

Chippewa Falls Area Unified School District

Project AWARE Annual Report



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YEAR 3

2021-2022

Project Overview



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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 3 which includes April 1st, 2021, through March 31st, 2022.

Project Partners

This report presents data from Chippewa Falls collected during Year 3 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)



Chippewa Falls
Area Unified
School District

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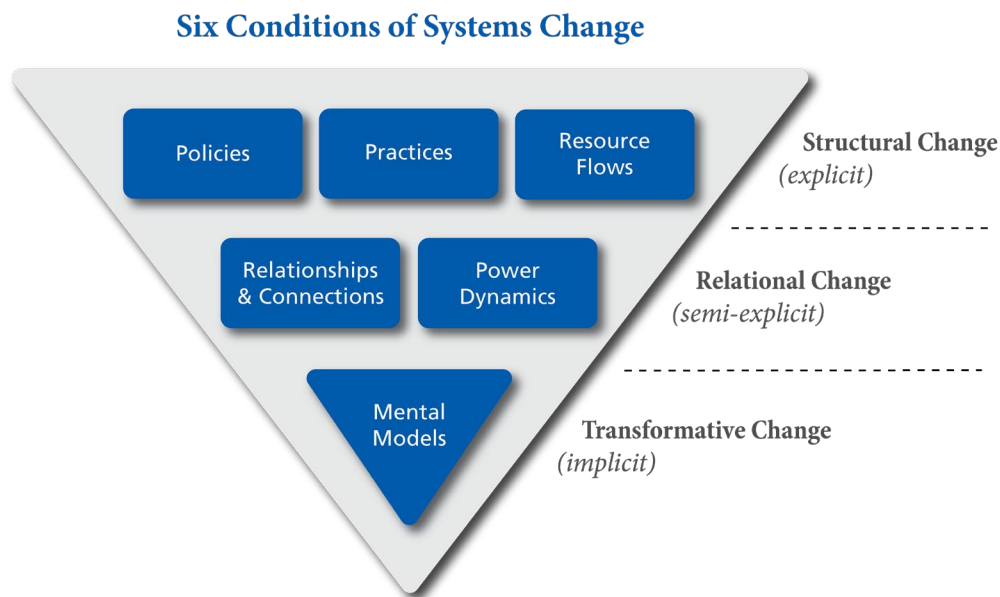


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Evaluation Approach

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)



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 3 for each AWARE goal?;
- 2) What barriers are LEAs experiencing in Year 3 for each AWARE goal?;
- 3) What systems shifts are occurring during the implementation of Project AWARE in Year 3?

In spring 2022, 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 3.

*The data included in this report are a high-level overview of the progress that has been made in Year 3 and not meant to be an exhaustive list of every activity/task that was accomplished.

Goal I



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

Overview of Accomplishments and Barriers

Accomplishments

In Year 3, 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 onsite mental health crises. The team updated the Administrative Guidelines for Student Suicide, provided Youth Mental Health First Aid (YMHFA) trainings and Conscious Discipline trainings, continued to promote Cardinal Care in various ways, and provided many professional development opportunities for staff.

The Administrative Guidelines for Student Suicide were updated to include guidelines for when students are engaged in virtual learning at home. The Project AWARE Grant Coordinator ensured that all staff were aware of this change and where to find it in the guidelines by including this update during the Cardinal Conference mental health support session and in their monthly newsletter.

An accomplishment for the YMHFA trainings included the Project AWARE Grant Coordinator being trained as a trainer and being able to provide trainings to staff members throughout the year. During Year 3, 135 mental health staff were trained. Along with the YMHFA trainings, there have been more Conscious Discipline trainings to help with transformational social-emotional learning and classroom management. The trainings have expanded, and a plan is in place to work with 4K. REALiving staff also shared Conscious Discipline information with the elementary schools and provided tools to staff.

The CF AWARE team continues to promote Cardinal Care mental health supports. For example, the team promoted Cardinal Care through the [website](#), pop-up booths created by middle and high school students, a video on the Student Family Assistance Program (SFAP), flyers, the Resilient Cardinal monthly newsletter, Facebook, news interviews, staff back scratchers with the Cardinal Care website and logo, community referrals, and cardinal connections. Cardinal connections was a virtual meeting for community partners that work with the schools to connect and share ways to support mental health within the schools.

Barriers

In Year 3, the CF AWARE team encountered some barriers. One barrier for the Administrative Guidelines for Student Suicide was a shift in partners to assist with safety planning. A barrier for the YMHFA trainings was that the virtual aspect of the training is not as impactful as in-person, which creates some frustration around the training for staff attendees.

Goal I



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

Professional Development Opportunities

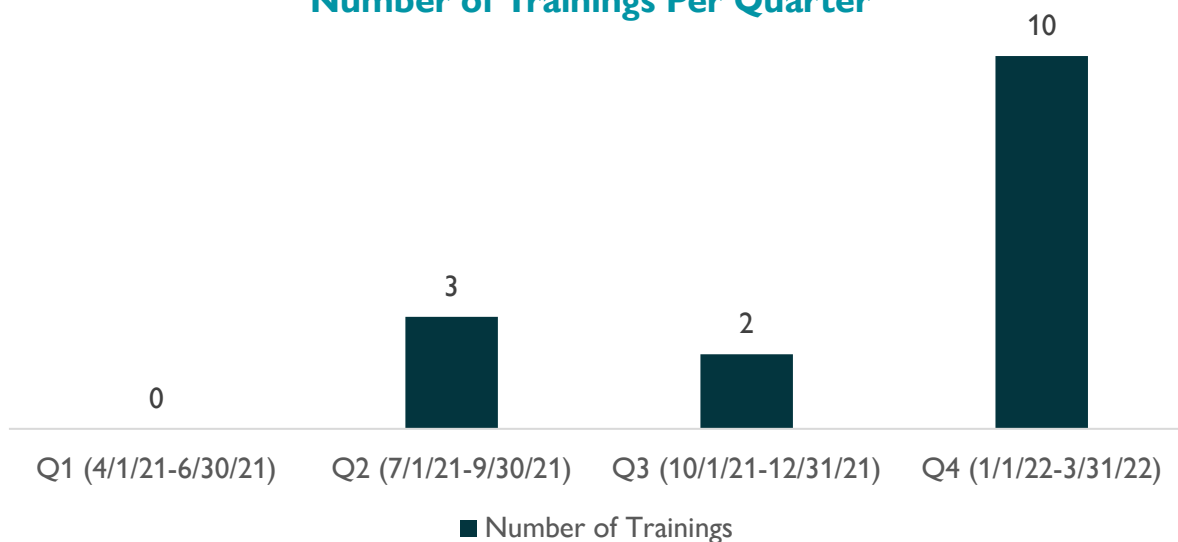
In Year 3, the CF AWARE team provided multiple professional development opportunities to school staff. There were no trainings provided in Quarter 1 since this is during the summer months. In Quarter 2, the team attended a Mental Health Curriculum Training that will be useful for the curriculum rollout during Year 4. In Quarter 3, the AWARE team offered a Youth Mental Health First Aid training for staff and in Quarter 4, there were multiple opportunities for staff to attend during the Chippewa Falls Cardinal Conference. The conference took place during a professional development day for school staff and was provided virtually. For a list of each training, see page 8.

In Year 3, a total of fifteen professional development opportunities were provided. Some of these trainings included, Understanding and Supporting Trauma In Schools, Supporting Youth Mental Health Through Resilience, Youth Mental Health First Aid, and A Mindful Break.

566
Staff*
attended
in Year 3

*unduplicated staff members

Number of Trainings Per Quarter



There were a variety of training topics provided in Year 3, including:

- Resilience
- Self-care
- Mindfulness
- Supporting Trauma in Schools

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. Shifting 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 Opportunities, continued

Training Date	Training Topic	Number of Staff Trained	Staff Roles
Quarter 1			
No Trainings during Quarter 1			
Quarter 2			
08/3/21-08/5/21	Youth Mental Health First Aid Trainer of Trainers	1	Senior District Administrator
08/24/2021	Mental Health Curriculum Training	14	Classroom Teachers, Pupil Services Staff, Senior District Administrator
09/24/2021	Understanding and Supporting Trauma in Schools	57	Classroom Assistants, Special Education Staff
Quarter 3			
10/28/21	Supporting Youth Mental Health Through Resilience	27	Special Education Staff
10/28/2021	Youth Mental Health First Aid	117	Classroom Teachers, Classroom Assistants, Pupil Services Staff, Special Education Staff, Senior District Administrator, Administrative Assistant, School Board Members, Bus Drivers
Quarter 4			
01/24/22	Youth Mental Health First Aid	6	Pupil Services Staff, Senior District Administrators
01/20/22	QPR (Question, Persuade, Refer: Suicide Prevention) for Staff	3	Classroom Teachers, Classroom Assistants, Special Education Staff
01/20/22	Common Mental Health Issues in School	45	Classroom Teachers, Pupil Services Staff, Special Education Staff
01/20/22	Love and Logic 101: Taking the Stress out of Teaching	64	Classroom Teachers, Classroom Assistants, Pupil Services Staff, Special Education Staff, Principals, Assistant Principal
01/20/22	Learning About the Student and Family Mental Health Supports Offered in the CFAUSD	7	Classroom Teacher, Special Education Staff
01/20/22	What is the Strengthening Families Program?	11	Classroom Teachers, Pupil Services Staff, Administrative Assistants
01/20/22	A Mindful Break	82	Classroom Teachers, Classroom Assistants, Pupil Services Staff, Special Education Staff, Principal, Administrative Assistant
01/20/22	Mindfulness for Students	78	Classroom Teachers, Classroom Assistants, Pupil Services Staff, Special Education Staff, Administrative Assistants
01/20/22	Neurographic Art	42	Classroom Teachers, Classroom Assistants, Pupil Services Staff, Special Education Staff, Principal, Administrative Assistant
03/04/22	Youth Mental Health First Aid	12	Senior District Administrators, Administrative Assistant, Instructional Coaches/Reading Specialists

Goal 1



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

Cardinal Conference Feedback

In February 2022, the CF AWARE team provided several professional development opportunities for K-12 staff in the form of a virtual conference, called the Cardinal 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. 370 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 positive feedback about the conference. Positive feedback themes included:

- **Variety of Topics and Choice:** Several staff mentioned they enjoyed the amount and variety of sessions and the choice to choose which sessions to attend.
- **Presenters and Sessions:** Many staff appreciated the knowledgeable presenters, hearing from colleagues from the district, and the relevant information in the sessions. Staff also mentioned the sessions were beneficial and some sessions that were highlighted by staff included Dr. Raj and Dr. Stuart's presentations and Love and Logic.
- **Virtual Format:** Many staff enjoyed the virtual platform for the conference. Two main themes included:
 - **Ability to work from home:** Staff appreciated the ability to attend the conference from home.
 - **Timing/length of sessions:** Staff felt that the sessions were an appropriate amount of time, and they enjoyed the breaks in between sessions.
- **Positive Takeaways from Conference:** Staff mentioned takeaways from the conference. Staff felt that there were useful teachings that they can apply to their lives and teaching, including tools, helpful information, and practical strategies.
 - **Felt appreciated as a teacher:** A few staff felt their well-being was taken into consideration and they appreciated the time to focus on themselves.
- **Thank You's and Appreciation:** Staff were appreciative for the conference and mentioned their gratitude to those who organized the conference.
- **Organized Conference:** Staff felt the conference was well-organized with smooth transitions, easy navigation, and enjoyed the drawings after each session.
- **Opportunity for Connections:** Some staff mentioned the opportunity to interact with other staff and to share their expertise and experiences with each other.
- **None or N/A**



"Chippewa Falls Schools shows with this conference that you CARE about your staff, you CARE about their health and mental health, and that we are important to the district."

Goal 1



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

Cardinal Conference Feedback, continued

Improvement Feedback

Staff were asked to provide potential improvements for the conference. Improvement feedback themes included:

- **Conference Format and Scheduling Recommendation:** Many staff mentioned ways to improve the format and scheduling of the conference. Themes included:
 - **Different Timing:** Staff recommended more/longer breaks, having the conference at the end of the day to finish up other work first or a half day, decrease the number of sessions to attend, consider doing the conference a different month, such as February. Other recommendations included more flexibility and less required time, a later lunch time, and splitting the conference into two days.
 - **In-Person Conference:** Some staff would prefer an in-person conference.
 - **Sessions Did Not End on Time:** Staff mentioned some sessions not ended on time, which didn't leave time for the feedback form, and it pushes back the time for the next session.
 - **Smaller Groups:** One staff felt they couldn't engage with such a large group and would prefer smaller groups.
- **Wider Variety of Sessions:** Staff recommended more relatable content and diversity in options. Themes included:
 - **Sessions Were Irrelevant to Their Position:** Recommendations included more grade specific level sessions and sessions geared towards all staff, including Special education and support staff.
 - **Session Ideas:** Ideas for potential sessions included more Special Education sessions, shorter half hour session options, CPR certification, and integrating equity.
 - **More Specific/In-Depth Sessions:** Some staff recommended more specific sessions, clearer outlines of information, and more time to work with departments to apply new curriculum or tools.
 - **More Time for Wellness:** One staff recommended an hour to focus on wellness for staff.
- **Speaker Improvements:** Staff mentioned the need for diverse speakers, improved speaker/content, more external speakers outside of the district, internal led wellness, and keynote suggestions such as more specific information, uplifting/inspiring messages, and more organized.
- **Session Availability:** Staff recommended more spaces available for Zoom, include more duplicate sessions in the morning and afternoon, and a couple staff recommended less double sessions.
- **Enhance Conference Communication:** Some staff requested getting information and links out earlier, allowing access to documents before sessions, outlines for each session, make it clear if it is a part of double or triple session, send out information at the same time, and the feedback form should be sent at a different time so that the sessions do not need to be shortened.



"While there are good intentions behind this, I think our professional time could be used differently. I am sure most teachers would tell you that they would have preferred to use this time in classrooms/ as we see fit. There is already SO much on our plates and this is just kind of an extra. I see the benefit, but I just think there are better uses for our time, especially when more and more keeps getting added to our plates"

Goal I



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, while others participated in a wellness session. Staff mentioned it was nice to be able to choose their own activity and take a break. Wellness activities included:

- **Art:** Many staff participated in drawing, coloring, and continued work from the Neurographic art session.
- **Exercise:** Several staff participated in exercise including walking, yoga, running, biking, elliptical, stretching, basketball, weightlifting, and other exercises.
- **Journaling:** A couple staff journaled during the wellness activity.
- **Mindfulness:** Many staff participated in mindfulness activities such as using the Headspace app, a mindful break, meditation, used the Calm app, stepped away from the computer, and did self-care.
- **Reading:** Many staff participated in a reading activity such as reading a book, reading the Ginger roots articles on various areas of mental health, listened to a book, or went on the District Wellness Resource page.
- **Sleep:** One staff slept in, which was a nice change to their schedule.
- **Spend time with others:** Some staff enjoyed family time, joined a small group activity within their department, or collaborated with colleagues.
- **Time with kid(s):** A couple staff spent time with their children at home.
- **Watch shows or go online:** Some staff spent time online reviewing the District Wellness Resource page or watched a show.
- **Work or chores:** Some staff spent their time working on emails, doing work preparation, and cleaning around the house.

Goal I



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

Cardinal Conference Feedback, continued

Professional Practice Ratings

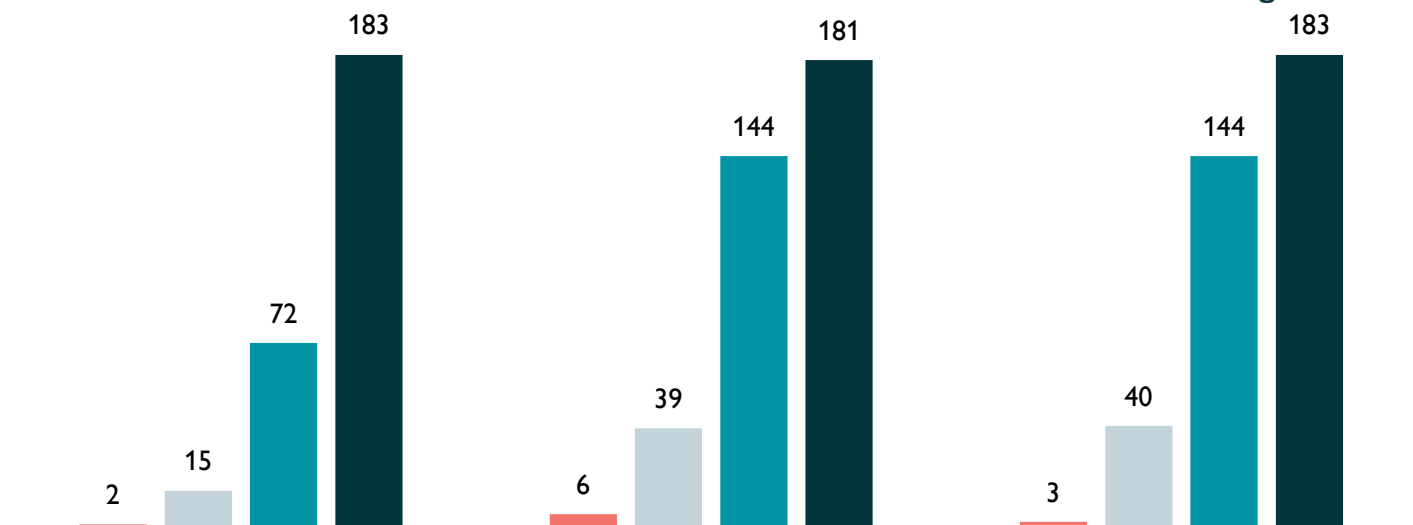
Staff were asked to rate whether the wellness activity, relevancy of the sessions, and the Cardinal Conference met their professional practice needs on a scale of 1-4.

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

Wellness Activity Ratings

Relevant Session Ratings

Professional Development Ratings



Wellness Activity Feedback: this wellness activity time met my professional practice needs

There were enough relevant sessions for me to select from

The Cardinal Conference was a good use of my professional development time

1 2 3 4

94% of respondents rated the wellness activity either a 3 or 4 for met their professional practice needs.

88% of respondents rated the relevancy of the conference sessions either a 3 or 4 for met their professional practice needs.

88% of respondents rated the Cardinal Conference either a 3 or 4 for met their professional practice needs.

Goal I



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

All-Staff Survey

The 3rd annual staff survey was administered during a professional development day in January 2022. Previously, the Chippewa Falls Area Unified School District (CFAUSD) collected data from the Chi-High High school, but this was the first year the survey was administered to all staff at each school within the CFAUSD. Overall, 362 staff responded to the survey across all schools, with 75% of respondents as teachers, 12% support staff, 6% pupil services staff, 2% administrative staff, and 7% preferred not to answer. Below are the key findings from the all-staff survey.

Key Findings

- The majority of respondents feel like they belong at work, that work is inviting and physically safe, that they have a trusted person at work, feel supported by colleagues, and perceive a healthy relationship between staff. On the other hand, many respondents are still experiencing stress and frustration at work, primarily due to the workload and expectations placed upon them and uncontrolled student behaviors.
- Nearly 80% of respondents believe their school values students' mental health. Only approximately 10% of respondents believe there's a stigma with staff or students receiving mental health services. This indicates that mental health of both staff and students is regarded as important in the school district and is not highly stigmatized. However, many respondents expressed a need for additional mental health services and resources in support of stress and to facilitate healthy well-being, both for themselves and for students.
- Almost half of respondents felt that professional development was extremely/very beneficial for addressing students' mental health needs. Additional data collection could shed light on the reasons why these opportunities may not always support students needs (e.g. the need for time to apply skills, the need for regular support from mental health professionals in order to engage in this role, etc.). Survey data do suggest that it would be beneficial to have additional mental health professionals to address students' needs, provide additional support to students in locating and accessing resources and services, and provide additional mental health education to students.
 - Respondents shared opportunities to revamp professional development experiences including topics such as how to identify mental health needs, how to connect students to resources, responding to trauma, and how to talk to students about anxiety and depression.
- Findings suggest that respondents would appreciate additional recognition for their work, honesty, acknowledgement of their mental health needs, acknowledge of challenges for staff, and feeling valued by administrators.
- Many respondents shared a strong safety and academic concern related to student behaviors and the perceived lack of consequences. Respondents shared concerns about their physical safety and the negative learning environment for students. Respondents expressed that additional staff, smaller class sizes, and consistent consequences would help to alleviate their concerns.
- There continues to be a strong desire to connect with one another and build supportive, collaborative relationships. There is great opportunity to foster these relationships and staff have expressed several ideas, including cross-department activities. Staff suggest a shift in workload and expectations in order to effectively engage in these activities.

