



Glenn County Health Services Agency

Director-Health Services Agency

Scott Gruendl

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November 12, 2010

California Department of Mental Health
Wendy Desormeaux
MHSA Workforce Education and Training – Regional Partnerships
Workforce Education and Training Unit
1600 9th Street, Room 150
Sacramento, CA 95814

RE: Submission of the Mental Health Services Act (MHSA) Regional Partnership Annual Implementation Report

Dear Wendy,

Attached please find the Superior Region Partnership Annual Implementation Progress Report. The Superior Region consists of 16 northern California counties which covers a large geographic area equivalent to the size of the state of Iowa. The partnership has been active over the past two years and has focused on building collaborative relationships with educational institutions with our region. We have made great strides towards our priority areas and we look forward to continued growth in serving the workforce education and training needs of our region.

A conscious goal of the Superior Region Partnership has been to maximize Workforce, Education and Training monies by utilizing region and county resources in the manner to most effectively address the workforce needs of the mental health directors. As you will see, we have either spent or allocated close to 1.3 million of the partnership funds. We look forward to receiving future funds to continue our work on workforce and education projects in the Superior Region.

Please don't hesitate to contact myself or the Superior Region Workforce Education and Training Coordinator, Donna Jensen at (530) 898-6668 if you have comments or further questions.

Sincerely,

Scott Gruendl, MPA
Director, Glenn County Health Services Agency

CC: Superior Region Mental Health Directors
Superior Region WET Coordinators
Sabine Whipple, CiMH
Adrienne Shilton, CiMH
Stephanie Welch, CMHDA

Mental Health Services Act REGIONAL PARTNERSHIP Implementation Progress Report

Region: SUPERIOR REGION PARTNERSHIP

Fiscal Sponsor County: GLENN COUNTY

Counties: Modoc, Siskiyou, Del Norte, Humboldt, Trinity, Shasta, Lassen, Sierra, Nevada, Plumas, Butte, Glenn, Tehama, Lake, Mendocino, Colusa

Please include a brief introductory paragraph either here or in a cover letter describing the Regional Partnership.

Date Regional Partnership Funding Approved:	2/5/2009	Time period for this report:	October 2008- October 2010
<p>1) Major Goals/Priorities: <i>If the regional partnership has developed a work plan, a copy of the work plan can be utilized in this section. Include information on why the priorities in the work plan were identified.</i></p> <p>1. Develop and implementation of a distance learning system, accessible throughout the Superior Region. This activity, undertaken in collaboration with the California State University system (Chico and Humboldt) and the network of Community Colleges in the region, will include efforts to encourage and support career pathways that support efforts to identify local individuals with a commitment to public mental health in their community, especially including individuals with experience as consumers or family members of consumers. The career pathways identified and support will include:</p> <ul style="list-style-type: none"> • Associate of Arts Degree in Human Services; • Bachelor's Degree in Social Work and Master's Degree in Social Work; • Licensed Vocational Nurse and Registered Nurse with an AA degree, Bachelor's Degree in Nursing, Master's Degree in Nursing and Psychiatric or Primary Care Nurse Practitioner • Marriage and Family Therapist/Master's Degree in Counseling • Consideration of extending this work to additional disciplines in future. <p>2. Change the curricula in Superior California to support wellness and recovery principles, and assure that mental health departments support and encourage career paths throughout the higher education system. This activity will include identifying curriculum models, establishing linkages with higher education institutions, providing internship and field placements, and supporting career pathway development. A primary goal will be an assurance that articulation between two- and four-year education institutions is strengthened.</p> <p>3. Inventory training and technical assistance that is accessible, wellness-and recovery-focused and available in distance education formats. This activity will include identification and critical review of on-line training resources, and identification of county needs for training and technical assistance resources. Peer support and recovery training in an on-line format that provides credit where appropriate will be a first priority.</p> <p>4. Form an advisory board to develop outside resources and review Superior Regional Partnership projects.</p> <p>e) Objectives to be achieved:</p>			

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1. Distance Learning

- Establish off-site and a pathway to distance learning for social work education in the Superior Region
- Establish off-site and a pathway to distance learning for nursing education in the Superior Region
- Establish off-site and a pathway to distance learning for MFT/Master's in Counseling education in the Superior Region
- Identify exiting resources to expand distance learning efforts to include additional disciplines
- Advertise new opportunities available in distance learning to the entire Superior Region

