

J THE JOURNAL

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

Spring 2007

Volume 2007

In this issue:

What you
leave
behind
is not what is
engraved in
stone
monuments,
but what is
woven into
the lives of
others.

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- **Best Practices in Educational Options Schools and Programs Research Project**
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Maruta Gardner
Executive Director,
San Diego
County Office of Education

It's hard to believe my year as president of the Juvenile Court, Community, and Alternative School Administrators of California (JCCASAC) is coming to a close. It has been a year filled with many issues and pressures on all of us to improve our programs and raise student achievement.

As we struggled to help our teachers meet the credentialing requirements for "highly qualified" in the No Child Left Behind Act, your JCCASAC board members were active participants in meetings with the Student Programs and Services Steering Committee, California County Superintendents Educational Services Association, and the State Department of Education to address the

Message from the President

needs of alternative educators. The JCCASAC board has been quick to respond to proposed legislation, as well as influencing discussions around the needs of alternative programs. It is critical that each of you work with your own county superintendent to articulate the vision of Juvenile Court and Community Schools to your community and your legislators. It is our responsibility to advocate and fight for our most at-risk students who have not been adequately served in other school settings.

JCCS programs continue to provide standards-based direct instruction that prepares our students to pass the California High School Exit Examination, receive a high school diploma, earn a GED, or return to their districts with credit completions. It takes a special kind of teacher to be able to reach and teach often angry, school-phobic young people. The JCCS programs are filled with just such remarkable teachers and staff. The push for high stakes testing results should not over

shadow the personal and social development that our programs provide. Many students are successful for the first time in their lives because someone believed in them and gave them hope. Those immeasurable moments are the most rewarding.

Thank you for the privilege of being JCCASAC president this year. I urge all of you to get involved in this great organization by attending conferences and meetings. Membership and E-Mail addresses are available on our Web site: JCCASAC.org. The network of great alternative education administrators is just an E-Mail or phone call away. Let's work together to keep our programs strong and be the voices for our students.





Peter Kostas
Director
Mendocino County Office
of Education

Message from the President-Elect

JCCASAC has been a professional life-saver. I first became involved when I was a school counselor for the JCCS program at the Mendocino County Office of Education and much more so when I became the JCCS director. The job had a steep learning curve - especially in a small county office of education in which the director is actually the principal, assistant principal, SARC coordinator, accountability coordinator, STAR coordinator, Consolidated Application person, budget builder, and the educational leader. A Jack or Jane of all trades which we all are at some level.

JCCASAC has provided me with a network of professionals I can turn to for support, advice, and ask those questions which no one else has answers to. We are a very unique group in California working with a very unique and needy population of students.

Attending the annual and “mini” conferences renews connections, gives access to vendors with curriculum tailored toward our students, gives updates on pending legislation, provides relevant break-out sessions and wonderful thought provoking speakers. The conferences re-focus our goals and energize those who work with alternative education students.

Participating on the JCCASAC Executive Board takes it to another level. The board meets five times per year on Sundays and Mondays so as not to lose an extra day on the job. The board manages the business of JCCASAC such as organizing the conferences and reviewing the budget but also provides information and acts as an advocate for our JCCS programs to the California County Superintendents Educational Services Association (CCSESA) - which JCCASAC is a subcommittee. JCCASAC also provides information to our Assistant / Associate Superintendents group, Student Programs and Services Steering Committee (SPSSC).

The real work of the board is in examining the pending legislation, trends in alternative education, implications of program improvement, ASAM, CAHSEE

intervention, the verification process for NCLB Highly Qualified Teachers, etc. etc. and giving a “heads-up” to our membership so they can be prepared to address these issues. This “heads-up” is what has prepared me to become an effective JCCS administrator. In fact, participating on the executive board is similar to enrolling in a graduate program in alternative education administration. I have to admit that I was very reluctant to participate in the executive board because of the time commitment but the effort has been well worth it.

As President-elect, I encourage you to participate in JCCASAC either by attending the conferences or getting involved on the executive board. You will find, like me, the rewards are considerable.



JUVENILE COURT, COMMUNITY, AND ALTERNATIVE SCHOOL ADMINISTRATORS OF CALIFORNIA

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



Alternative Education Students Rebuild House in New Orleans

Santa Clara County Office of Education
By Paula Mitchell

Ms. Juanita, a 79 year old great grandmother was living alone in her home in New Orleans when hurricane Katrina struck August 23, 2005. Destroying all but one room of her house, and having no insurance, Ms. Juanita was devastated. With no where else to go, she continued living in her one remaining room.

Ralph Wigginton, an alternative education teacher with Santa Clara County Office of Education (SCCOE), volunteers with Rebuild America, a network of community-based partnerships across the nation that are committed to improving and revitalizing their communities by improving buildings. Rebuild America was created by the US Department of Energy in 1994. Mr. Wigginton thought how beneficial it would be for his students to assist people who are still struggling to recover from the devastation left by hurricane Katrina. He approached SCCOE administration with the idea. SCCOE administration worked hard to support his vision, even though many of his colleagues were skeptical about the reality of taking at-risk kids, many of whom are on probation, into New Orleans. Mr. Wigginton persisted in his belief that the students would reap innumerable benefits and acquire a sense of community and accomplishment by helping those in need. This persistence allowed him to navigate the obstacles and gain necessary approvals and releases and on February 10, 2007, a group of six students from SCCOE's Ridgement Community School, two teachers and an instructional assistant traveled to New Orleans to help rebuild homes. Accompanying the stu-

dents were also volunteers from Rebuilding Together's Silicon Valley Chapter and the Order of



Malta, an international Catholic organization that provides humanitarian assistance to those in need.

For 5 days, from 7:30 am – 4:30 pm, SCCOE's

students worked on Ms. Juanita's home. They installed insulation and new drywall, did light carpentry work, painting, gardening and hauled construction materials and debris. SCCOE's students were the youngest to ever participate in the program and worked hard everyday. Not one student complained and they all performed at a level that should make every member of the San Jose community proud! The students received such praise and recognition from everyone they encountered that they felt like celebrities. They also visited an elementary school where they met 300 elementary students who were left homeless by the hurricane. The school children prepared Valentine gifts and sang songs of thanks to the SCCOE students.



Cathy Culver, (Mapping and Research Area Coordinator who also provides public speaking training for all ages with Strategic Training and Research Services, S.t.A.R.S.) and Lockheed

provided many of the necessary construction items and support for the trip. A huge ‘thank you’ goes to Cathy Culver for arranging tours for the students at the end of every workday. Students learned about the history of New Orleans, explored the ninth ward and were awe struck by the devastation. Viewing the spray painted number of people who died in each house, and how the numbers increased as they got closer to the levee, and the messages left by those who had been able to escape had a significant effect on the students. The sheer destruction of the hurricane left the students speechless.

In addition to viewing the destruction, they were introduced to some of the culture of the region and were shocked to discover there were no mountains in New Orleans. They enjoyed Cajun food, tasted Café au Lait with beignets and gathered beads from Mardi Gras floats and balconies along Bourbon Street. They also learned about some of the history of the area including the fact that New Orleans was home to the richest free men of color before the Civil War. This was truly a science, geography, math, economics, english, history, and government lesson rolled into one.

Throughout the week, people constantly approached the students giving them thanks and praising them for their work. At the closing dinner Friday evening, the entire audience gave the students a standing ovation. The students were overwhelmed and humbled. One student remarked, “It made me feel like I was somebody. Man, that feels good!”

Ms. Juanita now has new vinyl floors, a freshly painted white house with blue trim, new banisters, framing, electrical wiring, new bathroom and light fixtures, screens, windows and doors. These students will always remember how they helped

Ms. Juanita have a home in which she can live in comfortably once again.

Upon returning, each student remarked how this was the “best experience EVER!”

All of the students expressed a new appreciation for things they had previously taken for granted and how good it felt to help people. It is important to recognize and honor the good deeds of students enrolled in our Alternative Education programs. SCCOE’s Ridgement Community School students and staff certainly deserve recognition and praise for a job well done and proving once again that if we put our hard work, trust and faith in our youth, we cannot go wrong! SCCOE’s Alternative Education Director Paula Mitchell and fellow administrators are proud of these kids!

KUDOS to them and their teachers!!!



Forging Vital Links with Students in Alternative Schools

By Brett Loring

Reminiscing on my adolescence, I vividly recall a significant older adult mentor who taught that to connect with people you must observe and acknowledge aspects of their world. In order to make an impact on a potential business client, he said to begin the partnership by noticing the things displayed in his office which represent his world. It might be as simple as acknowledging an earthenware vase or a picture of his family: “Is that a *Roseville Pottery* piece?” “Looks like you’ve got two kids, too. How old are they?”

Although alternative school students don’t occupy an office, they do display telltale signs by which, if we look closely enough, we can enter and connect with their world of values and interests to begin a meaningful teacher-student partnership. How many times has a student mentioned an uncle in the automotive business, love of basketball, or desire to become a singer? Those are connection moments, an opportunity to forge a vital link between adult and student. By showing an appropriate personal interest and asking a simple question such as, “Do you like to work on cars, too?” a teacher can open the window to a student’s quality world.

In order to achieve effective impact, there must be support and nurturing from a significant adult. “All learning is in essence emotional, and virtually all learning starts with significant relationships” (Payne, 2002, p. 64). Similarly, Dr. James Comer maintains, “No significant learning occurs without a significant relationship [of mutual respect]” (Comer, 1987, p. 88). Too often students are turned off by the detachment of a

teacher or other adults who have capacity to impact a young person’s life. Attempting to preserve professionalism, academic integrity, or a proper adult-to-child relationship the teacher maintains an emotional distance from students, altogether missing a golden opportunity to make a difference beyond academia. Paradoxically, students perceive a teacher’s emotional distancing as mere indifference, not professional integrity. Meanwhile, all attempts to educate without attempting to associate are futile. The teacher may know his subject matter and have a comprehensive lesson plan, but without the human factor of caring, relating, and connecting the vital links are disconnected.

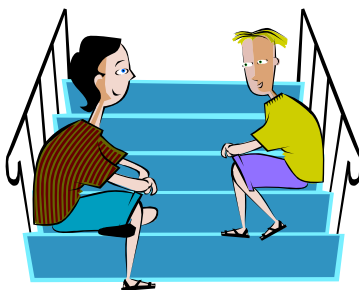
In his book, *The Quality School Teacher*, Dr. William Glasser addresses the conditions that constitute aspects of life of any given individual’s “quality world.” Glasser (1993) maintains that all human beings have the basic needs of love, power, freedom, fun, and survival. We validate and begin to enter another’s quality world when we acknowledge one or more of the other’s basic needs. A high school junior, Wesley, commented on how he has been impacted by adults who care stated, “...it’s not just some random old guy preaching to you. They’re real people who can relate to everything high school kids go through. They’re people you can trust and know they’ll understand what you’re trying to say. They’re people who talk to you about the things you don’t hear in other places...”.

In Glasser’s terms, Wesley’s “they” are adults who have connected with the student’s “quality world.” When a student is asked why Mrs. Hall is his favorite teacher, invariably the

response will reflect the satisfaction of a basic need through meaningful contact with Mrs. Hall. The most successful and effective teachers forge a connection with their students. These teachers acknowledge, encourage, and reach out to their students. Occasionally they may eat lunch with their students, use games or interactive activities to create a fun learning environment.

John Maxwell once stated, "People do not care how much you know until they know how much you care." When adults in the school – custodian, teacher, principal, counselor – show they care by going beyond day-to-day contact, adolescents are more likely to buy in to the social and academic benefits available to them. In one school, students affectionately refer to the custodian as "Grampa" because they sense he cares enough to inquire about their weekend activities and things they like to do as he hands out popsicles to cafeteria helpers each day. A principal once arranged for a music store to donate guitar accessories to students who wanted to start a band. Do you think those students are performing for that principal? You bet! And not just on their guitars, but in academics and citizenship, too!

When significant adults allow students a glimpse into their quality world, students latch on to nuggets of information that make the world a little less intimidating and a little more real. Early in my teaching career I shared some of my likes and dislikes with a class, including my distaste for seafood. Before I knew it, I started getting playful teasing from some of my students about fish, and once received a packaged frozen trout as a



gag gift! Likewise, the same students knew I was an avid mountain-biker and appealed me with class projects and discussions involving bikes. By mutually sharing our interests, it gave students a little more to grab onto about their teacher and put him in a human form, as well as promoted a sense of community and belonging in the classroom.

Stephen Covey states, "Relationships of mutual respect are like bank accounts. You make emotional deposits to those relationships, and you make emotional withdrawals from the relationships. When the withdrawals are significantly greater than the deposits, the relationship is soon broken." (1989, p.43) Without encouragement and positive redirection, a student shuts down to the shaming of continuous messages like, "No, that's not the right answer," or, "Why do you always act like an idiot?" As a result of constant withdrawals, with no deposits, virtually no attempt by the teacher will bring back the spark of learning that might have sooner been ignited if the teacher had reached out and acknowledged some positive trait, even with the most difficult of students. "*No deposit, no return.*"

Despite a façade of self-sufficiency and independence, young people crave positive feedback and interaction with important adults in their lives. Ironically, however, for an adult to become important in a young person's life, the adult must initiate the giving, reaching out to the young person. In her work with *The Virtues Project* in schools, Linda Kavelin Popov states, "The best present you can give is the gift of your presence – your undivided attention. A caring presence is often the only thing someone needs to feel better..." (2000, p. 109).

Despite a façade of self-sufficiency and independence, young people crave positive feedback and interaction with important adults in their lives.

By involving students in establishing shared norms for the classroom, the wise teacher provides power and freedom within boundaries for students to contribute to the creation of their own effective learning environment.

Complementary to Glasser's five basic needs that comprise one's quality world, Popov lists components needed for inspiring meaning and mastery in a safe, respectful, and caring learning environment:

- 1) Seeing the potential virtues in all children;
- 2) Creating shared Vision Statements;
- 3) Modeling the virtues we expect children to practice;
- 4) Sharing stories, which are the keepers of meaning;
- 5) Focusing on virtues in the arts;
- 6) Having ceremonies to mark beginnings, endings and special times (2000, p. 83).

We awaken the virtues of quality in students first by seeing and verbally acknowledging them. This helps them to feel they are cared for and gives them a sense of belonging. By involving students in establishing shared norms for the classroom, the wise teacher provides power and freedom within boundaries for students to contribute to the creation of their own effective learning environment. Students are much more inclined to show respect and want to please adults who walk their talk. Stories, commonalties, and shared experiences also help establish a sense of community and belonging in the classroom. Opportunities for creative self-expression and performance allow an element of fun, as does celebrating milestones, especially for alternative education students. This student-centered approach is beginning to take root at one Northern California juvenile court school facility through its renewed focus on merging

core academics with vocational education, called "*Vocademics*," while seeking to meet students' socio-emotional needs and their need for gainful employment and productive citizenry.

MODEL OF CONNECTING THE LINKS: LINK 1 – DRAWING ON VIRTUES

When a student arrives at Carson Creek Junior/Senior High, a juvenile court school of Sacramento County Office of Education at the Sacramento County Boys Ranch, he is greeted by the school secretary and the principal. Trained in *The Virtues Project*, the secretary then assists the student in filling out enrollment papers and listing his academic and vocational interests. She demonstrates patience and understanding as students reiterate that they don't need school while in the same breath asking her, "How do you spell *English*?" Calmly and non-condescendingly, without blinking, she transitions them to the question, "Do you know what virtues are?" Then she launches into how virtues are the "good seeds" in us which make up our character. Usually, the student is momentarily dazed, first by an adult in an institution asking him personal questions that aren't tied to his criminal or school history, and secondly, by the word itself – "*virtue*." Given a few examples, the student then looks over a giant poster listing 52 *Virtues* and selects – often with the encouragement – one or two that he feels are his "strength virtues" and explains why. This orientation introduces the student to the educational philosophy which is woven into the curriculum at Carson Creek.

Using *The Virtues Project*, teachers reinforce the concept using posters and literature.

Teachers recognize, acknowledge and reinforce the virtues of students, which forges a vital link and connects with them on a level beyond the stereo-typical teacher-student/superior-subordinate relationship. A whole new world of significance is opened up for both teacher and student. Such bonds allow instruction to be personalized and humanized, which in turn creates greater student buy-in.

Recall teachers who merely lectured as opposed to those we really learned from. It's not hard to fondly recollect the warmth or humanness of the teachers who showed a genuine interest in us as individuals. Our students today are no less perceptive. As educators, the teachers who had the most impact were those who exuded their love of teaching and a passion for cultivating learning. Likewise, they also provided opportunities for students to share about their own interests and to develop their strengths and virtues.



LINK 2 – REVEALING OPTIONS

At Carson Creek, connection continues in *Options* class where a home room concept is embedded in a core academic class and students explore vocational and higher education options. In *Options*, new students are assisted in completing an intake form which indicates their individual program goals, including objectives to be achieved during their time at the school. Trades apprenticeship, G.E.D. completion, college enrollment, high school completion and military enlistment are all options. Based on the student's objectives, next steps are checked off on the form and the *Options* teacher begins to gather the resources needed to coach and facilitate the student in working toward his stated objective.

