Behavioral-Mental Health Educator Tool Kit

Preparing Youth for Careers that Pay

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Behavioral-Mental Health Educator Tool Kit: Preparing Youth for Careers that Pay

Commissioned by the Health Workforce Initiative of the California Community Colleges Chancellor's Office with funding from Kaiser Permanente Mental Health and Wellness (MHW) Initiative Strategic Partnership Grant 16040.

This project is intended to support educators and community leaders serving Middle School through Community College Students.

Special Acknowledgements

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<u>Section 1: Introductions, Project Purpose, Meet the Experts, and Call to Action</u>

- **Project Purpose:** Vision, Goals, and Objectives.

- **Introduction:** Project Innovation Behavioral-Mental Health Educator Tool Kit, Preparing Youth for Careers that Pay

- **Meet the Experts:** Educators and Community Leaders

- **Call To Action:** Opportunities and Solutions

Project Purpose

This project was produced pursuant to a grant from Kaiser Permanente Mental Health and Wellness (MHW) Initiative Strategic Partnership Grant (16040). In 2020, Health Workforce Initiative, powered by the California Community College Chancellors Office received funding to create programs, which improve and build the current and emerging mental health workforce to meet community mental health needs. The objectives of the grant are to: 1) increase the number of individuals exposed to and connected to the mental health profession, 2) increase the diversity, equity, and inclusion of individuals interested in the mental health profession to reflect the populations served, and 3) improve the geographic distribution of individuals interested and connected to the mental health profession.

The ***Behavioral Mental Health Tool Kit, Preparing Youth for Careers that Pay*** was created for Regional Occupation Programs (ROP), Comprehensive High Schools, and Community Colleges interested in developing a behavioral-mental health career pathway program. The tool kit includes community engagement models that can be utilized to enhance existing pathways. The purpose of this project is to provide a comprehensive resource that may be used in its entirety, adapted as needed by middle school to community college educators as well as by community leaders for instruction and career training.

Objectives

The following objectives were developed to address the Kaiser Permanente, Mental Health and Wellness Strategic Partnership Grant priorities:

1. Identify the process to develop a pathway including but not limited to:

    a. Key processes (i.e. How to create an industry advisory, CTE credentialing)
    b. Key stakeholders (HS-CC-CSU), CTE coordinator, Articulation/Dual Enrollment contacts, community resources

2. To identify curriculum and courses for the Behavioral-Mental Health Pathway with corresponding course outlines including an educator resource guide

3. Community/Industry Engagement Models

The Behavioral-Mental Health Tool Kit is designed to provide industry insight across multiple disciplines. This tool kit may be used to increases skills for paraprofessional, incumbent workers or to introduce livable wage career ideas to students from middle school to community college.

This model was developed based on the culminating work of education and community advocates who believe in the health and well-being of paraprofessional and early career professions entering the behavioral-mental health field.

Introductions

The innovation and tireless work of Irene Ornelas, MSW, LCSW Regional Director, Employer Engagement – Health Workforce Initiative, Powered by CA Community Colleges, and South-Central Coast Regional Consortium made this project possible.

"Providing user friendly career exploration tools and information is key to making well-informed decisions about careers, jobs, and educational pathways in the behavioral-mental health field. Creating clear educational pathways is a crucial part of building a workforce that is reflective of the communities it serves."

Irene Ornelas, MSW, LCSW
Lead Consultant

Lanéay L. London, MSW, Project Manager for Behavioral-Mental Health Workforce Tool Kit. Ms. London has served communities through-out California as a psycho-social-cultural consultant for behavioral health and wellness for over 10 years.

"Together we can create a strong and healthy behavioral-mental health workforce."

Lanéay L. London, MSW
Project Manager

Health Workforce Initiative (HWI)

The Health Workforce Initiative (HWI) is a program of the Workforce and Economic Development division of the California Community Colleges Chancellor's Office.

HWI fosters communication and collaboration between the health care industry and education systems. By identifying and highlighting health care workforce needs, HWI helps California Community Colleges to respond effectively to changing workforce needs.

Mission

To promote the advancement of California's health care workforce through quality education and services.

Purpose

The purpose of the Health Workforce Initiative is to identify health care workforce needs and cultivate solutions. The role of the Health Workforce Initiative is to facilitate a community college response to workforce needs.

Services

- Foster partnership/collaboration to leverage resources among educators, government, and health care providers
- Job analysis
- Technical assistance for curriculum development and revision, staff development and testing
- Incumbent worker training
- Coordinate regional activities to identify and meet workforce development needs
- Develop creative alternatives in educational delivery
- Provide curriculum and program information/referrals
- Offer professional educational workshops and events

HWI provides direct services to health care related businesses, with a major focus on incumbent worker training. Topics include RN Specialty Certification Review Courses and Health Care Leadership Development and Customer Service Courses utilizing Development Dimensions.

Meet the Experts

The workgroup commissioned for the development of this tool kit were selected based on experience in teaching behavioral mental health curriculum. The workgroup consisted of content expert from regional occupational programs (ROP), comprehensive high schools, community colleges, and industry professionals from the social service and behavioral health sector.

This tool kit can be used to start new programs, current program expansion, engagement with community stakeholders, or as a content resource. The ***Behavioral Mental Health Tool Kit, Preparing Youth for Careers that Pay*** is available to any educational entity in the State of California interested in providing students with the tools and skills to be successful in this entry-level allied health occupation program. The content is designed and can be adapted for students in middle school through community college, as well as the incumbent workforce. The ***Educator Resources Master List*** has a dedicated tab to work-based Activities (Middle School to Community College) that can be utilized to engage with students in and out of the classroom on topics such as Emotional Intelligence, Health Relationships, Stress and the Body, and Soft Skills.

The *BMH Tool Kit* will address the increasing need for courses to create a pipeline to careers in the behavioral health field. As California's growth in retirement age population increases to 87% in the next 10 years, the demand for primary care workers continues to rise.[1] Additionally, most people with mental health issues will be treated by a primary care physician. It is vital that more mental health services are made available to avoid system overload.

In 2019, *The California Future Health Workforce Commission* with 24 commissioners including prominent health, policy, workforce development, and education leaders in the state were charged with creating "a comprehensive strategy with actionable recommendations — to be implemented between 2019 and 2030 — to close the significant and growing gap between the health workforce that exists in California today and the one that will be required in the near future.[2]

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[1] *About - The California Future Health Workforce Commission*. California Future Health Workforce Commission. (2021, February 11). Retrieved October 28, 2021, from https://futurehealthworkforce.org/about/.

[2] About - The California Future Health Workforce Commission. California Future Health Workforce Commission. (2021, February 11). Retrieved October 28, 2021, from https://futurehealthworkforce.org/about/.

Behavioral-Mental Health Tool Kit Workgroup

Project Participation	Name/Professional Title	Organization	Region
Lead Consultant	Irene Ornelas, MSW, LCSW	Health Workforce Initiative/CA Community Colleges, Regional Director of Employer Engagement	South Central Coast
Project Manager	Lanéay L. London, MSW	Serenity Village	Los Angeles
Industry	Gloria Coder, Program Manager	Reach Out, IHPC	Inland Empire
Industry	DeLlora Ellis-Gant, Director	Membership Chair of the Los Angeles County African American Employee Association	Los Angeles
Industry	Mayra Mixco- Chavez, Program Manager	Reach Out, IHPC	Inland Empire
Industry	Stephanie Ramos	Cal Voices	Sacramento
Industry/Educator	Jennifer Sanford, MS, LMFT	Folsom Lake Community College Private Practice-Life Path	Sacramento and Placer County
Educator	Denae Boggs, MA, LMFT	Cuesta College	South Central Coast
Educator	Julie Castillo, MS PSY IOP Mental Health Instructor	Colton Redlands Yucaipa ROP	Inland Empire
Educator	Kristen Cole, PhD	San Diego City College	San Diego Region
Educator	Michael Gray CARE Center Counselor/CTE Health & Behavioral Science Teacher	Long Beach Polytechnic High School/LBUSD	Los Angeles County
Educator	Wendy McClung, BS-Psychology, ROP Mental Health Instructor	Colton, Redlands, Yucaipa ROP	Inland Empire
Educator	Deborah Meltvedt Medical Science Teacher/CTE Educator	Arthur A. Benjamin Health Professions High School	Sacramento
Educator	Ioana Schmidt, MSW, PhD	Ventura College	Ventura
Educator	Dawn Taft Academic Counselor, MAED	San Diego City College Public Mental Health Academy/Mental Health Work Certificate	San Diego Region

Call To Action: Opportunities and Solutions

Why is a Behavioral Mental Health Pathway Important?

