

Welcome!



The Power of Expanded Learning to Support Substance Use Interventions, Health, Mental Health, and Thriving Families

September 25, 2024

10:30 AM - 12:00 PM



California AfterSchool Network

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YOR CALIFORNIA
California Youth Opioid Response



Mindful Moment

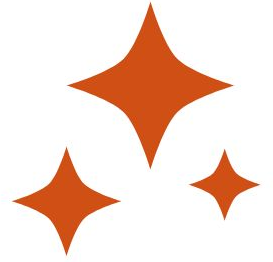
A serene sunset scene over a beach. The sun is low on the horizon, casting a golden glow across the sky and reflecting on the wet sand. Waves are breaking in the distance, and large, dark rocks are scattered in the foreground. The sky is filled with dramatic, dark clouds, some of which are illuminated by the setting sun. In the background, a line of buildings is visible along the shore.

- present-focused awareness
- an accepting or open attitude,
- a non-judging approach,
- compassion for self and others, and
- the energy of mindfulness

We will begin recording now.



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California Youth Opioid Response



Agenda

- 10:30 AM: Welcome & Opening Remarks
- 10:45 AM: Partner Presentations
- 11:45 AM: Reflection & Closing
- 12:00 PM: Workshop Concludes



Jeff Davis

Executive Director



California AfterSchool Network

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Workshop Objectives



- Increase understanding of the human impact of the Opioid Crisis.
- Consider how these impacts are systemic through the social determinants of health.
- Explore the role of a robust, publicly funded Expanded Learning system in addressing these systemic challenges in every community.
- Connect to resources for substance use prevention, intervention, and intervention, including how to access Naloxone (Narcan) for life-saving opioid overdose treatment.



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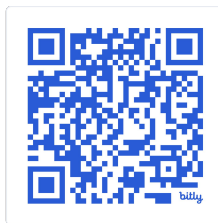
The **California AfterSchool Network (CAN)** and its partners convened an informative webinar to learn about the state's vision for school-based wellness, and the potential of state, county/regional, and site-level partnerships to support access to school-based and school-linked health, mental health, and substance use prevention, intervention and treatment.

Supported by a coherent statewide vision, there has never been a better time to establish school-based and school-linked partnerships that support health, mental health, and substance use prevention, intervention, and treatment in California. California has the largest system of school-based and school-linked Expanded Learning programs (before school, after school, intersession, and summer) in the nation. This system is supported by a robust System of Support for Expanded Learning (SSEL). These programs, which exist in nearly every school district in the state, offer a flexible environment to support student and family wellness.

WEBINAR

California's Expanded Learning Infrastructure

Partners in Health, Mental Health,
and Substance Use Prevention,
Intervention, and Treatment



Scan me

Scan the QR Code
or click the link to
access webinar
materials:

<https://bit.ly/49uXusI>



Sheila James

STEM Consultant



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Sensitive Content Disclaimer

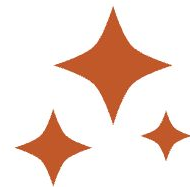


- FYI - to our viewers this conversation is going to be about real, lived experience.
- It will discuss topics of death, child loss, grief, substance use, overdose, and overdose death, racism, stigma, barriers to accessing mental health services, etc. that may be triggering.
- The video will play for about 20 minutes.
- Please do what you need to do to take care of yourself in this moment.

Please engage in self-care.



Sheila's Story



Disclaimer: This video is the private property of the California AfterSchool Network and is not available for download or public sharing out of an abundance of caution.

To view “Sheila's’ Story,” please click on our workshop recording below:



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Sheila James

STEM Consultant



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California Youth Opioid Response





*We will now take a brief pause to
engage in self-care.*

Rachel Castañeda, PhD., MPH



Professor, Department of Psychology,
School of Behavioral and Applied Sciences,



UCLA Integrated Substance Abuse Programs



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Contextualizing Health for Community Well-being

Rachel Castaneda, PhD, MPH

Azusa Pacific University; UCLA Integrated
Substance Abuse Programs

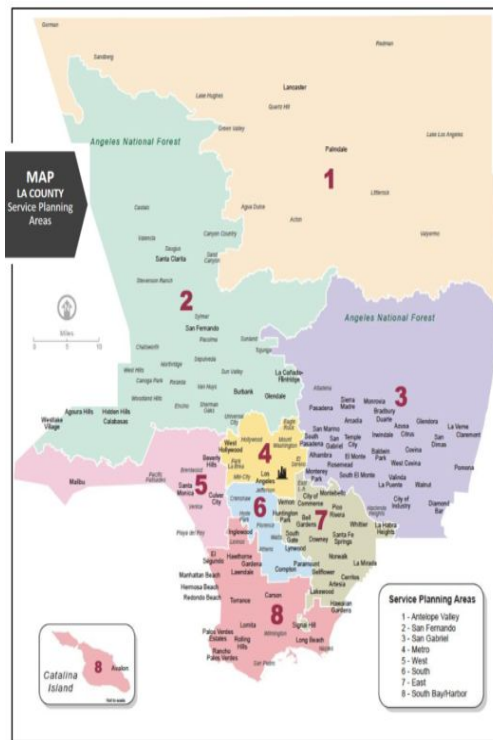


UCLA Integrated Substance Abuse Programs

Making Connections

Substance Use Disorder Snapshot in LA County, SAPC

Similar Family Experience: From El Monte, Calif., in San Gabriel Valley. Upbringing marked by many difficult challenges - witnessing parents' mental health and addiction health struggles, and later brothers (alcohol DUIs, imprisonment, meth overdose and treatment barriers) due to family cultural barriers to service utilization - developed an interest in mental health and the addiction field...



	Race/Ethnicity	Primary Substance Use	Level of Care	Positive Compliance
LAC Overall	Latinx 55.8%	Methamphetamine 30.0%	Residential 29.1%	54.1%
	White 26.3%	Alcohol 27.0%	Outpatient 22.8%	
SPA 1	Latinx 45.1%	Prescription drug 22.9%	Outpatient 31.5%	43.4%
	White 31.9%	Methamphetamine 22.4%	OTP 29.3%	
SPA 2	Latinx 47.0%	Alcohol 28.1%	OTP 30.6%	54.3%
	White 43.7%	Heroin 26.5%	Outpatient 23.0%	
SPA 3	Latinx 66.9%	Methamphetamine 25.2%	OTP 30.0%	48.8%
	White 22.5%	Alcohol 23.5%	Outpatient 29.6%	
SPA 4	Latinx 59.7%	Alcohol 27.2%	Outpatient 28.3%	48.6%
	White 23.7%	Methamphetamine 26.3%	OTP 26.6%	
SPA 5	White 51.5%	Alcohol 31.4%	OTP 35.2%	56.8%
	Latinx 31.2%	Prescription drug 25.4%	Outpatient 18.0%	
SPA 6	Latinx 56.9%	Methamphetamine 32.9%	Outpatient 35.5%	48.4%
	Black 31.4%	Alcohol 22.1%	Residential 20.0%	
SPA 7	Latinx 79.1%	Methamphetamine 24.6%	OTP 30.7%	49.53%
	White 13.9%	Heroin 23.4%	Outpatient 29.0%	
SPA 8	Latinx 49.5%	Alcohol 25.7%	OTP 30.6%	50.2%
	White 27.7%	Methamphetamine 20.8%	Outpatient 22.4%	

Family systems in need of services are not getting adequate services, what's going on...

