

# Connecting Families to their Unique Villages

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\*Help Me Connect is an Interagency  
Collaboration between the Minnesota  
Departments of Health, Education, and  
Human Services along with the Governor's  
Minnesota Children's Cabinet



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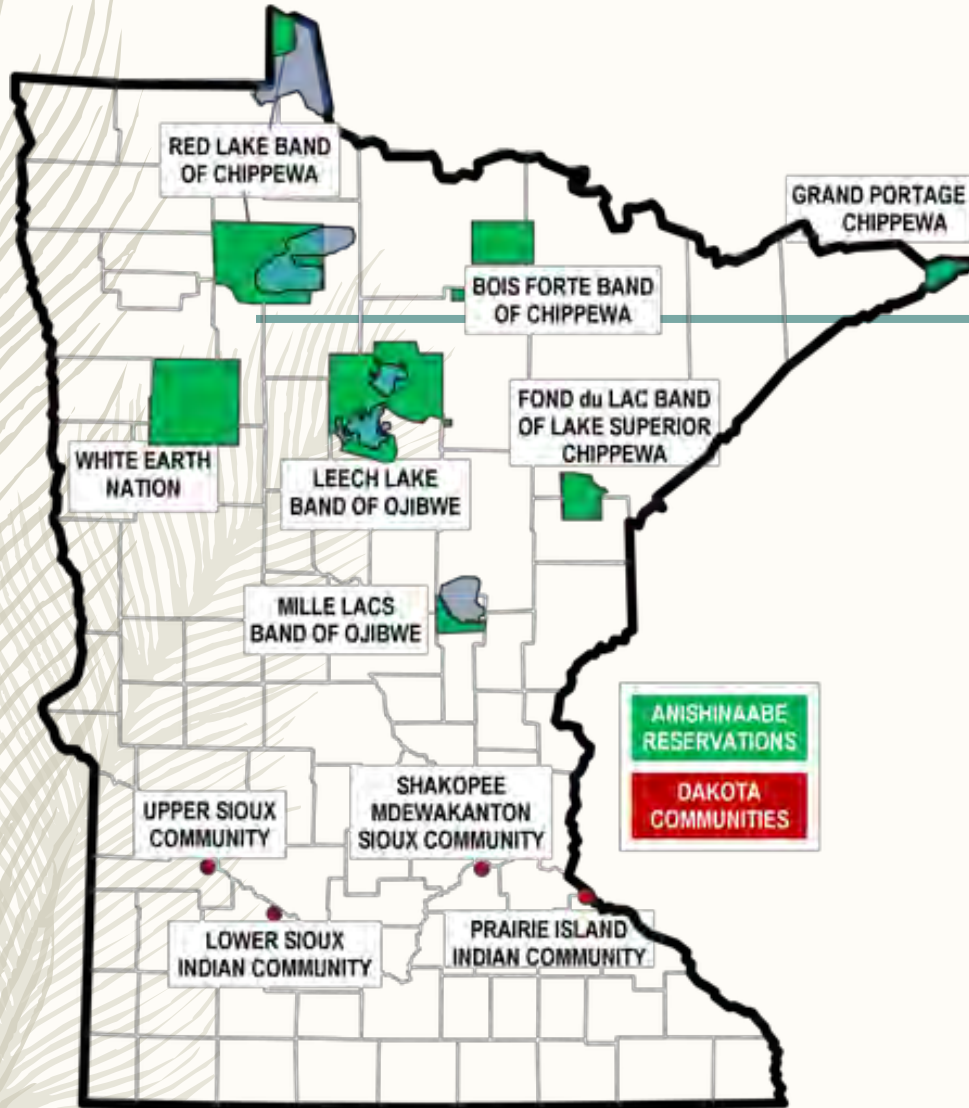
# Bdote

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About 7 miles away from the MN State Capital, the Minnesota River joins the Mississippi River at a place called Bdote.

In Dakota, one translation of “bdote” is “where two waters come together,” and the bdote where the Mississippi and Minnesota Rivers concur is an especially sacred site — the center of the world to the Dakota.

# Tribal Nations MN



Minnesota is home to 11 tribal nations and 12 tribal governments. Each Tribe is a separate Sovereign Nation — unique unto itself and distinct from all other federally recognized Tribes. Each Tribe has an independent relationship with the United States and the State of Minnesota.

