

Executive Committee Meeting Agenda

August 2, 2024 | 9:00-10:30 am

Zoom Meeting:

<https://us06web.zoom.us/j/89306733290>

- 9:00 **Opening Circle** (5 min)
One thing I want to do before summer is over.
- 9:05 **Discussion Items** (55 min)
1. **Reflections from SAMSHA System of Care Conference & Recommended Next Steps**
 2. **Identifying Qualities of our next Collaborative Leader(s)?**
 3. **What do Executive Committee Members Need, or Want to address Concerns raised by our colleagues about power sharing and culture change?** (e.g. facilitated conversation?)
 4. **Community partner meeting** (reflections on gaps and opportunities for improvement)
- 10:00 **Business Actions** (25 min)
1. **Funding Request from Coordination Team to Expand Capacity and Communications** (Request attached). Action Requested.
 2. **Funding Request for Kente Circle Sponsorship** (Request attached). Action Requested.
 3. **Community Partnership Mini Grants**. Update.
 4. **Review and approve child care and transportation policy**. Action Requested.
 5. **WRAP Training**, August 17-18, 2024. Action Requested.
 6. **Leveraging partners to support parent engagement opportunities** (Family Wise, NAMI & others)
 7. **2024 School-based Mental Health Scholarships**. Update and Input.
 8. **2025 Budget Development Timeline**. Update.
 9. **Engaging Neerja Singh in Collaborative**. Update.
 10. **June Meeting Minutes**. Questions and Actions.
- 10:25 **Summarize Next Steps** (5 min)
- 10:30 **Adjourn**

NTTAC TA Request Form

Please complete this form to request NTTAC technical assistance (TA), resources, coaching and consultation, or training. A member of our team will reach out to you to discuss your need in more detail. Please note that we may not be able to accommodate all requests for individualized support. If we are unable to meet your request for TA or training, we will do our best to connect you to existing resources, trainings, or organizations that can support your need. Before submitting your TA Request, please take a moment to review our TA overview and eligibility requirements on our website at <https://nttacmentalhealth.org/tta/>.

Requester First Name-

Requester Last Name-

Request Date-

Requester Email-

Requester Phone Number-

Requester Title or Role-

Requester Organization, Agency, or Place of Work-

Your Organization's Website URL-

How did you learn about NTTAC?

Please select the option that best describes the organization or agency you represent.-

Please select the state or territory where your organization is located.

Is the program that you're requesting support for funded by SAMHSA or another federal agency?

Challenges

How can we help you? Please list the top challenges or problems that led you to request support and be as specific and clear as possible. (Example: I am a SOC PD in NY and would like to talk with someone about suicide intervention skills training for our county-based clinicians.)

Objectives

What are your specific desired outcomes or goals to be achieved as a result of receiving support from NTTAC?

Is there a date you're hoping to start by?

Is there a date you're hoping to end by?

Please note that NTTAC will do its best to accommodate your requested time frame, but does require at least a few weeks to accommodate all requests, and potentially more depending on request size.

Audience

Approximately how many people do you anticipate will benefit from this request?

Are you requesting support from a specific NTTAC team member or subject matter expert? If so, please include their name here. If so, please include their name here.

Is there any additional information that would be helpful for us to know?

Project Name

Please select the project you are requesting TA from. You should only see one option. Please select it to confirm that you're not a bot.

Confirmation

Please confirm that your information is correct and check the box below.

FISH AND BOULDERS

A FACILITATION GUIDE

Participatory evaluation is an approach that ensures program participants are actively involved in evaluation activities from start to finish. The goal of the Fish and Boulders method is to have participants spend time reflecting on the strengths and barriers of their system of care, as well as collectively brainstorming about how to reach strategic goals.

Activity Description

WHAT IS IT?

The Fish and Boulders exercise is an engaging and participatory tool for visioning, assessing the path forward, and reflecting on what has and needs to happen to reach a goal.

WHAT IS IT USED FOR?

The Fish and Boulders exercise is used as an evaluation activity that helps groups identify a goal and then think through the various strengths and obstacles that propel them towards or hold them back from achieving that goal. It can be used as a visioning exercise, analysis tool, and even a progress tracker as groups start to work on addressing the strengths and barriers within their organization.

Materials List

SUPPLIES

For this activity you will need:

- A large space or canvas to place the cards (Sticky Wall, large poster/chart paper, digital template)
 - Masking tape to adhere the canvas to a wall
 - Flip chart paper and markers to record the group agreements and reflection questions
 - Notepads and pens/pencils for individual/small group brainstorming
 - Cardstock cut into fish and boulder shapes for people to write their ideas on large enough to read
 - VIRTUAL OPTION: Virtual meeting platform, PowerPoint presentation, a polling tool to capture responses, or a shared document (e.g., Google doc or screen sharing) to record answers electronically
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LOGISTICS

Consider the size of your group and the space needed to allow people to comfortably participate in discussion. Plan the room layout, wall space and location for hanging the cards so everyone can see clearly. Arrange the room to allow individuals to do parts of the activity on their own (classroom style) or together in small groups (tables of up to 8). If you are conducting this virtually, you may decide to set-up small group breakout rooms using a virtual platform to facilitate the activity virtually.

HEADS UP!

If you are using a Sticky Wall, apply adhesive spray to the wall 24 hours beforehand so it can dry and the cards will stick. Bring an extra spray can in case you need to spot spray any areas are not sticky.

Facilitation Planning

PREPARATION

The prep for this activity will depend on how many participants will be in the group you are facilitating. Things you will need to do beforehand include:

- Spray sticky wall or have a long piece of roll paper cut (you can draw the river on ahead of time or allow the group to draw their vision of a river as an icebreaker activity).
- Print fish and boulder templates on different colored cardstock (you can add a layer by having two different color cardstock for current and future strengths/barriers)
- Cut out fish and boulders
- Write group agreements and program goal(s) on flipchart paper

Supplies and materials you will need include:

- Sticky wall/roll paper
- Masking tape
- Scrap paper
- Pens
- Markers
- Flip chart paper

WARM-UP

- Orient group to the purpose of the activity
 - Go over group agreements
 - Use metaphor of a stream to paint the picture
 - Stream = path to goal
 - Fish = strengths towards reaching goal
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- Boulders = barriers to reaching goal

CONDUCTING THE ACTIVITY

- Review goal(s) with the group
- Individual brainstorming
- Instruct how to write on cards:
 - One idea per card
 - 5-7 words
 - Write big
- Transfer clearest ideas onto cardstock fish/ boulders
- Have participants share ideas with the group and place on sticky wall/ canvas
 - Greater strength/ barrier = further upstream
 - Lesser strength/ barrier = further backstream
 - Group similar ideas together
- Scan for any connections between strength/ barrier cards and move them together

WRAP UP

- Reflect as a large group to wrap up activity
 - What stands out
 - Are there any surprises
 - Last thoughts
- Share that group will get a document that reflects the work they did together
- Take pictures of the group's finished work so that, when you take it down, you can keep it organized and have a visual to refer to during analysis.

