



# School Social Work Quarterly

*"The probability that we may fail in the struggle ought not to deter us from the support of a cause we believe to be just."* - Abraham Lincoln on advocacy

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## Implications of House Bill 1 for School Social Workers

As social workers, advocacy is an integral part of our profession. In order to "help people in need and to address social problems," as stated in the code of ethics, we must see the larger picture and work toward changing the systems that affect our ability to do this work. School social workers in particular often face systemic barriers that can prevent us from successfully providing services to students, families, and schools.

Recently, OSSWA and NASW-OH joined forces to advocate for legislative changes to House Bill 1. Representatives from both organizations traveled from around the state to meet with lawmakers, provide expert testimony, and draft legislation. School social workers were joined by school nurses and school psychologists in calling for important changes to House Bill 1 which would guarantee highly qualified, licensed professionals working with high-risk children in schools.

While House Bill 1 was ultimately

passed without all of the suggested changes, it remains the first bill in Ohio's history that has attempted to address educational funding disparity. Furthermore, part of this plan includes creating positions aimed at "closing the achievement gap" between students from diverse populations.

Under the "closing the achievement gap" initiative, a new category of pupil service providers has been created. Called a "family and community liaison," this category includes "individuals who provide assistance to students and their families" and specifically mentions social workers.

Another exciting development is the inclusion of a "linkage coordinator" position. As described in House Bill 1, a linkage coordinator "is the primary mentor, coach, and motivator for students identified as at risk of not graduating...who coordinates those students' participation in academic programs, social service programs, out-of-school cultural and work-related experiences, and in-school and out-of-

school mentoring programs..."

As it stands, school districts experiencing low graduation rates will be looking for linkage coordinators. School social workers are exceptionally qualified for this role and can provide additional support to schools by serving as a resource both for individuals with mental health needs as well as those receiving special education services. As such, be sure to advocate on behalf of our profession by asking that your local school systems hire highly-qualified, licensed individuals tempered by experience and guided by a code of ethics.



## House Bill 1: OSSWA's Advocacy Efforts

To advocate for school social workers at the state level, OSSWA and Ohio NASW have worked tirelessly to advocate on behalf of school social workers to ensure that these positions are filled by highly qualified licensed professionals. Though some of our efforts were defeated, OSSWA and OHNASW have made tremendous strides in building the relationships necessary to help in further advocacy efforts. In addition to our board's efforts at the statehouse and the work of OHNASW

on capitol hill, we need your support. A large membership base is essential for an organization to have lobbying power. Likewise, because of our relatively small organization, our board members are the sole 'work horses' of the organization and put forth tremendous time and effort into advocacy and other areas that serve the profession of school social work in Ohio. To help OSSWA in these efforts, please consider joining OSSWA as a member. Members are also able to get more involved by serving on committees within the board.

Committee service by members makes our organization much more productive! To find out which committees are open, or for more information about membership and committees contact our membership director Sarah Lundeen at sjlundeen@yahoo.com. Your support and involvement in OSSWA is extremely beneficial to the organization as well as school social workers across Ohio.



# OSSWA

## Ohio School Social Work Association

### Program Sustainability: How to keep your programs going in the face of cutbacks

Ensuring a program's sustainability after the funding period (or worse, through funding cuts) is a task that requires substantial planning. The focus of sustainability planning is on causing systemic changes and collaborations to support your program. As such, to be truly effective, this planning process should begin with the program's initial implementation. Likewise, to sustain a program, particularly in schools, one must figure out how to make the program fit into the school's mission and main goals (such as improvement plans aimed at addressing non-academic barriers to learning). Though seemingly obvious, the school's support is of the utmost importance to a program's success. Without support and involvement from school staff and school community, programs implemented in schools are bound to fail.

"The tendency for many projects..is simply to view sustainability as finding alternate resources...(e.g., 'How can we get another grant'). The real challenge, ...is to understand that sustainability requires a deeper understanding of systemic change and how to promote such change."-Center for Mental Health in Schools, UCLA

What does sustainability mean? Many projects function off of temporary funding or grants. Consequently, when the funding period expires, many of these programs do as well due to a lack of sustainability efforts early on. One can write grant after grant however, oftentimes just having the funding is not enough to keep a program running successfully. In the case of such programs, sustainability means that a program functions past the funding period. For programs to be sustainable past their funding periods, they must create a place for themselves within the

systems that they operate and build collaborations for support. In order to do so, they ultimately will have to cause systemic change. In short, a program that is sustainable is one that has caused systemic change to incorporate the program (within it's overarching system/organization) and has built the collaborations to support itself.

