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Detention Center to Home School: The Path of Transition

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LOYOLA UNIVERSITY CHICAGO

DETENTION CENTER TO HOME SCHOOL: THE PATH OF TRANSITION

A DISSERTATION SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL OF EDUCATION
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF EDUCATION

PROGRAM FOR ADMINISTRATION AND SUPERVISION

BY

SARAH HOGEVEEN

CHICAGO, ILLINOIS

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DEDICATION

This work is dedicated to all those who offered a kind word and a smile, thank you.

TABLE OF CONTENTS

| | |
|---|------|
| ACKNOWLEDGEMENTS..... | iii |
| LIST OF TABLES..... | viii |
| ABSTRACT..... | ix |
| CHAPTER | |
| I. INTRODUCTION..... | 1 |
| Purpose of the Study..... | 7 |
| Significance of the Study..... | 7 |
| Significance to Educational Leadership..... | 8 |
| Methodology..... | 9 |
| Research Questions..... | 10 |
| Definition of Terms..... | 10 |
| Chapters..... | 13 |
| II. REVIEW OF LITERATURE..... | 15 |
| Detention Centers..... | 15 |
| History of Juvenile Detention Centers..... | 17 |
| Additional Supervision Models..... | 19 |
| Day and Evening Report Centers..... | 20 |
| Alternative School Setting..... | 21 |
| Academic and Emotional Supports..... | 23 |
| Re-entry/Transitional Programs..... | 26 |
| Ethics of Care, Critique, and Justice..... | 34 |
| Ethic of Care..... | 35 |
| Ethic of Critique..... | 35 |
| Ethic of Justice..... | 35 |
| III. RESEARCH METHODOLOGY..... | 37 |
| Background of Researcher..... | 38 |
| Method of Research..... | 39 |
| Research Participants..... | 39 |
| Research Instruments..... | 42 |
| Research Procedure..... | 44 |
| Data Analysis..... | 45 |
| Limitations and Delimitations of the Study..... | 45 |

| | |
|--|-----|
| IV. DATA ANALYSIS..... | 48 |
| Introduction..... | 48 |
| Data Collection Process | 50 |
| Research Questions..... | 51 |
| Analysis of the Documents | 52 |
| Interview Protocol Analysis..... | 58 |
| Juvenile Detention Center (JDC) Administrator Protocol..... | 58 |
| Local High School Administrator (Principal) and Local High School Social Worker Protocol..... | 60 |
| Local High School Teacher (H.S. Teacher) Protocol | 62 |
| Juvenile Detention Center Teacher (JDC Teacher) Protocol..... | 63 |
| Juvenile Probation Officer Protocol..... | 64 |
| All Participants Responses for Common Interview Questions..... | 65 |
| Discussion of Themes..... | 70 |
| V. CONCLUSIONS AND IMPLICATIONS..... | 76 |
| Template and Process | 84 |
| Basic Entry Form | 85 |
| Individual Plan..... | 88 |
| Implications for Educational Leadership and Further Research..... | 91 |
| APPENDIX | |
| A. LETTER OF INVITATION SEEKING PARTICIPANTS..... | 95 |
| B. SYNOPSIS OF RESEARCH..... | 97 |
| C. LETTER OF INSTITUTIONAL COOPERATION..... | 100 |
| D. CONSENT TO PARTICIPATE IN RESEARCH HIGH SCHOOL OR DETENTION CENTER ADMINISTRATOR/PRINCIPAL | 102 |
| E. CONSENT TO PARTICIPATE IN RESEARCH SOCIAL WORKER | 105 |
| F. CONSENT TO PARTICIPATE IN RESEARCH JUVENILE PROBATION OFFICER..... | 108 |
| G. CONSENT TO PARTICIPATE IN RESEARCH JUVENILE DETENTION CENTER TEACHER..... | 111 |
| H. JUVENILE DETENTION CENTER TEACHER PROTOCOL..... | 114 |
| I. JUVENILE DETENTION CENTER ADMINISTRATOR/PRINCIPAL PROTOCOL | 116 |
| J. LOCAL HIGH SCHOOL TEACHER PROTOCOL..... | 118 |

| | |
|--|-----|
| K. LOCAL HIGH SCHOOL ADMINISTRATOR/PRINCIPAL AND SOCIAL WORKER PROTOCOL | 120 |
| L. JUVENILE PROBATION OFFICER PROTOCOL | 122 |
| REFERENCE LIST | 124 |
| VITA..... | 127 |

