Health Care Agency
Behavioral Health Services
Prevention & Intervention Division

PROGRAM PLANNING
PREVENTION AND INTERVENTION PROGRAMS

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GUIDING PRINICIPLES

Brief Overview of MHSA and PEI

PEI is one of five key components of MHSA
Reducing risk factors, building skills and increasing support
Promotes positive cognitive, social and emotional development
Interventions prior to the onset of mental disorders or early in the process
Relatively short term, low intensity
Not for filling gaps, not for relapse prevention, not for programs not tied to MH

Valued characteristics of PEI programs, per MHOAC guidelines

In the community where people usually go, not in the clinic
Coalitions and collaborations
Reaching the under and un served
Outcome based program design and operation
Leveraging

Additional local considerations

Time limited programs valuable in light of changing economy
Experience in working with target population important
Experience in contracting with county is not a limiting factor
Renaming your program is not sufficient
Helpee to helper model is valuable
Participant satisfaction is important
Accountability: good work must be supported by good data and documentation
Most importantly – prevention requires a new way of thinking
Start with a new vocabulary \

PROGRAM PLANNING

Introduction

Goal: What is the purpose or expected result of your program? What type of change in participants? What change is expected if the program is successful?

1. What have you read in the authorizing documents or other relevant publications?
2. What have you learned from your community? Your staff? Your program participants?
3. What additional input have you had from your Board, administration, colleagues and others?
4. is there a particular model or evidence based practice that your program will be based on? If so, then does this model have expected outcomes?
5. *What do you think should happen because of your proposed program? How will it make a difference?*

<u>Participants:</u> who is the program supposed to impact? Who are the participants?

1. What level are you trying to reach? Organization(s), general population, specific groups, individuals?
2. What is their role? Potential mental health client, staff, caretaker, teacher, student, parent, etc.
3. What are their demographic characteristics? Age, gender, sexual orientation, ethnicity, language, etc.
4. What are their risk characteristics? What makes them a candidate for this program?

<u>Activities:</u> What activities are needed to reach the goals of the program? What you have to do for change in participants to occur? There can be more than one type of activity in each of the categories below.

1. Individual meetings – 1:1 staff and participant
2. group meetings – 1:2 or more staff and participants in interactive group
3. class/presentation – 1:2 - staff presents, participants are audience
4. telephone or other electronic communication
5. other: usually development of a “product” like a directory, poster, educational materials, curriculum for a class, etc.

<u>Staff</u>: Who will conduct the activities? Most programs need a mix of administrative, service and support staff but answers to these questions will define the particular mix for your program.

1. What skills are absolutely critical to your program?
2. What type of staff will be most likely to have these skills? Paid, volunteer, contractual, regular, professional, licensed, consumers, IT comfortable, with certain demographic characteristics, etc.
3. How many hours per week do you need these people?
4. How will you find and retain them?

<u>Location:</u> Where and when will the activities take place?

1. Are the activities based in participants’ homes, community agencies, etc.?
2. What other space is needed for staff?

3. What options will you use to provide these facilities – current space, shared or donated space, rented, etc.
4. Any geographic considerations?
5. Will any modifications be needed?
6. What hours will the activities be provided?

<u>Activity Delivery Plan:</u> How will things go? What is the process from entrance to exit?

1. How will potential participants learn about your program? What outreach or publicity will be needed? Will you do this or will some other organization do this?
2. Do you think potential participants will be eager or be reluctant to join your program? What are the barriers? What can you do about that
3. How will potential participants contact you? Can they just show up or do they need a referral or appointment?
4. Will you accept everyone who comes? If not, how will you decide who is in and who is not? What will happen to those who are not accepted?
5. Once in the program, how is it decided who goes where if the program has more than one activity? Can that change in the course of involvement? How?
6. How does a participant exit your program? Is there any "graduation" point? What the criteria for that? Can a participant "fail" or be "expelled? If so, what are the criteria for this and what happens? If someone "drops out" what steps are taken, if any, to follow up?
7. After exiting, is there a "step down" or alumni activity? Can people re-enter the program?

