

The Critical Role of Schools in Combating DMC: National, State and Local Perspectives

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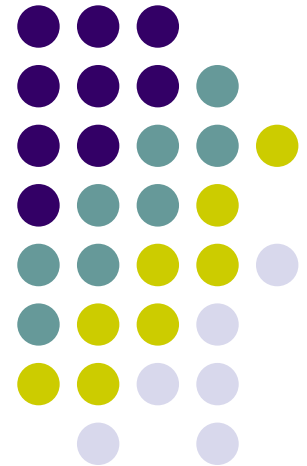
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National Perspective

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Who We Are



NDTAC

- Provide TA to State educational agencies, State agencies, and local educational agencies in the implementation of Title I, Part D (TIPD). The goals of TIPD are to:
 - Improve educational services for youth who are neglected, delinquent, or at risk (ND) so they have the opportunity to meet challenging State academic content and achievement standards;
 - Provide ND youth with services to successfully transition from institutionalization to further schooling or employment; and
 - Prevent at-risk youth from dropping out of school, and to provide dropouts and children and youth returning from correctional facilities with a support system to ensure their continued education

TA Partnership

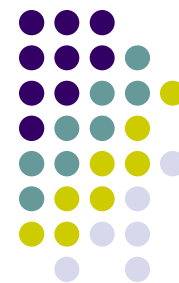
- Provide TA to communities that are currently funded to operate the Comprehensive Community Mental Health Services for Children and Their Families Program (“systems of care”).
- Help communities build systems of care to meet the mental health needs of children, youth, and their families.

Why DMC Reduction is Important for Schools to Address



- **Reducing DMC is important to the Federal government:**
 - The U.S. Department of Education (ED) has been collaborating with the U.S. Department of Justice's (DOJ) Office of Juvenile Justice and Delinquency Prevention (OJJDP) and other Federal agencies on this issue through OJJDP's Coordinating Council on Juvenile Justice and Delinquency Prevention (interagency issue teams, and joint meetings and conferences)
 - It is a core requirement of the Juvenile Justice and Delinquency Prevention Act of 2002 and will likely be strengthened in future reauthorizations
 - It is a requirement for OJJDP formula grants (20% of grant funds tied to State compliance)
 - *Racial/ethnic disparities in the juvenile justice and related systems and education and at-risk youth* are two of OJJDP's 4 core priority areas
 - Federal laws prohibit discrimination based on race, color, and national origin discrimination, and disability. There are currently lawsuits based on educational and judicial inequalities filed by ED's Office for Civil Rights and DOJ's Civil Rights Division
- **DMC and the school to prison pipeline produces economic and social hardships on society**

Secretary Arne Duncan Says...



*“And every year another 1.2 million kids drop out of high school, and then far too many of them head into that prison pipeline. As a society, we have been content to incarcerate folks at \$60,000 per year, but unwilling to spend just \$10,000 or \$15,000 a year to educate them properly on the front end. Where are our collective priorities? I promise you, **the fastest way to empty out those prisons is to eliminate our country's drop-out rate.** But for far too long, we have squandered all of that talent, leadership, creativity and energy because **we have not provided every child with the education he or she needs and deserves.** And I ask you why? Why? Why have we waited? Why do we allow schools serving low-income students, and students of color, to chronically underperform year after year, without making much progress? **We have 2,000 high schools, not that big a number, that account for 50 percent of the nation's dropouts, and three quarters—75%—of African-American and Latino drop outs.** Why do we allow this?”*

(Secretary of Education Arne Duncan's Remarks at the National Urban League Centennial Conference, July 27, 2010)

Federal Reform Opportunities: Current Bills



Bills supporting a particular approach to improving school discipline:	Bills proposing implementation of best practices in school discipline to address particular issues:
<ul style="list-style-type: none">• S.3733: Achievement through Prevention Act (Bennet, CO)• H.R. 2597: Positive Behavior for Safe & Effective Schools Act (Hare, IL)• H.R. 4223: Academic, Social, and Emotional Learning Act (Kildee, MI)• H.R. 4286: Restorative Justice in Schools Act (Cohen, TN)	<ul style="list-style-type: none">• H.R. 5628: Ending Corporal Punishment in Schools Act (McCarthy, NY)• H.R. 4247: Keeping All Students Safe Act (Miller, CA)• S. 2860: Preventing Harmful Restraint and Seclusion in Schools (Dodd, CT)

