RESULTS = RELATIONSHIPS + RESOURCES

ShaKenya Edison
K-12 Administrator/Consultant/Facilitator

BREAK TIME

You Tube michaeljrcomedy

What is your personal and professional "why"?

THINK ABOUT IT TALK ABOUT IT

Starting from the Result

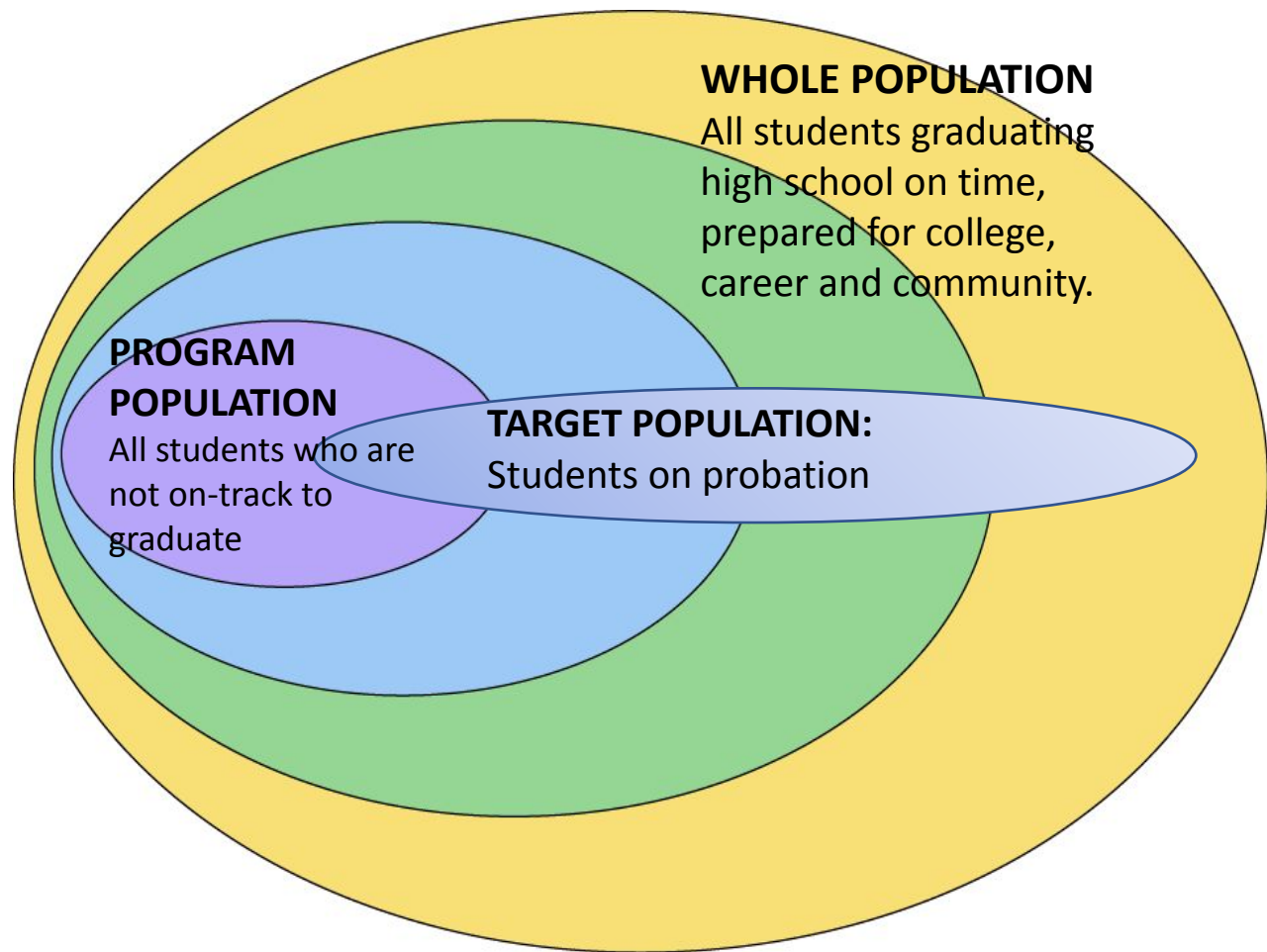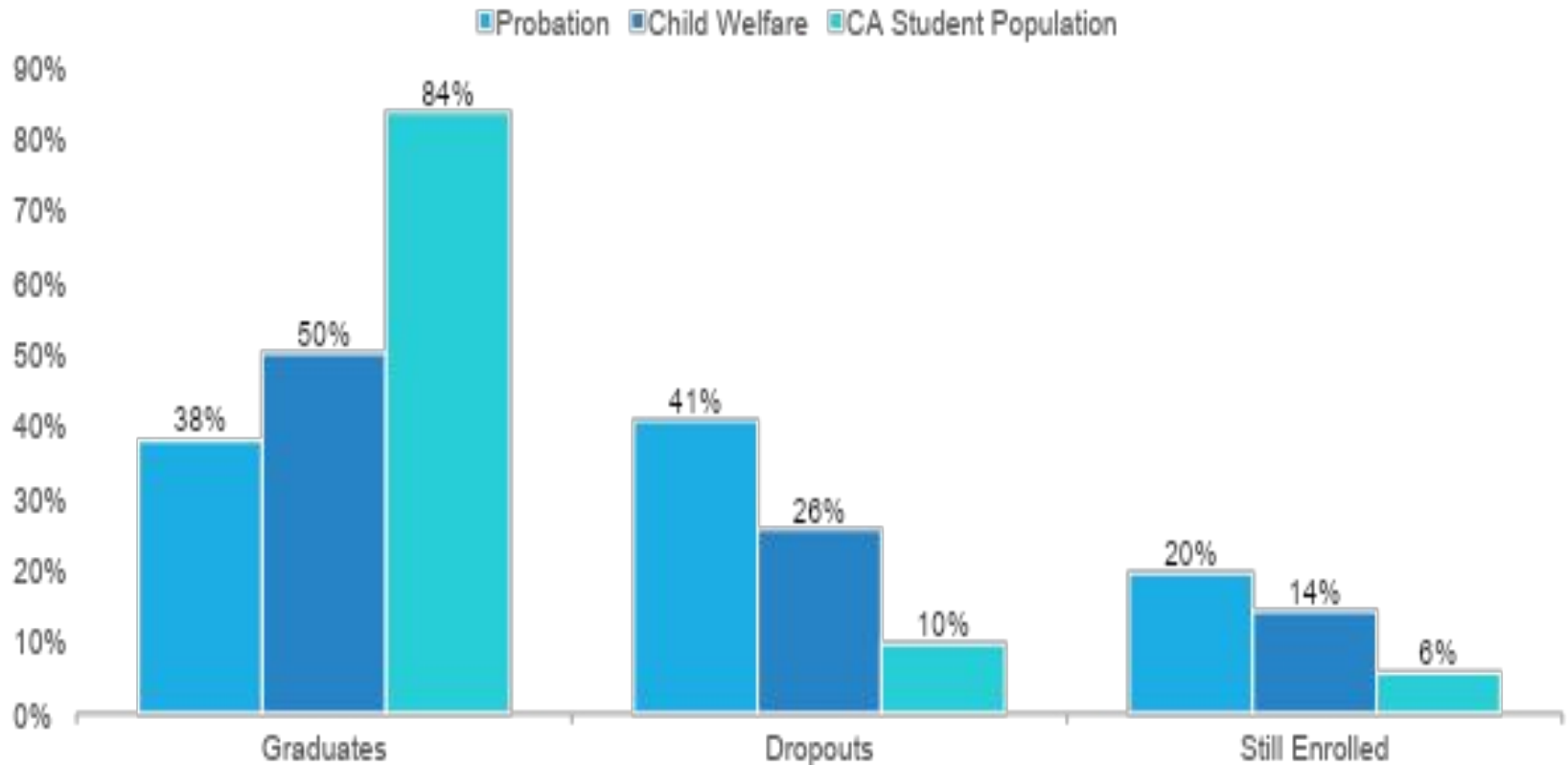|			
What results do we want for all students?	What should be our area of focus based on data?	Who is our target population based on data?	What people, policies, or practices are needed to achieve the result?