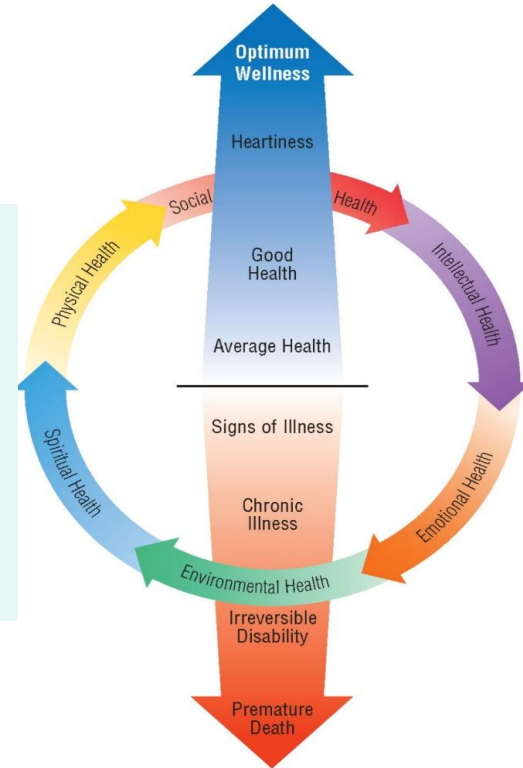
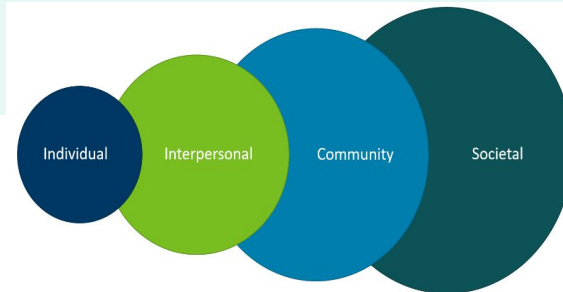
Contextualizing Sheila's Story Using a Public Health Framework

Health Status is the presence or absence of illness and state of one's well being.

- Falls along a **continuum** of healthiness or sickness
- Multiple factors that contribute to moving up/down the health continuum:

- Emotional
- Cognitive
- Behavioral
- Physical
- Spiritual
- Social
- Environmental

- ☐ How are health issues like substance use best understood?
- ☐ What are major drivers that lead to poor health outcomes like addiction/disorder?



Community Health Status/Wellbeing

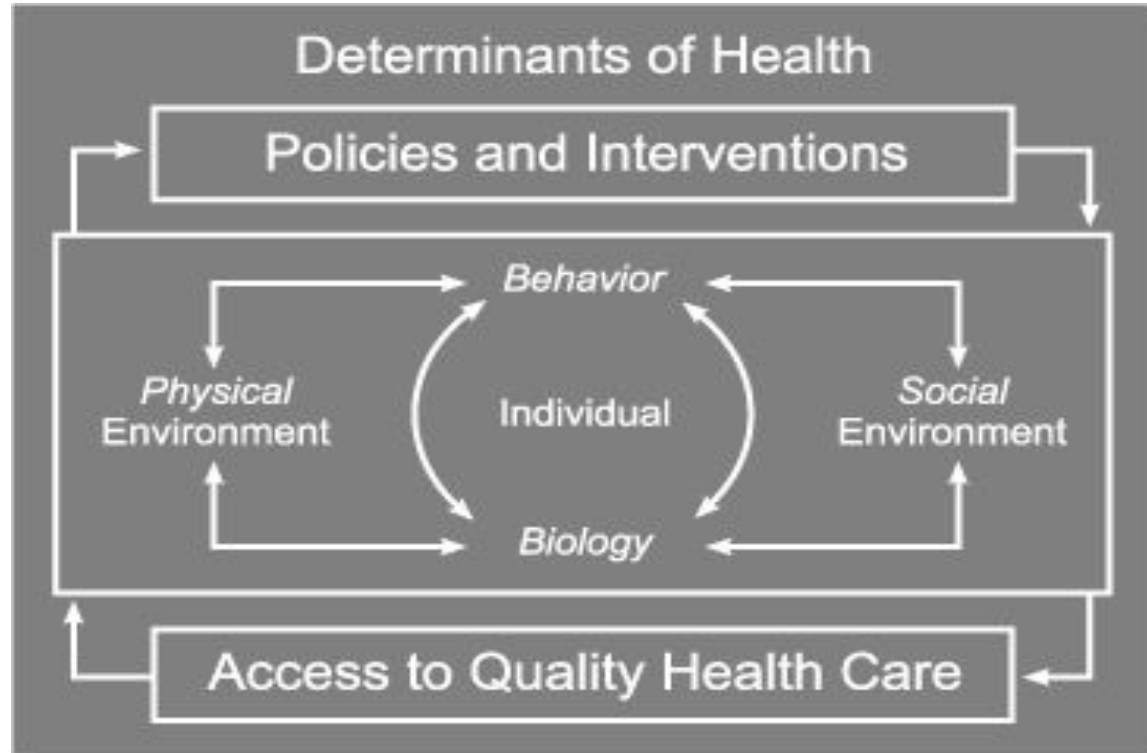


Factors driving **health outcomes** have to do with **social drivers**

Poor access to quality services, inequitable policies and parity issues with types of interventions and programs available

These are called **Social Determinants of Health-SDOH**

Ex: Data from Los Angeles County highlight how fentanyl overdose rates are significantly higher in areas that have more than 30% of **families living below the federal poverty level** (rate=59.6 per 100,000) compared to affluent areas (rate=16.5 per 100,000).



According to the U.S. Department of Health and Human Services via *HealthyPeople 2030* Efforts to understand the Health of the Nation: community/population health is best understood by **societal and environmental conditions...**

....“health starts where people live, learn, and play.”

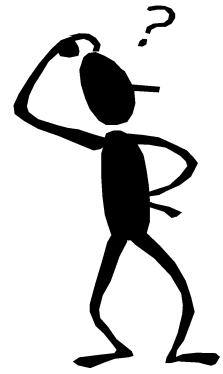
...“you can know someone's health status by their zip code.”

...“systems and services offered and engaged in.”



Let's consider how school systems are responsive to youth substance use...

- Access to quality services (interventions/programs) that are evidence based to “effectively” address substance use?
- Access to equitable policies that address substance use with parity to other health issues (physical and mental)?



Addressing Substance Use in School Settings

Think about the Substance Use Services, Policies, Programs you received? What was it? Was it effective?

