MCESA
Maricopa County Education Service Agency
Known as experts. Renowned for service.

Making Hope Happen
Transforming Juveniles through Successful Transition
MCESA

Our Why:
Everything we do, we believe there is hope for system change. We believe in re-engineering systems for the benefit of students.

Our Culture & Values:
We honor people, nurture alliances, embrace diverse perspectives, invest in others’ success and relentlessly pursue excellence.

Our Vision:
We are creating conditions for all children and youth to succeed through education innovation, economic management and executive leadership.

Our Mission:
Every child educated by an effective system.
TJST and Successful Transition

The transition to adulthood is a major life event for any youth. While all youth experience challenges in finding the right path to success, youth in secure care face additional challenges stemming from court involvement, mental health, and educational barriers. Without comprehensive support, court involved youth are more likely to drop out of high school, experience difficulty entering the workforce, decline postsecondary training, or re-enter the justice system.

Today you will learn:

- Strategies for supporting youths’ smooth transition from secure care
- How to use evidence based research to ensure juvenile success
- The TJST approach to transition and the role of the Transition Facilitator
Paradigm Shift
Changing perspectives in juvenile corrections

**Transformation**
- focusing on the total person,
- transforming through seamless transition, and developing and expanding productive skills and abilities

**Reform**
- focuses on correcting problem behavior and learning something about the problem

**Punishment**
- focuses on serving time and making amends

**Successful transition includes 3 elements:**
- It is coordinated.
- It is an outcome-oriented process.
- It promotes successful movement between the facility and the community.
School to Prison Pipeline

School to Prison Pipeline refers to the policies and practices that contribute to the increasing trend of students leaving the education system and entering the juvenile correction system*.

- Every year over 3 million students are suspended and over 100,000 are expelled, doubling the suspension rate of the 1970's (U.S Department of Education)

- Suspended and expelled students are often left unsupervised and are more likely to engage in criminal activities**

- “... research has shown that within a year of reenrolling after spending time confined, two-thirds to three-fourths of formerly incarcerated youth withdraw or drop out of school” (Perutti, 2011)***

* American Civil Liberties Union, http://www.aclu.org/racial-justice/what-school-prison-pipeline
A sea of change is underway in our nation’s approach to dealing with young people who get in trouble with the law.

Although we still lead the industrialized world in the rate at which we lock up young people, the youth confinement rate in the United States is rapidly declining.

Source: Annie E. Casey Foundation, 2013
What is TJST?

Transforming Juveniles through Successful Transition TJST is a collaboration initiated by Maricopa County Education Service Agency (MCESA) and partners with:

- Maricopa County Juvenile Probation Department
- Maricopa County Adult Probation Department and JTOP Court
- Maricopa County Sherriff’s Office (MCSO)
- Maricopa County Regional School District
- Arizona Department of Juvenile Corrections (ADJC)

- The mission of TJST is to increase the number of juveniles successfully reintegrated into the community through coordinated transition support, thereby reducing recidivism and the expense to adult and juvenile detention and jail facilities.

- Transition Facilitators are the coaches/mentors/caring adults who work with the youth and their families, to help carry out the TJST mission.
Our Goals

- By 2017, increase the number of juveniles enrolled in public traditional or non-traditional schools on track for high school graduation, college completion, &/or career readiness.

- Decrease recidivism of post-release juveniles through use of a integrated transition plan (ECAP) to ensure positive affiliations in four areas: Education and Career, Hobbies and Recreation, Home and Family, and Community and Service.

