EDUCATIONAL SERVICE DISTRICT 112
EDUCATION ADVOCATE PROGRAM FOR JUVENILE OFFENDERS RE-ENTERING THE COMMUNITY:
YEAR 3 EVALUATION REPORT

Reporting Period: 9/1/2019 – 6/30/2020

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Prepared for
Educational Service District 112

ESD**112**

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EDUCATIONAL SERVICE DISTRICT 112
EDUCATION ADVOCATE PROGRAM: EXECUTIVE SUMMARY

I. General Background

In January 2018, the Washington State Partnership Council on Juvenile Justice (WA-PCJJ) awarded Title II funds to Educational Service District 112 (ESD 112) to implement Education Advocate program services. Title II funding can be used to support youth offenders' re-entry and aftercare needs to increase successful transition into local communities. Educational Service District 112, located in Vancouver, WA, provides administrative oversight of the project. ESD 112's EA program serves youth in Clark and Cowlitz counties. Services are focused on youth who are 15-17 years of age and assessed as having high needs for support, and who are confronting barriers to reintegration. The project anticipated providing services to 45 youth annually.

The project has two overarching goals: 1) To increase the number of youths that achieve their self-defined educational and life goals; and, 2) To decrease the number of youths who reoffend because of program participation. In support of these goals, the project adopted three targeted outcomes, each with their respective indicators, to assess progress toward these goals. These are to: 1) Increase successful transition (re-entry) of high-risk youth into the school and/or community settings; 2) Improve educational achievement among targeted youth returning to school; and, 3) Reduce systems barriers for youth returning to the school and/or community.

II. Project Implementation and Operations

The implementation of Education Advocate program has been ongoing since January 2018, with year three activities focused on ongoing delivery of program services. Grant funding in the 3rd project period supported three FTE staff to serve youth in two counties within the ESD 112 region – Clark and Cowlitz. Two staff in Clark County serve students within the Battle Ground, Camas, Evergreen, Hockinson, La Center, Ridgefield and Vancouver school districts. In Cowlitz County, one EA serves students within the Castle Rock, Kalama, Kelso, Longview, Toutle Lake and Woodland school districts. All staff have extensive background and experience working with high-risk and juvenile justice-involved youth.

III. Evaluation Methodology

The evaluation team has been part of the project since February 2018, monitoring data collection and engaging with the EAs on a monthly basis. The evaluation incorporates quantitative and qualitative evaluation methods for an integrated approach. Quantitative methods include data from pre-profile and post-outcomes forms regarding such indicators as characteristics of participants, level and type of program participation, and academic and vocational outcome indicators. Contact and service summary logs were collected monthly. Qualitative data were collected with these utilized to inform program statistics.

IV. Key Findings[1]

During the reporting period (September 2019 – June 2020), 59 youth were enrolled in program services, including 46 (78%) from Clark County and 13 (22%) from Cowlitz County, representing 90 percent of the 71 youth referred to program services. Among enrolled youth, most were male (69%) and White (59%).

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[1] Data for process indicators includes records for those youth referred (71) to and enrolled (59) in program services during the current program period (September 2019 – June 2020). Outcomes data are inclusive of records for the 140 participants exited from program services during the same timeframe.

Hispanic/Latinx and multi-ethnic youth comprised another 32% of program participants. At time of enrollment, youth ranged in age from 13 to 18 years, the average age was 16.0. Most participants (83%) were on probation, 2 percent were on parole, 2 percent had been adjudicated, and 15 percent were pending adjudication. (NOTE: A youth may have multiple legal standings).

The evaluation of the Education Advocate project focused upon three primary areas: successful transition, educational achievement, and a reduction of systems barriers. Indicators of successful transition include workforce or job training engagement, enrollment in vocational programs, and a reduction in engagement with the juvenile/criminal justice systems. Educational indicators include earning high school credits, improved academic performance, obtaining a high school diploma, acceptance and enrollment in post-secondary school, and obtaining a GED. Reduction of systems-level barriers was measured by improved communication and collaboration between juvenile justice and education systems. The following provides a brief overview of key findings.

Goal 1. Increase successful transition (re-entry) of high-risk youth into the school and/or community settings.

- Finding: The project anticipated serving 45 youth annually, including conducting pre-release meetings and developing Student Success Plans (re-entry). Fifty-nine (59) youth were enrolled in program services during the 2019-2020 program period (September-June).

- Finding: Eighteen (18) youth enrolled in program services were referred to a job placement program: six remained engaged at follow up 90-days post-entry.

- Finding: Twenty-seven (27) youth were reported as transitioning to employment during program participation: all remained employed at follow up 90-days post-entry.

- Finding: Sixteen (16) youth transitioned to vocational support programs during program participation: seven were still engaged at follow up 90-days post-entry.

- Finding: Among the 140 youth with outcomes data reported, ***nearly all (123 or 88%) did not reoffend*** (e.g., charged with a new offense) while engaged in program services (although 34 of these youth were charged with probation violations). Of the 17 (12%) participants reported as reoffending, 13 were charged with new felony charges, and the remaining four had new misdemeanor offenses reported.

Goal 2. Improve educational achievement among targeted youth returning to school.

- Finding: Among participants, 124 were eligible for school enrollment, with 111 (90%) reported as transitioning back to school. Of these 111 youth, most (75%) earned one or more high school credits while engaged in program services.

- Finding: At baseline, among the 78 students with academic data reported (representing 70% of youth returning to school), 73 percent were passing one or more classes with this increasing to 86 percent at follow-up: an 18 percent improvement in educational achievement. Additionally, analysis of pass/fail grade data for these youth, indicate 58% demonstrated improvements in academic performance (e.g., increased the number of classes passed) as compared to baseline thus exceeded the targeted outcome for academic improvement.[2]

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[2] Note: Caution should be used when interpreting pass/fail findings as changes to the grading system resulting from the COVID-19 pandemic e.g., incomplete grades did not count as "failed" thus may positively skew results.

- Finding: Of the 124 youth eligible to return to secondary school, 9 (7%) obtained a high school diploma and 69 (56%) were still enrolled at time of exit. Twenty (16%) youth dropped out. The remaining 26 (21%) youth faced varying other circumstances that prevented them from graduating, which included transition to some other education program (e.g. GED). A total of 33 youth entered a GED program (including non-school-transition youth). Among these youth 5 (15%) obtained a GED Certificate, 13 (39%) were still enrolled at program exit, and 15 (45%) had dropped out prior to completing the testing process.

3. Reduce systems barriers for youth returning to the school and/or community.
- Finding: 100% of stakeholders surveyed (n=16) strongly agreed that the EA program reduced barriers for youth leaving secure confinement and provides needed services for youth re-entering the school and/or community.

V. Conclusions
The EA model is an innovative reentry program designed to bridge the gap for youth leaving secure confinement and returning to their home schools and communities. EA staff provide these youth with the supportive services needed to overcome the multiple re-entry process barriers while ensuring youth are linked to other needed resources. Overall, the project made considerable progress toward the achievement of outcomes linked to transition and re-entry services as well as academic performance. Impressively, these positive outcomes were accomplished despite the closure of the K-12 education system and the subsequent state mandated shelter-in-place order issued in March 2020 in response to the COVID-19 pandemic. Program data indicate that EA's continued to provide consistent case management services to enrolled youth throughout the spring shelter in place order, with staff innovating approaches to reach youth, families, and providers. For example, this EA noted,

> *"While I've been working from home due to the COVID-19 quarantine, communication with parents has drastically increased through email, phone calls and texting. Parents are seeking help to motivate their children to work on their classes at home."*

Another staff member commented on the importance of continued collaboration across partners to ensure engagement of youth,

> *"I really appreciated how everyone worked together to support each other during the pandemic. My colleagues within ESD 112, the schools and juvenile detention and the students' families stepped up to brainstorm and implement new methods to enable our students' success."*

Finally, among stakeholder survey respondents, there was high level agreement that EA services reduce systems level barriers for youth returning to home school and communities. And, because of the EA program communication and collaboration between the education and juvenile justice systems improved. The importance of the EA program to support juvenile justice-involved youth and overcome systems barriers was summed up by this stakeholder,

> "*The EA is a valuable resource for our youth and families. The EA is able to help youth and families advocate for their educational futures and navigate the options and services that are unknown to said youth and families.*"

EDUCATIONAL SERVICE DISTRICT 112
EDUCATION ADVOCATE PROGRAM: YEAR 3 EVALUATION REPORT

I. GENERAL BACKGROUND

In January 2018, the Washington State Partnership Council on Juvenile Justice (WA-PCJJ) awarded Title II funds to Educational Service District 112 (ESD 112) to implement Education Advocate program services. Title II funding can be used to support youth offenders' re-entry and aftercare needs to increase successful transition into local communities. Educational Service District 112, located in Vancouver, WA, provides administrative oversight of the project.

