

Prevention and Early Intervention

Evaluation Report

2020/2021

**Colusa County Department of Behavioral
Health**



PEI Evaluation Report 2020/2021

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Colusa County Department of Behavioral Health Vision Statement

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The Colusa County Department of Behavioral Health will provide high quality consumer centered and family friendly, prevention, education and clinical services to residents of Colusa County. We will promote recovery/wellness through independence, hope, personal empowerment and resilience. We will make access to services easier, services will be more effective, produce better outcomes and out-of-home and institutional care will be reduced. All of our Behavioral Health services will be designed to enhance the wellbeing of the individuals and families who it is our privilege to serve.

Stakeholder Process

- 1) Community collaboration is defined in the MHSA legislation as a process by which clients and/or families receiving services, other community members, agencies, organizations, and businesses work together to share information and resources in order to fulfill a shared vision and goal(s). Community meetings are used to facilitate community participation.
- 2) A 30-day public comment period allows for further stakeholder input on the Annual Update/Three Year Plan
- 3) A public hearing held in conjunction with the Behavioral Health Board meeting is the final step in the stakeholder process which allows for any final comments or questions by the public.

Stakeholder Meeting Held

Colusa Stakeholder Meeting: 10 participated on March 5th, 2020

MHSA PowerPoint was posted on the county website for review due to Covid-19: April 16, 2020

Stakeholders

Behavioral Health

Probation

Safe Haven

Public Health

Local Tribe

Office of Education

Child Protective Services

Community Members

The Department of Behavioral Health utilizes the local newspapers, flyers, countywide emails, word of mouth, and other collaborative efforts to engage the community in this process.

30-Day Public Review Date: June 10th, 2020 and will end July 10th, 2020. Copies of the three year plan, annual update, and PEI report as well as comment/feedback forms will be available at the Behavioral Health website, reception window at Colusa County Behavioral Health and at all county library branches.

Introduction

In October 2016, the Mental Health Services Oversight and Accountability Commission adopted recommendations to amend the Prevention and Early Intervention (PEI) and Innovation (INN) regulations. Small counties that are unable to provide the requested information for the reporting period will need to provide whatever data they have available to establish a baseline. The focus of this report is to describe the updates, obstacles the county faced in meeting the reporting requirements, a timeline for complying with the requirements, and a summary of the county's implementation plan.

Data Collection Processes

Most of our Prevention and Early Intervention programs' services are provided outside of our CCDBH agency. This allows for constant collaboration with community agencies, spread of services to an array of cultures and subcultures of the community, and increased outreach opportunities. There are also barriers in collecting data. Due to some programs being so small some data is not able to be collected. This is for the protection of the program participant's confidentiality. Also, due to having many of our PEI programs monitored by other agencies, the formatting and collection of data is inconsistent. Traditionally, we have not required our partner's to collect extensive demographic information from their programs. However, we have been working with our partnering agencies and have been increasing efforts for expanding data collection. In the future, we will consider developing a brief survey that allows people to indicate general categories of self-reported impairment for demographic purposes. We will also continue to explore expanding the standard demographic data collection in our Prevention Early Intervention programs.

Update

The MHSA Annual Update for fiscal year 2020-2021 and the 2020-2023 MHSA Three Year Plan indicate continued program efforts and revisions. For the upcoming fiscal year there are no additional PEI programs to consider at this time.

Challenges

Colusa County is a small county with limited resources. Having limited resources has contributed to the county's ability to gather data on programs. Collecting and gathering data for Prevention and Early Intervention programs is also difficult because the data is collected and evaluated by the outside agencies that facilitate or manage the programs. In March 2020 the Covid-19 pandemic also impacted data reporting processes for programs. Program managers/staff did the best that they could to collect as much data as possible.

PEI Programs

Program Name: 2nd Step

Program Description: This program works in collaboration with the Colusa County Office of Education 2nd Step services in various schools of the community. 2nd Step works with students in kindergarten to third grade, focusing on socially appropriate behaviors between the teacher and the student, peer to peer, and classroom behaviors. Students are taught in a classroom setting in a variety of activities involving music, dancing, and storytelling. Through this program students are able to develop appropriate coping and social skills as they progress through elementary school.

Program Name: Friday Night Live (FNL)/Club Live (CL)

Program Description: Friday Night Live/Club Live (FNL/CL) programs are youth led action groups that meet weekly on high school or middle school campuses throughout Colusa County. The programs build leadership skills, broaden young people's social networks, and implement youth led projects to improve school climate and reduce youth access to alcohol and other drugs. Through the positive youth development model, individuals focus on their strengths and their potential to contribute positively to their own lives and their communities.

Program Name: MHSA Infant to 5

Program Description: Mental Health Service Act (MHSA) Infant to 5 Program is designed to provide access, engagement and prevention behavioral health services in collaboration with Colusa County Office of Education's infant to preschool programs. These services include:

1) Biannual observations in each infant, toddler and preschool setting to assess behavioral concerns

2) Coaching staff related to children behavioral concerns in the classroom, and ideas/skills to address with parents

3) When appropriate, suggest referrals to Colusa County Behavioral Health

MHSA Infant to 5 will provide a four to six week parenting class at school sites to educate and coach basic emotional support skills to parents of Infant to 5 children. These services will include cultural sensitivity to Hispanic children and parents in efforts to build community and strengthen parenting skills.

Program Name: Life and Leadership- A Circle of Solid Choices

Program Description: This project will introduce new practices that engage Native American youth in an open and dedicated system of resiliency development by utilizing culturally adapted approaches to combat suicide and risky behaviors among Native youth. The pilot includes a comprehensive approach to resiliency development combined with increasing competency designed to encourage mental wellness, combined with "safety net" circles that timely identify needs for early intervention and or treatment. The project is offered to all youth living in a Native American household/home on the Cachil Dehe Reservation/Rancheria in Colusa County. The youth will experience the program by going through three components with the support of a case manager. The first would be the Talking Circle which is a place for youth who need a private, supportive environment to discuss topics such as abuse, bullying, trauma, and healing with a Tribal counselor. The second component would be the youth enrichment program which would

build Native youth's life skills such as goal setting, effective communication and money management, to name a few. Cultural education will also be included such as language revitalization and cultural songs. Lastly, the Solid Choices component will have Native youth choose from four internship options. The four options are work experience, college bridges, Tribal traditions, or school success. This will allow for the Native youth to actively make positive choices for their future. Overall, the project intends to provide a safety net for those who need a helping hand, complimented by clinicians and professionals as needed; provide a tribally sensitive arena for positive skill competency development; provide an individualized option for directed life experience. Combined, these three components will have the emphasized intent to steer participants away from social isolation, build foundations for seamless back and forth transition between Native and non-Native environments, and provide the opportunity for self-direction through individual choice-based activities.

