Improving Educational Outcomes through Cross-System Collaboration

2013 CWLA National Conference
Who We Are

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- **DeAngela Milligan**, *Research Associate*, American Institutes for Research
Session Overview

- Collaboration – Basic definition, stages, challenges, “barrier busting”
- Practices and strategies for improving educational outcomes based on NDTAC Practice Guides
- Interagency resource mapping
Session Objectives

Participants will:

1. Identify evidence based practices and strategies to build cross-system partnerships in order to promote educational success among children and youth in foster care.

2. Explore the use of resource mapping through facilitated group discussion.
Collaboration

- Two or more entities
- Working in tandem via informal and formal agreements
- Common goal(s)
- Agreed upon outcome(s)
Stages of Collaboration

- Coexistence
- Communication
- Cooperation
- Coordination
- Coalition
- True Collaboration
Challenges to Collaboration

- Philosophical
- Structural
- Language and Communication
- Stakeholder/Staff Resistance
Barrier Busting

- Start with all stakeholders at the table
- Identify shared values/principles
- Work through differences
- Use data to educate and persuade

- Co-locate staff
- Joint policies and procedures
- Joint service planning and accountability for outcomes
- Blended/braided funding

- Reduce the use of agency jargon
- Cross-train staff
- Develop a glossary of agency acronyms and terminology

- Get input from the beginning
- Train staff for changes in roles and responsibilities
- Share results
- Celebrate successes!
Benefits of Collaboration

- Families and youth experience:
  - Improved access to services
  - Better coordination of services
  - Better communication with and among service providers
- Program sustainability is strengthened
- System relationships improve
- Community ownership of youth increases

Better outcomes for everyone!
NDTAC Practice Guide: Interagency Communication and Collaboration

PRACTICE GUIDE

Improving Educational Outcomes for Youth in the Juvenile Justice and Child Welfare Systems Through Interagency Communication and Collaboration

May 2011
Washington, D.C.
## Practices and Strategies

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Practice 1. Engage in Collaborative Decisionmaking</th>
<th>Practice 2. Share Resources and Expertise</th>
<th>Practice 3. Target Services To Meet the Needs of Children, Youth, Parents, and Caregivers</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1. Memoranda of understanding to share information</td>
<td>1. Co-location of staff</td>
<td>1. Engage youth and family as key decisionmakers and assets in determining needed supports and services</td>
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<td></td>
<td>2. Consolidated/single case management and a “no wrong door” approach</td>
<td>2. Share databases</td>
<td>2. Implement evidence-based and best practice programming that supports individual students’ success in school and life</td>
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<td>3. Align relevant policies and corresponding practices of child-serving agencies</td>
<td>3. Cross-agency training</td>
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NDTAC Practice Guide: Individually Tailored Academic and Behavioral Supports
Education Across Multiple Settings

1. Community-Based Traditional and Alternative Schools
2. Day Treatment Centers
3. Group Homes
4. Residential Treatment Centers
5. Detention and Correctional Facilities
# Practices and Strategies

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<td><strong>Strategies</strong></td>
<td>1. Provide a systematic process for using data to identify needs, screen for indicators of larger issues, monitor outcomes, and make educational decisions.</td>
<td>2. Develop and maintain personalized learning plans (PLPs).</td>
<td>3. Share information across all stakeholders to facilitate students’ success and well-being.</td>
<td>1. Personalize the learning environment and instructional content.</td>
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<td>4. Conduct ongoing monitoring and continuous quality improvement of transition efforts.</td>
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Practice 1 Strategies

Practice 1: Collect and Use Data To Identify Student Needs and Develop Plans

Strategies:
1. Provide a systematic process for using data to identify, screen, monitor, and make educational decisions
2. Develop and maintain personal learning plans
3. Share information to facilitate students’ success and well being
Practice 2 Strategies

Practice 2: Implement Procedures To Ensure Smooth Transitions

Strategies:
1. Include transition activities in student PLPs.
2. Establish formal mechanisms for the exchange of educational data and records.
3. Prioritize and allocate funds for transition supports and programs.
4. Conduct ongoing monitoring and continuous quality improvement of transition efforts.
Practice 3 Strategies

**Practice 3: Address Gaps in Academic Skills and Accelerate Learning**

Strategies:

1. Base instruction on functional and curriculum-based evaluation of student needs.
2. Provide tiered academic intervention programs.
3. Use explicit scaffolded instruction.
Practice 4 Strategies

Practice 4: Instruct Students in Ways That Engage Them in Learning

Strategies:
1. Personalize the learning environment and instructional content.
2. Build conditions and opportunities that demonstrate to students their success.
3. Provide engaging, interactive, and hands-on learning opportunities.
4. Engage youth in educational decisionmaking.
Practice 5 Strategies

Practice 5: Address Behavioral and Social Needs To Promote Educational Success

Strategies:
1. Manage student behavior with positive rather than punitive approaches.
2. Engage the family to gain greater insight into youth’s behavioral needs.
3. Create a structured learning environment.
4. Align behavior management approaches across settings and domains.
Focus of Change

Focus of Systems Reform

System Level

Organizational Level

Direct Service

Focus of Evidence Based Services
Systems Integration and Strategic Planning

**Step 1:** Conduct a resource mapping process

**Step 2:** Acquire copies of partner strategic plans

**Step 3:** Conduct an analysis of each partner’s activities

**Step 4:** Identify areas that integrate with this initiative

**Step 5:** Use the information gathered in Steps 1-5
Resource Mapping: a methodology used to link community resources with an agreed upon vision, organizational goals, strategies, or expected outcomes.

1. Mapping strategies focus on what is already present in the community; build on the strengths within a community.

2. Mapping is relationship-driven. Key to mapping efforts is the development of partnerships--a group of equals with a common interest working together over a sustained period of time to accomplish common goals.

3. Mapping embraces the notion that to realize vision and meet goals, a community may have to work across programmatic and geographic boundaries.
Prevention Model: A Framework for Resource Mapping

What resources/supports do we have in place for ALL children, youth, and families?

Have in place for SOME?

For a FEW?
Activity: Practice Resource Mapping

1. Think of supports/resources you have for each area of the triangle
2. Write on a sticky note a resource and/or support in each category
   1. All – yellow
   2. Some – blue
   3. Few – pink
3. Place sticky notes in each section of the triangle. If your support/resource is already on the paper, just place duplicative sticky notes on top of it
Questions?
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