

Chippewa
Falls Area
Unified
School
District
Project
AWARE
Annual
Report



YEAR 4

2022-2023

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 4 which includes April 1st, 2022, through March 31st, 2023.

Project Partners

This report presents data from Chippewa Falls collected during Year 4 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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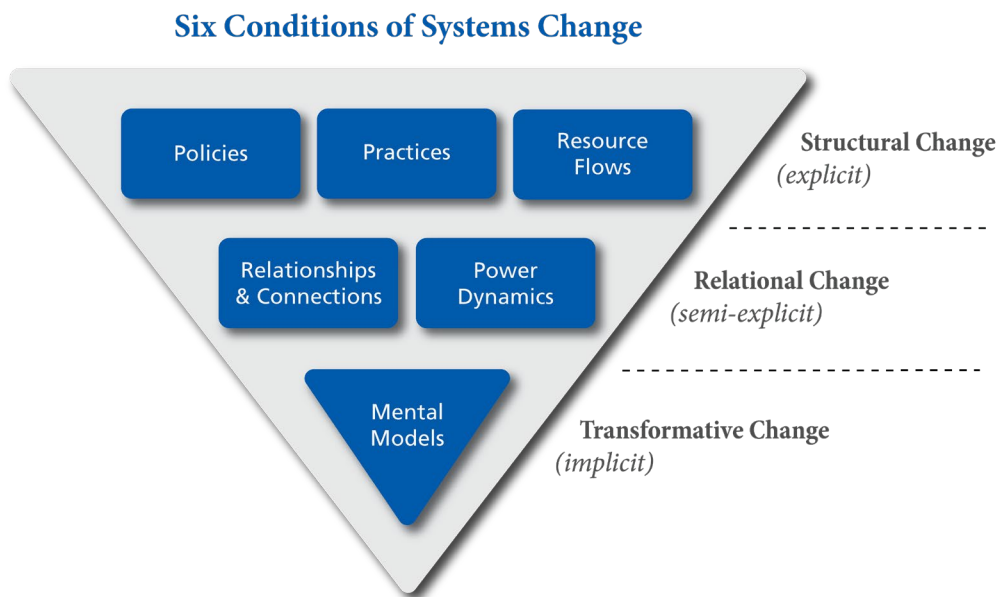
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35

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 4 for each AWARE goal?;
- 2) What barriers are LEAs experiencing in Year 4 for each AWARE goal?;
- 3) What systems shifts are occurring during the implementation of Project AWARE in Year 4?

In spring 2023, 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 4.

*The data included in this report are a high-level overview of the progress that has been made in Year 4 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 4, 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 provided Youth Mental Health First Aid (YMHFA), Conscious Discipline, DBT (Dialectical Behavior Therapy), and Love and Logic trainings, continued to promote Cardinal Care in various ways, held the annual Cardinal Care Conference, administered the 4th Cardinal Care Staff Survey, and provided many other professional development opportunities for staff.

An accomplishment for the YMHFA trainings was finishing the training series to meet the district's goal. As of the end of Year 4, the training has been offered to every single staff member in every job category at the school district. The Director of Mental Health & Resiliency helped to provide these trainings. 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 to the 4k level this year, and staff are working with elementary schools to discuss sustainability as AWARE moves into Year 5. DBT training also began this year for administrative and Pupil Services staff and is expected to expand to teaching staff in August of 2023. Additionally, Love and Logic trainings were offered to staff and district families this year by Chris Peterson.

The CF AWARE team continued 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 keychain flashlights with the Cardinal Care website and logo, community referrals, and Cardinal Connections meetings. Cardinal Connections was a virtual meeting for community partners to connect and share ways to support mental health within the schools. The Cardinal Conference was also offered in person this year during a professional development day in the spring 2023 semester. Furthermore, the Cardinal Care Staff Survey was also administered for the 4th time in January 2023, and some of the survey measures are being incorporated into the district-wide scorecard and used in strategic planning.

Barriers

The Chippewa Falls AWARE team did not report any barriers related to this goal in Year 4.

Goal 1



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

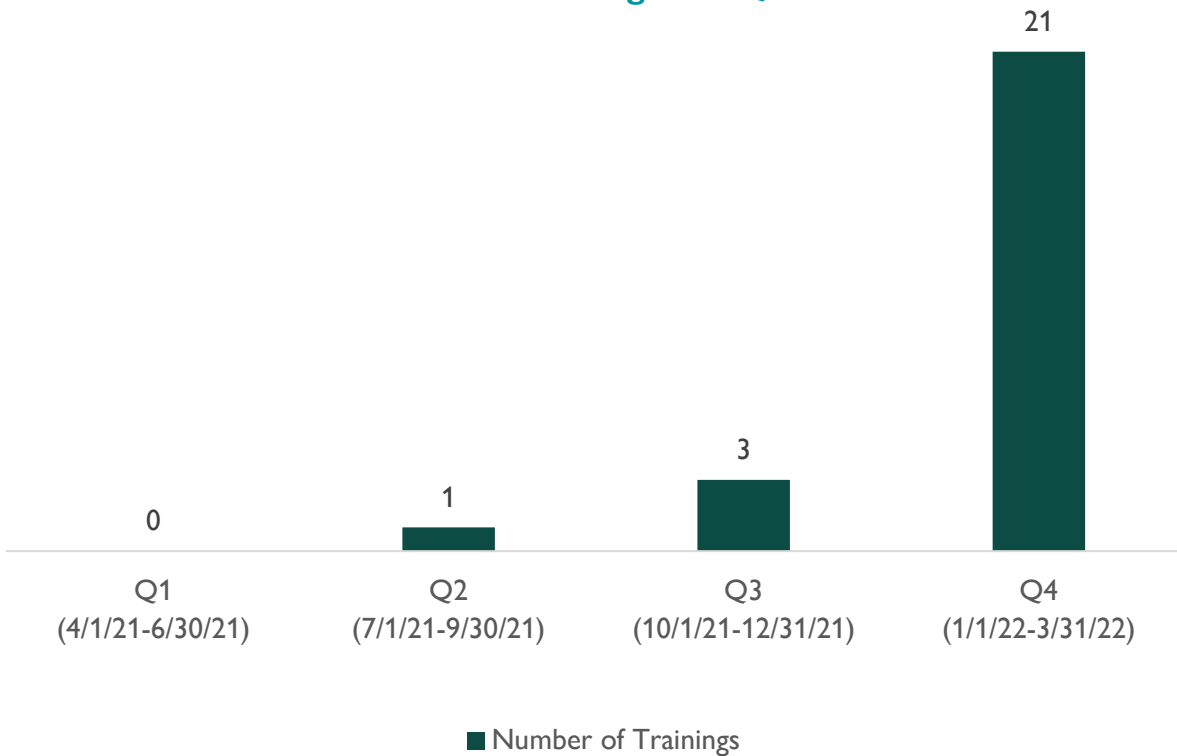
Professional Development Opportunities

In Year 4, the CF AWARE team provided 25 professional development opportunities to school staff. There were no trainings provided in Quarter 1 since this is during the summer months. In Quarter 2, 31 non-mental health staff were trained in Youth Mental Health First Aid. In Quarter 3, three mindful/meditation trainings were offered at the Middle School, Parkview Elementary and Southview Elementary. During Quarter 4, there were multiple opportunities for staff to attend during the Chippewa Falls Cardinal Conference and another YMHFA training for 75 mental health related staff. The Cardinal Conference took place in person during a professional development day for school staff. For a list of each training, see page 8.

878
Staff*
attended
in Year 4

*duplicated staff members

Number of Trainings Per Quarter



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			
8/26/22	Youth Mental Health First Aid	31	Food Service, Custodians, Light Housekeepers, Van Drivers
9/29/22 & 10/27/22	Meditation Practices (Southview Elementary)	30	Classroom Teachers
Quarter 3			
11/21/22	Meditation Practices (Parkview Elementary)	10	Classroom Teachers
11/17/22 & 12/8/22	Mindfulness (Middle School)	4	Classroom Teachers
Quarter 4			
2/17/23	A Mindful Break	49	Classroom Teachers, Pupil Services Staff, Special Education Staff, Principals
2/17/23	Nourishing Your Mind and Body	30	Classroom Teachers, Classroom Assistants, Pupil Services Staff, Special Education Staff, Administrative Assistants
2/17/23	Educator Resiliency: Critical to Your Mental Health	65	Classroom Teachers, Pupil Services Staff, Special Education Staff, Instructional Coaches/Reading Specialists/Title 1
2/17/23	Developing Resilient Students	68	Classroom Teachers, Pupil Services Staff, Special Education Staff, Principals, Instructional Coaches/Reading Specialists/Title 1
2/17/23	Autism, Mental Health, and Supporting Neurodiverse Learners	37	Classroom Teachers, Pupil Services Staff, Special Education Staff, Assistant Principals
2/17/23	Equine Therapy with Mini Horses	16	Classroom Teachers, Pupil Services Staff, Special Education Staff
2/17/23	Northwest Connections and School Collaboration	10	Classroom Teachers, Pupil Services Staff, Special Education Staff, Assistant Principals
2/17/23	Change Behavior with Relationships	30	Classroom Teachers, Classroom Assistants, Pupil Services Staff, Special Education Staff, Principals
2/17/23	Love and Logic 101: Taking the Stress out of Teaching	55	Classroom Teachers, Classroom Assistants, Pupil Services Staff, Special Education, Principals
2/17/23	Love and Logic: Taking the Stress out of P/T Conferences	41	Classroom Teachers, Pupil Services Staff, Special Education Staff, Principals, Instructional Coaches/Reading Specialists, Title 1

