

RENEW Capacity Building Project

October 2008- September 2010

A Project of the Institute on Disability at UNH
Funded by the Endowment for Health



AGENDA

- Introduction/Overview
- RENEW Model elements
- Previous Research
- Endowment RENEW Capacity Building Project
- Lessons Learned

Educational Outcomes for Youth with Emotional and Behavioral Disabilities:

- 40%-60% dropout of high school (Wagner, 1991; Wehman, 1996; Wagner, Kutash, Duchnowski, & Epstein, 2005)
- Experience poorer academic performance than students with LD (Lane, Carter, Pierson & Glaeser, 2006)
- 10%-25% enroll in post-secondary education (compared to 53% of typical population) (Bullis & Cheney, 1999)
- High rates of unemployment/underemployment post-school (Bullis & Cheney, 1999; Kortering, Hess & Braziel, 1996; Wagner, 1991; Wehman, 1996)
- High rates of MH utilization, poverty, incarceration (Alexander, et al., 1997; Kortering, et. al., 1998; Lee and Burkham, 1992; Wagner, 1992)

Youth with EBD....

- Disengaged from school/family/community
- Most likely disability group to be in a segregated academic setting
- Highest rates of disciplinary infractions
- Perceived by teachers as having significantly lower levels of social competence and school adjustment

(Lane, Carter, Pierson, & Glaeser, 2006)

What is needed..

Wagner & Davis (2006) recommend that programs for youth with EBD emphasize:

- Relationships
- Rigor
- Relevance
- Address the needs of the whole child
- Involve students and families in transition planning

Rehabilitation, Empowerment, Natural supports, Education and Work {RENEW}

- Developed in 1996 as the model for a 3-year RSA-funded employment model demonstration project for youth with “SED”
- Focus is on community-based, self-determined services and supports
- Promising results for youth who typically have very poor post-school outcomes (Bullis & Cheney; Eber, Nelson & Miles, 1997; Cheney, Malloy & Hagner, 1998)

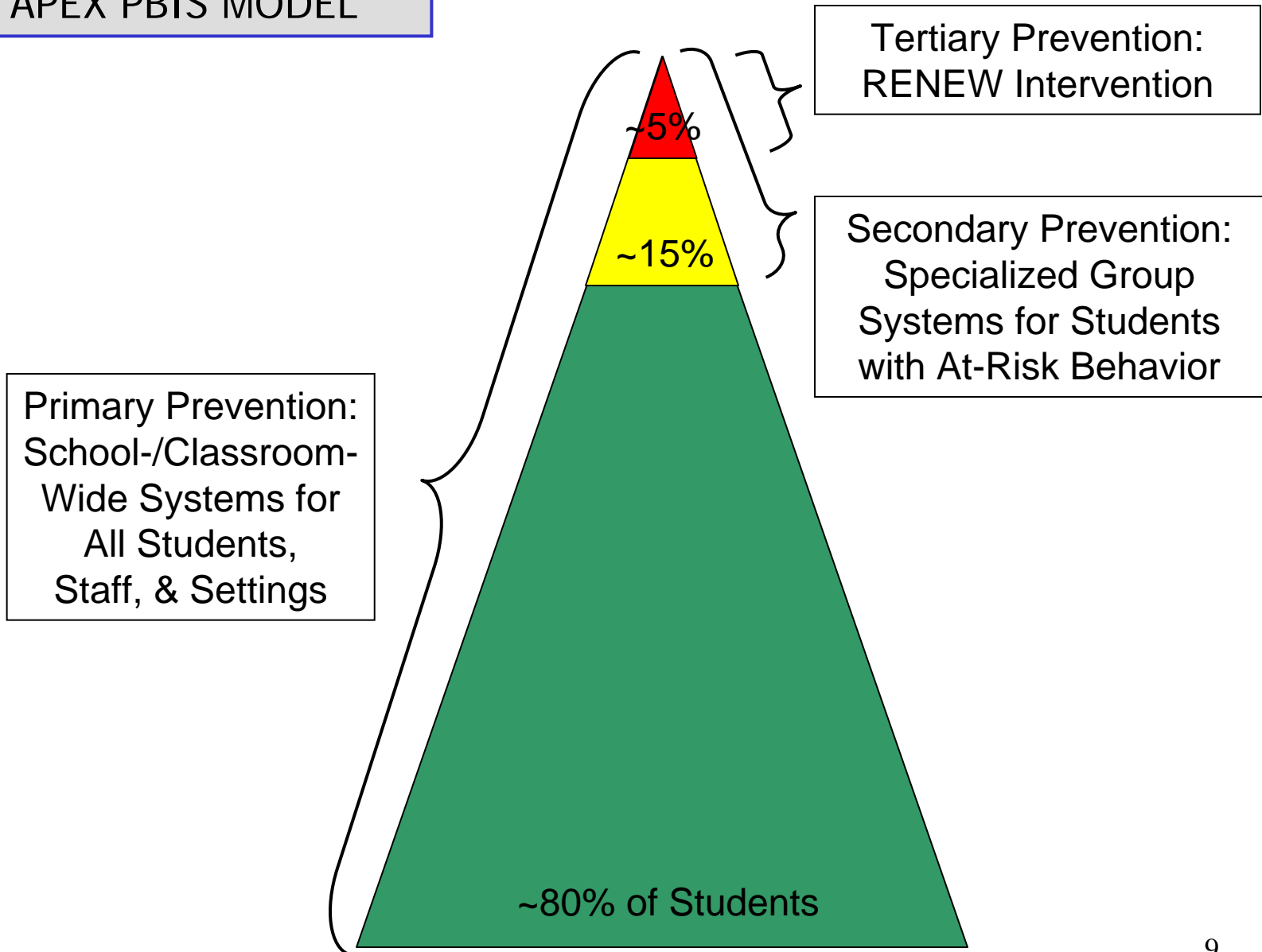
RENEW- ACS, Inc.