Facilitation Planning

Fish and Boulder Evaluation Activity - Facilitation			
Location:	Date:	Time:	# of participants:
Facilitator(s):	Rational Aim: To assist the group in identifying factors that are moving them towards their goals, as well as barriers they are currently encountering or expect to encounter in the future as they implement program activities.	Experiential Aim: To create a shared vision about the current projection of the project and identify areas to focus evaluation questions and goals.	
Room set-up: Small groups, round tables, 6-8 people per table	Materials: One large sticky wall, card with legend (fish = strengths/resources, boulder = barriers, colors = existing/future), goal card(s)	Supplies: Fish cards, boulder cards, markers, masking tape, note paper, pencils/pens, chart paper	
Fish and Boulder Session			
Introduction	Brainstorming/Individual Work Time	Reflection & Conversation Debrief	
<p>Hi everyone! We are so excited to be here with you in person today and to get to know you and your organization better. In case you do not know who we are, [INTRODUCTIONS HERE].</p> <p>We have a lot of exciting work ahead of us, and this activity is designed to help your organization gain clarity and identify potential areas for evaluation goals and objectives. This exercise is called Fish and Boulders. In this exercise, we will use the metaphor of a river [point to sticky wall]. At the end of the river is our goal [point to sticky wall goal card], which represents optimal functioning of your organization towards achieving your goal. You each have several fish shaped cards and several boulder-shaped</p>	<p>To start the activity, we are going to take some time to think individually about the strengths and barriers that impact your organization's ability to achieve the end goal.</p> <ol style="list-style-type: none"> 1. What are some of the strengths, resources, or assets your program has that help to propel you towards your goal? 2. What are some obstacles or barriers you have encountered, or expect to encounter, as you begin implementing program interventions? <p>Take some time to think about both the fish (strengths) and boulders (barriers). Write down your ideas on your card and place them on the sticky wall in the 'river' as you complete cards.</p> <p>[GIVE 5 MINUTE WARNING TO WRITE</p>	<p>Now we are going to come back together as a group to deconstruct this picture that you all helped to create. Let's go through each 'fish' to see where you all felt that the organization has strengths or resources first, and then we will go through the barriers or obstacles.</p> <p>[READ ALL FISH OUT LOUD]</p> <ol style="list-style-type: none"> 1. After hearing all the strengths that you identified, which stand out to you? <p>[PUT STARS ON FISH THAT ARE IDENTIFIED AS MOST IMPORTANT BY THE GROUP]</p> <p>Which ones really resonate, and seem most relevant to propelling you towards your goal? Are there any</p>	

<p>cards. The fish represent positive factors (GIVE EXAMPLES: assets, resources, and strengths) that help propel you towards the end goal, and the boulders represent barriers or obstacles that may keep you from fully attaining your goal.</p> <p>[IF GOAL HAS NOT BEEN SET, SPEND TIME IDENTIFYING THE GOAL WITH THE GROUP]</p>	<p>IDEAS ON CARDS AND PLACE UP ON THE STICKY WALL]</p>	<p>strengths/resources that correspond with another or 'go together'?</p> <p>[READ ALL BOULDERS OUT LOUD]</p> <ol style="list-style-type: none"> 2. After hearing all the barriers, what stands out to you? Are there any barriers that you see that can potentially be removed? Which barriers feel like the highest priority to tackle first as you begin implementing program activities? <p>[STAR THE MOST IMPORTANT BOULDERS IDENTIFIED BY THE GROUP]</p> <ol style="list-style-type: none"> 3. As we wrap up this exercise, what stands out for you? What are the program's key takeaways? Do you have any concerns? What are you excited about? Are there any connections or overall themes that can be seen between the fish and boulders? <p>Any other last closing thoughts, comments, or questions?</p> <p>Thank you!</p>
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Facilitation Planning (Virtual Adaptation)

PREPARATION

The prep for this virtual activity will look a little different than that of the in-person facilitation. While there will be no prep of physical materials, things you will need to do beforehand include:

- Create a digital template to work in (you can do this using Microsoft Word, Microsoft PowerPoint, or other software or by creating a space in a web-based platform like Canva or Miro)
- Send out virtual meeting invitation to participants with link to meeting space

Supplies and materials you will need include:

- Virtual meeting platform
- Digital template
- Accessibility options (closed captioning, translation, etc.)
- Notetaker

WARM-UP

- Orient group to the purpose of the activity
- Go over group agreements
- Use metaphor of a stream to paint the picture
 - Stream = path to goal
 - Fish = strengths propelling towards reaching goal
 - Boulders = barriers to reaching goal

CONDUCTING THE ACTIVITY

- Review goal(s) with the group
- Guide the group through each component – fish/ boulder
 - Individual brainstorming
 - Sharing with the group
 - Type clearest ideas into fish/ boulder templates
- Have participants review shared ideas and consider placement on the stream
 - Greater strength/ barrier = further upstream
 - Lesser strength/ barrier = further backstream
- Scan for any connections between strength/ barrier cards and move them together

WRAP UP

- Reflect as a large group to wrap up activity
 - What stands out
 - Are there any surprises
 - Last thoughts
- Share that group will get a document that reflects the work they did together
- Take screenshots of the group's finished work so that you can have a visual to refer to during analysis

Data Analysis

HOW DO WE ANALYZE IT?

For this activity, the inputs from participants can be analyzed using a qualitative analysis method. We do this by using theming and coding to find the larger focus areas that both propel towards and get in the way of achieving the goal.

WHAT DO WE DO WITH IT?

We take the fish, boulders, and goal cards that are written on by participants and type them into a document that contains all of their organized thoughts. This can be done in list format or a visual interpretation of what they created as a group. If you are doing this digitally, you can simply create a PDF of your document to share with the group.

Other Helpful Information

HOW SHOULD IT BE SHARED?

A polished version of the Fish & Boulders can be shared with the participants as an overview of their work and as a progress tracker as they start to shift their efforts to be aligned with what they discovered during the activity. This activity can be repeated for each goal set, and can also be revisited to see where changes have been made or to identify new strengths/obstacles, etc.

FACILITATION TIPS

- I. Make sure to spray the sticky wall ahead of time with spray adhesive so that the fish and boulders will stick when you place them on it.
- II. Walk around while the group is brainstorming to see how much time they need and keep them on track with time.
- III. If you're doing this virtually, it's best to present your screen and type for them, rather than having them fill it out.
- IV. Providing participants with the facilitator instructions for this activity can build capacity for evaluation.

PARTICIPATORY EVALUATION ACTIVITY SOURCE(S)

1. [Fish and Boulders: A participatory tool](#), by Action Evaluation Collaborative, 2017

This guide was adapted from CONNECTED evaluators at Michigan Public Health Institute. For more information about evaluation activities, please contact the Lead Evaluator: [Shannon Laing @ slaing@mphi.org](mailto:slaing@mphi.org).



SOC FUNdamentals

Charting your Course and Navigating Change



July 16-19, 2024 • Bethesda, Maryland

Session Agenda

- SOC - it is why we are all here
- River Guidance - what we are doing and how
- Elements of SOC
 - Philosophy
 - Infrastructure
 - Services and supports
- Observations
- Wrap up

Presenter Info



Mark Durgin
(he/him)

Director
Pennsylvania Care
Partnership



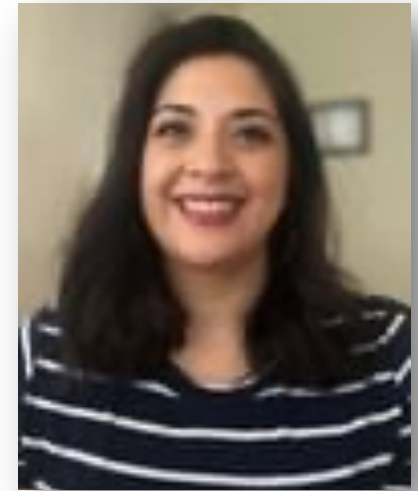
Andy Hunt, MSW
(he/him)

Independent Consultant



Dr. Ghia Kelly
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NTTAC
Change Matrix



Cindy Rivera,
MSW, MS
(she/her)

NTTAC
Change Matrix

Presenter Info



**Sukey Steckel,
MSSW
(she/her)**

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**Mylonne Sullivan,
MSW, LICDC, LISW
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Change Matrix



**Millie Sweeney,
MS
(she/her)**

NTTAC
FREDLA



**Elizabeth Waetzig,
JD
(she/her)**

NTTAC
Change Matrix

SOC: What it is and why we do it

- Mental health challenges do not impact only one part of a person's life, but the whole of their life and their family.
- Comprehensive individual or family support cannot be obtained from one place or source.
- A system of care is an **approach** to coordinating efforts by agencies, organizations, families and youth in a community so that services and supports are accessible, appropriate, and lead to positive outcomes for everyone.
- SOC's are emergent, dynamic, and adapt to local environments.

