WASHINGTON'S EDUCATION ADVOCATE PROGRAM:

2014-2015 PROGRAM EVALUATION

August 2016

Written and Prepared for

Educational Service District 112

In collaboration with

Olympic Educational Service District 114

Office of Superintendent of Public Instruction

by

Maike & Associates, LLC
Michelle M. Maike, MA, Director
Amber Nixon, Research Associate
Megan Osborne, MPP, Research Assistant
Tasha Fox, MA, Research Assistant

Table of Contents

List of Figures

List of Tables

Executive Summary

The Education Advocate (EA) program, an innovative reentry model, was designed to assist juvenile justice-involved youth in overcoming barriers they may face when returning to school and/or community settings following incarceration. The primary goal of the EA program was to reduce the rate of recidivism among transitioning youth offenders through the provision of case-management, guidance, life skills coaching, and counseling support and by providing that positive adult in their lives. In 2008, the Washington State Office of Superintendent of Public Instruction (OSPI) expanded the Education Advocate program to reach multiple areas across the state and enhance transition services for youths located in juvenile detention centers. EA program services were delivered across nine Educational Service Districts in Washington State. Each service district focused on a unique population of youth re-integrating into specific school and/or community settings.

The purpose of this evaluation was to provide a deeper understanding of how Education Advocate program services impacted academic and vocational outcomes of youth enrolled in program services. This is an evaluation of one year of service delivery of this six-year model, during the 2014-15 school year.

Services Provided
The EA program provided various services to youth in the areas of school (e.g., high school and post-secondary education), community (e.g., employment/vocational), and family. Services provided by the EA program varied according to specific youth and community needs.
In general, supportive services included the following:

- **Secondary School setting**: Education Advocates worked with students' home schools – processing necessary paperwork, contacting administrators and counselors, and ensuring open communication channels. The EA worked with the youth to develop Student Success Plans and helped the youth meet these goals by providing, guidance support, coaching, monitoring attendance, and course work, getting feedback from teachers on how to support students, providing tutoring and homework, and addressing non- academic barriers to learning (i.e. referral to behavioral health treatment, counseling services, and other community resources)
- **Post-Secondary setting:** EAs assisted youth in identifying local post-secondary education programs or colleges, and helped with the registration process – including completing financial aid paperwork, and addressing any other barriers to enrollment. EAs also connected youth to community-based training programs (e.g., GED, Work Force Development sites, parks and recreation, vocational ed., and college), and monitored the youth's involvement with community-based training programs. Counseling support and case management were also provided.
- **Employment:** EAs assisted the youth in completing or obtaining appropriate employment paperwork (e.g., social security, birth certificate, driver's license, etc.). EAs also assisted in aptitude and career planning, and connected the youth to skills certificate programs (e.g., flagger, food handler, first aid, etc.) and Work Force Development agencies within the community.
- **Family:** EAs reached out to each youth's parents/family, monitoring the status of family relations and making necessary referrals to resources. EAs also provided parents with suggestions for supporting their children's reentry and overcoming potential barriers to success as well as providing resource information on parenting classes.

Youth Characteristics

During the 2014-2015 program year, 670 students were enrolled in Education Advocate program services. Among enrollees, most were male (68%) and non-White (53%). The largest percentage of non-White participants was of Hispanic/Latino origin (29%), with one in ten (10%) multiracial youth. Youth ranged in age from 11 to 21 years, with the majority of youth being 16 to 17 years of age (59%). Seventy percent of enrollees were identified as low-income, 25% were identified as having Special Education–Learning Disability needs, and 25% youth had been involved with Child Protective Services (CPS).

Findings and Recommendations

The evaluation of the Education Advocate project focused upon two primary areas: academic and vocational. Indicators of academic success included obtaining a high school diploma, acceptance and enrollment in post-secondary school, decreased absences, earning high school credit and retrieving missed or lost credits, obtaining a GED, improved standardized reading and math scores, and improved grades in common core courses. Vocational success was measured through enrollment in job training programs and obtaining employment. Following are the program results related to these youth-centered areas of focus.

Obtained a High School Diploma

Finding: Out of 319 eligible students, ***18 (6%) obtained a high school diploma*** while engaged in program services.

- Recommendation: Identify more specific indicators of academic success, such as (1) the number of students who are "on track" to graduate; (2) the time-frame of expected graduation among this subset of participants; (3) the proportion of these youth who successfully stayed "on track"; and, (4) the number of "on track" youth who graduated within the expected timeframe.

Accepted and Enrolled in Post-Secondary School

Finding: Among the 27 youth who were accepted into post-secondary schools during the 2014-2015 program year, ***17 (63%) enrolled in college level courses***.

- Recommendations: EAs should provide additional referrals to supportive services when needed, assist in the completion of financial aid paperwork, and direct students toward additional resources for achievement of educational goals. Program management should consider changing data collection protocols to include post-secondary education and enrollment measures e.g. enrollment, and retention.

Decreased Absences

Finding: Among the 148 students with absence data reported, truancy increased to 86 percent ***– a 32 percent rise in the overall percentage of students who were absent***. Additionally, the data indicated that the proportion of chronically absent youth increased by 23 percent.

- Recommendations: Protocols for collecting and reporting attendance data should be aligned with the State definition of *absent*. Attendance data for students engaged in program services should be monitored *at least* weekly, and interventions applied as appropriate.

Earned High School Credit

Finding: Among the 653 high school-aged youth in the program, ***36 percent (233) earned at least one high school credit*** during the 2014-2015 academic year.

- Recommendations: Partner with schools and community programs to provide tutoring and other supports so that youth can more quickly gain lost credits and get back on track. Work with school district registrars to help them understand the school-work completed during incarceration so the youth will receive appropriate credit for work and attendance during incarceration.

Improved Academic Performance in Core Subjects (Math, Language Arts, Science)
Findings: Data analyses identified subsets of students with pre- and post-test scores for math (n=59), language arts (n=64), science (n=49), history (n=40), and vocational/family consumer science (n=31). Fewer youth failed math, language arts, history, science, and vocational classes. The proportion of students failing *increased,* however, among females and Hispanic students.

- Recommendations: Consider implementing different teaching and engagement strategies for female and Hispanic students in Science classes. Improve data-collection procedures to better monitor and assess students' academic objectives.

Improved Standardized Test Scores (Math, Reading)
Finding: Data analyses identified 11 youth with matched pre- and post- standardized test scores in math and reading. While improvement was observed among these students on both tests, the exceptionally small sample size hindered our ability to make any meaningful or reliable conclusions. Thus, information on this indicator should be interpreted with caution.

- Recommendations: Identify barriers that prevent the collecting and reporting of standardized test scores and work with EAs to overcome these.

Obtained General Education Development (GED) Certificate
Findings: Of the 160 youth who enrolled in a GED course during 2014-2015, ***30 (19%) obtained a GED*** at program end. (In order to obtain a GED, a student must take and pass a total of 5 GED tests, each with a score of 410 or higher and a total score of 2250 points or higher).

- Recommendation: EA program staff should strengthen supports and provide additional resources, as needed, for students prepping for GED tests to ensure a higher proportion of youth are successful in reaching this objective.

Received Job Offer
Finding: Of the 99 youth enrolled in a job training program, ***27 percent received a job offer*** by the end of the year.

- Recommendations: Continue to network with community stakeholders to build opportunities for program youth to access vocational and employment opportunities across sites.

In addition to a review of youth-focused outcomes, the evaluation assessed adherence to model fidelity. The following recommendations are made to improve and strengthen program practices.

Family/Adult Engagement
Each site outlined steps to provide outreach to families in their i-Grant application, however, few sites actively engaged with families.

- Recommendations: Provide additional professional development opportunities to program staff on how to effectively engage parents and other positive adult role models in a culturally appropriate manner. Eliminate barriers to connecting with parents and other significant adults

by encouraging flexible work hours to increase the likelihood of successful outreach by program staff. Explore the option of discontinuing policies at local ESD's that do not allow staff to make home visits, and establish a variety of practices that improve communication with families. Administer surveys to get feedback from parents and other adults on service satisfaction and use these data to improve program practices as applicable.

Performance Measures

Although the current program had a set of specific outcomes, it lacked targeted indicators (i.e., quantitative measures) to assist the program in determining whether the expected outcomes were met and followed-up on.

- Recommendations: Modify program outcomes to include targeted indicators linked to the program design. Include a performance measure related to recidivism with agreed upon definitions (i.e., a return to a correctional institution with a new offense within 12 months of release). Continue to provide training to EAs and Project Directors on model implementation with a focus on fidelity (adherence) and ensure that new staff (EAs and Directors) are provided with an in-depth training on the model and data collection processes. Lastly, the program would benefit from a more rigorous research design, e.g., comparison-group, that would allow for stronger statements regarding programmatic impacts and outcomes.

In summary, the Education Advocate program in 2014-15 was an innovative, promising, reentry approach that assisted in bridging the gap for youth released from secure confinement back into their home schools and communities. The program provided juvenile justice-involved youth with access to research-based supports that increased their likelihood of success in the reentry process and beyond. Findings indicated that participation in the Education Advocate program services provided youth with supportive services that had to potential to improve academic and vocational outcomes. As previously stated, substantial inconsistencies in data collection were observed across program sites. Limited data collection, coupled with inconsistent indicators reported, resulted in inadequate sample sizes and often hindered our ability to make reliable and meaningful conclusions about students in the program. In order to accurately assess whether the EA program is effective at targeting the indicators (i.e., outcomes) listed in the report, large, consistent and reliable data collection are required.

I. INTRODUCTION

On any given day, more than 60,000 youth are detained nationwide in juvenile detention and secure correctional facilities (The Council of State Governments Justice Center, 2015; Mendel, 2011; US Departments of Education & Justice, 2014). In Washington State, nearly 18,000 youth were admitted to juvenile detention facilities in 2014. The good news, however, is that the number of youth under the age of 21 held in juvenile detention has declined across census years. In fact, in 2010 there were nearly one-third fewer youth held in residential facilities as compared to 1997 (Sickmund, Sladky & Kang, 2005)[1]. Although the decline in the number of youth held is encouraging, research findings indicated that an estimated 50-75 percent of youth released from secure facilities will be rearrested within three years, and many of those youth will be re-incarcerated (Barton, Jarjoura, & Rosay, 2012; Mears & Travis, 2004; Mendel, 2011; Seigle, Walsh & Weber, 2014; Synder, 2004). Because of the high rates of recidivism, many of these youth will spend up to one-third of their adolescence imprisoned (Mears & Travis, 2004; Snyder, 2004).

Would-be youth offenders share a number of characteristics that place them at high-risk of involvement with the juvenile justice system. These characteristics include having undiagnosed or untreated mental health issues, being in need of (or already receiving) special education services, having reading and math skills significantly below their grade level, and having high or chronic absenteeism. In addition, between 73-95 percent of system-involved youth exhibited trauma symptoms due to previous exposure to violence (Office of Juvenile Justice and Delinquency Prevention, 2014). These youth are also more likely have repeated a grade level, been suspended and/or expelled from school, or have already dropped out of school (Council of State Governments Justice Center, 2015; US Departments of Education and Justice, 2014; Leone & Weinberg, 2012; Coalition for Juvenile Justice, 2001; National Conference of State Legislatures, n.d.).

Juvenile offenders reentering the school and community face a number of barriers that place them at increased risk of failing. Incarcerated youth often face disrupted psychosocial maturity across multiple developmental domains including self-competence, interpersonal relationships, social functioning and self-governance. As such, these youths often lack the skills needed to effectively respond to transition services and often are unable to cope with the social obstacles of reentering society (Aizer & Doyle, 2015; Nellis, Ashley & Hooks-Wyman, 2009; National Conference of State Legislatures, n.d.). In addition to developmental barriers, these youth often return to neighborhoods with high crime rates, poverty, and failing schools, and to families in poverty struggling with domestic violence, substance use and mental health issues. Moreover, these neighborhoods often lack the necessary supportive services that increase the likelihood of successful reentry, including school reintegration assistance, life skills training, employment assistance, academic and vocational support, counseling (mental health, substance abuse), healthcare, and housing.

[1] Census of juveniles in residential placement databook. Online Author's analysis of OJJDP's Census of juveniles in residential placement 1997, 1999, 2001, 2003, 2006, 2007, and 2010 [machine-readable data files]. Available: http://www.ojjdp.gov/ojstatbb/ezacjrp/

In order to increase the likelihood of successful reentry, programs should incorporate five key components into their treatment design (Bilichik, 2011). These components include:

1. Building upon youth assets and strengths in an effort to foster pro-social development.
2. Meaningfully including families and community members in the reentry process.
3. Emphasizing education and employment throughout reentry plans.
4. Providing well-supported, stable transitions into the community and beyond.
5. Applying adolescent brain development research into reentry initiative designs.

Programs that effectively integrate these elements should experience reduced likelihood of recidivism among program participants.

