

Setting Communications Goals

CMHS's System of Care Program Goals

- Develop systems of care for children with serious emotional disturbances and their families.
- Provide a broad array of mental health and other related services, treatments, and supports to the target population.
- Evaluate the effectiveness of the system of care and its component services.
- Involve families in the development of the system and the services, and in the care of their own children.
- Use cultural competence approaches for serving children and their families from minority, racial, and ethnic populations in the community.

CMHS's System of Care Social Marketing Goals

- Reduce stigma associated with mental illness and promote mental health.
- Use social marketing strategies to help increase the likelihood that children and youth with SED and their families are appropriately served and treated.
- Increase awareness of mental health needs and services for children and youth among mental health providers, SOC communities, intermediary groups/organizations, and the public.
- Demonstrate to communities that the mental health needs of children and youth with SED are best met through the utilization of systems of care.
- Use social marketing strategies to help build capacity within SOC communities to sustain services and support to children and youth with SED and their families.

Your System of Care Program Goals

KALAMAZOO WRAPS GOALS

1. To assure timely and effective interventions through strength based holistic plans.
2. For families and youth to be equal partners at every level from planning to delivery of programs, services and evaluation.
3. To develop and maintain a system of care which is coordinated, user friendly, simplified, responsive and demonstrates a shared sense of responsibility across the community.
4. The family resource center, Advocacy Services for Kids (ASK) will support families served by the community including, child welfare, juvenile justice, mental health and education.
5. For cultural and linguistic competency to be experienced, demonstrated, and evaluated at the service provision and organizational levels.
6. For all stakeholders (providers, families and youth) to be informed and engaged in the continuous development of the system of care in Kalamazoo County.
7. To create a culture of excellence to achieve best outcomes for the youth and families of Kalamazoo County.
8. The system of care will be sustained through ongoing continuous quality improvement, evaluation and optimizing resources.

Kalamazoo Wraps Public Education & Social Marketing Plan

Your Social Marketing Goals

1. **Support and Promote Public Education Regarding our System of Care.**
2. **Reduce Stigma Related to Mental Illness**
3. **Assure Families, Parents/Caregivers, and Youth, are equal partners at every level of Kalamazoo Wraps' Public Education & Social Marketing Efforts, from Planning to Implementation**

Context for Our Goals

We plan to achieve our goals by improving communication throughout our entire system of care, through promotion and implementation of evidence-based practices, best practices, and promising practices.

This will improve communication between: the staff of various service providing agencies, service providers and those they serve, family members, teachers and students, etc.

Families, Parent/Caregivers, and Youth, will work in partnership with others involved in the development and implementation of the Public Education and Social Marketing Plan, including public and private organizations, to ensure supports are effective, build on the strengths of individuals, and address each person's cultural and linguistic needs.

Expected Outcomes Include:

1. an increase in public awareness regarding children's mental health issues and the services available to youth and families.
2. a reduction of stigma surrounding mental health issues and mental illness.
3. increased utilization of services, throughout the system of care.
4. an increase in clear communication between public and private service providers regarding services and resources available to youth and families.
5. family and youth voice will exist throughout our system of care.

Once realized, these outcomes will lead to the achievement of the Expected Local Evaluation Outcomes:

Increased:

- Functioning within the family and community
- Functioning within the school
- Community and natural support use
- High School graduation rates
- Staff retention

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Decreased:

- Juvenile court involvement
- Out-of-home placements
- Child abuse and neglect
- Stigma of mental illness

We will be able to Verify:

- Services are timely
- Services are effective
- Families and youth are equal partners of service provision
- Family Resource Center serves families from all systems
- System of care is coordinated, strength based, user friendly, simplified and responsive
- All stakeholders are informed and engaged
- Cultural & linguistic competency is demonstrated across the system of care
- Creation of a culture of continuous improvement to achieve best outcomes
- Our system of care is sustained through continuous quality improvement, evaluation, optimizing resources & values driven services

Audiences

Primary Audiences

(Whose knowledge, attitudes, and behavior must be changed in order to meet your goal? What do you know about their knowledge, attitudes, and behaviors as related to your issue? These groups now become your primary audiences.

These are usually individuals or groups within the stakeholder communities your system of care will need to engage in order to reach the program goals.

Identify key stakeholder groups as a start.

Consider which groups within each key stakeholder community will have the most significant impact or “biggest say” on whether or not you achieve the communications goals set for your system of care at this stage of its development.

Provide one five-sentence paragraph on each primary audience. Your responses should address all of the above questions. Ideally, you will have no more than three primary audiences.

1. Families, Parent/Caregivers, and Youth, of diverse ethnic and cultural backgrounds, who currently receive services.

In order to increase involvement of this audience, they must be made aware of the benefits which will occur as a result of their involvement such as:

- Services which are more culturally and linguistically competent
- An increase in the successful treatment for youth
- Their knowledge and experiences can help us to improve our system of care
- By sharing their stories, they can help others gain knowledge, provide “a face” to various issues, thereby making their stories more impactful, all of which work to help decrease stigma.

2. Families, Parent/Caregivers, Youth, and the General Public, all of diverse ethnic and cultural backgrounds, who do not yet receive services.

In order to increase utilization of services, ease in access, and effectiveness of treatment, key messages for this audience will include:

- Education regarding what services are available
- How to access the services available
- Outreach to identify what services are necessary for this audience and why they are not accessing services. “What do they need and how can we meet that need?”

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3. Members of Leadership within Service Providing agencies:

- Mental Health Providers
- Child Welfare Professionals
- Public Health Professionals
- Youth Service Providers
- Policy Makers
- Educators: School Administrators, Teachers, Transportation Specialists
- Juvenile Justice Professionals

Key messages for this audience will include:

- Education regarding implementation of evidence based, best practice, and promising practices, resulting in more effective services.
- Education and awareness of system of care values and principals, resulting in more effective services provided.
- The importance of Partnership with Families, Parents/Caregivers, and Youth at every level, from planning, to implementation, to evaluation, resulting in the provision of more effective services.