In one model created by The Center for Mental Health in Schools at UCLA (Center for Mental Health in Schools, 2008) a number of steps to sustainability are outlined and arranged into 4 stages. These stages include, preparing your rationale for sustaining the program, building interest and support among stakeholders, clarifying feasibility, and proceeding with implementation plans (including evaluation).

First, when approaching your organization to solicit change, the type of argument you use to support your program is especially important. If a weak argument is presented (such as keeping jobs) it is likely that your organization (i.e. a school) will have a hard time understanding the importance of your program to the functioning of the organization. In contrast, if a strong argument is used, one that focuses on specific functions that are essential to positive outcomes, connects these functions to the broader mission of the organization, presents cost effective strategies for maintaining these functions, and are stated in terms of the "big picture" (organization and community well-being), it is more likely that the organization will see the value of your program. Likewise, conceptualizing the program in this way, prepares you for the next step; gaining stakeholder support and building a support base.

A well crafted sustainability argument is powerless without a support base from important stakeholders who can serve as advocates. First identify those who are committed to the cause/goal of your program (i.e. teachers, community members, parents, etc.). Next these stakeholders will need to be mobilized to build a stronger support base. (increase numbers and bring in influential stakeholders such as school board members if possible).

If it is unclear whether or not sustaining the program is feasible, it is unlikely that key stakeholders will get on board. To clarify such feasibility, it is important to explain how the functions of the program can be implemented through existing, modified, or new mechanisms. Likewise, if changes are needed, it should be clear *how* they will be accomplished. Finally, a long term feasibility plan will need to be developed that will explain how the program will maintain progress and continually improve in quality.

Once the feasibility plan has been developed, the plan for actual implementation, maintenance, evaluation and improvement will need to be drafted. This plan should be very clear in *how* each stage will be accomplished as well as how the essential tasks (in broad terms) will be accomplished. It should include who is involved in each stage and what (in broad terms) each person/group is responsible for.

Finally, sustainability also depends on a program's ability to be evaluated. Your program's plan needs to include an explanation of how evaluations will be conducted as well as how the results will be incorporated into continuous improvement plans.

### Resources for information on sustainability

For more information about sustainability, download a copy of "Sustaining School and Community Efforts to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit", from the Center for Mental Health in Schools at UCLA:  
<http://smhp.psych.ucla.edu>.

The tool kit includes detailed description of sustainability planning, practical tools to aid in planning and implementation, and helpful resources for more information.

Center for Mental Health in Schools. (2008 update).

*Sustaining School and Community Efforts to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit*. Los Angeles, CA: Author at UCLA.

# OSSWA

## Ohio School Social Work Association



### Featured Programs and Interventions



Caregiver's Choice is a nationwide initiative, funded by HHS and administered by MENTOR/The National Mentoring Partnership, that helps provide adult mentors to children who have a parent incarcerated. Now in its second year, Caregiver's Choice has helped connect several thousand young people to mentoring services. The Caregiver's Choice program is no cost to families. We offer a "scholarship" for mentoring to children, aged 4-18, who have a parent in state or federal prison. Once a child is enrolled in Caregiver's Choice, their parent or caregiver then receives a voucher in the mail, along with a list of several approved mentoring programs in their area. They decide which one is the best fit for them, and call the program to redeem their voucher. All of the mentoring programs approved as Caregiver's Choice providers—more than 500 nationwide—have completed training specifically preparing them to work with children and families impacted by incarceration.

For more information visit  
[www.mentoring.org/caregiverschoice](http://www.mentoring.org/caregiverschoice)

Email at [caregiver-choice@daremightythings.com](mailto:caregiver-choice@daremightythings.com)

Call 877.333.CHOICE [2464].