The Education Advocate (EA) program, developed by the Washington State Office of the Superintendent of Public Instruction (Schutte & Maike, 2009), provides comprehensive case management services to youth returning to the community after confinement in local juvenile detention and Juvenile Justice and Rehabilitation Administration (JJRA) facilities. The EA program is based on research identifying the needs of juvenile offenders "across multiple problem areas – academic, substance abuse and mental health – [and] stresses the importance of designing and implementing re-entry intervention programs that are comprehensive and multi-modal" (Schutte & Maike, 2009, Section A., p. 3).

The EA program is designed to assist youth during the reentry process to overcome barriers in returning to school and/or the community. The goal of the EA model is to reduce the rate of recidivism among youth offenders transitioning from secure facilities into schools and communities by providing case-management, guidance, coaching and counseling support. The project objectives are to: 1) Improve the transition to school by coordinating efforts between the schools and the secure facilities; 2) Assist youth to re-engage and become successful in school (secondary and post-secondary); and 3) Link youth to job training and employment opportunities. Key elements of the program include:

- Re-entry plan development that is comprehensive and begins prior to release;
- Intensive case management;
- Service coordination across multiple systems, including schools, courts, substance abuse and mental health treatment providers, and community-based and youth serving agencies;
- Parent involvement and support; and
- Cross-system collaboration to identify, reduce, and eliminate barriers, and increase coordination of services for juvenile offenders and their families.

On an individual basis, youth learn skills that allow them to be effective in setting and pursuing life-long goals, not just as adolescents, but moving into adulthood as well. As youth identify and reach their self-defined goals, they experience a sense of self-control and self-mastery that is a protective factor against reoffending and involvement in other harmful activities.

ESD 112's EA program serves youth in Clark and Cowlitz counties. Services are focused on youth who are 15-17 years of age, assessed as having high needs for support, and who are confronting barriers to reintegration. The project anticipated providing services to 45 youth annually.

The overarching goals of the ESD's EA program are two-fold:
        1) To increase the number of youths that achieve self-defined educational and life goals; and
        2) To decrease the number of youth participants that reoffend.

In support of these goals, the project adopted three targeted outcomes, each with their respective indicators, to assess progress toward these goals (See Appendix A). These are to: 1) Increase successful transition (re-entry) of high-risk youth into the school and/or community settings; 2) Improve educational achievement among targeted youth returning to school; and, 3) Reduce systems barriers for youth returning to the school and/or community.

The purpose of this report is to detail the process measures and outcomes of the third project year (September 2019 – June 2020). The report is based on information collected from interviews with the Education Advocates, site visits, survey and program data.

II.   EVALUATION METHODOLOGY AND STATUS TO DATE

The evaluation team has been part of the project since February 2018, monitoring data collection and engaging with the EAs on a monthly basis. The focus of the evaluation is to assess the conduct of common project activities, with instruments designed to fit project objectives. The following provides an overview of the evaluation instruments used:

1)   *Monthly Summary Report:* Description of monthly project activities and service summary by site, such as number and type of referred youth, number and types of enrolled youth, caseload, level of services, and referral sources, as well as concerns or barriers affecting project services. Completed monthly by the EA.

2)   *Contact Log:* Records information regarding the number and types of contacts made with all youth enrolled in program services and to provide an estimate of the number of hours of service received by each participant. Completed monthly by the EA.

3)   *Youth Profile Form:* Documents intake information for each youth including basic demographic information, school status, living arrangement, involvement in school-based services, status in legal system, and service delivery. Completed at time of intake by the EA.

4)   *Youth Outcomes Form:* Collects information about youth when s/he completes or concludes services including case management and referral services, level of participation, school-related data, recidivism, reason for exit, transition services, and overall assessment of program impacts. Completed at time of exit by the EA.

5)   *Stakeholder Survey:* A brief online survey tool that asked respondents about their experiences working with ESD 112's EA program including collaboration, communication, and satisfaction.

The evaluation incorporates quantitative and qualitative evaluation methods for an integrated approach. Quantitative methods include data from pre-profile and post-outcomes forms regarding such indicators as characteristics of participants, level and type of program participation, and academic and vocational outcome indicators. Contact and service summary logs were also collected monthly. Qualitative data were collected with these utilized to inform program statistics.

Strategies for outcome related data made use of locally designed forms including the collection of data from school records as described above. Other materials used in the preparation of this report included notes from meetings, Zoom interviews, phone consultations, and e-mail contacts. There were also routine contacts and information exchanges with the Project Director to review project activities.

Statistical Analysis Methods
The evaluation used a pre-experimental (pretest/posttest) design. This design was selected due to the lack of an adequate control group. Three types of analyses were used to analyze 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, in cases where pre- and post- data were available, paired-sample *t*-tests were conducted to determine whether changes from pre to post were statistically significant, as appropriate. 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.

Effectiveness of Data Collection Methods and Tools
The data collection system and supporting strategies had been fully implemented during the previous program years. A refresher training was conducted in the fall and included a review of project findings from the previous program year. All locally designed evaluation instruments included detailed protocols for their use, with the evaluation team providing technical assistance on data collection throughout the project period.

Overall, evaluation data were of fair quality with minimal missing data. Data were collected monthly, with problems identified and resolved as appropriate. Issues with outcome data were addressed with program staff during phone calls, clarifications were made, and errors corrected.

Of the 71 youths referred to program services during the 2019-2020 program year, Youth Profile forms were completed for 59 participants, with all records used for analysis. In addition to these 59 new cases, records from EAs existing caseloads were examined, with a total of 130 cases used for analysis of adherence to the case management model (contact records).

Outcomes forms for 140 youth were used to assess progress toward targeted project-level objectives these included youths who were enrolled in program services during the current and previous program years.

III. PROCESS EVALUATION
The following section provides a brief description of implementation, project operations, and program activities. It includes a review of programmatic highlights and barriers that may have impacted implementation and operations and the project's capacity to achieve stated outcomes.

A. PROJECT IMPLEMENTATION AND START UP
The implementation of the Education Advocate program for youth transitioning from secure juvenile facilities has been relatively seamless, with activities focused on the continued delivery of program services. Grant funding in the 3rd project period supported three FTE staff serve youth in two counties – Clark and Cowlitz—located within the ESD 112 region. Two staff in Clark County serve students within the Battle Ground, Camas, Evergreen, Hockinson, La Center, Ridgefield, and Vancouver school districts. In Cowlitz County, one EA serves students within the Castle Rock, Kalama, Kelso, Longview, Toutle Lake and Woodland school districts. All staff have extensive background and experience working with high-risk and juvenile justice-involved youth.

