



# ANNUAL REPORT

REPORTING PERIOD:  
OCTOBER 1, 2019 - SEPTEMBER 30, 2020



SAINT LOUIS COUNTY DEPARTMENT OF PUBLIC HEALTH- OCTOBER , 2020

## EXECUTIVE SUMMARY

St. Louis ReCAST hit the ground running this year, but we did not anticipate the impact the national pandemic would have on our project. As in previous years, our areas of focus included sub-contractor project management, community delegate recruitment and engagement, partnerships and collaborations, and evaluation. We are truly excited to see the ongoing expansion of mental health, peer support, violence prevention, youth engagement, and trauma informed care services in the Promise Zone, funded by SAMHSA. The Saint Louis County Department of Public Health evaluation staff continues to conduct monthly data analysis for all sub-contractors to ensure organizations are meeting all project deliverables. With the execution of several new projects, we have new data and outcome metrics to report. In addition to DPH staff evaluators, St. Louis University continues to conduct external evaluations of the ReCAST process and data from sub-contracted organizations. They have provided information to be included in this report.

Because of the global COVID-19 pandemic, community engagement looked very different this year. All events were held virtually given local gathering restrictions. Thirty-two community members were recruited to help design projects, and nineteen additional community members served as proposal advisors, helping to score and evaluate proposals submitted in response to the Request for Proposal. Last year, a mailer was sent out to Promise Zone residents, helping double our voter turnout and that process was repeated this year. Though voting had to be conducted online, engagement was consistent.

The St. Louis ReCAST Core Advisory Board (CAB) continued to help facilitate group meetings with community delegates and provide support in process implementation and strategic planning. In our last year, they will pivot to help address sustainability, mental health, restorative practices, and system level care. St. Louis ReCAST continues to address trauma and develop resilience in the federally designated Promise Zone.

Children's Advocacy Services of Greater St. Louis (CASGSL) trauma trainings focused on school counselors and mental health professionals. Because schools transitioned to virtual learning due to the pandemic several Resilience and Coping Intervention, RCI, web-based trainings were provided targeting educational professionals. RCI encourages group members to share their thoughts and feelings about their experiences and to identify appropriate and successful coping strategies. It engages group members in dialogue about issues that are difficult to discuss and it is skill-enhancing. RCI sessions can focus on disasters, community trauma, or other challenges.

## PROJECT IDENTIFICATION AND KEY CONTACTS

### Project Identification Information

Please note the year that your grant was awarded.

September 2016

Grant Number: H79SM063523

Project Name: St. Louis ReCAST Revised (Project Catalyst)

Grantee Organization: Saint Louis County Department of Public Health

### Grantee Staff Contact Information

There are three key staff positions responsible for the management of the ReCAST project.

**Project Coordinator/Program Manager, Paula Southerland** supports planning, implementation, and evaluation activities; day-to-day project management; communications and coordination with stakeholders and partners. This position is a key managerial role with 100% FTE dedicated to the grant.

**Public Health Coordinator/Community Facilitator, Michelle Mitchell** manages and supervises the community engagement process and budget for the Community Delegates and ensures the integrity and consistency of community engagement throughout grant activities. She leads the participatory budgeting (PB) process; facilitates trainings and education for high risk youth and families. This position is a key community engagement and facilitation role with 100% FTE dedicated to the grant.

**Health Education Coordinator, Eboni Hooper** assists with community engagement activities, social media strategy and content development, and programming for the newly established ReCAST Community Guiding Board.

Project Director

Name/Title: Spring Schmidt/Director of Health Promotions and Health Research

Email: [sschmidt@stlouisco.com](mailto:sschmidt@stlouisco.com)

### Persons completing this form (if different from or in addition to the Project Director)

Name/Title: Paula Southerland/Project Coordinator

Role (e.g. Program Manager): Program Manager

Name/Title: Michelle Mitchell/Public Health Coordinator

Role (e.g. Local Evaluator): Community Engagement Coordinator

## PROGRAM ACTIVITIES

**In the tables below please provide information on services delivered in the last 12 months of the grant year. Describe progress, changes, and accomplishments for each goal ReCAST goal.**

**Build a foundation to promote well-being, resiliency, and community healing through community-based, participatory approaches**

**Briefly describe your approach to this goal and list the specific objective(s) developed for this goal**

St. Louis ReCAST began community delegate recruitment virtually this year. Our 4<sup>th</sup> Annual, in person, Participatory Budgeting Kick-off meetings were canceled due to COVID. Social media, the ReCAST website, word of mouth and newsletters were used to create awareness about upcoming events, etc.

Additionally, recruitment looked different because we aimed to re-engage past participants. Our team anticipated these individuals would be familiar with ReCAST and that it would take less time to onboard them. Low past participant turnout required us to recruit new participants and bring them up to speed with the initiative. For new delegates, we held one session to discuss the goals and objectives of ReCAST and the role of community residents.



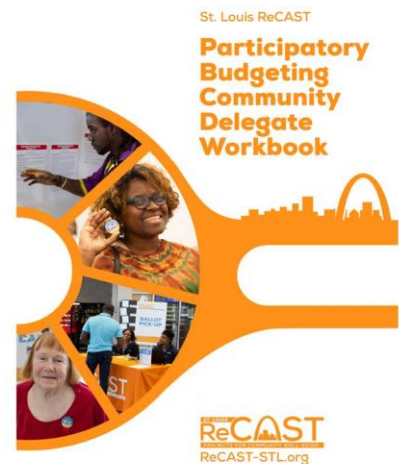
Community delegates are extremely instrumental in participatory budgeting because their participation starts the process of community healing and resiliency. Allowing residents to help identify the top-priority needs and resource allocation to meet those needs increases civic engagement, unity, and

empowerment. The non-traditional audience of high-risk youth and families are afforded the opportunity to make key decisions in the communities where they live. Group meetings for the four funding priorities were held separately via Zoom.

Over the course of four weeks, groups met to develop scopes of work that were then written into a Request for Proposal (RFP) document placed out for bid by the St. Louis County Department of Public Health (DPH). One RFP was created allowing proposing organizations to select which service, of the four, they wanted to apply for.

To decide which organizations are awarded funding, proposals submitted in response to the RFPs receiving an average score of 80, after evaluation, are taken out for community voting. (Evaluators include Proposal Advisors, Community Advisory Board members and Saint Louis County Department of Public Health (DPH) staff.)

As mentioned in a previous annual report, we continue to provide the opportunity for residents to view proposal abstracts online prior to community voting. This implementation was key in helping residents make informed decisions and mimicked real life election processes. Voting was held online using the Qualtrics platform to collect responses. Community residents were asked to select what project ideas they liked in each funding category. Those that received the greatest votes in their category were funded. To accommodate various comprehension styles, a video with close-caption was created that also read abstracts aloud.



Program staff develop the annual report each year with a focus on the participatory approaches used to determine the community projects. This year (YR4), the subcontractors listed below completed the annual report using the SAMHSA template. Select responses are incorporated in the applicable tables under the organization name and *in italics* to highlight their efforts.

The organizations contributing to this annual report are:

- Places for People
- Unapparencies Intra-Racial Insight Sensitivity Education (U & I Rise)
- Community Health in Partnerships Services (CHIPS)
- Gentlemen of Vision (GOV)
- Saint Louis University
- Children’s Advocacy Services of Greater St. Louis (CASGSL)
- Patient Research Advisory Board (PRAB)

St. Louis ReCAST has awarded contracts to the following organizations in the following areas for year 4:

*\*In response to the COVID-19 Pandemic organizations shifted their outreach and program activities to accommodate social distancing measures and virtual services such as webinars and workshops.\**

### **Mental Health**

St. Louis ReCAST has awarded a contract to **Places For People (PfP)**. PfP used the funds it has been awarded to implement a mental health awareness campaign that educated the public about mental illness and treatment. For more information, visit [placesforpeople.org](http://placesforpeople.org).

