



Use of Funds to Support Successful Transitions for Youth Who Are Neglected or Delinquent

Wednesday • August 26 • 2020

Presenters:

David Blumenthal • *NDTAC Technical Assistance Liaison*
Francine Stromberg • *New Jersey Department of Education*
Rodney Jenkins • *Sojourn High School, Newark, New Jersey*



The National Technical Assistance Center
for the Education of Neglected or Delinquent Children and Youth (NDTAC)
neglected-delinquent.ed.gov

 **AIR**[®]
AMERICAN INSTITUTES FOR RESEARCH[®]

Overview

- Supporting Successful Transitions
 - NDTAC’s “Transition Toolkit 3.0”
 - Related Resources
- A State Perspective on Supporting Effective Transitions
- Local Perspectives on Support Effective Transitions
- Questions and Answers



A photograph of a school cafeteria with several students sitting at tables. In the foreground, a young man and two young women are smiling and talking. The woman in the middle is holding a red apple. There are trays of food on the tables. A semi-transparent teal banner is overlaid across the middle of the image.

Supporting Successful Transitions



neglected-delinquent.ed.gov



Current Transition Practices in Your States

- **Subpart 1** requires state agencies to reserve **15 percent to 30 percent** of subgrants for transition services. All facilities served under Subpart 1 must designate a transition coordinator.



What current approaches are your State Agencies using to support successful transitions?



Current Transition Practices in Your States

- Under **Subpart 2**, subgrantees should support transition assistance for youth enrolled in local education agencies (LEAs) and served in locally operated juvenile correctional facilities (detention) within their boundaries. LEAs must provide dropout prevention services in districts in which **at least 30 percent** of the youth will reenter a school within the LEA boundary.



What current approaches are your Local Education Agencies using to support successful transitions?



Title I, Part A

Title I, Part A allows LEAs the option to reserve additional funds beyond those needed to provide comparable services to support a transition coordinator, but the costs must be consistent with applicable cost principles.



Do your State's LEAs currently use the Title I, Part A reservation for transition supports?



What are examples of how the LEAs use those supports?



Every Student Succeeds Act

Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At Risk.

1. Transitions Between Correctional Facilities and Local Programs (ESEA section 1414(a)(1)(B)): Provide a plan for assisting in the transition of children and youth **between** correctional facilities and locally operated programs.
2. Program Objectives and Outcomes (ESEA section 1414(a)(2)(A)): Describe the **program objectives** and **outcomes** established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.



Every Student Succeeds Act

- Upon entry into a correctional facility, **work with the child's or youth's family members and the LEA** that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are **shared jointly between the correctional facility and the LEA** to facilitate the transition of such children and youth between the LEA and the correctional facility.
- **Consult with the LEA for a period jointly determined to be necessary by the correctional facility and the LEA** upon discharge from that facility to coordinate educational services and minimize disruption to the child's/youth's achievement.





NDTAC's "Transition Toolkit 3.0"



neglected-delinquent.ed.gov



What Is Transition?

A set of activities with the following characteristics:

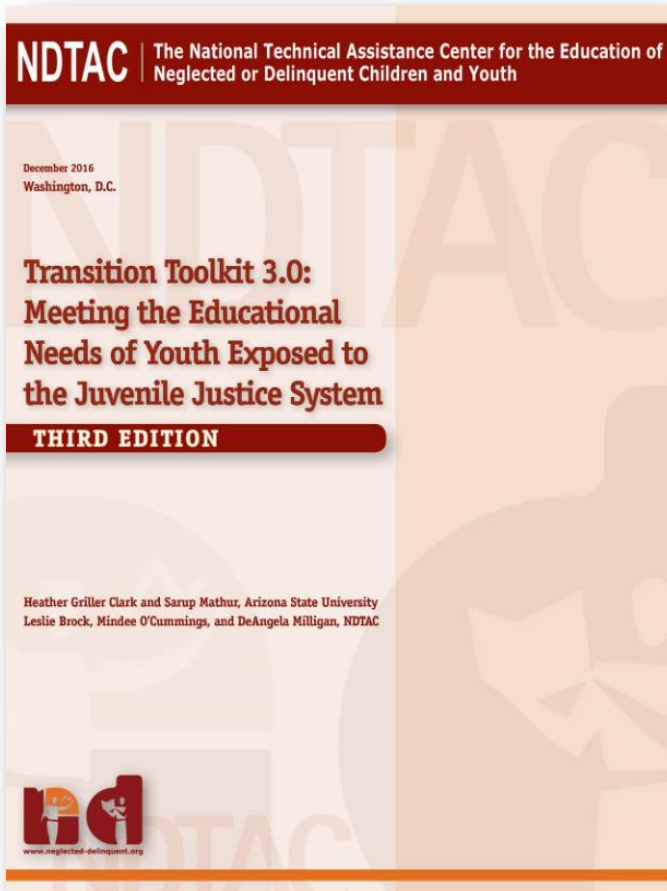
- Coordinated
- Supportive
- Outcome focused
- Present across multiple systems