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Secondary Audiences

1. Area Businesses

Key Messages:

Their partnership in the improvement of our system of care, improves services and benefits our entire community.

A shared sense of community responsibility, will lead to a decrease in stigma.

2. Key Community Stakeholders:

- **The Family Resource Center**
- **Mental Health**
- **Juvenile Justice**
- **Child Welfare**
- **Education**

Key Message:

Each has a shared responsibility with the other for the welfare of the community, and the need for true collaboration, which will result in more effective and efficient delivery of resources and services.

Other Sources of Support

- 1. Kalamazoo City and County Government, example: Commissioners, Mayors, etc.**
- 2. The City of Portage**
- 3. Faith-Based Leaders representing a diverse array of religious organizations.**

Key Messages for 1, 2, & 3:

- Our system of care will promote the incorporation of cultural and linguistic competence in all treatment plans.
- The implementation of a system of care will lead to better outcomes for youth and families struggling with mental health issues, such as:

faster/easier access to services
faster/easier referral to services
decreased rates of high school drop outs
decreased youth involvement with juvenile justice
decreased youth behavioral and emotional problems
decreased youth suicide attempts and ideation
increased school attendance
improved grades among high school age youth

- National data demonstrates that youth involved within systems of care will be better educated and contribute to the overall improvement and benefit of our community.

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Barriers and Benefits to Primary Audiences

1. Families, Parent/Caregivers, and Youth, of diverse ethnic and cultural backgrounds, who currently receive services.

Barriers:

- Fear their involvement won't make a difference (a waste of time)
- Fear of losing their privacy (if they share their personal experiences with others)

Benefits:

- Their knowledge and experiences can help us to improve our system of care
- Services will become more culturally and linguistically competent
- There will be an increase in the successful treatment for youth with serious emotional disturbances
- Easier Referral and Access to services
- By sharing their stories, they can help others gain knowledge, provide "a face" to various issues, thereby making their stories more impactful, all of which work to help decrease stigma

2. Families, Parent/Caregivers, Youth, and the General Public, all of diverse ethnic and cultural backgrounds, who do not yet receive services.

Barriers:

- Language
- Stigma/Fear of judgment
- Ignorance/Unaware of services available or how to access those services
- A lack of confidence in the effectiveness of services, or if they are the right services

Benefits:

- Education regarding what services are available
- Education regarding how to access the services available
- Better communication within the family, helping improve familial relationships
- Improved behavior of their youth with serious emotional disturbances, as a result of receiving the right treatment at the right time

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3. Members of Leadership within Service Providing agencies:

- **Mental Health Providers**
- **Child Welfare Professionals**
- **Public Health Professionals**
- **Youth Service Providers**
- **Policy Makers**
- **Educators: School Administrators, Teachers, Transportation Specialists**
- **Juvenile Justice Professionals**

Barriers:

- A lack of resources, e.g., staff time, personnel, funding
- Operations within a slow changing and complicated "bureaucracy"
- Mandates, Standards, Regulations
- Lack of awareness regarding the most effective/proven services and interventions

Benefits:

- Grant funding to assist in the implementation of the most evidence based, best practice, and promising practices.
- Education regarding implementation of the most effective evidence based, best practice, and promising practices, resulting in more effective services.
- Utilization of the most effective treatments, delivered in the most effective ways, will result in more effective/successful treatments, thus lowering the cost of service delivery.
- The benefits of system-wide partnerships including service providing agencies, which can all work together to improve the "bureaucracy" that slows positive systems change.
- Education and awareness of system of care values and principals, resulting in more effective services provided.
- The importance of Partnership with Families, Parents/Caregivers, and Youth at every level, from planning, to implementation, to evaluation, resulting in the provision of more effective services.

Barriers and Benefits to Secondary Audiences

1. Area Businesses

Barriers:

- Ignorance/Lack of awareness regarding services for children with serious emotional disturbances/Lack of understanding regarding how they can help create change.

Benefits:

- Civic involvement will promote a positive image of their business, creating "Goodwill" and increased business.

2. Key Community Stakeholders:

- **The Family Resource Center**
- **Mental Health**
- **Juvenile Justice**
- **Child Welfare**
- **Education**

Barriers:

- A lack of resources, e.g., staff time, personnel, funding
- Operations within a slow changing and complicated "bureaucracy"
- Mandates, Standards, Regulations
- Lack of awareness regarding the most effective/proven services and interventions

Benefits:

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- The benefits of system-wide partnerships including service providing agencies, which can all work together to improve the "bureaucracy" that slows positive systems change.
- Education and awareness of system of care values and principals, resulting in more effective services provided.
- The importance of Partnership with Families, Parents/Caregivers, and Youth at every level, from planning, to implementation, to evaluation, resulting in the provision of more effective services.

Barriers and Benefits to Other Sources of Support

1. Kalamazoo City and County Government, example: Commissioners, Mayors, etc.

Barriers:

- Lack of awareness regarding the most effective/proven services and interventions
- A lack of resources, e.g., staff time, personnel, funding
- Operations within a slow changing and complicated "bureaucracy"
- Mandates, Standards, Regulations

Benefits:

- The importance of Partnership with Families, Parents/Caregivers, and Youth at every level, from planning, to implementation, to evaluation, resulting in the provision of more effective services and productive citizens.
- Education regarding implementation of the most effective evidence based, best practice, and promising practices, resulting in more effective services.
- Utilization of the most effective treatments, delivered in the most effective ways, will result in more effective/successful treatments, thus lowering the cost of service delivery.
- The benefits of system-wide partnerships including service providing agencies, which can all work together to improve the "bureaucracy" that slows positive systems change.
- Education and awareness of system of care values and principals, resulting in more effective services provided.
- Grant funding to assist in the implementation of the most evidence based, best practice, and promising practices.
- The implementation of a system of care will lead to better outcomes for youth and families struggling with mental health issues, such as:
 - faster/easier access to services
 - faster/easier referral to services
 - decreased rates of high school drop outs
 - decreased youth involvement with juvenile justice
 - decreased youth behavioral and emotional problems
 - decreased youth suicide attempts and ideation
 - increased school attendance
 - improved grades among high school age youth
- National data demonstrates that youth involved within systems of care will be better educated and contribute to the overall improvement and benefit of our community.