- In 1999, the IOD staff developed a non-profit corporation, the Alliance for Community Supports, Inc., to provide RENEW services. (fee-for-service)- Fees paid by school districts, mental health, vocational rehabilitation, juvenile justice.
- ACS has also collaborates with the NH Federation of Families for Children's MH.

RENEW Applications

- The Alliance retains an ongoing relationship with the University of New Hampshire Institute on Disability to include RENEW services in other grant projects:
 - RENEW is the intensive intervention for a PBIS model dropout prevention projects: APEX and APEX II
 - RENEW was the primary intervention for a US DOE funded Juvenile Justice community re-entry project

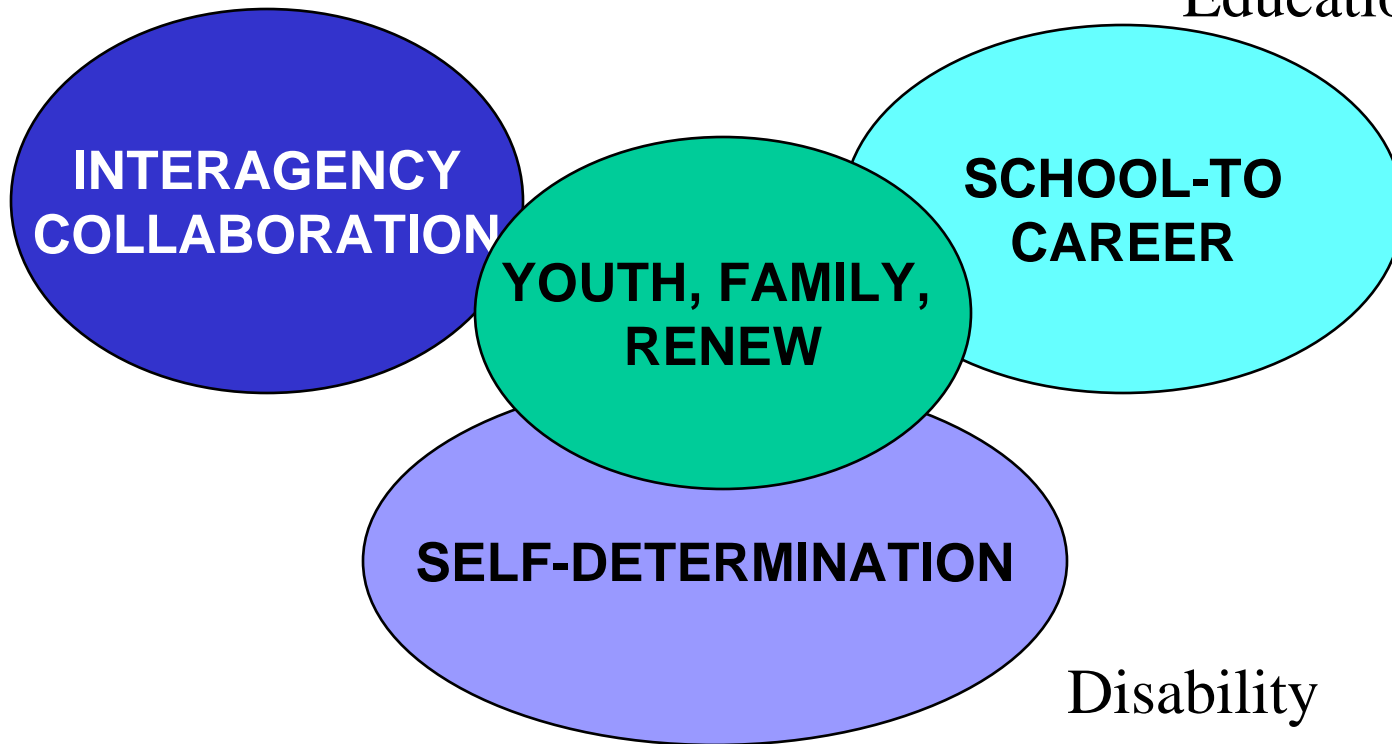
APEX PBIS MODEL



RENEW: Conceptual Framework

Child Welfare

Education



RENEW IS....

- A flexible, person-centered support
- Driven by the student's expressed needs, interests, and goals
- A service

RENEW IS NOT....

- A program
- A classroom or school

RENEW PRINCIPLES

- Self-Determination
- Unconditional Care
- Strengths-Based Supports
- Flexible Resources
- Natural Supports

RENEW Goals

- High School Completion
- Employment
- Post-secondary Education
- Community Inclusion

RENEW Strategies

- Personal Futures Planning
- Individualized Team Development and Wraparound
- Braided (individualized) Resource Development
- Flexible, or Alternative education Programming
- Individualized School-to-Career Planning
- Naturally supported employment
- Mentoring
- Sustainable Community Connections



Person-Centered Planning Models

- Personal Futures Planning (Beth Mount)
