



It Takes a City

Bridging LEAs to Resources for Enhanced Student Outcomes

Where Are We Now?

At your table, review student profile and identify the following:

- What are the needs of the student or family?
- What are the school/LEA inputs aimed at addressing these needs?
- What are the city agency inputs aimed at addressing these needs?
- Are there any promising practices?



Where Do We Need to Be?

- Using the student profile, what are the proper system (agency) inputs to address the needs of the student? Discuss what is supposed to happen from the **agency side**.
- Using the student profile, what are the proper school inputs to address the needs of the student? Discuss what is supposed to happen from the **school/LEA side**.
- What are some key gaps between actual student needs and the school, LEA, and city's ability to address the needs?
- What are some root causes to the challenges?



What Do We Need to Do to Get There?

Based on our analysis, what should this group propose tackling?

- Identify **one long-term goal**. If we see “X,” we will know we are successful.
- Identify **one short-term objective**. What can we do in the next 60 days that is actionable and will create change?
- What immediate next steps need to be taken by whom in order for us to hit our 60 day objective?
- What will be our communication plan?



DBH- Behavioral Health Crisis

- The student exhibits symptoms of behavioral or emotional disturbance relative to his/her mental health status (suicidal ideation, homicidal ideation, psychosis)
- Death of a current or former student or staff member
- Critical threat or major incident



ChAMPS

Children & Adolescent Mobile Psychiatric Services

Service Description

- Mobile Response Crisis Service for children and youth up to 18 and 21 for children in foster care.
- Services Available 24 hours a day 7 days a week
- Serve any District resident regardless of insurance coverage
- Responds to the scene of the crisis where the youth and family are located
- Provides crisis safety assessment, crisis stabilization, and safety planning
- Primary goal is to keep youth in their home and community, however they can help facilitate emergency evaluation or hospitalization when appropriate
- Ensures youth is connected to a community-based treatment provider for ongoing services and supports
- Provides phone and face to face follow up for up to 30 days after the crisis intervention

(202) 481-1440/1450



District of Columbia Office of the State Superintendent of Education
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How ChAMPS does it....

Crisis occurs in the School or Community

- If a youth up to age 18, is experiencing a behavioral or psychiatric crisis
- Anyone can call and report this crisis including the youth themselves

Phone Intake with ChAMPS

- A Clinical Manager will complete an intake to gather all specific information to deploy a team
- In special circumstances ChAMPS can consult through crisis situations

Team Deployment

- A two party team will travel to the youth's location in the District
- When appropriate the team will work with Crisis Intervention Officers (CIO) of MPD or other service providers to support the youth through the crisis

Crisis Assessment & Stabilization

- The team will assess for safety, de-escalate the crisis situation, and create a safety plan
- The team will facilitate emergency psychiatric evaluations or hospitalization when deemed medically necessary

Follow Up

- The team will provide phone and face to face follow up to the youth and family
- The team will work to help the family get linked to a mental health provider through the Access Helpline.



Contacts

ChAMPS: (202) 481-1440
(202) 481-1450

Access Helpline: (188) 7WE-HELP (793-4357)

DBH Point of Contact: Denise Dunbar
(202)673-7126



Department of Human Services (DHS)

- **DHS/ESA/OWO (Department of Human Services, Economic Security Administration, Office of Work Opportunity)**
 - Conduct TANF Orientations & Assessments
 - Provide Case Coordination for TANF receipts who may not have been successful with their (TEP) TANF Employment Providers & those who have been employed for over 1 year and want additional support.
 - General TANF Information
- **What direct and/or indirect services do you provide to students and families?**
 - **Direct Services are provided to TANF grant head of household and/or parent of any child that lives in the household and is on the TANF grant**
 - Assessment (employment history, education, housing, general health, mental health, substance abuse, domestic violence-safety, child care and well-being, and customer's own concerns in getting or maintaining employment)
 - Information and Referrals for any needs and/or barriers identified during assessment
 - Case Coordination/Management
 - Support in exploring "Exemptions" from work requirements due to medical or needed in home
 - Housing Barrier Remediation
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 - **In-direct Services are provided to children of TANF recipients through information & referrals**
- **Please describe some of your key initiatives that support students, families, and educators.**
 - Comprehensive Assessments of TANF recipients
 - Individualized Plans to address employment goals
 - Employment Services for TANF recipients
 - Tuition Assistance Program Initiative TANF (TAPIT) (tuition scholarships for TANF recipients who are working on a AA/BA degree).
 - Direct connection to DBH for TANF recipients who have identified mental health or substance abuse challenges
 - Co-location with CFSA to coordinate connection or re-connection of TANF customers involved with CFSA to their TEP providers.
 - Homeless Families are connected or re-connected to their TEP providers



Department of Human Services (DHS)