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2. The City of Portage

Barriers:

- Lack of awareness regarding the most effective/proven services and interventions
- A lack of resources, e.g., staff time, personnel, funding
- Operations within a slow changing and complicated “bureaucracy”
- Mandates, Standards, Regulations

Benefits:

- The importance of Partnership with Families, Parents/Caregivers, and Youth at every level, from planning, to implementation, to evaluation, resulting in the provision of more effective services and productive citizens.
- Education regarding implementation of the most effective evidence based, best practice, and promising practices, resulting in more effective services.
- Utilization of the most effective treatments, delivered in the most effective ways, will result in more effective/successful treatments, thus lowering the cost of service delivery.
- The benefits of system-wide partnerships including service providing agencies, which can all work together to improve the “bureaucracy” that slows positive systems change.
- Education and awareness of system of care values and principals, resulting in more effective services provided.
- Grant funding to assist in the implementation of the most evidence based, best practice, and promising practices.
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3. Faith-Based Leaders representing a diverse array of religious organizations.

Barriers:

- Lack of awareness regarding the most effective/proven services and interventions
- A lack of resources, e.g., staff time, personnel, funding
- Lack of previous partnerships with area service providers, mental health providers, law enforcement, and government agencies.

Benefits:

- Our system of care will promote the incorporation of cultural and linguistic competence in all treatment plans, acknowledging the families culture/beliefs/religion/faith are respected and included in treatment, if the family so chooses.
- Education regarding implementation of the most effective evidence based, best practice, and promising practices, resulting in more effective services.
- Utilization of the most effective treatments, delivered in the most effective ways, will result in more effective/successful treatments, thus lowering the cost of service delivery.
- The benefits of system-wide partnerships including service providing agencies, which can all work together to improve the “bureaucracy” that slows positive systems change.
- The implementation of a system of care will lead to better outcomes for youth and families struggling with mental health issues, such as:
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 - improved grades among high school age youth
- National data demonstrates that youth involved within systems of care will be better educated and contribute to the overall improvement and benefit of our community.

Messages

Messages for Specific Audiences

Families, Parent/Caregivers, and Youth, of diverse ethnic and cultural backgrounds, who currently receive services.

- National data demonstrates that youth involved within systems of care will be better educated and contribute to the overall improvement and benefit of our community.
- The implementation of a system of care will lead to better outcomes for youth and families struggling with mental health issues, such as:
 - faster/easier access to services
 - faster/easier referral to services
 - decreased rates of high school drop outs
 - decreased youth involvement with juvenile justice
 - decreased youth behavioral and emotional problems
 - decreased youth suicide attempts and ideation
 - increased school attendance
 - improved grades among high school age youth
- Their knowledge and experiences can help us to improve our system of care, by helping us see what is working and what needs improvement.
- By sharing their stories, they can help others gain knowledge, provide “a face” to various issues, thereby making their stories more impactful, all of which work to help decrease stigma.
- Their involvement will help improve services by making services more culturally and linguistically competent.
- System of Care 101: How improved services will increase the rate of successful treatment for youth.

Families, Parent/Caregivers, Youth, and the General Public, all of diverse ethnic and cultural backgrounds, who do not yet receive services.

- National data demonstrates that youth involved within systems of care will be better educated and contribute to the overall improvement and benefit of our community.
- The implementation of a system of care will lead to better outcomes for youth and families struggling with mental health issues, such as:
 - faster/easier access to services
 - faster/easier referral to services
 - decreased rates of high school drop outs
 - decreased youth involvement with juvenile justice
 - decreased youth behavioral and emotional problems
 - decreased youth suicide attempts and ideation
 - increased school attendance

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- improved grades among high school age youth
- Services for youth with serious emotional disturbances can benefit their families
- Education regarding the services are available for youth with serious emotional disturbances and their families
- How to access the services available
- System of Care 101: How improved services will increase the rate of successful treatment for youth.

Members of Leadership within Service Providing agencies:

- **Mental Health Providers**
- **Child Welfare Professionals**
- **Public Health Professionals**
- **Youth Service Providers**
- **Policy Makers**
- **Educators: School Administrators, Teachers, Transportation Specialists**
- **Juvenile Justice Professionals**

- Initiative Progress Reports
- National data demonstrates that youth involved within systems of care will be better educated and contribute to the overall improvement and benefit of our community.
- The implementation of a system of care will lead to better outcomes for youth and families struggling with mental health issues, such as:
 - faster/easier access to services
 - faster/easier referral to services
 - decreased rates of high school drop outs
 - decreased youth involvement with juvenile justice
 - decreased youth behavioral and emotional problems
 - decreased youth suicide attempts and ideation
 - increased school attendance
 - improved grades among high school age youth
- System of Care 101: How improved services will increase the rate of successful treatment for youth.
- Education regarding the “system of care” values and principals, resulting in more effective services provided, thereby increasing the success of the services they provide.
- The benefits of community partnerships, resulting in improved and more efficient communication between service providers: speeding referral time.
- The benefits of their partnership with Families, Parents/Caregivers, and Youth at every level, from planning, to implementation, to evaluation, resulting in the provision of more effective services.
- Education regarding implementation of evidence based, best practice, and promising practices, resulting in more effective services.

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Kalamazoo City and County Government, example: Commissioners, Mayors, etc.

