

OCMH Collective Impact Teams established action plans to support goals they developed. The action items from all four action plans are below. Organizations and individuals are encouraged to review these and identify the action items that align with their focus and act on them.

**Team: Cultural Identity/Community**

<b>Goal:</b> Build community collaborations that provide opportunities for youth to connect to others and their culture, elevating youth voice in this work.	
Engage youth	<ul style="list-style-type: none"> <li>• Ask and involve youth as to what they want in order to connect to their culture.</li> <li>• Ask youth of all cultures to identify the barriers they face in connecting with others and their culture. Look at youth community organizers to help.</li> </ul>
Train	<ul style="list-style-type: none"> <li>• Provide youth training so they feel equipped to share their voice (ex: strategic sharing, policy, etc.).</li> <li>• Train adults in how to work with and honor youth voice. This should include diversity, cultural humility, etc. Need ongoing trainings that build empathy and unite.</li> <li>• Start in early childhood settings – provide DEI/cultural belonging training, consultation, and coaching with early childhood educators.</li> </ul>
Partner	<ul style="list-style-type: none"> <li>• Identify key partners/organizations to convene on the discussion of providing opportunities for youth to connect to others and their culture. Identify what will motivate them to participate.</li> <li>• Identify a convener. Look at organizations already doing this work successfully.</li> <li>• Ask partners how they are engaging with youth voice. Emphasize all youth.</li> </ul>
Best practices	<ul style="list-style-type: none"> <li>• Develop best practices/roadmap for bringing organizations together to ensure young people feel connected to one another and their culture. Acknowledge that communities are different so best practices need to be adaptable to different needs/communities.</li> <li>• Develop a resource map of existing programs/resources and cultural activities in a community so that youth can find them.</li> </ul>
Activities	<ul style="list-style-type: none"> <li>• Provide structured and unstructured opportunities for youth to connect with others in the community and with organizations reflective of their culture/interests. <ul style="list-style-type: none"> <li>○ These take place in safe and welcoming environments.</li> <li>○ Offer options in involvement (ex: online, app, in person).</li> <li>○ Utilize social media and other virtual communication tools.</li> </ul> </li> <li>• Start in early childhood settings. Develop culturally responsive family engagement opportunities to bring families together.</li> </ul>

Policy/Advocacy/ Funding	<ul style="list-style-type: none"> <li>• Leverage partnerships to increase advocacy. Identify legislators/policymakers interested in supporting this work. Connect with all potential supporters including neighborhood associations, churches, nonprofits.</li> <li>• Get and keep children's mental health on the policy agenda. <ul style="list-style-type: none"> <li>○ Educate legislators.</li> <li>○ Help policymakers who support children's mental health, guide them in this work.</li> <li>○ Tie these initiatives to organization/county/state level existing strategic planning efforts.</li> <li>○ Educate communities on policy and legislative issues (ex: process of agenda setting, budgeting, legislative action, systems change).</li> <li>○ Grassroots efforts – hold events that connect to constituents. Include youth in this work.</li> </ul> </li> <li>• Create, identify, and/or facilitate funding opportunities to start relevant cultural programs in schools, community facilities, etc.</li> <li>• Create regular form of data collection to guide efforts. To achieve a change in rules/laws a body of evidence must be created and shared.</li> </ul>
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**Family Team A**