A. Education Advocate Program Model

In response to high recidivism rates as well as the need for effective reentry programs, the Washington State Office of Superintendent of Public Instruction (OSPI) expanded the Juvenile Justice and Rehabilitation Administration transition service Education Advocate (EA) program pilot in 2008. The pilot had served a small number of youth released from the three largest long-term juvenile facilities in the three largest counties in the state. This expansion allowed the program to reach multiple areas across the state, enhancing transition service for youth located in the majority of the 22 county juvenile detention centers. EA services were implemented and coordinated through nine (9) Educational Service Districts (ESD) located across the state. Each of the nine ESDs provide educational and supportive services to multiple school districts within an assigned regional territory.

The Education Advocate program, an innovative reentry model, was designed to assist youth in overcoming barriers they may face in returning to school and/or the community during the reentry process. The overarching goal was to reduce the rate of recidivism among transitioning youth offenders by providing case-management, guidance, life skills coaching, and counseling support. The project objectives were:

1) To improve the transition to school by coordinating efforts between the schools and the secure facilities;
2) To assist youth during re-entry to be successful in school (secondary and post-secondary); and
3) To link youth to job training and employment opportunities.

To be eligible for program services youth must meet one or more of the following criteria:

- Youth must be between the ages of 11 and 21 years, involved in the juvenile justice system, and at moderate to high risk of reoffending;
- Youth is at risk of “slipping through the cracks” (i.e. limited family, school or community supports in place), re-offending, or dropping out of school; and
- Youth is at-risk of not staying engaged in vocational/community programs.

For youth enrolled in program services, the EA and youth collaborated in the development of an individualized Student Success Plan (e.g., re-entry plan). The EA regularly monitored progress toward meeting the established goal(s) by providing daily, weekly, and/or monthly contact with the youth as appropriate. Based upon the individual student's needs, a variety of supportive services were offered, including:

- referral to counseling and treatment,
- monitoring of educational placement,
- credit retrieval,
- assistance with home living environment (i.e. communication, establishing family rules, parent coaching, and assistance in finding a safe place to live),
- life skills building,
- linkages with mentors,
- vocational training (e.g., Workforce Development services), and
- interventions for unhealthy behaviors.

The program used a three-tiered model for case management, guidance and counseling support services. Tiers were based upon students' identified levels of need at time of program enrollment. These were:

1) **High Level (Tier 3): Intensive Case Management.** Youth that fell within this level of service required more intensive case management services, contacting the youth 1-2 times a week unless daily support was needed. Program staff also made regular contact with one or more adults who were involved in the youth's life such as school administration, teachers, school counselors, school attendance personnel, family member(s), probation/parole officer and community-based service providers (e.g., mental health, substance abuse, and youth-focused programs). Youth remained on intensive case management for a minimum of 30 days and up to 90 days. Each month, program staff re-assessed the status of the youth's progress to determine whether their level of service should have been adjusted.

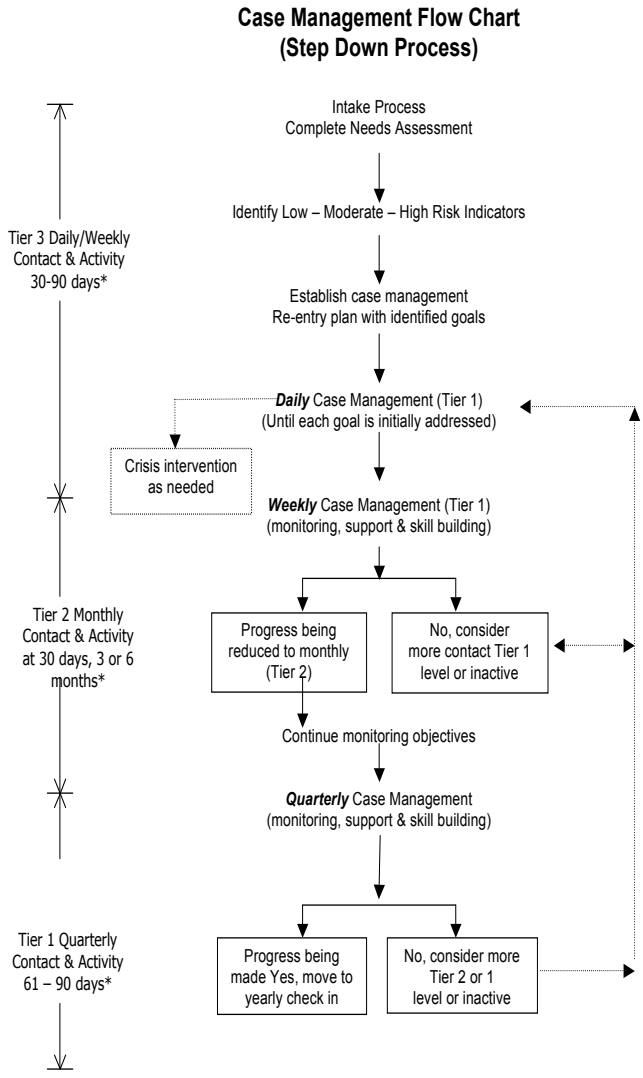
2) **Moderate Level (Tier 2): Case Monitoring and Support**. Youth receiving Tier 2 case management services required at least monthly contact as well as regular contact with one or more adults involved in the youth's life. These youth were at low- to moderate-risk of re-offending, were making good choices, had shown positive progress in meeting the goals of their student support plan, and had family members who were engaged and involved in the re-entry process.

3) **Low Level (Tier 1): Follow Up/Quarterly Monitoring.** Youth assigned to this level of service required the least amount of monitoring and support. Typically, contacts were made quarterly or less depending on the youth's need. The primary purpose of case management at this level was to maintain a caring, positive, relationship with the youth. Youth receiving Tier 1 services included those who were: a) making significant progress

on re-entry plan goals; b) sentenced to secure confinement (e.g. long term facilities) for more than six months; and, c) admitted to an inpatient or residential treatment educational academy.

Students may move up or down the continuum of support depending upon needs. The following flow chart illustrates the three-tiered, step-down, case management model.

Figure 1: *Case Management Flow Chart*



*Time frames are approximate and responsive to case management needs.

B. Evaluation and Analysis Methods

The purpose of the evaluation was to provide a deeper understanding of how Education Advocate program services impacted academic and vocational outcomes of youth enrolled in program services. The evaluation used a pre-experimental (pretest/posttest) design. This design was selected due to the lack of an adequate control group. As such, the level of supports provided to enrolled participants was used as the principal independent variable for analysis. Although this is the least rigorous of evaluation designs for establishing causal links between program activities and outcomes, findings can be used to indicate if the program is making a difference on targeted outcomes.

At the end of each school year, EA program sites gathered evaluation information from their own program records, and collected demographic and baseline/follow–up outcome measures as required by contract. These data were then submitted to the Program Director by the ESD project sites. Using these data, we assessed academic and vocational program outcomes of the program.

Outcome measures included changes in academic performance (e.g., absences, enrolled in school, credits earned, obtained diploma, earned GED, enrolled in post-secondary school, improved standardized reading and math scores, and improved grades in common core courses) and vocational performance measures (e.g., enrolled in job training program, obtained employment).

Outcome data were summarized and analyzed by the evaluation team. Four types of analyses were used to analyze program outcomes. First, descriptive statistics were calculated to determine the minimum, maximum, mean, and standard deviation for all numerical values. Second, frequency distributions were conducted to analyze the nominal data and report frequencies of all demographic data. Third, chi-square analyses were utilized when appropriate to determine whether differences in dichotomous data (i.e., yes / no) were statistically significant. Finally, in cases where pre- and post- data were available, paired-sample *t*-tests were conducted to determine whether changes from pre-test to post-test were statistically significant.

It should be noted that data collection across local programs varied widely. As such, the number of complete data sets for both baseline and follow-up measures was limited resulting in inadequate statistical power for some analyses. Additionally, some potentially useful analyses could not be completed due to small sample sizes. When cleaning the data prior to analysis, it became apparent that the written protocols were more specific to data outputs and less specific to data outcomes for evaluation purposes, therefore making it difficult to draw accurate or meaningful conclusions. Inconsistencies in how data were collected may have had a large impact on how project progress was measured and reported within this document. Additionally, because youth remained in the program over the course of several years (youth are only exited at age 21), it was likely that progress was made during program participation following the initial enrollment year. Further, it is important to note that data are not cumulative; therefore, outcomes that might show success overtime are not adequately tracked

and may only be marked the year prior and not carried into year two or tracked in follow up. See Appendix A for tables that outline data reporting by site, including the objectives analyzed in Section IV, Education Advocate Project Outcomes, of this report.

II. PROGRAM DESCRIPTION

A. EDUCATION ADVOCATE PROGRAM SITE SUMMARIES BY ESD

Across nine Educational Service Districts, Education Advocate program services were tailored to meet the individual needs of the youth and communities served. Each program focused on a specific population of youth re-integrating into the school and/or community from secure juvenile detention settings. The following will provide a general overview of program services delivered during the 2014-2015 program year, by ESD, with a brief description of the individual program site as reported in each project's grant narrative.

Education Service District 101. Education Service District 101's program served both male and female youth of all ethnic backgrounds returning to Spokane County from the Spokane juvenile facilities. Youth and family in this area were in of need assistance to re-enter the school system and/or access the learning community resources available to them. The majority of the youth served were returning to low-income neighborhoods, single parent families, and/or communities that lacked educational resources for youth with minimal credits and/or were expelled. The program anticipated serving 40 youth, including four (4) continuing from the previous program year.

The EA detention program targeted 12-17 year old youth who met one or more of the following criteria:

- Youth who initially served in the detention center, follow up and continue service upon release;
- School Bound – (Martin Hall youth) returning to school in Grant county, Othello, Adams county, Yakima, and other Eastern Washington county school districts;
- School Bound – returning to Spokane School District 81: Mead, West Valley, East Valley, Central Valley, Cheney, and Medical Lake School districts; and/or
- Community Bound – entering job force, GED programs, or post-secondary education.

The EA JJR program targeted youth who met one or more of the following criteria:

- JRA parole youth between the ages of 13-19 exiting Juvenile State Institutions;
- Probation youth in detention day reporting and detention schools not currently being served;
- School bound – returning to Spokane County schools; and/or
- Community bound – GED programs, vocational resources and post-secondary schools.

Parent Involvement. To ensure parental engagement, the EA was tasked with routinely including the youth's parents in all meetings, discussions, and decisions so they could become a

valued member of the support team. At the time of enrollment, families should be informed of their child's educational rights, educated about the juvenile justice system, and informed about the services available to them and their child. The EA should obtain the parents' email addresses and ensure that they are included in discussions with school and other support services. If email was not an option, another form of contact should be used (i.e., phone, letter).

Education Service District 105. Education Service District 105's program served 16-17 year old Hispanic males exiting the local juvenile detention center and transitioning to school or community. The program served youth returning to the Sunnyside, Toppenish, and Grandview School Districts, as well as those entering the job force, or attending Open Doors, GED programs, or post-secondary educational programs. The three communities served by this site had large Hispanic and American Indian populations. Two of the communities were located on the Yakama Indian Reservation, and all three communities lacked living wage jobs and affordable housing. Furthermore, there was little collaborative problem-solving and service integration across youth-serving agencies. These communities were challenged by high rates of substance use, drug trafficking, and youth gang involvement, with schools experiencing a substantial transient population and low on-time graduation rates. The program anticipated serving 90 students during the 2014-2015 program year, including 30 that were continuing services from the 2013-2014 program year.

The EA program targeted youth re-entering the community who were high-risk of recidivism, as well as those identified as having co-occurring disorders, drug and/or alcohol issues, and youth who were not enrolled during the previous school year. Additionally, the program emphasized services to youth who met the following criteria:

- Youth transitioning out of the detention center and reside in Yakima, Wapato, Toppenish areas;
- Youth involved in the local Gang Court program; and/or
- Youth transitioning out of the residential (JJRA) facility.

Parent Involvement. To encourage parent involvement in EA services, the program included parents in the initial intake session, provided flexible scheduling for family updates, and attempted to conduct a minimum of three home visits. Additionally, the program should have offered parents additional support for substance abuse issues, anger management, mental health issues, general health issues, food, shelter and clothing needs, and other services as needed.

Educational Service District 112. Educational Service District 112's program served male and female students between the ages of 15-18 in Cowlitz and Clark Counties. These two counties had significantly higher juvenile arrest rates than the State average, with high property crime and drug/alcohol arrests among youth. Additionally, Clark and Cowlitz Counties had a high number of youth released from detention, returning to Vancouver, Evergreen, Kelso, and

Longview school districts. The program anticipated serving 120 youth during the 2014-2015 school year, including 85 students continuing services from the 2013-2014 program period.

The EA program targeted court-involved youth who met one or more of the following criteria:

- Youth amendable to receiving Education Advocate services;
- Youth considered moderate to high risk;
- School bound – usually returning to high school in Cowlitz County, or Vancouver or Evergreen School Districts in Clark County; and/or
- Community bound – requiring support with employment, GED, vocational training, post-secondary education, or other education-related supports.

