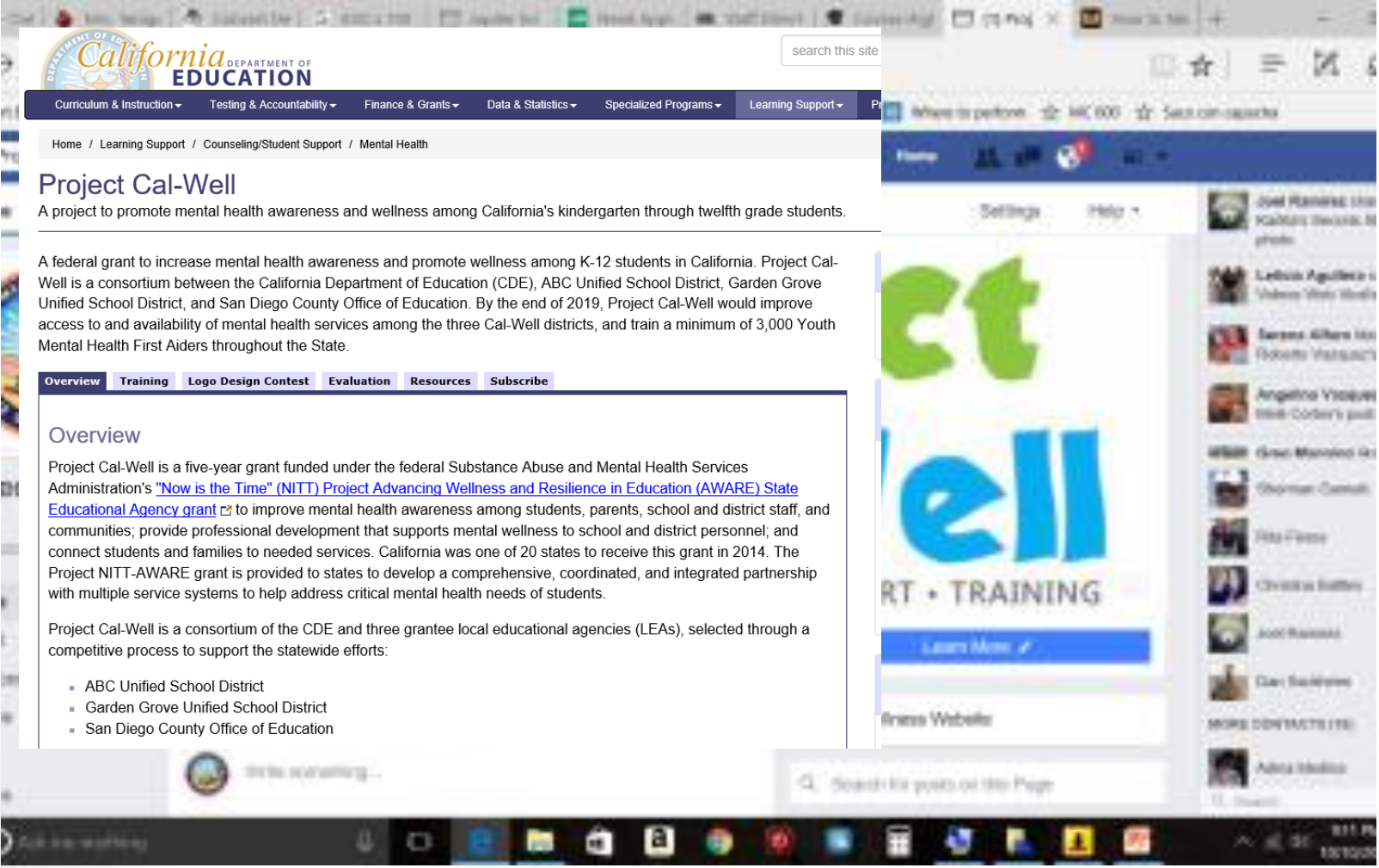
# Implications for Schools and Communities

- 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/lr/cg/mh/projectcalwell.asp>

Facebook Page





# Resources: Cal-Well Briefs

**Project Cal-Well**

**San Diego County Office of Education**

APRIL 2017



**Strengthening Mental Health for Students and Staff**

Project Cal-Well strives to increase awareness and reduce stigma of California's kindergarten through grade twelve students, to school personnel, and staff. The San Diego County Office of Education (OCED) will offer to two rural and one urban school district School District (urban schools), Chula Vista Elementary School District, and Warner Unified School District (rural) training and professional development for all staff providing high quality of student mental health services in 2016-2017.

