

5-2021

School Interventionists FY 2015-2020

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EVIDENCE-BASED NEBRASKA

SCHOOL INTERVENTIONISTS

FY 2015-2020

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Layout by Tara Grell, UNO Center for Public Affairs Research

This project is supported by Contact CC-21-727 awarded by the Nebraska Crime Commission. Points of view or opinions contained in this document are those of the author and do not necessarily represent the official position or policies of the Nebraska Crime Commission or the Community-based Juvenile Services Aid Program.

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Executive Summary

School Interventionists identify and coordinate behavioral or academic intervention for a student. Youth can be referred to the School Interventionist for attendance issues, poor grades, lack of engagement, and/or behavior issues. The intervention process includes clearly identifying the problem, selecting a strategy to address the problem, and measuring the effectiveness of the strategy. The intervention can include other supports for the youth within the school or community.

In interviewing School Interventionists, they are often responsible for addressing a range of school and home issues, and often use a range of activities to do so. These activities fall within three identified evidence-based practices including: building social and emotional competencies, focusing on protective factors to improve school engagement, and being a supportive adult and building relationships with youth they serve.

Of the eight programs that have been funded over the course of the project, two of the School Interventionists programs receive referrals from diversion programs and serve youth on diversion who are also having school issues. The other programs often receive referrals from school counselors or other mental health/social workers. Generally, Interventionists focus on school-related issues, such as improving grades, attendance, or school engagement; however, they also focus on addressing issues at home. One program primarily addressed absenteeism. The programs varied in terms of the level of risk of the youth served. While some indicated higher rates of prior law violations, others reported a higher level of aggressive behavior and many reported youth came from high risk environments.

Four of the programs had sufficient cases to examine outcomes (at least 80% of their cases were discharged). Of these, there were high rates of youth successfully completing the program (or a neutral discharge, such as transferring schools). In examining school-related outcomes for two of these programs that had sufficient data to do so (at least 80% of the data was complete), School Interventionists appear to be most successful at improving grades and improving school engagement, with less success at improving attendance (in both programs attendance did not improve).

We were able to examine future system involvement for the four programs. Specifically, each program had between 1.3% and 2.4% of youth with a status offense court filing. Law violation rates were more variable across programs—with a range of 1.6% to 13.1%. Programs with higher future system involvement rates were also those programs with higher risk youth, based on information programs provided about high-risk environment, aggressive behavior, and previous law violations.

Nebraska's Community-based Juvenile Services Aid Program

Recognizing that unnecessary formal involvement in the juvenile justice system may be contrary to the best interests and well-being of juveniles, the state of Nebraska established a fund entitled the Nebraska Community-based Juvenile Services Aid Program (CBA) Fund to support local programs and services for juveniles (Neb. Rev. Stat. § 43-2404.02). The purpose of the Community-based Aid Program is to assist counties with developing intervention programs and services “designed to serve juveniles and deter involvement in the formal juvenile justice system” (Neb. Rev. Stat. § 43-2404.02(2)(b)). This fund encourages the provision of appropriate preventive and/or diversionary programs for juveniles, as well as better coordination of the juvenile services system. The statute specifically outlines funding particular activities, including “programs for local planning and service coordination; screening, assessment, and evaluation; diversion; alternatives to detention; family support services; treatment services; truancy prevention and intervention programs; pilot projects approved by the commission; payment of transportation costs to and from placements, evaluations, or services; personnel when the personnel are aligned with evidence-based treatment principles, programs, or practices; contracting with other state agencies or private organizations that provide evidence based treatment or programs’ preexisting programs that are aligned with evidence-based practices or best practices; and other services that will positively impact juveniles and families in the juvenile justice system.” (Neb. Rev. Stat. § 43-2404.02(3)(b)).

Programs funded through CBA, including School Interventionists, are statutorily required to report data to the Nebraska Commission on Law Enforcement and Criminal Justice (Nebraska Crime Commission) (Neb. Rev. Stat. § 43-2404.02(4)(a)). This requirement is fulfilled when programs enter youth information into the Juvenile Case Management System (JCMS). The JCMS is a secure, web-based tool that allows programs to meet their reporting requirements while measuring whether the program is meeting the goals they set out to achieve. More importantly, as a statewide system, programs are held to a uniform standard of reporting by utilizing common definitions. An overarching objective of the JCMS is for programs to utilize consistent definitions for key data elements.

School-based Programs

Schools can be a place that students seek positive relationships and may be best suited to identify problems both at school and in the home. Young people spend much of their time in the school setting, as such, school-based programming can be an ideal method for providing youth with needed services. Alternatively, schools can also serve as an entry point to the juvenile justice system. These pathways to the juvenile justice system, also known as the school-to-prison pipeline, are systematic policies and practices that may funnel youth from the school, into the juvenile justice system and “systematically dissolve student connections with schools” (Hughes, Raines, & Malone, 2020, p. 72; Skiba et al., 2014). Instead of relying on juvenile justice system involvement for issues related to absenteeism, behavioral problems, and academic failure, schools are well-positioned to provide services that consider ecological factors (i.e., developmental level, culture, home life, and community) in addressing school issues, while also promoting students’ social-emotional functioning, mental health, and behavior (Baer & Manning, 2014; Hughes et al., 2020).

According to the Evidence-based Nebraska project (EB-Nebraska) program type definitions, school-based programs help provide educational support, training and/or supervision for youth where academic and/or behavioral problems originated in the school setting. EB-Nebraska includes four types of school-based programs: After School programs, Alternative School programs, School Interventionists, and School Resource Officers¹ (see Rhodes & Clinkinbeard, 2019 EB-NE Brief #4).