Referral systems were in place through existing EA program service structures overseen by ESD 112, and thus allowed for a continuation of program services. The Project Director and program staff have established networking relationships with key staff at JJRA facilities as well as at each county's respective juvenile court system and within the local school districts.
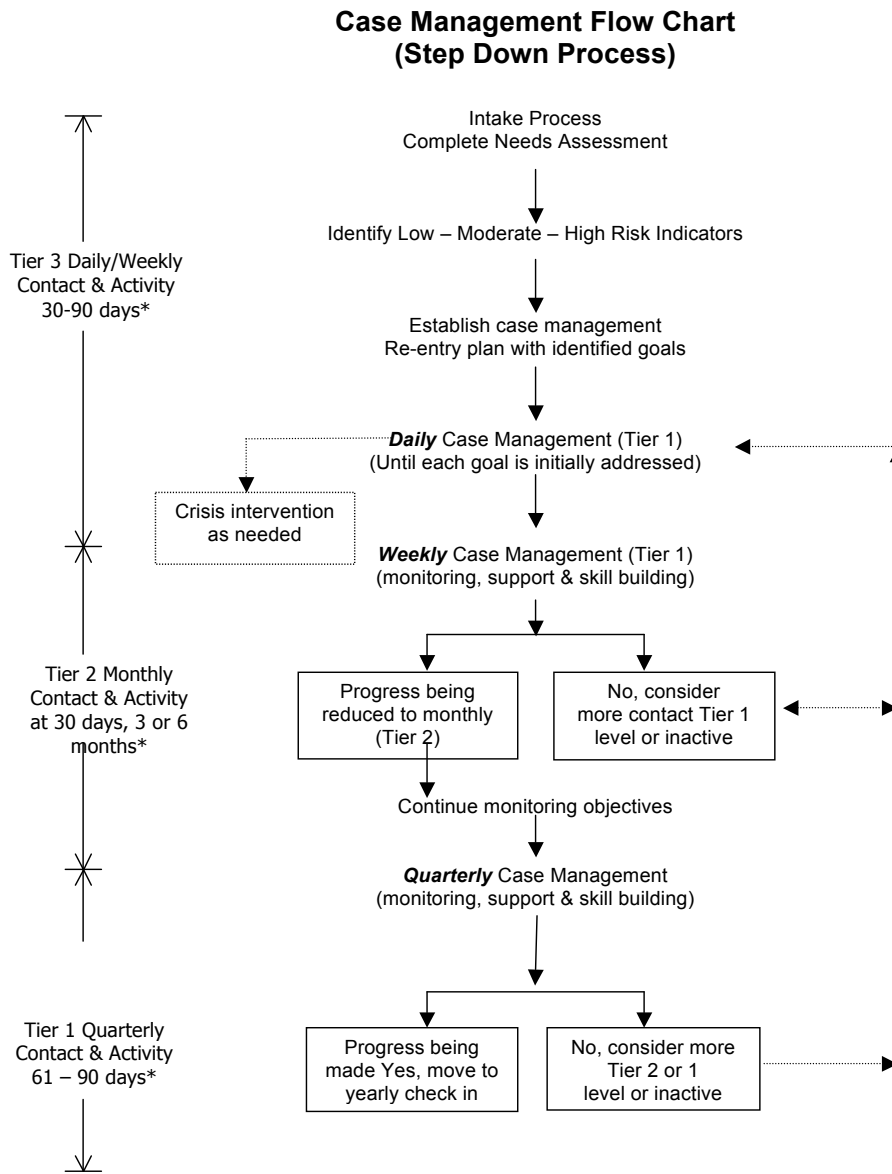
B. PROJECT OPERATIONS

Youth offenders re-entering the community-at-large face a number of systems level and individual barriers that place them at-risk of failing during the re-entry process. To effectively address these obstacles, the EA program is designed to increase the success of high-risk youth released from both county detention centers and state-funded Juvenile Justice Rehabilitation Administration (JJRA) facilities through the implementation of a comprehensive case management model.

Per the model, EA case managers, in collaboration with the youth, develops an individualized re-entry plan (aka Student Support Plan). The EA regularly monitors progress toward the established goal(s) by providing daily, weekly, and/or monthly contact with the youth as well as other adults instrumental in the youth's life, as appropriate. These supports include referral to counseling and treatment, monitoring of appropriate educational placement, credit retrieval, assistance with home living environment, life skills building, linkages with mentors and vocational training, and interventions for unhealthy behaviors. The program uses a three-tiered model for case management, guidance and counseling support services. Tiers are based upon each student's identified level of need at time of program enrollment (Schutte & Maike, 2009). These are:

1) **High Level (Tier 3): Intensive Case Management.** Youth at this level of service require intensive case management services, with contact 1-2 times a week unless daily support is needed. Program staff also makes regular contact with one or more adults who are 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 at this level remain on intensive case management for a minimum of 30 days and up to 90 days. Each month, program staff reassess the status of the youth's progress to determine if the level of service should be adjusted.

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

3) **Low Level (Tier 1): Follow Up/Quarterly Monitoring.** These youth require the least amount of monitoring and support. Typically, contacts are made quarterly or less depending on the youth's need. The primary purpose of case management at this level is to maintain a caring, positive, relationship with the youth. Tier 1 services are appropriate for: a) Youth making significant progress on re-entry plan goals; b) Youth on the EA's caseload that have been sentenced to secure confinement (e.g., JJRA for more than six months); and, c) Youth on EA's caseload is admitted to inpatient treatment or a residential treatment educational academy.

The case management model is not a static process. Youth move up or down the continuum of case management support depending upon, and in response to, identified needs. The following figure illustrates the three-tiered, step-down, case management model.

Figure 1: EA Case Management Flow Chart

Case Management Flow Chart
(Step Down Process)

Intake Process
Complete Needs Assessment

Identify Low – Moderate – High Risk Indicators

Establish case management
Re-entry plan with identified goals

Tier 3 Daily/Weekly Contact & Activity 30-90 days*

Daily Case Management (Tier 1)
(Until each goal is initially addressed)

Crisis intervention as needed

Weekly Case Management (Tier 1)
(monitoring, support & skill building)

Progress being reduced to monthly (Tier 2)

No, consider more contact Tier 1 level or inactive

Tier 2 Monthly Contact & Activity at 30 days, 3 or 6 months*

Continue monitoring objectives

Quarterly Case Management
(monitoring, support & skill building)

Progress being made Yes, move to yearly check in

No, consider more Tier 2 or 1 level or inactive

Tier 1 Quarterly Contact & Activity 61 – 90 days*

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

Below we provide a brief description of the variety of supportive services typically offered to youth enrolled in the EA program. Services vary depending upon the community to which the youth is transitioned, with these aligned to the goals established on the Student Support Plan (re-entry plan). Supportive services may include the following:

- For youth transitioning to the secondary school setting, the EA establishes open communication with the home school, contacts the school administrator and counselor, arranges a re-entry meeting with the appropriate school staff, and processes the necessary paperwork. The EA

works directly with school staff, the youth, and the youth's family to reduce academic and non-academic barriers and provides tutoring or homework support as needed.

▪ For youth transitioning to the community with a goal of entering post-secondary school, the EA assists in identifying a local college and helps the youth through the registration process, including completing financial aid paperwork, as appropriate, and addressing any other barriers to enrollment.

▪ For youth transitioning to the community with a goal of obtaining employment, the EA assists the youth with completing or obtaining the appropriate paper work (i.e., social security, birth certificate, driver's license, etc.). Staff help the youth with aptitude and/or career planning and may connect the youth to a skills certificate programs (i.e., flagger, food handler, first aid, etc.).

▪ For youth transitioning to vocational settings, the EA works to connect the youth to community-based training programs (i.e., GED program, vocational education, and technical colleges); monitors the youth's involvement with community-based training programs; and, provides counseling support and case management to assist with food, shelter, and clothing as needed.

In addition, the EA connects, as applicable, to the parents/family of the youth. The purpose is to check on the status of the youth and family relations, linking the family to community-based resources, or serving as a liaison on behalf of the family, as appropriate. Outreach to youth's parents/guardians also includes reviewing the Student Support Plan, the parents' role, in the re-entry process and problem-solving barriers to successful reentry.

EA's regularly make telephone, text, or email contact with youth on their caseload. Generally, the purpose of these types of contacts is to confirm appointment times, check on academic progress, provide encouragement or support, and to provide follow up with information about referrals to services discussed during face-to-face meetings. These more informal contacts also allow the EA to reinforce positive behaviors and provide an opportunity for early intervention if the need should arise.

Collaboration Among Stakeholders
Key to the success of the EA model is information sharing between stakeholders on behalf of the youth. Regularly scheduled meetings between probation officers, detention staff, EA case managers, educators, and other service providers – both in school and out of school – are essential to ensuring open communication about the youth and his/her needs. Increased communication and cross agency collaboration reduce the likelihood of duplicated services and establishes positive and trusting relationships between service providers. During the project period, the EAs and JJRA staff routinely met to consult about youth on the EA's caseload, as well as to conduct pre-release planning for youth within JJRA facilities when scheduled for release.