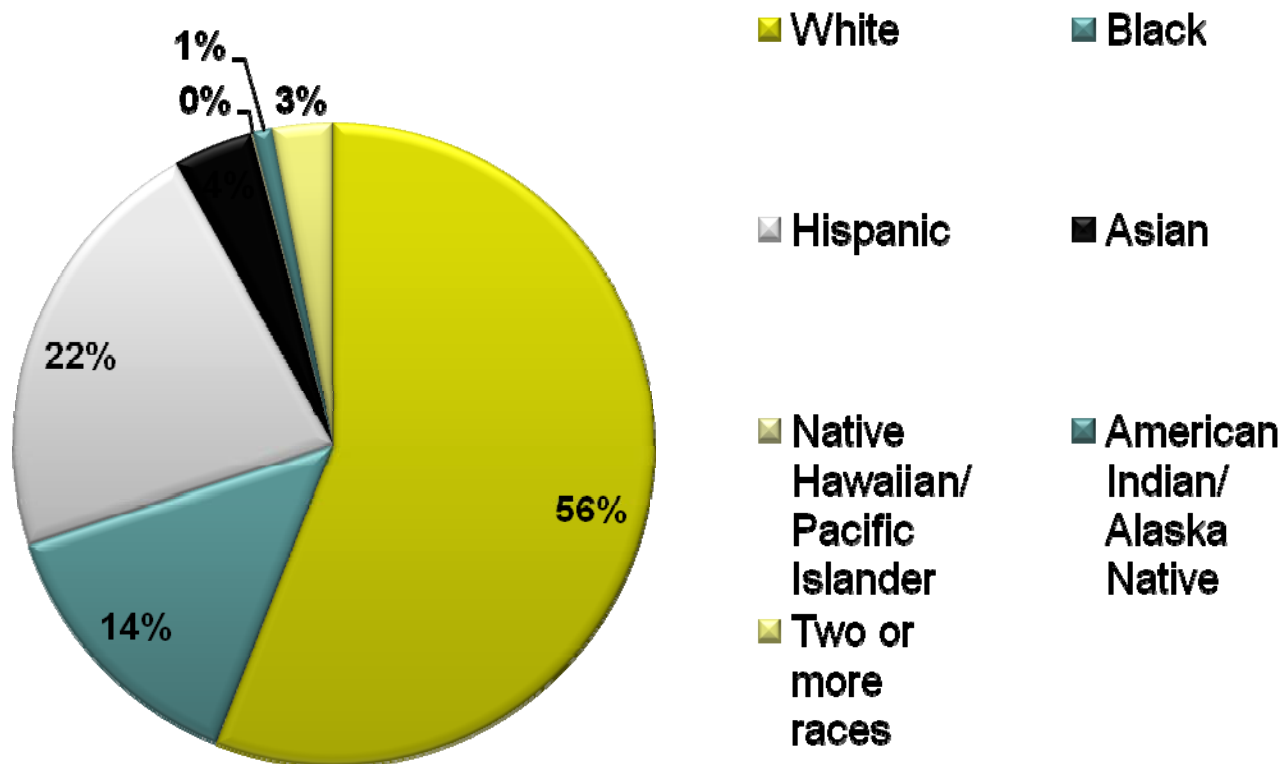
Cregor, Matt (2010). *Legislative Reform At the Federal and State Levels*.

For more information about the above Bills visit <http://www.opencongress.org/bill/all>

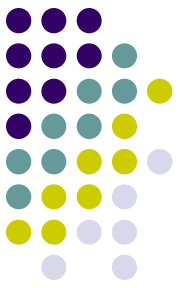
Population and Demographics



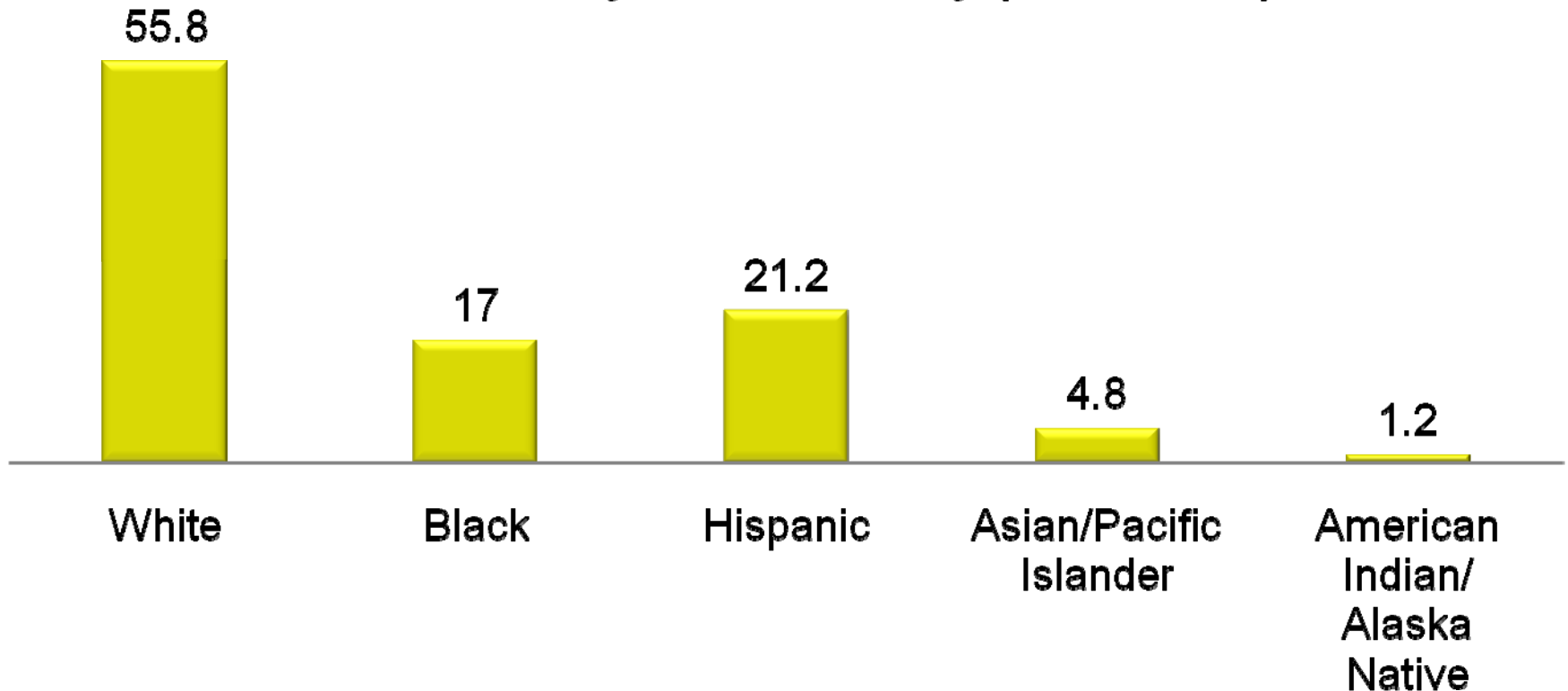
U.S. child population by race/ethnicity (2008)