School Interventionists

The EB-Nebraska definition for School Interventionists indicates they: identify and coordinate behavioral or academic intervention for a student. Youth can be referred to the School Interventionist for attendance issues, poor grades, lack of engagement, and/or behavior issues. The intervention process includes clearly identifying the problem, selecting a strategy to address the problem, and measuring the effectiveness of the strategy. The intervention can include other supports for the youth within the school or community.

The term and definition of School Interventionist was created specifically for the EB-Nebraska project, as there was not a clear “program type” already established in the research literature. Although School Interventionists often receive referrals for absenteeism issues, through the process of classifying programs into types and speaking with programs, the Juvenile Justice Institute discovered that School Interventionists were doing much more than addressing absenteeism/truancy and classifying these programs as an absenteeism program seemed limiting. In addition to absenteeism, School Interventionists were addressing academic issues, behavioral and mental health, family circumstances, school engagement, and even assisting in providing/getting youth and family access to basic needs and personal hygiene products.

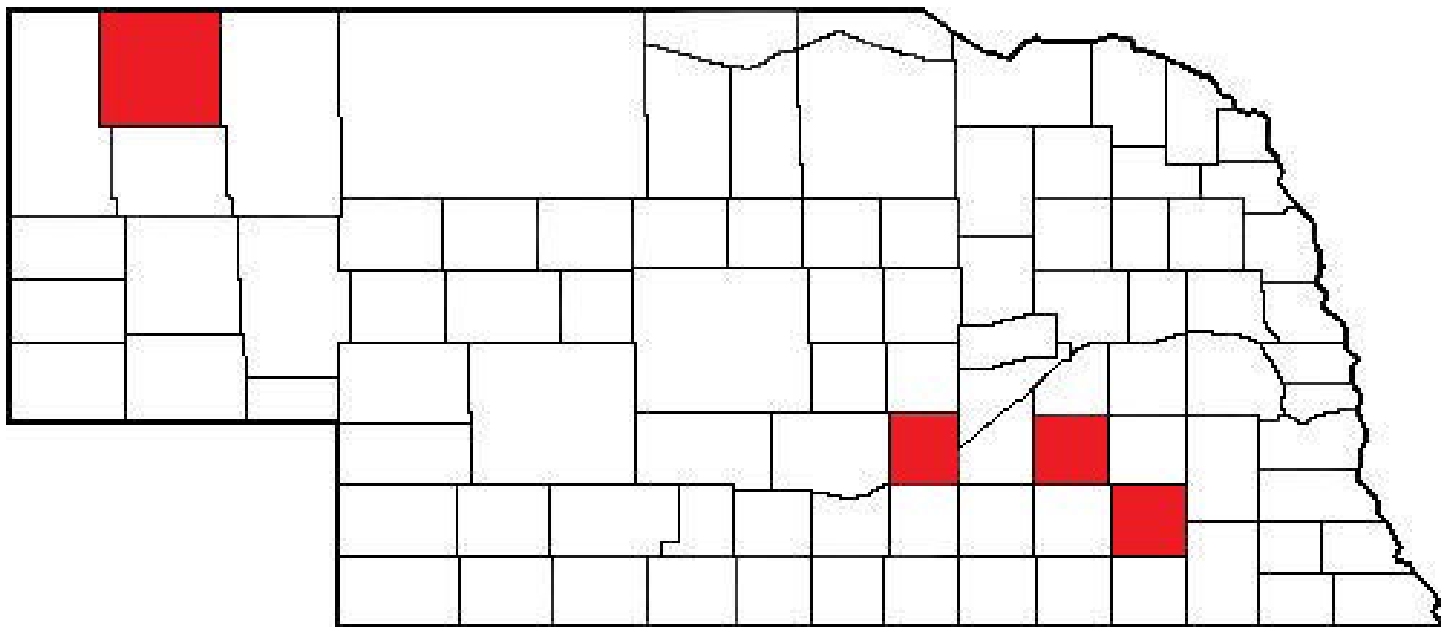
To better understand the scope of the School Interventionists currently funded by the CBA fund in Nebraska, we interviewed each School Interventionist and asked about their background/training, their relationship with the school, the infrastructure in place for them in the school, what their typical days and caseload consisted of, reasons youth are referred, and the types of interventions they employed.

¹ As of FY 2021-2022, the Community-based Aid Program and Juvenile Services Commission Grant Program will no longer be funding School Resource Officers

Interviews with School Interventionists

We conducted interviews with six Interventionists from four county programs (two counties each fund two Interventionists – with one at a middle school and one at the high school). We interviewed all programs that are currently funded (FY 2020-2021) and that have been funded for at least one year. The following programs were interviewed for the report:

Figure 1. Map of Counties with School Interventionists funded FY 2020-2021



Dawes County Social Work Program – Dawes County	1 Interventionist
Middle/High School Interventionists – Hall County	2 Interventionists
Youth Assistance Program (YAP) – Saline County	2 Interventionists
Interventionist – York County	1 Interventionist

Of the six Interventionists, two had a master’s degree in education and counseling (one was licensed as a mental health practitioner, though the licensure was not required for the position), two had bachelor’s degrees in human development and social work (one with a social work certification), and two were currently completing their bachelor’s degrees in sociology. Five indicated that they worked for the school and one indicated they worked for the county attorney’s office. Most stated that they had a great relationship with the school in terms of serving youth and getting data required to enter into the JCMS. One Interventionist who serves two schools indicated that their relationship with one school was not as great, and that the school was not very supportive of the program (i.e., the school is not referring many youth) – possibly because of mental health stigma. Two of the Interventionists serve two schools, one serves six schools, and three indicated serving one school. All reported having a dedicated space in the schools – some a private office and others a desk within a larger office (for which some indicated privacy concerns). The length of time each had been an Interventionist varied, with two indicating approximately one year, one indicating two years, two indicating three years, and one six years.

