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Juvenile Court, Community, and Alternative School Administrators of California

LIFE

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G R E A T
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R L T E Y

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VISION

Under the direction of the County Superintendents, and as a sub-committee of the Student Programs and Services Steering Committee (SPSSC), JCCASAC is a professional educational organization dedicated to preparing students who are enrolled in county alternative education programs to become self-sufficient adults who lead healthy lifestyles and are competent, caring, and academically prepared for their futures.

MISSION

The mission of JCCASAC is to support student success by creating a collegial network of County Office administrators who:

- Research and share best practices regarding new and innovative program options for at-risk students
- Provide training, support and assistance to new administrators
- Endorse and support legislation that advocates for the learning needs of all students
- Give input and guidance to the superintendents relative to the diverse needs of our student population

GOALS

- Improve student achievement through research and sharing best practices
- Support special projects that enhance instructional programs
- Provide regular training for new county office administrators
- Conduct successful conferences with statewide representation
- Publish the JCCASAC Journal that informs superintendents, administrators, teachers, and affiliated agencies of the latest research, effective teaching practices, methodologies, and thatshowcases successful programs
- Provide scholarships to eligible graduating seniors in order to encourage life long learning
- Represent JCCASAC through participation in statewide committees
- Monitor legislation affecting County Office alternative education programs
- Advocate for legislation and policies that support the unique needs of our student population

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A MESSAGE FROM THE CHAIR

WENDY FRINK - JCCASAC CHAIR, 2017-2018

I currently serve as the Division Director for County Operated Schools and Programs with the San Joaquin County Office of Education. February 2017 marked my 23rd year with SJCOE where I began my teaching career. Since leaving the classroom I have served SJCOE teachers and students as Program Specialist, Court School Administrator as well as Director of several one. Program Community School sites. I truly believe in our Mission that we are a community of learners built on meaningful relationships and we ensure that each of us attains the skills and knowledge needed to thrive in a dynamic world.

As another school year comes to a close, I reflect on the year I have been honored to serve as the chair of the Juvenile Court, Community, and Alternative School Administrators of California. I am thankful to our JCCASAC board for their constant support and insight as we lead our membership through waters which are sometimes rough seas and can become glassy surfaces. JCCASAC membership, including past board members, provide their unique perspectives and expertise while new members and leaders bring fresh eyes to current challenges our programs face. We continue to learn and grow together to build this awesome network of professionals who are single-minded yet constantly seeking innovative ways to serve our students and families.

Whether it is reaching out to Stanislaus County to learn about their ComeBack Kids Program, Orange and San Luis Obispo Counties to see their National Guard Youth ChalleNGe Programs while we built ours, Fresno to see Character-Based Literacy in action, San Diego's Classroom Walk Throughs, Butte or Sonoma to steal ideas about their transition programs, Sacramento to visit their CARE classrooms for our implementation, or San Bernardino and Contra Costa Counties to benefit from their lessons learned from unfortunate lawsuits they experienced with probation; this network of professionals have been instrumental in my growth as a Court and Community School administrator for San Joaquin County Office of Education. I am forever grateful to those colleagues and hope every JCCASAC member takes advantage of the experience and expertise in this organization.

JCCASAC is dedicated to preparing students who are enrolled in county alternative education programs to become self-sufficient adults who lead healthy lifestyles, and are competent, caring, and academically prepared for their futures. With the support of the California County Superintendents Educational Services Association and the Student Programs and Services Steering Committee, JCCASAC has been able to fulfill this promise through regional meetings throughout the state which build local support groups, as well as hosting an exceptional annual conference year after year.

As we enter into our 49th annual conference this May, JCCASAC membership will be ENGAGED, EMPOWERED and TRANSFORMED by colleagues and experts in our field as well as those who support us in our efforts to serve our students and families. It is my hope new members will feel the empowerment and encouragement so many have found in the network of JCCASAC colleagues over the years and will contribute to the innovative programs which have been historical mainstays of JCCASAC for decades.

Thank you for the privilege of serving as the JCCASAC chair this year. I encourage you all to become members and recruit colleagues to attend JCCASAC Region Meetings and the Annual Conference this year and next when we celebrate our golden anniversary in May of 2019. It is sure to be special for us all.

A MESSAGE FROM THE CHAIR-ELECT

I currently serve as the Director of Educational Programs and Services for Orange County Department of Education in the Alternative Education Division-ACCESS. I started my career in ACCESS as a paraeducator in juvenile hall. I have taught in community and correctional school settings as well as traditional schools, teaching 1st, 3rd, and 4th-5th grade level. But it was ultimately the at-risk and full of potential students who won my heart and I returned to ACCESS. For nearly 20 years, it has been an honor and privilege to have worked in alternative education and to have served our students, parents and communities.

KATY RAMEZANI - JCCASAC CHAIR- ELECT, 2018-2019

On behalf of the JCCASAC Board, I would like to thank you for participating in the 49th Annual JCCASAC Conference. I am excited about our theme, Engage-Empower-Transform. When I reflect on this theme it is clear that as educators, we authentically Engage students in learning, ignite their sense of curiosity and wonder, as we Empower our students to ask questions and think critically while collaborating with their fellow students to solve problems. We teach them to believe in themselves and advocate on their own behalf and have high expectations. Students can learn to Transform their lives into a better and brighter future by building on the knowledge and skills that they have learned while within our care. These ingredients along with the support of caring educators can have a lasting impact on the young lives we serve everyday.

Our dynamic keynote speakers will highlight the power of this year's theme. Each day our esteemed keynotes will speak to, Engage, Empower, and Transform. Dr. Katie Novak will kick off the conference with "All Means All"; uncovering UDL strategies by Engaging students in learning and problem solving, giving them choice and voice. The next day, our three panel keynotes, Dr. Lucy Vezzuto, Mr. Anthony Ceja and Mr. Danny Carrillo, will do a TED Talk style presentation on the power of Restorative Practices to Empower students. They will speak from the theoretical lens, from practice to classroom implementation with a focus on intentional application. We will close our conference with none other than the Prison Professor, Mr. Michael Santos who will share the steps to Transform and revolutionize one's life. I am certain that the messages of our keynote speakers will resonate in our hearts, minds, and practices.

As servant leaders, we remain committed to providing high quality programs. There are many creative and effective educational programs throughout the state. Each county office program is unique, yet we are all brought together with the common mission of serving the most disenfranchised students in our counties. JCCASAC invites dedicated educators to share best practices that are engaging and powerful to help students achieve their potential. Creativity, passion and commitment to excellence are necessary for developing strong learning programs that will guide students into having a dynamic future.

As a professional organization, JCCASAC is committed to forming partnerships, reviewing legislation, creating policies and procedures to advocate for support of our students and programs. JCCASAC continues to be your best resource, stay connected and become involved by frequently visiting our website and by attending Regional and General Membership meetings.

Industry partners have an integral part in our conference. Each year we invite industry partners who offer innovative and effective instructional programs that address the needs of our students to showcase their product and connect with county offices. The county offices are eager to review and learn about the products that our Industry Partners have created to support and increase student achievement.

Nothing in life will call upon us to be more courageous and committed than serving the students who need us the most. Get involved and stay connected. "Without continual growth and progress, such words as improvement, achievement and success have no meaning" Benjamin Franklin.

Thank you for attending our 49th Annual JCCASAC Conference and we hope to see you next year.

Welcome to the 2018 JCCASAC Conference. The Orange County Department of Education is thrilled to be the host county for this inspiring event, aimed at promoting effective strategies in alternative education and celebrating those who have dedicated their lives to this field.

This year's theme is "Engage, Empower, Transform," three words that capture the unwritten pledge we make to students enrolled in our programs. As educators, we engage students in learning through innovative instructional practices. We empower young people by teaching them to think critically and instilling a growth mindset. We transform lives by building personal connections and setting the bar high for college and career readiness.

This is not always easy work, particularly given how complex and varied alternative education has become.

In Orange County, our ACCESS program offers a range of options in diverse learning environments, from transitional kindergarten classes to programs that help adults complete their high school education. Yet each combines differentiated instruction with standards-based lessons, and we are committed to educating the whole child through the Multi-Tiered System of Support framework while also providing trauma-informed care. These approaches recognize how critically important it is to address not just academics but behavioral and social-emotional needs as well.

Indeed, we engage, empower and transform by understanding our students' experiences, advocating on their behalf and encouraging them to carve their own distinct educational paths.

In the days ahead, the 2018 JCCASAC Conference will present unique opportunities to share best practices and learn about innovative new strategies to serve students in a variety of settings. Moreover, there will be time to connect with colleagues who are equally passionate about preparing the next generation to be successful in school and in life.

That's really what this week is about — equipping our students to thrive, regardless of the circumstances that brought them to us. And I, for one, can think of no better group of professionals to deliver on this promise.

Al Mijares, Ph. D. | County Superintendent of Schools
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SPSSC
Student Programs and Services
Steering Committee
Juvenile Court, Community and Alternative School
Administrators of California (JCCASAC)

CCSESA

JCCASAC 2019

SAVE *the* DATE

May 8th-10th

Join us in Northern California for our Annual Conference

RESEARCHING A FLOURISHING SCHOOL CULTURE AND CLIMATE IN ALTERNATIVE EDUCATION

BY: MICHAEL PAYNTER ED.D., LMFT, SANTA CRUZ COUNTY OFFICE OF EDUCATION

Michael Paynter, Ed.D., LMFT, is Director of the Student Services Department at the Santa Cruz County Office of Education in California, where he manages programs assisting vulnerable youth populations including those involved with the Delinquency and Dependency Courts. A recent graduate of San Jose State University's Doctoral Program in Educational Leadership, his research focused on school culture and climate in Alternative Education Settings.

"School Culture and Climate" is a current catchphrase for describing all the elements that comprise the feeling, atmosphere, actions, interactions, environment, motivations, and intentions of an educational setting (Gruenert, 2008; Van Houtte, 2005). A school culture and climate can be anywhere along a spectrum ranging from harmful and detrimental, such as in Angela Valenzuela's (2010) "subtractive schooling" where rules and norms actually take away from a student's sense of identity and worthiness all the way to what I am calling one that allows students to "flourish". Flourish is a term, meaning to thrive, grow and prosper, that captures the essence of the result of positive and supportive measures designed to bring out the best in students, no matter their background, histories or challenges. Used as an acronym, "FLOURISH" can also outline the core facets that research literature finds as important components for a thriving, healthy, and just environment that attends to the most vulnerable student populations keeping them engaged, connected, and successful in school. Namely, a school culture and climate setting that is Flexible, Learning Oriented, Organizationally Minded, Understanding, Restorative, Interested in Growth, Student-Centered and Humble. The 8 domains can also be operationalized as shown in the listing below with references:

1. Flexible – The school fosters resiliency. Staff practices thoughtfully respond to risk factors and build protective factors/assets in students.
(Brown & Barila, 2012; Garmezy, 1993; Rutter, 1987, 1993, 2012; Scales, Benson, Roehlkepartain, Sesma, & van Dulmen, 2006; Search Institute, 2015).

2. Learning Oriented – The staff and school prioritize Non-Cognitive Outcomes (NCOs) in their outcomes measurements. Policies and curriculum are in place that integrate social-emotional learning and growth into academic and other school efforts.
(Duckworth, 2007; Elias et al., 1997; Farrington et al., 2012; Meyer & Strambler, 2016; Payton et al., 2000; Zins et al, 2007).

3. Organizationally Minded – The school views each student and staff holistically. Systems thinking and tools are employed to create policies and practices for the students, staff and physical environment.
(Diamond & Lee, 2011; Meadows, 2008; Noggle, Steiner, Minami, & Khalsa, 2012; Penedo & Dahn, 2005; Senge et al., 2012).

4. Understanding – The school and staff are adept at sensitively responding to the effects of trauma, histories of adverse childhood experiences (ACES) and stressors that may underlie student's behavior.
(Benckendorf, 2012; Ogden, 2003; Felitti et al., 1998; Fallot & Harris, 2008; Fisher, 2001; McInerney & McKlindon, 2014; Perry, 2006, 2014; Walkley & Cox, 2013).

5. Restorative – The school aims to repair and reintegrate students when harm has occurred or rules are broken. Policies and practices are in place that both staff and students understand and can depend upon to restore their relationship to the school and people therein when breaks manifest.
(Drewery & Winslade, 2003; González, 2012, 2015; Kaveney & Drewery, 2011; McCluskey et al, 2008; Schiff, 2013; Thorsborne & Blood, 2013; Wachtel, 2013).

6. Interested in Growth – The school values making mistakes, being vulnerable and taking healthy risks. Pedagogical practic-

es are in place that promote finding the balance between disengagement and overwhelm. (Conger, Williams, Little, Masyn, & Shebloski, 2009; Dalgard, Mykletun, Rognerud, Johansen, & Zahl, 2007; Dweck, 2012; Kegan & Lahey, 2009; Scott, 2009; Steele, 1988; Vygotsky, 1987).

7. Student-Centered – The school has a rigorous, differentiated, equitable and inclusive pedagogy using practices such as Project Based Learning (PBL). Staff value and include student voice, input and learning interests.
(Freire, 2000; Nave, 2015; Robinson, 2011; Senge et al., 2012; Wolfe, Steinberg, & Hoffman, 2013).

8. Humble – The school and staff value curiosity and inclusion regarding culture, gender, equity, systems and power. Policies, practices and curriculum exist that support the respectful learning and understanding of differences.
(Dorado, 2015; McGhee Banks & Banks, 1995; Tervalon & Murray-Garcia, 1998; Solorzano & Yosso, 2001, 2002).

Research links positive school climates with improved academic outcomes such as fewer suspensions, increased graduation rates and attendance, and reduced school violence (Ohlson, 2009; U.S. Department of Education, 2014). This is crucial information for serving education's most vulnerable students, such as those involved in foster care, the juvenile justice system, experiencing homelessness or parent incarceration, and/or ones struggling with academic failure, mental health issues, substance use/abuse, and more. These are the most at-risk students for early school leaving and likely participants of the justice system (Baglivio et al., 2014; Bridgeland, Dilulio, Morrison, Civic, & Peter, 2006). These are also the students, because of their multiple risk factors and need for a flexible and accommodating school setting, that the alternative education system typically serves in the school continuum of education placements (Foley & Pang, 2006; Katsiyannis & Williams, 1998). This study was conducted to investigate the factors that key stakeholders perceived to be key ingredients of a school culture and climate where students can flourish and to document specific experiences and descriptions of this culture and climate in the hope that the information can be

used to counter the "school to prison pipeline" (González, 2012; Skiba, 2004) and lead towards greater academic and life success for alternative education students. The Alternative Education Department, which oversees the high school studied in this research has a rich theoretical unpinning from two key sources: Character Education and the International Center for Leadership in Education (ICLE). The first is originally based on the idea of the importance of moral and performance character education, or the pursuit of excellence and ethics as described by Thomas Likona and Matthew Davidson (2005). An institute was even created called The Center for the 4th and 5th Rs, referring to Respect and Responsibility following the traditional "reading, writing, and arithmetic" as the first 3 Rs. These ideas laid the groundwork for the Expected School Wide Learning Results (ESLRs) that the larger school system adopted, namely that the Alternative Education School System would create students that are "Literate, Ethical and Empowered". Literate and ethical matched the smart and good of Likona & Davison's work, and empowered was drawn from the concept of being "ready" for career, life, and post-secondary learning. The "ready" concept, stemming from the second influence on the ESLRs, Bill Daggett (2005) founder of ICLE, described a model of learning that coupled academic progression with application and adaptability progression, leading a student to be both intellectually prepared for next steps, but also functionally "ready" to apply, use, and adapt that same information and knowledge to increasingly challenging contexts. Daggett also coined the 3 Rs of Rigor, Relevance, and Relationship as key qualities of successful schools. Additionally, through several years of professional development in the area of trauma informed care, many of the principles of Bruce Perry (2006, 2014) were explored and incorporated into the department's ethos. A key tenet of Perry's work is both having the adult present stay regulated (i.e., not become reactionary to surface actions) as well as eventually teach the child to also self-regulate. In order for this later aspect to take place, there are six core concepts that can be utilized to maintain and create an optimal learning environment for the teaching of self-regulation and any topic in school. These concepts are known as the 6 Rs: "Core elements of positive developmental and thera-

peutic experiences, (i.e. 'trauma informed' and developmentally respectful) are Relational (safe), Relevant (developmentally-matched), Repetitive (patterned), Rewarding (pleasurable), Rhythmic (resonant with biology) and Respectful (child, family, culture)" (Perry, 2014, p. 3).

The researcher, based on the literature review and direct experience as an administrator within the alternative education system hypothesized that most of the key experiences and/or essential ingredients that emerged from the focus group discussions would be able to be placed in one of the domains under the definition of FLOURISH, even if the words used and framing of the domains may be differ. Never the less four central research questions were posed:

1.   What are the essential ingredients that create a school culture and climate where students can flourish according to the various stakeholders of a public alternative education high school?
2.   Are there key experiences that operationalize these essential ingredients?
3.   What factors (actions, attitudes, polices and/or practices,) support these key experiences and essential ingredients?
4.   What factors (actions, attitudes, polices and/or practices,) inhibit (or prevent) these key experiences and essential ingredients?

The Research Site, Sample and Method.

The Alternative Education Programs (AEP) opened up a new high school, replacing an existing one that had been operating for more than 20 years out of a rented church building complex. A new name, new location, and brand-new construction launched in the fall of 2016. Apart from the transformed physical changes, there was a desire to shift the way discipline and difficult behavior was addressed so that more students were able to stay on the campus, connected to the school and staff, and ultimately experience academic and socio-emotional success. The AEP tends to serve the most vulnerable student population in the county, primarily because students enrolling often do so from experiences in the comprehensive

system that forced or encouraged them to leave, such as disciplined behavior issues, substance use, gang involvement, mental health challenges, bullying, or academic deficiencies.   Sometimes compounding these experiences is the comprehensive system's inability to be relevantly engaging academically or social-emotionally, contributing to poor or failing grades, persistence and/or attendance. Against this backdrop, students in alternative education frequently come with learning disabilities, lower socio-economic status, and significant academic deficits or learning gaps in their school histories (Kim & Taylor, 2008). Many site staff were drawn to AEP with an understanding of the complexity and history of the students. They brought a "counseling" oriented mindset and allowed, more than most school settings, space for the other life pressures and experiences the students often brought to the learning moments. Even so, a fair amount of professional development has been done for this department around the concepts of Trauma Informed Care, Restorative Practices, Conflict Resolution, and Social-Emotional Learning. As this new high school was launched, it was hoped that it would be a demonstration site for many of the ideas espoused by these professional development trainings and the principles represented in the eight domains of a school culture and climate where students can FLOURISH. As reported by the school administrators of this research setting, prior to the focus group administration, all staff opening the new school seemed to have a favorable attitude and interest in these concepts and wanted to improve the lives of the students and themselves in a reflective manner by learning new tools and practices that were intended to help this effort. The student body was more than 90% Latino/a and majority low SES (PowerSchool Data Report, 2016). They also had many of the qualities or histories mentioned above for typical AEP participants. There were often parents who preferred or required Spanish communication with the home. Some staff came from similar backgrounds, while many did not. Therefore, it was critical to pay attention to equity, power and racial differences, and how these impacted interactions. The sample included a representative subset of each of the stakeholders that engaged the school site. This included all adults and staff who interacted with the students who attended the site that were willing to participate in focus groups.

In addition to the teachers and classified staff, collaborative agency personnel such as the public health workers, probation officers, and child welfare social workers were invited to participate, along with administrative or supervisorial staff, and finally, family members and two cohorts of students. In total, seven stakeholder groups, for a total of 36 participants, were created with students being divided into 9th/10th and 11th/12th grade cohorts, as shown below:

• One Focus Group of 9th and 10th graders, 4 participants
• One Focus Group of 11th and 12th graders, 7 participants
• One Focus Group of Credentialed Teaching Staff, 5 participants
• One Focus Group of Classified Staff at the School Site, 7 participants
• One Focus Group of Supervisors at the School Site, 4 participants
• One Focus Group of Families of the School Site, 5 participants
• One Focus Group of Collaborative Agency Members, 4 participants

The Focus Groups were the primary methodological tool used to research the perceptions of stakeholders regarding the essential elements and key ingredients of a school culture and climate where students could flourish. This is similar to a needs assessment and focus groups lend themselves very well to the complex nature of exploring the opinions, thoughts, needs, and experiences of diverse sets of people in a dynamic environment. Each focus group was limited to seven people or less to maximize the ability of each member to share and complete the process in 75 minutes or less. Careful planning and skilled facilitation was used to create an environment that valued diversity of voice, equity in time, power and status. Surveys were collected from each focus group participant asking about demographic data and some background information they felt comfortable sharing. Focus group sessions occurred over a four-week period in the winter of 2016-17, with a consistent facilitators: the researcher, and one assistant facilitator. The focus groups were audio recorded and later transcribed verbatim. Following each session, a short debrief between the facilitator/researcher and the assistant facilitator occurred to capture the shared understanding and significant findings from each group using a debrief protocol. Focus groups were a purposive sample from all available participants when everyone who qualified was not able to be included. For instance, all supervisory staff were in a focus group, whereas only a subset of the student population was included, even with two groups. Diversity sampling took place based on different genders, ethnicities, time involved at the school site, and for students, discipline and academic performance records. A questioning route was used for each focus group. It contained five types of questions: Opening, Introduction, Transition, Key, and Closing related to the central research questions. Additionally, one projective picture drawing activity was used in the middle of the group's questioning route. This added a different perspective to the questions, allowing visual information to emerge about the topic. All documents that involved the participants were offered in English and Spanish to assure understanding, equity, and comfort in the process. The parent focus group was also conducted in Spanish.

Research Results

Focus group transcripts, debrief logs, drawings, information from the surveys, and extant artifacts were reviewed and/or coded for themes by both the primary researcher and for some of the items, a second reader/coder. When this occurred, comparison of memos, codes, and themes took place to increase the validity by using inter-rater reliability methods. In particular, two coders were used to compare, contrast, and determine the categorization of both the domain codes from the literature review found in the transcripts and the emerging themes noted from the focus groups with the new umbrella model that encompassed all the findings. *Figure 1. Top three domains from the transcript coding*

Taken together as a total sample from the school's stakeholders, as represented by the 36 individuals, there
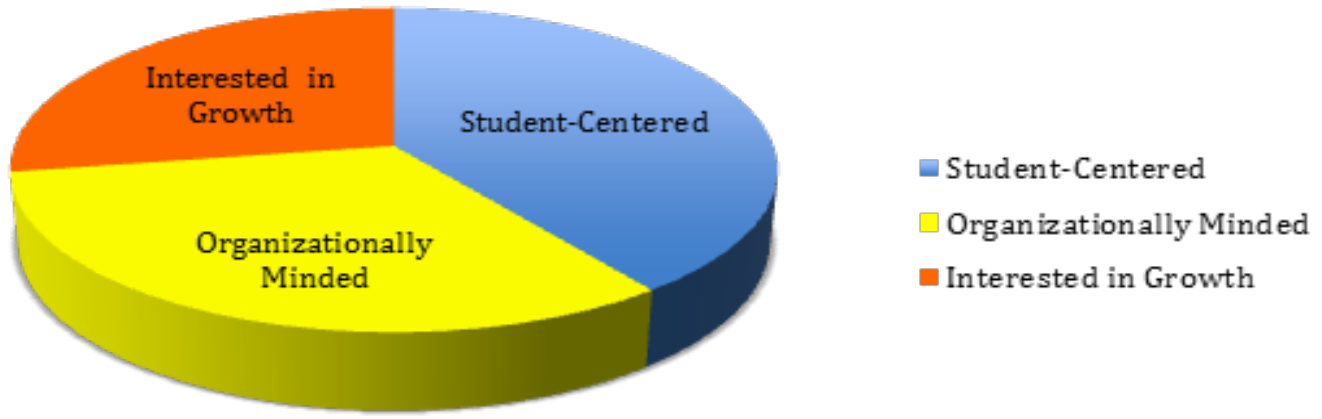
is a very nearly even split in thirds around the top three essential ingredients for a school culture and climate where students can FLOURISH (see Figure 1). The most mentioned domain was Student-Centered, which relates to a school that has a rigorous, differentiated, equitable, and inclusive pedagogy using practices such as Project Based Learning (PBL) and where staff value and include student voice, input, and learning interests. Coming in second place was the Interested in Growth domain which indicates a school that values making mistakes, being vulnerable, and taking healthy risks with pedagogical practice in place that promote finding the balance between disengagement and overwhelm. Finally, as a close third, Organizationally Minded was chosen, which points to a school that views each student and staff holistically with systems thinking and tools employed to create policies and practices for the students, staff, and physical environment that keep the whole in mind. The other domains less frequently selected or indicated by mention in the focus group transcripts have more to do with social-emotional learning, restorative practices, trauma informed care, cultural humility, building resilience, and protective factors. It would appear, as a collected group voice for the school, participants were asking for a school culture and climate that emphasized what might be classified as optimized student-centered learning for the whole child. This could mean that the environment and tasks are youth driven by interest and learning modality, the balance between physical activity, mental activity, and emotional activity is achieved and all of this is indi-

vidually calibrated for the unique needs of each student.

