

PROMOTING EDUCATIONAL STABILITY FOR YOUTH PLACED IN STRTPs

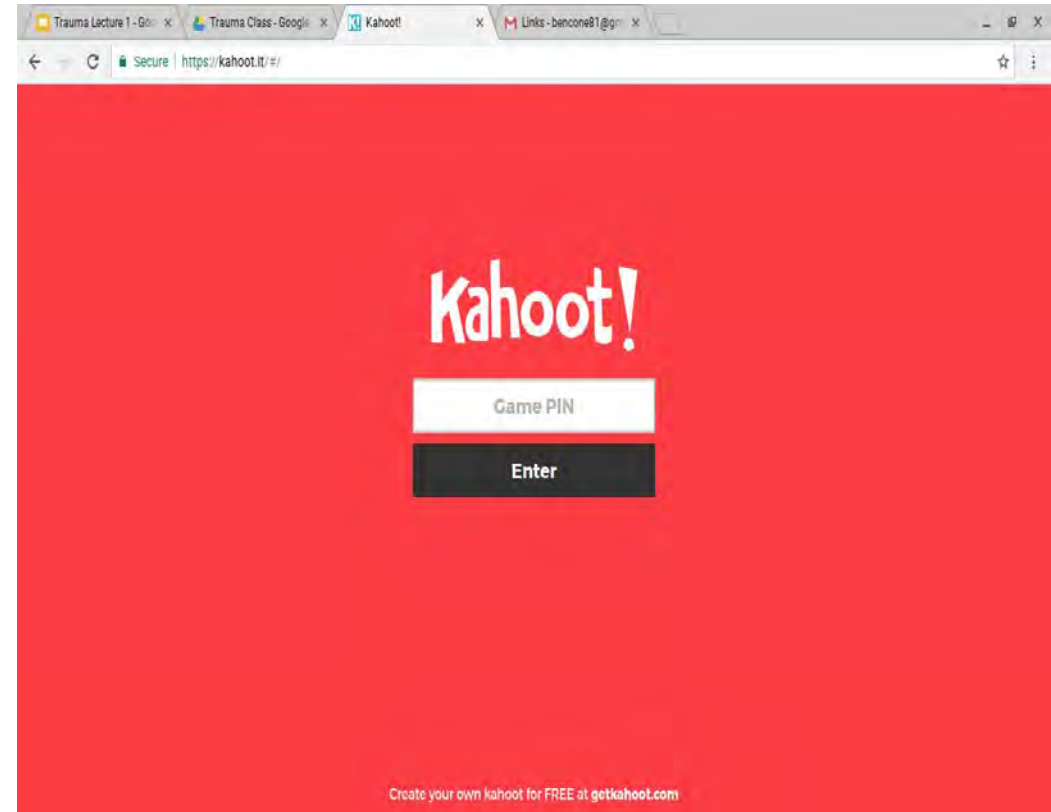
CALIFORNIA FOSTER YOUTH EDUCATION SUMMIT
APRIL 1, 2019

Presented by



WHO'S IN THE ROOM?

1. Go to Kahoot.it on cell phone, tablet, or computer
2. Enter Game Pin
3. Create a pseudonym
4. Answer survey questions throughout this presentation



WORKSHOP ROADMAP



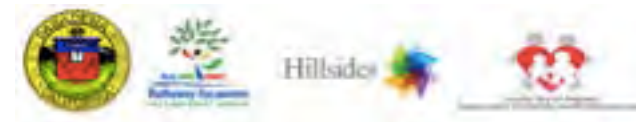
PROMOTING EDUCATIONAL STABILITY FOR YOUTH PLACED IN STRTPs

Purpose

- Present the benefits of a collaborative triage process to support successful school placements for youth placed in STRTP
- Model live presentation of mock STRTP triage meeting

Outcomes

- Shared understanding of the potential educational needs of STRTP youth
- Shared understanding of a process structure for inter-agency partnership and collaboration
- Dialogue about ongoing systems challenges



WHAT IS OUR STORY?

- What is it like for a student in foster care to suddenly change not only where they live, but also where they go to school?
- How do schools get the information they need to determine what school environment and educational services will best support the needs of a student in foster care new to the school district?
- What is appropriate to share about the strengths, risks, and life story of the student in foster care so that social emotional needs are also supported?
- How do we work together across our systems to prevent repeated changes of school placement and loss experiences so common for students in foster care?
- How do we reduce the stigma of being a student placed in foster care and provide a welcoming environment that embraces the whole person?
- How has CCR impacted all of these questions and many more?

