



From Bars to Bridges, Oregon's Wraparound Approach to Serving African American/Black and Multiracial Students Reentering Schools from Juvenile Detention

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Youth Development Council Capstone Project Re-Connecting Youth with Education

Center for Juvenile Justice Reform (CJJR)
McCourt School of Public Policy at
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Bars to Bridges Project
Youth Development Council Capstone Project

3

House Bill 2016

- Directs the Oregon Department of Education (ODE) to develop and implement a statewide education plan for African American/Black students who are in early childhood through post-secondary education programs.
- Directs the ODE to convene an advisory group comprised of members of the African American and Black community and other stakeholders from across the state to provide guidance to the department regarding the plan.
- Directs ODE to fund Strategic Investments through a competitive grant process

4

Project Success Measures

- decrease the disproportionate *discipline*;
- increase *parental engagement*;
- increase the *engagement of students* in educational activities *before and after regular school hours*;
- increase *early childhood and kindergarten* readiness;
- improve *literacy and numeracy levels* between kindergarten and grade three;
- support *student transitions to middle school* and through the *middle and high school grades* to maintain and improve academic performance;

5

Project Success Measures cont.

- support *culturally responsive pedagogy and practices* from early childhood through post-secondary education;
- support the development of *culturally responsive curricula* from early childhood through post-secondary education;
- increase *attendance of plan students in community colleges and professional certification programs*; and
- increase *attendance of plan students in four-year post-secondary institutions of education*

6

Black/African American students in 2014-15

	District	Number of Black/ African American Students	Total Number of Students	% Black/ African American
<p>This table shows the 10 districts with the largest number of Black students in the state, and all districts that are at least 3% Black.*</p> <p>* - Data from October 1, 2014</p>	STATE OF OREGON	13,673	570,857	2.4
	Portland	4,861	47,647	10.2
	David Douglas	1,109	10,988	10.1
	Beaverton	1,075	39,763	2.7
	Reynolds	990	11,702	8.5
	Hillsboro	479	20,884	2.3
	Parkrose	449	3,345	13.4
	Salem-Keizer	424	40,698	1.0
	Gresham-Barlow	366	12,137	3.0
	Centennial	362	6,242	5.8
	Eugene	320	17,012	1.9
	Youth Corrections	61	394	15.5
	Juvenile Detention	20	186	10.8
Total (12 districts)	10,516	210,998		
% of state population	77%	37%		

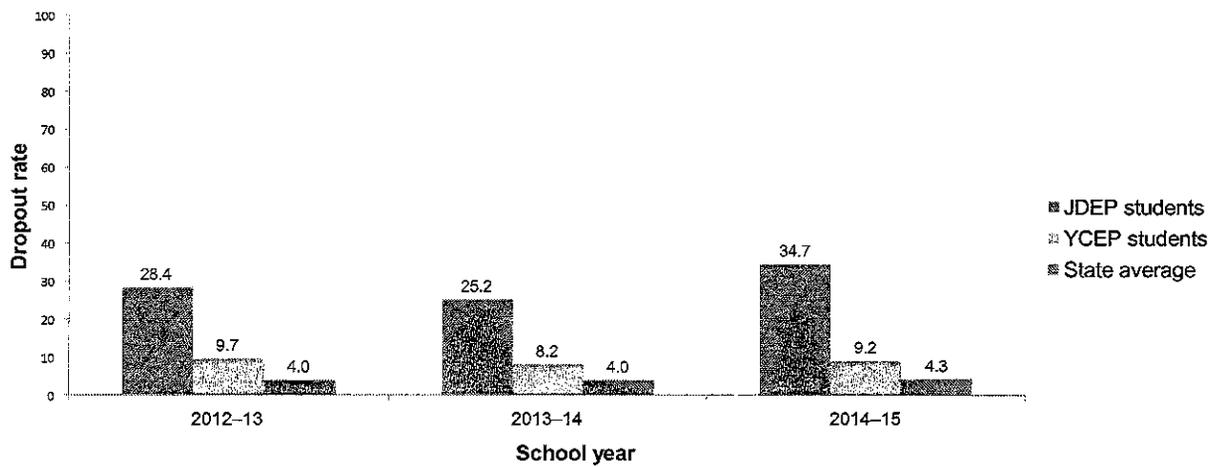
Scott Ryan
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Roadblocks in education for detained students

