

# Effective Juvenile Justice Reforms in the Era of ESSA

April 12, 2018



American Youth  
Policy Forum



EDUCATION  
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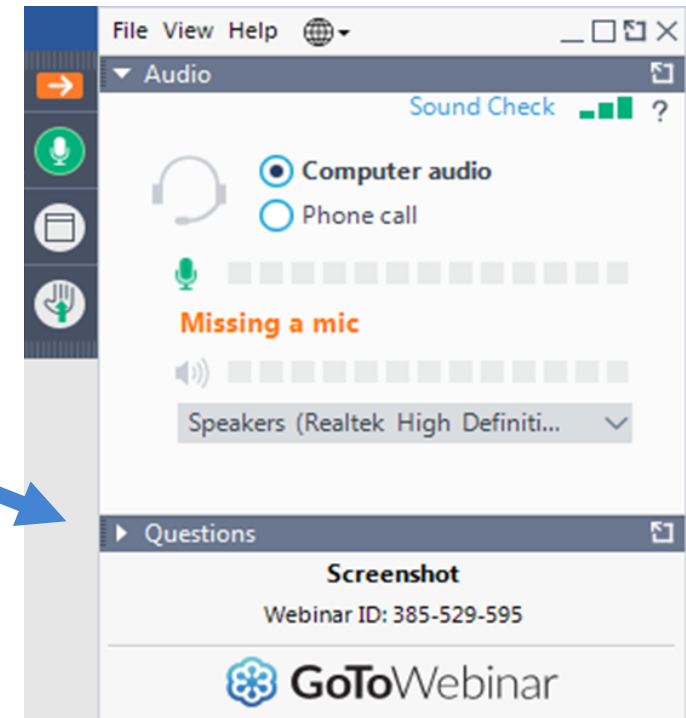


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# 3-Part Webinar Series

- \* Webinar 1: Trends and Opportunities in Accountability for Alternative Education  
*Recording available*
- \* Webinar 2: Improving Education Quality in Juvenile Justice Facilities  
*Recording available*
- \* **Webinar 3: Effective Juvenile Justice Reforms in the Era of ESSA**



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THE COUNCIL OF STATE GOVERNMENTS

Juvenile  
Law Center  
advancing the rights and  
well-being of children in jeopardy



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- \* @maura\_edjustice



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# Today's Presenters

- \* **Maura McInerney**, Legal Director, Education Law Center
- \* **Murray Meszaros**, Education Specialist, Utah State Office of Education; and **Nicholas Shellabarger**, Youth in Care Specialist, Utah State Board of Education
- \* **Karen Steinhaus**, Education Program Consultant, California Department of Education
- \* **Pat Frost**, State Title I Part D Coordinator, Nebraska Department of Education; and **Randall Farmer**, Educational Director, Lincoln Public Schools Pathfinder Education Program
- \* **Christine Jones**, Superintendent, Wyoming Girls School; and **Dixie Cooper**, Principal, Wyoming Girls School

# Legal Center for Youth Justice and Education



**Maura McInerney**

Legal Director, Education Law Center

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# Legal Center for Youth Justice & Education

*Education Success for Youth  
in the Juvenile Justice System*



Our mission is to ensure that all youth in and returning from the juvenile and criminal justice systems can access a quality education. We build collaborations among juvenile justice and education professionals, highlight innovative model litigation strategies, and work to reshape federal, state, and local policies.

# What We Know

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Youth in juvenile justice facilities are perhaps the most *educationally disadvantaged* of all students. When youth re-enter community schools, they commonly struggle to graduate or even remain in school.

On any given day, 70,000 students are in custody in juvenile-justice system. Nearly two-thirds are either African-American or Hispanic.

Fewer than half of those enrolled for at least 90 days earned one or more course credits while attending juvenile-justice schools.

Only 9 percent of students ages 16 to 21 in such facilities were on track to earn a GED credential or high school diploma. Only 2 percent were accepted and enrolled at a two- or four-year college.

While one third of students are diagnosed with learning disabilities, fewer than 25 percent receive special education services to address these disabilities.



# What We Don't Know

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Many schools in JJ facilities are *not accredited and/or are infrequently monitored by states*. Information about a school and quality of education is often unknown to courts, communities, & families.

- Too often youth are placed far away from their communities and families.
- Only 23 states place youth in nationally accredited schools that participate in the state's accountability system.
- Approximately 40% of detained students are educated in *privately run facilities* & only 20% of states collect the same outcome data from private facilities as they do from state-run facilities.

U.S. Department of Education, Office of Civil Rights, and U.S. Department of Justice, Civil Rights Division, *Dear Colleague Letter on the Civil Rights of Students in Juvenile Justice Residential Facilities*, 1 (Dec. 8, 2014), <https://www2.ed.gov/policy/gen/guid/correctional-education/cr-letter.pdf>.

The Council of State Governments Justice Center, *Locked Out: Improving Educational and Vocational Outcomes for Incarcerated Youth*, 4 (2015), [https://csjusticecenter.org/wp-content/uploads/2015/11/LOCKED\\_OUT\\_Improving\\_Educational\\_and\\_Vocational\\_Outcomes\\_for\\_Incarcerated\\_Youth.pdf](https://csjusticecenter.org/wp-content/uploads/2015/11/LOCKED_OUT_Improving_Educational_and_Vocational_Outcomes_for_Incarcerated_Youth.pdf).

# ESSA: New Protections

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States receiving Title I, Part D must ensure that youth in the juvenile justice system benefit from **more rigorous requirements and increased coordination between facilities and home school districts** both when youth enter and exit juvenile justice facilities. Specific protections include:

- **Educational Assessments:** State agencies must establish procedures for youth to be assessed to identify educational needs when they enter a juvenile justice facility, when practicable;
- **Records Transfer:** Correctional facilities must work with the youth's family and the local educational agency to make sure relevant academic records transfer with the youth to the facility;

# ESSA: New Protections

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- **Reentry Planning:** Correctional facilities must work with local education agencies so the youth's education is not interrupted when he/she exits the facility;
- **Credit Transfer:** State and local agencies must assure credits earned in juvenile justice placements are recognized and transferred to school in the community;
- **Timely and Appropriate Re-enrollment:** State educational agencies must **establish procedures to ensure students leaving juvenile justice facilities are timely re-enrolled in a program that best meets their needs**, and local educational agencies must offer programs to facilitate the transition of re-entering youth;

# ESSA: New Protections

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- **High School Diplomas:** State and local agencies, as well as correctional facilities, must assist youth in the juvenile justice system to attain traditional high school diplomas. Moreover, one accountability standard for local education agencies is devoted to increasing the number of youth attaining high school diplomas, and states and local jurisdiction must collect program evaluation data on the number of youth served who graduate on time.
- **Education Opportunities Upon Reentry:** Local agencies seeking funding must partner with higher education institutions or local businesses to promote post-secondary and workforce success for re-entering students. This may include opportunities for youth exiting facilities to enroll in secondary coursework eligible for academic credits, post-secondary education, and career/technical training in the community.

# ESSA: New Protections

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- **Certified or Licensed Teachers:** Teachers for students with disabilities and special needs in state institutions, including correctional facilities and community day schools, must be licensed or certified.
- **At-risk Youth Definition:** The definition of at-risk youth under Title I, Part D is expanded to include youth who are at risk of being adjudicated dependent or delinquent, as well as youth who have had any contact with the child welfare system.
- **Dual-status Youth:** States must keep records of youth who are involved in both child welfare and juvenile justice in its educational institutions, and states can use funds for targeted services assisting dual-status youth.
- **Family Involvement:** ESSA expands the purpose of Title, Part D to include family and community involvement.

