



The National Evaluation and Technical Assistance Center

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

Strand 2: Promoting Change

www.neglected-delinquent.org



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

Using Data To Identify and Promote the Implementation of Effective Programming for Children and Youth Who Are At-Risk

Moderator: Stephanie Lampron, NDTAC

Panelists: Mindee O'Cummings, NDTAC; Kenya Haynes, Title I, Part D-Wyoming, and Lili Garfinkel, PACER Center

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Defining At-Risk in Title I, Part D

If a school receiving **Subpart 2** funds is not a Title I, Part A, school, then the local education agency may identify the at-risk youth enrolled in the school for Part D services by such categories as:

- Children and youth who have been **adjudicated within the juvenile justice system** but have returned to a school operated by the school district;
- **Migrant** children or youth (based on their eligibility for services under Title I, Part C, of the Elementary and Secondary Education Act);
- **Immigrant** children or youth;
- **Gang members** (based on definitions established by the state education agency or local education agency);
- **Pregnant and parenting** youth through the age of 21;
- Children who are **at-risk of school failure** or who have failed before;
- Children who have **limited English proficiency**; and
- Children who have **dropped out** of school.

Prevalence & Growth of At-Risk in Subpart 2



Based on school year (SY) 2008–09 data:

- **25 States** used Subpart 2 funds for at-risk programs.
- Funding was provided for **594 (22%) programs** and **53,076 (14%) students**.
- The following states had the highest percentage of at-risk programs or students served: AR, WY, AZ, FL, ND, NH, and VA.

Between SYs 2006–07 and 2008–09:

- *Funding* for Subpart 2 **increased 36%**
- The number of at-risk *programs* receiving funds **increased 103%**.
- The number of at-risk *students* served by funding **increased 63%**.





The National Evaluation and Technical Assistance Center

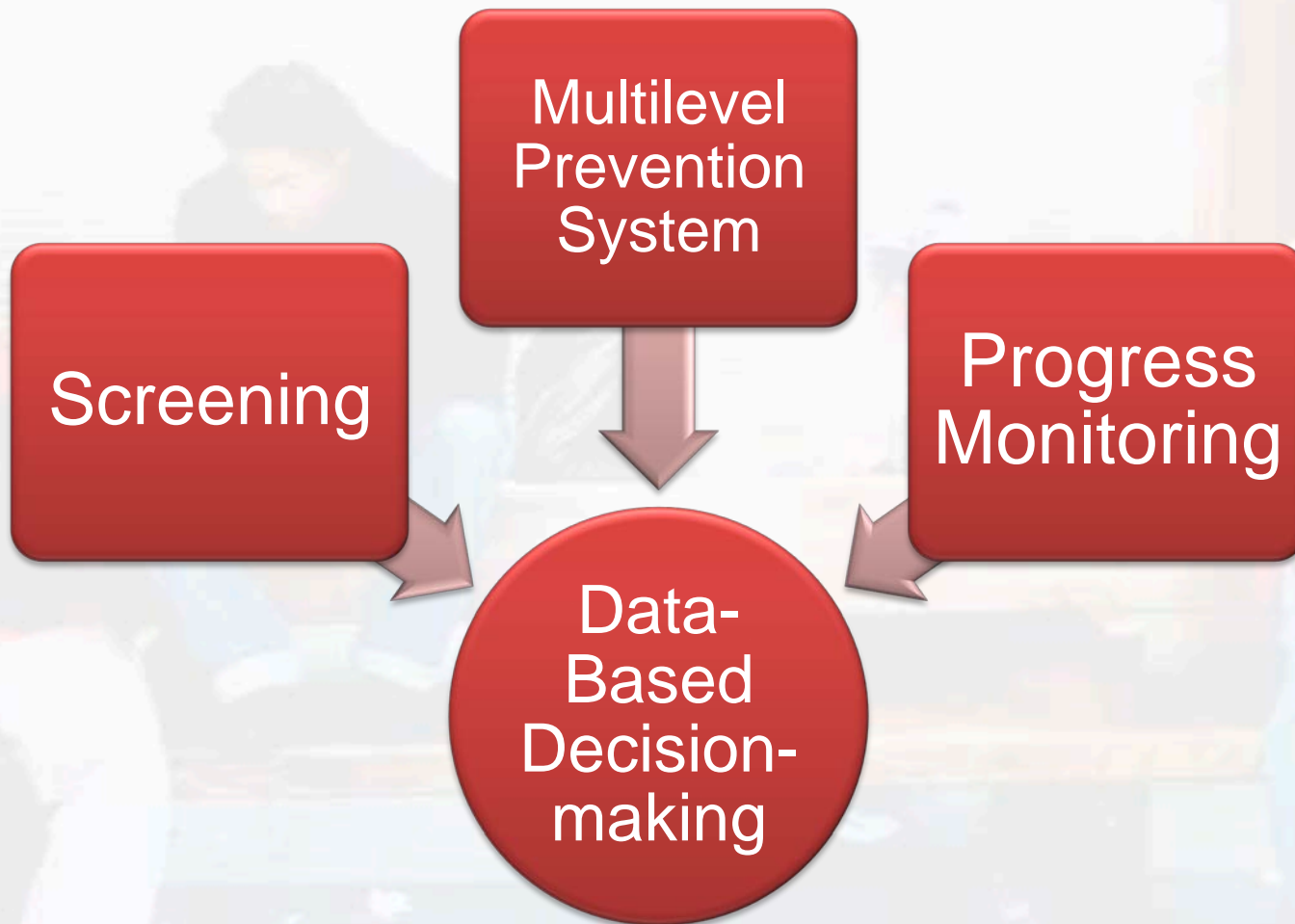
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Using Data To Identify and Promote the Implementation of Effective Programming for At-Risk Children and Youth

