Spring 2006
Volume 19

THE JOURNAL

OF JUVENILE COURT, COMMUNITY, AND ALTERATIVE SCHOOL ADMINISTRATORS OF CALIFORNIA

Education . . .

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ornament

in prosperity

and

a

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Aristotle

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Message from the President

Paula Mitchell
Director
Santa Clara
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Dear JCCASAC Colleagues:

It has been a pleasure and an honor to serve you this past year as President of the Juvenile Court, Community and Alternative School Administrators of California (JCCASAC). As an incoming president, I knew the tasks before me would require me to utilize the breadth of knowledge, expertise and resources which exists in our field. JCCASAC is never about one person or one program, it is a culmination of the efforts of **all** and our ability to work together to insure quality programs and services to our students.

This year, as in years past, we have been challenged by high stakes testing. As the California High School Exit Exam was implemented we were faced with another "how are we going to do it" dilemma. The resourceful nature of JCCASAC members was again exemplified as we rose to the occasion and utilized the resources and knowledge in the field to meet the challenge, learn testing parameters, and find ways to motivate students to attend testing sessions.

The educational issues facing our society continue to mount, our budgets continue to shrink, and demands on our students, teachers and administrators continue to grow. As such, JCCASAC plays an even more important role in attempting to pool the latest research and ensure all county programs serving students enrolled in alternative education programs have access to the this knowledge and resources.

Nothing is more valuable than the role that each of you plays in the success and future of our students. It is important that we remember why we work in Alternative Programs and to recommit ourselves to the excellence our programs provide. Nobody knows better than we do how many students would fail if it were not for the programs found in the juvenile court and community schools. Continue to do what you do best. Continue to be a voice for our students and our programs, fighting hard to overcome the daily challenges and promoting excellence in everything you do. Your passion, vision, and commitment to alternative education students are to be commended.

Thank you to my Executive Board for your teamwork, support, dedication, guidance and patience this past year. You are the BEST!

I am so proud to have served as your JCCASAC president this past year.

Keep up the excellent work!

Message from the President-Elect

Maruta Gardner
Executive Director,
San Diego
County Office of Education

When I accepted the position as Executive Director of the San Diego County Juvenile Court and Community Schools (JCCS) five short years ago, I had little knowledge about the programs and services the County Office and JCCS provided to the 42 school districts in San Diego County. After 27 years as a teacher and administrator in regular comprehensive school districts, I knew only that my students who were expelled or incarcerated went to county-run programs. I had no idea what that entailed and, quite frankly, didn't give those students much thought. Out of sight – out of mind! But oh how that has changed! Like a reformed smoker, I have become zealous about the needs of these most vulnerable students and set out to learn as much as possible about how to provide the highest quality programs for them.

The foundation for my growth and development has been the JCCASAC organization. My predecessor, Chuck Lee, brought me to the JCCASAC Executive Board meetings my second month on the job. There I met the amazing, knowledgeable, and dedicated people who work together to provide information and support for all of the administrators and teachers in alternative education programs.

As an organization, JCCASAC represents our issues through the Student Programs and Services Steering Committee (SPSSC) and the California County Superintendents Educational Services Association (CCSESA), the Department of Education, and state legislators. But the personal connections that JCCASAC provides are even more valuable. The opportunity to meet colleagues at conferences and meetings to share ideas and problem-solve issues helps all of us to provide better services to our students. We need to spread the message that no alternative education administrator or teacher is alone. There's a vast network of people just an e-mail or phone call away!

Attending mini-conferences or state conferences should be a priority, even in tight budget years. There are so many outstanding programs being offered to students all over the state and the conferences highlight these best practices. Alternative education programs have evolved from packet-driven work to standards-based direct instruction that prepares our students to pass the CAHSEE, receive a high school diploma, earn a GED, or return to their districts with credit completions and improved personal and social skills.

Although we have become data-driven and are held accountable for the academic achievement of the most at-risk students, it is the hard-to-measure personal and social development of these often angry and disillusioned young people that provide the most heart-wrenching moments in our professional lives.
To witness the growth in self-esteem and maturity of students after being with innovative, skillful teachers is most rewarding.

The clear and simple words of a recent graduate in a San Diego Community School to his teacher sum up these thoughts:

"I owe you my life. Thanks for not giving up on me. Anything good that's ever happened to me is because of you."

Priceless!!! Let's all go forward and "continue making a difference."

VISION

Under the direction of the County Superintendents, and as a sub-committee of CCSESA, JCCASAC is a professional educational organization dedicated to preparing students who are enrolled in county alternative educational 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 trainings 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 showcases successful programs
- Provide scholarships to eligible graduating seniors in order to encourage lifelong 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

Alternatives to the Paper Chase: Teaching Special Education Students in Court and Community School Programs

by Harold Jules Hoyle and Steve Johnson

Introduction

Educators seeking to serve students with disabilities in court and community schools find themselves caught up in a paper chase concerned primarily with legal compliance, assessment, and the retrieval, updating, and maintenance of records. The chase leaves educators frustrated and exhausted. And wondering when they will get to teach. Teaching is what drew these educators to the field, and is what their students need. What is the real condition of special education in court community schools today? Is it mounting pressures to process paper? Is it meeting the demands of the law, increasingly in a dance of advocacy in which teachers and students become pawns? Between the paper chase, endless meetings, and the latest dance, little time is left to teach. So what do we do?

It matters a great deal what we actually do. The alternative to the paper chase is to shift our focus back to the task of teaching. When considering the lives of children whose future we care about, what if we altered our mindset to recall a teacher's primary role really as teacher rather than records and assessment technician. We define teacher *en loco parentis*. We expect teachers to act toward the students in their charge with the same standard of care we expect for our own children – children whose future is entwined with our own. If we knew a child's future were entwined with our own, wouldn't we insist on teaching them to insure their success?

The paper chase pervades special education everywhere. We know that all this assessment and documentation is useless unless it leads to something. Like instruction, or self advocacy. Special education could focus back on the task of teaching in court community schools. To turn in this alternative direction we will consider three questions. First, why are so many students with disabilities found in court community schools? Second, what are the models for educating students with disabilities, especially learning disabilities, in schools? The first two questions will be considered historically. Third, what are some specific strategies we ought to consider for immediate implementation based on the most recent research?

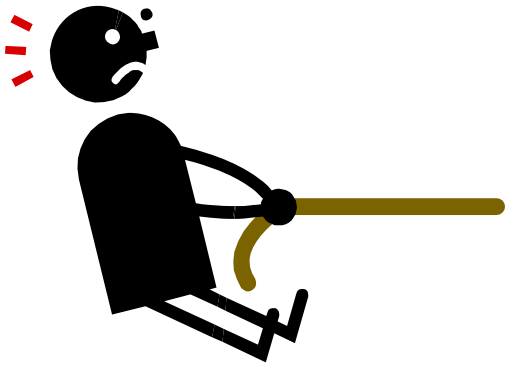
Why are so many students with disabilities found in court community schools?

A key challenge facing educators in correctional systems is providing appropriate education for all disabled youth (Pasternak,

Portillos and Hoff, 1988). It is estimated that at least thirty percent of all juvenile detainees qualify for special education services as learning disabled, emotionally disturbed, or in one of the other 13 categories. The mandate for Free and Appropriate Public Education does not stop once the minor is incarcerated.

Three theories dominated historical discussions of the higher rates of learning disabled students in the juvenile delinquent population: the school failure theory, the susceptibility theory and the differential treatment theory. A fourth theory emerged focusing on cognitive problem solving.

The School Failure Theory suggests that learning disability produces academic failure, which results in delinquent behavior (Murray, 1976 and Post, 1981). The move by students from academic failure to delinquent behavior was tested by Keilitz and Dunivant (1986) in their longitudinal study on the relationship between higher incidents of learning disabilities found in the delinquent population. When looking at attitudes towards school, Keilitz and Dunivant (1986) found no significant difference between learning disabled and non-learning disabled delinquent youth. They were then unable to confirm the School Failure Theory.



The Susceptibility Theory suggests that youth with learning disabilities posses specific cognitive and personality characteristics. These include lack of impulse control, inability to anticipate consequences or actions, poor social perception, irritability and a tendency to act out. These skills deficits become the reason for our increased likelihood to engage in delinquent activities (Murray, 1976 and Post, 1981). A longitudinal study indicated that some effects of learning disabilities on delinquent behavior were direct and independent of school failure (Keilitz and Dunivant, 1986).

The Differential Treatment Theory suggests that learning disabled youth are more likely to be arrested and incarcerated than their non-learning disabled equals. This theory suggests that there is little difference between the criminal behavior of non-learning disabled youth and learning disabled youth. However the learning disabled get arrested at a higher rate. Once arrested, learning disabled youth are incarcerated at similar rates to their non-learning disabled peers who were also arrested (Keilitz and Dunivant, 1986).

The Fourth theory proposed by Larson (1988) states that "… youth with learning disabilities may be at increased risk for delinquency because they are more likely to be ineffective in **Social Cognitive Problem Solving** [caps ours] skills." (P.361) In Larson's (1988) review of the research she noted delinquent youth have deficits in perspective taking (Chandler, 1973 and Little, 1979) impulse control (i.e., Hallahan, Kauffman and Llyod, 1985) and the ability to generate multiple effective solutions (i.e., Larson, 1985 and Freedman, Rosenthal, Donahoe, Schlundt and McFall, 1978). Incarcerated youth with learning disabilities lacked basic skills for success in the worlds of school and work.

Attention to success skills becomes an important focus in light of this research. There are several social skills program in use with adjudicated youth. A bulk of these programs follows a similar formula (i.e., Larson, 1985 and Freedman, Rosenthal, Donahoe,

Schlundt and McFall, 1978). Students in programs move through successive stages of social skills training to reach behavioral success in reading social cues, impulse control, defining problems , generating appropriate solutions, evaluating consequences, and self-monitoring.

Having considered four theories of causation, some action steps can be posited. At least part of the reason that court community schools serve such a disproportionate number of students with learning disabilities is related to a lack of basic skills for success in problem solving: coping and cooperation skills in particular. These are teachable skills; if not taught, the problem will likely perpetuate itself.

What are the models for educating students with disabilities, especially learning disabilities, in schools?

The basic process model posits that learning disabilities are a result of a deficit in one or more basic learning processes (i.e. auditory, visual, motor or language.) Deficits that are identified are then remediated through the instructional program. Concurrently, strengths are identified and used to compliment remediation programming (Ludlow 1982).

The specific skills model attributes the learning disability to the failure to acquire critical skills in a sequential manner. Assessment tools are used to identify specific skill deficits. A task analysis is done to identify the skills and the sequence in which training needs to occur. Educational activities are then planned to teach content as well as the skills needed by the student (Ludlow 1982).

The compensatory strategies model involves teaching students generalized learning strategies (i.e. note taking, time management, study skills), to allow them to compensate for roadblocks to their learning. The instruction includes more presentation, portfolio, and assessment of content. Students do less underlying process work. Teachers are required to adjust their teaching to incorporate multimedia as well as multiple modes of introducing content (Ludlow 1982).

The functional curriculum model, recommended by Ludlow (1982) and Frederick and Evens (1987), focuses on teaching skills that will build success in the adult world. Academic skills are identified that are used in practical applications in the vocational realm. A competency model is followed in teaching these skill sets. A focus of this model is practical social interaction skills. Providing each student a base of social and academic skills that produce success allows students to increase functional behaviors as they enter the world of work.

The strategies information model founded by the University of Kansas Institute for Research has focused on an intervention model that provides students with skills allowing them to be autonomously successful in academic and social realms. The goal of the program is to produce students who can learn and perform tasks independently. Attention is also paid to appropriate social and personal

We spend a great deal of time preparing, holding and documenting IEP's. We ought to get more out of them. We ought to use them as a primary means of instruction in self-advocacy for our students.

skills, earning well-deserved school diplomas and making successful transitions to post school settings.

Effective teaching of students with learning disabilities, and other disabilities, in court community school settings requires matching the instructional model to the students' needed outcomes and circumstances. The balance of programming is going to vary, but as students age and have more experience of school failure, teachers will be less inclined to use basic process and specific skills models, and more inclined to consider the alternatives.

What are some specific strategies we ought to consider for immediate implementation based on the most recent research?

1. Teach self-determination and self-advocacy through instruction and the IEP process.

We spend a great deal of time preparing, holding and documenting IEP's. We ought to get more out of them. We ought to use them as a primary means of instruction in self-advocacy for our students.

Effective teaching of students with learning disabilities, and other disabilities, in court community school settings requires matching the instructional model to the students needed outcomes and circumstances.

Rutherford (1988) stresses that efficient educational programming is critical for all students who are achieving significantly below their expected grade. These students benefit most from a comprehensive interdisciplinary approach for programming that builds success skills. These skills include academic, social, and vocational skills.

Self-determination and self-advocacy skills must be stressed. This can and should begin with a self-advocacy focused IEP process. If the student does not participate in defining, working toward and monitoring their IEP goals they are less likely to accomplish those goals and objectives. "Just as students with disabilities need direct instruction in effective learning strategies, they also need instruction and modeling in self-advocacy." (Izzo and Lamb, 2002)

Test, Fowler, Brewer, and Wood (2005) found that self-advocacy involves building skills, knowledge and beliefs that are goal directed. A key component to this goal directed approach is that the student along with the teacher regulate the progress toward the goals rather that the process being teacher-driven. The teacher-guided and students-directed approach aids in building autonomous behavior. Autonomous behavior is more likely to generalize to different settings.

Van Reusen, Schumaker, and Deshler (1994) identified self-advocacy skills as a crucial part of transition planning. Juvenile delinquents participate in significantly more educational and other transitions than non-delinquent youth. Special Education students tend to experience the most transitions of any of our students. If students can build successful school habits based in self-advocacy, perhaps they will transition those skills to successful workplace habits.

2. Successful school habits will transition to successful workplace habits.

We suspect that the habits that cause failure in school will also lead to disaster on the job. What habits could we focus on in school that would lead to success in the world of work?

When looking at successful job performance for students with emotional and behavior disorders, Carter and Wehby (2003) noted differences between employer and employee perceptions on a 50 Question Employment Skills Questionnaire. Students and their work supervisors both filled out the survey. The areas of greatest discrepancy in performance and belief about importance between student and supervisor were: **In work performance**: performing job without having to be asked; working continuously without getting distracted; working at the speed expected by the supervisor; completing quality work; working well without the close supervision of others; working well under pressure. **In social skills**: accepting constructive criticism without getting angry; talking about job frustrations with a supervisor. **In work behaviors**: showing enthusiasm for the work; refraining from personal business while on the job; accepting unexpected schedule changes; calling into work when sick or running late; arriving to work on time.

Clearly building school habits in work performance, social skills and work behaviors could favor later work transition in these areas identified by Carter and Wehby (2003). The habits we're asking are really: show up on time, start work right away, follow directions, finish what you start in a timely way, get along with peers, get along with adults, demonstrate good hygiene**.**

3. Teach vocabulary directly: insure practice, reinforcement and extended reading

Literacy is an important area for correctional students. According to Jitendra, Edwards, Sacks, and Jacobson (2004) the best predictor of reading is still written language abilities, not phonological awareness, nor rapid naming, nor intelligence, nor memory. The instructional techniques used by teachers of adjudicated youth do make a difference. Literacy increases through direct teaching of word recognition, reading comprehension, and writing. Intentional instruction with positive reinforcement and extended practice will significantly increase literacy. Most critical of all is increasing student word stock through intensive daily practice with vocabulary that includes not only introducing vocabulary, but thorough practice and peer use of vocabulary using as many modalities and language processes as possible (Jitendra, Edwards, Sacks, and Jacobson 2004).

Activities based instruction and Computer Assisted Technology based instruction have shown mixed results. Direct instruction that is goal-focused and incorporates visual, auditory, and semantic scaffolding ensures the best chance for students to increase their reading comprehension and understanding.

With most learning disabilities being language disabilities (McKinney, 1984), and an over-representation of learning disabilities in the court school population (Rutherford, 1988), language must be a focus of curriculum. Oral language instruction is critical for this population as misinterpretation of receptive and expressive language contributes to students' difficulty with peers and authorities.

Reading can be facilitated through vocabulary growth which requires intentional instruction, reinforcement and extensive reading. Students must be taught the words, the words must be reinforced and ultimately,

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they must read more (Jitendra, Edwards, Sacks, & Jacobson (2004).

Each student eligible for special education service in the correctional education system needs intensive and additional instruction and programming in the area of functional communication. Generally accepted functional communication curriculum programs include instruction in social skills, independent living skills, and vocational skills. Social skills training attempts to provide students with skills for success in their school, family, and community (Fredrick and Evans, 1987).

The Markkula Center for Applied Ethics Character Based Literacy (CBL) program is one curriculum that incorporates this focus on language, reading, writing and functional skills. CBL uses engaging narrative with attention to building pro-social skills, attitudes and behaviors. The CBL program used widely in California, aligns with state language arts standards. Daily lesson plans are organized around quarterly themes and address each of the 6 languages arts. Quality programs should address each of the 6 language arts of reading, writing, listening, speaking, viewing, and visually representing (Tompkins, 2005).

4. Promote school completion through continuous and systematic assessment and intervention.

As students in special education move from school to school, and program to program, they often get lost, and the odds of school completion and adult success are quickly compromised. This is even more true when the students are served by court community schools and the courts are also involved. We need to locate principles and procedures for successful tracking, motivating, and coordinating services in other special education programs, recognizing they will have to be greatly modified for use in court community school programs.

Sinclair, Christenson, & Thurlow (2005) found that if students participated in a Check and Connect program they significantly increased the completion of school programming. The Check portion of the program focuses on assessment of student engagement by measuring attendance, suspension, grades, and credits using daily and periodic tracking sheets.

The Connect portion of the program focuses on intervention guided by Check indicators in consultation with school, family, and community. Check and Connect advocates follows students in a longitudinal model through middle and high school. An advocate maintains contact with the student, school personnel, family members, and community workers throughout the high school years.

Key duties of the advocate included routinely monitoring changeable factors like absences, suspensions, credits; participating in timely interventions, building relationships with the students, family and all involved agencies. It also included constant motivation with the students and family; following students from program to program, and teaching problem solving. It especially involves promot-

It matters a great deal what we actually do, because our students, to us, matter a great deal.

ing identification with school (Sinclair, Christenson, & Thurlow, 2005)

The model has shown to be effective in increasing school success for special education students who were generally not successful. Having a key person follow a student over a long period of time from program to program would obviously help. What is especially useful in the model is the tracking process, forms and interventions that could be implemented in any program.

Thoughts

The paper chase can leave us all feeling like we are processing kids instead of teaching them. The alternative begins by recognizing that we see so many students with disabilities in our court community schools because the same difficulties in problem solving, coping and cooperation that make school so difficult, also result in our students making choices that lead them into conflict with the justice system and the school system. Are we surprised that many end up delinquent, expelled, truant or otherwise in our care? We can teach problem solving.

