Cross-State Partnership on Using Data and Evidence to Facilitate Action

Partnership meeting

January 10, 2020





Welcome and introductions

- REL Appalachia
- Cross State Partnership members
 - Kentucky
 - Tennessee
 - Virginia
 - West Virginia



Welcome and introductions

- West Virginia Project Team
 - West Virginia Department of Education (WVDE)
 - Handle With Care (HWC) West Virginia Center for Children's Justice
 - Kanawha County Public Schools
 - REL Appalachia



Meeting objectives



- Update partners on the intensive support initiative with WVDE, including the new *Guide* and Excel workbooks for monitoring the HWC program in schools.
- Obtain partner feedback and suggestions on the HWC Data Monitoring Pilot in Kanawha County Schools.
- Receive ideas about how to make the Guide and Excel Workbooks relevant for use in partners' states.

Project 5.2<u>.13</u>

Meeting agenda



- Welcome and introductions
- Setting the stage
- Accomplishments of the intensive support with West Virginia
- Handle With Care data monitoring pilot
- Partner suggestions and feedback
- Looking ahead
- Closing

Setting the stage

REL APPALACHIA, CROSS-STATE PARTNERSHIP, AND THE WEST VIRGINIA DEPARTMENT OF EDUCATION (WVDE) PROJECT HISTORY

Cross-State Partnership's goal

 To build capacity among local data users to access, understand, and use state data resources to facilitate action at the local level.

.... helping to address "data-rich, information-poor" (DRIP) syndrome.

Partnership history

2017-2018

 Logic model and literature scan December 2018

 Decision to provide intensive support for one state in 2019early 20 2019- early 2020

Intensive support for West Virginia

RELAP and WVDE project: Context

- West Virginia has the highest rate of opioid-related overdose deaths of any state.
- WVDE leaders adopted the ReClaimWV strategic plan to improve outcomes for students and families affected by the drug and opioid crisis.
- Handle With Care is one program that aligns with WVDE and ReClaimWV's aim to improve outcomes for students and families.

Handle with Care August 2019 Washington Maine Montana North Dakota Minnesota Vermont Oregon New Hampshire Wisc si Idaho Massachusetts South Dakota Rhode Island Connecticut Wyoming Prinsy'vania New Jersey * Nebraska Nevada Delaware Indiana Utah Maryland Colorado Missouri Kansas California North Carolina Tenne, ze \Rightarrow Okiahoma South Ce Sina Alabama eorgia Arizona New Mexico Mississippi Texas Louisiana



Alaska

Hawaii

Accomplishments of the intensive support with West Virginia

Overall accomplishments

Since January 2019, the West Virginia project team has:

- Selected the HWC program as a focus.
- Developed school-level logic model for the HWC program.
- Developed materials to support school data driven decisionmaking:
 - Using School Data to Support Program and Student Improvement:
 A Guide for Implementing Handle With Care
 - Two accompanying Excel Workbooks to support data tracking and monitoring
- Recruited and trained 3 schools to participate in a pilot of the materials.
- Launched a five-month pilot of the materials (January May 2020).



HWC School-level Logic Model

Inputs

- West Virginia Department of Education staff expertise
- West Virginia Center for Children's Justice staff expertise
- District staff expertise
- ReClaimWV partners' expertise
- · District buy-in
- Trainer capacity
- West Virginia Education Information System (WVEIS) data
- Substance Abuse and Mental Health Services Administration (SAMHSA) funding
- Community law enforcement and Emergency Medical Services (EMS)
- Community mental health organizations

Activities

- Community stakeholders meet to introduce HWC
- Law enforcement officers & EMS watch "roll call" video in child referral protocols
- School holds physical space for mental health professionals
- HWC school leaders, teachers and school staff complete 1-hour training
- Teachers and school staff participate in HWC book study or strategic planning (Based on Massachusetts Advocates for Children report Helping Traumatized Children Learn)
- School staff develop referral protocols (customized per school)
- School and partners sign Memoranda of Understanding (MOUs)

