Governance Committee Meeting
Wednesday, May 15, 2024 from 12:00 – 1:30pm
https://us06web.zoom.us/j/83113557179

Agenda

12:00 pm   **Welcome, Introductions & Approval of Meeting Minutes & Agenda – Pat Dale**
(Meeting materials: April Meeting Minutes & May Agenda)

12:10 pm   **Collaborative Business – Pat Dale, Partners, & Coordination Team**
(Meeting materials: District 287 Proposal, 2023 LCTS Report & Draft Microgrants for Community Engagement)
1. District 287 LCTS Report and Request (Vote Required) – Brenna McDonald
2. 2023 Local Collaborative Time Study Report to DHS (Vote Required) – Laura LaCroix-Dalluhn
3. Micro grants/Mini grants for community engagement with organizations led by, or serving, Black, Indigenous and people of color (Vote Requested) – Laura LaCroix-Dalluhn and Fatima Muhammad
4. Community Empower for Black Men Healing Conference: Black Family – Angela Watts and Laura LaCroix-Dalluhn

12:45 pm   **Collaborative Discussion Items – Angela Watts & Executive Committee**
1. Focus on Inclusive Leadership and Collaborative Culture Change
2. Use of new Collaborative Partner Meeting (June 26, 2024)

1:30 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 17, 2024

In Attendance: Angela Watts, Pat Dale, Asad Dahir, Meredith O'Brien, Debby Wells, Krista Phillips, Monica Long, Pat Vitale, Susie Voss, Andria Daniel, Melanie Hultman, Beth Lovre, Cindy Slowiak, Amy Hanson, Jamie D, Kc Gammage, and Andrea Dale
Staff: Laura LaCroix-Dalluhn, Fatima Muhammad, Cheryl Holm-Hansen, Hayley Tompkins, and Stella LaCroix-Dalluhn

Approval of Meeting Minutes & Agenda
- Krista Phillips moved to approve the March minutes and Andria Daniel seconded. Minutes approved.
- Krista moved to approve the April agenda and Angela Watts seconded. Agenda approved.

Collaborative Business
- Governance Committee Changes
  - Laura LaCroix-Dalluhn shared that there are some changes in the governance structure. With Cindy Slowiak's upcoming retirement, the Behavioral Health Department would like to have Asad Dahir move into the lead role. Asad would take on Cindy's voting member position and Cindy would move into the alternate role until she retires. Angela moved to move Asad into Cindy's voting member spot and Cindy into the alternate position, and Andria seconded. Motion approved.
  - Angela shared that she will be stepping down as co-chair in May and feels that a co-chair role is no longer necessary for this collaborative. Andria stated she felt we should have a conversation about what this will look like moving forward, she understands that Pat Dale has also been looking at moving on and she wonders how the collaborative will look moving forward. Angela added that we need to work to figure out the role of the executive committee, and she would like to see more autonomy and agency in the executive and governance committees.
- LCTS Report
  - Laura shared that the LCTS report deadline has been postponed until the end of May. Before we submit the report, it will be brought to the governance committee for review and vote in May. Laura shared that the LCTS report is a great way to show the work of the collaborative, where the resources are going, and how we are supporting our priorities.
- 2023 Annual Report
  - Cheryl Holm-Hansen shared that we just produced the report summarizing the work we did in 2023. This report includes information about the PCLG, the family engagement work, the community conversations event, the youth mental health first aid training, the scholarships and training support, the organizations we funded that

address the mental health impacts of community violence, and evaluation highlights. The annual report is included in the meeting resources for further review.

- Proposed Change in Governance Committee Meeting Schedule
    - Laura shared that Collaborative has been discussing how to best utilize our time to move work forward and offered up a new schedule to maximize the current meeting times and expanding time for discussion across sectors. The revised schedule would reduce the number of official Governance Committee meetings (suggesting Governance Committee meetings on May 15th, September 18th, and October 16th in 2024). On June 26th, August 21st, and November 20th, we would meet for collaborative/community partner meetings. Krista moved to approve the revised 2024 meeting schedule and Angela seconded. Motion approved. Debby Wells asked to clarify that on the collaborative/community partner meeting days, we could invite any community partner that we feel would help continue our work or add something to the table. Laura answered yes, the intent of these new meetings was to bring people together to discuss children's mental health issues across the county. She mentioned there had been discussion that we don't always have the right people at the table during some our discussion and this new meeting option was an attempt to bring people together. Pat added that this meeting schedule would be on a trial period that would be reassessed after some time, likely at the end of the year.

