

# A Longitudinal Analysis of Youth in Check & Connect from Juvenile Justice into the Community

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## CHECK & CONNECT

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# ICI

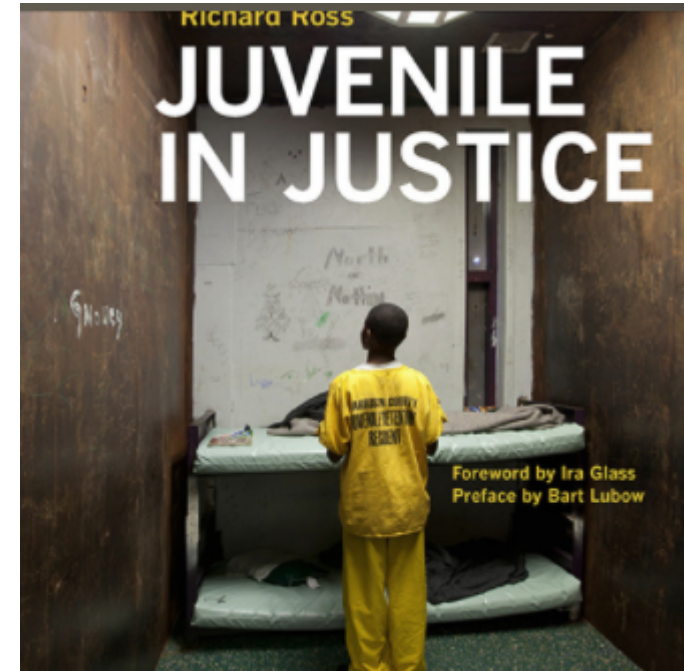
INSTITUTE *on*  
COMMUNITY  
INTEGRATION



UNIVERSITY OF MINNESOTA  
Driven to Discover™

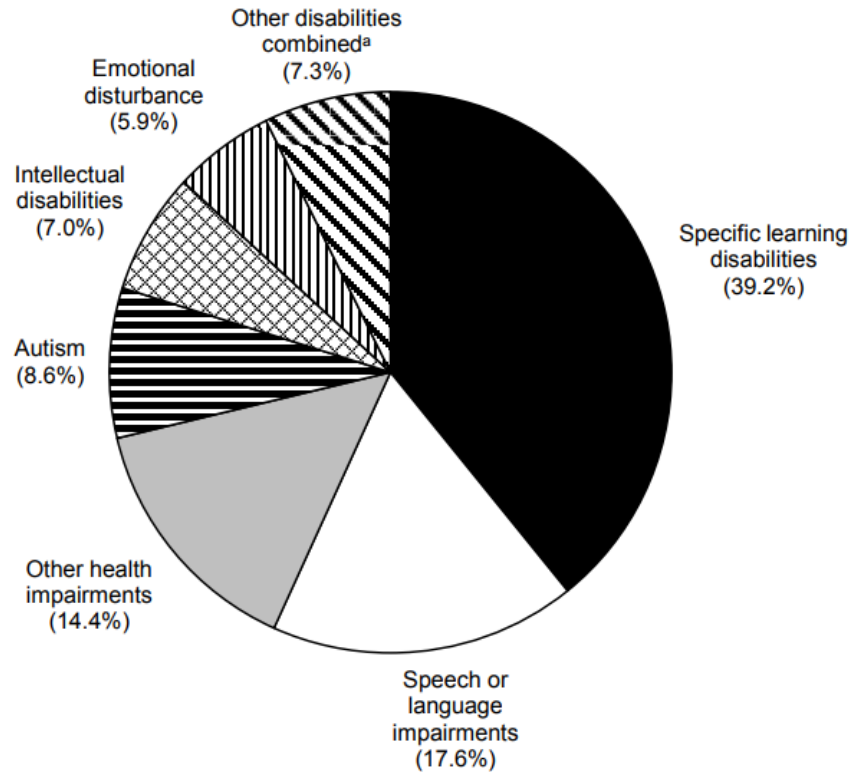
# What is the problem?

- <https://soundcloud.com/wuhanmama/sets/juvenile-justice>

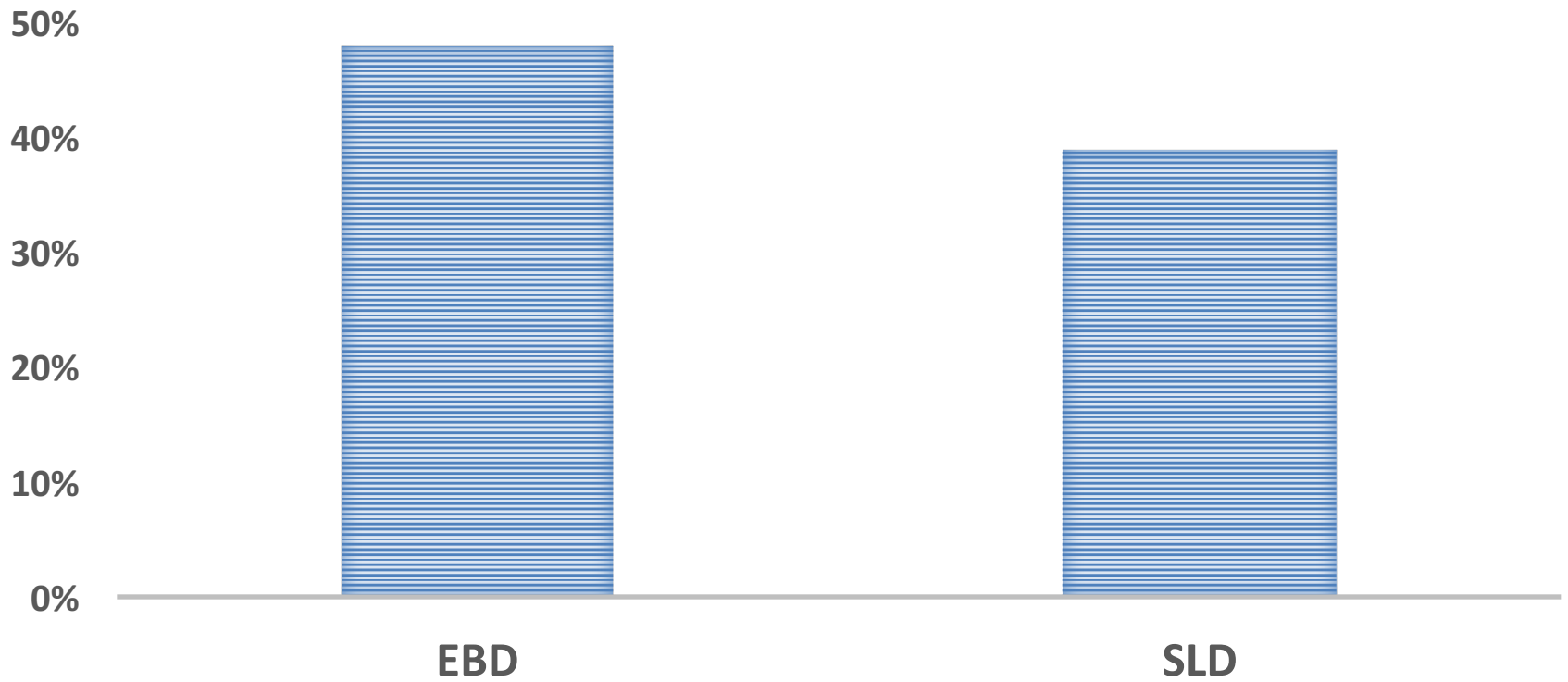


# IDEA: Part B (OSEP report to congress, 2016)

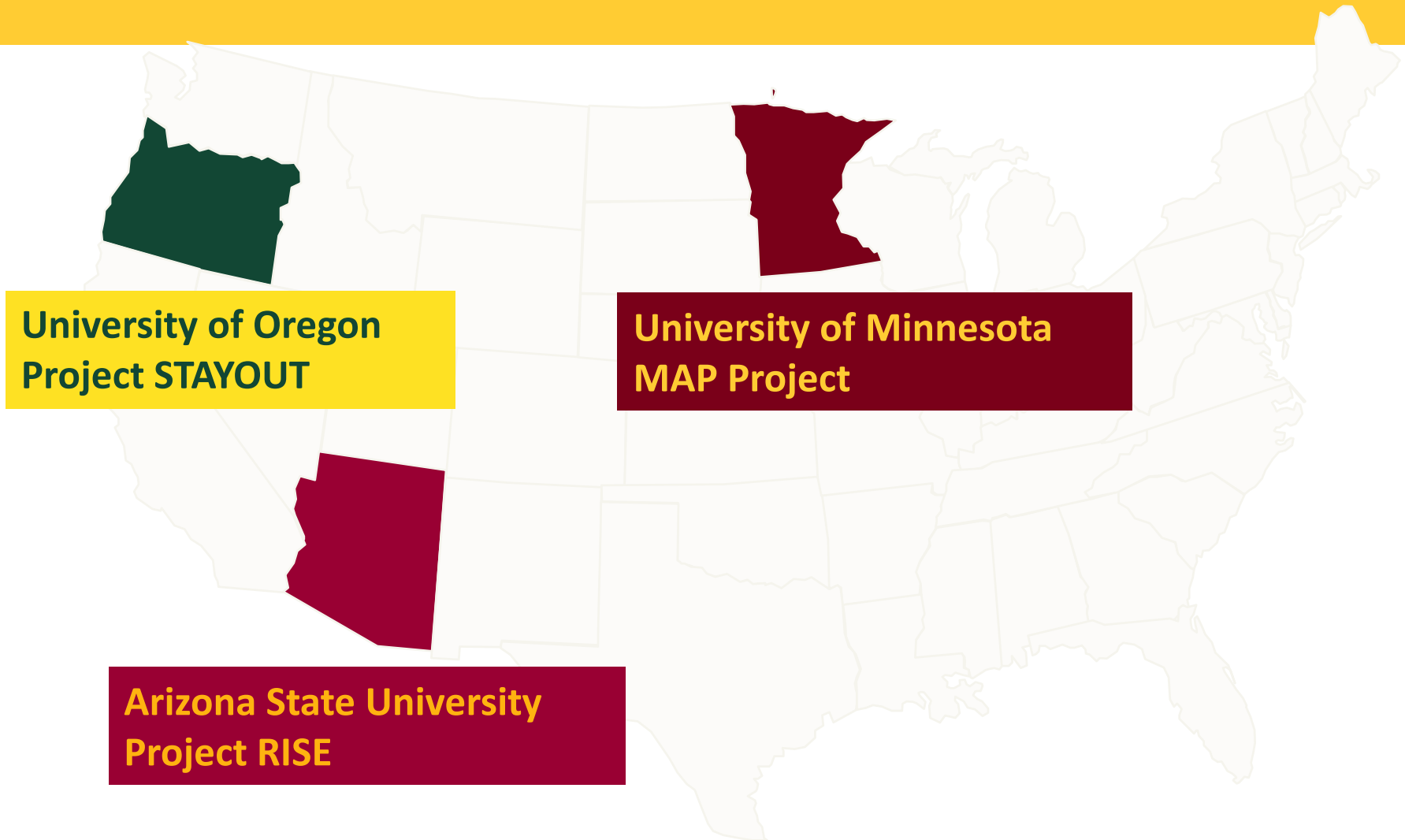
**Exhibit 20. Percentage of students ages 6 through 21 served under IDEA, Part B, by disability category: Fall 2014**



## YOUTH WITH DISABILITY IN JUVENILE CORRECTIONS



# Model Demonstration Projects:



# Project Goal

- **Goal of the MAP Project.** To support juvenile offenders with disabilities transitioning from a correctional facility into schools and communities, using C&C model

# Reintegration Toolkit (self-assessment)

## Five domains

- Interagency Collaboration (10 Indicators)
- Team Planning (5 Indicators)
- Education (10 Indicators)
- Supporting Life Skills (6 Indicators)
- Continuity During and Post Transition (8 Indicators)

[https://survey.az1.qualtrics.com/jfe/form/SV\\_0MWMFFn7hQLV7Rr](https://survey.az1.qualtrics.com/jfe/form/SV_0MWMFFn7hQLV7Rr)

**Goal #1:**

**Brainstorm Action Steps**

*Q. What will your state or local community do?*

- 1.
- 2.
- 3.
- 4.
- 5.

**Brainstorm Technical Assistance Needs**

*Q. What help does your state or local community need?*

- 1.
- 2.
- 3.
- 4.
- 5.

**Goal #2:**

**Brainstorm Action Steps**

*Q. What will your state or local community do?*

- 1.
- 2.
- 3.
- 4.
- 5.

**Brainstorm Technical Assistance Needs**

*Q. What help does your state or local community need?*

- 1.
- 2.
- 3.
- 4.
- 5.

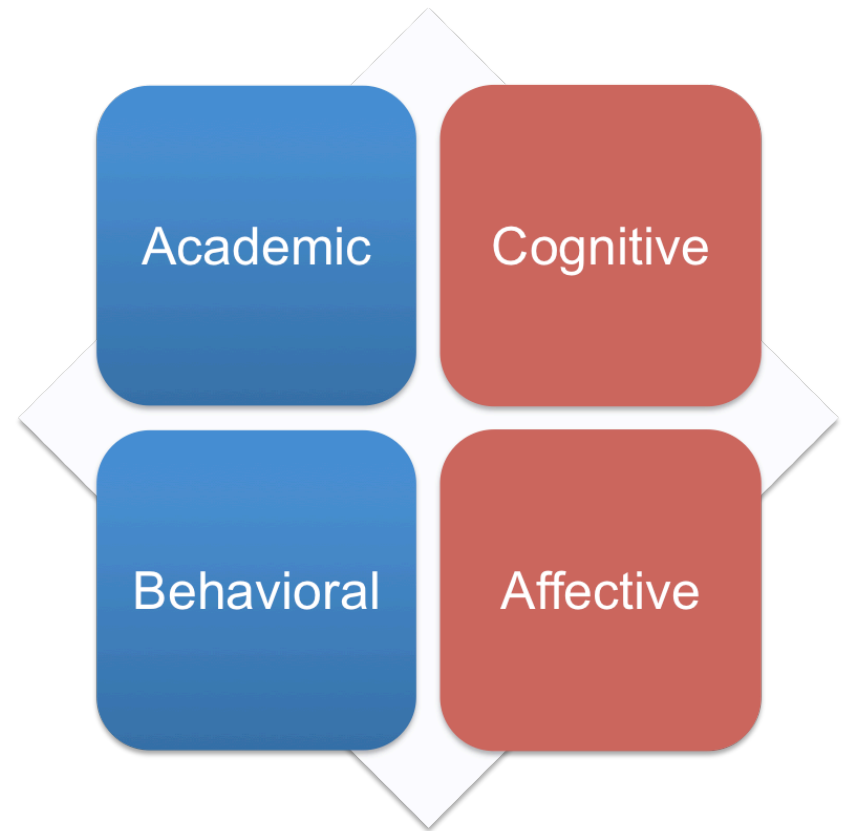


# Check & Connect



# Promoting Student Engagement

- Checking on student data
- Connecting with students
- Capacity building
- Sense of belonging at school



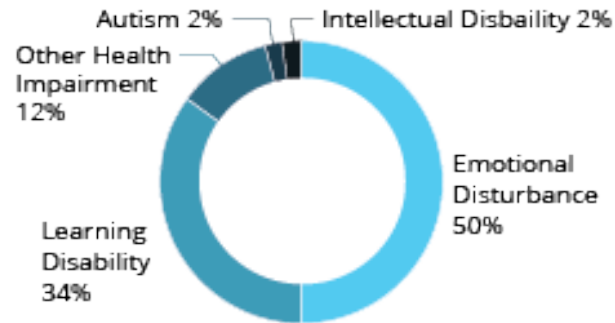
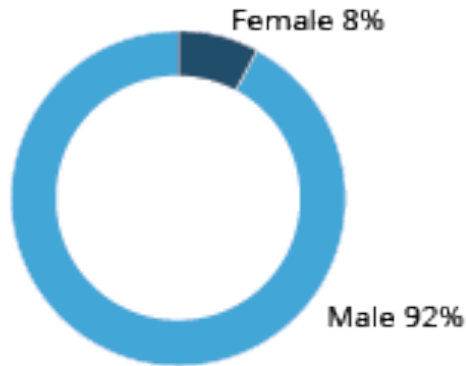
# Increasing Family Engagement

- Communication
- Partnership
- Advocacy

“Nobody helps. Everybody wants to put their two cents in, but nobody wants to help you carry it or help you do it. They are so quick to tell you what to do, but they ain’t there. There’s no support. It’s really a plus to have [mentor’s name]. It has been a support. I can call him and say, ‘Hey can you help me with my son? Hey can you come and take my son, because I’m broke. Can you take [my son] to get some food?’ If he can do it, he does it.”

-From a parent

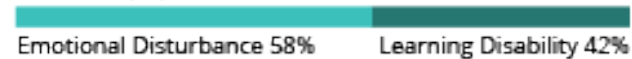
# Students in the MAP project



Arizona (n=)



Arizona (n=)



Minnesota (n=)



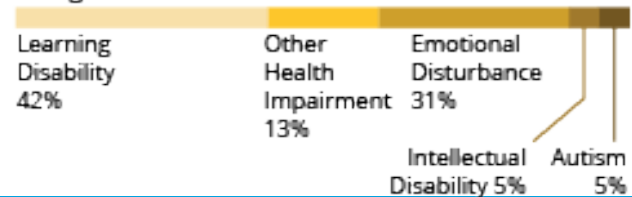
Minnesota (n=)



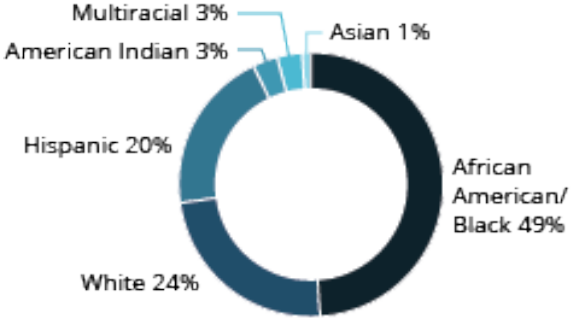
Oregon (n=)



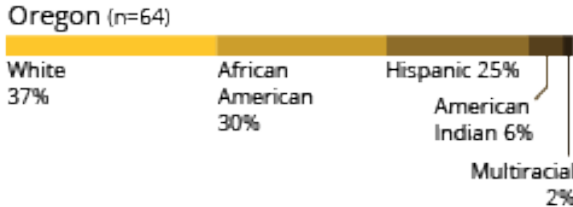
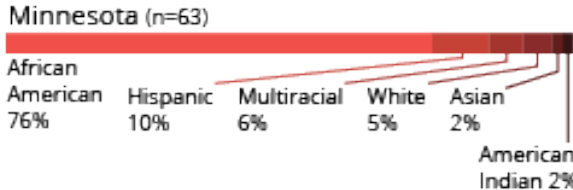
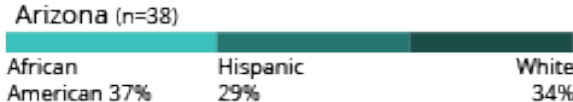
Oregon (n=)



# Students in the MAP project



At intake, the average age of this sample was 15 years old, ranging from 12 to 19 years of age.



# Suspension data (n=38)

Grade	# of in school suspension	# of out school suspension
5	7	52
6	11	58
7	39	105
8	17	88
9	14	101

## Number of times suspended by grade

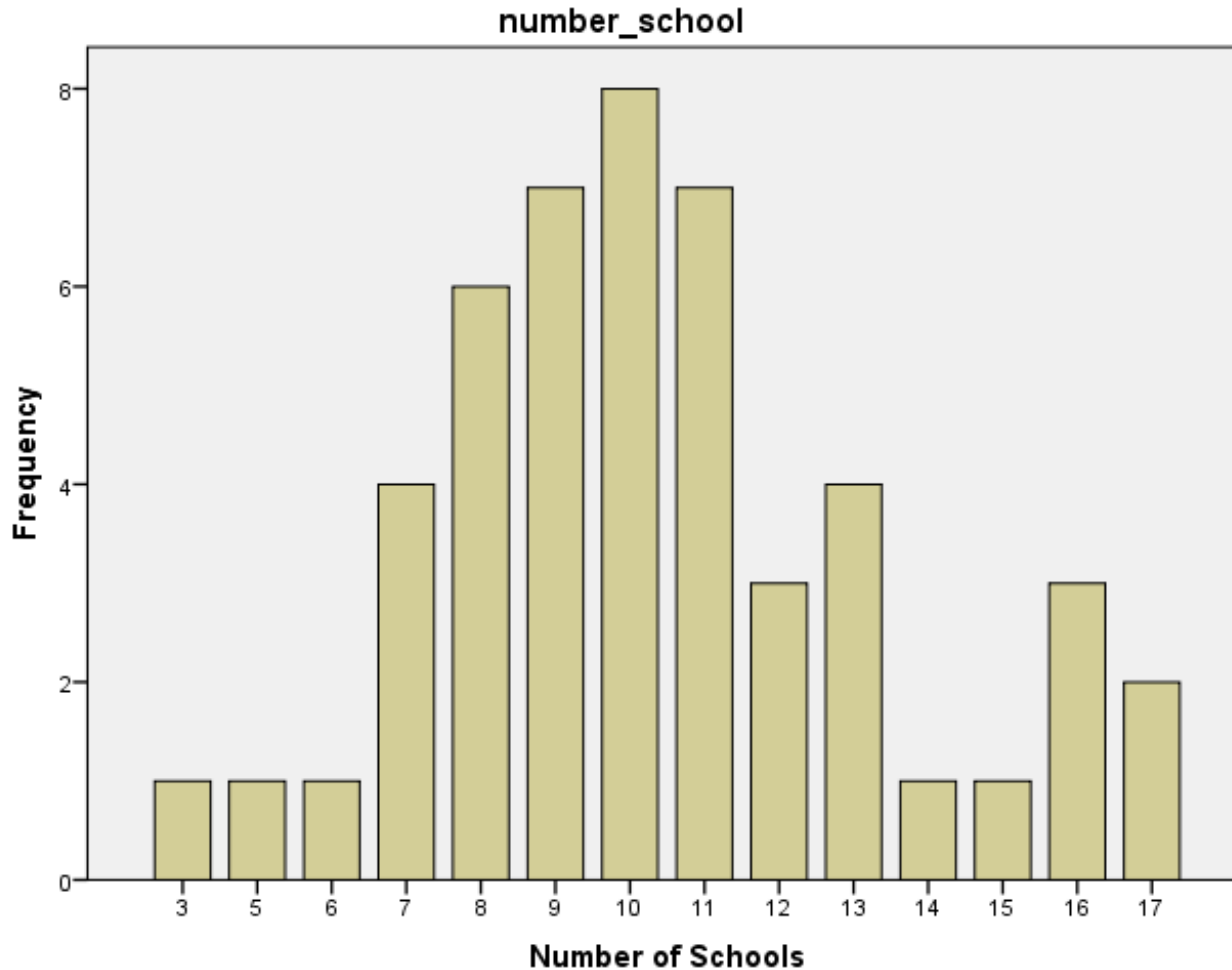
Grade	In school suspension	Out of school suspension
5	1.3	2.6
6	2.2	2.4
7	2.5	3.6
8	1.6	3.1
9	1.5	3.8

On average (n=49), from grade 1 to 9, these students changed schools **10** times.



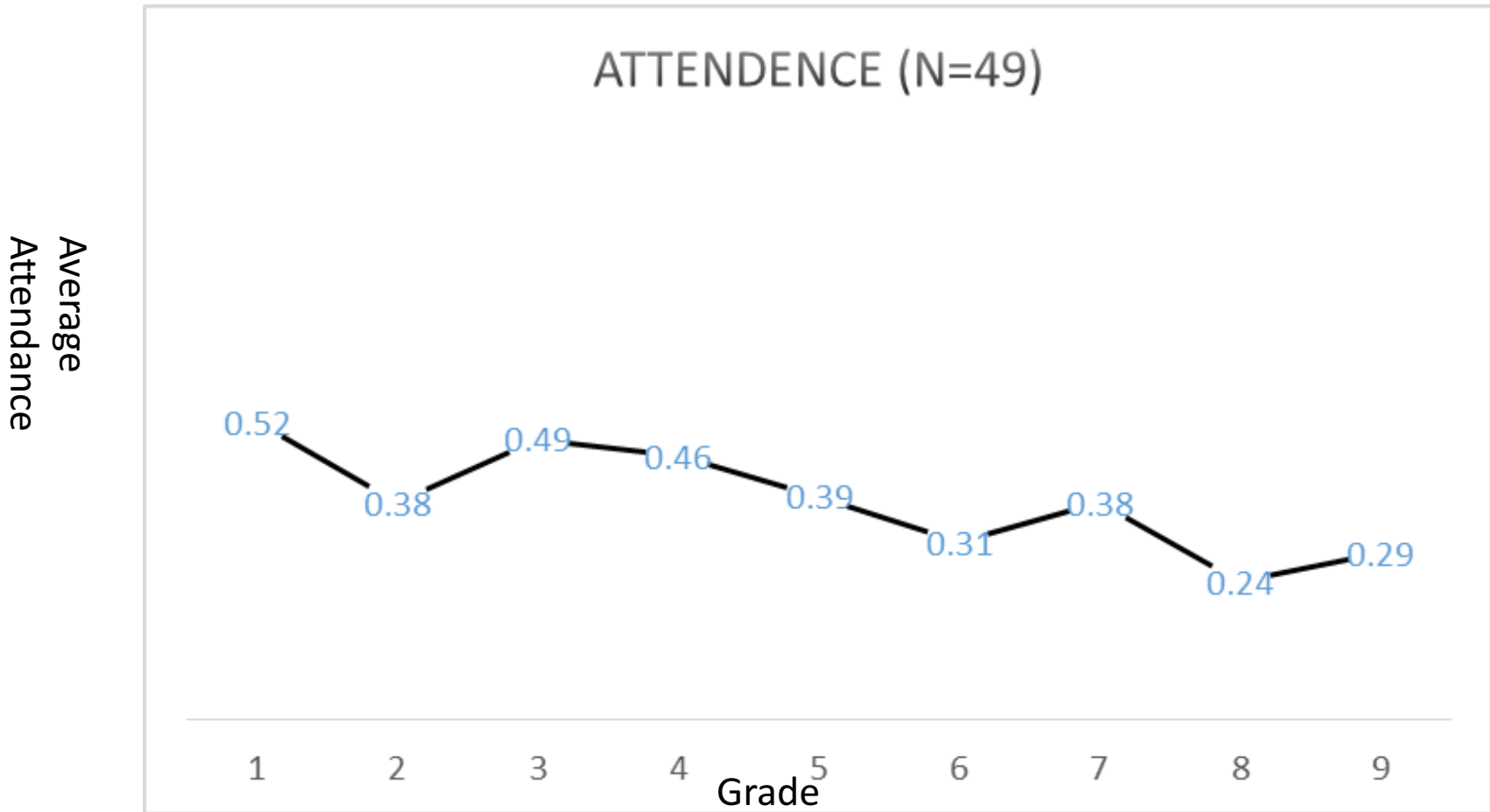
# Mean=10, range=3 to 17

## Number of schools attended by students



Some students attended 17 schools from grade 1 to 9

# Attendance



## EXAMPLE 1.8

Sample banner on attendance performance levels<sup>51</sup>

### How is YOUR Attendance?

<b>Very chronically absent</b>	<b>Chronically absent</b>	<b>At risk</b>	<b>Acceptable</b>	<b>Perfect</b>
Below 85%	85%–90%	91%–95%	96%–99%	100%
More than 27 absences	18–27 absences	9–17 absences	1–8 absences	0 absences

# Evaluation method

## Procedure

- Interviews with all mentors (1 to 1.5 hours long)
- Two focus groups (1 hour for each, 8 to 10 people per group)
- Audio-recorded both interviews and focus groups and later transcribed
- *Nvivo* was used for coding

# From Mentors

“Once I had students on my caseload, it was checking in with them; checking in with their team of people, including their case managers, their probation officers, their parents; and preparing them for that transition back into the community...getting them ready for what things will look like.”

# From Mentors

“One of the best moments I had was going to one of my kids' high school graduation. He was here at Totem Town, he transitioned to the community, finished school, got his credits done, and was able to walk across the stage with his diploma. That had nothing to do with me; it had everything to do with him. But that was awesome, to sit and say, 'I know him, I know him and I know the work that he's done in the four years that it took to get him here.'”

# Evaluation Results

Evaluation Question	Key Themes
<p><b>Description of the intervention</b></p>	<ul style="list-style-type: none"> <li>• Providing individualized support for students;</li> <li>• Connecting with parents &amp; collaborating with staff and agencies involved with the student</li> </ul>
<p><b>Challenges to implementation</b></p>	<ul style="list-style-type: none"> <li>• Low student engagement &amp; motivation</li> <li>• Students' lives are chaotic and highly transient</li> <li>• Families lack resources</li> <li>• Caseload expectation is too high</li> <li>• Schools and correctional facilities lack resources and capacity to adequately support JJ-involved students with disabilities</li> <li>• Difficult to engage families</li> <li>• Schools struggle to hold JJ-involved students with disabilities accountable</li> </ul>
<p><b>Perceived outcomes</b></p>	<p>Helps reduce parent stress; mentors fill a gap in existing services; mentors increase student motivation &amp; academic performance; students gain confidence</p>
<p><b>Perceived value of MAP program</b></p>	<p>Mentors are role models, caring adults, and advocates; mentors hold students accountable and help correct negative behavior</p>

# Lessons learned

- Identify data source
- Family engagement
- Providing ongoing coaching
- Staff turnover
- Community engagement



# Resources

The screenshot shows the IRIS Resource Locator website. At the top, there is a navigation bar with the logos for Vanderbilt Peabody College and Claremont Graduate University. The IRIS Center logo, featuring a purple iris, is on the left. Navigation links include HELP & SUPPORT, AAA, a search bar with 'Google Custom Search', and a main menu with RESOURCES, PROFESSIONAL DEVELOPMENT, SERVICES, USING IRIS, ARTICLES & REPORTS, and ABOUT. Below the navigation bar, the breadcrumb trail reads 'THE IRIS CENTER > RESOURCES > IRIS RESOURCE LOCATOR'. The main content area is titled 'IRIS Resource Locator' and includes a search box with 'Enter keyword', 'SEARCH', and 'RESET' buttons. A 'SORT BY:' section has tabs for 'TOPIC', 'RESOURCE TYPE', and 'MODULE ELEMENT'. The 'TOPIC' tab is selected, showing a list of categories: 'Juvenile Corrections (25)', 'Modules (2)', 'Activities (1)', 'Information Briefs (13)', 'Video Vignettes (5)', and 'Web Resource Directory (4)'. A sidebar on the left lists various topics with checkboxes, including Accommodations, Assessment, Assistive Technology, Behavior and Classroom Management, Collaboration, Content Instruction, and Differentiated Instruction.

# Resources

OFFICE OF JUSTICE PROGRAMS

**OJJDP** Office of Juvenile Justice and Delinquency Prevention  
Working for Youth Justice and Safety

▶ ABOUT OJJDP ▶ E-NEWS TOPICS ▶ FUNDING ▶ PROGRAMS STATE CONTACTS ▶ PUBLICATIONS ▶ EVENTS ▶ TOOLS

RESEARCH AND STATISTICS

## MODEL PROGRAMS GUIDE

▶ MPG HOME ▶ MPG PROGRAMS BY TOPIC ▶ ALL MPG PROGRAMS

Home / Model Programs by Topic

### Programs by Topics

- **Child Protection, Health, and Welfare**
  - Case Management
  - Court Appointed Advocates
  - Family Reunification
  - Foster Care/Child Welfare System
  - Health/Welfare Assessment Tools
    - Mental Health
    - Physical Health
  - Protection
  - Substance Abuse
  - Suicide
  - Underage Drinking
  - Youth Development
- **Children Exposed to Violence and Victimization**
  - Abuse/Maltreatment/Neglect
  - Bullying
  - Family Violence/Domestic Violence/Intimate Partner Violence
  - Gun/Community Violence
  - Physical Assault
- **Delinquency Prevention**
  - Antisocial Behavior/At-Risk Problem Behaviors
  - Arts-Based Programs and Arts Therapies
    - Community-based
    - Community-wide
    - Faith-based
    - Gang Prevention
    - Home Visiting
    - Jobs and Workforce Development
    - Mentoring
    - Parents/Family
    - Positive Youth Development
    - Protective Factors
    - Recreation
    - Risk Factors
    - School-based
    - Substance Abuse Prevention
    - Treatment
    - Violence Prevention
  - Detention, Confinement, and Supervision
- **Juvenile and Family Courts**
  - Court Appointed Advocates
  - Drug Courts
  - Personnel
  - Restorative Justice
  - Sentencing/Sanctions
  - Specialty/Problem-solving Courts
    - Waiver/Transfer
    - Youth/Teen/Peer Courts
  - Law Enforcement
    - Investigations
    - School Resource Officers
    - Youth Arrests
    - Youth-focused Policing Strategies
  - Offending by Juveniles
    - Delinquency
    - Drug and Alcohol Offenses
    - Gang Offenses
    - Offenses by Young Juveniles
    - Property Offenses
    - Serious/Habitual/Chronic