- Initiative Progress Reports
- National data demonstrates that youth involved within systems of care will be better educated and contribute to the overall improvement and benefit of our community.
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 - increased school attendance
 - improved grades among high school age youth

Faith-Based Leaders representing a diverse array of religious organizations.

- National data demonstrates that youth involved within systems of care will be better educated and contribute to the overall improvement and benefit of our community.
- Our system of care will promote the incorporation of cultural and linguistic competence in all treatment plans, supporting and respecting the culture and religious beliefs of families.

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Area Businesses

- Education regarding the mental health issues youth with serious emotional disturbances and their families (the customers of area businesses) are facing and how their involvement in our system of care can help create positive change for youth and families (their customers).
- Civic involvement will promote a positive image of their business, creating "Goodwill" and increased business.
- National data demonstrates that youth involved within systems of care will be better educated and contribute to the overall improvement and benefit of our community.

Key Community Stakeholders (the front-line staff providing services to youth and families:

- **The Family Resource Center**
- **Mental Health**
- **Juvenile Justice**
- **Child Welfare**
- **Education**

- National data demonstrates that youth involved within systems of care will be better educated and contribute to the overall improvement and benefit of our community.
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- Education regarding the "system of care" values and principals, resulting in more effective services provided, thereby increasing the success of the services they provide.
- The benefits of community partnerships, resulting in improved and more efficient communication between service providers: speeding referral time.
- The benefits of their partnership with Families, Parents/Caregivers, and Youth at every level, from planning, to implementation, to evaluation, resulting in the provision of more effective services.
- Education regarding implementation of evidence based, best practice, and promising practices, resulting in more effective services.

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Core Messages

- National data demonstrates that youth involved within systems of care will be better educated and contribute to the overall improvement and benefit of our community.
- The implementation of a system of care will lead to better outcomes for youth and families struggling with mental health issues, such as:
 - faster/easier access to services
 - faster/easier referral to services
 - decreased rates of high school drop outs
 - decreased youth involvement with juvenile justice
 - decreased youth behavioral and emotional problems
 - decreased youth suicide attempts and ideation
 - increased school attendance
 - improved grades among high school age youth
- System of Care 101: How improved services will increase the rate of successful treatment for youth
- The benefits of partnerships with Families, Parents/Caregivers, and Youth at every level, from planning, to implementation, to evaluation, resulting in the provision of more effective services.

Communication Channels

Determining Communication Channels

Families, Parent/Caregivers, and Youth, of diverse ethnic and cultural backgrounds, who currently receive services.

Where and how do they spend their time?

Work: working,

Home: working/relaxing/sleeping,

School: learning/studying

What are their genders, ethnicities, and income levels?

Male and Female

Multiple Ethnicities

Low-Lower Middle Class income levels

How have they been educated?

Public Schools

In what languages do they prefer to receive information?

English, Spanish

What or who are they influenced by?

Personal security and happiness

What makes new information credible for them?

If it leads to more effective services and better outcomes for their families

What or who could motivate change or action?

Examples demonstrated or shared by other youth, parents, and/or service providers

Families, Parent/Caregivers, Youth, and the General Public, all of diverse ethnic and cultural backgrounds, who do not yet receive services.

Where and how do they spend their time?

Work: working,

Home: working/relaxing/sleeping,

School: learning/studying

What are their genders, ethnicities, and income levels?

Male and Female

Multiple Ethnicities

Low-Lower Middle Class income levels

How have they been educated?

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In what languages do they prefer to receive information?

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What or who are they influenced by?

Personal security and happiness

What makes new information credible for them?

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Evidence and word of mouth from other parents, youth, and/or family members who have experienced successful outcomes in their own lives.

Receiving clear, concise information about the referral process, access to information and the services available.

What or who could motivate change or action?

Examples demonstrated or shared by other youth, parents, and/or service providers.

Members of Leadership within Service Providing agencies:

- **Mental Health Providers**
- **Child Welfare Professionals**
- **Public Health Professionals**
- **Youth Service Providers**
- **Policy Makers**
- **Educators: School Administrators, Teachers, Transportation Specialists**
- **Juvenile Justice Professionals**

Where and how do they spend their time?

Work: working, meetings, collaborating with other leaders

Home: working/relaxing/sleeping,

What are their genders, ethnicities, and income levels?

Male and Female

Multiple Ethnicities

Various income levels

How have they been educated?

Public Schools, Colleges, Universities,

In what languages do they prefer to receive information?

English, Spanish

What or who are they influenced by?

Personal happiness, Successful professional outcomes, Politics, Public Opinion

What makes new information credible for them?

If it leads to more effective services and better outcomes

What or who could motivate change or action?

Examples of more effective services and successful outcomes for youth with serious emotional disturbances and their families.

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Kalamazoo City and County Government, example: Commissioners, Mayors, etc.

Where and how do they spend their time?

Work: working, meetings, collaborating with other leaders

Home: working/relaxing/sleeping,

What are their genders, ethnicities, and income levels?

Male and Female

Multiple Ethnicities

Various income levels

How have they been educated?

Public Schools, Colleges, Universities,

In what languages do they prefer to receive information?

English, Spanish

What or who are they influenced by?

Personal happiness, Successful professional outcomes,

Politics, Public Opinion

What makes new information credible for them?

If it leads to more effective services and better outcomes

What or who could motivate change or action?

Examples of more effective services and successful outcomes for youth with serious emotional disturbances and their families.

Services that are cost effective.

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Where and how do they spend their time?

Work: working, meetings, collaborating with other leaders

Home: working/relaxing/sleeping,

What are their genders, ethnicities, and income levels?

Male and Female

Multiple Ethnicities

Various income levels

How have they been educated?

Public Schools, Colleges, Universities,

In what languages do they prefer to receive information?

English, Spanish

What or who are they influenced by?

Personal happiness, Successful professional outcomes,

Politics, Public Opinion

What makes new information credible for them?

