

CREATING ACCESSIBLE MENTAL HEALTH CARE FOR MIGRANT STUDENTS AND THEIR FAMILIES IN THE SCHOOL SYSTEM

***Creando un sistema de cuidado de salud
mental accesible para estudiantes
migrantes y sus familias en el sistema
escolar***



Mount Vernon Schools

OBJETIVOS / OBJECTIVES

Increase understanding of the mental health needs of migrant students and families

Agregar al entendimiento acerca de las necesidades de apoyo a salud mental para estudiantes Migrantes y sus familias.

Provide best practices on how to create an integrated system of support

Proporcionar mejores practicas sobre como crear un sistema integrado de apoyo.

OBJETIVOS CONT..

Attendees will gain a deeper appreciation of the importance of culturally competent mental health care and how it can be utilized to ensure that this underserved population has access to essential resources.

Los asistentes adquirirán una apreciación más profunda de la importancia de la atención de salud mental culturalmente competente y cómo puede ser utilizada para garantizar que esta población desatendida tenga acceso a recursos esenciales.

CONOZCA A SUS PRESENTADORAS

Isabel Zaragoza-Sanchez, MSN
Migrant Education Program
Nurse Case Manager



Monica Bustamante-Salamanca
Mental Health Therapist



Mount Vernon Schools

IRIS CARIAS

Iris Carias
Recruiter, home visitor, and
Family advocate.
Council member, city of
Mount Vernon



SKAGIT COUNTY COMMUNITY HEALTH ASSESSMENT 2020-2021



VISION: Growing Healthy Communities



- Community providers, including medical providers, lack knowledge about the unique health challenges for these groups.
- Services and programs are not designed with their specific health, linguistic, or cultural needs in mind.
- There are additional barriers to care, such as transportation, hours of service, and location of programming

***courtesy of Skagit County Public Health**

POEMA DE MARIA SABINA: CURATE MIJITA



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Aprendiste
algún remedio
de tus padres o
abuelos?

MIGRANT EDUCATION PROGRAM (MEP)

Federal program was designed to ensure high quality education and supplemental support services to Migratory children. Part of title 1 part C

- high rate of mobility
- cultural and language barriers
- social isolation
- health related problems, continuity of care.
- disruption/fragmented education

*source: ospi.k12.wa.us



HARVEST OF SHAME



1960 documentary by Edward Murrow.

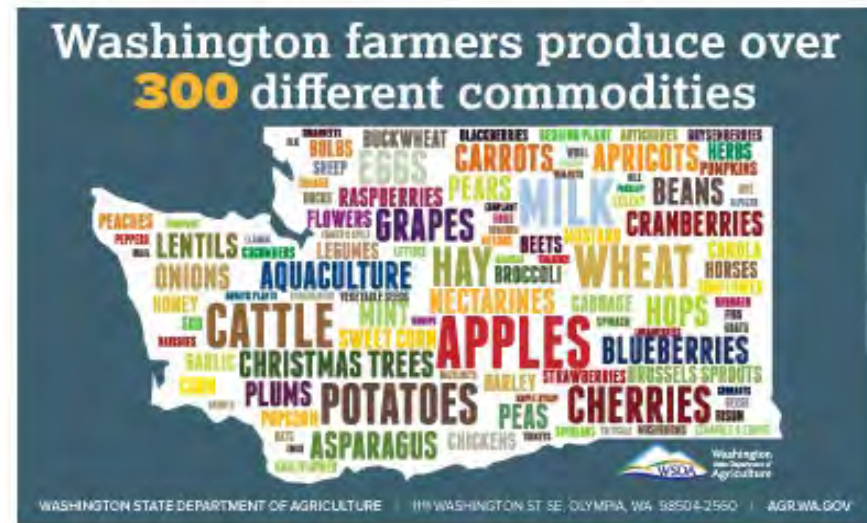
“We present this report on Thanksgiving because, were it not for the labor of the people you are going to meet, you might not starve, but your table would not be laden with the luxuries that we have all come to regard as essentials,”

-Millions of viewers, for the first time, had a close look into poverty.