To gauge stakeholder perception of the EA model a brief on-line Stakeholder Survey was distributed to key program partners the week of March 16-20, 2020. Each EA was asked to identify 5-7 program partners with whom they work closely with as part of their role. Surveys were sent to 17 individuals, with 16 participating, representing a 94% response rate. Most respondents were Juvenile Services Probation

> *"A major aspect of EA work is to build rapport with all participants: youth, parents, PO, school staff, and community service providers. I want to use this space to acknowledge the school staff's incredible help and support over the past 9 years. Very often, when I just walk in the school building, the attendance or security staff immediately fill me in the latest news of my students. We will start discussing strategies or plans on how to help the students. Teachers and counselors are generous with their time working with me to help students as well."*
> *Education Advocate*

staff (10), with two school staff responding, one JJRA staff, one district staff, and one family member also responding. Table 1 shows the survey results. Not all participants answered all questions.

Table 1: 2019-2020 Stakeholder Survey Results

Stakeholder Survey Questions	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
The Education Advocate program increased collaboration between schools, juvenile justice agency staff, and community-based service providers. N=16	100%	-	-	-
The EA program created opportunities for joint planning among juvenile justice, schools, and community-based partners, e.g., re-entry options for youth re-entering the school and/or community. N=16	94%	6%	-	-
Communication between the district, school, juvenile justice agency, and community partners improved as a result of the EA program. N=15	93%	7%	-	-
The EA program reduces barriers for youth leaving secure confinement. N=15	100%	-	-	-
The EA program provides a needed service for youth re-entering the school and/or community. N=16	100%	-	-	-
As a result of EA program services, youth are more likely to successfully transition from secure confinement to school and/or the community. N=16	94%	6%	-	-

Overwhelmingly, participants agreed that the EA program was beneficial for youth transitioning from secure confinement, including reducing barriers and decreasing the likelihood of recidivism. Further, that because of program services collaboration and communication between the education and juvenile justice system improved.

Survey participants were also provided the opportunity to give additional details about the impacts of the EA program. Among the 13 participants responding, in general, responses were positive with partners praising program staff and noting the importance of program services for the youth it serves. For example, this parent noted:

> *"If it were not be for EA program my son would not have a chance to stay in school. [The] school district did not even want to look at my son's case and his needs to see how they can support him, the only "solution" they offered is online schooling….When EA (Jingling Beeson) stepped in, suddenly options for my son were expanded, school officials started to talk about Section 504, Special Education, and Individual Education Plan… Jingling not only lobbied school district for him but also worked directly with my son to get to know him, his needs, abilities, and limitations, to figure out how to motivate him, to help him to return to school with dignity and confidence, and to succeed. When my son started to struggle academically, if SD would have supported him the same way as EA program did, maybe he would not be tempted to violate the law and end up in the court system. Jingling has unique approach to every barrier and issue she encounters on her way, she does not have a "one fits all" pattern of helping students, her methods are very unconventional and spontaneous for each case, based on student's unique situation, ability, and needs. She sees a person behind each of her cases, she treats student with respect and dignity*

and demands the same treatment toward students from school officials.… Because of EA program children are getting a chance to stay in school, and that's why the overall crime rate in our area is relatively low. I appreciate EA program very much!"

Additionally, this juvenile services staff commented, "The EA's are a huge support to our families and youth. They coordinate services that a probation counselor would not have the time to do. We are so very thankful for their efforts." Another respondent echoed, "The EA is a valuable resource for our youth and families. The EA is able to help youth and families advocate for their educational futures and navigate the options and services that are unknown to said youth and families."

C. PROJECT ACTIVITIES AND PARTICIPANTS

Referrals to Program Services
Referral systems were in place with networking and collaboration established among the EA, JJRA facilities, and the respective county's juvenile court and school systems. Routinely meetings between EA staff, JJRA, and local detention school staff were held to review youth scheduled to be released from institutional settings. The key focus of these meetings was to discuss the unique needs of these youth, identify eligibility requirements, and, as a team, begin transition planning.

During the program period (September 2019-June 2020), 71 youth were referred to EA program services across the program sites. Of the 71 youth referred during the reporting period, most were male (65%) and white (66%). All referrals (100%) came from juvenile justice sources, including probation, parole, diversion, and detention center staff.

Characteristics of Enrolled Youth: Year 3
Fifty-nine (59) youth were enrolled in program services (Table 2), including 46 (78%) from Clark County and 13 (22%) from Cowlitz County, representing 83 percent of the 71 youth referred to program services. Among the 59 enrolled youth, most were male (69%) and White (59%). Hispanic/Latinx and multi-ethnic youth comprised another 32 percent of program participants. At time of enrollment, youth ranged in age from 13 to 18 years: the average age was 16.0.

Table 2: Demographics of Program Youth: 2019-2020 Program Period

		N = 59	Percentage
Gender	Male	41	69%
	Female	18	31%
Race	American Indian/Alaska Native	1	2%
	Black/African American	2	3%
	Hispanic/Latinx	8	14%
	Native Hawaiian/Other Pacific Islander	2	3%
	Two or more races	11	19%
	White/Caucasian	35	59%

*Percentages have been rounded to the nearest whole number.

Of these 59 youth enrolled during the final program period, approximately half (47%) lived in single headed households, with another 7 percent living with friends or a relative (e.g. grandparent, aunt, uncle), and 5 percent either homeless or in foster care (Table 2).

Table 3: Living Arrangements: 2019-2020 Program Period

	N = 59	Percentage
Both Parents	7	12%
Single Headed Household	28	47%
Relative	4	7%
Parent & Step-parent	9	15%
Parent/Partner	4	7%
Foster Care	2	3%
Friends	4	7%
Homeless	1	2%

*Percentages have been rounded to the nearest whole number.

"This student lived with his physically and emotionally abusive father off and on for years. His father was incarcerated numerous times for drug possession and assault. Once the student was placed on probation, he was offered numerous resources that he gladly accepted. He began working towards his GED, while he waited for an inpatient bed to become available at a substance abuse treatment center. He successfully completed the program, moved in with his grandparents and earned his GED! He is currently working full-time in his grandfather's construction business. His father recently returned to prison for another two-years." Education Advocate

School Status (N=59)

At time of enrollment, nearly all youth (88%) were at the high-school level, including 17 percent in 9th grade, 27 percent 10th grade, 24 percent 11th grade, and 14 percent 12th grade. Four youth (7%) were 8th graders.

Among these youth, 41% were involved in one or more types of school-based services including 25 percent in Special Education-Learning services, 22 percent in Special Education-Behavioral services, and 7 percent that received some other service such as ELL or drug and alcohol counseling (Note: a student could be involved in multiple services as such percentages sum more than 100%). Not surprisingly, most youth (76%) returning to the education system were not on track to graduate. In fact, just over one-in-10 (12%) of high-school-aged youth were reported as having earned the necessary credits and were meeting all other graduation requirements. The remaining youth were not high-school-aged.

Status in the Legal System (N=59)

As expected, all youth were involved in the legal system at some level (Figure 2). For example, most participants (83%) were on probation, 15 percent were pending adjudication, 2 percent were adjudicated, 2 percent were on parole, and 3 percent had been previously incarcerated. (Note: A youth may have multiple legal standings as such percentages sum more than 100%).

Figure 2: Legal Status at Enrollment
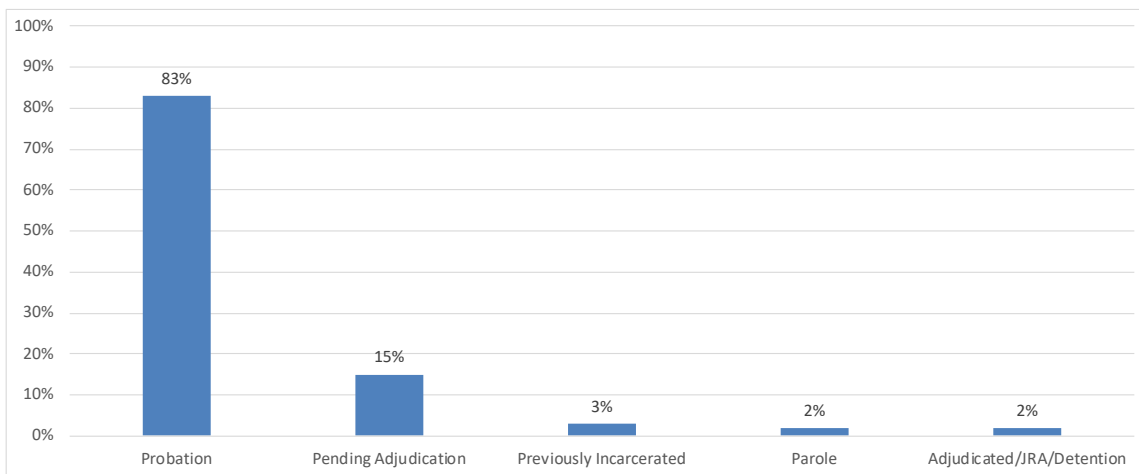
*Percentages have been rounded to the nearest whole number.