If it leads to more effective services and better outcomes

What or who could motivate change or action?

Examples of more effective services and successful outcomes for youth with serious emotional disturbances and their families.

Services that are cost effective.

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Faith-Based Leaders representing a diverse array of religious organizations.

Where and how do they spend their time?

Work: working, meetings, collaborating with other faith-based leaders, counseling/interacting within the faith-based community.

Home: working/relaxing/sleeping,

What are their genders, ethnicities, and income levels?

Male and Female

Multiple Ethnicities

Various income levels

How have they been educated?

Public Schools, Colleges, Universities,

In what languages do they prefer to receive information?

English, Spanish

What or who are they influenced by?

Personal happiness, Successful professional outcomes, Politics, Public Opinion

What makes new information credible for them?

If it provides helpful information and resources for the people that they serve.

What or who could motivate change or action?

Examples of more effective services and successful outcomes for youth with serious emotional disturbances and their families.

Area Businesses

Where and how do they spend their time?

Work: working, meetings, interacting with customers

Home: working/relaxing/sleeping

What are their genders, ethnicities, and income levels?

Male and Female

Multiple Ethnicities

Various income levels

How have they been educated?

Public Schools, Colleges, Universities,

In what languages do they prefer to receive information?

English, Spanish

What or who are they influenced by?

Personal happiness, Successful professional outcomes, Public Opinion

What makes new information credible for them?

If it leads to more business and higher profits.

What or who could motivate change or action?

Examples of how their involvement can have an impact on developing more productive citizens in the community, thereby increasing future business.

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Key Community Stakeholders (the front-line staff providing services to youth and families:

- **The Family Resource Center**
- **Mental Health**
- **Juvenile Justice**
- **Child Welfare**
- **Education**

Where and how do they spend their time?

Work: working, meetings, collaborating with other stakeholders
Home: working/relaxing/sleeping,

What are their genders, ethnicities, and income levels?

Male and Female

Multiple Ethnicities

Various income levels

How have they been educated?

Public Schools, Colleges, Universities,

In what languages do they prefer to receive information?

English, Spanish

What or who are they influenced by?

**Personal happiness, Successful professional outcomes,
Politics, Public Opinion**

What makes new information credible for them?

If it leads to more effective services and better outcomes

What or who could motivate change or action?

**Examples of more effective services and successful
outcomes for youth with serious emotional disturbances and
their families.**

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Trusted Information Sources

Families, Parent/Caregivers, and Youth, of diverse ethnic and cultural backgrounds, who currently receive services.

Parents and Youth who have experienced successful outcomes.
Service provider(s).
Representatives/leaders of their faith-based community.
Teachers, counselors, school-based leaders.
Pediatricians, general physicians.
Valid and Reliable Data

Families, Parent/Caregivers, Youth, and the General Public, all of diverse ethnic and cultural backgrounds, who do not yet receive services.

Parents and Youth who have experienced successful outcomes.
Potential service provider(s).
Representatives/leaders of their faith-based community.
Teachers, counselors, school-based leaders.
Pediatricians, general physicians.
Valid and Reliable Data

Members of Leadership within Service Providing agencies:

- **Mental Health Providers**
 - **Child Welfare Professionals**
 - **Public Health Professionals**
 - **Youth Service Providers**
 - **Policy Makers**
 - **Educators: School Administrators, Teachers, Transportation Specialists**
 - **Juvenile Justice Professionals**
- City, County, State and Federal Leadership (mandates, regulations, laws, new best-practices, evidence-based models, etc.)
The general public/voters/consumers/customers
Other human service leaders
Valid and Reliable Data

Kalamazoo City and County Government, example: Commissioners, Mayors, etc.

City, County, State and Federal Leadership (mandates, regulations, laws, new best-practices, evidence-based models, etc.)
The general public/voters/consumers/customers
Other human service leaders
Valid and Reliable Data

The City of Portage

City, County, State and Federal Leadership (mandates, regulations, laws, new best-practices, evidence-based models, etc.)
The general public/voters/consumers/customers
Other human service leaders
Valid and Reliable Data

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Faith-Based Leaders representing a diverse array of religious organizations.

Parishioners, congregations, etc.

Other faith-based leaders

Other human service leaders

Valid and Reliable Data

Area Businesses

The general public

Customer/consumer

Valid and Reliable Data

Key Community Stakeholders (the front-line staff providing services to youth and families:

➤ **The Family Resource Center**

➤ **Mental Health**

➤ **Juvenile Justice**

➤ **Child Welfare**

➤ **Education**

City, County, State and Federal Leadership (mandates, regulations, laws, new best-practices, evidence-based models, etc.)

Leadership within their own systems/agencies

The general public/voters/consumers/customers

Other human service providers

Valid and Reliable Data

Message Placement

Channels	Audience Groups	Positive Changes?
Television Stations: PSA/Press Releases	Parents	No
Radio Stations: PSA/Press Releases		Yes
Newspapers: Kalamazoo Gazette, Nuevo Opinion,	Youth	Yes
Websites: Kalamazoo Wraps, KCMHSAS, ASK,	General Public	Yes
Community Centers	Service-Providers	Yes
Local Festivals		Yes
Schools: Kalamazoo Public		Yes
Colleges: WMU	Stakeholders	Yes
Community Non-Profit Offices		Yes
Newsletter: 1,600 bi-monthly newsletters sent to various community partners and stakeholders	Potential-Stakeholders	Yes
Billboards		Yes
Mailings		Yes
Events		Yes
Agency Fairs and Expos		Yes
County Fairs: Kalamazoo County Fair "Kids Expo"		Yes
Focus Groups: Logic Model/Gap Analysis		Yes
Local State and National Trainings/Presentations		Yes
Local Collaboratives		Yes
Promotional Items: brochures, pens, pencils, lanyards, plastic magnetic picture frames		Yes
Orientation Materials for Workgroups		Yes
Proclamations		Yes

Developing and Pre-testing Activity/Event Ideas and Planned Materials

Kalamazoo Wraps has/will utilize several methods of pre-production feedback on the communication activities, events, and materials outlines in this plan.

