

**El Dorado County
Mental Health Services Act (MHSA)**

**DRAFT
Preliminary FY 19/20 PEI Outcomes**

NOTE:

Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued.

The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Latino Outreach Project

Provider: New Morning Youth and Family Services

Project Goals

- Increased mental health service utilization by the Latino community.
- Decreased isolation that results from unmet mental health needs.
- Decreased peer and family problems that result from unmet health needs.
- Reduce stigma and discrimination.
- Integration of prevention programs already offered in the community is achieved.
- Reduction in suicide, incarcerations, and school failure or dropouts.

Numbers Served and Cost

Expenditures	FY 2017-18	FY 2018-19	FY 2019-20
MHSA Budget	\$96,000	\$96,000	\$96,000
Total Expenditures	\$80,356	\$88,579	\$93,445
Unduplicated Individuals Served	427	350*	433
Cost per Participant	\$188	\$253	\$216

*Fiscal Year 2018/19: There is a discrepancy from New Morning Youth and Family Services electronic client case files that indicates Latino Outreach had 483 clients. However, the monthly Client Registration Demographics provided by the *Promotoras* did not represent all the clients that were assisted, so data is based upon 350 individuals being served.

Age Group	FY 2017-18	FY 2018-19	FY 2019-20
0-15 (children/youth)	145	146	150
16-25 (transitional age youth)	50	45	66
26-59 (adult)	220	144	199
Ages 60+ (older adults)	12	15	18
Unknown or declined to state	0	0	0
Race	FY 2017-18	FY 2018-19	FY 2019-20
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	406	344	421
Other	0	6	8
Multiracial	0	0	0
Unknown or declined to state	21	0	4
Ethnicity by Category	FY 2017-18	FY 2018-19	FY 2019-20

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Hispanic or Latino	379	0	422
Caribbean	0	0	0
Central American	0	8	10
Mexican/Mexican-American/Chicano	0	328	422
Puerto Rican	0	0	0
South American	15	8	1
Other	21	6	0
Unknown or declined to state	12	0	0
Non-Hispanic or Non-Latino			
African	0	0	0
Asian Indian/South Asian	0	0	0
Cambodian	0	0	0
Chinese	0	0	0
Eastern European	0	0	0
Filipino	0	0	0
Japanese	0	0	0
Korean	0	0	0
Middle Eastern	0	0	0
Vietnamese	0	0	0
Other	0	0	0
Multi-ethnic	0	0	0
Unknown or declined to state	0	0	0
Primary Language	FY 2017-18	FY 2018-19	FY 2019-20
Arabic	0	0	0
Armenian	0	0	0
Cambodian	0	0	0
Cantonese	0	0	0
English	117	156	196
Farsi	0	0	0
Hmong	0	0	0
Korean	0	0	0
Mandarin	0	0	0
Other Chinese	0	0	0
Russian	0	0	0
Spanish	199	188	237
Tagalog	0	0	0
Vietnamese	0	0	0
Other language	4	6	0
Unknown or declined to state	0	0	0

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Sexual Orientation <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Gay or Lesbian	0	0	0
Heterosexual or Straight	0	350	433
Bisexual	0	0	0
Questioning or unsure of sexual orientation	0	0	0
Queer	0	0	0
Another sexual orientation	0	0	0
Declined to State	427	0	0
Gender <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Assigned sex at birth:			
Male	155	123	114
Female	272	227	319
Declined to answer	0	0	0
Current gender identity:			
Male	155	123	114
Female	272	227	319
Transgender	0	0	0
Genderqueer	0	0	0
Questioning / unsure of gender identity	0	0	0
Another gender identity	0	0	0
Declined to answer	0	0	0
Disability	FY 2017-18	FY 2018-19	FY 2019-20
Difficulty seeing	0	0	0
Difficulty hearing or having speech understood	0	0	2
Mental disability including but not limited to learning disability, developmental disability, dementia	0	5	6
Physical/mobility	2	1	4
Chronic health condition/chronic pain	1	0	3
Other (specify)	10	0	0
Declined to state	414	344	1

Veteran Status <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Yes	0	0	0
No	427	350	433
Unknown or declined to state	0	0	0
Region of Residence	FY 2017-18	FY 2018-19	FY 2019-20
West County	0	74	102
Placerville Area	221	175	221
North County	7	10	8
Mid County	92	89	102
South County	6	0	0
Tahoe Basin	0	0	0
Unknown or declined to state	0	2	0
Economic Status	FY 2017-18	FY 2018-19	FY 2019-20
Extremely low income	0	123	159
Very low income	0	96	134
Low income	0	125	135
Moderate income	0	6	5
High income	0	0	0
Health Insurance Status	FY 2017-18	FY 2018-19	FY 2019-20
Private	0	9	7
Medi-Cal	0	228	248
Medicare	0	4	7
Uninsured	0	109	171

Annual Report FY 2019/2020

Please provide the following information for this reporting period:

- 1) Briefly report on how implementation of the Latino Outreach project is progressing (e.g., whether implementation activities are proceeding on target and as described in the County's MHSA Plan), and any major accomplishments and challenges.**

Promotoras continue to provide a wide range of services including: advocacy, community outreach (Kids' Expo), interpretation, crisis support, home visitation, and linkage to other programs/resources (mental health services, domestic violence services, support for immigration status, referral and support for health services, referral to victims services, community Hubs, First 5 El Dorado, etc.).

Since March (COVID-19) all of these services and supports were provided through a tele-health modality. In some circumstances, when interpretive services are needed for special cases, *Promotoras* abide by social distancing and masks.

- 2) Briefly report on how the Latino Outreach project has improved the overall mental health of the children, families, and communities by addressing the primary negative outcomes that are the focus of the Latino Outreach project (suicide, prolonged suffering, school failure or dropout, incarceration, unemployment, homelessness, and removal of children from their homes).**

The *Promotoras* continue to advocate for the youth that are struggling in school and accompany parents to school meetings (SST and IEP) for interpretation and clarification. They assist in making referrals at schools for counseling services. In addition, Ruth Zermeno provides services for the Wellness Centers located at each El Dorado Union High School District site. During the school closures due to COVID-19, the *Promotoras* continue to offer assistance with parents struggling to help their children with their school work at home. Ruth and Angie Olmos have been providing them with additional resources to assist families.

Latino Outreach continues to address a variety of needs that affect the family unit as a whole. During this period, Latinos were worried in regards to any public assistance they received would be reported under the new “public charge” rule published under the Department of Homeland Security. This new rule went into effect in February 2020, but many Latinos had already declined services in advance. Even more concerning, due COVID-19, the Latino Population that do not have insurance, are not seeking medical assistance due to the cost and fear of being reported.

- 3) Provide a brief narrative description of progress in providing services through the Latino Outreach project to unserved and underserved populations.**

Latino Outreach continues to increase services to unserved/underserved populations, especially to engage Latino families’ greater access to culturally competent medical and mental health services. Angie Olmos provided information about our services to a diabetes group that meets weekly in Pollock Pines. Likewise, Ruth Zermeno collaborated with Jesus Cordova (HUBS) at a meeting in Camino where she spoke about depression and offered tools and resources.

New Morning Youth and Family Services (NMYFS) continued to provide Latina women with additional skills to increase their independence and self-worth due to cultural factors. In November, December, and January, we had a three week self-advocacy group to encourage their personal growth and self-confidence. Some of the topics discussed included the effects of trauma, resiliency/adversity, self-advocacy skills, and family relationships and dynamics. NMYFS provided free child care to participants.

NMYFS identified 24 Latino families (multi-generational in some households) that were struggling financially and were unable to provide enough food for their children. We referred them to Markham Middle School for Friday vegetables/fruits. However, they needed more substantial food sustenance. For this reason, NMYFS purchased \$1,500 in grocery gift cards to help the identified families purchase food. Two of the families were grandmothers (*abuelas*) who were responsible for their grandchildren (a total of eight children).

- 4) Provide a brief narrative description of how the Latino Outreach services are provided in a culturally and linguistically competent manner, including activities to reduce racial/ethnic disparities.**

The *Promotoras* provide all their clients with respect; mindful that the Latino population has a mixture of diverse cultures, linguistics (Spanish dialects), nationalities, and spiritual beliefs. NMYFS provides information through social media to reduce racial/ethnic disparities.

The *Promotoras* attend community events hosted by non-profit organizations and county departments to increase cultural awareness and reduce racial/ethnic disparities. In addition, this year both *Promotoras* attended the “9th Women’s Leadership Conference of Northern California” and ‘*Ventanilla de Salud*’ located at the Consulate General of Mexico in Sacramento. Furthermore, Angie attended “Closing Wounds,” a weekly training at the Consulate General of Mexico in Sacramento. The *Promotoras* attended a prevention and instruction training called “Fighting Tobacco Use in Gold Country Latino Communities” on the increase of tobacco use.

This year, NMYFS realized that our brochures did not specifically address how we could assist the Latino population. We revised the NMYFS Latino Outreach brochures in February to be more linguistically relevant and specific in the services we provide to the Latino population.

5) Provide a brief description of activities performed related to local and county-wide collaboration, outreach, access/linkages to medically necessary care, stigma reduction and discrimination reduction.

The *Promotoras* collaborate with county and non-profit organizations in outreach events to support the Latino population. This quarter, we specifically reached out to locally-owned and operated family Mexican restaurants and Latino markets to post our services to help provide assistance to the Latino community. Angie was able to converse with approximately 25 Latino families at the Markham Middle School food bank on Fridays.

6) Provide the outcomes measures of the services provided and of customer satisfaction surveys. Outcome measures for the Latino Outreach project are:

- **Measurement 1: Customer satisfaction surveys.**
95% of clients were satisfied with the assistance they received.
- **Measurement 2: Client outcome improvement measurements.**
85% of clients indicated that there were improvements.
- **Measurement 3: Increased engagement in traditional mental health services.**
There are 4 to 6 clients a month that are referred to mental health services.
- **Measurement 4: Number of Clients referred to County Behavioral Health, if known.**
7 to 9 clients a year are referred to County Behavioral Health.
- **Measurement 5: Client self-report on the duration of untreated mental illness.**
Unknown
- **Measurement 6: If known, the average interval between referral and participation in treatment.**

For mental health services, the interval is determined upon the client's 'level of care.' If the client requires prompt intervention, then 1-3 days. Likewise, a lower 'level of care' could be up to two months.

- **Measurement 7: A description of the methods Contractor used to encourage Client access to services and follow-through on referrals.**

The *Promotoras* prefer to accompany their clients to the resources because of language barriers and biases. If for any reason (COVID-19) they are not able to accompany their clients, the *Promotoras* contact the resource to obtain specific instructions that client will need to know when client arrives at resource. Every client continues to receive follow-up and support until the client has resolution.

7) Provide total project expenditures and the type and dollar amount of leveraged resources and/or in-kind contributions.

NMYFS continues to utilize community volunteers to provide additional educational services to Latino families. Furthermore, we provide counseling services in English or Spanish that are referred by Latino Outreach.

8) Provide any additional relevant information.

NMYFS has updated our electronic client case files to capture the demographic information required for MHSA. The demographic information is transferred to an Excel spreadsheet for Latino Outreach Client Registration.

MHSA Year-End Progress Report

Latino Outreach Project

Provider: South Lake Tahoe Family Resource Center FY 2019/2020

Project Goals

- Increased mental health service utilization by the Latino community.
- Decreased isolation that results from unmet mental health needs.
- Decreased peer and family problems that result from unmet health needs.
- Reduce stigma and discrimination.
- Integration of prevention programs already offered in the community is achieved.
- Reduction in suicide, incarcerations, and school failure or dropouts.

Numbers Served and Cost

Expenditures	FY 2017-18	FY 2018-19	FY 2019-20
MHSA Budget	\$135,150	\$135,150	\$135,150
Total Expenditures	\$67,273	\$125,702	\$135,150
Unduplicated Individuals Served	446	509	369
Cost per Participant	\$151	\$247	\$366
Age Group	FY 2017-18	FY 2018-19	FY 2019-20
0-15 (children/youth)	88	202	152
16-25 (transitional age youth)	9	74	31
26-59 (adult)	349	221	178
Ages 60+ (older adults)	0	12	8
Unknown or declined to state	0	0	0
Race	FY 2017-18	FY 2018-19	FY 2019-20
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	1	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	25	32	0
Other	421	477	369
Multiracial	0	0	0
Unknown or declined to state	0	0	0

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Ethnicity by Category	FY 2017-18	FY 2018-19	FY 2019-20
Hispanic or Latino	444	0	369
Caribbean	0	0	0
Central American	0	3	0
Mexican/Mexican-American/Chicano	0	491	0
Puerto Rican	0	0	0
South American	0	1	0
Other	0	14	0
Unknown or declined to state	0	0	0
Non-Hispanic or Non-Latino			
African	0	0	0
Asian Indian/South Asian	0	0	0
Cambodian	0	0	0
Chinese	0	0	0
Eastern European	0	0	0
Filipino	0	0	0
Japanese	0	0	0
Korean	0	0	0
Middle Eastern	0	0	0
Vietnamese	0	0	0
Other	0	0	0
Multi-ethnic	0	0	0
Unknown or declined to state	2	0	0
Primary Language	FY 2017-18	FY 2018-19	FY 2019-20
Arabic	0	0	0
Armenian	0	0	0
Cambodian	0	0	0
Cantonese	0	0	0
English	25	62	62
Farsi	0	0	0
Hmong	0	0	0
Korean	0	0	0
Mandarin	0	0	0
Other Chinese	0	0	0
Russian	0	0	0
Spanish	440	447	369
Tagalog	0	0	0
Vietnamese	0	0	0
Unknown or declined to state	0	0	0

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Sexual Orientation <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Gay or Lesbian	0	0	0
Heterosexual or Straight	0	126	369
Bisexual	0	0	0
Questioning or unsure of sexual orientation	0	0	0
Queer	0	0	0
Another sexual orientation	0	0	0
Declined to State	446	383	0
Gender <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Assigned sex at birth:			
Male	162	213	129
Female	284	296	240
Declined to answer	0	0	0
Current gender identity:			
Male	162	213	129
Female	284	296	240
Transgender	0	0	0
Genderqueer	0	0	0
Questioning / unsure of gender identity	0	0	0
Another gender identity	0	0	0
Declined to answer	0	0	0
Disability	FY 2017-18	FY 2018-19	FY 2019-20
Difficulty seeing	0	0	0
Difficulty hearing or having speech understood	0	0	0
Mental disability including but not limited to learning disability, developmental disability, dementia	10	3	0
Physical/mobility	1	3	0
Chronic health condition/chronic pain	10	3	0
Other (specify)	0	0	0
Declined to state	425	500	369

Veteran Status <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Yes	0	0	0
No	0	183	369
Unknown or declined to state	446	326	0
Region of Residence	FY 2017-18	FY 2018-19	FY 2019-20
West County	0	0	0
Placerville Area	0	0	0
North County	0	0	0
Mid County	0	0	0
South County	0	0	0
Tahoe Basin	446	448	369
Unknown or declined to state	0	61	0
Economic Status	FY 2017-18	FY 2018-19	FY 2019-20
Extremely low income	unknown	0	0
Very low income	unknown	285	0
Low income	unknown	218	369
Moderate income	unknown	6	0
High income	unknown	0	0
Health Insurance Status	FY 2017-18	FY 2018-19	FY 2019-20
Private	unknown	0	0
Medi-Cal	unknown	469	369
Medicare	unknown	0	0
Uninsured	unknown	40	0

Annual Report FY 2019/20

Please provide the following information for this reporting period:

- 1) Briefly report on how implementation of the Latino Outreach project is progressing (e.g., whether implementation activities are proceeding on target and as described in the County's MHSA Plan), and any major accomplishments and challenges.**

The Latino Outreach project is performing well for the South Lake Tahoe community & the Family Resource Center (FRC). We are serving new clients every month, as well as keeping the community informed with our Engagement and Outreach activities at numerous locations including schools in the Lake Tahoe Unified School District (LTUSD) with our Cafecito's program(s). Fiscal Year 2019-20 has been challenging due to the COVID-19 pandemic and the closure of the LTUSD and Lake Tahoe Community College (LTCC). This has forced the FRC to re-evaluate our operation. We have gone to

a virtual platform for our counseling services on a HIPAA compliant platform and we are conducting our Parenting classes over ZOOM. Our counselor has made great strides in providing therapy in this method.

- 2) Briefly report on how the Latino Outreach project has improved the overall mental health of the children, families, and communities by addressing the primary negative outcomes that are the focus of the Latino Outreach project (suicide, prolonged suffering, school failure or dropout, incarceration, unemployment, homelessness, and removal of children from their homes).**

The overall health of community is strengthened by the Latino Outreach by providing group and individual therapy as well as community participation in parent support groups that are focused on topics of mental health and family dynamics. This year, beginning in March 2020 with the onset of COVID-19, we have moved to an on-line secure platform to continue to provide counseling services and parenting classes for our clients.

- 3) Provide a brief narrative description of progress in providing services through the Latino Outreach project to unserved and underserved populations.**

By providing Outreach to schools in the Lake Tahoe Unified School District, as well as at Lake Tahoe Community College, the Family Resource Center informs the community of the Latino Outreach project and new clients continue to seek our services. The Foster & Kinship (FKCE) and English as a Second language (ESL) programs affords us the opportunity to provide information and services to a wider range of clients.

- 4) Provide a brief narrative description of how the Latino Outreach services are provided in a culturally and linguistically competent manner, including activities to reduce racial/ethnic disparities.**

All staff at the FRC are bilingually, culturally, and linguistically competent. All of our programming is in Spanish and provides opportunities to the community to further develop skills that empower them and their families to become self-sufficient. We meet individually with parents to assist them in overcoming their fears in communicating with their families, employers and schools.

- 5) Provide a brief description of activities performed related to local and county-wide collaboration, outreach, access/linkages to medically necessary care, stigma reduction and discrimination reduction.**

The FRC Executive Director and/or designee participate in committees such as: South Lake Tahoe Behavioral Health Network, Barton Hospital's Community Health Advisory Committee, El Dorado County School Attendance Review Board (SARB) and the Lake Tahoe Collaborative. We participate in all community events to further disseminate information to the community.

- 6) Provide the outcomes measures of the services provided and of customer satisfaction surveys. Outcome measures for the Latino Outreach project are:**

- Measurement 1: Customer satisfaction surveys.**

The survey indicates that longer duration counseling services are desired by some clients.

- Measurement 2: Client outcome improvement measurements.**

None stated

- **Measurement 3: Increased engagement in traditional mental health services.**

Some clients will be referred to El Dorado County MHSA to seek other long-term services that the limited English proficiency (LEP) does not provide. Others may be referred to local providers in the South Shore community.

7) If known, the number of Clients referred to County Behavioral Health and the type of treatment to which Clients were referred.

One (01) client was referred to county mental health for psychiatric services.

8) If known, the number of individuals who followed through on the referral and engaged in treatment.

Unknown.

9) Provide total project expenditures and the type and dollar amount of leveraged resources and/or in-kind contributions.

Total Project expenditures: \$135,000

10) Provide any additional relevant information.

The COVID-19 Pandemic has created a level of fear in our community that is difficult to overcome. The stress associated with COVID-19 is huge. So many of our families are not able to work and those that have begun to return to work are not being given enough hours to support themselves and families. Our clients are also in fear of contracting the virus at work, as most of our clients are working in service industry jobs and are being overrun by tourists in the workplace. The community is having difficulty paying rents that are past due and now they are concerned about being evicted from their place of residence. Food insecurity is a growing concern. We have distributed food and food cards for our community and we plan to do more food distribution.

MHSA Year-End Progress Report

Provider: Senior Peer Counseling through EDCA Lifeskills

Project Goals

- Clients demonstrate an increased number of “Therapeutic Lifestyle Changes” over the course of their counseling.
- Clients identify the primary issue of focus (presenting problem) for counseling.
- Clients achieve improvements in their feelings of well-being as shown on the Outcome Rating Scale (ORS) measurement tool.
- Clients are informed about other relevant mental health and support services.
- New volunteer trainings will be provided based on need for both Senior Peer Counselors and Friendly Visitors.
- Through the use of TLCs, clients improve their mental health and self-sufficiency.
- Clients ameliorate their distress as described in their presenting problem.
- Clients’ mental health and satisfaction with life is increased as evidenced by scores on the ORS measurement tool.
- Clients know of, and successfully access, other needed mental health services.

Numbers Served and Cost

Expenditures	FY 2017-18	FY 2018-19	FY 2019-20
MHSA Budget	\$55,000	\$40,000	\$48,000
Total Expenditures	\$53,087	\$34,493	\$44,973
Unduplicated Individuals Served	43	83 total / 45 new added in FY 18/19. Data in FY 18/19 is based upon the new clients only.	69
Cost per Participant	\$1235	\$416 (based on 83 total clients)	\$652
Age Group	FY 2017-18	FY 2018-19	FY 2019-20
0-15 (children/youth)	0	0	0
16-25 (transitional age youth)	0	0	0
26-59 (adult)	5	3	5
Ages 60+ (older adults)	38	42	64
Unknown or declined to state	0	0	0

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Race	FY 2017-18	FY 2018-19	FY 2019-20
American Indian or Alaska Native	0	2	3
Asian	0	0	2
Black or African American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	40	43	63
Other	3	0	0
Multiracial	0	0	1
Unknown or declined to state	0	0	0
Ethnicity by Category	FY 2017-18	FY 2018-19	FY 2019-20
Hispanic or Latino	0	0	1
Caribbean	0	0	0
Central American	0	0	0
Mexican/Mexican-American/Chicano	2	0	0
Puerto Rican	0	0	0
South American	0	0	0
Other	0	0	0
Unknown or declined to state	0	0	0
Non-Hispanic or Non-Latino			
African	0	0	0
Asian Indian/South Asian	0	0	0
Cambodian	0	0	0
Chinese	0	0	0
Eastern European	0	43	62
Filipino	0	0	0
Japanese	0	0	0
Korean	0	0	1
Middle Eastern	0	0	0
Vietnamese	0	0	1
Other	0	2	1
Multi-ethnic	0	0	3
Unknown or declined to state	0	0	0

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Primary Language	FY 2017-18	FY 2018-19	FY 2019-20
Arabic	0	0	0
Armenian	0	0	0
Cambodian	0	0	0
Cantonese	0	0	0
English	42	45	68
Farsi	0	0	0
Hmong	0	0	0
Korean	0	0	0
Mandarin	0	0	0
Other Chinese	0	0	0
Russian	0	0	0
Spanish	1	0	1
Tagalog	0	0	0
Vietnamese	0	0	0
Unknown or declined to state	0	0	0
Sexual Orientation <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Gay or Lesbian	0	0	1
Heterosexual or Straight	42	45	67
Bisexual	0	0	1
Questioning or unsure of sexual orientation	0	0	0
Queer	0	0	0
Another sexual orientation	0	0	0
Declined to State	1	0	0
Gender <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Assigned sex at birth:			
Male	7	8	14
Female	36	37	55
Declined to answer	0	0	0
Current gender identity:			
Male	7	8	14
Female	36	37	55
Transgender	0	0	0

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Genderqueer	0	0	0
Questioning / unsure of gender identity	0	0	0
Another gender identity	0	0	0
Declined to answer	0	0	0
Disability	FY 2017-18	FY 2018-19	FY 2019-20
Difficulty seeing	1	3	5
Difficulty hearing or having speech understood	2	0	16
Mental disability including but not limited to learning disability, developmental disability, dementia	0	0	2
Physical/mobility	0	9	33
Chronic health condition/chronic pain	0	4	14
Other (specify)	1	0	0
Declined to state	0	0	0
Veteran Status <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Yes	2	2	6
No	39	43	63
Unknown or declined to state	2	0	0
Region of Residence	FY 2017-18	FY 2018-19	FY 2019-20
West County	12	15	14
Placerville Area	26	18	34
North County	2	6	12
Mid County	2	5	8
South County	1	1	1
Tahoe Basin	0	0	0
Unknown or declined to state	0	0	0
Economic Status	FY 2017-18	FY 2018-19	FY 2019-20
Extremely low income	unknown	10	15
Very low income	unknown	14	19
Low income	unknown	4	12
Moderate income	unknown	17	12
High income	unknown	0	11
Health Insurance Status	FY 2017-18	FY 2018-19	FY 2019-20
Private	unknown	1	4
Medi-Cal	unknown	1	6
Medicare	unknown	43	61
Uninsured	unknown	0	2

Annual Report FY 2019/20

Please provide the following information for this reporting period:

- 1) Briefly report on how implementation of the Senior Peer Counseling project is progressing (e.g., whether implementation activities are proceeding on target and as described in the County's MHSA Plan), and any other major accomplishments and challenges.**

Senior Peer Counseling, (SPC), is happy to report that implementation of all program goals are being met and activities are proceeding on target and as specified in the MHSA Plan. This year saw many accomplishments in the Senior Peer Counseling program as well as some challenges. First with the challenges. In late February, the pandemic COVID19 spread to our county and by early March, the clinical supervisor made a decision to stop weekly group supervision meetings and in-person counseling. At that time, SPC was also in the midst of training nine (9) new peer counselors, which had to be halted temporarily. Because of COVID19, our intakes of new counselees were greatly impacted with much fewer than normal in the months of February through June 2020. The pandemic also prevented us from continuing with in-person outreach activities. Another challenge was that sadly, we lost our only Admin Support person to cancer, so the Clinical Supervisor did some of her duties while others were left to be caught up on when a new person could be hired. During this fiscal year we also lost six (6) volunteer counselors, due to personal or health problems.

Now, the accomplishments. Immediately in response to the pandemic COVID19 shelter-in-place orders, SPC transitioned to providing phone sessions to all existing clients as normally scheduled and weekly supervision was provided for each counselor via phone with the clinical supervisor. Within 30 days, online video conferencing via the Zoom platform was in place providing weekly group supervision for the counselors. This helped ensure seamless services for our clients and retention and cohesion of the SPC counselors as a group. Our program was modified to enable us to continue receiving intakes of new clients via a phone intake appointment. We also started the use of "Doxy.me", which is a HIPAA compliant, privacy protected video conferencing platform online, so that counselors could now meet with their clients online instead of just by phone. This is a Telehealth option which we were able to offer all existing and new clients, so that counseling services were not interrupted by the pandemic shelter-in-place orders.

At the start of the pandemic, we also started offering an additional new service to all adults 55 and over. A "One Time Counseling Session" call was started to address the additional anxiety, isolation and distress being experienced due to the shelter-in-place orders, and the economic and social unrest. We were asked to provide such a service by the El Dorado County Senior Center Program Manager, and our volunteers quickly responded to the needs being seen by the Senior Center staff in Placerville. A resident can call our office, requesting to talk to a counselor, and with this service, a counselor will be provided via phone the same day. Residents accessing this service are also able to request ongoing counseling if needed. We continue providing this service currently to the entire county, including the Tahoe Basin.

This year, even amid the pandemic, SPC was able to complete a training program for nine (9) new peer counselors. The 45-hour training program was started mid-February and had to be stopped mid-March due to the governor's stay-at-home orders. But that didn't stop us for long. During that break in training, the SPC clinical supervisor worked to acquire a group video conferencing online program, (Zoom), arrange for cancelled speakers to make presentations for the group online,

revamp the training program to allow for virtual learning and interactions and keep the momentum going for the enthusiastic new volunteers wanting to come on board to serve the senior population's mental health needs. All nine (9) trainees completed the program with flying colors and are now a valued part of the team helping to energize the entire program. We now have a staff of 22 excellent and enthusiastic volunteer counselors, one (1) new and amazing Administrative Support person, one (1) grateful Licensed Clinical Supervisor, and one (1) wonderful substitute Licensed Clinical Supervisor.

During this fiscal year, SPC provided in-service training to counselors by staff at Adult Protective Services. Counselors were trained on and/or had a refresher course on all the criteria for Elder Abuse and Neglect Reporting, how to collaborate with Adult Protective Services staff, reducing stigma about reporting and increasing safety measures, all in service of the older adult population. Another in-service training was provided by a CEU accredited trainer on working with difficult clients and the importance of mindsets. This training was a six (6) hour training on the basics of Cognitive Behavioral Theory as applied to counseling entitled, "Changing How We Feel by Changing How We Think". Ongoing training was also provided on how to talk about and assess for suicide in clients, implement safety protocols, connect to emergency psychiatric services, refer and link to a higher level of care, and provide follow up.

Another accomplishment was that one of our volunteer counselors did statewide research and wrote a proposal for a Friendly Visitor Program, to be used as an adjunct to the Senior Peer Counseling program. This is a vitally needed program for those seniors that don't quite reach the level of need or desire for goal-oriented counseling, but whose mental health is suffering or at risk for deterioration due to loneliness and isolation. The Friendly Visitor Program proposal was accepted and will start formally for the fiscal year 2020-2021.

