



**Check & Connect at the State Level:
GradMinnesota and State Systemic
Improvement Plans (SSIPs)**



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Track: Sustaining Check & Connect



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Engagement. Voice. Success.

MINNESOTA
ALLIANCE
WITH YOUTH



A multi-partisan collaboration of Minnesota Alliance
With Youth, Office of the Governor, &
Minnesota Department of Education

Mission & Vision

- **Mission:** Through collective impact that engages youth, practitioners and policymakers, all youth in Minnesota will achieve a 90% graduation rate by 2020 and become successfully involved in post-secondary opportunities.
- **Vision:** All young people in Minnesota graduate from high school prepared for success in postsecondary opportunities, work, civic engagement and life.

Goals

- Increase the overall four-year graduation rate to 90% by 2020.
- Decrease the number of high schools that have overall four-year graduation rates less than 80% to zero by 2020.
- Increase graduation rates by at least 3% annually for student groups identified in 2012 to have graduation rates less than 70%, so that all students achieve a 90% graduation rate by 2020. These student groups include: American Indian, Black, Hispanic, Free and Reduced Price Lunch, Special Education, and Limited English Proficient.

Priority Recommendations

These recommendations were developed and approved by members of GradMinnesota in February, 2015. They highlight key areas that are the focus of GradMinnesota's work.

- ❑ Ensure **quality data is available and used** to effectively target supports for students.
- ❑ Make sure a **tiered framework of interventions** and supports is effectively implemented.
- ❑ **Increase mentoring** throughout the state to enhance educational success.

Priority Recommendations

Continued...

- ❑ Design and connect services to **recover and re-engage youth.**
- ❑ **Replace exclusionary discipline policies** and practices with more effective alternatives.
- ❑ **Make transportation available** to ensure access to learning opportunities through graduation.
- ❑ **Provide effective alternative pathways and additional time** to earn a diploma.

Key Strategies to Accomplish Goals

- **Legislative Advocacy:** Advocate at the legislature to build awareness, influence best practice, and pass legislation to achieve the 2020 vision and goals with focus on the seven GradMinnesota Recommendations.
- **Communication:** Design and implement a communication plan to raise public awareness and inform community, school and other relevant organizations of the graduation crisis; and garner support to achieve the 2020 vision and goals with focus on the seven GradMinnesota Recommendations.

Key Strategies to Accomplish Goals

- **Resource Library:** Design and compile an electronic Resource Library that can be used to disseminate best practices and locate technical assistance focused on the seven GradMinnesota Recommendations for use by communities, schools, organizations and educators.
- **Collective Impact:** Maintain and further develop an alliance of entities working together to achieve and sustain the GradMinnesota 2020 vision and goals. By 2020, the intent is to create an Interagency Office, with a citizen advisory council, focused on all young people in Minnesota graduating from high school prepared for success in postsecondary opportunities, work, civic engagement and life.

Incorporate Youth Voice – Collective Message

December 2013 Twin Cities Graduation *Summit of Experts*

- Take a next step and instill **hope**; provide opportunities for **leadership**; hold high **expectations**; encourage more **understanding** teachers; give every student the opportunity to **succeed**; foster a vision of **success** for youth; believe all students have the **opportunity** and **ability** to learn, lead and contribute; help students **graduate** knowing they have a plan and a strategy or skills to **achieve** their dream; and support young people to reach their **goals**.

THANK YOU!

