City of Berkeley
Mental Health Services Act (MHSA)

Fiscal Year 2017 Innovations Evaluation Report

January 30, 2018

TABLE OF CONTENTS

INTRODUCTION

Mental Health Services Act (MHSA) Innovation (INN) funds are to be are utilized for short-term projects that contribute to new learning in the mental health field. This MHSA component provides the opportunity to pilot test and evaluate new strategies that can inform future practices in communities/or mental health settings. INN projects can target any population and any aspect of the mental health system as long as the strategies or approaches that are being implemented address at least one of the following areas:

- Increase access to mental health services
- Increase access to mental health services for underserved groups
- Increase the quality of mental health services, including better outcomes
- Promote interagency collaboration

INN projects should also have one of the following primary practices: introduce new mental health practices or approaches that have never been done before; or make changes to existing mental health practices/approaches, including adapting them to a new setting or community; or introduce a new promising community-driven practice/approach that has been successful in non-mental health contexts or settings.

Per Mental Health Services Act (MHSA) State requirements, beginning December 2017, Mental Health jurisdictions are to submit an Innovation (INN) Evaluation Report to the Mental Health Services Oversight and Accountability Commission (MHSOAC) on an annual basis. Additionally, beginning December 2018, a Three Year INN Evaluation Report is due to the MHSOAC every three years. The first INN Annual Evaluation Report provides information on Fiscal Year 2017 (FY17) services and data.

New INN regulations and data collection requirements became operative in October 2017, providing counties with only eight or nine months to establish a data collection system. Therefore, for the first Annual INN Evaluation Report, a Waiver was issued by the MHSOAC (see appendix for a letter from the MHSOAC) to all Counties (and City Mental Health jurisdictions receiving MHSA Funds) which indicated if a Mental Health jurisdiction was not able to collect all of the required data for the reporting period, they should identify and report on the data they are able to collect; obstacles faced in being able to comply with the requirements and timeline for complying fully with the regulations in future reports.

The City of Berkeley requested and was granted a one-month extension to complete this FY17 INN Evaluation Report. The report provides a description of the currently funded MHSA program, and reports on FY17 program and demographic data to the extent possible. The main obstacle was in collecting all of the required demographic information. The City will continue to work towards full compliance on the INN data reporting requirements.

BACKGROUND

On October 6, 2015, updated INN regulations designed by the Mental Health Services Oversight and Accountability Commission (MHSOAC) became effective. The new INN Regulations, included program and demographic data requirements that are to be reported to the MHSOAC through Annual and Tri-Annual INN Evaluation Reports. Per the new requirements, Mental Health Jurisdictions should report on the following INN Program and Demographic elements:

- Name of the Innovative Project.

- Whether and what changes were made to the Innovative Project during the reporting period and the reasons for the changes.

- Available evaluation data, including outcomes of the Innovative Project and information about which elements of the Project are contributing to outcomes.

- Program information collected during the reporting period, including for applicable Innovative Projects that serve individuals, number of participants served.

- All Demographic Data as applicable per project.(as outlined below)

INN Demographic Reporting Requirements

For the information reported under the various program categories, each program will need to report disaggregate numbers served, number of potential responders engaged, and number of referrals for treatment and other services by:

(A) The following Age groups:
- 0-15 (children/youth)
- 16-25 (transition age youth)
- 26-59 (adult)
- ages 60+ (older adults)
- Number of respondents who declined to answer the question

(B) Race by the following categories:
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White
- Other
- More than one race
- Number of respondents who declined to answer the question

(C) Ethnicity by the following categories:
(i) Hispanic or Latino as follows
- Caribbean
- Central American
- Mexican/Mexican-American/Chicano
- Puerto Rican
- South American
- Other
- Number of respondents who declined to answer the question

(ii) Non-Hispanic or Non-Latino as follows
- African
- Asian Indian/South Asian
- Cambodian
- Chinese
- Eastern European
- European
- Filipino
- Japanese
- Korean
- Middle Eastern
- Vietnamese
- Other
- Number of respondents who declined to answer the question
- More than one ethnicity
- Number of respondents who declined to answer the question

(D) Primary language used listed by
threshold languages for the individual county
- English
- Spanish
- Number of respondents who declined to answer the question

(D) Primary language used listed by
threshold languages for the individual county
- English
- Spanish
- Number of respondents who declined to answer the question

(E) Sexual orientation
- Gay or Lesbian
- Heterosexual or Straight
- Bisexual
- Questioning or unsure of sexual orientation
- Queer
- Another sexual orientation
- Number of respondents who declined to answer the question

(F) Disability, defined as a physical or mental impairment or medical condition lasting at least six months that substantially limits a major life activity, which is not the result of a severe mental illness
- If Yes, report the number that apply in each domain of disability(ies)
- Communication domain separately by each of the following:
    - difficulty seeing,
    - difficulty hearing, or having speech understood)
    - other, please specify
- Mental domain not including a mental illness (including but not limited to a learning disability, developmental disability, dementia)
- Physical/mobility domain
- Chronic health condition (including but not limited to chronic pain)
- Other (specify)
- No
- Number of respondents who declined to answer the question

(G) Veteran Status,
- Yes
- No
- Number of respondents who declined to answer the question

(H) Gender
(i) Assigned sex at birth:
(a) Male
(b) Female
(c) Number of respondents who declined to answer the question
(ii) Current gender identity:
(a) Male
(b) Female
(c) Transgender
(d) Genderqueer
(e) Questioning or unsure of gender identity
(f) Another gender identity
(g) Number of respondents who declined to answer the question.

CITY OF BERKELEY INN PROGRAM

Trauma Informed Care Training for Educators

This INN project is the only project that was in operation during the reporting timeframe. The project implements Trauma Informed Care (TIC) Training for educators (and interested parents) in three BUSD schools. The primary purposes of this project is to increase access to mental health services for students in need, increase access for underserved groups, and increase the quality of mental health services, including better outcomes. The project is designed to test whether a change in the mental health approach of TIC training for educators will assist students (particularly those who are underserved) in receiving the services and supports they need in direct response to trauma and stress induced behaviors. For students who are referred, the project will also examine the appropriateness of the mental health services they receive. The project made a change to existing TIC for educator models through the following:

- Implementing a "Train the Trainer" model to build capacity and sustainability in the participating schools and to create an institutional culture of trauma informed educators;
- Implementing the project through an existing Learning Collaborative (2020 Vision) which will stay involved in, connected to, and provide support on the strategy on an ongoing basis through "Peer Support Learning Circles";
- Focusing on the educator's recognition of their own trauma/trauma triggers as a conduit to better understanding youth "acting out" behaviors;
- Inviting parents to participate in the training to assist them in recognizing their children's and their own trauma/trauma triggers and in seeking supports.

The Intended Outcomes are to:

- To create a change in the way teachers view and handle problematic student behaviors (which often mask trauma);
- To create an increase in access to mental health services and supports for students in need; and
- To promote better mental health outcomes by increasing student referrals to "appropriate" mental health services.

Hatchuel Tabernik and Associates, an Independent Evaluator, measured the TIC Training of educators pre and post trauma perception surveys, and the number and type of mental health referrals compared to a baseline of the previous year.