Parent Involvement. To increase parent engagement, EA staff established contact with the youth's parent(s) or guardian(s) whenever possible and appropriate. Ideally, the EA tried to complete a minimum of three in-person parental contacts. The EA was expected to reach out to the students' parents/guardians as soon as they entered services. This was achieved by arranging home visits, meeting with the parents at the school or in the community, or by phone. The purpose of the initial contact was to review and obtain parent permission for EA services, as well as discuss how parents could assist their child with overcoming academic barriers. Additional support included addressing family stressors, linking the family to services within the community, teaching skills, and making referrals for parenting skill/management development as applicable.

Capital Regional Educational Service District 113. Capital Regional Educational Service District 113 served a five-county area with youth aged 12-19 reentering the community from juvenile detention and JJRA facilities. With the exception of the Olympia/Lacey/Tumwater area, the counties consisted of rural populations with limited access to resources and services. ESD 113's program provided wrap around services (e.g., job skills, educational assistance, and transportation) in addition to behavioral health services for chemical dependency and mental health. The EA program targeted youth in the Centralia, Olympia/Tumwater, and Shelton areas while also serving youth residing in Lewis, Thurston, and Mason counties on a case-by-case basis. The program anticipated serving 80 youth during the 2014-2015 program year, including 40 youth continuing services from the 2013-2014 program year.

The EA program prioritized youth who met one or more of the following criteria:

- Risk of re-offending – a history of delinquent behaviors; incarcerated three or more times; youth is disconnected from school/community;
- School Function – history of academic failure, chronic truancy issues or multiple suspensions/expulsions; dropped out of school;
- Community/Work Function – lack of adaptive daily living skills; lack of job and work related skills;
- Low social skills; anti-social/delinquent peer influences; alienated from pro-social activities;

- Substance/Mental Health Risk – mental health problems (e.g., substance abuse, depression); self- harm or self-mutilation; suicide attempts; family history of addiction or mental illness; and/or
- Risk or Threat to Others – physically aggressive behaviors with peers; physically aggressive or threatening toward adults; repeated discipline problems for aggressive behaviors (multiple referrals to principal); charged with violent offense.

Parent involvement. Parents should have been contacted by their child's EA at the time of assessment/intake, if this contact had not already been made. The purpose of this contact was to notify the parents of their youth's involvement in the program, introduce the EA and familiarize parents with the program's missions and goals. The initial contact was also an opportunity to enlist parent support and engage them in their child's long-term academic success plan. EA staff maintained contact with parents throughout the duration of services as appropriate. Outreach to parents was conducted in person (at the program office), by phone, and in writing. Parents were notified of larger community events and were encouraged to attend.

Olympic Educational Service District 114. Olympic Educational Service District 114's program served male and female youth between the ages of 11-21 who were exiting the detention facility school/JJRA and reentering the community. Youth living in Bremerton and south Kitsap County were prioritized for services, as they experienced risk factors of low neighborhood attachment, low commitment to school, and academic failure. Bremerton experienced a high degree of economic hardship and poverty, while the rural/suburban nature of Port Orchard/South Kitsap School District resulted in limited access to supportive services. Additionally, the past 30 day use rates for alcohol and marijuana were higher in Bremerton and South Kitsap School Districts than the state average. The program projected serving 40 students during the 2014-2015 program year, including 13 youth that were continuing services from the previous program year.

The EA program targeted youth who met one or more of the following criteria:

- Minimal contact or services in the detention facility and could benefit from EA services;
- Received GED and upon release need assistance with post-secondary or employment;
- Received transition services and after 30/60 days are starting to develop problems (school, home, etc.) that can lead them back to detention;
- Transition Specialist/Education Services Counselor have been working with the student "long-term" or the student is a "frequent flyer" and would benefit from EA services vs. the limited timeframe a TS/ESC can provide;
- The youth is on probation; and/or
- The youth is returning from a JJRA and/or long term treatment facility.

Parent Involvement. As a means of engaging parents, program staff attempted to work a flexible schedule to accommodate before- and after- school meetings with parents and to conduct family outreach activities. The initial contacts should have involved reviewing program services, as well as discussing how parents could support their child's academic success and overcome barriers. Additional support should have been offered to parents to address family stressors such as substance abuse/addiction, poverty, and basic needs (food, shelter, clothing) and linking families to needed services. EA staff also had opportunities to conduct parent support groups and make referrals for parenting skills/management development, as applicable.

Puget Sound Education Service District 121. Puget Sound Education Service District 121's program focused on at-risk youth re-entering King and Pierce County in an effort to reduce recidivism. King and Pierce Counties were two of eleven counties with a juvenile minority population above the statewide average. The majority of youth returning from institutions were students of color, below grade level in credits, and at-risk of dropping out. Juvenile justice and school staff identified Educational Advocates as essential supports to ensure the academic success of these students. The JJRA Educational Advocate for King County worked with all JJRA youth being released to King County from institutions or transitional group homes who desired services and/or had been referred by a JJRA residential or community counselor, parent, school, and/or institutional education staff. Students returning to the community from the Regional Justice Center were also served. The project anticipated serving 90 youth during the 2014-2015 program year, including 75 youth served during the previous program year.

The target population for Piece County's Detention program consisted of moderate to high-risk youth (as determined by the Positive Achievement Tool) who met the following criteria:

- Returning to a Pierce County Metropolitan School District, vocational, GED, credit retrieval, post secondary or job training program (Bethel, Clover Park, Franklin Pierce, Tacoma and Steilacoom);
- Enrolled in Remann Hall School less than 5 days;
- Credit deficient for age or grade level; and/or
- Lack access a school, work or vocational program.

Parent Involvement. Parents and/or caring adults were encouraged to participate in Educational Advocate services including monthly or quarterly contacts with the EA to share input on their student's Success Plan goals, progress, and strengths. Caring adults also had the opportunity to receive coaching and skill building to assist the youth in accomplishing their educational goals. Parents and guardians were invited by the EA to participate in all school meetings. EAs supported parents in completing necessary paperwork, identifying transportation options and providing orientations to the meeting process. EAs coordinated with the school to ensure meetings occurred at a time and place that was convenient for the parents/guardians.

Educational Service District 123. Educational Service District 123's program served Benton Franklin Juvenile Justice Center (BFJJC) and Walla Walla detention schools. The majority of

students exiting the BFJJC are from Pasco School District, yet a large number served are Latino youth from Kennewick School District. Many of these youth were entrenched in gang activity and gang life, and were often poverty-stricken, with very little support at home. The program targeted students aged 14-18 who were exiting the detention facility schools as well as community-bound youth who lived in Benton Franklin and Walla Walla counties. These were primarily Hispanic youth, with the highest number being males.

Additionally, the EA program targeted youth who met one or more of the following criteria:

- Have had minimal contact or services in detention facility and could benefit from services;
- Have desire to return to high school;
- Have their GED and upon release need assistance with post-secondary or employment;
- Are in need of their GED and employment and willing to work with WorkSource;
- Received transition services and after 30/60 days are starting to develop problems (school, home, community) that may lead back to detention;
- Received transition services but also might need employment assistance; and or
- Returning from JJR and/or long-term treatment facilities.

The program anticipated serving 55 youth during the 2014-2015 program year, including 35 youth continuing services from the previous program year.

Parent Involvement. To increase parent engagement in program services, the EA offered before and after school support and family outreach as needed. EAs were expected to assist parents in understanding the educational and juvenile systems, arrange home visits, and meet with the parents at the school, a restaurant or community center/library. A minimum of 2-3 family contacts were made by the EA, if possible. The purpose of the initial contact was to review the program services and discuss how the students' parents could assist their children with overcoming academic barriers. Additional support included addressing family stressors (i.e., substance abuse/additions, poverty, parental incarceration abuse, food, shelter, and clothing needs), linking families to services within the community; and teaching skills or making referrals for parenting skill/management development when needed. EAs ensured that parents were aware of the state Medicaid program to help address medical needs for their children. Additionally, EAs helped parents complete financial aid applications, as necessary, and provided other resource information such as utility and housing assistance.

North Central Educational Service District 171. North Central Educational Service District 171's program served male and female youth aged 10-18 who were transitioning out of juvenile detention facilities in Okanogan and Grant Counties. Many families in these counties lived outside of population centers and were isolated from services. The minority population was higher in Okanogan and Grant Counties than in other areas within ESD 171. In addition, approximately ten percent of the student population were from migrant families while 60 percent of students were living in poverty. The recidivism rate of youth in Okanogan and Grant

County detention centers was higher than that of youth in the Chelan County detention system, with high youth property crime and substance-related arrest rates. The program projected serving 50 youth during the 2014-2015 program year, including 20 continuing services from the previous program year.

The EA program served youth who had been to juvenile detention multiple times over the past two years, and who met one or more of the following criteria:

- Chronic history of delinquent behaviors;
- Poor socialization skills;
- Inadequate education record and/or history of dropping out;
- Mental health problems (e.g., substance use, depression);
- Unstable and/or non-supportive family relationships;
- Delinquent peer influences;
- Absence of positive role models;
- Lack of adaptive daily living skills;
- Lack of job and work related skills; and/or
- Inadequate living arrangements

Parent Involvement. To facilitate parental engagement, EAs regularly attempted to meet with parents/guardians of students when they were referred to or began services. Parents were invited to be involved in the case planning process and to remain involved during the duration of services. With parent permission, EAs made home visits or community visits, as convenient for parents, in order to discuss the youth services.

Educational Service District 189. Educational Service District 189's program was housed at the Denney Youth Center in Snohomish County. The EA served both male and female youth aged 12-21 years who were court ordered to attend an educational program. The EAs primary focus was to assist the youth completing a GED program and successfully transition them back into the community to attend post-secondary or job training/employment programs. The program anticipated serving 91 students during the 2014-2015 program year, including six youth continuing from the previous program period.

The EA program targeted youth who met one or more of the following criteria:

- Youth living within the ESD's region;
- Youth court ordered for High School Equivalency (e.g. GED) program completion followed by post-secondary education, training or employment;
- Youth transitioning from the local detention center;
- Youth who have been incarcerated for 20 or more days; and/or
- Youth not currently receiving case management services from another agency

Parent Involvement. Parents were engaged in three primary ways in program services. These included a family orientation meeting upon youth enrollment, weekly reports on student progress by phone or email; and monthly meetings with the parent/guardian and youth.

III. EDUCATION ADVOCATE PROGRAM PARTICIPANTS

A. Youth Characteristics

During the 2014-2015 program year, 670 students were enrolled in Education Advocate program services for youth leaving secure confinement facilities (i.e., juvenile rehabilitation institutions or juvenile detention centers). Among enrollees, most were male (68%) and non-White (53%). The largest percentage of non-White participants was of Hispanic/Latino origin (29%), with one in ten (10%) multiracial youth (i.e., two or more races). Male participants were somewhat more likely to be non-White than female participants, with 55 percent of male participants being non-white, as compared to 49 percent of female participants. Youth ranged in age from 11 to 21 years, with the majority of youth being 16 to 17 years of age (59%). The average (mean) age was 16.3 years. Male participants were only slightly older than female youth. (See Table 1).

Table 1: *Demographics of Youth at Intake*

		NUMBER	PERCENT
Gender	Male	455	68
	Female	215	32
Race	Am. Indian/Alaska Native	28	4
	Asian	5	1
	Black/African American	55	8
	Caucasian/White	313	47
	Hispanic/Latino	195	29
	Nat. Hawaiian/Other Pac Is.	10	2
	2 or more races	64	10
		NUMBER	**MEAN**
Age	Mean – All Youth	670	16.3
	Mean – Male Youth	455	16.4
	Mean – Female Youth	215	16.1

*Percentages have been rounded to the nearest whole number.

A large percentage of these youth (70%) was identified as low-income (e.g., eligible for free-reduced meal program), thus from families with incomes between 130 percent and 185 percent of the poverty level. Program data also indicated that approximately four percent of youth were from migrant families[2] and nearly three percent were limited English proficient.[3] Among these youth, one in four (25%) was identified as having Special Education–Learning Disability (SPED) needs (i.e., on an active Individualized Education Plan [IEP] or 504 plan for learning or physical disability), with 14 percent having a Special Education–Behavioral Disability designation (i.e., IEP or 504 plan for behavioral disability). Male students were more likely to be identified as SPED learning disabled (28% male vs. 16% female) and behaviorally disabled (18% male vs. 5% female) as compared to female students. (Appendix A, Exhibit 1, includes demographic

[2] Migrant is defined as student or parents/guardians must have moved within the last 6 months in search of some form of temporary or seasonal agricultural or agricultural-related work.

[3] A student is identified as Limited English Proficient if the first language the student learned was not English (based on a home language survey completed by the parents), and the student scored a Level 1, 2, or 3 on the Washington English Language Proficiency Assessment Placement Test or the most recent Washington English Language Proficiency Assessment Annual Test.

information, by site). Table 2 illustrates living arrangements among the 670 youth enrolled in program services.

Table 2: *Living Arrangement at Intake*

	NUMBER	PERCENTAGE*
Mother only	250	37
Both Parents	114	17
Grandparent(s)	53	8
Parent & Step-parent	53	7
Father only	51	7
Homeless	40	5
Other Relative	37	6
Living Independently	33	5
Foster Parents	19	3
Parent & Partner	9	1

*Percentages have been rounded to the nearest whole number.