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
2/17/23	Love and Logic: Supporting Kids with Challenging Past	60	Classroom Teachers, Classroom Assistants, Pupil Services Staff, Special Education Staff, Administrative Assistants, Instructional Coaches/Reading Specialists, Title 1
2/17/23	Letting Go of Trauma Responses	16	Classroom Teachers, Classroom Assistants, Pupil Services Staff, Special Education Staff, Principals
2/17/23	Advancing Compassion Resilience through Self Compassion	12	Classroom Teachers, Pupil Services Staff, Administrative Assistants
2/17/23	Mindful Matters	28	Classroom Teachers, Classroom Assistants, Pupil Services Staff, Special Education Staff, Principals
2/17/23	QPR	17	Classroom Teachers, Classroom Assistants, Pupil Services Staff, Special Education Staff, Administrative Assistants
2/17/23	The Kids Aren't Alright: Responding to Anger Differently	40	Classroom Teachers, Classroom Assistants, Pupil Services Staff, Special Education Staff
2/17/23	Optimize Gut Health & Stress Resilience	83	Classroom Teachers, Classroom Assistants, Pupil Services Staff, Special Education Staff, Principals, Instructional Coaches/Reading Specialists/Title 1
2/17/23	Brian Hacks for Living Your Best Life	42	Classroom Teachers, Classroom Assistants, Special Education Staff, Administrative Assistant, Tech Support Staff
2/17/23	Acknowledgement Corner	5	Classroom Teachers, Pupil Services Staff, Special Education Staff
2/17/23	Mind Full or Mindful	24	Classroom Teachers, Classroom Assistants, Pupil Services Staff, Special Education Staff, , Instructional Coaches/Reading Specialists/Title 1, Tech Support Staff
2/20/23	Youth Mental Health First Aid	75	Classroom Teachers, Classroom Assistants, Pupil Services Staff, Special Education Staff, Principals, Assistant Principals, Administrative Assistants, Tech Support Staff, SRO's

Goal 1



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

Cardinal Conference Feedback

In February 2023, the CF AWARE team provided several professional development opportunities for K-12 staff in the form of an in-person conference, called the Cardinal Conference. Staff were offered a variety of conference sessions to strengthen their skills in topics such as, mindfulness, supporting students with disabilities or anger difficulties, Love and Logic, and other wellness topics. 298 staff members completed a post-conference survey to share feedback about the sessions, positive feedback, suggestions for improvement, requests for future sessions and conference delivery (virtual or in person). 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 from open ended responses included:

- **Variety of Topics and Choice:** Several staff mentioned that they enjoyed the amount and variety of sessions and the opportunity to choose which sessions to attend.
- **Presenters and Sessions:** Many staff noted the presentations and presenters were high quality. Other staff mentioned specific sessions that were beneficial such as the keynote speaker, Michael Perry, and Chris Peterson's Love and Logic presentations.
- **Conference Format:** Many staff enjoyed the format of the conference. Three main themes included:
 - **Time for connection:** Some staff mentioned the opportunity to interact with other staff, including those they do not work with regularly. Many staff enjoyed being in person with their colleagues.
 - **Prize drawings:** Some staff enjoyed the prize drawing at the end of the day, and appreciated the high quality of the prizes.
 - **Length of sessions:** Some staff noted that they thought the sessions were a good amount of time.
- **Positive Takeaways from Conference:** Some staff felt the conference was fun, enjoyable, and uplifting.
- **Thank You's and Appreciation:** Some staff were appreciative for the conference and mentioned their gratitude to those who organized the conference.
- **New Tools or Strategies:** Some staff mentioned the appreciation to gain new skills, tools or resources to use in their profession.
- **Local/District Expertise:** A few staff shared appreciation other district staff presenting and learning from their peers.
- **None or N/A**



“Anytime I can learn information to help assist me in being better at my job is a win. I know there are areas in my life that constantly need grooming and guidance. It gives me the opportunity to help the students navigate through their troubles, issues and anxieties.”

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 (listed in order of frequency) included:

- **Conference Schedule:** Many staff mentioned ways to improve the format and scheduling of the conference:
 - **Lunch:** Some staff mentioned the instructions for lunch were unclear, wanting more time for lunch, and providing food and drinks for lunch at the school.
 - **More Collaboration Time:** Some staff mentioned wanting more time to work with their department for planning time. Several world language staff mentioned they did not have a specific collaboration time.
 - **Too Many Sessions:** Staff mentioned the day felt rushed or a desire to have less sessions.
 - **Timing in the School Year:** Some staff suggested moving the conference to earlier in the year (e.g. October or November), due to being burnt out or the budget being due around conference time. One staff suggested having the conference every other year.
 - **Multiple Session Times:** Staff expressed a desire to offer the same session more than once, or to improve the availability of some sessions.
 - **Wellness Activities:** A couple staff expressed the want to have more wellness activities throughout the day, have more than one activity, or the ability to choose when to do their activity.
 - **Start Time:** A couple staff noted that the conference started too early, as the Keynote began before the high school's contracted start hours.
- **Negative Feedback About Sessions:** Staff shared feedback related to session options, or specific sessions:
 - **Sessions Were Irrelevant to Their Position:** Recommendations included more grade specific sessions and sessions geared towards all roles, including special education/para educators, support staff, and other non-teaching roles.
 - **Session Ideas:** Ideas for potential sessions included more Special Education/Autism sessions, Google and other technology, and tiers of support
 - **Specific Sessions:** Some staff pointed out session specific critiques. The sessions mentioned the most were Michael Perry (staff questioned relevance and the need for a keynote speaker at all), and Gut Health (staff felt as though they were being sold a product and didn't actually learn anything). Other sessions with some (1-2 responses each) negative feedback included Trauma Response, Mindfulness, Ed Puzzle, and Volleyball.
- **Registration Process:** Many staff expressed frustration with the registration process. Specific feedback included:
 - **Schedule Changes After Registration:** Staff mentioned confusion and frustration at schedules being adjusted after signing up for specific sessions.
 - **Gauge Session Interest:** Staff recommended administering an interest survey or a list of sessions before registration opens, so sessions with more interest could be offered in bigger spaces, or at multiple times.
 - **Mobile Mind:** Some staff mentioned that the sign-up platform and process was not user friendly.
 - **Improve Communication:** Staff recommended sending the conference registration either before or after school. Some staff could not register right when the materials were sent and were not able to sign up for sessions they wanted. Other staff suggested announcing when registration would be sent out.

Goal 1



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

Cardinal Conference Feedback, continued Improvement Feedback, continued

- **Session Length:** Staff mentioned the desire to have longer sessions to cover more content on one topic. Some felt rushed or that their sessions only scratched the surface. A few staff recommended shorter sessions.
- **Session Capacity:** Staff recommended more spaces available in popular sessions. Many staff mentioned that sessions were full by the time they were able to register and not being able to attend sessions that would have been useful for their work due to the capacity limits.
- **Other:** Other suggestions included not giving away mugs as a gift, having a waiting list for sessions, adding teachers to the planning team for the conference, not to cut off the keynote speaker, and expectations for participants to put phones/computers away.

Conference Format

Finally, staff were asked to describe which delivery method they preferred for the Cardinal Conference, and why.

- **In-Person:** More staff prefer an in-person conference. Specific reasons for this include:
 - **In-Person Interactions/Collaboration:** Staff cited they enjoyed collaborating and interacting with their colleagues both formally and informally during the conference. Some staff noted they enjoyed seeing people from other buildings or departments they don't normally interact with.
 - **Engagement:** Staff noted they felt more engaged with the presenters and materials in person, or learn better in person.
 - **Less Screen Time:** A few staff mentioned they preferred in person to reduce their screen time.
- **Virtual:** A number of staff prefer a virtual conference. Specific reasons include:
 - **No session capacity issues:** Many staff noted that a virtual conference would eliminate the capacity issues that the in-person conference had this year.
 - **Comfort:** Some staff expressed that they are more physically or emotionally comfortable in a virtual setting.
 - **Flexibility:** Staff expressed that a virtual conference would allow them to get more done during the day or cut down on travel time.
 - **Preventing Illness:** A few staff mentioned that a virtual conference would prevent illness, and that gathering everyone in the school district in one building promoted the spread of germs.
 - **Work From Home:** A few staff expressed that working for the school district means not getting to work from home often, so if there's an opportunity to hold a virtual conference and attend from home, staff should be afforded the perk.
 - **Sessions Didn't Need to be in Person:** A couple staff noted that their sessions didn't need to be in person (weren't engaging or interactive) and could have easily been delivered virtually.
- **No preference:** Some staff had no preference on delivery method.
- **Combination:** A few staff thought a combination of in person and virtual/recorded sessions would be beneficial and meet everyone's needs.