Transition has four stages:

1. Entry into the justice system
2. Residence
3. Exit from incarceration
4. Aftercare



NDTAC's Transition Toolkit 3.0



- **Goal:** Enable administrators and service providers to provide high-quality transition services for children and youth moving into, through, and out of education programs within juvenile justice
- **What does it include?** Strategies, existing practices, and updated resources

<https://neglected-delinquent.ed.gov/resource/transition-toolkit-30-meeting-educational-needs-youth-exposed-juvenile-justice-system>



neglected-delinquent.ed.gov



NDTAC's Transition Toolkit 3.0

- **Complexity of the system:** Organizational structure, instruction, and records and data
- **Characteristics of the population:** Youth with disabilities, mental health needs, and dual status
- **System design:** Guiding principles, training for staff, and multitiered systems of support
- Overarching **transition practices**
- **Strategies** for successful transition by stage



Effective Transition Practices

- Transition planning at first contact
- High levels of engagement with youth during the development of plans that include families, agencies, and schools
- Supports, services, and processes that are culturally and linguistically competent and well monitored
- Well-trained staff who are sufficiently funded
- A dedicated transition coordinator to oversee the process



Stage 1: Entry

FACILITY

Request records.
Conduct intake assessments.
Assemble a transition team.
Develop or revise the transition plan.
Provide evidence-based programming.
Monitor and track youth's progress.

YOUTH

Participate in the following:

- Facility orientation
 - Intake interview
 - Transition planning
 - Evidence-based programming
- (based on individual need)

FAMILY

Orient family to facility.
Communicate respectfully and appropriately with families.
Include family input in transition plan.
Make support systems available.

COMMUNITY

Seek community records/information.
Increase interagency awareness.
Include community stakeholder input in transition.



Stage 2: Residence

FACILITY

Provide evidence-based programming.
Continue transition team meetings.
Revise transition plan.
Monitor and track youth's progress and update records.
Provide prerelease transition training.

YOUTH

Continue to participate in the following:

- Transition team
- Evidence-based programming
- Prerelease transition planning

FAMILY

Offer programming.
Offer family counseling or therapy.
Continue to communicate.
Continue to include family input in transition plan.

COMMUNITY

Establish opportunities for community engagement.
Establish procedures and interagency agreements.
Continue to include community stakeholder input in transition plan.



Stage 3: Exit From Incarceration

FACILITY

- Prepare records and transcripts.
- Continue transition team meetings.
- Revise the transition plan.
- Connect youth to service providers.
- Develop or revise the transition plan.
- Prerelease transition training for youth.
- Monitor and track youth's progress.

YOUTH

- Increased participation with transition specialists and team.
- Seek external mentors.
- Seek external peer supports.
- Increased involvement with probation.

FAMILY

- Continue to include family input in transition team decisions.
- Prepare the family for the youth's return.
- Continue to offer family counseling.
- Help with reintegration.
- Make support systems available.

COMMUNITY

- Provide records and information.
- Conduct prerelease visits.
- Coordinate opportunities for engaging youth in the community.
- Increase interagency awareness.



Stage 4: Aftercare

FACILITY

Define “successful youth engagement.”
Continue transition team meetings (communicate).
Revise transition plan.
Monitor and track youth’s progress.

FAMILY

Increase family input in transition team (communicate).
Assist with reintegration.
Provide family resources, counseling, or therapy.
Continue to communicate with families.

YOUTH

Know how to be engaged.
Meet with transition team/specialist (communicate).
Implement transition plan.
Participate in community programming or employment.
Meet terms of parole.

COMMUNITY

Increase interagency awareness.
Define engagement.
Increase stakeholder input in transition plan (communicate).
Share resources.