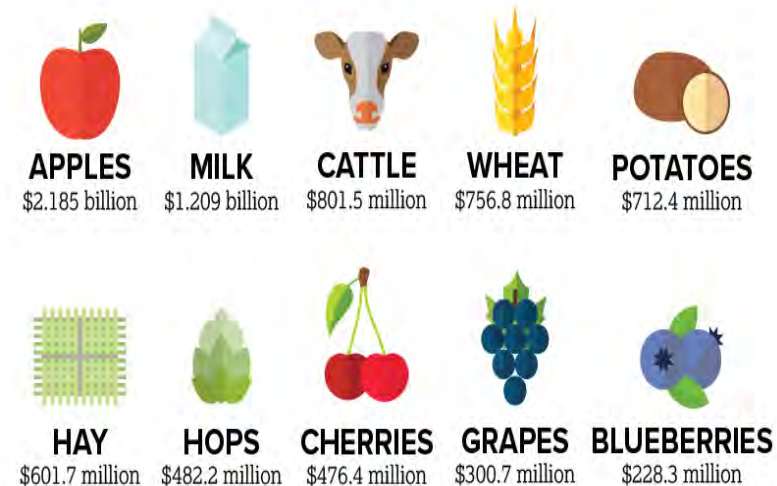
WASHINGTON STATE AGRICULTURE SNAPSHOT

\$10.6 Billion

**Value of Washington's 2017 Agricultural
Production**



Top 10 WA state commodities



<https://agr.wa.gov/washington-agriculture>

Sea Mar
Community Health Centers
Clínica de la Comunidad
Exceptional service. Every person. Every time.



NUESTRA COMUNIDAD OUR COMMUNITY



Mount Vernon School District in Washington State

Main crops

- Tulips
- Potatoes
- Blueberries
- Strawberries
- Fisheries

6500 students in the district

1500+ migrant

*images courtesy of Veronica Gonzalez, Skagit sun berries, WA potatoes, and goskagit.com



OUTREACH- CONSTRUCCIÓN DE REDES

- **Referencia de la nueva familia**
- **Visita y entrevista para aplicar al programa migrante**
- **Acceso a servicios según las necesidades**
- **Acompañamiento y seguimiento**
- **New family referral**
- **Home visit and interview to register for the Migrant Program.**
- **Resources according to family needs.**
- **Support and follow up, developing strategies to build trust.**



COMO EMPEZAMOS / HOW WE STARTED

Nurse Case manager initiative

Migrant students and their families face unique gaps in healthcare access

- Language barriers
- Health literacy
- Isolation
- Fears relating to immigration status
- Housing/food insecurity