There are four Dakota/Dakhota communities in the southern portion of the state and seven Anishinabe communities in the north.

# Tribal Relations

## Why Treaties Matter (1)

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# Tribal Relations

## Why Treaties Matter (2)

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- The State of Minnesota and the eleven tribes located in Minnesota are a government-to-government relationship formed through treaty.
- We should all should learn and begin to understand the treaties that shaped MN.
- We are lucky in Minnesota because of [Why Treaties Matter](http://treatiesmatter.org/): <http://treatiesmatter.org/>
- [Why Treaties Matter](#) presented by National Public Radio (November 22, 2017)



# Land Acknowledgement

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*So I invite you to consider the land on which you live, the treaties that formed MN and the confluence of histories that bring us to today— through reflection and conversation with your own community.*

# Resources for Land Acknowledgement

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- [Are you planning to do a Land Acknowledgement?](https://americanindiansinchildrensliterature.blogspot.com/2019/03/are-you-planning-to-do-land.html)  
https://americanindiansinchildrensliterature.blogspot.com/2019/03/are-you-planning-to-do-land.html
- [INDIGENOUS LAND ACKNOWLEDGMENT](https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/)  
HTTPS://NATIVEGOV.ORG/A-GUIDE-TO-INDIGENOUS-LAND-ACKNOWLEDGMENT/
- [HONOR NATIVE LAND: A GUIDE AND CALL TO ACKNOWLEDGMENT](https://usdac.us/nativeland)  
https://usdac.us/nativeland
- WE ALL LIVE ON LAND THAT IS ANCESTRAL HOMELANDS OF INDIGENOUS PEOPLE.  
[NATIVE LAND MAPS](https://native-land.ca/): HTTPS://NATIVE-LAND.CA/

# Virtual Agreements



Use Chat for questions and to share resources



Menti polls: Use your smart phone to scan the QR code or click the link in the chat box and enter passcode



Word clouds, interactive activities; Hyperlinks in pdf



*Come as you are! Do what you need to be comfortable today!*

## Check-In:

How do you support families in Minnesota – what is your “role”?

Are you in Urban, Suburban,  
or Greater Minnesota?

GROUP RESULTS

# Guiding Principles Preschool Development Grant

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Ten Minnesota  
Commitments to  
Equity\*

\*adapted from Minnesota Department  
of Education(MDE), Lead Agency for  
Parts C and 619 in Minnesota

- 1. Prioritize equity.**
- 2. Start from within.**
- 3. Measure what matters.**
- 4. Go local.**
- 5. Follow the money.**
- 6. Start early.**
- 7. Monitor implementation of standards.**
- 8. Value people.**
- 9. Improve conditions to meet unique families' needs and cultures.**
- 10. Give families options.**

What does “Village”  
mean to you?

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GROUP RESULTS

# What is a village?

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"We need a  
one-stop shop,  
not a one-more-  
stop-shop."

- PDG Family  
Engagement  
Participant

“It takes a village to raise a child.”

- ~ Believed to originate with the Igbo and Yoruba people of Nigeria
- An entire community of people must interact with children to experience and grow in a safe and healthy environment
- Integral Community and cultural engagement: MN Indigenous Communities living on and off Tribal Nation lands
- Continue to reflect on the villages supporting our families and learn from them: Family-led not provider-led...Families know their children’s and families’ needs best!
- A one-size-fits all model will not work for families...



# What does the data tell us about equity in Minnesota?

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- **Minnesota has some of the worst gaps in well-being for BIPOC children in the nation**
- Latinos of Minnesota have the lowest graduation rate among the country
- Compared to white children, American Indian children in Minnesota are 18 times more likely to be placed in out-of-home care ([Minnesota's Out-Of-Home Care and Permanency Report, 2016](#))
- The American Indian child poverty rate in 2016 was 36 percent compared to 14 percent of all Minnesota children living in poverty ([2017 Minnesota statewide health assessment](#))

***"We all do better when we all do better"***  
***– Paul Wellstone, MN Senator***

# Infant Mortality Rate

## INFANT MORTALITY RATE PER 1,000 BIRTHS IN MINNESOTA BY RACE/ETHNICITY 2009-2013



SOURCE: MINNESOTA DEPARTMENT OF HEALTH,  
MINNESOTA CENTER FOR HEALTH STATISTICS

MINN  
5.1

IF WHITE BABIES IN MINNESOTA DIED AT THE SAME RATE AS AMERICAN INDIAN BABIES,  
**2,134** MORE WHITE BABIES WOULD HAVE DIED BETWEEN 2012 AND 2016.