What do we want the student to learn and how can the student learn it? We always consider basic process, specific skill, compensatory strategy, functional curriculum and SIM alternatives to find the best fit. But where to start? We have to do IEP's, and they take up a huge amount of time. How about using them to teach self advocacy. We want students to succeed in their next school and work placement. How about focusing on building the habits most necessary to succeed in school and work. We want students to be literate. No one can be literate without word power and without reading. We want students to succeed wherever they go next. We need to learn to check and connect with our students. Taken together, these practices could take us from chasing paper to teaching as though our lives, and our students lives, were entwined together. It matters a great deal what we actually do, because our students, to us, matter a great deal.

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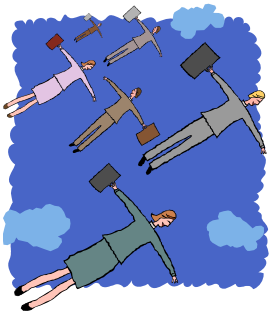

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Harold Hoyle, PhD., is presently a teacher in the graduate School of Counseling Psychology, Education, and Pastoral Ministries at Santa Clara University. He has taught in Education, Special Education and is the lead instructor in the Correctional Educational Emphasis offered at the University. He specializes in assessment, special education, and correctional and alternative schools. Currently, he is directing the Elementary Character Based Literacy project due out in September of 2006. He began his career as a teacher in the court and community schools in San Diego County and spent 9 years teaching in the court and community schools in Alameda County.

Stephen A. Johnson is the Director of Character Education at the Markkula Center for Applied Ethics at Santa Clara University where he teaches courses in ethics and in special education. Steve directs Character Based Literacy, Success School, Ethics Camp, and Build. Plant. Grow. at w.scu.edu/character.

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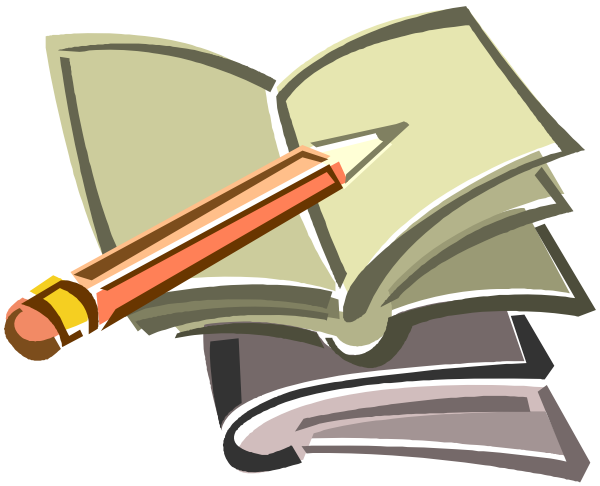

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- Is written with court school administrators in mind as the audience
- Is written in clear, straightforward prose
- Acronyms are spelled out the first time they are used
- Is result, not proposal, oriented

Format

- Recognizes other educators' cited work through either bibliography or footnote referencing
- Uses American Psychological Association publication guidelines
- Articles are four to twelve pages, double-spaced in length
- "Student success" and "Innovative Program" contributions are one-half to two pages in length
- Includes a short biographical sketch of forty words or less about the author
- Displays data, if any, in tables or figures
- May include photos or original student artwork, if appropriate and available

Do's

- Use the active voice (e.g., result showed, the study found, students report)
- Use the third person when possible; some use of first person is acceptable
- If first person is used, relate to reader's experience
- Give credit, use footnotes and reference list
- If it is previously printed, include permission to reprint or source so we can obtain permission

Don'ts

- Use the passive voice excessively (e.g., it was found, it's been reported)
- Use 100 words when 20 will do

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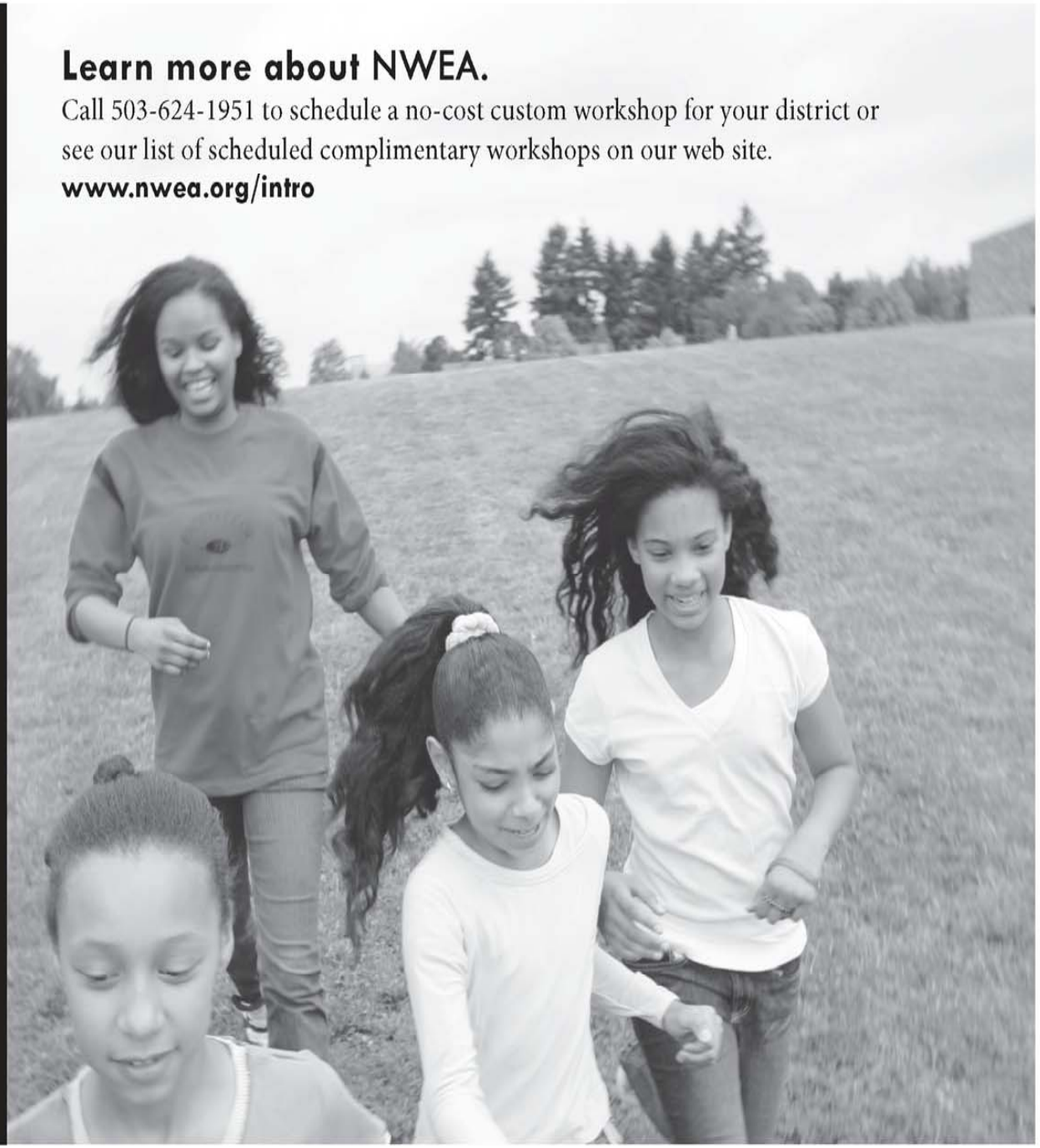

An Informational Solution to the Human Cost in the Technical Model of Education[1]

by Steven R. Loomis, Jacob P. Rodriguez, Manuel M. Arrellano, and Evan Nielsen

Abstract:

This article identifies the central mechanism behind the under-production of human capital in large-scale, urban secondary schools. The authors suggest that Court, Community, and Alternative schools are organizationally and informationally poised to recapture previously lost opportunities on behalf of marginal, at-risk, and dropped-out students in urban environments. Taking advantage of this historical situation will not only help such students and their families, but as a secondary matter will also advance the increasingly complex economy of California.

What's Really at Stake in Educational Production?

It was the great management philosopher, Peter Drucker, who recognized that 21st Century American society and its polity would increasingly rely upon the dynamic production of knowledge and knowledge workers, and less so on the more static factors of the 'old' economy. He wrote in 1993 that "[i]ndividuals must be able at any stage in their lives to continue their formal education and to qualify for knowledge work."[2] Yet the characteristics of knowledge work require the kind of human capital[3] that present day, large-scale urban schools cannot typically provide to many of their students; the type of knowledge and skills oriented around what educational economists call "particular information."[4] Such knowledge and skills entail a person's ability to possess understandings of complex social and natural phenomena, possess adaptive capacities in both non-linear and uniform environments, and possess *metis* (or rule-of-thumb know how) skills which allow a person to entrepreneurially command their passions, desires, and talents that define vocational life.

If, as some have implied,[5] large-scale urban schools are having great difficulty providing the informational environment necessary to develop future knowledge workers, this would appear to be a looming threat to American economic productivity. Which schools might model learning organizations on a human scale until reform measures redefine the urban school landscape? In California, the authors believe that court, community and alternative schools are an excellent location from which to fill that gap and recapture opportunities for adolescents lost to them in larger schools. These schools

tend to offer smaller learning environments that emphasize a Cheers effect: "you want to [be] where everybody knows your name." In smaller scale education environments, individuals can invest in one another on a personal level, developing a caring and intimate community where members (students, faculty, and administrators) look out for one another—a personalization of the school environment that leads people to take greater ownership over their development and work.[6] People are much less likely to feel alienated, apathetic, or adversarial when they have opportunities to develop meaningful relationships with other members of their community.[7] As sociologist James Coleman recognized, social capital (rich ontological relationships) can nurture the development of human capital (knowledge and skills).[8] The managers of virtue understood this; the managers of demand do not.

People are much less likely to feel alienated, apathetic, or adversarial when they have opportunities to develop meaningful relationships with other members of their community.

This paper argues that court, community, and alternative schools in California may have a unique historical opportunity set before them: that they might be intentional producers of the educational good (e.g., the production of knowledge workers, responsible citizens), particularly when they fill the learning gap in urban areas on behalf of marginal and at-risk students. As authors will develop below, this opportunity can be realized *only* insofar as informational and organizational factors in these small-schools (1) remain small in scale and (2) are oriented around the particular informational requirements of specific students. Universal, standardized, and large-scale factors of production actually threaten the education good, especially when that good is linked to the complex development of human capital. So for reasons only outlined here, California's court, community, and alternative schools should avoid entering into the standardized environment dominating the greater institution of education today (e.g., certain requirements and incentives of the No Child Left Behind Act of 2002). The economic and political stakes are high; the global economy is shrinking informational borders and boundaries that will further transform economic systems, including California's. Hence school administrators in California would be wise to orient their organizations around the complex informational requirements of particular students (i.e., their human capital) and away from the standardization that often undermines real human capital development.

The Technical Model and Inequality

It is difficult but not impossible to empirically show that U.S. education is under-producing human and social capital. Yet proving a counterfactual using empirical methods is what occurred during an important 2005 symposium at Columbia University's Teachers College entitled, "The Social Costs of Inadequate Education."[10] Included among participants' findings was that health related losses for high school dropouts in the U.S. during 2004 alone neared $58 billion; annual losses in federal and state income taxes exceed $50 billion; and high school dropouts have a shorter life span by 9.2 years. What these and other data show is the evident need for humane at-risk, marginal, and dropout recovery programs such as those offered by California's court, community, and alternative schools; these schools are critical to both human development and the economy.

Showing the underdevelopment of human and social capital is one thing. Identifying the central mechanism of underdevelopment is another challenge altogether. The Columbia University symposium did the former but not the latter; it focused on the effects and less on the principle of causation. Since nearly every effect has a cause, we identify a cause for the costs associated with educational underdevelopment in California and elsewhere. Knowing the cause can position school administrators to avoid organizational and informational pitfalls and generate organizational and informational solutions. If the reader will forego the formality and ample data showing educational underdevelopment and stipulate that many large-scale California secondary schools are underproducing human and social capital, then clearly there is a cost being born both by society and by the individual students (and their families) participating in those schools. That cost is the unrealized capacities and untapped talents of our fellow human beings, our fellow citizens and, by extension, arguably leads over time to poorer and less free human institutions.

The authors suggest that this is an institutional problem having to do with how the scale of schools affects decision making incentives and informational priorities under conditions of scarcity. Specifically, the quality of human relations and human capital development—and the health of institutions—are inextricably linked and therefore dependent upon a rich and diverse flow of information, information not presently accounted for, for example, in many large scale urban schools. Thus, even before continuing calls for educational equality can be adequately answered an initial understanding of the informational problem as a mechanism of inequality is warranted.

Perhaps the core inequality in the field of education, one that has seemed to elude many economic, political, and educational theorists, has been the unequal distribution of information (i.e., its division) whose effects, in turn, are a chief culprit of the under-development of children in large-scale schools, and which have helped to trigger increasing social and economic inequalities, e.g., between ethnic groups. Specifically, the division of information is trading off local (or particular) information for standardized (or universal) information. Local information consists of properties that are inherently variable, irregular, uncertain, and hard to measure; the kind of information that cannot yield precise definitions, which has no exact boundaries to measure, and is often irregular. This type of information finds expression in personal aptitudes, talents, desires, and is discovered in making distinctions, in accounting for independence, emotion, feelings, improvisation, value judgments, moral principles, acts of will—all the essential aspects and distinct individualities that make up human personality and the intricacies of human interaction. But it is the type of information absent in standardized environments.

Whereas local information is particular and qualitative in nature, standardized information is mostly quantitative in nature; it consists of properties that tend to be constant, common, linear, and measurable; characteristics which correspond to uniformity, con-

That cost is the unrealized capacities and untapped talents of our fellow human beings, our fellow citizens and, by extension, arguably leads over time to poorer and less free human institutions.

solidation, and integration; it is fundamentally compatible with a capacity for generating order and stability, prediction, fixed patterns of logical structures, and precise planning and control. Especially under an increasingly hierarchical institution of education, where the press of uniformity looms big and efficiency is enchantingly coupled to the term 'accountability' (a term of control), large-scale schools cannot easily harbor local information so vital to the particular educational needs and development of students.

The process of information division is initiated by the expanding institution (in the macro sense) with the demand for sameness adjoined by universal or standardized information (including rules). A popular rendering of this phenomenon is located in Thomas Friedman's work, *The World is Flat* (2005), where common metrics "flatten" information and its communication. With respect to simple goods—say the production communication devices—a flat informational world enhances production *quantity* and *efficiency*; with regard to complex goods such as educating children, a flat informational world often inhibits production *quality* and *particularity*.

What we have just said may be counter-intuitive to many administrators. But the division of information has two primary characteristics that join it to the logic of large-scale production; these are: (1) its cost efficiencies—that is, its ease (lower relative cost) of handling or processing the exchange of education; and (2) its capacity for developing cooperation and trade on an impersonal level. Large-scale schools and school districts prefer standardized information because it has the characteristic and function of lowering the cost of production; it consists of properties and attributes that tend to make rule making and communication easier, that enable calculation and trade to move forward toward simple and impersonal exchange, and that reduce social risk and raise production probabilities. A familiar example is when students become viewed as sources of programmatic revenue (i.e., average daily attendance) and professional teachers are seen as interchangeable units of production, none being more or less important to production *quality* than any other (here, unions bear some level of responsibility).

This technical model of production gives us standardized information; the sort of lower cost, easy to manage and regulate information that helps to transcend boundaries and barriers of educational trade. Rules, standards, and a centralized, bureaucratic control over curricula and pedagogy are examples of universal information. Under one line of thought, the universal and efficient application of these rules is thought to make access to education equal and accountable. Administrators of court, community and alternative schools may have even embraced these hierarchical rules, located within accrediting agencies and elsewhere, in the understandable belief that their universal application will help their programmatic constituencies (e.g., jobs, accreditation of programs). While greater efficiency is certainly achieved, application of this model to education, perhaps especially to court, community, and alternative schools, has likely resulted in *significant losses* of very important information; the kind of information and privately held preferences of program participants which are higher in cost and more difficult to trade, but which is necessary for the complex human and social capital development of marginal and at-risk youth.

But it is important to raise a caution here: rates of educational attainment while efficient as a measure may not be the most reliable predictor of educational progress in the development of human capital.

At this point we have described the mechanism of loss as located within the division of information. But it is impossible to fully or even proximately calculate the *actual* cost occurring in the system. This is primarily because it is impossible to calculate a complex alternative reality—the counterfactual state of affairs under different conditions of production; the many differing variables, the near infinite multiplicity of events that could have otherwise taken place.[11] But the loss of individual development, including the development of students' responsible autonomy, freedom and choice, is concurrent with this standardized informational direction.

Thus the principle cost of the technical model are those production costs rising against the individual participant (both producer and consumer; both teacher and student). Each individual human being must be regarded as a standardized unit of production, an androgynous being, one whose individual talents, desires, and passions are not considered (probably cannot be considered). Consequently, the informational environment in the primary market of urban education (e.g., large scale urban high schools) is poorer for individual students, particularly for those students and their families who cannot afford to access secondary educational markets to recapture knowledge, skills, and experiences lost to them in the primary market of education.

Now, a counter argument to our position might entail reliance upon measures of educational attainment: How is it that an educational system—such as the one in California—can be under-producing the good when rates of participation and attainment are so high? As one measure of institutional progress, increased rates of educational participation and attainment do tend to signal increased system capacity in preparing people for the labor market and citizenship. But it is important to raise a caution here: rates of educational attainment while efficient as a measure may not be the most reliable predictor of educational progress in the development of human capital. In other words, higher rates of attainment do not necessarily signal that there is—at the same time—no concurrent cost or loss in human capital development. The mere granting of more diplomas and degrees does not by itself warrant a belief that educational progress is occurring. What was once reliably thought to be a tight symmetry between educational attainment and the possession of knowledge and skills has now given way to the growing realization by many of an asymmetry between the two.[12] The premise underwriting the Standards movement has been to consciously tighten linkages between knowledge and skills development and attainment itself. But the expansion of schooling may also signal, for example, that institutional scale is undermining any prospect of creating a reliable equilibrium between educational attainment and the acquisition of commensurate knowledge and skill levels. Scale may be creating intense informational scarcities in production so that more people are participating or getting through schooling but not becoming truly educated, i.e., having their individual capacities realized and their unique talents developed. In the U.S., for example, the scale of schools may be undermining Latino

human and social capital development.[13]

How is it that we reliably know that attainment itself tightly signals competency in knowledge and skills, especially when recent educational history has suggested a growing asymmetry between the two? The Standards movement since the early 1980s has been an understandable, even rational approach to try to achieve accountability and demonstrate commensurability between attainment and possession of knowledge and skills; to otherwise verify the outputs of educational production. Yet as testing (quantification) becomes the primary criterion of achievement and accountability, production criteria do alter. The logic of the testing criterion proceeds in this direction: scarcity requires measured outputs to become heightened in importance and whose central effect is to force conformity of educational inputs to the new production aims. Production agenda of schooling then become oriented around outputs (tests) not inputs (complex exchange). Dissimilar and complex inputs lose agenda to simplified measures of outputs. At some point, the magnitude of this investment makes the direction of production appear unalterable. Path dependence becomes locked-in. The various lines of production and associated services and activities (Title I, special education, counseling, district management and funding, etc.) converge and organize around the goal of increasing attainment, a rational response to changing rules and incentives. While across-the-board attainment of education has increased during the twentieth century among virtually all population segments in the U.S., as well as significant gains made in management efficiency, this direction has over time resulted in the counterfactual cost to human relations described in this paper.