Our hope for today...

- Be open to thinking about system development in new ways
- Participate in your role with colleagues from other places
- Think about what you can take home
- Have fun!





SOC AS AN ECOSYSTEM: FISH & BOULDERS EXERCISE

- **FISH** = FORWARD MOVEMENT
- **BOULDERS** = OBSTACLES
- **RIVERBANK** = ENVIRONMENTAL AND COMMUNITY CONTEXT THROUGH WHICH YOUR RIVER FLOWS

Navigating the River

- Draw your river (1 per table)
- After each element (philosophy, infrastructure, services), write what moves you forward in your SOC on **fish**
- Write what gets in your way on **boulders**
- Place them in the river (don't attach right away)
- Add environmental factors as they occur to you to your **riverbank**



**Example SOC Ecosystem:
Pennsylvania Care Partnership
Mark Durgin**

Pennsylvania Care Partnership

- **River: Statewide CMHI Grant Awarded to the PA Department of Human Services**
 - 1st (2009-2013), 2nd (2013-2017), 3rd (2017-2021), and Current (2021-2025)
 - 5 Active CMHI Grants in Pennsylvania
- **Fish (Strengths):**
 - Strong family and youth partnerships at all levels
 - Collaboration across child-serving systems
 - Comprehensive service array including Evidence Based and Youth and Family Driven Services and Supports
 - Commitment to cultural and linguistic competence
- **Boulders (Barriers):**
 - Challenges in understanding System of Care as a philosophy vs. a service or a program
 - Silos between child-serving systems
 - Inconsistent service availability across counties
 - Shifting leadership and partners over time
- **Riverbanks (Context):**
 - Pennsylvania's county-driven, state-supervised system
 - Medicaid expansion providing coverage for more youth
 - Policies, regulations, and funding that shape the system



Element #1 - Philosophy

Element #1 Overview - *Philosophy*



- Values and principles that must be present in all phases of SOC development, implementation, and sustainability.
- We are talking about them in this section, but they should be present in all SOC elements
 - Family Partners
 - Youth Partners
 - Community engagement and equitable systems
 - Tribal perspective on SOC philosophy

Family & Youth Partnership

- **FOUNDATIONAL** for all elements and operations of a coordinated, collaborative system
 - Inform infrastructure and activities of the SOC
 - Lead and collaborate in implementation
 - Meaningfully participate in policy and decision making, including funding
 - Evaluate operations, structures, and outcomes as part of continuous quality improvement
- Requires a **multi-faceted approach**
 - Variety of opportunities and ways to be involved
 - Training and leadership opportunities
 - Unique considerations for youth/young adults and for parents/families
 - *not the same voice, not the same experience, not the same ideas*

Equitable Systems

- Equity is defined as "**the effort to provide different levels of support based on an individual's or group's needs in order to achieve fairness in outcomes. Working to achieve equity acknowledges unequal starting places and the need to correct the imbalance.**" (Center for the Study of Social Policy)
- An equitable system...
 - identifies and addresses disparities;
 - centers the voices of those most impacted by the problem the system is seeking to address; and
 - ensures that the impact of its services are equitable for children, youth, and families of diverse racial, ethnic, cultural, linguistic, and socioeconomic backgrounds.

Tribal Perspectives

- **Philosophy**

- SOC values reflect tribal values of working together to help families in need and a role for everyone

Table Exercise

Part 1:

Philosophy

Navigating your River

- Take a few moments to think on your own. Write down a few things related to philosophy that currently are moving your system forward.
- Write down a few things that are getting in the way.
- As a group look for some things you have in common to write on your fish and boulders.
- Add environmental factors that come up for your group
- Place them on your river, but do not stick yet. Put the most impactful fish and boulders downstream.



Element #2- Infrastructure

Element #2 Overview - *Infrastructure*

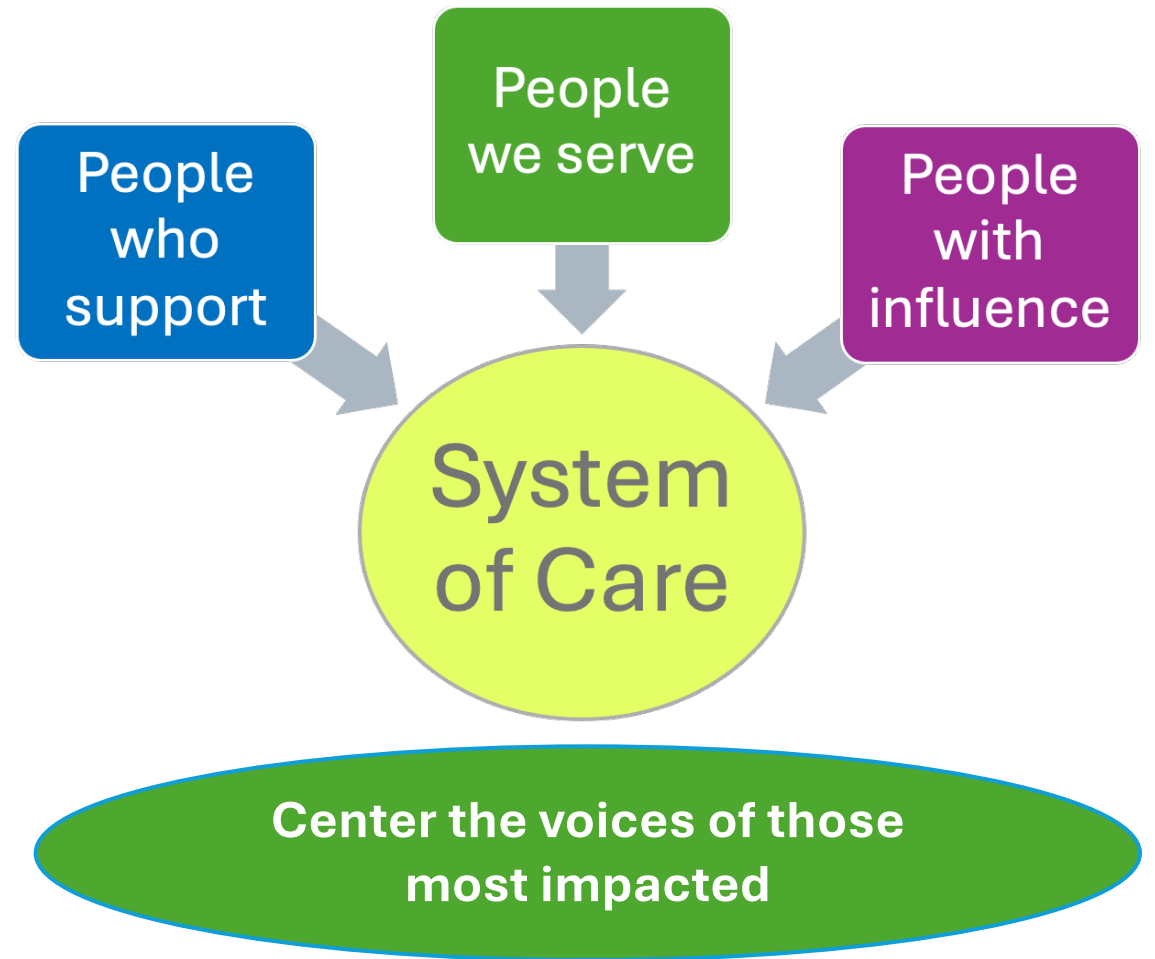
Four components of SOC infrastructure:

1. Cross-Sector Partnerships
2. Governance
3. Workforce Development
4. Evaluation/Continuous Quality Improvement

Cross-Sector Partnerships (*People*)

Key Consideration: If the goal is to create an equitable system of care that works for everyone in your community, who must be at the partnership table?