When asked about a typical day, most indicated that they meet with students regularly (approximately 4 to 6 students a day) by pulling them out of their non-core classes or during breaks. Three Interventionists (from two programs) stated that their case load often consisted of youth on diversion or truancy diversion who also have issues in school. Two Interventionists (from one program) primarily handled absenteeism cases, so they started their day by checking attendance and grades to see who may need services. Across all programs, Interventionists may see youth weekly or biweekly, depending on the needs and level of risk of the youth. All programs indicated that if a youth is experiencing higher needs than what the Interventionist is designated to handle (e.g., mental health or suicidal ideation), then the Interventionist will refer the youth to the counselor, mental health worker, or social worker. Some programs mentioned that students may pop in without a scheduled appointment to talk and one indicated that the program assists youth with basic needs (food, clothing, shelter).

In terms of interventions utilized, some general evidence-based themes emerged from the interviews that underly the role of the interventionists.

Building Social and Emotional Competencies

One challenge for schools involves serving diverse students with varied learning abilities and motivation; however, many students lack social-emotional competencies and become less connected to school as they reach middle and high school, which can negatively affect their academic performance, behavior, and health (Blum & Libbey, 2004). Relationships and emotional processes affect how and what students learn, as such, schools and families should address these aspects of the educational process for students (Elias et al., 1997). In a national school survey of middle and high school students, only 29% indicated that their school provided a caring, encouraging environment (Benson, 2006) and by high school as many as 40% to 60% of students become disengaged from school (Klem & Connell, 2004).

Developmental research indicates that improving social-emotional competencies is associated with higher well-being and better school performance. One framework for doing so is Social and Emotional Learning (SEL), which is a process for acquiring competencies to manage emotions, set and achieve positive goals, appreciate the perspectives of others, make responsible decisions, and handle interpersonal situations constructively (Durlak et al., 2011; Elias et al., 1997). In turn, these competencies should increase positive behaviors, result in fewer conduct problems, encourage less emotional distress, and improve test scores and grades (Greenberg et al., 2003). A meta-analysis of 213 school-based SEL programs indicated that participants demonstrated significantly improved social and emotional skills, attitudes, behaviors, and academic performance (Durlak et al., 2011).

Although the School Interventionists we interviewed were not specifically implementing the SEL framework formally, the types of interventions they discussed aimed to improve social and emotional competencies in the youth they served. To illustrate, all of the programs indicated that they assisted youth with setting and achieving both attendance and academic goals. Some Interventionists assisted youth in organizing their missing assignments, color coding the missing assignments according to priority, and providing small incentives for achieving their goals (e.g., packs of gum, designated time to eat lunch together, gift cards). Four Interventionists discussed focusing on interpersonal skills, managing emotions, as well as mental/social/behavioral health. They discussed some specific

interventions including DBT (Dialectical Behavior Therapy), WRAP (Wellness Recovery Action Plan), and Boystown curriculum that focuses on talking to adults, hygiene, expressing anger, and social skills.

Protective Factors and School Engagement

One of the primary goals of the School Interventionists is to build on young peoples' protective factors and to promote school engagement. Although research has largely focused on addressing risk factors, a growing body of evidence has given attention to the importance of protective factors in promoting positive youth development and school success (Woolley & Bowen, 2007). Moreover, protective factors, such as personal characteristics, familial conditions, and peer selection, have been associated with reducing repeat offending in juveniles on probation (Carr & Vandiver, 2001) – supporting the adaptive model of resiliency and highlighting the importance of enhancing protective factors to reduce delinquency. One such protective factor is school engagement, which is a critical variable in dropout prevention efforts (Anderson et al., 2004; Grannis, 1994).

When asking the Interventionists to describe a particular case that exemplifies success for their program, most described a scenario where the young person, often through increasing protective factors, became engaged in school and improved attendance/grades/attitudes toward school. One Interventionist described a young person who was having attendance issues – through getting involved in the school play, adjusting her school schedule, WRAP and mental health services, the young person was no longer truant and had all passing grades. Another Interventionist told the story of a young person who had mental health issues and was struggling in school, he received mental health services and joined the golf team, and now only has three classes left to graduate.

Supportive Adults and Building Relationships

A strong theme amongst all programs is that the School Interventionist provides a supportive adult to the youth on their caseload. In fact, when we asked programs to identify the *most effective intervention*, five of the six Interventionists that we interviewed indicated the following:

- being “an ear for the child” and making the school a “comfortable place where they know they can talk to a supportive adult”;
- “meeting with kids on a regular basis to have a sounding board and to give them encouragement”;
- “talking to them about their future and plans to get there”;
- “being able to build that trust with these kids that don’t have that anywhere else”;
- “being present, that trusting adult and getting that positive support”.



One of the most consistent findings in research on fostering resilience and competence of youth is that positive, supportive relationships with adults, who need not be a parent, contributes to better outcomes (Masten & Reed, 2002). For instance, research indicates that students who reported a supportive adult in their lives, also reported higher levels of psychological and behavioral engagement with school (Woolley & Bowen, 2007). The quality of those relationships also matter. Research has

found that after accounting for risk and attendance, student and interventionists perceptions of the closeness of their relationship was related to improved engagement and school attendance (Anderson et al., 2004).

It appears that in some instances, the Interventionists are able to step in and assist the young person when a parent cannot. One Interventionist described a successful case in which the young person needed an ID to join AmeriCorps after graduation but could not get their parent to assist them. The Interventionist was able to walk the student through the steps and the application process. Another described a young person who was truant because they did not wake up in the morning. The Interventionist worked with the student and their sibling, and set-up a morning routine with an alarm clock. In another similar example, the Interventionist set-up the student to have a consistent ride to school via bus.

