

# WELLNESS COACHES IN ACTION:

## New Opportunities for SBHCs & Wellness Centers

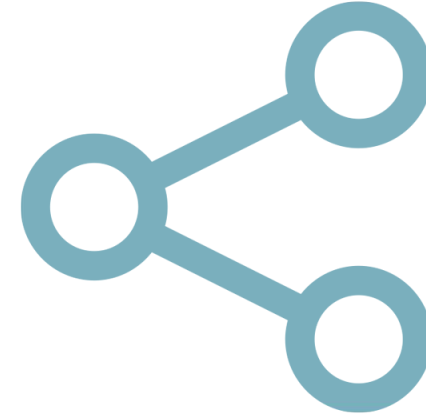




**For higher quality audio, dial the number from your webinar invitation link**



**The webinar is being recorded**



**Supporting materials will be shared**

# PUTTING HEALTH CARE IN SCHOOLS

The California School-Based Health Alliance is the statewide non-profit organization dedicated to **improving the health & academic success** of children & youth by **advancing health services in schools.**

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**Christina Alviso, PhD**

District Psychologist  
Ceres Unified School District



**Sarahdee Duncan, LMFT**

Wellness Center Coordinator  
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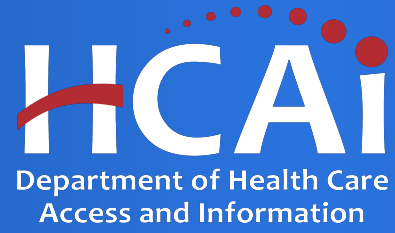
**Lauren Fein**

Director of Behavioral Health  
Santa Cruz County Office of Education



**Tanya Calabretta**

Assistant Director of Strategic Initiatives  
Youth Health & Wellness  
Santa Clara County Office of Education



# Certified Wellness Coach: Overview





# The Vision and Purpose of Wellness Coaches

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Improve the behavioral health and well-being of children and youth through age 25 by creating a type of provider that can support children's social and emotional development and provide appropriate referral services in the settings that reach all children



Minimum Education Level Required

Illustrative Behavioral Health Lattice with Example Behavioral Health Roles

Supervised Professional	Certificate	Other non-BH roles	Community health worker	Peer support	SUD counselor
	Associates	Certified Wellness Coach I			
	Bachelors	Certified Wellness Coach II	Social worker		
	Masters	School counselor, school psychologist, social worker, or individuals working towards licensure (incl. PPS)			
Independent Practitioner	Licensure	Licensed clinicians, school nurse, pupil personnel services			
	PhD	Psychologist (incl. PPS)			
	MD	Psychiatrist, primary care providers			

# Behavioral Health Career Lattice

## Select Observations

- The Certified Wellness Coach role is designed to be an additional opportunity in the lattice, **bridging the gap between roles** with minimum to no training to Master's-level training.
- The Certified Wellness Coach role **offers employment and training to those that want to advance their careers** to higher levels of the career lattice.

# Services and Competencies of the Certified Wellness Coach

## Services

*Activities core to the Certified Wellness Coach roles*

- 1 Wellness promotion and education
- 2 Screening
- 3 Care coordination and extension
- 4 Individual support
- 5 Group support
- 6 Crisis referral

## Additional Competencies

*Demonstrated areas of knowledge to be evaluated against during field experience*

- 7 Cultural responsiveness, humility, and mitigating implicit bias
- 8 Professionalism, ethics, and legal mandates
- 9 Communication
- 10 Operating in role and different environments

# What does this look like in practice at SBHCs & WCs?

## 1 Wellness promotion and education

- **Classroom presentations** on wellness skills, social-emotional learning competencies, mindfulness, evidence-based stress busters, substance use prevention, social skills, bullying prevention, suicide prevention
- **Lead campus wellness activities** re: stress busters, mental health literacy, cultural healing practices
- Promote activities to **address mental health stigma**, such as coordinating and leading tours of School-Based Health Centers (SBHCs) and Wellness Centers
- **Build rapport** with students, staff, and parents schoolwide
- **Serve as wellness champion** on campus and in School-Based Health Centers/ Wellness Centers with school-wide visibility