Program Name: Cultural Competency Committee

Program Descriptions: This committee was originally established in 2015. The department has reinstated it now that an Ethnic Services Manager (ESM) has been identified at the end of November 2019. The ESM has developed new membership in the Cultural Competency Committee that is made up of behavioral health staff. These members can speak to different cultures and sub-cultures served at the agency based on their self-identified culture and their role within Colusa County Department of Behavioral Health. This committee will also serve to carry-out items in the Cultural Competency Plan (CCP).

Program Data and Outcomes

2nd Step 2019/2020

The data provided is only pretest data as posttests data were not able to be collected due to Covid-19 and schools being out.

Table 1
Gender of Participants

School/Program	n	Gender				
		Male		Female		MD
		#	%	#	%	#
Colusa COE Children's Services	107	59	55%	48	45%	0
Williams Children's Center	<i>PK</i> 74	39	53%	35	47%	0
Arbuckle Children's Center	<i>PK</i> 33	20	61%	13	39%	0
Williams Elementary School	395	185	47%	210	53%	0
	<i>TK</i> 21	13	62%	8	38%	0
	<i>K</i> 89	37	42%	52	58%	0
	<i>1st</i> 95	49	52%	46	48%	0
	<i>2nd</i> 90	42	47%	48	53%	0
	<i>3rd</i> 100	44	44%	56	56%	0
Hand in Hand	<i>PK</i> 30	15	50%	15	50%	0
Colusa Total/Avg	532	259	49%	273	51%	0

n=Number of participants with complete information

MD=Missing Data

Rounded up if .5%

Table 2
Grade Level of Participants

School/Program	n	Grade Level					
		PK		TK - K		1st-3rd	
		#	%	#	%	#	%
Colusa COE Children's Services	107	107	100%	-	-	-	-
Williams Children's Center	<i>PK</i> 74	74	100%	-	-	-	-
Arbuckle Children's Center	<i>PK</i> 33	33	100%	-	-	-	-
Williams Elementary School	395	-	-	110	28%	285	72%
	<i>TK</i> 21	-	-	21	100%	-	-
	<i>K</i> 89	-	-	89	100%	-	-
	<i>1st</i> 95	-	-	-	-	95	100%
	<i>2nd</i> 90	-	-	-	-	90	100%
	<i>3rd</i> 100	-	-	-	-	100	100%
Hand in Hand	<i>PK</i> 30	30	100%	-	-	-	-
Colusa Total/Avg	532	137	26%	110	21%	285	53%

n=Number of participants with complete information

Rounded up if .5%

Table 2
Grade Level of Participants

School/Program	n	Grade Level					
		PK		TK - K		1st-3rd	
		#	%	#	%	#	%
Colusa COE Children's Services	107	107	100%	-	-	-	-
Williams Children's Center	<i>PK</i> 74	74	100%	-	-	-	-
Arbuckle Children's Center	<i>PK</i> 33	33	100%	-	-	-	-
Williams Elementary School	395	-	-	110	28%	285	72%
	<i>TK</i> 21	-	-	21	100%	-	-
	<i>K</i> 89	-	-	89	100%	-	-
	<i>1st</i> 95	-	-	-	-	95	100%
	<i>2nd</i> 90	-	-	-	-	90	100%
	<i>3rd</i> 100	-	-	-	-	100	100%
Hand in Hand	<i>PK</i> 30	30	100%	-	-	-	-
Colusa Total/Avg	532	137	26%	110	21%	285	53%

n=Number of participants with complete information
Rounded up if .5%

Table 3
Social Competence and School Adjustment (Total Scale)

School/Program	n	Average Scores for Total WAS Scale	
		Before Participation	
		#	%
Colusa COE Children's Services	107	65	36%
Williams Children's Center	<i>PK</i> 74	65	36%
Arbuckle Children's Center	<i>PK</i> 33	65	35%
Williams Elementary School	395	69	43%
	<i>TK</i> 21	67	35%
	<i>K</i> 89	70	44%
	<i>1st</i> 95	68	43%
	<i>2nd</i> 90	71	47%
	<i>3rd</i> 100	68	41%
Hand in Hand	<i>PK</i> 30	72	47%
Colusa Total/Avg	532	68	42%

n=Number of participants with complete information
Rounded up if .5%

Table 4
Teacher -Preferred Social Behavior
(Subscale 1) Ratings for Participants

School/Program	n	Average Scores for WAS Subscale 1	
		Before Participation	
		#	%
Colusa COE Children's Services	107	15	32%
Williams Children's Center <i>PK</i>	74	15	31%
Arbuckle Children's Center <i>PK</i>	33	16	34%
Williams Elementary School	395	18	51%
<i>TK</i>	21	11	10%
<i>K</i>	89	18	54%
<i>1st</i>	95	18	53%
<i>2nd</i>	90	19	58%
<i>3rd</i>	100	18	48%
Hand in Hand <i>PK</i>	30	17	43%
Colusa Total/Avg	532	17	46%

n=Number of participants with complete information
Rounded up if .5%

Table 5
Peer Preferred Social Behavior
(Subscale 2) Ratings for Participants

School/Program	n	Average Scores for WAS Subscale 2	
		Before Participation	
		#	%
Colusa COE Children's Services	107	25	37%
Williams Children's Center <i>PK</i>	74	25	37%
Arbuckle Children's Center <i>PK</i>	33	24	37%
Williams Elementary School	395	27	44%
<i>TK</i>	21	29	52%
<i>K</i>	89	27	48%
<i>1st</i>	95	26	43%
<i>2nd</i>	90	27	45%
<i>3rd</i>	100	26	39%
Hand in Hand <i>PK</i>	30	28	47%
Colusa Total/Avg	532	26	43%

