



**The National
Evaluation and
Technical
Assistance Center**

for the
Education of Children and Youth
Who Are Neglected, Delinquent
or At-Risk (NETAC)

Strand 2: Promoting Change

www.neglected-delinquent.org



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Using Data To Identify and Promote the Implementation of Effective Transition Strategies

Moderator: Greta Colombi, NDTAC

Panelists: Dorothy Wodraska, Maricopa County Education Service Agency; Darryl Washington, Alabama Department of Education; and Nicholas Read, NDTAC

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Transforming Lives and Re-connecting Youth Through Successful Transition



The Challenge, The Opportunity, The Benefits



CHALLENGE

- Too Many Youth Involved in Juvenile Justice System
- High Drop Out Rate – 30%
- High Cost – Average Incarceration Costs \$50,000 Per Youth Annually
- Lifetime of Lost Opportunities
- Multiple Youth-serving Systems Lack Collaboration and Communication

OPPORTUNITY

- Utilize Evidence-Based Practices Focused on Positive Youth Development
- Promote Educational Success While In, and After Transitioning from Incarceration
- Ensure Successful Affiliation in Four Critical Domains: Education and Career; Home and Family; Hobbies and Recreation; and, Community and Service

BENEFITS

- Fewer Youth Involved In the System
- Respect for Law and Understanding Rights and Responsibilities of Freedom and Civic Engagement
- Success for Youth and Parents
- Cost Savings, Increased Public Safety and Quality of Life for The Community

Challenge, Opportunity, Benefits

Stages of Transition



A Systemic Approach

Four Affiliations



ECAP Definition

An **ECAP** reflects a student's current plan of coursework, career aspirations, and extended learning opportunities.



Students Set Personal Goals in Four Areas:

- Education and Career
- Home and Family
- Community and Service
- Hobbies and Recreation

Stage 1 Entry into Justice System	Education and Career Action Plan (ECAP) for Coordination, Outcome-Oriented Focus, and Successful Movement between Agencies		
	Stage 2 In Residence	Stage 3 Exit from Incarceration	Stage 4 Aftercare
Functions of the Court System Outside the Scope of the Education Program	<ul style="list-style-type: none"> • Diagnostic Academic Assessment • Career & Interest Inventory • Establishment of ECAP • Life Skills Instruction • Individual Educational Program of Study • Mental Health Services Provided as Appropriate 	<ul style="list-style-type: none"> • Approved Transition School Placement • Improvement of Skills • Earning of Credits • Transition to Traditional High School • Develop Affiliations with Home & Family; Hobbies & Recreation; Community & Service; Education & Career • Mental Health Services 	<ul style="list-style-type: none"> • Traditional High School Placement • Ensure Credit Transfer • Maintain Affiliations with Home & Family; Hobbies & Recreation, Community & Service; and, Education & Career • Track Progress & Growth • High School Graduation, Post-Secondary, and Career • Mental Health Services

ECAP and the Four Stages of Transition

Strategic Priority: Ensure safe communities

Strategic Goal: Reducing Juvenile Recidivism

Why is This Important?