EDISON
Educational Consulting

engagement
expectations
equity

RESULTS

WHO IS YOUR PRIMARY PROGRAM POPULATION?
WHAT RESULT DO YOU WANT FOR THEM?
HOW WILL THEY BE BETTER OFF?

WHOLE POPULATION
All students graduating high school on time, prepared for college, career and community.

PROGRAM POPULATION
All students who are not on-track to graduate

TARGET POPULATION:
Students on probation

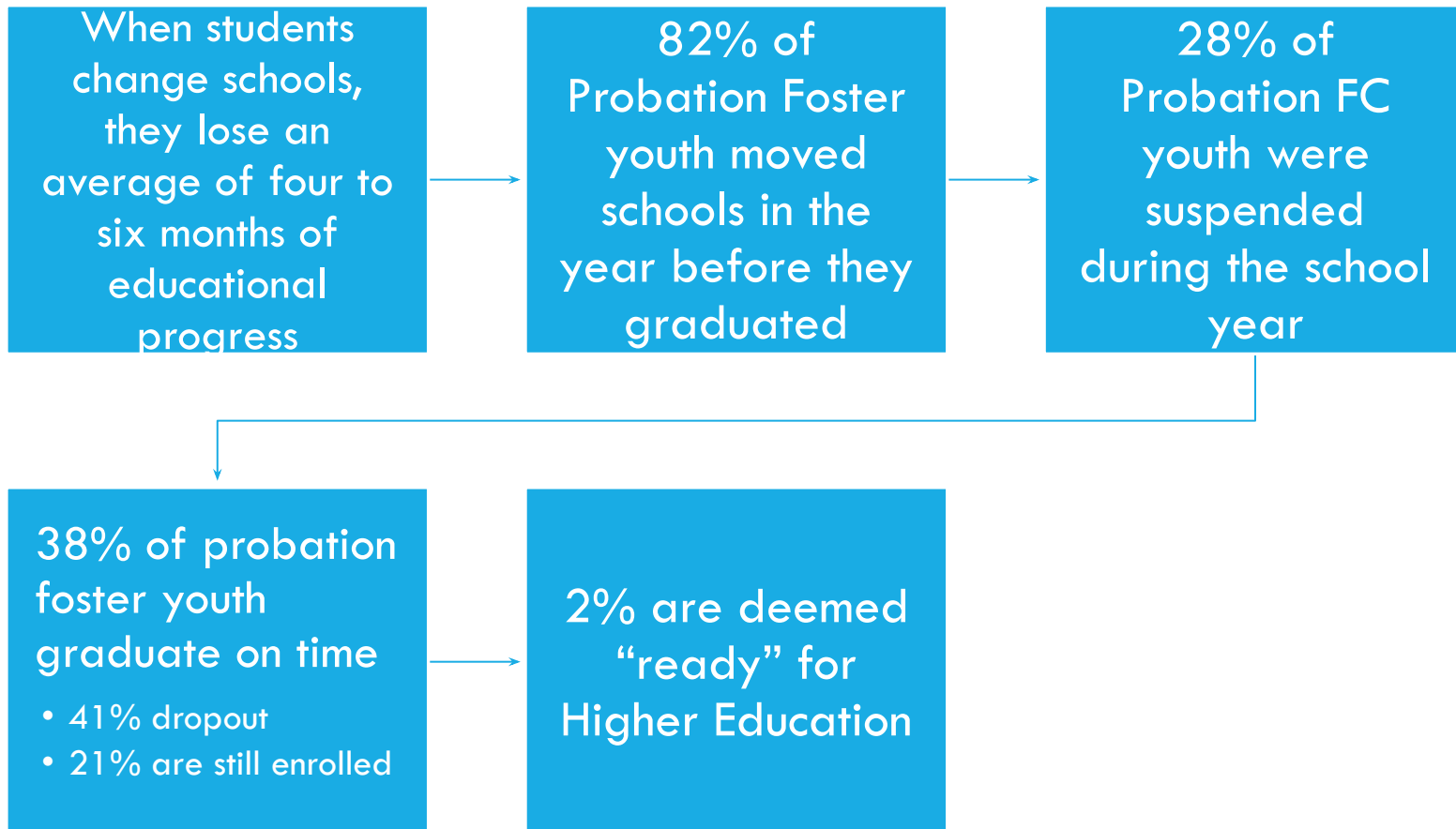Annie E Casey Foundation
Results Count Practitioner Program