### **Peer Support**

St. Louis ReCAST awarded a contract to **Unapparencies & Intra-Racial Insight Sensitivity Education, LLC (U & I Rise)**. U & I Rise used the funds it was awarded to foster individual, family and community empowerment by facilitating family- and community- building workshops and activities. The project aimed to equip St. Louis

Promise Zone parents/guardians with the tool-set needed to promote their children's academic success. For more information, visit [uandirise.com](http://uandirise.com).

### **Violence Prevention**

St. Louis ReCAST awarded a contract to **Community Health in Partnerships (CHIPS)**. CHIPS used the funds it was awarded to offer a series of after-school workshops for eligible children to teach them conflict resolution skills, and help them develop leadership and life coping skills. For more information, visit [www.CHIPSSTL.org](http://www.CHIPSSTL.org).

### **Youth Engagement**

St. Louis ReCAST awarded a contract to **Gentlemen of Vision (GOV)**. GOV used the funds it was awarded to facilitate their voluntary after school program that uses mentors to supervise, coach, counsel and tutor participants. High school and middle school students compete in step competitions and engage in community service projects. For more information, visit [gentlemenofvision.org](http://gentlemenofvision.org).

### **Children's Advocacy Services of Greater St. Louis (CASGSL)**

Initially, this grant year focused on extending the work done with Trauma-Informed Programming in Schools (TIPS) in select St. Louis Public School District and Ferguson/Florissant School District elementary schools. Funding was used to initiate work in the Fall of 2019 by completing school observations at the select schools, providing feedback from those observations to the school change team, and initiating ongoing consultation meetings with those school change teams to help facilitate their further application of trauma-informed principles in daily school functions. Prior to schools closing due to the COVID pandemic CASGSL completed school observations for all six selected schools (Berkeley Elementary, Bermuda Elementary, Commons Lane Elementary, Hamilton Elementary, Columbia Elementary, and Lexington Elementary). Further, they conducted 28 follow-up consultation meetings with the school change teams.

After the onset of the COVID pandemic, CASGSL pivoted quickly to providing online training for community members in the Promise Zone since we no longer had access to our initial target population in the schools. However, despite this, several of the web-based trainings were subsequently provided targeted educational professionals.

Actions steps for completing the project:

The August 2020 RCI training was designed to provide target schools with an effective intervention to address stress reactions experienced by students due to the uncertainty and changes associated with the upcoming school year. It was anticipated that participants would use this group treatment intervention to help students develop coping strategies and to promote resilience.

### **Patient Research Advisory Board (PRAB)**

PRAB activities focused on input on community engagement and support/facilitation of community events and activities. Specifically, PRAB members worked on the Community RFP review, assisted with recruiting community voters and assisted at community voting sites.

### **A. Major Activities and Accomplishments**

- Community Delegate Recruitment (32 participants created scopes of work for RFP)(9 were youth ages 11-12)

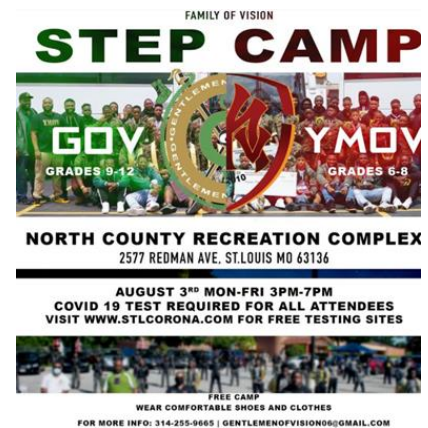
- Proposal Advisor Recruitment (19 participants evaluated proposals submitted in response to the RFP)
- Successful facilitation of four weekly sessions, per funding priority group, to develop services to be implemented; the continuation of community healing through participatory budgeting; PZ residents made key decisions in their immediate community
- Issuance of one Request for Proposal (Services requested mental health, peer support, youth engagement, and violence prevention)
- Community Voting (215 participants)
- Identified additional contacts/resources for initiatives in the four funding areas for collaboration opportunities
- Positive qualitative results from survey given to community delegates

### U&I Rise

- We met 5 of our 6 objectives above (except for #5 – 90% feedback in August)
- U&I-RISE discovered a winning formula for getting parents’ attention and commitment to completing its parent education curriculum, Tapping Our Parental Power,
- U&I-RISE realized the need to adjust our focus from contracting with schools and school districts to contracting with government institutions
- Using of the outcomes of this funded project, U&I-RISE presented to a division within the City of St. Louis, who said they are interested in seeking additional funding to run the same program again, with our recommended adjustment to fit their needs.

### GOV

- GOV hired a photographer, videographer, DJ and rented a space to have a successful graduation event while social distancing. We graduated 17 young men of which six have been accepted and headed to college this Fall.
- GOV was also able to expand their program by adding Bryan Elementary St. Louis Public School to our after school program and step camp. This new addition added 20 new members to the organization.
- GOV had 10 new inductees in the GOV intake process. Five of the young men are in middle school and the other five in high school.



### B. Challenges/Barriers

- Cancellation of events due to COVID. Having to shift programming online.
- The challenge of recruiting youth continued. Barriers included establishing relationship with schools. All schools in the St. Louis area are working from home.
- Keeping delegates engaged in meetings online. Because many programs were conducting virtual meetings, there was a sense of “virtual fatigue”
- Keeping delegates engaged while staff were completing the procurement and contract award processes
- Identifying specific populations such as mental health service recipients and municipality residents for community level representation

**CHIPS**

In March of 2020 the world was affected by COVID-19, a global pandemic that shut countries down across the world. CHIPS' city, like many across the world, was put in quarantine in order to stop the spread of this disease.

1. We were unable to recruit new students
2. CHIPS' community partners who provided CLUB CHIPS' training were unable to provide that training
3. We were unable to meet in person to create new presentations or rehearse previous pieces
4. We had to postpone CLUB CHIPS' culminating event

**Places for People**

COVID-19 stay at home orders. Difficult to meet and connect with community partners. Community and organizations tended to focus more on COVID-19 related needs and projects at certain times. Community and organizations were focused on financial stress and basic needs at certain times.

**U&I Rise**

The nationwide COVID-19 pandemic was a temporary challenge. Ten parents did not show up the first day of their varying cohorts, and U&I-RISE does not allow new people to begin after the first day, so 10 of our slots went unused. Everyone who came the first day completed the whole process.

**PRAB**

All activities were virtual rather than in person due to COVID-19 restrictions.

**C. Deviations from Original Plan (please include a description of changes from your application or implementation plan and the reason(s) for change)****Places for People**

Whereas we intended to participate in community-based health fairs/outreach events, facilitate educational events in the community in the Promise Zone, and engage in social media promotion, we had to shift our entire strategy to focus on social media promotion and education, video messaging and education and live virtual education.

**U&I Rise**

We did not meet our #5 Objective - We had a 10% response for the 2<sup>nd</sup> round of feedback, instead of 90%; reason being, the evaluator had a different method than we envisioned, which involved him randomly selecting 18 of the 70 participants and reaching out to those people. 7 responded. So, when considering that 18 people were invited to participate in the evaluation, 39% responded.

**CHIPS**

As stated in CHIPS' implementation plan, we were going to recruit up to 20 youth for the program, and would train them so they could go out and deliver CHIPS' healthcare messages. Additionally, we would develop a parent's group to help support CHIPS' activities and endeavors. Due to the pandemic we have had to pivot in the following ways:

1. We starting meeting on Zoom to continue CHIPS' work and maintain the mental health of the students involved in CHIPS' program
2. We worked with those community partners who were able to develop training content for the virtual platform
3. We expanded CHIPS' social media

**GOV**

The month of April was the most challenging. Due to COVID\_19 GOV was unable to meet with the team in person however purchased software to produce ZOOM interaction with the team to continue weekly meetings in May



and June. Not able to travel to step show competitions as planned this summer; however, in August conducted a stepping boot camp with participants wearing PPE and taking a COVID19 test.