## 2 Screening

- Support **implementation of universal mental health/wellness student screening** - using tools such as CANs, RHAPS, BASC-3
- **Targeted screening for specific groups** of students (students being seen in SBHCs for any health service, incoming students, groups with higher need)
- **Triage students** who need Tier 2 or 3 interventions following screening
- **Develop school-wide wellness promotion activities** based on screening data

# What does this look like in practice at SBHCs & WCs?

## 3 Care coordination and extension

- **Support in case management** in coordination with behavioral health clinicians
- **Navigate needed external referrals** (providing support with scheduling appts, facilitating communication, reminders, addressing transportation barriers)
- **Liase with school staff/SBHC staff** re: specific student need
- Participate in **coordination of Services Team meetings**
- **Develop strong relationships with internal and external partners** to facilitate culturally appropriate service.
- **Provide student advocacy** in accessing needed support.

## 4 Individual support

- **Check-in and check-out** for drop-in Wellness Centers, support student to choose a self-regulation station (calming space)
- **Support students individually** in SBHC & WC with mental health education, healthy relationships support, and other health topics
- **Provide emotional support** to students in SBHC & WC, and identify students needing a higher level of emotional support and provide warm hand-offs
- **Assess students** re: Social Drivers of Health and other concerns using non-clinical assessment tools
- **Monitor student participation** in behavioral health care through outreach, referral linkage, and help address barriers to participation
- **Conduct Motivational Interviewing** to support stages of change around substance use or other risky behaviors

# What does this look like in practice at SBHCs & WCs?

## 5 Group support

- **Coordinate and lead non-clinical skill-building groups** - mindfulness, anger management, socialization groups, stress management, wellness practices
- **Lead or co-lead culturally-specific or gender specific groups** (i.e., Black girls group, ESL students, LGBTQ+)
- **Partner with SBHC & WC mental health provider to support therapeutic groups**, both administratively and through group participation
- **Support and co-facilitate school peer-to-peer programs**, such as Peer Mentoring, Peer Counseling, Peer Education **in partnership with mental health provider/teacher**
- **Facilitate restorative justice circles** and/or work with students to facilitate peer-lead mediation and peer restorative justice
- **Serve as coordinator** of SBHC/Wellness Center Youth Advisory Board, mental health student club (e.g., Nami on campus, Bring Change to Mind)
- **Oversee student workers** in SBHC/Wellness Centers, provide training and guidance

## 6 Crisis referral

- **Participate as part of school's crisis response team** and refer students to appropriate in-school supports within or outside SBHC/WC
- **Participate in post-vention activities following a school tragedy**, such as healing circles, re-entry circles
- **Promote and coordinate school-wide healing activities and culture building** following a school tragedy
- **Trained in Youth Mental Health First Aid**
- **Trained in QPR for crisis intervention** (Question, Persuade, Refer)

# Certification Requirements – Education Pathway

	Wellness Coach I	Wellness Coach II
Prerequisites to Enter Program	<ul style="list-style-type: none"><li>• High school diploma or equivalent</li></ul>	<ul style="list-style-type: none"><li>• Wellness Coach I certification or Associate's in related field<sup>1</sup></li></ul>
Degree Required	<ul style="list-style-type: none"><li>• Associate's degree</li></ul>	<ul style="list-style-type: none"><li>• Bachelor's degree</li></ul>
Majors Accepted	<ul style="list-style-type: none"><li>• Social Work</li><li>• Human Services</li><li>• Addiction Studies</li></ul>	<ul style="list-style-type: none"><li>• Social Work</li><li>• Human Services</li><li>• Addiction Studies</li></ul>
Field Experience Needed	<ul style="list-style-type: none"><li>• 400 hours total (150 hour minimum)</li></ul>	<ul style="list-style-type: none"><li>• 800 hours total (300 hour minimum)<sup>2</sup></li></ul>

# Certification Requirements – Workforce Pathway

**Prerequisites to Enter Program**

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**Degree Required**

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**Majors Accepted**

---

**Field Experience Needed<sup>1</sup>**

## Wellness Coach I

- Professionals who are currently part of the behavioral health workforce

- 
- Associate's degree

- 
- Social Work
  - Human Services
  - Addiction Studies
  - Child Development/Early Intervention
  - Psychology
  - Sociology

