DPI New School Social Work Resource Sharing Sessions
Session 5: ESSA - Supporting Students in Out-of-Home Care, Child Welfare, Cultural Responsiveness, LGBTQ+ School Social Worker Resources

ESSER III

- **ESSER III Funds and EBIS Overview** - Investing the Required 20%* for Evidence-Based Improvement Strategies (EBIS) to Address the Disproportionate Impact of the COVID-19 Pandemic on Underrepresented Student Subgroups

ESSA and Collaboration with Child Welfare

- **DCF Strategic Transformation - Families First**
  - Since 2018, Wisconsin has been progressively working toward transitioning the child welfare system to become more in-home, family-focused, and collaborative. This website has information about the vision for these changes.

- **Educational Stability for Students in Out-of-Home Care DPI Webpages**
  - Many resources to help school staff understand obligations and rights under the Every Student Succeeds Act (ESSA), including a page with a list of Foster Care Points of Contact at LEAs across Wisconsin
  - Points of Contact List - https://dpi.wi.gov/foster-care/out-home-care-points-contact

- **Promising Strategies to Support Students in Out-of-Home Care**

  - Here you will find actionable strategies to go above and beyond the requirements of ESSA and fully support the academic success of students in out-of-home care. This resource was developed by the Department of Public Instruction, with the input of both child welfare and education stakeholders. It includes a planning tool LEAs and CWAs can use to collaboratively design and implement strategies at the local level.

- **Educational Stability for Students in Out-of-Home Care Desk Guide**

  - This helpful guide explains the key requirements of ESSA, and includes a list of statutory references.

- **Department of Children and Families Guide on recommended use of the Education Passport**

  - The Department of Children and Families (DCF) and the Department of Public Instruction (DPI) recommend use of the Education Passport when engaging in best interest conversations. The Education Passport is a tool that prefills key pieces of information from other areas within DCF's electronic Wisconsin State Automated Child Welfare Information System (eWiSACWIS) and also allows for additional narrative by child welfare agency staff. The passport is easily printed by child welfare professionals as a Word document to be shared with appropriate school staff. This type of basic information may be shared without a release of information between these systems, although a release is always recommended for sharing information beyond this type of basic information.

- **Educational Services for Students Placed in Out-of-Home Care FAQ**

  - This document contains frequently asked questions and answers to help school staff and child welfare professionals understand statutes and best practices in supporting students and working

together.

- **[Out-of-Home Care Educational Stability "Know-Your-Rights" Flier for Students and Families](#)**
  - This 2-page flier includes the basic requirements and is editable to include your LEA Point of Contact information to share with families and students.

- **School Input Tool for Permanency Plan Hearings and Reviews**

  - [Permanency Plan Review Input Tool](#)
  - [Permanency Plan Review Input Tool (fillable form)](#)

LGBTQ+

- **[DPI webpages on Safe Schools for Lesbian, Gay, Bisexual, and Transgender Students](#)**
  - Including contact for DPI LGBTQ+ consultant

- **[PRISM Program](#)** – Mental Health America of Wisconsin
  - Call 414-336-7974 to get connected with the PRISM Peer Support Warmline
  - The PRISM Program is a program to connect LGBTQ+ youth (16-26 years old) in Wisconsin with trained peer-specialists who can provide mental and emotional support and mentorship.

- **[Supporting LGBTQ Students During the Coronavirus Pandemic: A Tipsheet for School Social Workers](#)** **– Project Thrive**

- **[Powerful Mental Health Tips for LGBTQ Individuals and their Allies](#)** **– Sarah Sloat, June 2020 (Short read, powerful advice)**
  - This reading is a survey of seven mental health professionals who were asked these two questions:
  - What is one mental health strategy, or related advice, that you think every member of the LGBTQ community should know?
  - What is the best way for allies to support LGBTQ mental health?

- **[Checklist for Creating Safe and Inclusive Environments for LGBTQ Youth](#)** **– Project Thrive**

- **[QCHAT](#)** **- A Community for LGBTQ+ Teens**
  - Find and give support, have fun, connect around shared interests and get good information. Chat with like-minded peers in live chats designed for you & by you, facilitated by folks who care.

- **[School Social Work Association of America Resolution Statement Promoting the Well-being of LGBTQIA+ Students](#)**

- **[Video on Transgender and Non-binary Students](#)**
  - This video, co-created by Brian Juchems (GSAFE) and DPI, explains best practices in supporting students who are transgender and students who are non-binary.

- **[GSAFE](#)**

- ○ GSAFE creates just schools for LGBTQ+ youth in Wisconsin. They do this by:
    - ○ Developing the leadership of LGBTQ+ youth,
    - ○ Supporting Gay-Straight Alliances,
    - ○ Training educators,
    - ○ Advancing educational justice, and
    - ○ Deepening racial, gender, trans, and social justice.
  - ○ Additionally, GSAFE offers consultation and can direct school staff towards resources. They have a pulse on political activities related to this population as well.