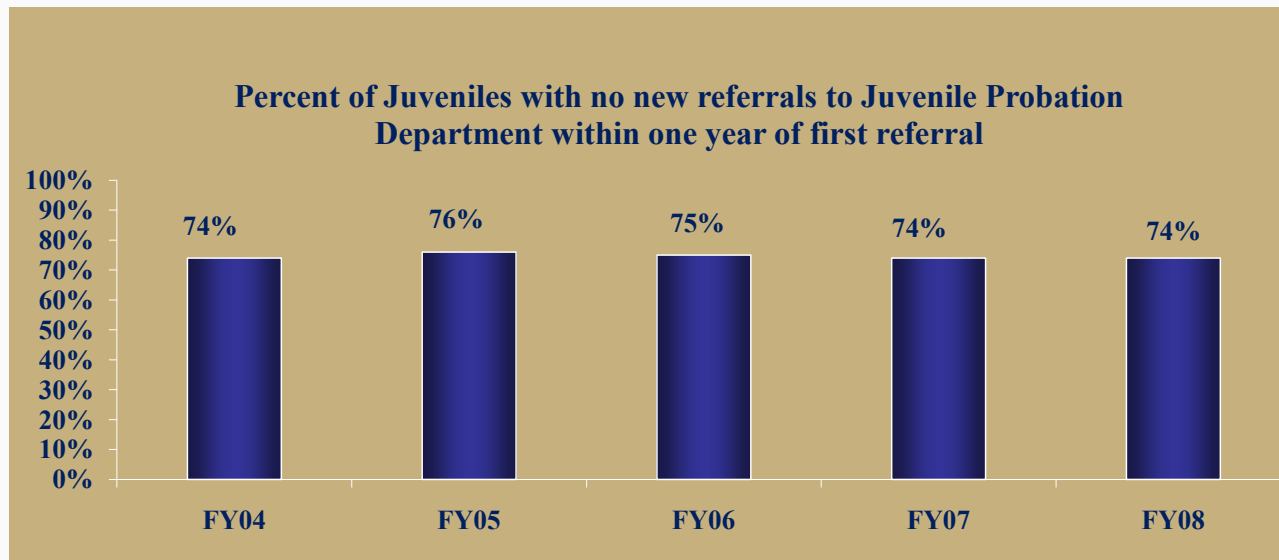
By 2015, the rate of juvenile recidivism will be at or less than 15%.

Key Issues: Crime Rates, Justice System

Reducing the involvement of juveniles with the criminal justice system is a major objective for Maricopa County. This goal is aimed at decreasing the number of juveniles who commit repeat offenses and come into contact with the justice system.

Where We Are:

Note: data on the overall juvenile recidivism rate in Maricopa County is not yet available. The chart below represents juveniles who come into contact with the Juvenile Probation Department, and is a proxy for juvenile recidivism in the County.



Source: Maricopa County Juvenile Probation Department



Maricopa County Juvenile Population
Ages 8-17

• 549,844

Delinquency
Petitions

• 12,112

Detained,
Committed and
Incarcerated

• 8,343

Maricopa County Juvenile Court Statistics - 2010



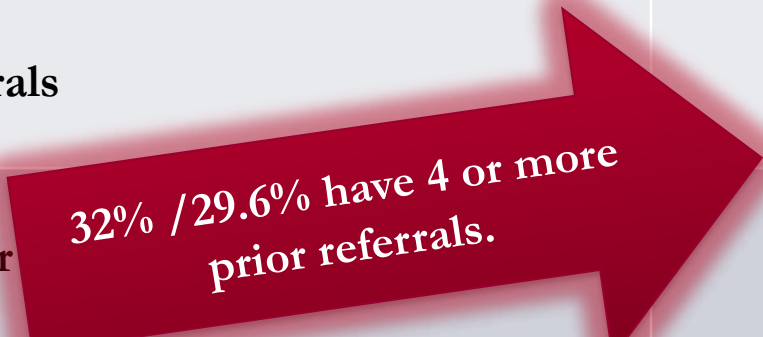
Data

"Juveniles Processed in the Arizona Court System", 2010; "Maricopa County Juvenile Probation Department Data Book", 2010

Standard Probation

Conditional freedom granted by the juvenile court to an adjudicated juvenile on the condition of continued good behavior and regular reporting to a probation officer.

No. of prior referrals	State (9,351)	County (4,443)
"0" prior referrals	21.8%	21%
"1-3" prior referrals	46.1%	49.3%
"4-6" prior referrals	19.5%	29.6%
"7 or more" prior	12.5 %	



32% / 29.6% have 4 or more prior referrals.

Data

"Juveniles Processed in the Arizona Court System", 2010; "Maricopa County Juvenile Probation Department Data Book", 2010

Juvenile Intense Probation (JIPS)

JIPS is a sentencing consequence used by the juvenile court judges for those youth who are in need of a higher level of supervision and a structured programming enacted into law in 1987.

