

**Deliverable Form E – 5-Year Action Plans**

<b>MCAH SOW Goal 2: Partner Family Violence</b>	
<b>Problem Category</b>	<b>Access to health care, Partner/family violence, SIDS/SUID, Perinatal mood/anxiety disorders</b>
<b>Problem Statement(s)</b>	<p><b>Low rate of early prenatal care entry in females delivering a live birth due to substance abuse and mental health issues.</b></p> <p><b>High rate of domestic violence calls in the county due to lack of education, early identification of problem behaviors, and resource identification.</b></p> <p><b>High rate of substance abuse hospitalizations in pregnant women due to mental health issues, social isolation, inadequate problem solving skills, poor self-esteem, and limited knowledge on the effects of substance use during pregnancy.</b></p> <p><b>High rate of mood disorder hospitalizations in pregnant women due to lack of early identification of mental health issues, provider screening, and resource identification.</b></p>
<b>Five Year Local Goal(s)</b>	<b>Decrease substance use in youth and pregnant women and decrease domestic violence rates, improve maternal mental health and maintain low SIDS/SUID incidence by providing primary violence prevention and personal skill building in youth.</b>
<b>Risk/Contributing Factors</b>	<b>Exposure to violence and/or substance use in the home or community, cultural norms and beliefs that accept the use of violence in intimate relationships and model relationships based on power and control. Poor social emotional development/skills including low self –esteem, poor coping /problem solving skills, youth not connected to healthy adult/community, lack of knowledge and access to services, high rates of substance use and mental health issues, social isolation and low socioeconomic status, stress (external/internal), lack of system integration, lack understanding of childhood brain development, impact of adverse childhood events on adult health</b>
<b>Best Practice Strategies/ Interventions</b>	<b>Community collaboration and system integration, teen dating violence primary prevention education for youth, parent workshops, school staff trainings. Prevention efforts should ultimately reduce risk factors, increase resiliency and promote protective factors. Primary prevention will address all factors that influence teen dating violence, substance use, and mental health: individual, relationships, community, and society (ecological model), understanding economic impact of teen dating violence, substance use, mental health issues and efficiency/benefit of primary prevention, understanding impact of adverse childhood events on childhood development.</b>
<b>Intervention Population(s)</b>	<b>Youth in middle and high school, schools and support staff, parents and caregivers, faith-based organizations, alcohol and drug programs, staff and adolescents in foster care, juvenile justice, primary care providers, mental</b>

**health and social services programs, businesses.**

Short and/or Intermediate Objective(s)	Inputs, including Community Partner involvement	Intervention Activities to Meet Objectives	Performance Measures Short and/or Intermediate	
			Process Description and Measure(s) including data source	Outcome Measure(s) including data source
<p><b>Fiscal Year 1 Capacity Building</b></p> <p>By June 30, 2016, identify potential funding sources, other resources and collaborative partners for primary violence prevention and personal skill building in youth.</p>	<p>Public Service Agencies, Community-based agencies, Parents, First 5, County Office of Education &amp; Schools, Early Care and Education Providers, Local Businesses, Local Hospitals, Service Agencies, Law Enforcement, and other Interested Parties</p>	<p>Identify potential funding sources and apply as appropriate. (Medi-Cal LEA, Local funding, CDPH Rape Prevention monies, Violence Prevention Education monies, CDC Prevention dollars, etc.)</p> <p>Identify other resources such as primary prevention evidence-based curriculum, human resources (interns, student nurses, etc.)</p> <p>Identify partners and discuss opportunities to collaborate on primary violence prevention and personal skill building in youth.</p> <p>Develop community plan to address prevention strategies.</p>	<p><u>Briefly describe:</u></p> <p>Funding applied for and results.</p> <p>Other identified resources.</p> <p>Partners and outcomes of meetings.</p>	<p>Funding awarded by at least one funding source for youth education.</p> <p>Number of partners that agree to participate in primary violence prevention education and personal skill building in youth.</p> <p>Conduct at least 3 meetings with partners to collaborate on primary violence prevention education and personal skill building in youth.</p> <p>Community plan developed.</p>

