Transition: Students in Neglected and Delinquent Facilities

October 11, 2017
Objectives of Presentation

• Provide the task force some information on transition for students in Neglected and Delinquent facilities
• Gather insight from the task force to inform policy
Equity

Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, despite race, gender, ethnicity, language, disability, family background, or family income.
Definitions

The federal government distinguishes such institutions using the following definitions:

• **Neglected** - a public or private residential facility, other than a foster home, operated primarily for the care of children who have been committed or placed in the institution due to abandonment, neglect, or death of their parents.
Definitions Continued

• **Delinquent** - a public or private institution operated for the care of children who have been adjudicated as delinquent or in need of supervision.

• **Juvenile and adult corrections institution** – state-operated facilities in which persons are confined as a result of a conviction for a criminal offense, including persons under 21 years of age.
Effective transition is “a *coordinated* set of activities for the youth, designed within an outcome-oriented process, which promotes *successful movement* from the community to a correctional program setting, and from a correctional program setting to post-incarceration activities”

(Transition Toolkit 3.0 - December 2016 page 1 and 2)
Overview of Transition

• Each step along the path to or from secure care entails a new transition for the youth and his or her family or adult advocate.
Federal Funding: N&D

<table>
<thead>
<tr>
<th>3 Neglected Institutions</th>
<th>28 Delinquent Institutions</th>
<th>DOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>$152,693</td>
<td>$1,397,490</td>
<td>$863,259</td>
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</table>
Cost of Incarcerating Youth

• In 2014–15, WI spent over $30 million on the operation of its juvenile correctional facilities.

• More than half of youth (61 percent) who were released from incarceration in Wisconsin committed a new criminal offense within three years of release, according to the most recent data (DJC 2015, 5).

Many states have adopted programs and practices shown by research to reduce recidivism and improve other youth outcomes.

$11\text{ in savings for every dollar spent}$

$40\%\text{ decrease in recidivism}$

$200\text{ lost for every dollar spent}$

$8\%\text{ increase in recidivism}$

Source: wsipp.wa.gov/Reports/E2SHE2536
Better News

Number of Juvenile Arrests in Wisconsin Has Declined Sharply

Arrests of youth age 17 and under in Wisconsin.

<table>
<thead>
<tr>
<th>Year</th>
<th>Juvenile Arrests</th>
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<tbody>
<tr>
<td>2002</td>
<td>122,460</td>
</tr>
<tr>
<td>2003</td>
<td>117,224</td>
</tr>
<tr>
<td>2004</td>
<td>113,345</td>
</tr>
<tr>
<td>2005</td>
<td>108,685</td>
</tr>
<tr>
<td>2006</td>
<td>109,845</td>
</tr>
<tr>
<td>2007</td>
<td>104,891</td>
</tr>
<tr>
<td>2008</td>
<td>100,744</td>
</tr>
<tr>
<td>2009</td>
<td>88,082</td>
</tr>
<tr>
<td>2010</td>
<td>74,975</td>
</tr>
<tr>
<td>2011</td>
<td>71,902</td>
</tr>
<tr>
<td>2012</td>
<td>68,385</td>
</tr>
<tr>
<td>2013</td>
<td>55,884</td>
</tr>
<tr>
<td>2014</td>
<td>47,135</td>
</tr>
<tr>
<td>2015</td>
<td>44,157</td>
</tr>
</tbody>
</table>

Source: Wisconsin Department of Justice
WISCONSIN COUNCIL ON CHILDREN AND FAMILIES
Barriers to Transition

• Students served in institutions are included in multiple “systems”

• For example, systems a student may be simultaneously navigating could include Corrections, Education, Health Care, and County systems.
Discussion

Who can we reach out to in communities to:

• build further understanding regarding how communities are impacted and
• better contribute to supporting neglected and delinquent students?
Key Players Involved in the Transition Process by Stage

- Transition Toolkit
Even when controlling for school poverty, schools with an SRO had nearly five times the rate of arrests for disorderly conduct as schools without an SRO.


Note: When controlling for school economic disadvantage, the presence of SROs did not relate to more arrests for any other type of offense than disorderly conduct.
Trauma Sensitive Schools: Philosophy

- A lens through which we evaluate all student supports

- Focused on the values of safety, trust, choice, collaboration and empowerment

- Drives not only what we do, but how we do it

- Focus is on the underlying need
What Do Kids in Transition Need?

- Maximize positive supports for youth by co-planning with youth and their caregivers
- Minimize the stress of system entry and re-entry
- Coordination of care is central
- Stability and Self Care are the top priorities
- Identify what the plan will be on the hardest days
Based on your current understanding, what are the key aspects of transition that should be addressed in rural communities?
Closing

Questions or Insights?