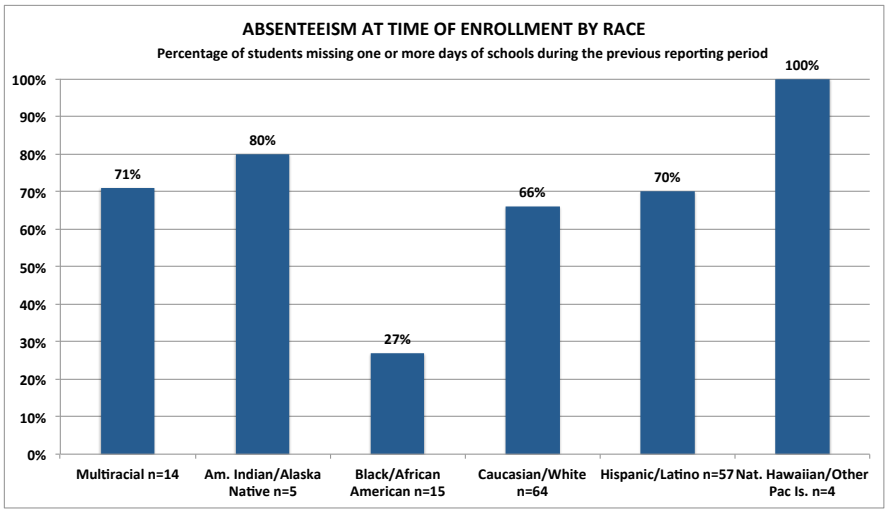
These data indicated that at the time of enrollment, a large minority of program youth (45%) lived in single-headed households, most often with a single mother (37%). Over one-quarter of youth (26%) lived in a two-headed household (e.g., parents, parent & stepparent, parent and partner), with 13 percent living with an adult other than a parent (e.g., a grandparent or other relative). Among these youth, 6 percent were homeless, and 3 percent lived with foster parents. Female participants were more than twice as likely to be homeless than their male counterparts (10% vs. 4%, respectively). A small percentage of program participants (5%) lived independently.

According to program records, one in four (25%) youth had been involved with Child Protective Services (CPS), including 9 percent that reported current involvement. One-third of females (33%) and one-fifth (21%) of males reported CPS involvement at some point in their lifetime.

Program data further illustrated that many youth were disengaged from school at time of enrollment with this underscored by high absenteeism. Of the 159 students with attendance data reported at program enrollment, nearly two-thirds (65%) had missed one or more days including 47 percent missing 10 or more days of school during the previous reporting period (semester, trimester). On average, these students missed 11.69 days of school; absences ranged from a low of 0 to a high of 67 days. Data further indicated that rates of absenteeism were higher among female students with 84 percent missing one or more days as compared to 55 percent of male students.

Disengagement in school was also apparent across racial groups. For example, all Native Hawaiian (100%) and 80 percent of American Indian youth were reported as missing one or more days during the baseline reporting period. Black students were least likely to have reported absences at 27 percent (See Figure 2).

Figure 2: *Absenteeism at Time of Enrollment by Race*



B. Case Management

At time of intake, youth were assessed for academic, vocational and behavioral needs and assigned to a specific level of case management services, as outlined previously. The level of services could change throughout service engagement depending upon the youth's identified needs, as well as his or her progress toward re-entry and academic and/or vocational goals. In addition to working directly with the youth, EA staff made contact with others involved in the youth's life, such as parents or other family members, school personnel, service providers, and probation officers. The nature and method of these contacts typically included in-person communication with the youth at school or in the community, home visits, participation in team meetings, and contact with probation or court representatives. EA staff routinely met juvenile justice-involved youth at court hearings to provide support and to ensure that they did not violate court orders to appear. The following table illustrates program dosage by tier level for the 2014-2015 program year.

Table 3: *Program Dosage by Level of Case Management Service*

	TIER 1 (LOW)	TIER 2 (MODERATE)	TIER 3 (INTENSIVE)
Min Months	1	1	1
Max Months	12	28	10
Average Months	3.1	4.5	2.6
N (sample)	255	449	413
Percentage	38%	67%	62%

Note: Students can move between tiers therefore percentage equal more than 100%

Data indicated that 62 percent of youth received intensive (Tier 3) case management services averaging 2.6 months. Two-thirds of these youth (67%) were engaged in Tier 2 (moderate) services, with an average of 4.5 months of services. Thirty-eight percent (38%) received Tier 1 (follow-up) services, with an average duration of 3.1 months. According to program records, youth remained active on the EA caseload an average of 194 days during the program year.

IV. EDUCATION ADVOCATE PROJECT OUTCOMES

Research has demonstrated that a strong negative association exists between youth incarceration and the likelihood of completing high school, with some studies finding that more than two-thirds of high school aged offenders dropped out of school after release from a juvenile facility (National Juvenile Justice Network, 2016; Aizer & Doyle, 2015; Juvenile Law Center, 2015; US Departments of Education and Justice, 2014; Federal Interagency Reentry Council, 2012). Furthermore, individuals who did not finish high school were more likely to be involved (or re-involved) in crime, earned less than their counterparts with a diploma, suffered poorer overall health, and were less likely to constructively engage in their communities (Curry & Kim-Gervey, 2016; Burke, 2015; Leone & Weinberg, 2012; Telfair and Shelton, 2012; Coalition for Juvenile Justice, 2001). This research has overwhelmingly supported the importance of education as a key factor in a youth's successful reentry to the community, and ultimately, the prevention of future delinquency and crime.

The Education Advocate project focused upon two primary areas: academic and vocational. Indicators of academic success included obtaining a high school diploma, acceptance and enrollment in post-secondary school, decreased absences, earning high school credit (credit retrieval), obtaining a GED, improved standardized reading and math scores, and improved grades in common core courses. Vocational success was measured through enrollment in job training programs and obtaining employment. These indicators of success were consistent with those identified nationally for juvenile justice-involved youth (The Council of State Governments Justice Center, 2015).

The following information outlines the program's progress toward obtaining the developed Success Plan goals and objectives to obtain stated educational and vocational outcomes. These data are reported at the aggregate level. Percentages have been rounded to the nearest whole number in tables and graphs. Not all sites reported student level data for each outcome (See Appendix A for information on site by site data submission).

A. Academic Measures

<u>Outcome 1: Received a High School Diploma</u>

To assess the project's capacity to achieve their stated outcomes, program data were sorted and cases were selected where enrollment ages were 17 or above. Three hundred and nineteen (319) youth were potentially eligible to obtain high school diplomas, including 88 (28%) female and 231 (72%) male students. Among these 319 students, ***18 (6%) obtained a high school diploma*** while engaged in program services. Female students were slightly more likely to receive a diploma than their male peers (7% vs. 5%, respectively). The data in the table below outlines achievement of the outcome across racial groups.

Table 4: *Obtained High School Diploma by Racial Group*

RACE	NUMBER AND PERCENT OBTAINING DIPLOMA	PERCENT OF ELIGIBLE STUDENTS WITHIN RACIAL GROUP
Am. Indian/Alaska Native n=7	0 (0%)	0
Asian n=3	1 (6%)	33
Black/African American n=32	1 (6%)	3
Caucasian/White n=140	8 (44%)	6
Hispanic/Latino n=104	6 (33%)	6
Nat. Hawaiian/Other Pac Is. N=3	0 (0%)	0
2 or more races n=30	2 (11%)	7
Overall n=319	**18 (6%)**	**6**

These data indicated that across racial groups, 0 to 33 percent of eligible students earned a high school diploma, with Asian students being more successful than their peers in reaching this objective. In general, however, few students obtained a high school degree during the current program year.

Outcome 2: Accepted and Enrolled in Post-Secondary School

According to program data, 27 youth were accepted into post-secondary schools during the 2014-2015 program year. Of those accepted, 19 were male and 8 were female students. Many of these students were non-white (19 or 70%), including eight Hispanic/Latino students, six Black/African American youth, four multi-racial youth, and one Asian student.

Among these 27 youth, ***17 (63%) actually enrolled in college level courses***, including 15 male and two female students. Male participants were considerably more likely to follow through and enroll in higher education courses as compared to their female peers (79% vs. 25%, respectively). The table below shows the number of students, by racial group, that were accepted and enrolled into a post-secondary school.

Table 5: *Number of Students Accepted and Enrolled in Post-Secondary School by Racial Group*

RACE	NUMBER AND PERCENT ACCEPTED	NUMBER AND PERCENT ENROLLED
Asian	1 (4%)	0 (0%)
Black/African American	6 (22%)	6 (35%)
Caucasian/White	8 (30%)	5 (29%)
Hispanic/Latino	8 (30%)	4 (24%)
2 or more races	4 (15%)	2 (12%)
Overall	**27 (100%)**	**17 (100%)**

Across racial groups, Black/African American students were more likely to follow through with enrollment into post-secondary education, with all six of those accepted also enrolling.

Outcome 3: Decreased Absences

To determine achievement of the targeted indicator, program staff reported the number of days each student was absent (unexcused[4]) during the previous semester/trimester (at the time of enrollment). For example, if the youth was enrolled during the fall/winter quarter, staff reported the number of unexcused absences that were recorded during the previous school year's spring semester/trimester. These data were only reported for students who transitioned back to school prior to April 1 of the school year. It should be noted that not all sites reported absence data (See Appendix A, Exhibit 2).

Baseline absence data were reported for 159 students enrolled in school-based services. As indicated previously, days missed ranged from 0 to 67, averaging 11.69 days absent per student. The median number of days absent was eight. Of these youth, nearly half (47%) were reported has having missed 10 or more days, including 35 percent who were chronically absent (15+ days absent) during the previous semester/trimester.

Follow up (post) data were reported for 148 students enrolled in services. Among these 148 students, the number of days absent ranged from 0 to 105, averaging 16.89 days absent per student. The median days missed was 11. Of these youth, over half (54%) had missed 10 or more days, including 43 percent reported as chronically truant during the follow-up reporting period.

Table 6: *Pre/Post Absenteeism*

RESPONSE	ABSENTEEISM- PRE		ABSENTEEISM-POST		PERCENTAGE
	NUMBER	PERCENT	NUMBER	PERCENT	CHANGE
None	55	35	21	14	**-60%**
One or more times	104	65	127	86	**32%**
Total	159	100	148	100	
Avg Days Missed	11.69		16.89		**44%**

The data in Table 7 demonstrated that 65 percent of the 159 students with data reported had been absent at least once during the baseline (pre) reporting period. At follow up, among the 148 students with data reported, the percentage of youth who were truant increased to 86 percent ***– a 32 percent rise in the overall percentage of students who were absent,*** as compared to the baseline. Program data further indicated that the average number of days absent per student was 16.89, a 44 percent growth in the overall average number of days absent as compared to the baseline (16.89 vs. 11.69, pre). Additionally, the data indicated that the proportion of chronically absent youth increased from 35 to 43 percent, post-program services. This represented a 23 percent increase as compared to baseline.

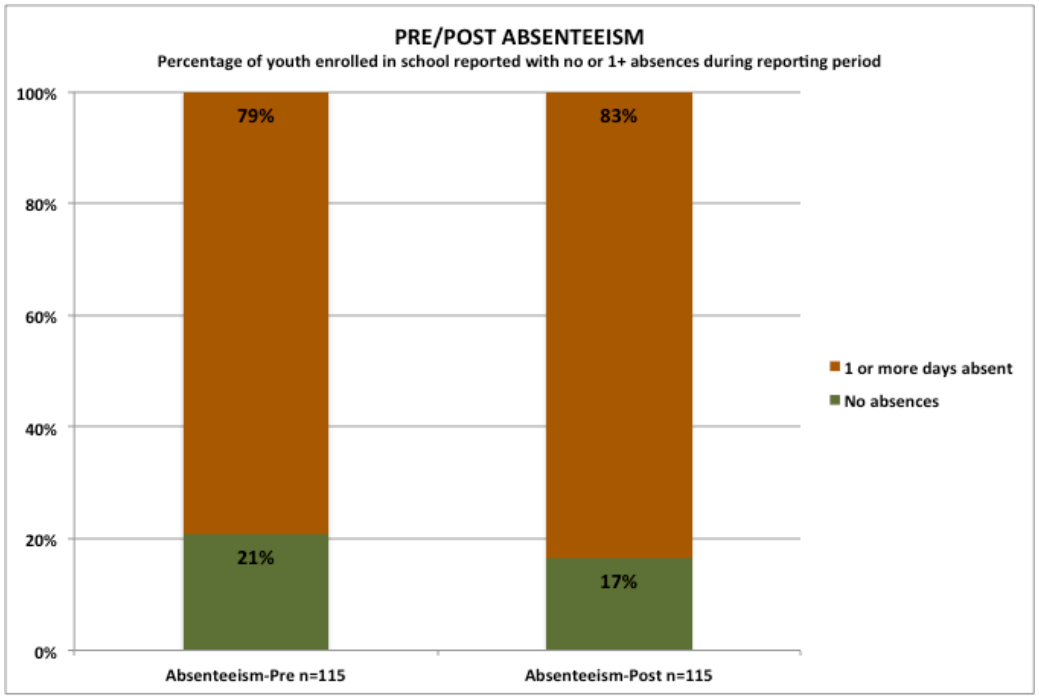
Matched Pre/Post Absenteeism: Matched pre and post data were reported for 115 students enrolled in school at the time of engagement in program services (Figure 3), representing 72

[4] Unexcused absences, according to the program protocol, were defined as "when the youth has failed to attend the majority of hours or periods in an average school day based on his/her schedule."

percent of those with baseline data reported. Among these students, most (56%) were male, and non-White (59%), including three percent Native Hawaiian/Other Pacific Islander, four percent American Indian, five percent Black, seven percent multi-racial, and 39 percent Hispanic.

