• Welcome!

• Nice to meet you!
Overview

Chancellor’s Office Advisory Group on Student Mental Health (COAGSMH)
COAGSMH Role, Structure, Function

- Support implementation efforts related to the California Community Colleges Student Mental Health Program (CCC SMHP)

- A forum to counsel CCC SMHP on deliverables required throughout the funding period

- The group is advisory to the Chancellor’s Office and the Foundation of California Community Colleges
COAGSMH Role, Structure, Function (cont’d)

- Support the CCC SMHP in fulfilling the goals, objectives, and outcomes
- Provide guidance, input and recommendations in decision making processes
- Assist in identifying and prioritizing needs and priorities with respect to funding
- Assist in dissemination of products developed as a result of the grant
Composition

- Member Organizations
- Meet Quarterly or Bi-annually
- Only appointed members are requested to attend meetings
COAGSMH Responsibilities

- Liaison to the group or organization that the member represents, communicating Advisory Group information, actions, and updates
- Attend and actively participate in committee meetings on a quarterly basis
- Actively contribute to committee projects and/or work product
- Participate in RFP Proposal Review
COAGSMH Responsibilities

• Assi$t in presentations and meetings to represent the project

• Be able to commit to a 3 year term to ensure continuity and knowledge about the grant & activities related to implementation

• Understand and be versed about the scope of the grant as well as in mental health prevention and early intervention principles, programs, best practices, and model programs
Program Synopsis

• $6.9 million of funding from the California Mental Health Services Authority (CalMHSA)

• A joint-venture between the California Community Colleges Chancellor’s Office (CCCCCO) and the Foundation for California Community Colleges (FCCC)

• California Community Colleges Student Mental Health Program (CCC SMHP)
Program Overview

• Prevention and Early Intervention (PEI)

• Four main components
  ▫ Training and Technical Assistance
  ▫ Suicide Prevention, Online Gatekeeper Training
  ▫ Campus-Based Mini Grants (12)
  ▫ Evaluation
Outcomes

• Enable all 112 CCCs to implement and sustain PEI strategies that will allow campuses to address the mental health needs of the overall student population in general and student veterans in particular.

• Promote sustainable collaborative infrastructures between campuses and local mental health service systems.
Training & Technical Assistance Component (TTA)

CCC SMHP
TTA Overview

- Contract amount: $1.47 million
- Contractor solicitation will be by RFP
- Current status of RFP:
  - Initial draft completed
TTA Focus & Objectives

- TTA services to be delivered consistent with existing CalMHSA service principles

- Focus of services:
  - Support campus-based grants (up to 12)
  - Support entire CCC system, with particular focus on student, and student veteran mental health services efforts

- TTA Objectives:
  - Direct expert mental health (PEI) consultation
  - 18 regional trainings, spread out over three academic years
  - Campus specific and regional trainings (in person and on-line) primarily to CCC faculty, staff, and students
  - Product development

TTA contract will be the vehicle to interface/collaborate with UC and CSU partners
TTA Service Evaluation & Oversight

- Immediately upon completion of service
- 30 days to determine outcomes achieved
- 6 months Technical Assistance to ascertain long term issues and evaluate service needs
- Develop a statewide TTA service implementation plan and a service marketing plan.
TTA Award Eligibility

• Eligibility Criteria:
  ➢ Any public, private, or non-profit corporation that is able to fulfill the requirements of the contract
  ➢ To be awarded, proposal must meet an 85% minimum score, garnering no less than 70% on any of the scoring criteria
TTA RFP Next Steps

- Advisory Committee Input
- Internal CCCCCO and FCCC review and approval
- Release RFP no later than First Quarter of 2012
COAGSMH Input - Topics that have been previously identified

- Crisis Intervention and Response Team (CIRT) training models
- Suicide prevention in person trainings
  - Assist
  - QPR (Question, Persuade, Refer)
  - Mental Health First Aid
  - Do we want to identify ONE as the model we endorse? If not, how do we prioritize what gets implemented? Does it matter that there may be different needs at different campuses?
- Mental health needs/issues of special populations
  - LGBTQ
  - Other underserved populations – which?
- NAMI on Campus – other stigma reduction efforts
- How to work with community partners/mental health – effective models and practices (conducted by those who have good models)

- Products/resources:
  - Model policies, MOUs-suicide prevention for local boards; samples of working with county mental health
  - Documentation and replication of best practice models
COAGSMH Input

- Apportionment of contract resources between TTA days and product development
- Recommendations for TTA contractor outreach to rural campuses/campuses that don’t have mental health services
COAGSMH Input

- Definition of “region” for purposes of geographic disposition of regional trainings
- Preferred modes of regional training delivery (in person, on-line, combination, other, etc.).
- Regional trainings priority topics
COAGSMH Input

- Campus staff and student training participation incentives
- Suggested relationship of Advisory Committee to TTA contractor
Online Suicide Prevention Gatekeeper Training for Faculty & Staff (SPOT)