Mindee O'Cummings

www.neglected-delinquent.org

Data-Based At-Risk Programming



IES Strategy Guide Recommendations

Diagnostic

- Utilize data systems that identify individual students at high risk of dropping out

Targeted Interventions

- Assign adult advocates to students at risk
- Provide academic support and enrichment
- Implement programs to improve students' classroom behavior

Schoolwide Interventions

- Personalize the learning environment
- Provide rigorous and relevant instruction

Multilevel Prevention System



**Tier Three
Tertiary**

**Tier Two
Secondary**

**Tier One
Primary**

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Screening and Progress Monitoring

High Yield Indicators

Engagement

- Attendance/absenteeism

Course Performance

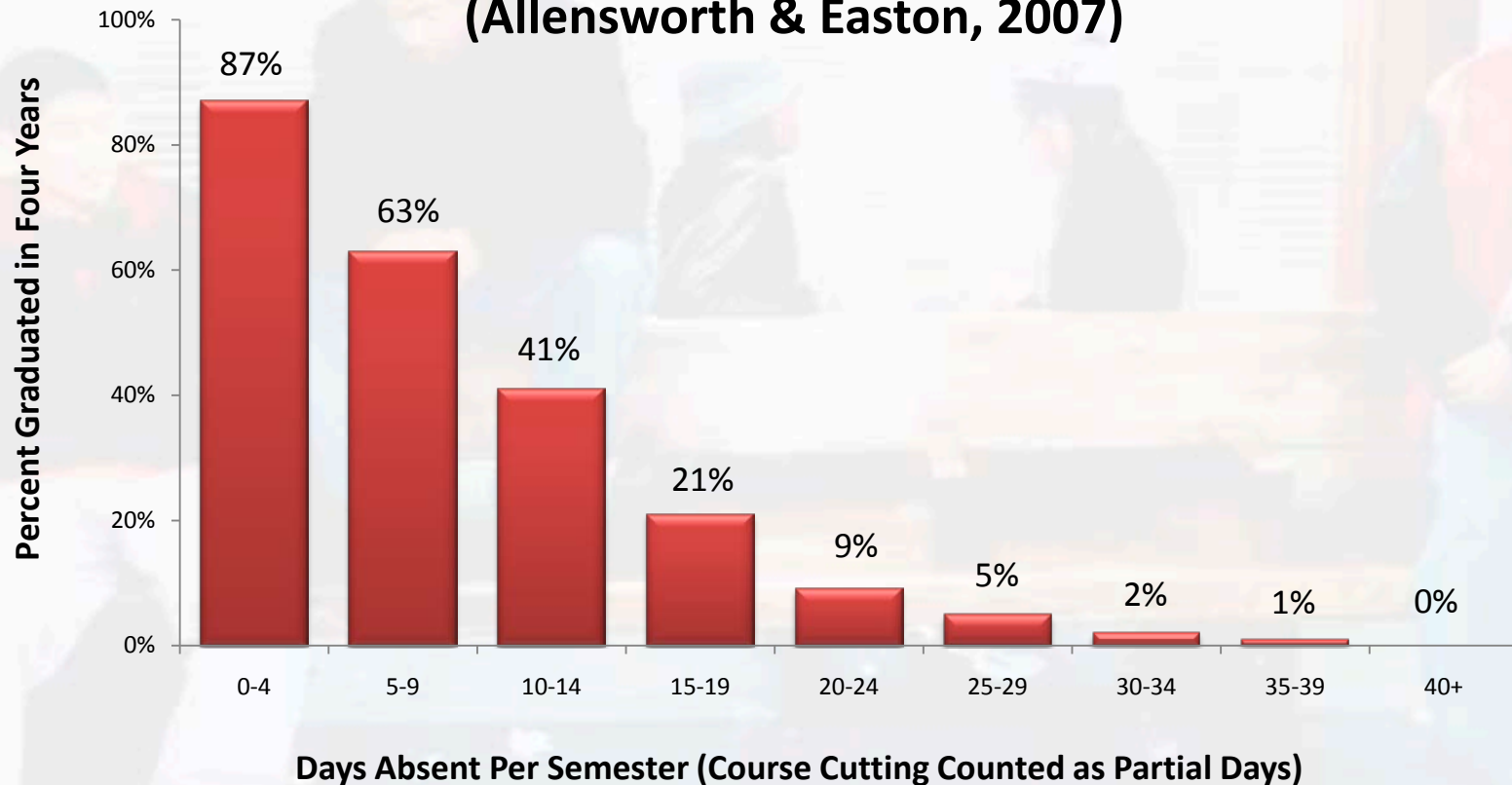
- Course grades
- Number of credits earned

