Document Title:	**Strengthening Education in Short-term Juvenile Detention Centers: Final Technical Report**
Author(s):	**Gregory J. Benner, Ph.D., Songtain Zeng, M.S.E., Annie Laurie Armstrong, M.A., Cathrin Anderson, Ph.D., Erin Carpenter, M.A.**
Document Number:	**251118**
Date Received:	**September 2017**
Award Number:	**2012-JF-FX-0063**

Strengthening Education in Short-term Juvenile Detention Centers: Final Technical Report

December 2016

Prepared by:
Gregory J. Benner, Ph. D.
Professor and Executive Director
Songtian Zeng, M.S.E.
Bamford School Transformation Research Associate
Annie Laurie Armstrong, M.A., & Cathrin Anderson, Ph.D.
Research Associates
Erin Carpenter, M.A.
Project Coordinator
Center for Strong Schools
University of Washington Tacoma

Table of Contents

ACKNOWLEDGEMENTS

We gratefully acknowledge the contributions of the following organizations to the success of our project:

Administrative Office of the Courts (AOC)

Office of Financial Management (OFM)

State of Washington Office of the Superintendent of Public Instruction (OSPI), Office of Secondary Education and Student Support

State of Washington Office of the Superintendent of Public Instruction, Institutional Education (IE) Program

Washington Juvenile Court Administrators (JCAs)

Washington Juvenile Detention School Administrators (JDSA)

Washington State Center for Court Research (WSCCR)

We also wish to express gratitude to the following individuals for their significant contributions to this project:

Dan Bissonnette

Elizabeth Coker

Shannon Greer

Joy Koenig

Michelle Maike

Frank Martin

Dan Newell

Lyndsy Russell

Scott Ryan

Rayann Silva

Special thanks to the Strengthening Education in Short-term Juvenile Detention (SEJDC) Project Advisory Board: Jeff Allen, Kaaren Andrews, Brian Brown, Leonard Edlund, Greg Eisnaugle, Larry Gardner, Suzanne Harris, Tammie Jensen-Tabor, Kevin Johnson, Douglas Judge, John Luvera, Carla McFadden, Dan Newell, Kathleen Sande, Janice Sola, Holli Spanski, Sue Steinman, and Tim Touhey.

DISCLAIMER

This project was supported by Grant #2012-JF-FX-0063 awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U. S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this publication are those of the authors and do not necessarily reflect those of the Department of Justice.

ABSTRACT

The Center for Strong Schools at the University of Washington Tacoma, in partnership with the Office of Superintendent of Public Instruction, Juvenile Court Administrators and Detention Education Directors received a four-year grant from the U.S. Department of Justice – Office of Juvenile Justice and Delinquency Prevention (OJJDP) in 2012. The overarching goal of the *Strengthening Education in Juvenile Detention Center* (SEJDC) project was to assess the effectiveness of educational curriculum and instructional practices within the juvenile detention centers in Washington State in an effort to inform and improve policies and practices.

To inform juvenile detention school policies and advance evidence-based practices our project addressed two primary **research questions**:

1) Are Washington State's short-term juvenile detention centers providing effective educational programs to meet the needs of high-risk youth? Do these educational programs implement evidence-based strategies across multiple domains such as curriculum, instruction, assessment, aftercare, and teacher competencies? What are the characteristics of high/model implementers and do these differ across facility size? What barriers do low/poor implementers face that challenge their capacity to provide effective services? What steps need to be taken to assist low/poor implementers to overcome barriers?

2) What are the impacts on academic progress of detained youth following juvenile detention placement? Do youth exiting juvenile detention centers successfully re-enter their home school? Does the youth show any educational improvements, such as better attendance, improved academic achievement, and reduced delinquency upon return to the school environment? How are academic impacts different across low, moderate and high implementers? What systems barriers influence student's academic performance post detention placement?

True to the SEJDC grant goal, we assessed the current educational practices in Washington State's 22 juvenile detention centers, which are designed for short-term and transitional residents under the age of 18. We also identified best practices as well as challenges to effective service delivery in order to guide positive and consistent improvement at all sites. A SEJDC Quality Assurance Tool (QAT) and a Manual were developed to guide educational delivery for youth in short-term detention facilities.

The purpose of this technical report is to describe the approach and results of our research, findings, and recommendations for SEJDC and other persons interested in learning more about how to strengthen educational programs in short-term detention

centers. The report is comprised of four sections: Section 1 (Introduction) provides information about the background, research goals and literature; Section 2 (Methods), describes the research design, methods and analyses; Section 3 (Outcomes) presents qualitative and quantitative results of the study; and Section 4 (Recommendations) presents the theory of action emerging from the research and report recommendations.

1. INTRODUCTION

Nearly 350,000 youth are detained in the United States each year. More than half of these are adjudicated as delinquent, and nearly 90,000 are placed in residential facilities (Puzzanchera & Kang, 2011). In Washington State, nearly 24,000 youth were held in juvenile detention centers in 2009 (DSHS, 2010). Due to the likelihood of repeated detention placements for youth, once they have initially been detained, it is estimated that such juvenile offenders will spend nearly one-third of their adolescence incarcerated (Mears & Travis, 2004; Snyder, 2004).

Against this backdrop, the SEJDC study examined the strengths and challenges confronting educational programs in Washington State's 22 juvenile detention centers (JDCs). The research findings inform the two companion tools of this technical report: the Quality Assessment Tool (QAT) and SEJDC Manual. Both products are designed to guide educational delivery for youth in short-term detention facilities. The QAT helps juvenile detention center staff assess their capacity in areas associated with high quality centers. The Manual provides juvenile detention staff with examples of promising and research-driven strategies to consider when implementing educational practices in JDCs.

These practical implementation resources fill a significant need. Research has found that poor school performance is one of the strongest predictors of delinquency and criminality (Herrenkohl, Hawkins, Chung, Hill, & Battin-Pearson, 2001; Moffitt, Lynam, & Silva, 1994; Seguin, Pihl, Harden, Tremblay, & Boulerice, 1995). Early involvement in crime predicts subsequent criminality by limiting later education and employment choices. Such barriers to educational and occupational achievement accumulate over time, intensifying the difficulties of behavioral change and rehabilitation, thus further increasing the likelihood of recidivism (Uggen & Wakefield, 2005).

Strong educational programs have made a difference to youth and their subsequent involvement in criminal behavior (Lochner & Moretti, 2003). The time youth spend in local short-term detention facilities is an opportune period to intervene and begin to address their educational challenges, and to re-engage them in education or alternative programs. The relationships between education and criminality are important rationales for school and community efforts to prevent delinquency and related problem behaviors through educational improvements.

1.1 Background

Washington State's 22 county-operated juvenile detention facilities are maintained by the juvenile courts, and one regional center is maintained by a consortium of counties. Youth from all 39 counties are held in these 22 facilities. All facilities have educational

programs provided by the local school district, or educational service district, where the facility is located. During the weekdays of a regular academic school year, incarcerated youth receive a minimum of five hours of classes a day. Washington State emphasizes the importance of education, so that youth, who refuse to participate in facility education programs, face institutional, potential judicial, or court, sanctions.

The average length of stay for youth in juvenile detention centers is seven to ten days, although terms of confinement may be longer if pending court processes are prolonged or delayed. Therefore, providing effective education programs in such short-term settings is challenging and poses a need for educational and other services to support transitions back to school or the community.

Youth often have significant educational needs and deficits when entering the detention facility. For example, past studies highlight that the majority of incarcerated youth consistently underperform compared to their peers. Incarcerated youth typically perform one to several years below expected grade levels (Burdick, Feirman, & McInerney, 2011; JJEEP, 2005). Furthermore, 40 percent of youth enter juvenile correctional facilities with no high school credits earned (Altschuler & Brash, 2004; Foley, 2001; Snyder, 2004). The prevalence of special education eligible youth is three to five times higher than in the general population of juveniles (Sullivan, 2004).

Apart from the academic challenges, youth are also more likely to have multiple emotional and behavioral challenges such as chronic history of delinquent behaviors (Mears & Travis, 2004); poor socialization skills (Steinberg, Chung, & Little, 2004); chronic truancy issues or multiple suspensions/expulsions (Altschulter & Armstrong, 2004); and mental health challenges that need to be addressed by education staff in a short period of time (Snyder, 2004).

Nationwide, educators in institutional education programs often encounter many barriers to meet the academic, social emotional, and future ready needs of incarcerated youth. For example, Twomey (2008) cited a Human Rights Watch report providing numerous examples of deplorable educational practices in juvenile detention centers in Colorado. Issues identified included failure to provide educational programming, no standardized curriculum, lack of special education services and overcrowding. Findings from other research demonstrated that educational programs in other states failed to meet basic education standards (Burdick et al., 2011; Leone & Meisel, 1997; Twomey, 2008). Moreover, these programs were characterized as having ineffective management and poor oversight, insufficient communication systems between schools and the institutional setting, low academic expectations of youth, and under-skilled teaching staff.

Not having effective systems in place further worsens the educational achievement gap already in existence for incarcerated youth. Criminologists Mears and Travis (2004) found that of the estimated 100,000 juvenile offenders who are released back to the community following a period of incarceration each year, nearly half do not return to school following release. Of those who do return to school, 16 percent drop out within five months (Foley, 2001).

The inefficiencies in communication systems across agencies further hamper a successful re-integration. In fact, youth returning to the school system after confinement often lack up-to-date or complete academic documentation and personal histories (Mears & Travis, 2004), leading to delays in educational placement, misinformation, and misinterpretation of youth needs, obstructing reintegration efforts (Leone & Weinberg, 2010; Mears & Travis, 2004; Redding, 2000; Stephens & Arnette, 2000). In some cases, credits earned within the institutional setting are not transferable to the original school setting leading to delays in the enrollment process, thus causing educationally at-risk youth to fall even further behind, further increasing the likelihood of dropping out (Burdick et al., 2011).

1.2 Research Goal

The research goal for this study was to assess the effectiveness of educational curriculum and instructional practices within the juvenile detention centers in Washington State in an effort to inform and improve policies and practices through outlining standardized evidence-based practices. In concert with our research questions (see above) and goal, we gathered information about the strengths and challenges of providing effective education programs in juvenile detention centers. We also assessed the current educational programs provided in detention centers on student outcomes (i.e., school re-engagement, long term educational outcomes, and recidivism). These data were used to develop a quality assurance tool (QAT) and a practitioner manual to inform and improve educational program quality in short-term detention centers.

To make sure that the work was salient and evidence-based, the evaluation team hosted semi-annual round table discussions with key stakeholders who served on the SEJDC advisory board. Discussions allowed researchers to better understand program practices from an administrative perspective, to gather input into the evaluation process, give voice to those in the field, and to triangulate the data through a variety of methods.

1.3 Literature Review

For young people who are incarcerated, access to high quality education during their confinement is a vitally important and cost-effective strategy for ensuring they become productive members of their communities (U.S. Departments of Education and Justice,

2014). The average cost to confine a juvenile is $88,000 per year – and a recent study showed that about 55 percent of youth were re-arrested within twelve months of release. Youth of all ages are less likely to go back to jail if they are engaged in education.

To ensure that youth in short-term JDCs improve their likelihood of reentering school, it is critical that they experience high quality education programs during incarceration. Yet, what counts as a high quality education program in JDCs remains unclear. Findings from a national survey cited in a recent report titled *Locked Out: Improving Educational and Vocational Outcomes for Incarcerated Youth* (2015) suggest that most incarcerated youth do not have access to the same educational and vocational services as their peers in the community. For example, they do not attend schools that have the same rigorous curriculum and often student performance standards vary from those used in traditional public schools (The Council of State Governments Justice Center, 2015).

Reports related to JDCs' educational quality propose different strategies to improve education in those settings. For example, the National Evaluation and Technical Assistant Center (NDTAC) published a practice guide to inform quality education services in Juvenile Justice and Child Welfare Systems (2015). They proposed practices that would improve the quality of education services. For example, they highlighted the importance of effective transitional practices that prioritize quality education services to meet the unique needs of youth who are involved in the juvenile justice system.

In 2014, the U.S. Departments of Justice and Education proposed five guiding principles for quality education programs in JDCs. The first guiding principle was a *safe, healthy facility-wide climate* that prioritizes education, provides the conditions for learning, and encourages the necessary behavioral and social support services that addresses the individual needs of all youth. The second principle was *necessary funding to support educational opportunities* for all youth within facilities, including those with disabilities and English learners, comparable to opportunities for peers who are not system-involved. Next, the *recruitment, employment, and retention of qualified education staff* with skills relevant in juvenile justice settings, who can positively impact long-term student outcomes through demonstrated abilities to create and sustain effective teaching and learning environments (principle 3). The fourth principle was a r*igorous and relevant curricula* aligned with state academic and career and technical education standards that utilize instructional methods, tools, materials, and practices that promote college- and career-readiness. Finally, the U.S. Departments of Justice and Education proposed the fifth guiding principle, *formal processes and procedures* – through statutes, memoranda of understanding, and practices – that ensure successful navigation across child-serving systems and smooth reentry into communities.

2. METHODS

2.1 Research Design

In order to explore responses to the research questions, a mixed methods approach was used. Quantitative methods included the following: 1) A descriptive analysis of a teacher survey to 46 juvenile detention center teachers; and 2) conducting a series of secondary analyses (i.e., descriptive analysis) of a court-educational dataset on 4,830 juvenile detainees. Secondary analyses of the court-educational dataset allowed for a deeper understanding of current educational programs on students' school re-engagement, long term educational outcomes, and recidivism outcomes. The quantitative methods were complemented by qualitative research that included classroom observations and semi-structured interviews with detention center staff and teachers.

To examine the effect of short term detention centers on student outcomes, a pre-experimental (i.e., pre and post) design with the linked data-set was used. We assumed the 2010-2011 school year as the intervention period. All students had at least one juvenile offense during this intervention period. We defined this intervention period as the "focus episode" and we modeled the students' pre (2004-2010) and post (2011-2014) educational data as the pre-test and post-test.

2.2 Quantitative Methods

2.2.1 Student Sample

To understand how short-term detention center service influenced students' short-term and long-term educational and recidivism outcomes, we used a de-identified, linked court-education secondary dataset (*N*= 4830). The secondary dataset was created by and housed at the Washington State Administrative Office of the Courts (AOC).

We briefly provide a description of the population contained in the linked court-education secondary dataset (*N*= 4830). To begin, students who were placed at the short-term detention centers at least once in the study focus year, that is the 2010-2011 school year, were included in the dataset (*N*= 4830). The length of stay (ranged from one day to one month) was one of our independent variables. For the dependent variables, we imported data about their educational and court outcomes *upon release* and in the *following three school years* (i.e., 2011-2014). We imported data about the students' educational and court history for six years (2004-2010) *prior* to the focus 2010-2011 school year. Included in the dataset was student demographic information (e.g., age, gender, ethnicity, homeless status, disability status, and grade level). These data allowed us to explore student level factors, educational and court history, and examine selected short-term and long-term outcomes pertaining to school engagement and recidivism.

The SEJDC student study population was representative of the juvenile detention population in Washington State. The number of youth students in each site is presented at Table 1. Most (72%) of the students were male and only 28% female (Table 2). The mean age of the student was 14.3 (*SD*=3.2). The student grade level, with percentages of the overall sample, in the 2010-2011 school year follows (see Table 3): grade 4 (0.001%), grade 5 (0.3%), grade 6 (1%), grade 7 (5%), grade 8 (10%), grade 9 (21%), grade 10 (24%), grade 11 (25%), and grade 12 (14%). The number of school enrollment prior to the focused episode follows (see Table 4): 79% of the students were enrolled in the school system during 2004-2010, while 21% of them enrolled 5 times or fewer. The students' school re-entry upon release (not counting graduation) is presented in Table 5.

Students' ethnicity (see Table 6) was as follows: American Indian/Alaskan Native 358 (7%); Asians 70 (1%); Black/African American, not of Hispanic origin 412 (9%); Hispanic or Latino of any race(s) 874 (18%), Native Hawaiian/other Pacific Islander 26 (1%), White, not of Hispanic origin 2900 (60%), and two or more races 160 (3%). The majority (91%) reported that their home language was English; 383 (8%) identified Spanish as their home language, and a total of 72 other home languages were reported (see Table 7). About 36% (*n*=1759) had a history of special education (see Table 8) and 16% (*n*=762) had experienced homelessness (see Table 9).

One year prior to the focused episode (2010-2011 school year), 25% of juvenile detainees were identified as having some form of disability (see Table 10). Disability categories, in order of frequency, included the following: Learning disabilities, health impairments and emotional/behavioral disabilities, mental retardation, communication disorders, multiple disabilities, autism, traumatic brain injuries, hearing impairments, and deafness.

The length of time that students stayed in juvenile detention centers was limited (see Table 11). By the time of the study focus year, 3,475 (84%) of the students were in grades 9 to 12. During this same time, over 2,763 (58%) of students stayed at the centers for 7 days or less; 1,607 (33%) stayed for 8 to 30 days, and 461 (10%) stayed for 31 days or more.

The number of students with a history of juvenile offense during 2004-2011 is presented in Table 12. Overall, only 17% of the sample did not have a history of juvenile offense while 83% of them committed juvenile offense from 1 to 31 times.

2.2.2 Teacher Sample

Teachers working in the short-term detention centers were invited to fill out a survey to understand the teachers' background, perceptions of administrative support, facility

climate, professional development opportunities and instructional resources. The inclusion criterion was employed by the facilities at the time of the study. Forty-six teachers from the 17 participating juvenile detention centers agreed to participate in the study.

2.2.3 Data analysis

To understand how students' short-term educational outcomes differ based on demographic characteristics, several cross tabulation analyses were conducted. For example, we examined students' ethnicity by each outcome category.

The short-term educational outcomes were defined as the number of school enrollments post detention during the 2011-2014 school years. We define recidivism as new record(s) of juvenile offense in the Administrative Office of the Courts (AOC) system upon release from the detention centers in 2010 and in the following years till 2013. And juvenile offense is defined as one or more offense record in the AOC system, although the specific incidents were not available in this secondary dataset. The long-term educational outcomes are student achievements by the 2013-2014 school year, such as getting a GED or associates degree. The SPSS 22st version was used to conduct all analyses.

2.3 Qualitative Methods

The research undertaken at the field sites (*n*=17) incorporated qualitative empirical evidence obtained through mixed methods. Semi-structured interviews were used to investigate the key themes of the study. The participants responded to an interview guide with predetermined, yet open questions. These questions were centered on the themes of curriculum and assessment, parental involvement, community relationships, vocational training, specialized staff, discipline and behavioral support, and transition.

2.3.1 Sample and Research Sites

The qualitative sample consisted of 85 interviews with teachers, classroom professionals, district, school and/or Educational Service Districts (ESDs) administrators, transition specialists, and others involved in the transition process. The 85 interviews were conducted with these staff across the 17 participating JDCs. All respondents were interviewed about their experiences in relation to the pre-identified themes.

Descriptions of local practices and policies pertaining to the juvenile courts, and the characteristics of the youth sentenced to a particular JDC, were obtained through interviews with local juvenile court officials.

These interviews were complemented by observations. Seventeen sites were visited for the classroom observations, and a document analysis of materials was undertaken post data collection.

2.3.2 Semi-structured Interviews

Semi-structured interviews questions were provided to staff a-priori. This method gave respondents the opportunity to creatively fashion their answers, express an opinion and expand responses. In addition, the choice to use semi-structured interviews made it possible to clarify the central themes as well as sub-themes and develop hypotheses in the course of interviewing. Respondents could guide the interview as questions were asked in differing order, depending on the respondent's interests, and to highlight themes that might not have emerged. During the interview these qualitative data were recorded with permission from the respondents, and later transcribed for analysis. The University of Washington Human Subjects Division approved all research procedures and the approved procedures were followed carefully by project staff.

2.3.3 Classroom Observations

Non-participatory classroom observations complemented the semi-structured interviews. Classroom observations provided additional information on practices and served to verify statements that were made during the interviews. Observing the classroom helped researchers form an understanding of the instructional and behavioral practices used. Of course the limitation of this method is that the presence of an observer can affect how people act, as they are aware of being observed. Given this possibility, the data was analyzed with this limitation in mind.

2.3.4 Data Analysis

During the analysis process, these qualitative data were interpreted and coded with the main research questions in mind. These data were approached semi-inductively to identify what works well and what does not work well in short term JDCs. Themes, practices and strategies that emerged during this semi-inductive analysis were assigned codes in an electronic database that hosted all interview data. Any additional questions that arose, or data that needed further clarification, were discussed with respondents to address ambiguity.

3. Outcomes

3.1 Quantitative Results

We followed the Institute of Education Sciences guidance for Statewide Longitudinal Data Systems (SLDS) entitled, *Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting (Institute of Education Sciences, 2010)*. We aimed to protect subgroups with fewer than 10 individuals in our reporting of results.

Question 1. Are Washington State's short-term juvenile detention centers providing effective educational programs to meet the needs of high-risk youth?

Educator Demographics and Quality. Findings from the teacher sample (*N*=46) indicated that the teacher workforce in the detention centers were primarily white (89%) and 65% of them were female (see Table 13). They had about 20 years (*SD*=9.4) of teaching experience and on average 11.3 years (*SD*=8.2) working in the current center (see Table 13). Teachers typically needed to teach a number of courses on different subject domains. In addition to teaching academic subjects, some centers might provide courses on life skills, computer technology, and GED preparation (see Table 14). Although teachers' average teaching experience was fairly high, their ratings of self-efficacy varied considerably.

Teachers in 10 out of the 16 centers considered their self-efficacy to be moderate or low. In a 5-point scale (higher score indicated higher self-efficacy), teachers' mean self-efficacy ranged from 2.18 to 3.50 points. At the construct level, we observed that teachers' self-efficacy in student engagement ranged from 1.75-3.25; instruction strategies (2.25-3.50) and classroom management (2.35-4.00) were moderate or low. When we compared teachers' self-efficacy with the students' short and long turn educational outcomes, we saw some contrasts. In some centers where teachers reported high self-efficacy, the students' educational outcomes were low or moderate (see Table 15).

Table 16 suggested that 39% (*n*=18) of the participants felt they "rarely" or "sometimes" have trainings they needed to do their job well. And 44% (*n*=20) said they "often" or "always" had the autonomy to choose the training content. Moreover, 56% (*n*=26) of the participants agreed that the training activities were "often" or "always" relevant to their needs.

Table 17 indicated that over 70% of the teachers would like more opportunities for professional development. In order of frequency they identified the need for professional development in behavioral intervention (*n*=30, 65%), educating students with disabilities (*n*=29, 63%), instructional strategies (*n*=28, 61%), transition (*n*=28, 61%), literacy instruction (*n*=26, 57%), assessment (*n*=25, 54%), and classroom management (*n*=20, 44%).

Curriculum and Instructional Support. Findings related to teacher-administration management and communication showed that only 16 (35%) of the participants agreed or strongly agreed that they were encouraged to participate in facility-wide management. The majority (72%) of the participants, however, agreed that their faculty

share common goals and concerns with regard to the youth in this facility; 87% reported that their supervisors trust their judgment in decisions affecting the students; and slightly over half of them said the youth were encouraged to make suggestions to the administration (55%) (See Table 18).

Most teachers thought that the staff and administrators take academics seriously (76%), reporting that they work together to improve instruction (82%). However, only 59% of the participants described their school administrator as an effective instructional leader (see Table 18). Teachers' perceptions of instructional resources to support effective education seem to vary considerably. Teachers identified the need for improvements in the school library, and classroom supplies (see Table 19).

Facility Climate. Overall, teachers reported that the services they provided meet the educational needs of the students and provided an atmosphere where every student could succeed (see Table 20). The lack of parent involvement was a concern. About 87% of the participants reported that the students' parents never or rarely took an active part in their child's learning at this school (see Table 20).

Teachers' perceptions of safety and respect were high. About 96% reported that their schools provided a caring and supportive environment for students. However, many teachers indicated that their students get picked on, or bullied, during or outside the school hours (see Table 20).

Teachers' perceptions of behavior support to facilitate effective education were reported in Table 21. Only 44% of the participants acknowledged the existence of a facility-wide team that addressed behavior and discipline in both the school and the facility. Most participants acknowledged students for appropriate social behavior (98% *n*=45), stating that they had standards, rules or a motto addressing discipline and/or behavioral expectations (96% *n*=44, see Table 21).

Results presented in Table 21-24 suggested that although there were standard rules for behavior expectations, many sites were still in the process of establishing facility wide positive behavior support practices.

Question 2. What are the impacts on academic progress of detained youth following juvenile detention placement?

Center Level Predictors. Again table 11 presents the number of days the students stayed in detention during the focused episode (2010-2011). There were 58% of students that stayed at the detention center for a week or less (18% of them stayed one day or less, 25% stayed 2 to 4 days, and 15% stayed 5 to 7 days), 33% (*n*=1607) stayed for eight to thirty days, and 10% stayed for 31 or more days.

Student Level Predictors. Table 25 shows the recidivism rate of youth. The recidivism rate was disturbing. Only 19% of the total sample *did not* have juvenile offenses in 2011-2014. Approximately 45% of youth were charged with one to three offenses upon release.

School Re-engagement Outcomes:

Table 5 shows the number of enrollments after release in 2011 to 2014. Specifically, 26% stayed enrolled in all four years, 25% of the participants enrolled in three out of four years, 28% enrolled two out of four school years, and 21% only enrolled one out of four school years.

The long-term educational outcomes of youth were also reported. Table 26 shows the percentage of students who continued their K-12 education after release from JDC was 16.2 percent. The percentage of students who continued their K-12 education after release ranged from 6.8% to 29.7% across the 18 JDCs. Less than 11% of students ended up earning a high school diploma and 20.7% earned a GED. Over 52% dropped out or disappeared in the education system. As indicated in Table 27, long-term educational outcomes did not differ significantly by gender (χ^2(df)=5.08(5), p=.406).

We compared long-term educational outcomes (i.e., continuing K-12 education, high school diploma, GED, associate's degree, enrolling in higher education, or dropped out/disappeared) by ethnicity (see Table 28). A significant difference was observed by student ethnicity (χ^2(df)=95.92(35), p<.001 *Cramer's V*=.065). When compared to white students (n=1362, 49.8%), Native Hawaiian (n=15, 62.5%), Hispanic (n=483, 59.2%), and African American (n=214, 55.2%) had a significant higher dropout rate, except for Asian youth. We did not observe a significant difference in long-term educational outcomes by youth home language or homeless status (see Tables 29 and 30, respectively).

As indicated in Table 31, long-term educational outcomes differed by student Free Reduced Price Lunch Status (χ^2 (df) = 31.73 (5), p<.001 *Cramer's V*=.084). Youth qualifying for Free Reduced Price Lunch were significantly less likely to obtain a high school diploma.

As demonstrated in Table 32, long-term educational outcomes differed by youth qualifying for disability status (χ^2(df)=136.39(5), p<.001 *Cramer's V*=.173). Youth with disabilities were less likely to get a GED (12.7% vs. 25.2%) and more likely to drop out (57.5% vs. 49.2%).

As shown in Table 33, long-term educational outcomes differed by migrant status (χ^2(*df*)=14.28(5), *p*<.014, *Cramer's V*=.056). Migrant youth were less likely to get a GED (12.7% vs. 21.1%) and more likely to drop out of school (58.5% vs. 51.8%).

As indicated in Table 34, long-term educational outcomes differed by youth' bilingual status (χ^2(*df*)=14.28(5), *p*<.014, *Cramer's V*=.056). Bilingual students were much less likely to get a GED (12.9% vs. 21.5%) and more likely to drop out (60.6% vs. 51.3%).

3.2 Qualitative Findings

The analysis of the qualitative data was focused on the question: What program elements may relate to positive youth outcomes in JDCs in Washington State? To begin, while there are general regulations and policies that all JDCs must abide by, actual practices are largely informed by population differences, local district policies, funding decisions, and a host of other factors that form the context of educational practices and outcomes. Moreover, sentencing guidelines vary across the different counties, resulting in important differences in youth characteristics and numbers. Despite the variability in policies, funding, and practices across JDCs clear qualitative themes emerged from the present investigation. In this context, qualitative findings are organized around five themes: Positive climate, highly effective classroom practices, instructional practices, transition, and recidivism prevention. These themes emerged from the interviews and classroom observations, and informed the five SEJDC principles in the Quality Assessment Tool and the SEJDC Manual. Direct quotes (shade below) are woven throughout the qualitative data summaries to illustrate the main themes raised.

> "My philosophy as administrator is education is one of the best things we can do with kids that we have here. And advocating those kids to keep them in school is paramount. You give a kid an education you have a better chance of reducing crime rates and shutting down penitentiaries and places like that." Juvenile Corrections Administrator

Positive Climate

In the qualitative SEJDC research, teachers and paraprofessionals were interviewed and observed during and after class. They stressed the importance of engaging youth in education/learning. Given the short period of time youth were in their facilities, one of their highest priorities was to help youth develop a more positive outlook for the future.

> "A lot of kids we deal with are very, very bright. They live in such highly adrenalized situations, they're different from a lot of other kids too, because, you know, when I'm around kids I ask them "What are you going

> to do?" You ask a 16 or 17 year old kid, they might not have some direct path, but they have some goals. They look to the future in some way. A lot of these kids don't. They live in the here and now. They're impulsive and they don't have good decision making skills. So I see detention as a time for them, in the 24 hour restriction we do when they come in, is time for us to get to know them, see if there's any security issues especially, health issues, things like that. It's also a time for them to reflect on why they're here." Detention Manager

To do so teachers and paraprofessionals displayed different strategies. For example, it was seen as important to create an environment that fosters learning. This was accomplished by teachers and paraprofessionals setting clear ground rules and reinforcing these throughout the class.

> "We have to do the best we can do in a short period of time that they are in detention. They have to feel safe to talk to the teachers. The teachers need to be everything to the kids." JDC Principal

Working as a Team

Respondents reported that it was paramount to get the facility staff on board and to cooperate with education staff. They said that a good working relationship between detention and education staff would go a long way and create the climate that emphasizes education. For example, JDC sites where facility and education staff worked together as a team and shared the understanding that the education program was important, had a smother transfer of youth from their pods to school, which meant class could start on time, resulting in fewer interruptions during the lesson, and increases in youth attendance and attentiveness during the whole session. Furthermore, teacher and paraprofessionals explained that it was essential for facility staff to be in agreement on positive behavioral interventions and refrain from using threats. The same applied to all education staff. Teachers, who displayed rules in their classroom, and positively reinforced them during the lesson by redirecting youth, who got off-task, were able to keep a positive climate in the classroom with youth engaging in individual, or group tasks for most of the lesson.

> "We have an inordinate number of cameras so we have probably over 40 inside and outside. Our teacher has a personal panic alarm as does our AmeriCorps Teaching Assistant. Our teacher has had to push it three times since she's been here [for a long time]. At least one of those times was because a youth was gonna vomit and she didn't want to deal with it so we came in and got the kid. Another time she was going to send a big boy out and was worried about how he was gonna handle that so she

> called staff in. She has a different behavior management system than we do. There is some interaction between the two that do overlap to a degree. The kids would much rather be in class at their desks than sitting in their rooms. She has a deal where she gives a warning, a check mark, and so if they get their third one they're gone. It's extremely rare." Detention Manager

Another important consideration was the physical environment of the JDC classroom. At sites where the JDC School had a separately dedicated classroom, lessons could take place without distractions. For example, one classroom observation revealed that facility staff interrupted youth during class by walking by and making faces. They were able to do this as the classroom was situated in the common area with no physical dividers.

Creating a Safe Space

The physical environment was also mentioned by facility management underscoring the value of risk assessment procedures that were in place to facilitate a safe environment. One detention manager spoke about the small size of the JDC, and efforts to keep gang related tensions controlled:

> "It's really pretty simple. We're a one pod facility with 12 cells in it in an L shape. We have two in a separate area behind the control room, two max cells or holding cells designed to be temporary. Those are the only two with cameras in them. All the rooms have intercoms. Because we only have that one pod, we have boys and girls in there, kids as young as 11 or 12, occasionally up to 17 and 18, kids from different gangs, kids that have offended against other kids or their family members, rivals, buddies, lovers, you name it. Because of that we have to run [the facility] really tight to keep everybody safe. And what we've discovered is that the kids really appreciate that. They really want to feel safe because our expectations for social behavior are so high the kids meet it almost without fail. We've had no kid beat kid assault stuff, maybe one every couple of years, we'll have a kid take a swing at another kid. It just doesn't happen in our facility because the expectation is so high that you don't war story, you don't talk about your release date, you don't even look like you're doing anything gang-ish whatsoever. The kids get a lot of immediate feedback, reinforcement or sanctions, it's all very immediate. We have a level system. Ours has a visual aspect built into it and different colored clothing they wear, 5 different levels." Detention Manager

In JDCs where behavioral expectations and rules were clearly communicated and posted, for example on the board, desks, and in Spanish, youth were more likely to re-

engage in education, or to look for an alternative path. This future outlook was important, as it helped to give youth a perspective and sometimes changed their attitude towards school. This teacher also reported on creating this environment that fosters learning in a controlled and structured way:

> "The first thing that comes to my mind is helping that kid turn his attitude around towards school. It's all about attitude and the majority of them hate school they dropped out they don't like it for whatever reasons and I'm tellin' you we have a perfect setting where they are away from their influences and they are in a controlled environment where we can help them really succeed in the classroom. To me that's what keeps me going daily, weekly, yearly is knowing, 'you know what I am really helping kids just get excited about education and that's the starting point, yeah you can provide a lot for them but if they walk out the door and they still hate education—if I promoted that dislike for education then I've done something wrong so my opportunity is, hey, I've got a lot of kids from all over the place can I really get them excited about what I'm doing? And can I just get 'em excited about education and what we're doing? And indeed, yes I can. And indeed it does happen. 'Cause I'm excited and they are too. And it's just because it starts from the top down. What are you doin' as a teacher?" Teacher

Some teachers addressed youth's socio-emotional-behavioral growth needs during class. In the classroom observations strategies like encouraging youth to congratulate each other on daily task achievements, or setting up exercises that employed compassion were utilized.

Risk Assessment

Risk assessments are usually administered to all youth when they enter the system by probation officers. The risk assessment is completed by both parents and youth, and administered at JDC sites when the youth is sentenced, as the parents are more likely to be there. In the past, they used to wait two or three days but this led to staff forgetting about the assessment. Now the risk assessment is computerized, and usually takes an hour.

> "The results are used to assign the kids to probation officers according to risk, and to get a general idea of their needs. We don't track that, but I will tell you that this has become by default the local mental health center for juveniles and also the detox center. If they're high when they come in and they meet certain criteria, they get transported out by the arresting officer for medical, or treatment. They normally drag them to the hospital, a

> doctor walks out and takes a look at them, signs a piece of paper and brings them back, and then we detox them. So sometimes if their behavior is not, if they're coming off meth, they crash for like three or four days. That's the norm. If they've been on a binge on that stuff, they can be real cranky when they come out of that. They don't do well in our school program because we try to put them in as soon as we can. Most of them will fake some type of illness or they just want to sleep." Detention Manager

In addition to the drug, mental health and risk assessment, most JDCs also assess the youth's academic skills upon entry. According to one teacher this is done through the Wide Range Achievement Test (WRAT), which measures an individual's ability to read, comprehend sentences, spell, and calculate math problems: "When students come in they are all given the 'WRAT' test, which gives us an idea of where they stand academically". This helps educators in short-term JDCs to provide exercises according to the youth's skill level, with the intention to motivate youth to re-engage in education.

Highly effective risk assessment and classroom instructional practices were seen as critical to positive youth outcomes. We highlight the qualitative theme of highly effective classroom practices next.

Highly Effective Classroom Practices

> "So creating that corporate culture is really fundamental. From hiring people who are not guards but correctional personnel. Training, reinforcing positive behavior, help people reach their full potential, catch them doing something right for kids, for staff, for everybody—what are you about as a person is reflected. You can have the best policies in the world and you can have the best organizational structure but it always boils down to the people. That's who matters." Detention Manager

Many teachers were described by peers as being skilled, dedicated, and capable of managing classrooms. Hiring education staff adept at mentoring, tutoring, and re-engagement was described in some interviews as more important than whether teachers could teach academic subject matter.

> "The goal of short term detention should be 'mentoring, tutoring and reengagement', not teaching subjects. These kids are all disengaged from school. We need to take this opportunity to reengage them." JCA

Effective teachers were able to run their classes without facility staff being present:

> "By contrast I believe, who you hire as teachers have to be comfortable and competent in this setting to manage and take charge of their classroom. If they don't they don't belong in a correctional facility. I don't want them relying and looking to some guard as the one primarily responsible to maintain order in their classroom. They're responsible. Having said that, it's our responsibility to respond and intervene in a crises situation and deal with fighting, etc." Detention Manager

However, finding and hiring education staff prepared to work in JDC's was often difficult:

> "With the exception of [the principal], nobody has been in here less than a decade. It is hard to find somebody prepared emotionally, professionally, and spiritually to work in a place like this." Head teacher

Teachers also said that there were staff shortages. For example, one JDC site only had para-educators and no teachers. Reasons for that varied from not finding qualified education staff to not having funding to employ staff. Not having adequate staff also affects processes in place that are needed to create a positive environment for education in JDCs:

> "We used to meet once a week [with the school] and discuss every kid. We haven't done that for a while because we are so short-staffed." Detention Manager

Teachers also mentioned other challenges, including feeling that the district implemented changes in curriculum without consultation.

Professional Development and Collaborations

Often the teachers at the JDCs were there for a long time, and felt they could be more successful if they would receive ongoing professional development. They wished that professional development supports were in place to ensure teachers have regular opportunities to build their capacity in areas they regard as critical to their success. They saw training alone as not enough, and felt they also needed continuous feedback, coaching, and opportunities to discuss how implementation is progressing over time (see results regarding professional development in the teacher survey). For example, some teachers expressed that they would like to collaborate with other JDC sites and learn about and/or exchange best practices. In addition, some respondents in facility management also highlighted the importance of teacher-facility collaboration:

> "Well, formally and informally. Both and I think that's healthy. Formally, the teachers meet weekly and they have a representative mental health

> professional who attends and sits in on those meetings. Somewhat of a liaison to communicate issues of mutual respect so the teachers are aware of our perspective and we're aware of their perspective. Formally if … the principal [of the JDC School], and I as that manager, need to talk about this, that or the other issue, we do so regularly. He's right down stairs. It's pretty easy to communicate. We see each other all the time. We have shift supervisor in charge of all of our shifts on detention and so the schools staff should be aware we got a couple of newer teachers but I think even at this point that they're aware of our structure and who to go to people are, who are authorized to make decisions for their correctional part of the operation here. So that's all the formal structure and the school has a lead teacher … who in [principal's] absence is available to resolve issues and so that's real helpful for us. So we've got the managers able to meet, the weekly meetings, the shift supervisor, the structure where people know who to go to. Informally, which is probably equally, if not more significant, is forging positive interpersonal relationships. So, are you able to just appreciate, and respect, and get along with one another in a constructive professional kind of manner." Detention Manager

Having greater level of education administrator engagement in the education program, was seen by education staff as essential. Respondents shared that active administrator engagement lead to increased opportunities for staff professional development. In addition, respondents argued that active administrator engagement contributed to a sharper focus on high-quality instruction. Staff also reported encouragement to innovate instructional practices when administrators were engaged in the educational support system.

Responsive Staffing

Teachers emphasized that it was valuable to have adequate staffing and staffing that is responsive to the linguistic and cultural diversity of youth educated in JDCs. Culturally and linguistically competent staff were highlighted as key. They also said it was particularly important for youth to connect to positive role models with deep connections to the cultures of JDC youth. In addition to that, having responsive probation officers on site was mentioned as an effective strategy to provide wraparound services:

> "So the county contracts with the ESD … to provide school. So we're paid by ESD … and that's technically our bosses who evaluate us but these are the people we work more closely with. …. And not all detention centers have their POs [Probation Officer] in the building. I love that. Once I found out, for our teacher that is a huge factor to have the probation

> cause all I have to do is run over to [the probation officer] and say hey, your kid in class is starting to melt down, or I'm seeing mental health symptoms, or we need to sit down and talk to him about effort or whatever and so it's like I've got the, instead of the parent, I've got the PO right there. Our POs are very good to intervene. So, if I go over and say to [probation officer], your kid hasn't made any progress in math because he just isn't doing it, we've tried this…. [The probation officer] will go over and say you may have to stay here until you get such and such or if you don't get this, I'm gonna let the judge know, those kind of things. So there's ways they can encourage them." Alternative Education Teacher

The presence of probation officers nearby, as well as hiring bilingual staff that caters to youth with second language needs was seen as a great resource, as were victim's advocates, paraprofessionals, mental health counselors, drug and alcohol counselors, public health nurses, and transition coordinators. Teachers felt that they were more supported in dealing with youth when specialized staff was hired.

> "To make a sweeping statement and say everybody, that's not correct. When you say do they, predominately yeah, 90% we get support from our support staff, we get support—were like 100% support from our mental health professional [who is] fulltime employed with the county and we have a great working relationship with [the mental health professional] and s/he's a really important piece to working with … and knowing what goes on with detention upstairs and then we do really well with the detention manager, so the point being is, yes, we predominately work really well but there's always that 10%, whatever that, you just kinda question, and you don't say much." Teacher

Instructional Practices

> "I see the potential in these kids that they could have. I mean, education truly is power, and if we could just get these kids to know this stuff, that's the main area I think needs to be focused on. They need to be able to stay in their schools and they need to be doing work that's getting them somewhere." Detention Officer

Education and facility staff highlighted the importance of re-engaging youth in education. Others pointed out that it is challenging for education staff to implement an effective curriculum. One principal responded to the question about curriculum: "This is a very tough topic here [at JDC School] as we do not have students for very long. They either work on their existing school work if they have some or they work in the classroom on reading, writing, math and other projects that [the teacher] creates."

Curriculum

Most JDC schools try to contextualize education and curricula to be relevant and future readiness focused. The aim is to re-engage youth in education and give them a future perspective. Some teachers put their own curriculum together:

> "I put it together. We put our own curriculum together. When you're working with kids with so many different levels there's no one. So for example, math, we've got five or six different math options for every kid that's a possibility and that's nice too because lots of times the kids will say, 'I can't do this this is stupid.' Well here's another way you can learn it. We make sure we've got lots of options for each skill. So we're more of a mastery learning type of thing. You go from here, and then when you show us you can do this, you go to the next thing… so we start them where they are. That's probably the hugest difference between us and regular school is in here, everybody works only at their instructional level. If you work as a group, its things that everybody can do." Alternative Education Teacher

The importance of having individual learning plans or packages was essential. Teachers reported that youth in the classroom were performing at different learning levels. Exercises that cater to the individual academic level, or choosing general topics that everyone can contribute to, were regarded as effective instructional strategies. One teacher spoke about an innovative practice he was hoping to implement, noting that he wished there was more support for such practices among JDC leadership.

> "I came back with a proposal for an after school program and so [a colleague] and I did an after school program where we were basically—we were using theatre and … where you develop a scenario involving some sort of a public issue or conflict in your community and the issue was this kid got arrested for some things that had to do with a fight and then you acted out and then play it through again where people have an opportunity to say, 'cut', and then they step in and they take a role to demonstrate how that scene could be played differently if somebody acted differently and so it gives people a sense of being in control, being powerful and being able to have an impact." Teacher

This teacher also reported that the JDC aimed to create a supportive and positive classroom environment. Such an environment engages youth and encourages them to see themselves in a positive light. Creating a supportive, engaging, and positive learning environment was an instructional strategy observed during classroom observations.

> "They can go there. There need to be a junior or senior with credits. Some of our kids will not get there. There's no real way around that. But then we have [name of a] Community College. [We] do with our truancy school is we wanted to take them there so they could go there and they could see people with spikey hair and pin cushion faces and all that sort of stuff enjoying themselves in a learning environment so these kids could make connections and think 'wow, I can do that'. We want to give them that ah ha moment so that they could have that opportunity to see themselves in a different context." Teacher

Teachers used strategies that reduced class disruptions. When youth went off task, teachers redirected disruptive behavior rather than sending youth out of the classroom. Other positive strategies included offering youth incentives to learn. These featured reading time, engaging youth in activities that were aimed at the individual learning level or centered on current topics. All were focused on developing a positive future thinking outlook.

> "I just had a request to learn cursive, so… we're literally doing cursive. And it's really good special education cause they're doing this. Just throwing some stuff in there from elementary just to kind of reinforce and I'll note that there's some kids that come in and they're struggling with the task and we'll back track several steps back to make sure we reinforce the root of that, like if it's a math thing and they feel like, 'whoa, I don't get it' and we'll backtrack and we'll reinforce it then go back. So, I do a lot of special education techniques. They can go forward and back. I've got a boy right now that actually went up to skill 20 but he came out, he'd been using a lot of drugs and he had a lot of chaos in his life and he came back and said 'I can't remember how to divide.' So I let him go and he went 5 skill packets to division and fractions, he said 'this is all starting to come back to me. Can I take the final test and see how far I can go?' and he jumped like five skills there, so he's back. But I let them make a lot of that decision when they're ready because to—I don't want to set them up for failure until they're confident." Alternative Education Teacher

Computer-based Programs

Computer-based programs were identified as another effective strategy for individualized learning. However these strategies and approaches were described as not feasible due to the short-term nature of JDC instruction, and the limited funding of JDC education programs.

> “We have, they have NOVA Net here in the school. But now, because they use that, it's a very, very difficult thing to monitor and filter and I don't know how they do it for sure with NOVA Net, but they either had, they've broken through that a few times and figured out how to email and Facebook. It's unfortunate, but I can turn a computer on and off and here they are breaking through firewalls. You know, they're good. I'm not saying they're stupid.” Detention Manager

The need to offer alternative opportunities to youth who decided not to continue education was emphasized. Computer-based programs that prepared youth for vocational training were seen as important. These opportunities included providing youth with opportunities to transition to vocational training, Integrated Basic Skills Education Training (I-BEST), Job Corps, short-term certificate and credential courses.

> “They’re able to do online programs and things like that. Yes, we do GED online; we do all our testing online. We have iPads in here. I choose what they can access. They are locked from Facebook, their social networking and what not—and then I choose what programs are uploaded on there so they get to have their iPads.” Alternative Education Teacher

Some of the JDCs offered alternative programs that were not computer-based. Others provided life skills to youth and strategies to help them transition into vocational training. The Community Transition Alternative School (CATS), Graduation Alternative Program, and Day reporting programs were positive resources identified by education staff.

> From the classroom observations we also know that teachers often use individualized exercises that cater to the youths’ individual needs, and group exercises centered on personalized topics, or themes that provide a future/positive outlook. For example, writing or drawing something to the theme “my heart”, a personal poetry project, discussion of current events, discussion about staying off drugs, compassion and wealth. Few JDC schools also connect youth to re-engagement partners while on site. This was done through inviting guest speakers from partner organizations that presented about their programs to youth: “We do have some people that come in here to talk with the kids. We have a lady named … that comes in and she teaches life skills and things like that.” Detention Officer
>
> To keep youth engaged, they are provided with incentives. This is done through setting goals and rewarding youth with a title like “student of the day/week”, or winning a prize, extra reading or computer time, or other things: “We have basketball and recreation, plus they get soda pop as a reward.” Registrar

Credits

Earning credits for the time spent in the JDC School was seen as an effective incentive to motivate and reengage youth. Give that offering youth credit for their time in the JDC School was regarded by educators as a chance to help youth get caught up and reengaged in education. In our sample, the participants suggested that youth were able to gain credits/hours in detention, and then when the youth went back to school outside the facility, these hours/credits were reviewed by the home school registrar to determine if they will accept them.

> “We're supposed to help the kids. Holding them back further in school, that's not helping them, that's hindering them. If they could continue earning credits from the schools that they come from, and getting caught up because in here all they have is time. When they're in their cells, they're just sitting there. And they're in school. That's the time to ask questions, to learn different things, and this is the perfect place to get caught up.” Detention Officer

Effective communication between the facility and the home school was often mentioned by education staff as an area which needed improvement, and as an obstacle to being able to assign credits to youth’s work in the JDC.

> “I think that it would be in the kid's best interest if we kept good communication with the schools that they're from so that they are working on school work that isn't just busy work. That it's actually gaining them credit at school.” Detention Officer

Transition

Transition was an essential goal of short-term JDCs. Every facility gets federal Title 1 D funds and is required to name a Transition coordinator, so every one of them has one who works with facility staff to transition youth.

Some JDC sites ran orientation classes before youth started the JDC School and one operated a transition center. Transition specific classes were rare. One transition specialist highlighted the positive effect that transition classes can have on re-engaging youth in education and making them realize their potential.

> “I have a student out there right now that says, ‘I have never done so much schoolwork. I do more schoolwork in a week than I have done in a school year’. When I give them their work back, their like, ‘are you serious, I got a 92% on this. I’ve never got anything that high.’ I try to encourage

> them, 'just think if you went to school every day, what you would be doing.' Just those little things." Transition Specialist

Teachers in JDC Schools that were managed well often promoted a transition-forward environment through future focused activities during class. These activities focused on increasing the youth's awareness of community resources, self-efficacy, and career awareness.

> "I would like to see more of a life skills based curriculum. More opportunity for them to speak and kind of work things out as far as—education is definitely important. We have the one that are on track to graduate and are earning credits and so I think that's important. I would like to see a balance of half the day is academics and then the other half is those life and social skills that the kids are really lacking and needing. When they're in the classroom they don't get much opportunity to share." Transition Specialist

In particular, programs that focused on employment and education were highly valued, as they gave youth incentives to do well, and helped in making positive connections with the community.

> "So I'm allowed to go out to the community and meet kids at work source, or something once they're released. But as far as like while they're detained, they go to the WOIS Website and they can to career surveys and researching their results in more depth to determine what the salary is for their interest area or where they can go to school for that. They can get their food card while they're here online. They can study and practice online for their GED test but they can't take it here. They can build a resume: this is an example of a kid who's been here a lot. So he's got a resume and he wanted a fresh education plan because he's been here so many times it keeps changing. This is his certificate once he's completed core job training activities. We had … come in yesterday and talk about their composite program so he explored a career in the military; he took a personality typology test her learned about how to ride the bus in the community. They can practice for their driving test, things like that. It's not like they're going to be trained in anything like welding, or something, but just so they know what's out there and so we have people come in from the community to talk about accessing those types of programs. Kids don't always realize they can do it. … Get them thinking…restorative justice... so that they're doing something while they're here." Transition Specialist

Re-enrollment in School

Respondents highlighted the importance of good relationships between surrounding school districts and the JDC School to ensure smooth transition. Respondents said they often faced difficulties re-enrolling youth in their previous school, as they had strained relationships with teachers. Some reported that the schools were hesitant to take students back, making the transition planning challenging and more time-consuming.

> "I would assume most of them do go back to their school, but we have had some that don't because of the enrollment thing. But we now, our detention manager has it set up so that when we release kids, we have to have the parents sign the form and then have a staff fax the form over to the school saying this kid has been released from the school district. Basically telling them heads up for this student because they should be coming in for re-enrollment." Detention Officer

A smooth transition was most likely to occur when the probation officer, regular school teacher and parents, or other staff worked together to create an after exit plan in consultation with the youth. In order to develop a better understanding of the effectiveness of transition strategies, respondents highlighted that consistent feedback loops needed to be in place. There was also a sense among respondents that systematic re-entry supports were needed to facilitate youth transition. Respondents noted that they would like to be updated on the youth's re-enrollment and success post transition, surmising that this feedback and transition support would likely be provided by the court system.

> "That's kind of the POs job then because as long as they're on probation the PO is supposed to be paying attention to, are they going to school? Are they passing? How much more they need? Is GED maybe something we need to consider so and that's part the EA job, so we're kind of a team on a continuum and different people take different parts of that. So once they leave us, we hear about them in staff meeting because the POs are talking about the kids on their caseload so we sometimes hear but not always and then once they're on probation we don't know." Head Teacher

Community-based Strategies

The interview data showed that recidivism prevention depended on creating a positive and supportive environment for youth reentering the community.

> "We've actually gone out into the communities in these neighborhoods where these kids live to say, okay, what's goin' on out here? We had a neighborhood right up next to the penitentiary that police were being called out there four of five times a day, domestic violence, so what

> happened is, the community got together and they cleaned up the community. They hauled off all the junk cars, they had some trashy trailers that people—they got rid of those things. They actually put a park in there. They paved the streets, put sidewalks in. There was a group … but they came over and they actually built this park and they had the neighbors come in and help. You empower the neighbors. As a result we've seen the number of police referrals out there significantly drop. So that's one example. As a community you start to take charge of—these are kids being raised here who have no hope of—they look at the penitentiary which is right across the street and that's my life. I won't finish school, I can't get a job, I'm a loser, I might as well join the gangs. That was the mentality. So the idea was, let's change that. Let's give these kids hope." Juvenile Corrections Administrator

Apart from creating a positive picture about youth in the community, some JDCs try to connect youth to community providers, especially in cases where families are not able to support the youth. Community partnerships are important, as there is no funding from the JDC to support youth once they exit detention.

> "We look at it as the kid has to be on probation for at least 6 months. …They can continue to be served … and hope within six months they see the value of continuing, and if they need to continue as a family, and they need to figure out how to access resources. So today, what they talked about, they went and talked to some families, and one of the families, the young man wants to play soccer, and apparently when he's playing soccer he's way more well behaved for a variety of reasons, but he has a fine from the last time that didn't get paid. So the program is going to pay the fine. We wrote in some money for just that kind of thing. When you run up against, do you need something extra, there is no money to buy it, it's a barrier to success. … So they're going to pay his fine so he can play soccer this year. Those kinds of working through family issues because it was a real conflict, the family didn't or couldn't pay the fine, made him angry, and there was a lot of friction around that. ... A lot of my time is spent trying to build community resources. Because we just don't have much." Juvenile Corrections Administrator

Family-based Strategies

The qualitative data further suggests that family involvement and engagement during the early stages while the youth is still in residential treatment, may improve the likelihood that youth will complete treatment services and experience lower rates of re-

arrests, adjudication, felony adjudication, and recurrence of more serious offenses (i.e., felony offenses compared to misdemeanors).

> “No. It [treatment services] can be in the center and does happen in the center. It's most effective when it doesn't happen here, when it happens in a neutral place or in their home. And we contract with outside providers to that. We're fortunate to have two in our area that we can contract with. We do ART [Aggression Replacement Therapy] and we do that here. My staff does that. Both of those are evidence-based programs that have shown to help kids. And we've just started this wrap-around family connections program which is also a promising practice.” Juvenile Corrections Administrator

Another JCA emphasized the importance of having programs in place that incorporate the family in transition planning, and re-engaging youth in education for recidivism prevention.

> “I think the problem is I’ve been trying to instill here in the county that we need to make sure we keep the kids and the families at the center of our decision making and not forget about that. Sometimes we make decisions based on what FTEs we have, what funding we have, what makes sense for us, but if it’s not making sense for the families what’s the point? I think right now we’ve got a program that is not focused on the kids and the families of ‘how do we get them back into school or an educational program so we don’t lose them.” Juvenile Court Administrator

However, some respondents also stated that family-based programs are sometimes difficult to implement, as parents may not be able to provide needed assistance due to their own challenges.

> “I think we should, if it isn't working out, we should definitely encourage them to stay in normal school, but if it's not working out, an education is still better than no education. As far as goals, long-term and stuff like that, it would be great to have them be educated, to know the different things are out there. Going to school. Getting a two-year degree, four-year degree and how to go about these different things. Because I tell you, the families I've seen coming through here, going to a four year school is the last thing they're thinking about.” Detention Officer

Another barrier is the lack of vocational programs for youth who decide not to return to school, or would be better suited for a different type of educational institution.

> “Well, I don’t know, to have more options. You don’t want to set up necessarily a school for criminal youth but some more alternatives to, I don’t know, let’s say there’s job placements that actually look for youth or adults that have been incarcerated that want to give them a second chance. I mean if there were schools like that. We get where you’re coming from. We’re geared for that.” Education Advocate

Respondents emphasize that family- and community-based programs, and continued work with youth post detention is essential to prevent recidivism. Some respondents saw a need for mentors and advocacy programs.

> “We don't have a lot of community resources. I spend a lot of my time trying to build community resources. I was part of a consortium that wrote a … Mentoring Grant six years ago and we got 400,500 dollars to do a three year program which we did. And the program is still alive, but it's barely hanging on by a thread right now. I just wrote a grant for some of our tax money to do a family connections program where we’re partnering with a non-profit to provide that service. There's also a very entrenched distrust of government in this county. I'd like to be able to [do] restorative justice and community involvement [programs] only my people don't want us coming to their doors. It makes it a lot harder. So that's why, when I wrote the connections grant, I did it conjunction with the community agency...” Juvenile Corrections Administrator

Restorative Justice

Some of the JDC sites had restorative justice programs in place that connected youth while they are still in detention to the community.

Restorative justice was highlighted as an approach to curb recidivism a means for youth to learn from mistakes.

> “We have a restorative justice program. The idea is to get the message that these kids are valuable to the community and we want them all to be successful.” Juvenile Court Administrator

The most common restorative practice was youth serving on work crews that served the community.

> “I oversee our work crew to community service, restitution crew, kind of a restorative justice thing that we’ve had in place since before we had a facility.” Detention Manager

In other JDCs the work crew was converted into a restorative justice program where youth make a positive contribution to the community through collaborative projects. For example, community members, who have been victims of juvenile crime are contacted, and if willing, connected with the youth, who receives the chance to reconcile with victims and the wider community.

> "They (JDC) eliminated the work crew, because it was not meaningful. Instead, they created a "restorative work crew" that provides work to community members and organizations. In this care - everybody on the work crew works together - not just the kids. This is the point – engaging the community on shared projects. They have a victim unit – they will contact victims of juvenile crime. One victim had his coffee shop vandalized, and ended up hiring one of the kids who did it." Juvenile Court Administrator

The aim of both programs was to show how youth could add value to their communities, which in return – ideally – leads to a decrease in recidivism rates.

Summary

In summary, the qualitative data reveals numerous challenges in running effective education programs in Washington State's JDCs. In order to strengthen education in JDCs, respondents reported it was important that detention and education staff work together to create an environment that emphasizes education. They also advocated that other positive supports such as mentoring and employment be available to youth while in detention or as part of their transition planning efforts. To be most effective, JDC educators needed to access professional development, and participation in meetings where they could learn and exchange best practices with other JDC educators.

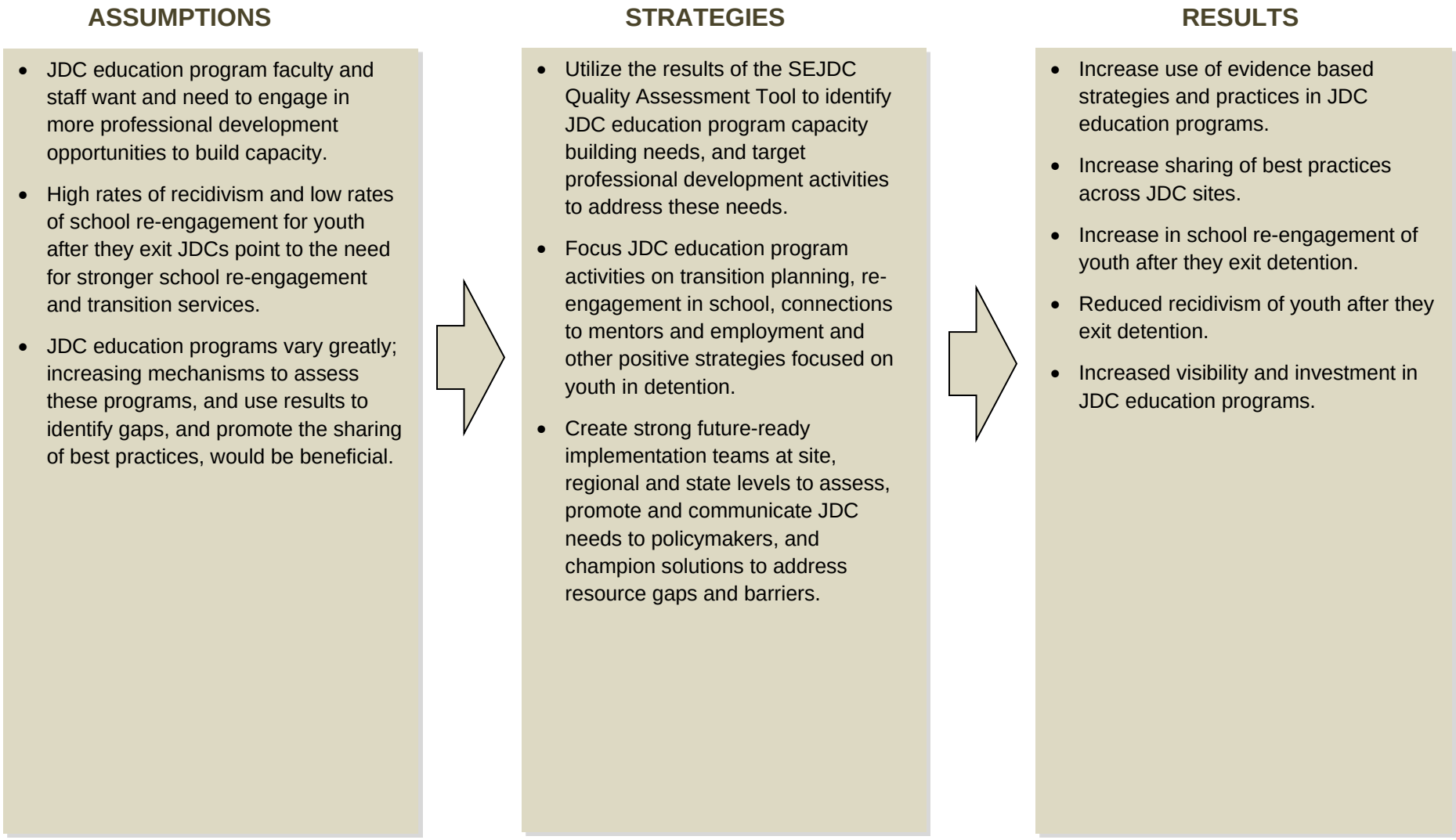
Teachers felt they needed more support for their efforts to reengage youth, and to promote youth confidence and a positive focus on the future. Computer-based programs were regarded as a viable alternative to provide individualized instruction and alternatives to education, if youth decided not to return to school. However, internet-based programs were sometimes difficult to utilize in JDC schools, as specific internet restrictions were in place.

To facilitate a smooth transition back to school or alternative programs, education and facility staff aspired to develop closer working relationships with district schools and community partners. They also wanted to establish better feedback loops about the post transition experiences of youth. Family- and community-based strategies, as well as restorative justice programs, were regarded as most effective to prevent recidivism, as they helped youth realize the positive contributions they can make to society.

4. Theory of Action

The graphic on the next page of this report describes the theory of action driving the recommendations. We synthesized the data to demonstrate the basic assumptions, activities and results that are driving the report recommendations.

4. THEORY OF ACTION



5. RECOMMENDATIONS

We present the following five recommendations to the JDC sites for consideration.

(1) Encourage Juvenile Detention Centers to annually assess their capacity using the Quality Assessment Tool (QAT) and make evidence-based improvements to support youth enrolled in JDC education programs.

We utilized the feedback from JDCs to modify the five principles outlined in the 2014 U.S. Departments of Education and Justice, *Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings* report, and embedded these in the Quality Assessment Tool (QAT) informed by the SEJDC research. The QAT lists the modified principles and includes effective strategies associated with each for JDC education program staff to assess and use. Based on these assessments JDC staff may want to identify areas where they are particularly successful or need professional development, or other gap filling resources. When used strategically and consistently the QAT results have the power to catalyze dialogue and actions necessary to drive continuous improvements. A description of the modified QAT Principles is presented below.

Principle 1: POSITIVE CLIMATE

A safe, healthy, and positive facility-wide climate exists. The climate prioritizes education and provides the social emotional conditions for learning.

Principle 2: COMMUNITY ENGAGEMENT

A safe and healthy relationship with the community, ensuring the provision of education, skill building, treatment and intervention resources is in place.

Principle 3: HIGHLY EFFECTIVE CLASSROOM PRACTICES

A highly effective classroom practices is a critical element of a high quality learning experience. It is essential to support the recruitment, retention and professional development of qualified education staff with skills relevant in

juvenile justice settings. Teachers, administrators, and staff who can positively impact long-term student outcomes, are critical in detention center settings. A process for sharing effective practices and programs emerging from local and national youth detention center work across detention sites and with partners exists. In addition, necessary social emotional services that address individual youth needs, including those with disabilities and English language learners, are in place.

Principle 4: ACADEMIC ENGAGEMENT

Rigorous and relevant curricula aligned with state, academic, career and technical education standards that utilize instructional methods, resources and practices that promote college and career readiness are in place.

Principle 5: COORDINATED TRANSITION SUPPORTS

Community- and family-based strategies that prevent recidivism are part of a coordinated transition support system that leads to successful navigation across child serving systems and smooth reentry into communities.

(2) Establish strong site-specific, regional and statewide "future ready" JDC education program implementation teams.

The SEJDC study results reveal that the strengths and weaknesses of JDC education programs vary greatly from site to site. As a result, greater sharing across sites would increase the exchange of effective practices, and catalyze cross-site problem solving and communication. All JDCs stand to benefit from communicating promising practices, and from working together to identify where they require a greater infusion of resources. One way to do this would be to form site-specific, regional, and state JDC Future Ready Transformation Teams which agree to jointly identify, implement, track, and improve the goals set forth in their education program transformation plans.

At the **site-specific JDC level**, the membership of the transformation team would be comprised of 5-8 persons, including a teacher, center director, security officer, and other core staff, such as transition specialists/coordinators and counselors. As part of the transformation efforts, sites may want to discuss the results of their QAT on an annual basis, and use them to identify areas where staff need and want professional development and coaching, and where peer teaching would be beneficial, by matching sites which receive lower assessments on certain metrics, with those which are higher performing.

At the **regional level,** which could be aligned with Educational Service District boundaries in the state, the JDC Transformation Team membership would include similar representation, and comprise 8-10 persons, including teachers, center directors, and representative staff from each local JDC. This group would review, and roll-up site-specific site QAT results to inform state partners about their work, progress and capacity-building needs. The case-making for legislative requests would be cultivated in these groups and submitted to the state level JDC Executive Transformation Team.

At the **state level** the **JDC Executive Transformation Team** would include 8-10, OSPI Guidance and Administrative Leaders, Court, Law Enforcement, Workforce, School District, Community-Based Organizations and College Partners. The JDC Executive Transformation Team would present findings to policymakers and legislators, and showcase findings to increase investments in effective practices. They would also secure support for statewide and national professional development resources and opportunities and forge MOUs and partnerships with other institutional and community partners to increase the flow of resources to JDC education programs.

(3) Promote professional development activities.

As part of the transformation efforts, sites may want to identify areas where staff need and want long-term professional development and coaching, prioritizing topics emerging from the SEJDC research. These include, behavioral intervention, educating students

with disabilities, instructional strategies, transition, literacy instruction, assessment and classroom management. JDCs may also want to establish virtual and in person learning communities as a way to promote cross learning, and to gauge how colleagues apply and assess the value of the training they receive. JDCs should be encouraged to enter their best practices and innovative instructional approaches in the SEJDC Manual, which was developed through this research and could be maintained electronically on a system accessible to all JDCs to use. The Manual incorporates examples that were lifted directly from the SEJDC observations and research. It is intended to be a living document and, as such, would be formally updated on an annual basis to include new approaches and inspire hindsight reflections about those utilized the previous year.

(4) Implement a "Future Ready" approach to service delivery.

Transformation planning and professional development efforts, which prioritize strong "future ready" school re-engagement and connections to positive resources, are needed. These strategies include assessment-driven transition plans, instructional strategies that feature future goal setting, and use of technology to explore careers and topics of interest, connections to school based advocates and resources, mentors and community partners. A request for additional support from the Washington State Office of Superintendent of Public Instruction (OSPI) to invest in resources for student engagement and mentoring that begins while in detention and continues after the youth exits detention should be made, using the SEJDC data to illustrate the low school re-engagement rate. Also, the OSPI High School and Beyond Plan, which is electronically accessible, should be updated, and/or initiated while the youth is in detention as part of the transition planning process, and transmitted electronically to the school, which the youth is attending, after they leave detention. Youth that are not going to return to school should also receive a copy, ensuring that it includes community re-engagement resources that can help the youth stay focused on "future ready" activities. A policy for ensuring transition support to youth should be forged.

(5) Track recidivism, return to school and labor market engagement rates of students every year and engage in MOUs and other formal agreements to improve performance in each of these areas.

To gauge the effectiveness of these "future ready" strategies the state-level Transformation Team would benefit from working with OSPI and the Educational Research Development Center (ERDC) to track recidivism, return to school and labor market engagement rates of students by drawing upon data collected by OSPI, the State Board of Community and Technical Colleges, and Washington State Employment Security Department. These measures are the true indicator of the results that JDCs in partnership with schools, workforce partners and the community as a whole, want to measure and move to. Efforts to increase performance on these metrics need to be supported and leveraged in tandem with a commitment to develop JDC, school, workforce, community college, community-based organizations, and court partnerships to improve return to school, recidivism and ultimately labor market engagement rates.

6. CONCLUSION

The high recidivism and low school re-engagement data serve as an urgent call to action. It is clear that greater investments in JDC staffing, professional development, instruction and transition planning are needed. The solutions must be forged on a community-wide level, and include a greater focus on community partnering, instructional practices, mentoring and transition planning, as well as other areas where JDC data reveals high needs. By routinely identifying these needs, and communicating the high cost of not addressing them to policymakers, JDCs will be better equipped to advocate for the resources that their education programs need.

Several limitations to this study warrant discussion. First, the external validity of this investigation was limited to Washington State short-term detention centers. The degree to which the results of the present investigation apply to other short-term centers is unclear. Second, the measures used in the present investigation did not include

interviews or surveys of youth or their families. Future investigations could include these perspectives. Third, although we tried to use statistical model to account for the variance of confounding factors, the quantitative research design was pre-experimental in nature. Additional study is needed to evaluate the predictive validity of practices emerged from this study.

REFERENCES

Altschuler, D. M. & Armstong, T. L. (2004). *Intensive juvenile aftercare reference guide*. Juvenile Reintegration and Aftercare Center: Sacramento, CA. Retrieved from http://www.csus.edu/ssis/cdcps/IntensiveAftercareReferenceGuide.pdf

Altschuler, D. M., & Brash, R. (2004). Adolescent and teenage offenders confronting the challenges and opportunities for reentry. *Youth Violence and Juvenile Justice, 2*(1), 72- 87. doi: 10.1177/1541204003260048

Burdick, K., Feirman, J., & McInerney, M. (2011). Creating positive consequences: Improving education outcomes for youth adjudicated delinquent. *Duke Forum for Law & Social Change, 3*(5), 5-28.

Department of Social and Health Services (2010). Washington State Juvenile Justice Annual Reports. Available at http://www.dshs.wa.gov/ojj/annual_report.shtml

Foley, R. M. (2001). Academic characteristics of incarcerated youth and correctional educational programs: A literature review. *Journal of Emotional and Behavioral Disorders, 9*(4), 248-259. doi: 10.1177/106342660100900405

Herrenkohl, T.L., Hawkins, J.D., Chung, I., Hill, K.G., and Battin–Pearson, S. 2001. School and community risk factors and interventions. In *Child Delinquents: Development, Intervention, and Service Needs,* edited by R. Loeber and D.P. Farrington. Thousand Oaks, CA: Sage Publications, pp. 211–246.

Hox, J. J. (2002). *Multilevel analysis: Techniques and applications*. Mahwah, NJ: Erlbaum.

Institute of Education Science (2010). *Statistical Methods for protecting personally identifiable information in aggregate reporting.*

Juvenile Justice Educational Enhancement Program (JJEEP). (2005). *Annual report to the Florida Department of Education*. Center for Criminology and Public Policy research, Florida State University. Retrieved April 15, from http://www.criminologycenter.fsu.edu/jjeep/

Leone, P. E., & Meisel, S. (1997). Improving education services for students in detention and confinement facilities. *Children's Legal Rights Journal, 17*(1), 1-12.

Leone, P., & Weinberg, L. (2010). Addressing the unmet educational needs of children and youth in the juvenile justice and child welfare systems. Washington, DC: Georgetown University, Center for Juvenile Justice Reform.

Lochner, L. & Moretti, E. (2003). The effect of education on crime: evidence from prison inmates, arrests, and self-reports. *American Economic Review, (94)*1, 155-189.

Mears, D. P., & Travis, J. (2004). Youth development and re-entry. *Youth Violence and Juvenile Justice, 2*(1), 3-20.

Moffitt, T. E., Lynam, D. R., & Silva, P. A. (1994). Nueropsychological test predicting persistent male delinquency. *Criminology, 32*(2), 277-300.

Puzzanchera, C. and Kang, W. (2011). *Easy Access to Juvenile Court Statistics: 1985-2008*. Available: http://www.ojjdp.gov/ojstatbb/ezajcs/

Redding, R. E. (2000). *Characteristics of effective treatments and interventions for juvenile offenders*. Retrieved from www.ilppp.virginia.edu/Publications_and_Reports/ CharEffTreat.html

Seguin, J. R., Pihl, R. O., Harden, P. W., Tremblay, R. E., & Boulerice, B. (1995). Cognitive and neuropsychological characteristics of physically aggressive boys. *Journal of Abnormal Psychology, 104(*3) 614-624. doi: 10.1037/0021-843X.104.4.614

Snyder, H. N. (2004). An empirical portrait of the youth re-entry population. *Youth Violence and Juvenile Justice, 2(*1), 39-55.

Steinberg, L., Chung, H. L., & Little, M. (2004). Re-entry of young offenders from the justice system: A developmental perspective. *Youth Violence and Juvenile Justice, 2(*1), 21-38.

Stephens, R. D., & Arnette, J. L. (2000). From the courthouse to the schoolhouse: Making successful re-entry. *Juvenile Justice Practice Series Bulletin*. U.S. Department of Justice, Office of Justice Programs, OJJDP. NCJ178900.

Sullivan, M. L. (2004). Youth perspectives on the experience of re-entry. *Youth Violence and Juvenile Justice, 2*(1), 56-71. doi: 10.1177/1541204003260047

The Council of State Governments Justice Center, "Locked out: improving educational and vocational outcomes for incarcerated youth" (New York: The Council of State Governments Justice Center, 2015).

Twomey, K. (2008). The right to education in juvenile detention under state constitutions. *Virginia Law Review, 94*(3), 765-811.

U.S. Departments of Education and Justice, *Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings*, Washington, D.C., 2014.

Uggen, C. & Wakefield, S. (2005). Young adults reentering the community from the criminal justice system: The challenge of becoming an adult. In D. Wayne Osgood, M. Foster, and C. Flanagan (Eds.) *On Your Own without a Net: the Transition to Adulthood for Vulnerable Populations* (pp. 114-144). Chicago: University of Chicago Press.

APPENDIX A: TABLES

Table 1

Number of Students by Location*

	N=4830	*%*
Island Juvenile Detention Education Program	68	(1)
Chelan County Juvenile Detention Center	86	(2)
Okanogan C Juvenile Detention	110	(2)
Martin Hall Detention Center	127	(3)
Lewis County Juvenile Detention	132	(3)
Whatcom Co Detention Center	141	(3)
Grant Co Detention Center	154	(3)
Skagit County Detention Center	197	(4)
Clallam Co Juvenile Detention	222	(5)
Grays Harbor Juvenile Detention	271	(6)
Cowlitz County Youth Services Center	288	(6)
Benton/Franklin Juvenile Justice Center	290	(6)
Kitsap Co Detention Center	323	(7)
Thurs Co Juv Det/Tumwater West E	371	(8)
Spokane Juvenile Detention School	383	(8)
Remann Hall Juvenile Detention Center	450	(9)

Charles Denney Juvenile Detention Center	532	(11)
Clark Co Detention Center	685	(14)

Note. *Students were placed in the short-term detention center at least once in the focus school year.

Table 2

Students by Gender

	N=4830	***%***
Male	3490	(72)
Female	1340	(28)

Table 3

Student Grade Level in the Focused Episode (2010-2011 School Year)

Grade level in 2010_11	***N=4830***	***%***
Grade 4	2	(0.001)
Grade 5	15	(0.3)
Grade 6	68	(1)
Grade 7	218	(5)
Grade 8	492	(10)
Grade 9	1002	(21)
Grade 10	1148	(24)
Grade 11	1198	(25)

Grade 12	687	(14)

Table 4

Student Enrollment Prior to the Focused Episode (2010-2011 School Year)

Enrolled2004_2010	***N=4830***	***%***
0 school years	117	(2)
1 school years	106	(2)
2 school years	137	(3)
3 school years	123	(3)
4 school years	200	(4)
5 school years	316	(7)
6 school years	3831	(79)

Table 5

Student Enrollment After Release (Not Counting Graduation)

Enrolled2011-2014	***N=4830***	***%***
1 school year	1026	(21)
2 school years	1354	(28)
3 school years	1216	(25)
4 school years	1234	(26)

Table 6

Student Ethnicity

Race	*N=4830*	*%*
American Indian/Alaskan Native	358	(7)
Asian	70	(1)
Black/African American, not Hispanic origin	412	(9)
Hispanic or Latino of any race(s)	874	(18)
White, not of Hispanic origin	2900	(60)
Native Hawaiian/other Pacific Islander	26	(1)
Two or more races	160	(3)
Not provided	30	(1)

Table 7

Student Home Language

Language	*N=4830*	*%*
English	4373	(91)
Spanish	383	(8)
Missing	2	(0.001)
Other language	72	(2)

Table 8

Student Receiving Special Education Service in 2004-2010

Special Ed in 2004-2010	*N=4830*	*%*
No	3071	64
Yes	1759	36

Table 9

Student Homeless Status in 2004-2010

Homeless 2004_2010	*N=4830*	*%*
no	4068	(84)
Yes	762	(16)

Table 10

Student Disability Status One Year Prior to the Focused Episode (2010-2011)

Disability status	*N=4830*	*%*
No disabilities	3625	(75)
Developmental Delays (0-8 only)	2	(0.001)
Emotional/behavioral Disability	279	(6)
Health Impairment	365	(8)

Specific Learning Disability	447	(9)
Mental Retardation	39	(1)
Multiple Disabilities	21	(0.4)
Deafness	1	(0.0002)
Hearing Impairment	3	(0.1)
Communication Disorders	38	(1)
Autism	8	(0.2)
Traumatic Brain Injury	2	(0.001)

Table 11

Days Stayed in Detention During the Focused Episode (2010-2011)

	N=4830	***%***
One day or less	860	(18)
2 to 4 days	1181	(25)
5 to 7 days	722	(15)
8 to 15 days	959	(20)
16 to 30 days	648	(13)
31 or more days	460	(10)

Table 12

Student with Juvenile Offense Prior to the Focused Episode (2004-2011 School Year)

# of Juvenile Offense	N=4830	%
0	834	(17)
1	732	(15)
2	744	(15)
3	572	(12)
4	488	(10)
5	359	(7)
6	280	(6)
7	217	(5)
8	141	(3)
9	103	(2)
10	83	(2)
11	74	(2)
12	50	(0.01)
13	32	(1)
14	28	(1)
15	19	(0.4)
16	18	(0.4)
17	11	(0.2)
18	8	(0.2)
19	11	(0.2)
20	10	(0.2)
21	2	(0.0004)
22	4	(0.002)

23	1	(0.0002)
24	4	(0.002)
25	1	(0.0002)
27	1	(0.0002)
28	1	(0.0002)
30	1	(0.0002)
31	1	(0.0002)

Table 13

Teacher Demographic Information

Characteristics		***N***	***%***	***M***	***SD***	***Min***	***Max***
Gender	*Male*	16	(35)				
	Female	30	(65)				
Ethnicity	*Hispanic or Latino*	1	(2)				
	American Indian or Alaskan Native	1	(2)				
	Native Hawaiian or Pacific Islander	1	(2)				
	White	41	(89)				
	Multiracial	2	(4)				
Age	*18-25*	2	(4)				
	26-36	1	(2)				
	37-45	12	(26)				

46-55	12	(26)				
56 or older	19	(41)				
How Long Have Been Teaching at Current Facility			11.3	(8.2)	0.3	33.0
How Long Have Been Teaching			20.0	(9.4)	1.8	37.0

Table 14

Number of Courses Taught by Each Teacher

Number of courses*	***N***	***%***
1 course	6	(13)
2 courses	8	(17)
3 courses	8	(17)
4 courses	7	(15)
5 courses	3	(7)
6 courses	8	(17)
Other**	5	(11)
Missing	1	(2)

Note. *including English, Math, Science, Social Studies, Vocational , and Electives
** including GED, study skills, and computers, health, life skills, special education

Table 15

K-Mean Cluster Analysis of the Sites by Teachers' Perceived Efficacy in Student Engagement, Instruction Strategy, and Classroom Management

Site	Cluster	Distance from center	Mean	Student engagement	Instruction strategy	Classroom management
Walla Walla County	High	.40	3.50	3.25	3.50	3.75
Spokane Juvenile Detention School	High	.36	3.40	3.20	3.50	3.50
Kitsap County	High	.22	3.33	2.75	3.50	3.75
Lewis County	High	.35	3.29	2.63	3.38	3.88
Whatcom County	High	.29	3.17	2.75	3.13	3.63
Snohomish County	High	.36	3.11	2.75	3.25	3.33
Skagit County	Moderate	.59	3.17	2.25	3.25	4.00
Clark County	Moderate	.50	3.08	2.25	3.00	4.00
Clallam County	Moderate	.41	2.92	2.25	3.25	3.25
Grant County	Moderate	.32	2.88	2.25	3.13	3.25
Benton/Franklin Counties	Moderate	.28	2.85	2.44	2.81	3.31
Cowlitz County	Moderate	.30	2.77	2.25	2.86	3.21
Chelan County	Moderate	.69	2.67	2.25	2.25	3.50
Yakima County	Low	.30	2.65	2.33	2.61	3.00
Pierce County	Low	.32	2.60	2.38	2.44	3.00

Thurston County	Low	.59	2.18	1.75	2.45	2.35

Table 16

Teachers' Perceptions of Current Professional Development

		Never	Rarely	Sometimes	Often	Always
Do you have access to the training that you need to do your job well?	*n*		1	17	14	14
	%		(2)	(37)	(30)	(30)
Do you choose the content of the training that you participate in?	*n*	6	3	17	16	4
	%	(13)	(7)	(37)	(35)	(9)
Are the training activities offered to you relevant to your needs and those of your students?	*n*	1	3	16	18	8
	%	(2)	(7)	(35)	(39)	(17)

Table 17

Teachers' Perceptions of Potential Professional Development Opportunities

		No	Yes	Maybe
Would you like more opportunities for training and professional development?	*n*	3	33	10
	%	(7)	(72)	(22)
Need PD on instructional strategies	*n*	8	28	10
	%	(17)	(61)	(22)

Need PD on classroom management	*n*	18	20	8
	%	(39)	(44)	(17)
Need PD on behavioral interventions	*n*	7	30	8
	%	(15)	(65)	(17)
Need PD on literacy instruction	*n*	8	26	11
	%	(17)	(57)	(24)
Need PD on transition	*n*	9	28	9
	%	(20)	(61)	(20)
Need PD on assessment	*n*	12	25	8
	%	(26)	(54)	(17)
Need PD on students/youths with disabilities	*n*	6	29	11
	%	(13)	(63)	(24)

Table 18

Teachers' Perceptions of Administrative Management to Support Effective Education

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am encouraged to participate in facility-wide management.	*n*	7	8	15	9	7
	%	(15)	(17)	(33)	(20)	(15)
Educational staff and facility staff share common goals and concerns with regard to the youth in this facility.	*n*	0	4	9	20	13
	%	(0)	(9)	(20)	(44)	(28)
	n	4	1	1	16	24

My supervisors trust my judgment in decisions affecting the students that I serve.	*%*	(9)	(2)	(2)	(35)	(52)
The youth here are encouraged to make suggestions to the administration.	*n* *%*	2 (4)	6 (13)	13 (28)	21 (46)	4 (9)
Detention Center staff and administrators take academics seriously.	*n* *%*	0 (0)	6 (13)	5 (11)	23 (50)	12 (26)
Teachers and administrators at my school work together to improve instruction.	*n* *%*	0 (0)	2 (4)	6 (13)	19 (41)	19 (41)
I am satisfied with my current level of interaction and communications with my administrators.	*n* *%*	1 (2)	5 (11)	9 (20)	12 (26)	19 (41)
My school administrator is an effective instructional leader.	*n* *%*	2 (4)	3 (7)	14 (30)	11 (24)	16 (35)

Table 19

Teachers' Perceptions of Instructional Resources to Support Effective Education

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The school's instructional materials are appropriate for my students' needs.	*n*	1	3	7	26	9
	%	(2)	(7)	(15)	(57)	(20)
The school's instructional materials are appropriate for my students' interests.	*n*	2	6	11	22	4
	%	(4)	(13)	(24)	(48)	(9)
The school library includes an adequate selection of print and digital educational support resources.	*n*	6	11	14	11	4
	%	(13)	(24)	(30)	(24)	(9)
Adequate copying equipment and services are available to staff.	*n*	1	1	3	23	18
	%	(2)	(2)	(7)	(50)	(39)
The availability of computers is adequate.	*n*	1	7	8	16	14
	%	(2)	(15)	(17)	(35)	(30)
Classroom supplies are adequate.	*n*	0	10	8	19	9
	%	(0)	(22)	(17)	(41)	(20)
There are adequate extracurricular programs at this school.	*n*	10	9	20	7	0
	%	(22)	(20)	(44)	(15)	(0)

Table 20

Teachers' Perceptions of School Climate to Support Effective Education

		Never	Rarely	Sometimes	Often	Always	Missing	Don't know
Do you feel safe at this school?	*n*	0	0	3	6	37	0	0
	%	(0)	(0)	(7)	(13)	(80)	(0)	(0)
Are you supported by the custody staff at this facility?	*n*	1	0	3	10	32	0	0
	%	(2)	(0)	(7)	(22)	(70)	(0)	(0)
Are you respected by the students at this school?	*n*	0	0	4	31	10	1	0
	%	(0)	(0)	(9)	(67)	(22)	(2)	(0)
Do you look forward to coming to work?	*n*	0	0	3	17	26	0	0
	%	(0)	(0)	(7)	(37)	(57)	(0)	(0)
Does this school provide a caring and supportive environment for students?	*n*	0	0	2	12	32	0	0
	%	(0)	(0)	(4)	(26)	(70)	(0)	(0)
Do students establish trusting relationships with staff members at this school?	*n*	0	0	5	30	11	0	0
	%	(0)	(0)	(11)	(65)	(24)	(0)	(0)
How often do students get picked on or bullied during school hours?	*n*	2	30	13	1	0	0	0
	%	(4)	(65)	(28)	(2)	(0)	(0)	(0)
How often do students get picked on or bullied during non-school hours?	*n*	1	9	21	6	0	8	1
	%	(2)	(20)	(46)	(13)	(0)	(17)	(2)
Does this school meet the educational needs of the students it serves?	*n*	0	1	7	24	14	0	0
	%	(0)	(2)	(15)	(52)	(30)	(0)	(0)

Does this school provide an atmosphere where every student can succeed?	*n*	0	0	5	17	24	0	0
	%	(0)	(0)	(11)	(37)	(52)	(0)	(0)
Do parents take an active part in their child's learning at this school?	*n*	10	30	5	1	0	0	0
	%	(22)	(65)	(11)	(2)	(0)	(0)	(0)

Table 21

Teachers' Perceptions of Behavior Support to Facilitate Effective Education

		No	Yes	Don't Know	Not applicable	Missing
Is there a team that addresses behavior and discipline in both the school and the facility as a whole?	*n*	22	20	4	0	0
	%	(48)	(44)	(9)	(0)	(0)
Is your facility-wide behavior team representative of the entire staff?	*n*	4	17	5	0	20*
	%	(9)	(37)	(11)	(0)	(44)
Are you on the facility-wide behavior team?	*n*	8	15	4	0	19*
	%	(17)	(33)	(9)	(0)	(41)
Has the facility-wide behavior team communicated their rules or ideas to staff in the past 6 months?	*n*	3	15	7	0	21*
	%	(7)	(33)	(15)	(0)	(46)
Do you acknowledge students for appropriate social behavior?	*n*	0	45	1	0	0
	%	(0)	(98)	(2)	(0)	(0)
Do you have standards rules or a motto addressing discipline and/or behavioral expectations?	*n*	1	44	0	1	0
	%	(2)	(96)	(0)	(2)	(0)

Note. *some participants may not fill out these items as a way to show that it is not applicable for their sites.

Table 22

Frequency of Behavior Support Team Met to Support Effective Education

		n	%
How often does the facility-wide behavior team meet?	Do not know	9	(20)
	Several times a year	1	(2)
	Once a month	2	(4)
	More than once a month	12	(26)
	Missing	22	(48)

Table 23

Frequency of Rewarding Appropriate Behavior to Support Effective Education

		n	%
How often do you give rewards for appropriate behavior?	Once a year or less	4	(9)
	A few times a month	5	(11)
	Several times a week	13	(28)
	At least daily	21	(46)
	Missing	3	(7)

Table 24

Frequency of Emergent Behavioral Management to Support Effective Education

		n	%
How often do you have to call security to deal with classroom behavioral problems?	Once a year or less	21	(46)
	Several times a year	13	(28)
	A few times a month	10	(22)
	Missing	2	(4)

Table 25

Student Juvenile Offenses After Release

# of Juvenile Offenses2011-2014	*N=4830*	*%*
0	901	(19)
1	907	(19)
2	716	(15)
3	536	(11)
4	417	(9)
5	345	(7)
6	260	(5)
7	192	(4)
8	144	(3)
9	107	(2)
10	77	(2)
11	64	(1)
12	50	(1)
13	28	(1)
14	30	(1)
15	19	(0.4)
16	12	(0.2)
17	8	(0.2)
18	4	(0.1)
19	3	(0.1)
20	1	(0.0002)
21	3	(0.1)

22	2	(0.0004)
23	1	(0.0002)
27	2	(0.0004)
28	1	(0.0002)

Table 26

Educational Outcomes by Centers

		Continuing K-12	HS diploma	GED	Associate's degree/certificate	Enrolled higher Ed	Dropped out disappeared	Total
Clallam County	*n*	63	27	43	*	*	79	212
	%	(29.7)	(12.7)	(20.3)	*	*	(37.3)	(100)
Lewis County	*n*	33	11	22	*	*	56	124
	%	(26.6)	(8.9)	(17.7)	*	*	(45.2)	(100)
Grays Harbor County	*n*	50	32	54	*	*	122	259
	%	(19.3)	(12.4)	(20.8)	*	*	(47.1)	(100)
Chelan County	*n*	14	*	22	*	*	39	81
	%	(17.3)	*	(27.2)	*	*	(48.1)	(100)
Thurston County	*n*	60	38	82	*	*	169	349
	%	(17.2)	(10.9)	(23.5)	*	*	(48.4)	(100)
Grant County	*n*	27	10	36	*	*	71	146

		Continuing K-12	HS diploma	GED	Associate's degree/certificate	Enrolled higher Ed	Dropped out disappeared	Total
	%	(18.5)	(6.8)	(24.7)	*	*	(48.6)	(100)
Spokane Detention School	*n*	55	37	92	*	*	178	364
	%	(15.1)	(10.2)	(25.3)	*	*	(48.9)	(100)
Kitsap County	*n*	55	51	50	*	*	152	308
	%	(17.9)	(16.6)	(16.2)	*	*	(49.4)	(100)
Okanogan County	*n*	19	14	19	*	*	54	106
	%	(17.9)	(13.2)	(17.9)	*	*	(50.9)	(100)
Clark County	*n*	83	80	149	*	*	332	648
	%	(12.8)	(12.3)	(23.0)	*	*	(51.2)	(100)
Spokane Martin Hall	*n*	12	15	28	*	*	61	116
	%	(10.3)	(12.9)	(24.1)	*	*	(52.6)	(100)
Snohomish County	*n*	59	52	114	*	*	263	491
	%	(12.0)	(10.6)	(23.2)	*	*	(53.6)	(100)
Skagit County	*n*	14	16	54	*	*	99	184
	%	(7.6)	(8.7)	(29.3)	*	*	(53.8)	(100)
Cowlitz County	*n*	59	26	30	*	*	153	270
	%	(21.9)	(9.6)	(11.1)	*	*	(56.7)	(100)
Benton/Franklin Counties	*n*	34	21	56	*	*	164	275
	%	(12.4)	(7.6)	(20.4)	*	*	(59.6)	(100)

		Continuing K-12	HS diploma	GED	Associate's degree/certificate	Enrolled higher Ed	Dropped out disappeared	Total
Pierce County	*n*	84	29	51	*	*	251	416
	%	(20.2)	(7.0)	(12.3)	*	*	(60.3)	(100)
Island County	*n*	*	*	10	*	*	41	65
	%	*	*	(15.4)	*	*	(63.1)	(100)
Whatcom County	*n*	*	*	29	*	*	88	133
	%	*	*	(21.8)	*	*	(66.2)	(100)
Total	*n*	737	478	941	*	*	2372	4547
	%	(16.2)	(10.5)	(20.7)	*	*	(52.2)	(100)

* Not reported to protect subgroups with fewer than 10 students.

Table 27

Educational Outcomes by Gender

		Continuing K-12	HS diploma	GED	Associate's degree/ certificate	Enrolled higher Ed	Dropped out disappeared	Total
Male	*n*	521	338	689	*	*	1723	3288
	%	(15.8)	(10.3)	(21.0)	*	*	(52.4)	(100.0)
Female	*n*	216	140	252	*	*	649	1259
	%	(17.2)	(11.1)	(20.0)	*	*	(51.5)	(100.0)
Total	*n*	737	478	941	*	*	2372	4547
	%	(16.2)	(10.5)	(20.7)	*	*	(52.2)	(100.0)

Note. $\chi^2(df)=5.08(5)$, $p=.406$ Cramer's V=.033

* Not reported to protect subgroups with fewer than 10 students.

Table 28

Educational Outcomes by Ethnicity

		Continuing K-12	HS diploma	GED		Associate's degree/ certificate	Enrolled higher Ed	Dropped out disappeared	Total
American Indian/Alaskan Native	*n*	56	22	72	*		*	184	335
	%	(16.7)	(6.6)	(21.5)	*		*	(54.9)	(100.0)
Asian	*n*	*	17	15	*		*	29	67
	%	*	(25.4)	(22.4)	*		*	(43.3)	(100.0)
Black/African American, not of Hispanic origin	*n*	78	36	58	*		*	214	388
	%	(20.1)	(9.3)	(14.9)	*		*	(55.2)	(100.0)
Hispanic or Latino of any race(s)	*n*	134	72	124	*		*	483	816
	%	(16.4)	(8.8)	(15.2)	*		*	(59.2)	(100.0)
White, not of Hispanic origin	*n*	417	314	631	*		*	1362	2736
	%	(15.2)	(11.5)	(23.1)	*		*	(49.8)	1(00.0)
Native Hawaiian/other Pacific Islander	*n*	*	*	*	*		*	15	24
	%	*	*	*	*		*	(62.5)	(100.0)

		Continuing K-12	HS diploma	GED		Associate's degree/ certificate	Enrolled higher Ed	Dropped out disappeared	Total
Two or more races	*n*	36	14	26	*		*	74	151
	%	(23.8)	(9.3)	(17.2)	*		*	(49.0)	(100.0)
Not provided	*n*	*	*	*	*		*	11	30
	%	*	*	*	*		*	(36.7)	(100.0)
Total	*n*	737	478	941	*		*	2372	4547
	%	(16.2)	(10.5)	(20.7)	*		*	(52.2)	(100.0)

Note. χ^2(df)=95.92(35), p<.001 Cramer's V=.065

* Not reported to protect subgroups with fewer than 10 students.

Table 29

Educational Outcomes by Home Language

		Continuing K-12	HS diploma	GED	Associate's degree/ certificate	Enrolled higher Ed	Dropped out disappeared	Total
English	*n*	660	441	882	*	*	2115	4114
	%	(16.0)	(10.7)	(21.4)	*	*	(51.4)	(100.0)
Spanish	*n*	70	29	49	*	*	214	364
	%	(19.2)	(8.0)	(13.5)	*	*	(58.8)	(100.0)
Missing	*n*	*	*	*	*	*	*	*
	%	*	*	*	*	*	*	*
Other	*n*	*	*	10	*	*	41	67
	%	*	*	(14.9)	*	*	(61.2)	(100.0)
Total	*n*	737	478	941	*	*	2372	4547

	%	(16.2)	(10.5)	(20.7)	*	*	(52.2)	(100.0)

Note. χ^2(df)=27.16(15), *p*=.027 Cramer's V=.045

* Not reported to protect subgroups with fewer than 10 students.

Table 30

Educational Outcomes by Homeless Status

		Continuing K-12	HS diploma	GED	Associate's degree/ certificate	Enrolled higher Ed	Dropped out disappeared	Total
No	*n*	605	422	802	*	*	2000	3847
	%	(15.7)	(11.0)	(20.8)	*	*	(52.0)	(100.0)
Yes	*n*	132	56	139	*	*	372	700
	%	(18.9)	(8.0)	(19.9)	*	*	(53.1)	(100.0)
Total	*n*	737	478	941	*	*	2372	4547
	%	(16.2)	(10.5)	(20.7)	*	*	(52.2)	(100.0)

Note. χ^2(df)=10.55(5), *p*=.061 Cramer's V=.048

* Not reported to protect subgroups with fewer than 10 students.

Table 31

Educational Outcomes by Free Reduced Price Lunch Status

		Continuing K-12	HS diploma	GED	Associate's degree/ certificate	Enrolled higher Ed	Dropped out disappeared	Total
No	*n*	47	77	93	*	*	252	472
	%	(10.0)	(16.3)	(19.7)	*	*	(53.4)	(100.0)
Yes	*n*	690	401	848	*	*	2120	4075
	%	(16.9)	(9.8)	(20.8)	*	*	(52.0)	(100.0)
Total	*n*	737	478	941	*	*	2372	4547
	%	(16.2)	(10.5)	(20.7)	*	*	(52.2)	(100.0)

Note. $\chi^2(df)=31.73(5)$, $p<.001$ Cramer's V=.084

* Not reported to protect subgroups with fewer than 10 students.

Table 32

Educational Outcomes by Special Education Status

		Continuing K-12	HS diploma	GED	Associate's degree/ certificate	Enrolled higher Ed	Dropped out disappeared	Total
No	*n*	396	335	733	*	*	1432	2911
	%	(13.6)	(11.5)	(25.2)	*	*	(49.2)	(100.0)
Yes	*n*	341	143	208	*	*	940	1636
	%	(20.8)	(8.7)	(12.7)	*	*	(57.5)	(100.0)
Total	*n*	737	478	941	*	*	2372	4547
	%	(16.2)	(10.5)	(20.7)	*	*	(52.2)	(100.0)

Note. χ^2(df)=136.39(5), *p*<.001 Cramer's V=.173

Table 33

Educational Outcomes by Special Migrant Status

		Continuing K-12	HS diploma	GED	Associate's degree/ certificate	Enrolled higher Ed	Dropped out disappeared	Total
No	*n*	690	459	912	*	*	2238	4318
	%	(16.0)	(10.6)	(21.1)	*	*	(51.8)	(100.0)
Yes	*n*	47	19	29	*	*	134	229
	%	(20.5)	(8.3)	(12.7)	*	*	(58.5)	(100.0)
Total	*n*	737	478	941	*	*	2372	4547
	%	(16.2)	(10.5)	(20.7)	*	*	(52.2)	(100.0)

Note. χ^2(df)=14.28(5), *p*<.014 Cramer's V=.056

* Not reported to protect subgroups with fewer than 10 students.

Table 34

Educational Outcomes by Bilingual Service Status

		Continuing K-12	HS diploma	GED	Associate's degree/ certificate	Enrolled higher Ed	Dropped out disappeared	Total
No	*n*	663	447	889	*	*	2127	4143
	%	(16.0)	(10.8)	(21.5)	*	*	(51.3)	(100.0)
Yes	*n*	74	31	52	*	*	245	404
	%	(18.3)	(7.7)	(12.9)	*	*	(60.6)	(100.0)
Total	*n*	737	478	941	*	*	2372	4547

%	(16.2)	(10.5)	(20.7)	*	*	(52.2)	(100.0)

Note. χ^2(df)=24.39(5), p<.001 Cramer's V=.073

* Not reported to protect subgroups with fewer than 10 students.

APPENDIX B: IMPLEMENTATION TOOLBOX

Based on the findings of the present investigation and extant literature that highlight program elements that need to be in place for a strong education program in juvenile detention centers, we offer an implementation toolbox. This implementation toolbox contains practical research-based strategies with coupled with useful resources the reader considers using to implement the strategies. Strategies are provided under the following areas: Strategies to transform facility climate, boost academic engagement, build a future ready focus, a system of educational supports, transition and re-engagement supports, and long-term mentoring.

Transform Facility Climate

We encourage facility leadership and staff to apply best evidence in the implementation science, organizational change, and sustainable change literature. This pursuit will result in a plan for HOW to produce sustainable change rather than a long list of initiatives and strategies that never really reach full-implementation and use. Thinking through and implementing a plan for sustainable change is a cost-effective and wise endeavor.

Most importantly, the establishment of implementation teams is essential to sustainable change. We suggest the following: 1) Creating representative teams of 5-8 staff at each JDC that lead transformation (must include one teacher, Center director, representative staff); 2) One layer above would be regional JDC transformation teams of 8-10 transformation (must include teachers, Center directors, representative staff from each JDC in the region). Regional teams could be broken out by ESD boundaries in our state: http://www.k12.wa.us/maps/Maps.aspx (click on ESDs); and 3) State JDC transformation team of 8-12 which would support ESD regional teams. Moreover, if there are existing collaboration structures within the JDC, these structures should be engaged in transformation of the area of the JDC within their responsibility. Each implementation team should include representative membership meet monthly at minimum, use screening and behavioral data to examine progress, problem solve, and continue momentum on the action plan. We recommend the Team-Initiated Problem

Solving process to keep team meetings efficient and productive: http://www.youtube.com/playlist?list=PL2F9F19758826A59F

Within the facility, it is pivotal that educators (including teachers, counselors, paraprofessionals, specialists, and others) form professional learning communities to practice then gain fluency on the strategies discussed in this manual. PLC team meetings should focus on practice of strategies, use of data to know how well the strategies work, and adjustments made to strategies to help them work better. Perhaps PLCs could adopt the Plan, Do, Study, Act (PDSA) cycle to continuously improve practices within the PLC structure.

Furthermore, positive behavior intervention and supports (PBIS) should be in place to understand and meet youth social, emotional, and behavioral needs. PBIS is a Multi-Tied System of Support (MTSS) framework for behavior, establishing the social culture and behavioral supports needed for schools to be effective learning environments for all youth. A positive facility or school culture means one that is predictable (i.e., common language, common understanding of expectations, common experience), positive (i.e., regular recognition for positive behavior), safe (i.e., violent and disruptive behavior is not tolerated), and consistent (adults are “on the same page” with behavioral expectations). PBIS holds particular promise for students with or at-risk for emotional/behavioral disorders (EBD) as a unified structure to (a) prevent the development of EBD and (b) address existing instances. School climate is based on shared understanding and demonstration of the cultural norms of the school. This approach creates consistency and greater stability in the lives of the vulnerable youth. Adolescents and children alike greatly benefit from consistency in the environments they live in and move through over the course of their day. PBIS is promoted by advocacy groups, specifically to address school-to-prison pipeline reform (i.e., Southern Poverty Law Center, Appleseed, American Civil Liberties Union, and Public Counsel Law Center). Positive behavior support also has been successfully implemented in a variety of alternative education and day treatment programs. These are operated by educational, mental health, or juvenile justice agencies in a variety of settings, the chief

characteristics of which is that they are not residential and they include treatment and other programs not found in most public schools.[1]

Positive behavior support is being tried as an alternative to traditional disciplinary practices in, with the same beneficial effects that have been observed in public schools. Teaching youth what behaviors are expected and acknowledging them for displaying these is proving to be an effective alternative to traditional approaches to discipline in these facilities. Still, secure care facilities are not public schools, and implementation efforts require adaptation to the features of detention and correctional settings. Chief among these are the 24-hour secure care milieu, and the presence of staff from a variety of disciplines and who have limited exposure to the notion of a positive approach to discipline. Guidance has been provided to implement and adapt PBIS in juvenile justice settings.[2] Moreover, a special issue of *Education and Treatment of Children* focused on PBIS as Prevention for High-Risk Youth in Alternative Education, Residential, and Juvenile Justice.[3]

One simple and effective PBIS approach for instructional situations is to teach, practice, then reinforce the behavioral expectations. Consider the five SLANT expectations (Sit up, Listen, Ask and Answer Questions, Nod your head, Track the speaker) during instructional time. After teaching behavioral expectations for each instructional context, the teacher should walk the youth through the process she will use to help youth manage their own behavior if they are having a difficult time showing one or more SLANT expectations (Benner, Sanders, Nelson, & Ralston, 2013). We suggest teaching all youth that if they have a difficult time with behavioral expectations, the staff will provide a non-verbal cue (e.g., proximity or make eye contact with youth and point to expectations poster on the wall). Staff should teach youth two non-verbal teacher

[1] Here is a good introductory video on PBIS in Juvenile Corrections: https://www.youtube.com/watch?v=3KymwrhtbF0. Her are is a good resource for more information on PBIS in juvenile justice: https://www.pbis.org/community/juvenile-justice

[2] See: http://pages.uoregon.edu/ivdb/documents/Adopting%20and%20Adapting%20PBS%20in%20Secure%20Juvenile%20Justice%20Settings.pdf).

[3] See: https://www.pbis.org/Common/Cms/files/pbisresources/ETC2013SpecialIssue.pdf

behaviors they will use and model their use during small group, whole class, and independent seat work activities.

Boost Student Academic Engagement

One of the largest impediments to improving academic instruction provided to youth is the fact that adults tend to focus more attention on interventions and techniques designed to ameliorate youth behavior in an effort to create an environment that is conducive to instruction (Levy & Chard, 2001). The assumption is that instruction cannot occur unless youth behavior is under control. The end result is much adult attention is devoted to managing disruptive behavior with instruction not afforded much time or careful attention. Researchers have found that about 58 percent of devoted classroom instructional time is lost due to problem behavior (e.g., off-task, disruptive; Martella, Nelson, Marchand-Martella, & O'Reilly, 2012). Of course, even when youth are engaged, they may not be successful with the academic task. Researchers have found that youth are *engaged and successful* only 17 percent, or about one hour, of the six hours of available instructional time per day in typical settings (Martella et al., 2012). The window of opportunity for academic learning time, where youth are engaged and successful, is smaller for this youth population given that teachers of these youth devote approximately 30 percent (less than 2 hours) of the school day to academic instruction (Wehby, Lane, & Falk, 2003).

Researchers have found that middle and high school learners need 4-6 opportunities to respond to questions per minute and should respond at 80 percent accuracy. When practicing previously learned material or fluency building, middle and high school learners should have 9-12 opportunities to respond per minute at 90-95 percent accuracy. The University of Louisville Academic and Behavioral Response to Intervention Project has very helpful materials for increasing opportunities to respond.[4]

[4] http://louisville.edu/education/abri/primarylevel/otr. Moreover, Anita Archer has developed excellent materials on boosting active participation in the secondary grades through Northwest Publishing: https://pacificnwpublish.com/products/Active-Participation-DVD-Series-Secondary-Level.html. Here is a video of Dr. Archer modeling SLANT routines and teaching of choral and peer responding with 7th grade students: http://vimeo.com/6771095. We also recommend that educators in juvenile detention settings use effective classroom engagement strategies, such as those developed by Uncommon Schools, a fixture of coaching and professional development (see: http://uncommonschools.org/our-approach/teach-like-a-champion/videos). For example, consider the cold call technique (#38 of the 49 Teach Like an

Another goal is to boost student opportunities to respond. In highly engaged classrooms, each student has at least four opportunities to respond per minute. Strategies to boost opportunities to respond include techniques such as: response cards, choral responses, songs, student-led instruction, cold call, etc. The Missouri School-wide Positive Behavior Support offers free web-based strategies for providing students with opportunities to share their thinking and what they have learned to enhance student engagement in the learning process.[5]

We recognize that boosting student engagement is not easy. Increasing engagement requires high-quality instruction combined with great behavior management. To this end, we recommend that staff develop a consistently applied continuum of responses when students are not managing themselves during instruction. The teacher should walk youth through the process she will use to help youth manage their own behavior if they are having a difficult time showing one or more SLANT expectations. We suggest teaching all youth that if they have a difficult time with behavioral expectations, the staff will provide a non-verbal cue (e.g., proximity or make eye contact with youth and point to expectations poster on the wall). Staff should teach youth two non-verbal teacher behaviors they will use and model their use during small group, whole class, and independent seat work activities.

Next, if the behavior of concern continues during the instructional context, staff should use a precision request, or short verbal statement to encourage the youth to exhibit on-task social behavior. For example, the teacher would walk by the youth and say, “SLANT Please” (or another short, positive, precision request) then walk away, keep teaching, and look to praise other youth engaged in learning (e.g., teacher gives a private nod or thumbs up to Juan as he is showing SLANT). Staff should be consistent with the phrase they say for a precision request and only say it once (without repetition) for each youth during the instructional context (e.g., small group work). However, it is likely that the teacher may need to provide another nonverbal cue followed by a

Champion techniques) for getting 7th grade students actively participating and creating frequent opportunities to respond: http://www.youtube.com/watch?feature=player_embedded&v=3mIYEZLioBs

[5] See: http://pbismissouri.org/archives/1306). Another excellent resource is The Academic and Behavioral Response to Intervention Center at the University of Louisville (https://louisville.edu/education/abri/primarylevel/otr/group). A resource roundup for boosting student engagement can be found here: http://www.edutopia.org/student-engagement-resources.

precision request in the next instructional context (e.g., independent activity), particularly when instructing youth with behavioral challenges. So, every time a new instructional context begins, youth get a fresh opportunity to manage their behavior. If the youth continues to have difficulty managing their behavior during the same instructional context, the teacher should move the youth nearer to her and keep instruction going. If the behavior continues, the teacher could use a strategy such as Reset. Reset includes a brief social emotional learning reflection away from the instructional setting for the student to gain self-control followed by a behavior debriefing process. The concept underlying this approach for responding to behavior is elimination of coercive interactions between staff and youth. These interactions depend upon multiple behavioral prompts, corrections, and warnings in response to student disruptive, off-task, or disrespectful behavior. Teaching youth the non-verbal, precision request, and using proximity will allow instructional momentum to continue and teacher attention to remain focused on youth learning. Staff should always remember to keep teaching and stay focused on youth learning during instruction, particularly when instructing youth with significant behavioral challenges.

Check-In, Check-Out (CICO). Another student engagement intervention is Check-In, Check-Out (CICO), also known as the Behavior Education Program. CICO is a Tier II intervention, designed especially for students whose problem behaviors (a) are unresponsive to Tier I practices and systems, (b) do not require more immediate individualized interventions, and (c) are observed across multiple settings or contexts. Because CICO is a standardized intervention, it is efficient and cost-effective. For example, the program can accommodate a number of youth (e.g., up to thirty in a school), and students can enter the program within a few days following referral. CICO also provides a built-in system for (a) monitoring students' progress in the program, (b) evaluating the fidelity of implementation, and (c) transitioning to a self-managed program. In contrast with Check & Connect, which lasts two full years, the duration of CICO lasts 2-3 months. The intent of CICO is that students receive the coaching and feedback needed to function adequately without CICO within three months. In this sense, as a Tier II approach, CICO is like getting a standard yet effective treatment (e.g., amoxicillin) prescription for a common illness (e.g., bronchitis) that usually clears up within a few weeks with the patient returning to normal health. In the same way,

CICO is a standard and effective protocol treatment that is effective in restoring the school behavioral health of students within three months. CICO is effective for about 2 out of 3 students when implemented well. Here is a middle school level video to illustrate it: https://www.youtube.com/watch?v=AKwMbLNl_zI. Here are two high school level examples. One morning check in: https://youtu.be/7rSNMC14Rq0, and one showing teacher feedback over the course of the day: https://www.youtube.com/watch?v=KT-S8wQrjUg.

We recommend that CICO be used at the facility in lieu of other point systems that may not be positive or connected to the overarching social emotional expectations of the facility. Perhaps the most reasonable approach would be to begin with CICO (Tier II) for the youth prior to them arriving to the JDC who is struggling behaviorally. Based on responsiveness to this standard protocol approach, the student would either not need CICO within three months or require more intensive and even individualized supports. This is where you would consider Check & Connect (Tier III) with the student—it would be tailored to the needs of the student, family engagement, and two full years of mentor support. Clearly, CICO and Check & Connect will not work for every student. In this context, the team is also encouraged to explore the monograph Edited by Eber, Barrett, and Weist (2013), *Advancing education effectiveness: Interconnecting school mental health and school-wide Positive Behavioral Interventions and Supports*. The authors of this monograph articulate an Interconnected Systems Framework (ISF) to meet the needs of youth with mental health needs within school settings.

Future Ready Focus

A “Future Ready” Focus can prevent youth from becoming discouraged with the learning process and eventually becoming disengaged. Ensuring youth, including those in juvenile detention centers, have the skills they need to succeed in a competitive 21st-century global economy requires educational leaders to foster a culture of personalized digital learning in their schools. However, this can be challenging when fewer than 30 percent of U.S. schools currently have the broadband access students need to learn with today’s technology. “Future Ready” concentrates on building the human capacity within schools so they can effectively use increased connectivity and new devices to transform teaching and learning.

In order to engage students, we need to provide them with high-quality differentiated instruction in all classes; as well as academic intervention to close subgroup gaps. This is easier said than done in short-term detention centers where teachers have little time and little assessment data to use to guide differentiated instruction. Our first suggestion is to use web, mobile, or computer-based instructional platforms to differentiate to learners in juvenile facilities. The state of Oregon does this very well. For example, Oregon provides opportunity for youth in detention centers to have access to a full library of over 30,000 video lessons can help them master subjects like math, science, English, history via study.com (see http://study.com/). There are also massive open online courses (MOOCs) which are online courses aimed at unlimited participation and open access via the web. Many MOOCs provide interactive user forums to support community interactions among students, professors, and teaching assistants (TAs) in addition to traditional course materials such as filmed lectures, readings, and problem sets. There are free MOOCs such as Udacity (https://www.udacity.com/) and Peer 2 Peer University (P2PU; https://www.p2pu.org/en/). Another learning platform, but not really a MOOC because credits are not provided, is Kahn Academy (https://www.khanacademy.org/). Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. Learners can study a wide range of topics including math, science, computer programming, history, art history, languages, economics, and more. Kahn Academy uses adaptive technology to differentiate to strengths and learning gaps of the student. Experts from NASA, The Museum of Modern Art, The California Academy of Sciences, and MIT offer specialized content so Kahn Academy strives to have real experts providing the content for the modules for teaching. One example of differentiated, individualized learning can be found at the On-Track Academy in Spokane (see: http://www.kxly.com/news/spokane-news/Alternative-school-helps-students-get-back-On-Track/33158982). Oregon Youth Authority has received national recognition for youth offender education, specifically utilizing an online education portal for youth to gain high school and even college credits (see: http://cjca.net/index.php/blog/400-oregon-leads-the-way-on-youth-offender-education).

Differentiation via Individualized Instruction. A system of supports is essential to provide both the academic and social emotional supports needed for students. Instruction and extra intervention should target to the most foundational academic skills in need of growth. Every student must be understood in order for their needs to be met. A system of supports would allow staff to understand literacy, math, and written language needs using accurate data, then provide intervention groups based on student need. Of course, this effort would require changes to the schedule in order to make time for intervention. It is also important to note that all students would continue to receive the core literacy, mathematics, science, and written language instruction provided to all students. However, interventions need to be provided beyond core instruction in order to close gaps that will widen each day without intervention. The National High School Center has an excellent framework for high school improvement efforts: http://betterhighschools.org/eight/overview.asp. Columbia Public Schools in Missouri is an in-state exemplar to consider when examining the MTSS framework: http://service.columbia.k12.mo.us/pbs/multi-tiered-systems-of-support/

With a few exceptions, we need to supplement core curricula in order to incorporate directly and consistently the functions of explicit instruction. However, most evidence-based supplemental materials that are designed to be delivered at the tier two and three levels do include these functions. The National Center on Intensive Intervention (http://intensiveintervention.org/) reviews evidence-based programs in all content areas and provide user-friendly summaries that allow schools/districts to select and compare the effectiveness and make informed decisions about what would work best for their population and community. Lastly, nationally recognized, Uncommon Schools continues to provide effective instructional strategies to educators (see: http://vimeo.com/uncommonschools/videos).

System of Educational Supports

We make three key recommendations to implement a whole facility model to understand and meet student academic needs. These recommendations will require that the facility leadership team work closely with regional leadership teams to create a dropout early warning system and intervention system in each school district in the region. Linking arms with regional leadership teams and school districts, we make three

key recommendations. First, given the importance of accurate (reliable and valid) data on student academic performance, the Facility leadership team should choose an evidence-based screening measure. The Facility should consider the following list of reliable and valid screening tools: http://www.rti4success.org/resources/tools-charts/screening-tools-chart

Central to a multi-tiered prevention system is accurate identification of the level of intensity of support necessary to meet youth needs. Universal screening data provide an understanding of what areas of mathematics, reading, written language, and behavior need improvement and the risk status (not, some, or at-risk) of each youth. Screening is the first step toward understanding the academic and behavioral needs of youth. It is hard to overstate the importance of screening—without it staff may be frustrated and stressed when a youth will not complete tasks that they are repeatedly asked to do. Tasks or activities that the youth is repeatedly asked to do could be at a frustration (too hard) or too easy (independent) level. Spending minimal time screening would provide staff with an understanding of youth academic and behavioral needs and prerequisite skills. The recommendation of this review team is that the facility begin by reaching consensus on a reliable and valid measure of reading (or English Language Arts).

Screening also includes a dropout early warning system initiated at the middle and high school. Researchers have identified key indicators of school dropout. Early Warning Indicators based on National and Regional Research include: 1) Attendance (Missed 20 days or was absent 10 percent of school days), 2) Grades/Course failures (Two or more failures in ninth grade courses), 3) Discipline referrals (Two or more mild or more serious behavior infractions), 4) GPA (A GPA of less than 2.0), and 5) Pre-high school indicators (An inability to read at grade level by the end of third grade, Failure in English or Math in sixth through ninth grade). While these data are already collected by schools, they may not be used to systematically screen for risk after each grading period or as part of benchmarking assessments (3 times per year). A system for screening for early warning is good prevention and provides the impetus for intervention as early as possible. Whereas, the lack of an early warning system often results in the de facto approach that is reactive or “wait to fail” and “zero tolerance” when student concerns mount and staff become increasingly frustrated by student behavior. An

excellent resource for designing an early warning system is the National High School Center, which serves as a central source of information and expertise on high school-related issues for all students, with a special focus on students with disabilities, students with limited proficiency in English, and students at risk of school failure (see: http://www.betterhighschools.org/). Facility staff are encouraged to examine the National High School Center Early Warning System (EWS) Implementation Guides and Early Warning Tools for middle and high school here: http://www.betterhighschools.org/EWS_imp.asp

We also recommend two diagnostic procedures for youth prior to launching into instruction. These two steps are important to determine whether the intervention or instruction will match the level of the youth. For academics, the first step is to conduct a survey level assessment, or broad-band assessment, to obtain a reading or math instructional level (Howell & Nolet, 2000). An example of survey level assessment in reading is collecting multiple reading samples across levels of difficulty until the instructional reading level of the youth is found. For a 6th grade student, the staff would begin by finding the median of three randomly selected 6th grade curriculum based measure (CBM) reading fluency passages. If the median falls in the frustration zone, the staff selects three randomly selected 5th grade CBM passages, administers them to the student, and computes the median words read correctly per minute. The staff continues this process until youth performance falls in the instructional zone, which is the reading level of the student. These data can be very helpful to adults who provide content area instruction. For example, they may not be aware that the youth may be reading several grade levels below their grade level. Rather than blame the youth for being unmotivated to complete grade level work that requires grade level reading comprehension, staff can support the youth in content courses and provide supplemental reading intervention.

The second step is the “can't do/won't do assessment” (VanDerHeyden & Witt, 2007), a quick and easy way to determine whether a student's low performance is due to a skill deficit (can’t do), a motivation deficit (won’t do), or a combination of both. The “can’t do/won’t do assessment” is conducted with youth who do not perform in the instructional range on the survey level assessment or on universal screening (below 16th percentile on an academic screening assessment). This assessment takes about five minutes. The school psychologist or special educator who conducts the assessment

offers the youth an opportunity to select a reward from a “treasure chest” contingent on “beating the score” from the screening assessment. Youth whose scores improve to the instructional range to earn an incentive illustrates that the youth can perform the skill given the right motivating conditions. In this case, the focus of instructional support is on work completion, or reinforcement (usually escape) contingent upon completing tasks that the youth is able to complete. The staff would monitor work completion and require that inadequate work be re-done at a time inconvenient for the youth (e.g., youth free time) while small privileges can be offered for correct work completion. Youth who are unable to improve their scores to the instructional range likely require more intensive and individualized instructional supports. More information about these assessments can be explored here: http://www.joewitt.org/Downloads/VanDerHeydenBP.pdf. Moreover, the Utah Professional Development Center has step-by-step can’t do/won’t do assessments available for free: (http://www.schools.utah.gov/CURR/langartelem/Meetings/Principals-Literacy/2014/NovemberAssessment.aspx).

The third recommendation is to provide high-quality differentiated instruction in all classes and intensive academic intervention to close achievement gaps. Being an effective staff requires staff to use instructional momentum techniques and the functions of explicit instructional lessons. Based on our experience, with few exceptions (e.g., Direct Instruction programs from SRA/McGraw-Hill; http://www.sra.com/), lessons in most core curriculum programs used by schools do not incorporate directly and consistently the functions of explicit instruction. In contrast, most evidence-based supplemental interventions designed to be delivered at the tier 2 and/or 3 levels include the functions of explicit instruction. The reader is encouraged to explore What Works Clearinghouse (http://ies.ed.gov/ncee/wwc/), Best Evidence Encyclopedia (http://www.bestevidence.org/), and the National Center on Intensive Intervention (http://www.intensiveintervention.org/) for reviews of evidence-based programs in reading, math, language arts, and other content areas. These clearinghouses provide user-friendly summaries which allows consumers to select and compare the effectiveness of instructional programs and make informed decisions about what would work best with their population of youth, area of focus (e.g., reading, math), and school or community context (e.g., elementary, middle). As noted previously, Uncommon

Schools has a number of effective charter school instructional strategies that have gained national recognition (see: http://vimeo.com/uncommonschools/videos).

Achieving instructional momentum. Research into effective teaching has shown that staff must achieve instructional momentum during lessons (Rosenshine & Stevens, 1986). The first element of instructional momentum is lesson pacing. Good lesson pacing gives youth the perception that the lesson or class is moving at the right speed. The second element of instructional momentum is effective transitions. Transitions are periods of time when staff direct youth to end one task or activity and begin another. High risk youth benefit greatly from structured transitions (average of 15 a day in classrooms). Chaotic transitions are setting events for problem behavior. We strongly suggest staff have a clear, consistently used, explicitly taught attention signal (e.g., "Class, SLANT Please!") including a physical prompt (e.g., sweeping motion with right arm from left to right overhead) to garner youth attention quickly, give directions, and reduce transition time.

Functions of an explicit instruction. The term teaching functions refers to the teaching behaviors that occur during lessons designed to move youth from lack of mastery to mastery. Researchers found that youth achieved more when staff emphasized five teaching functions during lessons (e.g., Rosenshine & Stevens, 1986): (a) daily review and prerequisite skill check, (b) teaching of new content, (c) guided youth practice, (d) independent youth practice, and (e) weekly and monthly reviews. Researchers have found that these five teaching functions accounted for 22% and 18% of the variance in the gains in basic reading skills and passage comprehension, respectively, of middle school youth with reading difficulties (Benner, Nelson, Stage, & Ralston, 2011). In other words, these teaching functions made a significant difference in youth responsiveness to secondary and tertiary prevention of reading difficulties (tiers II/III).

Intensive language intervention. Up to 90 percent of youth with emotional and behavioral disorders have concomitant language ability deficits that worsen over time and negatively influence their academic performance (e.g., Goran & Gage, 2011). Benner, Mattison, Nelson, and Ralston (2009) found that nearly two out of three youth with EBD experienced a language disorder. Successful language acquisition is a prerequisite for successful reading acquisition and academic success (Catts, Adolf, &

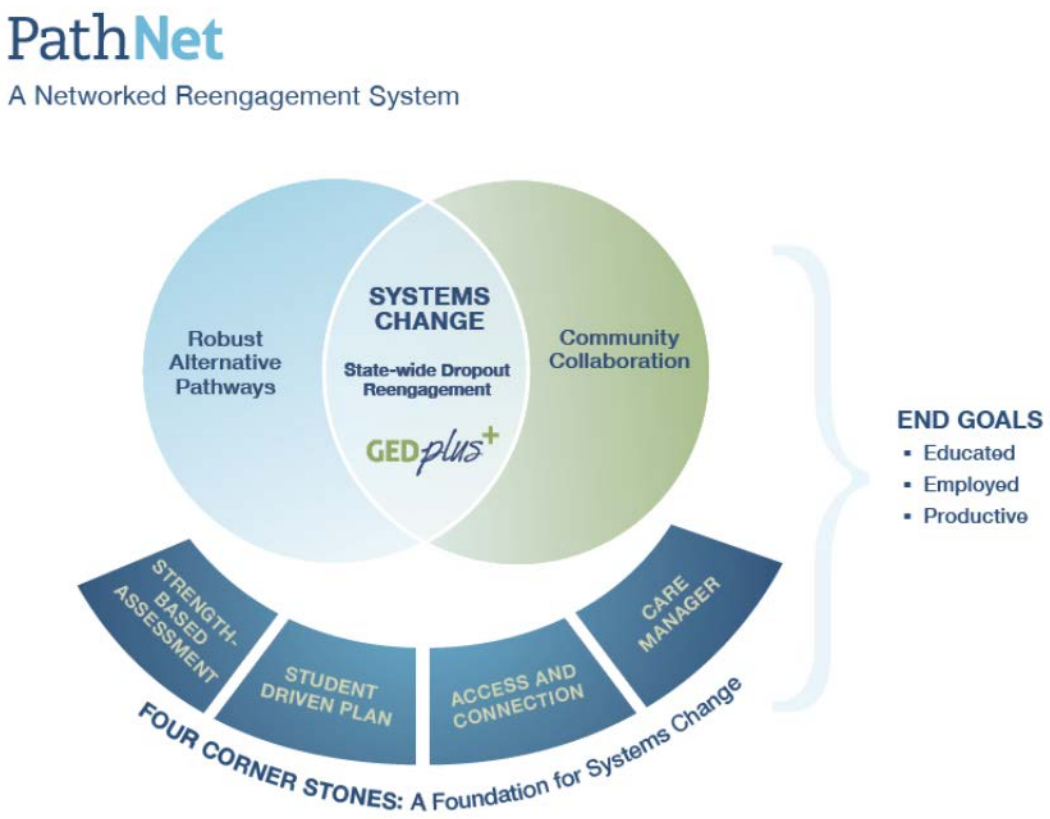
Ellis Weismer, 2006). Thus, the most appropriate tertiary (tier III) academic intervention for a youth served in juvenile detention center schools, particularly those with significant social emotional challenges, may actually be one that targets foundational language skills. In their best evidence, synthesis of the reading intervention literature on youth with EBD, Benner, Nelson, Ralston, & Mooney (2010) concluded that supplementing primary prevention (tier I) or core instruction with well-targeted supplemental phonological awareness interventions is supported by high-quality replicated research (e.g., Lane, Fletcher, Carter, Dejud, & DeLorenzo, 2007). Youth with behavioral challenges intervention focused on phonologic and other language abilities.

Transition and Re-engagement Supports

In schools and communities, initiatives are underway to alter the pathway that leads from school to prison. This pathway begins with the disproportionate exposure of at-risk students to exclusionary disciplinary practices that alienate them from school and contribute to their academic and social failure, which leads to their dropping out of school and established patterns of antisocial and delinquent behavior, negative peer associations, and criminal activity. The School-to-Prison Reform Project, sponsored by the Southern Poverty Law Center, is focused on building resilience to these negative outcomes through enhancing school protective factors, specifically, by promoting positive behavioral interventions and support in schools. Another initiative is Tools for Promoting Educational Success and Reducing Delinquency (See http://www.edjj.org/focus/prevention/JJ-SE/TOOLS_Complete%20%284-16-07%29.pdf), a project sponsored by the National Association of State Directors of Special Education and the National Disability Rights Network. Sets of tools have been developed in 9 sets beginning with prevention and early identification of at-risk children and culminating in transition of youth back to community schools. The three-tiered positive behavior support model (discussed above) is an essential framework for these tools, which are based on effective practices in schools and communities.

There are also excellent local examples to consider. PathNet coordinates educational advocates from a range of youth-serving organizations, institutions and schools to offer skill development and case management to youth at risk for dropping out, involved in Becca, and/or in the Juvenile Justice System. The goal of PathNet is

achievement of diploma, GED or vocational certificate; and engagement in career planning. The Four Cornerstones of the PathNet Model are: 1) A strength-based assessment that focuses on what the youth can do, rather than on their barriers and failures; 2) a youth-driven plan designed to take what was learned in the strength-based assessment and develop a realistic, meaningful and individualized plan created by the youth; 3) a care manager who is selected by the youth and supported by the system to be a significant adult who fosters their education and employment goals; and 4) connectivity to education and employment training with the end-goal of a living-wage job and career. The graphic below depicts the goals, features, and cornerstones of PathNet (https://www.psesd.org/services/learning-and-teaching/dropout-prevention-and-re-engagement/pathnet/).



An example outside of Washington state is the Massachusetts Department of Youth Services (DYS). Massachusetts DYS contracts with nonprofit organizations to design, manage, and implement comprehensive educational and workforce development services for incarcerated youth in facilities and post release. This model appears to take

PathNet and apply it state-wide in Massachusetts. Through a contract with one of these service providers, the Collaborative for Educational Services, DYS employs 11 Education and Career Counselors (ECCs) who are assigned to every post-adjudicated DYS student and help facilitate their successful transition to appropriate educational and vocational settings in the community (see: http://www.mass.gov/eohhs/gov/departments/dys/national-initiatives-and-best-practices.html).

Long-term Mentoring

To begin, the Office of the Superintendent of Public Instruction should invest in one strong student engagement intervention and implement it with fidelity over time. As highlighted in the research findings section, when students exit detention they need to be connected to activities they like in order to prevent recidivism. This requires resources, mentoring, assessment and other supports that are not readily available. All youth exiting detention need support. Mentoring is an evidence-based program identified by the Washington State Department of Social and Health Services Juvenile Rehabilitation Administration (see: https://www.dshs.wa.gov/ra/juvenile-rehabilitation/mentoring). However, JRA guidelines for mentoring are that mentors make a commitment to mentor a youth for 12 months, communicate weekly and meet in person at least once monthly with matched youth. However, in order to have a stronger impact on the youth's life, we recommend that mentoring lasts two years with weekly in-person meetings. Moreover, we strongly suggest a formal, structured, and comprehensive student engagement intervention process to be followed by mentors rather than an informal and less structured approach. In this context, we highlight a youth engagement interventions that has been successful in doing so. The Check & Connect program is an evidence-based and comprehensive student engagement intervention that can be used with K-12 (see: http://checkandconnect.umn.edu/. Of the dropout prevention interventions reviewed by the U.S. Department of Education's What Works Clearinghouse, Check & Connect is the only program found to have strong evidence of positive effects on staying in school (http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=78). To date, three randomized trials and four replication studies of K-12 students with and without disabilities have

been conducted, and proved that this program has high success rates (Anderson, Christenson, Sinclair, & Lehr, 2004; Kaibel, Sinclair, & Vanden Berk, 2008; Lehr, Sinclair, & Christenson, 2004; Sinclair, Christenson, Evelo, & Hurley, 1998; Sinclair, Christenson, & Thurlow, 2005; Sinclair & Kaibel, 2002).

The Check & Connect program relies on a monitor to facilitate students' connection with the school. The mentor's primary goal is to promote regular school participation and to keep education a salient issue for students, parents, and teachers. The monitor extends the school's outreach services to the student and family in an effort to better understand the circumstances affecting their connection to school and works with them to overcome barriers that have kept them estranged from school and learning. The overall goals of the mentor include:

1. *Relationship Building*—mutual trust and open communication, nurtured through a long-term commitment focused on students' educational success.
2. *Routine Monitoring of Alterable Indicators*—systemically checking warning signs of withdrawal (attendance, academic performance, behavior) that are readily available to school personnel and that can be altered through intervention.
3. *Individualized and Timely Intervention*—support tailored to individual student needs, based on level of engagement with school, associated influences of home and school, and the leveraging of local resources.
4. *Long-Term Commitment*—committing to students and families for at least 2 years, including the ability to follow highly mobile youth from school to school and program to program.
5. *Persistence Plus*—a persistent source of academic motivation, a continuity of familiarity with the youth and family, and a consistency in the message that "education is important for your future."
6. *Problem-Solving*—designed to promote the acquisition of skills to resolve conflict constructively and to look for solutions rather than a source of blame.
7. *Affiliation with School and Learning*—facilitating students' access to and active participation in school-related activities and events.

The mentor interactions with students, parents, educators, and others are guided by the "check" and "connect" components of the model. The "check" component is designed to facilitate the continuous assessment of student levels of engagement with

the school and to guide intervention. Student levels of engagement are systematically monitored monthly and documented using a monitoring sheet. Engagement at school and with learning is measured according to several indicators that are *alterable*—that is, factors within the power of educators and parents to change. Alterable indicators include attendance (tardy to school, skipping classes, absenteeism), social/behavior performance (out-of-school suspension, other disciplinary consequences such as behavior referrals, detention, in-school suspension), and academic performance (course failures, accrual of credits). The monitors obtain attendance information and the other indicators of participation primarily from school records, attendance clerks, teachers, and assistant principals. These individuals as well as the student or parent(s) are also consulted to clarify contradictory information.

The "connect" component includes two levels of student-focused interventions developed to maximize the use of finite resources: *basic intervention,* which is the same for all students, and *intensive interventions,* which are more frequent and individualized. All students receive basic interventions (even if receiving intensive interventions), whereas indicators of student engagement are used to guide who receives the delivery of intensive interventions. The individual needs of the student dictate what specific intervention strategy is used. The two levels of intervention help the monitors to manage their time and resources with efficiency and responsiveness. The basic intervention is administered to all targeted students. Basic intervention uses minimal resources in an effort to keep education a salient issue, especially after a working relationship has been established between the monitor, the student, his or her parents, and school staff. Basic interventions begin with introductions and sharing general information about the monitor’s role and the Check & Connect model with the student and his or her family. Monitors routinely interact with students when on site at the school building, at least weekly at the secondary level, and up to daily at the elementary level. However, the substance of basic intervention is a deliberate conversation with each student–at least monthly for secondary students and weekly for elementary students. The conversation covers the student's progress in school, the relationship between school completion and the "check" indicators of engagement, the importance of staying in school, and the problem-solving steps used to resolve conflict and cope with life's challenges. For problem solving, students are guided through real and/or hypothetical problems using a

five-step cognitive-behavioral problem-solving strategy. First, Stop. *Think about the problem*. Second, *what are the choices?* Third, *choose one*. Fourth, *Do it*. Finally, *how did it work?*

Communication and collaboration between home and school is an integral component of the Check & Connect model. Strategies used to enhance communication between home and school regarding students' educational progress range from frequent telephone calls to home visits or meetings at a neutral community setting or the school. A critical goal of parent-connect efforts, particularly at the elementary level, is working with families as equal partners to increase their active participation in their children's education.

How would Check & Connect be implemented? We suggest for the short-term detention context that youth is assigned a mentor at the first detention episode. The youth completes an entry inventory prior to arrival at JDC (assigned by court). The entry inventory would include the Developmental Assets, Myers Briggs Type Indicator® instrument, Interest Assessments.[6]

The youth then meets with the mentor on day one at the JDC. The mentor is provided data on interests, assets, and personality of the youth along with school attendance, discipline, and course performance data. The mentor discusses youth interests, personality, and assets with the youth to build rapport, and checks attendance, behavior, and course performance weekly *over two full years*. Furthermore, the mentor connects with the youth, family, and education staff weekly in effort to move the youth to attend, engage, and invest in their schooling.

[6] Interests: http://www.careeronestop.org/getmyfuture/toolkit/interest-assessment.aspx

Assets: http://www.search-institute.org/research/developmental-assets

Personality (Myers Briggs Type Indicator® instrument: https://www.mbtionline.com/?utm_source=MBF&utm_medium=link&utm_campaign=online

IMPLEMENTATION TOOLBOX REFERENCES

Anderson, A. R., Christenson, S. L., Sinclair, M. F., & Lehr, C. A. (2004). Check & Connect: The importance of relationships for promoting engagement with school. *Journal of School Psychology, 42*, 95–113. doi: 10.1016/j.jsp.2004.01.002

Benner, G. J., Mattison, R. E., Nelson, J. R., & Ralston, N. C. (2009). Types of language disorders in students classified ED: Prevalence and association with learning disabilities and psychopathology. *Education and Treatment of Children, 32*(4), 631-653.

Benner, G. J., Nelson, J. R., Stage, S. A., & Ralston, N. C. (2011). The influence of fidelity of Implementation on the reading outcomes of middle school students experiencing reading difficulties. *Remedial and Special Education*, *32*(1), 79-88. doi: 0.1177/0741932510361265

Benner, G. J., Sanders, E. A. Nelson, J. R., & Ralston, N. C. (2013). How individual and school aggregate baseline behavior levels moderate response to a primary level behavior intervention. *Behavioral Disorders*, *38*(2),73

Catts, H. W., Adolf, S. M., & Ellis Weismer, S. (2006). Language deficits in poor comprehenders: A case for the simple view of reading. *Journal of Speech, Language, and Hearing Research*, *49*, 278–293. doi: doi:10.1044/1092-4388(2006/023)

Goran, L. G., & Gage, N. A. (2011). A comparative analysis of language, suspension, and academic performance of students with emotional disturbance and students with learning disabilities. *Education and Treatment of Children, 34*(4), 469-488.

Howell, K. W., & Nolet, V. (2000). *Curriculum-based evaluation: Teaching and decision making (3rd edition)*. Belmont, CA: Wadsworth/Thomson Learning.

Lane, K. L., Fletcher, T., Carter, E. W., Dejud, C., & DeLorenzo, J. (2007). Paraprofessional-led phonological awareness training with youngsters at risk for reading and behavior problems. *Remedial and Special Education, 28*(5), 266-76. doi: 10.1177/07419325070280050201

Lehr, C. A., Sinclair, M. F., & Christenson, S. L. (2004). Addressing student engagement and truancy prevention during the elementary years: A replication study of the Check & Connect model. *Journal of Education for Students Placed At Risk, 9*(3), 279–301.

Levy, S., & Chard, D. J. (2001). Research on reading instruction for students with emotional and behavioral disorders. *International Journal of Disability, Development, and Education, 48*, 429–444

Martella, R. C., Nelson, J. R., Marchand-Martella, N. E., & O' Reilly, M. (2012). *Comprehensive behavior management: Individualized, classroom, and school-wide approaches*. Newbury Park, CA: Sage.

Rosenshine, B., & Stevens, R. (1986). Teaching functions. In M. C. Wittrock (Ed.), *Handbook of research on teaching (3rd ed., pp.* 376-391). New York, NY: MacMillan

Sinclair, M. F., & Kaibel, C. (2002). *Dakota County: Secondary Check & Connect programs: School Success Check & Connect program evaluation final summary report*. Minneapolis: University of Minnesota, Institute on Community Integration.

Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. *Exceptional Children, 71*(4), 465–482. doi: 10.1177/001440290507100405

Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. *Exceptional Children, 65*(1), 7–21.

VanDerHeyden, A. M., & Witt, J. C. (2007). Best practices in can't do/won't do assessment. In A. Thomas & J. Grimes (Eds.). *Best Practices in School Psychology, 5th Edition, Volume 2* (pp. 131-140). Bethesda, MD: National Association of School Psychologists.

Wehby, J. H., Lane K. L., Faulk, K. B. (2003). Academic instruction for students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disoders, 11*(4), 194. doi: 10.1177/106342