#### **D. Lessons Learned**

- Building relationships with schools was not conduct because of COVID; Continue to work with youth engagement contractors to develop additional partnerships with school district(s), youth councils for youth-driven and youth-planned engagement
- Provide additional trainings around the four funding priorities including examples of evidence-based approaches
- While there is much talk about building community and staff resilience, few organizations know what it means to actually implement components in service delivery. Supports beyond the initial training are needed.
- In addition to kicking off the participatory budgeting process with a capacity building training, we will host orientation to onboard new community delegates to ensure they understand all calls of action
- It is crucial to be flexible when conducting outreach, engagement activities, and when working with subcontractors; COVID was unexpected and many programs had to switch to online programming
- Have a plan in place to address both virtual fatigue and technology barriers

#### **Places for People**

The community is open and receptive to the information and services that we have to offer. We need more capacity to execute all of the services needed. Outreach and engagement with potential community partners took more time and more follow up than anticipated. This was also complicated by changes that partners experienced due to COVID.

#### **CHIPS**

We confirmed that CHIPS' management is resilient and can find ways to continue CLUB CHIPS' work despite the obstacles that may present themselves. We may have to alter the way we do things and thus trim down CHIPS' expectations, but we are able to pivot to continue CHIPS' programming during the pandemic. Social Media/Virtual Learning is an underexplored avenue for delivering programming and reaching students that we are beginning to mine. Due to CHIPS' current circumstances, but we must be careful in how we utilize this medium because students are developing internet fatigue which is creating a barrier to their learning.

#### **U&I Rise**

Stay focused and stay flexible.

#### **PRAB**

Virtual events must include telephone call in options with a local options to assure full community access.

#### **E. Activities Planned and Anticipated for the next 12 Months**

Year four will be a rebuilding year. Because we execute four new service contracts in Year 4 our focus will be on building these relationships and incorporating these services into the ReCAST network. New/continuing activities will include:

- Workshops to continue to engage community delegates and (wider audiences) to build capacity of community residents (financial literacy, linkages to behavioral health resources, etc.)

- Use of technical assistance funds to help community with grant writing/capacity building
- Subrecipient Monitoring for all service contracts to ensure contractors are managing their contracts and meeting the deliverables of their contracts
- Ongoing communication with delegates during down time; continue to promote services via newsletter and social media
- Engage youth in outreach activities
- Expanding the community delegate role to in the areas of evaluation and sustainability
- Continue to provide community level representation in system-level coalitions and other civic engagement opportunities (Several ReCAST community delegates have participated in programs such as the Neighborhood Leadership Academy (NLA) which provides hands-on leadership training that emphasizes community building principles and strategies, project planning, organizational leadership and management practices, and personal leadership skills.)

**Create more equitable access to trauma-informed community behavioral health resources**

**Briefly describe your approach to this goal and list specific objective(s) and activities related to this goal.**

This year St. Louis Recast did not host its annual trauma informed care training session with Alive and Well. In spite of this, we continued to promote trauma messaging via social media, newsletters, and our website. More than 30 residents participated in a Self-Care and COVID19 virtual workshop. A panel discussed the impact on the black community, safety measures and Alive and Well gave a brief overview of trauma and self-care.

**Places for People**

250 Mental Health Support/Self Care Kits were created. These kits include emotional well-being/inspirational cards with behavioral health resources on the back on them, a candle, journal, pen, brochures and handouts on behavioral health community resources available, how to cope with stress and trauma and how to access services. The resources kits will be shared with schools to be delivered to children with a parent(s) with suspected mental health or substance use issues, churches and federally qualified healthcare centers.

**Children Advocacy Services of Greater St. Louis**

Several of the web-based trainings we have subsequently provided targeted educational professionals. The following table illustrates the web-based training we have completed since March 1, 2020.

<b>March 2020 COVID-19 Webinar</b>	<b>80</b>
<b>April 2020 Colloquium (Managing Blended Families During COVID-19)</b>	<b>25</b>
<b>May 2020 Colloquium (Testimony in Child Abuse Prosecution)</b>	<b>70</b>
<b>May 2020 RCI</b>	<b>20</b>
<b>May 2020 RCI</b>	<b>24</b>
<b>June 2020 Colloquium (Secondary Traumatic Stress in Supervision)</b>	<b>73</b>
<b>July 2020 Colloquium: Reducing risks and building partnerships to create "safer" for kids exposed to IPV</b>	<b>60</b>
<b>August 2020 RCI training for SLPS and Ferg-Flor School Districts</b>	<b>130</b>

Actions steps for completing the project:

The August 2020 RCI training was designed to provide our target schools with an effective intervention to address stress reactions experienced by students due to the uncertainty and changes associated with the upcoming school year. We anticipated that the participants will use this group treatment intervention to help students develop coping strategies and to promote resilience. Based upon communications we had with school personnel, we determined that this would be the most effective form of trauma-informed programming that we could provide to the schools at this time. Subsequently, we do not have any further action steps planned for the remainder of the grant year, except for providing consultation to school personnel implementing RCI at their schools. This consultation will be provided to participants on an as-needed basis.

#### **A. Major Activities and Accomplishments**

- Increased community knowledge about trauma-informed care and trauma awareness
- Delegate referrals to appropriate trauma-informed care behavioral health resources

#### **B. Challenges/Barriers**

- Access to technology and lack of in person meetings due to COVID-19

#### **C. Deviations from Original Plan (please include a description of changes from your application or implementation plan and the reason(s) for change)**

#### **D. Lessons Learned**

- Need creative ways to engage community in trauma approaches

#### **E. Activities Planned and Anticipated for the next 12 Months**

- 1) Year 5 mental health Request for Proposal focused on providing virtual programs and services specifically designed to address the stress caused by the digital divide. In both instances, activities may include mentoring, teaching organizational skills, and stress reduction/coping skills. For the virtual program delivery, project activities may include such things as establishing a technical support/help line for families to troubleshoot technology problems associated with virtual learning, and offering trainings on the use of video conferencing platforms such as Zoom.
  - Enrichment programs that support mental health/wellness and address stress.
  - Programs and services that address stress caused by the digital divide.
  - Technical Support, organizational skills, mentored assistance, Zoom capabilities
- 2) Year 5 peer support Request for Proposal focused on programs to serve homeless youth ages 18-25. The goal is to provide a consistent place from which youth can access nutritious food and build relationships with staff. This may be accomplished through partnerships with food establishments, restaurants, food distribution sites and other locations that serve hot meals on a regular basis. The project should also provide additional services that help stabilize youth and young adults, such as access to facilities to meet personal grooming and hygiene needs, a clothes bank, counseling, job placement, etc.
- 3) CASGSL year 5 programming is awaiting COVID19 policies regarding in-person school attendance.
- 4) Work with PRAB to conduct two main webinar series. One series will target residents and the other will focus on stakeholders.

