

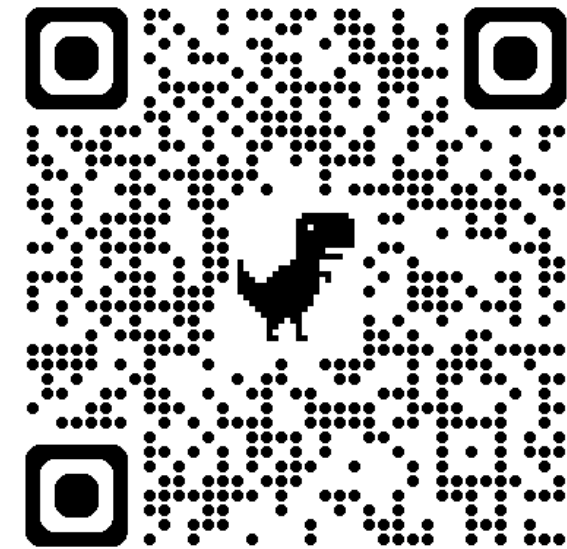
Welcome and sign in

Thank you for being here.

CE credits are available for this session.

Please scan the QR code to check in.

The session will begin momentarily.





NORTHERN HUMBOLDT
UNION HIGH SCHOOL
DISTRICT



Two Feathers
NATIVE AMERICAN FAMILY SERVICES



Credit: Two Feathers

School-based Mental Health ECHO: Exploring Rural School Approaches

October 9, 2024



School-Based
Mental Health
ECHO

Today's agenda

Time	Presentation	Presenter(s)
4:00 - 4:05 p.m.	Welcome Announcements	Jeremiah Simmons
4:05 – 4:10 p.m.	Introduction to the School- based Mental Health ECHO	Jeremiah Simmons
4:10 – 4:25 p.m.	Didactic Presentation	Jack Bareilles
4:25 – 4:45 p.m.	Case Presentation	Amy Mathieson, Elena Escareno, Lozen Nez
4:45 – 5:05 p.m.	Case Discussion	All
5:05 – 5:10 p.m.	Announcements	Shirley Mak
5:10 – 5:15 p.m.	Debrief	Jeremiah Simmons



Land acknowledgement

This conference session is held on the ancestral lands of the Tongva and Acjachemen tribes. This land was and continues to be of great importance to the Tongva Gabrieleno and Acjachemen Juaneño peoples.

Consistent with our values of community and inclusion, we have a responsibility to acknowledge, honor, and make visible all of our relationships to Native peoples.

Find out more by scanning the QR code.



School-based Mental Health ECHO

- Modeled on the ECHO (Extension for Community Healthcare Outcomes) model from University of New Mexico
- **Free, virtual series** offered on the iECHO platform that seeks to highlight and expand community expertise and experience on various school mental health topics
- 2024-25 series runs from September 2024-May 2025



Goals of the project

- Enhance knowledge of best practices in school-related topics
- Foster professional connections between providers and school professionals
- Provide clinical guidance that enhances youth mental health in educational settings
- Create an inclusive, interactive environment where everyone can learn



We would like to thank our 2024-25 Leadership Council Members

Ann Evanilla-Wasson, MS, Sequoia Healthcare District

Britney Stone, LMFT, Wellness Together

Carla Lavelle Trinh, LCSW, PPSC, California School-based Health Alliance (consultant)

Jack Bareilles, MA, Northern Humboldt Union High School District

Jeffrey Lewis, MA, JD, Legacy Health Endowment

Kristin Geiser, PhD, John W. Gardner Center for Youth and Their Communities at Stanford University

Petra Steinbuchel, MD, University of California San Francisco

Lauren Haack, PhD, University of California San Francisco

Mary McGrath, San Mateo County of Education

Maryjane Puffer, BSN, MPA, The Los Angeles Trust for Children's Health

Noe Rivera, MS, The Los Angeles Trust for Children's Health

Melissa Paz-Flores, University of Southern California

Pia Valenzuela Escudero, LCSW, Illuminating Minds; Student Health and Human Services (retired)

Disclosure statement

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stanford.cloud-cme.com/schoolmhecho

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American Nurses Credentialing Center (ANCC)

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American Psychological Association (APA)

Continuing Education (CE) credits for psychologists are provided through the co-sponsorship of the American Psychological Association (APA) Office of Continuing Education in Psychology (CEP). The APA CEP Office maintains responsibly for the content of the programs.



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Continuing Medical Education

Introduce yourselves!

Please introduce yourself by sharing:

- 1) Name
- 2) Organization/role (e.g. counselor, educator, etc.)
- 3) City and State
- 4) Something you're hoping to get out of today's session

A few reminders

Recording

For the purposes of maintaining safety and confidentiality, only the Didactic portion of this session will be recorded.