# ESSA: New Protections

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- **Pay-for-Success Initiatives:** Local agencies can now use Title I, Part D funding to support “pay-for-success” initiatives (through which private funders front bonds for initiatives and governments pay only if providers demonstrate success).
- **Higher Education Partnerships:** In their applications for funding from states, local education agencies should describe any partnerships they have with higher education institutions around post-secondary success and workforce development.

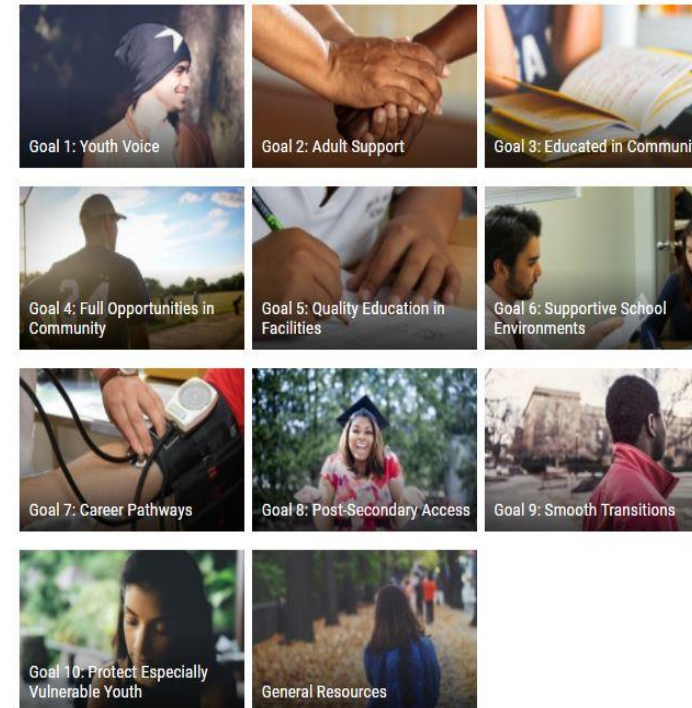
# Blueprint for Change

*Education Success for Youth in the Juvenile Justice System*

[www.jjeducationblueprint.org](http://www.jjeducationblueprint.org)



## Blueprint for Change: Education Success for Youth in the Juvenile Justice System



### Get Started

#### Browse by Goal

Find resources related to the Blueprint's key goals and benchmarks

#### Browse by State

Learn about specific policies and practices in your state.

#### General Resources and Policies

Find general resources and relevant federal policies

### How to Use the Blueprint

The *Blueprint for Change* is a tool for change. The Goals and Benchmarks are a framework for both **direct case advocacy** and **system reform efforts**.

#### Direct Case Advocacy

The *Blueprint* can be used as a checklist or guide by advocates for youth to ensure that all education issues are being addressed. The *Blueprint* examples provide ideas for legal remedies and strategies to use to achieve the best education outcomes for a particular youth or group.



# Utah



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Utah State Office of Education  
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**#Tools4EdSuccess**



**Nicholas Shellabarger**

Youth in Care Specialist  
Utah State Board of Education

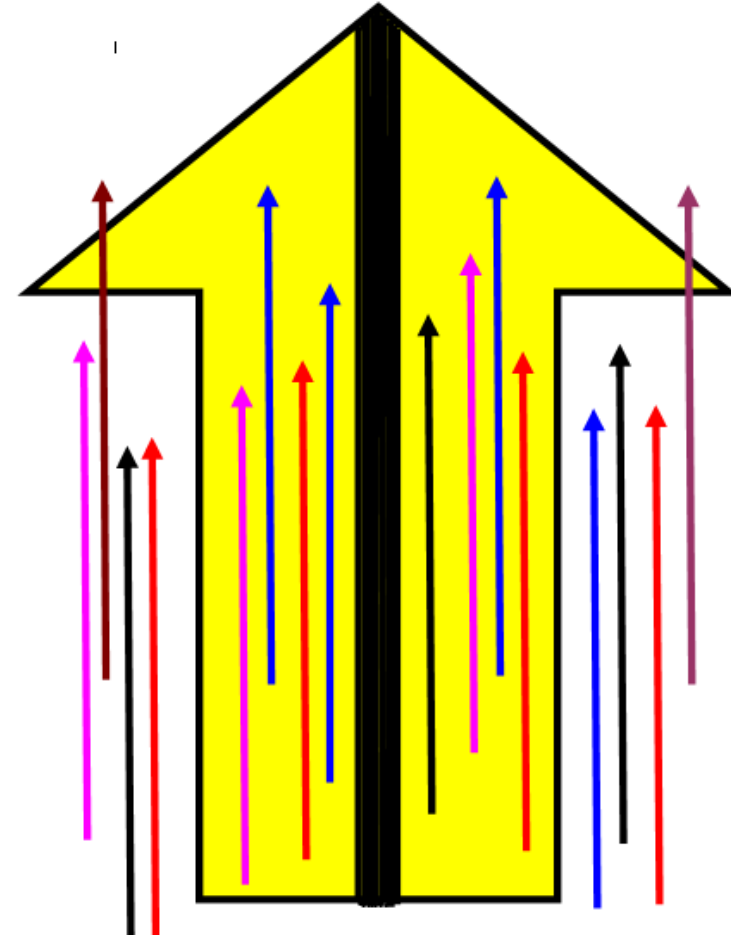
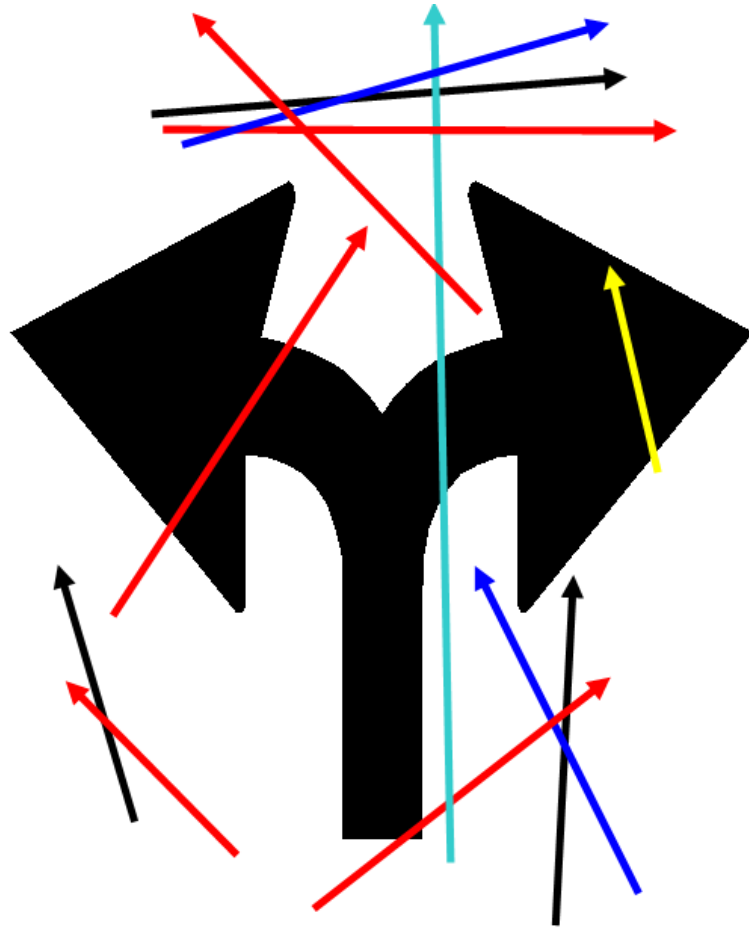