What was once reliably thought to be a tight symmetry between educational attainment and the possession of knowledge and skills has now given way to the growing realization by many of an asymmetry between the two.

While the theory of information behind this phenomenon may be counter-intuitive for some, its logic and practice is not in doubt. As the greater institution of education expands it makes an increasing capital investment in communication channels organized around the production of mere attainment (e.g., an ascendant granting of more diplomas or degrees). Certainly this commitment brings about improvement in some knowledge and skills development in some areas of core literacy. However, at the secondary levels of schooling, the capital investment in core areas of basic literacy often works to exclude other important and interesting curricula, the kind resolved as important by Deweyan Progressives (1900-1930s); the kinds of curricula which prove valuable to students as they near productive citizenship and entry into the labor market: music, foreign languages, the fine and performing arts, sport, and vocational studies.

An Informational Solution

American entrepreneur, Steve Jobs, suggested that dropping out of college – or, more precisely, dropping out of the standardized domain of college – was somewhat of a godsend, liberating him from the required or scripted coursework, which he found dispensibly boring, in order to drop into courses, such as calligraphy, that he found interesting. Following his unconven-

tional interests helped to contribute to Jobs' personal development (human capital) in ways that later paid off professionally, particularly during his creation of Macintosh computers and other ventures such as with the animation company Pixar. His central message to Stanford University graduates took account of complexity and perspectivalism, and whose message is relevant to the career goals of students in any secondary school: "Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma – which is living with the results of other people's thinking. Don't let the noise of other's opinions drown out your inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary." [14]

James Conant was wrong in the late 1950s and early 1960s to assail small-scale schools and heighten the importance of large-scale urban schools.[15] In his (then) widely-read analysis, he did not factor in the critical informational requirements which make human learning so complex, diverse and unique to individuals. His was a technical model of production constructed out of the cardinal virtue of efficiency. But what we scholars and administrators need to know today is that this model engages a large volume but narrow range of information. It can succeed in bringing together means-ends relations, but must do so through a division of information that thoroughly separates out particular (or local) from universal (or standardized) information. Yet it is the local or particular information that is vital to a complex good such as education.

Our solution is simple but not simplistic; and one currently being modeled in New Zealand and certain districts in the U.S. (including the Wallis Annenberg Charter High School in Los Angeles): smaller, de-centralized schools that locate information closer to the point of exchange. Court, community and alternative schools already have the benefits of being small in organizational scale. Now they must (continue to) emphasize each participant as a valuable individual and orient nearly all information priorities around that point of exchange (school-family; teacher-student; principal-teacher). This, of course, means enlightened public policies that allow schools to look and produce the good differently than other schools look and produce the good. Exemptions from tight uniformity, such as exemption from certain standardized information in rules and curricula (e.g., the NCLB), would allow secondary principals and teachers the professional opportunities to bond themselves to the particular needs, aptitudes, talents, and dreams expressed by individual high school students and their families. Informational optimality would then enhance, not diminish, accountability because it would connect at the local level; the level of exchange.[16]

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1 This essay was influenced by the forthcoming book: *The Cost of Institutions* (in review). This book will in more detail explain the central mechanisms and effects merely sketched in this article.

2 Drucker, (1993) *Post-Capitalist Society*. New York: HarperBusiness, p. 206.

3 Gary Becker (1964) *Human Capital: A theoretical and empirical analysis, with special reference to education* (Third ed.). New York: National Bureau of Economic Research.

4 See Jacob Rodriguez, Steven Loomis and Joseph Weeres, *The Cost of Institutions* (now in review).

5 See, for example, Thomas Toch (2003) *High Schools on a Human Scale*. Boston: Beacon Press; Debra Meier (1998) "Can the Odds Be Changed?" *Phi Delta Kappan* (January); and T. Gregory (1992) "Small is Too Big: Achieving a critical anti-mass in the high school" in *Source Book on School and District Size, Cost, and Quality*. Minneapolis: University of Minnesota and Hubert Humphrey Institute of Public Affairs, pp. 1-31 (ED 361 159).

6 See, for example, Patricia Wasley et al. (2000) *Small Schools: Great Strides: A Study of New Small Schools in Chicago*. New York: Bank Street College of Education; Kathleen Cotton (1996) *School Size, School Climate, and Student Performance* (School Improvement Research Series [SIRS], Close-up #20). Portland, OR: Northwestern Regional Educational Laboratory (NWREL); and Valerie Lee and Julia Smith (1995) "Effects of High School Restructuring and Size on Early Gains in Achievement and Engagement" in *Sociology of Education*, Vol. 68, pp. 241-270.

7 This may explain the altruistic effects of indirect reciprocity. See Martin Nowak and Karl Sigmund (2005) "Evolution of Indirect Reciprocity" in *Nature* Vol. 437/27 October, pp. 1291-1298.

8 Coleman (1988) "Social Capital in the Creation of Human Capital," *The American Journal of Sociology*, Vol. 94, pp. 95-120. Briefly, human capital is developed through the acquisition of knowledge and skills (see Becker 1964); social capital is obtained by developing social relations and experiences with others (see Coleman 1988).

9 See David Tyack and Elizabeth Hansot (1982) *Managers of Virtue: Public School Leadership in America, 1820-1980*. New York: Basic Books.

10 The symposium met October 24-25, 2005 and was chaired was educational economist Hank Levin. For further, see <www.tc.columbia.edu/centers/EquityCampaign/symposium/resources.asp> on January 15, 2006.

11 This state of affairs is similar to the 'butterfly effect' of chaos theory. "The flapping of a single butterfly's wing today produces a tiny change in the state of the atmosphere. Over a period of time, what the atmosphere actually does diverges from what it would have done. So, in a month's time, a tornado that would have devastated the Indonesian coast doesn't happen. Or maybe one that wasn't going to happen, does." Ian Stewart (1989) *Does God Play Dice? The Mathematics of Chaos*. Oxford: Blackwell, p. 141.

12 See, for example, J. Baer, A. Cook, and S. Baldi, (2006) "The Literacy of America's College Students." Washington, DC: American Institutes for Research, January.

13 Richard Fry (2005) "The High Schools Hispanics Attend: Size and Other Key Characteristics." Washington, DC: Pew Hispanic Research Center, November.

14 Steve Jobs (2005) Commencement Address: "You've got to find what you love," *Stanford Report*, June 14.

15 James Conant (1959) *The American High School Today*. New York: McGraw-Hill Book Company, Inc. With no limit on irony, and owing to the avid belief in the goods that scale could provide, Conant made it his mission to "eliminate" small high schools in order to improve the education of high school students. See especially pp. 77-80.

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Beautiful Art from Behind Bars

by Judy Gittelsohn

Osborne School is the educational institution in Santa Clara County's Juvenile Hall. This author is an artist currently working with the girls at Osborne School using Paint by Puzzles©* in which an image is outlined then divided into several rectangular pieces. The participating student artists each paint one of the component pieces. The rectangular pieces are then reassembled to create one composite painting. During the program, two days a week students are supplied with paper, pencils, brushes, boards, and paint. Under the direction of this artist, the students design, and then paint their piece of

the puzzle.

After teaching this most recent Thursday morning, outside the Osborne School, a young man visiting a relative, Paul, stopped, looked at my paint filled clothes and said, "Hey, you're the artist, aren't you?" I answered, "Yes." Then he said, "You did the Tree Project with me at Blue Ridge." "Yes. Wait a minute, I happen to have a bookmark

made from the Tree Project with me," I replied. I gave him the Tree bookmark we had made from his project. After introducing me to his grandmother, he turns and begins enthusiastically explaining the Tree Project to her. He is clearly proud as he recounted the project accurately and fondly.

The Tree Project is an 80 x 80 inch painting by Paint by Puzzles©* project made of 80 rectangular panels, painted by 67 incarcerated boys in one room in one hour at the BLUE RIDGE BOYS RANCH in the Spring of 2005. The boys' sections of the painting were then assembled and photographed it in order to create a poster. Later, district administration turned the posters into bookmarks, some of which were passed it out to JCCASAC staff and administrators at their annual conference last year. The fact that Paul's recollection and enthusiasm for a project completed over a year before demonstrates the powerful impact art can have on incarcerated students.

Current political focus on rehabilitation and the media attention our judicial systems

are currently receiving, utilizing art to provide positive experiences to incarcerated juveniles can not be understated. A person who is capable of positively expressing themselves by offering their particular talents and skills is a benefit to society, thus enhancing the goal of rehabilitation.

Increasing attention is also being given to the poor state of funding for the Arts. The February 28th (2006) edition of the San Francisco Chronicle by Jesse Hamlin, he quotes task force member Debra Walker "...more attention needs to be given to the arts. Art can ameliorate social problems … by eliminating [the feelings of] isolation. Art makes a difference. It makes a difference [by reducing] youth violence."

Unexpressed feelings can have an insidious way of sneaking out in a negative way which can be averted using art as a medium. Opportunities for expression cultivate further desires for expression desperately needed in order to make connections in the world and eliminate feelings of isolation. This artist may not have the solution to remedying the state's systems but it is obvious when incarcerated young people smile and, like Paul, show enthusiasm when their creativity is being directed through positive channels, you are making a difference. Participating in art activities offers young people the experience of being creative and expressive. This is a place to start. These young people have a lifetime of contributions ahead of them.

* Paint by Puzzle© is a project kit developed by artist Judy Gittelsohn. For more information check her website at www.artforwellbeings.org or contact Judy at 650-855-9452 / me@judyg.com

*Judy is funded through a grant from the Arts Connect Grant Arts Council in Silicon Valley. ArtsConnect is an artist-in-residency program that brings artists into classrooms to work with at-risk youth. The program creates an avenue for the arts to reach the special population of troubled teens who are located in alternative schools, juvenile hall, residential treatment facilities, correctional ranches, family shelters and community centers.
http://www.artscouncil.org/youth.htm

Educating Youth with Disabilities in Correctional Facilities

by Doreen J. K. Ferko, Judy Sylva,
and
Belinda Dunnick Karge

The recent federal reauthorization of Public Law 108-446: Individuals with Disabilities Act, 2004 has put a renewed focus on children and adolescents with disabilities (Mandlawitz, 2006). The Juvenile Court, Community and Alternative Schools have established a tradition of providing an educational alternative to students who are under the protection or authority of the juvenile court, California Youth Authority or local school district (JCCASAC, 2003). Many of these children also have disabilities. This article will provide a background to this population and suggest effective research based teaching tips and strategies. The contents of this article align with the Juvenile Court, Community and Alternative School's mission to empower students to become productive members of the community by providing quality learning opportunities in academic skills (JCCASAC, 2003).

The most recent statistics from the Office of Juvenile Justice and Delinquency Prevention show that 17% of all arrests in the United States were juveniles. Of those, 32% were under the age of 15. This figure more than doubles for those between the ages of 15 and 17 (68%). Statistics from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) Juvenile Residential Facility Census (2000) reveal that approximately 110,300 juvenile offenders less 21 years of age were held in residential placement facilities nationwide.

Juvenile offenders held in correctional facilities have a myriad of needs ranging from social to medical (Quinn, Rutherford, Leone, Osher, & Poirier, 2005). It has been well established that many incarcerated youth also exhibit mental or psychiatric disorders. Otto, Greenstein, & Friedman (1992) found the prevalence rate to be as high as 90% while Teplin, Abram, McClellan, Dulcan, and Mericle (2002) found that approximately 66% of males and 75% of females met the criteria for at least one psychiatric disorder.

Studies have identified that a large percentage of juveniles in correctional facilities have disabilities (Nelson, Rutherford, Center, & Walker, 1987). Recent findings reveal that individuals with disabilities comprise 12% to 70% of juvenile offenders who are incarcerated (Wolford, 2000). According to Moffitt (1990) the most prevalent disabilities as defined by the Individuals with Disabilities Education Act (IDEA) among juvenile offenders are those with learning disabilities, however, a more recent finding revealed that individuals with emotional disturbance surpassed those with learning disabilities by nearly 10% (Quinn et

al., 2005). The percentage of juvenile offenders identified as having emotional disturbance and learning disabilities were 47.7% and 38.6% respectively (Quinn, 2005). Moreover, it is not uncommon for youth to exhibit comorbidity between learning disabilities and emotional and behavioral disorders (Nelson, Leone, & Rutherford, 2004).

According to Leone & Meisel (1997) 29% to 40% of juveniles incarcerated in correctional facilities were receiving special education services. Comparatively, during the 2000-2001 school year, only 9% of all students ages six to 21 were provided services under the Individuals with Disabilities Education Act (IDEA, US Department of Education, 2001). Quinn et al. (2005) found that students receiving special education services in correctional facilities were nearly four times as high as those served in public school settings. This represents a disproportionate number of individuals with disabilities being served in correctional facilities as compared to the general population of school aged children. Additionally, transitions from facilities to mainstream settings are difficult for juvenile offenders with disabilities (Foley, 2001). Therefore, the need for effective educational services is imperative if individuals with disabilities are to transition back to mainstream school environments from incarcerated settings.

> Juvenile offenders with disabilities were found to be nearly two and three times more likely to return to juvenile corrections six and 12 months after their release.

Risk, Recidivism and Resilience

There are a number of risk factors that characterize juvenile offenders. These factors can be separated into two groups, internal (i.e., physical or psychological) and external (i.e., those in the environment). Both types of risk factors interact and are related to delinquent behavior. For example, research has identified that illiteracy, suspension, expulsion, dropping out, school failure, having a mental health diagnosis, and having a disability recognized by the (IDEA) are characteristic of many juvenile offenders (Foley, 2001; Nelson, et al., 2004). Furthermore, family conditions such as criminality, ineffective parental discipline, lack of parental involvement, parental attitudes toward violence, and family conflict are among a host of factors that have a strong evidence base supporting their correlation to delinquent behavior (Hawkins et al., 2000; McEvoy & Walker, 2000; Patterson, Forgatch & Stoolmiller, 1998). Finally, there are a number of school related risk factors, such as poor academic achievement (Foley, 2001; Kauffman, 2005; Scott, Nelson, & Liaupsin, 2001) and disciplinary practices which remove students from the school setting through suspension and expulsion that are both correlated with delinquent behavior. Findings by Leone et al. (2000) reveal that a disproportionate number of students who are suspended from school are those with disabilities.

Unfortunately, the influence of these risk factors does not subside simply as a result of incarceration. The recidivism rates for juvenile offenders are even more alarming than those reported for adult offenders. Langan and Levin (2002) found that nearly 68% of adult prisoners released in the United States in 1994 were re-arrested. Bullis and colleagues (Bullis & Yovanoff, 2002, 2003; Bullis, Yovanoff, Mueller, & Havel, 2002; Todis, Bulis, Waintrup, Schultz, & D'Ambrosio, 2001) found a similar finding in their examination of resiliency among adolescents transitioning back into the community from a youth correc-

tional facility across a five year period. They found that 60% of the individuals who participated returned to either a juvenile or adult correctional facility during the time of the study. Furthermore, the recidivism rates for juvenile offenders who also have disabilities are similarly alarming. Juvenile offenders with disabilities were found to be nearly two and three times more likely to return to juvenile corrections six and 12 months after their release.

Protective factors can be divided into two categories, individual characteristics and environmental influences (Davis, 1999). Individual characteristics include such things as cognitive skills, particularly written and oral language. This explains why increases in academic achievement is associated with decreases in delinquency rates (Maguin & Loeber, 1996). Enviornmental influences come from home, school, and/or the community. Of particular interest are the influences that come from schools. Furlong and Morrison (2000) suggest that safe learning environments, high and achievable academic and social expectations, and facilitating academic success can help develop resilience in students. The Center on Crime, Communities, and Culture (1997) reported that higher levels of literacy were associated with lower rates of recidivism and arrest and recommended that instructional interventions may be among the most effective and economical protective factors against delinquency.

Instructional Interventions

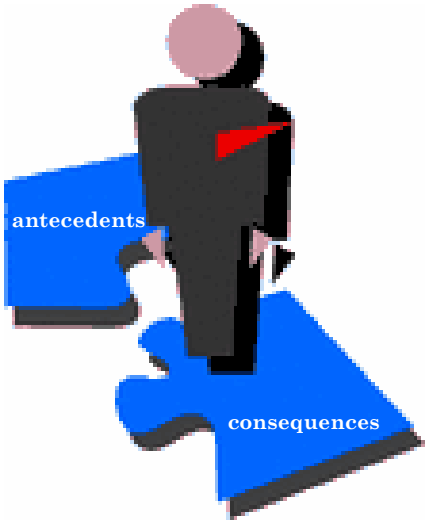
Although non-descriptive quantitative research examining instructional practices in correctional educational settings is sparse, what exists suggests that structured and intensive learning activities have been associated with educational achievement (Rutherford, et al., 2004). Even though some correctional educators still rely on methods such as drill and practice and workbook exercises (Coffey & Gemignani, 1994), this does not seem to be the case in general. In a review of the literature, Foley (2001) found that correctional educational programs used a variety of teaching methods and strategies to teach content ranging from basic skills to postsecondary education. Instructional strategies consisted of (a) data based instruction (which was primarily used to teach those with mental retardation), (b) direct instruction that focused mainly on reading, (c) cooperative learning, (d) peer and teacher tutoring, (e) academic supports (i.e., guided notes), and (f) group and individualized instruction. Foley found that all instructional strategies used resulted in minimal to significant gains in academic achievement. These data were not specific to individuals with disabilities being served in correctional settings. This review of the literature also focused primarily on increasing academic responding or functional skills. Foley's work does not address the interventions used to decrease challenging or anti-social behavior while increasing pro-social skills that may be necessary for students to be successful in mainstream educational environments.

Antecedent Based Interventions Conceptual Framework

One model that can be utilized to provide a framework for both reducing inappropriate behavior or responses and increase appropriate

Most approaches to addressing antisocial or poor academic behaviors have focused on reactive versus proactive interventions (Eggleston, 1995).

behavior is the three term contingency [antecedent (A) - behavior (B) - consequence (C)] which denotes the relationship between behaviors and individual characteristics and environmental events that influence them (Alberto & Troutman, 2003). Behavior is thus impacted by both antecedents and consequences. The failure to understand how antecedents and consequences work together, to affect behavior may be one reason why students are academically or socially unsuccessful. For example, Buehler, Patterson, and Furniss (1966) examined reinforcement contingencies among delinquent girls in three institutional programs. Findings revealed that the staff and the delinquent girls promoted and maintained antisocial behaviors. Findings further revealed that staff inconsistently punished antisocial behavior while they consistently ignored desired behaviors. On the contrary, the peer group consistently punished pro-social behaviors while reinforcing antisocial behaviors at the same rate.