School Interventionist Cases Entered into the JCMS

Youth Served

Overall, a total of 1,091 cases were entered into the Juvenile Case Management System (JCMS) from July 1, 2015 to December 31, 2020, with these cases 1,078 individual youth ($n = 13$ youth were served twice). Of these, 46.1% were female and 53.7% were male (0.2% were not specified), with a mean age of 14.67 ($SD = 2.57$). Table 1 displays the race and ethnicity of youth served by School Interventionists. Hispanic youth (44.2%) and White youth (40.3%) were the most often served, followed by Black (5.9%) and American Indian/Alaskan Native (5.8%).



Table 1. Race/ethnicity of Youth Served by School Interventionists

	Frequency	Percent
American Indian, Alaska Native	62	5.8
Asian	4	0.4
Black, African American	64	5.9
Native Hawaiian, Other Pacific Islander	3	0.3
White	434	40.3
Hispanic	477	44.2
Other Race	4	0.4
Multiple Races	25	2.3
Unspecified	5	0.5
Total	1,078	100

Programs and Referral Source

Table 2 displays the number of youth served in each program and years that the program has been funded, and thus, entered cases into the JCMS. Three of the programs have been funded for the length of the CBA evaluation period (FY 2015 to FY 2020), while the others have been funded for fewer years. Two of the programs who were previously funded and entered data, are no longer currently funded as of FY 2019.

Table 3 displays the referral source for each case. Overall, the most referrals came from diversion programs ($n = 300$). During our interviews with the Interventionists, some indicated that they have a working relationship with diversion so that youth on diversion who are also having problems in school, will be on the Interventionists caseload to assist with attendance, grades, or school engagement. Otherwise, school personnel such as guidance counselors and school administrators make up the next largest referral source ($n = 220$ and $n = 170$, respectively), along with mental health/social workers ($n = 206$).

Table 2. Number of Youth Served in Each Program and Years Programs Have Been Funded

	Frequency	Percent	Funded (FY)
Schuyler Public Schools – Colfax County	94	8.6	2015 - 2020
Dawes County Social Work Program – Dawes County	55	5	2015 – 2020
Middle/High School Interventionists – Hall County	611	56	2015 -2020
Back on Track (The Hub) – Lancaster County	30	2.7	2020 -2021
Your Life – Madison County	42	3.8	2016 – 2019
Youth Assistance Program (YAP) – Richardson County	136	12.5	2016 – 2019
Youth Assistance Program (YAP) – Saline County	81	7.4	2017 – 2020
Interventionist – York County	42	3.8	2018 – 2020
Total	1,091	100	

Table 3. Referral Source for Youth Served by School Interventionists

	Frequency	Percent
Diversion Program	300	27.5
Guidance Counselor	220	20.2
Mental Health/Social Worker	206	18.9
School Administrator	170	15.6
Teacher	59	5.4
Self	22	2
Family Member	22	2
Other	21	1.9
School Resource Officer	14	1.3
Court Referral	2	0.2
Probation	1	0.1
None or Missing	54	5.0
Total	1,091	100