A photograph of several students in a school cafeteria. In the foreground, a young man and woman are smiling and talking. The woman is holding a red apple. They are sitting at a table with trays of food. Other students are visible in the background, some sitting at tables and others standing. The scene is brightly lit and appears to be a typical school lunch period.

Related Resources



neglected-delinquent.ed.gov



NDTAC Resources

- Transition Toolkit 3.0:

<https://neglected-delinquent.ed.gov/sites/default/files/NDTAC-TransitionToolkit30FINAL.pdf>

- Webpage on transition:

<https://neglected-delinquent.ed.gov/topic-areas/transition>



Other Resources

ED: Reducing Recidivism for Justice-Involved Youth

- NDTAC's Transition Toolkit 3.0 for practitioners and policymakers: "Meeting the Education Needs of Youth Exposed to the Juvenile Justice System"
- Website for educators, families, facilities, and community agencies: "Improving Outcomes for Youth With Disabilities in Juvenile Corrections"
- Resource guide for youth who were incarcerated and are reentering the community after leaving a juvenile justice facility: "You Got This: Educational Pathways for Youth Transitioning From Juvenile Justice Facilities"
- Fact sheet describing new data on correctional education from the Civil Rights Data Collection

<https://www.ed.gov/jjreentry>



Other Resources

Legal Center for Foster Care & Education

“Blueprint for Change: Education Success in the Juvenile Justice System”

(<https://www.jjeducationblueprint.org/>): This framework for reviewing current approaches to direct case advocacy and system reform is organized by eight goals for youth, with benchmarks for each goal indicating progress toward achieving educational success. The framework includes examples at the National, State, and local levels.



A photograph of a school cafeteria with several students sitting at tables. In the foreground, a young man and woman are smiling and talking. The woman is holding a red apple. They are surrounded by other students in the background, some eating and some talking. The scene is bright and positive.

A State Perspective on Supporting Successful Transitions



neglected-delinquent.ed.gov





Title I Part D, Transition



Francine Stromberg,
Education Program Specialist
Office of Fiscal and Data
Services



From the *Every Student Succeeds Act*, New Jersey State Plan, August 2017



FIGURE 6.2: New Jersey’s program objectives and outcomes for Title I, Part D

Objective	Outcome	Timeframe
Ensuring state agencies and LEAs set performance goals	Measurement to monitor progress of all students in meeting challenging state academic standards and accountability performance goals	Annually each summer
Ensuring ongoing, collaborative discussion with state agencies and LEAs to determine their needs	Provide appropriate professional development, technical assistance and/or resources	Quarterly
Ensuring LEAs understand the requirements for transferring records under N.J.A.C. 6A:17-3, are familiar with best practices that support timely re-enrollment for returning students and recognize student credit earned while in facility	Guidance manual	Fall 2017
Ensuring state agencies and LEAs increase the number of students who enroll in district of residence after exit	Increase the percentage of school-age students making a successful transition to continue schooling toward attaining a regular high school diploma	Baseline 2015-2016 Assess not less than once every three years (<i>ESSA</i> , Section 1431)
Ensuring state agencies increase the number of students with high school diplomas who transition to postsecondary education, job training or employment within 90 days of exit	Increase the percentage of students with a high school diploma, or equivalent making, a successful transition to postsecondary education, job training or employment	Baseline 2015-2016 Assess not less than once every three years (<i>ESSA</i> , Section 1431)



Transition – Subpart 1

- **All State Agencies**

- Individualized Program Plans
 - Academic and Vocational
- Career Events
- Utilize [New Jersey Career Assistance Navigator](#) (NJCAN)



• Department of Children and Families

- Transition Coordinator
 - Helps facilitate community linkages and support transition back into community placements, or other educational opportunities. Students leave the school with appropriate goals and a portfolio, in digital and physical form, to display their accomplishments and assist them with future applications.
- Contracts
 - County Community College
 - Dual enrollment courses, credit recovery, distance learning and ServSafe.
 - Allied Health Institute
 - Certified Nursing Courses





- **Department of Corrections**

- Transition Planning Conferences
 - Continued Education Within the Facility - Adult Basic Education, Post-Secondary, Vocational
 - Continued Education – Released From Facility
- College and Career Readiness Labs





- **Juvenile Justice Commission**

- Secure Care Facilities
 - Culinary Arts
 - Introduction to Carpentry
- Community Based Programs
 - Wire and Cable Installation
 - Commercial Pesticide Applicator Licensing
 - Small Business Video Production



Transition – Subpart 2

The following services are provided to students in addition to English and Math teachers:

Atlantic County Juvenile Detention Center

- ServSafe

Camden County Juvenile Detention Center

- Provides opportunities for students to interact with community-based agencies, employment, and character education.

