



Youth Commission

## ACTION CALENDAR

June 13, 2017

To: Honorable Mayor and Members of the City Council

From: Youth Commission

Submitted by: Simelia Rogers, Chairperson, Youth Commission

Subject: Funding Recommendation for Creation of Mental Health Peer Education Program (Mental and Emotional Education Team)

### RECOMMENDATION

Allocate joint (City of Berkeley and Berkeley Unified School District) funding totaling \$92,778 to Berkeley Mental Health in order to create the Mental and Emotional Education Team (MEET) pilot program, modeled off of the Sexual Health Information From Teens (SHIFT) program, for implementation in the 2017-2018 school year at the Berkeley High School Health Center. (Refer to Attachment 1 for more details.)

### FISCAL IMPACTS OF RECOMMENDATION

The total estimated program cost is \$92,778. A City of Berkeley .5 FTE Health Center employee costs \$77,778 with benefits; supplies, Information Technology, and other materials cost approximately \$5,000, and; stipends for student participants total approximately \$10,000. Additional funding would be contingent on a review of the pilot program.

### CURRENT SITUATION AND ITS EFFECTS

High school students often grapple with emotional struggles and are introduced to new stressors, as shown clearly in local mental health data. According to the 2012 California Health Information Survey, 21% of high school-aged females in Alameda County report frequent mental distress, and at Berkeley High School, a survey of over 230 students showed that 60.4% of ninth through twelfth grade responders felt a need for support around mental/emotional struggles at some point in their high school careers.

Current BHS mental health resources include drop-in, group, and individual counseling out of the City of Berkeley-operated Berkeley High School Health Center (BHSHC), conflict management and counseling services through On Campus Intervention (OCI), and support from academic counselors. However, of the 60.4% of students who reported experiencing mental/emotional distress, 52% said they did not receive support, either because they did not seek help or help was not adequately provided by an on or off campus service.

A variety of factors contribute to this gap in resource access. One factor is a lack of education. Over 25% of students surveyed were unaware of health center drop in services, about 50% had not heard about continued counseling opportunities, approximately 35% were not aware of academic counselor resources, and about 39% did not know about OCI as a mental health resource.

Beyond raising awareness of existing on and off campus mental health resources, MEET would help transform student educators into informal resources in themselves. Approximately 51% of student respondents said that a friend or other student would be their preferred resource if they were experiencing mental health difficulties. However, just 22% of respondents indicated a belief that students are comfortable talking about mental health on campus, leaving 29% of respondents who were prepared to use peers as a resource but anticipated difficulty doing so. Trained by mental health professionals, MEET students would be points of connection for students in need of mental health support but who may be uncomfortable accessing adult providers directly. Within the student body at large, MEET would help reduce mental health stigma and provide students accessible and relatable introductory mental health education and intervention skills.

Overall, MEET would be a tool to provide accessible and relatable introductory mental health education to BHS students.

#### BACKGROUND

At a special meeting on April 19, 2017, the Youth Commission took action to recommend that the City Council allocate joint funds (with Berkeley Unified School District) to support creation of a Mental Health Peer Education Program at Berkeley High School. We strongly urge the Council, along with Berkeley Unified School District, to support increased mental health services for youth.

(M/S/C: Steckel/Winkleman; Ayes: Rogers, Steckel, Winkleman, Rose, Spies, Schreiberstein, Cohen, Carter, Tamayo; Nays: None; Abstain: None; Absent: Goodman, Hamilton, Rodriguez, Kelekian.

#### ENVIRONMENTAL SUSTAINABILITY

There are no known environmental impacts associated with the recommendation of this report.

#### RATIONALE FOR RECOMMENDATION

All Berkeley High School freshmen take a one-semester class called Social Living that explores important adolescent issues including sexual health, drug and alcohol use, and healthy relationships. This course is meant to prepare them to be responsible and healthy in their treatment of themselves and others. Unfortunately, there is no established mental health unit in the Social Living curriculum, so teachers provide information without guidelines for what students need to know for their safety and wellbeing. Consequently, when eight of the ten BHS social living teachers were surveyed, all expressed that students lack information about mental health issues and six said that students are not adequately educated on the resources available to them.

One educational resource that responding Social Living teachers unanimously supported was trained mental health peer educators to supplement their curriculum with consistent and professional information on common mental health difficulties, resources, and healthy coping skills.

At BHS, a successful model of peer education is Sexual Health Information From Teens (SHIFT) a sexual health peer education group run out of the BSHHC that provides two-day presentations in every Social Living class. Every year, a cohort of 15 to 18 SHIFT students are trained by Health Center employees on a broad range of sexual health topics, as well as presentation skills and leadership development.