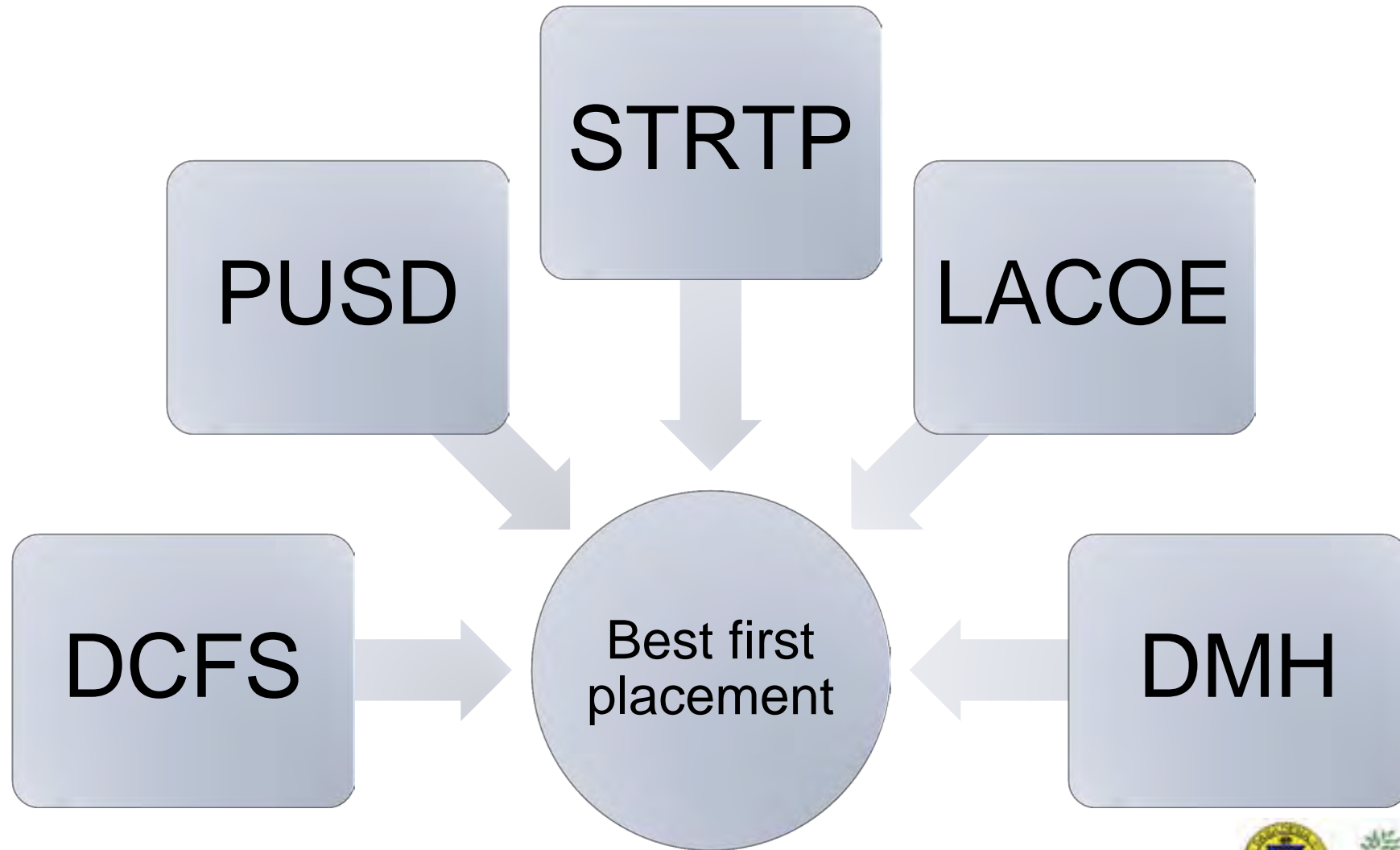


ASSEMBLY BILL 403/CONTINUUM OF CARE REFORM (CCR)

- Comprehensive approach to ensure services and supports provided to children are tailored toward the goal of living with a committed, permanent, and nurturing family
- Provisions to reduce use of congregate care settings, increase use of home-based family care, and decrease the length of time to achieve permanency
- *STRTPs will replace traditional group homes for children who require intensive support and cannot be placed in a family-based setting*
 - STRTPs provide short-term, high-quality, intensive therapeutic intervention services and are not considered long-term placement options. All services are designed to stabilize, support and transition children to a lower level of care on a case-by-case basis, consistent with the child's needs and case plan.
 - STRTP referral process includes an evaluation by an Interagency Placement Committee (IPC).