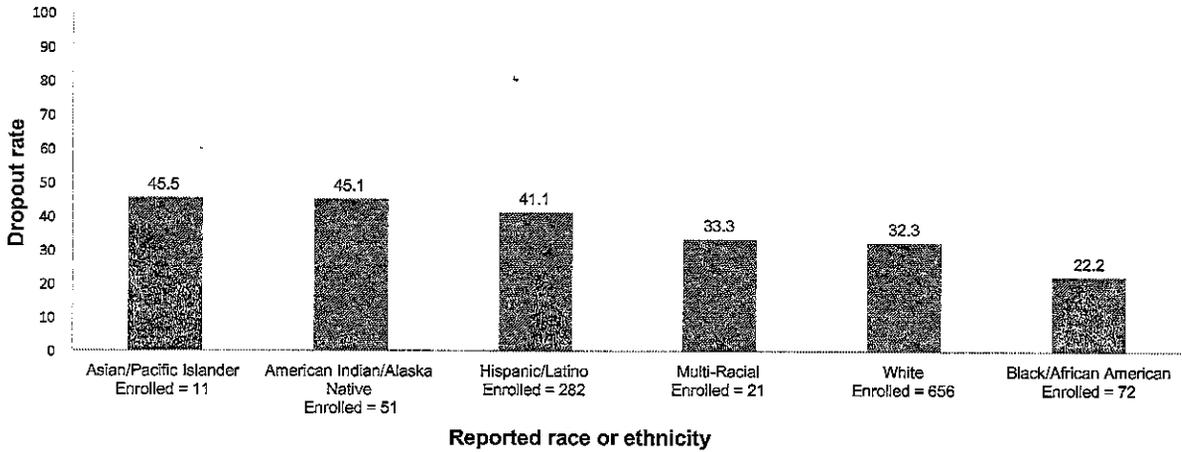
- 1 Transferring student records
- 1 High incidences of mental illness and trauma
- 1 Setting and achieving educational goals



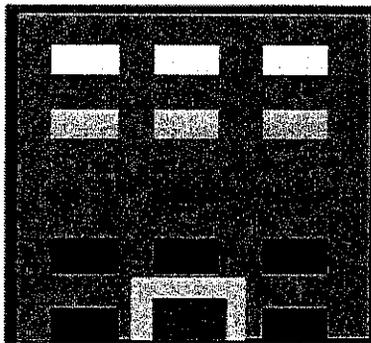
Dropout rate trends in Oregon



Dropout rate for JDEP students in grades 9–12

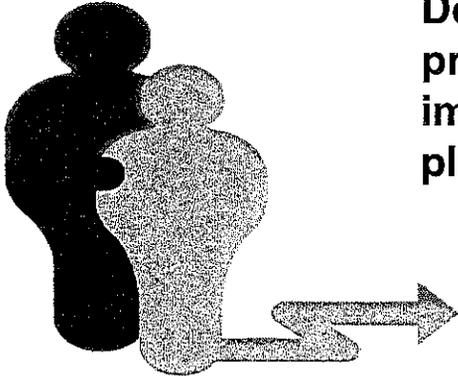


Recommendations for



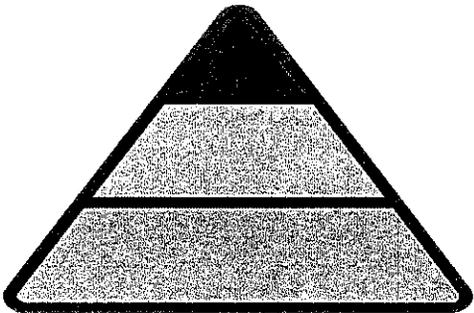
Juvenile Detention Education Programs (JDEP)
Youth Corrections Education Programs (YCEP)
Long-Term Care and Treatment (LTCT)

Recommendation 3



Design a transition plan policy and procedures manual to assist with implementation of a transition plan for each student

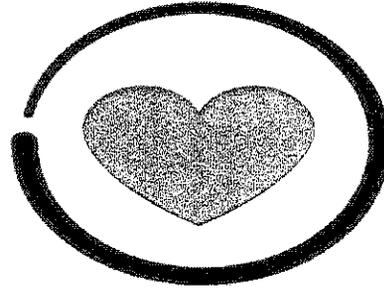
Recommendation 4



Develop a tiered system of support to identify where students are struggling, organize appropriate interventions, and coordinate supports across the juvenile detention facility and the school districts

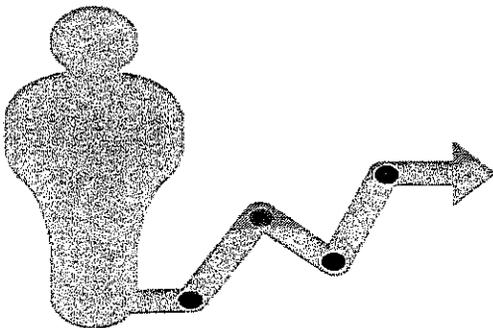
Recommendation 5

Develop interventions that promote life skills and social-emotional supports, in addition to academic curriculum, to help students meet their academic and career goals and reduce recidivism



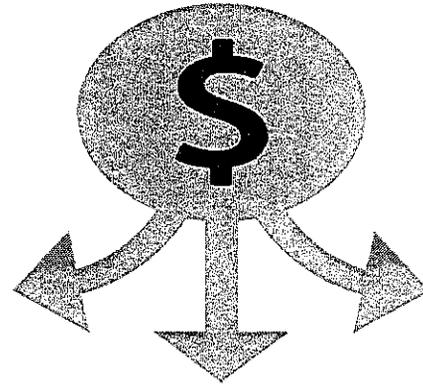
Recommendation 6

Use a tracking tool to have a transition specialist or mentor follow up with students post-release from the juvenile detention center



Recommendation 7

Identify the transition supports and programs of the highest need to prioritize the allocation of funds



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Trauma/Traumatic Experiences

- **Trauma** is a wound. Typically refers to either a physical injury, such as a broken bone, or an emotional state of profound and prolonged distress in response to an overwhelmingly terrifying or unstable experience.
- **Traumatic experiences:** events that threaten or violate one's safety, health, and integrity. Traumatic experiences may be directly experienced or witnessed.