Baseline (pre) findings indicated that among this subgroup of students, 79 percent (91) had missed one or more school days during the previous reporting period (Figure 3). The number of days absent ranged from 0 to 67, with an average of 14.02 days. Further analyses indicated that, among these youth, over half (57%) missed at least 10 days, including 40 percent who missed 15 or more days.

Figure 3: Matched Pre/Post Absenteeism



At follow-up (post), data demonstrated an increase in the overall proportion of youth reported as truant, compared to the baseline. Findings demonstrated that the percentage of youth with one or more absences increased to 83 percent, representing ***a five percent increase in truancy as compared to entry*** (83% vs. 79%, pre). Data also showed an increase in the number of days missed, ranging from 0 to 105 and averaging 16.97 days – a 21 percent growth in the number of days not in school. Moreover, the proportion of students who were chronically absent grew by three percentage points as compared to the baseline (43% vs. 40%, pre).

Table 7: *Pre-Post Absenteeism by Gender and by Racial Group*

		PRE-ANY DAYS ABSENT % OF STUDENTS	POST-ANY DAYS ABSENT % OF STUDENTS	PERCENTAGE CHANGE
Gender	Male n=64	77	83	8
	Female n=51	82	84	2
Race	Am. Indian/Alaskan Native n=5	80	100	25
	Black/African American n=6	67	83	24
	Caucasian/White n=47	85	83	-2
	Hispanic/Latino n=45	69	78	13
	Native HI/Other PI n=4	100	100	n/c
	2 or more races n=8	88	100	14
Overall N=115		**79**	**83**	**5**

Note: Small sample sizes may yield large percentage increases and/or decreases.

Across gender groups, both male and female participants increased the number of days absent as compared to the baseline. Data also demonstrated increased truancy across racial groups, except Caucasian students (Table 7). The increase in the number of days absent at follow-up was most notable for Hispanic students (n= 45), with truancy increasing from 69 to 78 percent. In general, these data indicated that nearly all youth, regardless of gender or race, were disengaged from school at follow-up.

Figure 4: School Engagement - Level of Absenteeism Pre vs. Post

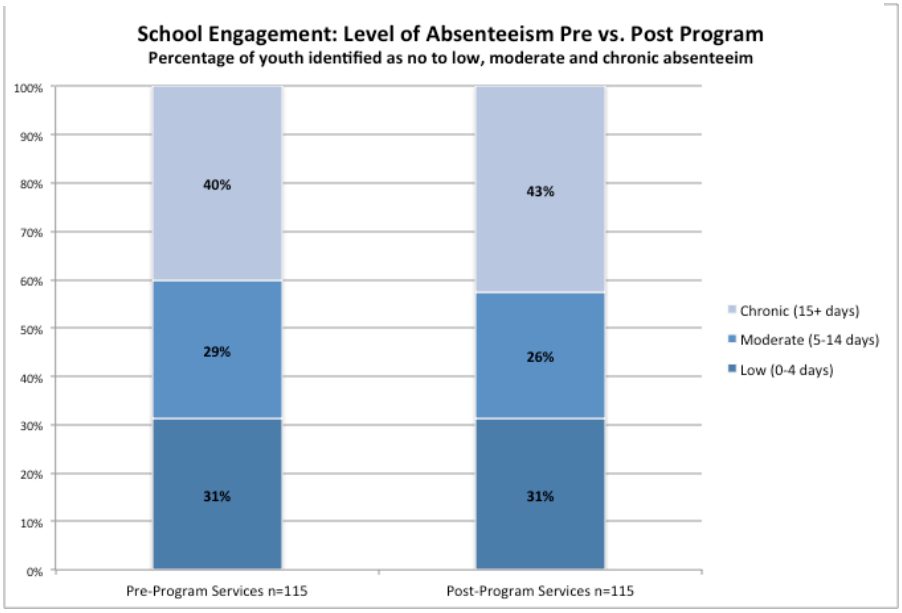


Figure 4 demonstrates the level of absenteeism among the 115 matched cases, pre and post program participation. Levels of absenteeism were categorized as low (0-4 days absent), moderate (5-14 days absent) and chronic (15 or more days absent).

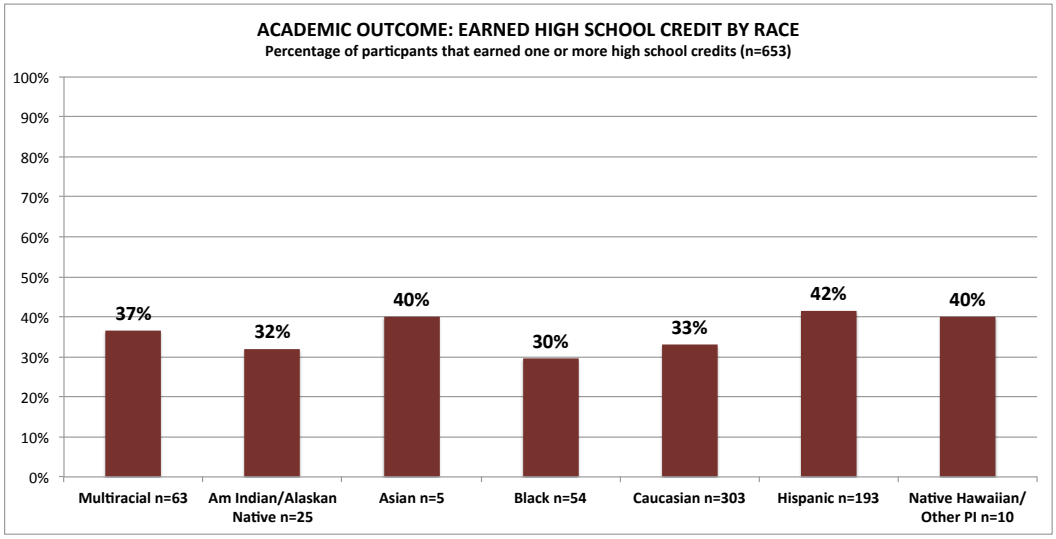
Findings showed that the proportion of students identified as chronically absent at the baseline increased slightly at program follow-up from 40 to 43 percent. The greatest growth in days absent occurred among students in “low” and “moderate” levels. In fact, among the 36 students within the low-level category at baseline, 15 (42%) experienced increases in the number of days absent, including nine (25%) who were chronically absent. Among the 46

students within the chronic-level at baseline, however, 16 (35%) demonstrated decreases in the number of days absent at post, including five (14%) who were absent five or fewer days.

Outcome 4: Earned High School Credit

To assess the project's capacity to achieve the stated outcome, program data were sorted and cases selected in which age of youth at enrollment was 14 years or higher. Among the 653 high school-aged youth (e.g., 14 or older), ***36 percent (233) earned at least one high school credit*** while engaged in program services during the 2014-2015 academic year. Female participants were slightly more likely to earn high school credits than their male counterparts (39% vs. 34%, respectively). The figure below demonstrates credit retrieval across racial groups.

Figure 5: *Earned High School Credit by Race*



Across racial groups, Hispanic, Native Hawaiian, Asian and multiracial students were slightly more likely to earn credits than students of other racial groups, and at rates above that of the program as a whole. Conversely, data indicated that Black/African American students were somewhat less likely to earn credits as compared to their peers.

Outcome 5: Improved Academic Performance in Core Subjects (Math, Language Arts, Science)

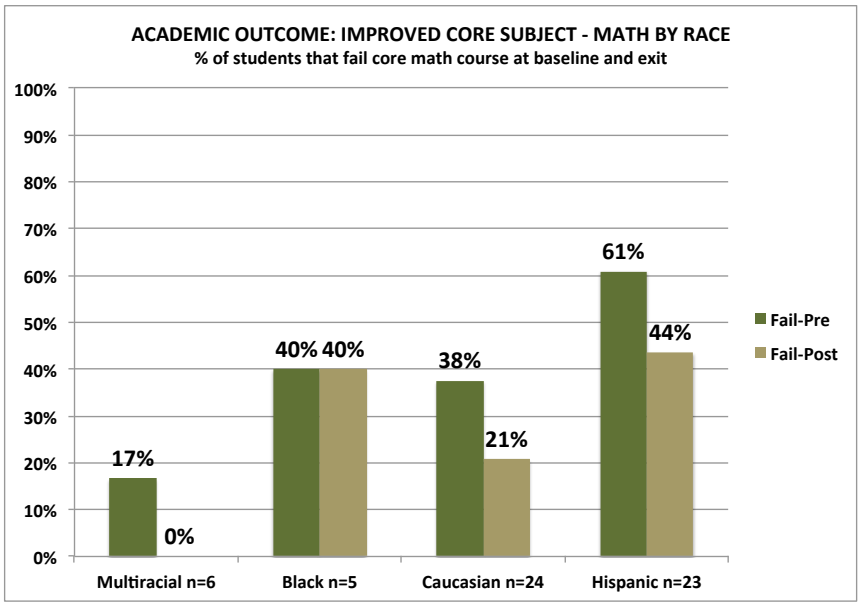
To measure changes in students' academic performance, program staff reported if participants were passing or failing core courses at program entry and again at the end of the course. Data were collected from official academic records, and only cases with matched pre/post data will be reported here. Not all sites reported core course data (See Appendix A, Exhibit 4).

Math: Fifty-nine (59) youth had matched pre/post math grades reported, including 22 female and 37 male students. At intake, 46 percent of youth were reported as failing core math and 54 percent were passing. At follow up, 29 percent of youth were reported as failing core math courses, representing ***a 37 percent decline*** in the proportion of student who were failing as compared to program entry – a statistically significant change.

Improvements in core math courses were demonstrated across genders. At intake, 50 percent of female students and 43 percent of male students were failing. At follow up, 32 percent of female and 27 percent of male students were failing core math courses, representing 36 percent and 37 percent reductions in the percentage of youth failing, respectively.

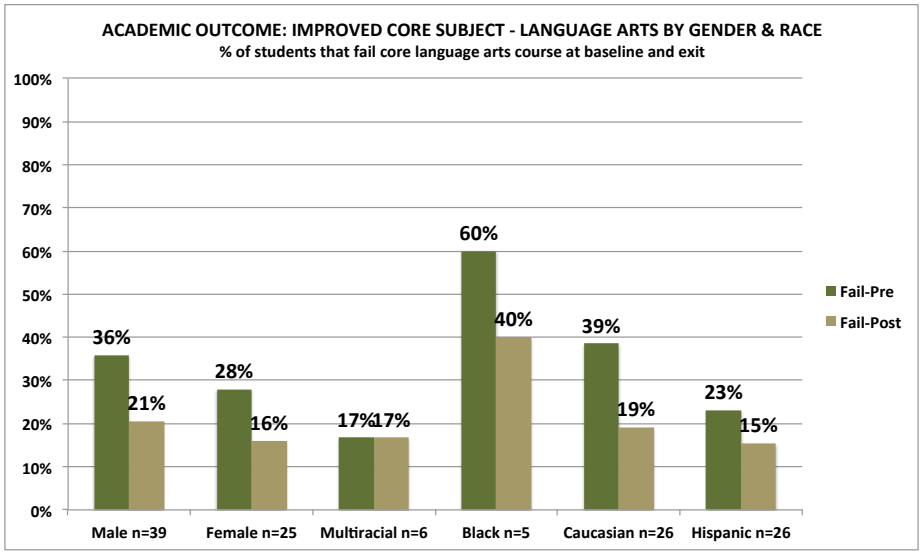
Improvements in math core subject areas were also illustrated across racial groups (Figure 6). Data indicated that the percentage of youth failing math classes declined for multiracial, Caucasian, and Hispanic youth. In contrast, math outcomes remained unchanged among Black youth.

Figure 6: *2014-2015 Improved Core Subject-Math by Race*



Language Arts: Academic records for 64 students engaged in core language arts courses were available. Among these 64 students, 33 percent were failing at program entry. At exit, the percentage failing decreased to 19 percent – ***a 42 percent reduction*** in the proportion of youth who failed. The figure below illustrates changes across gender and racial groups.

Figure 7: *2014-15 Improved Core Subject-Language Arts by Gender and Race*



Across gender groups, male and female students were equally as likely to show improvement in

core language arts courses. In fact, data demonstrated a 43 percent decline in the proportion of females failing and 42 percent decline in the proportion of males failing as compared to the baseline.

Findings further indicated academic gains across racial groups with the exception of multiracial youth. Caucasian youth showed the greatest overall improvement, with 49 percent fewer failing as compared to baseline (39% pre vs. 20% post). Hispanic and Black participants showed similar grade improvements, with 35 percent fewer Hispanic and 33 percent fewer Black youth failing Language Arts classes.