Each individual Kalamazoo Wraps Workgroup participates and contributes in planning most initiative activities and events, so we are sure to have input from Parents (Parent Advisory Group, Youth (Calling All Youth), Evaluation (Evaluation Team), Training (Training Workgroup), the initiative's Project Directors and Principal Investigators (Management Team), as well as input from the Cultural & Linguistic Competence Workgroup, insuring our efforts will be inclusive and most impactful for our audiences.

One examples would be the May 8th Planning Committee, comprised of Parents, Youth, Initiative Workgroup Chairs, and members of service providing agencies. This group discussed and contributed their ideas for months prior to the May 8th event.

Other examples would be the creation of the Parent Advisory Group's (PAG) brochure creation and the promotional items chosen by youth for our May 8th event. Our Public Education & Social Marketing Coordinator worked with the members of PAG and a local print shop to create an excellent new brochure. The Public Education & Social Marketing Coordinator also met with the members of Calling All Youth (CAY) to discuss what they thought would be the best choice for promotion items the initiative would share with youth on May 8th. They chose lanyards, the style, color and what would be printed on the lanyards.

Kalamazoo Wraps has also conducted focus groups for specific input.

Kalamazoo Wraps Public Education & Social Marketing Plan

Channel	Audiences Reached	Activities & Completion Timeframes	Materials	Timeline	Staff / Who's Responsible	Budget	Pre-Test Staff	Key Messages
Goal #1 Support and Promote Public Education About our System of Care.								
Hold quarterly events in the community	Participating SOC Service Providers MPCB IAT Management Team Community – Parents, Youth, Families Potential Stakeholders	1 st quarter Service Provider Appreciation Event Annual Report to the Community	Food Speakers Power Point Marketing Tools Promotional Materials Informed Volunteers	Planning 4 th quarter	Public Education & Social Marketing Workgroup Communications Coordinator	\$3,060.00 to \$3,825.00 for food and location (200-250 attending) \$50.00 for mass mailing of invitations	N/A	Acknowledgement of SOC Service Providers/Partners Annual Progress Report SOC 201 Expressing Thanks and Recognition for Participation Encouraging Participation (-Recruitment and Retainment)
	Participating Parents, Youth, Families Members MPCB IAT Management Team Community – Parents, Youth, Families Potential Stakeholders	1 st quarter Parent, Youth, and Family Appreciation Event Annual Report to the Community	Food Speakers Power Point Marketing Tools Promotional Materials Informed Volunteers	Planning 4 th quarter	Public Education & Social Marketing Workgroup Communications Coordinator	\$1,750.00 to \$3,500.00 for food and location (50-100 attending) \$50.00 for mass mailing of invitations	N/A	Acknowledgement of Parent, Youth and Family Partners Annual Progress Report SOC 201 Expressing Thanks and Recognition for Participation Encouraging Participation (-Recruitment and Retainment)
	Parents, Youth, Families General Public	2 nd quarter Parent to Parent Rec Expo	Promotional Materials Treats Informed Volunteers Drawing	Planning 1 st quarter	Public Education & Social Marketing Workgroup Communications Coordinator	\$20.00 treats \$50.00 item for drawing \$ 400.00 co-sponsorship & promotional costs	N/A	Awareness of Initiative Encouraging Participation (-Recruitment and Retainment) Anti-Stigma

Kalamazoo Wraps Public Education & Social Marketing Plan

Channel	Audiences Reached	Activities & Completion Timeframes	Materials	Timeline	Staff / Who's Responsible	Budget	Pre-Test Staff	Key Messages
Hold quarterly events in the community, (continued)	Parents, Youth, Families General Public Service Providers Stakeholders	3 rd quarter May 8 th Children's Mental Health Awareness Day	Food SOC Provider Booths Promotional Materials Entertainment Anti-Stigma Activities Experiential Learning Activities Informed Volunteers	Planning 2 nd quarter	Public Education & Social Marketing Workgroup Communications Coordinator	\$ 237.58 food \$ 612.00 entertainment Location (\$800 paid for by participant fees) \$ 110.00 decorations (balloons), \$90.00 gifts(photos) \$500.00 billboards	Evaluation Team – will provide results of surveys from previous years	Anti-Stigma Public Education Awareness
	Parents, Youth, Families General Public	4 th quarter Kalamazoo County Fair (August)	Promotional Materials Treats Tickets for Rides Informed Volunteers	Planning 3 rd quarter	Public Education & Social Marketing Workgroup Communications Coordinator	\$75.00 fee \$20.00 treats \$200.00 ride tickets: gifts	N/A	Anti-Stigma, Public Education, Awareness, Encouraging Participation (-Recruitment and Retainment)
Develop & Distribute Bi-Monthly Print Materials	Parents, Youth, Families General Public Service Providers Stakeholders (especially for portions of the public which do not utilize electronic news)	Kalamazoo Wraps Newsletter Bi-Monthly throughout the year	Time spent collecting information from: Workgroup Chairs, SOC Service Providers, Initiative Partners MS Publisher KRESA Printers	Ongoing (Bi-Monthly)	Communications Coordinator	Bi-monthly \$ 819.22 for printing, fold half mail tab, label 1600 copies \$ 134.49 postage \$ 20.00 mileage for bulk hand-delivery	Communications Coordinator will utilize surveys within newsletters which request feedback.	Public Education/Awareness Awareness of Initiative Workgroup Reports EBP Progress Reports SOC 101 Encouraging Participation (-Recruitment and Retainment) Anti-Stigma Acknowledgement of Partners