Trauma Informed Oregon, 2016

21

What makes an experience traumatic?

- Overwhelming, very painful, very scary
- Fight or flight incapacitated
- Threat to physical or psychological safety
- Loss of control
- Unable to regulate emotions

Trauma is the response to the event, not the event itself.

22

Using a Trauma-Informed Lens

A shift in perspective....

From *“What’s wrong with this student?”*

To *“What has happened to this student?”*

23

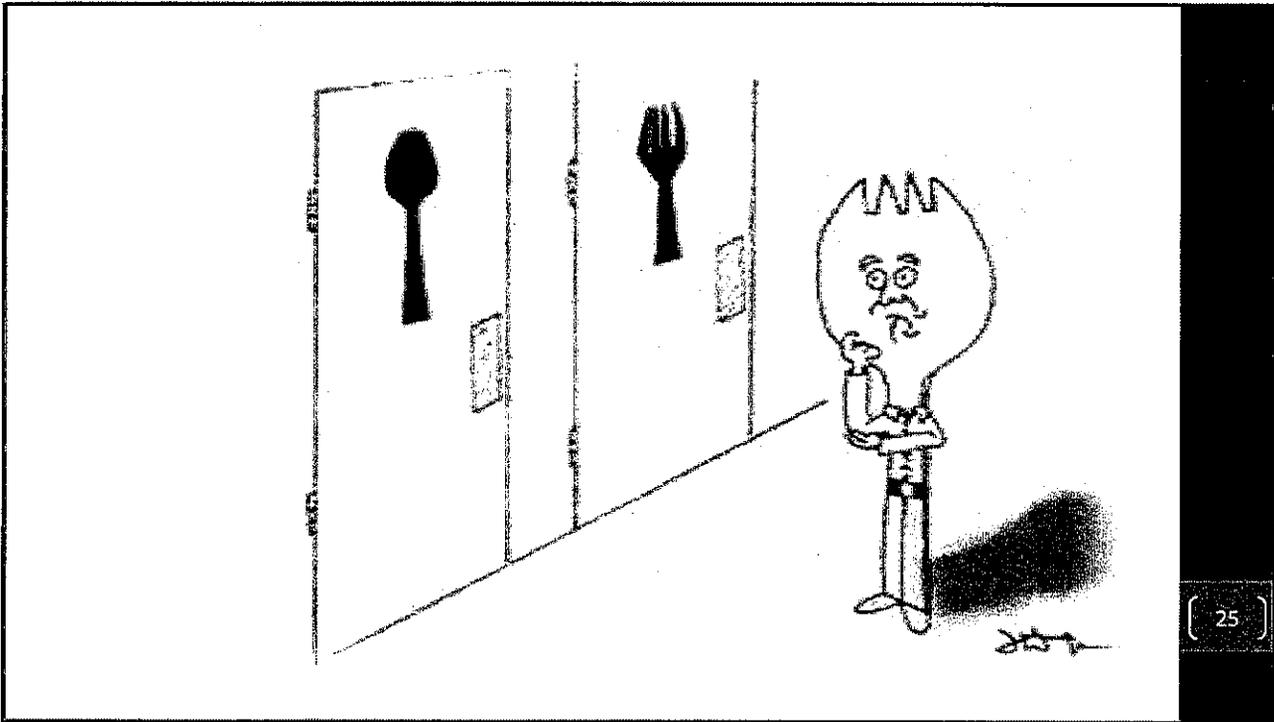
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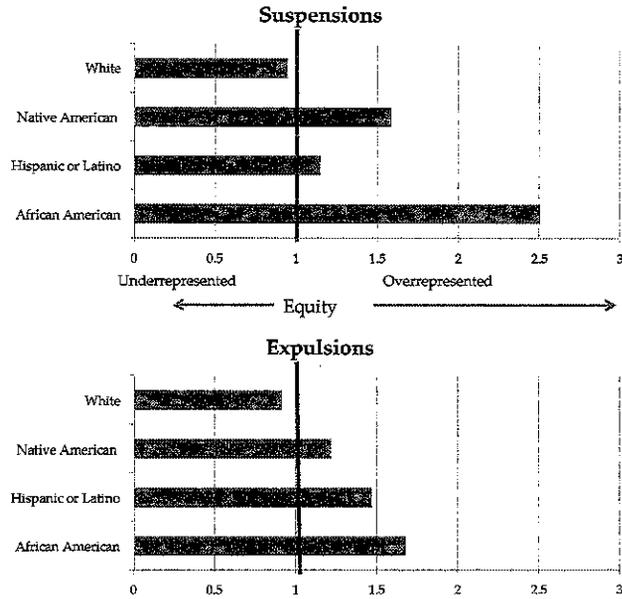
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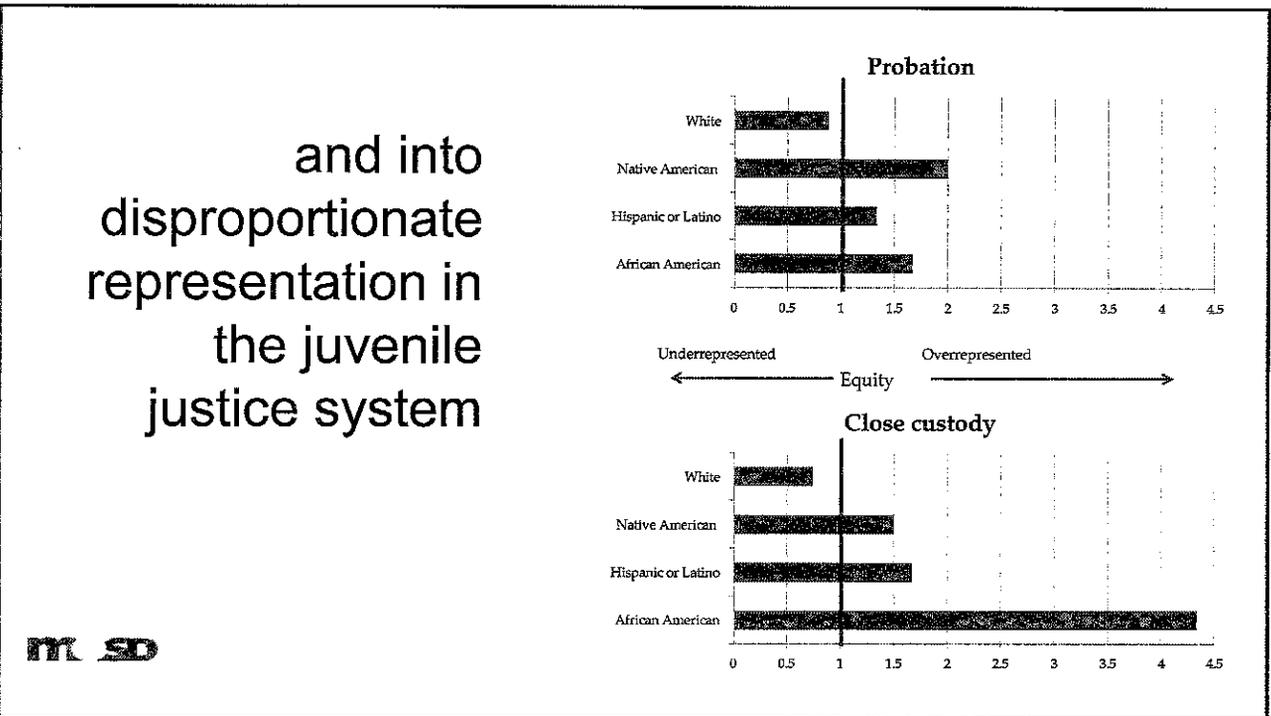
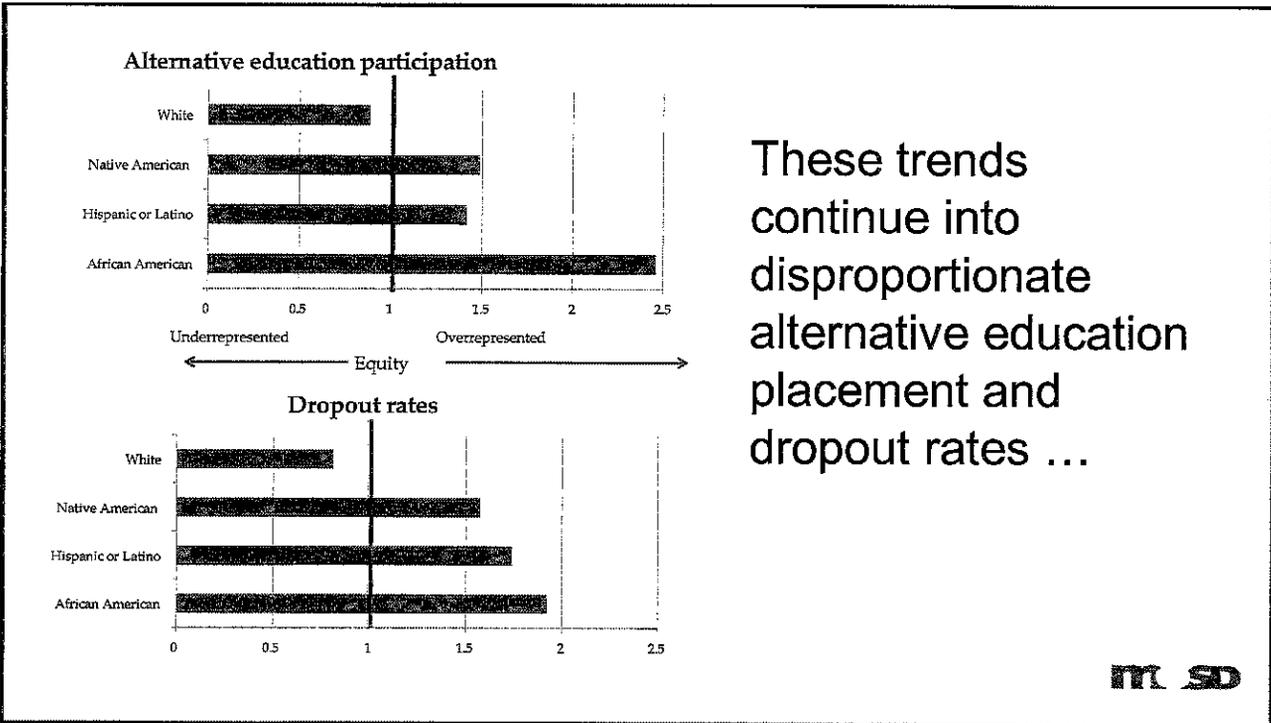