2. Wellness and Recovery Career Pathways

- Identify Human Services curriculum models in community colleges throughout the Superior Region
- Develop solutions for career pathway gaps and needs in the higher education system in the Superior Region, including needed articulation agreements; initial efforts may include articulation workshop to identify barriers and solutions.
- Develop methods to attract and retain bilingual, bicultural workforce and learners in the Superior Region
- Professional development in educational institutions to include adult learning styles
- Outreach to middle and high school students to encourage interest in careers in public health and human service systems
- Identify barriers to quality intern and other practical learning experiences, and methods to assure improvement in such learning settings. Initial efforts may include training in how to supervise interns.

3. Training and Technical Assistance

- Identify existing distance learning models for staff and stakeholder training and technical assistance; provide critical review based on regional participant needs
- Identify methods for shared, regional training for staff and stakeholders, including (a) such partner agencies as primary care and emergency room personnel, to meet the needs of systems of care and (b) repeated staff needs for such issues as charting and documentation, and (c) full consumer participation in program delivery, including acknowledgement of lived experiences, and (d) professional development, including training in supervisory skills, the recovery model, cultural competency and methods to assure appropriate employment of consumers. All training should be done in methods that provide credit where appropriate
- Identify manageable methods for input and review by regional participants to training and technical assistance development
- Identify client and family member experts available to county mental health departments as needed

4. Collaborative Development

- Establish a regular meeting schedule with participation from public mental health, education and additional workforce organizations
- Develop a structure that assures that the regional program supports all geographic areas of the region and addresses diverse county needs
- Build local educational institution/mental health department relationships
- Partner with consumers- and family members in the collaborative to review curriculum
- Develop specific work plans for each of the objectives of the collaborative
- Identify consultant resources to accomplish objectives related to Distance Learning, Wellness and Recovery Career Pathways and Training and Technical Assistance

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2) Description of Activities:

The report should identify the activities listed in the initial "Application for Funding" provided to the Department, as well as activities added since that time. Include the progress of the activities. If an activity was discontinued or changed please explain why.

- A half-time regional coordinator has been hired.
- A mental health workforce needs assessment was completed by Humboldt and Chico State Universities. Over 660 current mental health and tribal employees and consumer volunteers were surveyed regarding their training and education desires as well as barriers to obtaining that education. This needs assessment also surveyed the workforce need of the region's mental health directors and their capacity to support employees in participating in an educational pathway. Included in this needs assessment was a review of the post secondary educational institutions (community colleges and universities) in the region.
- Financial support of a three-year MSW program in Redding (Shasta County).
- Working with community colleges in region to address educational needs and articulation agreements to create more seamless educational pathway. Working with community college AA and certificate programs on mental health competencies including content on wellness, recovery and resiliency.
- As a partnership, identified the need to create mentorship program for individuals who are participating in distance education programs as many are first generation college students and are geographically isolated.
- Coordination of regional Wellness Recovery Action Planning (WRAP) training offered consumers in all 16 counties.
- Collaboration of BSW and MSW programs delivered fully via distance education at Humboldt and Chico State Universities.
- Funded the creation and offering of a Mental Health Wellness and Recovery class offered online at Chico State University.
- Partnership collaborated on curriculum content
- Partnership chair and fiscal agent representative serving on Chico State University's School of Social Work and Mental Health Advisory Board
- Beginning to assess training opportunities available online or distributed education formats.
- Applying for grants that will support and sustain the partnership activities.

3) Outcomes of Regional Partnership:

This section should include outcome information for the regional partnership. Consider both quantitative and qualitative outcomes. Outcomes can be either activity specific and/or more general to the Regional Partnership.

