

# Entry Form

Deadline: All entries must be postmarked by Friday, February 26, 2010.

# 2010 ECCO Recognition Program

Celebrating Excellence in Community Communications and Outreach

Please include this form with one sample of each entry(s). Label each of your entries with the entry category, community name, and contact information.

## Entry Procedures

Please see the Call for Entries for complete entry instructions. To access this form electronically, contact your Campaign technical assistance provider at 202-331-9816 or via e-mail.

Copy form and fill out entirely for EACH entry. Photocopy form as needed.

ECCO entries will not be returned; they will be added to the Campaign Resource Center to serve as examples of communications and social marketing for reference by other system of care communities.

★ **Category:** (For complete category descriptions, see the Call for Entries.)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> National Children's Mental Health Awareness Day | <input type="checkbox"/> Professional Outreach                    |
| <input type="checkbox"/> Media Outreach   | <input type="checkbox"/> Partnership Development                  |
| <input type="checkbox"/> Community Outreach: Parents and Caregivers                 | <input type="checkbox"/> Communications/Social Marketing Planning |
| <input type="checkbox"/> Community Outreach: Children and Youth                     | <input type="checkbox"/> Internal Communications                  |

★ **Title of entry:** (Please type or print clearly and keep to 10 words or less.)

Oregon Celebrates CMHAD in Oregon, 2009

★ **Submitted by:** (Note: The person submitting will be the point of contact.)

Name: Naomi Bledsoe

Title: Public Information Specialist

Organization: Wraparound Oregon: Early Childhood, Multnomah County

Address: 11611 NE Ainsworth Circle

City: Portland State: OR Zip Code: 97220

Telephone: (503) 257-1728 Fax: (503) 257-1583

E-mail: nbledsoe@mesd.k12.or.us

★ Please PRINT organization name exactly as it should appear on the recognition plaque:

Wraparound Oregon: Early Childhood

★ Was the entry created with or by an external consultant?  Yes  No

Approximate budget for entry: \$25



# Entry Questions

Please answer all of the following eight questions while adhering to the allowed maximum word count. Answers can either be typed on a separate sheet or completed electronically. (Individual descriptions that exceed the maximum word counts will not be considered beyond the number of words indicated for that section.)

## 1. Relevance to Category (30-word maximum) (5 points)

Why have you chosen this category for your entry?

Our Children's Mental Health Awareness Day embodied the mission of Systems of Care to raise public awareness on the importance and benefits of coordinated services and supports for children with complex mental health needs and their families.

## 2. Planning (90-word maximum) (10 points)

What were the specific objectives of the entry? How does your entry relate to your social marketing plan and your overall program strategic plan? What overall strategy was employed to meet the objectives?

Our objective was to create champion student advocates and celebrate at our State Capitol with families, youth, businesses, schools and community partners. The celebration included meeting State leaders, a talent show, Radio Disney performers and a tour of the State Capitol.

Our strategic plan identified building a community commitment to System of Care which includes working cooperatively with schools. Our social marketing committee recognized that in order to make the most impact to change behaviors and patterns, we must go where the children and youth are which is school.

## 3. Cultural and Linguistic Competence (70-word maximum) (10 points)

How did you ensure that your entry was culturally and linguistically competent? What resources or methods did you use?

Planning and implementing CMHAD was done with a board range of community partners who represent and serve multicultural communities. Together, we collaborated on culturally appropriate planning efforts, outreach strategies and marketing materials. We relied on social marketing techniques that included broad casts, personal outreach and the use of the internet. Our goal was to ensure cultural inclusion for all audiences through accuracy of both translation and content appropriateness of all documents and media facets. All documents and media tools were reviewed by a multi-cultural panel.

#### **4. Youth, Family, and Partner Involvement (70-word maximum) (10 points)**

**How did you involve youth, families, and partners in the planning and execution of your entry?**

95% of the CMHAD planning and implementation committee was comprised of youth, families, and community partners. The committee was led by two family organizations- Youth Move Oregon and Oregon Family Support Network. Of the 200 plus in attendance, the day was supported by Oregon's Department of Human Services, family navigators, mental health agencies, County representatives, Rehabilitation Association, students and teachers as well as local businesses. Also on hand was Radio Disney, Senators, State Representatives and the Governor of Oregon.

#### **5. Message (50-word maximum) (10 points)**

**Explain why the message of your entry is appropriate to your target audience.**

Wraparound Oregon brought awareness and advocacy into our school system. With the collaboration of the school district and our Youth Engagement Specialist, social marketing techniques were used to engage the whole student body. Student's gained knowledge about one's mental and physical health, myths and stereotypes of mental health challenges and the difficulty one faces with no support from their peers. They also created T-Shirts with the message "Invest in the future...support children's mental wellness." They proudly wore their shirts on May 8th, while advocating for a Wraparound initiative and an anti-bullying law, which subsequently both passed into Law

#### **6. Execution/Presentation (70-word maximum) (15 points)**

**How was your entry implemented? How were unexpected circumstances—positive or negative—addressed, and how did they affect the overall presentation of your entry? Please note: To evaluate the written quality of a printed piece (brochure, poster, etc.) or video script, the judges will consider whether the writing is logical and concise.**

The execution of CMHAD was through student advocacy and celebration. Students becoming ambassadors and participating took extensive planning. With support from the school principle and teachers, a curriculum was created to ensure mediation and conflict management training as well as intensive discussions on mental and physical well-being. Class time was dedicated to discussion and activities.

The celebration included coordination with multiple agencies and organization to ensure community engagement. Social marketing strategies were also executed such as broadcasting, PSA's in both English and Spanish, media releases, and coordinating with Disney Radio were used to ensure a successful event.

In order to capture the event a DVD was created. One unexpected circumstance was realizing that our camcorder did not tape much of the day as we had hoped. We lost much of the footage but we still managed to salvage a few great moments.

#### **7. Creativity (70-word maximum) (15 points)**

**How was creativity used in the development of this product or activity? How does the design enhance or detract from the message? Please note: Given that all production components, including budget, are considered, the most expensive entry does not necessarily win.**

We created a DVD capturing the day's events in order to market the value and purpose of supporting children's mental health throughout the year. The DVD gives credibility to CMHAD and the work around Wraparound Values and Principles. The creativity of the day belongs to the children and families who bravely told their personal stories, sang songs they had written out of their own experiences, advocated for what they believed in and showed their dedication by being there.

## 8. Effectiveness and Evaluation (90-word maximum) (25 points)

What methods of evaluation were used? How well did the entry succeed in reaching its target audience and meeting other objectives?

Quantitative methods were used to evaluate effectiveness of CMHAD

Number of people who attended the event:

Goal met - 230 people celebrated CMHAD at the State Capitol

Viewers exposed to PSA on Radio Disney:

Goal met - Raised the general public awareness of children's mental health

Tracked # of hits on web site and YouTube:

Goal met - Increased exposure to CMHAD

Survey response - 89% increased their awareness on May 8th, 76% received information that can be used in their personal life and advocacy work, 85% learned something new during the event. 91% rated the day as excellent

100% of the students enjoyed themselves and will use their experience to continue advocacy work in the future

---

**Total Points Possible: 100**

---



PLEASE MAIL ENTRIES TO:

Scott LaLonde  
Caring for Every Child's Mental Health Campaign  
c/o Vanguard Communications  
2121 K Street, NW, Suite 300  
Washington, DC 20037

Wraparound Oregon: Early Childhood



**Children's Mental Health  
Awareness Week  
May 3 – 9, 2009**



**Celebration at the Capitol  
Friday May 8<sup>th</sup>  
10:30 am – 2:30 pm**

- \* Rally on the Steps \*
- \* Youth Talent \*
- \* Radio Disney \*
- \* Meet Legislators \*
- \* Tour the Capitol \*

The first 300 registrants receive a FREE T-Shirt.  
Please register with OFSN through  
[jazzame@aol.com](mailto:jazzame@aol.com) or call 1-800-323-8521  
Lunch choices will be available for \$5 and less,  
thanks to OUTPOST GRILL!!

Car pooling is available. Please contact Naomi  
Bledsoe at (503) 257-1728 to find one near you.



## Wraparound Oregon: Early Childhood



Oregon Family Support Network, Inc.  
PO Box 324, Marylhurst, Oregon, 97036  
1-800-323-8521 503-675-2294 Fax 503-675-6932

For Immediate Release  
May 8, 2009

Contact: Jammie Farish  
503-675-2294  
[familydrivenmom@comcast.net](mailto:familydrivenmom@comcast.net)

### **LEGISLATORS LEARN FROM STUDENTS AROUND THE STATE** *Oregon celebrates Children's Mental Health Awareness Day at the Capitol*

SALEM, Ore. — More than 200 students from small towns to large cities throughout Oregon will descend on the State Capitol Friday, May 8<sup>th</sup> from 10:30 to 2:30 to educate legislators about the needs of youth who struggle with mental health challenges. This is just one objective in a day-long list of activities designed to elevate children's mental health awareness in the hearts and minds of all Oregonians. Other activities include: a tour of the Capitol, in-school assignments focused on the importance of student involvement in the legislative process, a rally and a talent show.

The theme for this year's national Children's Mental Health Awareness Day is "Thriving in the Community." The event has a special emphasis on high school youth, who with the right services, can have positive outcomes such as better grades and higher rates of graduation and less likely to have negative outcomes such as involvement with the juvenile and criminal justice systems.

Jammie Farrish, Executive Director of the Oregon Family Support Network (OFSN), encourages youth, their families, and concerned individuals to attend the May 8<sup>th</sup> event, "This is a great time for people to educate themselves and better understand youth with mental health challenges, to see the incredible talent and strengths of our young people, and to have fun."

In a typical year, over 250,000 Oregon children are eligible to receive publicly funded mental health services. However, according to the State Department of Human Services, only 30,000 of these children receive mental health and/or addiction treatment services. OFSN, a chapter of the Federation of Families for Children's Mental Health, reports that without treatment, many youth will become homeless or incarcerated, so treating youth as early as possible avoids tragic outcomes.

Events begin at 10:30 am on the Capitol Mall. The youth talent show starts at 11 am and the rally kicks off at 11:45 am on the front Capitol steps. Speakers include Claudia Black from the Governor's Office, who will be reading a Proclamation by the Governor, and several youth leaders from around the state.

Zaak Anderson-Klem, a 13-year-old youth organizer, is a talent show participant. He is excited about this year's event: "I'm excited about performing at the Capitol. People at Children's

Mental Health Day are always nice and kind - the way I wish other people were all the time. Maybe if more people come and find out about mental health they'll be friendlier and nicer, too."

The first 300 youth to register will receive a free t-shirt, free parking is available a few blocks away at the Marion Parkade, specially priced lunch options are being provided by Outpost Grill, with a percentage of the proceeds going to support Youth MOVE Oregon – Youth Motivating Others through Voices of Experience.

#####

## Wraparound Oregon: Early Childhood

### CMH Awareness 05/08/09 Tentative Schedule

10:30 – 11:00 Radio Disney

11:00 – 11:05 BUST IT!! (Stigma busting event)

11:05 – 11:40 Youth Talent (Martin to EMCEE)

Tribal Drums

Jesus Meznick (2 songs)

Song/Guitar: ZaaK Anderson-Klem – Do Not Cuss

Song/Vocals only: ZaaK Anderson-Klem and Alicia Nason – Maintain Pressure

Cello or Trombone: Hilary's Son (1 or 2 songs)

Rap: Jesus Meznick (2 songs)

NARA Skit

11:40 - 11:45 Cross from Capitol Mall area to the Capitol Steps

11:45 – 12:30 Rally

Governor's Proclamation – Claudia Black

Certificate of Appreciation –Children's MH Team

Youth Speakers: DJ Depew, Ezra Farish, Chrissy Peirsol, Brandon Chambers

Open Mike

12:30 – 1:30 Radio Disney



# Wraparound Oregon: Early Childhood

STATE OF OREGON

## PROCLAMATION

OFFICE OF THE GOVERNOR

**WHEREAS:** Addressing the complex mental health needs of children youth and families today using a public health focus and incorporating health promotion, prevention, early identification and intervention, and treatment is fundamental to the future of Oregon; and

**WHEREAS:** The need for comprehensive, coordinated mental health services across all service agencies for children, youth and families places upon our communities a critical responsibility that is being addressed by the Statewide Wraparound Initiative; and

**WHEREAS:** The efforts of Oregon's children's mental health providers, administrators and caregivers are deserving of commendation for their unrelenting service and striving to care for the mental health needs of children, youth and families in all Oregon communities; and

**WHEREAS:** It is appropriate that a day should be set apart each year for the direction of our thoughts toward our children's mental health and well-being.