Goals / Metas

Bridge access to health services

Coordinate access to Non-Academic Supplemental Health and Social Services

Identify and Treat Unresolved Health Problems



Migrant Health Nurse Initiative

*Nooksack
*Ferndale
*Mt. Baker
*Lynden

Mount Vernon
Sedro Woolley
La Conner
Burlington-Edison

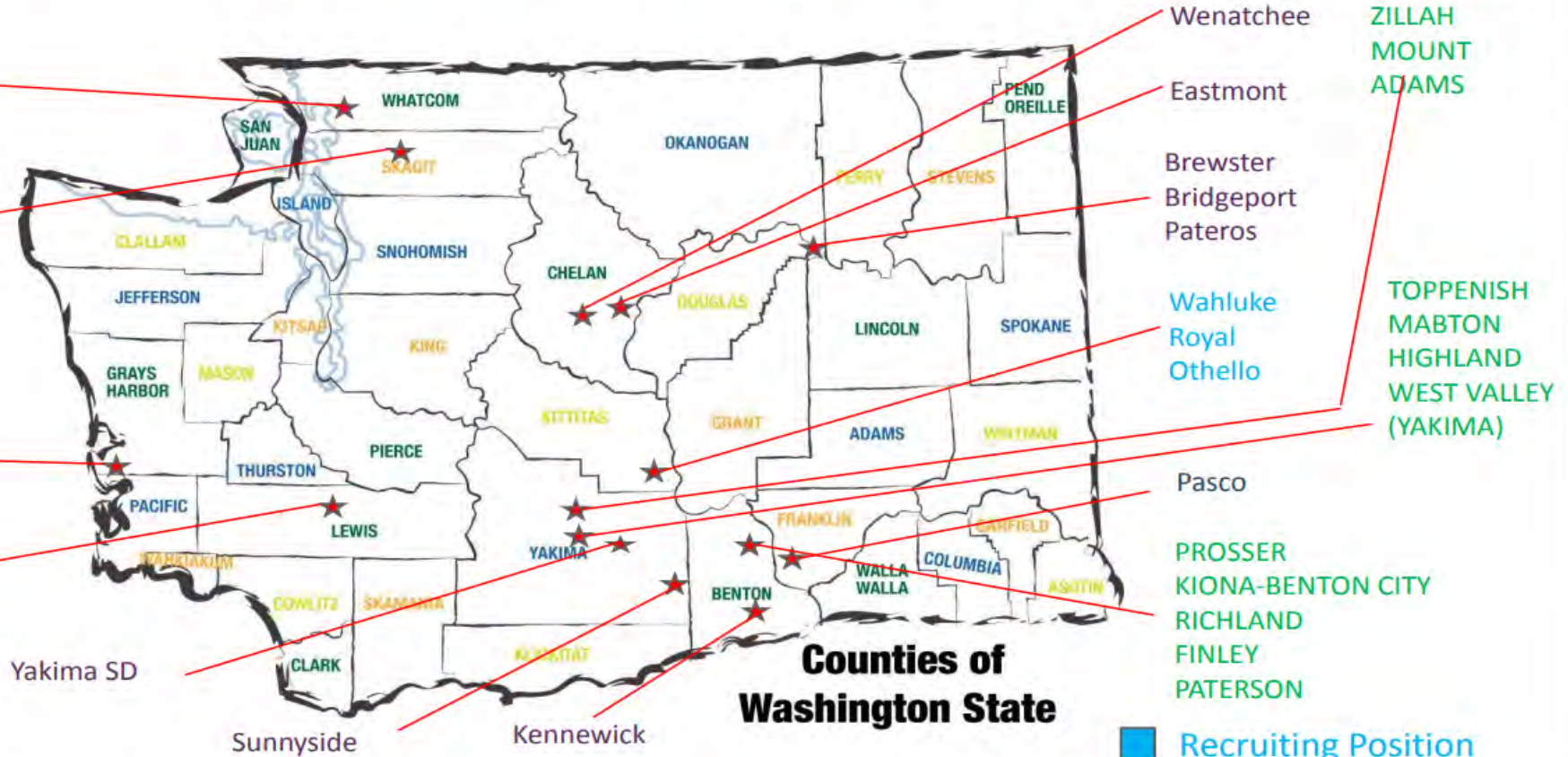
NORTH BEACH
NASELLE-GRAYS RIVER VALLEY
OCOSTA
OCEAN BEACH
ABERDEEN

CENTRALIA
WINLOCK
OLYMPIA
ROCHESTER
CHEHALIS

Sites:



Washington Office of Superintendent of
PUBLIC INSTRUCTION



FIRST YEAR AS A NURSE CASE MANAGER

October 2019

Flynn Zaragoza



Niña Sanchez



THEN COVID- 19 HIT...



60% of referrals were due to mental health concerns.

Number of mental health referrals grows every school year.

Collaboration with SeaMar



BARRIERS FOR MENTAL HEALTH CARE ACCESS

BARRERAS PARA EL ACCESO A CUIDADO DE SALUD MENTAL

Financial barriers

- Taking time off work, lack of transportation, lack of health insurance, concerns about out of pocket costs.

Misconceptions/taboo subject

- Fears re social scrutiny, being “labeled”
- What is a mental health counselor? What is an academic counselor?

Availability

- Late hours, especially during the summer.

Community connection, mistrust

- Intake process can be intimidating, lots of paperwork, sensitive information required



COMO FUNCIONA? HOW DOES IT WORK?

