



## So You Want to Be A Care Team School? A Readiness Guide for Schools

This Readiness Guide is designed to assist school communities in evaluating readiness and preparing for Care Team Collaborative framework implementation. Please review this Readiness Guide carefully prior to making this commitment. If you have questions, comments or concerns following your review, please contact our office or your county’s Family and Children First Coordinator.

Care Team Collaborative Contact Information is listed on page 5.

### Administrative Leadership

(Our Score \_\_\_\_\_)

As with most educational innovations, success or failure of the Care Team Collaborative framework is directly linked with administrative leadership. Prior to making a commitment, review the questions below. The rubric can help determine if your school has the Administrative Leadership to begin this work.

Please rate your school’s administrative leadership according to the following scale.

**4- Strongly Agree                      3- Agree                      2- Somewhat disagree                      1-Disagree**

	1. The principal is viewed by faculty as a strong, positive educational leader. Overall, the principal is able to lead – and the faculty will follow.
	2. The district’s superintendent (and district office staff) actively support and encourage involvement in the Care Team Collaborative framework. For example, the district office will provide human and fiscal resources to the school as needed to support this initiative. As opposed to a district office that allows/permits participation but is not expected to make changes to support the initiative.
	3. The principal has a clear understanding of the Care Team Collaborative framework and believes this framework is the missing link which will help the school more successfully meet the needs of all children. <ul style="list-style-type: none"> <li>• For more information visit: <a href="http://www.ohiocareteam.com">www.ohiocareteam.com</a></li> </ul>
	4. The principal has a clear understanding of the 40 Developmental Asset framework and believes a strength based approach to youth development is the best way to ensure students become healthy, resilient adults who contribute to the community. <ul style="list-style-type: none"> <li>• For more information visit: <a href="http://www.search-institute.org">www.search-institute.org</a></li> </ul>
	5. The principal believes supporting a child’s non academic needs is just as important to academic success as high quality curriculum & instruction. <ul style="list-style-type: none"> <li>• For more information visit: <a href="http://smhp.psych.ucla.edu/">http://smhp.psych.ucla.edu/</a></li> </ul>
	6. The principal implements policies, practices and provides professional development which demonstrates a strong commitment to meeting the non academic needs of all children. <ul style="list-style-type: none"> <li>• For more information visit: <a href="http://www.ode.state.oh.us">www.ode.state.oh.us</a> and search <i>school climate guidelines</i></li> </ul>
	7. The principal (& all building administrators) will actively participate in all levels of Care Team implementation. This will include but may not be limited to: attend Care Team trainings; attend & lead weekly Care Team meetings; utilize data to identify needs at the student and school level and make changes to the school environment to meet those needs; re-organize schedule or structures to ensure every child has a safe and supportive school experience.

### **Readiness Rubric:**

**25-28: Strong Administrative Leadership Capacity.** Leaders are ready and able to begin. Proceed to next readiness check.

**21-24: Administrative Leadership Capacity is nearly ready.** We recommend some additional research and communication with administration and colleagues prior to beginning Care Team implementation.

**0- 20: Administrative Leadership is not ready for Care Team implementation.** Leadership has not built capacity to begin this work at a level sustainable within the organization. We recommend significant research and internal dialogues prior to considering Care Team implementation.



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### Faculty Support

(Our Score \_\_\_\_\_)

Once school district and building leadership readiness has been determined, a school community should assess the extent to which faculty will embrace the Care Team Collaborative Framework. Review the questions below and determine if your school has the Faculty Support to begin this work.

Please rate your school's faculty's support according to the following scale.

**4- Strongly Agree**

**3- Agree**

**2- Somewhat disagree**

**1-Disagree**

	1. The school has a core of strong positive leaders with a passion for children. The leaders have excellent rapport with building administration and colleagues. Leaders are not involved in so many other initiatives that they will be overwhelmed with “one more thing”.
	2. The school faculty strongly believes in collaborative leadership and has experience working in teams to design & implement new ways to improve school outcomes.
	3. The school faculty feels an urgency to improve outcomes for children. They will re-think current practices to decrease non academic barriers to learning so all children can succeed.
	4. While the faculty may be unfamiliar with 40 Developmental Asset language, for the most part they informally and/or unintentionally build assets in children. <ul style="list-style-type: none"> <li>• For more information visit: <a href="http://www.search-institute.org">www.search-institute.org</a></li> </ul>
	5. The school guidance counselor has been informed of this initiative, is excited to have the support of agency staff. They are ready to be strong, positive, active Care Team members. *Note: School Guidance counselors make or break many Care Teams. Some counselors see this as an amazing resource to support their work and others see it as outsiders trying to eliminate their positions. Building this support prior to moving forward is CRITICAL. <ul style="list-style-type: none"> <li>• If your school does not have guidance counselors please rate “4” and note “None”</li> </ul>
	6. Overall, the school faculty strongly believes that a safe and supportive school climate makes a difference in the ability for all children to succeed in school. Faculty are willing to work together (with each other, community and youth) to develop and implement a plan to ensure every adult and child experiences a safe and supportive school environment. <ul style="list-style-type: none"> <li>• For more information visit: <a href="http://www.ode.state.oh.us">www.ode.state.oh.us</a> and search <i>school climate guidelines</i></li> </ul>
	7. The school faculty understands some children will need to miss class to attend school based counseling and/or other Care Team services. Faculty sees the value in these services and agrees to allow students to miss classes (occasionally) without consequence because these services will help children become better able to succeed in the classroom.

