



The National Evaluation and Technical Assistance Center

for the
Education of Children and Youth
Who Are Neglected, Delinquent
or At-Risk (NDTAC)

Building and Maintaining Partnerships

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www.neglected-delinquent.org

What Is Collaboration?



Coexistence

Communication

Cooperation

Coordination

Coalition

True collaboration

What Is Collaboration? (cont.)

Stages of Collaboration

| Coexistence | Communication | Cooperation | Coordination | Coalition | Collaboration |
|---|--|---|---|--|---|
| <ul style="list-style-type: none"> – Organizations have limited awareness of others – Knowledge development and decision-making is done independently | <ul style="list-style-type: none"> – Aware of organization – Loosely defined roles – Little communication – All decisions are made independently | <ul style="list-style-type: none"> – Provide information to each other – Somewhat defined roles – Formal communication – All decisions are made independently | <ul style="list-style-type: none"> – Share information and resources – Defined roles – Frequent communication – Some shared decision-making | <ul style="list-style-type: none"> – Shared ideas – Shared resources – Frequent and prioritized communication – All members have a vote in decision-making | <ul style="list-style-type: none"> – Members belong to one system – Frequent communication characterized by mutual trust – Consensus is reached on all decisions |

Adapted from:

Frey, B. B., Lohmeier, J. H., Lee, S. W., & Tollefson, N. (2006). Measuring Collaboration Among Grant Partners. *American Journal of Evaluation*, 27(3), 383–392.

Houge, T. (1993). *Community-based collaboration: Community wellness multiplied*. Bend, OR: Chandler Center for Community Leadership. Retrieved on May 26, 2008, from <http://crs.uvm.edu/nnco/collab/wellness.html>

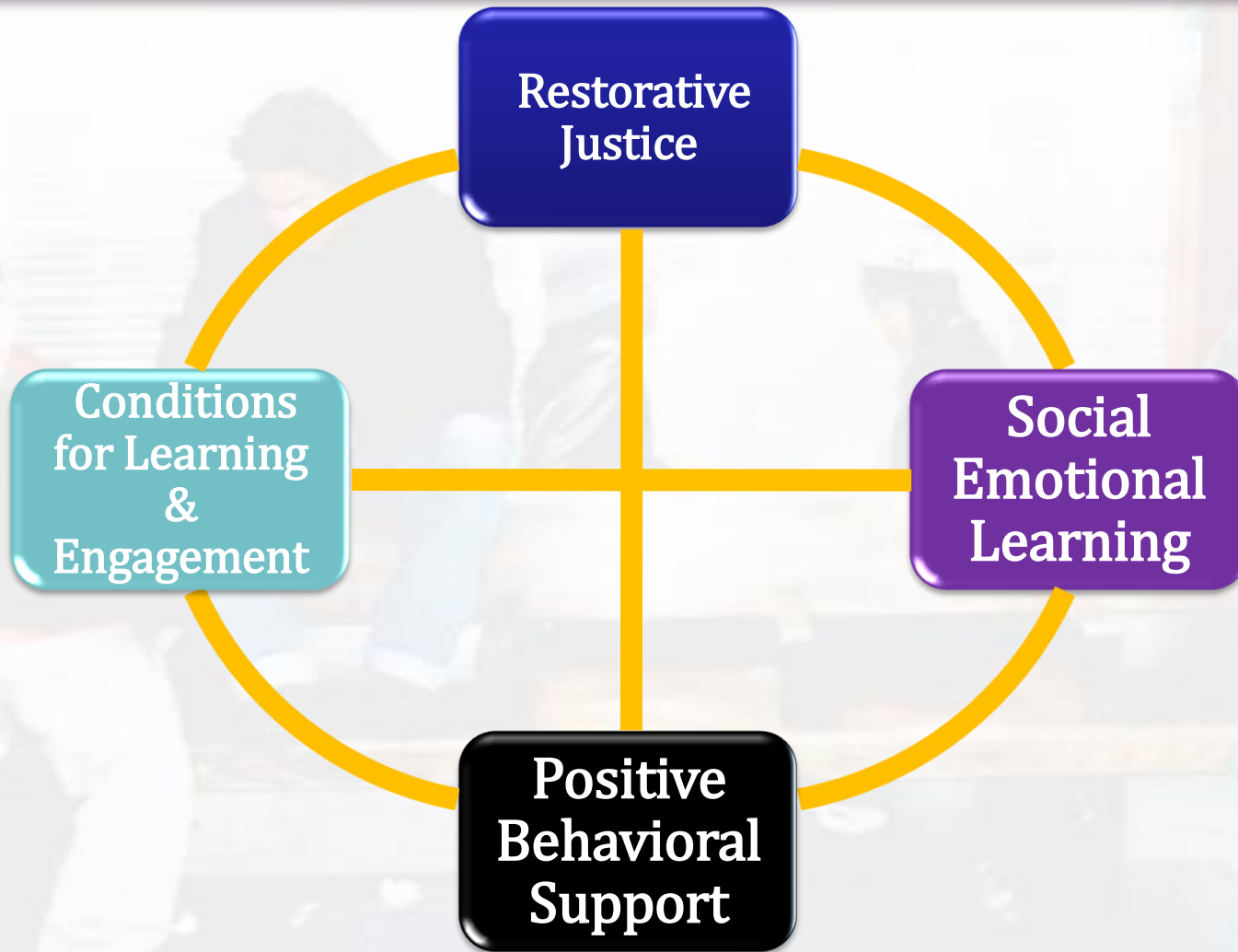
Why Is Collaboration Important?