Referral link

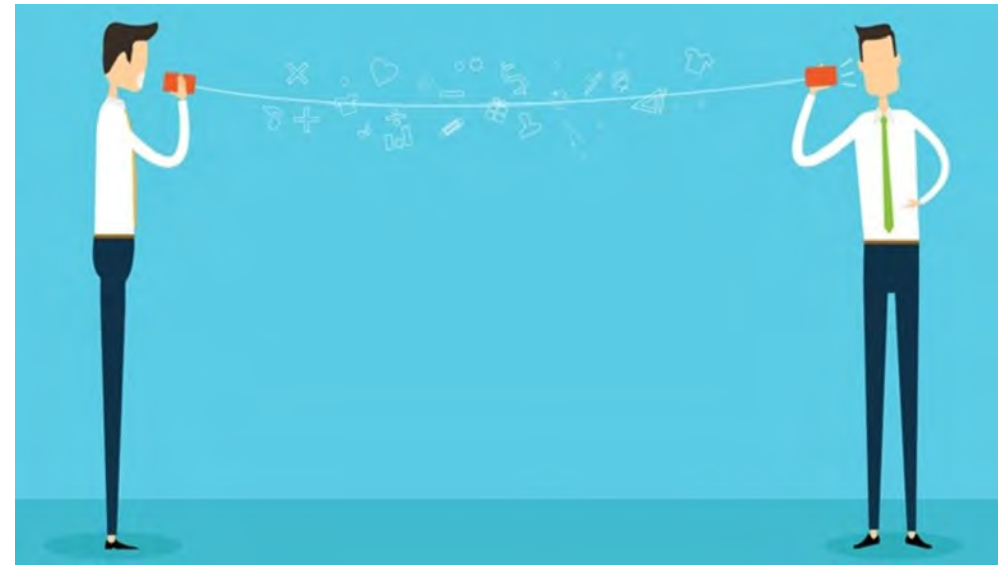
- MEP team: liaisons, recruiters, MGSs
- School counselors
- School social workers.

Who should we connect with initially?

- Parent? Child 13 or older

Brief intervention appropriate?

If student is referred for intense support, we can support the parent.



UNA VOZ ONE VOICE



SERVICES

Individual

- Individual therapy
- Referral to other services
- Follow-up and support (school and health services)
- Coordinated Care