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Channel	Audiences Reached	Activities & Completion Timeframes	Materials	Timeline	Staff / Who's Responsible	Budget	Pre-Test Staff	Key Messages
Support community trainings and/or events, in addition to established quarterly events	Parents, Youth, Families Service Providers Stakeholders General Public	Bi-Annual PBLs Training	Speaker Power Point Presentations Hand-outs Promotional Materials Refreshments	May & November	PE&SM WRKGRP Communications Coordinator Training Workgroup	\$50.00 Refreshments Location: in kind Speaker: in kind	Community Trainer – will offer results of training requests	PBLs Orientation
	Parents, Youth, Families Service Providers Stakeholders General Public	Community EB Training	Speaker Power Point Presentations Hand-outs Promotional Materials Refreshments	Annually TBD	PE&SM WRKGRP Communications Coordinator Training Workgroup	\$100.00 Refreshments Location: in kind Speaker: in kind	Community Trainer – will offer results of training requests	EB Orientation
	Parents, Youth, Families Service Providers Stakeholders General Public	Community SOC Training	Speaker Power Point Presentations Hand-outs Promotional Materials Refreshments	Bi- Annually TBD	PE&SM WRKGRP Communications Coordinator Training Workgroup	\$100.00 Refreshments Location: in kind Speaker: in kind	Community Trainer – will offer results of training requests	SOC Orientation
Develop & Maintain Electronic Data Source	Parents, Youth, Families Service Providers Stakeholders General Public	Kalamazoo Wraps Web Site	Time spent collecting info from Workgroup Chairs, SOC Service Providers, & Initiative Partners. Time spent posting data on web site.	Ongoing	Webmasters Workgroup Chairs PD's Training Workgroup	\$2,090.00 YTD Cost of Creative Visuals Set-Up and Assistance in Maintenance. (Cost of time spent by grant staff in maintenance.)	PAG, CAY, Communications Coordinator. Community Trainer – will offer results of information training requests	Public Education/Awareness Awareness of Initiative Workgroup Reports, EBP Progress Reports, SOC 101 Encouraging Participation (-Recruitment and Retainment) Anti-Stigma, Acknowledgement of Partners

Kalamazoo Wraps Public Education & Social Marketing Plan

Channel	Audiences Reached	Activities & Completion Timeframes	Materials	Timeline	Staff / Who's Responsible	Budget	Pre-Test Staff	Key Messages
Participation of grant staff and workgroup members in community collaboratives	Community System Partners Service Partners	Participate in known community collaboratives: KYDNet, SF/SC, MPCB, SPW and continue to research others	Staff Promotional Materials Newsletter(s)	Ongoing	PE&SM WRKGRP Communications Coordinator Co-PI's/Co-PD's Workgroup Chair	Staff Time	N/A	Anti-Stigma Collaboration SOC Improvement Increase Resources Decrease Suicide Rate
Develop Diverse Tools & Modalities of Communicating Messages, Trainings & Resources	Parents, Youth, Families General Public Service Providers Stakeholders	Kalamazoo Wraps Brochure PAG Brochure CAY Brochure Orientation Binder SOC 101 Trainings (multiple options of the training made available 30, 60, 90 min. etc.) Flyers PSAs News Releases	Power Point Presentations/ Trainings Promotional Materials Media: Print, Radio, T.V. Newsletters: Testimonials, Articles Advertisements PSA's: Radio, T.V., Print	Ongoing	PE&SM WRKGRP Cultural & Linguistic Competence Workgroup Training and Evidence Based Workgroup Workgroup Chairs Co-PI's/Co-PD's	\$100 printing PAG brochures at Creative Visuals annually \$100 printing CAY brochures at Creative Visuals annually \$200-\$300 printing of Kalamazoo Wraps Brochures at Creative Visuals annually \$20.00 Refreshments at SOC 101 trainings	Current Workgroup Members, PAG, CAY, Workgroup Chairs, PI's & PD's	Anti-Stigma Public Education Awareness Encouraging Participation (-Recruitment and Retainment)
Disseminate Orientation Materials	Parents, Youth, Families General Public Service Providers Stakeholders	Provide materials to all new workgroup participants and members	Power Point Presentations/ Trainings Promotional Materials Media: Print, Radio, Newsletters: Testimonials, Articles Advertisements PSA's: Radio, T.V., Print	Ongoing	PE&SM WRKGRP CLC Workgroup Training and Evidence Based Workgroup Workgroup Chairs Co-PI's/Co-PD's	\$100 annually for orientation binders	Current Workgroup Members, PAG, CAY, Workgroup Chairs, PI's & PD's	Anti-Stigma Public Education Awareness Encouraging Participation (-Recruitment and Retainment)

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Channel	Audiences Reached	Activities & Completion Timeframes	Materials	Timeline	Staff / Who's Responsible	Budget	Pre-Test Staff	Key Messages
Disseminate Kalamazoo Wraps Educational and Promotional Materials	Parents, Youth, Families General Public Service Providers Stakeholders	Provide materials at all events, trainings and presentations	Brochures Newsletters Power Point Presentations Copies of SAMHSA public education materials	Ongoing	PE&SM WRKGRP Cultural & Linguistic Competence Workgroup Training and Evidence Based Workgroup Workgroup Chairs Co-PI's/Co-PD's	The cost of printed promotional and educational materials used.	Community Trainer – will offer results of training requests. Workgroup Chairs will each have input regarding promotional materials for the initiative.	Anti-Stigma Public Education Awareness Encouraging Participation (-Recruitment and Retainment)
Disseminate information about SOC, SED, Mental Illness, Resources, Support Groups, etc.	Parents, Youth, Families General Public Service Providers Stakeholders	Provide information on topics during events, trainings, etc.	Brochures Newsletters Power Point Presentations Copies of SAMHSA public education materials Promotional Materials Media: Print, Radio, T.V. Newsletters: Testimonials, Articles Advertisements: PSA's: Radio, T.V., Print	Ongoing	PE&SM WRKGRP Cultural & Linguistic Competence Workgroup Training and Evidence Based Workgroup Workgroup Chairs Co-PI's/Co-PD's	The cost of printed promotional and educational materials used.	Community Trainer – will offer results of training requests. PAG, CAY, and Workgroup Chairs will have input regarding informational materials.	Anti-Stigma Public Education Awareness Encouraging Participation