- 2) Briefly report on how the Senior Peer Counseling project has improved the overall mental health of the older adult population by addressing the primary negative outcomes that are the focus of the Senior Peer Counseling project (suicide and prolonged suffering). Please include other impacts, if any, resulting from the Senior Peer Counseling project on the other five negative outcomes addressed by PEI activities: (1) homelessness; (2) unemployment; (3) incarceration; (4) school failure or dropout; and (5) removal of children from their homes.**

One of the ways SPC has been able to improve the overall mental health of the older adult population is our quickness in engaging clients in counseling and referral services. We are able to accommodate all requests for services without a wait time, intake is provided almost immediately and the client is connected with a counselor within one (1) week. Referrals to community resources are made as the need becomes known throughout the counseling process, and if the client is determined to need a higher level of care by the clinical supervisor, the counselor works with the client to link to other mental health providers. By responding quickly, we give the message that clients are valued and important, setting the stage for their recovery and the accomplishment of their goals. The client establishes goals for counseling, related to their mental health needs, and become the focus of the counseling work.

Statistics from our data assessment measure at intake shows that when clients start counseling with us, 59% have been experiencing Emotional, Mental and/or Relationship distress for 2 years or more. This is prolonged and untreated suffering in the older adult population we serve. The other 41% has experienced distress for less than 2 years. Data at the end of counseling shows that counselees report a significant increase in their ability to cope with their lives having a more positive mindset,

increased social interactions and engagement in their communities, improved family relationships and a skillset for better management of their mental health in the future. Our counselors achieve this by the work they do to focus clients on improving the elements of therapeutic lifestyle habits, which when in balance, we know to produce good mental health. Counselors focus on connecting with their clients on a relational level, providing eye contact, using reflective listening skills, providing validation and normalization of their experiences, helping them see that they are not alone, and providing skills such as mindfulness and positive thinking to boost self-esteem and self-sufficiency. A lot of what our program does to reduce and relieve prolonged suffering in the older adults we serve is to provide hope and connection. Connection to a counselor, then to self, family, friends and community.

This past year we have had several clients who were suicidal either upon intake or during the course of counseling. We also have clients whose close family members have died by suicide, impacting them personally and increasing their own risk. Through our work, we have been able to successfully prevent any suicides from occurring. When a client discloses that they may be feeling suicidal, the clinical supervisor is immediately called and many supports are then put in place for that client. Preventing suicide is our first priority and we have been successful accomplishing that through our protocols and interventions, including but not limited to, connecting them with professional mental health treatment while we continue to support them. Providing connection, empathy, and hope is our greatest strength in this area. Counseling provides an opportunity for socialization starting with one and broadening out to becoming a part of one's community again. This reduces the negative impact of isolation that so many of our seniors face and greatly improves mental health.

Other negative outcomes to be prevented or addressed that we have dealt with have been homelessness, unemployment, underemployment and the financial instability of living on a low fixed income. We address those issues by providing a bridge and linkage to available community resources, providing emotional support, encouragement to take steps on one's own to improve the quality of their lives through action, empowerment through the building of positive thinking skills and true caring for another human being. Although we don't measure these areas of issues, I can report that through supervision of the counselors working with these individuals, I have learned that homelessness has been prevented or ameliorated, employment has been found and resources have been connected with from the community.

One of the best ways of expressing how SPC has improved the overall mental health of the older adult population is to share with you some of the comments they themselves have written on our Data Outcome measurements. Here's a sampling of what they have said:

- ❖ *"It is extremely helpful to talk things out with someone who can bring an objective point of view to help me find my own solutions. This is an incredible service. I hope our county can continue to support a very useful service. In the future should there be any fundraisers, I would love to volunteer to help."*
- ❖ *"My counselor was a helpful and caring person who helped me get through a difficult adjustment period. She always answered my calls and was a great listener."*
- ❖ *"I was given the tools needed to have a better life with my wife and others."*
- ❖ *"My counselor helped bring perspective to me and my attitude improved little by little."*
- ❖ *"The sessions were very helpful. My counselor was caring, knowledgeable and provided helpful material to read that helped."*

- ❖ *“My counselor is a great listener. She empathizes and provides meaningful suggestions. My husband received his diagnosis during the time we were meeting and she helped me to process the diagnosis and start to establish a new routine. I am very grateful to her.”*
- ❖ *“My counselor offered new ways to look at situations that helped me manage my responses and not go down the rabbit hole. She helped me accept the way I was feeling which allowed me to move on from it. Thank you for the program being here.”*
- ❖ *“My counselor made me feel very comfortable and did not judge me. She made me see things in my family that I would not think of, which I really respect her for. Gave me ideas of what to do on days when things seem to get low with me, which I still do thanks to her. She has helped me more in the short time I was with her than the many years with a so-called counselor from Kaiser.”*
- ❖ *“The Senior Peer Counseling Group was responsive to my needs and always followed through with any of my concerns.”*

- 3) Provide a brief narrative description of progress in providing services through the Senior Peer Counseling project to unserved and underserved populations. Underserved is defined in California Code of Regulations 3200.300 as “clients of any age who have been diagnosed with a serious mental illness and/or serious emotional disturbance and are receiving some services but are not provided with the necessary opportunities to support their recovery, wellness, and/or resilience. These clients include, but are not limited to, those who are so poorly served that they are at risk of homelessness, institutionalization, incarceration, out-of-home placement, or other serious consequences.”**

Seniors make up a significant percentage of the population of El Dorado County. Most of those seniors’ mental health needs go unserved or underserved. This is due to a variety of reasons. One of which is the fact that there is a shortage of Medicare contracted mental health providers in our county, the fact that in order to qualify for Medicare mental health treatment, one must meet “medical necessity” meaning a required psychiatric diagnosis. Many of our senior’s problems don’t rise to that level but are still negatively impacting their quality of life, self-care and physical health, connection with the community, and ability to stay in their own homes. Other factors that contribute to them being underserved is the lack of ability to drive, inability to pay out of pocket, generational stigma about asking for help and talking about mental health, and the fact that there is no community-based or publicly funded mental health clinic that provides services to seniors.

Goals for further expansion to underserved subgroups within the older adult population in general would be to increase access for veterans, the Latino and the LGBTQ communities.

Senior Peer Counseling is able to meet the needs of this underserved population by providing professionally trained peer counselors to residents 55 and older who are unable to access mental health services in our community. We do so at no cost to the recipient. Senior Peer Counselors address the mental health needs of the older population by providing prevention and early intervention strategies.

- 4) Provide a brief narrative description of how the Senior Peer Counseling services are provided in a culturally and linguistically competent manner, including activities to reduce racial/ethnic disparities.**

The population of El Dorado County lacks very much in racial and ethnic diversity, and this is true of the referrals and clients we serve as well. 88% of our new clients this year have been Caucasian,

which matches the most recent census numbers for El Dorado County. We have had no clients that were not English speakers. This year we had one (1) client each from Korean, Vietnamese, Hispanic and Native American ethnicities. We will try to match clients to counselors who are of, or have knowledge and experience with, like cultures and ethnicities. When that isn't possible, our counseling strategy is one of humble learners about the clients' unique culture and ethnicity. Education is sought out about how to best support clients in the way that works best for them and within their culture, family system and beliefs.

Our counselors represent some diversity themselves and share their own knowledge and experience with cultural and ethnic differences with the group regularly. We have one (1) German speaking counselor, and one (1) Spanish speaking counselor, and a mix of religious and ethnic differences that bring value to understanding the disparities that are faced in the greater population.

5) Provide a brief description of activities performed related to local and county-wide collaboration, outreach, access/linkages to medically necessary care, stigma reduction and discrimination reduction.

Because our trained counselors are peers and the fact that they are volunteers, this greatly reduces the stigma associated with accessing mental health care for the older adult population. Our clients report feeling understood and not judged, being able to relate to a counselor who has experienced many of the same things they have related to ageism, loss of mobility and health, children moving away from them, disconnection with community, grief and loss, and so on. Through weekly group supervision meetings, ongoing training is provided to counselors on the topics of inclusiveness, acceptance of all as equals, understanding our underlying inherent biases, and eliminating discrimination, racism and sexism in any way.

Senior Peer Counseling has collaborated with the staff from the Senior Centers in Placerville and El Dorado Hills, as well as the Cameron Park Community Center, to provide on-site counseling services on an ongoing or one-time only basis. We have collaborated with various case managers and social workers from the medical community, residential care facilities to provide outreach and receive referrals. Until the pandemic started, representatives from SPC were attending the Green Valley Church Community Leadership Luncheons and Trainings, to educate many local nonprofits who attend, about our program and services and to learn about the trends and needs in our communities. During one of these, we participated in a training about understanding one's own underlying biases about topics such as homelessness, LGBTQ, drug addiction, domestic violence, suicide and ethnic differences. One of our counselors is also a member of the Area Agency on Aging and collaborated with them on the needs of older adults in our county and what our program provides for improving the mental health of this population. A presentation about Senior Peer Counseling was made by two (2) of our volunteer counselors to a Georgetown United Methodist Church. We have also collaborated with and offered presentations to residents at Gold Country Retirement Community. Our volunteers spread the word about SPC through one-on-one local and personal interactions in their own neighborhoods and communities, as well as placing our advertising rack cards in many local businesses. In the latter part of the fiscal year with the pandemic in full swing, we have taken to outreach phone calls to spread the word that we are still operating at full capacity. SPC also advertises in the Mountain Democrat newspaper, The Clipper advertising paper, The Senior Times, and some other local neighborhood papers. This fiscal year, SPC applied for and is now included in the new 211 local phone information line which helps with outreach as well.

Through weekly supervision provided by a licensed therapist, counselees who are identified to need more care than we can provide are referred to and linked with a professional therapist. They are followed by a peer counselor until the connection has been made and have the option of continuing to receive supportive counseling from SPC as well. We are in contact with local therapists who are willing and able to accept Medicare patients. We also have the protocol to refer clients suffering from depression, anxiety or trauma to their primary care physician for a complete physical and evaluation of their mental health. Counselors provide encouragement and linkage support to get seniors connected to these vital medically necessary services.

6) Provide the outcomes measures of the services provided. Outcome measures for the Senior Peer Counseling project are:

Due to the COVID19 pandemic between the months of February - June 2020, this has greatly impacted our ability to collect data we would normally collect during in person sessions. Our counselors have been providing phone or online sessions but have not been able to collect the normal data on Measurements 1 and 2, and Measurement 3 has reduced number of completed self-report forms.

- **Measurement 1: Contractor will have peer counselors complete a pre-and post-rating form with the client to measure Therapeutic Lifestyle Changes, primarily pro-health and pro-mental health activities and habits which have been shown to lead to positive physical, emotional and cognitive improvements in people of all ages. The categories to be measured are: Exercise, nutrition/diet, nature, relationships, recreation/enjoyable activities, relaxation/stress management, religious/spiritual involvement, contribution/services.**

This outcome tool we have titled "Lifestyle Hygiene" and it measures the therapeutic lifestyle habits of clients. This measure is given to clients at the beginning, every three months, and at the end of the counseling process. Results below show improvements in these pro-mental health areas, showing overall clients have become more interested in engaging with their communities and in attending to their own healthy self-care habits.

Data Results: N=30

Rating Scale: 0=Deficient, 5=Just Right, 10=Excessive

(Results are shown as pre and post number averages)

Exercise: 2 to 4	Recreation/Enjoyable Activities: 3 to 6
Nutrition and Diet: 3 to 5	Relaxation/Stress Management: 2 to 5
Nature: 5 to 7	Religions/Spiritual Involvement: 2 to 5
Relationships: 3 to 5	Contributions/Volunteering: 1 to 4

- **Measurement 2: Volunteers will record the clients' self-reported improvement in the presenting problem selected by each client at the start of the peer counseling.**

This instrument measures the client's self-reported improvement in the presenting problem and goal chosen by them at the outset of counseling. We use it at the end of every session until goals as met and counseling ends. Data results show that overwhelmingly clients made improvements, found solutions to their problems and reached their preset counseling goals. This represents a huge increase in their self-efficacy, reduced suffering and improved mental health.

Data Results: N= 84 sessions

Questions Asked:

1. How well did you feel heard and understood? 0=not at all, 5=well understood
Average score: 4.95 (score of 5=80, score of 4=4)
2. How helpful was our session today? 0=not helpful, 5=very helpful
Average score: 4.73 (score of 5=64, score of 4=18, score of 3=2)
3. How do you feel after our session today? Worse, same, better
Average score: Better (Better=89%, Same=10%, Worse=1%)
4. Do you believe there has been improvement in your original problem/s? Yes/No
Average Score: Yes (Yes= 98%, No=2%)

- **Measurement 3: Outcome Rating Scale (ORS) measurement tool, which measures the following four psychological categories: Individually (personal well-being), interpersonally (family, close relationships), socially (work, school, friendships), and overall (general sense of well-being)**

This is an outcome tool that is given at the end of the client's counseling to measure four (4) realms of psychological health. They are: Individual, Interpersonal, Social, and Overall Wellbeing. It also asks the client to rate how well the volunteer did as their counselor. The results, as stated below, prove that SPC is improving older adults' quality of life with statistical significance. It shows that not only are problems with mental health being prevented from becoming severe and disabling, but that there is an overall improvement at the end of the counseling experience.

Data Results: N=11

Individually (personal wellbeing): 0=worse, 5=the same, 10=better
Average Score: 8.64

Interpersonally (family, close relationships): 0=poor, 10=excellent
Average Score: 7.91

Socially (work, friends, groups, community): 0=not satisfied, 5=satisfied, 10=very satisfied
Average Score: 7.18

Overall (General Sense of Well-Being): Gotten worse, Stayed the same, Improved
Average Response: Improved (9 were Improved, 2 Stayed the same)

7) Report on unduplicated numbers of individuals served, including demographic data.

Please reference the demographics table at the beginning of this report.

8) Report on the reduction of prolonged suffering that may result from untreated mental illness by measuring a reduction in risk factors, indicators, and/or increased protective factors that may lead to improved mental, emotional, and relational-functioning.

Our outcome measurement tools given at the end of counseling, (Outcome Rating Scale called The Termination Evaluation), measures life suffering in the areas of Individual, Interpersonal and Social functioning, as well as their Overall or general sense of Well-being after receiving Senior Peer Counseling services. Upon intake, clients are asked how long they have been suffering emotionally, mentally and in their relationships. This fiscal year, the average length of time suffering at intake was more than 6 months. Average length of counseling is 1 year. Risk factors of suicide, loneliness, poor physical health, deteriorating mental health and social isolation were greatly reduced or eliminated. Results for the Outcome Rating Scale show Individual or Personal Well Being at 86%, Interpersonal Well Being, (Family and Close Relationships), at 79%, Social Well Being, (work, friends, groups, community), at 71%, and their Overall Sense of Well Being as Improved. This demonstrates an increase in protective factors for their future due to acquiring learned skills with positive personal mindsets, connections with community and improved relational communication skills, all resulting in improved self-efficacy.

9) If known, provide the number of Clients referred to County Behavioral Health and the type of treatment to which Clients were referred.

Four clients were referred to private licensed therapists in the community, but none were referred to County Behavioral Health.

10) If known, the number of individuals who followed through on the referral and engaged in treatment.

Unknown

11) If known, provide the average interval between mental health referral and participation in treatment.

Unknown

12) Provide the total project expenditures and the type and dollar amount of leveraged resources and/or in-kind contributions.

Expenditures from MHSA Budget

- The cost of Weekly Supervision of the Volunteers: \$ 13,290
- The cost of General Administration: \$ 15,180
- The cost of Administrative Support: \$5,341
- The cost of Training: \$ 10,230
- The cost of Mileage for Volunteers: \$596
- The cost of General Expenses: \$367

Total MHSA Expenditures: \$45,004

Donations Received

- Client Donations: \$980¹
- Foundation Donations: \$1,000

Expenditures from Donated Monies: \$ 1,523

13) Provide any additional relevant information.

Although not exciting, this year several forms and documents were rewritten, updated, and improved. Among them was the Informed Consent form which was rewritten to adhere to all legal and ethical considerations for the services being provided. The staff of volunteers was retrained on how to deliver, discuss and obtain Informed Consent for Counseling. Ethical and legal issues related to counseling has been an ongoing topic for discussion and training by the Clinical Supervisor. The volunteer counselors continue to grow in their knowledge and professionalism. This translates into better and more effective mental health counseling provided to the older adult population.

Despite the pandemic and the challenges it has presented to our program, staff and the counselors themselves, we have managed to provide seamless ongoing services to our clients, deliver meaningful and productive sessions to them, and they have reported how participating in the counseling has made improvements to their lives. Senior Peer Counseling is proud to be able to serve the older adult population in El Dorado County.

¹ SPC receives donations from clients, businesses and individuals in the community. Although a \$5 donation per session is suggested at the outset of counseling, no one is ever turned away for inability to donate. These donations are used to pay for ongoing trainings for our volunteers and general office supplies.

MHSA Year-End Progress Report

Project: Senior Link

Senior Link is a partner program to the “Partnership Between Senior Nutrition and Behavioral Health” Innovation project, which was approved by the Mental Health Services Oversight and Accountability Commission in January 2020. An RFP is under development, therefore there is no data to report for the Senior Link project in FY 19/20.

MHSA Year-End Progress Report

Primary Intervention Project

Provider: Black Oak Mine Union School District (BOMUSD)

Project Goals

- Provide services in a school-based setting to enhance access.
- Build protective factors by facilitating successful school adjustment.
- Target violence prevention as a function of skills training.
- To decrease school adjustment difficulties at an early age and build protective factors to foster youth resilience and mental health.

Numbers Served and Cost

Expenditures	FY 2017-18	FY 2018-19	FY 2019-20
MHSA Budget	\$77,000	\$77,000	\$77,000
Total Expenditures	\$72,952	\$73,278	\$68,177
Unduplicated Individuals Served	57	72	78
Cost per Participant	\$1,280	\$1,018	\$874
Age Group	FY 2017-18	FY 2018-19	FY 2019-20
0-15 (children/youth)	57	72	78
16-25 (transitional age youth)	0	0	0
26-59 (adult)	0	0	0
Ages 60+ (older adults)	0	0	0
Unknown or declined to state	0	0	0
Race	FY 2017-18	FY 2018-19	FY 2019-20
American Indian or Alaska Native	2	5	2
Asian	2	2	0
Black or African American	6	4	1
Native Hawaiian or Other Pacific Islander	0	0	2
White	47	60	73
Other	0	1	0
Multiracial	0	0	0
Unknown or declined to state	0	0	0
Ethnicity by Category	FY 2017-18	FY 2018-19	FY 2019-20

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Hispanic or Latino	0	0	4
Caribbean	0	0	0
Central American	0	0	0
Mexican/Mexican-American/Chicano	0	0	0
Puerto Rican	0	0	0
South American	0	0	0
Other	0	0	74
Unknown or declined to state	0	1	0
Non-Hispanic or Non-Latino			
African	0	0	0
Asian Indian/South Asian	0	0	0
Cambodian	0	0	0
Chinese	0	0	0
Eastern European	0	0	0
Filipino	0	0	0
Japanese	0	0	0
Korean	0	0	0
Middle Eastern	0	0	0
Vietnamese	0	0	0
Other	0	0	0
Multi-ethnic	0	0	0
Unknown or declined to state	53	0	0
Primary Language	FY 2017-18	FY 2018-19	FY 2019-20
Arabic	0	0	0
Armenian	0	0	0
Cambodian	0	0	0
Cantonese	0	0	0
English	56	71	77
Farsi	0	0	0
Hmong	0	0	0
Korean	0	0	0
Mandarin	0	0	0
Other Chinese	0	0	0
Russian	0	0	0
Spanish	0	1	1
Tagalog	0	0	0
Vietnamese	0	0	0
Unknown or declined to state	1	0	0

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Sexual Orientation <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Gay or Lesbian	NA	NA	NA
Heterosexual or Straight	NA	NA	NA
Bisexual	NA	NA	NA
Questioning or unsure of sexual orientation	NA	NA	NA
Queer	NA	NA	NA
Another sexual orientation	NA	NA	NA
Declined to State	NA	NA	NA
Gender <i>*Collection of gender identity information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Assigned sex at birth:			
Male	37	45	39
Female	20	27	39
Declined to answer	0	0	0
Current gender identity:			
Male	NA	NA	NA
Female	NA	NA	NA
Transgender	NA	NA	NA
Genderqueer	NA	NA	NA
Questioning / unsure of gender identity	NA	NA	NA
Another gender identity	NA	NA	NA
Declined to answer	NA	NA	NA
Disability	FY 2017-18	FY 2018-19	FY 2019-20
Difficulty seeing	0	0	0
Difficulty hearing or having speech understood	0	0	0
Mental disability including but not limited to learning disability, developmental disability, dementia	0	0	0
Physical/mobility	0	0	0
Chronic health condition/chronic pain	0	0	0
Other (specify)	0	0	0
Declined to state	57	72	78

Veteran Status <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Yes	NA	NA	NA
No	NA	NA	NA
Unknown or declined to state	NA	NA	NA
Region of Residence	FY 2017-18	FY 2018-19	FY 2019-20
West County	0	0	0
Placerville Area	0	0	0
North County	57	72	78
Mid County	0	0	0
South County	0	0	0
Tahoe Basin	0	0	0
Unknown or declined to state	0	0	0
Economic Status	FY 2017-18	FY 2018-19	FY 2019-20
Extremely low income	unknown	unknown	unknown
Very low income	unknown	unknown	unknown
Low income	unknown	unknown	unknown
Moderate income	unknown	unknown	unknown
High income	unknown	unknown	unknown
Health Insurance Status	FY 2017-18	FY 2018-19	FY 2019-20
Private	unknown	unknown	unknown
Medi-Cal	unknown	unknown	unknown
Medicare	unknown	unknown	unknown
Uninsured	unknown	unknown	unknown

Annual Report FY 2019-20

Please provide the following information for this reporting period:

Note, in FY 2017-18 and 2018-19, this Project was known as the Primary Intervention Project and only served children in kindergarten through third grade. In FY 2020, this Project was adapted to the Primary Project and children in transitional-kindergarten through third grade were eligible.

- 1) Briefly report on how implementation of Primary Project (PP) is progressing (e.g., whether implementation activities are proceeding on target and as described in the County's MHSA Plan), and any major accomplishments and challenges.**

A total of four (4) part-time Aides served three (3) elementary schools: American River Charter (one day per week), Georgetown School of Innovation (four days per week), and Northside STEAM School (four days per week). We served a total of 78 students over two (2) semesters. Unfortunately, our

year was cut short when the shelter-in-place order closed all schools on March 17, 2020 (public health pandemic), which was about six 6 weeks into the second semester.

However, the year started as our best so far!

Accomplishments: We were able to fill most of our available client time slots within a week of starting. In past years, it normally took a few weeks to obtain teacher recommendations and parent permissions. I recognize a couple factors that precipitated this:

Firstly, teachers and parents increasingly want PP services because of the positive changes seen in the children who experience the program, such as better focus in the classroom and improved peer relationships. When our PP semester began, about three (3) weeks after the start of school, we were able to achieve the results of screening procedures and recommendations more efficiently than in past years.

Secondly, because our elementary schools are serving more children with school adjustment issues, the demand is higher.

We served the most students than any previous year!

Challenges: Obviously, the biggest challenge this year (and trending into the next) was the closure of schools for in-person learning. Our team considered how we could continue to serve our clients. Our model is based on one-to-one, in-person, child-directed play. We could not meet physically with our children. We chose to hand write letters, with pictures and simple activities, and send them by mail to the students who were not able to complete the semester.

A second challenge was starting the year without a playroom at American Charter School. (ARCS). The Child Aide assigned to be there one (1) day/week, instead, added a day to Georgetown School, where demand was very strong for PP. However, by the time second semester arrived, ARCS had remodeled a classroom into a new playroom just for PP!

- 2) **Briefly report on how PP has improved the overall mental health of the children, families, and communities by addressing the primary negative outcome that is the focus of PP (school failure or dropout). Please include other impacts, if any, resulting from PP on the other six negative outcomes addressed by PEI activities: (1) suicide; (2) incarceration; (3) unemployment; (4) prolonged suffering; (5) homelessness; (6) removal of children from their homes.**

The following was written in January 2020, by a First Grade teacher at Northside STEAM School. She has over 25 years of teaching experience:

"D. is a 6 year old boy who had anger, lack of trust, stealing, destructive and lying issues when he first started the year in first grade. He was often getting into physical and verbal altercations, in and out of the classroom, as well as before and after school on the bus, taking things and destroying school property. Often he would take flight from the scene of the altercation making it necessary for his safety and well-being to require administrative assistance to help bring him back both in physical location as well as emotional state of being. I received many complaints from students as well as other adults regarding the safety of other students and personal items. That's when I sought assistance through our counselor and our PIP providers. The relationships that D. has been able to

develop with his PIP advisor helped him to feel more connected to school. She has given him individual, one-on-one time that he truly needed through a supportive and encouraging risk-free environment. Her keen and genuine interest has encouraged him through discussion and play scenarios to become more trusting, compassionate with others, greatly reducing confrontations and has helped him tremendously to be more open and engaged in learning in the classroom setting. Where once a boy who found it hard to trust, ran away from conflicts, was disinterested in participating in class both in class discussions and producing any written tasks, is now working at grade level in all areas, trying to complete tasks in a timely fashion, no longer feels the need to run from conflict, and now cares so much for others that he looks for ways to jump in and help whenever possible. In his six (6) short years of life, he has had so many traumatic events happen to him and yet with support and encouragement can begin to change the direction of his life. Programs such as PIP help so many children make positive connections to school, simply because someone shows that they care."

3) Provide a brief narrative description of progress in providing PP services to unserved and underserved populations.

Increasing PIP services to unserved and underserved populations is addressed in answers to Question 5, below.

4) Provide a brief narrative description of how PP services are provided in a culturally and linguistically competent manner, including activities to reduce racial/ethnic disparities.

The racial/ethnic demographics of BOMUSD is predominately White 87%, followed by Hispanic/Latino at 8%, and American Indian/Alaskan Native at 3%. All of the students served by PIP have been English speaking. If a parent is not fluent in English, we have staff on-site who can translate for Spanish speaking parents.

5) Provide a brief description of activities performed related to local and county-wide collaboration, outreach, access/linkages to medically necessary care, stigma reduction and discrimination reduction.

For families on the Divide, access to services is a critical concern. The distance to the nearest mental health services makes the children here an underserved population, on the whole. PIP helps to alleviate this problem by identifying issues when students are still young and serving them before there is a need for more intense intervention. Since PIP is offered on school campuses, during the school days, there is no transportation involved.

PIP also introduces parents to mental health interventions that are less stigmatized and easier to accept than therapeutic models. For a family, PIP is often their first encounter with mental health services, and because it is such a positive experience for the child, it can make it easier to accept higher level interventions that may be necessary in the future.

6) Identify whether PP participants were provided with further referrals for services at the conclusion of the PP semester, and if so, what type of referrals were made (e.g., mentoring programs, recreational programs, individual counseling, group counseling).

Unknown

7) Provide the outcomes measures of the services provided. Outcome measures for the Primary Project are:

- **Measurement 1: Administer Walker Assessment Scale (WAS) assessment tool to students at the time student is selected to enter the program and again when the student exits the program (contracted vendor will be responsible for procuring use of the WMS tool).**

2019-20 PIP Walker-McConnel Scale (WMS) Scores (BOMUSD)

Note: A score of zero (0) indicates that a survey was provided, but due to the abrupt "shelter-in-place" due to the Public Health Emergency, the survey was not able to be collected.

"Unknown" means the Contractor was not able to provide the end survey because the child had only been in the program for a few visits before the "shelter-in-place" due to the Public Health Emergency.

Therefore, for these reasons, the "Difference" was not calculated for some individuals.

Identifying Number	WMS Start	WMS End	Difference
	61	0	
	151	0	
	156	0	
	68	0	
	124	0	
	124	0	
	99	0	
	127	0	
	150	182	32
	181	184	3
	135	0	
	169	188	19
	213	213	0
	126	139	13
	107	0	
	128	0	
	112	0	
	113	0	
	131	0	
	118	0	
	100	96	-4
	215	Unknown	
	0	Unknown	

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

	0	Unknown	
	202	Unknown	
	0	Unknown	
	0	Unknown	
	0	Unknown	
	0	Unknown	
	0	Unknown	
	0	Unknown	
	201	Unknown	
	215	Unknown	
	0	Unknown	
	0	Unknown	
	0	Unknown	
	115	Unknown	
	0	Unknown	
	0	Unknown	
	0	Unknown	
	0	Unknown	
	0	Unknown	
	0	Unknown	
	150	Unknown	
	117	150	33
	159	149	-10
	167	176	9
	111	129	18
	130	173	43
	126	136	10
	116	143	27
	106	121	15
	0	124	
	93	79	-14
	180	204	24
	115	173	58
	169	205	36
	145	204	59
	153	206	53

	158	166	8
	135	126	9
	141	154	13
	120	181	61
	115	177	62
	112	Unknown	
	120	Unknown	
	132	Unknown	
	147	Unknown	
	152	Unknown	
	207	Unknown	
	154	Unknown	
	197	Unknown	
	150	Unknown	
	136	Unknown	
	180	Unknown	
	0	Unknown	
	0	Unknown	
	0	Unknown	
	0	Unknown	
	0	Unknown	

- **Measurement 2: Completion of service delivery report to the County on a PP semester basis showing number of students served.**

Completed in separate documents

- **Measurement 3: Completion of year-end progress report to the County showing annual number of students served and pre- and post- WAS scores, identifying program successes, challenges faced and post-PP participation outcomes for the children.**

See above measures

8) Report on unduplicated numbers of individuals served, including demographic data.