Presentation Slides

A copy of the slides and corresponding resources will be emailed after the session.



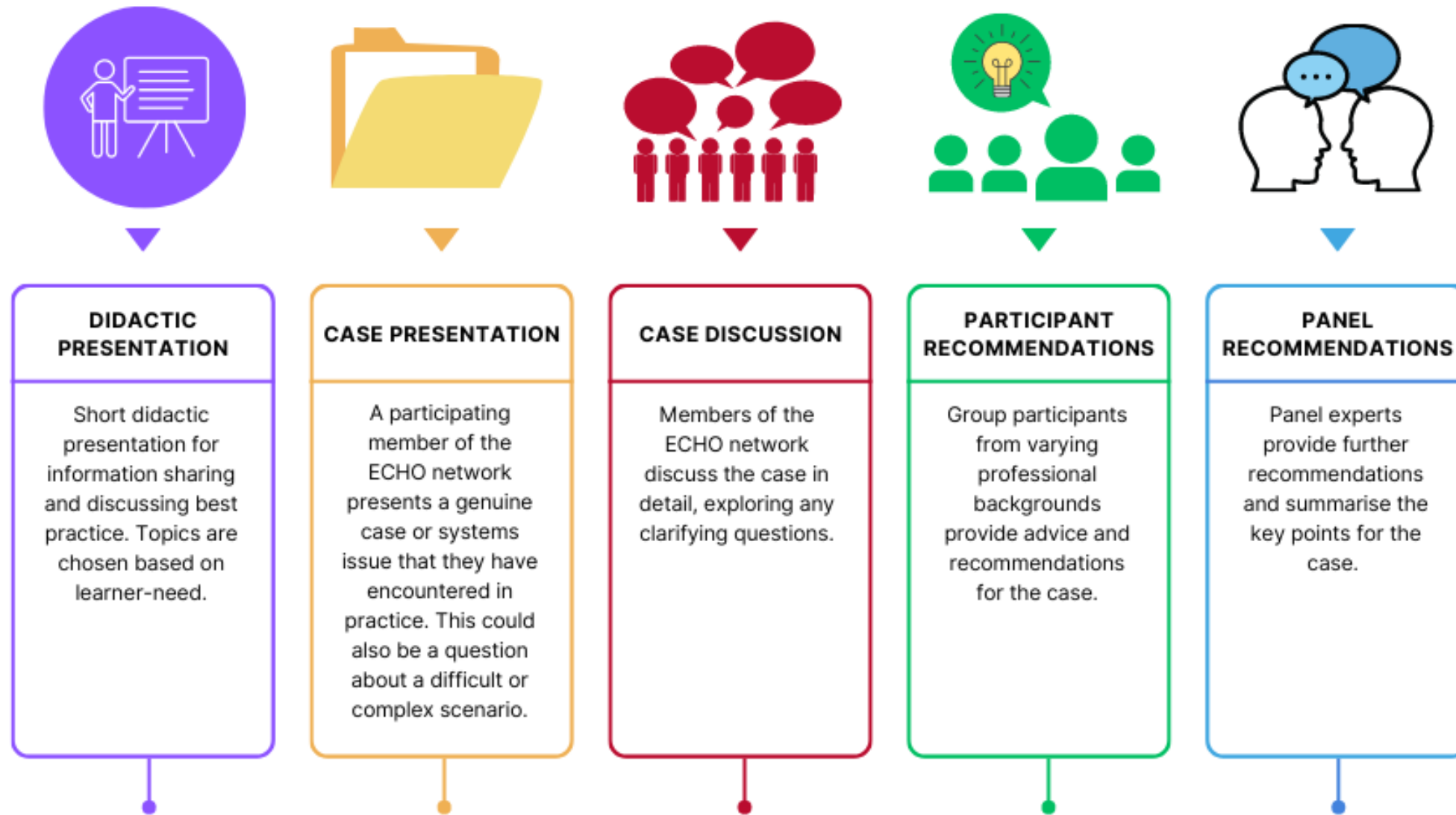
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What can I expect from an ECHO session?

