

Improving Educational Outcomes through Cross-System Collaboration

2013 CWLA National Conference

Who We Are

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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:

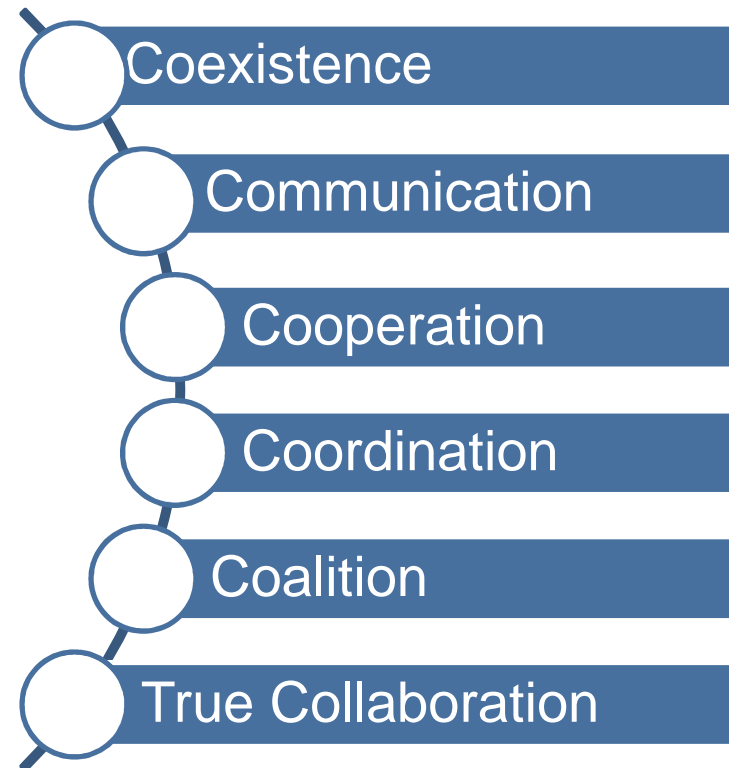
1. Identify evidence based practices and strategies to build cross-system partnerships in order to promote educational success among children and youth in foster care.
2. Explore the use of resource mapping through facilitated group discussion.

Collaboration

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



Stages of Collaboration



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

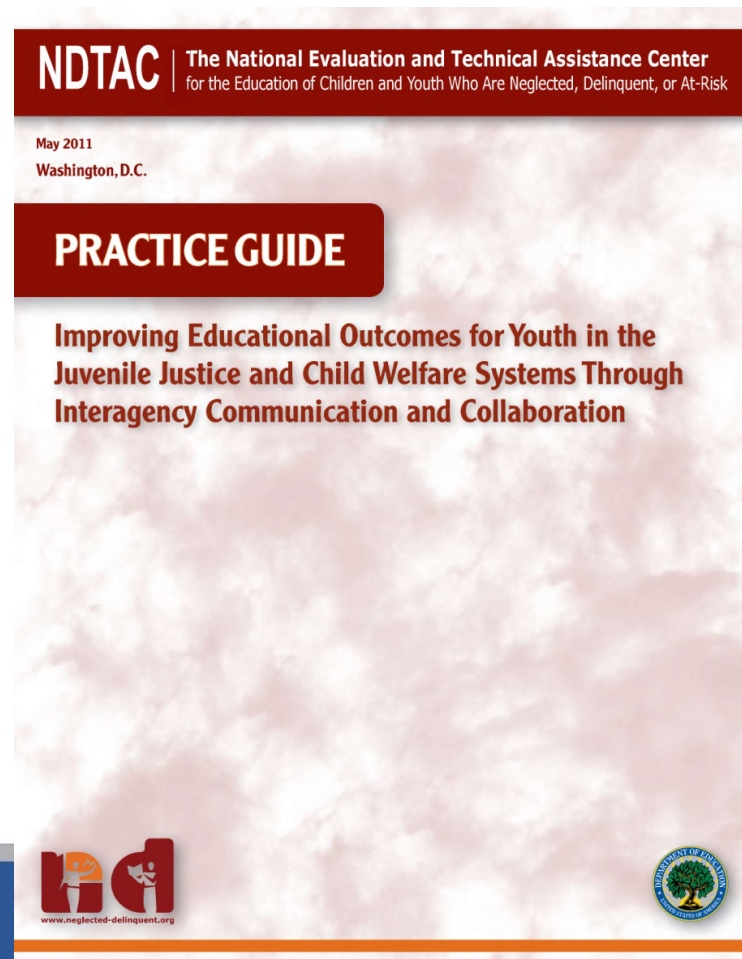
Get input from the beginning
Train staff for changes in roles and responsibilities
Share results
Celebrate successes!