In FY17, 93 individuals participated in TIC Trainings. The only demographic data that was collected during this timeframe was as follows:

PARTICIPANT DEMOGRAPHICS N=93	
Age Groups	
26-59 (Adult)	100%
Race	
Asian/Pacific Islander	8.5%
Black or African American	10%
White	60%
Other	4.3%
More than one Race	5.7%
Ethnicity	
Hispanic or Latino	11.4%
Gender	
Male	22.9%
Female	77.1%

There were not any changes to the INN Project during this reporting timeframe. Pre and Post Survey results demonstrated that participants had an increased sense of efficacy with trauma-induced behavior and mental health concerns among their students. As a result of the program, educators felt less challenged by behavior issues in their classroom, increased their knowledge around students' barriers to accessing services and how to handle and approach students' behavior issues, and felt more comfortable working with parents, especially around recommending that their child seek counseling.

While the data indicated that it is too early to determine the student impact of the program, baseline FY15/16 data on the number of students identified for "Response to Intervention"- RTI (a multi-tier approach to the early identification and support of students with learning and behavior needs, as a proxy for early disciplinary issues) and Mental Health follow-up, was collected and compared with the reporting timeframe. Fifty students were referred to RTI, which was an increase from the 14 students in FY16, who were referred to the services. The number of students identified for Mental Health follow-up, remained the same, at 5 students each year.

The full evaluation data, including additional outcomes of the Innovative Project and information about which elements of the project are contributing to outcomes can be found on the proceeding pages, in the Hatchuel Tabernik and Associates Trauma Informed Systems (TIS) Training Program, 2016-17 Pilot Year Evaluation Report.

Trauma-Informed Systems (TIS) Training Program
2016-17 Pilot Year Evaluation Report

Prepared by
Hatchel Tabernik and Associates

Trauma-Informed Systems (TIS)
Training Program

City of Berkeley City Manager's Office, 2020 Vision
for Berkeley Children and Youth Initiative
2016-17 Pilot Year Evaluation Report

July, 2017

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Table of Contents

Introduction

The City of Berkeley's Office of the City Manager aims to address the issue of racial disparity in academic achievement by transforming the Berkeley Unified School District (BUSD) into a "Trauma Informed System" (TIS). The TIS model is based on the work the Trauma Transformed (T^2) center in Oakland conducted with the San Francisco Department of Public Health. The TIS model is a multi-pronged approach to developing and sustaining change in organizational and workforce functioning to build a trauma-informed system of care that improves the way we understand, respond to, and heal trauma.

This effort, part of the 2020 Vision for Berkeley's Children and Youth initiative, led by 2020 Vision Manager Cheryl Johnson, seeks to transform Berkeley Unified into a TIS by 1) training a cohort of master trainers recruited from the multi-agency 2020 Vision collaborative group in the TIS principles and competencies, then 2) training the BUSD workforce, both teaching and non-teaching, in TIS 101 at three pilot schools (one preschool, one elementary, and one middle school), followed by 3) facilitating follow-up Learning Circles for the BUSD teaching staff to support the commitment to change.

2020 Vision hired Hatchuel Tabernik & Associates (HTA), a Berkeley-based consulting firm, to conduct an evaluation of the pilot TIS implementation in the 2016-17 school year. The overall purpose of this evaluation is to determine the impact of the TIS training on BUSD teaching and non-teaching workforce and, longer-term, on BUSD student outcomes.

Evaluation Methods

Using a mixed methods approach, the project evaluation focuses on two primary goals: 1) to understand how the training and activities were implemented, and 2) to determine how activities impacted trainers and participants. To a lesser extent, the evaluation examined preliminary data on changes in student outcomes in relation to the TIS program.

Data sources used for the evaluation (see table below) included attendance forms from the TIS 101 Trainings and the Learning Circles, meeting notes, site visits and observations, T^2 TIS 101 pre and post training surveys, Participant surveys (pre before TIS 101, post before Learning Circles, post 2 at the end of the Learning Circles), focus groups (fall and spring), and archival student data on attendance, academic and disciplinary outcomes.

Evaluation Data Sources	When
➢ **TIS 101 training attendance** ➢ **Learning circles attendance** ➢ **Meeting notes from evaluation check-ins with TIS lead (Cheryl)** ➢ **Site visits**	➢ Fall (Sept-Dec) trainings ➢ Spring Learning Circles ➢ Ongoing ➢ 10/19/16 training (Franklin)

	➤ 12/7/16 Training (BAM) ➤ 1/26/17 Learning Circle (Willard) ➤ 3/8/17 Learning Circle (BAM) ➤ 5/22/17 Learning Circle (BAM) ➤ 6/1/17 Learning Circle (Willard) ➤ 6/14/17 Learning Circle (Franklin)
➤ T^2 TIS 101 post-training surveys ➤ *Instruments developed by T^2* ➤ **Pre-/post/post 2- participant surveys of teaching and non-teaching staff** ➤ *Surveys developed by HTA*	➤ Fall (shared by T^2)
	➤ Pre Survey (before first TIS 101 training in fall) ➤ Post Survey (before first Learning Circle in the spring, Jan-June) ➤ Post 2 Survey (after last Learning Circle in spring)
➤ **Focus groups** ➤ *Protocol developed by HTA*	➤ 12/7/16 (Willard instructional aides) ➤ 4/19/17 (Franklin teachers and aides)
➤ **Attendance, academic and disciplinary student data** ➤ *Data request developed by HTA*	➤ Baseline 2015-16 data ➤ Outcome 2016-17 data (unavailable for BAM and Willard until late summer 2017)

HTA shared interim findings with program staff regularly through progress reports and interim briefs for presentations and to inform programmatic change, as needed.

Implementation

The program began with "train the trainer" TIS 101 trainings in September 2016. T^2 master trainers trained BUSD principals and administrators as lead trainers to then go to schools and train the BUSD workforce. It was the program director's vision that the attendees be high-level BUSD administrative staff in order to create BUSD systems change at all levels, from the top down, as well as to have continuity into the future as these staff will presumably stay at the district for at least several years.

TIS 101 is a basic 3.5-hour training to enable individuals to understand the impact of trauma and stress on developing bodies and brains, communities, organizations, and systems. Its goals are to bring a cross-section of the workforce together (janitors, counselors, administrative supports, clinical staff,

leadership, etc.) to develop shared language and understanding of what it means to be a trauma-informed organization and apply common practices to help their communities heal. The premise behind all trauma-informed principles is a shift from asking, "what is wrong with you?" or "what is your problem?" to, "what has happened to you?" and "how have you tried to deal with it?"

> "[TIS 101] helped me understand what students are going through, what is going on at home, what parents are going through in their day. And no one is breaking the chain. It's the best training I have been to since I've worked here.
>
> –TIS 101 Attendee from Willard"

After these trainings, the lead trainers conducted TIS 101 trainings at Franklin Preschool, Berkeley Arts Magnet Elementary School (BAM), and Willard Middle School. Schools held TIS 101 trainings in the fall of 2016, with 93 teachers, counselors, instructional aides, and other administrators in attendance (see table below). Franklin Preschool and Berkeley Arts Magnet broke the training up over the course of two or three days for the same audience while Willard held two one-day trainings for two different audiences.

Trauma Informed Systems 101 Training Attendance

School	Date	# of Attendees
Franklin Preschool	9/21/16	14
	10/19/16	14
	11/30/16	14
	Total	**14 attendees**
Berkeley Arts Magnet (BAM) Elementary School	12/7/16	34
	12/14/16	34
	Total	**34 attendees**
Willard Middle School	10/10/16	33
	11/8/16 and 11/9	12
	Total	**45 attendees**
	Total attendees	**93**

The majority of attendees were white (60%), female (77.1%), and teachers (72.9%) who were veterans of BUSD (54.3%), having worked at the district for nine or more years. Non-teaching staff attendees mostly consisted of instructional aides, behavior specialists, and other classified staff (22.9%), with a few principals and administrators (1.4%), and school counselors (1.4%).