No. of prior referrals	State (1,568)	County (560)
"0" prior referrals	4.53%	2.85%
"1-3" prior referrals	22.76%	18.21%
"4-6" prior referrals	29.52%	78.92%
"7 or more" prior referrals	43.17%	

72.69% / 78.92% have 4 or more prior referrals.

Data

“Juveniles Processed in the Arizona Court System”, 2010

42.24 % of
the referred
students
are not
on their way
to graduation
and are not
affiliated.

Education Status of 41,040 Juveniles Referred			
Enrolled	23,456	57.15%	
Graduated	217	0.53%	
GED	29	0.07%	
Not Enrolled	1,727	4.21%	Probably unaffiliated
Expelled	97	0.24%	Probably unaffiliated
Suspended	138	0.34%	Probably unaffiliated
Withdrawn	237	0.58	Probably unaffiliated
Unknown	15,139	36.89%	Probably unaffiliated

Data

“Juveniles Processed in the Arizona Court System”, 2010

65.02 % of
the detained
students
are not
on their way
to graduation
and are not
affiliated.

Education Status of 9,519 Juveniles Detained			
Enrolled	3,259	34.24%	
Graduated	52	0.55%	
GED	18	0.19%	
Not Enrolled	653	6.86%	Probably unaffiliated
Expelled	31	0.33%	Probably unaffiliated
Suspended	57	0.60%	Probably unaffiliated
Withdrawn	102	1.07%	Probably unaffiliated
Unknown	5,347	56.17%	Probably unaffiliated

Juvenile Referrals by Zip Code

“Maricopa County Juvenile Probation Department Data Book”, 2010

Ranking	Zip	City	Number
1	85225	Chandler	1,053
2	85301	Glendale	777
3	85323	Phoenix (Avondale)	649
4	85041	Phoenix	628
5	85204	Mesa	616
6	85035	Phoenix (Maryvale)	598

WHY REINVENT?

- **The existing traditional educational model was not effective in meeting the individual needs of all students.**
- **There was a need to expand and enhance communication, collaboration and coordination with the judiciary, juvenile probation, juvenile detention and community organizations.**
- **The annual cost of detaining a youth in Maricopa County is \$38,000.**

Education Tracks



Skills Enhancement – Below 7.0 in Reading

- Two hours - Mathematics
- Two hours – Reading and Writing
- One hour – Transition/ Life Skills



Credit Recovery – 7.0 or Greater in Reading Math and Language Arts

- Four Hours of Individualized and Targeted Coursework
- One hour – Transition/ Life Skills



General Educational Development (GED) 7.0 or Greater in Reading & 6.5 in Math/ L.A.

- Four Hours of Individualized and Targeted Coursework
- One hour – Transition/ Life Skills