Program Delivery: Case Management and Referral Services

At time of intake, youth were assessed for academic and behavioral needs. A Student Support Plan was designed based upon identified needs with referrals and services planned. Among enrolled youth, referrals for services included:

1) Educational Support – Behavior: 68%
2) Educational Support – Academic: 93%
3) Educational Support – Referral (e.g., GED prep, GED test, college enrollment): 46%
4) Vocational Support – Behavior (e.g., skill building): 32%
5) Vocational Support – Job Placement Assistance: 31%
6) Basic Needs (e.g., housing, medical, SNAP, etc.): 22%
7) Family Support: 97%
8) Behavioral/Mental Health Support (including substance abuse treatment): 66%

Service Engagement

The following information discusses services delivered to the 130 youth engaged in the program during the current funding cycle (September 2019 - June 2020), and includes the 59 youth discussed above.

Monthly, staff reported both the number of hours youth engaged in program services and the number of contacts made with or on behalf of those enrolled. Overall, 6,660 individual contacts with 130 unique clients were reported. The number of contacts made per client ranged from a low of 1 to a high of 32, averaging 6.7 interactions per client monthly. Among these contacts, 96 percent were conducted with the youth, 86 percent were with school personnel, 81 percent with the youth's probation officer, and 77 percent engaged family members. (Note: a single contact could involve multiple types of participants).

Table 4: Average Monthly Contacts and Service Hours

Month	Average # of Contacts	Average # of Hours
September	7.6	2.7
October	7.6	3.0
November	6.8	2.4
December	6.4	2.0
January	6.6	2.3
February	6.5	2.2
March	5.8	2.0
April	6.9	1.9
May	6.5	1.9
June	6.1	2.1
Total	**6.7**	**2.2**

Overall, 2,222 hours of direct services were provided to or on behalf of program youth during the final project period. Monthly, contact length (or dosage) ranged from 30 minutes to 12.5 hours, averaging 2.2 hours of engagement per youth per month. Despite the closure of schools as well as the orders to "shelter-in-place" due to the COVID-19 pandemic, staff were able to maintain levels of contact with program participants throughout the program months.

As noted previously, dosage and intensity of service may change throughout service engagement depending upon the youth's identified need as well as his or her progress toward re-entry and academic goals. As expected, program data indicate that youth receiving Tier 3 services had a higher number of contacts, on average, per month, with these also somewhat more intensive (hours/month) as compared to the moderate and low tiered services (see page 20 for additional details).

Referral Services

EA staff are tasked with linking youth to appropriate school and/or community-based services to assist in addressing identified needs and goals, and to provide support during the youth's transition process. Referral information was reported for the 140 youth[4] exited from program services during the program year (September 2019 – June 2020). According to program records, school-based referrals included: school counselor (81%), Prevention/Intervention Specialist (41%), Special Education (31%), and school-based mental health program (23%). Twelve percent were referred to some other type of school service (e.g., alternative education, after school tutoring).

Referrals to community-based services for these youth included: substance abuse services (49%), employment/workforce training programs (44%), mental health services (36%), GED programs (32%), vocational training programs (31%), and higher education (3%). Eleven percent were referred to some other type of community-based program (e.g. inpatient treatment, homeless services).

Status at Exit from Program Services

As noted, 140 youth were exited from program services. At time of exit, the average age of participants was 17.0 years. Overall, these participants were enrolled in program services for an average of 342 days (approximately 11 months), with the number of days enrolled ranging from a low of 56 to a high of 1,756 (approximately 4.8 years).

The data in Table 5 show the reason youth were exited from program services. These data demonstrate that, for the most part, youth were exited due to the end of the program year (66%), with approximately one-in-ten reported as successfully completing services. Nine percent (9%) of youth were exited due to disengagement or a refusal to participate, with a small percentage (4%) incarcerated.

Table 5: Reason for Exit

Reason for Exit	N=140	Percentage
End of program	92	66%
Incarcerated	5	4%
Moved/Transferred	8	6%
Other (specify)	2	1%
Refused/Discontinued services	13	9%
Successfully completed services	14	10%
Whereabout unknown	6	4%

Level of Participation

For youth exiting services, staff provided an assessment of the youth's level of participation. Figure 3 shows the assessed level of engagement among youth at exit.

Among the 140 youth exited during the program period, nearly all (86%) made some level of positive progress. In fact, 39 percent were assessed as having fully engaged in services. Full engagement is defined as following through with intervention plan goals and showing a concerted effort to engage in services and make behavioral and educational improvements. Forty-six percent had moderate participation, with the remainder of youth minimally engaged.

Figure 3: Level of Participation

Full 39%, Minimal 14%, Moderate 46%

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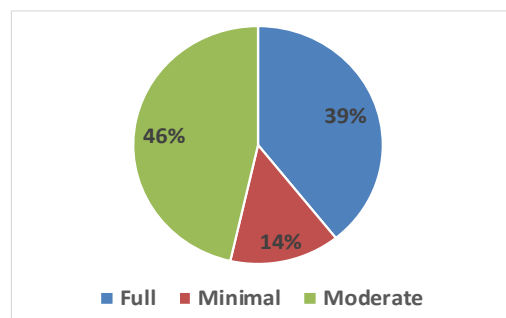
[4] NOTE: Ten youth were exited during September 2019. As a result, no contact records were available for them during the reporting period, thus the difference between the number of contact service records (N=130) and the total number of youth served youth exiting program during the reporting period (N=140).

Program Impacts

At the end of the project period, program staff provided an assessment of the effects of services on enrolled youth rating this from "very helpful" to "unknown." Among these youth, staff felt that service participation was at least somewhat helpful for nearly all (93%) participants – including very helpful for 59 percent. Little to no impact was reported for 10 youth (7%).

In addition to the above assessment, program staff routinely provided information about events or activities that positively affected a program participant, as well as barriers or difficulties that adversely affected program services. The overall value of these services, as well as the challenges faced by youth, are articulated in the following comments from EA staff.

Program Highlights:

A youth that I have been working with for over two and a half years has seriously struggled in school. When he was enrolled as a freshman he rarely went to class and has a serious substance abuse problem. Fast forward to this last month and he has decided he wants his GED. So he, on his own, attended an orientation for Open Doors at the NEXT building. Then he met with a specialist at NEXT to get enrolled I the workforce program to gain skills for employment, He is in the process of taking the GED practice tests at home on his own so he can start studying for the official tests. He has made more progress in the last two months than he has the last three years!

The most successful event of this month is helping a youth (9th grader) become eligible for special education services. Based on this youth's mom, she has made numerous efforts on contacting and meeting school teachers, counselors and administrators for the purpose of helping her son improve academic skills and pass classes since the youth was in 5th grade. The suggestions and accommodations from educators had limited effect on the youth who began to skip school more or more. The youth's PO made a referral for psychological evaluation through the juvenile court. The evaluation results strongly indicate that the youth needs a much higher level of educational services. The probation Connection team started to work with the school team to speed up the process of special education evaluation. It took the school less than 1.5 months to complete a 4 months process. We have excellent teams in court experienced in working with bureaucratic red tape.