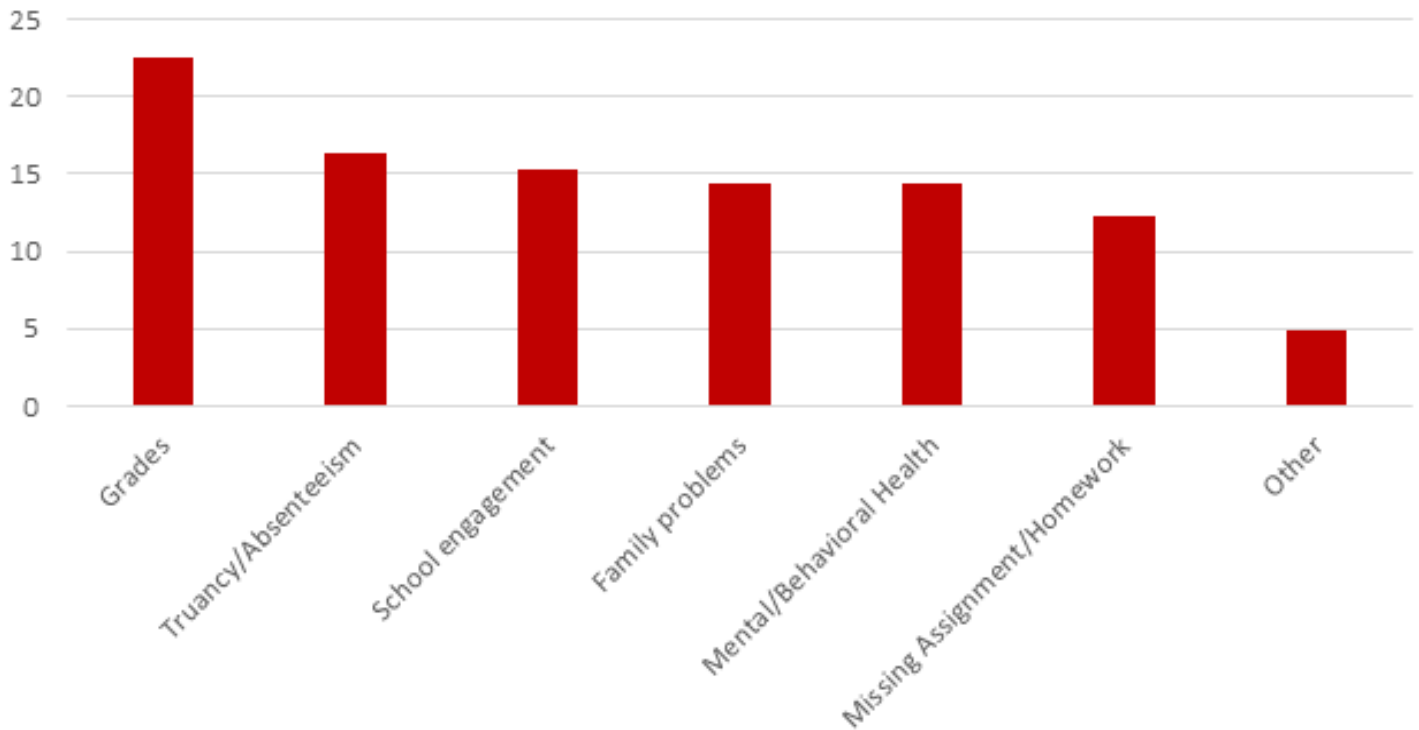
Enrollment Reason

The most common reasons a youth enrolls with the School Interventionist are school-related issues, such as grades ($n = 327$), truancy/absenteeism ($n = 237$), school engagement ($n = 222$), and then missing assignments or homework ($n = 178$). While interviewing the Interventionists, all of them indicated working with students who have absenteeism issues; however, in most of the programs, they were not the only service provider at the school who handled these cases and there was often a truancy officer or other program to handle absenteeism solely.

Students were also referred for non-school-related reasons, such as family problems ($n = 210$) and mental/behavioral health ($n = 209$). During the interviews with Interventionists, many of them

indicated working with youth who have mental or behavioral health issues; however, if the issues warranted referral to a high level of service, the Interventionists often further referred youth to the school counselor or other mental health services.

Figure 2. Primary and Secondary Reason for Enrollment*



*Programs could enter both a primary and secondary reason for enrollment

Risk Level of Youth Served

According to the seminal meta-analysis by Lipsey and colleagues (2009) that examined the primary factors that characterize effective interventions with juvenile offenders, the most effective interventions are therapeutic and of high quality, and serve youth of the highest risk level, including whether they have prior law violations, have a history of aggressive behaviors, and/or come from a high-risk environment. In the JCMS, programs are asked to enter these three variables for the youth they serve. To assess these variables, however, we require at least 20% of the variables to be completed. As Tables 4a through 4c indicate, most programs have a high level of missing data or marked “unknown” for these measures—making evaluation difficult. Of the data that is available, it appears that the highest risk factor for youth served by School Interventionists is coming from a high-risk environment.

Table 4a. Risk Level of Youth Served: Prior Law Violations

	Yes	No	Unknown	Missing
Schuyler Public Schools – Colfax County	17%	48%	0%	35%
Dawes County Social Work Program – Dawes County	9%	35%	15%	42%
Middle/High School Interventionists – Hall County	9%	60%	25%	7%
Back on Track (The Hub) – Lancaster County	0%	0%	0%	100%
Your Life – Madison County	14%	76%	2%	7%
Youth Assistance Program (YAP) – Richardson County	2%	34%	36%	64%
Youth Assistance Program (YAP) – Saline County	5%	9%	11%	75%
Interventionist – York County	7%	5%	0%	88%

Table 4b. Risk Level of Youth Served: Aggressive Behavior

	Yes	No	Unknown	Missing
Schuyler Public Schools – Colfax County	35%	40%	0%	35%
Dawes County Social Work Program – Dawes County	7%	47%	9%	36%
Middle/High School Interventionists – Hall County	21%	50%	24%	5%
Back on Track (The Hub) – Lancaster County	0%	0%	0%	100%
Your Life – Madison County	7%	81%	5%	7%
Youth Assistance Program (YAP) – Richardson County	8%	31%	39%	61%
Youth Assistance Program (YAP) – Saline County	1%	15%	8%	76%
Interventionist – York County	0%	5%	0%	95%

Table 4c. Risk Level of Youth Served: High-risk Environment

	Yes	No	Unknown	Missing
Schuyler Public Schools – Colfax County	40%	23%	0%	36%
Dawes County Social Work Program – Dawes County	20%	29%	11%	40%
Middle/High School Interventionists – Hall County	36%	25%	35%	5%
Back on Track (The Hub) – Lancaster County	0%	0%	0%	100%
Your Life – Madison County	31%	48%	7%	14%
Youth Assistance Program (YAP) – Richardson County	11%	27%	1%	61%
Youth Assistance Program (YAP) – Saline County	39%	8%	2%	51%
Interventionist – York County	5%	0%	2%	93%

School Interventionists Contacts

We next examined the number of contacts each program had with youth, as a measure of dosage of the program. Several programs have not entered complete data for contacts with youth, while others have provided data for these contacts. Table 5 displays the number of contacts. When information

is entered into the contacts section of the JCMS, programs are asked to complete fields related to who was present at the meeting, what the intervention was, and the outcomes. In interviewing the Interventionists, we asked how often they meet with youth. Most indicated weekly or bi-weekly. As such, the mean number of meetings below seems low (with the exception of Hall County’s Middle/High School Interventionists) and we do not think the data are reliable to evaluate at this time.

As these fields are not yet reliably entered and only became required in July 2020, we did not further examine these variables; however, they will be important to better understand how dosage and specific interventions are influencing outcomes in the future.

Table 5. Number of contacts

	No Meetings Entered	Cases with meetings	M	SD	Min	Max
Schuyler Public Schools – Colfax County	80%	19	2.21	1.48	1	7
Dawes County Social Work Program – Dawes County	19%	44	1.73	0.82	1	3
Middle/High School Interventionists – Hall County	22%	476	14.90	15.83	1	109
Back on Track (The Hub) – Lancaster County	3%	29	1.76	0.44	1	2
Your Life – Madison County	5%	39	4.08	4.06	1	17
Youth Assistance Program (YAP) – Richardson County	79%	26	1.00	0.00	1	1
Youth Assistance Program (YAP) – Saline County	51%	40	2.12	1.59	1	7
Interventionist – York County	93%	3	1.00	0.00	1	1

Discharge Outcomes

Before examining outcome measures for each of the programs, first we examined how many cases were never discharged/possibly still active, discharged but no reason given (as evidenced by whether they had a discharge date but no reason indicated), and discharged with a reason. To reliably evaluate a program’s outcomes, at least 80% of the cases should be closed with a discharge reason. Table 6 displays the discharge data, and the highlighted rows include the programs that have at least 80% of their cases closed.

