

# Chippewa Falls Project AWARE Annual Report



YEAR 2

2020-2021

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# Project Overview



## WHAT IS THE PROJECT AWARE?

The Project AWARE grant, provided through Substance Abuse and Mental Health Services Administration (SAMHSA), aims to increase awareness of behavioral and mental health issues among school-aged youth by promoting awareness among students, training school staff, and providing families with community resources.

## WHAT IS THE PURPOSE OF EVALUATION FOR PROJECT AWARE?

The purpose of the AWARE evaluation is three-fold: 1) To document the process and progress of the AWARE team. 2) To facilitate the design of outcomes evaluation of AWARE activities. 3) To track and detect changes in the landscape, the system that surrounds youth mental health.

## WHERE IS PROGRAMMING IMPLEMENTED?

The Project AWARE grant is being implemented in Chippewa Falls, La Crosse, and Lakeland Area Consortium.



## WHAT IS THE TIMELINE FOR THE PROJECT AWARE GRANT?

This is a five-year grant that runs from Spring 2019-2024.

## WHAT ARE THE GOALS OF PROJECT AWARE?

- 1) Increase the capacity for schools to respond to onsite mental health crisis.
- 2) Increase youth and family voice and authentic engagement.
- 3) Improve cross system collaboration to improve mental health supports for children and youth.
- 4) Increase access to and engagement of mental health wellness and treatment resources for children and youth.

In this report, data are presented from Project AWARE Grant Year 2 which includes April 1<sup>st</sup>, 2020, through March 31<sup>st</sup>, 2021.

# Project Partners

This report presents data from Chippewa Falls collected during Year 2 of the Project AWARE grant. Written in collaboration with several partners (see right sidebar):

Throughout the report, the term “CF AWARE Team” is used and refers primarily to Jamie Ganske and Shannon Larson, in collaboration with partners from REALiving and the District and Community Leadership Team.

Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA)



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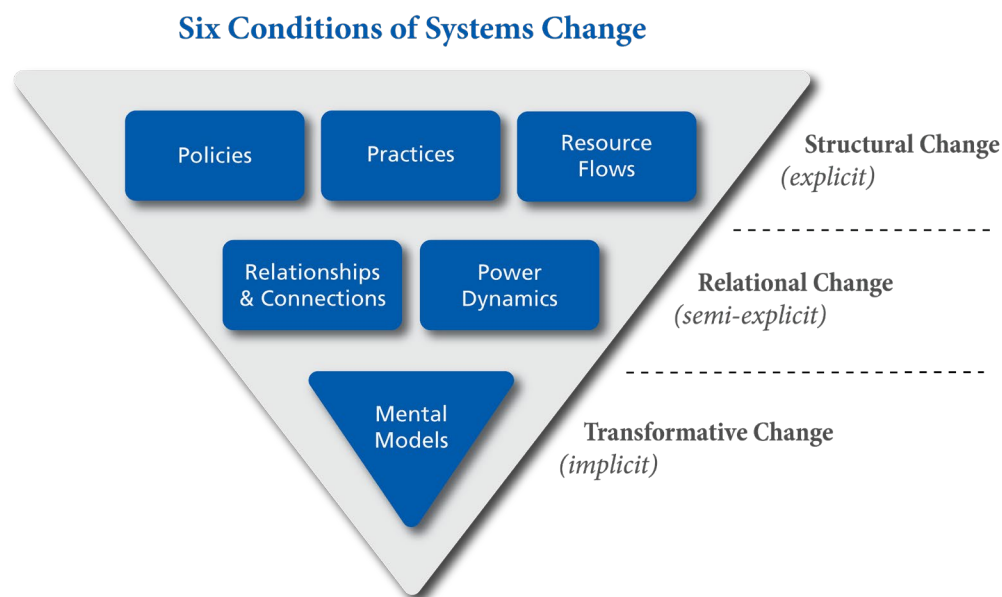
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# Evaluation Approach

## Systems Framework

The Project AWARE Local Education Agencies (LEAs) are taking on a significant initiative as they embark on systems level changes to increase access to mental health services within their communities. Their efforts, whether seemingly big or small at the time, create meaningful shifts and ripple effects within their system - through changes such as power dynamics, resource flows, and practices. While the broad goals of Project AWARE may take years to fully achieve, this evaluation will focus on capturing these shifts and the ways in which they influence the entire system towards long-term, sustainable change. This evaluation utilizes the following framework from FSG (see below)

[https://www.fsg.org/publications/water\\_of\\_systems\\_change#download-area](https://www.fsg.org/publications/water_of_systems_change#download-area)



## Evaluation Design

Evaluators are utilizing a process evaluation design to document strategies and capture team reflections and progress towards outcomes for the Wisconsin Project AWARE grant. The data presented in this report addressed the following evaluation questions:

- 1) What progress and accomplishments have been made in Year 2 for each AWARE goal?;
- 2) What barriers are LEAs experiencing in Year 2 for each AWARE goal?;
- 3) What systems shifts are occurring during the implementation of Project AWARE in Year 2?

In spring 2021, the Department of Public Instruction conducted virtual site visits with LEAs and Project AWARE partners to collect data for this report. This report provides a brief summary of the accomplishments, barriers, and strategies for each of the four Project AWARE goals that occurred within Year 2.

\*The data included in this report are a high-level overview of the progress that has been made in Year 2 and not meant to be an exhaustive list of every activity/task that was accomplished.

# Goal 1



Increase the capacity for schools to respond to onsite mental health crisis

## Overview of Accomplishments and Barriers

### Accomplishments

In Year 2, the Chippewa Falls Project AWARE team (hereafter referred to as CF AWARE team) accomplished several aspects of their goal to increase capacity for schools to respond to on-site mental health crises. The team provided staff trainings and professional development opportunities, worked on creating partial crisis plans, and updated district-level policies and guidelines around student suicide. For example, the CF AWARE team organized a virtual Cardinal Conference for K-12 teachers to enhance awareness and knowledge around mental health supports and wellness strategies. The virtual conference was well attended, with multiple session offerings and opportunities for staff to present successes and lessons learned with each other. Additionally, the CF AWARE team added community clinician sessions for the staff to strengthen their skills and tools for coping with stress and supporting youth mental health. These sessions included, A Mindful Break, Emotional Resilience for Educators, and Supporting LGBTQ+ Population in the School. Another significant professional development event in Year 2 was the Youth Mental Health First Aid (YMHFA) training, in which 300 staff attended to increase their capacity to address mental health crises.

A Conscious Discipline training is underway to help with transformational social-emotional learning and classroom management. This training is a virtual, ten-module series, geared at teachers. Currently, CF is focusing on training 4k teachers as an early prevention approach in teaching self-regulation skills. Then, the goal is to train elementary school teachers and build a cohesive environment and climate across all grade levels.

Another accomplishment of the CF AWARE team is the possible collaboration for partial crisis plans. The goal with the partial crisis plan is to create a helpful and collaborative transition from a hospital stay back to school for the student. This opportunity would create a partnership with the county, allowing for stronger family engagement and student support in the schools.

### Barriers

With any large-scale systems change comes barriers and challenges. In Year 2, the CF AWARE team experienced two primary challenges, due to the COVID-19 pandemic, including:

- Trainings, such as Skills Groups, and Trauma Champs were put on hold due to the COVID-19 pandemic.
- The YMHFA trainers had to quickly shift their training to a virtual experience which led to some technology issues, an ineffective trainer-trainee ratio, and the burden of too much pre-work required to attend the training.

# Goal I



Increase the capacity for schools to respond to onsite mental health crisis

## Year 2 Progress/Systems Shifts

### Providing Professional Development to Enhance Staff Capacity

In Year 2, the CF AWARE team provided multiple professional development opportunities to school staff. During Quarter 1 and 2 of Year 2, the COVID-19 pandemic made it difficult to provide professional development opportunities to staff. Early in the pandemic, the AWARE team realized they would need to make shifts, including moving the date of the Cardinal Conference. In Quarter 3, the team offered two sessions of the Youth Mental Health First Aid (YMHFA) trainings to staff. 300 staff attended these sessions, including teachers, special education teachers, assistant principals, and principals.

In Quarter 4 of Year 2 of the grant, a total of eleven professional development opportunities were provided. Some of these trainings included, Emotional Resilience for Educators, Supporting Youth Mental Health by Building Resilience, and Coping During and After a Pandemic. These trainings were provided during the Chippewa Falls Cardinal Conference, which took place during a professional development day for school staff. There were a variety of opportunities and trainings available to staff and a table of all the trainings are on page 8 of the report. In Quarter 4, there was a total of 216 training attendees.

300

Staff\* attended in  
Quarter 3

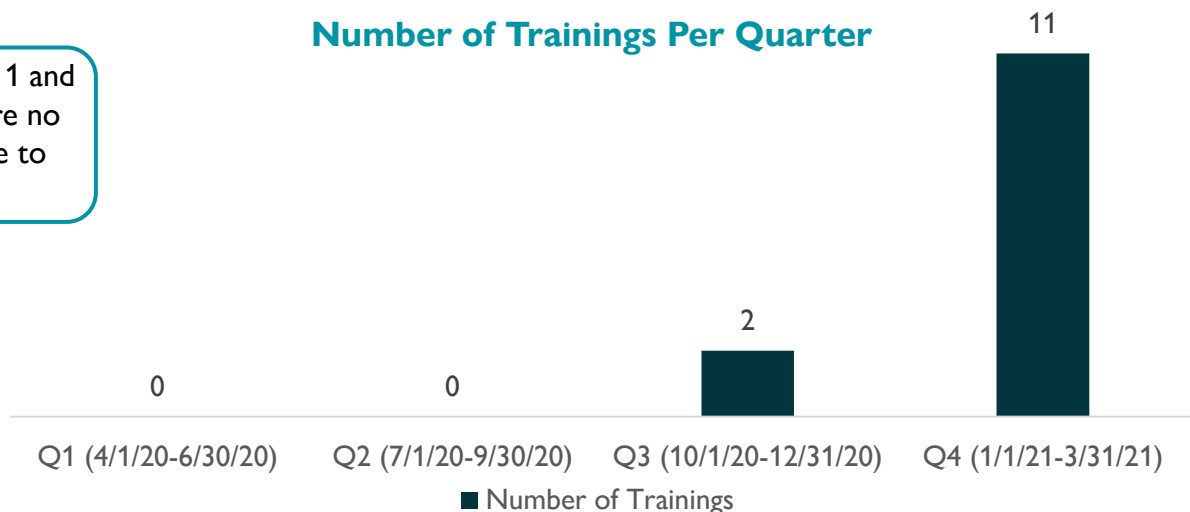
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Staff\* attended in  
Quarter 4

\*unduplicated staff members

### Number of Trainings Per Quarter

In Quarters 1 and 2, there were no trainings due to COVID-19



There were a variety of training topics provided in Year 2, including:

- Compassion and Resilience
- Self-care
- Understanding Trauma
- Support for LGBTQ+ Youth
- Support for Youth Mental Health

### Systems Shifts

Multiple training opportunities provide staff with regular education to enhance awareness, knowledge, skills, and strategies to address mental health needs of students in their district. SHIFT mental models on a large scale to build capacity and decrease potential stigma.