Goal I



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

Cardinal Care Promotion

Cardinal Care Mental Health Supports is a way to reach students, families, and staff who may need mental health support. During Year 3, the CF AWARE team promoted the resources and provided opportunities for families to learn more about what supports are offered.



Below are the ways Cardinal Care has been promoted:

- Cardinal Care Website
- Pop-up Booth: Middle and High School
- Video: Group Health Cooperative created a video on the Student Family Assistance Program (SFAP)
- Flyers
 - Student and Family Assistance Program (SFAP) Flyer
 - Cardinal Care Mental Health Supports Flyer
- Resilient Cardinal monthly newsletter
- CFAUSD Facebook
- News interviews
- Staff back scratchers: Cardinal Care logo and website included on back scratchers.
- Community referrals
- Cardinal Connections: an event was held virtually for community partners who work with schools in the district. Partners were able to connect in small groups to discuss mental health supports.

Activities for Year 4

The CF AWARE team has identified several goals and planned activities for Year 4 related to increasing capacity to respond to mental health crises, including:

- During Year 4, additional professional development activities will be offered to staff members.
- The CF AWARE team will also support the available mental health interventions by creating a physical meeting space over the summer.

Goal 2



Increase youth and family voice and authentic engagement

Overview of Accomplishments and Barriers

Accomplishments

In Year 3, the CF AWARE team continued their success from Years 1 and 2 in increasing youth and family engagement. Many items were accomplished this year. The accomplishments included continued implementation of the Behavioral Emotional Social Trait scale (BEST) across seven K-7 schools, engaging parents through parent coaching, community presentations, Love and Logic sessions and a parent engagement survey. The CF AWARE team also graduated two cohorts from the Strengthening Families Program and solicited feedback from both caregivers and student participants in the program, and engaged students through student focus groups, pop-up booths and a Student Mental Health Conference.

Barriers

The COVID-19 pandemic continued to present challenges for the CF AWARE team in Year 3, such as decreased family participation and engagement. For example, the parent focus group did not happen after poor participation years prior. Results from the parent engagement survey showed decreased engagement this year. In addition, another challenge was that the BEST results are down slightly from Year 2, and the scale/data has not had the same traction as the CF AWARE team hoped.

BEST Results (2021-2022)

The BEST scale is completed twice per school year; this year it was done in fall 2021 and spring 2022. 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. In Fall 2021, the overall health score was 84%. In Spring 2022, the overall health score was 83%. These scores are down slightly from last year, and CF AWARE staff note the scale and data has not had the same traction as they hoped it would.

School Name	Global Health (G)		Externalizing Health (C)		Internalizing Health (P)	
	Fall 2021	Spring 2022	Fall 2021	Spring 2022	Fall 2021	Spring 2022
CFMS	90.2%	88.4%	90.7%	90.0%	90.9%	88.6%
Halmstad	90.1%	88.2%	88.5%	87.0%	90.2%	87.9%
Hillcrest	82.7%	83.4%	83.9%	82.1%	82.3%	82.3%
Jim Falls	76.6%	77.5%	76.6%	76.3%	79.5%	81.4%
Parkview	78.3%	73.2%	81.6%	76.7%	73.4%	70.2%
Southview	81.5%	79.0%	83.4%	79.9%	79.2%	77.9%
Stillson	91.4%	91.8%	91.9%	91.6%	89.3%	90.2%
TOTAL:	84.4%	83.1%	85.2%	83.4%	83.5%	82.6%

Goal 2



Increase youth and family voice and authentic engagement

Parent Engagement & Outreach Efforts

Parent Coaching Sessions

Before the start of Year 3, the CF AWARE team had a goal of implementing parent coaching sessions for district parents. This year, the parent coaching sessions were a success - Parents can receive up to 4 sessions of free coaching from other parents. The coaches are other parents who have completed the sessions and who have been referred to be a coach. The LC AWARE team plans to continue promoting this opportunity for the remainder of the AWARE Grant. This year, 21 parent coaching sessions were provided from September 2021 to March 2022.

Kevin Hines Community Presentation

The CF AWARE team invited a public speaker, Kevin Hines, to give a community presentation and to speak at several Chippewa Falls Unified School District schools during Year 3. Kevin is a public speaker who shares his story of hope, healing and recovery while teach people of all ages the art of wellness & resilience. The presentations went over very well, and the goal of engaging parents and youth with these presentations was a success. A total of 47 families were reached in the community.

Love and Logic

This year, the CF AWARE team initiated the popular Love and Logic Program in the Chippewa Falls Unified Area School District. Chris Peterson administered the program which was sponsored by Project AWARE and free for families in the district. All students in grades 7th through 12th had the opportunity to attend. Those in the community also had the opportunity to attend.

Parent Engagement Survey

During Year 3, the Chippewa Falls Area Unified School District initiated a parent engagement survey in which several engagement questions were posed. Specifically, CF AWARE team staff were interested in the statement: "My participation in my child's education is valued at my child's school." The percentage of parents who agreed with this statement dropped to 67.41%, compared to a previous score of 76.17%. This is an average score of 3.82 compared to 4.05 (on a scale of 5). CF AWARE staff note that although this a decrease in scores, the score is still relatively good. However, this score is not on trajectory to meet certain CF AWARE goals. The team plans to use the survey results by asking schools to make it a priority to help families feel valued in their children's education again. Strategies to feel value include promoting parent coaching, Love and Logic, and other parent engagement opportunities.

Strengthening Families Program

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 3, the program was administered twice in the Chippewa Falls Area Unified School District – once in Fall 2021 and once in Spring 2022. 7 Goals are focused on in the program and include:

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

Goal 2



Increase youth and family voice and authentic engagement

Strengthening Families Program, Continued

After each cohort, parent participants were asked demographic and open-ended questions, along with 25 before/after statements related to the seven program goals. During Cohort 2, child participants were also asked for feedback – a new addition during Year 3. Younger children (2nd grade and under) were asked to draw their favorite thing about the program, and older children (older than 2nd grade) were given a similar survey to parents. Survey results for Cohort 1 & 2 are summarized below:

Demographics

In Cohort 1, 24 adults and 38 children participated in the program. 65% of children that participated were between 7-9 years old. In Cohort 2, 10 families that included 17 adults and 21 children participated. The majority of children were elementary school aged.

Before/After Programing Results: Cohort 1 (Caregiver)

The graph below shows the number of respondents that improved in the behavior listed after the program. Almost all behaviors had more than 60% of participants improving after programming.

Systems Shifts

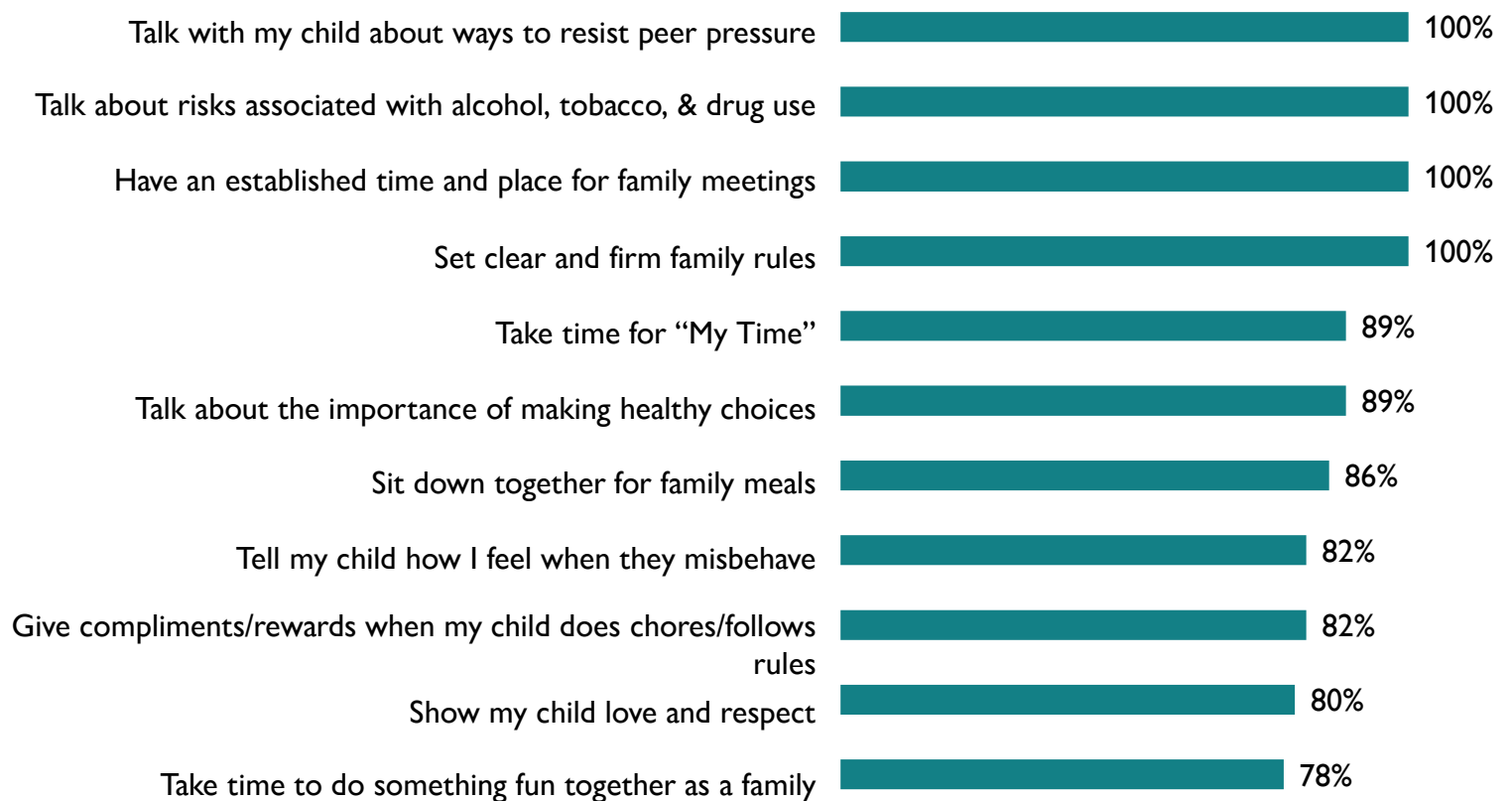
Getting SFP students' feedback



100%

**of Cohort 1 &
Cohort 2 survey
respondents would
recommend
the Strengthening
Families Program**

Percentage of Cohort 1 respondents who improved in the behavior from before to after the program.



