

**California Community Colleges**
HEALTH & WELLNESS

California
Community
Colleges

**Partnering with Local
Mental Health Providers to
Support Foster Youth in College**

February 4, 2021

LOS ANGELES COUNTY
**DEPARTMENT OF
MENTAL HEALTH**
hope. recovery. wellbeing.

**OYC**
L.A. OPPORTUNITY
YOUTH COLLABORATIVE

**JOHN
BURTON**
Advocates for Youth

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Information to Participate

- Meeting is being recorded, close caption available (if needed)
- To call in to the meeting:
 - Dial 1-669-900-6833
 - Use Meeting ID: 955 8137 0763
- Access live polling at menti.com or click on the links in the chat box
- Submit questions in Q&A

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Today's Purpose

- Linking Medi-Cal-eligible students to mental health services in the community, leveraging existing funding, and developing systems to co-locate services on campus
- Replicating practices identified in the Toolkit to serve students with involvement in the foster care system, and other vulnerable student groups
- Providing 2-3 strategies and takeaways for student service providers to adapt or adopt for their campuses

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Today's Presenters



Nicole Alexander
California Community
College Chancellor's Office



Jessica Petrass
John Burton
Advocates for Youth



Keri Pesanti
LA County Department
of Mental Health



Glenn Heap
Rio Hondo College



Marisela Saenz
Rio Hondo College



Larry Schallert
College of the Canyons

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KARISZ OPIZATE

BIENVENIDOS

NGIYANEMUKELA

BEM-VINDO

歡迎光臨

WELKOM

BIENVENUE

WELCOME

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HAYKUYKUY!

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ДОБРО ПОЖАЛОВАТЬ!

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ДОБРО ПОЖАЛОВАТЬ!


WITAMY WAS

Getting to Know YOU!

Go to Menti.com
and use the code 40 85 0


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Mental Health Needs



64% of former college students reported they are **no longer attending college** because of a **mental health related reason**.

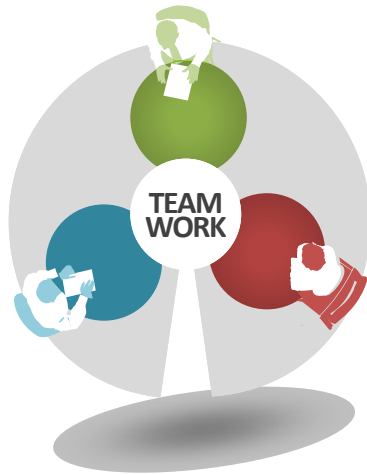
Foster youth transitioning to adulthood have a **greater likelihood of experiencing physical and mental health problems** than their non-foster peers.



