

Transition: Students in Neglected and Delinquent Facilities

October 11, 2017

Objectives of Presentation

- Provide the task force some information on transition for students in Neglected and Delinquent facilities
- Gather insight from the task force to inform policy



Equity

Educational equity means that **every student has access** to the resources and educational rigor they need at the right moment in their education, despite race, gender, ethnicity, language, disability, family background, or family income.



Definitions

The federal government distinguishes such institutions using the following definitions:

- **Neglected** - a public or private residential facility, other than a foster home, operated primarily for the **care of children** who have been committed or placed in the institution due to **abandonment, neglect, or death of their parents.**



Definitions *Continued*

- **Delinquent** - a public or private institution operated for the care of children who have been **adjudicated as delinquent or in need of supervision**.
- **Juvenile and adult corrections institution** – state-operated facilities in which persons are **confined as a result of a conviction for a criminal offense**, including persons under 21 years of age.



Overview of Transition

Effective transition is “a **coordinated** set of activities for the youth, designed within an outcome-oriented process, which promotes **successful movement** from the community to a correctional program setting, and from a correctional program setting to post-incarceration activities”



Overview of Transition

- Each step along the path to or from secure care entails a new transition for the youth and his or her family or adult advocate.



Federal Funding: N&D

3 Neglected Institutions	28 Delinquent Institutions	DOC
\$152,693	\$1,397,490	\$863,259



Cost of Incarcerating Youth

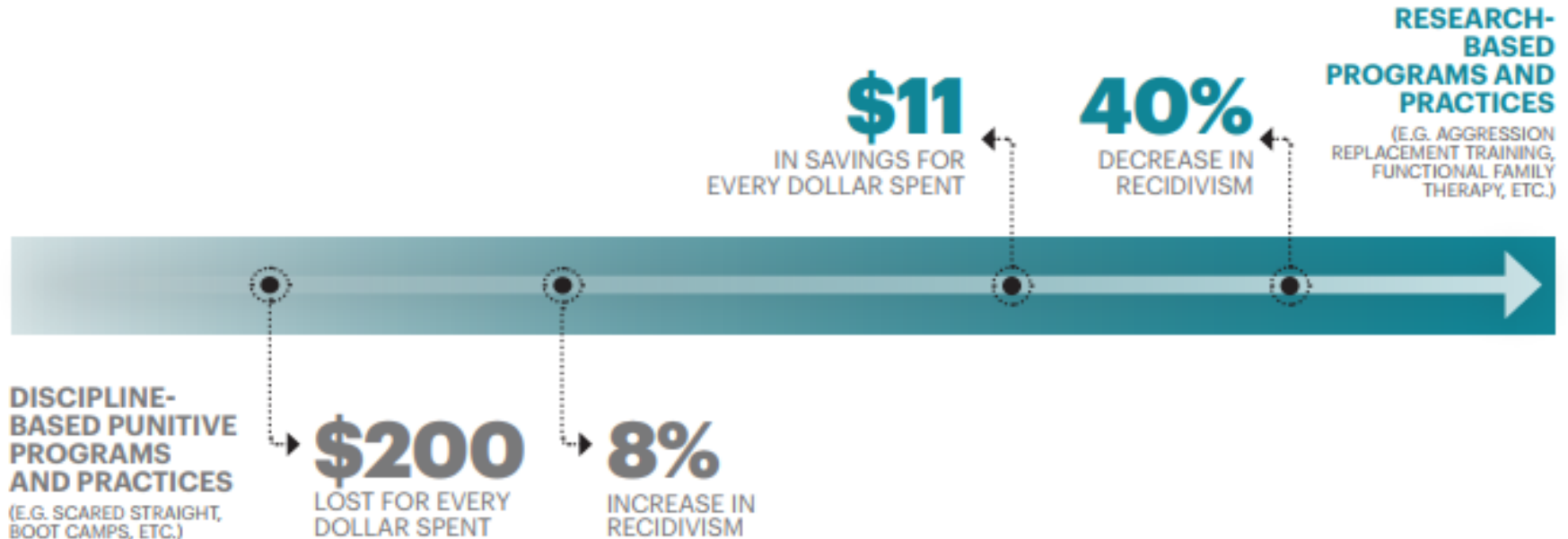
- In 2014–15, WI spent over \$30 million on the operation of its juvenile correctional facilities.
- More than half of youth (61 percent) who were released from incarceration in Wisconsin committed a new criminal offense within three years of release, according to the most recent data (DJC 2015, 5).

Carmichael, Christina D. 2015. "[Juvenile Justice and Youth Aids Program.](#)" Informational Paper 56. Madison: Wisconsin Legislative Fiscal Bureau.
DJC (Division of Juvenile Corrections). 2015. [2014 Annual Report.](#) Madison: State of Wisconsin Department of Corrections.