According to the National Alliance on Mental Illness (NAMI) "50% of mental health conditions begin by the age of 14."[3]

The Centers for Disease Control and Prevention (CDC) states, "more than 50% will be diagnosed with a mental illness or disorder at some point in their lifetime. 1 in 5 Americans will experience a mental illness in a given year."[4]

What educators are saying?

"To me there are three main ideas: Helps raise awareness and address stigma in mental illness among our youth, gives students the tools to advocate for their own mental well-being and mental health access within their community, and prepares for a future diverse workforce in behavioral health for diagnosis and treatment."

Deborah Meltvedt – Medical Science Teacher/CTE Educator,
Arthur A. Benjamin Health Professions High School

"Mental health conditions account for 16% of the global burden of disease and injury in people aged 10-19 years. Half of all mental health conditions start by 14 years of age but most cases are undetected and untreated. Globally, depression is one of the leading causes of illness and disability among adolescents (World Health Organization)."

Michael Gray – CARE Center Counselor/CTE Health & Behavioral Science Teacher,
Long Beach Polytechnic High School/LBUSD

"To increase the number of individuals joining the helping professions. Encourage 'being human' with ourselves and others. To increase the number of individuals joining the helping professions."

Jennifer Sanford, MS, LMFT – Educator, Folsom Lake Community College

"Learning the value of diverse lived experience, that when combined with b/m health education becomes a powerful force for change."

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[3] Mental health by the numbers. NAMI. (n.d.). Retrieved November 8, 2021, from https://nami.org/mhstats.
[4] Centers for Disease Control and Prevention. (2021, June 28). About mental health. Centers for Disease Control and Prevention. Retrieved November 8, 2021, from https://www.cdc.gov/mentalhealth/learn/index.htm.

Denae Boggs, MA, LMFT – Educator, Cuesta College

"Over 80% of students enrolled in our MHWC have lived experience either with family or their own struggles. It's wonderful if we can provide guidance to creating more programs for those interested in the field to connect to."
Dawn Taft, Academic Counselor, MAED – Counselor, San Diego City College

"The more diverse the youth we get involved the better for reducing the stigma."
Gloria Coder, Program Manager, Reach Out, IHPC

Currently the pathways to behavioral health careers are limited. Data for unlicensed behavioral health professionals has begun to slowly emerge but remains insufficient. To date, most employers require bachelors or masters level education to enter into the field. However, paraprofessional careers such as autism technician, peer specialist, health promoters, and home health workers are on the rise. For more information regarding these careers, please refer to the *Health Workforce Initiative (HWI)* website *Behavioral/Mental Health Pipeline*[5] section.

In California, the *Employment Development Department* released the *Top 100 Fastest Growing Occupations in Los Angeles County 2016-2026.*[6] Eight careers were in the behavioral mental health industry in areas such as: #4 Geriatric Counselors, #18 All Therapists, and #64 Healthcare Social Workers. Growth in these areas are projected to be 31- 25% in Los Angeles County.

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[5] *Career Pathways - Behavioral/ Mental Health Pipeline*. Behavioral/ Mental Health Pipeline | Health Workforce Initiative. (n.d.). Retrieved October 28, 2021, from https://ca-hwi.org/career-pathways/behavioral-mental-health-pipeline/.
[6] Top 100 fastest growing occupations in Los Angeles County, 2018-2028. Fastest Growing Occupations. (n.d.). Retrieved November 8, 2021, from https://www.labormarketinfo.edd.ca.gov/OccGuides/FastGrowingOcc.aspx?Geography=0604000037.

Social Service First Responders

As the world watched the numbers of Covid-19 victims increase, the need for a mentally prepared workforce became more crucial for our communities and social service first responders. As first responders, behavioral health professionals are among the most susceptible to compassion fatigue and burnout. Introducing future professionals into the field must include wellness practices along with academic instruction.

This tool kit provides instructors and youth organizations with resources designed to address these concerns and create an innovative pathway to successful careers in the behavioral mental health industry.

This tool kit was commissioned to develop, align and expand education and training in the area of behavioral-mental health as identified by *California Future Health Workforce Commission* report entitled *"Meeting the Demand in Healthcare: Final Report of the California Future Health Workforce Commission"* issued February 2019.
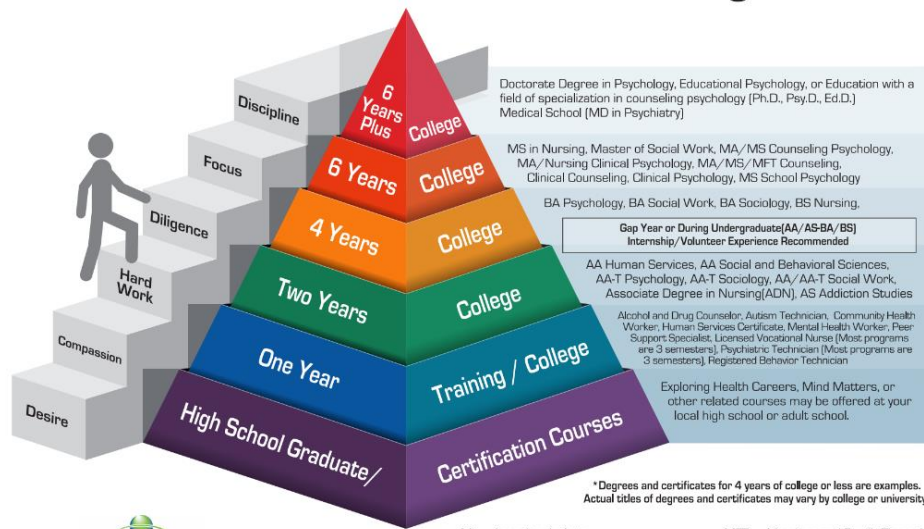
Resources Needed

In the above-mentioned report, the area of Academic Preparation was addressed and reported the following needs:

> **Academic Preparation** the Commission's recommendations assume that children and young adults — those in grades kindergarten through college, or "K–16" — have access to adequate preparation for success in the health professions. California's state agencies, school districts, and primary and secondary educational institutions should consider the needs of future health professions students when designing curricula and determining educational priorities, particularly those in science, technology, engineering, and math. There is growing recognition that academic preparation must begin at the pre-K level, and California is among the leading states across the country in providing access. At the same time, there is substantial room for improvement. At the state level, 65% of four-year-old attended a pre-K program in 2016, and 69% of those were eligible for public subsidies.. Just as access to health care varies widely across the state, the same applies in terms of pre-K access. In Santa Clara County, 77% of four-year-old accessed pre-K programs in 2016, while the percentage was 42% in Tulare County. At the K–12 level, Californians contend with an inequitable distribution of public education resources, and like other states, public schools have become highly segregated both by class and race/ethnicity. Inequities in public funding are compounded by unrealistic expectations in economically distressed communities that parents will subsidize functions (e.g., academic supplies, sports programs, etc.). Students who graduate from these schools often lack sufficient math, language, and related academic skills necessary to succeed in undergraduate higher education programs. The net result for those who manage to enter programs in the California Community College system is often a failure to complete their degree. While students of color

make up a majority of students in community colleges, and Latino students representing 40% of the total, only 22% of Latino students complete their degree. California must advance collaboration and data systems to improve student preparation, achievement, and health career readiness and opportunities. Given their separate sources of funding, governance, and accountability for outcomes, K–12 and public higher education systems in California focus primarily on the success of their own students rather than collaboration to ensure student readiness, progression, and achievement across levels. Enhanced collaboration between K–12 public school districts and higher education, as well as between education institutions, workforce groups, and community organizations, has the potential to improve college and labor market outcomes for individual students and for local communities. Continued expansion of intersegmental partnerships, supported by documented best practices, and longitudinal data systems — linked across pre-K through postsecondary sectors — statewide and regionally are needed to track individuals' education and labor market outcomes and to effectively use data to improve student outcomes. Increased partnerships and support at each educational level is needed to provide students with exposure, experience, academic support, and mentorship to successfully pursue health careers. Support should start in K–12 and continue through and after college into health professions school. California is home to many health academies and health pipeline programs that provide health career exposure and preparation support for students of K–16 age; however, their scale, sustainability, and impact have been insufficient to meet statewide and regional health workforce and diversity needs. Additional investment and support is needed to strengthen these programs and provide opportunity for more Californians to pursue health careers. Addressing each of these essential conditions in the larger policy and practice environment will be critically important to support the implementation.[7]

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[7] *Meeting the Demands for Health: Final Report of the California Future Health Workforce Commission.* California Future Health Workforce Commission. (2019, May 31). Retrieved October 28, 2021, from https://futurehealthworkforce.org/our-work/finalreport/.

