

ATTACHMENT 'E'

**FY 22/23 COMPREHENSIVE COMMUNITY SUPPORT
MODEL TO ADDRESS STUDENT MENTAL HEALTH
ANNUAL REPORT**

Comprehensive Community Support Model to Address Student Mental Health

FY 22/23 Annual Report

Comprehensive Community Support Model to Address Student Mental Health

Approved by the MHSOAC on June 29, 2021, the Comprehensive Community Support Model to Address Student Mental Health is a five-year project that will develop a system of care that supports students and their families using a community-based model that will create a community-school relationship. ACBH utilizes a community based organization, Nexus Youth & Family Services (Nexus), along with community partnerships established through the School Based Mental Health Early Intervention Strategies Workgroup to implement this Innovations project.

The Comprehensive Community Support Model utilizes the Student Assistance Program to build upon the existing community-school relationship and encourage and support all student-serving providers to learn about the program and refer students and their families to services as soon as a need is identified. Program objectives include strengthening the county's capacity to improve the partnership, program participation, knowledge, and emotional well-being of school staff, child care providers, and other entities who serve children and families, increasing student access to mental health and wellness services, and ensuring student families have a solid network of support including referrals to community resources. These outcomes are achieved through the coordination and implementation of a seamless Comprehensive Community Support Model that focuses on outreach, education, and support for school and child care providers in order to increase access to needed services as well as the implementation of the Brief Risk Reduction Interview and Intervention Model (BRRIM) for students and their families, linkage to appropriate therapeutic interventions, and ongoing follow up and support at all phases of operation. Working cooperatively with the School Based Mental Health Early Intervention Strategies Workgroup, Amador County Behavioral Health Services (ACBH), the Amador County Unified School District (ACUSD), Amador County Office of Education (ACOE), local child care providers, and other community stakeholders and partners, Nexus implemented the ASPIRE Student Assistance Program to support students and their families, identify children with higher mental health needs, and provide a welcoming and non-stigmatizing gateway that facilitates improved access to county and community-based services using an individualized, culturally-competent process. The goal of the ASPIRE Student Assistance Program is to create a formal system of care that mobilizes resources already present in Amador County through building and strengthening relationships that connect our assets and enhance our community safety net thereby improving mental health and wellness outcomes for local students and their families.

This report focuses on the outcomes of the Comprehensive Community Support Model to Address Student Mental Health for FY 22/23, which marked the second year of implementation for this project. Throughout FY 22/23, the following strategies were deployed to achieve the desired outcomes listed above:

Referrals flow through: Student Assistance Program / Other CBO's as identified in the INN Planning Process

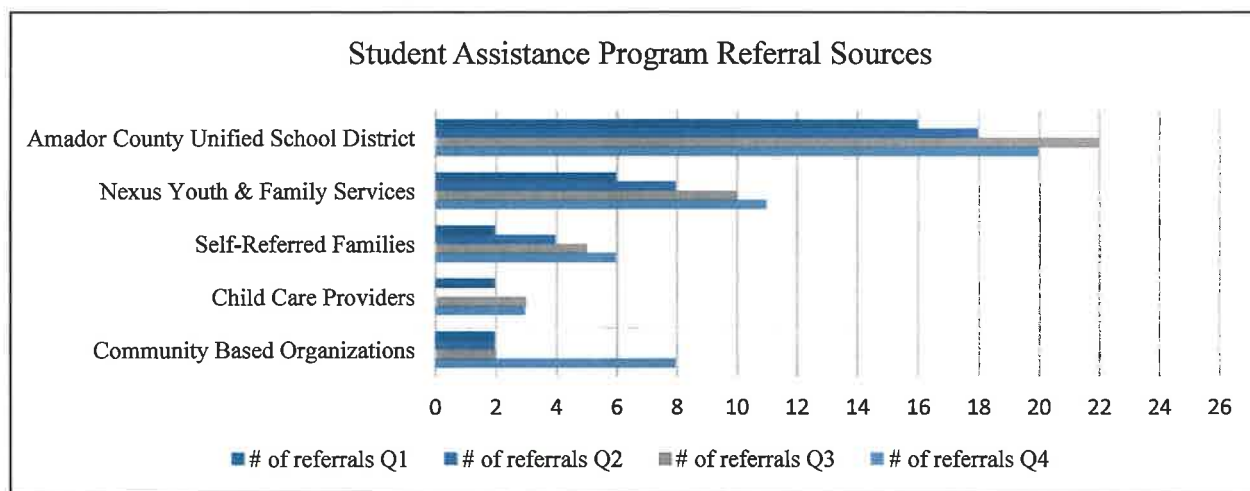
Throughout FY22/23, ASPIRE, a total of 150 referrals were received and outcomes were measured as follows:

BRRIM Participation Outcomes	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Annual
Number of referrals received	28	32	42	48	150
Number of family conferences completed	14	20	27	25	86
Number of referrals to community resources and services	83	97	82	101	363
Success rate on referrals to community resources and services	96%	90%	87%	75%	87%
Number of youth who participated in SAP services	21	20	31	25	97
Number of adults who participated in SAP services	28	15	30	30	103

From 7/1/2022 through 6/30/2023, a total of 200 family members participated in BRRIM services.

Throughout the past year, it was discussed as to whether or not additional 'referral pathways' for the program were necessary. It was determined that ASPIRE's outreach was effective in reaching the populations necessary to initiate referrals to the program.

In an effort to evaluate the effectiveness of program outreach and engagement activities, all referrals for Student Assistance Program services were tracked. The following chart identifies active referral sources during the reporting period and illustrates an overall increase in referrals from specific sources over time. Families occasionally received referrals from multiple sources.



Interim Therapeutic Intervention (if appropriate): When urgent needs called for immediate intervention, immediate referrals were made to an appropriate assessment or service. Including the following:

Amador County Behavioral Health	Local Churches
Aggression Replacement Training	Amador County Department of Social Services
Child Abuse Treatment Counseling	Family Urgent Response System (FURS)
Private Therapists	Asthma Mitigation Project
Parent Child Interaction Therapy	Music and Mindfulness Therapy
Grandparent Café	Together Through Trauma Therapy
Teen Talk Therapy	Nexus Home Visiting
Nexus Common Ground	Parenting with a Purpose classes
Hospice Griefbusters	Back-Pack 2 School
Grief Support Groups	Angel Tree
A Window Between Worlds	Adopt-a-Family
QPR	Operation Care
Nexus Wellness Workshops	Motherlode Job Training
Sierra Wind	Amador College Connect
180° You-Turn	ATCAA
Youth Empowerment Program	Energy and Weatherization Services
Friday Night Live	Amador Pregnancy Help Center
Club Live	The Resource Connection
Independent Living Program	Dennis Dalton Foundation
First 5 Amador	Community Craft Nights
Kindergarten Readiness	ACRA
Valley Mountain Regional Center	Lilliput/Wayfinder Family Services
Nexus Family Resource Centers	Legal Services of Northern California
Interfaith Food Bank	Family Law Facilitator

A total of 12 referrals were made directly to Amador County Behavioral Health Services for interim therapeutic intervention. This is an increase from 7 referrals received in FY 21/22. Of the 12 referrals, 11 were substantiated, meaning that they attended their first appointment with ACBH. Only one referral did not qualify for services and was referred to a different provider.

Facilitated Support for Parents/Caregivers (Individual & Group): Outreach and support to parents during BRRIM interviews was provided at regularly scheduled intervals. Specific outcomes directly related to how parents/caregivers felt about being supported through the BRRIM process, were ascertained through Family Conference Exit Surveys that were distributed after each BRRIM interview. The table below summarizes participant responses to the services provided.

	Strongly Disagree	Disagree	Neutral	Agree/ Strongly Agree
1. The initial telephone conference was informative and helpful.			13%	87%
2. When we arrived at the office we received a warm, welcoming reception.				100%
3. The Family Conference was conducted in a professional manner and we felt respected.				100%
4. We would use this service again as needed and would recommend the service to others.				100%

In addition to completing the Family Conference Exit Surveys, participants provided the following comments:

"This is the easiest process I have ever been involved in. We are looking forward to an improvement in all parts of our lives! Thank you!"

"I felt so comfortable with Sandra. It was clear that she was really listening to what our family was saying."