Options teachers hold forums with se-

lected students, mental health and probation staff to conduct a needs assessment, with student input. Student participation in these meetings is vital for student buy-in and identifying needs in terms of preparation for their future. Through these student forums, staff is able to seek resources which address students' concerns and needs.

Teachers and support staff are supplied with necessary resources to support student goals. A project specialist coordinates special guest speakers, assemblies, aptitude assessments, and conducts follow-up activities to ensure students receive identified services after they furlough. Presentations have included representatives from local union shops and apprenticeship programs, military recruiters, and community resource and employee development organizations.

LINK 3 – COLLABORATING EFFORTS

As staff collectively research, seek out, and contribute transitional materials for students, the library of resources grows. Individual student needs are as unique as each student. Some need assistance learning how to expunge their records while others need help transitioning into college. When the resources are linked with a specialist who assists students in completing applications, getting transportation, gathering records, and following through with appointments and commitments a win-win situation is created for student. At Carson Creek Junior/Senior High School, this specialist compiles and makes available such resources for students. Working closely with the students' caseworkers connections are made with parents and anticipated release dates can be established. This prepares students for their exit and a smooth transition to the next step in their lives.

With Carson Creek's newly developed

student-centered *Vocademics* schedule, students complete core academic courses combined with work experience during the day. After school, students take an *Employability and Business Technology* course which builds the skills needed to prepare their resumes, draft letters of application, interview successfully and explore ways to maintain jobs and contribute to society. The *Employability* teacher works closely with the *Computer Literacy* and *English Language Arts* teachers to align assignments and skill sets.

The model also includes a working ranch component that provides opportunities for the students to maintain the building and grounds during the non-school portion of their day. In order to maximize this non-school time and develop job readiness *Regional Occupational Program* (R.O.P.) courses have been developed which incorporate and build upon the skills students use in their everyday work on the campus. For example, a facilities management class teaches custodial maintenance of the facility floors, appropriate cleansers and tools. Their work serves as a learning experience which translates into a job development opportunity with certificates of competency and academic R.O.P. credit. Similarly, the *Landscape/Horticulture* class provides the students the opportunity to earn credits and a certificate of competence while maintaining the facility's landscaping. Course offerings include *Employability/Technology*, *Facilities Maintenance* and *Landscape/Horticulture* and *Metals* and *Manufacturing Technology*. All ROP teachers collaborate with the teachers of the

core academic classes in order to capitalize on key standards and coordinate academic areas across disciplines. This collaboration has led to a partnership that shares curriculum and materials between subject matter areas and staff, delivering relevant instruction and applied science and math to all students.

LINK 4 – MEETING THE PARENTS

As difficult as parent involvement is in traditional settings, the Carson Creek *Options* teachers have found a way to maximize parental visitations. When parents come to visit their son at the Boys Ranch, teachers sit at tables to discuss with family the objectives and educational options available to their child. The positive response from parents is energizing to the students and teachers. Not expecting to be able to have a face-to-face parent-teacher conference in an incarcerated setting, the parents have been enthusiastically responsive about getting their children involved in a program that provides a smooth transition to meaningful jobs, community colleges and paid apprenticeships once released.

LINK 5 – CONNECTING THE LINKS

Those students who are not of age to continue onto higher education or into a job field are referred to the LINKS (*Leadership in everyday life, Integrity in thought and practice, Navigating choices, Keeping the promise, Sufficiency in preparation*) school program of the Sacramento County Office of Education. Students who are referred to LINKS by their Court School teachers in collaboration with their caseworkers are interviewed by LINKS

These speeches are often brief and to the point, but most honestly reveal how a personal connection with an adult at school was responsible for achievements the student made while incarcerated.

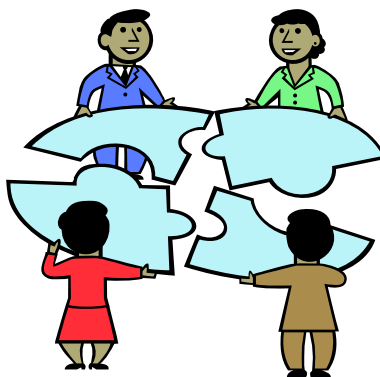
staff while still in their Court School placement so as to provide a seamless transition when it is time for the student to leave the Boys Ranch Program. If a student presents himself as a candidate who will seriously strive for the basic values of the LINKS school – *Attend, Behave, Try, Respect* – his parents are contacted and advised of their son's eligibility to attend LINKS at the Community School.

Once enrolled in LINKS, students are placed on a vocational track that includes core academics, supplemental Goal Accelerated Progress (GAP) instruction in English/Language Arts with one-on-one assistance, creative arts, *Virtual Enterprise* (where students develop a product or service to market), and work experience. Extra-curricular and leadership opportunities are offered in music, basketball, and site-planning and decision-making. Points, prizes, and recognition are earned by students who complete a series of successful days of behavior, academics and attendance. Additionally, LINKS students are afforded a mentor; a member of the community who becomes a significant adult to the student as they come alongside the student to assist with school work, shoot hoops, or just to talk. LINKS provides a vital connection to the social, emotional, academic, and vocational world of at-risk students.

LINK 6 – FOLLOWING UP

The connection must be maintained after a student leaves the school. The Carson Creek project specialist collects data on students after they leave the Boys Ranch and Carson Creek School by working closely with students' caseworkers and furlough officers. The project specialist collects student contact information in order to facilitate follow-up communication with students and their families after release and to ensure identified ser-

vices are being received by the students. To assist with the transition process, students complete an exit interview with school staff and update their *Passport*, a type of portfolio of school records and accomplishments which will follow them into their future school or work endeavors. The project specialist helps students collect and assemble appropriate data for their *Passport*, including transcripts, awards, certificates of competency, assessment scores, diploma, G.E.D. certificate, and appropriate work samples. These transition services have proven to be vital in linking students to careers, higher education, and community services.



CELEBRATING CONNECTIONS

As students successfully complete school requirements and meet significant benchmarks, a school-wide celebration is held to commemorate and acknowledge student success. Graduations are held whenever a student completes program requirements for a high school diploma. Recognition is also given to those who have passed their G.E.D. or secured a vocational opportunity while in program. Graduates, assisted by their teachers, prepare an acceptance speech and choose a fellow student to speak on their behalf, testifying to their peer's virtues and accomplishments. These speeches are often brief and to the point, but most honestly reveal how a personal connection with an adult at school was responsible for achievements the student made while incarcerated.

Regardless of who our students are, where they have been, or what they have done in the past, Popov (2000) emphasizes, "It is really important to find SOMETHING about each student which you can legitimately appreciate and enjoy. Every child needs to see someone's eyes light up in recognition, with a look that says, 'I see you, and you matter to me.' At some point, almost every child, youth, and

adult feels parched for meaningful recognition. By identifying a virtue and naming it, you will see their eyes light up in recognition of their own value” (2000, p. 4).

Whether you're an administrator, teacher, cafeteria lady or custodian the next time you have a few moments with a student, take a look at the “picture on the wall of his office”. Discover and acknowledge a place in his quality world and watch how he responds. You might just help forge that first link in a significant chain of life events for that student -- and perhaps for yourself.

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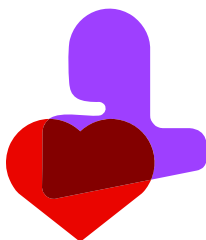
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About the author:

Now forging links with staff and students as principal at a K-8 school, Brett Loring served as court school principal at the Sacramento County Boys Ranch and Warren E. Thornton Youth Center for Sacramento County Office of Education. He taught high school for six years and has served grades K-12 as a school administrator for nine years. His quality world includes connecting with students, home improvement projects, family time, and pedaling on the road or in the dirt. He recently completed a coast-to-coast bicycle road trip as a benefit for childhood cancer research.



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is what you're
capable of doing.
Motivation
determines what
you do.
Attitude
determines how well
you do it.

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RAPID TRANSIT: Moving Students Along the Road to Success Part II

By Ted Price, Kelly Weaver, Lisa Lanier,
and Mary Rizalla

Abstract: This is the second part of a two-part research project. In Part I we gave an overview of ACCESS, the alternative education program provided to at-risk students in Orange County, and the inherent need for transition services. Part II of our study will disclose the results of our research and give you an update on "Johnny," the representative ACCESS student we introduced you to in Part I.

How do you successfully provide transition services to at-risk students for whom frequent mobility is a way of life? Secondly, how do you then quantify the effect these services have on our students? These are questions that were posed in Part I of our article, *Rapid Transit: Moving Students Along the Road to Success*, published in the Spring 2006 edition of the *JCCASAC Journal*. Within the alternative education community, it is commonly known that our students experience a mobility not ordinarily found within comprehensive school programs. During the 2005-06 school year, 91.5% of the 16,947 students attending our alternative education program within the Orange County Department of Education (OCDE) transferred between school sites one or more times. Alternative educators agree that providing students with the transition skills necessary to make these moves as smooth as possible is a critical component of students' future success. In Part II of our transition study, we will share what we have learned from examining the impact of the

transition services offered to our students. The purpose of both Part I and Part II is to illustrate the positive impact transition services can have in the life of an at-risk youth.

Using our Transition Program as a model, we set out to test our assertion that assisting at-risk students gain ownership of their futures has both a recognizable and definable effect. We selected two classrooms: the Control Site (CS), which did not receive transition services, and the Experimental Site (ES), which received prescribed transition services scheduled one day per week such as classroom presentations, transcript evaluations, individualized goal-setting and career assessments. The sites are geographically similar and under supervision of the same administrator, with an enrollment of students who have comparable scholastic and behavioral challenges such as poor attendance, low grades, and an inability to appropriately manage challenging situations.

We conducted our study between the months of July 2006 and February 2007. We first surveyed the students enrolled at both school sites to evaluate their understanding of the information and skills required to make appropriate choices leading to the successful attainment of their personal goals. The twenty-item questionnaire included topics related to transition-specific areas such as resume writing, importance of school attendance, and awareness of current credit status.

We administered our questionnaire to 28 students in the ES and 32 students in the CS. As previously mentioned, no further interventions were provided to students in the CS; however, the students in the ES received transition services on a regularly scheduled basis from a Transition Specialist who is trained to assess students' academic, vocational, and behavioral needs. The Transition Specialist met with students individually and in small groups to evaluate their credit status and complete a career-interest inventory to discover their aptitude for specific vocations. In addition, presentations were given to the class on topics such as high school graduation requirements, resume writing and interviewing skills, ROP, and college planning. Students who expressed an interest in learning more in these areas were scheduled for one-on-one meetings with a Transition Specialist. To supplement the services provided to the students in the ES, the teachers at the site were also given access to a multitude of transition-related curriculum which included col-



lege preparatory videos, vocational course catalogs, scholarship information, and community resources.

At the close of our study, 43% of the students in the ES remained; whereas in the CS, only 26% of the initial students were still enrolled. Students in the ES had better attendance and fewer re-arrests and school transfers due to behavioral issues than those of the CS. Daily attendance rate was 7.5% higher at the ES than at the CS, and 18% of the students in the ES were able to return to their school district compared to only 6% in the CS. Additionally, two students from the ES successfully enrolled in Adult Education classes, two graduated from high school, and no students dropped out or were re-arrested. Conversely, of the students in the CS, one graduated, one dropped out, and two were re-arrested.

Although we recognize that other factors may have influenced the outcomes of these students, we believe that the services provided by the Transition Specialist made a tremendous impact. Not only did more students experience transition-based success in the ES as illustrated above, but nearly four times more students passed both sections of the California High School Exit Exam, which could be attributed to their improved attendance that was monitored weekly by the Transition Specialist. Also, increased stability appears to be a positive result of transition services as the students in the ES experienced fewer school transfers due to behavior problems.

Within the alternative education community, it is commonly known that our students experience a mobility not ordinarily found within comprehensive school programs.

In our first article, we introduced you to “Johnny.”* He embodied many characteristics of our alternative education students. When we first met Johnny, he was a seventeen year old student with the credits of less than a high school sophomore living in a single-parent home because his father was in prison. Johnny first entered the OCDE’s Alternative, Correctional, Community Education Schools and Services program (ACCESS) as a result of his incarceration at the Orange County juvenile hall. Once Johnny was released from juvenile hall, he transferred between eight different ACCESS school sites for a variety of reasons: poor attendance, problem behavior, becoming a teen father, gang-related issues, and his family’s move to a different part of the county. In Johnny’s case, though, one of his school placements was at a site with a Transition Specialist who worked collaboratively with his teacher to help provide him with the knowledge and support he would need to begin turning his life around. Specifically, the Transition Specialist met with Johnny on a weekly basis to discuss employment sustainability, social skills, conflict resolution, academic progress, graduation requirements, and future personal goals. In addition, the Transition Specialist closely monitored Johnny’s attendance and kept in constant contact with his teacher, probation officer, and mother to mitigate possible truancy issues.

Today, Johnny is a high school graduate who

successfully passed the California High School Exit Exam on his first try. He is actively involved in raising his daughter and remains in a relationship with the mother of his child. He has been employed in the grocery industry for a year, and he recently accepted a management position at a local store. As part of his work with the Transition Specialist, he completed a career-aptitude inventory and discovered an interest in the military. Today, he is still inter-

As educators working within an alternative program, we are often unable to prevent student mobility, but regardless of how long we have a student in our classroom, it is our desire and obligation to equip them with the skills they need to become resourceful, productive members of society.

ested in this pursuit and recently met with an Army recruiter to further his aspiration of ultimately becoming a member of the law enforcement community. Since his first arrest and incarceration at juvenile hall, Johnny has stayed out of trouble because he learned to focus on his goals and access community resources such as ROP, the local library and the One Stop Employment Center. His family tells us that he hopes to return to the school to thank everyone for their guidance, inspiration, and support that he believes contributed to the happy and focused life he leads today. Throughout the ACCESS program, Johnny has had many positive experiences. Teachers spent time getting to know Johnny and under-

standing his particular situation in order to best meet his educational needs. Title I Paraeducators worked individually with Johnny on remedial coursework needed to further his goal of graduating from high school. And Johnny reports that he enjoyed working with his Transition Specialist because she gave him the additional tools he needed to travel along his road to success.

In Orange County, we believe that the disruptive lives of our alternative education students, as exemplified by their excessive mobility, is a significant enough factor to merit the additional level of support which transition services provide, and we are committed to the expansion of our transition program. As educators working within an alternative program, we are often unable to prevent student mobility, but regardless of how long we have a student in our classroom, it is our desire and obligation to equip them with the skills they need to become resourceful, productive members of society. Educating students who have difficulties functioning in a comprehensive school environment, giving them the tools to succeed, and showing them their place in the world is both our duty and our goal. In the words of noted American activist Virginia Gildersleeve, “The ability to think straight, some knowledge of the future, some urge to fit that service into the well-being of the community – these are the most vital things education must try to produce.” What we have done with our Transition Program in ACCESS is give students a resource that affords them the opportunity to plan for their futures and become productive members of the community. For all the challenges we may face and for all the students whose stories we do not know the ending, it is the “Johnnys” who teach us the true value of our chosen profession.

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

About the Authors

Ted Price, Ph.D., is the Assistant Superintendent of Alternative, Community, and Correctional Education Schools and Services (ACCESS) for the Orange County Department of Education (OCDE). He is responsible for programs and services for at-risk, delinquent, incarcerated, and home-schooled youth and adults. He has served as President of LeARN, Consultant for the U.S.

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Kelly Weaver is the Administrator of Federal Programs and Charter Schools for the Orange County Department of Education (OCDE). She is responsible for programs and services provided for adjudicated youth residing in juvenile institutions and group homes throughout Orange County. She was instrumental in creating and enhancing targeted support services addressing the unique needs of neglected and delinquent youth. She has presented at numerous local, state, and national conferences regarding support services in alternative education.

Lisa Lanier is the Program Specialist for Title I Programs at the Orange County Department of Education (OCDE). She oversees all aspects of this multifaceted Title I service model that strives to offer effective, high quality programming to at-risk students throughout Orange County. She is a published author and frequent presenter at local and state education conferences and has also been recognized by the California State Legislature for the services she provides to youth in the foster care system.

Mary Rizalla serves as the lead Title I Transition Specialist for the Orange County Department of Education (OCDE). In addition to overseeing the daily operation of the Title I Transition Program, she works at several ACCESS community day school sites assisting students with their transition needs.



Community Students Connect with the Rosemary Community Garden

San Joaquin County Office of Education

Three years ago a small group of concerned citizens envisioned the creation of a community garden in central Stockton where neighbors, friends and volunteers could gather to meet, grow food and socialize. After several bumpy starts, a one and half acre plot of land was secured and the Rosemary Community Garden was created.