Essex County Juvenile Detention Center

- Provides C-Tech and Simlog Vocational Instruction

Middlesex County Juvenile Detention Center

- Transition and Re-Entry Specialist
- Counseling

Ocean County Juvenile Detention Center

- Strengthen interdisciplinary connections of Science and 21st Century Life and Careers.
- Increase exposure to 21st Century Careers and industry valued credentials



A photograph of a school cafeteria with several students sitting at tables. In the foreground, a young man and woman are smiling and talking. The woman is holding a red apple. They are surrounded by other students in the background, some wearing blue shirts. The scene is bright and positive.

A Local Perspective on Supporting Successful Transitions



neglected-delinquent.ed.gov



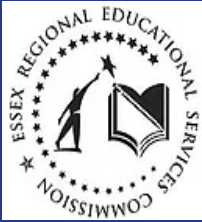
“FROM COPYING TO CODING”

SCULPTING SOJOURN HIGH SCHOOL WITH DIGITAL LEARNING

PRESENTED and LEAD BY THE PRINCIPAL SOJOURN HIGH
SCHOOL

MR. RODNEY EVAN JENKINS





WHO I WORK FOR:
Essex Regional Educational Services Commission (ERESC)



Where I've worked at for the last 4 years
SCHOOL WITH PURPOSE, PRODUCTION, AND PRIDE



Sojourn High School | Essex County Juvenile Detention Center (ECJDC)
"WHERE CHANGE HAPPENS"



The following presentation was prepared by Mr. Rodney Jenkins.
The contents of this presentation are my details and facts
of my four-year tenure working in the Essex County Juvenile Detention Center.

Principal's Quotes

“The purpose of life is not to be happy. It is to be useful. To be compassionate. To have it make some difference that you have lived and lived well.”

Mr. Jenkins

AND

“The person who you are with the most is yourself and if you don't like yourself, you're always with somebody that you don't like.”

Mr. Jenkins

PROJECT SCOPE

- ❑ REORGANIZE THE SCHOOL WITH A THEME, PURPOSE AND THE TOOLS FOR SUCCESS FOR THE 21ST CENTURY.
- ❑ THE SCHOOL'S EDUCATION MODEL HAS BEEN DEFINED AND RESTRUCTURED.
- ❑ IN ORDER TO SUCCESSFULLY REBRAND THE SCHOOL, SOJOURN MUST BECOME AN EXEMPLAR FOR WHAT THE ERESC CAN DELIVER.
- ❑ WHILE ALL STAFF, STUDENTS, COMMUNITIES, AND DISTRICTS ARE VITALLY CRUCIAL TO OUR SUCCESS, IT IS IMPORTANT THAT WE AS AN ORGANIZATION UNIFY BEHIND THIS REBRANDED MODEL.
- ❑ THIS PROJECT IS DESIGNED WITH THE STUDENT'S ACADEMIC INTEREST IN MIND.

OBJECTIVES

Identify overall project objectives:

- Consolidate our curriculum to accommodate students from diverse educational districts from Essex, Hudson, Passaic and Union counties.**
- Rebrand the school to match our new “Vision Statement”**
- Cost objectives - Reduce the overall operating budget of the school.**
- Create an efficient model of education and proven data of success.**

SOJOURN DELIVERABLES

- ❑ An educational facility that is respected by local school districts
- ❑ An educational facility that fosters academic excellence and is attractive to the representatives and stakeholders of Essex County
- ❑ Better data tracking and improved academic success



SOJOURN'S NEW VISION STATEMENT

Sojourn High School will become the most technologically driven detention center educational program in the State of New Jersey by 2019.

MISSION ACCOMPLISHED!

NOW, WHAT'S NEXT?

