



**Addressing the Hidden Mental Health Epidemic
and Creating a New Path
Toward Wellness in Schools**

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Cal-HOSA: Addressing the Hidden Mental Health Epidemic and Creating a New Path Toward Wellness in Schools

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Overview

This **Mental Health Prevention and Early Intervention Consortium of Schools** seeks to build, implement, and evaluate evidence-based practices that increase awareness of the risk factors associated with mental illness, challenges that prevent children and families from accessing services, and negative impacts when mental health needs are not met or inadequately met (e.g., substance use, school failure and dropout, poverty, homelessness, incarceration, suicide). Early detection combined with appropriate treatment changes a child’s trajectory from severe mental illness to one of wellness and full participation in school and community life (e.g., participation in workforce, successful relationships, and prolonged social and economic prosperity). During the 2018 -2019 school year, 10 schools across California will implement a program to: (1) identify mental health risk factors and needs of their student population, (2) equip school academic and career technical educators with the knowledge to recognize and appropriately respond to unmet needs, (3) engage community partners to support their school district’s prevention and early intervention (PEI) efforts, (4) connect with families and involve them in designing strategies that are best suited for their cultural and linguistic needs, and (5) work with school districts to ensure that schools are equipped with on-campus resources to address mental health needs and integrate strategies into curricula. This project will also strengthen youths’ interests and career and college readiness in the mental health field.

Mental health is recognized as a central determinant of individual wellbeing, social and family relationships, and meaningful participation in school and community life.¹⁻³ It has been well established that early experiences shape the development and trajectory of a child’s life. For example, early life experiences that are imbued with trauma and chronic stress can have long-lasting effects on the behavior, learning, and physical and mental health of young people. Yet, between 50 and 90 percent of people diagnosed with a serious mental illness do not receive appropriate mental health care in a timely manner.⁴ The onset of mental disorders usually occurs in childhood or adolescence, but treatment typically does not occur until many years later.⁵ Most of the psychiatric disorders that manifest during childhood increase the risk for poor physical health problems in social

relationships, reduced psychological wellbeing, and financial difficulties.⁶ Similar research has shown that developing a mental disorder at a very early age may have significant effects on educational attainment and workforce participation,⁷ interpersonal relationships,⁸ and even subsequent disabling physical conditions.⁹ Depression is a risk factor for diabetes, cardiovascular disease, stroke, dementia, and Alzheimer’s disease, among others.¹⁰ Early detection and timely treatment of physical and mental health disorders can change the trajectory of youths’ lives. That is, accurate and early detection of mental health conditions combined with continuation of access to appropriate services and treatment for youths and their families is critically important. This project is aligned with the Mental Health Services Act’s Prevention and Early Intervention program in its goals to provide

intervention in the early stages of a mental illness, before the illness becomes chronic and severely disabling. The purpose of this project is to initiate and expand high-quality prevention and early intervention practices to ensure access to effective, quality care in schools across the state.

Schools and Mental Health

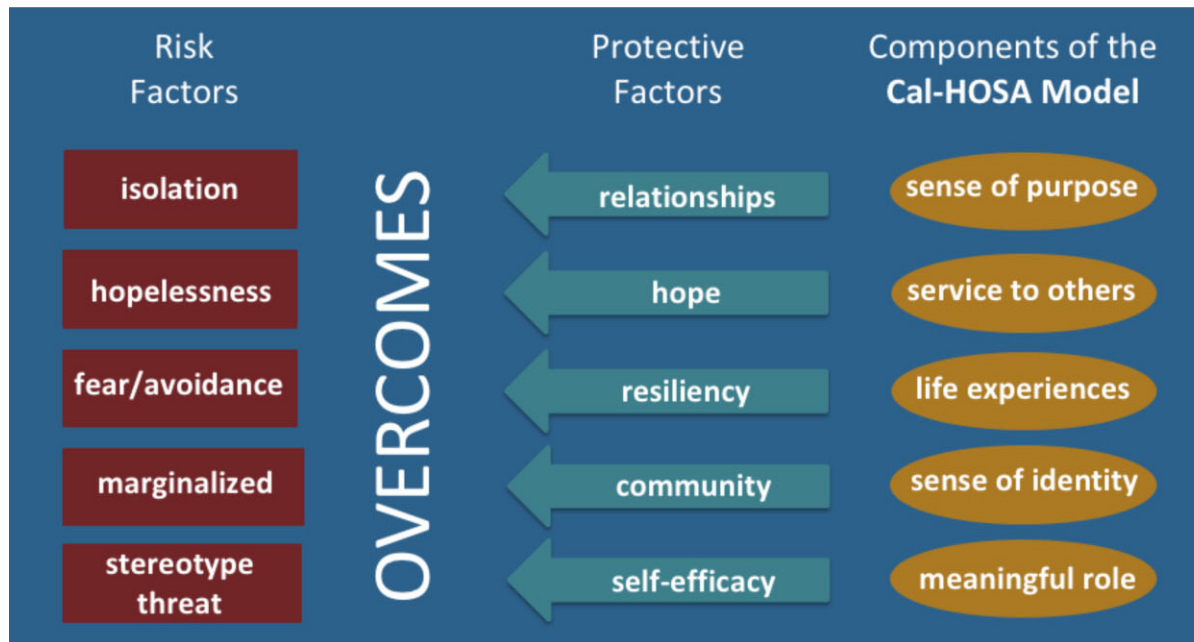
School settings are essential to strengthening prevention and early intervention strategies and solutions that are student-focused, and to appropriately address the mental health needs of children and their families. Approximately 75 percent of children with serious emotional disturbance issues do not receive specialty mental health services.¹¹ Underserved and marginalized youth populations have and continue to endure a host of adverse experiences, such as poverty, trauma, stigma, discrimination, and bullying that increases their social isolation. When these adverse experiences are not adequately addressed, opportunities for youths and their families to play a meaningful role in the social, economic, and cultural life of their communities is diminished. This is the hidden epidemic among our youths in schools. Failing to address the psychological distress that children experience will eventually lead to negative educational and mental health outcomes, including suicide. Based on 2011–2013 data from the California Healthy Kids Survey, 30 percent of children in middle school and high school grades have reported feeling sad or hopeless on a daily basis.¹² This sense of sadness and hopelessness are common feelings among children with suicide ideation and attempts. Again, failure to work with schools is a missed opportunity to integrate mental health topics into the curriculum, and improve teacher knowledge and classroom instruction. School educators play an important role as caring adults and mentors, encouraging and engaging youths and their families in mental health awareness and workforce development activities. Mental health promotion programs in schools as early as elementary school, including early detection and prevention programs, and career pathways, could result in reductions in school dropouts. Researchers have found that chronic diseases are more prevalent among those with lower educational attainment.¹³

It has been well documented that 75 percent of early onset adult mental disorders reveal themselves by age 24; 50 percent are evident by age 14 with first symptoms occurring 2 to 4 years prior to onset. According to a 2017 Substance Abuse and Mental Health Services Administration (SAMHSA) report, from 2011 to 2015, 67.9 percent of children in California as young as 12 did not receive any treatment for depression.¹⁴ Simply put, more and more youths are suffering from early trauma and other risk factors associated with mental health and substance use disorders. Additionally, they are not receiving adequate and appropriate services and treatment to change their chronic course.¹⁵

Cal-HOSA: A School-Based Prevention and Early Intervention Model

Cal-HOSA: Future Health Professionals is a student-led organization for middle schools and high school students interested in learning more about health and mental health. In 2018, Cal-HOSA launched its mental health prevention and early intervention project for educators. This project is a mental healthcare framework to address the risk factors associated with health and mental health issues, and suicide ideation among youths and young adults. The project's aim is to develop at least seven action plans that focus on prevention and early intervention within the career technical education (CTE) sector. These action plans will be developed and implemented by a team of committed CTE educators working with students to identify risk factors that negatively impact the lives of students. When key components of the Cal-HOSA model are integrated into the school and classroom environment, students have reported experiencing a sense of inclusion and having a place where they feel connected. That is, being a member of Cal-HOSA means feeling recognized as an asset to a community. Students who are members of Cal-HOSA have reported: (1) having a sense of purpose that leads positive relationships to overcome isolation; (2) bringing diversity to the workforce and service to others, and giving hope with a sense of urgency to those who feel hopeless; (3) using lived and life experiences of resilience to overcome fear; (4) feeling a sense of identity that creates a community for those

Exhibit 1. The Cal-HOSA Prevention and Early Intervention Model



who feel marginalized; and (5) finding a meaningful role in their school and community life that builds self-efficacy to overcome stereotype threats. Exhibit 1 shows the Cal-HOSA prevention and early intervention model. At an academic and school level, students who participate in Cal-HOSA are more likely to be more: (1) invested and engaged in their schoolwork; (2) confident in their abilities to succeed in specific school tasks and program of study; (3) positive in their outlook on life and commitment to serving their community; (4) emotionally invested and connected to human networks and generating meaningful relationships; and (5) intrinsically motivated and joyful in serving populations in need of care.

Cal-HOSA Strategic Priorities

Consistent with Cal-HOSA’s five-year strategic plan, this project and action plans advance three of Cal-HOSA’s eight strategic priorities, which are:

- **Strategic priority 1.** Cal-HOSA students and partnerships benefit from decision-making that demonstrates empathy and compassion with service leadership as a motivator.
- **Strategic priority 2.** Cal-HOSA plays a role as a global and diverse youth workforce by increasing its student’s understanding of international health/

behavioral health care issues, and promoting a diverse and holistic (populations) approach to a better understanding of environmental and societal concerns impacting communities.

- **Strategic priority 3.** Cal-HOSA establishes collaborative environments that increase students’ efficacy, capacity, and productivity, while increasing teamwork behaviors that promote partnership processes that result in successes.

These three priorities advance the organization’s promotion of mental health wellness, discovery of protective factors that exist within schools and communities to overcome risk factors, and mission to increase the early detection of social determinants that are associated with school dropout and potential mental health problems later in life. The goal of this project speaks to these three strategic priorities. More specifically, it speaks to Cal-HOSA’s commitment to: (1) prevention and early intervention strategies for appropriate services and treatment to youths and families in school settings; and (2) developing a workforce for the health and mental health systems of care that moves the health and mental health care system from crisis stabilization to school- and community-life participation.

Methods

On May 24, 2018, a group of 10 career technical education (CTE) leaders came together for a one-day training titled, *Addressing the Hidden Epidemic: Charting a New Path toward Wellness in Schools*. This training focused on how mental health and school systems must work together to effectively detect early warning signs of psychological distress, and intervene in a timely and appropriate manner in a school setting. Another important element of the training was discussing strategies unique to children and youths that when effectively implemented in school settings could address the impact of risk factors or adverse experiences in order to reach positive outcomes. The training topics included:

- The mental health and suicide crisis in schools;
- Disparities, poverty, trauma, substance use, and other risk factors associated with mental illness;
- Stories about youths struggling with social, economic, and environmental determinants; and

Exhibit 2. The Cal-HOSA's Five Regions



- The Cal-HOSA Model for prevention and early intervention.

After the training, the 10 leaders were instructed to work with each other in discussing and planning their prevention and early intervention strategy, tying their approach to the five Cal-HOSA Model components. At least seven work plans were developed around the five Cal-HOSA regions to ensure that the dissemination of educational and training will reach more schools across the state (see Exhibit 2).

REGIONS 1 and 2

1. Manteca High School Mental Health Awareness and Workforce Project

School Profile:

Manteca High School is home to the Manteca Health Science Program (MHSP), a specialized secondary program with a mission that calls for a student-centered approach to learning that focuses on the alignment of academics and career technical

education. The MHSP aims to ensure that students are career and college ready with the necessary workforce skills to succeed in the health care industry. Equally important is to increase students' awareness and understanding of risk factors and their negative consequences to mental health. Manteca's student population is approximately 1,600 in grades 9–12, with 55 percent being Latino/Hispanic, 28 percent White, 11 percent Asian, and 5 percent Black/African American. Manteca High Schools' student body composition mirrors the student population of its feeder middle schools.