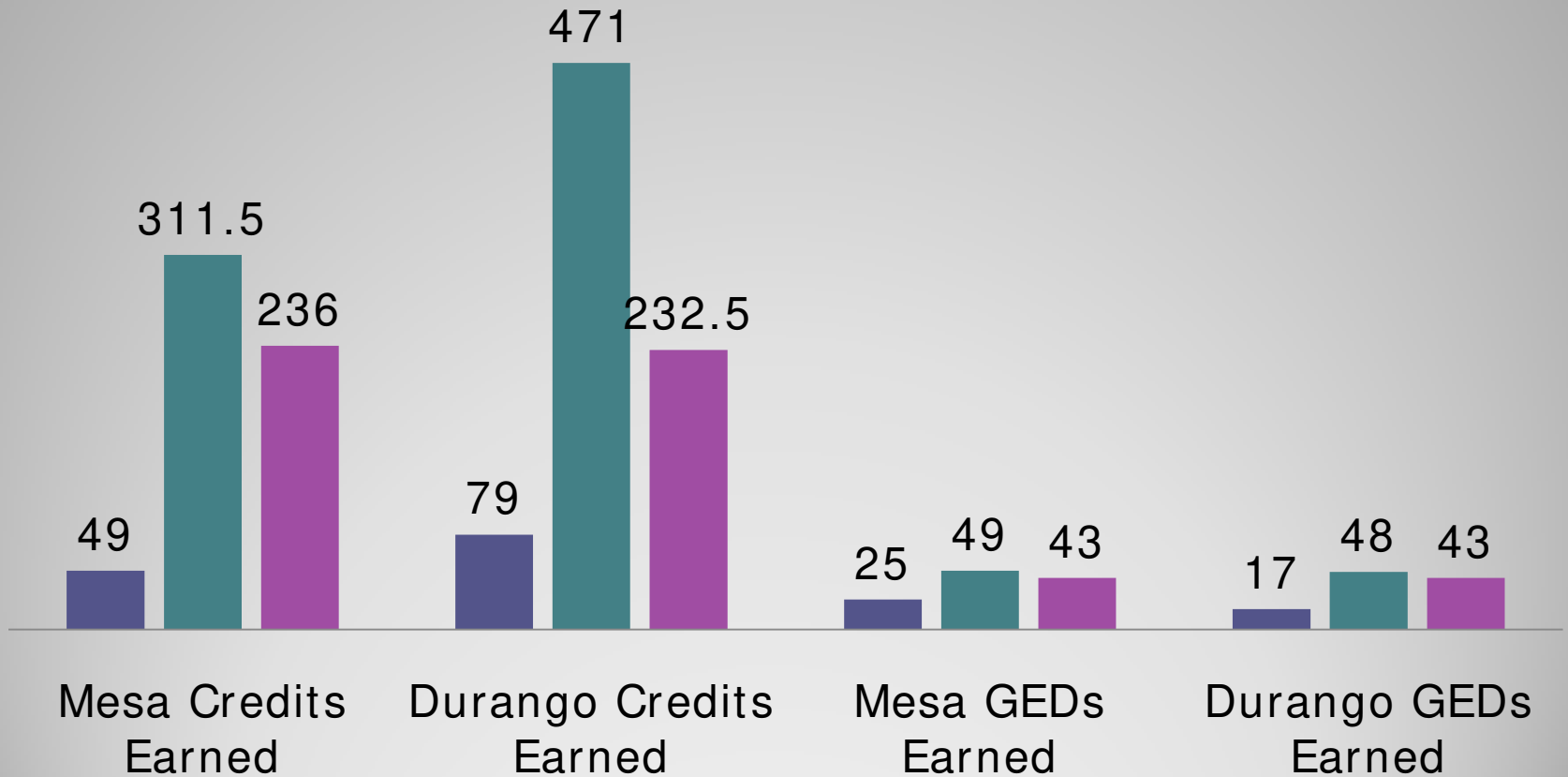
Reading Endorsement



- Data indicates that the majority of detained students enter the facility/ school reading about two to three years below grade level.
- Based on this data, MCRSD required and paid for all instructional staff to obtain a Reading Endorsement for the 2009 – 2010 school year.