PROBATION YOUTH WERE SIGNIFICANTLY LESS LIKELY TO GRADUATE ON TIME THAN THE GENERAL POPULATION

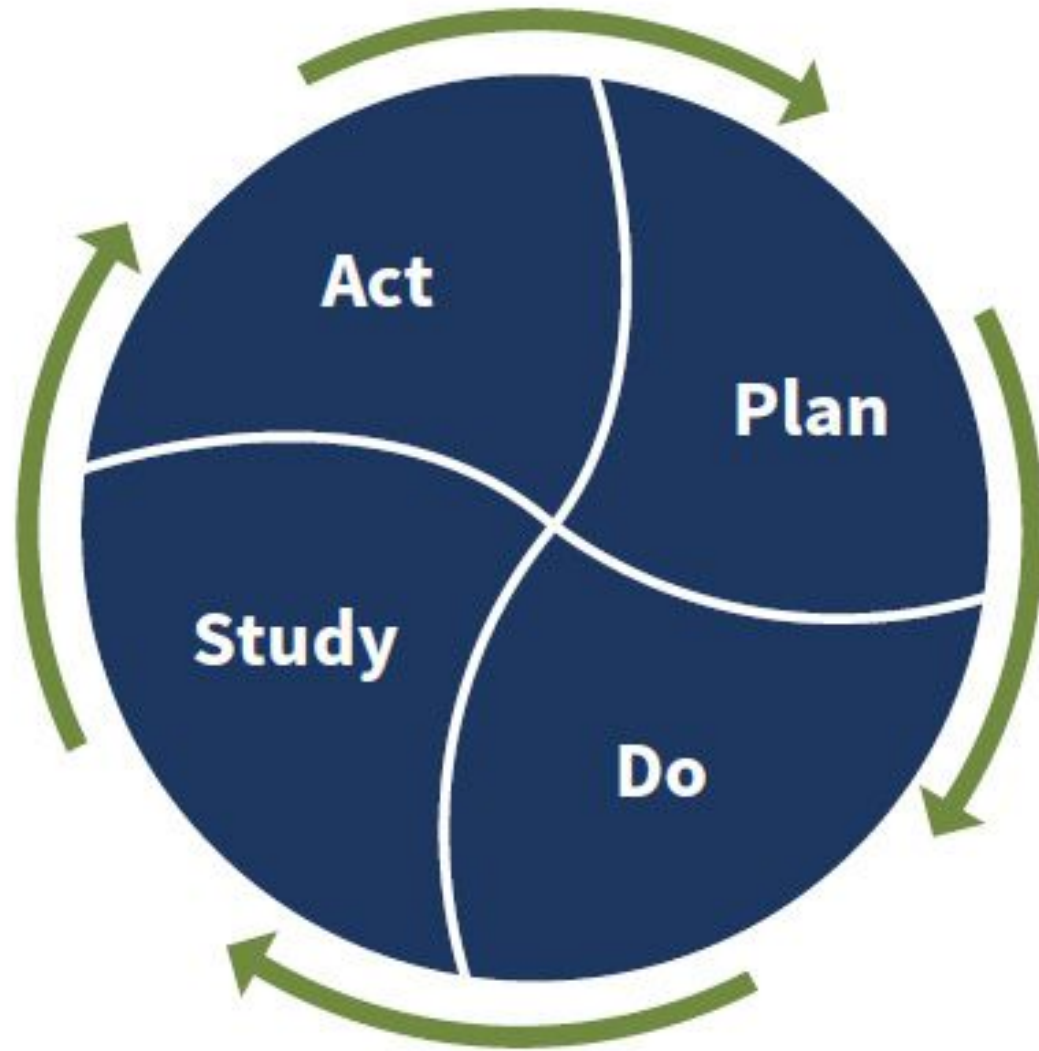

Class of 2016, High School Completion Outcomes, by Gradution type

PROBATION FOSTER YOUTH EDUCATION IN 2015-2016

When students change schools, they lose an average of four to six months of educational progress

82% of Probation Foster youth moved schools in the year before they graduated

28% of Probation FC youth were suspended during the school year

38% of probation foster youth graduate on time
- 41% dropout
- 21% are still enrolled

