



Governance Committee Meeting Agenda

Wednesday, May 17, 2023, 3:00 – 4:30pm

<https://us02web.zoom.us/j/82646466799?pwd=Q2d2MnNvSDUvTUVMStQS0ZBRWozZz09>

- 3:00 pm **Welcome & Approval of Meeting Minutes & Agenda – Angela Watts**
(Meeting materials: April Meeting Minutes & May Agenda)
Welcome. Approve minutes and agenda.
- 3:05 pm **Business Updates - Pat Dale & Laura LaCroix-Dalluhn**
(Meeting materials: Online Meeting Schedule; <https://hccmhc.com/about/committees/>)
- Reminder: No July Executive Committee or Governance Committee Meetings
 - Fiscal Sponsor Update
- 3:15 pm **District 287 LCTS Request & Approval - Pat Dale & Tonya Allen**
(Meeting material: District 287 LCTS Proposal)
Overview of Diploma On and approve 2023-2024 School Year Request (Action Required)
- 3:30 pm **Strategic Initiatives – Angela Watts & Coordination Team**
(Meeting material: 2023 Work Plan & YMHFA Flier)
- Youth Mental Health First Aid Training Updates (Laura LaCroix-Dalluhn, Cati Gomez & Jody Nelson)
 - Gun Violence Prevention and Youth Mental Health – Action Requested (Laura LaCroix-Dalluhn)
 - System of Care Community and Partner Updates – Action Requested (Laura LaCroix-Dalluhn)
 - Parent Catalyst Leadership Group (PCLG) Updates (Margaret Sullivan)
 - Family Coordinator Update (Fatima Muhammad)
- 4:30 pm **Adjourn**

Mission Statement: The CMHC provides a forum for a diverse and representative group of system stakeholders to influence the development and ongoing operation of an accessible and effective children's mental health service system within Hennepin County. The CMHC promotes innovative service development and continuous quality improvement in the children's mental health system by embracing the system of care principles and available research on children's mental health services.

Contact CMHC Co-Coordinator, [Laura](#), with any questions

Governance Committee Meeting Minutes

April 19, 2023

In attendance: Maria Tripney, Melanie Hultman, Angela Watts, Karen Malka, Jamie Winter, Pat Dale, Dr. Jenna Mitchler, Asad Dahir, Deborah Wells, Katie Perzel, Meghan Hickey, Brandon Jones, Meredith Martinez, Beth Lovre, Jody Nelson, Andrea Dale, and Monica Long.

Staff: Laura LaCroix-Dalluhn, Cheryl Holm-Hansen, Margaret Sullivan, and Fatima Muhammad.

Welcome & Approval of Meeting Minutes & Agenda

- Pat Dale moved to approve the March minutes, and Brandon Jones seconded. Minutes approved.
- Dr. Jenna Mitchler moved to approve the April agenda, and Meredith Martinez seconded. Agenda approved.

Business Updates

- LCTS Report Overview – Online Vote Required by the end of April
 - Pat stated a copy of the report was available outline, it is not yet complete but once it is it will be sent out for review. Laura LaCroix-Dalluhn shared she will send it out by email on Friday for people to view and then voted on before submitting.
- Youth Mental Health First Aid Training Updates
 - Pat shared that we are providing training for youth mental health workers, particularly those who work with youth over the summer. Youth workers can register individually or organizations can register their staff. Laura shared the QR code for the form and asked people to let her know if they would like her to share it with them separately.
 - Deborah Wells asked how long the training took. Laura answered that the certification takes eight hours, so we are partially or fully subsidizing it for youth workers. We are giving the option of doing some online and some in person or all in person. Deborah then asked how much it would cost for each person attending the training with the subsidizations, Laura answered that we will cover as much as we can and we are asking organizations that are training multiple staff members to pay the \$35 a person.
 - Laura added that after the training, the trainers will give the attendees a list of resources and information about where they can find help for kids or for kids and families. As part of this effort, we are updating the collaborative's website to refer people there. By the end of the month, we should have our children's mental health provider resources page updated. We will also be updating our parents and caregiver resources page in the near future.

- Parent Catalyst Leadership Group (PCLG) Updates
 - Margaret Sullivan shared that six parents are going to the MACMH conference. She also shared that PCLG hosted a Let's Talk About It discussion on school avoidance. They had 80 registrants which is our limit and a good number showed up. It was overall well received and we were able to record the presentation section which is on the collaborative's YouTube page if anyone would like to check it out. We have two other Let's Talk About It events planned, but do not have dates yet but we will update you when decided. Karen Malka shared that PCLG is discussing doing another WRAP training session that would be overnight and retreat style. Margaret shared that we are also considering having some single-day WRAPS.
 - Angela Watts asked Brandon to share about the speaker lineup at the MACMH conference, Brandon shared the speakers that will be there and the topics they will be discussing.