Case Illustrations:

- Steve and friends bring a water-bottle filled with alcohol to school and a teacher smells it in class.
- Henry and friends are found smoking weed in the field at lunch.
- Lynda and friends carry vape pens with flavour and it dropped from backpack in front of administrator.
- Emily and friends are using Adderall in the bathroom during PE and teacher walks in.
- Johnny's prescription opioids fall out of pocket in weight room.

Inequitable Policies: Zero-Tolerance;
Punitive – Suspension/ Expulsion
(California Education Code §48900)

Ineffective Services: Based on
criminalization model of drugs (*war on
drug policies*) - DARE NOT Health
*Hence limited access to evidence
based programming



Impacts of Inequitable & Ineffective Substance Use Programming in School Systems on Youth and Families

- Lead to systemic Social Issues that reinforce health disparities:

- Data from Children Now found that more than 60 percent of **drug-related suspensions** are of boys, more than 80 percent are of socioeconomically disadvantaged students, and 80 percent are of youth of color, **which results in long-term poor outcomes of people affected.**
- Data from a 2013-2015 biennial statewide California Student Survey (representative of California's public middle and high school student population) found that early and worsened trajectories for substance use among LGBTQ youth is **connected to systemic inequitable access to substance use services** as the unaddressed use is tied to serious emotional distress and not feeling protected or safe at school.

- **Leads to youth and family systems to experience shame/stigma– posing many barriers to service utilization** that reinforce non-acceptance and adoption of “early intervention or treatment programming”

- Data from SAMHSA and local counties show year after year that only 5% of residents are “seeking services.” LA County has an initiative focused on Reaching the 95%

What are Best Practices to address Equity Issues in Schools?

According to the National Academies of Science, Engineering and Medicine (2019), "**effective responses to substance use requires Models** that address social drivers: Translated as:

- Adopting policy models that viewing and address substance use **equitably** with the way learning needs, health needs, and mental health needs are addressed in schools
- Enforcing multidisciplinary school staff accountability
 - School administrators and staff
 - Health staff (Mental, medical)
 - Teachers
 - Coaches
 - Students
 - Parents
- Ensuring Community Partnerships are built - resources and access to services:
 - Community agencies – coalitions, early development centers, CBOs



Promoting Health Equity: Ensuring fairness, impartiality, and social justice in systems and settings that serve youth with substance use complexities and intergenerational risk factors.

How?

Applying a Social Determinants of Health Framework to Substance Use Programming in Schools

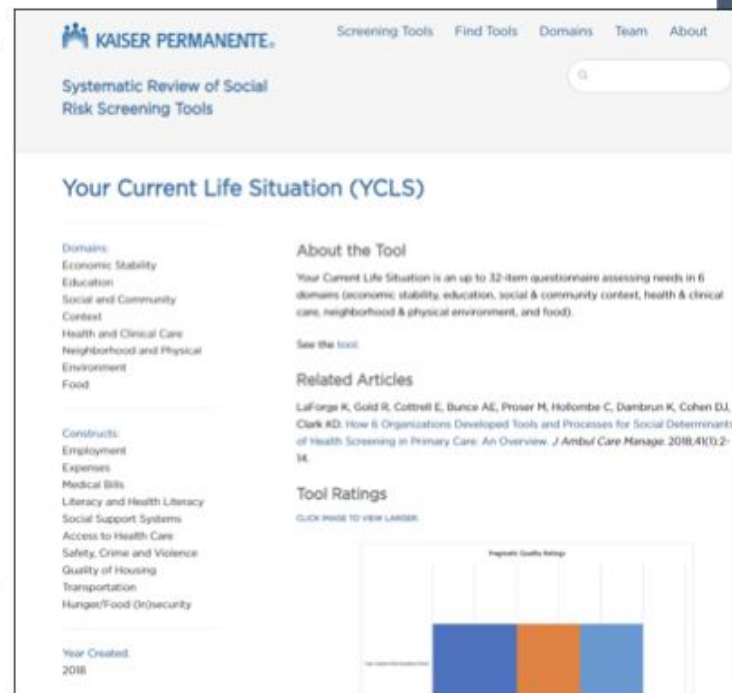
Integrate Screening Practices in Programming

As school staff, how can you ensure health equity practices with the youth you serve and include the identification of the root issues underlying the health disparity problems?

Your Current Life Situation (YCLS) tool used by Kaiser Permanente to screen for SDOH.

The tool is appropriate for all ages and can be administered verbally, electronically, or on paper.

Integrates Substance Use Screen*



The screenshot shows the Kaiser Permanente website for the 'Your Current Life Situation (YCLS)' tool. The page includes a navigation bar with links to Screening Tools, Find Tools, Domains, Team, and About. Below the navigation bar is a search bar and the title 'Systematic Review of Social Risk Screening Tools'. The main content area is titled 'Your Current Life Situation (YCLS)' and contains sections for 'Domains' (Economic Stability, Education, Social and Community Context, Health and Clinical Care, Neighborhood and Physical Environment, Food), 'Constructs' (Employment, Expenses, Medical Bills, Literacy and Health Literacy, Social Support Systems, Access to Health Care, Safety, Crime and Violence, Quality of Housing, Transportation, Hunger/Food Insecurity), 'About the Tool' (describing it as a 32-item questionnaire), 'Related Articles' (listing a 2018 article by Li-Force K. et al.), 'Tool Ratings' (with a link to view larger ratings), and a 'Year Created' section (2018). A bar chart titled 'Programs Quality Ratings' is partially visible at the bottom right.

What to do with SDOH Information



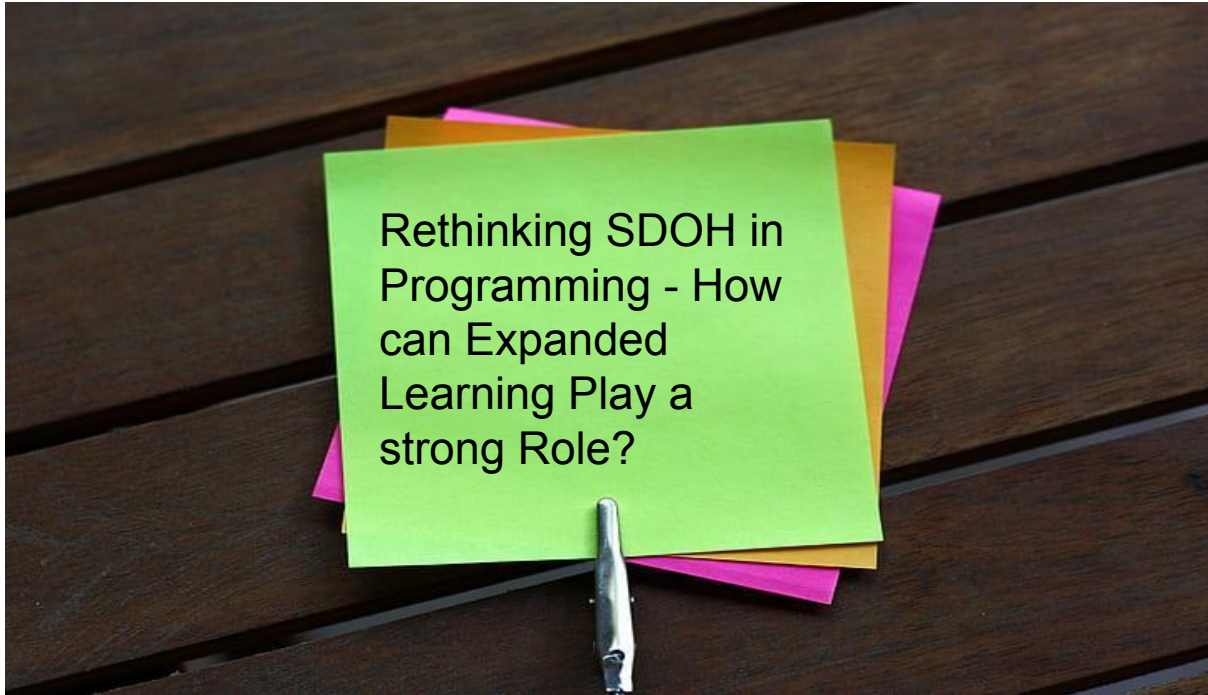
1 How would you use the SDOH screening tool in practice? When would you or participants complete it?