The first several months posed many challenges. Volunteers and neighbors did not join the Garden as anticipated. The founders were growing frustrated. By chance, one of them met San Joaquin County Office of Education's (SJCOE) **one.Achievement** teacher, Stephanie Omste, who was currently teaching a unit about botany and environmental science. Stephanie immediately saw this as an opportunity for her students. She recognized that the Garden could be used as a learning lab, service project and as an opportunity to connect students to the community. Joined by the enthusiasm of her students, new life was given to the Rosemary Commu-

nity Garden. Two of the founders and local long-time community gardeners, Ray Ledesma and Adrian Nickols volunteered their guidance and taught the students how to till the soil, sow seeds, weed crops and harvest produce. Students began volunteering hundreds of hours to the community garden. One of the founders stated simply, "The students of **one.Achievement** are an integral part of the garden's success. Before they volunteered, the garden was hard to maintain and volunteers were few. Now it is flourishing."



Last summer over ½ ton of produce was harvested for the Stockton Food Bank as well as others in need. The students spent many hours in the garden tending the plants, harvesting the produce and delivering the food to the needy. They get hands-on experience growing food, learning how the local food bank operates, and gaining knowledge regarding the environmental and economic benefits of organically grown food.

Omste and her teaching partner, Gabriel

Perez, have developed a curriculum which integrates various aspects of the garden with CA state standards incorporating areas such as economics, biology, local history and international affairs. The students learn about the life cycles of a variety of plants, organically friendly ways to discourage pests and the effects of weather and soil on plant life. Students study the North American Free Trade Agreement (NAFTA) and its effects on the economy. In association with the Garden, a



teeners are now participating in the Garden. In addition to the Community Garden, small family plots are now offered to neighbors to grow the crops they choose. The Rosemary Community Garden was envisioned as a place to bring community members together. Today, it has accomplished that goal by connecting learning to skills used in real life and has given the students a sense of accomplishment, pride and dignity by helping those in need.



10 day trip to Chiapas, Mexico is planned this summer to enhance their studies and provide multicultural exposure to agriculture and regional farming.

Students participate in the annual Earth Day celebration in order to share their knowledge of environmentally friendly ways of dealing with vermin, composting, plant production and even natural insect repellents. Due to the students' dedication and enthusiasm, more volun-



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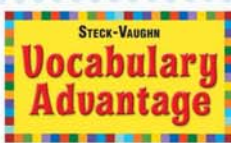
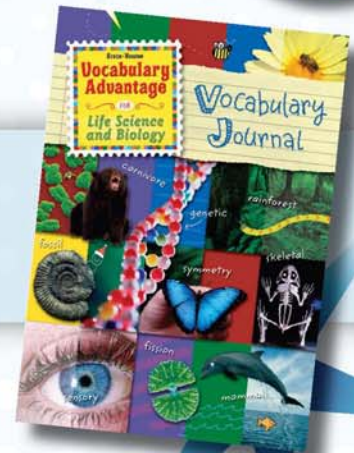
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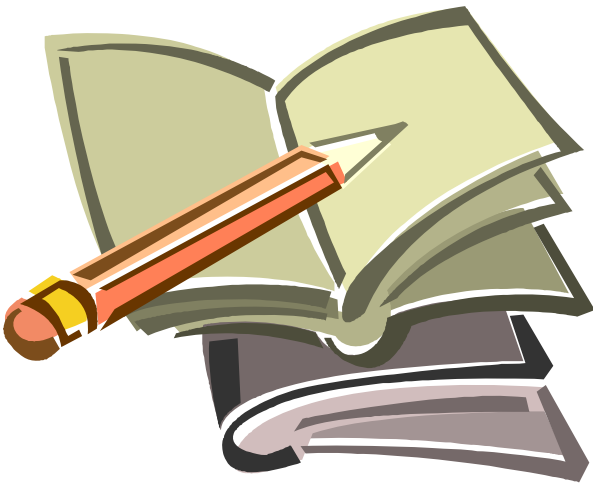
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- Acronyms are spelled out the first time they are used
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- Uses American Psychological Association publication guidelines
- Articles are four to twelve pages, double-spaced in length
- "Student success" 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
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Do's

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Using the Strategic Instructional Model (SIM) in Juvenile Correctional Facilities

by Beth Lasky and Belinda Dunnick Karge

In March 2005, the Educational Services Branch of the California Educational Authority published an Education Services Remedial Plan in response to deficiency areas identified by experts in the field as part of a consent decree. The plan states that “a key goal for education services is to prepare students for successful transition to the community upon release” (California Education Authority, 2005, p. 2). The mission of the California Educational Authority is to empower each student to become a civil, responsible, employable and knowledgeable lifelong learner. From this mission, the following Student Learning Outcomes have evolved: Students are Good Citizens, Students Value Education, Students are Self-Reliant, Students are Good Communicators, Students are Culturally Literate, Students are Mathematically Functional, and Students are Scientific and Resourceful. Sounds good! Unfortunately, no specific guidelines, interventions or programs are recommended anywhere in the 50 page plan.

It has been well documented that many incarcerated juveniles enter juvenile correction facilities with intense educational needs (Leone, Krezmien, Mason, & Meisel, 2005). Many of them are illiterate or reading well below grade level and most of them have experienced school failure and were retained at least one grade. (Center on Crime, Communities, and Culture, 1997). In addition,

high rates of incarcerated youths have been reported to have learning disorders. (Moffitt, 1990; Nelson, Rutherford, & Wolford, 1987; Quinn, Rutherford, Leone, Osher, & Poirier, 2005), or other disabilities (Rutherford, Bullis, Anderson, & Griller-Clark, 2002). Percentages of juvenile persons with disabilities in correction facilities are said to range anywhere from 12% to 70% (Wolford, 2000). Unfortunately, only a paucity of research has been published which reports on effective educational practices and outcomes for adjudicated youth (Larson & Turner, 2002; Leone, Krezmien, Mason, & Meisel, 2005). Foley (2001), reported that correctional education programs use a variety of strategies; however, effectiveness of the strategies was not addressed. Furthermore, Howell and Wolford (2002) paint a dismal picture in their description of common instructional practices in special education classes in correctional/juvenile justice settings.

Many articles have described the characteristics of juvenile offenders and the factors that seem to contribute to poor academic achievement. For example, illiteracy, suspension, expulsion, dropping out, school failure and having a disability are commonly reported characteristics (Ferko, Sylva, & Karge, 2006). In a review of literature, Tessington (2006) reports common characteristics of alternative school programs include maintaining small class size, one-on-one instruction, creating a supportive environment, programming students for success

and flexibility in student decision making. However, these characteristics do not address the actual instructional component typically associated with learning and knowledge.

Research has also reported the high recidivism rates of juveniles with and without disabilities (Bullis, Yovanoff, Mueller, & Havel, 2002). Much of this recidivism has been attributed to the low academic skills of the juveniles. However, encouraging data suggests that an increase in academic achievement is associated with decreases in delinquency rates (Maguin & Loeber, 1996).

Furlong and Morrison (2000) suggest that facilitating academic success can help develop resiliency in some students, and The Center on Crime, Communities and Culture (1997) reported that higher levels of literacy were associated with lower rates of recidivism. In fall 2006, Evans & Gable, the editors of *Preventing School Failure*, reported to their readers that they will be expanding the focus of the journal to include an examination of alternative schooling including instructional supports and methodology. Lyndall

Bullock is serving as guest editor of the journal for the next two editions to introduce to the readership the issues related to alternative education. He affirms that for positive affirmative outcomes to be forthcoming, all must be open to additional education options (2006).

Howell and Wolford (2002) identify a number of variables that should be observed in an effective program for students with disabilities in a correctional setting. These include teaching students how to learn, as well as presenting the traditional school content, ensuring active student engagement, empha-

sizing strategic processes for solving academic problems, using teacher directed instruction and guided practice, and including continuous monitoring of student progress. The purpose of this article is to describe an approach to providing instruction which fits many, if not all of the variables identified by Howell and Wolford as well as meeting the mission of the California Educational Authority and the goal of its remediation plan. Educators and Administrators from the California Educational Authority will find that adding the Strategic Instructional Model (defined below) will greatly enhance their

students' academic performance as well as the quality of instruction by teachers.

The University of Kansas Center for Research on Learning (KU-CRL) has developed a comprehensive set of instruction and intervention procedures that, when combined, comprise a variety of strategies and routines designed to improve the academic performance of students in grades 4-12. The Strategic Instructional Model (SIM) is an umbrella term that embraces a model of teacher focused (Content Enhancement) and student-

focused (Learning Strategies) interventions, and other support pieces. (Deshler, Schumaker, Lenz, Bulgren, Hock, Knight, & Ehren, 2002). This model incorporates more than 30 years of research by the KU-CRL staff and associates that has been driven by a central concern for adolescents with disabilities and other low-achieving students who are at-risk for school failure due to the difficulty they experience with the challenging nature of content area classes. The ultimate goal associated with SIM is to enable academically diverse groups of students to become independent and strategic learners.

All components of SIM were designed and

The ultimate goal associated with SIM is to enable academically diverse groups of students to become independent and strategic learners.

researched according to the following set of standards: 1) The instructional procedure is acceptable to teachers. 2) The procedure is powerful enough to have an effect on low-achieving students. 3) Statistically significant gains will result for students as a result of the procedure. 4) Students will have socially significant gains as a result of the procedure. 5) The instructional procedure will be determined to be successful and have merit, depending on the degree to which students maintain a skill or strategy they have been taught and generalize it for use in other settings (Deshler et al., 2002).

Among the components of SIM is a set of teacher-focused interventions called Con-

tent Enhancement Routines. Content Enhancement is a way to teach academically diverse groups of students so that both group and individual needs are valued and met. At the same time, the integrity of the content is maintained, critical features of the content are selected and transformed in a manner that promotes student learning, and instruction is carried out in partnership with students. To accomplish this, teachers should examine and organize a course for mastery of critical content—a process that should be guided by and complement state curriculum standards.

For instance, in a U.S. History course, memorizing the names of all of the Civil War battles is not the most important thing for stu-

The Unit Organizer

NAME Elida Cordora
DATE 1/22

④ BIGGER PICTURE

← The roots and consequences of civil unrest. →

② LAST UNIT /Experience Growth of the Nation	① CURRENT UNIT The Causes of the Civil War	③ NEXT UNIT /Experience The Civil War
⑧ UNIT SCHEDULE 1/22 Cooperative groups - over pp. 201-210 1/28 Quiz 1/29 Cooperative groups - over pp. 210-225 "Influential Personalities" project due 1/30 Quiz 2/2 Cooperative groups - over pp. 228-234 2/6 Review for test 2/7 Review for test 2/6 Test	⑤ UNIT MAP 	
⑦ UNIT SELF-TEST QUESTIONS What was sectionalism as it existed in the U. S. of 1860? How did the differences in the sections of the U.S. in 1860 contribute to the start of the Civil War? What examples of sectionalism exist in the world today?		⑨ UNIT RELATIONSHIPS descriptive compare/contrast cause/effect

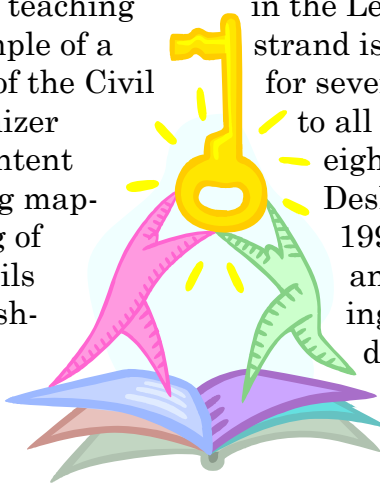
Figure 1

Table 1
Content Enhancement Routines

Planning and Leading Learning	Explaining Text, Topics, and Details	Teaching Concepts	Increasing Student Performance
Course Organizer	Clarifying	Concept Mastery	Recall Enhancement
Unit Organizer	Framing	Concept Anchoring	Question Exploration
Lesson Organizer	Survey	Concept Comparison	Quality Assignment
	Vocabulary LINCing		

dents to know. However, it is important for students to understand the primary causes of the war (i.e. sectionalism) and grasp those concepts. This is very different than starting at page one of a history text and trying to get the students to read the entire 600 pages. Each routine is highly structured and concentrates on a specific aspect of the teaching process. Figure 1 gives an example of a Unit Organizer on the “Causes of the Civil War”. Example of a Unit Organizer which visually breaks up the content into a flow-chart like style, using mapping/clustering and highlighting of main points and important details (Lenz, Bulgren, Schumaker, Deshler, & Boudah, 1994).

Many of the Content Enhancement Routines are indicated in [Table 1](#). Research by Deshler and colleagues, has proven the success of the Content Enhancement Routines. For example in concept mastery, students’ average scores before applying the routines were around 54 percent. After learning the routine they were 78 percent or higher. (Bulgren, Schumaker, & Deshler, 1993) Another major component of SIM is the Learning Strategies Curriculum, designed to provide the skills and strategies students need to learn the content so that they can be-



come independent learners and use these skills in a variety of settings. The Learning Strategies Curriculum consists of four strands: the Acquisition Strand, the Storage Strand, the Expression and Demonstration of Competence Strand, and the Social Interaction Strand. [Table 2](#) indicates the strand and strategies found in the Learning Strategies Curriculum. Each strand is comprised of instructional programs for several task specific strategies. Common to all of these strategies is a highly detailed eight-stage instructional sequence (Ellis, Deshler, Lenz, Schumaker, & Clark, 1991). This sequence includes pretesting and posttesting, describing and modeling the strategy, and ensuring that students practice using the strategy with a variety of materials. To help students remember how to use the strategies, they use mnemonic devices. For example, a strategy from the acquisition strand is Paraphrasing. The mnemonic used to remember the steps of this strategy is **RAP**:

Read a paragraph.

Ask yourself what is the main idea and what are the important supporting details.

Put the main idea and supporting details into your own words.

Another example is from the Self-Questioning Strategy, **ASKIT**:

- Attend to clues as you read.
- Say some questions.
- Keep predictions in mind.
- Identify the answer.
- Talk about the answers.

Research shows that students in schools and classrooms that use various strategies demonstrate significant gains on achievement measures including achievement tests, goal setting measures, note taking measures, grade point average and others as compared to students in schools that do not implement these strategies (Lenz, Schumaker, Deshler, & Beals, 1984; Schumaker, Denton & Deshler, 1984; Schumaker, Deshler, Nolan, & Alley, 1994; Schumaker, Deshler, Zemitzch & Warner, 1993). One particular study, demonstrated positive results when both the Paraphrasing Strategy and Word Identification Strategy were taught to juvenile offenders in Florida. Teachers in the correctional facilities reported on the inmates' enthusiasm for the strategies, and desire to continue their use (Platt, 1993).

Woven throughout all aspects of the

Learning Strategies Curriculum and the Content Enhancement Routines are several pedagogical features that are helpful for students who struggle with acquiring and remembering information. Instruction is sequential, explicit, and highly interactive. Teachers model strategies, scaffold learning and provide guided practice and feedback. Instruction occurs frequently over an extended period of time. This instructional approach tends to advance students' ability to learn to an automatic level, which in turn, facilitates the learning of subject-area information to mastery. The use of visual cues and verbal cues or prompts is intended to assist students in maintaining mastery and generalizing strategy use to other settings.

The Strategies Intervention Model incorporates many of the variables Howell and Wolford identified in effective programs for juvenile offenders. SIMS teaches students how to learn, ensures active student engagement, emphasizes strategic processes for solving academic problems, uses teacher directed instruction and guided practice, and includes continuous monitoring of student progress. In addition, the Strategies Instructional Model meets the goal, mission, and learning objectives for educational services of the California Educational Authority and juvenile correction

Table 2
Learning Strategies Curriculum

Acquisition	Storage	Expression of Competence	Social Interaction
Word Identification	First-Letter Mnemonic	Sentence Writing	Self Advocacy
Paraphrasing	Paired Associates	Paragraph Writing	Class Participation
Self-Questioning	Listening/Notetaking	Error Monitoring	Surface Counseling
Visual Imagery	LINCS Vocabulary	Theme Writing	
Interpreting Visuals		Assignment Completion	
		Test Taking	

programs throughout the country.

The Curriculum section of the California Educational Services Remedial Plan states that classroom observations will document evidence of instructional planning which includes the use of lesson plans, unit of instruction and that “students will know what is expected of them by receiving a course syllabus or course outline that describes the course content and requirements” (p. 35, California Education Authority, 2005). The Content Enhancement Routines within SIMS meet these requirements. Finally, in the section regarding Curriculum and Instruction Support, the plan discusses the CEA Literacy and Language Arts Programs to be implemented. Many of the SIM Learning Strategies can be used to assist in this implementation. The skills students learn in SIM will enable them to not only read and understand content material, but will empower them to become independent lifelong learners who value education and can communicate what they have learned.