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# Utah YIC and ND Education



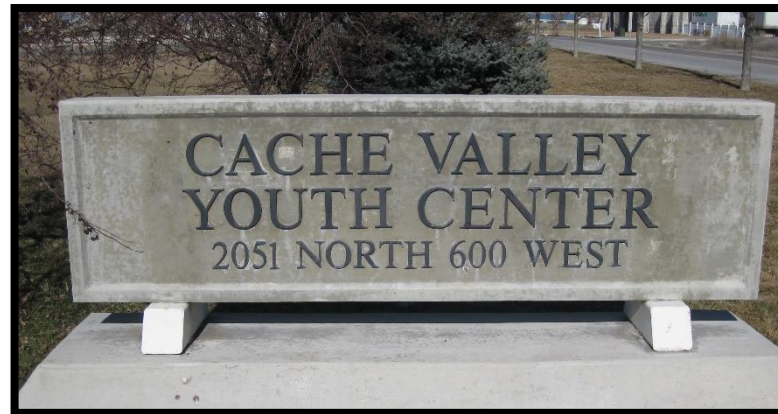
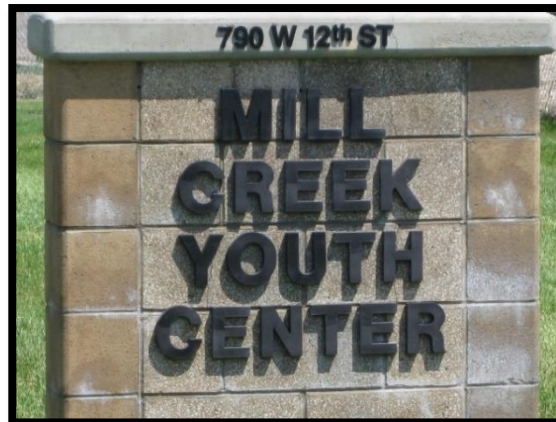
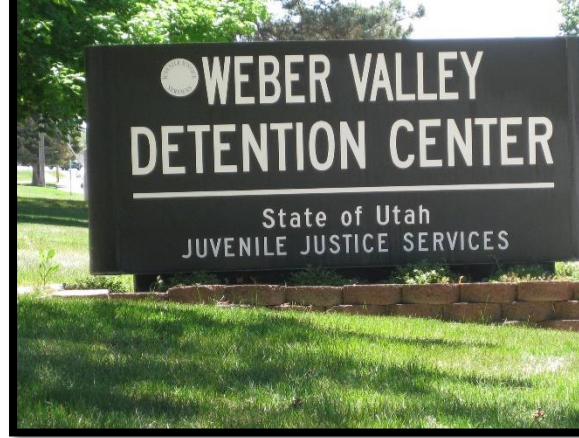
# Strategic Mission, Goals & Aligned Delivery



# Utah Code 53E-3-502

- The Utah State Board of Education is directly responsible for the education of all persons under the age of 21 who are: receiving services from the Department of Human Services; in the custody of an equivalent agency of a Native American tribe recognized by the United States Bureau of Indian Affairs and whose custodial parent or legal guardian resides within the state; or being held in a juvenile detention facility.
- The board shall, where feasible, contract with school districts or other appropriate agencies to provide educational, administrative, and supportive services, but the board shall retain responsibility for the programs.

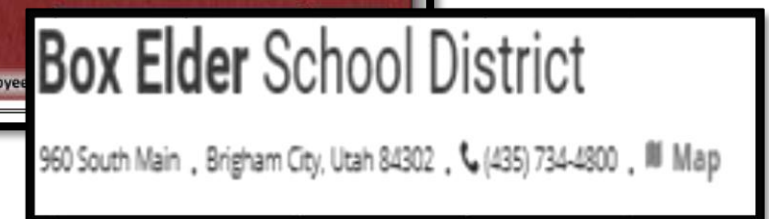
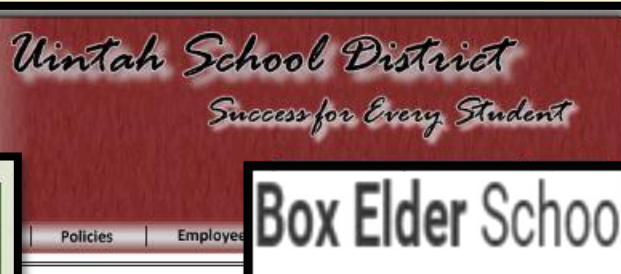
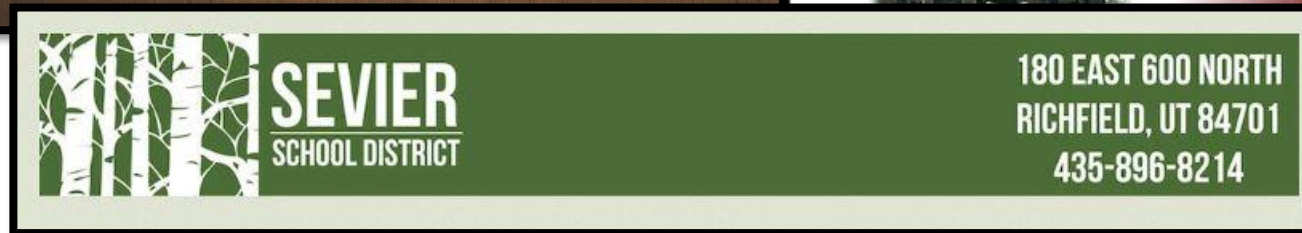
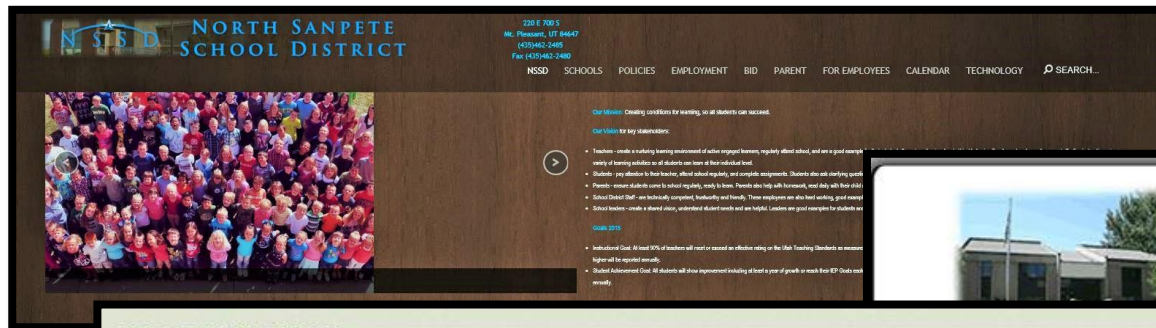






# Providing Quality Education

- Youth in custody students receive education services by or through an LEA are students of that LEA
- Highly Qualified Education Staff
- Accredited Youth in custody education programs



# Educational Assessments & Attainment

- College and Career Readiness Plan (CCRP)
- Annual review of CCRP
- LEA's responsible for IDEA child find activities
- IEP's created for all eligible YIC students based upon student evaluations and CCRP plans



# High School Diplomas

- Course based on Utah Core standards
- Standards are adjustable to meet the needs of YIC students
- GED options
- Transcripts and diplomas in the name of an existing LEA