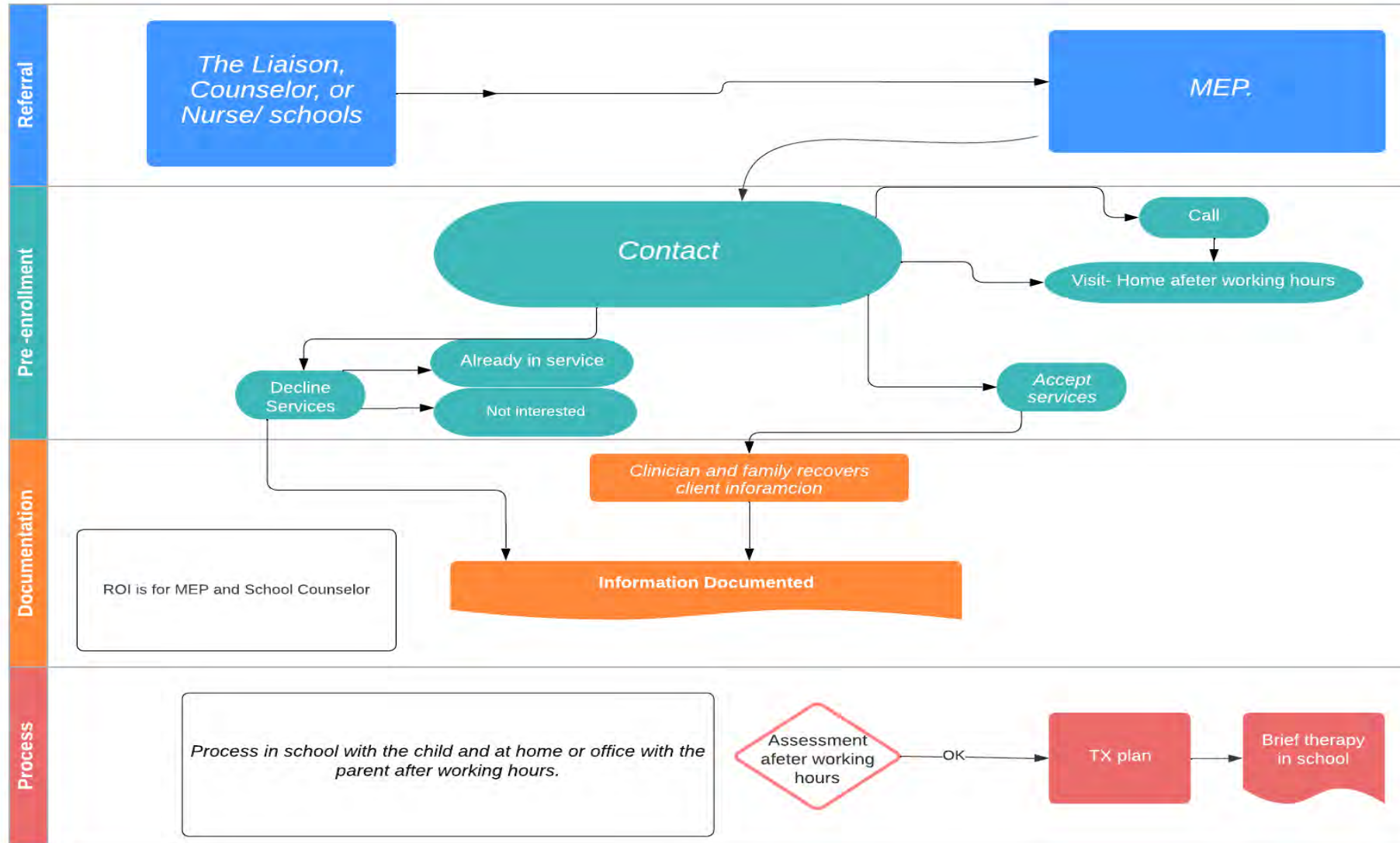
Collective

- Workshops

Culturally relevant assessment measures

- Coordinate care- community





PROCESS

Assessment

Pre

Post

Treatment plan

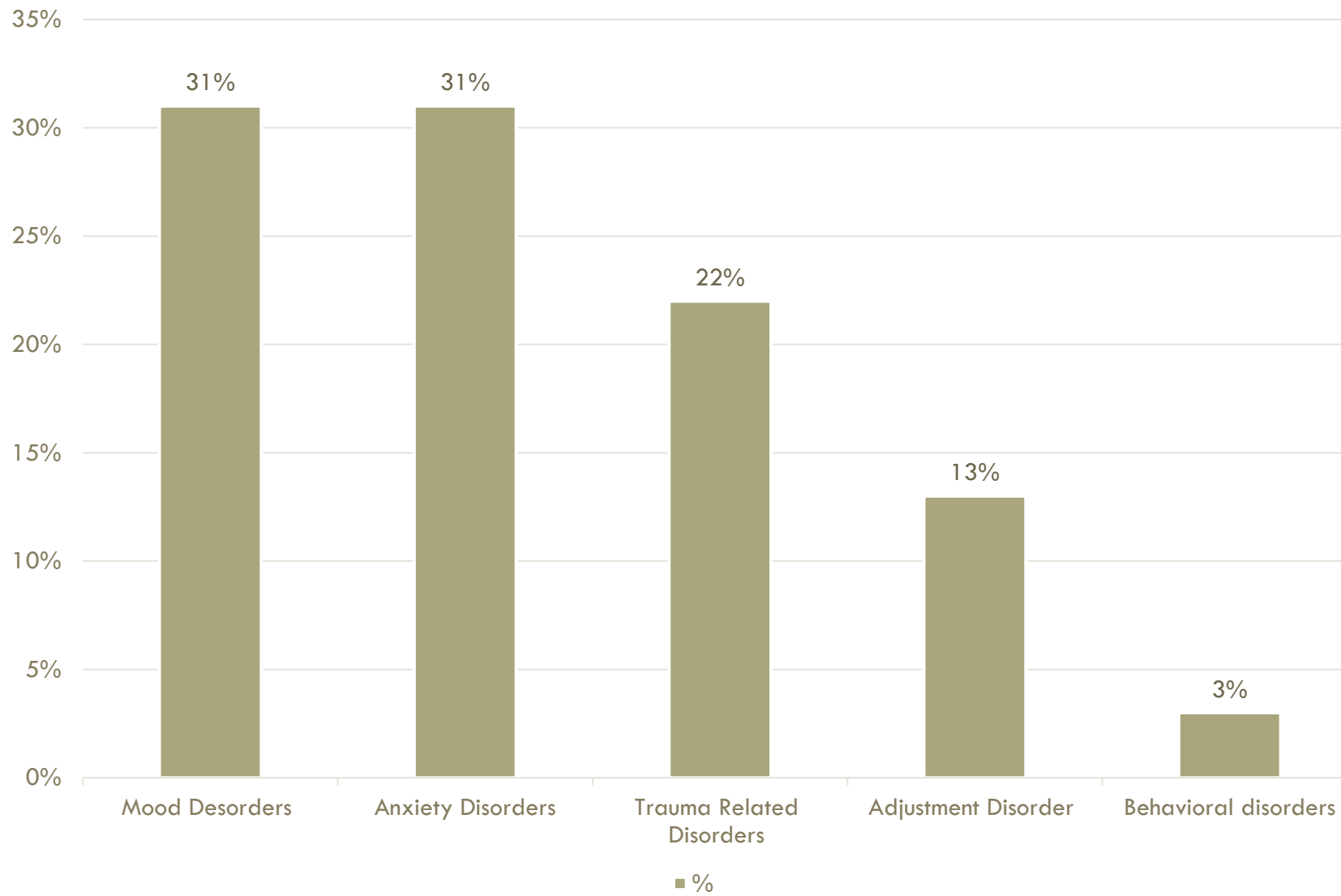
Co- creation of treatment and care plan.