Oregon's School-to-Prison Pipeline

In 2008–09, overall discipline data in Oregon's schools begin to tell the story of disproportionate punishment for students of color.

ML SD





MESD Donald. E. Long School Program

- **CCSS courses instructed by Highly Qualified Teachers**
 - Math and Advanced Math
 - Career and Technical Education
 - English Language Arts/Social Studies
 - Special Education
 - English to Speakers of Other Languages (ESOL)
- Odysseyware and Odysseyware Academy
- Focus option classroom by unit

29

School Attendance - Almost ALWAYS a Condition of Release

- **Barriers of Reentry to Education**
 - Required meetings are numerous and may include but are not limited to...
 - School Counselor
 - School Resource Officer
 - Vice Principal
 - Principal
 - Teachers
- **Credit? Not a given, even if the student attends and successfully passes their coursework.**
- **Why neighborhood and community schools?**

30

- **Transition Specialists Provide Wraparound Services**

- Begin relationship and reentry process to student's school
- Advocate and eliminate barriers to enrolling and attending school
- Advocate on behalf of the student, family and support network(s)
- Focus on the BEST INTEREST of the student!
- What does the student and family need?
 - Clothing? Backpack? Access to the Internet? Access to Laundry Facilities? Laundry Soap? School Supplies? Computer Tablet? Childcare? Food? Personal Hygiene Products? Transportation? Bus Tickets or Passes?

- **INCREASE Attendance and Engagement in Education**

- Tracking Similar Data to Title ID, II
- Standard ELA and Math Assessments to Monitor Student Growth Between JDEP and Time Periods During School Enrollment

31

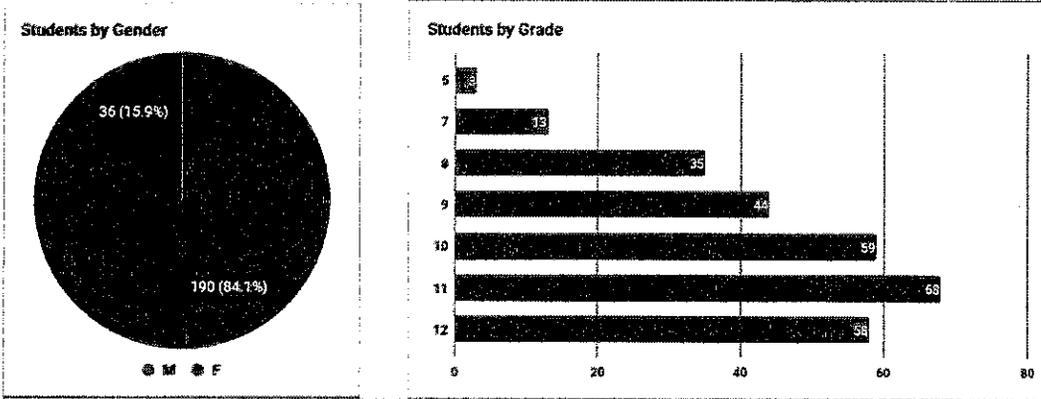
Youth Development Council Capstone Project

The focus of the YDC Capstone Project is to support students ages 11-21 attending the MESD school program at Yamhill County Juvenile Detention, and serves youth reentering the following school districts in Yamhill and Polk counties:

- Yamhill County
 - Amity School District
 - Dayton School District
 - McMinnville School District
 - Newberg School District
 - Sheridan School District
 - Willamina School District
 - Yamhill-Carlton School District
- Polk County
 - Central School District
 - West Salem High School (Salem-Keizer School District)
 - Walker Middle School (Salem-Keizer School District)

32

YDC Capstone Project – Gender and Grade Level



Youth Development Council Capstone Project

- Racial and ethnic disparities persist in Yamhill and Polk Counties in Oregon
- By comparing the racial representation in Yamhill County against the Oregon statistics as kept by the US Census Bureau (2016) we begin to uncover the story of minority students being overrepresented in juvenile detention.

Race	Student Count*	Percent (in detention)	Percent (in Oregon 2016)	
African American	19	8.48%	2.1%	Overrepresented
Asian American	11	4.91%	4.5%	Overrepresented
Hispanic	44	19.64%	12.8%	Overrepresented
American Indian/Alaska Native	19	8.48%	1.8%	Overrepresented
White (alone)	138	61.61%	87.4%	Underrepresented
Total	224			

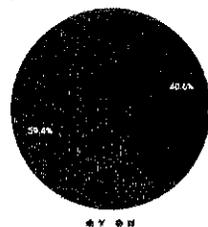
*Data includes students who selected more than one race.

