

EQUITY IN ACTION

ENGAGING YOUTH TO CO-CREATE SOLUTIONS FOR IMPROVED MENTAL WELL-BEING



HORIZON



Public Health
Prevent. Promote. Protect.



GRANT COUNTY
CHILD & YOUTH COUNCIL

Today's Presentation

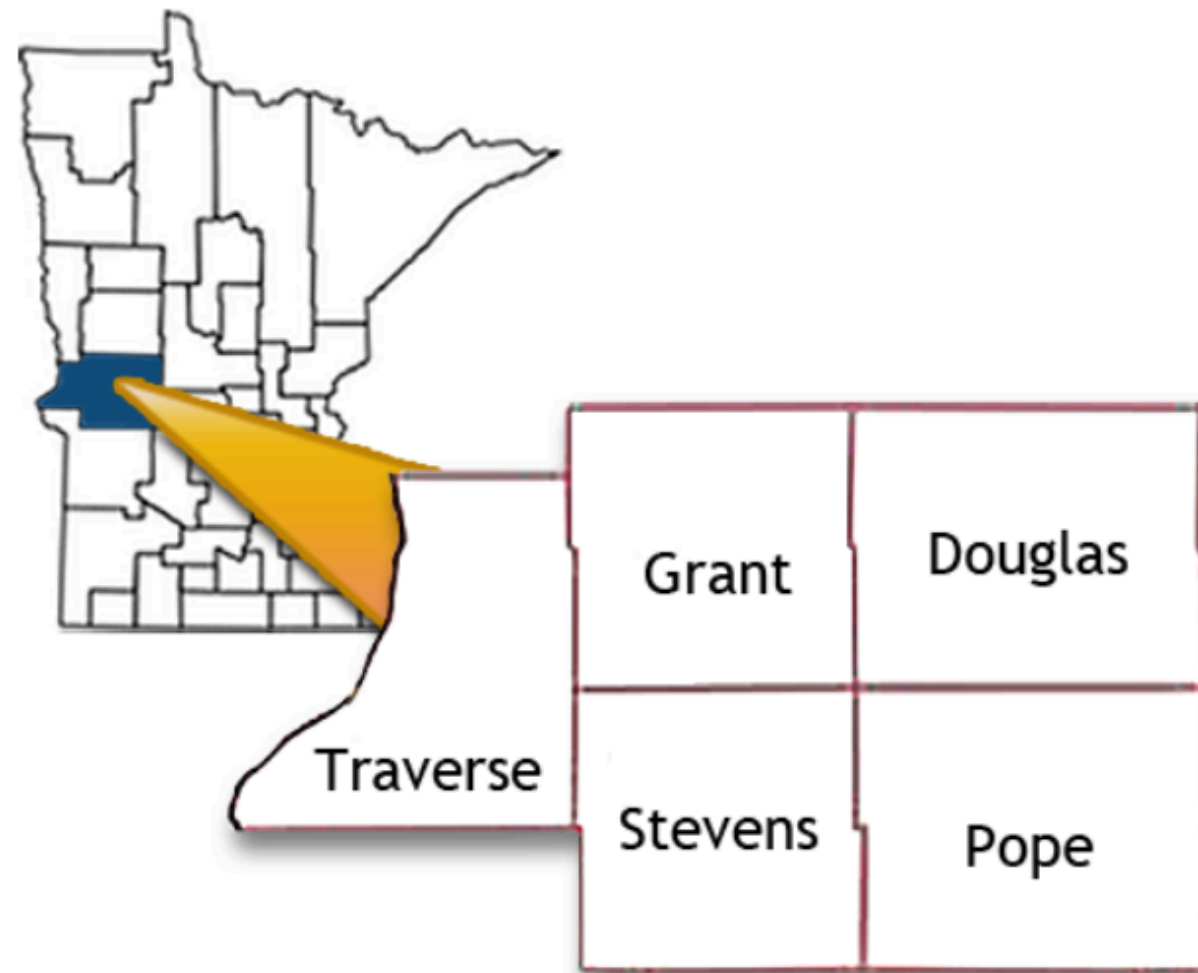
LEARNING OBJECTIVES:

- Strategies to use data and engage youth in addressing mental health disparities
- Empower youth leadership and shift power dynamics, integrating youth voices into decision-making
- Strengthen adult-youth partnerships for youth-led solutions
- Results-Based Accountability Framework - develop youth-centered action plans for equitable community health improvements



HORIZON PUBLIC HEALTH

Counties Served



- Accredited Local Public Health Department serving 5 counties
- Programs and Services
 - Child and Family Services
 - Licensing and Consultation
 - Case Management
 - Disease Prevention & Emergency Preparedness
 - Health Education
 - Hospice
- 85 team members
- Serving roughly 70,000 residents

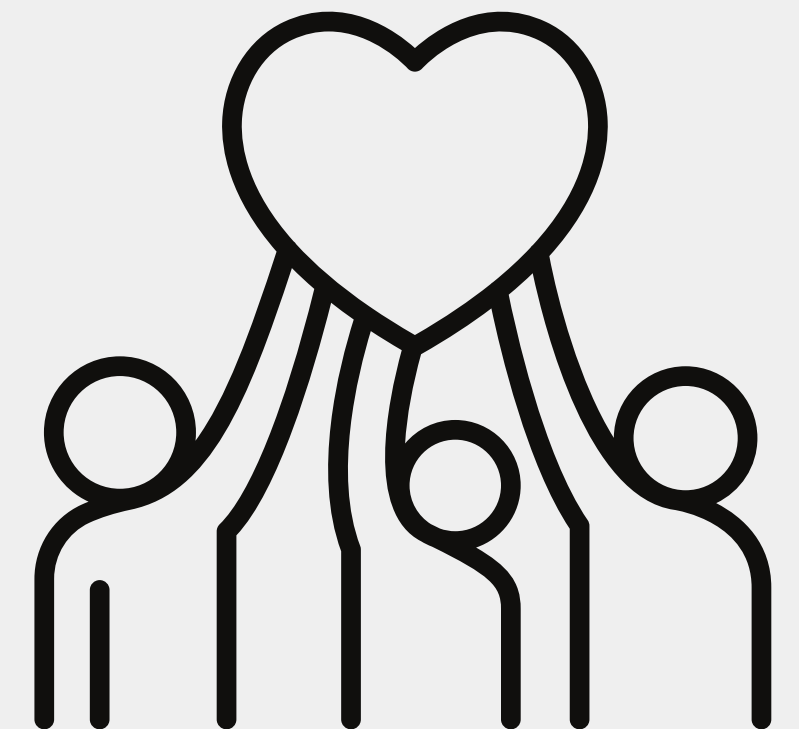
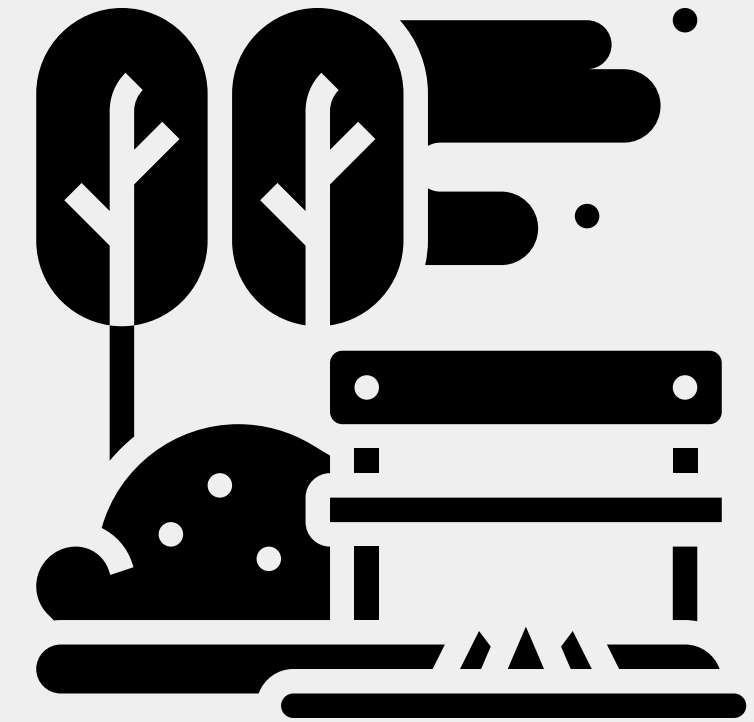
WEST CENTRAL AREA



- 5 Communities that span 55 miles
- Kensington, Hoffman, Barrett, Elbow Lake, and Wendell
- 765 students in PK-12
- Focus has been on 8th and 9th graders and encouraging them to share their voices with their communities

TRANSFORMING THE WAY WE ENGAGE OUR COMMUNITY

- Organizational Equity Assessment using Results Based Accountability (RBA)
- Built Staff Capacity with Trainings around RBA and Disaggregating Data to Target Disparities
- Changed the way we conduct community engagement
- Adjusted Community Health Improvement Plan (CHIP) strategies to what the community identified & pursued funding for priorities
- Initiated outcome and performance tracking in Clear Impact