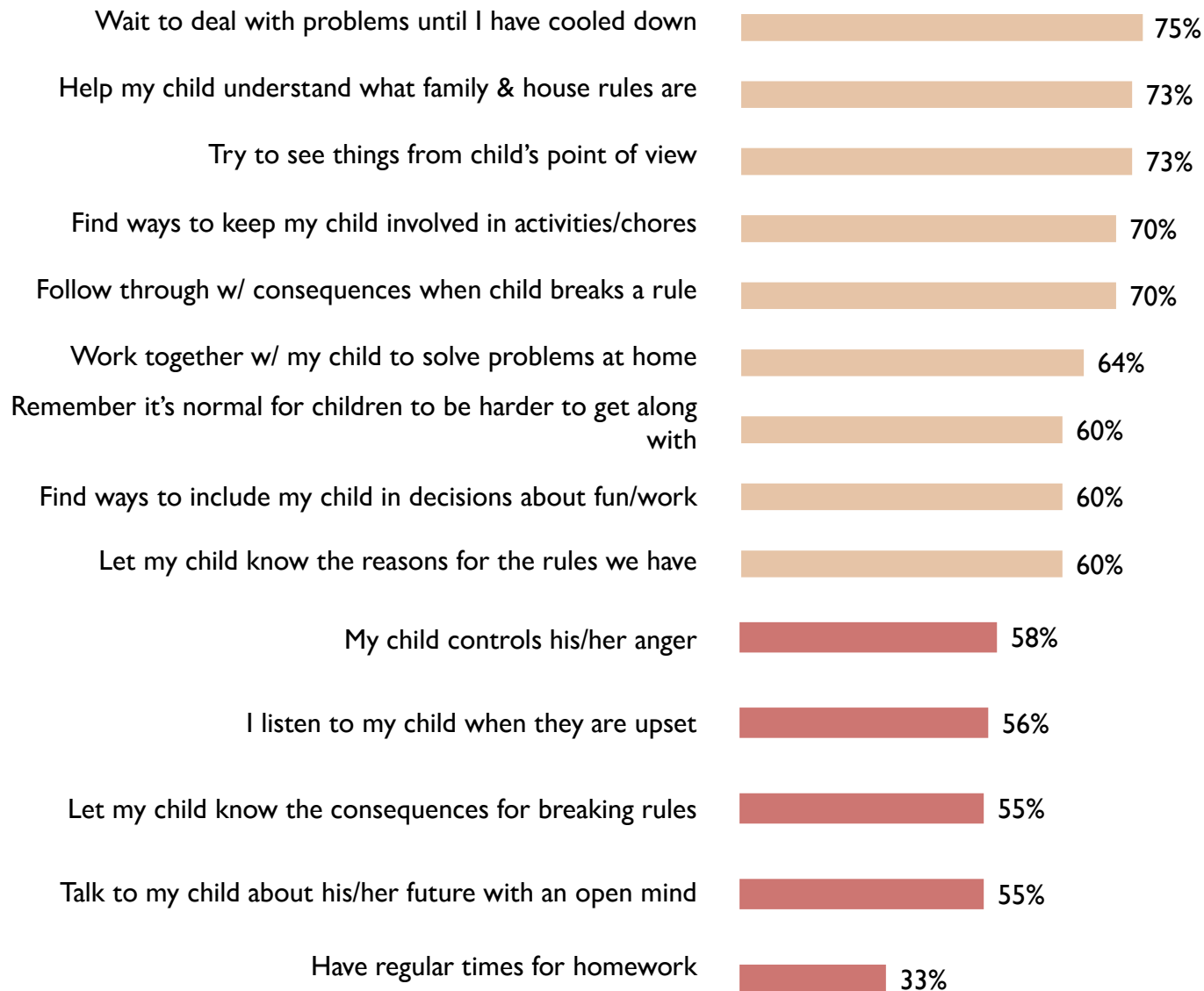
Goal 2



Increase youth and family voice and authentic engagement

Strengthening Families Program, Continued

Percentage of Cohort 1 caregiver respondents who improved in the behavior from before to after the program, continued



Before/After Programing Results: Cohort 2 (Caregiver)

The graph on page 19 shows the number of respondents who improved in the behavior listed after the program. Similar to Cohort 1, almost all behaviors had more than 60% of participants improving after programming.

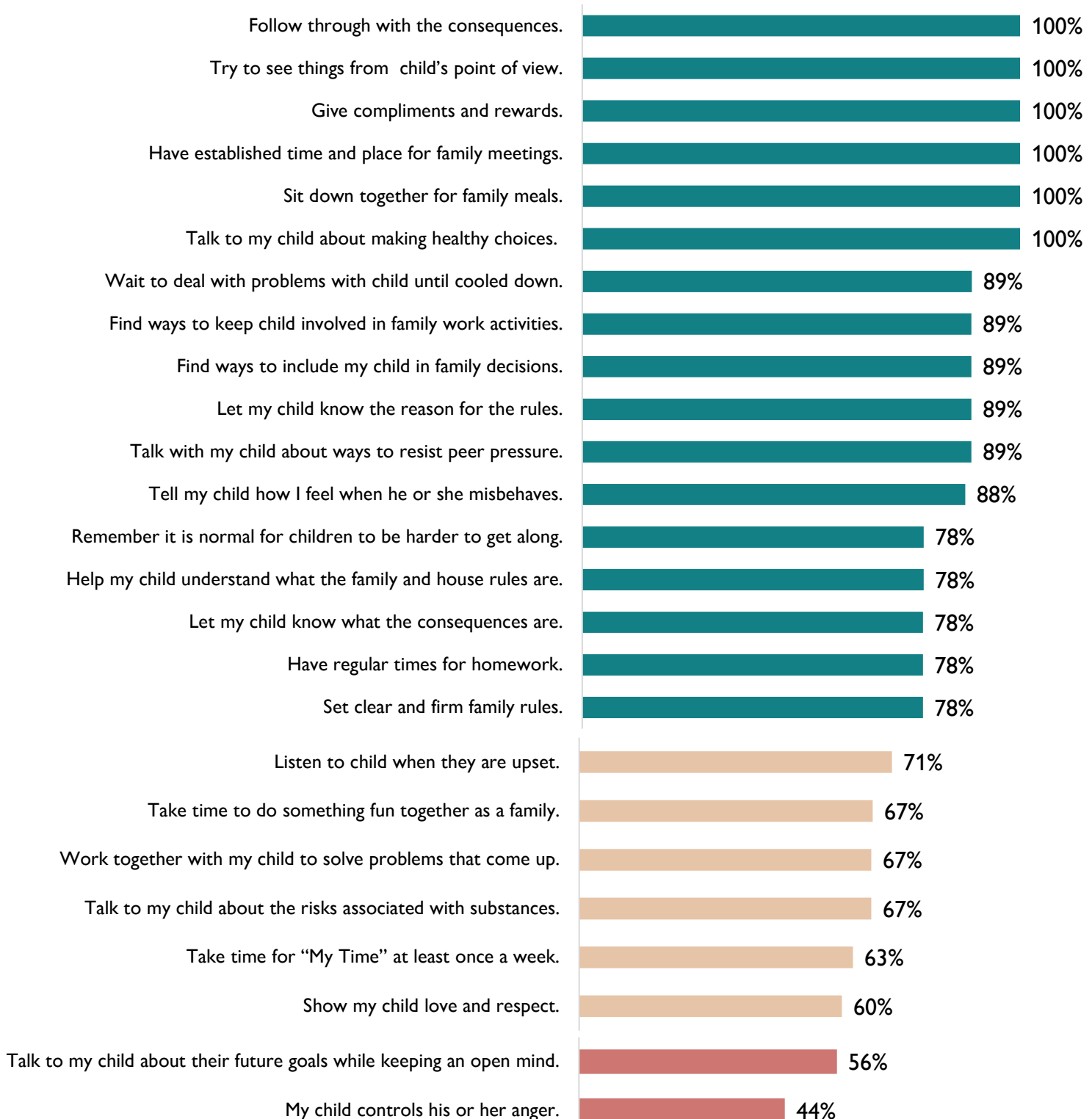
Goal 2



Increase youth and family voice and authentic engagement

Strengthening Families Program, Continued

Percentage of Cohort 2 caregiver respondents who improved in the behavior from before to after the program



Goal 2



Increase youth and family voice and authentic engagement

Strengthening Families Program, Continued

Before/After Programing Results: Cohort 2 (Child)

The graph below shows the number of respondents who agreed to the behavior listed. Two out of three or more older children agreed with 14 of the 17 statements. Please note the small sample size- results should not be generalized. The drawings to the bottom right of the page represent what younger children enjoyed most about the program; children reported that playing games and learning to resist peer pressure around drugs and alcohol were their favorite.