- Create authentic partnerships to enhance the engagement of all Maricopa County School Systems in achieving student education success, preventing juvenile delinquency and decreasing juvenile referrals and recidivism.
Foundational Base of TJST

**Stages of Change**

- Precontemplation
- Action
- Preparation
- Contemplation
- Maintenance
- Relapse

*Adapted from Prochaska & DiClemente*

(Prochaska, JO; DiClemente, CC. 1992)

**Risk, Needs, Responsivity model**

- Responsivity
  - Static Risk
  - Dynamic Needs
  - Treatment Matching
  - Services/Controls
  - Improved Outcomes

*Adapted from Andrews and Bonta, 2010*
*Adapted from Lowenkamp & Latessa, 2005*

(Rick Miller, Kids at Hope 1999)

(Adjusted from Tuckman's 1965 behavior-development model)
TJST Affiliations for Success

Education and Career
- On Track for HS Graduation, College &/or Career Readiness
- Increased Enrollment & Attendance
- Core Credits/Life Skills

Home and Family
- Relationships
- Food, Clothing, Safe Shelter
- Treatment/Social Services

Hobbies and Recreation
- Age-Appropriate Recreation
- Safe and Healthy Activities
- Social/Emotional Development

Community and Service
- Volunteering/Jobs
- Age-Appropriate Service Activities
- Civic Engagement
Efforts to Outcomes
How do we determine positive affiliation and juvenile success?

Stages of Change Value Statements

Community and Service Affiliation

- Participant not thinking about being involved in a community service activity.
- Participant beginning to consider participating in some community activities/organizing.
- Participant engaged in some planning efforts for activities, event, and projects in the community.
- Participant actively engaged in community/organizing project with others.
- Participant sustaining involvement in community change/organizing efforts.

© 2009 The HAMS Harm Reduction Network, Inc.
Why Target Criminogenic needs?

Research has shown that the risk of recidivism is greatly reduced (10%-30% on average) when attention is paid to criminogenic needs*

Criminogenic Needs
Domains research has shown to be the strongest predictors of potential for impact on risk reduction

- Prior and current offenses (anti-social history (static)
- Attitudes/Orientation (anti-social thinking)
- Personality/Behavior (anti-social temperament)
- Peer relations (anti-social companions)
- Family circumstances
- Substance abuse
- Education/Employment
- Leisure/Recreation

Key Concepts of a Criminogenic Risk/Need Model

Criminogenic Risk
- Factors within the individual or his/her environment associated with delinquent activity that impact the likelihood of re-offending
- Static Risk Factors - do not change

Criminogenic Need
- Factors that can be changed and, if changed, reduces the chances of future delinquent activity.
- Dynamic Risk Factors - changeable, targets for services and interventions

Responsivity
- Factors within the individual or his/her environment that affect their response to interventions (strength and protective factors)

Evidence-Based Risk/Need Assessments

- Improves decision making
- Educates about delinquency risk factors
- Determines level of risk to recidivate
- Identifies and focuses attention on criminogenic needs
- Matches proper services to needs, based on risk
- Assists in determining appropriate levels of supervision
- Establishes measurable case-specific goals
- Allocates resources to achieve better outcomes for juveniles, families, victims and their communities
- Ultimately assists in risk reduction = community protection

SOURCE: Implementing Evidence-Based Practices In Community Corrections: The Principles of Effective Intervention, National Institute of Corrections

Video: Joyce Burrell, principal investigator with AIR and juvenile justice program leader, talks about how people under 18 have better outcomes when they remain in the community with supports
What is Evidence Based Practice (EBP)?

- Better identification of offender risk, needs and strengths
- Targeted interventions, strategies and practices to address and reduce criminogenic risk factors among offenders
- Better case planning

**BOTTOM LINE: Reduction of risk = reduction in recidivism**

**SOURCE:** Implementing Evidence-Based Practices In Community Corrections: The Principles of Effective Intervention, National Institute of Corrections
Evidence Based Practice

What's the Difference?

Programs can be placed along a continuum of "proof" of effectiveness

- **Best Practices**
  - "We've done it and we like it"

- **Research-based**
  - "This program is based on sound theory and informed by research"

- **Promising Approaches**
  - "We really think this will work... but we need time to prove it"

- **Evidenced-Based**
  - "This program has been rigorously evaluated and shown to work"

How confident are we that this program is a good use of resources AND improves outcomes for children and families?