CCSR End-of-Year Indicator

- Core course performance and accumulated credits

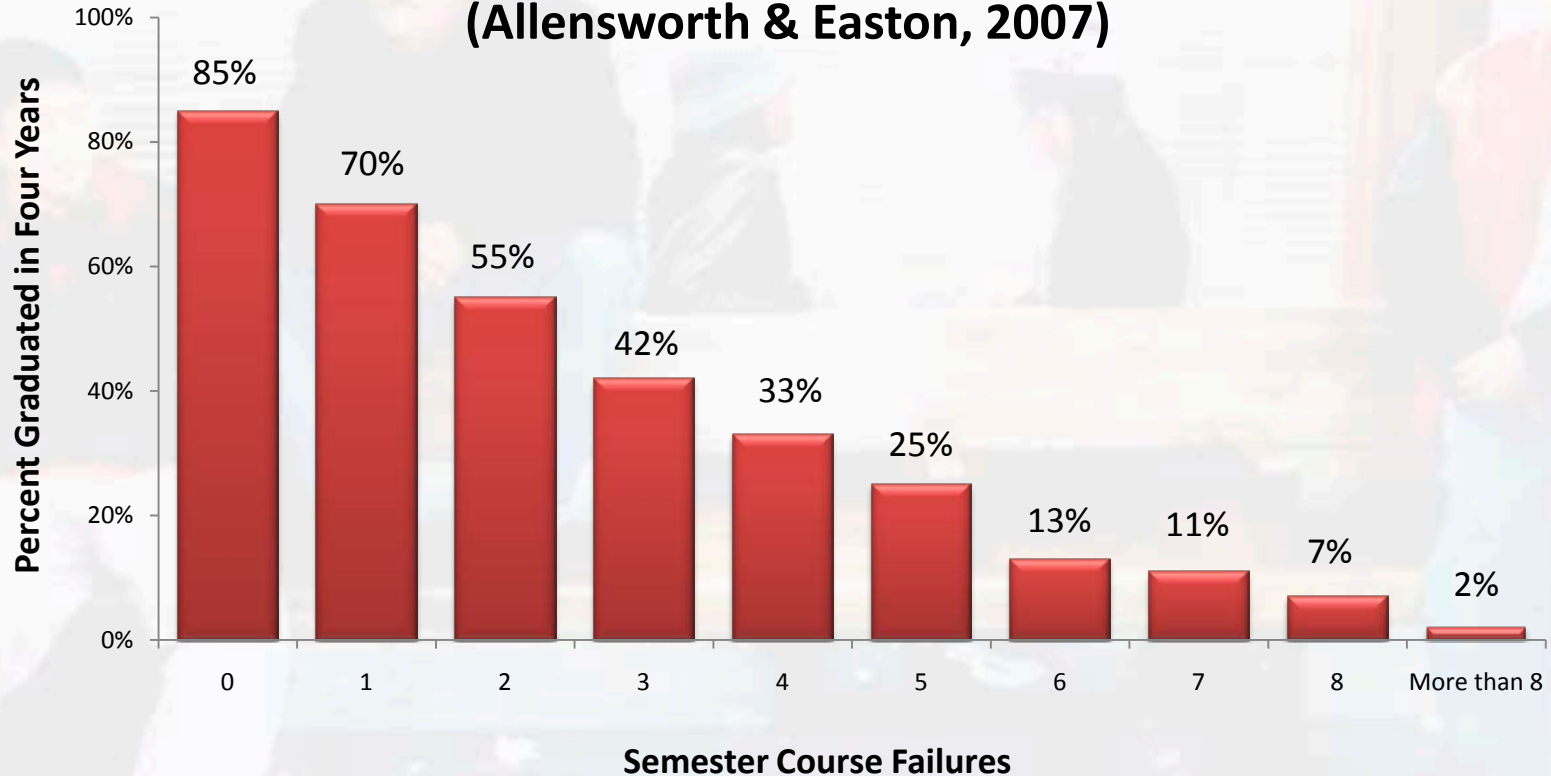
“High-Yield” Academic Indicators: Attendance

**Four-Year Graduation Rates for CPS Students Entering High School in 2001, by Ninth Grade Absences
(Allensworth & Easton, 2007)**



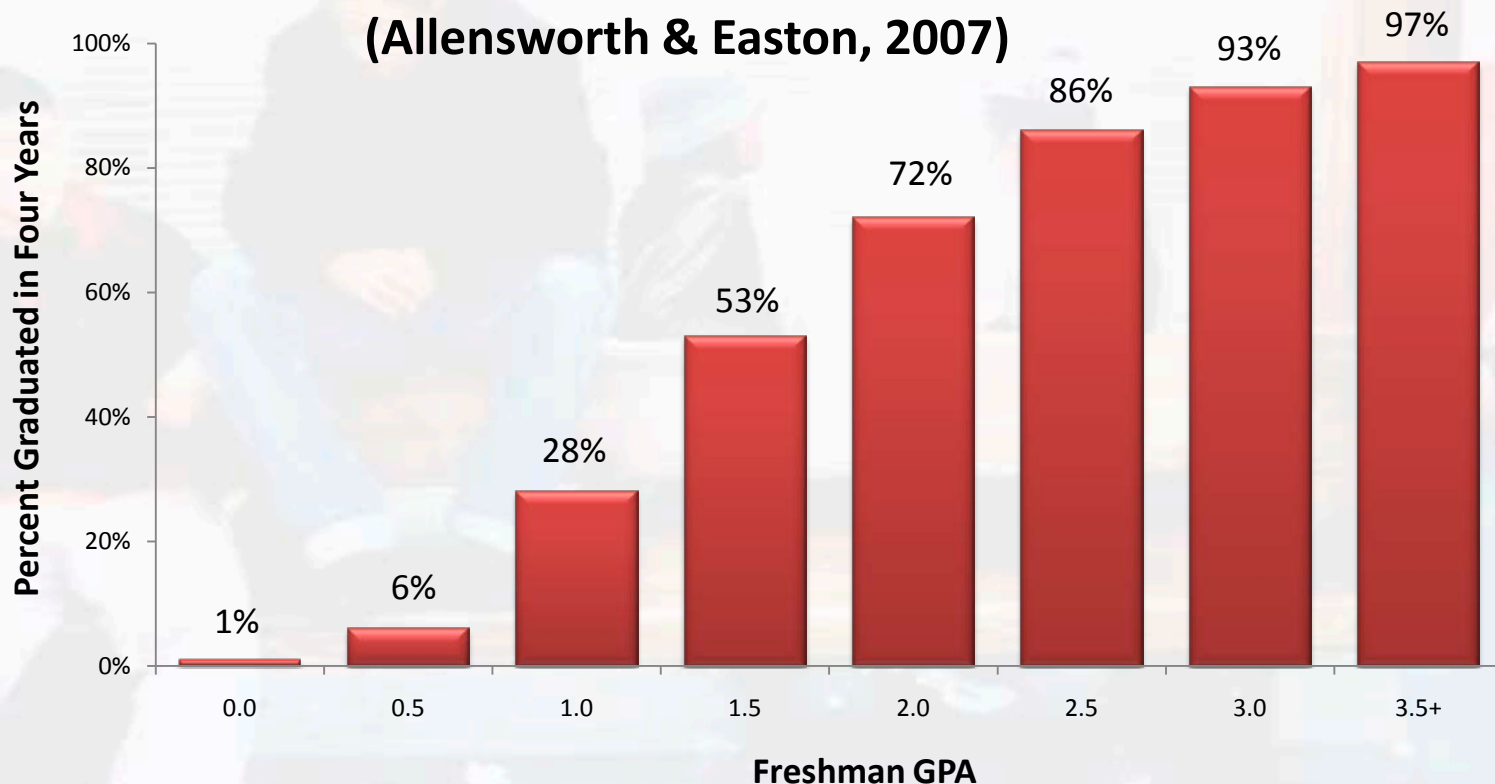
“High-Yield” Academic Indicators: Course Failures