TIS Training Demographics

Demographics	%
Job Title/Role	
Teacher	72.9
Other	22.9
Principal/Other Administrator	1.4
Counselor	1.4
Race/Ethnicity	

African American	10
American Indian/Native Alaskan	0
Asian/Pac Islander/Indian	8.5
Other	4.3
Middle Eastern	0
Hispanic/Latino	11.4
White	60
Multi-Racial	5.7
Gender	
Female	77.1
Male	22.9
How long at BUSD	
Less than one year	5.7
1-2 years	8.6
3-5 years	20
6-8	10
More than 9 years	54.3

Source: Pre-Survey before first TIS 101 training

After the TIS 101 trainings, attendees were invited to participate in a series of five small Learning Circles to receive further support and create a community to work toward transforming their school into a trauma-informed system. In order to encourage attendance as well as value participants' time, attendees were compensated (approximately $50) for each Learning Circle they attended. In addition, those that attended all five Learning Circles received another stipend (approximately $100). Due to the generous compensation as well as to keep the communities intimate, a limited number of spaces were made available. The Learning Circles were held from January through June 2017. The table below details the number of attendees per session and on average, at each school.

Learning Circles Attendance Spring 2017

School	Date	# of Attendees
Franklin Preschool	1/25	15
	2/22	16
	3/8	12
	5/24	14
	6/14	15
	Average Attendance	**14**
Berkeley Arts Magnet Elementary	1/23	18
	2/27	17
	3/27	15
	4/24	15
	5/22	5
	Average Attendance	**14**
Willard Middle School	1/19	8
	2/16	7

3/23	8
5/4	8
6/1	5
Average Attendance	**7**
Total average session attendance at all 3 schools	**35**

Throughout this pilot year, Cheryl Johnson, 2020 Vision Manager, was heavily involved in getting the TIS program off the ground. When the original TIS project manager, Seyana Mawusi, left early in the school year, Cheryl did not fill that position and assumed the role of program manager herself. She recruited schools, managed the relationships between Trauma Transformed (T^2), school principals, and the lead trainers, and kept the 2020 Vision Program, the City Manager's office, and other stakeholders engaged in the process. Ms. Johnson convened T^2 trainer meetings and as a lead trainer herself, co-facilitated one of the school's Learning Circles.

In addition, the Principals of the three schools met several times to bridge and incorporate everything being learned about implementing a Trauma-Informed System at their schools. T^2 leaders convened BUSD leadership and principals to coach them around leading a trauma informed system (e.g., how to hold a staff meeting that is trauma informed).

Findings

Impact on Teachers: After Fall TIS 101 Trainings

Attendees became motivated about implementing trauma-informed systems
From pre- to post-TIS 101 training, it appears that attendees learned about what a trauma-informed system is and became motivated to create the change necessary to make their school a trauma-informed system, according to internal T^2 training survey findings. From pre to post, agreement on the statement "my organization is already trauma informed and new efforts are not needed" decreased. On a scale of 1 meaning Strongly Disagree to 5 meaning Strongly Agree, the mean decreased from 2.4 to 2.0. While this may be counter-intuitive, it suggests that respondents did not realize how much they did not know until AFTER attending the training. They also suggested that new efforts were indeed needed. In fact, participants agreed more strongly after the training (4.1 to 4.5) that "I want to help our system become more trauma informed."

	Pre-training Mean	Post-training Mean
My organization is already trauma informed and new efforts are not needed	2.4	2.0
I want to help our system become more trauma informed	4.1	4.5

Participants felt TIS principles must be taught to all school staff to ensure a shared language

Because of their separation from teachers and administrators, both in some of the TIS trainings and in their day-to-day work at school, in early focus groups non-teaching classified staff questioned whether learning about trauma-informed systems would have the desired impact. They were not in the same training with teachers and did not know that teachers were also learning TIS principles. They were disappointed that they were not able to learn together and co-develop the shared language to work with students at their school.

During another focus group, one participant described how "the ones who attended the training are using phrases such as 'what happened' instead of 'what is wrong [with you]' – but other teachers who weren't at the training don't. It's inconsistent. It should be a requirement that ALL STAFF attend the training once a year." Another participant shared that "teachers who attended the training have been sharing what they learned with others."

TIS 101 trainings were eye-opening, therapeutic, and gave participants a fresh perspective

Teachers and staff care deeply about students and worry about taking care of them as well as themselves, especially in light of the fear students and staff felt after the election. One participant described how "the challenges of our students become what we're challenged with." Some were vulnerable with each other, as one participant expressed: "I sometimes feel inadequate and hope to learn ways to help our students."

It appeared that the information and concepts presented at TIS 101 were new to the group and teachers and staff were excited to return to the second day of training, eagerly discussing concepts they had learned on the first day. It was clear that they had been thinking about some of the concepts covered previously. Teachers hoped to get more "Aha" moments and strategies to do the "therapeutic" part of their job.

> "[TIS 101] made me re-think how I approach kids, parents and even colleagues."
> –TIS 101 Attendee from Franklin Preschool"

The video showing a hospital with the unspoken challenges each person there faced resonated with attendees. In focus groups, one participant described how it helped her "to take a step back"; another participated said the video made her "re-think how I approach kids, parents and even colleagues." A third attendee realized that "things aren't as simple as we initially think."

During a follow up focus group, one teacher saw a visible change in one of her co-workers after the training, reporting that the co-worker had "more patience, a more gentle and empathetic approach."

Impact on Teachers: After Fall TIS 101 Trainings and Spring Learning Circles

Learning Circle participants felt supported and inspired to continue Circles next year
An average of 35 teachers and school staff participated in a series of five monthly, small-group, peer support "Learning Circles" at each pilot school in spring 2017. Each meeting lasted approximately an hour and because the same people attended each week, a community began to emerge. Despite working with very different ages and populations of students, teachers at each of the three schools were observed expressing similar themes. Teachers and staff were excited to share methods of self-regulation ("brain breaks") and remarked on the immediate benefits of breathing exercises, which they resolved to incorporate in the classroom with their students. Teachers and staff developed and/or deepened their trust, vulnerability, and fellowship with each other. Tears, hugs, laughter, and plans to connect outside of the school environment were observed. Two participants described the Learning Circles as follows, "this is our therapy" and "[Learning Circles] give us time to reflect, validate us, and inspire us."

As Learning Circles winded down, participants made plans for sustainably continuing the supportive community. Facilitators at two schools guided plans to create or restructure upcoming retreats to incorporate what they had learned. Participants discussed who should carry the work and what existing leadership structures in the school could champion these communities to continue and give voice to the communities' needs. One school brought in a yoga instructor at the last Learning Circle to discuss the logistics for leading teachers in yoga the next year as a community service twice a month. Participants also discussed options for creating "time out" spaces for reflection for teachers (e.g., converting a book room or AV closet.) Some participants hoped it would continue next year but were not optimistic, describing how the administration "wants to but probably won't if it isn't formalized." One participant summed up the pleas to continue the Learning Circles, "please bring us more of this. More awareness, more training, more resources for both students and teachers."

During a follow-up focus group, participants were asked what they got out of the Learning Circles. Participants stated that the Circles served as a reminder to take of themselves and to be empathetic. They described how a cohesive bond had formed among attendees and the fact that they now brought problems to the group for joint reflection. Participants also reported they had developed trust among each other through the Circles and now feel comfortable having kids visit each other's classrooms.