# Goal 1



Increase the capacity for schools to respond to onsite mental health crisis

## Professional Development, Continued

Training Date	Training Topic	Number of Staff Trained	Staff Roles
<b>Quarter 1</b>			
No trainings in Q1 due to COVID-19			
<b>Quarter 2</b>			
No trainings in Q2 due to COVID-19			
<b>Quarter 3</b>			
11/23/20	Youth Mental Health First Aid	154	Teachers, SPED teachers, Principals, Assistant Principals
11/24/2020	Youth Mental Health First Aid	146	Teachers, SPED teachers, Principals
<b>Quarter 4</b>			
02/12/21	A Mindful Break	39	Teachers, Administrative Assistants, Classroom Assistants, Other district staff
02/12/21	Emotional Resilience for Educators	22	Classroom teachers, principal, Classroom Assistants, Administrative Assistant
02/12/21	Supporting LGBTQ+ Population in the School	20	Classroom Teachers, Other district staff, Classroom Assistants
02/12/21	Supporting Youth Mental Health by Building Resilience	5	Classroom Assistants and Pupil Services Administrator
02/12/21	Dancing With Stress	28	Principal, Classroom Teachers, Other district staff, Administrative Assistants, Classroom Assistants
02/12/21	Tools for your Toolbox	6	Classroom Teachers and Other district staff
02/12/21	Compassion Resilience: An overview of the DPI's toolkit for staff	5	Classroom teacher, Classroom Assistant, Assistant Principal, Administrative Assistant
02/12/21	Coping During and After a Pandemic	18	Classroom teachers, other district staff, classroom assistants
02/12/21	Laughter Yoga	42	Classroom teachers, Administrative assistants, other district staff, principal
02/12/21	RELAX: Art as a relaxation tool-for all ages!	21	Classroom Teachers, classroom assistants, other district staff, administrative assistant
02/12/21	Understanding and Supporting Trauma	10	Classroom teachers, classroom assistants, administrative assistant, other district staff



# Goal 1



Increase the capacity for schools to respond to onsite mental health crisis

## Cardinal Conference Feedback

In February 2021, the CF AWARE team provided several professional development opportunities for K-12 staff in the form of a virtual conference. Staff were offered a variety of conference sessions to strengthen their skills in topics such as, mindfulness, use of software, supporting students with disabilities, and coping during and after a pandemic. A key design element of the conference was to provide space for peer learning as staff shared successes and lessons learned with each other. Staff were also given the opportunity to learn from colleagues outside of the district. Nearly 400 staff members completed a post-conference survey to share feedback about the sessions, virtual platform, activities, suggestions for improvement, and requests for future sessions. Staff were also asked to rate the wellness activity, session relevance, and whether the Cardinal Conference was a good use of professional development time.

A qualitative analysis of staff responses revealed several themes (see below) related to the value of the conference, ideas for improvement, and wellness activities.

## Positive Feedback

Staff were asked to provide any positive feedback about the conference. Positive feedback themes included:

- **Session choices**
  - Several staff enjoyed the amount and variety of session choices, learning from their colleagues, and that sessions covered several grade levels and subjects.
- **Creating connections**
  - Some staff reported their appreciation for the chance to collaborate and connect with their colleagues from various departments.
- **Personal responsibilities made it difficult**
  - Some staff expressed feeling too stressed with their personal responsibilities and difficulty in losing prep time for the upcoming week.
- **Virtual Platform**
  - Many staff enjoyed the virtual environment, noting appreciations such as: easier to hear and see sessions (compared to being in an auditorium), availability of recorded sessions, unlimited number of session attendees, and ease of attendance (no travel involved).
  - Length of day or sessions – staff felt that sessions were for an appropriate amount of time and break times were appreciated.
- **Presenters**
  - Staff appreciated that many presenters were from the district and brought relevant and important information. Staff responses also revealed that keynote speakers were well-received (Ellie Krug and Dr. Raj) and that many sessions were useful to their work.
- **Specific sessions staff enjoyed**
  - Staff mentioned several sessions that were beneficial to them including:
    - Keynote Sessions (Ellie Krug and Dr. Raj)
    - Soft Skills
    - Self-Care
    - ASL Session
    - Adobe Session
    - Mindful Break Session
    - Pandemic Session
    - Retirement Benefits Session
    - Laughing Yoga
    - iMovie Training
    - Trauma training
- **Sessions were not relevant** – one staff member commented that the sessions did not apply well to them.
- **N/A or Nothing**

# Goal 1



Increase the capacity for schools to respond to onsite mental health crisis

## Cardinal Conference Feedback (Continued)

### Improvement Feedback

A qualitative analysis of staff responses revealed several themes (see below) around potential improvements to the conference.

- **Timing/Length of conference and sessions**
  - Staff mentioned having shorter sessions, more time for a break in between each session, a longer lunch break on Professional Development (PD) days, more time for questions/discussions, include time for work/prepping for upcoming week, having the same session offered at different times, some sessions started early, and making it a two-day event.
  - Time to prep for students - a few staff mentioned the challenge to prepare for the upcoming week since the PD day was during a prep time and staff wished they had more time to prepare.
- **Logistics and organization**
  - Staff's suggestions for improvement included having staff pre-register for sessions they want to attend so presenters know the ability level of the audience, allowing the staff to have the camera off during the sessions, conference attendance being a half day requirement or over two days, and for sessions to be more interactive.
  - Internet stability or technical difficulties – a few staff mentioned there were a few technology issues with stable internet connection for presenters.
  - Recorded sessions – some staff asked if the recordings will be available to them and allowing presenters to record their session in advance if they want to.
- **Positive comments or feedback**
  - Several staff commented that the conference was well done and organized, was the best PD day they've attended, appreciated the variety of choices and professional presenters, and it was well worth their time.
- **Session Topics**
  - Many staff had recommendations for future sessions around different topics, suggestions for ways to improve specific sessions, and suggested sending out an interest survey to staff to determine certain topics.
  - Some staff mentioned having a focus on younger grades, sessions being taught at a higher level or quality, and topics on behavior management for higher grade levels.
- **Speaker Feedback**
  - Some staff requested only having one keynote speaker instead of two and wanting more interaction during session.
  - Discussion/Q & A – some staff would have liked more time for discussions, more time to talk with colleagues, and time set aside for questions and answers
  - Materials from Sessions – a few staff suggested having presenters link resources in the conference document and having more materials and tools to use.
- **N/A or Nothing**

# Goal 1



Increase the capacity for schools to respond to onsite mental health crisis

## Cardinal Conference Feedback (Continued)

### Wellness Activity

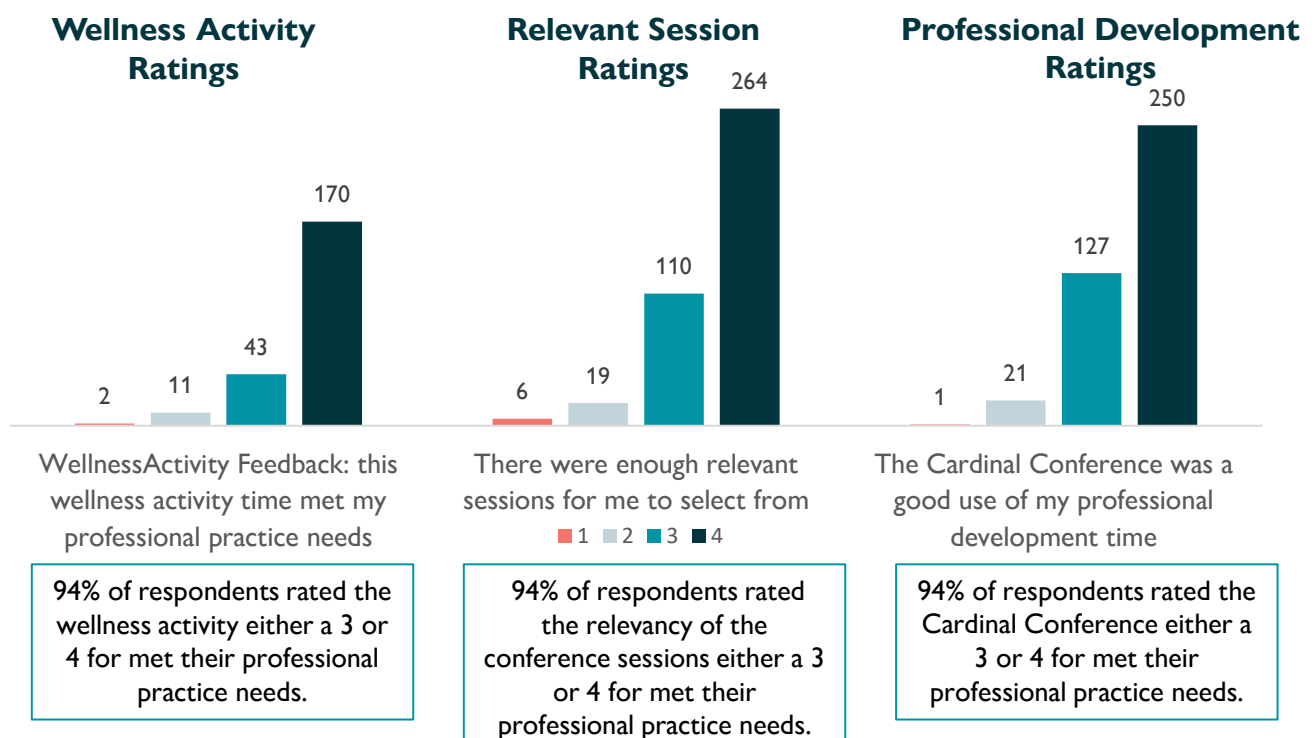
Chippewa Falls staff were provided several options to participate in a wellness activity during the conference. Some staff did a wellness activity on their own that they chose, while others participated in a wellness session. Wellness activities included:

- **Connecting with a friend or colleague** - Collaborating with a colleague, talking to friends or family
- **Crafting** - Coloring, drawing, crochet, pottery making
- **Listened to Ellie after her session** - Some staff stayed to listen to Ellie after her session had ended
- **Looked at wellness website** - Many staff explored the wellness website, looked at mental health resources, and discovered new recipes
- **Mindfulness or meditation** - Staff did mindfulness activities and meditation, some staff used the headspace app
- **Other** - Writing notes of gratitude, self-directed relaxation, and used calming apps
- **Read** - Some staff read a book to relax or read about wellness activities to add to personal life
- **Stain Glass Luminaries session** - A few staff participated in making stain glass luminaries
- **Walking or exercising** - Several staff walked, ran, danced, and worked out
- **Yoga** - Many staff did yoga at home and yoga journaling

### Professional Practice Ratings

Staff were asked to rate whether the wellness activity, relevancy of the sessions, and the Cardinal Conference met their professional practice needs on a scale of 1-4.

Ratings 1 - 4 = Met my professional practice needs need (1 = did not meet) (4 = did meet)



# Goal 1



Increase the capacity for schools to respond to onsite mental health crisis

## Staff Focus Group

In late 2019, the CF AWARE team initiated a staff focus group at Chippewa Falls High School to address three primary goals:

- 1-year goal - Decrease teacher burnout
- 3-year goal - Enhance relationships among staff
- 5-year goal - Increase student belongingness

A survey was developed and administered in early 2020 to provide the team with actionable data for strategic planning. Survey measures included; staff perceptions of belonging, burnout, relationships with students, barriers to mental health support, and student absenteeism. After the 2020 survey, the staff focus group chose to focus on staff belonging and personal interactions. As a result, in Year 2, the staff focus group planned activities to increase feelings of staff belonging. The focus group initiated an Awkward Family Photo contest among the High School Departments to increase belonging. Staff that shared the same prep period were also identified and shared so that staff could spend time with each other in off periods. In January 2021, a similar staff survey to the 2020 survey was developed to identify changes over time and to understand current needs, successes, and lessons learned.

## Staff Survey: Year 2

The 2<sup>nd</sup> annual staff survey was administered in February 2021. Overall, 78 staff, mainly teachers, responded to the survey. 70% of respondents have been an educator for 4+ years and there was a nearly even four way split of how long respondents have been working at Chippewa Falls High School (1-3 years, 4-9 years, 10-19 years, 20+ years).

The survey findings revealed that most respondents feel like they belong at work, that work is inviting, and that they are appreciated, cared about, and valued. These perceptions, along with feelings of stress, frustration, and weariness, have improved since the first year of Project AWARE. There is, however, a group of staff who experience a different perception of school climate, belonging, and appreciation. Findings suggest that stress, weariness, workload, years as an educator, and use of healthy coping skills may be related to these outcomes. Those that have been an educator for 10+ years more frequently reported feeling supported and valued by their colleagues.

The COVID-19 pandemic has impacted staff perceptions of safety, stress, and connection to their colleagues. Staff experienced significant changes in scheduling, levels of staff interaction, collaboration processes, learning methods, etc., which inevitably influence their perceptions of their work environment and workload. Despite this, there was still a strong desire to connect with one another and build supportive, collaborative relationships. There is great opportunity to foster these relationships and staff expressed several ideas, including cross-department activities. Staff suggested a shift in scheduling, workload, and number of initiatives in order to effectively engage in these activities.

Many respondents perceived valuable expertise within the school and desire to hear from their colleagues about best practices and success stories. And most respondents agreed that there are positive relationships within the school including those between student-staff and staff-staff. The majority also felt supported by school administrators, should any problems arise.

Changes between 2020 and 2021 are summarized in the table on page 13.

# Goal 1



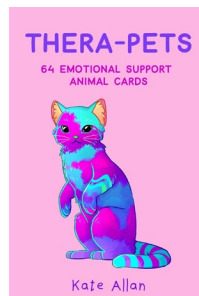
Increase the capacity for schools to respond to onsite mental health crisis

Survey Question	2020	2021	Difference	
Students and staff get along well at this school	64%	81%	17%	11 Measures improved since 2020
This school is an inviting work environment	63%	78%	15%	
Staff get along well at this school	63%	78%	15%	
I feel frustrated at work	52%	37%	-15%	
This school emphasizes showing respect for cultural beliefs and practices	48%	59%	11%	
I feel that administrators are willing to help me with classroom problems, should they arise	62%	72%	10%	
Student absenteeism is a problem at this school	70%	63%	-7%	
I am weary with all of my job responsibilities	53%	47%	-6%	
People at this school care about me as a person	80%	85%	5%	
I feel like I belong	78%	81%	3%	
I feel stressed at work	63%	60%	-3%	
There is a stigma at this school associated with students receiving mental health services	13%	21%	8%	2 Measures worsened
I feel physically safe working at this school	81%	72%	-9%	

## Resilience Supplies

In Year 2, Chippewa Falls schools were given a small budget to buy resilience supplies for their students. The purpose of these supplies is to help students reinforce healthy coping mechanisms. Staff identified and purchased a variety of supplies including:

- Fidget tools
- Weighted Animals for Lap
- Books
- Therapy Putty
- Art with Heart Therapy
- Yoga Joes



## Activities for Year 3

The CF AWARE team has identified the following goals/activities for Year 3:

- Provide another YMHA training to staff, including bus drivers, food service, and other support staff.
- Continue providing skills groups to staff.
- Provide professional development around trauma (e.g. Trauma Champions).
- Provide Conscious Discipline training.



# Goal 2



Increase youth and family voice and authentic engagement

## Overview of Accomplishments and Barriers

### Accomplishments

In Year 2, the CF AWARE team continued their success from Year 1 in increasing youth and family engagement. Many items were accomplished this year. The accomplishments include continued implementation of the Behavioral Emotional Social Trait scale (BEST) across seven K-7 schools, graduating a spring cohort from the Strengthening Families Program, continued work with the parent focus groups, and engaging students through student pop-up booths.

### Barriers

The COVID-19 pandemic presented challenges for the CF AWARE team in Year 2, such as decreased family participation and delayed activities/events. For example, the parent focus group had low participation and the Strengthening Families Program did not start their first cohort until 2021. In addition, it was difficult to engage students during remote learning and the CF AWARE team was considerate not to create more work as they transitioned between in person and remote learning.

### Year 2 Progress/Systems Shifts

In Year 2, the CF AWARE team made several shifts within their system to increase youth and family engagement including: 1) Collecting data to identify strengths and needs; 2) Delivering the Strengthening Families Program to increase parent skills; 3) Hosting pop-up booths to increase student engagement and coping skills.

### Collecting data to identify strengths and needs

This year was Chippewa Fall's third year of using the Behavioral Emotional Social Trait scale (BEST). The scale was locally developed and is designed to look at external and internalizing behaviors of students. Teachers complete the scale, and scales are compiled together to give an overall health score for each building. The scores allow staff to identify strengths as well as identify specific interventions that each student could benefit from. This year, the BEST was done in grades kindergarten-7<sup>th</sup> grade and will expand to 8<sup>th</sup> grade in Year 3. In coming years, Chippewa Falls will continue to explore how to implement a universal screening, how to use the data in a meaningful way, and how to systematize using the results.

### BEST Data Rules

The BEST scale is completed twice per school year; this year it was done in fall 2020 and spring 2021. There are 14-operationally defined behaviors that make up externalizing behaviors and 12-operationally defined behaviors that make up internalizing behaviors. These two areas are combined to make up the 26-operationally defined behaviors that are included in the Global Health scale, which makes up the overall health score.

### Results

In Fall 2020, the elementary overall health score was 90%. In Spring 2021, the elementary overall health score was 86%. The junior high overall health score was 92%. Chippewa Falls staff note that these scores are very good and anticipate scores to improve with the end of the pandemic and students coming back to school 5 days a week. Score breakdowns by building, behavior type and semester are located on page 15.

**90%**

**Overall  
Elementary  
Health Score  
in Fall 2020**

**86%**

**Overall  
Elementary  
Health Score  
in Spring 2021**

# Goal 2



Increase youth and family voice and authentic engagement

## BEST Full Results: 2020-2021

School Name	Global Health (G)		Externalizing Health (C)		Internalizing Health (P)	
	Fall 2020	Spring 2021	Fall 2020	Spring 2021	Fall 2020	Spring 2021
<b>CFMS (gr 6 &amp; 7)</b>	91.1%	91.9%	92.1%	92.3%	91.1%	91.0%
<b>Halmstad</b>	91.7%	90.1%	91.4%	89.8%	89.9%	89.2%
<b>Hillcrest</b>	88.4%	85.2%	90.2%	84.0%	87.8%	84.9%
<b>Jim Falls</b>	91.9%	86.7%	89.1%	83.1%	92.0%	87.9%
<b>Parkview</b>	82.0%	78.6%	85.5%	82.0%	80.4%	76.2%
<b>Southview</b>	89.1%	87.8%	88.8%	88.7%	89.7%	82.5%
<b>Stillson</b>	95.7%	91.0%	96.4%	92.6%	93.3%	91.0%
<b>TOTAL:</b>	<b>90.0%</b>	<b>87.3%</b>	<b>90.5%</b>	<b>87.5%</b>	<b>89.2%</b>	<b>86.1%</b>

## Delivering the Strengthening Families Program to Enhance Parent Skills

The Strengthening Families Program (SFP) is an evidence-based family skills training program for high-risk and general population families that is recognized both nationally and internationally. Parents and youth attend weekly SFP skills classes together, learning parenting skills, and youth life and refusal skills. In Year 2, the program was administered twice in the Chippewa Falls Area Unified School District – both in Spring 2021. Cohort 1 took place from January-March 2021, and Cohort 2 occurred from March-May 2021.