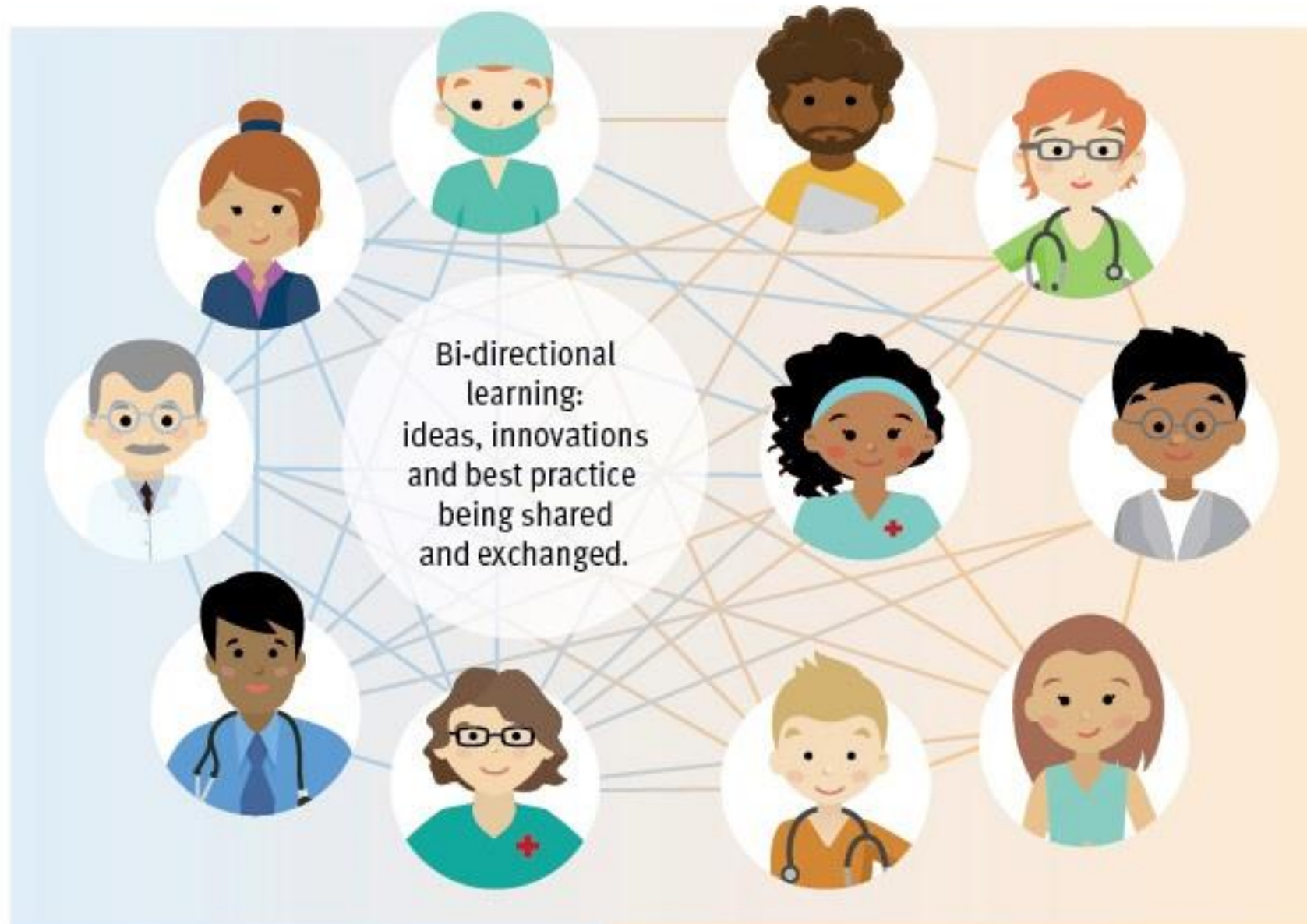


Children's Health Queensland
Hospital and Health Service



More info / join an
ECHO network:





Subject matter experts

- Share specialist content knowledge and expertise.
- Connect and grow professional networks.

ECHO participants

- Share local context knowledge and expertise.
- Connect and grow professional networks.
- Reduce professional isolation.



People reached

- Coordinated network of care providers.
- Increase access to inter-professional, cross-sector advice.
- Improved outcomes - including care closer to home.

Learning Objectives

At the end of this session, participants will be able to:

- Acquire practical skills and strategies for identifying and working with local school and community partners
- Learn about culturally-centered, community-based programming that helps foster community and belonging for students in rural school settings
- Engage with youth to learn about what they want to see in culturally-responsive programming
- Experience a live ECHO session



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Partnering with Rural Schools

Didactic Presentation

Jack Bareilles, MA

With three decades of classroom and administrative experience in K-8 urban and rural settings, Jack Bareilles brings a wealth of classroom and administrative experience as Northern Humboldt Union High School's Grants and Evaluation Administrator. In this role, he has directed and evaluated 100+ state and federal grants for his school district, nearby districts, and the American Samoa Department of Education. Jack serves as Northern Humboldt's Foster and Homeless Youth Liaison and Career Technical Education and Indian Education Administrator. He holds a Masters in Social Science, a California Administrative Credential, and multiple teaching credentials.