- **Youth & Family Partners**
 - Partnership with youth and family-run organizations
- **System Partners**
 - Mental health; health; education; child welfare; juvenile justice; human services; Medicaid; higher education
- **Community Partners**
 - Housing; sports and recreation; faith-based; creative arts; after-school programs; other community-based organizations



Governance (*Process*)

Infrastructure **for**:

- **Decision-making** for service system design, delivery, improvement (*policy and participant level*)
- Accountability
- Financing and sustainability (planning for current and future health of the SOC)
- Youth and family partnership
- Community support, engagement, and reflection
- Coordination and collaboration among key system partners (eliminating siloes)

Infrastructure that **is**:

- **Transparent**
- Inclusive
- Meaningful
- Multi-directional

Infrastructure that **is not**:

- **Solely advisory in nature**
- Siloed
- Secretive or exclusive
- Uni-directional

Scope of SOC Governance

- Point of accountability structures for SOC policy & for system management and oversight
- Financing for SOC infrastructure, services and supports
- Extensive provider network for comprehensive service array
- Defined access/entry points to care
- Manage care & costs for high needs populations
- Interagency partnerships/agreements
- Accountability & quality improvement

Scope of SOC Governance

- Partnerships with family and youth organizations
- Outreach, information and referral
- Implementing & monitoring evidence-informed & promising practices
- Training, TA, coaching & workforce development
- Achieving mental health equity & eliminating disparities
- Integrating primary health and MH care
- Strategic communications
- Strategic planning & identifying and resolving barriers

Workforce Development

- Embed SOC principles and values in workforce recruitment and training
- Develop and implement training strategies that:
 - Facilitate cross-training among departments/organizations/providers
 - Are co-presented by professional and youth/family
 - Train upcoming professionals (secondary education), new providers, and seasoned professionals – a pipeline approach
 - Are coordinated to ensure system coverage and continuity of material
 - Are supported and funded across systems
- Go beyond training - coaching, mentoring, technical assistance
- System level focus on preparation, recruitment, and retention of MH workforce (across sectors)

Evaluation

Purpose: Overall, evaluation aims to ensure that the system is effectively meeting the needs of the population it serves, continuously improving, and maintaining accountability to all stakeholders involved.

Evaluation helps to inform...	Evaluation helps move SOC forward by supporting...	Evaluation moves boulders by...
Planning	Informed Decision-Making	Assessment of Effectiveness
Administration /Coordination	Documentation of Outcomes Replication and Scaling	Continuous Quality Improvement
Funding/Cross-Sector Partnerships	Sustainability Stakeholder Engagement	Accountability

How can we incorporate Culturally Relevant and Equitable Evaluation (CREE) into SOC Evaluation?

Standard Practice

Initial Thinking:

- When to evaluate?
- Questions/areas of inquiry?
- Scope & Timeline



CREE Informed Practice

Initial Thinking :

- What experiences, history, and/or concerns do you have about evaluation? Consider your own experiences from both overseeing an evaluation as well as being evaluated.
- Whose experiences are you centering?
- Who is being evaluated? Have they participated in previous evaluations?
- Who will be most impacted by this evaluation and how?
- Who will own any data collected from this evaluation? Who and how will you share the findings to the participants in a way they can understand?



Tribal Perspectives

- **Infrastructure**

- Build on strengths of traditional societies, clans and other social groups to decolonize and promote integration of culture at all levels
- Formalize processes, policies, programs and procedures for sustainability regardless of staff turnover or changes in tribal politics

Table Exercise

Part 2:

INFRASTRUCTURE

Navigating your River

- Thinking about infrastructure, take a few moments to write individually about the things that move you forward and the things that get in your way.
- Agree on a few thematic items to write on your fish and your boulders.
- Add items to your environment on the riverbank.
- Place them in your river without sticking them.
- Do you need to rearrange your fish and boulders?
- Remember most impactful go downstream.



Element #3 - Services & Supports

Element #3 Overview - *Services & Supports*

- ***Start and end with youth and families!*** Family and youth determining types and mix of services/supports AND are full partners in all aspects (individual, organizational, policy levels)
- Community-based, and provided in least restrictive, most normative environments
- Responsive to cultures and languages in the community, reflective of differences of populations served, and individualized
- Availability of and access to broad, flexible array of services and supports (effective, evidence-informed, community based)
- Developmentally appropriate (early childhood to transition age), non-discriminatory
- Coordination, linkages and easy transitions between services/systems
- CQI and accountability mechanisms; protection of rights; advocacy

Clinical + CLC

Consider: How well is my agency's culture and infrastructure developed to provide the most equitable, culturally linguistic, & clinically appropriate services that center the voices of the youth and families being served?

- Initial and on-going training for frontline staff and program managers on EBPs & culturally specific interventions are only a ***fraction*** of the elements that impact service delivery.

Clinical + CLC

- **Consider: How well are these elements integrated into the clinical service delivery system?**
 - The voices of youth and families are heard and integrated in the implementation & CQI processes (Hint: Disparity Impact Statement*).
 - Equity is woven into the organizational 3 P's (policies, procedures, and practices).
 - Each person, in each position, and department is trained and comprehends how their role impacts the culture of the organization and service delivery (indirectly & directly).
 - Intentional and timely staff follow-up with youth and families when harm is caused, as well as how well conflict and harm are addressed internally.

Peer Support/ Y&F Partnership

- Youth and families should be involved at all levels -
 - Choosing services and supports that work for them
 - Assisting in the design, implementation and evaluation of those services and supports
 - Participating in meaningful ways in policy and funding decisions that impact the service array and workforce
- Lived experience workforce is vital to operating a successful system of care
 - Youth/Young Adult peer support, Parent peer support
 - Clearly defined roles for youth/parent peer support across service intensity levels – from outreach and intake to intensive in home to residential

Tribal Perspectives

- **Services and Supports**

- Blend, or coordinate traditional practices with western service models
- Promote decolonization and strengthen tribal culture

Community Systems

- Community-based organizations (CBOs) are a critical part of any system of care, and help enhance/expand the array of available services and supports for children, youth, and families.
- CBOs are often the first place families will seek support. They also serve as an important transitional or step-down service.
 - Faith institutions
 - Housing
 - Early learning centers
 - Sports and recreation
 - Schools and after-school programs
 - Creative arts (music, theater, writing, film, etc.)
 - Secondary education; vocational and trade schools; community colleges
 - Agricultural extension offices

Table Exercise

Part 3:

Services & Supports

Navigating your River

- For services and supports, write down things that are moving you forward and things that are getting in the way.
- As a group, agree to a few major themes to write on your fish and boulders.
- Place them in the river.
- Observing the whole river, what would you change or move?



Reflections & Wrap Up

Observations and Reflections

- What was this process like for you?
- What opportunities emerged as you placed your fish and boulders?
- How did the environment impact the river?
- What did you learn about system of care?
- How do you see this river exercise benefitting your SOC planning and implementation? What partners would you invite to the table?

What did we learn today?

- SOCs are complex, emergent, and dynamic.
- SOCs includes many interdependent elements that are unique to each community or state. Adaptation and customization to local environments are critical to success.
- There will always be "boulders", both seen and unseen.
- "Fish" can find ways around boulders when they work together!

Pre-Meeting Evaluation

Pre-Meeting: Tuesday, July 16th, 2024

Link: <https://cars.jotform.com/241785442296869>





QUESTIONS

COMMENTS

DISCUSSION

NTTAC's Vision and Services

All children, youth, and families living with and impacted by mental health challenges will have access to the resources and opportunities they need to thrive in a comprehensive and equitable system of care.