<b>Goal: Family voice is at the center and authentically leads in service planning/delivery.</b>	
Services	<ul style="list-style-type: none"> <li>• Families have a place/person to go to when they want to learn how to be involved.</li> <li>• Families can easily access information on their rights and resources.</li> <li>• Families have the option of having a person of their choosing to assist them through their process (an advocate or peer support). Technical assistance would be available for that support person.</li> <li>• Interactions with families will be in plain language, communication and reading levels to meet low-level literacy parents (literacy in a broad sense).</li> <li>• Meeting times will be convenient for families. They will be involved in setting meeting times and a variety of times/options will be available. They will have ample meeting notice.</li> <li>• Develop/provide a checklist to use with families during discussions. Embed the checklist into the provider's professional obligations. Checklist should include: <ul style="list-style-type: none"> <li>○ Have you paused to check for understanding?</li> <li>○ Are you using plain language without being demeaning?</li> <li>○ Did you treat parents as the expert?</li> <li>○ Did you use multiple ways of explaining (considering cultural and/or language barriers)?</li> <li>○ Did you ask if the family understood the next steps? Did you explain any ramifications?</li> <li>○ If necessary, did you provide a warm hand-off and the family understood? Did you offer choices, put things in writing?</li> <li>○ Did you ask how the family wants to have follow-up?</li> </ul> </li> <li>• Develop survey for organizations to get family feedback on services organization provides.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Consider language of surveys so it is inviting to families, who get surveyed a lot.</li> <li>○ Survey needs to be brief.</li> <li>○ It could be provided to families at the end of each appointment to evaluate whether the professionals used plain language, if they were supportive, trauma-informed, etc. Could be a link that is texted to parents or a QR code at end of meeting. Could incentivize families for completing it.</li> <li>○ Organization shares results of survey with parents and engages them in the feedback.</li> </ul>
Best practices	<ul style="list-style-type: none"> <li>● Develop best practices in centering family voice for organizations.</li> <li>● Identify the benefits of parent leadership. Use research to show outcomes are better with family involvement.</li> <li>● Tie funding to parent involvement.</li> <li>● Include organizations who use parent leadership well.</li> </ul>
Promotion	<ul style="list-style-type: none"> <li>● Continually advocate for the importance of family voice in their service planning.</li> <li>● Educate on the importance of lived experience in systems improvement.</li> <li>● Create video series or storytelling event that shows the real experience of families moving through the system/accessing services. These will help illustrate gaps, provide reflective practice work for providers, and keep families at the center.</li> </ul>
Training	<ul style="list-style-type: none"> <li>● Develop/provide free training related to topics around families. Training should be on paid time or time should be reimbursed. Topics include: <ul style="list-style-type: none"> <li>○ Plain language – how to simplify language and practice using it.</li> <li>○ Ongoing diversity and inclusion training. Cultural reverence/humility/competency.</li> <li>○ Active listening.</li> <li>○ Offering translation services to families.</li> <li>○ Trauma informed care, the level of trauma happening at home or what children are presenting in appointments.</li> <li>○ Motivational interview – how to motivate the conversation without directing it.</li> <li>○ Person centered styles.</li> </ul> </li> </ul>

**Family Team B**

<b>Goal:</b> Support the early childhood/childcare workforce and professionals serving this population with children’s mental health/well-being education and resources.	
Training	<ul style="list-style-type: none"> <li>● Identify the training topics for childcare providers. Include: <ul style="list-style-type: none"> <li>○ Trauma and the impact of trauma – how the trauma parents may have experienced affects their parenting.</li> <li>○ Self-regulation for childcare providers, recognize within your body when it is time to stop and use regulation techniques in the moment.</li> <li>○ Pyramid.</li> <li>○ Address isolation childcare providers often feel.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Professional development goes towards the required training providers need.</li> <li>○ Don't recreate existing training. There are a lot of trainings available.</li> <li>○ Share with families what staff is learning.</li> <li>● Include coaching with training. <ul style="list-style-type: none"> <li>○ In person, real time.</li> <li>○ Collaborative effort between teachers and coaches.</li> <li>○ Coaches know how to support social and emotional development, identify strengths and build upon those.</li> <li>○ Build upon the YoungStar system with quality coaches.</li> </ul> </li> <li>● Digitally record professional development sessions so childcare staff can watch on non-work time or when it is convenient. A quiz could ensure understanding. Pay staff for training time.</li> <li>● Provide sub coverage to centers when staff is in training. Centers could dedicate an entire day to training (may have to consider closing the center for the day). Look at non-traditional groups to be the workforce, ex: people with disabilities (provides meaningful work to people with disabilities).</li> </ul>
IECMH Consultation	<ul style="list-style-type: none"> <li>● Support the current grant to WI-AIMH establishing an IECMH Consultation model in Wisconsin for childcare (funded through June 2024). Develop a position statement of support. Show there are many supporting this model and the need to expand to statewide universal model with stable funding. Include lived experience in statement. Include DHS and DPI.</li> <li>● Sustainability of IECMH Consultation. Advocacy efforts to pass legislation that sustains Consultation beyond June 2024 (end of funding).</li> <li>● Consultation delivery to childcare workforce. May need subs for childcare workers when they receive consultation if they are pulled out of the room.</li> </ul>
Community of Practice/ Networking	<ul style="list-style-type: none"> <li>● Establish a Community of Practice (CoP) for childcare providers. Identify coordinator for CoP. Offer virtual platform so childcare providers could go to when they have time. Someone may have to monitor.</li> </ul>