Emerging Themes

In addition to the FLOURISH categories of essential elements of a school culture and climate where students can grow and thrive, numerous new elements or themes arose in the process of coding each transcript. While the eight literature review domains might have subsumed them, they appeared different enough to warrant their own labeling. Rather than automatically earmark them as sub-codes of the eight domains, 28 themes were set aside to generate further insight via memoing and analysis with other researchers. Many of the new themes were noted less than a half dozen times, and while important, were not close in quantity to the most referenced ones. The less frequently generated themes included: Competition, Time for Process, and Arts. The highest ranking emerging themes, clearly above all else, were Relationships as Key and Capacity – People's Internal Resources. In between these two ends of the spectrum, several other interesting themes arose depending on the focus group demographic. For instance, parents valued Respect, students in 9th and 10th grade prioritized Play and Sports, collaborative partner staff sought Physical Safety and the students in 11th and 12th grade focused on Career and Life Skills, which was also the third highest emerging code overall.
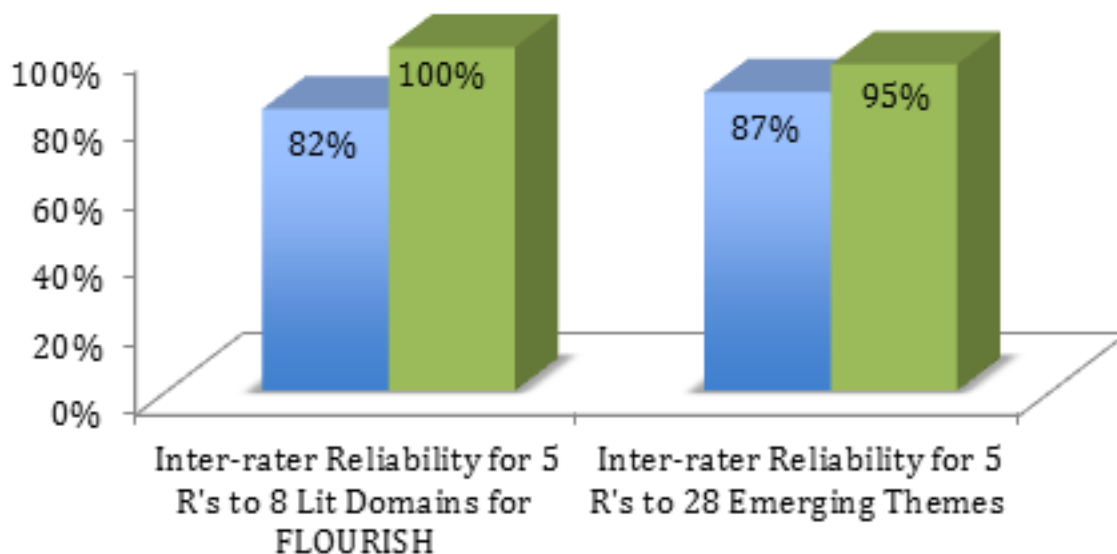
The 5Rs

A vigorous dialogue and iterative process occurred between the researcher and the second coder/assistant focus group facilitator in the consolidation of codes into a new smaller umbrella rubric. Here the inter-rater reliability scale was very high (more than 80% in each case - see Figure 6) in matching each of the eight domains and all 28 of the emerging themes into a new rubric, namely the Cycle of the 5Rs (Resources, Regulation, Relationships, Relevance, and Rigor), which was inspired by, and expanded upon, the work of Likona & Davidson (2005), Perry (2006, 2014) and Daggett (2005). Their theories and models lay as groundwork within the Alternative Education School System, and combined with the new findings of this study, produced a more comprehensive and dynamic model that captured all of the elements combined into one.

Figure 2. Inter-rater reliability: Coding literature review domains & emerging themes to 5Rs

Two key iterative results emerged. First, all of the 28 emerging themes, as well as all of the eight domains found in the literature review could be captured in the 3Rs as outlined by Daggett (2005) if two more were added (see Figure 2); in particular Resources and Regulation. Second, all 5Rs seemed to form a cycle and were together greater than their parts, with the order being important as a building block for the next experience. This order came to light in the analysis by both the primary researcher and the second coder/assistant facilitator when reviewing the focus group answers about the essential elements of a school culture and climate where students can flourish, grow, and thrive. There was an assumption by the researcher when conducting the literature review and the questioning route that a foundational layer of support was already in place in each of the domains listed in FLOURISH. When discussed, in and by, the focus groups, and the underlying necessities for a school to flourish were not found, whether they be time, attention, money, presence, food, logistics, or other elements, the group then chose that item as essential too – creating many of the 28 new themes. This is akin to Maslow's (1943) Hierarchy of Needs which notes basic survival and necessity issues have to be taken care of before higher level functioning and development in the areas of psychological growth and self-actualization can occur. Mirroring this sentiment, Perry (2006) spoke of one's biology also needing to be attended to before

higher brain functions come online. Both theories inspired the realization that the 5Rs needed to be in a certain order, namely Resources, Regulation, Relationships, Relevance, and Rigor in terms of priority being met to enable the next one to occur optimally (see Figure 3).

Figure 3. The 5Rs order and cyclic process

The 5Rs Cycle: A New Rubric for Essential Elements and a Flourishing School System

Resources. According to the focus group stakeholder answers, represented throughout all seven cohorts, Resources included not only adequate budgets and the ability to buy needed equipment, pay staff well, and provide equity of experience for all students, but also the ideas that adults and youth alike have access to time, skills, and structures that allow them to be their best selves when they interact with each other. According to their responses, this may look like reduced student-teacher ratios, shorter work hours, optional activities that restore oneself when feeling psycho-bio-socially dysregulated.

Regulation. Regulation is the next step in the cycle of the 5Rs and continues the idea from Resources of having adequate capacity to engage others in the school setting. This time, according to the stakeholders' focus group responses, it was more about internal resources than external ones. As reviewed previously in the literature as well, when a person is dysregulated, their brain is no longer in a state of readiness to learn or inter-relate, instead they are regressed into a fight, flight, or freeze response, and the staff found that attending to this state was a crucial element in creating a school culture and climate where students can flourish, thrive, and grow. They noted the importance of developing students' functioning and self-regulation in the school context before prioritizing endeavors such as discipline, education, or socializing. Participants noted that this process could be operationalized by having education, training, and practices in the area of trauma informed and restorative processes and by ensuring that all school personnel understand the signs, symptoms and repair practices of dysregulated youth and adults. Relationships. As Perry (2006, 2014) and others (Siegel, 2010; van der Kolk, 2014) research indicates: a regulated person is able to enter into a connected relationship and build the foundation for dialogue and exploration. Until regulated, the relationship is primarily about finding safety and surviving. Relationship activity is certainly woven throughout the entire process and dynamics of a school culture and climate where students can flourish as described in the focus group participants' answers, but is placed third in the 5Rs Cycle because, according to the majority of study respondents, without adequate resources for people to have what they need to stay out of crisis functioning, and without the skills and space to regulate themselves and others, the relationships can actually turn toxic rather than supportive. Taken from focus group excerpts, Relationships, in this context, were defined as interpersonal interactions that value, respect, and support each person involved, seeing the uniqueness and strengths that reside within. Operationally, this is made up of many small and large interchanges throughout the day, both building upon and returning to a resourced and regulated foundation. Relevance. The fourth most important component of a school culture and climate where students can flourish is

Relevance. This section of the umbrella 5Rs rubric, like all of them, captures a number of sub-themes found in the literature and that emerged from the focus groups. Per the responses by research participants this area can include the student-centered pedagogical approach that lets students find and pursue their own interests, lessons and pathways, as well as community involvement with teaching, real-life problems and projects to study and tackle, and finally opportunities to travel, experiment, explore and discover new areas of study and career options. Rigor. The final R in the 5Rs Cycle Rubric, Rigor, as relayed by the stakeholder focus group answers is similar to the Interested in Growth domain from the literature review. In particular, the research that related to being optimally stressed (Scott, 2009), and in the zone of proximal development (Vygotsky, 1987). The skill of calibrating this engagement was critical according to the respondents as each student will have their own metrics, aspirations and challenges, which may even change on a regular basis. Practicing this in a school culture and climate where students can flourish, per the transcript excerpts, would entail the school staff, policies, and practices all converging to support the 5Rs, since they report that rigor can only come at the end of the cycle when students feel resourced, regulated, connected, and engaged. Then with the help of the teaching community, the bar can be raised and the student, like a securely attached child, will venture forth and make mistakes and try again in an effort to develop mastery or new skills. This cycle is setting the foundation for growth mindset, building resilience and protective factors, and practicing trauma informed care all at once. The stages need to be cyclical per the stakeholders reporting, especially by the daily staff respondents (credentialed and classified staff), because it is often the case that in an attempt to experiment and reach new heights, bumps along the way occur, sending a student back through the Rs to find the resources, regulation, relationships and engagement that will hopefully return them to the rigor they were pursuing. This may happen over a long period of time or several times per day. Additionally, as was often indicated by focus group answers, many of the same needs the students have in navigating this 5R cycle are shared by the staff, who go through them right alongside their students in a parallel process daily.

Conclusions

Clearly this research is a starting point, not a summative or exhaustive report on the essential elements of a school culture and climate where students can flourish. Much of the literature review and the eight domains of FLOURISH were supported in the focus group findings, along with new and important elements that emerged from the transcript analysis. These two large sets of data and research, taken together, and building upon the work of Daggett (2005), Likona (2005), Perry (2006, 2014) and their varied models of 3Rs, 2Rs and 6Rs respectively generated a larger umbrella rubric, The 5Rs Cycle, that captured their work and all 36 identified essential elements found by this research (see Table 1). These 5Rs, ideally occurring in order and cycling continuously as needed (Resources, Regulation, Relationships, Relevance, and Rigor) seem to have the potential to transform a school's culture and climate into one that supports students to flourish, grow, and thrive according the stakeholder's input via focus groups answers. Operationally, this suggests that schools must have adequately resourced staff and facilities, enabling all members of the school community to stay regulated, develop meaningful relationships and create curriculum that feels relevant to students and is calibrated for their specific capacity for learning new information and skills.

Table 1: Comparison of the Varied "Rs" Frameworks
Implications

2 (or 4th & 5th) Rs Likona (2005)	3Rs Daggett (2017)	6Rs Perry (2006)	5Rs Cycle Paynter (2017)
1. (Reading)	1. Rigor	1. Relational	1. Resources
2. (Writing)	2. Relevance	2. Relevant	2. Regulation
3. (Arithmetic)	3. Relationship	3. Repetitive	3. Relationships
4. Respect		4. Rewarding	4. Relevance
5. Responsibility		5. Rhythmic	5. Rigor
		6. Respectful	

Leadership of a learning institution for all. One of the big-

gest takeaways, in terms of thinking in systems, was that the internal and external experience of the front line staff has a direct and significant impact on the experience of the students. Time and time again, from the teaching, classified, student, and even supervisor groups, the notion arose that the staff at the school must feel regulated, supported, and resourced in order to fully help students feel the very same way. Staff and students are interconnected and can swing each other in an upward or downward spiral. If staff feel heard, feel part of the creation and understanding of how things function, have adequate time to replenish themselves psycho-social-emotional-physically, then they are better able to help students feel connected, valued, understood, and settled at school. Hence, students likely will be more educationally engaged and successful, which in turn helps fuel the staff's own engagement and connection. Conversely, a staff member who is tired, feels unsupported, does not have time to replenish their internal resources, and therefore can get easily triggered or dysregulated by maladaptive student behavior, may escalate a mildly difficult situation into a more severe encounter involving discipline, suspensions, expulsions, and even law enforcement activity. This junction can be seen as a critical moment in the relationship between the student and the school and staff. These critical moments in a vulnerable student's life, consisting of how the staff member responds to their behavior, can truly have an impact on the trajectory they travel for weeks, months, or years. Keeping them in school and connected to an adult could be the difference between graduating and thriving in work or getting influenced by other forces which may lead to crime, drug use, or incarceration. Therefore, school leaders at the local site and district level have an urgency to manage, and advocate for, resources of time, money, and operational latitude so staff may respond to critical moments in a manner that keeps students connected to relationships, regulated in their functioning, and interested in continuing the endeavor of learning and growing. This advocacy is by no means easy, given the context of budgets that often are inadequate to the needs of the school site and a larger bureaucratic education system that delivers mandates and administrative work from the federal, state, county, and district office levels according to school funding data at the state and national levels and the

various education department laws, regulations, and reporting requirements. Part of the solution may simply be including all the stakeholders, at least those employed by the school, in the problem solving activities which make up the decisions around resources, ratios, professional development, and the generation of rules and pedagogy. This one cultural shift, may lead to the many others noted, which in turn can influence the climate of a school. Equity and social justice. Another prominent theme that emerged from most every focus group was the desire for each student to be seen as unique, special, and understood with regard to their past histories and particular needs and dreams for the future; possibly akin to how a parent treats their child as described in a securely attached relationship (Ainsworth, Blehar, Waters, & Wall, 1978; Bowlby, 1969). To reiterate the progression of the 5Rs, it is imperative, based on this research data, that enough resources are in place in the form of time, attention, and physical needs that all staff may be regulated and able to provide this deep level of relationship. Once that is in place, fine tuning the specifics of lesson planning and learning goals can add the relevance and rigor that will allow optimized academic growth. Taken together, the hope is that a student will blossom, or flourish, both socially-emotionally and intellectually. While the classroom is not a social work or counseling setting in the traditional sense, it can still be therapeutic and sensitive to the issues around trauma, resilience, and social-emotional development. This research project asked about perceptions of a school culture and climate where students can flourish, and as noted by the stakeholder answers,

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ADDRESSING DISCIPLINE DISPROPORTIONALITY IN AN ALTERNATIVE EDUCATION SETTING

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Addressing Discipline Disproportionality in an Alternative Education Setting
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This article discusses the issue of disproportionality across school discipline referrals in an alternative education program, and outlines the professional development, data monitoring, and coaching supports implemented to reduce disproportionality. Pre- and post- discipline disproportionality data is presented from Pathways iCARE Community School, a charter school for expelled and probation-referred youth within the Placer County Office of Education (PCOE) in Northern California.

Introduction

This article discusses the issue of disproportionality across school discipline referrals in an alternative education program, and outlines the professional development, data monitoring, and coaching supports implemented to reduce disproportionality. Pre- and post- discipline disproportionality data is presented from Pathways iCARE Community School, a charter school for expelled and probation-referred youth within the Placer County Office of Education (PCOE) in Northern California.

Background

There are numerous studies over the past 40 years which provide evidence that students of color are more likely to be suspended, expelled, or receive disciplinary referrals than white students. The impact of this trend is extensive and far-reaching for these students, with negative outcomes that include falling behind academically, experiencing conflict and fractured relationships with school staff, increasing stress or conflict within the student's family unit, and increasing the possibility of the student dropping out and/or becoming incarcerated. While some educators argue that these rates of disciplinary action are simply commensurate with the student groups' behavior, there is strong research to support that students of color do not "act out" more than white peers; rather, they are over-referred or more excessively disciplined for lesser behavior offenses. Despite readily available data that reveals these trends, disproportionality towards students of color and students with disabilities continues to exist at high levels nationwide.

In January of 2014, The U.S. Department of Justice, Civil Rights Division and the U.S. Department of Education, Office of Civil Rights issued a national guidance document, with the intent of providing strategies to elementary and secondary schools which would reduce disproportionality and engage in disciplinary processes without discriminating on the basis of race, color, or natural origin. One of the recommendations outlined in that document was to "provide in-service training that exposes all teachers and school administrators to information about the causes and consequences of implicit racial and ethnic bias, especially in the form of 'cultural deficit thinking'". Adding this type of training and coaching on top of the existing framework of Positive Behavior Interventions and Supports (PBIS) has been a significantly influential strategy in reducing discipline disproportionality at Pathways iCARE Community School.

School Profile and History of Disproportionality

Pathways iCARE Charter School is a County Community School program serving seventh through twelfth graders who are expelled, referred by probation or the School Attendance Review Board (SARB), or placed voluntarily by a parent. iCARE is located in Rocklin, California, and typically serves between 35-65 students at any given time. There is a high level of student turnover in the program due to ongoing referrals throughout the year, as well as students returning to their home district after clearing their expulsion, or graduating from the program. Some students may also disenroll from iCARE for periods of time if they are in custody at the local juvenile detention facility. The iCARE program is run in collaboration with Placer County Probation, which provides staffing support

as well as extracurricular programming for students at the site.

PCOE began scaling up PBIS at iCARE in 2012, but the program did not have the critical features of PBIS strongly established until 2014. To monitor school-wide behavior referral data, the site uses the School-Wide Information System (SWIS) program, which is part of the SWIS Suite of data-tracking apps developed and operated by the College of Education at the University of Oregon. The SWIS app has the ability to disaggregate behavior referrals by ethnicity, and allows users to analyze ethnicity data via four different graphs: referrals by ethnicity, students with referrals by ethnicity, referral risk ratio, and referral risk index. The PBIS Coach began reviewing ethnicity data in SWIS with the iCARE site administrator in 2015, but formalized supports focusing on reducing disproportionality had not yet been incorporated into the program. Professional development to address cultural competence was written into the charter's Local Control and Accountability Plan (LCAP) starting in the 2015-2016 school year.

It should be noted that the size and unique context of a community school site needs to be taken into consideration when analyzing ethnicity data in SWIS. Due to the high level of fluctuation in enrollment in the program (e.g., students clearing expulsion and returning to district, new referrals sometimes weekly, students graduating mid-year, etc.), the ethnicity data should be inspected in shorter-term time periods via the "drill-down" feature in SWIS, rather than over the course of the entire year. In addition, in order to obtain accurate ethnicity data in a designated time period, student enrollment must be updated in SWIS for that time period, to reflect the most current ethnic distribution across students. Another important element when inspecting ethnicity data is understanding how lower student enrollment in a specific subgroup might inflate or impact the statistics related to that subgroup. For example, if there are only three black students enrolled during a time period, and two of them have received behavior referrals, that may show up as having a higher risk ratio compared to another ethnic subgroup which has thirty students. Low numbers in a subgroup must be taking into consideration when inspecting the data.

Initial reviews of iCARE's ethnicity data in SWIS in 2015 indicated disproportionality in discipline referrals towards Latino students, and a slightly lower (but still disproportionate) rate of disciplinary referrals involving black students. The following graph displays the percentage of total behavior referrals recorded compared to the percentage of enrolled students represented by that subgroup, from the fall of 2015. Patterns of discipline disproportionality were evident towards Latino students, who were much more likely to receive disciplinary referrals compared to their white peers, especially in the categories of disruption and defiance. White peers had a smaller percentage of disciplinary referrals compared to their represented enrollment in the program.
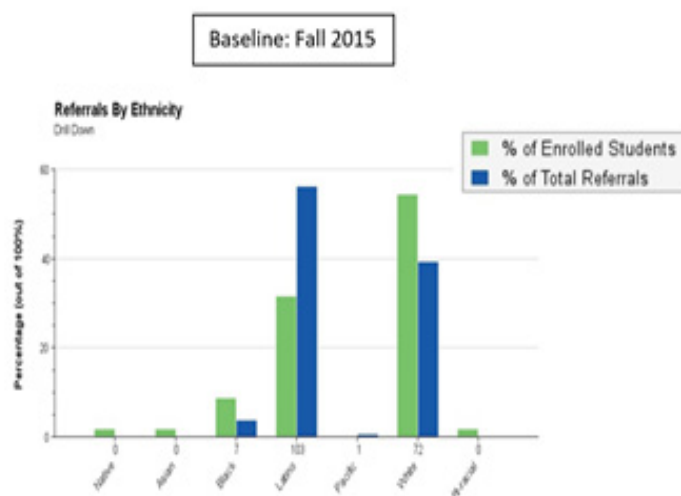
Professional Development and Outcome Data

The Fall 2015 SWIS ethnicity data served as iCARE's disproportionality baseline data prior to launching a professional development series which focused on culturally responsive instruction and PBIS practices. Professional development sessions occurred across four scheduled early release in-service days between February 2016 and May 2016, and follow-up work occurred during semi-monthly school-wide PBIS meetings, summer booster sessions, and ongoing 1:1 instructional coaching sessions. The general objectives of each professional development in-service session are outlined below.

Session 1
- Verify current definitions of what cultural proficiency is, and what it is not
- Examine cultural responsiveness as an on-going process; staff identify where they are on the continuum
- Explore and appreciate dynamics of power
- Commit to strengthening cultural profieciency at individual, classroom, and school levels for system-wide change

Session 2
- Practice Connecting Activities for Students and Staff
- Explore and understand the Discipline Gap; present national and local data from Placer County
- Explore and understand Implicit Bias
- Introduce Vulnerable Decision Points (from McIntosh et al, 2014)
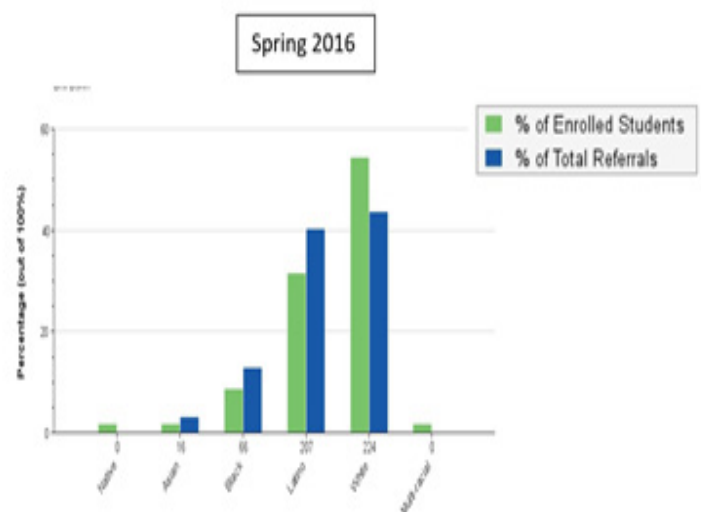
Session 3
- Review Implicit Bias; participate in activity around implicit bias and discipline
- Develop Strategies for Reducing Implicit Bias (from McIntosh et al, 2014)
  - o   Identify Vulnerable Decision Points (VDP)
  - o   Critical features of Effective Neutralizing Routines
- Review site's disproportionality data; complete worksheet comparing disciplinary referrals for students of color to target comparison group (white students)
- Commit to individual and site-based neutralizing routines around identified VDPs

Session 4
- Summarize elements of culturally responsive instruction, and how those align with core Tier I PBIS features
- Overview of classroom engagement strategies and elements to include in lesson plans

- Overview of classroom coaching model to support culturally responsive instruction
  - o   Coaching follow-up included support on including culturally responsive strategies within lesson plans and instruction (with instructional coach modeling, co-teaching, providing feedback and helping set/monitor performance goals)
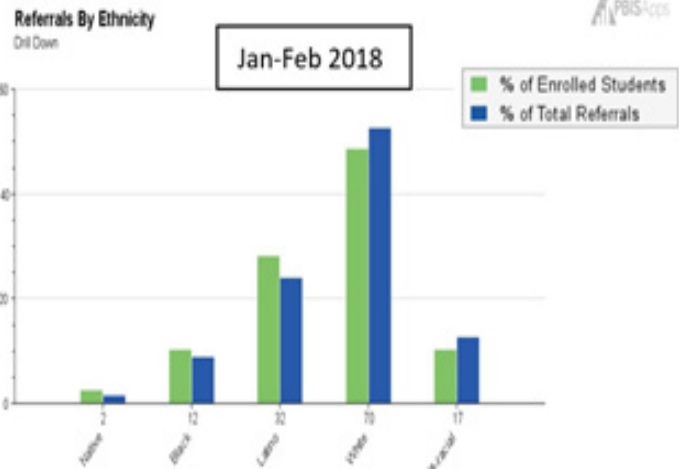
In addition to the professional development activities focusing on culturally responsive practices, the site's team also carried this information into their semi-monthly PBIS meeting discussions. A large focus was placed on re-evaluating and refining the site's PBIS behavior expectations across various school contexts, as well as ensuring that there was clarity within the site's progressive discipline chart and systems. The team revised its progressive discipline chart to ensure that some of the more ambigous referral categories, such as "defiance", "disruption", and "disrespect" were more specifically defined, to lessen the chance of inequitable behavior referrals across students. In addition, the team continued to evalute and revise its progressive discpline systems to ensure that there was a heavier emphasis on how to keep students in class, or get them back in class quickly after a brief time-out, rather than focusing on responses which in essence excluded students from the learning environment for lower-level behaviors.
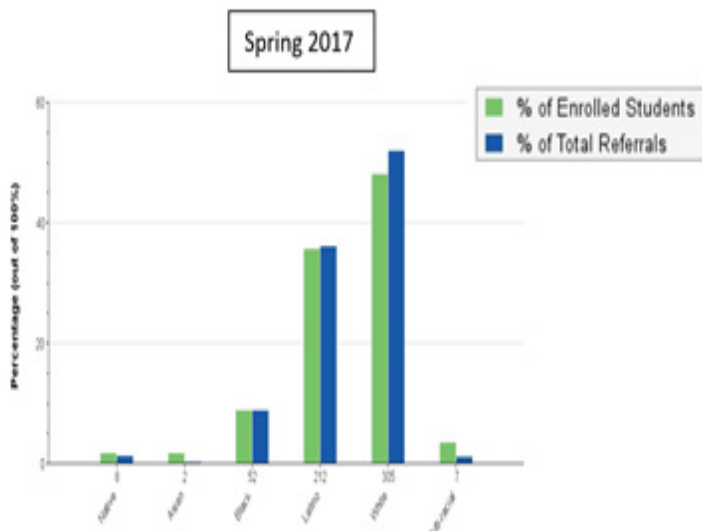

Spring 2016

Disproportionality data was monitored during and after the professional development series and coaching occurred. Initial data from Spring 2016 reflected some improvement in closing the disproportionality gap.