Challenges in rural schools

- Fewer potential partners
- Lack of public transportation and centralized services
- Challenges in recruiting and retaining staff
- Staff often have multiple roles; are grant-restricted



Mental health in rural schools

- Young people from rural areas experience greater mental health challenges than their metropolitan counterparts (Perkins et. al, 2021)
- Shortage of providers
- Lack of access to mental health services
- Low population density and geographic isolation → students and staff more vulnerable to economic, social, and environmental trends



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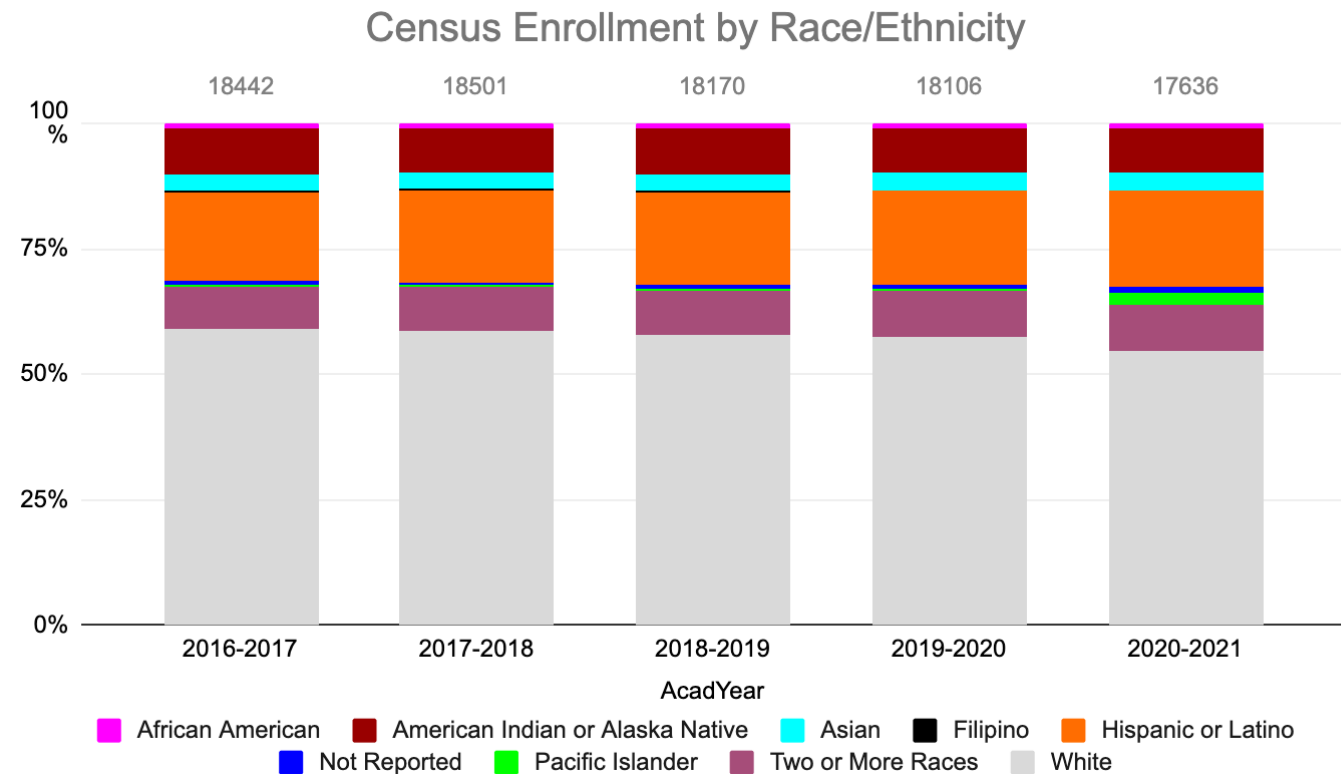
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Humboldt County schools

- Five local districts have over 1,000 students
- 20 have fewer than 500 students
- 19 have only one school
- School leaders wear lots of hats



Source: Humboldt County of Education

Smallness can be a strength - or at least an opportunity.

- Schools experience interest from many service providers
- Lack of bureaucracy → Faster agreements and partnerships
- Schools often play a central role in rural communities
- Strong community programs can serve as bridge between youth and adults in the community (Journal of Research in Rural Education, 1995)



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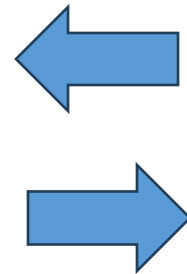
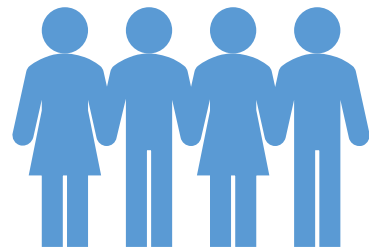
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Supporting school-community partnerships

Rural schools who work in partnership with local leaders see **positive impacts** on the community (Journal of Research in Rural Education, 1995).