The remaining programs either have too many cases that they failed to close or have too many active cases to proceed with evaluation at this time. We continue to include the data for these programs so trends can be examined, and so programs may see how missing data affects outcomes.

Table 6. Discharge Data Entered and Cases Available for Outcome Analysis

	Never discharged or possibly active	No discharge reason entered	Discharge reason known	Total	Percent cases closed
Schuyler Public Schools – Colfax County	53	0	41	94	44%
Dawes County Social Work Program – Dawes County	19	1	35	55	64%
Middle/High School Interventionists – Hall County	55	15	541	611	89%
Back on Track (The Hub) – Lancaster County	24	0	6	30	20%
Your Life – Madison County	2	0	40	42	95%
Youth Assistance Program (YAP) – Richardson County	0	0	136	136	100%
Youth Assistance Program (YAP) – Saline County	12	0	69	81	85%
Interventionist – York County	14	0	28	42	67%
Total	179	16	896	1,091	82%

Collectively, Tables 7a and 7b display the discharge reasons for each case. Table 7a displays the successful and neutral discharged cases and 7b displays the unsuccessful reasons. In general, of the programs that can be evaluated (highlighted in gray), these programs are demonstrating several successful outcomes. Similarly, these programs have demonstrated fewer unsuccessful outcomes. Hall County has a higher rate of students transferring schools—likely students transferring from the middle school to high school. Both Madison County and Saline County have high rates of “other”, which is something that should be further examined to ensure that the JCMS is capturing the outcomes adequately.

Table 7a. Discharge Reasons: Successful and Neutral

	Completed program requirements	Graduated	Transferred Schools	Other	Youth/parent refused	Percent Successful/Neutral
Schuyler Public Schools – Colfax County	27%	0%	12.2%	10%	0%	
Dawes County Social Work Program – Dawes County	9%	11%	8.6%	40%	14%	
Middle/High School Interventionists – Hall County	43%	5%	27%	4%	4%	83%
Back on Track (The Hub) – Lancaster County	17%	0%	33%	33%	0%	
Your Life – Madison County	60%	0%	0%	25%	3%	88%
Youth Assistance Program (YAP) – Richardson County	84%	0%	0%	6%	2%	92%
Youth Assistance Program (YAP) – Saline County	42%	12%	0%	28%	6%	88%
Interventionist – York County	11%	43%	32%	7%	4%	
Total	47%	6%	18%	9%	4%	

Table 7b. Discharge Reasons: Unsuccessful

	Did not complete program requirements	Dropped out	Expelled	New charges/probation	Percent Unsuccessful
Schuyler Public Schools – Colfax County	2%	44%	0%	5%	
Dawes County Social Work Program – Dawes County	11%	0%	3%	3%	
Middle/High School Interventionists – Hall County	7%	.5%	.5%	10%	18%
Back on Track (The Hub) – Lancaster County	17%	0%	0%	0%	
Your Life – Madison County	13%	0%	0%	0%	13%
Youth Assistance Program (YAP) – Richardson County	7%	2%	0%	0%	9%
Youth Assistance Program (YAP) – Saline County	10%	3%	0%	0%	13%
Interventionist – York County	0%	0%	0%	4%	
Total	7%	3%	1%	6%	

School-related Outcome Measures

The primary goals of School Interventionist programs are to improve attendance, grades/academic progress, and school engagement. As such, programs are asked to enter data for each student at intake to the program and at discharge from the program to measure improvement from intake to discharge. Again, to reliably analyze this data, we would expect to have at least 80% of that data entered.

Of the programs that had enough discharge data to be evaluatable, two programs had sufficient outcome data to analyze: Hall County’s Middle and High School Interventionists and Saline County’s YAP (two of three variables).

As displayed in Tables 8a and 8b, in both Hall County and Saline County, there is a slightly higher or similar percentage of students who were “frequently or sometimes” absent from intake to discharge (indicated in red in Table 8b); however, there is a higher level of missing data at discharge that could account for why these differences are not stronger or more positive. Hall County’s program demonstrated a slight decrease in the percent of students who were “never or rarely” absent (indicated in green on Table 8b). Wilcoxon nonparametric statistical tests for ordinal data indicated that:

- There was not a significant improvement on misses school from intake to discharge for Hall County Interventionists (Wilcoxon $z = 1.13, p = .258, n = 483$); specifically, 114 students improved, 100 students declined, and 269 students remained the same.

- There was a significant improvement on misses school from intake to discharge for Saline County YAP Interventionists (Wilcoxon $z = 2.12, p = .034, n = 55$); specifically, 7 students improved, 1 students declined, and 47 students remained the same. This is important considering this program primarily focuses on students with attendance problems.