RESULTS-BASED ACCOUNTABILITY

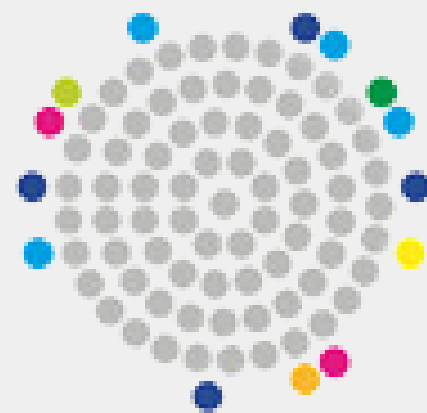


- Focus on positive results, establish goals and data indicators of community well-being
- Disaggregate data to identify disparities to guide decision-making
- Collaborate with populations that are most impacted by disparities to brainstorm and prioritize plans
- Identify programs, services, partners, and individuals to collaboratively address priorities
- Select performance measures for programs, and initiatives and use data collected to monitor status and drive improvements where needed

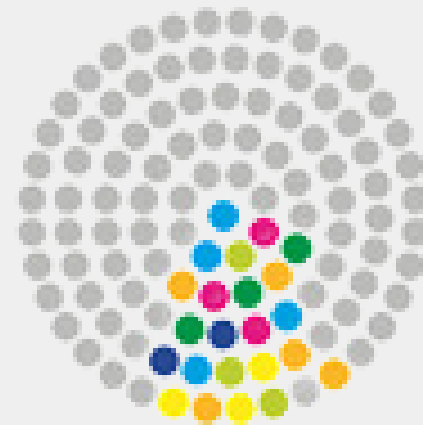
FOCUS ON EQUITY

“Belonging suggests when you join something, you have the power and standing to participate in the cocreation of the thing you’re joining.” John A. Powell

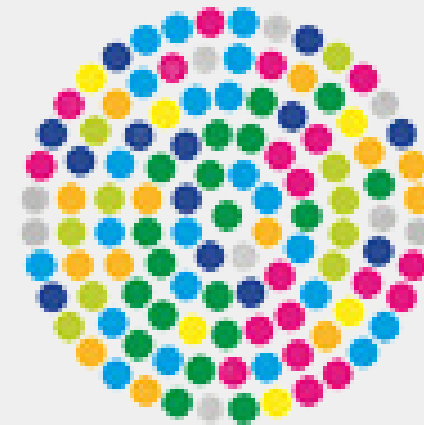
Oftentimes people think that they are doing equity work when the organization generates an idea and then solicits feedback from the stakeholders. In this approach the stakeholders do not have power and standing to participate in the cocreation of the service/program. Additionally, when we work from an integration lens we still expect people to conform to fit our services. However when we work from a belonging lens the organization changes and adapts to the needs of it's stakeholders which takes time but results in better outcomes. Creating belonging requires meaningful engagement of stakeholders. We meaningfully engage stakeholders when those most affected have power and decision-making capacity. The process should integrate full participation of stakeholders from the beginning, through design, implementation, and assessment.



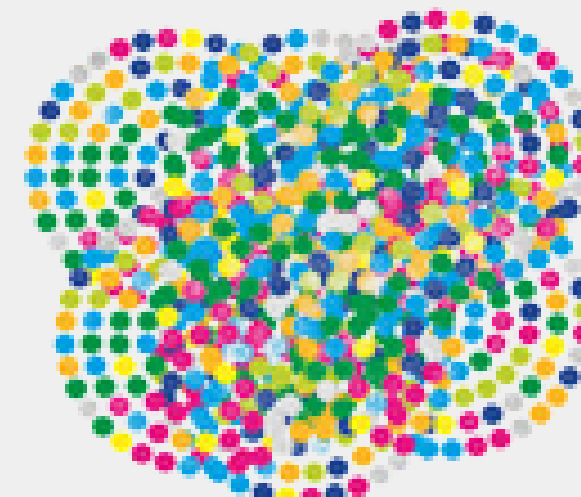
EXCLUSION



SEGREGATION



INTEGRATION



BELONGING

DRIVING DATA THROUGH ENGAGEMENT

Objective:

Identify health disparities within our communities and find actionable opportunities to improve health outcomes.

Purpose:

Analyze current health data to spotlight disparities, guide community engagement, and prioritize interventions that promote health outcomes.

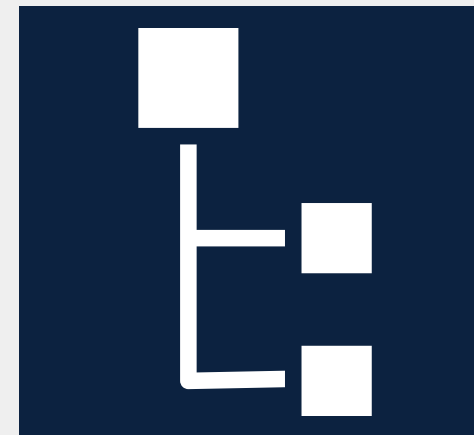


DISAGGREGATE DATA

ENABLE A DEEPER
UNDERSTANDING



County, race, ethnicity, age, ability, or other to help community make informed decision



Data insights by subgroups; mental health access, chronic disease, access to services, etc.

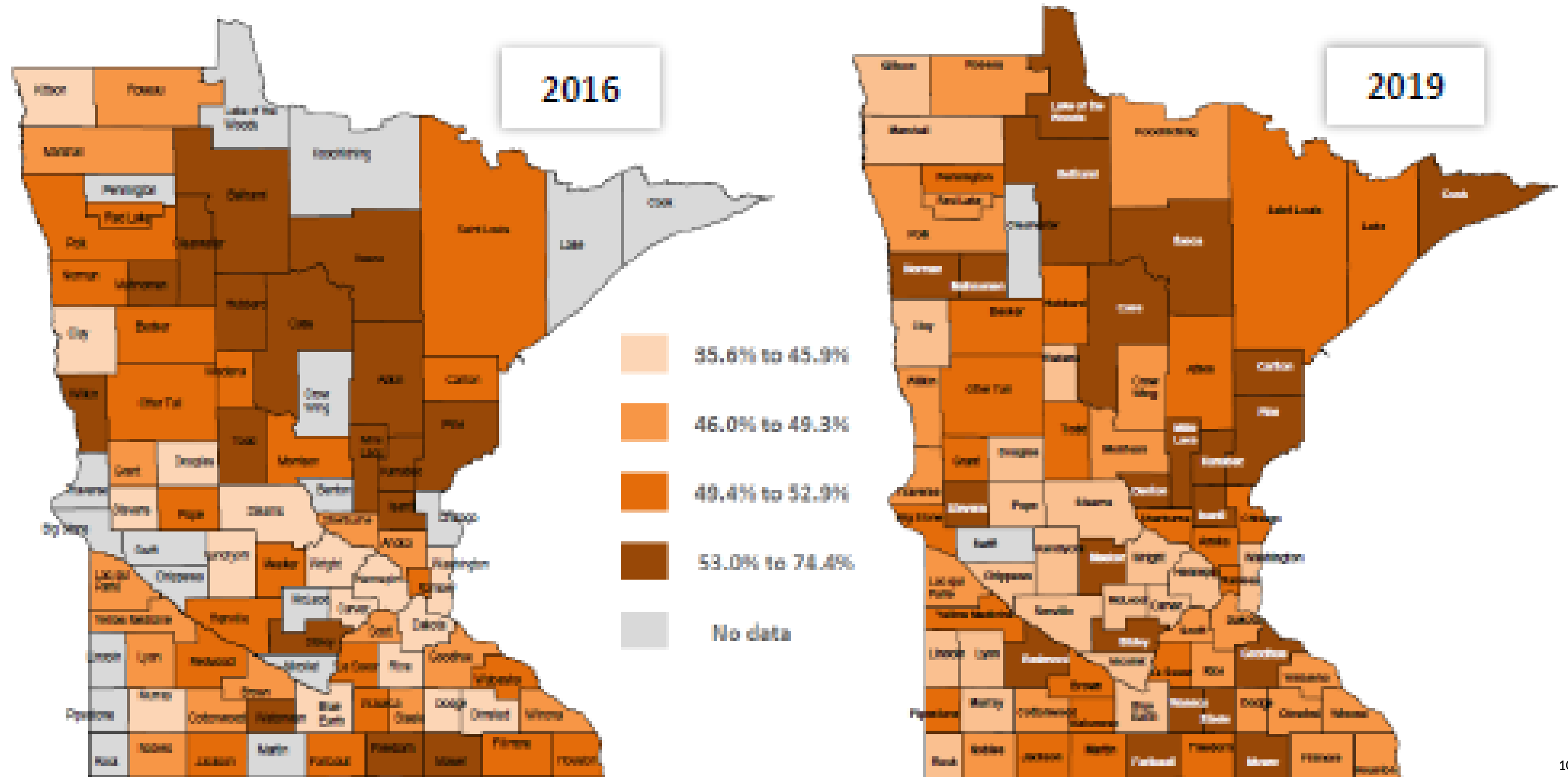


Engage with those who need to be impacted.