SOURCE: Implementing Evidence-Based Practices In Community Corrections: The Principles of Effective Intervention, National Institute of Corrections
8 Evidence-Based Principles of Effective Intervention

1. **Assess** risk and needs
2. **Target** interventions
3. **Enhance** intrinsic motivation
4. **Increase** positive reinforcement
5. **Skill train** with directed practice using cognitive behavioral treatment methods
6. **Engage** ongoing support in natural communities
7. **Measure** relevant processes and practices
8. **Provide** measurement feedback

SOURCE: Implementing Evidence-Based Practices In Community Corrections: The Principles of Effective Intervention, National Institute of Corrections
What does TJST EBP look like?

- Routine identification of criminogenic risk, needs and strengths
- Working directly with providers to deliver needed interventions
- Creating case plans that address strengths and needs, and incorporate SMART goals. **SMART** = Specific, Measurable, Attainable, Relevant and Time-bound
- Coaching dose and duration determined by youth’s current engagement level and risk to re-offend
- Engaging and strengthening families by implementing Motivational Interviewing and positive reinforcement
- Skill training and goal setting with juveniles
- Effective tracking, measuring and reporting outcomes
An Overview of our Approach

Elements of TJST Juvenile Transition Strategy

- Data Analysis & Research
- Evidence Based Practices
- Case Planning
- Strengths & Needs Assessment
- Aftercare
- Service Connections
- Motivational Interviewing
- Family Involvement

MARICOPA COUNTY EDUCATION SERVICE AGENCY
Motivational Interviewing

Motivational Interviewing is a treatment intervention based on principles from humanistic psychology

- It is client-centered
- It is Directive (i.e. directs client toward motivation for change, maintains focus on goal/desired outcome)
- Seeks to increase internal motivation for change through resolution of uncertainty and an increase in perceived self-efficacy

SOURCE: Denise Baegley (2013). Magellan MI Training
Motivational Interviewing

**OARS**

- **Open-ended questions** (gathers broad information, more than yes/no)
- **Affirmations** (statements of appreciation and understanding)
- **Reflective Listening** (statements that mirror what’s been said)
- **Summarizations** (brings together main points)

http://www.youtube.com/watch?v=aP55nA8fQ9I
http://www.youtube.com/watch?v=TA-RaDNVKpw
http://www.youtube.com/watch?v=4VOubVB4CTU

* Magellan MI Training, 2013
Referral Process

Referring Agency
- Referral to: Don Baum
  - Fax referral or
tjstreferrals@mcesa.maricopa.gov
  - Don enters in data
  - Assigns to Regional Coordinator

MC Juvenile Prb/ 50k

MCSJ/ Hard knocks HS

Referring Agency sends in:
- Referral
- Justice System Public Profile
- School Transcripts
- Education and Career Action Plan
- Other Pertinent Documents

Youth Assignment to Transition Facilitators (East & West)

Transition Process

Staff Meet youth in residence 2-6 weeks
- Application filled out
- Establish SMART Goals & Affiliation
- Practice Success
- Establish Resources for release
- Enter information into System

TJST Staff

Attend staffing, Court, prepare for Community

Youth

Focus of TJST: (five r affilations)
- Family and Support
- Education and Care
- Voluminous/Work
- Professional Development
- Community and Service

Youth in Residence
- Exit from Residence
- Transitioning
- Sustaining
- Aftercare