Science: Academic records were reported for 49 youth engaged in core science classes during the project period. Of those 49 students, 37 percent were failing at program entry. At post, the percentage of youth failing science class declined to 35 percent, representing ***a 5 percent reduction*** in the proportion of youth who failed as compared to baseline.

Figure 8: *Improved Core Subject - Science by Gender*

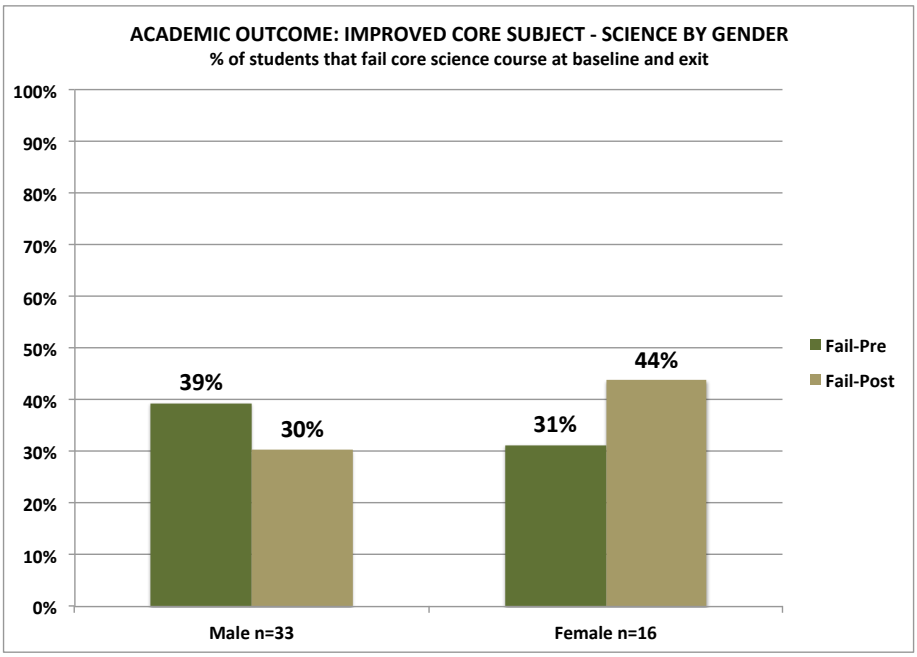


Figure 8 demonstrates changes in academic performance, by gender, for youth enrolled in science classes. These data indicated that male students were more likely to fail core science courses at program entry as compared to their female peers (39% vs. 31%, female). At follow up, male participants made statistically significant improvements, with a 23 percent reduction in those failing as compared to baseline. In contrast, a greater percentage of female participants were failing science courses at program completion (44% vs. 31%, pre), representing a 42 percent increase in those who failed.

Table 8: *Improved Core Subject – Science By Race*

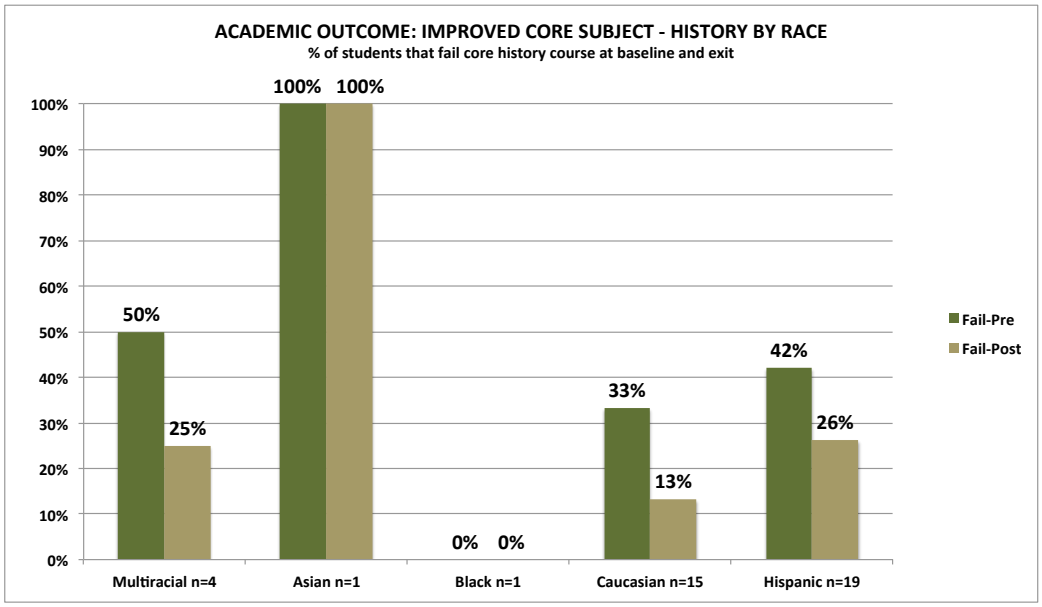
RACE	FAIL-PRE % OF STUDENTS	FAIL-POST % OF STUDENTS	PERCENTAGE CHANGE
Asian n=1	100	0	100
Black/African American n=4	50	50	No change
Caucasian n=19	42	32	-24
Hispanic n=20	35	45	29
Multiracial n=5	0	0	No change
Overall n=49	**37**	**35**	**-5**

***** Note: Small sample sizes may yield large percentage increases and/or decreases.

The data in Table 8 demonstrate variability in core science course improvements across racial groups. Overall, improvements in science course outcomes were demonstrated among Caucasian (n=19) and Asian (n=1) youth, with the number of students failing decreasing by 24 percent (Caucasian) and 100 percent (Asian). Black and multiracial youth did not demonstrate any improvements, while the proportion of Hispanic youth failing science classes increased by 29 percent as compared to baseline (45% vs. 35%, pre).

History: Academic records were reported for 40 youth engaged in core history classes during the project period, including 23 male and 17 female students. Of those 40 students, 40 percent were failing at program entry. At post, the percentage of youth failing history class declined to 23 percent, representing ***a 43 percent reduction*** in the proportion of youth who failed as compared to baseline. Across genders, male participants illustrated significant gains in grade improvement as compared to female participants. In fact, at baseline, 52 percent of male participants were failing, compared to 24 percent of female students. At follow, the proportion of males reported as failing decreased to 26% (a 50% improvement), while the percentage of females failing decreased to 18 percent (a 25% improvement).

Figure 9: *Improved Core Subject – History By Racial Group*



Positive changes in history grades were demonstrated across racial groups (Figure 9). The greatest improvement was noted among Caucasian students, with 33 percent of these youth failing at program entry and 13 percent failing at the end of the program– a 61% reduction. Among multiracial youth, the proportion failing at follow up declined by 50 percent (25% vs. 50%, pre), while the proportion of Hispanic youth failing history declined by 38 percent (26% vs. 42%, pre).

Vocational/Family Consumer Science: Academic records were reported for 31 youth engaged in core vocational/family consumer science classes during the project period, including 18 male and 13 female students. Of these 31 students, 29 percent were failing at program entry. At follow up, the percentage of youth failing declined to 16 percent, representing ***a 45 percent reduction*** in the proportion of youth who failed as compared to baseline (a statistically significant reduction). The most notable improvements occurred among Caucasian youth (Table 9).

Table 9: *Improved Core Subject – Vocational/Family Consumer Science By Category*

RESPONDENTS	FAIL-PRE % OF STUDENTS	FAIL-POST % OF STUDENTS	PERCENTAGE CHANGE
All Participants n=31	29	16	-45
Male n=18	33	17	-48
Female n=13	23	15	-35
Multiracial n=3	0	0	No change
Asian n=1	0	0	No change
Caucasian n=7	43	0	-100
Hispanic n=20	25	25	No change

Note: Small sample sizes may yield large percentage increases and/or decreases.

Changes in academic improvement were also noted across genders. Male students were significantly less likely to be reported as failing at follow up, experiencing a 48 percent decrease from baseline (17% vs. 33%, pre). Additionally, the proportion of female students who were failing decreased by 35 percent at follow-up (15% vs. 23%, pre).

Outcome 6: Improved Standardized Test Scores (Math, Reading)[5]

To assess changes in participating students' math and reading competency levels, program staff reported test scores at intake and again at program end using a standardized assessment tool (e.g., the Wide Range Achievement Test [WRAT]). Few sites reported standardized test score data. (See Appendix A, Exhibit 5).

Math: Of the 11 youth with matched pre/post Math test scores, ***six (6) demonstrated some level of improvement*** in competency as compared to baseline, including three (3) who improved by half of a grade level, and three (3) who improved by one full grade level. Forty-five percent of participants reported no change in math computation. Program data indicated

[5] Note: Few students were reported with both pre and post standardized test scores. A small sample size (less than 30) limits the ability to yield meaningful or reliable percentages. Caution is advised when interpreting results.

differences in math improvements across gender, as female students were more likely to report test score improvements than their male peers (67% vs. 50%, respectively).

Reading: Of the 11 youth with matched pre/post Reading test scores, ***five (5) illustrated some level of improvement*** in competency as compared to baseline, including one who improved by half of a grade level, and four (4) who improved by one full grade level. Five (5) youth reported no change in reading skill, with one participant demonstrating negative change. Data further indicated differences in reading comprehension across gender, with 67 percent of female and 38 percent of male youth demonstrating test score improvement as compared to program entry.

Outcome 7: Enrolled in GED Course and/or Completed General Education Development (GED) Certificate

One hundred sixty (160) youth enrolled in a GED program during the 2014-2015 program year, representing 24 percent of youth served. Of these 160 youth, 69 percent (110) were male and 47 percent (75) were non-white. Program findings indicated that, of those youth enrolled in a GED preparation program, ***30 (19%) obtained a GED*** at program end, including 25 male and five female students. Male participants were more likely to have passed the GED test than female youth (23% vs. 10%, respectively), while Asian and multi-racial youth were more likely to pass than other racial groups (Table 11).

Table 10: *Earned GED by Racial Group*

RACE	NUMBER & PERCENT OBTAINING GED	PERCENT OF ELIGIBLE STUDENTS WITHIN RACIAL GROUPS
Am. Indian/Alaska Native n=9	1 (3%)	11
Asian n=3	1 (3%)	33
Black/African American n=13	2 (7%)	15
Caucasian/White n=85	18 (60%)	21
Hispanic/Latino n=33	4 (13%)	12
Nat. Hawaiian/Other Pac Is. n=3	0 (0%)	0
2 or more races n=14	4 (13%)	29
Overall n=160	**30 (100%)**	**19**

*Percentages have been rounded to nearest whole number.

B. Vocational Measure

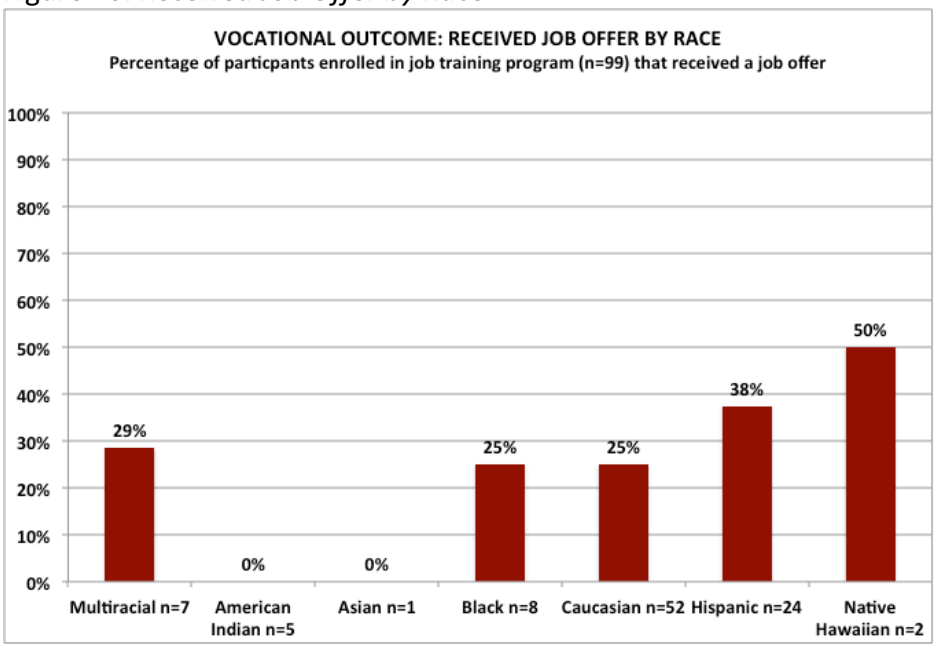
To gauge achievement of the vocational performance measure, staff reported the number of youth who enrolled in job training and/or who received a job offer during enrollment in program services.

Outcome 8: Enrolled in Job Training and/or Received Job Offer

Ninety-nine (99) youth were enrolled in a job training program during the program year, including 34 female and 65 male participants. Findings indicated that ***27 percent of these***

participants received a job offer, including 26 percent of female and 28 percent of male youth. The figure below illustrates achievement of the objective by racial group.