7 Goals are focused on in the program and include:

1. More quality time spent with child
2. More appropriate consequences
3. Increased enjoyment of child
4. Better problem solving with child
5. Reduced family stress & conflict
6. Hold monthly family meetings
7. Hold weekly family meetings

After each cohort, parent participants were asked to reflect how often they do 23 behaviors related to the seven program goals before and after the Strengthening Families Program via survey. Survey results for Cohort 1 are summarized on page 16. Cohort 2 survey results are still being collected and will be reported in summer 2021.

## Spring 2021 Cohort 1

As mentioned above, Cohort 1 took place from January-March 2021 and 16 families graduated from the program. A Pre/Post survey was administered after graduation to measure improvement in the targeted behavior goals. 100% of parent respondents were white, 82% were female and 9% of parent respondents identified as Hispanic/Latinx/Spanish. The children of the survey respondents were 100% white, 73% female and 9% identified as Hispanic/Latinx/Spanish.

# Goal 2



Increase youth and family voice and authentic engagement

## Spring 2021 Cohort 1 Results

- **Goal 1:** Increased in both behaviors; between 100% of respondents did both behaviors a good amount of time after the program.
- **Goal 2:** Increased in all 4 behaviors; between 91%-100% of respondents do all 4 behaviors a good amount of time after the program.
- **Goal 3:** Increased in all 4 behaviors: between 100% of respondents do all 4 behaviors a good amount of time after the program.
- **Goal 4:** Increased in all 4 behaviors; between 73-100% of respondents do all 4 behaviors a good amount of time after the program.
- **Goal 5:** Increased in all 8 behaviors; between 90-100% of respondents doing all 8 behaviors a good amount of time after the program.
- **Goal 6-7:** 73% of respondents doing behavior a good amount of time after the program.

# 100%

**of Cohort 1 survey  
respondents would  
recommend  
the Strengthening  
Families Program**

**This graph shows the number of respondents that improved in the behavior listed after the program.**



# Goal 2



Increase youth and family voice and authentic engagement

## Offering Parent Focus Groups to Increase Engagement

In Year 2, the Chippewa Falls Parent Focus Groups continued after a pause in spring 2020 due to the COVID-19 pandemic. A parent facilitator began to lead the group this year, and focus groups began again virtually through the summer. Once the fall semester began, parent attendance at the focus group dropped off, potentially due to stress and extra responsibilities brought on by the pandemic. In February 2021, a parent survey was developed and administered to district parents to gauge interest in joining the focus group, topics they would be interested in discussing, and barriers parents experience related to mental health supports. The survey had a low response rate but did generate interest for four additional parents to join the focus group. Chippewa Falls hopes to replace the parent focus groups with parent coaching opportunities in Year 3.

## Offering Student Pop Up Booths to Enhance Coping Skills

In order to increase youth engagement and coping skills, the CF AWARE team coordinated student pop-up booths in secondary schools with a mental health or self care theme. The first pop-up booth's theme was "What is your self-care superpower?" Three superpowers were discussed including drinking water, exercise, and healthy sleep. The second pop-up was boothless and gave K-12 students and all staff members either a stress star or a stress ball to use as a healthy coping mechanism. A video was also created to demonstrate how to properly use the stress star or stress ball. The third pop-up booth's theme was "What is your calming superpower?" The three superpowers discussed were yoga, mindfulness, and self care.

What is your  
Self-Care  
Superpower?



What is your  
Calming  
Superpower?



## Activities Planned for Year 3

The CF Project AWARE team has many plans for Year 3 to increase youth and family engagement, including:

- Continue the use of the Behavioral Emotional Social Trait scale in grades kindergarten-7<sup>th</sup> grade and expand to 8<sup>th</sup> grade in the upcoming year.
- Continue offering the Strengthening Families Program as its popularity has grown.
- Replace the parent focus groups with parent coaching opportunities and identify additional methods that other Project AWARE schools use for engaging parents.
- Consideration of hiring a Parent Peer Support Specialist but articulated that it is tough to hire this position when teacher layoffs are occurring in the district.
- Continue the Student Pop Up Booths, recruit secondary students to help run the booths and implement a student focus group as well.

# Goal 3



## Improving mental health supports through cross-system collaboration

### Overview of Accomplishments and Barriers

#### Accomplishments

In Year 2, the CF Project AWARE team had several accomplishments for improving mental health supports through cross-system collaboration. For example, through their partnership with REALiving, 325 counseling sessions were delivered to students during the 2019-2020 school year, and 278 sessions have been completed so far during the 2020-2021 school year. Another accomplishment in Year 2 was addressing a communication barrier that was preventing appropriate coordination of care between schools and community therapists. The Mental Health Navigator revised the release of information and ensured the legal aspect is in place to enhance collaboration. The Chippewa Falls MOUs were also updated to include telehealth and the improvement of wraparound teams. Finally, the Chippewa Falls mental health resource map was revisited and updated in Year 2 to include resources for students in virtual learning. The resource map has been a significant asset within the district to highlight areas of strength and growth and to develop and share referral options for staff and partners.

#### Barriers

The CF Project AWARE team faced a few barriers in Year 2, which is common to a large-scale systems change initiatives. For example, the COVID-19 pandemic influenced the number of small groups that were offered to students, given the transition between in-person and virtual learning. Also, staffing changes at REALiving led to turnover with a partnering community therapist. The CF AWARE team took advantage of this situation, however, to redefine and clarify the community therapist's role within their school teams and set expectations prior to the onboarding of a new hire. Finally, the CF AWARE team experienced a couple road blocks with expanding their Student and Family Assistance Program. Initially, they explored the option of virtual parent coaching sessions, but discovered financial limitations and insurance restrictions that led to a delay in initiation. After significant research and collaboration, the CF AWARE team plans to initiate services in September 2021.

### Year 2 Progress/Systems Shifts

In Year 2, the AWARE team made several shifts within their system to encourage cross-sector collaboration to support mental health.

#### Defining Roles and Expectations to Build Sustainable Capacity

In September of 2019, the CFAUSD (Chippewa Falls Area Unified School District) collaborated with REALiving to incorporate a community therapist into their school teams. Their vision for this role was to participate in school meetings, support staff, and help build the Interconnected Systems Framework. This was a convenient model, but the CF AWARE team quickly identified role ambiguity around the sharing of student information. The team ultimately learned that it was not the most effective in establishing a meaningful collaboration across providers nor support for students. When a therapist vacancy occurred in Year 2, the team seized the opportunity to revise their model. The CF AWARE team recognized the importance of clear roles and expectations when facilitating cross-sector collaboration. As such, they initiated conversations with providers and worked to clearly define the role of the community therapist within the CFAUSD- a critical step to sustainable coordination and collaboration. Once formalized processes are in place, CF AWARE plans to invite multiple therapists from multiple agencies to join, while respecting the frequent capacity limitations for mental health agencies.



# Goal 3



## Improving mental health supports through cross-system collaboration

### Year 2 Progress/Systems Shifts, Continued

#### Creating Shared Resources to Enhance Access to Services

In Year 2, the CF Project AWARE team initiated a review and revamp of their mental health resource map. In collaboration with the Pupil Services Team, they updated the map to include additional services and support in the virtual learning environment. The resource map has been a critical and useful tool. For example, it has been used to easily highlight needs and assets during CFAUSD meetings. District staff have also used the resource map for grant writing to secure additional funding and to develop community referral options for students and families.

#### Lesson Learned

Ensure that resource maps are updated regularly so they are available during times of stress and demand. By updating the map, CFAUSD avoided panic when a global pandemic occurred—supports were already in place for staff to address student mental health needs.

The CF resource map centers around 7 strategies for community change, each uniquely for students, staff, and families (see samples in the tables below):

1. Providing information
2. Enhancing skills
3. Providing support
4. Enhancing access and reducing barriers
5. Changing consequences
6. Changing physical design
7. Modifying/changing policies

Seven Strategies for Community Change	Elementary (In-person and remote)	Middle school (In-person and remote)	High School (In-person and remote)	Chippewa Valley High School	Virtual Students (K-12)	Community
<b>1. Providing Information (Students)</b>	Cardinal Care Website	Cardinal Care Website	Cardinal Care Website	Cardinal Care Website	Cardinal Care Website	Cardinal Care Website
	Flier for Cardinal Care program	Flier for Cardinal Care program	Flier for Cardinal Care program	Flier for Cardinal Care program	Flier for Cardinal Care program	Flier for Cardinal Care program
	Flyer and business cards for SFAP	Flyer and business cards for SFAP	Flyer and business cards for SFAP	Flyer and business cards for SFAP	Flyer and business cards for SFAP	Flyer and business cards for SFAP
	Second Step Lessons	Second Step Lessons			Second Step Lessons	Cardinal Newsletter
		Health lessons	Health lessons	Health lessons	Health lessons	Guest Speakers
		Suicide Prevention lesson (7th grade)	QPR	QPR	Suicide Prevention lesson (7th grade)	
		Virtual Calming website		Google classroom-CVHS	Google Classroom announcements	
	Protecting You Protecting Me	Protective Behaviors				
	Resources (SBMH) linked into Bitmoji classroom		crisis hotline and SBMH services in assignment notebooks & available in student services	crisis hotline and SBMH services in assignment notebooks	Resources (SBMH) linked into Bitmoji classroom	