Students/youth participate in community-engaged learning, gain employment, and build positive relationships with other youth and adults

The community works alongside youth to address workforce & community needs and builds toward a sustainable future



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Humboldt school-community partnerships

K-12 schools are currently partnered with:

- Humboldt County Office of Education
- Humboldt County Children's Behavioral Health
- Local tribes and Native American agencies
- Colleges and universities (Cal Poly Humboldt, College of the Redwoods, Stanford)
- Federally Qualified Health Centers
- United Indian Health Services



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Fostering strong partnerships

Building relationships is key.

- In all locales, connections get things done

Email/mail often gets lost – use alternative ways of communication.

- Attend town halls, school board meetings, & community events
- Pick up the phone!

Be persistent but don't take things personally.

- Keep showing up and remove barriers to working with you



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Questions for the audience

Turn to someone next to you and ask:

- What program or partner in your local community are you/your team currently engaging with?
- Who are you thinking about reaching out to?
- How do you plan to connect with them?



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Presenter contact info

Jack Bareilles, MA

Grants and Evaluation Administrator

Career Technical Education Administrator

Northern Humboldt Union High School District

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707-845-6546 (cell)



Two Feathers Youth Ambassador Program

Case Presentation



Anatomy of a case discussion

- **Volunteer** presents a patient or thematic case that is based on a real-life scenario.
- Audience asks **Clarifying Questions** about the case.
- Audience **Discussion** and **Recommendations** are made.

Tips to note for a case discussion

- To protect client confidentiality, this case has been developed as a vignette from a real-life scenario.
- Details about any patients or students have been changed to protect their privacy.
- Only information that is necessary for addressing the specific concerns about the case will be presented. Therefore, some questions may not be answered for confidentiality purposes.



Questions for ECHO consultation

- How do we ensure that culturally responsive school-community partnerships reach more people in our community?
- How do we sustain a culturally-responsive school-community partnership such as the Youth Ambassador Program, given challenges related to funding, resources (e.g. staffing, transportation, youth opportunities), and youth engagement and retention?



Amy Mathieson, LCSW

Amy Mathieson holds a BA in Psychology from Humboldt State University and an MSW from Humboldt State University. She is also a licensed clinical social worker. As Youth Leadership Development Program Director at Two Feathers, Amy works with youth and families to help them achieve health and wellness in all areas of their lives. She enjoys helping youth and families identify their goals and dreams and walking beside them as they achieve them.



Senior Youth Ambassadors

Elena Escareno



Elena grew up in Covelo (Round Valley) and Eureka and is 18 years old. She is a Yuki, Wailacki, Pomo, and Little Lake descendant. Elena is passionate about where she comes from, her people who brought her up, working cattle in the mountains on her homeland, and being in nature. Her hobbies include working with livestock, being on the road, wrestling, and serving as a Senior Youth Ambassador. She enjoys being in her community, doing different kinds of activities with youth and staff, and getting to know other tribes' ways of doing things and their cultures.



Lozen Nez

Aiy-yu-kwee' nek new Lozen Nez. McKinleyville-ook'. Notchko e-see Sregon mey'-wo-mey'-chook'.

Lozen is 19 years old and a Yurok tribal member from the villages of Notchko and Sregon, and a Navajo and Mescalero Apache descendant. She has been fortunate enough to grow up between the ocean and the towering Redwoods in Northern Humboldt County, California. Lozen loves to cook, create art, travel, be in nature, and care for the wellness of her people.



TWO FEATHERS
Native American Family Services

Native American youth:

The power of peer leadership



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Who Are We?