Four-Year Graduation Rates for CPS Students Entering High School in 2001, by Freshman Course Failures (Allensworth & Easton, 2007)



“High-Yield” Academic Indicators: GPA

**Four-Year Graduation Rates for CPS Students
Entering High School in 2001, by Freshman GPA
(Allensworth & Easton, 2007)**



Chicago's "On-Track" Indicator

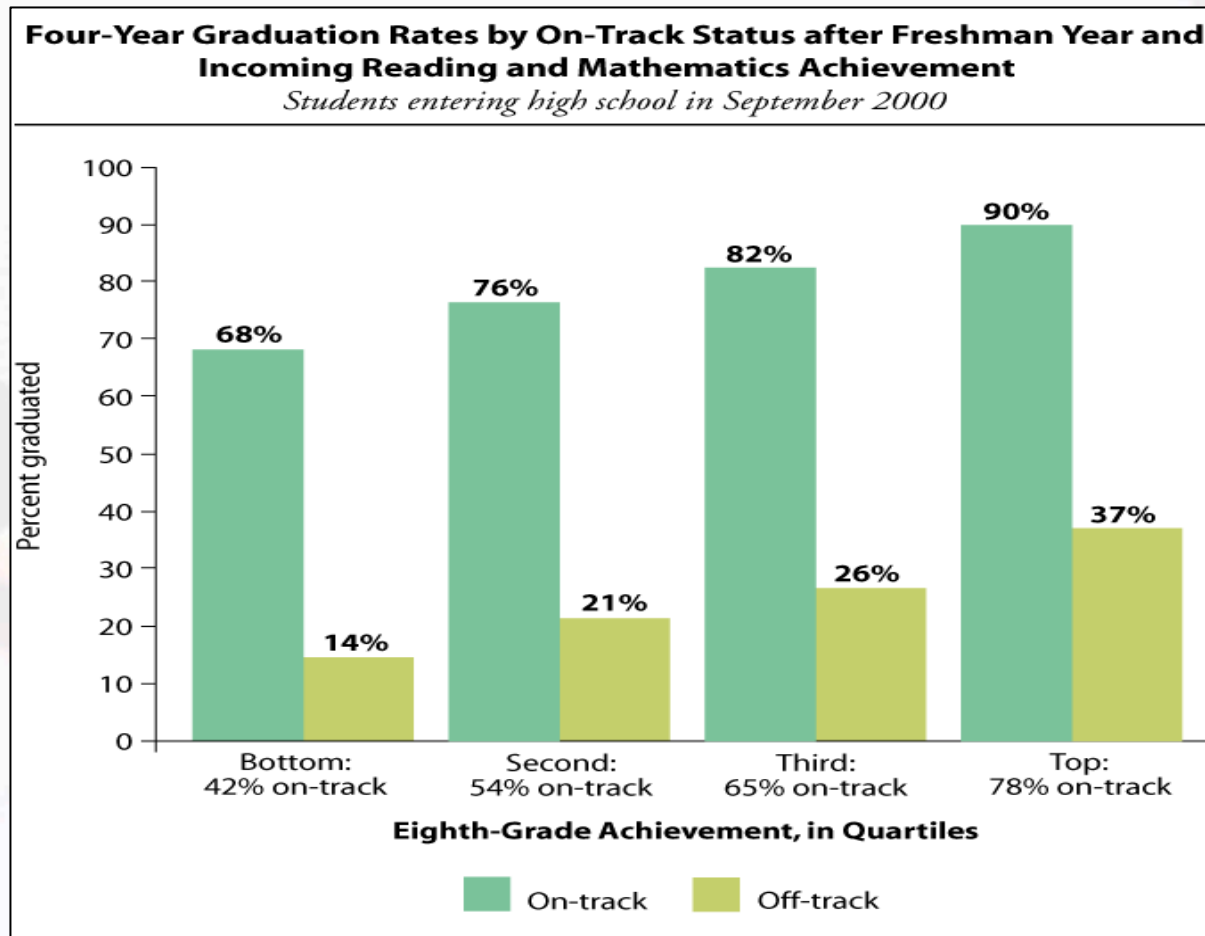
Students are "on-track" if they:

1. Have not failed more than one semester long core course, **AND**
2. Have accumulated enough credits for promotion to the 10th grade.