- MAPS [McGill Action Planning (Vandercook, York & Forrest)]
- Methods, Models and Tools, (Cotton, 2004)
- Essential Lifestyle Planning (Michael Smull)
- Group Action Planning, known as GAP (Turnbull & Turnbull); and
- PATH [Planning Alternative Tomorrows with Hope (Pearpoint, O'Brien, & Forest)]

Person-centered Planning: Common Elements

- Graphic facilitation (remove the “bias” of language)
- Individual’s point of view, goals and purposes, {“driven” by individual with the disability}
- Geared to needs {and needs are not programs or services}

Pre-Planning

- Student must be ready for person-centered-planning
- Prepare parents, teachers, counselors and gain their support for the process
- Contingencies: crisis planning; fall-back plan
- Self-advocacy

Personal Futures Planning

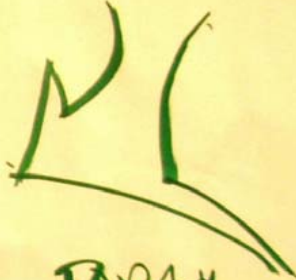
- History-Where I have been.
- Who I am now. Strengths, weaknesses.
- The people in my life.
- My goals and dreams
- My fears, what could get in my way.
- Short-term goals (3-6 months).
- Next Steps. Who does what.
- Schedule follow up.

RAMON STORY

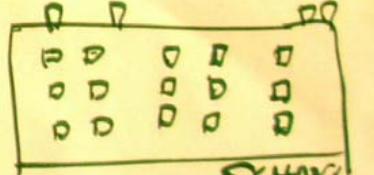
TOUGH TIME



MOM REMARRIES



TODAY.



SCHOOL



LITTLE BROTHER

NA
3 YRS OLD



RAMON VISION



COMPUTERS?
BUILDING?
NEED: BRAINSTORM

Resource Planning

- Look at the needs list you developed from the futures plan:
 - What needs must be met by a professional service with an associated cost?
 - What needs can be met by staff in your school?
 - What needs can be met by parents/friends, etc.
 - What needs can be met by community-based programs that have no cost?
 - Do you need to refer the student to a service to apply for assistance? (Medicaid, VR, etc?)