## Supportive Adult

<b>Goal: Equip adults to form supportive relationships with youth, including youth voice in this work.</b>	
Relationships between adults and youth	<ul style="list-style-type: none"> <li>● Ask youth what they are looking for in a match.</li> <li>● Identify what a good pairing looks like and how to make it happen. <ul style="list-style-type: none"> <li>○ Relationship is based on shared interest and/or goal. Relationships can't be forced.</li> <li>○ Build the relationship naturally.</li> <li>○ In the relationship youth feel their opinions/thoughts are valued and valid.</li> </ul> </li> <li>● Define what is meant by trust. Building trust is ongoing.</li> <li>● Develop a screening process/survey tool to create pairings. Goal is meaningful pairings that are around common interests, identities, or experiences. <ul style="list-style-type: none"> <li>○ Youth help create this.</li> <li>○ Pairings are a two-way relationship. Both parties can accept or decline.</li> <li>○ Identify youth needs and adults that are a match to those.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ The screening tool should be natural, not formal. Maybe incorporate speed dating, an ice breaker activity, fun activity like bowling or a picnic, where the adult and youth get a chance to experience the other person. It could be a series of events/activities, a way to connect informally.</li> <li>● Provide information/toolkit on establishing strong adult/youth relationships for organizations in communities that don't have such existing options.</li> <li>● What adult and youth do together: <ul style="list-style-type: none"> <li>○ Focus on opportunities for communication.</li> <li>○ Fun activities they both enjoy.</li> <li>○ Get together outside of home and school, in a space where youth feel comfortable and safe, and communication can occur.</li> </ul> </li> </ul>
<p>Training adults</p>	<ul style="list-style-type: none"> <li>● Develop evidence-based professional development on youth engagement and positive youth development. <ul style="list-style-type: none"> <li>○ Includes: inclusion, cultural competence, implicit bias, active listening, communication, emotional intelligence, building trust.</li> <li>○ Consult/work with organizations already doing this or similar work.</li> <li>○ Training is ongoing, not a once and done.</li> </ul> </li> <li>● Provide mentor program for adults with other adults doing this work. Includes ongoing coaching and access to resources.</li> <li>● Involve youth in curriculum design and delivering the training. <ul style="list-style-type: none"> <li>○ Diversity in the youth involved (age, geography, race, religion, home life, family structure, disability/ability, gender, sexuality).</li> <li>○ Pay youth for their time.</li> <li>○ Provide many ways to include youth voice understanding that not all youth want to be at the center but want their voices heard.</li> </ul> </li> </ul>
<p>Partners</p>	<ul style="list-style-type: none"> <li>● Learn from organizations doing this work successfully on how to engage youth so they feel their voice is heard and listened to.</li> <li>● Working with groups: <ul style="list-style-type: none"> <li>○ A roundtable of representatives sharing resources to streamline and tap into existing knowledge/structures.</li> <li>○ Review their existing resources on their websites.</li> <li>○ Attend their trainings.</li> <li>○ Equity and inclusion are fundamental in these organizations.</li> <li>○ Research studies may identify models.</li> </ul> </li> </ul>