Additional information on SIM may be obtained by contacting the Beth Lasky or the University of Kansas Center for Research on Learning at www.ku-crl.org. An annual SIM Conference is held every year in California (as well as throughout the country). For more information contact Barbara Glaeser at www.bglaeser@fullerton.edu

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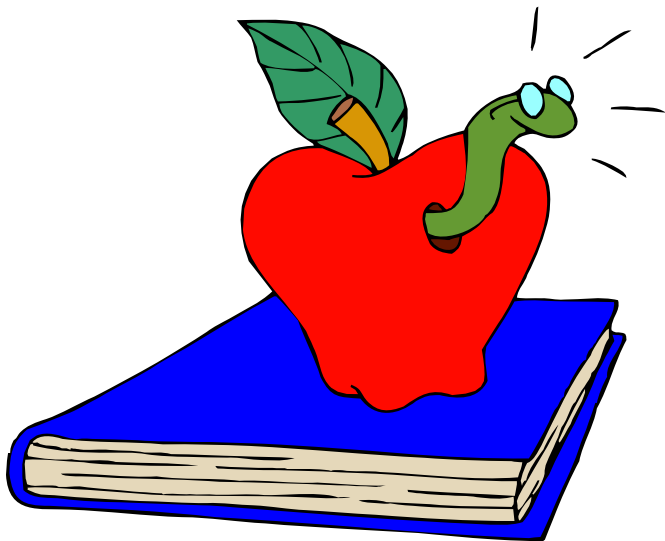
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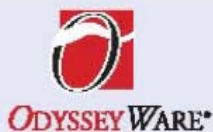
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Too often
we give children
answers to remember
rather than
problems
to solve.

~Roger Lewin



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West Hill's Art Program

Mendocino County Office of Education Rich Bowen

In 2003, Mendocino County Office of Education (MCOE) wrote a grant which would provide students incarcerated at Mendocino County Juvenile Hall with art and music programs. After 3 highly successful years, the art program component was so popular that MCOE collaborated with the teacher, Debra Snow, in hopes of finding alternative funding sources to con-

tinue the program once the grant expired.

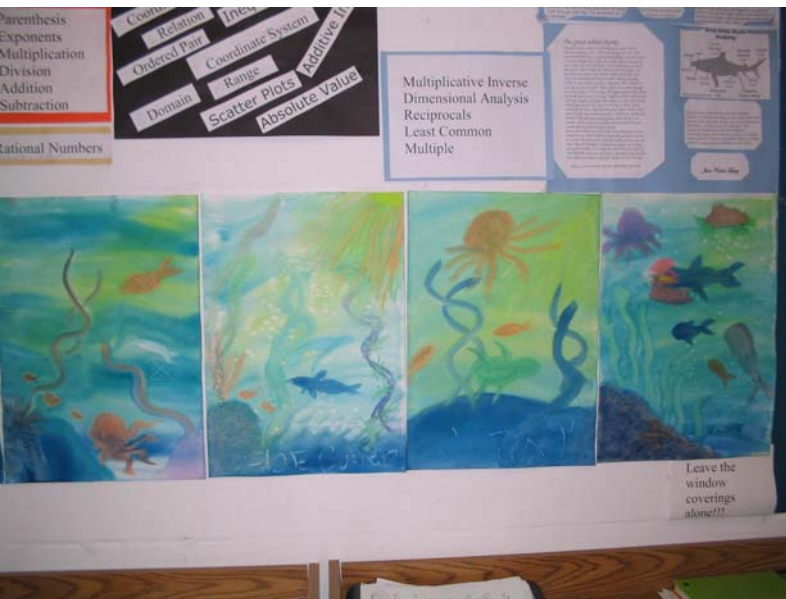
Now funded through Title 1, Delinquent money, this art program has been expanded to serve students in all three classrooms at juvenile hall. The art program helps support the Character Based Literacy Program (CBL) which has been an integral element of our academic curriculum for the past several years. Using art, students are given the opportunity to explore themes, settings, and ideas about books they are reading or going to read through the use of clay sculpting, painting, charcoal drawings, colored pencil sketching, and other artistic mediums appropriate to this highly structured and closely monitored setting. Recently, students created water color ocean scenes from Cannery Row, by John Steinbeck, used colored pencils to sketch a church from A Lesson Before Dying, by Ernest Gaines, and drew castles as part of the introduction to Macbeth, by William Shakespeare. Using art helps connect the students to works of literature which assists in capturing themes, characters and big ideas. Lessons are created which encourage students to express feelings and channel emotions produced by their current situations. Many of these fin-



Macbeth

ished projects are displayed in classrooms and add a little color to the otherwise bare white concrete walls.

Students constantly amaze us with their artistic abilities. Providing a format which allows for creative expression of content from core areas, gives students exposure to a variety of mediums, and permits the release of pent up feelings in acceptable formats is critical to all students.



Artwork generated after reading the book Cannery Row by John Steinbeck and other student work helps to brighten up otherwise bare concrete walls.

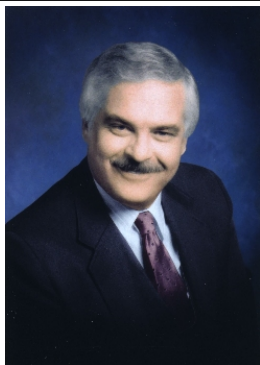


Colored pencil drawings helped to introduce the book, Cry the Beloved, by Alan Paton.



John Peshkoff Award

Congratulations to the 2007 award recipients



John Peshkoff (1935-2006) was one of the founding fathers of JCCASAC (then known as Juvenile Court School Administrators of California or JCSAC). 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.

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



Bob Michels first met John Peshkoff in 1969 when he joined the Santa Clara County Office of Education as Assistant Principal at Juvenile Hall. Prior to that, he had been a teacher and school administrator in a traditional school setting. Immediately, Bob and John became friends and colleagues working to find better ways to help troubled youth who did not fit into mainstream education. It was in that same year that John asked Bob if he was interested in helping create a new statewide organization that was being considered, JCSAC – Juvenile Court Schools Administrators of California. For thirty-eight years, Bob has been involved in JCCASAC, serving as secretary and as president in 1993-94. Bob remained close friends with John until his death in 2006.

Bob was born in San Francisco, California. He received his B.A. degree and elementary teaching credential in 1961 from San Francisco State University, after studying education and psychology. In 1967, he received his M.A. degree from San Jose State University in Educational Administration as well as a secondary teaching credential. Bob has been a teacher and administrator in elementary, middle and high schools. His career emphasis primarily has focused on working with non-conventional and at-risk youth. He retired from public education in 2001. The last 32 years Bob has served as an administrator with the Santa Clara County Office of Education.

Today, Bob is a lecturer in the Education and Counseling Psychology Departments at Santa Clara University and works in the Markkula Center for Applied Ethics as program manager and trainer for the Character-Based Education Program (CBL). He continues to serve on various statewide committees in both alternative and mainstream education. Additionally, he continues to be active in JCCASAC and WASC. In his free time he is an avid traveler and enjoys cooking and photography.



Mrs. Mary Louise Mack retired from Sacramento County Office of Education (SCOE) after 40 years of dedicated service to students who were court mandated to attend school at the county's juvenile court school program. During her tenure with SCOE she served as a Court School Teacher and later as a Court School Principal. Whether teaching or administering the work of teachers, her mission was very clear: provide the highest quality of education to the most-needy students. She made sure students were exposed to educational methodologies which integrated cognitive thinking skills, hands-on working skills, and behavioral modification skills. Teachers were expected to structure their lesson plans and deliver instruction in a manner that met the individualized needs of students through direct instruction, guided and unguided practice, and project aligned portfolios. Visitors to any school Mrs. Mack supervised would immediately be captivated with samples of student work throughout the hallways and classrooms. She felt the school belonged to the students and the community.

Mrs. Mack's style of "supervising by walking around" gave staff opportunities for immediate feedback whenever they tried different approaches to meet the multi-aged, multi-leveled academic needs of students. She was always available to give teachers feedback, suggestions and ensure they had necessary instructional materials and supplies to get the job done. Students graduating from court school programs were always encouraged to continue their education at a community college or local university. A number of these continuing students submitted applications and received scholarships from Juvenile Court, Community and Alternative School Administrators of California (JCCASAC). Indeed, she demonstrated "tough love for tough kids." Sacramento County Office of Education is thrilled that one of their administrators, Mrs. Mary Louise Mack, is a recipient of the John Peshkoff Award. Great job Mary Mack and THANK YOU for all your years of dedication and service to our students!

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Best Practices in Educational Options Schools and Programs Research Project

Wendell J. Callahan and Stephanie Johnston

Introduction

In a joint project, the San Diego County Office of Education, El Dorado County Office of Education and Educational Options Office of the California Department of Education have begun a review and dissemination of best practices in California Educational Options schools and programs. In December 2006 a committee of representatives from alternative education professional organizations, the California Department of Education and WestEd reviewed 24 proposals submitted from California continuation high schools, community day schools, as well as court and community schools. The professional organizations represented on the review committee included Community Day Schools Network (CDSNet), California Consortium for Independent Study (CCIS), California Continuation Education Association (CCEA) and Juvenile Court, Community and Alternative Schools Administrators of California (JCCASAC).

The proposals highlighted best practices in the following domains: Curriculum, Instruction and Educational Technology; Assessment, Evaluation and Data Management; Student Support, Retention and Transition; and Leadership and Staff Development. Ten proposals demonstrating best practices were selected and will be presented at professional conferences during Spring 2007, including Community Day Schools Network (CDSNet), California Consortium for Independent Study

(CCIS), California Continuation Education Association (CCEA), California County Superintendents Educational Services Association (CCSESA) and Juvenile Court, Community and Alternative Schools Administrators of California (JCCASAC). Information about these schools and programs will be compiled and disseminated to the Educational Options community throughout California via the San Diego County Office of Education's website (Callahan & Johnston, 2007).

The following narrative is a sample of one of the ten proposals selected by the review committee as an exemplar of a best practice in the Curriculum and Instruction Domain.

Curriculum and Instruction in the San Diego County Juvenile Court & Community Schools

Mary Glover
Senior Director
San Diego County Office of Education
Juvenile Court & Community Schools

Abstract

This proposal presents how an alternative school program addressed the challenge of standards implementation by using one of its greatest resources: teachers. This easy to replicate plan is student-centered, data-driven and allows teachers to meet the challenge of preparing all students to graduate from high school.

Full Description of Model Program: The Process

The San Diego Juvenile Court and Community Schools (JCCS), under the auspices of the San Diego County Office of Education, faced the formidable challenge of implementing standards based instruction at 80 school sites spread throughout the 4,261 square miles of the county. JCCS employ 184 teachers, the majority of whom have twelve or more years of experience in education. As the administration began discussing standards implementation with teachers, it quickly became obvious that instructional staff were feeling overwhelmed by the sheer volume and scope of the task. The administrators also knew they needed training, assistance, and encouragement in order to enhance teacher buy in. As implementation plans were discussed, there was no doubt that the inclusion of teacher input from the onset would be essential to the success of the plan to increase the rigor of the JCCS academic program. To do otherwise would be to overlook one of our greatest resources: the teachers.

Implementation began with the formation of a mathematics committee whose major task was to select standards aligned K-12 textbooks. The state selection committee had done the majority of the work when it came to choices for K-8. For grades 9-12, the task was much more challenging. JCCS is broken down into eight regions based on the geographic location of the sites. Teachers in all regions were invited to apply and provided with an overview of the committee's tasks. Interest was high and one representative was selected from each region. Committee mem-



bers then chose one teacher to serve as chairperson to work under the guidance of the Senior Director of Curriculum, Instruction, and Assessment throughout the review process. The committee was given release time and met on a monthly basis to review texts and other materials based on a rubric recommended in the mathematics standards document. As representatives of their region, they were also asked to review the texts based on the needs of the wide variety of programs we offer: multi-age, multi-grade self contained classrooms, departmentalized programs, short-term, long-term as well as independent study. At the conclusion of what was, at times, a grueling process, the committee felt confident that they had selected the "best of the best." Their goal had been to increase the rigor of mathematics instruction at all grade levels and at the same time provide teachers with instructional materials that would demystify the standards and simplify the implementation process. The committee's investment in and enthusiasm for the process became the foundation for teacher buy-in throughout JCCS.

The San Diego County Office of Education (SDCOE) School Board formally adopted all of the committee's recommendations. Sample texts were purchased and put on display in the Teacher Service Center for leisurely review by teachers. Committee members took the texts to regional staff meetings and described, in detail, how choices were made and why specific texts were chosen over others. As a follow-up to the regional presentations, vendor workshops were provided that demonstrated how to optimally use the texts and the accompanying resources. At the conclusion of these workshops, teachers were given the opportunity to order what they needed for their classrooms. Once the texts arrived, workshops were offered by local practitioners that were structured around using the

texts in a wide variety of settings.

This same process was followed during the language arts adoption except that committee members were released for four consecutive days to make selections rather than spreading the work out over the school year. Teachers preferred the day to day continuity provided by this model so it will be used for future adoptions. Every teacher in JCCS now has classroom sets of standards aligned mathematics and language arts textbooks.

The Challenges

One of the greatest challenges JCCS teachers face is isolation. The majority of our schools are one or two teacher sites. The ability to meet with colleagues at lunch or during a prep period to discuss instruction is not feasible. Due to the logistics of travel and distance from regional offices, after school and/or department meetings present a challenge as well. Teachers voiced the frustration that they had their tools in hand, the instructional materials, but needed a blueprint for standards implementation. At this point, it became imperative to seamlessly reach all teachers and speed up the momentum of the classroom implementation of content standards.

Teachers had long ago received copies of the content standards and were stymied by where to begin. The sheer number of standards was overwhelming and there was no clear idea of how to select which ones were of greatest importance. In response to this, at the conclusion of the mathematics adoption and just prior to the language arts adoption,

a Teacher on Special Assignment (TOSA) was selected to drive the content standards implementation throughout JCCS. Again, the process was, by design, teacher driven. The TOSA worked with other teacher leaders from each of the respective regions on a Standards Committee to develop what have become known throughout the program as the "Power Standards."

The first step the committee took was to analyze the California Standards Test (CST) and California High School Exit Exam (CAHSEE) student data from the previous two years to determine areas of greatest need for the JCCS student population. This information was then used in combination with the CAHSEE Blueprint to ascertain which content standards JCCS students needed to master in order to graduate.

JCCS has a 245 day school year. For middle and secondary students, five Mathematics Power Standards and five Language Arts Power Standards were selected for each of the four grading periods throughout the traditional school year. The summer session was designated as the time for teachers to focus on the particular Power Standards students needed more practice. For elementary students, K-6 teachers worked as a group to select Power Standards for each semester for K-3 and 4-6 respectively. Again, summer was designated for review. Power Standards posters were created for each grading period, as were student notebook inserts. Power Standards were also added to the JCCS web page for teacher access.

This initial phase was followed by a "Power Standards" presentation in each region. Repre-

Teachers voiced the frustration that they had their tools in hand, the instructional materials, but needed a blueprint for standards implementation.

representatives from the Standards Committee gave the same presentation in all eight regions so information was consistent across the program. Not only did teachers feel that delivering standards-driven instruction was manageable, they realized the potential advantage Power Standards would provide for their students. For the first time, all JCCS teachers would be using the same texts and teaching the same concepts at the same time.

Through the Power Standards and the instructional materials, there now was a structure in place to make implementation easier. The students who transition between schools within our system have since reported to their teachers that they greatly appreciate the consistency the “new system” has provided for them. This thread of continuity for students has quickly improved the strength of the academic program we offer. Another unstated goal has been to familiarize students with the content standards so that their return to their home districts would be smoother. The high expectations that are built into the standards as well as the explicit CAHSEE preparation JCCS provides to students has added the foundation that our students have needed to be better prepared for the future.

Ongoing Practice

To be successful over the long term, our administrators also needed education on the standards and what a standards driven classroom looks, feels, and sounds like. In that regard, all JCCS principals attended AB75 training to receive professional development in the areas of Leadership and Support of Instructional Practices. Additionally, the

teacher evaluation tool has been revamped to incorporate accountability for teaching content standards and adhering to the California Standards for the Teaching Profession.