Goal 1



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

Cardinal Conference Feedback, continued

Professional Practice Ratings

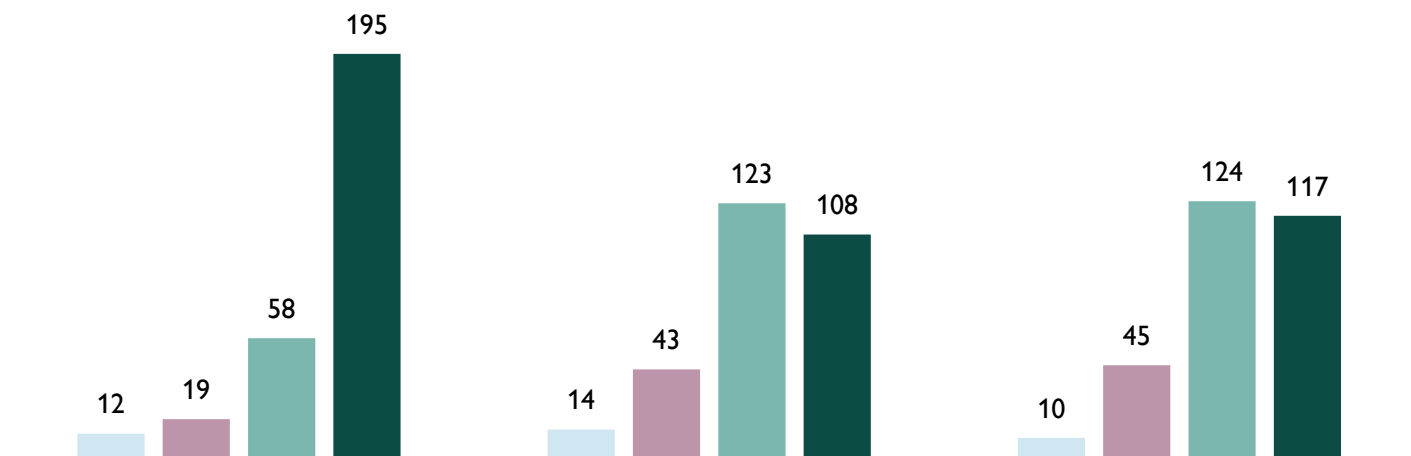
Staff were asked to rate whether the wellness activity, relevancy of the sessions, and the Cardinal Conference met their professional practice needs on a scale of 1-4.

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

89% of respondents rated the wellness activity either a 3 or 4 for meeting their professional practice needs.

80% of respondents rated the relevancy of the conference sessions either a 3 or 4 for meeting their professional practice needs.

81% of respondents rated the Cardinal Conference either a 3 or 4 for being a good use of professional development time.

Goal 1



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

All-Staff Survey

The 4th annual staff survey was administered during a professional development day in January 2023 to all CFAUSD staff. The results from the staff survey are now being incorporated into district-wide strategic planning and scorecards.

Overall, 300 staff responded to the survey across all schools, with 75% of respondents as teachers, 11% support staff, 7% pupil services staff, 1% administrative staff, and 7% preferred not to answer. Below are the key findings from the all-staff survey.

Key Findings

- Twenty-one survey measures improved from 2022 to 2023 including areas such as staff burnout, staff relationships and connectedness, staff-student relationships, and perception of absenteeism.
- Similar to 2022, many respondents shared a safety 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 will be a professional development opportunity around this topic in May 2023.
- The perceived mental health stigma for students and staff decreased in 2023. Potential explanations for this improvement include: Project AWARE marketing strategies such as clearly stating and sharing the available supports, staff and student focus groups, and sharing reminders for EAP services. Additionally, therapists and therapy dogs have come to the schools during community tragedies and accessing these supports have become the norm.
- While still hovering around 50%, the rates of staff burnout decreased from 2022 to 2023. One explanation is that the post-pandemic workload has decreased, and the buildings are more focused on joy and building staff connections.
- Nearly 50% of respondents perceive a problem with student absenteeism. Many staff primarily attribute this to lack of perceived consequences and accountability. This year, restorative practices have been put in place to support school attendance and engagement.
- There was a large improvement (20% increase) for staff feeling that their school provides staff with opportunities to build connections with colleagues compared to 2022. Most staff feel they have support from colleagues when they need it. However, just over half of the respondents feel appreciated for the work they do at their school.
- Additionally, while most staff (90%) have a trusted person to go to, only 61% feel connected to their colleagues. This may be due to perceived silos across departments, limited unstructured time to connect with new colleagues, and limited time for networking due to the current workload.
- While 90% of respondents have a trusted person to go to and 85% feel like they belong, only 67% feel that the schools provide them with opportunities to build connections. It is possible that staff are building these relationships outside of school or connecting with those they work most closely with.

Comparison to 2022

Since 2022, CFAUSD staff have taken the Cardinal Care Staff Survey. Over the last two years, nearly all questions have stayed consistent, which allows comparisons to be made from year to year. The table on the next page is taken directly from the District-Wide report and displays the degree to which staff perceptions changed from 2022 to 2023. Percentages indicate those that agreed or strongly agreed to the survey question.

Goal 1



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

All-Staff Survey, continued

Survey Question	2022	2023	2022 to 2023 Difference
To what extent does this school provide you with opportunities to build connections with your colleagues?	47%	67%	20%
Student absenteeism is a problem at this school (Year 5 Goal)	63%	48%	-15%
I feel frustrated at work (Year 1 Goal)	56%	42%	-14%
I feel stressed at work (Year 1 Goal)	64%	53%	-11%
Students and staff get along well at this school. (Year 5 Goal)	77%	87%	10%
I am weary with all of my job responsibilities (Year 1 Goal)	53%	45%	-8%
Students at this school lack classroom participation	36%	29%	-8%
I feel physically safe working at this school. (Year 3 Goal)	77%	84%	7%
How coordinated are the mental health services between this school and the community?	56%	63%	7%
Staff get along well at this school. (Year 3 Goal)	79%	86%	6%
How comfortable are you referring a student in this school for mental health support?	61%	67%	6%
I feel like I belong at this school (Year 3 Goal)	79%	85%	5%
How connected do you feel to your colleagues?	57%	61%	4%
How difficult is it for staff to identify students with mental health needs at this school?	11%	8%	-3%
To what extent does this school value students' mental health?	79%	81%	2%
There is a stigma at this school associated with staff receiving mental health services.	11%	9%	-2%
How appreciated do you feel for the work you do in this school?	53%	54%	1%
This school is an inviting work environment. (Year 3 Goal)	80%	81%	1%
I know where to go to find mental health resources for students	91%	92%	1%
How much do colleagues support you when you need it?	78%	79%	1%
There is a stigma at this school associated with students receiving mental health services. (Year 5 Goal)	9%	8%	-1%
I have a trusted person at work to go to.	93%	90%	-3%
How beneficial have the professional development opportunities been for addressing students' mental health needs?	43%	29%	-14%

21 measures improved in 2023

2 measures worsened

Goal 1



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 4, the CF AWARE team promoted the resources and provided opportunities for families to learn more about what supports are offered. The CF AWARE team believes that marketing has really helped to change the culture around mental health in the Chippewa Falls schools over the last four years. In the past, referrals had been received through staff members. However, this year, referrals have been coming from parents and the broader community much more.



Below are the ways Cardinal Care has been promoted:

- News interview
- CFAUSD Facebook
- Community referrals
- Cardinal Care Website
- Elementary Cardinal Care Contests
- Pop-up Booth: Middle and High School
- Staff back keychain flashlights with the Cardinal Care logo
- Flyers
 - Student and Family Assistance Program (SFAP) Flyer
 - Cardinal Care Mental Health Supports Flyer
- Resilient Cardinal monthly newsletter
- Video: Group Health Cooperative created a video on the Student Family Assistance Program (SFAP)
- 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 Planned for Year 5

- Re-evaluate PD offered as recommended from feedback in the All-Staff survey.
- Continue DBT training for teachers. Begin planning and implementing for intervention purposes.

Goal 2



Increase youth and family voice and authentic engagement

Overview of Accomplishments and Barriers

Accomplishments

In Year 4, the CF AWARE team continued their success from Years 1-3 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, administering the Panorama survey to students for the second year, engaging parents through parent coaching, community presentations and a parent engagement survey. The CF AWARE team also graduated two cohorts from the Strengthening Families Program and solicited feedback from caregivers. Finally, students engaged with Project AWARE through student focus groups who set up mental health pop-up booths and student contests.

Barriers

The Chippewa Falls AWARE team did not report any barriers related to this goal in Year 4.

BEST Results (2022-2023)

The BEST scale is completed twice per school year at all K-8 schools; this year in October 2022 and February 2023. 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 (Global Health) that each student is evaluated on. Students receive a profile with straightforward interventions based on findings. The scores below are overall building health scores. 80% is the benchmark that Chippewa Falls strives to hit. In Fall 2022, the overall health score was 86%. In Spring 2023, the overall health score was 84%, which is consistent with trends seen over the past five years that the BEST has been administered.