CONTRIBUTIONS TOWARD TARGETED OUTCOME

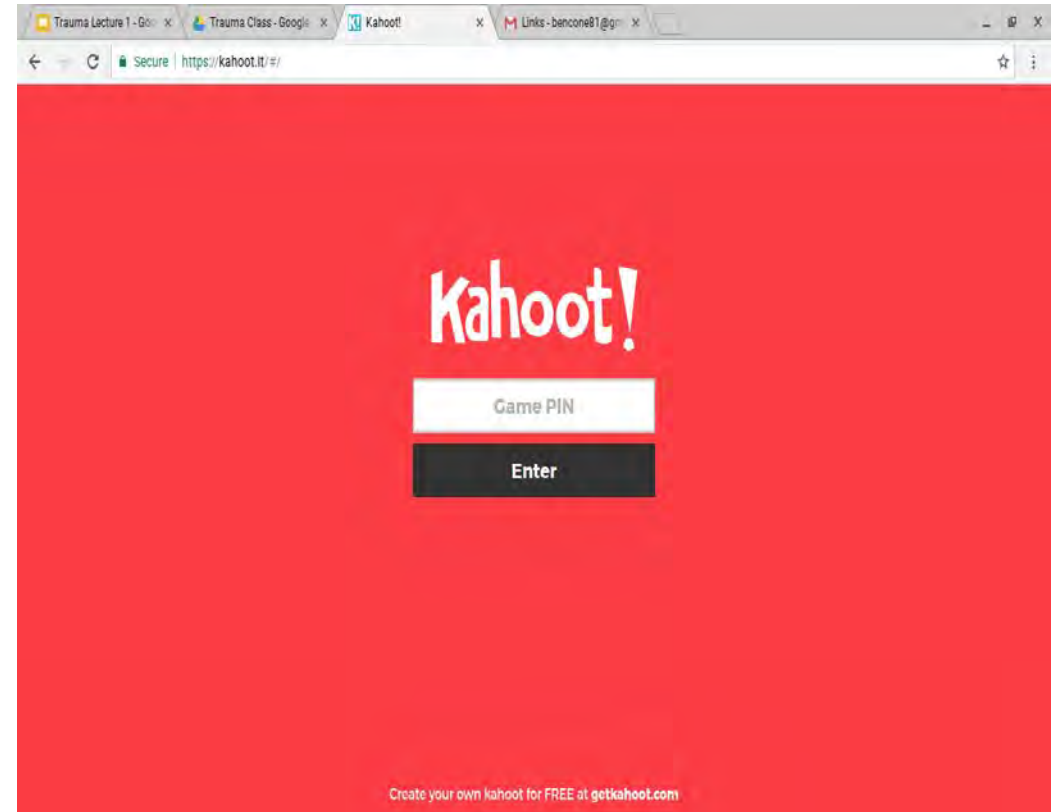


Hillsides



HOW HAVE YOU RESPONDED TO THE EDUCATIONAL IMPLICATIONS OF CCR WHERE YOU ARE FROM?

1. Go to Kahoot.it on cell phone, tablet, or computer
2. Re-Enter Game Pin if needed
3. Create a pseudonym
4. Continue to answer survey questions throughout this presentation



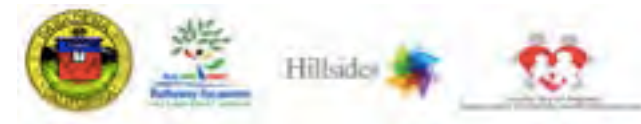
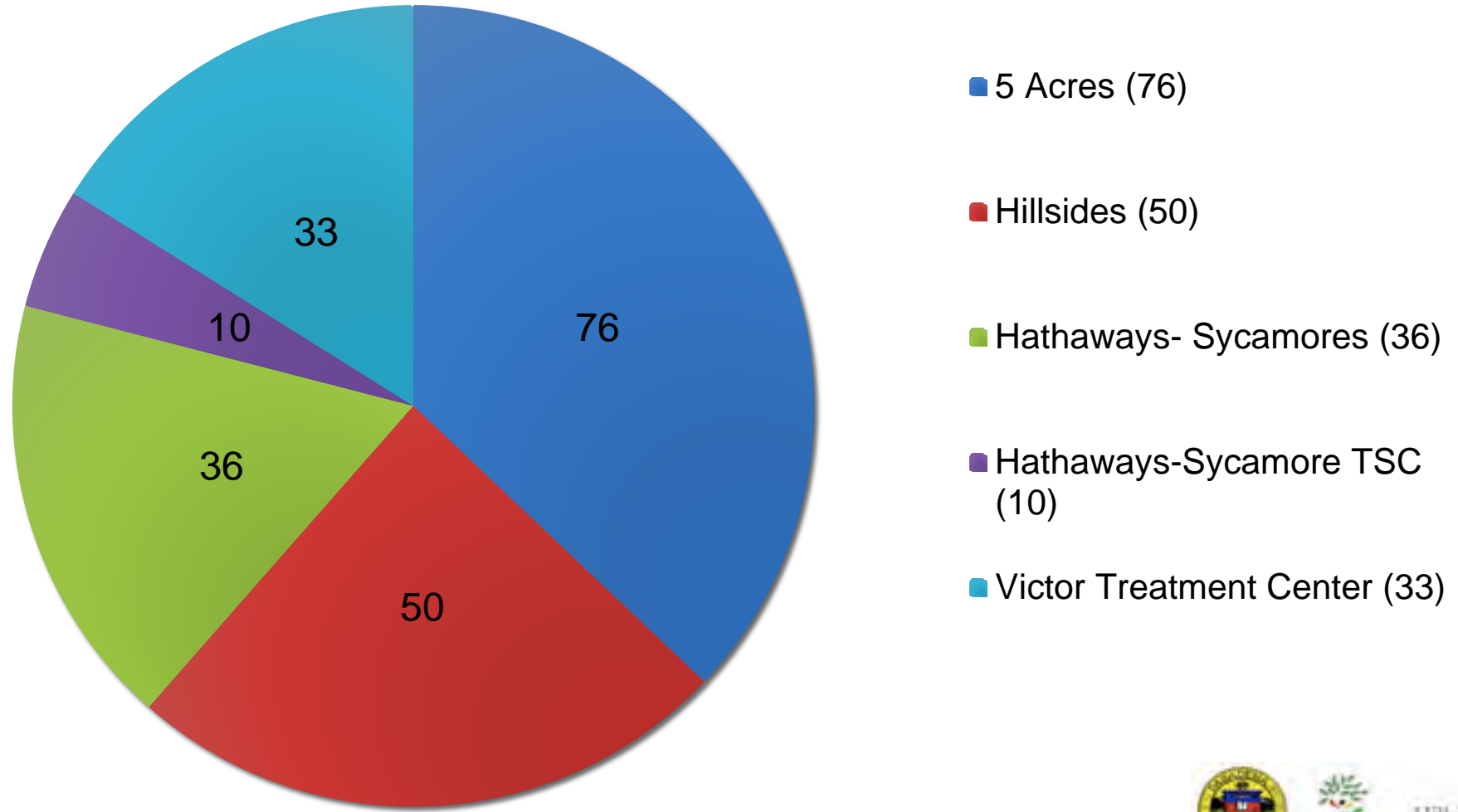
WHO ARE WE?