2 How would you share the SDOH data/information into service planning with youth (in relation to SUD health issues)?

3 How would you use the SDOH data to inform service provision with youth?

- Establish a screening and intervention process that works well: Flows with other school based assessments
- Be clear on roles and responsibilities in schools
- Ensure adequate programming – service integration/care coordination:
 - Family Based Services
 - All Staff - Teacher In-Services
 - Counselors
 - CBOs

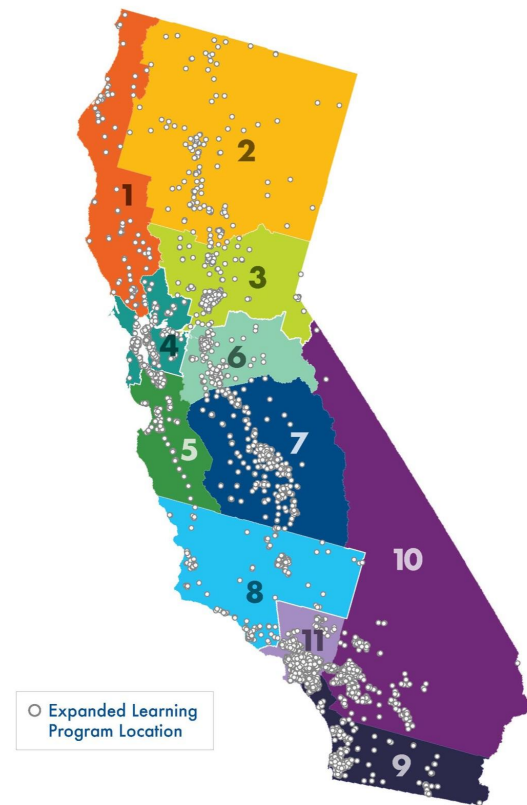
Discussion/Reflection...



California's Expanded Learning Programs

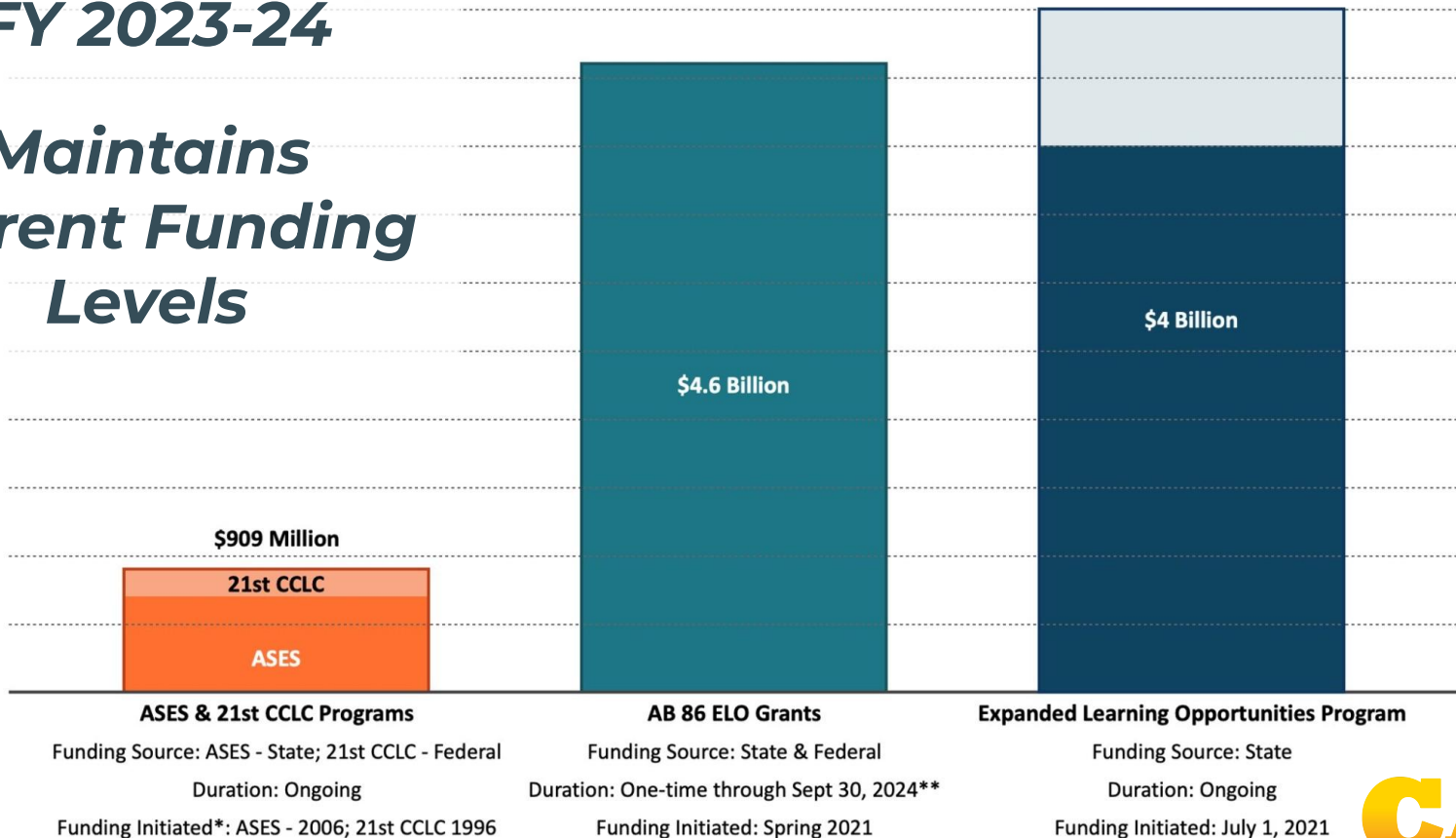
VISION: Expanded Learning Programs are an integral part of young people's education, engaging them in year-round learning opportunities that prepare them for college, career, and life.