Two PBIS booster trainings were held in the summer of 2016, where additional refinements were made to core Tier I PBIS features. Throughout the year, the site team continued to work on strengthening culturally responsive Tier I practices, as well as receiving individualized instructional coaching supports that included elements of culturally responsive instruction. Data from Spring 2017 indicated further progress in lessening the disproportionality gap at the site, and current data from five weeks in January and February 2018 indicates that this change has been maintained over time.

Disproportionality data continues to be monitored and shared with the site team, and is one of the data indicators used by the PBIS coach to monitor how consistently staff are implementing core Tier I PBIS practices. Data at the site continues to reflect low levels of disproportionality across subgroups, however, at times when a gap begins to emerge within certain subgroup, it is immediately investigated and discussed at the PBIS team meeting.

Summary and Next Steps

The work required to address disproportionality within a community school site is never finished; this area requires ongoing self-awareness, data monitoring, and refinement of PBIS systems and practices based on the ever-changing and often high-need of the population served. The next steps for Pathways iCARE include gathering more robust feedback from students and families to reflect on the program's cultural relevance, investigating whether there is discipline disproportionality for other groups (e.g., low socio-economic status, special education), as well as digging deeper into its core PBIS systems by utilizing strategies and activities within the PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches (Leverson et al, 2016). The program will also continue to hold ongoing professional development trainings which focus on awareness of implicit bias and strategies to prevent disproportionality. Strategies to promote culturally responsive instruction will continue to be infused within instructional coaching and professional development sessions. In addition, the team will participate in PBIS booster sessions which will allow them more extended time to make data-driven modifications and additions to the existing PBIS framework at the site, with the goal of all students being able to achieve at high levels, in an environment that supports equitable treatment for all.

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"We cannot change anything until we accept it. Condemnation does not liberate, it oppresses."

-Carl Jung

A JAPANESE EDUCATOR'S PERSPECTIVE: JOURNEY TO LEARN ALTERNATIVE EDUCATION IN CALIFORNIA AND ITS CONTRAST TO ALTERNATIVE EDUCATION IN JAPAN

BY : NORIHIRO MIYAKO, SR. RESEARCHER, NATIONAL INSTITUTE FOR EDUCATIONAL POLICY RESEARCH
DARRYL TAKIZO YAGI, RETIRED PROFESSOR, HYOGO UNIVERSITY OF TEACHER EDUCATION

The purpose of this article is twofold. The first part is a narrative that describes a Japanese educator's learning about alternative education in California with a Japanese American educator as a guide. The second part describes what may be a type of alternative education in Japan in contrast to alternative education in California.

Abstract

Learning about alternative education in California is from the perspective gained by interviews and discussion with administrators and personnel in the field of alternative education at the state, county, and local levels and by site visits and school observations in alternative schools and interviews with personnel from organizations related to alternative education.

Additional readings in the field of alternative education supplemented an understanding of alternative education. This journey to learn and understand alternative education took place for a week in 2013, several days in 2015, and a few days in 2017.

In comparison, a type of alternative education in Japan does not fit the model for alternative education in California as a result of differences in the education system and culture. An explanation of these differences and a comparison are explored.

Introduction

At the time of this study of alternative education in California, one of the authors came from the field of juvenile detention centers and taught at several universities in Japan. This author's interest and focus of study was to learn about education for at-risk students in California, especially alternative education. The other author's background is as a school counselor, counselor educator, Visiting Educator at the California Department of Education, and Commissioner on the Commission on Teacher Credentialing in California and as an invited researcher and appointed professor at a national university of teacher education in Japan. This author supported and guided this study.

During this study from 2013-2017 changes in education and alternative education took place in the United States and in California. This article reflects some of these changes. Due to one of the author's changes in universities and work situation a research survey to better understand alternative education in California did not materialize. As a result, a narrative from a Japanese educator's learning about alternative education is presented along with a comparison of alternative education in Japan.

A Journey to Learn Alternative Education in California

Brief Background: California and Japan

California is similar in area size to Japan. California is about 424,000 square kilometers and Japan is about 378,000 square kilometers. California has close to 40 million people and Japan has 127 million people. There are 58 counties in California, whereas, there are 47 prefectures in Japan. California has one of the largest numbers of students in the United States. Japan has over a million more students than California.

A Narrative Journey: Learning Alternative Education

This journey is limited to an understanding of alternative education in Sonoma County, which served as an example of the alternative education system in California.
The alternative education system was established to guarantee at-risk students an education. Alternative schools within the alternative education system is a word that

is used to refer to public schools under the governing district and county boards of education, which is separate from traditional schools.

There are several types of alternative schools. Necessary-small schools, continuation high schools, and community day schools are typically under the jurisdiction of district boards of education and the community schools and juvenile court schools are under the jurisdiction of county boards of education. The alternative programs curriculum is based on California state standards and policies and are implemented and managed by the district or county boards of education in California.

For school improvement and to address criticism, a statewide accountability system was established to evaluate the quality of education at alternative schools to meet its purpose and goals since 2001-02. These statewide accountability systems are the Alternative School Accountability Model (ASAM) developed in 2000 and Dashboard Alternative School Status (DASS) developed in 2017. At the state level, the California Department of Education (CDE) Ed Options Department oversees the alternative education system. At the county level, the county office of education manages and operates the county level alternative education schools. At the school district level the school district manages and operates the district level alternative education schools.

At the time of this study in 2013 in Sonoma County, data was obtained from the 2011-12 school census and the statistics displayed 175 public schools consisting of 102 elementary schools, 23 middle schools, 19 high schools, 24 alternative education schools, and 7 independent schools. In Sonoma County there were 40 school districts with 31 elementary school districts, 3 high school districts, and 6 unified school districts.

Sonoma County Office of Education (SCOE) Alternative Education Student Support Services Department manages and operates the county level alternative education system. It operated two court school sites, two community school sites, and Cal Safe students who were pregnant or have been parents at a community school in 2011-12.

Each district board of education has an alternative education system in Sonoma County. SCOE has a written Plan for Providing Educational Services to All Expelled Students (922 Plan) in Sonoma County. Each district uses this Plan as a reference to develop policies for expelled students.

Alternative education is different at the district and county levels. Common within each district are policies for suspended and expelled students who are referred to continuation schools or community day schools within the district. If these alternative schools are unable to meet the needs of at-risk students, then the students are referred to the county alternative schools to prevent students from dropping out and to provide education for at risk-students. The at-risk level of students begins in the regular or traditional schools. With schools in the district, students at risk can be referred to alternative education programs (i.e. community day schools). If expelled from the school district, students at high risk are referred to county community day schools and adjudicated youth are served in juvenile court schools. At the district and county levels there are related organizations to support the alternative education for at-risk students. These organizations include the local community based organizations and within the county these organizations include the County Board of Education, Probation Department, Human Services Department, Department of Public Health, junior college, and others. At the district level in Sonoma County there are small necessary high schools, continuation high schools, and community day schools as well as independent study, which is an option for at-risk students. In independent study there is an agreement from the student's parent or guardian. One of the educational policies recommended by the CDE is independent study to supplement classroom instruction through self-study. Independent study can be in a separate building or part of an existing alternative school building. In California educational options exists for students within the education system. Alternative education is an educational option for students, especially for at-risk students to continue their education. The education system respects individuality. In comparison, the Japanese education system respects the group and group conformity. There is no safety net like alternative education for students who are at-risk in the education system in Japan.

From this journey to learn about alternative education in California, the question remains: what are the implications for alternative education in Japan?

Brief Background: Education in Japan

The education system is a national educational system with a national curriculum and Japanese language. Governance for the educational system is the Ministry of Education, Culture, Sports, Science, and Technology (MEXT). Education is centralized and regulated by the government.

The education system is elementary school (grades 1-6), junior high school (grades 7-9), and high school (grades 10-12). Compulsory education is grades 1-9. Approximately 96% of junior high school students matriculate to high school. There are business, industrial, and fisheries vocational high schools and a few other vocational high schools. There are public and private schools in elementary, junior, and senior high schools. There is an entrance examination to enter high school. Class sizes in public schools are larger than in California.

There is uniform level of education in Japan and more conformity in Japanese schools.

At-Risk Students

In comparing alternative education learned in California, there is no comparable model or system in the Japanese schools. There are "at-risk" students in Japan. There are two major educational issues in the schools. One issue is students who refused to go to school or non-school attendance. They may want to go to school, but they are psychologically, socially, or personally unable to go to school. The second issue is bullying, which adversely impacts the preceding issue. Another issue is student suicide. It is for these at-risk student issues that the journey to learn about alternative education in California was undertaken.

The Japanese school's student support system is composed of teachers themselves. Teachers have secondary roles and functions in addition to their teaching. For example, there are homeroom teachers who are responsible for the students under their care and guidance. There are guidance teachers who support homeroom teachers with students who may be at-risk. There are career guidance teachers who provide guidance to students in making a transition from school to work.   There are teachers who are club or sports advisors to students. There is a fulltime school nurse teacher in the elementary, junior and senior high schools that teaches health care in the classroom and who administers to the health care needs of students in a large nurse's room. There is a part time school counselor who comes to the school one day a week to address issues of at-risk students. A part time school counseling system began in 1995. A school counselor is a licensed clinical psychologist, psychiatrist, or other specified mental health care provider or university professor.

There are some students who are able to go to school, but are unable to go to their homeroom. In Japan, a student has a homeroom class each day. Teachers go to the homeroom classroom to teach students. Teachers move to the homeroom classroom while the students remain in the homeroom class for their class instruction unless for physical education, music, home economics, lab, and other specialized classes.

These at-risk students who are able to go to school, but are unable to go to their homeroom classroom often go to the nurse's room. It is referred to as a sheltered classroom. They may also go to a room set aside for them. The homeroom teacher often visits the student who is unable to go to school at the student's home and sometimes the school counselor makes a home visit. The homeroom teacher gives instruction and class work and encourages the student to return to school and to go to the counseling room. This may be considered an aspect of home instruction. The school counselor counsels students at-risk and provides consultation to the teachers and parents.

There are boards of education at the prefectural, the city, and smaller town levels. In most places, there is an Education Center at each level where there are educational specialists that provide consultation to students and parents on educational issues, including at-risk students. The board of education does not provide an alternative education program for at-risk students or non-attendant students. There are Adjustment Guidance Centers in most places to address the issues of non-attending students and are supported by the public school system. Students who attend the Adjustment Guidance Centers are counted in their regular school attendance. Social promotion from elementary school to junior high school and graduation is at the discretion of the principal and circumstances of the student. Mental health and welfare centers, which are operated by

the Ministry of Health, Labor, and Welfare, provides individual counseling and group activities for at-risk and non-attendant students and their parents or guardians.

There are several private high schools for students who are unable to go to school. A few of these schools provide school instruction with dormitory living while others provide class instruction in a building space. There are places for continued education that give instruction for students who are unable to go to school or are at-risk, but not part of the school system. These places will be discussed in a type of alternative education outside of the school system. Since compulsory education is the completion of junior high school, students may continue their education through part time high school learning, which may be in the evening and through correspondence high school. The former may be close in structure to adult education and the latter may be similar to independent study or cyber learning in California.

In lieu of alternative education within the school system, there is a type of alternative education outside of the school system. The predominant form of alternative education outside of the school system is the "free school". The private free school is not free. There is a fee that parents pay to the free school. In some ways, the free school can be free to do what it determines best to help the students. The focus may not necessarily be on academics, but the emphasis may be on those aspects of the students to adjust to social environments and relationships. Free schools lack the rigid structure of schooling in the education system. Free schools are not government regulated nor under the government system of education. Free schools offer an alternative education to students who have stopped going to regular school. MEXT recognizes attendance at free schools can count towards regular school attendance. There is a Japan Free School Association, which was established in 2001.

If juvenile students get in trouble with the law or commit a crime, they are either referred to the Child Consultation Center where they are able to continue their education in their regular school or they become a part of the juvenile justice system for more serious criminal offenses. In the latter case, students are placed in a juvenile facility and continue their education in a juvenile training school.

If students are placed in foster facilities, such as, children's home and home for rehabilitation of minors, they can go to regular public schools.

Juvenile Training School (reference: Pamphlet of Juvenile Training Schools)

A juvenile training school is under the jurisdiction of the Ministry of Justice. A juvenile in trouble with the law is referred to the family court. The family court decides treatment proceedings while the juvenile is placed in a juvenile classification home until a hearing is set. At the hearing the juvenile may be discharged or sent to the juvenile training school. There are four classifications of juvenile training school based on juvenile's the criminal record and serious disabilities.

In the juvenile training schools, the Ministry of Justice designates the kind of courses for each juvenile training school. The juvenile training schools follow a correctional education curriculum for its classification. There is an individual plan for correctional education, which is similar to an Individual Education Plan, for the juvenile.

The contents of the correctional education consist of several integrated parts. One part is Lifestyle Guidance, which includes basic knowledge and life activities for independent living and an improvement plan to address the underlying behavior problem of the juvenile to move forward towards a healthy lifestyle. A key section of lifestyle guidance consists of social skills training, application of principles found in restorative practice, and guidance towards problem behaviors. Another part is Vocational Guidance, which includes vocational training, knowledge and skills for vocational uses, and career planning towards career readiness and employability. Other parts of correctional education consist of academic learning to complete compulsory education if it was not completed and be high school ready to take the Japanese high school equivalency examination and physical education to foster sound mind and body in order to live an independent social life. Included in the correctional education are special activities for community engagement and service. The Japan Women's Association for Rehabilitation Aid supports these special activities.

Before the juvenile is released on parole and placed on probation, there is rehabilitation support to help the juvenile make a better transition from school to work and

living. In collaboration with job placement offices, the juvenile training schools help juveniles secure employment. For juveniles who have difficulties in independent living due to disabilities, the juvenile training schools in coordination with the Regional Settlement Support Centers help secure a place of residence and collaborate with medical and welfare institutions.

The released juveniles can continue to hold consultations with their instructors from the juvenile training schools on a wide variety of issues including personal matters, future concerns, and relationships with friends and co-workers. The juvenile training schools provide meetings with parents and guardians and guardian educational classes and social events.

There is a Juvenile Training School Visiting Committee in each juvenile training school, which functions similar to the Western Association for Schools and Colleges (WASC) Visiting Committee makes recommendations to the juvenile training school.

Summary and Conclusion

In California there is alternative education for at-risk students and students who are truant. In Japan there is no alternative program or alternative education for at-risk students and non-attendant students. There are no educational options within the schools in Japan. There is alternative education outside of the education system, which is the private free school that responds to the needs of at-risk students or non-school attendance students. Free schools are not part of the public educational system and not accredited by the government.

The uniform standard of education in Japan that is government regulated does not provide for alternative education. There are a few features of alternative education in the public schools and juvenile training schools, but not an alternative education program within the education system in Japan. Educational options are limited in Japan.

The authors recognize and appreciate Ms. Mari Lancaster, interpreter and translator and Ms. Georgia Ioakimedes, Director of Alternative Education and Student Support, SCOE for their assistance to this article. Correspondence concerning this article should be addressed to Darryl Takizo Yagi. E-mail: darryl.yagi@sbcglobal.net

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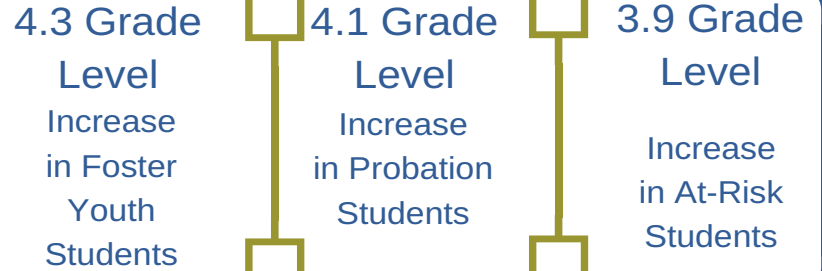
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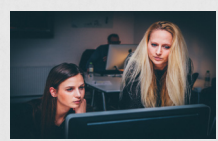
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Congratulations to the 2018 Recipient

Deni Baughn
Orange County Department of Education

John Peshkoff (1935-2006) was one of the founding fathers of JCCASAC (then known as Juvenile Court School Administrators of California). John served as the JCCASAC president in 1977-78 and again in 1990-91.

He advocated for legislation and practices which support quality educational services for students in alternative education programs. He also served as a mentor, friend, and cheerleader to his peers and colleagues in the field.

The John Peshkoff Award is presented annually for memorable vision, service, leadership and commitment to JCCASAC students and programs.

I'd like to start with a big huge THANK YOU! I am greatly humbled and honored by this award.

It's interesting that when we start out as young people, we never really know where we are headed. With blind faith, we step through door after door, unconsciously creating pathways to our futures. I started in education at 18 years old thanks to a job offer from a Vice Principal from my junior high school. I was working at Taco Bell at the time, so becoming an Instructional Assistant seemed like an

upgrade to me! Who knew that a job offer from a kind man would set in motion a journey lasting more than a decade of teaching and studying educational systems in different cultures around the United States before landing back in CA. From the coast line and inner cities of Georgia, to the Bureau of Indian Affairs in Utah, to Mexican border cities, and back to California, my late husband and I had opportunities to meet and work with some of the most incredibly brilliant educators in the country. And the tales I could tell! Seriously.

I was always drawn to working with the kids who didn't fit so perfectly in the round hole of traditional education. I loved the opportunities to be creative and adventurous with educational pedagogy. It's not surprising that my journey bounced me into Alternative Education after returning to CA. Starting in Imperial County and now working in Orange County, I continue to have the opportunity to work with the unrecognized brilliance of alternative education youth.

One of the things that helped me immensely in my quest was the people I met through JCCASAC.   The collective intelligence of this group gave me insight into legislation and exposure to best practice programs which expanded my view of possibilities. I wish being an administrator was just about the teaching, but anyone who has put together a budget knows it's not. It's also about understanding the infrastructure to the extent necessary to get the resources to support our teachers and students. This group has given me a network of people passionate about providing quality educational services to our students. Get involved! Together, we turn last chance programs into best chance programs.

Thank you!

SPSSC
Student Programs and Services
Steering Committee
Juvenile Court, Community and Alternative School Administrators of California (JCCASAC)

JCCASAC board members are excited to announce the fifth annual JCCASAC Teacher of the Year award recipinet and nominees. County operated school administrators from across California were encouraged to nominate one of their outstanding court, community or alternative school teachers for this extraordinary recognition. JCCASAC seeks to celebrate excellence and honor teachers who are exceptionally dedicated, knowledgeable, and inspire students of all backgrounds and learning abilities while carrying out the mission and vision of JCCASAC. These teachers are passionate, collaborative professionals dedicated to empowering students to become competent, creative thinking and caring adults who lead healthy lifestyles and are academically prepared for an ever changing and global economy.

Congratulations to
Larry Leib
Kern County Superintendent of Schools

Larry Leib began his career with the Kern County Superintendent of Schools (KCSOS) Office in 1990 as an Instructional Aide and is currently serving as the Auto Shop teacher at Erwin Owen High School, a working camp for adjudicated boys. Mr. Leib is the consummate professional who truly understands and embraces the significant responsibility he has to teach his students not only valuable skills in the field of auto mechanics, but how to be responsible and contributing citizens in their community as well. A visitor to Larry's classroom will observe his students actively engaged in their tasks while maintaining a friendly and collaborative environment. Students will even remind an administrator visiting the Auto Shop that ties are not allowed in the shop. Mr. Leib embodies what it means to teach the "whole child" and the Alternative Education program is better because he is a part of it. His forward thinking and vision for not only his students but the program as a whole resulted in Mr. Leib incorporating the ASE Student Electrical and Light Engine Repair certifications into his curriculum. These industry recognized certifications provide KCSOS students with an advantage when seeking employment in the automotive field. Larry recognizes the special abilities of each of his students. He encourages his students to develop character through diversity, challenges, and by praising their accomplishments. A parent of one of Larry's former students indicated, "Mr. Leib is a wonderful teacher who made a big difference in reaching our son in a way that others were not able to…our son found the ability to work with his hands in auto shop and welding…and was motivated to work through the program levels and become a Crew Chief." Larry's impact on his students is immeasurable and will leave a lasting legacy long after his career ends.

Congratulations to all of our
Teacher of the Year nominees.

Aiko Akers, El Dorado County Office of Education

Ms. Aiko Akers has been working in education for the past 8 years. She serves as a special education teacher at the El Dorado County Office of Education. One colleague describes her as a person who respects and treats her students with dignity. Another colleague has stated that Ms. Aiko is amazing at accommodating the staff and students every day without losing sight of the educational goals. And one of her students said that she is dedicated to helping youth who are incarcerated, going above and beyond to who kids a brighter future. This student believes she is a hard worker and a great role model for all of her students.

Charlie Phelps, Los Angeles County Office of Education

Mr. Phelp's teaching career started at a private school, included coaching championship basketball and then he found his niche instructing at-risk youth with the Los Angeles County Office of Education. He has taught students who went on to Harvard and UCLA, but guiding individuals who have never believed in their abilities, helping them to create a new path in their life by passing their GED when they never thought it possible has been much more fulfilling for Mr. Phelps. He appreciates the opportunity to produce unique project-based curriculum for his students that establishes hands on learning with tangible results. He is continually inspired by the work he does day-after-day.

Chris Bowen, Yuba County Office of Education

Mr. Chris Bowen from Yuba County Office of Education is a 7th-12 grade teacher who teaches everything from math, English, history, science and health. He has been teaching for 40 years. He has been in his current position for the past 11 years. Mr. Bowen sets high standards and continually requires students to meet and exceed their expectations. Chris's strength is his ability to mentor students in speech and debate. He is a positive role model for students and encourages them to look at every side of an issues before making a decision. Chris is an animated teacher who captivates his students with enthusiasm and vigor. One student described him as a "wild man" when he lectures.

Dave Spencer, Santa Cruz County Office of Education

Twenty years ago, Mr. Spencer began his journey with the Santa Cruz COE's Alternative Education Department. He has helped students overcome social and emotional obstacles. He believes lending a hand to a student in need whether in the classroom or in their lives outside of school brings a feeling of generosity. Building on students' strengths, filling academic gaps and educating students in a holistic approach is what brings Mr. Spencer back to Alternative Education each year.