Behavioral-Mental Health Related Certificates and Educational Degrees

Discipline — **6 Years Plus** — **College**
Doctorate Degree in Psychology, Educational Psychology, or Education with a field of specialization in counseling psychology (Ph.D., Psy.D., Ed.D.) Medical School (MD in Psychiatry)

Focus — **6 Years** — **College**
MS in Nursing, Master of Social Work, MA/MS Counseling Psychology, MA/Nursing Clinical Psychology, MA/MS/MFT Counseling, Clinical Counseling, Clinical Psychology, MS School Psychology

Diligence — **4 Years** — **College**
BA Psychology, BA Social Work, BA Sociology, BS Nursing,

Gap Year or During Undergraduate(AA/AS-BA/BS) Internship/Volunteer Experience Recommended

Hard Work — **Two Years** — **College**
AA Human Services, AA Social and Behavioral Sciences, AA-T Psychology, AA-T Sociology, AA/AA-T Social Work, Associate Degree in Nursing(ADN), AS Addiction Studies

Compassion — **One Year** — **Training / College**
Alcohol and Drug Counselor, Autism Technician, Community Health Worker, Human Services Certificate, Mental Health Worker, Peer Support Specialist, Licensed Vocational Nurse (Most programs are 3 semesters), Psychiatric Technician (Most programs are 3 semesters), Registered Behavior Technician

Desire — **High School Graduate/** — **Certification Courses**
Exploring Health Careers, Mind Matters, or other related courses may be offered at your local high school or adult school.

*Degrees and certificates for 4 years of college or less are examples. Actual titles of degrees and certificates may vary by college or university.

AA = Associate in Arts
AA-T = Associate in Arts for Transfer
AS = Associate in Science
AS-T = Associate in Science for Transfer
MA = Master of Arts
MD = Medical Doctor

MFT = Marriage and Family Therapist
MS = Master of Science
MSW = Master of Social Work
Ed.D = Doctor of Education
Ph.D = Doctor of Philosophy
Psy.D = Doctor of Psychology

HWI
Health Workforce Initiative
https://ca-hwi.org
Adapted with permission from OneFuture Coachella Valley 2019

"Opportunity is everywhere. The key is to develop the vision to see it." Anonymous

Section 2: Learn, Plan, Develop, and Maintain

- **Learn:** Connecting Through Stakeholders.
  Identify and Connect.
- **Plan:** Program Planning
- **Develop:** Sample Applications and Proposals, Labor
  Market Information, Funding, & Advocating for
  Your Program.
- **Maintain:** Course Review and Progress Tracking

Learn: Connecting Through Stakeholders. Identify and Connect.

Identify

Students

Natural born helpers. The tool kit workgroup identified the characteristics that they see in students that who are enrolled in behavioral mental health pathway programs. In their collective experience, the students that are interested the most in this pathway are students that exhibit the following qualities. (***See above image***)

By anecdotal report of workgroup members, most youth that are interested in the behavioral-mental health pathway have some lived experience with mental health whether it be personal experience or that of a family member or loved one.

"Youth that are interested in behavioral mental health courses in our organization have some lived experience."

Stephanie Ramos

"Youth with lived experience participate. Fifty percent have already been diagnosed."

Michael Gray

"Diversity does not start with a job application it starts with educating our youth."

Stephanie Ramos, Cal Voices

Students are creative, giving them access and guidance to act in their own best interest may support the program development.

Student Report

Educator Michael Gray of Long Beach Polytechnic High School Medical Academy, shares his student's thoughts on their program:

"This video centers student voices about why all students deserve real SEL/Emotional Intelligence skill building. When WE GROW 2GETHER as students/staff/parents we become an even more powerful school."

https://www.youtube.com/watch?v=8VBXCmKmwfs

K-12 Schools

➢   Parents and Parent Organizations (PTO or PTA)

➢ School staff: CTE Coordinators, Principal, School District or County Office of Education Health & Prevention programs, Counselors, Regional Occupation Program (ROP)

- School Wellness Centers: Counselors, therapists, Community Health Workers, Peer Support Specialist.

- Community Based Organizations for Foster Youth, Elder Care

- Local County Office of Education Health and Prevention Programs

Community Colleges/Universities:

➢ Pathway Lead Faculty, CTE Coordinator, Articulation/Dual Enrollment Coordinator, Work study Coordinator, Job Placement Coordinator/Employment Specialist, Director of Community Engagement, Outreach Coordinator, Transfer Director/Coordinator

➢   Transfer Program Advisor/Counselor

Community Stakeholders

➢ County Workforce Development Boards and their affiliated programs/work groups

➢ Local County Office of Education Health and Prevention Programs to connect on student based prevention programs such as suicide prevention.

➢ Trauma/Crisis groups and other small community-based organizations that offer entry-level paraprofessional volunteer or job opportunities that can help bridge students into the workforce.

➢ Private and public sector mental health professionals and associations who can provide subject matter expertise or guidance.

- Local Behavioral Health professional associations [CAMFT](#), [NASW-CA](#), [CA Psychological Association](#)

- County Departments Behavioral-Mental Health, Human Services, and Public Health

  Tip: Look for the training manager or department who handles internships, as they would be able to help you with a global reach to those able to engage.

- Private/public clinics and community providing behavioral health and social services

- Addiction agencies (private/public)

- National Alliance on Mental Illness - [NAMI California](#) (local chapter)

Connect

Advisory Committees are an important part of program development. Develop advisory committees including key stakeholders such as students, education partners (High School to Adult Education to Community College to Cal State University etc.), and community based organizations. The following presentation, [Designing Your Advisory Committee](#), developed by Wendy McClung instructor from Colton, Redlands, Yucaipa ROP, has useful information on how to design, structure, and develop goals for CTE advisory committees. This resource covers the following objectives:

- ✓ An overview of the purpose and priorities of the advisory committee.
- ✓ The vision and desired outcome from the proposed committee.
- ✓ The selection of members and meeting agenda.
- ✓ Evaluation of the effectiveness of the meetings.

Suggestion: If applicable host advisory in coordination with other stakeholders to minimize the "ask". Advisory meetings can be convened 1-2 times a year dependent on funding/grant requirements on the frequency.

Advisory committees *help inform* the following:

- ➤ Diversity and Inclusion in the workforce
  - ● Recruitment of future workforce who are reflective of the communities they serve
- ➤ Current practices and trends within the industry sector
 - ● Required skills for employment

Tip: Best practice is to listen to your industry partners at the top of the meeting. Remember, they are providing their time free; give them the opportunity to share current trends in the field.

- ✓ Send reminder email with agenda out 1-2 days ahead of time so your stakeholders are prepared including discussion points
- ✓ If in person, if possible offer snack or refreshment

Tip: Review job postings (e.g. Craig's List, Indeed, County listings) for trending positions

Tip: Consider hosting your advisory virtually or in person or perhaps a hybrid model

Plan: Program Planning

Step by Step
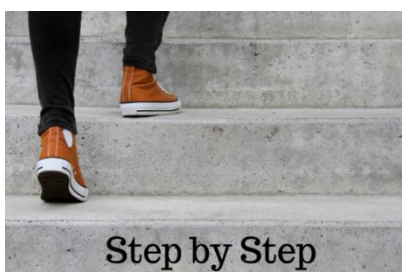
Planning to launch a program can be a challenging process for educator and community leaders. Below we have provided a few Tips to help you along the way.