n=Number of participants with complete information
Rounded up if .5%

Table 6
Classroom Adjustment Behavior
(Subscale 3) Ratings for Participants

School/Program	n	Average Scores for WAS Subscale 3	
		Before Participation	
		#	%
Colusa COE Children's Services	107	25	43%
Williams Children's Center <i>PK</i>	74	25	44%
Arbuckle Children's Center <i>PK</i>	33	25	42%
Williams Elementary School	395	25	45%
<i>TK</i>	21	26	48%
<i>K</i>	89	24	42%
<i>1st</i>	95	24	44%
<i>2nd</i>	90	26	46%
<i>3rd</i>	100	25	45%
Hand in Hand <i>PK</i>	30	27	52%
Colusa Total/Avg	532	25	45%

n=Number of participants with complete information

Rounded up if .5%

Chart 3
Pre-Assessment Ratings For All Participants

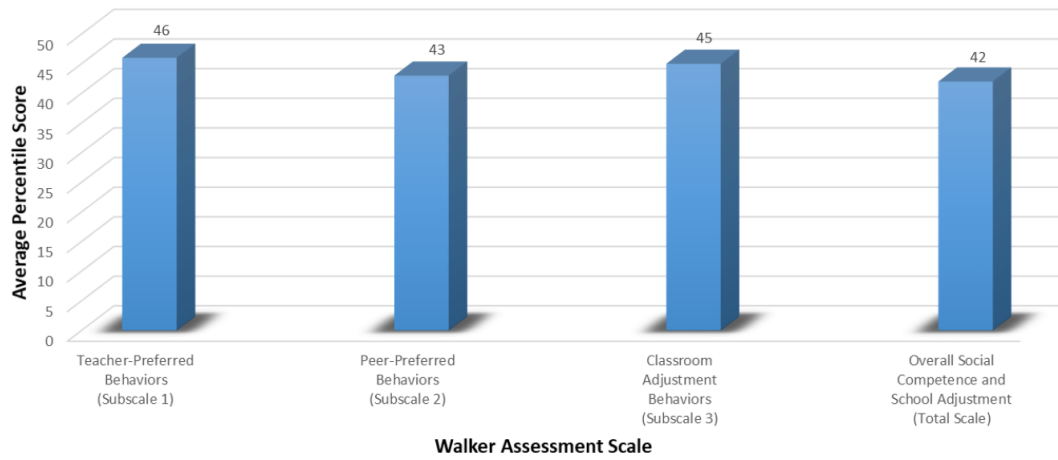


Chart 4
Pre-Assessment Ratings for CCOE Participants

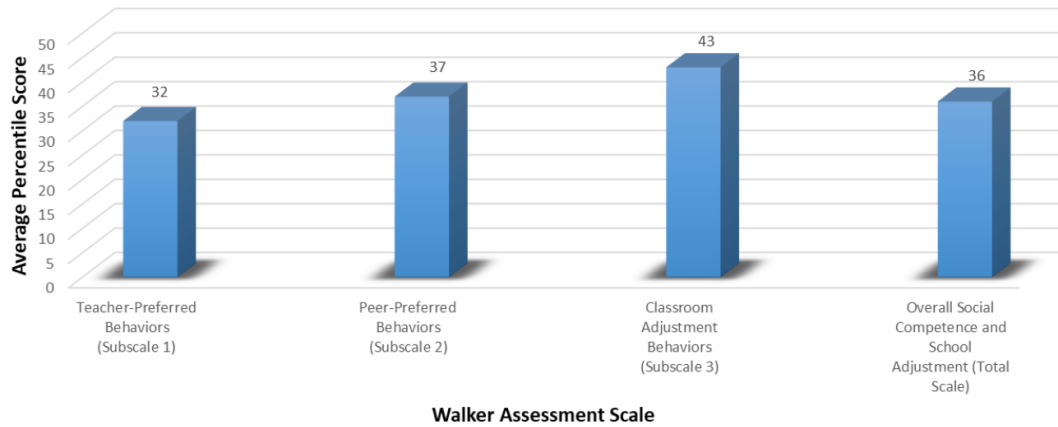


Chart 5
Pre-Assessment Ratings For Hand in Hand Participants

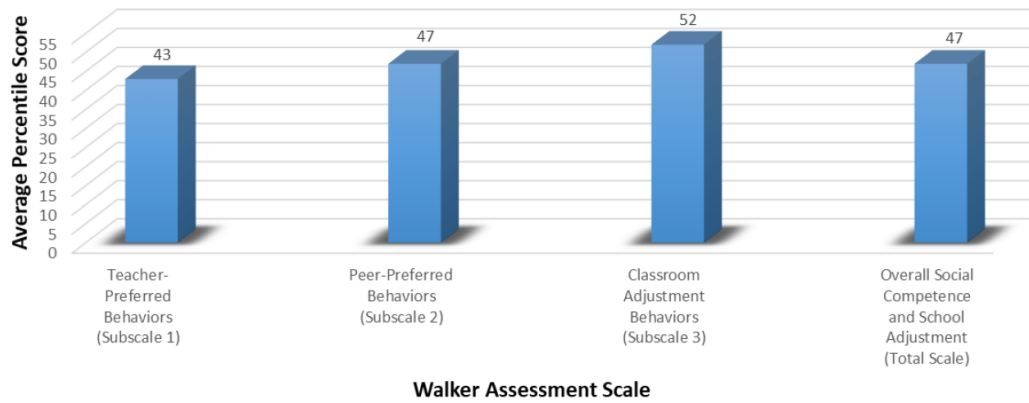
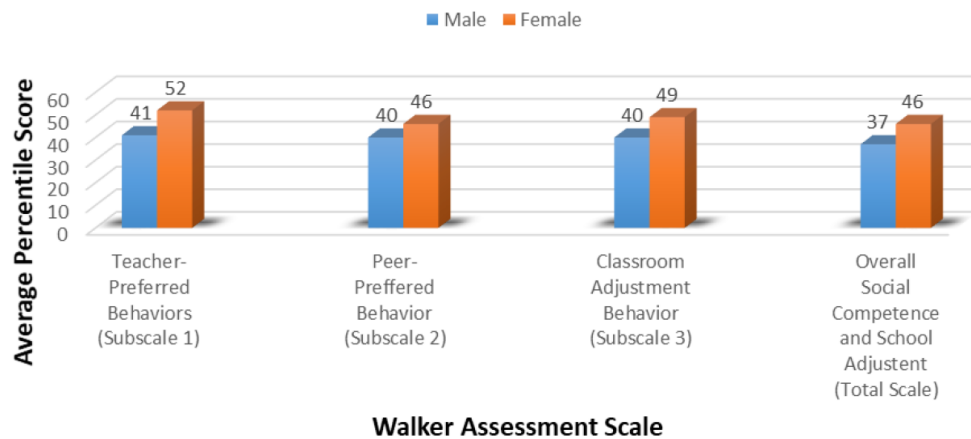