Emily Berger, Sacramento County Department of Education

Emily Berger is committed to student success and helping children overcome barriers that impact their learning. She has a Bachelor's degree in Early Education and a Master's in Curriculum and Instruction. Emily has taught in various classroom settings, but enjoys working with at-risk middle school students most. She recognizes the potential in every child and strives to empower and equip students for higher education. Emily firmly believes that success in education relies on building positive and meaningful relationships. One way she accomplishes this is through an after-school program that pairs students with community mentors and gives children the opportunity to learn a variety of hobbies, sports, and skills that prepare teens for the workforce.

Morgan Lynch, YoloCounty Office of Education

Morgan Lynch was born and raised in Northern California. It is there where she found her passion for academics and athletics. Morgan went on to play collegiate softball and graduated with a Bachelor of Science, majoring in Kinesiology from San Diego State University. Morgan learned from her coaches and teachers that the true value in reaching a human is to take that person where they have never dreamt they could go. This is where her passion for teaching and mentoring began. Morgan is embarking on her 14th year in Education, with the past 7 years in Alternative Education. Morgan is dedicated to making the classrooms of our "At-promise", not at-risk, youth a place of empowerment, engagement and transformation at the Yolo County Office of Education.

Scott Gould, Stanislaus County Office of Education

Mr. Gould has been with Stanislaus County Office of Education for the past 5 years. Mr. Gould has consistently proven himself to be a truly compassionate teacher who exemplifies all of the characteristics that a successful alternative school teacher must possess. One colleague described Scott as having the ability to rally students together with a sense of adventure that promotes an overall "can do" attitude. One of his students has said that if he needed advice or needed someone to talk to, Mr. Gould is always available. This student said that over time, Mr. Gould has helped her to believe in herself.

Scott Turner, Orange County Department of Education

Mr. Turner is currently a Day School Teacher in the ACCESS program at Orange County. He has been a teacher with AC-CESS for 20 years and married to his wife for 21 years. He has 2 wonderful children and 1 grandchild. He has a bachelor's degree from Cal State San Bernardino and a Master's Degree in Education. Even though he has been teaching for over 2 decades, he not only finds the job rewarding and fulfilling but also enjoys opportunities to continue growing and learning new things.

Steve Schwimmer, Santa Clara County Office of Education

Mr. Schwimmer was asked the other day whether it was true or not that three out of four people are trying to find purpose in their lives? His answer to that question was simple. He said that he really enjoys working with Alternative Education students. He has a purpose. He believes that what it comes down to isn't so much the information that is transferred in the classroom, but rather it is the student-teacher relationship that leads to change. He believes this is accomplished by modeling correct behaviors and offering direct instruction. Each student is an individual and none are too far gone. He believes there's greatness in everyone, and we all need each other. Mr. Schwimmer is a father of two grown sons, each of which has two sons.

Yvette Menchaca, San Joaquin County Office of Education

Ms. Menchaca is an educator with the San Joaquin County Office of Education Court and Community Schools (COSP) since 2008, nearly 10 years she has worked closely with neighboring districts, communities, and administrators establishing and cultivating a variety of innovative programs.

She serves as a Peer Mentor in the following roles: Technology Mentor, Peer Coach, Beginning Teacher Support Advisor for Induction, Peer Assisted Review (PAR) consultant, and as a facilitator of the New Teacher Academy program. Currently, Ms. Menchaca is working with adult learners in the Come Back Kids Charter program, which keeps her grounded and focused on what matters most in the work – empowering and inspiring learners to actualize the best version of themselves.

Louie Vega, San Bernardino County of Superintendent of Schools

Mr. Vega has been a teacher in the alternative setting for 9 years. He is currently a teacher with San Bernardino County of Superintendent of Schools, SBCSS, at Burton Thrall School located at San Bernadino Juvenile Detention and Assessment Center. Mr. Vega has a Masters degree in Education along with an Education Specialist (M/M) and Multiple Subject Credential. Mr. Vega was also the 2017 SBCSS Alternative Teacher of the Year as well as the 2017 SBCSS County Teacher of the Year. He enjoys working with at-risk students.

AN ADMINISTRATOR'S GUIDE TO IMPLEMENTING EDUCATIONALLY RELATED MENTAL HEALTH SERVICES (ERMHS) FOR STUDENTS WITH DISABILITIES

By: Wendell J. Callahan, PhD & Alissa Willmerdinger, MA Candidate UC San Diego Irene Dominguez, MA, APCC, Tonalli Juarez, MA, APCC & Patrick Crain, MS San Diego County Office of Education

"Court school administrators recognize the value of qualified professionals providing mental health services, consultation and information about student needs that supports school adjustment and helps school staff understand mental health and reasonable accommodations."

Introduction

In recent years, California court school administrators, educators, juvenile probation officials and mental health professionals involved with the juvenile courts have witnessed an overall decrease in the juvenile incarceration rate while simultaneously addressing a concentration of students in the juvenile justice system with more complex educational, behavioral, criminogenic and mental health needs. Indeed, since the passage of Senate Bill 81 in 2007 that authorized juvenile justice realignment in California, youth detention rates have declined 60%, juvenile arrest rates declined 73%, and the California Department of Corrections and Rehabilitation, Division of Juvenile Justice (DJJ) institutional population rates declined 74% (Chief Probation Officers of California, 2017). While this decline in the overall rate of incarceration is rightly heralded as a milestone in juvenile justice reform, the concentration of incarcerated students with complex needs continues to pose a challenge for court school administrators that may be facing fiscal and consequent organizational challenges driven by lower overall student enrollment.

This paper describes a collaborative approach to address one aspect of the challenge presented by concentrated need in the current California incarcerated youth population, namely the provision of mental health services for incarcerated youth with disabilities. Based on their own experience in San Diego County, the authors present a guide for administrators interested in setting up a program to deliver high quality and compliant Educationally Related Mental Health Services (ERMHS) for students with disabilities that are incarcerated in residential juvenile detention facilities. The paper includes specific resources such as sample agreements and job descriptions to assist court school administrators in the implementation of ERMHS in their setting.

Research Rationale

Underwood and Washington (2016) described the need for improved collaborative child protection, education and welfare in the juvenile justice system. The researchers also assert that while the California juvenile justice system provides some mental health services for incarcerated youth, the level and accessibility of service often does not meet the needs of nearly 50-75 percent of the youth involved in the juvenile justice system meeting diagnostic criteria for a mental disorder. Underwood and Washington also reported that two-thirds of male incarcerated youth and three-quarters of female incarcerated youth are likely to have at least one diagnosed mental disorder. Disorders most commonly found in this population include: affective disorders (major depression, persistent depression, and manic episodes), psychotic disorders, anxiety disorders (panic, separation anxiety, generalized anxiety, obsessive-compulsive disorder, and post-traumatic stress disorder), disruptive behavior disorders (conduct, oppositional defiant disorder, and attention-deficit hyperactivity disorder), and

substance use disorders. Mental health services for incarcerated youth in most court schools are not at a capacity to provide effective care. Underwood and Washington also cite the results of federal investigations determining that mental health services for youth in juvenile justice systems are often inadequate or unavailable. Incarcerated youth are not receiving quality services (or at times any service) due to barriers that include lack of resources, poor program administration, lack of professional staff, lack of training, lack of research-based models of care, out-of-date policy and inability to shift from a punishment to rehabilitation model of care within detention facilities.

Guidance from Legislation and California Education Code

Writing for the California Department of Education, Balcom (2012) defined Educationally Related Mental Health Services as:

> "Educationally related mental health services per 30 EC Section 56363. Section 56363 defines the term "designated instruction and services" to mean "related services" as that term is defined in Section 1401(26) of Title 20 of the United States Code and Section 300.34 of Title 34 of the Code of Federal Regulations (CFR).

Related services under IDEA are defined in Section 300.34 of Title 34 of the CFR:

> Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training. (34 CFR 300.34(a))

Section 300.34 of Title 34 of the CFR further defines individual related services terms. The following list represents some of the services that may be appropriate when addressing the emotional and behavioral needs of students with disabilities:

- Counseling services (34 CFR 300.34(c)(2)) and California EC 56363(b)(9)
- Parent counseling and training (34 CFR 300.34(c)(8)) and California EC 56363(b)(11)
- Psychological services (34 CFR 300.34(c)(10)) and California EC 56363(b)(10)
- Social work services in schools (34 CFR 300.34(c)(14)) and California EC 56363(b)(13)"

This article focuses on the implementation of school-based mental health counseling services, although ERMS may include related services as well as more intensive mental health services such as day treatment and inpatient services. It is also important to note that services of this nature for incarcerated youth should be the same as youth that are not incarcerated. Despite being incarcerated or under jurisdiction of the juvenile court, California court schools are required to comply with the California Education Code and all other applicable state and federal laws. Furthermore, Youth Law Center (2016) correctly reported that detained youth with special education needs are entitled to the same protections afforded to all other students with disabilities under applicable federal laws, including the Individuals with Disabilities Education Act (IDEA). Youth Law Center also emphasized that juvenile

facilities are prohibited by state law from depriving youth of education, including related services such as ERMHS, when imposing discipline.

In a white paper focused on the impact of State Assembly Bill 314, the California Association of School Psychologists (2014) clearly articulated that Educationally Related Mental Health Services (ERMHS) remain mandated in California after the 2011 sunsetting of the Assembly Bill 3632 and access to ERHMS extends to incarcerated students with disabilities in court schools. Yet, there persists a disparity in the success of incarcerated youth in comparison to their non-incarcerated peers that can be seen in recidivism rates, dropout rates, truancy, and discipline data (Youth Law Center, 2016). It is reasonable to attribute at least a portion of these disparities to inadequate access to required mental health services for incarcerated youth. With this in mind, court school administrators are a key stakeholder group for implementing coherent and responsive delivery systems for ERMHS.

A Rationale for Collaborative Partnership for Service Delivery

There is a need to develop multi-tiered systems of support (MTSS) and partnership approaches to more effectively serve the multi-faceted needs of incarcerated youth with disabilities. Partnership approaches are often cross-disciplinary and may be limited to an information-sharing collaboration. In the case of the San Diego County Office of Education (SDCOE) and the University of San Diego (USD, Dept. of Counseling and Marital & Family Therapy), our collaboration facilitates the exchange of research, improvements in mental health service coordination and implementation. In this model, court administrators, university faculty and graduate students are able to combine talent and resources. This leads to increased administrative capacity, provides formally trained mental health workers, improves program development and increases the quality of care for incarcerated youth with disabilities.

The partnership between the SDCOE and USD emerged following an evaluation of a less efficient approach that involved interns and practicum students from multiple local universities as well as some contracted independent providers. This previous model presented management challenges such as limited sharing of student information, blurred lines of accountability and problematic monitoring of intern eligibility for continued placement. Working now in partnership with a single, fully accredited university counseling program offers a single point of contact for all training issues as well as a coherent and well-articulated placement and selection process. With the burden for student placements placed primarily on the university, SDCOE administrators and site supervisors are able to focus more on program development and delivery of services to meet student mental health needs. This single partner model between SDCOE and USD is durable and continues to support effective and compliant ERMHS services for court school students with disabilities.

The Collaborative Model

Key staff are shown in Table 1 below. This model has been implemented in the Kearny Mesa Juvenile Detention Facility (formerly San Diego County Juvenile Hall), East Mesa Juvenile Detention Facility and Camp Barrett. Kearny Mesa shares a campus with the Girls Rehabilitation Facility. The staffing model illustrates the importance of collaboration between the three partners in this enterprise: SDCOE, the San Diego County Probation Department and USD. Also illustrated in Table 1 is the central collaborative role played by SDCOE staff. At each level, key SDCOE staff engage and collaborate with colleagues from the probation department as well as the university in different ways and for different purposes. For example, the SDCOE Mental Health Caseworker (ERMHS provider) may engage with probation department correctional counselors regarding specific behavioral concerns that emerged for a particular

San Diego County Juvenile Probation Department, Institutional Division	San Diego County Office of Education, Special Education Department	University of San Diego, Department of Counseling and Marital & Family Therapy
Director of Treatment and Clinical Services **Role: Identify**, implement and evaluate evidence-based treatments for incarcerated youth, clinical liaison to Juvenile Court, community treatment providers, Behavioral Health Services, Sheriff's Department, District Attorney's Office, and Office of the Public Defender.	*Lead Coordinator of School Psychology (ERMHS Program Supervisor)* Role: Coordinate, delivery and supervise school psychological services including Educationally-related Mental health Services *Mental Health Caseworker/Counseling Practicum Site Supervisor (ERMHS Provider & Trainee Supervisor)*	*Director of Clinical Training/Professor (DCT)* **Role:** Oversee clinical training, advise students and consult with practicum site supervisors
Correctional Counselor **Role:** Support rehabilitation of wards (students) within parameters of detention facility policies and procedures.	Role: Provide direct Educationally Relevant Mental Health Services (ERMHS) to students, develop programming, consult with probation staff, school staff, University DCT and parents; and supervise practicum students *Clinical Mental Health Counseling Practicum Student (ERMHS trainee)*	*Group Practicum Supervisor/Professor* **Role:** Facilitate group clinical and didactic supervision for practicum students (i.e., trainees) in various placement settings, including Court Schools ERMHS Program
Mental Health Clinician **Role:** Provide direct mental health services to wards and consult with probation staff.	Role: Under direct supervision, provide mental health counseling services to students and consult with school staff, probation staff and parents	*Individual Practicum Supervisor/Professor* **Role:** Provide regular individualized clinical supervision to practicum students (i.e., trainees) in Court Schools ERMHS Program.

Table 1. Collaborative ERMHS model

student on an overnight shift, and then modify ERMHS services for that student to address the concern. Likewise, the SDCOE Mental Health Caseworker engages with SDCOE Court School teachers and site administrators to implement in-school behavioral supports for the student. The mental health caseworker therefore has multiple roles, working collaboratively with both probation and court school personnel. Roles and functions of the USD personnel shown in Table 1 are also specified in the Field Experiences Agreement (USD, 2018) linked in the References and Resources section at the end of this article.

The Referral, Evaluation and Re-evaluation Process

While most students enter the juvenile facility with ERMHS specified on their Individual Education Program (IEP), teachers, administrators, parents, the court or advocates may refer students for evaluation to determine the need for this additional service. At SDCOE, independent contractors complete the initial evaluation (but do not provide ERMHS). SDCOE school psychologists or the students' school district of residence conduct annual and triennial re-evaluations of the need for continued services. SDCOE mental health caseworkers and master-level graduate students in mental health counseling provide ERMHS.

Best Practices from the ERMHS Provider's Perspective

Considering the perspective of the mental health counselors and other school-based mental health professional providing services to incarcerated youth in a court schools setting is critical for the implementation of an effective ERMHS program. In this section we will describe such considerations from the SDCOE Mental Health Caseworker's perspective.

When working with incarcerated youth with disabilities it is important to focus on consistency and rapport building. This in combination with a client-centered, strength based approach allows for continued growth as you highlight the client's existing coping skills (tools) and guide them towards becoming better problem solvers. This also allows for self-sufficiency and an ownership of their strengths outside of the therapeutic environment. The student is then more likely to consider working on their IEP goals as they establish that they already have a foundation and are capable of successfully implementing social-emotional or behavioral goals.

Support from the special education staff is essential to the therapeutic process as they reinforce the work that is occuring during these meetings. Consider the example of a youth who is disruptive in class, who yells out inappropriate comments and cusses out the teachers. The mental health caseworker establishes a working relationship with this youth. The youth recognizes therapy as a space where there is no judgement and instead there is safe exploration as to the triggers that are causing the verbal outbursts. Areas where the student has done well are highlighted and the skills used in those situations are broken down so that there is awareness that of the tools that the student already utilizes. The student is then provided with initial tools that are appropriate to this student's level of understanding. Through consultation the teachers are made aware of the tools that the youth will be practicing. During our collaborative meetings with probation the student's strengths are listed and acknowledgement of these areas are encouraged by all staff so that the student begins to see that everyone is working as a team and that there is accountability to using the tools (incentives assist with this process). Teachers communicate areas of improvement to the mental health caseworker and these are then discussed in counseling.

In the counseling session, the student continues to receive acknowledgement of skills used and practices the new skills. The team (i.e., teachers, court school administrators and mental health caseworkers) continues to communicate about the student so that we are all on the same page regarding services and what is working/not working.

This consultation process consistently leads to the students decreasing the incidents of disruptions by using the new skills, such as time outs, recognizing triggers and using coping skills.

Steps for Implementation

In this section, we will discuss our first hand experience implementing ERMHS in SDCOE juvenile court schools. From the start to having initial services in place for students, our timeline was approximately 6 months and is detailed below in steps 1 through 3. Steps 4 and 5, however took an additional 30 months to implement, primarily because these steps required creation and approval of new positions. The following steps are generally sequential; and fit our operating environment, policies and procedures at SDCOE. An effective implementation will vary depending on the influence of such factors in other settings and should therefore be tailored to each court school.

1.		Implementation begins with an analysis of program needs. In our case, the ERMHS services prior to our program implementation were inconsistent, disorganized, lacked coherent oversight and resulted in potential exposure related to non-compliance. We identified the need for a consistent, clearly articulated ERMHS program with clear lines of supervision and accountability.

2.		Once this need was identified we set about addressing it through the development of a new service delivery model. This led us to seeking guidance from California Education Code as well as the professional literature, where we found a helpful resource from the California Association of School Psychologists (2014) which articulated the delivery of ERMHS following the passage of AB 114. We also assessed the expertise of existing SDCOE managerial staff for program development and oversight. Fortunately, we had on staff a school psychology coordinator and a director with similar backgrounds in counseling and school psychology. Additionally, our director was also an adjunct faculty member in the University of San Diego's Master of Arts program in Mental Health Counseling. While this certainly facilitated the development of the SDCOE-University training partnership it is not a requirement for a county office to collaborate with and develop such a partnership with a local university's counseling program. Most of the California State Universities offer masters level counseling programs in their colleges of education. Additionally, CSU Fullerton, Palo Alto University, Sonoma State University and University of San Diego offer fully-accredited masters level counseling programs that required field-based clinical training experience (CACREP, 2018).

3.		Once we had the program managers identified, we determined that a 1.0 Full-Time Equivalent (FTE) paid intern in mental health counseling was sufficient to initially staff the position of ERHMS counselor/provider. The FTE determination was based on initial counseling caseload. The position was initially temporary to determine the viability of the role and function. USD provided clinical supervision for the intern.

4.		Once the paid intern position was established, a full-time classified position entitled Mental Health Caseworker (SDCOE, 2016) was created and approved over the next 18 months. The Job Description for this position is linked in the References and Resources section at the end of this article. As indicated in the job description, the position calls for a California license-eligible masters level clinician in clinical mental health counseling, marriage and family therapy or clinical social work. This level of qualification was included to ensure that the ERMHS services would be delivered by a trained mental health therapist, an especially important consideration in litigious situations when the training and competence of school-based mental health providers is subject to challenge by special education attorneys or advocates in due process hearings.

5.		At this point we evaluated the need for program expansion and were able to justify and hire a second mental health caseworker position based on the increasing number of students with disabilities in juvenile detention

with ERMHS designated on their IEPs. Indeed, at the time of this writing, the two mental health caseworkers on our team have provided services to over 300 students since the beginning of the 2017-18 school year.

Observed Benefits and Lessons Learned

Perhaps one of the most observable benefits from the ERMHS model detailed above are the efficiencies gained in providing services to students. There are now SDCOE staff members with clearly articulated duties that include the provision of ERMHS to students with disabilities. This has certainly helped to address the increasing need in the incarcerated student population for mental health services by connecting students with qualified and caring school-based mental health clinicians. Moreover, the model has created a robust conduit for collaboration between other mental health care providers in the juvenile detention facilities, court school administrators and court school educators. Relevant and appropriate information related to supporting students behavior in the classroom is freely shared and improves the students learning experience.

Clear lines of supervision have also been established. In our previous model which included trainees from multiple universities as well as some contracted providers, it was often challenging to determine exactly who was supervising each provider. In the current model, lines for supervision of employee performance are clear and delineated from supervision for licensing and training hours. Additionally, all graduate student trainees benefit from site-based clinical supervision as well as university-based clinical supervision.

In addition to clear supervisory lines and information sharing, a specific special education compliance issue was resolved. In our previous model using contracted mental health providers, there was a recurring problem with contracted providers refusing to start service without signed, informed consent of a minor student's parent or guardian. Contractors routinely refused to accept the signed IEP with ERMHS services specified as authorization

of services. However, with implementation of school-based mental health caseworkers this is no longer an issue. Mental health caseworkers are SDCOE special education personnel and participate fully and engage in the collaborative process of developing goals and objectives as members of the IEP Team. The need for additional signed "treatment" consent forms beyond the signed IEP specifying ERMHS is now unnecessary.

There is also a fiscal efficiency in the current ERMHS model insofar as the mental health caseworkers are classified staff rather than certificated staff (i.e., school psychologists, school counselors or school social workers). The cost savings in terms of salary and benefits is significant and on the order of 30 to 40 percent. With this efficiency also comes challenges within the school culture, such as differentiating the role of the mental health caseworker, which is a more specialized position focused on mental health counseling from the school counselor role, which is a more generalist position that includes academic planning as part of a comprehensive guidance program. Assigning mental health caseworkers to court schools in each of the juvenile detention facilities also allows for better focus on individual care and on the consistency of services as students transition between facilities.

Feedback from court school site administrators, teachers and probation staff has also supported the beneficial impact of the current ERMHS model. Court school administrators recognize the value of qualified professionals providing mental health services, consultation and information about student needs that supports school adjustment and helps school staff understand mental health and reasonable accommodations. Daily collaboration between mental health caseworkers and other court school special education staff supports full implementation of individualized services, goals and objectives specified in the IEPs. Collaboration with Probation Department Correctional Counselors and San Diego County Mental Health Department clinicians improves knowledge of the student's overall health, mental status and facilitates a team approach to

assisting students. Indeed, the quality of the collaboration with the Probation Department has led to increased formal data sharing, including access to data systems for court school ERMHS providers.

There were and continue to be challenges that result in important lessons learned as well as ongoing learning from program implementation. There were certainly operational obstacles to be overcome, such as articulating a clear rationale for the creation of new mental health position with personnel administrators. There were also technical issues that arose around mental health record keeping that satisfies California licensing board requirements as well as maintains access to special education records for appropriate court school staff. Additionally, a more nuanced and less technical challenge arose from the staffing of specialized mental health caseworker positions with responsive and qualified personnel. Indeed, with the deployment of responsive school-based ERMHS staff eager to serve as liaisons to probation line staff and probation mental health providers comes the potential of "mission creep." For example, mental health consultation requests from probation staff may extend beyond school-based mental health concerns and into general behavioral or rehabilitation issues. Any competent professional enjoys and seeks collaboration with other competent professional as allies in their work. We have found that directly addressing such issues with both flexibility and clear professional boundaries helps to ensure that the focus remains on the delivery of high quality ERMHS for incarcerated students with disabilities in the court school setting.

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Author Bios

Wendell Callahan has extensive experience as a school psychologist, researcher and administrator in the San Diego County Juvenile Court and Community Schools. Since

retiring from SDCOE, Dr. Callahan has joined the faculty of the University of San Diego School of Leadership and Education Sciences as a Professor of Practice and Director of Clinical Training in Clinical Mental Health Counseling where he advises graduate students and teaches research methods and assessment courses. Dr. Callahan holds a Ph.D. in Clinical Psychology from the University of California, San Diego and a master's degree in Counseling from San Diego State University. In his free time, Dr. Callahan enjoys surfing and working on his vintage Chevrolet C/10 pickup truck.

Alissa Willmerdinger is a Master of Arts candidate in Clinical Mental Health Counseling at the University of San Diego. She has experience working with children with disabilities using Applied Behavioral Analysis. Alissa is a clinical mental health counselor trainee at Kearny Mesa Juvenile Detention Facility, under Ms. Dominguez competent supervision. She also has extensive experience at the university level as a manager of behavioral science research projects. Her research interests include incarcerated youth and underserved populations.

Irene Dominguez is the first clinical mental health counselor ever hired by the San Diego County Juvenile Court Schools. As a mental health caseworker, she is the primary clinician providing school-based mental health services for all students with disabilities in the Kearny Mesa Juvenile Detention Facility l. Ms. Dominguez completed her Master's Degree in Clinical Mental Health Counseling at the University of San Diego and is completing California Board of Behavioral Sciences licensing requirements as a Licensed Professional Clinical Counselor (LPCC). Her specialty is strengths-based interventions with adolescents and young adults.