Prevention and Early Intervention Strategy:

The Manteca High School Mental Health Awareness Project is a seventh- through twelfth-grade strategy with an overarching goal to increase campus staff and youths' understanding and awareness of the risk factors that have a direct impact on youths' mental health. Specifically, to train the staff and youths using the Mental Health First Aid approach. The overarching approach is for students to be able to self-regulate their behaviors and emotions, and develop trusting relationships. Additionally, educators often struggle with the complexities of mental disorders and ways to detect them. This strategy builds on two prevention and early intervention standards: (1) demonstrate understanding of the risk factors and early signs associated with psychological distress, and (2) design and implement a peer-to-peer support network as a Cal-HOSA component. This project has the potential of establishing a continuity in educational materials about mental health from middle school to high school and on through post-secondary education (see Exhibit 3).

Cal-HOSA Prevention and Early Intervention Model Components:

Sense of Purpose – At least 10 MHSP/Cal-HOSA student leaders strive to recognize the value of relationships and their role in creating safe spaces for the most vulnerable students to engage. They participate in a purposeful conversation about societal issues impacting their lives, and discover a community with similar interests.

Service to Others – Cal-HOSA student leaders are willing to serve others in need by conveying hope,

creating a sense of urgency to engage in a community of same-minded servant leaders, and advocating the mental well-being of others while reducing any stigmas associated with getting help for psychological distress.

Life Experiences – Student leaders promote lived/life experiences through stories and recognizing the storyteller as the “expert” in his/her narrative. Sharing and learning from lived/life experiences strengthens an individual's resilience and sense of identity.

Sense of Identity – Student leaders share a sense of connectedness with students with similar lived and life experiences, and build on these lived/life experiences to foster trust and sense of individual and group identity, which is critical for marginalized youths feeling a sense of community and belonging.

Meaningful Role – Through training and advocacy, MHSP/Cal-HOSA students with lived experiences and demonstrated resiliency accept their role as peer-to-peer leaders, advocating and educating students about risk factors. Observing small changes in student's behaviors and attitudes about mental health as a result of students' peer-to-peer efforts increases self-efficacy.

2. Venture Academy Mental Health Awareness and Workforce Project

School Profile:

Venture Academy is a 6–12 grade school that serves a little over 1,600 students. The student population can be described as 60 percent Latino/Hispanic, 24 percent White, 7 percent Black/African American, 4 percent Asian, and 5 percent other. Additionally, 66 percent of students are eligible for free or reduced-priced meals, or are economically disadvantaged. Venture Academy is grounded in the beliefs that education empowers individuals, each individual has unique strengths and assets, each individual is important and has a meaningful role in life, individuals thrive in safe environments, and being connected to a community enhances knowledge and action.

Prevention and Early Intervention Strategy:

The Venture Academy Mental Health Awareness and Workforce Project has four key elements: (1) train staff and students to recognize the early signs and

symptoms of mental illness; (2) establish linkages between Venture Academy and its middle schools, and with Venture Academy- and community-based mental health agencies to ensure adequate, appropriate, and timely treatment; (3) develop and train a Cal-HOSA peer leadership network to support middle/high school students struggling with mental health problems; and (4) promote Venture Academy as a setting for health and mental health agencies to co-locate and educate (young workforce), and provide free/affordable care to youths and families in need. This strategy builds on two prevention and early intervention standards: (1) demonstrate understanding of the risk factors and early signs associated with psychological distress, and (2) design and implement a peer-to-peer support network as a Cal-HOSA/JUMP component. By successfully implementing these two standards, the expected outcomes are to promote help-seeking

behaviors and reduce stigma, and improve the identification and treatment of youths exposed to risk factors associated with mental illness (see Exhibit 3).

Cal-HOSA Prevention and Early Intervention Model Components:

Sense of Purpose – At least 10 Cal-HOSA student leaders will recognize the value of relationships and their role in creating safe spaces for the most vulnerable students. They will engage in a purposeful conversation about societal issues impacting their lives, and discover a community with similar interests.

Service to Others – Cal-HOSA student leaders are willing to serve others in need by conveying hope, creating a sense of urgency to engage in a community of same-minded servant leaders, advocating the mental well-being of others, and reducing any stigmas associated with getting help for psychological distress.

Exhibit 3. Manteca High School and Venture Academy Collaborative Mental Health Awareness Project Work Plan

Organizational Goal: To detect early risk factors associated with mental health problems among children and youths with traumatic experiences.				
Educational Goal 1: Identify and integrate at least three prevention and early intervention (PEI) standards that best aligns with PEI project.				
Activity	Timeline	Partnerships	Outcome	Indicator
Attend the May 24 th Cal-HOSA Prevention and Early Intervention (PEI) training.	May 2018	<ul style="list-style-type: none"> School principal CTE Educators Students Community 	Increased knowledge about challenges and the impact that risk factors have on youths.	<ul style="list-style-type: none"> Research (studies) Students' stories Team discussions
Identify regional partners to collaborate and support individual PEI projects.	May 2018	<ul style="list-style-type: none"> Cal-HOSA advisors CA Dept. of Educ. Cal-HOSA 	Established partnerships with other schools to support regional activities.	<ul style="list-style-type: none"> Shared accountability Partnership agreement
Incorporate PEI standards into project description and submit for approval and feedback.	Jun 2018	<ul style="list-style-type: none"> Mental health industry/orgs. County agencies Community 	Successful brainstorming session with partners and submitted first proposal draft.	<ul style="list-style-type: none"> Feedback from PEI coach Feedback from students/educators
Complete PEI project work plan with project details as required by funding source.	Jun 2018	<ul style="list-style-type: none"> Cal-HOSA advisors CA Dept. of Educ. Cal-HOSA 	Improved PEI project draft with input from project participants (i.e., students, families, educators).	<ul style="list-style-type: none"> Interest in topic Support from district Student engagement

Exhibit 3. Manteca High School and Venture Academy... continued

Educational Goal 2: Increase students' knowledge about the risk factors associated with mental illness.				
Activity	Timeline	Key Persons	Outcome	Indicator
Organize and conduct an exploratory session to identify risk factors.	Sept 2018	<ul style="list-style-type: none"> • Cal-HOSA advisor • School leadership • Career and Technical Student Organization (CTSO) advisors • Students 	Student-identified risk factors, barriers in seeking services, and potential student-defined solutions.	<ul style="list-style-type: none"> • List of risk factors • List of barriers to care • List of potential strategies/solutions
Conduct a Mental Health First Aid (MHFA) training for CTE and school advisors.	Sept 2018	<ul style="list-style-type: none"> • Cal-HOSA advisor • CTSO advisors • School program advisors and staff 	Improved knowledge and understanding of mental health and detecting early signs of potential mental health issues.	<ul style="list-style-type: none"> • Number of CTE and school advisors completing training • Detecting early signs of mental illness
Conduct a MHFA training for students in CTE leadership positions.	Nov 2018	<ul style="list-style-type: none"> • Cal-HOSA advisor • CTSO student leaders 	CTE students in leadership positions lead advocacy and educational campaign efforts on campus.	<ul style="list-style-type: none"> • Number of CTE student leaders trained and leading campaign efforts
CTE student leaders and Cal-HOSA advisor organize and conduct a MHFA training for interested school staff.	Jan 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • CTE student leaders • School staff 	Increase mental health promotion and PEI on school campus.	<ul style="list-style-type: none"> • Number of school staff completing MHFA training
Educational Goal 3: Increase students' knowledge about the protective factors associated with mental health wellness.				
Activity	Timeline	Key Persons	Outcome	Indicator
Collaborate with NAMI affiliate for additional education and training.	Dec 2018	<ul style="list-style-type: none"> • Cal-HOSA advisor • CTSO student leaders 	Increase collaboration with NAMI and mental health resources on campus.	<ul style="list-style-type: none"> • Number of collaborative activities completed
Work with NAMI affiliate partner to incorporate mental health wellness as part of HOSA week.	TBD	<ul style="list-style-type: none"> • Cal-HOSA advisor • Cal-HOSA student leaders 	Increase mental health promotion, prevention and early intervention.	<ul style="list-style-type: none"> • One mental health topic incorporated each day for one week
Work with the athletic director to promote mental health wellness during a sports game (e.g., football and/or basketball) to raise awareness.	Fall 2018	<ul style="list-style-type: none"> • Cal-HOSA advisor • Cal-HOSA student leaders • Athletic director • School admin. 	Promote the integration between physical health and mental health and impact of sports role models.	<ul style="list-style-type: none"> • Athletes delivering positive messages about mental health during game • Athlete role models

Exhibit 3. Manteca High School and Venture Academy... continued

Educational Goal 4: Develop a prevention and early intervention strategy using the Cal-HOSA model components.				
Activity	Timeline	Key Persons	Outcome	Indicator
Continue the “Pop the Stigma” campaign on campus to engage youths grades 7-12 and promote mental health wellness.	May 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • Cal-HOSA student leaders • School admin. 	Increase inclusion of youths that may have felt isolated from school life.	<ul style="list-style-type: none"> • Number of campaign activities • Number of marginalized youths reached by campaign
Emojicon challenge (outlining feelings and what they mean) on our schools Instagram.	May 2019	<ul style="list-style-type: none"> • Cal-HOSA advisors • Cal-HOSA student leaders • School admin. 	Increase awareness on campus through outreach and education.	<ul style="list-style-type: none"> • Advisor support and engagement • Admin. support • Student involvement
Educational Goal 5: Demonstrate students participation/engagement in the decision-making of the project strategy.				
Activity	Timeline	Key Persons	Outcome	Indicator
Organize monthly peer-to-peer sessions between middle/high school student leaders to decide on strategies to implement project activities.	May 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • Student leaders • School admin. 	Student-defined strategies that are relevant and current to engage youths to participate. Increase young workforce with an emphasis mental health careers.	<ul style="list-style-type: none"> • Number of student-defined strategies to strengthen PEI project and raise awareness
Use peer-to-peer sessions, to create materials that increase mental health awareness and literacy for the community at large.	On-going	<ul style="list-style-type: none"> • Cal-HOSA advisor • Student leaders • School admin. 	Increase students’ voices and creating PEI strategies that increase mental health awareness and literacy.	<ul style="list-style-type: none"> • Mental health awareness literacy materials developed and disseminated
Educational Goal 6: Evaluation design to show PEI project effectiveness in helping students change risky behaviors.				
Activity	Timeline	Key Persons	Outcome	Indicator
Work with PEI technical assistance provider for assistance with designing an evaluation plan for the PEI project	Sep 2018 May 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • PEI technical assist. provider 	Appropriate evaluation design to assess PEI measures relevant to middle/high school youths.	<ul style="list-style-type: none"> • Evaluation design and set of measures
Use a qualitative approach to generate in-depth knowledge about students’ perspectives about the PEI project.	Sep 2018 May 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • Project student participants 	Valid evidence-based practice with qualitative evidence.	<ul style="list-style-type: none"> • Themes and supporting evidence from interviews

Life Experiences – Student leaders will promote lived/life experiences through stories and recognize the storyteller as the “expert” in his/her narrative. Sharing and learning from lived/life experiences strengthens an individual’s resilience and sense of identity.

Sense of Identity – Student leaders share a sense of connectedness with students with similar lived and life experiences, and build on these lived/life experiences to foster trust and sense of individual and group identity, which is critical for marginalized youths feeling a sense of community and belonging.

Meaningful Role – Through training and advocacy, Cal-HOSA students with lived experiences and demonstrated resiliency accept their role as peer-to-peer leaders, advocating and educating students about risk factors. Observing small changes in student’s behaviors and attitudes about mental health as a result of students’ peer-to-peer efforts increases self-efficacy among Cal-HOSA student leaders.

REGION 3

3. Madera South High School Mental Health and Career Readiness Project

School Profile:

Madera South High School (MSHS) is located in rural central California and serves approximately 3,200 students. Of the 3,200 students, 91 percent are Latino and 87 percent qualify for free and reduced meals. It is also important to mention that many of the families are farmworkers often laboring long workdays, leaving them little time to get engaged in school activities. The MSHS Mental Health Project builds on MSHS’ vision that all students are part of a “community of learners where students are empowered to reach their full potential and to achieve their career aspirations.” For students to achieve this vision, they must also be equipped with strategies to address potential risk factors linked to their mental health status.

