

# Education: An Essential Ingredient for Dual Status Youth Success

## **Dual Status Youth Symposium: Working Together for Our Youth Boston, Massachusetts**

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# Dual Status Youth Initiative

- Who are these youth?
- What do we know about them?
- Why should the Juvenile Justice (and other) Systems partner with the Education System when engaging dual status youth?

# Strategies for Partnering with the Education System

- Step 1 - Selecting Educational Leadership.
  - The concept of an education champion.
  - The search.
- Step 2 - Developing a Strategy to Embrace Education.
  - Most immediate mutual concerns.
  - Benefits.
  - Expansion to additional partners.
  - Process to achieve success.

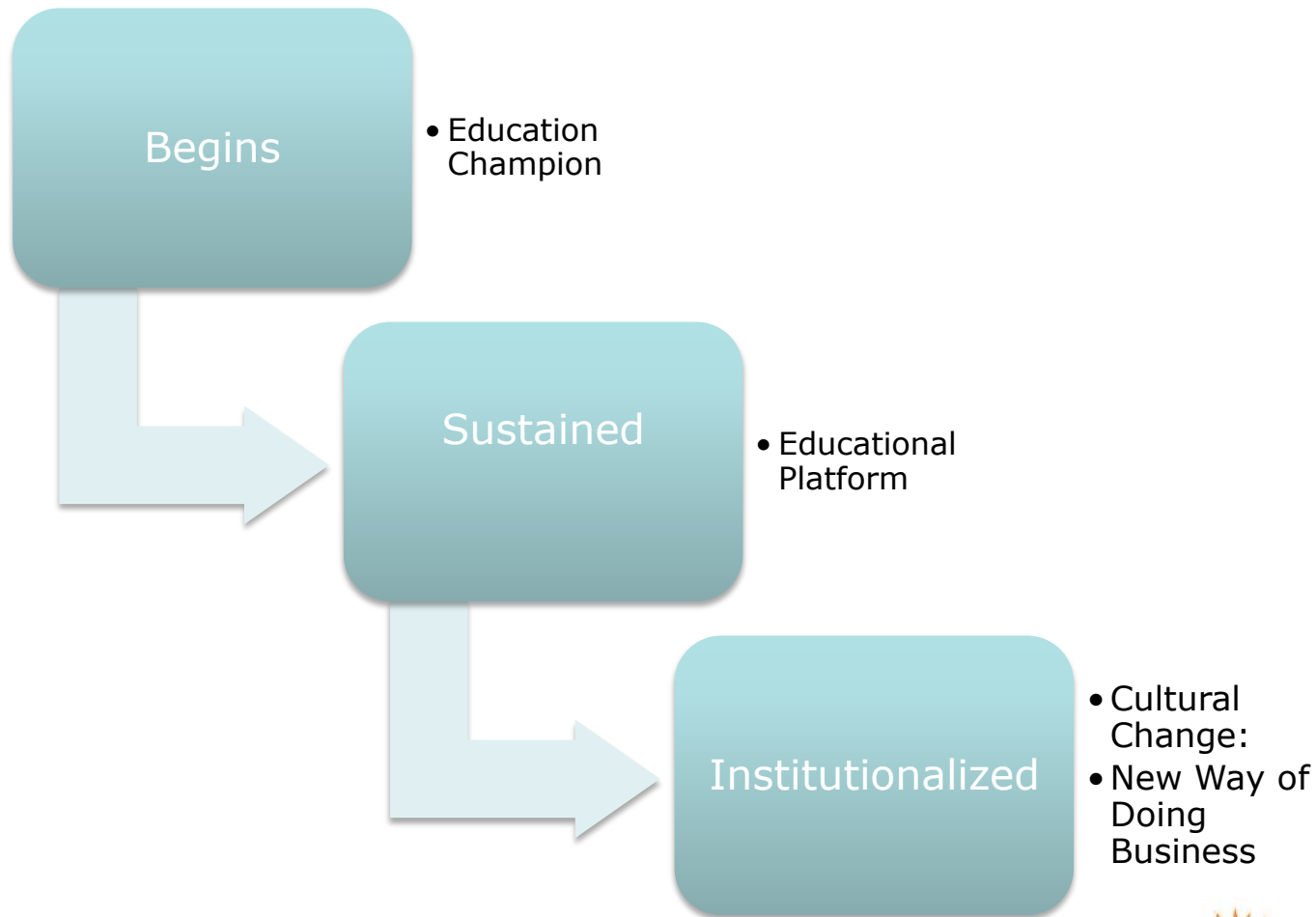
# Step 3 – Developing an Education Platform

- Education is reflected in the strategic plan.
- Policies and procedures clearly state educational participation.
- Protocols for line staff to interface with educators are written and shared.
- Confidentiality rules are mutually understood.
- Procedures to acquire and share agreed-upon outcome data are practiced.
- Training and celebrating together is the norm.

# Step 4 – Creating Sustainability

- Formalize the Partnership
  - Charter or MOU
  - Strategic Plan
  - Measurable Outcomes
  - Institutionalize the Membership
- Leverage the Power
  - Legislative Action
  - Grants
  - Change Agent

# Partnering with Education



# Every Student Succeeds Act

- ESSA-Passed in December 2015
- Reauthorization of Elementary and Secondary Education Act (ESEA) last authorized in 2001 as No Child Left Behind (NCLB)
- Authorizes the federal government's role in the monitoring and funding of education.



# Opportunities & Challenges under ESSA

## **OPPORTUNITIES**

- New language to monitor child welfare and juvenile justice outcomes
- More flexibility in funding applications

## **CHALLENGES**

- Decreased federal oversight of protections
- Oversight now determined state by state
- More flexibility in funding applications



# New language and measurements

- “Each State must publicly disseminate an annual State report card. It must contain:
  - Information on the student achievement of students in foster care.
  - High school graduation rates for students in foster care, including four-year adjusted cohort graduation rates and, at the State’s discretion, extended-year adjusted cohort graduation rates”

# New language and measurements (cont.)

- Required communication and coordination between juvenile justice entities and educational settings/systems
- No longer simply a matter of equity and access for youth involved with the juvenile justice system, but now a requirement of states to provide programming that improves this cohort's educational outcomes specifically.

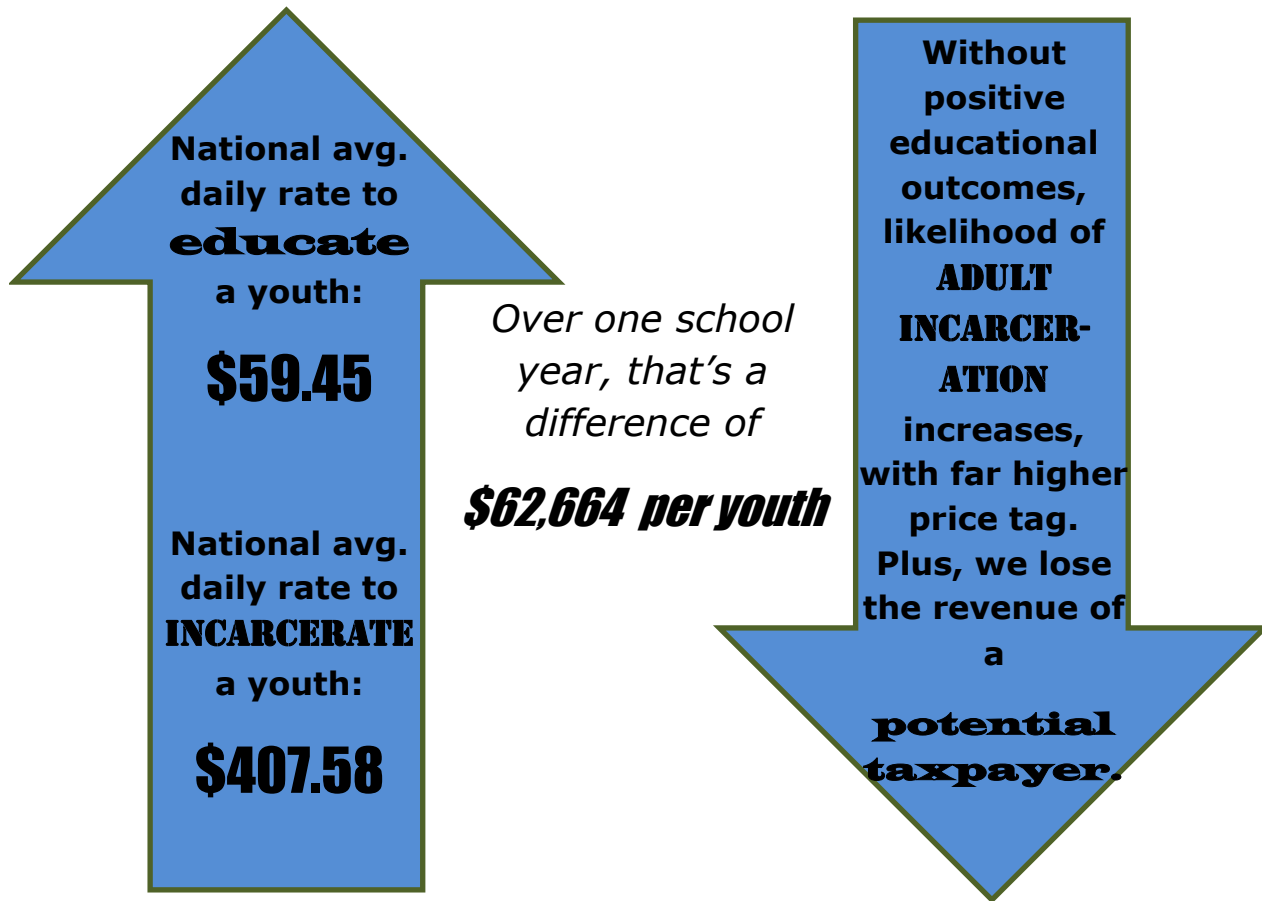
# New flexibility in funding

- Title I, Part D funds may also now be used for “targeted services for youth who have come in contact with both the child welfare system and juvenile justice system”
  - could be used for building partnerships geared toward better outcomes for dual status youth.
  - Specifically, this could also be used for adding education to systems integration initiatives already underway between child welfare and juvenile justice systems.

# Incentives for Education

- Increased Attendance/Graduation Rates.
- Improved School Climate.
- More efficient use of resources.
- Fiscal Savings (at least in the long term).

# Saving dollars and citizens...



# Panel Discussion

Moderator:

**Jenny Collier**, Project Director, Robert F. Kennedy  
Juvenile Justice Collaborative; Collier Collective, LLC

Panelists:

- **Bruce Knutson**, (Retired) Director of Juvenile Court Services, Juvenile Court Services, King County Superior Court
- **John (Mick) Moore**, PhD, Independent Education Consultant, Robert F. Kennedy National Resource Center for Juvenile Justice
- **Kathleen Sande**, Institution Education Program Supervisor, Office of Superintendent of Public Instruction (Olympia, Washington)
- **Atasi Uppal**, FosterEd-Juvenile Justice Attorney, National Center for Youth Law

# Resources - Panel

- **Uniting for Youth**<https://csgjusticecenter.org/youth/posts/improving-outcomes-for-youth-across-service-systems-a-king-county-washington-initiative/>
- **PathNet**[www.psesd.org/services/learning-and-teaching/dropout-prevention-and-re-engagement/pathnet/](http://www.psesd.org/services/learning-and-teaching/dropout-prevention-and-re-engagement/pathnet/)
- **Open Doors (1418) Youth Reengagement**  
[www.k12.wa.us/gate/supportingstudents/studentretrieval.aspx](http://www.k12.wa.us/gate/supportingstudents/studentretrieval.aspx)
- **Washington's Education Advocate Program Manual**  
[www.K12.wa.us/InstitutionalEd/pubdocs/EA\\_Manual.pdf](http://www.K12.wa.us/InstitutionalEd/pubdocs/EA_Manual.pdf)
- **Equal Futures** – (A collaboration between FosterEd and the Education Equals Partnership providing tool/resources for stakeholders committed to improving education outcomes for students in foster care.)  
[www.equalfutures.org](http://www.equalfutures.org)

# Resources - Centers

- **Robert F. Kennedy National Resource Center for Juvenile Justice**  
[www.rfknrcjj.org](http://www.rfknrcjj.org)
- **School Justice Partnership National Resource Center**  
[www.schooljusticepartnership.org](http://www.schooljusticepartnership.org)
- **Center for Juvenile Justice Reform – School-Justice Partnerships**  
[www.cj jr.georgetown.edu](http://www.cj jr.georgetown.edu)
- **Models for Change – Systems Reform in Juvenile Justice:**  
[www.modelsforchange.net](http://www.modelsforchange.net)



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