Tonalli Juarez is a mental health caseworker with the San Diego County Juvenile Court Schools. She is the primary clinician providing school-based mental health services for all students with disabilities in the East Mesa Juvenile Detention Facility and Camp Barrett. Ms. Juarez completed her Master's Degree in Clinical Mental Health Counseling at the University of San Diego and is registered with the California Board of Behavioral Sciences as an Association Professional Clinical Counselor (APCC). Her specialty is strengths-based interventions with Latinx adolescents and young adults.

Patrick Crain has worked as a school psychologist for 28 years in a variety of settings and schools and holds a Master of Science Degree in Counseling and credentials in School Psychology and Educational Administration from San Diego State University. He is currently the coordinator of psychological services as well as a school psychologist for the Special Education Department at the San Diego County Office of Education. He supervises two school psychologists, two mental health caseworkers and independent contractors who provide services to youth that are incarcerated or in facilities that deliver residential and educational opportunities to adolescents. He was elected to the board of directors of the California Association of School Psychologists from 2003 to 2012. He serviced in a number of positions including as president in 2010. In his free time he works as a commercial pilot and certified flight instructor.

"Action is the foundational key to all success."

-Pablo Picasso
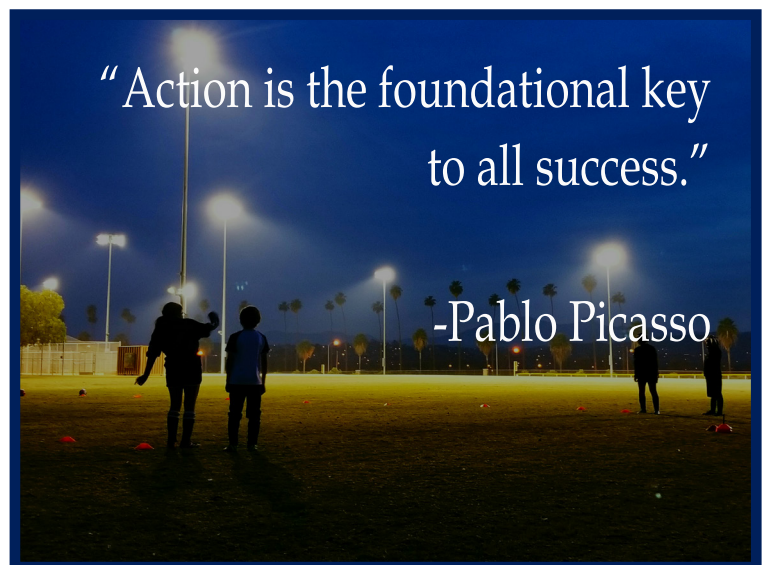
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THE HISTORY OF JCCASAC

By Bob Michels, Past President
With Thanks to Ken Taylor and Jeanne Hughes

Before we can discuss JCCASAC, it is important to discuss the history of Court and Community Schools in California. Forty seven years ago the responsibility for operating court schools in county operated detention facilities was that of the California Youth Authority, today known as the California Division of Juvenile Justice, a division of the Department of Corrections and Rehabilitation. Generally, CYA would assign the responsibility to the probation department, who generally contracted with the local district or districts. The educational services that would result were often fragmented, lacked a focus on the unique needs of the court school student population, and often became a simple extension of a nearby K-12 school program. A common result was an educational program that was generally substandard and often forgotten. At best, students received a satisfactory education. At worst, students received little or no education and the education they did receive was unsatisfactory.

There were a number of counties that had developed strong working relationships between the county probation department and county office of education relative the education of incarcerated youth. As early as 1971 and 1972, legislation was introduced to shift the educational responsibility of students housed in county operated detention facilities from the California Youth Authority to the County Board of Education. These early efforts by the Santa Clara County Office of Education failed. In 1976, a bill was introduced and passed that shifted the responsibility from CYA to the County Board of Education. Court schools were the first mandated instructional programs that was the responsibility of the County Board of Education.
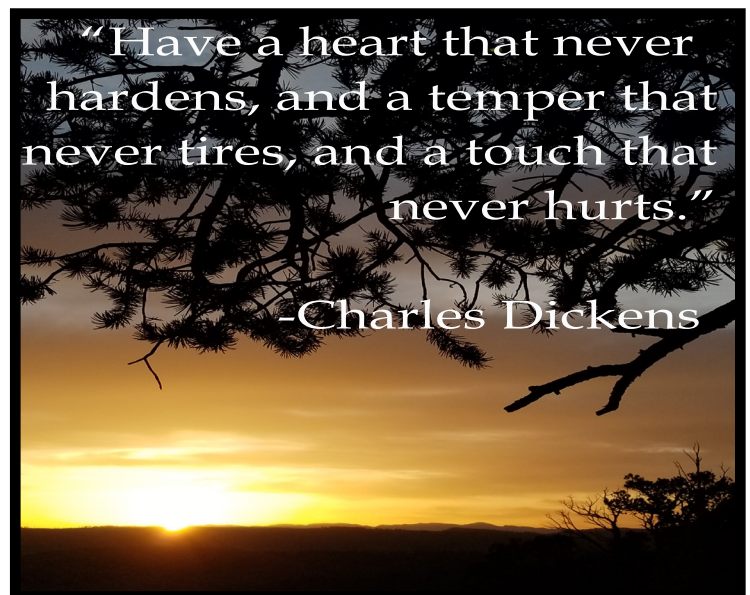
County Offices of Education (COE) were now able to hire their own teachers for court schools and provide appropriate curriculum to meet the needs of the students. The COE operated programs were in juvenile halls and ranches and group homes and day centers.

The creation of community schools was much easier. Forty seven years ago, the status offender (W&I Code 601) who was a runaway, a truant, or out of control was commonly locked up and served through the educational programs within the juvenile detention facilities. Assembly Bill 3121 (1975) decriminalized these status offenses for juveniles and changed the entire structure of the juvenile justice system. When the law was changed to eliminate the use of detention as a tool for dealing with the status offender, there was an immediate need to serve this population. One answer was the requirement that each county establish nonsecure crisis resolution centers for these students. Another answer appeared in the form of legislation that Los Angeles and Santa Clara Counties were instrumental in getting introduced in 1976 that was known as the Community Schools Bill.

The organization that is now known as JCCASAC (Juvenile Court and Community Alternative School Administrators of California) was founded in 1969 as JCSAC (Juvenile Court School Administrators of California). The organization began as a group of professionals with a common interest that was instrumental in the development of the early court school programs. Its first major success as an organization was seen in 1976-1977 when it supported the efforts of key Northern and Southern California counties in the passage of legislation establishing court and community schools. With each passing year, the organization matured and took on new dimensions. It was not until the late 1980s that the organization changed its name to JCCSAC and included "Community" schools in its title.

What was once a stand alone organization operated by JCCASAC administrators now works as a sub-committee of the California County Superintendents Educational Services Organization.

> "Have a heart that never hardens, and a temper that never tires, and a touch that never hurts."
>
> -Charles Dickens

Juvenile Court, Community and Alternative School Administrators of California

1970-71 Don Purdy Santa Clara	1982-83 Roy Savage Riverside	1994-95 Larry Springer Los Angeles	2006-2007 Maruta Gardner San Diego
1971-72 Chuck Lee San Diego	1983-84 Ken Kammuller Marin	1995-96 Claudette Inge Alameda	2007-2008 Peter Kostas Mendocino
1972-73 Doug Booth San Mateo	1984-85 Wayne Toscas Santa Barbara	1996-97 Ken Taylor Kern	2008-2009 Mary Lou Vachet Orange
1973-74 Joe De Mello Contra Costa	1985-86 Greg Almand Contra Costa	1997-98 Mick Founts San Joaquin	2009-2010 Mary Bell Sacramento
1974-75 Marshall Lomax Los Angeles	1986-87 Hedy Kirsh Orange	1998-99 Dolores Redwine San Diego	2010-2011 Sean Morrill San Diego
1975-76 John Hull Sacramento	1987-88 Shirl Schmidt Shasta	1999-00 Vic Trucco Sonoma	2011-2012 Janine Cuaresma San Joaquin
1976-77 Rocco Nobile San Diego	1988-89 Chuck Lee San Diego	2000-01 Janet Addo Los Angeles	2012-2013 Deni Baughn Orange
1977-78 John Peshkoff Santa Clara	1989-90 William Burns San Mateo	2001-02 Michael Watkins Santa Cruz	2013-2014 Gary Vincent Monterey
1978-79 Jerry Matney Orange	1990-91 John Peshkoff Orange	2002-03 Jeanne Hughes Kern	2014-2015 Monalisa Vitela Imperial
1979-80 Miltie Couteur Butte	1991-92 Orene Hopkins Contra Costa	2003-04 Jacqueline Flowers San Joaquin	2015-2016 Telka Walser Stanislaus
1980-81 Marty Familletti Riverside	1992-93 John Stankovich Kings	2004-05 Jeanne Dukes San Luis Obispo	2016-2017 Christian Shannon Kern
1981-82 Joe De Mello Contra Costa	1993-94 Bob Michels Santa Clara	2005-06 Paula Mitchell Santa Clara	2017-2018 Wendy Frink San Joaquin

Juvenile Court, Community and Alternative School Administrators of California

By: Cameron Guinn, Ed. D.

"With the national push for adoption of more equitable Positive Behavior Intervention and Supports (PBIS), and the historic failure of public schools to provide culturally proportionate behavior consequences, the timing of this databased training appraisal is perfect."

-Cameron Guinn

School violence and disciplinary disproportionality are pervasive problems in the U.S. and a primary legislative focus, as local, state, and federal governments have been continuing to emphasize the need for ever-safer and more inclusive public schools (Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008). Relentless school attacks and rising racial tension led Cassidy and Stevenson (2005) over a decade ago to contend, "preventing violence among adolescents has emerged as a leading public health concern in the United States" (p. 54). This profound issue persists. In the wake of countless school shootings and unexplained violent acts across the country, a groundswell of scrutiny directed at public school safety has compounded a long-standing investigation into possible factors, which may affect school violence (Cornell, Sheras, Gregory & Fan, 2009).

Data from the NCES Indicators of School Crime and Safety: 2015 identified over 1.3 million school discipline policy violations resulting in suspension or expulsion, with the vast majority (57%) of student offenders being African American or Hispanic (Zhang, 2016). Of the varying factors influencing student behavior (i.e. poverty, housing, parent involvement) changes in district policy and site practices are the only true avenue for educational practitioners to effect positive change. This study offers a unique and practical opportunity to analyze current public school professional development (PD) practices that directly relate to observed student behavior and associated criminogenic outcomes. Teachers and instructional aides in public schools require specialized training in order to understand and appropriately address discipline problems and promote school safety. However, incongruent training selections may inadvertently create an implicitly biased response to student misbehavior. Student discipline and perceived safety are often a function of an amalgamation of school environment, student behavior, staff involvement, and school systems commonly known as school climate (Bradshaw, Waasdorp, Debnam, & Johnson, 2014). Despite good intentions, many teacher-training initiatives fall short of creating an equitable school atmosphere. In fact, Cohen et al. (2009) maintains, "There is a glaring gap between school climate research findings on the one hand and policy, school improvement practices, and teacher education efforts on the other" (p.181). The most common teacher training models associated with school discipline and safety fit into one of three main categories: management, recognition, or intervention (Bradshaw, et al., 2014). This study uses data collected by the National Center for Educational Statistics (NCES) through the Public School Safety and Discipline: 2013-14 (PSSD) survey to investigate the relationship between these three categories of teacher training and racial/ethnic tension across the dimensions of school level, urbanicity, and ethnicity.

Theoretical Framework

Given the purpose of this study, to explore the relationship between racial tension and contextualized teacher training, a basic conceptualization of student and teacher perspectives and motivation is essential. Teacher training, as a construct, is derived from Social Cognitive Theory (SCT) (Bandura, 1986) and Cognitive Dissonance (Festinger, 1962) and as such, these theories are the framework through

which the current investigation is viewed. SCT highlights the importance of social pressures in guiding and framing knowledge development for individuals and builds upon Bandura's (1986) Social Learning Theory to include a triad of fundamental foundations: behavior, environmental factors, and personal factors. The interaction of these foundations shape the thoughts, feelings, and actions of each individual.

Cognitive Dissonance is steeped in the humanistic need for predictability and homeostasis. Festinger (1962) suggests individuals become conflicted when personal beliefs and actions are inconsistent. The resulting discomfort of internal incongruence elicits change in an effort to find balance. Individuals will either change their action, change their belief, or change the perception of their action by justifying their inconsistency. Cognitive Dissonance is an invaluable asset in understanding differing perceptions that lead to racial tension and racism, as just the mere thought of dishonesty or favoritism in the eyes of a student can instantly influence their perception of an otherwise innocuous interaction (Elliot & Devine, 1994). In the case of PD for educators, cognitive dissonance can stifle research-based initiatives and entrench unsuccessful and culturally biased programs into an accepted practice if perceptions of success are widely accepted, regardless of actual data (Robinson, Finefter-Rosenblum, Benshoof, Gehlbach & Society for Research on Education, 2016). Challenging long-held assumptions, even indirectly, elicits a defensive response (Gorski, 2009). If the environment allows one to make excuses or explain away dissonant behavior and actions, the motivation to reduce the disparity decreases (VanOverwalle & Jordens, 2002).

Research Questions

Grounded in this theoretical framework, three research questions were created to guide the secondary data analysis of teacher training modalities across multiple school dimensions:

1. Does the outcome measure of racial/ethnic tension vary across the dimensions of school level, urbanicity, and ethnicity?
2. Does the outcome of the following educational interventions vary across these dimensions? More specifically:
   a. Does the outcome of teacher training on management/engagement vary across the dimensions of school level, urbanicity, and ethnicity?
   b. Does the outcome of teacher preparation on recognition/safety vary across the dimensions of school level, urbanicity, and ethnicity?
   c. Do the outcomes of teacher guidance on intervention/environment vary across the dimensions of school level, urbanicity, and ethnicity?
3. Do the models of investigation fit the empirical data?

Although each research question investigates the variance of outcomes over the same three dimensions, the linear regression analysis incorporates all three dimensions to consider interrelated effect. There is no other research on public school safety and discipline that attempts to contextualize school level, urbanicity, and ethnicity in this way.

Method.

Data Source

NCES used the Fast Response Survey System (FRSS) to collect information from a representative sample of U.S. public schools. To enhance the data representation, the sample was drawn from a list of over 80,000 schools named within the 2011-12 NCES Common Core of Data (CCD). The school population was stratified by demographic indicators to compose 45 unique strata, which were classified into 4 regional identifiers (Gray & Lewis, 2015). Respondent schools were then selected from each stratum. 1600 schools received the survey; response rate was 85 percent (Gray & Lewis, 2015).

Analytic Method

An empirical investigation of the research questions was conducted through the utilization of PSSD 2013-14 data, which enables analysis of the relationship between previously defined variables using a novel approach, involving practical cause grouping and analysis of outcome measures specific to implementation of three distinctive teacher-training approaches. The innovative research design utilized hinges on articulation of a seemingly unrelated list of safety training courses into three theoretically integrated approaches. Due to complicated sampling, and following the recommendation of NCES, the Jackknife (JK1) process was used in the WesVar statistical software program to create 100 replicated weights for configuration of the sampling variability in statistical inference (Efron & Gong, 1983; Little & Rubin, 2014). An estimation of variability was gathered from the culmination of these replicate computations (Efron & Gong, 1983; Hammer, Shin, & Porcellini, 2003; Little & Rubin, 2014).

Reported racial/ethnic tension (Question 1) was treated on the interval scale and was regressed over the dimensions of school level, urbanicity, and ethnicity. The variable management (Question 2a) includes the results of five survey questions from the PSSD 2013-14 specifically related to training in classroom management, safety procedures, and policy and practices related to violence, bullying, and alcohol and/or drug use. Recognition consists of responses to three PSSD 2013-14 survey questions identifying teacher training in recognition of student likely to exhibit violent behavior, bullying behaviors, and signs of students under the influence of drugs and alcohol. Two survey questions referencing positive behavior intervention and crisis prevention and intervention are combined to create the intervention (Question 2c) variable. Each of the three variables (Questions 2a, 2b, and 2c) were regressed over the three independent variables: school level, urbanicity, and ethnicity.

The resulting R2 values from the WesVar computation for each question was reviewed to analyze model fit for Question 3. Additionally, a comparison of WesVar and SAS regression results were used to exposes any notable similarities or differences in the R2 findings from the two statistical programs, and an additional model-fit index only available through SAS, C(p), was employed.

Results

Racial/ethnic tension (Question 1), as reported by the PSSD 2013-14, was found to be highly dependent on school level (p=0) which may confirm literature implying elementary schools tend to have less racial tension (Skiba, Horner, Chung, May, & Tobin, 2011). Likewise, racial/ethnic tension showed significant dependence on both ethnicity (p = 0.005) and urbanicity (p = 0.011), with urbanicity showing a 52.1% correlation to ethnicity, as more urban schools have an inherently lower percentage of caucasian students.

Selection of teacher training focused on management (Question 2a) was highly dependent on urbanicity (p = 0.003) with ethnicity also showing significance (p = 0.015), implying urban and rural schools make vastly different training selections related to classroom management techniques. Teacher training in identifying problem students (Question 2b) was very dependent on school level (p = 0.007), and significantly dependent on urbanicity, with insignificant correlation to ethnicity (p =0.012). Intervention training (Question 2c) was highly dependent on urbanicity (p = 0.004), school level (p = 0.040), and ethnicity (p = 0.045).

The innovative grouping of survey responses by training theory in the research design highlights the implicit bias of public school discipline training selections in the U.S. All three training modalities had a significant dependence on one or more of the three dimensions: school level, urbanicity, or ethnicity.

For Question 3, R2 values from questions 1(R2=0.040), 2a (R2=0.028), 2b (R2=0.021), and 2c (R2=0.030) appear small; however, Abelson (1985) observed occurrence of smaller R2 values in cross-sectional studies, saying: "In such cases, it is quite possible that small variance contributions of independent variables in single-shot studies grossly understate the variance contribution in the long run" (p. 133). This understanding led

to the utilization of the C(p) index for further model fit confirmation. Both WesVar and SAS programs provide the R2 index in the model summary; however, the WesVar regression summary lacks C(p) value reporting. SAS produces both R2 and C(p) as model fit indices for model fit confirmation. Comparison of WesVar and SAS regression results concluded with similar statistical significance for all questions, justifying the use of C(p). Unlike R2, which indicates the proportion of the variance in the dependent variable that is predictable by a model, C(p) measures the number of predictors in a given model with similar values for the number of parameters, (i.e. regression coefficients) (P); furthermore, C(p) suggests the appropriate model fit (Mallows, 1973; Wang et al., 2016). C(p) values (4) matched the number of parameters (4) in all cases, further confirming appropriate model fit.

Scholarly Significance of the Study

In addition to the overt intellectual merit of this quantitative research, the results have far reaching implications for immediate and widespread policy adjustment in public schools across the country. With the national push for adoption of more equitable Positive Behavior Intervention and Supports (PBIS), and the historic failure of public schools to provide culturally proportionate behavior consequences, the timing of this databased training appraisal is perfect. Many districts have already begun to institutionalize the mechanism of positive intervention, but as the findings suggest, implementation is often dependent on student demographics (Foreman, 2015; Sanders v. KHSD, 2014).

Dimensions of school level, urbanicity, and ethnicity proved statistical significance over all linear regressions for questions of racial/ethnic tension and all three teacher-training modalities. Interestingly, variability of school PD selection in intervention practices was highly significant across all three dimensions, providing an avenue for further investigation and possible triangulation of causal inference.

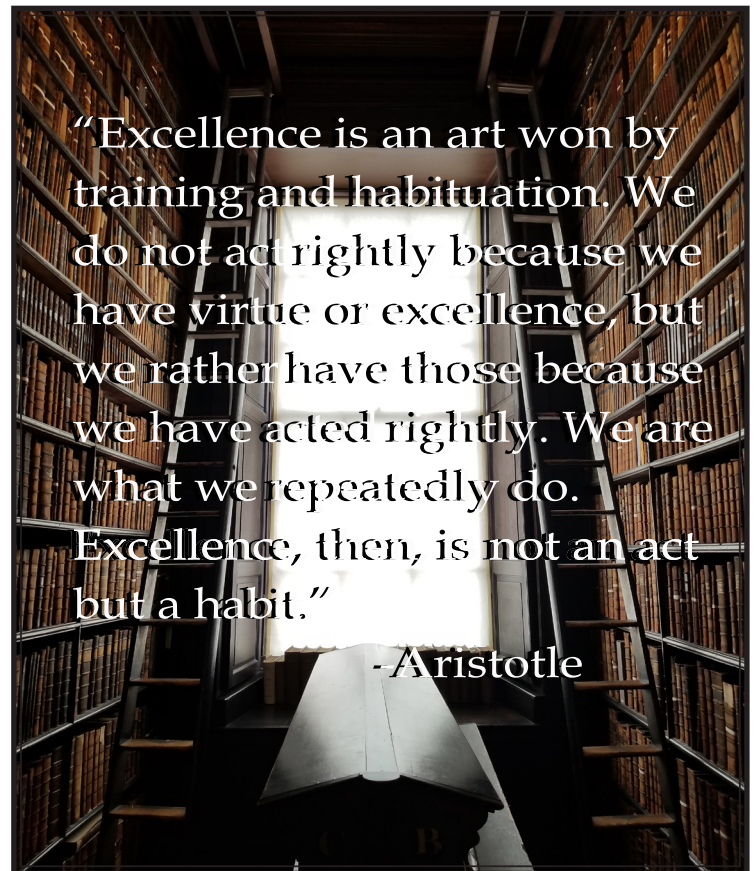In summary, the findings of this study reinforce the concerning assumption that racial bias may unknowingly influence school and district level decisions with ethnicity and correlated urbanicity continuing to show statistical significance in reported racial tension as well as the way in which schools view student behavior modification.

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"Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit."

-Aristotle

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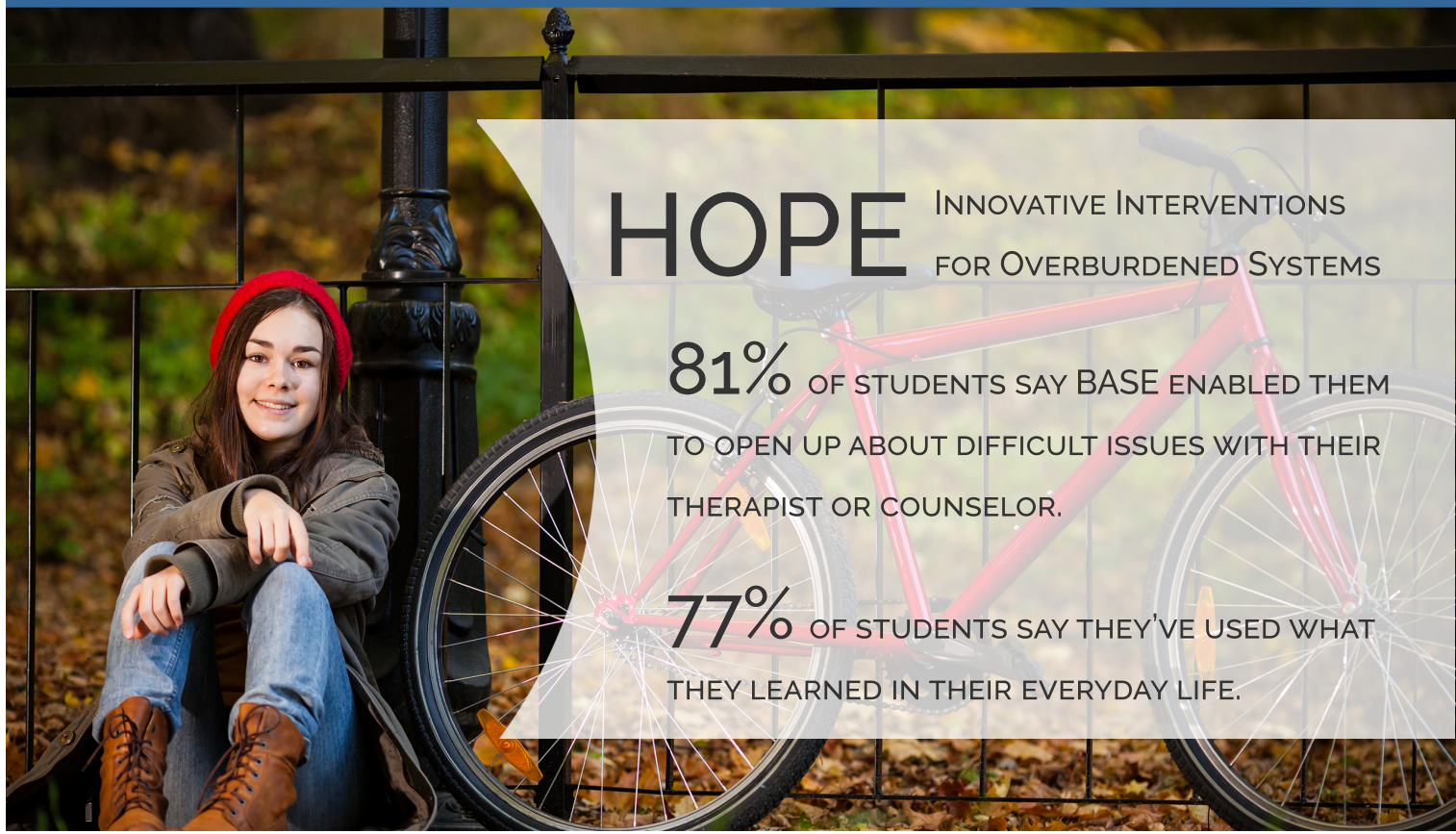
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MULTI-TIERED SYSTEM OF SUPPORT IN ALTERNATIVE AND CORRECTIONAL EDUCATION

By

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Many state education agencies across the nation include initiatives to install, scale up or support use of Multi-Tiered System of Support (MTSS) in their Every Student Succeeds Act (ESSA) state plans and in their special education State Systemic Improvement Plan (SSIP) plans (e.g., www.cde.ca.gov; www.fldoe.org; www.kansasmtss.org). This paper explores how this best practice in traditional education settings can be applied to alternative and correctional education contexts.