Number of Semesters With Fs in Core Courses	Number of Credits Accumulated Freshman Year	
	Less than 5	5 or more
2 or more courses	Off-track	Off-track
0 or 1 courses	Off-track	On-track

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CCSR End-of-Year Indicator



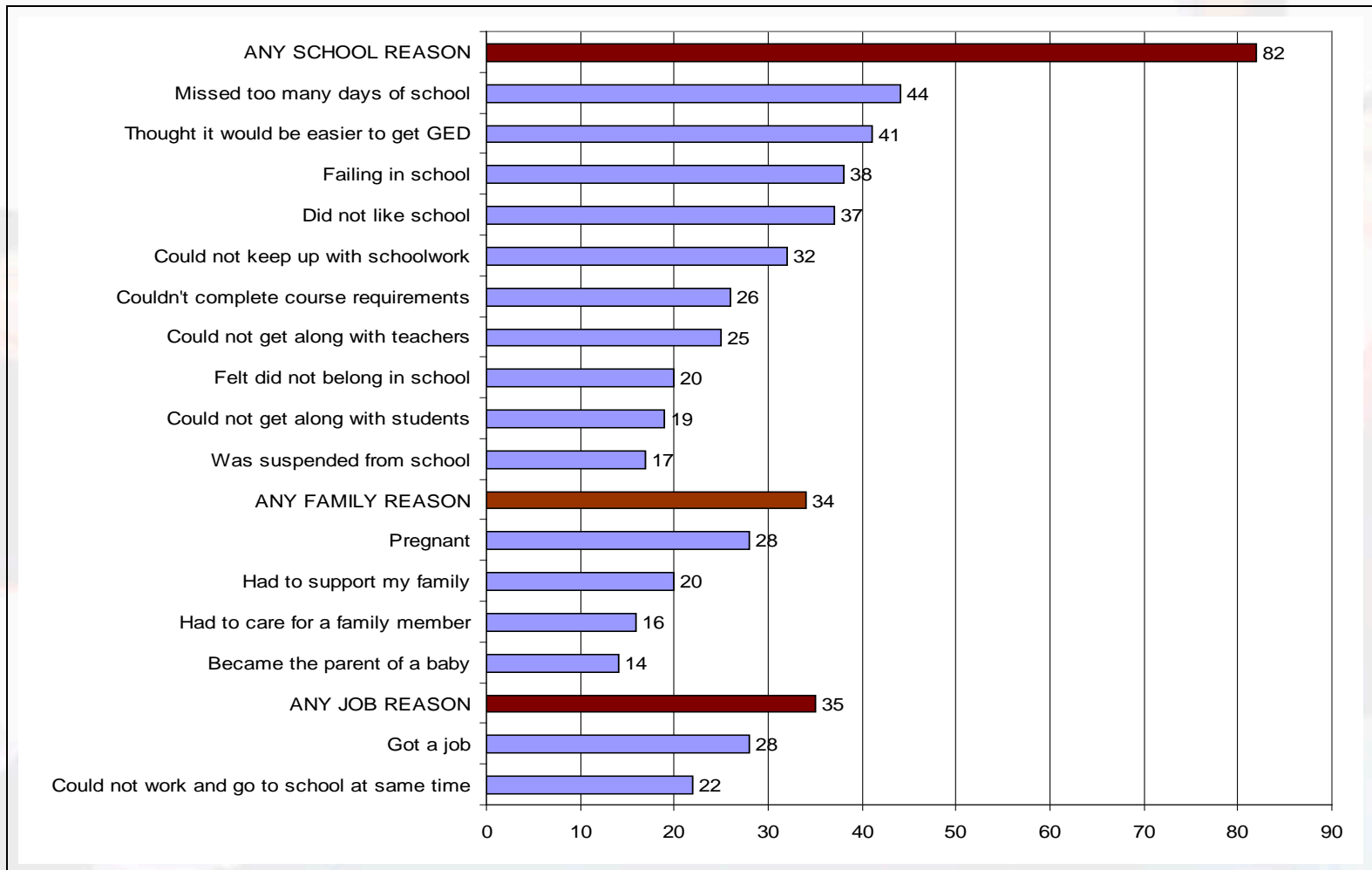
“High Yield” Ninth Grade EWS Indicators

Indicators	Benchmark (flagged)
Absenteeism	Missing 10% or more of instructional time
Course failures	One or more failed courses
Grade point average	2.0 or lower (on a 4-point scale)
CCSR End-of-Year Indicator	Fail two or more semester core courses, or accumulate fewer credits than the number required for promotion to the 10th grade

Review EWS Data

- EWS data are reviewed and monitored to identify students at risk for dropping out and to understand patterns in student engagement and academic performance
- Questions to ask about EWS data:
 - Student-level patterns: What do your data tell you about individual students who are at-risk?
 - School-level patterns: What do your data tell you about how the school is doing?
 - Are students who were flagged from the beginning remaining “off-track” through the year?
 - Are students who were flagged at one reporting period back “on-track” at the next?

