K-12 Report Card Case Manager Training
Trainer User Guide

Outline

Welcome & Introduction

Topic 1 – Evolution of Child Well Being & Educational Outcomes

Topic 2 – The K-12 Report Card

Topic 3 – System Component: Remote Data Capture

Topic 4 – System Component: K-12 Reports

Topic 5 – The K-12 Report Card: Implementation Process & Practice Issues

Objectives

Participants will:

- Understand the evolution of child well being as a goal for the dependency system and the critical focus on improving educational outcomes.

- Understand the federal and state education policy directives.

- Understand the purpose and directives of the K-12 Report Card.

- Identify the 3 key components of the K-12 Report Card System.

- Gain an understanding of the 9 domains and Likert scale of the K-12 Report Card.

- Learn how to complete the K-12 Report Card and submit it electronically following approved protocols.

- Learn how to access K-12 reports from FSFN Reports.

- Determine the connections between local and statewide education programs.

- Understand the importance of professional commitment in making education programs a priority.

Handouts	At a minimum trainers should be prepared to distribute the following handouts to case management staff during the training:

1. K-12 Report Card with Likert scale
2. K-12 Report Card Detail Report
3. Due/OverDue Report

General Trainer Information

For effective delivery of this 3 hour course, trainers will need to spend some time becoming familiar with education directives in policy and practice on a national, state and local level. The trainer must be able to convey the "spirit" behind the K-12 Report Card so that staff do not see this as another task to get done but rather an opportunity to utilize a tool that will directly impact the trajectory of each youth's long-term success.

This K-12 Report Card will only make an impact if all partners are engaged in meaningful conversations, effective service delivery and proactive advocacy that support educational success for youth we serve.

Trainers must emphasize that the conversations about education between themselves, caregivers and youth is the most important part of the process, not completing the K-12 Report Card with all 5's.

Trainers are encouraged to supplement these training materials with local data and programmatic information that supports education outcomes and the K-12 Report Card.

Each section of the Trainer Guide contains an agenda which serves as a roadmap for how the section needs to flow. This agenda also matches the order of the PowerPoint slides. Background information, practice principles, expectations and directives which support delivery of the agenda can be found in the Content section which follows the agenda. Trainers are expected to deliver the content during their presentation.

Additionally trainer directions/notes are included throughout the curriculum in grayed boxes.

Time

3 hours

Agenda

Introduction Activity

Trainers will conduct a 10 minute introduction activity that meets the needs of the local group.

One suggestion is to have each learner share in small groups, dyads or the large group depending on size, the name of the college they attended. After they have time to share (keep in mind this is a 10 minute activity) comment on how proud they seemed when they discussed their college, or notice the volume in the room when they were sharing (it probably increased). You may want to ask a few questions in the large group if time permits:

- Who went to a college in Florida?

- Who thinks they attended a college further away than anyone else in the room? Where was it?

- Whose college has a great sports program?

- How did you know about the college and understand how to apply?

Conclude the activity by saying that this training is about ensuring that our children in care have the same opportunity to share when they are attending a training event like this one as adults. If we do not ensure that they have opportunities and support to succeed educationally, they will never be able to participate in a simple activity like the one we just experienced. It is up to all of us to show them the doors of opportunity and help them open the right ones and succeed.

Trainers will use the previous activity to bridge to objectives.

Trainers will present the following PowerPoint Slide:

- K-12 Report Card Course Objectives

Time

15 minutes

Topic 1 – Evolution of Child Well Being & Education Outcomes

Topic	Evolution of Child Well Being & Education Outcomes
Objective	Understand the evolution of child well being as a goal for the dependency system and the critical focus on improving education outcomes.
Agenda	**Trainers will show the K-12 Report Card Education Video**.
	Trainers will present the following PowerPoint Slides:
	• Evolution of Well Being: The Road that Paved the Way *(Information in Content section)*
	• Child Welfare: Big 3 Targets *(Information in Content section)*
	• Danielle's Quote
	• General practice question on education
	This question is used to stimulate discussion and buy in. Assist the group in making important connections about the importance of education.
Content	In the last 100 years our ability to care for abused children has grown tremendously.
	We started by emphasizing child safety as a function of government.
	Next we moved to a focus on permanency – not just the absence of distress, but life with a loving family.
	It's time to move beyond safety and permanency to a new model: Well-Being – the recognition that every child deserves the opportunity for health, learning and self-actualization.
	The well-being model can't be separated from safety and permanency. They're interconnected with well-being and essential for higher growth and development, including learning.

