

**Evaluation of the Hartford Public Schools'  
Pilot Reintegration Education Program (PREP)**

Final Report

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This report is dedicated to the memory of Lester Horvath, Ph.D., who served on the Advisory Group since the inception of PREP and whose guidance and dedication to bettering the lives of youth was unparalleled.

## Executive Summary

The Hartford Public Schools' Office of Adult and Alternative Education received a four-year Byrne grant from the Connecticut Office of Policy and Management to operate the Pilot Reintegration Education Program (PREP). PREP sought to successfully reintegrate juvenile offenders back into school following their release from adult and juvenile detention, the Connecticut Juvenile Training School, Department of Children and Families' residential placements, and the Department of Correction. The following report is the third and final report of the PREP evaluation.

### Program Description

PREP had three primary objectives: (1) to promote information sharing among various public and private agencies involved in the lives of youth; (2) to create a single point of contact within the Hartford Public Schools for youth leaving detention or placement; and, (3) to implement short-term academic programs to increase the likelihood that youth will complete their education. There were three tracks for PREP students:

*Path 1.* Return the youth directly to the traditional education environment without receiving services at the Hartford Alternative Education program (this program is called Hartford Alternative Learning Opportunities - HALO).

*Path 2.* Provide the youth with short-term services at HALO for 45 to 90 days before transitioning back into a traditional school setting.

*Path 3.* Refer the youth to the Hartford Public Schools "Intake Planning Team" or Planning and Placement Team (PPT) to develop a transition plan that may include sending the youth to HALO for 45 to 90 days, transitioning the youth back to a traditional school, or place the youth in the Hartford Public Schools' special education program (Hartford Transitional Learning Academy - HTLA).

### Evaluation Summary

The evaluation examined both the accountability and effectiveness of PREP. The assessment of accountability centered on whether PREP was being operated according to the original program model. This part of the evaluation assessed the efficacy of inter-agency information sharing, the referral and school re-entry process, and the operation of HALO. The second part of the evaluation addressed the effects PREP had on program participants.

PREP began receiving youth leaving detention and DCF placements in September of 2001. Since this time PREP staff assessed and referred a total of 364 youth (107 were referred multiple times). During the planning stages, it was anticipated that 64 youth would participate in PREP each year. This initial goal was exceeded by the first five months of program operation. The number of youth entering PREP ranged from a high of 80 (Fall 2003) to a low of 56 (Spring 2004). Youth came to PREP from several different locations. The highest number of youth were released from juvenile detention (59% followed by the Department of Children and Families' Connecticut Juvenile Training School (CJTS) and Long Lane School (14%), the Juvenile Supervision and

Reporting Center(11%, several residential placements across Connecticut (8%), and the Connecticut Department of Correction (6%).

### Conclusions and Recommendations

The strength of PREP was the single point of contact within the Hartford Public Schools for youth leaving detention or placement. The PREP coordinator had very positive working relationships with staff in several juvenile justice, social services, and education-based agencies, which greatly expedited the process of re-enrolling PREP youth. A total of 364 youth entered PREP during the duration of program implementation, significantly exceeding the initial expectation of 64 youth per program year (this does not include youth who re-entered PREP). The HALO program was somewhat conducive in providing short-term academic programs for PREP youth. A high percentage of PREP youth were referred to HALO (41%), with most of these youth being transitioned into other educational settings following HALO completion. PREP also appears to have long-term positive effects on participants. PREP students were more likely to be enrolled in school one year following their release from detention than youth in the historical comparison group (61% to 41%).

Although PREP produced short-term and long-term positive effects, three recommendations are provided for program improvement. First, as recommended in the first and second interim reports, PREP and HALO staff need to develop better systematic data collection procedures. Many program referrals were based youth's recollection of the last time he/she was in school rather than with official school records. This problem was complicated by the high volume of PREP youth entering and re-entering the program.

Second, PREP and HALO need to be more stabilized. The office of the PREP coordinator was moved four times in three years of program implementation (three of these moves involved relocating to a different parts of Hartford). These moves disrupted the PREP coordinator's ability to effectively meet with students, maintain accurate records, and communicate with outside agency personnel.

The lack of stability was much more evident in the HALO program where there were four different principals in the last three years of PREP funding. Each principal made large-scale changes to the HALO program by implementing his/her own alternative education philosophy. While this is not always a problem in educational settings, only one principal's alternative education philosophy was consistent with established theory, research, and national best practices on how to operate an effective alternative school.

Third, HALO was in need of increased behavioral and mental health programs. Specifically, PREP youth would have benefited from more substance abuse programs. It was twice recommended that the Office of Alternative and Adult Education increase its efforts to hire staff that can provide these services.

### Epilogue of PREP

One challenge to the Hartford Public Schools was to maintain PREP after the Byrne grant funding ended (which occurred in December of 2004). Since this time, budget constraints and changes in administrators have led to a very small and questionably effective PREP. For instance, (1) the four full-time staff positions funded by the Byrne grant was decreased to two part-time staff (this decrease actually occurred during the Spring of 2004, which likely explains why PREP intakes decreased during this period; (2) the Advisory Group meetings ended in January of 2005 (even though the administrator overseeing PREP promised the group that they would continue to be held); (3) office space was greatly decreased; and (4) necessary equipment used by PREP staff were taken away (cell phones, the fax machine, the desktop computer, and the office printer). These changes likely have decreased the ability of PREP to be effective to where it is questionable how much of a positive influence this program can have on the lives of those youth who need it the most.

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## INTRODUCTION

The Hartford Public Schools' Office of Adult and Alternative Education received a four-year Byrne grant from the Connecticut Office of Policy and Management to operate the Pilot Reintegration Education Program (PREP). PREP sought to successfully reintegrate juvenile offenders back into school following their release from adult and juvenile detention, the Connecticut Juvenile Training School, Department of Children and Families' residential placements, and the Department of Correction.

The large number of Hartford juveniles entering and exiting the Connecticut juvenile justice system created large scale problems for school officials and juvenile justice officials when trying to reintegrate them back into Hartford Public Schools. There was no established reintegration process and many youth experienced: (1) school failure, (2) pressure to go back to their negative (and often delinquent and criminal) peer groups, (3) schools that did not want them nor had the support services in place to adequately assist them, and (4) traditionally structured classrooms with high student-to-teacher ratios where they could not get individual academic tutoring.

Due to these barriers (in addition to negative family and community pressures), a high number of at-risk youth dropped out of Hartford Public Schools and often went on to commit more serious juvenile and criminal offenses. While the Hartford Public Schools provided educational services to Hartford youth while they were staying in juvenile justice facilities, these services were limited in scope and size and were unable to serve all of the youth and all of their needs that would facilitate their success after their release. PREP attempted to provide continuous services for detained and placed youth

starting while they were in a secure facility or placement. These services were designed to follow them back to the Hartford Public Schools.

The following report is the third and final report of the PREP evaluation. The first interim report focused mostly on program implementation, the second report provided a preliminary analysis of long-term outcomes (namely, continued school progress) along with recommendations for the final program year. The final report focuses on long-term outcomes and replication of the PREP model. This report begins with an overview of PREP and a summary of the evaluation components. This section is followed by a presentation of the results of a one year follow-up conducted on those students participating in PREP. Included in this analysis is a comparison between these PREP students and a historical comparison group comprised of youth leaving Hartford juvenile detention prior to the inception of PREP. Finally, the conclusions of the final report are presented along with the recommendations for future programming.

### **PROGRAM DESCRIPTION OF PREP**

PREP had three primary objectives: (1) to promote information sharing among various public and private agencies involved in the lives of youth; (2) to create a single point of contact within the Hartford Public Schools for youth leaving detention or placement; and, (3) to implement short-term academic programs to increase the likelihood that youth will complete their education (see Appendix A for the program description from the Hartford Public Schools' Byrne Grant Application).

The activities related to the first objective, to promote information sharing among various agencies, consisted of the creation of a PREP advisory group that provided input during the development of PREP and oversees program activities. The PREP advisory

group was comprised of representatives from the Connecticut Department of Children and Families, the Connecticut Department of Education, the Connecticut Office of the Public Defender, Hartford Public Schools, the Connecticut Office of Policy and Management, the Connecticut Judicial Branch's Court Support Services Division, the Juvenile Supervision and Reporting Center, and the Connecticut Department of Correction. The role of the PREP advisory group was to enhance program implementation by improving inter-agency information sharing.

The second objective sought to improve the school referral process for youth leaving detention or placement through the creation of a "Re-entry Reception Center" (RRC) at the Hartford Public Schools' Office of Alternative and Adult Education. The RRC was intended to serve as a single point of contact within the Hartford Public Schools. The referral process was designed to consist of discharge meetings held two weeks prior to the youths' release from detention or placement. The meetings were attended by RRC staff and representatives from all of the agencies involved in the youths' lives. At these meetings, an academic transition plan was developed that placed a youth into one of three possible paths.

*Path 1.* Return the youth directly to the traditional education environment without receiving services at the Hartford Alternative Education program (this program is called Hartford Alternative Learning Opportunities - HALO).

*Path 2.* Provide the youth with short-term services at HALO for 45 to 90 days before transitioning back into a traditional school setting.

*Path 3.* Refer the youth to the Hartford Public Schools "Intake Planning Team" or Planning and Placement Team (PPT) to develop a transition plan that may



include sending the youth to HALO for 45 to 90 days, transitioning the youth back to a traditional school, or place the youth in the Hartford Public Schools' special education program (Hartford Transitional Learning Academy - HTLA).

The third objective, to implement short-term academic programs to increase the likelihood that youth would complete their education, pertained to the Hartford Alternative Learning Opportunities program (HALO). HALO maintained an alternative learning environment that provided students with education, counseling, and case management services based on their individual needs. Youth placed in HALO attended this program for one or two marking periods (approximately 45 to 90 days) after which they were transitioned back into a traditional school. HALO case managers assisted in the transition and also provided follow-up services three months after this transition.

### **DESCRIPTION OF THE EVALUATION**

The evaluation examined both the accountability and effectiveness of PREP. The assessment of accountability centered on whether PREP was being operated according to the original program model. This part of the evaluation assessed the efficacy of inter-agency information sharing, the referral and school re-entry process, and the operation of HALO. The second part of the evaluation addressed the effects PREP had on program participants.

#### Long-Term Outcomes

There were many unique aspects of PREP that warranted attention during the evaluation. A series of research questions were created by the PREP advisory group and

from suggestions provided during the Fall 2001 stakeholders' meeting. There were four primary research questions addressing the long-term effects of PREP. These were:

1. Has the dropout rate decreased after receiving services from PREP?
2. Has the graduation rate/or number of credits earned increased after receiving services from PREP?
3. Has court involvement decreased after receiving services from PREP?
4. Has the recidivism rate decreased after receiving services from PREP?

#### Short-Term Research Questions

In addition to these long-term questions of program effectiveness, more specific questions addressed the efficacy of the referral and selection process, the implementation of the alternative school program, and the reintegration back into traditional schools (see Appendix B for the PREP Evaluation Manual for a detailed discussion of these questions).

#### Data Sources

Data to be analyzed for final report were collected from PREP records of youth entering and leaving the program, HALO records, and program observations.

*PREP Data.* Program data were collected from PREP and HALO staff as youth entered and exited the program. These data consist of the type of placement youth are released from, date of birth, date that the youth entered PREP, date that the youth exited PREP/HALO, the agencies supervising the youth, if the youth appeared to have special education needs, if the youth was bilingual, program attendance at HALO, and the number of credits earned at HALO (for those youth referred to HALO).

*Program Observations.* Evaluation staff conducted on-site observations of PREP and HALO. These observations provided evaluation staff with a detailed understanding of the daily activities of the programs.

### **SUMMARY OF THE INTERIM REPORTS**

The prior interim reports presented preliminary findings from the first program implementation year of PREP and preliminary outcome findings. Emphasis was placed on accountability (to determine whether PREP was following the program model) with some observations of program effectiveness. Based on program data, interviews with PREP and HALO staff, and focus groups with juvenile probation and juvenile parole officers, PREP appeared to be following the model prescribed in the Byrne grant application.

First, large scale inter-agency information sharing had taken place in two forms. The PREP advisory group was extremely active in the planning and implementation of PREP as well as problem-solving issues involving social services and the juvenile justice system. Also, line staff from these agencies reported that PREP had facilitated the sharing of relevant information regarding the education and behavioral treatment of PREP youth.

Second, PREP had successfully established a single point of contact within the Hartford Public Schools for youth leaving detention or placement. The PREP coordinator had positive working relationships with several agencies. These agencies referred close to 200 youth to PREP, greatly exceeding the initial expectation of 64 youth. Additionally, even though several youth did not meet the PREP coordinator

before leaving detention or placement, they were instructed to report to the Office of Alternative and Adult Education by detention and placement staff.

Third, Byrne grant funding was allocated to enhance HALO to improve the implementation of short-term academic programs for PREP youth. The majority of PREP youth were referred to HALO, where most completed the program and were transitioned into a traditional setting with a small number of students placed into the Adult Education program or the special education program (HTLA).

The interim reports concluded that PREP had exceeded expectations for a pilot project. This program was able to avoid major problems that often hindered successful implementation of new programs targeting high-risk youth (e.g., deficient recruiting and referral processes, low program completion rates, and little inter-agency communication).

#### Recommendations from the Interim Reports

While PREP had produced short-term positive effects, two recommendations came out of the first interim report. First, PREP and HALO staff needed to develop systematic data collection procedures. Many program referrals had been made based on youths' recollection of the last time he/she was in school rather than with official school records. A more concentrated effort needed to be undertaken to locate these records for youth who have attended school in Hartford.

A second area of improvement was needed with program personnel. Staffing issues had limited HALO's ability to provide youth with behavioral and educational programs. The Office of Alternative and Adult Education had been unable to fill staff positions funded under the PREP grant (namely, a school psychologist). We recommended that the Office of Alternative and Adult Education increase its efforts to

hire HALO staff. If these efforts continued to be unsuccessful, we suggested that other arrangements be considered that would provide HALO with the needed staff, even on a part-time basis.

## EVALUATION FINDINGS

The evaluation findings presented in this report consist of a description of those youth referred to PREP, a one year follow-up analysis of youth participating in PREP, and a comparative analysis between a sample of PREP youth and a group of youth who exited detention prior to the implementation of PREP.

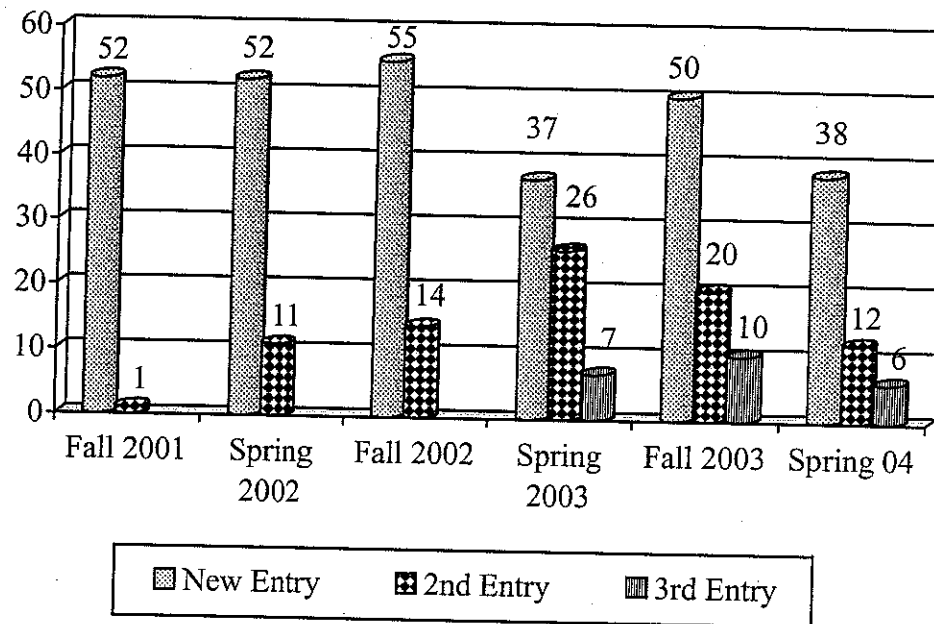
### Summary of PREP Participants

PREP began receiving youth leaving detention and DCF placements in September of 2001. Since this time PREP staff assessed and referred a total of 364 youth (107 were referred multiple times). During the planning stages, it was anticipated that 64 youth would participate in PREP each year. This initial goal was exceeded by the first five months of program operation (Figure 1). The number of youth entering PREP ranged from a high of 80 (Fall 2003) to a low of 56 (Spring 2004). The high numbers were unexpected and initially overwhelmed PREP staff. Another unexpected event was the number of youth returning to PREP multiple times. In counting the number of referrals rather than students, PREP served more than twice the number of youth that initially anticipated.

Youth came to PREP from several different locations (Figure 2). The highest number of youth were released from juvenile detention (59%, 213 youth) followed by the Department of Children and Families' Connecticut Juvenile Training School (CJTS) and

Long Lane School (14%, 52 youth), the Juvenile Supervision and Reporting Center (JSRC)(11%, 41 youth), several residential placements across Connecticut (8%, 28 youth), and the Connecticut Department of Correction (6%, 23 youth).

Figure 1. Summary of Incoming PREP Referrals



The majority of PREP participants were between the ages of fourteen and sixteen years old (80%) with the average age being 15.70. Fifteen year olds comprised 36% of PREP participants, fourteen year olds made up 24% and 26% of participants were sixteen year olds (Table 1). Most of the participants were males (76%).

Figure 2. Placement Prior to PREP Participation

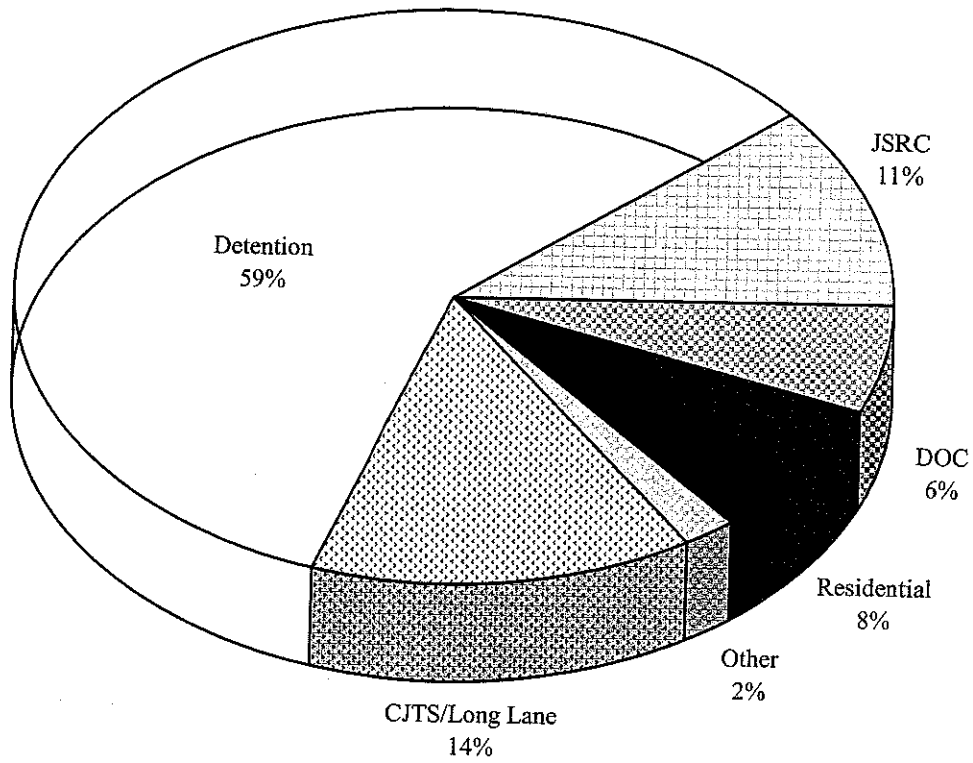


Table 1. Demographic Information for PREP Participants

Demographic	Number and Percentage
Age*	
12	7 (2%)
13	30 (8%)
14	86 (24%)
15	130 (36%)
16	73 (20%)
17	23 (6%)
18	10 (3%)
Gender	
Male	278 (76%)
Female	86 (24%)

\*Total does not equal 364 due to missing data.

Almost all PREP youth were under some type of supervision (83%)(Figure 3). The majority of youth were on juvenile probation (51%). Twenty-two percent of PREP participants were supervised by the Department of Children and Families (primarily juvenile parole). Eight percent of the PREP youth were on adult probation.

Following an assessment conducted by the PREP coordinator, youth were placed into the appropriate educational setting based on their individual needs. The Byrne grant provided funding for short-term educational programs (HALO) due to the belief that many youth leaving detention or placements have both academic and behavioral problems that, if ignored, would likely lead to their school failure and recidivism.

The PREP coordinator fully utilized HALO by sending the a high percentage of PREP youth (41%) to this program (Table 2). Many of the older PREP participants were placed into Adult Education (10%) and those youth with severe learning disabilities were referred to the Hartford Transitional Learning Academy (HTLA)(17%). Twenty-three percent were sent to a traditional school within the Hartford Public Schools. Six percent of PREP participants were referred to other alternative-type programs within the Hartford Public Schools (YO! Academy, Diploma Plus, and Credit Retrieval). These programs were grant-funded youth programs that provided an array of educational, mental health, counseling, and career services.



Figure 3. PREP Participants' Type of Agency Supervision

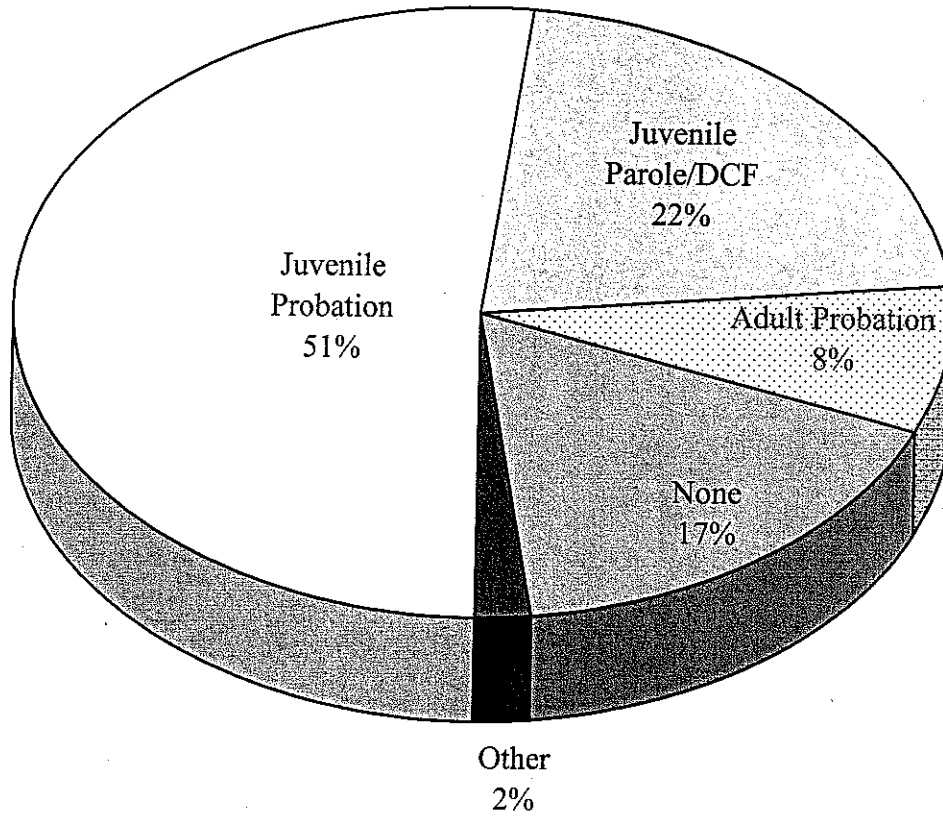


Table 2. Placement following PREP Assessment

Educational Setting	Number and Percentage
HALO	150 (41%)
Traditional Schools	83 (23%)
Adult Education	36 (10%)
HTLA	63 (17%)
Other	28 (7%)
Out of District	4 (1%)
Homebound	1 (1%)
<b>Total</b>	<b>364</b>

*Summary of PREP Intake and Placement Process.* The conclusions reached in the interim reports were further confirmed in this assessment. The single point of contact provided by the PREP coordinator had been very successful in re-enrolling students back into school following release from secure placement. PREP received a high number of youth from several agencies and placements, who were assessed, and sent to the appropriate educational setting. In addition, a high percentage of students sent to HALO completed this program and were transitioned to a different school within the Hartford Public Schools.

#### Analysis of One Year Follow-up Data

The first interim report found that PREP had produced short-term success in transitioning youth from a secure placement back into school. One specific finding was that HALO has been effective in providing youth with short-term academic programming to help them return to traditional schools. In fact, the majority of HALO students had completed at least one marking period at HALO before returning to a traditional school.

However, national literature on alternative education programs as well as programs for high-risk youth generally show that short-term gains do not remain once students return to traditional school settings (usually due to poor peer influences, lack of one-on-one attention from school staff, negative labels attached to alternative school students, and negative traditional school staff opinions of alternative school programs). The primary purpose of this report was to investigate the long-term effects of PREP on youth who entered the program during the first year of program implementation. This analysis centers on school enrollment.

It is important to point out that school enrollment was not initially the primary measure of program success. Other outcome measures that were considered were school grades, school credits earned, police arrests, court appearances, and incarceration rates. School enrollment was selected because it was the most reliable of these measures and directly related to the overarching goals of PREP. For instance, school grades are not commonly used in alternative education research given the disparity between grades given at alternative education programs compared to those in traditional schools. School credits were found to be poorly kept for PREP youth and rarely followed students from detention and placement to the public schools, and from alternative education programs within Hartford Public Schools back to the traditional schools. Also, a high percentage of PREP students were middle school youth and, therefore, did not earn school credits. While police arrests, court appearances, and incarceration rates were associated with PREP outcomes, theory and research on educational programs for delinquent youth emphasize the need to focus on educational outcomes with the belief that positive school performance and enrollment will greatly decrease the likelihood that juveniles will participate in subsequent delinquent and criminal behavior.

*Enrollment Status of the Follow-Up Group.* Table 3 provides the enrollment status of the one year follow-up group. More than one-half of PREP participants (59%) were still enrolled in the Hartford Public Schools and seven students had graduated. Twenty-six students (7%) had transferred to another school district and 118 (32%) were not enrolled nor had transferred out of the district.

Table 3. School Enrollment Status One Year Following PREP Entry

Enrollment Status	Number	Percentage
Graduated	7	2%
Enrolled	213	59%
Transferred Out of District	26	7%
Not Enrolled	118	32%
Total	364	100%

Subsequent analyses attempted to determine if the initial PREP placement affected youths' one year school enrollment status. Over one half (61% of all PREP participants were enrolled in school one year after they entered PREP). The majority of students referred to HALO (68%) had graduated or were still enrolled in school at the one year point (7% had transferred out of the district and 25% did not return to school). Traditional school placements had a higher enrollment rate than HALO (70%) and the other placements were lower (Adult Education placements had a 50% drop out rate and HTLA had a 48% drop out rate). These differences reflect more on the students than the effectiveness of the individual placements. For example, PREP students were referred back to the traditional school if they did not have serious behavioral or academic problems. The high percentage of school enrollment for HALO is promising, in that, these were students who did have behavioral or academic problems following their release from detention or a secure placement, attended HALO, and were sent to a traditional school.

The high drop out rate at HTLA and Adult Education is troubling and suggests that these programs cannot provide the necessary services to PREP participants that will lead to future academic success.

Table 4. One Year School Enrollment Status by Initial PREP Placement

PREP Placement	Graduated or Enrolled	Out of District	Not Enrolled	Total
HALO	102 (68%)	10 (7%)	38 (25%)	150
Adult Education	16 (44%)	2 (6%)	18 (50%)	36
HTLA	27 (44%)	6 (8%)	30 (48%)	63
Traditional School	58 (70%)	2 (2%)	23 (28%)	83
Other	17 (61%)	3 (10%)	8 (29%)	28
Total	220 (61%)	23 (5%)	117 (33%)	360

\*4 students were initially placed out of the district.

*Preliminary Conclusions of the One Year Follow-Up Assessment.* The school enrollment one year follow-up for PREP participants produced encouraging results. This program has been successful in keeping youth in school following the initial placement period. In particular, youth sent to HALO had a high rate of school enrollment following their transition out of the alternative learning environment. Even though these results are not presented above, there were no differences in one year school enrollment for sex, age, or school grade.

#### Historical Comparison Group Analysis

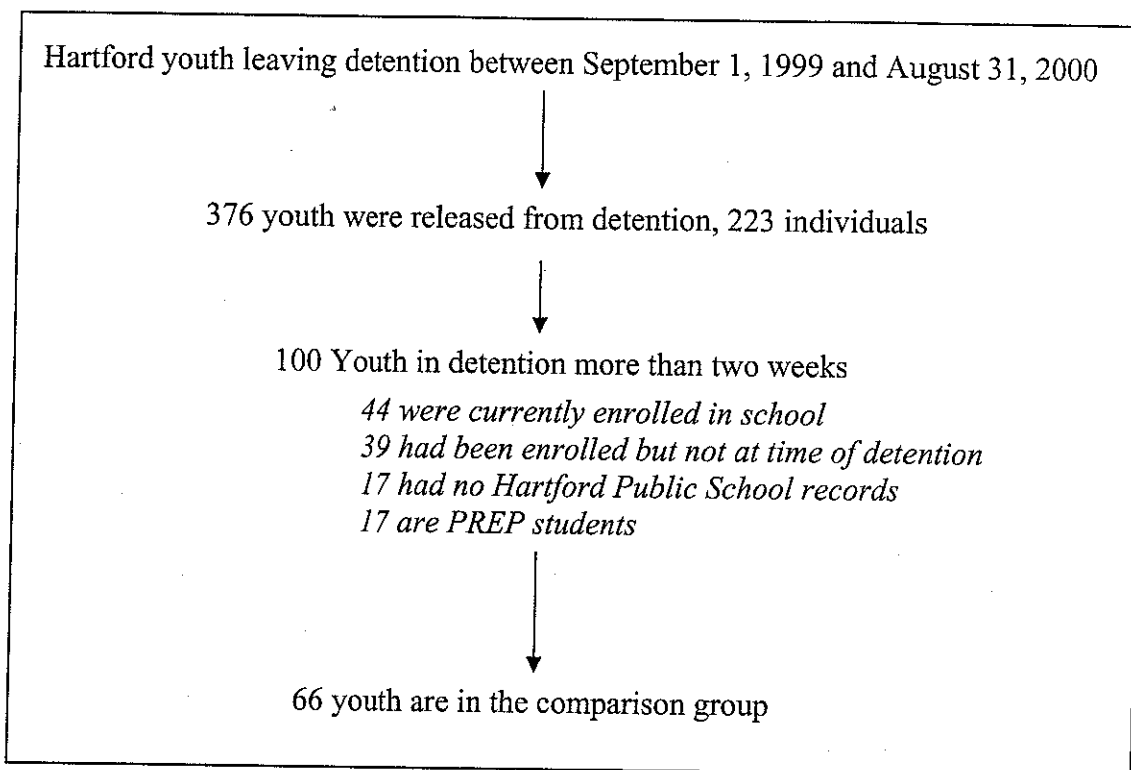
While the one year follow-up results suggested that PREP was successful in reintegrating youth leaving secure placement back into school, it was difficult to confidently draw conclusions without something to compare to them. One approach we utilized was to create a historical comparison group. A historical comparison group allowed us to compare what happened to youth leaving Hartford Juvenile Detention before the implementation of PREP. In other words, we were able to better evaluate the effects of PREP by seeing what happens to youth who leave detention and go the PREP compared to youth who have left detention and not gone to PREP.

There were three objectives to this component of the evaluation. First, determine how many school-aged youth left Hartford Juvenile Detention between September 1999 through August 2000. Second, determine how many of these youth re-entered the Hartford Public Schools. And third, determine how many of these youth returned to court one year after leaving detention.

*Data Collection Process.* Data for this component of the evaluation were collected from the Connecticut Judicial Branch's Judicial Information System (JIS). Data were collected on all Hartford youth leaving Hartford Juvenile Detention between September 1999 and August 2000. These data consisted of gender, date of birth, date in placement, date out of placement, and type of court-ordered supervision (probation, parole, DCF), and subsequent juvenile court appearances. School data were collected on these youth regarding the date they re-entered school following detention, school grade, and whether they were enrolled in school one year following release from detention.

*Construction of the Historical Comparison Group.* A total of 223 youth were released from Hartford Juvenile Detention between September 1, 1999 and August 31, 2002 (several youth were placed in detention several times during this time frame). Only those youth in detention for over two weeks were included in the historical comparison group since PREP primarily serves youth who have been in a secure placement for over two weeks, leaving 100 eligible youth in the comparison group. Out of the remaining 100, 17 had never been enrolled in the Hartford Public Schools and were omitted from the study. Seventeen other youth were also omitted from the study because they were affiliated with PREP during the year after they left detention. Therefore, the historical comparison group consists of 66 youth (Figure 5 provides a summary of this process).

Figure 5. Construction of the Historical Comparison Group



*Historical Comparison Group Findings.* All of the 66 youth in the historical comparison group had been enrolled in the Hartford Public School system prior to being placed into detention. Thirty-five youth (53%) had been enrolled and attending school at the time of detention while 31 youth (47%) were not attending school at the time of detention. Seven youth (11%) returned to school immediately following detention while 27 (41%) were in school one year following their time in detention. Further, 53 youth (80%) had returned to juvenile court one year after exiting detention (Table 6).

Table 6. School Enrollment and Court Involvement of the Historical Comparison Group

	All Comparison Group (n=66)	Youth attending school at time of detention (n=35)	Youth not attending school at time of detention (n=31)
Returned to school immediately following detention	7 (11%)	6 (17%)	1 (3%)
Enrolled in school one year following detention	27 (41%)	17 (49%)	10 (33%)
Returned to juvenile court one year following after detention	53 (80%)	27 (77%)	26 (84%)

Table 6 also includes a comparison of youth who were attending school at the time of going to detention to those youth not attending school at the time of detention. Only six youth (17%) attending school at the time of detention returned immediately after being released, compared to one (3%) of those not in school. Youth in school at the time of detention were also more likely to still be in school one year after being in detention (49%) than youth not attending school (33%). However, a very high percentage of youth in both groups returned to juvenile court at least once during the year after their initial stay in detention.

*Summary of the Historical Comparison Group Analysis.* The use of a historical comparison group was been beneficial in observing what happened to Hartford youth leaving detention prior to the implementation of PREP. A small percentage returned to school upon release from detention (11%) and less than one-half were in school one year following detention.

## REPORT EVALUATION FINDINGS AND RECOMMENDATIONS

PREP was designed to facilitate the transition of juveniles leaving secure detention or placement back into the Hartford Public Schools by establishing a single



point of contact and providing short-term alternative education services. The evaluation looked at both process and outcome measures to assess the effectiveness of PREP in accomplishing these goals. The final section of this report will provide a summary of the evaluation findings along with recommendations for future programming.

### Summary of Evaluation Findings

The implementation of PREP closely followed the program model developed by the PREP advisory group. The large scale inter-agency information sharing was widespread throughout the pilot period. The monthly meetings were vital in the adherence of PREP to the program model and to the overall success of PREP.

The strength of PREP was the single point of contact within the Hartford Public Schools for youth leaving detention or placement. The PREP coordinator had very positive working relationships with staff in several juvenile justice, social services, and education-based agencies, which greatly expedited the process of re-enrolling PREP youth. A total of 364 youth entered PREP during the duration of program implementation, significantly exceeding the initial expectation of 64 youth per program year (this does not include youth who re-entered PREP).

The HALO program was somewhat conducive in providing short-term academic programs for PREP youth. A high percentage of PREP youth were referred to HALO (41%), with most of these youth being transitioned into other educational settings following HALO completion. However, the constant reorganization of HALO coupled with yearly turnover of principals severely diminished its effectiveness.

PREP also appears to have long-term positive effects on participants. PREP students were more likely to be enrolled in school one year following their release from detention than youth in the historical comparison group (61% to 41%).

### Program Recommendations

Although PREP produced short-term and long-term positive effects, three recommendations are provided for program improvement. First, as recommended in the first and second interim reports, PREP and HALO staff need to develop better systematic data collection procedures. Many program referrals were based youth's recollection of the last time he/she was in school rather than with official school records. This problem was complicated by the high volume of PREP youth entering and re-entering the program. One suggestion is to increase the responsibilities of the attendance liaison (funded by the PREP grant) to work more closely with the PREP coordinator in processing program intakes and conducting school record checks as students enter and exit PREP.

Second, PREP and HALO need to be more stabilized. The office of the PREP coordinator was moved four times in three years of program implementation (three of these moves involved relocating to a different parts of Hartford). These moves disrupted the PREP coordinator's ability to effectively meet with students, maintain accurate records, and communicate with outside agency personnel.

The lack of stability was much more evident in the HALO program where there were four different principals in the last three years of PREP funding. Each principal made large-scale changes to the HALO program by implementing his/her own alternative education philosophy. While this is not always a problem in educational settings, only

one principal's alternative education philosophy was consistent with established theory, research, and national best practices on how to operate an effective alternative school.

Third, HALO was in need of increased behavioral and mental health programs. Specifically, PREP youth would have benefited from more substance abuse programs. It was twice recommended that the Office of Alternative and Adult Education increase its efforts to hire staff that can provide these services.

### Recommendations to Replicate PREP

As part of funding, Dr. Lester Horvath was contracted to develop a replication manual so that PREP could be replicated in other school districts. This manual is located in Appendix C of this report. This manual provides a detailed description of how the Hartford Public Schools' PREP was developed, organized, and implemented.

### Epilogue of PREP

One challenge to the Hartford Public Schools was to maintain PREP after the Byrne grant funding ended (which occurred in December of 2004). Since this time, budget constraints and changes in administrators have led to a very small and questionably effective PREP. For instance, (1) the four full-time staff positions funded by the Byrne grant was decreased to two part-time staff (this decrease actually occurred during the Spring of 2004, which likely explains why PREP intakes decreased during this period; (2) the Advisory Group meetings ended in January of 2005 (even though the administrator overseeing PREP promised the group that they would continue to be held); (3) office space was greatly decreased; and (4) necessary equipment used by PREP staff were taken away (cell phones, the fax machine, the desktop computer, and the office

printer). These changes likely have decreased the ability of PREP to be effective to where it is questionable how much of a positive influence this program can have on the lives of those youth who need it the most.

Appendix A

Hartford Public Schools Byrne Grant Application

**Pilot Reintegration Education Program  
(PREP)  
For Adjudicated Youth**

Grantee:  
City of Hartford  
Hartford Public Schools

Funding Source:  
U.S. Department of Justice  
Byrne Memorial Formula Grant

## BYRNE GRANT PROGRAM PROJECT NARRATIVE

APPLICANT:

PROJECT TITLE: Education Reintegration Program for Adjudicated Youth

- I. Project Justification: Needs Statement, Target Population, Goals and Objectives, Performance Measures
- II. Project Activities: Activities, Schedule, Interagency Cooperation, Evaluation
- III. Long Term Funding

### Needs Statement

The large number of juveniles entering the juvenile justice system has highlighted the long-standing problem of the successful reintegration of juvenile offenders into their communities, specifically their schools. Despite often valiant efforts by educators in juvenile facilities, alternative programs, and the public schools, when the young person is released, they are presently sent directly back to their traditional school for re-entry where the majority of them experience:

- academic failure and hardship
- pressure from peers to embrace their former negative habits or engage in violent confrontations
- school support services which are not designed to deal with intensive therapeutic and individual needs of these students
- classrooms which are traditionally structured and not designed to easily accommodate the diverse needs of many students

Eventually, due to these and other barriers, which are often the result of their home and community experiences, these high-risk youth become dropouts from the traditional educational system, and often commit delinquent acts that return them to the juvenile justice system. In addition, institutional overcrowding at Long Lane School, the state's only secure residential facility for adjudicated youth, and juvenile detention facilities across the state have made it more difficult to meet the needs of juvenile offenders including education.

The Hartford Public Schools (HPS) provides educational services to a number of these juvenile justice facilities and programs. These services range from a complete school experience to tutorial designs, which are based on home study designs as outlined by Connecticut educational legislation. These programs designs are often dictated by the education, therapeutic, and treatment requirements of the students and the disparate range of student needs/services housed in the same facility (i.e. grade placement, educational levels, social/ emotional treatment needs, family support, etc.) as well as the limitations of the facility (i.e. space, teaching staff, time constraints, number of clients, etc.)

The reason for this proposal is we believe that, despite the best efforts of everyone involved, youth who have re-entered their home school are not succeeding. They also appear to repeat cycles of behavior that result in their return to the juvenile justice system. Our past professional experience, and present research in the areas of educating at-risk youth, makes it clear that

keeping these youth in school and in a nurturing environment are essential to reducing recidivism and increasing success in their communities as contributing citizens.

### Target Population

At least 64 adjudicated children and youth ages 12 – 17, grades 7 – 12.

### Goals and Objectives

We are dedicated to the return of these non-traditional learners to their traditional education placements within the quickest possible time frame. This will be accomplished through a process that includes the setting of specific educational and behavioral benchmarks, parental input, and an evaluation of program success for each student.

Each student referred to this program will be evaluated through a process, which will include the collaborative partners who assisted in the development of this application, and specific parameters for inclusion in the program. This process is described in the **Activities** section of this proposal.

#### **Goals:**

Two initial goals for this program as agreed to by the collaborative partners are to:

1. *Create within the Hartford Public Schools a single point of contact for all internal and external parties to expedite return of students to school.*
2. *Implement high quality, short-term academic programs and support services (structured recreation, community service, etc) to successfully transition students to traditional education, home and community.*

#### **Objectives:**

1. *Establish a Re-Entry Reception Center (RRC) within the Hartford Public Schools' Alternative/Transitional Education Program to serve adjudicated youth returning to complete their education.*
2. *Restructure Hartford Public Schools' Alternative/Transitional Education Program to provide the high quality services necessary to strengthen returning students' academic and behavioral character to increase their chances of completing their education.*

### Performance Measures

The outcomes of students in this program will be compared to students who were adjudicated but did not participate in the program. This would produce data, which after analysis would illustrate program effectiveness.



When establishing goals and benchmarks for these youth the Education Reintegration Program for Adjudicated Youth is designed to require the same academic and behavioral outcomes for adjudicated youth as their counterparts in the Hartford Public Schools. Thus, for every student in this program, we will first establish educational and behavioral goals with timelines for the completion of these goals through a meeting with the student, their family and their support "Team". After the participant's acceptance and placement in the program, the staff will track *attendance, academic performance, and behavioral outcomes* for each student. We will compare these areas to the student's performance prior to their entry into the program and prior to their adjudication at specific intervals and make adjustments to the student's program as needed. Any student not progressing in the program will be referred to external agencies and collaborative partners in this project for additional help in identified areas of need. The student's family will be included in these discussions to ensure a collaborative effort in meeting the student's needs. Ongoing documentation of these activities will remain the responsibility of the program manager and will be reviewed periodically by the collaborative partners through monthly meetings.

The program manager, Director of Hartford Adult and Alternative Education, will collect data from point of entry into the Re-Entry Reception Center (RRC) until high school graduation and/or termination of program. Program success will be measured by reporting the following data (additional variables may be identified as the program evolves and will be added to this list as needed):

1. Reduced recidivism
2. Greater academic success (improved grades)
3. Increased school attendance
4. Demonstrated school advancement (promotion)
5. Reduced suspensions/expulsion in traditional education settings
6. Increased graduation rates
7. Increased collaboration between local school system and juvenile justice system stakeholders
8. Increased communication between local school system and juvenile justice system stakeholders (access to records)
9. Increased number of programs for at-risk youth
10. Increased services for parents and caregivers of participating youth through the therapeutic component of the RRC

It is the intention of this program to reduce the number of students engaging in the negative behaviors, which contributed to their initial involvement with the juvenile court and to provide them with the multi-level support they require to be successful in achieving their educational goals.

### **Activities**

Prior to their educational placement, the youth served by this program will be referred through a comprehensive and collaborative process. The following section itemizes a number of these intervention steps, which will ensure that the student's case has been examined thoroughly and that all of the barriers to their education have been considered prior to their education placement. This investigation and the subsequent interventions will result from a collaboration among the Hartford Public Schools, Department of Children and Families, Judicial Branch -

Court Support Services Division, Public Defender's Office, Juvenile Supervision and Reporting Center staff and other partners involved in this project.

**Referral Process:**

Students will be identified by the various agencies servicing adjudicated youth and *at least 2 weeks prior to their release*, Hartford Public Schools Director of Alternative Education, or his representative, will be informed and requested to:

- Attend "Discharge Meetings" at Long Lane School for adjudicated youth leaving LLS; or
- Host "Discharge Meetings" for adjudicated youth leaving residential programs (such as the Juvenile Supervision Reporting Center); or
- Host "HPS Intake Planning Team" or Planning and Placement Team (PPT) meetings, as appropriate, for adjudicated youth in the community.

The purpose of the meetings will be to exchange information and formulate a transition plan for each potential participant. The following individuals may attend meetings:

- Department of Children and Families (Parole), Public Defender's Office, Judicial – Court Support Services (Probation), State Department of Education, Juvenile Supervision and Reporting Center staff, and Hartford Public Schools (HPS) Office Special Education.

**The description below describes what is graphically presented in Appendix A – Hartford Public Schools Re-entry Reception Center**

After "Discharge Meetings" students may complete the following routes to restart their academic careers and receive support services:

**Path 1**

*This path is a direct referral to the "Re-entry Reception Center" (RRC) at the Office of Alternative Education of the Hartford Public Schools. The student demonstrates and the Hartford Public Schools "Intake Planning Team" agrees, that the student may return to the traditional education environment directly without receiving services from HPS Alternative Education.*

In these cases, the RRC would act on behalf of the student to ensure all appropriate documentation for entrance has been secured and would aid the student by providing a case manager or social worker to walk them and their family through the reintegration process. In addition, student progress will be tracked by the case manager or social worker for three months to assure that they remain successful and on course for graduation. In case of recidivism, the HPS Alternative Education staff will recommend review of the interventions attempted and if appropriate, make recommendations for another education placement within the school district.

## **Path 2**

*This path is a direct referral to the RRC. The student receives services from HPS Alternative Education for approximately 90 days (two marking periods) before transitioning to traditional school settings.*

In these cases, education and social services are delivered to meet the individual needs of each student. In certain cases, special education services may be delivered to students. However, the design of the program will be fully inclusive and conform to the guidelines as set forth in the federal Individuals with Disabilities Education Act (IDEA) and the laws of the State of Connecticut regarding students with disabilities.

Case management services will be provided for three months after a student returns to a traditional education environment.

## **Path 3**

*This path does not include a direct referral to the RRC. These students will be referred to the Hartford Public Schools "Intake Planning Team" or Planning and Placement Team (PPT) to develop a transition plan. The PPT will determine the appropriate program for a student with a disability by developing an Individualized Education Program (IEP) with the RRC being an option for consideration by the PPT.*

Students following this route may be placed in the following programs:

- RRC followed by services from HPS Alternative Education for approximately 90 days. Then three-month case management services in the traditional education environment; or
- Traditional education environment without case management services provided under this grant; or
- Special education without case management services provided under this grant, but rather the appropriate services as needed from the Special Education Department of the Hartford Public Schools.

After HPS "Intake Planning Team" or PPT meeting at which a transition plan and IEP, if necessary is developed, students may complete the following routes to restart their academic careers and receive support services:

## **Path 4**

*The only difference between this path and Path 3 is the point of initiation ("Discharge Planning Meeting" versus "Intake Planning Team Meeting"). Path 4 does not include a direct referral to the RRC. Students will be referred to the HPS "Intake Planning Team" or PPT to develop a transition plan. The PPT will determine the appropriate program for a student with a disability by developing an Individualized Education Program (IEP) with the RRC being an option for consideration by the PPT.*

Students following this route may be placed in the following programs:

- RRC followed by services from HPS Alternative Education for approximately 90 days. Then three-month case management services in the traditional education environment; or
- Traditional education environment without case management services provided under this grant; or
- Special education without case management services provided under this grant, but rather the appropriate services as needed from the Special Education Department of the Hartford Public Schools.

### **Hartford Public Schools Alternative/Transitional Education Program**

It is imperative for the purpose of this grant application that a more complete description of the Hartford Public Schools Alternative Education Programs be provided since it is anticipated that the HPS Alternative Education Programs will provide the services necessary to strengthen the returning students academic and behavioral character, giving them a greater chance for completion of their education.

The Hartford Public Schools' Alternative/Transitional Education is undergoing restructuring to better meet the educational and social/emotional needs of adjudicated and other at-risk youth. In order to meet the educational needs of youth coming from residential placements or alternative programs, we are proposing that prior to their re-assignment in traditional education, they and their parents/guardians be offered the resources for success through the Hartford Public Schools Alternative/Transitional Education programs beginning with its Re-Entry Reception Center.

The educational program at HPS Alternative Education would be offered for a period of time determined by each student's needs (estimated as two marking periods which is approximately 90 school days). In Alternative/Transitional education these youth will receive programming to support their academic success, social/emotional, and behavioral needs. In addition, each of our students will undergo a case review to determine psycho-social/behavioral modification needs. It is our goal that the students' time in Alternative/Transitional education will ensure a greater success in attendance and academic achievement for adjudicated youth released from residential placement and alternative programs and allow them adequate academic and social/emotional preparation time prior to re-entering traditional education. It also places them in an environment, which will allow them access to intensive, and specific support services designed to address individual and family issues which contributed to the youth's initial involvement with the juvenile justice system.

The following is a synopsis of the Hartford Public Schools Alternative/Transitional Education program design for this population. It is important to note that the overall programmatic design for Alternative/Transitional Education in Hartford is a multilevel design, which focuses on success through individual programming for each student. The Alternative/Transitional Education programs embrace the concept that these students are non-traditional learners who require both group and individual interventions that support their educational and emotional needs, administered in an ordered and specific program with delineated outcomes and clear goals to indicate success.

## Overview of Alternative/Transitional Education

The present Alternative/Transitional Education programs service students in grades 7 - 12 and provide an environment designed to give individual attention to students, support their various learning needs and provide students with an opportunity to demonstrate their abilities through programming that focuses on classroom work, level of maturity and their ability to be good citizens.

*The primary goal of the Alternative/Transitional Education programs is to help students learn the behavioral and academic skills necessary for them to be successful upon their return to the traditional school community.*

This mindset helps students who are referred, to cope with their assignment to Alternative/Transitional Education and removes the stigma that they have been banished from their former school and relegated to a lesser program. A student's negative mindset is one of the greatest challenges that the Alternative/Transitional Education staff deals with daily. In fact, the interview process for Alternative/Transitional Education is designed to present to the student the possibility that they can be denied access to the Alternative/Transitional programs if they do not demonstrate the desire and willingness to be successful students.

In these cases the student is referred to an adult education/ secondary education completion program or returned to their district high/middle school for the completion of their program. In all cases, this process immediately restores credibility to the Alternative/Transitional placement and conveys to the student a need to take their work in Alternative/Transitional Education very seriously. It is also important to note that students referred to the Alternative/Transitional Education programs are placed with the approval of their parents and that the due process rights of the student are explained to the parent so that they can make an educated decision concerning this educational option.

The Alternative/Transitional Education programs have focused on providing academic programming, which mirrors the traditional education programs. This was done to dispel any thoughts that the competencies and work requirements in Alternative/Transitional Education are any less rigorous than the traditional schools. What can be deemed unique in the Alternative/Transitional setting is the delivery of the curriculum, which takes various forms and is based on the individual learning needs and abilities of the students in the programs.

Students educated in Alternative/Transitional Education programs receive their diploma from their district high school. This solidifies the partnership, which exists between Alternative/Transitional Education and the traditional schools and further emphasizes the high expectations, which exist for the Alternative/Transitional student and the concept that the Alternative/Transitional education student will return to traditional education for completion of their program.

Additional changes in the quality of the Hartford Public Schools Alternative/Transitional Education programs require program personnel to concentrate on student outcomes and expectations. These areas have become increasingly important to the success of Alternative/Transitional programming in that our students know that they are expected to work diligently and will be given whatever assistance is necessary to ensure their success in whatever they undertake while in the care of the Alternative/Transitional staff. In the 1999 - 2000 school year, the students in Alternative/Transitional Education will participate in the

CAPT and Mastery district test requirements, take the SAT test, form a Peer Leadership program, work in community service programs, and receive help and information for application to various colleges for the continuation of their education.

The general program goals for Alternative/Transitional programs include:

- acquisition of behavioral and social skills which prepare them for successful re-entry to traditional education and the world at large
- academic knowledge for re-entry to a traditional education environment
- competencies and credits for graduation from high school
- academic preparation for entrance to technical and/or training programs
- skills and knowledge for preparation and success in the workplace
- exposure to accepted models for ethical and value-based behavior
- knowledge and practice in cooperative learning and working models
- individual student growth and self-evaluation/self governance

Referrals to the Alternative/Transitional Education programs are currently made by the HPS Superintendent and Assistant Superintendents of Schools. These referrals must be comprehensive and must include information, which indicates that the student has been exposed to complete and appropriate interventions at their present school placement. In addition, the referral must include information relevant to the academic performance of the student so that an appropriate and equitable program may be compiled for the student while attending Alternative/Transitional Education. Input from parent or guardian is required in order to determine academic and behavioral student needs. Individual goals/benchmarks are set for the student and a timeline for their eventual return to traditional education is set (this is done in collaboration with the parent/legal guardian, social service providers, and referring administrator). In designing this proposal, the referral process must also include a review of the referral to Alternative/Transitional Education by the student and their family member(s), educational personnel, and any other support personnel who are working with the student. After examination of all of the factors related to the referral, this review would examine if an Alternative/Transitional Education placement yields the best educational results for the student.

Also, to assure a smooth transition from Long Lane School, residential placement, or alternative program, grant-funded staff will attend discharge-planning meetings at Long Lane School, or will host intake planning team meetings for adjudicated youth leaving residential programs or alternative programs.

While in Alternative/Transitional Education, academic growth is determined using a variety of tools including portfolio assessment, test scores, classroom participation, classroom attendance, and teacher reflection/analysis. In addition, the student is assessed in the areas of personal growth, behavior, overall attendance and tardiness, hygiene and personal appearance, and participation in extra curricular/school governance activities. Assessments are done monthly at a minimum and weekly in severe cases. The results of these assessments are shared with the teaching staff, the student and their parent(s) (or significant person). Strategies for improvement are discussed and goals are set for ongoing improvement. This information is recorded in the student's general file as a baseline for the next meeting.

It should also be noted that each student will be afforded the opportunity to meet regularly with the student support staff (school social worker, psychologist, and substance abuse counselor)

as well as attend group oriented discussions where students will be given a forum to discuss a variety of issues with adult facilitators. Some groups that are proposed are a young men's group, a young women's group, a group on substance dependency, loss and grieving, anger management, and study skills.

In severe cases (extreme disciplinary and academic issues) weekly reviews are done with the student and monthly meetings are scheduled with the parent(s). If any issues arise during the weekly meetings, then the parents are immediately informed of the situation and their input is requested. These students are treated with the same respect and expectations as their peers but are monitored more regularly to help the student highlight their successes and minimize the negative impact of their non-successes.

At the scheduled conclusion of their stay in alternative education, a student may request an extension to stay in Alternative/Transitional Education. This request must be signed by the parent after which a meeting is held to discuss all of the issues related to the student remaining in Alternative/Transitional Education.

Other educational options are also discussed at that time. However no additional alternative placement is completed without the input and approval of the parent(s) of the student. It is also the desire of the Hartford Public Schools that no student is dismissed who wants to complete their education and who demonstrates appropriate behaviors within the school settings.

### **Alternative/Transitional Education Design**

Each student will be scheduled to a full 8:00 – 2:30 school day, which will include four (4) core subjects, taught by certified teachers who have been carefully selected to work with high-risk youth. The remaining two periods will be spent in individual and group therapy and in career pathways.

Additional aims of Alternative/Transitional programs are as follows:

- ✓ Provide appropriate education in an Alternative/Transitional setting
- ✓ Reduce youth violence, substance abuse, other antisocial behaviors, and rates of out-of-home placement among identified high risk youth
- ✓ Reduce individual/family risk factors and increase protective factors among youth in the Alternative/Transitional education setting
- ✓ Provide students with interactive, hands-on career development unified with core subjects.

### **The School Day**

Youth will have a full time educational program leading to a high school diploma and on to post-secondary education. Each student will be assigned a teacher mentor who will review with him/her and the parent, education needs; academic strengths and weaknesses and work with the student's "Team" to create a plan that leads toward the high school diploma while developing the student's academic strengths.

Every student will have a "Team" to provide assessment, assistance and support to the student. The student's planning team will include the *teacher mentor, school social worker, parent, and case manager* as well as the *community agency representative, parole/probation officer (as appropriate), public defender* and *Student Assistance Center representative*. The Team will

develop a plan for each student, which includes strength mapping to outline areas in which the student has clearly defined personal and academic strengths, and includes strategies to reinforce these strengths while addressing areas of weakness.

A vocational assessment will be given to students to better determine career interests and pathways and vocational skill building will be included in the student's plan.

### **Therapeutic Intervention**

Each student will spend at least one class period daily and up to two periods with the school social worker and/or caseworker in group and individual therapy. Therapeutic intervention will also include the family. The caseworker or social worker will spend at least 3-4 hours weekly with the student while in the family and/or community setting. Evening and weekend hours will be included in the student's therapeutic intervention, using a multi-systemic approach to counseling. Case worker or social worker will be assigned to no more than sixteen (16) youth at any given time and will work intensively with youth over a three (3) month period. It is estimated that 64 youth will be served annually (1 case workers x 16 youth = 16 youth every 3 months. 16 youth x 4 months = 64 annually).

After the initial three-month period, a plan of monitoring will be implemented for every student in Alternative/Transitional Education. The youth's case manager will also work directly with probation/parole staff and the student's family in setting realistic behavioral outcomes for the youth while he/she is in the community.

Youth will undergo a risk assessment to measure risk in the individual, family, peer, school, neighborhood and community domains for substance abuse, violence or delinquency. Individual factors may include psychiatric symptoms, antisocial attitudes (aggression, conduct disorder), depression, drug use/experimentation. Family factors include high family disorganization/conflict/domestic violence, parental mental health problems; family drug use or incarceration; permissive parenting/lack of parenting. Peer factors include association with antisocial/deviant peers and low association with pro-social peers. School factors include school failure, tardiness, dropout and truancy. Neighborhood/community factors include high transience, low community supports and community values supporting criminality.

The school social worker will provide supervision to the caseworkers under his/her supervision, as well as provide individual assessments and treatment and group work. Various collaborations with external psychiatric treatment facilities will also be available to our students as needed. In these cases, clearly defined referral procedures will be followed which will include input from the support "Team" and the student's family.

The social worker will also have interns from local universities who will provide individual, group and community services under the direction of the school social worker.

It should be noted that in all cases, the laws governing confidentiality will be adhered to by school personnel and sharing of information will be done only with the consent and knowledge of the student's parent/legal guardian.



## **Prevention and Intervention Support**

### **In Alternative Education**

The Alternate/Transitional Education Program will have a Student Assistance Center (SAC) to provide prevention and intervention services based on individual student need. The SAC will be staffed full time by a prevention specialist who will organize support and prevention services within the Alternate Education Programs. Examples of SAC services/programs include Peer Mediation, Peer Support, Mentoring Program, Volunteer Programs, Time-out Room, Postponing Sexual Involvement Program, the Breakfast Club and the Dinner Club (late arrivals and detention). It will also serve as the referral point for outside agencies and programs. The SAC staff will work closely with the student's planning team and case manager, and will assist in collecting student data and providing computerized reports to Student Teams and to the administrator. Health services will also be considered in the treatment of students assigned to Alternative/Transitional education.

### **In Traditional Education**

One of the expressed concerns for any Alternative/Transitional education program is that the student does not receive the support necessary to ensure their success upon their return to traditional education. In Alternative/Transitional Education they will receive intense and ongoing support for a variety of educational and social needs. In the traditional setting, this support is not often provided until a crisis emerges or until it is requested by the student. This is often much too late to stop the student from experiencing the same issues which caused their initial educational and behavioral difficulties.

To address this problem in a proactive manner, the grant program will provide a case manager and social worker to track recently returned students' progress in their traditional schools. They will focus on getting services to these students in the traditional school setting when necessary and working with the students and their families to develop the skills necessary to deal with these issues. This will be done through individual meetings, parent and family counseling, and ongoing case review. In cases where these interventions are not successful, recommendations will be made to the parents, which may include the possibility of the students return to Alternative/Transitional Education. This will be accomplished only with the approval of the parent.

### **Schedule**

Implementation of this program is scheduled for October 1, 2000. The program will operate twelve months per year with the non-school summer months dedicated to ongoing referral and assignment of students to the program using the intake and referral process noted earlier in this grant application. This program will provide educational services for all its students when available through the Hartford Public Schools including its summer school components.

### **Interagency Cooperation**

Many organizations have seen the need for the education and support of students who are involved in the juvenile justice system and have been an integral part of the compilation of this grant application. In addition, many support agencies as well as the Hartford Public Schools have focused their energies in embracing this population of students with whatever resources are presently available. Finally, we have worked hard collaborating with the Department of Children and Families, Judicial – Court Support Services Division, Public Defender's Office, State Department of Education, and staff of the Juvenile Supervision and Reporting Center in soliciting feedback as to the needs, strengths, rights and problems of their returning youth in the development of this grant.

An advisory board has been established composed of all interested parties (Hartford Public School representatives, Department of Children and Families, Judicial – Court Support Services Division, Public Defender's Office, State Department of Education, staff from community-based service providers and the Office of Policy and Management) to oversee the development of this program, and will continue to meet on a quarterly basis to review its progress.

It is envisioned that when this program in Hartford succeeds, other cities could replicate the model. Hartford schools would provide informational and collegial support to those cities interested in replicating the program.

### **Evaluation**

The evaluation of this program will be done based on the variables listed in the performance measures section. In addition quarterly advisory group meetings will be conducted partners to review program operation, data collection and other facets of this program germane to the success of the students being served. Every effort will be made to secure an external evaluator to examine the success of this program at a time to be determined by the collaborative partners.

### **Long Term Funding**

The intention of this grant is to provide a needed service for the adjudicated students who are returning from judicial placements and community alternative programs. It is the intention of the collaborative agencies/partners to demonstrate that this program will greatly reduce the problems and failure that these youth have experienced in the past. However, the HPS Alternative Education Programs (and the entire Hartford Public Schools) are prepared and mandated to continue as a resource for these children after the funding has ceased and to offer educational services to all students of the City of Hartford regardless of their past history. The data collected from this project will serve to stratify the scope and type of educational services that best meets the needs of this population and will provide a needed source of information for future programs.

## Appendix B

### PREP Evaluation Manual

**Evaluation Manual for the Pilot Reintegration  
Education Project (PREP)**

February 2002

## **Overview of the Pilot Reintegration Education Program (PREP)**

The Hartford Public Schools' Office of Adult and Alternative Education received a four-year Byrne Formula grant from the Connecticut Office of Policy and Management to operate the Pilot Reintegration Education Program (PREP). PREP seeks to successfully reintegrate adjudicated juvenile offenders back into their communities by quickly and smoothly transitioning them into the public schools. The primary objectives of PREP are to (1) create a single point of contact within the Hartford Public Schools for youth leaving detention or placement and (2) implement short-term academic programs and support to enhance the likelihood these youth will complete their education.

Although a key component of the PREP grant is the operation of short-term academic programs and services for adjudicated youth leaving detention and placement, perhaps the more challenging component is the involvement of various public and private agencies servicing these youth. A major hindrance of programs for adjudicated youth typically is the lack of information sharing across service providers. This problem usually results in a lack of adequate services being provided, a duplication of services, or delivery of improper services. PREP has addressed this issue by creating an advisory group consisting of representatives from the Hartford Public Schools, the Department of Education, the Department of Children and Families, the Office of Policy and Management, the Judicial Branch, the Office of the Public Defender, the Department of Correction, and the Hartford Juvenile Supervision and Reporting Center.

## **Overview of the PREP Evaluation**

Program funds were allocated to Stephen M. Cox of the Department of Criminology and Criminal Justice at Central Connecticut State University to conduct an evaluation of PREP. The evaluation looks at both processes and outcomes of the different aspects of PREP. The evaluation focuses on the ability of PREP to produce short and long-term positive changes in youth leaving detention or placement along with a thorough understanding of how PREP does or does not increase youths' opportunities for long-term success. It is important to note that the intent of the evaluation is not to "grade" PREP staff or make program funding recommendations but to understand the operation of the program and its effects on participating youth.

The evaluation of PREP follows an action research model. That is, the evaluator will provide ongoing feedback to the advisory committee and PREP staff throughout the project period in order to make any necessary changes to the program. Evaluation results will be presented as they become available to the advisory committee during the monthly meetings. The advisory committee will discuss all recommendations from the evaluator at these meetings. The evaluator will present available results to PREP staff if requested by the Director of Adult and Alternative Education.

## **Purpose of the Manual**

This manual has been created for distribution to the advisory committee and PREP staff to provide a better understanding of the evaluation. The following sections in this manual present the goals of the evaluation, a list of the prevailing research questions, a summary of data to be collected and analyzed, the activities and timeline of the evaluation, the contact information for CCSU staff and the advisory committee, and answers to potential questions that may arise during the evaluation.

## **Goals of the Evaluation**

The evaluation has been structured around the major aspects of the PREP program. These consist of the re-entry reception of adjudicated youth leaving detention or placement and the implementation of an alternative school program. Specifically, the evaluation will center on accountability and program improvement.

Accountability. Issues of accountability primary deal with the proper implementation of the program. That is, is PREP being operated according to the program model? This component not only assesses the operation of the alternative school program, but the cooperation of all the criminal justice and educational agencies having involvement with PREP. By understanding accountability, the evaluation will provide a clear picture of those elements in PREP that produce positive results as well as those which do not. The accountability component specifically includes:

- evaluation questions focusing on the processes of referral/selection, program implementation, and reintegration into the traditional school;
- the primary research question being “is the program model being properly implemented?”;
- organizational unit of analysis (agencies involved in these processes);
- methods of analysis consisting of staff interviews, focus groups with stakeholders, and program observations.

Program Improvement. While the accountability component assesses whether the program was implemented properly, program improvement seeks to determine the positive and negative effects the program had on its participants. Specifically,

- the evaluation questions focus on personal, academic, and behavioral improvements of PREP participants;
- the primary research question is, “did the program have positive effects on participants?”;
- an individual unit of analysis (adjudicated youth attending the program and adjudicated youth who do not attend the program);
- multiple sources of data including surveys of youth, school records, DCF records, court records, interviews with alternative school staff, traditional school staff, private service providers, probation staff, and DCF staff.

## Research Questions to Be Addressed

There are many unique aspects of PREP that warrant attention during the evaluation. A series of research questions were created based on feedback from the advisory committee, stakeholders of the program, and prior research on these types of programs. There are four primary research questions addressing the long-term effects of PREP. These are:

1. Has the dropout rate of adjudicated youth decreased after receiving services from PREP?
2. Has the graduation rate of adjudicated youth increased after receiving services from PREP?
3. Has court involvement of adjudicated youth decreased after receiving services from PREP?
4. Has the recidivism rate of adjudicated youth decreased after receiving services from PREP?

An overarching concern of these research questions is whether to count those youth as program failures who drop out of PREP after briefly attending. For instance, how will the evaluation treat a youth who attends PREP for one day and is re-arrested? It is not the purpose of this evaluation to solely count program attendees as successes or failures. Any analyses and reports looking at program completion rates will account for time spent in the program.

In addition to these research questions, more specific questions address the efficacy of the referral and selection process, the implementation of the alternative school program, and the reintegration back into traditional schools. The evaluation will attempt to answer these questions as completely as possible.

### Efficacy of the Referral and Selection Process

#### *Youth Referred to the Program*

1. Where are the referrals coming from?
2. What types of youth are being referred?
3. Are the referrals being made on a timely basis?
4. How many and what types of youth go through each decision-making "path"?

#### *Inter-Agency Information Sharing*

1. How is information being shared (formal vs. informal)?
2. How much and how often is information being shared?
3. Are all relevant agencies involved in developing a transition plan?
4. Is the information being used to make selection/transition plan decisions?
5. What barriers decrease information sharing?

### Program Implementation

#### *Organizational Indicators of Success*

1. How much attention do students get from staff?
2. What is the program model/curriculum and how is it delivered?
3. How often do youth meet with student support staff?
4. How often are student assessments conducted?
5. How does program staff use student assessments?

6. How often does the case manager meet with probation/parole staff and the youth's family?

#### *Individual Indicators of Success*

1. How closely are the transition plans followed?
2. What types and how much of services/programs do youth receive?
3. How many youth complete the program?
4. What individual changes occur while youth are in the program (i.e., what effects does the program have on participants)?
5. How long are youth in the program?
6. Why do some youth not complete the program?
7. How much parental support does the youth obtain while in the program?

#### Reintegration into the Traditional School

##### *Support Services*

1. What is the process of reintegrating youth into traditional schools?
2. How much information is shared between program and traditional school staff?
3. How often does the case manager or social worker meet with the youth after leaving the program?
4. How much does PREP effect traditional school staff?
5. How much support does PREP have from central office?

##### *Youth*

1. Where do youth go upon leaving the program?
2. How many youth remain successful after leaving the program?
3. What individual changes occur after youth leave the program?
4. How much and what types of services are provided to youth in the traditional school?
5. How well does the traditional school staff receive the youth upon return?

#### **Data Sources**

Various data will be collected throughout the evaluation period from the youth participating in PREP, PREP staff, DCF staff, Probation officers, Parole officers, Public Defenders, and private service providers.

Youth Data. Data collected from youth participating in PREP will address the efficacy of the referral and selection process, individual indicators of success while in the program and following program completion, and youths' reintegration process to the traditional school. Data will be gathered from school and court records (and DCF data for those DCF youth) as well as from the intake assessment conducted by PREP staff and a follow-up assessment conducted by PREP or CCSU staff. These data will be collected prior to youth entering PREP, following their completion of the short-term academic programs, and one year following their completion of the short-term academic programs.



# STUDENT RELEASE FORM/PREP GRANT

Date of Discharge Meeting: \_\_\_\_\_ Date of Release: \_\_\_\_\_ Date Entered HALO/AdEd: \_\_\_\_\_  
 Student Name: \_\_\_\_\_  
 Parent/Guardian: \_\_\_\_\_ Relationship: \_\_\_\_\_  
 Most Recent Home Address: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_ Telephone: \_\_\_\_\_  
 DOB: \_\_\_\_\_ Sex: M F Ethnicity: \_\_\_\_\_ Dominant Lang.: \_\_\_\_\_  
 Last Public School Attended: \_\_\_\_\_ Grade: \_\_\_\_\_ Dates: \_\_\_\_\_  
 Guidance Counselor: \_\_\_\_\_ Current Grade Level: \_\_\_\_\_

List all agencies presently servicing this student: \_\_\_\_\_ Contact Person: \_\_\_\_\_  
 1. \_\_\_\_\_ 1. \_\_\_\_\_  
 2. \_\_\_\_\_ 2. \_\_\_\_\_  
 3. \_\_\_\_\_ 3. \_\_\_\_\_  
 4. \_\_\_\_\_ 4. \_\_\_\_\_

Regular Education: Y N Social Work: Y N Speech & Language: Y N  
 Special Education: Y N PPT Held: Y N Date: \_\_\_\_\_  
 ESOL: Y N

The following documentation was requested for this student. Items checked need to be secured. This will be coordinated by the PREP grant staff:

- |   |  |
|---|--|
| <input type="checkbox"/> DCF Referral (if applicable)<br><input type="checkbox"/> Unusual Incident Report<br><input type="checkbox"/> Request for Special Services<br><input type="checkbox"/> Documentation of past behavioral performance (narrative or other disciplinary forms)<br><input type="checkbox"/> Medical<br><input type="checkbox"/> Most Recent Academic Testing<br>Date: _____<br>Test: _____<br>Reading: _____<br>Math: _____<br>Written Lang.: _____ | <input type="checkbox"/> Family with Service Needs Referral (if applicable)<br><input type="checkbox"/> Most Recent Report Card<br><input type="checkbox"/> Attendance<br><input type="checkbox"/> Transcripts<br><input type="checkbox"/> CMT/CAPT Scores |
|---|--|

Former Placement (if applicable to treatment plan): \_\_\_\_\_

Recommendations for Treatment: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date of Transition to Traditional School: \_\_\_\_\_

*School Records.* The following form has been developed by PREP staff to aid in the collection of school records.

*Data Collected at the Intake Assessment.* Youth will participate in an intake assessment at the time they enter the program. The PREP psychologist will administer the following face-to-face assessments:

Wechsler Intelligence Scales for Children (WISC-III). The WISC-III is an intelligence test that provides three types of scores: verbal (vocabulary and verbal similarities), performance (picture identification and arrangement), and an overall score that combines verbal and performance.

Manifestation of Symptomatology Scale (MOSS). The MOSS is an assessment tool used for gathering information from children and teens to identify personality dynamics, environmental concerns, treatment needs, and placement needs. It assesses sexual abuse, alcohol and drug abuse, suspiciousness (alienation and trust), thought process (ability to think clearly and cope with problems), self-esteem, depression, anxiety, relationship with mother and father, home environment, impulsivity, school experiences, and compliance (propensity to get into trouble with those in authority).

Academic Self-Concept. This scale seeks to determine how well youth perceive themselves as students.

Level of Trait Anger. The Trait Anger Scale assesses whether youth have high or low anger.

Perception of School Acceptance/Rejection. This scale measures how well youth feel they fit in at school among other students and teachers.

Delinquent Peer Associations. These questions ask youth how many of their friends participate in various types of delinquent and criminal activities.

Victimization. These questions ask youth how often they have been crime victims.

*Data Collected from Court Records.* This information will consist of the date and offense of the youth's arrest, the convicted offense, and whether the youth had prior arrests and convictions.

PREP Staff. PREP staff will be asked to participate in focus groups conducted by CCSU staff several times during the project period. These focus groups will address issues surrounding the efficacy of the referral and selection process, organizational indicators of success (program

implementation), and the case management process (working with traditional schools). It is estimated that the focus groups will take no longer than one hour apiece and will be scheduled at a day and time most convenient to program staff.

DCF, Probation, Parole, Public Defenders, and Private Service Providers Staff. Focus groups will also be conducted on several occasions throughout the evaluation period with representatives from the public and private agencies having close working relationships with PREP. These focus groups will discuss the referral and selection process of PREP and the inter-agency information sharing process.

Traditional School Staff. During the end of the first and second year of the evaluation focus groups will be conducted with administrators, teachers, and counselors from the traditional schools in the Hartford Public Schools that serve PREP participants. Traditional school staff will be asked to comment on their perceptions of PREP, the information sharing process, and the services the traditional schools have provided to PREP participants.

Program Observations. Evaluation staff will observe daily activities of PREP by attending the initial meetings at detention centers and placements, conducting classroom observations, and attending PREP meetings with other agencies regarding placement and program implementation issues.

### **Evaluation Activities and Timeline**

The evaluation period is July 1, 2001 to June 30, 2003. The following activities will take place during the first year of the evaluation (July 1, 2001 to June 30, 2002):

1. Attend advisory group meetings (throughout the year)
2. Identify appropriate stakeholders (July and August)
3. Create preliminary research questions (August and September)
4. Conduct stakeholder meetings (two occasions, once in the Fall and once in the Spring)
5. Finalize evaluation questions and evaluation plan (October)
6. Receive research approval from appropriate Human Subjects Review Boards (October, November, and December)
7. Collect pre-program data from program participants (January)
8. Conduct program observations (January through May)
9. Interview personnel involved in referral/selection process (DCF and Judicial staff) (January and February)
10. Interview alternative and traditional school staff (June)
11. Collect post-program data (May and June)
12. Prepare deliverables (December, March, June)

The following activities will take place during the second year of the evaluation (July 1, 2002 to June 30, 2003):

1. Attend advisory group meetings (provide periodic evaluation updates) (throughout the year)
2. Conduct stakeholder meetings (two occasions, once in the Fall and once in the Spring)
3. Collect pre-program data from program participants (September)
4. Conduct program observations (September through May)
5. Re-interview personnel involved in referral/selection process (DCF and Judicial staff) (October, February)
6. Re-interview alternative and traditional school staff (December, June)
7. Collect post-program data (May, June)
8. Collect one year follow-up data (December, June)

### **Written Documents to be Produced from the Evaluation**

Several written documents will be produced from the evaluation throughout the project period. These include:

#### Year 1

1. Evaluation Manual
  - Summary of evaluation purpose
  - Contact list of evaluation personnel
  - Summary of evaluation questions and measures
2. Preliminary Report
  - Summary of initial referral and selection process
3. End of Fiscal Year Report
  - Summarize initial implementation of program
  - Present preliminary results of program improvement measures

#### Year 2

1. Mid-Year Report
  - Summary of program progress
  - Summary and assessment of the evaluation process
  - Description and preliminary assessment of program model
2. End of Fiscal Year Report
  - Provide discussion of all aspects of program (referral/selection, program model, and reintegration into traditional schools)
  - Present quantitative results of evaluation (summary of outcome measures in relation to the research questions)

Year 1 Timeline

Activity	2001							2002					
	July	August	September	October	November	December	January	February	March	April	May	June	
Attend advisory group meetings	X	X	X	X	X	X	X	X	X	X	X	X	
Identify appropriate stakeholders and conduct meetings	X		X						X				
Create preliminary research questions		X	X										
Finalize evaluation questions and evaluation plan				X									
Receive approval from appropriate Human Subjects Review Boards				X	X	X							
Collect pre-program data from program participants							X						
Conduct program observations							X	X	X	X	X		
Interview personnel involved in referral/selection process							X	X					
Interview alternative and traditional school staff												X	
Collect post-program data											X	X	
Prepare and Produce Deliverables						X			X			X	



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Pilot Education Reintegration Program for Adjudicated Youth  
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(Rev. Sept. 2001)

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## Commonly Asked Questions

What is the purpose of the evaluation?

*The evaluation seeks to understand the implementation of PREP and assess its positive and negative effects on participating youth. The evaluation is designed to provide ongoing feedback to PREP staff and the advisory committee.*

How will feedback be provided?

*There are two ways to provide ongoing feedback. First, throughout the evaluation Dr. Cox will present findings and recommendations to the advisory committee at its monthly meetings. Second, mid-year and end of the year written reports will be distributed to the advisory committee. The evaluator will make recommendations to the advisory committee. The advisory committee will forward these recommendations to PREP staff.*

*The evaluator will provide direct feedback to PREP staff at the request of the Director of Adult and Alternative Education.*

Will the evaluation findings affect the program's future funding?

*No. The evaluation is not intended to provide funding recommendations.*

What is the purpose of the program observations?

*The program observations allow the evaluators to thoroughly describe the daily activities of PREP. The evaluators will make every effort to not affect program or classroom activities.*

When will program observations occur?

*The program observations will take place at various times throughout the evaluation. PREP staff will be notified prior to the program observation.*

Who will conduct program observations?

*The only individuals participating in the program observations will be Dr. Cox and Ms. Forde.*

Can evaluation staff be contacted?

*Yes. Dr. Cox or Ms. Forde will gladly address any questions or concerns regarding the evaluation.*



## Appendix C

### Pilot Reintegration Education Program Fidelity Manual

# **Pilot Reintegration Education Program Fidelity Manual**

**CONNECTICUT OFFICE OF POLICY AND MANAGEMENT  
AND THE  
HARTFORD PUBLIC SCHOOLS**

**Lester Horvath, Ph.D.**

**2004**

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Five Students Served by PREP

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David Przywara, PREP Case Manager  
Susan Tardif, Adult and Alternative Education

#### **PREP Evaluator**

Stephen Matthew Cox, Central Connecticut State University

## Executive Summary: The PREP Fidelity Manual

PREP is a relatively small, yet very promising program designed to provide successful school re-entry for juvenile offenders as they are returned to their home school districts. Without such a program, many youth leaving juvenile justice programs have unsuccessful experiences when they return to their school districts. There is a consensus in the research literature and among most community leaders that if returning youth are not successfully engaged in educational programs, recidivism rates are much higher. Aside from a statistical view, every case of recidivism adversely affects community residents, the individual juvenile, and all taxpayers who pay for the courts and the juvenile justice facilities. Providing successful interventions when youth return to their communities benefits all parties.

*“...if returning youth are not successfully engaged in educational programs, recidivism rates are much higher.”*

Independent evaluation of the first PREP site has shown that the program is successful in enrolling and keeping students in school (Cox & Osaris, 2003). This first PREP program was developed by the Hartford Public Schools with support from Connecticut’s Office of Policy and Management. Based on the very promising results from Hartford, a manual to help other communities properly replicate PREP was developed. Communities that replicate PREP with fidelity to the manual can expect results similar to Hartford’s. As PREP becomes adopted by more communities and experiences more evaluations, PREP can move toward becoming an “evidence-based” practice.

*“Based on the very promising results from Hartford, a manual to help other communities properly replicate PREP was developed.”*

The PREP Fidelity Manual provides the standards for replication of PREP, so that school district staff seeking to replicate PREP will have the specifications to design their own programs in accordance with the PREP design.

When this manual is used for PREP replication, the resultant program fidelity is likely to produce results similar to the other PREP programs. Experience with implementing evidence-based practices in health, mental health, and substance abuse programs show that attention to fidelity is critical for successful program replication.

Community and school district leaders implementing PREP will draw on the following components of the Fidelity Manual: A step-by-step guide, understanding the PREP Logic Model, PREP details regarding inputs, processes and outcomes, organizational readiness, district leadership, student eligibility and matching students with programs, assessment, program data, and measuring fidelity.

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## Introduction

The Pilot Reintegration Education Program (PREP) is a project designed to successfully re-enter juvenile offenders into their home school district after they are released from juvenile justice facilities. PREP was designed by the Hartford, Connecticut Public Schools in response to a funding opportunity by Connecticut's Office of Policy and Management (OPM) in 2001. To fund the first four years of PREP, OPM granted Bureau of Justice Assistance funds from the U. S. Department of Justice. The first three years of PREP served approximately 400 youth. Independent evaluation of PREP in Hartford has shown that the program is successful in re-enrolling and keeping students in school (Cox & Osaris, 2003). Based on the evaluation data from the first three years, PREP appears to be a very promising project that is worthy of replication.

This manual provides the standards for replication of PREP, so that school district staff seeking to replicate PREP will have the specifications to design their own programs in accordance with the PREP design. When this manual is used for PREP replication, the resultant program fidelity is likely to produce results similar to the other PREP programs. Actively ensuring program fidelity prevents program drift, and produces a program that can be studied as a defined "program" by researchers and evaluators. When rigorous studies show similar, positive results from PREP programs administered with fidelity in different program sites, one will be able to generalize and assert that the program is "evidence based".

### Step-By-Step Guide

These steps<sup>i</sup> are presented in approximate chronological order, and may be re-ordered depending on circumstances.

1. Superintendent designates person to sponsor, direct and implement PREP (i.e., a "Director").
2. Secure a strong commitment for PREP from the Superintendent, who then communicates the school district's commitment to PREP in writing to all high school, middle school, and special education, and other special program administrators and staff. This communication should also validate the Director's authority to implement PREP and ask that all feasible accommodations be made to make PREP a success.
3. Identify existing resources (human, physical, and financial).
4. Convene a small team to discuss concept, target population and identify gaps in existing service.

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<sup>i</sup> Adapted from "Replication Materials" distributed by the Connecticut Office of Policy and Management, July 2003.

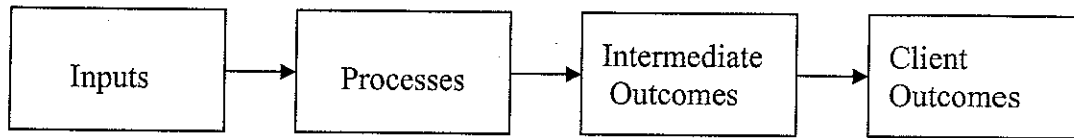
5. Conduct needs assessment of the school system, community and juvenile justice system to determine numbers and demographics of youth returning to the community
6. Obtain an outside, objective review of the target population, service gaps, and needs assessment numbers and demographics.
7. Draft and secure a district budget (and apply for any available grant funds) to cover service gaps and secure each of the necessary program “inputs” listed in the PREP Logic Model.
8. Establish PREP Advisory Committee consisting of all interested parties.
9. Implement each of the “processes” listed in the PREP Logic Model.
10. Draft a brief description of the project, discuss with all involved parties, and secure “buy in” from all involved agencies.
11. Contract with program evaluator to follow action research model to conduct a process and outcome evaluation.
12. Host periodic “evaluation stakeholder” meetings to report to larger community of interested parties on the development, operation and outcomes of PREP project.
13. If grant funds are used for PREP start up, actively use evaluation results to petition for long term funding.

### **Program Logic Model**

Examining and understanding the logic behind the program’s design is worthwhile for two reasons. First, it helps the people implementing a program consider and refine exactly what the program should be doing and what is expected as a result. Establishing a logic model also points to natural points where data should be collected and where evaluation should be focused. Essentially, a program’s logic model illustrates the theory behind the program. A graphic picture of a logic model might start with various inputs (such as staff and resources), which cause certain processes to happen (activities such as referrals and services), which in turn cause certain outcomes (such as improved information flow and better client performance).

Often it is helpful to break the “outcomes” points into “intermediate outcomes” and ultimate “client outcomes”. This provides the following generic four-part logic model for education and human services:

**Figure 1. Four-Part Logic Model**



Intermediate outcomes can be system outcomes and/or client outcomes not considered to be “final” outcomes reflecting the purpose of the project.

Although the term “logic model” is relatively new, the concept of looking at inputs, processes and outcomes has been a cornerstone of program evaluation for many decades. A pioneer in evaluation, Ralph Tyler called for the measurement of inputs, processes and program goals in a 1949 work on curriculum (Pinal et al., 1995). The Context-Input-Process-Product model (Stufflebeam, 1971) argued that these components should not be viewed in isolation but should be studied together in order to improve programs and measure program success. Specific groundwork on using program theory for evaluation was developed by Bickman (1987; 1990), Wholey (1987), Chen and Rossi (1992), and Weiss (1995). More recently, the terminology has generally shifted from “program theory” to “logic model” in program evaluation, a subtle difference connoting practicality. A widely-used, current guide to logic models in program evaluation was developed by the Kellogg Foundation (2001). Research methodology is generally more concerned with theory-building and appropriately continues to emphasize program theory (Shoemaker, Tankard, & Lasorsa, 2004).

While the use of program theory and/or logic models was growing, an outcomes-oriented accountability movement has also flourished. In 1993, the United States Congress passed a law which has had a profound effect on the way that federal agencies conduct business. The Government Performance and Results Act (GPRA, 1993) focused significant attention on the performance of programs, requiring measuring and reporting of program outcomes. This law has caused a ripple effect among states and localities by mandating outcome-oriented reporting requirements which continue to increase at this writing.

In addition to a strong emphasis on logic models and accountability, there has been a recent emphasis on the use of evidence-based practices in human services and education. The Substance Abuse and Mental Health Services Administration (SAMHSA), is establishing a National Registry of Effective Programs and places great emphasis on the development or adoption of evidence-based programs in its grant programs. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) is currently funding an evaluation and replication initiative to establish evidence-based programs. In education, the No Child Left Behind Act (Public Law 107-110, 2001) requires schools and districts to implement programs that are proven through scientifically based research.

This combination of logic model advancement, accountability reporting, and establishment of evidence-based/scientific-based program models has very much

captured the attention of program administrators and practitioners, with varying levels of support. Having one's program deemed "evidence-based" is desirable for a number of reasons. However, it is a difficult process. It is one thing to establish a scientific base for a mathematics curriculum, but quite another to do so for a program with complex connections across and within agencies and/or many affective issues and inherent individualization. These aspects (complex connections and affective issues) characterize PREP.

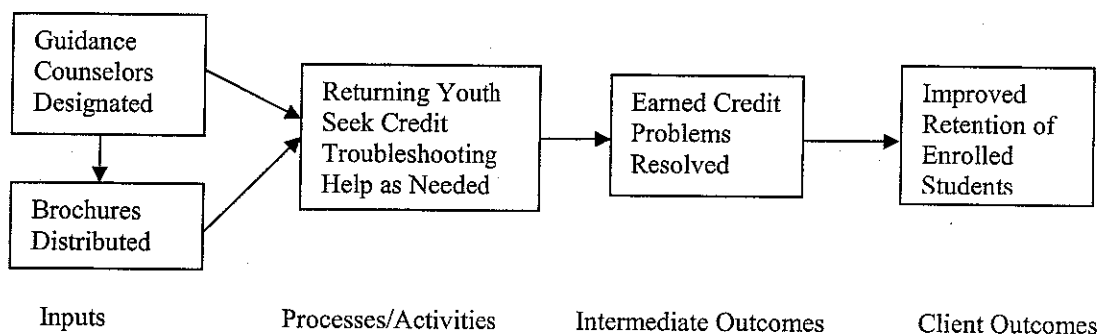
## Example Logic Model

Before describing the complete PREP logic model, it may be instructive for the reader to view a basic example logic model. *(If you are familiar with logic models, please skip ahead to the next section, "PREP Details".)* This example illustrates a hypothetical program for returning youth that solely addresses the issue of receiving academic credit for past work. The hypothetical program described below is not advocated; it was created as a basic example of a logic model. However, the issue of academic credit is often a real problem because returning students who successfully attended school programs in various residential facilities for substantial fractions of a school year often lack documentation that would allow the proper partial credit. If these students believe that they were denied or "cheated" out of duly earned credits, they are more likely to give up on completing high school. The program logic goes as follows:

1. One guidance counselor at each middle school, high school, and alternate school is designated as troubleshooter to help returning students receive proper credit for past academic work.
2. A brochure describing this "credit troubleshooting" service and the names and phone numbers of the guidance counselors is distributed to youth as they exit each of the juvenile justice facilities, and copies are provided to youth parole officers.
3. Returning youth who need help in troubleshooting their credits contact the guidance counselors.
4. Problems with earned credits are resolved.
5. Enrolled students who have had their earned credit problems resolved are more likely to stay in school.

These points are graphically represented in the following figure:

**Figure 2. A Basic Example Logic Model**



After admiring the simple, common-sense nature of this logic model, many people will quickly start to point out weak points. For example, are the guidance counselors the proper choice for this task? Will the guidance counselors see this as another thankless task on top of a full schedule? Will the brochures reach the full target population? What about students who are returned to a school program that is inappropriate for them— will past earned credits make a difference? Perhaps additional program components are needed. Please note that these questions are a good thing, and doing this type of critique can make a program much stronger.

As any logic model is refined, the number of boxes will tend to grow and the complexity will tend to increase. Logic models can change and should be revised as a program matures. Even after a program is deemed to be evidence-based, changes can be made and the program's evidence can be re-established. At this writing, a highly respected and well-established evidence-based therapy for substance abuse and conduct disorders is testing a variation that includes contingency management.

## **PREP Details**

A list of Inputs, Processes, Intermediate Outcomes, and Client Outcomes was gleaned from staff interviews, Advisory Group meetings, program documents, and program evaluation reports. There are 14 inputs, 33 processes, 16 intermediate outcomes (ten Part I and six Part II), and five client outcomes. The following lists are not presented in order of priority, nor are they in sequential order. Sequence is presented in the logic model graphic figure.

### **Inputs needed for PREP**

These program inputs represent resources that need to be provided before the programmatic processes can occur. These inputs provide guidance in formulating the staff budget.

1. Superintendent's designee to sponsor, direct and implement project
2. Single point of contact staff member
3. Case manager staff member(s)
4. Services of support staff and data entry staff
5. Administrative housing for single point of contact, case manager, and support staff
6. Reception center to meet with students
7. Phone (cell phone if possible)
8. Fax machine for records transmission (confidential arrangement is required; could be separate fax for PREP, key code on shared fax, and/or email fax account)
9. Computer, Printer, and email account
10. Assistance in setting up student database (assistance from the district database manager or an outside consultant)
11. Evaluation Resources/Budget
12. Access to the district transportation resources and bus passes
13. Small budget for student incentives, incidental supplies, and graduation robes

14. Needs assessment information detailing expected numbers and demographics of students, existing resources, and gaps in services

### **Key Processes in PREP**

These processes represent the core of implementing PREP. The extent to which these processes are implemented with professional quality is believed to influence the intermediate and client outcomes.

1. Efficient, positive, and businesslike advisory group meetings
2. Inclusion of all appropriate community agencies on the advisory group
3. Identifying contact people in all feeder agencies
4. Establishing a data system that is linked with the overall district student database to track cases
5. Obtaining timely, academically-oriented student evaluations
6. System to alert PREP staff of potential students and release dates
7. Establishing a single point of contact and reception center
8. Developing and distributing standard forms
9. Actively searching for potential students from all feeder agencies
10. Entering student data on each case
11. Establishing a comprehensive educational continuum of services, including the local high school, neighboring high schools, alternative education programs, GED, independent study, work-study, adult education, community college, mixed placements, and the special education continuum
12. Establishing educational options for as much of the summer as possible<sup>ii</sup>
13. Developing a working relationship with all potential receiving educational placements in the continuum of services to facilitate the acceptance of PREP students
14. Awarding student credits for school during incarceration, including ½ year credits as appropriate, and troubleshooting this aggressively as needed
15. Including the potential students and families in the educational planning
16. Making a strong effort to consider more traditional educational placements such as local high school as options when planning for students
17. Avoiding the discussion of past offenses of the student (rather, a fresh start is needed)
18. PREP staff member visitation and plan for potential students in juvenile correctional facilities before release (if known)
19. Development of a very brief “social curriculum course” on how to stay out of trouble and succeed in the school
20. Providing the brief “social curriculum course” on or before community reentry
21. Completing the paperwork for school enrollment as soon as possible but in no case more than 48 hours after reentry
22. Conducting attachment and trust-building activities for students on first school day of return to the community

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<sup>ii</sup> Although summer educational options are not absolutely required to replicate PREP, they are an important option to keep students engaged, allow students to “catch up” on credits, and provide a transition for youth released in the summer. In many situations, districts without summer programs may purchase individual seats in programs run by neighboring districts.

23. When appropriate, keeping students at the reception center for a brief time (no more than two weeks) to better plan and make arrangements for enrollment, pupil services scheduling, work, and sports activities.
24. Providing administrative leadership at all levels that fosters attitudes of student ownership among receiving schools
25. Assisting students in finding part time jobs that provide some “pocket money”<sup>iii</sup>
26. Establishing and maintaining a list of psychologists, social workers, and counselors who will provide immediate assistance when needed
27. Providing immediate and informal counseling on practical matters by PREP staff
28. In certain cases, pairing students for peer support and monitoring
29. Monitoring student attendance to catch problems immediately
30. Providing immediate troubleshooting when problems arise in educational placements
31. Periodic attention to each student
32. When appropriate, going to court with students<sup>iv</sup>
33. Keeping all old student records that might document partial credit at a later date
34. Periodic pizza/snacks for students to facilitate regular contact, attachment, and trust.

#### **Intermediate Outcomes from PREP: Part I**

Intermediate outcomes are a result of program processes and are important because they help create the “final” outcomes or results. For example, establishing support for PREP among key individuals is an intermediate outcome that leads to enrollment in appropriate school programs; support for PREP is not a “final” outcome expected from the project.

For PREP, the intermediate outcomes are broken into Part I and Part II.

The Part I Intermediate outcomes:

1. Support for PREP among key school individuals
2. Readiness of sending and processing agencies
3. Sharing of information across service providers
4. Receiving referrals before discharge or immediately on discharge
5. Readiness of potential receiving schools and school programs
6. Readiness of single point of contact
7. Acceptance and enrollment of youth into appropriate educational programs<sup>v</sup>

<sup>iii</sup> Although the PREP model in Hartford does not include a formal part-time job placement component, it is suggested that such a component would make the program stronger. The literature suggests that part-time jobs benefit successful community reintegration. PREP staff in Hartford note that a job providing students with enough pocket money for soda and snacks is important for students who do not receive an “allowance” from family, and that having no pocket money makes it more difficult to fight the temptation of illicit drug money (etc.).

<sup>iv</sup> Going to court with a student and describing the student’s positive activities is a decision made by PREP staff on a case-by-case basis.

<sup>v</sup> When deciding on the appropriate program, it is important to first consider traditional school enrollment, then dual-enrollment or blended programs, and then alternative programs. It is not appropriate to create separate school programs in the community for students with juvenile justice backgrounds; the literature and our practical experience strongly suggest that such separate programs have iatrogenic effects that prevent successful community re-entry.

8. Receipt of counseling services when needed
9. Students know what is expected of them by PREP
10. PREP staff have immediate access to data on all student cases

### **Intermediate Outcomes from PREP: Part II**

The Part II Intermediate outcomes:

1. Student trust and attachment toward PREP staff
2. Prompt solutions for problems regarding placements as they arise
3. Social and emotional needs promptly addressed by counseling
4. District academic standards for school work met by students
5. Behavior standards of receiving schools met by students
6. Student attendance at high levels

### **Youth Outcomes Expected from PREP**

Ultimately, the purpose of PREP is to increase the success of youth returning to the community. Specific measures of this outcome are:

1. School dropout rate decrease
2. School graduation rate increase
3. Accumulation of students' earned credits
4. Court involvement decrease
5. Recidivism decrease

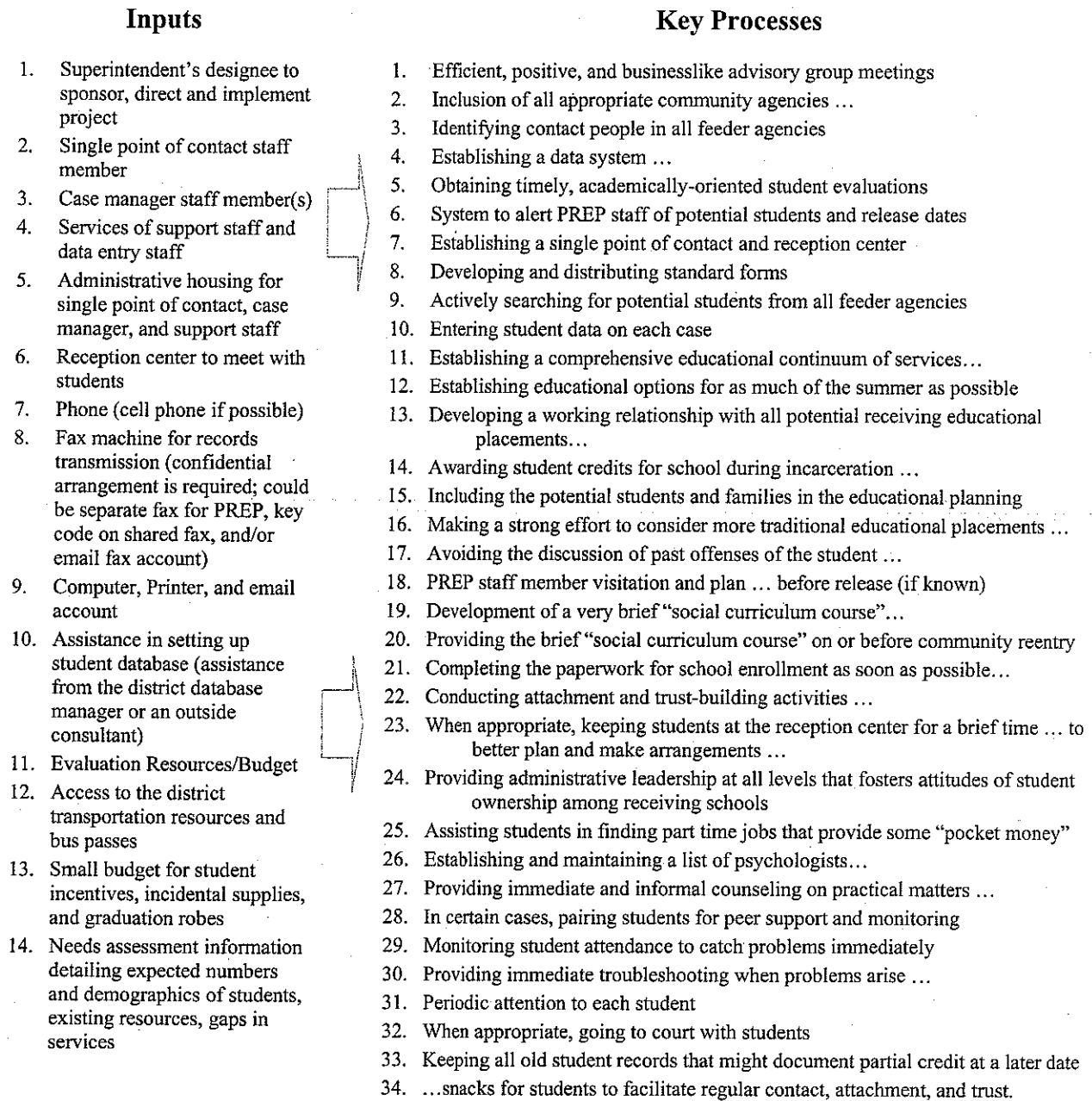
The long-term effects of PREP should be studied if resources become available for a longitudinal study. Long-term outcomes over five years should measure recidivism, court involvement, employment, housing, and satisfaction with major life activities.

### **Logic Model Diagram**

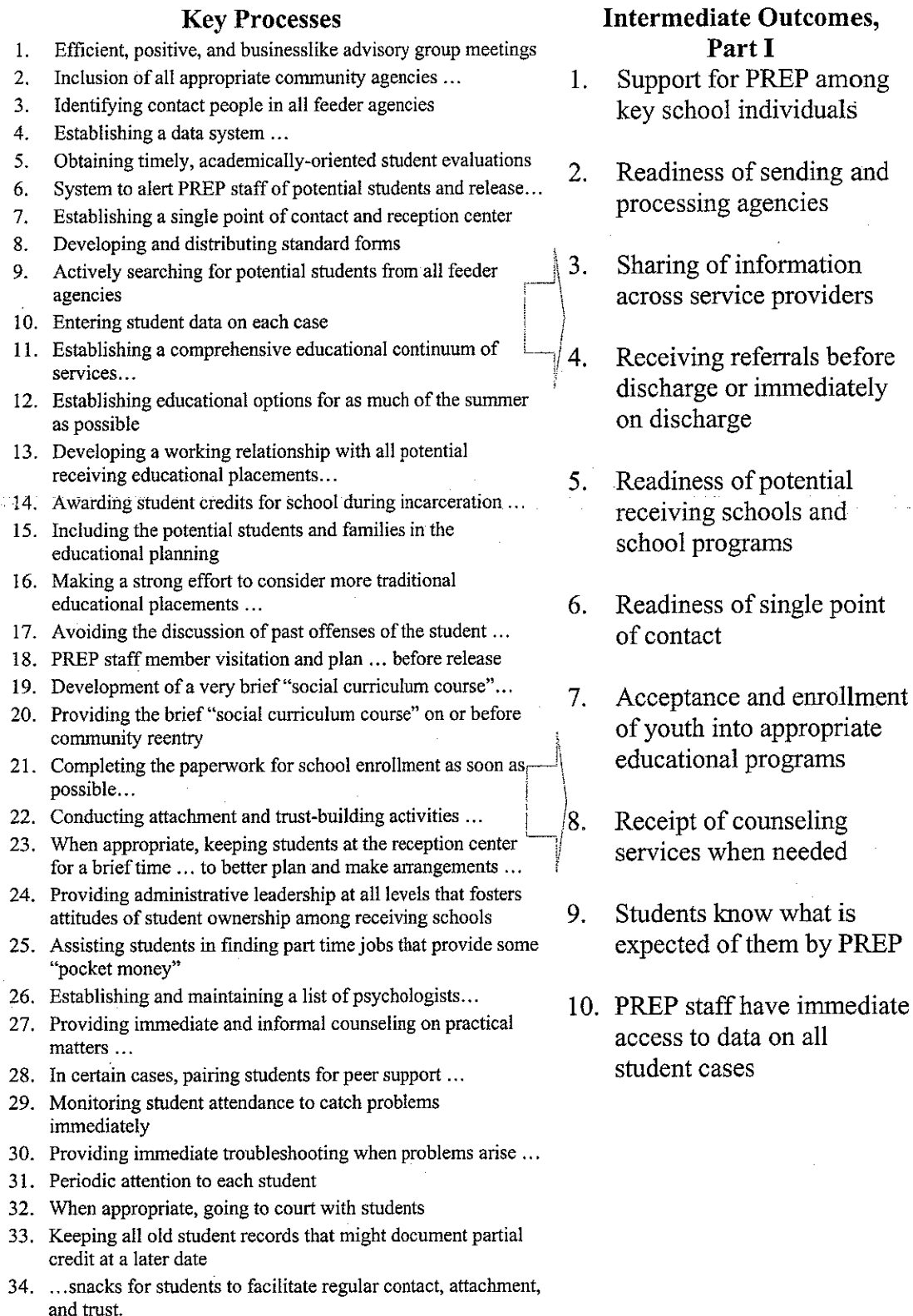
The logic model for PREP was derived from the literature, from PREP Advisory Council meetings, and from the experiences of PREP staff. The overall PREP logic model is unfortunately too large to fit on one page, so portions of the model are pictured in figures on four separate pages. Together, these figures comprise the model. In describing the relationships among the inputs, processes, and outputs, one quickly realizes that almost all of the inputs affect almost all of the key program processes, and so forth. Therefore, the first two figures (Figures 3 and 4) simply assert a global relationship among variables. The remaining figures (Figures 5 and 6) deal with intermediate and student outcomes and highlight the strongest relationships with arrows.



**Figure 3. PREP Logic Model Part A  
(Inputs Leading to Processes)**

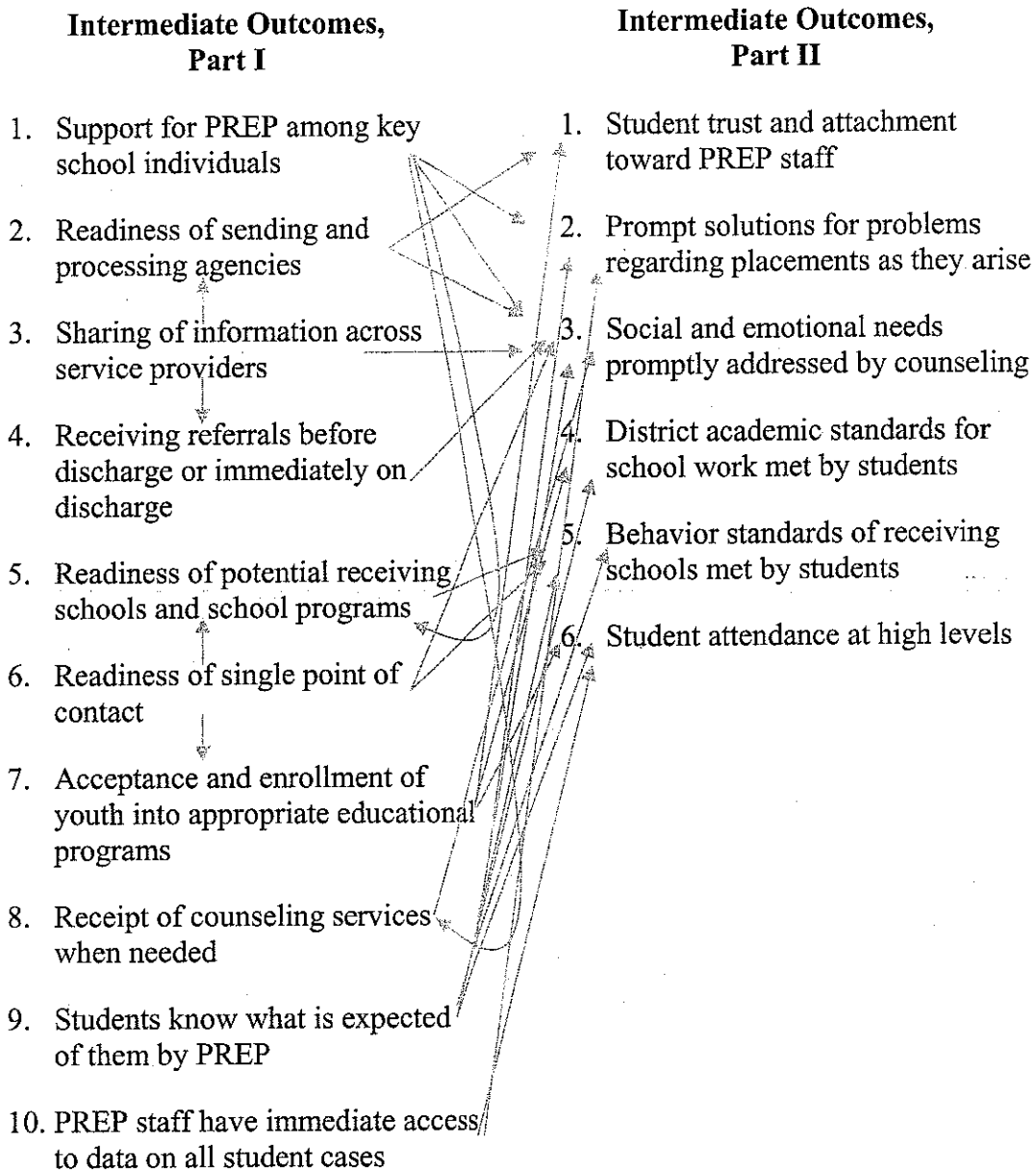


**Figure 4. PREP Logic Model Part B**  
**(Key Processes Leading to Intermediate Outcomes, Part I)**



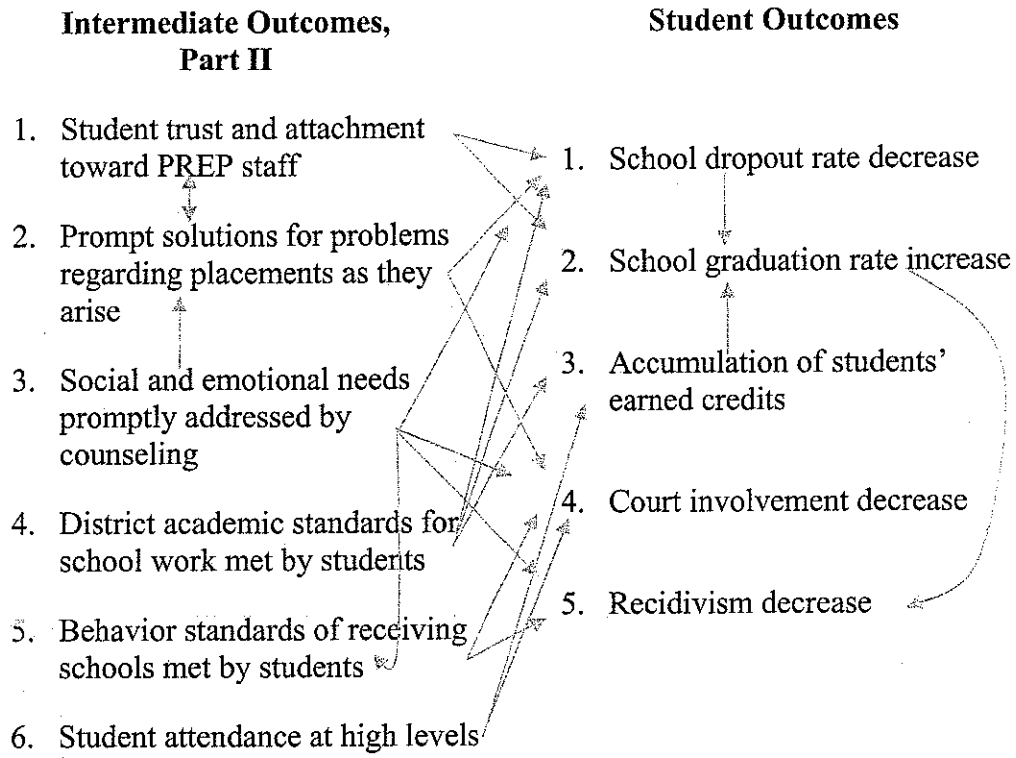
**Figure 5. PREP Logic Model Part C**

**(Intermediate Outcomes, Part I Leading to Intermediate Outcomes, Part II)**



Note: To some extent, all of these intermediate outcomes relate to each other and may affect each other. The arrows are included to illustrate major relationships in the logic model.

**Figure 6. PREP Logic Model Part D  
(Intermediate Outcomes, Part II Leading to Student Outcomes)**



Note: To some extent, all of these intermediate outcomes relate to, and may affect, student outcomes. The arrows are included to illustrate major relationships in the logic model.

## **Organizational Readiness**

### **Philosophy**

The PREP philosophy is that:

1. It is very important that youth returning from juvenile justice facilities succeed in an educational program in their community.
2. Youth returning from juvenile justice facilities are more likely to succeed in an educational program if their districts follow the PREP model.
3. Strong administrative support, a committed advisory group, and a single point of contact are keystone components in providing an environment for PREP student success.

### **District Leadership**

In order for PREP to “get off the ground” in a school district, support for the merits of the program should be nurtured among the leadership. Strong support from the Superintendent of Schools is important for any project or initiative, but this support is especially critical for PREP. Without the highest level of support, enrollment into specific schools or programs might be denied or delayed.

Support of the administrator(s) responsible for alternative education, adult education, is critical for programmatic success. A budget to fund the programmatic “inputs” specified in the logic model needs to be established.

Other key administrators who need to support PREP are the middle and high school principals, and the assistant principals in these schools. Support from the special education administrator(s) and related services/pupil services administrator(s) are important for coordination of services. A commitment to fast-response delivery of counseling (i.e., psychological, social work, and guidance services) needs to be in place.

### **Initial Sponsors**

Before PREP staff is hired, initial sponsors are needed in the district to garner support from the Superintendent of Schools and other district leadership. For example, there might be an Assistant Superintendent, Director of Adult education, or Director of Pupil Services who takes on this role. The catalyst that has helped to spark interest within two Connecticut school districts is the availability of PREP start-up funds from the Office of Policy and Management. Initial sponsors in a district need to be ready to market PREP with a professional style and selling points. One excellent point is that these youth will be returning to the community with or without PREP.

### **Advisory Group**

Working to establish this group should begin as early as possible. Letters of invitation should go out from the Superintendent. As a precursor to establishing an advisory group, the initial leadership of the PREP program should begin fostering interagency contacts to serve on the group. This group of stakeholders will be especially helpful in building

communication, troubleshooting problems, and facilitating referrals. The Advisory Group membership should include the school district, the community, the various agencies involved with youth. Appendix A shows the membership roles for Hartford's PREP.

Advisory group meeting notices for the replication of PREP should come from the Superintendent's designee or the Superintendent. Meetings are generally chaired by the Superintendent's designee.

Hartford PREP follows a schedule of monthly meetings, with one or two of the scheduled meetings cancelled each year for holidays or combined with a special function such as presenting evaluation results to the legislature.

Consumers such as students, past students (and if feasible, family members) should be included. PREP staff should openly share data with this group at the meetings, taking care to guard personally identifiable information. The group should be run in a way that is respectful of everyone's time. Meetings should start and end on time. An agenda should be shared ahead of time, along with a meeting reminder. During the meeting, the Chair should rein in personal discussions and side issues and foster a positive, enthusiastic tone. It is believed that following these meeting management guidelines have kept Hartford's advisory group involved and supportive.

#### **Other Policy Issues when Establishing PREP**

PREP is open to students with and without special education disabilities. PREP is a general education program.

PREP students should always be accepted back into the program, and should be told that they would always be welcome back. Staff should be persistent when encouraging students to participate.

School districts planning for PREP should avoid establishing a separate classroom to be used as an educational program for PREP students. By design, such rooms are limited to providing a relatively uninteresting, stigmatizing experience similar to the old "opportunity rooms" or remedial rooms.

There is an expectation that PREP students will have all books and supplies provided to other students in the classes. In cases where a PREP student comes in late in a term and all of the books have been distributed, it is especially important for PREP staff to do whatever it takes to get that student the needed book within a day or two (at the most).

#### **System Advocacy Suggestion**

Program resources for various alternative education programs are often scarce, and it is suggested that people who are concerned with PREP engage in appropriate advocacy for these alternative programs. Although this suggestion is beyond the scope of a PREP replication manual, it is believed that strong alternative options are important to the success of PREP.

### **Data System Suggestions**

In planning the data system, it is important to identify needed data elements and to tie into the overall student database. When the data system becomes operational, the PREP Director should periodically ask for evidence that data are entered promptly and accurately. The Single Point of Contact must identify each PREP student and see that the data for each student are entered.

### **Student/Client Eligibility**

PREP students are defined as adjudicated youth who have been detained or incarcerated for more than 10 days and then go through the single point of contact. All such students should be entered into the data system as PREP students. Individual PREP programs could set age limits policies. Hartford PREP students have ranged from ages 12 through 21.

Some PREP staff members have suggested that a PREP-like program could serve non-adjudicated youth. In terms of the general merits of early intervention, this is an avenue worth pursuing. Student recruitment and timelines would be different for non-adjudicated youth and might require more aggressive outreach.

### **Feeder Agencies**

Feeder agencies need to be contacted periodically in the event that staff changes have occurred or new needs or issues have developed. The PREP brochure and business cards should be left with feeder agency contacts. In order to illustrate the types of feeder agencies, the following five Connecticut examples are listed here:

1. The Juvenile Training School
2. The Department of Correction
3. The Juvenile Detention Centers (operated by the Court Supported Services Division, part of the Judicial branch of state government)
4. Alternative Community-Based residential programs contracted by the Court Supported Services Division
5. Juvenile Justice Residential Placements (private facilities)

## **Procedures for Treatment Matching (i.e., Types and Amounts of Specific Programs/Services to Students)**

### **Intake Assessment**

The suggested approach for intake assessment is to review any existing assessments in the record and conduct reading and math inventories if needed. The focus should be on academic and social/behavioral skills. Placement into middle and high school classes is best made on the basis of reading and mathematics tests. PREP staff members report that it is especially helpful to have personal relationships with specific middle and high school staff members who might receive students and know the required reading and mathematics levels for entry.

An extensive battery of student assessments is not required to replicate PREP. Applying diagnostic labels and classifications is not a component of PREP.

### **Program Selection**

Educational program selection is made individually, on the basis of student preference, intake assessment, and staff interaction with the student. Educational planning starts at the juvenile facility. If the staff have not met the student before re-entry, it is necessary to keep the student in the reception center for a few days to do the planning and arrangements.

Program entry is easiest at the beginning of marking periods in middle and high schools. If student returns midway in the term, it is generally better to enroll into an alternative education program (e.g., HALO in Hartford) with a plan to enter the desired school at the beginning of the next term.

The PREP student's preference should be fully considered regarding the choice of educational placement. In cases where PREP staff members believe that a student is seeking an inappropriate choice, program visitations, a review of textbooks and class materials, or informal counseling are suggested. If the student goes ahead with such a choice, efforts to monitor attendance and success should be increased. Additional personal contacts should be made and additional supports should be readied.

Educational planning for students identified with special education needs is always directed by the multidisciplinary IEP team (i.e., the planning and placement team in Connecticut). Special education legal requirements, including all procedural safeguards, apply to PREP students as these requirements apply to the school district as a whole.

PREP should avoid waiting lists at all costs, because waiting to enroll in school is likely to open the door to recidivism and/or a reluctance to enroll. The single point of contact or case managers must respond to every case immediately.



## **PREP Staff**

### **Staff Selection, Training, and Supervision**

Staff should understand the school system and the juvenile justice system, and know who to contact for all of the PREP processes. It is also important to understand the special education process and the proper use of counseling and the various related services.

An exceptional level of interpersonal skills is needed to deal with adults and youth in a difficult context. Hartford has had success in hiring by having students and staff members participate in the interview of candidates.

Staff members need to take the initiative for PREP processes such as obtaining referrals and meeting students before they are released.

PREP staff members need to be accountable for properly maintaining student files and ensuring that student data are current and complete in the database. Regular reports on key PREP process and outcome indicators to administration serve the dual purposes of staff supervision and constructive use of the data.

### **Staff Functions**

The staff functions are Single Point of Contact, Case Manager, support staff, and data entry staff. In districts with more formalized personnel categories and labor contracts, these functions need to be assigned to existing categories. In a small district, one person might serve as a combined Single Point of Contact and Case Manager. In a large district, there would be one Single Point of Contact and several or many Case Managers. Support staff personnel are responsible for handling the flow of student records and organized record keeping that conforms to confidentiality requirements. Data entry staff are responsible for accurate and timely recording of student information into the student database. Detailed responsibilities for the Single Point of Contact and Case Manager follow:

#### **Single Point of Contact**

The role of the Single Point of Contact is to handle all of the functions that create a seamless re-entry of students. These include:

1. Identifying contacts in all feeder agencies that release potential PREP students and communicating with these contacts to establish timely mechanisms regarding PREP
2. Outreach and recruiting of students before they are released from feeder agencies
3. Assigning case managers for each student to be released from feeder agencies
4. Ensuring that records are systematically and promptly obtained from feeder agencies/schools
5. Working with feeder agencies regarding individual exit plans (working directly and/or as the team leader of the case managers)

6. Contributing creative ideas to the treatment matching/program selection process, so that customized educational programs are created for individual student success
7. Working with receiving schools and educational programs to ensure prompt acceptance of students (working directly and/or as the team leader of the case managers)
8. Establishing a modification to the existing student data system for PREP and ensuring that each student's information is recorded properly and promptly
9. Building initial attachment and trust between students and the school system, and sustaining this attachment and trust along with case managers and school system personnel
10. Serving as a team leader for the case managers
11. Performing necessary quasi-administrative functions, such as reporting progress to the school administration and the Advisory Group, selling the program to various stakeholder audiences, and writing brief progress reports
12. Ensuring that the processes and procedures in the PREP manual are followed

### **Case Manager**

A case manager must work as a team player, with the Single Point of Contact as the team leader. The overall role of a case manager is best summed up as "doing what is needed to help the student succeed". This includes:

1. Establishing a strong attachment and trust between students and the school system, and sustaining this attachment and trust
2. Providing informal, practical student counseling regarding study skills, life skills, school rules and boundaries, and the "social curriculum" for student success
3. Making appropriate referrals to needed school counseling and other pupil services for early intervention, ensuring that these referrals are promptly followed up by the student and the pupil services contact, ensuring that the student shows up for the first session and all subsequent sessions, and encouraging the student throughout this process.
4. Monitoring student progress frequently and closely enough to prevent emerging problems from causing student failure
5. Working with school personnel to establish needed program modifications for success
6. Troubleshooting all case-related problems promptly
7. Assisting the Single Point of Contact as appropriate
8. Ensuring that the processes and procedures in the PREP manual are followed

## **Data and Evaluation**

### **Continuous Fidelity Measures**

The following instruments are attached within Appendix C:

Rating of Advisory Group Meeting

PREP Attachment/Trust (A/T) Measure

PREP Staff Interview Protocol

PREP File Fidelity Protocol

Student Interview Fidelity Protocol

PREP Database Fidelity Protocol

Receiving School Staff Interview Fidelity Protocol

### **Program Evaluation/Action Research Design and Use**

Overview of PREP evaluation methodology reveals that an objective-based, mixed methodology design was used (Cox & Osaris, 2003; Cox, 2002). The program activities and process were described and the program's progress toward objectives was measured. Data was collected from PREP records of youth entering and leaving the program, student and program records, and program observations.

Appendix B is a list of meta-evaluation points to be used in guiding the quality of local PREP evaluations.

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## Appendix A: Suggested Stakeholders for the Advisory Group

The following stakeholders were included in Hartford's Advisory Group; this list is intended to provide suggestions for replication:

1. Director HPS Alternative and Adult Education (provides programmatic direction, controls department expenditures, and has ability to affect policy and within the school system)
2. Psychologist HPS (provides direct service to students in project and liaison with external agencies)
3. Fiscal Manager HPS (maintains financial records for grant/HPS department)
4. Case Manager (monitors student progress frequently and advocates for program modifications as necessary)
5. Data Manager HPS (enters programmatic data for project)
6. Associate Professor and Graduate Assistant (provides action research and program evaluation)
7. Director of Juvenile Justice/Community Liaison for Department of Children & Families (directs parole staff, knowledgeable about community programs, liaison with community groups, ability to affect policy in department)
8. Superintendent of Unified School District II (oversees school serving juvenile offenders in the CT Juvenile Training School, ability to affect policy in school)
9. Director of Strategic Planning for DCF (broad view of related programs and services for targeted PREP population)
10. Director of Special Projects, DCF (program evaluation expert, researcher)
11. Bureau Chief Special Education, State Department of Education (broad view of programs and services required to meet the educational needs of target PREP population, ability to affect policy in department)
12. Education Consultant, State Department of Education (specific knowledge of programs and services available in target area to serve special education needs of targeted youth)
13. Education Consultants, State Department of Education, Commissioner's Office (specific knowledge of cross cutting system needs in the HPS system)
14. Deputy Chief Public Defender (broad knowledge of juvenile justice system and needs of clients, ability to affect policy within department)
15. Supervisory Assistant Public Defenders (specific knowledge of needs of client population, advocate for clients both pre and post disposition)
16. Juvenile Prosecutor (specific knowledge of client population, prosecutes juvenile offenders)
17. Juvenile Sanctions Monitor, Judicial Branch, Court Support Services (specific knowledge of programs and services available through the court for target population)
18. Director of Special Education, Department of Correction, Unified School District I (specific knowledge of educational needs of older youth returning to HPS)
19. Supervising Program Director for community-based program (directs staff providing supervisory and programmatic services to target population)
20. Grant Administrator (administers program and evaluation grant funds)

## Appendix B: Meta-Evaluation of PREP Evaluation Research

These Program Evaluation Standards, established by sixteen professional education associations, identify evaluation principles that when addressed should result in improved program evaluations (Joint Committee, 1994). Sound evaluation is described as having four basic attributes:

- Utility
- Feasibility
- Propriety
- Accuracy

The specific standards follow:

### Utility

THE UTILITY STANDARDS ARE INTENDED TO ENSURE THAT AN EVALUATION WILL SERVE THE INFORMATION NEEDS OF INTENDED USERS.

- U1 **STAKEHOLDER IDENTIFICATION** Persons involved in or affected by the evaluation should be identified, so that their needs can be addressed.
- U2 **EVALUATOR CREDIBILITY** The persons conducting the evaluation should be both trustworthy and competent to perform the evaluation, so that the evaluation findings achieve maximum credibility and acceptance.
- U3 **INFORMATION SCOPE AND SELECTION** Information collected should be broadly selected to address pertinent questions about the program and be responsive to the needs and interests of clients and other specified stakeholders.
- U4 **VALUES IDENTIFICATION** The perspectives, procedures, and rationale used to interpret the findings should be carefully described, so that the bases for value judgments are clear.
- U5 **REPORT CLARITY** Evaluation reports should clearly describe the program being evaluated, including its context, and the purposes, procedures, and findings of the evaluation, so that essential information is provided and easily understood.
- U6 **REPORT TIMELINESS AND DISSEMINATION** Significant interim findings and evaluation reports should be disseminated to intended users, so that they can be used in a timely fashion.
- U7 **EVALUATION IMPACT** Evaluations should be planned, conducted, and reported in ways that encourage follow-through by stakeholders, so that the likelihood that the evaluation will be used is increased.

## **Feasibility**

THE FEASIBILITY STANDARDS ARE INTENDED TO ENSURE THAT AN EVALUATION WILL BE REALISTIC, PRUDENT, DIPLOMATIC, AND FRUGAL.

- F1 PRACTICAL PROCEDURES The evaluation procedures should be practical, to keep disruption to a minimum while needed information is obtained.
- F2 POLITICAL VIABILITY The evaluation should be planned and conducted with anticipation of the different positions of various interest groups, so that their cooperation may be obtained, and so that possible attempts by any of these groups to curtail evaluation operations or to bias or misapply the results can be averted or counteracted.
- F3 COST EFFECTIVENESS The evaluation should be efficient and produce information of sufficient value, so that the resources expended can be justified.

## **Propriety**

THE PROPRIETY STANDARDS ARE INTENDED TO ENSURE THAT AN EVALUATION WILL BE CONDUCTED LEGALLY, ETHICALLY, AND WITH DUE REGARD FOR THE WELFARE FOR THOSE INVOLVED IN THE EVALUATION, AS WELL AS THOSE AFFECTED BY ITS RESULTS.

- P1 SERVICE ORIENTATION Evaluations should be designed to assist organizations to address and effectively serve the needs of the full range of targeted participants.
- P2 FORMAL AGREEMENTS Obligations of the formal parties to an evaluation (what is to be done, how, by whom, when) should be agreed to in writing, so that these parties are obligated to adhere to all conditions of the agreement or formally to renegotiate it.
- P3 RIGHTS OF HUMAN SUBJECTS Evaluations should be designed and conducted to respect and protect the rights and welfare of human subjects.
- P4 HUMAN INTERACTIONS Evaluators should respect human dignity and worth in their interactions with other persons associated with an evaluation, so that participants are not threatened or harmed.
- P5 COMPLETE FAIR ASSESSMENT The evaluation should be complete and fair in its examination and recording of strengths and weaknesses of the program being evaluated, so that strengths can be built upon and problem areas addressed.
- P6 DISCLOSURE OF FINDINGS The formal parties to an evaluation should ensure that the full set of evaluation findings along with pertinent limitations are made accessible to the persons affected by the evaluation, and any others with expressed legal rights to receive the results.
- P7 CONFLICT OF INTEREST Conflict of interest should be dealt with openly and honestly, so that it does not compromise the evaluation processes and results.
- P8 FISCAL RESPONSIBILITY The evaluator's allocation and expenditure of resources should reflect sound accountability procedures and otherwise be prudent and ethically responsible, so that expenditures are accounted for and appropriate.

## Accuracy

THE ACCURACY STANDARDS ARE INTENDED TO ENSURE THAT AN EVALUATION WILL REVEAL AND CONVEY TECHNICALLY ADEQUATE INFORMATION ABOUT THE FEATURES THAT DETERMINE WORTH OF MERIT OF THE PROGRAM BEING EVALUATED.

- A1 PROGRAM DOCUMENTATION The program being evaluated should be described and documented clearly and accurately, so that the program is clearly identified.
- A2 CONTEXT ANALYSIS The context in which the program exists should be examined in enough detail, so that its likely influences on the program can be identified.
- A3 DESCRIBED PURPOSES AND PROCEDURES The purposes and procedures of the evaluation should be monitored and described in enough detail, so that they can be identified and assessed.
- A4 DEFENSIBLE INFORMATION SOURCES The sources of information used in a program evaluation should be described in enough detail, so that the adequacy of the information can be assessed.
- A5 VALID INFORMATION The information gathering procedures should be chosen or developed and then implemented so that they will assure that the interpretation arrived at is valid for the intended use.
- A6 RELIABLE INFORMATION The information gathering procedures should be chosen or developed and then implemented so that they will assure that the information obtained is sufficiently reliable for the intended use.
- A7 SYSTEMATIC INFORMATION The information collected, processed, and reported in an evaluation should be systematically reviewed and any errors found should be corrected.
- A8 ANALYSIS OF QUANTITATIVE INFORMATION Quantitative information in an evaluation should be appropriately and systematically analyzed so that evaluation questions are effectively answered.
- A9 ANALYSIS OF QUALITATIVE INFORMATION Qualitative information in an evaluation should be appropriately and systematically analyzed so that evaluation questions are effectively answered.
- A10 JUSTIFIED CONCLUSIONS The conclusions reached in an evaluation should be explicitly justified, so that stakeholders can assess them.
- A11 IMPARTIAL REPORTING Reporting procedures should guard against distortion caused by personal feelings and biases of any party to the evaluation, so that evaluation reports fairly reflect the evaluation findings.
- A12 META-EVALUATION The evaluation itself should be formatively and summatively evaluated against these and other pertinent standards, so that its conduct is appropriately guided and, on completion, stakeholders can closely examine its strengths and weaknesses.



## **Appendix C: Fidelity Instruments**

These seven instruments are designed to measure fidelity to the PREP model. The instruments are found on the following pages.

Rating of Advisory Group Meeting

PREP Attachment/Trust (A/T) Measure

PREP Staff Interview Fidelity Protocol

PREP File Fidelity Protocol

Student Interview Fidelity Protocol

PREP Data Base Fidelity Protocol

Receiving School Staff Interview Fidelity Protocol

Name \_\_\_\_\_

Agency/Role \_\_\_\_\_

Meeting Date \_\_\_\_\_

### Rating of Advisory Group Meeting <sup>vi</sup>

PLEASE BASE YOUR ANSWER ON HOW YOU FEEL ABOUT THE MEETING NOW.

**Please circle one answer per item.**

	Very <u>Dissatisfied</u>	<u>Dissatisfied</u>	<u>Neutral</u>	<u>Satisfied</u>	Very <u>Satisfied</u>
1. How satisfied are you with the overall quality of this meeting?	1	2	3	4	5
2. How satisfied are you with the quality of the information from this meeting?	1	2	3	4	5
3. How satisfied are you with the quality of the meeting materials?	1	2	3	4	5
4. Overall, how satisfied are you with the meeting experience?	1	2	3	4	5

PLEASE INDICATE YOUR AGREEMENT WITH THESE STATEMENTS ABOUT THE MEETING.

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Strongly Agree</u>
5. The meeting class was well organized.	1	2	3	4	5
6. The meeting started and stopped on time.	1	2	3	4	5
7. I expect to use information gained from this meeting.	1	2	3	4	5

How can we improve our meetings?

Thank you!

<sup>vi</sup> Adapted from the federal GPRA measure CSAT Baseline Meeting Satisfaction Survey: OMB Form 0930-0197. (SAMHSA, 2003).

Code \_\_\_\_\_

Respondent \_\_\_\_\_

Group \_\_\_\_\_

Interviewer \_\_\_\_\_

Date \_\_\_\_\_

**PREP A/T Measure**

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. PREP helped me get credit for school work I had done before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. PREP staff helped me succeed in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I would tell another student who needs help that they can count on PREP staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. PREP staff helped me get back into a school program right away.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. PREP staff was concerned about my particular problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. If I have a problem in the future, I know I can count on someone at PREP to help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Students at PREP can trust staff to help them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I had a particular person at PREP who I could go to if I needed help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. If I follow the advice I get from PREP, it will help me stay out of trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. PREP will always take me back.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

## PREP Attachment/Trust (A/T) Measure Directions for Administration <sup>vii</sup>

By Richard Thomas, Ph.D. and Lester Horvath, Ph.D.  
2004

The attached instrument is intended as a protocol for a student interview. Students who have received PREP services and are now involved in other education programs would be the target population. The protocol could be used to collect data by phone or in person.

The client is asked to respond to each item by indicating their level of agreement with the statement. Responses can be noted from “Strongly Disagree to Strongly Agree.”

For example, given the following statement:

*The Principal of my school cares about the students*

If you believed that the Principal cared very much about the students you would mark the “Strongly Agree” space. If, on the other hand, you felt that the Principal didn’t care much about the students you might mark “Disagree” and if you felt that the Principal didn’t care at all about the students, you would mark “Strongly Disagree.”

The interviewer should introduce his/her self. Explain that the respondent is being asked to share some information about the PREP program that will help the program to serve students better. Thank them sincerely for their participation. Then say, “*I’m going to read you some statements that have to do with the PREP program and PREP staff. Listen to each statement, and then tell me whether you would Agree or Disagree with the statement. You can either Disagree or Agree or you could Strongly Disagree or Strongly Agree to indicate how you really feel. There are no right or wrong answers and it is OK to agree or disagree and give any answers you believe. Your answers will be kept confidential and included with the other students’ answers.*”

After explaining how to rate the statements, the statements should be read verbatim and the respondent’s ratings marked with little further dialogue. Respondents should be encouraged to rate every item.

This is a ten-item, summative, four-point rating scale with 1= Strongly Disagree and 4=Strongly Agree. The possible range is 10 to 40.

The instrument title is called “A/T” measure to reduce respondent bias from cueing the expected answer or “right answer”.

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Name \_\_\_\_\_

Role \_\_\_\_\_

Date \_\_\_\_\_

### PREP Staff Interview Fidelity Protocol

<b>To the best of my knowledge, PREP accomplished the following process objectives:</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
A. Efficient, positive, and businesslike advisory group meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Inclusion of all appropriate community agencies on the advisory group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Identifying contact people in all feeder agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Establishing a data system that is linked with the overall district student database to track cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Obtaining timely, academically-oriented student evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. System to alert PREP staff of potential students and release dates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Establishing a single point of contact and reception center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Developing and distributing standard forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Actively searching for potential students from all feeder agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. Entering student data on each case	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. Establishing a comprehensive educational continuum of services, including the local high school, neighboring high schools, alternative education programs, GED, independent study, work-study, adult education, community college, mixed placements, and the special education continuum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PREP Staff Interview Fidelity Protocol, page 2

To the best of my knowledge, PREP accomplished the following process objectives:	Yes	No	Don't Know
L. Establishing educational options for as much of the summer as possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M. Developing a working relationship with all potential receiving educational placements in the continuum of services to facilitate the acceptance of PREP students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N. Awarding student credits for school during incarceration, including ½ year credits as appropriate, and troubleshooting this aggressively as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O. Including the potential students and families in the educational planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P. Making a strong effort to consider more traditional educational placements such as local high school as options when planning for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q. Avoiding the discussion of past offenses of the student (rather, a fresh start is needed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R. PREP staff member visitation and plan for potential students in juvenile correctional facilities before release (if known)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S. Development of a very brief “social curriculum course” on how to stay out of trouble and succeed in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T. Providing the brief “social curriculum course” on or before community reentry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. Completing the paperwork for school enrollment as soon as possible but in no case more than 48 hours after reentry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V. Conducting attachment and trust-building activities for students on first school day of return to the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PREP Staff Interview Fidelity Protocol, page 3.

To the best of my knowledge, PREP accomplished the following process objectives:	Yes	No	Don't Know
W. When appropriate, keeping students at the reception center for a brief time (no more than two weeks) to better plan and make arrangements for enrollment, pupil services scheduling, work, and sports activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X. Providing administrative leadership at all levels that fosters attitudes of student ownership among receiving schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y. Assisting students in finding part time jobs that provide some "pocket money"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z. Establishing and maintaining a list of psychologists, social workers, and counselors who will provide immediate assistance when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AA. Providing immediate and informal counseling on practical matters by PREP staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BB. In certain cases, pairing students for peer support and monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CC. Monitoring student attendance to catch problems immediately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DD. Providing immediate troubleshooting when problems arise in educational placements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE. Periodic attention to each student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FF. When appropriate, going to court with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GG. Keeping all old student records that might document partial credit at a later date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HH. Periodic pizza/snacks for students to facilitate regular contact, attachment, and trust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

## PREP Staff Interview Fidelity Protocol Directions for Administration <sup>viii</sup>

By Richard Thomas, Ph.D. and Lester Horvath, Ph.D.

2004

The attached instrument is intended as a protocol for a PREP staff interview. The protocol could be used to collect data by phone or in person.

The client is asked to respond to each item by indicating "Yes," "No," or "Don't Know."

The interviewer should introduce his/her self. Explain that the respondent is being asked to share some information about the PREP program that will help the program to serve students better. Thank them sincerely for their participation. Then say, *"I'm going to read you some statements that have to do with the PREP program and PREP staff. Listen to each statement, and then tell me whether you would respond that the program addressed the objective ("Yes,") did not address the objective ("No,") or that you don't have enough information to respond to the objective ("Don't Know.") There are no right or wrong answers. Your answers will be kept confidential and included with the other PREP Staffs' answers."*

After this explanation, the statements should be read verbatim and the respondent's ratings marked with little further dialogue. Respondents should be encouraged to rate every item.

After the interview items have been completed, ask the respondent if they have any other information they would like to share about the PREP program. Their comments should be noted as completely as possible. The interviewer should explain that his or her job is to listen carefully and record the information, not to discuss the program.

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### PREP File Fidelity Protocol

By Richard Thomas, Ph.D. and Lester Horvath, Ph.D.

2004

**This brief instrument is a protocol for the review of PREP student files. A random selection of student files (20) should be reviewed. Responses should be aggregated over items.**

	Present	Not Present	Not Applicable to this File
1. Obtaining timely, academically-oriented student evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The use of standard forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Transcript includes credit for prior work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Evidence of placement options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Pre PREP visit log	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Tracking indicates intake within 48 hours of release	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Tracking indicates reception center attendance is no more than 2 weeks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Documentation of referral to Pupil Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Documentation of informal counseling by PREP staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Documentation of pairing students for peer support and monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Documentation of student attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Evidence of record retention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Student Fidelity Interview Protocol<sup>ix</sup>**  
 By Richard Thomas, Ph.D. and Lester Horvath, Ph.D.  
 2004

	Yes	No
1. I was tested right away to get into the program	<input type="checkbox"/>	<input type="checkbox"/>
2. I had a chance to go to a summer program	<input type="checkbox"/>	<input type="checkbox"/>
3. I got credit for the work I did while I was in custody	<input type="checkbox"/>	<input type="checkbox"/>
4. I helped to decide my educational plan	<input type="checkbox"/>	<input type="checkbox"/>
5. PREP staff talked to me about returning to the regular high school/middle school	<input type="checkbox"/>	<input type="checkbox"/>
6. PREP staff talked about my criminal record	<input type="checkbox"/>	<input type="checkbox"/>
7. A PREP staff member visited me before I was released from the correctional facility	<input type="checkbox"/>	<input type="checkbox"/>
8. I had a course on how to get along better with everyone	<input type="checkbox"/>	<input type="checkbox"/>
9. Completing the paperwork for school enrollment as soon as possible but in no case more than 48 hours after reentry	<input type="checkbox"/>	<input type="checkbox"/>
10. PREP staff welcomed me to the program on the first day I could get there	<input type="checkbox"/>	<input type="checkbox"/>
11. I went to school at the PREP reception center for less than two weeks	<input type="checkbox"/>	<input type="checkbox"/>
12. PREP staff would counsel me right away if I was having a problem	<input type="checkbox"/>	<input type="checkbox"/>
13. Every once in a while we got some pizza or snack	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

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## Student Fidelity Interview Protocol Directions for Administration <sup>x</sup>

By Richard Thomas, Ph.D. and Lester Horvath, Ph.D.

2004

The attached instrument is intended as a protocol for a student interview. Students who have been involved with PREP student services would be the target population. The protocol could be used to collect data by phone or in person.

The student is asked to respond to each item by indicating "Yes," or "No."

The interviewer should introduce his/her self. Explain that the respondent is being asked to share some information about the PREP program that will help the program to serve students better. Thank them sincerely for their participation. Then say, *"I'm going to read you some statements that have to do with the PREP program and PREP staff. Listen to each statement, and then tell me whether you would say "Yes" or "No." There are no right or wrong answers. Your answers will be kept confidential and included with the other students' answers."*

After this explanation, the statements should be read verbatim and the respondent's ratings marked with little further dialogue. Respondents should be encouraged to rate every item.

After the interview items have been completed, ask the respondent if they have any other information they would like to share about the PREP program. Their comments should be noted as completely as possible. The interviewer should explain that his or her job is to listen carefully and record the information, not to discuss the program.

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**PREP Data Base Fidelity Protocol<sup>xi</sup>**  
 By Richard Thomas, Ph.D. and Lester Horvath, Ph.D.  
 2004

This brief instrument is intended as a protocol for a review of the PREP Database. The reviewer will evaluate both the structure and products of the local PREP database in order to respond to the items noted in the protocol.

<b>A review of the PREP Database indicates the following:</b>	<b>Included</b>	<b>Not Included</b>	<b>Cannot Determine</b>
1. Data system is linked with the overall district student database to track cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Potential students and release dates are entered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Prompt entering of student data on each case	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Frequency data indicate that a continuum of placements is used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Evidence of Summer program data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Evidence of placement in local high school(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Monitoring student attendance to catch problems immediately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Keeping all old student records that might document partial credit at a later date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Receiving School Staff Fidelity Interview Protocol

To the best of my knowledge, PREP accomplished the following process objectives:	Yes	No	Don't Know
1. Obtaining timely, academically-oriented student evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Establishing a comprehensive educational continuum of services, including the local high school, neighboring high schools, alternative education programs, GED, independent study, work-study, adult education, community college, mixed placements, and the special education continuum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Establishing educational options for as much of the summer as possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Developing a working relationship with all potential receiving educational placements in the continuum of services to facilitate the acceptance of PREP students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Making a strong effort to consider more traditional educational placements such as local high school as options when planning for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Avoiding the discussion of past offenses of the student (rather, a fresh start is needed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Providing administrative leadership at all levels that fosters attitudes of student ownership among receiving schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Providing immediate and informal counseling on practical matters by PREP staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. In certain cases, pairing students for peer support and monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Monitoring student attendance to catch problems immediately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Providing immediate troubleshooting when problems arise in educational placements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Periodic attention to each student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Further Comments:**

## Receiving School Staff Fidelity Interview Protocol Directions for Administration <sup>xii</sup>

By Richard Thomas, Ph.D. and Lester Horvath, Ph.D.  
2004

The attached instrument is intended as a protocol for a receiving school staff interview. School staff who have received a student from PREP should be the target population. The protocol could be used to collect data by phone or in person.

The client is asked to respond to each item by indicating "Yes," "No," or "Don't Know."

The interviewer should introduce his/her self. Explain that the respondent is being asked to share some information about the PREP program that will help the program to serve students better. Thank them sincerely for their participation. Then say, *"I'm going to read you some statements that have to do with the PREP program and PREP staff. Listen to each statement, and then tell me whether you would respond that the program addressed the objective ("Yes,") did not address the objective ("No,") or that you don't have enough information to respond to the objective ("Don't Know.") There are no right or wrong answers. Your answers will be kept confidential and included with the other Receiving School Staffs' answers."*

After this explanation, the statements should be read verbatim and the respondent's ratings marked with little further dialogue. Respondents should be encouraged to rate every item.

After the interview items have been completed, ask the respondent if they have any other information they would like to share about the PREP program. Their comments should be noted as completely as possible. The interviewer should explain that his or her job is to listen carefully and record the information, not to discuss the program.

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