2% are deemed "ready" for Higher Education

PLAN-DO-STUDY-ACT (PDSA) Approach

MEANINGFUL ENGAGEMENT

SCALE UP AND/OR ADJUST

BE RESPONSIVE TO THE DATA AND DESIRED RESULTS

ACT | PLAN

STUDY | DO

SWOT ANALYSIS

COLLABORATE AND CO-CREATE ACTIONS WITH NATURAL SUPPORTS AND COMMUNITY PARTNERS

11
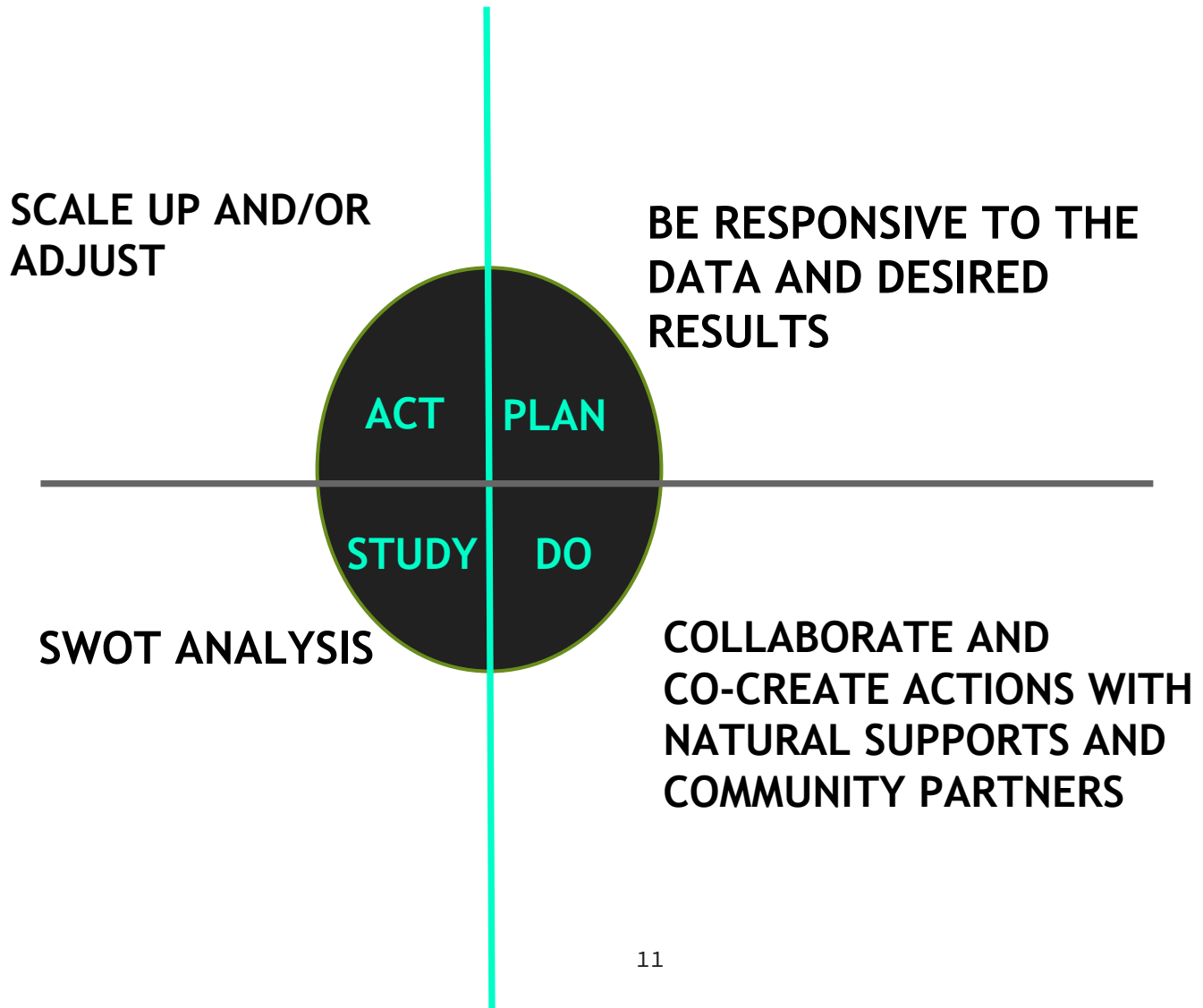
RELATIONSHIPS

Who needs to be at the table and meaningfully engaged to contribute to the result?

YOUNG PEOPLE WITH STRONG RELATIONSHIPS ARE MORE RESILIENT IN THE FACE OF STRESS AND TRAUMA.

Families dealing with adversity are better equipped to mitigate the negative impact of stressful events when they have robust parent-child relationships. If young people in high-stressed families* have strong developmental relationships with their parents, then they are . . .

- 21 times more likely to manage their emotions well.
- 17 times more likely to take personal responsibility for their actions.
- 5 times more likely to be good at making and keeping plans.
- 4 times more likely to have a sense of purpose in life.†

The Developmental Relationships Framework

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people's lives.