Prevention and Early Intervention Strategy:

The MSHS Mental Health Project has a two-pronged approach: (1) to train students on ways to address stigma associated with mental illness, using a peer-to-peer approach; and (2) train school faculty and

staff in a trust-based relational intervention (TBRI), a trauma-informed model for educators and parents of children and youths with traumatic experiences. The Cal-HOSA and non-Cal-HOSA students enrolled in the Medical Careers Regional Occupational Program (ROP) course will serve as the mental health ambassadors who will facilitate the peer-to-peer sessions. Students will gain an understanding of stigma and risk factors associated with serious mental illness. Other key topics will include neuroscience, active listening and communication, and building on students’ protective factors or culture/community assets/strengths as a strategy to recruit a diverse workforce. In terms of the faculty and staff, the goal is to recruit 25 to 30 individuals interested in the mental health project who are willing to dedicate two hours per month for four months as part of their professional development to be trained in mental health promotion. These faculty and staff will also become more familiar with the Cal-HOSA components linked to prevention and early intervention. Finally, this project focuses on two prevention and early intervention standards: (1) design and implement a peer to peer support network as a Cal-HOSA component; and (2) develop a Cal-HOSA leadership narrative as a mental health advocate that communicates a purpose to lead, has a sense of community, and the hope and urgency to act (see Exhibit 4).

Cal-HOSA Prevention and Early Intervention Model Components:

Sense of Purpose – Creating a culture with a purpose to serve, combined with genuine and caring relationships, which are key to educating our students about mental health. The relationship between students and teachers is essential to students dealing with a crisis.

Service to Others – Students in leadership roles with trauma-lived experiences will use their stories to educate and serve others in need of hope and strategies to overcome risk factors. Building one’s narrative and sharing lived experiences will establish strong connections among participants.

Life Experiences – Students’ history or narrative of lived/life experiences about their trauma-lived challenges will be acknowledged and viewed as an

Exhibit 4. Madera South High School Mental Health Prevention and Early Intervention Program Work Plan

Organizational Goal: To detect early risk factors associated with mental health problems among children and youths with traumatic experiences.				
Educational Goal 1: Identify and integrate at least three PEI standards that best aligns with PEI project.				
Activity	Timeline	Partnerships	Outcome	Indicator
Attend the May 24 th Cal-HOSA Prevention and Early Intervention (PEI) training.	May 2018	<ul style="list-style-type: none"> • School principal • CTE Educators • Students • Community 	Increased knowledge about challenges and the impact that risk factors have on youths.	<ul style="list-style-type: none"> • Research (studies) • Students' stories • Team discussions
Identify regional partners to collaborate and support individual PEI projects.	May 2018	<ul style="list-style-type: none"> • Cal-HOSA advisors • CA Dept. of Educ. 	Established partnerships with other schools to support regional activities.	<ul style="list-style-type: none"> • Shared accountability • Partnership agreement
Incorporate PEI standards into project description and submit for approval and feedback.	June 2018	<ul style="list-style-type: none"> • Mental health industry/orgs. • County agencies • Community 	Successful brainstorming session with partners and submitted first proposal draft.	<ul style="list-style-type: none"> • Feedback from PEI coach • Feedback from students/educators
Complete PEI project work plan with project details as required by funding source.	June 2018	<ul style="list-style-type: none"> • Cal-HOSA advisors • CA Dept. of Educ. • Cal-HOSA 	Improved PEI project draft with input from project participants (i.e., students, families, educators).	<ul style="list-style-type: none"> • Interest in topic • Support from district • Student engagement
Educational Goal 2: Increase students' knowledge about the risk factors associated with mental illness.				
Activity	Timeline	Key Persons	Outcome	Indicator
Train 10-15 Cal-HOSA student leaders and the Medical Careers Class (MCC) on the many risk factors associated with mental illness examining possible instruments (e.g., PHQ9 and GAD7).	Sep 2018	<ul style="list-style-type: none"> • MCC students • Cal-HOSA student leaders • CTE Educator 	Student's awareness and understanding of risk factors associated with mental illness will increase. Increase workforce development opportunities for youths.	<ul style="list-style-type: none"> • Number of Cal-HOSA/MCC student leaders completing training • Testimonials from class and student leaders
Cal-HOSA/MCC student leaders will participate in interactive lecture and activities to recognize the long-lasting negative impact of these risk factors on school/ community life.	Sep 2018	<ul style="list-style-type: none"> • MCC students • Cal-HOSA student leaders • CTE Educator 	Cal-HOSA/MCC student leaders equipped with knowledge to support other students struggling with risk factors.	<ul style="list-style-type: none"> • Number of student leaders completing interactive activities • CTE educator's observation of students during interactive activities
Train all faculty/staff on recognizing risk factors associated with mental illness and trauma-informed to be better equipped in detecting early warning signs (i.e., Trust-Based Relational Intervention [TBRI]).	Oct 2018	<ul style="list-style-type: none"> • CTE and academic educators • School administrators • Supporting staff 	Faculty/staff are able to articulate the risk factors and increase their ability to identify their occurrence in students.	<ul style="list-style-type: none"> • Number of faculty/ staff completing training • Number of TBRI certifications

Exhibit 4. Madera South High School... continued

Educational Goal 3: Increase students' knowledge about the protective factors associated with mental health wellness.				
Activity	Timeline	Key Persons	Outcome	Indicator
Engage 10-15 Cal-HOSA/ MCC student leaders in training and interactive seminars and activities to about protective factors to overcome risk factors linked to mental illness.	Sep 2018	<ul style="list-style-type: none"> • MCC students • Cal-HOSA student leaders • CTE educator 	Cal-HOSA/MCC student leaders equipped with knowledge to support other students struggling by helping them discover their cultural protective factors.	<ul style="list-style-type: none"> • Number of student leaders completing interactive activities • CTE educator's observation of students during interactive activities
Provide all faculty/staff opportunities to receive training on identifying and strengthening students' cultural protective factors as classroom instruction.	Oct 2018 ongoing	<ul style="list-style-type: none"> • CTE and academic educators • School administrators • Supporting staff 	School faculty/staffs' knowledge of protective factors and strategies to support student's school work and community life is increased.	<ul style="list-style-type: none"> • Number of faculty/ staff implementing school-based activities focusing on protective factors
Educational Goal 4: Develop a prevention and early intervention strategy using the Cal-HOSA model components.				
Activity	Timeline	Key Persons	Outcome	Indicator
Cal-HOSA/MCC student leaders develop and implement peer-to-peer PEI activities to reduce mental health stigma and increase mental wellness.	Nov 2018 ongoing	<ul style="list-style-type: none"> • MCC students • Cal-HOSA student leaders • CTE educator 	School-based strategies that minimize risk factors and maximize protective factors associated with mental health and wellness.	<ul style="list-style-type: none"> • Number of peer-to-peer activities completed • Number of student participants and self-reported benefits
School faculty incorporate mental health PEI topics in their classroom instruction to promote mental health wellness and trauma-informed themes.	Fall 2018 Spring 2019	<ul style="list-style-type: none"> • CTE and academic educators • School administrators • Supporting staff 	Strong CTE and academic educator relationship working toward enhancing curriculum with mental health and PEI topics.	<ul style="list-style-type: none"> • PEI strategies that address risk factors • Childhood trauma prevention and early intervention instruction
Educational Goal 5: Demonstrate students' participation/engagement in the decision-making of the project strategy.				
Activity	Timeline	Key Persons	Outcome	Indicator
Engage Cal-HOSA/MCC student leaders in mental health advocacy and in decision-making MSHS mental health project implementation actions.	May 2018 ongoing	<ul style="list-style-type: none"> • Cal-HOSA/MCC student leaders • CTE educator • School director of activities 	School-based mental health promotion will be student-driven and appropriate when reaching out to the most vulnerable student population.	<ul style="list-style-type: none"> • Number of student-recommended actions developed and implemented • Impact of student-led actions on the project
Cal-HOSA/MCC student leaders will design and implement peer-to-peer activities from this project.	School year	<ul style="list-style-type: none"> • Cal-HOSA/MCC student leaders • CTE educator • School staff 	Increase student leaders' workforce development with an emphasis in mental health careers.	<ul style="list-style-type: none"> • Cal-HOSA/MCC student leadership involvement and motivation

Exhibit 4. Madera South High School... continued

Educational Goal 6: Evaluation design to show PEI project effectiveness in helping students change risky behaviors.				
Activity	Timeline	Key Persons	Outcome	Indicator
Work with PEI technical assistance provider to help design an evaluation plan for project.	Sep 2018 May 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • PEI technical assist. provider • 	Appropriate evaluation design to assess PEI measures relevant to middle/high school youths.	Evaluation design and set of measures
Use a qualitative approach to generate in-depth data about students' views about the PEI project.	Sep 2018 May 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • Project student participants 	Valid evidence-based practice with qualitative evidence.	Themes and supporting evidence from interviews

asset to strengthen and highlight their resiliency in meeting current and future challenges.

Sense of Identity – With a strong sense of purpose and narratives, students will establish a sense of identity as an individual and school community to ensure that any student feeling marginalized is included and provided with safe spaces to share their stories.

Meaningful Role – Students in leadership roles with trauma-lived experiences will use their stories to educate and serve others in need of hope and strategies to overcome risk factors. Sharing lived experiences can increase students' self-efficacy and help them tackle school tasks with increased confidence of success.

**2. Washington Union High School
Mental Health Prevention and Early
Intervention Program**

School Profile:

Washington Union High School (WUHS) is located in a rural community in Fresno, California. WUHS's mission means students teachers, staff, and parents work together to promote inclusion in the classroom and throughout the campus culture. Inclusion means ensuring that each student feels accepted and a part of the school community, which is essential to success in school, college, career, and life. WUHS is home to nearly 2,700 students with Latino/Hispanic being a largest ethnic group at 60 percent, 18 percent are White (non-Hispanic), 13 percent are Black/African American, 6 percent are Asian, and 3 percent are

American Indian/Alaskan native. A total of 90 percent of students are considered living in poverty. Additionally, WUHS serves the largest farming student community in Fresno.

Prevention and Early Intervention Strategy:

The WUHS Mental Health Prevention and Early Intervention will focus on training a small cohort of Cal-HOSA students and CTE teachers as mental health advocates that will lead WUHS' efforts in promoting mental health wellness through storytelling. For example, using poetry and/or hip-hop therapy as a strategy to tell a story and connect with students that struggle with trauma and feel excluded. An overarching training topic is understanding the types of trauma, including their impact on behavior and strategies to prevent ongoing trauma. The cohort of students and educators will be trained using the Mental Health First Aid training framework. They will create an awareness campaign using social media and other media platforms to increase awareness of the types of trauma, its triggers, and other risk factors associated with psychological distress. This project integrates and expands on two main prevention and early intervention standards: (1) to demonstrate understanding of the risk factors and early signs associated with psychological distress; and (2) to develop a Cal-HOSA leadership narrative for mental health advocates that will promote a sense of community and hope with an urgency to act (see Exhibit 5).

Cal-HOSA Prevention and Early Intervention Model Components:

Sense of Purpose – Advocating and leading with a purpose to serve those in need reinforces a sense of mission and motivation to create a positive and safe environment with supportive relationships. Relationships grounded in community and lived/life experiences help youths cope with risk factors.

Service to Others – Service to community means using one’s story to give a voice to those who have felt excluded from membership of school and community life, and to share their stories as a strategy to give them hope and a purpose to serve others with similar experiences.

Life Experiences – Storytelling and sharing lived/life experiences related to overcoming traumatic experiences and fear of stigma and building resiliency gives others a path of discovery that they, too, hold unique cultural and personal assets. This helps to build resiliency to overcome life’s challenges.

Sense of Identity – Using one’s story of past traumatic experiences and resiliency to create a community story of similar life experiences creates a sense of identify, and a community inclusion that helps to overcome marginalization and isolation.

