

RCSD Safe Schools Healthy Students
Youth In Transition Initiative

Recommendations for

Positive School Re-Entry

Right Fit Academics

Positive Youth Development Opportunities

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Background on Transition Project

Focus: RCSD students, 12 to 20, returning from alternative justice, mental health placements; RCSD alternative programs; multiple risks (academic, safety, behavior)

Large group of students: 400 from long term, 2000 from short term programs in 08/09.

Purpose: increase graduation/success by improving academics, service and support systems

Shared Responsibility: with 19 partner programs/systems: justice, mental health, social services

Robust Fact-finding: qualitative, quantitative

Inclusive, Collaborative Process: stakeholder involvement, multi-system improvement teams.

Problems/Barriers: Re-entry poorly planned/coordinated, lack of accessible/available community services and supports; lost credits, courses not continued, academics far behind; uneven standards among responsible systems.

School Re-Entry Process Team Recommendations

School Re-entry Task Team

Co Chairs

Audrey Cummings, RCSD

Kathy Leahy, St Joseph's Villa

Members

Chuck Allan, Children's Project Coordinator, DHS

Lori Baldwin, RCSD Safety and Security

Deb Bartlett, Better Days Ahead

Gomel Breedlove, Interim Health Academy, RCSD

Allan Clark, Aftercare Services, NYS OCFS

Tom Fitzsimmons, NYS School at Industry

Karen Martin, Placement Office, RCSD

Susan McLean, Child and Family Services, MCDHS

Elsie MacIntyre, Child and Family Services, MCDHS

Claudia Paine, Special Education, RCSD

Chris Perrotta, Youth and Justice Program, RCSD

Margaret Porter, Youth and Justice Programs, RCSD

Jerome Watts, I'm Ready Program, RCSD

Consultant Support: Louise DeLaus and Diane Larter

Problems/Barriers Identified By Stakeholders

School re-entry is sometimes delayed for youth who have been disenrolled from RCSD, interrupting academic instruction and continuity; CSE delays result in temporary placements; school personnel lack information on returning youth; students lack choice of school placement when returning.

| Action Recommendation | Responsibility | |
|---|-----------------------|---|
| 1. Full Time Transition Systems Coordinator for RCSD | RCSD | |
| 2. Tracking System for students disenrolled for long term residential placements | RCSD | DHS, OCFS, HCC, SJV, OMH |
| 3. Joint Pre-Discharge Planning Protocol/MOU for students returning from residential placements | RCSD | DHS, OCFS, HCC, SJV, OMH |
| 4. Re-Entry Teams at all RCSD Schools | RCSD | |
| 5. Designated contacts at RCSD Schools and both long and short term placement agencies/systems | RCSD | All long and short term placement agencies /systems |
| 6. Discharge planning protocol/MOU for students returning from psychiatric hospitals | RCSD | URMC/Strong Inpatient and Partial programs |

Academics: Students transitioning from Long term Programs: **200** in SY 09/10

- **Description:**

- 74.5% male
- **74% African American**, 14.5 % Latino, 11.2% white
- **57%** with **Special Ed** Classification
- **51%** had been **retained** in grade.

- **Academics**

- **Overage** for Grade: **96.4%** of 114 students in this group who were 14 years or older were **one year overage** for grade; **52.6% by 2 years**.
- Only **66 students of 150 students 14 years and over had a GPA** recorded; **45** of these were **below .97**, only 6 had GPA's above 2.0
- NYS ELA/Math test scores: **missing** for 149 of 200 students; **1 of 51 students where test data was available scored level 2** or above in 09/10 Math

Academics: Students transitioning from Short term Youth and Justice Programs: **932** in SY 09/10

- **Description**

- 70.3% male
- **79.2% African American**, 12.45 Latino, 7.5% white
- **36%** with **Special Ed** Classification
- **66.8%** had been **retained** in grade

- **Academics**

- Overage for Grade:: **93.4% of 829 students** 14 years and older were **one year overage** for grade; 39.5% by 2 years.
- 644 students had a GPA recorded; **456 of these were below .99**, 132 between 1-1.99; 56 were 2.0 to 3.5
- NYS ELA/Math test scores: **missing for 750 students**; only **12 of 182** students scored level 2 or above in 09/10 Math

