Creating a System of High-Quality Education Options to Serve At-Risk Students

Indianapolis, Indiana
April 23-25, 2018
Indiana Department of Education and Indiana Department of Correction Collaboration

Making a Difference: Challenges and Hope
Challenges Of Educating Incarcerated Youth

• Learning difficulties and styles
• Lack of motivation
• Lack of funding and resources
• Short term/In and Out
• Negative Attitudes
Challenges

• Most programs have been developed for incarcerated males
• Youth do not come to IDOC because they want to go to school
• History of failure
Traditional Approach

• Focus on GED or Vocational options
• Lack of adequate records/transcripts
• Inadequate assessment of future goal: High School Diploma

“Despite the obstacles educating offenders continues to be essential to rehabilitation/re-entry”
Why We Collaborate

• Some say we are wasting money and time
• “We don’t do enough attitude” or “we do too much”
• What you don’t find in prison is HOPE
• Change failure to SUCCESS – opportunity to turn life around
• There is HOPE for a FUTURE
Education is the KEY

- A teacher was always available to explain and was patient with my learning difficulties
- The teacher gave me confidence
- I got one on one attention
- I received more positive attention and encouragement from my IDOC teacher than in my public school
- My teacher was compassionate and did not treat me like a number – she treated me like a human being
Collaborative Guidance

• Education Transition Portfolio – expedites the transfer of student records to local school district

• Transfer of records between IDOC and schools does not require written consent from parent. Records need to be sent to IDOC immediately

• Immediate enrollment – schools now understand that the student must be enrolled immediately when student is released from IDOC
Collaborative Guidance

• Re-Entry begins at the point juvenile is incarcerated
• Letter to School Administrators – Validates that IDOC credits can be recognized and counted toward a High School Diploma
• The “home” High School can issue a diploma to an incarcerated student
Indiana Alternative Education Programs

• Program established in 1997 by Indiana General Assembly
  • Indiana school corporations and charter schools are eligible
  • Maximum grant of $750 per FTE student enrolled in the program
    • Requires a one-third match by school corporation or charter school
  • Indiana DOE has an obligation to encourage and assist school corporation in establishing programs, if requested
  • Programs may serve one school corporation or multiple school corporations
Eligible Students

• To qualify as an eligible student under Indiana alternative education law, a student must be:
  • Enrolled in grades 6-12
  • Meet one of the following criteria
    • Has withdrawn or intends to withdraw from school prior to graduation
    • Has failed to comply academically and would benefit from instruction offered in a different manner than that offered in a traditional school
    • Parent or expectant parent
    • Student is employed and employment is necessary to support the student or his/her family, or employment interferes with instructional day
    • Student is disruptive
  • Likely to benefit academically, behaviorally, or both
What is a Disruptive Student?

• A student is eligible to participate in an alternative education program under Indiana Code if he/she “has a documented record of frequent disruptions of the traditional school learning environment despite repeated attempts by the school corporation to modify the student’s behavior in conformity with a progressive disciplinary program approved by the department”.

Indiana Department of Education
Alternative Education Program Types

• Short-term placement at a detention center
  • Keeps students involved in educational programming
  • Addresses skill deficits
  • Prevents loss of credits

• Academic compliance
  • Students who have not passed state tests
  • Failing grades
  • Skill/credit deficits
  • Goal of transitioning back to traditional setting

• Behavioral/Discipline
  • Specifically for “disruptive students”
  • Behavior modification
  • Goal of transitioning back to traditional setting

• Graduation Focused
  • Prepare for life after high school
  • Pregnant and parenting students
  • Employed students
  • More likely permanent placement
    • Service learning
    • Career options
Individual Service Plans

- Indiana law requires each student enrolled in an alternative education program to have an ISP
- Plan must be reviewed and revised annually
- Initial plan must be prepared by the students teacher(s) and principal
- Must be in writing
- Must include:
  - Educational goals
  - Behavioral goals
  - An alternative education program appropriate for the student
  - Services required by the student and the student’s immediate family to meet the educational goals and behavioral goals specified in the plan
Alternative Education and AYPF Site Visits

• Indianapolis Metropolitan High School
  • Currently writing an application for a “whole school alternative school”
    • Option only available to charter schools
• Goodwill Excel Center
  • Has not requested program approval
  • Unique concept of educational programming
• Options Charter School
  • Trailblazers in both Indiana charter schools and alternative education programs
• Marion Academy
  • Has not requested program approval
• Hillside Academy
  • One of several IPS alternative education programs
Ramona’s Story

• Charged with Murder in 1995 – served 17 of 35 year sentence
• Received education while incarcerated
• Petition to Modify Sentencing was granted in 2007
• Ramona reached over 2,000 youth by sharing her story
• Recently completed her Masters in Social Work and is a licensed medical social worker
QUESTIONS??