Cohort 2 child findings

Goal 1: More quality time spent with child	# Report Behaviors as true after the SFP
We eat meals together as a family.	3/3
We make meals together as a family.	2/3
Goal 2: More quality time spent with child	
The rules in our household are fair.	3/3
My parent(s) work with me to choose consequences for breaking family rules.	2/3
My parent(s) follow through with consequences if I break family rules.	2/3
Goal 3: Increased enjoyment of child	
My parent(s) does and says things to let me know I am loved.	3/3
Goal 4: Better problem solving with child	
I am comfortable talking to my parent(s) about drugs, alcohol, and tobacco.	3/3
My parent(s) talk to me about ways to resist peer pressure.	3/3
I am comfortable talking to my parent(s) about peer pressure.	3/3
I have a say in my family's fun and work activities.	2/3
Goal 5: Reduced family stress & conflict	
My parent(s) listens to me when I speak	3/3
I listen to others when they are speaking	3/3
I can tell when I am starting to feel stressed	2/3
I know ways to calm myself when I am stressed	2/3
I take time for my own mental health (mindfulness, relaxation)	1/3
I set aside time to do my homework each day	1/3
When I am stressed, I do something to calm myself, like take deep breaths	1/3



Goal 2



Increase youth and family voice and authentic engagement

Student Focus Groups

In Year 3, the CF AWARE staff facilitated multiple student focus groups at the Chippewa Falls middle schools and high school. The focus groups put on a student conference entitled “Taking Care of You,” and facilitated pop-up booths in both types of buildings. The middle school group was formed through Project AWARE. School counselors facilitated the formation by reaching out to students who may have been interested in the group, and then asked them to join and recruit their friends. The focus group at the high school was already formed, and Project AWARE collaborated with the group this year.

Pop-Up Booths

The goal for the middle school student focus group this year was to create and facilitate the Pop-Up Booths. The students planned the content and activities for the booth, created the theme of “Friendship” to teach interaction skills to fellow students, and worked the pop-up booth when it was set up. The pop-up booth also travelled to the high school, where the high school focus group also utilized the same theme and set up.



Taking Care of You Student Conference

The goal for the high school focus group this year with AWARE team was to plan the “Taking Care of You” student mental health conference, held in March of 2022. The focus group assisted in planning the conference by brainstorming sessions and asking classmates what topics would be interesting to learn about, then came to consensus about which sessions to officially include. The group also created a promotional video and other materials to promote the conference. After the conference, feedback from students was collected. The UWPHI team assisted in qualitative analysis of the data – findings are described on page 22.

Goal 2



Increase youth and family voice and authentic engagement

Taking Care of You Student Conference, Continued

69 students completed a post-conference survey to share feedback about the sessions. Students were also asked to rate the session relevance. A qualitative analysis of student responses revealed several themes (see below) related to the value of each session. Rating summary is described on page 23.

Session	Positive Feedback	Negative Feedback
A Conversation on Allyship	- 1:1 conversation was helpful	
All About Boundaries	- Increased knowledge - Appreciation for session - Desire to talk more about this topic	N/A
Brining Balance and Less Stress to Your Life	- Interactive - Relaxing and calming - Reinforced knowledge - Enjoyed movement - “I will be using this technique to bring calmness when I get major stresses, and writing down our values and connecting it with our daily activities brought a new perspective into my eyes.”	- “I would've liked a little more practice of application of some of the skills we were learning about”
Cardinal Resources	- Learned about new resources - Realization of the numerous options - Gained new awareness of student needs	N/A
Consent is Like Pizza	- Learned new knowledge about consent - Comfort in discussing the topic	- Consent is not discussed in school
How to Get Motivated	- Increased motivation - Learned how to prioritize - Learned self regulation skills - Gained new awareness - Enjoyed session	- Technology issues took away from presentation - Session did not have an impact
Laughter Yoga	- “This showed me that you can be happy even if your down and how to make other people laugh also.”	N/A
Mindfulness	- Learned new coping skills - Enjoyed the session - “Fun way to relieve stress”	N/A
Neurographic Art	- Session was fun - Decreased stress levels	- Not enough time
Self Love, Self Care, Meditation	- Learned new skills or strategies - Enjoyed speaker - Enjoyed session - Calming	- Did not enjoy session
Talking to Your Parents	- Effective presenter - Helpful - Learned strategies to talk to parent	N/A
Understanding Culture:	- Learned about the Hmong culture - Connected Hmong culture to their own - Learned about racial equality - Great speaker	- Technology issues - Not enough time
Yoga and Mindfulness for Stress and Anxiety	- Enjoyed the speaker - Fun session - Decreased stress levels	- Technology issues

Goal 2

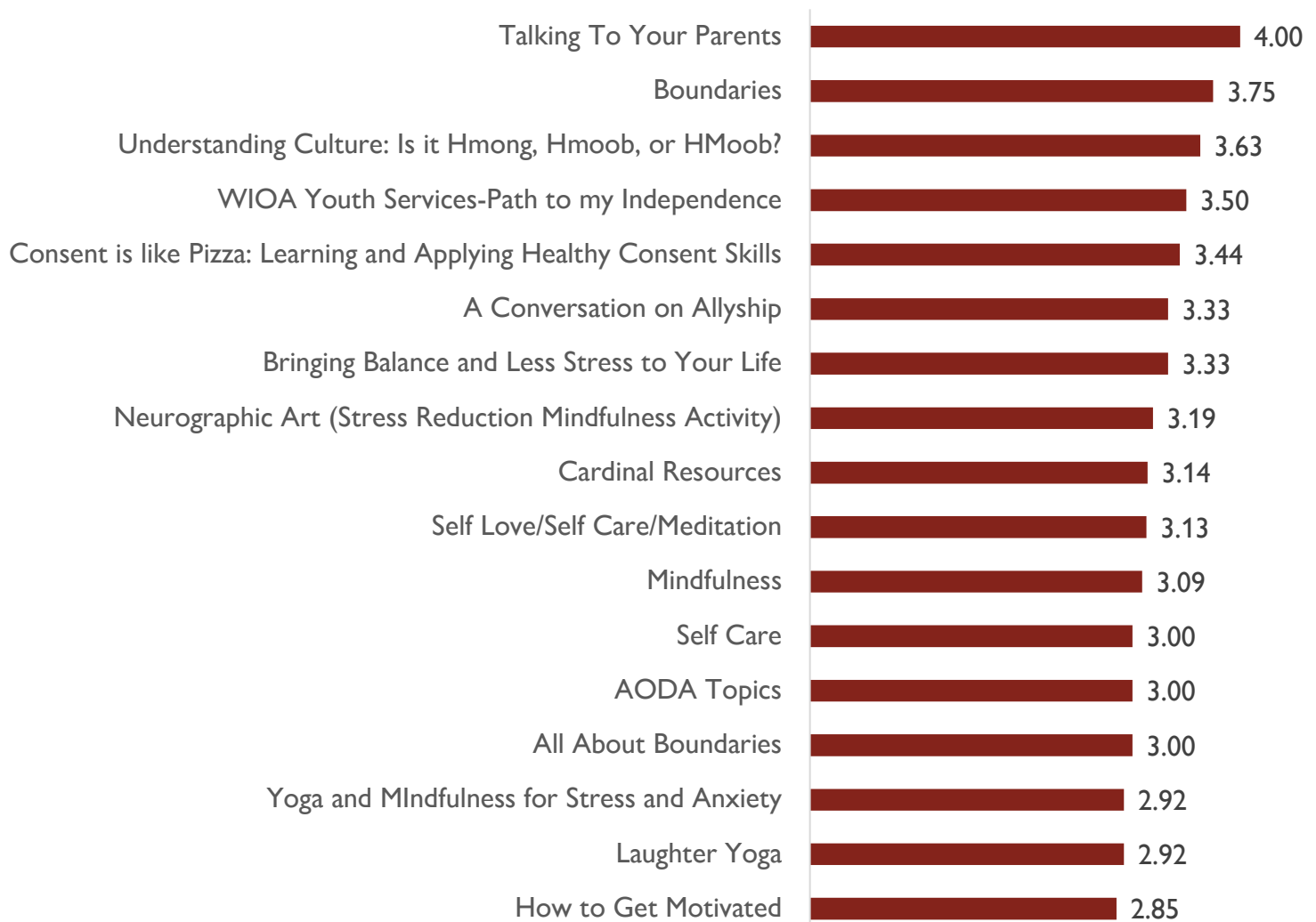


Increase youth and family voice and authentic engagement

Taking Care of You Student Conference, Continued

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

Average rating of sessions on a scale of 1-4



Activities Planned for Year 4

- Continue student focus group - look closer at student feedback for the student mental health conference
- Continue student pop-up booths – put at extracurriculars – into an outreach for parents too
- Continue staff focus group - implement staff ideas for improvement. Look for a new way to meet.
- Look for additional parent supports - ask schools to make it a priority to make families feel valued in their child's education again. Promote parent coaching. Look into additional Love and Logic opportunities.

Goal 3



Improving mental health supports through cross-system collaboration

Overview of Accomplishments and Barriers

Accomplishments

In Year 3, the CF AWARE team had several accomplishments for improving mental health supports through cross-system collaboration. The District and Community Leadership Team continues to expand and be a strong collaboration among CF AWARE partners. The CF AWARE team also continued to update the Mental Health and Wellness Resource map for efficient access by staff. Finally, the team added four new MOUs for a total of 18 active partnerships throughout the community.

Barriers

In Year 3, the CF AWARE team also had a few challenges related to goal 3. The challenges included how best to use DCLT meeting time and figuring out what community data is best to bring to the table, along with determining how to balance highlighting community goals vs. school district specific goals. An overarching challenge, similar to other goals, is the continuing impacts of the COVID-19 pandemic.

District and Community Leadership Team

The District and Community Leadership Team (DCLT) is a group of school district and community executive level administration, who have the authority to reallocate resources, change policy, sustain, and scale the key elements and core features of the ISF. Over 70 individuals representing many different organizations are invited to meetings and attend. The DCLT meets at least three times throughout the school year. The DCLT continued into Year 3 and met in October 2021, February 2022 and April 2022. The team continues to be a strong and productive group – the meeting flow is effective, and all groups invited have a place on the agenda. A large amount of information is shared, and collaboration takes place. An area for growth for the group is determining what community data is best to bring to the table, and how to highlight community goals rather than school goals. The group is already moving in the direction regarding the later goal but hopes to continue moving in this direction.