Reasons for Dropping Out



Conditions for Learning

Learning Environment: Provide safe, caring, well-managed, and engaging

Student Skills: Develop their interests, motivation, and self-management

Improved Outcomes: Increased academic achievement and student persistence

Conditions for Learning: Survey and Toolkit

- Assesses four components of the conditions for learning:
 1. School safety
 2. Challenge
 3. Student support
 4. Social and emotional learning
- Takes 15–25 minutes for students to complete
- Designed to help school teams:
 - Presenting the school's survey results
 - Housing a database of evidence-based programs and strategies for addressing student connection issues
 - Providing advice for how to look at data, implement programs, and take the next steps
 - Providing a forum for offering comments or quotes about personal experiences with a program or strategy
- Developed by the American Institutes for Research for Chicago Public Schools, and available at <http://safesupportiveschools.ed.gov/index.php?id=133>

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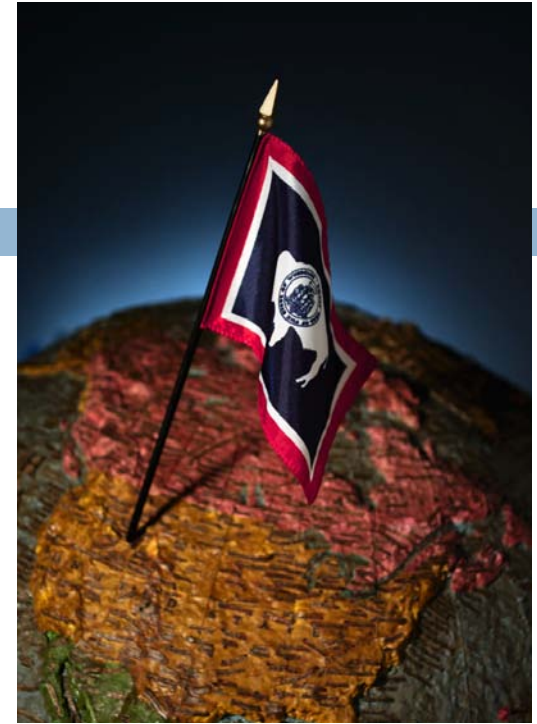


AT-RISK PROGRAMMING IN WYOMING

District Data Sources and Implementation

Wyoming in Context

- Total student population: 87,470
- Number of local education agencies (LEAs): 48
- Median size of LEAs: 830 students (pre-kindergarten–12th grade)
- Population of neglected or delinquent students: 2,299



Subpart 2 Programming

- 13 LEA programs
- 11 at-risk programs
 - ▣ Credit recovery
 - ▣ Counseling
 - ▣ Study skills
 - ▣ Truancy reduction
 - ▣ Tutoring



State-Level Resources

- Wyoming Education Summary
- Wyoming Department of Education District Coaches
- Traffic Signal Report
- Youth Risk Behavior Survey/Prevention Needs Assessment
- AdvancED ASSIST
- CSPR Data



Education Summary

http://edu.wyoming.gov/Libraries/Publications/WES_2010.sflb.ashx - Windows Internet Explorer

http://edu.wyoming.gov/Libraries/Publications/WES_2010.sflb.ashx

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5 / 6 130%

Find

The graduation rate for the state of Wyoming improved overall by two percent from 2007-2008. Four additional districts moved to the green/90%+ rate, and one more district moved from below 80%/red to 80%/+orange. Our students must stay in school and earn a high school diploma.

Junior Class ACT Scores — This data reflects the 2009-2010 junior class ACT in English, math, and composite average scores by district. Composite scores include combined performance in English, math, science, and reading.

The Hathaway Scholarship Program provides financial support to Wyoming graduates who attend college in Wyoming. This data reflects the percentage of Wyoming 2008-09 graduates who received a scholarship during 2009-10; additional students may have been eligible but chose schools outside the state.

District	2008-2009
Park #16	↑ 100.00%
Sheridan #3	↑ 100.00%
Washakie #2	↑ 100.00%
Crook #1	↑ 96.51%
Fremont #24	96.15%
Platte #2	↑ 96.00%
Sublette #9	↑ 95.56%
Big Horn #2	↑ 95.45%
Weston #1	↑ 94.92%
Uinta #6	↑ 94.87%
Big Horn #1	↑ 94.64%
Weston #7	93.55%
Lincoln #1	↑ 92.96%
Sheridan #1	↑ 92.73%
Carbon #2	92.59%
Park #6	↑ 92.05%
Teton #1	↑ 90.86%
Big Horn #4	89.74%
Park #1	↑ 89.66%
Hot Springs #1	89.13%
Johnson #1	88.89%
Fremont #6	↑ 88.46%