Submitted in separate document

9) Report on the reduction of prolonged suffering that may result from untreated mental illness by measuring a reduction in risk factors, indicators, and/or increased protective factors that may lead to improved mental, emotional, and relational-functioning.

Primary Project is a prevention and early intervention model. Increased protective factors:

- "... coping skills like compassion, self-regulation, self-confidence, the habit of active engagement, and the motivation to learn and be literate cannot be instructed. They can only be learned through self-directed experience (i.e. play)" -Susan J. Oliver, "Playing for Keeps"
- Early engagement and success in school. PIP students overwhelmingly are enthusiastic about coming to school
- Positive relationships with trusted adults
- Express him/herself symbolically
- Succeed at new things
- Practice skills that may be perceived by the child as being too difficult
- Experience a calm and positive environment
- Recreate experiences and change outcomes
- Experiment and find strengths
- Try new behaviors and play other roles
- Learn things for themselves that can't be taught

10) If known, provide the number of Clients referred to County Behavioral Health and the type of treatment to which Clients were referred.

Unknown

11) If known, the number of individuals who followed through on the referral and engaged in treatment.

Unknown

12) If known, provide the average interval between mental health referral and participation in treatment.

Unknown

13) Provide total PP expenditures and the type and dollar amount of leveraged resources and/or in-kind contributions.

Total expenditures: \$72,246.00

In-kind contributions: Dedicated playrooms and office equipment at three (3) school sites.

14) Provide any additional relevant information.

Many of the WMS scores are missing because of the shelter-in-place due to the Public Health Emergency interruption in the second semester. The WMS score is not considered valid if the student only participated for a few weeks.

MHSA Year-End Progress Report Fiscal Year 2019/2020

Primary Intervention Project

Provider: Tahoe Youth and Family Services

Project Goals

- Provide services in a school-based setting to enhance access.
- Build protective factors by facilitating successful school adjustment.
- Target violence prevention as a function of skills training.
- To decrease school adjustment difficulties at an early age and build protective factors to foster youth resilience and mental health.

Numbers Served and Cost

Expenditures	FY 2017-18	FY 2018-19	FY 2019-20
MHSA Budget	\$88,000	\$88,000	\$88,000
Total Expenditures	\$47,977	\$28,940	\$13,740
Unduplicated Individuals Served	42	43	24
Cost per Participant	\$1,142	\$673	\$573
Age Group	FY 2017-18	FY 2018-19	FY 2019-20
0-15 (children/youth)	24	43	24
16-25 (transitional age youth)	0	0	0
26-59 (adult)	18	0	0
Ages 60+ (older adults)	0	0	0
Unknown or declined to state	0	0	0
Race	FY 2017-18	FY 2018-19	FY 2019-20
American Indian or Alaska Native	0	2	0
Asian	0	0	0
Black or African American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	0	17	15
Other	13	0	4
Multiracial	15	0	0
Unknown or declined to state	14	0	5
Ethnicity by Category	FY 2017-18	FY 2018-19	FY 2019-20

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Hispanic or Latino	0	0	0
Caribbean	0	0	0
Central American	0	0	0
Mexican/Mexican-American/Chicano	7	21	4
Puerto Rican	0	0	0
South American	1	0	0
Other	7	0	0
Unknown or declined to state	0	1	20
Non-Hispanic or Non-Latino			
Non-Hispanic or Non-Latino	13	0	0
African	0	2	0
Asian Indian/South Asian	0	0	0
Cambodian	0	0	0
Chinese	0	0	0
Eastern European	0	0	0
Filipino	0	0	1
Japanese	0	0	0
Korean	0	0	0
Middle Eastern	0	0	0
Vietnamese	0	0	0
Other	0	0	1
Multi-ethnic	0	0	0
Unknown or declined to state	14	0	18
Primary Language	FY 2017-18	FY 2018-19	FY 2019-20
Arabic	0	0	0
Armenian	0	0	0
Cambodian	0	0	0
Cantonese	0	0	0
English	33	31	15
Farsi	0	0	0
Hmong	0	0	0
Korean	0	0	0
Mandarin	0	0	0
Other Chinese	0	0	0
Russian	0	0	0
Spanish	0	1	0
Tagalog	0	0	0
Vietnamese	0	0	0
Unknown or declined to state	5	0	9

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Sexual Orientation <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Gay or Lesbian	0	N/A	N/A
Heterosexual or Straight	16	N/A	N/A
Bisexual	0	N/A	N/A
Questioning or unsure of sexual orientation	0	N/A	N/A
Queer	0	N/A	N/A
Another sexual orientation	0	N/A	N/A
Declined to State	26	N/A	N/A
Gender <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Assigned sex at birth:			
Male	14	N/A	14
Female	28	N/A	10
Declined to answer	0	N/A	0
Current gender identity:			
Male	14	N/A	N/A
Female	28	N/A	N/A
Transgender	0	N/A	N/A
Genderqueer	0	N/A	N/A
Questioning / unsure of gender identity	0	N/A	N/A
Another gender identity	0	N/A	N/A
Declined to answer	0	N/A	N/A
Disability	FY 2017-18	FY 2018-19	FY 2019-20
Difficulty seeing	1	1	0
Difficulty hearing or having speech understood	0	1	0
Mental disability including but not limited to learning disability, developmental disability, dementia	0	0	0
Physical/mobility	0	0	0
Chronic health condition/chronic pain	2	0	0
Other (specify)	5	0	0
Declined to state	34	0	24
Veteran Status <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Yes	1	1	N/A
No	35	0	N/A
Unknown or declined to state	6	42	N/A
Region of Residence	FY 2017-18	FY 2018-19	FY 2019-20
West County	7	0	0
Placerville Area	23	0	0
North County	1	43	0
Mid County	2	0	0
South County	3	0	0
Tahoe Basin	4	0	24
Unknown or declined to state	2	0	0
Economic Status	FY 2017-18	FY 2018-19	FY 2019-20
Extremely low income	unknown	2	1
Very low income	unknown	2	2
Low income	unknown	15	4
Moderate income	unknown	9	7
High income	unknown	0	1
Health Insurance Status	FY 2017-18	FY 2018-19	FY 2019-20
Private	unknown	10	4
Medi-Cal	unknown	12	7
Medicare	unknown	0	unknown
Uninsured	unknown	0	unknown

Annual Report FY 2019-20

Please provide the following information for this reporting period:

Note, in FY 2017-18 and 2018-19, this Project was known as the Primary Intervention Project and only served children in kindergarten through third grade. In FY 2020, this Project was adapted to the Primary Project and children in transitional-kindergarten through third grade were eligible.

- 1) Briefly report on how implementation of Primary Project (PP) is progressing (e.g., whether implementation activities are proceeding on target and as described in the County's MHSA Plan), and any major accomplishments and challenges.**

Challenges:

The PIP implementation is always challenging at the beginning of the school year. The teachers are under pressure to get to know their incoming students and assess their needs for referrals to the PIP program. Once teachers made the referrals and in coordination with the school Psychologist, we were able to begin seeing the children in non-directed play. However, there were no challenges with the children as we moved through the semester.

Tahoe Youth & Family Services had several challenges. Prior to starting this school year, Tahoe Youth & Family Services had to hire a new PIP worker. She started out doing a great job but by December began being inconsistent with her attendance in seeing the children. This Executive Director also struggled with her doing her paperwork correctly and timely. This Director provided significant training to her but with little improvement. This Director believes there was a language barrier and she did not want to admit that she did not understand. Once school started back up after the Christmas break, her attendance was again poor. When this Director spoke with her about it, she immediately resigned and said the job was too stressful.

This Director immediately advertised for another PIP worker. Once trained, she worked one (1) week and then resigned and said it just was not going to work out. This Director, with the resignation of two (2) PIP workers in a row, tried to meet with them to see what went wrong and why they resigned but with no avail. They would not return my phone calls. Two (2) days later, the schools closed-down because of the COVID-19 Public Health Pandemic and never reopened for the rest of the school year.

The plan had been to allow the new person to see those students for an additional two (2) weeks to make up for the lost time they had with the first PIP Worker, but this was unable to happen since the schools closed. The teachers were unable to complete the POST Walker-McConnell Scale (WMS) forms for those students attending Sierra House, Tahoe Valley and Magnet, so they are not included in the Duerr Evaluation.

During this first semester the only school that completed the first semester post WMS forms was Bijou, for a totally 19 students. Teachers were in the process of getting permission slips signed for the second semester of students when the schools closed due to COVID-19.

Accomplishments:

There were some positives from this school year that occurred. The schools are still very supportive of this program and do not blame Tahoe Youth & Family Services for what happened with our staffing issues. They really want this program to continue and see a huge need for their students for this program.

This Director has a viable candidate who is bilingual who is very much interested in this position for this coming Fall. This individual contracted with me for four (4) months providing community outreach and did a fabulous job, so I have no doubt she will be excellent in this position.

The children who successfully completed the program from Bijou evaluations results were very positive.

- 2) Briefly report on how PP has improved the overall mental health of the children, families, and communities by addressing the primary negative outcome that is the focus of PP (school failure or dropout). Please include other impacts, if any, resulting from PP on the other six negative outcomes addressed by PEI activities: (1) suicide; (2) incarceration; (3) unemployment; (4) prolonged suffering; (5) homelessness; (6) removal of children from their homes.**

At Bijou elementary school, our PIP Worker was able to build a bond with three (3) of the children. These three (3) children were very shy at the beginning of the semester and as time went by the

children really looked forward to attending PIP on a weekly basis. The PIP worker saw a positive accomplishment on how the three (3) children were more talkative while playing and were less shy.

3) Provide a brief narrative description of progress in providing PP services to unserved and underserved populations.

The majority of children that are served by the PIP program are from the underserved populations in Tahoe. Tahoe Youth & Family Services have made every effort to hire a PIP Worker who is Hispanic and is bi-lingual and bi-cultural since in the Tahoe community the Hispanic children have the greatest need. This can be challenging but when we find a bi-lingual, bi-cultural individual we see the greatest improvement in the children.

As you can see, the students we served from Bijou Elementary school made significant improvement according to Duerr Evaluation Services. This means they will be more likely to succeed as they move forward in school.

4) Provide a brief narrative description of how PP services are provided in a culturally and linguistically competent manner, including activities to reduce racial/ethnic disparities.

The PIP program for our English Language Learners (EL) is delivered in the child's native language and supports their native culture. The program is focused on a non-directive play approach providing positive support for issues and/or situations the child brings up during the session.

5) Provide a brief description of activities performed related to local and county-wide collaboration, outreach, access/linkages to medically necessary care, stigma reduction and discrimination reduction.

The PIP worker will discuss with the school staff issues that are revealed during a session that are brought up by the child. The school staff will then follow-up with linkages to other appropriate therapeutic services if necessary.

The PIP participants are provided with information for other services that may be appropriate for the child. The PIP worker will provide the school staff with other agency information to refer (i.e., after school Social Skills programs, Summer programs run other organizations such as the Boys and Girls Club etc.).

6) Identify whether PP participants were provided with further referrals for services at the conclusion of the PP semester, and if so, what type of referrals were made (e.g., mentoring programs, recreational programs, individual counseling, group counseling).

No referrals were made this year for PIP children for additional resources.

7) Provide the outcomes measures of the services provided. Outcome measures for the Primary Project are:

- **Measurement 1: Administer Walker Assessment Scale (WAS) assessment tool to students at the time student is selected to enter the program and again when the student exits the program (contracted vendor will be responsible for procuring use of the WAS tool).**

19 children from Bijou Elementary school completed this program. In Bijou elementary school the teachers administered the Pre and Post WMS Assessment.

In Bijou, one student moved out of the area.

- **Measurement 2: Completion of service delivery report to the County on a PP semester basis showing number of students served.**

19 students completed this program successfully. Five (5) children were given the pre-WMS Assessment and were provided services but did not complete the post WMS form due to COVID-19.

- **Measurement 3: Completion of year-end progress report to the County showing annual number of students served and pre- and post- WAS scores, identifying program successes, challenges faced and post-PP participation outcomes for the children.**

The Duerr Evaluation is attached to this report.

8) Report on unduplicated numbers of individuals served, including demographic data.

There are no duplicated numbers in this report.

9) Report on the reduction of prolonged suffering that may result from untreated mental illness by measuring a reduction in risk factors, indicators, and/or increased protective factors that may lead to improved mental, emotional, and relational-functioning.

No response was provided.

10) If known, provide the number of Clients referred to County Behavioral Health and the type of treatment to which Clients were referred.

To my knowledge there were none.

11) If known, the number of individuals who followed through on the referral and engaged in treatment.

I have no knowledge of this information.

12) If known, provide the average interval between mental health referral and participation in treatment.

To my knowledge there were none.

13) Provide total PP expenditures and the type and dollar amount of leveraged resources and/or in-kind contributions.

TYFS spent \$13,789.30 in staff salaries with an additional \$198.97 for toys for the children which equals total expenditures of \$14,107.43.

14) Provide any additional relevant information.

No additional information was provided.

The MHSA Team will provide technical assistance to the Contractor to enable responding to Question 9.

Draft

Informing
Tomorrow's
Solutions



DUERR
EVALUATION
RESOURCES

EARLY INTERVENTION PROGRAM LOCAL EVALUATION DATA REPORT

2019/20

**prepared by:
Duerr Evaluation Resources**

**under contract to:
Tahoe Youth and Family Services**

Project Coordinator: Karen S. Carey

**School(s) Included in Report:
Bijou Community**

PROJECT SUMMARY

During 2019/20, many schools providing mental health program services contracted with Duerr Evaluation Resources to assist in collecting and reporting evaluation data. The goal of local programs was to identify, select, and provide services to children who were experiencing mild-to-moderate school adjustment difficulties in terms of social behaviors related to peers and teachers, or with classroom study behaviors. Once students were identified through a systematic selection process, parents were contacted, informed of the program, and asked to provide written permission for their child to participate. To provide outcome evaluation information regarding the impact of project services, teachers were asked to rate their students who participated in the program both before and after services.

For purposes of this report, complete evaluation data was received for a total of 19 participants from Bijou Community school within the Tahoe Youth & Family service area. The evaluation data for this project revealed that teachers felt that 62 percent of participants showed some level of improvement in overall school adjustment. Teacher ratings of teacher-preferred social behaviors, such as sensitivity, empathy, cooperation, and self-control, among participants before entering services was an average percentile score of 24 and after services it was 42. Teachers' ratings of appropriate peer-related social behaviors among participants, such as interaction with peers, helpfulness, ability to make friends, leadership, perceptiveness, communication, and sharing with others, changed from an average percentile score of 23 to 40, respectively. Teachers' ratings of the classroom work habits of participants, such as study habits, listening skills, participation, responsiveness, and quality of work, changed from an average percentile score of 38 at the beginning of services to 48 at the end of services. The combined teacher ratings for overall school adjustment and social competence changed from an average of 25 to 43 on a pre- to post-participation basis.

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I. INTRODUCTION

Instrument and Methods

The Walker-McConnell Scale (WMS) was completed by teachers for each participating student in their class on a pre- and post-participation basis in order to show the impact of the services on various school adjustment factors. The instrument is described in additional detail, as follows.

Walker-McConnell Scale of Social Competence and School Adjustment

The WMS consists of 43 positively worded descriptions of adaptive behavior and interpersonal social competence. The first two subscales measure social skills, and the third measures adaptive behavior required for success in classroom instructional settings.

The WMS was used to evaluate the impact of local-funded projects on participants' adaptive behavior and interpersonal social competence. Adaptive behavior refers to the set of skills necessary to function independently in a classroom instructional setting. Interpersonal social competence refers to the skills necessary to maintain adequate social interactions with others. The advantage of this instrument is that it is completed through the observation of student behaviors that are easily identifiable in the day-to-day classroom setting. A brief description of each subscale is presented on the following page.

SUBSCALE 1

TEACHER-PREFERRED SOCIAL BEHAVIOR

This subscale consists of 16 items to measure the social behaviors that are highly valued or preferred by teachers during non-instructional interactions with students. Items in this subscale reflect levels of sensitivity, empathy, cooperation, self-control, and socially mature forms of behavior in peer relations.

SUBSCALE 2

PEER-PREFERRED SOCIAL BEHAVIOR

This 17-item subscale measures social behaviors that are highly valued by peers in terms of peer dynamics and social relations in free play settings. The behavior content of items in this subscale reflect levels of interaction with peers, helpfulness, ability to make friends, leadership, perceptiveness, communication, and sharing with others.

SUBSCALE 3

CLASSROOM ADJUSTMENT BEHAVIOR

This 10-item subscale measures adaptive social-behavioral competencies highly valued by teachers in classroom instructional contexts. The content of this subscale reflects student competencies which teachers feel are necessary to be effective in the management of instructional environments in areas such as student study habits, listening skills, participation, responsiveness, and quality of work.

Classroom teachers completed the WMS for all students who received parental consent to participate in the project. Teachers filled out a WMS within one week before students started the project and again within one week after students exited the project. These data were then analyzed to determine whether changes in school adjustment factors had occurred during the period of time that participants received services.

Uses of Evaluation Data

There are a variety of uses for the data contained in this report. These materials can be used to identify strengths and weaknesses of the project, efficacy of student selection and service delivery, and project impact. Parents, teachers, principals, and project staff usually welcome information regarding changes in school adjustment among individual students. The aggregate data contained in this report can also be very useful for presentations to school boards, parent groups, teachers, media, and other stakeholders to help build support for the project and for extending district funding beyond the three-year grant period. To help in presenting the local project evaluation “picture,” colorful and easy-to-understand charts are attached. These charts are presented on a full page to simplify reproducing overheads or hand-outs for such presentations.

II. OUTCOME EVALUATION INFORMATION

This section of the report examines the changes in school adjustment characteristics participants exhibited over the period of time they received local-funded services before outcome data is presented, short definitions of the statistics used to report the findings should be reviewed.

n: For purposes of reporting local project evaluation information, “participants” are defined as those students who completed four or more sessions and for whom teacher completed WMSs on a pre- and post-participation basis.

Average Raw Score: The average (mean) score.

Average Percentile Score: The percentile equivalent score for the average (mean) raw score.

Net Raw Change: This difference between the average post-WMS and the average pre-WMS scores. [Post minus Pre equals Net Change.] A positive value indicates improvement.

Net Percentile Change: This difference between the percentile equivalent score for the average post-WMS and the percentile equivalent score average pre-WMS scores. [Post minus Pre equals Net Change.] A positive value indicates improvement.

Effect Size: A measure of the strength of the association between the effects of program participation and pre-post changes on school adjustment measures. Effect sizes are independent of sample sizes, which make comparisons of changes between different sized groups of participants possible (i.e., school- or grant-level changes). Effect sizes can take values from 0, or no effect, to 1, or maximal effect. As generally agreed upon among researchers, effect sizes lower than .30 are considered “small,” those in the range of .30 to .70 are considered “Moderate,” with effect sizes above .70 considered as “Large.”

P-Value: The probability that the difference in pre-to-post averages was not due to random chance. Data were analyzed using a t-Test to determine probabilities at the 95% confidence level. Generally, P-Values of less than .05 are considered statistically significant.

Pre- and Post-Participation Ratings of School Adjustment

Figure 1 shows the total average WMS scores before and after services for all 2019/20 participants at each of the sites funded under this grant. In addition, the percentile equivalent scores are presented in order to show the relative school adjustment status of participants in comparison to all K-3 grade students nationally. Percentile equivalents indicate the percentage of all students throughout the nation who would score lower on the WMS (i.e., higher scores are better). Figure 1 also shows magnitude of the pre- to post-participation changes in terms of the “Net Raw Change,” the “Net Percentile Change,” the “Effect Size,” and “P-Value”. Positive scores in the “Net Raw Change” and “Net Percentile Change” columns indicate improvement in school adjustment behaviors, while negative scores indicate a worsening in school adjustment behaviors as measured by the WMS. (See page 4 for definitions.)

FIGURE 1
CHANGES IN SOCIAL COMPETENCE AND SCHOOL ADJUSTMENT
RATINGS FOR PARTICIPANTS

School Name Scale	n	Average Scores for WMS Scale							
		Before Participation		After Participation		Net Change and Significance Testing			
		Raw Score	%ile Score	Raw Score	%ile Score	Net Raw Change	Net %ile Change	Effect Size	P-Value
Bijou Community	13								
Teacher-preferred		52.7	24	61.2	42	8.5	18	.46	.009
Peer-preferred		54.6	23	62.5	40	7.9	17	.54	.046
Classroom Adjustment		36.1	38	38.8	48	2.7	10	.43	.121
(Total) Overall WMS Scale		143.4	25	162.5	43	19.2	18	.54	.046

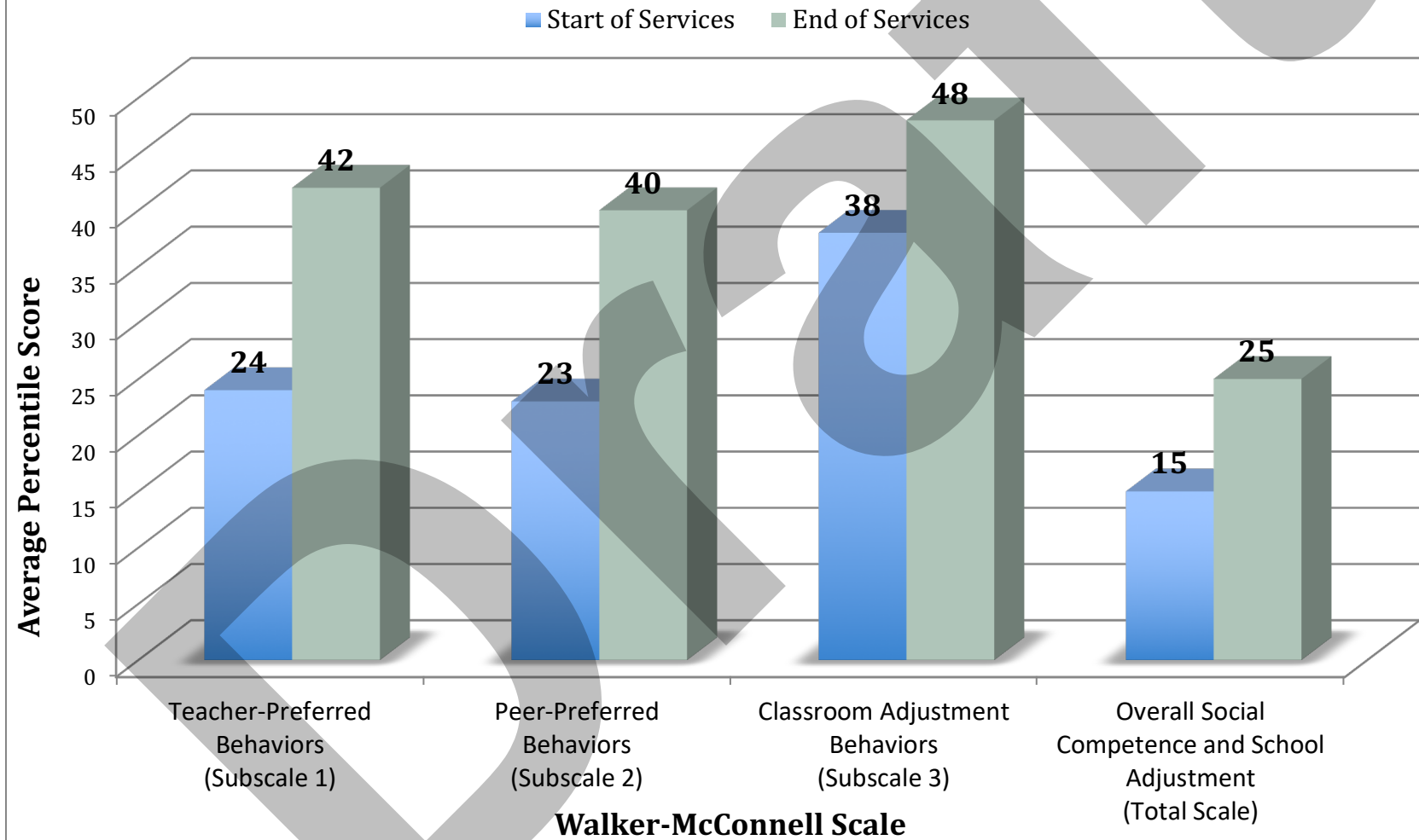
Effect Size: As generally agreed among researchers, effect sizes lower than .30 are considered "small," those in the range of .30 to .70 are considered "moderate," with effect sizes above .70 considered as "large."

P-Values: Values less than .05 are considered statistically significant, although this test is less sensitive with smaller sample sizes (n's).

Also see page A for expanded definitions of column headings.

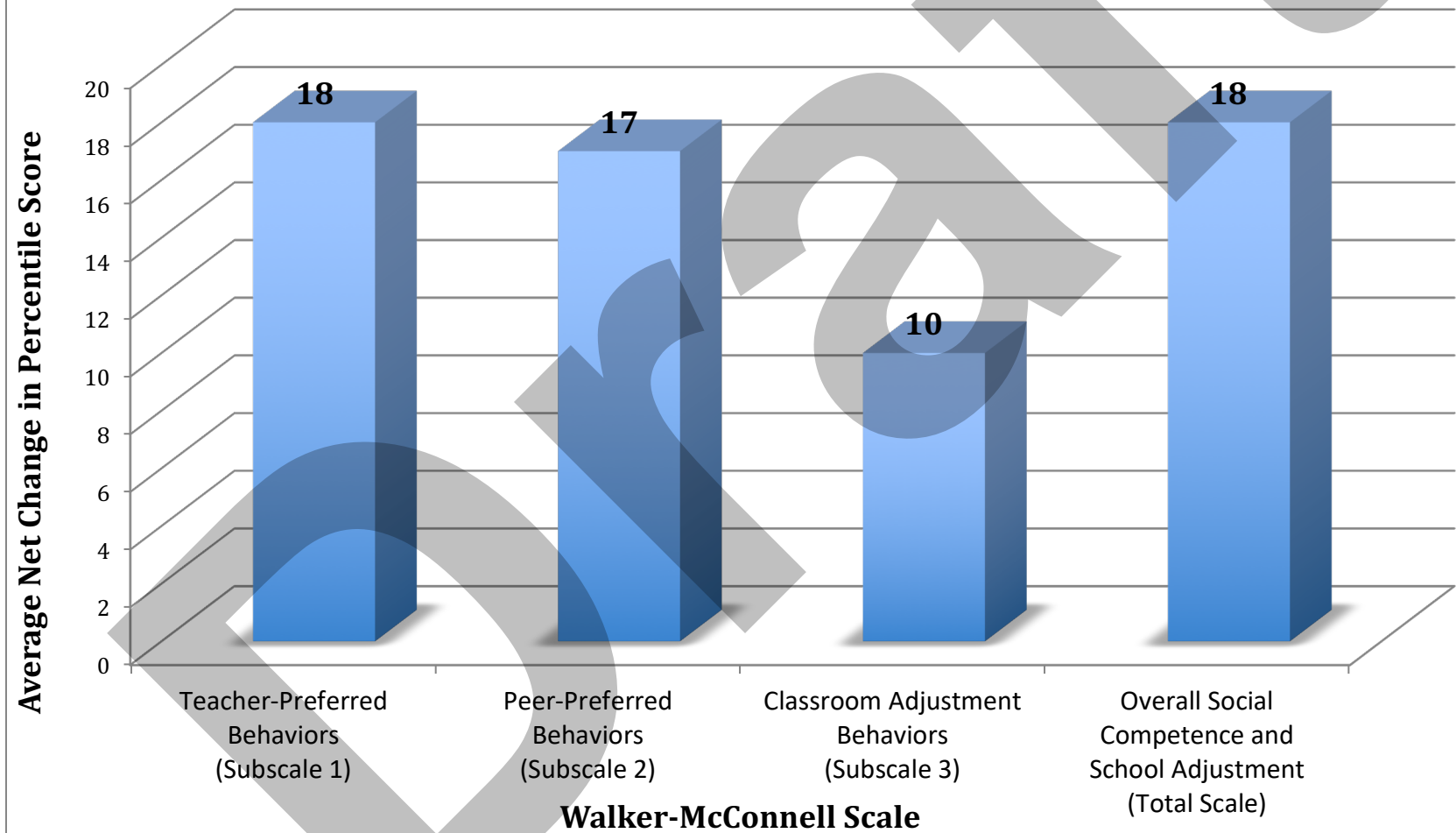
NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Figure 2
Pre-Post School Adjustment Ratings For Local Participants



NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Figure 3
Average Net Changes in Pre-Post School Adjustment Ratings



MHSA Year-End Progress Report

Wennem Wadati: A Native Path to Healing Project

Provider: Foothill Indian Education Alliance

Due to COVID-19, the year-end report for the Wennem Wadati project is not available.