# School Readiness

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- Minnesota is becoming more diverse, especially our children.
- Most Minnesota children under age six are not served by public early education programs. In 2013, Early Head Start and Head Start had enough slots to enroll about 19 percent of children under age six in poverty, and the School Readiness Program served approximately 13 percent of the three, four, and pre-k five-year olds in the state.
- More children under age six are receiving Early Intervention and Early Childhood Special Education services, but many more would likely benefit from these programs.

[The School Readiness Report Card \(March 2011\)](#)

by Richard Chase, Andi Egbert, and Jennifer Valorose from Wilder Research

## Percentage of MN Third Graders Proficient in Reading\*

Race	Percentage
American Indian	37 %
Asian	52 %
Black	34 %
Hispanic	35 %
White	67%

\*Minnesota Department of Education 2016 Data

## Third Grade Reading Proficiency

Children who are not reading proficiently in third grade are more likely to have difficulty reading in later grades, limiting academic achievement.

# Graduation Rates

Minnesota's high school graduation rate has steadily marched upward, improving to 84 percent in 2018, and rates have improved across all races and ethnicities. But in a national comparison of graduation rates, Minnesota ranks in the bottom half of states.

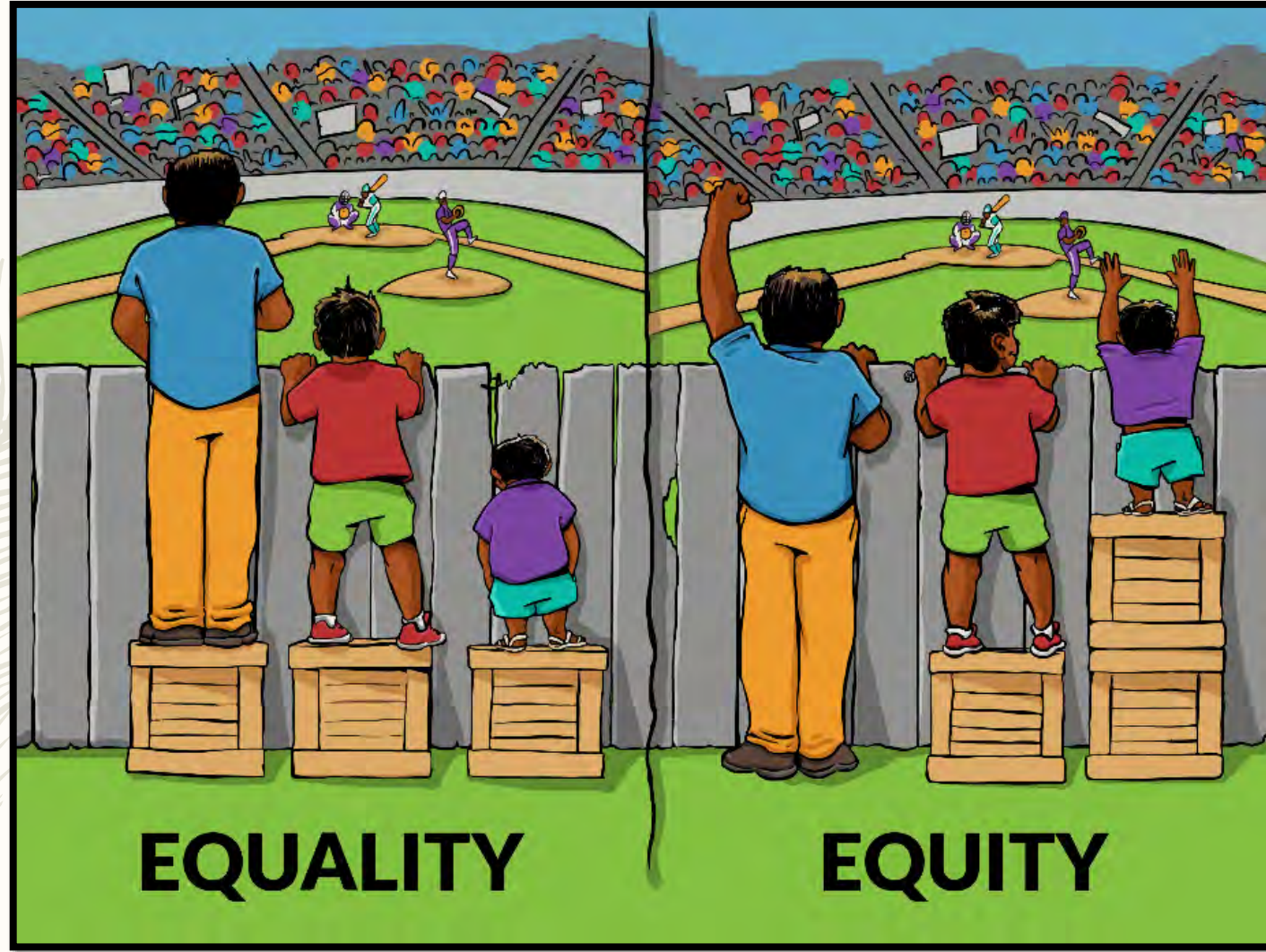
By racial and ethnic group, Minnesota ranks:

- 47th for American Indian students who graduate on time
- 42nd for Asian students
- 50th for Black students
- 50th for Hispanic students
- 45th for students of two or more races
- 29th for non-Hispanic white students

**MINNESOTA COMPASS** | [mncompass.org](http://mncompass.org)

Measuring progress. Inspiring action.











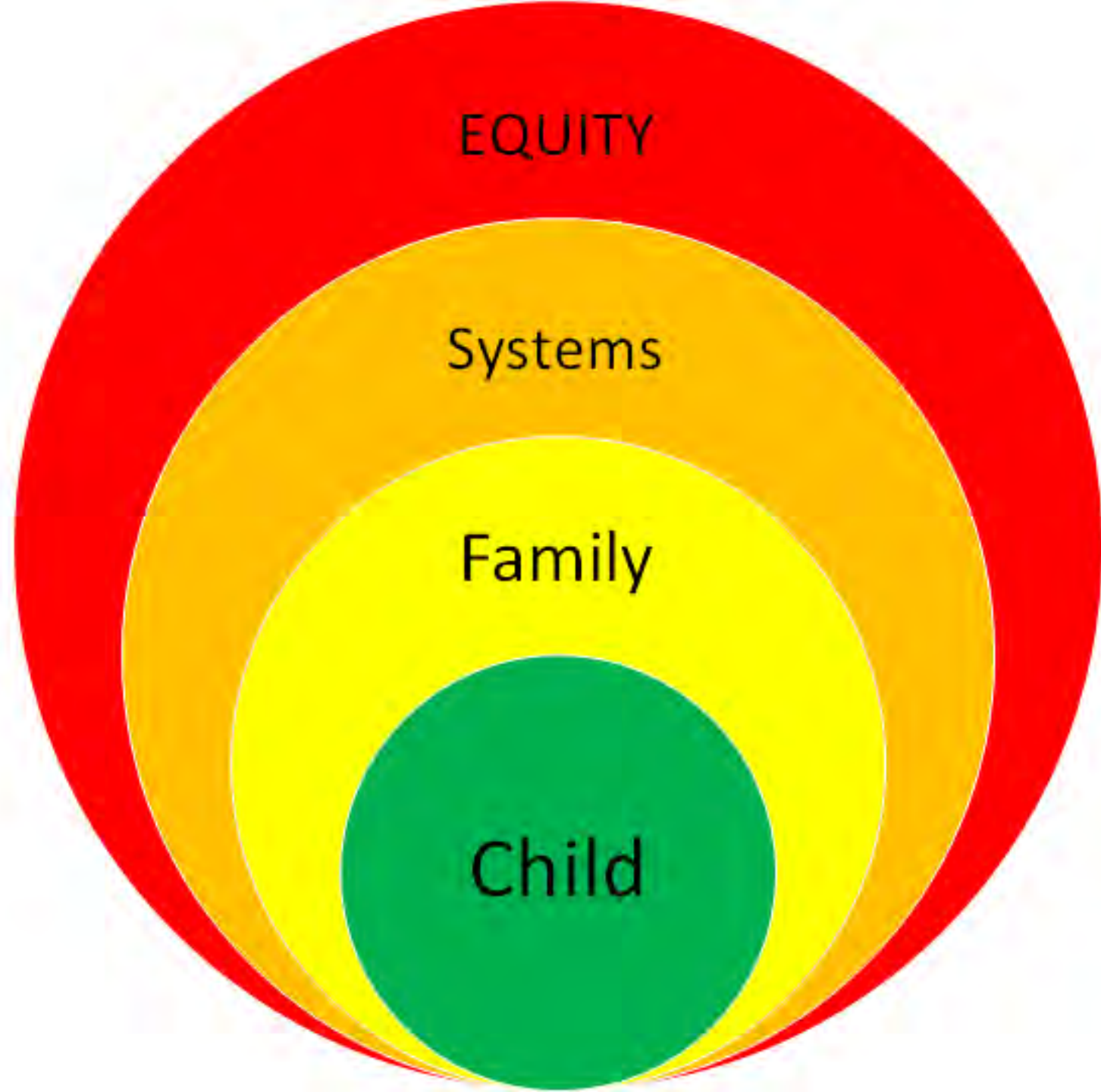
Don't just tell a  
different version  
of the same  
story...