Meaningful Role – Students taking the responsibility that positive change happens when they have a sense of urgency to create change, even when facing

Exhibit 5. Washington Union High School Mental Health Prevention and Early Intervention Program Work Plan

Organizational Goal: To detect early risk factors associated with mental health problems among children and youths with traumatic experiences.				
Educational Goal 1: Identify and integrate at least three PEI standards that best aligns with PEI project.				
Activity	Timeline	Partnerships	Outcome	Indicator
Attend the May 24 th Cal-HOSA Prevention and Early Intervention (PEI) training.	May 2018	<ul style="list-style-type: none"> • School principal • CTE Educators • Students • Community 	Increased knowledge about challenges and the impact that risk factors have on youths.	<ul style="list-style-type: none"> • Research (studies) • Students’ stories • Team discussions
Identify regional partners to collaborate and support individual PEI projects.	May 2018	<ul style="list-style-type: none"> • Cal-HOSA advisors • CA Dept. of Educ. • Cal-HOSA 	Established partnerships with other schools to support regional activities.	<ul style="list-style-type: none"> • Shared accountability • Partnership agreement
Incorporate PEI standards into project description and submit for approval and feedback.	Jun 2018	<ul style="list-style-type: none"> • Mental health industry/orgs. • County agencies • Community 	Successful brainstorming session with partners and submitted first proposal draft.	<ul style="list-style-type: none"> • Feedback from PEI coach • Feedback from students/educators
Complete PEI project work plan with project details as required by funding source.	Jun 2018	<ul style="list-style-type: none"> • Cal-HOSA advisors • CA Dept. of Educ. • Cal-HOSA 	Improved PEI project draft with input from project participants (i.e., students, families, educators).	<ul style="list-style-type: none"> • Interest in topic • Support from district • Student engagement

Exhibit 5. Washington Union High School... continued

Educational Goal 2: Increase students' knowledge about the risk factors associated with mental illness.				
Activity	Timeline	Key Persons	Outcome	Indicator
Adopt and integrate NAMI's suicide prevention strategies into school curriculum.	Sep 2018 ongoing	<ul style="list-style-type: none"> District office staff NAMI affiliate School principal Students 	Interested teachers incorporating NAMI suicide prevention resources.	<ul style="list-style-type: none"> Curriculum lessons develop or adopted and implemented
Recruit at least 10 Cal-HOSA student leaders to be trained in mental health and suicide risk factors associated with mental illness.	Oct 2018	<ul style="list-style-type: none"> CTE Educators Cal-HOSA advisor Cal-HOSA students 	Cal-HOSA student leaders' knowledge of risk factors associated with mental illness will increase. Increase workforce opportunities for youths	<ul style="list-style-type: none"> Cal-HOSA student leaders completing training and achieving a 90% competency rate
Newly trained Cal-HOSA student leaders create an educational campaign to educate high/middle school students about the risk factors.	Oct 2018	<ul style="list-style-type: none"> CTE Educators Cal-HOSA advisor Cal-HOSA student leaders/officers High/middle school students 	Increase students' mental health literacy and knowledge of risk factors associated with mental health and suicide.	<ul style="list-style-type: none"> Number of high/middle school students reached by the educational campaign
Educational Goal 3: Increase students' knowledge about protective factors associated with mental health wellness.				
Activity	Timeline	Key Persons	Outcome	Indicator
Incorporate poetry and storytelling for students to identify their cultural and personal strengths as protective factors into school curriculum.	Sep 2018 ongoing	<ul style="list-style-type: none"> District office staff NAMI affiliate School principal Students 	A comprehensive curriculum guide consisting of a series of modules used to increase health literacy of protective factors.	<ul style="list-style-type: none"> Curriculum on protective factors piloted in at least one academic core course
Explore the use of hip-hop therapy as a strategy for students to share their stories and show their protective factors.	Oct 2018 ongoing	<ul style="list-style-type: none"> Cal-HOSA advisor Cal-HOSA student leaders High/middle school students 	Increased opportunities for students to perform their hip-hop music conveying their lived/life experiences.	<ul style="list-style-type: none"> Number of school activities in support of hip-hop performances during school
Involvement of other pathways and CTSO clubs (e.g., media visual arts and 2D design pathways, and poetry club).	Mar 2019 ongoing	<ul style="list-style-type: none"> CTE educators and CTSO club sponsors High/middle school students 	Students with similar lived/ life experiences creating a culture and community and raising awareness.	<ul style="list-style-type: none"> Number of students collaborating to increase awareness of stigma, mental health, and suicide

Exhibit 5. Washington Union High School... continued

Educational Goal 4: Develop a prevention and early intervention strategy using the Cal-HOSA model components.				
Activity	Timeline	Key Persons	Outcome	Indicator
Assess and increase students social-emotional health for all students using the CoVitality approach	Ongoing	<ul style="list-style-type: none"> • District office staff • School principal/ administration • Students • Counselor 	Students' self-efficacy, self-regulation, self-concept, and optimism is increased.	<ul style="list-style-type: none"> • CoVitality analysis and student reports • School achievement • Application of student results
Build on students lived experiences using stories as a health literacy strategy with media booklets on mental health.	School Year	<ul style="list-style-type: none"> • District office staff • School principal/ administration • Students • Counselor 	Increased student advocacy as a Cal-HOSA prevention and early intervention component.	<ul style="list-style-type: none"> • Media booklets • Advocacy events/ activities organized and implemented
Advance student's sense of purpose and sense of identity using a peer-to-peer Cal-HOSA strategy.	School Year	<ul style="list-style-type: none"> • District office staff • School principal/ administration • Students • CTE educators 	Increase early detection of students in high risks of a mental health issue.	<ul style="list-style-type: none"> • Number of students self-identifying as needing help • Success of peer-to-peer support network
Educational Goal 5: Demonstrate students participation/engagement in the decision-making of the project strategy.				
Activity	Timeline	Key Persons	Outcome	Indicator
Identify Cal-HOSA members to become Cal-HOSA Advocates (Ambassadors) for PEI.	Aug 2018	<ul style="list-style-type: none"> • Cal-HOSA advisor • Cal-HOSA student leaders 	Increased student decision-making to ensure PEI strategies are student-driven.	<ul style="list-style-type: none"> • Cal-HOSA Advocate roles defined • Decisions and actions taken documented
Cal-HOSA student leaders and members engaged in advancing Cal-HOSA PEI efforts.	Aug 2018 ongoing	<ul style="list-style-type: none"> • Cal-HOSA advisor • Cal-HOSA student leaders 	School community forums where Cal-HOSA membership and all students interested share opinions and ideas.	<ul style="list-style-type: none"> • Decisions and actions taken documented • Outcomes from actions implemented related to PEI
Expand community-defined solutions to mental health issues by using community forums.	Sep 2018 ongoing	<ul style="list-style-type: none"> • Cal-HOSA students Leaders • Community 	Community forums in community setting run by Cal-HOSA Advocates to engage and learn from community members.	<ul style="list-style-type: none"> • Documentation of community-defined strategies and solutions to school mental health
Educational Goal 6: Evaluation design to show PEI project effectiveness in helping students change risky behaviors.				
Activity	Timeline	Key Persons	Outcome	Indicator
Work with PEI technical assistance provider for assistance with designing evaluation plan for project.	Sep 2018 May 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • PEI technical assist. provider 	Appropriate evaluation design to assess PEI measures relevant to middle/high school youths.	Evaluation design and set of measures
Use a qualitative approach to generate in-depth data about students' views about the PEI project.	Sep 2018 May 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • Project student participants 	Valid evidence-based practice with qualitative evidence.	Themes and supporting evidence from interviews

significant challenges. Creating small positive changes increases students' self-confidence or self-efficacy, and encourages them to pursue even more challenging tasks in pursuit of wellness.

REGION 4

1. Los Altos High School Conquerors Peer-to-Peer Support Network Project

School Profile:

Los Altos High School serves approximately 2,200 students, with 45 percent of the population being White, 28 percent Latino/Hispanic, 24 percent Asian, and 3 percent other. Approximately 67 percent of students are considered economically disadvantaged or living in poverty. This project is consistent with Los Altos mission to create a learning environment that supports students' personal and intellectual development, responsibility to self, and service to others.

Prevention and Early Intervention Strategy:

The Conquerors for Mental Health Project is a peer-to-peer youth community forum, consisting of a group of Cal-HOSA student leaders who advocate for improved access to mental health care in school settings. These peer-to-peer student leaders will receive specialized training and opportunities to use community forums to raise awareness of risk factors and promote mental health wellness. The aim of this project is to disseminate critical information about risk factors associated with mental illness and how to intervene earlier and help students receive adequate and appropriate care. This peer-to-peer youth community engagement approach will give students struggling with mental health issues a safe space to share their stories and acquire student-defined strategies to address social determinants of health and increase their resiliency. A series of community forums on the school campus will be organized and delivered by well-trained student leaders with a focus on stress, mental health and substance use, and suicide, among others. The main prevention and early intervention standard guiding this project is to design and implement a peer-to-peer Cal-HOSA support network of health and mental health advocates (see Exhibit 6).

Cal-HOSA Prevention and Early Intervention Model Components:

Sense of Purpose – Using community forums, students will feel a sense of purpose and responsibility to recognize and articulate mental health issues in their own words. In their perspective, they will convey the importance of relationships and connections to overcome the negative impact of stigma.

Service to Others – Building on Cal-HOSA's core values on servant leadership, student leaders will emphasize the importance of intrinsic kindness, and thinking of those in need with empathy, compassion, and hope for students feeling hopeless, depressed, and suicidal.

Life Experiences – Recognizing lived experiences is the initiation of prevention and intervention. Lived experiences act as a mechanism from which resiliency emerges and help to promote mental health well-being. That is, individual's lived experiences and quality of life are informed by their resilience.

Sense of Identity – A sense of identity means to communicate as a peer-to-peer support network within the school community to generate and disseminate information about mental health, and the specific functions and responsibilities to the community at large.

Meaningful Role – These student leaders will serve in the capacity of communication brokers with students and communities in need of preventive and interventive care. As community role models, these leaders demonstrate the confidence and commitment to playing an active and meaningful role in advocating and disseminating critical information about mental health, and promoting protective factors.

2. Sato Academy Cal-HOSA Peer-to-Peer Support Network Project

School Profile:

Sato Academy of Mathematics and Science is in its third year, and serves approximately 300 students with 33 percent Latino/Hispanic, 27 percent White, 17 percent Asian, 9 percent Filipino, 8 percent Black/African American, and 6 percent other populations. Approximately 40 percent of the student population

is eligible for free or reduced-priced lunches. This project is consistent with Sato Academy's mission to equip and empower students to engage in collaborative innovative thinking toward strategies, and solutions that promote health and mental health wellness, intrinsic joy in learning, and a sense of safety, all the while learning about behavioral health careers.

Prevention and Early Intervention Strategy:

The Sato Academy Cal-HOSA Peer-to-Peer Support Network will train 20 Cal-HOSA student leaders to become peer-to-peer mentors to other students in Sato Academy. Students who are struggling with mental health problems will receive one-to-one mentoring and peer-to-peer group sessions, as well as establishing safe spaces for students to engage and share their experiences. Specific activities will include peer-to-peer mentoring before, during, and after school, monthly school community forums organized by Cal-HOSA student leaders, and quarterly parent forums at appropriate times to inform and engage parents. Topics will include, but are not limited to stress, trauma, exposure to crime and violence, mental health and substance use, and providing services that are appropriate to the culture and language needs of students. Sato Academy, in collaboration with Los Altos High School, will organize and implement Region 4 community forums in order to raise awareness of mental health risk factors. This project taps into two prevention and early intervention standards: (1) design and implement a peer-to-peer support network; and (2) establish safe spaces to allow students to build relationships with others using storytelling as a strategy to share their story (see Exhibit 6).

Cal-HOSA Prevention and Early Intervention Model Components:

Sense of Purpose – With an emphasis on diversity and cultural sensitivity, students' ability to recognize and accept cultural differences is central to building relationships that create a sense of purpose. Additionally, having a purpose in life helps students reframe psychological distress in manageable pieces in order to cope with them more effectively while receiving support from others.

Service to Others – Having mentors who show kindness toward their mentees and work alongside them to achieve a shared goal is strongly linked to giving hope and improving individual and community mental well-being. Positive mental well-being means feeling good and accepting yourself and others.

Life Experiences – Communicating lived/life experiences through storytelling in a way that promotes social inclusion and overcomes fear and avoidance builds resiliency and leads to meaningful participation in school and community life. Sharing stories, finding friends, and being a part of a community gives people hope in moving forward.

Sense of Identity – A sense of identity can be achieved by encouraging those who feel marginalized to share their personal experiences with mental health, and create a community of shared experiences that helps to promote a school culture that is safe, supportive, and nonjudgmental.