Many of our students are identified English learners. As such, any attempt to deliver content standard instruction would be ineffectual if the instructor lacked the tools to reach *all* students. Based on this data, it was decided by

The high expectations built into the Standards, as well as explicit CAHSEE student preparation, have added to the foundation our students need to be better prepared for their futures.

the JCCS Leadership Team that another key to the success of our systematic implementation plan would be to require that all JCCS teachers be certified to teach English Learners. Any who did not have their CLAD were informed that they would be required to attend SB395 training that incorporates Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) training. At the start of the implementation plan two years ago, 32% of our teach-

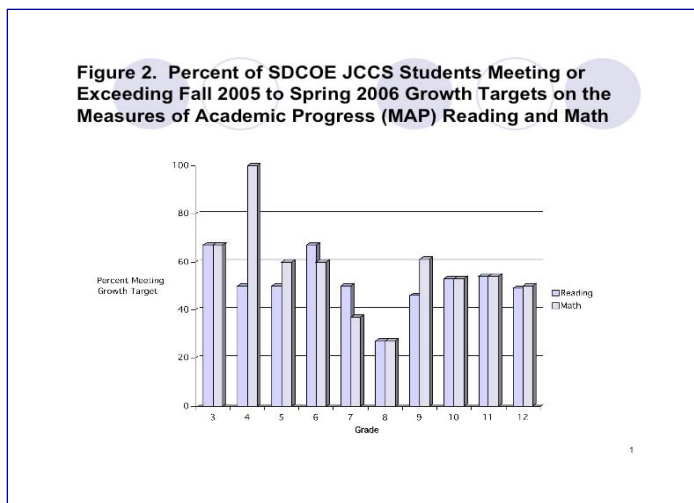
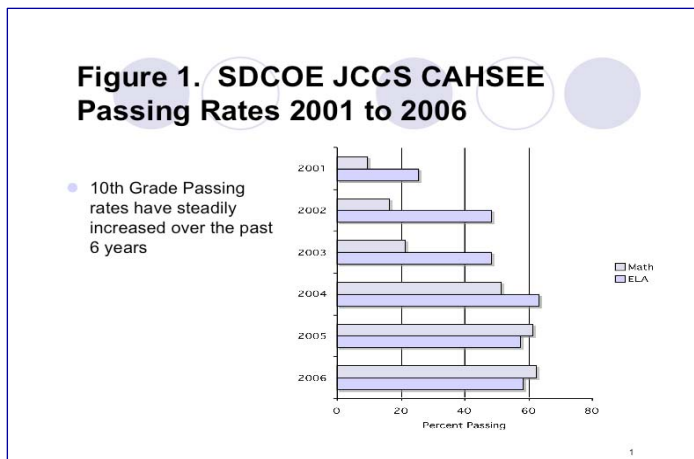
ers were certified. At this time, that number has reached 100%. JCCS has supported this additional teacher requirement by paying for the training with Title II, part A funds.

The next component of the implementation was on going high-quality professional development. Every workshop that JCCS offered incorporated Power Standards and SDAIE strategies as an integral part of the training. These trainings were provided after school and teachers were paid for attending based on their per diem rate once 6.75 hours of instruction were completed. Funds to pay teachers came from “BuyBack” funds. For those who did not attend buy-backs, in-services were provided by Standards Committee representatives at regional staff meetings.

Appendix

Accountability has been the key for measuring our progress and JCCS students have shown significant improvement on all standards based assessments since the introduction of this comprehensive plan. Improvements are reflected in scores of the Measures of Academic Progress (our internal testing tool), the California Standards Test as well as the CAHSEE. (See Appendix A)

From the beginning, our focus has been to have the implementation plan teacher driven. Teachers are the experts on the instructional challenges faced day to day in classrooms. They are the ones who are the best equipped to develop the means to address these obstacles. This recognition of their expertise has given the plan the legitimacy and authenticity needed for teacher buy-in.

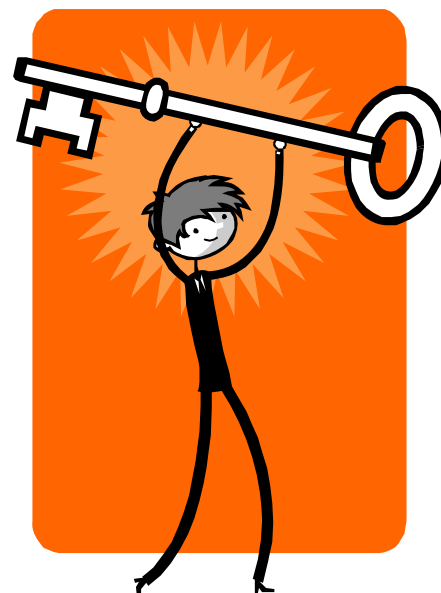


Reference

Callahan, W. J. & Johnston, S. (2007). Best practices in educational options schools and programs research project. <http://www.sdcoe.net/jccs/assessment/bp.html>

Never underestimate the power of a few committed people to change the world. Indeed, it is the only thing that ever has.

~Margaret Mead



911 Coyote Motor Sports Program

Kern County Superintendent of Schools By Dennis Desmond

High school students often prove difficult to motivate. Most go through the education process having no idea what they want to do after they graduate. When a group of students were asked, “Would you like to build a NASCAR?” many students, most of which were on the edge of not graduating, jumped at the prospect. Building a race car was the fuel that generated student enthusiasm for learning and was a reference point that would ‘spring board’ them into the real world of work. The students attained a sense of satisfaction and accomplishment that bookwork didn’t provide. It contained a pragmatic focus where the only test was “does it work”?

In 1998, Kern County High School, working cooperatively with race track manager Mr. Marion Collins, offered a motor sports program that inspired high school seniors to graduate from school. Teams of high school students worked with volunteers to assemble stock race cars the students would be eligible to drive, once they graduated in June. Their eligibility would last through the summer and expose them to the world of stock car racing. The condition was that students work on the cars and graduate from high school.

Erwin Owen High School (EOHS), operated by Kern County Superintendent of Schools (KCSOS), is a court school camp program with approximately 120 boys between 14 and 18 years of age. Mr. Collins discovered EOHS had an ROP auto shop, one of the few still funded and operated by the high school, and wanted to know if EOHS would like to participate in the high school race car program. Ken Taylor, KCSOS administrator, was initially resistant to the idea of incarcerated students driving in races, but Mr. Collins was persistent. He believed high school students were naturals for the stock car series; good reflexes, attitudes and a naturally competitive nature. After legal obstacles were hurdled, a compromise was negotiated.



Building a race car was the fuel that generated student enthusiasm for learning and was a reference point that would ‘spring board’ them into the real world of work.

EOHS students would build the cars, but the different agencies of Kern County, many of which the students had previously encountered in adverse situations, would have to supply the drivers. The different agencies would also provide funds for the materials necessary to build the cars. Mr. Collins would supply the GM model autos, fuel and tires. He would also spend time training each



driver how to drive the track. Each of the drivers would need to apply for a NASCAR license. Students from EOHS would build the stock cars using

guidelines similar to the International Race of Champion (IROC) series. The IROC premise, conceived in 1973, is amazingly simple yet effective: take 12 of the world's top drivers (in this case, ten amateurs), from different types of racing (in this case different county programs), put them in identically prepared IROC race cars, give them a set of rules which virtually eliminates the variables usually associated with racing (no pit stops, no qualifying, no driver set-up of the cars, etc.) and wave a green flag to start the race.

Theoretically, all cars would be built with the same or similar components in order to level the playing field for drivers. The cars would be GM models, have the same size engine, similar transmissions, roll cages, fuel cells, and other components. No one would have a mechanical advantage; the races would be dependent upon the driver's racing skill. This is how the "911" Coyote Motor Sports Race Car Program was born.

Dan Gates, ROP auto shop teacher, put the students to work soon after the first car showed up. The class stripped the car down to its frame, examined parts, assessing what



needed to be trashed and what could be salvaged. Second, third, fourth and fifth cars were delivered and stripped down as the first



car was being rebuilt. Five months later, the first car had been reassembled with a roll cage, fuel cell and driver's seat with a five-point harness. It was ready for the windshield, paint and decals. The cars were then painted to resemble the Kern County agency that would 'driver' that particular car. School Bus yellow for the Kern County Superintendent, the California Highway Patrol was black and white, the Kern County Fire Department was red, the Park Rangers were green and white, Bakersfield City Fire department was white, Bakersfield City Police was black and white, and the Kern County Sheriff was white with black lettering.

Mr. Collins was so impressed with the students and program at EOHS that he wanted to turn the shop in to a production line. Mr. Gates, the ROP teacher, believed the process was a learning experience more than a manufacturing opportunity. Mr. Collins quickly recognized the importance of the learning experience and supported a slower pace.

There were five cars ready for the first race. Newspaper coverage was provided by correspondents from the Bakersfield Californian and the Kern Valley Sun. There was a bit of rubbing on the corners and straight-ways and the novices were thrilled to have the opportunity to race. Mr. Collins was watching the race from the VIP lounge at the Mesa Marin raceway and remarked that the race for the 911 Series would become the big draw for his Saturday night races. It was thrilling to watch inexperienced drivers race, rub paint, spin out, crash and win.

There have been a total of sixteen cars built by students at Erwin Owen High School. The sixth car was built for the Kern County Probation Department but they were unable to 'driver' it so Ken Taylor, administrator for KCSOS, saw it as an opportunity for KCSOS to have a car of its own, giving KCSOS employees the opportunity to race. From that point on, the sixth car has been driven by many of the KCSOS employees.



Dennis Desmond and Car #6 sponsored by Kern County Superintendent of Schools.

The ROP class consists of 24 boys, and each Saturday night during the racing season, a group of boy are selected (based on their behavior and group status) to be transported to the races. The program has been operational for seven seasons, and with 20 races in each season, Mr. Collins, race track operator, is proud to state that none of the students have ever abused their privilege of attending and has been impressed by the motivation, enthusiasm and dedication of these students.

Denis Desmond
Principal, Erwin Owen High School
Janice Barricklow
Director, Court Schools
Lake Isabella Community School
Kern County Superintendent of Schools
760-376-2315

It can be challenging finding programs or activities which motivate students enrolled in alternative education programs. Over seven years there has been over 250 students at EOHS enrolled in the "911 Coyote Motor Sports" NASCAR program. Students who balanced on the edge of school failure found that building a race car gave them a sense of accomplishment that allowed them to then achieve academically. These successes were the fuel that generated student enthusiasm needed to complete the requirements for high school and served as a spring board into the real world.



Give me a stock clerk
with a goal
and I will give you
a man who will make
history.
Give me a man
without a goal,
and I will give you a
stock clerk.

- JC Penny -

The Relationship Between Social Decision Making and Health Realization Programming Among Delinquent and Detained Youth

By Brett Johnson Solomon

INTRODUCTION

Court, community and alternative school educators and administrators have long had a genuine dedication towards providing programs, services and curricula that will aid adolescents in making appropriate life choices. Several programs and curricula such as “Got Choices” (GSSCC, 2007), Paint by Puzzles (Gittelsohn, 2006) and the Character-Based Literacy Program (Schulman, 2002) have all contributed to this effort. Health Realization (HR) is another such program that has contributed to making a positive impact on social decision making among delinquent adolescents attending court and community schools in Santa Clara County. Rather than utilizing a preventative or intervention-like approach, HR is “psychologically grounded in fundamental causal principles that reveal clearly how such children and adolescents can become self-motivated, socially competent, compassionate and psychologically vigorous adults” (Kelley, 2003, 47). Health Realization teaches that every person has the innate capacity for mental health or well being. Its approach is to help people “based on the understanding that all human beings have access to a state of mind that is insightful, creative, productive, wise and healthy” (Mills, 2002, 5).

For the adolescents in this study, HR programs are delivered in a group setting and

assist participants in understanding how their thoughts affect their feelings, and how their feelings in turn impact consciousness, and ultimately their actions. Though HR seems to have a positive impact on adolescent decision making, to date there has been no published research on delinquent adolescents in Santa Clara County who are participating in the HR program. Accordingly, this study examines whether experiencing the HR program has a positive impact on delinquent adolescents’ behavior and social judgment. Santa Clara County’s Department of Alcohol and Drug Services (DADS) houses the Health Realization Services Division, and conducted internal self-studies to determine the effectiveness of HR programming among their youth served. DADS used a self-developed 10-item well being survey which indicated that participants experienced less anger, less anxiety, and more peace of mind and hopefulness (DADS: HRSD, 2003). These initial self-studies have highlighted the potential benefits of HR programming for pre- and post-adjudicated adolescents. As a result, this study aims to expand on the outcomes investigated in relation to HR programming and ultimately report findings of the efficacy among this special population. Knowledge of perceived well being among adolescents will assist county offices of education, as well as departments of probation in implementing programs that serve the social and emotional needs of the adolescents that they serve.

Court, community and alternative school educators and administrators have long had a genuine dedication towards providing programs, services and curricula that will aid adolescents in making appropriate life choices.

The data presented in this paper are from a larger study conducted with delinquent adolescents who were involved in HR programming while detained in Santa Clara County. Specifically, the data reflects the qualitative features that adolescents believe contribute to their decision making. The four questions that guide this research are: (a) Does participation in HR programming give participants a greater sense of their own resilience? (b) Do those who participate in HR programming understand the consequences of their actions? (c) Are HR participants, compared to non-participants, getting into trouble less while attending the court school? And (d) are HR participants hopeful about their future?

METHOD

Participants

Sixty-four delinquent and detained adolescents participated in this study, and were interviewed at James Ranch, Wright Ranch, or the juvenile hall in Santa Clara County. Most experienced an on-site 8-week program in Health Realization conducted by HR youth trainers.

The primary criterion for selecting the participants was their enrollment in Health Realization programming during their detention, combined with their delinquent status. The participants recruited for this study were detained for a crime that was characterized by the U.S. Department of Justice as a delinquent act including: crimes against a person, property, or public order, as well as drug related crimes. (Snyder & Sickmund, 1999)

Measures

The measures used for this study were selected to provide qualitative support for the relationship between Health Realization Programming and social decision making. Two qualitative measures were used to gain a clear perspective of participants' social and demographic background, as well as their perceived opinions about their decision making behaviors.

Social Demographic Data Form.

The Social Demographic Data Form (Solomon, 2006) gathered a variety of social and demographic information on each participant and was divided into three sections: (a) personal, (b) familial, and (c) academic. Personal information included the participants' current age and date of birth, current offense, prior offenses, and age of first offense. The familial section included information on primary caregivers and/or biological parents and the number and gender of siblings. Academic information included participants' current grade, history of school involvement, history of special education, and future aspirations.

Responses to the Social Demographic Data Form were categorized based on similarity of content. These categories were then assigned numeric value, in order to quantify them for data analysis. Undergraduate research assistants were trained to code the categories.

Decision Making Interview.

The Decision Making Interview was developed by the Primary Investigator in collaboration with DADS' Health Realization Services Division. Interview questions were developed in an effort to address the four research ques-

tions, and designed to (a) capture feelings about decision making when with friends, and when without friends, (b) understand how participants perceive their friends' influences on their actions, (c) ask about their behavior in the court school that they currently attend, and (d) ascertain thoughts about their future. Similar to the Social Demographic Data Form, interview responses were categorized, coded, and quantified. The categories and codes were developed by the author and three undergraduate research assistants. Once codes were established, two additional undergraduate research assistant-coders were trained on the scale, and completed the coding for each of the 64-interviews. Inter-rater reliability for individual items on the Social-Demographic Data Form and the Decision Making Interview ranged from 89% to 99% and 77% to 87% respectively.

PROCEDURE

Recruitment

Participants were recruited from the Juvenile Hall, Wright and James Ranches in Santa Clara County. All participants were at varying stages in their Health Realization programming, including those who had not yet attended any sessions, to those who attended eight or more sessions. During or before Health Realization sessions, the primary investigator or one of three undergraduate research assistants introduced the project to all potential participants. Those who were interested in participating gave their names to the researcher, and were interviewed later that week.

Interview. Prior to the beginning of the interview, each researcher reviewed and answered questions regarding the voluntary assent form. All interviews were conducted in a

private area at the juvenile detention centers by the primary investigator or a research assistant. Questions from each measure were read aloud to the participant and hand documented by the interviewer. Open-ended responses were written verbatim. Each interview lasted approximately 45 minutes.

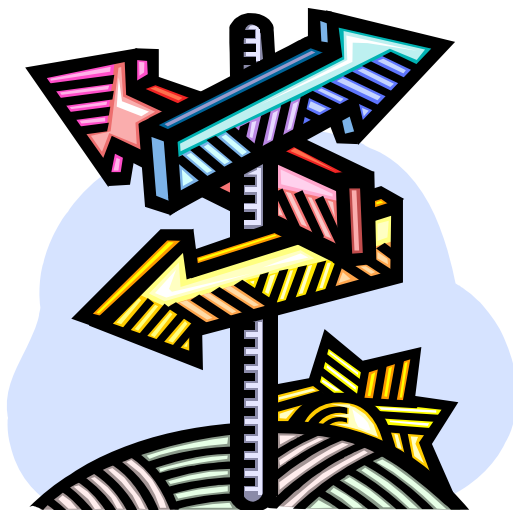
RESULTS

Social Demographic Data Form. The participants in this study reflect a variety of ethnic, social, academic and delinquent backgrounds. Group totals are reflected below, while gender totals are reflected in Table 1. Participant ages ranged from 13 to 17 years ($M = 15.7$). Hispanic-Americans accounted for 78% of the participants in this study, while 11% were European American, 7% African American, 2% Asian American, and 2% Bi-racial. Of the participants, 41% committed a crime against another person, 16% committed a property crime, 8% committed a drug-related crime, and

5% committed crimes against public order. Most notably, 25% of the participants reported a dual charge and 6% reported a triple charge (two or three of the above delinquent categories).

Primary caregiver information reflects that 78% identified their biological mother, 6% biological father, 8% maternal or paternal grandmother, and 8% identified another female relative (aunt, cousin, or sister). When asked to identify a second primary-caregiver, meaning another adult who lives in their home with the primary caregiver who also takes care of them, 65% reported not to have one. Additionally, 33% of the participants spent some time in a foster, or out-of-home placement.

In relationship to school 23% of the par-



ticipants reported to have dropped out of school, prior to coming to the juvenile hall, and 28% received some type of special education.

