How to use these slides

- District and/or school leaders can use this slide deck to introduce school teams to the Handle With Care (HWC) program and to using the materials to monitor implementation and student outcomes on a regular basis.
- It should take approximately one hour to review the information included in this slide deck.
- This slide deck includes 11 sections:
  - Welcome and Background
  - Overview of the Handle With Care Program
  - Handle With Care Implementation in Schools
  - Data Sources for Monitoring Handle With Care Implementation
  - The Handle With Care School Team
  - Monitoring Handle With Care Data
  - Materials to Support Handle With Care Data Monitoring
  - Preparing for a Handle With Care Data Review Meeting
  - Getting Started
  - Tips for Program Implementation
  - Wrap-up

Monitoring Handle With Care (HWC) Implementation and Student Outcome Data

Presenter name
Presenter title
Date

This presentation was prepared for the Institute of Education Sciences (IES) under Contract ED-IES-17-C-0004 by Regional Educational Laboratory Appalachia administered by SRI International. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

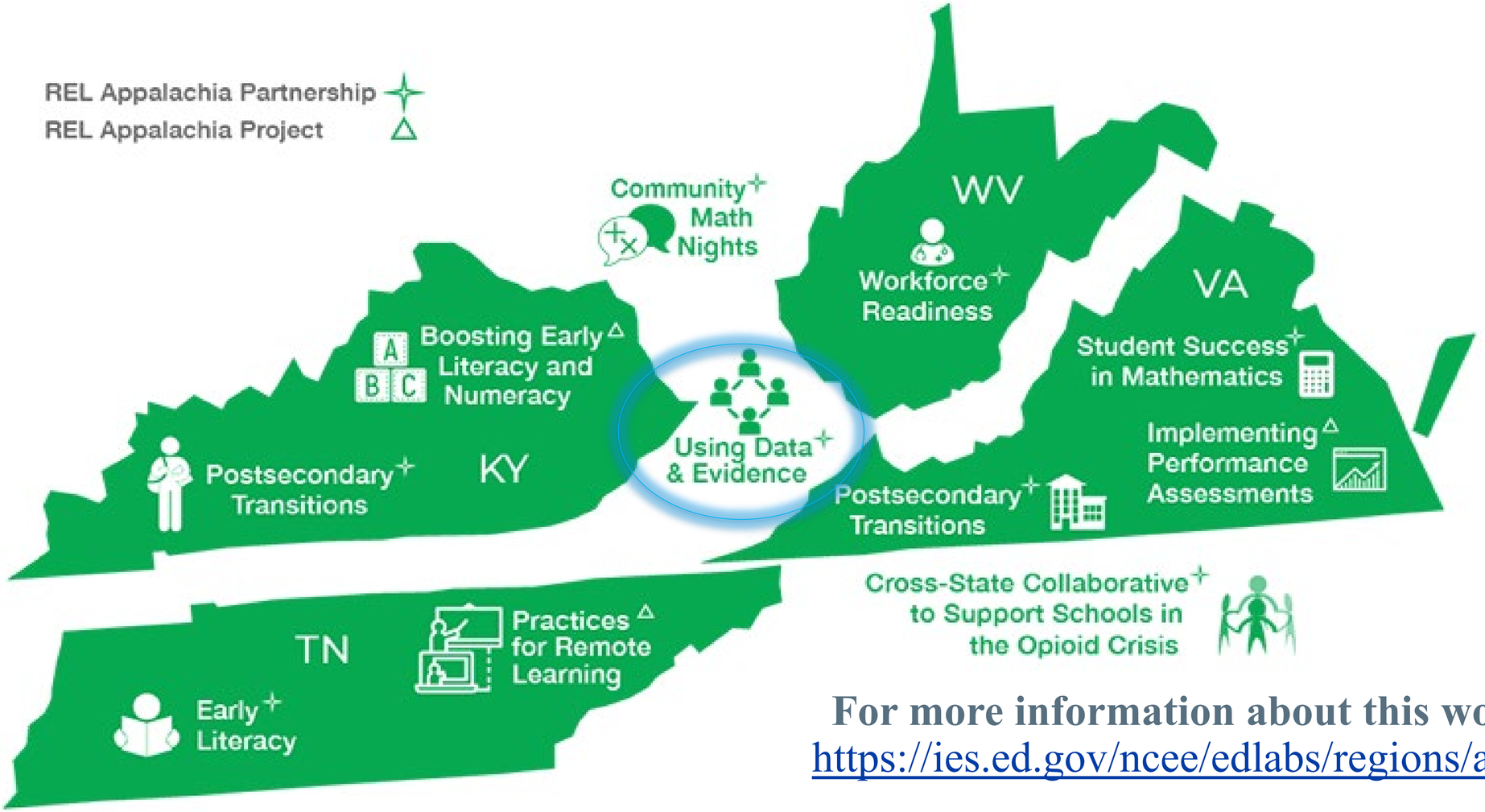
Welcome and Background

What brings us here today?