2-6 Weeks
30 Days
50-90 Days
50-180 Days
180+ Days

Transition through stages until maintains Sustainability

Enact SMART Goals in 4 Affiliations

TJST Staff

Active Engagement in Affiliations

Staff work with youth upon exit and aftercare

Connect with Resources

Connect and Establish Circle of Supports / KAAcE / Caring Adult

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TJST Case Planning

- Matches services and targets interventions to strengths and criminogenic needs
- Prioritizes and addresses needs through use of an integrated case plan
- Considers strengths and protective factors through utilization of Strengths, Needs and Cultural Discovery (SNCD) assessments
- Addresses victim and community needs by focusing on community engagement and restorative justice
- Enhances participants’ ability to achieve SMART goals
- Targets issues that are most likely to lead to an increased risk of re-offending.
<table>
<thead>
<tr>
<th>TRANSFORMING JUVENILES THROUGH SUCCESSFUL TRANSITION</th>
<th>STRENGTHS, NEEDS, CULTURAL DISCOVERY OVERVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HOME/FAMILY</strong></td>
<td><strong>STRENGTHS</strong></td>
</tr>
<tr>
<td>* Tell me about your family?</td>
<td></td>
</tr>
<tr>
<td>* Tell me about your relationship with your</td>
<td></td>
</tr>
<tr>
<td>mom/dad/siblings/guardian?</td>
<td></td>
</tr>
<tr>
<td>* If no family, who else do you go to for support?</td>
<td></td>
</tr>
<tr>
<td>* What do the rules look like at your home?</td>
<td></td>
</tr>
<tr>
<td>* What happens at home when you get in trouble?</td>
<td></td>
</tr>
<tr>
<td>* If there was anything you could change at home,</td>
<td></td>
</tr>
<tr>
<td>what would it be?</td>
<td></td>
</tr>
<tr>
<td>* Who do you go to if you need help with anything?</td>
<td></td>
</tr>
<tr>
<td>* Has anyone in your family accessed behavioral</td>
<td></td>
</tr>
<tr>
<td>health or any other type of services?</td>
<td></td>
</tr>
<tr>
<td>□ If so, what services?</td>
<td></td>
</tr>
<tr>
<td>* Tell me about your peers, positive or negative?</td>
<td></td>
</tr>
<tr>
<td>* Has there been any substance use with you or your</td>
<td></td>
</tr>
<tr>
<td>family, past or present?</td>
<td></td>
</tr>
<tr>
<td><strong>HOBBIES/RECREATION</strong></td>
<td><strong>NEEDS</strong></td>
</tr>
<tr>
<td>* What do you like to do for fun?</td>
<td></td>
</tr>
<tr>
<td>* What do you do in your free time?</td>
<td></td>
</tr>
<tr>
<td>* Do you have any hobbies, play any sports?</td>
<td></td>
</tr>
<tr>
<td>□ Did you when you were younger?</td>
<td></td>
</tr>
<tr>
<td>* What do you and your peers do for fun?</td>
<td></td>
</tr>
<tr>
<td>* If we could get you into the activity of your</td>
<td></td>
</tr>
<tr>
<td>choice would you be willing to participate?</td>
<td></td>
</tr>
<tr>
<td>* What other interests do you have (e.g., drawing,</td>
<td></td>
</tr>
<tr>
<td>art, writing, singing, wrestling, boxing,</td>
<td></td>
</tr>
<tr>
<td>staying healthy, etc.)?</td>
<td></td>
</tr>
<tr>
<td><strong>FAMILY/YOUTH DESIRED OUTCOMES (goals/vision)</strong></td>
<td><strong>STRENGTHS</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FAMILY/YOUTH DESIRED OUTCOMES (goals/vision)</strong></td>
<td><strong>NEEDS</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TJST Monthly Plan

LAST MONTH...
Steps I made toward meeting my goals:

Challenges I had in trying to reach my goals:

What Contributed to the Progress/Challenges?

THIS MONTH...

<table>
<thead>
<tr>
<th>Overarching Goal (OG)</th>
<th>How Close Are You to Reaching Your OG?</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;The Big Picture&quot;</td>
<td>Not Close 0 1 2 3 4 5 6 7 8 9 10 Goal Met!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediary Goal (SMART)</th>
<th>Action Steps to Reach My Goal</th>
<th>Challenges that might get in my way &amp; my plan for dealing with them</th>
<th>Resources I Might Need to Reach My Goal</th>
<th>Who Will Complete This Action Step/People Who Can Help</th>
<th>Date Action Step or Task Will Be Completed</th>
<th>Met? Y/N/IP</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;All Part of My Plan&quot;</td>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What incentives do I have to reach my goal(s)? What will I gain by reaching my goal(s)?