Status of Education for Racial and Ethnic Minorities: School Enrollment



Public elementary and secondary school student enrollment by race/ethnicity (2007-2008)



Status of Education for Racial and Ethnic Minorities: Reading Achievement



Table 11.1. Percentage distribution of students at National Assessment of Educational Progress (NAEP) reading achievement levels, by race/ethnicity and grade: 2005 and 2007

Grade, year, and achievement level	Total ¹	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
4th grade, 2007						
<i>Below Basic</i>	33	22	54	50	23	51
<i>At Basic</i>	34	35	32	32	32	30
<i>At or above Proficient</i>	33	43	14	17	46	18
<i>At Advanced</i>	8	11	2	3	15	4
8th grade, 2007						
<i>Below Basic</i>	26	16	45	42	20	44
<i>At Basic</i>	43	43	42	43	39	38
<i>At or above Proficient</i>	31	40	13	15	41	18
<i>At Advanced</i>	3	4	#	1	5	2!
12th grade, 2005						
<i>Below Basic</i>	27	21	46	40	26	33!
<i>At Basic</i>	37	36	38	40	38	41
<i>At or above Proficient</i>	35	43	16	20	36	26!
<i>At Advanced</i>	5	6	1!	2!	5	‡

Rounds to zero.

! Interpret data with caution.

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: Race categories exclude persons of Hispanic ethnicity.

Table Source: Aud, S., Fox, M., and KewalRamani, A. (2010). *Status and Trends in the Education of Racial and Ethnic Groups* (NCES 2010-015). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

Data Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 and 2007 Reading Assessment, NAEP Data Explorer.

Status of Education for Racial and Ethnic Minorities: Mathematics Achievement

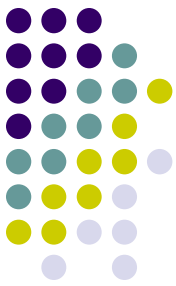
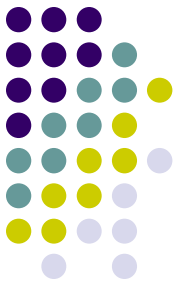


Table 11.2. Percentage distribution of students at National Assessment of Educational Progress (NAEP) mathematics achievement levels, by race/ethnicity and grade: 2005 and 2009

Grade, year, and achievement level	Total ¹	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
4th grade, 2009						
<i>Below Basic</i>	18	9	36	29	8	34
<i>At Basic</i>	43	40	48	49	31	45
<i>At or above Proficient</i>	39	51	16	22	60	21
<i>At Advanced</i>	6	8	1	1	17	2
8th grade, 2009						
<i>Below Basic</i>	27	17	50	43	15	44
<i>At Basic</i>	39	40	37	40	31	38
<i>At or above Proficient</i>	34	44	12	17	54	18
<i>At Advanced</i>	8	11	1	2	20	3
12th grade, 2005						
<i>Below Basic</i>	39	30	70	60	27	58
<i>At Basic</i>	38	41	25	32	37	36
<i>At or above Proficient</i>	23	29	6	8	36	6!
<i>At Advanced</i>	2	3	#	#	6	1!

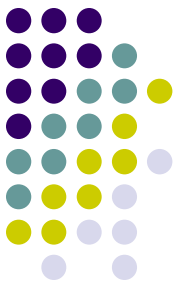
Table Source: Aud, S., Fox, M., and KewalRamani, A. (2010). *Status and Trends in the Education of Racial and Ethnic Groups* (NCES 2010-015). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. Data Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 and 2009 Mathematics Assessment, NAEP Data Explorer.