- Educational Rights Holder
- DCFS
 - STRTP Education Support (SES) Team
 - Children's Social Worker
 - Supervising Children's Social Worker
 - DCFS Education Specialists
- DMH
- LACOE Foster Youth Services Coordinated Program
- Pasadena Unified School District
 - Special Education Coordinator(s)
 - School Principal(s)
 - School Psychologist
 - Child Welfare, Attendance, and Safety Coordinator
 - Foster Youth Liaison
- STRTPs
 - 5 Acres
 - Hathaway-Sycamores
 - Hillsides
 - Victor Treatment Center (formerly known as Rosemary's)



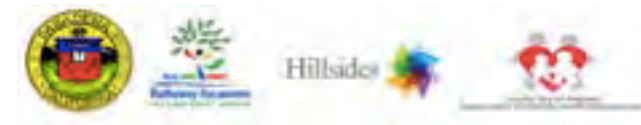
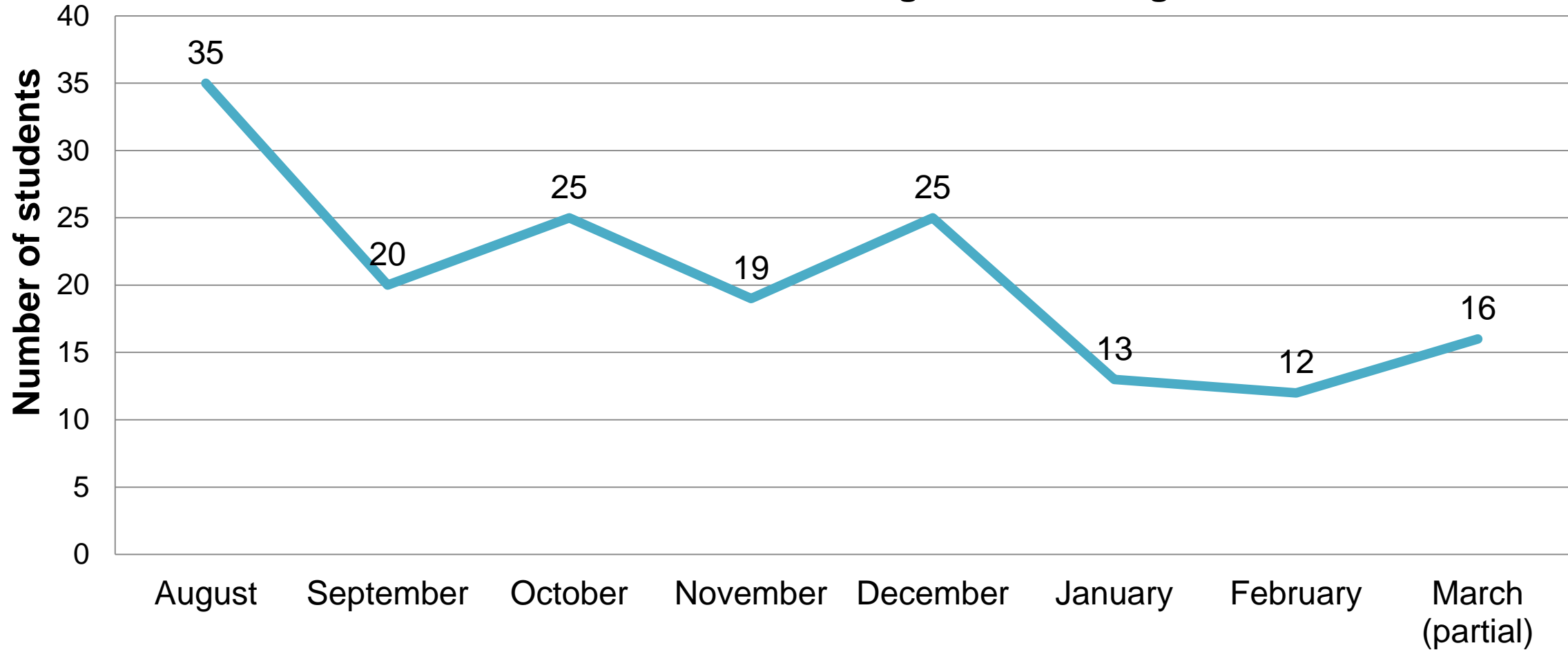
PUSD AT-A-GLANCE