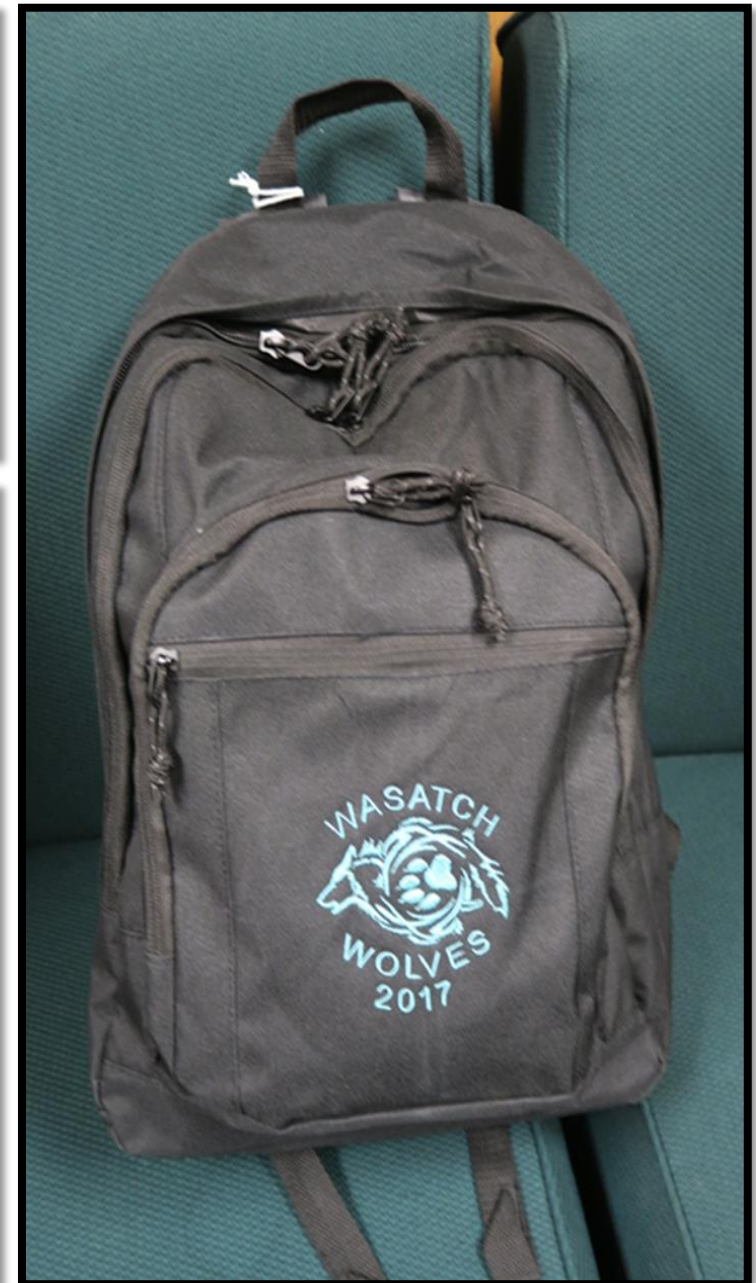






*“We wanted to give our youth the **same opportunity** they would have in a public school. If kids can have a **more normalized** environment, including access to athletics, we’re going to see better outcomes for these young people when they leave.”*

-- Susan Burke, Director, Utah Division of Juvenile Justice Services



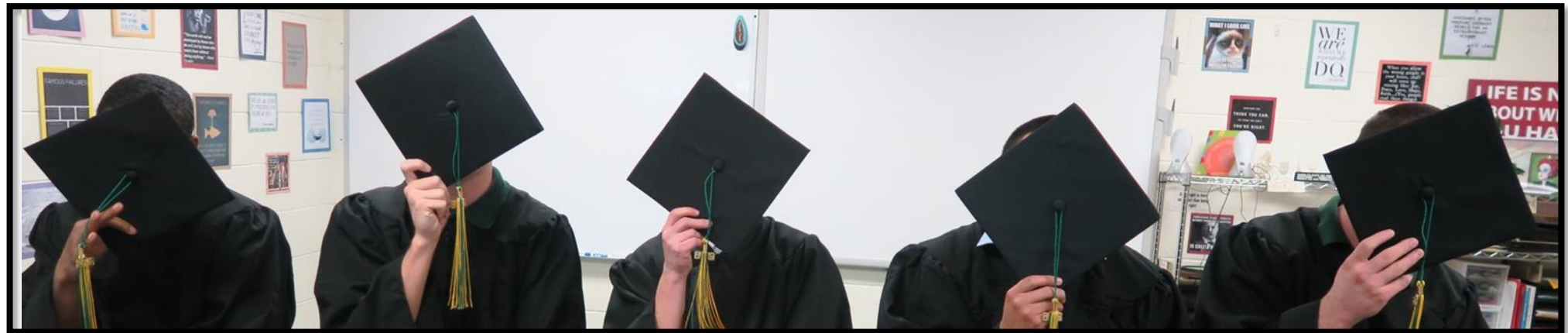
# Record Transfer

- The program receiving the student is responsible for obtaining the student's evaluation records, and, in cases where the records are not current, for conducting the evaluation, which may include a special education eligibility evaluation, as quickly as possible so that unnecessary delay in developing a student's education program is avoided.
- Following a student's release from custody or transfer to a new program, the sending program shall bring all available school records up to date and forward them to the receiving program.



# Credit Transfer

- Credit earned in youth in custody programs that are accredited shall be accepted at face value in Utah's public schools consistent with R277-410-9, Transfer or Acceptance of Credit.
- All grades, attendance records and special education SCRAM records shall be maintained in the LEA's SIS system in compliance with R277-484, Data Standards.
- UTREx and the Student Achievement Backpack