Kalamazoo Wraps Public Education & Social Marketing Plan

Channel	Audiences Reached	Activities & Completion Timeframes	Materials	Timeline	Staff / Who's Responsible	Budget	Pre-Test Staff	Key Messages
Disseminate information about SOC, SED, Mental Illness, Resources, Support Groups, etc. (continued)	Parents, Youth, Families General Public Service Providers Stakeholders	Loy Norrix High School Promise Week (Expo) (November)	Promotional Materials	Planning 1 st Quarter	Communications Coordinator PE&SM WRKGRP	The cost of printed promotional and educational materials used. Advertising (- Loy Norrix pays for) Staff Time	CAY and PAG members	Anti-Stigma Public Education Awareness Encouraging Participation
Encourage & support other community partners in the dissemination of information and resources	Parents, Youth, Families General Public Service Providers Stakeholders	Encourage community partners to provide information and resources at events ie. booths, brochures	Brochures Fact Sheets Hyper-links	Ongoing	PE&SM WRKGRP Cultural & Linguistic Competence Workgroup Workgroup Chairs Co-PI's/Co-PD's	The cost of printed promotional and educational materials used.	Community Partners	Anti-Stigma Public Education Awareness
Plan Orientation Trainings In Collaboration with the Training Workgroup	Parents, Youth, Families General Public Service Providers Stakeholders	Bi-Annual: <ul style="list-style-type: none"> • Positive Behavior & Linguistic Supports • Community • Evidence-Based • SOC 101 	Staff Education Printed Materials Power Point Presentations Refreshements	Ongoing	Workgroups and their Chairs, and PI's & PD's	Staff Time	PI's & PD's, PBLs Consultants, Workgroup Chairs, and the Community Trainer	Anti-Stigma Public Education Awareness

Kalamazoo Wraps Public Education & Social Marketing Plan

Channel	Audiences Reached	Activities & Completion Timeframes	Materials	Timeline	Staff / Who's Responsible	Budget	Pre-Test Staff	Key Messages
Partner and/or plan trainings that pertain to SOC In Collaboration with the Training Workgroup	Parents, Youth, Families General Public Service Providers Stakeholders	Joint Trainings Cross Training Make Training Resources Available to Partners	Staff Power Point Presentations	Ongoing	PE&SM WRKGRP Training Workgroup Cultural & Linguistic Competence Workgroup Co-PI's/Co-PD's Workgroup Chairs	Staff Time	Community Trainer – will offer results of training requests. Workgroups and their Chairs, and PI's & PD's	Anti-Stigma Public Education Awareness
Provide support and resources to community partners providing training about SOC issues	Parents, Youth, Families General Public Service Providers Stakeholders	Provide Monetary Support to Partners Providing Training Make Training Resources Available to Partners, such as the annual KCMHSAS "Respecting Differences" event in the 3 rd quarter.	Promotional and Educational Printed Materials Trainer(s)	Ongoing	PE&SM WRKGRP Training Workgroup Cultural & Linguistic Competence Workgroup Co-PI's/Co-PD's Workgroup Chairs	\$200 Co-Sponsorship of Respecting Differences Event	Workgroups Chairs, PI's & PD's	Anti-Stigma Public Education Awareness

Kalamazoo Wraps Public Education & Social Marketing Plan

Channel	Audiences Reached	Activities & Completion Timeframes	Materials	Timeline	Staff / Who's Responsible	Budget	Pre-Test Staff	Key Messages
Goal # 2 Reduce Stigma of Mental Illness (Nearly all initiative activities promote public education and awareness, thereby helping to reduce stigma.)								
Partner with other initiatives both local, state & national to develop Anti-Stigma campaign	Executive Directors Educators Stakeholders	Connecting with others across state and nation, embarking on the same goals. Working with TAC at SAMHSA Participation in other Kalamazoo community initiatives, such as: Kalamazoo County Suicide Prevention Network (KCSPAN) , as well as the KCSPAN Awareness & Training Committee, and the Greater Kalamazoo United Way's KYDNet. Co-sponsorship of the Parent to Parent Rec Expo during the second quarter. (See Section #1 of the Plan for budget amounts and Rec Expo details.)	Participating in other initiative workgroup(s) Promotional Materials PSA's Media: Print, Radio, T.V.	Ongoing	PE&SM WRKGRP Cultural & Linguistic Competence Workgroup Co-PI's/Co-PD's Workgroup Chairs	Staff Time (see Rec Expo costs detailed in section #1)	Workgroup Chairs, PI's & PD's, PAG, CAY,	Anti-Stigma Public Education Awareness

Kalamazoo Wraps Public Education & Social Marketing Plan

Channel	Audiences Reached	Activities & Completion Timeframes	Materials	Timeline	Staff / Who's Responsible	Budget	Pre-Test Staff	Key Messages
Goal # 3 Assure that Families and Youth are Equal Partners at Every Level of Public Education, from Planning to Implementation.								
Recruit parent and youth input, and participation in PE & PE & SM Planning	Parents, Youth, Families Service Providers Stakeholders	Workgroups Focus Groups Seek input from established groups Surveys at Events	Word of Mouth Training Events Promotional Materials Presentations Graduating Youth and their families- Transitioning Families	Ongoing	PE&SM WRKGRP Cultural & Linguistic Competence Workgroup Co-PI's/Co-PD's Workgroup Chairs		Workgroup Chairs, PI's & PD's, PAG, CAY, Community Members, SOC service providers.	Awareness Encouraging Participation