3-Year Comparison

■ 2009 ■ 2010 ■ 2011



Credits and GEDs Earned



Collaboration with Community Organizations

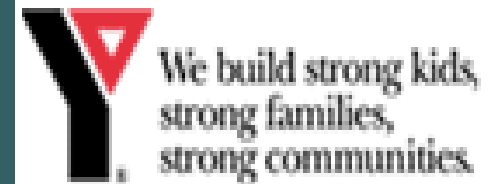
Continued Hope
High School South



Continued Hope
High School East



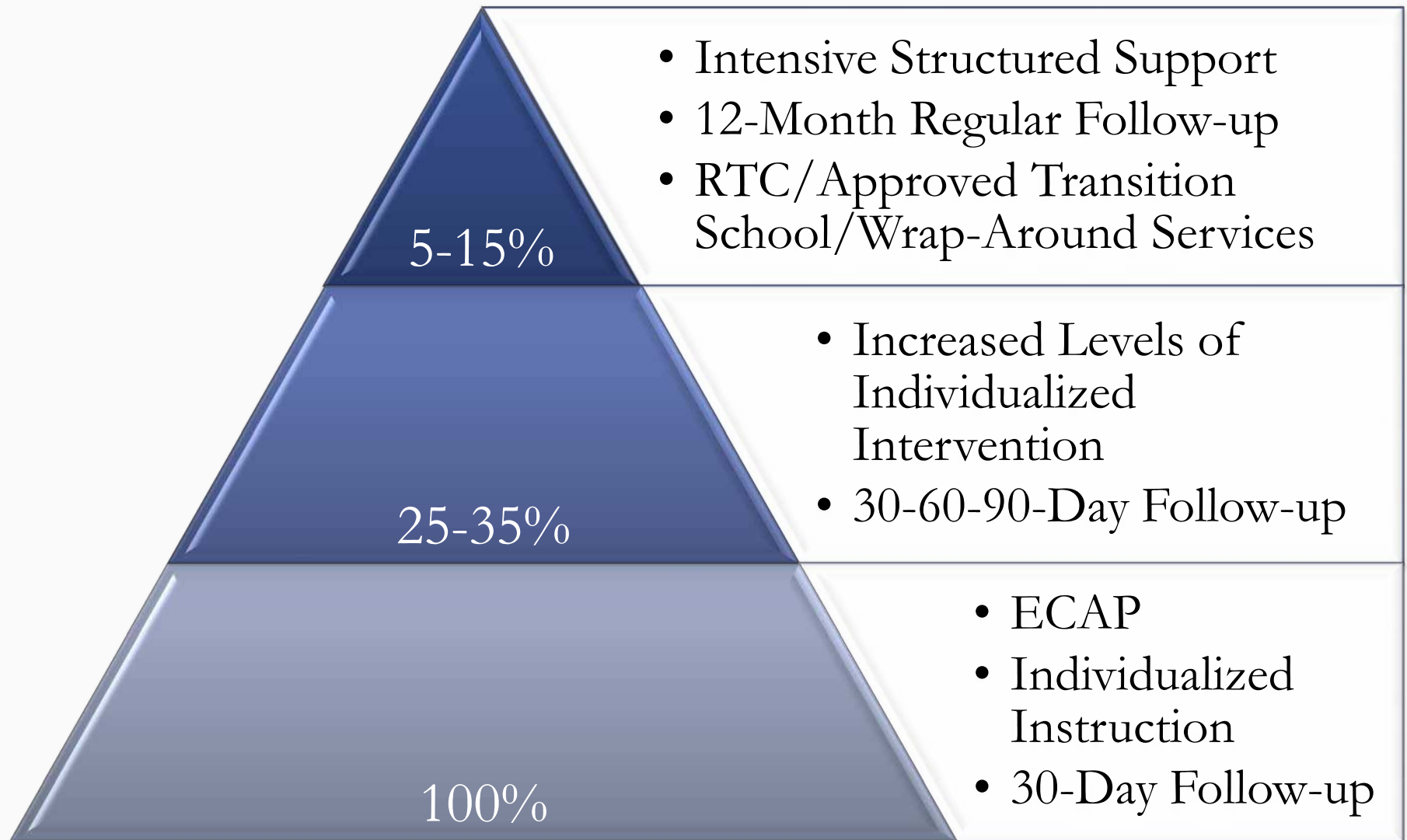
Continued Hope
High School West



“It takes a Village...”

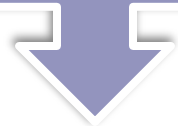
External Transition Program

Pyramid of Transition Intervention

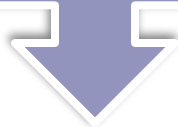


Ensuring youth have competence and confidence to succeed in school and life. Evidence will be reduced recidivism and positive affiliations in the community.

