

Supporting HEP and CAMP Students' Mental Health

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The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.

2024 OFFICE OF MIGRANT EDUCATION
**ANNUAL DIRECTORS'
MEETING**



Agenda

- Speaker – Renee Bradley, Ph.D., Office of the Deputy Assistant Secretary for Policy and Programs
- HEP and CAMP Program Panel
 - Ingrid Aguayo Fuentealba, Ph.D., Michigan State University HEP
 - Cecilio Mora, MBA, West Hills Community College District CAMP
- Small Group Conversations

Renee Bradley, Ph.D.

Supporting Students' Mental Health

Mental Health

Defined by the Centers for Disease Control and Prevention(CDC)

“Mental health includes our emotional, psychological, and social well-being. It affects **how we think, feel, and act.** It also **helps determine how we handle stress, relate to others, and make healthy choices.** Mental health is important at **every stage of life**, from childhood and adolescence through adulthood.”

Mental Health and Wellness

- Pandemic highlighted - not a new crisis
- No longer backseat or sideline issue
- Everyone's responsibility
- Integrate into all aspects of our work, play, and life
- Model acceptance and integration (out of the closet)
- Provides a foundation for intermediate and long-term success

Small Steps to Creating Positive, Supportive Learning Environments

- Increase staff presence and access
- Greetings/social connection time
- Increase awareness - know the signs, how to respond, and know the resources
- Engagement activities/Peer connections
- Integrate questions and discussions about wellness into existing lesson plans
- Offer grace and flexibility
- Faculty and staff professional development, conversations, and integration tips

Department of Education: Technical Assistance Centers

- National Center on Safe Supportive Learning Environments (NCSSLE)
<https://safesupportivelearning.ed.gov>
- National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)
www.pbis.org
- Comprehensive Center Network (CCNetwork)
<https://compcenternetwork.org/>
- METRICS TA Center
<https://www.metricscenter.org/>

Department of Education Resources

- Resources: Best Practices Clearinghouse - <https://bestpracticesclearinghouse.ed.gov/free-to-learn.aspx>
- Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs - <https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>
- Resources: Best Practices Clearinghouse
<https://bestpracticesclearinghouse.ed.gov/free-to-learn.aspx>

HEP and CAMP Panel:

Ingrid Aguayo Fuentealba, Ph.D.

Cecilio Mora, MBA

MSU HEP Program Structure

- Serve 50 students
- 7-month program – synchronous online or on-campus hybrid
- In-person orientations during August
- Classes September-April
- Classes: 2 courses in fall, 2 courses in spring
 - Mon - Thurs 6-9pm, Tutoring
- Guidance throughout the year for placement and other resources

MSU HEP Program Structure Cont.

Best Practices

- In-person orientation
- Constant communication, listeners
- Flexibility
- Safe space, judgement free
- Community network

Challenges

- Safe learning space
- Lack of time to study
- Undiagnosed learning disabilities
- Family support
- Unresolved trauma
- Testing center availability
- Internet reliability
- Emergencies

MSU HEP Structure for Supporting Students' Mental Health

- Admissions interview: identify motivators and barriers
- Build trust with students through support and services
- Check-ins with students, be aware of changes in behaviors or patterns of students while in the program
- Build partnerships with organizations (internal/external) that provide professional support
 - https://www.canr.msu.edu/managing_farm_stress
- Bilingual/bicultural workshops by local organizations
 - Provide education on signs and symptoms
 - When/How/Where to look for support
- Telenovela – addresses mental health

WHCCD HEP and CAMP Programs Structure

HEP:

- Serve 85 students for HEP 1 and 60 for HEP 2
- 10.5-month program – In-person and synchronous online (August – June)
- Classes are open-entry and provide one-on-one orientations
- Academic advising and student support
- Classes:
 - Tuesday - Thursday 6:00 – 9:00 p.m.
 - Tutorial services in each of the classes

CAMP:

- Serve 45 students
- Semester classes
- Group orientation in early August
- Academic advising and student support
- Transfer support services (university field trips and scholarships)
- Tutorial services

WHCCD HEP and CAMP Programs Structure

Best Practices

- WHCCD is an approved HiSET Testing Site
- Four HiSET testing locations in the service area
- Constant communication with students
- Flexibility
- HSE Free Books (OER) and Google Classroom
- Community Network and support group