**CHANGE.  
THE.  
STORY!**



Start at the  
Beginning...





EQUITY

Systems

Family

Child

# Help Me Connect: Mission



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Help Me Connect builds pathways to make it easier for Minnesota families to navigate our complex systems and connect with the resources they need to be healthy and safe.

\*Help Me Connect is statewide in Minnesota and driven by families self-identified needs within their local communities.\*

# Help Me Grow MN *(Parts C & B/619)*

## https://helpmegrowmn.org



[SKIP NAVIGATION](#) | [FOR PROFESSIONALS](#) | [ESPAÑOL](#) | [SOMALI](#) | [HMOOB](#)

Search



[Developmental  
Milestones](#)

[Get Help  
for a Child](#)

[Helpful  
Resources](#)

[About  
Help Me Grow](#)

[Refer a Child](#)

### *Help Me Grow Minnesota*

What do you need to know to help a young child develop, learn and grow?

Choose a topic below.

#### *Developmental Milestones*

Learn more about how a child develops from birth to five.

#### *Encouraging Healthy Development*

Find ideas on how to support a child's development, healthy learning and growth.

#### *Get Help For A Child*

Learn what to do if you have concerns about a child's development.

#### *Articles*

Explore in-depth information on birth to five child development and growth and early intervention.

# What's in a Name?

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## **Help Me Grow Minnesota (HMG) =**

Statewide “referral” system for Early Childhood Special Education (ECSE)  
Individuals with Disabilities Education Act (IDEA)  
Part C (ages 0 to 3) and Part 619 (ages 3 to Kindergarten age)



**“Expanded Help Me Grow”**



**Help Me Connect**

**Help Me Connect**   **Help Me Grow (ECSE)**





# Help Me Connect: A Brief History (1) and the [National Help Me Grow Model](#)

2012-13

- Statewide summit explored the [National Help Me Grow model](#) with early childhood partners including state staff, tribal liaisons, and health care and education providers

2014 -15

- Statewide workgroups provided recommendations on core components: centralized access, healthcare provider and community outreach, data
- Tribal summits provided recommendations specific to tribal and American Indian communities

2016 -17

- Unsuccessful attempts at legislative and federal grant funding
- State agencies regrouped and moved forward with existing funding sources
- Work plan and next steps created by Help Me Connect implementation team



# Help Me Connect: A Brief History (2)

2018 -19

- Partnered with Minnesota Board on Aging and [www.minnesotahelp.info](http://www.minnesotahelp.info)
- Developed Help Me Connect navigator test site and conducted community focus groups
- Completed two rounds of community provider testing