School Name	Global Health (G)		Externalizing Health (C)		Internalizing Health (P)	
	Fall 2022	Spring 2023	Fall 2022	Spring 2023	Fall 2022	Spring 2023
CFMS	89%	90%	90.9%	90.4%	88%	90.5%
Halmstad	90.8%	88.8%	89.1%	88.7%	88.9%	88.8%
Hillcrest	85.8%	84.6%	85%	85.4%	85.2%	82.3%
Jim Falls	87.1%	71.5%	86.3%	74.7%	89%	73.6%
Parkview	77.8%	76.8%	80%	77.9%	76.7%	73.3%
Southview	79.6%	81.5%	82.3%	81.1%	76.4%	80.9%
Stillson	92.7%	91.2%	92.8%	90.5%	91.1%	91.6%
TOTAL:	86.1%	83.5%	86.6%	84.1%	85%	83%

Goal 2



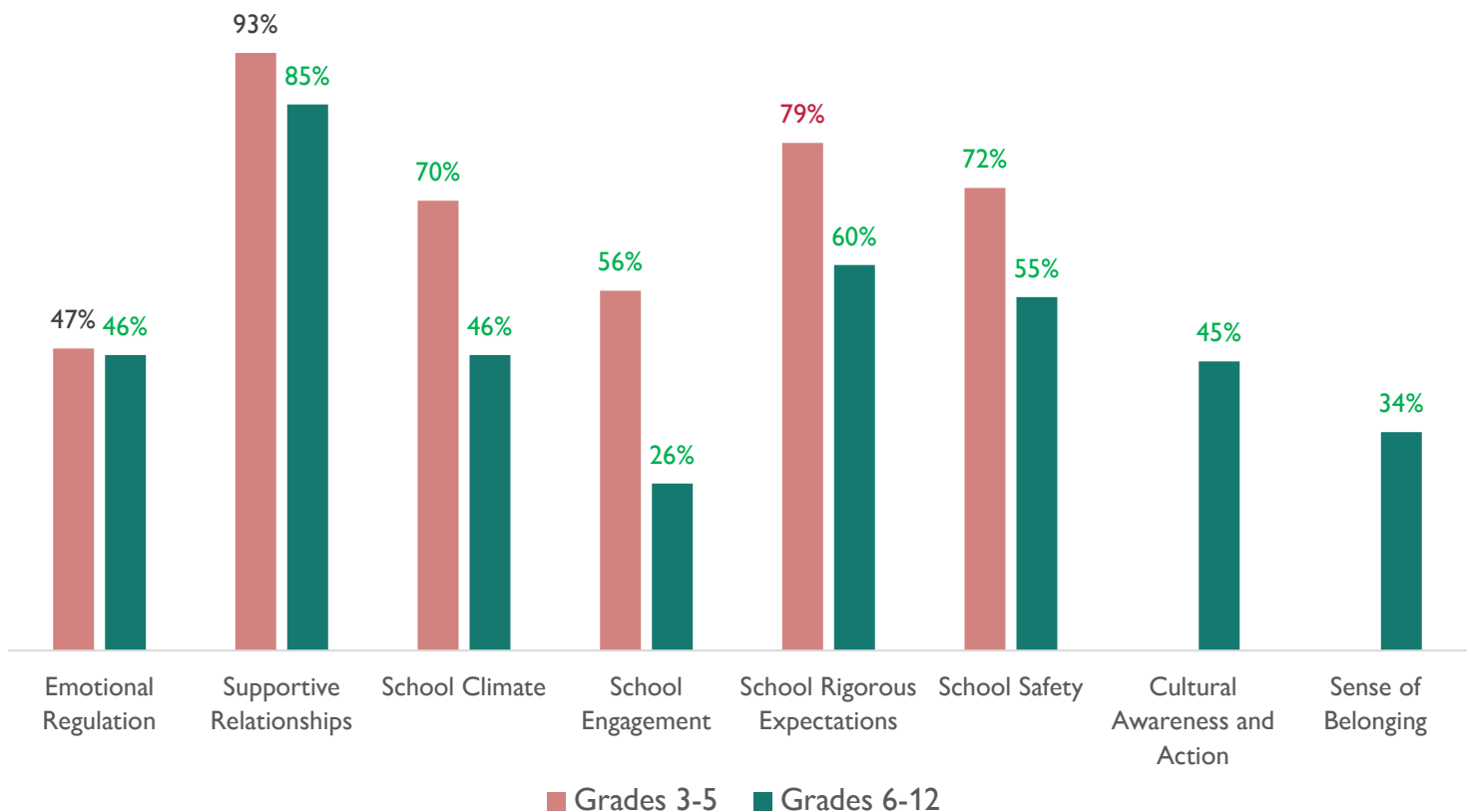
Increase youth and family voice and authentic engagement

Panorama Student Results (2022-2023)

The Panorama SEL Student Competency & Well Being Measures were administered in CFAUSD twice in Year 4. Students in grades 3-12 fill out this assessment, and results are used at the district and building levels for strategic planning. At the district level, staff look for parallels between this assessment's findings and the staff Panorama assessment findings, and offer recommendations based on those findings to each building. The buildings can use which suggestions they believe would be helpful for their students. This is the second year that the survey has been done.

The results below summarize the fall 2022 Panorama results. Grades 3-5 are in coral, grades 6-12 are in teal. Green percentages indicate a percentage increase compared to the previous survey, red percentages indicate a decrease compared to the previous survey, and grey represent no change. Nearly all measures across elementary and secondary levels increased compared to the previous survey. Additionally, all elementary percentages fall within the 40th-59th, 60th-79th or 80th-99th percentile ranges compared to national data, which is in the "green" (good) zone. For secondary percentages, emotional regulation, supportive relationships, and school safety fell in the green zone for national data. School climate, school engagement, school rigorous expectations, cultural awareness and action, and sense of belonging fell in the 0-19th percentile nationally for the secondary level. The CFAUSD team has recognized a trend that secondary students are much more critical, which has opened many conversations around the district about strategies that are and are not working. Overall, staff are optimistic about the results, as nearly all measures have increased since Spring 2022.

Fall 2022 Panorama Student Results



Goal 2



Increase youth and family voice and authentic engagement

Parent Engagement & Outreach Efforts

Parent Coaching Sessions

In Year 4, CFAUSD continued to offer parent coaching sessions. Parent coaching is an additional support for families interested in implementing positive changes in their home. Parent coaches provide tools, ideas, and support; they are not providing therapy. This service provides parents/caregivers with hands-on strategies for improving their child's behavior and is customized to each family. Parents can receive up to 4 sessions of free coaching. The coaches are other parents who have completed the sessions and who have been referred to be a coach. The coaching is offered through the Student Family Assistance Program. This year, 16 parent coaching authorizations were submitted between September 2022 to March 2023. The school with the most authorizations was the High School, followed by the Middle School and Parkview Elementary. Presenting problem topics included parenting practices, child physical/emotional/social issues, grief and loss, self care and sibling relationships.

16

Parent coaching authorizations across **8 schools** were submitted from September 2022-March 2023.

Love and Logic

This year, the CF AWARE continued to host the popular Love and Logic Program in the CFAUSD. Chris Peterson administered the program which was sponsored by Project AWARE and free for students, families and staff in the district. Each class is 12 hours total, and multiple sessions were offered this year. In total, 41 families participated this year. The program has been held mostly virtually and has been very well received.

47%

Of presenting problems at parent coaching sessions were parenting practices.

Parent Engagement Survey

During Year 4, the CFAUSD continued to distribute a 15-item parent engagement survey in which several engagement questions were posed. All caregivers are sent the survey once a year, and results are used in the district's strategic plan and goals. 717 individuals responded, and the mean overall score for all items increased from a 3.85 in 2022 to a 3.94 in 2023.

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 4, the program was administered twice in the CFAUSD – once in Fall 2022 and once in Spring 2023. 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

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. Survey results for Cohort 1 & 2 are summarized below:

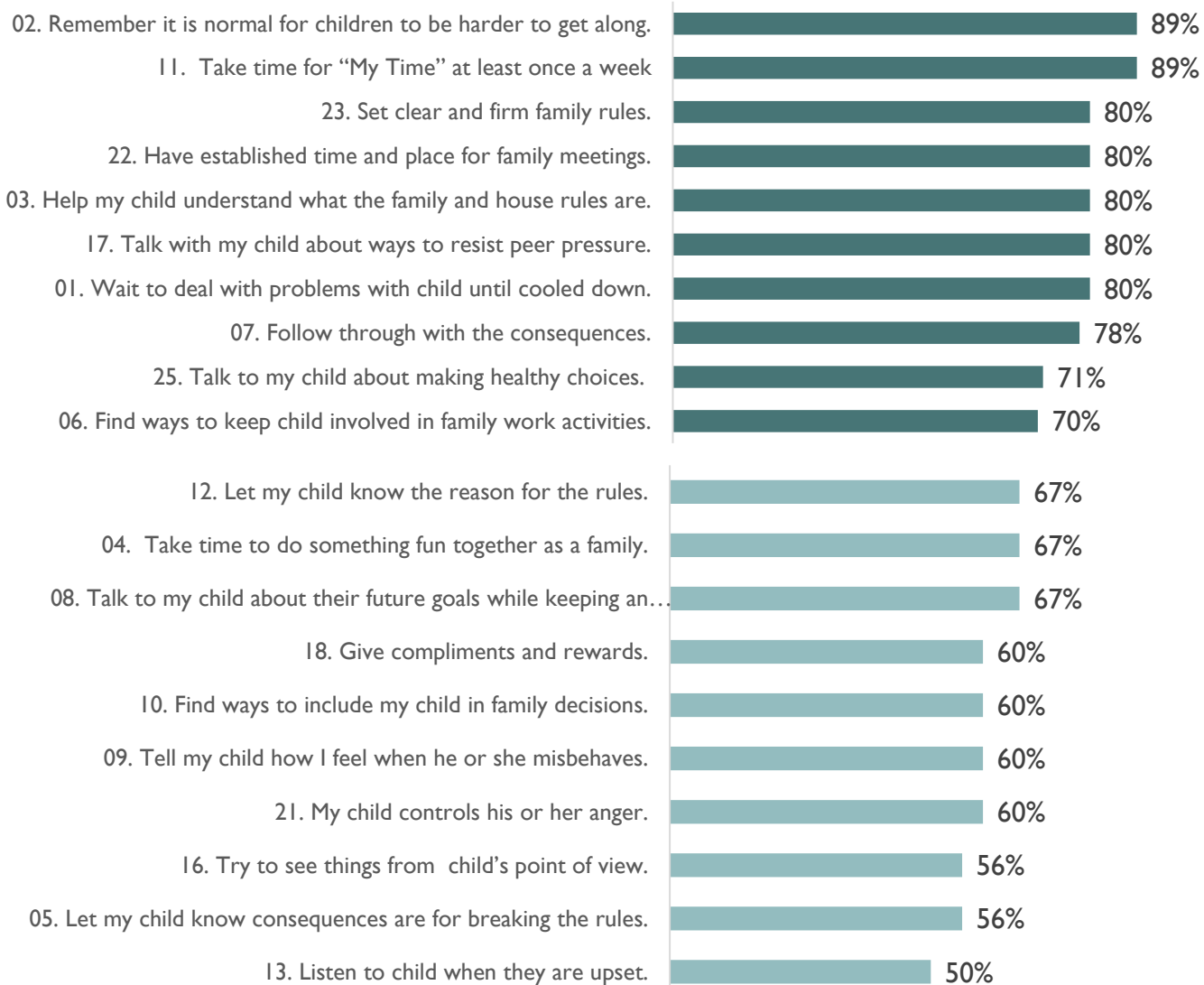
Demographics

In Cohort 1, 13 families participated in the program. 50% of children that participated were between 7-9 years old. In Cohort 2, 14 families that participated and 57% of the children that participated were between 7-9 years old.

Before/After Programing Results: Cohort 1 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.

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.



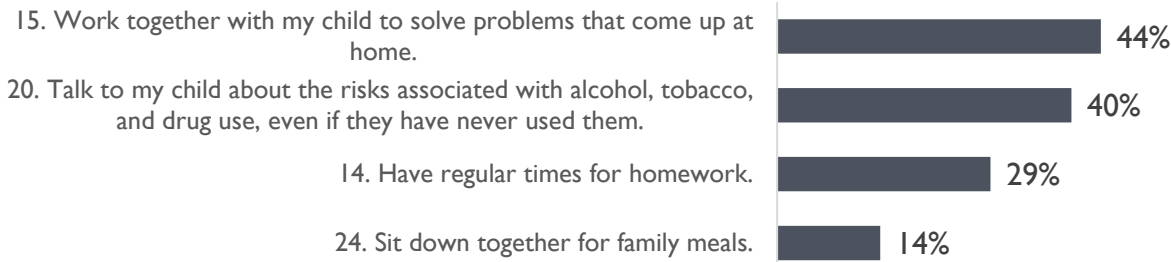
Goal 2



Increase youth and family voice and authentic engagement

Strengthening Families Program, Continued

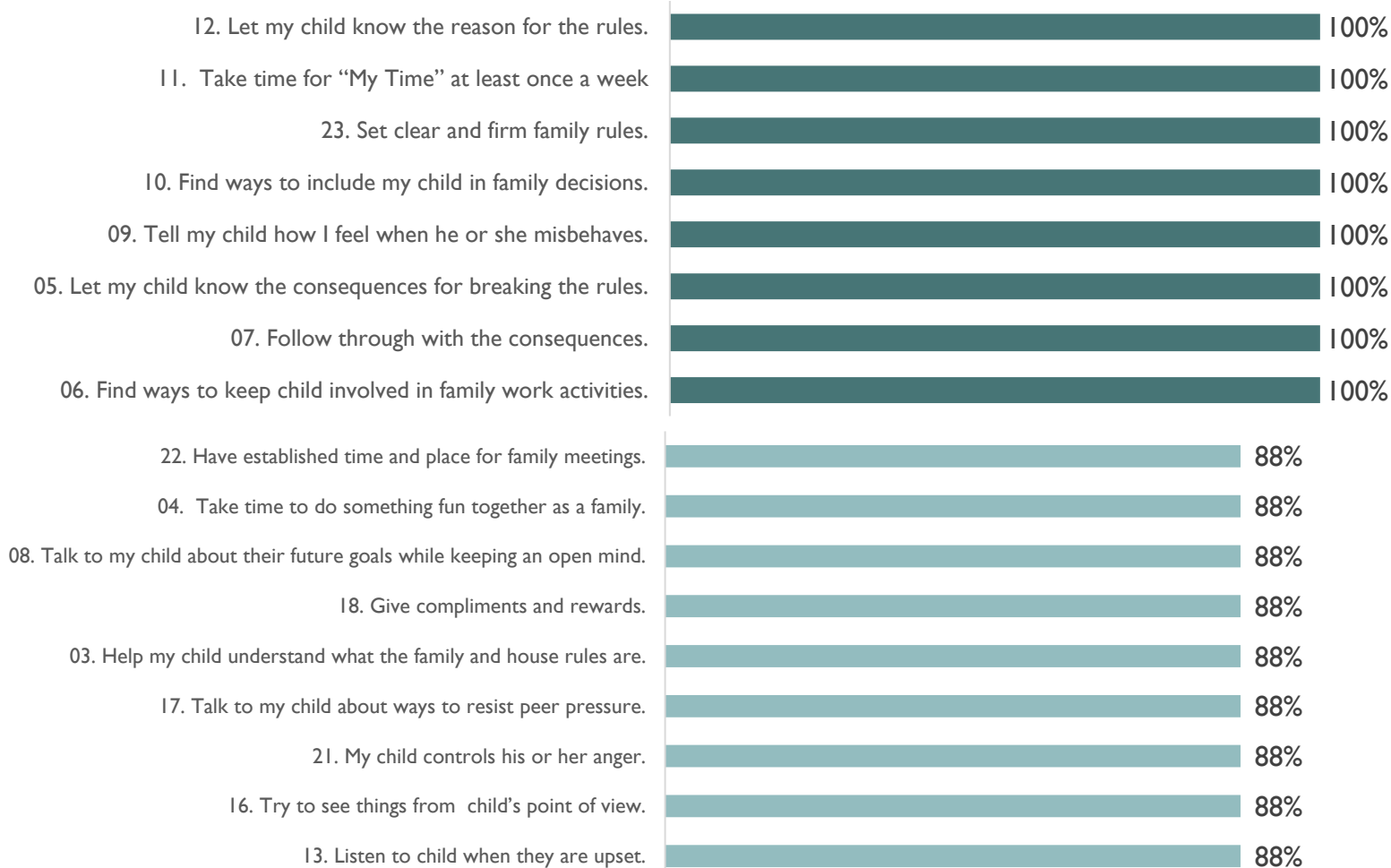
Percentage of Cohort 1 respondents who improved in the behavior from before to after the program, continued



Before/After Programing Results: Cohort 2

The graph below 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.

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



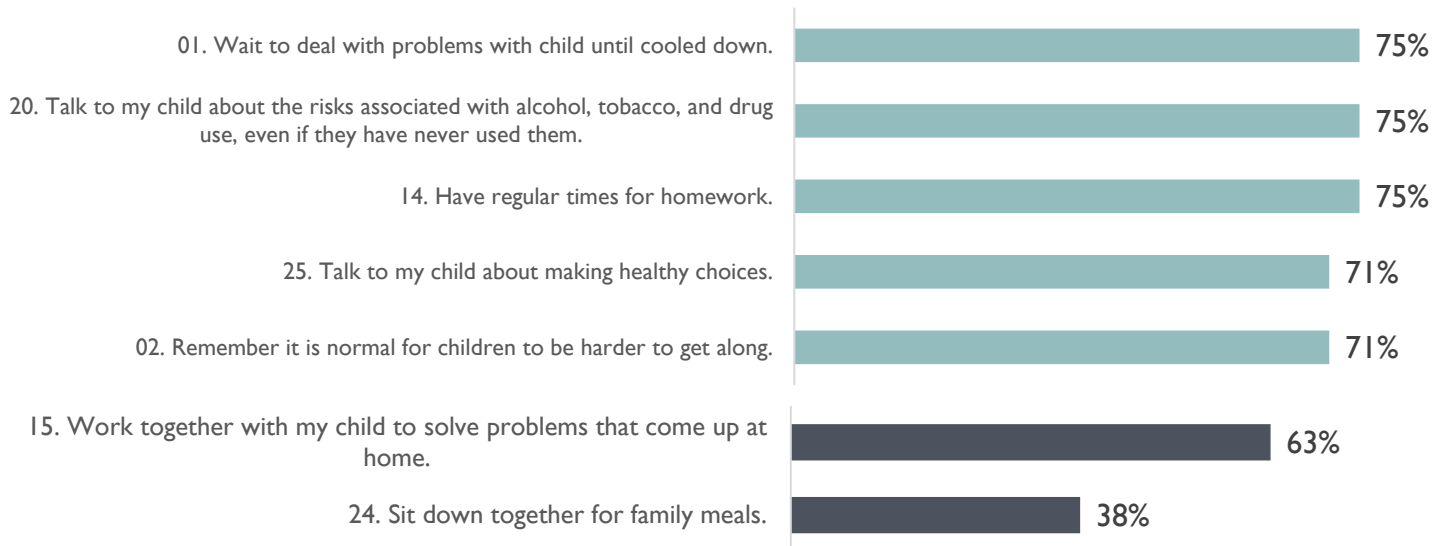
Goal 2



Increase youth and family voice and authentic engagement

Strengthening Families Program, Continued

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



Student Focus Groups

In Year 4, the CF AWARE staff facilitated multiple student focus groups at the Chippewa Falls middle school and high school. The middle school group was formed through Project AVARE. School counselors facilitated the formation by reaching out to students who may have been interested in the group, and then asked them to join. The focus group at the high school was already formed, and Project AVARE collaborated with the group. Fifteen middle school students were invited to the group, 17 students participated in the high school group.