Contact:

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Chief State Attendance Officer
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http://www.doe.in.gov/student-services/attendance

Contact:

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Alternative Education Specialist
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Educational Services
Inside the Indiana Department of Correction
<table>
<thead>
<tr>
<th>Detention</th>
<th>Correction</th>
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</thead>
<tbody>
<tr>
<td>Typically short term stays</td>
<td>Typically long term</td>
</tr>
<tr>
<td>Juveniles awaiting trial</td>
<td>Juveniles have been adjudicated</td>
</tr>
<tr>
<td>Short sentences</td>
<td>3 juvenile correctional facilities in the state</td>
</tr>
<tr>
<td>22 juvenile detention centers in the state</td>
<td>State run</td>
</tr>
<tr>
<td>County or privately run</td>
<td></td>
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<tr>
<td>IDOC conducts annual inspections</td>
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</tbody>
</table>
Juvenile Correctional Facilities

- Pendleton Juvenile maximum security male currently houses 220 students
- Logansport Juvenile medium security male currently houses 150 students
- LaPorte Juvenile maximum security female currently houses 40 students
Intake Procedures

TESTING

- Self Directed Search: Holland Code
- Student Styles Questionnaire
- Shipley 2: Cognitive Assessment
- Mental Health Evaluation
- Scholastic Math Inventory
- Scholastic Reading Inventory
Individualized Plans (IEP/ILP)

- Teachers are dual licensed in content and special education
- 50% Special Education Students with a majority of those being Emotionally Handicapped
- 6 hour school day, small class sizes
- Students are placed based on credits, tiers, and as needed
  - Most students are at least two years behind their non-incarcerated peers
Providence Jr./Sr. High School

SIMS: Student Information Management System

Students Enrolled: 165
Students Pending: 4
Special Ed Students: 99
Case Conferences Pending or Needed: 10
Students in Seg: 2
STAR Referrals Today: 0
TOR-GEN Roster: 0
BIP Rev Periods: 0

Student Information
- Special Education
- Segregation School
- Progress Reviews
- Mine
- Others
- Reminders: 0
- Segregation School

Reports
- Select Students for Reports
- Utilities
- Pre-Referred Intervention

Grade Book Assignments
- Classroom Attendance
- Activity Monitor

Behavior Improvement Plans
- Rise Evaluation
- Teacher Absences

Actions
- Update Schedules: 5/17/2017
- Update AttendList

Help Tutorials
Version 11.1.17

Alerts!

Click Numbers for Reports
- Academic Averages:
  - Failing Past 30 Days: 14
  - Dropped Last Two Months with Failing Courses: 6
  - Dropped Last Two Months with no Failing Courses: 12
  - Increased for the Past Two Months: 7
  - Maintained for the Past Three Months w/ No F's!: 6
  - All A's: 6

- Behavior Averages:
  - Failing Past 30 Days: 19
  - Dropped Last Two Months with Failing Courses: 4
  - Dropped Last Two Months with no Failing Courses: 13
  - Increased for the Past Two Months: 11
  - Maintained for the Past Three Months w/ No F's!: 0
  - All A's or B's: 29
  - All B's: 0

Contact Support: tspear@integralst.edu

Current User: Grubbs
PBIS Style Behavior Management

- Individualized
- Some Students
- School Wide

5: fully engaged; exceeded expectations; excellence;
4: worked diligently all period; required no redirection; completed all work (met all expectations);
3: completed most or all work; required minimal redirection;
2: completed some work; talked/disrupted class or other student(s); required 2 or more redirections;
1: completed little work; disruptive, noncompliant, sleeping/head down; required 3 or more redirections; and
0: completed no work; disruptive, noncompliant, sleeping/head down; required 3 or more redirections.
Transition Consultations

- Students are assigned an academic advisor to act on their behalf.
- The academic advisor is the teacher of record for special education students.
- Five extensive meetings: discuss current and future plans, goals, and situations.
Transition Coordinators

- Assigned to the facilities to work with students from the moment they have entered the school to work on wrap around services in the home communities upon their release
Other Programming

- Why Try?
- MRT: Moral Reconciliation Therapy
- DBT: Dialectical Behavioral Therapy
- Individual Sessions
- Anger Therapy
- Grief/Loss Therapy
- Substance Abuse Therapy
Accreditation

- AdvancED
- Indiana Department of Education
- Department of Justice
- Center for Educational Excellence in Alternative Settings: University of Maryland
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www.in.gov/idoc/dys
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