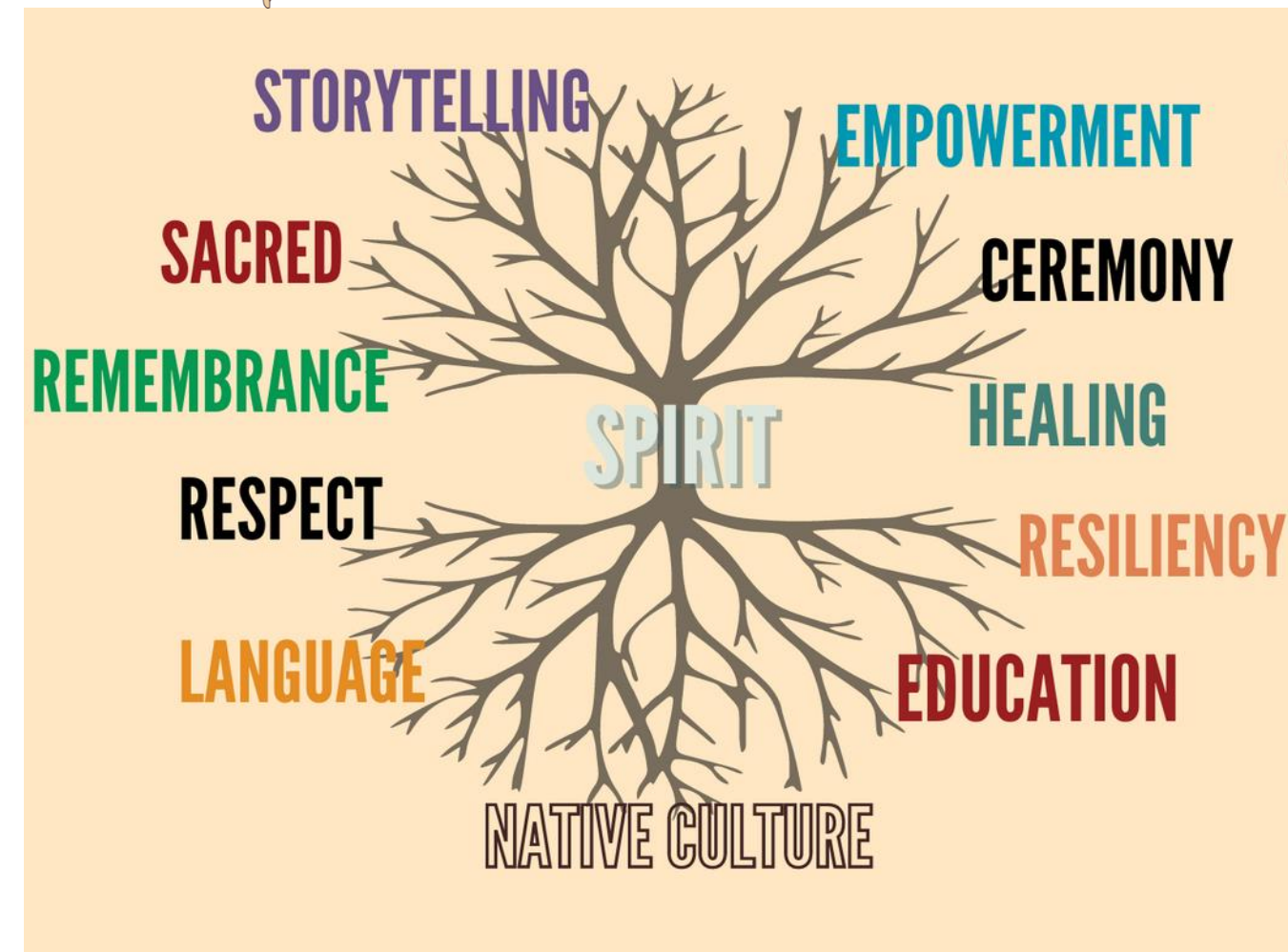


TWO FEATHERS
Native American Family Services

A nonprofit organization serving Native American youth and families in Humboldt County, CA.

Established in 1998 as a consortium of several Tribes to provide direct social services.

We provide counseling, cultural programs, youth leadership development, community events, and activities to improve the wellbeing and self-determination of Native American youth.



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TWO FEATHERS
Native American Family Services

Youth Leadership Development Program

Our Goal:

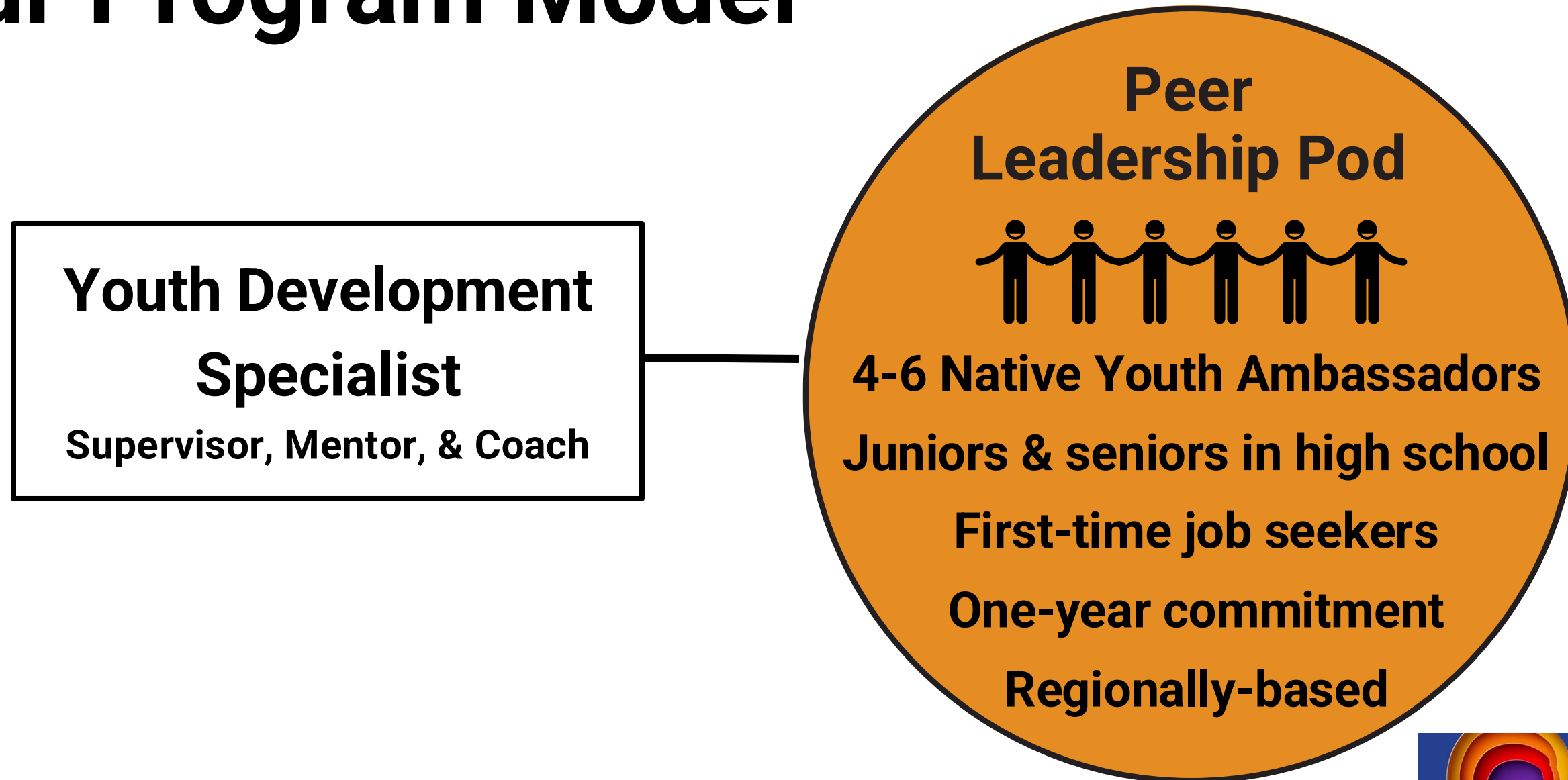
**To advance the health and wellbeing of our
community's next Native leaders.**



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Our Program Model






 **Began in 2020
with 1 Youth Ambassador**

 **2024-2025 Cohort:
36 Youth Ambassadors
13 Senior Youth Ambassadors**

 **Our Senior YA Program began in
2023 from a need for youth to have a
bridge from high school to
college/jobs and independent living.**

 **Youth are
succeeding &
overcoming
complicated life
challenges!**

Data & Evaluations Have Shown:

- A reduction in alcohol and substance use
- A greater sense of connection to peers and community
- An increased sense of cultural identity
- A reduction in social anxiety and increased comfortability in social settings
- An increased sense of purpose and self-efficacy



Youth Leadership Development Program

Transformational change happens through:



Individualized
Support



Cultural
Engagement



Community
Building



Work
Experience



Workshops
& Trainings



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School and Community Partnerships

Our Goals:

- To provide peer leadership opportunities for youth
- To increase youth's school attendance, school connection, and matriculation rates
- To enhance youth community connection while promoting positive narratives and awareness of Native American youth

Schools:

- Outreach groups to high school students
- 1 on 1 support
- Peer leadership projects

Community:

- Community service projects
- Paid work-based learning opportunities
- Community events



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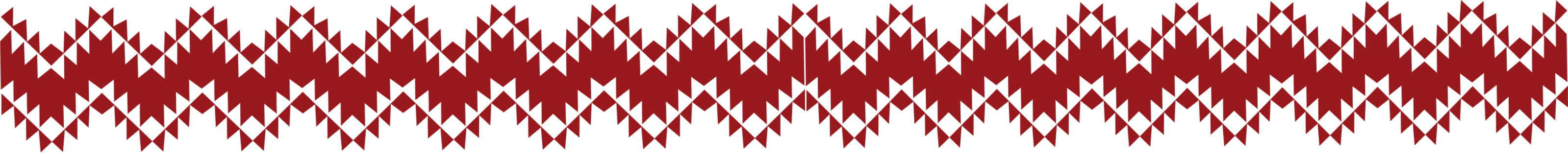


Challenges

The Youth Ambassador Program provides a unique 1:1 model with a strong mental health component for participants. Our challenge (and hope) is to:

- Increase resources (staffing, transportation, youth opportunities)
- Increase youth engagement and retention
- Find opportunities for growth and sustainability





Youth Voices



Elena Escareno



Lozen Nez



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Questions for our Youth Panelists

- How do the culturally-centered practices of the Youth Ambassador Program help you feel more connected to your school/community and help foster a greater sense of belonging and purpose?
- How does this program work within schools through outreach, engagement, and programming to promote healthy youth engagement among you and your peers?
- What challenges have you experienced in the Youth Ambassador Program and in your community? What resources, support, and partnerships do you still need?