Welcome Family Coordinator & Discuss Partner Family Activities and Anticipated Needs

- Introductory remarks from Fatima Muhammad, Family Coordinator
 - Asad Dahir introduced Fatima, the new Family Coordinator to the group and explained the importance of this role in the framework of SoC. Fatima Muhammad shared a little about herself and her background. Fatima has experience working directly with young people, she is a former classroom educator, dean of students, youth development practitioner, and non-profit leader. She has primarily worked with young people and families that have been historically marginalized across the metro area. She has worked with a number of county and state-wide initiatives on reforming oppressive and outdated policies. She has also supported the capacity building of organizations and individuals nationwide. Fatima shared that she has her own practice as an independent consultant, where she provides strategic services to organizations, community coalitions, and public entities all through a racial equity and social justice lens. Fatima has shared her email with everyone and welcomes everyone to email her and schedule a time to meet individually.
- How are collaborative partners currently engaging parents in support of children's mental health in your own places and spaces?
 - Angela shared that she is with Hennepin Healthcare and through the county, they've gotten some funding and support to really focus on the needs of families with young children. Brandon shared that they are also currently working on helping non-clinical folks get the skills they need to provide children's mental health services. Meredith gave kudos to Brandon for leading this work.
 - Rachel Harris shared that she is a family service collaborative coordinator for the northwest Hennepin area, they are focusing on health and human services that help families fill in the gaps. They have a no-fee immunization clinic, a family advocate, early intervention mental health specialists in middle schools, and

more. They are also kicking off a new program focusing on literacy and money management starting in June.

- Deborah shared that she is the family service collaborative coordinator in St. Louis Park, their approach is to promote RFPs every year. They do not do any direct services themselves, but they fund grant applications that tend to be focused on children's mental health and school-based mental health services.
 - Krista Phillips shared that she works with the Edina collaborative, they work with school-based mental health services as well as the community resource center.
 - Mark Sander shared that he works for Hennepin County and has also been supporting the Minneapolis public school system in managing school-based mental health work. They have been doing caregiver institutes, they also are working on a youth SUD project and engaging youth and caregivers in this work.
 - Cindy Slowiak shared Hennepin County Human Services, Behavioral Health, has been a catalyst and champion for the SoC work and they really believe strongly in the voice of people with lived experience as the central organizing piece of the system change work that they are doing. They have implemented programs and wraparounds and a lot of that change came from feedback from the youth and families in the community. Cindy also shared that she is really excited to have Fatima on board.
 - Cheryl Holm-Hansen shared that she focuses on the impact of the services we provide and centering family voices.
 - Jenna shared that she works with Bloomington Public Schools where they have been holding family engagement nights to talk about mental health and available services, in the schools we make sure we have resources and information available for parents and youth.
 - Beth Lovre shared that she is the Family Peer Educator with NAMI Minnesota, she communicates with families, teaches classes for families on early warning signs and special education, and she is looking for opportunities for outreach.
 - Katie Perzel shared that she works with Volunteers of America, VOA where they do a number of things along the level of care and continuum of health from youth residential services to outpatient mental health clinic work, and a youth fidelity wraparound team
- What types of support do you anticipate families and children will need over the summer?
 - Brandon shared that we have been discussing hosting healing circles for communities affected by gun violence, really thinking about how we support families after a traumatic event. Angela shared that we have a healing circle workgroup to further discuss this project and anyone is welcome. Laura asked anyone interested in being part of the group to let her know.

Children's Minnesota Children's Mental Health Services

- Pat shared that Children's has opened their inpatient rooms in St. Paul and they now have transitional care in Roseville.

- Jamie Winter shared that we have seen a large increase in the number of kids coming into the emergency department needing mental health care and provided an update on the demographics of children needing mental health services and the challenges they are currently facing
 - Melanie and Meredith shared that they are very excited about these new services and grateful for the resources. Meredith asked if there is a pattern in the children who return to the ED, Jamie said that the majority are being discharged home and they are increasing follow-up services to hopefully decrease the number of children who return. Angela asked what the Collaborative can do to support this. Jamie said that getting kids connected to services and the follow through are what need the most help.
 - Asad shared that the FRSS is partnered with Children's and have been supporting families that are not accepted to the ED, they have seen 157 families already, and as it expands, hopefully, more families can utilize this resource. Meredith asked if this information is shared with families at the ED, and Jamie answered yes, they share this resource with families.
 - Cindy shared that Hennepin County has set up a system that connects with hospitals when children are boarding to start activating a response to the situation and through this they have collected data that shows that the issue is more than just not having enough beds, it is also the barriers to access other resources in the community and ultimately, placement is not the only issue. Meredith added that she feels we can do more prevention work as well.

Adjournment

- Krista moved to adjourn the meeting, and Maria Tripeny seconded. Meeting adjourned.

An Overview of Metrics from School Year 2021-22

Diploma On! Program

Background

Diploma On aims to re-engage students who drop out of school within member districts and ultimately increase the graduation rate in Hennepin County. Program staff obtain student contact information from identified referral sources within each district, normally after a 15-day drop. Next, they contact the student and/or caregiver to establish a relationship and attempt to reduce the barriers that are preventing them from attending school, with the goal of reenrolling the student in a program/school that fits their needs. Since its inception in spring 2012, at least 314 students referred to the Diploma On program have successfully completed their GED or received their high school diploma.

This summary presents some of the key data collected by program staff about the students who were referred during the 2021-2022 school year. In addition, this summary includes staff reflections and the stories of several students enrolled in Diploma On. These reflections are presented in blue callout boxes throughout this report.

