

NEVADA CHILDREN'S COMMISSION

EDUCATION COMMITTEE

1. COLLABORATION

To build community bridges by ensuring that all parties are informed to the best of their abilities, granting those within the child welfare system a brighter future.

A. Trainings

i. Child Welfare (CW)

- Direct services- What types of community providers there are and how we can encourage their engagement within the CW system.
- Cultural differences- What needs are not being met and identifying key stakeholders to help assist us with this.
- DAAY Court- Lessons learned from this court that could be applied in other areas like the format in which services are rendered or managed.
- Expand DAAY Court to include other disabilities or in the alternative, to create an alternative disabilities court.
- Educational opportunities, for Parole Officers to learn at least the basics of what an IEP is and the functionality of its importance. Also, understand IDEA Act components especially, when youth have the ability to pursue their education until they are 22. (This information needs to be given prior to termination/ release of CW services.)
- Work with Family Court Judges to compile informational resources that can address the additional needs that go hand in hand for those within the CPS, foster care and/or with disabilities as it relates to education and medical.

ii. School

- What opportunities are offered or required for school campus police/Metro, when working with those that are within the CW system? Are there processes and/or procedures in place?
- What is the process to ensure that IEPs are being followed within CW placements such as specialties and/or accommodations.
- Social Emotional Curriculum- How this can be expanded through the state and the number of educational platforms within the CW systems.

- Re-engagement of education with recent/future students that may have been termed or released from the CW system but have/had an IEP and are able to pursue their education until 22 under IDEA Act.
- Multi-tiered System of Support (MTSS)
- Truancy- Causes and where the hopes are for new changes with CCSD & District Attorney collaboration.

B. Staffing

- i. How to retain current staff, highlight this field for new recruitment, as well as assist in continued education which may expand the level of understanding and sensitivity. (More so, on the CW side)
 - Who is staffed to assist those with communication needs like; ASL or language interpretations while in any form of placement within the CW system.
 - Behavioral needs, trainings that are tailored to those such as individuals with IDD/ASD.
 - Mental health needs, concerns and/or possible undiagnosed conditions that can be seen but need further assessments, etc.
- ii. Create courses that can be recorded or reviewed to keep all Parole Officers or CW staff up to date on a number of issues that have been mentioned throughout this document.
 - Possibly create a series of videos over time.
 - Work with community providers that offer specific trainings or have presentations that could be tailored to fulfill the state's needs.

C. Interventions

- i. Evidence based trauma, evidence based instructional programs. (Within schools and CW placements)
- ii. Expand screenings for specific learning disabilities. (Within schools and CW placements)
- iii. Screening and reading through high school.

2. DATA COLLECTION (PRIORITIES)

Seeking additional data points, which may include possible missing areas of need. Simply highlighting what's working or what needs to be addressed. Creating targeted informational resources that can aid during legislation, etc. Recognizing information across multiple areas to avoid duplication of services or resources.

- A. Educational gathering of insightful data that can lead us in a better direction with creating a solid platform that addresses the needs for this population of individuals and their families.
 - i. IEPs – What educational areas are recorded for reporting purposes among CW and where we can expand in some areas for more clarity overall.
 - ii. Creating concrete strategies for more effective ways of addressing the disproportionality in school discipline for Nevada K-12 students in foster care/with disabilities.
 - iii. Stronger support for Nevada K-12 students in foster care who have learning challenges/disabilities.
 - iv. Services- What services are offered for our youth in CW placements.
 - v. Working with our family courts to seek out data that can assist in knowing how many cases have children within the foster care system and/or with disabilities.
 - vi. Create a dashboard that helps Administrators, Clark County School District Police Department, and mental health crisis providers identify children with disabilities and youth with trauma history prior to arrest for purpose of strategic intervention and support.
- B. Intake- Taking a look at the intake process/paperwork among all the reporting sources within the school/CW systems. Allowing for a more seamless streamlined process of data collection, to avoid any missed opportunities in seeking unforeseen needed data.
 - i. Child Protective Services
 - ii. Juvenile Justice
 - iii. Harbor
 - iv. Foster Care
 - v. School
 - vi. Family Court
- C. Community-based services
 - i. Trauma-informed
 - What resources are currently being provided within the school and CW platforms.

3. TRANSITION

Our intentions are to assist in creating informational/educational roadmaps/pathways to help lead our youth as they are in their transitional phase of life within the CW system; building off an understanding of what resources are at their fingertips and/or where they can take their future in a number of areas whether that be via a trade, seeking to expand their education or living in their communities with services in place.

A. Education

- i. Have robust processes for higher education, that includes dissemination and planning to support Nevada high schoolers. (foster care, and those with disabilities)
- ii. Student achievement

B. Employment

- i. Work within the school's transitional services to engage with Vocational Rehabilitation.

C. Trade

- i. More accessible information on trade/vocational credential routes for Nevada high schoolers. (foster care and those with disabilities)

D. Community Based

- i. Work within the school's transitional services with Desert Regional Center
- ii. Independent Living Councils
- iii. Developmental Disabilities Council
- iv. Support groups
- v. Medicaid SSI information