- How you currently collaborate with schools?
 - Homeless Liaisons –
 - Communicating with schools the needs of families who are sheltered
 - Shared training opportunities between DHS and the schools to be in compliance with the McKinney- Vento Homeless Assistance Act
 - Office of Early Childhood Education –
 - Attend CPOC parent meetings to promote TAPIT program and looking at parent’s engagement in child’s school to “count” toward participation hours if attending trainings, attending child’s IEP meetings, etc.
 - My Schools DC –
 - Sharing lottery information and lottery process to parents
- What do you see as necessary for effective partnerships?
 - Communication at the Administration level
 - Communication at the Service level
- What ideas do you have for future collaboration?
 - Strengthen the current partnerships so they are engrained in process
- Who should schools contact if they have additional questions or need resources?
 - Tamitha Christian, Program Manager , Office of Work Opportunities 202-698-1714; email: tamitha.christian3@dc.gov



Primary Function of CSSD

COURT SOCIAL SERVICES DIVISION (CSSD) is part of the District of Columbia Superior Court and is the District's juvenile probation agency. CSSD is responsible for serving and supervising juveniles involved in the "front-end" of the District's juvenile justice system. Those juveniles include: all newly arrested youth entering the Court system in juvenile delinquency cases, Persons In Need of Supervision (PINS) cases and truancy cases, probation, and diversion matters.



Primary Function of CSSD

- CSSD currently has an average of 1,600 juveniles under its supervision at any given time. The Division's staff is responsible for:
 - Screening and assessing each newly arrested youth's risk to public safety;
 - Making petition recommendations to the Office of the Attorney General;
 - Conducting youth and family assessments, including Family Group Conferences;
 - Advising and making recommendations to the Court throughout all phases of the adjudication process;
 - Conducting home, school, and community assessments toward the development of comprehensive pre- and post- disposition probation services, supervision plans and alternatives to detention;
 - Coordinating services and monitoring all court involved youth and
 - Recommending and facilitating commitment of youth to the District of Columbia's Department of Youth Rehabilitative Services;



CSSD- Key Initiatives

- Balanced And Restorative Justice (BARJ Drop-in Center)
- Delinquency Prevention Unit (DPU)
- CGC evaluations/therapy
- Tutoring/Mentoring
- Summer Curfew Initiatives
- School Visits/School Attendance Monitoring
- Internal Residential Review Committee (IRRC)
- Cool House – Therapeutic Group Home
- Walk-in Truancy Referrals
- Purchase of Services
- Red Door/Clothing Drive
- Referrals/collaboration with CSA and Community Collaboratives
- ACE Diversion Program



CSSD- Collaboration with Schools

- School visits
- Participation in IEP/manifestation meeting
- Truancy prevention meetings/presentations with schools
- Friday Community Support
- Truancy Task Force to address the new law



CSSD- Future Collaboration

- Seamless exchange of educational information
 - Easier entry into all schools and contact with school personnel
 - Accessibility to cumulative files



Contacts for Additional Information

Regina Yorkman,
Acting Supervisory Probation Officer
202-508-0544

Ronald DuBrey,
Acting Supervisory Probation Officer
202-508-0553

Jarin Watson,
Deputy Clerk
202-508-0541



Department of Youth Rehabilitation Services (DYRS)

DYRS Mission

- To improve public safety and give court-involved youth the opportunity to become more productive citizens by building on the strengths of youth and their families in the least restrictive, most homelike environment consistent with public safety. D.C. Code § 2-1515.04(6).

DYRS Vision

- To provide the nation's best continuum of care for court-involved youth and their families through a wide range of programs that emphasize individual strengths, personal accountability skill development, family involvement, and community support. D.C. Code § 2-1515.04.



Department of Youth Rehabilitation Services (DYRS)

Strategic Plan Fiscal Year 2015

**Goal 1:
Youth Prepared to Succeed**

**Goal 2:
Safe Facilities, Safe Communities**

**Goal 3:
Efficient and Effective Management**

Vision: What success looks like for DYRS

<p>Youth engage in Positive Youth Development</p>	<p>Our culture demonstrates that youth can change</p>	<p>Communities invest in our youth</p>	<p>The public feels safe</p>	<p>Youth feel safe</p>	<p>Staff feel equipped to do their job safely</p>	<p>We deploy resources to maximize youth outcomes</p>	<p>We are the employer of choice with a first-rate staff</p>	<p>Our approach is clearly articulated & effectively implemented</p>	<p>We establish strategic partnerships</p>
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Strategic Focus Areas: *DYRS's immediate priorities for meeting its goals*