"Wow, we didn't have any idea that this program existed. I am so glad my son's teacher referred us to ASPIRE."

"I feel like I have been through 6 months of madness. After meeting you guys, I feel like I can breathe again. Thank you so much for all of your concern and caring."

"I cried when I found out that ASPIRE services are free and confidential. This has been a huge relief for me and my family. I honestly don't know what we would do without your help."

"I am so relieved that I can talk about all of the things that are going on in our lives without getting in trouble. Maddy and Sandra made me feel so comfortable. I really trust that they can help me."

"I am so grateful to find out about the services that are available for my daughter. I feel like we are on the road to recovery for our family. What a blessing."

"I really appreciate that your staff didn't give up on us! I know it took a few tries for us to get here for the interview but we are so glad that we were finally able to come."

Staff also conducted Three Month Follow-up Interviews with students and their families in order to measure the effectiveness of the student assistance services and determine if program participants will continue to

experience positive outcomes over time. The outcomes below indicate that due to participation in the ASPIRE program, youth and families are committed to attaining personal goals, have increased confidence in their ability to control their motivation and behavior, have identified personal resilience and enhanced ability to advocate for themselves, and will access needed resources in the future in order to continue on the path to self-actualization and success.

- 100% of ASPIRE program participants stated they were following the Prevention Agreement Plan to the best of their ability.
- 91% of ASPIRE program participants stated they have learned where to go for help when needed. Last year, only 80% of ASPIRE program participants reported they had learned where to go for help when needed.
- 100% of ASPIRE program participants stated they have improved their ability to solve problems and address challenges in a constructive way. Last year, only 80% of ASPIRE program participants reported they had improved their ability to solve problems and address challenges in a constructive way.
- 91% of ASPIRE program participants stated they would seek prevention services if needed in the future.

In addition to participating in the Three Month Follow-up Interview, families provided the following comments:

"This was so helpful. I didn't realize there were so many resources available."

"It was such a relief to find something to help my child."

"I wasn't sure what to expect but this turned out to be really good."

"I feel like we are finally making progress. Thank you."

"I will continue to reach out to you for help and support for me and my child."

"Thank you for helping my daughter."

"We felt like Sandra really cared and wanted to help."

"We so appreciate Sandra researching services for us and for coming to our home to meet us."

"I am so happy with the progress my son is making since our interview. His behavior and grades are really improving."

"We have seen remarkable changes in our family since we came to the interview."

Year-end data indicates that the students and families who participated in the BRRIM family conference experienced positive outcomes throughout the program and continued to sustain their personal growth and focus on wellness priorities into the future. By engaging students and their families in a prevention process that uses their strengths to meet their needs, links them to needed resources, and provides consistent follow up and ongoing support, the ASPIRE Student Assistance Program has helped participants identify their assets, address mental health and wellness goals, and achieve self-fulfillment.

Support for childcare providers (e.g. educational/interactive workshops, support groups):

In order to increase knowledge regarding available mental health services and support, quarterly educational workshops were provided for school and provider partners. These were interactive learning discussions designed to share important information about available interventions as well as create a peer system of support to help alleviate the effects of secondary stress caused by feelings of heightened anxiety due to challenges with identifying resources for a child or family in need and other external factors.

Throughout FY 22/23, the following workshops were facilitated:

A Holistic Approach to Improving Student Mental Health – During this workshop, participants discussed the Student Assistance Program referral process as well as available services that support positive mental health and family wellness. The workshop also discussed benefit of referring the entire family for services and shared helpful and effective language to use when promoting a referral.

Family Engagement in Student Support Services – Participants learned about the Student Assistance Program referral process as well as available services and supports for families with young children. Also discussed was the benefit of early intervention and linkage to services in order to ensure optimal outcomes as well as tips to increase student and family engagement.

How Can We Help? – Participants learned about the BRRIM early intervention model including problem identification and referral and education. Examples of BRRIM outcomes and how the program has benefitted many students and families in Amador County were discussed.

From 7/1/2022 through 6/30/2023, 127 school and provider partners participated in Student Assistance Program educational workshops.

Participant surveys were completed by workshop attendees in order to assess and monitor program effectiveness. The table below summarizes their responses to the information provided and reflects an increase in knowledge regarding mental health services and supports for students and their families as well as overall satisfaction with program implementation.