Defining success

While Diploma On aims to improve school engagement and increase graduation rates, there are other ways program staff and students define success. Focusing solely on graduation rates does not comprehensively capture students' efforts and the many other positive outcomes they experience.

For many students, success may mean: obtaining health insurance; finding employment; earning some credits instead of zero, even if they still aren't on track of graduation; or forming meaningful relationships with school staff, which may be particularly important for students who have felt disconnected from school in the past. Positive outcomes such as these may ultimately contribute to students' academic engagement.

New opportunities for older youth

Historically, one of the most significant barriers to earning a high school diploma has been the age limit preventing youth age 21 and older from enrolling in public K-12 schools. However, Diploma On has since established partnerships with adult basic education (ABE) programs that allow students to transfer ABE credits back to their high school. The 2021-22 school year marked the first time that Diploma On students age 21 and older are able to earn their high school diploma from their home school using credits earned through ABE.

Program metrics

Diploma On has received 2,465 total referrals since the 2011-12 school year (Figure 1). In the 2021-22 school year, 464 referrals were received. Referrals have generally continued to increase over time. Most of the referrals were for students that had never been referred to the program in the past (91%).

During the 2021-22 school year, Diploma On staff received confirmation that 91 students referred to the program either earned their GED or high school diploma, the highest number since the 2011-12 school year. It is important to note that some of these students may have earned their GED or diploma prior to the 2021-22 school year, and program staff were not notified until the 2021-22 school year. Program staff may also not have been notified regarding all students who earned their GED or diploma.

1. Number of referrals by school year and students Diploma On received GED/diploma confirmation for

	# of referrals	% of new referrals	Number of students who earned their GED ^a	Number of students who earned their diploma ^a
2011-12	37	N/A	N/A	N/A
2012-13	109	N/A	N/A	N/A
2013-14	90	N/A	N/A	N/A
2014-15	70	N/A	0	1
2015-16	48	N/A	0	7
2016-17	272	N/A	3	14
2017-18	335	87%	3	5
2018-19	354	82%	16	40
2019-20	308	84%	6	48
2020-21	378	85%	17	63
2021-22	464	91%	20	71
Total	2,465		65	249

Note. Diploma On started using a new data system during the 2019-20 school year, started tracking repeat referrals during the 2017-18 school year, and started reporting internal referrals during the 2016-17 school year, increasing the total number of referrals received.

^a These counts include students that were referred during any school year. Additionally, these columns present data by student, not by referral.

As of July 1, 2022, 46% of students were actively enrolled and attending an educational program or enrolled to start a program in the fall of 2022 (Figure 2). Some students were not enrolled or attending a program (20%). For about a quarter of students, Diploma On has reached out but has not yet determined whether they are enrolled in an educational program (“outreach,” 27%). Among enrolled students, most are enrolled at a high school (85%).

Program staff often provide case management services to students regardless of whether they are considered enrolled or not enrolled. Staff regularly attempt to connect with referred students unless their status is designated as “GED/diploma” or “closed,” though some students continue to receive limited support after graduating or earning their GED. In addition, students designated as “not enrolled” may still receive significant support or resources from program staff, despite not being enrolled in an educational program. Staff may also have made

initial contact for some students designated as “not enrolled,” including providing support and resources, but may then encounter difficulties maintaining contact with the students and/or their caregivers.

2. Current status and school type of students on caseload

	% of students 2019-20 school year (N=291)	% of students 2020-21 school year (N=367)	% of students 2021-22 school year (N=445)
Current status			
Enrolled	42%	47%	46%
Not enrolled	31%	31%	20%
Initial contact	19%	16%	N/A
Outreach	N/A	N/A	27%
Closed	2%	<1%	3%
GED/diploma	<1%	4%	4%
Received case management services^a	N/A	N/A	11%
Employment	N/A	N/A	5%
Accessing resources	N/A	N/A	4%
Career exploration	N/A	N/A	3%
Housing	N/A	N/A	1%
Mental health	N/A	N/A	1%
Transportation	N/A	N/A	<1%
Child care support	N/A	N/A	<1%
College exploration	N/A	N/A	<1%
			% of enrolled students 2021-22 school year (N=205)
School type among enrolled students	N/A	N/A	
High school	N/A	N/A	85%
GED prep	N/A	N/A	11%
Other (i.e., adult basic education coursework that will transfer to high school credits, diploma/GED classes, college, English classes required for diploma/GED, home school, military classes)	N/A	N/A	4%

^aThe numbers presented here are likely undercounted, as case management services were not tracked for all students, and Diploma On continues to provide case management services to youth served in prior years that aren't counted in the 2021-22 school year. Some students received multiple types of case management support.

Note. This figure presents data by student, not by referral. Percentages may not total 100% due to rounding. N/A indicates data not collected or tracked in previous years.

Definitions and notes about current status information in Figure 2:

Enrolled: The student, family, or school has reported that the student is actively enrolled and attending an educational program or is enrolled to start an educational program in the fall.

Not enrolled: The student, family, or school has reported that the student is not actively enrolled or attending an educational program.

Initial contact: The assigned Diploma On case coordinator has been unable to connect with the student or family, but is continuing to attempt contact through various methods. This status was phased out during the 2021-22 school year.