# Goal 3



## Improving mental health supports through cross-system collaboration

### Creating Shared Resources to Enhance Access to Services, Continued

Seven Strategies for Community Change	Elementary (In-person and remote)	Middle school (In-person and remote)	High School (In-person and remote)	Chippewa Valley High School	Virtual Students (K-12)	Community
<b>2. Enhancing Skills (Parents and Guardians)</b>	Strengthening Families Program	Strengthening Families Program	Strengthening Families Program	Strengthening Families Program	Strengthening Families Program	Youth Mental Health Summit
	SFAP	SFAP	SFAP	SFAP	SFAP	Healthy Youth Chippewa County
	It Takes a Village	It Takes a Village	It Takes a Village	It Takes a Village	It Takes a Village	It Takes a Village
	Cardinal Care Parent Focus Group	Cardinal Care Parent Focus Group	Cardinal Care Parent Focus Group	Cardinal Care Parent Focus Group	Cardinal Care Parent Focus Group	Cardinal Community Learning Center
	Referral to community services (CDC Outreach, Family Support Center, CCS, NAMI Family Classes)	Referral to community services (CDC Outreach, Family Support Center, CCS, NAMI Family Classes)	Referral to community services (CDC Outreach, Family SC, NAMI Family Classes)	Referral to community services (CDC Outreach, Family SC, NAMI Family Classes)	Referral to community services (CDC Outreach, Family SC, NAMI Family Classes)	
					Virtual support groups	
	Parents as Learning Coach				ACT Suicide Prevention Program	

Seven Strategies for Community Change	Elementary (In-person and remote)	Middle school (In-person and remote)	High School (In-person and remote)	Chippewa Valley High School	Virtual Students (K-12)	Community
<b>3. Provide Support (Staff)</b>	EAP and REALiving Supports	EAP and REALiving Supports	EAP and REALiving Supports	EAP and REALiving Supports	EAP and REALiving Supports	Crisis response
	District Wellness Committee activities and resources	District Wellness Committee activities and resources	District Wellness Committee activities and resources	District Wellness Committee activities and resources	District Wellness Committee activities and resources	Administrative Guidelines for Student Suicide
	Cardinal Care website	Cardinal Care website	Cardinal Care website	Cardinal Care website	Cardinal Care website	Cardinal Care website
	Cardinal Healthy	Cardinal Healthy	Cardinal Healthy	Cardinal Healthy	Cardinal Healthy	connections w/ other districts
	Co-facilitated small groups	Co-facilitated small groups	Co-facilitated small groups	Co-facilitated small groups	Co-facilitated small groups	
	Consultation hours available	Consultation hours available	Consultation hours available	Consultation hours available	Consultation hours available	
	Mental Health PD available	Mental Health PD available	Mental Health PD available	Mental Health PD available	Mental Health PD available	
	Rounding	Rounding	Rounding	Rounding	Rounding	

The table above presents a sample of informational resources for students, enhancing skills for families, and providing support to staff within the CF Area Unified School District. Sample resources include curricula and classroom lessons, website of community providers, Google Classroom announcements, Student and Family Assistance Program, staff consultation, and professional development.

# Goal 3



## Improving mental health supports through cross-system collaboration

### Year 2 Progress/Systems Shifts, Continued

#### Facilitating Data Sharing and Conversations to Enhance Collaboration

An important component of systems change is cross-sector and agency coordination to address needs and gaps within a community. In Year 2, the CF Project AWARE Grant Coordinator continued to organize and facilitate the quarterly District and Community Leadership Team (DCLT) meetings, which is comprised of agency directors, community providers, and district staff. Over 50 individuals are invited to the meetings, from a variety of community agencies. These meetings provide attendees the opportunity to share data and agency updates, collaborate on initiatives, brainstorm solutions, and share successes and lessons learned. One sample agenda included the following items:

- Partner Spotlights
- Data Updates
  - REALiving- SFAP
  - Chippewa County
  - School-based mental health
  - Co-facilitated small group outcomes
- Presentation and Discussion: Interconnected Systems Framework
- Discussions
  - School-based mental health
  - Group Health HMO
- Updates
  - Pop-up Booths
  - Focus groups
- New Ideas and Action Planning for This Year

#### Strengthening the Student and Family Assistance Program to Increase Access to Meaningful and Real-Time Services

The CF AWARE team developed a critical partnership in the 2018-2019 school year to increase mental health support for students and families. Through their partnership with REALiving, CFAUSD has a valuable and comprehensive Student and Family Assistance Program (SFAP).

- 1) Soft landing for parents as they connect them to services
- 2) Four free counseling sessions and/or crisis support for families

The Interconnected Systems Framework (ISF) is a program that provides resources to staff to increase student resiliency. REALiving forms MOUs with agencies from the ISF that come into the school. The ISF includes many services, such as:

- 1) Allows community clinicians to work with school staff to co-facilitate small groups
- 2) Consultation with staff members
- 3) Staff professional development

#### SFAP Description

REALiving offers a Student and Family Assistance Program (SFAP) to help your students and families to be their BEST. The SFAP is offered at no cost to your district families and will provide each family with up to 4 counseling sessions per school year. Providing free access to counseling services can eliminate barriers that may exist for families in accessing these supports on their own, thereby offering a valuable tool to your district employees to use in supporting students. — [www.realiving.com/our-services](http://www.realiving.com/our-services)

# Goal 3



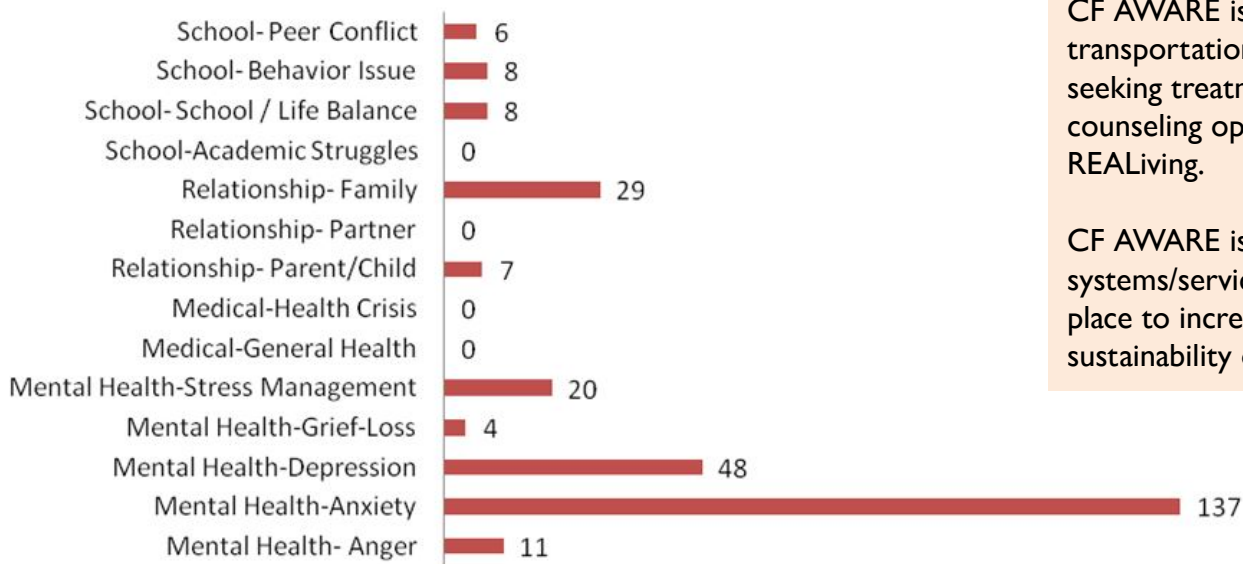
## Improving mental health supports through cross-system collaboration

### Year 2 Progress/Systems Shifts, Continued

Between September 2020 and May 2021, the SFAP delivered 278 counseling sessions. Sessions were available both in person and virtual to increase access and ease potential transportation or childcare barriers. A benefit of the SFAP is the variety of counseling sessions offered to families and students. For example, topics that the four free sessions can include are: academic struggles, household stressors, relationship troubles, stress, depression, and anxiety, and drugs and alcohol.

Of the 278 counseling sessions, nearly half of the sessions were for anxiety. Other presenting problems included relationships with family, managing stress, and depression. Below is a chart with the presenting problem data from the 2020-2021 school year.

**Presenting Problem Data SFAP CFAUSD 2020-21**



#### Systems Shifts

CF AWARE is increasing opportunities for real-time mental health services so youth and families can seek support when they need it.

CF AWARE is helping to avoid transportation and childcare barriers to seeking treatment by providing a virtual counseling option for parents through REALiving.

CF AWARE is building on systems/services that are already in place to increase the likelihood of sustainability once the grant concludes.

### Identifying Solutions to Overcome Barriers

In Year 2, the CF AWARE team continued to intentionally design an effective SFAP to identify and address mental health needs. A primary goal in Year 2 was to expand support for parents and guardians. The CF AWARE team gathered and analyzed information to understand the context, needs, barriers, and financial contingencies of various parent coaching and consultation options. Through this exploration, CF maintained their principle that services should be uninterrupted and financially sustainable for families. As the team became aware of financial limitations and restricted insurance coverage, they continued to identify ways to build services into their current structure. Their persistence led to agreements with two agencies to provide parent coaching, starting September 2021- Lutheran Social Services and Ozaukee Community Therapies. The CFAUSD has continued their support of the SFPA program and is committed to funding parent counseling/coaching, so families have access to sustainable services even when the AWARE grant concludes.

#### Lesson Learned

Identify solutions that allow for sustainability, so services don't have to be taken away from families once a grant concludes. Build upon existing programs to take advantage of sustainable resource flows and structures.

# Goal 3



## Improving mental health supports through cross-system collaboration

### Year 2 Progress/System Shifts, Continued

#### Collecting Data for Real-time Decision-Making

The CF AWARE team has organized and supported co-facilitated small groups for youth to gain skills to support mental wellness. These groups are offered in collaboration with REALiving and have included topics such as: coping skills, resilience, emotion regulation, social skills, self-care, horse therapy, mindfulness, DBT skills, and narrative and art therapy. Due to the COVID-19 pandemic and dynamic school schedules in Year 2, CFAUSD was not able to run as many co-facilitated groups.

From the start, the CF AWARE team advocated for the collection and utilization of data to understand the effectiveness of these small groups. They were met with some resistance in Year 1 as they shared the benefits of using a progress monitoring tool to determine appropriate interventions and which groups are the best fit for students. In Year 2, the CF AWARE team continued to advocate for this tool and made progress in generating buy-in from partners. In December 2020, they facilitated the development of a 20-item pre- and post- social academic risk screener called MySAEBRS (see below). In fall 2020, they completed a pilot with four 6<sup>th</sup> grade students, with a second group starting in early 2021. In Year 3, the CF AWARE team plans to expand this pilot to additional groups and will continue utilizing these data to identify progress and effectiveness.