<u>How Much Activity?</u>

1. Start by calculating how many hours each activity, on the average, takes plus preparation, travel and document time as well. Estimate how much one staff can do, then multiply by the number of staff in the program.

	each week	each month	each year	the first 6 mons.
individual				
group				
class				
calls				
other				

2. Calculate how much activity each participant will be involved in on the average – So many individual sessions, group meetings, etc. – or the average length of enrollment in the program. Combined with the figures from number 1 should allow you to calculate the number of people that can be served each month or each year.
3. Compare your results with your actual experience in programs or activities that your organization already does to make sure your estimates are realistic.

<u>Colleagues:</u> Who will help you with this program?

1. Who will you work with?
2. What will they do? Send referrals, receive referrals, train staff, provide space,
3. what will the relationship be? Informal, coalition, memo of understanding, contract, etc.?

<u>Information and Documentation:</u> what do you need to collect?

1. What information will you collect about your participants and how will you collect it? Do you anticipate any problems? How will it be stored and who will have access to it? What regulations, such as HIPAA apply?
2. How will you record the amount of activity that you provide? How will this be sent to your funding sources?
3. How will you measure participant satisfaction?
4. How will you know that your program is having a positive impact on participants

<u>Starting:</u> What do you need to do before the program opens? How will it be different in the first year compared to later years?

1. What do you need to get to start the program? Supplies, equipment, software, educational materials, forms, flyers, brochures, outcome measures, furniture, facility, transportation, etc.
2. What do you need to do before the program opens? Hire and train staff, remodel facility, get fire clearance, use permits or business licenses, develop procedures and protocols, establish relations with colleagues, etc?
3. What can go wrong? What is your plan?
4. When can you start?
5. what changes in productivity and or types of activities, staffing, funding, etc. do you expect over the first year of operation?

<u>Problems</u>: What are the critical problems that could occur? What are the most likely problems? What is your plan?

<u>Funding:</u> How will you pay for this program

1. What is your major source of funding? Is your program plan compliant with the regulations associated with that source?
2. What other realistic sources of funding are there? What do you have to do to secure them?
3. What “soft” funding can be identified – such as donated space, use of office equipment and supplies, supervision of staff, etc.
4. How secure is your funding? What is your backup plan?

RESPONDING TO A REQUEST FOR PROPOSALS

Plan your program thoughtfully. Include people from all levels of your organization in the thinking, including current participants. Develop the program in response to this RFP – do not just cut and paste from your current program description.

Answer every question completely. This is the most common error in Bid preparation – incomplete responses. If you don't understand a question, submit it through Bid Sync or contact the Contract Administrator

Review your proposal carefully. Have "fresh eyes" read the proposal to ensure that it is understandable to someone who does not know your organization. Check continuity and internal consistency. Make the entire document as readable as possible.

IF YOU WIN A CONTRACT

You will be working with two people from the county, the Contract Administrator from CDM who is responsible for legal, contractual, fiscal and administrative aspect of your contract and the Contract Monitor from BHS.

- Your program will be assigned to a **Contract Monitor** who will serve as your major contact person for programmatic issues. He or she will visit your program regularly, and may spend several day a week with you initially. They will assist you with program structure and development, staffing, training, outreach, participant crises, resource development, outcome measurement, records, and other program matters.

- You will be expected to **collect and submit information** about all the services or activities that you provide. In many programs you will have **additional information** about your clients or participants that must be collected and submitted – this will vary from program to program.

- You will l also expected to submit a **monthly report** about your activities, productivity, participant characteristics and satisfaction, impact, staffing, outreach, and other data unique to your program.

- There will also be **chart and program audits,** usually conducted by your Contract Monitor These audits are designed to help you to be true to your proposal that won the bid as well as compliant with regulations.

- You will also **meet on a regular basis** with your Contract Administrator, Contract Monitor, the Program Manager for Contracts and others to discuss the progress of the program.

The Contract Administrator, the Contract Monitor and the Contractor are all partners in the venture and work together as a team.