Increased sense of efficacy with trauma-induced behavior and mental health concerns
At the end of the school year, after teachers and non-teaching staff attended the full series of TIS 101 trainings and participated in the five Learning Circles, participants demonstrated growth in their sense of efficacy and confidence in handling trauma-induced behaviors in their classrooms, based on evaluation surveys. There was a reduction in participants' feeling that challenging student behavior prevented them from providing a high level of instruction (51.4% to 41.2%). Their knowledge of barriers students face in accessing needed mental health services increased (55.7% to 79.4%) as did their sense of efficacy around how to help or handle behavioral/mental health challenges in their classroom (38.5% to 68.6%). As one participant stated: "[The training] helped me understand what students are going through, what is going on at home, what parents are going through in their day. And no one is breaking the chain. It's the best training I have been to since I've worked here."

	% Strongly or Slightly Agree Pre (n=70)	% Strongly or Slightly Agree Post (n=40)	% Strongly or Slightly Agree Post 2 (n=35)
Challenging behavior issues prevent high level of instruction	51.4	52.5	41.2
I know the barriers to students accessing the mental health services/programs they need	55.7	65	79.4
I have the tools/skills to handle most of the mental health concerns in my classroom	38.5	45	68.6

Indicators of increased efficacy with trauma-induced behaviors, over time
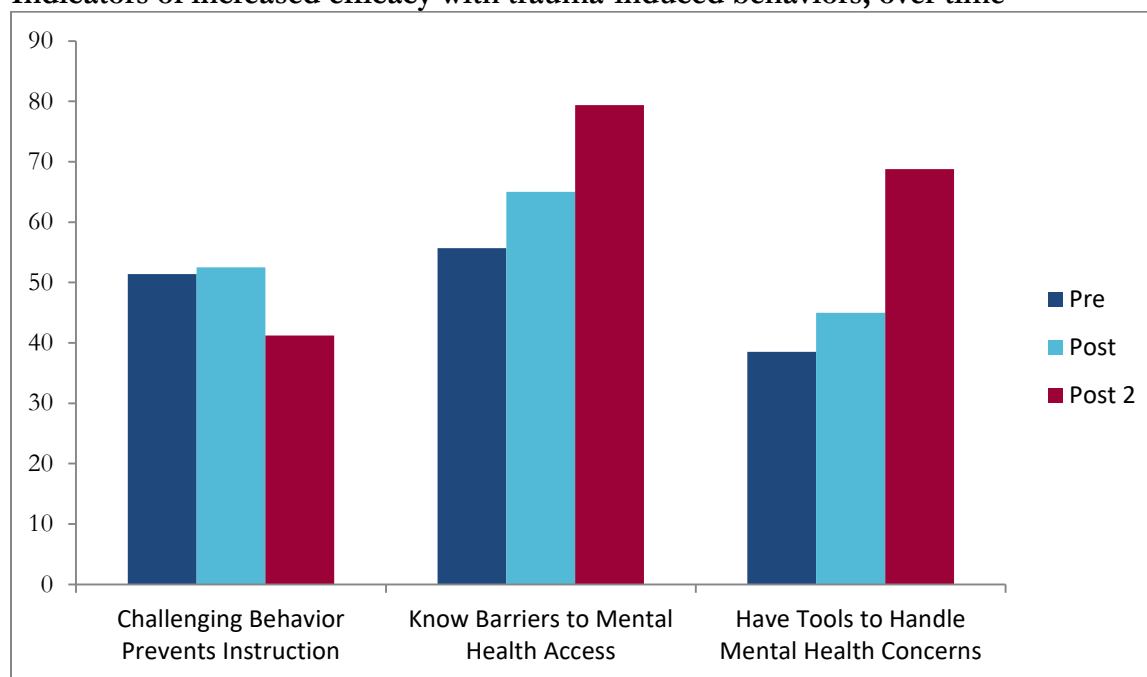
When we analyze these findings by school, while participants from Berkeley Arts Magnet and Franklin Preschool reflect the degree of overall improvements, those at Willard Middle School do not (see table below). The greatest increase is in Franklin participants feeling they have the tools/skills to handle most of the mental health concerns in their classroom (27.8% to 80%). One participant from Franklin describes how she now has a "greater understanding that we can't expect all kids to do the same things at the same time." However, the only major change for Willard participants is in knowledge of the barriers to students accessing mental health services from pre to post 2.

	Franklin		BAM		Willard		Overall	
	Pre n=18	Post 2 n=15	Pre n=23	Post 2 n=13	Pre n=29	Post 2 n=7	Pre n=70	Post 2 n=35
Challenging behavior issues prevent high level of instruction	61.1	42.9	56.5	38.5	41.4	42.9	51.4	41.2
I know the barriers to students accessing the mental health services/programs they need	61.1	85.7	47.8	69.2	58.6	71.4	55.7	79.4
I have the tools/skills to handle most of the mental health concerns in my classroom	27.8	80	30.4	61.5	53.1	57.2	38.5	68.6

Increased comfort in working with parents

Participants demonstrated a slight increase in their comfort around working with students' parents. After participating in the training and Learning Circles, more participants felt comfortable recommending to parents/guardians that youth should seek counseling (75.7% to 82.9%). There was also an increase in the number of participants who felt they have the tools necessary to be culturally responsive to students' families. Interestingly, there was a slight *decrease* in participants who felt they were able to build rapport with parents when first meeting them. In a follow up focus group, participants explained that they did not feel their relationship with parents had changed substantially over the school year.

	% Strongly or Slightly Agree Pre	% Strongly or Slightly Agree Post	% Strongly or Slightly Agree Post 2
Feel comfortable recommending to parents/guardians that youth should seek counseling	75.7	60	82.9
Have tools necessary to be culturally responsive to students' families	87.2	95	94.3
Able to build rapport with parents when first meeting them	92.8	90	88.5

When we look at these outcomes by school, again Willard does not demonstrate the gains we see at Franklin or Berkeley Arts Magnet. Responses remained constant or decrease slightly. A participant at Franklin admits, "these are hard, sensitive conversations to have." Upon seeing these early findings, another offered, "maybe teachers now have a higher threshold of things they can try before they need to bring it to parents' attention."

	Franklin		BAM		Willard		Overall	
	Pre n=18	Post 2 n=15	Pre N=23	Post 2 n=13	Pre n=29	Post 2 n=7	Pre n=70	Post 2 n=35
Feel comfortable recommending to parents/guardians that youth should seek counseling	72.2	80	69.6	84.6	85.7	85.7	75.7	82.9
Have tools necessary to be culturally responsive to students' families	72.2	93.3	86.9	92.4	96.6	100	87.2	94.3
Able to build rapport with parents when first meeting them	93.8	86.7	95.5	92.3	100	85.7	92.8	88.5

Stress levels increased only minimally

It should be noted that despite the fact that teachers felt greater efficacy in dealing with trauma, participants' overall level of stress changed only minimally. Agreement with the statement that participants "often" find work stressful increased, from 28.6% at pre-training to 35.5% post training and Learning Circles at the end of the school year.

	% Strongly or Slightly Agree Pre	% Strongly or Slightly Agree Post	% Strongly or Slightly Agree Post 2
"often" find work stressful	28.6	32.5	35.5

Analysis by school shows a different picture, however. The number of participants from Franklin who often found their work stressful actually decreased (31.3% to 21.4%) while those at Berkeley Arts Magnet stayed relatively constant (40.9% to 41.7%). The stress level at Willard increased dramatically (20.7% to 60%).