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Background & History



LA OYC FYCAP
JBAY & LACDMH



MENTAL HEALTH
PROVIDERS



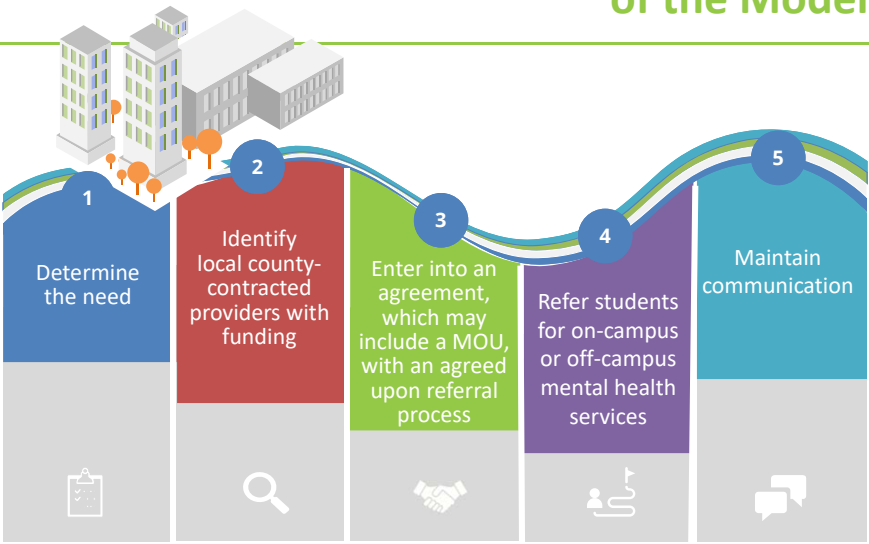
COMMUNITY
COLLEGES

Special thanks to:
Cerritos College, Child and Family Center, College of the
Canyons, Crittenton Services for Children and Families,
Exceptional Children's Foundation, Los Angeles City
College, Mt. San Antonio College, Pasadena City College,
Rio Hondo College, and Santa Monica College.

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Overview of the Model



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School-based vs. School-linked

- **School-based services** are provided on campus at a fixed-site that maintains clients records and requires Medi-Cal certification
- **School-linked services** are provided in the community, which can include a college campus.

For the Los Angeles County project, all the colleges engaged in "school-linked services" in which student health records were not stored.

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The Benefits



- No extra cost for the college, provider, or County
- Easier access to services
- Overcomes stigma barrier

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The Impact of COVID-19

Continuation of services through:

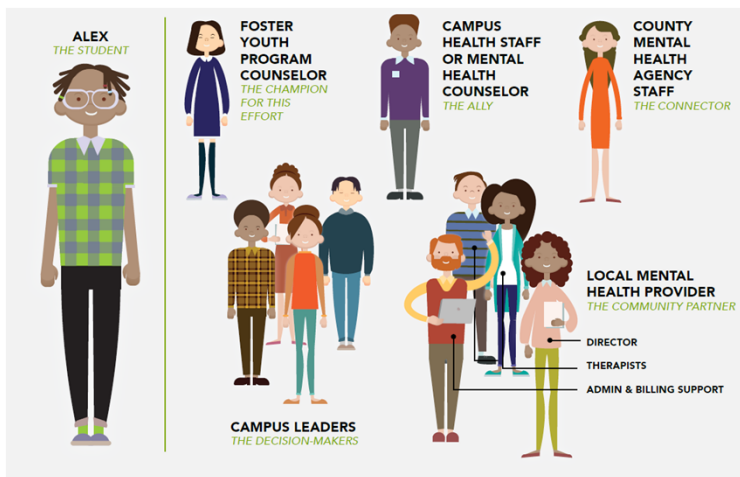
- Telehealth
- Virtual group meetings and workshops
- Remote student outreach and engagement



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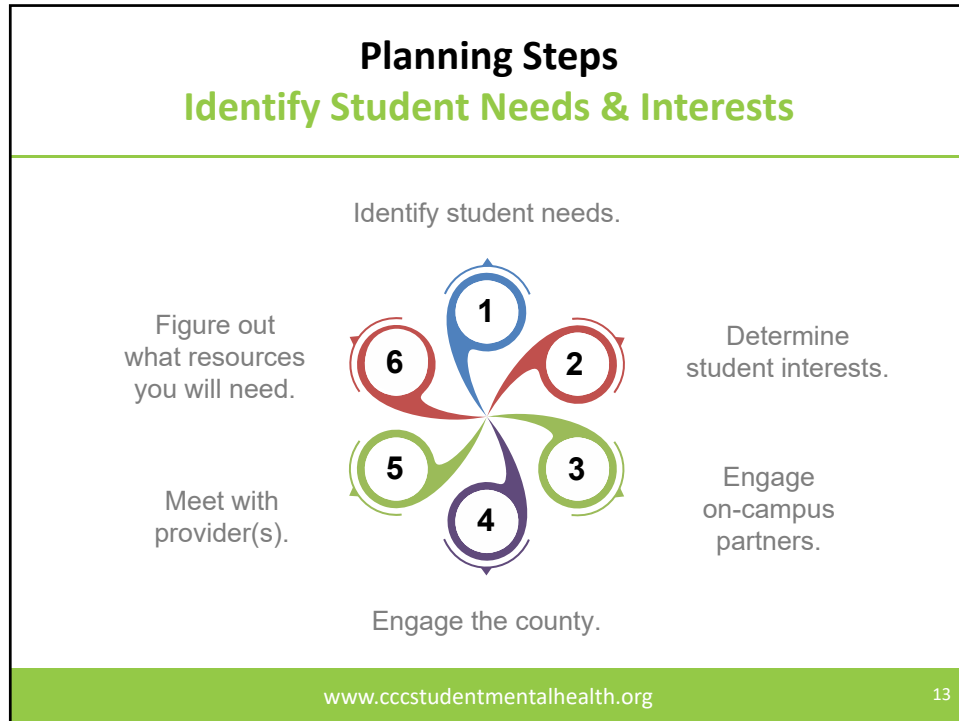
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Key Players