MHSA Year-End Progress Report Fiscal Year 2019/2020

Children 0-5 and Their Families Project

Provider: Infant Parent Center

Project Goals

- Increased number of families within the target population who are accessing prevention/wellness/intervention services.
- Strengthened pipeline among area agencies to facilitate appropriate and seamless referrals between agencies in El Dorado County.
- Increased awareness of services available among families, health care providers, educators and others who may have access to target population.
- Emotional and physical stabilization of at-risk families (increasing trust).
- Improved infant/child wellness (physical and mental health).
- Improved coping/parenting abilities for young parents.
- Increase awareness and education of Domestic Violence and how it impacts families and young children.
- Enhancement of programs serving children 0-5.
- Decreased number of children removed from the home.
- Decreased incidence of prolonged suffering of children/families.
- Child abuse prevention.
- Suicide prevention.
- Increased cooperation and referrals between agencies.
- Reduced stigma of mental health/counseling interventions among target population.
- Improved trust of services as evidenced by an increase in self-referral by target group families.
- Decreased cost of 5150 and hospitalizations by providing services in outpatient setting.

Numbers Served and Cost

Expenditures	FY 2017-18	FY 2018-19	FY 2019-20
MHSA Budget	\$250,000	\$250,000	\$300,000
Total Expenditures	\$242,975	\$250,000	\$300,000
Unduplicated Individuals Served	162	181	215
Cost per Participant	\$1,500	\$1,381	\$1,395
Age Group	FY 2017-18	FY 2018-19	FY 2019-20
0-15 (children/youth)	85	76	73
16-25 (transitional age youth)	0	16	17
26-59 (adult)	76	87	117
Ages 60+ (older adults)	0	1	0
Unknown or declined to state	1	1	3

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Race	FY 2017-18	FY 2018-19	FY 2019-20
American Indian or Alaska Native	0	1	1
Asian	0	2	2
Black or African American	6	0	4
Native Hawaiian or Other Pacific Islander	0	3	1
White	105	145	186
Other	12	6	0
Multiracial	18	2	4
Unknown or declined to state	21	22	12
Ethnicity by Category	FY 2017-18	FY 2018-19	FY 2019-20
Hispanic or Latino	13	34	0
Caribbean	0	1	1
Central American	5	5	1
Mexican/Mexican-American/Chicano	23	25	41
Puerto Rican	0	0	1
South American	0	0	3
Other	0	3	0
Unknown or declined to state	0	33	0
Non-Hispanic or Non-Latino			
African	11	6	6
Asian Indian/South Asian	0	2	1
Cambodian	0	0	1
Chinese	0	0	0
European	0	97	127
Filipino	0	0	0
Japanese	0	0	0
Korean	0	0	0
Middle Eastern	0	0	1
Vietnamese	0	0	0
Other	2	9	6
Multi-ethnic	0	0	0
Unknown or declined to state	31	55	21

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Primary Language	FY 2017-18	FY 2018-19	FY 2019-20
Arabic	0	0	0
Armenian	0	0	0
Cambodian	0	0	0
Cantonese	0	0	0
English	144	170	195
Farsi	0	0	0
Hmong	0	0	0
Korean	0	0	0
Mandarin	0	0	0
Other Chinese	0	0	0
Russian	0	0	0
Spanish	12	10	15
Tagalog	0	0	0
Vietnamese	0	0	0
Unknown or declined to state	6	1	0
Sexual Orientation <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Gay or Lesbian	0	0	0
Heterosexual or Straight	65	90	110
Bisexual	1	0	4
Questioning or unsure of sexual orientation	0	0	0
Queer	0	0	0
Another sexual orientation	0	0	0
Unknown or declined to state	96	91	22
Gender <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Assigned sex at birth:			
Male	54	45	12
Female	107	127	119
Unknown or declined to answer	1	9	6
Current gender identity:			
Male	54	45	12
Female	107	127	121
Transgender	0	0	0
Genderqueer	0	0	0
Questioning / unsure of gender identity	0	0	0
Another gender identity	0	0	0
Unknown or declined to answer	1	9	4

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Disability	FY 2017-18	FY 2018-19	FY 2019-20
Difficulty seeing	1	1	0
Difficulty hearing or having speech understood	0	0	8
Mental disability including but not limited to learning disability, developmental disability, dementia	0	9	7
Physical/mobility	0	0	0
Chronic health condition/chronic pain	2	3	1
Other (specify)	12	1	4
Declined to state	14	9	15
Veteran Status <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Yes	3	1	5
No	149	171	116
Unknown or declined to state	10	9	16
Region of Residence	FY 2017-18	FY 2018-19	FY 2019-20
West County	39	53	43
Placerville Area	70	58	77
North County	6	6	13
Mid County	7	16	21
South County	6	7	2
Tahoe Basin	30	28	29
Unknown or declined to state	4	13	19
Economic Status	FY 2017-18	FY 2018-19	FY 2019-20
Extremely low income	16	17	24
Very low income	5	2	28
Low income	70	81	84
Moderate income	38	46	54
High income	28	20	1
Health Insurance Status	FY 2017-18	FY 2018-19	FY 2019-20
Private	31	41	52
Medi-Cal	120	119	129
Medicare	0	0	0
Uninsured	3	1	7

Annual Report FY 2019-20

Please provide the following information for this reporting period:

- 1) Briefly report on how implementation of the Children 0-5 and Their Families project is progressing (e.g., whether implementation activities are proceeding on target and as described in the County's MHSA Plan), and any major accomplishments and challenges.**

The Infant Parent Center (IPC) is grateful to the MHSA program staff and funding as an integral component to our growth and success. IPC has had a great year in terms of significant increases in expansion of services and ability to effectively adjust and serve families during the COVID-19 pandemic. The Infant Parent Center was able to successfully transition early as the agency had already implemented a HIPAA compliant Telehealth platform which allowed for a seamless transition for clinicians and clients.

Major accomplishments

- Infant Parent Center received a significant increase in self-referrals as well as increased referrals from Marshall Hospital, new doctors, and nursing staff.
- Infant Parent Center provided an increase in services in the Georgetown Divide area as well as home visitation and services to monolingual Spanish speaking families.
- IPC increased couples therapy for families in transition during pregnancy and after birth. In addition, there was an increase in working with couples transitioning during separation and divorce. Healthy communication and transitions are critical for these major life shifts. IPC is excited with the successes in the services we provided for these families.
- With the realities of the pandemic this year, IPC was able to seamlessly serve families via secured video services. IPC also provided linkage and directive services for families experiencing basic needs crisis, including connection to financial grants, employment services, housing, food and diaper services.
- IPC has achieved an increase in staff to provide more services to isolated and underserved families. We now have three (3) bilingual and bicultural therapists as well as a therapist located in and specifically serving the Georgetown Divide area.
- Our continued efforts and dedication to the perinatal population has increased services and effective interdisciplinary collaboration for more preventive care for mothers, fathers and infants.

Challenges:

The occurrence of a pandemic creates a collective anxiety and impacts the community at large. Although we were equipped to provide secure video services immediately, remote therapy is more difficult, particularly with young children. The intensity of the increased stress also created new needs of financial supportive services, basic needs linkage and more social work provision. IPC was able to effectively serve families with these increased needs and collaboration with community partners.

- 2) Briefly report on how the Children 0-5 and Their Families project has improved the overall mental health of the children, families, and communities by addressing the primary negative outcomes that are the focus of the Children 0-5 and Their Families project (suicide, prolonged suffering, school failure or dropout, and removal of children from their homes). Please include other impacts, if any, resulting from the Children 0-5 and Their Families project on the other three**

negative outcomes addressed by PEI activities: (1) incarceration; (2) unemployment; and (3) homelessness.

Overall, Infant Parent Center has continued to provide immediate response to referrals and community collaboration. Our referral base continues to expand with significant increase in successful treatment outcomes. Due to the unique complications of COVID-19, we have seen an intense increase in anxiety, depression, couples' conflicts, obsessive/compulsive behaviors and other indicators of increased emotional distress. Consequently, IPC has gone above and beyond to provide increased services, parental support, social services linkage and basic needs linkage including grant applications.

Specific to the PEI Project areas of focus, IPC reports the following:

Suicide: Six (6) clients were served. All six (6) reported feelings of suicidality. IPC clinicians provided crisis intervention, implemented a safety plan, and collaborated with medical staff to ensure support systems were in place. As a result, no hospitalizations were required.

Prolonged suffering: As stated previously, the pandemic created a distinctive new layer of stress, anxiety, financial stress, and basic life challenges. Consequently, many, if not all, families served could qualify as enduring prolonged suffering. As noted previously, IPC has identified prolonged suffering as enduring the pain and suffering of long term abuse, neglect and other forms of trauma. Accordingly, one hundred nineteen (119) families qualified under that criterion.

Risk of Removal: Fifty-two (52) children were referred with potential risks of being taken into foster care. IPC continues to effectively collaborate with all community providers with the purpose of minimizing risk factors and to support family resilience.

Incarceration to Mainstream: Ten (10) families were involved with the legal system this year. IPC works closely with families to help support transition and stabilization during these difficult situations, decreasing stress and potential trauma that often occurs during separation between caregivers and children during incarceration as well as reunification services after release.

Homelessness/Unemployment: Thirty-two (32) families served were enduring homelessness. This is a 50% increase since last fiscal year. The pandemic created a significant increase in unemployment. IPC expanded our services to directly collaborate with local resources to help families complete applications and achieve financial support through the various COVID-19 Relief Funds available. Continued effective collaboration and linkage with Hope House, Mother Teresa's Shelter, HELP, CalWORKs, Nomadic Shelter, and local churches provided greater opportunities to achieve temporary and permanent housing for families.

School dropout/failure: IPC provided support for several new teachers during the COVID-19 pandemic to aid them in their work with families who were struggling. The supportive services to teachers provide an opportunity to increase their reflective capacities at work and offer a holding space to process strengths and risk factors that many of their families are facing.

3) Provide a brief narrative description of progress in providing services through the Children 0-5 and Their Families project to unserved and underserved populations.

Due to increased bicultural staff, we were able to provide more services to isolated families. As a result of the addition to telehealth services, IPC was also able to serve an increase in families and

providers in need. Specifically, we provided a new local resident in the Georgetown Divide area to provide easy access to home visitation and school site services.

4) Provide a brief narrative description of how the Children 0-5 and Their Families services are provided in a culturally and linguistically competent manner, including activities to reduce racial/ethnic disparities.

IPC continues to provide cultural humility to all families, providing a safe, non-judgmental environment with recognition of their unique culture and journey. IPC provides diversity in all services incorporating literature, play therapy toys including dolls of all racial backgrounds, special needs and medical processes. We strive for all families to be seen and honored. Additionally, IPC will increase needed capacities for unique cultural needs. IPC provides services in Spanish by bicultural, bilingual therapists. IPC does not provide any outsourced translation services.

5) Provide a brief description of activities performed related to local and countywide collaboration, outreach, and access/linkages to medically necessary care, stigma reduction and discrimination reduction.

As always, IPC places great importance on community collaboration and linkage. IPC works diligently to find the best additional services for families to not only address current needs, but to also serve permanent family wellness. IPC does not require medical necessity in order to access services. Because of this proactive approach, many of our families who would traditionally sit on a waiting list, receive access to preventive care and are linked to additional supports for greater continuity and wellness.

Based on the increase in referrals and engagement in the perinatal population, more and more families are seeking services during pregnancy and postpartum. Where both mothers and fathers were previously suffering in silence due to stigma, they are now receiving services and increasing self-care and greater family system health.

6) Provide the outcomes measures of the services provided and of customer satisfaction surveys. Outcome measures for the Children 0-5 and Their Families project are:

- **Measurement 1: Clinical assessment and progress will include, but are not limited to, Parent Stress Index, Beck's Depression Beck's Depression and Anxiety Scale, Post-Partum Depression Scale, Ages and Stages, and Marshak Interaction Method.**
 - 210 families served
 - 187 families engaged in services
 - 91 families achieved treatment success in at least two (2) areas of concern
 - 64 families are currently in services

It is important to note that IPC was able to continue assessments, some modified, during the COVID-19 lockdown and continued pandemic. Families were, therefore, able to maintain effective assessments and services during the entire year. We provided a total of three hundred twenty-three (323) assessments for the entire year.

Marschak Interaction Method (MIM) - IPC conducted eighty-nine (89) MIM assessments during this period. Clients/caregivers displayed progress in one or more of the following areas:

- Increase in social-emotional development
- Decrease in trauma symptoms as evidenced by trust, reciprocity and engagement
- Increased ability to nurture, set appropriate boundaries and emotional safety
- Increased attunement with infant/child needs, cues and development
- Increase in caregivers reflective capacity

Play Room/Observation and Evaluation - IPC provided seventy-seven (77) playroom observation and evaluations for children served. The Playroom Evaluation/Observation is a systematic assessment provided for every child and caregiver. The assessment provides client-directed as well as therapist-led activities for greater observation of the child's presenting needs as well as opportunities to observe indicators of other areas of need.

Perinatal Assessment - IPC administered seventy-two (72) perinatal assessments during this period with clients displaying progress in one (1) or more of the following:

- Identify perinatal mood and anxiety disorders
- Increase protective factors
- Strengthen relationship with baby in utero
- Process ambivalence, grief, and loss
- Linking family to resources that can minimize risk factors and increase competency

Evidence-Based Parent Education - We provide this program individually to support each caregiver's relationship with his/her child(ren). This evidence-based practice enhances awareness, attunement, connection and consistent containment which are essential components for a secure attachment and optimal development for children. Many of our families receive parent support in addition to their therapeutic services and were also provided Parent Education and Support through additional services.

Additional Assessments - IPC provided an additional seventy-nine (79) assessments. These include, but not limited to: The Parent Stress Index (18), Beck's Depression Anxiety and Depression Scales (26), and Edinburgh and Post Partum Depression Scale (21). Because IPC staff has additional specialized trainings and certifications, other instruments are also available and provided when clinically appropriate:

- **Measurement 2: Client satisfaction questionnaires, other provider questionnaires.**

Client Survey Data - We received twenty-seven (27) client satisfaction survey responses. Due to the pandemic and technology, we were not able to obtain as many surveys as we would have liked. However, we have a very high rate of engagement and completion of services. Families continue to identify IPC as an important resource in the community. Charts of the client responses are attached at the end of this report.

Collaborative Partner Survey - This year's increase in service areas has provided new opportunities for collaboration with new partners. IPC sent the survey to every partner connection. IPC received eighteen (18) surveys with supportive responses. As the charts at the end of this report exhibit, partners find IPC an essential service to the community. Our commitment to high quality service and collaboration will continue and hopefully grow this next fiscal year. The following agencies responded to our Provider Survey: Choices for Children (SLT), Marshall Medical OB/GYN, El Dorado County Office of Education (EHS), Lake Tahoe School

District, Child Protective Services (Western Slope), El Dorado County HHSA Health Departments, El Dorado County Behavior Health Substance Use Disorder Services, El Dorado County Mental Health, and marriage family therapists (MFTs).

- **Measurement 3: Tracking of referrals and engagement.**

Fifty-one (51) clients were self-referred or referred by a family or friend. This represents an increase of almost 50% from the previous year. We are continuing to see significant increases each year in self-referrals. IPC is excited to see the growth in community awareness of our agency as well as the confidence in referring friends and families to our services.

- **Measurement 4: Decreased incidents of Abusive Head Trauma (formerly known as “shaken Baby Syndrome).**

The Infant Parent Center worked successfully with thirty-four (34) infants who were at risk of Abusive Head Trauma (formerly known as Shaken Baby Syndrome). Because of the intense multigenerational trauma, we recognize the complexity of this risk and the sensitivity to caregivers' stress, yet also the essential need of safety for the infants. IPC has had great success through collaboration with Public Health, Early Head Start and Child Protective Services to increase safety measures and effective services for families.

- **Measurement 5: Reduction of hospital emergency department visits.**

IPC served six (6) caregivers who reported suicidal ideation or active suicidality. All caregivers were effectively linked to crisis intervention services that included collaboration with medical and psychiatric services. No caregivers needed to be hospitalized and were able to remain with their children and continue services.

7) If known, provide the number of Clients referred to County Behavioral Health and the type of treatment to which Clients were referred.

IPC provides referrals to County Behavioral Health, Community Health and other facilities taking insurance for caregivers and older children. We are committed to tracking all referrals to Behavioral Health going forward.

8) If known and if applicable, provide information on Client self-report on the duration of untreated mental illness.

IPC does not track the duration of untreated mental health issues for adults. IPC works diligently to identify, collaborate, and to encourage clients to access individual therapy and services as soon as possible. Some caregivers recognize needs for individual therapy and recovery services, however, we have also had many who have been untreated for PTSD, Bi-Polar, Personality Disorders, and Psychotic Disorders. Unfortunately, some of these caregivers struggle in connecting or following through with medication or their own treatment. However, IPC has been providing an increase in individual services for parents, especially during the perinatal period to provide greater opportunity for stabilizing and safety for the family. Infant Parent Center provides family services for many adults with co-occurring disorders such as mental illness and substance use. Unfortunately, many of the adults we referred to County Behavioral Health did not meet the medical necessity for services.

Specific to this past four (4) months of the COVID-19 pandemic, we are seeing a greater increase in stress, anxiety, PTSD, domestic violence, child abuse, substance and process abuse and obsessive-compulsive symptoms. Consequently, caregivers are reported as being highly triggered due to the social stressors. This is significantly impacting adults with untreated mental health and/or co-occurring disorders.

9) If known, provide the average interval between mental health referral and participation in treatment.

IPC does not track the time span between a referral we give to a family and the time it takes for them to receive the service.

For Infant Parent Center referrals, all potential clients are contacted within 24 hours with a therapist assignment offered within 48 hours. We do find that some referrals do not respond very quickly and may take up to a month to respond. IPC is sensitive to the stigma of mental health and resistance at times, particularly for the perinatal families. IPC, therefore, makes the effort to follow-up on referrals several times. We also follow up with referring agencies to ensure best practices and collaboration.

10) If known, the number of individuals who followed through on the referral and engaged in treatment.

IPC does not track this data.

11) If known, provide a description of the methods Contractor used to encourage Client access to services and follow-through on referrals.

IPC strives to provide warm, non-judgemental support to caregivers needing additional services. Our continued positive relationships with other providers gains easy access to linkage and referrals with specific identified people or agencies that caregivers can contact. Additionally, IPC continually provides interdisciplinary collaboration throughout the time we serve families and even refer and link families to services outside the area.

12) Provide total project expenditures and the type and dollar amount of leveraged resources and/or in-kind contributions.

IPC used all funds allocated in conjunction with additional contracts. Due to the increased collective anxiety that our community has experienced during the pandemic, IPC provided a one-time donation of \$4,870 to ensure families continued to receive seamless services, linkage to basic needs, financial support and resources.

MHSA Year-End Progress Report

Prevention Wraparound Services: Juvenile Justice Project

Provider: Stanford Sierra Youth & Families

Project Goals

- Improve the array of services and supports available to children and families involved in the child welfare and juvenile probation systems.
- Engage families through a more individualized casework approach that emphasizes family involvement.
- Increase child/youth safety without an over-reliance on out-of-home care.
- Improve permanency outcomes and timeliness.
- Improve child and family well-being.
- Prevent involvement in the juvenile justice system.

Numbers Served and Cost

Expenditures	FY 2019-20	FY 2020-21
MHSA Budget	\$550,000	
Total Expenditures	\$103,918	
Unduplicated Individuals Served	15	
Cost per Participant	\$6,928	
Age Group	FY 2019-20	FY 2020-21
0-15 (children/youth)	2	
16-25 (transitional age youth)	13	
26-59 (adult)	0	
Ages 60+ (older adults)	0	
Unknown or declined to state	0	
Race	FY 2019-20	FY 2020-21
American Indian or Alaska Native	0	
Asian	0	
Black or African American	0	
Native Hawaiian or Other Pacific Islander	0	
White	14	
Other	0	
Multiracial	1	
Unknown or declined to state	0	
Ethnicity by Category	FY 2019-20	FY 2020-21
Hispanic or Latino	0	
Caribbean	0	
Central American	0	

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Mexican/Mexican-American/Chicano	1	
Puerto Rican	0	
South American	0	
Other	1	
Unknown or declined to state	0	
Non-Hispanic or Non-Latino		
African	0	
Asian Indian/South Asian	0	
Cambodian	0	
Chinese	0	
European	11	
Filipino	0	
Japanese	0	
Korean	0	
Middle Eastern	0	
Vietnamese	0	
Other	2	
Multi-ethnic	0	
Unknown or declined to state	1	
Primary Language	FY 2019-20	FY 2020-21
Arabic	0	
Armenian	0	
Cambodian	0	
Cantonese	0	
English	14	
Farsi	0	
Hmong	0	
Korean	0	
Mandarin	0	
Other Chinese	0	
Russian	0	
Spanish	0	
Tagalog	0	
Vietnamese	0	
Unknown or declined to state	1	
Sexual Orientation		
<i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2019-20	FY 2020-21
Gay or Lesbian	0	
Heterosexual or Straight	13	

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Bisexual	0	
Questioning or unsure of sexual orientation	0	
Queer	0	
Another sexual orientation	0	
Unknown or declined to state	1	
Gender <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2019-20	FY 2020-21
Assigned sex at birth:		
Male	11	
Female	3	
Unknown or declined to answer	1	
Current gender identity:		
Male	11	
Female	3	
Transgender	0	
Genderqueer	0	
Questioning / unsure of gender identity	0	
Another gender identity	0	
Unknown or declined to answer	1	
Disability	FY 2019-20	FY 2020-21
Difficulty seeing	unknown	
Difficulty hearing or having speech understood	0	
Mental disability including but not limited to learning disability, developmental disability, dementia	unknown	
Physical/mobility	unknown	
Chronic health condition/chronic pain	unknown	
Other (specify)	1	
Declined to state	0	
Veteran Status <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2019-20	FY 2020-21
Yes	N/A	
No	N/A	
Unknown or declined to state	N/A	
Region of Residence	FY 2019-20	FY 2020-21
West County	2	
Placerville Area	4	
North County	1	
Mid County	0	

South County	0	
Tahoe Basin	5	
Unknown or declined to state	3	
Economic Status	FY 2019-20	FY 2020-21
Extremely low income	2	
Very low income	2	
Low income	3	
Moderate income	4	
High income	4	
Health Insurance Status	FY 2019-20	FY 2020-21
Private	7	
Medi-Cal	7	
Medicare	1	
Uninsured	0	

Annual Report FY 2019/20

Please provide the following information for this reporting period:

- 1) Briefly report on how implementation of the Prevention Wraparound Services: Juvenile Service project is progressing (e.g., whether implementation activities are proceeding on target and as described in the County's MHSA Plan), and any major accomplishments and challenges.**

The Prevention Wraparound program has been in implementation phase of the project since July 2019 where referrals reached capacity for the program of ten (10) youth by mid-October 2019. During quarter 2, our census was filled and we implemented a waitlist for services. By the end of the fiscal year 2019-2020, we had a total of 22 referrals (nine from Child Protective Services and 13 from Probation). Though a high percentage of the referrals we received this year were in need of higher level or different services, we were able to support our referring partners and families in accessing the more appropriate services. In total we saw seven (7) youth successfully through the program in reaching their goals and the eighth (8) youth is set to complete the program August 2020.

Due to COVID19 it is worth noting that we saw a decrease in referrals quarter three (3) and quarter four (4). We worked diligently with our referring partners through this and learned that they were also seeing a significant decrease in referrals. Quarter four (4) is where we began to see more referrals made that were better suited to be served through county behavioral health.

- 2) Briefly report on how the Prevention Wraparound Services: Juvenile Services has improved the overall mental health of the children, families and communities by addressing the negative outcomes that are the focus of the Prevention Wraparound Services project (suicide, incarcerations, prolonged suffering, homelessness, unemployment, school failure or dropout, and removal of children from their homes).**

The Prevention Wraparound team has continued to work with referring partners prior to referral to discuss the nature and appropriateness of the referral. During the intake and assessment process, our team assesses for mental health related needs utilizing tools such as the CANS-50; CSE-IT; CAFAS; PSC-35; CODA; and a comprehensive Core Assessment evaluating biopsychosocial history, risk assessment, and mental health history. Utilizing this information we are able to screen for higher mental health needs and potential negative outcomes (suicide, self-harm, prolonged suffering, school failure or dropout, incarceration, trauma, homelessness, or removal of children from their homes) and have referred to Specialty Mental Health Services when appropriate. Utilizing the High Fidelity Wraparound process we are able to create a comprehensive plan with the family, referral partner, and treatment team to address identified priority needs.

We have collaborated at our cross-systems monthly meeting to determine extensions for prospective discharge dates for youth needing additional time/support to complete recommended tasks. Lastly, we have remained open to ensure linkage for youth with alternative or higher level needs identified, supporting with that linkage and offering in-person support if needed.

- 3) Provide a brief narrative description of progress in providing services through the Prevention Wraparound Services project to unserved and underserved populations. Underserved is defined in California Code of Regulations 3200.300 as “clients of any age who have been diagnosed with a serious mental illness and/or serious emotional disturbance and are receiving some services but are not provided with the necessary opportunities to support their recovery, wellness, and/or resilience. These clients include, but are not limited to, those who are so poorly served that they are at risk of homelessness, institutionalization, incarceration, out-of-home placement, or other serious consequences.”**

Throughout the first year we had a total of seven (7) youth who did not open due to higher level of needs determined within the referral process for which our team supported the referring party in linking to more appropriate services and closing out. Through the year we opened the remaining 15 clients referred and of these youth three (3) were determined in the initial assessment phase to need higher level of services (Specialty Mental Health), two (2) youth were detained for further probation violations mid-program and two (2) youth were determined to need higher level residential support mid-program.

To address the challenge at hand of identifying appropriate referrals for this program in order to ensure families are linked with the appropriate level of services we worked collaboratively with Child Protective Services (CPS) and Probation to educate their staff and to be available to discuss potential referrals before they're made. Additionally we developed a screening tool by the end of the fiscal year to support Probation staff in screening out potential Specialty Mental Health needs. The hope is that with initial screening tool(s) and conversation that we can link youth and families to the services they need sooner.

Additionally we also had received referrals for a couple of youth who had identified Specialty Mental Health Services, but due to Medi-Cal ineligibility could not access the level of services offered by County Behavioral Health. For these youth we were able to obtain permission from MHSA to provide them services that they otherwise would not have access to.

With the services provided, the team has supported youth and families in identifying strengths, becoming medication compliant, and creating a plan to support with the transition to the new placement, thus minimizing out-of-home placement or hospitalization.

4) Provide a brief narrative description of the number of youth who have reduced the number, duration, and repetition of in-patient psychiatric hospital care admissions.

No youth were admitted for in-patient psychiatric hospital care admissions during their services with the program. There were several youth referred for services who either through the referral or assessment process frequent/recent hospitalization determined a higher level of need for Specialty Mental Health services and they were linked for more appropriate support.

5) Provide a brief narrative description of the number of youth who have had reduced contacts with law enforcement, the Juvenile Justice system, and/or Child Welfare.

During the second (2) quarter we had three (3) youth detained for various probation violations, of these youth two (2) were released home with the support of prevention wraparound services. One (1) of the youth released home completed the program successfully, one (1) youth violated probation again and was detained resulting in discharge, and the youth who was not initially released from custody was discharged from the program due to the nature of the additional charges requiring long-term detainment. In regards to contact with Child Welfare Services, one (1) youth was placed in an out-of-state placement to support with ongoing safety risks and commercially sexually exploited child (CSEC) related concerns. One (1) youth referred by CPS was supported by the team with creating a transition plan for transition to long-term placement with a natural support with hopeful intention of adoption. A third youth involved with CPS was likely a better fit for Specialty Mental Health Services in retrospect and the team had some challenges in providing services due to the youth's long stay at the New Morning Youth Shelter and then abruptly being placed in an IFC home in South Lake Tahoe in order to better meet their needs.

6) Provide a brief narrative description of the number of youth who maintain integration or have been reintegrated into a permanent family-based setting and in the community.

Of the 11 youth served in the program, three (3) were in the Juvenile Treatment Center (JTC) detained for further probation charges, one (1) youth was removed from birth parents and placed in out-of-state placement, one (1) youth moved from the shelter to a resource home, two (2) maintained living with relatives, one (1) was placed with a legal guardian after the loss of their parent, one (1) youth obtained their own independent living, one (1) is actively in an independent living program, and one (1) was with their birth family.

7) Provide a brief narrative description of how the Prevention Wraparound Services are provided in a culturally and linguistically competent manner, including activities to reduce racial/ethnic disparities.

All staff hired for our Prevention Wraparound program receive cultural competence training and are prepared to support youth and families as appropriately indicated. During our assessment process, our team assesses any needs related to cultural accommodations, language needs, ADA or Indian Child Welfare Act (ICWA)-related accommodations. We have bilingual (Spanish speaking) staff who

can provide services in Spanish, as well as the capacity to utilize interpreter services if needed. At this time we have had no need for language accommodations. Additionally, at the time of assigning staff or adding additional team members, we utilize information known about the youth and family to best match the needs and comfort of the family. A specific example of this match consideration could be applied with our adding of youth advocates and family partners to some of our family teams; the team met and discussed the family dynamics and cultures in order to identify team members who'd best fit family culture and be able to best address the needs identified utilizing their lived-experience. Throughout services we continue to assess with any need for cultural or language accommodations. At this point in serving families for quarter four (4), there were no reported accommodations culturally or linguistically reported.