Flexible Education Planning

- Plan fits into the IEP and Transition Plan
- Credit for internships, independent study, post-secondary courses, community service, and work-based learning experiences.

Examples of Sources by Support

- **Mental and Behavioral Health Services**

- Medicaid and Medicaid to Schools
- Private insurance
- Health Clinics

- **Mentoring/Educational Support**

- Special Education
- “504” dollars
- Parents, family, friends
- Community programs
- Vocational Rehabilitation

Work-based Learning and Employment

- Develop resources in school and out of school to connect to internships to school and gain credit
- Connect with Vocational Rehabilitation
- Using networks to find and keep a job
- Used experience to expand network and employment opportunities

Mentoring

- On-the-job mentoring (internships, paid employment)
- Mentoring for other community transition activities

Wraparound (Interagency Planning)

- Once the Next Steps are developed, invite the appropriate people and agencies to help
- Start with natural supports and networks, then build in agency supports
- Meet (student's invitation) and engage in planning (may require revision of IEPs, ISPs, etc.)

Review/revise the plan, ongoing work

- Driven by the individual, assess accomplishments
- Planning for independence
- Building self-advocacy, self-esteem, and self-direction (“success for everyone”)

RENEW Data:

- Includes outcome data collected from high school students in first RENEW project (1996-99), and,
- Outcome data from students in PBIS dropout project who received individualized RENEW services, and,
- Data collected for a subset (n=20) of PBIS participants using the Child and Adolescent Functional Assessment Scale (CAFAS; Hodges, 2000)
 - “Normed” instrument, used primarily in mental health, that measures functioning in several domains:
 - Home
 - School
 - Community
 - Mental health (mood, drugs/alcohol)