> *"Youth was not having any success at the traditional high school, failed his entire 10th grade year and was withdrawn for attendance, due to circumstances out of his control such as homelessness. We enrolled him in the alternative school, and he was in a program that was 2.5 hours a day and very small class with a very supportive teacher that was very understanding of his circumstances. He has since passed 6 classes, gotten a job at a grocery store, and successfully completed probation. He also played football last fall for his home school and was a star on the field!"*
> *Education Advocate*

I have been impressed with many of my student's ability to transition to online schooling during the COVID-19 crisis. I have a couple of students that are more engaged now than they were attending school in person. Makes me wonder if attending traditional school is more anxiety causing to certain students than we thought? I think some interesting discoveries are going to be brought to light when this is all said and done.

This is the final month of this project and it has been a very interesting ending due to the current circumstances in our world. One youth has definitely surpassed her probations team's expectations and I am so proud of her accomplishments. She was very credit deficient last year and she worked so hard and graduated on time last June. She then enrolled in Clark College last fall and she attended and passed all

classes for fall, winter and spring quarters and is enrolled currently in the summer quarter. She also received a scholarship last spring from the juvenile court and Clark College and reapplied for it again this spring. She has done all of this while being thrown many curve balls she has had to deal with, such as homelessness, mental health issues, substance abuse, a toxic and abusive family and a parent in prison. In addition, she was just successfully discharged from probation this month and will have the opportunity of having her record sealed in a year. I am so proud of her hard work and her refusal to give up. She is the true definition of resilience.

Identified Barriers:

One of the ongoing trends for this school year is high level of truancy among younger students. The reasons for truancy vary from student to student. One common theme for not attending school or skipping classes seems to be lack of family support. School and probation teams have seen improvement in attendance once we are able to strengthen the family system by helping with basic needs, community resources, and parenting skills.

Well, without saying the most difficult barrier this month has to be the closure of schools due to the COVID-19 pandemic. I was working with four youth to get them enrolled in various schools and now we have to figure out what their education will look like with the new guidelines. Some of my kids were already enrolled in online programs so their transition should be painless. However, for the kids I have in traditional school, the transition most likely will not be as easy. For example, I have some kids that do not have computers so my first step is making sure they are given devices so they can complete assignments. In addition, I cannot meet with my kids in person anymore and all meetings with the juvenile court and schools are being held by phone or video.

All of my students have mental health and/or substance abuse issues. During this very trying time, more than half of them have experienced increasing substance abuse, relapse, anxiety, or depression. One of the youth had to be hospitalized for assaulting family members and extremely risky behavior.

COVID 19 has dramatically changed the function of my position. Many of the families I work with are struggling financially and emotionally. I spend a lot of time listening to stressed parents and I try to offer support in any way I can. In some cases, their children's' education is low on the list of their needs.

Closing out this year without being able to meet with my kids in person has been very difficult. It feels like things have gone unfinished this year. Thankfully I have still been able to connect via Zoom, phone and text. However, the online format has been a difficult transition for many of my students and it definitely reflects in their grades this semester. My kids face so many barriers and the online format has now become one more barrier they are facing with their education. Even though we do our best and try to help, at the end of the day these kids are still facing so many challenges.

IV. OUTCOMES EVALUATION

The evaluation of the Education Advocate project focused upon three primary areas: successful transition, educational achievement, and systems barriers. Indicators of successful transition included engagement in workforce or job training, enrollment in vocational programs, and reduction in juvenile/criminal justice systems. Educational indicators included earning high school credits, improved academic performance, obtaining a high school diploma, acceptance and enrollment in post-secondary school, and obtaining a GED. Reductions in systems-level barriers was measured by improved

communication and collaboration between the juvenile justice and education systems. The project's evaluation logic model outlined process and outcome indicators used to assess progress during the project period.

The following section outlines progress toward the stated process and outcomes indicators. Data for process indicators include records for those 59 youth referred to and enrolled in program services during the current program period (September 2019 – June 2020). To assess progress on student-level outcomes, data include 140 outcome records for youth engaged in services at any time during funded project period (January 2018 – June 2020).

Outcome 1. Increase successful transition (re-entry) of high-risk youth into the school and/or community settings as evidenced by:

1.1. Number and type of youth referred to program services (Process Indicator)
During the third program year (September 2019 – June 2020), 71 youth were referred to program services. Of these referred youth, most were male (65%) and white (66%).

1.2. Number of pre-release meetings (Process Indicator)
Staff reported conducting 27 pre-release planning sessions for youth reentering the school and/or community from secure institutional settings.

1.3. Number and type of youth enrolled in EA program services (Process Indicator)
Fifty-nine (59) youth were enrolled in program services, representing 83 percent of those referred. Among enrolled youth, most were male (69%) and White (59%). Hispanic/Latinx and multi-ethnic youth comprised another 32% of program participants. At time of enrollment, youth ranged in age from 13 to 18 years: the average was 16.0.

1.4. Number of Student Success Plans developed (Process Indicator)
Staff developed 59 Student Success plans in collaboration with participants – representing 100% of enrolled program youth.

1.5. Number and percentage of youth enrolled in workforce (job) training program (Outcome Indicator)
Of the 140 program participants with outcome data reported, 18 (13%) transitioned to a job training program.

   1.6. 50% of youth remain in workforce (job) training program 90 days post entry (Outcome Indicator)
   Of these 18 participants, six (33%) were still engaged 90 days post entry. The project ***did not meet*** the targeted outcome indicator.

1.7. Number and percentage of youth who obtained employment (Outcome Indicator)
Of the 140 youth exiting services, 27 (19%) transitioned to employment during program participation.

   1.8. 50% of youth employed remained employed 90 days post entry (Outcome Indicator)
   Among these 27 youth, all (100%) were still engaged in employment at follow up. The program ***met and exceeded*** the targeted outcome.

1.9. Number and percentage of youth enrolled in vocational training program (Outcome Indicator)
Of the 140 youth with outcome data reported, 16 (or 11%) transitioned to a vocational training
program.

1.10. 50% of youth remain in vocational training program 90 days post entry
At follow up, seven youth (44%) remained engaged in the training program, nearly meeting, but
falling short of the anticipated target.

1.11. Number and percentage of youth engaged in services with no new offenses (Outcome Indicator)
Among the 140 youth with outcomes data reported, **nearly all (123 or 88%) did not reoffend** (e.g.,
charged with a new offense) while engaged in program services (although 34 of these youth were
charged with probation violations). Of the 17 (12%) participants reported as reoffending, 13 were
charged with new felony charges, and the remaining four had new misdemeanor offenses reported.

1.12. Number and percentage of youth with parent/other adult engagement (Process Indicator)
Among the 59 youth enrolled during the current program year (September 2019-June 2020), all (100%)
had a parent or other family member engaged in services at some level, including in-person meetings as
well as routine telephone contact with program staff.

1.13. Number and type of contacts/youth per program Tier (Process Indicator).
As indicated, 6,660 individual contacts with 130 unique youth[5] were reported by EA staff during the
program period (September 2019 – June 2020), averaging 6.7 contacts per youth monthly (Figure 4).

Figure 4: Program Dosage by Tiered Level of Service
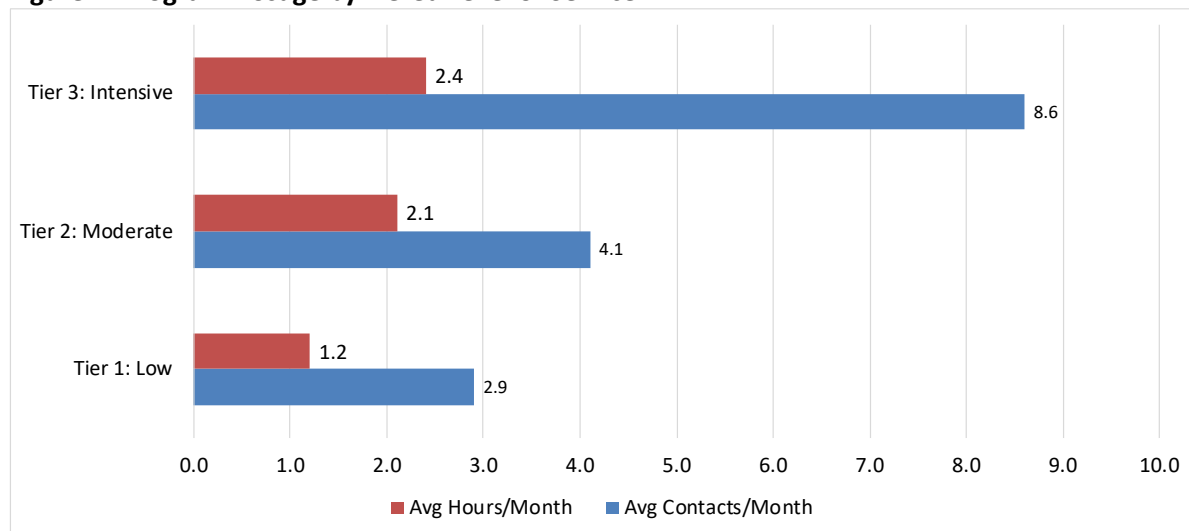
As expected, dosage (or intensity) of program services was higher among those youth identified as at
highest risk (Tier 3), with over 8 contacts made per month, on average, and approximately two and half
hours of services delivered to these youth each month. In alignment with the EA case management
model, these data show that the number of contacts and intensity of services declined as the needs of
youth were addressed and the youth positively achieved goals outlined in the Student Support Plan.