8) Provide a brief description of activities performed related to local and county-wide collaboration, outreach, access/linkage to medically necessary care, stigma reduction, and discrimination reduction.

Our team has partnered with our referring partners of CPS and Probation to provide training and facilitate conversation around our services and create an open dialogue to best support with coordination of care. We have a monthly cross-systems meeting where we discuss the current census, the needs of the youth and families, any critical incidences or significant concerns, and plans for transition as clients near the end of services. We discuss each referral with the referring partner prior to calling caregivers to set up intake in order to gather pertinent information around needs and potential mental health concerns. In the event that a youth requires Specialty Mental Health Services, our team is able to support the referring partner and the caregiver in navigating the referral process. In regards to access/linkage to medically necessary care, we identify primary care physicians for each of our youth and complete a Child Health Questionnaire (CHQ) to identify any needed linkage/support medically, with this information we support youth and families in accessing care within their county and plan.

9) Provide the outcome measures of the customer satisfaction surveys.

The program does not have a developed customer satisfaction survey and we are working to implement the wraparound fidelity index (WFI). Currently we are utilizing the CANS scores to monitor and measure progress within the program.

10) If known, provide the number of Clients referred to County Behavioral Health and the type of treatment to which Clients were referred.

We had eight (8) youth this fiscal year who's referral or services were closed in order to link the youth/family to county behavioral health for support with specialty mental health services and permanency/placement support.

11) If known and if applicable, provide information on Client self-report on the duration of untreated mental illness.

In quarter one (1) five (5) youth admitted reported having had history with mental health services. One (1) youth reported having begun receiving services at the age of six (6) for symptoms of ADHD and had been hospitalized multiple times for suicide attempts and self-harm. This particular youth was one of the youth who was not eligible for Medi-Cal and could not be referred to County

Behavioral Health. This youth is also the youth who was placed in out-of-state care to manage safety risks. Four (4) of the remaining youth in quarter one (1) reported being linked and actively seeing therapists for mild to moderate needs.

In quarter two (2), at least seven (7) youth served reported some level of untreated mental health. Some youth reported having historically received mild-to-moderate therapy services, two (2) youth reported concurrent mild-to-moderate therapy with one (1) of those youth receiving support to maintain and continue the support. Three (3) youth during this quarter were referred out for the higher level need for Specialty Mental Health Services.

In quarters three (3) and four (4), we had several youth who were not opened due the referral clearly noting the higher mental health needs. Additionally we opened or received referrals for two to three youth who were currently linked to Specialty Mental Health Services and due to COVID-19 had just ceased receiving services due to not wanting to engage in telehealth. Due to their still evident high needs, they were closed and linked back to the Specialty Mental Health Provider through the referring partner (CPS or Probation).

12) If known, provide the average interval between mental health referral and participation in treatment.

Information regarding mental health referral to date of open when youth are referred out is unknown. The average time between referral to prevention wraparound to intake averaged about 13.6 days. This is with the consideration of two (2) outliers of 26 and 35 days due to the referral being placed by the referral partner later than intended or circumstances with the family. Removing the outliers, the average was 8.7 days from referral to opening and beginning services.

13) If known, the number of individuals who followed through on the referral and engaged in treatment.

Upon receiving referral, our facilitator calls the referring partner (CPS Social Worker or Probation Officer) to discuss the referral and gather any pertinent information before contacting the caregiver. The facilitator then calls the identified caregiver on the referral and provides information about the program and their role as the facilitator. At this time they explain the intake assessment and planning process in order to answer any questions the caregiver may have and they set up a time for intake. Our facilitator also provides a reminder call or text (depending on caregiver's preference) prior to the appointment. We have a streamlined intake and assessment process in order to be able to develop a plan for services with the family's voice and choice at the forefront by the second or third appointment, allowing active services to begin by week three (3) or four (4).

14) If known, provide a description of the methods Contractor used to encourage Client access to services and follow-through on referrals.

Engagement begins when we receive the referral and assign the referral to our team members who then call the referral partner to confirm receipt and gather any pertinent information before calling the family. We call the family typically within 24 business hours of receiving the referral to introduce the program, explain how our teaming works, and to explain the intake and assessment process. When a family has consented to beginning services, our team begins with intake, which requires the youth and at least one caregiver to be present, during this time they gather information

about the youth and family, ensure that the family fully understands the expectation of the program, and determine when and where would be best for the family to receive our services.

When it is difficult to reach families or to attain attendance and completion of intake, we partner with our referral partners (Child Protective Services and Probation) to ensure that they are aware of our attempts and to verify that we have the correct information. Additionally we send letters to the home in an attempt to reach the family in case they are experiencing telephone issues. When a youth or family disengage mid-service, we rely on team members and natural supports who may have stronger connections or more frequent contact. We may also attempt to pay an in-home visit if safe to do so, and always collaborate with our referral partners to identify the challenges in order to overcome them.

15) Provide total project expenditures and the type and dollar amount of leveraged resources and/or in-kind contributions.

The project expenditures totaled \$131,247.10. The dollars leveraged for the project were \$27,329.58.

16) Provide any additional relevant information.

No additional information provided.

MHSA Year-End Progress Report

Provider: Arts & Culture El Dorado

Project Goals

- Decrease prolonged suffering related to unresolved grief due to the separation from a foster or adopted child.
- Improve parent mental health and resiliency.

Numbers Served and Cost

Note: This contract was executed on December 10, 2019. It took time to develop and implement the project. Further, the Public Health Emergency related to the COVID-19 pandemic required all workshops to cease in March 2020. Therefore, there is little data available for FY 19/20.

Expenditures	FY 2019-20	FY 2020-21	FY 2021-22
MHSA Budget	\$100,000	\$	
Total Expenditures	\$ 10,650	\$	
Unduplicated Individuals Served	5		
Cost per Participant	\$ 2,130		
Age Group	FY 2019-20	FY 2020-21	FY 2021-22
0-15 (children/youth)	unknown		
16-25 (transitional age youth)	unknown		
26-59 (adult)	unknown		
Ages 60+ (older adults)	unknown		
Unknown or declined to state	5		
Race	FY 2019-20	FY 2020-21	FY 2021-22
American Indian or Alaska Native	unknown		
Asian	unknown		
Black or African American	unknown		
Native Hawaiian or Other Pacific Islander	unknown		
White	unknown		
Other	unknown		
Multiracial	unknown		
Unknown or declined to state	5		
Ethnicity by Category	FY 2019-20	FY 2020-21	FY 2021-22

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Hispanic or Latino	unknown		
Caribbean	unknown		
Central American	unknown		
Mexican/Mexican-American/Chicano	unknown		
Puerto Rican	unknown		
South American	unknown		
Other	unknown		
Unknown or declined to state	5		
Non-Hispanic or Non-Latino			
African	unknown		
Asian Indian/South Asian	unknown		
Cambodian	unknown		
Chinese	unknown		
Eastern European	unknown		
Filipino	unknown		
Japanese	unknown		
Korean	unknown		
Middle Eastern	unknown		
Vietnamese	unknown		
Other	unknown		
Multi-ethnic	unknown		
Unknown or declined to state	5		
Primary Language	FY 2019-20	FY 2020-21	FY 2021-22
Arabic	unknown		
Armenian	unknown		
Cambodian	unknown		
Cantonese	unknown		
English	unknown		
Farsi	unknown		
Hmong	unknown		
Korean	unknown		
Mandarin	unknown		
Other Chinese	unknown		
Russian	unknown		
Spanish	unknown		
Tagalog	unknown		
Vietnamese	unknown		
Unknown or declined to state	5		
Sexual Orientation			
<i>*Collection of this information from a minor</i>	FY 2019-20	FY 2020-21	FY 2021-22

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

<i>younger than 12 years of age is not required.</i>			
Gay or Lesbian	unknown		
Heterosexual or Straight	unknown		
Bisexual	unknown		
Questioning or unsure of sexual orientation	unknown		
Queer	unknown		
Another sexual orientation	unknown		
Declined to State	5		
Gender <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2019-20	FY 2020-21	FY 2021-22
Assigned sex at birth:			
Male	unknown		
Female	unknown		
Declined to answer	5		
Current gender identity:			
Male	unknown		
Female	unknown		
Transgender	unknown		
Genderqueer	unknown		
Questioning / unsure of gender identity	unknown		
Another gender identity	unknown		
Declined to answer	5		
Disability	FY 2019-20	FY 2020-21	FY 2021-22
Difficulty seeing	unknown		
Difficulty hearing or having speech understood	unknown		
Mental disability including but not limited to learning disability, developmental disability, dementia	unknown		
Physical/mobility	unknown		
Chronic health condition/chronic pain	unknown		
Other (specify)	unknown		
Declined to state	5		
Veteran Status <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2019-20	FY 2020-21	FY 2021-22
Yes	unknown		

No	unknown		
Unknown or declined to state	5		
Region of Residence	FY 2019-20	FY 2020-21	FY 2021-22
West County	unknown		
Placerville Area	unknown		
North County	unknown		
Mid County	unknown		
South County	unknown		
Tahoe Basin	unknown		
Unknown or declined to state	5		
Economic Status	FY 2019-20	FY 2020-21	FY 2021-22
Extremely low income	unknown		
Very low income	unknown		
Low income	unknown		
Moderate income	unknown		
High income	unknown		
Health Insurance Status	FY 2019-20	FY 2020-21	FY 2021-22
Private	unknown		
Medi-Cal	unknown		
Medicare	unknown		
Uninsured	unknown		

Annual Report FY 2020

Please provide the following information for this reporting period:

- 1) Briefly report on how implementation of the Expressive Therapies project is progressing (e.g., whether implementation activities are proceeding on target and as described in the County's MHSA Plan), and any other major accomplishments and challenges.

This has been a challenging year for everyone, and like many public programs and services, the Expressive Therapies program was severely impacted by the quarantine order. (Arts and Culture El Dorado suspended all public programs, including Expressive Therapies, on March 13, 2020.) We did undertake preliminary program development, meeting with artists and therapists and matching them together. These teams went on to develop the program sessions to be offered. Once the contracts were signed, we began marketing the program to the public and ultimately scheduled six (6) sessions between February and June 2020. We were enthusiastic about offering these programs to persons who qualified as caregivers to a child not their own.

The first program was Masks: Adornment and Storytelling. Participants were to learn a brief history of mask use and construction, appropriate adornment techniques, and performance aspects. Each week a new topic of persona would be explored while decorating various masks. Personal and fictionalized stories and narratives would be explored while refining a final mask-centric performance piece. However, only four (4) sessions of this program were offered before the

declaration of the Public Health Emergency and consequent shelter-at-home orders due to COVID-19.

In addition to the Masks workshop, we developed five other workshops: Knitting and Crochet as a Healing Medium; Collage and Mixed Media; Guided Visual Journal; Painting as Meditation; and Nature Drawing. We are currently considering how to offer these programs virtually or electronically.

- 2) Briefly report on how the Expressive Therapies project has improved the overall mental health of the older adult population by addressing the primary negative outcomes that are the focus of the Friendly Visitor project (suicide and prolonged suffering). Please include other impacts, if any, resulting from the Friendly Visitor project on the other five negative outcomes addressed by PEI activities: (1) homelessness; (2) unemployment; (3) incarceration; (4) school failure or dropout; and (5) removal of children from their homes.**

We are unable to provide this information due to the abrupt cancellation of the sessions.

- 3) Provide a brief narrative description of progress in providing services through the Expressive Therapies project to unserved and underserved populations. Underserved is defined in California Code of Regulations 3200.300 as “clients of any age who have been diagnosed with a serious mental illness and/or serious emotional disturbance and are receiving some services but are not provided with the necessary opportunities to support their recovery, wellness, and/or resilience. These clients include, but are not limited to, those who are so poorly served that they are at risk of homelessness, institutionalization, incarceration, out-of-home placement, or other serious consequences.”**

To our knowledge, none of the five (5) participants in the Masks workshop would be described as underserved according to 3200.300. Once we begin this program again, further attempts will be made to identify and engage with this population.

- 4) Provide a brief narrative description of how the Expressive Therapies services are provided in a culturally and linguistically competent manner, including activities to reduce racial/ethnic disparities.**

Arts and Culture El Dorado’s programs are always provided in accordance with the tenets of DEIA (diversity, equity, inclusion, and access) as set forth by the California Arts Council, for whom we serve as the State-Local Partner. Artmaking by definition lends itself to cultural equity and we hold our programs to the highest of standards in this regard.

- 5) Provide a brief description of activities performed related to local and county-wide collaboration, outreach, access/linkages to medically necessary care, stigma reduction and discrimination reduction.**

We are unable to provide this information due to the abrupt cancellation of the sessions.

- 6) Provide the outcomes measures of the services provided and of customer satisfaction surveys. Outcomes for the Expressive Therapies project are:**

- **Measurement 1: Report on the unduplicated numbers of individuals served, including demographic data.**

5 unduplicated individuals served

- **Measurement 2: Parent satisfaction surveys of completion of a visual analog survey at the end of each session.**

Due to separation of staff who managed the project, we are unable to locate this information. It will be included in future workshops.

- **Measurement 3: Parent self-report of increased coping mechanisms associated with secondary trauma experience by Parents of adopted or foster children (decreased prolonged suffering).**

Due to the separation of staff who managed the project, we are unable to locate this information. It will be included in future workshops.

- **Measurement 4: Number of Parents referred to County Behavioral Health and the type of treatment to which Parents were referred, if known.**

Unknown

- **Measurement 5: Parent self-report on the duration of untreated mental illness, if known.**

Unknown

- **Measurement 6: If known, the average interval between referral and participation in treatment.**

Unknown

- 7) Provide the total project expenditures and the type and dollar amount of leveraged resources and/or in-kind contributions.**

Total expenditures: \$10,650

No in-kind contributions

- 8) Provide any additional relevant information.**

In addition to the cancellation of workshop activities, Arts and Culture El Dorado found it necessary to downsize our staff in order to deal with economic reality. The staff person serving as Program Manager was also serving as Expressive Therapies Coordinator and he is no longer on the Arts and Culture team. However, we have identified another individual who is enthusiastic about serving as Expressive Therapies Coordinator. She has been engaged to begin developing new strategies for Expressive Therapies for the coming year. We will work diligently to implement a new approach to this important program.

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Suicide Prevention of Yolo County 2019-2020 Year End Report



SUICIDE PREVENTION
AND CRISIS SERVICES

El Dorado County North Valley Suicide Prevention Hotline Report

Suicide Prevention of Yolo County (SPYC) shall provide crisis line telephone support for callers who have reached out to their crisis lines. This service shall be provided seven (7) days per week, twenty-four (24) hours per day, to the community. SPYC will operate the North Valley Suicide Prevention Hotline with specialized support and outreach provided to (but not limited to) the following contributing counties: Yolo, Butte, El Dorado, Humboldt, Nevada, Sacramento, Shasta, Solano, and Sutter-Yuba.

The following report details call contacts identified as having originated from El Dorado County, California.

North Valley Suicide Prevention Hotline

Suicide Prevention's crisis line counselors are trained extensively on deescalating caller situations with the least invasive interventions.

Active Rescues are initiated to secure the immediate safety of a caller at risk if, in spite of the crisis line counselor's best efforts to engage the at-risk caller's cooperation, they remain unwilling and/or unable to take actions likely to prevent their suicide, or they remain at imminent risk/danger to themselves or others.

42 Moderate or Higher Lethality Incoming Calls

5 Active Rescue Callers

1 Imminently Lethal Callers Deescalated

Cost Avoidance (July 2019 – June 2020)

Most crisis line callers have few healthcare options and resources; therefore, when individuals escalate into imminent lethality, costs for emergency services or other limited resources are usually covered by the county.

Emergency Services*	Costs to System
Ambulance Transport	\$590
Law Enforcement/In-Person Crisis Intervention	\$6/minute MediCal = \$360/hr
Psychiatric Admission	\$1,000 - \$1,800/day

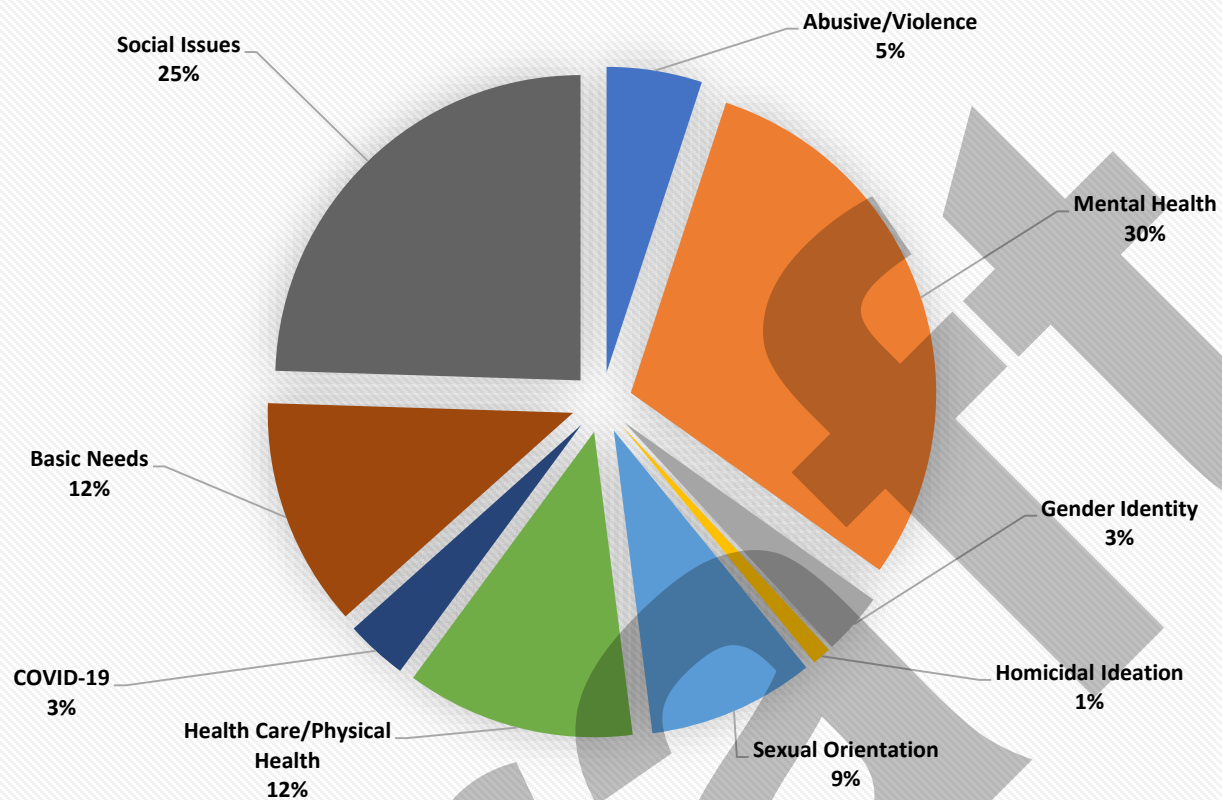
With access to critical crisis lines like ours, callers at moderate or high lethality can avoid costly psychiatric hospital stays (or more serious consequences) as they are able to receive immediate support and deescalate from emotional crises before the situation turns into an emergency.

**This chart does not include additional potential costs of deploying extra law enforcement time or officers, mental health professionals and psychiatrists, any medications or medical procedures administered following an attempt, a 5150 hospitalization, a 5250 hospitalization, any additional medical procedures, or any additional referrals or placements for a patient discharged from the hospital to a different level of care.*

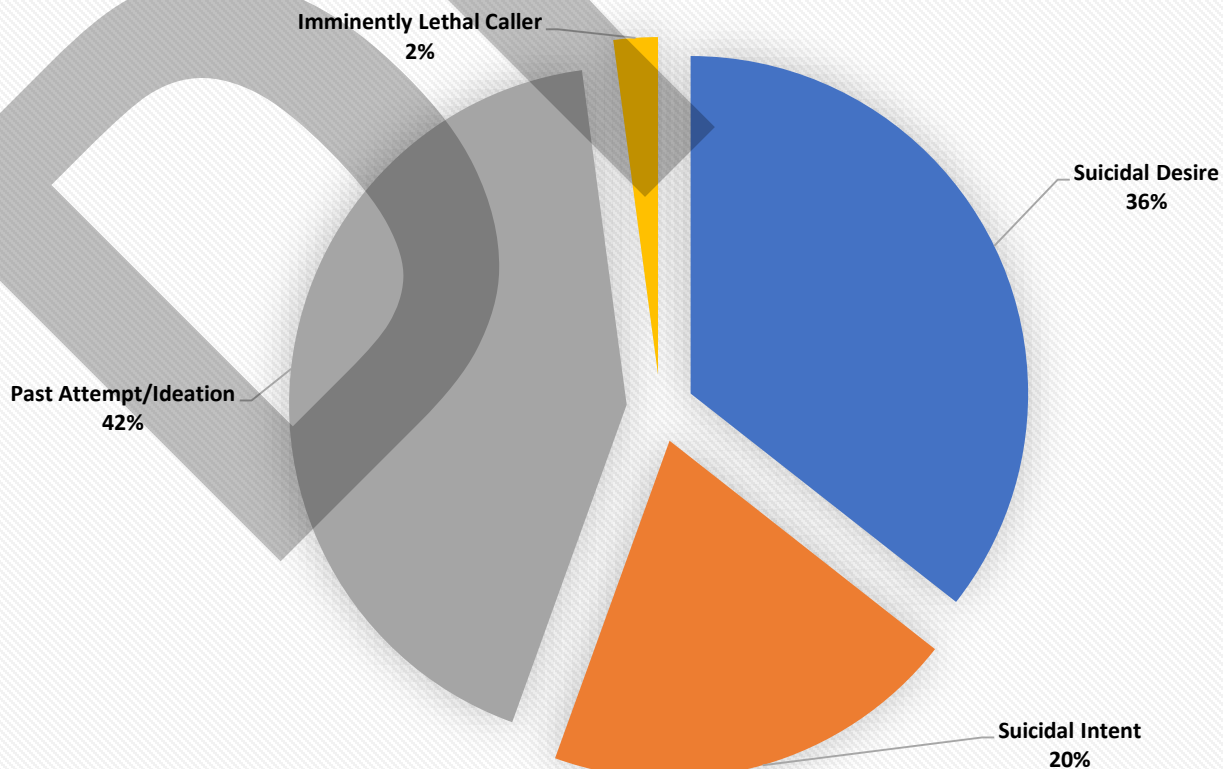
TOTAL EL DORADO CALLERS FROM 7/2019-6/2020: 296

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Caller Concerns (El Dorado)

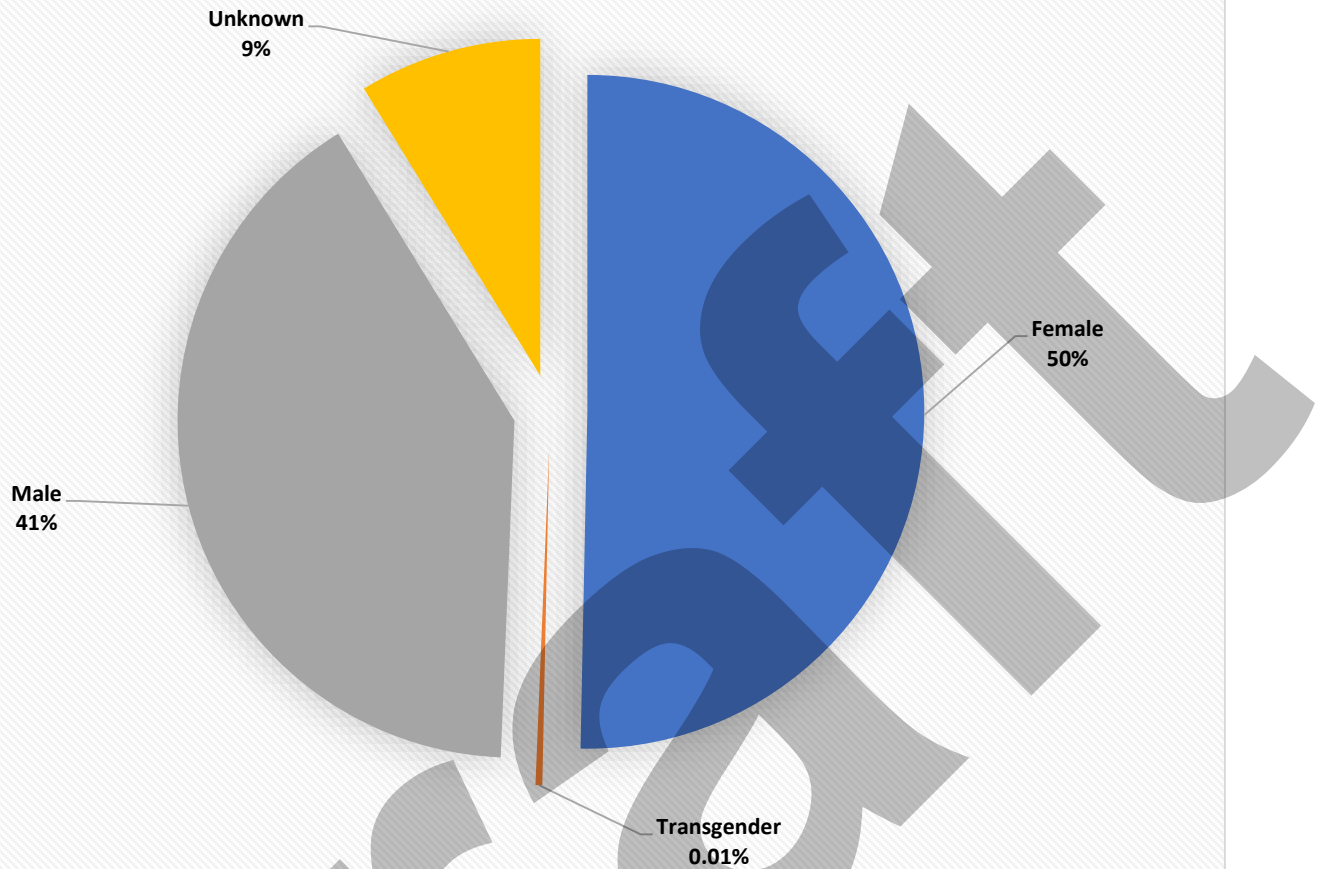


Suicidal Content (El Dorado)

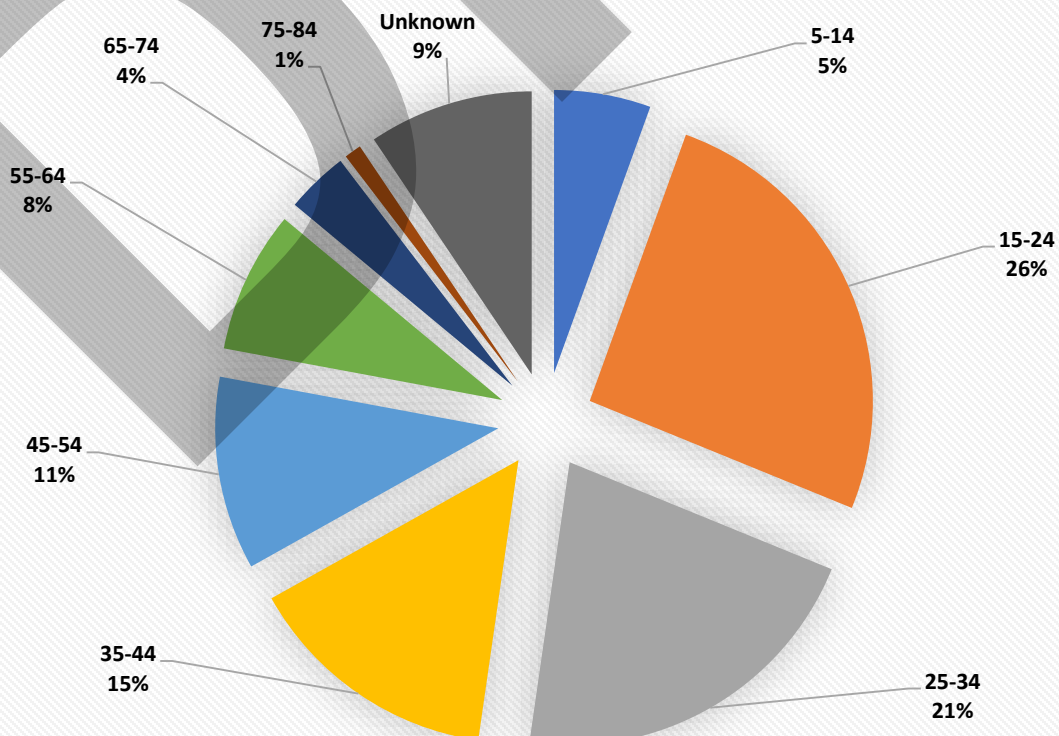


NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Gender (El Dorado)

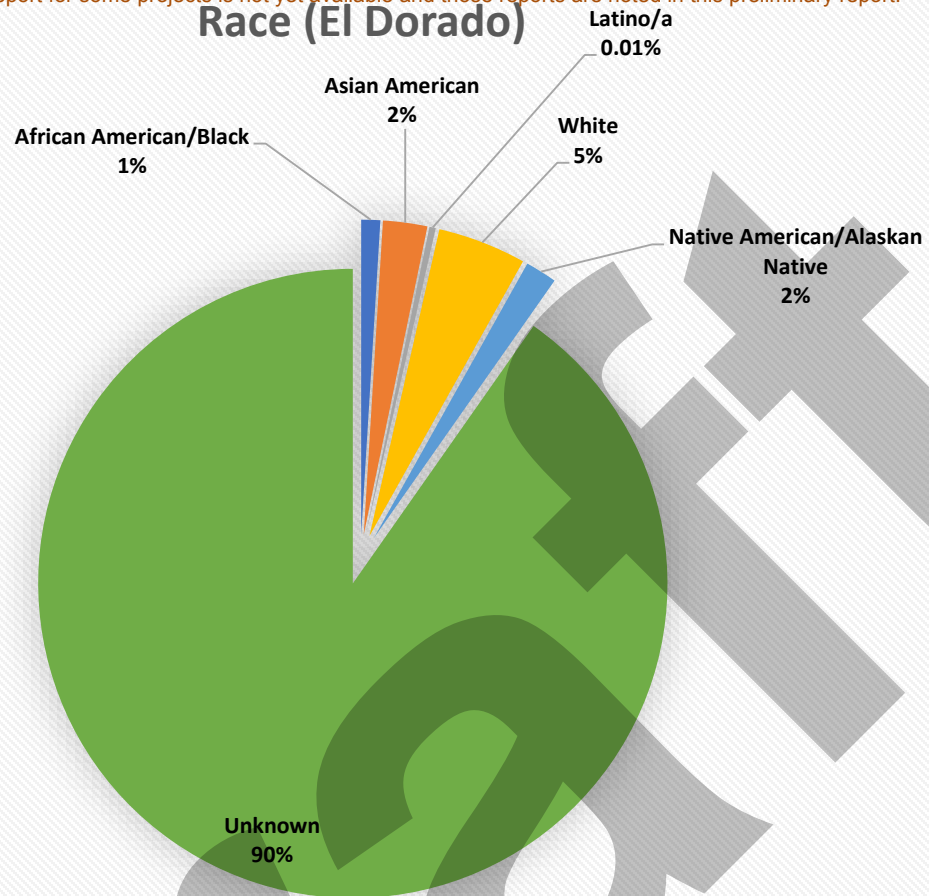


Age Range (El Dorado)



NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Race (El Dorado)



MHSA Year-End Progress Report FY 2019-20

Stigma and Discrimination Reduction Strategy

Mental Health First Aid and Community Education

Report not yet available.