Presenter Contact Information

Two Feathers Program Director Amy Mathieson

amy.m@twofeather-nafs.org

Senior Youth Ambassador Elena Escareno

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Senior Youth Ambassador Lozen Nez

lozen.2feathers@gmail.com



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Questions for ECHO consultation

- How do we ensure that culturally responsive school-community partnerships reach more people in our community?
- How do we sustain a culturally-responsive school-community partnership such as the Youth Ambassador Program, given challenges related to funding, resources (e.g. staffing, transportation, youth opportunities), and youth engagement and retention?



Key takeaways

By the end of this session, we hope you have been able to:

- Acquire practical skills and strategies for identifying and working with local school and community partners
- Learn about culturally-centered, community-based programming that helps foster community and belonging for students in rural school settings
- Engage with youth to learn about what they want to see in culturally-responsive programming
- Experience an ECHO session



Resources

- [Two Feathers Native Youth Ambassadors Program](#)
- [Humboldt County Community Resource List](#)
- [California Rural Ed Network](#)
- [Rural Schools Collaborative \(California\)](#)



Call for case presenters

The case presentations are an important part of our learning and a core component to the ECHO model.

Sign up for more information about being a case presenter by filling out the **Case Presenter Interest Form** or email shirley.mak@stanford.edu



Upcoming ECHO sessions

November 6, 2024, 2:30-3:30 p.m.

Unpacking School Wellness Centers Part 2: Starting and sustaining youth-led advisory groups

January 15, 2025, 2:30-3:30 p.m.

Guiding school-based mental health practitioners

March 5, 2025, 2:30-3:30 p.m.

Supporting collaborations between schools and community mental health partners

April 2, 2025, 2:30-3:30 p.m.

Intersectionality and mental health in schools

May 7, 2025, 2:30-3:30 p.m.

Suicide prevention



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Native American Youth Mental Health ECHO

What is the NAYMH ECHO?

A collaborative speaker series to better support the mental health and wellbeing of indigenous youth, their families, and their care teams.

Who should attend?

Health professionals, school mental health workers, and community organization staff responsible for the care and treatment of Native American Youth are encouraged to join.



Cal-MAP School-Based ECHO Series

Live interprofessional tele-mentoring and consultation with school-based teachers, administrators & staff and school-based health center staff.


Monthly sessions include:

- » Brief didactic, with useful handouts to take away
- » Case discussion: an opportunity to consult peers and experts on our own cases (taking turns)
- » Topics: Internalizing Disorders: Anxiety & Depression, ADHD, Learning Disorders, Externalizing behaviors, ASD/Neurodiversity, Suicidal Ideation, Racial Trauma/Discrimination/ACES, and others.




Scan or visit
<https://tinyurl.com/3m59u3dv>

Join Now



Date and Time
Every 2nd Wednesday
of the month
2:30-3:30 pm PT



**CME, APA, ACE ASWB,
and ABP MOC Part 2
credits are available.**



Questions? Email
info@cal-map.org

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UCSF Cal-MAP School-Based ECHO

Live interprofessional tele-mentoring and consultation with school-based teachers, administrators & staff and school-based health center staff.



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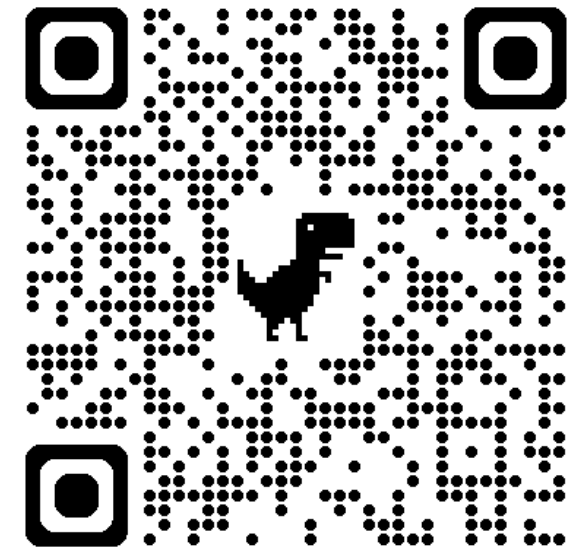
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Thank you for joining our ECHO

For anyone who would like Continuing Education hours from Wellness Together, please complete the attendance form and evaluation that are linked in the Wellness Together conference app.



Debrief



References

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