<ol style="list-style-type: none"> 1. Develop youths' sense of well-being and belonging 2. Offer youth opportunities to achieve a skill 3. Connect youth to people and community 	<ol style="list-style-type: none"> 1. Involve youth in planning and realizing change 2. Empower youth through our activities 	<ol style="list-style-type: none"> 1. Work to ensure that our city has everything needed to serve youth locally 2. Meaningfully partner with families 	<ol style="list-style-type: none"> 1. Keep youth on track with their treatment plans 2. Ensure youth are where they are supposed to be 3. Communicate our public safety record clearly 	<ol style="list-style-type: none"> 1. Ensure youth have strong positive relationships 2. Establish and maintain best-in-class facilities 	<ol style="list-style-type: none"> 1. Provide appropriate professional training 2. Deploy our staff appropriately 	<ol style="list-style-type: none"> 1. Align our business processes with best practices 2. Identify creative funding streams 3. Empower staff to manage their budget 	<ol style="list-style-type: none"> 1. Attract and retain the highest quality employees to best serve our youth 2. Define the culture to reflect the mission and vision 3. Strengthen our local image 	<ol style="list-style-type: none"> 1. Enhance training and professional development 2. Effectively leverage technology and communication 3. Apply our policies consistently and fairly 	<ol style="list-style-type: none"> 1. Enhance sister agency and system stakeholder partnerships 2. Improve relationship with unions
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Key Initiatives (DYRS)



CAFAS

Who: Children ages 5-19, especially with serious emotional disturbance

What: Tool for clinician to assess everyday functioning

Why: Tracks outcomes, informs decisions about type and intensity of treatment, may be important for eligibility, aids in program evaluation

Subscales

- Home
- School
- Community
- Behavior towards others
- Moods
- Self-harm
- Substance use
- Thinking
- Material needs
- Social support

Psychometric Data

Reliability: Internal consistency for each subscale

Validity: Convergent validity, Divergent validity, Construct validity, Criterion validity

Cross Cultural Fairness

Research Question: How valid with psychiatric and non-psychiatric populations compared to other measures and measures representing disability?

Method: Measure validity and reliability was tested. Effectiveness of measure these with non-psychiatric populations.

Findings: Found no between or through to have been the same across measures.

Conclusion: This study found evidence of cross-cultural fairness for the CAFAS subscales. However, there were some differences between ethnicities, but only in males.

Structure and Overview

No standardized subscales. Takes about 10 min.

Provides the clinician information based on specific behavioral criteria.

A range of severity on each subscale.

Paper form and an online form.

Consistency of data in each program toward goals.

Measures are able to track and many local agencies.

Provides data on needs strengths and goals, but only for our included in the survey.

Practicality

For the clinician: No individual information gathering. Quick and easy automated system.

For the agency: Online platform includes agency level dashboard and reports.

<http://www.families.com/cafascare.com/cafascare/>

Child & Adolescent Functional Assessment Scale

CAFAS



Department of Health Care Finance (DHCF)

- Anita Lewis, Project Manager
- Department of Health Care Finance (DHCF)
- Division of Managed Care
- The primary function of DHCF is to administer the DC Medicaid Program
- Through MCO contracts, comprehensive health care services are provided to DC residents
- Key Initiatives/Services :
- Collaboration with OSSE Strong Start Early Intervention Program
- Psychiatric Residential Treatment Facility Admissions
- Early Periodic Screening, Diagnosis and Screening (EPSDT)
- Collaboration with DBH for Behavioral Health Services
- Case Management Services



Department of Health Care Finance

- Collaborations: Immunizations, Early Intervention Services, Behavioral Health Services, EdFest
- Effective Partnerships: MOUs
- Future Collaborations: HS Health Centers, Health Fairs, Communicate with School Nurses, Social Workers, Counselors, Health Education
- DHCF/DMC Contact: Anita Lewis, Project Manager anita.lewis@dc.gov 202-442-4657
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D.C. Department of Parks & Recreation

Roving Leader Program

- To prevent, neutralize and control hostile behaviors in youth and youth groups through the development of positive relationships between teen/youth and the outreach workers.
- The Outreach staff uses recreation and leisure **activities** as the intervening vehicle for redirecting antisocial and aggressive behaviors.



DPR- Direct or Indirect Services

- Roving Leader Program/Outreach
 - Mentoring & Advocacy
 - Crisis Intervention
 - Employment & Resource Referrals
 - Community Outreach
 - Reality Babies
 - Anger Management , Bullying & Cyberbullying Workshops
- Home Visits
- Court Visits
- Mobile Recreation
 - Fun Wagon
 - Skatemobile
 - Rock wall
 - Obstacle courses
 - Moon Bounces
 - Game tournaments (Madden)
 - Movie Night Out



School Collaboration

- School Monitoring
 - Assist with truancy
 - Support national exams
 - Conduct mediations
 - Support Administration and SRO's
 - Assist with youth/parent conferences
 - Intervene in youth disputes
 - Youth on youth
 - Youth on teachers
- Home Visits
- Referrals
- Support



Interagency Collaborations

- ***Partnership Necessities***
- **Open Communication**
- **Direct Contact Persons**
- **Immediate Support/
Engagement**
- **Follow up**
- ***Ideas for Future Collaborations***
- **Selected day for agency to get expedited services;**
- **Monthly update meeting;**
- **Team Approach**



DPR- Roving Leader Presenters

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Roving Leader, Outreach Coordinator
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