- In 2013, the West Virginia Center for Children's Justice (WVCCJ) created the Handle With Care (HWC) program. HWC fosters collaboration among various local agencies to help support students who may have experienced trauma.
- In 2018, WVCCJ partnered with Regional Educational Laboratories Appalachia (REL AP) and the West Virginia Department of Education (WVDE) to develop materials to support schools that implement HWC with data monitoring and data use for continuous improvement.
- This presentation provides an orientation to the materials available for monitoring Handle With Care data and to processes for facilitating decisions/next steps towards improving student outcomes.

Project background: The Regional Educational Laboratories

Project background: REL Appalachia regional partners



For more information about this work, visit:
https://ies.ed.gov/ncee/edlabs/regions/appalachia/

Today's focus

- Learn about the materials and processes that support HWC implementation and the monitoring of HWC data in your district or school, and
- Focus on data use to support continuous improvement when implementing HWC in the school setting.

Agenda

- Welcome and background
- Overview of the Handle With Care Program
- Handle With Care Implementation in Schools
- Data Sources for Monitoring Handle With Care Implementation
- The Handle With Care School Team
- Monitoring Handle With Care Data
- Materials to Support Handle With Care Data Monitoring
- Preparing for a Handle With Care Data Review Meeting
- Getting Started
- Tips for Program Implementation
- Wrap-up

Overview of the Handle With Care Program

The problem

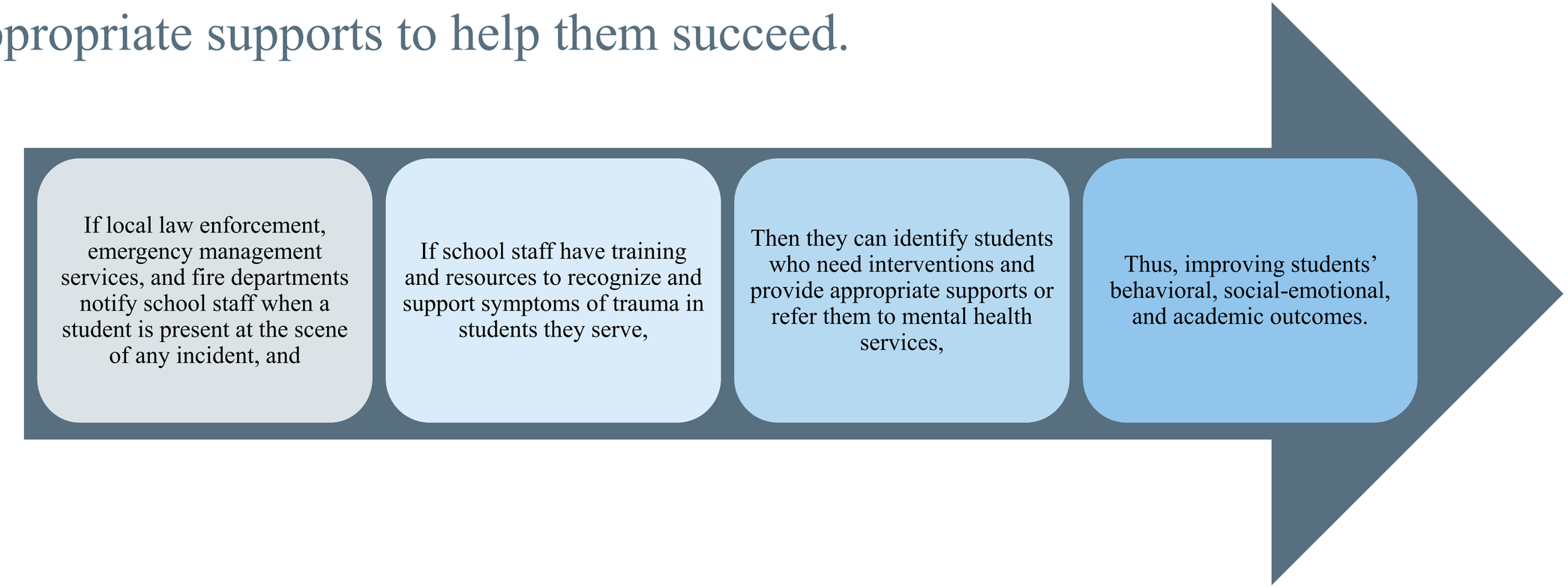
Students may experience trauma as a result of their exposure to events or incidents that occur at home or in the community, such as domestic violence, drug overdoses, and systemic issues like racial injustice or the COVID-19 pandemic.