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



Practices and Strategies

Practices			
Strategies			
	Practice 1. Engage in Collaborative Decisionmaking	Practice 2. Share Resources and Expertise	Practice 3. Target Services To Meet the Needs of Children, Youth, Parents, and Caregivers
Strategies	<ol style="list-style-type: none"> 1. Memoranda of understanding to share information 2. Consolidated/single case management and a “no wrong door” approach 3. Align relevant policies and corresponding practices of child-serving agencies 	<ol style="list-style-type: none"> 1. Co-location of staff 2. Share databases 3. Cross-agency training 	<ol style="list-style-type: none"> 1. Engage youth and family as key decisionmakers and assets in determining needed supports and services 2. Implement evidence-based and best practice programming that supports individual students’ success in school and life

NDTAC Practice Guide: Individually Tailored Academic and Behavioral Supports

NDTAC | National Evaluation and Technical Assistance Center
for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk

April 2012
Washington, D.C.

PRACTICE GUIDE

Providing Individually Tailored Academic and Behavioral Support Services for Youth in the Juvenile Justice and Child Welfare Systems

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

		Practices				
		Practice 1. Collect and Use Data To Identify Needs and Develop Learning Plans	Practice 2. Implement Procedures To Ensure Smooth Transitions	Practice 3. Address Gaps in Academic Skills and Accelerate Learning	Practice 4. Instruct Students in Ways That Engage Them in Learning	Practice 5. Address Behavioral and Social Needs To Promote Educational Success
Strategies		<ol style="list-style-type: none"> 1. Provide a systematic process for using data to identify needs, screen for indicators of larger issues, monitor outcomes, and make educational decisions. 2. Develop and maintain personalized learning plans (PLPs). 3. Share information across all stakeholders to facilitate students' success and well-being. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Base instruction on functional and curriculum-based evaluation of student needs. 2. Provide tiered academic intervention programs. 3. Use explicit scaffolded instruction. 	<ol style="list-style-type: none"> 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 decision making. 	<ol style="list-style-type: none"> 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.

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.