Outreach: The assigned Diploma On case coordinator has reached out to the student but has not yet determined whether the student is enrolled. This status replaced the "initial contact" status in the 2021-22 school year.

Closed: The student, family, or school has firmly denied services for the student at this time and in the future, or the student has reported they have moved out of the area.

GED/diploma: The student, family, or school have reported that the student has passed all GED tests or graduated with a high school diploma

Staff reflections on a Diploma On student's experience

To illustrate the impact of the Diploma On program in helping students attain their educational goals, program staff reflected on their experiences working with this specific student. Pseudonyms and they/them pronouns are used to protect this student's privacy.

When Sam first started working with Diploma On, they were working full-time and had been out of school for an extended period. They were interested in reenrolling in school and only needed a few more credits to graduate, but they didn't know how to navigate the reenrollment process or how to identify which program or school would be the best fit. Diploma On staff met with Sam and Sam's parent to discuss different program options, and they were able to find a program that fit Sam's needs. Eventually, Sam was able to complete the outstanding diploma requirements and earn their diploma.

Social workers were the source of about half of all referrals received by Diploma On in the 2021-22 school year (56%; Figure 3). Some referrals originated from school counselors (19%). Referrals from other types of sources have increased over time (9% to 23%). Referrals most frequently originated from the Osseo Area School District (28%), Robbinsdale Area School District (23%), or Intermediate District 287 (19%).

3. Referral source and district

	% of referrals 2019-20 school year (N=308)	% of referrals 2020-21 school year (N=378)	% of referrals 2021-22 school year (N=464)
Referral source			
Social worker	50%	54%	56%
School counselor	17%	21%	19%
Principal/Dean	6%	2%	2%
Other (e.g., administrative staff)	9%	16%	23%
Missing/unknown	18%	7%	0%
Referral district			
Osseo Area School District	32%	31%	28%
Robbinsdale Area School District	19%	21%	23%
Intermediate District 287	27%	26%	19%
Brooklyn Center Community Schools	6%	5%	12%
Hopkins Public Schools	8%	5%	4%
Edina Public Schools	1%	1%	3%
Richfield Public Schools	<1%	3%	3%
St. Louis Park Public Schools	1%	3%	3%
Other (i.e., Eden Prairie Schools, Mound Westonka, Orono Public Schools, Wayzata Public Schools)	2%	4%	5%

Note. Percentages may not total 100% due to rounding.

Diploma On referrals include information on the student’s most recent school. Referrals were most frequently for students previously enrolled at Park Center Senior High School (16%; Figure 4), and percentages were similar to previous school years. Note that some students may have not ultimately attended the school, and some students may have been enrolled within specific programs at the school, such as online programs.

4. Most recent school/program student enrolled in

	% of referrals 2019-20 school year (N=308)	% of referrals 2020-21 school year (N=378)	% of referrals 2021-22 school year (N=464)
Park Center Senior High School	23%	19%	16%
Highview Alternative Learning Center	10%	11%	8%
West Alternative Learning Center	5%	7%	8%
Armstrong High School	5%	4%	7%
Cooper High School	4%	5%	6%
Brooklyn Center High School	3%	4%	6%
Early College Academy	1%	1%	6%
South Education Center Academy	2%	6%	4%
Hopkins High School	7%	6%	4%
Osseo Area Learning Center	4%	2%	4%
North Education Center Academy	12%	3%	3%
Edina High School	1%	1%	3%
Osseo Senior High School	2%	4%	3%
St. Louis Park High School	1%	3%	3%
Gateway to College	8%	7%	2%
Maple Grove Senior High School	2%	4%	2%
279Online (previously Distance Learning Academy)	0%	3%	2%
Other ^a	9%	16%	8%

^a Other schools/programs include Ann Bremer Education Center, Bozeman High School, Brooklyn Middle School, Burnsville Alternative High School, County Home School, Crystal Learning Center, Eden Prairie High School, Elk River, VirtualEDU, Insight School of Minnesota, Intermediate District 287, Kennedy High School, Metro South Adult Basic Education, Minneapolis Public Schools, Minnesota Internship Center, Mound Westonka High School, North View Middle School, Orono High School, Paladin, PiM Arts School, Prairie Seeds Academy, PSEO, Richfield College Experience Program [RCEP], Richfield High School, Robbinsdale Virtual Academy, SEC InVEST High School, Wayzata High School, West Education Center, and Zenith Accelerated Academy.

Note. Percentages may not total 100% due to rounding.

The Osseo Area School District was the most frequently reported resident school district for referrals received during the 2021-22 school year (27%), followed by Robbinsdale Area School District (21%; Figure 5). These percentages were similar to previous school years.

5. Resident school district

	% of referrals 2019-20 school year (N=308)	% of referrals 2020-21 school year (N=378)	% of referrals 2021-22 school year (N=464)
Osseo Area School District	34%	31%	27%
Robbinsdale Area School District	22%	19%	21%
Minneapolis Public Schools	8%	10%	9%
Hopkins Public Schools	9%	8%	8%
Brooklyn Center Community Schools	6%	5%	7%
Richfield Public Schools	1%	4%	5%
St. Louis Park Public Schools	3%	3%	5%
Eden Prairie Schools	5%	5%	4%
Wayzata Public Schools	3%	3%	3%
Bloomington	1%	2%	3%
Other ^a	8%	9%	9%

^a Other school districts include Anoka Hennepin, Brooklyn Park, Burnsville, Central Public School District, Columbia Heights, Coon Rapids, Eastern Carver County, ISD 287, Edina, Elk River, Fridley, Minnetonka Public Schools, Mound Westonka, Mounds View, Orono, Rockford, Rosemount/Apple Valley/Eagan, Shakopee, Spring Lake Park, St. Michael’s-Albertville, St. Paul, Tri-City United, and Westonka Public Schools.