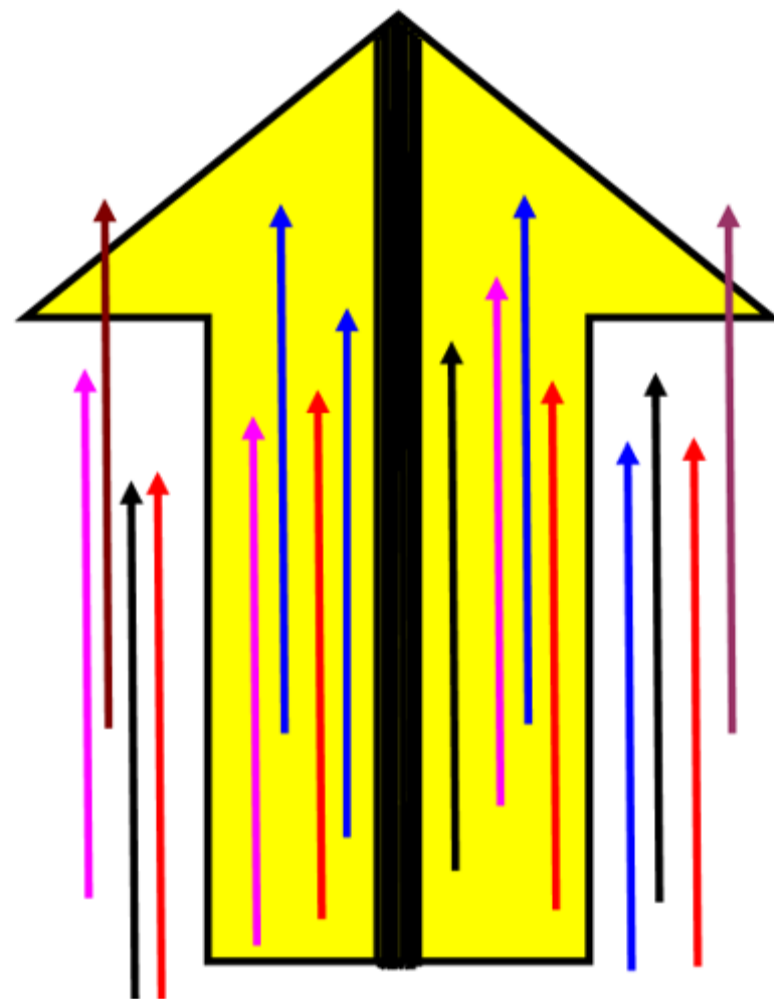
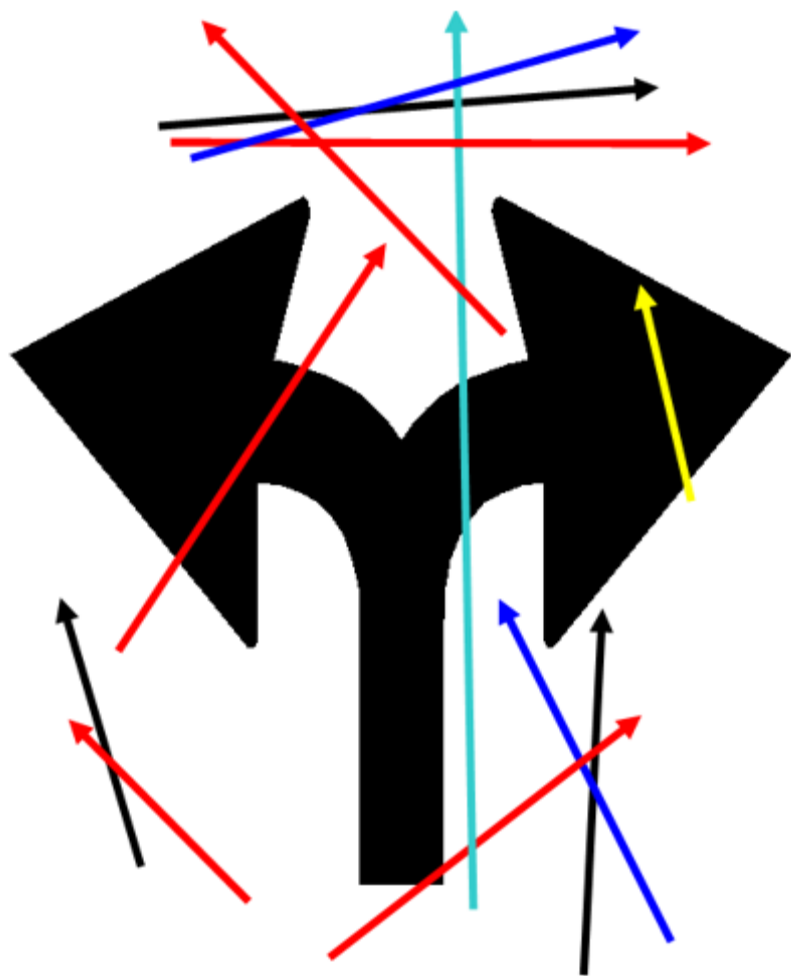


# Timely and Appropriate Re-enrollment

- Educational services shall be sufficiently coordinated with non-custody programs to enable youth in custody to continue their education with minimal disruption following discharge from custody.
- Youth in custody shall be admitted to classes within five school days following arrival at a new residential placement.

# Transition Services

... primarily targeted to State Mental Hospital students and DJJS students who have lengths of stay longer than 30 days in a calendar year ... (not detention students)



Secure Care		Programming, School and Transition Outcomes																Site: Ogden Mill Creek Youth Center																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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Student Names and Case Numbers	Placement Date	Entry Status	Credit deficient at graduation at release		School Related	Earned HS Credits		Earned HS Diploma		Enrolled in Public K-		Enrolled in ATC		Enrolled ATC Hrs & Completed ACT		Enrolled in		Earned college		Voc Rehab		WIOA Registration		Short-Term Certs	Alive at 25		Fire Extinguisher		First Aid / CPR		Flagger (18)		Food Handlers		OSHA		ServSafe		WorkKeys / Key		NCRC - National Career Readiness		CTE/Voc Programs	Bicycle Repair		Carpentry/Construct		Culinary		Green House /		Microsoft Certs		Multimedia / Spy		Work-Based Learning & Job		Talents & Interests	Academic Awards		Competitive Sports		Creative Arts &		School Leadership		Soft Skills	Why Try?		WAGES / Employability Class DBT		EPIC		Seeking Safety		Other	Lift Truck (18)		Sums of Rows	Received Employment	Received Employment Directly Related to classes, certifications, etc. (please list column #'s 16, 17, 19, 22, 31)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											



# Strategic Alignments and Roles

- Bring KEY staff from agencies together to discuss and plan out specific roles and assignments to:
- Eliminate duplications
- Find and fill gaps of services
- Plan handoffs
- Build lateral and vertical cross-agency accountability, support, and reporting



# Chief Partners

## **Education Transition Career Advocates (ETCAs)**

- Roles vary slightly from LEA to LEA
- hired at LEA level with ND funds

## **Local JJS staff**

- Case Managers
- Transition Support Services
- Parole Officers

## **Clinicians**

## **Families/Guardians**



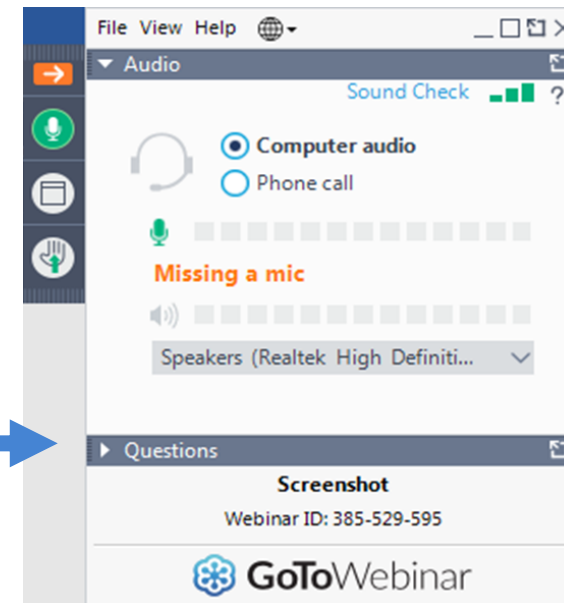
	1=Most Resp. 2=2nd Resp. X=Participant	Multi-Agency Statewide Transition Alignment												
		STUDENT NEEDS	TSS	ETCA	SC STAFF	CM/CW	Advo cate	C&C Ment or*	Edu catio n	Clinic ian	Voc Rehab	WIO A	POs	Parent s
TRANSITION PLANNING	Interagency Collaboration/Team Planning	1	X			1	X		X	X				
	Transition Plan/Exit Plan/CCR (ETCA)	X	X			1								X
	TSS Weekly Group Class	1												
ASSESSMENTS	TABE Scores		1											
	Career Assessments/Utah Futures		1											
	Identify Stability Factors/Needs/Risk	2				1			X					X
	Mental Health Assessment									1				
	Youth has taken College Entrance Exam (ACT)/SAT/ACCUPLACER		2						1					
	Special Education Child Find		1						1					X
SKILL TRAINING	Work Keys*	X	X	1		X								
	Interviewing/Role Playing	2	1	3							X	X		
	Resume Writing/building	2	1	3							X	X		
	Criminogenic Needs	X		1										
	Job Certifications			1							X	X		X
	Job placement and preparation (job fair, work-based learning, business partnership)*	2	1			2					X	X		
	Social skills & Independent Living skills	X		1					2		X	X		
	Financial Planning/Literacy		1						1		X	X		
	Job Experience*		2	1							X	X		X
SCHOOL	Reading/Writing/Communication Skills		2	X					1		X	X		
	High School Diploma / GED*		2					3	1					X
	SPED Referral	X	X	X		X	X	X	1	X				X
	Transfer of school records to Public ed./Education plan	2	1			2								X
	Public Ed. Enrollment/ YIC Intake (Sending & Receiving)	X	X			1								X
	Monitor Grades	X	1	X		X	2	1	2					X
	Monitor Attendance	X	1			X	2	1	2					
	Monitor Behavior		1				2	1	2					
	Monitor Credits toward Graduation	X	1			X	2	1						X
	Enroll in Applied Tech Program	X	1											X
	Enroll in Job Corp	X	1											X
	Apply for Financial Aids Scholarships FAFSA	X	1	X										X
	Apply for Pell Grant		1											X
	Apply for College/Post-Secondary program		1											X
	Connect with Pub. Ed. Check & Connect Mentor		1					X						X
EMPLOYMENT	Apply for on-the-job Training / Apprentice	1	2			1					X	X		X
	Apply for Voc Rehab	1	2			1					X	X		X
	Apply for LYFE Program/ WIOA	1	2			1					X	X		X
	Register for Selective Service	1	2			1					X	X		X
	Apply for jobs	1	2			1					X	X	X	X
	Employment monitoring	1	2			1					X	X		X
COMMUNITY & FAMILY RESOURCES	Housing	2				1								X
	Connect with Community Resources (Health department, LDS, TAL)	1				1								X
	Citizenship Status	1				1								X
	Transportation	2				1								X
	ID/License	1				1								X
	Family Support/Guardian (CFTM)	X	X	X		1	X		X					X
	Medical/Mental Health Treatment Plan	X	X	1		1				1				X
Transition Monitoring	Connect with JJS Mentoring Program			1										X
	School Monitoring/Scheduling	1	2			1		1						X
	Employment monitoring	1				1								X
	Placement Progress/Obstacles	1				1								X
	Relapse	X			X	1	X			X				X