Systems Shifts

Leveraging the Core Team to create relationships and showcase AWARE progress



Systems Shifts

Leveraging relationships & collaboration to support student mental health



Goal 3



Improving mental health supports through cross-system collaboration

Mental Health Resource Map

During Year 3, the CF AWARE team continued to update and utilize their Mental Health and Wellness Resource Map. The resource map continues to be 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. The DCLT team also works to update this map regularly and suggested adding live links to the map for ease of access to resources. The CF resource map centers around 7 strategies for community change, with sections for staff, students and families within each strategy. The strategies include:

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
1. Providing Information (Students)	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
	Flier and business cards for SFAP	Flier and business cards for SFAP	Flier and business cards for SFAP	Flier and business cards for SFAP	Flier and business cards for SFAP	Flier 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/Presentations (ex. Terrance Tally, AODA, Frank DeAngelis (Columbine Principal))
		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	

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
2. Enhancing Skills (Staff)	Youth Mental Health First Aid	Youth Mental Health First Aid	Youth Mental Health First Aid	Youth Mental Health First Aid	Youth Mental Health First Aid	Youth Mental Health Summit
	PREPaRE 2 training	PREPaRE 2 training	PREPaRE 2 training	PREPaRE 2 training	PREPaRE 2 training	Healthy Youth Chippewa County
	PBIS training	PBIS training	PBIS training	PBIS training	PBIS training	It Takes a Village
	Trauma Champion Training	Trauma Champion Training	Trauma Champion Training	Trauma Champion Training	Trauma Champion Training	Cardinal Community Learning Center
	Cardinal Conference	Cardinal Conference	Cardinal Conference	Cardinal Conference	Cardinal Conference	
	Book Studies	Book Studies	Book Studies	Book Studies	Book Studies	
	NVCI	NVCI	NVCI	NVCI	NVCI	
	Co-facilitated Small Groups	Co-facilitated Small Groups	Co-facilitated Small Groups	Co-facilitated Small Groups	Co-facilitated Small Groups	
	Mental Health PD	Mental Health PD	Mental Health PD	Mental Health PD	Mental Health PD	
	QPR training	QPR training	QPR training	QPR training	QPR training	
	EAP resources	EAP resources	EAP resources	EAP resources	EAP resources	
			BARR training		BARR training	
				Mindfulness training		
				Weekly Student Support Meetings		
				Individual Consultation with Staff		

Goal 3

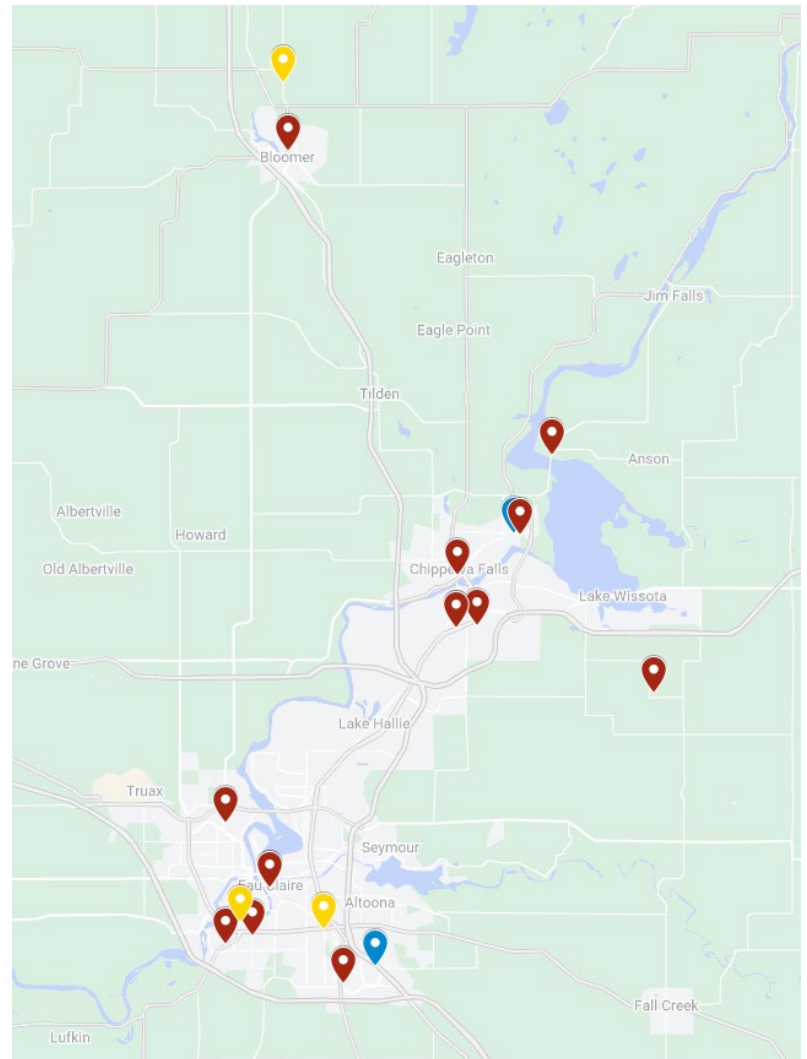


Improving mental health supports through cross-system collaboration

Partnerships and MOUs

In Year 3, the CF AWARE team continued to build and maintain effective partnerships around Chippewa Falls and Wisconsin. As of March 31st, 2022, the AWARE team established 4 new partnerships during Year 3. This is in addition to 22 partnerships from Years 1 and 2. There are 18 current partnerships that include a variety of non-profit, training, consulting, and mental health agencies and span Chippewa and Eau Claire Counties to serve a broad reach of students and families.

Partnerships
22 A Day Counseling
Andrea Polnaszek, LLC
Aurora Community Counseling
Callier Clinic
Catalyst for Change
Christian Family Solutions
Christy Langman
EC Counseling
Enigma Psychological
Family Therapy Associates
Genuine Way Therapy, LLC
Halcyon Wellness
Healing Art Eau Claire
Healing Hearts Family Counseling Center
Holly's Place
Kalin Hiess
Lutheran Social Services
Marriage and Family Health
Marshfield Clinic Health System, Inc.
Ozaukee Community Therapies
Prevea
REALiving
Seed to Bloom Creative Healing
Shadick Therapy
Therapy Dogs International
WISH Center



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

Activities Planned for Year 4

- Implementing a new partnership with Boys and Girls Club
- Offering School Based Mental Health for students over the summer months when school is not in session

Goal 4

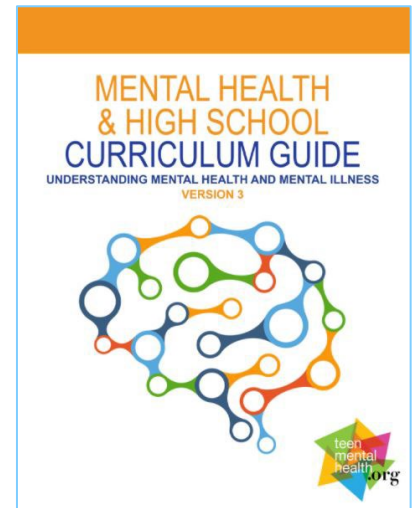


Increasing youth access to, and engagement of mental health wellness and treatment resources for children and youth

Overview of Accomplishments and Barriers

Accomplishments

In Year 3, the CF AWARE team had many accomplishments related to increasing youth access to, and engagement of mental health wellness and treatment resources for children and youth. These accomplishments included the Student Family Assistance Program (SFAP), Building Assets, Reducing Risks (BARR) program, training for the Mental Health Curriculum, providing more co-facilitated small groups, and a sustainable referral and tracking system. The SFAP expanded their services to provide either four free parent coaching sessions or four free youth coaching sessions in addition to four free counseling sessions. The BARR program is working with freshman teachers and staff to incorporate social emotional time called, “I-Time” to get to know the students better.



Another accomplishment is the Project AWARE Grant Coordinator and the Mental Health Navigator getting trained in the Mental Health Curriculum. During this training, they had time to collaborate with the trainers and the AWARE team plans to implement the curriculum for the middle and high school during Year 4 (2022-2023).

The CF AWARE team had 11 successful co-facilitated small groups during Year 3. Four of these groups were for the horse therapy, provided by Holly's Place. The team also piloted the mySAEBRS data screener.

Barriers

In Year 3, the CF AWARE team did experience some barriers. One barrier included the billing process for co-facilitated small groups. There was some turnover with the partner organization for billing the therapists, which has caused a delay for therapists to get paid for the co-facilitated small groups. The CF AWARE team plans to meet with this partner to figure out the billing process and utilizing the Mental Health Navigator to assist with making sure therapists are getting paid.

Student Family Assistance Program (SFAP)

During the 2018-2019 school year, the CF AWARE team developed a critical partnership 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). During Year 3, the SFAP expanded their services for families.

1. 4 free counseling sessions AND
2. EITHER 4 free parent coaching sessions OR 4 free youth coaching sessions