#### MySAEBRS Questions

Response options: never, sometimes, often, almost always

- |                                   |   |   |
|-----------------------------------|---|---|
| 1. I argue with others            | 8. I like school                        | 15. I feel nervous  |
| 2. I get along with my peers      | 9. I am ready for class                 | 16. I like to try new things                                      |
| 3. I lose my temper               | 10. I get good grades                   | 17. I am happy  |
| 4. I disrupt class                | 11. I have trouble working alone        | 18. I am worried  |
| 5. I am respectful                | 12. It's hard to pay attention in class | 19. When something bad happens it takes me a while to feel better |
| 6. Other people like me           | 13. I participate in class              | 20. I like being alone  |
| 7. I have trouble waiting my turn | 14. I feel sad                          |   |



# Goal 3



## Improving mental health supports through cross-system collaboration

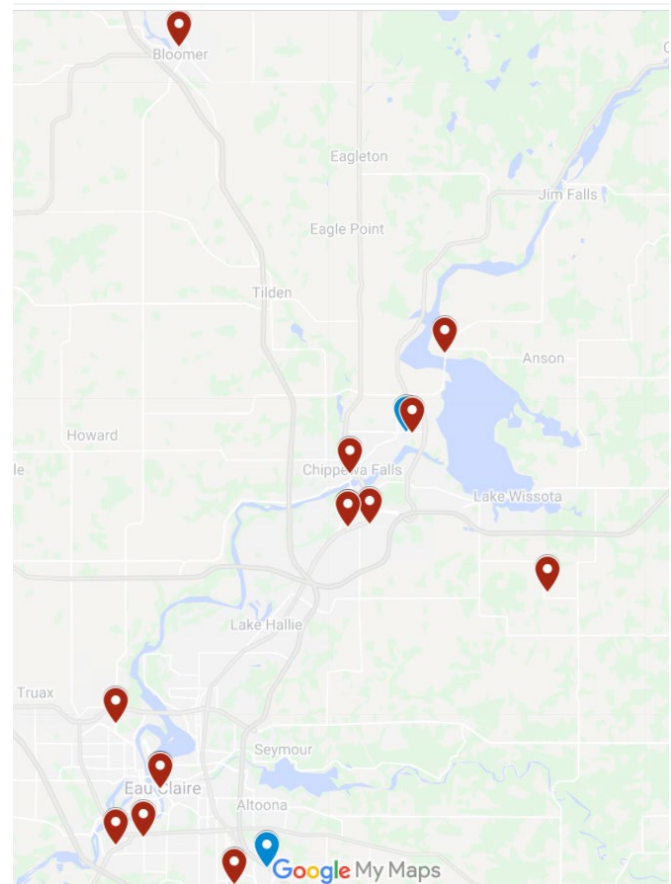
### Building and Maintaining Effective Partnerships

In Year 2, the CF AWARE team continued to build and maintain partnerships with local and state agencies to enhance student access to mental health support and the professional development of CFAUSD staff. A significant accomplishment was addressing a communication barrier between schools and community providers. The MH Navigator revised the release of information and developed an electronic version to enable more effective 2-way communication. The next step that the CF AWARE team is working towards is facilitating the necessary relationships to enhance coordination and consistent support for students.

The CF AWARE team also updated their memorandum of understand (MOU) with partners in Year 2 to include telehealth and the improvement of wraparound services.

As of March 31<sup>st</sup>, 2021, the CF AWARE team has established 20 partnerships, including 6 that continued from Year 1(\*).

School-Based Therapy	Other
Andrea Polnaszek, LLC	Christy Langman- Mindfulness
Aurora Community Counseling	Holly's Place- small group
Callier Clinic	Kalin Hiess- parent focus groups
Catalyst for Change	Marshfield Clinic Health- small group
Christian Family Solutions*	REALiving- interconnected systems
Enigma Psychological	WISH Center- professional development
Family Therapy Associates*	
Genuine Way Therapy, LLC	
Halcyon Wellness	
Healing Hearts	
Family Counseling Center*	
Marriage and Family Health	
Ozaukee Community Therapies*	
Prevea*	
Lutheran Social Services	
Seed to Bloom Creative Healing	
Therapy Dogs International*	



The map above shows a sample of CF partnerships and portrays the reach of accessible services for students and their families.

Description of Partners are presented here [https://docs.google.com/presentation/d/1UJOCLo5ot6yHkWYc4zWw6PkM1YmsooNIAlyO\\_1Xrwj0/edit?usp=sharing](https://docs.google.com/presentation/d/1UJOCLo5ot6yHkWYc4zWw6PkM1YmsooNIAlyO_1Xrwj0/edit?usp=sharing)

# Goal 3



## Improving mental health supports through cross-system collaboration

### Maintaining Open Communication to Share Updates with Staff and Providers

Since December 2019, the Director of Mental Health and Resiliency has developed monthly newsletters, titled The Resilient Cardinal, to distribute information to CFAUSD staff. In Year 2, they began sharing their newsletter with community therapists to keep them informed of updates with Project AWARE and other mental health initiatives. The table below presents a sample of their newsletters with the updates, events, and resources shared.

Month	Updates, Events, and Resources Shared
<b>November 2020</b>	Purposity, Cardinal Care Stress Stars and Cardinal Care Stress Balls, YMHFA training, mindfulness survey, coping skills articles,
<b>December 2020</b>	AWARE grant quarter 1 report, Purposity, Cardinal Care Stress Stars and Cardinal Care Stress Balls Videos, get active survey
<b>January 2021</b>	Compassion resilience toolkit challenge 1, Educator resilience & developing a self-care plan, Purposity Information and Link to Submit Needs, Two NEW BESTology Coaches, DCLT Update,
<b>February 2021</b>	Cardinal connections virtual gathering invitation, parent focus group invitation, discussion of community health survey results, compassion and resilience toolkit challenge #2, AWARE data, staff wellness page
<b>March 2021</b>	Cardinal connections Google slides, Compassion resilience toolkit challenge #3, Compassion resilience toolkit facilitator training, Mental health and wellness resource map, AWARE grant quarter 2 and midyear reports, meet the newest QPR instructors, DCLT agenda,
<b>April 2021</b>	Coming soon events, Compassion resilience toolkit training available, Compassion resilience toolkit challenge #4, YMHFA trainer of trainers available, Mental health and wellness resource map, and Administrative guidelines for student suicide

All include helpful fliers, school-based mental health data, ISF resources, and REALiving staff resources

### Activities Planned for Year 3

The CF AWARE team has identified several goals and planned activities for Year 3 related to cross-system collaboration, including:

- Continue quarterly District Community Leadership Team (DCLT) meetings to encourage the sharing of information, data, and resources.
- Expand the Student Family Assistance Program to include parent coaching.
- Continue the Interconnected Systems Framework (ISF) across the CFAUSD. This includes hosting additional co-facilitated small groups and finding a purposeful way to incorporate community clinicians on team meetings again.
- Seek to identify existing or develop referral options to meet unmet needs as determined by the CF resource map.
- Create a process of gathering data by using the MySAEBRS data and identify evidence-based interventions used for co-facilitated small groups

# Goal 4



## Increasing youth access to, and engagement of mental health wellness and treatment resources for children and youth

### Overview of Accomplishments and Barriers

#### Accomplishments

In Year 2, the CF AWARE team had many accomplishments for increasing youth access to, and engagement of mental health wellness and treatment resources for children and youth. A few accomplishments included: progress on the Mental Health and High School Curriculum Guide training, co-facilitated small groups, and the Building Assets, Reducing Risks (BARR) program. The Mental Health and High School Curriculum training will be provided virtually in the summer of 2021 for the high school health department staff. This curriculum will add to the lessons in place already for the students in health/PE classes and provide activities and a guide for staff, which was a gap previously.

For the co-facilitated small groups, consent forms were created to share information about the group, who the professional counselor was, and covered HIPAA and FERPA information.

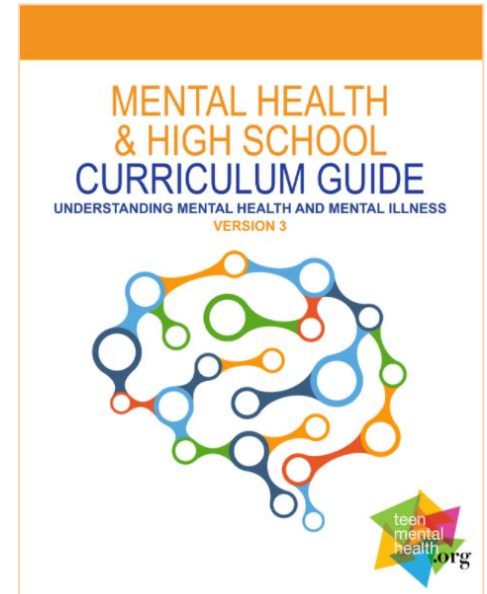
A new addition in Year 2 was the piloting of a horse therapy, with the agency, Holly's Place. The horse therapy took place outside at an elementary school where small student groups were able to walk, feed, brush, and connect with the miniature horse, Mocha. This has been a successful partnership for the CF AWARE team. The partnership will continue in April 2021 with Jim Falls, Parkview, and Southview schools.

The BARR program is in the second year of its three-year implementation. The goal for this program is to address every freshman as a whole and support the students as needed. The BARR program continues to track academic data to indicate if the program is successful and understand where more interventions are needed. The BARR team has been meeting virtually with coaches to improve their implementation, which is normally done in-person. Their communication is still strong even with this virtual coaching.

#### Barriers

The CF AWARE team did face a few barriers in Year 2 related to access to mental health treatment. For example, the Mental Health and High School Curriculum was initially planned for review in the summer of 2020, but the CFAUSD had to pause this process given the COVID-19 pandemic. Currently, the district is supportive of the curriculum, and it will be in the CFAUSD strategic plan to continue work in Year 3.

Another barrier related to the pandemic was finding adequate space to hold co-facilitated small groups amidst social distancing protocols.