LIST OF TABLES

| Table | Page |
|---|------|
| 1. Lack of Communication/Lack of Knowledge of Policies in Place | 71 |
| 2. Lack of Effective Implementation in Regards to Accountability Systems in Place and Follow Up Procedure | 72 |
| 3. Concern for Students/Juvenile Offenders | 73 |
| 4. Program Improvements are a Necessity | 74 |

LIST OF FIGURES

Figure

| | |
|-------------------------------|----|
| 1. Components of Process..... | 87 |
| 2. Individual Plan..... | 88 |
| 3. Schedule for Review..... | 89 |
| 4. Meeting Components..... | 89 |

ABSTRACT

This study examined the way a juvenile detention center and local feeder high schools worked in conjunction with each other to educate students that are incarcerated and then transition back to their home school. The goal of this study was to determine the adequacy of the transition/re-entry plan and then develop a template to assist high schools in the transition process. The transition/re-entry process into the home high school can be difficult and often involves several agencies. The evidence has suggested that there is not a solid transition plan available or in place for this process. This evidence allowed for the creation of a template and process that could be implemented in the home school and detention center as part of the transition/re-entry process.

CHAPTER I

INTRODUCTION

Violent school acts are a topic often discussed and spoken about in this day and age. The juvenile offenders who commit these acts are often placed on out of school suspension and, at times, arrested and placed in a juvenile detention facility until they are allowed to return to their home school. “Ideally, children who find themselves in the juvenile justice system as a consequence of school-related conduct should easily make their way back to neighborhood schools upon their release from placement. The reality, however, is far from different” (Feierman, 2009, p. 1116). Students, who are returning to their home school, even after a brief incarceration, face many obstacles upon their return. They may have work to make-up, concerns with upcoming court dates, lingering drama that may need to settle, as well as an inability to cope with the transition from incarceration back to public school. “Educators, including teachers and administrators, face unique problems in helping young offenders make the transition back to school” (Arnette, 2000, p. 2). Arnette continues to back up her statement by adding “these problems impede the timeliness and quality of educational program development for youth who are making the transition from correctional facility to school” (p. 6). As early as 1995, the University of The State of New York said, “Despite the strong emphasis on education, however, one group for whom education is only beginning to earn the attention it deserves is incarcerated youth” (p. 2).

The re-entry process can also involve several different agencies and this can create confusion and chaos. “Foremost among all of the strategies for helping delinquent youth re-enter the education mainstream is open communication among agencies and other entities involved in helping these students” (Arnette, 2000, p. 3). This transition process is what can eventually make or break the success of the juvenile offenders/students as they are welcomed back into school and society.

Transitioning back to a home school can also be particularly chaotic for youth who are not incarcerated for long periods of time. There is insufficient research that has been conducted on the educational transition plans and education for youth who are detained for short periods of time. Perie Koyama (2012) conducted a survey that focused on programming for these youth and had some interesting findings. “Nearly three-quarters of the juvenile detention centers did not always receive students’ academic records and more than 20% did not systematically develop or use individualized education plans. Fewer than half the programs offered transitional services for exiting students” (p. 47). These results confirm that the group of students transitioning back to their home schools is neglected in terms of the transition process. Koyama backed up his claims with research done by Richardson in 2011. Richardson stated that “the major factors that impede successful school re-enrollment are interagency fragmentation, lack of coordination, collaboration, communication, training, and data sharing capabilities. Such factors often cause child welfare, mental health, juvenile justice agencies, education systems, and families to lack the pertinent information that increases the likelihood that former juvenile offenders successfully transition into mainstream schools and graduate”

(p. 4). These factors are doing more to highlight the obvious. The evidence is suggesting that there is not a solid transition/re-entry plan or process available or in place to assist these students, their families, or the agencies involved in the process.

Jessica Feireman, Marsha Levick, and Ami Mody co-authored an article for the *New York Law School Law Review* titled “The School-to-Prison Pipeline...and Back: Obstacles and Remedies for the Re-Enrollment of Adjudicated Youth.” They stated that “On any given day, approximately 100,000 youth are in some form of juvenile justice placement nationally. Research shows that when these children return from such placements to school, recidivism rates drop and their successful re-entry into the community becomes more likely” (Feierman, 2009, p. 1116). Feierman also states that “often school districts are quick to deny re-entry to the home school or suggest that the student withdraws from school, or suggest alternative placement when their incarceration is over” (p. 1124). These strategies are not quick fixes that make a problem disappear; but rather, as the research suggests, magnify and highlight the fact that there may not be successful and useful transition plans and programs in place to assist these students in returning to school. “Schools are an important part of re-entry,” said Wade Askew, a second year student at Georgetown Law School, in Washington, and one of the authors of *Kept Out: Barriers to Meaningful Education in the School-to-Prison Pipeline*, a report out in April of 2012 that addresses juvenile offenders’ transitions. “Schools are very uniquely positioned in a child’s life to be able to be a hub of services” (Zubrzycki, 2012, p. 6).