The Achievement Gap



- The achievement gap is defined as “**the difference between the average scores of two student subgroups on the standardized NAEP reading assessment**” (The Condition of Education 2010).
- According to the 2007 NAEP reading assessment:
 - Higher percentages of Asian/Pacific Islander and White 4th-graders and 8th-graders scored at or above *Proficient* than did American Indian/Alaska Native, Black, and Hispanic students at the same grade levels.
 - Black 4th and 8th-graders students had the highest percentage of performing below basic (54% and 45% respectively)
- The 2009 NAEP 4th and 8th grade mathematics assessment shows:
 - A higher percentage of Asians/Pacific Islanders scored at or above Proficient than did 4th- and 8th-graders of all other races/ethnicities shown.
 - Black 4th and 8th-graders students had the highest percentage of performing below basic (36% and 50% respectively)
- Based on 2005 NAEP data:
 - Higher percentages of Black 12th-graders scored below basic than their peers from other race/ethnic groups in both reading (46%) and mathematics (70%)

The Achievement Gap: Other Contributing and Compounding Factors



Many disparities in achievement are often attributed to socioeconomic factors:

- Academic performance differences by race/ethnicity and socioeconomic status persist and escalate during the early school years and into secondary school (Lee & Burkam, 2002; LoGerfo et al., 2006)
- 27% of Hispanic and 30% of Black children live in poverty, compared with about 13% of White children (Proctor & Dalaker, 2002).
 - Research has shown that the average cognitive score of pre-kindergarten children in the highest socioeconomic bracket is significantly higher than that of students in the lowest socioeconomic bracket (Lee & Burkam, 2002).
- Dropout rates tend to be higher for children who live in poverty:
 - Young adults in families with household incomes in the lowest 20% were six times more likely to drop out of high school than their peers from families in the top 20% of income distribution (U.S. Department of Education, 2000c).
- Being raised in a low-income family often means having fewer educational resources at home, in addition to poor health care and nutrition factors that can contribute to lower academic performance (U.S. Department of Education, 2000a; Viadero, 2000).

The Achievement Gap: Other Contributing and Compounding Factors



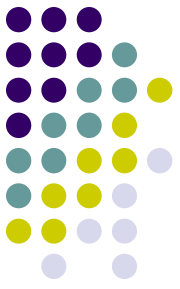
- Others **factors within schools** contribute to and compound the achievement gap, including:
 - Peer pressure
 - Student tracking
 - Negative stereotyping
 - Test bias(U.S. Department of Education, 2000a; Viadero, 2000)
- Many minority students attend under-funded inner-city schools, where they tend to receive **poorer-quality instruction**, have **fewer high-caliber teachers**, and have **access to fewer in-school resources** (The Education Trust, 2005):
 - These students often have less access to highly-qualified teachers and are twice as likely to have an inexperienced teacher and/or one who is not certified in the subject he or she teaches (*Quality Counts*, 2003)
- Teachers in high-poverty schools reported **less favorable working conditions** than teachers in wealthier schools and were more likely to report that **student disrespect** and **lack of parent involvement** were problems (*Quality Counts*, 2003)

The Impact of Disabilities



- A 2000 study conducted by ED's Office of Special Education Programs (OSEP), OJJDP, and others seeking to identify the number of youth receiving special education services in the juvenile justice system found:
 - Between **30 and 70% of youth in the juvenile justice system have a disability**, which is almost four times higher than the disability rate in public school programs.
 - Of the youth with disabilities identified in the study, 47.7% were classified as having emotional behavioral disorder (EBD)
 - **These youth are disproportionately male, Black, Native American, or Latino.**
- Researchers have proposed several theories to explain the disproportionate number of youth with disabilities in the juvenile justice system.
 - One such theory, the school failure theory, holds that **emotional/behavioral and other disabilities can lead to school failure, school dropout, suspension, and delinquency.**

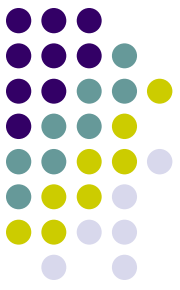
The Impact of Disabilities cont...



In addition to having poor academic outcomes, youth with disabilities also have negative social and behavioral outcomes:

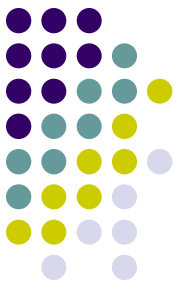
- Results from the National Longitudinal Transition Study-2 (NLTS2) study show that:
 - In 2003, 9 out of 10 youth with EBD had been arrested, had **disciplinary issues at school**, and had been **fired from a job** (Wagner et al., 2005).
 - **Increases in the absenteeism rate** for youth with EBD from 1987 to 2003 (Wagner, Newman, & Cameto, 2004; Wagner et al., 2003)
 - Increased likelihood, as compared to peers without an EBD, to be **involved in school fights**, to **display negative internalized** (e.g., withdrawal or depression) and **externalized** (e.g., aggression or noncompliance) **behaviors** and to **receive severe disciplinary actions** for their behaviors (Lane, Wehby, & Barton-Arwood, 2005; Bradley et al., 2008).