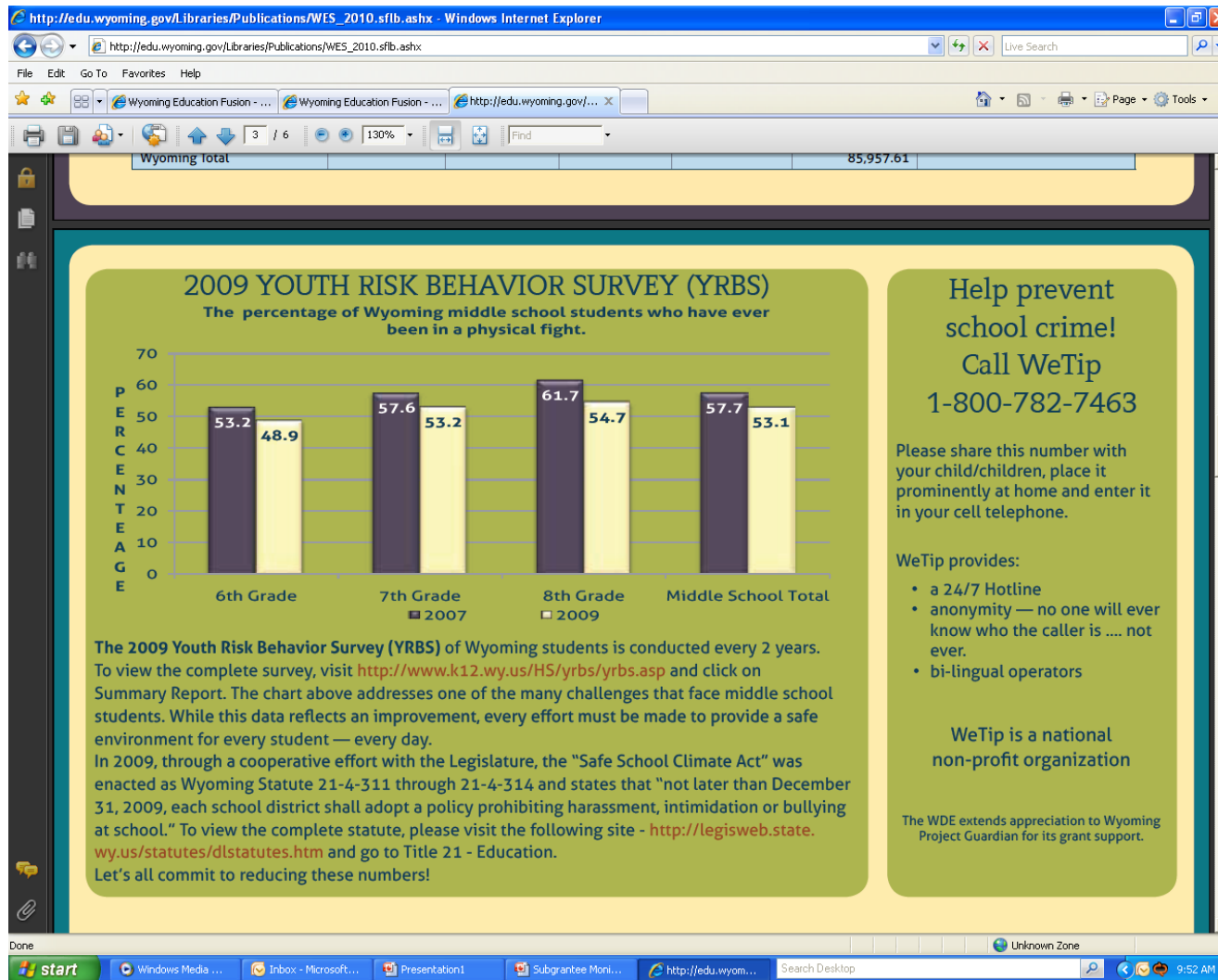
District	Avg. English Score	Avg. Math Score	Avg. Composite
Big Horn #4	20.4	21.5	21.7
Big Horn #1	20.6	20.5	21.5
Sheridan #1	20.1	21.8	21.5
Johnson #1	20.4	20.8	21.1
Park #1	20.0	21.5	21.0
Albany #1	20.0	20.9	20.9
Sheridan #2	20.0	21.2	20.9
Lincoln #2	19.9	20.6	20.8
Teton #1	19.6	21.4	20.6
Carbon #2	19.7	19.6	20.5
Laramie #1	19.6	20.2	20.5
Uinta #6	18.5	20.2	20.3
Washakie #1	18.6	20.1	20.2
Hot Springs #1	18.9	20.1	20.0
Laramie #2	18.6	19.0	19.9
Park #6	18.5	19.6	19.9
Big Horn #2	20.2	19.0	19.8
Fremont #25	18.7	18.9	19.8
Fremont #2	18.0	18.2	19.7
Converse #1	18.7	18.5	19.6
Big Horn #3	19.0	18.7	19.5
Crook #1	18.3	19.9	19.5

District	Graduates	2009-10 % received
Washakie #2	6	66.6%
Park #16	9	66.6%
Goshen #1	134	61.9%
Niobrara #1	34	61.7%
Hot Springs #1	41	60.9%
Laramie #2	38	57.8%
Park #1	130	53.0%
Albany #1	205	52.1%
Big Horn #1	53	50.9%
Fremont #24	25	48.0%
Big Horn #2	42	47.6%
Platte #2	24	45.8%
Converse #2	52	44.2%
Fremont #6	23	43.4%
Fremont #25	155	43.2%
Big Horn #4	35	42.8%
Fremont #1	121	42.1%
Carbon #2	50	42.0%
Laramie #1	744	41.8%
Big Horn #3	36	41.6%
Platte #1	71	40.8%
Sheridan #2	204	40.6%

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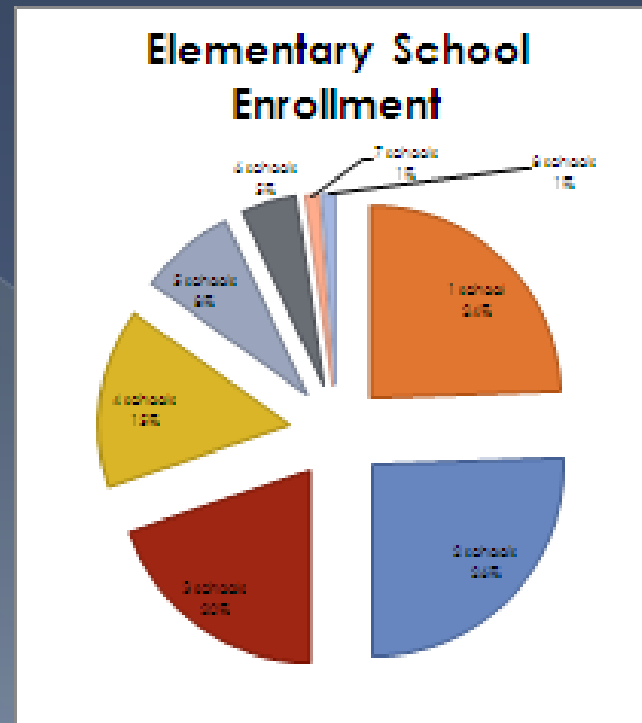
Youth Risk Behavior Survey