Most approaches to addressing antisocial or poor academic behaviors have focused on reactive versus proactive interventions (Eggleston, 1995). Reactive interventions involve consequence strategies that focus on decreasing the undesired behavior and that do not consider the context that "sets the stage" for the inappropriate response. Reactive interventions used in educational settings such as detention, suspension, expulsion, and exclusionary time-out for example, have failed to result in positive outcomes (Kauffman, 2005; Leone, Mayer, Malmgren, & Meisel, 2000). If recidivism rates were to be used as an indicator of the effectiveness of current interventions used in correctional educational settings, results would support that current intervention practices are not effective (Larson & Turner, 2002). Furthermore, because reactive interventions are strictly focused on decreasing inappropriate behaviors, they are not concerned with the development of appropriate behaviors (Johnston, 1991). Thus when faced with the same circumstances that resulted in their incarceration, individuals will most likely resort to the behaviors they know how to perform which are not necessarily appropriate.

On the other hand, proactive interventions such as antecedent based interventions focus on prevention of problems prior to their occurrence by changing the specific context in which maladaptive behaviors occur. Specifically, they are focused on reducing the probability that problem behaviors will occur (Kern, Choutka, Sokol, 2002). Antecedent interventions target those variables that set the stage or trigger problem behavior and provide an increased likelihood that individuals will gain access to reinforcement for more prosocial and appropriate responses or behaviors (Stichter, Clarke, & Dunlap, 2004). According to Furlong and Morrison (2000), promoting academic and social success can help students develop resilience. The use of antecedent based interventions can help to accomplish this task.

The theory and technology governing assessing variables that affect behavior has been available for over 30 years yet, only in the last two decades have researchers begun to examine the efficacy of antecedent based interventions in naturalistic settings. Furthermore, the majority of research has been conducted on individuals with developmental disabilities as compared to those with emotional and behavioral disorders (EBD) at a rate of almost 5.5 to 1 (Schichter, et al., 2004; Kern et al., 2002). The research on antecedent based interventions

that has been conducted with individuals with EBD has focused primarily on antisocial behaviors or attention and has resulted in moderate to significant findings (Flood & Wilder, 2002; Musser, Bray, Kehle, & Jenson, 2001; Eddy, & Reid, 2000).

Implications for Instruction

When proactive interventions such as antecedent based interventions focus on prevention of problems, learning can be accomplished. With the present day focus on accountability, academic learning is critical in Court, Community and Alternative Schools. The Court, Community and Alternative Schools administered by County Offices of Education are participants in the Alternative Schools Accountability Model (JCCASAC, 2003). The Alternative Schools Accountability Model system is composed of a multiple indicator selection and reporting system including, but not limited to norm-referenced California Standards Tests (e.g., STAR). All Court, Community and Alternative Schools are required to use state-adopted content and performance standards for all grade levels, kindergarten through grade 12.

Academic learning using the state-adopted curriculum standards is only effective when teachers use research based teaching strategies. The most effective strategies for children with disabilities in alternative education include teaching techniques that combine behavior interventions and teacher directed instruction (Smith, Polloway, Patton & Dowdy, 2006). For example, Sabatino (1987) suggests encouraging teachers to recognize positive student attributes and use positive modeling by catching the student being good or praising approximation to the goal. Wehby, Symons, Canale, and Go (1998) recommend fostering positive teacher-student interaction with adequate praise and systematic responses to problem behaviors. Kerr, Delaney, Clarke, Dunlap and Childs (2001) found this increased task employment, increased specific student learning, and decreased challenging behaviors.

Furthermore, the use of teacher effectiveness variables, for example positive feedback and questioning using frequent responses and group responses create a safe climate for learning and encourage active participation in the classroom (Mastropieri & Scruggs, 2002). Data have indicated that when students are actively involved in their learning, they do not have time to misbehave; direct instruction can provide one of the most effective ways to engage learners (Carnine, Silbert, Kameenui & Tarver, 2004; Larson & Turner, 2002; Vaughn, Bos & Schumm, 2003).

Conclusions

There has been limited research published on specific approaches to instruction for incarcerated youth with special needs since the mid 1990's. Nevertheless, there is ample evidence of the effectiveness of teaching strategies that promote learning and environments conducive to learning. There is also evidence that providing instruction that effectively increases academic skills, prevention of delinquency and reduction of recidivism can be achieved (Leone & Cutting, 2004; Nelson, & Pearson, 1994). There are several factors that interfere with appropriate educational services for youths in correctional facilities. Some of these factors are related to the characteristics of those who enter the system. Many of these youths enter the system with a history of school failure, and the associated problems of severe skill deficits, behavior problems, and mental health issues including substance abuse (Leone & Cutting, 2004). These factors interact with characteristics of educational programs in correctional facilities which may include inadequate space, materials, qualified personnel, or opportunities for collaboration with other educators and spe-

cialists, and access to relevant professional development opportunities (Leone & Cutting).

This review of the literature illustrates the gap between research and practice in the application of effective educational strategies for a population of students who are frequently left behind. This is especially true for individuals who exhibit challenging behaviors because of the problems surrounding the issue of identification. The current IDEA definition excludes those youths identified as "socially maladjusted" but not emotionally disturbed. The implications of this exclusionary clause are disturbing. If an individual's actions are credited to social maladjustment and not emotional disturbance, that individual will not qualify to receive the protections and services that the IDEA provides.

For over a decade professionals have sought to change the federal definition of emotional disturbance to emotional and behavioral disorders which would be more inclusive of individuals exhibiting antisocial behavior (Forness & Knitzer, 1992) and allow for earlier interventions to be implemented. A major result of this conundrum of definition is that the population of incarcerated youths exhibiting behavioral difficulties frequently falls between the cracks of special education eligibility. If policy makers were more receptive to the numerous recommendations by experts in over 30 mental health and educational associations (Foreness, 1988), the individual needs of youths who are incarcerated or who are being served in facilities for high risk behaviors could be addressed by utilizing educational practices that focus on decreasing antisocial or maladaptive behaviors by providing opportunities to increase the social, adaptive, and academic skills using what are known to be effective instructional practices.

Another implication of this literature review is the need for future research on antecedent interventions in the context of correctional education. The majority of the research has, to date, focused on students with developmental disabilities. This line of research would have greater implications if the effects could be demonstrated across a variety of educational settings and without an emphasis on the eligibility category or diagnostic categorization of the learner.

Evidence on the prevalence of individuals with disabilities in correctional facilities and antecedent based interventions in conjunction with the evidence on recidivism clearly indicate that educating juvenile offenders, in general, and specifically those with disabilities in correctional facilities mandates that teachers provide effective instructional strategies that have been shown to increase academic achievement (Mastropieri & Scruggs, 2002). Unfortunately, there is a significant gap in the literature examining research based instructional practices in correctional educational settings. The result of this increase in achievement will be a decrease in the probability of recidivism rates among juvenile offenders with disabilities (Leone & Cutting, 2004).

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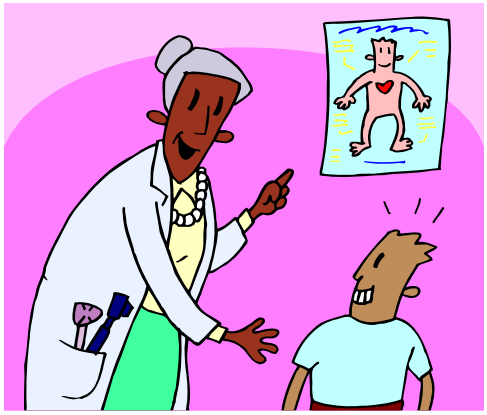
Teen Health Connections Initiative

A New Project funded through the California Endowment at San Luis Obispo County Community Schools

The San Luis Obispo County Office of Education has teamed up with community-based health providers/ organizations to launch the Teen Health Connections Initiative (THCI). This demonstration project funded through the California Endowment is dedicated to the goal of *ensuring improved health access, services and education for all Community School students and families.* Recognizing that *health* is a multi-faceted condition of mental, physical, and social well-being and not simply the absence of disease, THCI employs a variety of strategies in order to improve the overall health outcomes of our students. These strategies fall into the categories of clinical health access, health advocacy, and health education.



In an effort to facilitate clinical health access and ensure that all students receive needed medical attention, THCI staff employs a two-pronged strategy to ensure that 100% of Community School students are assessed and supported in addressing unmet health services needs. First, the Confidential Health Questionnaire is designed as a comprehensive informational "gateway" for students, caregivers and THCI staff to establish initial communication regarding health needs. Second, THCI has established an all-inclusive approach to assigning 100% of enrolled Community Schools students to a Family Health Advocate. This policy provides additional assurance that every student receives a health risk assessment, even in cases when the Confidential Health Questionnaire has yet to be completed.

The THCI team uses this assessment system to identify all students without a current source of medical and/or dental care, health insurance, or with an acute or chronic physical or mental health condition. Working with this information, Family Health Advocates work closely with individual students and families to ensure that they receive appropriate and timely care. These follow-ups include: assistance enrolling in an insurance program, information and referrals to local providers, guidance in making and getting to appointments, and active support for the student and family to connect with a permanent medical home.

THCI's advocacy function encompasses both the role of the Family Health Advocates (FHAs) and development of a Student Health Advocacy Team. The FHAs' primary role is to work with the families to establish a permanent medical/dental home, to model advocacy skills within the client-provider relationship, and often to provide bilingual support to ensure access to care. In this capacity, FHAs teach students and their families how to navigate the healthcare and insurance systems and gain control over their own health and wellbeing. Additionally, THCI staff work with a group of Student Health Advocates to develop leadership skills in students interested in health issues; increase school–

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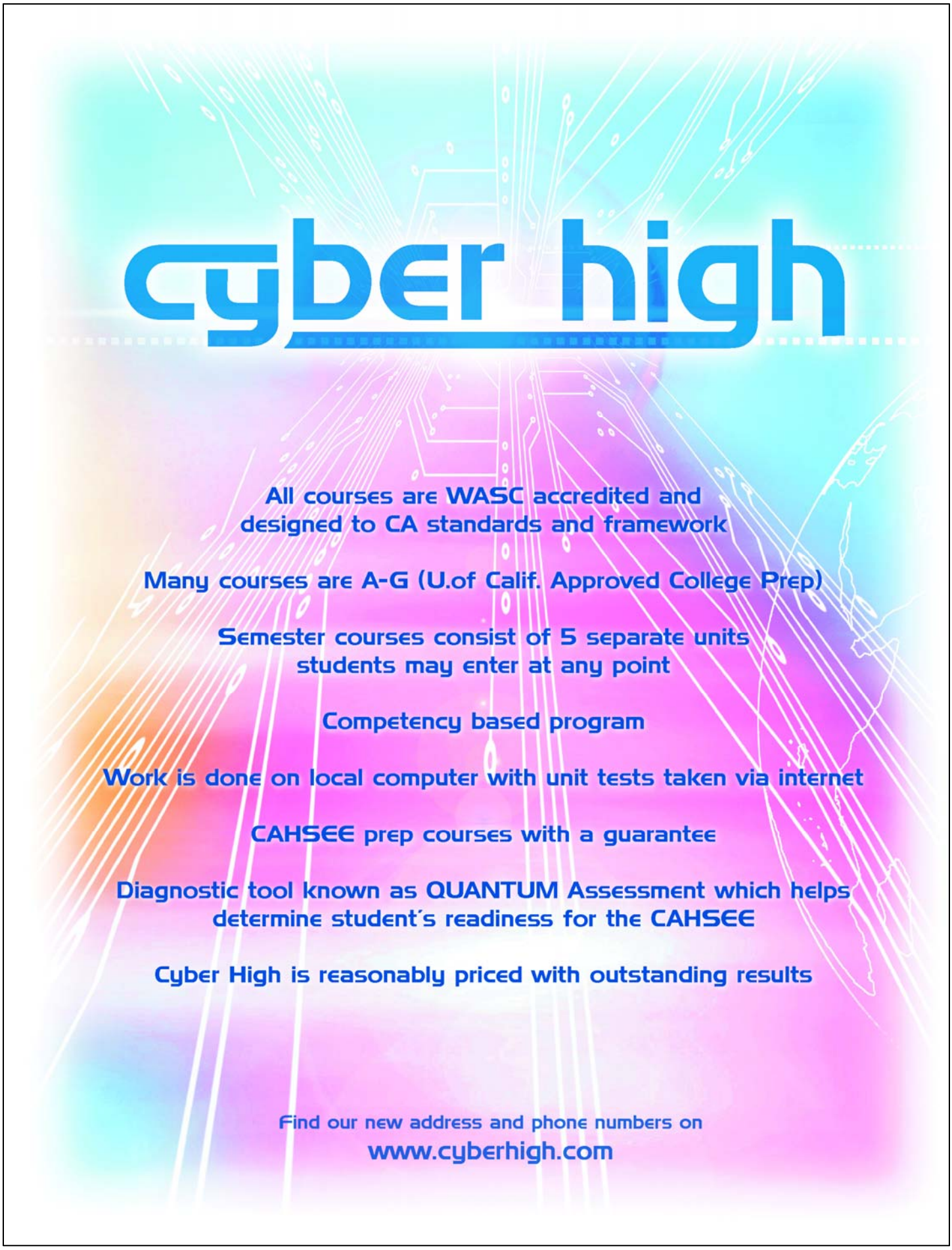
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wide student knowledge of health-related topics and health career opportunities, and ensure a student voice in development of the THCI program, school health curriculum, health-related policies, events, and other health-related initiatives.

THCI works to facilitate Health Education activities for both Community School staff and students. THCI staff partners with community groups and local experts to bring health information to the students that is appropriately tailored to the specific needs and learning styles of this high-potential population. By developing collaborative relationships with these community-based organizations, THCI is able to improve presentation materials and curriculum, evaluate and get feedback from students and staff on the presentations' effectiveness, and conduct mini-focus groups with the Student Advocates to address areas for improvement or suggest other health topics to be covered. THCI staff play an additional health education role by coordinating Staff Development trainings focused on enhancing the school's capacity to successfully manage students with a variety of mental health and addiction issues.

The THCI program is currently being implemented in three phases: planning, piloting, and evaluation/dissemination. The initial planning phase began in 2003 with a working group composed of school administrators, the school nurse, teachers, community health agency representatives, and a grant writer. A comprehensive focus group series was conducted in 2004 with the key stakeholders in this project including community school students, primary caregivers, and school staff, as a way to gather information on student health, care, and education. The findings from these conversations were used by the members of the working group to prioritize intervention strategies and seek appropriate funding channels. Analysis of the focus group data highlighted the need to increase the program's capacity to address family health concerns specifically related to the categories of: lack of access to services, risk behaviors, and mental/emotional strains.

The second phase of the Teen Health Connections Initiative, supported with seed funding from the California Endowment, is currently underway at two pilot Community School sites located in the highest needs areas of the county. Currently the program consists of four staff members including a School Nurse, two Health Services Technicians/Family Health Advocates, and a Project Coordinator. One of the partners in the THCI grant and a crucial element to the success of the program are the Community Health Centers of the Central Coast (CHCCC), the county's largest health provider for low-income families contracted to operate a network of public health clinics throughout the region. In addition to working with the Family Health Advocates to improve access for individual students, CHCCC has also been instrumental in providing free screenings and education at a Health Fair series at all five Community School sites. One hundred thirty students participated in the Health Fairs, as well as several staff members and a few of our students' parents/guardians. Participants had the opportunity to receive a flu shot, screening for diabetes, anemia, hearing, vision, height/weight, blood pressure, dental, scoliosis; as well as health education regarding nutrition and mental health.

The third evaluation phase is a continual process and one that will eventually move THCI beyond the two pilot sites and into full implementation at the three remaining Com-

munity Schools in the county. The THCI staff conduct ongoing evaluations and continue to revise their practices and procedures. Informal evaluations occur at weekly team meetings in which THCI staff discuss difficult cases, get peer support, and problem solve. Formal evaluation at the conclusion of the first semester of implementation documented that THCI had identified 33 uninsured students (20% of total that were screened), 123 (75%) students with a physical health condition, and 49 (30%) students with a mental health condition. At the time of the evaluation 83% of the discovered unmet health needs had documented follow-up by a Family Health Advocate. Currently THCI is initiating the use of health data software in order to more closely track students and ensure their health needs are being met even when they are transferred between Community School sites, Juvenile Hall, or districts of residence.

In summary, THCI employs a variety of strategies to improve health access and outcomes of our students and their families. The relationship between school staff, on-site health professionals, and community health agencies is crucial to the success of the THCI program in supporting and enhancing students' overall health and wellbeing. In a short period of time, the program has dramatically improved Community Schools' service to our students. It has also shined a spotlight on health – both access and education -- as one of *the* major factors that must be addressed as we strive to enable alternative school youth to thrive and achieve.

For more information on the THCI, please contact **Shannon Johnson,** Project Coordinator, 805-597-7813, or **Jeanne Dukes**, Assistant Superintendent of Student Services, San Luis Obispo County Office of Education, 805-782-7321.

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The Case for Reflective Practice in Alternative and Correctional Education

by Thom Gehring and Randall Wright

Abstract

Most alternative and correctional educators have not had systematic access to relevant knowledge of their field, its history and literature, or parallel programs in other jurisdictions. As a result, they tend to accept whatever strategies happen to be current at their site. This problem is associated with the lack of teacher education programs specific to the field of alternative and correctional education. The purpose of this article is to prompt reflection regarding key principles of teaching, learning, and education service delivery structures. Axiomatic application of any principles can lead to misconceptions that reflective practice can help correct. The theme of this article is that most educative principles can be useful when applied in moderation or in response to identified needs or contexts—but a "one size fits all," or "this is always correct" orientation is usually not appropriate.

The six principles addressed herein are that (a) practice is useful and theory is useless,(b) students benefit only from "hands on" learning, (c) incremental classroom experiences that enhance student success and self concept are the only way to meet student learning needs, (d) the best way to structure teaching and learning is consistent with a "what works?" or "model programs" perspective, (e) correctional education is so unique that theories and practices developed in related settings are highly suspect, and (f) heroic teachers, who always demonstrate a "can do attitude" and are willing to do what is required for the program, should be assigned to work with the neediest students. The article ends by recommending that reflective practice can lead to education that is individualized and contextualized, rather than unidimensional or dogmatic. The authors hope reflection and dialogue about these principles will prompt consideration of how we would like to see the specialized field of alternative and correctional education develop and mature.

Definitions of Terms

Alternative and correctional educators are vulnerable to many pressing constraints: resource inadequacy because our students do not represent a powerful constituency, institutional anti-education hostility, a public that sees inmates as victimizers without recognizing that they are also victims. These problems are exacerbated by the lack of appropriate training for alternative and correctional educators, their resultant unfamiliarity of the history and literature of their own field, and lack of professional networking opportunities. Teachers are often mired in the demanding

immediacy of front-line teaching. Daily problems are compounded by the bustle of open entry-open exit programs, competition with other correctional programs for students, and school closures in response to institutional or enrollment crises. These problems can be partially mitigated by practitioner reflection—though we lack useful professional infrastructures, we are free to think our way through everyday problems.