The Impact of Suspensions and Expulsions



- Many schools maintain **zero-tolerance policies** that have **led to substantial increases in out-of-school suspensions and expulsions.**
- Data indicate that **disciplinary removal has negative effects** on student outcomes and the learning climate:
 - Students suspended in 6th grade are **more likely to receive office referrals or suspensions** by 8th grade than students who had not been suspended (Tobin, Sugai, & Colvin, 1996)
 - School **suspension is at least moderately associated with higher dropout rates** (Ekstrom, Goertz, Pollack, & Rock, 1986)
 - Schools with higher rates of school suspension tend to have **lower academic quality, pay significantly less attention to school climate, and receive lower ratings on quality of school governance** (American Psychological Association, 2006).
 - Schools with higher suspension and expulsion rates have **lower outcomes on standardized achievement tests**, regardless of the economic level or student demographics (Davis & Jordan, 1994; Skiba & Rausch, 2006).

The Impact of Suspensions and Expulsions cont...

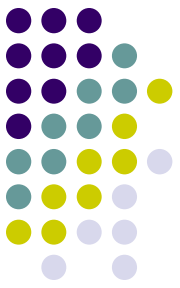


- Research has found a high degree of racial disparity in school suspension and expulsion:
 - Race significantly contributes to the likelihood of being disciplined in school, even after controlling for poverty:
 - Black students are **consistently suspended at rates two to three times higher** than those for other students
 - Black students are similarly **over-represented in office referrals, expulsions, and corporal punishment**

(Skiba, Michael, Nardo, & Peterson, 2002; Wallace, Goodkind, Wallace, & Bachman, in press)

- Disproportionality **is not** due to higher rates of misbehavior by minority students:
 - Minority students are **punished more severely** for less serious and more subjective infractions (Skiba et al., 2002)
 - Overrepresentation **begins at the stage of office referral** from teachers
 - Evidence suggests causes include “cultural mismatch” or insufficient training in culturally responsive classroom management (Townsend, 2000; Vavrus & Cole, 2002)

Student Disengagement and Delinquency



- Research has consistently established that students who **perform poorly** in and who **feel alienated** from school are **more likely to be delinquent**.
- Disengagement from school **begins early** (elementary school) and “turns motivated students into high school dropouts”.
- Increased effort and high performance expectations may result in frustration and lowered school attachment if improved performance does not result. In theory: **frustration → disengagement (→ dropout) → delinquency**.
- Behavioral disengagement (e.g., truancy) in school is independently predictive of increased school and general misconduct.
- Strengthening school attachment can reduce delinquency:
 - **Engaging early adolescents in homework** has the greatest pay-off in terms of reducing misbehavior both inside and outside of school.
 - **Improving their emotional dispositions** toward school is also helpful.
- BUT, improving cognitive engagement (i.e., academic commitment) without improving opportunities and resources for success may increase delinquency.

Student Disengagement and Delinquency cont...



- It is unclear whether 1) school disengagement causes adolescent problem behaviors, 2) problem behaviors lead to school disengagement, **or** 3) both school disengagement and problem behaviors are symptoms of a youth's traits and proclivities. **But:**
 - A student's own positive engagement in school is a protective factor against involvement in violence;¹ aggressive behavior;² gang membership;³ substance use;⁴ and general delinquency.⁵
 - Students less bonded or connected to school have higher levels of delinquency;⁶ problem behaviors⁷ and violence;⁸ and drug use⁹.
 - There is a negative relationship between grade point average and violence.¹⁰
 - Truancy is associated with the likelihood of initiating alcohol, marijuana, and cigarette smoking among at-risk, urban youth.¹¹
- Less research has examined the long-term effects of school disengagement and dropping out on later, adult problem behaviors (e.g., persistent delinquency and/or criminal behavior).

DMC Reduction Strategies for Schools



Identification

- Determine the extent to which DMC occurs in your State/locality by calculating the rates of disproportionality:
 - Calculate total youth population in State/locality by race/ethnicity
 - Calculate total percentage of the youth in State's/locality's juvenile justice system by race/ethnicity

DMC Reduction Strategies for Schools



Assessment/Diagnosis

- Assess the possible explanations and factors that contribute to the issue (e.g., school failure, dropouts, school disciplinary procedures, biases by school staff, training and cultural competence of school staff, youth engagement, disabilities, socioeconomic status)
- Identify and collect data needed to examine the possible explanations for disparities:
 - Total school enrollment in State/locality by race/ethnicity
 - Student achievement scores by race/ethnicity
 - Rate of offense, referral to the principals office, detention, suspension (in school and out of school), expulsion, referral to police, and arrest rate by race/ethnicity
- Analyze the data and identify the most likely mechanism(s) creating DMC in the State/locality.