CULTURALLY SENSITIVE, RELEVANT, RESPONSIVE



Awareness of relevant cultural beliefs and context.

Students Heritage and community cultural practices





WELLNESS DAY



Special Thanks to our Partners at Skagit Valley College for hosting this event

Migrant Youth WELLNESS DAY

MARCH 17, 2023

Art by Jake Prendez


DAY AT A GLANCE

8:00 am | Check-in & Continental Breakfast
8:45 am | Kick-off & Welcome
9:00 am | Keynote Speaker: Jake Prendez
9:20 am | Transition
9:30 am | Workshop Rotation

Starting Workshop	#1 Murals	#2 Restorative	#3 Mindfulness	#4 Weaving
GROUP	FIRE	WATER	EARTH	WIND

10:15 am | Transition
10:20 am | Workshop Rotation
11:05 am | Transition
11:10 am | Lunch
12:00 pm | Transition
12:05 pm | Workshop Rotation
12:50 pm | Transition
12:55 pm | Workshop Rotation
1:30 pm | Dismiss to buses

Keynote:
Jake Prendez



"Escaping the Soul Crushers"





Art by Jake Prendez

Migrant Youth WELLNESS DAY

Today, I agree

IN LAK' ECH
You ARE MY OTHER ME
by Luis Valdez

Tú eres mi otro yo,
You are my other me.

Si te hago daño a ti,
If I do harm to you,

Me hago daño a mi mismo,
I do harm to myself.

Si te amo y respeto,
If I love and respect you,

Me amo y respeto yo,
I love and respect myself

**BY THE END OF THE DAY I WILL WALK
AWAY WITH THE FOLLOWING**

BIG IDEA: My educational success starts with knowing that I matter, I have a place in this world, and that I exist in a relationship with the land, and my community. Through reflection, mindfulness and hand-on activities I will gain strategies to support my wellness.

**Essential
Question
1**

*What are some
of my strengths
and protective
factors in my
life?*

**Essential
Question
2**

*What are some
strategies/tools
that I can use
on my own to
manage stress
and anxiety?*

