

4.12.18

PASS and POST Activity: Tips, Advice, and Resources

Programs:

- Create “safe rooms” or “calm rooms” that provide a place to de-escalate, talk, and take a break. It’s helpful to have food, clothes, and other supplies available in that space.
- Have a hygiene pantry in a private, but accessible place for students and families.
- Consider donation events such as “Stuff the Bus”: <http://stuffthebuscny.com/>
- Create a peer mentoring program (e.g. “Link Crew”) to help new students transition into the school. This works well for students who come into the district mid-year as well as for students who are in beginning their first year of a new school building (i.e. freshman in high school).
- Create a backpack program for supplies and/or food. Consider doing a payroll deduction for staff who want to donate to the program.
- Host a Power Empowerment Series: connecting parents with all local programs they or their kids may qualify for (e.g. camps, jobs, food support, child care, etc.).
- If possible, place trauma-informed Social Workers in schools with high numbers of students in shelter (e.g. Bridging the Gap program in NYC).
- Have shelter-based after-school or weekend programs.
- Try these mindfulness apps: “Calm,” “Stop, Breath, and Think,” “Headspace,” “10% Happier,” “Insight Timer,” “Buddhify.”
- Identify teacher training programs that could provide MV Programming (e.g. Parent University in Fulton City – *in resource book*).
- Try the “Check and Connect” mentoring program, which includes student outcome monitoring forms.
- For staff book clubs or book studies, assign specific chapters to specific staff members rather than have only general discussions.
- For outreach of any program, have the name of someone the family is likely to know printed on the invite. Maybe it’s the liaison, a teacher, the school counselor, etc.
- Put outreach flyers/posters in churches, laundromats, stores, YMCA, etc.
- Have snacks! Goodie bags to take home help entice people to come again.
- Have recreational programs that engage students during “off” times, such as summer break.
- Try a “poverty simulation” for you district staff. There is also a Virtual Realty homeless simulation (*ask Cathy Roy from Ballston Spa*).
- Consider having a laundry program in your school if you are able to purchase machines. Note, you WILL need people to run the program, keep the schedule, buy supplies, etc.
- Coordinate applications for summer camps and employment.
- Look into Restorative Practices and Peace Circles.
- Be aware of the food you are providing families – try for things that don’t need further supplies/tools to prepare (e.g. soup cans with a pop-top rather than those that need a can opener).
- Check out the book “Help for Billy” for information about trauma-sensitivity schools.

Partnerships:

- Partner with retired Social Workers, Counselors, or Teachers for PD and other activities. Use your grant funds to provide an hourly rate or stipend.
- Host local “networking events” with other district liaison in your area.
- Build personal relationships with people in local organizations and agencies. For example, churches, stores, CBOs, etc.
- Make sure you are communicating with people across your district.
- Make sure that communication is ongoing and not just once a year.
- Partner with OCO (Oswego County Opportunities) if you are in their area.
- Call experts and tell them what you are doing. They may want to join/help you.
- Contract/partner with community laundromats for parents and unaccompanied youth.
- Partner with higher education institutions - like teacher or admin prep programs – for program and event volunteers.
- Partner with CPS for “preventative referrals.” The intent of these referrals is to help families with food, resources, housing, custody, etc.
- Consider hosting something like a “Monday morning coffee chat” to engage members of the community.
- Get a written agreement for partnerships whenever possible.
- Make sure to stay actively engaged in programs and partnership activities.

Outcomes:

- Review student data regularly for progress. Don’t wait until the end of the year.
- Use monitoring forms to track progress for programs such as mentoring.
- Be sure to include surveys/evaluations at the end of any training and take feedback seriously.
- Coordinate with your district’s central registration center to get student data.
- Collect anecdotes about results to “put a face” to the changes you see.
- Have a student “check-in tool” to help in data tracking.
- Use pre/post-tests or activities to measure learning in afterschool programs, tutoring, etc.
- Take advantage of any formal data tracking systems your district has.
- Coordinate with your district’s “data person” at the beginning of the year to see how they can help you track attendance, grades, behavior, etc.
- Use a “check and connect” monitoring form to track progress. For example:
http://checkandconnect.umn.edu/docs/Form_MonitoringSheet_HighSchool.pdf
- Make your outcome/tracking sheet a checklist in order to record, use, and report data more easily.

Trainings/PD:

- Try the book and study guide for “Fostering Resilient Learners.” Seriously, try it! 6 different people mentioned this book.
- Host monthly liaison meetings with your neighbor districts.
- Get on the schedule/calendar to present at stakeholders meetings.
- Look for short/small opportunities to provide PD.
- Do not send out too many tip sheets or other resources at once.
- Make sure to include transportation staff in trauma-sensitivity trainings.
- Make sure to include custodial staff, admin, teachers, enrollment staff, etc. for MV trainings.
- Include videos in your trainings when you can (e.g. Paper Tigers).
- Look into the EPIC training for parents.

Misc:

- Send housing questionnaire to all students/families at the beginning and end of each year to keep your records updated.
- Send out regular newsletters with McKinney-Vento information such as programs, new regulations, trainings, deadlines, etc.
- Avoid robo-calls and check-in with families individually when you can.
- Create a list of resources for families in the community such as food pantries, clothing banks, mental health agencies, etc.
- Use grant funds for transportation to afterschool activities, tutoring programs, sports, etc.
- Create trainings that other Social Workers can give (turn-key trainings)
- Network in your district and community. Build relationships.
- Talk a lot about your programs and what you're trying to do. People will want to help once they are aware of your work.
- Think about creative transportation solutions. It doesn't always have to be a bus.