Collaborative Discussion Items
- Identify organizations and/or providers to highlight their successes of engaging families and or successes engaging young people in children's mental health services.
    - Angela shared that we would now like to discuss opportunities to identify organizations and providers to highlight their programs, successes, or initiatives in May for Mental Health Month. Asad shared that there is a foster care family picnic on May 18th for families and providers, this event helps with engagement and awareness. Fatima Muhammad shared that there is an upcoming SAMSHA system of care event and encouraged people to look into the schedule and identify workshops they may be interested in. Beth Lovre shared that NAMI has a big campaign coming up, each week we will highlight different departments and programs and they will be going into schools and setting up a shoe booth, where children write messages for people having mental health concerns and receive education about mental health. Debby shared that Robbinsdale is hosting more ACEs NEAR Science training in late May.
- CMHC to Host Discussions Around Coordination of Children's Mental Health Services
    - Laura requested discussion around possible coordination for May's Mental Health Awareness month. She referred to the MN Dept of Health resource in the meeting packet that Fatima had identified. This document outlines resources that can be posted on social media or physically placed around a school or agency. Laura shared that she feels this resource would be great in raising awareness and beginning to work on coordination across the county. Laura stated that she would like to further discuss how we can form consistency in our messaging around children's mental health resources and what role this collaborative can play in that.

Angela stated she felt that NAMI could be helpful in this and asked Beth if that could work. Beth shared that she can look into it and see how we can collaborate. Laura said she will follow up with Beth but would like to do more work around consistent messaging with other collaborative partners as well. Laura suggested that the collaborative's coordination team could create Hennepin County-specific messages and posts and send them out to partners who could then push those resources out. Beth shared that there are currently some great resources within NAMI that would be great to include in those messages, such as the family peer services and the family warm line. Krista shared that a message a month with resources that agencies and organizations could include in their newsletters could be extremely helpful. Laura shared that the coordination team will contact people and start sending out resources next week.

- ○ Laura shared that we have been approached by a number of family service collaboratives in the county asking if we can help do some coordination around children's mental health direct services. In the upcoming family service collaborative coordinator meeting we will get a better understanding of what the changing needs are and how this collaborative can work to raise awareness of services.

Adjournment
- ● Krista moved to adjourn the meeting and Angela seconded. Meeting adjourned.

Microgrant Opportunity: Parent and Caregiver Groups for Children's Mental Health

2024

Rationale:

It is important to have the input from parent/caregivers who can help drive decisions related to children's mental health services and supports. In particular, we aim to understand the unique needs of parents/ caregivers and young people who identify as Black, Ingenious or people of color because they are underrepresented in the mental health system. We are looking at creating opportunities for BIPOC parent and caregivers to share their thoughts in ways that align with their cultural and linguistic needs.

Funding Objective:

The Children's Mental Health Collaborative of Hennepin County aims to deepen its partnerships with culturally specific community organizations and provide six (6) one-time microgrants of up to $6000 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. 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.

Eligibility Criteria:

1. **Organizational Status**: Must be a culturally specific* non-profit, community-based organization, or agency-sponsored community coalition operating in Hennepin County.

2. **Focus Area**: Groups must focus on supporting racially and ethnically diverse parents and caregivers who identify as Black, Indigenous, or people of color (BIPOC) of children facing mental health challenges.

3. **Experience**: Organizations should have a history of conducting parent or caregiver groups or show a strong capability in being able to do so.

4. **Language and Accessibility**: Provide services that are accessible to non-English speakers or offer translation services.

5. **Engagement with System of Care Initiatives**: Actively encourage parents and caregivers to provide insights and feedback that inform the improvement of the children's mental health system of services.

6. **Partnership Collaboration:** Commit to working closely with the Family Engagement Coordinator to optimize engagement strategies and ensure alignment with broader community and county goals.

* Organizations with leadership, staff, and the community served align with a cultural background.

Funding Details:

- **Amount**: Grants up to $6,000 per community organization.

- **Use of Funds**: Funds can be used for facilitation costs, materials, translation services, and other direct expenses related to the conduct of the groups, including activities that foster engagement with county initiatives. Funds may not be used for food.

Data Tracking Requirements:

- **Race/Ethnicity Demographics**: Collect and report on the race and ethnicity of participants to ensure diverse representation.