CCC SMHP
SPOT Overview

- Contract amount: $500,000
- Contractor solicitation will be by RFP
- Current status of RFP:
  - Initial draft completed
SPOT Terms of Service

• Contractor shall:
  ➢ Implement a model that provides the opportunity for all interested colleges to participate

  ➢ Implement a capacity building plan to:
    • Determine a reasonable training goal per college
    • Market training by providing:
      • outreach strategies
      • steps to incentivize participation in training
      • methods for embedding online gatekeeper training
SPOT Terms of Service

• Contractor shall (continued):

  ➢ Monitor the rate of use at each college
    • Resolve issues related to low use/completion of training

  ➢ Provide technical support

  ➢ Consult with each college to develop a sustainability plan for online suicide prevention training
SPOT Award Eligibility

- Implement online training at institutions of higher education (suicide prevention gatekeeper training for faculty and staff is highly preferred)

- Administer System-wide online training program, applicable to all interested 112 colleges

- Any public, private, or non-profit corporation that is able to fulfill the requirements of the contract

- To be awarded, proposal must meet an 85% minimum score, garnering no less than 70% on any of the scoring criteria
SPOT Next Steps

- Advisory Committee Input
- Internal CCCCWO and FCCC review and approval
- Release RFP no later than First Quarter of 2012
COAGSMH Input

• Defining “gatekeeper”
  ▫ Do we need to define/limit who the target audience is for this training?
  ▫ Should gatekeepers be defined as primarily faculty and staff, and then others?

• Methods to incentivize the training to ensure high participation rates
  ▫ Are all faculty required to participate in flex day activities?
  ▫ Could statewide academic senate assist in identifying incentives?
Campus Based Mini Grants

CCC SMHP
Campus Based Mini Grants Overview

• Up to $3.1 million allocated

• Up to 12 awards of $255,000 each

• Variances in Proposals
  ▫ College must spend funding on PEI infrastructure-development
  ▫ Demonstrate ability to leverage existing college infrastructure to bolster PEI initiatives, vise versa
  ▫ Proposed budget may not supplant existing resources
Equitable Statewide Footprint

• Geographic Equity
  ▫ Regional Distribution

• Population Equity
  ▫ Greater Los Angeles Area
  ▫ SF Bay Area
  ▫ Greater Sacramento Area
  ▫ San Diego Metropolitan Area
Focus & Objectives

• Address all three strategic directions of faculty and staff training, peer to peer resources, and suicide prevention

• Proposals for funding must identify how their proposed approaches meets these strategies
Focus & Objectives

• Regional hubs of PEI strategies
  ▫ Must hold an Annual Regional Mental Health Summit/Seminar (ARMS), potential rotational hosting

• Leverage CCC SMHP Resources:
  ▫ Training and Technical Assistance
    • Regional trainings
    • Technical support
  ▫ Suicide Prevention, Online Gatekeeper Training
  ▫ Zellerbach: Veterans Mental Health Initiative
Requirements

• Basic Required:
  ▫ CA community college
  ▫ Located in a CalMHSA-member county
  ▫ Existing Mental Health Services or Student Health Services infrastructure/capacity to implement PEI projects
  ▫ Established community partnerships with County Mental Health, mental health organizations, CSU, UC

• Participate in online gatekeeper training resources that are identified as part of the grant
• Required to participate in the HSACCC ACHA date collection efforts planned for 2012
• Must work with TTA contractor and evaluation efforts
COAGSMH Input

• Should guidance be provided for suggested/preferred activities? Such as
  ▫ Student Health 101
  ▫ Partnering with the local chapter of the American Foundation for Suicide Prevention to implement the Interactive Screening Program (ISP)
  ▫ Development of NAMI on Campus chapters
  ▫ Development of Active Minds chapters

• Other ideas?
Student Mental Health Program Evaluation

CCC SMHP
SMHP Evaluation Overview

• Comprehensive data collection & outcomes based evaluation component

• Component included to interface with CalMHSA evaluation requirements as well as statewide project evaluation

• Details not available yet
SMHP Evaluation Overview

- External Evaluator will be selected for component
- Contractor solicitation will be via RFP
- Contract term is three years
SMHP Evaluation Objectives

• Also include a framework for data and evaluation
  ▫ Build upon existing efforts, such as Gail Conrad Study, *A Survey of Mental Health Practices in the California Community Colleges*
  ▫ Guidance/recommendations for data collection efforts for campuses – build upon HSACCC and MHWA efforts
  ▫ Provide information about what mental health for the CCCs looks like
COAGSMH Input/Discussion Questions

- Update/status of HSACCC and MHWA efforts

- Any other suggestions for how to frame this component of the CCC SMHP

- Other than the ACHA, is there another national data collection project that we should consider integrating with?
  - Healthy Minds Study
  - National Survey of Counseling Center Directors (used by Gail Conrad for her study)
Questions? Comments?