Number of Beds



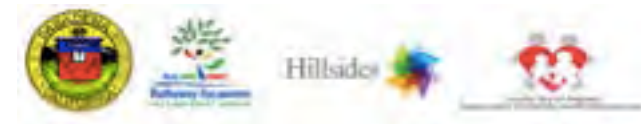
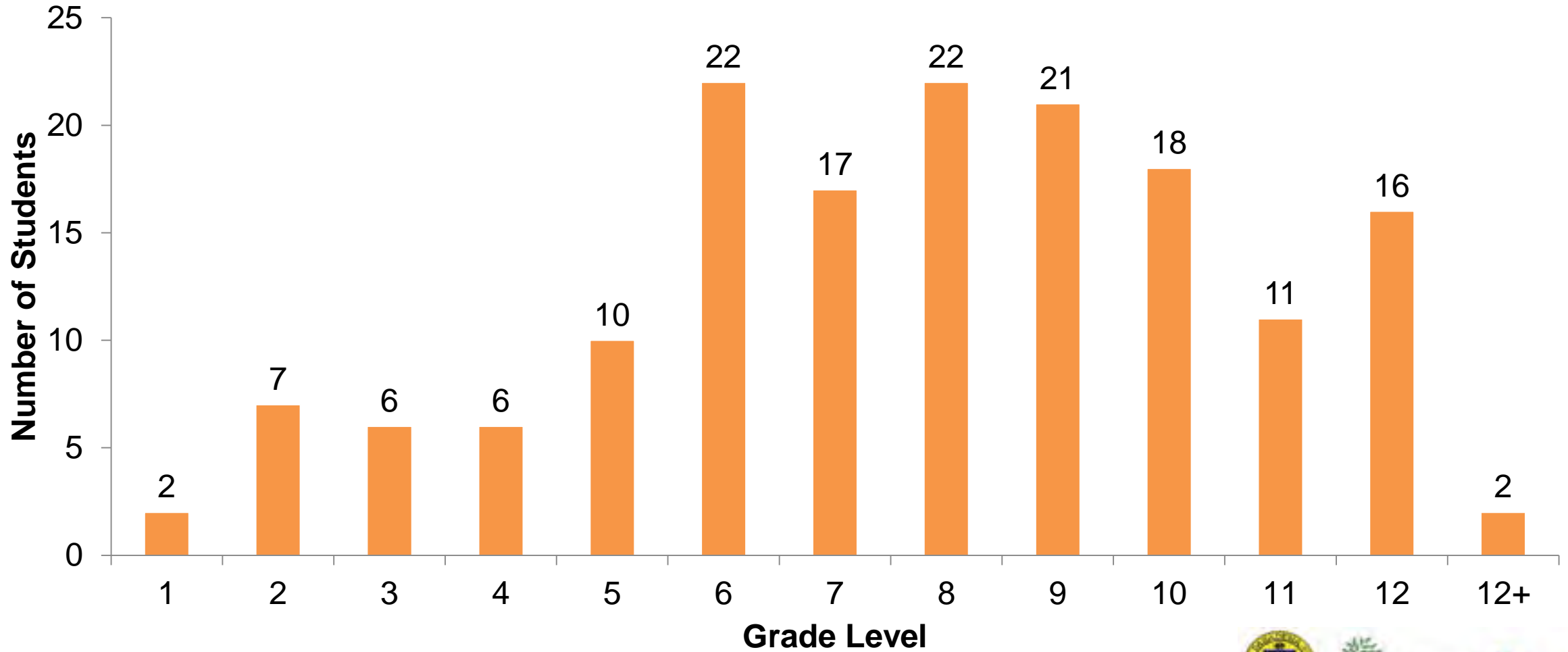
PUSD AT-A-GLANCE

Number of Interim Placements Through STRTP Triage Process



PUSD AT-A-GLANCE

STRTP Placements by Grade Level

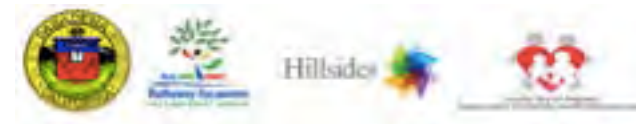


WHAT IS OUR PROCESS: PUSD TRIAGE MEETING

Who: Youth who could be and/or has been placed at a Short-Term Residential Therapeutic Program (STRTP) in Pasadena Unified School District (PUSD). In addition, DCFS youth, youth from Probation, out-of-county, and private entities (i.e. Kaiser) have been triaged.