	Franklin		BAM		Willard		Overall	
	Pre n=18	Post 2 n=15	Pre n=23	Post 2 n=13	Pre n=29	Post n=7	Pre n=70	Post n=35
"often" find work stressful	31.3	21.4	40.9	41.7	20.7	60	28.6	35.5

Sources of stress: time pressure, discipline, meetings

While their level of stress remained relatively constant, participants' sources of stress varied over the school year. For the majority of participants, the most prevalent source of stress remained the

pressures on their time (64.3% pre to 57.1% post 2). The other primary areas of stress were related to disciplinary issues (pre 27.1% to 40% post 2) and meetings (24.3% pre to 33.3% post 2). While there was a slight decrease in the number of participants who reported stress related to time pressure, those reporting stress related to disciplinary issues and meetings increased. Disciplinary issues were the source of stress with the greatest increase. Mandated curriculum was the source of stress that decreased the most, affecting only one third as many participants post-training compared to pre-training (24.3% to 8.8%).

"90+% of my stress, concerns are centered around 1-2 students whose needs (emotional, academic) are only partially being addressed currently."
—TIS 101 Attendee from Berkeley Arts Magnet"

When asked to explain this increase in stress related to disciplinary issues, focus group participants offered several explanations including the fact that the start of the school year is the "honeymoon phase" and expectations may be lower. The middle of the year is "when things get really hard." Another explanation is that new students who enter midyear throw off the progress made at the beginning.

Focus group participants also described how the administrative burdens are a major source of stress. They cited too much paperwork and assessments with a sense that "no one looks at the results" and they take time away from students. There are too many meetings and not enough time for collaborating like in the Learning Circles. (See table below for findings on all sources of stress).

Primary Sources of Stress Pre to Post 2
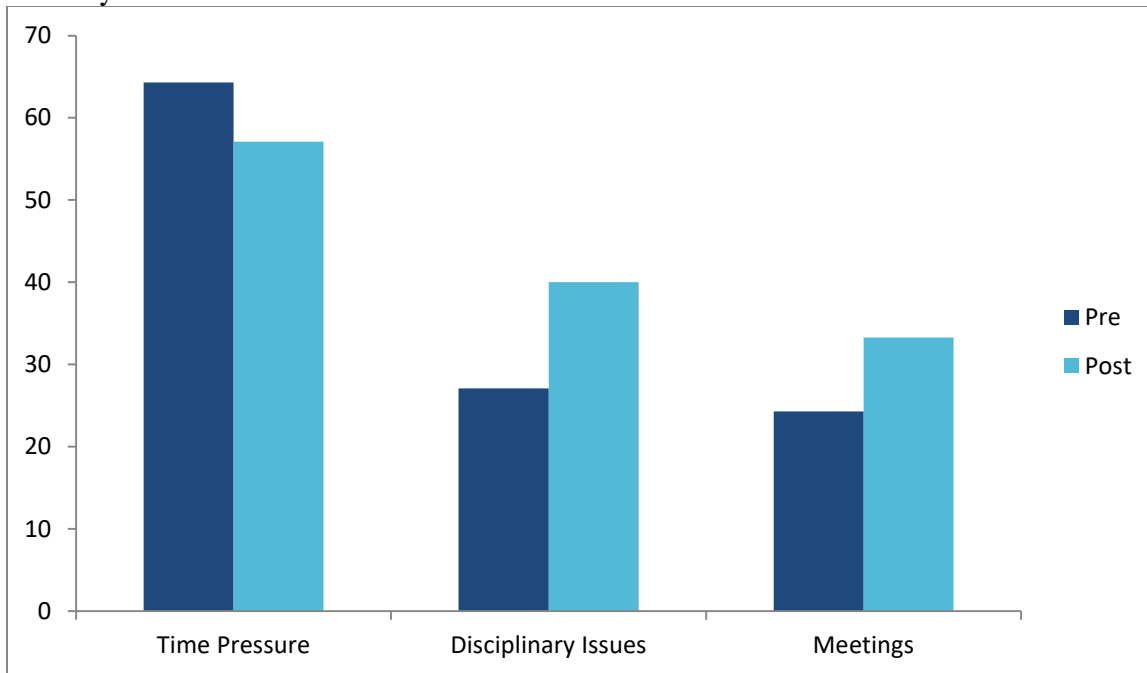
Everyday sources of stress

	% Selected "Often" Pre	% Selected "Often" Post 1	% Selected "Often" Post 2
Time pressure	64.3	65	57.1
Disciplinary issues	27.1	42.5	40
Student Aggression	11.4	12.5	20
Problems with principal/supervisor	0	7.5	0
Problems with coworker	1.4	0	0
Problems with parents	2.9	5	0
Mandated curriculum	24.3	20	8.8
Standardized testing	8.6	7.5	9.1
Lack of administrative support	10.0	5	17.1
Data gathering	22.9	30	14.3
Classroom management	14.3	25	20
Meetings	24.3	32.5	33.3

Mixed impacts on quality of work life

We see minor changes in participants' sense of the quality of their work life. Over time there was a slight increase (from 87.1% to 91.4%) in the number of participants who feel their needs, value, and beliefs are respected by other adults in the school. At post-Learning Circles compared to pre-training, slightly more participants reported they enjoyed working at their school (92.9% to 97.1%) and considered their classroom to be a calm and peaceful environment (62.8% to 68.6%).

By the end of the school year, there was a decrease (from 74.1% to 62.9%) in the number of participants who felt that faculty and staff morale is high while the percentage of participants who felt that their colleagues are sensitive and responsive to the needs of students barely changed (from 87.2% to 88.2%). One attendee of the first TIS 101 Training said, "We need strong morale boosters for the entire staff."

	% Strongly or Slightly Agree Pre	% Strongly or Slightly Agree Post	% Strongly or Slightly Agree Post 2
I feel my needs, values, and beliefs are respected by other adults at this school.	87.1	85	91.4
I enjoy working at this school.	92.9	97.5	97.1
Consider classroom or workspace to be a calm and peaceful environment.	78.6	82.5	82.9
Administration is sensitive and responsive to the needs of teachers.	62.8	60	68.6
Faculty and staff morale at this school is high.	74.1	72.5	62.9
Teachers are sensitive and responsive to the needs of students.	87.2	87.5	88.2

By school, differences are again apparent. Unlike the trend at the three schools overall, there was a *decrease* in the number of teachers at Franklin who felt that their needs, values, and beliefs were respected by other adults at their school (94.5% to 84.6%). The overall increase from pre to post 2 of those enjoying working at their school is primarily due to participants from Berkeley Arts Magnet only (82.6% to 92.3%). Meanwhile, all (100%) participants from Willard enjoyed working at their school (pre as well as post 2).

Unlike at the other schools, there was a decrease at Berkeley Arts Magnet in the number of participants who felt that administration is sensitive and responsive to the needs of teachers.

The only school with an increase in the percentage of participants who felt that faculty and staff morale at their school is high is Franklin Preschool (88.3% to 93.4%). Franklin also had a relatively large increase in the number of teachers who believe teachers at their school are sensitive and responsive to the needs of students (83.3% to 93.4%) while the other two schools had minor increases or decreases. Interestingly, even at Franklin, focus group participants described low teacher morale as "the fun has been taken away and replaced with paperwork" and "it feels like we're policing, not playing with the kids."