DMC Reduction Strategies for Schools



Intervention

- Design a comprehensive, multimodal approach, when feasible
- Prioritize strategies to focus on critical decision points
- Choose interventions that the community is ready to implement
- Use evidence-based strategies and draw on the successful experiences of current DMC initiatives, as applicable
- Evaluate the effectiveness of the strategy

DMC Reduction Strategies for Schools



Evaluation

- Assess the performance of interventions by using evaluation or performance measurement (both should be an ongoing process):
 - Collect needed measurement/evaluation data
 - Have a specific plan/procedure in place for collecting data throughout the year and for how the effectiveness of interventions will be measured
 - Hold meetings and trainings with all stakeholders (e.g., school staff, juvenile justice staff, State and community administrators) to make sure everyone agrees to and is familiar with measurement/evaluation plan/procedures

DMC Reduction Strategies for Schools



Monitoring

- The purpose of the monitoring activity is at least threefold:
 - The ultimate question that schools must answer is: Has DMC been reduced? Whether such a change is directly attributable to specific DMC efforts is a secondary issue that requires a specific evaluation, but the first issue for any community is determining whether a high rate of DMC has been reduced and whether the rate of DMC is increasing or decreasing over time.
 - When rates of DMC change, adjustments can be made in the intervention strategies—selecting the next targets and making sure that past gains in DMC reduction are not lost and that the system is managed in a consistent manner.
 - Monitoring and providing feedback of simple data may encourage change. Positive results may provide tremendous encouragement for DMC efforts. The ongoing monitoring of DMC rates keeps the issue alive and fuels the urgency to reverse DMC.

Sampling of remedies achieved through administrative complaints



- Implement Positive Behavioral Interventions and Supports (PBIS) district-wide (applies to all students).
- Significantly increase related services (counseling, etc.) provided to students with emotional disabilities (ED).
- Training for professionals responsible for implementing Functional Behavioral Assessments and Behavior Intervention Plans.
- Create centralized data systems for disciplinary referrals for students.
- Close “most restrictive” classrooms.

Source: Eden B. Heilman, J.D., M.S.W. *Litigation Strategies to Address Disparities In School Discipline*. Presented at the 2010 Civil Rights And School Discipline: Addressing Disparities To Ensure Equal Educational Opportunity (October 2010).

Pipeline Reduction Initiatives



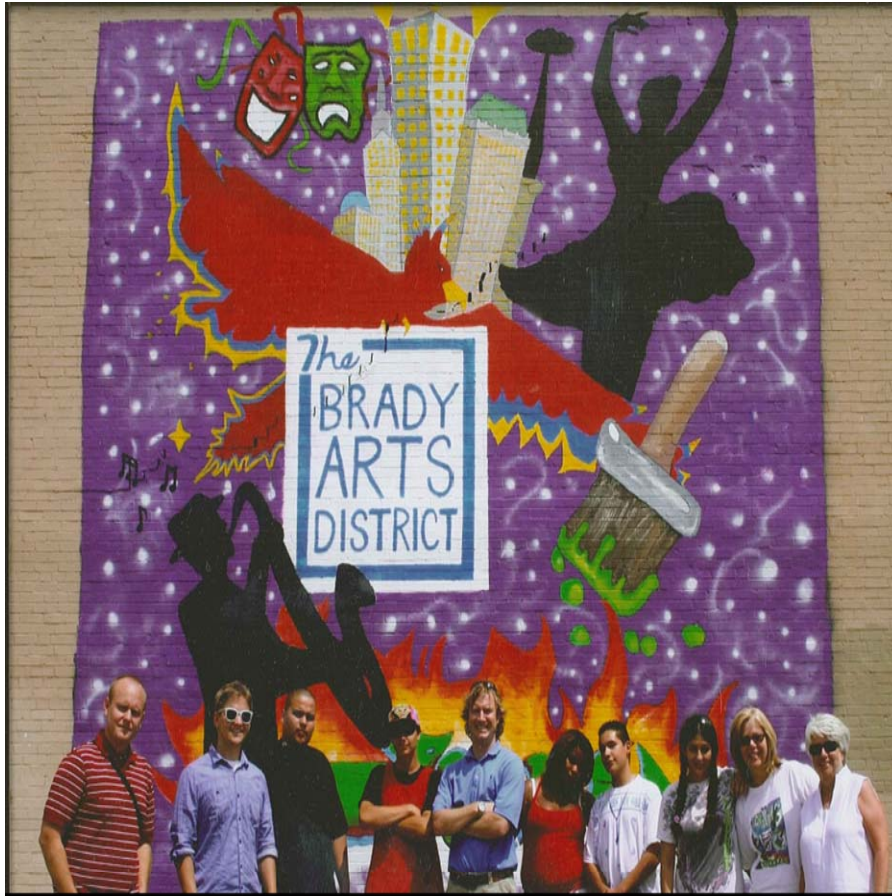
- Dignity in Schools Campaign (DSC)
- Tallulah Prison-to-School Conversion Campaign
- MS Coalition for the Prevention of Schoolhouse 2 Jailhouse
- Providing Support for State-Level Advocates to Challenge the School-to-Prison Pipeline
- New York City Department of Education's Impact Schools Policy
- Challenging Discipline Policies and Practices in Florida Public Schools
- Tulsa County DMC Reduction Initiative
- Memphis City Schools

Contact Information



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Using the S.A.R.A. Model in School Communities to Determine Causes and Potential Solutions to DMC



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Tulsa County 2009 RRI by Race & Contact Point