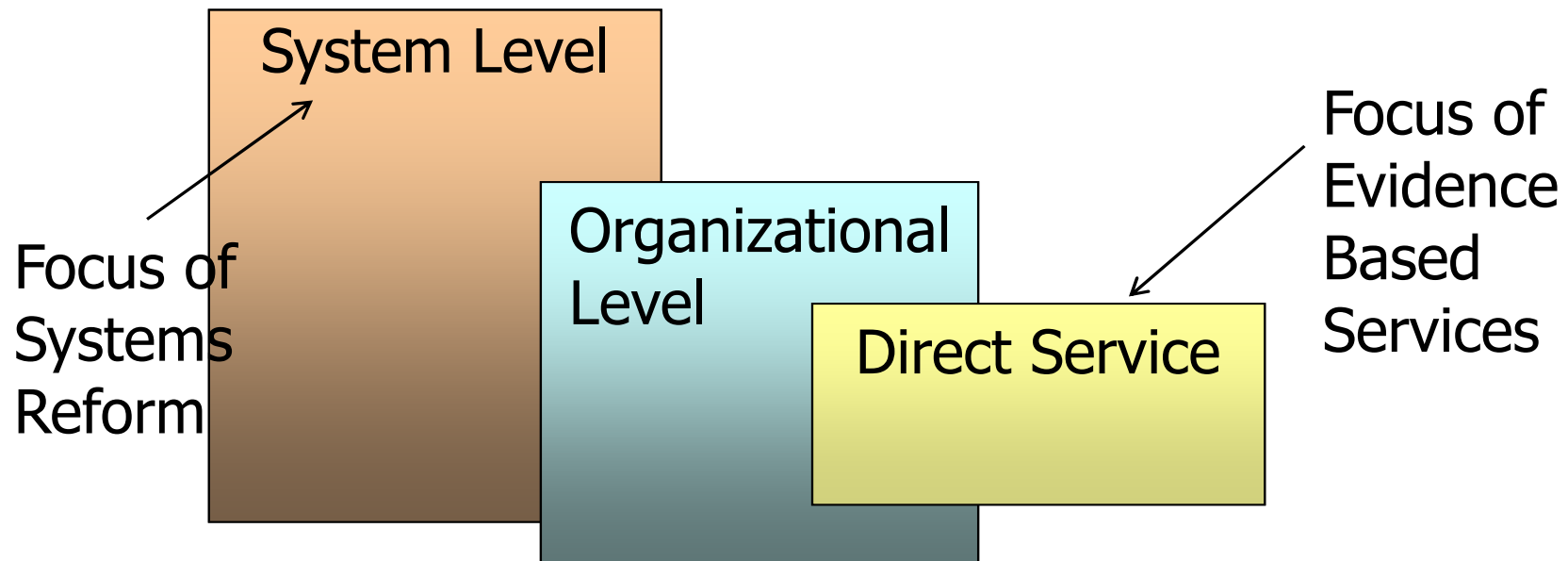
Practice 5 Strategies

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



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

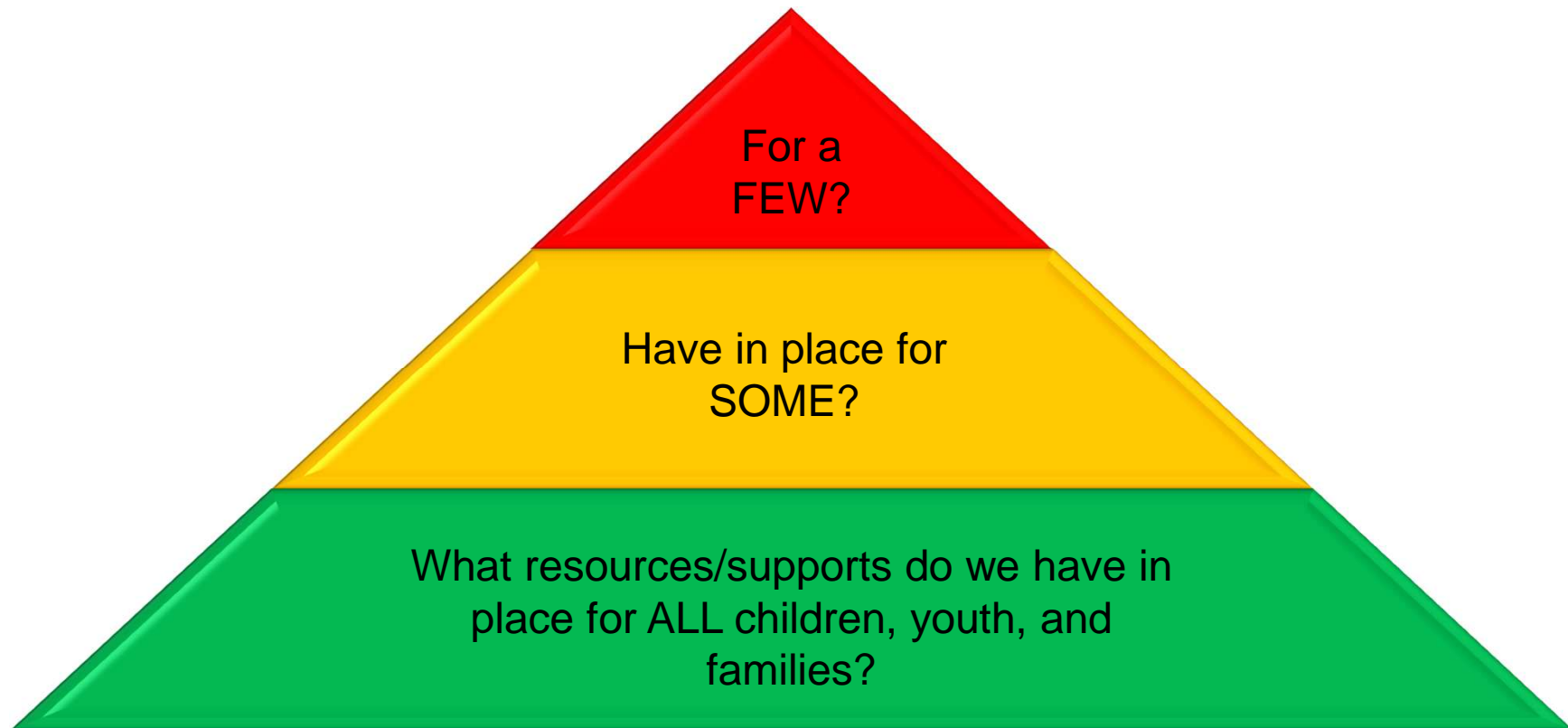
Step 4: Identify areas that integrate with this initiative

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



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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