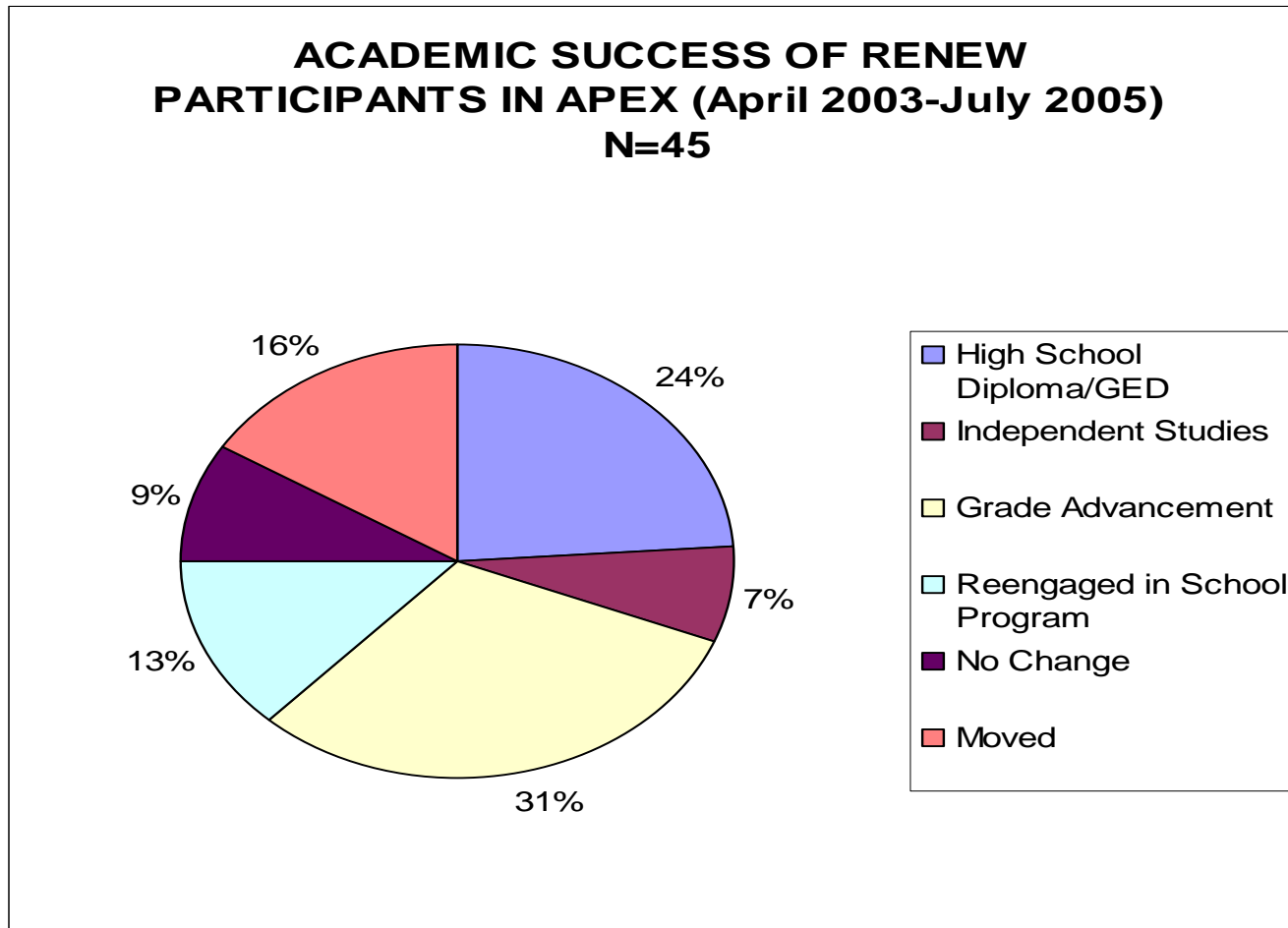
RENEW Employment Outcomes: 1st Cohort

- 89% obtained one or more jobs
- 75% were employed 3 months after project's end
- Average wage; \$6.74/hr. (1999)
- Average hours per week: 27.8
- Average job duration: 14 weeks
- Average No. of jobs: 3

RENEW Education Outcomes: 1st Cohort

- 66% finished high school
- Another 21% were in secondary education at project's end
- 31% entered post-secondary education

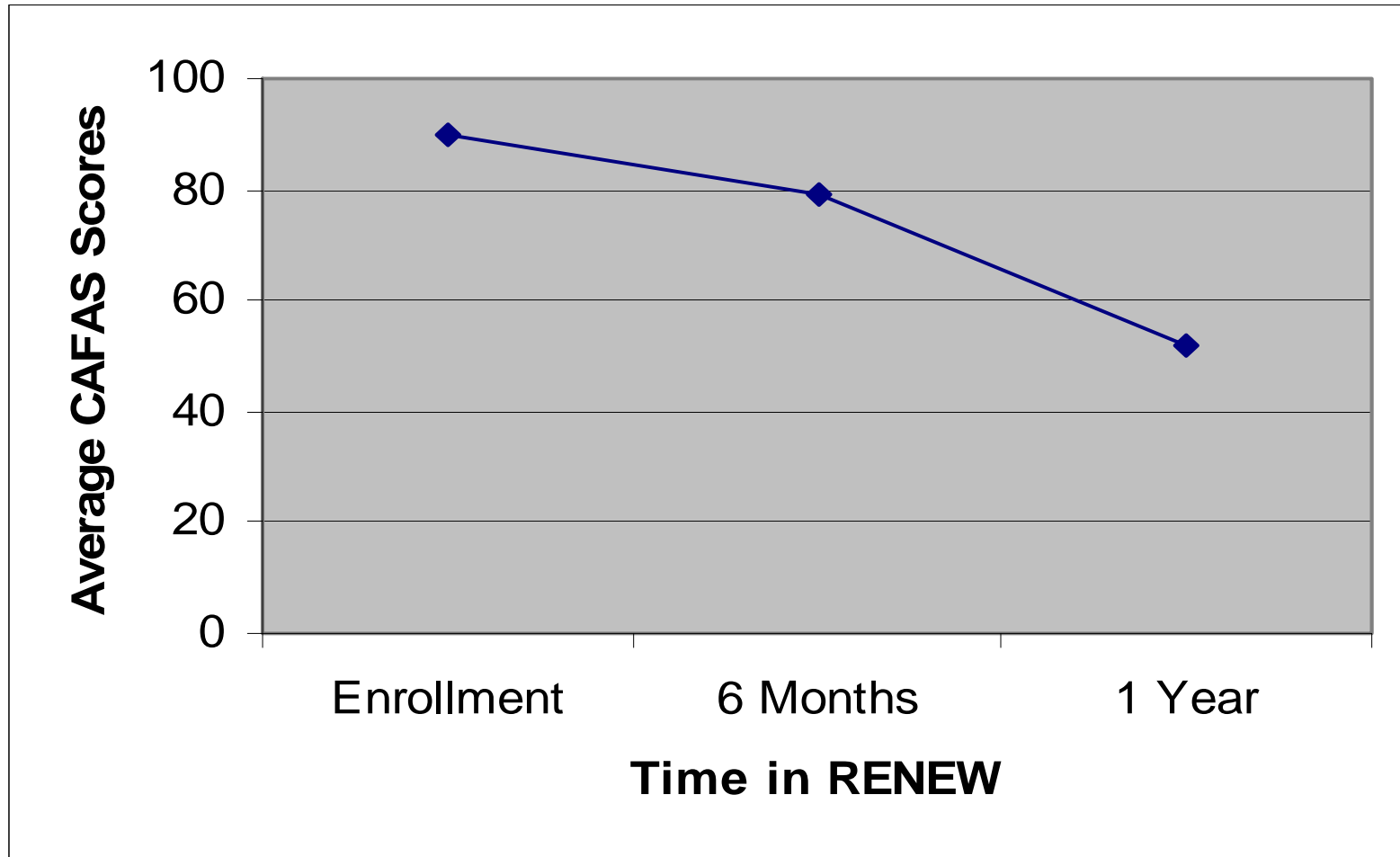
RENEW Outcomes: APEX Project



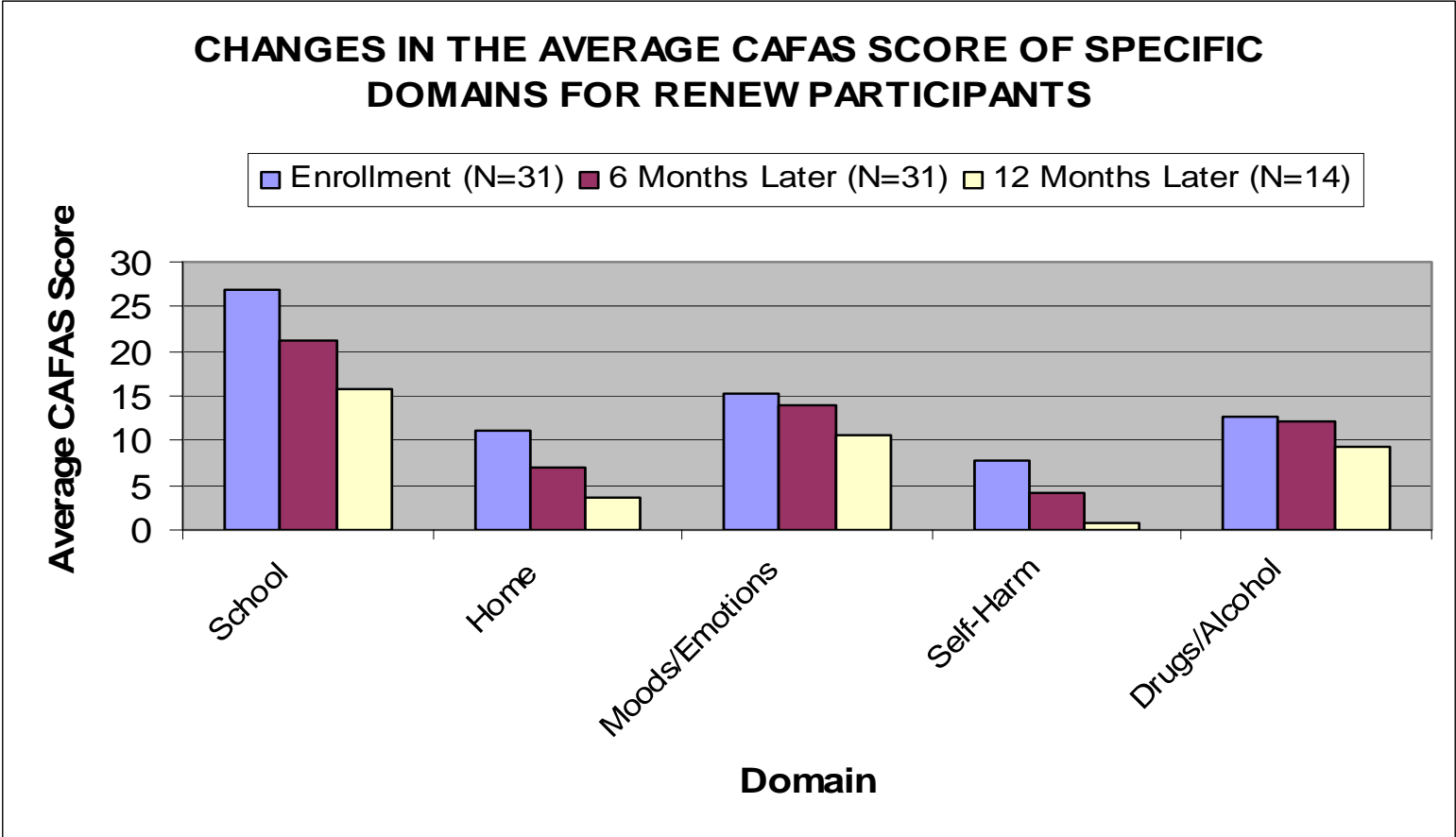
Academic Success Category Definitions

- *High School Diploma/GED* – 11 (24%) – Nine participants received their high school diplomas and two participants completed their GED.
- *Independent Studies* – 3 (7%) participants not yet eligible to graduate remained enrolled in school but worked independently outside of the school for course credit.
- *Grade Advancement* – 14 (31%) participants remained in school classes and moved up a grade.
- *Reengaged in School Program* – 6 (13%) participants reengaged in some school program such as MST, Adult Ed, Ombudsman or PASS.
- *No Change* – 4 (9%) participants completed futures plans but were in and out of engagement throughout the school year and had no academic change.
- *Moved* – 7 (16%) participants completed futures plans but had to discontinue services because they either moved to a new school (4), placed in YDC (1) or left to have a baby (2).

CAFAS Data APEX (n=20)



CAFAS Data: APEX by Sub-scale



Lessons Learned

- School-to-career services, even for the students with the biggest challenges, are a form of “mental health in schools”
- Students with the greatest challenges can live, learn and work in their home communities.
- Person-centered planning is critical
- Linking youth with community resources

RENEW Capacity Building Project

(Oct. 2008- Sept. 2010)

- Funded by the Endowment for Health under it's new Children's MH Initiative.
- The IOD will train 3 staff members at
 - Riverbend MHC
 - The Mental Health Center at Nashua's Community Council
 - The Mental Health Center of Greater Nashua
 - the Tobey School

6 Project Goals