When: Every Tuesday at 2pm

Where: Pasadena Unified School District Office – Special Education Department





STRTP – PUSD Triage Process

DMH IPC to email Interagency Placement Committee (IPC) Authorization Form to DCFS.

DCFS receives IPC Authorization Form and determines if youth has been referred to one of the 4 identified STRTPs.

DCFS emails LACOE FYSCP to request for records.

LACOE FYSCP receives records request from DCFS.

LACOE FYSCP gathers records and submit to Ed. Specialist and DCFS.

DCFS=STRTP Education Support (SES)
STRTPeducationSupport@dcfs.lacounty.gov

STRTPs

1. Five Acres
2. Hathaway Sycamores
3. Hillside
4. Victor Treatment Center (formerly Rosemarys)

TRIAGE COORDINATOR
Maura Flaherty
mflaherty@hscfs.org

DCFS creates ESRS referral notifying Ed Specialist of STRTP placement and emails STRTP Fact Sheets to Ed Specialist.

DCFS emails CSW explaining PUSD Triage Meeting and their responsibilities in the process.

Ed Specialist to address School-of-Origin with CSW, ERH, review school records, and participate in upcoming Triage meeting when notified.

Program Assistant at PUSD to assign received packet to PUSD Special Ed Coordinator.

STRTP Ed Liaison to complete and email PUSD FY Intake Form and all educational records to Program Assistant at PUSD.
STRTP to continue to send additional records

DCFS emails PUSD Triage Meeting date and records to CSW/Ed Specialist/STRTP.

STRTP Intake to include DCFS when emailing Referral Acknowledgment Form to DMH IPC Inbox regarding placement acceptance of a youth.

If not placed in one of the 4 identified STRTPs, Ed Specialist to request completion of DCFS 3399 by CSW to be sent to youth's school-of-origin, new placement, and new school.

STRTP Triage Meeting Presenters to bring 7 packets/sets of copies of all records to Triage Meeting.

DCFS emails Triage Coordinator how CSW, ES, and ERH will be participating in Triage Meeting.



PUSD TRIAGE MEETING AGENDA



To maintain confidentiality, we ask that you wait outside the room until your STRTP's scheduled time to present. You do not need to arrive to the Ed Center until your STRTP's scheduled time. Your time is listed below.

MEETING AGENDA

Title: STRTP Triage Meeting
 Location: PUSD Special Ed. Office
 Date: _____
 Time: 2:00-3:30PM

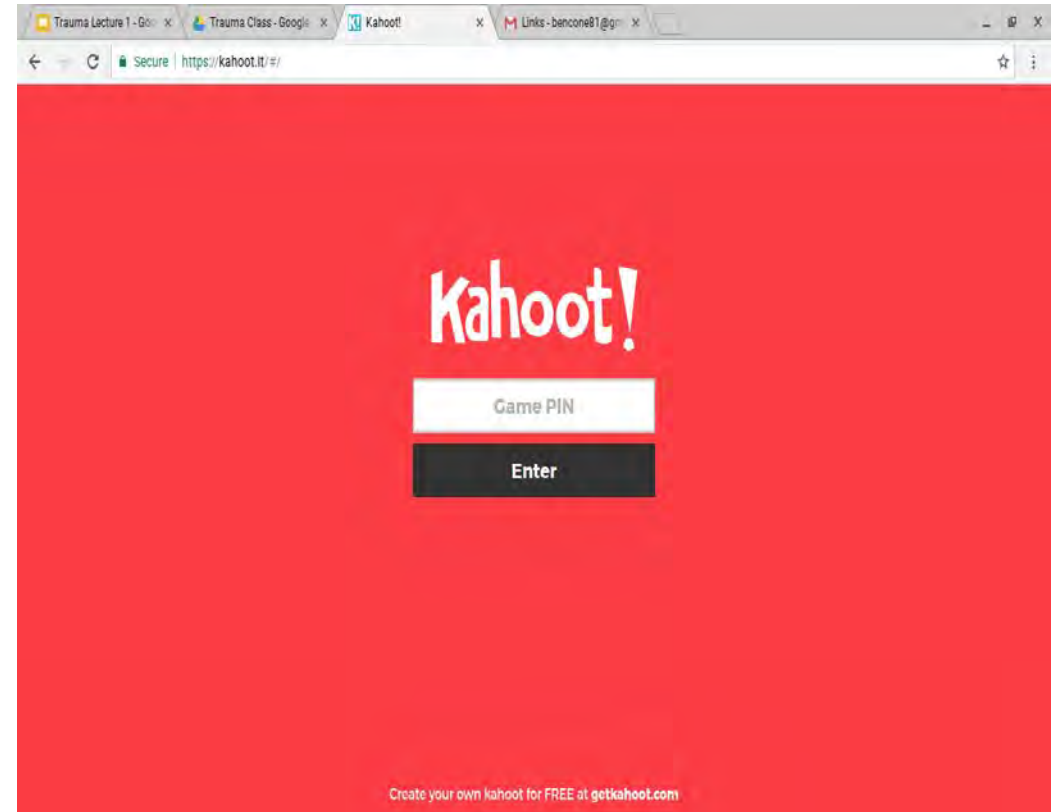
USA Toll-Free: xxx-xxx-xxxx
 USA Caller Paid/International Toll: xxx-xxx-xxxx
 ACCESS CODE: xxxxxxxx
 HOST PASSWORD: xxxx