2009 Data- Tulsa County	Black or African- American	Hispanic or Latino	Asian	Native Hawaiian/ Pacific Islanders	American Indian or Alaska Native	Other/ Mixed	All Minorities
2. Juvenile Arrests	7.76	3.20	0.98	NA	2.84	0.14	4.80
3. Referrals to Juvenile Court	1.13	1.25	1.11	NA	1.17	0.77	1.14
4. Cases Diverted	0.55	0.81	**	NA	0.63	**	0.60
5. Cases Involving Secure Detention	1.58	0.92	**	NA	1.10	**	1.42
6. Cases Petitioned (Charge Filed)	1.06	0.99	**	NA	1.03	**	1.04
7. Cases Resulting in Delinquent Findings	0.95	0.93	**	NA	1.05	**	0.96
8. Cases Resulting in Probation Placement	0.90	0.75	**	NA	0.87	**	0.88
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.12	**	**	NA	3.20	**	1.39
10. Cases Transferred to Adult Court	**	**	**	NA	**	**	**
Group meets 1 percent threshold	Yes	Yes	Yes	No	Yes	Yes	

Tulsa County DMC Reduction Steering Committee

- Community Service Council
 - Community Resident
 - George Kaiser Family Foundation
 - Greater Grace Temple
 - Oklahoma Office of Juvenile Affairs
 - State Advisory Group on Juvenile Justice and Delinquency Prevention
 - Tulsa Area Community Intervention Center
 - Tulsa County District Attorney's Office
 - Tulsa County Juvenile Bureau
 - Tulsa County Sheriff's Office
 - Tulsa Housing Authority
 - Tulsa Police Department
 - Tulsa Public Schools
 - U.S Attorney's Office
 - Youth Services of Tulsa
 - Union Public Schools
 - Center for Community Research and Development, University of Tulsa
 - Center of Applied Research for Nonprofit Organizations, University of Oklahoma
-

Top Action Steps for Year 1

- The steering committee will make a public commitment to reducing DMC and will aim for community buy-in through a public signing of a memorandum of understanding.
 - We will engage in training and educating of stakeholders on the existence and causes of DMC and discussions with stakeholders about existing and/or potential interventions and preventions.
 - We will develop a marketing plan for the DMC Reduction Initiative that highlights how it will benefit Tulsa residents.
 - We will engage youth in education and problem solving regarding DMC reduction.
 - We will target structural and systems changes within our realms of influence to reduce DMC.
-

Process Planning

Leadership/Facilitation

- School Administrators
- Juvenile Justice Programming Professionals
- Community Agency Staff
- College Interns

Time and Place

- Schools and Alternative Education Programs
- Juvenile Detention Centers

Procedures and Supplies

- A summary of the problem solving method
 - Small group to full class discussions
 - A facilitator with each group
 - Bulletin paper and markers
-

Process Implementation

- *Participants:* 126 youth in 12 sessions
 - *Age Range:* Middle thru High School
 - *Assumption:* Youth are most concerned and familiar with the point of arrest.
 - *Data Presented:* 5,293 arrests/referrals of youth ages 10 – 17 in one year in Tulsa County
 - **Primary Questions Asked:**
 - Why so many arrests?**
 - How can we reduce the number?**
-

Group Exercise



Goals of the Workshop

- To interact as equal partners
 - To organize for a common purpose
 - To establish the benefits of problem solving
 - To experience problem-solving
 - To share your thoughts and ideas with adults who care and can help
-

How do people solve problems?



Using the SARA Model of Problem Solving

S

A

R

A

Scanning:

Analysis:

Response:

Assessment:

Identify problems
or issues

Understand the
conditions or
causes

Identify potential
solutions and
strategies

Measure results

The Need for a Problem-Solving Process

- Problems are larger than individuals
 - Need for accountability
 - Must assume responsibility for solutions
-

Problem Solving: A Definition

- A **systematic** method of **collaboratively** identifying, analyzing, and resolving a specific problem (i.e. physical or social condition, situation, issue or incident that threatens the quality of community life).
-

Problem Solving in Action

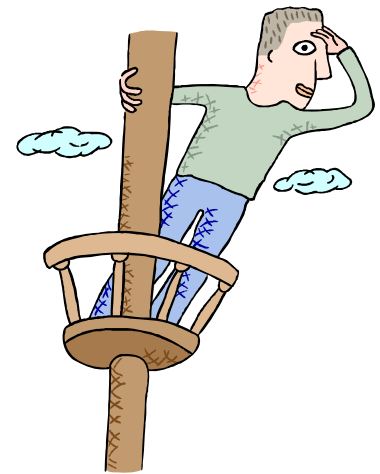
- Anaheim, CA - Violent Crime Reduction
 - Irving, TX - Quality of Life
 - Cedar Rapids, IA - Flood Recovery
 - London, England - Terrorism Prevention
 - Ocala, FL - Police/Minority Community Relations
 - San Diego, CA - Community Policing
 - Kingston, Jamaica- Homicide Prevention
-

Let's Get Started!



Scanning

- Step 1: Brainstorm
- Step 2: Prioritize
- Step 3: Restate
- Step 4: Select



Analysis

- Who?
- What?
- When?
- Where?
- Why?
- How?



Response

- Brainstorm possible strategies



Assessment

- What results should we see?