4 “Collaboration is a prerequisite to the sustainability of interagency programs”

Perkins, 2002



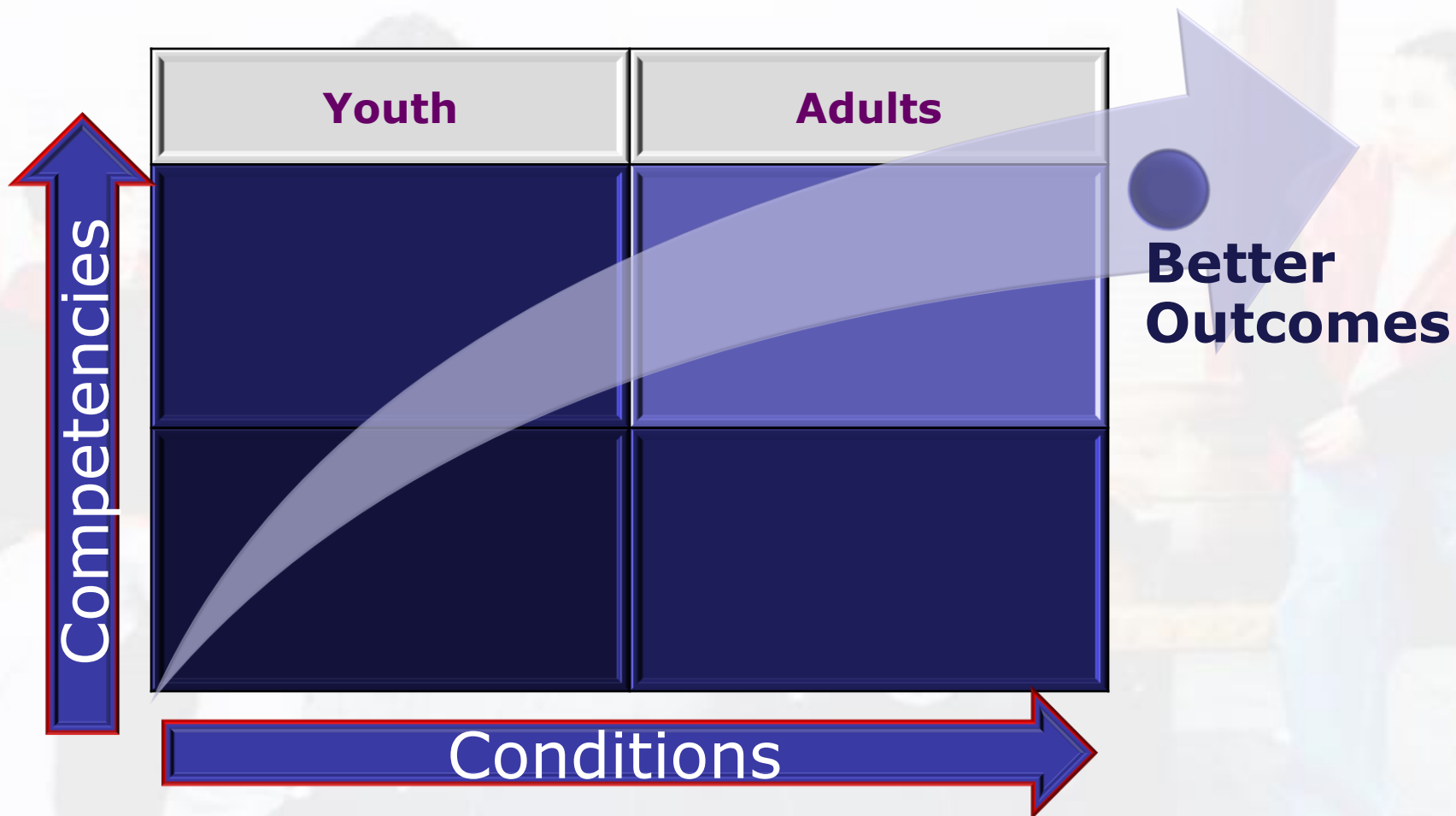
Align Promising Approaches



Big Ideas

- What is needed to prevent removal from home, school, and community **is** what is needed to foster effective reintegration.
- Competence can be developed and enhanced.
- Address the youth's entire ecology:
 - Families matter
 - Positive interactions with service providers matter
 - Opportunity and community-level factors matter
- Address individual competencies as well as environmental conditions for youth, families, and service providers

What Affects Learning & Transition Outcomes?



Big Ideas

- Employ youth development approaches:
 - Build and build upon assets and protective factors:
 - Social and emotional capacity (social emotional learning)
 - Positive relationships with caring adults
- Reduce or eliminate risk factors
- The importance of:
 - Youth- and family-driven approaches
 - Cultural and linguistic competence
 - Intentionally addressing disparities—including the ability to thrive
 - Creating conditions where young people are on track to **thrive** – not just be on track

Conditions for Learning

Safety

- **Physically safe**
- **Emotionally safe**
- **Low risk environments**

Support, Care, & Connection

- **Meaningful connection to adults**
- **Experience of care & respect**
- **Strong bonds to school family & other community institutions**
- **Positive peer relationships**
- **Effective and available support**