### Readiness Rubric:

**25-28: Strong Faculty Support.** Faculty is ready and able to begin. Proceed to next readiness check.

**21-24: Faculty is nearly ready.** We recommend some additional research and communication with faculty prior to beginning Care Team implementation.

**0- 20: Faculty is not ready for Care Team implementation.** School faculty is not yet willing to accept the philosophical shift necessary for successful Care Team implementation. We recommend significant research and internal dialogues occur before proceeding with this initiative.

### *Key Consideration:*

- Many school districts have strong and active educational associations and contract conditions which can support or hinder Care Team implementation. During the readiness stage, district administration should review contract guidelines and partner with association membership to build support for the initiative. This will allow the school more flexibility in re-designing policies and practices to support Care Team implementation.



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### **We Are Ready. What's Next?**

The Care Team Collaborative framework is not just about supporting high risk children through wrap around services. The primary goal is to assist a school community in developing a system which will ensure EVERY child has the social, emotional, behavioral, physical and academic supports needed to achieve success in school and become a healthy, resilient adult who contributes to the community.

The following questions will help school and community leaders look at the current systems in place and assess the extent to which they will help or hinder success in achieving this goal. There is no right or wrong answer to these questions. Failure to meet these standards will not prevent Care Team implementation. Instead, use this as an internal gauge for guiding systemic change. Care Team Collaborative staff will support school communities in designing systems to align programs, practices and policies to be more collaborative and Asset focused.

**CRITICAL UNDERSTANDING:** *The Care Team Collaborative framework is a “framework”, not a program. Care Team Collaborative staff provides cross agency training to help you understand the framework but every Care Team school designs programs, practices and services according to the needs and gaps within the school community. The Care Team Collaborative framework is not one size fits all. Each Care Team school will follow key processes and monitor progress according to specific indicators, but how the school implements the framework is determined by the school faculty, staff and Care Team. This approach also requires a multiyear commitment. Schools will quickly see small changes in targeted youth but it can take 3-5 years before building wide changes in culture and climate are clearly visible.*

Please rate these statements according to the following scale.

**4- Strongly Agree**

**3- Agree**

**2- Somewhat disagree**

**1-Disagree**

	1. The school’s mission statement includes child development goals related to social, emotional, behavioral, character development.
	2. The District’s school board has adopted policy statements related to social, emotional, behavioral, character development.
	3. The school system has clear policy and/or administrative guidelines for establishing community partnerships, including Ohio’s Criminal Background check law.
	4. The school’s CCIP currently contains goals and strategies related to social, emotional, behavioral, character development.
	5. The school district administrators or board members are actively involved serving on community social service or non-profit boards or standing committees.
	6. Community social service agencies already have staff providing services in the school. For example: school resource officer, attendance officer, nurses, mental health, ATOD staff
	7. The community has provided cross agency training where school faculty and social agency staff attend trainings together.
	8. The school schedule provides daily common planning time for faculty to engage in teaming and/or job embedded professional development.
	9. The school currently has working intervention teams which meet regularly with students and parents to design and provide individual help for children.
	10. The school uses continuous data collection, analysis and evaluation to seek improvement for student outcomes.
	11. The school receives funding (federal, state, local, grant) for prevention and/or intervention services to children.
	12. The school offers programs to support parents and help them more effectively meet the needs of their own children. (Stand alone program or in partnership with community.)