Multi-Tiered System of Support

MTSS is a way of equitably organizing instruction and service delivery to meet the diverse academic, behavioral and social-emotional needs of all students in a school. The practice grew out of the evidence provided by decades of research into Response to Intervention (RtI) (Deno, 2005; Fuchs et al., 2007; Mellard, Stern & Woods, 2011), Positive Behavior Interventions and Supports (PBIS) (Horner et al., 1990; Sugai et al., 2000), Schoolwide Integrated Framework for Transformation (SWIFT) (Sailor, McCart, & Choi, 2018), and other tiered support frameworks (e.g., Batsche et al., 2006; Harn, Chard, & Kame'enui, 2011; McIntosh & Goodman, 2016). Initially these systems addressed the "most vulnerable, academically unresponsive children" in schools (Fuchs & Deshler, 2007, p. 131) through preventive practices and targeted, remedial intervention and support. The broader scale concept that became schoolwide MTSS emerged when these practices were shown to benefit all students, not just those with disabilities (Brown-Chidsey & Steege, 2010; Sailor, 2015).

MTSS, in its current configuration, is a system of teaching and learning that is fluid, responsive, dynamic and alive, and that uses all available resources to meet student needs (SWIFT Education Center, 2018). The system enables a "school [to] provide all students access to the general education curriculum, and some students additional and intensified support based on their data-based needs. Screening and progress monitoring data guide decisions so that students get early access to the academic, behavioral, and social intervention and support they need. Effective implementation of MTSS requires schools and districts to identify available resources, set clear decisions rules for when to provide additional support, and to schedule and equitably deliver resources and support when needed." (SWIFT Education Center, 2016, p. 1)

In a traditional schools, MTSS pulls together all resources—general education, Titles I and III, special education, and family and community-based resources—and uses them fluidly as data indicate student need. While no two communities are alike, but on average national elementary and secondary statistics indicate that 13% of students are identified to receive special education services, with 35% of these students (or 4.5% of all students) to receive support for a specific learning disability and 5% (0.65% of all students) to receive support for emotional disturbance (McFarland et al., 2017). Further, on average 9.4% of students participate in English Language Learning programs (McFarland et al., 2017).

In contrast to traditional schools, alternative education serve mostly secondary students and a large proportion are identified as having disability (Foley & Pang, 2006), with prevalent behavioral problems (Porowski, O'Conner, & Luo, 2014). At the same time, students in these schools still represent a diverse set of academic and social-emotional characteristics, but often their educational programs have limited access to academic supports (Foley & Pang, 2006). Therefore, the question we posed for this article is: How does MTSS apply in alternative alternative and correctional education contexts where student diversity follows an atypical pattern and access to resources differs from traditional schools?

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MTSS in Community-based Alternative Education

Although both traditional and alternative school settings benefit from MTSS, implementation across the tiers may look different in alternate environments. A few key similarities and differences are described here, which are use of (a) a tiered system of intervention, (b) Universal Design for Learning (UDL) and differentiated instruction, (c) proactive behavioral support, (d) clearly established intensified system of support, and (e) an "all means all" philosophy.

Tiered System of Intervention. In an MTSS framework, data drives decisions about the "tier" or level of academic and behavioral support students receive. A Tiered Intervention Matrix can help school teams by referring to decision criteria for matching student needs to intervention and support. All students are screened, then additional support is provided to some students based on the specific needs identified through these data. Students receiving additional support are then monitored for progress indicating the effectiveness of the interventions and support they receive. Progress monitoring data and decision criteria guide team decisions about whether students continue to receive the same level of support, more intensified support, or if they no longer need additional or intensified support. These essential components of MTSS are relevant and applicable in alternative and correctional education contexts. Even though alternative settings often have disproportional representation of students with disability and other support needs, not all students will require the same level of support across all areas of need. Hence, the need for multiple tiers of support, decision criteria, and data to guide decisions about how to efficiently and effectively meet the unique needs of each individual student.

UDL and Differentiated Instruction. In MTSS, a universal tier includes grade level, evidence-based curriculum and instructional strategies that are accessible to all students in the system. In traditional and alternative settings, two ways that the system ensures this access are (a) using the principles of UDL throughout the curriculum, and (b) differentiating instruction to address each student's learning needs. UDL helps teachers plan for the many ways in which people learn, and it addresses variability in the ways students engage in learning and demonstrating what they know and can do. Differentiated instruction is the specific combination of UDL variables a teacher applies with a student or group of students to meet their needs. In alternative settings, UDL and differentiation are a powerful combination in the universal tier when every student has an individualized plan. Alternative schools can take advantage of these two elements of MTSS to align grade level core instruction with each student's individualized plans, and minimize the need for additional or intensified support to fully meet their needs. Taking advantage of the unique settings in alternative education, teachers and support staff can design student learning that is not only individualized, but meets the demand of rigor in grade-level instruction.

Proactive Behavioral Support. MTSS includes proactive and preventive behavioral support across the tiers. Because behavioral issues are so prevalent in alternative education, a comprehensive system of proactive behavioral support and trauma responsive care are particularly necessary as foundations of the universal support tier. One element of a proactive support is positive student-teacher relationships. This connection is especially important for students whose complex needs have not been met in traditional schools and, for many, are a result of traumatic stress. Therefore, universal behavioral support in an alternative setting makes sure each student has a relational connection to an instructor or support staff who is prepared to respond to their unique needs. Another important feature in alternative settings is proactive attendance support that reaches not only students but also their families. Conducting regular and ongoing students centered meetings with families, administrator, teachers and other support staff can help identify barriers and find solutions to increase student attendance.

Intensified System of Support. MTSS involves fluid application of support, and no student is wholly or permanently attached to a tier. Tiers offer an array of supports, a menu of sorts, rather than 'new' labels that are applied to students. Even though a larger proportion of students in alternative settings require additional support, they, like students in traditional settings do not require the same level of support across all areas of the curriculum. For example, some students may need intensified behavioral support, but

no additional academic support. Other students may need intensive support in the area of mathematics computation, but no additional support in the areas of problem solving or literacy. Therefore, data, decision rules, and multiple support options are equally important in an alternative setting, where data still should be used to guide which specific interventions students need, in which areas, and to what degree of intensity.

Advanced tiers of support have some similarities and differences with traditional and alternative school settings. In both school settings, additional support supplements grade-level universal support and represents a range of interventions that are systematically delivered and carefully matched to student need. Both settings require collection and review of progress monitoring data to determine whether higher tier support ought to be continued, ceased, or intensified. What makes an alternative setting unique is the larger proportion of students needing additional or intensified support.

Key to success in alternative education is immediate and ongoing family involvement in the application of the tiered intervention process. Alternative, by definition, provides new possibilities for student and family engagement in the educational process.

All Means All Philosophy. In a traditional setting, decision rules help ensure resources are distributed efficiently, with resources that are timely with adequate and sufficient personnel going to students with identified needs. Whereas, in alternative settings, all students require some level of specially-designed individualized support. Alternative settings are often limited in resources, and yet are tasked with meeting the complex needs of the students they serve. A well-designed MTSS can help stakeholders in alternative settings creatively and flexibly access and distribute targeted resources to meet the complex needs of the whole child. A Resource Inventory can help school teams see the breadth of resources available to them, not just in the school but throughout the broader system. For example, school counselors may be listed as a resource for behavior support, Boys and Girls Club for help in managing behavior data, and all the academic interventions that are general and specialized for any student who needs them. Time, staff, and space are resources that need to be exam-

ined and used flexibly, and reflected in a Master Schedule that works with the MTSS.

MTSS in Correctional Education Contexts

All of the nuances of a community based alternative education MTSS are relevant in a correctional context. However, in correctional settings, students arrive at different times during the year, and may leave unexpectedly; and discipline support may be a shared with correctional staff and policies. A Tiered Intervention Matrix may be adapted to use "arrival screening" instead of universal screening. Progress monitoring may be in shorter cycles to see progress before a student leaves. UDL and differentiated instruction are still powerful elements of the instructional system for meeting individualized student needs within the core curriculum. Finally, the academic team will necessarily become very adept at flexibly planning their time, staff, and resources to serve student who are "in and out".

Implications for Practice

Educator Support. To implement an effective MTSS, teachers who work with at-risk populations with or without disabilities need training and support (Ashcroft, 1999; Krovetz, 1999). A deep knowledge of a tiered support system is key to meeting individual student needs. Teachers may require professional learning on such topics as how to collect, analyze, and use data to make instructional decisions; and how to integrate and align evidence-based practices with the tiered decision criteria. More fundamentally, teachers may need opportunity to reflect on, and adjust or adapt some of their previous notions about student learning in alternative education. MTSS starts from a premise that all students can learn and achieve with support.

The process of collecting data, analyzing data and making decisions based on data is a learned practice. Data collected and analyzed from assessments (screeners, diagnostics, benchmarks) or other sources (observations, demographics) from learning educators can lead to different conclusions, which may affect validity and decision-making. Factors such as student engagement can affect the outcomes of an assessment. Human characteristics of preju-

dice and discrimination (subjectivity) may also influence data collection, interpretation, and action. In an effective MTSS, it is imperative to recognize these factors that may sway the discussion one way or another. Professional learning community teams can provide a structure and peer support for learning how to find key data, examine patterns, and make solid inferential decisions.

Local Control Accountability Plans (LCAP) Align with MTSS. MTSS is not "another program" to add to the many things we do in alternative and correctional education settings. Rather, it is a system for organizing how a school uses all programs and resources to efficiently and effectively meet local goals. MTSS' all means all approach to supporting all students, regardless of their academic, behavioral or social emotional needs, and data-based application of UDL, differentiated instruction, proactive behavioral support, and intensive support create the conditions of learning, student engagement and student outcomes that each school can include in their LCAP.

Conclusion

A schoolwide MTSS is considered best practice in traditional schools because it helps all students achieve positive academic and behavioral outcomes. We argue that MTSS is for us too. The features of MTSS adapt well to the alternative and correction contexts whether large or small. The system builds on local values, strengths, resources, and student needs—and with an all means all approach results in improved student outcomes.

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EFFECTIVE PRACTICES FOR INCREASING FAMILY ENGAGEMENT IN ALTERNATIVE AND TRADITIONAL SCHOOL SETTINGS

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"Research in best practices in education continues to show that parental involvement, not income or social status, is the most accurate predictor of scholastic achievement"

Introduction

Research in best practices in education continues to show that parental involvement, not income or social status, is the most accurate predictor of scholastic achievement. Moreover, structured parental involvement benefits all aspects of the educational process. Participation of families in education results in higher grades and test scores for students, an active role of parents in school and community policy-making, higher teacher and administrator morale, and in communities expressing better opinions of schools.1

Involving families in the education of their children is no easy task for traditional educational settings; and but those challenges are aggravated for the family of an incarcerated minor. Their priorities shift drastically when their minor attends school in a juvenile hall court school, residential camp, or county community school. Often, academic goals and plans for the future take a far back place as the parents and students deal with the juvenile justice proceedings.

The Los Angeles County Office of Education (LACOE) Title I Parent Education and Consultation Program (PECP) has done the unprecedented for families; against a number of odds, successfully, in less than a year, and with a third of the funding previously used. After decades of relying on external resources and vendors to conduct family engagement activities, with modest outcomes, the Title I office tried a new approach to family participation in schools. LACOE's program for parental engagement builds the system's capacity for authentic family involvement. This paper intends to describe the process of design and implementation of PECP, and provide specific strategies to replicate in traditional and alternative educational settings.

In April of 2016, the Tile I office set out to design and implement a family engagement program upon the following principles:
- Build capacity for family engagement at all LACOE's alternative education settings.
- Provide an infrastructure for effective advocacy, advice, and decision making to ensure that all Principal Administrative Units (PAUs) comply with all federal and state mandates for parent engagement.
- Establish LACOE's Parent Involvement Policy to capture authentically parents' input on policy mandates.

Program Development

The Parent Education Program staff, under direction of the Title I Office of the Division of Student Programs, analyzed previous practices and conducted needs assessment through informal visits to school sites between April and June of 2016. These were the findings:
a. LACOE's practices in 2015-16 and prior years for parent engagement and consultation in its Title I schools were reliant on out sourcing of parent education programs at a cost of $323,300.00.
b. In 2015-16, 70 workshops were scheduled for parents at three schools, and 470 parents participated.
c. LACOE's practices of parent involvement were inadequate and unequal. Struc-   tured parent

learning opportunities were not available at all Principal Administrative Units (PAUs, a cluster of alternative education sites under the jurisdiction on an administrative team).

d.   There was no infrastructure for consultation (School Site Council, Parent Advisory Committee, etc.)

e.   The Parent Education Specialist, a LACOE employee, served mostly as a support service for the vendors.

After this analysis, and in consultation with parents, administrators, teachers and staff, the Board of Los Angeles County Office of Education studied and approved the Parent Education and Consultation Program in September 2016.

Program Description

The Title I Parent Education and Consultation Program certifies school staff (Parent Liaisons) on curricula that helps parents support their student's academic achievement. Parent Liaisons conduct two workshops per month at locations, times and in the language that is most convenient to the parents. All parents and community members can participate in all these free and convenient workshops throughout the year. During these learning opportunities, parents may also provide written feedback on school and district programs, budgets, strategies and initiatives.

Additionally, Parent Liaisons' priorities include developing relationships with parents. To that end, they spend significant time during the week placing personalized, individual calls to parents and scheduling conversations with them. During these positive interactions, Parent Liaisons communicate with parents about their students' academic achievement and invite them to take advantage of all PECP activities. Parent Liaison's learn about the PAU's families' needs and concerns, and adapt the PECP workshops to meet those requests.

The central office also provides opportunities for learning and consultation for parents. The Parent Advisory Committee and District English Learner Advisory Committee meet regularly to learn about LACOE's resources and information for their students.

Parents who have received court orders to participate in parenting classes attend the Parent ProjectR class during the summer and through the year to meet the court's requirements. The Parent Conference is a highlight of the activities PECP offers to parents. During this once-a-year-evet, parents receive information, resources and guidance to continue to support their students' learning and to dream again about an academic future for their children.

Program Components

1.   Parent Liaisons: Principals selected teachers and counselors to become the Principal Administrative Unit's Parent Liaison. Parent Liaisons receive compensation equivalent to three hours per week at their current rate, to conduct parent education and consultation activities at their PAUs. These activities take place as work performed beyond their regular assignment. Central office Title I funds support these functions. Due to the high student/parent transiency rate, two parent liaisons support PECP activities at Juvenile Hall schools. One parent liaison supports PECP tasks at all other PAUs. All Parent Liaisons participate in a weeklong professional development session every year. That week equips them with the research on the benefits of parent involvement in education, state and federal mandates for family engagement, and curriculum for parent classes and workshops.

2.   Curricula: After extensive research on parent engagement curricula vendors, and an exploration of the parent involvement practices at other county offices of education, the following curricula was selected to certify Parent Liaisons at their mandatory professional development week in 2016:

a.   Positive Outlook Intervention Network (POI): A curriculum designed to provide families with knowledge of substance abuse, violence prevention, community resources, gang intervention and mental health. Mental health and law enforcement professionals wrote the curriculum.

b.   College Success Services (CSS): Encouraging par ent engagement in education curriculum that builds upon the principles of cognitive and emotional learning. It guides parents to heal and

forgive to engage actively in their students' education and future.

Dr. Víctor Ríos, Professor of Sociology at University of California, Santa Barbara, and former incarcerated juvenile, wrote the curriculum.

c.   Parents Helping Parents: The only parenting curriculum in Los Angeles that specifically targets the families of students with juvenile court proceedings.

Soledad Enrichment Action created the curriculum and has been implementing it successfully for two decades in Los Angeles.

3.   Speakers: CSS and POI provided speakers to address families, students and staff at PAUs on the topic of their expertise, in response to the parents' interests. Additionally, AllHeads Up provided the keynote speaker for the First Annual LACOE Parent Conference of April 1, 2016.

4.   Partnerships: PECP established partnerships with:

a.   California State University, Los Angeles

b.   California State University, Dominguez Hills

c.   East Los Angeles City College

Participating students supported the work of Parent Liaisons in three areas:

    1.   Curriculum Development: Helped Parent Liaisons create presentations based on the parents' needs.

    2.   Parent Outreach: Call parents to invite them to participate in all learning opportunities.

    3.   Research: Establish the short-term and longterm impact of parent workshops as well as relevancy of topics.

d.   United Farm Workers: Provided speakers on the "Know Your Rights - Immigration Policy" workshops offered at different sites.

e.   Los Angeles County District Attorney's Office: Provided speakers for the "Human Trafficking" workshops offered at different sites.

Program Activities

1.   Parent Education Workshops: Parent Liaisons are required to conduct two workshops a month for their PAU. As current staff who understand the unique needs of families, they select the curriculum to use and/or schedule a speaker for the event. In various instances, speakers address parents along with their students. LACOE and Probation staff is also present at joint events.

2.   Parent Consultation: Parent Liaisons invite parents to provide their input on LACOE's policies and plans, including LACOE's Strategic Plan, the Local Control Accountability Plan (LCAP). In 2016-2017, six LCAP meetings took place.

3.   Parent Conference: LACOE hosted the first "Annual Parent Conference" on April 1, 2017. Upon review of parent workshop evaluation and feedback forms, it became evident that the prevalent learning need for parents was "finding hope." A keynote speaker addressed an audience of 148 attendees, including 111 parents, and 37 volunteers and staff members who attended the first annual LACOE parent conference, with a message of hope in the face of adversity. It is notable to know that families came from all areas of Los Angeles County, and arrived punctually to that 9:00 am appointment. LACOE did not offer transportation services to families.

4.   Parent University: In collaboration with California State University, Dominguez Hills, families from a County Community School PAU participated in the Parent University pilot, a curriculum developed and implemented by East Los Angeles College. Through those classes, participants learned to take steps to guide their students to college and career options. A culmination ceremony took place at the college, followed by a tour of the campus. The recommendations provided by California State University Dominguez Hills guided the writing of the LACOE College Knowledge Parent Institute. LACOE now uses this adapted curriculum to help parents dream again about their students' academic future and plan for it.

5.   ParentProjectR classes: LACOE offers free parenting classes throughout the year, to assist families who have received a court order to take them. In the past, families would have gone into the community to enroll in those classes at their expense.

Program Outcomes

Table 1: PECP Learning Opportunities by PAU from November 2016 - June 2017

PAU	Total Family Learning Opportunities to Date	Attendance
Barry J. Nidorf JCS	14	426
Central JCS	11	105
Los Padrinos JCS	44	538
Angeles Forest PAU	1	13
RTSA PAU	12	44
Renaissance PAU	5	44
Santa Monica Mountains	16	71
McAuliffe & Mendenhall	14	52
East LA PAU	10	147
LACOE Parent Conference	1	111
DELAC & PAC	6	54
Total	134	1,605

Table 2: Involvement Practices 2015-16 vs. 2016-17

2015-16- Vendor Model				2016-2017 PECP			
Total Learning Opportunities	Number of PAUs serviced	Total Attendance	Total Cost	Total Learning Opportunities	Number of PAUs serviced	Total Attendance	Total Cost
70	3	470	$323,300	134	9	1,605	$132,960

Program Characteristics

1.　　Self-sustained: PECP built LACOE's capacity for family engagement and consultation by creating an infrastructure into which programs and activities are incorporated. Parent Liaisons earned certification to teach the curricula, and LACOE owns it in perpetuity. LACOE meets internally the families' language and transportation needs,

by providing solutions on a case-by-case basis. For example, when parents express that transportation is an obstacle for participation, the Title I office contracts transportation services for them.

2.　　Consultation: LACOE utilizes the PECP infrastructure to consult with parents on policy matters, including Local Control Accountability Plan, Strategic Plan, Title I Parent Involvement Policy, etc.

3.　　Accessibly: LACOE invites all families to participate in all workshops. These learning opportunities take place at different times and locations throughout the county. A family, whose student attends schools in a distant location, may have the opportunity to attend a free workshop near his/her community.

4.　　Responsiveness: Parent Liaisons, who are the most knowledgeable of the learning needs faced by the site's families, select the workshop topic that is most relevant to their requests. In many instances, the workshop consists of motivational or informational speakers; in other instances, it is a structured class in which parents learn and practice parenting techniques and strategies.

5.　　Relationship Building: Individual positive communications regarding academic achievement are the single most effective manner to increase outreach to parents, as it develops the home-school relationship and empowers families to be effective participants of their students' education. Parent Liaisons spend a significant amount of time calling parents, speaking with them on the phone, and inviting them to participate in upcoming learning and consultation opportunities. Additionally, students from partner universities place calls to parents to encourage them to participate in all PECP activities.

6.　　Data Collection: Parent Liaisons are required to submit evidence of their activities on a monthly basis, including agendas, sign-ins, call logs, flyers and workshop

evaluation forms. This serves as evidence of LACOE's compliance with the Tile I parent involvement requirements. Evaluation forms also provide qualitative data that drives programmatic decisions to meet the families' most pressing learning needs. Students from collaborating universities also assist in the collection and analysis of qualitative data.

Research Base

Joyce L. Epstein, Ph.D., a lead international researcher on parent involvement in schools, recommends six categories of family participation in school: 2

1. Parenting: Help all families establish home environments to support children as students.

LACOE offers free parenting classes throughout the year to all parents, including those who have received a court order to take parenting classes.

2. Communicating effective forms of school-to-home communications about schools programs and children's programs.

LACOE mails to parents communication in their language regarding school activities. Additionally, Parent Liaisons, spend hours every week communicating on the phone with families about their student academic achievement and learning offerings to parents.

3. Volunteering: Recruit and organize parent help and support.

In 2017-2018 LACOE will implement the Parent Ambassador Program. Through this program, parent and community members will participate in training to become parent volunteers who will assist other parents as they navigate the LACOE school system.

4. Learning At Home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

LACOE provides parents with curriculum related information during the workshops, at the discretion of the Parent Liaison. Particularly, when schools conduct curriculum exhibitions (Road to Success Academy exhibitions, parents learn of the classroom activities their students engage in

and ways to support them). Since LACOE students are incarcerated, parents put into practice strategies and academic supports for their children during visitation time.

5. Decision-Making: Include parents in school decisions, developing parent leaders and representatives.

LACOE invites parents to participate in decision-making and advisory forums, including the School Site Council, Parent Advisory Committee, Community Advisory Committee and District English Learner Advisory Committee.

6. Collaborating with the Community: Identify and integrate resources and services from the community to strengthen schools programs, family practices, and student learning and development.

LACOE establish collaborations with local colleges and universities as well as community based organizations who work with PECP to bring programs, information, and resources to parents.

