

NVCC 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-

- Direct services, what types of community providers are there and how can we encourage their engagement within the CW systems.
- Cultural differences, what needs are not being met, and who are those key stake holders 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.
- Educational opportunities, for PO's to learn at least the basics of what an IEP is and the functionality of its impotence. 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 Educational 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. If there is even one in place (Processes and/or Procedures)
- What is the Process to ensure that IEP's are being followed within CW placements such as specialties and/or accommodations.
- Social Emotional Curriculum, how can this 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 release from the CW system, but have/had IEP. That 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 & DA collaboration. .

B. Staffing

- i. How to retain current staff, highlight this field for new recruitment, as well as assist in cont. education which may expand the level of understanding and sensitivity. (More so, 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 PO's or other CW 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 with a working relationship to fore-fill the states needs.

C. Interventions

- iii. Evidence based trauma, evidence based instructional programs. (Within schools and CW placements)
- iv. Expand screenings for specific learning disabilities (Within schools and CW placements)

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 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. IEP's – What educational areas are recorded for reporting purposes among CW and where can we expand in some areas for more clarity over all.
 - ii. Creating concrete strategies for more effective ways of addressing the disproportionality in school discipline for Nevada K-12 students in foster care/disabilities.
 - iii. Stronger support for Nevada K-12 students in foster care who have learning challenges/disabilities.
 - iv. Services- What is services are offered for our youth in our 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.
- B. Intake- taking a look at the intake process/paperwork among all the reporting sources within the School/CW systems. Allowing a for a more seamless streamlined process of data collection, to avoid any missed opportunities in seeking unforeseen needed data
 - i. CPS
 - ii. JJ
 - iii. Harbor
 - iv. Foster Care
 - v. School
 - vi. Family Court
- C. Community based services
 - i. Trauma informed
 - What's 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. In 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 palace.

- A. Education

- ii. Have robust processes for higher ed. That includes dissemination and planning to support Nevada high schoolers. (Foster care, and those with disabilities)
- iii. Student achievement
- iv.
- B. Employment
 - i. Work within the schools 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
 - ii. Work within the schools transitional services with DRC
 - iii. Independent Living Councils
 - iv. DD Council
 - v. Support groups
 - vi. Medicaid SSI information