The Lifeskills program is a research-based substance abuse prevention program that reduces the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the onset of substance use and other risky behaviors. It provides adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations. Curriculum is available starting at the 3/4 grade level and continuing all the way through high school. The lessons build upon each other from one year to the next so students receive continuity in the information they are receiving. This program not only teaches about the dangers of substance use and abuse, but it also builds on healthy alternatives to risky behaviors through activities designed to:

- Teach students refusal skills to use when issues of smoking, drinking or drug use arise
- Help students build self-esteem and self-confidence
- Enable students to effectively cope with anxiety
- Increase knowledge of both immediate and long-term effects of substance use

To learn more about this program, please visit  
[www.lifeskillstraning.com](http://www.lifeskillstraning.com)



### Steps to Respect

Bullying is becoming more widespread and dangerous throughout our schools. As social workers, we are dealing with an increasingly high number of bullying incidents. The Steps to Respect curriculum is a comprehensive guide to help schools deal with this serious issue. There are three phases to the program:

#### Phase 1: Get the Whole School on Board

Your school establishes a school wide framework of anti-bullying policies and procedures and determines consequences for bullying.

#### Phase 2: Train Staff and Parents to Handle Bullying

All school staff members are trained to recognize bullying and receive reports from students. Parents also receive materials about bullying.

#### Phase 3: Teach Students to Recognize, Refuse, and Report Bullying

Classroom teachers deliver the lessons in the upper elementary grades (3-5 or 4-6). Children learn and practice bullying prevention skills, including how to recognize, refuse, and report bullying, and how to make friends.

To learn more about the Steps to Respect program, go to [www.cfchildren.org](http://www.cfchildren.org)

### Looking Forward: Upcoming Events & Trainings

#### Statewide

- **Cleveland:**
- **Columbus:**
- **Cincinnati:**
- **Toledo:**

#### Regional: Midwest School Social Work Association 2009 Conference

October 8-11, 2009  
Hyatt Regency  
Dearborn, Michigan

**National: The 13th Annual National School Social Work Conference**  
April 7-10, 2010 @ the Union Station  
Marriott in St. Louis.

The Keynote Speaker will be Kevin Jennings, the new Assistant Deputy Secretary in the U.S. Department of Education's Office of Safe and Drug-free Schools. We are quite excited that he will



be coming! So Mark Your Calendars and start making plans to join us.

Visit [www.sswaa.org](http://www.sswaa.org) for more information.



If you have an event you would like posted in the newsletter, email [editor@osswa.org](mailto:editor@osswa.org)



# OSSWA

Ohio School Social Work Association

## Job Opportunities

### Focus Learning Academy (Grades 9-12, North & East Buildings)

**Title:** Social Worker

**Pay rate:** contact Kathy Williams at [kathy.williams@focuslearn.org](mailto:kathy.williams@focuslearn.org)

#### Responsibilities:

1. Oversee and administrate the established curriculum, adjusting for modifications needed or required for differences in student learning styles
2. Teach instructional subjects according to guidelines established by the Ohio Department of Education and administrative regulations
3. Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs
4. Collaborate with special education teachers on student Individual Education Plans to ensure all modifications are met
5. Working knowledge of curriculum, instruction and technology to ensure delivery of the instructional process
6. Create a rich learning environment for all students to learn and employ effective behavioral management process to maintain an effective laboratory experience
7. Help students assess and enhance their study methods and habits
8. Produce formal and informal testing to evaluate student success
9. Coordinate and manage extracurricular duties as assigned
10. Sponsor outside activities approved by the Director
11. Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
12. Control and guide student behavior in agreement with school policy



Youngstown Community School is seeking a licensed school social worker for the coming school year.

Contact:

Cheryl Couts, Programs Coordinator  
Youngstown Community School  
50 Essex Street  
Youngstown, Ohio 44502  
(330) 746-2240

#### Qualifications:

contact Kathy Williams at [kathy.williams@focuslearn.org](mailto:kathy.williams@focuslearn.org)

**To apply:** Create an account and apply online, visit [https://ats2.searchsoft.net/ats/app\\_login?COMPANY\\_ID=00002915](https://ats2.searchsoft.net/ats/app_login?COMPANY_ID=00002915)

**For more information:** contact Kathy Williams at [kathy.williams@focuslearn.org](mailto:kathy.williams@focuslearn.org)

### Attention Members: Help your colleagues!

If you are aware of new job openings or are looking to hire a new staff member yourself, email us and we will post the job opening in the next newsletter or email it out to members directly. To contact us, email the editor at [editor@osswa.org](mailto:editor@osswa.org)

# OSSWA

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### Job Opportunities continued...