SOJOURN'S NEW VISION STATEMENT:

**Sojourn High School will become the most
technologically driven detention center
educational program in the *United States* by
*2022.***

SOJOURNER'S VISION PATHWAY

We will accomplish our vision by implementing state of the art, New Jersey Common Core Curriculum alignment, educational and vocational blended learning platforms that are focused on having our students become self-directed learners and develop the behaviors and mindsets for success.

These online tools will help students set and track goals, learn content at their own pace, and complete deeper learning projects. Our students will be driven to build content knowledge by working at their own pace and take assessments on demand. Our teachers and counselors will help students set short term and long term goals and connect these back to their daily actions.

SOJOURN'S VISION PARTNERS

- ❑ Moving forward, we are embarking on new collaborative efforts this year in the area of behavior modification and student motivation.
- ❑ This year we will partner with the Essex County Juvenile Detention Center social services, special projects and recreation departments in a combined effort to change the landscape of our Friday behavior modification program.
- ❑ Starting in October of 2017 each one of the ECJDC partners has agreed to take one week of the month to sponsor various programs designed to enhance and advance the students' social and emotional needs that are associated with being a student at Sojourn High School.



SUCCESS FACTORS

Identify elements that are key to the success of the project, such as:

- Better student-to-teacher ratio to utilize staff and resources more efficiently.
- Professional development
- Available resources for the upgrade of technology hardware.
- Cyber security
- Reduced student disruptions
- Forming and maintaining “PROFESSIONAL LEARNING COMMUNITIES” that support our vision and mission statements.

IMPLEMENTATION

A FOUR YEAR JOURNEY

Year One Accomplishments 2017 - 2018

- Get permission and clearance from your district administration to consent to the Blended Learning Model.
- Select a strong “Firewall” or create a “HUB” where you control the websites that enter your building.
- Select the first half of your staff that will be your program leaders to get trained in BLM.
- Join an Online Learning Platform and familiarize your staff and yourself with the platform.
- Look for money in the budget for laptops. (Chromebooks are the preferred laptop because of their ability to be monitored.)
- Order more chromebooks! As you become less dependent on working with books and copied material, you will need to constantly monitor, upgrade and maintain both your hardware and software.
- Assessments and student growth measured monthly using the NWEA MAP and Edmentum Exact Path growth assessments.

IMPLEMENTATION

A FOUR YEAR JOURNEY

Year Two Accomplishments 2018 - 2019

- Get permission and clearance from your district administration to remain in the BLP.
- Select the second half of your staff that will be trained in the selected BLP (Original trained staff will act as mentors until all instructional staff are trained in the BLP)
- Train with your BLP during the summer to familiarize your entire staff and plan the next semester or marking period using the platform.
- Select a time frame for full school implementation (fully trained staff in first 60 days).
- Purchase more chromebooks Currently we have a 1:1 Chromebook per Student
- Start slowly but steadily! Build on your success with the knowledge you have acquired from this journey.

IMPLEMENTATION

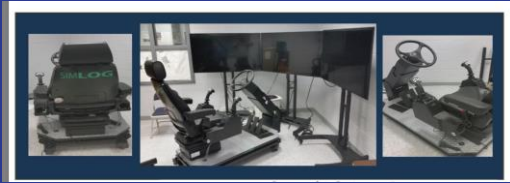
A FOUR YEAR JOURNEY

Year Three Accomplishments 2019 -2020

- ❑ Outreach efforts to consolidate partnerships with Higher Education Institutions ie: Essex County College, NJIT, Rutgers, OSHA & Donald Payne Tech
- ❑ Implementation of Summit Learning, Plato's "Exact Path" curriculum and IXL (as supplemental) Schoolwide
- ❑ Implementation of computer programming within Science curriculum
- ❑ Launch of mentoring program for novice teachers
- ❑ New professional development for all staff in computer-aided design (CAD) and 3D printing with NJIT Maker Space

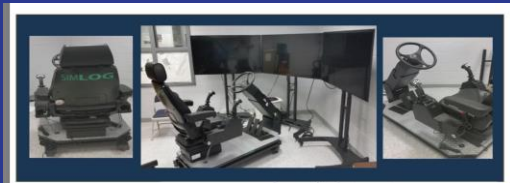


What is happening in Sojourn now?