- 
- 1,000 hours
  - Must be in mental health, social work, child welfare, or addiction/substance use

## Wellness Coach II

- 
- Bachelor's degree

- 
- Social Work
  - Human Services
  - Addiction Studies
  - Child Development/Early Intervention
  - Psychology
  - Sociology

- 
- 2,000 hours<sup>2</sup>
  - Must be in mental health, social work, child welfare, or addiction/substance use

# Multi-Year Timeline



## Marketing

**Summer 2023**

Launched initial marketing campaign to drive awareness and recruit applicants

\*Website launched in Dec, 2023



## Grant

**January 2024**

Employer support grant launched

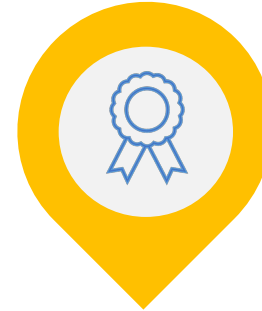
Awards announced in July 2024



## Certification

**February 2024**

Certification launched for qualified applicants



## Scholarships

**Spring 2024**

Student scholarship cycle 1A awarded 91 applicants

Cycle 1B award recommendations being processed



## Education

**Fall 2024**

First cohort of CCCs and CSUs begin development of education programs

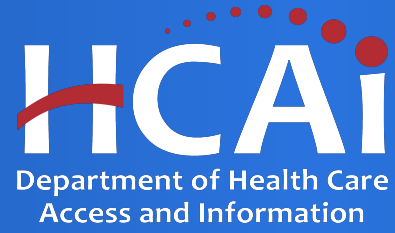


## Sustainability

**Early 2025**

DHCS to roll-out Medi-Cal coverage





# Appendix





EUREKA CITY SCHOOLS

# Certified Wellness Coach Launch

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Presented by: Sarahdee Duncan, LMFT

Wellness Center Coordinator

Mental Health Grants Project Director



Sarahdee Duncan, LMFT

- Wellness Center Coordinator
- Clinical Supervisor
- Project Director for Mental Health Grants
- Practicing Therapist for 15 years
- Passionate about youth leadership development

# ECS is the largest school district in Humboldt county with 9 schools

- 4 Elementary Schools
- 2 Middle Schools
- 2 High Schools
- Family Resource Center
- Approx 3500 enrollment
- 78% Eligible for free lunch/medi-cal



# Funding and Programs

**School Based  
Mental Health  
Service Providers Grant  
U.S Department  
of Education  
2023-2028**

**Project AWARE  
SAMHSA  
9/2023-9/2028**

**CWC  
Employer  
Assistant Grant  
HCAI  
09/2024-01/2026**

- **2 Funds for "Stuff"**
- **Funds 4 MHSP**
- **Admin. Assistant**

- **Funds my position**
- **1 clinician**
- **Funding Analyst**
- **Multiple Community Contracts for  
MH services**

- **Funds 5 CWC**
- **Supervision**

# What We Are Doing:

- CWC are placed in our Secondary Sites (MS/HS) in our WELLies and 1 at our Family Resources Center
- Focus on student engagement/Direct Service
  - MI and BI-SUD and Acceptance and Inclusion
  - Sources of Strength
  - Empowerment groups
- Training and OnBoarding
- Billing through CYBHI-Cohort 2-All Payer Fee Schedule (Hopefully :))



Wellness



Matters

CUSD STUDENT SERVICES

Christina Alviso, PhD  
District Psychologist  
Student Services Department

# Ceres Unified School District

Committed to Excellence and Responsive to Every Student

- City population 50,000
- Approximately 14,000 students
  - 20 neighborhood schools
    - 2 comprehensive high schools
    - 2 dual language academies
    - 1 leadership magnet school
    - 1 K-12 charter school
  - 79.5% Free and Reduced Meals program participation
  - 33% English Language Learners
  - Enrollment by Ethnicity: 81% Hispanic or Latino; 10% White; 5% Asian; 1% African American





# Background–Student Support Specialist (Wellness Coach)

Student Support Specialist



Wellness Coach

- Student Support Specialist position in CUSD since 2015
- Associate's or Bachelor's in Psychology, Sociology, Social Work, or Human Development
- Elementary SSS: 1 per site
- Junior High SSS: 1.5 per site
- High School SSS: 3 per site