Conclusion

Authentic family engagement in education is possible and can thrive in alternative education settings when the system recognizes the learning needs of parents and meets them. At LACOE, the implementation of an internal program to involve families has resulted in increased parent participation. This internal program places the decision-making regarding topics, location and time of workshops at the local level, as the Parent Liaison (typically faculty), who is the person who knows the schools' families the most, has the prerogative over those choices. The central office provides guidance, support and measures of accountability and professional development for Parent Liaisons. The central office also establishes partnerships and collaborations with the community. Pillar to the PEC program is the development of positive relationships with families by placing individual, quality phone calls to parents on a consistent basis. While many traditional setting schools complain about the lack of authentic parental involvement, LACOE has found the answer towhat works for its unique parent population: use internal expertise, base the program on the needs of the parents, provide guidance and professional

Table 3. Summary of PECP Workshop Participants' Feedback by PAU-Source: PECP Workshop Evaluation Forms

PAU	Three Most Reoccurring Workshop Topics Requested by Parents
Central JCS	Improving family communications and motivational speakers Study skills and improving academic performance Behavioral/social – emotional development/Counseling/Discipline
ELA PAU	Improving family communications Study skills and improving academic performance Behavioral/social - emotional development/Counseling/Discipline
Los Padrinos JCS	Gang and drug prevention and rehabilitation Behavioral/social - emotional development/Counseling/Discipline Study skills and improving academic performance
Mendenhall PAU	Motivational Speakers Parenting classes/Support Skills/ Trust Improving Family Communications
Barry J. Nidorf JCS	Motivational Speakers Drug/Gang/Violence Prevention Behavioral/Social- Emotional Development/Counseling/Discipline
RTSA	Parent Self-Development Motivation Communication
Santa Monica Mountains PAU	Improving Family Communication Parents' Rights and Responsibilities Study Skills and Improving Academic Performance

development, provide ample time to build relationships in a medium that parents use, and finally provide quality workshops and opportunities for engagement.

(see additional table on following page)

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Table 4. (below) PECP Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis: Parent Liaisons and Administrators evaluated the program as follows:

PECP's Strengths	PECP's Weaknesses
Relevancy of workshops Parent Liaison Autonomy/Flexibility Individual attention to parents Quality Motivational Speakers Quality of Curriculum Support and leadership from PECP administrative staff Adequacy of budget Translated materials Students from partnering universities	Support from site staff Support from Probation Department
PECP's Threats	**Opportunities for PECP**
Manual Phone Calls Linguistic needs Parent population transiency Parents' schedules Parents' transportation needs	Provide LACOE badges for speakers and PECP partners Set-up an automated call system Expand curriculum to include AB 2306 and court proceedings information Provide incentives for parents who attend workshops (gift cards, snacks, etc.)

PECP Evaluation 2016-17-Parent Evaluation Forms:

An analysis of more than 520 Workshop Participant Evaluation Forms provided the following information:

Focus	Actions and Services	Outcomes
Parent Education	Biweekly parent education opportunities at each PAU.	• Two family learning/engagement opportunities per month (November- June) offered to families at each PAU. • Families participate in college readiness workshops and receive information, guidance and resources.
Parent Consultation	Support parent engagement in School Site Councils and Parent Advisory Council.	• Parents participate in School Site Councils or formally delegate their authority to community members as appropriate. • Parents participate in PAC and DELAC meetings.
Partnerships	Maintain/Expand partnerships with community organizations, colleges and universities to support PECP's activities.	California State University, Los Angeles and California State University Dominguez Hills continue to collaborate with PECP. Establish partnership(s) with colleges and universities to support PECP in the northern part of LA County Maintain collaboration with United Farmers Workers Foundation and Los Angeles County District Attorney's office. Establish additional partnerships with: LA Chamber of Commerce United Way Other foundations and CBOs.
Parent Outreach and Communication	• Launch the parent website • Increase usage of Aeries Parent Portal	• A current webpage is available for parents with relevant information. • Parents are invited to Parent Portal access workshops.

The Orange County Department of Education (OCDE) recognizes that the traditional public school model can experience challenges in meeting the needs of a growing portion of the county's student population.

The state legislature created charter schools in 1992 to encourage the development of instructional innovation. Charter schools provide the community and students an opportunity to develop educational experiences that extend beyond the traditional classrooms. There is a growing population of youth who have given up on school. We often hear them referred to as at-risk, however, given an opportunity to re-engage in an education environment that functions as a bridge between education and the workforce, these students are indeed, at-promise.

These at-promise youth are identified as out-of-school youth for the purpose of serving them within job training and apprenticeship programs in partnership with providers funded through the Workforce Innovation and Opportunity Act of 2014. These students are behind in credits, have dropped out of school, or aged out of available alternative education options, and have been unable to navigate the adult school programs, the community college system or have childcare responsibilities that have become a barrier to completing high school and finding or sustaining employment.

The intent of the Charter School Act is to "increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving." The College and Career Preparatory Academy (CCPA) opened October 2015, as an affiliate charter school to the Orange County Department of Education/Alternative, Community and Correctional Education Schools and Services (ACCESS). CCPA provides instructional services for those between 18 and 25 years of age, and offers educational services that will benefit its target population through an independent study model.

CCPA currently serves approximately 225 students in seven sites with nine teachers throughout Orange County. To date, 281 students have graduated with a high schoool diploma and over 50% were enrolled in post-secondary programs either working toward an associate degree or a certificate program. CCPA's success is in re-

alizing that students learn in different ways, and a strength of the program is the development of an Individualized Education Career Service Plan (IECSP) for each student.

Teamwork - Developing the Individualized Education Career Service plan (IECSP)

CCPA utilizes multiple ways to deliver instruction in its independent study curriculum. CCPA has implemented a standards-based curriculum that complements the next generation frameworks in the core content areas. The adopted programs have built-in supports for special populations and utlize a blended-learning model. Based on a student's learning style, GradPoint online curriculum is an option teachers can utlize to meet the learning needs of students. In addition, teachers utilize a blended-learning model through the Pearson Realize platform for Social Sciences and Math and Glencoe instructional textbooks and materials for Science curriculm. The Collections series by Holt Mifflin has been adopted by CCPA, along with ACCESS Character Education (ACE) for English/Language Arts curriculum. Intervention and remediation software programs in the areas of Reading and Math such as MAXSCHOLAR and i-Ready have been piloted and will be implemented in the Spring of 2018. While developing the school program staff realized that most students did not have access to internet outside of school. To address these issues, CCPA provides students with a Dell Chromebook and a filtered hotspot to allow students to access the online curriculum.
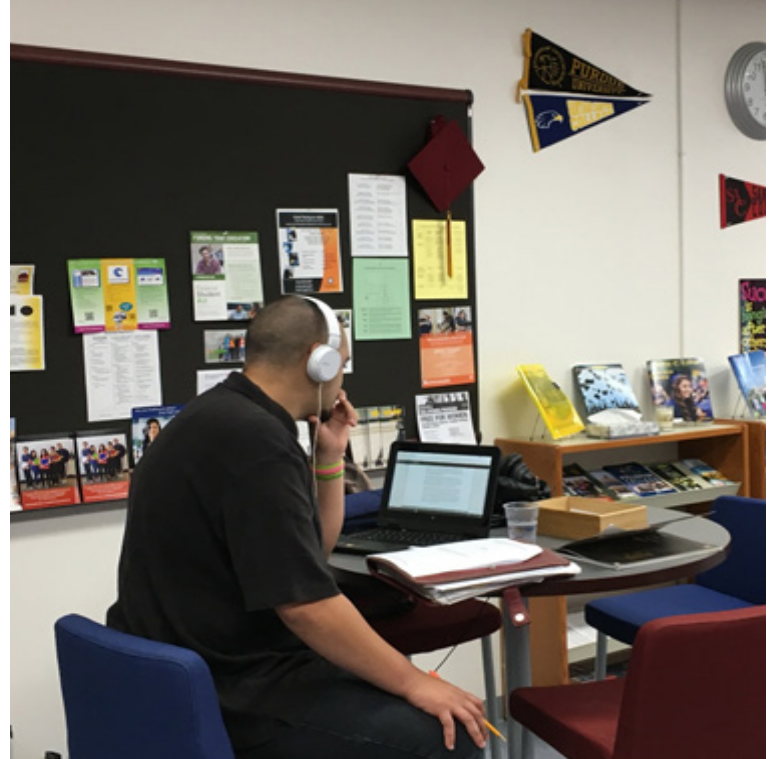
David, a CCPA student, accessing online curriculum

College and Career Preparatory Academy (CCPA) is strengthened through collaboration with a variety of partners. The most important partnerships are those formulated between teachers, students, parents, mentors, and the community. The dynamics among these groups are critical to the planning, implementation, and design of CCPA. Agency and community partners are vital to the academic progress and meaningful learning experiences for CCPA students. CCPA partners with agency providers funded through the Workforce Innovation Opportunity Act (WIOA), and Department of Labor Innovation Grant Funding. These partnerships provide guest speakers, mentors, field trips, career fairs, job shadowing, internships, and community service opportunities.

A variety of staff provide support for student engagement, skills development, and transition. By CCPA building community partnerships with Workforce Innovation Opportunity Act (WIOA) members, community colleges, and other non-profit agencies, CCPA is able to focus

Bridging Education to the Workforce - CCPA high school graduate, Miguel A., receives diploma at Taller San Jose Hope Builders (WIOA partner) construction program commencement ceremony

Breaking Barriers - Developing an Open Mindset -CCPA students attend Adult Bridge Day at Golden West College

on college and career readiness for students, develop and maintain College and Career Information centers at all CCPA school sites, and track student progress with WIOA providers. Students receive support to participate in dual enrollment programs with community colleges in alignment with their IECSP. Free Application for Federal Student Aid (FAFSA) workshops are held bi-annually at targeted locations. Community college staff have been identified and collaborate with CCPA staff to support the transition of CCPA students to the community college campus, ensuring a smooth transition and persistence in pursing post-secondary goals. Upon graduation, exit surveys are conducted with students to identify strengths and weaknesses of the program to allow for our continuous improvement efforts.

A credentialed School Counselor evaluates student transcripts, sets appointments with new students to enroll

with WIOA partners, supports the development of the IEC-SP by administering the Kuder Career Assessment, follows up with newly enrolled students regarding the first scheduled appointment with teacher, and reaches out to at-promise students with attendance issues. Post secondary counseling and support for transition is provided for all CCPA students. The implementation of legislation for foster youth (AB 216), for homeless (AB 1806), and for former juvenile court school pupils (AB 2306) are investigated and acted upon, as applicable, to ensure equity in opportunities for at-promise students. Additionally, through an informal needs assessment, at-promise students are connected with community resources such as housing, parenting support groups, and mental health services.

In addition, CCPA hosts an annual Governance Council networking event to connect WIOA providers with local businesses, community colleges, and CCPA faculty and staff to strengthen collaboration and to share resources

2018 Annual Governance Council networking event
It Takes a Village

which support CCPA student success.

After a detailed assessment of each student, community partners are identified and students are matched with the right opportunity. With over 50 community organizations and countless business partners, CCPA is able to connect resources directly to students.

These structured arrangements give students strong foundations to continue on their chosen career path, while providing an opportunity to earn an income. Many of these positions start as an internship/apprenticeship and end up with formal certifications and advanced courses in their chosen disciplines.

CCPA is Changing Lives, One Student at a Time Below are just a few typical success stories experienced in the lives of our graduates.

- Freddy was enrolled needing 60 credits to graduate. He finished his final classes after 10 months in the program. He is now working towards a welding certificate at San-ta Ana College. He recently joined Shorr Metals as a full-time welder and fabricator.

- Jasmine enrolled with the desire to become a Medical Assistant. She graduated only four months later and immediately started attending the American Career College in their Medical Assisting Program. She was sponsored by her community partner Orange County Asian Pacific Islander Community Alliance (OCAPICA).

- Natalia is 24 years old, married with three children and expecting her fourth. She enrolled in January and graduated in July while working full-time at Taco Bell. She continues to work on her English skills and recently enrolled at Saddleback College's ESL Program. Her goal is to continue on to a four-year college.

- Sean has survived a challenging childhood and now lives in a sober living home. He will be graduating after 9 months in the program. He meets with his Youth Offender Mentor several times each week and now his life path is positive. He has also enrolled in Orange Coast College with the goal to obtain a Master's Degree in Counseling.

- Sue enrolled in the program and completed her diploma in 12 months. While finishing her high school credits she maintained concurrent enrollment at Saddleback College where she completed a Fashion Merchandising introductory class. She now has her sights set toward a career in Fashion Design and has enrolled in additional classes.

College and Career Preparatory Academy, Changing the Lives of This Generation and The Next

For more information regarding the College and Career Preparatory Academy, visit our website at FREECCPA. com or call (714) 796-8795

Dave Connor has been a teacher and administrator in the Juvenile Court and Community School setting for 23 years and is currently the Principal of College and Career Preparatory Academy.

Mary Lou Vachet is a correctional and special education educator with 45 years experience with juveniles and adults and is currently the Program Administrator for Special Projects.

BY: GREG LUDWA MONTEREY COUNTY OFFICE OF EDUCATION,HERMEINDA ROCHA-TABERA, HARTNEL COLLEGE

> "Ethnic studies classes have many long-term benefits for students, including fewer absences, higher grades and even better graduation rates. Those improvements were especially pronounced among boys and Hispanic students."
> -Lynch, 2016, Dee & Penner, 2016).

Law Overview

On September 13, 2016 California Governor Jerry Brown signed AB 2016 Pupil Instruction: Ethnic Studies into law. Assemblyman Luis Alejo, then a state assemblyman representing California District 30, the Salinas and Pajaro Valleys, authored the bill and presented it for the first reading in February, 2016 (California Legislative Information, n.d., History). AB 2016 directs that, "The Instructional Quality Commission shall develop, and the state board shall adopt, modify, or revise, a model curriculum in ethnic studies to ensure quality courses of study in ethnic studies" (Section 2, Ed. Code 51226,7 (a)). Additionally, the bill provides the following timetable. "On or before December 31, 2019, the Instructional Quality Commission shall submit the model curriculum to the state board for adoption, and the state board shall adopt the model curriculum on or before March 31, 2020" (Section 2, Ed Code 51226,7 (c)). Consequently, beginning in fall 2020, any California school "that does not otherwise offer a standards-based ethnic studies curriculum is encouraged to offer to all otherwise qualified pupils a course of study in ethnic studies based on the model curriculum" (Section 2, Ed Code 51226,7 (e)). While many large city school districts have adopted a standards-based Ethnic Studies curriculum as a high school graduation requirement, small school districts and Alternative Education programs, largely, have not yet adopted such an Ethnic Studies course (Lynch, 2016 & Planas, 2016).

Alternative Education Programs' Ethnic Studies Model

"A study released earlier this year by Stanford University shows that ethnic studies classes have many long-term benefits for students, including fewer absences, higher grades and even better graduation rates. Those improvements were especially ly pronounced among boys and Hispanic students." (Lynch, 2016, Dee & Penner, 2016). Additionally, according to the research done by CSUMB faculty member, Dr. Christine Sleeter, well designed Ethnic Studies courses produce higher levels of thinking. In short, there is considerable research evidence that well designed and well-taught ethnic studies curricula have positive academic and social outcomes for students. Schools design and teach curricula somewhat differently depending on the ethnic composition of the class or school and the subsequent experiences students bring, but research has found that both students of color and white students benefit from ethnic studies (Sleeter, 2011).

The demographics of Monterey County and the Salinas Valley suggest that an Ethnic Studies curriculum would benefit Alternative Education students. According to the 2015-2016 School Accountability Report Card (SARC), the most current one available, 84.3% of Salinas Community School students are Hispanic or Latino and another 3.0% are of a race other than white (Devers, 2017). In order to provide these students with a culturally relevant curriculum, Principal Chris Devers, now Senior Director of Alternative Education Programs, worked with Joe DeRuosi, College and Career Transition Coordinator, to bring Hartnell College Ethnic Studies courses to Rancho Cielo Community School. Hermelinda Rocha-Tabera, a Hartnell College Ethnic Studies professor, began teaching the pilot 3.0 unit Ethnic Studies I: Introduction to Ethnic Studies during February 2017 (Hartnell College, n.d., p. 195). Rancho Cielo teachers began front-loading the

course readings for approximately 35 high school students in January. The 2017 – 2018 Hartnell catalog describes this course as, "A historical and interdisciplinary approach to the study of ethnic and racial groups in the United States. African Americans, Asian Americans, Mexican/Latino Americans, and Native American experiences are examined" (p.195). Hermelinda Rocha-Tabera, assisted by Hartnell College student assistants and adjunct faculty member Luis (Xago) Juarez, collaboratively worked with the Rancho Cielo teachers, particularly, Milton Grant, to deliver the Ethnic Studies curriculum to the Rancho Cielo high school students.

Ethnic Studies I: Curriculum and Pedagogy

From the outset the Hartnell faculty and Rancho Cielo teachers realized that they needed to address several considerations. First, 93.2% of community school students are socio-economically disadvantaged, 36.2% are English Language Learners, 8.1% are students with disabilities, and 2.6% are Foster Youth (Devers, 2017). Consequently, Alternative Education Programs purchased class sets of the three Hartnell College texts that are used for the Ethnic Studies I course. These are: Ronald Takaki's A Different Mirror: A History of Multicultural America (2008), Michelle Alexander's The New Jim Crow: Mass Incarceration in the Age of Colorblindness (2012), and Gloria Anzaldua's Borderlands La Frontera: The New Mestiza (2012). Secondly, after reading the first chapters of Takaki's book, while front-loading the readings with the students in January, the Rancho Cielo teachers found the language level too difficult for many of the students. Upon reflection, the teachers noted that 48.4% of the 11th grade Salinas Community School students taking the CAASPP English Language Arts in 2015-16 were English Language Learners, and 0% of these students met or exceeded the state standards (Devers, 2017). Hermelinda Rocha-Tabera, alternately, recommended a revised edition of Takaki's book for young people (Takaki, 2012). This book proved to be more accessible for the Rancho Cielo students.

The pedagogy for the class followed the same basic procedure throughout the remainder of the semester. Classes met on Tuesdays and Thursdays for a two-hour block in the morning. During the first period, the class

met as a group in the large classroom. Hermelinda Rocha-Tabera, Xago Juarez, and guest lecturers presented the lesson for the session (See Appendix A). Then, the students broke into discussion groups of 10 – 12 students, a Hartnell student assistant, an instructional para-professional, and a teacher. Hermelinda Rocha-Tabera led one group, Xago Juarez led the second group, and Milton Grant led the third. Work in the small groups included text readings, discussion, worksheets, and research for the final project. The culminating project for the course was a research paper in APA format on an approved topic of the student's choosing. The research, drafts, and final paper constituted about 30% of the final grade. Students, who successfully completed the course, submitted papers on topics, such as, Pelican Bay/San Quentin Prisons, Teenage Body Image, The History of Latino Gangs in the US, and Origins of Sierrena Music.

This final research project, however, became the hurdle that many Alt Ed students had difficulty surmounting. Consequently, while a handful of students did complete the entire course in one semester and several earned grades of "A," many students continued working on their papers during the summer and fall, and a number eventually dropped the course. One student, Rodrigo, submitted 12 revisions, rewrites, and edits before submitting the final paper. However, those who successfully completed the course earned 3.0 units at Hartnell College and 10.0 high school elective credits towards graduation. Additionally, students, who completed significant work and actively

participated in the class, but did not complete the entire course, received variable high school credits towards the graduation elective requirements.

EDU 110: Foundations to Success

Building on the lessons learned from Ethnic Studies I during Spring Term 2017, Joe De Ruosi arranged for Hermelinda Rocha-Tabera to offer a 1.25 unit course, EDU 110, at Rancho Cielo in July during the three-week Summer Session 2018 (See Appendix B). The teaching staff required students to attend eight mandatory days of instruction with Hermelinda Rocha-Tabera during the three-week Summer Session. During the remaining seven school days, Rancho Cielo teachers worked with students on the readings, vocabulary, writing, and research assignments.

The EDU 110 focused on student skills for success, the soft skills that allow students to communicate with teachers, peers, and families in an effective manner. The course also teaches students self-accountability and how to realize when he or she is in bio-reaction. Student skills for success offers an elementary level skillset for self-improvement and empowerment.

To encourage active participation and attendance, Mr. DeRuosi arranged stipends for the students through a CA Endowment Grant. In September to celebrate the collaboration between Hartnell College, the Alt Ed Programs, and the success of the students, Rancho Cielo hosted an awards ceremony for the students, parents, guardians, and dignitaries. Congressman Jimmy Panetta and Superintendent of Schools Dr. Nancy Kotowski handed out the certificates, awards, and stipend checks to the students.

Ethnic Studies 4: Chicano Culture

During the current term, Spring 2018, Hermelinda Rocha-Tabera again offers a three-unit Hartnell College Ethnic Studies course, ETH 4, to the Rancho Cielo students. The course catalog describes this course as, "A multidisciplinary approach to the study of the Chicano experience and culture as expressed in everyday life. Reading and discussion focus will range from gender, race, class, Chicano values, norms, and language, to creative culture and political activism. Diversity of the Chicano experience is also examined" (Hartnell College, n.d., p.198). This course uses the visual arts, film, music, and theater to study the Chicano experience in the six areas, mentioned above. The main text for the course is De colores means all of us by Elizabeth Martinez (Martinez, 1998).

In order to provide a more stimulating and accessible academic environment, Hermelinda Rocha-Tabera has brought together a collaborative team of professionals for Ethnic Studies 4. The first component is the visual arts. JC Gonzalez, a working visual artist and founder of the Urban Arts Collaborative, leads the students in the study of Chicano art and the creation of art objects. In support of the Ethnic Studies visual art component, JC also works with select students to build and paint a mural for the Ran-

cho Cielo campus (Urban Arts Collaborative, n.d.). As the semester progresses, Hermelinda Rocha-Tabera will bring in additional professionals to support the film, music, theater, and performing arts components of the Ethnic Studies 4 curriculum. The theater group, Baktun 12, led by Xago Juarez, has been and continues to be an active participant in performing arts education at Alternative Education sites (Baktun12, n.d.).

Collaboration, Creativity, Innovation: Making Connections

To support student learning and enrich the Ethnic Studies curriculum, Rancho Cielo partners with a significant cross-section of the local community groups and institutions of higher education. Building Healthy Communities (BHC) provides two programs that support the students at Rancho Cielo (Lanese, 2018). On Thursdays

during fifth period, BHC coordinator Laura Tinajero directs a student group in the Joven Noble curriculum. Approximately, twice per month, BHC Hub Manager, Andrea Manzo, hosts a student discussion group, called Youth Voices, for all Rancho Cielo students. Every semester Program Manager Lejla Mavris brings graduate students from the Middlebury Institute of International Studies (MIIS) to conduct a Global Majority class in conflict resolution. Global Majority is an organization and curriculum (see Appendix D), founded by State Senator Bill Monning at the Middlebury Institute (Global Majority, n.d.). Additionally, Rancho Cielo teachers regularly sponsor service-learning students from California State University, Monterey Bay,

and during the past two terms, the teachers have supervised Social Justice interns from San Jose State University. These university students provide valuable role models for the high school students, while participating in the class discussions and supporting student learning. Together, these collaborative programs offer students insight into their own cultures and community, contribute to personal development, and foster a deeper understanding of oneself and one's peers.

Lessons Learned

• Reading levels of Rancho Cielo students are, on the average, at about a seventh grade level. However, the student reading levels actually range from second grade to college. In order to make the curriculum accessible to the students, the teachers need to scaffold the college level texts for the students. On the other hand, some students are able to handle the challenge of higher skill level texts, and the teachers need to provide opportunities and academic challenges for these advanced students.

• High school students are not, necessarily, at the college student level. During Ethnic Studies 1, the teaching staff needed to adjust expectations, provide accommodations, and modify the curriculum to make it accessible for all students.

• A high level Ethnic Studies course, such as provided by Hartnell College faculty, is better suited for eleventh and twelfth grade students. Teachers found that most ninth and tenth grade students are too far from graduation to understand the value of earning college units while in high

school.
•	Not all students want to participate in the Ethnic Studies classes. During Ethnic Studies 1 the staff enrolled all Rancho Cielo students in the course. Consequently, a significant number of students failed to complete the course, though they earned participation credits. However, during the current term, the teaching staff gave students the choice to opt out of the class. At this point in the term, students, who chose to stay in the course, appear to be more committed, more motivated, and more involved. Behavioral issues have also decreased.

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Appendices

Syllabi for the courses can be found at https://www.dropbox.com/sh/oqk4i9qyrunlboi/AABjJ0TsTnXL-zrMK-grIUQUja?dl=0

Appendix A

Course Number and Title: Eth-1: Introduction to Ethnic Studies

Course Description
A comparative analysis of the cultural, economic, political and social factors in the experiences of racial and ethnic groups in the United States. Including an historical and contemporary examination of white supremacy.