The Mental and Emotional Education Team (MEET) program would closely follow the structure of SHIFT. For the program pilot, a cohort of students would apply (see Attachment 2) and be accepted at the beginning of the school year and trained on mental health topics at bi-weekly meetings throughout the first semester. During the second semester, in which all freshmen students take Social Living, pairs of student educators would conduct two-period class presentations covering common mental health disorders, on and off campus resources, as well as basic coping and intervention skills.

ALTERNATIVE ACTIONS CONSIDERED

None.

CITY MANAGER

See City Manager companion report.

CONTACT PERSON

Abigail Steckel, Vice Chair, Youth Commission  
Ginsi Bryant, Secretary, Youth Commission, 510-981-6671

Attachments:

- 1: Mental and Emotional Education Team (MEET) Program Proposal
- 2: Mental Health Peer Educator Application

## Mental and Emotional Education Team (MEET) Program Proposal

### Program Idea:

- Train a cohort of passionate peer educators to execute two-day presentations with a focus on reaching freshmen Social Living classes. Presentations include an overview of mental health disorders and symptoms, various coping skills, what to do if someone is in crisis, how to reduce stigma, and how to connect with existing resources.

### Program Development Survey:

- Analyze student mental health needs through existing ASKCHIS and BUSD data
- Google Forms student survey about student needs and program preferences
- Google Forms Social Living teacher survey

### Staff Needs:

- Staff Qualifications: licensed clinician or trained Americorp intern
- 0.5 FTE clinician: \$77,778
- Staff Time:
  - 1 hr for posters and announcements
  - 3 hours communicating with teachers and scheduling classroom visits
  - 2 hours to process written apps
  - 4 hours for interviews
  - 2 hours to process interviews
  - 2 hours to plan orientation
  - 2 hours for orientation meeting
  - 3 hours to plan full day student training
  - 7 hour student training
  - 22 hours of meeting prep Nov-May
  - 20 hours of meeting time from November through May
  - 5 hours to make and grade quizzes
  - 5 hours to supervise health and wellness fair
  - 10 hours for staff supervision of initial presentations
  - Other duties
    - Total: approximately 100 hours

### Stipend:

- \$7/hour
- 48 hours x 10 educators

## Supplies

- IT, printing, class materials: up to \$5000

## Application Process:

See Attachment 2 (application form).

- Applications due September 30, 2017
- After written review, applicants do two rounds of interview, the first being a conversation and the second a formal presentation

## Training Schedule:

November retreat

- Icebreakers
- Pre-program assessment
- Expectations for presentations
- Have students do mini-presentations with a partner on topic of choice and give constructive criticism

1st meeting and 2nd meetings

- Common mental health disorders, centering around forms of depression and anxiety
- Treatment 3rd meeting
- Crisis symptoms and skills
- How to talk about your mental health (and how to incorporate it into a presentation)
- How to talk to friends about their mental health 4rd meeting
- Intersectional history of mental health system including impact of gender, race, and sexual orientation, class, generational trauma, education
- Mental health stigma
- Mental health in pop culture
- 5th meeting
- Mental health resources
- How to field questions
- Short presentation practice
- 6th meeting
- Presentation practice

**Presentation Curriculum:**

## 1st Day:

- Students get settled. Presenters introduce themselves, give a brief description of Mental Health Peer Educator Program and its purpose (5 mins)
- Warm up activity: Ask students to turn to a partner and discuss what mental health means to them, then have a few people share out (5 mins)
- Presenters explain that this might feel uncomfortable to talk about. Explain stigma and ask students why they think it exists. Explain its causes and effects. Something more interactive here? (7 mins)
- Joint Funding Mental Health Peer Education Program Submitted by City of Berkeley Youth Commission
- Presenters talk about prevalence and erasure. Statistic about 1 in 5 Americans. (5 mins)
- Presenters review common symptoms of various disorders, signs of a crisis, when to get help
- Presenters discuss on and off campus resources

## 2nd Day:

- Students get settled and are given slips of paper they can write anonymous questions on that will be collected at the end. Presenters re-introduce themselves and facilitate interactive activity. (5-10 mins)
- Presenters (if they desire) share personal anecdotes related to mental health, explaining their connection to the topic and why they are passionate about teaching about it. (10-20 mins)
- Presenters teach intervention skills (DBT/MH First Aid)
- Presenters discuss living with people with mental illness
- Presenters take questions slips from students and answer questions for the remainder of class