One particular “hub of services” is located in Illinois. This facility is named Gray Path Juvenile Detention Center. It is a 102 bed facility that was developed as a joint venture between several counties in the State of Illinois. It is a temporary placement center for juveniles, between the ages of 10 and 17, who are awaiting court appearances, court decisions on their cases, or serving time for an offense. Only minors who have allegedly committed a delinquent offense may be detained. To be detained, juveniles must be a danger to themselves or the community, likely to flee the jurisdiction of the county, or have been taken into custody under a warrant. While in the secure detention facility, they participate in the Juvenile Education Program that is run through a local high school district.

Once the students enter the facility, they are given an interview and an academic assessment. This assessment tests them in the academic areas of reading skills, reading proficiency, math calculation, and math reasoning skills. Following the scoring of this assessment, they are placed in courses that meet their specific academic levels and needs. If students have special education needs, or other specialized educational needs, such as vision or hearing services, those are provided to them as well. A computer tutorial system is the main method for instruction due to the wide age range and grade levels, as well as the varied academic abilities of the students. The tutorial system is comprised of online computer lessons where the students, in essence, watch a lesson and then teach themselves and have to successfully complete the appropriate assessments in order to move on to the next lesson. Students are provided direct instruction by a certified teacher if the material is new to them or if there are special needs involved. The teachers then

check the work daily for accuracy and for student comprehension of the material. Low scores on daily work result in additional instruction for the students, by a certified teacher or additional computer training, until the concepts are mastered. At this juncture, students move on to the next lesson.

The website for the detention center discusses the fact that for most of the inmates, school has neither been a priority, nor a successful endeavor. Issues such as truancy, unidentified special needs, special needs, and other at risk factors have hindered the academic process. Many of the older inmates, those of high school age, have stopped attending school or have been dropped from their current home school. The teachers and other staff members work with the students and their families to ensure successful learning experiences for all students. There are also classes provided in anger management, drug and alcohol prevention.

The home school that the student is enrolled in is contacted immediately and work is requested. Not all work is or can be sent over; such as assessments. These are usually waiting for the students upon their return to the home school. The current performance levels are discussed and evaluated with an employee from the home school and an employee from the detention center. The facility then sets up the appropriate instructional materials through the computer program, and the juvenile can continue their schooling. The duration of the instruction depends on the amount of time the juvenile will be at the detention center. The length of stay and often not completing all of their course work are major contributors that impact the re-entry into the home school. If the offenders/students are not enrolled in school then steps are taken to enroll them in a program to obtain their

General Education Diploma (GED) certificate or earn a certificate of completion through an online education program.

This difficult transition usually takes place immediately upon release from the detention center. “The successful transition of juvenile offenders from correctional systems back to school and community environments can be a difficult one” (Arnette, 2000, p. 1). Arnette continues to discuss how

many steps can be taken to avoid this. It is worth the time and effort to make certain that the curriculum within the institution is parallel to that of the student’s mainstream school. Juvenile justice system officials should indicate how they will assist the school to help monitor and enforce attendance, achievement, and behavioral standards. A key factor in easing the reintegration process is a prerelease visit by the student to the receiving school. An admission interview also provides an opportunity for school staff to discuss relevant policies and rules with reentering students and their parents. An individual also requires ongoing contact with staff from the discharging facility for follow-up after placement. An important step in the reintegration process is the establishment of academic, behavioral, and vocational goals and objectives. The use of these documents, which provide a foundation for programming and evaluation, is essential in developing a student’s map for success. (pp. 9-11)

According to information reviewed on the website for the Gray Path Juvenile Detention Center, which is kept anonymous, in 2010 the total number of intakes for Gray Path was 558, with 455 being males and 103 being female. The information continues to state that the average age of the intakes was 16 years old. This means that the average students in attendance at Gray Path are in or should be enrolled in high school. These students remain at Gray Path for different periods of time, depending on their sentencing, and part of the juvenile detention program is to maintain and continue with the educational progress, as if they were attending their home school; especially if they

are planning on returning to their home school when they are released from the detention center.

The researcher explored and questioned the types of transition plans and processes in place for students who are returning to their home schools. Current available documents focused more on the transition back into the community and the world of employment, rather than the transition back to the home school. What was revealed is that students who do return to their home school find that there is little in place for them in terms of support, guidance, and transition.