The reflective practitioner is an important concept for the field of correctional education, given the working conditions we just described. This model recognizes how we can become mired in practice—often retold in the "war stories" of prison teaching. Such stories, while often insightful, burden practitioners by repetitive storylines told without insight into their general application. In the reflective practitioner model there are four stages. The first stage begins in the concrete experience; the second consists of observation and reflection; the third occurs when we form abstract concepts and generalizations (theories) which are then applied in the forth stage, to old and new situations (Schall, 2005). This reflective process enables us to consider and challenge our taken-for-granted assumptions, freeing us from some of the shackles of our own practice.

To facilitate the process, Figure 1 displays commonly held perceptions of six targeted ideas that are often popular among alternative and correctional educators. The authors' rationale is that, if the Figure 1 interpretations are accepted without reflection as frameworks for teaching and learning, alternative

Figure 1: Interpretations of the Terms Addressed in this Article

TERMS	INTERPRETATIONS OFTEN EMBRACED IN OUR FIELD
Theory and Practice	The disdain of (useless) theory and the exaltation of (useful) practice should be evident in our teaching and learning activities.
Hands On Learning	Students need to see how classroom content is connected to real world applications; learning is always best pursued through concrete experiences (tactile, psychomotor, visual, and so forth).
Incrementalism	When students experience the immediate, positive reinforcement of success, they will feel good about themselves, and be motivated to learn more.
What Works?	The best way to structure programs is to systematically identify proven, successful or model exemplars, and then replicate their elements locally.
We Are Unique	The theories and practices developed in other domains, sometimes even in other institutions, do not apply because our school or what we do is totally unique.
Heroic Teachers	The students with the most needs (for example, embittered learners, with educational disabilities, who have dropped out or been excluded from the local schools) should be assigned to work with the best teachers (those with a "can do" attitude, who are always willing to prioritize the program, regardless of any personal sacrifices that may be required).

and correctional education programs may be unnecessarily restrictive for students and the communities they represent.

A Closer Look at the Six Targeted Principles

Our purpose is not to suggest that these six principles should be negated or discarded. Rather we propose that, like any principles, they should be applied in ways and contexts that enhance student learning. Our point is that, like anything that is worthwhile, the principles should be nuanced or contextualized, applied in an individualized way aligned with identified student learning needs, and not in a "this or that," lockstep manner.

Theory and Practice

Perhaps our national obsession with the practical, and rejection of the theoretical, began with Benjamin Franklin at the origin of the nation. However, Franklin was also known for his ability to see the "big picture." Today, many persons from other nations characterize Americans as "cowboys," ready for action while the best thinkers in their own nations are still engaged in reflection. This proclivity for action supports their "ready, fire, aim!" criticism of Americans.

Obviously, thoughtful consideration of issues can enhance success. We urge the students in our classes to acquire the habits of rational decision-making and goal setting. Could we be accused of a double standard in this? Many alternative and correctional educators harbor anti-intellectual sentiments, are reluctant to pursue their own educational needs, and think universities are bastions of "ivory tower academic absentmindedness." But such anti-intellectual, anti-university, and anti-recredential attitudes come close to being anti-educational. These antithetical positions can only be reconciled with twisted logic. A more balanced approach would be that theory should inform practice (as in praxis—the "think globally/act locally" strategy), to make alternative and correctional educators less vulnerable to program detractors.

MacCormick, the founder of the modern correctional education movement, maintained that "In all fields of education, theory is in advance of practice" (1931, p. xii). Our struggle is to access theories that will inform our practice and facilitate problem-solving, so we can help students learn despite all the challenges that they, and we, must overcome.

Hands On Learning

Many—perhaps most—alternative and correctional teachers accept without question the principle that students learn best when they are learning "hands on." Gardner's 1993 work on multiple intelligences suggests this may be a way of knowing and learning. However, Piaget's sequence of development posits that the emphasis on concrete objects is usually transcended later by a more mature approach (Ornstein and Levine, 2006, pp. 149-151). Formal operations is an ability to abstract things and concepts, to grasp them in our minds and then work with the concepts instead of always being required to touch (smell, taste, see, etc.) tangible things. The danger inherent in the "hands on only" approach is that, without proper scaffolding for maturation, students might get stuck in one of Piaget's lower developmental levels. In this way the "only" part of the "hands on only" formula could be debilitating rather than habilitating. We need to treat students like whole persons, capable of learning their way through their own problems—and in part that means developing some degree of independent abstraction.

Incrementalism

Most alternative and correctional educators accept without scrutiny the idea that, because of their previous negative careers in the local schools, the students in our classes need immediate feedback and reinforcement. In teaching and learning, this principle is often expressed through incremen-

talized learning content that is structured so students will constantly experience success.

However, when applied in a wholesale or unidemsional way this approach can actually make student problems worse. Can anyone experience constant success? And is that the best way to prepare for life? Since some of the students in our classes have already earned reputations for being bullies/predators/victimizers, can we always help them reconstruct their self-esteem without endangering victims of their future crimes? An alternative approach would be to allow students to fail periodically, instead of unnaturally protecting them from failure. The idea central to progressive housing, indeterminate sentences, and parole is that (re)habilitation consists not only of planning to enhance success, but also of learning how to cope during difficult times. We need to rethink our constant efforts to protect students from failing, and perhaps allow some of them, some of the time, to realistically reconstruct their lives.

What Works?

One useful idea is that the best way to improve service delivery is to identify and replicate model curricula, exemplary programs, and proven models. However, that strategy may reveal more about its advocates' lack of knowledge than they would intend. From the standpoint of modern paradigm change as articulated by Kuhn (1970) (whose model is the paradigm of paradigm change), it means that the advocates of the "what works?" strategy have absolutely no clue about what works. According to Kuhn (1970), practitioners during normal (or effective) puzzle solving periods never ask "what works?" because they already know—the paradigm works. It is only during periods of crisis (or confusion), when the paradigm is questioned, that the "what works? or what are the best practices and model programs?" question makes any sense. So the question itself suggests that, rather than searching for program elements from one context that might not be appropriate in another context, it might be time for the questioner to personally reflect on what is wrong and how to fix it. In sum, the "what works?" inquiry means reflective practice is needed.

We Are Unique

This perception leads some to think that even the practices and theories which work in other institutions cannot be applied in one's own. This is anti-educational in its underlying orientation and leads to professional isolation as teachers identify with their institution and ignore what is happening next door. Furthermore, one of the tragedies of correctional education is that we suffer from a collective amnesia, not only with regard to our own correctional education history and the exemplars of our field, but also the history of practice in local school education. Correctional educators must address the intensity of our situation (for example, learning disabled students with behavior management issues, and the security environment). However, similar constraints are increasingly evident in many inner city and traditional schools which are becoming more prison-like in their operations. Where this form of binary thinking or paradigm passion exists, it isolates us personally and culturally from our colleagues. Not only is the "We Are Unique" approach detrimental to our professional knowledge base—professional isolation is a factor in teacher burnout (Wright, 2005).

Heroic Teachers

Often alternative and correctional systems facing compound organizational difficulties search for the most able and willing teachers to solve their problems. Thinking that begins "only teachers of heroic ability can succeed in this terrible setting" often becomes rationalized as "the best teachers should be assigned to work with the worst students." While enthusiasm and a "can do" attitude will always help to facilitate student learning, it is unfair and ineffective to assign these teachers the lion's share of the work simply because others do not seem capable and motivated for the assignment. In order to overcome the negative effects of this heroic attitude a supportive infrastructure should be developed for all teachers, offering (a) helpful supervisory classroom observations, (b) meaningful teacher professionalization plans, (c) useful personnel and program evaluation procedures, and (d) realistic curriculum development opportunities. Perennial personnel approaches dominated by the quest for heroic teachers often indicate that systemwide curriculum and instructional sup-

port is needed. Whenever the administrator's role in instructional improvement is neglected, any such quest is tantamount to blaming the victim.

Conclusion

Figure 2 displays "pros" and "cons" regarding the six principles discussed in this article, six cases in point about the need to inform our work with reflection. We hope that by applying a reflective approach to important ideas in the field of alternative and correctional education, we can negotiate, overcome, or transcend some of the misconceptions that have flawed past practice. In summary, we propose that the unreflective application of any principles can lead to problems. Instead, we should aspire to apply guiding principles in a flexible way, dictated not by dogma but by individualized contexts.

Figure 2: Pros and Cons of the Six Principles Introduced Above

PRINCIPLE	USEFUL ASPECT	NEGATIVE OR INACCURATE ASPECT
Theory and Practice	Practical problem-solving techniques are always useful.	Practitioners who neglect theory are especially vulnerable to pervasive, anti-education hostility.
Hands On Learning	Many learners can benefit from hands on learning.	A tendency to learn with one's hands may be a level of development that we should help students move beyond—as well as a style of learning.
Incrementalism	Some tentative learners need to be "spoon fed" to enhance their self-esteem.	If there is a "little Hitler" bully in class, it may be a disservice to always enhance that student's self-concept or self-esteem.
What Works?	Program elements that are proven and replicable may be precisely what is needed.	The search for what works is by definition an admission that the searcher does not understand the paradigm.
We Are Unique	Correctional education has a history and practice that is informed by specific institutional conditions. This specificity must be acknowledged.	Isolating ourselves from "traditional" teaching theory, practice, and professional associations removes us from professional resources and supportive networks that enhance our knowledge base and reduce burnout.
Heroic Teachers	Enthusiastic, able, and willing teachers always help students learn.	Although teachers may be heroes, systems should also live up to their responsibility to provide useful infrastructures that support teaching and learning.

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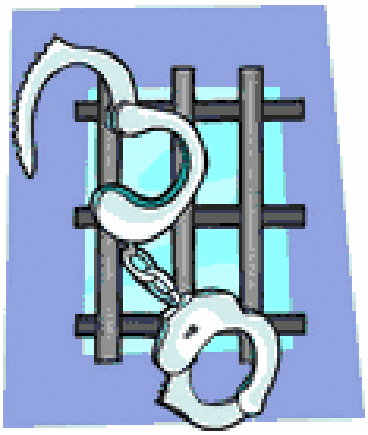

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Over the course of three months, a plan was developed to provide a program that addresses the two major concerns of children and families in the child welfare system: educational and mental health support. Steve Johnson, a Professor from Santa Clara University was hired to work with task force members to develop "Success Camp", a program that focuses on building success through resiliency, organization, and literacy and also preventing problems through social skill instruction.

Success Camp utilizes the shelter to teach self management skills and behavior control techniques to children ages 6-11 through a literacy based program. The target populations consists primarily of new cases with the Department of Family and Children's Services. This literacy based educational program meets at the Children's Shelter Tuesday through Thursday, from 9:00a.m. to 2:00 p.m. It is operated through a partnership between Santa Clara University, Santa Clara County Office of Education and the County of Santa Clara. Approximately 8 children attend each session of camp with transportation and lunch provided by the Children's Shelter. Every child receives a full mental health assessment by the county mental health staff upon enrollment. This allows Mental Health to identify issues so that they can then be addressed at an early age.

Success Camp is staffed with two "camp counselors" (one teacher and one paraprofessional) responsible for preparing weekly lessons, building linkages with the child's school and community programs, and assisting with parent/caregiver support programs. Mondays are collaboration and preparation days for the Success Camp staff. Follow-up continues after completion of Success Camp with the staff conducting evaluations with the student and the student's classroom teacher every Friday. It is a joy to watch the students' "at Success Camp" and to hear the wonderful feedback and the positive results that are occurring with each "camper." We are now looking at expanding "Success Camp" in order to reach more children.

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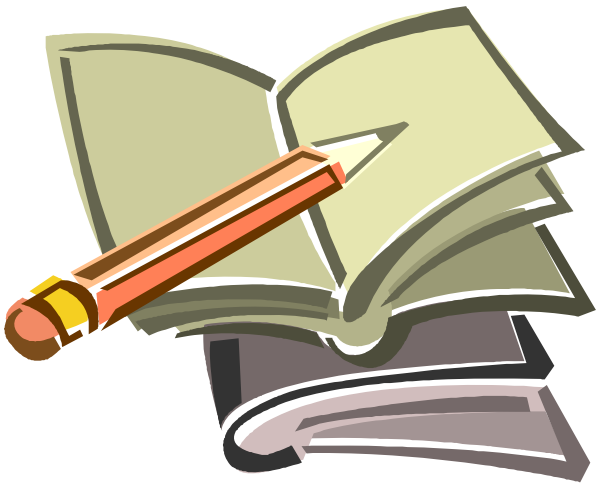

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Rapid Transit:
Moving Students Along the Road to Success
-Part 1-

Orange County Department of Education

Studies suggest that students who display criminal behavior will manifest continuing problems, to some degree, in adult work, school, and family endeavors (Bullis, et al, 2004). Consequently, transition services that are included in alternative education programs for delinquent youth are increasingly viewed as critical components of a comprehensive curriculum for these young people (USDE, 1997). However, limited documented research exists to support this assumption. What follows is our look into the effectiveness of the transition services offered within the alternative education program in Orange County, California.

We teach them to read, write, and reason, but what happens to at-risk students when they leave the doors of alternative education? Are we sending them into the world with enough tools to thrive in society? What more do they need? According to Stephens and Arnette (2000), "Effective transition programs increase the likelihood of reenrollment in school, graduation from high school, and successful employment. The lack of such services may undo the often significant progress made by juveniles while they were incarcerated." In the tenuous environment of educating today's juvenile offenders, services need to be relevant, timely, and creative in order to make an impact significant enough to effect positive change. In Orange County, California we are providing students with the critical support services necessary to enhance the strong academic program already in place for our county's at-risk youth who find themselves in the alternative education system.

Although there is truth to the reputation of affluence attributed to Orange County, given the median home price of over $662,000, it is also true that Orange County is home to a significant number of disenfranchised youth who may not fit in well with mainstream educational programs. For example, Orange County currently has 58 recognized street gangs, and in 2003 alone, there were 13,580 juvenile arrests (CFCOC, 2005). As noted by Leone et al, "A common historical response to the public's concern with juvenile delinquency and violence has been to pass legislation promising stiffer penalties as well as harsher sentences for juvenile offenders. This reaction is a quick fix to a serious long-term problem" (2002). As education professionals who have chosen to work with the juvenile delinquent population, we have seen firsthand the greater power that positive interventions, and not just "stiffer penalties," can have in the lives of struggling young people. At the Orange County Department of Education, we feel it is our duty to engage our students not just aca-

demically, but in a way that empowers them to succeed as they move along the road towards being productive and independent adults.

In the 2004-2005 school year, over 8,000 at-risk students were enrolled in the alternative education program operated by the Orange County Department of Education. This program, known as ACCESS (Alternative, Community, and Correctional Education Schools and Services), has approximately 140 school sites throughout the county, including a school at juvenile hall and schools at each of several probation camps. ACCESS, as a school district, is eleventh in size out of 28 districts in Orange County, employing over 730 staff. All students who attend ACCESS school sites are referred by their local school districts or the courts. To illustrate the population of students served, in one ACCESS classroom a survey revealed that students were referred due to criminal convictions, possession of a weapon, physical assault on staff or students, drug abuse, multiple truancies, and behavior problems resulting in an inability to function in a traditional school setting (CHKS, 2003). ACCESS students are clearly different from the traditional student population. *See Figure 1.*

With the start of the 1998-99 school year, a transition program for ACCESS students was instituted. This program was built on the philosophy of three skill areas we believe essential for a productive transition to adulthood: academic success, employment readiness, and life skills that allow students to work or continue long-term study. During consistent interactions, a Transition Specialist designs individualized plans intended to help students identify their strengths and recognize their needs in order to plan appropriate short-term and long-term goals in all three skill areas. These goals are designed to supply students with the tools that are necessary to be productive members of the community. For example, to address the area of academic success, if a student's goal is to graduate from his home district, the Transition Specialist will assess the conditions necessary to return, monitor the student's progress while attending school at ACCESS, and work collaboratively with the student, parents, probation officer, and the district to ensure a smooth reenrollment. In this scenario, the transition process will also include the transfer of records and credits, as well as introducing the student to a supportive adult at the new school.

In addition to providing individualized services, a critical benefit for ACCESS students

Figure 1

SNAPSHOT OF 100 'TYPICAL' ACCESS STUDENTS

- **49 report gang involvement**
- **64 are Latino**
- **26 are white**
- **70 are male**
- **85 are 15 - 17 years old**
- **17 say most or all adults they know use cocaine or crack**

In the last year…

- **48 moved once or more**
- **69 skipped school**
- **12 carried a gun**
- **37 were harassed**
- **56 were in a fight**
- **43 felt sad and hopeless for two weeks or more**

In the last 6 months…

- **59 used alcohol**
- **54 used marijuana**
- **25 used psychedelics, ecstasy, or other club drugs**
- **19 used inhalants**
- **11 used methamphetamine, cocaine, or other stimulants**

During the month before the survey…

- **47 had a drink**
- **38 had five or more drinks in a couple of hours**
- **29 drove after drinking**
- **39 smoked marijuana**
- **41 smoked a cigarette**
- **12 carried a gun**

Results from the Orange County Department of Education's Division of Alternative Education for the 2003 California Healthy Kids Survey

who receive transition assistance is the reduction in the number of days truant that often occurs when a student exits a juvenile detention school facility and enrolls in a community school. In 1999, ACCESS records indicate that without these services it took an average of 17 days for students to enroll in their next school upon release from Orange County Juvenile Hall. Today, with the establishment of a transition program at juvenile hall, a survey taken in January 2006 shows that students are now enrolling at their next ACCESS school site within two days. To maintain consistency, most students will work with another Transition Specialist at their new school. Presently, five Transition Specialists work with students at ACCESS schools throughout the county.

In order to examine the benefits that transition services offer students in alternative education settings, our plan is to conduct an action research study over the next twelve months. Two comparable community school classrooms will be selected. The experimental group will receive transition services from a Transition Specialist with a Pupil Personnel Services credential, while the control group will receive the customary alternative education program. The transition services will include transcript evaluations and updates; individualized goal-setting, with on-going benchmark assessments; resources given such as job applications, financial aid forms, and college applications; classroom presentations with open-forum discussions and guest speakers; and field trips to local ROP offices, community colleges, and job placement centers for qualified students. Other services will include counseling, monitoring and maintaining good attendance through phone calls to the home, and providing the teacher with transition curriculum to further develop the planning and goal-setting that has taken place. It is our expectation that students participating in the experimental group will demonstrate increased attendance and graduation rates, successful returns to their home school districts as determined by a lack of recidivism, improved classroom behavior as measured by a locally-developed assessment, and increased college enrollments and/or job placements.