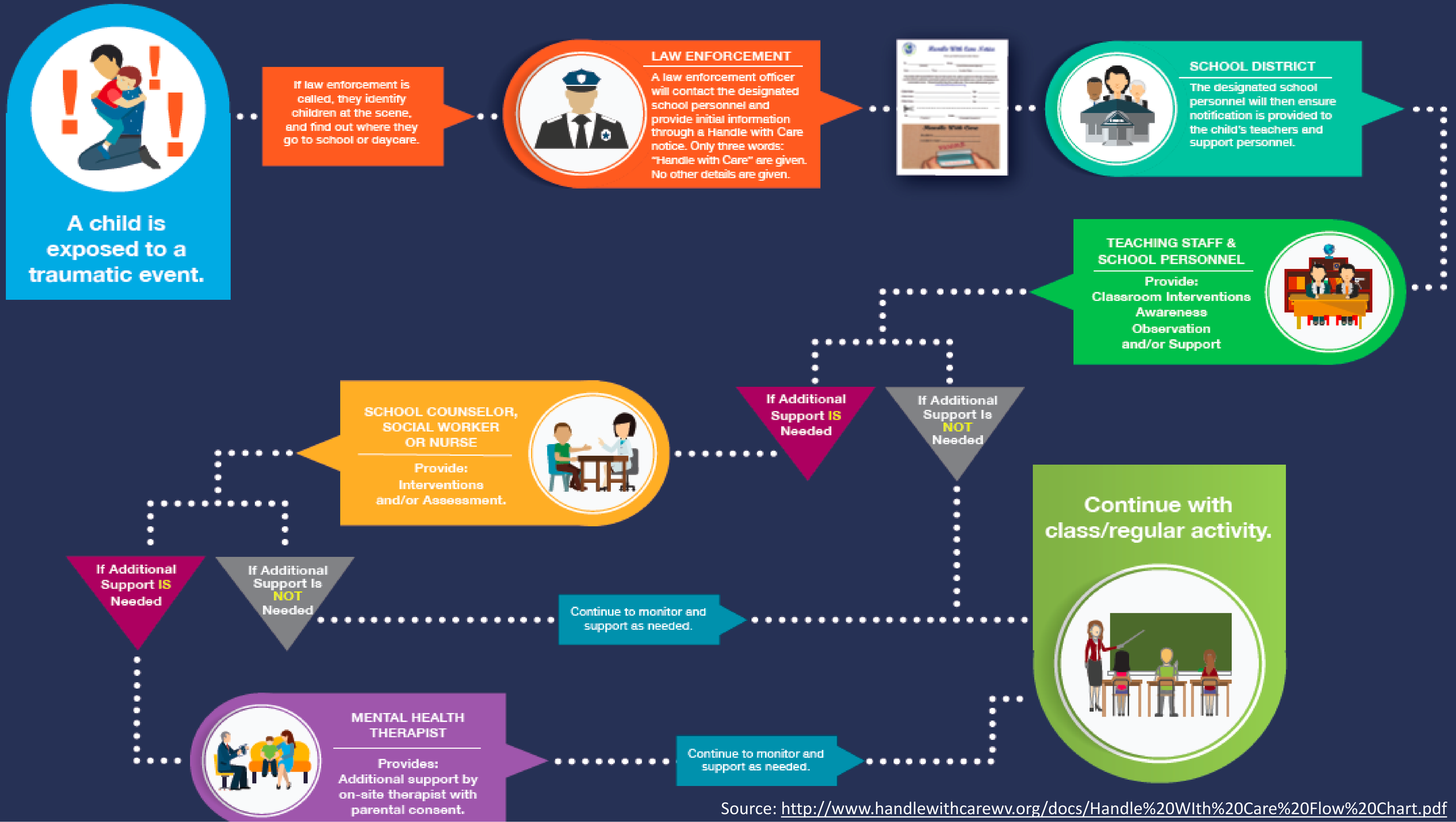
Such students have increased risk for negative outcomes such as poor academic performance, emotional and behavior problems, dropping out of school, and delinquency.

Adapted from Handle With Care Overview, West Virginia Center for Children's Justice. http://handlewithcarewv.org/handle-with-care.php

How can HWC help?

HWC is a school-community partnership program founded in 2013 to provide students exposed to trauma in their homes, schools, or communities with appropriate supports to help them succeed.





Source: http://www.handlewithcarewv.org/docs/Handle%20WIth%20Care%20Flow%20Chart.pdf

Handle With Care Implementation in Schools

Implementing the HWC program in schools

A **school or district contact** receives the HWC notice from law enforcement and/or other first responders.

The school contact informs the appropriate **teachers and school staff** (e.g., school counselors, nurses) about the notice.

Teachers and school staff observe the **student** to determine whether the student needs additional support and offer appropriate trauma-sensitive support as needed.

Using HWC data to learn more about HWC in your school

- Districts and schools may want to **regularly monitor program data.**

Implementation Data

Information related to how teachers and other school staff carry out the HWC program.

Student Outcome Data

Information on student attendance, behavior, and academic achievement.

Information on student referrals to school counselors and external mental health providers.

Monitoring HWC data will help school leaders and teachers:

- Identify trends (if any) in data across different groups of students over time,
- Learn more about staff professional development needs related to supporting students experiencing trauma,
- Ensure supports are in place to help students succeed, and
- Plan for how to use resources to address pressing needs, such as additional staffing and professional development.

