Opening
NDTAC National Conference
June 21 – 23, 2016
Keynote
NDTAC National Conference
June 21 – 23, 2016

The National Technical Assistance Center
for the Education of Neglected or Delinquent Children (NDTAC)

www.neglected-delinquent.org
Capstone Project and the Impact of the Education Advocate Case Management Model in Washington State

NDTAC 2016 Conference
American Institutes for Research (AIR) Offices
Washington DC
June 21, 2016

Kathleen Sande, OSPI Juvenile Justice Education, WA Office of the Superintendent of Public Instruction
JUNE 2008
MULTISYSTEM INTEGRATION CERTIFICATE PROGRAM

- Intense study
- Current & Future Leaders
- Increase knowledge
- Cultivate leadership skills
- Improve operation of organization
- Create mutually supportive network nationwide
- To Improve systems
- To make reforms

- 5 days in Georgetown
- Content experts
- 25 attendees:
  - Juvenile justice
  - Child welfare
  - Mental health
  - Substance abuse
  - Education
  - Other systems of care
CREATING THE WASHINGTON STATE EDUCATION ADVOCATE (EA) PROGRAM

- **Vision**: Increase transitional services to youth releasing from institutions, giving them a stable adult, someone they could count on.

- **Key Component**: Utilize existing providers across the state in the 9 Educational Service Districts, one in each region.

- **Coordination**: With facility staff to assist youth releasing from juvenile facilities as well as school staff already working with the youth.
UTILIZING DATA TO CHANGE BUSINESS PRACTICES

- Total Youth Population ages 5-17 1.14 million
- Large funding increase ($885 - $3.4 million)
- Dropout rates:
  - 9th grade 3.71%
  - 10th grade 4.36%
  - 11th grade 6.19%

- DATA Analysis:
  - Gap in re-engaging youth in school
Subpart 2 Title I D funding provides transition and dropout interventions inside & outside local short-term detention centers and in the community.

2014 annual count generated $4.3 million for school year 2015-16.
**Collaboration**

- 9 Educational Service Districts across WA
  - Local Needs Assessments
  - Select Target group to serve
  - Develop referral criteria
  - Determine how to integrate with other programs

- Hire Education Advocates to:
  - Assist youth leaving facilities
  - Coordinate with schools & families

- Juvenile Rehabilitation (JR) long-term facility staff
  - Transition coordinators
  - Facility counselors
  - School staff
Education Advocates ... USING MULTI-TIERS OF SUPPORT & CASE MANAGEMENT

PROVIDE 1-1 SERVICES

- **Assess** with a strength-based instrument
- **Develop** a student-driven success plan
- **Refer to** community services (social health, drug, alcohol)
- **Monitor** attendance
- **Tutor, GED testing**
- Career **coaching**, Academic **Testing**
- **Mentoring**

ASSIST YOUTH TO

- Overcome barriers
- Stay in school
- Connect to vocation/careers
- Improve attendance
- Improve school coordination
- Re-engage in school
- Engage with their community
- Locate viable employment
Advocacy, support and guidance to youth:

- High need = Daily monitoring & support, contact with youth and an adult support, monitor attendance, grades, peer involvement
- Moderate need = Weekly or bi-weekly monitoring and support, contact with youth and adult
- Low need = Monthly or quarterly contact and support to maintain good practices
CHALLENGES CREATING THE SYSTEM

- Creating relationships
  - Between Education and Juvenile Justice Staff
  - Between Education Advocates and Students

- Understanding Systems
  - Educational Service District System (prevention)
  - School System
  - Juvenile Justice System (state & local)

- Collecting & Reporting Data
  - Advocates understanding federal definitions
  - Reporting data to State Education Agency (OSPI)
  - Lack of a data system for reporting
ADDRESSING CHALLENGES

- Built consortium of all 9 ESD Directors
  - Aligned with the mission and vision
  - Developed relationships in local JJ community
  - Included Advocates in the process to learn systems
  - Advocates developed relationships with students

- Directors who were doing Safe & Drug Free grants
  - Learned Juvenile justice system (state & local)
  - Integrated with local schools & community services

- Federal data collection
  - Created a data collection tool
  - Created definitions
  - Reported to State Education Agency (OSPI)
NUMBER OF YOUTH SERVED

- 2011-12 served 556
- 2012-13 served 598
- 2013-14 served 628
- 2014-15 served 670
SCHOOL-BASED OUTCOMES