Go to where these individuals are.
Eliminate barriers to increase participation.

Minnesota Student Survey, % of Minnesota 8th, 9th, and 11th Graders Reporting One+ ACEs



Emotional Well-Being and Distress, Minnesota Student Survey (2016 & 2019)										
	Felt good about myself (very, often, extremely or almost always)		Felt valued & appreciated by others (very, often, extremely or almost always)		Over past 2 weeks, felt down, depressed, hopeless (More than 1 day)		Considered attempting suicide (w/in last year)		Actually attempted suicide (w/in the last year)	
	2016	2019	2016	2019	2016	2019	2016	2019	2016	2019
Douglas/ Males 8 th Grade	81%	84%	72%	80%	28%	8%	8%	8%	3%	3%
Douglas/ Females 8 th Grade	67%	69%	73%	75%	41%	16%	13%	13%	4%	4%
Douglas/ Males 11 th Grade	75%	80%	69%	77%	34%	11%	8%	8%	3%	3%
Douglas/ Females 11 th Grade	66%	55%	66%	58%	50%	22%	15%	14%	5%	3%
Grant/ Males 8 th Grade	69%	75%	66%	63%	38%	8%	9%	8%	3%	3%
Grant/ Females 8 th Grade		36%		71%		39%		42%		13%
Grant/ Males 11 th Grade	56%	65%	55%	56%	42%	13%	9%	21%	4%	0%
Grant/ Females 11 th Grade		53%		56%		27%		17%		5%
Pope/ Males 8 th Grade	78%	79%	64%	73%	14%	6%	9%	14%	2%	7%
Pope/ Females 8 th Grade	78%	75%	69%	74%	19%	9%	22%	11%	9%	3%
Pope/ Males 11 th Grade	66%	77%	63%	79%	19%	17%	8%	6%	3%	0%
Pope/ Females 11 th Grade	46%	49%	59%	71%	29%	25%	17%	11%	8%	7%
Stevens/ Males 8 th Grade	83%		71%		4%		7%		0%	
Stevens/ Females 8 th Grade	77%	57%*	85%	47%*	17%	19%*	14%	14%*	3%	0%*
Stevens/ Males 11 th Grade	80%	(9 th grade)	72%	(9 th grade)	15%	(9 th grade)	3%	(9 th grade)	0%	(9 th grade)
Stevens/ Females 11 th Grade	63%		64%		25%		19%		5%	
Traverse/ 8 th Grade	62%	57%	66%	51%	17%	16%	21%	16%	3%	9%
Traverse/ 11 th Grade	52%	43%	64%	n/a	21%	n/a	7%	n/a	0%	n/a
MN/ Males 8 th Grade	81%	75%	73%	70%	10%	11%	7%	8%	2%	2%
MN/ Females 8 th Grade	61%	53%	63%	59%	21%	12%	16%	18%	5%	6%
MN/ Males 11 th Grade	75%	70%	69%	67%	13%	14%	8%	10%	2%	3%
MN/ Females 11 th Grade	56%	48%	60%	57%	22%	24%	16%	16%	4%	4%

Source: Minnesota Student Survey, *Grant, Stevens, & Traverse contain limited data for some sections

2015 / 2020 SHIP Survey Mental Health Data – Adults										
	More than 1 day, in past 30 days that Mental Health was not good		Have had Depression as a mental health condition		Have had Anxiety/ Panic Attacks as a mental health condition		Have had an 'Other' Mental Health health condition...		Mental Health care delay during past 12 months	
	2015	2020	2015	2020	2015	2020	2015	2020	2015	2020
Douglas	30%	36%	11%	23%	12%	18%	5%	4%	8%	11%
Grant	34%	37%	14%	19%	13%	20%	4%	7%	9%	13%
Pope	28%	38%	18%	18%	14%	17%	5%	4%	12%	11%
Stevens	31%	46%	18%	14%	16%	14%	3%	4%	10%	20%
Traverse	23%	36%	18%	19%	13%	20%	5%	5%	8%	13%

Source: SHIP Community Health Survey

	Poverty by Age*, 2020			K-12 Students Approved for Free School Meals 2019-2020	Average Annual Cost of Licensed Center Based Preschool - 2019	Average Annual Cost of Licensed Family-Based - 2019	
	Under 18**	18-64	65+			Preschool	Infant Care
Douglas	8%	7%	8%	29%	\$8,000	\$6,450	\$7,300
Grant	13%	9%	7%	36%	n/a	\$6,450	\$6,700
Pope	8%	7%	7%	32%	\$7,750	\$6,600	\$6,600
Stevens	8%	17%	6%	26%	n/a	\$6,400	\$6,650
Traverse	18%	11%	5%	46%	n/a	n/a	n/a
Minnesota	10%	7%	7%	37%	\$11,752	\$8,112	\$8,944

Source: Children's Defense Fund, Minnesota 2020, * U.S. Census Bureau, 2020, ** 2022 County Health Rankings

Horizon Public Health 2022 Community Health Assessment



2021 Maximum Travel Distance to closest mental health provider	
Douglas	14.6 miles
Grant	18.5 miles
Pope	10.9 miles
Stevens	13 miles
Traverse	16.5 miles

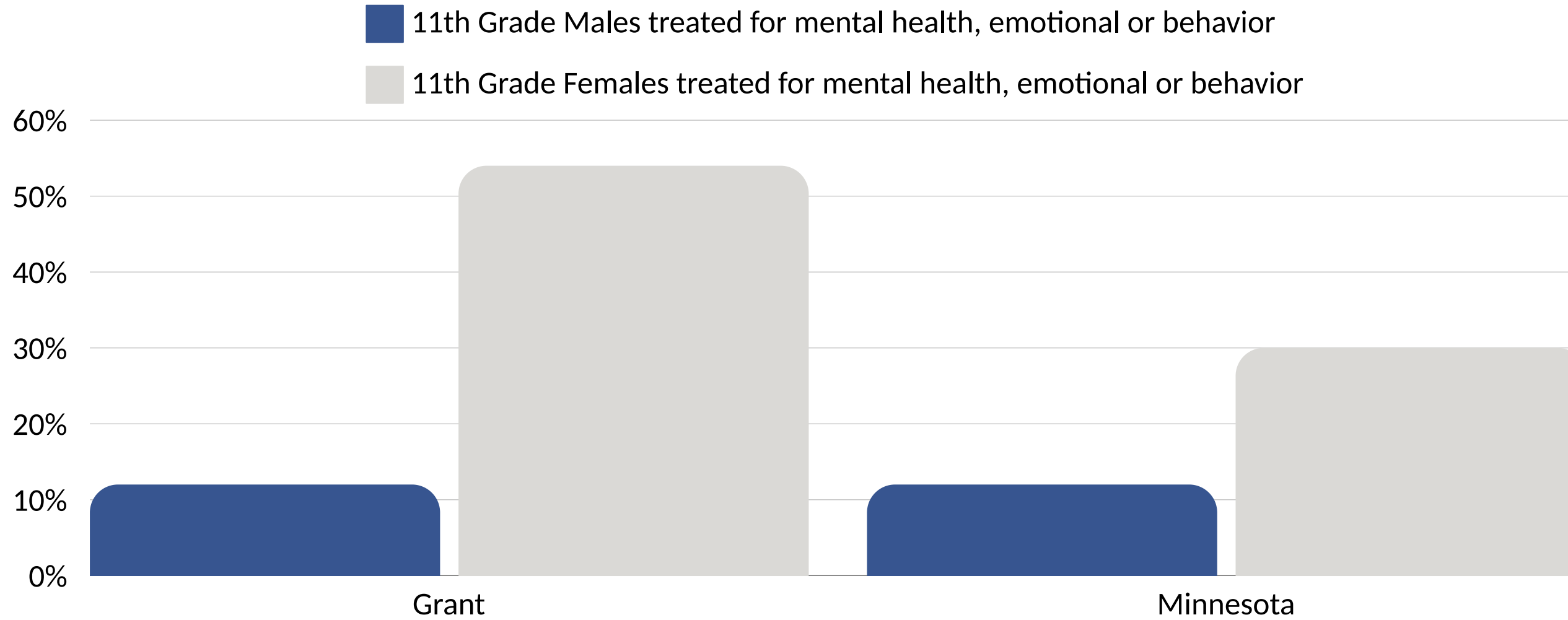
Source: PrimeWest Health, Access to Care Survey