As a part of our study, we will be introducing you to "Johnny,"* who exemplifies many of our students at ACCESS. Johnny is Hispanic, from a single-parent home, and is seventeen but has only accumulated enough credits to be classified as a sophomore in high school. In addition to being a teen parent, he is also a member of a prominent street gang and is known to have a drug problem. Johnny is proud of his "tagging" exploits throughout the community and exhibits no remorse for the damage he has done. Anger management is an issue for Johnny, and he regularly uses violence to solve problems, resulting in an expulsion from his district. According to reports, Johnny's father is in prison for armed robbery, and his mother offers little in the way of guidance or support. Johnny states that he rarely sees his mother, and often, she does not come home at night. Consequently, Johnny is responsible for his little sister on a regular basis. Johnny first attended an ACCESS school at Orange County's Juvenile Hall following his arrest for destruction of public property. With multiple school placements prior to his arrest and a severe deficiency in credits due to excessive truancies, Johnny came to ACCESS defiant, angry, and with a sense of hopelessness regarding his future. Today, he attends an ACCESS community school and is working closely with a Transition Specialist. Although our action research

study will be comprised of a classroom set of students, "Johnny" will serve as a representative for the students with whom we work and are responsible for every day in alternative education.

We recognize the challenge in performing a study such as this, as consistency and follow-up difficulties in conducting research with a transient, volatile population can skew data and results. Because our study is based on an action research model, we realize that we will be unable to control all variables, but appropriate accommodations will be made to address these issues to the best of our abilities. Of course, our bias is that transition services help students meet a real need and are effective. New in our series, RAPID TRANSIT: Moving Students Along the Road to Success Part II, will present the results of our study, including a report on Johnny's progress, and we will see if in fact transition services make a significant difference for at-risk youth.

- Johnny is an actual ACCESS student. His name has been changed to protect his privacy, but the events depicted are real.

For more information on the current study contact Kelly Weaver at 714-836-0301 or kweaver@access.k12.ca.us

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Program Justification

Twenty-five years ago the Correctional Education Association (CEA) estimated there were 20,000 correctional educators at prisons and juvenile facilities in the U.S.; unofficial current estimates suggest there are approximately 30,000. California State University, San Bernardino's (CSUSB's) Center for the Study of Correctional Education estimates there are 2,200-2,600 correctional educators within 50 miles of CSUSB at any time, depending on changing budget conditions. The Alternative Education Resource Organization (AERO) represents over 12,000 schools with more than two million students; Southern California has many alternative and continuation schools, court schools, group homes, etc.

No state has a licensure for correctional educators. The only correctional education graduate program in the U.S. is in Florida, and it is focused on special education in confinement institutions. There have only been two definitive books on correctional education theory and practice; both are out of print. Most of the best literature on the field is long out of print and inaccessible to practitioners. California research indicates that only about 8% of institutional educators know the names of the great contributors to the field or the titles of their books; correctional educators do not know there is a literature on correctional education; only about 60% of these incumbents know that the CEA exists, and only about 10% are members. These conditions, combined with the situation that most institutional education programs are managed by jailers rather than educators, makes correctional educators extremely vulnerable to intense institutional pressures—they have to "reinvent the wheel" whenever they encounter a problem.

CSUSB's Center has earned a reputation for academic excellence. The Center has the only comprehensive library on correctional and alternative education, the only complete set of back editions of the *Journal of Correctional Education* (*JCE*—from 1937); its faculty are known for their leadership and scholarship expertise in the field. The *JCE* was published here for years, and before that the *Yearbook of Correctional Education*. That involvement was shifted to another university because Dr. Eggleston is now president of the International CEA. Dr. Wright is director of CEA Region VII (in which California is located), and Dr. Gehring is the CEA historian and co-founder of the Tri-County CEA (San Bernardino, Orange, and Riverside Counties). The Center has prepared electronic indices of its reference holdings to promote access. Last year's efforts resulted in two new texts on institutional education. Recently the Center was awarded a CEA Highly Qualified Teacher contract to provide online courses in Fundamentals of Correctional Education, Teaching the Correctional Student, and Educational Leadership. There are almost constant inquiries about courses from leaders in other states and nations; many field-based practitioners express interest in taking formal courses on teaching and learning in correctional and alternative education. In addition, the goals and methods of this projected Program are consistent with CSUSB's service-oriented mission.

MA Degree—48 (600 Level) Quarter Units (Courses Also Offered at 500 Level Toward BA)

EDUC Core Courses (for all educators in the MA programs, regardless of setting; 12 units)

1. EDUC 603 Effective Communication in Education,
2. EDUC 605 Foundations of Education, and
3. EDUC 607 Introduction to Educational Research.

Education—Correctional and Alternative (EDCA) Program Core (16 units)

1. EDCA 614 Foundations of Institutional Education: History and Literature,
*2. EDCA 616 Teaching the Institutional Student,
*3. EDCA 618 Social and Cultural Dynamics of Institutional Education (Fundamentals), and
4. EDCA 620 Educational Change in Institutional Settings.

Culminating Experience (eight units)

Track A Master's Thesis

1. EDUC 600 Master's Thesis or Project (four units).
2. Four units of Electives chosen from the list below (four units each):

EDCA 628 Special Education in Correctional Institutions,
EDCA 630 Alternative and Correctional Education,
EDCA 632 Career and Vocational Education in Correctional Education,
*EDCA 634 Correctional Education Leadership,
EDCA 636 Pedagogy and Andragogy (Adult Education) in Correctional Institutions,
EDCA 638 The Organization of Correctional and Alternative Education Service Delivery,
EDCA 640 Literacy Instruction in Adult Confinement Institutions,
EDCA 643 Library Services for Alternative and Correctional Students,
EDCA 644 Pre- and Post-Release Transitions for Correctional Students,
EDCA 646 Comparative Correctional Education,
EDCA 684 Special Topics in Correctional and Alternative Education.

Track B Comprehensive Examination

1. EDUC 999 Comprehensive Examination (0 units).
2. Eight units of Electives chosen from the list above.

Area of Specialization, selected from a related field of education, in consultation with advisor. (12 units)

48 TOTAL quarter units for completion

***Note: These online courses are in the CEA Highly Qualified Correctional Teacher contract.**

Monterey County Agencies Build Footholds for Students on The Slippery Slope of Truancy

Like most counties in the State, Monterey County is faced with ever increasing rates of truancy among its students. Rates vary depending on the source, but some estimates reach as high as 40 – 50% for Latino students in California. Salinas high schools, in Monterey County, consist of 60 – 70% Latino students making it a target area for 'stay in school' programs.

Beginning in the year 2000, Monterey County Office of Education (MCOE) began a partnership with the District Attorney[1]s office in the Monterey County Truancy Mediation. During the 2004-05 school year Monterey County reported 4000 truancies, most of them classified as 654's, pre-probation with high risk tendencies, but not yet adjudicated. It was then that these two agencies decided more services were needed for this profile of student. Working with a collaborative that included Probation, Second Chance, Partners for Peace, Employment Development, Mental Health, and Social Services an independent study program was created that would meet the needs of these students. The goal was a program that would provide students a positive school experience while getting them in the habit of going to school every day.

The MCOE, DA's office, and Probation, using an appropriation of 1 million dollars to create a gang intervention and prevention program, opened the Silver Star Center in the old Natividad Hospital, on the north central side of town. At the beginning of the 2005-06 school year, Silver Star Center was opened with one teacher, one probation aide, one instructional assistant and 30 of the 50 students MCOE had pledged to serve. The program was inundated with applicants that necessitating the hiring of two additional teachers and another instructional assistant. 75 students are now being served with a long waiting list and a 95% success rate. A similar program in King City serves about 25 students. "Kids are going to court and asking for the Silver Star program," said MCOE Alternative Education Director, Steve Nejasmich. "We have lots of kids who missed 150-160 days of school last year and haven't missed a day this year."

Some education professionals might consider an independent study program to be a "slippery slope" for students with truancy problems. "I am not a fan of slippery slope arguments, we spend our lives walking on slippery slopes and putting wedges wherever we can," said Margaret McLean, a Santa Clara University ethicist, when speaking to a group of teachers. One such wedge is the contract Silver Star students sign, agreeing to put in 20 hours a week, take six subjects, and spend at

least 2 hours a day at the center. During that two hours students meet with teachers and instructional assistants, take an art class, use computers to complete their work and utilize the resource center where they can access services from Probation, mental health, Second Chance services, and job training. A resource specialist is available to help those students who have IEP's. The Silver Star Center is open from 8:00 to 5:00 Monday-Friday.

Students are referred to the center by the Deputy District Attorney, Elizabeth Thomas, a high-energy advocate, whom center staff refers to as a 'hands-on' collaborator. After the referral, the probation department determines if high-risk behavior qualifies the student as a 654 (showing high risk behavior but have not yet committed a crime). Families make a commitment to the process by signing a 654 contract and students have a probation officer on-site who supports, encourages, and keeps a watchful eye the students.

The support from the court and probation, combined with a small, peaceful, non-threatening environment produces a feeling of safety. It is this atomosphere which makes Silver Star work for these troubled kids. Teacher Jack Krell attributes student failure in regular school to fear gangs at school, dislike/disconnection with their teachers, and family problems. According to students, they benefit most when they receive assistance and immediate feedback from teachers. One student explains the difference, "Teachers here aren't talking, talking, talking, all the time, even when you don't understand. If you ask for help at my old school, they tell you to come back after school. I don't want to do that. At Silver Star, if you need help, they help you right away."

Goal setting is another focus at Silver Star. The current gender demographic includes about 70% girls, most of which have a goal for the future. It is interesting to note their choices (probation officer, doctor, psychologist, writer, and cosmetologist) require at least two years of college – most at least four. "Now, for the first time, I feel confident of graduating," said one student, "and you can work at your own pace, you don't have to wait for the others."

Truancy is probably one of the strongest indicators of a potential dropout. Programs such as the Silver Star Center are proving to be an effective intervention. The Silver Star Center School is meant to be a short-term placement for students who are learning to overcome high-risk tendencies. When a student has been reclassified by the Court or the Probation Department and determined to no longer need this level of support, he/she is offered other appropriate placements within the County Office or within his/her home school district. Students are given assistance in making these transitions so they don't lose ground while continuing their climb toward graduation.

For more information contact Steve Nejasmich, Director, Monterey COE
(831)755-6458 FAX (831)758-9410

Enriching the Curriculum through Field Trips

Monterey County Office of Education

by Greg Ludwa and George Barata

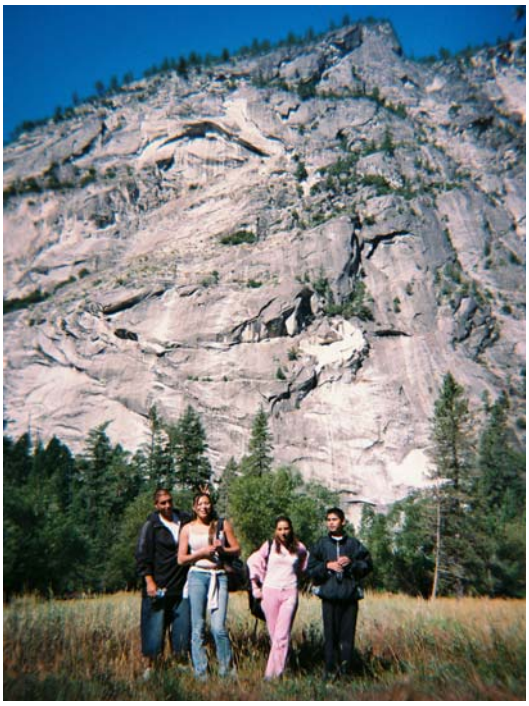
For the Alternative Education Program field trips offer students the possibility to expand their horizons and offer teachers the opportunity to differentiate curriculum to make learning exciting and challenging. Teachers, however, often find that field trips, unless they are targeted to specific academic goals, are difficult to integrate into the curriculum. With a bit of creativity and some inspiration, though, teachers can use field trips as a jumping off point for critical thinking and personal reflection. At Rancho Cielo Community School teachers use field trips to enhance the curriculum and to integrate the Fine Arts and Technology into the core curriculum.

Rancho Cielo Community School is a small school in the hills above Salinas. About 40 students study with two teachers and two instructional aides at Rancho Cielo. As part of the Monterey County Office of Education (MCOE) Alternative Education Programs, Rancho Cielo serves as the academic component of the Silver Star Youth Program. At Rancho Cielo the Monterey County Probation Department administers a collaborative program that includes Probation, MCOE, Mental Health, Turning Point, and many other private and public agencies. Students at Rancho Cielo study in an academic program while supervised by Probation; have access to counseling for Mental Health and substance abuse problems; work with Turning Point in a vocational education program; and often participate in many additional programs, such as: Freedom Reins, Mission Trails ROP, Hartnell College, and many others. Rancho Cielo also plans to incorporate a culinary academy and a golf course into its vocational education program.

Alternative Education students in Yosemite—fall 2005

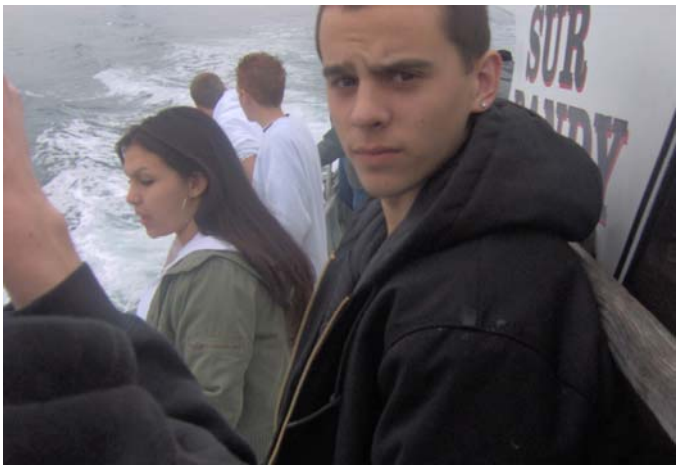
Salinas, the Salinas Valley and the Monterey Peninsula cities have serious gang problems. Our students are so immersed in their cities and neighborhoods that they are often extremely myopic about their lives and their options. While Salinas is less than 25 miles from the Monterey Bay, students often have not even seen the ocean. They have very limited experience and knowledge of the world outside of their city, their neighborhood, their family, or their gang. Consequently, students tend to be very shortsighted as to their

abilities, their possibilities, and their vision for the future. Additionally, as with most teenagers, they tend to spend little time or effort on self-reflection. Consequently, teachers enrich the curriculum and expand students' horizons by strategically incorporating field trips into the academic program.



Alt. Ed. students at Mirror Lake

One field trip that Rancho Cielo took this year was to The Corn Maze, http://www.swankfarms.com/index.htm, in Hollister, about 25 miles from Salinas. While this field trip would seem to have little academic value, with a bit of imagination and fortitude, teachers can turn such a trip into a rich learning experience. The following describes a way that such a field trip can be turned into a lesson that incorporates life skills, English/Language Arts, and Fine Arts. It also provides the opportunity for self-reflection. The lesson uses technology as an integral part of the curriculum. Attached is also a lesson plan that touches on all of these above-mentioned curricular areas.



Whale watching on Monterey Bay

The Corn Maze operates during the fall, in the time leading up to Halloween. It covers about 12 acres so that it is large enough and intricate enough to engage high school level students. Rancho Cielo students visited the maze during the morning on a school day. Students were broken up into heterogeneous groups of about six students who were paired with an adult, a teacher, aide, or Probation staff. Each student was given a maze map and a treasure hunt sheet that they needed to complete before exiting the maze. In order to be graded and to receive credit for the exercise, the students needed to complete the maze and the treasure hunt. All of the students actively participated in the treasure hunt so much so they developed a serious competitive race to see who could finish first. In fact, our students set the course record for the maze. Often they worked together to navigate through the maze and complete the treasure hunt. Interestingly, students who were not the most successful in school or natural leaders, often led the group because they possessed the best visual and spatial acuity. This gave students who were not the shining stars a chance to shine and lead their peers.

Max navigating the maze

Students in the corn maze

Prior to the maze trip the class discussed the concept of turning points. The students wrote down their three turning points that they later developed into paragraphs. The core of the academic part of the lesson was the post maze activity. Basically, teachers asked the students for the following four products.

1. Students used a technology tool, described in the lesson below, to show the relationship between three things: three turning points in their lives, what caused them to come to each turning point, and the outcome of each turning point. In other words, students drew a cause and effect map on the computer with the use of an online technology tool for each turning point. The lesson plan below shows an example of such a map.

2. Students then drew a maze on a 12" x 18" piece of drawing paper, though some students chose to draw their maze on graph paper. The mazes could be any shape or design, but they had to be intricate enough for a high school level student. Each student had to incorporate three Turning Points in his or her life. These could be either positive or negative although they had to be significant enough to cause the student to change their life in some way or at least seriously reflect upon it. The Turning Points were then incorporated into the mazes.

3. After completing the maze, students wrote directions, using a laptop with a word processing program, on how to solve the maze. Some students, though, chose to write their directions by hand. After completing the maze and the directions, students paired up and tried to solve their partner's maze. If the maze traveler found mistakes, the maze builder had to correct the mistakes. Both students signed the directions to show that a partner solved the maze.

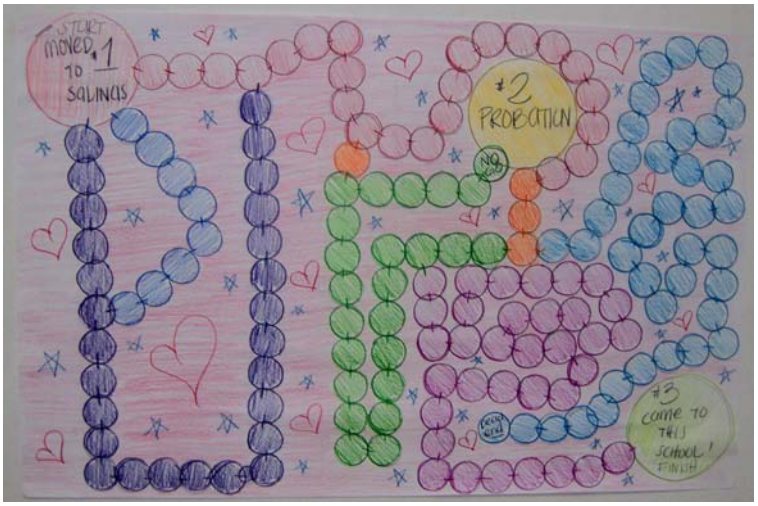
4. Finally, students wrote a short essay about the Turning Points in their lives using a laptop with a word processing program. Students had to write at least one paragraph on each Turning Point. In the paragraph the students had to answer the following questions or discuss the following points:

a. What was the Turning Point?
b. What happened? Describe what occurred.
c. How did the Turning Point affect their life?
d. What was the outcome, for good or bad, of the Turning Point?
e. How did it change their life?

5. In the conclusion of the essay, students reflected on the maze experience and described what they had learned or not learned through the maze project.