Data Sources for Monitoring Handle With Care Implementation

Sources for HWC data

Implementation data

Sources: HWC notices from first responders, school-level program data from school or district contact

Student outcome data

Sources: Student information systems and/or state longitudinal data-tracking systems

Student referral data

Sources: Teacher referrals of students to school counselors, school counselor referrals of students to external mental health providers

Monitoring data for groups of students

Cycle HWC Group

The subset of students identified for HWC support in a given cycle

Cumulative HWC Group

The subset of students identified for HWC support over the course of the school year

Schoolwide Group

ALL students in the school, including students identified for HWC support

The Handle With Care School Team

Who monitors HWC data in schools?

The HWC school team!

Source: http://www.folger.edu/professional-development

The HWC school team

Comprised of five to seven members including school leaders, educators, and/or staff who are responsible for leading program implementation and data monitoring.

Role	Responsibilities
Data lead*	Prepares HWC implementation and student outcome data
Meeting facilitator*	Leads meetings and facilitates discussion alongside the data lead
Meeting notetaker*	Takes notes and outlines next steps for the team
Teacher liaison*	Collects data from colleagues who teach students identified for HWC support
School counselor*	Collects data on referrals of students identified for HWC support to school counselor and external mental health providers
Team member	Supports the school team during data review meetings; may serve as facilitator or notetaker if school team decides to rotate roles

*For the HWC school team to function effectively, this role needs to be filled.

HWC school team responsibilities

Set a schedule for monitoring

Monitor data

Collect teacher feedback

Review data

Monitoring Handle With Care Data

Understanding implementation

- Programs may fail to achieve intended outcomes because of:*
  - Poor design,
  - Lack of adequate training and ongoing support,
  - Weak implementation or low dosage, or
  - Failure to plan.
- Examining implementation and student outcome data can:
  - Help identify factors that contribute to the success or failure of a program,
  - Allow for midcourse corrections, and
  - Ensure that students receive timely support.

Source: https://cdn.pixabay.com/photo/2017/06/04/20/48/implement-2372179_960_720.jpg

*Bauer, M. S., & Kirchner, J. (2020). Implementation science: what is it and why should I care?. Psychiatry research, 283, 112376.
*Moir, T. (2018). Why is implementation science important for intervention design and evaluation within educational settings?. In Frontiers in Education (Vol. 3, p. 61).

HWC data review meetings

- HWC school teams meet regularly for data review meetings to discuss data and decide on next steps.
- During a data review meeting, the HWC school team:
  - Discusses HWC implementation and student outcome data for a given cycle,
  - Looks across cycles to compare data over time, and
  - Decides on next steps to improve program implementation and supports for students.

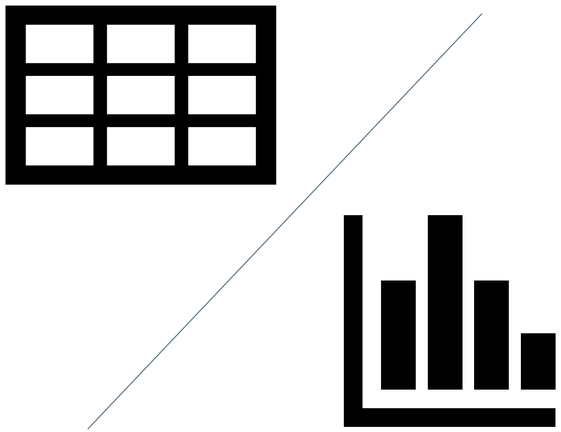
Source: http://twentytwo.fibreculturejournal.org/files/2014/02/FCJ-154Fig1.jpg

Materials to Support Handle With Care Data Monitoring

Overview of HWC materials

Two HWC Excel Workbooks

1. HWC School Counselor Workbook
2. HWC Data Lead Workbook



Using Data to Support Program Improvement: A Guide for Monitoring HWC in Schools (the *Guide*)

HWC School Counselor Workbook

Cycle 1

Data entry cells on this tab: B11:G110

Students (HWC) referred to...	This Cycle	Year to Date	*Cycle 1*
School counselor	*0*	*0*	*Enter dates on Header tab*
External mental health provider	*0*	*0*	

	Student ID	Date(s) of referral	Referring teacher name(s)	Number of Teacher Referrals for this student this cycle	Number of Counseling Sessions with this student this cycle	Did you refer this student to an external mental health provider (this cycle)?
	[Enter text or number]	[m/d/yy; m/d/yy...]	[Last, First Initial; Last, First Initial;...]	[Enter number]	[Enter number]	[Select Yes / No]
	(required)	*(optional)*	*(optional)*	*(optional)*	*(optional)*	*(required)*
Example:	*P2345*	*1/2/21; 1/3/21*	*Smith, J; Jones, B*	*2*	*3*	*Yes*
1						
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Tab from the HWC School Counselor Workbook

What is the HWC School Counselor Workbook?

Excel document that allows school counselors to capture:

- Number of school counselor referrals for students identified for HWC support
- Number of external mental health provider referrals for students identified for HWC support.

*A paper version of this workbook is available for school counselors to use in place of the Excel file.

What is the purpose of the HWC School Counselor Workbook?

Supports school counselors to document and monitor interactions with students identified for HWC support

HWC Data Lead Workbook

Student Outcome Data Dashboard

Data entry cells on this tab: B3

Select a cycle to view summary data:	Summer
Start Date:	1/0/1900
End Date:	1/0/1900

STUDENTS	
Number of Students	N
Identified for HWC support in this cycle (Cycle HWC Group)	0
Identified for HWC support so far this year (Cumulative HWC Group)	0
In the whole school (Schoolwide Group)	0.0

Behavior Incidents		
Number of behavior incidents reported for students...	This Cycle	Year to Current Cycle
Identified for HWC support in this cycle (Cycle HWC Group)	0	N/A
Identified for HWC support so far this year (Cumulative HWC Group)	0	0
In the whole school (Schoolwide Group)	0	0

Behavior Incidents per Student		
Number of behavior incidents per student for students...	This Cycle	Year to Current Cycle
Identified for HWC support in this cycle (Cycle HWC Group)		N/A
Identified for HWC support so far this year (Cumulative HWC Group)		
In the whole school (Schoolwide Group)		

Attendance		
Attendance for students...	This Cycle	Year to Current Cycle
Identified for HWC support in this cycle (Cycle HWC Group)	0	N/A
Identified for HWC support so far this year (Cumulative HWC Group)	0	0
In the whole school (Schoolwide Group)	0	0

Achievement		
Achievement for students...	This Cycle	Year to Current Cycle
Identified for HWC support in this cycle (Cycle HWC Group)	0.0	N/A
Identified for HWC support so far this year (Cumulative HWC Group)	0.0	0
In the whole school (Schoolwide Group)	0.0	0

Dashboard tab from the HWC Data Lead Workbook

What is the HWC Data Lead Workbook?

Excel document that:

- Includes data entry and dashboard tabs
- Allows staff to capture data on:
  - HWC notices
  - Student outcome data (achievement, attendance, behavior)
  - Referrals to school counselors and external mental health providers

What is the purpose of the HWC Data Lead Workbook?

Supports staff to document and monitor HWC implementation and student outcome data. Dashboard tabs include tables and graphs to support HWC school teams with data interpretation.

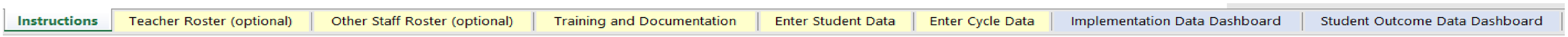
Using the HWC School Counselor Workbook

- The HWC School Counselor Workbook includes the following tabs for viewing or inputting information:
  - Instructions
  - Header
  - Summary
  - Cycle tabs
- The HWC school counselor responsibilities include the following:
  - Add student referral information in the workbook
  - Share student referral data with the data lead to add to the HWC Data Lead Workbook
  - Review data in the “Header” and “Summary” tabs and prepare to share these data during the data review meeting with the HWC school team

Tabs in the HWC School Counselor Workbook

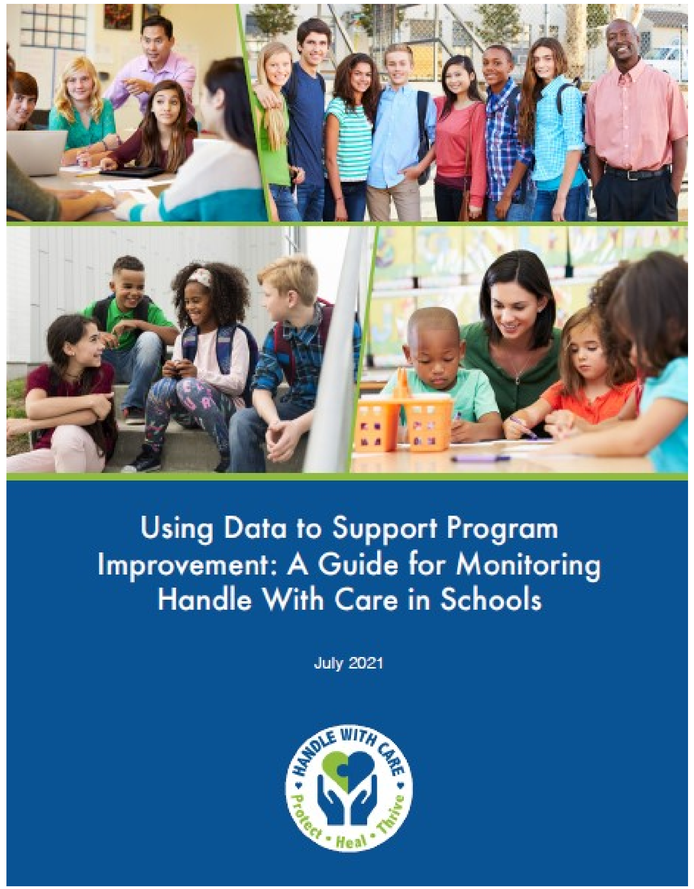
Using the HWC Data Lead Workbook

- The HWC Data Lead Workbook includes the following tabs for viewing or inputting information:
  - Instructions
  - Teacher Roster (optional)
  - Other Staff Roster (optional)
  - Training and Documentation
  - Enter Student Data
  - Enter Cycle Data
  - Implementation Data Dashboard
  - Student Outcome Data Dashboard
- The HWC data lead responsibilities include the following:
  - Fill out data entry tabs in the HWC Data Lead Workbook with implementation and student outcome data
  - Review data in dashboard tabs and share these data during the data review meeting with the HWC school team



Tabs in the HWC Data Lead Workbook

Using Data to Support Program Improvement: A Guide for Monitoring HWC in Schools (the *Guide*)



Cover of the *Guide*

What is the *Guide*?

Comprehensive document that includes:

- An overview of using data to inform program improvement
- Detailed instructions on how to use the HWC Excel Workbooks
- Protocols to facilitate data collection and data discussions

What is the purpose of the *Guide*?

Supports school teams to monitor program implementation and student outcome data (attendance, behavior, and academic achievement).

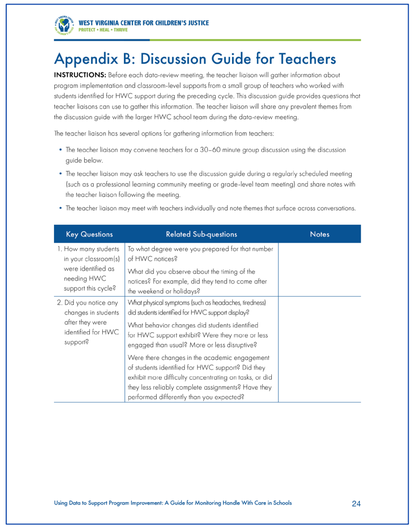
The Five-Step Improvement Process

Appendixes in the *Guide*

- Appendix A: School-Level Logic Model for Handle With Care
- Appendix B: Discussion Guide for Teachers
- Appendix C: Example Data Review Schedules
- Appendix D: Additional Resources for Educators on How to Support Students Experiencing Trauma
- Appendix E: Guidance for Monitoring Student Achievement Data
- Appendix F: HWC School Counselor Workbook Instructions
- Appendix G: Handle With Care Monitoring Sheet for School Counselors
- Appendix H: HWC Data Lead Workbook Instructions
- Appendix I: HWC School Team Data Review Meeting Discussion Guide
- Appendix J: HWC Glossary

Protocols for discussion

Discussion Guide for Teachers (Appendix B)



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Appendix B: Discussion Guide for Teachers

INSTRUCTIONS: Before each data-review meeting, the teacher liaison will gather information about program implementation and classroom-level supports from a small group of teachers who worked with students identified for HWC support during the preceding cycle. This discussion guide provides questions that teacher liaisons can use to gather this information. The teacher liaison will share any prevalent themes from the discussion guide with the larger HWC school team during the data-review meeting.

The teacher liaison has several options for gathering information from teachers:

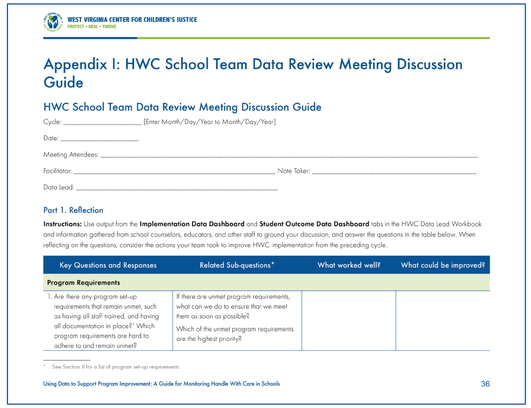
- The teacher liaison may convene teachers for a 30–60 minute group discussion using the discussion guide below.
- The teacher liaison may ask teachers to use the discussion guide during a regularly scheduled meeting (such as a professional learning community meeting or grade-level team meeting) and share notes with the teacher liaison following the meeting.
- The teacher liaison may meet with teachers individually and note themes that surface across conversations.

Key Questions	Related Sub-questions	Notes
1. How many students in your classroom(s) were identified as needing HWC support this cycle?	To what degree were you prepared for that number of HWC notices? What did you observe about the timing of the notices? For example, did they tend to come after the weekend or holidays?	
2. Did you notice any changes in students after they were identified for HWC support?	What physical symptoms (such as headaches, tiredness) did students identified for HWC support display? What behavior changes did students identified for HWC support exhibit? Were they more or less engaged than usual? More or less disruptive? Were there changes in the academic engagement of students identified for HWC support? Did they exhibit more difficulty concentrating on tasks, or did they less reliably complete assignments? Have they performed differently than you expected?	