% of Households Served by Broadband 2016-2020	
Douglas	78%
Grant	79%
Pope	80%
Stevens	83%
Traverse	79%
Minnesota Statewide	87%
Minnesota Rural	82%

Source: 2022 County Health Rankings

GRANT COUNTY 2022 MINNESOTA STUDENT SURVEY RESULTS

Emotional Well-Being and Distress

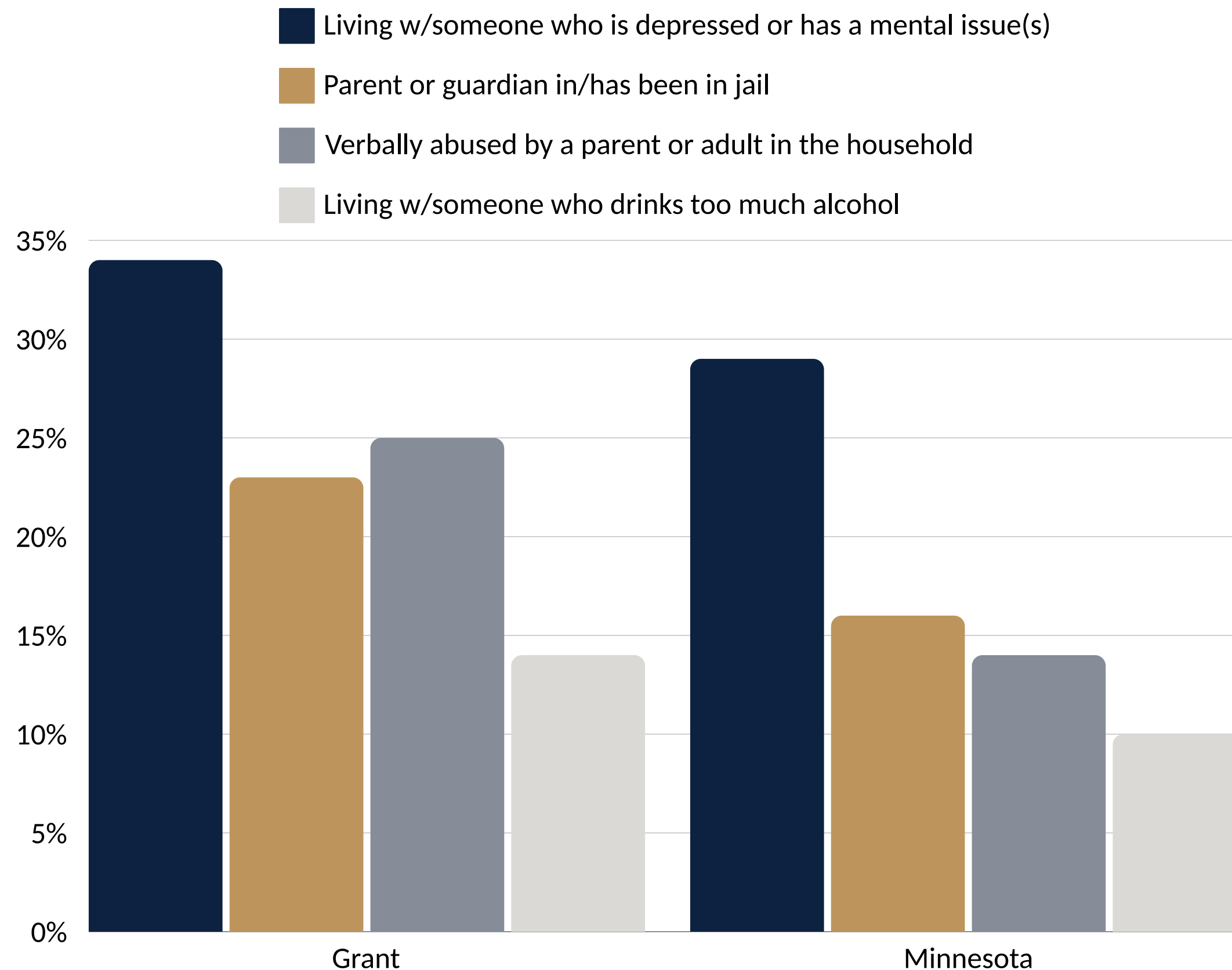


MSS 2019 compared to 2022

		Felt good about myself (Very, often, extremely or almost always)		Over past 2 weeks, felt down, depressed, or hopeless (more than 1 day)		Considered attempting suicide in last year		Attempted suicide in last year		Treated for a mental health, emotional or behavior in past year?	
		2019	2022	2019	2022	2019	2022	2019	2022	2019	2022
Grant	<i>8th Grade Males</i>	75%	70%	8%	10%	8%	7%	3%	3%	3%	11%
	<i>8th Grade Females</i>	36%	39%	39%	32%	42%	32%	13%	7%	30%	26%
	<i>11th Grade Males</i>	65%	73%	13%	14%	21%	9%	0%	9%	24%	12%
	<i>11th Grade Females</i>	53%	28%	27%	42%	17%	25%	5%	0%	21%	54%

GRANT COUNTY 2022 MINNESOTA STUDENT SURVEY RESULTS

ADVERSE CHILDHOOD EXPERIENCES PREVALENCE



2019 compared to 2022:

- **4% INCREASE.** Living w/someone who is depressed or has a mental issue(s).
- **6% INCREASE.** Having a parent or guardian who is currently in jail, and/or has been in jail.
- **8% INCREASE.** Having been verbally abused by a parent or adult in the household.
- **4% INCREASE** Living with someone who drinks too much alcohol.
- **NO CHANGE.** Having been physically abused by a parent or adult in the household.
- **4% DECREASE.** Witnessing domestic abuse of parents or adults in the community.
- **3% DECREASE.** Having been sexually abused by a family member and/or person outside the family.
- **3% DECREASE.** Living with someone who uses illegal drugs or abuses Rx drugs.

WHAT DID WE LEARN?



These intersecting challenges call for a multi-faceted, community-driven response.

PRESENT DATA EFFECTIVELY TO ENCOURAGE ACTION

Clear Purpose & Context

Frame the Why

Use Data Storytelling

Real-life examples

Clear & Visual Graphics

Emphasize key data points

Translate Data to Action

Quick Wins / Long-Term Goals

Present Data w/Equity and Inclusion

Address disparities, consider cultural contexts

Link Data to Strategic Goals & Existing Initiatives

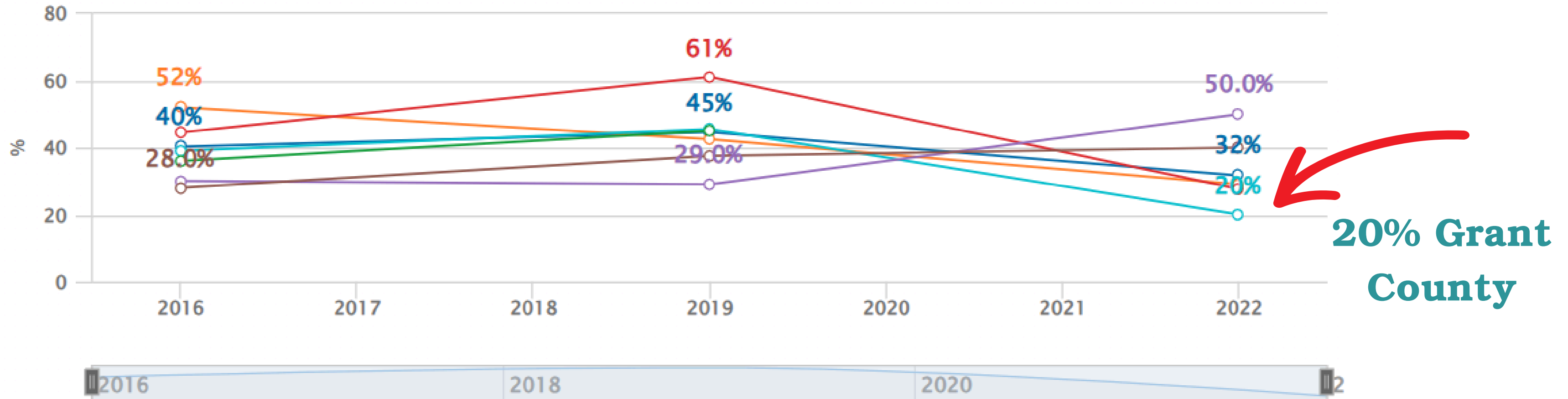
CHA Data & CHIP priorities

CHIP IN CLEAR IMPACT

Goal: All Youth and Adults have Positive Mental Well-being

% of 9th grade girls who report adults in the community care about them "quite a bit" or "very much" - 
Comparison