1=Most Resp. 2=2nd Resp. X=Participant	Multi-Agency Statewide Transition Alignment													
	STUDENT NEEDS	TSS	ETCA	SC STAFF	CM/C W	Advo cate	C&C Ment or*	Edu catio n	Clinic ian	Voc Rehab	WIO A	POs	Parent ts	
TRANSITION PLANNING	Interagency Collaboration/Team Planning	1	X		1	X		X	X					
	Transition Plan/Exit Plan/CCR (ETCA)	X	X		1								X	
	TSS Weekly Group Class	1												
ASSESSMEN TS	TABE Scores		1											
	Career Assessments/Utah Futures		1											
	Identify Stability Factors/Needs/Risk	2			1			X					X	
	Mental Health Assessment								1					
	Youth has taken College Entrance Exam (ACT)/SAT/ACCUPLACER		2					1						
	Special Education Child Find		1					1					X	
	Work Keys*	X	X	1	X									
SKILL TRAINING	Interviewing/Role Playing	2	1	3						X	X			
	Resume Writing/building	2	1	3						X	X			
	Criminogenic Needs	X		1										
	Job Certifications			1						X	X		X	
	Job placement and preparation (job fair, work-based learning, business partnership)*	2	1		2					X	X			
	Social skills & Independent Living skills	X		1				2		X	X			
	Financial Planning/Literacy		1					1		X	X			
	Job Experience*		2	1						X	X		X	
	Reading/Writing/Communication Skills		2	X				1		X	X			
SCHOOL	High School Diploma / GED*		2				3	1					X	
	SPED Referral	X	X	X	X	X	X	1	X				X	
	Transfer of school records to Public ed /Education plan	2	1		2								X	

# Audience Q&A

To submit live questions,  
please use the “Questions”  
box on the control panel



# California



**Karen Steinhaus**

Education Program Consultant  
California Department of Education  
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 **@AYPF\_Tweets**



# TITLE I, PART D






## Title I, Part D, Section 1401 Purpose and Program Authorization


(a) PURPOSE- It is the purpose of this part —

- (1) to improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet;






(2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and



(3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

<https://www2.ed.gov/policy/elsec/leg/esea02/pg9.html>



The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the District of Columbia, and Puerto Rico as authorized under Section 9303 of the Elementary and Secondary Education Act (ESEA), as amended.



The CSPR has several required data fields to provide the unduplicated count of students receiving transition services that specifically target planning for further schooling and/or employment.

<https://www2.ed.gov/admins/lead/account/consolidated/index.html#sy06-07>

[illegible]

# Nebraska



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State Title I Part D Coordinator  
Nebraska Department of Education  
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**Randall Farmer**

Educational Director  
Lincoln Public Schools Pathfinder Education Program  
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# NE, Rule 18 and AAP System



# Rule 18

- NE Rule 18 signed 2003

[https://2x9dwr1yq1he1dw6623gg411-wpengine.netdna-ssl.com/wp-content/uploads/2017/10/Rule18\\_2003.pdf](https://2x9dwr1yq1he1dw6623gg411-wpengine.netdna-ssl.com/wp-content/uploads/2017/10/Rule18_2003.pdf)

- Types of Interim Program Schools
- Formation of ESIS teams
- Academic Advancement Plan

# Rule 18

- Longitudinal Data Grants NE

[https://2x9dwr1yq1he1dw6623gg411-wpengine.netdna-ssl.com/wp-content/uploads/2017/07/Statewide Longitudinal Data Systems.pdf](https://2x9dwr1yq1he1dw6623gg411-wpengine.netdna-ssl.com/wp-content/uploads/2017/07/Statewide_Longitudinal_Data_Systems.pdf)

- Focus Groups Stakeholders--Transition
- ESIS Coordinator Online Tool
- ESSA and the AEP

# Rule 18

- Pilot Projects
- Partnership Development
- Training and Communication
- Records



# AAP

- Practical uses
- Implementation
  - Build consensus
  - Training
  - Old relationship networks
- Benefits
  - Speed
  - Data goldmine

# Academic Advancement Plan System

## Nebraska Interim-Program Schools

[Log Off](#)


Student: ZENDA A. MANFORD (1338479)	Options: <a href="#">Choose...</a>
<a href="#">Revert</a> <a href="#">Edit</a> <a href="#">Save</a> <a href="#">Print</a> <a href="#">Done</a>	

NOTE: Fields followed by an asterisk\* are required.

Home	Student Look-Up	Student	School History	Academic Advancement Plan	GED	Parents	Contacts	Help
------	-----------------	---------	----------------	---------------------------	-----	---------	----------	------

### Interim-Program School

Interim-Program School	School name- Juvenile Services	City	
Street	120 Clara Davis Drive	Phone	( )
Contact / Title		Email	

[\(Interim-Program School's Name\)](#) is approved as an Interim-Program School by the Nebraska Department of Education under Title 92, Nebraska Administrative Code, Chapter 18. This assures the Interim-Program School provides certificated teachers and a curriculum that meets Nebraska curriculum standards. The receiving school where the student returns or transfers has a legal responsibility to accept the academic credits earned for coursework completed while attending this Interim-Program School. Failure to accept those credits or issue a diploma to a student who has satisfactorily met the receiving school's requirements for high school graduation is a violation of accreditation under 92 NAC 10 or approval under 92 NAC 14 (Reference: 92 NAC 18-008.01).

### Student

Name		NSSRS ID#	
Gender	Female	DOB	
Admission Date		Exit Date	
Disability	(None) <a href="#">(Click for Disability Options)</a>	IEP	No
MDT Report	No	504 Plan	No
ELL / LEP	No		

### School District of Residence

School District	Public Schools	School Building	Norfolk High School – Alternative School
Street / City		Phone	( )
Contact / Title	School Counselor, _____	Email	

### School District Recommendations

+++ should be working toward credit recovery as she is a sophomore with only 30 credits earned to-date. She needs a total of 230 credits to graduate from \_\_\_\_\_ High School. During the second semester of her freshman year (2011-12), she was absent 34 days and tardy 56 days. Her academic strengths are in the areas of math and science. However, she reads at a 4<sup>th</sup> grade level, struggling with Language Arts and Social Studies courses. ++++was enrolled in \_\_\_\_\_Public Schools – Alternative School Program and doing very well immediately prior to her court involvement.