Meaningful Role – Student leaders will serve in the capacity of communication brokers with students and communities in need of preventive and interventive care. As community role models, these leaders will demonstrate the confidence and commitment to playing an active and meaningful role in advocating and disseminating critical information about mental health, and promoting protective factors to overcome fear of stigma.

Exhibit 6. Los Altos High School and Sato Academy Collaborative Peer-to-Peer Support Network Project Work Plan

Organizational Goal: To detect early risk factors associated with mental health problems among children and youths with traumatic experiences.				
Educational Goal 1: Identify and integrate at least two PEI standards that best aligns with PEI project.				
Activity	Timeline	Partnerships	Outcome	Indicator
Attend the May 24 th Cal-HOSA Prevention and Early Intervention (PEI) training.	May 2018	<ul style="list-style-type: none"> • School principal • CTE Educators • Students • Community 	Increase knowledge about challenges and the impact that risk factors have on youths.	<ul style="list-style-type: none"> • Research (studies) • Students' stories • Team discussions
Identify regional partners to collaborate and support individual PEI projects.	May 2018	<ul style="list-style-type: none"> • Cal-HOSA advisors • CA Dept. of Educ. • Cal-HOSA 	Establish partnerships with other schools to support regional activities.	<ul style="list-style-type: none"> • Shared accountability • Partnership agreement
Incorporate PEI standards into project description and submit for approval and feedback.	Jun 2018	<ul style="list-style-type: none"> • Mental health industry/orgs. • County agencies • Community 	Successful brainstorming session with partners and submitted first proposal draft.	<ul style="list-style-type: none"> • Feedback from PEI coach • Feedback from students/educators
Complete PEI project work plan with project details as required by funding source.	Jun 2018	<ul style="list-style-type: none"> • Cal-HOSA advisors • CA Dept. of Educ. • Cal-HOSA 	Improve PEI project draft with input from project participants (i.e., students, families, educators).	<ul style="list-style-type: none"> • Interest in topic • Support from district • Student engagement
Educational Goal 2: Increase students' knowledge about the risk factors associated with mental illness.				
Activity	Timeline	Key Persons	Outcome	Indicator
Attend Mental Health First Aid (MHFA) training course for youths.	Sep 2018	<ul style="list-style-type: none"> • Cal-HOSA advisors 	MHFA knowledge/training delivered by Cal-HOSA advisor to student peer mentors and educators.	<ul style="list-style-type: none"> • Cal-HOSA advisors complete MHFA instructor certification course
Provide MHFA training and Cal-HOSA model components to newly trained peer mentors.	Oct 2018	<ul style="list-style-type: none"> • MHFA Trainer (Cal-HOSA advisors) • Students (16+ yrs) 	Peer mentors trained in the MHFA methods and protocols and Cal-HOSA model components.	<ul style="list-style-type: none"> • 10 peer mentors completing MHFA training from Cal-HOSA advisors
Provide prevention and early intervention education and training to peer mentors.	Oct 2018	<ul style="list-style-type: none"> • Cal-HOSA advisors • 10 Peer mentors trained in MHFA 	Increase Cal-HOSA advisors and peer mentors' knowledge of SAMHSA-defined risk factors.	<ul style="list-style-type: none"> • Demonstrated knowledge of risk factors with an accuracy index of 85%

Exhibit 6. Los Altos High School and Sato Academy... continued

Educational Goal 3: Increase students' knowledge about protective factors associated with mental health wellness.				
Activity	Timeline	Key Persons	Outcome	Indicator
Increase peer mentors and educators understanding of protective factors using the Cal-HOSA model.	Nov 2018	<ul style="list-style-type: none"> • Cal-HOSA advisors • Peer mentors 	Increase Cal-HOSA advisors and peer mentors' knowledge of SAMHSA-defined protective factors.	<ul style="list-style-type: none"> • Demonstrated knowledge of risk factors with an accuracy index of 85%
Guide/train peer mentors on storytelling and practice sharing a story of challenges they overcame.	Monthly from Nov 2018 to Apr 2019	<ul style="list-style-type: none"> • Cal-HOSA advisors • 10 Peer mentors 	Increased students' resiliency as a result of sharing stories of overcoming challenges.	<ul style="list-style-type: none"> • Communicating story with impact • Practice storytelling with feedback
Educational Goal 4: Develop a prevention and early intervention strategy using the Cal-HOSA model components.				
Activity	Timeline	Key Persons	Outcome	Indicator
Implement the peer-to-peer mentoring program on school campus	Nov 2018	<ul style="list-style-type: none"> • Cal-HOSA advisor • 10 peer mentors • Student mentees 	Increased participation of self-identified students struggling with mental health issues in the peer mentoring sessions.	<ul style="list-style-type: none"> • Number of student mentees identified • Ongoing participation • Peer mentor/mentee feedback
Train school educators in MHFA and Cal-HOSA prevention and early intervention model components to support peer mentors.	Nov 2018	<ul style="list-style-type: none"> • Cal-HOSA advisors • Interested school educators 	Increased educators' understanding of mental health risk/protective factors and strategies for early detection of mental health problems.	<ul style="list-style-type: none"> • Number of school staff/educators completing MHFA/ Cal-HOSA training • Educator's strategy to support peer mentors
Conduct 2 to 4 parent/community forums about mental health awareness.	Oct 2018 to May 2019	<ul style="list-style-type: none"> • Cal-HOSA advisors • Peer mentors • School educators • Guest speakers • Community members 	Increased community engagement and partnership to improve outreach and resources about treatment.	<ul style="list-style-type: none"> • Number of mental health guest speakers • Community engaged in project and providing feedback for improvement
Educational Goal 5: Demonstrate students participation/engagement in decision-making of the project strategy.				
Activity	Timeline	Key Persons	Outcome	Indicator
Involve peer mentors in all project planning sessions and organize activities based on their feedback such as, conducting 2 to 4 parent/community forums.	Oct 2018 to May 2019	<ul style="list-style-type: none"> • Cal-HOSA Advisors • Peer Mentors • School educators • Guest Speakers 	With the guidance of the Cal-HOSA advisor the peer mentor's will demonstrate sound decision-making and increased knowledge in community engagement.	<ul style="list-style-type: none"> • Documented actions implemented with peer mentor's recommendations
Organize and implement regular peer-to-peer mentoring sessions between peer mentors and mentees.	Twice a month from Nov 2018 to Apr 2019	<ul style="list-style-type: none"> • Peer mentors • Peer mentees • School educators • Cal-HOSA Advisor 	Student-driven mentoring efforts will reach and engage more students in need of support.	<ul style="list-style-type: none"> • Number of new mentees • Peer-to-peer mentoring sessions completed

Exhibit 6. Los Altos High School and Sato Academy... continued

Educational Goal 6: Evaluation design to show PEI project effectiveness in helping students change risky behaviors.				
Activity	Timeline	Key Persons	Outcome	Indicator
Work with PEI technical assistance provider (PEI/TAP) to design and implement an evaluation design to assess the project's key elements.	Sep 2018 to Apr 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • Peer Mentors • School educators • Peer mentees • Community members 	Baseline data to determine need and significance of project to improve school climate.	<ul style="list-style-type: none"> • Evaluation design with key components • Program successes and weaknesses
Work with PEI/TAP to determine data collection approach to best assess project outcomes.	Jan 2019	<ul style="list-style-type: none"> • Cal-HOSA advisors • Peer mentors 	Improved outcomes in students reporting increase in access to project resources.	<ul style="list-style-type: none"> • Qualitative interviews • Quantitative pre/post instruments
Design and evaluate a mentee identification and referral system	Sep 2018	<ul style="list-style-type: none"> • Cal-HOSA advisor • Peer mentors • Peer mentees 	Program facilitators will be able to schedule peer-to-peer mentoring sessions.	<ul style="list-style-type: none"> • Components of a successful referral system
Link results to student's school records to show changes in school engagement	Per semester 2018-2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • School administrators 	Improved academic achievement levels demonstrated by students involved in project.	<ul style="list-style-type: none"> • Academic progress results (i.e., school records)

REGION 5

1. Granite Hills High School Mental Health and Wellness Project

School Profile:

Granite Hills High School serves a student population of approximately 1,500. The student population consists of 46 percent Latino/Hispanic, 35 percent White, 12 percent Black/African American, 4 percent Asian, 1 percent American Indian/Alaskan Native, and 1 percent other. A total of 67 percent of the students are considered economically disadvantaged or living in poverty. Granite High School believes in providing a safe and supportive environment to all its students, and preparing them with the necessary career and life skills to lead successful and productive lives.

Prevention and Early Intervention Strategy:

The Granite Hills High School Mental Health and Wellness Project seeks to better understand the challenges and opportunities to adequately and appropriately meet the mental health needs of youths

and their families. The focus of this project is for students and staff to be trained in the early recognition of risk factors associated with mental illness, and identifying adequate resources to address these risk factors. This project seeks to educate and train students and school personnel on the principles of community engagement. The goal is to create partnerships with mental health community-based organizations to promote mental health and community wellness. The overarching goal is to advocate for our school community and increase community inclusion, and to assist our students in identifying a meaningful role in using culture and language to appropriately serve their community and reducing the stigma associated with mental health (see Exhibit 7).

Cal-HOSA Prevention and Early Intervention Model Components:

Sense of Purpose – For students to identify with a purposeful role in the promotion of mental health, they first must understand their own family and cultural beliefs about mental health. Understanding these beliefs and personal characteristics leads to

respecting others' views about mental health and build relationships based on shared values.

Service to Others – Giving hope to others who feel hopeless and stuck in crisis is what guides the training activities of this project to prepare youth advocates who can move with a sense of urgency to serve those who cannot advocate for themselves.

Life Experiences – Communication through storytelling and helping youths make meaningful connections with others through their personal stories and lived experiences builds individual and collective resilience to overcome the fear associated with stigma.

Sense of Identity – Creating a school culture in which all youths and their families feel a sense of

community and participants in community life is what youth advocates in this project will seek to achieve. Through community engagement, they can **minimize marginalization and isolation**.

Meaningful Role – Cal-HOSA student leaders will serve in the capacity of communication brokers through peer-to-peer activities and by working with students in need of preventive and interventive attention. Serving as community role models, these leaders will demonstrate the confidence and commitment in their advocacy role, promoting mental health and community-level protective factors to overcome fear of stigma.

Exhibit 7. Granite Hill High School Mental Health and Wellness Project Work Plan

Organizational Goal: To detect early risk factors associated with mental health problems among children and youths with traumatic experiences.				
Educational Goal 1: Identify and integrate at least three PEI standards that best aligns with PEI project.				
Activity	Timeline	Partnerships	Outcome	Indicator
Attend the May 24 th Cal-HOSA Prevention and Early Intervention (PEI) training.	May 2018	<ul style="list-style-type: none"> School principal CTE Educators Students Community 	Increased knowledge about challenges and the impact that risk factors have on youths.	<ul style="list-style-type: none"> Research (studies) Students' stories Team discussions
Identify regional partners to collaborate and support individual PEI projects.	May 2018	<ul style="list-style-type: none"> Cal-HOSA advisors CA Dept. of Educ. 	Established partnerships with other schools to support regional activities.	Shared accountability Partnership agreement
Incorporate PEI standards into project description and submit for approval and feedback.	Jun 2018	<ul style="list-style-type: none"> Mental health industry/orgs. County agencies Community 	Successful brainstorming session with partners and submitted first proposal draft.	<ul style="list-style-type: none"> Feedback from PEI coach Feedback from students/educators
Complete PEI project work plan with project details as required by funding source.	Jun 2018	<ul style="list-style-type: none"> Cal-HOSA advisors CA Dept. of Educ. Cal-HOSA 	Improved PEI project draft with input from project participants (i.e., students, families, educators).	<ul style="list-style-type: none"> Interest in topic Support from district Student engagement
Educational Goal 2: Increase students' knowledge about the risk factors associated with mental illness.				
Activity	Timeline	Key Persons	Outcome	Indicator
A 10-15 cohort of Cal-HOSA student leaders trained as advocates on the risk factors linked to mental illness.	Aug 2018 and ongoing	<ul style="list-style-type: none"> Cal-HOSA advisor CTE educator(s) School admin. Cal-HOSA students 	Increased knowledge of risk factors associated with mental health through a network of trained peers.	<ul style="list-style-type: none"> School admin. and educators engaging in conversations about strategies to promote mental health

Exhibit 7. Granite Hill High School... continued

Work with the 10-15 Cal-HOSA leaders to organize and conduct one mental health and wellness carnival/ community fair.	Aug 2018	<ul style="list-style-type: none"> • Counselors • Cal-HOSA student leaders • Family center • Parent Teacher Student Org. 	Co-location of free/ affordable health and mental health services for students/families in need. Partnerships with mental health agencies.	<ul style="list-style-type: none"> • Community partnerships • Student and family engagement • School district involvement
Build on the wellness community carnival by organizing suicide prevention seminars.	Sep 2018 and ongoing	<ul style="list-style-type: none"> • Students • School staff and teachers • Guest speaker 	Students' increased knowledge about suicide and access to resources to suicide prevention.	<ul style="list-style-type: none"> • Suicide prevention presentations completed • Students' reactions
10-15 Cal-HOSA student leaders will organize mental health services- Humankind activities.	Oct 2018	<ul style="list-style-type: none"> • Counselors • Cal-HOSA student leaders • Humankind club 	Students' sense of self/ purpose is enhanced as a result of mental health/ Humankind activities.	<ul style="list-style-type: none"> • Mental health services-Humankind activities

Educational Goal 3: Increase students' knowledge about the protective factors associated with mental health wellness.