Table 8a. School-related Outcomes: Misses School at Intake

	Frequently or Sometimes	Never or Rarely	Unknown	Missing
Schuyler Public Schools – Colfax County	46%	7%	0%	46%
Dawes County Social Work Program – Dawes County	75%	22%	0%	3%
Middle/High School Interventionists – Hall County	67%	25%	3%	5%
Back on Track (The Hub) – Lancaster County	83%	0%	0%	17%
Your Life – Madison County	58%	23%	0%	20%
Youth Assistance Program (YAP) – Richardson County	13%	15%	0%	72%
Youth Assistance Program (YAP) – Saline County	65%	19%	1%	15%
Interventionist – York County	59%	4%	37%	24%

Table 8b. School-related Outcomes: Misses School at Discharge

	Frequently or Sometimes	Never or Rarely	Unknown	Missing
Schuyler Public Schools – Colfax County	24%	29%	0%	46%
Dawes County Social Work Program – Dawes County	58%	28%	11%	3%
Middle/High School Interventionists – Hall County	69%	23%	0%	8%
Back on Track (The Hub) – Lancaster County	33%	17%	50%	0%
Your Life – Madison County	38%	10%	0%	53%
Youth Assistance Program (YAP) – Richardson County	10%	15%	0%	75%
Youth Assistance Program (YAP) – Saline County	65%	23%	1%	10%
Interventionist – York County	54%	18%	0%	29%

Tables 9a and 9b, which display grades from intake to discharge, again demonstrate that students in both Hall County and Saline County are improving their grades, such that more students have As, Bs, or Cs at intake compared to discharge, and fewer students have Ds or Fs from intake to discharge (see green in Table 9b). As before though, the level of missing data is higher at discharge, which affects the reliability of these results. Wilcoxon nonparametric statistical tests for ordinal data indicated that (please note negative Wilcoxon z indicates improvement for this variable because of the way the variable is coded):

- There was a significant improvement on grades from intake to discharge for Hall County Interventionists (Wilcoxon $z = -5.49$, $p < .001$, $n = 443$); specifically, 145 students improved, 69 students declined, and 229 students remained the same.
- There was not a significant improvement on grades from intake to discharge for Saline County YAP Interventionists (Wilcoxon $z = -1.81$, $p = .071$, $n = 54$); specifically, 10 students improved, 2 students declined, and 42 students remained the same.

Table 9a. School-related Outcomes: Grades at Intake

	As, Bs, or Cs	Ds or Fs	Unknown	Missing
Schuyler Public Schools – Colfax County	46%	7%	0%	46%
Dawes County Social Work Program – Dawes County	53%	42%	3%	3%
Middle/High School Interventionists – Hall County	29%	55%	6%	10%
Back on Track (The Hub) – Lancaster County	33%	50%	0%	17%
Your Life – Madison County	0%	0%	0%	100%
Youth Assistance Program (YAP) – Richardson County	13%	4%	2%	82%
Youth Assistance Program (YAP) – Saline County	54%	29%	3%	15%
Interventionist – York County	29%	18%	7%	46%

Table 9b. School-related Outcomes: Grades at Discharge

	As, Bs, or Cs	Ds or Fs	Unknown	Missing
Schuyler Public Schools – Colfax County	42%	12%		46%
Dawes County Social Work Program – Dawes County	44%	39%	11%	6%
Middle/High School Interventionists – Hall County	45%	44%	2%	10%
Back on Track (The Hub) – Lancaster County	17%	33%	50%	0%
Your Life – Madison County	5%	0%	3%	93%
Youth Assistance Program (YAP) – Richardson County	13%	0%	0%	88%
Youth Assistance Program (YAP) – Saline County	62%	25%	3%	10%
Interventionist – York County	54%	18%	0%	29%

A similar pattern emerged for school engagement as displayed in Tables 10a and 10b—more students in Hall County’s School Interventionist program demonstrated high to medium school engagement, and fewer with low school engagement, from intake to discharge (see green in Table 10b). Wilcoxon nonparametric statistical tests for ordinal data indicated that (please note negative Wilcoxon z indicates improvement for this variable because of the way the variable is coded):

- There was a significant improvement on school engagement from intake to discharge for Hall County Interventionists (Wilcoxon $z = -4.92, p < .001, n = 475$); specifically, 111 students improved, 46 students declined, and 318 students remained the same.
- There was not a significant improvement on school engagement from intake to discharge for Saline County YAP Interventionists (Wilcoxon $z = -1.34, p = .180, n = 45$); specifically, 4 students improved, 1 student declined, and 40 students remained the same.

Table 10a. School-related Outcomes: School Attachment at Intake

	High or Medium	Low	Unknown	Missing
Schuyler Public Schools – Colfax County	15%	39%	0%	46%
Dawes County Social Work Program – Dawes County	53%	42%	3%	3%
Middle/High School Interventionists – Hall County	43%	48%	3%	6%
Back on Track (The Hub) – Lancaster County	17%	67%	0%	17%
Your Life – Madison County	38%	48%	0%	15%
Youth Assistance Program (YAP) – Richardson County	19%	10%	2%	70%
Youth Assistance Program (YAP) – Saline County	20%	52%	13%	15%
Interventionist – York County	25%	29%	0%	46%

Table 10b. School-related Outcomes: School Attachment at Discharge

	High or Medium	Low	Unknown	Missing
Schuyler Public Schools – Colfax County	24%	29%	0%	46%
Dawes County Social Work Program – Dawes County	47%	47%	3%	3%
Middle/High School Interventionists – Hall County	53%	38%	1%	8%
Back on Track (The Hub) – Lancaster County	17%	33%	50%	0%
Your Life – Madison County	35%	20%	3%	43%
Youth Assistance Program (YAP) – Richardson County	25%	3%	0%	72%
Youth Assistance Program (YAP) – Saline County	28%	49%	13%	10%
Interventionist – York County	43%	25%	4%	29%

Future System Involvement

To calculate future system involvement (FSI), the Juvenile Justice Institute received an extract of court filing data from the Nebraska Crime Commission’s (NCC) Justice Data Transformation System (JDTS). The JDTS extract is a deidentified masked dataset that matched court data to the JCMS using first name, last name, middle name (if available in both datasets), and date of birth. These fields need not be identical; instead, the matching process uses a probabilistic process and the level of “matchingness” is based on how well the variables match each other. If interested in the matching levels, documentation on this probabilistic process is available from the NCC.