The Decision Making Interview. In an effort to understand program outcomes, the participants were divided into three groups according to how many HR sessions they attended, those who: (a) attended eight or more HR sessions, (b) attended one to seven HR sessions, and (c) attended no HR sessions. Analysis of the interview is reported below, and relates to the guiding questions presented in the introduction.

Question One. How does participation in HR programming give participants a greater sense of their own resilience? To answer this question the focus shifted toward the participants' perceptions of their decisions to engage in specific activities when they were with their friends, as well as when they were by themselves. Additional insight into this question was provided through participant responses relating to their friends' influence over their actions.

The results reveal that participation in Health Realization sessions has a relationship with positive decision making. Specifically, those who had eight or more sessions were significantly more likely (than their 0 and 1-7 session counterparts) to think about their actions before doing something when with their friends $\chi^2(2) = 8.58, p < .05$, and when by themselves $\chi^2(2) = 6.35, p < .05$. When asked "When you are *with the people that you hang out with*, how much do you think about your actions before you do some-

thing?" participant responses ranged from statements such as: "all the time" or "fifty-percent of the time because the other fifty-percent I'm high" to "never, I usually just do things as they go and think about it after."

When participants were asked "when you are *by yourself*, how much do you think about your actions before you do something?" participants made responses such as: "A lot. I think if it will benefit me, and if I'll get in trouble" or "a lot because what's going to happen if I do the thing—am I going to get in trouble?" Perhaps more compelling are the responses that participants gave who reported to never think about their actions when by themselves. Participants made statements such as: "never, because when I'm doing something by myself, it's usually the wrong thing and I'm mad and don't care, and think the after effect will be good, but I'm doing it for the wrong reasons" or "never. I don't have that thing in your brain that makes you think about stuff before. I just think about it after, like when I'm in juvenile hall."

Question Two. Do those who participate in HR programming understand the consequences of their actions? Based on the above results, it can be inferred that those who participate in eight or more HR sessions do understand the consequences of their actions more than the others. However, descriptive analysis of whether participants thought that their friends influenced their actions, reveal no significant differences between the three comparison groups. Specifically, when asked: "Do you think that your friends influence your actions?", 63% of those attending eight or more

Based on the above results, it can be inferred that those who participate in eight or more HR sessions do understand the consequences of their actions more than the others.

sessions replied no, compared to 67% of the 1-7 session group and 42% of the 0-session group.

Question Three. Are HR participants getting into trouble less while attending the court school? Since all of the participants were attending court school while participating in this project, it was important to note if any had gotten into trouble at school since they began HR programming. Specifically, to determine if any differences existed between those who attended HR, and those who did not. Results indicate that participants who had no HR sessions were more likely to get into trouble at school compared to those who had attended some HR session. This relationship was significant at $\chi^2(1) = 11.71, p < .01$, and indicates that HR sessions might have some effect on a delinquent adolescents' decision to act out or not, while attending the court schools.

Question Four. Are HR participants hopeful about their future? Career goals were identified as a means of measuring participants' hope for their future. Responses were organized into three sections: "no hope" (don't know, or not sure), "some hope" (open a business, go to the armed forces or become a plumber), or high hope (lawyer, MFT, doctor). Though there were no significant differences among the three comparison groups, 8.3% of the 0-session group had the highest hope for their future, compared to 19.4% and 37.5% of the 1-7 and 8+ groups respectively. Though not significant, these numbers provide a glimpse into understanding how HR might contribute to current, and future social decision making.

DISCUSSION

The above findings provide an understanding of the impact of Health Realization programming for delinquent and detained

adolescents in Santa Clara County. Furthermore, it shows that those who participate in multiple Health Realization sessions seemingly make more appropriate social decisions, particularly when with their peers. These findings suggest that there is a relationship between Health Realization programming, and a greater sense of resilience among delinquent and detained youth. Yet could it be that simple? Does it only take eight or more HR sessions for delinquent adolescents to make better social decisions? Perhaps, yet it is also important to consider that those who participated in eight or more HR sessions might have more experience with the system. This group of individuals could very well be savvier with their social decisions when they are not detained, in an effort to avoid being detained.

Conversely, the participants who did not attend any HR sessions, and were significantly less likely to think about their actions, were perhaps less experienced or younger offenders and felt as if they had more to prove to others.

Ironically, despite the number of HR sessions attended across all of the groups, there were no significant differences among the groups in relationship to whether they thought that their friends influenced their behaviors. However, 58% of those who had not yet participated in HR programming reported that they did think that their friends influenced their actions, compared to 33% and 37% of the 1-7 and 8+ session groups respectively. Perhaps those who attended multiple sessions had several opportunities to utilize their HR skills when not detained, as a result of varying levels of recidivism. Bullis et. al (2002) conducted a 5-year study on juvenile recidivism, and reported that nearly 60% of previously detained youth, returned to the juvenile detention centers (or adult correctional facilities) after being released. The valuable tools gained from HR programming might circumvent the high rates of recidivism among youth.



Similarly, those who attended multiple HR sessions and thought more about their actions also seem to display these same characteristics while attending the court school. This relationship was highly significant and touches on one's ability to understand the consequences of their actions, and a general awareness of how their behavior impacts their own disposition, as well as others.

"Health Realization proposes that all human behavior can be explained by understanding the inter-relationship of three fundamental principles: mind, thought and consciousness" (Kelley, 2003), all of which contribute to the energy that an individual gives to a particular situation or circumstance. According to the findings of this study, participants who have not had the benefit of Health Realization programming are not able to utilize the skills taught. Though there might be a myriad of factors that contribute to one's ability to make specific decisions in the face of adversity, this study reveals the promising benefits of HR programming on the social decisions made by delinquent and detained youth.

Future Directions

Programmatic. The outcomes of this study show that court, community, and alternative schools can benefit from utilizing HR programming, not just for the youth, but for the providers as well. In Santa Clara County, staff, faculty and students at the Camden Community School experienced HR programming for three-and-a-half years. End of the program results indicate that students who attended the school consistently and over time, gave the highest rankings of the program (Mills, 2002). High rankings also came from those classes where the teachers were the most supportive of the program (Mills, 2002). The faculty and staff reported that they "had reduced or eliminated 'taking work home' in their thinking, which reduced their feelings of frustration, stress and burn-

out" (Mills 2002). Pransky (2004), provided a 45-hour HR training program to school personnel in Waterbury, Vermont and found an increase between pre-and post-test mean scores in relationship to well being at work and in life, less stress at work and in life, perceived effectiveness with students and parents, and the quality of relationships with fellow staff.

In addition to providing HR programming to school personnel and students, another future direction should focus on providing programming to youth who are no longer detained. The feedback often observed during this research project was that participants felt as if they benefited from HR programming while detained, but wanted the same program upon release.

Research. It would be highly beneficial to empirically research how former HR participants utilize their skills once they transition back into the community. Such knowledge would be helpful to providers in guiding the direction of future programming, for both detained and non-detained youth. Another future direction for research is to incorporate quantitative tools that measure self-esteem, decision making, relationships with friends and family, as well as feelings of narcissism among participants in Health Realization. This information would be helpful in determining quantitative differences among the three comparison groups, and perhaps assist in future program development.

About the author:

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Table

	Participant Group			
	Girls (n = 34)		Boys (n = 30)	
	n	%	n	%
Ethnicity				
Hispanic	19	55.9%	27	90%
Caucasian	6	17.6%	1	3.3%
African American	4	11.8%	1	3.3%
Asian American	1	2.9%	-	-
Bi-racial	4	11.8%	1	3.3%
Age				
12	1	2.9%	-	-
13	-	-	-	-
14	6	17.6%	5	16.7%
15	9	26.5%	6	20%
16	6	17.6%	7	23.3%
17	12	35.3%	12	20%
Offense				
Against person	13	38.2%	13	43.3%
Against Property	7	20.6%	3	10%
Against Public Order	2	5.9%	1	3.3%
Drug Crime	2	5.9%	3	10%
Dual charge	8	23.5%	8	26.7%
Triple charge	2	5.9%	2	6.7%
Prior Offenses				
Yes	20	58.8%	21	70%
No	14	41.2%	9	30%
Primary Caregiver				
Biological Mom	24	70.6%	26	86.7%
Biological Dad	3	8.8%	1	3.3%
Grandmother	3	8.8%	2	6.7%
Other Fem. Relative	4	11.8%	1	3.3%
Primary Caregiver Education				
8 th Grade or Less	-	-	4	13.3%
Some High School	7	20.6%	3	10%
High School Grad.	12	35.3%	8	26.7%
Some College	7	20.6%	-	-
College Graduate	7	20.6%	4	13.3%
Don't Know	1	2.9%	11	36.7%
Primary Caregiver 2				
N/A	20	58.8%	22	73.3%
Biological Dad	2	5.9%	4	13.3%
Step-Dad	4	11.8%	2	6.7%
Step-Mom	-	-	1	3.3%
Grandfather	2	5.9%	1	3.3%
Other female relative	5	14.7%	-	-
Other male relative	1	2.9%	-	-
Bio Mother Hist. of Jail	20	58.8%	10	33.3
Bio Father Hist. of Jail	23	67.6%	20	66.7%
Hist. of Foster Care	12	35.3%	9	30%
Hist. of Special Ed	7	20.6%	11	36.7

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The Writing Exchange: An anonymous exchange of journals between two court schools

Butte County Office of Education By Scott Bailey

Scott Bailey, resource specialist at South County Community Schools (SCCS) operated by Butte County Office of Education, decided he would like to begin an innovative program to improve student writing. Using Erin Gruwell's *The Freedom Writer's Diary* and *True Notebooks* as guides, he began his program in a classroom for students with emotional disturbances in 2000. During the first year, he brought his students to meet Erin Gruwell, the teacher the movie *Freedom Writer's Diary* was based on, when she spoke at Chico State. "Since that day, she has been an amazing support," reports Bailey. Inspired by Gruwell and the Freedom Writers, Bailey began having students journal about their own lives with great success. He found that students showed a marked increase and interest in writing and fearlessness in their ability to open up about their lives using written words.

Over the past six years, Scott Bailey has continued working with Erin Gruwell. He has seen drastically improved efforts in writing and students' ability to overcome obstacles in their lives. The program began with students anonymously exchanging writing in a single classroom. This was done successfully in several summer programs at SCCS in Oroville, as well as in Eagle Pod at Table Mountain School (in Juvenile Hall). Erin Gruwell, who continues to encourage and motivate stu-

dents, called and spoke to students in Eagle Pod who participated in the writing exchange last summer. She has even gone further to recognize students' participation and effort by mailing every student on the pod a signed copy of the *Freedom Writer's Diary*.

This school year Bailey began working at North County Community School (NCCS) in Chico in addition to his previous school, SCCS in Oroville. The Title I English teacher, Max Del Real, also works at both sites.



With a combined effort, they started the first two-city, two-school anonymous exchange of writing. The students work and efforts have been covered on the front page of the local paper, on the TV news, and radio. Students are able to earn a shirt bearing the Writing Exchange logo (modeled after the Parental Advisory stickers found on record albums) if their writing is used for an exchange. Most recently, Bailey started a blog, allowing another avenue for students to post their work (thewritingexchange.learnerblogs.org). This is still in the beginning stages, but students now have an option of writing in their journal or typing entries and then anonymously posting their work onto the blog.

The Writing Exchange program aims to create a passion for writing and an avenue for students to vent troubles in their lives. With each

exchange, 6 to 10 student journal entries are chosen, typed and distributed to students. Staff and students share reading the entries out loud. Rules during the readings include: 1) be respectful as a listener because the writer may be sitting next to you, 2) if you recognize someone's writing or story, keep this confidential. If you want to approach them individually and ask if it was theirs, this is OK, but do not put them on the spot in the classroom setting. Classroom discussions follow each entry read out loud and usually include attempts to figure out the gender of the writer, picking a favorite line, commenting on how they relate to the entry, looking at symbolism, metaphors, and more. As entries are read, students do not know if the writing is from a student at their school or the sister school 30 miles away.

As a staff, much has been learned from the process. "Possibly the single greatest impact of the Writing Exchange is that we are getting to know our students on a much deeper level," said Bailey. Students share hopes, fears, and "drama" they may not feel comfortable sharing verbally. In addition, the level of trust established between the writing staff and the students has multiplied quickly. Students know their journals will not be utilized to incriminate them in any way. This is important because students, especially those at the court schools, have endured repeated failures at school and need to establish a basic level of trust necessary for emotional and academic growth to occur. Bailey believes that it is crucial for schools to build solid connections and relationships with students. SCCS and NCCS provide students an avenue to vent and even purge themselves of the difficulties that they face. The Writing Exchange allows a powerful venue to make this happen. "Many people write about the loss of people in

their families," stated sixteen-year-old Erik P. whose dad died when he was 13. "I realize there are people with the same hurt as me. It helps."

"We all have things in common," stated 15-year-old Michelle O.. Finding commonalities gives a sense of belonging and understanding with classmates they might not have discovered otherwise.

Teresa H., 14, explains, "You can read about other kids who grew up with parents doing drugs." Teresa described her own mother's use of drugs and struggles to get clean. "It's easier to write it down than it is to say something. Sometimes you get confused when you talk." "And sometimes you just want someone to know what you've been through," Michelle O. added.

Writings have included topics such as parental drug use, loss of family members, living on the streets, fears of being a teenage father and many more.

Excerpts from student journal entries:

Journal #18 – topic: parents

I remember when I was little, hearing parents fight, keeping me up all night. Scary stories my sister would tell, looking at my mom in a jail cell. I remember when I was nine, Mommy and Daddy got divorced. All that was left was the very worst. Mom was always gone, drugs kept her moving along. Having no idea how we were going to survive, me and my older sister cry.

We always think about the worst because nothing positive comes from divorce. I remember the day my Mommy got sent away, she was sent to prison, those were by far the worst days. To think about my Mommy in a prison cage I would cry every night



Bailey found that students showed a marked increase and interest in writing and fearlessness in their ability to open up about their lives using written words.

hoping my Mom didn't get into a fight. I remember the two years I spent without my Mom, she was nowhere in sight, I thought everything would be alright. I felt so alone and betrayed, those were my thoughts everyday. I remember the day my Mommy came home, butterflies started to get to me and tears rolled from my eyes, when I saw my mom I had no choice but to cry. And all of the time she was gone I thought she might not see me again, so I was in fright when I was at my Mom's sight, tears of joy rolled down my face, I felt so loved and that was my favorite day.

Journal #20 – topic: today

This morning I woke up at 5:30 AM to my niece crying. I got up, got her a bottle, and rocked her back to sleep. My alarm clock went off at 7:14 AM like it always does. I go out into the living room. My dad is still not home. He left yesterday about 5:00 PM. It is now 8:00 AM. I am late for school. I go out into the living room and my dad is still not home. I smoked, maybe six cigarettes already. I start to worry about my Daddy. I get the baby and we walk to my brother's and use the phone. I call the casinos and get no return call. I walk home to an empty house with just me and the baby. It is about 8:30 AM and my dad comes home. We get into an argument about money. The baby cries. My dad blew 800 dollars last night and this morning. I give him the baby and go to school. I am stuck with no answers and two questions: How will we pay rent? Why can't kids choose the family they want to be born into?

6:30 AM I woke up in the motel room where I am living with my mom still asleep and her boyfriend watching TV. I woke my brother up and I took a shower.

6:55 AM I was dressed and done with my shower and ready to catch the bus. I still had fifteen minutes until the bus came so I smoked a cigarette. Someone walked by and pulled a bottle of vodka out of his pants and offered me a drink; I said no.

7:22 AM After I got on the bus there was some crazy lady who kept screaming "Stop looking at me."

7:35 AM I got off at the transit center and took another bus to school.

8:15 AM The bell rang and I was glad to be at school. I always love going to school because I

have a bad life at home, so it is nice to have a break.

8:20 AM First period of class starts and I hope school will last as long as possible.

2:15 PM The bell rings. Damn, school is over now and I have to go home. I walked to the bus stop where everyone is asking me for a cigarette. The bus comes and I get on.

3:15 PM I arrive back at the hotel. I don't let my Mom know I am home, I just get on my bike and ride around town.

Journal #8 – topic: family loss

If I could go back in time, I would spend time with my brother that past away a few months ago. I would tell him I love him and show him that we all care. I would tell him to not go home and get high and go fight some guy that has a gun. I miss my brother so much and it has affected my whole family in different ways. My Dad will never be the same. My mom and two brothers have also been hit so hard by this. It is the last thing we would think was going to happen. My brother was a happy person and he made my family happy.



It hurts me because I lost a brother and I don't know how to deal with it. I go to the cemetery almost every day, but it just makes me sadder. I always feel him around me and he used to wear this spray on him and I always think I smell it. I just don't understand why God brings someone in this world for others to get close to and then just takes them away and makes us feel hurt.

I do know my brother is looking down on us making sure we are alright and I know one day I will see him again. One of my other brother's has been in prison. He was out when all of this was going down, but just like two months ago he went back in and it is hitting him really hard.

I hope everything gets better in my life. I know he is gone, but I don't want to believe it. My family is heart broken. I hope my brother helps me because I know he is watching over me to make sure we are all safe. I'll see him one day. I will never forget him.