Chart 6
Pre-Assessment Ratings For Participants by Gender



FNL/CL 2018/2019

PARTICIPANT DEMOGRAPHICS

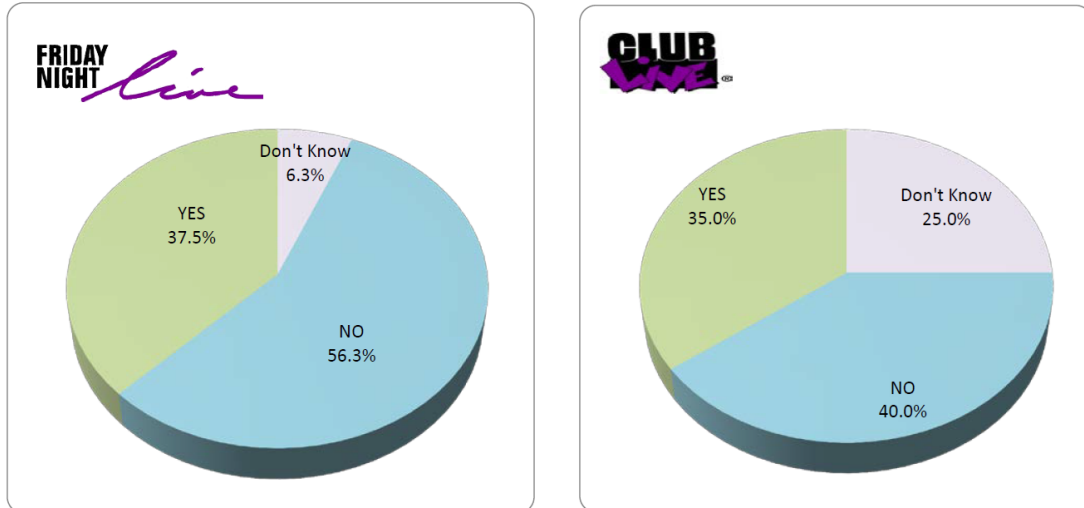
There were a total of 37 Youth Development Survey (YDS) participants from Colusa County. Of these, 16 came from Friday Night Live (FNL) and 21 came from Club Live (CL). The following table shows the number of participants who responded to the YDS by school/program name and program type (FNL/CL).

School/Program Name	FNL	CL	Total
Colusa High	10	0	10
Williams High	6	0	6
Maxwell Elementary	0	10	10
Maxwell Elementary	0	10	10
Missing	0	1	1
TOTAL	16	21	37

Socioeconomic Status: Youth Who Qualify for Free/Reduced Lunch

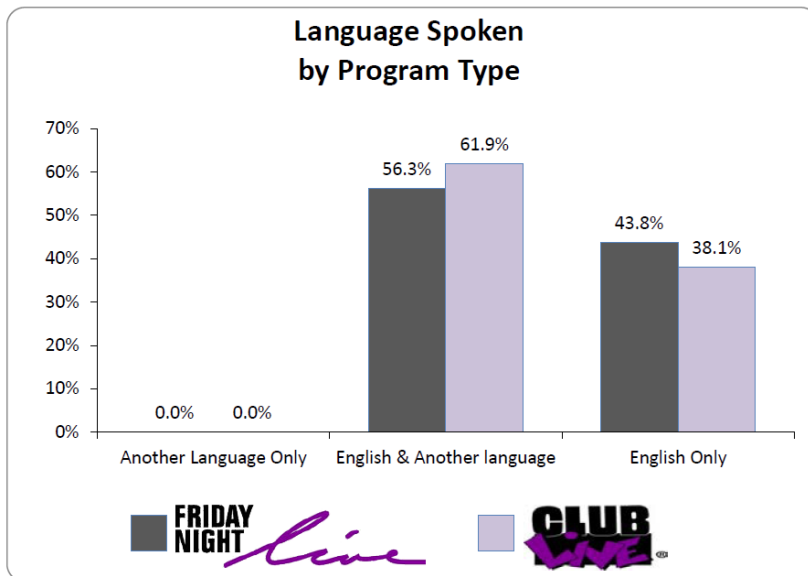
To assess socio-economic status, youth were asked to report if they qualified for free or reduced lunch at school. Effective July 1, 2018, through June 30, 2019, participants from households (size of 4 people) with incomes at or below \$ 46,435 per year may qualify for free or reduced meals. For the full list of income eligibility guidelines, go to: <https://www.cde.ca.gov/ls/nu/rs/scales1819.asp>.

Percent of Youth who Reported that they Qualify for Free Reduced Lunch



Language

Survey respondents reported which language is spoken by their families:



Language	FNL (N)	CL (N)
Spanish	9	12
Italian	0	1

*This list includes the most frequently reported.

