JusticeEd

YEAR TWO PROGRESS UPDATE

National Center for Youth Law

Contents

National Center for Youth Law
510-835-8098

OUR VISION

The National Center for Youth Law (NCYL) envisions a future where each and every systems-impacted young person is able to graduate from high school with the widest array of possibilities for their future. Whether in attending a university, pursuing a vocational training program, or opening a business, youth who have experienced systems involvement deserve to achieve graduation and create the futures they envision for themselves with the support of a network of adults who cheer them on along the way.

The JusticeEd Initiative

Since 2018, through an innovative partnership with Santa Clara County's Juvenile Probation Department, NCYL has worked to demonstrate and achieve our vision through the implementation of the JusticeEd Initiative in Santa Clara County. As the first of its kind in the state and one of the few education support programs in the country dedicated to probation- involved students, JusticeEd has piloted the provision of innovative, individualized education case management and coaching to students and caregivers to support academic success.

What exactly does JusticeEd do?
Through the development of transformative relationships, individualized educational case management, and coaching, Education Liaisons work with students and their caregivers to ensure that students:

- have education champions – preferably caregivers – who are supported, informed, knowledgeable, empowered, and active in support of their student's education;
- have a well-coordinated team of professionals across multiple systems working in concert with each student's family and support network; and,
- have an education plan that is centered around their strengths, needs, and goals for the future.

Education Liaisons connect with students bi-weekly and with caregivers monthly to:

- review and discuss academic progress;
- provide coaching on study skills and social-emotional skill development;
- develop and review education plans and assess progress on student-set education goals;
- engage in post-secondary and career exploration, and;
- review and complete assignments, and more.

Additionally, Education Liaisons build partnerships and collaborate with school and district staff to support student success on and off campus.
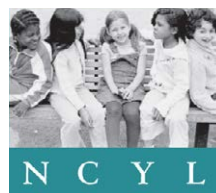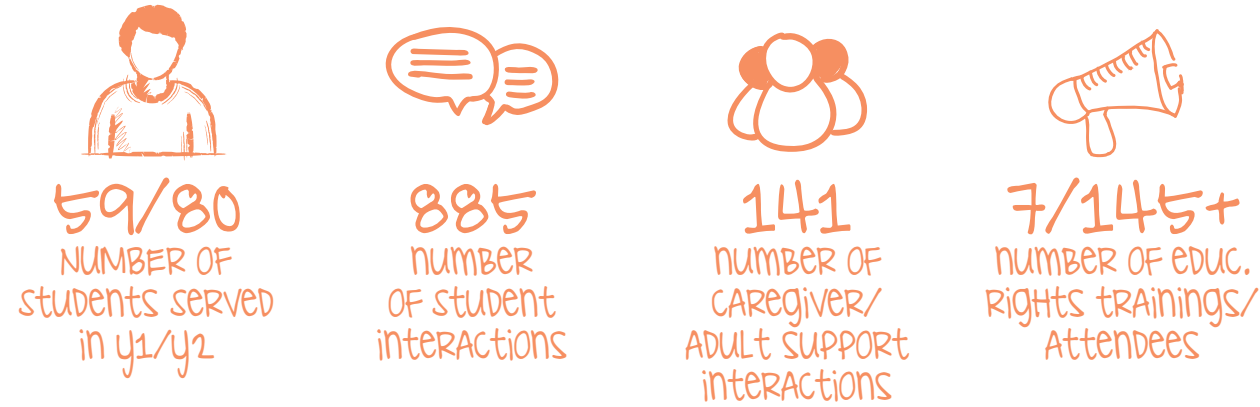
Year Two Update

In anticipation of our upcoming Years Three and Four Reports expected to be released Fall 2022, JusticeEd here provides a look at what we have accomplished and learned over our first two years.

Impact

From August 2018 to June 2020, JusticeEd provided the following to students and the community:

59/80
NUMBER OF STUDENTS SERVED IN Y1/Y2

885
number of student interactions

141
number of caregiver/ adult support interactions

7/145+
number of educ. rights trainings/ attendees

On average, students participated in the program for approximately one calendar year, with some students remaining in the program through the duration of their high school experience.
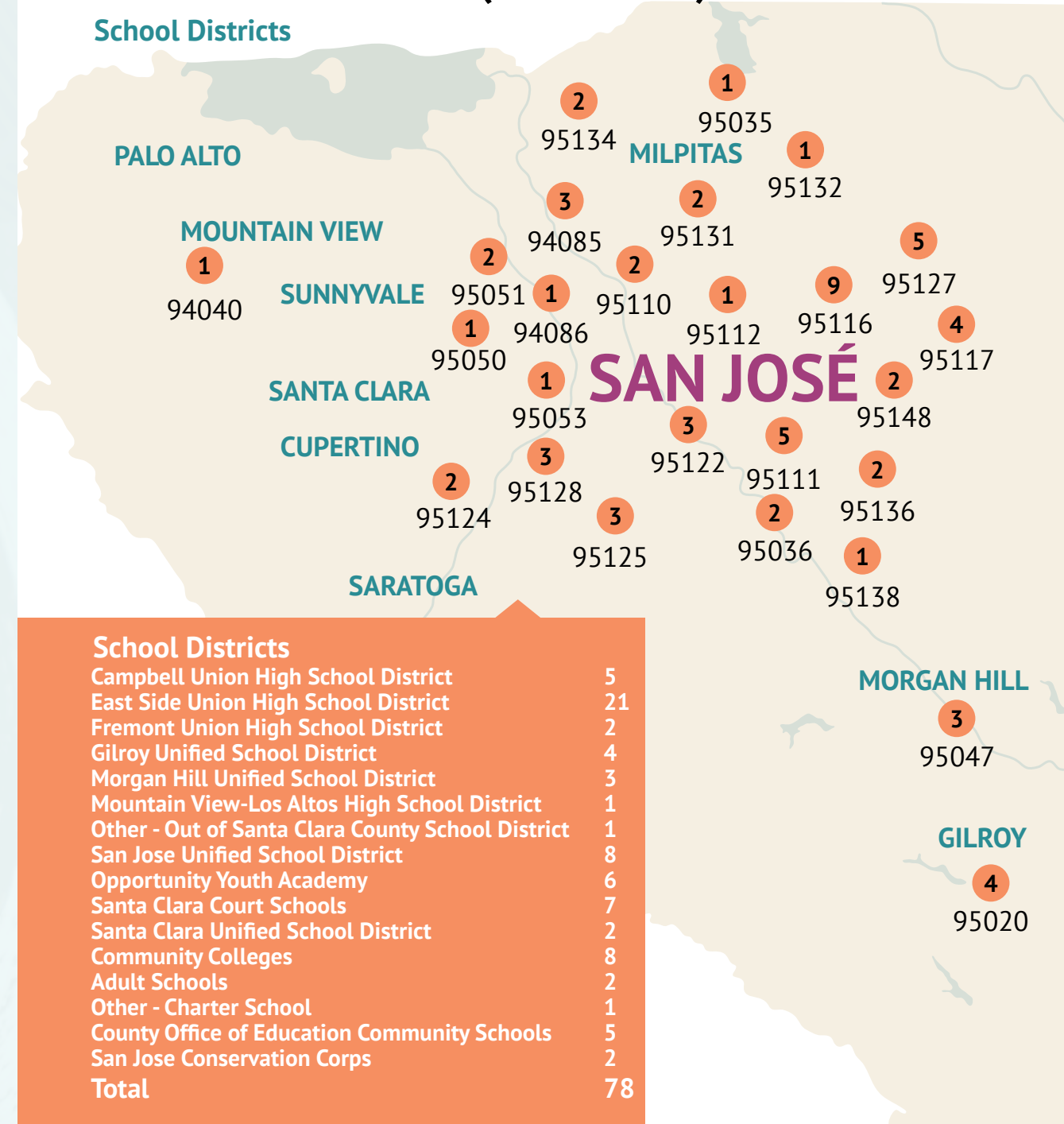
363
AVERAGE NUMBER OF DAYS SERVED

63
MINIMUM NUMBER OF DAYS SERVED

907
MAXIMUM NUMBER OF DAYS SERVED TO DATE*

During the program year (2019-2020), students set a total of 237 long-term and short-term goals and completed 108 goals while in the program.
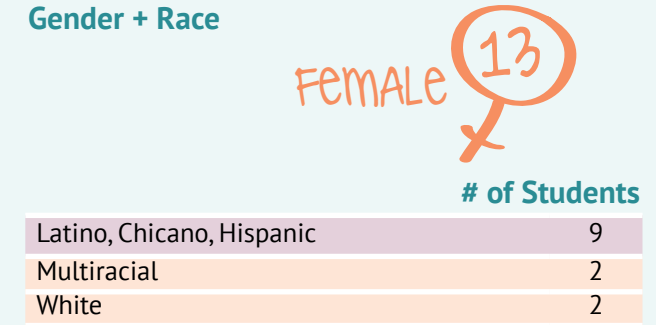
Examples of goals set by students include:

237
LONG-TERM GOALS

108
GOALS COMPLETED

GRADUATING WITH THEIR HIGH SCHOOL DIPLOMA

IMPROVING A COURSE GRADE

IMPROVING ATTENDANCE

BUILDING POSITIVE RELATIONSHIPS WITH KEY ADULTS (TEACHERS, COUNSELORS, PARENTS, ETC.)
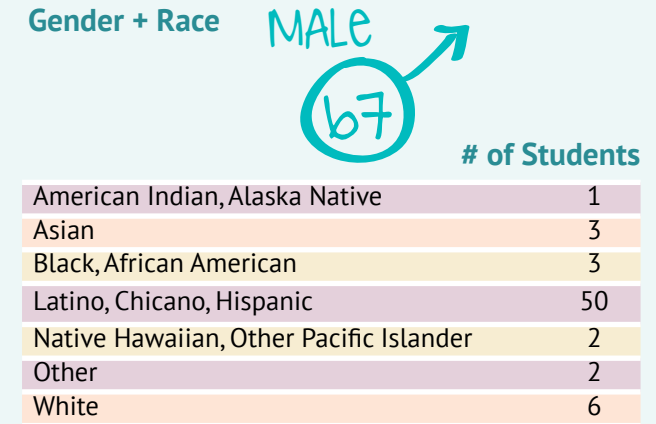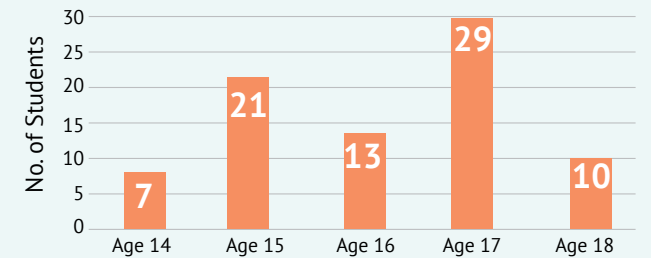

Who We Served in Y2 (2019-2020)

School Districts

PALO ALTO
MOUNTAIN VIEW
SUNNYVALE
SANTA CLARA
CUPERTINO
SARATOGA
MILPITAS
SAN JOSÉ
MORGAN HILL
GILROY

94040 — 1
94085 — 3
94086 — 1
95020 — 4
95035 — 1
95036 — 2
95047 — 3
95050 — 1
95051 — 1
95053 — 1
95110 — 2
95111 — 5
95112 — 1
95116 — 9
95117 — 4
95122 — 3
95124 — 2
95125 — 3
95127 — 5
95128 — 3
95131 — 2
95132 — 1
95134 — 2
95136 — 2
95138 — 1
95148 — 2

School Districts

School Districts	
Campbell Union High School District	5
East Side Union High School District	21
Fremont Union High School District	2
Gilroy Unified School District	4
Morgan Hill Unified School District	3
Mountain View-Los Altos High School District	1
Other - Out of Santa Clara County School District	1
San Jose Unified School District	8
Opportunity Youth Academy	6
Santa Clara Court Schools	7
Santa Clara Unified School District	2
Community Colleges	8
Adult Schools	2
Other - Charter School	1
County Office of Education Community Schools	5
San Jose Conservation Corps	2
Total	**78**

Gender + Race

FEMALE **13**

	# of Students
Latino, Chicano, Hispanic	9
Multiracial	2
White	2

Gender + Race

MALE **67**

	# of Students
American Indian, Alaska Native	1
Asian	3
Black, African American	3
Latino, Chicano, Hispanic	50
Native Hawaiian, Other Pacific Islander	2
Other	2
White	6

Age at Time of Referral

	No. of Students
Age 14	7
Age 15	21
Age 16	13
Age 17	29
Age 18	10

Case Type

2
DUAL STATUS— CW AND PROBATION

25
PROBATION

53
DEFERRED ENTRY OF JUDGMENT

What We've Learned:

We partnered with Educational Results Partnerships (ERP) to analyze academic data of program participants during the 2018-2019 and 2019-2020 school years. ERP is a non-profit organization that applies data science and predictive analytics to identify successful public education systems, practices, programs, and policies that deliver the best results for students.[1]

ERP utilized data from the Santa Clara County Office of Education's DataZone Data Warehouse and provided student outcomes for students statewide and vulnerable student populations (e.g., English language learners, low socio-economic status, McKinney Vento/Homeless, and foster youth).[2]

The National Center for Youth Law also partnered with RTI International, which analyzed social-emotional survey data, then, NCYL internally analyzed data collected by Education Liaisons and stored in EdTeamConnect, NCYL's education case management software program.
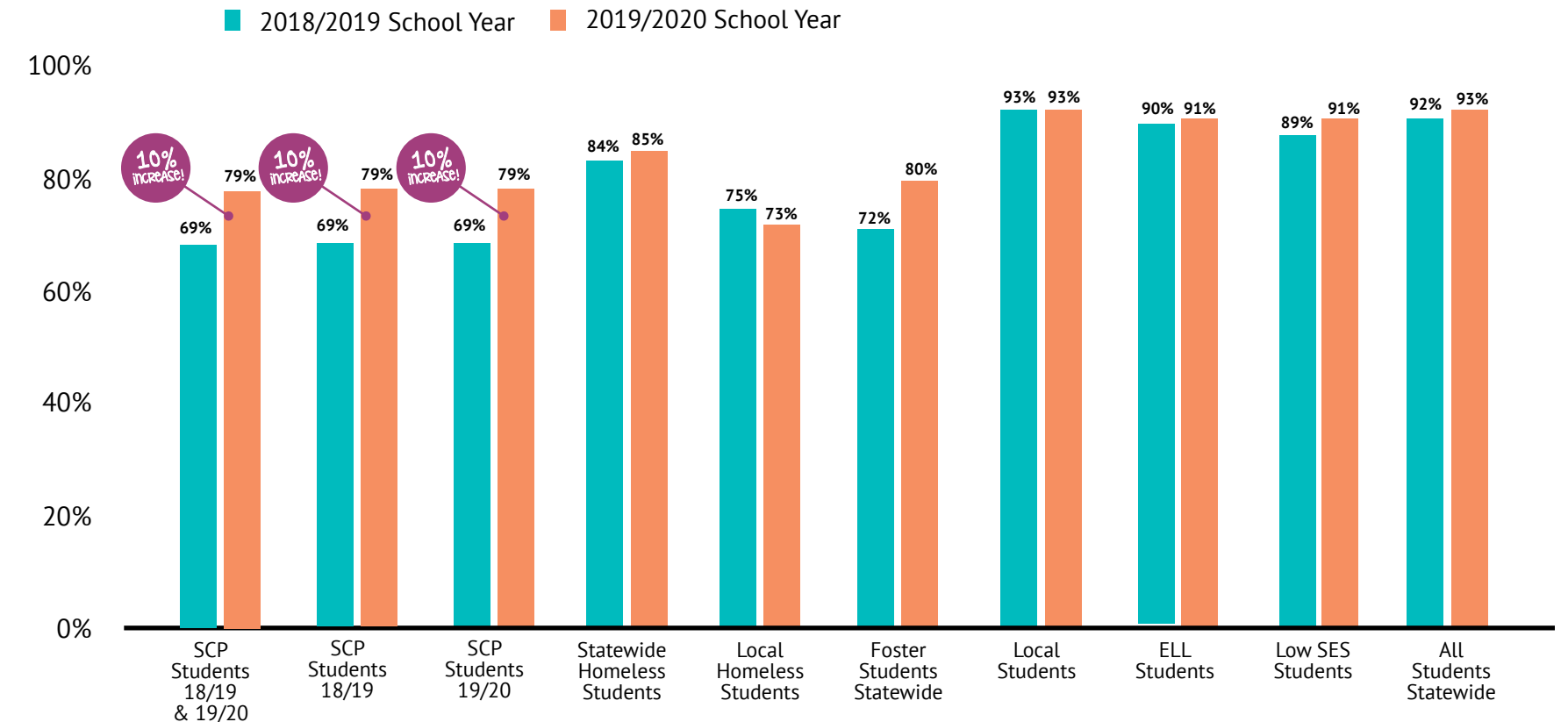
When comparing to Year One findings, we found through Year Two, students sustained gains found within our Year One Cohort.

- In both Year One and Two Cohorts, students experienced;
  - social-emotional growth in:
    - future success orientation,
    - discussion frequency with adults, and,
    - encouragement frequency from adults.[3]
  - decreases in school suspensions,[4] and,
  - no expulsion recommendations during the period of program participation.
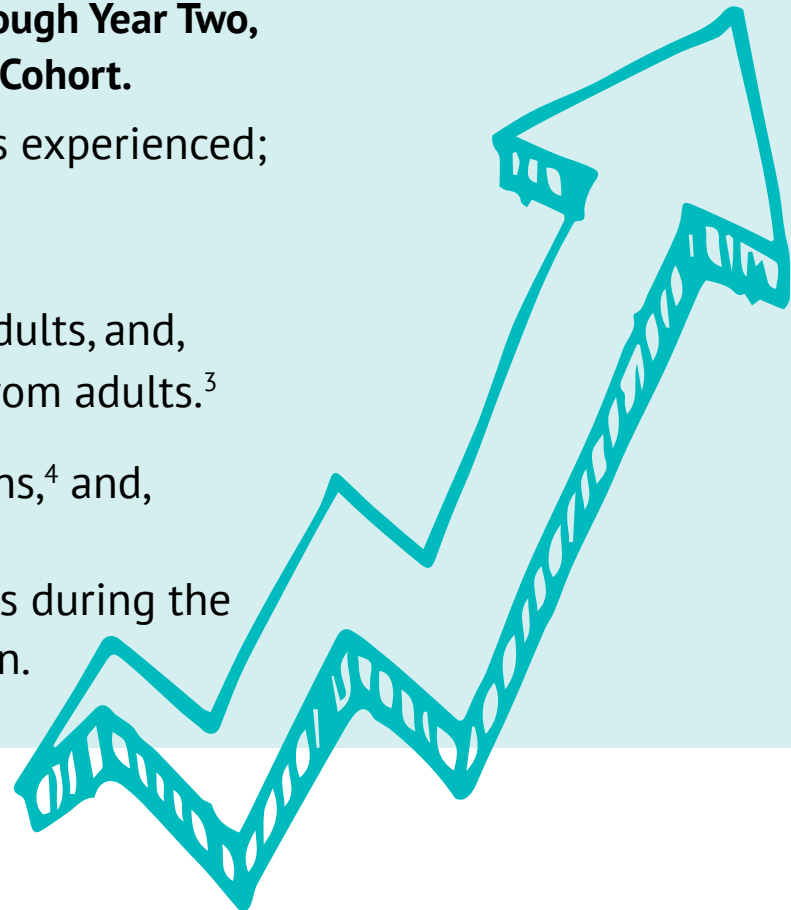
Additionally, evaluators found between the 2018-2019 and 2019-2020 school year, JusticeEd students experienced the **highest rates of credit attainment growth** among all student populations. Between 2018-2019 and 2019-2020, **JusticeEd students improved credit attainment by 15 percent or 10 percentage points**[5] (see Santa Clara Program "SCP" students served 2018/2019 and 2019/2020 in graph below).

Credits Earned vs. Credits Attempted

Bar chart legend: ■ 2018/2019 School Year ■ 2019/2020 School Year

Category	2018/2019	2019/2020
SCP Students 18/19 & 19/20	69% (10% Increase!)	79%
SCP Students 18/19	69% (10% Increase!)	79%
SCP Students 19/20	69% (10% Increase!)	79%
Statewide Homeless Students	84%	85%
Local Homeless Students	75%	73%
Foster Students Statewide	72%	80%
Local Students	93%	93%
ELL Students	90%	91%
Low SES Students	89%	91%
All Students Statewide	92%	93%

Though students experienced growth, through 2019-2020, students continued to underperform their peers.
- On average, JusticeEd students had:
  > an attendance rate of 84%, while the general student population is at 94%[6]
  > an average GPA of 1.4, while the general student population is 2.74[7]
  > a graduation rate of 25%[8], compared to the local average of 80.4%[9]

Impact of the COVID-19 Pandemic

In March 2020, schools across the county closed and transitioned to distance learning. This transition presented unprecedented challenges for students and families as they tried to navigate a whole new way of accessing education. Students struggled to tackle asynchronous classes, keep up their course work, navigate new remote learning platforms, maintain Wi-Fi connectivity, and cope with the feelings of isolation and loss. For many students, they also balanced the economic pressures of the pandemic while parents lost employment and faced eviction.

Beyond presenting challenges for students, the pandemic and the switch to distance learning presented new challenges for schools and school districts across the state. In addition to figuring out how to educate students from behind a computer screen, schools were challenged with how to adequately measure student performance given the many barriers students were facing. From tracking attendance when students struggled with limited connectivity, to weighing what felt fair to hold students accountable to, districts adjusted policies to be reflective of everyone's new reality. Examples of this include shifts in attendance being tracked by assignment completion for the day rather than being present on camera while on Zoom and the transition to Pass/No Pass grading to mitigate negative impacts on student GPAs.

Though these changes greatly benefited many students, education systems, researchers, and evaluators are grappling with how to account for the changes when assessing system and student progress from year to year. We intend to tackle this challenge in assessing JusticeEd's impact as we move forward hopefully toward a post-pandemic world. Though we may not yet truly understand the extent of its effects, we do know that the COVID-19 pandemic underscored the need for all students, and especially juvenile justice-involved students, to receive dedicated academic support in achieving their goals.

"

From an Education Liaison:

Tony was struggling academically before the pandemic even started and was in the process of being reassessed for his Individual Education Plan (IEP) when the transition to distance learning hit. As a result of this, the process of updating his IEP was moved remotely and Tony had to force himself to figure out completing assessments at home, navigating the school's new remote learning platforms and all the challenges that came with accessing school from home.

Within the first few weeks, there were issues with his laptop and Wi-Fi hotspot that compromised his attendance and grades. His laptop was slow and would often boot him off or freeze if he had too many windows open or when he tried to run Zoom and his district-provided Wi-Fi hotspot barely worked because he lived in an area with poor connectivity. As a result, he missed a lot of virtual class time which resulted in a number of absences. When problem solving with the school, their immediate suggestion was for him to park near the high school during school hours so he could access the campus Wi-Fi.

Sometime during the pandemic Tony's IEP evaluation results came back, and his team learned that he was dyslexic. This diagnosis validated much of Tony's experience as it was taking him twice the amount of time to read through assignments on his laptop, sometimes even taking him as long as two days just to complete individual assignments. All the while, Tony's family went through housing instability and job loss, which created extra layers of stress. Through it all, Tony's mother committed to ensuring continuity in her son's education experience and learned how to navigate remote education as a monolingual Spanish speaker."

Concluding Thoughts

Though the COVID-19 pandemic put a metaphorical wrench in Year Two of JusticeEd's demonstration, evaluators found that there was a positive correlation between the length of time students participated in the JusticeEd Program and their academic progress.[10] Evaluators found that while in JusticeEd, students experienced:

- lower suspension rates;
- social-emotional growth; and,
- increased rates of credit attainment.

Moving forward, JusticeEd plans to explore these findings further and deepen our understanding of the program's impact. We will expand our analysis to include areas beyond academics and into understanding any correlations with decreased contact with the criminal justice system.

We are hopeful and excited to learn all that we can and look forward to sharing our findings.

More to come from us in Fall 2022!

Endnotes

[1] Educational Results Partnership, "About Us, What We Do," accessed 02.08.22, available at https://www.edresults.org/what-we-do.

[2] "ERP Narrative and Visuals — FosterEd AV Year Two Report, May 2021," hereinafter, "ERP Report." (Report available upon request from NCYL) at 1.

[3] Effect sizes quantify the size of the difference between the baseline and follow-up results, and were calculated by taking the difference between the pre- and post scores and then dividing it by the pooled standard deviation. RTI uses a standard threshold of 0.2 to indicate whether there was at least a "small" effect. Laird, Jennifer, and Siri Warkentien. Compassionate Systems California: Findings from Social and Emotional Wellbeing and Youth Experience Surveys. RTI International, 2020 at 3. Available from NCYL upon request.

[4] ERP Report at 6.
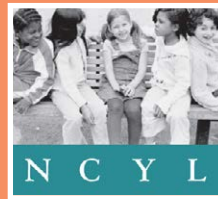
[5] ERP Report at 9.

[6] ERP Report at 5.

[7] ERP Report at 8.

[8] Graduation rates are calculated based on students who graduate by the end of their fourth year of high school.

[9] California Department of Education, Data Reporting Office. Retrieved April 2, 2021 available at https://data1.cde.ca.gov/dataquest/foster/fosterGrdEnrl.aspx?level=County&cds=19&year=2019-20

[10] ERP Report at 10. "In the year that students were referred to the Santa Clara Program, they had a higher rate of receiving special education services, higher suspension rate, and lower GPA than students not in the Program. However, this report found a positive correlation between length of time in the Santa Clara Program and students' lower suspension rates, lower school mobility rates, and more credits earned vs. credits attempted."

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