Mocha, the therapy horse

# Goal 4



## Increasing youth access to, and engagement of mental health wellness and treatment resources for children and youth

### Year 2 Progress/Systems Shifts

#### Building Assets, Reducing Risks

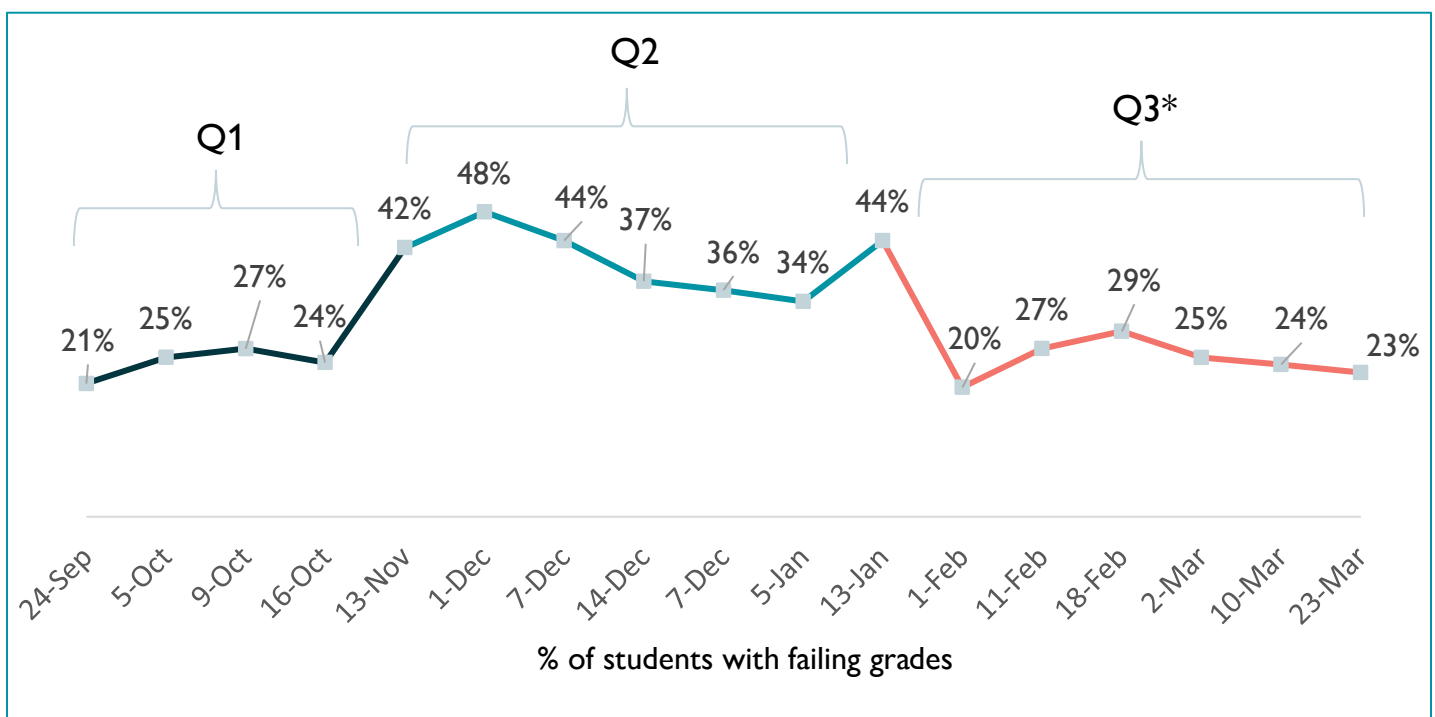
The CF AWARE team is currently providing support for year two of the three-year implementation of Building Assets, Reducing Risks (BARR) at the Chippewa Falls High School (coordinated by Tami Slowiak). BARR will continue after the three-year support from the AWARE team. The aim of BARR is to provide supports for students as they transition into high school (and throughout the high school experience) and focuses on addressing every freshman student as a whole. Students are divided into three teams, based on their needs, and follow the response to intervention (RTI) pyramid. The first team (level 0-1) includes students who are well-adjusted and need little guidance. The second team (level 2) is for students who need more support and attend meetings with teachers and guidance counselors to talk about possible interventions for the students. The third team (level 3) addresses risk review students who are typically not academic and can include the Alcohol and Other Drug Abuse (AODA) Specialist and the Mental Health Navigator. Coaches from the BARR organization meet with CF three times a year to give feedback on how to set goals for students and how to effectively meet with the students.

BARR data are reported weekly and indicate the number and percent of students with one or more failing grades. The chart below shows the percent of students with failing grades at the time the data was documented. There were a total of 358 to 362 students who were captured in this data. The quarters are based on the school year.

In Quarter 1, the high school switched to completely virtual learning on November 4<sup>th</sup>.

In Quarter 2, all students from the high school were virtual.

In Quarter 3, students returned to in-person learning on January 21<sup>st</sup>. Q3\* BARR data does not show the complete quarter data.





# Goal 4



## Increasing youth access to, and engagement of mental health wellness and treatment resources for children and youth

### Year 2 Progress/Systems Shifts

#### Offering a Variety of Supports to Meet the Unique Needs of Students and Families

In Year 2, the CF AWARE team continued to offer several options for mental health support to enhance the wellness of their community. This includes: the SFAP, school-based mental health, interconnected systems framework, Mental Health Navigator, and school resources. In Year 2, the CF AWARE team added telehealth and self-care resources, such as mindfulness, wellness presentations, and on-site chiropractic care.

**CHIPPEWA FALLS AREA UNIFIED SCHOOL DISTRICT**

## Cardinal Care Mental Health Supports

Building a Stronger Community Because You Matter

Student and Family Assistance Program (SFAP)	School-Based Mental Health (SBMH)	Interconnected Systems Framework (ISF)	Telehealth	Mental Health Navigator	School Resources	Self-Care Resources
This program will provide up to 4 FREE counseling sessions per family. Students and/or parents may call 855.838.7170 to seek authorization or ask questions 24 hours per day, 7 days per week!	This program will allow students to meet with their therapist during school hours. Our district partners with several agencies in order to provide a list of therapists that you can choose from with both in-person and telehealth options available. View <a href="http://www.cardinalcare.info">www.cardinalcare.info</a> for an up-to-date list of agencies and therapists available in each school building.	This program allows the community clinicians to work with our school staff in order to co-facilitate small groups, offer staff members consultation, offer staff professional development, and more.	Our district has partnered with multiple agencies that specialize in telehealth to provide virtual one-on-one counseling, virtual co-facilitated small groups, virtual staff professional development, as well as other options such as virtual day treatment.	The Mental Health Navigator is able to help families to get set up with the student and family assistance program, school-based mental health services, telehealth services, as well as other programs. Please contact <a href="mailto:mentalhealthnav@chipfalls.org">mentalhealthnav@chipfalls.org</a> for help and support.	Each building in our district utilizes behavior screening that covers areas of mental health, offers interventions at varying intensities, and has school staff members such as school counselors, school psychologists, school nurses, school social worker, and a district Mental Health Navigator to help parents navigate the mental health systems.	A few examples of self-care resources that schools have utilized include mindfulness, wellness presentations, teaching lessons about health or resiliency in small groups, and on-site chiropractic care. Students also have access to fitness equipment, alternative seating, and fidgets.



# Goal 4



## Increasing youth access to, and engagement of mental health wellness and treatment resources for children and youth

### Year 2 Progress/Systems Shifts

#### Utilizing Confidential Referral Pathways to Increase Access to Services

In Year 2, the CF AWARE team continued to utilize and promote their mental health referral pathway to increase student access to services. The CF referral pathway is unique in the fact that students can self-refer, and staff do not have to rely solely on universal screeners or PBIS processes to identify mental health needs. The images below display the confidential referral form on the Cardinal Care website [https://cardinalcare.info/wp-content/uploads/2020/01/SBMH-Parent\\_Guardian\\_Family-Member-Referral-Form.pdf](https://cardinalcare.info/wp-content/uploads/2020/01/SBMH-Parent_Guardian_Family-Member-Referral-Form.pdf).

**Parent/Guardian/Family Member Referral Form**

Student Name:  Grade:

Your Name:  Relationship:

Members of the school problem-solving team may reach out to you to gather more information. Please provide your contact information.

Phone #:  Email:

Best time to contact you:

**About Your Child**

Child's Strengths:

Does your child have an IEP? ☐ Yes ☐ No ☐ Unsure

**Areas of Concern:** (Please check all that apply)

☐ Academic ☐ Behavioral ☐ Emotional ☐ Family ☐ Social ☐ Other

Please Explain:

**What are you noticing about your child?** (Please check all that apply)

<input type="checkbox"/> Anxious/fearful	<input type="checkbox"/> Decreased motivation
<input type="checkbox"/> Appears distracted	<input type="checkbox"/> Depressed/sad/irritable mood
<input type="checkbox"/> Clinging to adults	<input type="checkbox"/> Hopelessness/ negative view of future
<input type="checkbox"/> Difficulty sleeping	<input type="checkbox"/> Loss of interest in activities student once enjoyed
<input type="checkbox"/> Difficulty concentrating	<input type="checkbox"/> Low self-esteem
<input type="checkbox"/> Excessive worry	
<input type="checkbox"/> Restless/appears to be on edge	<input type="checkbox"/> Angry towards others/blames others
<input type="checkbox"/> Specific fears/phobias	<input type="checkbox"/> Argumentative
	<input type="checkbox"/> Constantly moving
<input type="checkbox"/> Aggressive	<input type="checkbox"/> Defiant
<input type="checkbox"/> Avoids reminders of trauma	<input type="checkbox"/> Disorganized
<input type="checkbox"/> Exposed to community violence	<input type="checkbox"/> Inattentive/distractible
<input type="checkbox"/> Irritable/anxious mood	<input type="checkbox"/> Interrupts/blurts out responses
<input type="checkbox"/> Jumpy/hypervigilant	<input type="checkbox"/> Physically aggressive
<input type="checkbox"/> Nightmares/intrusive thoughts	
<input type="checkbox"/> Sexualized play	

How often do these behaviors occur? (Several times per day, once per week, etc.)

Are there any supports or interventions that your child has received in the past?

School:

Home:

What interventions are currently in place?