Pathway Education

Pathway Education is defined by the [California Department of Education](#) within the confines of career technical education as "A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers."[8]

Program Planning Tips, Resources and Notes

Tip: Find models to model your program after!

The following are a few examples of K-12 health pathway programs models

- ✓ [Colton, Redlands, Yucaipa Regional Occupational Program at Bloomington High School](#)
- ✓ [Del Norte County and Tribal Lands Health Career Pathways](#)
  - ▪ [Poway Unified School District Career Technical Education](#)
- ✓ [Long Beach USD Polytechnic MEDS Academy: Mental Health Pathway](#)
- ✓ [Oakland Health Pathways: Student Outcomes & Resources in Health Pathways](#)

The following are a few examples of Community College pathway programs

- ✓ [Cuesta College Human Development/Human Services Degrees](#)
- ✓ [Folsom Lake College Social Work/Human Services](#)
- ✓ [Ventura College Social Work and Human Services](#)
- ✓ [San Diego City College School of Behavioral and Social Science, Consumer and Family Studies](#)

RESOURCE

[Health Science & Medical Technology: CA Department of Education - CTE Standards - Health Science (K-12)](#)

[LA County Office of Education Career Technical Education](#)

[Los Angeles Unified School District CTE Library](#)
[California College Pathways](#)

Note: Courses may be designed as Stand-alone exploratory courses or certificates based on performance or achievement. (E.g. performance/specialization 9 units or achievement 16 plus units)

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[8] Career Technical Education. Career Technical Education - Teaching & Learning (CA Dept of Education). (n.d.). Retrieved November 9, 2021, from https://www.cde.ca.gov/ci/ct/.

https://youtu.be/nmmYOAUeoUM

Develop: Sample Applications and Proposals, Labor Market Information, Funding, & Advocating for Your Program.

Developing an application or proposal

Tip: Identify program proposal/and or application process specific to your district.

Tip: Identify key stakeholders involved in implementing the program. Proposal templates (staff, instructors, business office, deans' office).

Tip: When presenting your program to administrators and counseling staff make sure to include slides like this to help your audience understand the type of students the program will benefit.

Note: Be ready to justify your program. Demonstrate the need in your community. How will this program impact students? Use industry reports, Senate Bills, and local initiatives to support the need for behavioral mental health workforce development. Include potential funding sources, which may also be provided through grants and contracts with local community agencies. Receive approval from program/school administrators.

RESOURCE
    Duanesburge Central High School New Course Proposal Process Flow Chart & Form
    North Clackamas School District New Course Proposal Application, Oregon

Labor Market Information

Providing labor market information as supporting documentation in the development of your program is critical to align and demonstrate local, regional, and statewide workforce needs.

Accurate, objective, relevant, timely, and accessible workforce and labor market information is critical for:

- Building a skilled workforce that spurs business competitiveness and economic growth;
- Strengthening career pathways and guiding skill attainment for good jobs, economic opportunity, and career growth;
- Understanding the rapidly changing nature of work and how it impacts the workforce and U.S. economy; and
- Spending workforce training and education funds effectively[9]

RESOURCE
> EDD
> ONET
> Centers of Excellence for Labor Market Research (Community Colleges Data)
> http://www.coeccc.net/

Possible Funding Sources: Career Technical Education Incentive Grant (CTEIG), Perkins, Strong Workforce Program (SWP), Donorschoose.org (used to fund events), joint agreements with partner school districts (Joint Powers Authority). Also consider community based and other government organizations that may have access to funding to leverage and/or grants you are eligible for (e.g. local Workforce Development Board, Housing Commissions, CA Department of Health Care Access and Information - HCAI, County Behavioral Health systems – Mental Health Services Act funds).

Funding Question: Do you have funding in place? If so, identify what type of funding in order to develop your educational work plan.

Tip: Work plan to meet deliverables as stated by funding source such as spending timelines, allowable expenses, and deliverables

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[9] Workforce Information Advisory Council. (n.d.). *Informational handout - home | U.S. Department of Labor*. U.S. Department of Labor . Retrieved November 24, 2021, from https://www.dol.gov/sites/dolgov/files/ETA/wioa/pdfs/Informational_Handout.pdf.

Advocating For Your Program

Support for your program: Here are a few ways you can advocate for the development and maintenance of your program. Keep in mind that although information is marked by education level, information can be adapted or used at all levels.

K-12

➢ Career pathways (Academy model or CTE model)

- Know what your school's pathways
- CTE or Academy model (funding and standard purposes)
- Connect and network with other districts with similar pathways for best practices and to amplify your program

➢ Coordinate with counseling support from all feeder high schools, middle schools, and the previous concentrator course.

- Be prepared to advocate and educate others about your course and the sequence.

➢ Find and maintain your allies: Community partners, community involvement, parents (parent engagement opportunities), marketing

- Professional social media account where others can follow you so they can see what's happening in the classroom to promote your program.
- Find opportunities for the school classified staff and community to receive training/events (e.g. Social Emotional Learning, Suicide Awareness)
- LCAP, PTA, PTSA, PTO, County Office of Education (oftentimes there is funding available for prevention services) meetings to network with all meeting participants.
- Behavioral Health Pathway Instructors can lend a special hand by providing support to your specific staff in your school. Create/build your trusted team!
- Connect with community-based organizations where students can become part of youth leadership and advocacy programs that are in existence. For example, NAMI for youth in Sacramento. https://namisacramento.org/
- Connect with your Community College Outreach Office or faculty at the Community College to enlist their help for the following:
  - ✓ Tours
  - ✓ Dual Enrollment and Articulation Classes
  - ✓ College days where students are interacting with the programs and not just a tour.
  - ✓ Mentor program with community college students in the program they are interested in "buddy program"

➢ Open house nights – to market your program to students and parents

- **Ideas**: Develop a marketing tool like this one developed by Wendy McClung instructor from Colton, Redlands, Yucaipa ROP, Student Recruitment and Marketing

Community Colleges

- ➢ Counseling support
    - ● Be prepared to advocate and educate others about your program and associated certificates.
    - ● Academic counselors
        - ✓ Promote program to General Academic Counselors so they are aware that students can get jobs in this field at an undergraduate level
        - ✓ Specific counselor to your program to keep students on the path
    - ● Connect with your campus wellness center to discuss potential collaborations on work-based learning activities such as hosting a movie with a panel discussion on a mental health topic or developing a student peer support program.

RESOURCE
    Art with Impact: Movies for Mental Health!
    Ohlone Community College – STEP Up program

- ➢ Students are your biggest asset
    - ● Welcome back previous students from your program who are working in the field to make classroom visits and speak on panels

- ➢ Mentorship opportunities and programs with feeder high school programs
    - ● Look for opportunities to collaborate with local high school related programs and service organizations on student wellness or other relevant activities

- ➢ Networking
    - ● Networking within industry will help inform about your program as well as serve to find individuals interested in teaching in your program
    - ● Connecting with your high school counterparts and speaking in their classrooms provides the students with a familiar face and a link to your program

- ➢ Maintain a database to keep track of program stats and data (e.g. certification/degree completion, job placement). Be sure to share your data and student successes with administrators and stakeholders!

Middle School to Community College

- ➢ Other ideas
    - ● Utilize and plan Wellness Days – promote pathways using pet therapy, chalk art, etc. Strategically plan around national awareness days such as Mental Health Awareness Month (May) or Suicide Awareness Month (September).
    - ● Have current students plan school-wide events to practice skills and culture building. Students can engage in such activities as making and giving each other appreciation bracelets or plan regular lunch-time themed events related to the pathway.
    - ● Include age-appropriate Mental Health Awareness trainings and activities such as Mental Health First Aid for Adults, Mental Health First Aid for Teens, Question.Persuade.Refer., safeTalk, or Directing Change.

Maintain: Assessments, Evaluations, and Progress Tracking

Prepare for course reviews

Preparing for a review of the course during the planning phase is suggested for program success. Course review timelines may vary from district to district. The average time frame is every two years. Advisory committee members should be actively involved in this process.

Tips:
- ✔ Prepare for course review every 1-2 years
- ✔ Plan annual course review with advisory committee
- ✔ Include student reflection and feedback in your review
- ✔ CTE Annual program review every three years (Community College)

Data is key!

