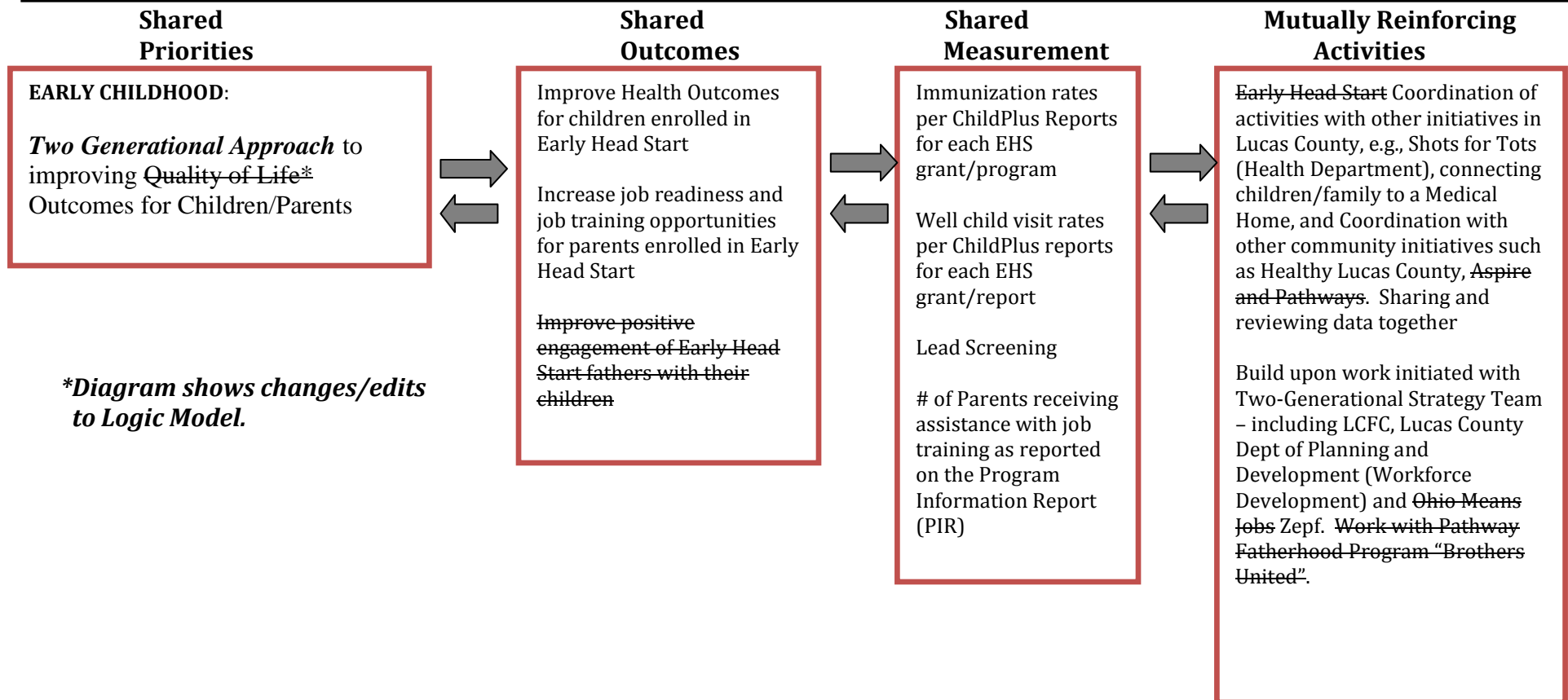
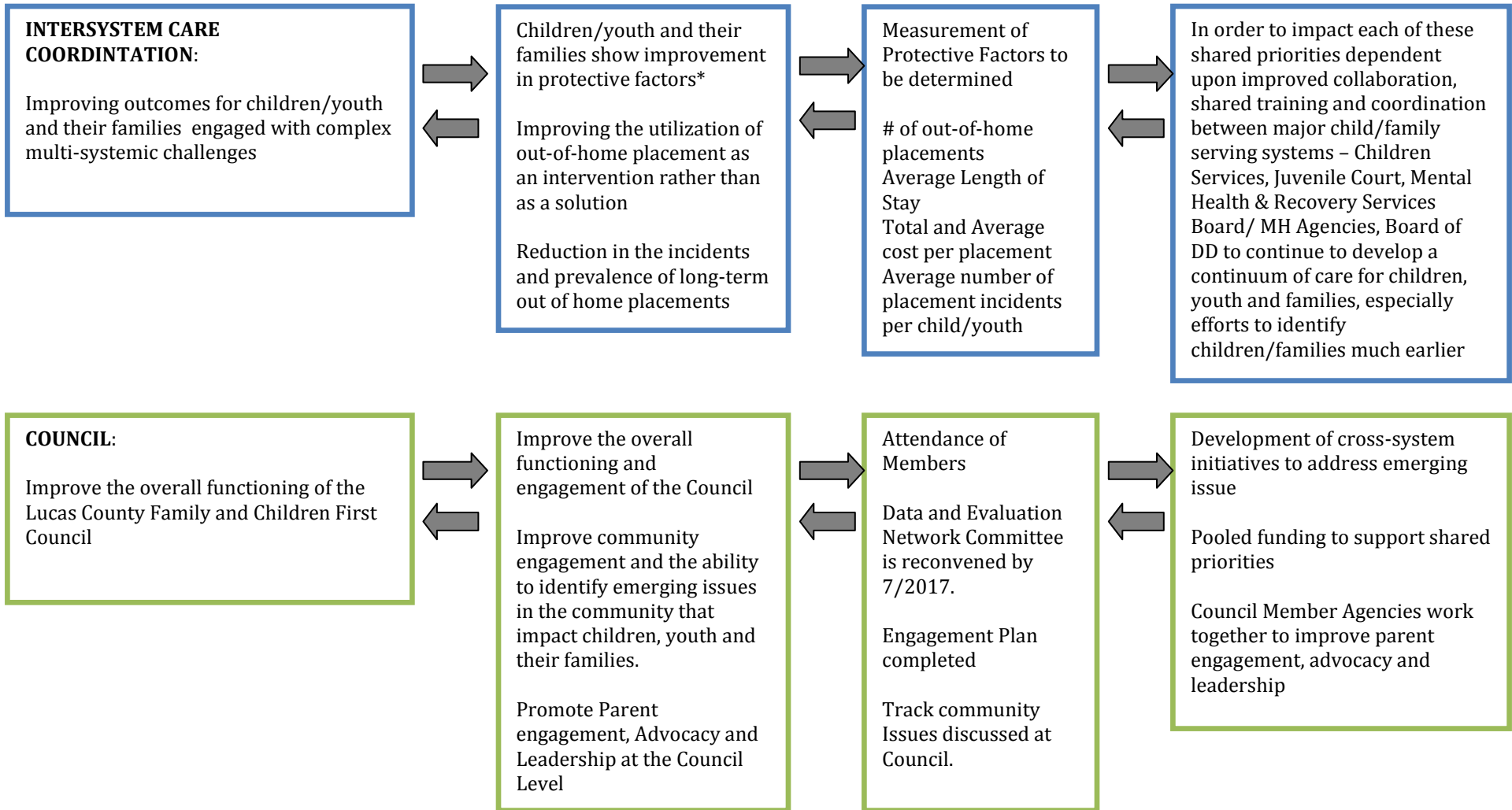


Lucas County Family and Children First Council Shared Plan Update for SFYs 17-19

Current FCFC Initiatives: Help Me Grow Early Intervention Grant, Early Head Start (under 2 separate grants), Bridges out of Poverty (HBC, TANF and Health Opportunities Grant), Strong Families Safe Communities (6-county Initiative), Intersystem Care Coordination (Wraparound, Service Coordination, Special Assistance Funding and Placement), Fostering Cross-system Parent Engagement, Advocacy and Leadership, Office of Cross-system Ombudsman





Were there any modifications from last year's plan? Yes ☒ No

If yes, please identify the types of changes made by checking the appropriate boxes below:

Shared Priorities – In Early Childhood, removed the term “Quality of Life” to

Outcomes – Early Childhood. Removing the following outcome: Improve positive engagement of Early Head Start fathers with their children.

Indicators – No Changes

Strategies – Just edits on Early Childhood – no substantive changes.

1. Identify any barriers in implementing the plan (i.e. data collection, data tracking, funding, infrastructure, etc.)

The only significant barrier to implementing sections of the plan – primarily related to Improving the overall functioning of the Council – has been time constraints. We had to plan for a significantly involved move that took up a lot of time and attention around planning, securing all required services, and carrying out the move in the period from early December 2016 through April of 2017. This was actually a goal on the Council's strategic plan outside the Shared Plan. With that being the case we kept more of our focus on Early Childhood, Intersystem Care Coordination and our Council Level goal of Improving Parent Engagement, Advocacy and Leadership. We will continue to address our other goals related to improving the functioning of our Council over the coming year.

The issue of time was also a constraint on our work related to Promoting a 2-Generational Approach with Children and Families. While the group has continued to meet and slowly move forward in the development of collaborative protocols, it has taken a lot of time due to trying to bring together each of the agencies involved. Our Two-Gen Team is scheduled to return to Washington, D.C. this September to meet with other sites around the country that are working on implementing Two-Gen Strategies.

A final challenge is the collection of data on protective factors as part of our outcomes related to Intersystem Care Coordination. This may in fact become somewhat modified as we are now beginning to prepare to collect data related to Intersystem Care Coordination in the web-based Fidelity-EHR System® and revise our County-wide Service Coordination Mechanism.

2. Identify any successes/how implementing this plan has worked to strengthen the council and county collaboration.

In Early Childhood the immunization rates have greatly improved since our baseline in 2016 – See outcome report below. This has taken considerable collaboration and coordination between Family Council, EHS Providers, Toledo-Lucas County Health Department and Hospital Council of NW Ohio.

Two-Generational Approach. While time constraints presented barriers to moving this work together more quickly, the workgroup did accomplish putting together a working Model for the Two-Generational Work and developing a Two-Gen Intake Form. (See attached documents).

With Intersystem Care Coordination - While the data does not reflect significant positive changes related to out-of-home placements, this reflects the fact that this data is on a calendar year with baseline year being 2015. The data included this year is from 2016 and does not really yet reflect any changes that may be the result of identified strategies.

Another success has been the engagement of Dr. Mary Murray from Bowling Green State University to help us address our strategic goal to improve Parent Engagement, Advocacy and Leadership. Dr. Murray has worked to develop a model for developing Parent/Professional Partnerships within educational settings which grew out of a college level course she had developed that had students and parents take the class together to help students become more sensitized to the pressures and demands that parents are often under in raising children with an identified disability or delay. The Council Director and one of his staff had several meetings with Mary and Tanya Braden, formerly employed with the State Support Team and now residing in Virginia, on adapting the Parent/Professional Partnerships model to a Health, Human Service and Criminal Justice arena. At the Full Council Meeting in February 2017, Mary and Tanya attended the meeting and presented an overview of their work and discussed adapting this model to non-educational settings. This was very well received by the Council Membership. In SFY 2018, we are planning to work with a handful of public systems and provider agencies to begin a year project to implement the model in these settings. We will collect data related to the project to determine how this impacts parent engagement, policy and practice within the participating agencies. We have dedicated some of the funding from our SFY 2018 OCBF application to provide mini-grants to provide stipends to the participating parents and defray some of the cost to the agency in the first year. The PowerPoint that from the February 2017 Full Council meeting is included as an attachment with this report.

Report on Indicator Data (Provide data for each outcome indicator listed on the Shared Plan. List only ONE outcome per page. This page can be duplicated as needed).

Shared Outcome: **Improve Health Outcomes for children enrolled in Early Head Start**

Shared Measurement Indicator(s):	Baseline Data	Current Year Data	Direction of Change (+, -, NC)
Immunization rates per ChildPlus Reports for each EHS grant/program	Data: 79% for EHS-CCP Grant/ 68% for EHS Birth to Five Grant Year of Data: 2016	Data: 93% for EHS CCP (was at 97% in Feb 2017. 90% for EHS Birth to Five Grant (was at 95% in Feb 2017) Year of Data: 2017	+
Well Child Visit rates per ChildPlus reports for Early Head Start grant/program	Data: 59% for EHS-CCP Grant 60% for EHS Birth to Five Grant Year of Data: 2016	Data: 72% for EHS-CCP (was at a high of 63% in Feb 2017) 63% for EHS Birth to Five (was at 82% in Feb 2017) Year of Data: 2017	+
	Data: Year of Data:	Data: Year of Data:	

3. List the data source(s) for the indicator(s):

ChildPlus for both sets of indicators. This is the Head Start/Early Head Start tracking system used to track the progress of each child/family and report to Grantee's (Toledo Public Schools for the Birth to Five Grant, and WSOS for the Early Head Start-Childcare Partnerships Grant) and this data is also shared with federal

4. Identify any key findings (explanation of data findings; FCFC actions taken in response to key findings, etc.):

Report on Indicator Data (Provide data for each outcome indicator listed on the Shared Plan. List only ONE outcome per page. This page can be duplicated as needed).

Shared Outcome: Increase Job Readiness and Job Training opportunities for parents enrolled in Early Head Start

Shared Measurement Indicator(s):	Baseline Data	Current Year Data	Direction of Change (+, -, NC)
Number of Parents receiving assistance with job training as reported on the Program Information Report (PIR)	Data: NA Year of Data: 2016	Data: 8 EHS Parents have been referred to the Health Professionals Opportunity Grant Program, only 2 were selected due to randomized assignment to program Year of Data: 2017	
	Data: Year of Data: 2016	Data: Year of Data:	
	Data: Year of Data:	Data: Year of Data:	

5. List the data source(s) for the indicator(s):

Program Information Reports (required by Office of Head Start)

We are also part of a HHS Two-Generational Initiative that is focused on serving the whole family in a way that brings health, social services, education and workforce development services and supports in a well-coordinated manner. We have identified that we will start with this with Early Head Start Families. Once we develop this further, we may add additional indicators to this outcome related to the 2-Gen approach.

6. Identify any key findings (explanation of data findings; FCFC actions taken in response to key findings, etc.):

Due to Council Move and time spent responding to Central Coordination RFP and other grant applications in first 6-months of 2017, more focused work on development of the 2-Generational Project did not begin until summer of 2017. We expect to have a Pilot which includes Ohio Means Jobs, Lucas County Department of Planning and Development, Lucas County Metropolitan Housing Authority and Family Council operational by the fall of 2017. This will include the development of any additional indicators and a baseline for these indicators.

Report on Indicator Data (Provide data for each outcome indicator listed on the Shared Plan. List only ONE outcome per page. This page can be duplicated as needed).

Shared Outcome: Improving the utilization of out-of-home placement as an intervention rather than a long-term solution

Shared Measurement Indicator(s):	Baseline Data	Current Year Data	Direction of Change (+, -, NC)
Number and % of out-of-home placements (as a percentage of all children/youth involved in Intersystem Care Coordination)	Data: 7/ 4% Year of Data: 2015	Data: 9/4% Year of Data: 2017	-/NC
Average Length of Stay	Data: 4 months Year of Data: 2015	Data: 5.4 months Year of Data: 2016	-
Total Placement Costs	Data: \$262,077 Year of Data: 2015	Data: \$382,838 Year of Data: 2016	-
Average Placement Costs per Child/Youth	Data: \$37,440 Year of Data: 2015	Data: \$42,649 Year of Data: 2016	+
Average Number of Out-of-Home Placement Incidents per child/youth (will establish baseline based on 2016 data at the end of 2016)	Data: Year of Data:	Data: 1.2 (Baseline) Year of Data: 2016	NA
Number and Percent of out-of-home placements exceeding 90-day length-of-stay	Data: 4/ 57% Year of Data: 2015	Data: 9 of 11 placement incidents/ 81% Year of Data:	-

1. List the data source(s) for the indicator(s):
Intersystem Database and Funding Tracking Spreadsheet
2. Identify any key findings (explanation of data findings; FCFC actions taken in response to key findings, etc.):

In 2016 placements were up slightly over 2015. In addition to being slightly higher, the Length of Stay, Total Placements Costs, and total number of placements exceeding 90-days were all up slightly. Because our baseline was 2015, data pulled in 2016 still does not reflect strategies that are being implemented to help further reduce placements as part of our Shared Plan, as these did not really take effect until 2017. Intersystem Care Coordination Manager, Keith McWhite, is working with Intersystem Resource Team to refine referral and review process for placement request to ensure that Team/Parents/Caregivers are clear on expectations for work to be done when a child/youth goes into placement. This is important to ensure that work is being done on the home front to address issues/barriers/capacity building that needs to occur to prepare for re-unification.

Report on Indicator Data (Provide data for each outcome indicator listed on the Shared Plan. List only ONE outcome per page. This page can be duplicated as needed).

Shared Outcome: Improve the overall functioning of the Council

Shared Measurement Indicator(s):	Baseline Data	Current Year Data	Direction of Change (+, -, NC)
Council Member Attendance	Data: 75% (average) Year of Data: 2015	Data: 75% (average) Year of Data: 2016	No change
TBD Additional Indicators	Data: Year of Data: 2016	Data: Year of Data:	
	Data: Year of Data:	Data: Year of Data:	

1. List the data source(s) for the indicator(s):

Council sign-in sheets

2. Identify any key findings (explanation of data findings; FCFC actions taken in response to key findings, etc.):

While there has been no change, there have also not been any new strategies employed to address this particular area. We will be focusing on identifying further strategies to improve attendance and participation in Council Meetings in the latter part of 2017.

Report on Indicator Data (Provide data for each outcome indicator listed on the Shared Plan. List only ONE outcome per page. This page can be duplicated as needed).

Shared Outcome: Improve community engagement and the ability of the Council to identify emerging issues in the community that impact children, youth and their families.

Shared Measurement Indicator(s):	Baseline Data	Current Year Data	Direction of Change (+, -, NC)
Development of community engagement plan by July 2017	Data: Year of Data: 2016	Data: Year of Data: 2017	
TBD Once Community Engagement Plan is completed.	Data: Year of Data: 2016	Data: Year of Data:	
	Data: Year of Data:	Data: Year of Data:	

3. List the data source(s) for the indicator(s):

Non-Applicable

4. Identify any key findings (explanation of data findings; FCFC actions taken in response to key findings, etc.):

No movement on this. The Lucas County Family and Children First Council will be focusing on developing the community engagement plan in the latter part of 2017.

Report on Indicator Data (Provide data for each outcome indicator listed on the Shared Plan. List only ONE outcome per page. This page can be duplicated as needed).

Shared Outcome: Promote Parent Engagement, advocacy and leadership at the Council Level (across systems/agencies)

Shared Measurement Indicator(s):	Baseline Data	Current Year Data	Direction of Change (+, -, NC)
No core indicators developed yet, but work has commenced on implementing a Parent/Professional Partnerships Model developed by Dr. Mary Murray. See "Successes section of this report on page 4.	Data: Year of Data: 2016	Data: Year of Data: 2017	
	Data: Year of Data: 2016	Data: Year of Data:	
	Data: Year of Data:	Data: Year of Data:	

5. List the data source(s) for the indicator(s):

6. Identify any key findings (explanation of data findings; FCFC actions taken in response to key findings, etc.):

SHARED PLAN REPORT ATTACHMENTS:

Two Generational Work:

- Model for Two Generational Work
- Two Gen Intake Form

Parent/Professional Partnership

- Presentation to the Lucas County Family and Children First Council

North Star that Guides: Families Living in Poverty

Vision: Connect families to coordinated services and resource that provide supports to stabilize and foster family wellness and build financial stability.

Coalition efforts enhance family well-being by improving outcomes in:

1. School Readiness
2. Family Physical & Mental Wellness
3. Stable & Safe Housing
4. Enhanced Parent & Child Relationships
5. Education and Workforce Skills for Self-Sufficiency
6. Post-Secondary Certifications & Degree Rates
7. Financial Literacy & Budgeting
8. Employment & Wage Growth

Overall 2Gen System Intake:

The Coalition works in a coordinated manner that provides the right match of services and resources that meet individual family needs through the following steps:

1. Complete Uniform Central Intake Packet and Uniform Release at intake.
2. Identify family barriers.
3. Provide Information and Community Resources to Empower Families
4. Develop Family Service Plan and Plans of Action
5. Provide information on different housing options and other services that promote family and job stability.

Two Generation Service Coordination to Enhance Family Success

Families can be referred to numerous services at various points in their homeless situation to assure that families can access all services and resources for which they are eligible.

Early Childhood Education & Development

- **Supports/ Outcomes:** School Readiness
- **Potential Partners:**
- **Confirmed Partners:** Lucas County Family Council: Early Head Start

Parenting Skills Development

- **Support/ Outcomes:** Enhanced Parent & Child Relationships, Nurturing Fathers, Parenting Skills,
- **Potential Partners:** Toldeo Pathways
- **Confirmed Partners:** : Lucas County Family Council: Early Head Start, NetWORK Division of Zepf Center

Housing Services

- **Supports:** Supportive Housing, Independent Housing, Rapid Re-Housing, and Shelters
- **Potential Partners:** Beach House/FOCUS, Bethany House,
- **Confirmed Partners:** Lucas Metropolitan Housing Authority, Toledo Lucas County Homelessness Board

Workforce Development Services

- **Supports/ Outcomes:** **Job Placement:** Vocational Assessment, Career Pathways, Career Guidance, Job Readiness, Job Search Assistance, Job Training, Job Retention
- **Potential Partners:** Toldeo Pathways, Career Connections / Harbor
- **Confirmed Partners:** : Lucas County Planning Development Agency, NetWORK

Adult Education & Training Services

- **Supports/ Outcomes:** Education and Workforce Skills for Self-Sufficiency, GED Classes, Work Keys, College Classes, Read for Literacy, Short-term Training, Apprenticeships
- **Potential Partners:** Penta Career Center, Owens Community College (GED Program)
- **Confirmed Partners:**

Basic Needs

- **Supports:** Food, Cleaning Supplies, Grooming/Hygiene, Clothing, Work Clothes, Identification & Records
- **Potential Partners:** Lucas County Job and Family Services
- **Confirmed Partners:**

Physical Health

- **Supports:** Diabetic Screening, Food Nutrition, Primary Care Access, Speciality Services, Health Management
- **Potential Partners:** Neighborhood Health,
- **Confirmed Partners:**

Mental Health/Substance Abuse Treatment Service

- **Supports/ Outcomes:** Therapy, Substance Abuse Counseling, Stress Management, Trauma-Informed Treatment, Pharmacology, Case Management, School coordination, AA, NA Group
- **Confirmed Partners:** : Zepf Center

Work, Community & Family Supports

- **Supports:** Medicaid, Food Stamps TANF Cash Assistance, Daycare, Housing Vouchers, Energy Assistance, SSI/SSDI, Financial Coaching
- **Potential Partners:** Lucas County Job and Family Services, LISC
- **Confirmed Partners:** Lucas County Family Council Bridges out of Poverty: Getting Ahead Training,

Transportation Supports

- **Supports:** Bus & TARPs, Car, Carpooling, Taxi
- **Potential Partners:** Lucas County Job and Family Service, TARTA, TARPS,
- **Confirmed Partners:**

Two Gen Intake Form

Name: _____ Address: _____ City: _____ State: _____

Zip: _____ Home Phone: _____ Cell Phone Number: _____ Email: _____

What is the best way to contact you? Phone Email Other Explain: _____

Staff: _____ Date: _____ Agency: _____ Phone: _____

Thank you for completing this brief questionnaire. It will assist staff in connecting you to the services that will help you reach your employment and personal goals. Please mark the response that best identifies your needs in various areas of your life and your children's life.

	Please identify if you need assistance in any of the areas			
	Yes	No	N/A	Comments
I need assistance in attaining a job or a better job				
I need assistance in attaining more job skills needed in my chosen field				
I need assistance with attaining Education and Training to move up in the workforce				
I need assistance in finding better housing				
I need assistance in finding reliable transportation				
I need assistance in finding basic needs (Clothing, Food, and Hygiene Supplies)				
I need assistance with finances				
I have good family and/ or friend support				
I need assistance with Legal Issues that impact				
I need assistance in finding physical healthcare services for me and/or my child				
I need assistance in finding mental health services				
I need assistance in finding alcohol and/or drug treatment				
I need assistance related to incarceration or reentry				
If pregnant or have a child under 3, answer the questions below:				
I need assistance in finding early childhood education services for my child/ children				
I need assistance with baby supplies (e.g., diapers, wipes)				
I need assistance with feeding my child healthy foods				
I need assistance with parenting classes or support groups				
If you have a child age 3 or older, answer the questions below:				
I need assistance with child care or before/after school care				
I need assistance finding early childhood or school age programs for my child				
I need assistance with feeding my child healthy foods				
I need assistance with parenting classes or support groups				

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PARENT PROFESSIONAL PARTNERSHIPS



BGSU.




2006: A FUNDING PARTNERSHIP BETWEEN

- > BOWLING GREEN STATE UNIVERSITY (BGSU)
- > SCHOOL OF INTERVENTION SERVICES
- > LUCAS COUNTY BOARD OF DEVELOPMENTAL DISABILITIES (LCBDD)

GOAL:
To provide a forum for parents of children with disabilities together with pre-service undergraduate and graduate students to develop strategies for effective parent/professional partnerships and empowerment.

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Transforming Beliefs, Attitudes, and Values
Of Education Candidates through
Parent-Teacher Partnerships



BGSU RESEARCH

Identify changes in perceptions of student/parents **knowledge, dispositions** and **competencies** due to participation in class

Data Collection Instruments:
 Parent/Professional Partnerships Survey
 Learning Outcomes Survey
 Focus Groups

E J V X # J h v h d u f k #
 S d u h q w 0 S u r i h v v l r q d e #
 S d u w q h u v k l s # x u y h |

Students were significantly more likely to agree ($p \leq .001$) at the conclusion of the course with:

- Knowledge items 1 and 5 – 10

Example: "I can identify different strategies for building communication systems with families."

Students were significantly more likely to agree ($p \leq .01$) at the conclusion of the course with:

- Knowledge items 2 – 4
- Family Expectation item 15

Example: "I think families expect acknowledgement of their expertise."

Students were significantly more likely to agree ($p \leq .05$) at the conclusion of the course with:

- Family Expectation items 16, 24 and 26
- Professional Expectation items 32-33 and 42

Example: "I think professionals should provide families with detailed information about the child."

Learning Outcomes Survey

Statistically significant changes for each of the ten course objectives, all at $p \leq .001$.
 Students felt they were significantly more able to meet each objective at the conclusion of the course than at the beginning of the course.
 The course objective on which students most consistently felt they made gains was:

"I understand the complex interaction of social, emotional, and economic issues impacting families of children with disabilities."

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Teacher Candidates	Parents
<p>Results demonstrated that by having parents embedded in the course candidates experienced changes in belief's and attitudes about parent partnerships</p> <p>From unprepared and inexperienced to prepared and experienced</p> <p>"I think I will always think about this class and what I learned from the parents...I was scared to even talk to a parent when I first came to this class and now I know the parents will be such a resource to me when I am a teacher "</p> <p>From parent don't care to parents face barriers to participation</p> <p>"Parenting is a fulltime job, parenting a child with a disability is working overtime. So much gets in the way of school as a priority."</p>	<p>Parents embedded in the course experienced empowerment through increased self-efficacy in decision-making, access to resources, group affiliation, positive perception change, feelings of mutual respect, experience as a change agent, and hope.</p> <p>From intimidation to confidence</p> <p>"This class helped me develop friendships, get new supports, and helped me understand my son's rights. I feel I can talk to my son's teacher now. "</p> <p>From judgmental and impersonal to caring professionals</p> <p>"I realized that teachers have lots on their plates too, now I am less likely to judge them and will give them a little slack. "</p>