Primary Ethnicity

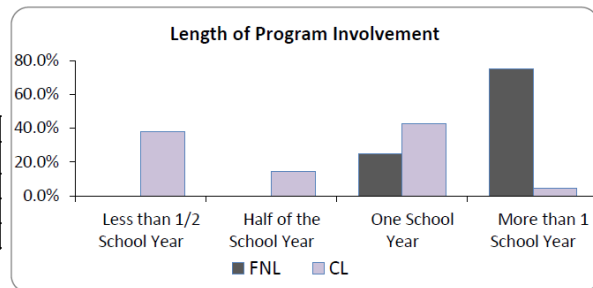
Youth were asked to select the option that best describes their ethnicity or cultural background and then their specific ethnicity.

Race/Ethnicity Categories	FNL (%)	CL (%)
African American / Black	11.8%	0.0%
Asian/Pacific Islander	5.9%	0.0%
Middle Eastern/North African	0.0%	0.0%
Hispanic/Latino	64.7%	57.1%
Multi-Ethnic	0.0%	4.8%
Native American	0.0%	0.0%
White/European	17.6%	38.1%
Decline/Not Listed	0.0%	0.0%
Don't Know	0.0%	0.0%
Total	100%	100%

Length of Program Involvement

Youth who took the survey were asked how long they have been involved in the program:

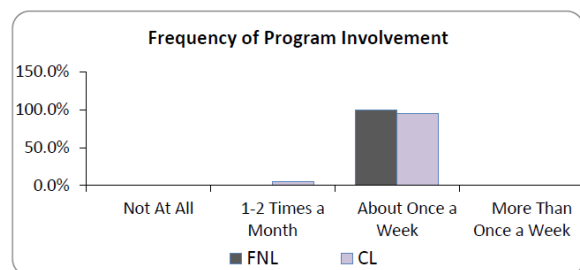
Involvement	FNL	CL
Less than 1/2 School Year	0.0%	38.1%
Half of the School Year	0.0%	14.3%
One School Year	25.0%	42.9%
More than 1 School Year	75.0%	4.8%



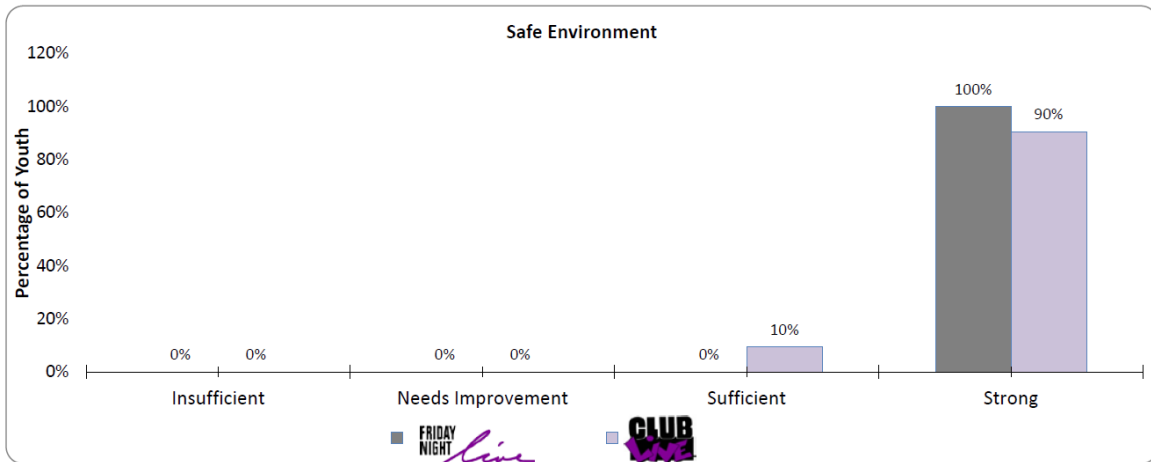
Frequency of Program Involvement

Youth were asked to report how frequently they participated in FNL/CL activities in the past month:

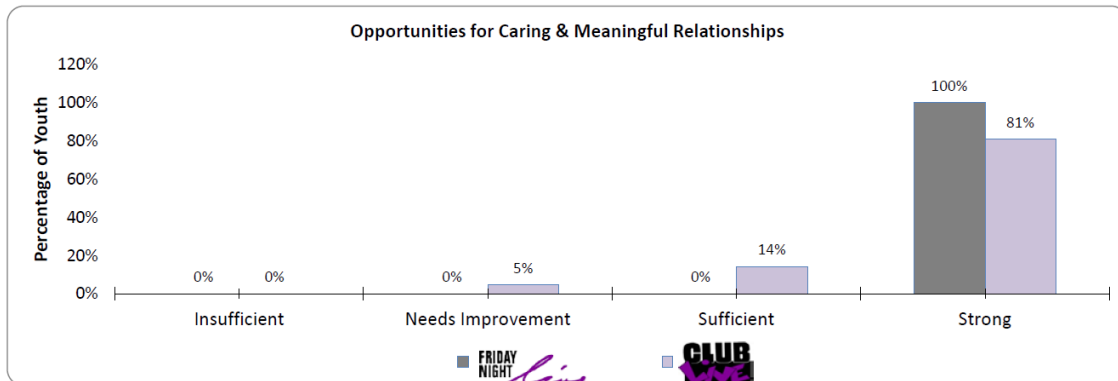
Frequency	FNL	CL
Not At All	0.0%	0.0%
1-2 Times a Month	0.0%	4.8%
About Once a Week	100.0%	95.2%
More Than Once a Week	0.0%	0.0%



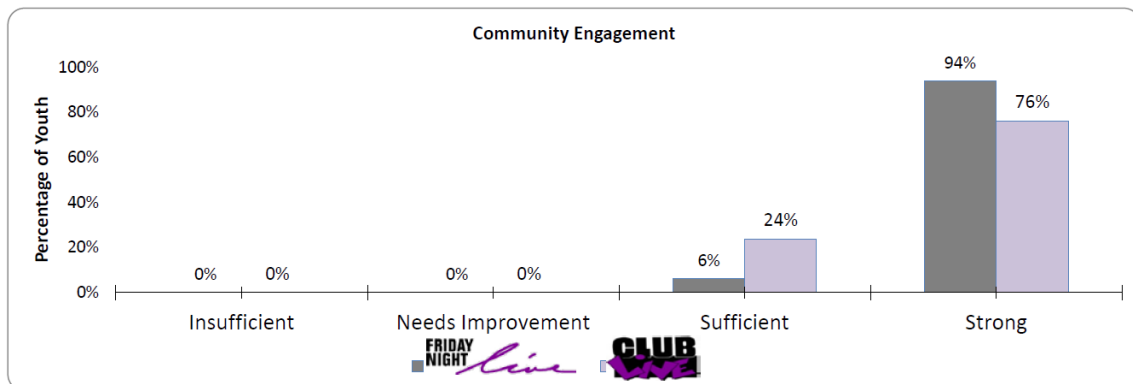
Do young people feel like FNL/CL provides a safe environment?