Pop-Up Booths

The student focus groups facilitate Pop-Up Booths throughout the year in the schools, including planning the content and activities for the booths. The high school pop-up booth focused on communication methods with parents and was set up at school open houses. The high school group gave out board games to promote family conversation. The high school group also set up “gratitude grams” that students could send to their peers during school. The middle school focus group focused on using writing and talking to improve mental health and appreciate themselves and others. The middle school group gave out journals and notecards/postcards to write to friends.



Goal 2



Increase youth and family voice and authentic engagement

Student Contests

The middle school and elementary schools also held student contests in order to promote mental health. Middle school students created artwork to be hung around the school that promoted kindness. Students voted on the winning pieces, which were then blown up into posters. Each middle school “team” had a winning piece of artwork. The elementary students had two contests where students wrote a paragraph and drew a picture regarding a specific topic. The first theme was playing games with their families and winners received a board game. The second theme was self soothing/calming when mad, and winners got calming tools.



Activities Planned for Year 5

- Continue student focus groups
- Continue pop-up booths
- Continue to support the Strengthening Families Program
- Continue to offer Love and Logic opportunities
- CF AWARE Team Mental Health Navigator is exploring starting a NAMI Raise Your Voice chapter

Goal 3



Improving mental health supports through cross-system collaboration

Overview of Accomplishments and Barriers

Accomplishments

In Year 4, 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 Student and Family Assistance Program has expanded their services to include youth coaching and increased their hours to include the YMCA after school care program hours. Another accomplishment for the CF AWARE team is their pilot partnership with the Winnebago Mental Health Institute. Finally, in Year 4, the team added 5 new MOUs for a total of 20 active partnerships throughout the community.

Barriers

The Chippewa Falls AWARE team did not report any barriers related to this goal in Year 4.

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 4 and met in October 2022, December 2022, February 2023, and April 2023.

The mission and vision of the DCLT: Our community partnerships will promote staff awareness and increase understanding of mental health supports and resources so all students will develop life-long resiliency.

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. The team plans to focus on their action plan for this next year.

The focus areas of the action plan include:

- Team composition
- Faculty/community involvement
- Communication
- Operating procedures
- Professional development/coaching

Goal 3



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

Student Family Assistance Program (SFAP)

SFAP Description

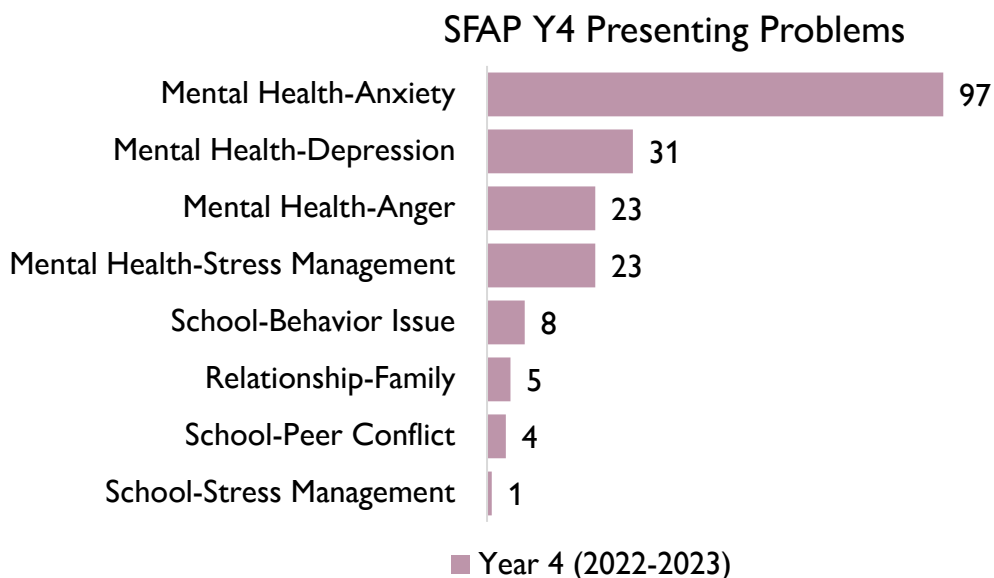
REALiving offers a Student and Family Assistance Program (SFAP) to help your students and families to be their BEST. The SFAP is offered at no cost to your district families. SFAP offers Both 4 free counseling and either 4 free parent coaching or 4 free youth coaching sessions. Providing free access 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

Previously, in Year 3, 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

In Year 4, the CF AWARE team was able to expand hours for the Interconnect Systems Framework (ISF) and expanded their school-based mental health hours to include the YMCA after school care program hours. Currently, there are two therapists that are providing afterschool therapy. A therapist from Family Therapy Associates and from Marriage and Family Health Services support with the afterschool counseling sessions at the YMCA and Voyagers. The therapists are able to take on four students each and the AWARE team is hoping additional school-based mental health therapists will provide after school therapy.

Between September 2022 and March 2023, the SFAP delivered 200 counseling sessions. Of the 200 counseling sessions, nearly half of the sessions were for anxiety. Other presenting problems included depression, stress management, and anger. The chart below shows the counseling presenting problem data.



Goal 3



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

Student Family Assistance Program (SFAP) Cont.

For parent coaching sessions, between September 2022 and March 2023, there were a total of 7 sessions delivered. Presenting problems for parents included parenting practices, child physical/emotional/social problems, grief and loss, and self care.



For youth coaching sessions, between September 2022 and March 2023, there were a total of 12 sessions delivered. Presenting problems for youth included:

- Personal development strategies
- Social regulation
- Peer relationships
- Health and wellness
- Problem solving
- Self-regulation
- Healthy peer relationships
- Healthy family relationships

Goal 3



Improving mental health supports through cross-system collaboration

Winnebago Mental Health Institute Pilot Partnership

The Current Pilot Partnership includes Winnebago Mental Health Institute (WMHI), Lakeland Area Consortium Schools, and Chippewa Falls Area Unified School District. Support from the state includes the Wisconsin Office of Children's Mental Health, the Wisconsin Department of Health Services, and the Wisconsin Department of Public Instruction.

In this pilot program, the primary strategy is to establish a consent process between the hospital and school. This would entail having Winnebago ask the parents to sign a Release of Information that includes sharing part of the discharge plan with the school district. This would allow the hospital staff to gather relevant information to better understand the history, context, and natural supports that are already in place when hospitalization starts.

In Year 3, the AWARE team began meeting monthly with those from WMHI, school social workers, the Wisconsin Department of Health Services, and Office of Children's Mental Health to discuss the pilot and collaboration. Linda Hall, the Director from the Office of Children's Mental Health is a champion for this pilot program and has advocated for this wraparound model for students.

The current plan is to pilot this process with the CFAUSD and all five Lakeland Consortium Area school districts and eventually work to improve cross system collaboration statewide. The AWARE team is hoping that if other hospitals, private hospitals specifically see that Winnebago has a capacity to do this, then they likely are more than going to be proactive in trying to set up these types of models in the future too.



Benefits to students and families:

- School Districts would help the student and family:
 - Follow through with the discharge plan
 - Help refer the student and family members to recommended support services when returning to their local community and schools
 - Offer additional support to the student, typically with shorter wait times through the school-based mental health service model
- School Districts would provide:
 - Consistent, real-time communication, and collaboration so stressful and potentially triggering details do not need to be revisited multiple times
 - Consistency with approaches that make the student more successful across environments (school, home, therapeutic)
- School Nurses would provide:
 - Knowledge and experience that creates less opportunity for dangerous medications to be used improperly or in an unsecured fashion.
 - Assistance in dispensing medications; recognition of side effects; and safely storage of student medications
 - Medical information that may impact academic performance



Anticipated outcomes from the Pilot Partnership:

- Fewer involuntary hospitalizations
- Fewer expenditures from Counties for involuntary services = more available funds for Mental Health programming
- More options available to families for recommended follow-up services
- Improved staff satisfaction across settings
- Better cross-system collaborations and communications