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Establishing the Referral Process

- Who will create referrals?
- What will staff need to make the referral?
- How will staff know how to create referrals?
- Where will staff send referrals?
- How will referrals be tracked?

Referral Form (Request for Services)

Date of Referral: _____ Referred by (name and title): _____

Signed a Release of Information? ☐ Yes ☐ No

Student Name: _____ DOB: _____ Gender: _____

Preferred Language: _____ Phone number: _____

Address: _____

Medi-Cal Number: _____ SSN: _____

If under 18, name of representative or parent: _____

Reason for Referral: Behavioral, Emotional, or Mental Health Concerns

[You can include a space for comments only, or checkboxes in addition to a space for comments. Below are sample checkboxes you might include.]

- | | | |
|--|--|---|
| <input type="checkbox"/> Depressed, sad, or hopeless | <input type="checkbox"/> Panic attacks | <input type="checkbox"/> Issues with family |
| <input type="checkbox"/> Anxiety or worries | <input type="checkbox"/> Hallucinations (visual and/or auditory) | <input type="checkbox"/> Trauma experiences |
| <input type="checkbox"/> Stress | <input type="checkbox"/> Inability to focus | <input type="checkbox"/> Relationship violence (physical, emotional, or other abuse from partner) |
| <input type="checkbox"/> Grief or loss | <input type="checkbox"/> Lack of motivation | <input type="checkbox"/> Other physical abuse |
| <input type="checkbox"/> Suicide attempts or ideation | <input type="checkbox"/> Disordered eating | <input type="checkbox"/> Sexual assault or abuse |
| <input type="checkbox"/> Self-harm, urge to self-harm | <input type="checkbox"/> Problems sleeping (too much/too little) | <input type="checkbox"/> Stress, sadness, or hopelessness related to racism, homophobia, other discrimination |
| <input type="checkbox"/> Harming others, urge to harm others | <input type="checkbox"/> Unexplained pain or other physical concerns | |
| | <input type="checkbox"/> Substance use | |

Referrer Comments:

Directions: After completing the referral form and the authorization to release information with the student, please send both forms via [secure messaging platform, fax, email, etc.] to:

[Include contact information of therapist or administrative point-of-contact at the provider. Specify whether a copy of the referral will also be sent to the student.]

Student Signature: _____ Date: _____

This information is confidential and is provided in accordance with state and federal laws and regulations, including but not limited to FERPA and HIPAA Privacy Standards. Duplication or further disclosure of this information is prohibited without the prior written authorization of the client or their authorized representative, unless otherwise permitted by law.

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Sample Referral Tracking Log

Referral Tracking Log

[This is a simple example of a referral tracking log, adapted from a model that was provided by College of the Canyons/Child & Family Center. The provider and college can use the Comments section for reasons such as noting that the provider is having trouble reaching the student. Note that there are separate sheets for "Open" and "Closed" referrals.]