Currently, more than 500,000 children and youth are in foster care on any given day in the United States; half of them are over the age of 10 and more than one quarter remain in foster care for three years or more. Each year some 20,000 youth age 16 and older, transition from foster care to legal emancipation and find themselves on their own. Without adequate independent living skills, resources, or safety nets, many experience homelessness and unemployment.

The majority of these children experience seven or more unplanned school changes while in long-term foster care, barely half of them graduate from high school, and estimates suggest only 7 to 13 percent of them enroll in higher education.

Casey Family Programs recently completed a study that found only three percent of former foster youth had attained bachelor's degrees compared to 27 percent of the general adult population. Certainly, youth who age out of state foster care systems are an underrepresented group in higher education.

With more than 70 percent of those in foster care expressing desires to attend college, the promise and lifelong benefits of the college experience are rarely realized by these vulnerable young adults.

In a recent report issued by the Institute for Higher Education Policy, author Thomas Wolanin observes that foster youth have yet to follow the path of low-income students, racial and ethnic minorities, women, and students with disabilities in bringing their needs to the attention of higher education. He stresses the importance of "concentrated and effective efforts on their behalf to ensure their access and success in higher education."

Children placed in foster care face many challenges in terms of high school completion. Youth experience frequent school changes, which, along with other factors such as learning disabilities and child maltreatment, are associated with academic difficulties.60 Despite the fact that 65% of the alumni experienced seven or more school changes from elementary through high school, they completed high school at a rate (84.8%) similar to the general population (87.3% for ages 18 to 29) and at a much higher rate than the more conservative national estimate compiled by the Manhattan

Institute (70%).

In spite of their comparable high school completion rates, foster care alumni obtained a GED credential instead of a high school diploma 28.5% of the time, nearly six times the rate of the general populations (5%). While having a GED credential is more beneficial than not completing high school, research data indicate that people who earn a high school diploma are more successful as adults—they are 1.7 times more likely to complete an associate's degree and 3.9 times more likely to complete a bachelor's degree. They also have higher incomes than those with a GED credential.

This model is "Dynamic" where Well Being factors inform Safety and Permanency decision making.

Time   15 minutes

Topic	Education Policy & The K-12 Report Card
Objective	Understand the federal and state education policy directives.
	Understand the purpose and directives of the K-12 Report Card.
	Identify the 3 key components of the K-12 Report Card System.
	Gain an understanding of the 9 domains and Likert scale of the K-12 Report Card.

Agenda

Trainers will present the following **POWERPOINT SLIDES:**

- Education Statutory Requirements

- Statutory Requirements: Title IV-E

- Statutory Requirements: Fostering Connections

- Statutory Requirements: F.S.39.001(3)(f)

- Child Needs

- K-12 Report Card: System Components *(Information in Content section)*

- K-12 Report Card Target Group *(Information in Content section)*

- System Component: K-12 Report Card Protocol

Prior to the next slide, trainers will need to hand out the Report Card detailed with the Likert scale.

- System Component: K-12 Report Card 9 Domains (12 slides of domains with Likert Scale)

Case Managers may struggle some with selecting the most appropriate rating for some of the Domains. Encourage them to read all of the options first and then make their selection. Clarify that the goal is not to have all 5's on all Report Cards, it is important to be accurate with ratings so youth educational status, goals, improvements

and plans are appropriate and accurate.