	Strongly Disagree	Disagree	Neutral	Agree/ Strongly Agree
1. I learned new information, or re-familiarized myself with information on the topic presented.				100%
2. I feel that I will use at least one new skill I learned from this workshop in my life at home or work.				100%
3. The quality of the workshop was high.				100%
4. The workshop will be beneficial for me and/or my family.				100%

During FY 21/22, there were implementation challenges around outreach and education to child care providers. Throughout FY 22/23, in an effort to address these challenges, and increase knowledge regarding available mental health services and support, ASPIRE facilitated multiple small group and one-on-one discussions with local child care providers. During these conversations, ASPIRE staff were able to share important information about available interventions as well as help alleviate the effects of secondary stress caused by feelings of heightened anxiety due to challenges with identifying resources for a child or family in need and other external factors. Topics discussed included the Student Assistance Program referral process, the benefits of early intervention and linkage to services, the importance of self-care, and the importance of providing services that accommodate the family’s schedule. ASPIRE staff continued to follow up with child care providers in order to answer any questions regarding the program and provide additional support to increase service utilization.

Expanded Outreach and Advocacy to ACUSD/ACOE in support of students/families/childcare providers: Nexus Youth & Family Services staff implemented an extensive outreach plan in an effort to inform school and community providers about the ASPIRE Student Assistance Program as well as mental health and supportive services available in the community. Throughout FY 22/23, ASPIRE staff met with ACUSD administration and teachers, the ACUSD Outreach Workers and Foster/Homeless Youth Liaison, The Resource Connection and Amador Child Care Council in order to expand the list of stakeholders who are involved in the system of care for students and their families. The Amador Pregnancy Help Center, Community Christian School, and Lilliput/Wayfinder Family Services were identified as potential partners and ASPIRE staff contacted each entity to introduce the program, gather feedback regarding current needs and trends, discuss highlights and details, and encourage them to share the benefits of student and family engagement in services at every opportunity.

Through consistent outreach efforts, ASPIRE staff have built critical support for student assistance services from the following entities:

- Amador County Unified School District
- Amador County Office of Education
- First 5 Amador
- Preschools and Private Day Care Providers
- Home School Providers and Home School Families
- Amador County Behavioral Health
- Private Counseling Providers
- Amador County Public Health
- Amador County Probation Department
- Amador County Department of Social Services (CPS)
- Amador Tuolumne Community Action Agency
- Hospice of Amador & Calaveras
- Operation Care
- Amador Pregnancy Help Center
- Sierra Child & Family Services
- Women, Infants & Children (WIC)
- Faith-Based Organizations
- Community Christian School
- Lilliput/Wayfinder Family Services

ASPIRE staff also connected and followed up with additional partners and community members to provide program information, answer questions, and offer emotional support for continued project engagement through implementing the following outreach efforts:

- Attendance at multiple coalition meetings
- Participation in community events
- Meetings with faith-based groups
- Parent education presentations
- Radio announcements and interviews
- Nexus Instagram and Facebook posts
- Meetings with Tribal organizations
- Attendance at Resource Family Socials
- Meetings with Haughton Learning Center
- Meetings with fraternal organizations

In order to involve child care providers in the ASPIRE/Student Assistance Program partnership, staff also provided engagement incentives designed to enhance social-emotional development, socialization skills, self-regulation, and cooperative play activities for the children in their care. Engagement incentives

included light tables with blocks, feelings/mood sensory toys, costumes, felt family playsets, social-emotional books, and arts and crafts materials. Learning supplies were distributed to provider partners during outreach contacts and scheduled meetings in order to build support for student assistance services and provide tangible reinforcement for optimal child development.

ASPIRE staff continued to meet with school and provider partners on a regular basis in order to assess ongoing educational needs and receive feedback regarding services. Through this collaboration, ASPIRE staff were able to obtain recommendations for effective program implementation, gain a fundamental perspective on how to best address program opportunities and challenges, receive innovative ideas to improve service delivery, and follow up with partners to offer ongoing emotional support.

From 7/1/2022 through 6/30/2023, ASPIRE staff met with a total of 336 school and provider partners to conduct program outreach and increase student access to mental health and wellness services.