Stay Connected with NTTAC

Contact Information

Email: NTTACinfo@cars-rp.org

Phone: 888.945.9377

Website: www.nttacmentalhealth.org

Request Support: <https://bit.ly/request-nttac-tta>

Get Social with NTTAC



@nttac.mh



@nttac.mh



@nttac_mh



NTTAC



@nttac_mh





NTTAC

National Training &
Technical Assistance Center
for Child, Youth, & Family Mental Health



CHANGEMATRIX



The University of Texas at Austin
Texas Institute for Excellence
in Mental Health
Steve Hicks School of Social Work

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN®



YOUTH MOVE NATIONAL™

FREDLA

Family-Run Executive Director
Leadership Association



MedStar Georgetown
University Hospital

www.nttacmentalhealth.org

Disclaimer



This presentation was prepared for NTTAC under a cooperative agreement from the Substance Abuse and Mental Health Services Administration (SAMHSA).

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Budget Request Expand Coordination Team Capacity to Communicate and Share Work Google Workspace for HCCMHC

7/31/24

Requesting approval

- \$720/year (\$12 a month per person for 5 emails/positions) or \$576/year (\$12 a month per person for 4 emails/positions)
- \$60/year (one email and access to Onedrive; HCCMHC@MACMH.ORG)

Access to google suite and emails would allow each user to have a personal email address.

Coordinator@hccmhc
FamilyEngagement@hccmhc
PCLG@hccmhc
Evaluator@hccmhc
Info@hccmhc

This would also allow access to 2 TB of pooled storage, where users could have personal and shared items in the Drive that they could determine access to.

Furthermore, we would have access to Google Meet and be able to have meetings with up to 150 participants which would allow us to record and download the chat.

Each user's account would have pre-set up malware and phishing protection and have options for further security and management controls. Additionally, there is an option to add [Gemini](#), Google Workspace's AI which is supposed to help with a variety of tasks.

Google Workspace standard support would be accessible to answer questions, help set up controls, and so on.

The person who sets up Google Workspace automatically becomes the Admin and handles adding new users, payment information, and more so we need to be mindful of who sets it up, e.g. fiscal sponsor or Collaborative representative.

More information is available here [Google Workspace Website](#).



Kente Circle Sponsorship Request 2024

Thanks for forwarding this request from the Kente Circle. I've added some additional context to this request and hope you can make a formal motion and someone will second your motion via email. We can then vote electronically.

The past few years the Collaborative has sponsored Kente Circle at the Silver level, \$3,000. Below is a list of benefits for sponsors:

- Logo on website and in all written conference materials
- Table at conference
- 10 complimentary registrations for the two-day conference

The Collaborative's 2024 budget includes:

- \$25,000 for education and scholarship funds, with \$10,000 targeting the school-linked mental health conference
- Of the \$15,000 for general scholarship and training funds \$7,451.10 (half) has been requested and approved this year.
- This leaves \$7,548.90 for the remainder of the year.

I look forward to receiving everyone's recommendations and votes.

A motion to approve \$3,000 sponsorship to Kente Circle for their fall conference was made by Pat Dale (7/21/24 at 9:51 am) and seconded by Dr. Jenna Mitchler (7/12/24 at 10:13 am).

A vote is needed by the Executive Committee.



Memorandum of Understanding Between

_____ [Insert Community Partner] And Hennepin County
Children's Mental Health Collaborative

RATIONALE

To enhance the effectiveness of children's mental health services and supports, it is crucial to incorporate input from parents and caregivers. Our focus is on understanding the unique needs of Black, Indigenous, and people of color (BIPOC) parents, caregivers, and young people, who are often underrepresented in the mental health system. We aim to create opportunities for BIPOC parents and caregivers to share their insights in culturally and linguistically appropriate ways, ensuring their voices drive meaningful decisions and improvements.

FUNDING OBJECTIVE

The [Hennepin County Children's Mental Health Collaborative](#) aims to deepen its partnerships with culturally specific community organizations and provide a one-time microgrant of \$10,000 for a total of up to \$20,000 over two (2) years to organizations that facilitate parent and caregiver groups focused on addressing children's mental health. This initiative is a dedicated effort to work collaboratively with and within racially and culturally diverse communities in Hennepin County. The goal is to ensure that the diverse perspectives and needs of underrepresented communities are heard and effectively addressed, thereby fostering a more inclusive and responsive system of care.

TERMS OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into as of [DATE], by and between [Organization Name], herein referred to as the "Community Partner", and the Hennepin County Children's Mental Health Collaborative, herein referred to as the "Collaborative".

Whereas, the Collaborative seeks to enhance the effectiveness of children's mental health services and supports through the incorporation of input from Black, Indigenous, and people of color (BIPOC) parents and caregivers.

Whereas, the Community Partner agrees to facilitate culturally specific parent and caregiver groups focused on addressing the mental health challenges faced by children, especially those from underrepresented communities.

Therefore, the parties agree as follows:

Purpose. The purpose of this MOU is to formalize the partnership between the Community Partner and the Collaborative, to provide microgrants for initiatives aimed at group support for BIPOC parents and caregivers of children with mental health challenges.

Community Partner Responsibilities.

- Engage racially and ethnically diverse parents and caregivers of children facing mental health challenges, aiming to support their family needs and foster strong, authentic cultural connections.
- Facilitate parent and caregiver groups focused on children's mental health that offer regular and structured support meetings, ensuring sustained engagement and community-building among participants.
- Encourage active parent and caregiver engagement with the Collaborative initiatives to provide insights and feedback for the improvement of children's mental health services.
- Actively collaborate with the Family Engagement Coordinator and participate in necessary Collaborative partner meetings to enhance family engagement strategies and ensure they are in alignment with the broader goals of both the Collaborative and the county's system of care.
- Submit timely and accurate reports as per the defined schedule below, ensuring transparency and accountability in the program's operations and impacts.

Collaborative Responsibilities.

- Disburse timely funds of \$10,000 per year to the Community Partner.
- Maintain regular communication with the Community Partner to provide guidance, address issues, and provide necessary support to enhance program outcomes.
- Compile and disseminate reports detailing the progress of initiatives, outcomes, and lessons learned.
- Advocate for policy changes or enhancements based on feedback and outcomes from the initiatives, supporting broader systemic changes in children's mental health services.

Funding Details. Community Partner will have the opportunity to renew funds after the first year, for a maximum duration of two years, not to exceed \$20,000. Funds can be used for facilitation costs, supplies and materials, interpreter services, and other direct expenses related to the conduct of the groups.

Reporting Requirements.

- **Monthly Demographic Data:** Track and report the number of participants, race/ethnicity demographics, languages spoken, zip codes, duration of meetings, and key themes.
- **Quarterly Reports:** Participate in impact evaluation activities, such as focus conversations, each quarter to detail the progress, challenges, and preliminary outcomes of the engagement and support initiatives.
- **Annual Reporting:** Annually report the total cost of the program.

Duration of Agreement. This MOU is valid for one (1) calendar year from the effective date and may be extended for an additional year through mutual written agreement. Either party can terminate the

agreement by providing thirty (30) days' written notice. Upon termination, the Community Partner must return any unused funds.

Signatures

[Organization Representative Name]

Title: [Title]

Organization: [Organization Name]

Date: _____

Laura LaCroix-Dalluhn, Coordinator
Hennepin County Children's Mental Health Collaborative

Date: _____

Hennepin County Children's Mental Health Collaborative (CMHC)

Approved May 31, 2021

[Amended Drafted 07/31/2024](#)

Collaborative Stipend Policy

The CMHC may provide stipends to people participating in activities on behalf of the Collaborative if they are not receiving compensation from another source, including their employer. [In addition to participation stipends, the CMHC may provide child care stipends and/or transportation stipends to parents/caregivers participating in activities on behalf of the Collaborative.](#) These activities may include attending CMHC meetings or community meetings on behalf of CMHC, focus groups, interviews, completing surveys, or other activities. Depending on the nature of the activity, incentives may be offered to every participant or offered as a lottery.

Incentives may be offered in the form of gift cards or check payment from CMHC's fiscal agent.