LGBTQ Community Education

Report not yet available.

Media Stigma Campaign

Report not yet available.

Statewide PEI Projects

Report not yet available.

Community Education and Parenting Classes Project

Parenting Skills

Provider: New Morning Youth and Family Services

Project Goals

- Increase positive and nurturing parents.
- Increase child positive behaviors, social competence, and school readiness skills.
- Increase parent bonding and involvement with teachers/school.
- Decrease harsh, coercive and negative parenting.
- Increase family stability.
- Increase emotional and social capabilities.
- Reduce behavioral and emotional problems in children.

Numbers Served and Cost

Expenditures	FY 2017-18	FY 2018-19	FY 2019-20
MHSA Budget	\$50,000	\$50,000	\$50,000
Total Expenditures	\$31,050	\$18,295	\$8,115
Unduplicated Individuals Served	22	29	7
Cost per Participant	\$1,411	\$631	\$1,159
Age Group	FY 2017-18	FY 2018-19	FY 2019-20
0-15 (children/youth)	1	0	0
16-25 (transitional age youth)	7	4	1
26-59 (adult)	14	25	6
Ages 60+ (older adults)	0	0	0
Unknown or declined to state	0	0	0
Race	FY 2017-18	FY 2018-19	FY 2019-20
American Indian or Alaska Native	0	1	1
Asian	0	1	0
Black or African American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	0	27	6
Other	18	0	0
Multiracial	0	0	0
Unknown or declined to state	0	0	0

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Ethnicity by Category	FY 2017-18	FY 2018-19	FY 2019-20
Hispanic or Latino	4	0	0
Caribbean	0	0	0
Central American	0	1	0
Mexican/Mexican-American/Chicano	0	2	1
Puerto Rican	0	0	0
South American	0	0	0
Other	0	0	0
Unknown or declined to state	0	0	0
Non-Hispanic or Non-Latino			
African	0	0	0
Asian Indian/South Asian	0	0	0
Cambodian	0	0	0
Chinese	0	0	0
Eastern European	0	1	1
Filipino	0	0	0
Japanese	0	0	0
Korean	0	0	0
Middle Eastern	0	0	0
Vietnamese	0	0	0
Other	18	0	4
Multi-ethnic	0	0	0
Unknown or declined to state	0	0	0
Primary Language	FY 2017-18	FY 2018-19	FY 2019-20
Arabic	0	0	0
Armenian	0	0	0
Cambodian	0	0	0
Cantonese	0	0	0
English	18	27	6
Farsi	0	0	0
Hmong	0	0	0
Korean	0	0	0
Mandarin	0	0	0
Other Chinese	0	0	0
Russian	0	0	0
Spanish	4	2	1
Tagalog	0	0	0
Vietnamese	0	0	0
Unknown or declined to state	0	0	0

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Sexual Orientation <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Gay or Lesbian	unknown	0	0
Heterosexual or Straight	unknown	22	6
Bisexual	unknown	2	1
Questioning or unsure of sexual orientation	unknown	0	0
Queer	unknown	0	0
Another sexual orientation	unknown	1	0
Declined to State	unknown	4	0
Gender <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Assigned sex at birth:			
Male	14	18	1
Female	8	11	6
Declined to answer	0	0	0
Current gender identity:			
Male	14	11	0
Female	8	18	6
Transgender	0	0	0
Genderqueer	0	0	0
Questioning / unsure of gender identity	0	0	0
Another gender identity	0	0	0
Declined to answer	0	0	0
Disability	FY 2017-18	FY 2018-19	FY 2019-20
Difficulty seeing	unknown	1	1
Difficulty hearing or having speech understood	unknown	0	0
Mental disability including but not limited to learning disability, developmental disability, dementia	unknown	0	1
Physical/mobility	unknown	0	0
Chronic health condition/chronic pain	unknown	2	1
Other (specify)	unknown	0	0
Declined to state	unknown	0	0

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Veteran Status <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Yes	unknown	0	0
No	unknown	29	6
Unknown or declined to state	unknown	0	1
Region of Residence	FY 2017-18	FY 2018-19	FY 2019-20
West County	3	7	1
Placerville Area	13	9	6
North County	4	5	0
Mid County	1	5	0
South County	1	1	0
Tahoe Basin	0	2	0
Unknown or declined to state	0	0	0
Economic Status	FY 2017-18	FY 2018-19	FY 2019-20
Extremely low income	unknown	1	1
Very low income	unknown	3	1
Low income	unknown	9	3
Moderate income	unknown	16	2
High income	unknown	0	0
Health Insurance Status	FY 2017-18	FY 2018-19	FY 2019-20
Private	unknown	8	2
Medi-Cal	unknown	15	5
Medicare	unknown	0	0
Uninsured	unknown	3	0
	unknown	3	0

Annual Report FY 2019-20

Please provide the following information for this reporting period:

- 1) Briefly report on how implementation of the Parenting Skills project progressed (e.g., whether implementation activities proceeded on target as described in the County's MHSA Plan), and any major accomplishments and challenges.

NMYFS provided parenting classes to all areas of El Dorado County at various times of the day and evening to accommodate family schedules. Free child care was provided at each class as needed. The facilitators would be available for thirty minutes before and after class to assist parents or offer suggestions or referrals as needed.

A challenge, most notably, was the mandatory stay-in-place order due to COVID-19. We had to cancel three (3) parenting classes scheduled from March 19th to May 27th. Consequently, we only had three (3) classes available. Our class in South Lake Tahoe was not attended by any parents.

- 2) Briefly report on how the Parenting Skills project has improved the overall mental health of the participants, their families, and their communities by addressing the primary negative outcomes that are the focus of parenting classes (school failure or by PEI activities: (1) suicide; (2) incarceration; (3) unemployment; (4) prolonged suffering; and (5) homelessness.**

The parents are provided new positive parenting skills to address negative behaviors in the home or school. Equally, discussion touches upon life stressors and how it affects the children. Parents are given information about indicators or behaviors of depression/suicide in children.

- 3) Provide a brief narrative description of progress in providing the Parenting Skills project services to unserved and underserved populations.**

We provide Spanish interpretation to our Latino population who wish to attend the parenting classes. In addition, most of the participants fall into the low income levels. New Morning provides lunch or dinner to the families when they attend the classes.

Our administrative assistants contact the parents numerous times before the classes to ascertain any accessibility issues, special child care needs, and referral source for class. The Parenting Skills classes have disability accessibility and assist parents with transportation needs.

- 4) Provide a brief narrative description of how the Parenting Skills project services are provided in a culturally and linguistically competent manner, including activities to reduce racial/ethnic disparities.**

The class facilitators are licensed Marriage Family Therapists who take great care to provide culturally and linguistically competent information and examples to participants. Furthermore, many of the classes include our *Promotoras* for the Latino participants. We make every effort to notify community partners of our parent classes (Community Hubs, EDCOE, county departments, and non-profit organizations).

- 5) Provide a brief description of activities performed related to local and county-wide collaboration, outreach, access/linkages to medically necessary care, stigma reduction and discrimination reduction.**

NMYFS collaborates with county departments, non-profit organizations, and private businesses to increase: Mental health awareness, stigma reductions, and cultural competency. We promote and participate in most of the outreach events throughout the year. In turn, we give this information to the parents at our classes. At the first session, we make an effort to have a community representative make a 5-minute presentation on their services (Community Hubs, First 5, The Center for Violence Free Relationships, and Victim Witness).

- 6) Identify whether the Parenting Skills project participants were provided with further referrals for services at the conclusion of classes, and if so, what type of referrals were made (e.g., mentoring programs, recreation programs, individual counseling, group counseling, other classes).**

Our facilitators referred some parents to domestic violence centers, individual and family counseling, adult AOD service providers, community Hubs, and El Dorado County Behavioral Health. In addition, they would provide parents with extra information about the issues they were dealing with. They would encourage parents to contact our counseling center, child's school or various youth programs.

7) Provide the outcomes of the assessment and customer satisfaction surveys, including pre- and post-class surveys. Outcome measures for the Parenting Skills project are:

- **Measurement 1: Customer satisfaction surveys**
Parents/guardians were pleased with the classes and learned extensive information. Many parents expressed interest in a parenting class regarding pre-teen/teen years.
- **Measurement 2: Client outcome improvement measurements**
Improvements are most noticeable in our longer 10 week courses, where the parents work with their children to practice the skills that they are learning. Parents noted noticeable improvements after implementing different communication strategies with their children. Some parents observed positive emotional responses from their children when they praised their child's positive actions.
- **Measurement 3: Increased engagement in traditional mental health services**
Not able to measure.
- **Measurement 4: Number of clients referred to County Behavioral Health and the type of treatment to which clients were referred, if known.**
None
- **Measurement 5: Client self-report on the duration of untreated mental illness**
Not known.
- **Measurement 6: If known, average interval between referral and participation in treatment.**
If facilitator referred client to NMYFS counseling center, then interval would be based upon level of care. An average would be 30 to 45 days before client intake.
- **Measurement 7: A description of the methods Contractor used to encourage client access to services and follow-through on referrals**
The facilitator would spend 1-to-1 time with parents before and after class. If the facilitator (therapist) believed that a referral to services would be beneficial, they would encourage the parent/guardian to seek services and provide follow-up if possible.

8) Provide total expenditures for the Parenting Skills project and the type and dollar amount of leveraged resources and/or in-kind contributions.

NMYFS has volunteers that provide additional support: preparation, copying materials, and preparing that week's curriculum.

9) Provide any additional relevant information.

None provided.

MHSA Year-End Progress Report Fiscal Year 2019/2020

Parenting Classes Project

Provider: El Dorado County HHSA, Social Services Division/Child Welfare Services

Project Goals

- Improvement in the caregiver-child relationship.
- Reduction in problematic behaviors at home, in school, and in the community.
- Reduction in dollars spent on mental health services, special education, and criminal justice involvement.

Numbers Served and Cost

Expenditures	FY 2019-20	FY 2020-21
MHSA Budget	\$100,000	\$
Total Expenditures	\$24,917* *See response to question #1 below	\$
Unduplicated Individuals Served	34	
Cost per Participant	\$733	\$
Age Group	FY 2019-20	FY 2020-21
0-15 (children/youth)	0	
16-25 (transitional age youth)	3	
26-59 (adult)	28	
Ages 60+ (older adults)	1	
Unknown or declined to state	2	
Race	FY 2019-20	FY 2020-21
American Indian or Alaska Native	4	
Asian	0	
Black or African American	0	
Native Hawaiian or Other Pacific Islander	1	
White	15	
Other	3	
Multiracial	0	
Unknown or declined to state	11	

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Ethnicity by Category	FY 2019-20	FY 2020-21
Hispanic or Latino	unknown	
Caribbean	unknown	
Central American	unknown	
Mexican/Mexican-American/Chicano	unknown	
Puerto Rican	unknown	
South American	unknown	
Other	unknown	
Unknown or declined to state	2	
Non-Hispanic or Non-Latino		
African	unknown	
Asian Indian/South Asian	unknown	
Cambodian	unknown	
Chinese	unknown	
Eastern European	1	
Filipino	unknown	
Japanese	unknown	
Korean	unknown	
Middle Eastern	unknown	
Vietnamese	unknown	
Other	unknown	
Multi-ethnic	unknown	
Unknown or declined to state	31	
Primary Language	FY 2019-20	FY 2020-21
Arabic	0	
Armenian	0	
Cambodian	0	
Cantonese	0	
English	34	
Farsi	0	
Hmong	0	
Korean	0	
Mandarin	0	
Other Chinese	0	
Russian	0	
Spanish	0	
Tagalog	0	
Vietnamese	0	
Unknown or declined to state	0	

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Sexual Orientation <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2019-20	FY 2020-21
Gay or Lesbian	unknown	
Heterosexual or Straight	4	
Bisexual	unknown	
Questioning or unsure of sexual orientation	unknown	
Queer	unknown	
Another sexual orientation	1	
Declined to State	29	
Gender <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2019-20	FY 2020-21
Assigned sex at birth:		
Male	13	
Female	14	
Declined to answer	7	
Current gender identity:		
Male	13	
Female	14	
Transgender	unknown	
Genderqueer	unknown	
Questioning / unsure of gender identity	unknown	
Another gender identity	unknown	
Declined to answer	7	
Disability	FY 2019-20	FY 2020-21
Difficulty seeing	1	
Difficulty hearing or having speech understood	0	
Mental disability including but not limited to learning disability, developmental disability, dementia	2	
Physical/mobility	2	
Chronic health condition/chronic pain	1	
Other (specify)	1	
Declined to state	5	
Veteran Status <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2019-20	FY 2020-21
Yes	1	
No	29	
Unknown or declined to state	4	

Region of Residence	FY 2019-20	FY 2020-21
West County	8	
Placerville Area	10	
North County	4	
Mid County	unknown	
South County	unknown	
Tahoe Basin	3	
Unknown or declined to state	11	
Economic Status	FY 2019-20	FY 2020-21
Extremely low income	unknown	
Very low income	unknown	
Low income	5	
Moderate income	4	
High income	unknown	
Health Insurance Status	FY 2019-20	FY 2020-21
Private	6	
Medi-Cal	19	
Medicare	1	
Uninsured	unknown	

Annual Report FY 2019/20

Please provide the following information for this reporting period:

- 1) Briefly report on how implementation of the Parenting Classes project is progressing (e.g., whether implementation activities are proceeding on target and as described in the County's MHSA Plan), and any major accomplishments and challenges.

The original start date of the group was delayed several times (approximately three weeks) due to PG&E Public Safety Power Shutoff power outages in our county. In addition, the facilitators struggled to get an adequate number of clients referred to the group who met the participant requirement: A current open case with CPS and who were willing to attend. Once the group actually began, the facilitators offered the group with a consistently scheduled time, day and location. To address the relatively low number of clients initially attending the group, the facilitators requested Emergency Response Social Workers refer parents at the time of the detention hearing rather than wait for Ongoing Social Workers to engage parents in services. This served two purposes: 1) increased referrals and 2) reduced wait times for parents to begin the group. As stated, this relatively simple change reduced unnecessary wait times for the parents as well as increased participation.

In March of 2020, the Governor issued stay-at-home orders due to COVID-19 and once again, the continuity of program operations were negatively affected. While this order presented a challenge to the facilitators' ability to meet in-person safely, they were able to restart the group after only a one-week break by using Zoom technology. The Zoom platform allowed us to continue to provide a service for our clientele while following the state mandates to maintain social distancing.

Additionally it enabled us to expand our group to include parents from the Lake Tahoe Basin, a previously underserved population. The Agency continually assesses whether the video-conferencing format used to offer this class meets the needs of our clients. At this time, given the continued uncertainty and rise in COVID-19 cases, it does appear to be an effective, safe and prudent way to deliver course material.

- 2) Briefly report on how the Parenting Classes project has improved the overall mental health of the children, adults, older adults, families, and communities by addressing the primary negative outcomes that are the focus of the Parenting Classes project: (1) school failure or dropout and (2) removal of children from their homes. Please include other impacts, if any, resulting from the Parenting Classes project on the other five negative outcomes addressed by PEI activities: (1) suicide; (2) incarceration; (3) unemployment; (4) prolonged suffering; and (5) homelessness.**

More than half of the parents participating in the CPS parenting classes are involved in Dependency Court and have an open Family Reunification case. These parents had their children removed due to abuse and neglect concerns that were unable to be mitigated without the removal of their children from their care. Some parents maintain custody of their children and are involved in other types of cases with the Agency, such Voluntary or even court order Family Maintenance cases. This parenting program helps parents learn age-appropriate developmental milestones, expectations, and consequences for their children as well as parental behaviors, parenting techniques and supervision necessary for safe and healthy parenting. Parents gain knowledge of the parenting skills presented in the class and these assist them to avoid a recurrence of maltreatment: Future cases with the Agency and should reduce re-entry into the Child Welfare System and the associated trauma when families are separated from one another.

It is also important to explore the impact that positive community support plays in these parents' journey with CWS. The parents in this group receive support from the facilitators while in the group and on an individual basis throughout the duration of the class. Additionally, parents receive support from each other. They are able to share details of their situations in confidence and without judgement as their peers in the group are involved in CPS as well. In theory, this level of support reduces participants' risk of suicide, incarceration, and prolonged suffering.

- 3) Provide a brief narrative description of progress in providing the Parenting Classes project services to unserved and underserved populations.**

Parenting classes that address the specific needs of the families served by the Agency are difficult to find and often not available on a drop-in basis. Because of this, parents must wait until the next class series begins, creating a barrier to services for families experiencing crisis, anxiety or are in a high time of need. This class starts at the time of detention (when a child is removed and the Court case begins) or when a Social Worker opens a case for Voluntary Services. All that the facilitators require to have parents participate is an email from the Emergency Response Social Worker with contact information for the parents. The Agency does the rest and actively engages the parents in what they need to know about this class and why it can benefit them personally and in their relationship with their child(ren). Additionally parents that need to miss class for work can make up the class rather than being penalized (missing a class or more commonly – being removed from the group). The facilitators work with each parent to identify his/her needs and adjusts individual schedules accordingly to allow for missed classes and unexpected changes to schedules. Finally, as

mentioned, this group is now available using Zoom so any parent with a cell phone or computer access can attend the group, regardless of their current location.

4) Provide a brief narrative description of how the Parenting Classes services are provided in a culturally and linguistically competent manner, including activities to reduce racial/ethnic disparities.

The CPS parenting class addresses the specific needs of each individual family. Two (2) facilitators lead the classes: A male who is a bilingual Social Worker Supervisor and a female who is a licensed Marriage and Family Therapist and an Intake Social Worker. Great effort and intention is made to identify parents' strengths as well as problem areas and to take into account cultural customs and beliefs while working within the Child Welfare System. Additionally, translators can be provided if needed.

5) Provide a brief description of activities performed related to local and county-wide collaboration, outreach, access/linkages to medically necessary care, stigma reduction and discrimination reduction.

The parenting group was started after a countywide collaboration between CWS, our local Community Hubs and counseling agencies. This group identified the need for a parenting program that only served CPS participants in hopes it would reduce stigma for families with CPS involvement. In other parenting groups, it can be hard for families to discuss CPS involvement due to perceived judgment by other participants or lack of shared experiences that can lead to shame, humiliation and an increase in feelings of isolation and stigma. By limiting participation to these families, this group provides much needed space to discuss CPS involvement and other issues unique to these parents' needs.

Parents' needs often go unaddressed because they are unable or reticent to convey what is honestly behind the issues that led to CPS involvement in their lives. They avoid topics of parental drug use, child abuse, neglect and domestic violence for fear of Agency involvement. This parenting group, however, is able to address these very issues because the parents all share one thing in common: CPS involvement. In addition, the facilitators are able to communicate and collaborate with all other agencies working with the parents to ensure that the parents are addressing the issues at hand.

6) Provide the outcomes measures of the services provided and of customer satisfaction surveys. Outcome measures for the Parenting Classes project are:

- **Measurement 1: Pre and Post Conners Comprehensive Behavior Rating Scales (CBRS) assessment.**

No information was provided. The Agency will assess ability to implement the CBRS assessment next year.

- **Measurement 2: Participant surveys.**

Post-class surveys were nearly impossible to obtain. A number of factors contributed to the difficulty with outcome assessments and surveys. First, only two (2) individuals completed the course before the COVID-19 "Shelter in Place Order" was issued. When groups were conducted

in-person, facilitators handed surveys to the parents at the beginning of the group and collected them at the end, taking care to ensure confidentiality. Outside these two (2) individuals, all other parents who have completed the course since the Shelter-in-Place were emailed the survey. Unfortunately, this limits confidentiality so if one (1) had negative feedback it is less than an ideal way to solicit honest feedback. Additionally, because parents completed the course and were not incentivized to submit a survey, the return rate was minimal.

From surveys received, however, there was positive feedback about the group. One (1) parent reported that s/he liked the food provided and that the class felt more like a conversation, which he enjoyed. Another parent shared that s/he did not feel judged and liked that we had a smaller group format. One individual identified that s/he liked the guidance and information shared by the facilitator. Lastly, another stated s/he learned great techniques.

The parents also provided some constructive feedback for future groups. Two (2) requested the addition of information related to co-parenting and one (1) requested information on drugs but made no further comments. One (1) stated that the slides could use updating while another shared they would prefer in-person groups. Finally, one (1) parent felt that the facilitators could use better IT support when it came to rooms and equipment use (it should be noted that this is a response to the facilitators being bumped from their regularly scheduled room on multiple occasions and placed in a room with limited technology, which required all to share a laptop). Information Technology or the group facilitators did not cause this situation nor could they do anything to stop it. It has since been resolved.

All but one parent noted improvement in their use of parenting techniques presented in Nurturing Parenting. The one parent who did not show improvement had already given himself the top score at the beginning of class so clearly there was no room for improvement from his perspective.

7) Unduplicated numbers of individuals served, including demographic data.

See above.

8) The number of potential responders engaged. Potential responders include, but are not limited to, families, employers, primary health care providers, visiting nurses, school personnel, community service providers, peer providers, cultural brokers, law enforcement personnel, emergency medical service providers, people who provide services to individuals who are homeless, family law practitioners such as mediators, child protective services, leaders of faith-based organizations, and others in a position to identify early signs of potentially severe and disabling mental illness, provide support, and/or refer individuals who need treatment or other mental health services.

Child Welfare staff administer the program, but there may be other responders engaged with the families. The focus of this project is merely providing a parenting class to families involved in the Child Welfare system.

9) The setting(s) in which the potential responders were engaged.

Child Welfare staff provide the services at the County Health and Human Services building; or since COVID-19, virtually.

10) The type(s) of potential responders engaged in each setting (e.g., nurses, principles, parents).

No information provided for this year.

11) If known, the number of individuals with serious mental illness referred to treatment and the kind of treatment the individual was referred to.

Unknown

12) If known, the number of individuals who followed through on the referral and engage in treatment.

Unknown

- a. If known, the average duration of untreated mental illness. Unknown
- b. If known, the interval between the referral and participation in treatment. Unknown

13) Provide total project expenditures and the type and dollar amount of leveraged resources and/or in-kind contributions.

The MHSA-approved budget was \$100,000. As of the end of the Fiscal Year, projected expenses equate to \$24,916.94. HHSA's Fiscal Team is still in the process of submitting the Q4 County Expense Claim so it is possible that this amount will increase slightly once all documents are posted. Expenses by quarter are as follows:

Q1 : \$823.74
Q2: \$5,234.55
Q3: \$4,707.28
Q4: \$14,151.37 (Estimate)
Total: \$24,916.94

14) Provide any additional relevant information.

El Dorado County Health and Human Services Agency, Child Welfare Services appreciates the opportunity made available through MHSA funding to provide this parenting program to its population. As mentioned, this is a unique group that is often embarrassed, angry or experiencing a myriad of feelings that interfere with true engagement in other local parenting programs. The CPS Nurturing Parenting class enables parents to come together in a nonjudgmental environment to explore ways to improve their knowledge about child development, how their actions created an unsafe environment for their child(ren) and to begin the important steps to make changes that will improve the lives for themselves and their families.

MHSA Year-End Progress Report FY 2019-20

Peer Partner Project

Provider: Stanford Sierra Youth & Families

Project Goals

- Engage youth and parents more fully in the child welfare case planning and services process.
- Provide informal supports to families by providing linkage to community resources that will support the efficacy of the family system.
- Empower families to make changes to address trauma and hardship, to keep families healthy, safe, and together.

Numbers Served and Cost

**The contract was executed February 26, 2019, therefore, there are no outcomes to report for FY 18/19.*

Expenditures	FY 2018-19	FY 2019-20	FY 2020-21
MHSA Budget	\$95,000	\$95,000	
Total Expenditures	\$	\$88,708	
Unduplicated Individuals Served		34	
Cost per Participant	\$	\$2,609	
Age Group	FY 2018-19	FY 2019-20	FY 2020-21
0-15 (children/youth)	N/A	4	
16-25 (transitional age youth)	N/A	8	
26-59 (adult)	N/A	22	
Ages 60+ (older adults)	N/A	0	
Unknown or declined to state	N/A	0	
Race	FY 2018-19	FY 2019-20	FY 2020-21
American Indian or Alaska Native	N/A	1	
Asian	N/A	0	
Black or African American	N/A	0	
Native Hawaiian or Other Pacific Islander	N/A	0	
White	N/A	30	
Other	N/A	2	
Multiracial	N/A	1	
Unknown or declined to state	N/A	0	
Ethnicity by Category	FY 2018-19	FY 2019-20	FY 2020-21

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Hispanic or Latino	N/A	0	
Caribbean	N/A	0	
Central American	N/A	0	
Mexican/Mexican-American/Chicano	N/A	2	
Puerto Rican	N/A	0	
South American	N/A	0	
Other	N/A	3	
Unknown or declined to state	N/A	0	
Non-Hispanic or Non-Latino			
African	N/A	0	
Asian Indian/South Asian	N/A	0	
Cambodian	N/A	0	
Chinese	N/A	0	
European	N/A	3	
Filipino	N/A	0	
Japanese	N/A	0	
Korean	N/A	0	
Middle Eastern	N/A	0	
Vietnamese	N/A	0	
Other	N/A	26	
Multi-ethnic	N/A	0	
Unknown or declined to state	N/A	0	
Primary Language	FY 2018-19	FY 2019-20	FY 2020-21
Arabic	N/A	0	
Armenian	N/A	0	
Cambodian	N/A	0	
Cantonese	N/A	0	
English	N/A	34	
Farsi	N/A	0	
Hmong	N/A	0	
Korean	N/A	0	
Mandarin	N/A	0	
Other Chinese	N/A	0	
Russian	N/A	0	
Spanish	N/A	0	
Tagalog	N/A	0	
Vietnamese	N/A	0	
Unknown or declined to state	N/A	0	

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Sexual Orientation <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2018-19	FY 2019-20	FY 2020-21
Gay or Lesbian	N/A	0	
Heterosexual or Straight	N/A	30	
Bisexual	N/A	3	
Questioning or unsure of sexual orientation	N/A	0	
Queer	N/A	0	
Another sexual orientation	N/A	0	
Unknown or declined to state	N/A	1	
Gender <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2018-19	FY 2019-20	FY 2020-21
Assigned sex at birth:			
Male	N/A	5	
Female	N/A	29	
Unknown or declined to answer	N/A	0	
Current gender identity:			
Male	N/A	5	
Female	N/A	28	
Transgender	N/A	0	
Genderqueer	N/A	1	
Questioning / unsure of gender identity	N/A	0	
Another gender identity	N/A	0	
Unknown or declined to answer	N/A	0	
Disability	FY 2018-19	FY 2019-20	FY 2020-21
Difficulty seeing	N/A	7	
Difficulty hearing or having speech understood	N/A	0	
Mental disability including but not limited to learning disability, developmental disability, dementia	N/A	5	
Physical/mobility	N/A	1	
Chronic health condition/chronic pain	N/A	6	
Other (specify)	N/A	0	
Declined to state	N/A	0	
Veteran Status <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2018-19	FY 2019-20	FY 2020-21

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Yes	N/A	1	
No	N/A	33	
Unknown or declined to state	N/A	0	
Region of Residence	FY 2018-19	FY 2019-20	FY 2020-21
West County	N/A	5	
Placerville Area	N/A	12	
North County	N/A	2	
Mid County	N/A	3	
South County	N/A	0	
Tahoe Basin	N/A	2	
Unknown or declined to state	N/A	8	
Economic Status	FY 2018-19	FY 2019-20	FY 2020-21
Extremely low income	N/A	12	
Very low income	N/A	12	
Low income	N/A	3	
Moderate income	N/A	7	
High income	N/A	0	
Health Insurance Status	FY 2018-19	FY 2019-20	FY 2020-21
Private	N/A	1	
Medi-Cal	N/A	31	
Medicare	N/A	0	
Uninsured	N/A	2	

Annual Report FY 2019-20

Please provide the following information for this reporting period:

- 1) Briefly report on how implementation of the Peer Partner project is progressing (e.g., whether implementation activities are proceeding on target and as described in the County's MHSA Plan), and any major accomplishments and challenges.