Note. Percentages may not total 100% due to rounding.

Staff reflections on a Diploma On student’s experience

To illustrate the impact of the Diploma On program in helping students attain their educational goals, program staff reflected on their experiences working with this specific student. Pseudonyms and they/them pronouns are used to protect this student’s privacy.

Diploma On started working with Ellis several years ago. Staff helped Ellis identify their life goals and start attending classes remotely. While Ellis struggled to engage with school consistently, Diploma On continued to provide support and work with Ellis to consider options for other programs and schools. Eventually, Ellis was able to complete the requirements for graduation, and they earned their high school diploma. Ellis shared, “I am very grateful to Diploma On for reaching out to me and giving me another chance in my life to get my diploma. I am so happy and stress free, now that I [graduated]!”

Barriers and previous interventions

When a student is referred to the program, the referral source also includes information on the barriers the student faces in attending school. According to referral sources, mental health challenges are the most common barrier (17%), followed by unstable housing (9%), lack of engagement (8%), and transportation (8%, Figures 6 and 7).

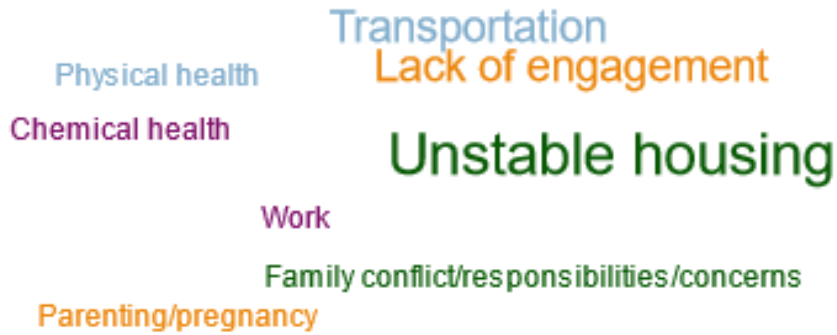
6. Educational barriers

	% of referrals 2019-20 school year (N=308)	% of referrals 2020-21 school year (N=378)	% of referrals 2021-22 school year (N=464)
Mental health	17%	15%	17%
Unstable housing	10%	7%	9%
Lack of engagement (e.g., poor attendance; low motivation for school-related tasks)	2%	7%	8%
Transportation	4%	2%	8%
Chemical health	7%	3%	4%
Parenting/pregnancy	1%	3%	4%
Work	3%	5%	3%
COVID-19/Remote learning (e.g., reduced engagement in remote format; lack of required technology resources; unspecified beyond "COVID-19")	<1%	7%	<1%
Other (e.g., conflict with teachers, family conflict/ concerns/responsibilities, hearing loss, in foster care, legal issues, on run, peer conflict/bullying, learning disability or attention-related concerns, poor school fit, experienced traumatic event, physical health or sleep concerns, immigration-related barriers, language barriers)	8%	9%	12%

Note. Barriers were not reported for all students, and staff reported multiple barriers for some students. Barriers are identified by the referral source, not by the student.

7. Word cloud visualization of educational barriers

Mental health



Note. Barrier size reflects the number of referrals that identified the barrier as a concern for the referred student. Size does not directly correspond to the percentages presented in Figure 6 to ensure readability.

School staff may have tried alternative interventions before referring students to Diploma On. The most common intervention was suggesting alternative school (22%; Figure 8). Intervention percentages were similar to previous school years.

8. Other interventions used prior to Diploma On

	% of referrals 2019-20 school year (N=308)	% of referrals 2020-21 school year (N=378)	% of referrals 2021-22 school year (N=464)
Suggested alternative school	24%	22%	22%
Suggested online courses	14%	5%	12%
Suggested working with be@school	9%	4%	10%
Met with mental health professional	8%	3%	9%
Suggested flexible/shortened day	8%	3%	8%
Met with chemical health professional	6%	1%	2%
Other (e.g., credit recovery, study hall, in-person learning, outreach attempts and check-ins, caregivers supports, school counseling, housing support, homebound services, individualized education programs (IEPs), Job Corps)	14%	4%	16%

Note. Prior interventions are likely underreported, as they are not tracked for all students. Additionally, some students receive multiple interventions.

Student demographics

Referral sources also collect demographics on the students referred to the Diploma On program, including birth date. Student birth dates were used to calculate student ages at the time the referral was opened in the Diploma On database. Referrals were most frequently for students age 17 (23%) and 18 (29%; Figure 9).

Most referrals were for students in 12th grade (34%) or behind on credits needed to graduate (23%), a similar trend to previous years.