Figure 10: *Received Job Offer by Race*



Data indicated that up to half of students enrolled in job training programs across racial groups received a job offer during the program year. Hispanic and Native Hawaiian youth were more likely to obtain employment than their peers and at higher rates than the percentage overall.

V. ESTIMATED PER STUDENT COST

It should come as no surprise that incarcerating youth comes with a high cost, not only to the youth, but also societally and monetarily. A recent 2016 congressional report estimated the cost of incarcerating a juvenile to be over $112,000 annually – nearly three times the cost of tuition at a four-year public university ($32,405); nine times the cost of a year of public education ($12,508); and nearly 12 times the cost of an average year of Head Start ($9,770) (Economic Report of the President). Table 4 displays the estimated cost per student by program site. To calculate the support cost per student, the amount of funding requested was divided by the actual number of youth served for each program site as well as for the program overall.

Table 11: *2014-2015 Estimated Per Student Cost by Program Site*

Site	Funding Requested	Anticipated # of Youth Served	Actual # of Youth Served	Estimated Cost per Youth*
ESD 101	$186,785	40	***63***	$2,965
ESD 105	$186,785	90	81	$2,306
ESD 112	$186,785	120	***123***	$1,519
ESD 113	$120,566	80	88	$1,370
ESD 114	$120,566	40	***41***	$2,941
ESD 121	$275,496	90	59	$4,669
ESD 123	$120,566	55	55	$2,192
ESD 171	$120,566	50	***51***	$2,364
ESD 189	$120,566	91	***109***	$1,106
TOTAL	**$1,438,681**	**656**	**670**	**$2,147**

*Formula: Funding requested/Actual number of youth served = Estimated cost/youth. Figures have been rounded to the nearest whole dollar.

Data indicated that the cost to deliver Education Advocate services ranged from a low of $1,106 (ESD 189) to a high of $4,669 (ESD 121) per student. Overall, program costs statewide averaged $2,147 per student. These data also showed that five of the nine sites exceeded projected expectations in the number of students served, with three sites below anticipated service targets, and one site meeting expected numbers.

VI. CONCLUSIONS AND RECOMMENDATIONS

High School Completion

The completion of education is correlated with meaningful employment and a general higher standard of living as youth age (Operation Restart, 2011). Among participants eligible to receive a high school diploma (defined as students aged 17 or older at time of enrollment), six percent (or 18) graduated during the program year. Research has consistently indicated that juvenile justice-involved youth are behind their peers intellectually and academically, typically functioning two years below their peers and between the 5th and 9th grade levels (Annie E. Casey Foundation, 2011; Altschuler & Brash, 2004; Foley, 2001; Snyder, 2004). As such, obtaining a high school diploma is unlikely to be the best indicator of success for this group of students and suggests the need for an alternative educational path.

Recommendation: Due to the manner in which these data were collected and reported, it was difficult to assess actual progress toward this objective. For example, even though youth may be eligible to receive a diploma, s/he may choose to receive a GED, and/or may not be on track to graduate. A more appropriate outcome may be to report progress on the number of students who are "on track" to graduate; the time frame of expected graduation among this subset of participants; the proportion of these youth who successfully stayed "on track"; and, the number of "on track" youth who graduated within the expected timeframe.

Post-Secondary Education

Twenty-seven (27) youth were accepted into post-secondary education opportunities, including 17 (63%) who enrolled into higher education institutions during the program year. Findings indicated that Black/African American students were more likely to follow through as compared to their peers. The geographic location of program sites may have limited access to higher education opportunities, which may have impacted a student's decision to follow through with enrollment. In addition, some students who graduated from high school and were accepted into higher education programs chose to delay enrollment, opting for an "off-year." Moreover, program data indicated that a high percentage of EA participants were from low-income families, potentially creating financial barriers to enrollment for these students.

Recommendation: To better understand the implications of these findings, it is important to recognize other factors that may be impacting students' enrollment decision. A more appropriate outcome maybe to report on the progress of the number of youth that enroll in post-secondary school, attend school, and remain engaged 90 days post enrollment. Furthermore, EAs should continue to monitor students enrolled in post-secondary education to ensure a successful transition. For example, for those who are not attending, identify attendance related issues (i.e. reoffended, employed, family crisis, health crisis, etc.) and develop plans to provide support to overcome barriers.

Absenteeism

As an important indicator of academic risk, reducing levels of chronic absenteeism is critical to the success of students engaged in program services. Nationally, chronic absenteeism is defined as missing 15 or more days in a single school year (U.S. Department of Education). In Washington State, students must have missed at least 18 full days (excused or unexcused) to be defined as chronically absent (OSPI, 2016). According to a recent report released by the Department of Education (2016), about 13 percent of students nationwide are considered chronically absent, with one in four students (24.8%) in Washington State habitually missing school.

Findings indicated that the program was not successful in reducing levels of absenteeism among students engaged in school transition services, regardless of gender or race. In fact, data demonstrated that rates of absenteeism were higher overall at the project's end, with 43 percent of youth identified as chronically absent – above the national average. The increase in days absent was attributed to youth identified as low- to moderate-level truants and among Hispanic students. There was some positive indication, however, that over one-third of chronically absent students reduced the number of days absent during program participation.

There are a multitude of reasons as to why students might be absent, ranging from the need to stay home to take care of siblings or other family members, unmet basic needs (e.g., food, housing, transportation), avoiding school due to safety issues (e.g., bullying), or perceiving the school as an uncaring, unsafe environment. Further, in some cases, students simply skip school because they are disengaged. The challenge for the EA program and for the community schools

was to create safe, nurturing environments in which these youth felt accepted, supported, and connected with caring adults.

Recommendations: Attendance is a strong protective factor against criminal involvement, and youth who regularly attend school are far less likely to recidivate in the short- and long-term. Thus, ensuring that students stay in, and are engaged in, their educational process is imperative to their long-term success. Since collection of attendance data varies widely across the state, and daily attendance is not reported nor required for alternative, dropout re-engagement, or online schools it is difficult to accurately assess absenteeism. Nonetheless, it is recommended the program follow best practices related to monitoring attendance and provide the necessary supports to overcome attendance issues. Attendance data for students engaged in program services should be monitored *at least* weekly, regardless of tier level, as a method of identifying students at-risk of truancy, and intervention applied as appropriate. *The Field Guide for Education* (TeamChild, 2012, p. 17)[6], recommends the following to support youth struggling with attendance issues:

- Take the time to talk to youth about the underlying reasons for the absences – are there things going on in his or her life like family illness, transportation problems, anxiety, unmet child care needs, bullying at school? Brainstorm the ways that attendance can improve – changing schools or schedules, more academic support, better transportation, etc.
- Help the youth and family request support from the school or community providers to address the underlying reasons for the absences.
- Help navigate the truancy court process if the youth is under a petition or order.
- Advocate for support from the school or community to help address the underlying issues around attendance.

It is important, also, to recognize that a return to juvenile detention may negatively impact attendance due to the disengagement from the youth's home school. At the local and state level, as appropriate, program directors can advocate for community-based interventions to support these youth, rather than secure detention.

High School Credits Earned

Program findings indicate that among the 653 high school-aged youth transitioning back to the school environment, over one-third (36%) earned at least one high school credit during the program year. The likelihood of credit retrieval was slightly, but not considerably, higher among females, Hispanic, Asian, Native American/Alaskan Native, and multi-racial youth.

Research has suggested and the information in this report confirmed that many juvenile justice-involved youth are considerably credit-deficient and frequently perform below grade level as compared to their peers. Although some students earned high school credits while engaged in program services, many did not. Given the increase in absenteeism among this group of participants, it is likely that there may have been a correlation between increased levels of

[6] Available at http://www.teamchild.org/docs/uploads/FINAL_Education_Reentry_Toolkit.pdf

absenteeism and credit retrieval.

Recommendation: To support youth in overcoming educational barriers and increase the likelihood of credit retrieval, the following strategies are recommended (Team Child, 2012, Common Challenges, p. 3):

- Cooperate with the school to give the youth time and opportunities to make up work and tests.
- Help youth ask for and get instructional support to catch up on missed lessons.
- Partner with schools and community programs to provide tutoring and other support so that youth can quickly get back on track.
- Work with districts to develop agreements with detention and institution schools to give credit for work and attendance during a period of incarceration.

Furthermore, it is recommended that EAs work with students to establish academic goals as part of the Student Success Plan, and regularly monitor academic performance, including completion of assignments, attendance, and grades, and intervene as appropriate.

Academic Performance – Core Subjects

Data also revealed that among a subset of youth (between 40 and 64), academic performance improved in the four core subject areas. In fact, findings indicated that fewer youth failed math during the program than in the previous grading period – a statistically significant improvement. Among Language Arts students, the proportion failing declining from one in three to one in five. Academic gains were also reported among youth enrolled in History and Science classes, with a five percent reduction in the proportion of those failing Science as compared to baseline. Male and Caucasian students demonstrated improvements above the average, with a 23 percent reduction among failing males, and a 24 percent reduction of Caucasian students who failed. In contrast, the proportion of students failing increased among females (44% vs. 31%, pre) and Hispanic students (45% vs. 34%, pre). Academic gains were also found among students enrolled in vocational classes, with improvements noted across gender and racial groups. Findings further indicated that, among a small subset of youth (11), math and reading competency improved for nearly half (45%) of these participants.

Recommendations: Among this subset of youth, findings were positive for improving academic performance in core subject areas. However, program data suggested that a different teaching and engagement strategy may be needed for female and Hispanic students in Science classes. Although findings indicated that the program was impacting academics, these data were not representative of the project as a whole. In fact, data represented four of the nine ESD sites, with a higher percentage of these students from ESD 105 and ESD 114. Additionally, data were not representative of the population of students enrolled in school transition services. Findings indicated that, among this subset of youth, there was a considerable overrepresentation of Hispanic (from 39% to 48% as compared to 27% of the population of youth served in school transition services) and female participants (from 33% to 43% as compared to 31% within the population of youth served in school transition services). Over- and under-representation of sites, as well as of participants, is likely the result of how data were collected and reported; a

similar issue as was discussed with attainment of diplomas. To address these issues it is recommended that EAs when working especially with females and Hispanic youth enrolled in Science classes link students to additional academic supports, as needed. Further, that the program considers the collection of data on core subjects a requirement for all enrolled students served in school transition services as appropriate.

General Education Development (GED)

For students not transitioning back into the traditional school system, providing alternative education pathways (e.g., a General Education Development (GED) preparation program) is a viable option. Nearly one-quarter of students (160 or 24%) in the EA program enrolled in GED prep courses, with one-fifth (19%) successfully completing the program and obtaining a certificate– a somewhat lower-than-anticipated completion rate. A review of program findings for 2011-2012 and 2012-2013, indicated GED completion rates were 35 and 38 percent, respectively (Maike, 2013). The rate of completion during the current program year ranged from 0 percent to a high of 31 percent, with nearly half of those students served by ESD 189. To better understand if the ESD 189 program was skewing findings, their reported data were removed and calculations re-run. Of the 87 youth enrolled in the remaining ESD program sites, 18 percent (16) completed – similar to the overall program average (see Appendix A, Exhibit 3 for site by site data). Recent changes to the GED program may be impacting students' completion rates. In fact, the Detroit Free Press reported in January 2015:

> "*A year after the GED exam underwent a massive overhaul — one that made it far more difficult but more in line with what's expected of today's high school grads — there has been a steep decline in people taking and passing the test. Most education experts expected a decline because the number of people passing always drops when the GED introduces a new exam…But last year's drop was worse than the last overhaul in 2002, when there was a 53% decline in people passing the test. Last year, the drop was 83%.*[7]"

Recommendation: EA program staff should strengthen supports and provide additional resources, as needed, for students prepping for GED exams to ensure a higher proportion of youth are successful in reaching this objective.

Vocational Services

In addition to linking transitioning students to educational services, EAs assisted youth in achieving vocational objectives such as job readiness training (e.g., resume writing, mock interview/skill development, job search, career interest, etc.) and employment opportunities. Employment, or lack thereof, is another strong predictor of delinquency. Youth with jobs are less likely to engage in delinquent and criminal behaviors. Connecting students to effective vocational programs that provide them with work experience, certifications, and marketable trade skills is key for successful reentry. Furthermore, because the majority of juvenile justice-involved youth will most likely not obtain more than a high school degree, it is imperative that these youths are given the opportunity to develop skills that lead to employment and

[7] Retrieved from http://www.freep.com/story/news/local/michigan/2015/01/24/ged-overhaul-leads-steep-declines/22277991/ 6.26.16

sustainable wages such as industry-recognized career and technical training (National Conference of State Legislatures, n.d.).

During the project period, 99 youth enrolled in some type of job training program, with over one-fourth (27%) receiving a job offer following enrollment. Access to vocational programs as well as employment prospects appeared to be driven in large part by geographic site location. Students enrolled in program services located within the more remote ESD 171, for example, were limited in vocational and/or job opportunities as compared to students served by other sites. In contrast, students in programs located on the I-5 corridor or in urban settings, such as ESD 112, had access to both more vocational programs and employment opportunities, increasing the likelihood of success among these youth.