# Supervision

## District Level

- District School Psychologist
- Coordinator of Student Services



## Site Level

- Administration
- Learning Directors
- School Psychologist (facilitates regular SEB meetings with SSS and other service providers)
  - SEB = Social-Emotional and Behavioral

# Training: Within District



- Onboarding for new hires is done by District School Psychologist
- 2 full day professional development days (1 in August, 1 in October)
  - Training on data analysis, district SEL initiatives, team building, mental health topics
  - Guest speakers
- 1x month collaboration meetings (1.5 hours)
  - District School Psychologist leads
- 1x month Core Team meetings for job-alike collaboration (1.5 hours)
- Suicide Prevention Awareness Training (QPR)

# Training: Outside District

- County trainings related to mental health
  - Ex: Trauma-Informed practices, restorative practices
- Provide access to webinars/training
  - Ex: Zones of Regulation, BRIEF Intervention for Substance Using Adolescents
- Solicit yearly feedback re: professional development needs for upcoming year



# Roles of Student Support Specialists/Wellness Coaches

- Active member of the school site community
- Build rapport with students, staff, and parents
- Communicate regularly with administration, school psychologists, staff, and parents
- Monitor, evaluate, and communicate student progress including linking to mental health services (inside or outside)
- QPR gatekeeper
- Member of the Crisis Response Team
- Trained in Youth Mental Health First Aid



# Roles of Student Support Specialists/Wellness Coaches



- Provide prevention and intervention social-emotional services to students
  - Provide skills teaching during our Alternative to Suspension (A2S Program)
  - BRIEF Intervention for Substance Using Adolescents
- Classroom presentations
- Facilitate Wellness Center activities
- Teach students self-awareness skills, self-management skills, relationship skills, responsible decision-making skills, and social awareness skills (CASEL Competencies)

# Roles of Student Support Specialists/Wellness Coaches

- Member of school site PBIS team
- Advisor for NAMI on Campus High School Club
- Help operate Wellness Centers
- Member of school site MTSS team:  
help analyze universal screening data &  
progress monitoring data



# Celebrations/Challenges

## Celebrations

- Current Certifications (12 total)
  - 1 Wellness Coach I
  - 11 Wellness Coach II
- Working on CYBHI Implementation  
Plan to achieve operational readiness for Medi-Call enrollment and billing.

## Challenges

- 14 Student Support Specialists that do not meet certification criteria
  - Degree in a different major than the approved majors
  - All of these are currently enrolled in a Master's program in either school counseling, social work, or school psychology



# Sustainability

- LCAP funds used for Student Support Specialist position since 2015–
  - Parents, school staff, district office administrators, and our school board members believe in our Student Support Specialist model
  - We have seen consistent improvements in district-wide social-emotional functioning as measured by universal screening data.
- Wellness Coaches will be part of the new multi-payer fee schedule
- The district will be able to offset some of the LCAP funds used to fund these positions

# Questions

Christina Alviso, PhD

District Psychologist

Ceres Unified School District

209-556-1500 ext. 1232

[calviso@ceres.k12.ca.us](mailto:calviso@ceres.k12.ca.us)



# SCCOE Youth Health & Wellness



# Wellness Programs

- Staff
  - 2 Mental Health and Wellness Coordinators
  - 15 Mental Health Specialists (Clinicians)
  - 18 Wellness Center Liaisons
- Locations
  - 22 School-Based Wellness Centers
    - 2 court schools
    - 3 alternative high schools
    - 6 middle schools
    - 5 elementary schools
    - 4 comprehensive high schools
    - 2 K-8 schools



# Wellness Programs

- Our Certified Wellness Coach Journey
  - HCAI Employer Support Grant
- Identified current staff that qualified based on the Work Experience Pathway as a Coach 1 or 2
  - Wellness Center Liaisons most closely match the work of a Certified Wellness Coach
- MHW Coordinators supervise these staff and support/supported them in the process of certification through the HCAI application process

**Ultimately** - we have staff to serve students - let's expand our offerings and be mindful and strategic about those services and our students!