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

Goal 4



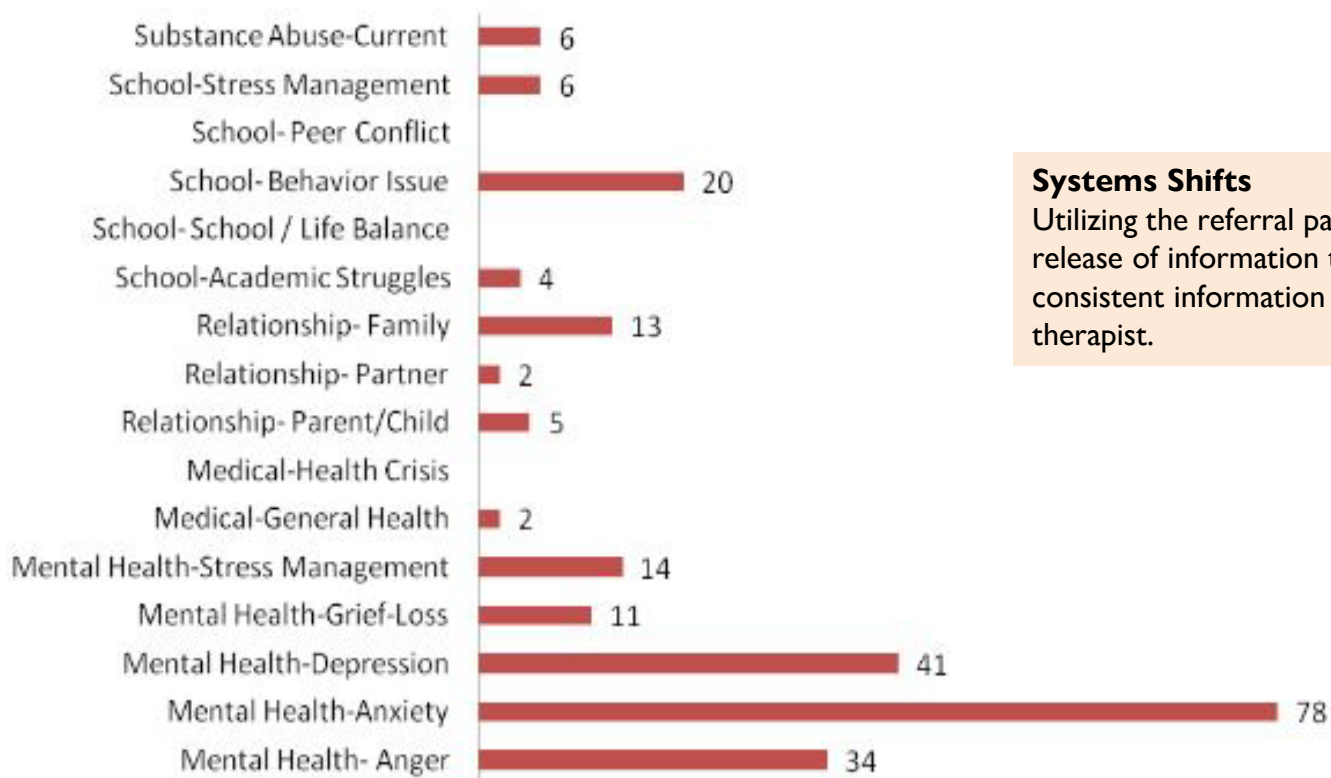
Increasing youth access to, and engagement of mental health wellness and treatment resources for children and youth

Student Family Assistance Program (SFAP), continued

Between September 2021 and March 2022, the SFAP delivered 236 counseling sessions. Sessions were available both in person and virtual to increase access and ease any potential transportation or childcare barriers. A benefit of the SFAP is the variety of counseling sessions offered to families and students. For example, topics may include: academic struggles, household stressors, relationship troubles, stress, depression, and anxiety, and drugs and alcohol.

Of the 236 counseling sessions, a third of the sessions were for anxiety. Other presenting problems included depression, anger, and behavioral issues. Below is a chart with the presenting problem data from the 2021-2022 school year.

Presenting Problem Data SFAP CFAUSD 9.1.2021-3.31.2022



Systems Shifts

Utilizing the referral pathway release of information to create consistent information from school to therapist.



Goal 4

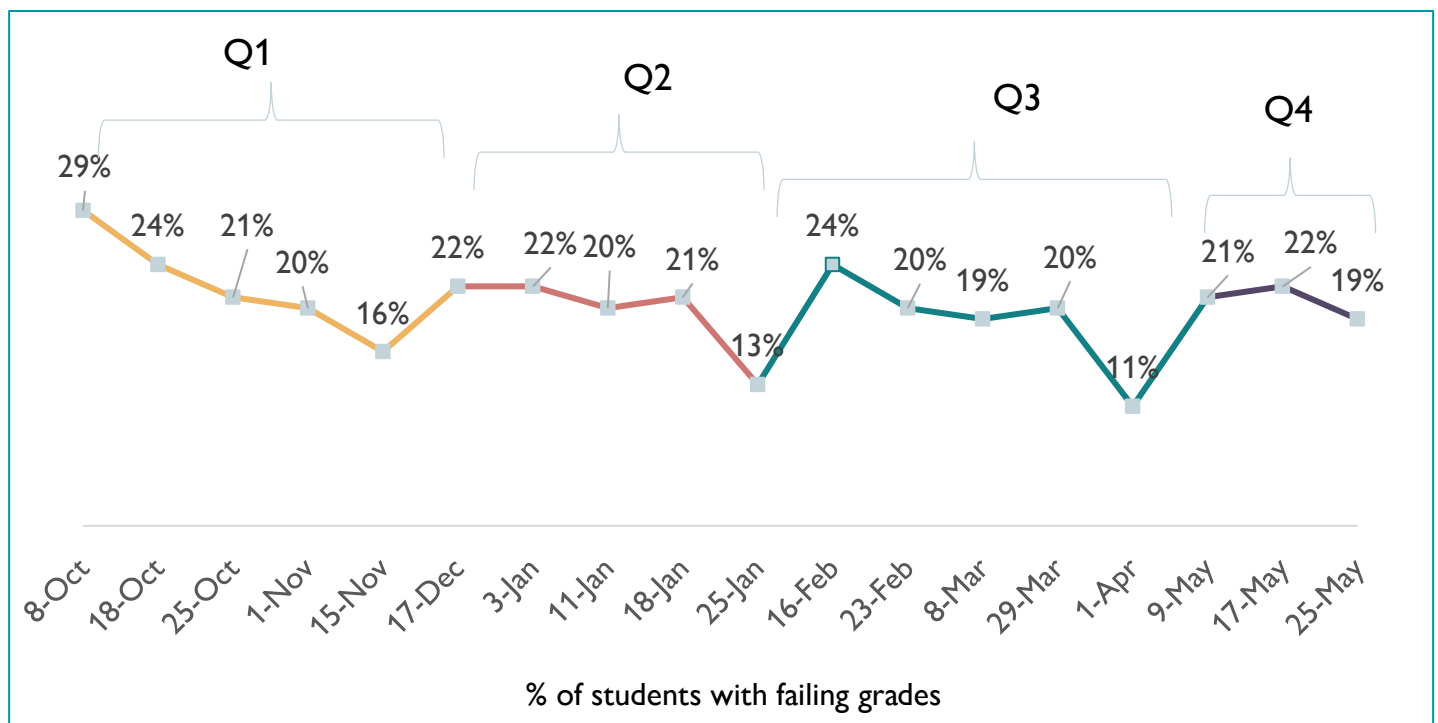


Increasing youth access to, and engagement of mental health wellness and treatment resources for children and youth

Building Assets, Reducing Risks (BARR)

The CF AWARE team provided support for year three 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 and the team believes it will be sustainable. 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.



Goal 4



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

Co-Facilitated Small Groups & MySAEBRS

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. During Year 3, the CF AWARE hosted 11 co-facilitated small groups. The groups included four horse therapy groups, three groups on emotional regulation, two groups for rising up and inspiring others, one social skills group, and one expressive art group. This year, the AWARE team expanded who they were sharing information with; previously, it was shared only with counselors, but now instructional coaches can work with the building admin and teachers. This was a transformative change that allows for a larger impact on getting groups established.

As previously mentioned, a barrier the AWARE team encountered this year was with staff turnover at REALiving, who the team partners with to assist with billing for the therapists. Many of the therapists who lead co-facilitated small groups had to wait a few months to get paid. The AWARE team is planning on meeting with the REALiving team to figure out the billing process and work to create a solution so that therapists will be paid on time in the future.

Therapy Horses from Holly's Place



During Years 1-2, CF AWARE team advocated for the collection and utilization of data to understand the effectiveness of these small groups. As a result, the team developed the mySAEBRS screener and began piloting it in Year 2. In Year 3, the CF AWARE team continued this pilot at Parkview Elementary co-facilitated groups and invited 12 students to participate.

MySAEBRS Questions

- | | | |
|-----------------------------------|---|---|
| 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 4



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

Referral Data

During Year 3, school-based mental health services were highly utilized by students. Of the referrals, 75% were referred to school-based mental health services, 16% to community-based services, and 9% to co-facilitated small groups.