Outputs

- Law enforcement & EMS officers trained to refer trauma victim information to school
- Law enforcement & EMS have presence in school
- HWC school leads trained in receiving and handling referral information
- Teachers and school staff trained to observe children using a traumasensitive lens
- Referral protocols developed
- MOUs in place
- Referrals to school counselor begin
- School staff trained to implement HWC process

Short-Term Outcomes

- Law enforcement and EMS officers increase use of HWC protocol when child is present at incident
- School data lead receives increase in HWC notifications when incidents occur
- Officers visit school regularly
- Teachers increase awareness of effects of traumatic events on children's learning
- Teachers observe students using trauma-sensitive lens
- Teachers increase use of traumasensitive strategies as needed
- Teachers increase use of school protocol to refer student to counselor as needed

Mid-Term Outcomes

- Increased school-law enforcement communication regarding children's exposure to trauma
- Increased teacher use of traumasensitive interventions in the classroom
- Increased teacher referrals to counseling services
- Increased counselor referrals to mental health services
- Increased use of strategies to become trauma-sensitive school by school staff

Long-Term Outcomes

- Increased number of students receiving counseling services and mental health services for trauma exposure
- Fewer student misconduct incidents
- Improved student attendance

Impact

Improved academic outcomes

HWC Logic M

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Materials development



HWC Guide

- Recommends processes for conducting program improvement
- Includes instructions, templates, and examples



- Tracks interactions with students identified for HWC support
- Summarizes data to share with the school data lead



- Tracks implementation and student outcomes
- Customizes graphs and charts to visualize data





The Guide





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vle	eting Attendees:			
Facilitator:			Note Taker:	
at	a Lead:			
	ructions: Use output from the Cycle Res	•		•
	nselors, educators, and other staff to gro	•	•	When reflecting on the question
		to improve HWC implementation	from the preceding month	
	,	to improve HWC implementation Related sub-questions*		What could be improved?
Ke	y questions and responses ends in Law Enforcement and EMS Events in	Related sub-questions*	from the preceding month. What worked well?	What could be improved?
Ke Tre	y questions and responses	Related sub-questions*		What could be improved?
Tre	y questions and responses ends in Law Enforcement and EMS Events In How many new HWC notifications did the school receive this month? Did this	Related sub-questions* volving Students To what degree were we prepared for the number of		What could be improved?

The Guide's appendices



Appendix E: Discussion Guide for Teachers

INSTRUCTIONS: Before each data review meeting, the data lead (or designee) should convene a small group of teachers who had students identified for HWC support during the preceding month to discuss the following questions for about 30-60 minutes. Alternatively, the data lead may ask teachers to discuss these questions during a regularly scheduled meeting (e.g., a professional learning community meeting, grade-level team meeting) and report back. The facilitator should note themes that surface and share them with the larger HWC school team.

Key questions	Related subguestions	Notes
 How many students in your classroom(s) were identified as needing HWC supports this month? 	To what degree were you prepared for that number of notifications? What did you notice about the timing of the notifications? For example, did they tend to come after the weekend?	
 After receiving an HWC notification, what steps did you take to identify whether or not that student needed additional support? 	What did you observe about the student's behavior to identify needs for additional support? How (if at all) did you collaborate with other teachers to support a particular student? What additional steps would you take in the future to meet the needs of a student identified for HWC support?	
 What trauma-informed strategies did you use to support these students? (For example, send students to the clinic to rest, reteach lessons, postpone testing, refer the students to counseling, reach out to families) 	Which trauma-informed strategies did you use most frequently? Why? Which seemed more or less effective? Why? Are there different strategies you want to try next month if more of your students are identified as needing HWG supports? To what extent did you communicate with students' families about potential concerns?	
What supports would help you meet the needs of your HWC students?	What additional training could you benefit from? What questions do you have for (or what would you like to learn from) your teacher colleagues about their experiences or strategies? What processes could be improved?	

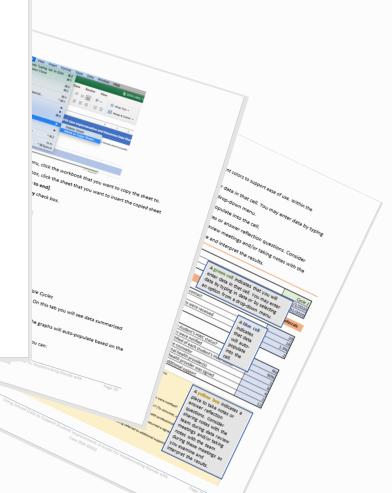
Appendix D: ZoomWV-e User Guide16

This appendix provides instructions for the data lead or other educators for how to use ZoomWV-e to support the HWC program implementation in the school.

To monitor attendance, behavioral incidents, and achievement²⁰ for students identified for HWC support, data leads will need to create and manage several groups in Zoom. Each group consists of students who share a particular attribute. Create a cumulative Handle With Care group, which includes all students who are ever identified as needing HWC support in the given school year, as well as monthly Handle With Care groups, which include only students identified for HWC support during a particular month. In the case of an entire school year from August to May, for example, you would have 11 groups: one cumulative group and 10 monthly groups. In

Monthly HWC Group

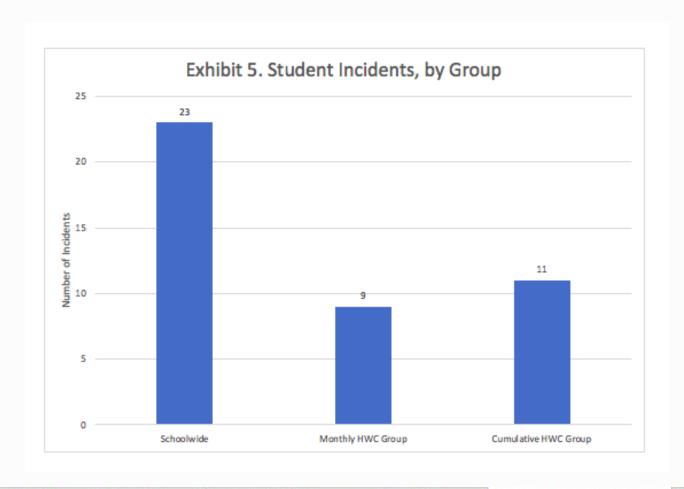
- 1. When you log into ZoomWV-e, you will be directed automatically to the "Dashboard Summary." Each of the underlined numbers is linked to a list of student names that
- ³³ Schools implementing this guidance will be provided with training from WVDC on entering data and reviewing results in ZoomWvc. The following instructions are for reference after training is completed.
 ³⁰ During the plot, WVDC is receiving coaching services from the Regional Generational Laboratory Appalachia to support local school's ability to reference annual or semiannual achievement data available in ZoopuWv.





Excel Data Lead Workbook



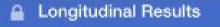












Excel Data Lead Workbook



- Key student outcomes of interest
 - HWC referrals
 - Student attendance
 - Student behavior incidents
 - Student achievement

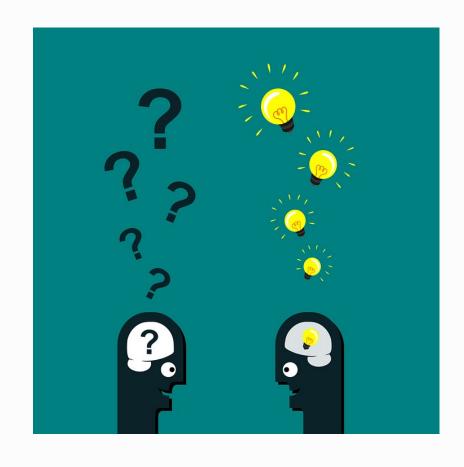


HWC program-improvement process

Implement HWC Collect and enter data Plan for action **Prioritize Hold data review** improvements session

Ideally, this is a monthly process

Questions?



Handle With Care data monitoring pilot

USING THE GUIDE AND THE EXCEL WORKBOOKS



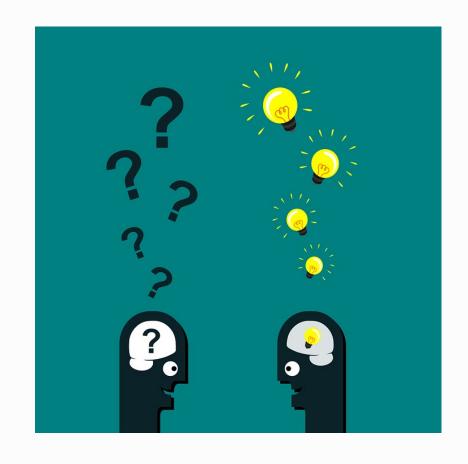
Handle With Care Data Monitoring Pilot

- Goal: To test and adapt materials for Fall 2020 WVDE scale-up and for sharing with partners
- Timeline: January May 2020
- Accomplishments to date:
 - Formed a team in each school
 - Hosted a workshop for teams to learn about the project and materials
 - Discussed and set monthly meeting schedules
 - Internal HWC school team meetings
 - External meeting with REL AP/WVDE/WVCCJ staff



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Questions?





Partner suggestions on pilot and feedback

Share your suggestions for the pilot

Please reflect on what you have heard and your experience.

- Are there lessons learned from a time you piloted and scaled a program or tool?
- Are there suggestions for providing support to schools piloting materials?
- How can our team best support schools when it comes to student privacy and data confidentiality issues?



Share your feedback on *Guide* and Excel Workbooks

Please share your initial reactions. What materials would you be interested in for your state? For example:

- Would you be interested in a generic version of the materials to share with schools in your state that are implementing HWC?
 - If yes, would you need a set of training materials to support school use, such as a one-hour overview of the materials?
- Would you be interested in a document that explains the process for creating materials for districts and schools, such as an infographic?





Looking ahead

PARTNERSHIP ACTIVITIES IN 2020 AND 2021

Planning for 2020 and 2021

2020

- Project poster presentation at the Carnegie Summit on Improvement in Education in April
- Completion of West Virginia intensive support
 - Final Guide and Excel workbooks tailored for West Virginia by August
- Adapt Guide and Excel workbooks for use by other states
 - Individual conversations with partners to gauge interests and needs
- Partnership meetings:
 - July: Report on pilot and updates to materials
 - December: Share materials for all states



Planning for 2020 and 2021 (cont.)

2021

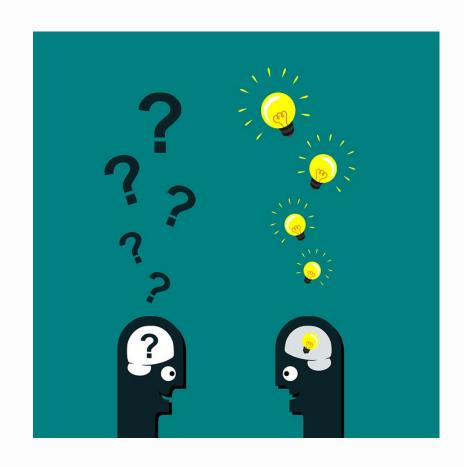
- Webinar open to the public
 - Share information about what we learned, the process for materials development, and the materials (i.e., *Guide* and Excel Workbooks that are generalized for any state)
- Support for other states to use Guide and Excel Workbooks via developing a set of training materials
- Partnership meeting (at least once)



Comments?

Other suggestions?

Questions?



Closing

Closing comments

Please share in the chat box

- one or two take-away messages
 or
- any lingering questions or thoughts.





Thank you!

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