- 5) Have one time events such as the *community celebration* announcing year 5 contractors, a *youth centered event* to align with SLU evaluation activities, and a *culminating event*.
- 6) Community Guiding Board workshop topics focused on engaging residents including: How to take PB back to your community and incorporate it into other neighborhood initiatives; Working With Elected Officials to advance community needs and incorporate PB into decision making; How to mobilize your neighbors and increase civic engagement.
- 7) Potential topics to focus on engaging stakeholders and building capacity\* will poll contacts, event participants etc. including, but not limited to Starting a Non-Profit 101; Tips to Securing Funding: Grant Writing 101; Building Your Network: Collaborating with other Organizations to better the community

### **Strengthen the integration of behavioral health services and other community systems to address the social determinants of health**

#### **Briefly describe your approach to this goal and list specific objective(s) and activities related to this goal.**

As completed in year one, issues and concerns mentioned by community delegates from the participatory budgeting recruitment and delegate meetings were compiled and shared with relevant community partners. St. Louis ReCAST staff also attended various meetings within the Promise Zone to share information with other community systems to address the social determinates of health.

Once a month, we hold a joint call with all contract awardees to discuss the projects they are working on. Organizations have used this opportunity to work with one another to combine efforts and share resources for behavioral health services. They have identifies how their programs fit with others working in the same space. This information sharing help reduce duplicative services and informs providers of additional community resources beneficial for their program participants.

A Gap Inventory Analysis (Figure 1.2) was conducted to show ReCAST's progress towards tackling gaps identified in community relating to the four funding priorities. In order to address needs in the area of violence prevention, a sponsorship was awarded for the third time to the **St. Louis Violence Prevention Commission (STLVPC)**. *Through this partnership, the community was informed and educated about court procedures and individual rights relating to the criminal justice system. In addition, other identified issues that were addressed include: lack of neighborhood specific crime reduction strategies with neighborhood organizations and alderman, lack of neighborhood sustainability programs, crime reduction, and relationship building between community residents and law enforcement. Notable accomplishments of the program this year, included the following:*

- *Established first of its kind United Way 211 Gun Violence Intake process to facilitate care coordination for individuals and families impacted by gun violence*
- *Partnered with St. Louis University to provide trauma informed coaching and recovery supports for teachers and staff in the St. Louis Public School District directly impacted by gun violence*
- *Completed an online police legitimacy survey that will be used to draft recommendations for law enforcement in the City and County.*

*The STLVPC has been very instrumental in linking community residents to behavioral health services.*

***\*\*Due to COVID many activities were canceled this year, as resource distribution took precedence in the region and many of our collaborative partners shifted their work to the pandemic. The above objectives will remain the focus of year 5 work.***

**A. Major Activities and Accomplishments**

- Information Sharing across systems, organizations, and audiences of the currently available resources
- Provided a violence prevention sponsorship to help tackle issue beyond the scope of ReCAST
- Increasing community collaborations and partnerships with other organizations working in the same space
- System level partners with behavioral health services have disseminated ReCAST information to almost all behavioral health service providers in St. Louis about ReCAST, participatory budgeting, delegate evaluation information, and service integration opportunities.

**B. Challenges/Barriers**

- Appropriately addressing issues expressed by community members that St. Louis ReCAST is unable to tackle e.g. housing development, building construction, patient wait times to see physicians, etc.

**C. Deviations from Original Plan (please include a description of changes from your application or implementation plan and the reason(s) for change)**

N/A

**D. Lessons Learned**

**E. Activities Planned and Anticipated for the next 12 Months**

- Continued collective impact

**Create community change through community-based, participatory approaches that promote community and youth engagement, leadership development, improved governance, and capacity building**

**A. Briefly describe your approach to this goal and list specific objective(s) and activities related to this goal**

St. Louis ReCAST community delegates attended trainings and meetings that expanded their knowledge and capacity in the given topics:

**RFP evaluation:** Taught proposal advisors how to review and evaluate responses to the request for proposals.

**Participatory Approaches:** In addition to community delegates shaping the services to be implemented throughout the Promise Zone (PZ), community change occurred as the entire Promise Zone community was allowed to participate in the participatory budgeting process through Community Voting.

The introduction of a public participatory budgeting process has improved governance at St. Louis County Department of Public Health. Though challenges still exist, key staff have revised how community members are incorporated to make decisions in their community.

**Places for People**

Delivered behavioral health training to school counselors in Riverview Gardens School District to help them improve their approach to communicating with children.

Delivered a series of training to a local church. The church created a mental health support team. The members of this team participated in additional training offered through ReCAST. They intend to continue to offer peer support to the community and the members of the church.

**U&I Rise**

Our approach involves group parent education; specifically to 1) equip parents with information and tools that allow them to approach Parenting in a more proactive manner, and 2) create an environment for parents to share and discuss family and community concerns. The goal is to orient ourselves to solving our own problems, because U&I-RISE believes we already have the capability and resources to do so.

**Objectives**

1. Gather a cross-section of St. Louis Promise Zone parents whose children read below grade level
2. Share the problem of our children reading below grade level
3. Take them through the 12-hour Tapping Our Parental Power curriculum
4. Gather and report 2 sets of parent feedback
  - a. At the conclusion and
  - b. 2-3 months later, at the end of the contract

**Activities**

- Invest in a sponsored ad on Facebook to attract parents from the Promise Zone
- Fill all 80 slots
- Complete group and individual exercises from the Tapping Our Parental Power (TOPP) parent education curriculum
- Gather written and video feedback

**PRAB**

The Project Director provided a virtual training on participatory methods of program evaluation to small not for profits, particularly Black-led organizations, in August as a part of work with St. Louis Black Funders. This continues the PRAB collaboration with this organization.

**C. Challenges/Barriers**

COVID-19 stay at home orders. Difficult to meet and connect with community partners. Community and organizations tended to focus more on COVID-19 related needs and projects at certain times. Community and organizations were focused on financial stress and basic needs at certain times.

**D. Deviations from Original Plan (please include a description of changes from your application or implementation plan and the reason(s) for change)**

N/A

## **E. Lessons Learned**

The addition of strategies that encourage community involvement was well received.

## **F. Activities Planned and Anticipated for the next 12 Months**

### **Ensure that program services are culturally specific and developmentally appropriate**

#### **A. Briefly describe your approach to this goal and list specific objective(s) and activities related to this goal**

The sub-contract between DPH and Washington University for Public Health, which supports the Patient Research Advisory Board (PRAB) was renewed for Year 4. PRAB reviews ReCAST activities to determine if activities and disseminated information is comprehensive, ethical, professional, authentic, accurate and reliable, and use measures that can be realistically implemented in identified community settings.

As in year two St. Louis ReCAST branding and informational materials were designed in accordance to The National CLAS standards. In the initial stages of the project, the target audience was identified and engagement efforts were implemented to support the given demographics. All public facing messaging is intentionally written and designed to ensure readability and understanding for individuals 11 years of age and above. This year, PRAB provided feedback on public facing materials.

#### **Places for People**

We ensured that the trainers were prepared to address the specific cultural needs of the community members that participated in the training.

#### **U&I Rise**

U&I-RISE's approach to service delivery (parent education) is rooted in a scientific, social and emotional understanding of - and respect for – the impact of historical, multi-generational, and current trauma on Black people, who make up the majority of St. Louis's Promise Zone. Our objectives in this regard were:

1. Proactively communicate
  - a. What will happen
  - b. Clear expectations of participants
  - c. What participants will get from participating
2. Gain agreement / cooperation from 80 parents to complete our program
3. Create an environment conducive to being vulnerable with one another
4. Gain participant feedback about the usefulness and practicality of the information

Activities included:

- Introducing and using U&I-RISE's Relationship and Productivity Model
- Listing participants' family and community concerns
- Uncovering the common, culturally-specific root of the listed concerns
- Facilitating the group to complete all the individual and group exercises

- Facilitating focused, productive dialog

**B. Major Activities and Accomplishments**



- St. Louis ReCAST created a YouTube video: <https://youtu.be/k-AZvuiVc-A> to promote community delegates and participatory budgeting
- St. Louis ReCAST created several short commercials that aired on our Facebook page
- Continuing to build a presence in community and via social media



*Facebook:* ReCASTSTL  
*Instagram:* @ReCASTSTL  
*Twitter:* ReCASTSTL  
*Website:* info@recaststl.org

**C. Challenges/Barriers**

N/A

**D. Deviations from Original Plan (please include a description of changes from your application or implementation plan and the reason(s) for change)**

N/A

**E. Lessons Learned**

N/A

**E. Activities Planned and Anticipated for the Next 12 Months**

- Invite both PRAB members and our community participatory delegates to visit the awarded contract service sites and make observations to provide additional recommendations

You may copy the format in the table to report on additional project specific program goals and objectives.