YDC Capstone Project

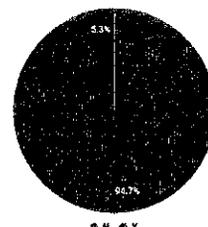
Special Education, Section 504 Plans, and English Language Learners

Percent of students,
Yamhill County
Juvenile Detention

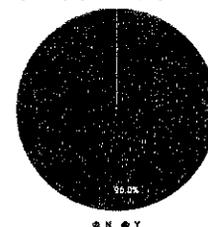
Special Education



Section 504 Plan

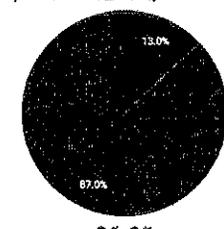


English Language Learners (ELL)

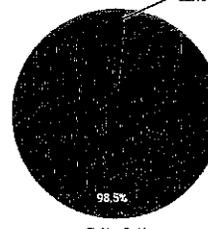


Percent of students,
General Population in
Oregon 2014-15

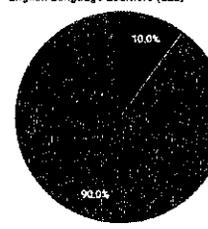
Special Education (2014-15)



Section 504 Plan

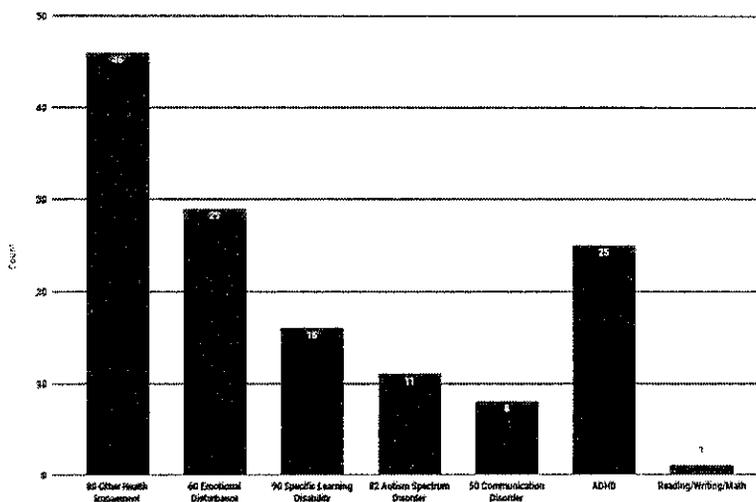


English Language Learners (ELL)



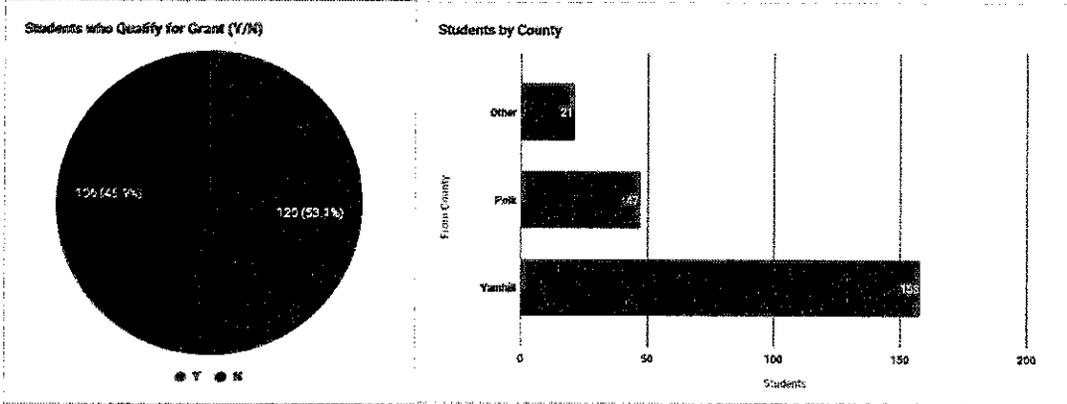
YDC Capstone Project – Special Education Codes

- Special education records are often incomplete or missing due to inefficiencies in the records request process.
- For the students who DO have SpEd records, the following patterns emerge:



YDC Capstone Project – Potential to Expand

Students returning to school in the nine Pilot School Districts automatically qualify for Transition Specialist Services