	Franklin		BAM		Willard		Overall	
	Pre n=18	Post 2 n=15	Pre N=23	Post 2 n=13	Pre n=29	Post 2 n=7	Pre n=70	Post 2 n=35
I feel my needs, values, and beliefs are respected by other adults at this school.	94.5	84.6	78.2	84.6	89.6	100	87.1	91.4
I enjoy working at this school.	94.4	92.3	82.6	92.3	100	100	92.9	97.1
Consider classroom or workspace to be a calm and peaceful environment.	83.3	86.7	69.5	77.0	82.8	85.7	78.6	82.9
Administration is sensitive and responsive to the needs of teachers.	66.6	100	39.1	23.1	79.3	85.7	62.8	68.6
Faculty and staff morale at this school is high.	88.3	93.4	52.1	23.1	86.2	71.5	74.1	62.9
Teachers are sensitive and responsive to the needs of students.	83.3	93.4	78.3	75	96.6	100	87.2	88.2

Impacts on Students

While the TIS program primarily focuses on changing outcomes for teachers, we examine some preliminary student-level data, understanding that it could be years until we see this program have an impact on students in the measures of discipline, attendance, and academic performance.

Discipline and behavior

Disciplinary data provided by the target schools was limited. Berkeley Unified was unable to provide the number of disciplinary referrals. Looking at suspensions, there was one student suspended at Berkeley Arts Magnet at baseline and six suspensions at Willard. There were no recorded expulsions at either school.

At Franklin Preschool, we look at the number identified for Response to Intervention (RTI), a multi-tier approach to the early identification and support of students with learning and behavior needs, as a proxy for early disciplinary issues. Fourteen students were identified for RTI in 2015-16 and 50 students in 2016-17. We also looked at the number of students identified for "mental health follow up." The numbers remained the same with five students in 2015-16 and five in 2016-17.

	RtI	Mental Health Follow-up	Number of Suspensions	
		Franklin	BAM	Willard
2015-16	14	5	1	6
2016-17	50	5	Data available in September[1]	Data available in September

Teachers report students less well-behaved

Looking at TIS training and Learning Circle survey data, teachers and non-teaching staff report that students were generally less well-behaved as the school year progressed. At the start of the school year, teachers reported that 77.1% of students followed classroom rules, while after the TIS Trainings and Learning Circles, teachers reported only 70.5% followed the rules. There was a decrease in the number of participants (from 72.8% to 67.6%) who felt that students cared for and respected the classroom environment, but more participants felt students resolved conflicts in a positive manner (68.6% pre-training versus 76.4% post-training).

	% Met or Exceeded Expectations Pre	% Met or Exceeded Expectations Post	% Me or Exceeded Expectations Post 2
Following classroom rules	77.1	60	70.5

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[1] Pilot year data for BAM and Willard will not be available until September 2017. If provided by the end of September, an amended report will be submitted by October.

Caring for/respecting classroom environment	72.8	65	67.6
Resolving conflict in positive manner	68.6	65	76.4

Analysis by school reveals some interesting differences. Franklin and Willard actually showed a slight *increase* in participants who felt that students were following classroom rules. Among participants at Willard, there was a sharp decrease (from 93.1% to 42.9%) in those who agreed that students were following rules. With regard to students caring for and respecting the classroom environment, participants from Franklin demonstrated an increase (70.6% to 85.7%) from pre to post 2, unlike the other two schools that saw a decrease. Likewise, only at Franklin was there an increase in participants reporting that students were resolving conflicts in a positive manner, from 62.5% to 92.9%. Without being able to control for or attribute these changes to the TIS program, readers should be cautious when interpreting these results as they could be attributable to a variety of factors, inside and outside of the school environment.

% Met or Exceeded Expectations								
	Franklin		**BAM**		**Willard**		**Overall**	
	Pre	Post 2 n=15	Pre	Post 2 n=13	Pre	Post 2 n=7	Pre	Post n=35
Following classroom rules	82.4	85.7	68.2	69.2	93.1	42.9	77.1	70.5
Caring for/respecting classroom environment	70.6	85.7	69.5	53.9	82.2	57.1	72.8	67.6
Resolving conflict in positive manner	62.5	92.9	69.5	61.5	81.5	71.4	68.6	76.4

Attendance

Very early student-level baseline (2015-16) and pilot year (2016-17) attendance data from the schools shows that the average daily attendance at Franklin decreased from 89.35% at baseline to 64.91% in this pilot year.

Average Daily Attendance %			
	Franklin	BAM	Willard
2015-16	89.35 n=234	95.78 n=468	96.47 n=607
2016-17	64.91 n=268	Data available in September[2]	Data available in September

[2] Pilot year data for BAM and Willard will not be available until September 2017. If provided by the end of September, an amended report will be submitted by October.

Academic Achievement

Teachers report fewer students completing homework and taking learning seriously
Overall, it appears that fewer TIS 101 training and Learning Circle participants felt that students were completing homework as assigned (44.3% to 41.2%) and taking learning seriously (77.2% to 67.7%) from pre to post 2.

	% Met or Exceeded Expectations Pre	% Met or Exceeded Expectations Post	% Me or Exceeded Expectations Post 2
Completing homework as assigned	44.3	25	41.2
Taking learning seriously	77.2	52.5	67.7

When we break it out by school, we see that the number of participants from Berkeley Arts Magnet feeling that students were completing homework as assigned actually increased slightly (from 60.8% to 61.5%) while those at Franklin who felt that students were taking learning seriously also increased (66.7% to 71.4%). We see a large decrease in the percentage of teachers at Willard felt that students take learning seriously; while 86.2% felt this way at the beginning of the year, this was the case for only 42.9% after the TIS trainings and Learning Circles.

	% Met or Exceeded Expectations							
	Franklin		**BAM**		**Willard**		**Overall**	
	Pre n=18	Post 2 n=15	Pre n=23	Post 2 n=13	Pre n=29	Post 2 n=7	Pre	Post
Completing homework as assigned	23.5	21.4	60.8	61.5	44.8	42.9	44.3	41.2
Taking learning seriously	66.7	71.4	77.3	76.9	86.2	42.9	77.2	67.7

We are expecting CAASPP academic achievement data for Berkeley Arts Magnet and Willard by the end of the summer.

Conclusion and Recommendations

Summary of Findings

After this pilot year implementing TIS 101 and Learning Circles in three very different schools, we see some over-arching impacts of the program on the participating teaching and non-teaching staff. Attendees learned new concepts and became motivated to implement trauma-informed systems approaches to their work. Feedback from the TIS 101 trainings was overwhelmingly positive. Whereas many participants assumed the training would offer a curriculum they may or may never use, they were pleasantly surprised to find that it was more therapeutic, catered to their self-care and gave participants a fresh perspective on their students' lives. Participants were so enthusiastic that many felt that TIS 101 must be taught to all school staff, even parents, to ensure a shared language.

TIS 101 participants who continued meeting in community Learning Circles, found even greater benefits. They felt supported and inspired to continue Circles into next year, making concrete plans to create a space and time for teachers to meet regularly, separate from meetings around assessment or student issues. Survey results demonstrated an increased sense of efficacy with trauma-induced behavior and mental health concerns among their students. The felt less challenged by behavior issues in their classroom, and increased their knowledge around students' barriers to accessing services and how to handle/approach students' behavior issues. Participants also felt more comfortable working with parents, especially around recommending that their child seek counseling. It's is interesting to note that participants stress level remained generally constant over the three survey periods. This suggests that while the program may not have impacted their baseline level of stress, it did provide coping techniques to work through those difficult moments. The key sources of stress also remained consistent: time pressure, discipline issues, and meetings. There were mixed impacts on participants' quality of work life. When it came to feeling respected by their colleagues, their enjoyment level working at their school, and whether they considered their workspace to be calm and peaceful, survey responses indicated an increase overall. However, when it came to staff morale, there was a decrease.