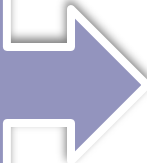
**REVIEW
POWERSCHOOL
FOR STUDENTS IN
TARGETED ZIP
CODES**



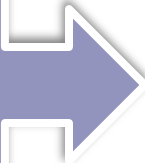
**MEET WITH
DETAINED
STUDENTS**



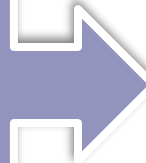
**CONTACT
PARENT AND
PROBATION
OFFICER**



**REVIEW
PORTFOLIO
AND
FORMULATE
TRANSITION
PLAN**



**IMPLEMENT
TRANSITION
PLAN**



**PROVIDE
CONTINUOUS
SUPPORT TO
STUDENT, PARENT
AND PROBATION
OFFICER**



**TRACKING
THROUGHOUT
PROBATIONARY
PERIOD OR 9
MONTHS**

STUDENT IS SUCCESSFUL IN:

- EDUCATION & CAREER
- HOBBIES & RECREATION
- HOME & FAMILY
- COMMUNITY & SERVICE

The Role of the External Transition Facilitator



MYTAC Vision

Successfully integrating youth through the strength of our community.

MYTAC Mission

To develop a sustainable program design that connects services for released students in a manner that demonstrates measurable gains.

Solution Team: MYTAC Council

Connecting the Dots

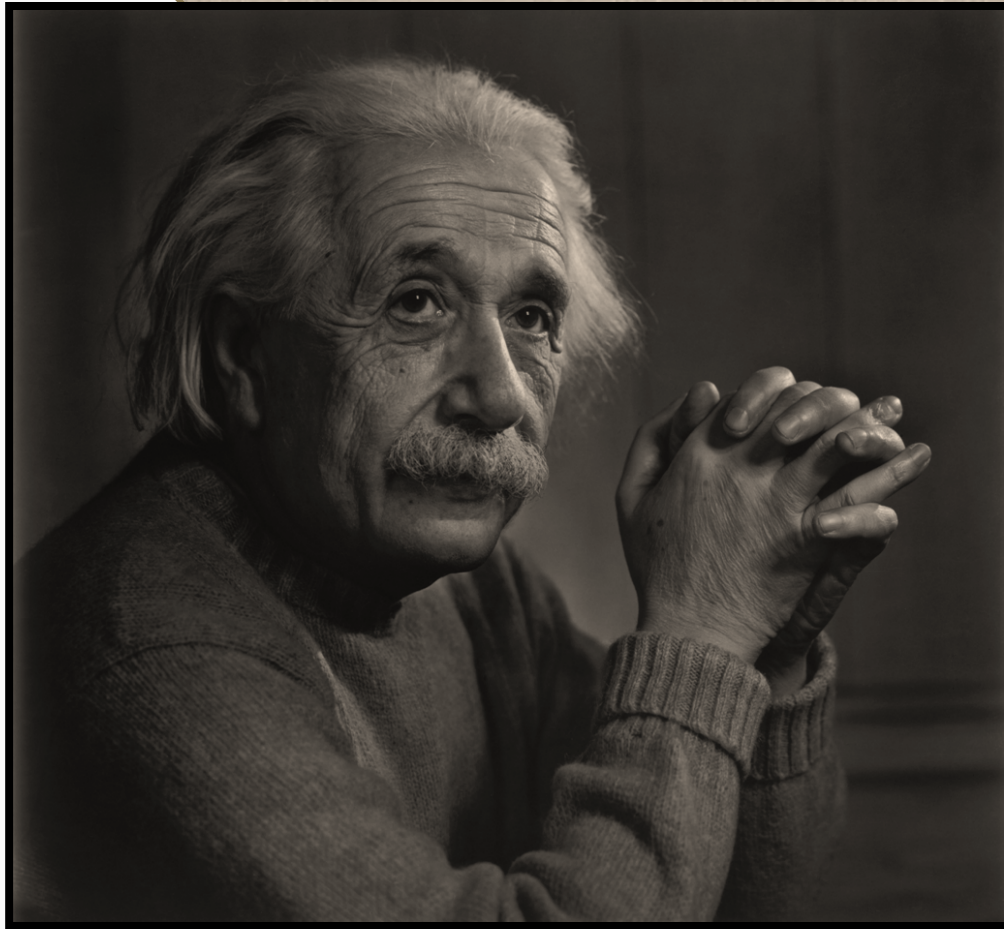
**Programs and
Services**

**Fiscal
Sustainability**

**Measurable
Outcomes**

Vision for MYTAC





“We can’t solve problems by using the same kind of thinking we used when we created them.”