To learn more, or to
join us in this work,
please visit:

www.mnyouth.net



STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)



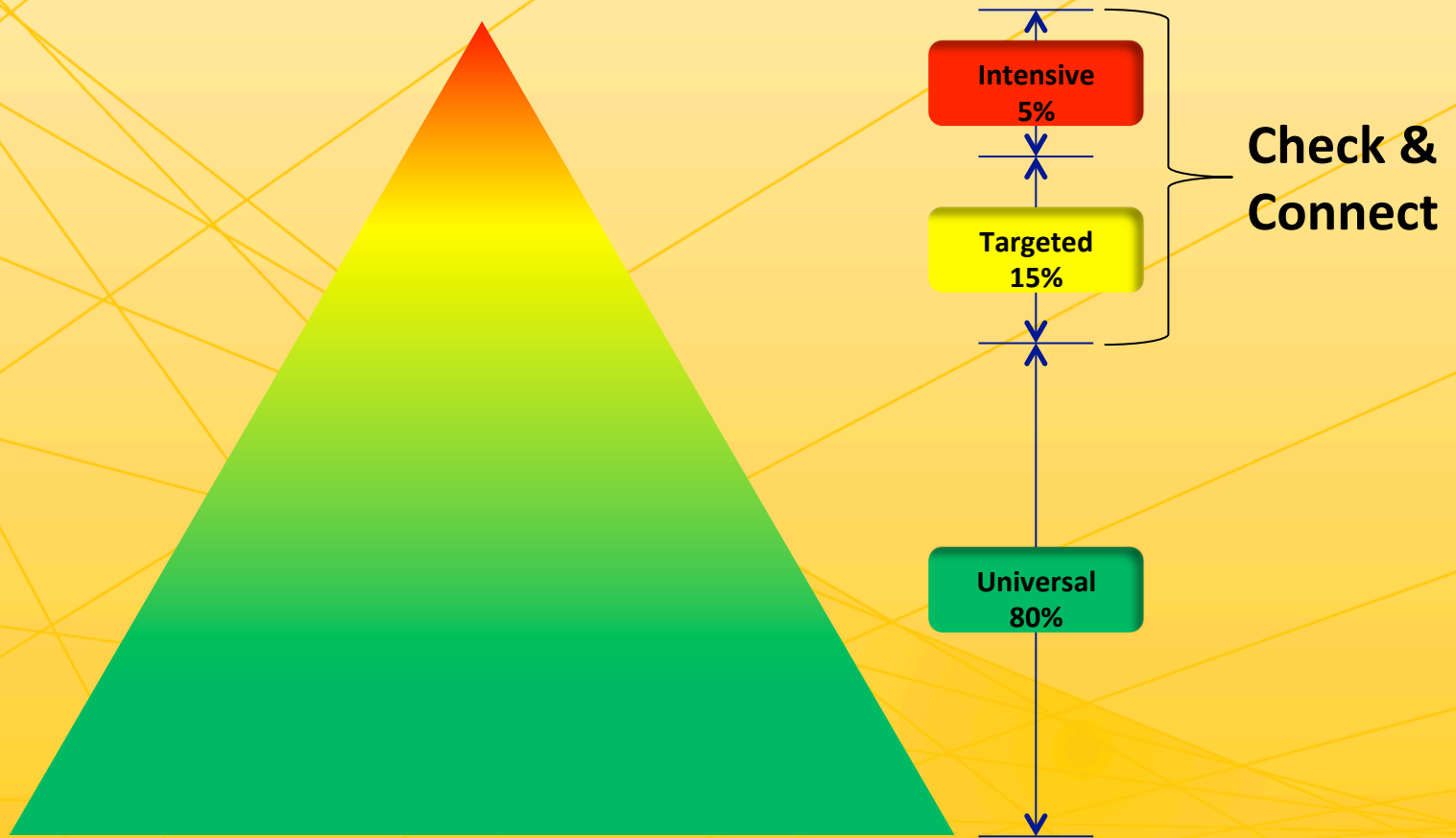
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State Systemic Improvement Plan



- Opportunity to improve results for students with disabilities
- Based on data, including root cause analysis followed by evidenced based practices
- Requires building capacity at state & district level
- Theory of action
- Evaluation
- Requires leveraging within the entire education system

Multi-tiered Systems of Support



SSIP



The SSIP is a comprehensive, multi-year State Systemic Improvement Plan that will consist of three phases:

Phase I - (due with Feb. 1, 2015)

- a. Data analysis
- b. Identification of the Focus for Improvement
- c. Infrastructure to Support Improvement and Build Capacity
- d. Theory of Action



SSIP (continued)

Phase II - (due with Feb. 1, 2016)

- Infrastructure Development
- Support local Implementation of Evidence-Based Practices; and
- Evaluation Plan

Phase III – (due with Feb. 1, 2017)

Results of Ongoing Evaluation and Revisions to the SPP

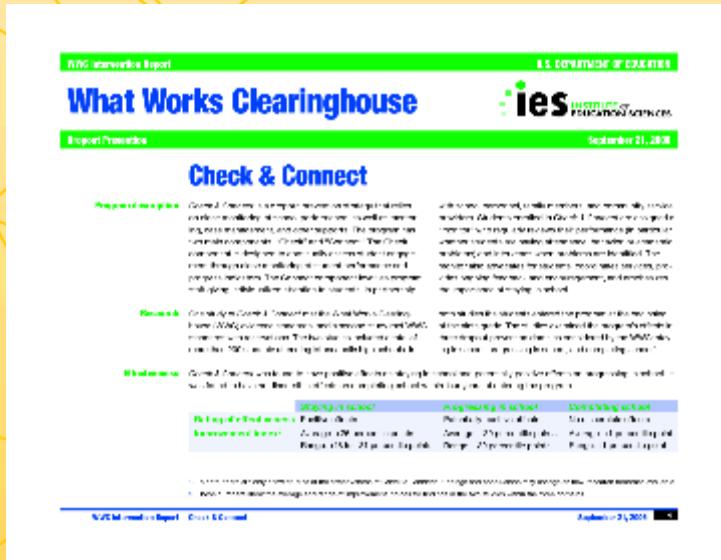
SSIP Requirements

- Build State capacity to support local districts with the implementation of evidence-based practices that will lead to measurable improvement.
- Implement, scale up, and sustain evidence-based practices to improve results for children with disabilities to support improvement and build capacity in local districts.

Why evidence-based practices?

- Integrates the best available research with education expertise in the context of student characteristics, culture, and preferences.
- Eliminates subjective professional judgment when developing appropriate plans of action.
- Having access to information on what works allows professionals to select strategies that are most likely to be helpful.

Check & Connect: an Evidence-based Intervention



- 2006, 2015 Intervention Reports
 - ✓ Dropout Prevention
- Positive Effects
 - ✓ Staying in School
- Potentially Positive Effects
 - ✓ Progressing in School

*The **only** dropout prevention intervention showing positive effects for staying in school!*

<http://ies.ed.gov/ncee/wwc/>



Findings

- ↑ Increased credit accrual
- ↑ Increased persistence rates
- ↑ Increased graduation rates
- ↑ Perceived increase in parent participation
- ↓ Reduced absences
- ↓ Reduced tardiness to school/class
- ↓ Decreased dropout rates
- ↓ Reduced behavior referrals

(Sinclair et al., 1998; 2005)

Lessons Learned: A 25 Year Lens



The power and value of:

- **Relationships**
- **Data-driven decision making**
- **Person-environment fit**
- **Persistent support**
- **Engaging students academically, behaviorally, cognitively, and affectively**



Check & Connect Implementation

- **Florida Department of Education**
 - State Personnel Development Grant 2012-2017
- **Pennsylvania Department of Education**
 - PaTTAN, SSIP 2015
- **Iowa Department of Education**
 - PBIS
- **Missouri Department of Elementary and Secondary Education**
 - Dropout prevention and PBIS
- **Utah State Office of Education**
 - Youth in Custody

Thank You!



- Statewide implementation information:
 - <http://checkandconnect.umn.edu/implementation/>
(see Statewide Implementation Sites in right sidebar)
- Training and consultation information:
 - http://checkandconnect.umn.edu/training_consultation/
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