Maintain a database for program review in an effort to keep track of stats and other relevant data points (e.g. work-based learning, certification, degree completion, job placement):
- ✔ Field trip (in person/virtual)
- ✔ Guest speaker (live or virtual)
- ✔ Industry events, conventions, conferences
- ✔ Mentor programs
- ✔ Students hired (include employer/company info in contact section)
- ✔ Self-reported: pay, number of hours, position, and employer
- ✔ Virtual student competitions (e.g. Cal-HOSA, Skills USA)
- ✔ Workforce preparation such as Mock interviews at job fairs
- ✔ Fieldwork placements
- ✔ Student learning outcome assessments
- ✔ It's important to consider career exploration and mapping as well as educational mapping course/program

Progress Tracking

Progress may be tracked through traditional avenues such as testing, assignments, and reports. However, mental health education may be acquired in non-traditional and innovative ways such as art projects, dance expositions, and plays. Consider allowing students to express themselves in unique work.[10] [11]

> *RESOURCE*
> How to Make Student Choice Work [10]
> To engage students, give them meaningful choices in the classroom[11]
> Customize Student Learning – Orange Blossom Cafe
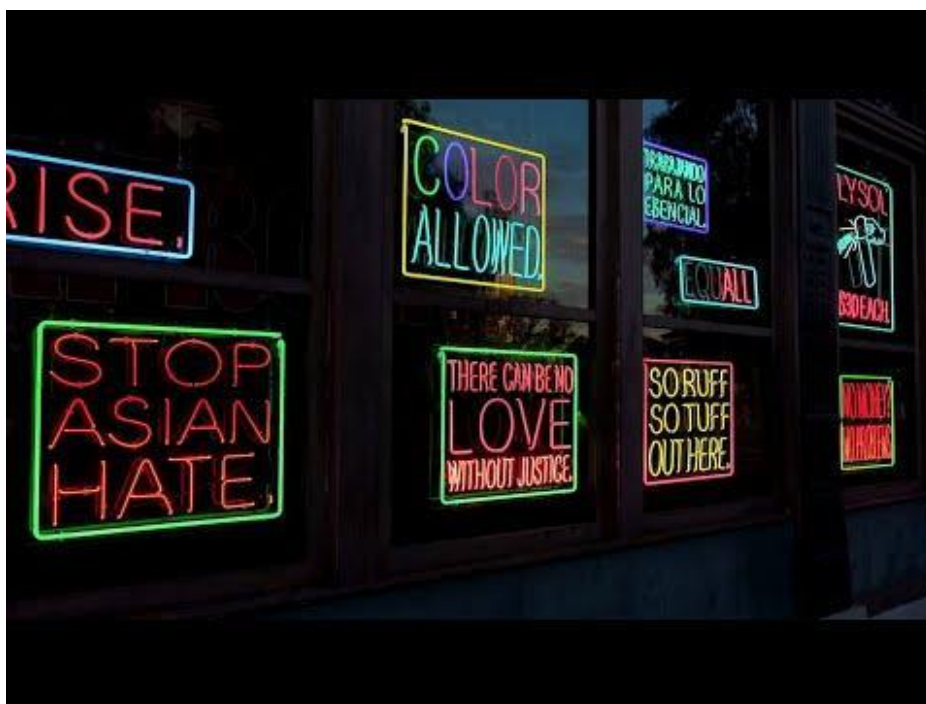
Why We Rise

Why We Rise is a part of a national movement to transform the mental health care system. Using the power of art, performance and creative expression, why we rise helps break through barriers by defying old assumptions about mental health, combating stigma and recognizing the role that related social conditions play in the wellbeing of individuals and communities.

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[10] Gehr, L. (2020, February 11). *How to make student choice work*. Edutopia. Retrieved November 24, 2021, from https://www.edutopia.org/article/how-make-student-choice-work.

[11] Parker, F., Frieda Parker Jodie Novak Tonya Bartell FRIEDA PARKER (catherine.parker@unco.edu) is an assistant professor of mathematics at University of Northern Colorado, Novak, J., Bartell, T., Fagell, P. L., Starr, J. P., Ferguson, M., Kim, R., Goldman, S., Housman, D., & Russo, A. (2020, December 10). *To engage students, give them meaningful choices in the classroom*. kappanonline.org. Retrieved November 24, 2021, from https://kappanonline.org/engage-students-give-meaningful-choices-classroom/.
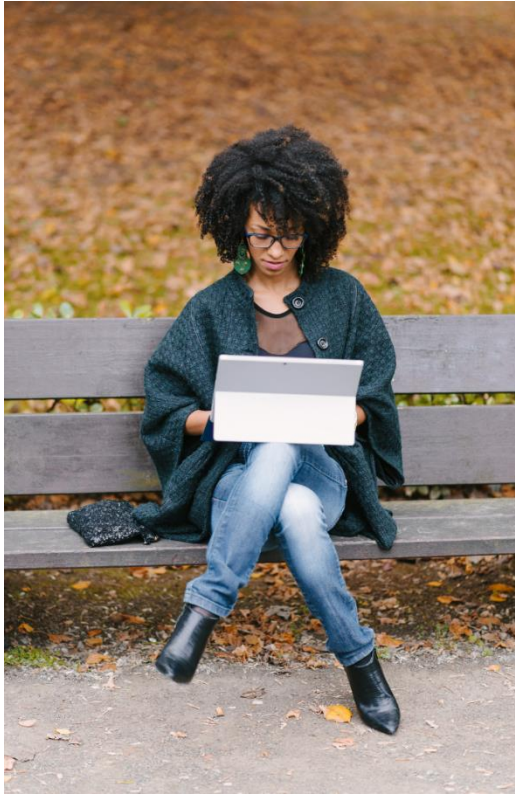
Section 3: Curriculum & Course Outlines

- **Curriculum Development**
- **Course Outlines**

Curriculum Development

Build curriculum that lead to careers that pay. "*The U.S. behavioral health market is projected to grow from $77.62 billion in 2021 to $99.40 billion in 2028 at a CAGR of 3.6% in forecast period, 2021-2028." Fortune Business Inside*

K-12 Curriculum Development:

➢ Existing Course: University of CA Curriculum Integration (A-G Approved CTE Courses by industry sector)

➢ New Course Development consider the following:
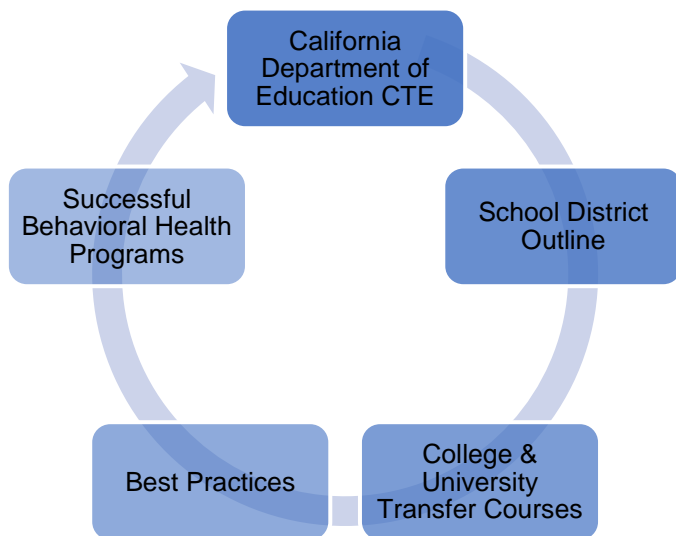
Tip: If possible, create curriculum with curriculum developer, starting point CTE Standards, UCCI database. Online research is key to building courses; utilize industry professionals for current information.

The *ASSIST* program mission is to facilitate transfer from California Community Colleges (CCC) to the California State University (CSU) and the University of California (UC) by providing comprehensive articulation information to students and to those who serve them. Assist

Tip: Books based online that have the capacity to be updated to ensure current data. Place books on reserve in your library for student access

Suggested Steps

- ✓ Create rough outline of the course
- ✓ Collaborate with the teachers to write the course facilitated by the writer
- ✓ Give course to advisory to review the curriculum
- ✓ Present course for approved to administration

Tip: Consider submission of course to district board of directors to become A-G approved.

Community Colleges

➤ Coordinate with Advisory Boards to update curriculum

➤ Participate in focus group to request curriculum to meet students needs

- Curriculum is developed at the advisement of the advisory board
- Approval will be sought at college, district, then state level

Tip: Start advocating and planning at least 1 year prior to implementation.