Data Source: Minnesota Student Survey



20% Grant County

- % of 9th graders in the Horizon Public Health service area who reported that the community cared about them 'quite a bit' or 'very much'
- % of 9th graders in Douglas County who report the community cares about them "quite a bit" or "very much"
- % of 9th graders in Grant County who report the community cares about them "quite a bit" or "very much"
- % of 9th graders in Pope County who report adults in the community care about them "quite a bit" or "very much"
- % of 9th graders in Stevens County who report the community cares about them "quite a bit" or "very much"
- % of 9th graders in Traverse County who report adults in the community care about them "quite a bit" or "very much"
- % of 9th graders in Minnesota who report the community cares about them "quite a bit" or "very much"

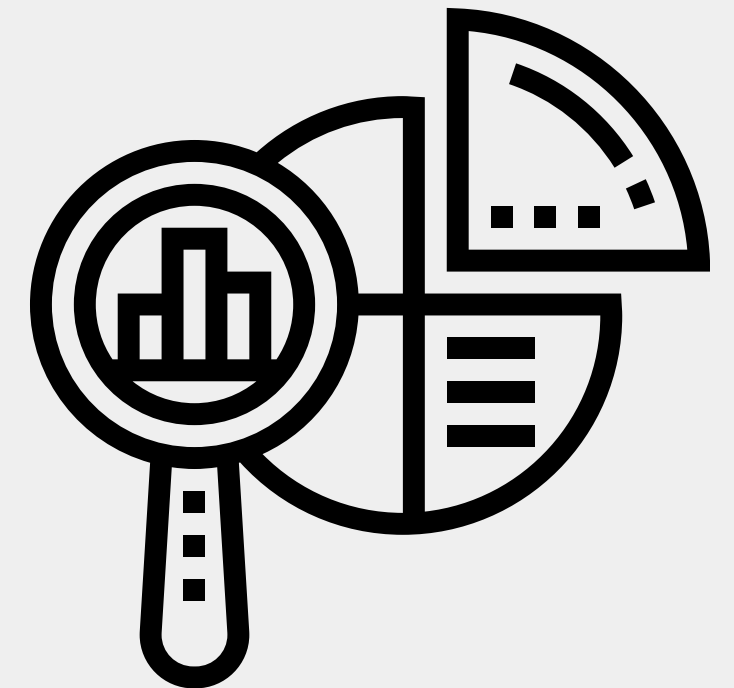
ENGAGING STUDENTS MOST IMPACTED (LIVED EXPERIENCE)

- Planning for your engagement
 - Identify Strategic Focus of Session
 - Determine the Indicator to Guide the Conversation
 - Distinguish those most impacted for higher level of engagement
 - Collaborate with school and other partners (outreach planning, etc)
 - Plan for a session that is welcoming and removes as many barriers as possible for participation
 - Discuss engagement offerings (food, stipends, interpretation, childcare, etc)

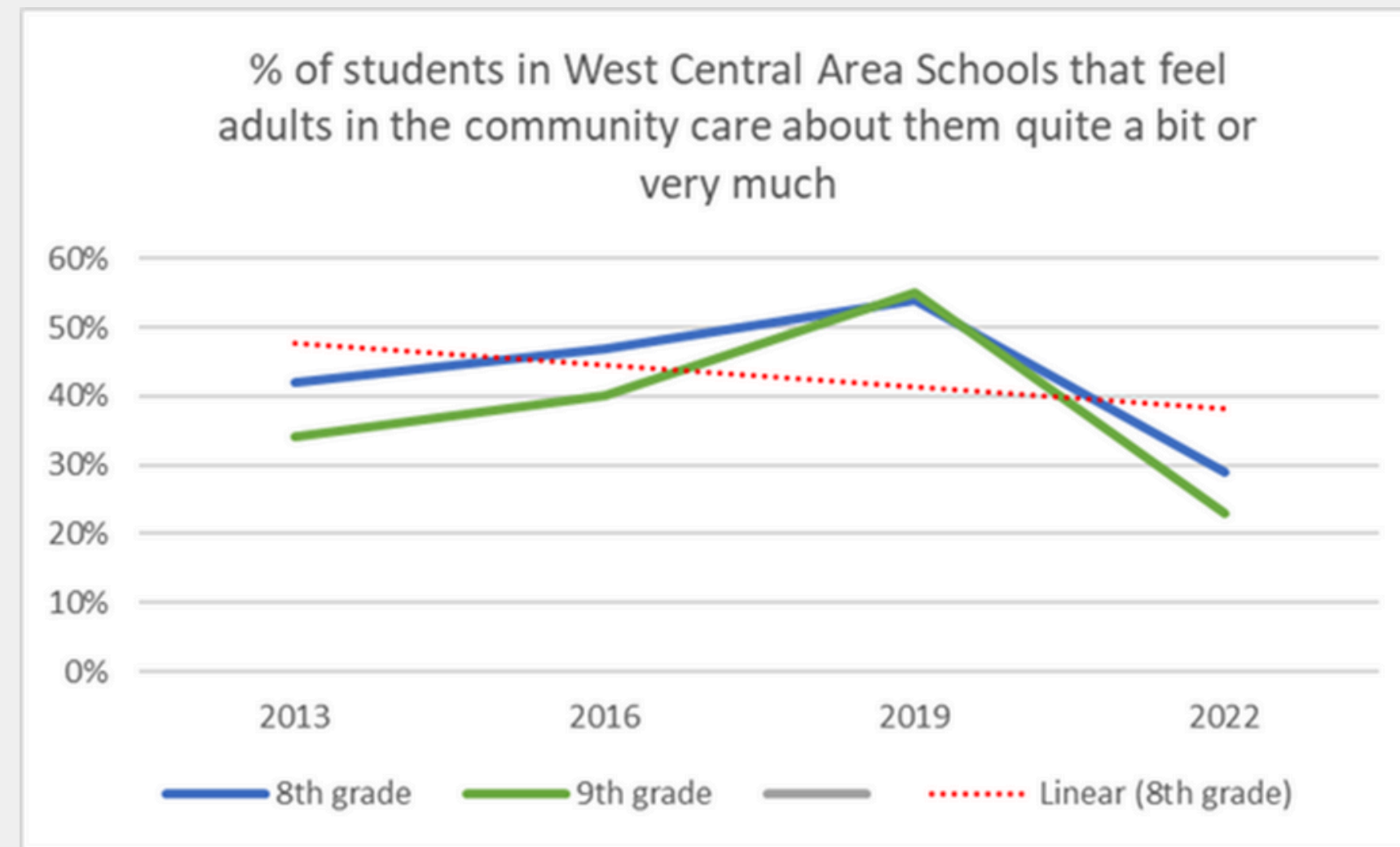


CONDUCT PARTICIPATORY ACTION RESEARCH UTILIZING RESULTS BASED ACCOUNTABILITY FRAMEWORK

- Spring 2023
 - Partner with schools to have trusted adults involved
 - Address confidentiality
 - Conduct a “turn the curve” conversation
 - Collaboratively identify root causes of disparities
 - Brainstorm and co-create ideas for solutions
 - Identify partners who should be involved
 - Utilize a prioritization activity to identify priorities
 - Discuss potential negative effects that would need to be addressed



SPRING 2023



What is currently helping that is pushing this line up? What is working?

What is causing the issue or making it worse?

