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Community Day Programs in States

Introduction

This publication compliments the *NDTAC Program Profile: Community Day Programs* by highlighting three community day programs identified by State education agencies in Idaho, Montana, and Tennessee. These three programs use Title I, Part D (Part D) funding to supplement the educational services provided to students in their care. Each profile includes the mission, program description, student characteristics, program structure, and key partnerships for the school. Finally, the brief discusses how each community day program uses Part D funding to augment regular instructional.

The Endeavor Program at Plateau Mental Health Center in Cookeville, Tennessee

Endeavor is a private day treatment and educational program on the Plateau Mental Health Center campus in Cookeville, Tennessee. Both the Endeavor program and the Plateau Mental Health Center are part of the Volunteer Behavioral Health System, a regional behavioral health provider with a mission of “serving individuals, families, and communities through prevention, treatment and recovery services, ensuring that help today leads to a better tomorrow.”¹ As part of the Putnam County Private Schools district, Endeavor is a fully accredited educational program serving students in Grades 7–12 who have a substance use disorder and/or a co-occurring disorder (i.e., a substance use as well as a mental health disorder). Students are referred to Endeavor in a variety of ways; some students are referred by local school districts as a result of zero tolerance policy violations while others are referred as they transition from secure care facilities back to their home communities. Moving from a residential program to Endeavor serves as a step-down approach, allowing students to adjust to living at home while attending a highly structured therapeutic and educational setting prior to the final step of eventually returning to their home schools. For students who live locally, transportation is provided from their homes to the Endeavor campus. Endeavor applies for funding through the State of Tennessee Department of Mental Health and Substance Abuse Services to provide transportation for students who live further from the program.

Student Characteristics

Endeavor is a coed program serving youth 13–18 years old the time of enrollment. In addition to substance use and/or a co-occurring disorder diagnoses, many students at Endeavor are being raised by grandparents because of intrafamilial substance use or the loss of a parent. Students often are involved in several child-serving systems, including behavioral health, child welfare, special education, and juvenile justice. Despite the challenges they may have encountered, students who attend Endeavor are resilient and motivated to get their lives back on track. According to student interviews conducted by the staff from the Endeavor Program, they are eager to return to their

home schools, obtain their high school diplomas, and resolve any legal issues they have encountered.

Program Structure

Endeavor is an intensive and individualized program facilitated by a modest faculty of two—a teaching principal and a case manager—serving no more than 12 students at a time. Thus, the program has a small faculty-to-student ratio (i.e., 1:6) and follows a strict and regimented schedule where students know exactly what to expect. Upon arrival, students collectively participate in a daily check-in, where they discuss recent events and associated feelings and emotions. Directly following check-in, students have dedicated journaling time, where they further reflect on and process events in their lives—both at home and in the community. During the last segment of the morning, students participate in a daily living skills group that uses a curriculum specifically for youth with co-occurring disorders. Following lunch, students begin the academic portion of their day. Prior to or immediately upon a student’s enrollment, educational records and transcripts are sought from their homebase school district by the Endeavor Program Administration. Given the diverse age and grade range of the students served, all instruction is individualized and geared toward keeping students on track to credit completion and graduation. As the teaching principal provides instruction, the case manager remains available to provide individualized emotional and behavioral support, as needed.

Endeavor Program Daily Schedule

- Morning Check-In on Recent Feeling and Emotions
- Journaling Time Reflecting on Feelings and Emotions
- Daily Living Skills Group
- Individualized Education
- Individual Emotional and Behavioral Support

Key Partnerships

Endeavor has established strong working relationships with the youth being served, their families, the referring and receiving

¹ <https://www.vbhcs.org/our-mission/>

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schools, the juvenile courts, and the larger community. These strong relationships are largely the result of the longevity and dedication of the teaching principal, who has been with Endeavor for 18 years, and the case manager, who has been with the program for 8 years. Throughout their enrollment at Endeavor and even after their exit, youth, and their families, continue to reach out to the Endeavor faculty for support. When needed, Endeavor faculty attend mandatory educational meetings with students when previous commitments prevent family members from doing so. Faculty also attend drug court to share student progress. Local education agencies that refer youth for a specific period of time because of zero tolerance infractions often accept youth back early based on the Endeavor faculty's assessment of the students' progress. Endeavor faculty work closely with the administrators and educators of the receiving school to prepare for a smooth transition and coordinate needed services for all students returning to local schools. The receiving schools readily accept all student work that has been completed while students are at Endeavor. Realizing the potential stigma associated with receiving a diploma from the Plateau Mental Health Center, students who complete their high school education while at Endeavor are granted diplomas by and included in graduation ceremonies at their home schools. Endeavor actively engages the larger community during the school day by bringing in guest speakers to share employment opportunities, increase

awareness of legal rights and local laws, and promote physical and sexual health. As evidenced by the strength of their partnerships, the Endeavor program and faculty are woven into the fabric of the community.