Challenge & Engagement

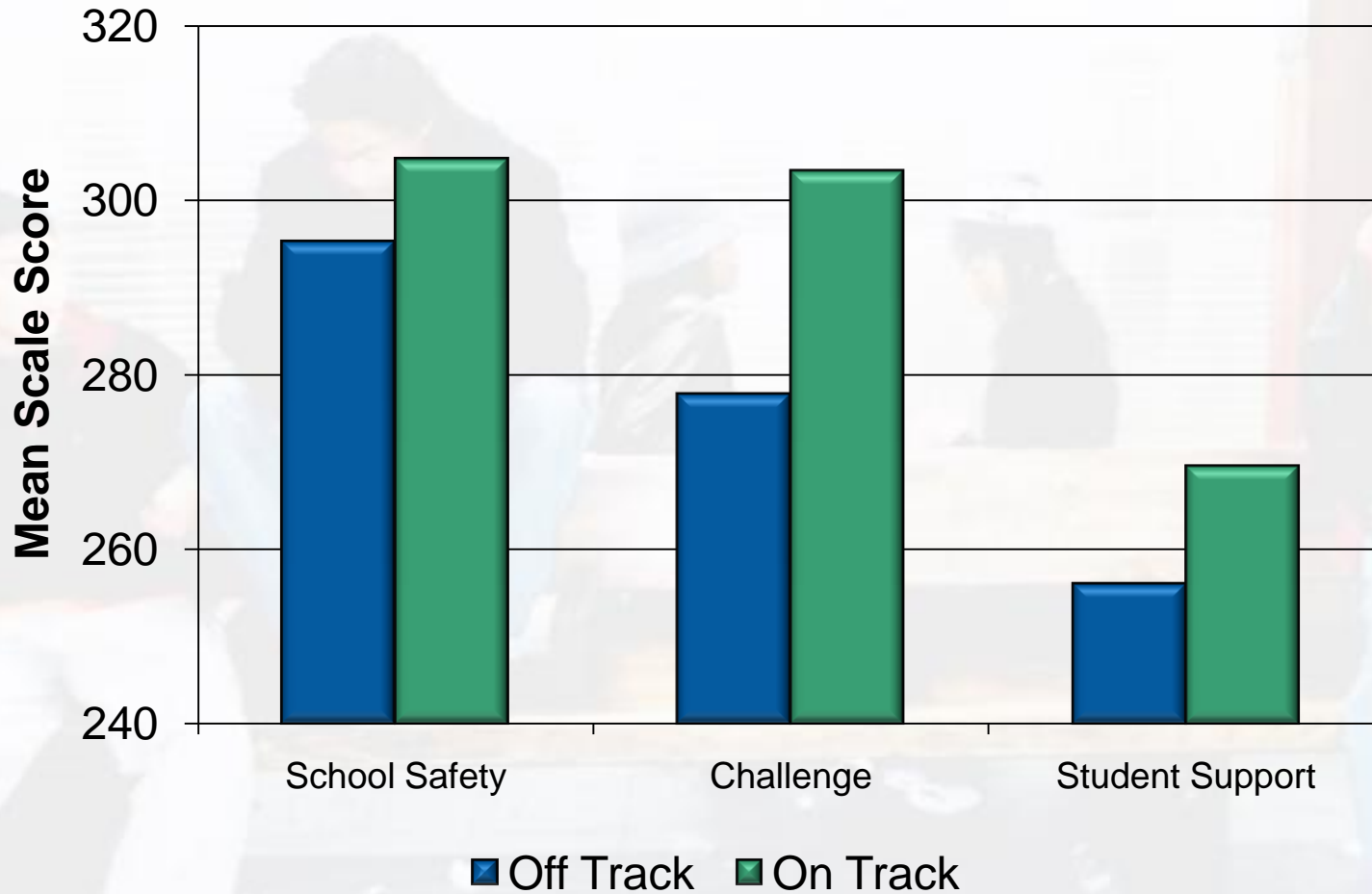
- **High expectations**
- **Educational opportunities are connected to life goals**
- **Strong personal motivation**
- **Engagement**
- **Robust opportunities to learn**

Individual & Peer Social Emotional Competency

- **Understand & manage:**
 - **Emotions**
 - **Relationships**
- **Pro-social values**
- **Good decision making**

Quinn et al., 2008

Social and Emotional Conditions for Being Off Track



Students Who Are At Risk Are Particularly Susceptible

- Low teacher efficacy
- Low teacher support
- Negative peer relationships
- Chaotic environments
- Poor instructional and behavioral practices

Work at Three Levels



Divert

Provide Individualized Intensive Supports

Provide coordinated, intensive, sustained, culturally competent, individualized, child- and family driven and focused services and supports that address needs while building assets.