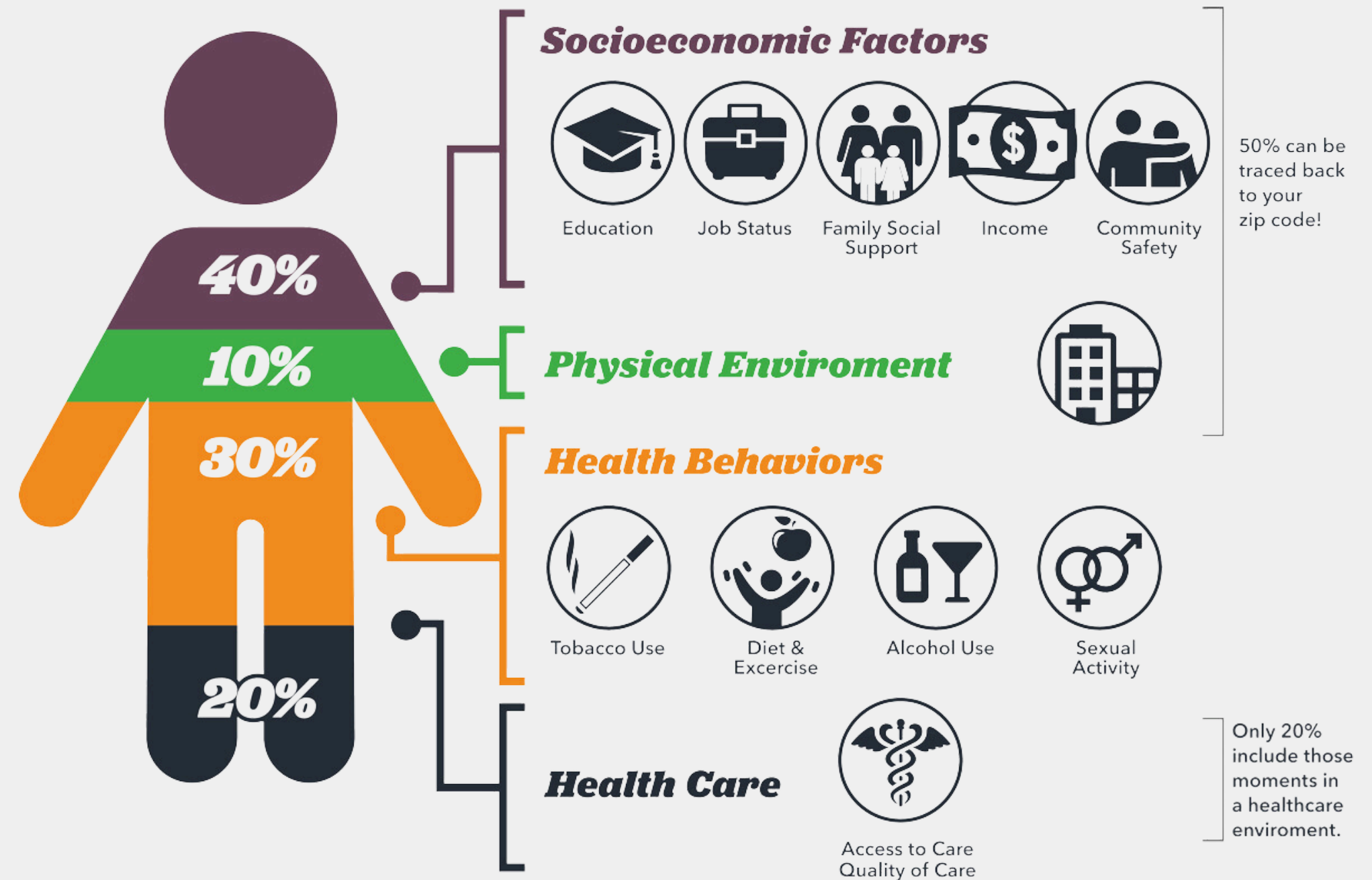
Which of these factors above are most impactful? (select 2-5)

Brainstorming Solutions for the most impactful factors

80% OF HEALTH IS INFLUENCED BY SOCIAL DRIVERS

Environmental and social factors significantly shape community health.

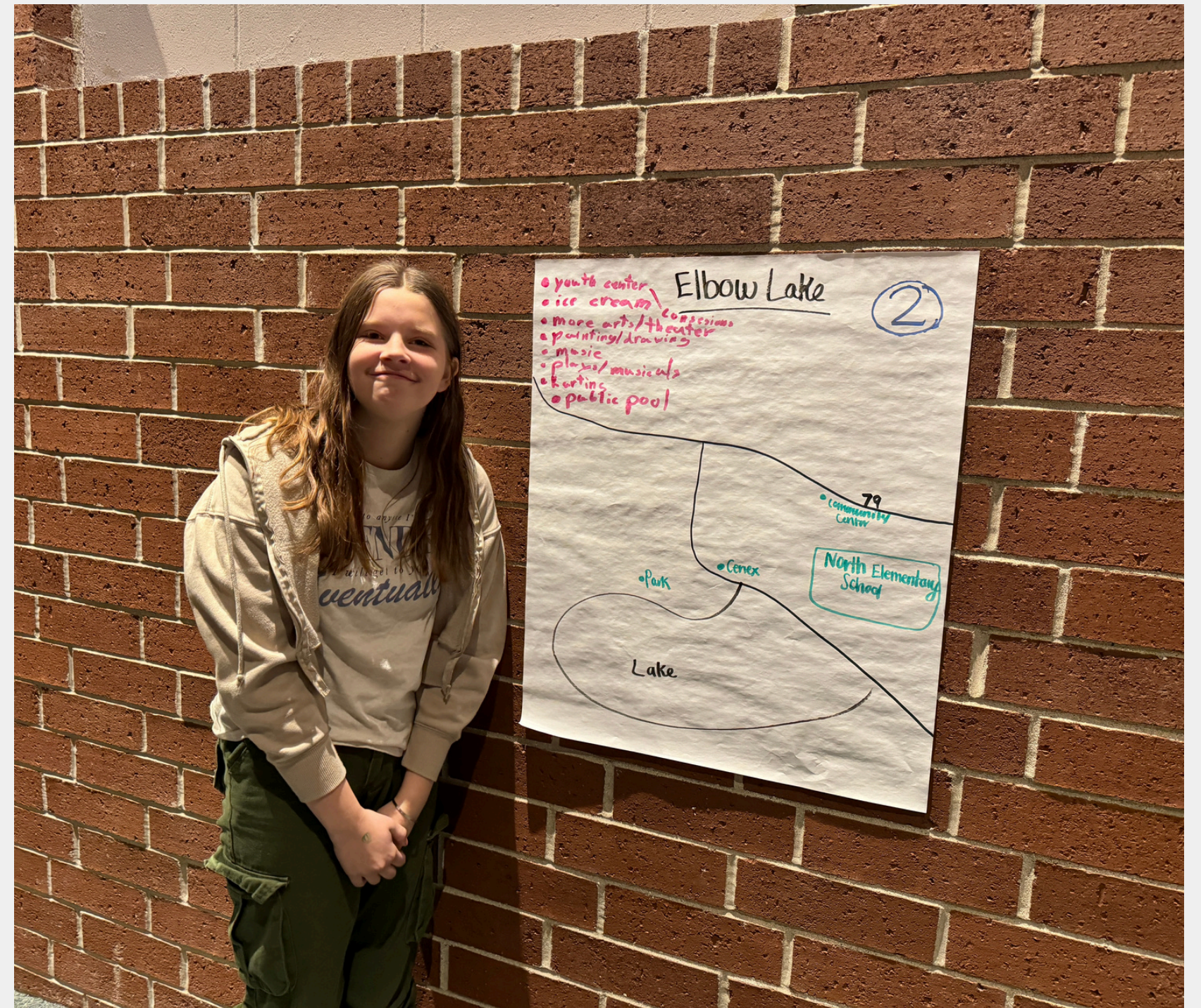
- Mapping Community Needs
 - Mapping helps pinpoint specific needs, guiding targeted interventions



Source: Institute for Clinical Systems Improvement, Going Beyond Clinical Walls: Solving Complex Problems (October 2014)

COMMUNITY MAPPING

Engaging youth in the *process* of creating their *community improves mental wellbeing* as it provides a sense of **purpose, builds relationships with adults, empowers** them to be in decision making spaces, *builds leadership, community volunteerism* and creates a physical environment that supports a variety of activities and events.



WEST CENTRAL AREA STUDENT MAPPING



Winter/Spring 2024 - 1st Round of Mapping

PRIORITIZING STRATEGIES

Rank each category as high, medium or low.

- **Impact:** What degree would this strategy push the data up or down? Is it likely this strategy will change the data results in the future?
- **Feasibility:** Is this strategy feasible in our community and is it affordable?
- **Value Alignment:** Does this strategy in value alignment with the community, the people it seeks to serve/support, and known best practices?
- **Clarity:** Does this strategy seem clear in how it could be implemented locally? Can it actually be done?

NOTE: Think critically about your ratings. All strategies will not be rated high across all four categories.

Strategy	Impact	Feasibility	Value Alignment	Clarity

WEST CENTRAL AREA SCHOOL

STUDENT IDENTIFIED PRIORITIES

- *Public Spaces:* Youth Center, Exercise Gym, New Basketball Court, Little Book House (My Little Library), Ice skating rink with skates available, Bike/scooter Rental
- *Community Events:* Roller skating in the school gym, Bring back the school carnival, County/town fair in the summer, After-school clubs, school parades
- *Infrastructure:* Improved Street Lighting, Reparations to the Pavilion, Bike trail along the lake, Improved “Welcome to Barret” Signage
- *Supports:* Public Laundromat, Food Shelf, Program to build connection with elderly, “Feed My Starving Children” program

Next Steps:

- Bring student led solutions to leaders for support (pursue partners and funding to move solutions forward)
- Embed activities targeting these solutions in our agency’s workplans

COMMUNITY CHAMPIONS

Horizon is a 5 County Health Department

- Importance of identifying local community champions that have trusted relationships and community connections can help move the plan to action
- Connect with new or existing community organizations and build/expand relationships and partnerships
 - Find alignment with student priorities and other entities mission / plans
- Grant County Child and Youth Council Collaboration



YOUTH NEED MORE ENGAGEMENT IN ELBOW LAKE



Amy Reineke and Angie Hasbrouck of Horizon Public Health lead the students Eli McArdle, Kaylee Short, Tayla Abel, Sophie Hansen, and Linux Hildebrandt to talk about their ideas to help the youth feel like they belong.