➤ Existing curriculum is located on Curricunet.edu. This is a public open source for course outlines. http://www.curricunet.com/SDCCD/

Tip: Create Courses start from upper division model courses scale it back to the lower division.

Consider contacting instructors that currently teach the course syllabus and/or course outline.

Course Outlines

To assist you in deciding what courses to include in your program, we have assembled a list of programs and course outlines for your consideration. More programs and related information can be found in the **_appendices_** section of this tool kit.

➤ **High School**
- Long Beach USD MEDS PolyTech Courses
- Oxnard Union High School District MENTAL HEALTH Pathway Outline
- Sacramento SCUSD Behavioral Mental Health Pathway
- CRY ROP Pathway Courses
- California Institute for Behavioral Health Solutions-Career Pathways-Includes high school syllabus for career pathway, lesson plans, guidance, identifying career

➤ **Community College**
- Cuesta College Human Development/Human Services
    - Cuesta College Program Courses
- Folsom Lake Social Work/Human Services
- San Diego City College School of Behavioral and Social Science, Consumer Studies
    - San Diego City College Mental Health Worker Certificate
    - San Diego City College Programs
- Ventura College Social Work and Human Services
    - Ventura College Social Work-Human Services Program Courses

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RESOURCES FOR MIDDLE SCHOOL THESE LESSONS AND ACTIVITIES CAN BE USED AS A CATALYST TO DISCUSS THE PATHWAY

- 365 Curriculum Guide - Self Development and Mental Wellness Skills
- Conflict Resolution Manual for Middle-High School
- Middle-High School WEEKLY AND BIMONTHLY SEL Lessons

Section 4: Community Engagement Models

- **Community-Based Organizations:**
  A Valuable Partnership

- **Four Current Community Models**

Community-Based Organizations: A Valuable Partnership

Community collaborators play a key role in workforce development in many ways, not only in providing work-based and service learning opportunities in their organizations but they can help inform curriculum and other program decisions. When developing partnerships, ask prospective partners how you can help their organization. These reciprocal partnerships are a win-win for both parties. Often times, the organizations and agencies receive state and federal funding with their own set of deliverables; inquire about how you might leverage each other's resources as you discuss the scope of the partnership.

Ohlone College (Community College)

BRIEF OVERVIEW AND BACKGROUND

STEP Up Ohlone is a community college health and wellness program created to promote student mental health, reduce stigma and discrimination associated with seeking help, and encourages a healthy dialogue at Ohlone. Ohlone wants students to feel supported, valued, socially connected, and believes that they will be far more likely to succeed not only in their classes, but also in life, as a result.

Ohlone College programs promoting mental and reducing stigma include the following programs:

- Student Wellness Ambassadors are student advocates for mental health and wellness on campus who lead campus educational and outreach activities designed to reduce stigma and discrimination associated with mental health and encourage students to seek support when needed.
- Mental Health Advocates (Mental Health Advocacy Training Program) The STEP Up program is pleased to host our fourth cohort of the Mental Health Advocacy Training Program. This student engagement program is part of their workforce development efforts to address the shortage of mental health practitioners in our communities. Students learn about campus-based and community-based mental health issues and services and are introduced to a wide range of careers in mental health. Upon completion of the training program, students conduct a service-learning project that will advance student mental health for a particular affinity group at Ohlone. This semester's cohort features (but not limited to) students from four affinity groups: SAS students, veteran students, deaf/hard of hearing students, and African American students. This program is generously funded by Alameda County Behavioral Health's Workforce Development, Education and Training Division.
- Mental Health Navigators (Alameda County Community College Mental Health Navigator Program) Ohlone College is spearheading a pilot workforce development program to train students on navigating community-based mental health care services. Students undergo an intensive eight-week training program on a wide range of mental health issues based on a wellness and resiliency curriculum and are introduced to

mental health agencies in Alameda County that may be part of the linkage to care network. We are pleased to host students from four campuses in this cohort: Berkeley City College, Chabot College, Las Positas College, and Ohlone College. This program is currently in its second year, and is generously funded by Alameda County Behavioral Health's Workforce Development, Education and Training Division. The program was developed to ensure that students who need ongoing care beyond what campus-based services can provide and to improve the referral process.

For the full report click [here](#)

OneFuture Coachella Valley

BRIEF OVERVIEW AND BACKGROUND

OneFuture Coachella Valley (OFCV) began as part of the Coachella Valley Economic Partnership (CVEP) in 2005, as the Career Pathways Initiative, a strategy to raise the region's intellectual capital and workforce capacity by aligning education, workforce and economic development efforts. The initial strategy was the first regional, cross-sector, intersegmental collaborative to focus on improving prospects for low-income students by aligning efforts so students could progress into and through college, and back into the workforce.

In 2012, this was advanced with the adoption of the Coachella Valley Regional Plan for College and Career Success, which defined common regional goals and strategies.

In March 2017, the need to build an endowed scholarship fund to support expanded college access, spurred the Workforce Excellence division of CVEP to spin off as OneFuture Coachella Valley, an independent 501(c)(3) nonprofit, committed to advance what has grown into a national model for college and career attainment.

OneFuture's mission is to *cultivate the Valley's next-generation workforce so that both our youth and our economy thrive.* OneFuture transforms the relationship between Coachella Valley educators and employers**,** so Coachella Valley's young people have the opportunity to stay in the community at jobs that pay well.

OneFuture convenes and facilitates the work of a network of alignment teams (A-Teams) with more than 120 active members, which are collectively advancing outcomes defined in the [Regional Plan for College and Career Success](#). Co-Chairs of each team serve on the Regional Plan Oversight Committee, providing guidance and monitoring individual team progress.

The A-Team Network includes a **Behavioral Health Workforce Alignment Team (BH A-Team)**, which works to assure the Coachella Valley has an abundant supply of mental and

behavioral health professionals who are from the student population and are responsive to the needs of the community. This team mentors the Bridge to Behavioral Health support strategy for students pursuing Behavioral Health careers. The **H.A.L.T. (Health Academy Lead Teachers)** is an informal networking group connected through the Behavioral Health Workforce A-Team, which provides opportunities for teachers within the valley's seven high school health academies time to network and share strategies and resources.

For the full report click [here](#)

ARC American River College
LOS RIOS COMMUNITY COLLEGE DISTRICT

Sacramento Region Mental Behavioral Health Pipeline Development with focus on an Apprenticeship Model

BRIEF OVERVIEW AND BACKGROUND
- In May 2020 the Sacramento Employment Training Agency (SETA) and the Regional Director of Employer Engagement for the North Region/Los Rios CCD, Health Workforce Initiative Statewide Director/ RDEE from Central Coast Region and the Institute of Local Government partnered together to enhance the Mental Behavioral Health (MBH) Pathway in the Greater Sacramento region. The overarching vision was to convene educational and industry stakeholders with the ultimate goal of increasing the supply of historically underrepresented groups in the mental behavioral health field and to establish an apprenticeship model for entry level paraprofessional occupations in mental health. The COVID-19 pandemic and ongoing workforce shortages intensified the needs for diverse and highly-skilled mental health workers to support the community and individuals which supported the momentum to develop this innovative pathway. Additionally, legislation for financial reimbursement from insurance companies for Peer Support specialist also provided support for organizations to expand this as an entry-level position.

Project Summary with key milestones
- From May 2020 to December 2021, the RDEE and SETA engaged with multiple employers, leveraged fiscal resources, partnered on multiple grants in the region and connected the faculty at multiple campuses in the human services and social work departments.
- Employer-College program connections December 2020- May 2021: The Los Rios CCD Centers of Excellence completed a comprehensive Greater Sacramento MBH Workforce Needs Assessment to identify occupations, skills, wages and workforce gaps which provided the foundation for the labor market information in support of an apprenticeship which was completed December 2020. In December 2020, the RDEE collaborated with Valley Vision Workforce agency to bring an industry panel on MBH careers to 7 regional colleges with more than 10 different programs and was completed with the use of local-regional LRCCD Strong Workforce funds. The Regional MBH Community of Practice met 4 times to collaborate on curriculum, skills mapping to curriculum, industry presentations and learning about the apprenticeship model.