<b>ReCAST Coalition Activities</b>
<p><b>A. Briefly describe your approach to this goal and list specific objective(s) and activities related to this goal</b></p> <p>The St. Louis ReCAST Core Advisory Board (CAB) met virtually every month to provide project oversight and</p>



guidance but investments and priorities are determined using community-based approaches (including participatory budgeting).

- Moving from the participatory approaches to exploring systems and policy-level opportunities.

St. Louis ReCAST Coalition of Stakeholders (COS) distribution has grown from 70 community leaders/members, family/youth representatives, local public agencies, clergy and faith-based organizations, businesses, universities/colleges, and non-profit partners to over 200 multi-sector coalition stakeholders. Initially, gearing up for Restorative Practice K-12 focus; however, efforts were curtailed when schools transitioned to virtual learning.

- Continued to share information monthly with our Coalition of Stakeholders with focus on COVID19 resources, particularly funding opportunities for small businesses and non-profit organizations.
- Conducted annual meeting to share results and impacts for the first three years of service contracts and sponsor awards.

The St. Louis ReCAST Community Guiding Board (CGB) began to meet on a quarterly basis this year to inform the direction the initiative should take in year four. This board was comprised of 13 influential community delegates whom have participated across multiple years. Participation on the ReCAST Community Guiding Board provided delegates an opportunity to continue to shape the ReCAST process beyond that of service design. This allowed our team to further improve our community engagement efforts. Specific goals for year 4 included compiling a list of ideal meeting locations for community meetings and events, discussing ways to improve the overall delegate experience and increasing community voting turnout.

The board had one in person meeting in March however due to the pandemic additional meetings were held virtually. In addition to the previously set goals for the year the CGB participated in evaluation activities regarding the impact ReCAST has had on them and their community, created alternative ideas for in-person community voting, and provided insight on how ReCAST can sustain its efforts and engage residents in year 5 outside of the PB process.

## B. Major Activities and Accomplishments

- Evaluation staff prepared a gap analysis of our first three rounds of funding/initiatives to our original health assessment and strategic plan and we presented that to our Core Advisory Board to help identify target areas that we can continue to drive forward.
- Regional Violence Prevention Commission continued \$2,500 youth sponsorship – “It Starts With Us” opportunity funded by Saint Louis Mental Health Board, Children Service Fund and Incarnate Word Foundation as a spin-off of St. Louis ReCAST youth engagement community scope of work development
- PRAB partnered with Black Funders during Philanthropy month for grant writing and other funding capacity building workshops.



<p><b>C. Challenges/Barriers</b></p> <ul style="list-style-type: none"> <li>• Continue to identify ways to engage the Coalition of Stakeholders.</li> <li>• Identify other methods to make the collaboration beneficial to stakeholders not seeking funding</li> </ul>
<p><b>D. Deviations from Original Plan (please include a description of changes from your application or implementation plan and the reason(s) for change)</b></p> <p>N/A</p>
<p><b>E. Lessons Learned</b></p> <p>N/A</p>
<p><b>E. Activities Planned and Anticipated for the Next 12 Months</b></p> <ul style="list-style-type: none"> <li>• Surveyed Coalition of Stakeholder this fall to identify the best manner for engagement under the meeting size requirements. Stakeholders noted digital report and outdoor meetings during pandemic.</li> </ul>
<p><b>ReCAST Technical Assistance</b></p>
<p><b>A. Briefly describe your approach to this goal and list specific objective(s) and activities related to this goal</b></p> <p>To make valuable use of the 2019 technical assistance dollars, St. Louis ReCAST entered into a Memorandum Of Understanding with the St. Louis Mental Health Board (MHB) to provide neighborhood capacity building and technical assistance. MHB has a great reputation in community and recognized a need to educate residents about proper community organizing.</p>
<p><b>B. Major Activities and Accomplishments</b></p> <p>The St. Louis Area Violence Prevention Commission coordinated two activities that build the capacity of Promise Zone residents to work together and with law enforcement to reduce and prevent violence.</p> <p><b>Activity 1 Community Outreach and Empowerment</b>  The University of Missouri Extension convened the Neighborhood Leadership Fellows program to mobilize Promise Zone residents to identify policy issues that impact violence. NLF teams presented their proposal for funding to support outreach and community engagement related to VPC and ReCAST violence prevention priorities.</p> <p><b>Activity 2 Leadership Training:</b>  The University of Missouri Extension conducted four community leadership workshops in the 27<sup>th</sup> Ward, Dutchtown, Wells/Goodfellow, and Jennings with the primary goal of preparing new community leaders. Additionally, two workshops were conducted for the members of the Cure Violence Community Advisory Boards, if needed. The leadership topics were selected by the Advisory Board members, to include topics such as consensus building, meeting facilitation, or community engagement.</p>
<p><b>C. Challenges/Barriers</b></p> <p>Due to COVID19 NLF transitioned to virtual programming.</p>

<p><b>D. Deviations from Original Plan (please include a description of changes from your application or implementation plan and the reason(s) for change)</b></p> <p>Provided technical assistance for proposal development with “First Fridays” one-on-one review sessions.</p>
<p><b>E. Lessons Learned</b></p> <p>N/A</p>
<p><b>E. Activities Planned and Anticipated for the Next 12 Months</b></p> <ul style="list-style-type: none"> <li>Based on the reception of the program we plan to utilize the Technical Assistance funds to build neighborhood capacity. A participatory approach will be utilized to select workshop topics.</li> </ul> <p><b>Youth Education and Leadership Training:</b></p> <ul style="list-style-type: none"> <li>The University of Missouri Extension will facilitate the Youth Empowerment Program for high school students in St. Louis City and County to develop an education and advocacy agenda that addresses the root causes of violence in the St. Louis region</li> </ul>

**PART II: SCOPE & BREADTH OF SERVICES - Subcontractors**

Question 1. If you have not yet addressed one or more of the 5 required ReCAST program goals (above), please explain what your challenges have been and what your plans are for overcoming those challenges and addressing these goals in the future (including time frame). **N/A- Goals addressed above**

Question 2. Have your activities addressed the needs of high risk youth and families? If not, why, and what plans do you have for addressing the needs of high risk youth and families (including time frame)?

Yes, the following contracted organizations below helped address the needs of high risk youth and families.

**Places for People**

“Yes”

**CHIPS**

Yes, this program addresses the needs of low income, minority youth growing up in high crime neighborhoods

Yes, the CLUB CHIPS’ training sessions are structured as Peer Support Groups.

**U&I Rise**

“Yes”

Question 3. Have your activities included peer support activities during the past 12 months?

**In addition to facilitating the peer support group with community residents to determine the scope of work for mental health and peer support services, sub-contractor, CHIPS Health and Wellness has implemented**

peer support services. Their after school program works with 15 high school students. They are trained peer educators that have conversations with other students focusing on topics such as health, self-esteem, violence prevention, etc. These students also perform for larger audiences to share these messages. In addition, they conduct a peer group with ten participants each quarter around the social determinants of health or a specific health conditions such as diabetes.