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<p><b>Fiscal Years 2-4 Program Implementation (if funding obtained)</b></p> <p>By June 30, 2017 implement a Bully Prevention and/or Teen Dating Violence and Personal Skill Building Primary Prevention Education Program in at least 3 schools and/or youth settings.</p>	<p>Public Service Agencies, Community-based agencies, Parents, First 5, County Office of Education &amp; Schools, Early Care and Education Providers, Local Businesses, Local Hospitals, Service Agencies, Law Enforcement, and other interested parties</p>	<p>Identify schools and/or youth settings to implement Bully Prevention and/or Teen Dating Violence Prevention Education and Personal Skill Building program.</p> <p>Identify primary prevention educator(s) to run program.</p> <p>Identify evidence-based curricula; measurable outcomes, resources.</p> <p>Educate certified and classified school staff and other appropriate organizations, public service agency personnel on curricula, review and provide feedback on violence prevention policy.</p> <p>Educate youth on bully prevention and/or teen dating violence, dangers/unhealthy coping vs. healthy coping skills, conflict resolution/ healthy communication skills, resource identification and information on early development.</p>	<p><u>Briefly describe:</u></p> <p>Schools where program is implemented.</p> <p>Educator(s) to implement program.</p> <p>Curricula; short/long term goals, resources.</p> <p>Number of schools and individuals receiving training.</p> <p>Track presentations, Lesson plans, pre/post-tests/surveys and other data collection.</p>	<p>Commitment from at least three schools and/or youth settings willing to implement program.</p> <p>Give at least 10 skill knowledge/skill building presentations per course; administer two pre/post surveys per course.</p> <p>There will be a 50% increase in bully prevention and/or teen dating violence prevention knowledge and identification of red flags seen in abusive relationships in program recipients per pre/post-tests.</p> <p>There will be a 30% increase in healthy coping skills identification in program</p>

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		Develop and implement a Continuous Quality Improvement/Quality Assurance (CQI/QA) process including on-going meetings with partners.	<p>CQI/QA process developed.</p> <p>Partners and outcomes of meetings.</p>	<p>recipients.</p> <p>There will be a 30% increase in program recipients utilizing healthy conflict resolution and communication skills.</p> <p>There will be a 30% increase in program recipients understanding of childhood brain development.</p> <p>Program recipients will identify 3-5 community resources.</p> <p>School and or youth program policy will be consistent with trauma-informed practices.</p> <p>Describe the outcomes of the CQI/QA process.</p>
<p><b>Fiscal Year 5 Sustainability Plan</b></p> <p>By June 30, 2020, produce</p>	Public Service	Identify funding sources and apply as	<p><u>Briefly describe:</u></p> <p>Funding applied for and</p>	<p>Funding awarded by at</p>

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a sustainability plan identifying the resources needed to sustain collaborations and education for primary violence prevention and personal skill building in youth within schools and/or youth settings.	Agencies, Community-based agencies, Parents, First 5, County Office of Education & Schools, Early Care and Education Providers, Local Businesses, Local Hospitals, Service Agencies, Law Enforcement, and other interested parties	<p>appropriate.</p> <p>Identify other needed resources; human resources (ex. Youth leadership).</p> <p>Identify strategies used by other like counties.</p> <p>Identify changes/modifications needed to existing program – reassessment.</p> <p>Continue to foster effective, collaborative relationships.</p> <p>Identify goals, actions for next planning cycle.</p>	<p>results.</p> <p>Resources identified.</p> <p>Meetings and their outcomes.</p> <p>Strategies to adopt.</p> <p>Changes to implemented activities.</p> <p>Actions and goals for sustainability of educational program.</p>	<p>least one source to sustain implemented prevention education/skill building program.</p> <p>Conduct at least 3 meetings with community partners.</p> <p>Determine at least 3 strategies used by other counties.</p> <p>Determine at least 3 changes to improve educational program.</p> <p>Determine at least 3 goals for sustainability plan.</p>