Recommendations: Continue to network with community stakeholders to build opportunities for program youth to access vocational and employment opportunities across sites. This is especially important for more rural program sites. Prioritize vocational and employment opportunities as essential components of youths' reentry plans (Bilichik, 2011). Address geographic barriers to employment.

In addition to the above recommendations to strengthen youth-focused outcomes, the following recommendations are made to improve and strengthen program practices.

Parent/Adult Engagement

Research has demonstrated that families may be the single most important factor in determining the youth's successful reintegration. Family involvement (e.g., empowering families to engage in their child's re-entry plan) is a critical element for the child's success (Bilichik, 2011). Inviting parents and other caring adults to participate in a youth's reentry process increases the likelihood of a stable, well-supported transition into the community. Each site outlined steps to outreach to families in their i-grant application, however, few sites actively engaged families.

Recommendations: To increase and enhance engagement of students' parents and/or other positive adult role models, the following recommendations are made:

- Routinely involve parents/other positive adults in a meaningful and respectful way in Student Success planning as a means of identifying youth's needs and encouraging active support and assistance from the family.
- Provide professional development opportunities to program staff on how to effectively engage parents/adults in a culturally appropriate manner.
- Eliminate barriers to, and increase capacity of, EAs to connect with families by ensuring flexible work hours to increase the likelihood of contacting families.
- Explore the option of discontinuing policies at the local ESD's that do not allow staff to make home visits, and establish practices that improve communication with families.
- Include parent/adult and youth voice through satisfaction surveys to get feedback on services and use these data to improve program practices as applicable.
- Establish as part of the data collection process a means of collecting information on

contacts between EA staff and parents as well as others to better assess the level and intensity of interaction.

Performance Measures

Measuring the impacts of reentry efforts, and specifically the Education Advocate Program, is essential to demonstrate the results (outcomes) of program activities. Although the current program had a set of specific outcomes, it lacked indicators (i.e., quantitative measures) that assisted the program in knowing if the expected outcomes were met. For example, the outcomes currently refer to "increasing," or "decreasing" but do not set targeted benchmarks or indicators. Indicators will allow the program to define desired results, be accountable for progress, and monitor student performance.

Recommendations: To strengthen program practices and evaluability the following recommendations are made:

- Modify program outcomes to include targeted indicators linked to the program design.
- Consider including a performance measure related to recidivism (i.e., a return to a correctional institution with a new offense within 12 months of release). Recidivism is a common performance measure for reentry programs at both the state and federal levels.
- Additionally, performance measures related to program dosage (e.g., number of contacts) would further enhance the ability to more fully understand how the intensity of program services effects outcomes.
- Provide additional, and ongoing (at least annually), training to program supervisors on how to gather data for evaluation (verses output reporting for a report) and to train program staff on how and when to report data.
- Monitor model fidelity to broaden the understanding of program delivery and allow the project to identify differences among low and high fidelity implementing programs.
- Lastly, the program would benefit from a more rigorous research design, e.g., comparison-group, that would allow for stronger statements regarding programmatic impacts and outcomes.

SUMMARY

In summary, the Education Advocate program in 2014-15 was an innovative, promising, reentry approach that assisted in bridging the gap for youth released from secure confinement back into their home schools and communities. The program provided juvenile justice-involved youth with access to research-based supports that increased their likelihood of success in the reentry process and beyond. Findings indicated that participation in the Education Advocate program services provided youth with supportive services that had to potential to improve academic and vocational outcomes. While some findings fell below expectations, the EA program still demonstrated potential to successfully assist youth in reentry. We encourage project management to consider our recommendations and establish a data collection protocol that is applied to all EA sites. As previously stated, substantial inconsistencies in data collection were observed across program sites. Limited data collection, coupled with inconsistent indicators reported, resulted in inadequate sample sizes and often hindered our ability to make

reliable and meaningful conclusions about students in the program. In order to accurately assess whether the EA program is effective at targeting the indicators (i.e., outcomes) listed in the report, large, consistent and reliable data collection are required.

REFERENCES

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

Barton, W.H., Jarjoura, R. & Rosay, A.B. (2012). Applying a developmental lens to juvenile reentry and reintegration. *OJJDP Journal of Juvenile Justice, (1) 2*, 95-112.

Bilchik, S. (2011). Five emerging practices in juvenile reentry. Lexington, KY: The Council of State Governments, 2011.

Burdick, K., Feierman, C.F., Dickman, A., & Schwartz, R.G. (2015). Building brighter futures: Tools for improving academic and career/technical education in the juvenile justice system: A Pennsylvania example. *Juvenile Law Center*. Retrieved from: http://www.jlc.org/sites/default/files/publication_pdfs/Building-Better-Future-PACTT-ToolKit-4.2015.pdf

Burke, A. (2015). Early identification of high school graduation outcomes in Oregon Leadership Network schools. *National Center for Education and Evaluation Assistance*. Retrieved from: http://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2015079.pdf

Coalition for Juvenile Justice Annual Report. (2001). Abandon in the Back Row: New Lessons in Education and Delinquency Prevention. Retrieved from: https://www.juvjustice.org/sites/default/files/resource-files/resource_122_0.pdf

Curry, A.S., Kim-Gervey, C. & Chief Education Office Research Team. (2016). Chronic absenteeism report. Retrieved from: http://education.oregon.gov/wp-content/uploads/2016/05/CEdO_ChronicAbsenteeismReport__May_2016-WEB.pdf

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

National Juvenile Justice Network. (2016). Improving educational opportunities for youth in the juvenile justice system. Retrieved from: http://www.njjn.org/our-work/improving-education-for-youth-in-juvenile-justice-snapshot

Leone, P. & Weinberg, L. (2012). Addressing the unmet needs of children and youth in the juvenile justice and child welfare systems. Center for Juvenile Justice Reform. Retrieved from: http://cjjr.georgetown.edu/wp-content/uploads/2015/03/EducationalNeedsofChildrenandYouth_May2010.pdf

Mears, D. P., & Travis, J. (2004). The dimensions, pathways, and consequences of youth re-

entry. Research Report: Urban Institute Justice Policy Center. Retrieved from http://www.urban.org/research/publication/dimensions-pathways-and-consequences-youth-reentry

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

Mendel, R. A. (2000). Less hype, more help: Reducing juvenile crime, what works – and what doesn't. Washington, D. C.: American Policy Forum.

Mendel, R.A. (2011). No place for kids: The case for reducing juvenile incarceration. Annie E. Casey Foundation. Retrieved from: http://www.aecf.org/m/resourcedoc/aecf-NoPlaceForKidsFullReport-2011.pdf

National Conference of State Legislatures (n.d.). Reentry and aftercare: Juvenile justice guide book for legislators. Retrieved from: http://www.ncsl.org/documents/cj/jjguidebook-complete.pdf

Office of Juvenile Justice and Delinquency Prevention. (2014). Meeting the educational needs of system-involved youth. Retrieved from: http://www.ojjdp.gov/programs/commitment120814.pdf

Operation Restart. (2011). Re-engaging high school dropouts as a growth strategy for PA. Harrisburg, PA. Retrieved from: http://www.papartnerships.org/publication_files/operation-restart.pdf

Seigle, E, W, N., & Weber, J. (2014). Core principles for reducing recidivism and improving other outcomes for youth in the juvenile justice system. New York: Council of State Governments Justice Center.

Sickmund, M., Sladky, T.J., & Kang, W. (2005). Census of juveniles in residential placement databook. Online author's analysis of OJJDP's Census of juveniles in residential placement 1997, 1999, 2001, 2003, 2006, 2007, and 2010 [machine-readable data files]. Retrieved from http://www.ojjdp.gov/ojstatbb/ezacjrp/

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

Snyder, H.N., & Sickmund, M. (2006). Juvenile offenders and victims: 2006 national report. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

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

Governments Justice Center.

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

Appendix A

Exhibit 1: *Demographics of Youth at Intake by Program Site*

Site		**ESD 101**	**ESD 105**	**ESD 112**	**ESD 113**	**ESD 114**	**ESD 121**	**ESD 123**	**ESD 171**	**ESD 189**	**Overall Total**
# of Participants		**N=63**	**N=81**	**N=123**	**N=88**	**N=41**	**N=59**	**N=55**	**N=51**	**N=109**	**N=670**
% of Total Participants		**(9%)**	**(12%)**	**(18%)**	**(13%)**	**(6%)**	**(9%)**	**(8%)**	**(8%)**	**(16%)**	**(100%)**
Gender	Male	47 (75%)	56 (70%)	78 (63%)	60 (68%)	22 (54%)	57 (97%)	41 (75%)	26 (51%)	68 (62%)	455 (68%)
	Female	16 (25%)	25 (30%)	45 (37%)	28 (32%)	19 (46%)	2 (3%)	14 (25%)	25 (49%)	41 (38%)	215 (32%)
Race	Am. Indian/Alaska Native	7 (11%)	1 (1%)	3 (2%)	1 (1%)	1 (2%)	0 NA	2 (4%)	7 (14%)	6 (6%)	28 (4%)
	Asian	0 NA	0 NA	0 NA	0 NA	0 NA	1 (2%)	0 NA	0 NA	4 (4%)	5 (1%)
	Black/African American	4 (6%)	1 (1%)	11 (9%)	1 (1%)	2 (5%)	23 (39%)	2 (4%)	0 NA	11 (10%)	55 (8%)
	Caucasian/White	38 (60%)	11 (14%)	65 (53%)	59 (67%)	32 (78%)	18 (31%)	13 (24%)	20 (39%)	57 (52%)	313 (47%)
	Hispanic/Latino	6 (10%)	66 (82%)	23 (19%)	13 (15%)	2 (5%)	5 (8%)	35 (64%)	24 (47%)	21 (19%)	195 (29%)
	Nat. HI/Other Pac Is.	0 NA	1 (1%)	7 (6%)	1 (1%)	0 NA	0 NA	0 NA	0 NA	1 (1%)	10 (1%)
	2 or more races	8 (13%)	1 (1%)	14 (11%)	13 (15%)	4 (10%)	12 (20%)	3 (5%)	0 NA	9 (8%)	64 (10%)
Age	Mean – All Youth	16.4	16.5	16.3	16.4	15.9	16.9	16.2	16.1	16.2	16.3

Note: Percentages have been rounded to the next highest number.

Exhibit 2: *Pre and Post Absence Data by Program Site*

Site	Absences		Matched
	Pre	Post	Pre/Post
ESD 101 n=63	No data	No data	n/a
ESD 105 n=81	34	38	33
ESD 112 n=123	56	72	48
ESD 113 n=88	2	0	0
ESD 114 n=41	9	9	9
ESD 121 n=59	28	No data	n/a
ESD 123 n=55	No data	No data	n/a
ESD 171 n=51	30	29	25
ESD 189 n=109	No data	No data	n/a
Total n=670	**159**	**148**	**115**

Exhibit 3: *Pre and Post Academic Objectives by Program Site*

Site	HS Credit Earned	GED Enrolled	GED Earned	Diploma Earned	Post-Secondary Accepted	Post-Secondary Enrolled
ESD 101 n=63	27	20	3	0	1	No data
ESD 105 n=81	35	6	0	3	1	0
ESD 112 n=123	47	28	5	2	6	5
ESD 113 n=88	22	16	5	2	0	0
ESD 114 n=41	14	5	1	2	1	1
ESD 121 n=59	24	4	0	4	12	9
ESD 123 n=55	16	7	0	3	5	2
ESD 171 n=51	10	1	2	3	0	0
ESD 189 n=109	23	70	17	0	1	1
Total n=670	**218**	**157**	**33**	**19**	**27**	**18**

Exhibit 4: *Continued Pre and Post Academic Objectives by Program Site*

	Math		Language Arts		Science		History		Vocational/Family Consumer Science	
Site	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
ESD 101 n=63	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
ESD 105 n=81	24	24	27	27	21	21	21	21	21	21
ESD 112 n=123	10	10	13	13	7	7	2	2	No data	No data
ESD 113 n=88	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
ESD 114 n=41	20	20	20	20	17	17	12	12	5	5
ESD 121 n=59	5	5	5	5	4	4	5	5	5	5
ESD 123 n=55	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
ESD 171 n=51	12	No data	12	No data	12	No data	12	No data	No data	No data
ESD 189 n=109	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
Total n=670	**71**	**59**	**77**	**65**	**61**	**49**	**52**	**40**	**31**	**31**

Exhibit 5: *Pre and Post Math and Reading Standardized Test Scores by Program Site*

	Math		Reading	
Site	**Pre**	**Post**	**Pre**	**Post**
ESD 101 n=63	No data	No data	No data	No data
ESD 105 n=81	6	6	6	6
ESD 112 n=123	1	1	1	1
ESD 113 n=88	88	88	88	88
ESD 114 n=41	No data	No data	No data	No data
ESD 121 n=59	31	31	31	31
ESD 123 n=55	No data	No data	No data	No data
ESD 171 n=51	No data	No data	No data	No data
ESD 189 n=109	No data	No data	No data	No data
Total n= 670	**126**	**126**	**126**	**126**