- **Languages Spoken**: Document the primary languages spoken by group members and any translation services provided.

- **Zip Code**: Record the zip codes of participants to identify the geographic distribution and community reach.

- **Number of Participants**: Track the number of participants in each session.

- **Duration of Meetings**: Log the duration of each meeting to track engagement and resource allocation.

- **Key Themes**: Identify and report key themes that emerge during the discussions, particularly those that align with or challenge current policies and practices in the system of care.

Reporting:

- **Monthly Reports**: Grantees must submit monthly reports detailing progress, challenges, and preliminary outcomes.

- **Impact Evaluation**: Participate in evaluation activities.

Selection Criteria:

- **Alignment with Goals**: The extent to which the group aligns with the goals of the children's mental health system of care.

- **Community Impact**: Potential impact on the community and the targeted participant group.

- **Innovative Approach**: Cultural affirming creativity and innovation in addressing children's mental health challenges.

- **Sustainability**: Potential for the group to sustain beyond the funding period.

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* Organizations with leadership, staff, and the community served align with a cultural background.

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 416 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 2022-2023 school year. In addition, this summary includes feedback from students and parents about their experience with Diploma On.

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.

Program metrics

Diploma On has received 2,868 total referrals since the 2011-12 school year (Figure 1). In the 2022-23 school year, 403 referrals were received. Referrals have generally continued to increase over time. Most of the referrals were for students who had never been referred to the program in the past (88%).

During the 2022-23 school year, Diploma On staff received confirmation that 102 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 2022-23 school year, and program staff were not notified until the 2022-23 school year. Program staff may also not have been notified regarding all students who earned their GED or diploma.

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1. Number of referrals by school year and students who received their GED/diploma

	# 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
2022-23	403	88%	18	84
Total	**2,868**		**83**	**333**

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 who were referred during any school year. Additionally, these columns present data by student, not by referral. Additionally, some of these students may have earned their GED or diploma prior to the reported school year, and program staff were not notified until the reported school year. Program staff may also not have been notified regarding all students who earned their GED or diploma

As of July 1, 2023, 47% of students were actively enrolled and attending an educational program or enrolled to start a program in fall 2023 (Figure 2). Some students were not enrolled or attending a program (18%). For a little over a quarter of students, Diploma On has reached out but has not yet determined whether they are enrolled in an educational program ("outreach," 29%). Among enrolled students, most are enrolled at a high school (84%).

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 2020-21 school year (N=367)	% of students 2021-22 school year (N=445)	% of students 2022-23 school year (N=391)
Current status			
Enrolled	47%	46%	47%
Not enrolled	31%	20%	18%
Initial contact	16%	N/A	N/A
Outreach	N/A	27%	29%
Closed	<1%	3%	<1%
GED/diploma	4%	4%	5%
Received case management services[a]	N/A	11%	8%
Employment	N/A	5%	3%
Accessing resources	N/A	4%	<1%
Career exploration	N/A	3%	2%
Housing	N/A	1%	<1%
Mental health	N/A	1%	1%
Transportation	N/A	<1%	N/A
Child care support	N/A	<1%	N/A
College exploration	N/A	<1%	<1%
School type among enrolled students	**N/A**	**% of enrolled students 2021-22 school year (N=205)**	**% of enrolled students 2022-23 school year (N=184)**
High school	N/A	85%	84%
GED prep	N/A	11%	10%
Other (i.e., adult basic education coursework that transfers to high school credits, diploma/GED classes, college, English classes required for diploma/GED, home school, military classes)	N/A	4%	6%

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.

[a] These are likely undercounted, as case management services were not tracked for all students, and Diploma On continues to provide case management services to youth counted in one year but not subsequent years. Some students received multiple types of support.

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.

Social workers were the source of about one third of all referrals received by Diploma On in the 2022-23 school year (34%; Figure 3). Some referrals originated from school counselors (20%). Referrals from other types of sources have increased over time (9% to 24%). Referrals most frequently originated from the Osseo Area School District (22%), Robbinsdale Area School District (22%), or Intermediate District 287 (20%).