Goal 3

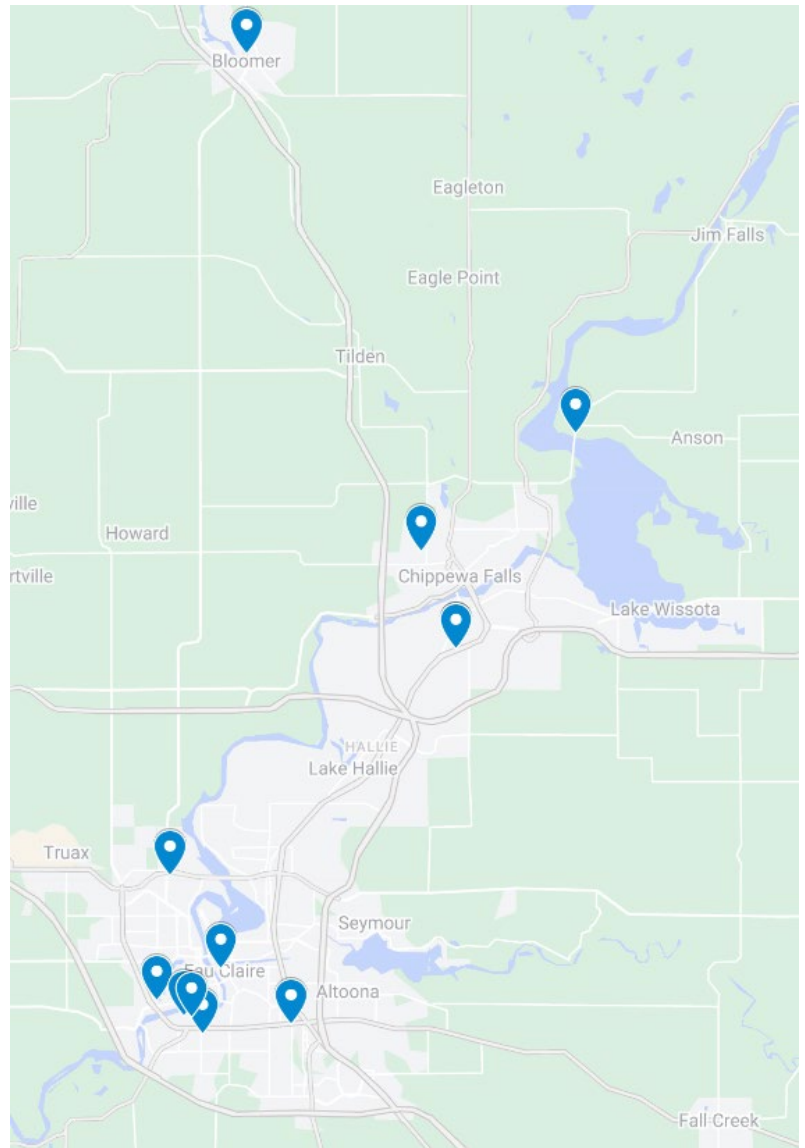


Improving mental health supports through cross-system collaboration

Partnerships and MOUs

In Year 4, the CF AWARE team continued to build and maintain effective partnerships around Chippewa Falls and Wisconsin. As of March 31st, 2023, the AWARE team established 5 new partnerships during Year 4. There are 20 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
ANU Family Services (x2)
22 A Day Counseling
Andrea Polnaszek, LLC
Aurora Community Counseling
Boys and Girls Club
B-Rite Counseling Services
Callier Clinic
Christy Langman
Family Therapy Associates
Halcyon Wellness
Lutheran Social Services
Marriage and Family Health Services
Mental Health Collaborative
Prevea
Randall Therapeutic Services
REALiving SFAP and ISF
Seed to Bloom Creative Healing
Shadick Therapy
Western Region Recovery and Wellness Consortium



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 5

- Updating the Mental Health and Wellness Resource Map
- Continue work with WMHI and explore opportunities to expand progress

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 4, 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 continuation of the Building Assets, Reducing Risks (BARR) program – the 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 was conducting staff training for the middle and high school Mental Health Curriculum, implementing more co-facilitated small groups, and a sustainable referral and tracking system along with easy-to-read reports from UWPHI. The referral tracking system has been working well and is sustainable.

Barriers

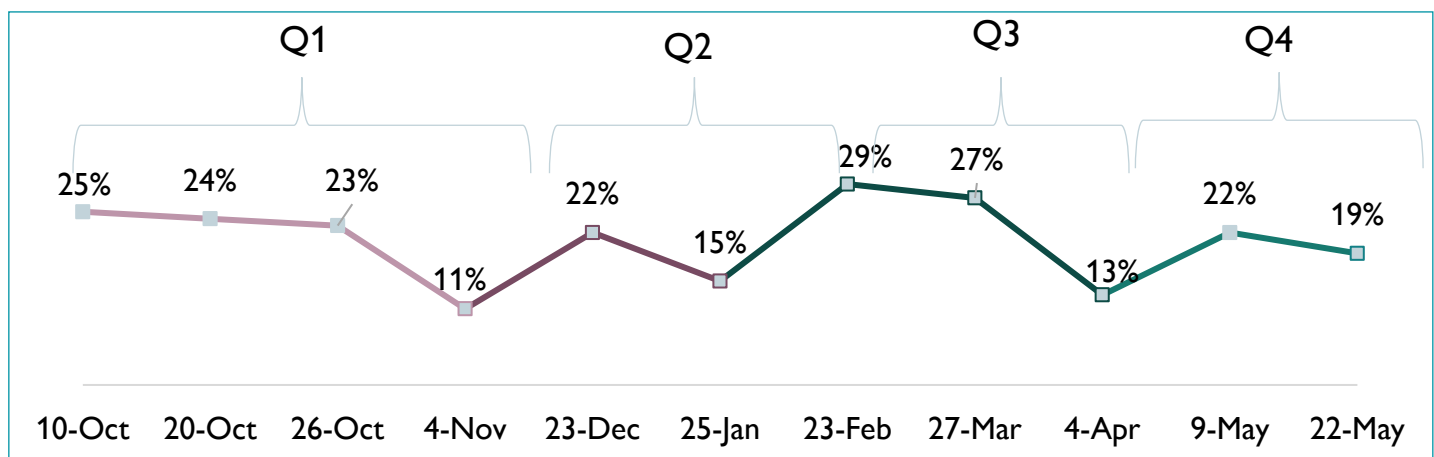
The Chippewa Falls AWARE team did not report any barriers related to this goal in Year 4.

Building Assets, Reducing Risks (BARR)

The CF AWARE team provided support for the implementation of Building Assets, Reducing Risks (BARR) at the Chippewa Falls High School (coordinated by Tami Slowiak). 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 high risk and can include the Alcohol and Other Drug Abuse (AODA) Specialist and the Mental Health Navigator. Coaches from the BARR organization meet with Chippewa Falls staff 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 346 to 361 students who were captured in this data. The quarters are based on the school year. Quarters 1 through 4 are shown below.

% of students with failing grades



Goal 4



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

ISF and Co-Facilitated Small Groups

As part of their Interconnected Systems Framework (ISF), CFAUSD utilized 180 hours from providers such as REALiving, Holly's Place, Christy Langman, Shadick Therapy, and ACC which included both training and consultation. For example, 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: AODA, equine therapy, meditation practices, and mindfulness. The table below highlights the contact details and total number of ISF hours utilized for Year 4:

Type of Contact	# of Hours
AODA group	40
Meditation practices	5
Equine therapy	69
Co-Facilitated Small Group	4.5
DCLT meeting	3.5
Mindfulness	23
Open House-SFAP booth	16.5
Self regulation small group	12
Substance abuse group	6
Misc	3.5

Therapy Horses from Holly's Place



Goal 4



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

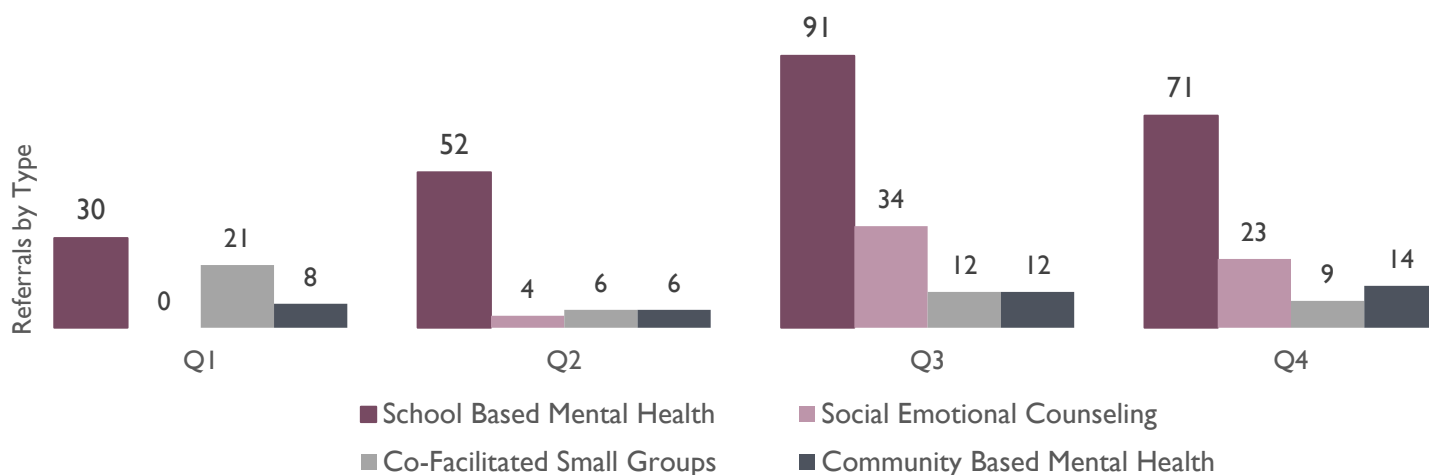
Referral Data

During Year 4, school-based mental health services were highly utilized by students. Of the referrals, 62% were referred to school-based mental health services, 16% to social emotional counseling, 12% to co-facilitated small groups, and 10% to community-based services.