Challenges

- Students work long hours
- Family support
- Access to laptops and internet

West Hills Community College Structure for Supporting Students' Mental Health

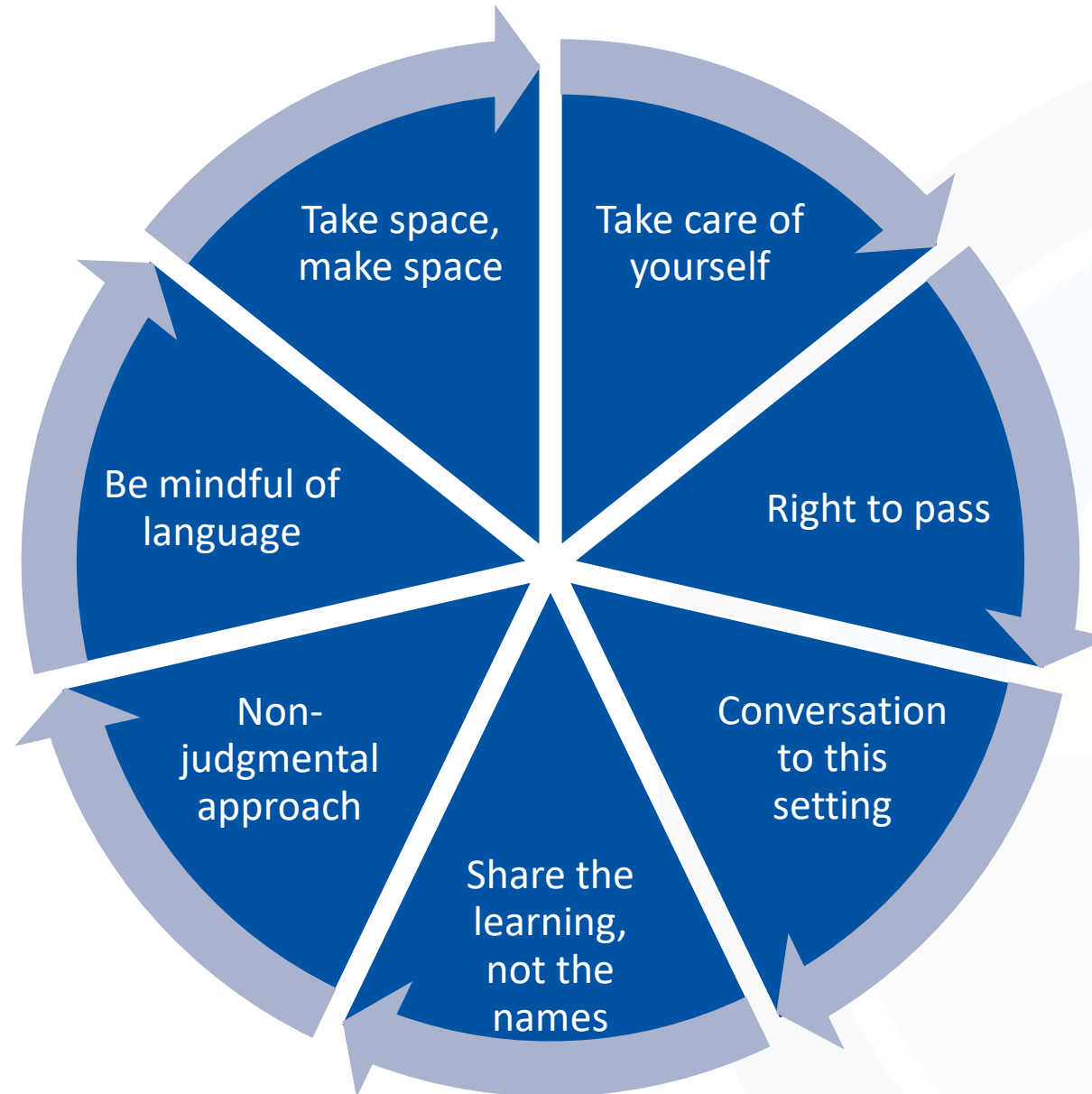
- Academic advisor – initial meeting to create a trustful relationship
- Instructor and tutor – creates a strong relationship
- Build trust with students through support and services
- Works with a local Licensed Clinical Social Worker
 - Mental Health Awareness Zoom and In-Person Presentations
- College Timely Care and DRAW (CAMP Mental Health Services)
- Build partnerships with local low-income clinics:
<https://findahealthcenter.hrsa.gov>



Panel Q and A

Small Group Breakout Discussions

Norming for Small Group Discussions



Small Group Discussions

- What actions and/or activities has your project found to be successful in supporting students' mental health? How did you know they were successful?
- What has been challenging about providing mental health support for your students? How has your project addressed those challenges?
- How does your project leverage resources at your institution and in the community to support your students' mental health?



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Discussion Norms Adapted from the Following Resources:

- <https://tll.mit.edu/teaching-resources/inclusive-classroom/discussion-guidelines/>
- <https://crlt.umich.edu/publinks/generalguidelines>
- <https://opentextbc.ca/studentmentalhealth/chapter/guidelines-and-tips-for-facilitation/>