While it is yet too early to determine the student impact of a program aimed at teachers, we collected baseline student-level data on attendance, disciplinary action, and academic achievement. We also have survey responses from TIS participants who report students were generally less well-behaved over the course of this program and fewer students met their expectations around completing homework and taking learning seriously.

Results were variable across the three school sites and, without additional information about the context within each school, it's difficult to parse the impact of TIS 101 and the Learning Circles versus a number of other factors. Each school serves vastly different age ranges and populations. Readers should interpret school-level results with caution as it does not provide the full picture within each school. Further examination is necessary to explain the findings. It will be necessary to study the TIS program in a variety of school settings and multiple years in order to provide a full picture of the program's impact.

Finally, an unexpected and unique source of stress, fear, and anxiety arose this school year in the form of the presidential election in November 2016. This occurred in the middle of the TIS 101 trainings for many participants and served as the backdrop for the entire school year. Participants

touched on it directly and indirectly as it became clear that teachers' and students' fears of families being deported, violence against black, Latino, Muslim, and immigrant students, and a politicized environment increased in intensity.

Recommendations

As the TIS program expands to Head Start classrooms next year, we have some recommendations based on lessons learned in this pilot year.

- A program manager to push the vision of a full trauma-informed system within BUSD forward is essential. This person should have relationships and influence with Trauma Transformed (T²), BUSD school principals/administrators, and stakeholders within the City of Berkeley and Berkeley Mental Health.

- ALL staff should be trained together in order to foster cross-collaboration within the school and a shared language. One school principal was adamant that staff not be separated and prioritized TIS 101 training by scheduling it during their planning period for the school year.

- Refresher TIS 101 trainings for Franklin, Berkeley Arts Magnet, and Willard staff that are new this year should be provided, and should also give "veteran" TIS teachers an opportunity to share their experience.

- TIS 101 Training should be provided to parents in order to reinforce the shared language and culture.

- Staff should be allowed an opportunity to develop a plan for boosting morale. Self-care such as yoga for teachers at one school was a popular idea with little expense. A yoga instructor from the Niroga Institute is willing to come into that school free of charge as a community service.

- We recommend funding the continuation of Learning Circles at Franklin, Berkeley Arts Magnet, and Willard in order to prioritize and reinforce the culture change to become a trauma-informed system

TIS 101 training-specific recommendations:
- Training should be broken down into shorter sessions or cover topics over multiple sessions. There is a lot of heavy information to cover, much of which is new to participants. Staff should be allowed time to digest it in pieces and come back with reflection.

- Snacks should be provided for the participants, as some schools did. Meeting basic needs is also consistent with the TIS principles and fosters collegiality.

Appendix: Pre- Post- and Post 2-Survey Tables

Demographics

Job Title/Role	Pre	Post	Post 2
Teacher	72.9	57.5	60.6
Other	22.9	30	27.3
Principal/Other Administrator	1.4	2.5	6.1
Counselor	1.4	10	6.1

Race/Ethnicity	Pre	Post	Post 2
African American	10	15	14.3
American Indian/Native Alaskan	0	2.5	0
Asian/Pac Islander/Indian	8.5	10	5.8
Other	4.3	2.5	0
Middle Eastern	0	2.5	0
Hispanic/Latino	11.4	22.5	20
White	60	55	54.3
Multi-Racial	5.7	2.5	0

Gender	Pre	Post	Post 2
Female	77.1	95	91.2
Male	22.9	5	8.8

How long worked at BUSD	Pre	Post	Post 2
Less than one year	5.7	12.5	5.9
1-2 years	8.6	7.5	2.9
3-5 years	20	27.5	23.5
6-8	10	10	14.7
More than 9 years	54.3	42.5	52.9

School	Pre	Post	Post 2
Berkeley Arts Magnet	32.9	45	37
Franklin	25.7	37.5	43
Willard Middle School	41.4	17.5	20

How often are the following everyday stressors in your classroom/workplace?	% Selected "Often" Pre (n=70)	% Selected "Often" Post 1 (n=40)	% Selected "Often" Post 2 (n=35)
Time pressure	64.3	65	57.1
Disciplinary issues	27.1	42.5	40
Student Aggression	11.4	12.5	20
Problems with principal/supervisor	0	7.5	0
Problems with Coworker	1.4	0	0

Problems with Parents	2.9	5	0
Mandated Curriculum	24.3	20	8.8
Standardized Testing	8.6	7.5	9.1
Lack of Admin Support	10.0	5	17.1
Data gathering	22.9	30	14.3
Classroom Management	14.3	25	20
Meetings	24.3	32.5	33.3

What is your level of agreement with the following statements?	% Strongly or Slightly Agree Pre	% Strongly or Slightly Agree Post	% Strongly or Slightly Agree Post 2
"often" find work stressful	28.6	32.5	35.5
feel comfortable recommending to parents/guardians that youth should seek counseling	75.7	60	82.9
able to build rapport with parents when first meeting them	92.8	90	88.5
have tools necessary to be culturally responsive to students' families	87.2	95	94.3
challenging behavior issues prevent high level of instruction	51.4	52.5	41.2
Consider classroom or workspace to be a calm and peaceful environment	78.6	82.5	82.9
Faculty and staff morale at this school is high	74.1	72.5	62.9
Teachers are sensitive and responsive to the needs of students	87.2	87.5	88.2
Administration is sensitive and responsive to the needs of teachers	62.8	60	68.6
I feel my needs, values, and beliefs are respected by other adults at this school	87.1	85	91.4
I enjoy working at this school	92.9	97.5	97.1
I know the barriers to students accessing the mental health services/programs they need	55.7	65	79.4
I have the tools/skills to handle most of the mental health concerns in my classroom	38.5	45	68.6
Most mental health concerns in my classroom are best addressed by a professional/outside resource	57.1	57.5	64.8
Suspensions are the most effective method to discipline students with bad behavior	5.7	5	5.8
I know how to use strategies that might lead to positive changes in students' behavior	92.8	95	92.2

How is your class as a whole meeting your expectations on:	% Met or Exceeded	% Met or Exceeded	% Me or Exceeded

	Expectations Pre	Expectations Post	Expectations Post 2
Completing homework as assigned	44.3	25	41.2
Taking learning seriously	77.2	52.5	67.7
Following classroom rules	77.1	60	70.5
Caring for/respecting classroom environment	72.8	65	67.6
Resolving conflict in positive manner	68.6	65	76.4

Pre Survey Site-level Summaries

How often are the following everyday stressors in your classroom/workplace?	Pre Survey % Selected "Often"			
	Franklin n=18	BAM n=23	Willard n=29	Overall n=70
Time pressure	62.5	69.6	65.5	64.3
Disciplinary issues	25	63.6	3.4	27.1
Student Aggression	11.1	26.1	0	11.4
Problems with principal/supervisor	0	0	0	0
Problems with Coworker	0	4.3	0	1.4
Problems with Parents	11.1	0	0	2.9
Mandated Curriculum	33.3	13.0	31.0	24.3
Standardized Testing	0	0	20.7	8.6
Lack of Admin Support	0	13.6	13.3	10.0
Data gathering	44.4	22.7	10.3	22.9
Classroom Management	29.4	17.4	3.6	14.3
Meetings	20	26.1	28.6	24.3