- **Welcoming Schools**

  - ○ National organization that has a tons of resources, especially for younger grades, including good books to have for students, parents, etc. The Welcoming Schools professional development training has been offered in a number of WI schools.
  - ○ They have a comprehensive bias-based bullying prevention program that provides LGBTQ+ and gender inclusive professional development training, lesson plans, booklists and resources specifically designed for educators and youth-serving professionals.

- **Gender Spectrum**

  - ○ School-related resources for educators to support students who identify as transgender or non-binary.
  - ○ They focus on creating gender-inclusive spaces throughout the primary domains of all children's lives. They start with the child, then radiate outwards, working with adults and institutions that affect all children to create gender-inclusive environments from birth through young adulthood.
  - ○ They offer professional development and training services that help school professionals achieve their objectives and discover an appreciation of the place gender has in everyone's life.

- **AMAZE**

  - ○ Great source of short, current, often humorous videos on all types of human growth and development topics, including sections on gender identity and sexual orientation. For those staff in an elementary school, also check out their newer "amaze jr" section.

- **Trevor Project**

  - ○ The Trevor Project is listed on the back of the badges and is a national text and voice hotline for LGBTQ youth. Founded in 1998 by the creators of the Academy Award®-winning short film TREVOR, The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, queer & questioning (LGBTQ) young people under 25. Be sure to check out the 2021 LGBTQ Youth Mental Health Survey here and the Guide to Being an Ally to Transgender and Nonbinary Youth

Cultural Responsiveness

- **Standards and Indicators for Cultural Competence in Social Work Practice**
  - This revision, developed by the 2015 NASW National Committee on Racial and Ethnic Diversity, builds on the previous work to introduce new concepts and expand on others. These standards reinforce the concept of "culture" as being inclusive beyond race and ethnicity; inclusive of, but not limited to, sexual orientation, gender identity or expression, and religious identity or spirituality

- **Disproportionality Technical Assistance Network ("The Network")**

  - The Network works with preK-12 educators, schools, districts, and other community partners to reduce racial disproportionality in special education. Events are planned to provide training and resources to district-and school level personnel for the purpose of improving policies, procedures and practices in the referral, assessment and placement processes that result in inappropriate identification. Our events allow districts to explore and address individuals' cultural biases through equity-based programming.

    - Calendar of events
    - Resource library

- **Equity: Wisconsin's Model to Inform Culturally Responsive Practices**

  - The Model to Inform Culturally Responsive Practices describes the beliefs, knowledge, and practices Wisconsin educators, schools, and districts need to reach and teach diverse students within their culturally responsive multi-level systems of support. It's not a checklist or a toolkit; rather, cultural responsiveness is a way of being and knowing. It's how we show up to do the work of schools.

- **Equity Mindset Cards**

  - Across the state of Wisconsin (and nationally), our educational system greatly disadvantages our students of color, students with IEPs, English language learners and students experiencing poverty. The Department of Public Instruction has made a commitment to address these unacceptable opportunity gaps at the systems level, knowing the inequities stem from the system, not from the students and families who have been historically marginalized. One tool that has been created by the Title I Team at DPI to address these inequities is the Mindset Cards. The Mindset Cards attempt to bridge the gap between understanding equity concepts and applying them to everyday tasks, in effort

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to transform how we do our work. Rather than providing a checklist, the Mindset Cards focus on a shift in mindset, knowing that we must change the way we think about what we do - personally, interpersonally, organizationally and structurally - in order to do things differently to create the change we need.

- **[DPI webpages on Cultural Responsive Practices within the Mental Health Framework](#)**

  - Here you will find online modules and a few super helpful resources such as a module on microaggressions and on using the culturally responsive problem solving guide.
  - **Culturally Responsive Problem-Solving Guide: An Evidence-Based Guide for Team Practice**
    - The Culturally Responsive Problem-Solving Guide helps educators in honoring cultural backgrounds and remaining committed to supporting students through anti-bias frameworks. The Culturally Responsive Problem-Solving Guide provides strategies that support more culturally relevant decision-making processes in order to help close the gap between students of color and their peers.

- **[Culturally Responsive Problem Solving Community of Practice Recorded Webinar](#)**

  - **Title:** Culturally-Responsive Problem-Solving
  - **Presented by:** Dr. Markeda Newall
  - **Date:** September 17, 2020
  - **Description:** The purpose of this session will be to define culturally-responsive problem-solving in the context of school-based decision-making. Specifically, attendees will learn two strategies to help reduce bias and increase equity in the problem-solving process.
  - **Recording:**
    https://www.youtube.com/watch?v=yvZVVZP4HsU&feature=youtu.be
    Presentation Slides

- [Advancing Equity Through Social Emotional Learning](#)

  - After a deep examination of salient research, school visits, and conversations with national leaders, the Council recommends all districts and schools consider the strategies presented in Advancing Equity through Social Emotional Learning to implement high-quality SEL services and systems, keep equity at the forefront of their work, and maintain our shared commitment to disrupting systemic educational inequities across Wisconsin.

- [Mental Health Technology Transfer Center Network](#)

  - Technical assistance, resources, training on myriad topics including mental health and Racial Equity and Cultural Diversity (and others)

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- ■ [Racial Equity and Cultural Diversity Resources](#)