- In September 2021, the Sacramento Behavioral Health Contractors Association was secured as the apprenticeship sponsor for this non-traditional, competency-based model for a paraprofessional mental health worker. The lead educational agency is American River College with their Human Services program with a Chemical Dependency focus. Los Rios Community College Strong Workforce funds were secured by the RDEE and SETA to support the American River College Apprenticeship Department to assist with the establishment of the Joint Action Committee. The primary objective of the JAC from October to December 2021 was to establish the apprenticeship standards, wages and work processes for the dual registration of the apprenticeship with both the Department of Labor and the Department of Apprenticeship Standards.

For the full report click [here](#)

San Diego City College Public Mental Health Academy

BRIEF OVERVIEW AND BACKGROUND

The Public Mental Health Academy (PMHA) at San Diego City College was established in 2010 with funds provided through the Mental Health Services Act, Workforce Education and Training to address the shortage and lack of diversity in mental health service providers. The PMHA facilitates workforce development and career pathways in public mental health by offering coursework leading to a Mental Health Work Certificate of Achievement (MHWCA) as well as academic counseling services, conferences and workshops.

The PMHA Certificate program prepares students for local employment opportunities in entry level mental health work. At the same time, the Certificate program serves as an academic stepping stone toward higher academic degrees in the broad field of mental health and human services. Potential students are recruited from the community and internally from existing students at City College. The courses offered in the Certificate program include:

- General Psychology (3 units)
- Introduction to Counseling (3 units)
- Abnormal Psychology (3 units)
- Introduction to Community Psychology (3 units)
- Public Assistance & Benefits Programs (1 unit)
- Family Support Model (3 units)
- Field Work in Psychological Services (3 units)

The initial five years of funding for the PMHA helped establish the coursework and the certificate application process to create a program that was eventually embedded within the Psychology Department program offerings of the college. The funding currently supports an Academic Counselor dedicated to the support of the PMHA/Mental Health Work students, and a Program Manager to oversee the project.

For the full report click [here](#)

Section 5: Things to Consider
Wisdom from the Field

Things to consider: Wisdom From the Field

Congratulations! You have navigated research, coordinated an advisory committee, developed courses, and created a proposal for your program. Now it's time to review and check for things to consider. The following is a checklist of items to consider before submitting applications or proposals:

Comprehensive High School (K-12)

✓ Academy Model - Four year cohort with cross curriculum collaboration across all subjects *California Partnership Academies (CPA)

✓ What other teachers are involved in CPA or CTE for cross curricular collaborations

✓ If you don't have direct experience in behavioral health, consider co-teaching or consulting with a subject matter expert (e.g. school-based mental health counselor, mental health therapist, or other industry related contact)

✓ CTE pathway has to be a minimum of 2 courses (2 years total)

✓ Where does the CTE pathway/program align at your local colleges or high schools?
- How do you get visible on campus?
- CTE Program Coordinator
- Campus-wide events

✓ Consider courses in related programs at the local community college that can be Dual Enrolled and/or articulated which can be taught at the high school level (1-unit

RESOURCE
Folsom Lake College High School Articulation Handbook

college courses).

Regional Occupational Programs (ROP) High School (K-12)

✓ Ask about funding for your classroom and to support your work-based learning activities. How can you get consumables covered?
- Ask about field trip protocol
- Community partners that may have "give-away" for your students or support your needs as part of their grant activities (in-kind donations).
- Making community connections can happen during career fairs or community health fair (i.e. community college transfer fairs, public health education departments, and businesses)
- Outreach coordinator: assist with recruitment of underrepresented and/or protected students

✓ Academic counselor attached to the certificate or program

- Provide program specific information

- Provide ongoing support to students in order to walk them through the program and career pathway steps. (***Providing support to students in this way increases retention, student success, transfer, and completion rates!***)

Community College (1 year to 18 months to start a program)

✓ County or local call to action regarding the need mental health workers (workforce gap)
✓ Identify where your program "lives" on your campus. Is it an "Academic" program or "Career Education" program?
✓ Consider smaller unit "stackable" certificates as entry points
✓ Consider course that can be Dual Enrollment and/or Articulated that can be taught at the high school level (1-unit college courses) as a referral/recruit base. i.e. **Cuesta College**: PEDS 110 Career Planning Comprehensive, Personal Development Studies, **San Diego Community College**: Public Assistance & Benefits Program ***see course outlines included in tool kit appendices***.
✓ Get visible at campus-wide events to promote your program (i.e. outreach program events, classroom presentations, academic counseling meetings)
✓ Form a club to promote your program (i.e. Active Minds, NAMI, SOAR - Substances: Outreach Awareness & Responsibility, Psychology Club, Psi-Beta Psychology Club)

LEADERSHIP DEVELOPMENT

Start a [Career and Technical Student Organization CTSO](#) in your high school such as Skills USA or Cal-HOSA
Volunteer (e.g. community based organization warm-lines, food banks)
Youth community advisory boards (e.g. mental health, youth advocacy)
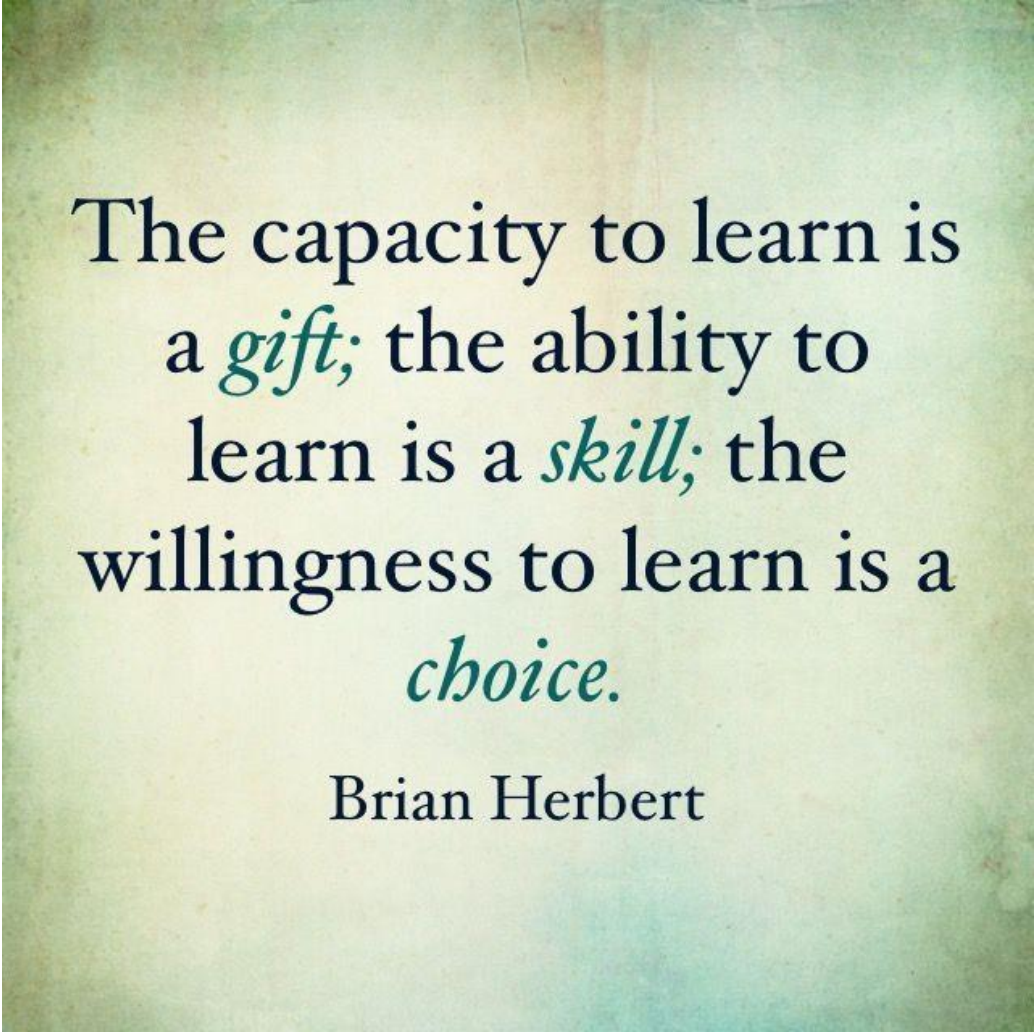Community organization/industry advisory committees
Consider opportunities for fieldwork placement, service learning, job shadow, or community classroom with local community partners. (These experiences are an extension of the classroom and learning about the field in general not a formal internship.)