**NOW,  
THEREFORE** I, Theodore R. Kulongoski, Governor for the State of Oregon, hereby proclaim **May 7, 2009** to be

### **CHILDREN'S MENTAL HEALTH AWARENESS DAY**

in Oregon and encourage all Oregonians to join in this observance.

IN WITNESS WHEREOF, I hereunto set my hand and cause the Great Seal of the State of Oregon to be affixed. Done at the Capitol in the City of Salem in the State of Oregon on this day, April 22, 2009.



*Theodore R. Kulongoski*  
Theodore R. Kulongoski, Governor

*Kate Brown*  
Kate Brown, Secretary of State



## **Children's Mental Health Awareness Week May 3 – 9, 2009 Celebration at the Capitol Friday May 8<sup>th</sup>**

Offer an Assignment or Project that supports Children's Mental Health Awareness Week and features a trip to the Capitol!

### Overview:

Many elections have low voter turnout. Many Americans do not know who their legislators are, let alone have written to them to share their views on issues important to them. We need to foster an understanding by students of the governmental process and the impact individual citizens have on our government's policy, laws, and budget decisions that impact services available.

Many Americans exhibit fear and distrust of individuals with a mental illness. Children with mental health challenges are often teased about their differences, rather than being appreciated for their differences. Mental illnesses can be treated. Recovery is possible. Children and adults receiving treatment and support can and do fit in and contribute to their communities. We need students to understand success is possible for their peers, their siblings, and themselves.

Without treatment and support, many of these individuals resort to drugs, alcohol, and other addictions to feel better. Many of these individuals are homeless or in jail (juvenile detention). We need to educate students and legislators about the importance of treating and supporting youth as early as possible in order to avoid many of these tragic outcomes and to have positive outcomes for children, their families, and society.

### Learning Objectives:

- Describe the purpose of government
- Explain the significance of the state Capitol Building
- Identify student's state and federal legislators
- Identify examples of governmental youth services
- Explain the importance of individual involvement in the democratic process
- Explain how citizens can influence the legislative process
- Write persuasively for a particular audience and purpose, using correct grammar, spelling, and usage
- Explain how youth with mental health challenges fit in and can be supported in their communities

This assignment can be a large project (with more learning objectives covering health, social studies, and/or English subject matter) or a small project. This assignment can be adjusted to meet all grade levels.

## Resources and Materials:

### Government:

Federal Checks and Balances: <http://www.cyberlearning-world.com/lessons/oct6usg.htm> (and links to other sample lesson plans and resources regarding federal, state and local government)

Oregon: <http://www.leg.state.or.us/kids/> The Kid's Page includes links to basic information appropriate and adaptable for all levels of education; facts, quiz, explanations and diagrams of the legislative process, a capitol virtual tour, find your legislators, sample letters, email your legislators, puzzles, find a bill, and by further exploring the website older students can listen to hearings, identify committees and committee members

### A few 2009 Bills:

- HB 2009 Creates Health Authority Board
- HB 2144 Children's System Wraparound Initiative
- HB 2348 Relates to Education of Children from Military Families
- HB 2442 Establishes Quality Care Fund and other Impacts for people with Developmental Disabilities
- HB 2507 Sets standards for modified diplomas and creates an extended diploma for high school graduation
- HB 2599 Anti-Bullying
- SB 122 Relates to Alternative Schools
- SB 153 Creates a task force to look at issues about numbers of children in state custody foster care

### Mental Health:

National: <http://mentalhealth.samhsa.gov/child/> (includes educational coloring book, links to information and other resources); [www.ffcmh.org](http://www.ffcmh.org) (National Family Support Organization) <http://youthmove.us/> (National Youth Empowerment Organization)

<http://www.bpkids.org/site/DocServer/storm.pdf?docID=202> (booklet)

Oregon: [www.ofsn.org](http://www.ofsn.org) (Oregon Family Support Network, has youth pages and other resources)