Additional Information:

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## Measuring Performance

<table>
<thead>
<tr>
<th>How do we Measure?</th>
<th>What do we track?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Solutions Data Management</td>
<td>Referrals by Agency</td>
</tr>
<tr>
<td></td>
<td>Youth demographic and profile data</td>
</tr>
<tr>
<td>Efforts to Outcomes</td>
<td>Outcomes, Recidivism</td>
</tr>
<tr>
<td>GIS Mapping</td>
<td>Community Resources, by area</td>
</tr>
<tr>
<td>Strengths Needs Cultural Discovery (SNCD)</td>
<td>Individual and family strengths, barriers and goals</td>
</tr>
<tr>
<td>Monthly TJST Case Plan</td>
<td>Incremental Data</td>
</tr>
</tbody>
</table>
Goal Attainment Achieved through:

• Engaging youth and families in transformation
• Increased dose & duration of services
• Increased connections with community and school partners
• Increased community awareness and mobilization
• Creating conditions for youth and family success
# TJST Progress Toward Goals: 2 yr. Target

**Goal 1:** By 2017, increase the number of juveniles enrolled in public traditional or non-traditional schools on track for high school graduation, college completion, &/or career readiness.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Development Year</th>
<th>2 Yr. Target</th>
<th>3 Yr. Target</th>
<th>4 Yr. Target</th>
<th>5 Yr. Target</th>
<th>Achievement to Date</th>
<th>Progress Towards 2 Yr. Target-25%</th>
<th>Data Source/Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1.1:</strong> By 2017, 600 post-release juveniles will earn HS graduation credits or a GED in Transition Education Program</td>
<td>0</td>
<td>150</td>
<td>300</td>
<td>450</td>
<td>600</td>
<td>36</td>
<td>24%</td>
<td>Education/Credit Tracker - ETO</td>
</tr>
<tr>
<td><strong>Objective 1.2:</strong> By 2017, 600 post-release juveniles will be enrolled in public traditional, non-traditional or charter school.</td>
<td>0</td>
<td>150</td>
<td>300</td>
<td>450</td>
<td>600</td>
<td>92</td>
<td>62%</td>
<td>Education/Credit Tracker - ETO</td>
</tr>
<tr>
<td><strong>Objective 1.3:</strong> By 2017, 120 post-release juveniles will earn at least 5 core HS credits within a calendar year.</td>
<td>0</td>
<td>30</td>
<td>60</td>
<td>90</td>
<td>120</td>
<td>143</td>
<td>477%</td>
<td>143 Students earned a total of 101 core credits</td>
</tr>
<tr>
<td><strong>Objective 1.4:</strong> By 2017, 300 post-release juveniles will miss fewer than 10 days of school.</td>
<td>0</td>
<td>75</td>
<td>150</td>
<td>225</td>
<td>300</td>
<td>71</td>
<td>95%</td>
<td>Education/Credit Tracker - ETO</td>
</tr>
</tbody>
</table>
**TJST Progress Toward Goals: 2 yr. Target**