3. Referral source and district

	% of referrals 2020-21 school year (N=378)	% of referrals 2021-22 school year (N=464)	% of students 2022-23 school year (N=403)
Referral source			
Social worker	54%	56%	34%
School counselor	21%	19%	20%
Principal/Dean	2%	2%	2%
Other (e.g., administrative staff, parent/caregiver)	16%	23%	24%
Missing/unknown	7%	0%	N/A
Referral district			
Osseo Area School District	31%	28%	22%
Robbinsdale Area School District	21%	23%	22%
Intermediate District 287	26%	19%	20%
Brooklyn Center Community Schools	5%	12%	8%
Hopkins Public Schools	5%	4%	5%
Edina Public Schools	1%	3%	6%
Richfield Public Schools	3%	3%	3%
St. Louis Park Public Schools	3%	3%	2%
Other (i.e., Eden Prairie Schools, Mound Westonka, Orono Public Schools, Wayzata Public Schools)	4%	5%	2%

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

Diploma On referrals include information on the student's most recent school. Most frequently, referrals were for students previously enrolled at Park Center Senior High School (14%; Figure 4), and percentages were similar to previous school years. Other schools accumulated 16%. 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 2020-21 school year (N=378)	% of referrals 2021-22 school year (N=464)	% of referrals 2021-22 school year (N=403)
Park Center Senior High School	19%	16%	14%
Highview Alternative Learning Center	11%	8%	11%
West Alternative Learning Center	7%	8%	7%
Armstrong High School	4%	7%	6%
Cooper High School	5%	6%	4%
Brooklyn Center High School	4%	6%	5%
Early College Academy	1%	6%	3%
South Education Center Academy	6%	4%	5%
Hopkins High School	6%	4%	5%
Osseo Area Learning Center	2%	4%	2%
North Education Center Academy	3%	3%	2%
Edina High School	1%	3%	5%
Osseo Senior High School	4%	3%	2%
St. Louis Park High School	3%	3%	2%
Gateway to College	7%	2%	4%
Maple Grove Senior High School	4%	2%	3%
279Online (previously Distance Learning Academy)	3%	2%	<1%
Other[a]	16%	8%	16%

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

[a] Other schools/programs include Ann Bremer Education Center, Bemidji Area Learning, Bozeman High School, Brooklyn Middle School, Burnsville Alternative High School, County Home School, Cristo Rey, Crystal Learning Center, Eden Prairie High School, Eden Prairie Online, Edina Virtual Pathway, Elk River, VirtualEDU, Insight School of Minnesota, Intermediate District 287, Kennedy High School, Metro Longfellow, South Adult Basic Education, Minneapolis Public Schools, Minnesota Internship Center, Minnetonka High School, MN Connections Academy, Mounds View High School, Mound Westonka High School, North View Middle School, NorthWest Passages High School, Orono High School, Orono Middle School, Paladin, PiM Arts School, Palmer Lake Elementary, Pease Academy, Prairie Seeds Academy, PSEO, Richfield College Experience Program [RCEP], Richfield High School, Robbinsdale Virtual Academy, Roosevelt High School, SEC InVEST High School, South View Middle School, Venture Academy, Washburn High School, Wayzata High School, West Education Center, WEC Transition Program and Zenith Accelerated Academy.

The Osseo Area School District was the most frequently reported resident school district for referrals received during the 2022-23 school year (21%), followed by Robbinsdale Area School District (17%; Figure 5). These percentages were similar to previous school years. Other schools accumulated 28%.

5. Resident school district

	% of referrals 2020-21 school year (N=378)	% of referrals 2021-22 school year (N=464)	% of referrals 2022-23 school year (N=403)
Osseo Area School District	31%	27%	21%
Robbinsdale Area School District	19%	21%	17%
Minneapolis Public Schools	10%	9%	<1%
Hopkins Public Schools	8%	8%	11%
Brooklyn Center Community Schools	5%	7%	7%
Richfield Public Schools	4%	5%	4%
St. Louis Park Public Schools	3%	5%	3%
Eden Prairie Schools	5%	4%	4%
Wayzata Public Schools	3%	3%	4%
Bloomington	2%	3%	N/A
Other[a]	9%	9%	28%

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

[a] Includes 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.

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 (22%), followed by unstable housing (7%), transportation issues (6%), and chemical health (3%; Figure 6).

6. Word cloud visualization of educational barriers

Note. Barrier size reflects the number of referrals that identified the barrier as a concern for the referred student.

School staff may have tried alternative interventions before referring students to Diploma On. The most common intervention was suggesting alternative school (21%; Figure 7). Intervention percentages were similar to previous school years.