**Sojourn's New Vocational Course Offering:
SIMLOG – Certified Construction Coursework
Implementation Date: December 1, 2019**

The addition of the Simlog vocational program to Sojourn High School will allow our students to obtain “National Industry Certifications” in three different fields of the construction industry. Once obtained, these certifications will give our students increased opportunity for meaningful employment. The Simlog construction program provides simulated tasks, task progression, and evaluated simulated work. The program provides comprehensive “Performance Indicators” that take into account the best in class practices from leading training professionals from around the world. The program also provides certification guidelines, from key standard based organizations, such as NCCER for construction equipment, NCCCO for cranes, and OSHA for forklifts.



**Sojourn's New Vocational Course Offering:
SIMLOG – Certified Construction Coursework
Implementation Date: December 1, 2019**

The simulator lab consists of three networked simulator stations. Tabletop mounted replica control joysticks are used to operate the Forklift. Replica Ball-Tip Levers, are tabletop mounted which are used to operate the lab's Forklift simulator. Each station is also equipped with the required steering wheel, gear shifter and/or foot pedals that best reproduces the functionality of the real heavy equipment. One of the two stations is a multi-purpose station that can operate the Hydraulic Excavator, Bulldozer and Wheel Loader simulators. This is done by taking advantage of the multi-purpose simulator controls. Hydraulic Bulldozer and Back Hoe simulators will be offered in simulator chair stations where the student can feel as well as see the training experience. The essential purpose of the program is to enhance our student's opportunity to find sustainable, meaningful and relevant employment upon their release back to their community.

SIMLOG

Simulators



- **Forklift Simulator**
- **Hydraulic
Excavator
Simulator**
- **Bulldozer
Simulator**

SIMLOG

Simulator at Sojourn High School



News12 newscast aired: 8/2019

<https://www.njtvonline.org/news/video/school-at-detention-center-arms-students-with-vocational-training/>

What does STEM stand for?

Science - Traditional subjects such as Biology, Chemistry, Earth Science, and Physics.

Technology - Newer subjects that have been added to the curriculum such as computer programming, computer-aided design (CAD) and 3D printing, or robotics.

Engineering - designing new technology and revising the old.

Mathematics - the abstract science of number, quantity, and space.



Science



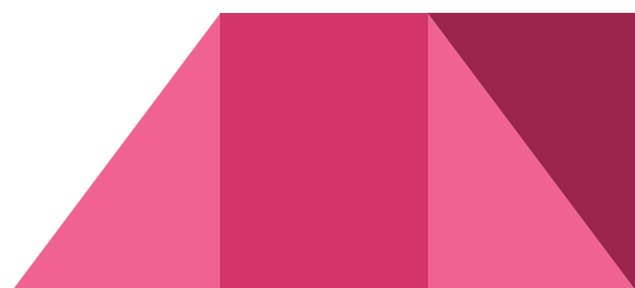
Technology



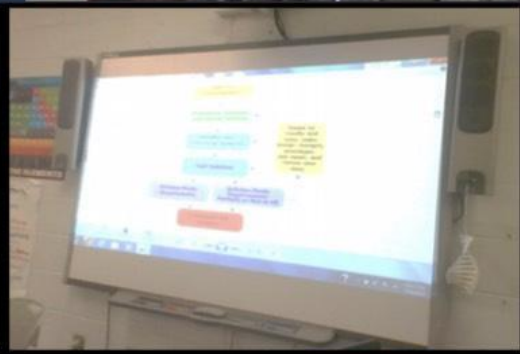
Engineering



Mathematics



S
o
j
o
u
r
n



“Stem At Sojourn”
Coding, Robotics, Engineering & Vocational

C-Tech

**Sojourn's New Vocational Course Offering:
SIM-LOG—Certified Construction Coursework
Implementation Date: December 1, 2018**

The addition of the Sim-log Vocation Program to Sojourn High School will allow our students to obtain “National Industry Certifications” in three different fields of the construction industry. These certifications will give our students increased opportunity for gainful employment. Thanks to comprehensive “Performance Indicators,” the Sim-log Construction Program provides industry standards training that includes, simulation tasks, task progression and evaluation. These indicators take into account best practices from leading training professionals from around the world, along with certification guidelines from key standard organizations; such as, NCCER for construction equipment, NCCCO for cranes, and OSHA for forklifts.