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	13. The school has alternative to suspension programs. These programs support the student in overcoming the root cause of misbehavior and providing a consequence for the behavior.
	14. The school has after school and/or home work assistance programs available to any student. Each program offers homework help, social skill development and healthy snacks.
	15. The school and community will support and encourage leaders to regularly examine the accountability of students, parents, teachers, administrators and agency partners.
	16. The school and community will support and encourage developing a system to continually improve community wide efforts to build a comprehensive system of care (birth – 21) utilizing all community resources so they can meet the needs of every child and family.
	17. School district and community leaders are ready and willing to blend funding from all partners (real and in kind) to support this comprehensive system of care.
	18. School district and community leaders clearly understand the Care Team Collaborative framework implementation requires a multiyear commitment and are willing to continually work to sustain the initiative fiscally and with appropriate human, in kind services.
	19. School district and community leaders will write grants and develop partnerships with local businesses, foundations and other supporters to sustain/expand the initiative.
	20. School faculty and administration clearly believe youth are resources. They are willing to train youth to become asset leaders in their school community.
	21. School and community leaders are willing to develop opportunities for youth to have a voice in school and community decisions impacting youth.
	22. The school community embraces community and faith based organizations by encouraging partnerships which provide youth with safe, healthy and fun programs.
	23. The school administration annually assesses student and faculty perception of school climate and uses assessment to guide planning and decision making.
	24. The school has a large variety of after school clubs and programs available to students based on student interests. (Beyond athletics and band)
	25. The school has a system in place to ensure every child has strong positive connections to at least 3 healthy, supportive adults outside the home.

Upon completing the Care Team Collaborative’s Readiness Assessment, it is likely you identified many gaps. Some gaps may prevent a school from proceeding while others simply open new dialogues for improving systems to support children. Care Team Collaborative offers supports and services to communities considering Care Team implementation. For your convenience, this Readiness Guide includes information regarding some of our key supports.

### Free Web Based Services

Care Team Collaborative, in partnership with Muskingum Valley ESC Data Services department offers these services at no charge to any school or district in the State of Ohio. The surveys can be accessed at: <http://www.ohiocareteam.com/profdev.htm#SurveyResources>. Prior to beginning either survey, please download the Survey Administration document and follow the directions for completing this survey.

- *Bernhardt School Climate Assessment:* Schools can assess the youth and faculty perspective of school climate through this on line survey. The survey is based upon Victoria Bernhardt’s research around utilizing data to improve student learning.
- *Developmental Asset Checklist:* Schools can take a “quick check” of Assets within their school using this tool. It provides a nice assessment of the top and bottom 5 assets in the school. This is NOT meant to be used as a research based tool for monitoring asset development.



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### **Free Consultation Services**

Care Team Collaborative staff will provide the following workshops, presentations in your community to assist you in capacity building. There is no charge for these services, but travel expenses will be charged for presentations 200+ miles from Zanesville, OH and/or events requiring overnight stay.

- *Care Team Collaborative Framework, An Introduction:* This 60-90 minute presentation provides Family and Children First Councils with a basic overview of the Care Team Collaborative framework, community expectations and evidence demonstrating successes in other communities.
- *Care Team in Brief:* This 60 minute presentation introduces the framework to school faculty.

### **Contract Based Services**

Schools and communities can contract with Care Team Collaborative to prepare for implementation of the Care Team framework, or to provide training for specific community needs. A complete listing of contract based services is found in our Professional Development Services guide. Generally the fee schedule is design on a per day rate of \$1,200.00 for pre-designed workshops and \$1,500 for custom designed workshops. Fees will be pro-rated based upon length and number of participants. Mileage and travel expenses will be charged for trainings over 200 miles from Zanesville, OH. Discounts may be available for multiple services.

- *Community Engagement and Planning:* In partnership with Muskingum Valley ESC, we can offer a full range of community engagement and planning support. Services will be designed specific to the needs of individual communities.
- *Building Developmental Assets in School Communities:* Full day training introducing Asset building to school personnel and those who provide services in schools.
- *Asset Building Introduction:* 90 minute – 3hr overview to the Developmental Asset framework targeted to meet the needs of specific audiences.
- *Asset Building in Faith Based and Community Organizations:* ½ day to full day training giving an overview of asset building and providing time for organization leaders to network and brainstorm ways they can partner with schools to increase asset building opportunities for all children.

### **Getting the Ball Rolling**

Care Team Collaborative recommends schools and communities work through their Family and Children First Council when considering implementation of full Care Team Collaborative framework. This ensures all community leaders are actively involved and engaged in supporting and sustaining the initiative. When this is not possible, an individual school district can contract for services.

### **Care Team Collaborative contact information:**

*Michele D. Timmons, Director*

Office: 740.452.4518 ext 158

Cell: 614.893.7341

Email: [mtimmons@mvesc.k12.oh.us](mailto:mtimmons@mvesc.k12.oh.us)

Address: 205 N. 7<sup>th</sup> Street, Zanesville OH 43701