The following guidelines/processes apply to the use of stipends:

1. Prior to offering incentives, a request to the CMHC Executive Committee will be submitted, specifying the amount and type of the incentive, the purpose of the incentive, and the anticipated number of incentives to be given.
2. Participants will be informed about the incentive and the procedures for receiving it, prior to participating in any CMHC-sponsored activity.
3. The Coordinator may work with the CMHC fiscal agent to purchase the incentives or determine a direct payment process. If the Coordinator, or another approved agent working on behalf of the CMHC, purchase gift cards for participants, a clear accounting for how many gift cards were purchased and for what amounts will be submitted to the fiscal agent for reimbursement.
4. If Participants are offered a gift card at the conclusion of the activity, they will be required to sign a tracking form, indicating that they received the gift card. When the activity is completed online or by telephone, the Coordinator for the project will document provision of the gift card, including the recipient's name, address, the date mailed, the amount/value of the gift card, and the gift card number and submit the information to the CMHC fiscal agent.

NOTE: The form would request participants to affirm they haven't received other compensation.

Collaborative Parent/Caregiver/Youth or Community Partner Engagement Stipend Policy

The CMHC will provide parents/caregivers/youth and community member stipends for activities on behalf of the Collaborative.

Participation Stipends

\$50 for 4 hours or less

\$100 for more than 4 hours

Child Care and/or Transportation Stipends when Requested

\$25 per event/activity/engagement for child care

\$25 per event/activity/engagement for transportation

Collaborative Evaluation/Research Stipend Policy

The CMHC may provide stipends to people participating in research or evaluation activities on behalf of the Collaborative. These data collection activities may include focus groups, interviews, surveys, or other activities. Depending on the nature of the data collection activity, incentives may be offered to every participant or offered as a lottery. Incentives will be offered in the form of gift cards or e-gift cards.

The following guidelines/processes apply to the use of stipends for research or evaluation purposes:

1. Prior to offering incentives, the researcher leading the project will request permission from the CMHC Executive Committee, specifying the amount and type of the incentive, the purpose of the incentive, and the anticipated number of incentives to be given. The CMHC Executive Committee will approve the process for applying the use of stipends for research or evaluation.
2. Participants will be informed about the incentive and the procedures for receiving it, prior to participating in any CMHC-sponsored data collection activity.
3. The CMHC Coordinator, lead researcher of the project, or another approved agent of the CMHC will be responsible for purchasing the gift cards and storing them securely. The CMHC (through their fiscal sponsor) will be invoiced for the cost of the gift cards, with a clear accounting for how many gift cards were purchased and for what amounts.

4. When data collection is completed in-person, participants will be offered a gift card or e-gift card at the conclusion of the activity. Participants will be required to sign a tracking form, indicating that they received the gift card. When data collection is completed online or by telephone, the lead researcher for the project will document provision of the gift card/e-gift card, including the recipient's name, address, the date mailed, the amount/value of the gift card, and the gift card number.
5. When gift cards are distributed by mail, recipients may choose to have the incentive sent by certified mail (which requires a signature upon receipt) or regular mail. If the recipient prefers regular mail, they must agree that a replacement will not be sent if the incentive does not arrive. The lead researcher of the project, Coordinator or other approved agent of the CMHC will invoice the CMHC (through their fiscal sponsor) for the cost of the mailings.
6. E-gift cards will be distributed by the lead researcher of the project, Coordinator or other approved agent of the CMHC. Confirmation of sent emails and receipt of e-gift card will be maintained by the lead researcher of the project in a secure location.
7. To maintain confidentiality of research participants, the lead researcher will store the incentives distribution records in a secure location. If needed for accounting or audit purposes, the CMHC or its fiscal sponsor can request to see the documentation. Documentation of incentive distribution should be transmitted in an encrypted form. Research participants should be notified prior to data collection that their name may be shared with the Collaborative for accounting or audit purposes.
8. At the conclusion of the research project, the lead researcher will submit a signed reconciliation statement, indicating the number of incentives purchased and the number distributed. Any unused incentives will be returned to the CMHC and/or its fiscal sponsor.



FREE Training for Parents & Caregivers

Saturday, August 17th &
Sunday, August 18th
9am-4:30pm both days

University YMCA -1801 University Ave SE



Wellness Recovery Action Plan (WRAP®) is a prevention and wellness process that anyone can use to get well and stay well through a series of tools and action plans called a **WRAP®**. This process is for anyone who wants to make positive changes in the way they feel and the way they react to life. WRAP® is an approach that helps people to:

1. Decrease and prevent intrusive or troubling feelings and behaviors
2. Increase personal empowerment
3. Improve quality of life
4. Achieve personal life goals and dreams

This training is FREE to parents & caregivers in Hennepin County with children experiencing mental health challenges

Childcare & transportation stipends are available

We are prioritizing families & caregivers who have not yet attended a WRAP workshop and families who identify as Black, Indigenous, and people of color.

Sign up here!



Must attend both days

Learn more about WRAP – www.wellnessrecoveryactionplan.com

Presented by
**Parent Catalyst
Leadership Group**

a subsidiary of
HENNEPIN COUNTY
**CHILDREN'S MENTAL HEALTH
COLLABORATIVE**
www.hccmhc.com

along with
**Wellness
in the Woods**
TRANSFORMING WELLNESS INTO REALITY



Executive Committee Meeting Minutes

June 7, 2024

Present: Pat, Jenna, Asad, Krista, Cheryl, Fatima, Hayley, Laura, Cati and Laura

Opening Circle & Approval of Agenda

- Krista Phillips moved to approve the April meeting summary and May minutes, and Pat Dale seconded. Minutes approved.
- Krista moved to approve the June agenda and Asad Dahir seconded. Agenda approved.

Discussion Items

- Laura LaCroix-Dalluhn stated the discussion items on the agenda were based on past discussions that required additional follow up and decision making, but were not listed in priority order. She asked for feedback on which order the Executive Committee would like to begin the discussion.
- Dr. Jenna Mitchler shared that based on past discussions, she has been reflecting on inclusivity and exploring ways that we can create or drive a culture shift towards more inclusivity, and would like to keep a focus on inclusivity in this meeting.
- Laura reminded committee members that a decision to seek outside support from Dr. Bravada was made earlier this year to help us move toward inclusivity and shift the culture of our work together. Asad Dahir shared that he reached out to Dr. Bravada by voicemail and email and they have not heard back from her yet, they are still working to make a connection.
- Laura mentioned she and her team created a decision-log to help us track decisions and recommendations throughout the year or year-to-year. She encouraged Executive Committee members review during the meeting and will plan to discuss later.
- Pat shared that we would like to further **discuss the purpose, structure, and possible discussion points of the community partner meetings**. Pat suggested that we could discuss the themes and insights identified from parent and caregiver feedback, awareness of services, navigation assistance, and peer support. Laura suggested that as a team, we could choose one of these topics to structure June's community partner meetings around and work together to form discussion points around this topic. Pat shared that his priority for discussion would be the culture shift itself and how we can create and support inclusivity within the collaborative and with partners.
 - Krista asked to clarify if Pat was suggesting that the June community partner meeting focus on our inclusivity and asked if we should instead show inclusivity through action. Pat clarified that he feels we should work to promote inclusivity at the upcoming community partner meeting through our actions.
 - Fatima Muhammad shared that she feels it would be helpful for her to hear what the aim of these community partner meetings is and how they are connected to these themes and insights we've heard from parents and caregivers.