LEA Data Reviews

LCSD #1 Transitions

- ⊙ Our research shows that of the 209 students
 - > 43 students attended 1 elementary schools
 - > 46 students attended 2 elementary schools
 - > 35 students attended 3 elementary schools
 - > 27 students attended 4 elementary schools
 - > 14 students attended 5 elementary schools
 - > 8 students attended 6 elementary schools
 - > Some have even attended 8 different elementary schools



Questions



Contact Information

Kenya Haynes

Title I, Part D, Program Manager

Wyoming Department of Education

2300 Capitol Avenue

Cheyenne, WY 82002

307-777-3672

khayne@educ.state.wy.us



Advocacy for Students at High Risk for Entering the JJ System

Rights, Strategies, and Parent Involvement

Lili Garfinkel, PACER Center

Family Involvement

- Research consistently demonstrates that parent involvement (however that “parent” may be defined) is closely tied to school engagement and success, reduction of truancy, and fewer delinquency referrals
- Successful family engagement is predicated on:
 - Honest commitment to family involvement
 - Outreach to families in their communities
 - Valuing parent input
 - Genuine efforts at communication

How can we foster family engagement and trust when children are in trouble?

- Recognize that anger and rejection are also expressions of fear
- Understand that developing trust takes time
- Recognize and identify family strengths and build on them
- Help parents to articulate what they find is most challenging about parenting; based on that, suggest alternatives that might work rather than criticize
- Encourage parents to self-advocate: ask them what they think their child or they need
- Include parents in decision-making and make a commitment to regular communication
- Refer them to advocates and community resources that could help
- Develop some parent support groups for parents who have similar challenges

Working With Overrepresented and Immigrant Families

- Always try to reach out to elders and leaders in cultural communities to work together to assist parents and advocate on their behalf
- Learn what their unique fears may be because of their experiences with police, violence, or cultural beliefs
- Don't challenge their parenting style or their ties to their culture; reinforce the importance of family and maintaining culture in a new country
- Understand the unspoken language of different cultures (tone of voice, showing respect, eye contact, touch, etc.)

School Discipline Intersection With Juvenile Court System

School Officials v. Police—What are student and parent rights?

<i>School Officials</i>	<i>Police</i>
<p>-No real limits on questioning, but there are circumstances where it really may be inappropriate:</p> <ul style="list-style-type: none">➤ <i>Code violation considered a crime / student is a suspect</i>➤ <i>School resource officer present</i> <p>-No right in general to have parents contacted</p> <p>-Do not have to read Miranda Rights</p>	<p>-If student is in custody (not free to leave from questioning):</p> <ul style="list-style-type: none">➤ <i>Must advise of Miranda Rights (right to remain silent)</i>➤ <i>Must attempt to notify parent (determined by State law)</i> <p>-May also be limits on ability to question on school grounds (determined by State law)</p>

How can a parent prepare a child for questioning by the police in school?

- Tell your child to be polite even if the police officer is not polite; act out the worst case scenario with him or her
- Tell him **never** to argue, lie, or run away
- A child can tell the police he can't answer questions without someone such as a parent, an IEP team member, or a lawyer being present
- If your child has a cognitive, hearing, or language processing disability, they should say they don't understand—**never** answer any question you don't understand
- If they do carry ID about their disability, it would be better to have it in the form of a bracelet or around their neck on a chain
- If you are worried, let the police in your neighborhood know about your child's disability and suggest how best to approach him or her

What should parents ask when their child is charged because of an incident in school?

- What triggered the incident? Is this a pattern?
- If the IEP included a behavior plan or FBA recommendations, were they followed?
- If he was suspended for more than 5 days, was there a manifestation determination meeting?
- Were the police (or resource officers) involved?
- Include something about your child being questioned in his IEP
- Ask that someone from the IEP team be present during questioning
- Let the IEP team and the principal in charge of discipline know that if this information can be used against him in court he does not have to say anything
- **Above all, tell your child to never answer questions or sign anything that he doesn't understand**

What should a parent do if a child is placed in an out-of-home setting?

- Work with case manager, social worker, or other staff to address the child's feelings of anger and fear (and parents')
- Find out as much as possible about the disability (disability groups, mental health associations, etc.) and rights
- **Remember that rights in an IEP continue when a child is sent to an out-of-home facility**
- Connect with probation officers to educate them about the disability and how behaviors can be triggered
- Work with an advocate in your State to modify the IEP so that it is not a "set-up" when he or she returns
- Returning to school is a right

Parents' Fears in Court

- Feelings of frustration, isolation, shame, and anger
- Mistrust of authorities and school (often because of their own experiences or mental health challenges)
- Fear that their child will be removed by child protection
- Don't know what to say or do or how to advocate
- Fear losing their job because of time lost in court and meetings
- Don't know how to manage the child's behavior

Parents in Court

- Let the intake officer know about the disability at the time the youth is first detained after arrest
- Present information about the disability and necessary accommodations in writing prior to the pre-dispositional hearing
- Have copies of the child's latest IEP and evaluation and manifestation outcomes available for the public defender
- Have documentation from a professional recommending the interventions for this child's disabilities, including medication
- Make sure the public defender has documentation and an understanding of the circumstances of the crime

What does the court want to know?

- That the child has remorse
- That he or she will be held accountable
- That adults and resources are involved in proactive ways with this child
- That there will be consequences that matter
- That he or she will not re-offend

Strategies To Improve Parent Involvement

- Reach out to parents with information in communities with higher rates of arrests, immigrant communities, etc.
- Partner with trusted leaders and elders in communities who might understand parent fears and feelings more than you
- Provide training about parents' and children's rights in school, in court, and in the community
- Partner with local organizations to provide training in court
- Meet with local police to educate them about disabilities, de-escalation strategies, and triggers that could increase youth behaviors; include parents in those trainings
- Understand that parents expressed anger not as threatening but as fear for their children