**Goal 2:** Decrease recidivism of post-release juveniles through use of a single case transition plan (ECAP) to ensure positive affiliations in four areas: Education and Career, Hobbies and Recreation, Home and Family, and Community and Service.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Development Year</th>
<th>2 Year Target</th>
<th>3 Year Target</th>
<th>4 Year Target</th>
<th>5 Year Target</th>
<th>Achievement To Date</th>
<th>Progress Towards 2 Year Target-25%</th>
<th>Data Source/Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 2.1:</strong> By 2017, 1200 students exiting secure care will have an integrated case transition plan (ECAP) to inform their decision-making, establish goals, &amp; direct behavior.</td>
<td>0</td>
<td>300</td>
<td>600</td>
<td>900</td>
<td>1200</td>
<td>223</td>
<td>74%</td>
<td>Educator/Credit Tracker - ETO</td>
</tr>
<tr>
<td><strong>Objective 2.2</strong> By 2017, 900 post-release students will be positively affiliated with Education and Career.</td>
<td>0</td>
<td>225</td>
<td>450</td>
<td>675</td>
<td>900</td>
<td>166</td>
<td>74%</td>
<td>Criteria for Positive Affiliation</td>
</tr>
<tr>
<td><strong>Objective 2.3:</strong> By 2017, 600 post-release students will be positively affiliated with Hobbies and Recreation.</td>
<td>0</td>
<td>150</td>
<td>300</td>
<td>450</td>
<td>600</td>
<td>67</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 2.4:</strong> By 2017, 900 post-release juveniles will be positively affiliated with Home and Family.</td>
<td>0</td>
<td>225</td>
<td>450</td>
<td>675</td>
<td>900</td>
<td>119</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 2.5:</strong> By 2017, 300 of post-release juveniles will be positively affiliated with Community and Service.</td>
<td>0</td>
<td>75</td>
<td>150</td>
<td>225</td>
<td>300</td>
<td>40</td>
<td>53%</td>
<td></td>
</tr>
</tbody>
</table>

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Criteria for Positive Affiliation:
- **Aware of 2-4 is considered positively affiliated.**
- **0 - Participant is unaware of the process of change and does not recognize the need to set goal in the affiliation.**
  - 1 - Participant is beginning to consider how the area that falls under the affiliation affects his/her progress towards their goals in the affiliation.
  - 2 - Participant is engaged in some planning efforts and able to understand and articulate his/her process of change related to the affiliation.
  - 3 - Participant is actively engaged in activities necessary to reach his/her goals in the affiliation.
  - 4 - Participant is sustaining involvement in working towards goals in the affiliation.

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# TJST Progress Toward Goals: 2 yr. Target

**Goal 3:** Create authentic partnerships to enhance the engagement of all Maricopa County School systems in achieving student education success.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Development Year</th>
<th>2 Year Target</th>
<th>3 Year Target</th>
<th>4 Year Target</th>
<th>5 Year Target</th>
<th>Achievement To Date</th>
<th>Progress Towards 2 Year Target 25%</th>
<th>Data Source/Comment</th>
</tr>
</thead>
</table>
| **Objective 3.1:** By 2017, 58 alternative education programs will receive comprehensive training on Evidence-Based Practice (EBP) for preventing juvenile delinquency. | 0                | 14.5          | 29            | 43.5          | 58            | 12                  | 83%                                 | Alternative education programs received training:  
  - Maricopa County Public Health Streets of Success  
  - Maricopa County Public Health LGBTQ Training  
  - ADE Safe and Secure Schools |

The Problem Oriented Screening Instrument for Teenagers (POSIT) has been identified as the risk/needs assessment to be used. The POSIT, available in English and Spanish language versions, is a brief screening tool, using a yes/no response format, designed to identify problem and the potential need for service in 10 functional areas, including substance use/abuse, mental and physical health, family and peer relations, vocation, and special education. The POSIT will be introduced to the TJST Alternative Partner Schools as a pilot prior to recommending to district schools.

| Objective 3.2: By 2017, create or identify a risk/needs assessment to identify the appropriate levels of intervention needed to interrupt a juvenile’s path to delinquency. | 0 | 50 | 100 | 150 | 200 | 22 | 44% | Teacher and administrators received training to date:  
  - Maricopa County Public Health Streets of Success  
  - Maricopa County Public Health LGBTQ Training  
  - ADE Safe and Secure Schools  
  - Teen Addiction Anonymous  
  Other trainings to be offered based on survey of school needs as relationships are developed. |
TJST Alliance Partner Schools Update

TJST MOU Update:
- 18 MOUs have been fully executed to date
  - 35 Schools
- District Alternative Schools – Chandler; Tempe & Tolleson (pending)
- Other Schools serving TJST Youth – Peoria Accelerated, Sun Valley, RCB