- Hayley Tompkins added that she also feels we are talking about a few things at once and that it would be helpful to break it down.
- Laura shared that she understands the purpose of community partner meetings as a way to engage community partners, both those currently involved with the collaborative and those not, in conversation about the work we are doing, the needs we are hearing from families, and collaborative ways in how to support positive change. Laura also shared that she has started to keep an action log of decisions made in the governance and executive committees to track when decisions are made and how we follow up on them.
- Hayley asked if Laura was saying that we would identify a topic for a meeting and then open the invitation to partners and providers we feel may be interested in or have insight into the topic. Laura and Pat answered yes.
- Pat added that if the community partner meeting led to plans to collaborate further, that group could continue to meet outside of those meetings.
- Krista shared that she feels these meetings will allow us to better focus parent and caregiver voice and focus on discussion more rather than business items.
- Jenna asked if the community partner meetings led to recommendations, would those recommendations then go to the governing board? Pat answered yes.
- Laura added that we do not have a culture right now that promotes or allows for governance committee members to take on an identified need or ask within their organization and she hopes these meeting will form a culture that promotes that.
- Fatima added that she feels it's not just who is attending, it's that we have not clearly asked for governance committee members to do that, and not everything we discuss or propose is directly or clearly related back to our mission and workplan.
- Fatima shared that she feels it is important that we bring our attention back to our workplan and focus on structuring our work to support the outcomes we want to see.
- Asad asked if we are asking community partners to join a workgroup or if they are going directly to the governance committee. Laura said she thought the immediate ask was to join the community partner meeting, which meets three times this year. Other meetings may be identified later.
- Asad also asked if there are clear next steps that we have identified if we learn new information from community partners or if someone proposes a plan that we feel relates to our workplan. Laura responded there was no pathway has been identified, but believes it would be important.
- Cheryl shared that one of the things they were trying to figure out in the last coordination team meeting is what are some things we can be doing now to try to build agency capacity to better center family, parent, and youth voice. We discussed providing support around understanding challenges or biases that professionals may have, and she's wondering if it makes sense to further discuss this now.
- Hayley shared that something Fatima said that resonated with her was that maybe what makes sense is to try to get a list of outcomes that we are working towards so that we can easily connect our conversations and proposals to these goals. Hayley identified that

two of our 'big buckets' are centering family voice and connecting families and the field, and connecting professionals to one another to advance the work.

- Laura added that our third 'big bucket' is coordinating services and resources through parents and professional knowledge. F
- Fatima shared that a bucket that is missing for her is focusing on the culture of the collaborative itself and how to cultivate inclusivity, enhance equity, and create a sense of belonging. Jenna added that she feels a focus on how we can make and impact decisions that create change.
- Jenna returned to what Laura had shared about beginning to keep a decision log and shared she wonders how each decision aligns with those 'big bucket' items. Fatima restated the 'big bucket' items as, 1) centering families' voices, 2) connecting professionals to one another (coordination of services), 3) building awareness and promotion of awareness, 4) shifting the culture of the collaborative, and 5) decision-making that leads to impact (system change).
- Asad asked how we will identify community partners to invite to meetings, who we expect to do that outreach, and how we will support engagement. Pat shared that we do not have a clear plan for who will make that outreach and we do not have a clear plan on how to stay engaged with those partners.
- Jenna shared that she is hearing Pat saying that we need to show these partners that we are taking action with what we hear through these meetings to support long-term engagement.
- Pat shared that from his provider perspective, he feels that every provider will find a way to say they do not fit into what we are talking about and feels it's important to explore how we can support providers to come to the table without organizational defensiveness.
- Fatima shared that she feels it is important that we do not spend too much time thinking about the hypotheticals. Fatima shared she feels people are ready to see a difference and are looking for guidance and it can be our role to help facilitate this. Hayley highlighted that an important thing she has seen in culture change work is that we get stuck moving in the same way until the culture stops being welcoming of that defensiveness, then that defensiveness starts to go away.
- Laura suggested two possible topic areas for the June community partner meeting. One topic is coordination across family service collaboratives and this collaborative. A second topic was brought up by Meghan Hickey in the last governance meeting, how do we connect children to appropriate resources in schools? We could focus the conversation on school mental health resources more broadly and invite school-linked professionals.
- Jenna shared that she is unsure how we would be able to carry the role of coordinating all the family service collaboratives and how both these topics are connected to the buckets that we outlined before. Laura shared that she feels if we did take on the school topic, we could utilize the time in June to figure out the why, who, and how and then continue the conversation in August.

Commented [Ad1]: added to decision log

Commented [Ad2]: added to decision log

- Fatima shared that she wants us to be mindful in not rushing to get an agenda set, we have yet to invite any community partners to the upcoming meeting.
- Hayley added that in culture change and in working with new people, it sometimes helps to start easy, and asked how we can take something that is easy enough while allowing us to practice moving this way. Fatima shared she agrees, this will allow community partners to ease into it while also recognizing why this work is important. Pat shared that Minneapolis has canceled every single one of its mental health contracts. Laura shared that she feels that is why Meghan brought this up and why this topic is pertinent.
- Jenna asked if we are able to act as activists as a collaborative. Laura shared that our governance agreement says that we cannot lobby, however, we can do public education and meet with elected officials to talk about needs.
- Hayley clarified that we will be talking about school mental health resources in June and that we can invite community partners that we feel may be interested in this topic and/or have helpful insights into it.
- Laura agreed and shared that she feels it would be good to spend time on why this topic is important and how we came to it. Laura added that we will need to be sure to extend invites to school people already within the collaborative and touch on FRSS.
- Hayley highlighted that in this meeting and in future meetings it would be significant for us to examine how inclusivity works into the topic and how we approach it. Hayley added that through her experience working with parents, she has learned that making parents feel heard and allowing them to contribute to the work is important.

Business Actions

- Community Partnership Mini-grants
 - Laura state the Governance Committee approved the mini-grants for culturally specific community organizations during the May governance meeting at \$6,000 (SAMHSA funded). She said during the last SoC coordination team meeting, we discussed the possibility of matching \$4,000 per grant (up to six grants) of LCTS funds, increasing the mini grant amount to \$10,000/each/year. She requested approval for this increase in funding and would pull from the SoC Pilot budget. Jenna moved to approve the additional funding of \$4,000, raising the mini grants to \$10,000 each, for a total of \$24,000 LCTS funds. Pat seconded the motion. Motion approved.
 - Laura shared that at the last SoC coordination team meeting they also discussed Fatima inviting people to access these grants rather than opening them up to everyone.
- Decision Log
 - Laura returned to the decision log she touched on earlier. She said this is strategy to help us track decisions over time. She asked if anyone had any reactions or thoughts about the decision log. Jenna requested that the purpose of the decision log as well as how we will track it be further explained either offline or in an upcoming meeting.
- Black Family Conference
 - Laura shared that there are still slots available for the Community Empowerment for Black Men Healing Conference and asked if there was anyone who would like to

Commented [Ad3]: added to decision log

participate to please let her know. Laura asked Hayley to offer it up to the PCLG members.

- Current 2024 Event Schedule
 - YMFHA trainings will be held Wednesday, August 28th 10:00am-3:00pm, Wednesday, September 11th - 10:00am-3:00pm, and Wednesday, October 23rd - 10:00am-3:00pm.
 - WRAP trainings will be held August 17th and 18th, and November 9th and 10th.
- Improving Communications
 - Laura shared that the coordination team has been discussing the possibility of having collaborative emails, rather than using each consultants own email to make it easier for team members to be reached and improve our outward facing communications. The other possibility is to access emails and online storage through MACMH or using google suite. Pat suggested we look into the cost of google suite, because he is cautious about doing it through MACMH as it is possible they will not be our fiscal sponsor long-term.

Adjournment

- Pat moved to adjourn, and Jenna seconded. Meeting adjourned.

Executive Committee Meeting Summary

September 6, 2024

Present: Asad Dahir, Krista Phillips, Pat Dale, Dr. Jenna Mitchler, Fatima Muhammad, Cheryl Holm-Hansen, Hayley Tompkins, Laura LaCroix-Dalluhn, and Cati Gómez.