Supplemental Services Provided by Endeavor That Are Supported by Part D Funds

Recognizing that many students are behind in their school work, the Endeavor program provides educational services during fall break, spring break, and summer. These opportunities allow students to either get back on track by catching up or move ahead in their studies. Part D funding supports the supplemental salary necessary to offer these extended opportunities. Funding also helps cover the costs of the daily life skills curriculum, related student workbooks, and journaling supplies.

Contact the principal for more information on the Endeavor program:

Ms. Dana Draughon
Principal
Endeavor Program
Cookeville, TN 38506
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The Bannock County Youth Development Center in Pocatello, Idaho

The mission of the Bannock County Youth Development Center (Bannock County YDC) is to provide a secure, safe environment for juveniles who are placed in its care by the courts. Through programs and staff interaction, it is Bannock County YDC's goal to address citizenship, school attendance, drug/alcohol problems, self-worth, individual accountability and decision-making skills. Bannock County YDC works to meet the basic physical and emotional needs of its residents in an atmosphere of respect and concern.

Bannock County YDC's Balanced and Restorative Justice Model is grounded in a philosophy of correctional care that emphasizes three equally important principles: community protection, accountability, and competency development. Bannock County YDC is a year-round delinquent education program partially funded by Part D, Subpart 2 and is a product of strong collaborative relationships between Pocatello/Chubbuck School District 25, the Bannock County Juvenile Justice Agency, a host of intra- and interagency offices, community-based partners and Idaho State University.

Student Characteristics

Bannock County YDC is a relatively small community day program that serves roughly 35–40 youth annually. Bannock County YDC's current referral criteria require that youth in the program are a minimum of 14 years old and have been

determined, based on outcomes of Youth Level of Service Inventory, to be a high risk or very high risk to re-offend. Other referral considerations for placement in the program are the level of safety concern for the community and extent of the student's disruptive behavior in the school setting. Students typically have deficiencies in school credits, and an estimated half of the Bannock County YDC students have substance abuse issues.

Program Structure

To meet the diverse academic and social needs of its students through its balanced approach, Bannock County YDC operates 4 days per week for four 12-week sessions. Bannock County YDC provides blended academic instruction from 8:30 to 11:30 a.m. Bannock County dedicates two full-time employees for program implementation: a probation officer and a coordinator. The Pocatello/Chubbuck School District provides a teacher to work with students up to 4 days per week for 3 hours per day. The teacher works with students through online courses and/or curriculum materials provided by the student's school of origin and helps them obtain credit toward grade advancement and/or graduation. After lunch, Bannock County YDC staff and community partners lead students in skill-building, physical health, and prosocial activities, including a community service and skill-building activities two days per week. Bannock County YDC's probation officer and other staff provide



Aggression Replacement Training or other evidence-based programming two afternoons per week. hardware and software resources, desks, and other incidental material. The district also provides breakfast and lunch to qualified students.

Most of Bannock County YDC's students transition back to the district alternative school. Juvenile probation officers facilitate multidisciplinary team (MDT) transition planning meetings. MDT transition meeting participants include the parent/guardian and the juvenile, the Bannock County YDC classroom teacher, the administrator for the school the juvenile is transitioning to, and the treatment provider/counselor. The MDT collaboratively sets social and academic expectations, identifying potential barriers and related strategies to proactively address potential obstacles. When Bannock County YDC students graduate early, they can earn up to 12 college credits through Idaho State University's Bengal Bridge summer freshman program partnership. Bannock County YDC provides Free Application for Federal Student Aid support, family support, and campus tours. Bannock County YDC also focuses on developing student pathways to technical and trade careers by providing employability training, résumé development, and employment seeking supports to its students.

Key Partnerships

Bannock County YDC partners with several organizations and governmental agencies to better support its students' academic, social, emotional, and behavioral development. Key external partners include the Pocatello Rotary Club, the Pocatello County

Parks and Recreation Department, Idaho State University, the Pocatello County Department of Health and Welfare/Children's Mental Health, the Pocatello County Department of Vocational Rehabilitation, the Idaho Department of Labor- Pocatello County, 4-H, the University of Idaho Extension, the Drug Treatment Court, the Juvenile Drug Treatment Court, the Truancy Court, and the Mountain View Event Center, among others. These partners provide important collaborative supports to Bannock County YDC students, including constructive and supportive activities such as community service, physical education and nutrition, opportunities to earn college credits, work skills development, mental and behavior health services, and substance abuse treatment.

Supplemental Services Provided by Bannock YDC That Are Supported by Part D Funds

Bannock County YDC uses Part D, Subpart 2 funds for professional development, contracted trauma and substance abuse therapy, curriculum materials related to trauma-informed practices, supplies, materials and uniforms related to service-learning opportunities and transition services, and supplemental technology.