Activity	Timeline	Key Persons	Outcome	Indicator
Work with the 10-15 Cal-HOSA student leaders to build on five protective factors from the Cal-HOSA model (i.e., relationships, hope, resiliency, community, and self-efficacy).	Jan 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • Cal-HOSA student leaders • School therapist 	Cal-HOSA membership will demonstrate relationships, hope, resiliency, community, and self-efficacy.	<ul style="list-style-type: none"> • Students interested in joining Cal-HOSA • A Cal-HOSA culture and community
Develop outreach and engagement strategies using the five protective factors with a focus on the most vulnerable groups.	Jan 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • Cal-HOSA student leaders • School therapist 	Prioritized attention to the most marginalized populations (e.g., foster care and LGBTQ youths) with high need.	<ul style="list-style-type: none"> • Number of target population reporting feeling connected to Cal-HOSA culture and community

Educational Goal 4: Develop a prevention and early intervention (PEI) strategy using the Cal-HOSA model components.

Activity	Timeline	Key Persons	Outcome	Indicator
Informative workshop to all school staff, teachers, and administration about this mental health project.	Aug 2018 quarterly	<ul style="list-style-type: none"> • Cal-HOSA advisor • Cal-HOSA student leaders • All school employees 	100% of all school staff fully understanding the significance of this project in the PEI of mental health problems.	<ul style="list-style-type: none"> • Number of workshops provided • Number of school staff attending workshop(s)
Convene the Positive Behavioral Interventions and Supports (PBIS) committee to discuss PEI and its implementation.	Aug 18 th quarterly	<ul style="list-style-type: none"> • Cal-HOSA advisor • Cal-HOSA student leaders • School admin. • PBIS members • Counselors 	Expansion of protective factors to overcome barriers to treatment that are unique to the school culture and surrounding community.	<ul style="list-style-type: none"> • Five to ten additional protective factors the support students and communities

Exhibit 7. Granite Hill High School... continued

Create partnerships with mental health community-based organizations to increase the promotion of mental health wellness.	Aug 2018 ongoing	<ul style="list-style-type: none"> • School principal • Cal-HOSA advisor • Cal-HOSA student leaders • School therapist 	Increase of mental health resources from the community and improved mental health resources for students and families.	<ul style="list-style-type: none"> • Number of community partners and evidence of contributions to the promotion of mental health
Educational Goal 5: Demonstrate students participation/engagement in the decision-making of the project strategy.				
Activity	Timeline	Key Persons	Outcome	Indicator
Engage 10-15 Cal-HOSA student leaders in all decision-making tasks to ensure project is student-driven.	Aug 2018 ongoing	<ul style="list-style-type: none"> • Cal-HOSA advisor • Cal-HOSA student leaders • School admin. 	All PEI strategies will be student- and community-driven. Increase workforce development opportunities for youths.	<ul style="list-style-type: none"> • Documented decisions and actions approved by Cal-HOSA student leaders
Expand community-defined solutions to mental health issues by using community forums.	Sep 2018 ongoing	<ul style="list-style-type: none"> • Cal-HOSA student leaders • Community 	Community forums in community setting run by Cal-HOSA leaders to learn from community.	<ul style="list-style-type: none"> • Documentation of community-defined strategies to school mental health
Educational Goal 6: Evaluation design to show PEI project effectiveness in helping students change risky behaviors.				
Activity	Timeline	Key Persons	Outcome	Indicator
Work with PEI technical assistance provider for assistance with designing evaluation plan.	Sep 2018 May 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • PEI technical assist. provider 	Appropriate evaluation design to assess PEI measures relevant to middle/high school youths.	<ul style="list-style-type: none"> • Evaluation design and set of measures
Use a qualitative approach to generate in-depth data about students' views about the PEI project.	Sep 2018 May 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • Project student participants 	Valid evidence-based practice with qualitative evidence.	<ul style="list-style-type: none"> • Themes and supporting evidence from interviews
Link results to student's school records to show changes in school engagement.	Per semester 2018-2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • School admin. 	Improved academic achievement levels demonstrated by students involved in project.	<ul style="list-style-type: none"> • Academic progress results (i.e., school records) linked to student achievement

2. Indio High School Behavioral Health Awareness Project & Teens-4-Teens Health Support Network Project

School Profile:

Indio High School is a comprehensive school in the central region of Indio serving over 2,000 students with 23 percent of its population being limited-English proficient, and 91 percent of its student population qualifying for free or reduced-priced meals. Indio High School believes in providing students with a safe, supportive, and inclusive environment that imparts knowledge, enhances social and emotional

wellness, and cultivates students' cultural assets and strengths. Additionally, a cornerstone of Indio High School is community engagement and strengthening partnerships with the behavioral health industry. Indio High School provides the essential environment for this proposed behavioral health prevention and early intervention project.

Prevention and Early Intervention Strategy:

The Indio High School Behavioral Health Awareness Project & Teens-4-Teens Health Support Network Project will raise awareness of the serious impact that mental health risk factors have on individuals and

the community. From a prevention perspective, this project will lead a campaign to increase educators' and youths' understanding of risk factors and early signs associated with psychological distress. To achieve this, a cohort of students will be trained as peer leader representatives of the school's student population to facilitate Teens-4-Teens activities. These peer leaders will be trained using a combination of mental health first aid- and mindfulness-related activities (e.g., Yoga, Qi Gong, Tai Chi, among others) that focus on changing behaviors and increasing wellness. This project concentrates on two main prevention and early intervention standards: (1) demonstrate understanding of the risk factors and early signs associated with psychological distress, and (2) design and implement a peer-to-peer support network as a Cal-HOSA component (see Exhibit 8).

Cal-HOSA Prevention and Early Intervention Model Components:

Sense of Purpose – Youths who have and/or are exposed to many of the risk factors associated with mental health problems overcome their isolation by becoming a part of a Teens-4-Teens network. This group includes youths with similar lived/life experiences who can create purposeful and meaningful relationships in support of one another.

Service to Others – Engage and support students who self-identify as feeling marginalized and excluded from school activities (e.g., immigrant Latino/Hispanic, LGBTQ youths, and others with similar life experiences) in mindfulness club-like activities. These events involve discovering a student's gift as a servant leader, and contributing to the wellness of others through hope with an urgency to create change.

Life Experiences – Students voluntarily sharing their stories on how they overcame the fear associated with seeking mental health care can help others who feel alone and are afraid of talking about their lived/life experiences. Stories build relationships among teens.

Sense of Identity – The students who once felt marginalized and are active participants in mindfulness activities will become a community with an identity built on empathy and compassion to serve those still feeling isolated and marginalized.

Meaningful Role – Giving a voice to those who are most vulnerable to risk factors, and building their self-confidence to overcome psychological distress that leads to anxiety, depression, substance use, and other serious disabling disorders will overcome all stereotypical threats.

Exhibit 8. Indio High School Behavioral Health Awareness and Teens-4-Teens Peer Health Support Network Work Plan

Organizational Goal: To detect early risk factors associated with mental health problems among children and youths with traumatic experiences.				
Educational Goal 1: Identify and integrate at least three PEI standards that best aligns with PEI project.				
Activity	Timeline	Partnerships	Outcome	Indicator
Attend the May 24 th Cal-HOSA Prevention and Early Intervention (PEI) training.	May 2018	<ul style="list-style-type: none"> • School principal • CTE Educators • Students • Community 	Increased knowledge about challenges and the impact that risk factors have on youths.	<ul style="list-style-type: none"> • Research (studies) • Students' stories • Team discussions
Identify regional partners to collaborate and support individual PEI projects.	May 2018	<ul style="list-style-type: none"> • Cal-HOSA advisors • CA Dept. of Educ. • Cal-HOSA 	Established partnerships with other schools to support regional activities.	<ul style="list-style-type: none"> • Shared accountability • Partnership agreement
Incorporate PEI standards into project description and submit for approval and feedback.	Jun 2018	<ul style="list-style-type: none"> • Mental health industry/orgs. • County agencies • Community 	Successful brainstorming session with partners and submitted first proposal draft.	<ul style="list-style-type: none"> • Feedback from PEI coach • Feedback from students/educators

Exhibit 8. Indio High School... continued

Complete PEI project work plan with project details as required by funding source.	Jun 2018	<ul style="list-style-type: none"> • Cal-HOSA advisors • CA Dept. of Educ. • Cal-HOSA 	Improved PEI project draft with input from project participants (i.e., students, families, educators).	<ul style="list-style-type: none"> • Interest in topic • Support from district • Student engagement
Educational Goal 2: Increase students' knowledge about the risk factors associated with mental illness.				
Activity	Timeline	Key Persons	Outcome	Indicator
Conduct a school-wide adverse childhood experiences (ACE) assessment.	Sep 2018	<ul style="list-style-type: none"> • School admin. • PRIDE squad • Counselors • Data technician 	Students showing warning signs and risk factors associated with mental health are identified.	<ul style="list-style-type: none"> • Support services to most at-risk students • Results from ACE assessment
Use Mental Health First Aid (MHFA) curriculum to train five adult role models and 10 Cal-HOSA peer leaders	Sep 2018 ongoing	<ul style="list-style-type: none"> • School admin. • PRIDE squad • Counselors • Educators/academic coaches 	Adult role models' and peer leaders' increased knowledge of critical lessons from the MHFA curriculum.	<ul style="list-style-type: none"> • Number of adult role models/peer leaders able to identify early signs and symptoms of mental illness
Conduct S.A.D. (Science of Stress, Anxiety, and Depression) workshops for all school staff and student body.	Fall/Winter 2018	<ul style="list-style-type: none"> • School admin. • Educators/staff • Counselors • Student body • Peer leaders 	Increased knowledge, awareness, and understanding of the biochemistry of stress, anxiety, and depression.	<ul style="list-style-type: none"> • Knowledgeable of the science and risk factors that trigger feelings of anxiety, depression, and stress
Educational Goal 3: Increase students' knowledge about protective factors associated with mental health wellness.				
Activity	Timeline	Key Persons	Outcome	Indicator
Train Cal-HOSA peer leaders on mind-body skills through a workshop focusing on protective factors to overcome risk factors.	Fall/Winter 2018	<ul style="list-style-type: none"> • School admin. • Counselors • PRIDE squad 	Hands-on and experiential learning applying protective factors consistent with mind-body skills, techniques, and activities.	<ul style="list-style-type: none"> • Number of Cal-HOSA peer leaders trained • Staff participation in training • Implementation of mind-body skills
Train Cal-HOSA peer leaders in mindfulness, Yoga, Qi Gong, Tai Chi as protective factors in mental health wellness.	Fall/Winter 2018	<ul style="list-style-type: none"> • School admin. • PRIDE squad • Counselors • Teachers 	Hands-on training in multiple exercises and movements that promote mental and physical health.	<ul style="list-style-type: none"> • Student participation • School-wide utilization of "movement breaks" during class
Educational Goal 4: Develop a prevention and early intervention strategy using the Cal-HOSA model components.				
Activity	Timeline	Key Persons	Outcome	Indicator
Establish safe spaces on campus that allows students to engage in relaxation activities that nurture the mind and emotional health.	Sep 2018 ongoing	<ul style="list-style-type: none"> • School admin. • PRIDE squad • Counselors • Educators/academic coaches 	Students' sense of connecting with self and others increases as a result of self-exploration and recognizing one's inner strengths.	<ul style="list-style-type: none"> • Relaxation activities conducted as part of classroom instruction • Students self-reporting reactions