Avert

Intervene Early & Provide Focused Youth Development Activities

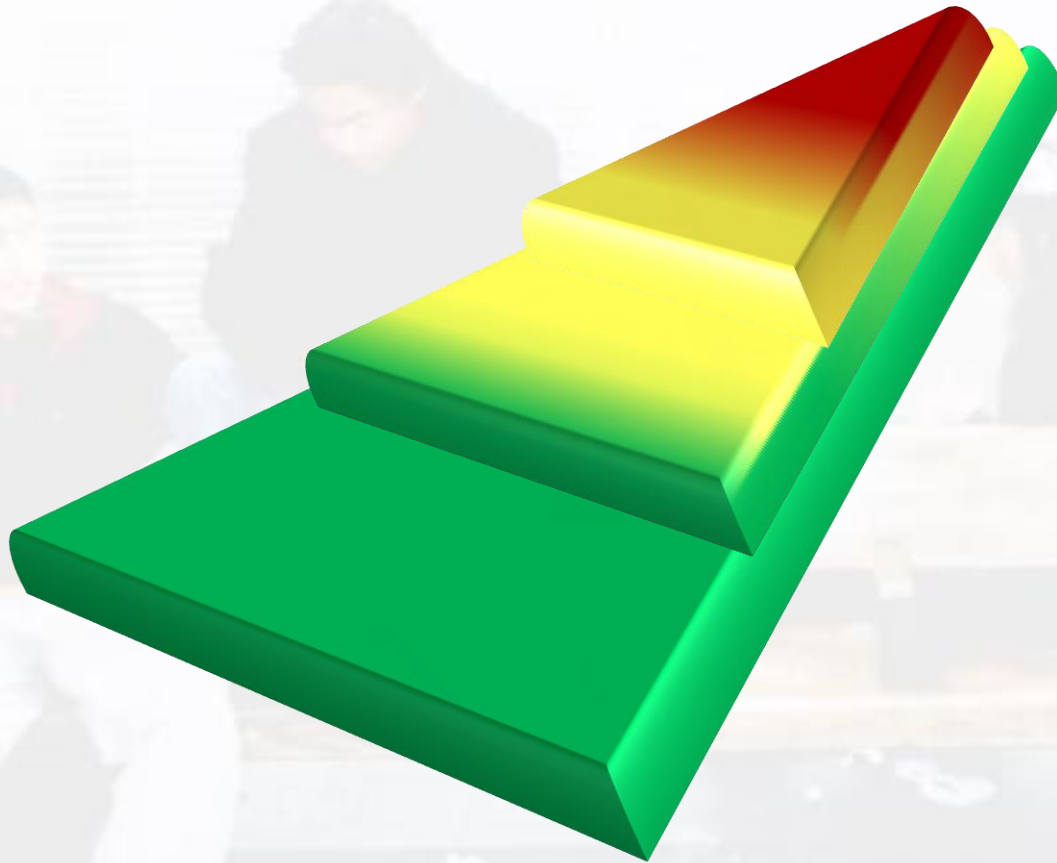
Implement strategies and provide supports that address risk factors and build protective factors for students at risk for severe academic or behavioral difficulties.

Prevent

Build a School-wide & Community Foundation

Social Emotional Learning, youth development, caring school climate, positive and proactive approach to discipline, personalized instruction, cultural competence, and strong family involvement.

Coordinate the Three Levels of Intervention



Adapted from National TA Center on PBIS

Implications for Collaboration

- State Level

- Learn more about how Title I, Part D, is being administered and implemented in your state.
- Participate in state conferences that include Title I, Part D.
- Help assess from which LEAs/schools students are being sent into the juvenile justice system and why.
- Develop systems to facilitate transition between community and facility schools.

- LEA/School Level

- Contribute to formal agreement development process between LEAs and facility schools.
- Encourage regular meetings between LEAs and schools to coordinate services and records transfers.

Utilize Title I, Part D, Resources

- Visit www.neglected-delinquent.org.
- Contact your state coordinator of Title I, Part D: <http://www.neglected-delinquent.org/nd/states/state.php>.
- Contact an NDTAC TA liaison for assistance: http://www.neglected-delinquent.org/nd/direct_assistance.asp.