Evidence Based Practices

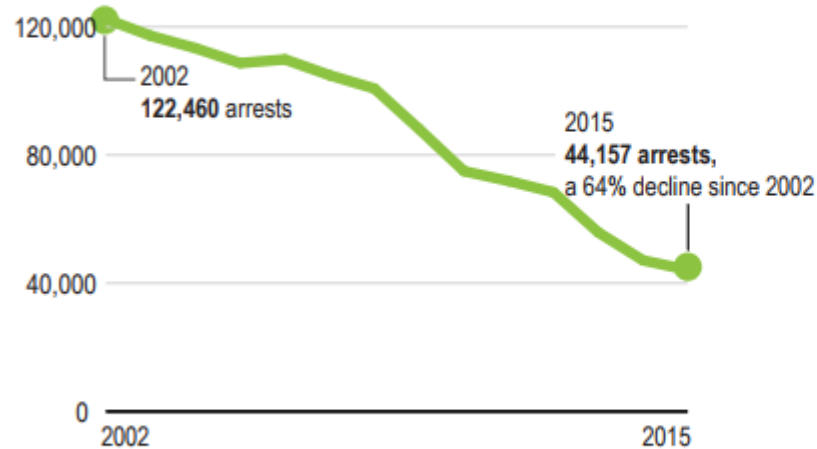
Many states have adopted programs and practices shown by research to reduce recidivism and improve other youth outcomes.



Better News

Number of Juvenile Arrests in Wisconsin Has Declined Sharply

Arrests of youth age 17 and under in Wisconsin.



Source: Wisconsin Department of Justice
WISCONSIN COUNCIL ON CHILDREN AND FAMILIES

Year	Juvenile Arrests
2002	122,460
2003	117,224
2004	113,345
2005	108,685
2006	109,845
2007	104,891
2008	100,744
2009	88,082
2010	74,975
2011	71,902
2012	68,385
2013	55,884
2014	47,135
2015	44,157

Barriers to Transition

- Students served in institutions are included in multiple “systems”
- For example, systems a student may be simultaneously navigating could include Corrections, Education, Health Care, and County systems.



Discussion

Who can we reach out to in communities to:

- build further understanding regarding how communities are impacted and
- better contribute to supporting neglected and delinquent students?



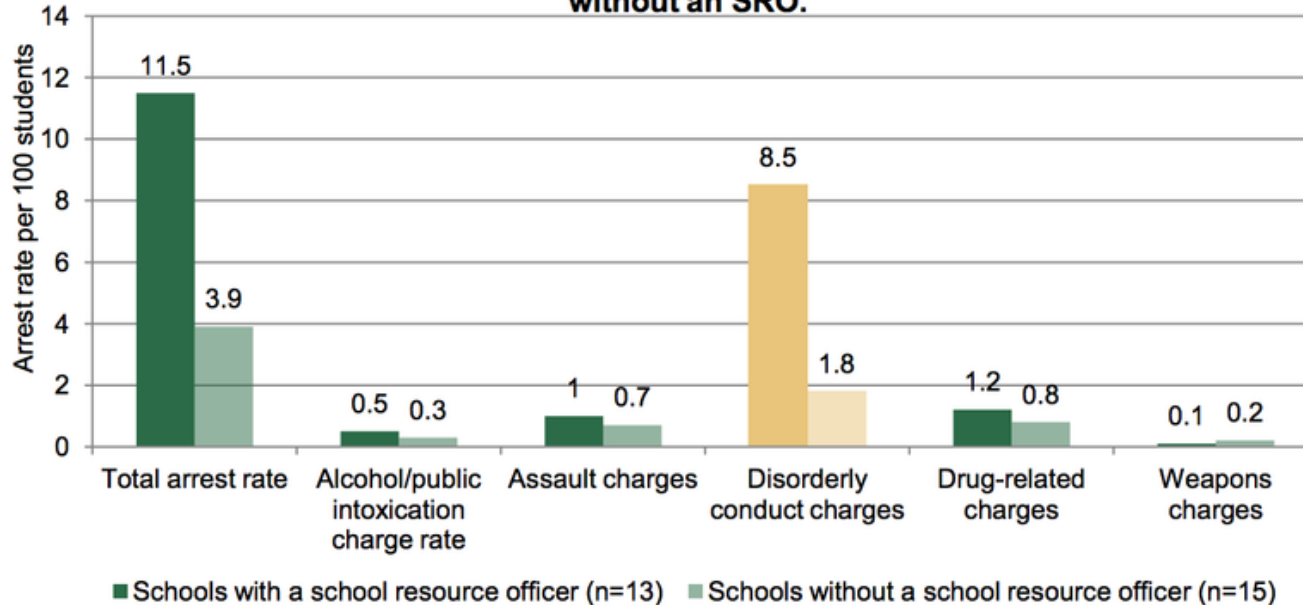
Key Players Involved in the Transition Process by Stage

- [Transition Toolkit](#)



Making Connections

Even when controlling for school poverty, schools with an SRO had nearly five times the rate of arrests for disorderly conduct as schools without an SRO.