Exhibit 8. Indio High School... continued

Incorporate mindfulness activities as PEI strategies to reduce stress, depression, and anxiety.	Sep 2018 ongoing	<ul style="list-style-type: none"> • School admin. • PRIDE squad • Counselors • Educators/academic coaches 	Students journaling their mindfulness experiences and recognizing their lived experiences as assets and sense of identity.	<ul style="list-style-type: none"> • Students sharing and capturing lived experiences in journal writing
Use Cal-HOSA peer leaders to lead PEI efforts that build people's resiliency by recognizing individuals' cultural strengths and purpose in life.	Sep 2018 ongoing	<ul style="list-style-type: none"> • School admin. • Educators/staff • Counselors • Student body • Peer leaders 	Student-driven peer-to-peer support network of role models for students who feel marginalized and isolated. Increase workforce development opportunities for youths.	<ul style="list-style-type: none"> • Number of effective peer-to-peer connections and relationships that build individual and group efficacy
Educational Goal 5: Demonstrate students participation/engagement in decision-making of the project strategy.				
Activity	Timeline	Key Persons	Outcome	Indicator
Engage Cal-HOSA peer leaders in helping to plan a school-wide Behavioral Health Awareness Campaign utilizing print and/or digital multimedia.	Winter/Spring 2018/2019	<ul style="list-style-type: none"> • School admin. • School broadcast team • Counselors • Cal-HOSA peer leaders 	Increased awareness and education surrounding mental health on a school-wide level by students for students	<ul style="list-style-type: none"> • Cal-HOSA peer leader's participation • Student participation • Student's reactions and feedback
Engage Cal-HOSA peer leaders in creating a Mindful Nutrition Education peer-to-peer curriculum for the peer leaders to utilize in their support groups.	Fall/Winter 2018	<ul style="list-style-type: none"> • School admin • Counseling • PRIDE squad • Cal-HOSA peer leaders 	Student-driven training and hands-on skills with mindful nutrition & knowledge of foods that promote positive mental health	<ul style="list-style-type: none"> • Cal-HOSA peer leader's participation • Student participation • Student's reactions and feedback
Educational Goal 6: Evaluation design to show PEI project effectiveness in helping students change risky behaviors.				
Activity	Timeline	Key Persons	Outcome	Indicator
Work with PEI technical assistance provider for assistance with designing evaluation plan.	Sep 2018 May 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • PEI technical assist. provider 	Appropriate evaluation design to assess PEI measures relevant to middle/high school youths.	Evaluation design and set of measures
Use a qualitative approach to generate in-depth data about students' views about the PEI project.	Sep 2018 May 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • Project student participants 	Valid evidence-based practice with qualitative evidence.	Themes and supporting evidence from interviews
Link results to student's school records to show changes in school engagement.	Per semester 2018-2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • School admin. 	Improved academic achievement levels demonstrated by students involved in project.	Academic progress results (i.e., school records)

3. Southwest High School's Soaring Above Stigma

School Profile:

Southwest High School serves approximately 2,100 students with 93 percent of the student population being Latino/Hispanic, 5 percent White, and 2 percent Asian. A total of 71 percent of students live in poverty, and for 26 percent English is their second language. This project is consistent with Southwest High School's mission to support families and communities by becoming a safe place where students feel a sense of community and they can thrive in pursuit of a fulfilling life. With this project fully implemented and evaluated, Southwest High School will no longer be a "missed opportunity" to integrate mental health topics as part of the curricula and increase youths' knowledge about the risks and solutions to achieve mental health wellness.

Prevention and Early Intervention Strategy:

The Southwest High School's Soaring Above Stigma promotes activities that address healthy lifestyle behaviors that minimize risk factors linked to mental illness. Youth leadership development and community engagement will be the focus of this project. Mental Health First Aid for youths will be used as the training curriculum. The prevention and early intervention standards guiding this project are: (1) recognizing the cultural assets that individuals have that define their sense of purpose and social role; (2) providing education and training to students and school staff on the principles of community engagement using Lead2Feed curriculum; and (3) designing and implementing a peer-to-peer support network by expanding on the career technical education's Community Health Worker course. Through lived experiences, students from this immigrant community already know they are the most vulnerable group to risk factors that too often lead to negative outcomes. Students from Southwest High School will lead the youths health advocacy efforts and raise mental health awareness by collaborating with community-

based organizations (e.g., NAMI affiliate) leveraging resources for the successful implementation of the Soaring Above Stigma campaign (see Exhibit 9).

Cal-HOSA Prevention and Early Intervention Model Components:

Sense of Purpose – Having a sense of connectedness to people and tapping into the strengths of those relationships become protective factors toward overcoming isolation and creating trust. This project lends a sense of trust and confidentiality among peers in a supportive school environment.

Service to Others – Conveying joy in serving others with an intrinsic motivation to increase hope contributes to a person's empowerment, self-respect, self-responsibility, and self-determination. Building on the Lead2Feed curriculum, and learning to be a servant leader through community engagement reinforces the value of service to others.

Life Experiences – Students from immigrant backgrounds have dealt with acculturative stress, exposure to crime and violence, trauma, and other negative life experiences. But these lived experiences can be directed toward resiliency in overcoming fear and marginalization.

Sense of Identity – As an outcome from this project, students will discover and/or strengthen their sense of belonging and sense of community as they will play a crucial role in the promotion and advancement of healthy habits that change individual's and communities' trajectory from mental illness to wellness.

Meaningful Role – These student leaders will serve in the capacity of communication brokers with students and communities in need of preventive and interventive care. As community role models, these leaders demonstrate the confidence and commitment to playing an active and meaningful role in advocating and disseminating critical information about mental health, and promoting protective factors.

Exhibit 9. Southwest High School’s Soaring Above Stigma Work Plan

Organizational Goal: To detect early risk factors associated with mental health problems among children and youths with traumatic experiences.				
Educational Goal 1: Identify and integrate at least three PEI standards that best aligns with PEI project.				
Activity	Timeline	Partnerships	Outcome	Indicator
Attend the May 24 th Cal-HOSA Prevention and Early Intervention (PEI) training.	May 2018	<ul style="list-style-type: none"> • School principal • CTE Educators • Students • Community 	Increased knowledge about challenges and the impact that risk factors have on youths.	<ul style="list-style-type: none"> • Research (studies) • Students’ stories • Team discussions
Identify regional partners to collaborate and support individual PEI projects.	May 2018	<ul style="list-style-type: none"> • Cal-HOSA advisors • CA Dept. of Educ. • Cal-HOSA 	Established partnership with other schools to support regional activities.	<ul style="list-style-type: none"> • Shared accountability • Partnership agreement
Incorporate PEI standards into project description and submit for approval and feedback.	Jun 2018	<ul style="list-style-type: none"> • Mental health industry/orgs. • County agencies • Community 	Brainstorming session with partners and submitted first proposal draft.	<ul style="list-style-type: none"> • Feedback from PEI coach • Feedback from students/educators
Complete PEI project work plan with project details as required by funding source.	Jun 2018	<ul style="list-style-type: none"> • Cal-HOSA advisors • CA Dept. of Educ. • Cal-HOSA 	Improved PEI project draft with input from project participants (i.e., students, families, educators).	<ul style="list-style-type: none"> • Interest in topic • Support from district • Student engagement
Educational Goal 2: Increase students’ knowledge about the risk factors associated with mental illness.				
Activity	Timeline	Key Persons	Outcome	Indicator
Develop Soaring Above Stigma project goals and activities to bring awareness of risk factors related to mental illness.	Jun 2019 Ongoing	<ul style="list-style-type: none"> • Cal-HOSA advisor • NAMI affiliate • Imperial County Behavioral Health Services (ICBHS) 	Implemented youths’ mental health awareness project and increased youths’ self-efficacy.	<ul style="list-style-type: none"> • Student engagement • Partner engagement • Cal-HOSA SLC Presentation
Train 10 staff members in Mental Health First Aid (MHFA) to gain the skills to support youths in a mental health crisis.	Nov 2018	<ul style="list-style-type: none"> • ICBHS staff • Southwest High School (SHS) staff • SRO 	Increased staff knowledge of mental health strategies to assist youths with mental health needs.	<ul style="list-style-type: none"> • Staff engagement • Partner engagement • Staff/partner feedback needs
Deliver MHFA for youths’ training principles to a cohort of students who will serve as Youth Health Educators.	Dec 2018	<ul style="list-style-type: none"> • ICBHS staff • SHS staff • SHS students 	Increased youths mentors’ knowledge and capacity to mentor students exhibiting to high risk behaviors.	<ul style="list-style-type: none"> • Student engagement

Exhibit 9. Southwest High School... continued

Educational Goal 3: Increase students' knowledge about the protective factors associated with mental health wellness.				
Activity	Timeline	Key Persons	Outcome	Indicator
Identify and collaborate with community-based organizations (CBOs) and leverage protective factor resources to increase access and use of services.	Jun 2019 Ongoing	<ul style="list-style-type: none"> • Cal-HOSA advisor • SHS counselor • NAMI affiliate • ICBHS staff • Imperial Valley ROP (IVROP) 	Increased awareness, access, and use of services available to the school from the community.	<ul style="list-style-type: none"> • Student feedback • Community feedback
Organize a series of informational discussions about community mental health resources to be delivered in classrooms on a monthly basis.	Jun 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • SHS principal • SHS teachers 	Increased access and utilization of mental health resources to youths.	<ul style="list-style-type: none"> • Staff feedback • Student feedback
Collaborate with NAMI affiliate to incorporate "Ending the Silence" to explore strategies to establish a school culture of inclusivity and mental health promotion.	May 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • SHS principal • NAMI affiliate • ASB Director • SHS counselor 	Increased knowledge of protective factors among key stakeholders thus increasing knowledge of available resources.	<ul style="list-style-type: none"> • Student feedback • Staff feedback • Community feedback
Educational Goal 4: Develop a prevention and early intervention (PEI) strategy using the Cal-HOSA model components.				
Activity	Timeline	Key Persons	Outcome	Indicator
Adopt the Lead2Feed curriculum for leadership development of students and self-discover of their purpose in leadership.	Ongoing- Jun 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • IVROP specialist • SHS students 	Enhanced students' leadership development capabilities and sense of purpose in mental health promotion.	<ul style="list-style-type: none"> • Student feedback • Lead2Feed components
Create lunchtime opportunities for youth leaders to deliver PEI activities using community health worker model.	Ongoing- Jun 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • SHS counselor • SHS students 	Reinforce youth leaders' sense of purpose and increasing students' awareness of mental health resources.	<ul style="list-style-type: none"> • Number of lunchtime activities completed • Assessment of youth leaders' sense of purpose
Use a Snap2Wellness to engage students in interactive activities to promote physical and mental health wellness.	Jun 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • SHS counselor • CTE educators 	Community building activities to foster a sense of purpose and relationships.	<ul style="list-style-type: none"> • Established Snap2Wellness • Number of interactive activities • #snap2wellness

Exhibit 9. Southwest High School... continued

Educational Goal 5: Demonstrate students participation/engagement in the decision-making of the project strategy.				
Activity	Timeline	Key Persons	Outcome	Indicator
Engage the 10 MHFA student leaders in discussions about raising awareness (e.g., World Mental Health Day and Mental Health Month).	Ongoing, Jun 2019	<ul style="list-style-type: none"> • SHS counselor • NAMI affiliate • Cal-HOSA advisor • ICBHS staff • MHFA students 	Community building activities to foster a sense of purpose, relationships, and lived experience.	<ul style="list-style-type: none"> • Student leader's feedback • Participation in awareness events
Engage 10 MHFA student leaders in discussions about social media (e.g., podcast) Soaring Above Stigma campaign to engage community.	Ongoing, Jun 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • Technology coach • ICBHS staff 	Increased student participation in decision making, and mental health promotion. Increase workforce development opportunities for youths.	<ul style="list-style-type: none"> • Number of MHFA students making decisions • Documentation of decisions made
Educational Goal 6: Evaluation design to show PEI project effectiveness in helping students change risky behaviors.				
Activity	Timeline	Key Persons	Outcome	Indicator
Work with PEI technical assistance provider (TAP) to design and implement evaluation and data collection approach.	Sep 2018 May 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • TAP evaluator 	Qualitative and quantitative data collected, analyzed, and results.	<ul style="list-style-type: none"> • Focus group protocol • Interview protocol • Survey instrument
Adopt and implement Developmental Assets Program Survey youths and program strengths.	Sep 2018 May 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • SHS counselor • TAP evaluator 	Project and students' strengths and successes.	<ul style="list-style-type: none"> • Adopted and modified survey instrument

4. Yucca Valley High School Mental Health Awareness Project

School Profile:

Yucca Valley High School (YVHS) serves approximately 1,600 students with a student body composition consisting of 58 percent White, 32 percent Latino/Hispanic, 4 percent Black/African American, and 6 percent other. Nearly 70 percent of students are living in poverty. YVHS values community engagement and holds a strong belief that parents play an active role in reinforcing a school culture that promotes diversity, civic responsibility, and the cultural and personal needs of students in a safe and supportive school setting. For the success of this project, YVHS considers collaborating with local mental health agencies as an overarching strategy to leverage resources to increase the awareness of risk factors.