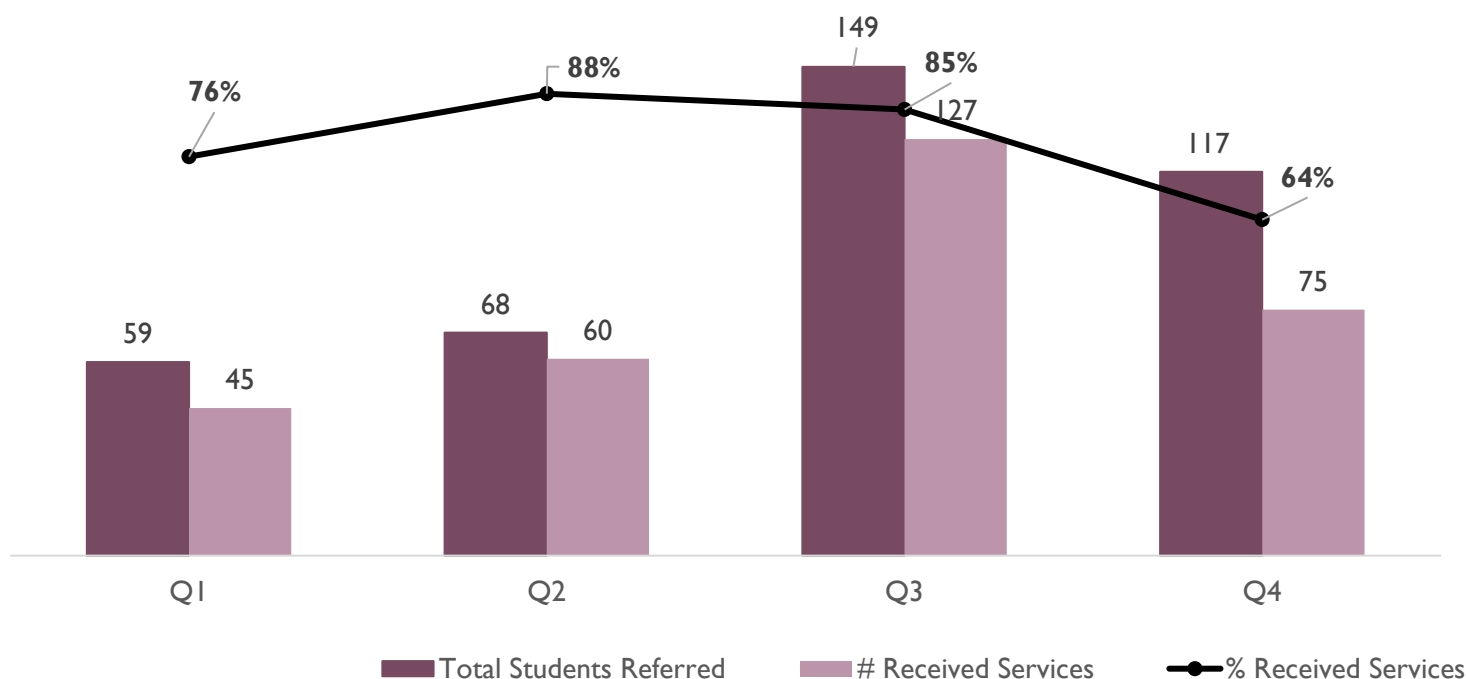
Grant Quarters

Q1: April 1st-June 30th, 2022
 Q2: July 1st-September 30th, 2022
 Q3: October 1st-December 31st, 2022
 Q4: January 1st-March 31st, 2023

Referrals by Type (students may be counted twice)



Referrals & Services Received



Goal 4

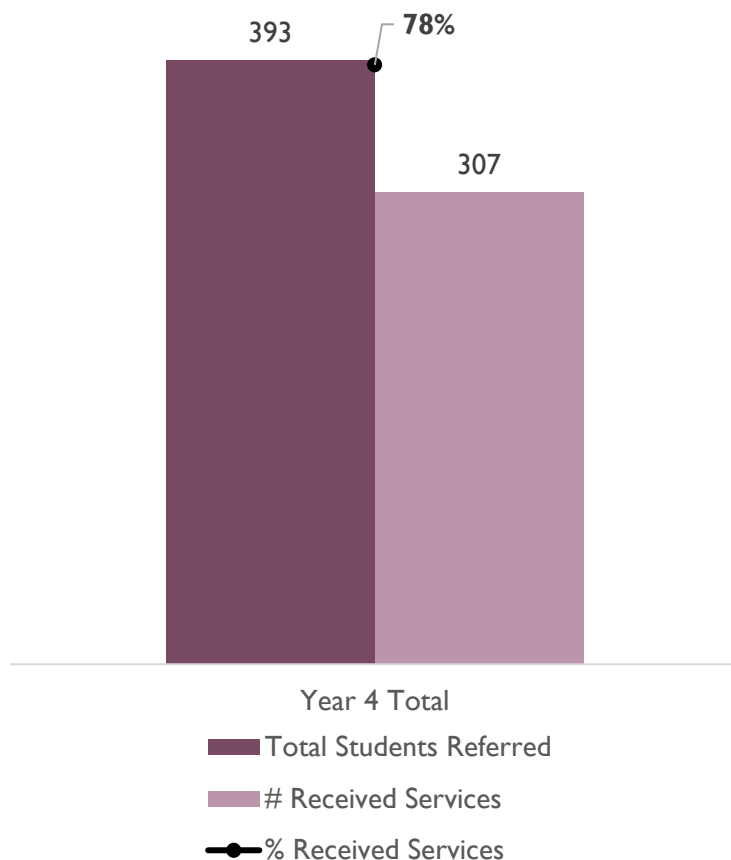


Increasing youth access to, and engagement of mental health wellness and treatment resources for children and youth

Referral Data, continued

In Year 4, a total of **393 students** were referred to mental health services. Of those students referred, 78% received services in Year 4.

Year 4 Total Referrals & Services Received



Of the students referred,
78%
received services in Year 4

Of the 86 students who did not yet receive services:

- 47 families declined SBMH services
- 1 student moved out of the district
- 38 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 5

- Continue work with Mental Health Curriculum

Lessons Learned

As part of the Project AWARE evaluation plan, lessons are documented to help track and understand facilitators and barriers to success. The following table highlights a sample of these data for Year 4.

Lessons Learned	Facilitating Factors	Hindering Factors/Barriers	Goal
<p>The Panorama Survey provides a summary of how students feel about their school; secondary students are much more critical than elementary students.</p>	<ul style="list-style-type: none"> - Students take the survey twice a year - Opens up conversations in the district about what is working and what isn't - Compares each building, district to national levels 	<ul style="list-style-type: none"> - None 	<p>Goal 1</p>
<p>CFAUSD families prefer in person therapy compared to teletherapy.</p>	<ul style="list-style-type: none"> - Expansion of SFAP program - Increase ISF hours, after school YMCA hours - Expansion of summer therapy sessions 	<ul style="list-style-type: none"> - Causes a waitlist for students 	<p>Goal 4</p>
<p>Trends in waitlist length & therapy availability have stabilized over the past few years post COVID; can predict needs more accurately.</p>	<ul style="list-style-type: none"> - Additional MOUs signed, provider availability - Expansion of SFAP program - Increase ISF hours, after school YMCA hours - Expansion of summer therapy sessions 	<ul style="list-style-type: none"> - Seasonal trends cause waitlists to be longer at certain times of the year - Some therapists expressed a desire to work with secondary students only, which creates a pocket of waitlists at the elementary level - Little interest in certain co-facilitated small groups - Limited availability of co-facilitated small groups due to provider availability 	<p>Goal 4</p>

System Shifts

As part of the Project AWARE evaluation plan, system shifts are documenting to help track and understand facilitators and barriers to success. The following table highlights a sample of these data for Year 4.

Progress/system shift	Facilitating Factors	Hindering Factors	Goal
Providing training to increase awareness and strengthen skills to address mental health needs	<ul style="list-style-type: none"> - Providing quality trainings - Many training opportunities for staff to participate in - Cardinal Care conference held for staff, developed by district staff to meet the district's specific needs 	- None	Goal 1
Incorporating Staff Survey findings into the district's strategic planning priorities and scorecard	<ul style="list-style-type: none"> - Large majority of staff completing the survey - Survey administered every year of the AWARE grant 	- None	Goal 1
CFAUSD can now work with Winnebago Mental Health Institute with hospitalizations/integration and call parents to get a signed release	<ul style="list-style-type: none"> - Continued advocacy and strategic collaboration - Relationship building and ensuring all parties feel heard and understood - Community/partner buy in and highlighting the benefits for all - Lakeland Consortium's work in this space 	- Relationship building and trust for all parties takes time	Goal 3
Expanding the Student Family Assistance Program (SFAP)	<ul style="list-style-type: none"> - Expanded hours for the Interconnected Systems Framework (ISF) - Expanded YMCA after school care program hours - Two therapists providing afterschool therapy. 	- None	Goal 3

Recommendations

The following are recommendations to consider in Year 5 of Project AWARE:

- Consider documenting how the CF staff survey feedback or suggestions have been implemented to show progress and promote transparency for respondents.
- Consider hosting a student focus group to identify the impact of Project AWARE over the last 4-5 years.
- Consider hosting a staff focus group to identify the impact of Project AWARE over the last 4-5 years.
- Consider longitudinal data collection from Love and Logic or Strengthening Families Program participants to document outcomes and success over time.
- 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.
- Consider collecting additional data from mental health referrals including reason for referral, # of days between referral date and first session, referral source, etc.