2020

- Community provider recommendations compiled and prioritized
- Marketing and community trainings provided
- Navigator finalized and launched statewide

2021 -22


- Develop and test online referral form with Preschool Development Grant community-based hubs
- Implement access to developmental and social-emotional electronic screening portal
- Market referral form and provide trainings to users and programs receiving referrals
- Launch referral form statewide



# Help Me Connect: Partners and Interagency Collaboration

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- Minnesota Departments of Education, Health, and Human Services
- Governor’s Minnesota Children’s Cabinet
- Tribal Partners: State agency Tribal Liaisons, MNTRECC, Tribal Health Directors, Minnesota Council on Indian Affairs, Family Home Visiting staff, Community outreach
- Additional Partners:
  - \*Creation in Common (community engagement consultant)
  - \*MN Board on Aging – Senior Linkage Line: [Minnesota Help](https://www.minnesotahelp.info/) (https://www.minnesotahelp.info/)
  - \*Metro Area Agency on Aging
  - \*Revation > MN.IT (the techy people!)
- [Preschool Development Grant](#) leadership and staff



# Provider Engagement and Testing (1)

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**Creation in Common: *community engagement consultant***

***Winter 2018/2019***

- In-person focus groups – reactions to mock-ups
  - 90 individuals; four unique geographic areas (metro, tribal, migrant, border)
  - 45% work with refugee or immigrant families and 35% coordinates with Tribal Nations
  - Positive Reactions to the Navigator and Referral Form Mockups
  - Many recommendations related to a wide variety of issues – photos, cultural considerations, literacy, integration with other early childhood systems



# Provider Engagement and Testing (2)

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**Creation in Common: *community engagement consultant***

***Winter 2019/2020***

- In-person and virtual interviews and online survey – guided and unguided usability testing of navigator
- 32 individual interviews and 726 completed surveys!
- 73% Liked the site Better/Much Better than similar sites
- “Favorites List” was a favorite feature



**65%  
response  
rate!**



# Provider Engagement and Testing (3)

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- *User Impressions:*  
What are the common expectations and experiences that providers have when using the site?
- *Website Navigation and Functionality:*  
Is the site design user friendly and intuitive enough for ease of use?
- *Website Content:*  
Does the site have the necessary resources and are those resources adequately accessible?
- *User Variation:*  
How do differences among providers using the site affect their perceived usefulness of the website?

# Provider Engagement and Testing (4)

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- 75% of survey respondents searched in these categories:
  - Medical Resources
  - Basic Needs
  - School-Based Services
- Location-specific searching was confusing
- Tutorial, Guidance, Ongoing Communication





The functionality of the website is viewed as very ethnocentric

Change the word "referral form" to "Resource Connector"

Google Translate

Don't forget about fathers and others caring for children (grandparents)

**100% of searches for culturally specific resources failed**

Many culturally specific resources in the database, but not accessible via search bar, menu options, or filters

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**Equity lessons learned during community testing**



# Help Me Connect: Tribal Communities Participation (1)

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## Supporting Tribal Communities

- Tribal partners recommended separate section for tribal services.
- Tribal nations are sovereign and self-governing, with distinct assets and needs.
- Tribal members have access to unique services.
- Tribal organizations offer culturally relevant services for families.



# Help Me Connect: Tribal Communities Participation (2)

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- Initial Exploration: State agency Tribal Liaisons, Tribal Health Directors
- 2 Tribal Summits:
  - Early childhood professionals and advocates from all 11 tribal nations were invited to the meeting, and state leads and guests from the Help Me Grow National Office shared about the HMG model
  - Sharing of information, small group discussions, recommendations gathered
- Recommendations brought to the Help Me Connect Leadership Team: multidisciplinary group of state and non-state partners, which included representation from the MN Indian Affairs Council and MNTRECC
- **NEED one person on the Help Me Connect State Implementation Team = main contact with Tribal partners**

A decorative graphic of a feather, rendered in a light beige color, is positioned on the left side of the slide. It has a central rachis with numerous barbs extending outwards, creating a fan-like shape.