INSTRUCTOR RECRUITMENT TIPS

Ask your local Behavioral Health & Community Based Organizations if they would be willing to send out job announcements on your behalf or if they could provide a referral to a potential interested candidate.
Consider contacting your local Behavioral Health professional associations [CAMFT](#), [NASW-CA](#), [CA Psychological Association](#) chapters to ask if you can post your job announcement to their list serve or social media accounts.
High School: Keep CTE Pathway instructor (industry professional) credentialing requirements in mind ([CA Commission on Teacher Credentialing](#)) when recruiting for instructors.

The capacity to learn is a *gift;* the ability to learn is a *skill;* the willingness to learn is a *choice.*

Brian Herbert

Resources & Appendices

Appendices:

Relevant Resources, Supplemental Materials, Reproducible Forms & Templates, and Educator Resources Master List From The Experts

Appendices

➢ Career Pathway: Courses, Program Outlines (Including Sample Lessons)
- Classroom Activities & Lesson Samples Middle School-Community College (*folder*)
- Independent Study Course Adaption - Mind Matters: A Study of Mental Health & Illness (UCCI "G" Elective Course) (*folder*)
- A Guide for Developing Mental Health Components in High School Academies
- C-ID Social Work Human Services 110.doc
- C-ID Social Work Human Services 120.doc
- Concurrent Enrollment College & Careers Access Pathways (CCAP): San Diego City College
- Course Alignment: Intro to Social Work & Social Work (College) and Health Advocacy in Action (High School)
- Cuesta College Human Development-Human Services
- Designing Your Advisory Committee (McClung, W.)
- Guide to Pre-Designed CTE Programs of Study Webinar (PPT & PDF)
- K-12 Schools Behavioral-Mental Health Pathway Courses
- Long Beach USD MEDS PolyTech Courses
- Oregon CTE Program of Study Application - 2021Revised (Word Doc)
- Oregon CTE Program of Study Application - 2021Revised (PDF)
- Oxnard Union High School District MENTAL HEALTH Pathway Outline
- Paso Robles HS Psychology Syllabus
- Presentation Behavioral Health Lesson Strategies 12-6-21 (Meltvedt)
- Sacramento SCUSD BMH Pathway
- San Diego City College Mental Health Worker Cert
- San Diego City College Programs- updated 2021
- San Diego Community College_ Social Work Program Flyer 2021
- Student Recruitment & Marketing (CTE & Adult Ed) (PPT & PDF)
- Ventura College Social Work-Human Services Program
- Work-Based Learning (WBL) Partners (District's Vendor Info)
- California Institute for Behavioral Health Solutions-Career Pathways-Includes high school syllabus for career pathway, lesson plans, guidance, identifying career

➢ Career Pathway Infographics
- Behavioral-Mental Health Certs-Education
- Behavioral-Mental Health Jobs-Positions
- Behavioral-Mental Health License-Career Pathway
- Behavioral-Mental Health Nursing Career Pathway
- Behavioral-Mental Health License Comparison Chart
- Behavioral-Mental Health Pathway Snapshot Map
- Infographic on Social Work Careers (USC Suzanne Dworak-Peck School of Social Work)

- [Community Engagement Models (Program Narratives)](#)
  - Ohlone College Community Engagement (Community College)
    - Oholne College Equity Scholars (Evaluation Summary)
  - OneFuture Coachella Valley
  - Sacramento Region Mental Behavioral Health Pipeline Development with focus on an Apprenticeship Model
  - San Diego City College Public Mental Health Academy

- [Educator Resources Master List](#)
  - Educator Resources
    - Resources & Articles
    - Industry Related Standards
    - Professional Development
    - CTE & Other Education Resources
  - Technology Tools
  - Videos
  - Work-Based Activities (Middle School to Community College)
  - Common Terms-Definitions
  - Community Engagement Models
  - Best Practice-Model Programs
  - Training Programs
  - Workforce Gaps Challenges

- [Statewide College Program Inventory](#) (Community College, CSU, & UC)
  - Community College Programs
  - Community College Certificates
  - Community College Regions
  - Bay Area Northeast Region All Programs (Community College, CSU, & UC)
  - Bay Area Southwest Region All Programs (Community College, CSU, & UC)
  - Central Motherlode Region All Programs (Community College, CSU, & UC)
  - Greater Sacramento Region All Programs (Community College, CSU, & UC)
  - Inland Empire Region All Programs (Community College, CSU, & UC)
  - Los Angeles Region All Programs (Community College, CSU, & UC)
  - Northern Coast Region All Programs (Community College, CSU, & UC)
  - North Inland (Far North) Region All Programs (Community College, CSU, & UC)
  - Orange County Region All Programs (Community College, CSU, & UC)
  - San Diego/Imperial Valley Region All Programs (Community College, CSU, & UC)
  - South Central Coast Region All Programs (Community College, CSU, & UC)

- [Work Based Learning and Career Exploration](#) (Sample Lessons & Resources)
  - 9th grade Foundations for Success Syllabus
  - A Story of Two Communities
  - Activity Deck (quick class activities)
  - An-Online-Career-Exploration-Resource-for-Psychology-Majors-2019-1
  - Autism Activity
  - Behavioral Mental Health Course (sample of ideas)

- Behavioral-Mental Health Careers Introduction 2021 (PPT & PDF)
- Career Awareness Symposiums YouTube Links
- Career Spotlights YouTube Links
- Classroom Sample Activities (Lesson Plan)
- Creating A Healthier Life 8 Dimensions of Wellness
- Creating a Self-Care-Plan
- Customize Student Learning - Orange Blossom Café (PPT & PDF)
- Educator Resource Guide (Template)
- Exploring Health Careers Book (Ch13 – Behavior Health)
- Human Services Agency: Presentation Assignment
- Internship-Practicum Final Paper Assignment
- Journaling - Field log-assignment
- Mental-Health-Careers-Activity-Book
- Mental Health Careers Activity Book (Worksheet)
- Patient-Client Case Study
- Voice and Choice Menu (PPT on creating student "choice" activities)
- Work Based Learning- Building a Process that Works
- Your Best Work-Based Learning (WBL) Partners Should Be Your District's Vendors (PPT & PDF)
- Peer Support Related (*folder*)
- Social Work Specific Activities & Information (*folder*)
- Teen Mental Health First Aid: Training Information (*folder*)
- Professional Development and Student Learning Presentations
  - Culturally Responsive Workshop 1 9-04-20
  - Culturally Responsive Workshop 2 10-20-20
  - Importance of Integrative Care 4-29-22
  - Improving Health Outcomes for Diverse Patient Populations (*folder*)
    - Cultural Proficiency 1-9-21
    - Implicit Bias Workbook 3-16-21
    - Language Justice 7-01-21
  - MHTTC Cultural Linguistic Training
  - Self-Care and Resiliency for Pursuing Behavioral-Mental Health Careers 2-25-22
  - Using Motivational Interviewing to Build Trust & Promote Relationships 3-25-22

- ➢ Workforce & Labor Market Reports
  - 1-27-21 Recommendations to the Children's System of Care Committee
  - 2020-2025 WET Plan
  - 2020-2025 WET Five-Year_Plan_Overview__April_2019
  - California Future Health Workforce Commission Executive Summary Final Report
  - California Future Health Workforce Commission Final Report Meeting Demand For Health
  - COE_MBHReport_GreaterSacramento_Presentation_12_10_20
  - COE-LosRios-MBH_Workforce-Needs-Assessment
  - Dept. of Consumer Affairs AB 2105 FINAL REPORT

- Dept. of Mental Health-Dept. of Rehabilitation Mental Health Cooperative Programs
- Dept. of Mental Health-Dept. of Rehabilitation Mental Health Cooperative stepping_up_supported_ed_employ_report
- UCLA workforce-policybrief-jan2019
- UCSF California's Current and Future Behavioral Health Workforce

For addition program support
contact us :

Email: BMHPathways@gmail.com

Tell us about your work:
https://forms.gle/jxKpaw3HXJnhZm6A7