Elements	Actions	Definitions
Express Care Show me that I matter to you.	• **Be dependable**............ • **Listen**.......................... • **Believe in me**............... • **Be warm**..................... • **Encourage**..................	Be someone I can trust. Really pay attention when we are together. Make me feel known and valued. Show me you enjoy being with me. Praise me for my efforts and achievements.
Challenge Growth Push me to keep getting better.	• **Expect my best**............. • **Stretch**.......................... • **Hold me accountable**... • **Reflect on failures**........	Expect me to live up to my potential. Push me to go further. Insist I take responsibility for my actions. Help me learn from mistakes and setbacks.
Provide Support Help me complete tasks and achieve goals.	• **Navigate**....................... • **Empower**...................... • **Advocate**...................... • **Set boundaries**.............	Guide me through hard situations and systems. Build my confidence to take charge of my life. Stand up for me when I need it. Put limits in place that keep me on track.
Share Power Treat me with respect and give me a say.	• **Respect me**.................. • **Include me**.................... • **Collaborate**.................. • **Let me lead**...................	Take me seriously and treat me fairly. Involve me in decisions that affect me. Work with me to solve problems and reach goals. Create opportunities for me to take action and lead.
Expand Possibilities Connect me with people and places that broaden my world.	• **Inspire**........................... • **Broaden horizons**........ • **Connect**.......................	Inspire me to see possibilities for my future. Expose me to new ideas, experiences, and places. Introduce me to people who can help me grow.

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

40 Developmental Assets™

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.

External Assets

♥ Support

1. **Family Support:** Family life provides high levels of love and support.
2. **Positive Family Communication:** Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other Adult Relationships:** Young person receives support from three or more nonparent adults.
4. **Caring Neighborhood:** Young person experiences caring neighbors.
5. **Caring School Climate:** School provides a caring, encouraging environment.
6. **Parent Involvement in Schooling:** Parent(s) are actively Involved in helping young person succeed in school.

● Empowerment

7. **Community Values Youth:** Young person perceives that adults in the community value youth.
8. **Youth as Resources:** Young people are given useful roles in the community.
9. **Service to Others:** Young person serves in the community one hour or more per week.
10. **Safety:** Young person feels safe at home, school, and in the neighborhood.

✿ Boundaries and Expectations

11. **Family Boundaries:** Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School Boundaries:** School provides clear rules and consequences.
13. **Neighborhood Boundaries:** Neighbors take responsibility for monitoring young people's behavior.
14. **Adult Role Models:** Parent(s) and other adults model positive, responsible behavior.
15. **Positive Peer Influence:** Young person's best friends model responsible behavior.
16. **High Expectations:** Both parent(s) and teachers encourage the young person to do well.

● Constructive Use of Time

17. **Creative Activities:** Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth Programs:** Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious Community:** Young person spends one or more hours per week in activities in a religious institution.
20. **Time at Home:** Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets

☀ Commitment to Learning

21. **Achievement Motivation:** Young person is motivated to do well in school.
22. **School Engagement:** Young person is actively engaged in learning.
23. **Homework:** Young person reports doing at least one hour of homework every school day.
24. **Bonding to School:** Young person cares about her or his school.
25. **Reading for Pleasure:** Young person reads for pleasure three or more hours per week.

⊕ Positive Values

26. **Caring:** Young person places high value on helping other people.
27. **Equality and Social Justice:** Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity:** Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty:** Young person "tells the truth even when it is not easy."
30. **Responsibility:** Young person accepts and takes personal responsibility.
31. **Restraint:** Young person believes it is important not to be sexually active or to use alcohol or other drugs.

☺ Social Competence

32. **Planning and Decision Making:** Young person knows how to plan ahead and make choices.
33. **Interpersonal Competence:** Young person has empathy, sensitivity, and friendship skills.
34. **Cultural Competence:** Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance Skills:** Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful Conflict Resolution:** Young person seeks to resolve conflict nonviolently.

✋ Positive Identity

37. **Personal Power:** Young person feels he or she has control over "things that happen to me."
38. **Self-Esteem:** Young person reports having a high self-esteem.
39. **Sense of Purpose:** Young person reports that "my life has a purpose."
40. **Positive View of Personal Future:** Young person is optimistic about her or his personal future.