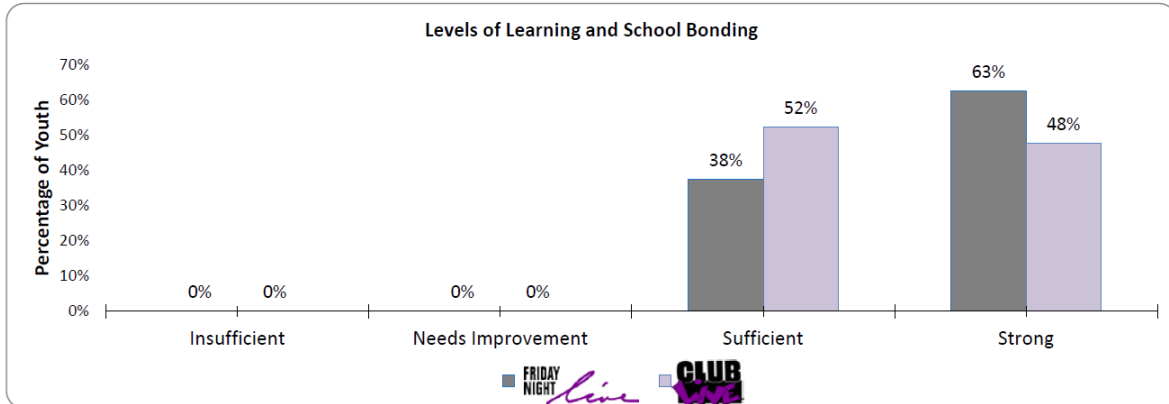
Do young people feel the program provides opportunities to develop and build caring and meaningful relationships?



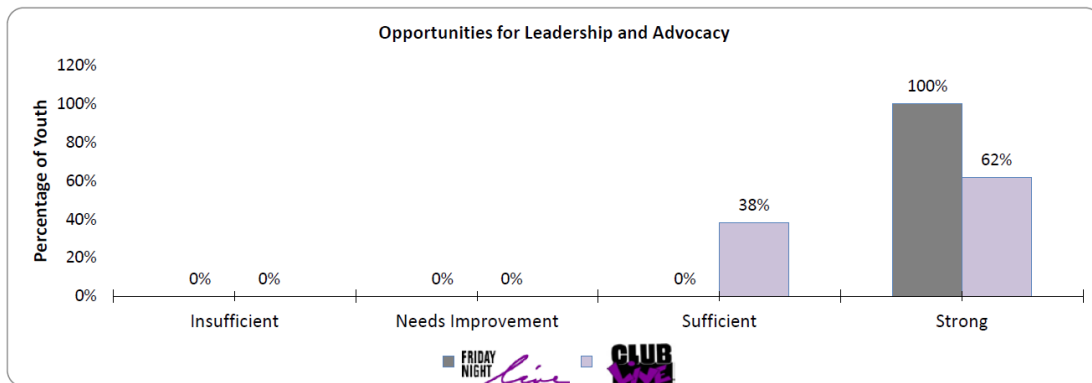
Do young people have opportunities to engage with and develop connections in their community?



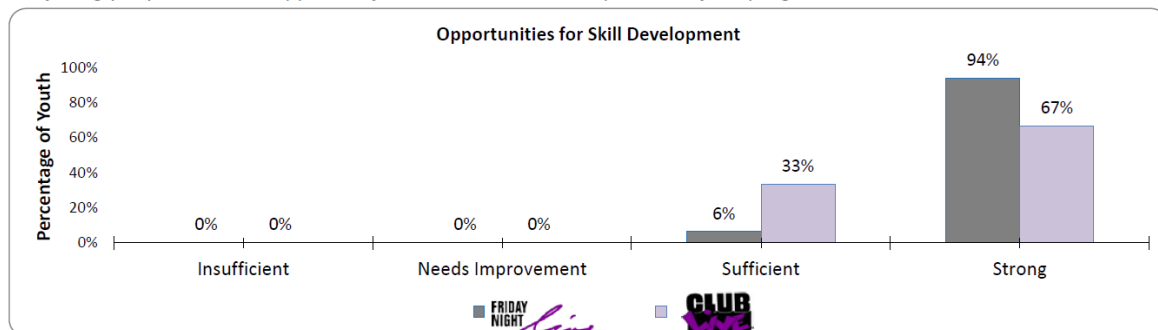
Does being part of your program help youth feel more excited about and committed to school?

