



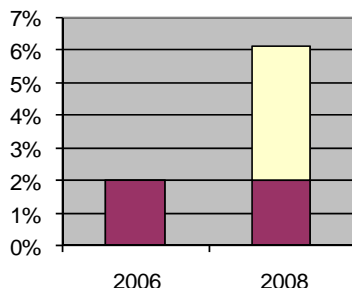
Enhanced School-based Mental Health Services

Helping remove barriers so children can focus on learning

BACKGROUND

The Anaheim City School District expanded its partnership with Western Youth Services to place a mental health service provider at each of the District's 24 schools. Additionally, school counselors and a social worker were placed at Key and Palm Lane schools. The mental health service providers help students learn valuable coping skills during one-on-one and small group sessions. Now children have a trusting adult dedicated to showing them how to control their anger, be kinder to their peers or just make friends.

HIGHLIGHTS



Prior to receiving grant monies, about 2% of students received school-based mental health services. Now an additional 4.1% of students are being served (Safe Schools/ Healthy Students and Elementary School Counseling Grants). Also, an estimated 200+ families are helped via informal assistance.

OUR OUTCOME

The mental health service providers have become integrated members at their school sites. Finding new ways to connect students with their peers, teachers and families, the mental health service providers have helped students develop positive prosocial skills and increased school bonding.

I thank you for making us better kids and helping us make better choices. We learned that fighting is bad and I am thankful for being in our [social skills] group. It has made me a better person and helped me learn to stay out of trouble.

—Student, in a letter to a mental health service provider

For more information about the many programs and services offered through the Anaheim Safe Schools/Healthy Students Initiative, contact Wendy Dallin, Project Coordinator:

Telephone: (714) 517-7107 ■ Fax: (714) 956-1990 ■ E-mail: wdallin@acsd.k12.ca.us

131 W. Midway Drive, Anaheim, CA, 92805



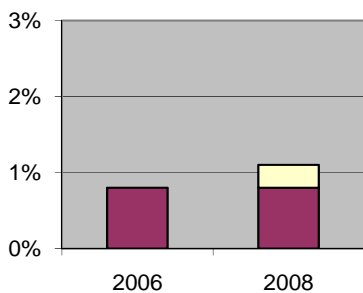
Family Oasis

Serving families in crisis so kids can get back to learning

BACKGROUND

The Family Oasis is a one-stop shop to help children and families struggling with more intensive mental health needs. The Family Oasis houses two doctoral psychology interns, one school nurse (half-time) and one senior family services assistant. The psychology interns conduct individual and family counseling, the school nurse ensures medical issues are addressed, and the senior family services assistant provides case management to help families with other life needs (housing, food, legal issues). Together they keep families from slipping further into crisis and help them get their lives back on track.

HIGHLIGHTS



Prior to receiving grant monies, less than 1% of students in need of more intensive mental health services received them, with transportation cited as the major barrier. Now more than an additional 0.2% of students and their families have been served since the Family Oasis opened in November 2007.

OUR OUTCOME

A new model for addressing students with severe mental health needs has been developed at the Family Oasis. Weekly collaborative meetings with service providers allow families to benefit from a coordinated team approach. This way, students don't miss school due to severe mental health or life issues affecting themselves or their families.

At first we were just putting out fires. But we wanted to help maintain the strengths of the family and build on those. Now I see a shift in the family. Before they were just operating on survival mode. Now they're in action living mode.

—Mental health service coordinator about a family served at the Family Oasis

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Program Outreach Assistants

Reaching children in need before they start Kindergarten

BACKGROUND

Eight program outreach assistants and the program outreach specialist make weekly visits into the homes of parents with children ages 0-5 years, and show them how to develop their child's school readiness and social skills. Using colorful, research-based materials and a culturally-sensitive approach, program outreach assistants demonstrate how playing, conversing and setting boundaries with their children are sound ways to ensure they're ready to succeed in Kindergarten and beyond.

HIGHLIGHTS

The program outreach assistants create a goal sheet with the parent that includes one health, one academic and one social goal for the child. They also determine three goals for the parent and three goals for the program outreach assistant. During their weekly 1-1.5 hour visits, the program outreach assistants role model positive interactions with the children and guide parent/child activities to help families achieve their goals. Since the program started in September 2007, more than 43 families have been served.

OUR OUTCOME

Over half the referrals to the Program Outreach Assistants come from the school-based mental health service providers—meaning the Program Outreach Assistants are working with the young siblings of students who are already experiencing some issues at school. The other referrals come from the preschool staff. With this early prevention strategy, families are learning ways to guide their young child's development *before* he/she enters Kindergarten.