### Pre-Tests / Post -Tests

Reading Pre-Test	WRAT	Results	53%	Grade Level	4th	Date	6-13-12
Math Pre-Test	WRAT	Results	76%	Grade Level	10th	Date	6-13-12
Reading Post-Test	WRAT	Results	72%	Grade Level	9th	Date	9-15-12
Math Post-Test	WRAT	Results	98%	Grade Level	11th	Date	9-15-12

### Interim-Program School Recommendations

School-to-School Transition								
Transition Consultation with Receiving School	Yes	Title I Transition Services	Yes	Title I Transition Plan	Yes			
Upon the student's release, this transcript was sent to		Public Schools – Alternative School Program		Date	—			
Interim-Program School Notes to Receiving School								
<p>++++ has made tremendous progress in reading, with her WRAT results going from 4<sup>th</sup> to 9<sup>th</sup> grade level during the 3 months she was at NNJS. She really enjoys books about Native American culture. Her math scores rose from 10<sup>th</sup> to 11<sup>th</sup> grade level. During her stay here, she began to participate more in group discussions and offered to help younger students with their studies, particularly in the areas of math and science. She loved the Art History course and is very talented in this regard. She began the <u>CadPro</u> but left our Interim-Program School mid-course so did not earn any academic credits for this class. ++++completed two full quarters of Physical Education, each worth 1.5 credits, earning a total of 3 academic credits in Physical Education.</p>								
Academic and Vocational Outcomes								
Number of Credits Earned at Interim-Program School		18 Credits		Number of Credits Accepted by Receiving School				
		18 Credits						
	While at Facility	Within 90 Days after Exit		While at Facility	Within 90 Days after Exit			
Enrolled in School District	Yes	Yes	Earned High School Course Credit	Yes	Yes			
Obtained High School Diploma	No	No	Enrolled in Post-Secondary Education	N/A	N/A			
Enrolled in GED Program	No	No	Earned a GED	N/A	N/A			
Enrolled in Job Training Courses/Program	No	No	Obtained Employment	No	No			
Home	Student Look-Up	Student	School History	Academic Advancement Plan	GED	Parents	Contacts	F

**Disability** – Menu Format for Disability Options: Use Disability Types from SRS

**IEP, MDT Report and 504 Plan** – Menu Format:

Yes  
No  
N/A

→ If **Yes**, Add 2<sup>nd</sup> Option Menu:

View on SRS  
Request from SR  
Import from SRS

**IPS Curriculum** – Menu Format:

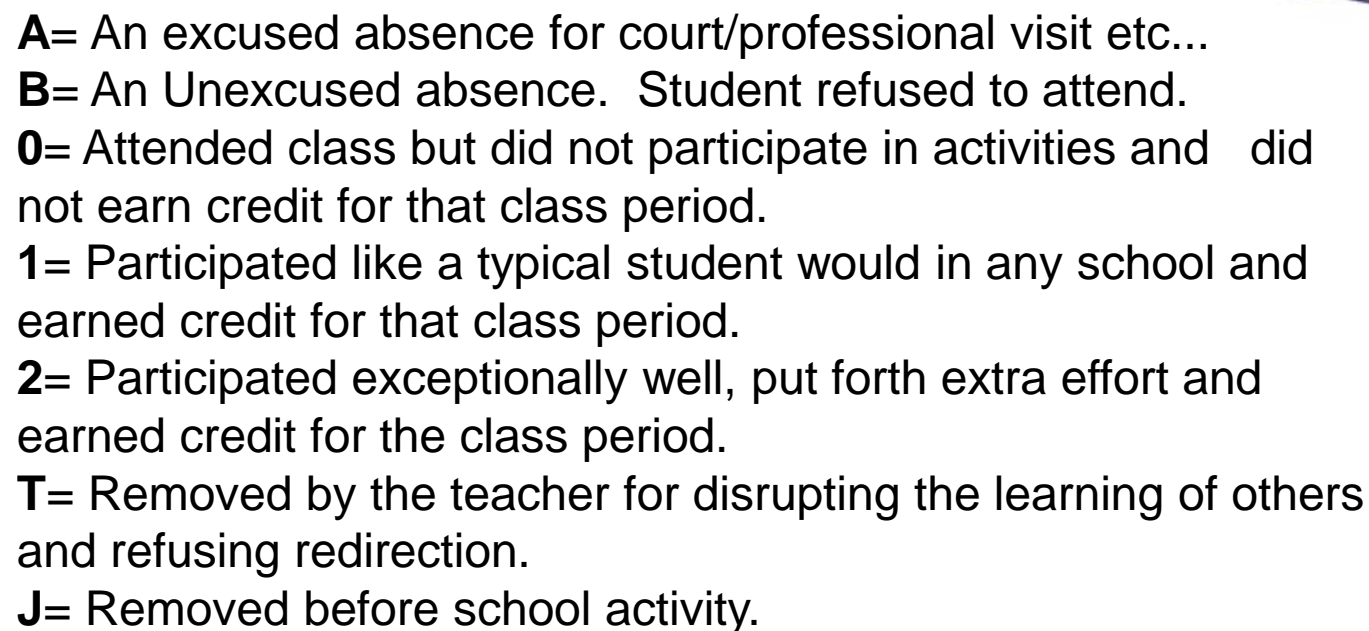
A+  
A+ Advanced  
AGS / Globe Fearon  
Angel (OPS)



# GOOG DOC

- Real time information
- Individual stories
  - In house analysis
  - Progress checks
  - Historical picture
- Benefits
  - Evidence for credit
  - Program data