Student Learning Outcomes:
- Demonstrates an understanding of the cultural, social, economic, and political, experiences of Peoples of Color in the United States.

- Applies critical thinking skills in reading, comprehending, and interpreting the scholarship of ethnic studies.

- Employs the research methods to address questions relevant to ethnic studies using primary and secondary sources.

Course Objectives:
- Describe the theories of race and immigration in the United States.
- Analyze the origins of white supremacy and its impact on racial and ethnic groups.
- Examine the cultural, economic, political and social experiences of racial and ethnic groups in the United States.
- Compare the experiences of different racial and ethnic groups.
- Demonstrate an understanding of experiences of women of color.
- Explain the experiences of gays, lesbians, bisexuals and transgender individuals.

Required Texts:
A different mirror By Takaki
The New Jim Crow: Mass Incarceration in the Age of Colorblindness
Borderlands by Gloria Anzaldua

Appendix B

Course Number and Title: EDU 110: Foundations of Success

Course Description:
Introduction to professional behaviors, attitudes and values that lead to academic and professional success. Individual working and learning styles, communication methods, and stress reduction are key concepts. A learning environment is created to foster collaboration, curiosity, and successful student behaviors.

Course Objectives:
Upon satisfactory completion of the course, students will be able to:

1. demonstrate the ability to work collaboratively in a team (self-managed team skills), both as a leader and as a member of a team.
2. describe, compare, and contrast the four stages of team process.
3. compare the working styles of team members to the styles needed at each stage of the team process.
4. analyze personal working styles and identify strategies for working with people who have similar and different working styles.
5. evaluate the impact of personal working styles on achieving academic success and identify effective learning strategies associated with each working style.
6. demonstrate listening skills by communicating effectively in pairs and small groups.
7. evaluate one's own listening skills when working with peers/colleagues.
8. compare and contrast observations and judgments, feelings and perceptions, emotions and thoughts, needs and blame, and requests and demands.
9. demonstrate objective observation both verbally and in written form.
10. apply the skills of dynamic leadership in academic and professional settings.
11. apply the ladder of learning and the ladder of listening to everyday situations and to work done in teams.
12. discuss and utilize effective study methods, test-taking strategies, and stress reduction techniques specific to new college students.

Course Content:
I.   Stages of team development
   A.   Explore
   B.   Excite
   C.   Examine
   D.   Execute
   E.   Evaluate
   F.   The success satisfaction cycle

Appendix B - Continued

I. Individual working styles
    A. Energy Intensity Flow (EIF)
    B. Computer-generated vs. spider diagram report of working style
    C. Working styles and overcoming obstacles (Hero's Journey)
    D. Working styles and team processes
    E. Working styles and effective learning strategies

II. Communication and Listening
    A. As key to leadership
    B. In small group discussion

III. Physiological basis for stress response
    A. Bio-reactions (fight, flight, appease, please)
    B. Signs and symptoms of stress
    C. Strategies for stress management
    D. Neuroplasticity

IV. Dynamic leadership
    A. Laws of conversation
    B. Cycle of Value, Cycle of Waste
    C. Ladder of learning
        1. Arrogance
        2. Insight
        3. Action/Behavior change
        4. Reliable action
        5. Expert/Mentor/Authority
    D. Ladder of Listening
        1. Bio-reaction
        2. Content
        3. Compassion
        4. Essential purpose
        5. Intersection

V. Non-violent communication
    A. Observations vs. judgment
    B. Feelings and emotions vs. perceptions and thoughts
    C. Needs (Maslow's hierarchy)

VI. Conversation Meter
    A. Pretense
    B. Sincerity
    C. Accuracy
    D. Authenticity
    E. High value conversation

VII. Collaboration of team members
    A. Roles of team members
    B. professional communication

Juvenile Court, Community and Alternative School Administrators of California

Appendix B - Continued

Lab Content:
I. Reflection
    A. Self-reflection and solitude
    B. Shared reflection and recall
    C. Using guided imagery
    D. Using art
II. Working styles
    A. Determining personal working styles
    B. Creating spider diagrams
    C. Analyzing energy intensity flow (EIF) of
        1. Individuals
            a. movie characters
            b. guest speakers
            c. vignettes
        2. Teams
III. Participation in Teams
    A. Same style teams presentation
    B. Same style teams learning tips presentation
IV. Communication Exercises
    A. Role play
    B. Small group discussion
    C. Concentric circles
    D. Recognizing bio-reactions
    E. Non-violent communication exercises
    F. Review of the day
V. Recording and reporting accurately
    A. Objective observation and documentation
    B. Self reflection for professional growth
VI. Conflict resolution scenarios
    A. Everyday life
    B. Academic situations
    C. Professional situations
VII. Stress reduction strategies
    A. Mindfulness and relaxation exercises
    B. Light and lively games
    C. Time management
    D. Cohort members for mutual support
    E. Study methods and test-taking strategies
VIII. Team Building
    A. Name game
    B. Sharing personal stories
    C. Choosing study groups based on working styles
    D. Closing ceremony and appreciation

Appendix C

Appendix C

Course Description: A multidisciplinary to the study of Chicano experience and culture as expressed in everyday life. The course includes a discussion of Chicano Values, norms, languages and belief systems and the diversity of the Chicano experience.

Course Objectives: Upon satisfactory completion of course, students will be able to:
1. Analyze Chicano culture and identity
2. Evaluate the issues relevant to Chicano culture including the community, immigration, bilingualism, education and politics.
3. Demonstrate an understanding of Chicano families and the roles of Chicanas in Chicano culture.
4. Question theories of assimilation and their relevance to Chicanos
5. Appraise Chicano nationalism and assess the prospects for the future in the United States

Student Learning Outcomes:
- Demonstrates an understanding of the Chicano Culture.

- Applies critical thinking skills in reading, comprehending, and interpreting the scholarship of Chicano culture.

- Employs the research methods to address questions relevant to Chicano leadership studies using primary and secondary sources.

Textbooks required:
De Colores, means all of us by Elizabeth Martinez
Chicano Popular culture- The Mexican American Experience
Aztec Thought and Culture
Choose one of the following: Next of Kin and Half and half, House on Mango Streeet, or others approved by instructor.

Appendix D

Rancho Cielo Conflict Management Program
SPRING 2018 – 12 Week Syllabus
Class meets on Fridays 9:00 – 11:00
710 Old Stage Rd, Salinas, CA 93908

Week	Lesson Plan
1 2/9	Introductions, Expectations for Program, Building Trust; Survey; Commonalities
2 2/16	Community and Conflict within it Trust building & Understanding Our Community (Rich Picture)
3 2/23	Exploring Conflict; How does it Affect you Personally; What's Your Image in the Community? Self-Awareness Exercise
4 3/2	What Are Our Lenses? Perspectives, Biases, Identity and Stereotypes. *Focus on Empathy and Skills Building for Effective Communication*
5 3/9	Effective Communication: Active Listening, Clarifying Questions, Reflecting Feelings Assertiveness and I-Statements Introduction to Interest-Based Negotiation Focus on People and Interests through short negotiation simulations
6 3/16	Negotiation and Mediation / Peer Mediation Team Role Play/Debate
3/23	NO SCHOOL - MIIS Spring Break
3/30	NO SCHOOL - MCOE Spring Break
7 4/6	Impulse, Discourse, and Application
8 4/13	Guest speaker? Debrief guest speaker? Service Learning Day prep
9 4/20	Prepare for Service Learning Day
10 4/27	Middle School Service Learning Day
11 5/4	Debrief Service Learning Project
12 5/11	Review, Certificates and Party Lunch

JUVENILE HALLS – CRITICAL ELEMENTS FOR SUCCESS

BY

JASON HASTY, LOS ANGELES COUNTY OFFICE OF EDUCATION

"In so many ways, students are forced to let go of their 'old reality,' and the teacher must act as a 'change manager,' fostering each student's transition"

High quality and relevant curriculum and instruction along with high expectations of students, teachers, and the school community are the two most critical elements that impact student achievement within LACOE's juvenile hall schools. Two stark realities negatively affect these fundamental elements. First, juvenile hall schools have little to no control as to how long students are enrolled and secondly, adults tend to set low expectations for these underserved students. Not knowing when students may be entering or exiting infuses an insurmountable strain on the program and its staff, especially in the veins of curriculum, instruction and expectations.

Colton (2016) believes that teachers must engage in "structured inquiry;" however, a key component of this process is that teachers define a target learning area for students. The juvenile halls basic structure generates fatal flaws in any process in order to facilitate a "collaborative analysis of student learning" that is truly effective. On any given week, 50 to 70% of the students enter or exit each week, every week of the year. On average students are in the juvenile hall schools for less than 9 days, and counselors and enrollment clerks have some of the busiest jobs, as they are constantly enrolling and exiting students, doing their best to ensure students are placed in accordance to their academic needs. In the traditional school system, rosters are set, and teachers have the same students for the entire semester with minimal movement. Teachers in the juvenile hall schools start anew every day, fostering new relationships, as they orientate new students, explaining expectations and learning goals. This constant turnover of students throws classrooms into chaos as rosters change, and the overall chemistry of the class evolves day-to-day. Bridges and Bridges (2016)

discuss the three phases of transition. Phase 1 is "letting go," and phase 2 is named the "neutral zone." Arguably, Phase 1 can be seen as what happens once the student is arrested. This is the forced change. Phase 2 is the in-between time when what the organization was doing before has changed, but the new practices are not fully operational. Classrooms in the juvenile hall schools are constantly in the "neutral zone." In so many ways, students are forced to let go of their "old reality," and the teacher must act as a "change manager," fostering each student's transition. As anyone can imagine, curriculum and instruction are two of the most challenging pieces to implement effectively while in the "neutral zone."

In the traditional high school system, students are with a teacher for a full semester. Curriculum is straightforward, and curriculum guides are sequential and coherent. A traditional teacher may administer a test every Friday, and he or she may already know where his or her students stand academically. But when a student arrives at a juvenile hall, they do not bring their transcripts, and it is safe to say that they did not plan on being arrested before they were arrested. Therefore, students show up with no transcripts, and we have to look into CALPADS to piece together their history. Sometimes we have students who have literally never been to school, and he/she may be sitting next to a student who took all AP courses at his/her high school. Many times, classrooms may be separated by age, and due to the rival gangs, many students cannot be in the same room together. Therefore, students are grouped with those they will not physically fight. That means many classrooms are "self-contained" with a variety of students who may be English Learners, Special Education and performing at different levels. One 17 year-old who

needs 30 credits to graduate could be in the same class next to an 18 year-old who needs over a 100 credits. Teachers must teach a variety of content within the same classroom during the same period. Conveniently, many teachers possess multiple subject credentials, but they may not have the expertise in certain areas, which affects curriculum, instruction, and rigor in many ways.

In the Art and Science of Teaching (2007) Marzano discusses setting goals with students, tracking their progress, and celebrating their success. These three elements are logical and reasonable with regard to traditional education students, but for incarcerated youth, these elements are incredibly challenging. Many of our students arrive at our juvenile hall schools in a state of crisis both emotionally and physically. Sometimes they may suffer from drug addiction withdraw, or they may have recently experienced a violent ordeal, or a traumatic living situation. Many of our students come to us with complex trauma causing high levels of anxiety as they acclimate to their new surroundings. Despite how we monitor and maintain the educational environment, the fact is, students are enrolling and attending school with other incarcerated students, who may be victims and/or victimizers. Curriculum and instruction are the last things on our students' minds and many times, these same students are surprised to find that there are actual schools with teachers within the juvenile halls. Setting goals, tracking progress and celebrating successes is minutely incremental at best, as it may take a significant amount of time to discover a student's academic levels and behavior history.

One of the main teacher factors that impact curriculum and instruction is assessment. Since most students show up to our schools without records, Teachers have to figure out what their students' levels are. For example, can they read? Do they have a disability? If so, is it mental or physical? Other than what the students will disclose, teachers in the juvenile halls are dealing with students that may have no historical information, therefore, they do not know their course history and/or their actual academic levels. More concerning, teachers have little understanding of where students may be emotionally. Will the student get along with everyone? Does the student have emotional triggers that will cause him or her to go into a rage and start a fight? Every day teachers do not know who they will

have sitting in their classroom, or how long they will be sitting there. Teachers must act quickly to establish rapport with the student, build a relationship and positively engage him/her. It is incredibly challenging to acquire a deep understanding of the student with regard to academics and behavior without first engaging the student and building a relationship.

One can easily understand how a teacher may burn out over time, and the constant debate ensues as to what students in the juvenile halls should be able to learn in the short time they are in there. Not having clear goals for student learning impacts everything else; curriculum, instruction and overall expectations. What can a student expect to learn within 1 to 8 days of attendance? The site leadership, teachers, and central office leadership have wrestled with this for years, and it is hard to nail down, since our students are on so many different levels with extreme individual needs.

In order to improve curriculum and instruction in juvenile halls, we must devise a system of assessing students sooner. One promising innovation in the past year has been LACOE's Educational Passport System (EPS). This is a LACOE-created database that houses all educational data for LACOE students. Transcripts, assessments, behavior information, is all in this database for all LACOE students. Sadly, although 50 to 70% of students enroll or exit each week. The number of students new to LACOE juvenile halls for the first time is just under 30%. This is where EPS better supports the majority of our students. Currently, counselors are better able to assess 70% of the students, ensuring that they are assigned the correct courses and receive the specific supports they need, but we still need to close a 30% gap.

A second solution is the Road to Success Academy (RTSA), which has been implemented at all three LACOE juvenile halls. RTSA is a project-based learning (PBL) curriculum and instruction framework with a socio-emotional focus, and data has shown an increase of engagement among students, as they are able to work collaboratively and demonstrate learning in multiple forms. As RTSA has grown through many LACOE schools, data has shown significant increases in reading and math scores as well. In addition to academics, suspensions have decreased, but the challenge mainly lies with the teachers, as they must trans-

form their practices to support this new curriculum and way of teaching.

Marzano (2007) discusses the difference between high and low expectancy students. Teachers tend to act differently towards high-expectancy students, since they tend to perform at a higher level. For example, teachers may call on them less and do not make eye contact with them as much as they do the high expectancy students. LACOE Juvenile Hall schools are full of low-expectancy students, which consequently, has an impact on expectations in general. Regrettably, society as a whole does not expect much out of these students, and at times, we lack the capacity to employ engagement strategies to acclimate students to meeting high expectations. Furthermore, there may be significant cultural divides between educators and incarcerated students.

Marzano outlines specific techniques that teachers can use to develop high expectations among low-expectancy students. For example, teachers should show gratitude towards students when they participate. Additionally, teachers should monitor any negative comments from other students, and they must point out what is correct and incorrect about students' answers. Lastly, teachers should restate questions. All these items are crucial to working successfully with high-risk students. Educators who do not consistently implement effective instructional techniques may inadvertently be sending the message that expectations are not important.

For educators working with incarcerated students, it is challenging to always show gratitude when students participate, as we must give constant reminders and repeat incessantly. Over time, frustration levels may rise, negatively affecting our interactions and overall relationships with students. We must constantly remind ourselves that these are students in a state of crisis, who are angry and confused. Positive interactions with incarcerated students are crucial to transitioning them from low-expectancy students to high-expectancy students.

One of major obstacles that negatively affect expectations are rooted in cultural and/or community factors. Many of our educators do not come from the same communities or cultural backgrounds, as do our incarcerated students. Norms in our teachers' lives may be challenging for students to comprehend. We have students who may

have never had an ideal living situation or traditional family structure. This may be foreign to us educators; therefore, this may create a significant cultural and relational divide among our teachers and students.

Although there are many obstacles in the way of raising expectations within the juvenile hall schools, leaders have the ability to employ a variety of strategies to improve the current practices. Leaders must bring staff together in planned learning communities and conduct collaborative assessments of student learning (Colton, 2016; DuFour, 2006), so they can narrow the focus as to exactly what students academically need within 8 days or less. In addition, the county offices must continue to support leadership through professional agencies such as the Juvenile Court, Community, and Alternative Administrators of California (JCCASAC). Lastly, school leaders need to be deliberate in parent engagement with incarcerated youth, offering support and education that helps them to better understand high academic expectations.

Changing expectations, is transforming culture (Fullan, 2014). We must strive to improve low expectations among incarcerated students. The days of students quietly sitting in rows isolated from one another, working out of packets must become a thing of the past. With the adoption of Common Core and a more student-centered approach to learning, we must change expectations system wide. Leaders must act as change managers (Bridges, 2009).

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FOSTERING TEACHER EFFICACY THROUGH UNIVERSAL DESIGN FOR LEARNING (UDL)

BY DR. KATIE NOVAK

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Our calling as educators is to meet the needs of all students. The goal is simple, yet incredibly challenging. The reality is that we are not meeting the needs of many learners despite our best efforts. The National Center for Education Statistics shares that the percentage of 4th-grade students performing at or above the Proficient achievement level in reading in 2015 (the most recent data available) was only thirty-six (36%) percent (U.S. Department of Education, 2017). 8th grade proficiency scores were even lower at thirty-four (34) percent. Additionally, according to research, 66 percent of surveyed students reported being bored in every class or at least every day in school (Yazzie-Mintz, 2010). Of these students, 98 percent claimed that the material being taught was the main reason for their boredom; 81 percent thought their subject material was uninteresting, while two out of three students found that the material lacked relevance. With data like this, it's clear that as a nation, we have to look more deeply at what is happening in our classrooms and how we can better support teachers so they can improve the outcomes of all students. What we have been doing traditionally isn't working for all students. We need a new framework and a new mindset about teaching and learning.

Transforming our classrooms requires that we elevate and celebrate our teachers while providing them with high quality professional development that allows them to meet the needs of all students. Universal Design for Learning (UDL), endorsed in the Every Student Succeed Act (ESSA) is framework that recognizes that traditional, "one-size-fits-all" curricula does not meet the needs of all students. Student variability is wide, and if we want to meet the needs of all learners, and engage all learners, we need a framework that allows students to customize their own learning experience.

UDL is a means to translate research on how students learn into innovative practice by providing guiding principles that educators can use to design and deliver instruction (Meyer, Rose, & Gordon, 2014). To understand UDL, it is important to start with the big picture. In its most basic definition, UDL is thoroughly knowing the concept you're going to teach and presenting that concept in different ways, so students can choose the ways they learn best. While students are making personalized choices about how to learn, they always have numerous options to express their knowledge in different ways, and challenge themselves to grow as learners to reach goals that are relevant, authentic and meaningful to them (Novak, 2016).

These three UDL principles: provide multiple means of engagement, multiple means of representation, and multiple means of action and expression are further supported by the UDL Guidelines. Each of the nine Guidelines emphasizes areas of learner variability that could present barriers, or, in a well-designed learning experience, present leverage points and opportunities for optimized engagement and increased learner outcomes (Meyer, Rose, & Gordon, 2014).

UDL and learner autonomy provides a foundation for expert learning, the goal of UDL, and also supports expert teachers as they become expert learners. As shared in *UDL Theory and Practice,* a book written by two of the original architects of UDL, "Teachers need to be expert learners themselves, continuously growing and changing. Beyond that, they need to be able to model and mentor the process of learn-

ing, with all its hills and valleys, for their students (Meyer, Rose, & Gordon, 2014, p.22). This concept of expert learner relates closely to the research on teacher efficacy, or teachers beliefs about their ability to continuously learn practices that allow them to meet the needs of their students.

John Hattie (2012), the author of *Visible Learning for Teachers: Maximizing Impact on Learning*, analyzed nearly 1200 meta-analyses of peer-reviewed studies to determine which characteristics and strategies have the largest effect on student achievement. The number one indicator is teacher efficacy. Teacher efficacy refers to a teacher's belief about the extent to which students' learning can be influenced by their teaching regardless of student variability. When teachers have a high sense of efficacy, they set more challenging goals for students and persist despite barriers to student learning because they continue to value their own learning (Ross, 1995). Connecting the importance of teacher efficacy and UDL is critical for administrators who want to empower teachers to build a growth mindset, take risks, and try different strategies to personalize learning and meet the needs of all students.

Teacher efficacy is related to teacher beliefs on how to teach challenging students, or those who don't arrive to school ready to learn. When given case studies about difficult students, such as students with low ability or low-socioeconomic status, teachers with a high sense of efficacy are more likely to suggest teacher interventions, because these teachers appreciate that student learning is always within their control, while teachers with low efficacy are more likely to suggest interventions outside of the classroom, such as special education placement (Podell & Soodak, 1993; Soodak & Podell, 1994). Oftentimes, a low sense of efficacy is simply a teacher's inability to see how to support students, as the curriculum and strategies they are familiar with are designed for the "average" student who does not exist. Having access to a framework that values student variability and empowers teachers to try new strategies, put students in charge of their learning, and reflect on growth with them allows both teachers and students to experience success.

Research suggests that teacher efficacy effects are even stronger when teachers at a school have strong collective efficacy (Hattie, 2012). Collective efficacy relates to the general agreement of a faculty as to whether they can influence student achievement. Schools with strong collective efficacy have teachers who believe that they can work together to help even the most disadvantaged students. Teachers are more likely to share lesson plans and teaching strategies with their colleagues when they see themselves as sharing responsibility for student achievement. As educators, we can't prevent all the challenges students will face, but we can help to alleviate them by designing a learning environment that leaves no room for failure (Novak, 2016). Having a shared understanding of UDL, and a collegial environment that fosters collaboration and community creates an ecosystem of support for all students.

In order to improve the collective efficacy of teachers, educators have to become expert learners which is the true goal of UDL. As administrators, encouraging teachers to learn about UDL will provide them with a toolbox to see that the proactive design of curriculum and instruction will impact the outcomes of all learners, and this in turn will increase teacher efficacy. To begin this work, one of the best places to start is to help all educators learn about the UDL Guidelines, while making choices about how they want to learn, experiment with the Guidelines in their classroom and reflect on the most effective strategies for their students. For more specific information about the UDL Guidelines, visit http://udlguidelines.cast.org/. Additionally, the newly published *UDL Progression Rubric* fosters expert learning for educators by unpacking each guideline and identifying teacher progress as emerging, proficient, and progressing toward expert practice (Novak & Rodriguez, 2018).

A teacher who understands the UDL framework and Guidelines eliminates barriers to learning by proactively and deliberately planning curriculum that all students can access. Moving away from "one-size-fits-all" learning empowers teachers to embrace their own creativity, ignite their own motivation and begin to see that creativity and problem solving can increase student engagement, personalize the learning experience, and allow all students to access and engage in meaningful instruction.

This may be a big philosophical shift for some, because historically it was a teacher's job to "fix" the stu-

dents so they could succeed in a standardized way (Novak, 2016). Now, the focus is on "fixing" our schools, our curriculum and instruction. This shift is critical because clearly, our current practice is not working. If we want to increase the number of students who are interested in class and find relevance in our learning environments, we have to believe in ourselves as teachers and provide all students with more options to learn.

UDL is all about designing lessons that will challenge all students and push them to achieve grade-level standards while personalizing their process. When teachers receive high quality professional development in UDL, they learn to appreciate and plan for student variability. When teachers learn how to eliminate barriers in their learning environment, they take away many of the reasons and excuses for failure. Then, and only then, can teachers embrace what it means to be an expert learner, increase their efficacy, and teach every student.

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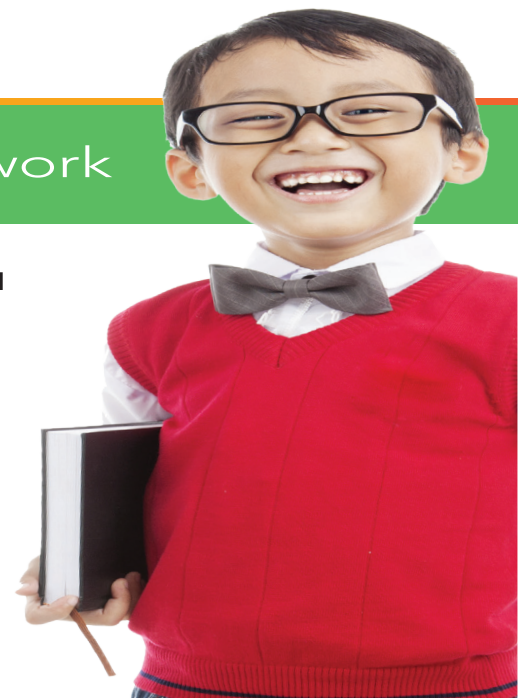
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