I have learned to have better communication with my children and how to do more activities with them. I also learned that I'm my child's first teacher, and that's why I want to try harder to help them more

—Parent, after working with a program outreach assistant

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Staff Training

Empowering staff by increasing their skills and understanding

BACKGROUND

District staff have benefitted from various trainings on how to better address disruptive student behaviors and create even more caring school environments. From using *Second Step* to increase students' prosocial skills (empathy, impulse control problem solving and anger management) to integrating the *40 Developmental Assets* school-wide, staff are learning to be less reactive and more proactive in managing student behavior.

HIGHLIGHTS

- Since 2006, staff have been trained on a variety of related curricula:
- 1000+ trained on *Second Step: A Violence Prevention Curriculum Teachers* (preschool-6th), principals, vice principals, mental health service providers, program outreach assistants, special education instructional assistants
 - 81 trained on *Love and Logic Teachers*, mental health service providers
 - 114 trained on *Tier 1/Universal interventions* Student study team members
 - 116 *Rethinking the value of supervision* Noon yard supervisors
 - 63 trained on *Crisis Prevention Institute* Teachers, instructional assistants
 - 240 trained on the *40 Developmental Assets* All staff at Key and Palm Lane schools, plus principals, vice principals, mental health service providers and other partners

OUR OUTCOME

A common language is emerging among staff as they collectively learn valuable skills to help them minimize disruptive student behavior.

The skills I learned from Love and Logic have given me more confidence in the classroom. The strategy on delaying consequences allows me to continue teaching when a child acts up and impose the consequence when I am better able to think about it. This way I'm able to approach the student in a more private manner allowing him/her some dignity

—Teacher, after attending a Love and Logic Training

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Anaheim Achieves and Goal Getters

Helping children imagine broader choices for their futures

BACKGROUND

The Goal Getters mentoring program is delivered at six school sites (Edison, Franklin, Jefferson, Mann, Palm Lane, Revere). Students are matched with a college student or professional and participate in weekly club activities where they set goals, create plans for their futures and engage in service learning.

The Career Education Program (CAP) will now be added to the Anaheim Achieves after school program. A special club for 5th-6th grade students, participants will explore various careers, learn how to write a resume and interview for a job, and visit professionals at their workplace on “career tour” field trips.

HIGHLIGHTS

Goal Getters: 20-30 students are participating at each site. This year, students toured CSU Fullerton with their parents and mentors, sent care packages to soldiers in Iraq, and completed college and career exploration activities.

Career Academy Program: The program kicked off in April 2008 at all 24 school sites. During a pilot “career tour” at the Anaheim Family YMCA, 14 students met with representatives from the accounting, human resources, communications, and program implementation departments and asked them questions about their jobs.

OUR OUTCOME

These programs increase students’ self-esteem by showing them college and career options they might not have considered otherwise. The clubs provide opportunities for students to learn—with the help of a caring adult—how to plan for college and an exciting career.

***All of the jobs were
inspiring***

**— Student, after a CAP
career tour**

***I plan on going to college
because it will help me
with my career and I can
reach the goals I’ve been
practicing***

**— Goal Getters
participant**

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Advisory Board

Bringing the community together in a shared vision for Anaheim

BACKGROUND

The Advisory Board includes representatives from: Anaheim City School District's Office of Pupil Services and Early Childhood Education departments, the Anaheim Family YMCA, the Anaheim Police Department, the County of Orange Health Care Agency, the District Attorney's Office, the external evaluation team, the Orange County Department of Education, the Tiger Woods Learning Center, and Western Youth Services (mental health service provider). For over a year, the Anaheim Safe Schools/Healthy Students Advisory Board has been meeting monthly to learn how to better leverage their resources and address mental health issues that are barriers to student learning.

HIGHLIGHTS

Last November, the Advisory Board came together to support the Family Oasis open house by decorating rooms, donating resources and being on-hand during the event to answer questions. They are also working on an Action Plan to better define their roles as partners, establish common goals and objectives, and address program sustainability.

OUR OUTCOME

New coalitions are growing out of the SS/HS Advisory Board. The Anaheim Police Department was recently awarded a state grant to implement a Gang Prevention and Intervention Program (GRIP) at two schools (Jefferson and Olive Street). A Teacher on Special Assignment will be working with the District and at the Tiger Woods Learning Center to implement the 40 Developmental Assets, and a Student Attendance Coalition includes the District Attorney's Office along with District staff.

This is the most valuable connection my agency has had with the District

—Advisory board member

The passion and commitment to make Anaheim even better is something our organization shares with this Initiative. Also, it's wonderful working with agencies that can actually make things happen

—Advisory board member

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