- Benefits of the K-12 Report Card (use this slide with the Benefits of the K-12 Report Card Activity below).

Content   Trainers should all be aware of these statutory requirements in order to deliver this section effectively. You may want to have the CLS Education Advocate or GAL participate in this section of training delivery.

Make a connection between the case work they already do (including case planning) and these new requirements.

Experts ask, "Okay they're safe…but are they thriving, learning and breaking the cycle of whatever has gone on in their family?"

Education needs of the child should be a high priority before placement and other decisions are made concerning the child.

K-12 Report Card System Components

1. It is intended that for the Fiscal Year 2012-2013 test period, at a minimum, CBC Case Managers will submit K-12 Report Cards for children:

    - Ages 5 through 17 years inclusive;

    - Under FL Jurisdiction (residing within or outside of FL); and

    - Placed in Licensed or Non-licensed Out-of-Home Care settings.

2. The RDC build will allow K-12 Report Card submissions for ANY active FSFN participant ages 5 through 17 inclusive.

3. CBCs may expand the target group as desired. For example, CBCs may elect to have the Case Manager continue to submit report cards after the OHC student is discharged from the removal episode (e.g. Reunification) to allow for continuing report card submissions until the case is closed. A CBC, for another example, could opt to complete report cards for children under another state Jurisdiction, who resides in Florida and is being supervised

by local CBC Case Managers.

4. The RDC future enhancements may allow students turning 18 or 18+ year old students still in High School to continue to have K-12 Report Cards be submitted.

5. Encourage Case Managers to utilize the School Report Cards while completing this K-12 Report Card

6. The initial Report Card should not include any "U"s as it will be used as a baseline for improvement measurements going forward. The RDC Build was not able to allow for replacement or corrections to Initial Report Card. Future enhancements may address this issue. During the interim, it is IMPORTANT for case managers to submit a complete and accurate Initial K-12 Report Card avoiding "U" responses unless unknown and unable to secure info to become known.

7. "Unknown" should be recorded as a response when the Case Manager is unable to secure information timely to complete a Report Card Rating or the information is unknown and not expected to be known in the future. An "NA" response is to be recorded when the Domain response is Not Applicable for the student being rated. Both "U" and "NA" ratings will not be included in average calculations for the students.

The July data will serve as everyone's baseline, which may be based on the final 30 days of the last school year. Having accurate data for this July period is critical because all future Report Cards will be compared against this initial information.

When inputting the data for Report Cards only the most recent Report Card for the day prior to 6pm will be uploaded. Therefore if an error is made you have until 6pm to submit another Report Card that will become the official Report Card for that day.

DCMs need to know that not all youth will fit neatly into the answers/choices provided for the report card….they just need to use their judgment and pick the answer that makes the most sense.

Each domain's outcomes (possible answers) are intended to provoke thought, spark conversation, and convey values to

ACTIVITY: Domain 1: School Stability

During the Train the Trainer session, Domain 1 generated the most group discussion and will be revised by the K-12 Workgroup in the near future. To assist with presenting this Domain it was suggested that utilizing scenarios would help case managers identify the most appropriate rating. The following case examples can be used to support your presentation:

1. After presenting Domain 1 list the following cases on a flipchart or place them on PowerPoint slides.

2. Instruct the group to read each case scenario, review the rating explanations under Domain 1 and select the most appropriate rating.

3. Discuss their selections in the large group and provide the correct response.

Case Scenarios:

1. Jimmy was removed 3 years ago and has stayed in the same school while in out of home care. (5)

2. Jimmy was removed 3 years ago and changed schools because of placement location. Since that time he has remained in the same school. (4)

3. Jimmy was removed during current school year and did not change schools during placement. However Jimmy has now moved from Elementary to Middle school. (5)

4. Jimmy was removed over the summer break and had to change schools as a result of placement location. (4)

5. Jimmy was removed and never changed schools at time of removal, however during this current school year he has changed schools. Rate 1, 2 or 3 based on number of moves.

ACTIVITY: Benefits of the K-12 Report Card

Trainers will facilitate this Brainstorm activity to assist with initial buy-in from the group.

1. Utilize the Benefits of the K-12 Report Card PowerPoint slide as a backdrop for this activity.

2. Divide room into small groups and assign each group one of the following categories to brainstorm:

    - Benefits for Youth

    - Benefits for Families

    - Benefits for the Child Welfare System

    - Benefits to the Community

3. Allow each group 5 minutes to come up with a list of benefits of the K-12 Report Card for their assigned category.

4. In the large group, have each of the small groups share their "Top 3 Benefits".

5. Summarize the activity by emphasizing how this practice change benefits everyone. This is also a good opportunity to say that at the beginning it may feel like one more task being asked of you but the benefits of this 10 minute practice has the potential to make a lifelong impact.

Trainer Note: If the group struggles with identifying benefits, you may choose to use the following benefits that were generated by professionals in the dependency system at a statewide meeting:

1. Supports a student education dialog between the Case Manager and Caregivers, educators, GALs, etc. to provide more focus on the student's Education Well Being.
2. K-12 Report Card education domains are based on national research and local experts' consensus.
3. Report Cards are easy to understand and use, allowing more interested parties to become involved (e.g. Parents, Caregivers, GALs, Mentors, etc.).
4. Promotes stability and improvement in Student education outcomes.
5. Improves foster youth education well being and

thereby helps to break the long term cycle of abuse for future generations.

6. Report Card encourages more Caregiver involvement in the student's education well being.
7. FSFN Business Object management reports can help view education outcome trends for a student, CMO, Circuit, etc.
8. Gives child welfare staff an opportunity to have positive experiences such as student achievement, graduation, improvements in education, etc.
9. Good tools like the Report Card and Dashboard can help the professionals and families make a real positive difference in Student education Outcomes.
10. Allows Report Card information to be entered from multiple devices and at anytime, not just during home visits.

Trainer Definition: A Likert scale is a psychometric scale commonly involved in research that employs questionnaires. It is the most widely used approach to scaling responses in survey research, such that the term is often used interchangeably with rating scale, or more accurately the Likert-type scale, even though the two are not synonymous. The scale is named after its inventor, psychologist Rensis Likert. Likert distinguished between a scale proper, which emerges from collective responses to a set of items (usually eight or more), and the format in which responses are scored along a range. Technically speaking, a Likert scale refers only to the former. The difference between these two concepts has to do with the distinction Likert made between the underlying phenomenon being investigated and the means of capturing variation that points to the underlying phenomenon. When responding to a Likert questionnaire item, respondents specify their level of agreement or disagreement on a symmetric agree-disagree scale for a series of statements. Thus, the range captures the intensity of their feelings for a given item, while the results of analysis of multiple items (if the items are developed appropriately) reveals a pattern that has scaled properties of the kind Likert identified.

Time

60 minutes

Topic 3 – System Component: Remote Data Capture

Topic	System Component: Remote Data Capture
Objective	Learn how to complete the K-12 Report Card and submit it electronically following approved protocols.
Agenda	Trainers will present the following **POWERPOINT SLIDES:** • System Component: Question • System Component: Remote Data Capture • System Component: RDC Blackberry Process (12 slides) • System Component: RDC Laptop Process
Content	It is important for case managers to know that initial K-12 Report Cards should avoid having "U" ratings as they will serve as a baseline for improvements. It is also important that if the information is not known and case managers believe they will be unable to secure the information, it is best to put a "U" for that case domain response. That domain will not be able to display improvement %, however it will only affect that one domain area. It is important not to guess at the answers…if something is really unknown, it should be answered accordingly (if the child had changed schools during the school year but she was not assigned to the DCM at time), the DCM may have no way to learn whether child was enrolled at new school within 2 days. There is only 1 comment box on the K-12 Report Card and it is limited to 250 characters. If comments are lengthy DCM's may need to enter a comment for the reviewer to see chronological notes for additional information. The RDC team will still be providing the updated user guide for the blackberry and laptop versions of RDC. However, this will simply be a user guide of how to use the application. It will not include any policies or best practices.

System Component: RDC Submission Process

Trainers will discuss local CBC Protocol for K-12 Report Card Submissions. A generic process is as follows:

1. Gather information for Report Card Survey and discuss with caregiver. Also discuss with and school personnel if appropriate.

2. Take action on low rated K-12 Report Card Domains.

3. Compete and submit K-12 Report Card for each student in OHC every 30 days (not necessarily during the home visit).

4. Access FSFN reports and print K-12 Detail and Due/Overdue Report.

5. Utilize K-12 Detail and Due/Overdue Report for casework activities.

It is expected that Out-of-County Workers and Primary Case workers complete and submit report cards.

Note to Trainer: it is recommended since the RDC application will be LIVE on June 15 in the evening, that trainers ask a Case Manger to input a couple of K-12 Report Cards that can be used for the local CBC training.

Time   50 minutes

Topic	System Component: K-12 Reports
Objective	Learn how to access K-12 reports from FSFN Reports.

Agenda

Trainers will present the following **POWERPOINTS**.

- System Component: K-12 Reports

- Report 1: Detail Report (2 Slides) *(Information in Content section)*

- Report 2: Due/Overdue Report (2 Slides) *(Information in Content section)*

- System Component: FSFN Reports (5 Slides)

Content

- Report 1: Detail Report

Purpose: The Detail Report was created to document a student's report card survey history for future use by CBC staff and others.

Users: Case Managers, unit supervisors, CLS attorneys, caregivers, parents, students, placement staffing attendees, educators and the court

Key Features: Detail Report displays the initial, most recent and 3 in-between report card ratings and comments. It displays current student improvement percentage from Initial Report Card ratings for each K-12 Domain assessed area.

- Report 2: Due/Overdue Report

Purpose: The Due / Overdue Report was created to assist CBC Staff in monitoring report card submission timeliness.

Users: Primarily Unit supervisors and CBC administrators. Case Managers may want to use it as a tool.

Key Features: The Due / Overdue Report displays all Students under CBC   Supervision that meet the user's selection criteria. The report highlights students:

1) without Initial Report Cards;

2) with Report Cards Due within 7 days; and,

3) with Report Cards Overdue.

FSFN Report walk-thru – It is recommended that the IT specialist familiar with accessing FSFN reports be available for assisting with the training for this module.

Focus of this training will be on the initial 2 reports but other management reports will come later.

Time

20 minutes

Topic 5 – Connecting & Supporting Education Programs

Topic	Connecting & Supporting Education Programs
Objective	Determine the connections between local and statewide education programs.
	Understand the importance of professional commitment in making education programs a priority.
Agenda	**Trainers will present the following PowerPoint Slides:**

- Everybody's a Teacher Partner Brainstorm

  Use this slide to engage learners in identifying key partners that need to be invested in improving educational outcomes for youth.

- Everybody's a Teacher (3 Slides)

  Use this slide to promote conversation about the importance of Everybody's a Teacher. Tie back to the key partners the group identified previously.

- Local Education Programs and Initiatives

  This slide is used to generate a conversation with participants around local programs and initiatives that support education. Have the group share programs they are aware of.

- Local Education Success Stories

  This slide should be filled in by the trainer after find 3-5 examples of local education success stories of youth who fit the target group. Use this to end the training on a high note by validating the hard work and dedication of staff; the unlimited possibilities for our youth; and the role each person plays in making successful outcomes happen.

Content	Trainers need to be familiar with Everybody's a Teacher for this section.
	Trainers will build content based on local education programs and success stories.
	This is a perfect opportunity to invite a teen to the training as

a guest speaker for this section to discuss what helped them succeed educationally. They can also share why they feel an initiative that seeks to improved education outcomes is so important.

Time

20 minutes