7. Other interventions used prior to Diploma On

	% of referrals 2020-21 school year (N=378)	% of referrals 2021-22 school year (N=464)	% of referrals 2022-23 school year (N=403)
Suggested alternative school	22%	22%	21%
Suggested online courses	5%	12%	16%
Suggested working with be@school	4%	10%	14%
Met with mental health professional	3%	9%	17%
Suggested flexible/shortened day	3%	8%	15%
Met with chemical health professional	1%	2%	8%
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)	4%	16%	10%

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

Feedback from parents/caregivers and students

At the end of the program, parents/caregivers and students were given the opportunity to provide feedback on the services their family received from Diploma On. For the 2022-23 school year, 13 people filled out the form, three parents/caregivers and 10 students.

How did Diploma On support you in meeting your goal?

Every respondent reported that Diploma On supported their family in meeting their goals.

It was helpful to have a perspective that I didn't have in the midst of darkness, chaos, and struggle. Extremely appreciative of the support for [my student]. [Our] family is overjoyed to be on the other side of what needed to be a miracle to move forward. – Parent/caregiver

You guys are really helpful, something every parent appreciates. I am really grateful for everything you do. – Parent/caregiver

Yes, [we received] lots of support. [Our] family [is] proud of him. – Parent/caregiver

Prior to Diploma On, I had no one to talk to on the school stuff. But once I connected to Diploma On, I started to get motivated to finish. Diploma On helped push me forward, and helped me accomplish goals. – Student

[Diploma On] was a big support… [I'm]very grateful for [Diploma On]. – Student

What could Diploma On staff have done differently to support you?

Commented [MS1]: DO team: from reading the responses, it sounds like staff may have completed the form on behalf of some of the students – is that correct?

Parents/caregivers and students identified assistance with college and financial aid, other types of career support or training (e.g., carpentry training, obtaining a commercial driver's license), and that the student's sibling may benefit from Diploma On services. Several respondents shared that there was nothing Diploma On staff could have done differently to better support them.

[My student's] brother will continue to need support. – Parent/caregiver

College support and financial aid. – Student

CDL [commercial driver's license] support now that [I'm] graduated. – Student

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 (19%) and 18 (30%; Figure 8). Most referrals were for students in 12th grade (33%) or 11th grade (23%), a similar trend to previous years.

8.   Age and grade

	% of referrals 2020-21 school year (N=378)	% of referrals 2021-22 school year (N=464)	% of referrals 2022-23 school year (N=403)
Age at time of referral			
14 or younger	1%	4%	2%
15	3%	8%	5%
16	11%	15%	14%
17	18%	23%	19%
18	21%	29%	30%
19	26%	12%	17%
20	11%	7%	6%
21	5%	3%	3%
22	1%	<1%	1%
Missing/unknown	2%	<1%	2%
Grade in school			
7	<1%	<1%	<1%
8	1%	0%	<1%
9	7%	7%	7%
10	17%	13%	14%
11	20%	20%	23%
12	28%	34%	33%

	% of referrals 2020-21 school year (N=378)	% of referrals 2021-22 school year (N=464)	% of referrals 2022-23 school year (N=403)
12 + (behind on credits needed to graduate)	27%	23%	21%
GED or Transitional	1%	2%	1%

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

Nearly half of referrals were for students who identified as Black or African American (45%), and 20% were for students who identified as White (Figure 9). In addition, 14% of referrals were for students who identified as Hispanic or Latino, a decrease since the 2021-22 school year (10%). Note that this information is typically collected by staff, rather than self-reported by students.

9.   Race and ethnicity

	% of referrals 2020-21 school year (N=378)	% of referrals 2021-22 school year (N=464)	% of referrals 2022-23 school year (N=403)
Race and ethnicity			
Black or African American (includes African and Somali identities)	49%	48%	45%
White	27%	27%	20%
Hispanic/Latino	22%	24%	14%
American Indian or Alaska Native	8%	3%	2%
Asian (includes Hmong identities)	7%	8%	6%
Native Hawaiian or other Pacific Islander	1%	1%	<1%
Other (e.g., multiracial with races/ethnicities unidentified)	1%	2%	10%
Missing/unknown	3%	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%.

Almost half of referrals were for students living in their parental home (47%), though this information is missing for 42% of referrals (Figure 10). Referrals most frequently reported students' families speak English at home (58%), followed by Spanish (12%). Fewer referrals indicated English in recent years compared to the 2021-22 school year (61%), but 24% 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.