Pre-Pandemic the state-funded After School Education and Safety (ASES) program and federally-funded 21st Community Learning Center (21st CCLC) program operated at over **4,500 sites with over 980,000 students** enrolled. The vast majority (85%) funded exclusively by the state.



FY 2023-24

Maintains Current Funding Levels



**Initiated refers to the first year that funding was released. Programs were created in earlier legislation and ASES evolved out of an earlier state-funded after school program established in 1998.*

***Funded through 2 state resource codes and 4 federal resource codes with different expenditure dates and reporting requirements. Can be utilized Expanded Learning supports as well as other learning recovery strategies.*



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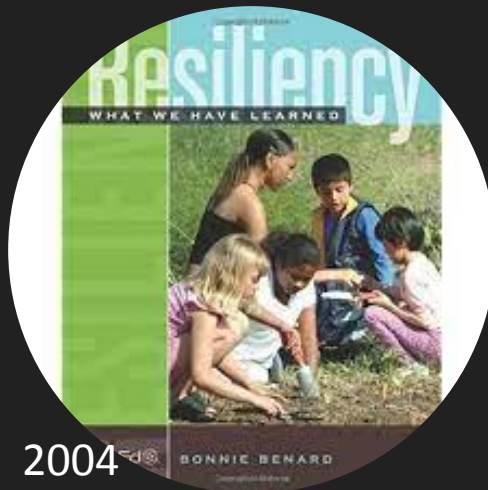
What is Expanded Learning?

Ed Code:

8482.1. For purposes of this article, Article 19 (commencing with Section 8420), and Article 22.6 (commencing with Section 8484.7), the following definitions shall apply:

(a) “Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

Expanded Learning's
roots in resiliency and
positive youth
development

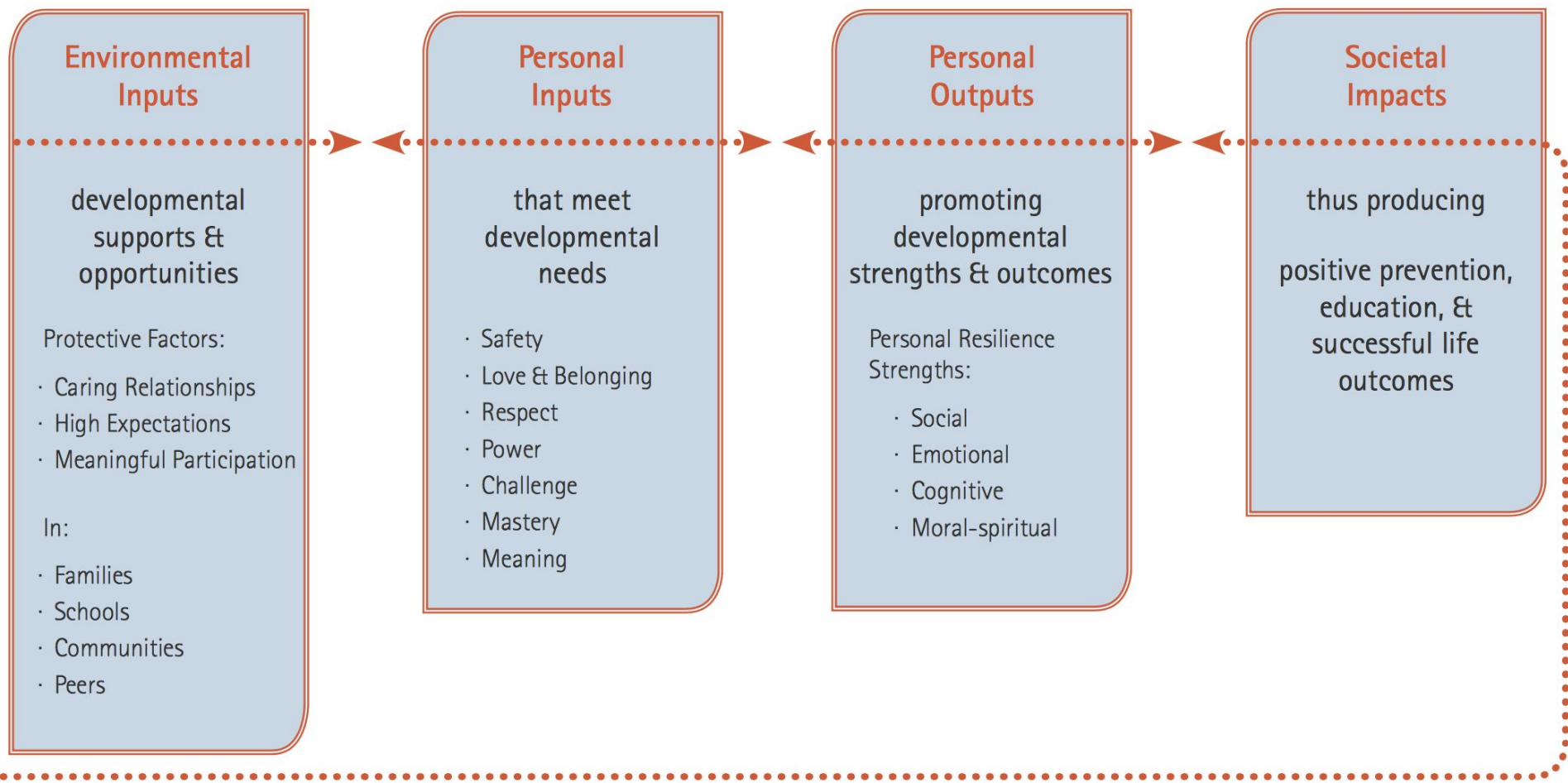


2004

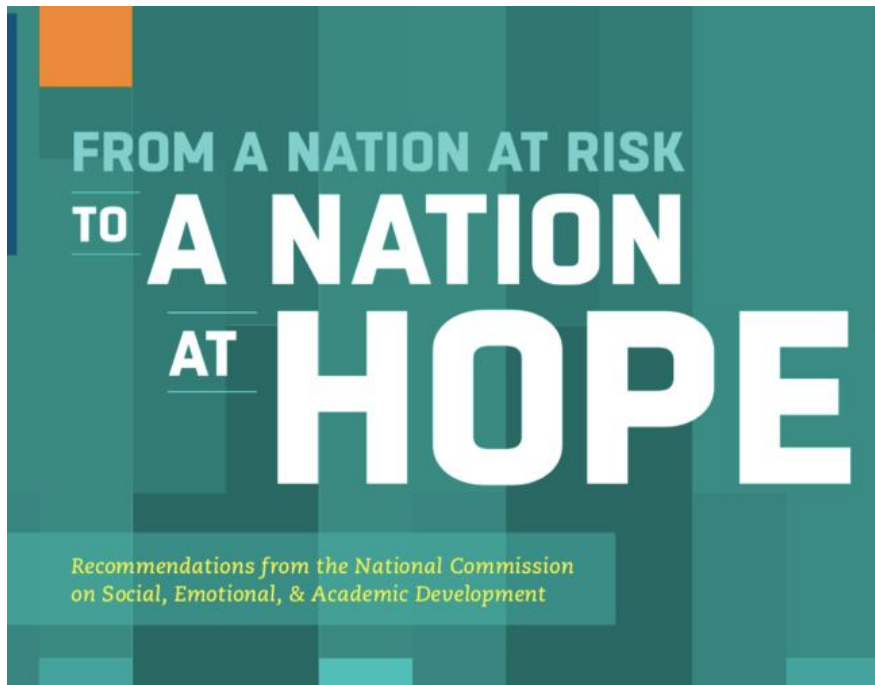


2006

YOUTH DEVELOPMENT PROCESS: RESILIENCE IN ACTION



ASPEN National Commission on Social Emotional and Academic Development (SEAD) nationathope.org