9. Age and grade

	% of referrals 2019-20 school year (N=308)	% of referrals 2020-21 school year (N=378)	% of referrals 2021-22 school year (N=464)
Age at time of referral			
14 or younger	3%	1%	4%
15	9%	3%	8%
16	15%	11%	15%
17	23%	18%	23%
18	28%	21%	29%
19	16%	26%	12%
20	5%	11%	7%
21	1%	5%	3%
22	0%	1%	<1%
Missing/unknown	<1%	2%	<1%
Grade in school			
7	0%	<1%	<1%
8	0%	1%	0%
9	7%	7%	7%
10	11%	17%	13%
11	21%	20%	20%
12	33%	28%	34%
12 + (behind on credits needed to graduate)	28%	27%	23%
GED or Transitional	<1%	1%	2%

Note. Percentages may not total 100% due to rounding.

Student experience

To illustrate the impact of the Diploma On program in helping students attain their educational goals, program staff reflected on their experiences working with specific students. Pseudonyms and they/them pronouns are used to protect students' privacy.

Diploma On started working with Jaden in 2019. At that time, Jaden was significantly behind on credits needed to graduate, and they were facing a wide variety of challenges, including unstable housing, lack of employment, the COVID-19 pandemic, and financial instability. Despite these challenges, Jaden persevered and Diploma On continued to provide on-going support.

While working with Diploma On, Jaden tried out several different schools and programs. Diploma On staff helped Jaden identify and work toward their goals, such as exploring out-of-state colleges, finding a car to secure more stable transportation, preparing for entrance exams, finding stable housing, coping with a family tragedy, and creating a personal finance budget, all while Jaden was still working toward graduation. Two years later, Jaden earned their GED.

Diploma On staff are committed to pacing with our students as long as they will pace with us. For our students, there is no "traditional" pathway to graduation, and journeys look different for every student. Jaden is now onto the next segment of their journey, living out of state and attending college. And personally, I am so thankful to have done life with this student.

Nearly half of referrals were for students who identified as Black or African American (48%), and 27% were for students who identified as White (Figure 10). In addition, 24% of referrals were for students who identified as Hispanic or Latino, an increase since the 2019-20 school year (14%).

10. Race and ethnicity

	% of referrals 2019-20 school year (N=308)	% of referrals 2020-21 school year (N=378)	% of referrals 2021-22 school year (N=464)
Race and ethnicity			
Black or African American (includes African and Somali identities)	54%	49%	48%
White	24%	27%	27%
Hispanic/Latino	14%	22%	24%
American Indian or Alaska Native	6%	8%	3%
Asian (includes Hmong identities)	5%	7%	8%
Native Hawaiian or other Pacific Islander	0%	1%	1%
Other (e.g., multiracial with races/ethnicities unidentified)	<1%	1%	2%
Missing/unknown	9%	3%	3%

Note. Staff may select multiple racial and ethnic identities for each student they refer to the Diploma On program. Thus, these percentages do not total 100%.

More than half of referrals were for students living in their parental home (59%), though this information is missing for about a quarter of referrals (26%; Figure 11). Referrals most frequently reported students' families speak English at home (61%), followed by Spanish (15%). Fewer referrals indicated English in recent years compared to the 2019-20 school year (78%), but 19% of referrals were missing this information. It is important to note that this information is reported by the referral source, with the expectation that the referral source is using information provided by the student and/or their caregivers.

11. Living situation and languages spoken at home

	% of referrals 2019-20 school year (N=308)	% of referrals 2020-21 school year (N=378)	% of referrals 2021-22 school year (N=464)
Current living situation			
Parental home (biological or adoptive)	56%	52%	59%
Relative/extended family home, including living with siblings	4%	4%	6%
Independent living/living with friends/ significant other	2%	3%	5%
Emergency shelter or homeless with or without parent	6%	2%	3%
Other (e.g., on run, group home, foster home)	3%	1%	2%
Missing/unknown	28%	38%	26%
Main language spoken at home			
English	78%	63%	61%
Spanish	12%	15%	15%
Somali	2%	3%	<1%
Hmong	1%	2%	2%
Other (e.g., Arabic, Creolized English, Oromo, Yoruba, Tamil, Filipino, Mandingo, Vietnamese)	3%	4%	3%
Missing/unknown	9%	14%	19%

Note. Percentages may not total 100% due to rounding.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

School Year 2023-24 LCTS Proposed Budget

Requested LCTS Allocation: \$195,000 (not to exceed)

Endorsed by:

Intermediate School District 287 Member District Special Education Directors (SEDAC)

Funding request:

We are seeking Hennepin County Children's Mental Health Collaborative to endorse a not to exceed amount of \$195,000 out of \$241,031 fund balance available to District 287 LCTS funds for school year 2023-2024 (July 1, 2023 – June 30, 2024).

The funds will be used for a .05 Diploma On Supervisor and 1.8 FTE case coordinators for the continuation of the Diploma On program. A report is linked [here](#) from last year for reference. We are also asking for LCTS funds for staff training, supplies, and mileage/travel expenses.

In addition to the staffing for Diploma On, we intend to fund a consultant, YouthLens 360, to create videos related to Drop Out prevention from the lens of impacted students. The purpose of this is to create an interactive tool using the voices of impacted youth. The cost is estimated at \$7,000.