10.   Living situation and languages spoken at home

	% of referrals 2020-21 school year (N=378)	% of referrals 2021-22 school year (N=464)	% of referrals 2022-23 school year (N=403)
Current living situation			
Parental home (biological or adoptive)	52%	59%	47%
Relative/extended family home, including living with siblings	4%	6%	5%
Independent living/living with friends/ significant other	3%	5%	3%
Emergency shelter or homeless with or without parent	2%	3%	<1%
Other (e.g., on run, group home, foster home)	1%	2%	9%
Missing/unknown	38%	26%	42%
Main language spoken at home			
English	63%	61%	58%
Spanish	15%	15%	12%
Somali	3%	<1%	3%
Hmong	2%	2%	1%
Other (e.g., Arabic, Creolized English, Oromo, Yoruba, Tamil, Filipino, Mandingo, Vietnamese)	4%	3%	1%
Missing/unknown	14%	19%	24%

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

School Year 2024-25 LCTS Proposed Budget

Requested LCTS Allocation: $ 182,000.00

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 $182,000 out of the fund balance available of $182,782 to District 287 LCTS funds for school year 2024-2025 (July 1, 2024 – June 30, 2025).

The funds will be used to pay a portion of the cost for 1.8 FTE case coordinators for the continuation of the Diploma On program. The district will assume costs this year for additional staffing costs, staff training, supplies, and mileage/travel expenses.

Staffing and related costs: $182,000 toward the overall staffing costs of the program listed below

1. A portion of the salary cost for 1.8 FTE Diploma On Case Coordinators: Diploma On Drop Out Recovery: $194,835.78
    a. Calculated at an estimated $111,135.24 for full time staff, $74,700.54 for .8 staff with 4.5% increase to both for salary/benefits
    b. Total salary cost is estimated at $194,835.78. Request for LCTS funds is 182,000 with a remaining balance of 12,835.78 to be covered by other ISD 287 funding sources

Governance Committee Meeting Minutes
May 15, 2024

In Attendance: Pat Dale, Aric Jensen, Monica Long, Brenna MacDonald, Rachel Harris, Debby Wells, Krista Phillips, Mark Sander, Maghan Hickey, Cindy Slowiak, Brandon Jones, Dr. Jenna Mitchler, Amy Hanson, Hayley Tompkins, Yangyua Moua
Staff: Laura LaCroix-Dalluhn, Cati Gómez, Fatima Muhammad, Cheryl Holm-Hansen, Hayley Tompkins, and Stella LaCroix-Dalluhn

Approval of Meeting Minutes & Agenda
- Monica Long moved to approve the April minutes and Brandon Jones seconded. Minutes approved.
- Krista Phillips moved to approve the May agenda with the amendment of moving the collaborative discussion items to come before the collaborative business items and the removal of the DHS approval item, and Aric Jensen seconded. Motion approved.

Collaborative Discussion Items
- Pat Dale shared that there was a meaningful conversation in the Executive Committee about starting an intentional culture shift within the collaborative so we can be more inclusive, collaborative, and culturally responsive. Pat explained that the role of the Executive Committee is to plan for the Governance Committee and make decisions around prioritization and that some concerns about transparency and the level of collaboration between the Executive and Governance Committee have been brought up. Pat highlighted that the Executive Committee discussed expanding our current orientation, making it open to all members of the collaborative, and making it more comprehensive so that everyone could gain a better understanding of the roles of the collaborative.
- Laura LaCroix-Dalluhn clarified that we did offer an orientation this year for new members and asked if Amy Hanson would be willing to speak on how that orientation went since she attended it. Amy Hanson shared that she felt it was very informative and comprehensive, and added that it was helpful to have a clear idea of the mission, funding, and roles. Pat shared that we are looking at having another orientation in the fall, and asked if we should host another orientation or send the materials so people could review on their own. Fatima Muhammad shared that she feels we should do both, and record the session so that individuals who cannot fit it into their schedule can still receive the information.
- Pat transitioned into a different part of the Executive Committee conversation, the need for a culture shift that further supports, youth, family, and BIPOC voices. We have received feedback that we spend a lot of time in meetings on tactical and operational functions and do not foster a space to have meaningful discussions that allow positive progress. Robert's rules of order and the formality of our meetings have been particularly pointed out as inaccessible. Dr. Jenna Mitchler added that she feels we could do more to