Stanford Sierra Youth and Families team consists of two (2) Parent Partners and one Youth Advocate. Services implemented by the Parent Partners and Youth Advocate focus on support to clients to achieve wellness, recovery and resilience by building protective factors and networks of natural supports. This is being achieved through a number of approaches and modalities such as Seeking Safety (evidenced-based practice) being utilized through the Youth Advocate. The CANS is the tool being utilized to identify and reduce negative outcomes that result from untreated mental illness as well as identify areas of need to build protective factors for the parent whose child(ren) have been removed. The Transitional Readiness Scales helps the

youth and parent identify the seven (7) key factors necessary for resilience and efficacy and supports the family in building a plan to address low scoring areas.

The Parent Partners and Youth advocate attended (CMHACY) California Mental Health Advocates for Children and Youth conference virtually. Due to COVID-19 pandemic and the State's mandated shelter in place order. Engagement with youth and families has shifted to virtual platforms due to COVID-19 pandemic, except in extreme cases or crisis where in-person has been deemed more effective or necessary. Team members follow and utilize State and local recommended social distancing and wear recommended personal protective equipment (PPE). With COVID-19 and State and County's shelter-in-place, Parent Partners and the Youth Advocate have continued to hold weekly support groups via TeleHealth method to support the youth and families of the community. Topics such as, the power of human connection, effects of childhood trauma, overcoming addiction, building healthy lifestyles and reaching set goals, were covered. In order to continue to support our Youth and Families through these challenging times, the warm-line has remained available for parents/caregivers that would like to check in with someone to receive additional support. We received our first referral from the Tahoe office and our Parent Partner was extremely successful with engaging with father and was recognized by the worker. The worker explained how father's attitude has greatly improved and father is appreciative of the support and is no longer resistant to agency's assistance.

- 2) **Briefly report on how the Peer Partner project has improved the overall mental health of the children, families and communities by addressing the negative outcomes that are the focus of the Peer Partner Project (suicide, incarcerations, prolonged suffering, homelessness, unemployment, school failure or dropout, and removal of children from their homes).**

The Peer Partner project was able to support a youth that was on the verge of failing school, to graduate from high school! The project then supported youth with applying to college. Multiple parents were supported with finding and maintaining housing. Additionally, a youth who was in out-of-state placement was returned to her mom.

- 3) **Provide a brief narrative description of progress in providing services through the Peer Partner project to unserved and underserved populations. Underserved is defined in California Code of Regulations 3200.300 as "clients of any age who have been diagnosed with a serious mental illness and/or serious emotional disturbance and are receiving some services but are not provided with the necessary opportunities to support their recovery, wellness, and/or resilience. These clients include, but are not limited to, those who are so poorly served that they are at risk of homelessness, institutionalization, incarceration, out-of-home placement, or other serious consequences."**

The Peer Partner program is progressing in services to underserved and unserved populations by bridging communication with social workers, treatment staff and other community supports that can offer more resources and services. The Peer Partner program has also offered support groups, facilitated meetings with community partners and engaged with clients in treatment facilities and out of home placements.

- 4) Provide a brief narrative description of how the Peer Partner Services are provided in a culturally and linguistically competent manner, including activities to reduce racial/ethnic disparities.**

Peer Partners receive training in cultural responsiveness and address individual cultural needs with each youth and family. Peer Partners are also trained in recognizing implicit bias, community trauma, and encourage families to openly communicate their needs with other community providers and workers. Peer Partners have access to interpreter services as needed.

- 5) Provide the number of potential responders engaged. "Potential responders" include, but are not limited to, families, employers, primary health care providers, visiting nurses, school personnel, community service providers, peer providers, cultural brokers, law enforcement personnel, community service providers, people who provide services to individuals who are homeless, family law practitioners such as mediators, child protective services, and disabling mental illness, provide support, and /or refer individuals who need treatment or other mental health services.**

The Peer Partner program engaged a diverse range of over 200 potential responders.

- 6) The setting(s) in which the potential responders were engaged. Setting providing opportunities to identify early signs of mental illness include, but are not limited to, family resource centers, senior centers, schools, cultural organizations, churches, faith-based organizations, primary health care, recreation centers, libraries, public transit facilities, support groups, law enforcement departments, residences, shelters, and clinics.**

We engaged with potential responders in community settings, treatment facilities, child welfare office, Child and family team meetings, support groups, doctors' offices, Veterans Administration, telehealth, and in family homes.

- 7) The types of responders engaged in each setting (e.g., nurses, principles, parents).**

The types of responders are listed, but not limited to, youth and families, natural supports, treatment staff, community service providers, social workers.

- 8) If known, provide the number of Clients referred to County Behavioral Health and the type of treatment to which Clients were referred.**

Unknown

- 9) If known and if applicable, provide information on Client self-report on the duration of untreated mental illness.**

Unknown

- 10) If known, provide the average interval between mental health referral and participation in treatment.**

Unknown

11) If known, the number of individuals who followed through on the referral and engaged in treatment.

Unknown

12) Provide the outcome measures of the services provided and of customer satisfaction surveys.

Parent Partner Outcomes: There were 11 clients who discharged from the Parent Partner program in 19-20 FY. Of those 11 discharges, 4 of those clients never engaged, and thus their outcomes will not be reported below in the measurements. Of the 7 parents who discharged and completed the program:

Measurement 1 Report on the family reunification rates: 3 clients were on the family reunification track, and 3/3 (100%) reunified with their youth.

Measurement 2 Report on the family maintenance and stability rates: 4 clients were on the family maintenance track, and 4/4 (100%) maintained their family unit.

Measurement 3 Report on child safety as it relates to addressing child abuse and maltreatment risk factors: 7/7 clients reduced child abuse and maltreatment risk factors.

Youth Advocate Outcomes:

N/A: There were 0 youth who discharged from Youth Advocacy in 19-20 FY and thus, no data is available to report.

Measurement 1 Report on the reduction in seven-day notices: N/A

Measurement 2 Report on the improvement in foster care placement stability: N/A

Measurement 3 Report on behavior as it relates to a decrease in maladaptive behavior: N/A

Measurement 4 Report on behavior as it relates to an increase in strengths: N/A

Measurement 5 Report on the number of discharges to permanency: N/A

13) Provide total project expenditures and the type and dollar amount of leveraged resources and/or in-kind contributions.

No additional information was provided.

14) Provide any additional relevant information.

No additional information was provided.

MHSA Year-End Progress Report FY 2019-20

Mentoring for Youth Project

Provider: Big Brothers Big Sisters of El Dorado County

Project Goals

- Determine if child or family has organically or environmentally induced mental illness concerns and develop a case plan for the child.
- Conduct parent workshops.
- Through skill building activities, mentors will develop coping mechanisms with the child.
- Through education and training, mentors normalize mental health conditions helping reduce stigma.
- Mentors reduce the effects of parental mental health issues affecting the child.
- Child will utilize skills learned to increase social and emotional development, increase academic performance, and increase socialization skills in school and public.

Numbers Served and Cost

Expenditures	FY 2017-18	FY 2018-19	FY 2019-20
MHSA Budget	\$75,000	\$75,000	\$75,000
Total Expenditures	\$75,000	\$75,000	\$75,000
Unduplicated Individuals Served	18	42	52
Cost per Participant	\$4,167	\$1,786	\$1,442
Age Group	FY 2017-18	FY 2018-19	FY 2019-20
0-15 (children/youth)	17	42	52
16-25 (transitional age youth)	1	0	0
26-59 (adult)	0	0	0
Ages 60+ (older adults)	0	0	0
Unknown or declined to state	0	0	0
Race	FY 2017-18	FY 2018-19	FY 2019-20
American Indian or Alaska Native	0	0	3
Asian	0	0	0
Black or African American	1	3	5
Native Hawaiian or Other Pacific Islander	0	0	0
White	10	30	37
Other	0	0	0
Multiracial	1	0	0
Unknown or declined to state	0	0	0

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Ethnicity by Category	FY 2017-18	FY 2018-19	FY 2019-20
Hispanic or Latino	unknown	9	7
Caribbean	unknown	0	0
Central American	unknown	0	0
Mexican/Mexican-American/Chicano	unknown	0	0
Puerto Rican	unknown	0	0
South American	unknown	0	0
Other	unknown	0	0
Unknown or declined to state	6	0	0
Non-Hispanic or Non-Latino			
African	unknown	0	0
Asian Indian/South Asian	unknown	0	0
Cambodian	unknown	0	0
Chinese	unknown	0	0
Eastern European	unknown	0	0
Filipino	unknown	0	0
Japanese	unknown	0	0
Korean	unknown	0	0
Middle Eastern	unknown	0	0
Vietnamese	unknown	0	0
Other	unknown	0	0
Multi-ethnic	unknown	0	0
Unknown or declined to state	unknown	0	0
Primary Language	FY 2017-18	FY 2018-19	FY 2019-20
Arabic	0	0	0
Armenian	0	0	0
Cambodian	0	0	0
Cantonese	0	0	0
English	17	42	52
Farsi	0	0	0
Hmong	0	0	0
Korean	0	0	0
Mandarin	0	0	0
Other Chinese	0	0	0
Russian	0	0	0
Spanish	1	0	0
Tagalog	0	0	0
Vietnamese	0	0	0
Unknown or declined to state	0	0	0

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Sexual Orientation <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Gay or Lesbian	NA	NA	NA
Heterosexual or Straight	NA	NA	NA
Bisexual	NA	NA	NA
Questioning or unsure of sexual orientation	NA	NA	NA
Queer	NA	NA	NA
Another sexual orientation	NA	NA	NA
Declined to State	NA	NA	NA
Gender <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Assigned sex at birth:			
Male	4	22	25
Female	14	20	27
Declined to answer	0	0	0
Current gender identity:			
Male	unknown	22	25
Female	unknown	20	27
Transgender	unknown	0	0
Genderqueer	unknown	0	0
Questioning / unsure of gender identity	unknown	0	0
Another gender identity	unknown	0	0
Declined to answer	unknown	0	0
Disability	FY 2017-18	FY 2018-19	FY 2019-20
Difficulty seeing	unknown	0	0
Difficulty hearing or having speech understood	unknown	0	0
Mental disability including but not limited to learning disability, developmental disability, dementia	unknown	0	0
Physical/mobility	unknown	0	0
Chronic health condition/chronic pain	unknown	0	0
Other (specify)	unknown	0	0
Unknown or declined to state	18	42	52

Veteran Status <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Yes	0	0	0
No	18	42	52
Unknown or declined to state	0	0	0
Region of Residence	FY 2017-18	FY 2018-19	FY 2019-20
West County	13	24	28
Placerville Area	1	13	20
North County	0	1	0
Mid County	1	2	2
South County	0	0	0
Tahoe Basin	2	2	2
Unknown or declined to state	0	0	0
Economic Status	FY 2017-18	FY 2018-19	FY 2019-20
Extremely low income	unknown	unknown	13
Very low income	unknown	unknown	20
Low income	unknown	unknown	10
Moderate income	unknown	unknown	7
High income	unknown	unknown	2
Health Insurance Status	FY 2017-18	FY 2018-19	FY 2019-20
Private	unknown	unknown	15
Medi-Cal	unknown	unknown	37
Medicare	unknown	unknown	0
Uninsured	unknown	unknown	0

Annual Report FY 2019/2020

Please provide the following information for this reporting period:

- 1) Briefly report on how implementation of the Mentoring for Youth project is progressing (e.g., whether implementation activities are proceeding on target and as described in the County's MHSA Plan), and any major accomplishments and challenges.**

The Mentoring for Youth fiscal year 2019/2020 concluded June 30, 2020. The numbers of children BBBS has served in this fiscal year continues to rise from 2018/2019 - now serving a total of 52 children, which was an increase of 10 youth. Of those 52 being served, 25 were new matches. The other 27 are matches that were made in other funding cycles, but continue to remain matched with the same adult mentor. When new matches are made, the goal is for the match length to reach at least one (1) year, as the positive outcomes for the child increase significantly the longer the match is together. Of the matches Big Brothers Big Sisters (BBBS) has made in the 2019/2020 only one (1) has closed premature to 1-year because the child moved out of state. BBBS's longest running

Big/Little match, funded by PEI funding, has been together for four and a half (4 ½) years. The most recent Big/Little match funded by PEI funding has been together for seven (7) months. During this unprecedented time of COVID-19, BBBS matches were unable to meet like they once regularly did. BBBS Program Managers worked directly with parent/guardians and Bigs to meet “untraditionally”. Many matches began Zoom meetings, or drive-by visits, spoke on the phone or reintroduced the pen pal.

- 2) Briefly report on how the Mentoring for Youth project has improved the overall mental health of the children, adults, older adults, families, and communities by addressing the primary negative outcomes that are the focus of the Mentoring for Youth project (suicide, prolonged suffering, school failure or dropout, and removal of children from their homes). Please include other impacts, if any, resulting from the Mentoring for Youth project on the other four negative outcomes addressed by PEI activities: (1) incarceration; (2) unemployment; and (3) homelessness.**

Every child benefits tremendously from at least one caring adult in their life, this can affect mental health, educational outcomes and parental support. All children, regardless of their family history face adversity and could benefit from a caring adult. Children being served by the BBBS program experience single parent homes, parental or childhood mental health issues, physical issues, low economic status, homelessness, unemployment, parental/caregiver incarceration and sometimes children experience multiple risk factors. All of the children served by BBBS gain consistency and stability from their Big. They know they can rely on them for their regular visits and can be a normal kid while they are with them. Overall, the mental health has improved with improved educational outcomes, peer relationships and adult relationships stronger. Bigs become partners for the parents and assist in helping the child thrive and the parent be successful.

- 3) Provide a brief narrative description of progress in providing services through the Mentoring for Youth project to unserved and underserved populations.**

BBBS predominately serves children and families that are either underserved or unserved. BBBS is able to serve these families and their children by being the “middle man”, our volunteers [mentors] can see the needs not being met adequately and the agency can get the families connected with the service providers they need. Our mentors and the BBBS agency helps close the gap of lack of services for our families by providing stable, positive role models and creates partners between the parent/ guardians and the volunteer mentors.

- 4) Provide a brief narrative description of how the Mentoring for Youth services are provided in a culturally and linguistically competent manner, including activities to reduce racial/ethnic disparities.**

The goal in every match is to make meaningful long-term matches for the children to receive the best positive impact. Ideally children would be matched with volunteers of the same racial/ethnic background. However, this is not always available. All of the volunteers are trained prior to their match with a cultural competency component. Throughout the match length, all BBBS volunteers are offered trainings to support their relationship. These trainings vary from ACE’s, drug and alcohol and more. Additionally, each match is individually case managed so the specific needs of the child and volunteer are being met, referrals are made and coaching and support are given to assure volunteers are culturally and linguistically competent.

5) Provide a brief description of activities performed related to local and county-wide collaboration, outreach, access/linkages to medically necessary care, stigma reduction and discrimination reduction.

BBBS collaborates with several community and government agencies to adequately serve the children enrolled in programing. We continue to outreach and collaborate as much as we can. For the majority of BBBS referrals, BBBS is connected with the El Dorado County Office of Education and the local school districts. Our close relationship with local school districts allows BBBS to have ongoing access to the children in our program while they are at school, to monitor outcomes, match relationship building, collaboration for additional referrals and child safety. BBBS is involved in countywide resource meetings and collaboratives; Georgetown Ready by 5, Western Slope Community Strengthening Coalition funded by Ready by 5, DA Systems for Change, ACE's collaborative, SARB, and the Early Education Planning Council. Additionally, BBBS is involved in: Kiwanis, Rotary, Tahoe Young Professionals and all local chambers

6) Provide the outcomes measures of the services provided and of customer satisfaction surveys. Outcome measures for the Mentoring for Youth project are:

- **Child Intake: Contractor will assess child and family whenever possible, for program effectiveness.**

Every child referral for BBBS services is assessed and placed in a program if the needs are adequate with BBBS services. Rarely, are children turned away, but at times given the circumstances, they are unable to be served by BBBS. In these instances the BBBS Enrollment Manager and/or Associate Director work at proving referrals for other services in county.

- **Volunteer Enrollment: Contractor will assess potential volunteers for acceptance into program.**

Every volunteer is screened and trained prior to any involvement with a child. Child safety is our number one concern and the volunteer in-person interview asks several questions to gauge child safety.

- **Child Assessment: Contractor will use completed pre-match and annual behavior evaluations and monthly volunteer match support of all enrolled children.**

100 % of children matched with PEI funding have a pre-match and annual behavior evaluations completed. The initial evaluation is done during intake and written into the child's assessment. Annually, at the anniversary of the match, new behavior evaluations are completed. After the annual evaluations are done the child's case plan is updated with new goals individual for each child matched. Match support is done monthly for the first year of the match. This is done to make sure the match relationship is developing successfully, there are no child safety concerns and the child is progressing well towards their goals.

- **Contractor will administer Big Brothers Big Sisters pre-match and end-of-school-year surveys, such as the "Start Early" interactive survey to enrolled children.**

The Youth Outcome Survey is given to children pre-match and annually. This survey measures outcomes from seven (7) categories [social acceptance, scholastic competency, educational expectations, grades, risky behavior attitudes, parental trust and truancy]. 100% of youth completed a baseline Youth Outcome Survey pre-match.

Highlights from this funding period: a significant number of youth increased their educational expectations - 100%, grades- 86% and social acceptance - 91%.

- **Contractor will administer Big Brothers Big Sisters “Strength of Relationship” survey to volunteer mentors.**

Strength of Relationship Survey monitors the relationship between the Big and the Little. The highest score for a match relationship is five (5) - this meaning the relationship is strong, positive and worth while. Of the three-month post match surveys, the average score was four (4), of the annual surveys the average score was 4.4. This shows that, in the Big’s perspective, the relationship between the Big and the Little grows stronger and they feel more connected. The higher the score, the stronger the relationship is and lasts longer.

- **Contractor shall provide testimonials, as appropriate, from parents, mentors and children.**

“I do so much with my Big Brother. I go over to his house to swim, walk the dog, or just hang out and play catch or watch movies. I feel like I am part of his family.”

-Little Brother

“We have a very special bond, she is such a happy and curious, intelligent child. There seems to be nothing she won’t try. I love teaching her and helping her explore her talents & interests. In our time together, we’ve gardened, made greeting cards with pressed flowers, write poetry, sing and play on the piano, hike, picnic, visit museums & plays, baked, just to name a few. [REDACTED] asked me several times “How old must I be to be a Big Sister? When I grow up I’m going to be a Big Sister”.

-Big Sister

“According to my Little’s mother and principal, the highlight of the boy’s week is having lunch with his “Big”. We have made a game of reviewing his schoolwork and test grades and I have seen increased growth in him academically. My “Little” has showed an increased level of self confidence, maturity, better decision making and communication skills.”

-Big Brother

“My little brother has provided me with greater perspective regarding my life. I am blessed by the program and my Little because it increases my drive to do more for (and with) my family, my community, and strengthens my commitment to the program.”

-Big Brother

“I love my time with my Big Sister. She picks me up and we do things together. I look forward to seeing her every week.”

-Little Sister

7) Unduplicated numbers of individuals served, including demographic data.

25 new matches were made - which equates to 25 youth and 25 volunteers, total people: 50

8) The number of potential responders reached by this program.

There are a total of 52 total matches supported through PEI, which equates to 52 youth and 52 volunteers, total people: 104

9) The setting(s) in which the potential responders were engaged. (Settings providing opportunities to identify early signs of mental illness include, but are not limited to, family resource centers, senior centers, schools, cultural organizations, churches, faith-based organizations, primary health care, recreation centers, libraries, public transit facilities, support groups, law enforcement departments, residences, shelters, and clinics.)

The large majority of the youth funded by PEI were engaged through school partnerships, however some were engaged through Child Protective Services, other youth agencies in county and families. Each individual match meeting places are different; throughout the length of the match these locations can change. Some matches meet at the child's school, out in the community, at libraries, public parks, restaurants, etc. To conduct case management, BBBS staff meets the child at their school, meets in the community with the volunteer, conducts phone calls, or at agency events. The majority of the case management is done either on the phone or in person.

10) The types of potential responders engaged in each setting (e.g., nurses, principals, parents).

The types of responders vary widely as we engage mentors across a very diverse platform. We serve the children of BBBS with volunteers in the medical field, first responders, law enforcement, business, school personnel and more.

11) If known, the number of individuals with serious mental illness referred to treatment and the kind of treatment the individual was referred to.

It is not always known what parents or guardians suffer from prior to a match taking place or even after, as the relationship is between the child and the volunteer. Of the children served with PEI, there have been no known serious mental illnesses.

12) If known, the number of individuals who followed through on a referral and engaged in treatment.

N/A

13) Provide total project expenditures and the type and dollar amount of leveraged resources and/or in-kind contributions.

The total project expense of 2019/2020 was \$102,800 which exceed the \$75,000 funding provided by PEI by \$27,800. The additional expenses were covered by BBBS agency fundraising events. The total expenses include staff salaries, mileage, and advertising for volunteer recruitment.

14) Provide any additional relevant information.

No additional information was provided.

Draft

Access and Linkage to Treatment

Psychiatric Emergency Response Team (PERT) Project

Provider: El Dorado County Health and Human Services Agency/Behavioral Health Division and El Dorado County Sheriff's Office

Project Goals:

- Raise awareness about mental health issues and community services available.
- Improved community health and wellness through local services.
- Improve access to medically necessary care and treatment.

Numbers Served and Cost

Expenditures	FY 2017-18	FY 2018-19	FY 2019-20
MHSA Budget	\$300,000	\$300,000	\$375,000
Total Expenditures	\$323,416	\$379,135	TBD
Unduplicated Individuals Served (may be duplicated)	161	677	326
Cost per Participant	\$2,009	\$560	TBD
Age Group	FY 2017-18	FY 2018-19	FY 2019-20
0-15 (children/youth)	18	54	36
16-25 (transitional age youth)	20	89	53
26-59 (adult)	73	394	169
Ages 60+ (older adults)	36	110	58
Unknown or declined to state	14	30	5
Race	FY 2017-18	FY 2018-19	FY 2019-20
American Indian or Alaska Native	5	18	2
Asian	1	5	11
Black or African American	0	19	27
Native Hawaiian or Other Pacific Islander	0	1	2
White	130	530	697
Other	12	0	15
Multiracial	5	12	0
Unknown or declined to state	8	37	29

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Ethnicity by Category	FY 2017-18	FY 2018-19	FY 2019-20
Hispanic or Latino	0	0	50
Caribbean	unknown	0	0
Central American	unknown	0	2
Mexican/Mexican-American/Chicano	unknown	6	7
Puerto Rican	unknown	0	0
South American	unknown	0	0
Other	unknown	15	44
Unknown or declined to state	unknown	0	6
Non-Hispanic or Non-Latino			
African	unknown	unknown	4
Asian Indian/South Asian	unknown	unknown	1
Cambodian	unknown	unknown	0
Chinese	unknown	unknown	1
Eastern European	unknown	unknown	0
Filipino	unknown	unknown	1
Japanese	unknown	unknown	0
Korean	unknown	unknown	0
Middle Eastern	unknown	unknown	4
Vietnamese	unknown	unknown	3
Other	unknown	unknown	8
Multi-ethnic	5	8	1
Unknown or declined to state	156	31	72
Primary Language	FY 2017-18	FY 2018-19	FY 2019-20
Arabic	0	0	0
Armenian	0	0	1
Cambodian	0	0	0
Cantonese	0	0	0
English	unknown	647	313
Farsi	0	0	0
Hmong	0	0	0
Korean	0	0	0
Mandarin	0	0	0
Other Chinese	0	0	0
Russian	0	0	0
Spanish	unknown	3	1
Tagalog	0	0	0
Vietnamese	0	0	0
Unknown or declined to state	unknown	0	10

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Sexual Orientation <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Gay or Lesbian	unknown	2	2
Heterosexual or Straight	unknown	580	234
Bisexual	unknown	6	2
Questioning or unsure of sexual orientation	unknown	0	0
Queer	unknown	0	1
Another sexual orientation	unknown	0	0
Declined to State	unknown	89	83
Gender <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Assigned sex at birth:			
Male	unknown	369	177
Female	unknown	316	148
Declined to answer	unknown	7	1
Current gender identity:			
Male	unknown	369	480
Female	unknown	318	457
Transgender	unknown	3	3
Genderqueer	unknown	6	0
Questioning / unsure of gender identity	unknown	0	0
Another gender identity	unknown	0	0
Declined to answer	unknown	96	3
Disability	FY 2017-18	FY 2018-19	FY 2019-20
Difficulty seeing	unknown	1	1
Difficulty hearing or having speech understood	unknown	4	2
Mental disability including but not limited to learning disability, developmental disability, dementia	unknown	27	24
Physical/mobility	unknown	16	8
Chronic health condition/chronic pain	unknown	38	7
Other (specify)	unknown	0	1
Unknown or declined to state	unknown	0	216

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Veteran Status <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Yes	unknown	28	25
No	unknown	649	764
Unknown or declined to state	unknown	0	62
Region of Residence	FY 2017-18	FY 2018-19	FY 2019-20
West County	48	202	118
Placerville Area	50	237	89
North County	11	79	26
Mid County	14	67	28
South County	8	32	16
Tahoe Basin	0	0	1
Other, Unknown or declined to state	30	0	46
Economic Status	FY 2017-18	FY 2018-19	FY 2019-20
Extremely low income	unknown	61	unknown
Very low income	unknown	73	unknown
Low income	unknown	118	unknown
Moderate income	unknown	357	unknown
High income	unknown	68	unknown
Health Insurance Status	FY 2017-18	FY 2018-19	FY 2019-20
Private	unknown	215	9
Medi-Cal	unknown	201	unknown
Medicare	unknown	149	unknown
Uninsured	unknown	112	unknown

Note: For individuals in crisis, it may not be feasible to collect all data.

Annual Report FY 2019/20

Please provide the following information for this reporting period:

- 1) If known, the number of referrals to treatment, including the kind of treatment to which the person was referred.

Referral	Number
Adult Protective Services	31
National Alliance on Mental Illness (NAMI)	3

Veterans Administration Services	17
Emergency Crisis Resources	511
Behavioral Health (Tracked July 1 – Dec. 31, 2019)	320
Child Protective Services	11
Advocacy	9
Medical	93
Food/Clothing/Shelter	11
Family and Natural Supports	46
Public Guardian	4
Transportation	3
Financial Aid	7
Substance Use Disorder Services	62
Other	15

- 2) If known, the number of persons who followed through on the referral and engagement in treatment, defined as the number of individuals who participated at least once in the program to which the person was referred.

61

- 3) The number of Welfare and Institutions Code 5150 holds written at the time of contact by PERT members.

27

- 4) If known, the average duration of untreated mental illness for individuals who have not previously received treatment.

Unknown.

- 5) If known, the average interval between the referral and engagement in treatment, as defined as participating in at least once in treatment to which referred.

Immediately – 35

On-going – 5

1 Day – 2

3 Days – 1

1 week – 1

Varies – 1

- 6) Report on implementation challenges, successes, lessons learned, and relevant examples.

PERT went to on-call from working all day, due to the decreased amount of calls.