**Essential
Question
3**

*Where can I
find resources
or support in
my school
and
community?*



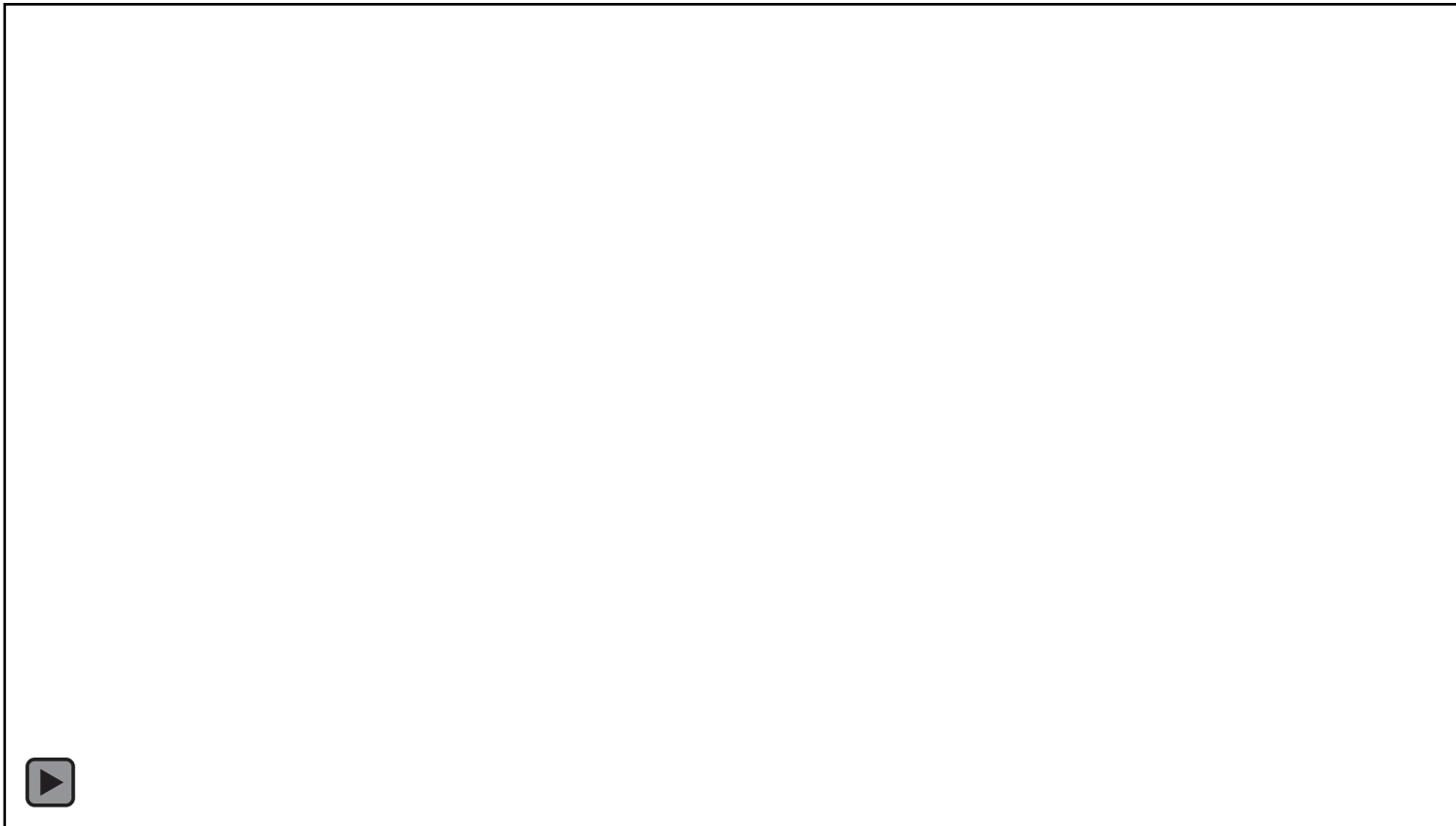
Art by Jake Prendez

Migrant Youth WELLNESS DAY WORKSHOP DESCRIPTIONS

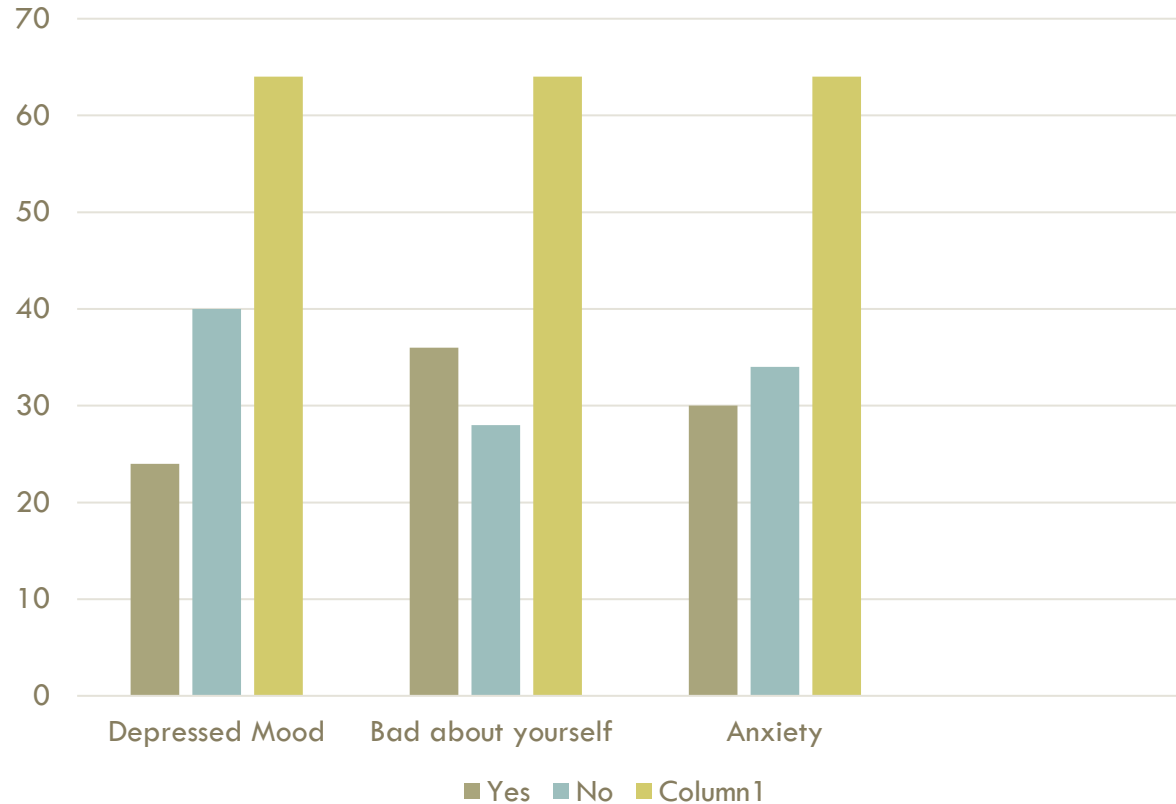
Workshop	Description	Facilitator
Creating Murals Lewis Hall #225	This workshop will discuss what are murals and how to create them. We will then break out into groups and design our own murals.	Jake Prendez
Co-creating Transformative Safe-Brave Spaces Lewis Hall #123	Participants will learn how to utilize the Restorative Practices approach to develop and foster safe-brave spaces for themselves and their community. A restorative safe-brave space intentionally invites participants to share their stories and to develop socio-emotional skills to promote wellness, inclusion, and empowerment. Restorative Practices provide a simple framework to give people a voice in a noisy world and agency at a time when global events happen faster and with more frequency than we have the time to keep up with. Restorative Practices are indeed a social science that allow us to fully express and experience our humanity (IIRP).	Karina Bauza
Mindfulness and resilience Lewis Hall #227	Learn to keep a light, positive and flexible attitude no matter what happens by using meditation and special ways of thinking. This workshop will have guided meditation on the breath, discussion and time for Q&A.	Kelsang Dansang