Academic Right Fit Team Recommendations

Academic Right Fit Task Team

Co Chairs

Mark Keefe, NYSOCFS

Caterina Leone-Mannino,
Director of Extended Learning, RCSD

Members

Ann Adams School Counselor, St Joseph's Villa

Amy Alderman, New York State School at Industry

Susan Gaskill, School Psychologist, RCSD

Amy Hollen-Dilko, Education Coordinator, Hillside Children's Center

Kathy Finnegan Young Mothers, RCSD

Robin Lavergne, School Counselor, RCSD

Susan McLean, Child and Family Services, DHS

Marcia Pease North Star, RCSD

Molly Schleigh, School Counselor, RCSD

Stacy Watts, Youth and Justice Program, RCSD

Lillie Whitt, Transition Services, RCSD

Eliany Sanchez-Baez, Placement Office, RCSD

Consultant Support: Louise DeLaus and Diane Larter

Problems/Barriers Identified By Stakeholders

Lack of continuity of coursework across all settings, loss of credits; overage, under-credited students have few program alternatives; many students need vocational options and intense academic remediation.

| Action Recommendations | Responsibility | |
|---|----------------|--------------------------------|
| 1.. Internal, high level RCSD Academic Champion for target students/similar students | RCSD | |
| 2. For Course Continuity: <ul style="list-style-type: none"> • Standard packet of academic information to follow student • RCSD course and curriculum shared with placement agencies • Agency access to IEP Direct/Special Ed system | RCSD | DHS, OCFS, HCC, SJV, OMH |
| 3. For Credit Recovery: <ul style="list-style-type: none"> • Agencies use Web Based Credit Recovery • Students returning to school late in school year allowed/assisted/prepared to take exams • District-wide standards for credit approval. | RCSD | DHS, OCFS, HCC, SJV, OMH |
| 4. Community Wide Drop-out Prevention Initiative, full implementation of Response to Intervention , added supports to get students to grade. | RCSD | Community agencies and systems |
| 5. Develop a number of small, alternative programs and classes in a variety of settings | RCSD | Community agencies |
| 6. Significantly expand vocational options for RCSD students based on current workplace needs. | RCSD | Business, Higher Ed |
| 7. Vigorous, high quality remediation in schools and residential placements | RCSD | DHS, OCFS,HCC,SJV |

**Community Youth Development Team
Recommendations**

Problems/Barriers Identified By Stakeholders

Lack of access to and availability of positive, organized, youth development, recreation and leisure time activities for high risk, high need transitioning youth. Youth-serving organizations frequently lack the knowledge, skill and experience to successfully include high risk youth in their activities.

| Action Recommendation | Responsibility |
|---|---|
| <p>1. More <u>Available</u> Youth Development</p> <ul style="list-style-type: none"> • Common youth development definition, policies, framework • Grow funding for YD programs, make evidence for YD more available • YD funds for every Transitioning youth | <p>City Council, RCSD, Youth Bureau, MC Systems of Care, United Way, Foundations</p> |
| <p>2. More <u>Accessible</u> Youth Development</p> <ul style="list-style-type: none"> • Locate activities where youth live • Provide transportation • Include YD activities in discharge plans • Provide web-based source for info on positive youth activities. | <p>YD funders and providers, YSQC, GRASA, NCYJ, United Way, OCFS, DHS, Probation, OMH</p> |
| <p>3. Improve Quality ,Competency, Capacity of Youth Development programs: major staff development and program improvements recommended:</p> <ul style="list-style-type: none"> • Improve staff knowledge and skills to value, engage, and manage transitioning youth; address fear of urban youth and impacts of racism • Locate skill building staff in community agencies • Reduce Program eligibility or participation barriers • Create positive working conditions for staff working with high risk youth. • Involve youth in staff hiring • Increase parent/family engagement, parent development opportunities | <p>Youth Bureau Capacity Building Initiative, YSQC, Training/Professional development units of DHS, OCFS, Probation, community agencies, Council of Agency Executives</p> |



Community Youth Development Team: Co-Chairs: Jackie Campbell, City of Rochester , Marge Lefler, RCSD

Doug Ackley, Teen Empowerment

Jane Amstey, University/Community Partnerships, RIT

Jayne Bermudez, Ibero/PRYD

Jennifer Bannister, Teen Empowerment

Isaac Bliss, Community Place of Greater Rochester

Michael Brooks, Pathways to Peace

Maurice Brooks, NEAD

Paul Clark, Center for Youth

Eleanor Coleman, SWAN

Tom Davis, Monroe County Jail

Stephanie Fitzgerald, United Way

Linda Hagarty, Monroe County YFP

Hattie Henderson, MC Probation

Greg Hopkins, Changing the Community

Bev Jackson, Pathways to Peace

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Sandy Migliore, Adolescent Re-Entry, CFC

Robert Moses, Rochester Housing Auth.

Karen Syrkin, Youth Opportunity, DHS

Colleen Tuffy, St Joseph's Villa

Tim Weider, MCC/Nazareth, NCYJ

DeBrine Williams, Mt. Olivet Church

Jimmie Winkfield, Aftercare, OCF