- Mental Health Workforce needs assessment provided data to guide development and implementation of distributed education pathway for social work (Associates → Bachelors → Masters). Upon completion of this program, partnership intends to begin addressing nursing and marriage and family therapy educational pathways.
- 40 students representing 12 Superior Region Counties are participating in the California State University's 3-year MSW distance education program in Redding. These students all are current employees in mental health or human services field. The Superior Region Partnership funded: conversion of courses to alternative delivery formats, specifically in the winter and spring months when travel in the region is not possible, development and delivery of MSW elective on Mental Health Wellness and Recovery (SWRK 678) delivered online and available to all MSW students at CSU, Chico, funded .2 FTE distance education coordinator for 3-year program, creation of a research manual for students learning research methods at a distance and a technical assistant for the alternative delivery methods.
- Held a "Community College Summit" where 4 of the 7 community colleges in the region participated to coordinate educational services with four year universities focused on the needs of the mental health workforce. Community college personnel requested the partnership assistance in the creation of mental health workforce competencies. Identified articulation and transfer issues which will be prioritized and addressed.
- Funded the creation of BSW and MSW programs at Chico and Humboldt State Universities to be delivered solely via distributed education methods. Negotiated the infusion of mental health wellness and recovery curriculum as well as guarantee for employees of the mental health partnership to

Mental Health Services Act REGIONAL PARTNERSHIP Implementation Progress Report

participate in educational programs (school pre-requisites must be met).

- Funded mentorship component for students participating in the distributed educational program. Research demonstrates that mentoring components are essential for success of geographically isolated and first generation college students.
- Leveraged money with Chico and Humboldt State Universities and the California Social Work Education Centers' Child Welfare Training Program which is also collaborating with the stated universities on a distributed education pathway.
- Mental Health Wellness and Recovery Course has been offered twice and is a multidisciplinary class offered to social work, marriage and family therapy and social science students. Course is open to other graduate students. The partnership is also funding the creation of an undergraduate wellness and recovery course. We will be working with the nursing departments to offer curriculum opportunity.
- Superior Region Partnership chair and Director of Glenn County, which is the fiduciary agency, serve on the Chico State University's School of Social Work and Mental Health Advisory Boards which has input on program and curriculum for social work education.
- The partnership coordinated a weeklong WRAP training for county wellness centers to send their staff to get certified. Twelve individuals from throughout the region were certified. This collaborative offered coordination services and counties provided funds to send their staff to training.
- Applied for U.S. Department of Education grant to fund distributed education programs. Although grant was not funded, a score of 92 out of 100 was received and the Partnership was urged to reapply next year.

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4) Funds allocated for activities:

Please include annual expenditures in the following categories: a) personnel/salaries and related costs, b) direct program operating costs, c) contract/consulting expenses, and d) administrative/indirect costs. Also: include any other costs that may not fit into those categories. Please include a narrative for the "other" costs. Also please note if Regional Partnership funds are being matched or leveraged by other entities for any of the activities.

Report through 07/31/10

<u>Revenues</u>	2008-2009	2009- 2010	2010- 2011	Total
Interest	9,783.05	13,243.74	-	23,026.79
MHSA WET	1,800,000.00	-	-	1,800,000.00
Total Revenues	<u>1,809,783.05</u>	<u>13,243.74</u>	<u>-</u>	<u>1,823,026.79</u>
<u>Operating Expenses</u>				
Professional Services:				
CIMH	-	60,134.09	-	60,134.09
Travel	-	668.30	-	668.30
Total Operating Expenses	<u>-</u>	<u>60,802.39</u>	<u>-</u>	<u>60,802.39</u>
Cash in Treasury				<u><u>1,762,224.40</u></u>
Allocated				
Coordinator .5 for 3 years				168,000.00
CSUC Redding MSW (remainder of contract)				130,000.00
HSU BSW/MSW DE Pathway				475,320.00
CSUC BSW/MSW DE Pathway				416,120.00
Educational Mentorship Program & Consultants				108,000.00
TOTAL				1,297,440.00
Unencumbered Balance				464,784.40

**Mental Health Services Act
REGIONAL PARTNERSHIP
Implementation Progress Report**

Name/Title of Person Completing Report	Donna Jensen, MSW, LCSW	Date:	11/11/2010
Phone:	(530) 898-6668	Email:	Djensen@csuchico.edu

Director of Fiscal Sponsor County Attestation

I hereby certify that I am the official responsible for the administration of county mental health services in and for said Regional Partnership and that the Regional Partnership has complied with all pertinent regulations, laws and statutes for this implementation progress report, including all requirements for the Workforce Education and Training component. Mental Health Services Act funds are and will be used in compliance with Welfare and Institutions Code section 5891 and Title 9 of the California Code of Regulations section 3410, Non-Supplant.

All information in this Implementation Progress Report is true and correct.

Scott Gruendl
Mental Health Director/Designee


Signature

11/12/10
Date