TJST Alliance Partner School Opportunities Through MCESA:
- Training opportunities provided through TJST community partners
  - Maricopa County Public Health Streets of Success- at 2 TJST Partner Schools
  - Teen AA Training
- Safe and Secure School Workshop (ADE)
- Building Futures: A Second Act Grant Professional Development — Series of 5
- Teen AA meetings being facilitated by TJST Transition Facilitators at Genesis
- Recruiting volunteers to tutor TJST youth
- Connecting with Touchstone Behavioral Health

Post Secondary Enrollment for TJST Youth:
- Community Colleges- 9 youth currently attending
TJST Data Reports

- **Source:** ETO Data Tracking System
- **Term:** June 6, 2013 – March 26, 2014

**Gender Distribution:**
- Male: 90.48%
- Female: 9.52%

**Race Distribution:**
- Caucasian: 15.02%
- Hawaiian or Pacific Islander: 6.72%
- Hispanic: 55.34%
- African-American: 20.89%
- Other: 1.10%
- Native American: 1.23%
- Multi-Racial: 1.10%

**Participants by Age:**

<table>
<thead>
<tr>
<th>Age</th>
<th># of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>16</td>
<td>53</td>
</tr>
<tr>
<td>17</td>
<td>76</td>
</tr>
<tr>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>19</td>
<td>24</td>
</tr>
<tr>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>21</td>
<td>3</td>
</tr>
</tbody>
</table>
## Transition Stages Summary

### (Secure Care)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Avg Days</th>
<th>% of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forming (31 days or more prior to release - In Residence)</td>
<td>156</td>
<td>14%</td>
</tr>
<tr>
<td>Norming (30 days or less prior to release - In Residence)</td>
<td>48</td>
<td>12%</td>
</tr>
<tr>
<td>Storming (First 30 days - Exit from Residence)</td>
<td>64</td>
<td>17%</td>
</tr>
<tr>
<td>Performing (Day 31 - Day 90</td>
<td>120 - Aftercare)</td>
<td>82</td>
</tr>
<tr>
<td>Transforming (Day 91 - 180</td>
<td>270 - Aftercare)</td>
<td>94</td>
</tr>
<tr>
<td>Sustaining (Day 180 - beyond - Aftercare)</td>
<td>33</td>
<td>6%</td>
</tr>
<tr>
<td>Relapse (return to residence)</td>
<td>73</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Sum:</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
**Additional Data**

<table>
<thead>
<tr>
<th>City</th>
<th># of Participants</th>
<th>% of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avondale</td>
<td>2</td>
<td>0.73%</td>
</tr>
<tr>
<td>Cashion</td>
<td>2</td>
<td>0.73%</td>
</tr>
<tr>
<td>Chandler</td>
<td>21</td>
<td>7.69%</td>
</tr>
<tr>
<td>Flagstaff</td>
<td>1</td>
<td>0.37%</td>
</tr>
<tr>
<td>Gilbert</td>
<td>4</td>
<td>1.47%</td>
</tr>
<tr>
<td>Glendale</td>
<td>33</td>
<td>12.09%</td>
</tr>
<tr>
<td>Gray Mountain</td>
<td>1</td>
<td>0.37%</td>
</tr>
<tr>
<td>Laveen</td>
<td>1</td>
<td>0.37%</td>
</tr>
<tr>
<td>Mammoth</td>
<td>1</td>
<td>0.37%</td>
</tr>
<tr>
<td>Mesa</td>
<td>45</td>
<td>16.48%</td>
</tr>
<tr>
<td>Peoria</td>
<td>5</td>
<td>1.83%</td>
</tr>
<tr>
<td>Phoenix</td>
<td>145</td>
<td>53.11%</td>
</tr>
<tr>
<td>Scottsdale</td>
<td>1</td>
<td>0.37%</td>
</tr>
<tr>
<td>Tempe</td>
<td>6</td>
<td>2.20%</td>
</tr>
<tr>
<td>Tolleson</td>
<td>3</td>
<td>1.10%</td>
</tr>
<tr>
<td>Youngtown</td>
<td>2</td>
<td>0.73%</td>
</tr>
<tr>
<td><strong>Sum:</strong></td>
<td><strong>273</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

- **CPS Involvement:** This data represents youth that have both CPS and juvenile justice involvement currently.
  - 14% (37 youth) - CPS Involvement
- **Education/Career Status:** For the 185 youth that are in the community.
  - 43% - Enrolled in School
  - 18% - Obtained diploma or GED
  - 10% - Currently working
Positive Affiliation & Relapse

This data represents the number of youth in the community that are positively affiliated.