We are currently looking at changing the way we collect data to increase the ease of interpreting and having the data easily accessible.

PERT has partnered with the Placerville Police Department is in the city of Placerville to respond to the calls within their jurisdiction.

Follow-up calls are not always completed due to the difficulty in reaching the clients.

MHSA Year-End Progress Report Fiscal Year 2019/2020

Veterans Outreach Project

Provider: Only Kindness

Project Goals

- Provide outreach and linkage to services for approximately 100 Veterans and their immediate family members annually.
- Provide a single point of entry for homeless Veterans to connect to and receive services.
- Assist Veterans with housing and reduce the number of homeless Veterans in El Dorado County.

Numbers Served and Cost

Expenditures	FY 2017-18*	FY 2018-19	FY 2019-20
MHSA Budget	\$150,000	\$261,601	\$150,000
Total Expenditures	\$51,839	\$261,601	\$150,000
Unduplicated Individuals Served	38	126	157
Cost per Participant	\$1,364	\$2,076	\$955

*FY 2017-18 Expenditures and data are only reflective of the period March 2018 - June 2018 due to the fact that the contract was executed in March 2018. Unused funding from FY 2017-18 was rolled forward to FY 2018-19.

Age Group	FY 2017-18	FY 2018-19	FY 2019-20
0-15 (children/youth)	0	0	0
16-25 (transitional age youth)	3	2	2
26-59 (adult)	23	80	95
Ages 60+ (older adults)	12	44	60
Unknown or declined to state	0	0	0
Race	FY 2017-18	FY 2018-19	FY 2019-20
American Indian or Alaska Native	1	6	5
Asian	0	0	0
Black or African American	0	2	5
Native Hawaiian or Other Pacific Islander	0	0	0
White	35	107	137
Other	0	7	5
Multiracial	2	3	4
Unknown or declined to state	0	1	1
Ethnicity by Category	FY 2017-18	FY 2018-19	FY 2019-20

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Hispanic or Latino	2	17	18
Caribbean	0	0	0
Central American	0	0	0
Mexican/Mexican-American/Chicano	0	9	9
Puerto Rican	0	0	1
South American	0	0	0
Other	3	8	1
Unknown or declined to state	0	0	7
Non-Hispanic or Non-Latino			
African	0	1	2
Asian Indian/South Asian	0	0	0
Cambodian	0	0	0
Chinese	0	0	0
Eastern European	0	0	0
Filipino	0	0	0
Japanese	0	0	0
Korean	0	0	0
Middle Eastern	0	0	0
Vietnamese	0	0	0
Other (Caucasian)	36	108	137
Multi-ethnic	0	0	0
Unknown or declined to state	0	0	0
Primary Language	FY 2017-18	FY 2018-19	FY 2018-19
Arabic	0	0	0
Armenian	0	0	0
Cambodian	0	0	0
Cantonese	0	0	0
English	39	117	154
Farsi	0	0	0
Hmong	0	0	0
Korean	0	0	0
Mandarin	0	0	0
Other Chinese	0	0	0
Russian	0	0	0
Spanish	0	0	0
Tagalog	0	0	0
Vietnamese	0	0	0
Unknown or declined to state	1	9	3

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Sexual Orientation <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Gay or Lesbian	0	3	4
Heterosexual or Straight	37	110	137
Bisexual	0	0	0
Questioning or unsure of sexual orientation	0	1	1
Queer	0	0	0
Another sexual orientation	0	0	1
Declined to State	3	12	14
Gender <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Assigned sex at birth:			
Male	36	113	131
Female	4	13	26
Declined to answer	0	0	0
Current gender identity:			
Male	36	111	126
Female	4	13	23
Transgender	0	1	2
Genderqueer	0	0	1
Questioning / unsure of gender identity	0	0	0
Another gender identity	0	0	0
Declined to answer	0	1	0
Disability	FY 2017-18	FY 2018-19	FY 2019-20
Difficulty seeing	6	12	26
Difficulty hearing or having speech understood	33	127	73
Mental disability including but not limited to learning disability, developmental disability, dementia	6	41	48
Physical/mobility	18	66	73
Chronic health condition/chronic pain	14	54	76
Other (specify)	3	5	13
Declined to state	0	0	0
Veteran Status <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20

Yes	39	124	155
No (Family Member)	1	2	2
Unknown or declined to state	0	0	0
Region of Residence	FY 2017-18	FY 2018-19	FY 2019-20
West County	4	12	13
Placerville Area	13	66	79
North County	0	3	16
Mid County	3	15	14
South County	0	2	5
Tahoe Basin	5	2	10
Unknown or declined to state	15	26	20
Economic Status	FY 2017-18	FY 2018-19	FY 2019-20
Extremely low income	26	78	104
Very low income	12	33	33
Low income	1	9	13
Moderate income	1	5	5
High income	0	2	2
Health Insurance Status	FY 2017-18	FY 2018-19	FY 2019-20
Private / Other	9	13	22
Medi-Cal	11	39	52
Medicare	4	14	18
Uninsured	6	16	19
VA	13	62	87

Annual Report FY 2019-20

Please provide the following information for this reporting period:

- 1) Briefly report on how implementation of the Veterans Outreach project is progressing (e.g., whether implementation activities are proceeding on target and as described in the County's MHSA Plan), and any major accomplishments and challenges.

Implementation activities as described in El Dorado County's MHSA 3-year plan are proceeding on target: Reducing the negative consequences of untreated mental illness is addressed not only through connection to mental health supports or verification of such connection but also providing supportive services through times of crisis so that a Veteran's mental health remains stable. Our major accomplishments are: 1) the number of homeless Veterans who have been housed through this project and other leveraged funding, 2) the number of Veterans in the Criminal Justice system who have received needed ancillary support and 3) the collaborative success of the El Dorado County Coordinated Entry System in engaging and including homeless Veterans and connecting all Veteran service providers through a bi-weekly case management and triage work group so that we are all better able to provide services.

The overwhelming challenge of 2020 has been the COVID-19 crisis and how it is affecting our ability to do outreach. We also continue to experience the challenge of engaging with Veterans whose mental health issues themselves inhibit the Veteran from linking to needed services, Veterans with discharges typically not supported by mainstream Veteran services, and Veterans whose circumstances are barriers to housing and/or support.

- 2) Briefly report on how the Veteran Outreach project has improved the overall mental health of veterans and their families, and how the Veteran Outreach project has addressed the negative outcomes that result from untreated mental illness (suicide, incarceration, unemployment, homelessness, prolonged suffering, school failure or dropout, and removal of children from home).**

By working with the Veterans Treatment Court Team, we help ensure the success of Veterans in the Criminal Justice System. Successful completion of Veterans Treatment Court can reduce felonies to misdemeanors and minimize restitution requirements. This reduces the likelihood of further incarceration and positively influences a Veterans ability to acquire and sustain housing and employment. Supporting a Veteran in other legal struggles allows a Veteran to keep their children at home. By connecting a Veteran and/or their family member to needed mental health support, we minimize prolonged suffering and suicidal ideation. Through outreach, we can be the trained-layman who recognizes suicidal language, defies stigma and discrimination and connects with a hurting Veteran, maybe making a difference between life and death. By providing supportive services and assistance through a crisis, we can stabilize a Veteran with a mental health issue so that it is not exacerbated and we can prevent another Veteran from developing mental health issues.

- 3) Provide a brief narrative description of progress in providing services through the Veterans Outreach project to unserved and underserved populations.**

Veterans were identified in the El Dorado County MHSA 3-Year Plan as an underserved group. The Veteran Outreach Project serves only Veterans and their family members with a focus on those who are homeless and/or in the criminal justice system.

- 4) Provide a brief narrative description of how the Veterans Outreach services are provided in a culturally and linguistically competent manner, including activities to reduce racial/ethnic disparities.**

Intake for homeless Veterans is two-pronged as data must be included in the El Dorado County Coordinated Entry System in order for the Veteran to be placed on the County "By Name List" and be eligible to receive support from other service providers including VASH. Another set of data must also be collected for the Veteran Outreach Project. Intake for non-homeless Veterans involves only the data collection for the Veteran Outreach Project. Both intake processes identify any language and/or cultural barriers and ensures removal of the barrier by providing interpreters or culturally competent assistance.

- 5) Provide a brief description of activities performed related to local and county-wide collaboration, outreach, access/linkages to medically necessary care, stigma reduction and discrimination reduction.**

The COVID-19 crisis has negatively impacted the “walk-in” options of several Veteran service providers. El Dorado Veteran Resource (EDVR) office has been closed for several months, and while they were beginning to reopen early July with Volunteer support, the surge in COVID-19 cases is delaying that opening. Inquires at the County VA office about their operations have been unanswered. Volunteers of American (VoA) opened briefly but had to shut its office doors again and is trying to do most of their work by internet or phone. Intake and assessment are ongoing through Only Kindness and can be accessed through our outreach phone line 530 344-1864 and/or via email at vets@onlykindness.net. A flyer with “Available Mental Health Resources” is provided to all Veterans encountered through outreach efforts and/or at intake. Other mental health information from resources such as Each Mind Matters and the Suicide Prevention Network (SPN) are handed out and made available. Through Veterans Treatment Court, Veteran participants are linked to all forms of physical and mental health as part of a mandated treatment program. We hold SPN trainings for our staff and volunteers when it is available to help reduce any stigma and discrimination that we may be unconsciously holding. As an active member of the El Dorado County Continuum of Care (EDOK), we remain informed and connected to all local homeless service providers and through the COVID-19 crisis, the EDOK has been very busy, holding many web-based meetings to keep members informed about COVID-19 funding, Project Room Key and other unique assistance opportunities and services.

6. Provide the outcomes measures of the services provided and of customer satisfaction surveys.
Outcome measures for the Veterans Outreach project are:

- **Measurement 1: Unduplicated numbers of individuals served, including demographic data.**
Please see pages 1 – 4 of this report for unduplicated numbers served and demographics. Note: the number served represents Veterans for whom we were able to complete full intakes and provide direct services to. Outreach is more difficult to quantify as it involves sometimes brief connection and relationship building. We have handed out 300 outreach cards and had 123 Veterans sign in at the 2018 County Fair and 120 Veterans sign in at the 2019 County Fair. This totals 543 Veterans connected with by outreach efforts and does not represent the full number which also would include Veterans at the “Stand Down” and on the streets to whom we might provide homeless supply bags and other resource information.
- **Measurement 2: If known, the number of referrals to County Behavioral Health and the type treatment of treatment to which person was referred**
Please note our contract specifies that Measurement 2 is: the number of referrals to treatment and the kind of treatment (not limited to County Behavioral Health Referrals only)

Referral Type (Kind of Treatment)	Number Referrals Made to Treatment
4 Paws 2 Freedom	0
Behavior Modification Classes (i.e.: DUI Wet and Reckless)	1
Community Based Substance Use Disorder Services (Tahoe Turning Point, Progress House, New Beginnings, Treehouse)	2
Community Based Support Groups	4
Domestic Violence Services (The Center, LVF, Batterers programs, etc.)	1

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

EDC Mental Health	6
Hospital or Private Healthcare Providers	11
Mather Behavior Health/Mental Health/Alcohol Recovery	16
NAMI	0
Other	4
Private Counselor working with Veterans	19
Skilled Nursing Facilities	0
Soldiers Project	0
VA Based Residential Recovery Programs (Walters House, Martinez)	0
VA Medical Center	3
Veteran Centers (Citrus Heights, Reno, etc.)	0
Veteran Resource Centers (SVRC, etc.)	1
Windows to My Soul, Equine Therapy	1
Total	69

- **Measurement 3: If known, the number of persons who followed through on the referral and engaged in treatment, defined as the number of individuals who participated at least once in the Program to which the person was referred.**

Referral Type (Kind of Treatment)	Number of Referrals that Clients Followed Through With
4 Paws 2 Freedom	0
Behavior Modification Classes (i.e.: DUI Wet and Reckless)	1
Community Based Substance Use Disorder Services (Tahoe Turning Point, Progress House, New Beginnings, Treehouse)	1
Community Based Support Groups	1
Domestic Violence Services (The Center, LVF, Batterers programs, etc.)	1
EDC Mental Health	0
Hospital or Private Healthcare Providers	6
Mather Behavior Health/Mental Health/Alcohol Recovery	2
NAMI	0
Other	1
Private Counselor working with Veterans	1
Skilled Nursing Facilities	0
Soldiers Project	0
VA Based Residential Recovery Programs (Walters House, Martinez)	0
VA Medical Center	1
Veteran Centers (Citrus Heights, Reno, etc.)	0
Veteran Resource Centers (SVRC, etc.)	0
Windows to My Soul, Equine Therapy	1

Total	16
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- **Measurement 4: If known, the average duration of untreated mental illness for individuals who have not previously received treatment.**

Time between Start Date of Mental Illness and Date Entered into Project	
Less than One Year	11
One to Two Years	0
Three to Five Years	10
Six to Ten Years	14
More than Ten Years	49

- **Measurement 5: If known, the average interval between the referral and engagement in treatment, defined as participating at least once in the treatment to which referred.**

Average Time (Years) between Start Date of Mental Illness and Date Entered into Project	
Average Time (Years)	24.38

- **Measurement 6: Implementation challenges, successes, lessons learned, and relevant examples.**

Implementation challenges during 2020 center on the COVID-19 crisis and the difficulty completing outreach as well as accessing other service providers. It also is always a challenge to recruit skilled volunteers and appropriately experienced professionals. It is also difficult getting some Veterans in need to acknowledge mental health needs.

Lessons learned include how to leverage Veterans Outreach Project funding and our role in the wider county, how to assist the local VA as it becomes the point of entry for Veterans to access services, how El Dorado County's new Coordinated Entry System can best serve Veterans in need.

Successes include housing previously homeless Veterans and the myriad of services we were able to provide to Veterans in need to help stabilize mental health issues and illness. See below:

Service Category – Case Management	FY 19-20	Contract Period
Benefit Assistance	24	30
Budgeting Assistance	31	35
Document Processing or ID Assistance	12	14
Housing Placement Assistance	40	50
Housing Searches	32	39

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Rental Application Assistance	31	33
Service Related Disability Application	5	5
Social Security Disability Application	10	11
Transportation to Health Provider	4	6
Total Services – Case Management	189	223
Service Category - Communication		
Wireless Phones	1	1
Minutes on Existing Phone Plans	4	10
Pre-paid Cellular Phones	0	6
Total Services – Communication	5	17
Service Category – Emergency Needs Fulfillment		
Duffle bags or Sea Bags	1	2
Hygiene Supplies for Emergency Needs	2	3
Pre-Paid Food Cards	9	103
Tents/Sleeping bags/Tarps	2	2
Toiletries for Emergency Needs	1	2
Total Services – Emergency Needs Fulfillment	15	112
Service Category – Health Services		
Mental Health Assistance	22	30
Physical Health Assistance	2	2
Total Services – Health Services	24	32
Service Category – Household Needs Fulfillment		
Cleaning Supplies	1	1
Cooking Utensils	0	0
Hygiene Supplies	0	1
Pre-Paid Food Cards	3	41
Toiletries	0	0
Total Services – Household Needs fulfillment	4	43
Service Category – Housing		

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Campground Fees	0	0
Emergency Lodging	146	368
Mortgage Assistance	2	2
Rents	13	34
Security Deposit	4	14
Utility Deposits	0	0
Utility Payments	18	29
Total Services – Housing	183	447
Service Category – Transportation		
Auto Payments	1	1
Fuel	10	13
Insurance and/or Registration	6	16
Pre-paid Fuel Cards	8	94
Public Transportation	8	10
Smog Certificates	0	1
Vehicle Repairs and Maintenance	7	16
Total Services – Transportation	40	151
Service Category – Other		
Other	16	57
Total Services Provided	452	1050

MHSA Year-End Progress Report

Suicide Prevention and Stigma Reduction

Provider: Suicide Prevention Network

Project Goals

- Increase awareness of mental illness, programs, resources, and strategies.
- Increased linkage to mental health resources.
- Implement activities that are designed to attempt to reduce the number of attempted and completed suicides in El Dorado County.
- Change negative attitudes and perceptions about seeking mental health services.
- Increase access to mental health resources to support individuals and families.

Numbers Served and Cost

Regarding demographic data collection: Per the amended PEI regulations, effective July 1, 2018, the Contractor is only required to report on the number of contacts.

Expenditures	FY 2017-18	FY 2018-19	FY 2019-20
MHSA Budget	\$40,000	\$40,000	\$60,000
Total Expenditures	\$25,224	\$39,992	\$49,672
Unduplicated Individuals Served	unknown	733	unknown
Cost per Participant	unknown	\$55	unknown
Age Group	FY 2017-18	FY 2018-19	FY 2019-20
0-15 (children/youth)	unknown	342	N/A
16-25 (transitional age youth)	unknown	304	N/A
26-59 (adult)	unknown	54	N/A
Ages 60+ (older adults)	unknown	33	N/A
Unknown or declined to state	unknown	0	N/A
Race	FY 2017-18	FY 2018-19	FY 2019-20
American Indian or Alaska Native	unknown	unknown	N/A
Asian	unknown	8	N/A
Black or African American	unknown	3	N/A
Native Hawaiian or Other Pacific Islander	unknown	unknown	N/A
White	unknown	363	N/A
Other	unknown	18	N/A
Multiracial	unknown	341	N/A
Unknown or declined to state	unknown	unknown	N/A
Ethnicity by Category	FY 2017-18	FY 2018-19	FY 2019-20
Hispanic or Latino	unknown	unknown	N/A
Caribbean	unknown	unknown	N/A
Central American	unknown	23	N/A

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Mexican/Mexican-American/Chicano	unknown	299	N/A
Puerto Rican	unknown	unknown	N/A
South American	unknown	19	N/A
Other	unknown	unknown	N/A
Unknown or declined to state	unknown	unknown	N/A
Non-Hispanic or Non-Latino			
African	unknown	3	N/A
Asian Indian/South Asian	unknown	8	N/A
Cambodian	unknown	unknown	N/A
Chinese	unknown	unknown	N/A
Eastern European	unknown	unknown	N/A
Filipino	unknown	unknown	N/A.
Japanese	unknown	unknown	N/A
Korean	unknown	unknown	N/A
Middle Eastern	unknown	unknown	N/A
Vietnamese	unknown	unknown	N/A
Other	unknown	363	N/A
Multi-ethnic	unknown	18	N/A
Unknown or declined to state	unknown	unknown	N/A
Primary Language	FY 2017-18	FY 2018-19	FY 2019-20
Arabic	unknown	unknown	N/A
Armenian	unknown	unknown	N/A
Cambodian	unknown	unknown	N/A
Cantonese	unknown	unknown	N/A
English	unknown	384	N/A
Farsi	unknown	unknown	N/A
Hmong	unknown	unknown	N/A
Korean	unknown	unknown	N/A
Mandarin	unknown	unknown	N/A
Other Chinese	unknown	unknown	N/A
Russian	unknown	unknown	N/A
Spanish	unknown	341	N/A
Tagalog	unknown	unknown	N/A
Vietnamese	unknown	unknown	N/A
Unknown or declined to state	unknown	unknown	N/A
Sexual Orientation <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20

NOTE: Year-End Reports remain under review and further refinement or additional data may be added before the final report is issued. The Year-End Report for some projects is not yet available and those reports are noted in this preliminary report.

Gay or Lesbian	unknown	unknown	N/A
Heterosexual or Straight	unknown	unknown	N/A
Bisexual	unknown	unknown	N/A
Questioning or unsure of sexual orientation	unknown	unknown	N/A
Queer	unknown	unknown	N/A
Another sexual orientation	unknown	unknown	N/A
Declined to State	unknown	unknown	N/A
Gender <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Assigned sex at birth:			
Male	unknown	350	N/A
Female	unknown	383	N/A
Declined to answer	unknown	0	N/A
Current gender identity:			
Male	unknown	unknown	N/A
Female	unknown	unknown	N/A
Transgender	unknown	unknown	N/A
Genderqueer	unknown	unknown	N/A
Questioning / unsure of gender identity	unknown	unknown	N/A
Another gender identity	unknown	unknown	N/A
Declined to answer	unknown	unknown	N/A
Disability	FY 2017-18	FY 2018-19	FY 2019-20
Difficulty seeing	unknown	unknown	N/A
Difficulty hearing or having speech understood	unknown	unknown	N/A
Mental disability including but not limited to learning disability, developmental disability, dementia	unknown	unknown	N/A
Physical/mobility	unknown	unknown	N/A
Chronic health condition/chronic pain	unknown	unknown	N/A
Other (specify)	unknown	unknown	N/A
Declined to state	unknown	unknown	N/A
Veteran Status <i>*Collection of this information from a minor younger than 12 years of age is not required.</i>	FY 2017-18	FY 2018-19	FY 2019-20
Yes	unknown	11	N/A

No	unknown	unknown	N/A
Unknown or declined to state	unknown	unknown	N/A
Region of Residence	FY 2017-18	FY 2018-19	FY 2019-20
West County	unknown	0	unknown
Placerville Area	unknown	0	unknown
North County	unknown	0	unknown
Mid County	unknown	0	unknown
South County	unknown	0	unknown
Tahoe Basin	unknown	733	unknown
Unknown or declined to state	unknown	0	unknown
Economic Status	FY 2017-18	FY 2018-19	FY 2019-20
Extremely low income	unknown	unknown	N/A
Very low income	unknown	unknown	N/A
Low income	unknown	unknown	N/A
Moderate income	unknown	unknown	N/A
High income	unknown	unknown	N/A
Health Insurance Status	FY 2017-18	FY 2018-19	FY 2019-20
Private	unknown	unknown	N/A
Medi-Cal	unknown	unknown	N/A
Medicare	unknown	unknown	N/A
Uninsured	unknown	unknown	N/A

Annual Report FY 2019/20

Please provide the following information for this reporting period:

1. Briefly report on how implementation of the Suicide Prevention and Stigma Reduction Project is progressing (e.g., whether implementation activities are proceeding on target and as described in the County's MHSA Plan), and any major accomplishments and challenges.

During the 2019/20 school year, we were able to successfully expand our Suicide Prevention program into the West Slope beyond South Lake Tahoe. The 2019/20 contract required in-class outreach and education to four middle schools on the West Slope. Suicide Prevention Network (SPN) successfully conducted Signs of Suicide (SOS) to the South Tahoe Middle School 6th grade class, Pleasant Grove Middle School grades 6th grade, 7th grade, and 8th grade, and scheduled SOS presentation with Pollock Pines Middle and Rolling Hills. Part of this success was due to the fact that we were able to hire a second employee at 20 hours a week to reach the West Slope. Unfortunately, Rolling Hills and Pollock Pines were canceled due to school closures caused by the COVID-19 Pandemic. COVID-19, and the fall out of canceled classes and programs was the only barrier to fulfilling the objectives required for the 19/20 contract.

2. Briefly report on how the Suicide Prevention and Stigma Reduction project has improved the overall mental health of the children, families, and communities by addressing the primary

negative outcomes that are the focus of the Suicide Prevention and Stigma Reduction project (suicide and prolonged suffering).

SPN has expanded the knowledge of local and national resources and distribution of crisis line info to the general community. Community members reach out through the SPN phone line by calling/texting, message through social media, and email. Although SPN does not serve clients, staff often meet with community members who have concerns about those they love. The success of the SOS program that is implemented in the Middle (and High School in South Lake Tahoe) is one example. During the winter a South Tahoe High School (STHS) teacher reached out for help with her daughter. The mother found a note and pills hidden in her daughter's bedroom and knew that she could reach out to SPN due to the familiarity of the SOS program on campus. With each year, we have been able to expand the program in South Lake Tahoe and the Western Slope. South Lake Tahoe had ZERO teen suicides this 2019/20 school year.

3. Provide a brief narrative description of progress in providing services through the Suicide Prevention and Stigma Reduction project to unserved and underserved populations.

SPN works hard to provide trainings and education to the agencies that provide direct services or support to clients and community members. SPN connects regularly with local non-profits, schools, and faith communities.

Suicide prevention outreach to underserved populations included:

- 4000+ coloring sheets with crisis numbers to LTUSD students in grades K-12 receiving food assistance during school closures due to COVID-19
- LGBTQ outreach to the ALLY (LGBTQ Students and supporters) club at South Tahoe High
- Presentation to the Mt Tallac Continuation High School
- Presentations to the staff at Tahoe Homeless Coalition, Only Kindness, Live Violence Free, CASA, and LTUSD School Board
- Scheduled to present at The Drugstore Project, a locally run, day-long comprehensive drug prevention program for middle school students designed to educate youth about the dangers of substance use and abuse. Canceled due to COVID-19

4. Provide a brief narrative description of how the Suicide Prevention and Stigma Reduction services are provided in a culturally and linguistically competent manner, including activities to reduce racial/ethnic disparities.

SOS presentations and materials are offered with Spanish subtitles and questionnaires are available for Spanish speaking students. When available, general outreach materials are available in Spanish. SPN has an ongoing relationship with Family Resource Center (FRC). The FRC primary, but not solely, serves the Latino population.

5. Provide a brief description of activities performed related to local and county-wide collaboration, outreach, access/linkage to medically necessary care, stigma reduction, and discrimination reduction.

Over the course of the year, SPN has also been involved in or facilitated numerous events and presentations. From July 2018- June 2019 SPN has participated in:

- 8 Cooperative Mental Health Community meetings
- Signs of Suicide (SOS) sessions for the entire 6th grade class at South Tahoe Middle and 6th, 7th and 8th grade classes at Pleasant Grove Middle School
- Signs of Suicide (SOS) sessions for the 11th grade class at South Tahoe High (half completed; half canceled due to COVID-19)
- 5 Suicide loss support groups (3 canceled due to COVID-19)
- 1 Suicide Awareness Walk-Emily's Walk for Hope (100-150 attendees)
- 1 free benefit fundraiser concert
- Lake Tahoe Community College month-long sign installation for Suicide Prevention Month
- 12 community outreach presentations
- 4 "Facebook Live" community interview totaling 1,685 views. June Topics included: Trauma, gardening for your mental health, the importance of rituals/routines, and Art for Mental Wellness.
- 2 TV appearances-general suicide prevention info and crisis numbers
- 6 radio appearances on KRLT
 - Radio appearances coincide with Mental Health Awareness Month and Suicide Prevention Month. Topics are related to Mental health and planned outreach events.
- 3 Tahoe Daily Tribune/South Tahoe Now articles
 - Coping with loss, Art Journaling for Mental Health, Helping to end the Stigma
- 3 STHS clubs/workshops (4 canceled due to COVID-19)

6. Provide the outcome measures of the services provided and of customer satisfaction surveys. Outcome measures for the Suicide Prevention and Stigma Reduction project are:

- **Measurement 1: Using validated method, measure changes in attitudes, knowledge, and/or behavior regarding suicide related to mental illness.**

During and following outreach presentations, SOS presentations and other community outreach events participants commonly make comments such as "I have never thought of it that way", "I didn't realize this was an issue in my town", and "I have a better idea of what to say now". During our many radio appearances, listeners comment live on the Facebook page and personally text the DJ, Howie Nave, to let him know how much they appreciate the candid and open conversations about suicide and mental health and share that they feel less alone when this conversation happens live on air.

- **Measurement 2: Using a validated method, measure changes in attitudes, knowledge, and/or behavior related to seeking mental health services.**

Much of the educational outreach we do as an agency involves comparing taking care of your mental health to caring for your physical health and how those two are intertwined and work together to create a whole and healthy human. For example, Melinda Choy of Elevate Wellness has been our guest speaker numerous times to talk to students at South Tahoe High about how your gut health affects your mental health. Participants in these type of outreach events commonly express surprise and fascination in regards to how normal and easy it can be to address your mental wellness through taking care of your physical health through diet, exercise, and hobbies.

7. Provide total project expenditures and the type and dollar amount of leveraged resources and/or in-kind contributions.

MHSA: \$49,672

8. Provide any additional relevant information.

In September 2019 a teenage male who attended Whittle High School in Douglas County, Nevada died by suicide. Although Whittle is on the Nevada side, it is only a few miles from South Tahoe High School and the students have many connections. The girlfriend, and many of the friends of this student, attended South Tahoe High. The girls volleyball team decided to make Suicide Prevention Network the recipient of their annual silent auction. SPN held a table at the game and auction and presented to the Jr Varsity and Varsity Girls' Volleyball team at STHS.

In many ways, outreach and education came to a sudden halt in March 2020 with the introduction of COVID-19. Many of our scheduled presentations were canceled and we suddenly found ourselves, along with everyone else, struggling to create new ways to reach our community. While we were unable to meet one-on-one or with groups, we continued with outreach via media and we came up with creative ways to reach our youth and families. We collaborated with South Tahoe High School art teacher Matt Kauffmann and mailed 1200 packets to South Tahoe High School students. The packets included art journals, a pen and a card with info on how art journaling is good for mental health, along with crisis numbers and websites. We also created an original coloring page each week with crisis info that was deposited onto the 800+ lunches every Friday that LTUSD distributed to families receiving food assistance while schools were online only.

The MHSA Team will provide technical assistance to the Contractor to better quantify data related to Outcome Measurement 1 and 2.