— **Albert Einstein**



MCESA

Maricopa County Education Service Agency

*We are Leaders who ensure that all children and youth have
the expectations, opportunities, and support to succeed.*

Known as Experts. Renowned for Service.

Transitioning Children From Correctional Institutions to Schools

Darryl Washington

Educational Specialist

Federal Programs Section

Alabama Department of Education

Records Transfer and Its Importance to Transition

- The efficient transfer of records is:
 - Vital to a youth's academic success as he or she transitions through the juvenile justice system and different educational settings
 - Allows for continuity of learning and supports
 - Gives program staff essential information to evaluate and accommodate the needs of a student

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Programming

2007-2008, Alabama, Subpart 1

Table 2. Beneficiaries of Funding

	Neglect Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs	Total	% of National Total
Alabama							
Number of Programs	0	0	5	11	0	16	2.0%
Number of Students (unduplicated count)	NA	NA	1,802	621	NA	2,423	1.8%
United States							
Number of Programs	88	95	284	281	38	786	100%
Number of Students (unduplicated count)	6,637	44,201	47,695	31,125	2,202	131,860	100%

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Programming

2007-2008, Alabama, Subpart 2

Table 2. Beneficiaries of Funding

	Neglect Programs	Juvenile Detention	Juvenile Corrections	At-Risk Programs	Other Programs	Total	% of National Total
Alabama							
Number of Programs	13	13	20	13	0	59	1.8%
Number of Students (unduplicated count)	639	4,021	2,772	1,626	NA	9,058	2.6%
United States							
Number of Programs	733	1,237	739	482	38	3,229	100%
Number of Students (unduplicated count)	28,668	228,909	52,030	36,912	5,927	352,446	100%

STRATEGY ONE

Ensure Accurate, Complete, Useful, Timely, and Confidential Records and Records Transfer

- Ensure that records are accurate and complete
- Ensure that the data collected are useful and provide information necessary to inform decisions
- Ensure that records are transferred in a timely manner
- Ensure that information is handled discreetly and confidentially to protect the youth's and family's privacy

STRATEGY TWO

Identify Pertinent Federal, State, and Local Laws

- Lack of effective records transfer and information sharing can be the result of *perceived Federal and State legal constraints on the agencies* involved
- Agency staff involved in the records transfer process should understand:
 - The Federal, State, and local laws governing the transfer and sharing of youth records
 - General policy regarding youth confidentiality

STRATEGY THREE

Collaborate and Communicate With All Involved Individuals and Agencies

- Encourage open and ongoing communication across agencies
- Establish what information to include (e.g., IEP, course credits and certificates earned, test scores) and create a timeline
- Delegate responsibilities (e.g., receiving and releasing youth records, coordinating activities between partnering facilities)
- Enlist the help and support of family members
- Establish follow-up procedures

STRATEGY FOUR

Develop and Use an Electronic Data System

- Help transfer and maintain records for youth in the juvenile justice system
- Systems developed across the State allow schools and facilities to access records with minimal delay
- Title I, Part D funds can be used to establish a data system:
 - Per TIPD Guidance, funds can be used to purchase new equipment or fund other needs with the purpose of easing youth transitions (e.g. hiring data clerks, training existing personnel to manage records in compliance with State and Federal laws)

Suggested Citation

Brock, L., O'Cummings, M., and Milligan, D. (2008). *Transition Toolkit 2.0: Meeting the Educational Needs of Youth Exposed to the Juvenile Justice System*. Washington, DC: National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk (NDTAC). Online at http://www.neglected-delinquent.org/nd/resources/toolkits/transition_200808.asp