### **PART III: INFRASTRUCTURE & SYSTEMS CHANGE ACTIVITIES**

1. Briefly describe highlights of ReCAST workforce development activities during the past 12 months:

#### **Places for People**

Provided training to individuals that worked in a clinical capacity in a mental health organization, and those that did not have a clinical background but encountered clients with behavioral health needs that were not being addressed.

Reached out to community partner agencies in the Promise Zone by email, followed up with phone calls, create a landing page on the PFP website to share information about COVID Resources, ReCAST trainings and workshops. Two trainings were focused on providing parenting strategies.

#### **CHIPS**

CHIPS has been able to consistently employ 6 to 10 youth throughout the project period despite COVID-19. The CLUB CHIPS youth are involved in career planning and job development as a part of their training. The group attended the YES Teen Summit which provided an opportunity to do presentations and enhance public speaking skills. The Youth had an opportunity to network with other youth and adults.

2. Briefly describe your efforts to collaborate with youth and family serving providers or experts in your community during the project period:

Throughout the year various professionals spoke with CLUB CHIPS via Zoom and discussed various career paths and navigation of college admissions, etc. CLUB CHIPS youth made connections with the Southside Youth Council where they helped out the community with food drives and community discussions.

2. Briefly describe your efforts to collaborate with youth and family serving providers or experts in your community during the past 12 months:

The Core Advisory Board and the Coalition of Stakeholders continue to lay a great foundation for community partnerships and communication methods for organizations working in the same space. Both groups have helped expand the reach of St. Louis ReCAST providing linkages to mental health and behavioral health services.

All service contractors currently provide services to youth and families. As mentioned above, programs include: job readiness classes, parenting classes, children's literacy, after-school programs, mentoring, conflict resolution programs, etc. Youth engagement programs include chess classes and tournaments, gardening, step teams, and peer to peer education.

3. Briefly describe your 2-3 greatest accomplishments in creating a trauma informed community and promoting resilience within the community over the last 12 months.

The implementation of the Mo ACTS CAGSTL sub-contract continues to be a great accomplishment. The trainings that were made available to community members and care providers are instrumental in helping create a trauma informed community and certified clinicians.

Participation in trauma informed care trainings and discussions is a contract requirement for ReCAST-funded agencies.

Every outreach activity provides the opportunity to have discussions with community members about trauma-informed care. To further ensure trauma-informed practices are being promoted effectively, St. Louis ReCAST staff, community delegates, and members of the Coalition of Stakeholders, continuously seek opportunities to gain additional knowledge on the subject matter as it becomes available.

4. Briefly describe your 2-3 **greatest challenges** in creating a trauma informed community and promoting resilience within the community over the last 12 months and what you have done or will do to overcome these challenges:

As mentioned throughout the report, COVID put a damper on in person meetings this year. Additionally, we did not anticipate hosting the trauma training this year, as many of our delegates participated in previous year. In the future, it would be best to offer a shorter refresher course.

Resilience is a concept that still needs additional clarity in the community. While there is good understanding of what it means, it is less clear how to enact resilience through community work.

5. Please identify any areas for which you would like to request technical assistance at this time, either program or evaluation-related.

**N/A**

### **Section 3: BRIEF VIGNETTES**

Please provide 1 or 2 brief vignettes that describe individual, youth, family, community or provider experiences with ReCAST. The point of the vignette is to illustrate how ReCAST has impacted or a made a difference.

**The ReCAST YouTube video that was created this year has helped begin to tell our story of how this initiative has impacted community. Below are comments made by two community delegates that were interviewed.**

<https://youtu.be/k-AZvuiVc-A>

**VIGNETTE #1 (insert here):**

***U&I Rise:***

*During the focus group, Mama C admitted she favored her younger son over her 12 y.o. daughter, and while sharing, realized she doesn't really talk to her daughter Z like she does her son; when she talks to Z, telling her what to do is the way Mama C communicates, but she actually has conversations with her son. The facilitator shared the "Who ARE You, Anyway" exercise with the group, and invited them to facilitate it with their children. The next day, Mama C said she went home and did the exercise with Z, and she learned some things from Z about how she feels about Mama C as a mother, about life, about school, etc. that she really needed to know. Mama C*

said they had a long conversation and made some agreements. Mama C said doing the exercise was a turning point in their relationship. Mama C came to tears as she said, "It was an amazing experience."

**Places for People:**

**The following videos highlight some of the impact that we have achieved through ReCAST: We have more videos available but here a few.**

- <https://youtu.be/uYTIZqvqK4Q>
- <https://www.youtube.com/watch?v=15kmNTf0eQI>
- <https://youtu.be/xTfoYBAa4n8>
- <https://youtu.be/c5nNID0RsyM>
- <https://www.youtube.com/watch?v=dENnxmJW6T8>
- <https://www.youtube.com/watch?v=1DVoqjFGE>

**CHIPS:**

The ReCAST grant allows CHIPS to pay salaries to the youth in CLUB CHIPS. Because of this income, Callie was able to help a friend who did not have enough money to buy undergarments. ReCAST funding allowed Sydney to help a friend get a bus pass so they could get to school. Because the CLUB CHIPS program is a paying job, several students have been able to help their families out financially. These experiences are important to teens growing up in low income, high crime neighborhoods and allows them to feel they are making a contribution to the community.

**VIGNETTE #2 (insert here):**

**CHIPS:**

This year's COVID-19 restrictions made it difficult for CLUB CHIPS to bring antiviolence presentations to other youth. The students overcame this challenge by developing videos to teach coping skills to their followers on FaceBook and Instagram. The students refined their writing and presentation skills, learned the technical and artistic skills of producing video and were able to reach a wide audience.

**Section 4: STRATEGIC PLAN**

**ReCAST grantees should revisit and update Strategic Plans annually, with the exception of the first year of the grant. If you are in the first year of the grant, do not respond to this section.**

- A. Please attach a copy of your updated or revised Strategic Plan(s).

In narrative form, please briefly describe significant changes that were made to your Strategic Plan this year (e.g. goals accomplished, new priorities set, revised goals based on program successes or challenges, etc.)

**The Community Strategic Plan will be updated this year. The Core Advisory Board addressed the strategic plan in the annual retreat conducted at the end of the fiscal year. The plan is currently under review. The original performance measures are not based on the services funded through the participatory budgeting process. The local evaluation plan will also be updated with the same considerations.**

**Section 5: TIMELINE**

Meeting and Date	Purpose

<p>(2) Participatory Budgeting Recruitment Meetings</p> <p><b>CANCELED – recruitment conducted online</b></p>	<ul style="list-style-type: none"> <li>• Inform the community about the St. Louis ReCAST grant through community outreach activities</li> <li>• Team of Expert Presentations</li> <li>• Utilize information gained from the Community Needs Assessment Crosswalk to facilitate conversations with community members</li> <li>• Establish goals for the strategic planning process</li> <li>• Promote Informational Meetings</li> <li>• Handout Delegate Applications</li> </ul>
<p>Scope of Work Development</p> <p>June 2020</p>	<ul style="list-style-type: none"> <li>• Create scopes of work (define target audience, services to be implemented, define roles and responsibilities of bidding organizations)</li> </ul>
<p>Request for Proposal Scoring Training</p> <p>August 2020</p>	<ul style="list-style-type: none"> <li>• Review each question of the RFP and give examples of the kind of information reviewers should look for, what makes a response strong versus weak.</li> <li>• Offer tips on how to write strong comments if we are asking the Delegates to write comments for each application.</li> <li>• Provide a rating scale so that we have some consistency in assigning numeric scores.</li> <li>• Discuss the decision making process, so that we know how the group will reach consensus.</li> </ul>
<p>Review of Proposals</p> <p>August 2020</p>	<ul style="list-style-type: none"> <li>• Proposal evaluation by St. Louis ReCAST Core Advisory Board members and community proposal advisors</li> </ul>
<p>Community Voting</p> <p>November 2020</p>	<ul style="list-style-type: none"> <li>• Proposal Presentation; residents start voting</li> </ul>
<p>Contract Awards</p> <p>January 2021</p>	<ul style="list-style-type: none"> <li>• Services are implemented by the 4 awardees</li> </ul>

**Section 6: SUSTAINABILITY**

Include a brief description of the sustainability actions taken during the past 12 months. Use the table to indicate three areas of program sustainability planning that you will address during the next 12 months.