# SCCOE Wellness Center Liaisons

- **Coordination and Communication:** Collaborates with school staff, district administration, and external social services (including Behavioral Health Services) to address student needs. Communicates with students, parents, and families, promoting wellness programs and encouraging parent involvement.
- **Program Support:** Assists in developing, implementing, and monitoring wellness programs and activities at school sites, including parent education and training.
- **Resource Referral:** Provides community resource information, refers students and families to appropriate agencies or services, and conducts follow-ups on referrals.
- **Data and Record Management:** Manages data entry, documentation, and maintains various records, logs, and schedules related to services and referrals.
- **Outreach and Collaboration:** Establishes partnerships with community agencies, supports the wellness advisory board, and creates newsletters, forms, and other communication materials.
- **Clerical and Logistical Support:** Performs general clerical tasks, manages office equipment, orders supplies, and attends trainings and meetings related to wellness and parent engagement.

# Wellness Programs

- Sustainability
  - We are a part of DHCS Cohort 1
  - Once CWC is a billable practitioner we will bill for their services
  - CWC will be trained in our EHR and documentation processes
- Barriers
  - Not all of our staff qualify
    - Other avenues to sustain - but still focus on student services!!!
    - Job descriptions - union language
- Next Steps
  - Any new hires will need this certification





# Building Capacity

**For a Coherent Behavioral Health System of Care**

Lauren Fein, LMFT  
Director of Behavioral Health  
November 21, 2024





# Certified Wellness Coaches

## Santa Cruz COE Consortium Model

- Applied for 46 positions / Awarded 32 positions
- Participation from all LEAs (10) & 1 CBO
- Majority are Existing Employees
- All CWC II



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## CWC Roles in Schools

- Wellness Center Staff
- Family Engagement Coordinators
- Behavior Techs in SPED Classrooms



# COE Responsibilities

- **Training Series**

- Mental Health First Aid
- Cultural Competency
- SOGIE 101
- Integrating into school infrastructure - SEL, PBIS
- Ethical and Legal Mandates
- Building Relationships and Increasing Coping Skills

- **Supervision Cohort**

- Goal: create community
- Support in certification
- Case consultation



# Pros & Challenges

- **Pros**

- Creating scope for existing staff
- Integration into MH MTSS
- Ability to sustain positions

- **Challenges**

- Funding doesn't fully sustain the position
- Fee Schedule - Unknown Reimbursement Rate
- Many interventions not currently covered by Fee schedule

# UPCOMING CSHA WEBINARS

## CATCH My Breath Youth Vaping Prevention

- Tuesday, December 3rd 2024, 10:00 - 11:00AM Pacific
- [Registration Link](#)

## ACEs Series: Talking to Youth about ACES and Stressbusters

- Wednesday, January 29, 2025, 3:00 - 4:00 PM Pacific
- Registration opens in December



# FREE RESOURCES AVAILABLE



<https://www.schoolhealthcenters.org/about-us/our-work/>

The image shows three overlapping resource cards from the California School-Based Health Alliance. The top card is titled "VISION TO REALITY" and features a red and white design with the text "FROM VISION TO REALITY: How to Build a School Health Center from the Ground Up". The middle card is titled "KEY STEPS TO PLANNING" and features a photograph of a group of people in hard hats participating in a ground-breaking ceremony. The bottom card is titled "BEST PRACTICES CHECKLIST" and features a blue background with icons of a checklist, a heart with a cross, and a school building.

## VISION TO REALITY

From [Vision to Reality](#), our toolkit on starting a school-based health center (SBHC), is a comprehensive resource for anyone seeking to expand health services for students.

## KEY STEPS TO PLANNING

The first steps of establishing a new school-based health and wellness center can feel daunting. Our [Key Steps to Planning](#) overview outlines the high-level activities to get started.

## BEST PRACTICES CHECKLIST

The [Best Practices Checklist](#) is designed to help school-based health and wellness center staff identify areas where they can strengthen their practices and improve the quality and sustainability of services.

# STAY CONNECTED

 [schoolhealthcenters.org](http://schoolhealthcenters.org)

 [info@schoolhealthcenters.org](mailto:info@schoolhealthcenters.org)

 [sbh4ca](https://twitter.com/sbh4ca)

 [sbh4ca](https://www.instagram.com/sbh4ca)



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