Prevention and Early Intervention Strategy:

The YVHS Mental Health Awareness Project will coordinate with mental health agencies, and focus on prevention and early intervention to create a school and community mental health awareness strategy with the goal of reducing stigma associated with mental health. One key component of this project is a service learning peer-to-peer approach and linking youths' career interests with agencies' workforce needs. A group of 10 to 15 Cal-HOSA student leaders will be selected and trained as community health workers to help in developing the mental health awareness project. To achieve this, three prevention and early intervention standards will be adopted and implemented: (1) project participants will demonstrate and understand the risk factors and early signs associated with psychological distress;

(2) they will design and implement a peer-to-peer support network as part of Cal-HOSA; and (3) project participants will develop a Cal-HOSA narrative as a mental health advocate that communicates a purpose to lead, provides a sense of community, and hope with an urgency to act (see exhibit 10).

Cal-HOSA Prevention and Early Intervention Model Components:

Sense of Purpose – Feeling a greater purpose in life means the self-discovery of one’s potential to create positive change. Having purpose and acting on it leads to creating meaningful relationships with people who share similar life experiences, and are motivated to use their story through a peer-to-peer model to empower others to discover their greater purpose in life.

Service to Others – Creating a peer-to-peer network of health care workers (e.g., youths promotoras/es) as advocates or voices for students who feel voiceless

and isolated from school life. Service to others means giving hope, support, and encouragement to be active members of school and community life.

Life Experiences – A peer-to-peer network of students with lived experiences is at the center of this project. Through sharing lived experiences, students discover resiliency in how they faced and dealt with adversities, and how their stories inspire others to express their stories as strengths and not as deficits.

Sense of Identity – Feeling a sense of belonging and sense of community as a member of a social network that provides support, friendship, empathy, and compassion gives many students who have been marginalized a path to acceptance and membership.

Meaningful Role – Feeling a sense of responsibility to reach the hardest-to-reach students and finding joy in serving the most vulnerable populations increases one’s self-efficacy to succeed as a servant leader and pursue a career in the health and mental health fields.

Exhibit 10. Yucca Valley High School’s Service Learning and Peer-to-Peer Mental Health Awareness Project Work Plan

Organizational (Global) Goal: To detect early risk factors associated with mental health problems among children and youths with traumatic experiences.				
Educational Goal 1: Identify and integrate at least three PEI standards that best aligns with PEI project.				
Activity	Timeline	Partnerships	Outcome	Indicator
Attend the May 24 th Cal-HOSA Prevention and Early Intervention (PEI) training.	May 2018	<ul style="list-style-type: none"> School principal CTE Educators Students Community 	Increased knowledge about challenges and the impact that risk factors have on youths.	<ul style="list-style-type: none"> Research (studies) Students’ stories Team discussions
Identify regional partners to collaborate and support individual PEI projects.	May 2018	<ul style="list-style-type: none"> Cal-HOSA advisors CA Dept. of Educ. Cal-HOSA 	Established partnerships with other schools to support regional activities.	<ul style="list-style-type: none"> Shared accountability Partnership agreement
Incorporate PEI standards into project description and submit for approval and feedback.	Jun 2018	<ul style="list-style-type: none"> Mental health industry/orgs. County agencies Community 	Successful brainstorming session with partners and submitted first proposal draft.	<ul style="list-style-type: none"> Feedback from PEI coach Feedback from students/educators
Complete PEI project work plan with project details as required by funding source.	Jun 2018	<ul style="list-style-type: none"> Cal-HOSA advisors CA Dept. of Educ. Cal-HOSA 	Improved PEI project draft with input from project participants (i.e., students, families, educators).	<ul style="list-style-type: none"> Interest in topic Support from district Student engagement

Exhibit 10. Yucca Valley High School... continued

Educational Goal 2: Increase students' knowledge about the risk factors associated with mental illness.				
Activity	Timeline	Key Persons	Outcome	Indicator
Provide a cohort of 10 to 15 Cal-HOSA student leaders PEI training on the risk factors associated with mental illness.	Aug 2018	<ul style="list-style-type: none"> • CTE instructor • School counselor • Community • Cal-HOSA student leaders 	Increased knowledge about challenges and the impact that risk factors have on youths. Increase workforce development opportunities for youths.	<ul style="list-style-type: none"> • Trained Cal-HOSA student leaders capable of detecting risk factors linked to trauma
Guide 10 to 15 Cal-HOSA student leaders in doing focus groups to establish a baseline of needs within the school campus.	Sep 2018	<ul style="list-style-type: none"> • Cal-HOSA advisor • CTE instructor • Cal-HOSA student leaders • Students 	Cal-HOSA student leaders are more knowledgeable of types of risk factors most prevalent among youths.	<ul style="list-style-type: none"> • Student-defined challenges and risk factors impacting them the most • Focus groups
Work with 10 to 15 Cal-HOSA student leaders to brainstorm causes of student-identified challenges and risk factors.	Sep 2018	<ul style="list-style-type: none"> • Cal-HOSA advisor • CTE instructor • Cal-HOSA student leaders • Students 	Cal-HOSA student leaders' knowledge about what is causing the risk factors will increase.	<ul style="list-style-type: none"> • Well-defined culturally/community relevant causes to youths. • Brainstorming session
Educational Goal 3: Increase students' knowledge about the protective factors associated with mental health wellness.				
Activity	Timeline	Key Persons	Outcome	Indicator
Cal-HOSA student leaders will identify and define protective factors that overcome risk factors.	Sep 2018	<ul style="list-style-type: none"> • Cal-HOSA advisor • CTE instructor • School counselor • Cal-HOSA student leaders 	Appropriate application of Cal-HOSA PEI model protective factors among others that emerge from the participating youths.	<ul style="list-style-type: none"> • List of protective factors aligned with risk factors • Definition of protective factors
Explore protective factors within the community that are consistent with the culture and language of the local community.	Oct 2018	<ul style="list-style-type: none"> • CTE instructor • School counselor • Community • Cal-HOSA student leaders 	Cal-HOSA student leader's understanding of community engagement in determining protective factors will improve.	<ul style="list-style-type: none"> • Interaction with community members • Interviews of community members
Recognizing stories from youths and community members as protective factors that build resiliency.	Oct 2018	<ul style="list-style-type: none"> • CTE instructor • School counselor • Community • Cal-HOSA student leaders 	Effective outreach strategies that engage community in conversation about mental health.	<ul style="list-style-type: none"> • Stories of lived/life experiences from the community • Resiliency as a strength
Educational Goal 4: Develop a prevention and early intervention strategy using the Cal-HOSA model components.				
Activity	Timeline	Key Persons	Outcome	Indicator
Implement a peer-to-peer support network for youths who feel marginalized and excluded from school activities.	Aug 2018 to Jun 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • Cal-HOSA student leaders • Cal-HOSA members • Community 	Mental health advocacy and service to others will increase through the peer-to-peer support network.	<ul style="list-style-type: none"> • Number of students served by the peer-to-peer support network • Cal-HOSA narrative that promotes mental health wellness

Exhibit 10. Yucca Valley High School... continued

Provide training to educators so that they can recognize and respond appropriately to student's needs.	Aug 2018 to Jun 2019	<ul style="list-style-type: none"> • School district • School principal • Cal-HOSA advisor • Cal-HOSA student leaders 	Increase support for students in the classrooms as safe spaces to build on resiliency from self and others.	<ul style="list-style-type: none"> • Motivated teachers with a sense of urgency to support and give students hope
Ensure that parents and families are integrated as part of the intervention.	Aug 2018 to Jun 2019	<ul style="list-style-type: none"> • School district • School principal • Cal-HOSA advisor • Parents/families 	Students and their parents/families sense of purpose and meaningful role will increase.	<ul style="list-style-type: none"> • Services/supports are co-located at school site where students and families feel safe

Educational Goal 5: Demonstrate students participation/engagement in the decision-making of the project strategy.

Activity	Timeline	Key Persons	Outcome	Indicator
Integrate Cal-HOSA youth leadership as part of the intervention and decision making.	Aug 2018 to Jun 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • Cal-HOSA student leaders/ members • School teachers 	Increased Cal-HOSA's memberships' meaningful role in serving and enhanced self-efficacy.	<ul style="list-style-type: none"> • Students' self-report of feeling positive about their abilities to succeed
Empower Cal-HOSA student leaders by recognizing their input and willingness to serve their school community.	Aug 2018 to Jun 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • Cal-HOSA student leaders/ members • School teachers 	Building relationships by sharing life experiences and instilling hope in the young adults	<ul style="list-style-type: none"> • Integration of feedback loop that is student, school, and community-focused

Educational Goal 6: Evaluation design to show PEI project effectiveness in helping students change risky behaviors.

Activity	Timeline	Key Persons	Outcome	Indicator
Work with PEI technical assistance provider for assistance with designing evaluation plan.	Sep 2018 May 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • PEI technical assist. provider 	Appropriate evaluation design to assess PEI measures relevant to middle/high school youths.	<ul style="list-style-type: none"> • Evaluation design and set of measures
Use a qualitative approach to generate in-depth data about students' views about the PEI project.	Sep 2018 May 2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • Project student participants 	Valid evidence-based practice with qualitative evidence.	<ul style="list-style-type: none"> • Themes and supporting evidence from interviews
Link results to student's school records to show changes in school engagement.	Per semester 2018-2019	<ul style="list-style-type: none"> • Cal-HOSA advisor • School admin. 	Improved academic achievement levels demonstrated by students involved in project.	<ul style="list-style-type: none"> • Academic progress results (i.e., school records)

Summary

This project highlights two important issues. First, is the call to action to education policy makers to respond directly to the mental health and suicide epidemic among youth in California's school system. The early age onset of mental health disorders has a negative impact on the educational attainment and workforce participation in our youth and families. In this report, we argue that CTE and academic educators are the first responders in identifying, addressing, and changing the course of a mental health crisis. For many students, teachers may be the first and only contact that they have for helping them cope with their mental health struggles. For this reason, the need for prevention and early detection combined with timely treatment in schools for youth exposed to risk factors is of critical importance.

In the process of ensuring that youth and families acquire the necessary information about risk and protective factors associated with preventing a mental illness, school educators serve as the key information brokers that also act as mentors in helping youth discover their career potential. The need for a diverse workforce is the second important issue. Cal-HOSA educators and advisors who serve as mentors and create positive teacher-student relationships have increased youths' motivation and interest in a health and behavioral health career pathway. A Cal-HOSA model that is based on youths'/families'/communities' strengths and leadership will show to be a strategy with sustainable impact on youths' academic engagement, mental health wellness, and career trajectory. That is, for many youth, Cal-HOSA is the starting point to prevention and early intervention treatment, and an entryway to a range of behavioral health career tracks.

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