**List the top three areas you plan to work on during the next 12 months.**

Priorities	Action Steps	Timelines	Key Leaders or Staff	Benchmark for Progress
Consistent community engagement activities for ReCAST Delegates	Hold monthly workshops that focus on community capacity building;  Ebony Hooper will help expand outreach efforts	(Started in 2019)	Community Engagement Coordinator;  Health Education Coordinator	Workshop Implementation; collaboration with organizations that can provide resources
Youth Engagement	Engage Promise Zone schools	Jan 2021	Community Engagement Coordinator	Using resiliency assessment results convene youth programming participants  Conduct the second annual “Resilience” poster contest to engage schools
Sustainability	Engage funders with small business and non-profit organizations	Sep 2021	Program Manager	Monitoring system connections and engagement activities with Core Advisory Board members

**Section 7: PERFORMANCE MEASURES REPORTING**

Use the table to report data on the ReCAST GPRA performance measures and additional program outcome performance measures. The data reported for the required ReCAST measures should be the same as the data entered into SAMHSA’s Performance and Accountability Reporting System (SPARS). You will be reporting data for the 12-month reporting period. The accompanying narrative for all measures should include information about whether the results are on track, ahead, or behind, and what is being done or was done if there are any deficiencies.

Performance Measure	Data	Narrative
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<p><b>REQUIRED GPRA Performance Measure WD2:</b> The <u>number of individuals</u> in the mental health or related workforce trained in behavioral/mental health trauma-informed approaches as a result of the ReCAST grant.</p>	615	We executed the Children’s Advocacy of Greater St. Louis contract since winter 2018
<p><b>REQUIRED GPRA Performance Measure TR1:</b> The <u>number of individuals</u> who have received training in trauma-informed approaches, violence prevention, mental health literacy, and other related trainings as a result of the ReCAST grant.</p>	385	Execution of the Children’s Advocacy Services of Greater St. Louis contract for trauma trainings, as well as our participatory budgeting contractors has resulted in us exceeding the performance measures for the number of individuals receiving training. The number of trainings offered tripled and we expect this to increase with additional mini-grant awardees.
<p><b>REQUIRED GPRA Performance Measure PC2:</b> The <u>number of organizations</u> and community representatives that are collaborating/coordinating/sharing resources with each other as a result of the ReCAST grant.</p>	36	Our Coalition of Stakeholders continues to grow as organizations interested in funding participate on a “WIFM” basis. Our subcontractors are the major contributor to this performance measure as they collaborate with one another and other community organizations to carry out their programs. As a result, we have more than doubled the expectation.
<p><b>Required GPRA Performance Measure T3:</b> The <u>number of individuals (youth and family members)</u> referred to trauma-informed behavioral health services as a result of the grant.</p>	938	We are encouraged by the number of youth and family members referred to TA behavioral services because it is coming from a variety of subcontractors. We expect that number to rise, as our mental health subcontractor is able to obtain the MOUs needed with the Promise Zone school districts.
<p>[Required Youth Outcome Performance Measure]: Knowledge of mental health; improved knowledge of mental health; increased use of specific mental health</p>		High-risk youth identified through the participatory-budgeting process receiving

services and programmatic resources; change in risky behavior that promotes well-being: decreased substance abuse/use, increased coping skills, increased leadership skills, etc.		evidence-based programs from our subcontractors.
[Required Family Engagement Performance Measure]: Reach and representativeness: % of families engaged in the participatory budgeting process, assessment, and strategic planning process from priority population; Program improvements:% of family/youth recommendations incorporated into decision-making among participatory budgeting-identified program partners.		
[Other Program Outcomes]: AW1 The number of individuals exposed to mental health awareness messages (educated through mental health campaigns, websites, printed materials, public service announcements, speakers, etc.)	Facebook total reach (includes ads): 12,276  Instagram total for paid post: 6,304	St. Louis ReCAST Facebook, website, community outreach and community voting
[Other Program Outcomes]: AW1 The number of individuals exposed to mental health awareness messages (educated through mental health campaigns, websites, printed materials, public service announcements, speakers, etc.)	54,585	Four subcontract awardees reach via their social media, websites, etc.
[Other Program Outcomes]:		

**ADDITIONAL END OF YEAR REQUIRED DOCUMENTATION (ATTACHMENTS):**

**A: FEDERAL FINANCIAL REPORT**

A completed FFR (Federal Financial Report, SF-425) must be submitted to the Division of Grants Management by December 31 of each year. Additional guidance on submission of the FFR can be found in the grantee manual and will also be sent via email.

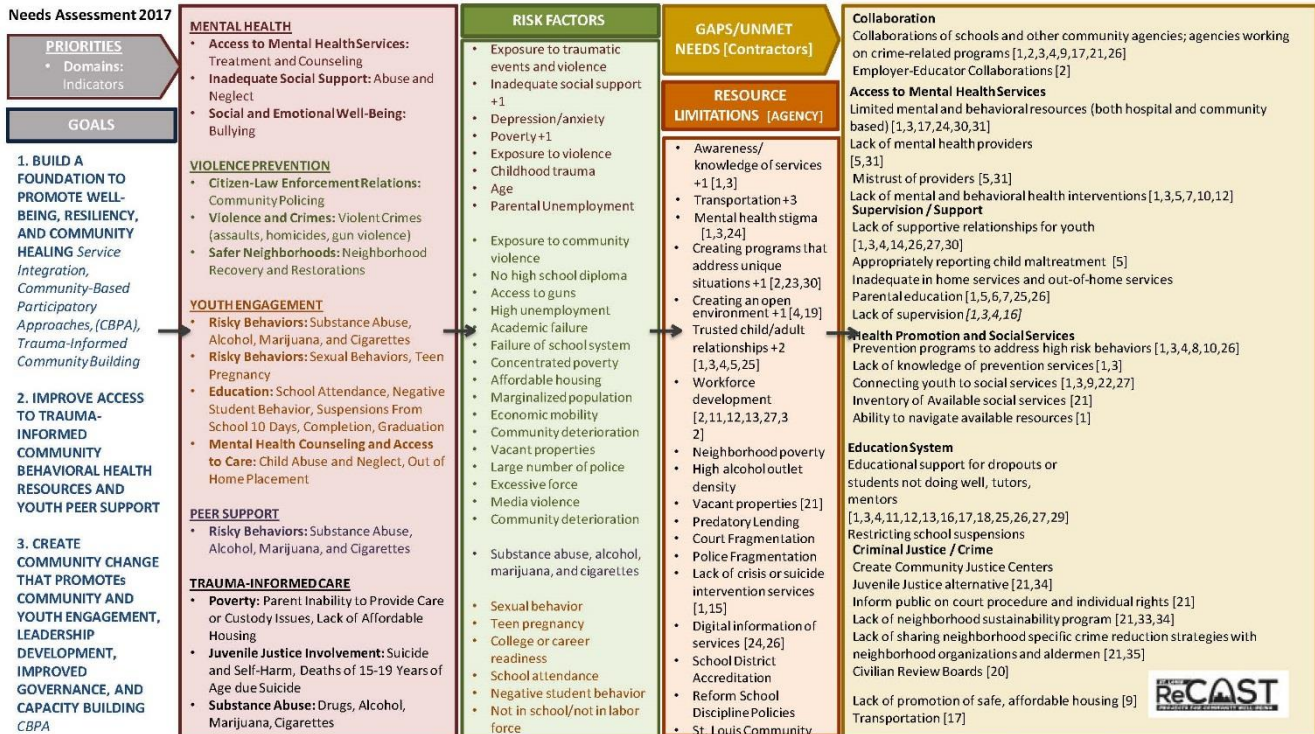
**B: DETAILED BUDGET AND NARRATIVE**

Please submit a detailed budget narrative and budget expenditure report for the budget year that begins September 30th of each year. This budget narrative should follow the format originally requested in the FOA. In the narrative, describe how grant funds were expended during the entire grant period and provide a brief explanation if funds were not expended as originally planned. Describe any significant changes to the budget

that resulted from any modification of project activities; this description should address the entire grant period. Address any changes to the budget that affected your ability to achieve your approved project activities and/or project objectives.