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[5] Note: These data reflect contacts with all youth on caseload during the reporting period.

2. Improve educational achievement among targeted youth returning to school as evidenced by:

2.1. Number and percent of eligible youth who enroll in school (Outcome Indicator).
Among the 140 youth with outcomes data, 124 were eligible school-aged youth (i.e. school transition youth). Among those 124 youth, 111 (90%) opted to transition back to school, with the remaining 10 percent dropping out.

2.2. 75% of youth returning to school earn high school course credits (Outcome Indicator).
Of these 111 students, 75 percent (83) were reported as earning high school credits while engaged in program services – **meeting** the anticipated target.

2.3. Number and percent of youth enrolled in school 90 days post-entry (Outcome Indicator).
Among the 111 school transition youth with outcomes data reported, seventy-four (74 or 67%) were still engaged at follow up (90 days post-entry).

2.4. 50% of youth involved in services for 90 days or more demonstrate improvements in number of classes passed (any) as compared to baseline (Outcome Indicator).
To measure academic change, EAs collected information from official grade reports for each youth enrolled in school and engaged in services for 90 or more consecutive days. Baseline data included the number of classes passed and failed during the grading period prior to enrollment (not including time in the detention and/or JJRA facility). Post-data were reported from official grade reports from the most recent grading term completed during program enrollment. As with baseline data, these include the number of classes passed and failed during the respective grading terms. Official school records for 78 youth meeting the 90-day criteria were examined to assess academic progress.
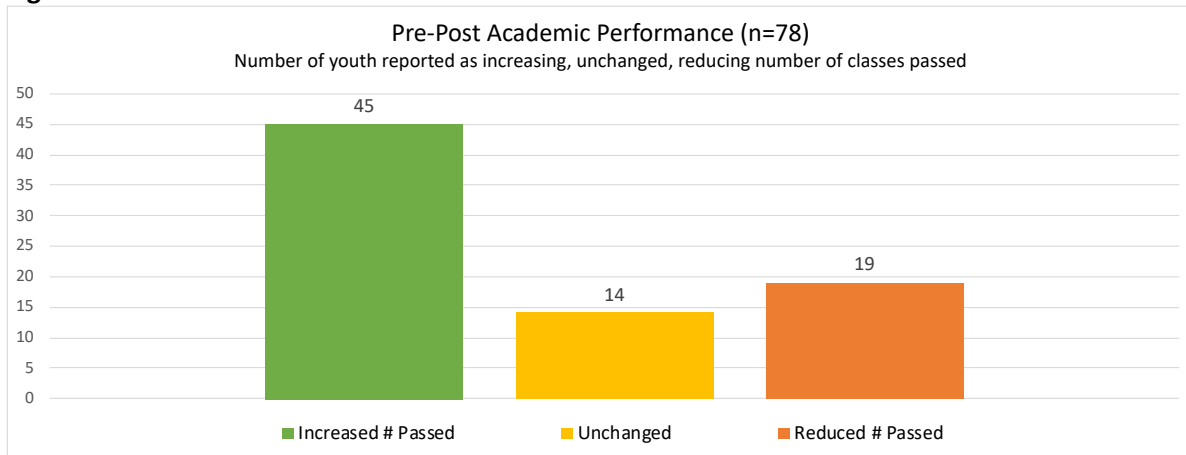
Table 6: Classes Passed Baseline vs. Follow up (N=78)

Number of Classes Passed	Baseline	Follow Up
None	27% (21)	14% (11)
1 or more	73% (57)	86% (67)

The data in Table 6 show that at baseline, among the subset of 78 students with academic data reported (representing 70% of expected cases [n=111]), 73 percent were passing one or more classes, with 27 percent not passing any classes. At follow-up, the percentage of students reported as passing one or more classes increased to 86%: **an 18 percent growth** as compared to baseline. In fact, among these 78 youth, 10 more students were reported as passing at least one class at program exit as compared to entry (67 students vs. 57 students, baseline).

To better understand changes in academic performance among this subset of youth, additional analysis was conducted (Figure 5). Analysis of pass/fail grade data for the 78 youth with pre/post-match data indicate that 45 (58%) demonstrated improvements in academic performance (e.g., increased the number of classes passed), with 14 (18%) reported as making no improvements (unchanged), and 19 (24%) reducing the number of classes passed. The program ***exceeded the targeted outcome*** for academic improvement. (Note: Caution should be used when interpreting pass/fail findings as changes to the grading system resulting from the COVID-19 pandemic e.g., incomplete grades did not count as "failed" thus may positively skew results.)

Figure 5: Pre-Post Academic Performance

Pre-Post Academic Performance (n=78)

Number of youth reported as increasing, unchanged, reducing number of classes passed

	Increased # Passed	Unchanged	Reduced # Passed
	45	14	19

2.5. Number of eligible youth who earn a high school diploma (Process Indicator).

Among the 124 secondary school eligible youth, 9 (7%) obtained a high school diploma, 69 (56%) were still enrolled, and 20 (16%) dropped out. The remaining 26 (21%) youth did not earn a diploma due to some other reason such as moving or transferring to an alternative learning program (e.g. GED).

2.6. Number and percent of youth who enroll in GED program (Process Indicator).

According to program records, 33 (24%) of the 140 youth with outcome data reported were enrolled in a General Education Development (GED) program during the project period.

2.7. Number and percent of those enrolled in GED program that complete (Process Indicator).

Among these 33 youth, five (15%) obtained a GED Certificate, 13 (39%) were still enrolled at program exit, and the remaining 15 (45%) dropped out of the program prior to testing for a GED certificate.

2.8. Number and percent who enroll in post-secondary program (Outcome Indicator).

Program records indicate that four youth (or 3%) enrolled in a post-secondary program upon exit from program services.

2.9. 50% of youth enrolled in post-secondary program remain engaged 90 days post enrollment (Outcome Indicator).

Of these four youth, three (75%) were reported as still engaged 90 days post enrollment. The program ***achieved*** the targeted indicator.

> *"Youth graduated on time from high school after being very credit deficient. She then enrolled in Clark college and just completed her first year and passed all her courses and in addition received a scholarship from the juvenile court. She also successfully completed her probation."*
> *Education Advocate*

3. Reduce systems barriers for youth returning to the school and/or community as evidenced by:

3.1. 75% of stakeholders agree EA services reduce barriers for youth leaving secure confinement (Outcome Indicator).

Results from the brief stakeholder survey indicate that among the 16 respondents, 100% strongly agreed that the EA program reduces barriers for youth leaving secure confinement. The program **exceeded** the targeted indicator.

3.2. 75% of stakeholders agree communication between schools and facilities improved (Outcome Indicator).
100% of these stakeholders strongly agreed that communication between school, juvenile justice agencies, and community partners improved as a result of the EA program. The program **met and exceeded** the targeted indicator.

3.3. 75% of stakeholders agree collaborative processes improved (Outcome Indicator).
100% of these stakeholders strongly agreed that the EA program increased collaboration between schools, juvenile justice agency staff, and community-based service providers. The program **achieved** the targeted indicator.