Students voice needs for community belonging

JAKE SIAS

Grant County Herald

Students at the Elbow Lake City Council Meeting recently proposed several community improvement ideas aimed at increasing their sense of belonging and well-being. This presentation was the culmi-

nation of an initiative by Horizon Public Health, inspired by findings from its 2022 community health assessment, which revealed only 23% of students felt significantly cared for in their communities.

In an effort to directly address these concerns, Horizon

Public Health engaged with the local youth, particularly focusing on all 8th grade students, totaling about 62 individuals. They were asked to share their thoughts on what makes them feel cared for, the factors that contribute to their well-being, the barriers to feeling well, and the actions

that could most significantly impact their lives for the better.

Following this initial data collection in spring of last year, a follow-up session this January saw 17 students voluntarily continue their involvement. Together, they reviewed the previously gathered data to

ensure its accuracy and relevance before suggesting steps that could be implemented within the community to enhance their well-being.

“They said activities were targeted toward young chil-

See Page A3

Presentations

Winter 2024:

- Elbow Lake City Council
- WCA School Board
- Barrett City Council

Call to Action:

- Empower & Promote Student Leadership
- Volunteerism
- Shift power dynamics
- Future funding to prioritize solutions

Suicide rates rising fastest in rural Minnesota

**CATHY WURZER, LUKAS LEVIN
AND NINA MOINI**

Suicide rates in the United States have increased 37 percent since 2000, according to the U.S. Centers for Disease Control. And in Minnesota, it's increasing faster in rural areas, when compared to urban and suburban numbers.

A new report from the Center for Rural Policy and Development says there are unique challenges to rural life that make it harder to get help for those who need it.

"It's difficult to get providers to go to rural areas. It's difficult to maintain facilities in rural areas. Just because of the distance and everything, it costs more to provide service in rural areas," report co-author Marnie Werner told MPR News Host Cathy Wurzer. "And as clinics and hospitals close, you lose that access. We're working on figuring out how to get more providers out in rural areas, because it is an issue."

Werner said there is one mental health provider per 700 residents in rural Minnesota, compare to one per 190 in the metro.

She said, while getting better, stigma may also keep people from seeking help.

Your report says rates are increasing across

various groups. Can you put a face on those figures?

In rural areas, in general, the suicide rate has been going up. But there are specific groups where it's higher than average, including farmers. Native Americans are also a big, important group. Their rate has always been higher. And then there are also younger people.

What role does isolation play in suicide rates?

Isolation is a big problem. When you don't have someone to talk to, those thoughts can just swirl around in your head. And research has found that just being able to share your problems with another person can be a big help to just get those thoughts out of your head.

When you're isolated like that, things just get worse, they seem worse. And so that's why we talk in the report about the importance of people just noticing their friends and family, and noticing if they're suffering, and not being afraid to talk to them if it seems like there's a problem.

Folks living in small, close-knit communities may worry about privacy and confidentiality. Probably a number of people just don't want to

seek the help they need because of gossip, right?

In small towns, where everybody knows everybody else's business, people are concerned that if they're seen going in the door of a mental health provider's clinic or office, that their neighbors will notice and they'll just be like, "Oh, what's he going in there for?" People don't like to be talked about in that way.

They're also concerned that if people see them seeking help, they'll think, "Oh, he's crazy," or, "He isn't able to fulfill that job or that role in the community because he has a mental health problem."

The stigma issue has really been improving quite a bit over the last, you know, 20-some years, especially in rural areas. So it's better, but it's still not gone.

It's the people themselves who may need help that are concerned about that stigma. And it's important to help people understand that not everybody is talking about you and that people understand that you may need some help and that a lot of people are in the same situation.

I see that 82 percent of all the licensed mental health professionals practice in the metro area. So access might be pretty tough for rural Minnesotans.

We found that in the metropolitan areas, the ratio was, like, one provider to 190-some residents, whereas in the most rural areas, it's one provider to 700-some residents.

It's difficult to get providers to go to rural areas. It's difficult to maintain facilities in rural areas. Just because of the distance and everything, it costs more to provide service in rural areas.

And as clinics and hospitals close, you lose that access. We're working on figuring out how to get more providers out in rural areas, because it is an issue.

What does help that is culturally competent for rural areas look like?

Rural has its own culture, just like any other community of people with similarities, whether it's through race or religion. Even within Minnesota that varies from place to place. So you'll have your southern Minnesota culture, which is really ag based, you go up to Northeastern Minnesota and the Iron Range, you have a different culture up there.

Some of the common factors in rural areas are a real sense of independence and a very strong work ethic, which is a very good thing to have. But it can also work against a person if they feel like, "I should be able to fix this myself. I should be able to think through this myself." And so that can get in the way.


Also, the tight-knit families, which is a good thing, but it can also be a problem where the family members may say, "We can fix this ourselves. The family takes care of itself." And providers need to understand those things. Because if they come in acting like "I am the doctor, I am the Ph.D., I am going to fix you," that's not going to fly in rural areas. People are also skeptical of outsiders. And so that's a problem.

If you or someone you know is in crisis right now, please call, text, or chat 988 to connect with a trained counselor who can help you.

SECURE FUNDING

- Embed activities targeting *student led solutions* in our agency's workplans
 - (Community Health Improvement Plan (CHIP), Statewide Health Improvement Partnership (SHIP), Suicide and Substance Use Prevention Coalition Grant, etc.)
- Explore and pursue competitive funding to support prioritized solutions
 - WCA students will allocate **\$35,000** toward their prioritized projects, funded by a Blandin Foundation Small Communities and Rural Placemaking Grant
 - Other opportunities: MDH Health Equity Network Grant, Opioid Settlement Funds, etc.
- Establish performance measures and track data indicators to monitor progress and success, supporting both grant reporting and community impact
- Begin with achievable goals to build momentum, then expand to more impactful solutions as you grow

COMMUNITY MAPPING & COMMUNITY MEETINGS

 West Central Area Schools
Published by Kari Kreft
- 6 days ago

WCA 8th and 9th graders had the opportunity to map their communities as they used their voices to dream of ways that their communities can be even stronger and thanks to [Horizon Public Health](#) and the Blandin Foundation they will be able to work with their communities to make some of their dreams come true.

We invite you to join us at the various Town Halls as we share these dreams with the public.



BARRETT TOWN HALL MEETING:
Empowering Youth to Shape the Communities They Want!

Join us for a two-hour workshop where youth will share their vision for the future of our community and help decide how funding will support community projects in Barrett!

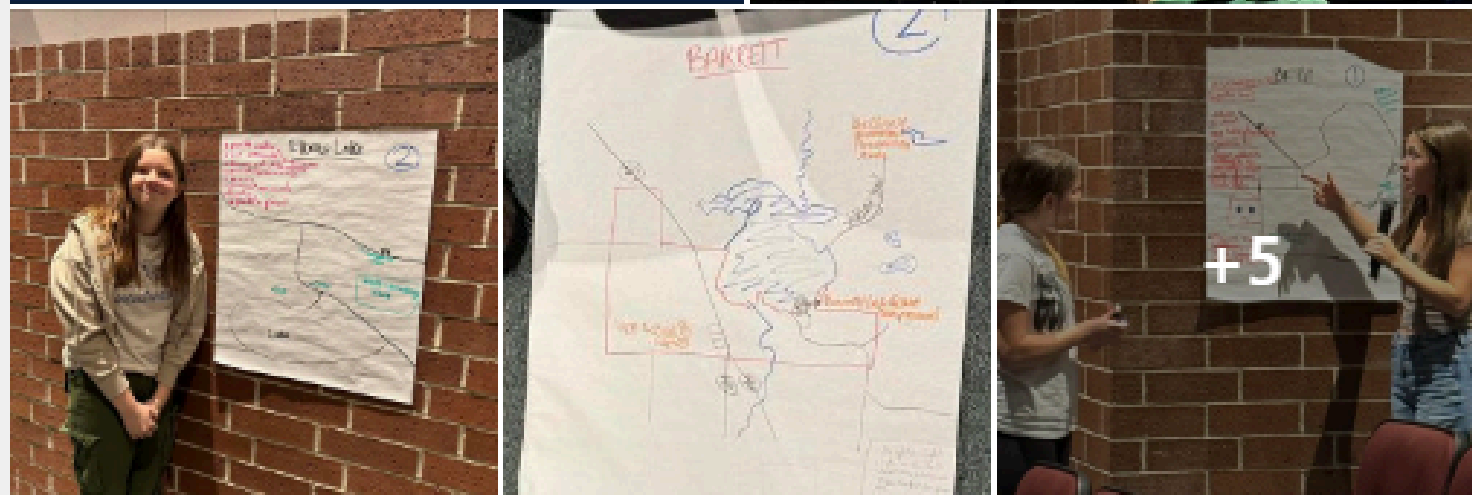
This is your chance to make a real impact!