Criteria for Positive Affiliation

A score of 2-4 is considered positively affiliated.

0 - Participant is unaware of the process of change and does not recognize the need to set goal in the affiliation.
1 - Participant is beginning to consider how the area that falls under the affiliation affects his/her progress towards their goals in the affiliation.
2 - Participant is engaged in some planning efforts and able to understand and articulate his/her process of change related to the affiliation.
3 - Participant is actively engaged in activities necessary to reach his/her goals in the affiliation.
4 - Participant is sustaining involvement in working towards goals in the affiliation.

<table>
<thead>
<tr>
<th>Affiliation</th>
<th>% of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community and Service</td>
<td>10%</td>
</tr>
<tr>
<td>Education and Career</td>
<td>43%</td>
</tr>
<tr>
<td>Hobbies and Recreation</td>
<td>17%</td>
</tr>
<tr>
<td>Home and Family</td>
<td>30%</td>
</tr>
</tbody>
</table>

Cumulative Relapse data (since June 6, 2013 n=47): This data indicates the percentage of youth that have relapsed, the stage when the relapse occurred and the reason for relapse.

<table>
<thead>
<tr>
<th>Stage when youth relapsed</th>
<th>% of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norming</td>
<td>2%</td>
</tr>
<tr>
<td>Storming</td>
<td>20%</td>
</tr>
<tr>
<td>Performing</td>
<td>70%</td>
</tr>
<tr>
<td>Transforming</td>
<td>9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason for Relapse</th>
<th>% of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a Consequence</td>
<td>14%</td>
</tr>
<tr>
<td>New Crime</td>
<td>8%</td>
</tr>
<tr>
<td>New Crime Violation</td>
<td>12%</td>
</tr>
<tr>
<td>Violation</td>
<td>66%</td>
</tr>
</tbody>
</table>
“Building Futures: A Second Act”

- **Granting Agency:** U.S. Dept. of Justice; Office of Juvenile Justice and Delinquency Prevention (OJJDP)
- **Award Amount:** $750,000 + $750,000 match = $1.5 Million
- **Term of Grant:** 1 year; October 1, 2013 – September 30, 2014
- **Partners:** ADJC, MC Juvenile Probation, MC Human Services & MCESA as Lead
- **Target Population:** 100 youth & families from 5 geographical areas in Maricopa County (85224 & 25-Chandler; 85296-Gilbert; 85031 & 85033- Maryvale) **(Catchment area expanded to entire county – Grant Adjustment Notice (GAN) approved 2/18/14)**
- **Program Goal:** Decrease juvenile recidivism through innovative cross-system collaboration for medium to high risk juvenile justice system youth transitioning to the community.
- **Progress to Date:**
  - Core Planning Team met in November, January, Conf. Call in March & April. Will meet quarterly
  - Committee Structure: Program, Finance, Research. Will meet as needed
  - MCESA Grant Management Team. Meets monthly
  - Data Coordinator hired (Tina Bolt) and External Evaluator Contract awarded- LeCroy & Milligan
  - 19 TJST youth enrolled as BFSA grant youth to date
  - First in a series of five Professional Development/Training events held on April 1, 2014 – Topic, EBP; 145 in attendance. 2nd event schedule for June 12, 2014 – Topic, AZYAS
  - Site visit with Technical Advisors from New York & Washington, D.C. – April 8-9, 2014
Contact Information

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Maricopa County Education Service Agency (MCESA)
dorothy.wodraska@mcesa.maricopa.gov
602-506-2469

Website: