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 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
Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

~80% of Students

~15%

~5%

Tertiary Prevention: RENEW Intervention

APEX PBIS MODEL
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).
- Schedule follow up.
RAMON STORY

TOUGH TIME

NAPA
3 YRS OLD

DAD DIES!
3 YRS OLD

LITTLE BROTHER

TODAY

MOM REMARRIES

SCHOOL

FRIENDS?
Ramon
VISION

A nice TV

A good job

My own place

A nice car

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
ACADEMIC SUCCESS OF RENEW PARTICIPANTS IN APEX (April 2003–July 2005) N=45

- High School Diploma/GED: 24%
- Independent Studies: 9%
- Grade Advancement: 16%
- Reengaged in School Program: 7%
- No Change: 31%
- Moved: 13%

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)

![Graph showing the average CAFAS scores over time in RENEW. The x-axis represents time (Enrollment, 6 Months, 1 Year), and the y-axis represents average CAFAS scores. The graph shows a decreasing trend in average CAFAS scores over time.](image-url)
CAFAS Data: APEX by Sub-scale

Changes in the average CAFAS score of specific domains for RENEW participants

- **Domain:**
  - School
  - Home
  - Moods/Emotions
  - Self-Harm
  - Drugs/Alcohol

- **Average CAFAS Score**

- **Time Points:**
  - Enrollment (N=31)
  - 6 Months Later (N=31)
  - 12 Months Later (N=14)
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  

• 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.
Contact Information

JoAnne M. Malloy, MSW  
Project Director  
Institute on Disability,  
56 Old Suncook Rd.  
Concord, NH 03301  
(603) 228-2084 x 27  
JoAnne.Malloy@unh.edu

Jonathon Drake, MSW  
Master Trainer  
Institute on Disability,  
56 Old Suncook Rd.  
Concord, NH 03301  
(603) 228-2084  
drake.j.d@gmail.com

UNH Institute on Disability  
http://iod.unh.edu