Anyone interested in more information or comments contact Scott at sbailey@bcoe.org

Juvenile Court and Community Schools - A More Complex World

by Ted Price and Judy Allison

As society has become more complex, so has the world of Juvenile Court and Community Schools. The compendium of programs and services we now need to provide to our students, staff, and community is no longer just basic instruction within the juvenile hall.

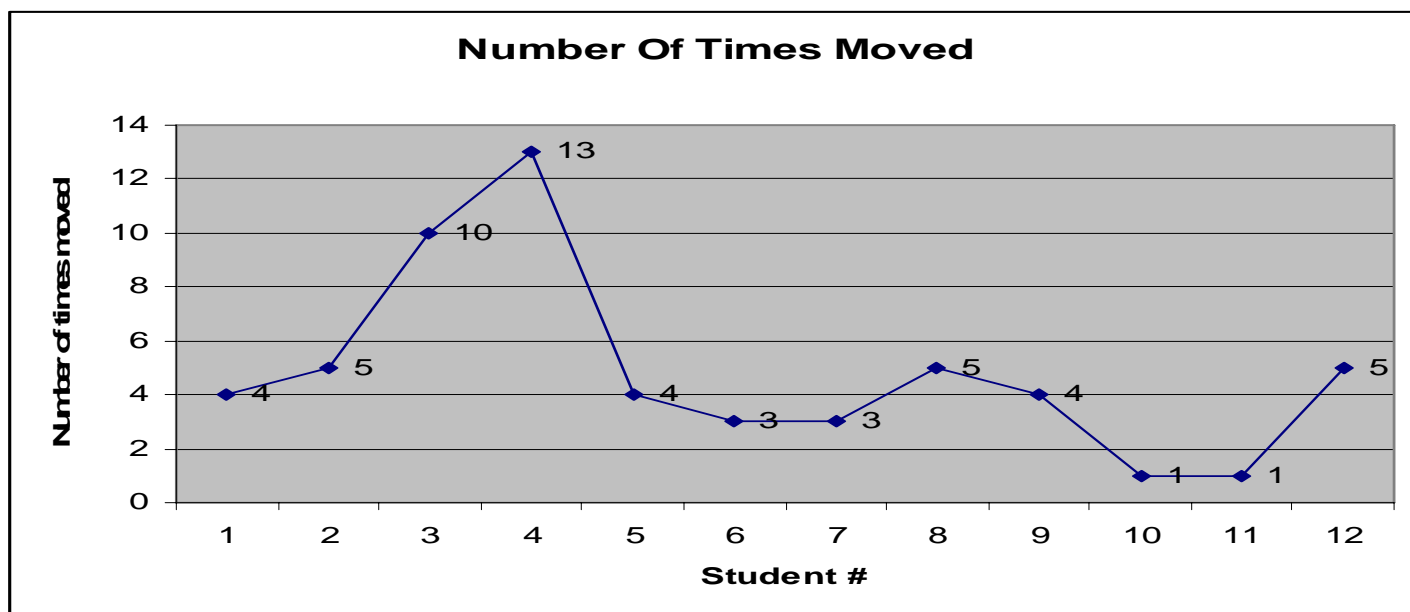
The Orange County Department of Education's (OCDE) alternative education program (known as ACCESS) has gone through transformations in scope, focus, and organization. In response to district requests, county-based educational services originally conducted exclusively within juvenile institutions have expanded to meet districts' needs for at-risk youth and youth likely to be incarcerated by increasing program options in the community. ACCESS has grown to include approximately 140 sites throughout Orange County that provide alternative education, correctional education, and adult correctional education services designed to answer the need

for diverse programs which will effectively serve these difficult populations.

An area that has dramatic impact on providing services to all students is the mobility factor - the movement of a student from one community to another, one educational option to another, and one teacher to another. This mobility factor is compounded when the student becomes disengaged resulting in a lack of interest in school which often leads to truancy.

"Student mobility, especially when combined with other contributing factors, can have detrimental effect on student achievement, schools, school districts, teachers, and other students." (Paik, 2002)

A random snap shot* (Chart M1) of 12 students in an ACCESS community school program shows that a typical student coming to ACCESS from a local district moves 3 to 4 times within or in and out of the ACCESS program.



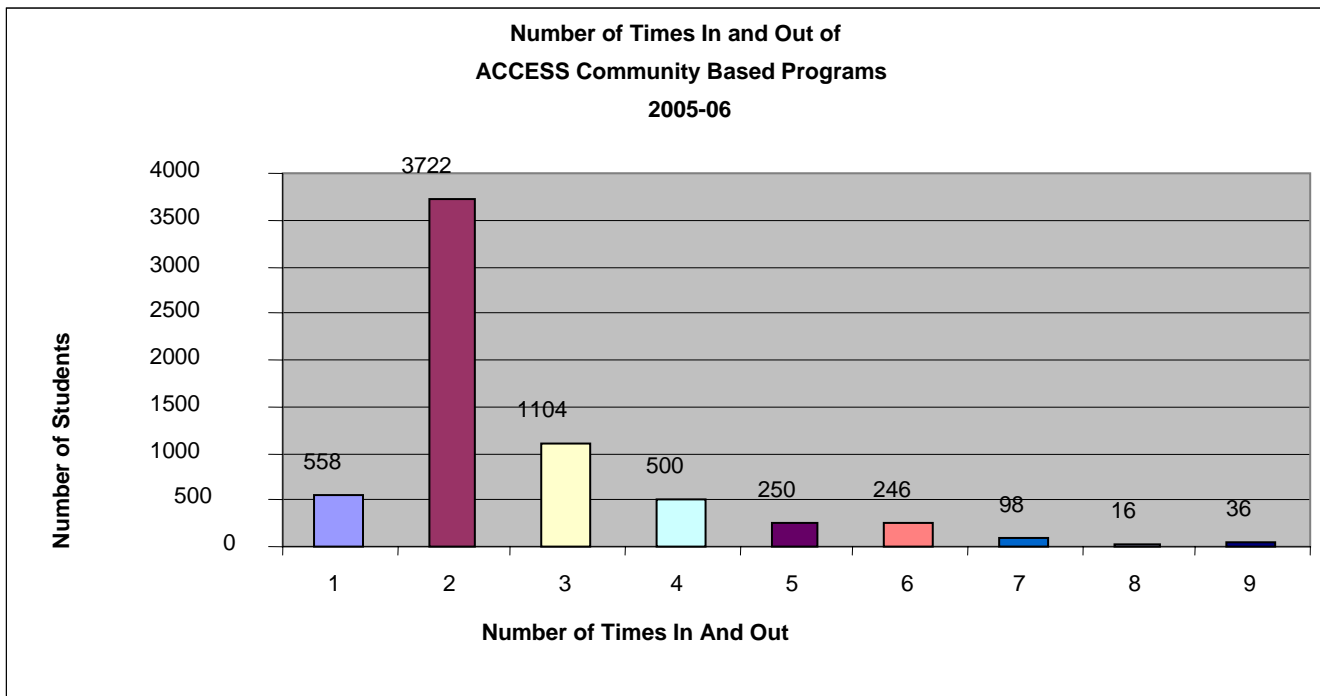


Chart M1

In the 2005-06 school year, approximately 39% of the 16,947 students served in ACCESS community-based programs and institutions moved in and out of ACCESS at least one time after their initial enrollment. Of those students, 91.5 % had multiple moves. The most frequent number of times students moved in and out of ACCESS was two (2). The maximum number of moves in and out of ACCESS was nine (9). Chart M2 shows the range of the number of moves the students made, the numbers of students associated within each range, and the variation in the range of moves of the students.

Combined with the mobility factor, the length of time a student stays in the ACCESS program has a dramatic effect on delivering instruction. “Length of stay” is defined here by two elements: long-term students and short-term students. The definition of “long-term students” is the same term used in ASAM (the Alternative Schools Accountability Model). The definition of a “long-term student” is a student who has been continuously enrolled for a minimum of 90 consecutive

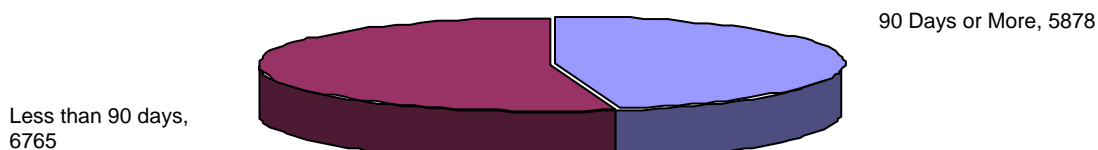
schools days. Conversely, a “short-term student” is a student who was not been continuously enrolled for a minimum of 90 consecutive school days.

In 2005-06, only 46% of the total 12,643 students in ACCESS community schools were enrolled for 90 consecutive school days or more.

Policies and procedures have been implemented to minimize the educational disruption and limited access to the instructional process caused by mobility and the short length of stay. Continuity in instruction, access to technology, and support services, along with lower class sizes and intense focused instruction based on student assessment, provide ACCESS with a mechanism to deal with the length-of-stay issue and mobility problems.

ACCESS provides a wide range of many exemplary special programs and related services as part of the county community schools and the juvenile court schools to assist at-risk youth. Partnering with public and private agencies optimizes scarce resources to provide program options and support services which include: counseling; crisis intervention; vocational/

Length of Stay 2005-2006



career guidance; transitional services; health education; youth development opportunities and after-school programs; service learning programs; teen parenting programs; Addiction Substance Abuse Education and Recognition Treatment (ASERT); Break Away; Families First; Foster Youth Services; Wrap-around, Orange County; Phoenix House; and the UCI Child Development Center.

Students in the ACCESS programs are referred by the 27 school districts in Orange County, group homes, the Probation Department, social services agencies, and correctional institutions. Whenever possible, the referral process is a collaborative process. This includes student / parent meetings with school administration, Child Welfare and Attendance administrators, probation and social services personnel, as well as utilization of the SARB process.

The ACCESS program provides year-round educational options with two primary forms of instruction. Classroom-based instruction is used within institutions, county community schools, and community day schools. Non-classroom-based instruction (such as contractual learning) is used within adult correctional institutions and county community schools. Differentiated and student-centered instruction is used throughout the ACCESS programs. Direct instruction; supervised individualized instruction; independent study;

small-, large-, and whole-group instruction; online courses; and service learning are some of the instructional methods and strategies used. Curriculum offerings are aligned with local districts and with the California State Frameworks and Standards. Teachers are encouraged to utilize critical-thinking, problem-solving, and decision-making skills in the classroom.

Students are evaluated using a variety of methods such as:

- Grades
- Credits
- Credits for hours worked (based on instructional minutes and minimum day requirements established in Ed. Code.)
- Time value (evaluation for independent study apportionment credit)
- Performance assessment
- Portfolio assessment

Of primary importance in the instructional settings of ACCESS is the caring relationship between the student and the teacher. The Individualized Learning Plan and student interaction with staff members who focus on each individual with care, concern, and guidance are the foundations for providing each student with a positive school experience and fostering their academic success.

Support services are provided to enable students to learn appropriate behavior and pro-

social skills. The Individual Learning Plan is a helpful tool in directing the student into self-awareness and self-management (cognitive restructuring) of his or her life. This plan is reviewed a minimum of twice a year. Title I transition services are offered for students who are most at risk of failing academically due to a variety of factors, including truancy. To specifically address the truancy issue, Title I transition specialists have regular contact with truant students on their caseload to monitor and encourage improved attendance. They also meet consistently with school staff, parents, and probation officers for input, suggestions, and support in this area. Many youth development programs such as after-school, visual and performing arts, and counseling are provided to support and re-channel students' behaviors while focusing on setting positive goals for the future.

The ACCESS Special Education compliance team collaborates with many agencies to ensure compliance and assist in the decision-making process during the IEP development to best serve special education students while enrolled in ACCESS.

Additional processes and policies are in place to encourage truant or disruptive students to improve their behavior. Parent involvement is utilized to assist in the student's attendance. Clinician support services are used to address personal issues which may be affecting student behavior. Student consultation

teams meet to discuss, review, and recommend intervention strategies for truant students. Supervising teachers engage in individual consultation with students regarding truancy and behavior issues. Outreach teachers are available to focus specifically on truant students. Parent meetings with the District Attorney are utilized to assist with chronically truant students.

Students who continually fail to attend are evaluated through Student Consultant Team (SCT) meetings; student and parent meetings with teachers, administrative and support staff, and meetings with collaborating agencies such as probation and social services. An action plan for next-step interventions is then developed. Next-step interventions can include placement in a different site location with another teacher or be placed in another educational option, such as moving from an independent study environment to a community school classroom. Students can be assigned to an outreach teacher who works specifically with truant students.

A student-centered and multi-faceted approach is integral to our program. Our goal is to provide a structured, highly-individualized and challenging educational setting in which the student can be academically and personally successful. This can develop into the student returning to the district of residence, obtaining a diploma or GED; or transitioning to community college, college, university, vocational education program, or adult education

A student-centered and multi-faceted approach is integral to our program. Our goal is to provide a structured, highly-individualized and challenging educational setting in which the student can be academically and personally successful.

program. In the 2005-06 school year, 32% of the students leaving ACCESS returned to their district of residence.

Our Adult Correctional Education Programs include collaborative activities between the OCDE and the Department of Corrections & Rehabilitation Division of Juvenile Justice to ensure a dynamic, flexible, and sustainable mode of service delivery. Students assigned to parole units within Southern California benefit from a structured learning environment which addresses barriers to successful reentry to the community.

In a unique collaboration among the OCDE, the Department of Juvenile Justice and the Los Angeles County Sheriff's Department, OCDE provides educational services to Los Angeles Correctional Program (LACP) minors being tried as adults at the Southern Youth Correctional Reception Center and Clinic.

The Offender Employment Continuum (OEC) program provides an opportunity for pre-release preparation for placement into long-term gainful employment. The employability workshop is the cornerstone of the OEC program and introduces the participant to the "Eight Habits of the Heart." It is the first step in a tiered process to re-enter the community and become gainfully employed and a contributing member of society.

All ACCESS teachers are authorized by the California Commission on Teacher Credentialing to provide instruction to English learners. ACCESS students are primarily placed in an English Language Mainstream (ELM) program. The option for placement within a Structured English Immersion (SEI) program is determined by student language

proficiency needs, as well as the instructional delivery model selected at the time of enrollment. Parents are notified of the program placement upon completion of the enrollment process.

Student progress is monitored regularly through assessment of student performance on language goals aligned with the ELD standards. All students receive specific English Language Development curriculum opportunities daily through a "focused approach" model, and ELD is infused across content areas to ensure students' ample practice with newly developed English language skills.

Highly focused, locally designed activities enhance instruction. Access to standards-based grade-level core curriculum is achieved for all



English learners through Specially Designed Academic Instruction in English (SDAIE), specialized supplemental support materials, and individualized learning opportunities. Project GLAD strategies are integrated into the instructional program to develop English language proficiency while accessing grade-level core content. Title III funds are used to purchase materials and provide comprehensive, standards-based high quality, ongoing professional development programs for teachers, administrators, and support personnel.

The Orange County Foster Youth Services (FYS) program is grant funded from the California Department of Education to meet the educational needs of foster youth placed in out-of-home care. The primary focus of FYS is to ensure that each foster youth has the opportunity to succeed academically. ACCESS provides credentialed school counselors and school social workers who serve as educational liai-

Throughout the area-wide network, student information is transferred from one principal administrative region (PAR) to another. With the community schools having an average transfer rate of 23% and the institutions three to four times higher, this translates in eliminating the same percent in data entry redundancy.

sons. Their responsibility is to collaborate with the foster youth, their schools, and other agencies to facilitate access to educational services.

ACCESS Safe Schools & Support Services coordinates exemplary life-changing experiences to maximize student success and also provides students with a variety of meaningful youth development opportunities that optimize their social, emotional, and academic success. Services include: grant development, safe schools training and resources, health education /TUF Project, after-school programs, youth camps and conferences, Summer at The Center (Orange County Performing Arts), service learning programs, community collaboration and partnerships, as well as resources for staff, students, and families. Clinical services are provided by licensed clinicians who offer counseling services, crisis intervention, vocational / career guidance, transitional services, and work to create a safe and supportive environment that promotes a positive educational experience.

ACCESS Special Education speech and language pathologists provide diagnostics, individual and group intervention, consultation and collaboration for priority students with articulation, fluency, voice, hearing, and language disorders. Teaching staff is supported by promoting effective communication and language-based intervention in a variety of settings and specialized classrooms.

School psychologists are an integral component of the multi-disciplinary team who actively collaborate to meet the unique educational needs of the ACCESS student population. Responsibilities include: psycho-educational assessments, academic and behavioral consultation, individual group and group Designated Instructional Services (DIS) counseling, participation in program coordination, collaboration with community agencies, and lead staff development activities.