- Project
1. Create positive school climates that promote healthy social-emotional development and well-being.
  2. Increase availability of and access to school-based mental health services for students and staff.

**Project Cal-Well**

**ABC Unified School District**

APRIL 2018



**Strengthening Mental Health Support for Students and Staff**

Project Cal-Well's mission is to increase awareness of and improve mental health and wellness of California's kindergarten through grade twelve students, and provide training for school personnel to detect and respond to a wide range of mental health signs of ABC Unified School District's Project Cal-Well efforts in the third year of implementation (October 2017).

- Project Goals**
1. Create positive school climates that promote healthy social-emotional development and well-being.
  2. Increase availability of and access to school-based mental health services for students and staff.
  3. Build community and cross-system collaborations to promote youth well-being and access to community-based services.

**Project Cal-Well**

**Garden Grove Unified School District**

MARCH 2018



**Strengthening Mental Health Supports for Students and Staff**

Project Cal-Well's mission is to increase awareness of and improve mental health and wellness of California's kindergarten through grade twelve students, and provide training for school personnel to detect and respond to mental health signs. In October 2015, Garden Grove Unified School District (GGUSD) was awarded a five-year Project Cal-Well grant. GGUSD is committed to increasing mental health support and services to support the social-emotional well-being of all students. This brief provides an overview of the progress made through the third year of the Project Cal-Well grant.

4. Deliver Youth Mental Health First Aid to train school staff and how to identify and help students experiencing mental health challenges.

**Project Cal-Well**

**California Students: Behavioral Health Needs**

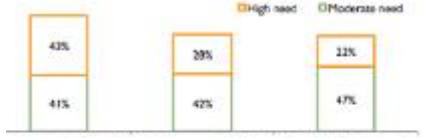
California's youth experience significant behavioral health needs and schools are increasingly called upon to address these needs. This brief describes behavioral health needs among students in California, with a focus on Project Cal-Well school districts.

California principals reported that student mental health concerns are very common in California schools.<sup>1</sup>



Source: 2016-17 Project Cal-Well Network Principals Survey

California principals reported a high need for school staff professional development or training to better support students, as well as their own mental health needs.



Source: 2016-17 Project Cal-Well Network Principals Survey

Summary Report is available from: <https://healthpolicy.ucsf.edu/school-health-services-evaluation>

Project Cal-Well is a five-year (2014-19) "Now is the Time" Project Advancing Wellness and Resilience in Education (NITTA-AWARE) grant funded by the Substance Abuse and Mental Health Services Administration (SAMHSA). Through the California Department of Education, Project Cal-Well is implementing programs statewide and in partnership with ABC Unified School District, Garden Grove Unified School District, and San Diego County Office of Education.

# Resources: Evaluation Tools

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

UCSF Philip R. Lee Institute for Health Policy Studies

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### School Health Services Research and Evaluation

ABOUT US | CURRENT PROJECTS | COMPLETED PROJECTS | PEER REVIEWED PUBLICATIONS

For nearly 25 years, the School Health Services Research and Evaluation Team has conducted qualitative research on a variety of school health and wellness topics, primarily focused on school health centers, established behavioral health interventions, school health needs assessment, coordinated school health efforts, nutrition and physical activity programs, and youth development interventions. Using a combination of qualitative and quantitative methods, the Research and Evaluation Team is committed to meeting the needs of programs and studies, and ensuring that findings are translated into program improvements to better serve students and communities.

Research and Evaluation Team

### CALIFORNIA healthy kids SURVEY

Helping schools create positive environments for student success

WestEd

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#### Secondary Supplemental Modules

- Administer the Survey
- Survey Consent & Download
- Create Your Own Module
- Words of Understanding (WOU)
- Administration Instructions and Assurances of Confidentiality Agreement
- Parent Consent

- Grade 5
  - Elementary Module
- Grade 7 & Above
  - Core Module
- Supplemental Modules
  - School Climate Module
  - Drug-Free Communities (DFC)
  - Social-Emotional Health Module
  - ADD (Workshop and Other Design)
  - Tobacco Module
  - Resilience & Youth Development
  - Closing the Achievement Gap (CTAG)
  - Building Healthy Communities (BHC)
  - Military Connected School Module
  - Safety & Wellness Module
  - Gender & Sex-Based Harassment
  - Physical Health & Nutrition Module
  - Gang Risk Assessment Module
  - CalWell Module
  - Sexual Behavior Module
  - District Assessment Module (DAGM)

# For more information...

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