



Partnering for Family Success

MASS/MASC Panel Presentation, November 3, 2022

Panelists:

- **Assabet Valley Collaborative**, Cathy Cummins
- **READS Collaborative**, Beth Estrella and Theresa Craig
- **Northshore Education Consortium**, Fran Rosenberg
- **SEEM Collaborative**, Cathy Lawson

Why Family Success?

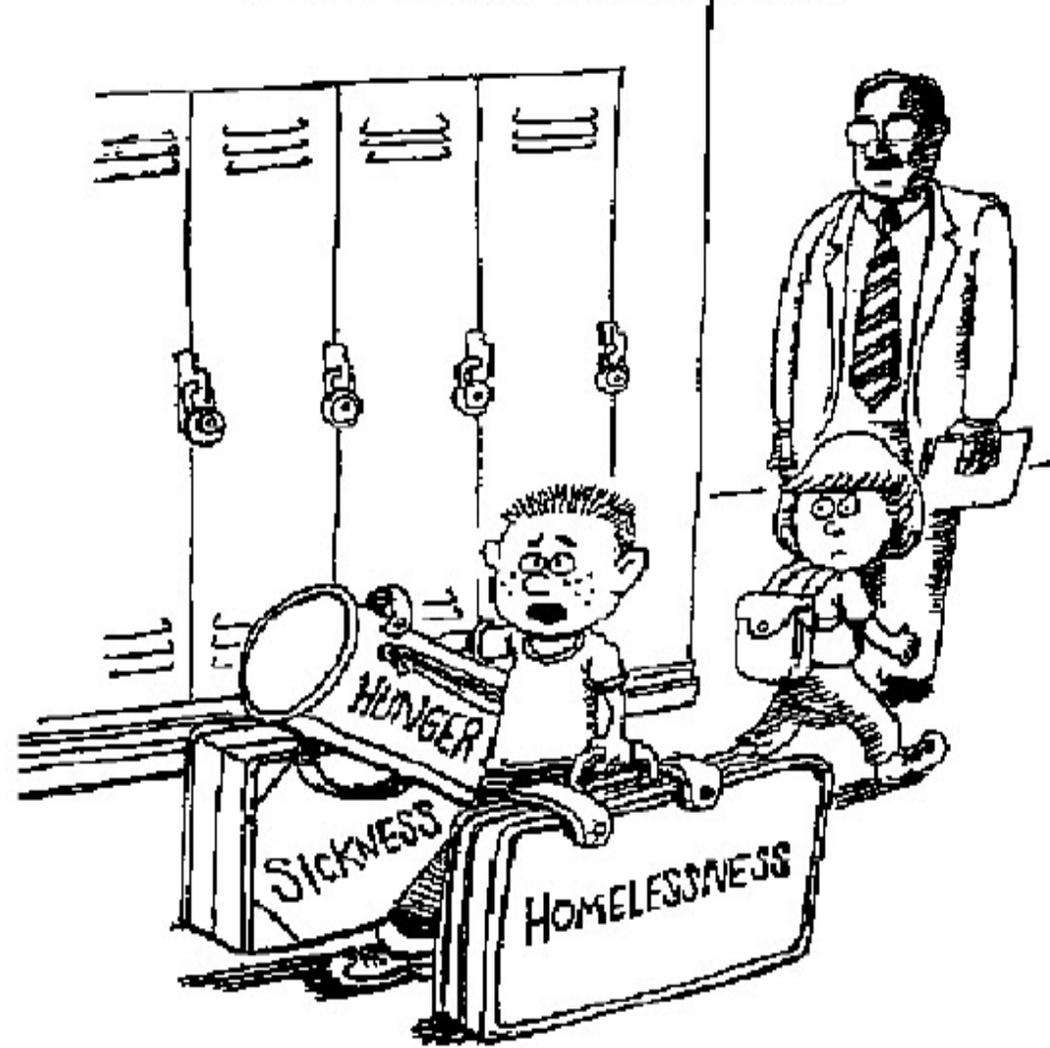
- As we emerge from the Pandemic, we are seeing an unprecedented level of need.
- Family Success Partnerships and Wraparound Programs provide a cost-effective way to help districts support families and students with the greatest need.
- Family Success Partnerships put families at the center, and are able to provide “out of the box” supports that are not typically part of what a district can offer.

Collaborative Models of Wraparound Services are known as:

- Bridge Program (SEEM)
- Connections Program (NEC)
- Family Success Partnership (AVC and READS)

“Comprehensive support models aim to address the out-of-school factors that can impact students’ in-school engagement and readiness to learn.”

*“Could someone help me with these?
I’m late for math class.”*



Core Elements of the Model

Support for Families

- Many families include multiple students in different schools
- Link families to community-based support, such as
 - Counseling/Psychiatric services
 - Medical care/ Insurance
 - Housing and essential resources
 - Legal (domestic, immigration, protection)
 - Many more you will hear about today

Support for School Personnel:

- Ongoing communication & collaboration w/ Administration & Counselors
- Resource sharing meetings with Administration and Counselors;
- Immediate support with problem solving (e.g., who should we contact? what resources are available?);
- Professional Development
- Support for Cultural Proficiency & Inclusion
- District contracts can range from an individual case (hourly) to 60 cases per year (package).

Distinctive Services in Partnership with Families and Districts

- Uses a **strength-based model** to effectively connect students and families with resources in their community
- **Families establish their goals**
- Provides an array of **flexible services** delivered in a space and time that works for each family
- Highly **individualized** to each family to connect them to their school, district, county and community
- These services are provided to families in their home district and community and are not connected to services within collaborative programs.