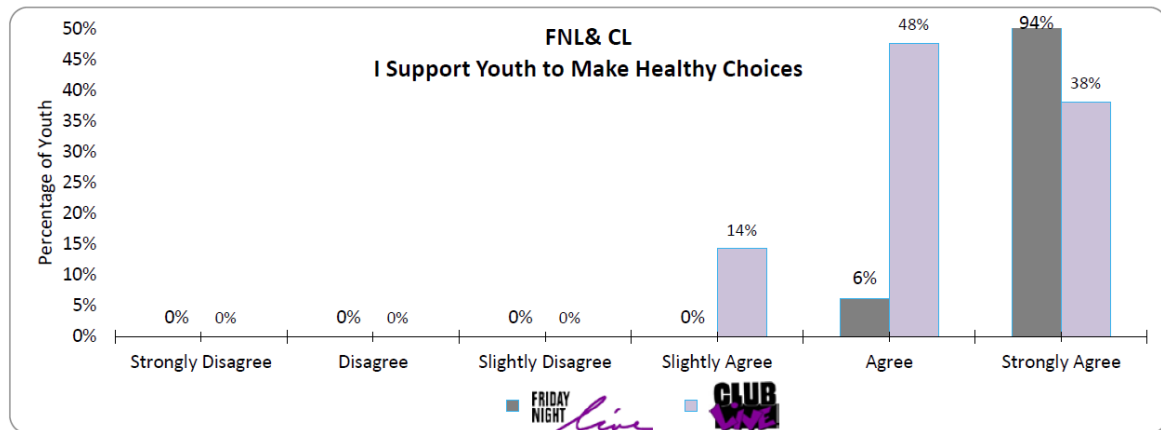
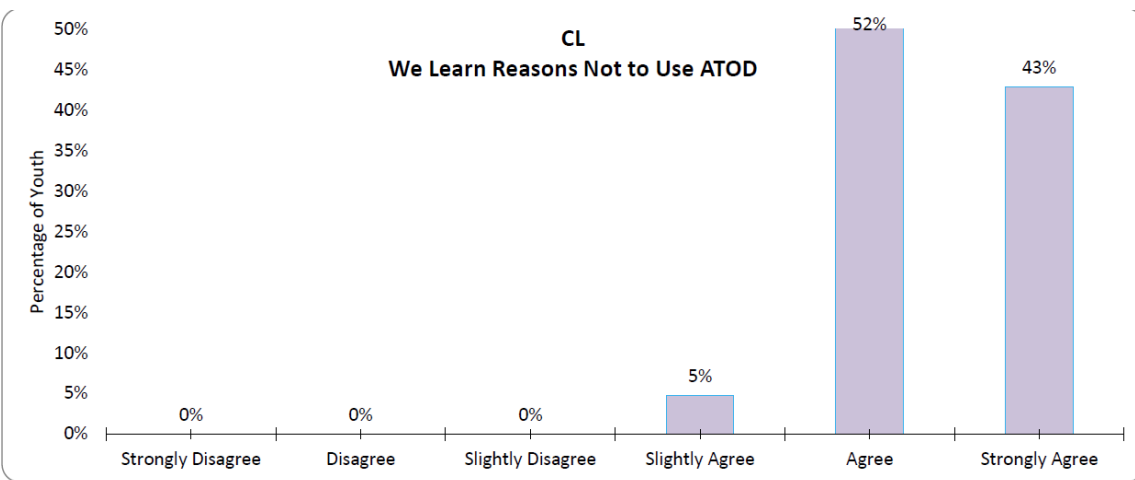
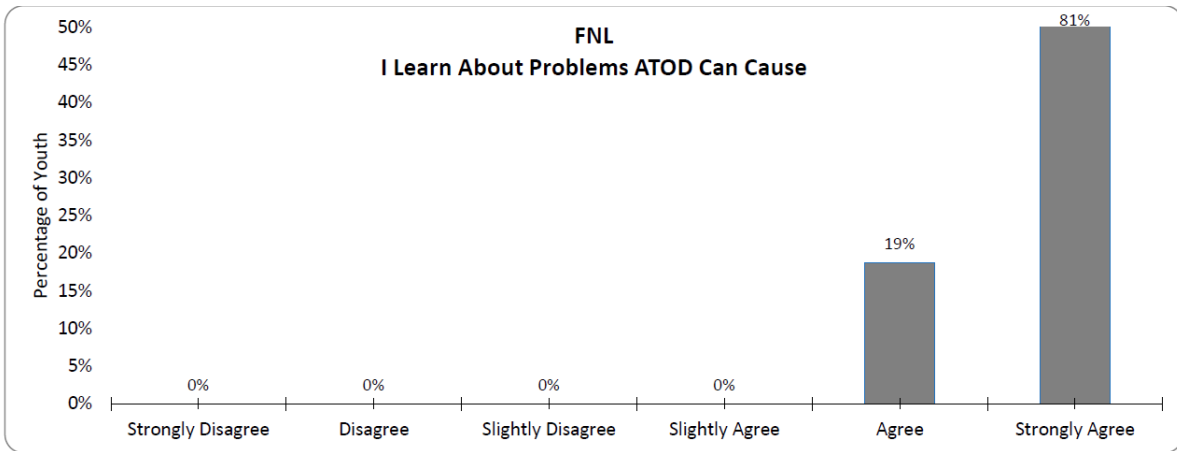


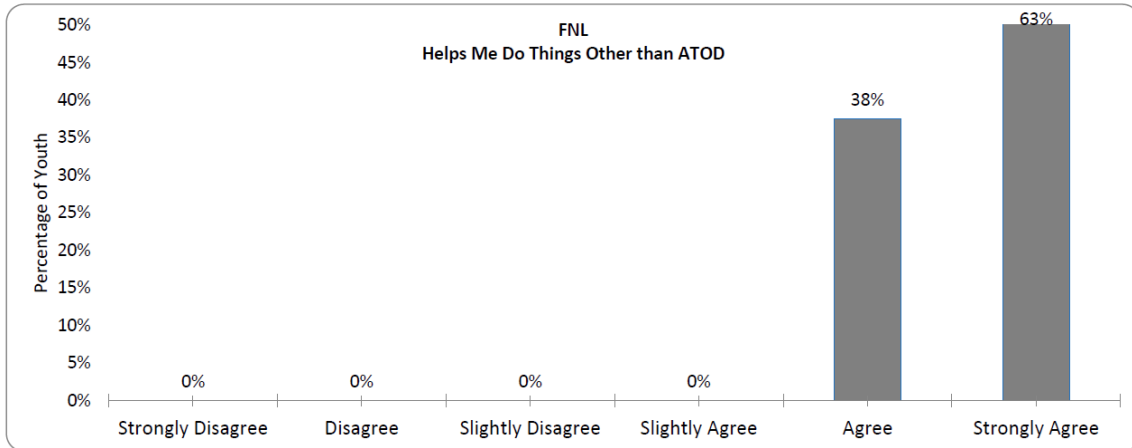
Do young people have the opportunity to build their leadership skills in your program?



Do young people have the opportunity to build their leadership skills in your program?







Why is being in Friday Night Live important to you?