## Activities:

- Use online activities/resources included above
  - Virtual Tour
  - Coloring Books
  - Puzzles
- Class discussion on the role of government
  - What do our governmental leaders do?
  - How are our lives impacted? (for older youth develop discussion to include different levels of impact from federal, state, and local governmental bodies)
- Use pictures (of capitol, governor, etc) and diagrams (how bill becomes a law) to help illustrate state (and/or include federal and local) government
- Review a sample letter

- Email legislators asking them to be available to meet with students at the capitol on May 8<sup>th</sup> for a Children’s Mental Health Awareness Week Celebration
- Write a letter to deliver in person on May 8<sup>th</sup> (for older youth be sure it references a particular bill; have students research their own, or give them above list from above) or to mail if unable to attend in person
  - Include a picture of yourself or your family
  - Draw a picture showing that “I Fit In” and attach it
- Age appropriate review of mental health and how mental well-being is needed for physical well-being (resources available from online sources listed above)
- Do a class/community activity/project to support youth with mental health challenges, focus on “I Fit In”
  - Include Anti-Bullying Curriculum, Activities
  - Be aware many bullying behaviors are symptoms of possible mental health concerns
- Make a poster to bring for the rally on May 8<sup>th</sup>
- Write a paper on children’s mental health (be sure to identify successful treatment and support strategies)
- Go on a Capitol Tour on May 8<sup>th</sup>
- Sign up to showcase your talent (sing, dance, comedy) on the Capitol steps May 8<sup>th</sup>
- Write a report/journal entry about Capitol experience on May 8<sup>th</sup>
- Find out what (if any) youth empowerment groups are available in your community
  - If none are available, how can you help create one?

To Participate in the May 8<sup>th</sup> Activities:

Please contact Kris Anderson at [kris.anderson@ofsn.org](mailto:kris.anderson@ofsn.org) with the following information:

School District: \_\_\_\_\_  
 School Name: \_\_\_\_\_  
 Faculty Contact Name: \_\_\_\_\_  
 Faculty Contact Email: \_\_\_\_\_  
 Estimated # of students attending \_\_\_\_\_

Would you like assistance in scheduling time with your legislators? \_\_\_\_\_

Would like your students to have a tour of the Capitol? \_\_\_\_\_

FREE T-shirts for the first 400 registrants.

How many? \_\_\_(S) \_\_\_(M) \_\_\_(L) \_\_\_(XL) \_\_\_(2x) \_\_\_(3X)

Do you have students interested in performing (youth talent)? \_\_\_(Y) \_\_\_(N)

If yes, please provide name, age, activity (sing, dance, comic, etc)

We are working on having lunch/snack options available. More information will follow to registered participants

## Wraparound Oregon: Early Childhood

1. I am a: (please check all that apply)

- Youth/Young Adult       Administrator       Supervisor  
 Family Member/Caregiver       Service Provider       Researcher  
 Policy Maker       Advocate       Other \_\_\_\_\_

2. Children's Mental Health Day presented ideas or information that will be useful to me in my personal life, work, advocacy, or another area.

- Not at all       Somewhat       Mostly       Very much

3. Attending the Children's Mental Health Day has increased my awareness of children's mental health challenges and issues.

- Strongly disagree       Disagree       Agree       Strongly agree

4. I learned something new at Children's Mental Health Day.

- Strongly disagree       Disagree       Agree       Strongly agree

5. Overall, how would you rate Children's Mental Health Day?

- Poor       Fair       Good       Excellent

1. I am a: (please check all that apply)

- Youth/Young Adult       Administrator       Supervisor  
 Family Member/Caregiver       Service Provider       Researcher  
 Policy Maker       Advocate       Other \_\_\_\_\_

6. Children's Mental Health Day presented ideas or information that will be useful to me in my personal life, work, advocacy, or another area.

- Not at all       Somewhat       Mostly       Very much

7. Attending the Children's Mental Health Day has increased my awareness of children's mental health challenges and issues.

- Strongly disagree       Disagree       Agree       Strongly agree

8. I learned something new at Children's Mental Health Day.

- Strongly disagree       Disagree       Agree       Strongly agree

9. Overall, how would you rate Children's Mental Health Day?

- Poor       Fair       Good       Excellent