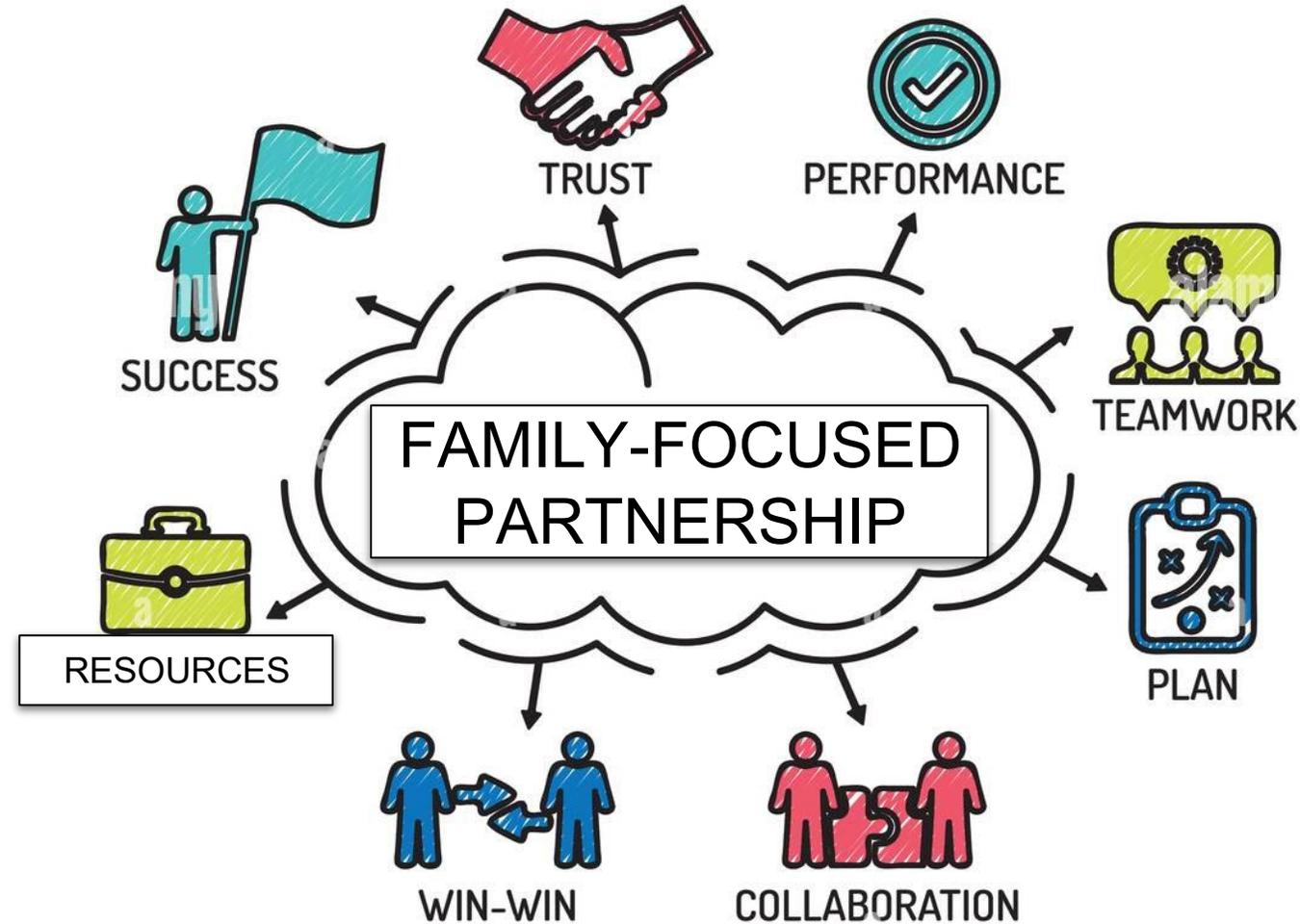
Distinctive Services in Partnership with Families and Districts

- Relies on a **partnership** and consultation with school teams.
- Incidental **Professional Development** through **Case Management**
- Formalized Professional Development
- Not a Special Education service
- Counselor/Social Worker is **not** a “school” employee.
- Services are **not** a packaged product.

Distinctive Services in Partnership with Families and Districts

- Highly **individualized** to each family, school, district, county and community directly **connects** students and families to the services they need through ongoing **support**
 - Care coordination/referrals
 - Mental Health supports and services
 - Case Management
 - “**In-home**” or “Dunkin Donuts” services
 - Access to housing, food, basic needs
 - Builds family autonomy and strengthens school

Bridge Between School Personnel and Families



Panel Perspectives Format

10 Minutes Each

- Case Study
- Funding Model
- Expansion
- Unique Features

Panel Perspective - Flexibility of Services

- **Assabet Valley Collaborative**
- **Northshore Education Consortium**
- **READS Collaborative**
- **SEEM Collaborative**



Case Study

Guardianship young adult with severe disabilities:

- immigration status
- technology
- transportation
- access to culturally & linguistically responsive services
 - health insurance
 - legal services
 - specialized assessments (psychological, LICSW)

The infographic is a vertical list of cost categories for guardianship, each in a dark grey box with white text, followed by a light blue box with dark grey text. The categories are: COURT FEES (\$400⁽¹⁾), BACKGROUND CHECK (\$50⁽²⁾), POSTAGE FOR NOTICES (\$50), ATTORNEY FEE (\$1,500 - \$3,500), WARD'S ATTORNEY (\$750 - \$1,250⁽¹⁾), TRAINING CLASS (\$100⁽³⁾), and CERTIFIED COPIES (\$10). At the bottom right is the 'guardian project' logo, which consists of a white square followed by the text 'guardian project' in a bold, lowercase sans-serif font.

Category	Amount	Notes
COURT FEES	\$400 ⁽¹⁾	Due when you file your guardian advocate petition.
BACKGROUND CHECK	\$50 ⁽²⁾	Due when you file your petition.
POSTAGE FOR NOTICES	\$50	Multiple notices will be sent by certified mail.
ATTORNEY FEE	\$1,500 - \$3,500	Cost varies by law firm retained. No attorney is required for Florida Guardian Advocate.
WARD'S ATTORNEY	\$750 - \$1,250 ⁽¹⁾	Fee for the attorney appointed by the court for your child.
TRAINING CLASS	\$100 ⁽³⁾	Taken after the court appoints you guardian.
CERTIFIED COPIES	\$10	Cost for certified copies of letters of guardianship.

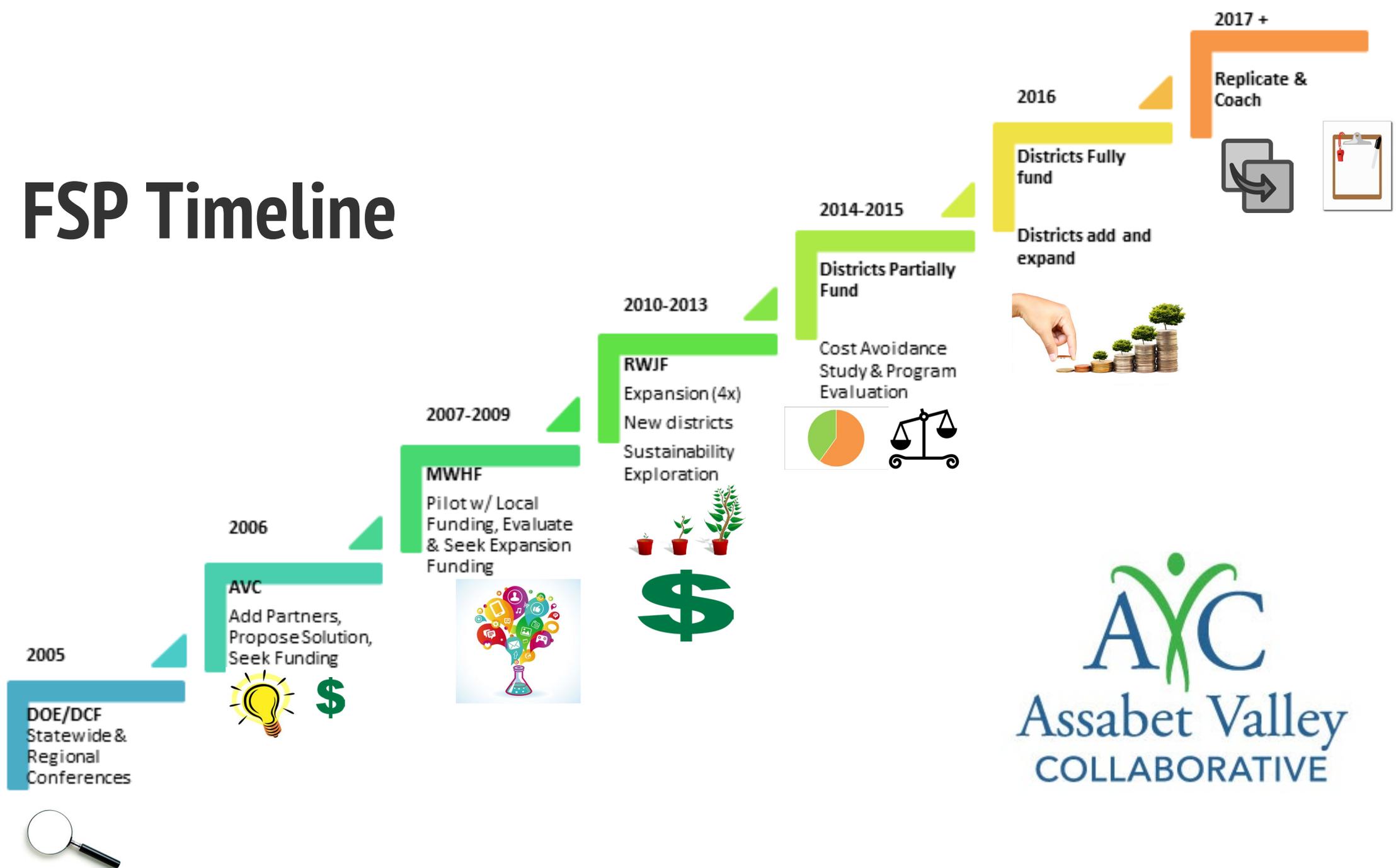
guardian project

AVC - Funding Model



- Packages/Phases of 10 Cases per year - 1-4 cases at a time
- \$36,750 (Member) \$42,000 (Non-Member)
- unpackaged: \$100/hour (Member) \$114/hour (Non-Member)
- Partners range from 10 - 30 cases per year (1-12 cases at a time)
- Nuances re: caseload complexity, new vs. maintenance cases, etc.

FSP Timeline



AVC - 2022



Director of Family, Community and Employee Engagement

5 Counselors; 1 Resource Navigator; 7 districts (2 -16 years): \$650-\$700K overall budget

New:

- partner with one district to begin direct services to students (grant) & PD to faculty
 - PD specializations: [QPR](#), Mental Health 101, Storytelling/Narrative, Cultural Proficiency, Guardianship, Immigration
- partner with one district to support in-district wraparound
 - mentoring, coaching, supervision
 - more complex cases still to AVC

AVC - Unique Features

- **Cultural Proficiency & Cultural Responsiveness** as priorities - foundational
- **Shared leadership** in organization and in team (in design)
- **Case rotation and diversity** - obligation to build our individual and collective capacity to serve all
- **Multi-lingual counselors and resource navigator** (Portuguese and Spanish)
- **Tiered Replication & Mentorship** to support startup elsewhere
- **Pilot of direct service** to students to **fill current gaps** in system
- **Strengths in complexities:** mediation, medical complexity, immigration, housing, health insurance, terminal illness/death of guardians, guardianship, etc

NEC - Case Studies

1. Parent Suicide...multiple siblings impacted by sudden loss, trauma. Surviving parent had limited English skills and was unprepared to deal with resulting issues with insurance, housing, technology, medical care (school information - IEP's, etc and Finances) .

1. Multi-Generational Trauma....

Successful graduation

1. Dis-regulated Kindergarten Student...

Prevention of Out-Placement



NEC - Funding Model

Private grant funding (Tower Foundation, Essex County Community Foundation) enabled us to offset costs in the first year, and to expand prior to obtaining district commitments.

Districts can contract for the year or pay fee for service.

- For \$25,000 our clinicians can work with **two** high needs cases at any time throughout the year, and be available for additional consultation as needed.
- For \$40,000 our clinicians can work with **four** high need cases at any time throughout the year, and be available for additional consultation as needed.
- Customized contract plans can be created that would additionally incorporate professional development/trainings and consultation on student mental health and trauma related issues. These plans can be individually crafted to the specific needs of your district.
- Purchase specific services at an hourly rate of \$140 for member districts or \$175 for non-member districts.

NEC - Expansion

Year	Referrals	Number of Districts	Other Comments
2019 Pilot	16	5	
2019-2020	25	9	
2020-2021	29	8	
2021-2022	48	9	Districts requesting PD
2022-2023	23 (in 2 months)	7	<p>Two districts didn't renew contract but are purchasing as needed.</p> <p>Several districts increased the level of their contract.</p> <p>Three new districts are considering joining.</p> <p>More PD is being requested.</p>

READS - Case Study

Initial Referral: Student was nearing graduation, lacked a post-graduation plan, and his school performance was declining. School team was unsure of cause of shift in this student's presentation and parent was not responsive to school's outreach.

❖ Unidentified barriers:

- Family lacked basic resources (beds, furniture, heat, etc.) & did not seek assistance with these needs due to fear of judgement.
- Parental lacked knowledge of systems of support for her son post graduation and possessed limited skills to independently navigate systems

❖ Outcomes with FSP Support:

- FSP clinician connected with community resources to provide family with beds, mattresses, furniture, heating assistance, and food assistance.
- Connected student with MassRehab
- Empowered mother to become self-reliant and capable of navigating systems to provide for her self and family



READS - Funding Model

- District Funded through purchase of Family Slots for the school year.

FSP clinicians tailor each family slot to meet student & family needs through:

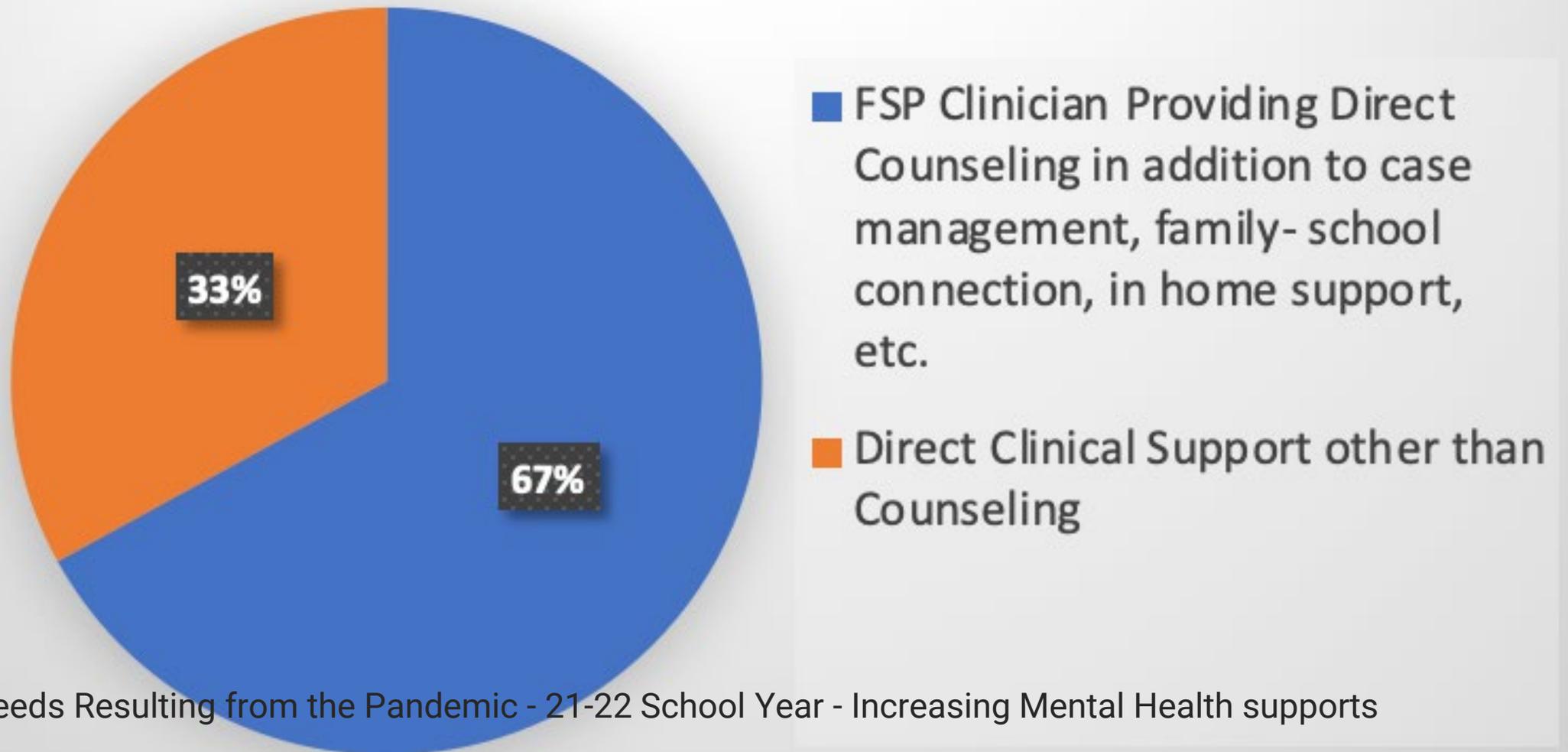
- ❖ Regular meetings, consultation, & collaboration with school team
- ❖ Visits/phone calls/check-ins with family & students as often as needed to stabilize family
- ❖ Individual and family counseling
- ❖ Connecting families to various professional, informal, and community resources
- ❖ Supporting families with immigration, housing, hospitalizations, re-entry to school, etc.
- ❖ Professional development, skill building, and resource sharing with school and district teams.

Family slot costs are listed below.

- Districts with 5 or more families are able to add slots individually at a prorated rate and/or Extended School Year services at an hourly rate.
- ❖ 5 Families - \$18,200
- ❖ 10 Families - \$33,800
- ❖ 15 Families - \$48,800
- ❖ 30 Families - \$98,280



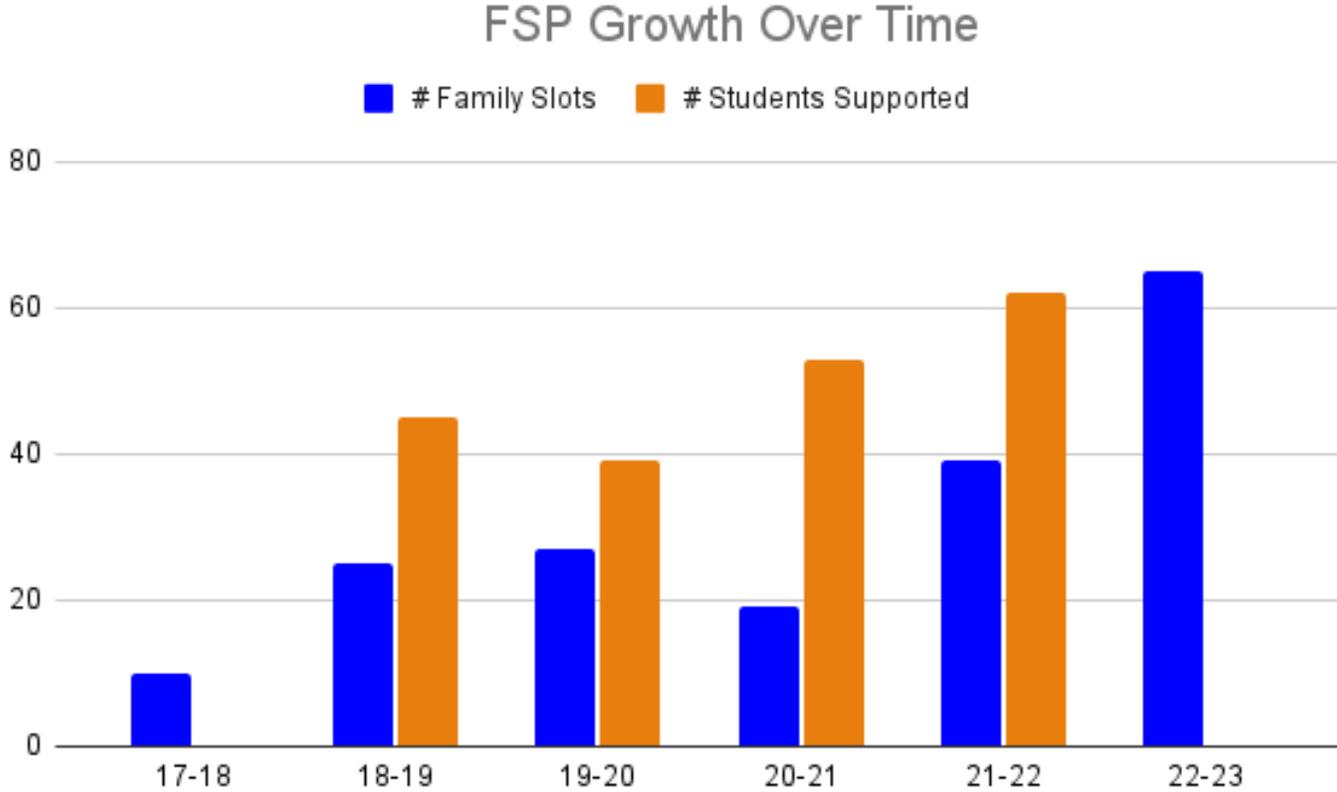
2021-2022 FSP Clinician's Role in Bridging Counseling Shortage



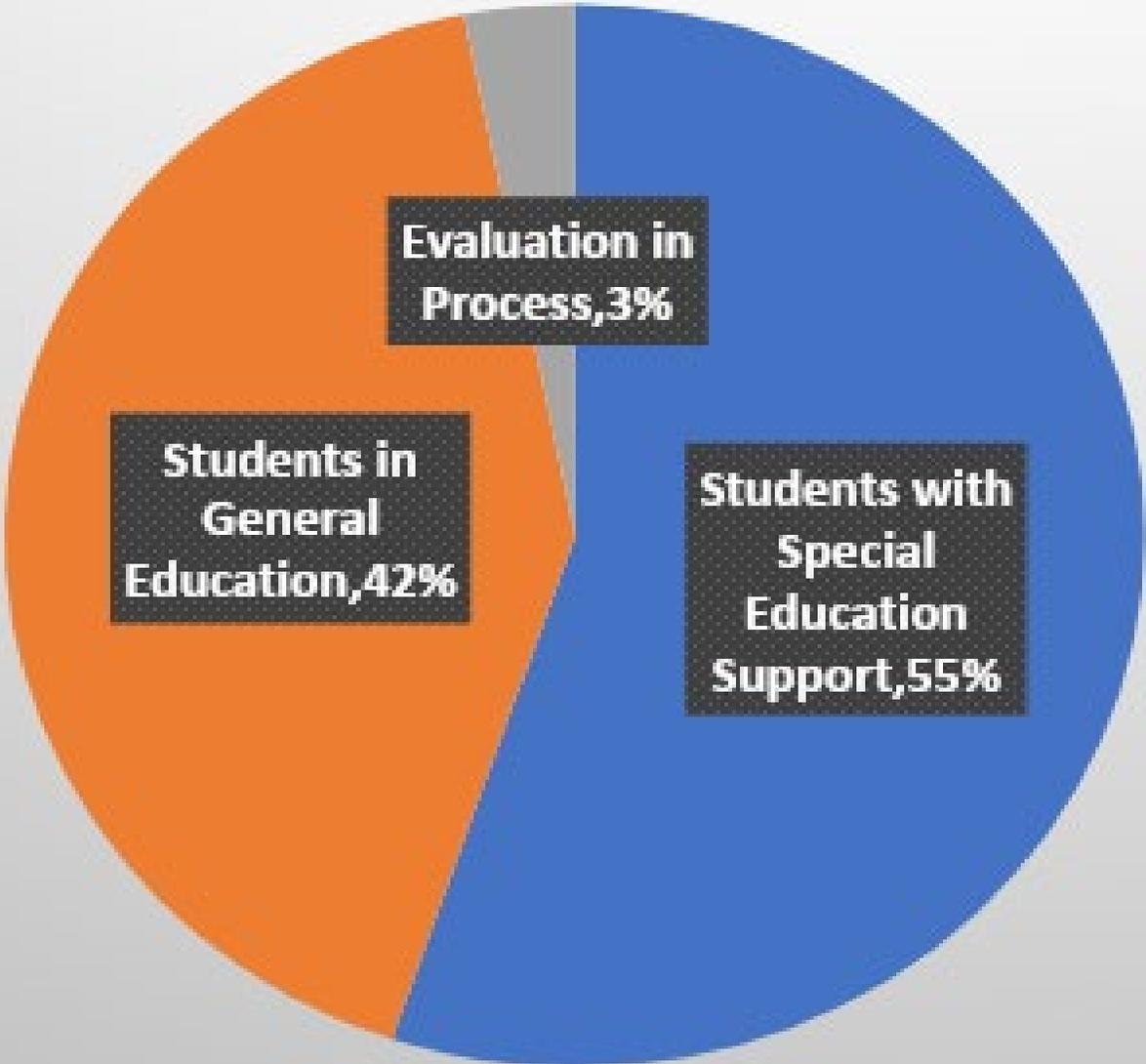
READS - Expansion

- ❖ 2017-2018
 - 1 Part-time FSP Clinician
 - 10 Family Slots
 - 2 Districts

- ❖ 2022-2023
 - 4 FSP Clinicians
 - 75 Family Slots
 - 7 Districts



FSP Supporting All Students



- Students with Special Education Support
- Students in General Education
- Evaluation in Process

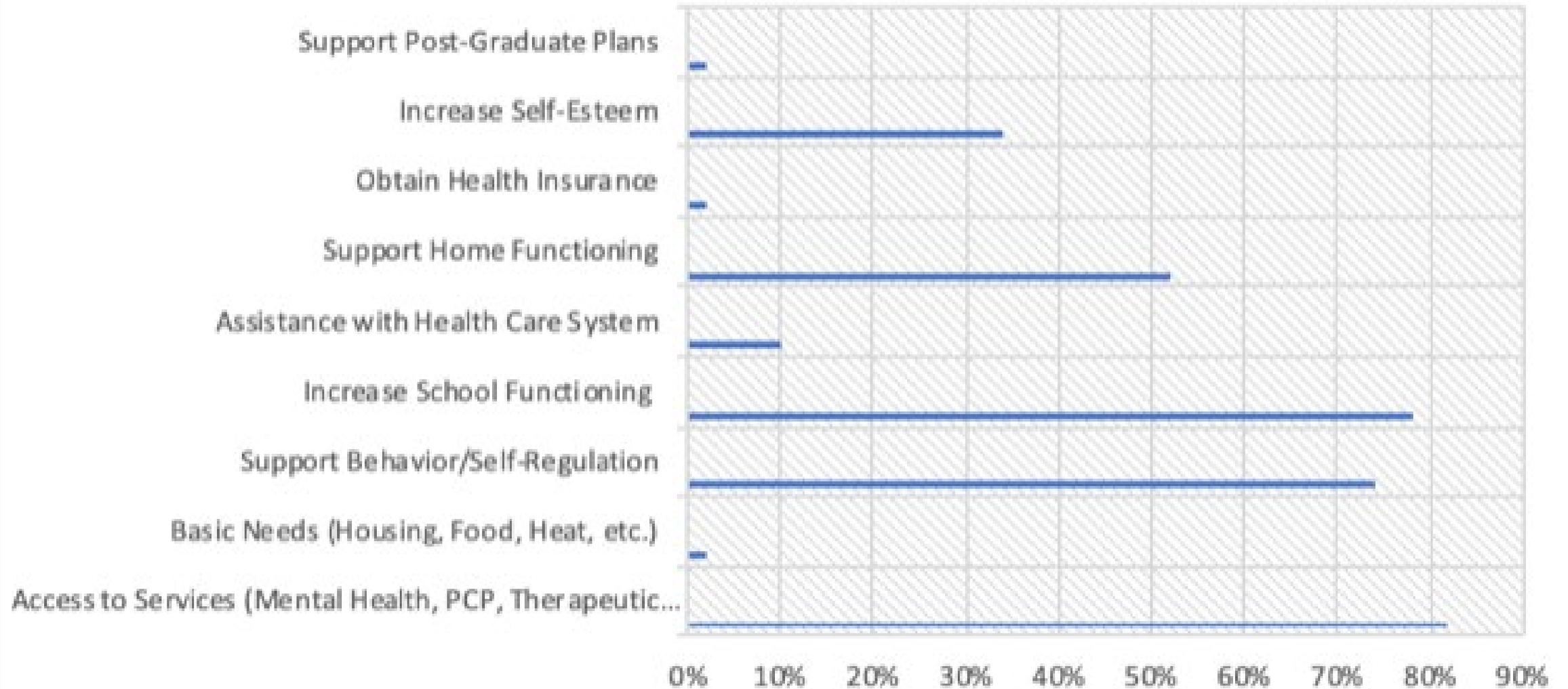


READS - Unique Features

- ❖ READS FSP Clinicians engage in monthly meetings with READS Deaf and Hard of Hearing and READS Academy clinicians to share resources across the state for all students at READS, in addition to case consultations, and professional development
- ❖ FSP clinicians coach districts' staff in skills taught to each family to support carryover of skills for students and families
- ❖ READS FSP program uses data collected each year (family/school themes, areas of support provided, goal attainment, etc.) to provide targeted professional development and adjust practice.

- ❖ Collaboration with AVC, NEC, and SEEM resulted in SCRO supporting timely professional development for school staff across the state with “Tackling School Avoidance: Strategies for Getting Anxious and Disconnected Students Back in the Building” with Lynn Lyons

2021-2022 Family Goal Themes



SEEM - Case Study

Providing Family and School Support

- **Needs Assessment:** Trauma during school at elementary level was disclosed in 9th grade of high school. Student was chronically absent and medically excused for a quarter in the 9th grade. In their 10th grade year, a referral was submitted for a Needs Assessment.
- **Recommendations:** Parent Consultation, Case Consultation with the school, and occasional student counseling and morning support to school.
- **Plan:** Work began with preparing the student to re-enter school, consultation and counseling was provided and the goal was to reduce hospitalizations, increase school attendance, and repair the family's trust with school as a result of the trauma.
- **Outcomes:**
 - The student had three hospitalizations in 9th grade, two in the 10th grade, and after three years of SEEM support, as well as attending outpatient individual therapy, the student had zero hospitalizations in their senior year and successfully graduated high school.
 - The student has been successfully employed since graduating high school.

SEEM - Funding Model

Fee for Service Model, \$133 per hour members, 162 per hour non-members

Case Consultation (either for a specific student, global concern or classroom) Observation (when appropriate) and consultation and capacity building for school based staff on social emotional needs of student(s)

Needs Assessment/Referral for Services (home visit with family, assessment of needs, written recommendations, referrals for services initiated)

School Refusal Assessment and Intervention: (home visit with student and family, interviews with school staff and outside providers, recommendation and delivery of services to increase school attendance)

School Refusal Intervention CBT and Supportive Parenting for Anxious Childhood Emotions (SPACE)

School Based Direct Services (Individual Counseling, Crisis Intervention or pre-screening)

Short Term Family Stabilization (ongoing) In home wraparound support for families in crisis either as a bridge until insurance based services are available or due to ineligibility for insurance based services

Ecological Assessment (comprehensive written report of bio psychosocial assessment of student and family functioning with recommendations)

SEEM - Expansion

Shift from emergency driven home/school based assessments with recommendations to:

- Direct Counseling for students who are not able to access mental health support in their community
- Cover partial to full caseloads due to School Psychologist medical leave or unfilled positions due to School Counselor and Psychologist shortage
- School Refusal/Avoidance Assessments/Implement support plan
- Parent training series of support and training during COVID/remote learning times

Referral Trends:

2018-2020 - 60 students serviced annually

2020-current: number of students serviced decreased to 30

- staffing shortage reduced capacity
- referrals have increased over time
 - Current Waitlist: 1
 - 1 School Refusal Assessments,
 - 4 Needs Assessments,
 - 2 Ecological Assessments and
 - 2 family stabilizations.
- Consistent waitlist since 2018

SEEM - Unique Features

SEL Grant

2021/2022 SEEM was awarded \$42,500 through grant code 613/311

- direct work with students through an afterschool program that targeted students who were less likely to be able to attend programs in their community due to economic or behavioral factors. 12 students attended an 8 week program in the Spring of 2022.
- professional development was delivered to SEEM staff that focus on childhood/adolescent anxiety
- outreach was provided to families in their homes or community locations afterschool and on weekends to help them access community resources and services
- biofeedback tools were purchased and used with our SEL program students

2022/2023 SEEM was awarded \$50,000 and will continue with the described services above increasing out afterschool program to 18 weeks and up to 36 students.

Distinctive Services to Districts and Families are Evolving Continuously

- Increasing need
 - need for individual check-ins
 - interim services
 - gaps in provision of services
- Complexity of services increasing as districts adopt practices internally.
- Outlier cases are becoming more common
- Increased percentage of goals are focused on Mental Health of child or family member



Q and A

Thank you!

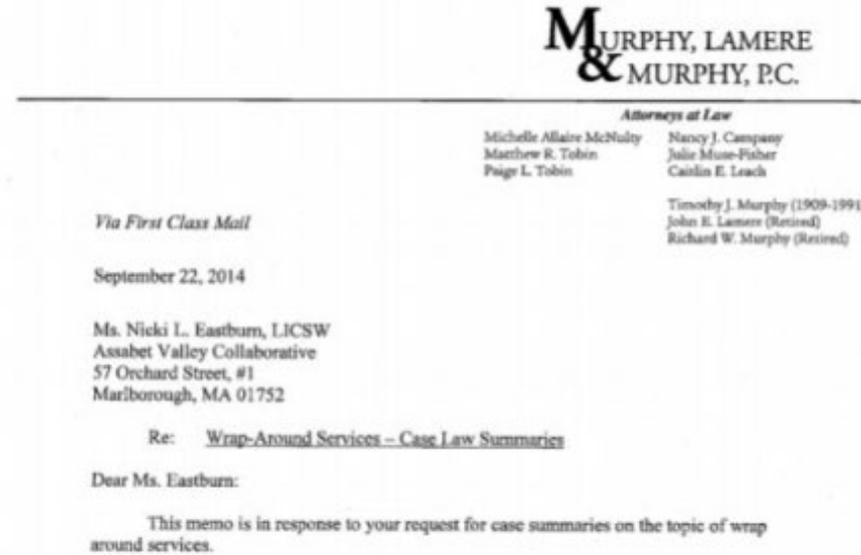
Additional resources and references are including in the slides that follow.

- “This integrated model has been found to significantly improve student academic and social-emotional outcomes, particularly for low-income, Black, Latino, and immigrant students.”
Bowden, A.B. & Gish, J.W., Brown Center Chalkboard, 4/26/21
- “... Well-coordinated, thoughtful wraparound services often allow a student to avoid residential placement, continue to be educated in the least restrictive environment, and continue to reside within the home.”
Paige Tobin, Attorney - Wrap-Around Services - Case Law Summaries, 9/22/2014
- ***Small investments for big gains: Transforming wraparound services into an engine of opportunity***

Making the Case for District Funding as Vital to Inclusion



<http://bit.ly/CaseLawREVIEW>



Uplifting the Whole Child: Using Wraparound Services to Overcome Social Barriers to Learning

Colin A. Jones, Massachusetts Budget and Policy Center

INTRODUCTION

As the birthplace of public education, Massachusetts has long believed in the promise of schools to advance opportunity and civic engagement for all. However, there is reason to question the level to which education today is delivering on this promise for all children across the state.

Students facing family, health, and economic challenges enter schools with



The promise of a high-quality education leading to opportunity and shared prosperity for all children is a deeply held value in Massachusetts. Despite a record of prominent successes, however, our Commonwealth has struggled to provide every child in every community the supports necessary for long-term life success. To



Examples:

- Community Resource Connection: 5 year old boy at risk of referral to OOD placement. Clinician worked with parent, consulted to school team, and helped child access a referral for equine therapy.
- Support to Parent in Crisis: 17 year old boy at risk of dropping out in senior year. Helped parent find therapist and get a new job, helped team understand multi-generational trauma and mental health issues; student on track to graduate
- Housing and Food Insecurity: 16 year old girl w/ anxiety, depression and drug use: Helped family with housing and food supports, drive-by visits during pandemic; student is now attending school regularly and has a job.