Grant Quarters

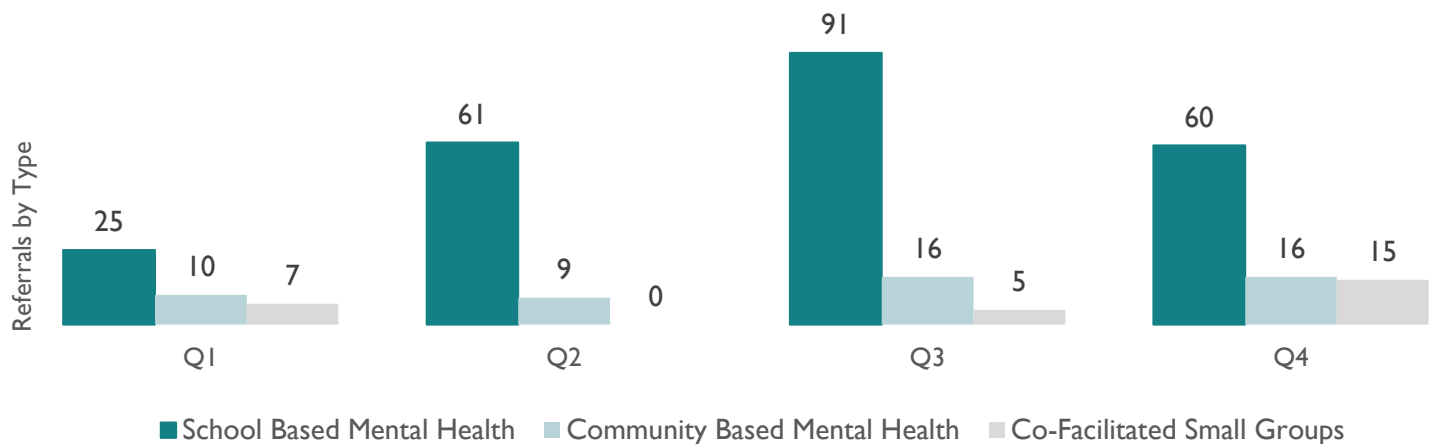
Q1: April 1st-June 30th, 2021

Q2: July 1st-September 30th, 2021

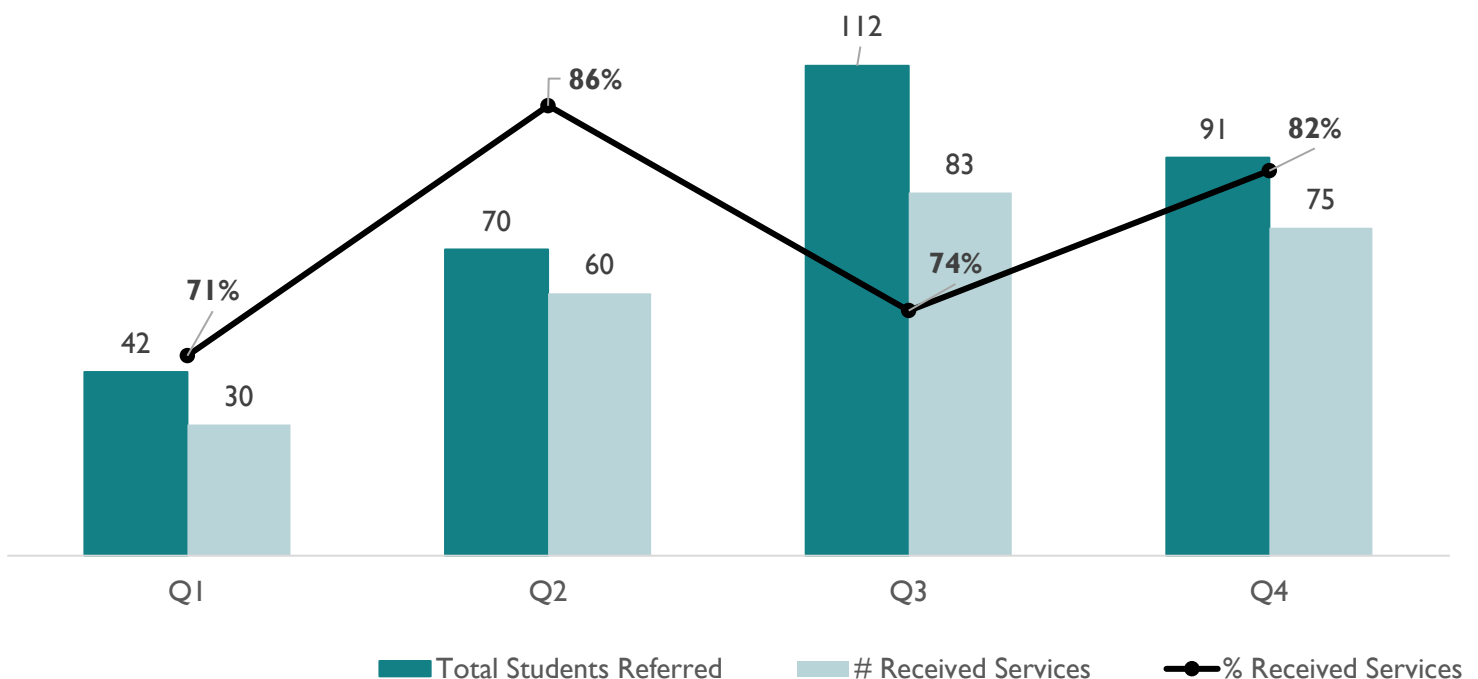
Q3: October 1st-December 31st, 2021

Q4: January 1st-March 31st, 2022

Referrals by Type (students may be counted twice)



Referrals & Services Received



Goal 4

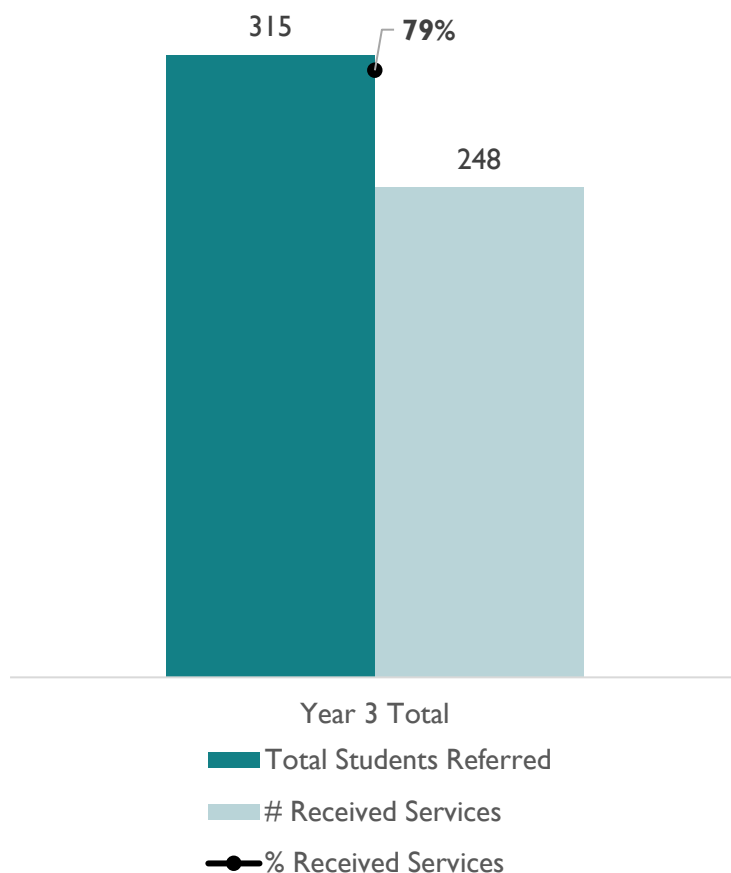


Increasing youth access to, and engagement of mental health wellness and treatment resources for children and youth

Referral Data, continued

In Year 3, a total of 315 students were referred to mental health services. Of those students referred, 79% received services in Year 3.

Year 3 Total Referrals & Services Received



Of the students referred,

79%

received services in Year 3

Of the 67 students who did not yet receive services:

- 35 families declined SBMH services
- 1 student moved out of the district
- 31 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 4

The CF AWARE team has identified several goals and planned activities for Year 4 related to increasing access to services, including:

- Revamping Second Step for next year
- Continue to expand co-facilitated small group offerings
- Discussing and potential changes on pay rates for co-facilitated small groups
- Continue using mySAEBRS data for co-facilitated small groups

Context Mapping

In Year 3, the Chippewa Falls Project AWARE team completed a collaborative process in which they identified district-level and community-level influences or changes.

Describe Influences (positive or negative)	Goal 1: Increase the capacity for schools to respond to onsite mental health crisis	Goal 2: Increase youth and family voice and authentic engagement	Goal 3: Improving mental health supports through cross-system collaboration	Goal 4: Increasing youth access to, and engagement of mental health wellness and treatment resources for children and youth
District-level influences/changes District employee trained as a YMHFA trainer of trainers. Offered more parent supports. Created Student focus groups. Expanded Staff focus group to include all 9 schools. Students created the pop-up booths and a student mental health conference. School Staff are burnt out more than ever	Medium Impact Example(s): 1. I do not like that YMHFA seems to be a get and not revisit for 3 years type professional development 2. Staff burnout makes implementing anything new, or sometimes existing interventions difficult within the school day by school staff.	Medium Impact Example(s): 1. The students did great work setting up pop-up booths and a student mental health conference 2. Staff did not have high attendance this year for the staff focus group :(3. Love and Logic had good feedback	N/A	N/A
Community-level influences/changes We were able to expand our mental health services to support the high level of need. We created new partnerships to add therapists for SBMH, and we created a new partnership to expand our SFAP to include parent coaching (and youth coaching starting in May 2022). Introduced more co-facilitated small groups.	High Impact Example(s): 1. More options to offer now that we had a wait list this year 2. More options since therapists were full this year	N/A	High Impact Example(s): 1. More co-facilitated small groups offered for students 2. Hard to collect outcome data for groups	N/A

Context Mapping

In Year 3, the Chippewa Falls Project AWARE team completed a collaborative process in which they identified school/building-level influences and other key activities.

Describe Influences (positive or negative)	Goal 1: Increase the capacity for schools to respond to onsite mental health crisis	Goal 2: Increase youth and family voice and authentic engagement	Goal 3: Improving mental health supports through cross-system collaboration	Goal 4: Increasing youth access to, and engagement of mental health wellness and treatment resources for children and youth
School/building- level influences/changes Mental Health Curriculum Training for the Middle School and High School health and phy- ed teachers.	N/A	N/A	N/A	Medium Impact Example(s): 1. Training complete, now in planning mode. Implementation will hopefully be next year. 2. COVID slowed down the planning stage
Other Key activities YMHFA going virtual has not been as impactful as it was in- person.	Medium and High Impact Example(s): 1. We have a rotation so all school employees will receive this training every 3 years 2. Hundreds of staff get trained in this each year.	N/A	N/A	N/A

Lessons Learned

As part of the Project AWARE evaluation plan, lessons are documenting to help track and understand facilitators and barriers to success. The following table highlights a sample of these data for Year 3.

Lessons Learned	Facilitating Factors	Hindering Factors/Barriers	Goal
Utilizing a train the trainer approach for YMHFA to increase trainings for staff	<ul style="list-style-type: none"> - The Project AWARE Grant Coordinator was trained as a trainer - Share out about upcoming YMHFA trainings frequently 	<ul style="list-style-type: none"> - The virtual aspect of the training is hindering and increases frustration (prework and not as intuitive as in-person trainings) 	Goal 1
Use student feedback for planning future Student Mental Health Conferences	<ul style="list-style-type: none"> - Motivated student focus group - Successful first conference during Year 3 	<ul style="list-style-type: none"> - Some sessions had low turnout - Some sessions had more negative than positive feedback - Focus group makeup can change from year to year 	Goal 2
Use survey results from parent engagement survey to improve family engagement in Year 4	<ul style="list-style-type: none"> - Survey already developed and implemented every year - Already have some parent engagement activities happening 	<ul style="list-style-type: none"> - Parent engagement is decreasing compared to previous years - COVID-19 pandemic & fatigue 	Goal 2
Plan ahead and create partnerships with therapist so there are more co-facilitated groups for this next year	<ul style="list-style-type: none"> - Expansion of who the team shares their information with to gain more interest 	<ul style="list-style-type: none"> - There were a low number of groups during the fall 	Goal 4

Recommendations

The following are recommendations to consider in Year 4 of Project AWARE:

- Consider implementing student feedback from the student mental health conference.
- Consider implementing staff feedback from the all-staff survey and document how the feedback or suggestions have been implemented to show progress.
- Consider documenting how Second Step is being revamped to identify progress.
- 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 collecting success stories from the Love and Logic program to document outcomes and impacts. These stories can be disseminated to AWARE partners and district families to highlight grant accomplishments.