refocus our work on what the communities we serve need and utilize a more humanistic design process. Cindy Slowiak added that we have dedicated energy and effort into connecting with parents involved in the children's mental health system, but when we get to these meetings, it's unclear how those voices are driving what we do. Cindy shared that she feels we need to change the way we operate so we can incorporate those voices by prioritizing discussion. Cindy also shared that she feels a lot of discussion and decision-making happens behind the scenes which may lead to some feeling out of the loop. Rachel Harris shared she would like to see more small victories being celebrated going forward, and she feels a report from the field feature in the meetings would allow us to hear from families, youth, and partners. Fatima Muhammad shared that she feels we are at the point when taking action is necessary, and that it's important that in every step of this work, we focus on who we are serving. Fatima shared that one thing she has seen elsewhere that she likes is having the mission posted at the top of the agenda so there is always a reminder to keep the mission in mind.

- Pat shared that part of this discussion has been how we best engage and utilize providers within this collaboration. Aric Jensen shared that he feels his role in these meetings is often just listening and seconding action items and that he feels these meetings could be more collaborative. Amy shared that she feels it's important to make meetings more enticing so that more people show up and to provide regular updates on previous conversation points or decisions so that people remain engaged. Rachel asked how we define success for the collaborative. Cindy shared that she feels we could benefit from refocusing on and centering our mission and purpose. Rachel asked if it's realistic that parent and family feedback would get to the people in charge the way things are now. Cindy suggested we could act as a liaison between parents, families, and system of care leaders.

- Laura added that she feels an important aspect of this conversation is how do we bring the work we do in the collaborative back to people's organizations and how we take into account the work that members of the collaborative are doing within their organizations to the collaborative.

- Hayley Tompkins shared that one of the important things for her is making sure PCLG parents have a voice, and we need to create a space where that voice is valued and can illicit or aid in helpful changes. Hayley added that the parents have the expertise and are knowledgeable in what it's like to navigate the children's mental health world as a parent, so she would like to see a culture where parents have the power to use their knowledge. Cindy shared that she agrees, we need to center our work on parent voice, and she feels we may not know how to do that. Cindy added that part of this discussion should focus on what we need to accomplish in order to be able to center parent voices, and we may benefit from some expertise on how to make these changes. Pat thanked Cindy for sharing this and shared that the Executive Committee identified a few experts who may be willing to come and help us with this culture shift.

- Laura highlighted that we are reducing the number of official Governance meetings and instead holding Community Partner Meetings, which will start in June. Laura asked that anyone who has discussion items for the June community partner meeting share them with her.

Collaborative Business
- District 287 LCTS Report and Request
  - Brenna MacDonald shared about the Diploma On program and their LCTS funds. Diploma On involves education navigators and case coordinators who reconnect students who have lost their connection to the education system. Brenna shared the budget proposal for the next year and added that the LCTS earnings were less than in past years.
  - Pat asked how the program has changed over time, Brenna shared that the work has become more systemic, intentional, and expansive over the years. Brenna added that there has also been more work done with community partners to allow students access to even more resources.
  - Cindy moved to approve District 287's Diploma On funding, and Monica Long seconded. Motion approved.
- Microgrants/Mini-grants for community engagement with organizations led by, or serving, Black, Indigenous and people of color
  - Laura shared that we are looking at creating opportunities for BIPOC parents and caregivers to share their thoughts in ways that align with their cultural and linguistic needs. Through our community engagement work that Fatima has led, we are looking to deepen partnerships with culturally specific community organizations and provide five one-time microgrants for up to $6000 to facilitate parent and caregiver groups that focus on addressing children's mental health. Grantees would have the opportunity to renew a second year. Cindy clarified that the funding for this comes from the SAMSHA grant. Fatima asked that if anyone is aware of a culturally specific family-serving organization that may be interested in this please let her know.
  - Cindy moved to approve the microgrant project budget, and Monica seconded. Motion approved.
- Community Empowerment for Black Men Healing Conference: Black Family
  - Laura shared that the 16th annual Community Empowerment for Black Men is being held soon and we are providing up to 10 slots for our collaborative partners. Laura asked that anyone interested in attending let her know and the executive team will decide who attends if there are a greater number than 10 who would like to attend. If there are additional spots left over, we would like to turn those slots over to the organizers and make them available for others.

Adjournment
- Krista moved to adjourn and Cindy seconded. Meeting adjourned.