GOAL # 1: Create an administrative process so that RENEW services are reimbursable in the community mental health system and to braid funds from various health and education funding streams.

GOAL #2: Build capacity for staff at the MHCs and Tobey School to provide RENEW services through training and technical assistance

6 Project Goals (cont.)

GOAL # 3: Provide RENEW services to no fewer than 60 youth. Ensure that 45 youth see improved outcomes in school, home and community.

GOAL #4: Build local capacity to provide seamless support for the youth through collaboration with schools, DJJS, DCYF, community providers.

6 Project Goals (cont.)

GOAL # 5: Develop proposal to expand and sustain the RENEW capacity-building initiative.

GOAL #6: Disseminate outcomes and learnings from the project.

Eligibility for RENEW Services

Eligibility:

- Youth ages 15- 21 (age 14 in Tobey School)
- Must be eligible for state-funded community mental health services (or can be found eligible)
- Target population and referral process will be locally-determined
- 15-18 youth per site to be enrolled-
- Enrollment: March 2009 - September 2009

RENEW Process

- Youth ages 15- 21 (age 14 in Tobey School)
- Must be eligible for state-funded community mental health services (or can be found eligible)
- Consent to Participate in Research required
- Locally-targeted population
- RENEW Facilitators need to work closely with schools, VR agency.

The Role of Local Collaboratives: Resource “Mapping” Process

- To create a list of youth-serving organizations, programs, services and key people and systems in each community.
- To new create and strengthen existing linkages between systems, programs, and people for the benefit of high-risk youth

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