Our second request is to fund support for restorative practices with up to 12 education support professionals. The 2 day training would be led by our restorative practices coordinator and tools would be provided for staff. The estimated cost for up to 16 hours would be \$4,800.

Our final request relates to supporting our area learning center students with providing best practices training for staff and collaboration time to implement effective strategies. We are proposing 20 staff participating in August for up to 8 hours at an estimated cost of \$7,550.40.

Staffing and related costs: Total below is \$190,350.40

1. 1.8 FTE Diploma On Case Coordinators and 0.05 FTE Supervisor: Diploma On Drop Out Recovery: \$160,000
2. Youth Lens 360: \$7,000
3. Restorative Practices training for 12 staff: \$4,800
4. ALC Best Practices Training for 20 staff: \$7,550.40
5. Travel (mileage): \$3,500
6. Diploma On Staff training: \$1,500
7. Diploma On Staff Supplies: \$1,000
8. Diploma On Staff Phone Services \$5,000

YOUTH MENTAL HEALTH FIRST AID TRAINING

We are inviting youth workers, coaches, and adults working with youth to get trained in Youth Mental Health First Aid before summer programming and camps start!



**REGISTER
NOW!**

WHY YOUTH MENTAL HEALTH FIRST AID?

Youth Mental Health First Aid teaches you how to identify, understand, and respond to signs of mental health and substance abuse challenges among children and adolescents. This course will give you the tools and resources to better address the growing mental health issues in our community.

This Mental Health First Aid certification is recognized nationwide and both individuals and organizations are invited to participate in these trainings! For more information and to learn more, scan the QR code to begin registration or to contact us!

WHO SHOULD KNOW MENTAL HEALTH FIRST AID?

- Youth Workers
- Coaches
- Camp Counselors
- Youth Group Leaders
- Adults who work with Youth



Be Prepared

When a mental health crisis happens, know what to do



You Can Help

People with mental illnesses often suffer alone



Mental illnesses are common

1 in 6 U.S. youth aged 6 - 17 experience a mental health illness each year



Support your community

Be there for the youth and their families

Why Now?

There is a growing need of mental health support for our community's youth, and there are not enough care services to meet that need. You can be the difference in your community by providing Mental Health First Aid where you work and live!

In Partnership with:



Governance Committee Meeting Minutes

May 17, 2023

In attendance: Angela Watts, Pat Dale, Rachel Harris, Tonya Allen, Brenna MacDonald, Karen Malka, Krista Phillips, Asad Dahir, Andria Blade, Aric Jensen, Monica Long, and Beth Lovre
Staff: Laura LaCroix-Dalluhn, Cati Gómez, Cheryl Holm-Hansen, Fatima Muhammed, and Margaret Sullivan.

Welcome & Approval of Meeting Minutes & Agenda

- Pat Dale moved to approve the April minutes, and Karen Malka seconded. Minutes approved.
- Krista Phillips moved to approve the May agenda, and Andria Blade seconded. Agenda approved.

Business Updates

- Reminder: No July Executive Committee or Governance Committee Meetings
 - Pat Dale let everyone know that there would be no Governance or Executive meetings in July.
- Fiscal Sponsor Update
 - Pat shared that we need a fiscal sponsor, NAMI, unfortunately, had to step out due to other engagements. We are now looking for an organization that could be our new fiscal agent. Pat asked others to consider possible organizations they know that would be willing to take this opportunity on. Pat shared that Youable is willing to look into it but it may be better to have multiple organizations to discuss it with. Lastly, we are incredibly grateful for NAMI and its contributions.
 - Rachel Harris asked when we are looking to make this decision, Pat answered that we would like to have it done by fall if possible, and we would like to know what our options are by mid-summer if possible. Laura LaCroix-Dalluhn added that we have a hard date, the end of their next fiscal year which will be June 3rd, 2024 but they would like us to move quicker if possible. Karen Malka asked if there was any talk about asking MACMH, Laura answered that MACMH came up in the discussion and we will reach out to them

District 287 LCTS Request & Approval

- Overview of Diploma On and approve 2023-2024 School Year Request
 - Pat shared that 287 has submitted their annual request, each year the Collaborative reviews and approves the LCTS funding proposals for District 287. District 287 raises their own review through the Local Collaborative Time Study and the Collaborative provides oversight for these proposals and expenses. Tonya Allen shared information about the program, Diploma On, and shared that the Special Education Teams approved this request before it was brought to the

Collaborative for a final vote. They are asking for \$195,000 out of a \$241,031 fund balance available. This support will primarily be for case coordinators and staffing for Diploma On. Additionally, they plan to fund a consultant that will create videos on the impact that Drop Outs have on students, which will be \$7,000. Furthermore, they plan to fund support for restorative practices training for \$4,800. Lastly, they plan to support area learning centers through further training and collaboration time for \$7,550.40. This funding would allow them to focus on more students who need support.

- Angela Watts asked if the videos on Drop Outs would be about success stories or barriers they encountered. Tonya answered that it could be a bit of both.
- Angela motioned to approve the LCTS request as proposed by District 287, and Krista seconded. Request approved.