Weaving Traditions, Building a Mandala Lewis Hall #126	In different cultures, knitting has been shown to promote wellness. It reduces stress, and knitting is often equated with meditation. Knitting through repetitive and rhythmic movements will enable you to recognize and manage your emotions. It is a way to self-reflect and self-soothe in mindfulness and emotional intelligence. This workshop is a hands-on learning experience where students will learn basic knitting skills. Students will have the opportunity to create their own mandala.	Maria Godínez & Monica Bustamante



WELLNESS DAY SHORT VIDEO



WELLNESS DAY



Concerns

- Academic performance
- Concentration
- Missing school
- Social collaboration and relationships
- Motivation
- Economical Financial Issues
- Family difficulties
- Loneliness



CHALLENGES/RETOS

System of support not established-

- co creating a plan that is specific for the needs of our community.
- Essentially a mobile clinic

Increased demand-

- As word of mouth spreads, demand has increased.

Challenges integrating family needs with a strict health care delivery model.

- Literacy needs – reading and writing
- Health literacy

Level of care

- Brief therapy.



TRIUNFOS/ACHIEVEMENTS

Parents and students reaching out for support.

- Building trust, attending community and school events.
- Well accepted by families, students, and school staff.

Collaboration among school and clinic staff has been very organic, everyone is eager to help.

- Individual therapy
- Referral to other services
- Follow-up and support (school and health services)
- Coordinated Care

Streamlining referrals, coordinated care.



¿Qué aprendizajes, experiencias y sentimientos te llevas contigo?

What are you taking from this session?



Foto Cortesía de Monica Lezama/
@monicalezama5



**MIL GRACIAS!
THANK YOU!**