# Help Me Connect: Tribal Communities Participation (3)

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- Began development of online navigator, including a separate icon and section (“tile”) specific to tribal services
- Tribal communities specifically included in all in-person focus groups and interviews for feedback on the navigator
- The MNTRECC group at the initial building stage, and offered to help design and populate the tribal section on the online navigator
- Continued need and desire for direct involvement and development with Tribal Nations, American Indian families and communities, other partners at state and local levels
- Partnerships with National HMG Affiliate states collaborating with Tribal Nations and Indigenous Communities

# Help Me Connect: Tribal and American Indian Families

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“Resources and supports for American Indian children and families”



## Tribal and Other Services for American Indian Families

Services for American Indians  
with growing families



## Tribal and American Indian Families

“Resources and supports for  
American Indian children  
and families”



# Resource Connector

## Help Me Connect: Indigenous Community Input with Statewide Indian Education Staff

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- *Showing up, Following through*
- *Image Feedback:*
  - Minnesota image
  - Modern family
- *Icon feedback:*
  - Dakota colors – order, saturation
  - Decolonization
- *Ongoing Community feedback:*
  - Important to communities
  - Honoring everyone's input
  - Immediate and ongoing ability
- *Titles and Language:*
  - Honoring self-identification
  - Supporting all Indigenous peoples
  - Honoring living on and off Tribal Nation lands
- *Important Indigenous ceremonies and teachings:*
  - 7 Grandfather Teachings
  - Watermark: local artist
  - Cultural and Community Resources
    - Dakota Language, Ojibwe Language
  - Support to families + teaching providers

# *Tribal and Other Services for American Indian Families*

## **Indian Health Services and Tribal Clinics**

Inpatient and outpatient healthcare facilities

## **Tribal Schools**

Local school programming

## **Tribal Head Start**

Programming for children age 3 through 5 years of age.

## **Tribal Behavioral Health Services**

Clinics and other behavioral health settings

## **Tribal Family Home Visiting**

Family home visiting is a voluntary, home-based service ideally years of a child's life. Programs listed here are provided by tribal American Indian families.

## **Tribal and American Indian Families**

Resources and supports for Indigenous children and families living on and off Tribal Nation lands

## **Indigenous Health Services and Tribal Clinics**

Inpatient and outpatient healthcare facilities

## **Tribal and Indigenous Schools and Programs**

Local school programming serving Indigenous children and families living on and off Tribal Nation lands. Services may also be available through [local school districts and charter schools](#).

## **Tribal and Indigenous Early Head Start/Head Start**

Services and programming that support child development, parenting skills, transition to public school kindergarten, and self-sufficiency for low-income Indigenous children ages birth through 5, pregnant women, and families living on and off Tribal Nation lands.

## **Tribal and Indigenous Behavioral Health Services**

Clinics and other behavioral health settings that support Indigenous families living on and off Tribal Nation lands.

## **Tribal and Indigenous Family Home Visiting**

Voluntary, home-based services ideally delivered prenatally through the early years of a child's life. Family Home Visiting provides social, emotional, health-related, and parenting support and information to families. It also links families to appropriate resources including maternal health. Programs listed here are provided by Tribal Nations or are specifically-focused supports for Indigenous children and family members living on and off Tribal Nation lands.



Find resources near you

1500 State Hwy 36 Roseville, MN

**FILTERS**

Search Within the Results

- Medical Services
- Medical Specialties
- Payment
- Specialization



Minnesota Tribal Resources for Early Childhood Care (MNTRECC)

# Indigenous Health Services and Tribal Clinics —36 Results

Inpatient and outpatient healthcare facilities

Clear Map Print Save to My Favorites

**Shakopee Mdewakanton Sioux Community**

Clinic  
 2330 Sioux Trl NW, Prior Lake, MN, 55372-9077  
 24 Miles  
 (952) 496-6150  
<https://shakopeedakota.org/government/smsc-departments>

**Mille Lacs Band of Ojibwe**

Clinic  
 District III Community Center and Aazhoomog Clinic  
 45741 Grace Lake Rd, Sandstone, MN, 55072-3203  
 80 Miles  
 (320) 384-0149  
<https://millelacsband.com/services/healthcare>  
 (218) 879-1227  
<http://www.fdlrez.com/humanservices/dentalmain.htm>