Surveys were also administered to school personnel and provider partners in order to determine an increase in knowledge of effective student support services due to participation in an informational presentation or outreach connection. The table below summarizes their responses to the information provided by ASPIRE staff and reflects an increase in knowledge regarding mental health services and supports for students and their families.

	Strongly Disagree	Disagree	Neutral	Agree/ Strongly Agree
1. Program staff was knowledgeable about Student Assistance Program services.				100%
2. I received helpful information regarding mental health services available for students and families.				100%
3. I was provided adequate information regarding how to check the status of a service referral.				100%
4. I feel supported by Student Assistance Program staff and able to better assist students and families.				100%

Ongoing follow up and support for students/families/childcare providers: When supporting students and families, the main priority for FY21/22 was re-implementation of ASPIRE and providing support through that process. FY 22/23 was focused on maintaining and improving the full program implementation.

The BRRIMM model used for ASPIRE participants has built-in mechanisms that require ongoing follow up and evaluation. Throughout FY 22/23, the ASPIRE Student Assistance Program conducted 86 family conferences and provided 363 referrals to community resources and services. A total of 200 individuals were served through ASPIRE. Staff utilized assessment tools as appropriate with each student and family in order to produce program data that can be used for evaluation purposes to analyze the efficacy of the services provided. Ongoing follow up evaluation for parents and caregivers is highlighted throughout this report.

High school students participating in BRRIM services were administered a pre and post self-report evaluation tool. Youth completed the surveys to rate their resolve to make positive and healthier choices as a result of personal growth and asset development. The following table summarizes responses collected during the reporting period, and includes the percentage of students who “agreed” or “strongly agreed” that they possessed important assets relative to protective factor domains at entry into the program and again at program completion. The outcome data indicates that participation in ASPIRE student assistance services helped youth develop social and emotional strengths, attitudes, values, support, and identity that they need for success in life.

Protective Factor Domain	% of students Pre-BRRIM	% of students Post-BRRIM
Self-Confidence	66%	87%
Self-Esteem	63%	90%
Resilience	77%	98%
Self-Efficacy	36%	75%
Problem-Solving Skills	84%	100%
Open Thinking	72%	86%
Overall Effectiveness	77%	88%
Healthy Decisions	62%	92%
Family Support	77%	80%
Internal Locus of Control	46%	56%
Knowledge of Resources	54%	92%

Ongoing outreach plans to provide education, resources and support to childcare providers have been successful and also include ongoing follow up.

Expanded outreach to ACUSD/ACOE staff who support students county-wide has also been successful in that more staff has been educated about local resources and supports to assist student families county-wide. Ongoing follow up will occur as program implementation continues, including participation at the School Based Mental Health Early Intervention Strategies Workgroup.

Summary of FY22/23: This was the first full year of program operations under this Innovations project. It was very successful and the program experienced much improvement which created positive outcomes for those who participated.

One thing to notice is that in the original Innovations plan, it was anticipated that each strategy in the program design would need ongoing follow up and support. However, this is naturally occurring due to the tools being used through implementation. The BRRIM has evaluation and ongoing supportive mechanisms in place as a core component of the model. Additionally, the ongoing outreach, support and education to childcare providers, community partners and ACUSD/ACOE is now embedded into the outreach plan that is utilized as a key element of the Comprehensive Community Support Model to Address Student Mental Health. This evolution within the program design is quite successful because it shows that the Innovations project original intent of coordinating a community-school relationship is working. Not only is the project model working, but it is also sustainable as it is utilizing resources that

already exist – not one ‘new’ program is being created. However, by expanding the Student Assistance Program model, it is more effective in building a system of care that promotes a community-school relationship.

Plans for FY23/24 include maintaining and improving the momentum around student mental health while also identifying service needs and leveraging developed partnerships to effectively meet those needs.

FY 23/24 Projected Annual Cost: \$133,000 | Increase in Cost from 22/23: 0% | FY 22/23 # Served: 663 (336 through school and provider partner outreach; 127 through school and provider partner educational workshops; 200 individuals served through ASPIRE) | Increase in # Served: 108% | FY 23/24 Projected # to be Served: 500 | FY 23/24 Estimated Cost per Person: \$266