Using Data to Support Program Improvement: A Guide for Monitoring Handle With Care in Schools 24

- Uses systematic approach for gathering teacher input about implementing HWC
- Informs discussion at HWC school team meetings

Data Review Meeting Discussion Guide (Appendix I)



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Appendix I: HWC School Team Data Review Meeting Discussion Guide

HWC School Team Data Review Meeting Discussion Guide

Cycle: _____ [Enter Month/Day/Year to Month/Day/Year:]

Date: _____

Meeting Attendees: _____

Facilitator: _____ Note Taker: _____

Data lead: _____

Part 1. Reflection

Instructions: Use output from the **Implementation Data Dashboard** and **Student Outcome Data Dashboard** tabs in the HWC Data Lead Workbook and information gathered from school counselors, educators, and other staff to ground your discussion, and answer the questions in the table below. When reflecting on the questions, consider the actions your team took to improve HWC implementation from the preceding cycle.

Key Questions and Responses	Related Sub-questions*	What worked well?	What could be improved?
Program Requirements			
1. Are there any program set-up requirements that remain unmet, such as having all staff trained, and having all documentation in place? Which program requirements are hard to adhere to and remain unmet?	If there are unmet program requirements, what can we do to ensure that we meet them as soon as possible? Which of the unmet program requirements are the highest priority?		

1 See Section III for a list of program set-up requirements.

Using Data to Support Program Improvement: A Guide for Monitoring Handle With Care in Schools 36

- Uses systematic approach for examining HWC data and student outcome data
- Informs how teams review, reflect, and plan
- Requires staff assigned to three key roles: facilitator, notetaker, and data lead

Preparing for a Handle With Care Data Review Meeting

Preparing for the HWC data review meeting: HWC data lead

The HWC data lead will:

- ❑ Input program and student outcome data, including referrals to counseling and external mental health providers, into the HWC Data Lead Workbook throughout a cycle.
- ❑ Share the data with the HWC school team facilitator ahead of the data review meeting.
- ❑ Review data for the current cycle during the data review meeting, using graphs for ease of understanding, and review longitudinal trends.

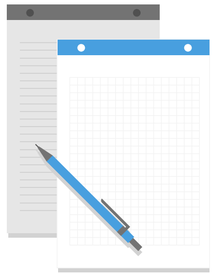
Preparing for the HWC data review meeting: School counselor(s)

Each school counselor will:

- ❑ Maintain an individual HWC School Counselor Workbook during the school year.
  - School counselors may choose to use a paper version of the HWC School Counselor Workbook.
- ❑ Input referral data into the HWC School Counselor Workbook throughout a cycle and share those data with the HWC data lead.

The HWC school team school counselor will:

- ❑ Review data for the current cycle and prior cycle(s), noting any trends for discussion.



Preparing for the HWC data review meeting: Facilitator

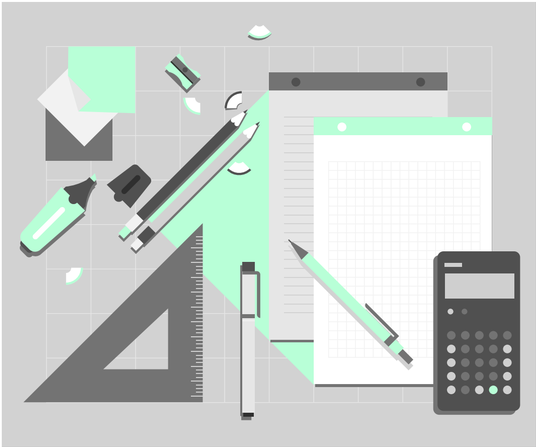
The HWC school team facilitator will:

- ❑ Review the HWC School Team Data Review Meeting Discussion Guide (appendix I) to prepare to lead the discussion.
- ❑ Set an agenda for the meeting that includes reports from each of the HWC school team members who have collected data in the last cycle.
- ❑ Lead the data review meeting, relying on the data review meeting protocol (appendix I) as appropriate.
- ❑ Coordinate with the data lead to review data ahead of the whole-team meeting.

Preparing for the HWC data review meeting: Teacher liaison

The teacher liaison will:

- ❑ Collect information from teachers of students identified for HWC support in the most recent cycle using the Discussion Guide for Teachers (appendix B).
- ❑ Share findings during the data review meeting.



Preparing for the HWC data review meeting: Other team members

Other HWC school team members will:

- ❑ Support students identified for HWC support.
- ❑ Document any issues or challenges that arise in the HWC notification process.
- ❑ Share their own and other educators' experiences with students identified for HWC support.
- ❑ Review data or materials shared in advance of meetings.

Conducting the data review meeting

1. HWC school team members report on data.
2. HWC school team facilitator walks HWC school team members through the Data Review Meeting Discussion Guide (appendix I).
3. HWC school team members identify priorities and discuss and decide on next steps.