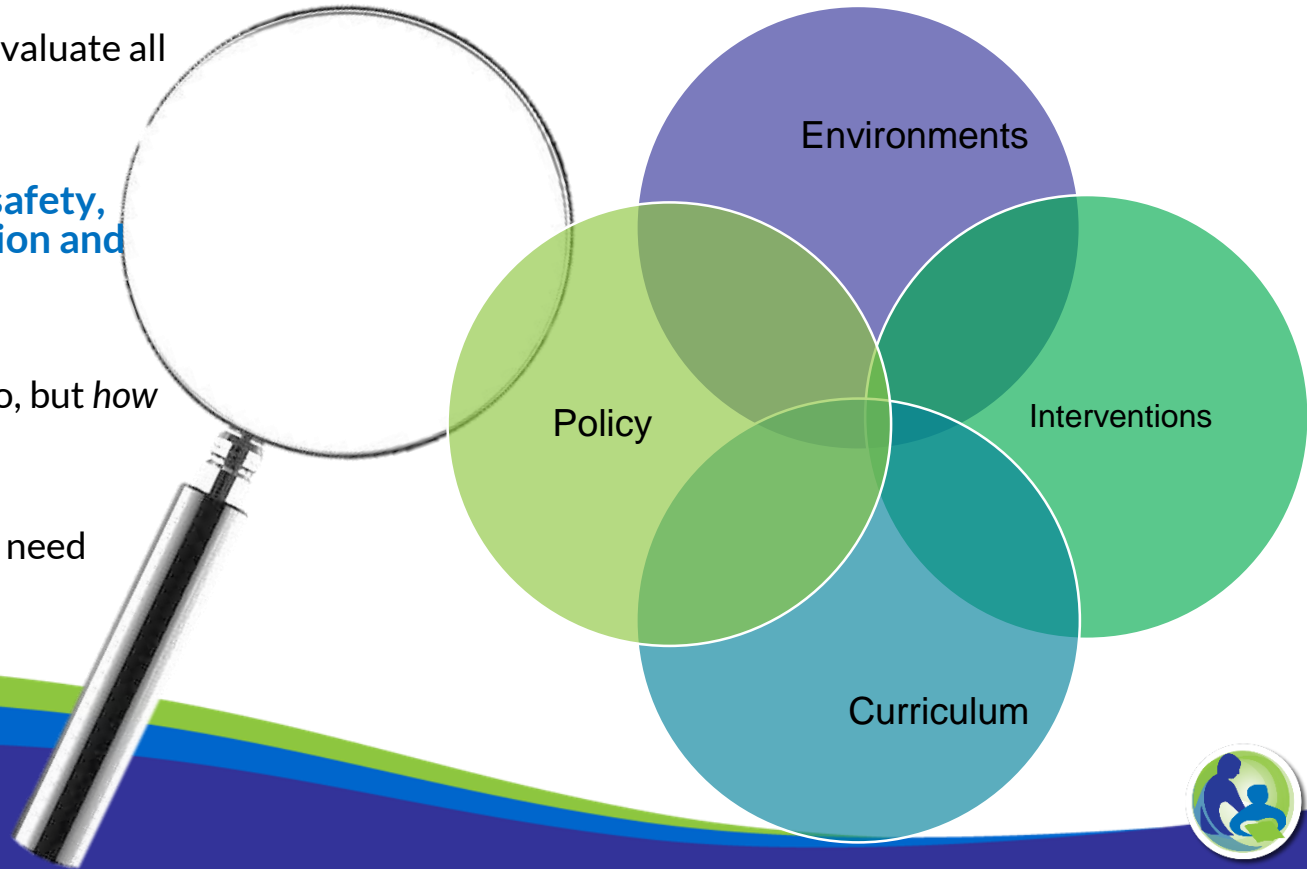
Source: Matthew T. Theriot, "School Resource Officers and the Criminalization of Student Behavior," *Journal of Criminal Justice* 37 (2009): 280-287.

Note: When controlling for school economic disadvantage, the presence of SROs did not relate to more arrests for any other type of offense than disorderly conduct.



Trauma Sensitive Schools: Philosophy

- A lens through which we evaluate all student supports
- Focused on the values of **safety, trust, choice, collaboration and empowerment**
- Drives not only *what* we do, but *how* we do it
- Focus is on the underlying need



What Do Kids in Transition Need?

- Maximize **positive supports** for youth by **co-planning** with youth and their caregivers
- **Minimize the stress** of system entry and re-entry
- **Coordination of care** is central
- **Stability** and **Self Care** are the **top priorities**
- Identify what the **plan** will be **on the hardest days**

Insight

Based on your current understanding, what are the key aspects of transition that should be addressed in rural communities?



Closing

Questions or Insights?