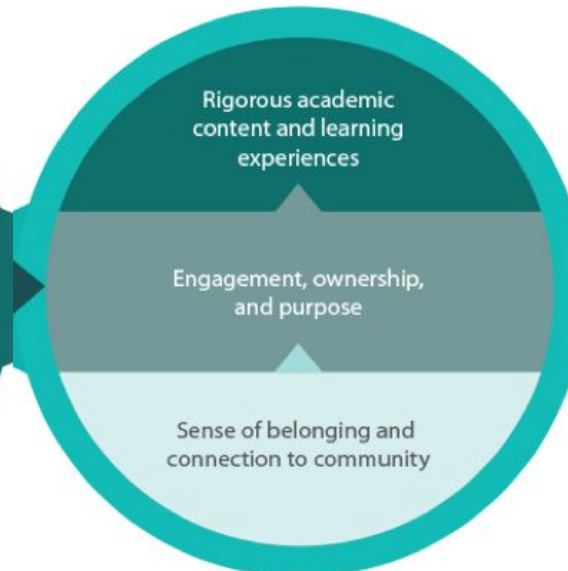
LEARNING SETTINGS

Learning and development are influenced by the familial, community, and societal contexts in which students grow. Learning settings that support young people's comprehensive growth often focus on 3 essential elements:



STUDENT EXPERIENCES

These settings can lead to learning experiences where young people are more likely to be engaged and grasp complex academic content:



STUDENT OUTCOMES

The evidence shows that students who experience these learning settings are more likely to achieve success both now and in the future:



The Quality Standards are grounded in everything we know about thriving



Scan me

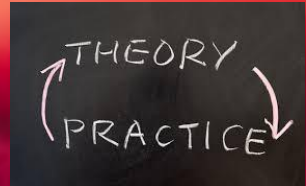
Point-of-Service Quality Standards

- 1 Safe and supportive environment**
The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students. [Page 7](#)
- 2 Active and engaged learning**
Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons. [Page 8](#)
- 3 Skill building**
The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery. [Page 9](#)
- 4 Youth voice and leadership**
The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles. [Page 10](#)
- 5 Healthy choices and behaviors**
The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy life style. [Page 11](#)
- 6 Diversity, access and equity**
The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. [Page 12](#)

Programmatic Quality Standards

- 7 Quality staff**
The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs. [Page 13](#)
- 8 Clear vision, mission and purpose**
The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement. [Page 14](#)
- 9 Collaborative partnerships**
The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals. [Page 15](#)
- 10 Continuous quality improvement**
The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. [Page 16](#)
- 11 Program management**
The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements. [Page 17](#)
- 12 Sustainability**
The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions. [Page 18](#)

Love is a
research based
approach



Guided by a field-informed
vision CAN sought Youth
Opioid Response Planning
Grant

- Convened Dec. 19
- The big Pivot – March 2020
- April 2020 – August 2020 create shared equity strategies
- March 2021 – Full Release of Statement of Strategic Direction



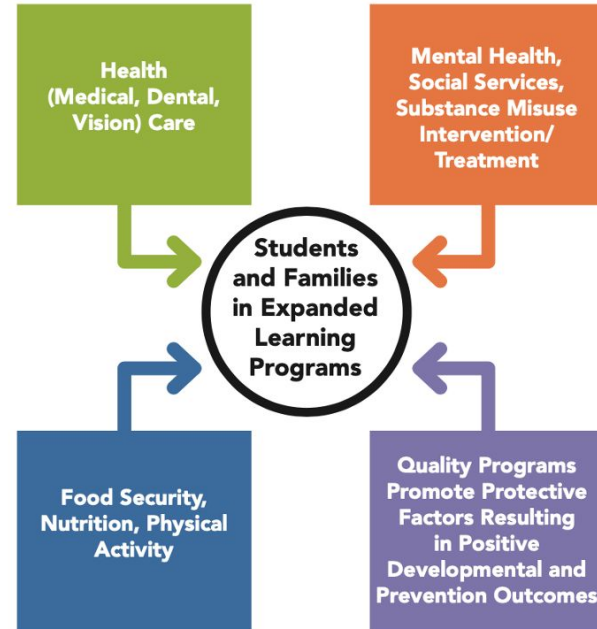
Whole Child Health and Wellness
STRATEGIC PLANNING JOURNEY LAUNCHES!



#wholechildhealthCA

THE OPPORTUNITY

In California, we have the golden opportunity to rapidly accelerate and maximize this new vision by building upon our network of 4,500 Expanded Learning Programs, that reach over 980,000 children and youth supported by \$800 million in public investment. While it has yet to be substantially achieved, aligning community resources to support whole children, families, and communities is not a new idea. But at this moment, we can make rapid progress by building on our own experience and a growing research base.



A Statement of Strategic Direction



Towards Equity-Driven Whole Child Health and Wellness

Developed by the **Whole Child Health and Wellness Collaborative**

OUR VISION

We see equitable, just, and compassionate California communities and networks where each and every child is well known, well cared for, and well prepared to thrive.

OUR MISSION

Build the foundation for, catalyze, and support multi-sector coalitions, including California's Expanded Learning programs, to realize positive and equitable health and wellness outcomes for whole children, whole families, and whole communities.



Statement of Strategic Direction | MARCH 2021

Towards Equity-Driven Whole Child Health and Wellness

Developed by the **Whole Child Health and Wellness Collaborative**

This work has been convened and hosted by the California AfterSchool Network (CAN) and is funded in part by a grant from the California Youth Opioid Response (YOR California).