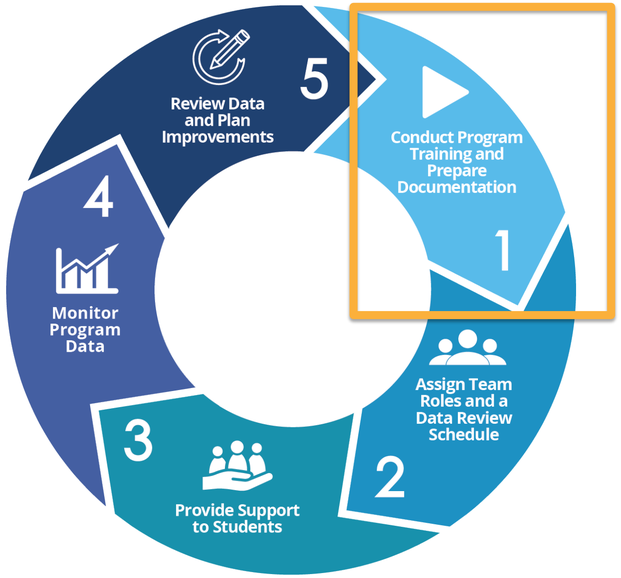
Getting Started

How to begin preparing for implementation

- Start working through the five-step process.
- Lay the foundation for program implementation and monitoring.
- Use HWC materials to inform efforts and answer questions.

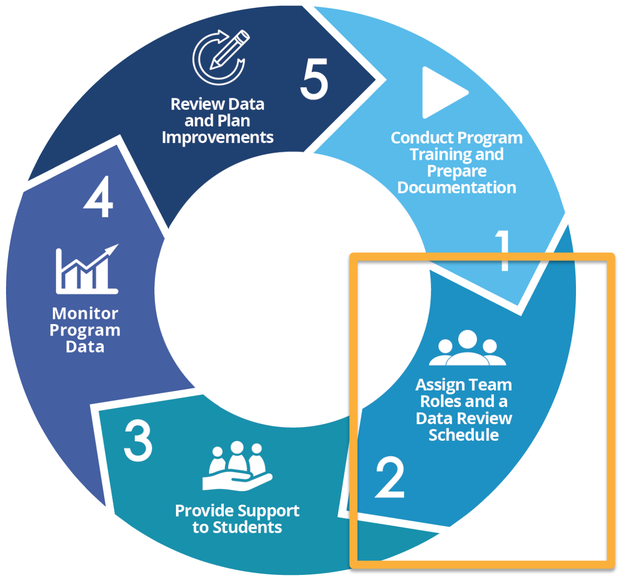
Step 1: Conduct program training and prepare documentation

- Conduct training.
  - Put a protocol in place to inform school staff of HWC notices.
  - Designate a school contact to receive HWC notices.
- Prepare documentation.
  - Put memoranda of understanding (MOUs) in place with local participating organizations, as appropriate.
  - Create referral forms for teachers to use to send students to school counselors.
  - Gather information about external mental health providers to whom counselors can refer students.
  - Create parental consent forms for referring students to external mental health providers.



Step 2: Assign team roles and create a data review schedule

- Assign HWC school team roles.
- Create and commit to a data review schedule.
  - Set the regular schedule (the cycle) for the year.
  - Schedule internal data review team meetings for the first week after each cycle ends.



Planning: Example Schedule

	Mon	Tue	Wed	Thu	Fri
Week 1 **HWC Implementation** **Cycle 1 begins**	**1** Cycle 1 start date	**2**	**3**	**4**	**5**
	HWC Implementation				
Week 2 **HWC Implementation**	**8**	**9**	**10**	**11**	**12**
	HWC Implementation				
Week 3 **HWC Implementation**	**15**	**16**	**17**	**18**	**19**
	HWC Implementation				
Week 4 **HWC Implementation**	**22**	**23**	**24**	**25**	**26** ✓ Teachers convene for HWC implementation discussion for cycle 1
	HWC Implementation				
Week 5 **HWC Implementation** **Cycle 1 ends** **Cycle 2 begins** **Cycle 1 data review**	**31** Cycle 1 end date ✓ Counselor completes HWC Counselor Workbook for cycle 1 (no later than this date)	**1** Cycle 2 start date ✓ Data lead enters all student-level and school-level data for cycle 1 into HWC Data (no later than this date)	**2** ★ Suggested date for school team's monthly data review meeting for cycle 1	**3**	**4**
	HWC Implementation				

Tips for Program Implementation

Tips for success

- Create form and structure for your project.
- Use the materials!
- Don’t shy away from the data!
- Accept uncertainty and the need for adaptations over time.

Source: https://411.ca/blog/wp-content/uploads/2011/01/success1-300x225.jpg

Wrap-up

Additional materials

Infographic

Video

Webinar

Accessing HWC materials

- Regional Educational Laboratory (REL) Appalachia website
  - https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/event_10-13-21_handle-with-care-resources.asp
- West Virginia Center for Children's Justice (WVCCJ) website
  - http://handlewithcarewv.org/
- West Virginia Department of Education (WVDE) website
  - https://wvde.us/

Questions?

Contact Information:

- **[insert facilitator contact information]**

Source: https://img.rawpixel.com/s3fs-private/rawpixel_images/website_content/job29abatch5-s58-thankyou-04.jpg?w=800&dpr=1&fit=default&crop=default&auto=format&fm=jpg&q=75&vib=3&con=3&usm=15&ixlib=js-1.1.1&s=056d1d2193f895f0e0495acd5665e507