Student Name	Date Referral Sent	Date of Screening Call	Frequency of Services	Other Services	Comments

A	B	C	D	E	F
Student Name	Date of Referral	Date of Screening Call	Frequency of Services	Other Services	Comments
1					
2					
3					
4					
5					

Closed Referrals

Student Name	Date Referral Closed	Reason Closed	Comments

A	B	C	D
Student Name	Date Referral Closed	Reason for Closing	Comments
1			
2			
3			
4			
5			

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Connect Students to Care

Step 1:
Outreach to
Students

Step 2: Meet
with the
Student

Step 3: Send
the Referral to
the Provider

Step 4: Track
Referrals

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Maintain the Partnership

BE INTENTIONAL WITH...



Selecting the provider



Integrating the
provider into
campus culture



Training new staff



Continuing the
relationship, formally
and informally



Making changes
collaboratively

Tools for Success

Toolkit can be found at bit.ly/cccfoster-mh or www.jbay.org/mental-health-toolkit/

Appendix includes the following templates and samples:

- MOU
- Referral Form
- Authorization to Release Information
- Referral Tracking Log
- Mental Health and Wellness Services Checklist
- Identifying Potential Partners Worksheet
- Partnership Question
- Sample Student Survey

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MENTI Poll

What opportunities
do you see to connect
this to your program
or campus?



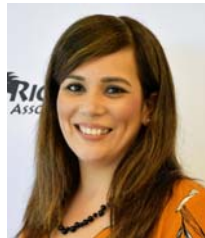
Access live polling at menti.com or click on the links in the chat box

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Panel Discussion



Glenn Heap
Rio Hondo College



Marisela Saenz
Rio Hondo College



Larry Schallert
College of the
Canyons

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Building Rapport with a Mental Health Agency

After MOU:

- Meet with their supervisor at least weekly to troubleshoot and build trust
- Make a referral form that works for agency, in our case, Crittenton, and college
- Help students, faculty and staff see Crittenton therapists as Rio therapists
- Include Crittenton therapists as presenters in workshops and classroom visits
- Include Crittenton therapists in support groups
- Expand groups to meet students' needs
- Participate in retreats and field trips to build trust and rapport with students

Rio Hondo College
Student Health and Psychological Services

VIRTUAL SUPPORT GROUPS

Our Student Health and Psychological Services department has created the following virtual support groups to help Rio Hondo College students during this time:

TOGETHER WE RISE For Rise Scholars or anyone formally incarcerated Mondays at 3:30pm Meeting ID: 209-669-051	COPING AND CONNECTING Anyone managing anxiety and depression Tuesdays at 11:30am Meeting ID: 914-586-354	CUZ, I LOVE YOU For Queer initiative members (LGBTQ) Wednesdays at 3:30pm Meeting ID: 340-709-755
RESILIENCE Guardian Scholars or those formally in Foster Care Thursdays at 10:30am Meeting ID: 920-609-900	UNDOCUTALKS Students Without Borders or undocumented students Fridays at 11:00am Meeting ID: 310-727-895	CIRCLE OF CARE CARE students (single parents) Fridays at 3:30pm Meeting ID: 310-727-895

We would love for you to join us!

Please contact Glenn Heap by email or text and provide him with your full name and student ID to receive the link and password for the group you would like to join.

Glenn Heap
(562) 646-6148
gheap@riohondo.edu



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Request for Services



Request for Services

Student's Name: _____ DOB: _____ Sex: _____ Age: _____
 S.S.N.: _____ Medi-Cal ID #: _____ Medi-Cal Issue Date: _____
 Race: _____ Ethnicity: _____
 Phone Number: _____ Alternate Number: _____
 Address: _____
 Referred By: _____ Date: _____

Reason for Request for Services

PLEASE CHECK ALL OF THE FOLLOWING THAT APPLY:

<input type="checkbox"/> Depressed/sad	<input type="checkbox"/> Eating issues	<input type="checkbox"/> Anger outbursts/issues	<input type="checkbox"/> Grief/loss
<input type="checkbox"/> Irritable	<input type="checkbox"/> Sleep issues	<input type="checkbox"/> Panic attacks	<input type="checkbox"/> Bullying/Threatens others
<input type="checkbox"/> Impulsive	<input type="checkbox"/> Inability to focus	<input type="checkbox"/> Violent/aggressive	<input type="checkbox"/> Sexualized behaviors
<input type="checkbox"/> Tantrums	<input type="checkbox"/> Withdrawn/isolates	<input type="checkbox"/> Substance use	<input type="checkbox"/> Defiant/oppositional
<input type="checkbox"/> Trauma	<input type="checkbox"/> Anxious/worries	<input type="checkbox"/> Hallucinations	<input type="checkbox"/> Self harm
<input type="checkbox"/> Hyperactive	<input type="checkbox"/> Delusions	<input type="checkbox"/> Lack of Motivation	<input type="checkbox"/> Domestic Violence
<input type="checkbox"/> Sexual abuse/assault	<input type="checkbox"/> Suicidal or homicidal ideation	<input type="checkbox"/> Recent Death of a family member/friend	

☐ Other/Comments: _____

For Elementary-High School & Community Based Requests

School: _____ Grade: _____ IEP: Yes ☐ No ☐ 504 Plan: Yes ☐ No ☐
 Referred for: ☐ Individual ☐ Group ☐ Both
 Parent's/Guardian's/Caregiver's Primary Language: _____
 Parent's/Guardian's/Caregiver: _____ Relationship to student: _____
 Caregiver Employment: ☐ Full-Time ☐ Part-Time ☐ Unemployed
 Who has legal custody of the student? _____

For College Requests Only

School: _____ Student ID: _____ E-mail Address: _____
 If known: Experienced foster care ☐ Veteran ☐ Housing insecure ☐ LGBTQ ☐ Formerly incarcerated ☐

I hereby authorize (Enter School's Name Here) to disclose records and/or information regarding the above-mentioned student in the course of their treatment to Crittenton Services for Children and Families. The disclosure of records authorized herein is required to facilitate and coordinate psychological treatment.

Student's Signature: _____ Date: _____

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C120
SL13

Collaboration, it's the relationship

- Trust,
- Responsivity
- Expertise
- Support
- Mutual benefit
- Authenticity
- Giving time
- Flexibility
- Awareness of partner's fiscal concerns



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Slide 24

- CI20** Could we focus on the collaboration and capacity building? Could you potentially talk about collaboration first and then go into depth about how this collaboration helped you with your capacity building for mental health resources?
Cho, Irene, 4/5/2017
- SL13** will discuss some key aspects of collaboration and who we would be talking about, and how that has led to the conclusions we drew and results we have had?
Schallert, Larry, 4/6/2017

Agreements and Paperwork

- MOU
 - Admin, Boards, Indemnification, parameters, referral criteria, space, communication, cross training, fiscal commitments, special populations e.g. Foster/Rise Program)
- Authorization to Release Information
- Referral Form
- Student Logs
- Referral Protocols
 - e.g. algorithm
- Surveys to Establish Need



Keep it
simple and
minimal

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MENTI Poll

Are there other tips or strategies that you might want to offer to your peers?



Access live polling at [menti.com](https://www.menti.com) or click on the links in the chat box

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9 Tips for Making It Work

1. Communication, collaboration, and collegiality are key.
2. No cost for the college to provide these services.
3. MOUs don't need to be complicated.
4. Be clear about shared expectations
5. Keep paperwork minimal.
6. Ask students what services they want.
7. Make it easy and comfortable for students to understand.
8. Develop multiple partnerships with different providers.
9. Make it mutually beneficial.

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MENTI Poll

What is one strategy or tip you are going to take with you or follow up on after today?



Access live polling at [menti.com](https://www.menti.com) or click on the links in the chat box

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Questions?

CONTACT US

Nicole Alexander, CCCC
nalexander@ccco.edu

Keri Pesanti, LA County Department of Mental Health
kpesanti@dmh.lacounty.gov

Jessica Petrass, John Burton Advocates for Youth
jessica@jbay.org

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