- Share Ownership
- SHARED ACCOUNTABILITY
- SHARED COMMITMENT OF RESOURCES
- ALIGNMENT CONTRIBUTIONS

RESOURCES

RESULTS ➡ RESOURCES
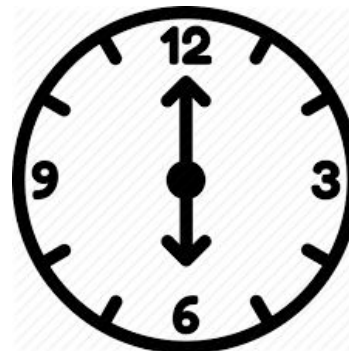
What resources are needed to contribute to students on probation graduating high school on time, prepared for college, career and community.

**THINK ABOUT IT
TALK ABOUT IT**

National Standards for Family-School Partnerships

Welcoming All Families
STANDARD 1

Communicating Effectively
STANDARD 2

Supporting Student Success
STANDARD 3

Speaking Up for Every Child
STANDARD 4

Sharing Power
STANDARD 5

Collaborating with Community
STANDARD 6

PTA.org/excellence

National **PTA** | SCHOOL OF EXCELLENCE
every child. one voice.

California MTSS
FRAMEWORK

The California MTSS Framework includes 5 Domains and 11 Features. The needs of the Whole Child are successfully met when ALL Domains and Features are effectively implemented with fidelity.

CALIFORNIA
MTSS
link.ocde.us/camtss

Whole Child Domain

Inclusive Academic Instruction Features	**Inclusive Behavior Instruction Features**	**Inclusive Transformative Social-Emotional Instruction and Mental Health Support Features**

Essential Domains and Features to Support the Whole Child

Administrative Leadership Domain	**Integrated Supports Domain**	**Family and Community Engagement Domain**	**Inclusive Policy Structure and Practice Domain**
Strong & Engaged Site Leadership Features	Organizational Structure Features	Trusting Family Partnerships Features	Strong LEA / School Relationship Features
Strong Educator Support System Features	Strong & Positive School Culture Features	Trusting Community Partnerships Features	LEA Policy Framework Features

ORANGE COUNTY DEPARTMENT OF EDUCATION

DEPARTMENT OF EDUCATION · STATE OF CALIFORNIA

Butte County Office of Education

CALIFORNIA MTSS

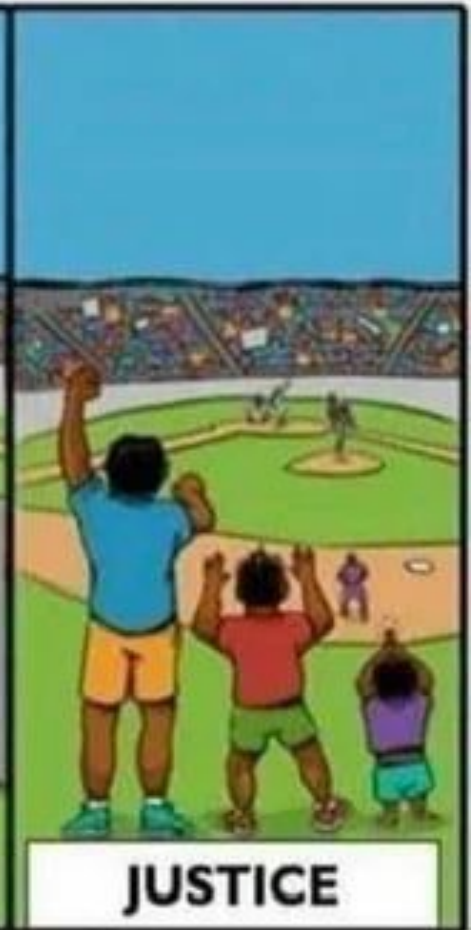| REALITY	EQUALITY	EQUITY	JUSTICE
One gets more than is needed, while the other gets less than is needed. Thus, a huge disparity is created.	The assumption is that everyone benefits from the same supports. This is considered to be equal treatment.	Everyone gets the support they need, which produces equity.	All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

Do You Know What the Law Requires?

- School districts and other public agencies are responsible for <u>Child Find</u>:
  - Locating, identifying, and evaluating eligible children

- School districts and other public agencies are responsible for offering those who qualify for services a free & appropriate public education (FAPE).