**Indian Health Service - Great Plains Area**

# Help Me Connect: Phase One (January 2020-current)

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- Implement recommendations from Creation in Common/community outreach, build out the site, add recommendation services and programs to database
- ADA Accessibility testing and adjustments
- Preschool Development Renewal Grant - Hire Help Me Connect Coordinator (MDH), other related positions through PDG, including the PDG Tribal Consultant
- COVID-19 adjustments!
  - Added a new category for Peacetime Emergency Services
- Develop marketing and trainings for Navigator, including brief video tutorials





# Help Me Connect: Wrapping up Phase One (Fall 2020)

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- Lots of testing, including ADA accessibility
- Inclusion/exclusion document
- Technical vendor and oversight transition
- Provide training
- Early Fall 2020 Release: Navigator with search ability and “Favorites” list
  - Phased release to groups of providers to allow for additional testing during technical transition



Who are your  
Valued Partners?

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GROUP RESULTS



# Help Me Connect: Phase Two (Fall 2020 and beyond) (1)

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- Develop Resource Connector (referral form) and follow-up system
  - Review pre-built resource connection and care coordination systems
- Test Resource Connector form with PDG Implementation Hubs – solidify both ends of the connection
- Implement electronic developmental and social-emotional screening access (ASQ-Online Enterprise and Family Access)
- Continue to build out the navigator and available connections
  - Automatic feedback built into the system
  - Continued community outreach
  - Continued Tribal support and feedback



# Help Me Connect: Phase Two (Fall 2020 and beyond) (2)

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- Develop marketing and trainings for Resource Connector
  - Training for resource connection sources (i.e. ECSE staff, health care professionals)
  - Outreach to resources on Navigator
- Release Resource Connector statewide: late winter 2021
- Ongoing data collection, community engagement, build-out of the site
- Sustainability and Accessibility



# Preschool Development Grant 2020-2022 Strategic Plan Summary



**"There are so many hoops. You have to tell them about your entire life before you can access just a little bit of help. I only go for help when I really, really need it."**

Parents, Minneapolis

**"Look at employment strategies holistically, taking mental health, addiction, and living situations into account and providing assistance where needed."**

Providers, Duluth

**"Create the system to work for individuals, families, and communities; not making the individuals, families, and communities bend to the system."**

Participant from Leech Lake Tribal Nation

**"Trauma informed care is missing. [We] need more people trained in trauma informed care."**

Community Needs Assessment Respondent

**"Again, it comes to trust – there is not trust for communities of color and indigenous communities."**

Public Meeting, New Hope

**"Strengthen relationships between Somali community and school with lessons from the Somali community who speaks the language and can be a strong language and cultural translator."**

Somali Parents, St. Paul

**"I hear so many people who connect with a job, but the hours do not work for their child care, their vehicle is not reliable, they do not have the right clothes."**

Providers, Otter Tail County



**"A lot of these intersect, and you can't have one without the other."**

Child Care Providers, Minneapolis



# Intersecting Preschool Development Grant projects

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- Eight to ten **Community Hubs grantees** will implement and test Help Me Connect with pregnant and parenting families using relationship based and culturally appropriate practices. (similar to a HMG Regional Hub)
- Twenty-three **Community Solutions for Healthy Child Development grantees** will implement a variety of initiatives designed to improve child development outcomes related to the well-being of children of color and American Indian children from prenatal to grade 3 and their families. (50% PDG funded)
- Various projects to explore technology supports to coordinate eligibility and services between MN Departments of Education, Health and Human Services administered programs:
  - Eligibility grid
  - Joint Powers Agreement
  - Universal application form for families



Ten Minnesota  
Commitments to  
Equity\*

- 1. Prioritize equity.**
- 2. Start from within.**
- 3. Measure what matters.**
- 4. Go local.**
- 5. Follow the money.**
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- 7. Monitor implementation of standards.**
- 8. Value people.**
- 9. Improve conditions to meet unique families' needs and cultures.**
- 10. Give families options.**

\*adapted from Minnesota Department of Education(MDE), Lead Agency for Parts C and 619 in Minnesota

What is  
One Commitment  
you want to make today?

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[HelpMeConnect@state.mn.us](mailto:HelpMeConnect@state.mn.us)

help me

**C O N N E C T**



# Phidáun̄yayapi ye | Miigwech | Thank You!

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