Community Refugee and Immigration Services (CRIS) is hiring an Employment Counselor. Please visit <http://www.cris-ohio.com/>

[humanresources.html](http://www.cris-ohio.com/humanresources.html) to view the job description. Please pass along this information to those who are interested, qualified, and have Somali and/or Arabic fluency.

*Location:* North Office  
*Reports to:* Mike McCaman  
*Type:* Full-time (40hrs/week)

#### Job responsibilities:

- Performs enrollment to secure information contributing to client's (un) employment situation and evaluates client's capacities (assessment)
- Counsels clients regarding plans for meeting needs, and aids client to mobilize inner capacities and environmental resources to improve social functioning
- Provides job development, resume preparation, job referrals, interview practice to clients, or other soft-skills training as appropriate

- Provides translation, interpretation and general support for clients as directly related to securing and retaining a job, both in the CRIS office and at the job site
- Drives to employment-related appointments with clients as necessary, even on short notice
- Reports progress of clients to their FCDJFS Case Manager

#### Education requirements:

Bachelors degree or two years experience in a directly related profession (recruiter has specifically asked for social work applicants).

### School Social Work Awards

#### School Social Worker of the Year

**Nicole Stacey, MSW, LISW**

Nicole is the Director of Counseling Services at St. Martin de Porres High School in Cleveland, Ohio. Nicole built the counseling department at St. Martin de Porres from scratch. Last year the school had it's first graduating class. 100% of seniors graduated and 100% were accepted to college. Colleagues believe that the school's success is due to it's high quality school social work services. Nicole is an inspiration to all of her colleagues and the college students who learn from her.

#### Friend of School Social Work

**Ellen Abraham**

Ellen is a school psychologist. She chairs the Northeast Action Network of the Ohio Mental Health Network for School Success. She works to bring communities and schools together. She also has educated legislators and state officials of the non-academic needs of students. She has received the Cuyahoga County Commissions Recognition "Outstanding Social Work", also she has received the Outstanding Service Award through NASW in Cleveland. She has been a member of NASW for 33 years and is also a member of the Council for Exceptional Children.



OHIO SCHOOL SOCIAL WORK ASSOCIATION (OSSWA)

# School Social Work Quarterly

## Summer Reading List!

**The Explosive Child:** A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children by Ross W. Greene, PhD.

“The *Explosive Child* lays out a sensitive, practical approach to helping your child at home and school...In *The Explosive Child*, you’ll find ways to regain your sanity and optimism and to handle your child’s difficulties competently and with compassion. With Dr. Greene’s realistic, expert advice, you and your child will discover a relationship you can both feel good about.”

**Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them** by Ross W. Greene, PhD.

“...an in-depth approach to aid parents and teachers to work together with behaviorally challenging students.”

**Teaching with Love and Logic**  
**Parenting with Love and Logic**  
**Parenting Teens with Love and Logic**  
-by Jim Fray

These books provide great information for parents and teachers. For more information and materials, visit: [www.loveandlogic.com](http://www.loveandlogic.com)

**Odd Girl Out: The Hidden Culture of Aggression in Girls** by Rachel Simmons provides an inside look into the development of young girls and the struggles with friendships.

**The Double Bind** by Chris Bohjalian provides an excellent insight into our everyday perceptions with a heartfelt story about homelessness and mental illness.

## Membership News

**Welcome new OSSWA Members!**

**Danielle Holliman**  
Associate Member

**Sarah Andrews**  
Associate Member

**Laurie Korbas**  
Student Member

**Mindy Ghaemaghamy**  
Student Member

**Jamie Declercq**  
Full Member

**Julenne Chappell**  
Renewing Full Member

Have opinions about School Social Work that you want to share?

Write to us! OSSWA is accepting member editorials to be printed in the quarterly newsletters. Editorials are accepted on an ongoing basis so send them at any time.

Email [editor@osswa.org](mailto:editor@osswa.org)

New Updates!

Visit us at  
[www.osswa.org](http://www.osswa.org)

Have ideas about how we can better represent you?

Or have ideas for programs or trainings?

Contact us via email ([editor@osswa.org](mailto:editor@osswa.org)).

As an organization we represent the School Social Workers of Ohio.  
Let your voice be heard! Contact us with feedback!

[www.osswa.org](http://www.osswa.org)