Tuesday Nov 12
6:00 pm - 8:00 pm

West Central Area Secondary School Auditorium
Barrett, MN

For more information: www.horizonpublichealth.org

A 2 Hour Discussion
Free & Open to the Public
Refreshments and snacks will be available!



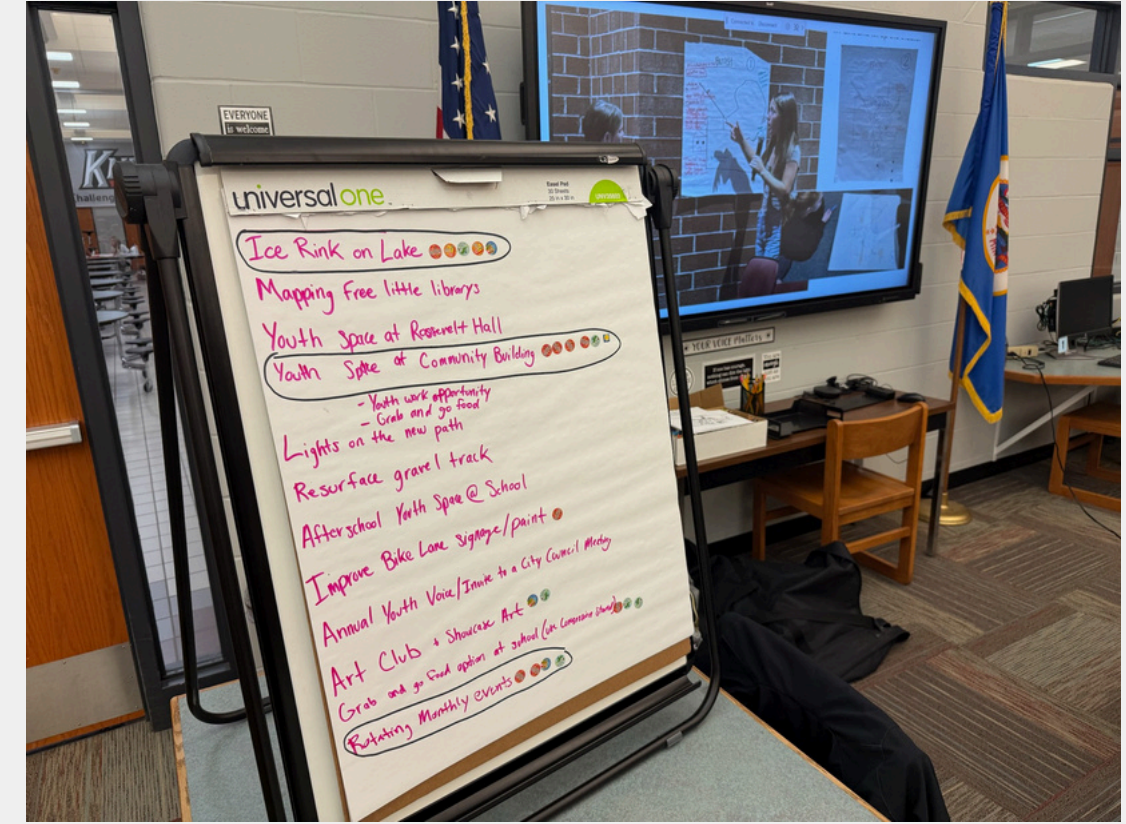
Winter 2024

- WCA School Board Meeting, Elbow Lake City Council Meeting and Barrett City Council Meeting

Fall 2024

- Mapping each of the 5 communities that feed West Central Area School
- Barret Town Hall in November
- Elbow Lake Town Hall in December
- Wendell Town Hall in December
- Hoffman Town Hall January
- Kensington Town Hall in January

Barrett Town Hall



WE HAVE A PLAN!

Ice skating rink
Monthly activities
Youth space at the
Community Center

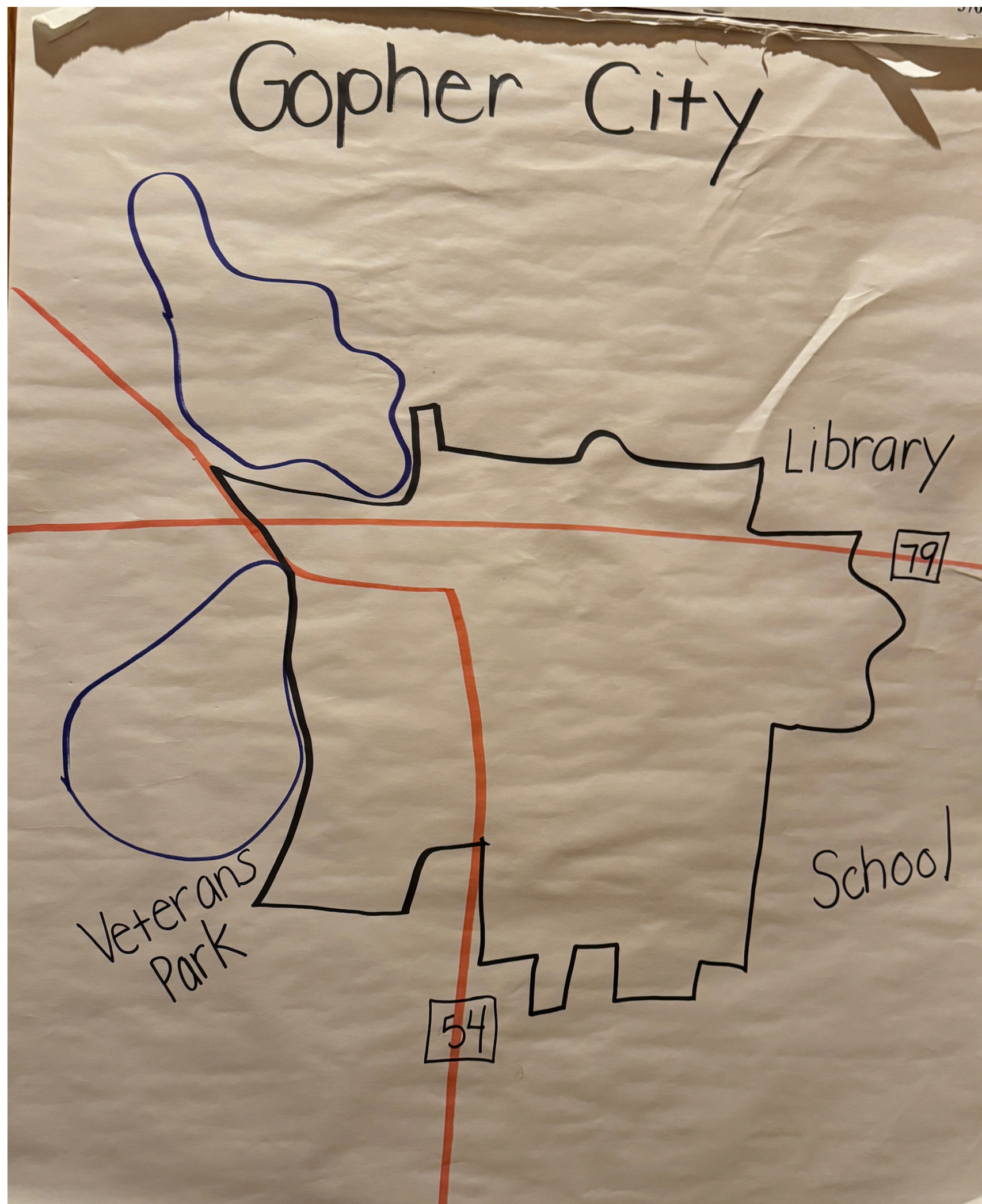
SYSTEMATIZE

Systematizing Co-Creation and Building Community Belonging

- Develop Sustainable Plans for Co-Creation
 - Establish processes that foster long-term community belonging and collaboration.
- Integrate Participatory Action Research (PAR)
 - Embed PAR across your agency's culture and community practices to deepen engagement.
- Use an Evidence-Based Framework
 - Apply structured approaches, such as Results-Based Accountability (RBA), for measurable impact.
- Cultivate Youth Inclusion with Community Partners
 - Collaborate with partners to center youth voice in decision-making, shifting power dynamics and nurturing youth leadership.

Horizon Public Health's Systematizing Approach:

- Secured Funding Through SHIP
 - Identified and leveraged SHIP for sustainable financial support.
- Expand Youth Engagement Annually
 - Engage two new schools each year, emphasizing youth-driven decision-making in program implementation.



SAMPLE MAPPING EXERCISE

You are a student in Gopher City and tasked to create a community map.

What do you include that makes you feel seen and heard?



HORIZON



Public Health
Prevent. Promote. Protect.



www.horizonpublichealth.org

Mission Statement:

To promote, protect, and improve the health and well-being of all people in our communities.

Vision Statement:

To have healthy and resilient communities in Douglas, Grant, Pope, Stevens, and Traverse Counties.

Collaboration. Inclusion.
Integrity. Innovation.