Lacey's life maze

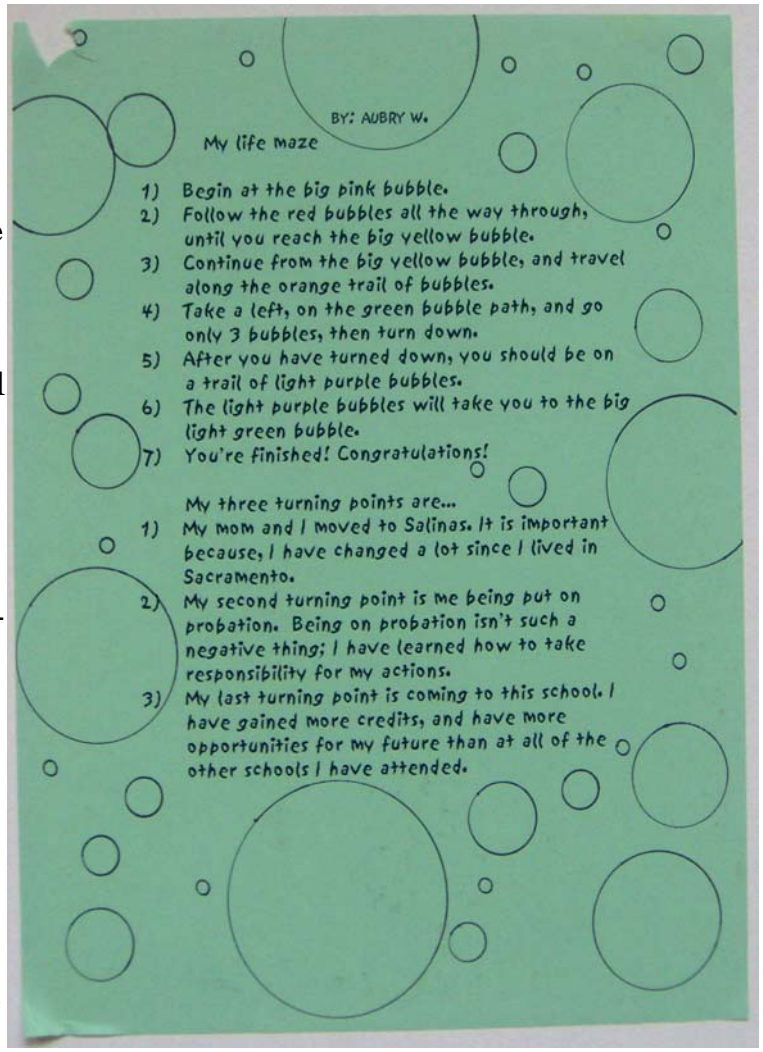
Generally, students were excited to create the maze projects. Some reflected on their past and identified very significant turning points: the divorce of their parents or their first arrest. Many also seemed to understand that such significant life events often led them to experiment with risky behaviors. These behaviors frequently led them to Juvenile Hall or to other problems within the juvenile justice system.



Aubrey's Life Maze

Student projects were then presented and exemplary completed work was mounted and exhibited in the classroom to use as models for further project work. The best projects will be exhibited during the Alternative Education Programs graduation in June.

As always with fine art and other projects, less motivated students saw the excellent work of the more engaged students and unfavorably compared their own work to the best of the show. In future projects, however, more students tended to put additional effort, thought, and creativity into their products and, consequently, produced better outcomes with deeper insights. These or similar art and tech-based projects then serve as a model to motivate students to excel.


BY: AUBRY W.

My life maze

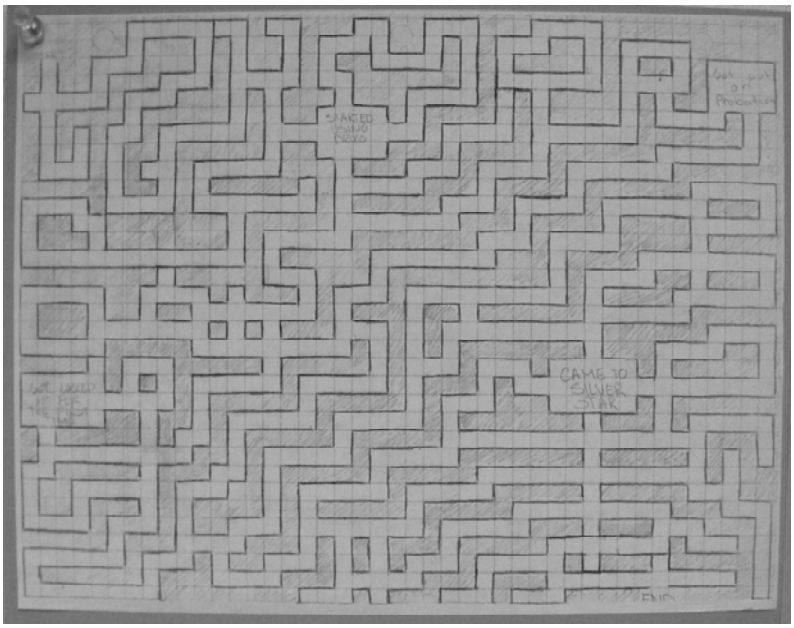
1) Begin at the big pink bubble.
2) Follow the red bubbles all the way through, until you reach the big yellow bubble.
3) Continue from the big yellow bubble, and travel along the orange trail of bubbles.
4) Take a left, on the green bubble path, and go only 3 bubbles, then turn down.
5) After you have turned down, you should be on a trail of light purple bubbles.
6) The light purple bubbles will take you to the big light green bubble.
7) You're finished! Congratulations!

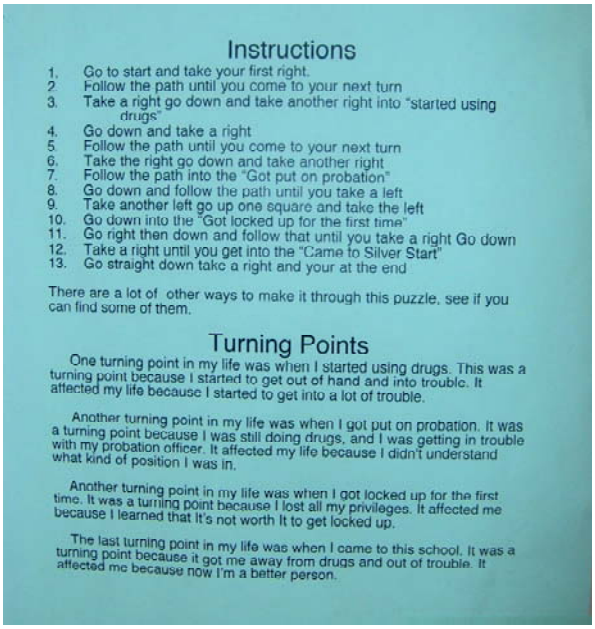
My three turning points are...

1) My mom and I moved to Salinas. It is important because, I have changed a lot since I lived in Sacramento.
2) My second turning point is me being put on probation. Being on probation isn't such a negative thing; I have learned how to take responsibility for my actions.
3) My last turning point is coming to this school. I have gained more credits, and have more opportunities for my future than at all of the other schools I have attended.

Aubrey's Turning Points

Whenever possible, the teachers at Rancho Cielo use projects to further the understanding of a concept and to help the students demonstrate knowledge and understanding through authentic assessments. As we all know, at-risk youth tend to score poorly on the standardized tests which are emphasized so strongly. Project based learning gives all students the opportunity to shine, strengthens the real life connections to learning, and deepens the understanding of concept for all students. The teachers at Rancho Cielo believe that balance is the key to success for the at-risk youth and project-based learning helps all students to learn and succeed.





Instructions

1. Go to start and take your first right.
2. Follow the path until you come to your next turn
3. Take a right go down and take another right into "started using drugs"
4. Go down and take a right
5. Follow the path until you come to your next turn
6. Take the right go down and take another right
7. Follow the path into the "Got put on probation"
8. Go down and follow the path until you take a left
9. Take another left go up one square and take the left
10. Go down into the "Got locked up for the first time"
11. Go right then down and follow that until you take a right Go down
12. Take a right until you get into the "Came to Silver Start"
13. Go straight down take a right and your at the end

There are a lot of other ways to make it through this puzzle, see if you can find some of them.

Turning Points

One turning point in my life was when I started using drugs. This was a turning point because I started to get out of hand and into trouble. It affected my life because I started to get into a lot of trouble.

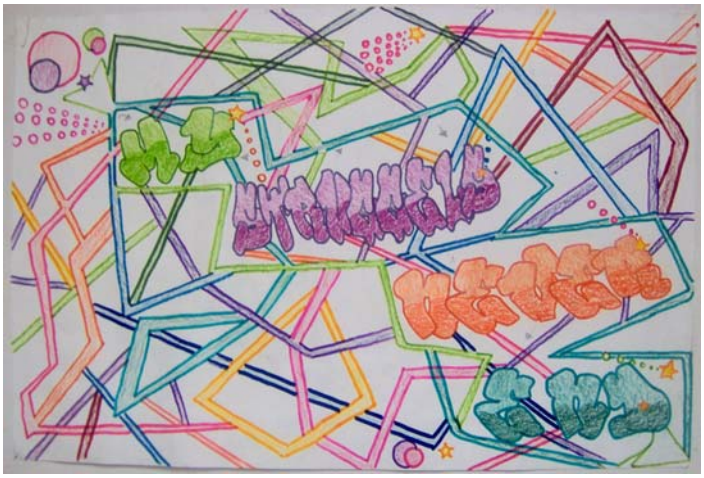
Another turning point in my life was when I got put on probation. It was a turning point because I was still doing drugs, and I was getting in trouble with my probation officer. It affected my life because I didn't understand what kind of position I was in.

Another turning point in my life was when I got locked up for the first time. It was a turning point because I lost all my privileges. It affected me because I learned that it's not worth it to get locked up.

The last turning point in my life was when I came to this school. It was a turning point because it got me away from drugs and out of trouble. It affected me because now I'm a better person.

Chris's Life Maze and Turning Point Essay

Brenda's life maze



Gabby's life maze

The following lesson plan can be adapted to use for many different projects or field trips. Please feel free to use and modify it for you needs. If you have questions or comments, please contact us at the numbers below.

For more information contact Greg Ludwa or George Barata at Rancho Cielo Community School—Alternative Education Programs—Monterey County Office of Education.
901 Blanco Circle Salinas, CA 93901
(831) 444 - 3510 (school phone) (831) 970 - 5246 (Nextel cell)
mailto:gludwa@monterey.k12.ca.us

The following lesson was used with the corn maze project but can be adapted and used for many purposes.

Intel® Teach to the Future Workshop on Teaching Thinking with Technology

Author	
First and Last Name	Greg Ludwa and George Barata
School Name	Rancho Cielo Community School
School District	Monterey COE
School City, State	Salinas, CA

Classroom
Subject Area
Language Arts, Fine Arts, Technology
Grade Level(s)
High School 9 - 12

Unit Overview
Unit Title
Enriching the Curriculum with Field Trips – The Corn Maze
Unit Summary
The unit describes how teachers can integrate field trips into the curriculum. This lesson deals specifically with a field trip to the Corn Maze in Hollister, California. The Swank Farms Corn Maze is large enough, 12 acres, to be challenging for middle and high school students. It generally takes students about one hour to solve the Corn Maze and to complete the Treasure Hunt that leads the students through the maze. Students are required to complete the Treasure Hunt in order to receive credit for completing the maze. Students then use their maze experience to reflect on their own lives and to develop a project that integrates fine art, English/Language Arts, and technology.

Standards

Grades Nine and Ten - CA Language Arts Standards:
2.0 WRITING APPLICATIONS (Genres and Their Characteristics)

2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
- a. Report information and convey ideas logically and correctly.
- b. Offer detailed and accurate specifications.

2.0 SPEAKING APPLICATIONS (Genres and Their Characteristics)
2.2 Deliver expository presentations:
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.

Deliver descriptive presentations:
- b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
- c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

CA Fine Arts Standards:
2.0 CREATIVE EXPRESSION
Creating, Performing, and Participating in the Visual Arts
Skills, Proesses, Materials, and Tools
2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
2.2 (Advanced) Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

Technology Standards – ISTE NETS for Students:
3. Technology productivity tools
- a. Students use technology tools to enhance learning, increase productivity, and promote creativity.
- b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

6. Technology Problem Solving and Decision Making Tools
- a. Students use technology resources for solving problems and making informed decisions.

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Higher-Order Thinking Skills Focus - My Own "Habits of Learning Taxonomy"	
Bloom's Taxonomy of Thinking Skills Comprehension: States problem in own words - Explains and demonstrates Application: Uses concepts in new situations – Solves problems Synthesis: Puts information together to create a new whole – Generalizes, extends, evaluates, reflects Evaluation: Judges value based on criteria – clarifies, accepts, selects	
Character Education Tie-in	
Self-responsibility – Students complete the project on their own and take ownership of their work. Craftsmanship – Students take pride in their work and strive to attain compositional harmony and exactness of line. Cooperation – Students learn to work with another, give directions to, and follow directions from another Self-direction – Students learn to work on their own without regular teacher intervention. On task behavior – Students learn to work by themselves for extended periods of time without going off task. Begin a task/end a task – Students learn how to independently begin a task and to decide when a composition or task is completed.	
Learning Objectives	
To have students reflect on their own lives and have them interpret events in their lives To observe and understand cause and effect acting in one's own life To teach students to perceive and visualize abstract or chronological concepts in graphic form To teach students to translate literary forms into graphical representations To teach students how to conceptualize and execute a project	
Curriculum-Framing Questions	Essential Question
	Does change require effort?
	Unit Questions
	What were three Turning Points in your life? What happened at each of these Turning Points? Describe what occurred. How did each Turning Point affect your life? What was the outcome, for good or bad, of the Turning Point? How did your life change as a result of this Turning Point?
	Content Questions
	How will you develop a maze that represents your life? Chronologically? Thematically? How will you incorporate the Turning Points into your maze? What design elements will you use to develop your maze? How will you put the entire project together as a presentation?
Seeing Reason Elements (Complete this section if *Seeing Reason* will be used in this project)	
Seeing Reason Project Name (For the *Seeing Reason* workspace)	
Turning Points in My Life	
Project Description (For the *Seeing Reason* workspace)	
The students choose three turning points in their lives that have affected the direction of their lives. The turning points need not represent a chronological line. They can also represent a developmental process, spiritual development, or personal development. Alternatively, students can also use what they have learned from the play, Julius Caesar, to develop a map that represents the progress of the play and the turning points in the story. The three turning points should be the center of each of their Seeing Reason Maps. They should list at least three events or causes that brought them to each turning point and three effects or outcomes from the turning points. The turning point can have affected them, their family, or the direction of their lives. After completing the map, the students should incorporate the turning point as part of his or her maze and list the turning points in their lives as part of the overall composition.	
Research Question (For the *Seeing Reason* workspace)	
How have these turning points brought me to where I am today?	
Practice Map (For your future quick reference)	
Practice Team ID: Team ludwa	Password: ludwa

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Unit Details

Approximate Time Needed

Approximately 2 weeks or 6 class periods

Procedures

The student use their written autobiography, if available, to choose three turning points in their lives that have affected the direction of their lives. The students then use the Seeing Reason Map, at http://www.intel.com, or Inspiration to develop a cause and effect relationship between the turning points and the events in their lives.

After developing the Seeing Reason Map, students use the turning points to develop a maze of their life. Even if students have not written an autobiography, they can draw a maze that represents their life. The maze does not necessarily have to represent a chronological line. It can also represent a developmental process, spiritual development, or personal development. Alternatively, students can also use what they have learned from the play, Julius Caesar, and to develop a maze that represents the progress of the play and the turning points in the story.

The maze should reflect the complexity and difficulty of the student's level of development. The mazes can be circular, line or figure based, or free form mazes. Note: The teacher can show different types of mazes as examples.

After completing the maze, the students list the turning points in their lives as part of the overall composition. The students will develop each turning point into a paragraph that answers the following questions:

What is the turning point?
Why did you choose it as one of your turning points?
What choices did you make at that turning point?
How did the choices that you made affect your life for either good or bad?

Additionally, the students will develop a list of specific directions to guide a fellow student through the maze. The directions should be specific and concrete, for example,
Go the START
Follow the path straight ahead and take the second left
Go down to the "T" and make a right.
Etc.

After visiting the maze, the students write a short composition describing the maze and their experience of the maze. Additionally, students can compare and contrast their experience of the physical maze with the "Maze of Their Life." How are they alike? How are they different?

Finally, students put their maze and written assignments together in a pleasing and harmonious composition for presentation. Student work should be exhibited in the room and at other public opportunities if possible.

Prerequisite Skills

Use of a computer and facility with word processing programs.
An introduction to Inspiration or the Seeing Reason Map at http://www.intel.com.
Understanding of mazes and how mazes have developed.
Students also need to understand how to begin a task, how to follow through with a task, and how to know when to complete a task.

Materials and Resources Required For Unit

Supplies:	Digital cameras to record maze experience Drawing paper, 12" x 18" Binder paper or computer with a word processing program and printer Pencils, No. 2 Colored pencils or markers 12" or 18" rulers and templates for circles, ellipses, squares, triangles, and shapes
Technology – Hardware	Digital Cameras to record maze experience Internet – ready Computers with word processing program Printers
Technology - Software	MS Office or other word processing program Inspiration Internet Browser and access to the Internet
Internet Resources:	http://www.swankfarms.com/ http://www.greatmazes.tk/ http://www.geocities.com/segoviamazes/ www.joe-perez.com/mazes.htm http://www.mazemaker.com/ http://www.americanmaze.com/ http://www97.intel.com/education/index.asp http://www.intel.com/education/tools/ http://www.intel.com/education/seeingreason/index.htm
Other Resources:	Word Wall maze, turning points, directions, path, edge form, composition design

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Accommodations for Differentiated Instruction	
Resource Student:	For students with special difficulties, the teacher may have to model or suggest ideas for the maze design. The teacher can project maze images from the Internet to model how the maze can look. The teacher can also give graph paper to students with special needs to help them organize their maze. The teacher should scaffold the building of the maze for students with special needs. Students should attempt to mirror the actions of the teacher and complete the process by themselves. The teacher will need to continue to coach the students and motivate the students to expand their mazes and increase the complexity.
English Language Learner:	Teacher should use visual aids as previously mentioned to model the language of the maze and to describe how a maze works. ELLs should use a computer with spell check to write the directions and compositions. Teacher should emphasize the word wall terminology and definitions.

Student Assessment

Students are graded at every step of the project. Students can be graded, as follows:

- Successful completion of the corn maze and completion of the treasure hunt
- Successful completion of the Seeing Reason Map or the cause and effect map. All required elements of the map should be present.
- Successful completion of the maze. All elements must be included. Work and complexity should be commensurate with the level of the students. Composition should be pleasing and intricate. The maze should follow the elements of design and include all required elements.
- Written work, directions through the maze, and writing assignment on turning points should be graded at each stage of the composition.
- Students should be graded on their reflections and critiques of their partner's maze and directions according to the rubric below.
- Completed student projects should be graded according to a rubric. The rubric that follows can be adapted to suit the needs of the teacher and the project.