V. CONCLUSIONS

A large body of research confirms that juvenile offenders are often confronted by numerous barriers that place them at increased risk of failing during the re-entry process following release from secure confinement.[6] In fact, these challenges can be exacerbated as these youths are incarcerated during their developmental years; thus, disrupting normal psychosocial development such as the attainment of critical skills needed for mastery, interpersonal relationships and social functioning, and self-definition and self-governance.[7] Moreover, these youths often return to homes and communities that lack the necessary supportive services needed to ensure the likelihood of successful reentry such as life skills training, academic and vocational support, counseling (mental health, substance abuse), healthcare and stable housing.

The EA model is an innovative reentry program designed to bridge the gap for youth leaving secure confinement and returning to their home, school, and communities. EA staff provide juvenile justice-involved youth with the supportive services needed to overcome the multiple re-entry process barriers while ensuring youth are linked to other needed resources to meet re-entry goals. During the third and final project year, the ESD 112 Education Advocate program continued to successfully implement the program model with fidelity, through the delivery of intensive case management services. The program served 140 youth, including 59 who were enrolled during the current program period. Support plans, developed in collaboration with program youth, were in place at time of enrollment, and these included goals related to educational, vocational, and behavioral support, as needed. Among youth returning to the school setting, most (76%) were not on track to graduate, not surprising given the national characteristics of juvenile justice-involved youth. In fact, research indicates that at least 60% of juvenile offenders have repeated a grade, and most have reading and math skills significantly below their grade level.[891011]

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[6] Reentry and Aftercare. Juvenile Justice Guide Book for Legislators. National Conference of State Legislatures. Retrieved from: http://www.ncsl.org/documents/cj/jjguidebook-complete.pdf
[7] Ibid.
[8] Abandon in the Back Row: New Lessons in Education and Delinquency Prevention. Coalition for Juvenile Justice Annual Report 2001. Retrieved from: https://www.juvjustice.org/sites/default/files/resource-files/resource_122_0.pdf
[9] Leone, P and L. Weinberg, (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
[10] Locked Out: Improving Educational and Vocational Outcomes for Incarcerated Youth. New York: Council of State Governments: Justice Center, 2015. Retrieved from: https://csgjusticecenter.org/youth/publications/locked-out-improving-educational-and-vocational-outcomes-for-incarcerated-youth/
[11] Reentry and Aftercare. Juvenile Justice Guide Book for Legislators. National Conference of State Legislatures. Retrieved from: http://www.ncsl.org/documents/cj/jjguidebook-complete.pdf

As noted, program findings related to the attainment of indicators associated with successful transition/re-entry showed mixed but positive results. Youth referred to and engaged in job and vocational training opportunities were not as successful as expected, with many of these youth disengaging from program services, and GED programs. However, positive results were achieved for those youth who obtained employment during program services. In fact, all employed youth remained at work at the 90-day follow up.

Transition/re-entry related findings further showed that involvement in program services positively impacted youths' engagement in community settings and reduced the likelihood of recidivism. Specifically, among the 140 youth exiting program services, nearly all (123 or 88%) did not re-offend while engaged in services. In fact, among this subset of youth, only 17 (or 12%) reoffended (e.g., were charged with a new offense) – well below the Washington State recidivism rate of 51 percent.[12] This finding suggests that the EA program is a promising approach to reducing juvenile justice involved youth's return to the institutional setting post-release.

Education-based indicators also demonstrated positive results. For example, among those exiting services and who had been enrolled in secondary education programs, 75 percent earn high school credits – meeting the anticipated target. And, of those enrolled in school at intake, 67 percent remained in school 90-days post entry. Moreover, among the 78 youth with academic data reported, 58 percent demonstrated improvements in academic performance (e.g., increased the number of classes passed); thus, exceeded the targeted outcome for academic improvement.[13] Moreover, among the four youth enrolled in post-secondary education, all remained enrolled 90 days post enrollment.

Overall, the project made considerable progress toward the achievement of outcomes linked to transition and re-entry services as well as academic performance. Impressively, these positive outcomes were accomplished despite the closure of the K-12 education system and the subsequent state mandated shelter-in-place order issued in March 2020 in response to the COVID-19 pandemic. Program data indicate that EA's continued to provide consistent case management services to enrolled youth throughout the spring shelter in place order, with staff innovating approaches to reach youth, families, and providers. For example, this EA noted,

> *"While I've been working from home due to the COVID-19 quarantine, communication with parents has drastically increased through email, phone calls and texting. Parents are seeking help to motivate their children to work on their classes at home."*

Another staff member commented on the importance of continued collaboration across partners to ensure engagement of youth,

> *"I really appreciated how everyone worked together to support each other during the pandemic. My colleagues within ESD 112, the schools and juvenile detention and the students' families stepped up to brainstorm and implement new methods to enable our students' success."*

Finally, among stakeholder survey respondents, there was high level agreement that EA services reduce systems level barriers for youth returning to home school and communities. And, because of the EA

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[12] Department of Children, Youth and Families (DCYF) Juvenile Rehabilitation (JR) – Annual Recidivism Analysis for Youth Leaving Juvenile Rehabilitation (FY15-16), Office of Innovation, Alignment and Accountability. May 15, 2020.
[13] Caution should be used when interpreting pass/fail findings as changes to the grading system resulting from the COVID-19 pandemic e.g., incomplete grades did not count as "failed" thus may positively skew results.

program communication and collaboration between the education and juvenile justice systems improved. The importance of the EA program to support juvenile justice-involved youth and overcome systems barriers was summed up by this stakeholder,

> *"The EA is a valuable resource for our youth and families. The EA is able to help youth and families advocate for their educational futures and navigate the options and services that are unknown to said youth and families."*

ESD 112 EDUCATION ADVOCATE SERVICES FOR JUVENILE OFFENDERS REENTERING THE COMMUNITY: EVALUATION LOGIC MODEL

OUTCOME	INDICATORS	METHOD/SOURCE	SCHEDULE	SAMPLE SIZE/ POPULATION
1. Increase successful transition (re-entry) of high-risk youth into the school and/or community settings to reduce recidivism among.	1.1. # and type of youth referred to program services 1.2. # of pre-release meetings 1.3. # and type of youth enrolled in EA program services 1.4. # of Student Success Plans developed 1.5. # and % of youth enrolled in employment training program 1.6. 50% of youth remain in employment training program 90 days post entry 1.7. # and % of youth who obtained employment 1.8. 50% of youth employed remained employed 90 days post entry 1.9. # and of youth enrolled in vocational training program 1.10. 50% of youth remain in voc training program 90 days post entry 1.11. # and % of youth engaged in services with no new offenses 1.12. # and % of youth with parent/other adult engagement 1.13. # and type of contacts/youth per program Tier	Tracking logs; Records Youth Profile form; Records Outcome form; Records " " " " Outcome form; Records Program records; contacts Outcome form " " Outcome form Contact log Contact log	Monthly " At program exit " " " " " " At program exit " " " " At program exit " " Monthly " "	All referred youth All enrolled youth "" "" "" As above " " " " " "
2. Improve educational achievement among targeted youth returning to school.	2.1. # and % of eligible youth who enroll in school 2.2. 75% of youth returning to school earn high school course credits 2.3. # and % of youth enrolled in school 90 days post entry 2.4. 50% of youth involved in services for 90 days or more demonstrate improvements in number of classes passed (any) as compared to baseline 2.5. # of eligible youth who earn a high school diploma 2.6. # and % of youth who enroll in GED program 2.7. # and % of those enrolled in GED program that complete 2.8. # and % who enroll in post-secondary program 2.9. 50% of youth enrolled in post-secondary program remain engaged 90 days post enrollment	Outcome form; Records " " " " " " " " " " As above " " " "	At program exit " " " " " " At program exit " " As above " "	All enrolled youth, as appropriate
3. Reduce systems barriers for youth returning to the school and/or community.	3.1. 75% of stakeholders agree EA services reduce barriers for youth leaving secure confinement (JRA and/or Detention facilities) 3.2. 75% of stakeholders agree communication between schools and facilities improved as a result of EA services 3.3. 75% of stakeholders agree collaborative processes improved as a result of EA services 3.4. 75% of stakeholder agree communication about youth served improved as a result of EA services	Survey; stakeholders Survey; stakeholders Survey; stakeholders Survey; stakeholders	At project end	All stakeholders

February 9, 2018