Contact the Federal programs coordinator for more information:

Gretchen Kinghorn
School District 25
Federal Programs Coordinator
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Alternative, Community, and Correctional Education Schools and Services (ACCESS) Community Schools and Juvenile Court Schools in Orange County, California

The mission of the Orange County Department of Education (OCDE) Part D program is to provide youth in county-operated neglected or delinquent facilities and programs with the academic and transitional supports necessary to allow them to effectively access the curriculum, achieve academic success, and become college and career ready. Toward this aim, OCDE's Part D program serves nearly 2,000 students in ACCESS community and juvenile court schools under Subpart 2. Many of the youth served under Part D, Subpart 2 exit the juvenile court school setting and transition into community school sites located throughout Orange County. The sections below distinguish ACCESS community and juvenile court schools' respective student characteristics, program structures, key partners and supplemental services supported by Part D, respectively.

Student Characteristics

ACCESS community schools most often are a short-term placement for students who are highly transient because of truancy, expulsion, drug use, gang affiliation, adjudication, teen

pregnancy/parenting, homelessness, and foster youth placements. These students are often credit deficient, and have significant gaps in their knowledge of essential core academic skills.

ACCESS juvenile court schools serve adjudicated youth in juvenile hall, probation camps, alternative means to confinement programs, and social service emergency placements. These students are wards of the court and are often transferred between juvenile court schools as a result of probation or social service department guidelines. The average length of stay within these facilities is between 30 and 60 days. However, a small group of students receive longer commitment times and remain in custody 3–4 years and may stay in these programs up to age 22.

Program Structures

Youth in ACCESS community schools tend to stay until they graduate. Part D, Subpart 2 funded transition specialists support these students by "success planning" with them, monitoring their progress toward graduation, providing them with job

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search skills, and providing them with résumé and work culture preparation. Transition specialists also take youth on field trips to meet with local employers, learn about job training programs, and visit local community colleges.

Two options are available by which ACCESS community schools can offer educational services to students. Option 1 is a day school for youth on probation and others. The core program operates from 8:30 a.m. to 12:30 p.m., but students can stay in school all-day and year-round to receive additional support, if they choose. Option 1 students arrive in the morning and receive instruction and support from two to five teachers working across multiple subjects. Teachers receive paraeducator support in the classroom. ACCESS administers i-Ready assessments every 90 days to gauge students' strengths and needs, to gather data to individualize services, and to measure student outcomes. Transition specialists alternate between sites according to a set schedule to make supports consistent for all students. Students also benefit from access to mental and behavioral health supports, restorative practices, and family-community liaisons.

ACCESS community schools Option 2 is contract learning for students with children or other family obligations. This option requires youth to work on their schooling independently and meet with staff at least once per week to discuss their progress and receive needed supports. Students in Option 2 may also physically attend more than once per week if they wish.

ACCESS juvenile court schools operate from 8:30 a.m. to 2:30 p.m. and are more structured. However, there are more teachers and tutors. Students do change classes, and probation officers manage the flow of students. Part D, Subpart 2 funds provide transition specialists, paraeducators, a library technician, and libraries at both juvenile hall and probation camp. Transition specialists provide transition oversight and support, often meeting with students in the living unit after school hours to minimally disrupt instructional time. Mental health and other supports are provided by Orange County Schools. OCDE-ACCESS' Restorative Practice Team is comprised of Teachers, Counselors, School Psychologists, and Administrators. This team facilitates restorative circles in the living units and reinforce prosocial behaviors through their interactions with students in efforts to support seamless transitions.

Transition specialists work in community schools to continue the work of transition specialists in the court schools and support seamless transitions to and attainment of each student's college and career goals. The Part D staff in both school environments—community and court schools—work closely on a daily basis to monitor student progress. It is not uncommon for students to transition frequently between a court school and a community school, and the collaboration among the staff allows for the seamless integration of services.

Key Partners

OCDE's Part D program works in partnership with the Orange County Probation Department, court and community school

administrators and staff, Orange County Mental Health, Orange County Social Services, local community colleges, and various community-based resource providers. OCDE also maintains a strong collaborative relationship with the local district grounded in the best interest of the youth, as evidenced by the strong communication and coordination with receiving schools. OCDE and receiving school staff have mutual access to student information systems. In fact, receiving school staff notify juvenile court school staff if the student does not show up to his/her next school.

Supplemental Services Provided by ACCESS Schools That Are Supported by Part D Funds

To establish a network of support for students, ACCESS staff use Part D, Subpart 2 funds to pay the salaries of four transition specialists who work in both court and community schools, paraeducators who work in court school classrooms, and library technicians who work in the court school libraries to promote literacy and provide teachers with resources for curriculum-aligned lessons.

Contact the manager of Title I programs for more information:

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Outcomes

In the last three school years (2016–17, 2017–18, and 2018–19), Part D transition specialists have assisted students in the community school program with a variety of essential life skills:

- Total number of students who were accepted or enrolled in postsecondary education: 675
- Total number of students who obtained employment: 823
- Total number of students who enrolled in a job training program and/or course: 404

In the last three school years (2016–17, 2017–18, and 2018–19), Part D transition specialists have assisted students in the institution school program with a variety of essential life skills:

- Total number of students who were accepted or enrolled in postsecondary education: 183
- Total number of students who obtained employment: 30
- Total number of students who enrolled in a job training program and/or course: 1,126

Source: OCDE's Part D program (2019).