Data was provided to the JJI for all matched cases – any time a juvenile’s name appeared in the court data and matched a juvenile who was referred to a School Interventionist program. Next, the JJI filtered out any court filings that were dismissed (dismissed-unfounded and dismissed-warned), cases in which the offense did not meet the EB-Nebraska definition of FSI (see Appendix), court filings that occurred prior to discharge from the School Interventionist program, and court filings that occurred greater than one-year post-discharge.

If a juvenile had more than one offense that met these criteria, we included the first offense following discharge from the program as the measure of FSI. Offenses were categorized according to whether they were status offenses or law violations.

Table 11. Discharge Data Entered and Cases Available for Outcome Analysis

	Number of cases	Percent cases closed	Status Offense	Law Violation
Schuyler Public Schools – Colfax County	94	44%	–	–
Dawes County Social Work Program – Dawes County	54	64%	–	–
Middle/High School Interventionists – Hall County	610	89%	1.3%	13.1%
Back on Track (The Hub) – Lancaster County	30	20%	–	–
Your Life – Madison County	41	95%	2.4%	4.9%
Youth Assistance Program (YAP) – Richardson County	126	100%	2.4%	1.6%
Youth Assistance Program (YAP) – Saline County	81	85%	2.4%	2.5%
Interventionist – York County	42	67%	–	–
Total	1,078	82%		

Table 11 displays the FSI for the programs that had at least 80% of their cases closed at the time of evaluation. Each of the programs had between 1.3% and 2.4% of youth with a status offense court filing. Law violation rates were more variable across programs—with a range of 1.6% to 13.1%. The Hall County Middle/High School Interventionist program had the highest FSI, which is reflective of the programming serving a higher risk population: 48.6% of their cases were diversion referrals (one of two programs with diversion referrals), 21% had aggressive behavior (Table 4b), and 36% lived in a high-risk environment (Table 4c).

The program with the next highest FSI was Madison County Your Life, with 4.9% having FSI law violations. This is the other program that receives diversion referrals (7.3% of cases were referred from diversion), 14% had previous law violations (Table 4a), and 31% lived in a high-risk environment (Table 4c).

With respect to Saline County's YAP, the FSI for law violations was 2.5%. In examining their referral source, 71.3% came from the school administrator and 21.3% from a mental health/social worker. Overall, 5% had a previous law violation (Table 4a), 1% with aggressive behavior (Table 4b) – both demonstrating lower risk; however, 39% came from a high-risk environment, indicating that youth in this program have some higher risk issues (Table 4c). During our interviews with this program, it appears they mostly serve youth with absenteeism issues. As such, this could influence whether they have FSI for law violations.

Youth served in the Richardson County YAP had a FSI law violation rate of only 1.6%. In examining their referral source, 80.2% came from the guidance counselor and 9.5% from a teacher. Their level of risk also appears lower than the previous programs discussed, with 2% having a previous law violation (Table 4a), 8% with aggressive behavior (Table 4b), and 11% coming from a high-risk environment (Table 4c). As this program was no longer funded, we did not interview any staff about the program; therefore, we do not have descriptive information about the youth served in this program other than what is in the JCMS. This program did have the highest successful completion rate (84%), suggesting the population is somewhat lower risk.

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Appendix

Definition of Future System Involvement

For the purpose of accurately assessing post-program law violations across Community-based Aid (CBA) funded programs, the Juvenile Justice Institute and other researchers shall utilize the following uniform definition of future law violations for juveniles who participated in a CBA-funded program.

I. Court Filings

(A) This definition shall apply to both juveniles, and individuals who have aged out of the juvenile justice system:

1. Future System Involvement shall mean that within 1 year following discharge from a CBA-funded program the juvenile has:

(a) been filed on, which has not been dismissed or dropped, for an act that would constitute a felony under the laws of this state, and who, beginning on July 1, 2017, was eleven years of age or older at the time the act was committed.

(b) been filed on, which has not been dismissed or dropped, for an act that would constitute a misdemeanor or an infraction under the laws of this state, or a violation of a city or village ordinance, and who, beginning on July 1, 2017, was eleven years of age or older at the time the act was committed.

(i) Future system involvement shall include minor in possession under Neb. Rev. Statute 53-180.02 and is coded as a law violation.

(ii) Future system involvement shall not include less serious misdemeanors or infractions that do not impact community safety, including animal(s) at large, failure to return library materials, and littering.

(iii) Future system involvement shall not include failure to appear.

(c) been filed on, which has not been dismissed or dropped, for an act that would constitute a status offense to include truancy under Neb. Rev. Statute 43-247(3)(b) (3) or Neb. Rev. Statute 79-201 (“compulsory attendance”), uncontrollable juvenile under Rev. Statute 43-247(3)(b)(2), curfew violations under city or village ordinance, or Tobacco use by a Minor under Neb. Rev. Statute 28-1418.

(i) Although status offenses are included in the definition of future system involvement, status offenses shall be reported separately from law violations.

Appendix (continued)

(d) been filed on, which has not been dismissed or dropped, for an act that would constitute a serious traffic offense to include driving under the influence under Neb. Rev. Statute 60-6, 196 or similar city/village ordinance, leaving the scene of an accident under Neb. Rev. Statute 60-696(A), reckless driving under Neb. Rev. Statute 60-6, 214(A), engaging in speed contest/racing under Neb. Rev. Statute 60-6, 195 (a) or (b) or related city/village ordinance.

(i) Future system involvement shall not include less serious traffic violations that do not impact community safety, including careless driving, failure to yield, failing to stop, speeding, violating learner's permit, driving on suspended license, no valid insurance, no helmet, following too close, failure to display plates.

2. Future law violation shall not include the following:

(a) been filed on and that has not been dismissed or dropped, for an act that would constitute a Games and Parks violation as found in Neb. Rev. Statute Chapter 37

(b) been filed on for being mentally ill and dangerous, under Neb. Rev. Statute 43-247(3)(c) or harmful to self or others under 43-247(3)(b)(2)



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