Youth-Led Community Presentation on Juvenile Delinquency Prevention

- **Topic-** Juvenile Delinquency in Tulsa County: Causes and Potential Solutions
 - **Who-** Presenters will be participants in an extracurricular, summer program offered by the Tulsa County Juvenile Bureau
 - **Where-** East Tulsa Prevention Coalition monthly meeting, held at Tulsa Police Department- Mingo Valley Division, 10122 E. 11th St, Tulsa, Ok 74128
 - **When-** Wednesday, July 21, 2010, 10:30 AM – 12 NOON
-

Overall Themes from Youth

- Need skill training on interpersonal conflict resolution (Middle School)
 - Need safe out of school time activities and places (High School)
 - Need consistent interaction with mentors/caring adults (All Age Groups)
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Year 2 - 3 Proposed Strategies

- Education and Training
 - Effective Police Interactions with Youth
 - Youth Peace Initiative
 - Outreach and Policy Change
 - Mayor's Mentoring to the Max
 - P-20 Council
 - Direct Services
 - Community Advisory Committee leading development and implementation of a community-driven response to DMC in secure detention
 - Juvenile Justice Staff leading development and implementation of interventions on increasing diversion opportunities
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**Improving Oklahomans'
Lives Through Research,
Planning and Action**

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Department of School Safety, Security, and Emergency Management

CJJ NATIONAL DMC CONFERENCE AND COUNCIL OF SAG'S MEETING

OCTOBER 23-25, 2010
JERSEY CITY, NEW JERSEY

FUNDAMENTAL FAIRNESS: ELIMINATING RACIAL AND ETHNIC DISPARITIES IN
JUVENILE JUSTICE

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Overview

- The Memphis City Schools School House Adjustment Program Enterprise (S.H.A.P.E.) aims to reduce the number of students sent to Juvenile Court for minor infractions of the law.
- The S.H.A.P.E. program is funded through a state grant from the Tennessee Commission on Children and Youth (State Advisory Group) and the Office of Juvenile Justice and Delinquency Prevention. It requires all states to address overrepresentation of minority juveniles detained or confined in secure detention facilities, secure correctional facilities, jails, and lockups throughout the country.
- There are ten governmental agencies involved in this program.
- There a total of 21 schools involved in the program for the 2010-2011 school year.

S.H.A.P.E. Charges

When a student commits one of the charges listed below, that student is potentially eligible for the S.H.A.P.E. When the program was created in 2007-2008, these charges accounted for 65% of the first three charges:

- Assault (simple)
- Disorderly Conduct
- Criminal Trespassing
- Gambling

Student eligibility:

- No previous contact with Juvenile Court within the past 12 months; no felonies; or charges resulting in seriously bodily harm.
- Must be under the age of 18
- On School Grounds
- No gang related incident
- Must have occurred at one of the 21 schools

What is the purpose of the S.H.A.P.E. program?

- It serves as an alternative for Memphis City Schools to handle juvenile offenders that commit minor offenses within Memphis City Schools area of jurisdiction and to reduce the number of transports to Juvenile Court.
- It provide immediate feedback to the student regarding his/her actions and behaviors.
- Student completes a 12 session program instead of being transported or issued a juvenile summons to appear in Juvenile Court. Often, the student is issued a warning letter for these types of incidents.
- Student learn how their actions affect the victim and community
- Provides immediate outcomes to the student, victim, school and community.
- Student will not have a formal record on his/her record at Juvenile Court.
- Some of shape services include: problem solving, behavior modification, circle processes, homework assistance, restitution, apology letter and community services.

How does **S.H.A.P.E.** function?

- Student commits one of the approved charges.
- School Resource Officer/Memphis School Security investigates and makes determination if offense meets criteria and refers the student to Site Coordinator.
- Parents are contacted regarding an incident and a meeting is scheduled.
- Guidelines of program are explained to parent and student.
- Parent and student agree to participate in the program; agreement is signed.
- Parent and student's participation is voluntarily and not mandatory.
- Student is assigned date, time and location to meet site coordinator afterschool to start program.
- If student refuses/fails to comply, a juvenile summons is issued and forwarded to Juvenile Court.
- Expected outcomes: decreased criminal justice referrals, decreased school referrals and no criminal record.

S.H.A.P.E. Curriculum: Restorative Justice

- Is the process of holding the offender accountable for their actions; address harms committed to the other party; and encourages empathy toward the victim. This process is not punitive in nature.
- Restorative Justice ask the question: What does justice require of the offender?
- Circle processes--a workbook is used during center discussions that focuses on topics such as communication, values, personal feelings, reasoning, responsibility, how other people and the community are affected by your actions, and empathy towards the victim.
- All site coordinators attended a three day training session.
- Restorative justice was implemented in 2010-2011 school year.

What works in the S.H. A.P.E.

- Reduction in the number of youths transported to Juvenile Court from Memphis City Schools.
- Improved cooperation/communication between the major participating agencies.
- Reduced incidents of fighting in schools.
- Reduced the number of youths involved in the Court system in the future.

S.H.A.P.E. Improvements:

- Better Communication with School Resource Officers.
- Better Communication with School Personnel and referrals to the program.
- Collaboration with Community Leaders.
- Additional training with Shape Staff.
- Improve graduation rates.