Overview of the Law

Foster youth who transfer high schools after their second year may graduate by completing minimum state graduation requirements if, at the time of transfer, they cannot reasonably complete additional local school district requirements within four years of high school.*

- **Who Qualifies:** AB 167/216 graduation applies to any youth in foster care or on probation who is either removed from their home under Cal. Welf. & Inst. Code § 309 or subject to a petition under Cal. Welf. & Inst. Code § 300 or 602, regardless of where they live.

- **Transfer Schools After Second Year:** To determine whether a youth completed their second year of high school, schools must use either the length of enrollment or the number of credits earned, whichever method will make the youth more likely to be eligible.

- **Graduation Options:** (1) Accept the exemption and graduate using minimum state requirements. (2) Reject the exemption and graduate using school district requirements. (3) Remain in high school a 5th year to complete all school district requirements. Youth have a right to remain in high school for a 5th year even if they turn 19 years old. (4) Acknowledge eligibility but defer decision until a later date. Regardless, youth graduate receiving a normal high school diploma.

- **Length of Eligibility:** Once a youth is found eligible, they remain eligible, even if they transfer schools again, return to their biological parents' care, or their court case closes.

- **Reconsideration:** If a youth is found ineligible for AB 167/216 graduation when they transfer schools, they can request that the school reconsider the decision at any later time.

AB 1166 (effective 1/1/16), Cal. Educ. Code § 51225.1.

*AB 167/216 graduation applies to any school operated by a school district, including adult schools.

- **Notification Requirements:** The new school district must determine whether a foster youth is eligible to graduate under AB 167/216 within 30 days of the youth's transfer into a new school. This determination, as well as the impact of AB 167/216 graduation on admissions to a four-year university, must be provided in writing to the youth, their ERH, and social worker/probation officer within 30 days of enrollment. The legal duty to determine eligibility and provide notification still exists, even if a school district missed their 30 day notification timeline and even if a youth's case is later closed.

- **Who Decides:** Only the ERH or a youth who is over 18 years old can determine whether graduating under AB 167/216 is in the youth's best interest. An ERH can change their decision of whether or not to graduate under AB 167/216 at any time prior to the youth's graduation.

- **Military Service:** AB 167/216 diplomas constitute normal high school diplomas and should allow students to fall into priority enlistment categories for Military Service.

NOTE: Additional resources for youth transitioning out of foster care or off probation (e.g., housing, employment, finances, college) can be found on our website: **KnowB4UGo.org**

Created by: ACR, ACSA, CCSESA, CDE, CSBA, CWC and CWDA

AB 167/216 Graduation Requirements

AB 167/216 STATE GRADUATION REQUIREMENTS	EXAMPLE OF LOCAL SCHOOL DISTRICT GRADUATION REQUIREMENTS
English (30 credits)*	English (40 credits) • English 9 (10 credits) • English 10 (10 credits) • American Literature (10 credits) • Contemporary Composition (10 credits)
Math (20 credits) • Algebra 1 / Mathematics 1 (10 credits) • Other Math (10 credits)	Math (30 credits) • Algebra 1 (10 credits) • Geometry (10 credits) • Algebra 2 (10 credits)
Science (20 credits) • Biological Science (10 credits) • Physical Science (10 credits)	Science (30 credits) • Biological Science (10 credits) • Physical Science (10 credits) • Lab Science (10 credits)
Social Studies (30 credits) • World History (10 credits) • US History (10 credits) • American Government/Civics (5 credits) • Economics (5 credits)	Social Studies (30 credits) • World History (10 credits) • US History (10 credits) • Principles of American Democracy (5 credits) • Economics (5 credits)
Visual or Performing Arts, Foreign Language, or Career Technical Education (10 credits)	Foreign Language (20 credits) Visual & Performing Arts (10 credits)
Physical Education (20 credits)	Physical Education (20 credits)
Electives (0 credits)	Electives (50 credits)
TOTAL: 130 Credits	**TOTAL: 230 credits**

*Although the law references year long courses, we have included the number of credits required to complete the necessary number of year long courses here in acknowledgment that foster youth often must piece together partial credits from multiple courses to meet these requirements.

Created by: ACR, ACSA, CCSESA, CDE, CSBA, CWC and CWDA

"EVERY CHILD WHO WINDS UP **DOING WELL** HAS HAD AT LEAST **ONE** STABLE AND COMMITTED RELATIONSHIP WITH A **SUPPORTIVE ADULT**."

Center on the Developing Child 🛡 HARVARD UNIVERSITY

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