The simulator lab will consist of three networked simulator stations, tabletop mounted Replica Controls Joysticks, and Replica Ball-Tip Levers, used to operate the Forklift simulator. Each station is also equipped with a steering wheel, gear shifter and/or foot pedals that reproduce the functionality of the actual heavy machinery. One of the two stations are Multi-Purpose stations that can operate the Hydraulic Excavator, Bulldozer and Wheel Loader, utilizing the multi-purpose simulator controls.

The intended purpose of the program is to enhance our students' opportunities for future employment, coupled with real-world simulation application, to find, sustainable, and meaningful employment upon their release back into the community.

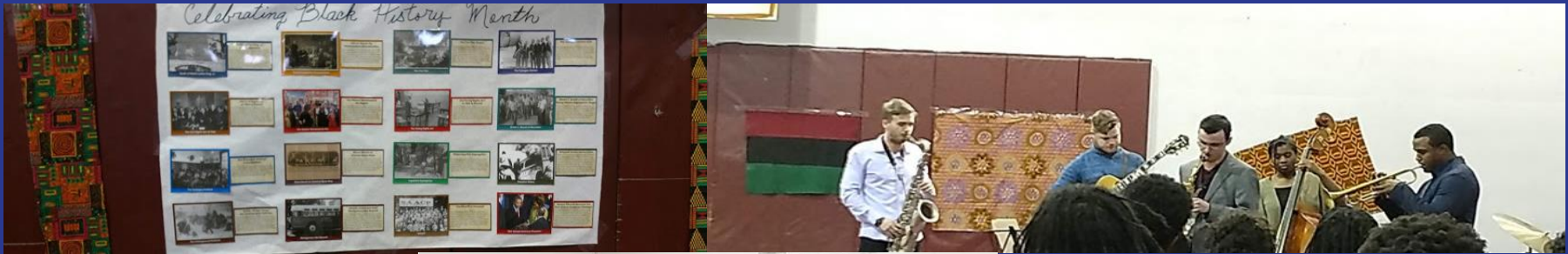
Candidacy is based on the following criteria: 11th or 12th grade students in good academic standing, performing well academically, no behavioral issues with either custody or school staff, and recommended by detention and school administration. In addition, students will also be subject to the Sojourn Student Growth Objective criteria, such as attendance in school for at least 5 – 6 consecutive weeks. Other time considerations such as duration of detention at the ECJDC vs. projected length of successful certifications completion. Projected staff training will be assumed by the current vocational program instructors (C-Tech).

Rikers Debate Club

The Riker's Island Project is a program that recruits students to join Debate Teams. Our students then conduct in-school debates that fosters critical thinking among other skills while using telecommunications applications Skype and Google Hangouts.



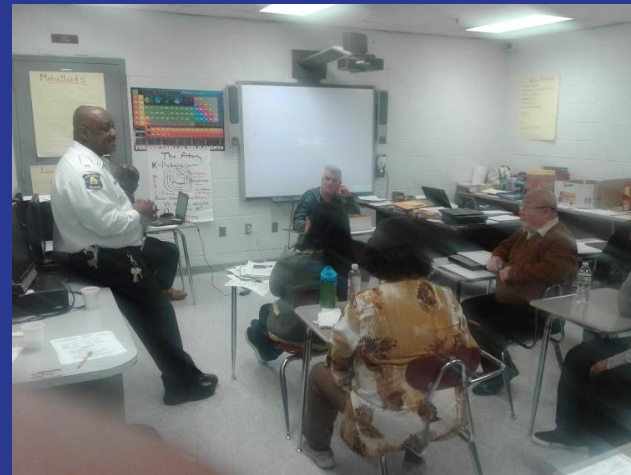
Black History Month Celebration



ART Classes



STAFF Training



Our Staff



We are ready for 2020-2021
School Year



OUR UPDATED MOTTO FOR 2020 to 2022

**“WHAT YOU DO NOW, MATTERS LATER”
And here’s why...**

"To this man, Islamic State's ideology 'just made sense.' Now, he rejects extremism"



Questions and Answers



neglected-delinquent.ed.gov



Contact Information

NDTAC

Website: <https://neglected-delinquent.ed.gov>

Listserv: <https://neglected-delinquent.ed.gov/sign-our-mailing-list-1>

David Blumenthal

NDTAC Technical Assistance Liaison
dblumenthal@air.org

Francine Stromberg

New Jersey Department of Education
Francine.Stromberg@doe.nj.gov

Rodney Jenkins

Sojourn High School
r.jenkins@eresc.com