AGENDA TOPIC	ACTION Inform, discuss, recommend, or decide	TIME ALLOTTED	SUPPORTING MATERIALS	PRESENTER
Welcome and introductions, agenda review, items for discussion	Inform/Discuss	1 minute	Agenda	
Review intake packet from Hillside (1) – JG	Inform	2:05 – 2:20	Packet from STRTP	Ed Liaison
Review Intake Packets from Five Acres (3) – CV, CJ and TA-T (in that order)	Inform	2:25 – 3:10	Packet from STRTP	Ed Liaison
Review Intake packet from Hathaways (1) - GG	Inform	3:15 – 3:30	Packet from STRTP	Ed Liaison
Review <ul style="list-style-type: none"> • Prior Ed Placements • Best option to Support Permanency • Assessments conducted/needed • Strengths, needs, parent/ERH info • Trauma exposure • Stabilization, crisis and high-risk behavior 	Inform			Team
Discuss/Recommend - Education <ul style="list-style-type: none"> • School of Origin Potential • Temporary hold for safety/home hospital • NPS • Focus Point • ED Therapeutic SDC • ESS • SDC, RSP, Gen Ed 	Inform			Team
Discuss/Recommend - Clinical <ul style="list-style-type: none"> • Mental Health • DES or ERECS Counseling • School Based Services • TBS • Medication 	Inform			Team
Discussion Items/Questions <ul style="list-style-type: none"> • Getting Enrollment Letter/CWAS 'permit' right after triage 				Team
Action Item Review and Adjourn Meeting				



WHO WOULD NEED TO BE AT YOUR TABLE?

1. Go to Kahoot.it on cell phone, tablet, or computer
2. Re-Enter Game Pin if needed
3. Create a pseudonym
4. Continue to answer survey questions throughout this presentation