What is your level of agreement with the following statements?	Pre-Survey % Strongly or Slightly Agree			
	Franklin n=18	BAM N=23	Willard n=29	Overall n=70
"often" find work stressful	31.3	40.9	20.7	28.6
feel comfortable recommending to parents/guardians that youth should seek counseling	72.2	69.6	85.7	75.7
able to build rapport with parents when first meeting them	93.8	95.5	100	92.8
have tools necessary to be culturally responsive to students' families	72.2	86.9	96.6	87.2
challenging behavior issues prevent high level of instruction	61.1	56.5	41.4	51.4
Consider classroom or workspace to be a calm and peaceful environment	83.3	69.5	82.8	78.6

Faculty and staff morale at this school is high	88.3	52.1	86.2	74.1
Teachers are sensitive and responsive to the needs of students	83.3	78.3	96.6	87.2
Administration is sensitive and responsive to the needs of teachers	66.6	39.1	79.3	62.8
I feel my needs, values, and beliefs are respected by other adults at this school	94.5	78.2	89.6	87.1
I enjoy working at this school	94.4	82.6	100	92.9
I know the barriers to students accessing the mental health services/programs they need	61.1	47.8	58.6	55.7
I have the tools/skills to handle most of the mental health concerns in my classroom	27.8	30.4	53.1	38.5
Most mental health concerns in my classroom are best addressed by a professional/outside resource	72.2	47.8	55.2	57.1
Suspensions are the most effective method to discipline students with bad behavior	6.3	4.3	6.8	5.7
I know how to use strategies that might lead to positive changes in students' behavior	100	95.7	89.6	92.8

How is your class as a whole meeting your expectations on:	Pre-Survey % Met or Exceeded Expectations			
	Franklin n=18	BAM N=23	Willard n=29	Overall n=70
Completing homework as assigned	23.5	60.8	44.8	44.3
Taking learning seriously	66.7	77.3	86.2	77.2
Following classroom rules	82.4	68.2	93.1	77.1
Caring for/respecting classroom environment	70.6	69.5	82.2	72.8
Resolving conflict in positive manner	62.5	69.5	81.5	68.6

Post Survey Site Level Summaries

How often are the following everyday stressors in your classroom/workplace?	Post 2 Survey % Selected "Often"

	Franklin n=15	BAM n=13	Willard n=7	Overall n=35
Time pressure	60	53.8	57.1	57.1
Disciplinary issues	26.7	69.2	14.3	40
Student Aggression	13.3	30.8	14.3	20
Problems with principal/supervisor	0	0	0	0
Problems with Coworker	0	0	0	0
Problems with Parents	0	0	0	0
Mandated Curriculum	0	15.4	14.3	8.8
Standardized Testing	6.7	8.3	14.3	9.1
Lack of Admin Support	0	38.5	14.3	17.1
Data gathering	20	7.7	14.3	14.3
Classroom Management	13.3	23.1	28.6	20
Meetings	35.7	25.0	42.9	33.3

What is your level of agreement with the following statements?	Post 2-Survey % Strongly or Slightly Agree			
	Franklin n=15	BAM n=13	Willard n=7	Overall n=35
"often" find work stressful	21.4	41.7	60	35.5
feel comfortable recommending to parents/guardians that youth should seek counseling	80	84.6	85.7	82.9
able to build rapport with parents when first meeting them	86.7	92.3	85.7	88.5
have tools necessary to be culturally responsive to students' families	93.3	92.4	100	94.3
challenging behavior issues prevent high level of instruction	42.9	38.5	42.9	41.2
Consider classroom or workspace to be a calm and peaceful environment	86.7	77.0	85.7	82.9
Faculty and staff morale at this school is high	93.4	23.1	71.5	62.9
Teachers are sensitive and responsive to the needs of students	93.4	75	100	88.2
Administration is sensitive and responsive to the needs of teachers	100	23.1	85.7	68.6
I feel my needs, values, and beliefs are respected by other adults at this school	93.3	84.6	100	91.4
I enjoy working at this school	100	92.3	100	97.1
I know the barriers to students accessing the mental health services/programs they need	85.7	69.2	71.4	79.4
I have the tools/skills to handle	80	61.5	57.2	68.6

most of the mental health concerns in my classroom				
Most mental health concerns in my classroom are best addressed by a professional/outside resource	85.7	53.9	42.9	64.8
Suspensions are the most effective method to discipline students with bad behavior	7.1	7.7	0	5.8
I know how to use strategies that might lead to positive changes in students' behavior	100	69.3	100	92.2

How is your class as a whole meeting your expectations on:	Post 2-Survey % Met or Exceeded Expectations			
	Franklin n=15	BAM n=13	Willard n=7	Overall n=35
Completing homework as assigned	21.4	61.5	42.9	41.2
Taking learning seriously	71.4	76.9	42.9	67.7
Following classroom rules	85.7	69.2	42.9	70.5
Caring for/respecting classroom environment	85.7	53.9	57.1	67.6
Resolving conflict in positive manner	92.9	61.5	71.4	76.4

APPENDIX

STATE OF CALIFORNIA
EDMUND G. BROWN JR., Governor

TINA WOOTON
Chair
JOHN BOYD, PsyD
Vice Chair
TOBY EWING
Executive Director

September 15, 2017

TO: COUNTY MENTAL HEALTH DIRECTORS
        COUNTY BEHAVIORAL HEALTH DIRECTORS
        COUNTY MHSA COORDINATORS

SUBJECT: Waiver of required data to be submitted in the first Prevention and Early Intervention
          Program and Evaluation Report and the first Innovative Project Report due no later than
          December 30, 2017

This letter is a reminder of the waiver issued earlier this year by the MHSOAC for parts of California Code of Regulations (CCR), Title 9, Sections 3560.010, 3580, and 3580.010.

Until adoption of these regulation sections, counties were not required to collect and report data for individual Prevention and Early Intervention (PEI) programs or Innovative Projects under the Mental Health Services Act. Title 9 CCR, Section 3560.010 requires specified data on each PEI program and Sections 3580 and 3580.010 require specified data on each Innovative Project from July 1, 2016 through June 30, 2017 and annually thereafter. Because the regulations became operative in October 2015 counties had only eight to nine months to establish a data collection system.

In response to concerns voiced by counties and recognizing the challenges in establishing data collection systems and balancing those challenges with the importance of the required data, the MHSOAC has authorized a waiver for Title 9 CCR Sections 3560.010, 3580, and 3580.010 as follows:

> For the first Annual Innovative Project Report and the first Annual Prevention and Early Intervention Program and Evaluation Report, due December 30, 2017, a county that is not able to collect all of the required data for the reporting period shall identify and report the data that it was able to collect. In addition, the county is to provide a brief explanation of the obstacles it faced in meeting the reporting requirements and a high-level summary of the county's implementation plan and timeline for complying fully with the future Annual Innovative Project Reports and Annual Prevention and Early Intervention Program and Evaluation Reports.

The first Annual Innovative Project Report and first Annual Prevention and Early Intervention Program and Evaluation Report must be submitted electronically no later than December 30, 2017. Information on how to submit the reports will be sent to you at a later date. If you have any questions regarding the reports please contact Sharmil Shah at Sharmil.Shah@mhsoac.ca.gov.

Respectfully,

Toby Ewing, Ph.D.
Executive Director