A total of 16 youth responded to this question, of these most (n=10) stated that being involved in their community and making a difference was the most important part of the program.

“It is important because I get to make a positive impact on my community.”

“Because I get to help more people in the community.”

“It gives me a chance to do important things to better my school.”

“It’s is a fun way to change issues present in our community.”

“I get to help my community and bring awareness to issues that are important.”

Many youth (n=7) stated that relationship building, making and spending time with friends, especially in the context of helping their school and community, was the most important part of the program.

“It has taught me to build relationships and how to make a positive change.”

“It helps me meet and make new friends.”

“It’s important to me because I get to meet new friends and come closer with them.”

“I like working with my friends on projects to help our school.”

A couple of youth noted that the safe environment FNL provides was most important.

“I felt very safe here and was able to be myself.”

“I feel very safe here and my experiences through my years of FNL make me want to stay.”

<i>Why is being in Club Live important to you?</i>

A total of 21 youth responded to this question.

Building friendships: Almost all of the participants (n=18) reported that building friendship and spending time together was the best part of the program.

“I enjoyed hanging out with my friends during the meetings.”

“Getting to talk with and meet new people

“Having all the different ages of kids and just everyone can come together so well.”

“Being with other people who care.”

“I enjoyed working with the adults since they're funny.”

Activities and Conferences: Many of the participants (n=6) stated that the activities, games and conferences were the most important part of the program. Youth stated they helped them meet new people, build relationships, and get involved with helping their community.

“I enjoyed the games and teambuilding the most because it was fun and provided me with a chance to work with others.”

“I enjoyed the Reach for the Future Conference because I got to meet so many new friends and get closer to my current friends.

“That we do activities and work with other people.”

MHSA Infant to 5 2018-2019/2020

PRESCHOOL OBSERVATION DATA
SPRING OBSERVATIONS / SCHOOL YEAR 2018-19

Date:5/8/19

SCHOOL	TOTAL # of CHILDREN	TOTAL REQUESTED to OBSERVE	SUGGESTED COACHING to PARENT / TEACHER	SUGGESTED ALTA REVIEW	SUGGESTED REFERRAL TO MENTAL HEALTH	REFERRED TO MENTAL HEATH
Colusa HeadStart	21	3 (2 His, 1 Cau) (3 – multiple wkly)	2		1 (Cau /Adrian trauma)	
Colusa Children's Center Infant	6	0				
Colusa Children's Center Toddler	8	1(His) (daily)	1			
Colusa Children's Center Preschool	20	4 (3- Cau, 1 His) 4 – multi wkly	3		1 (Cau)	
Colusa Children's Center A	24	5 (3-His / 2Cau) 3- multi wkly, 1 daily, 1 only at home	4	1 (Cau)		

SCHOOL	TOTAL # of CHILDREN	TOTAL REQUESTED to OBSERVE	SUGGESTED COACHING to PARENT / TEACHER	SUGGESTED ALTA REVIEW	SUGGESTED REFERRAL TO MENTAL HEALTH	REFERRED TO MENTAL HEATH
AR HeadStart AM	15	1 (Cau) multiple wkly			1 (SS)	
AR Children's Center Infant	6	3 (2 His/ 1 Cau) 3- daily	3			
AR Children's Center Toddler	7	2 (1 –His/1 Cau) 2- daily	2			
AR Children's Center Preschool	21	3 - Cau 2- multi- wkly 1- daily	2	1		
AR HeadStart PM	16	1 – His Multi wk	1			

Date: 5/17/19

SCHOOL	TOTAL # of CHILDREN	TOTAL REQUESTED to OBSERVE	SUGGESTED COACHING to PARENT / TEACHER	SUGGESTED ALTA REVIEW	SUGGESTED REFERRAL TO MENTAL HEALTH	REFERRED TO MENTAL HEATH
Williams HeadStart-A	14	1 (His) –daily	1 (If not resolved to refer to MH)			
Williams Children’s Center Infant	15	0				
Williams Children’s Center Toddler	15	2 (1 His/ 1 Cau) daily 1 – no speech, 1- -down syndrome		2		
Williams Children’s Center Preschool	20	3 (2 His/1Cau) 1– multi wkly 2- daily	1(Cau)	1 (His) –Alta clt	1(His)JR	
Williams HeadStart-B	15	1(Cau) – multi- wkly	1(If not resolved to refer to MH)			
Total:	79	7	3	3	1	

Date: 11/7/ 2019

SCHOOL	TOTAL # of CHILDREN	TOTAL REQUESTED to OBSERVE	SUGGESTED COACHING to PARENT / TEACHER	SUGGESTED ALTA REVIEW	SUGGESTED REFERRAL TO MENTAL HEALTH	REFERRED TO MENTAL HEATH
Colusa HeadStart						
Colusa Children’s Center Infant	6	0				
Colusa Children’s Center Toddler			1			
Colusa Children’s Center Preschool	18	2 (2-Hispanic)	2			
Colusa Children’s Center A	24		4	1 (Cau)		

Life and Leadership – A Circle of Solid Choices 2019/2020

Basic Information

Life & Leadership - A Circle of Solid Choices

Total youth served: 20

Gender:

Female: 11

Male: 9

Gender identity:

Declined to answer

Age Group:

0 to 15: 12

16 to 25: 8

Ethnicity:

Declined to answer

Race:

American Indian: 20

Sexual Orientation:

Declined to answer

Veteran Status:

Not applicable

Disability:

Difficulty seeing: 1

Learning Disability: 9

Physical/mobility: 2

Primary Threshold Language:

English: 20

Meetings: 17

Phone Conference Calls: 3

Cultural Competency Committee 2019/2020

2 Meetings, 1 canceled due to Covid-19, 1 Webinar

Budget

FY 2020/21 Prevention and Early Intervention Expenditure Plan

Estimated FY 2020/21 Funding

Estimated Unspent Funds from Prior Fiscal Years at 5/8/20	\$ 1,486,721
Estimated New Funding	515,181
Transfer in ^{a/}	-
Estimated Available Funding for	<u>\$ 2,001,902</u>

Estimated FY 2020/21 MHSA Expenditures	\$ 321,929
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