

EDUCATIONAL PLANNING FOR COURT INVOLVED YOUTH

Presented by: Amy M. Bishop, MSW

SB94 Education Advocate

17th Judicial District



WORKSHOP AGENDA

- Colorado Trends and Gaps in Service
- Overview of County Guide
- Tier 1: County
- Tier 2: Systems
- Tier 3: Individual
- Academic Mindsets & PTSD
- Path to Educational Success
- Group Discussions
 - “When the student is ready, the teacher appears” - Unknown

COLORADO TRENDS & GAPS IN SERVICES

- Students are not prepared to be high school students. Large gap in services transitioning kids from 8th to 9th grade.
- Systems communication is not streamlined.
- Practices of educational planning vary county to county.
- Losing interest of students by removing electives and physical activities.
- Students can miss so much school they miss large amounts of educational information they may never learn.
- Transition planning from residential to community placements.

COLORADO PROMISING PRACTICES

- Colorado Youth for Change alternative education programming
- Court Involved Youth Practices
 - ▣ Child Welfare Education Liaisons (CWEL)
 - ▣ 17th Judicial District School Notification System
 - ▣ Douglas County systems change – Child Welfare
 - ▣ County partnerships to streamline procedures for mobile youth
 - ▣ State Initiative to improve educational outcomes (CFI)
 - Reduce recidivism for juvenile justice youth by improving transitions out of detention facilities.
 - Statewide training on best practices for trauma-informed care
 - Statewide trainings about Best Interest Determinations Transport

EDUCATIONAL SUCCESS IS A TEAM EFFORT!



OVERVIEW OF COUNTY GUIDE

- County Guide for Educational Planning is an all encompassing intervention system to improve educational outcomes at every level of services.
- It is a framework for assessing and adapting the system catering to the unique needs of each community in which it is implemented.
- The Three Tiers of educational planning:
 - ▣ Tier 1: County
 - ▣ Tier 2: Systems
 - ▣ Tier 3: Individual

WHAT THE RESEARCH TELLS US

Key Components of improving educational outcomes include:

- Sharing information on youth's involvement in each system
- Partner with education system and behavioral health systems
- Data sharing across systems
- Establishment of formal protocols across systems
- Formation of a formal committee/structure that meets regularly to coordinate efforts
- Collaborated goals and indicators of success in addition to an action plan for committee
- Utilize data and outcomes to guide policy, practice and resource allocation

TIER 1: COUNTY INTERVENTIONS

- At the county level, the aim is to collectively target systemic gaps in educational stability and barriers specific to the county so educational outcomes of court involved youth are directly impacted
- Framework for creating an Education Action Team that specializes in cross-agency collaboration, establishing roles within agencies and teams, identifying focus areas, and garnering agreements to facilitate changes within respective agencies

GROUP DISCUSSION

What barriers exist across your county that are preventing educational outcomes from improving?

Who in your county has the most impact in creating change?

Can you identify people currently working towards improving outcomes? Is it effective?

TIER 2: SYSTEMS INTERVENTION

- Goal to determine notification protocols within human services departments, juvenile justice and school districts that enable timely communication and prompt youth support processes
- Cross agency training: review, create & sustain
- Encompasses all pieces of transitions including parental engagement as it involves many different systems working collaboratively to educationally plan for a youth

EXAMPLES OF SYSTEMS CHANGE

- Adams County Liaisons
 - Child Welfare and Juvenile Justice Liaisons
 - 17th JD Senate Bill 94 Education Advocate
 - Human Services Education Coordinator
- Adams County Pilot School Notification System
 - Juvenile Assessment Center
- 17th Judicial District Education Advocate Trainings
- Douglas County Best Interest Determinations Process
 - Education Navigator coordinating systems/identify need
 - Court reviews
 - Systems procedural changes (agency to school)

GROUP DISCUSSION

What are your current procedures for including school districts in planning for youth?

What cross agency and/or formal trainings exist?

Do youth often sit out of school awaiting enrollment?

How do you notify school districts of systems involvement?

Do you have one lead contact in the school district?

TIER 3: INDIVIDUAL INTERVENTIONS

- Framework for all direct service procedures and protocols for a liaison, advocate, navigator and/or other service provider involved in educational intake, planning, and record keeping
- Once the systems are effectively implementing standards of procedures, the direct service staff working with youth is able to pay more attention to an individual youth's academic needs
- Covers every step in the educational planning process for both child welfare and juvenile justice

TIER 3: TEAM RESPONSIBILITY

- Provide information on previous experiences, possible PTSD and how it impacts academics to new schools
- Fostering in students the **Academic Mindsets:**
 - I belong to this academic community
 - My ability and competence grow with my effort
 - I can succeed at this
 - This work as value for me
- We can help them with **Academic Behaviors:**
 - Going to class, doing homework, organizing materials, participating and studying
- Build on **Academic Perseverance:**
 - Grit, delayed gratification, self discipline, self control and intrinsic motivation

ACADEMIC MINDSETS

- Academic Self-efficacy (concept of self) is higher predictor of success*
 - ▣ Students participate more often
 - ▣ Work harder, persist longer
 - ▣ Fewer adverse emotional reactions
- Student attitudes and beliefs most successful for academic success*
 - ▣ Passion and purpose
 - ▣ Grit and growth
 - ▣ Identity and community



IMPACT OF PTSD ON LEARNING*

- Language and Communication Skills
 - ▣ Learning and retrieving new verbal information
 - ▣ Social and emotional communication
 - ▣ Problem solving and analysis
- Organizing Narrative Materials
- Cause-and-Effect Relationships
- Taking Another's Perspective
- Attentiveness to Classroom Tasks
- Regulating Emotions
- Executive Functions
- Engaging in Curriculum

PTSD AND CLASSROOM BEHAVIOR

- Many of these problems originate from same reasons for academic struggles: the inability to process social cues and to convey feelings in an appropriate manner
- ADHD and PTSD/Trauma can coexist or be misdiagnosed
- Reactivity and Impulsivity
- Aggression
- Defiance
- Withdrawal
- Perfectionism

THE PATH TO EDUCATIONAL SUCCESS

PRETRIAL



EDUCATION BETWEEN



SENTENCING

AND BEYOND...

THE PATH TO EDUCATIONAL SUCCESS

- Senate Bill 94 Procedure
 - New charges incurred
 - Client assessed through Juvenile Assessment Center
 - Colorado Juvenile Risk Assessment
 - Screen low/moderate/high level of detainment
- Senate Bill 94 goal
 - Maintain client in community safely
- Education Assessment Procedures
 - Education Screening Tool at initial meeting
 - Quickly assess level of educational services necessary
 - HIPPA release signed at intake
 - Allows for Education Assessment up front and allow time for planning.

EDUCATIONAL FLOW CHART

EDUCATIONAL PLANNING FLOW CHART

FOR COURT INVOLVED YOUTH

New Client Educational Intake

Intake Only: No Services

Home School with Services

Education Referral and/or planning
in Community

Education Referral for Transition
Program or Residential Placement

Identified Needs to Supervising
Agency and/or Advocate

Identified Needs to Supervising
Agency and/or Education Advocate

Educational Passport and/or all
enrollment documents to program

Contact District Contact for
School Planning Meeting

Student/Parent Intake with
Education Advocate

Advocate participation in monthly
staffings as needed.

School Progress Meetings

School/GED Enrollment Meetings

Transition Planning with student and
school district while in program

School Progress Meetings/GED
Progress Monitoring

School Transition/Enrollment
Meeting

School Progress Meetings/
Progress Monitoring

INITIAL EDUCATIONAL STEPS

- Gather enrollment and transcripts from all schools including seat hours and credits from facilities
- Determine academic needs and goals of student
- School experience and past history communication
 - ▣ School staff
 - ▣ Parents/guardians
- Check for truancy court involvement
- Assess all options to review with the family/student
 - ▣ Time of year
 - ▣ Home district



THE EDUCATION IN BETWEEN: Key Youth Questions

- Last school attended and experience at that school?
- Tell me about your favorite teacher?
- How do you learn best?
- What are your hopes and dreams for yourself?
- What are your activities, sports and/or hobbies?
- Motivational Scale of 1-10 to get a diploma/GED?
- Who supports you in this path?
- What do you struggle with in school?
- What can we do to support you in your academic goals?

EDUCATION IN BETWEEN: Trauma manifesting in academics

- Do you trust your teachers?
- Do you have trouble focusing when teacher is talking?
- Are reading assignments hard for you?
- Do you have trouble making friends in school or resolving problems with peers?
- Do you feel safe in school? What would help you feel safe?
- Do you often lose track of what is going on in your classroom?
- Do you ever feel angry, irritable, guilty, sad, helpless in school? What do you do when you feel this way?
- Tell me some of the good and unique qualities about you! What are you proud of?

TRANSITIONS & STEP DOWN

“Many juvenile justice systems struggle with successfully transitioning youth from facility to community schools. As many as two-thirds of youth fail to enroll in school after returning from confinement.” – CSG Justice Center

STEP DOWN & TRANSITION PLANNING

Residential placement can be opportunity for educational growth:

- ▣ Address issue keeping them from educational success specifically
- ▣ Special Education evaluation if necessary (60 days)
- ▣ **Identify education goals at entry** such as behavior in classroom or completing all assignments
- ▣ Allows for consideration and planning around start/end dates of new school
- ▣ Encourage parental engagement

STEP ONE: TRANSITIONS

- **Education referral** and signed release by parent
- Request **Education passport** and school records
- Request Special Education **evaluation** in placement if necessary
- **Parent engagement** and encouragement of transition school planning upon entrance into placement
- Identify **education goals** upon entry along with treatment goals
- **Notify** school district staff for participation in staffings
- **Early in transition**, helpful to identify at least one caring adult, perhaps a family member who can mentor and advocate for student's rights.

STEP TWO: TRANSITIONS

- VERIFY HOME ADDRESS OF GUARDIAN
- Give ample notice (30 days) for school district representative and/or advocate to attend monthly staffing to discuss school options and establish education plan
- Require facility to complete Transition Checklist for that staffing with school district
- Allow for proper planning of start/end dates of semesters, quarters, application deadlines etc.
- Before student leaves facility, decide on school, employment and/or GED track
- Establish communication with staff at new school to start transition plan

STEP THREE: TRANSITIONS

- Is the youth social and emotionally prepared for a transition to a new school?
- Is the student aware of the new academic and/or vocational situation he/she will return?
- Does the student feel prepared to deal with expectations of a new academic setting?
- Ensure youth is aware of academic and emotional supports available in new school once chosen.

STEP FOUR: TRANSITIONS

- ❑ Set enrollment meeting and/or comply with school orientations, applications, deadlines for student to enroll in new school
- ❑ Schedule home passes in line with necessary school meetings
- ❑ Create Education Success Plan in collaboration with school, family and agencies
- ❑ If necessary, comply with requirements of IEP
- ❑ Establish team communications for weekly/monthly updates
- ❑ Set follow up School Progress Meeting with team supporting youth

WITHOUT TRANSITION PLANNING

- ❑ Home school turns away youth
- ❑ Educational documents are not available
- ❑ Educational goals/needs/motivation are not considered
- ❑ Special Education status unknown/not considered
- ❑ Lack of engagement in school by youth
- ❑ Transition down time (youth sitting out of school awaiting enrollment)
- ❑ Lack of positive adult connection in school
- ❑ Lack of parent & school communication

PARENT ENGAGEMENT IN TRANSITION*

- Encourage parents to be major decision makers in the transition planning
- Start planning as soon as child leaves home
- Parents encouraged to request visits home and to the school before discharge
- Parents should maintain a file of educational transcripts and enrollment documents
- Encourage parent direct contact with new school in planning, enrollment, progress meetings and graduation requirements

*Osher,T.,Huff,B. (2008). *A family guide to getting involved with correctional education.*

TEAM COMMUNICATION

- ❑ Check in with team weekly for first month.
- ❑ Weekly attendance monitoring
- ❑ Schedule school visits with youth
- ❑ Participate in School Progress Meetings and continue with team for *at minimum* the first quarter
- ❑ If a student is in violation of any school policy, intervene immediately before problem escalates
- ❑ Continual communication and involvement of all parties providing services to ensure consistency



GROUP DISCUSSION

What, if any, gaps in service exist regarding educational planning?

What level of service from the Guide do you see benefiting your county the most?

What aspects seem most realistic for implementation in your County?

What steps do you plan to take upon return to your County?

WORKSHOP SUMMARY

- Overview of County Guide for Educational Planning
- Impact of County, Systems and Individual procedural improvements and changes
- Flow of Educational Services
- Remember your discussions! What you do upon return to your place of employment!

CONTACT INFORMATION

QUESTIONS & ANSWERS
THANK YOU!



Amy M. Bishop, MSW
17th Judicial District Education Advocate
Education Consultant
www.educationstabilityconsultant.com

amybishopconsulting@gmail.com

PH:720.206.4270

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