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Teacher Candidates	Parents
<p>Results demonstrated that by having parents embedded in the course candidates experienced changes in belief's and attitudes about parent partnerships</p> <p>From parents don't understand to parents are knowledgeable</p> <p>"I thought I was the one with all the answers, after all I am about to graduate but what I learned is that the parent is the expert."</p> <p>From parents need to do what the teacher tells them to do to parents are partners</p> <p>"I talk to the parents as I would want a professional to talk to me. Together we can move mountains. "</p>	<p>Parents embedded in the course experienced empowerment through increased self-efficacy in decision-making, access to resources, group affiliation, positive perception change, feelings of mutual respect, experience as a change agent, and hope.</p> <p>From defensive to trusting professionals</p> <p>"I have had lots of bad experiences with professionals (doctors, teachers, social workers) so trust is not something I can handle. Maybe it will be different now."</p> <p>From despair to hope</p> <p>"I cant wait for these students in the class to become teachers and work with my twins. They get it and know that I have value."</p>

Parent Professional Partnership
Financial Supporters

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Parent Teacher Partnerships
Ohio's State Personnel Development Grant Initiative

Ohio | Department of Education

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Ohio SPDG Model:
Integration of Evidence Based Practices

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[Strategic systemic approach](#)

Higher education

Regional level

District and local level

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IHE Parent Teacher Partnerships


 Marietta College


 SHAWNEE STATE


 University of CINCINNATI


 THE OHIO STATE UNIVERSITY


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Parent Teacher Partnerships: District Model

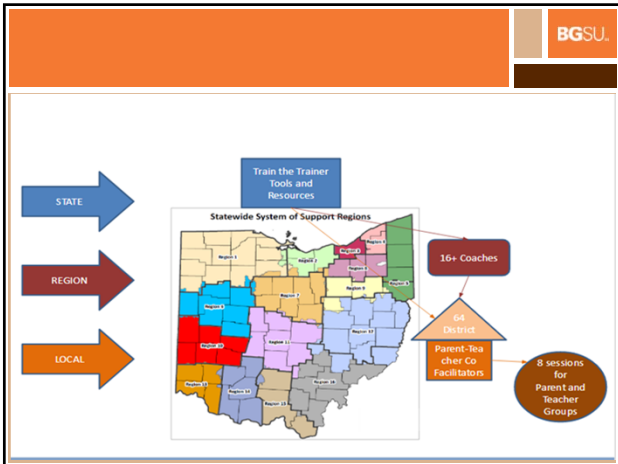
1. Learning-together sessions where parents and school staff share and learn from each other's experiences.
2. Focus on strategies for improving district / building partnerships for all types of parent-teacher interactions.

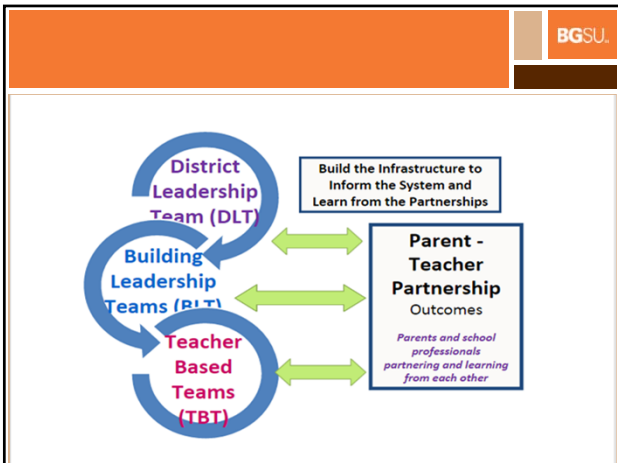


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THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS
EPSTEIN'S SIX TYPES OF INVOLVEMENT

- Type 1 PARENTING:** Assist families in understanding child and adolescent development, and in setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.
- Type 2 COMMUNICATING:** Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.
- Type 3 VOLUNTEERING:** Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.
- Type 4 LEARNING AT HOME:** Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.
- Type 5 DECISION MAKING:** Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.
- Type 6 COLLABORATING WITH COMMUNITY:** Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.



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Modules Developed

<https://drive.google.com/drive/folders/0B-DiVcKtiHFbZTBZMIhpa09yUkU?usp=sharing>

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