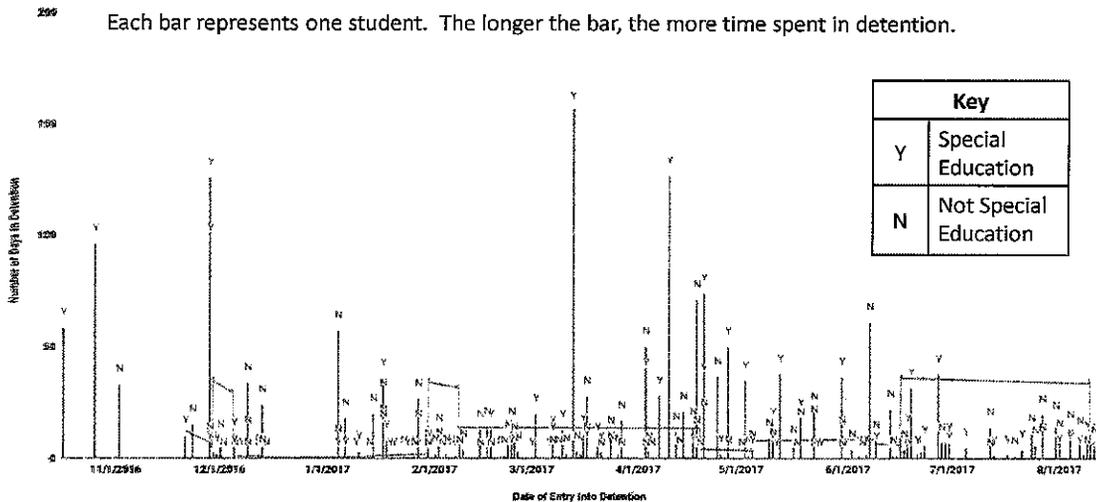


37

YDC Capstone Project – Special Education Students are detained longer

■ Number of Days in Detention ■ Moving Average

Each bar represents one student. The longer the bar, the more time spent in detention.



38

YDC Capstone Project – Special Education Students are detained longer

	Average Length of Stay
Special Education	14.97 days
Not Special Education	11.20 days

On average, Special Education students spend **33.59%** more time in detention than their peers without Special Education needs.

YDC Capstone Project – Length of Stay for Special Education Students, by Race

	Not SpEd*	SpEd*	% Longer than peers
All Races	11.20	14.97	33.59%
White Only	11.53	13.25	14.95%
Other Races**	10.92	18.75	71.71%

While all SpEd students spend more days detained on average, SpEd students of color spend **71.71%** more time in detention than their peers without Special Education needs.

*Average number of days detained

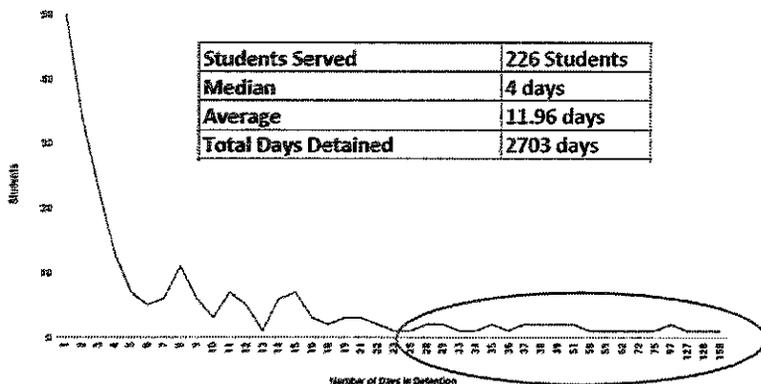
** "Other Races" includes the following:

- African-American/Black
- Hispanic
- Pacific Islander/Alaska Native
- Asian-American
- Native American
- Multi-racial youth

YDC Capstone Project – Length of Stay

Length of Stay by Student Count

9% of Students Account for 50% of Time Spent in Detention



20 students (9%) account for half (50%) of all days spent in detention.
Of those 20 students with the longest stays, 14 have Special Education needs.

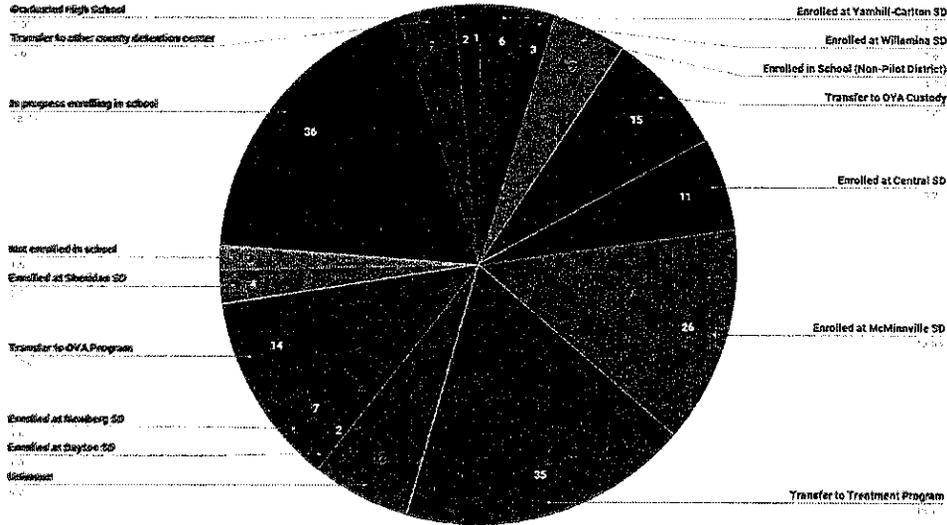
YDC Capstone Project – SpEd Students by Race

	Yamhill County Juvenile Detention	Oregon (2016)*
Percent SpEd	38.94%	13%
Percent of SpEd students (White only)	68.18%	87.40%
Percent of SpEd students (Other Races)	31.82%	12.60%

In addition to the overrepresentation of Special Education students in detention, a disproportionate number of SpEd students are students of color.