School:

Home:

#### Parent Testimonial

“ As a parent having the School Based Mental Health available has been very helpful with my child. The process has gone smoothly from the initial contact to being able to choose a therapist that may work best with my child to the therapist working directly with my child. This is also helpful that they are able to come directly to my child at the school so that they are missing less school and I as a parent need to miss less work as well. Overall, the whole experience has been a positive one for both myself and my child. ”

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#### Systems Shifts

CF AWARE is increasing access to mental health services by developing processes for students to self-refer. Schools do not have to rely solely on universal screeners or PBIS processes to identify and address needs. Allows students a safe and confidential way to seek help when they need it.



# Goal 4



## Increasing youth access to, and engagement of mental health wellness and treatment resources for children and youth

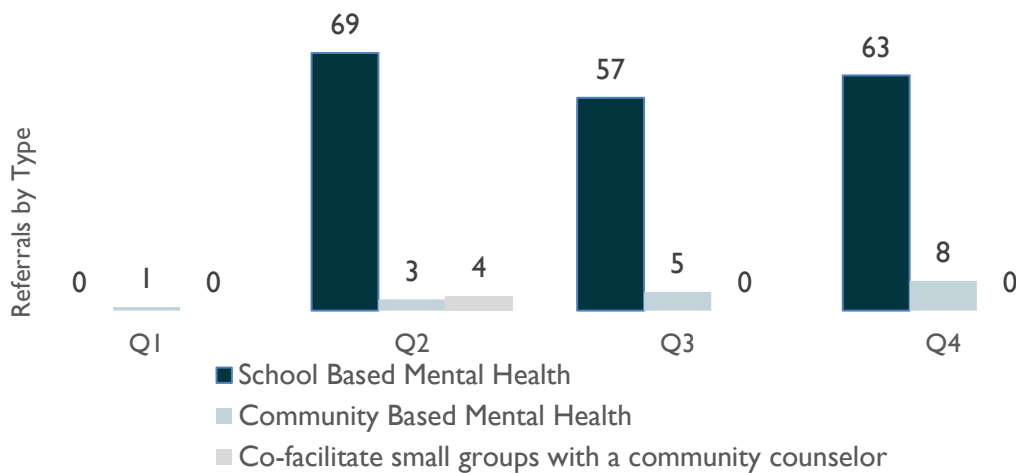
### Referral Data

During Year 2, telehealth was introduced for many students and families due to COVID-19, however, it was not utilized heavily for students. Many students preferred in-person therapy, which was difficult during the pandemic since several therapists were not comfortable offering in-person at the time. The CF AWARE team partnered with a local church to provide transportation for students to receive treatment, which helped to closed some of the access gaps.

#### Grant Quarters

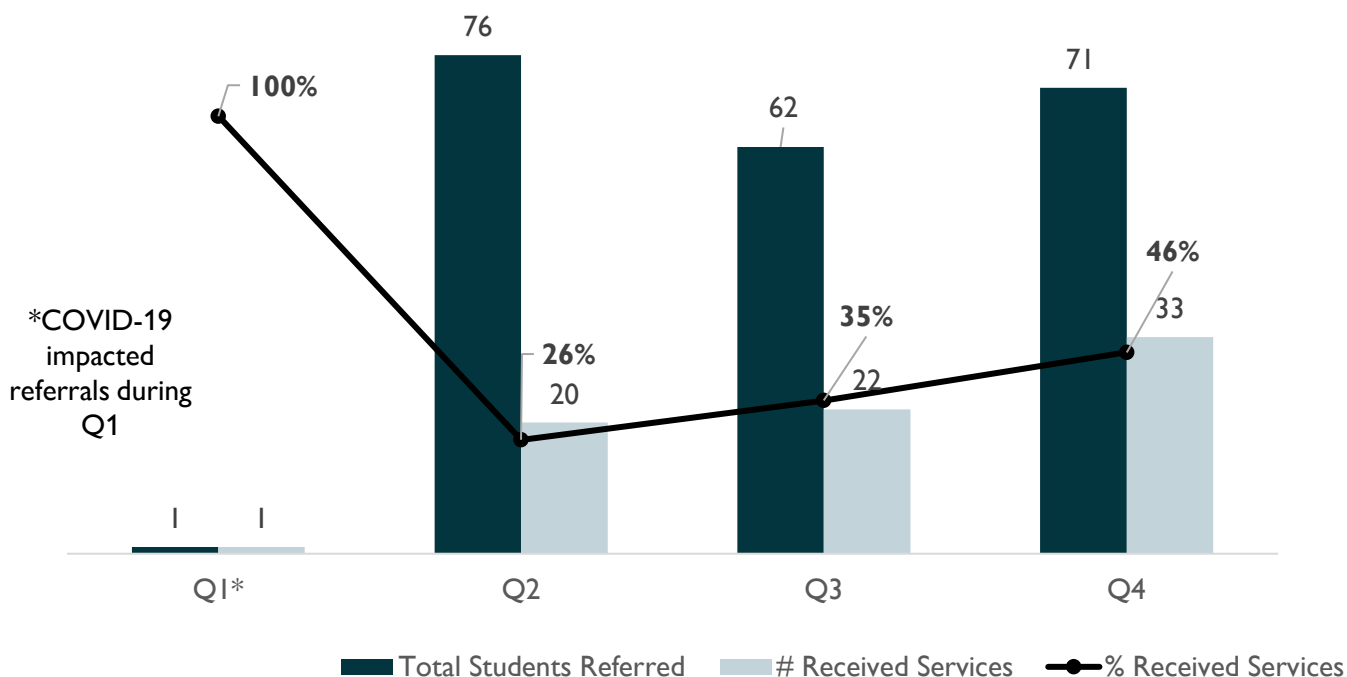
Q1: April 1<sup>st</sup>-June 30<sup>th</sup>, 2020  
Q2: July 1<sup>st</sup>-September 30<sup>th</sup>, 2020  
Q3: October 1<sup>st</sup>-December 31<sup>st</sup>, 2020  
Q4: January 1<sup>st</sup>-March 31<sup>st</sup>, 2021

#### Referrals by Type (students may be counted twice)



A majority of students were referred to School Based Mental Health services in Year 2. COVID-19 impacted referrals during Quarter 1. During Quarter 2 of the grant, a co-facilitated small group took place for students.

#### Referrals & Services Received



# Goal 4

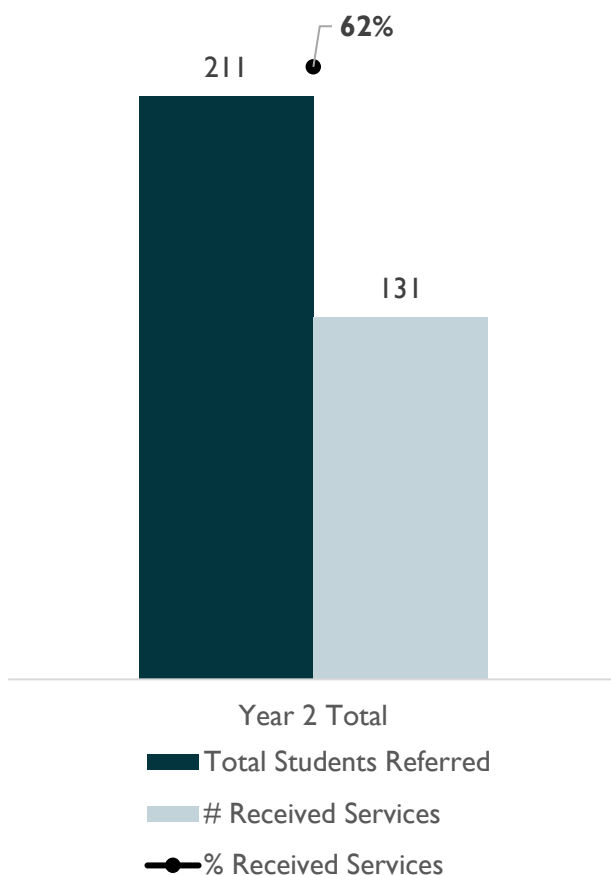


## Increasing youth access to, and engagement of mental health wellness and treatment resources for children and youth

### Referral Data

In Year 2, a total of 211 students were referred to mental health services. Of those students referred, 62% received services in Year 2.

#### Year 2 Total Referrals & Services Received



Of the students referred,

**62%**

received services in Year 2

**Of the 80 students who did not yet receive services:**

- 47 families declined SBMH services
- 1 family declined a co-facilitated small group
- 3 students moved out of the district
- 29 families are in the process of potentially getting set up with services

When comparing CFAUSD's percent of services received to others, many estimates show that even though mental illness affects so many of our kids aged 6-17 only 20-50% of them do receive the mental health care they need (Kataoka, Zhang, Wells, 2002).

(Source: Kataoka, S.; Zhang, L.; & Wells, K. (2002). Unmet need for mental health care among U.S. children: Variation by ethnicity and insurance status. *American Journal of Psychiatry*, 159(9), pp. 1548-1555.)

### Activities for Year 3

The CF AWARE team has identified several goals and planned activities for Year 3 related to increasing access to services, including:

- Revamping the 6<sup>th</sup>-12<sup>th</sup> grade health curriculum to incorporate new Mental Health Curriculum
- Continue BARR program implementation
- Continue to expand co-facilitated small group offerings

# Recommendations

The following are recommendations to consider in Year 3 of Project AWARE:

- Consider adding qualitative data collection to your local evaluation plan to identify progress towards goals, systems change, and experiences of staff, students, and families.
- Consider adding data points to capture specific systems shifts to systematically identify change over time.
- Consider implementing an emergent learning framework within your Core Team to identify emergent trends, interim findings, and lessons learned <http://www.4qpartners.com/4qp-el-platform.html#:~:text=Emergent%20Learning%20is%20a%20field,the%20midst%20of%20unpredictable%20challenges>.
- Consider including the pre- and post-evaluation survey included in the Mental Health and High School Curriculum Guide to document changes in knowledge
- Consider developing indicators of progress and outcomes related to the DCLT. Sample measures include: # of action items developed and achieved, member representation, resource allocation, etc.
- Consider conducting a social network analysis of your collaborations to monitor and measure growth in collaboration. Measures may include: trust among members, data sharing, resource flows, joint programming, quality of communication, etc.
- Consider adding a measure of staff capacity/knowledge/skills to show effectiveness of professional development activities.