Discussions Items

- PCLG Parent Concerns
 - Neerja Singh introduced herself, she shared she is the new area manager of children's mental health and added that she is excited to work with the collaborative and do systems work.
 - Neeja shared that the Hennepin County commissioners received a complaint from a parent serving on the Parent Catalyst Leadership Group, PCLG, outlining some concerns she has with the collaborative. Neerja explained that the concerns Jennifer outlined in the complaint include feeling that the PCLG is ignored, excluded, and prevented from taking part in activities that they used to and that she individually has been disrespected by coordinators including Margaret Sullivan and Hayley Tompkins. Jennifer also shared that the PCLG was told that Fatima Muhammad's work as the Family Engagement Coordinator would be separate from the PCLG, Jennifer outlined that they have little understanding of Fatima's role and negligible communication with Fatima. Jennifer included that she feels very little information from the collaborative flows to PCLG and vice versa. The concerns shared included that there was planning that the PCLG did with Hayley when she was appointed and that Jennifer feels that Hayly has undone this work by bringing in outside agencies to work with PCLG, including, Hayley's previous employer, YMCA Beacons, which Jennifer feels is a conflict of interest. Jennifer shared that YMCA Beacons received \$30,000 to train individuals in Youth Mental Health First Aid, YMHFA. Jennifer included that the WRAP training that PCLG members shared interest in was outsourced for an undisclosed sum of money and that PCLG members were told they were not expected to participate in the WRAP training. The complaint indicated that Laura LaCroix-Dalluhn chose to spend \$5,000 dollars on WRAP training sessions rather than spending \$900 to have a parent from the PCLG trained on how to facilitate training. Jennifer included that she feels the collaborators have shown they have a lack of confidence in PCLG members by bringing in NAMI to take over some activities, and according to Jennifer, PCLG members feel that they are being encouraged to become NAMI volunteers. Jennifer indicated that the PCLG is being excluded from meeting with BECC. The complaint indicated that a PCLG member was invited back to the group without any discussion after this person had been suspended from the group in the past. Jennifer indicated that she ultimately feels that the coordinators are using funds for leaders' pet projects while disenfranchising individuals with lived experiences,

and reducing the PCLG to tokenism and that repeated conversations have not resulted in any change. Jennifer included a recommendation to take a step back and determine how the PCLG can be better incorporated into the collaborative and how the leadership and members of the collaborative can treat PCLG members with dignity and respect and empower PCLG members to lead the way in identifying system improvement. If this is not done, the complaint suggested that leadership be terminated and the Hennepin County Children's Mental Health system be reformed. Neerja shared that Jennifer sent these concerns to Neerja's bosses boss, so that's where it is now. She added that she has not had any communication with Jennifer.

- Discussion of Concerns

- Pat Dale thanked Neerja for sharing and shared that he felt it important for the Executive team to hear the complaint and discuss it. Pat asked if people felt that the executive team should discuss this independently and bring recommendations back to coordinators and staff. Neerja asked that she be updated on what the executive team decides to do and shared she has to leave. Hayley shared that she would be willing to answer any questions that the executive team would like answered. Dr. Jenna Mitchler asked if, at this point, we are in a position where there could be litigation against us. Pat answered that we are not at that point. Asad Dahir shared that he feels it is important that the executive team discusses how to move forward, and members of the executive team agreed.
- Hayley shared that she feels that there is a difference of opinion on the direction of the work. Hayley is trying to move forward knowing that parent leaders may have limited capacity and that the best change work is done in collaboration. Hayley has been bringing in partners to aid in some of the work, instead of turning the PCLG into a training organization. Hayley added that there has been tension between the parents, and she feels that the majority of parents are on board with this plan and that this parent is not. Hayley shared that everything, including collaborating with partners has been above board and approved by members. Hayley shared that unfortunately, other parents serving on PCLG have brought concerns to her about the parent who submitted this complaint bringing negative energy into the space, and other parents have shared that they do not agree with this parent.
- Laura shared that she has had discussions with Jennifer in the past in which she stated concerns. Laura shared that Jennifer has had questions about funds so Laura has shared the budget with her, our budget is public information and can be found on the website. Laura added that Jennifer wanted to be trained in how to facilitate WRAP training, but there are concerns surrounding that. Laura added that the Governance Committee decided to partner with YMCA Beacons for the YMHFA training in January and was approved by MACMH, our fiscal sponsor. Laura shared that she did know this complaint was going to be made, but she did not know all the details. A different parent serving on the PCLG, who has asked to not be named, called Laura to let her know that Jennifer was planning to do

this and this parent shared with Laura that Jennifer was not speaking for the other members of the PCLG.

- Fatima shared that she would like to give kudos to Jennifer for sharing her concerns, this is exactly what we would like parents to do, we want parent voices to be heard. Fatima shared that she has had conversations with this parent in the past, and Jennifer shared things that were addressed in the complaint, and Fatima felt that she was able to clear up misunderstandings and explain her role. Fatima shared that she feels that some of the concerns Jennifer brought up are valid, we have discussed the lack of communication and structure between leadership and the collaborative.
- Pat thanked everyone for sharing and shared that with open meeting law, minutes, and newsletters he feels we have been keeping track of how and when decisions are made which may be important in this. Jenna asked if we have ever denied proposals for funding community partners for projects in the past. Laura shared that she does not believe we have denied any funding decision brought before the Governance Committee. Laura explained that we always vet funding decisions through the Executive Committee first. Laura added that we have representation from the PCLG on the Governance Committee, PCLG members are invited to the Executive Committee meetings but her understanding is that it does not work in anyone's schedule.
- Asad asked what the process was in identifying a vendor for the YMHFA training and asked if we considered other organizations. Laura explained that we regularly utilize our community partners in activities such as this and YMCA Beacons volunteered. We had previously partnered with Change Inc. for YMHFA training, and they volunteered as well. Laura shared that this is how we conduct most of our partnerships. Pat added that utilizing community partners is part of our collaborative structure. Asad asked, regarding the part of the complaint that claims a parent was suspended, if the PCLG has a formal process of suspension. Laura shared that there is not a formal process of suspending, and added that she understands that the parent that this point is talking about, made the decision to leave on her own and decided to come back when Hayley became coordinator. Fatima shared that the PCLG does not have a code of conduct and there is no infrastructure in place to suspend or disallow members. Krista Phillips asked if parents are voted in or anything, Hayley answered that anyone can come and go at any time. Hayley added that when she moved into her position, there were co-chairs and some other structures that they moved away from to promote inclusivity. Fatima shared that this complaint may be stating a need for more structure within the PCLG.
- Executive Team Discussion
 - Pat shared that the executive team decided that they would like to reach out to Jennifer and offer to meet with her, Asad, and Fatima with the goal of giving her a chance to have a conversation outside of the PCLG. Asad will have to check to see if the county is comfortable with him serving as an executive team member rather than a county representative. Asad will reach out when he knows this. We

are unsure whether or not Jennifer stated that she is resigning from the PCLG until this is resolved, but our goal is to have her reconnect with the PCLG. The executive team outlined that clarification around and structure in joining and leaving the PCLG may be beneficial. Pat shared that he feels the way we have conducted business is appropriate, but we can improve the PCLG and communication between the PCLG and the collaborative and that this might address some of the concerns outlined within the complaint. Pat said we could reach out to the state to see if they have a process by which we should address this complaint. Laura asked what the process should be in bringing this back to the PCLG and the Governance Committee. Pat said that he feels we should let members of the PCLG know that a complaint has been made and that they are working to address it. Pat suggested that we do the same with the Governance Committee with a consistent message. Laura suggested that we let the PCLG members know first out of respect because we have PCLG members who serve on our Governance Committee. Hayley shared that she agrees, she thinks the PCLG may have questions and may want to share how they feel about it so Hayley asks that we give them time to share. Laura asked that the language on how we will share this be reviewed, Pat said that he will write the draft and send it to Laura, Fatima, and Asad for review. Pat asked Laura to see if the executive team could meet outside of their normal meeting schedule to address the agenda items that we did not have time for today.

Adjournment

- Krista moved to adjourn and Pat seconded.