*Comparison Data Kept by U.S. Census Bureau (2016) and the National Center for Education Statistics (2014-15)
https://nces.ed.gov/programs/coe/indicator_cgg.asp
Data source: Individuals with Disabilities Education Act (IDEA).

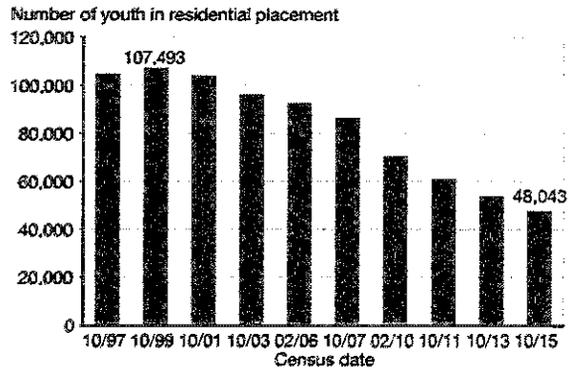
YDC Capstone Project – Outcomes



43

Decline in Residential Placements Nationally

The number of juveniles in residential placement in 2015 was 55% less than the number in 1999



Data source: Office of Juvenile Justice and Delinquency Prevention (OJJDP). Census of Juveniles in Residential Placement [machine-readable data files]. Washington, DC: U.S. Census Bureau (producer). <https://www.ojjdp.gov/ojstatbb/>

44

In 2015, the national placement rate was 152 per 100,000 youth; rates in 28 states and DC were greater

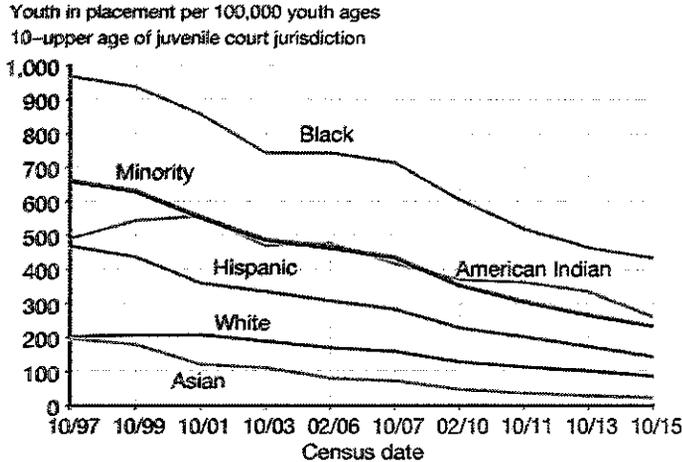
Although the number of students in residential placements has declined nationally, Oregon continues to have one of the highest incarceration rates in the nation.



Data source: Office of Juvenile Justice and Delinquency Prevention (OJJDP). Census of Juveniles in Residential Placement [machine-readable data files]. Washington, DC: U.S. Census Bureau (producer). <https://www.ojjdp.gov/ojstatbb/>

45

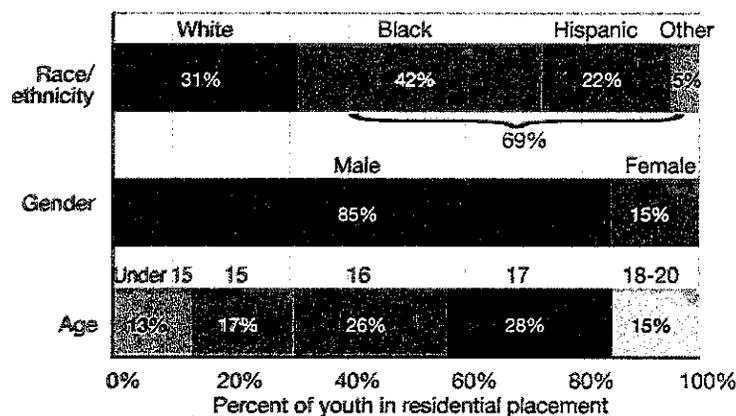
Despite declines in placement rates for every race, the minority rate was still 2.7 times the white rate in 2015



Data source: Office of Juvenile Justice and Delinquency Prevention (OJJDP). Census of Juveniles in Residential Placement [machine-readable data files]. Washington, DC: U.S. Census Bureau (producer). <https://www.ojjdp.gov/ojstatbb/>

46

Minority youth accounted for 69% of youth in residential placement in 2015



Data source: Office of Juvenile Justice and Delinquency Prevention (OJJDP). Census of Juveniles in Residential Placement [machine-readable data files]. Washington, DC: U.S. Census Bureau (producer). <https://www.ojjdp.gov/ojstatbb/>

47

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- SAMSHA Trauma-Informed Care & Alternatives to Seclusion and Restraint, 2015
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- Building Blocks to Peer Success, Core Competencies: Peer Role: Self Care, 2004
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- National Center for Education Statistics
https://nces.ed.gov/programs/coe/indicator_cgg.asp
Data source: Individuals with Disabilities Education Act (IDEA).

48

Thank you!
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