Project Title: _____ Project Type: _____

Student Name: _____Date: _____ Level: _____

Project Rubric					
Criteria	Exemplary A	Above Average B	Average C	Below Average D	Incomplete F
Title	Creative title that is a clear reflection of the poster's topic.	A title that clearly reflects the topic of the poster.	A title that reflects the topic of the poster.	A title.	No title.
Concept Maps	Enough diagrams to get the concept across and help to understand the details.	Enough diagrams to get the concept across and help to understand some details.	Enough diagrams to get the concept across.	Diagrams that relate to the concept.	Diagrams that don't relate to the poster topic.
Captions/ Narratives (when applicable)	All diagrams have a clear description and explanation that shows complete understanding.	All diagrams have clear descriptions and that show understanding.	Most diagrams have descriptions and that show understanding.	At least half of the diagrams have descriptions.	Less then half of the diagrams have captions.
Content Knowledge	Project demonstrates that the student fully understands the concepts and provides many details.	Project demonstrates a clear understanding of the concepts with detail.	Project demonstrates understanding with little detail.	Project demonstrates minimal understanding.	Project doesn't demonstrate understanding.
Organization	The project is in a logical, interesting sequence which is easy to follow.	The project is in a logical sequence which is easy to follow.	The project is difficult to follow because the student jumps around.	The project is hard to follow.	The project shows no organization.
Grammar and Spelling	Work has no misspellings or grammatical errors.	Work has two or less misspellings or grammatical errors.	Work has 3-4 misspellings or grammatical errors.	Work has 4-6 misspellings or grammatical errors.	Work has over 6 misspellings or grammatical errors.
Creativity	Work displays new ideas and methods of presentation.	Work displays effort that goes beyond minimal requirements	Work displays little more than minimal requirements.	Work displays minimal requirements.	Work does not meet minimal requirements.
Neatness	Work is easy to read, very neat, and/ or word- processed.	Work is easy to read.	Work is difficult to read.	Work is hard to read and sloppy.	Work is illegible.

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Riverside County

Indira Castro
Orange County

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Scholarship Application

Deadline
June 30, 2006

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Student must be a graduate during the 2004-05 school year. The nominee needs to be enrolled in a higher education or training program, prior to release of the scholarship funds. Please have the student attach statement to application, expressing future plans.

Please complete the following application and return it to:

Mary Lou Vachet, Principal
Orange County Department of Education, 4552 Lincoln Ave., Suite 200, Cypress, CA 90630
For questions call (714) 826-5019

Student Data

Name:_____ Social Security Number: _____
Last First MI
Permanent Address:_____ City/State/Zip:_____
Street
Telephone Number:_____ Date of Birth:_____

Parent/Guardian:_____ Telephone Number:_____

School Data

Juvenile Court / Community School Attended:_____ Date of Graduation:_____

Name of Program Administrator:_____ Telephone Number:_____

School Address:_____ City/State/Zip:_____
Street
Name of College/Trade School Attending:_____

Telephone Number:_____ Address/City/State/Zip:_____

Date of Enrollment:_____ Number of Credits: 3 6 9 12 15 18

Financial Data

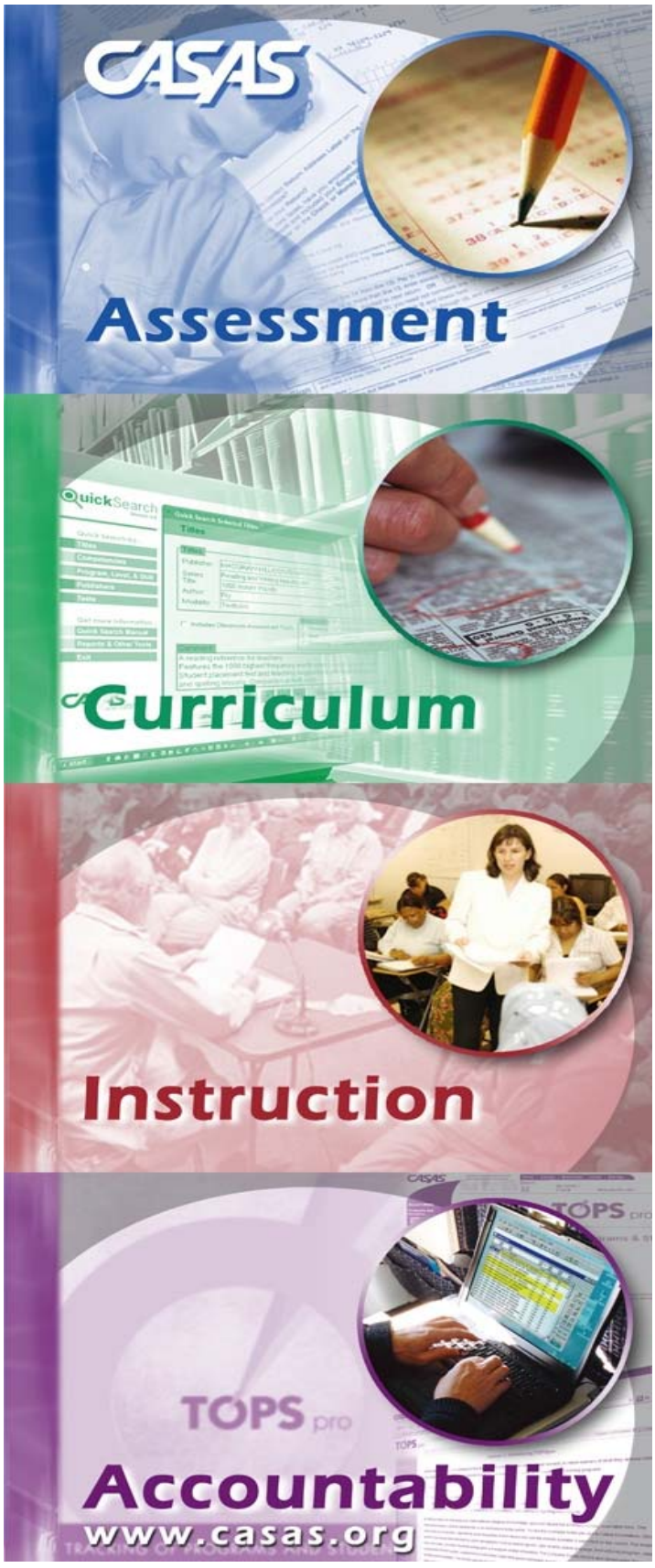
Has student ever received an award from JCCASAC? Yes No Amount Received/Date:
Circle one

Tuition $_____
Books $_____
Other $_____

ATTACH LETTER FROM THE STUDENT TO THIS SCHOLARSHIP APPLICATION

_____ _____
JCCASAC Program Administrator Date JCCASAC Section Representative Date

_____
Approved JCCASAC Treasurer Date



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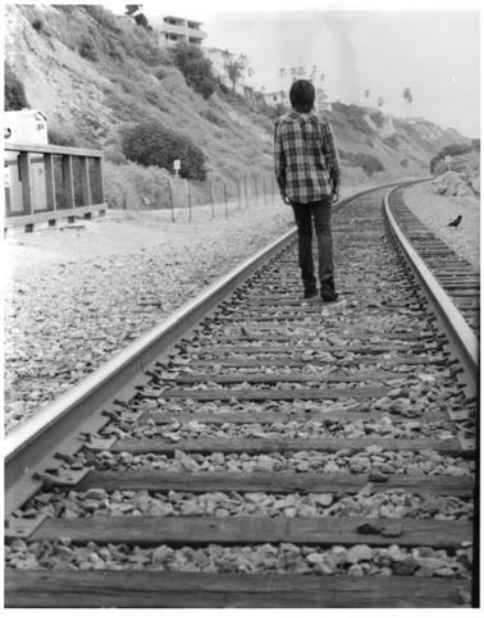
Behind the Eye of the Camera: A Photography Program for Students in Alternative Education Programs

Orange County Department of Education

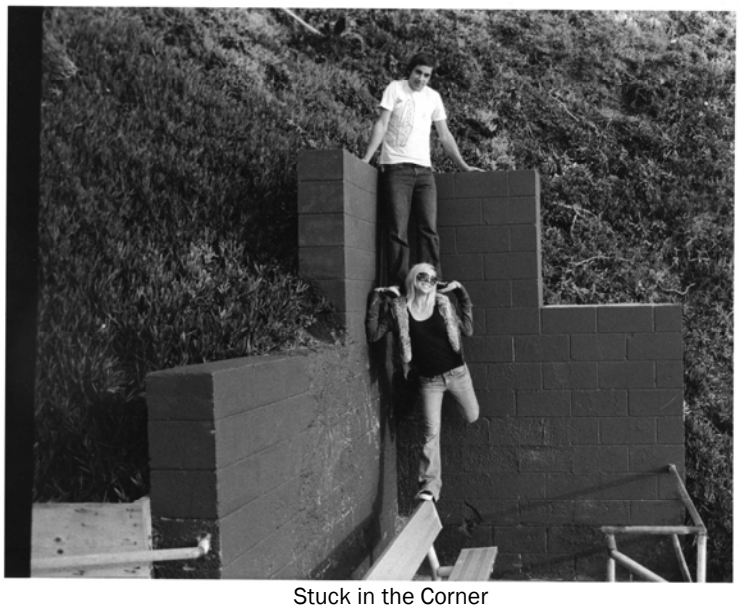
Judging by all the blue-ribbon photos displayed on the walls at County Horizon High School in Orange County, you might assume that John Fischle's students work in a state of the art dark room. In actuality, Fischle's students create their award winning work in what once was a seven by 15 foot storage room which was gradually transformed into a dark room outfitted with mostly donated equipment. A sign near the darkroom reads, "Our creativity comes from within … we don't take pictures with our cameras, we take pictures with our hearts and minds." Those words sum up Fischle's teaching philosophy, "I tell the students their eye is like a camera lens," says Fischle, who began teaching a black and white photography class to his students eight years ago.

Students in the class learn basic black and white photography, developing and printing techniques. They also learn to colorize black and white photos for special effects. If students do not own a camera, they can check one out from the school. Most students also pay for their own film and photo paper. Since the majority of stu-

Odd One Out



Endless Tracks



Stuck in the Corner

Pictures by Brianna F.

dents have never taken a photography class before, instruction begins with the completion of a photogram' where students arrange various items on photo sensitive paper and then expose the paper to light to transfer the image. Next, students begin their field assignments, scouting out shots of various people, places and things. One student, Mallory, became so interested in photography that she set up her own darkroom at home.

Since 2000, Fischle's students have won over 300 awards. At the Youth Expo, an educational fair held at the Orange County Fairgrounds, his students walked away with eight first-place ribbons and one second-place award. Teddi, 17, also won the division award. The Youth Expo was the second contest in a row in which one of Fischle's students won a division award. The winning photos, each originally a field assignment for the class, depict a range of emotions from humorous to poignant. Lizeth, 19, captured a large boxer dog and a tiny Chihuahua sitting together on an old-fashioned barber chair. Nichole, 16, caught the image of a "street rocker", a weathered man wearing a tie-dye shirt with a guitar slung over his shoulder.

According to Fischle his ability to use photography as a medium by which to teach academics has made him a better teacher and his students more enthusiastic learners. Photography taps into their multiple intelligences and he has seen test scores rise unilaterally as a result.

(Orange County Department of Education, ACCESS, South County PAR, Principal, Tony Gibson.)

Beach Serenity

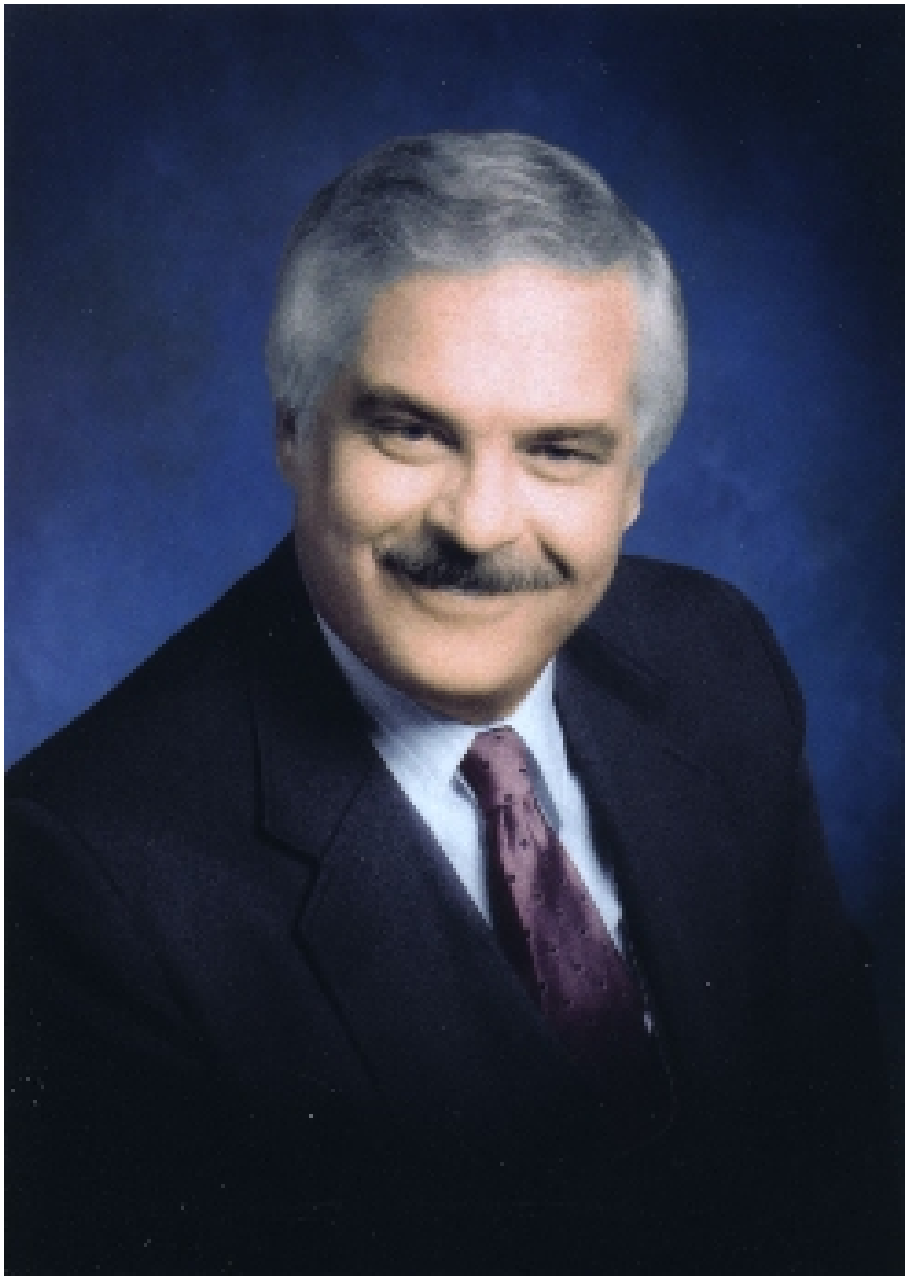
Stairway to Heavan

Beach Corner

Tire Junkyard

In Memory of

John Peshkoff



12/7/35—4/10/06

John Peshkoff was one of the founding fathers of JCCASAC (then known as Juvenile Court Administrators of California or JCASC). John served as the JCCASAC president from 1977-78 and again from 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.

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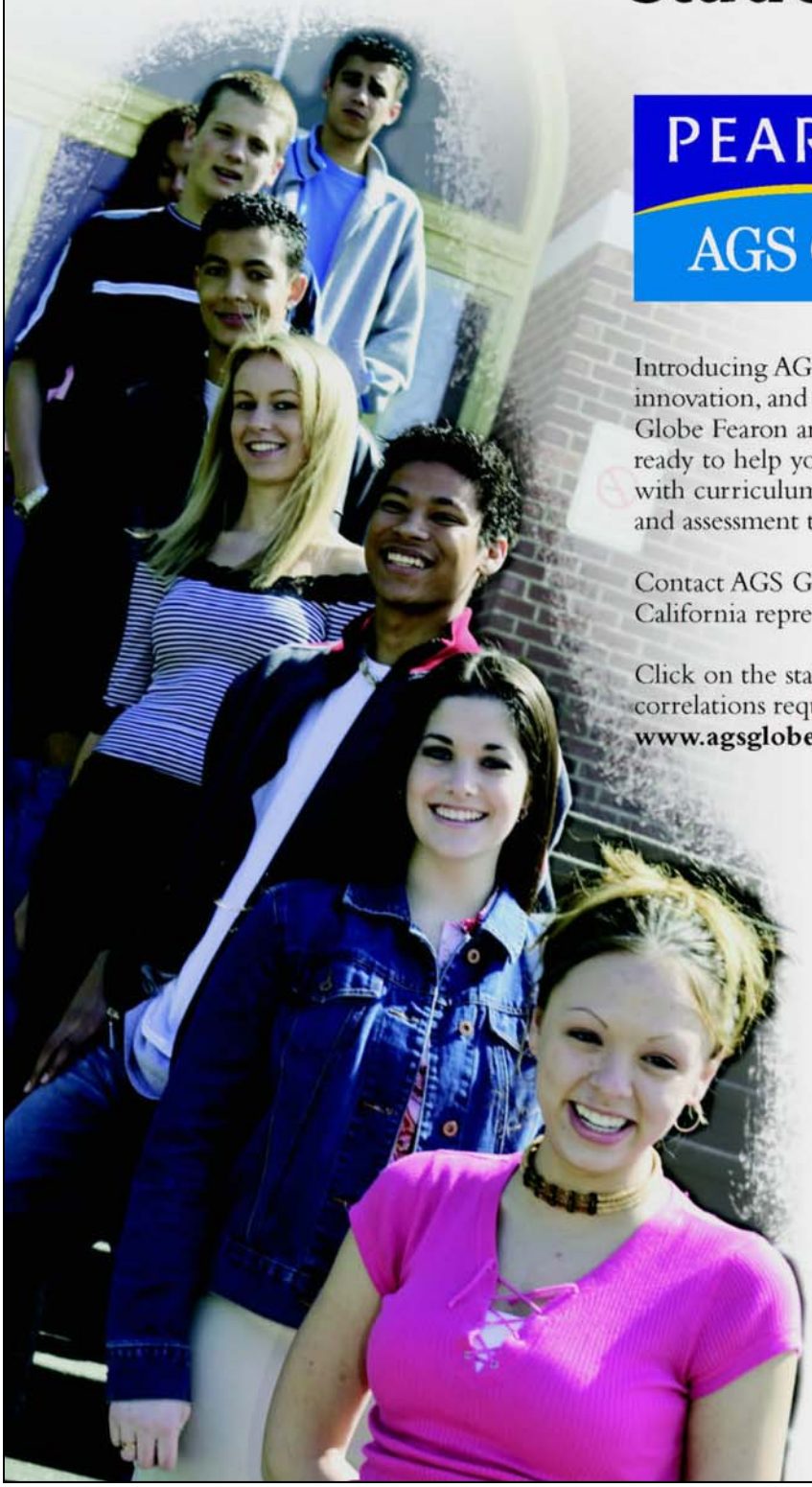

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