Use the budget expenditure template for report project related expenses. You will submit this template every year for the corresponding budget period.

Figure 1.2



## LEGEND

### 1 CHAD's Coalition

- Awareness/ knowledge of services
- Mental health stigma
- Trusted child/adult relationships
- Lack of crisis or suicide intervention services
- Ability to navigate available resources
- Connecting youth to social services
- Collaborations of schools and other community agencies; agencies working on crime-related programs
- Prevention programs to address high risk behaviors
- Lack of knowledge of prevention services
- Lack of supportive relationships for youth
- Lack of mental and behavioral health interventions
- Limited mental and behavioral resources (both hospital and community based)

### 2 Employment Connection

- Creating programs that address unique situations
- Workforce development
- Collaborations of schools and other community agencies; agencies working on crime-related programs
- Employer-Educator Collaborations

### 3 CHIPS Health and Wellness

- Mental health stigma
- Trusted child/adult relationships
- Collaborations of schools and other community agencies; agencies working on crime-related programs
- Limited mental and behavioral resources (both hospital and community based)
- Lack of mental and behavioral health interventions
- Lack of supportive relationships for youth
- Lack of supervision
- Prevention programs to address high risk behaviors
- Lack of knowledge of prevention services
- Connecting youth to social services
- Educational support for dropouts or students not doing well, tutors, mentors

### 4 St. Louis Artworks

- Creating an open environment
- Trusted child/adult relationships
- Collaborations of schools and other community agencies; agencies working on crime-related programs
- Lack of supervision
- Prevention programs to address high risk behaviors
- Educational support for dropouts or students not doing well, tutors, mentors

### 5 CASGSL

- Trusted child/adult relationships
- Lack of mental and behavioral health interventions
- Parental education
- Lack of mental health providers

## LEGEND (mini grants)

### 6 U and I

- Parental education

### 7 Annie Malone

- Lack of mental and behavioral health interventions
- Parental education

### 8 Metro Theater

- Prevention programs to address high risk behaviors

### 9 North Newstead

- Collaborations of schools and other community agencies; agencies working on crime-related programs

### 10 CHAD's Coalition

- Lack of mental and behavioral health interventions
- Prevention programs to address high risk behaviors

### 11 Superior Support Services

- Workforce development
- Educational support for dropouts or students not doing well, tutors, mentors

### 12 Employment Connection

- Workforce development
- Lack of mental and behavioral health interventions
- Educational support for dropouts or students not doing well, tutors, mentors

### 13 Ferguson Youth Initiative

- Workforce development
- Educational support for dropouts or students not doing well, tutors, mentors

### 14 Teens for tomorrow

- Lack of supportive relationships for youth

### 15 Washington University

- Lack of crisis or suicide intervention services

### 16 North Campus Partnership

- Educational support for dropouts or students not doing well, tutors, mentors
- Lack of supervision

### 17 Youth and Family Center

- Educational support for dropouts or students not doing well, tutors, mentors
- Transportation
- Limited mental and behavioral resources (both hospital and community based)
- Collaborations of schools and other community agencies; agencies working on crime-related programs

### 18 G.O.V.

- Educational support for dropouts or students not doing well, tutors, mentors

## LEGEND (sponsorships)

### 19 Metro Theater

- Creating an open environment

### 20 St. Louis Mental Health Board

- Civilian Review Board (Ferguson Youth Initiative)

### 21 Violence Prevention Commission

- Lack of sharing neighborhood specific crime reduction strategies with neighborhood organizations and aldermen
- Collaborations of schools and other community agencies; agencies working on crime-related programs

### 22 It Starts With Us

- Connecting youth to social services

### 23 Promise Zone Wisdom Wall

- Creating programs that address unique situations

### **Sponsorships (Year 3)**

#### **28 Creative Reaction Lab**

- Mental health stigma
- Digital information of services
- Limited mental and behavioral resources (both hospital and community based)

#### **29 Mentors in Motion**

- Educational support for dropouts or students not doing well, tutors, mentors

#### **30 Project Connect**

- Creating programs that address unique situations
- Limited mental and behavioral resources (both hospital and community based)
- Lack of supportive relationships for youth

#### **31 Alive and Well**

- Limited mental and behavioral resources (both hospital and community based)
- Lack of mental health providers
- Mistrust of providers

#### **32 Regional Youth Employment Commission**

- Workforce development

#### **33 Promise Zone**

- Lack of neighborhood sustainability program

#### **34 Mental Health Board**

- Juvenile Justice alternative
- Lack of neighborhood sustainability program

### **Year 3 Technical Assistance**

#### **35 Neighborhood Leadership Academy**

## **LEGEND**

### **Contractors (Year 4)**

#### **24 Places for People**

- Mental health stigma
- Digital information of services
- Limited mental and behavioral resources (both hospital and community based)

#### **25 U and I Rise**

- Trusted child/adult relationships
- Parental education
- Educational support for dropouts or students not doing well, tutors, mentors

#### **26 CHIPS**

- Digital information of services
- Collaborations of schools and other community agencies; agencies working on crime-related programs
- Lack of supportive relationships for youth
- Prevention programs to address high risk behaviors
- Parental education
- Educational support for dropouts or students not doing well, tutors, mentors

#### **27 Gentlemen of Vision**

- Workforce development
- Lack of supportive relationships for youth
- Connecting youth to social services
- Educational support for dropouts or students not doing well, tutors, mentors

## 2020 REPORT

### HOW DID RECAST SERVE THE COMMUNITY?



### WHO WERE THE FUNDED ORGANIZATIONS?

- **Places For People (PFP)**- used the funds to implement a mental health awareness campaign.
- **Unapparencies & Intra-Racial Insight Sensitivity Education, LLC (U & I Rise)**- used funds to foster individual, family and community empowerment by facilitating family and community- building workshops and activities
- **Community Health in Partnerships (CHIPS)**- used funds to offer a series of after-school workshops for eligible children to teach them conflict resolution skills and help them develop leadership and life coping skills.
- **Gentlemen of Vision (GOV)**- used funds to facilitate an after school program that uses mentors to supervise, coach, counsel and tutor high school and middle school students
- **CASGSL**- used funds to train the mental health workforce.

### A FEW THINGS THE ORGANIZATIONS SAID:

- "Every participant who began the first day stayed until the end. We achieved 100% retention throughout the 12 hours in all 4 cohorts."- U & I RISE
- "In spite of COVID restrictions, CLUB CHIPS was able to conduct 16 days of training, 22 hours of residencies and three presentations"- CHIPS
- "We worked to establish the "Reinforcing Resilience" project for Mental Health Awareness Month in May, and planned two online trainings for May. This was a big step forward in our ReCAST project."- PFP
- "Being able to provide training to people who would not have been able to attend if they weren't sponsored by RECAST. The training was a great success."- CASGSL