Strategic Initiatives

- Youth Mental Health First Aid Training Updates
 - Angela shared that Youth Mental Health First Aid Training (YMHFA) has officially begun, we identified trainers and previously trained individuals in coordination with the Collaborative's initiative through Change Inc. We understand MDE and MDH have trained others, we are working to coordinate other efforts to expand the reach throughout the county. Laura shared that there are a number of people who have been trained across the county, and we have been working to identify them. Additionally, the Department of Education has just made training available for free and we were able to secure a few spots there. Furthermore, the Department of Health in the past has offered train-the-trainer sessions. We know this training is a good way to build the literacy skills of people working in the field and we do believe the Departments of Education and Health will continue utilizing these trainings and we've reached out and asked them to continue to partner with us. You can access training [here](#). Cati shared that they are very excited about this training and they emphasized that we have a large capacity and lots of flexibility and encouraged people and organizations to attend a training.
- Gun Violence Prevention and Youth Mental Health
 - Angela shared that the Gun Violence Prevention and Youth Mental Health funding recommendations of the Ad Hoc Healing Group. The group reviewed nine different proposals that we selected as excellent or very good proposals by the review committees. The Ad Hoc team and Executive Committee prioritized proposals that had the broadest reach across the county to address gun violence, focused on both gun violence prevention & mental health, and preferred to fund two proposals in partnership with CHIP, rather than one proposal on our own. The Ad Hoc Committee's recommendations are to co-fund Art is My Weapon and Restorative Justice Community Action with CHIP and will be notified this week. Laura shared that Art is My Weapon is a nonprofit that is proposing to work with young people that are directly involved in gun violence

and would utilize art in their healing process and provide mental health support. The Restorative Community Justice Program will have a smaller reach but a deeper dive into the mental health of young people engaged in youth violence, they have a 3-day healing retreat and monthly meetings. Laura asked that everyone keep this confidential until they have been notified.

- Andria motioned to approve the recommendations from the Ad Hoc committee, and Aric Jensen seconded. Recommendations approved.
- System of Care Community and Partner Updates
 - Laura shared that the 2023 Work plan includes community engagement opportunities to share progress on system of care programs, services, and values. We agreed to host 2-3 community meetings with providers, stakeholders, and families. The Coordination Team would like help identifying preferred months and potential locations across the county so they can plan these events. Laura asked if there were preferred months to hold these meetings.
 - Angela asked if they will be virtual or in-person, Laura said we have talked about in-person. Rachel said she thinks it depends on the age group we would like to focus on, families with middle schoolers would probably prefer October, and August may be good for families with younger children. Asad Dahir asked what participation was like the last time we were able to hold a System of Care gathering, Laura answered that we had about 100-120 people attend with a nice mix of providers and parents. Andria asked how we got the information about the event out last time, Laura answered that Hennepin County Behavioral Health sent out an invite to agencies and partners, we shared the information with PCLG and they shared it out, we used the Collaborative listserv, we encouraged the Governance Committee members to share with others, and we also sent information to family service collaboratives. Rachel asked who the presenter may be, Laura said that the early conversations have been focused on finding someone from Hennepin County to speak on their work, maybe Asad or Cindy, and find other speakers, possibly a parent panel. Asad added that FRSS came from the last System of Care gathering through the discussed needs of families. Andria shared that she feels that it may be good to have one in August so that families can have support preparing for and starting the new school year. Laura and Angela said that since we have talked about doing 2 or 3 gatherings, they are thinking it may be good to have one in late summer and one in the fall. Laura summarized that it seems like August and October may be good times. Laura asked if people had ideas on where we should hold these. Rachel suggested we have one on one side of the county and the other on another side of the county. Krista said that Brooklyn Park worked well last time and it may be good to hold another there, and then a southwest suburb as well.
- Parent Catalyst Leadership Group (PCLG) Updates

- Margaret shared that the next Let's Talk About It on Cultural Wellness is scheduled for June 26th with Sharon Henry as the speaker. We are discussing WRAP sessions, we would like to do an overnight WRAP as well as one-day WRAP trainings. Karen shared that many parents were able to connect at the MACMH conference which was really nice, and it was great to meet with Fatima. Margaret shared that she is thinking about organizing meetings with other parent groups. Rachel asked if anyone can attend the Let's Talk About It sessions, and Margaret answered yes, Rachel then said she would share the Let's Talk About It information with the clinic manager at Hennepin Healthcare.
- Family Coordinator Update
 - Fatima Muhammed shared that it has been fantastic meeting everyone and she appreciates everyone's kindness as well as the invites to community events. She looks forward to building more connections with community partners, she was able to attend the SAMSHA summit as well as some peer networking opportunities where has been able to learn more. Fatima invited everyone to continue to share these opportunities with her, help her make connections, and keep in contact with her. Angela shared that if Fatima needs anything else, feel free to reach out.

Partner Updates

- Brandon Jones shared that the MACMH conference went pretty well, they received a lot of good responses and had almost 1,700 participants. There were a few hiccups but overall it was a big success. He shared they may have to relocate the conference next year and are considering having two locations, one in southern Minnesota and one in northern Minnesota. Asad shared that this year was the first time he attended, it was really well organized and he was surprised by the number of people coming from out of state.

Adjournment

- Krista moved to adjourn the meeting, and Asad seconded. Meeting adjourned.