YOUTH WITH MENTAL HEALTH NEEDS IN THE JUVENILE JUSTICE SYSTEM: IMPLICATIONS FOR THE TRANSITION BACK TO THE COMMUNITY

KATHLEEN SKOWYRA

VIA NICHOLAS READ

NATIONAL CENTER FOR MENTAL HEALTH AND
JUVENILE JUSTICE

2011 NDTAC National Conference

June 2, 2011

Overview



- I. What We Know About Mental Health and Juvenile Justice
- II. Critical Transition Point: Community Reentry
- III. Mental Health Issues To Consider During the Transition Back to the Community
- IV. Pennsylvania: An Aftercare Example

Population Parameters

- Youth in contact with the juvenile justice system:
 - About 2.1 million youth under age 18 were arrested in 2008.
 - Over 600,000 youth a year are placed in detention centers.
 - Over 100,000 youth reside in secure juvenile correctional settings.

- Mental health disorders among youth in the *general* population:
 - 20 percent have a *diagnosable* mental disorder.
 - 10 percent have a serious emotional disturbance.

Mental Health Disorders Among Youth in the Juvenile Justice System

Prevalence of Mental Disorders: Findings From Recent Studies	Positive Diagnosis (percent)
NCMHJJ (2006)	70.4
Teplin et al. (2002)	69.0
Wasserman et al. (2002)	68.5
Wasserman, Ko, McReynolds (2004)	67.2

Many Youth Experience Multiple and Severe Disorders

- More than half (55.6 percent) of youth met criteria for at least two diagnoses.
- 60.8 percent of youth with a mental disorder also had a substance use disorder.
- About 27 percent of youth involved with the justice system have disorders serious enough to require immediate and significant treatment.

(NCMHJJ, 2006)

Youth in Corrections: What Else Do We Know?

- Many youth involved with the justice system:
 - Have learning and education related disabilities (NCD, 2003)
 - Have prior criminal histories, including prior adjudications and placements (Snyder, 2004)
 - Frequently lack health insurance upon release (NASHPD, 2009)

Community Transition for Youth With Mental Health Needs: Issues To Consider

- Youth exiting juvenile justice placement:
 - Often face a double stigma as a juvenile offender with mental health needs
 - Usually need to adjust to less-structured environments
 - Typically experience educational delays and disruptions
 - Return to families that may require support and education about their youth's mental health needs in order to properly care for them

Transition Planning for Youth With Mental Health Needs: What Should Be Included

➤ Think exit at entry

➤ Pre-release planning should:

- Begin almost immediately after the youth arrives
- Be coordinated by a caseworker who works with the youth while in placement (and the youth's family) to prepare for release
- Provide for continued access to necessary mental health treatment services in the community

Transition Planning for Youth With Mental Health Needs: What Else Should Be Included

- Strategies to ensure that youth eligible for Medicaid are enrolled or re-enrolled upon release (e.g., presumptive eligibility applications, special procedures for transitioning youth)
- Plans for the swift transfer of all treatment records to community-based providers who will serve the youth, including school-based services as necessary
- Services and supports focused on helping the youth be successful in building strengths and developing competencies

Pennsylvania Joint Policy Statement on Aftercare

- Developed as part of the State's involvement with Models for Change
- Signed by the commissioners from the State Departments of Public Welfare and Education, the Juvenile Court Judges Commission, and the Council of Juvenile Probation Officers
- Describes an ideal system of aftercare for youth returning from juvenile justice placement
- Includes 17 goal statements

Pennsylvania Joint Policy Statement on Aftercare

- Describes a model system of aftercare that enables all youth to:
 - Immediately enroll in school or have a job waiting
 - Continue the follow-up required for those who received physical and/or behavioral health treatment while in placement
 - Have strong support from family members and/or other caring adults
- Two-thirds of all counties in the State are actively working to implement the principles.

For More Information

- The National Center for Mental Health and Juvenile Justice

www.ncmhjj.com

- Models for Change

www.modelsforchange.net

- National Academy for State Health Policy

www.nashp.org