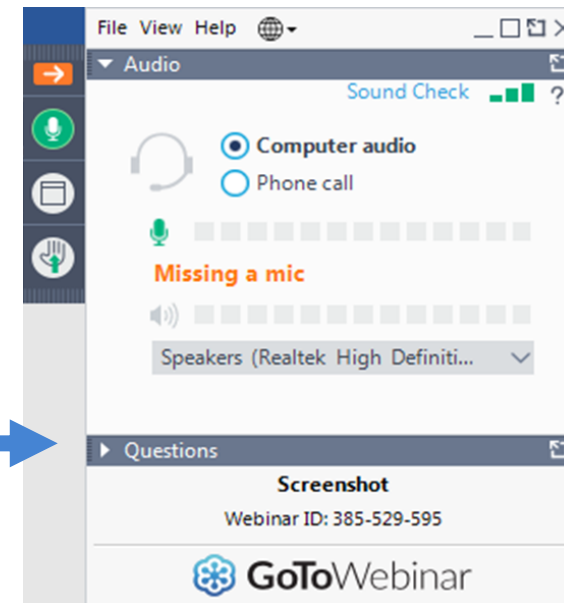




	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
1				Wednesday								Class Periods				Staff					
2	03/28/2018	Pod	Rm#	Last Name	First Name	1	2	3	4	5		Comments	SPED	Title 1	PBIS	NO Computer	P.E. Activity Restriction	E-L Notes	E-L Periods	Additional comments	Day of the week.
3	//// A=Excused Abs. //// B= Student Refusal //// 0=Attended. //// 1=Attended Average Student. //// 2=Attended Above Average Student //// T=Teacher Removal //// J=JDO Removal //// TJ=Teacher & JDO Removal																				
4	Student #	4	Rm#																		
5	03/28/2018	A	4	Xxxxxxxxxx	Xxxxxxxxxx	1	1	1											eSoc Studies - Geography		Wednesday
6	03/28/2018	A	5	Xxxxxxxxxx	Xxxxxxxxxx	1	1	1													Wednesday
7	03/28/2018	A	6	Xxxxxxxxxx	Xxxxxxxxxx	1	1	1													Wednesday
8	03/28/2018	A	11	Xxxxxxxxxx	Xxxxxxxxxx	1	1	1											eLearn		Wednesday
9	Student #	5	Rm#	B-Pod		P	A	R	TIC	I		PATE									
10	03/28/2018	B	2	Xxxxxxxxxx	Xxxxxxxxxx	1	2	1				READ							eEng		Wednesday
11	03/28/2018	B	5	Xxxxxxxxxx	Xxxxxxxxxx	B	2	1								CLOSE S'VISION			eHealth		Wednesday
12	03/28/2018	B	6	Xxxxxxxxxx	Xxxxxxxxxx	B	1	1											eHealth		Wednesday
13	03/28/2018	B	8	Xxxxxxxxxx	Xxxxxxxxxx	B	B	1				PMDG									Wednesday
14	03/28/2018	B	9	Xxxxxxxxxx	Xxxxxxxxxx	B	1	0										See note - 2/20 UP	ePsychology		Wednesday
15	Student #	0	Rm#	C-POD		A	C	A	D	EM	IC										
16	Student #	2	Rm#	D-POD		T	H	O	U	G	FUL										
17	03/28/2018	D	6	Xxxxxxxxxx	Xxxxxxxxxx	B		1											eMusic App		Wednesday
18	03/28/2018	D	7	Xxxxxxxxxx	Xxxxxxxxxx	B		2											eAlgebra		Wednesday
19	Student #		Rm#			H	O	N	E	S	T										
20	Student #	0	Rm#	E-Pod																	
21		Green Color = New Student						Purple color = student with special situation													

# Audience Q&A

To submit live questions,  
please use the “Questions”  
box on the control panel



# Wyoming



**Christine Jones**

Superintendent  
Wyoming Girls School  
@WYgirlsschool



**Dixie Cooper**

Principal  
Wyoming Girls School  
@WYgirlsschool







*A chance for change*

Wyoming Girls School



# Wyoming Girls School (WGS)

Statutorily, the WGS is an educational, vocational and rehabilitative facility that serves delinquent girls ages 12-21.

- Currently, the age range is 13 -18, with an average age of 16.3.
- Average population ~35; Maximum capacity = 64
  - 57% Caucasian,
  - 20% Am Ind (Northern Arapaho, Eastern Shoshone)
  - 18% Hispanic
  - 4% “other”
  - 1% African American
- The average length of stay is 8.8 months
  - Range from 6 -14 mos.
- Staff secure, not facility secure
  - (no lock down or confinement cells)
- Fully accredited educational program/HiSET
- Serves students from 48 Wyoming Districts (potentially)





# Student Centered

- Fully accredited
- Certified in a content area
- Institutional Endorsement
- Immersion block, 3 semesters



- Prescriptive scheduling, class offering, and credit transfer
- Wide variety of course offerings with flexible standards application
- Availability to earn Wyoming Diploma



# Technology

- 1-1 Chromebooks, iPads, desktops
- Examples--Student g-mail accounts, Google Classroom, Google Apps, Quicken, Edgenuity, gamification software, Sound Trap, Code.org, Code Combat, Garageband, iMovie, Photoshop, Newsela, NatGeo Education, MobyMax, Prezi, Common Sense Media, Kahn, Prodigy, schoolyourself, Modernstates, kahoot, woot math, TedEd, Quill, desmos (calculator activities)
- Professional Development--CEEAS partnership (Center for Educational Excellence in Alternative Settings), local school district collaboration





# College and Career Readiness

- College and career planning - resumes, interviewing practice, FAFSA, college applications
- Multiple scholarship/grant opportunities
- CLEP testing center
- HiSET Testing Center
- Future Accuplacer testing center
- On and off- campus employment



# Transition

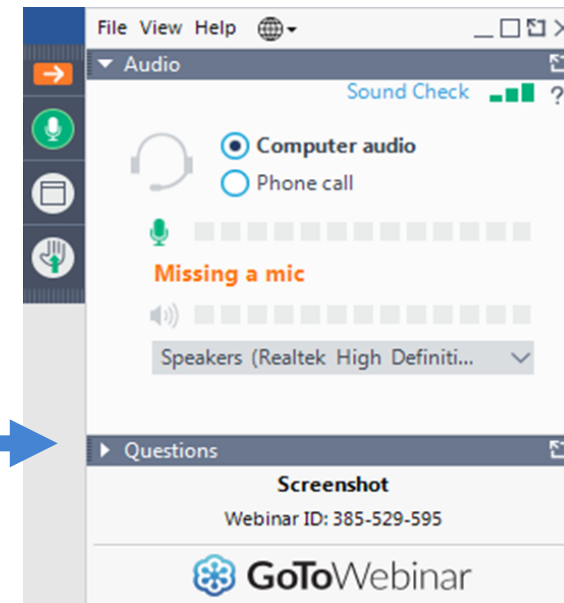
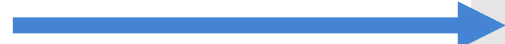


## Communication. Communication. Communication

- Before - Referral through commitment
- During - Rigorous communication with School Districts and/or other placements, parents, MDT etc. Requires a patchwork to create transcripts etc.
- Reentry - Further communication as to respective district requirements

# Audience Q&A

To submit live questions,  
please use the “Questions”  
box on the control panel





# Thank You to Today's Presenters!

- \* **Maura McInerney**, Education Law Center, [mmcinerney@elc-pa.org](mailto:mmcinerney@elc-pa.org)
- \* **Murray Meszaros**, Utah State Office of Education, [Murray.Meszaros@schools.utah.gov](mailto:Murray.Meszaros@schools.utah.gov); and **Nicholas Shellabarger**, Utah State Board of Education, [Nicholas.Shellabarger@schools.utah.gov](mailto:Nicholas.Shellabarger@schools.utah.gov)
- \* **Karen Steinhaus**, California Department of Education, [ksteinhaus@cde.ca.gov](mailto:ksteinhaus@cde.ca.gov)
- \* **Pat Frost**, Nebraska Department of Education, [Pat.Frost@nebraska.gov](mailto:Pat.Frost@nebraska.gov); and **Randall Farmer**, Lincoln Public Schools Pathfinder Education Program, [rfarmer@lps.org](mailto:rfarmer@lps.org)
- \* **Christine Jones**, Wyoming Girls School, [chris.jones@wyo.gov](mailto:chris.jones@wyo.gov); and **Dixie Cooper**, Wyoming Girls School, [dixie.cooper@wyo.gov](mailto:dixie.cooper@wyo.gov)

# ICYMI: Part 1 and Part 2 of the Series!

- \* **Trends and Opportunities in Accountability for Alternative Education**
- \* **Improving Education Quality in Juvenile Justice Facilities**
- \* Recordings available at [www.aypf.org](http://www.aypf.org)



American Youth  
Policy Forum

CIVIC  
ENTERPRISES



**Justice Center**  
THE COUNCIL OF STATE GOVERNMENTS

Juvenile  
Law Center  
advancing the rights and  
well-being of children in jeopardy



**SPLC**  
Southern Poverty  
Law Center

**ABA** Center on Children  
and the Law  
AMERICAN BAR ASSOCIATION

**#Tools4EdSuccess**

 **@AYPF\_Tweets**

# Thanks for Attending!

- \* Please fill out the survey upon exiting the webinar
- \* Materials and recording will be posted on our website:  
[www.aypf.org](http://www.aypf.org)