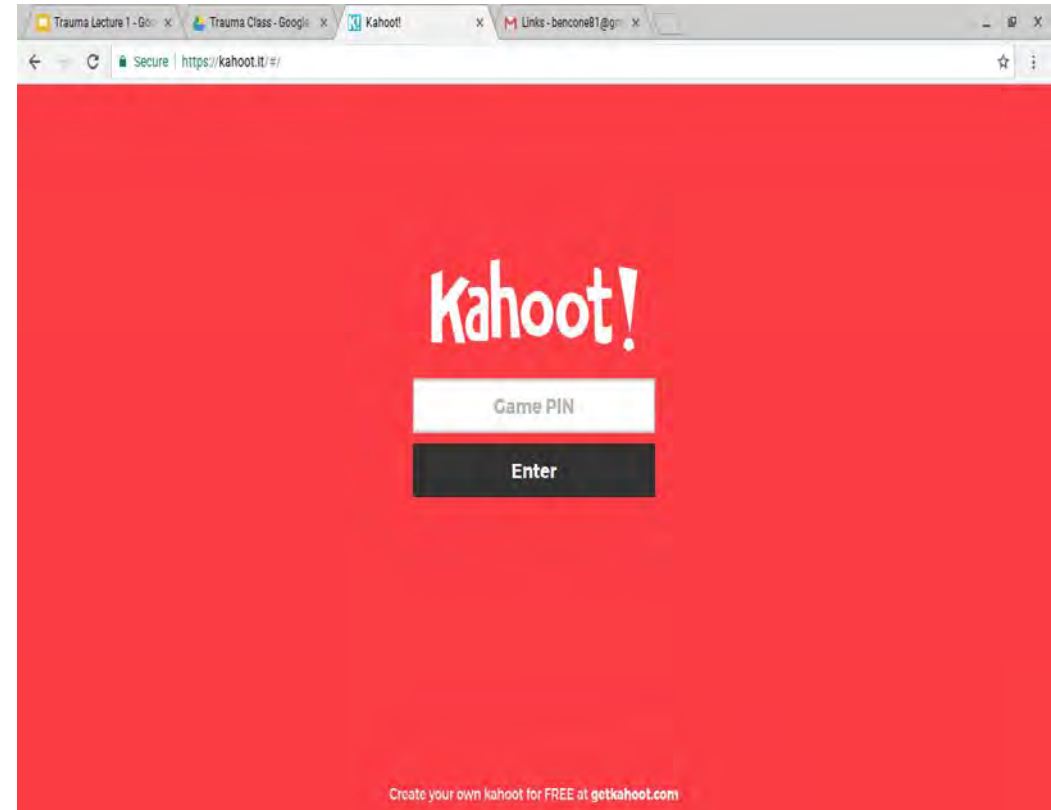


Demonstration of STRTP Triage Meeting



WHAT BARRIERS WOULD IMPACT SYSTEM COORDINATION FOR YOU WITHIN YOUR ROLE?

1. Go to Kahoot.it on cell phone, tablet, or computer
2. Re-Enter Game Pin if needed
3. Create a pseudonym
4. Continue to answer survey questions throughout this presentation



WHAT HAVE WE LEARNED?

- Data
- Findings
- System Challenges & Considerations
 - Probation
 - Privacy
 - Stigma
 - Coordination of Mental Health Services

TESTIMONIALS

- ❑ Dr. Elizabeth Blanco, Chief Academic Officer, PUSD
- ❑ Mr. Michael Bell, Principal Focus Point Academy, PUSD
- ❑ Ms. Patricia Armani, Children Services Administrator II, DCFS
- ❑ Mr. David Zaro, Court Appointed Student Advocate



Dino has been very supportive with helping me learn maths.

I have made a lot of friends at school.

I have learned much more than before.

I have good relationships with the staff.

I come to school more often.

I participate more and get my work done.

STUDENT TESTIMONIAL

“Peter Piper”

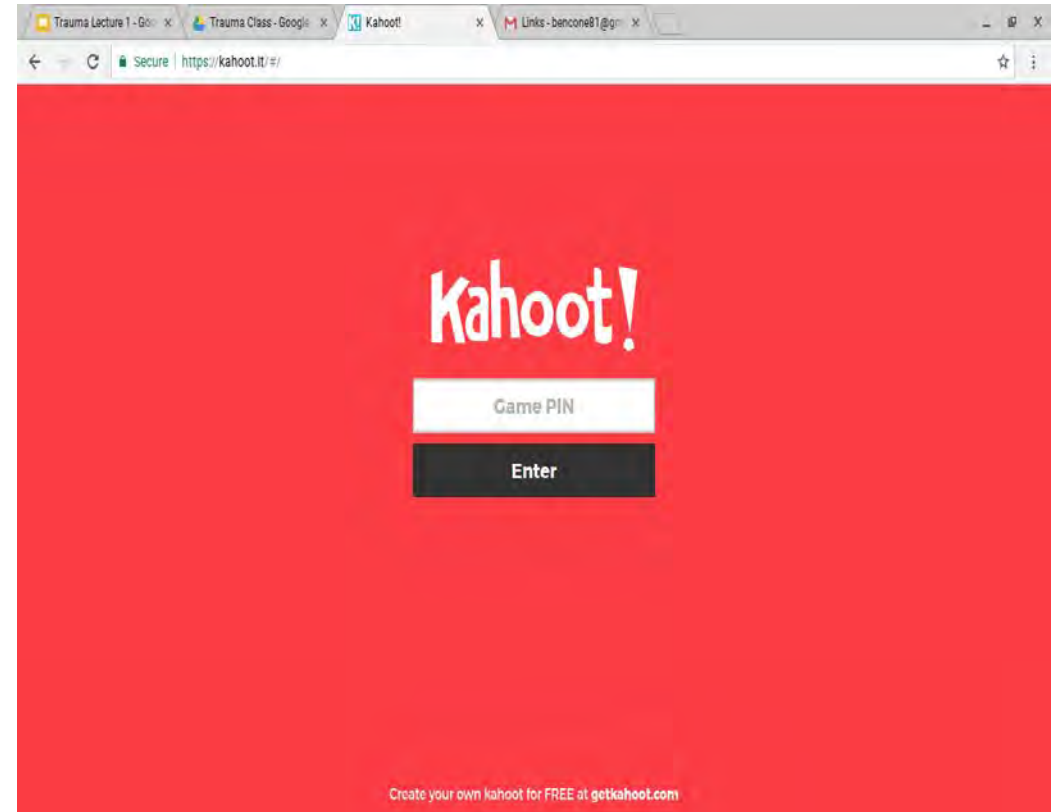


Hillsides



WHAT NEXT STEPS CAN YOU TAKE TO SUPPORT THE EDUCATIONAL NEEDS OF FOSTER YOUTH?

1. Go to Kahoot.it on cell phone, tablet, or computer
2. Re-Enter Game Pin if needed
3. Create a pseudonym
4. Continue to answer survey questions throughout this presentation



QUESTIONS?

Thank you!