- Enrolled in School 15+ yrs (avg 30.8%)
- Received Credit 15+yrs (avg 33%)
- High School Diploma 18 yrs+ (avg 5.3%)

2011-12: (15+n=602/18+n=163) 32% 27% 5%
2012-13: (15+n=557/18+n=178) 33% 26% 4%
2013-14: (15+n=578/18+n=160) 40% 32% 7%
2014-15: (15+n=5/18+n=108) 26% 24% 7%
GED & POST-SECONDARY 18+YRS

- Enrolled in GED (20.3% Average)
- Awarded GED (average 11%)
- Accepted to Post Secondary (average 10.5%)
- Enrolled in Post Secondary (average 8%)

<table>
<thead>
<tr>
<th>Year</th>
<th>GED &amp; Post-Secondary 18+Yrs</th>
<th>2011-12 (n=173)</th>
<th>2012-13 (n=178)</th>
<th>2013-14 (n=160)</th>
<th>2014-15 (n=108)</th>
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</thead>
<tbody>
<tr>
<td>Enrolled in GED</td>
<td>20%</td>
<td>15%</td>
<td>12%</td>
<td>24%</td>
<td>19%</td>
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<tr>
<td>Awarded GED</td>
<td>10%</td>
<td>6%</td>
<td>18%</td>
<td>10%</td>
<td>5%</td>
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<tr>
<td>Accepted to Post Secondary</td>
<td>6%</td>
<td>4%</td>
<td>6%</td>
<td>4%</td>
<td>5%</td>
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</tbody>
</table>

Average:
- Enrolled in GED: 20.3%
- Awarded GED: 11%
- Accepted to Post Secondary: 10.5%
- Enrolled in Post Secondary: 8%
EMPLOYMENT OUTCOMES 18+YRS

Enrolled in Job Training (19.5% Average)

Obtained Employment (Average 18.8%)
Further Information

- Title 1 D funding via the US Department of Education: http://www2.ed.gov/programs/titleipartd/index.html

For additional information, contact:

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- Kristin Schutte, Olympic Educational Service District, Director Student Services Center, Lead of Education Advocates 360.405.5833, schuttek@oesd.wednet.edu
Disproportionate Minority Contact within Juvenile Justice Reform

Arizona Department of Education
Summer 2016
Arizona Juvenile Justice Reforms
"WHEN YOU SUSPEND OR EXPEL, YOU'RE BASICALLY SAYING, 'WE GIVE UP ON YOU.'"

-ARNE DUNCAN
BLACK STUDENTS ARE 3X MORE LIKELY TO BE SUSPENDED AND EXPELLED THAN WHITE STUDENTS.
Discipline Policy

› TEACHER/STAFF AUTHORITY

› Teachers and staff have the responsibility and authority to correct the behavior of any student, especially if it is of such nature as to bring discredit to the individual, the school or the student body. Disrespect directed at staff will not be tolerated.
Consequences

- **ABUSE OF STAFF**  Verbal or physical disrespect or injury to staff members acting in their capacity as district employees
- **MIN.**  Short-term suspension
- **MAX**  Expulsion
Hispanic males and black males are the most over-represented groups.

Hispanic females are the most under-represented group.

Black males were almost two times as likely to receive a major violation as other students.
AZ Initiatives

- Crossover Youth Practice Model – CJJR
  - October 2012

- School Justice Partnership – CJJR
  - October 2015

- Juvenile Detention Alternatives Initiative
School Justice Capstone Partners

- Presiding juvenile judge *
- Juvenile probation
- Juvenile prosecutor
- Juvenile public defender
- Phoenix Union HSD/Cartwright Elementary SD
- Maricopa County Ed Services Agency
- Phoenix/Scottsdale Police Departments
- ADE
- Georgetown University – Center for JJR *
- Child Protective Services
SJP Capstone Goals

- Goal 1: Reduce the number of out of school suspensions and expulsions
- Goal 2: Reduce the number of criminal referrals
- Goal 3: Increase referrals to alternative to suspension programs and services
# Alternatives to Suspensions

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<th>2014–15</th>
<th>2015–16</th>
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<tbody>
<tr>
<td>10 days</td>
<td>157</td>
<td>101</td>
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<tr>
<td>45 days</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>46–90 days</td>
<td>13</td>
<td>4</td>
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<tr>
<td>1 year</td>
<td>2</td>
<td>0</td>
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<tr>
<td>Total</td>
<td>175</td>
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