**Proposed Calendar:**

- April: Secure stipend funds, Finalize curriculum, Register new class (Max Wheeler sponsor teacher), Submit tax/work permit forms to City of Berkeley
- June - August: Curriculum planning
- September 12: call for applications. Utilize posters, morning announcements, outreach to lead teachers, classroom visits
- September 30: applications due to Health Center by 4:00 pm
- October 5, 6, 7 and 10, 11, 12: Interviews
- October 17: send decisions, email paperwork

- October 20: brief orientation meeting to review expectations and complete paperwork
- November 7 (PD day): full day training 9am-4pm
- Bi-weekly 2 hour meetings from November through January (6 total)
- Bi-weekly 1 hour meetings from February through May (8 total)
- Presentations begin second semester
- Joint Funding Mental Health Peer Education Program Submitted by City of Berkeley Youth Commission

## Mental Health Peer Educator Application 2017-2018

What is the Mental Health Peer Educator Program?

- A peer mental health education and youth development program made up of a small group of BHS students.

What are the benefits?

- Learn about mental health topics, including: mental disorders and treatment, crisis intervention skills, and public health disparities.
- Learn how to facilitate classroom presentations, conduct outreach, and organize awareness-building activities.
- Develop and practice youth leadership, public speaking and community organizing skills.
- Build your resume and get a great letter of recommendation if you do well in the program.
- Earn a monetary stipend and course credit. What are the program expectations?
- **Participation:** A one-year commitment and consistent attendance of mandatory bi-weekly meetings are expected of all program participants. Please do not apply if you know you will miss more than **3** meetings a year due to other commitments, such as sports teams, a job, etc...
- **Retreats:** two mandatory retreats: "Beginning-of-The-Year" and "End-of-The-Year" celebratory retreat.
- **Classroom Presentations:** Conduct classroom presentations at BHS to students of all grade levels with the BHS Health Education Team.

Consider your availability carefully before applying to be a peer health educator; it is a rigorous program where active participation and engagement in learning is expected.

*Keep this page for your information and share it with your parent/guardian.  
If accepted into the Mental Health Peer Education Program, parent permission is required.*



Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
Phone Number: (\_\_\_\_)\_\_\_\_-\_\_\_\_  
Email: \_\_\_\_\_(please circle best way to reach you)

1. How did you hear about the program?

2. What small learning community do you belong to?

- Arts & Humanities Academy (AHA)
- Academy of Med. & Public Service (AMPS)
- Communication Arts & Sciences (CAS)
- Berkeley International High School (BIHS)
- Academic Choice (AC)
- Independent Studies (IS)
- Newcomer

3. Can you make meetings every other week after school from 3:45-5:45pm?

- Yes
- No

4. Do you know anyone else who is applying?

- Yes (if so, who? \_\_\_\_\_,  
\_\_\_\_\_)
- No

5. Why do you want to be a Mental Health Peer Educator?

6. What does commitment mean to you? Describe something you are committed to and how you show this commitment.

7. Do you have other after school activities, sports, clubs, jobs, etc...? Please list activities, times/seasons, and day of the week:

<u>ACTIVITY</u>	<u>DAY</u>	<u>TIME</u>	<u>SEASON</u>
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- a)
- b)
- c)

8. The Mental Health Peer Educator Program’s goal is to have a group of students that is representative of BHS broad diversity. We want a group of students that come from different racial backgrounds, genders, sexual orientations, socio-economic status, grade

levels, small schools or programs, religions, post-high school plans, levels of prior leadership or work experience, creative styles, leadership styles, personalities, levels of familiarity/comfort with peer education and public speaking skills. Please list some or all of the diverse qualities that you identify with:

For example, you might write:

*This is only an example. Please be creative and use your own words!*

a sophomore                      going to community college after high school                      straight  
Latina                                      artistic (a painter)                                      interested in being a leader

In AHA                                      a visual learner                                      not great at speaking in public

was a camp counselor last summer for little kids                                      etc...

9. Out of the qualities listed above, what is one community that you strongly identify with? Why is it important for someone from this community to be a peer mental health educator?

10. Anything else you want us to know about you that this application didn't cover? If you feel more comfortable expressing yourself in a form other than writing, please attach another sheet (poem, drawing, photo, etc).

APPLICATIONS DUE:

Friday, September 29<sup>th</sup> by 4pm to the Health Center

The sooner you submit your application, the sooner you'll have an interview, so don't wait!

*Once we receive your application, we will send your interview time and location to you via your preferred method of communication.*