Health Services are provided by school nurses who play an important role in the collaboration of multidisciplinary services for ACCESS students. Their responsibilities include: California State mandated screenings for hearing, vision, scoliosis; health assessments for special education students' Individual Education Plan (IEP); assessment and consultation for students with chronic illnesses; participation in program coordination; collaboration with community agencies; and provision of health education resource materials to the classroom. Nutrition Services are provided by a nutrition specialist for the California Nutrition Network Grant who serves as a resource for teachers to provide nutrition education and the promotion of physical activity to our students.

Due to increased state-mandated testing requirements, the ACCESS Assessment Center was established to train staff and prepare students for the following tests:

- ✦ California High School Exit Exam (CAHSEE)

- ✦ California Physical Fitness Test
- ✦ Standardized Test and Reporting (STAR)
- ✦ California English Language Development Test (CELDT)
- ✦ GED
- ✦ California High School Proficiency Examination (CHSPE)

The ACCESS Attendance and Records Center (ARC) was implemented to maintain the program-wide student information system.

Throughout the area-wide network, student information is transferred from one principal administrative region (PAR) to another. With the community schools having an average transfer rate of 23% and the institutions three to four times higher, this translates in eliminating the same percent in data entry redundancy. Other services provided include:

- ✦ State/federal reports
 - ✦ Special report requests
 - ✦ Generation of official transcripts
 - ✦ Graduation verification and printing of high school diplomas
 - ✦ Imaging students' permanent records
 - ✦ Centralization of student folders
- internal audit support

The ACCESS Budget Office provides the program's fiscal, purchasing, and budgetary support and liaisons with the OCDE. This office also provides support and training for the Alternative Education Fund of the Public Health Foundation Enterprises (PHFE). This fund provides the opportunity for fundraising events for scholarships and grants for ACCESS students.

ACCESS Facilities and Operations provide services for site repairs, improvements, custodial services, and site alarm services for over 70 sites. Facility inspections are managed for new

leases which must conform to structural safety standards as required by Education Code 1986. The Operations team works collaboratively with OCDE to ensure that students who enroll in ACCESS receive meals through the lunch application process and program procedures. Free and reduced lunches are served to over 400 students at 15 sites daily.

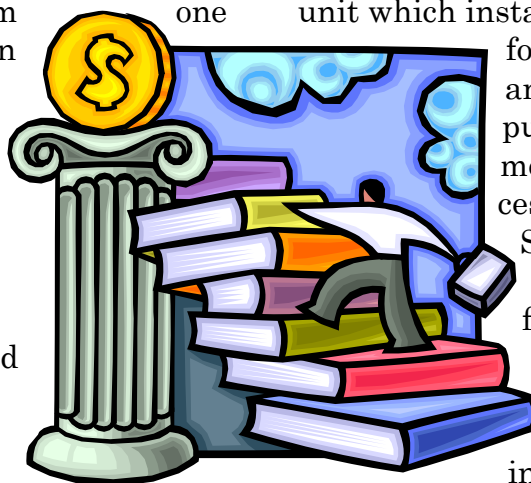
ACCESS Technology maintains and supports the program with its own telecommunication unit which installs complete phone systems

for new sites or site relocation, an Intranet, private access and public access servers, and numerous domains enabling access to the Internet and E-mail.

Students are protected from inappropriate material by a firewall and filters. ACCESS hosts numerous servers and over 300 client workstations for the New Century Learning System, a network-

integrated program providing a complete and comprehensive curriculum for individually appropriate instruction in the core subject areas to enhance student learning.

ACCESS offers Beginning Teacher Support and Assessment (BTSA) and Induction. This a two-year program for new preliminary credentialed teachers. The program is a formal mentoring/coaching program whose intent is to provide teacher nurturing and retention in the profession with a focus on standard-based teaching. Trained support providers coach their participating teachers approximately 6 hours or more per month. Formal coaching is directed through a focused curriculum, California Formative Assessment and Support Systems for Teachers (CFASST), which emphasizes the California Standard for the Teaching Profession and standard-based teaching. Participating teachers and their



support providers attend a monthly network meeting. The topics of the network meetings reinforce the teaching standards and the various components within each event. At the end of two years, participating teachers prepare themselves for the Induction Panel. The teachers present evidence of completing BTSA/Induction, share and evaluate their professional growth and practice in using standard-based teaching in their classrooms.

During the course of the school year, ACCESS has requests for student-teacher placement. Currently we have a Memorandum of Agreement (MOU) with Concordia University; University of Phoenix; University of California, Irvine; and National University. The coordinator of Teacher Support works directly with the university's student-teacher placement office and the selected ACCESS principal administrative region's administration. Master teachers are selected based on their credential status, subject, grade levels, and professional development training.

In collaboration with California State University, Long Beach, The Center for Language Minority Education and Research is recruiting teacher candidates who are interested in serving the at-risk student population. The STAR Teacher Project focus is recruiting and supporting bilingual minority teachers who are committed to earning a math or science credential. The project will facilitate credentialing in other subjects as well. Courses and coursework are designed using proven strategies for at-risk students. The project provides

a credential program directly focused on training future teachers for the alternative setting with a special emphasis in math and science. Using the No Child Left Behind guidelines, the majority of ACCESS teachers are highly qualified. In the spirit of the law, ACCESS is committed to assisting all ACCESS teachers in reaching HQT compliance through sustained core course staff development, CSET test prep courses and test reimbursement, and the new STAR Teacher Project. The California Department of Education has recently offered a verification process for all non-compliant alternative education teachers. This verification of compliance will be a two-year process with intensive academic standards training, course work, and teacher competency assessments.

The Alternative, Community, and Correctional Education Schools and Services (ACCESS) program provides classroom programs and services to nearly 9,500 students on a daily basis and continually strives to meet each of their individual needs. Our vision is to provide students with a quality alternative education that maximizes their academic and personal success. Our mission is to care for, teach, and inspire all ACCESS students to discover their potential, develop their character, and maximize their learning so they may become successful contributors to society.

Without the educational options and services described, many students would be at great risk of failure and faced with a more uncertain future. ACCESS offers hope for these at-risk youth when other avenues have not led to suc-

Our mission is to care for, teach, and inspire all ACCESS students to discover their potential, develop their character, and maximize their learning so they may become successful contributors to society.

cess. As a result of all these services and programs, ACCESS students are making better grades; are staying in school longer; have improved social skills; are feeling safer at school; are learning to set and achieve personal goals; have improved reading, writing, and math skills; and are completing their high school diploma and returning to the community with the hope for continued success in higher education or career opportunities.

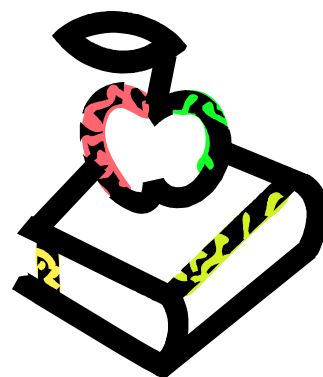
About these authors:

Ted Price, Ph.D., is presently serving as the Assistant Superintendent of Alternative, Community, and Correctional Education Schools and Services (ACCESS) for the Orange County (California) Department of Education (OCDE). He is responsible for programs and services for at-risk, delinquent, incarcerated, and home-schooled youth and adults.

Dr. Price has served as Chair of the Student Programs and Services Steering Committee of the California County Superintendents Educational Services Association, President of LeARN, Consultant for U.S. Department of Justice, and Superintendent of Schools for the Department of Correctional Education in Richmond, Virginia. He has also worked with the Los Angeles Office of Education as Director of Juvenile Court and Community Schools and is Past-President for the International Correctional Education Association, where he was instrumental in creating the strategic plan for this association.

Dr. Price has been in the field of alternative and correctional education for over thirty years, during which time he has conducted numerous seminars throughout the United States. He is a published author, teacher, and leader in his field.

Judith Allison serves as the Division Administrative Assistant of the Alternative, Community, and Correctional Education Schools and Services (ACCESS) for the Orange County (California) Department of Education. She has had the pleasure of working with Dr. Ted Price for several years.



There is always
one
moment
in childhood
when the door opens
and
lets
the future in.

-Graham Greene-

Running with the Wind

Riverside County Office of Education

An article in the summer edition of *Runners' World* Magazine which highlighted the benefits of a running program for at-risk kids was the impetus for a new program started at Palm Desert Community School in the Coachella Valley last fall. Research has indicated that students who set their sights high and are goal-oriented have a greater chance of attaining a high school diploma. Based on a running program for students in Los Angeles Unified School District, Students Run L.A., Molly Thorpe, a teacher with the Riverside County Office of Education, believed that such a program could also benefit her students at Palm Desert Community School. Mrs. Thorpe, a veteran teacher with 31 years in education, has previously completed 4 marathons and continues to enjoy running recreationally. She and 10 student volunteer participants, none of which had any previous running experience, set an incredible goal of running the 26.2 mile Los Angeles Marathon *and* earn 60 semester credits by the end of the school year.

Creating a curriculum around running was not as difficult as some might imagine. Many high school subjects are easily integrated with the running theme. Students were assigned classes in Language Arts, Health and Physical Education in addition to specific classes selected based upon the individual



student's need. As a class, the students read novels which focused on teenagers and the challenges they must overcome. Many writing activities centered around these themes. The students also kept an annotated log documenting the experiences they encountered in life and while running. This log noted their daily practice with commentary relating to their achievements and challenges. Health classes became more meaningful as they discussed maintaining health and wellness through proper nutrition, exercise, physical, mental and emotional health—all needed in order to accomplish their goal. Guest speakers from the health department focused on specific topics monthly. Group and individual counseling services were also provided on a weekly basis. Physical Education classes were the cornerstone of this project with fitness activities that included aerobic and isometric exercises in ad-

Providing a venue for educators to “teach out of the box” and for students to forge territory never before explored takes courage, support and trust.

dition to running.

A mini-grant, funded by the Riverside County Office of Education and the unrelenting support of Mrs. Regina Patton-Stell, the Director of the Alternative Education Program and Dr. Dianne Gaffney, Coordinator-Principal, Correctional Education turned a teacher's dream into reality. Providing a venue for educators to "teach out of the box" and for students to forge territory never before explored takes courage, support and trust. These educators were able to embrace a concept and turn it into a real-life opportunity for their pupils.

Molly Thorpe and her students began running together the first week of school. The goal was to run 1 mile per day every day of the school week, with each additional week adding an additional mile. As the weeks progressed, Mrs. Thorpe and her students were running city routes with increasing distances. By the sixth week of school, they had established a 6-mile route, which would serve as their daily run until the end of the holiday season. The exception to this would be the 'long run day'—Thursdays—when they would add one mile to each Thursday, each week until they reached 13 miles the week before Christmas Vacation.

After the first week of school, most of the students were amazed that they'd run a mile a day but insisted that they couldn't run any longer or further than that. But with the same mind-set of *The Little Engine That Could*, these students continued to chug along and accomplish their weekly goals. By the sixth week of



school, when they were running six miles a day, many couldn't believe they had complained about running one mile. Isaac Nicholson, a 15 year old student stated, "That first week, I was rolling on the ground holding my stomach saying, 'I ain't going to do this no more.'" After six weeks of running, Isaac's perspective changed. "It's pretty easy, if you ask me. You just have to work hard, and have dedication and determination. I could do it in my sleep."



The student's first group run was sponsored by Students Run L.A. and held at Cal State Dominguez Hills. The location was no coincidence, as they wanted these youngsters—many who never saw college as a part of their future—to be comfortable on campus. A 2-mile run with 3,000 other student runners was their official initiation into the club.

Following their introductory outing, students participated in 5K (3.1 mile), 10K (6.2 mile) and 15K (9.3 mile) races. Held in Los Angeles and Orange County, these runners and their chaperones had to be early risers in order to reach the start line before the gun went off. Arriving at school at 4:00 a.m., pillow and blankets in hand, these dedicated students boarded the bus for the long journey to each race. Numerous parents and siblings came along to cheer them to victory—for most this was the

Many problems were solved through the course of a run and questions answered that would have never been posed within the confines of four classroom walls.

first time their parent had ever participated in a school event.

For a teacher, this type of experience can be a career highlight. Where else can you have a one-on-one conversation with a student for hours on end? Pairing up with different students daily allowed the teacher to bond individually with each runner, carry on conversations, offering advice and becoming a true mentor and sometimes even a friend. Many problems were solved through the course of a run and questions answered that would have never been posed within the confines of the four classroom walls.

Holidays meant special times—a trick or treat run where parents manned candy booths at each mile interval. Birthdays were celebrated with runs to the local ice cream shop. Each month, a “Runner of the Month” breakfast was held, honoring the benchmark achievements of all runners and awarding a special runner with a *Runner of the Month* trophy and goodie bag filled with coupons and treasures from local restaurants and merchants. Neighborhood restaurants happily sponsored the monthly breakfasts showing these students that hard work and perseverance are recognized, validating their efforts in the classroom and on the running course.

Upon returning from their daily runs, the schoolbooks would break open and teacher



and students would focus on classroom goals. Attendance was nearly 100%. “It’s like school work—you’re committed. But if you’re not committed to running the miles every day, then you won’t be able to do the marathon. Just like if you’re not committed to do the school work, then you won’t graduate.” states Brendan Huerta, age 16.

Returning from Winter Break meant new challenges and expectations for the runners. The daily running mileage had been increased to an 8-mile route and the Thursday runs had now reached 13 miles. A ½ marathon (13.1 miles) was scheduled for the next week! Traveling to Orange County for the Southern California Half Marathon was a first opportunity for many of these kids to see the Pacific Ocean. Running along the shoreline and glancing at the beauty of the Pacific motivated them for miles. Crossing the finish line and having a shining medal draped around their necks was the incentive to keep them training for the next race, too. The trip home was like being on a tour bus. As they crossed over the Vincent Thomas Ridge and caught site of the Queen Mary in the harbor they clamored for window seats to take in sites they’d never seen before.

Two more half-marathons, an 18-Mile Run sponsored by the local Starbucks and the runners were now primed and ready for the Los Angeles Marathon. It was an unforgettable weekend as students and parents caravanned

to L.A.. Attending a running expo at the convention center, enjoying a carbo-load dinner with classmates and family and spending the night in a hotel were highlights of their big weekend.

Anxious with anticipation of what the morning would bring, not a single student slept well. Joining nearly 25,000 runners at the starting line, they paced themselves mile after mile journeying through the streets of L.A.. It was a lesson in will and endurance—in mind over matter—sticking to a goal and achieving it—not because they *had* to—but because they *wanted* to!

The look of satisfaction and accomplishment could be read in their faces and reflected in their parents' hearts as each student crossed the finish line and became a marathoner. Only 1 in 500 people worldwide ever achieve the goal of running and completing a marathon. The students grew to feel within their hearts that if

they could reach this goal – they could reach any goal.*

*One student, affected by his asthma had to stop at mile 16. His classmates have decided to cheer him on in an upcoming race as he and his teacher run a marathon and achieve the goal he had set to accomplish.

Riverside County Office of Education
 Palm Desert Community School
 44790 San Pablo Ave.
 Palm Desert, CA 92260
 (760) 773-1717



WANTED



INNOVATIVE PROGRAMS

Submit articles to...

DENI BAUGHN, Editor
JCCASAC Journal
 4552 Lincoln Ave, #120
 Cypress, CA 90630
 Phone: (714)719-0488
 FAX: (619)222-0964
E-mail:
deni7@sbcglobal.net



This is an opportunity for you to tell others about the successes or innovative programs you, your students, staff, and programs have had in you schools, districts, and counties.



The Juvenile, Court, Community, and Alternative Schools Administrators of California

Scholarship Application

**Deadline
June 30, 2007**

About the JCCASAC Scholarship:

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: _____

Financial Data

Has student ever received an award from JCCASAC?	Yes No	Amount Received/Date:
	Circle one	
Tuition	\$ _____	
books	\$ _____	
Other	\$ _____	
TOTAL	\$ _____	

**ATTACH LETTER FROM THE STUDENT TO
THIS SCHOLARSHIP APPLICATION**

JCCASAC Program Administrator Date

JCCASAC Section Representative Date

Approved JCCASAC Treasurer Date



Congratulations



2005/06 JCCASAC Scholarship Recipients

Mayra Gonzalez

Riverside County Office of
Education

Richard Criner

Orange County Office of
Education

Christine Brydges

Colusa County Office of
Education



Joseph Velasquez

Solano County Office of
Education

Edward Saunders

San Diego County Office of
Education

Angel Devine

Stanislaus County Office
of Education

Scholarship Applications located on page 69

Our life is an apprenticeship to the truth that
around every circle another can be drawn;
that there is no end in nature,
but every end is a beginning,
and under every deep another deep opens.

Ralph Waldo Emerson



NWEA is about test data we can use. Today.

When school begins, our students take state-aligned NWEA adaptive assessments. The next day, teachers use the results to target instruction. Within three days, district staff examine growth trends to align resources. At fall conferences, parents receive their child's individual test report to support learning at home.

NWEA is not just a test. It is a non-profit organization making a difference in education by providing timely, accurate test results and easy-to-use analysis tools.

Learn how member districts like ours are using NWEA test results to improve learning for more than two million students. Visit www.NWEA.org/WeLoveData.



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