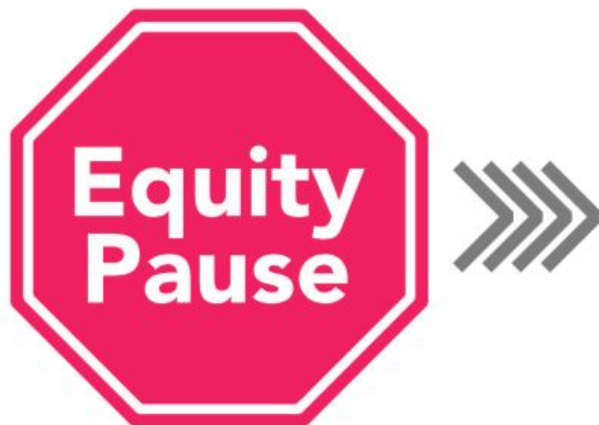


We urgently call for
California to seize
this opportunity and
realize the vision
of a state where:

**Every child is
well known,
well cared
for, and
well prepared
to thrive.**



CONDITIONS FOR THRIVING



Recommended Shared Equity Strategies



**Focus on Youth
and Family**



**Support and Nurture
Adult Workforce**

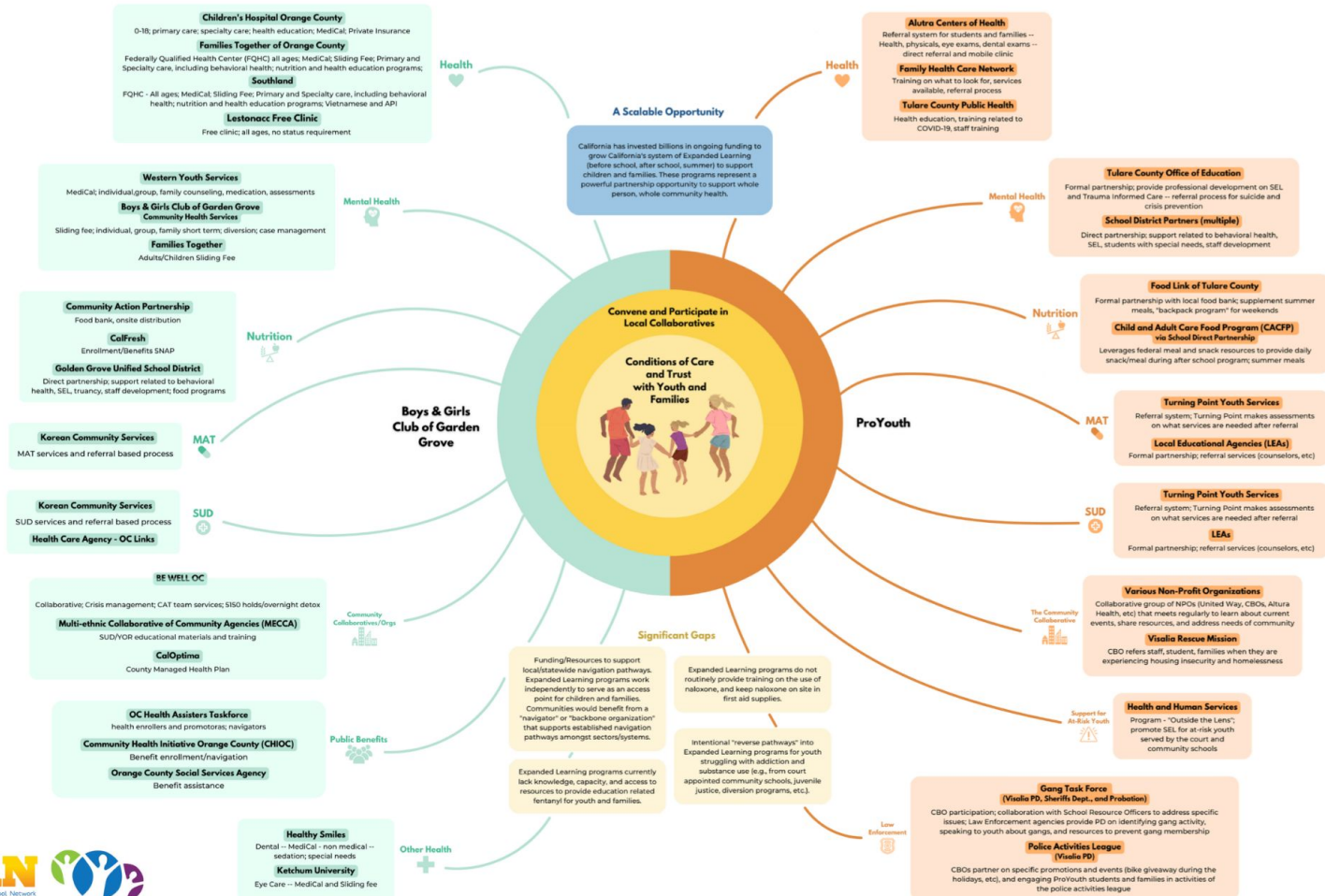


**Leverage New and
Existing Resources**



**Collaborate
Across Systems**

Expanded Learning Navigation Pathways Support Whole Child Health and Wellness



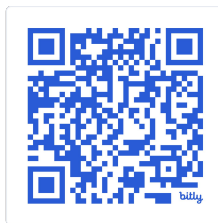
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WEBINAR

California's Expanded Learning Infrastructure

Partners in Health, Mental Health,
and Substance Use Prevention,
Intervention, and Treatment



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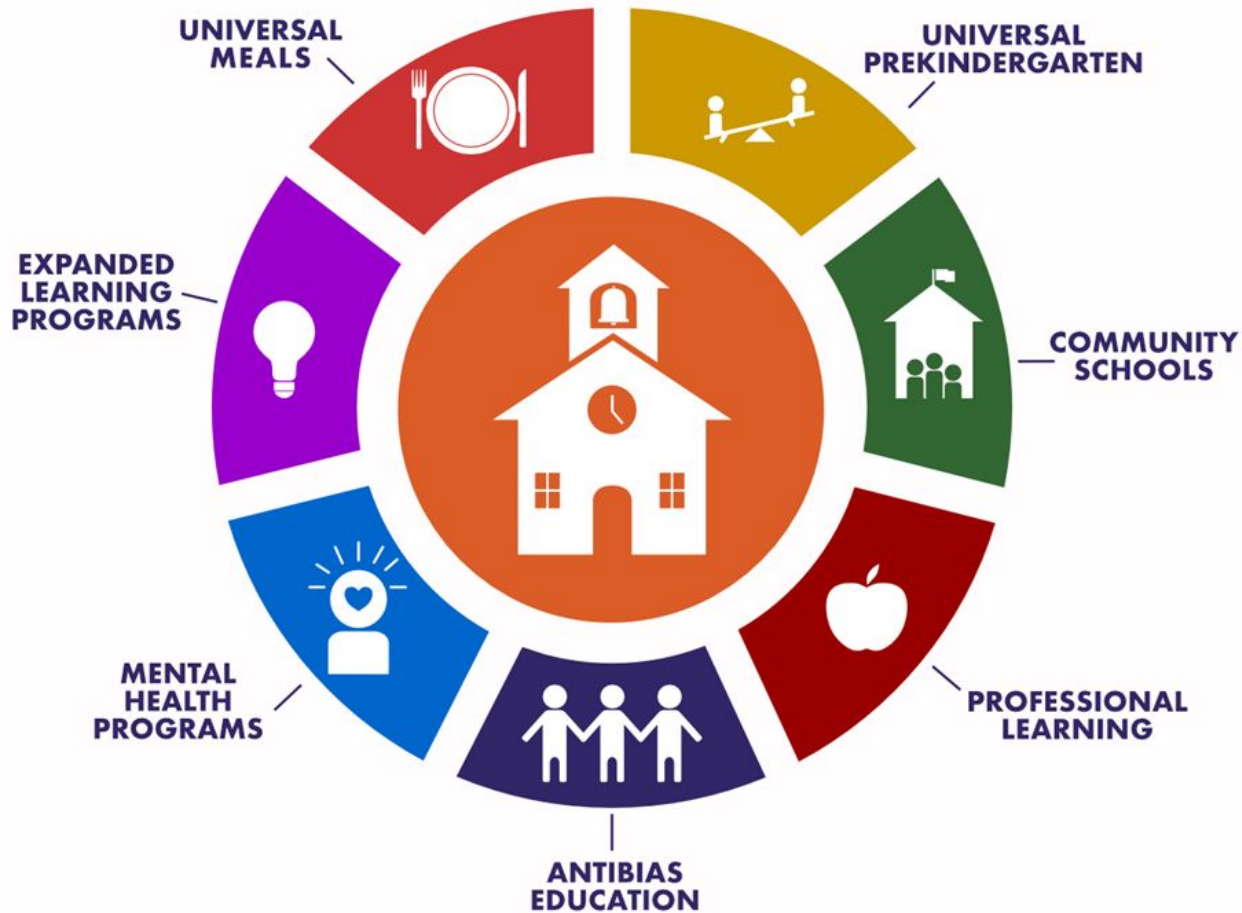
Scan the QR Code
or click the link to
access webinar
materials:

<https://bit.ly/49uXusI>





TRANSFORMING CALIFORNIA SCHOOLS



What should we do with this set of circumstances?



op·por·tu·ni·ty

/,äpər't(y)oonədə/

noun

a set of circumstances that makes it possible to do something.



Thank You to our wonderful *Presenters & Guest Speakers*



Sheila James
STEM Consultant



Dr. Rachel Castaneda, MPH
Professor
Department of Psychology



Jeff Davis
Executive Director



UCLA Integrated Substance Abuse Programs



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Resources to Support Youth & Substance Use Interventions, Health & Mental Health





California AfterSchool Network



ELO-P About Us **Our Work** Trainings & Events Out-of-School Time in California Information & Resources

OUR WORK

- Driving Equity +
- Increasing Quality +
- Advancing OST Policy +
- Strengthening the Workforce +
- Supporting Site Coordinators +
- Promoting Health & Wellness –
 - Physical Health & Wellness
 - Whole Child Health and Wellness Collaborative
 - WCHW Community of Practice
 - Resources to Support Youth & Substance Use Interventions, Health & Mental Health**
 - Additional Resources to Support Youth & Substance Use Interventions, Health & Mental Health
 - Snack & Meal Program
 - Resources
 - Integrating STEAM Learning +

Resources to Support Youth & Substance Use Interventions, Health & Mental Health

Created in partnership with California Youth Opioid Response (YOR CA)

The Power of Expanded Learning
to Support Substance Use Interventions, Health, Mental Health, and Thriving Families Workshop

This virtual workshop will provide insight into how Expanded Learning programs offer a dynamic and adaptable environment that can be strategically utilized to enhance student and family wellness and a valuable resource supporting substance use interventions.

Wednesday, September 25, 2024
10:30 AM - 12:00 PM PST
[Registration & Details](#)





YOR CALIFORNIA

Join Us Today!
Sept. 25, 2024, 10:30 AM - 12:00 PM

Opioid and Stimulant Use Disorder – Youth Education Resources
CA Youth Opioid Response



Promoting Protective Factors in Expanded Learning

Naloxone Distribution Project (NDP)

- **FREE**, all-in-one fentanyl test strip (FTS) kits!
 - For a limited time, organizations are eligible to receive the kits through the **Naloxone Distribution Project (NDP)**
 - Please note that there are additional documents that must be included with the application form.
- **Apply Here:** [Naloxone Distribution Project: Application for Naloxone and Fentanyl Test Strips](#)
- Questions or need support? Please visit the [NDP FAQ page](#) and/or email naloxone@dhcs.ca.gov.

Don't miss this opportunity!



CA Office of Surgeon General Trauma-informed training



OFFICE OF THE
CALIFORNIA
SURGEON GENERAL



SAFE SPACES: FOUNDATIONS OF TRAUMA-INFORMED PRACTICE FOR EDUCATIONAL AND CARE SETTINGS



Get support for the tough stuff, so your child can thrive

Personalized support for California families. Kids ages 0–12 get free, expert coaching for sleep issues, worry, social skills, and more. Live, 1:1 video sessions, secure chat, on-demand content, and more.

Sign Up for Free

No cost. No insurance needed. All right from home.





Prevention and Intervention

Schools are Eligible to Receive FREE Naloxone

The Department of Health Care Services (DHCS) created the Naloxone Distribution Project (NDP) to combat opioid overdose-related deaths throughout California. The NDP aims to address the opioid crisis by reducing opioid overdose deaths through the provision of free naloxone.

Schools are eligible to receive FREE Naloxone. Apply today!



Photo by NEXT Distro on Unsplash

Mental Wellness

Nutrition

Upcoming Events and Opportunities

Additional Resources



Join our listserv!

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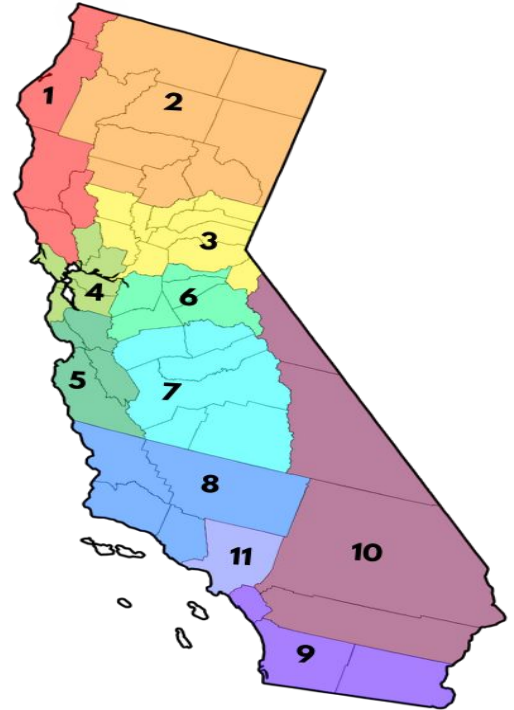
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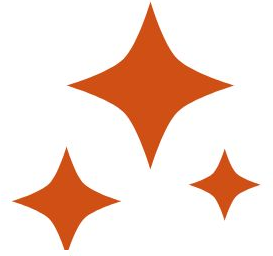
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Thank **YOU** for Participating in

The Power of Expanded Learning

to Support Substance Use Interventions, Health,
Mental Health, and Thriving Families



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