Purpose of the Study

“Educational services provided to juvenile offenders, both within juvenile correctional facilities and outside community schools, must reflect current educational philosophy, curriculum content development and instructional techniques” (Arnette, 2000, p. 15). The purpose of this study was to understand how the detention center worked in conjunction with the home schools in order to educate and transition the students back to their home school. It was hoped that upon determining adequacy of the transition/re-entry plan, the researcher could develop a template and process to assist schools in the transition process. These services are needed to allow for a smooth and cohesive transition/re-entry process to take place.

Significance of the Study

This study explored the transition plans and policies currently in existence and determined the adequacy of such plans and policies. The goal was to determine if there was consistency between the detention center and the home schools in using a similar

template and format when completing the transition process. Alignment of this process would benefit the student, home school, family, and detention center in terms of completing a solid transition plan and maintaining a smoother transition from detention center to home school. There are several successful programs in place in other states that could help to serve as models for this template and process in Illinois. A template and process to facilitate this process based on the research findings would be responsive if it was determined that there is a need for alignment.

Significance to Educational Leadership

Educational leaders need to be aware of these transition/re-entry processes and the impact they are having on administrators and staff at both the local high school and detention center levels. Further investigation needs to be completed in order for the staff to have a sense of ownership and pride in this process. The administrators need to be knowledgeable about the process and ensure that the process flows smoothly and is implemented properly. The discussion of other programs that are currently in existence would be beneficial to all involved and could help with even making minor adjustments to the process that already exists.

This process is challenging and since it does not affect every student or staff member on a daily basis, it appears that not a lot of time and effort is put into it. This could eventually come back and harm the process if it is not looked at and reviewed on a regular basis. Strong leadership is needed for this process to transform and evolve and this will take time, hard work, dedication, and effort of those that really have a vested interest in this process.

School leaders can use the information provided by this study to assess the current programming and possibly look at the other programs mentioned here for valuable information or ideas. The administrators need to understand the perspective of the staff in regards to this process in order to ensure that they feel supported and confident during these times of transition/re-entry. The information presented here can allow for an effective means of promoting successful changes in this process.

Methodology

The method of research for this dissertation was a case study. A case study allows for the study of one particular detention center and the local area school districts that it serves.

Robert Stake emphasizes that the foremost concern of case study research is to generate knowledge of the particular. He favors case studies that aim to discern and pursue understanding of issues intrinsic to the case itself. However, he acknowledges that cases can be chosen and studied because they are thought to be instrumentally useful in furthering understanding of a particular problem, issue, concept, and so on. (Schwandt, 2007, p. 28)

This type of study will be useful to administrators and educational leaders of both the detention center and home schools. It is meant to provide information about a problem that is occurring and then provide recommendations for further research and offer suggestions for improvement or templates and processes that can be implemented.

This case study was comprised of document review of transition plans and processes that exist in the State of Illinois and the Gray Path Juvenile Detention Center, interviews of a local high school social worker, administrators/principals from a local high school and the detention center, a local juvenile probation officer and a Gray Path Juvenile Detention Center teacher. These individuals all are connected to either the

detention center or home school and play an instrumental role in the implementation of the current transition plan and process in place and/or were able to comment on the lack of a transition plan. The document review and interview process, along with creation of a template and process allowed for triangulation of the data in order to validate and strengthen the case study.

Research Questions

The research questions for this case study were as follows:

1. What are the transition plans/policies currently in place for students transitioning from detention center to home school?
2. What is the accountability system in place to assure effective implementation of the processes?
3. What is the relationship between the home school and the detention center in regards to the transition process?
4. What are the implications to educational leadership? Is there a suggested template and process?
5. In what ways does this template and process demonstrate the ethics of justice, care, and critique?

Definition of Terms

Alternative School: A school that is nontraditional, especially in educational ideals, methods of teaching, or curriculum.

Continuity of Care: The cooperative process is done between providers in the home placements facilities and the community to help ensure a consistent quality and level of services throughout the re-entry process.

Ethics: The study of right and wrong, or duty and obligation, which involves critical reflection on morality and the ability to make choices between values and the examination of the moral dimensions of relationships.

Ethic of Care: Students are at the center of the educational process and need to be nurtured and encouraged, a concept that likely goes against the grain of those attempting to make achievement the top priority.

Ethic of Critique: An ethic that deals with inconsistencies, formulates the hard questions, and debates and challenges the issues.

Ethic of Justice: This ethic focuses on rights and laws and is part of a liberal democratic tradition, which, according to Delgado (1995), “is characterized by incrementalism, faith in the legal system, and hope for progress” (p. 11).

Juvenile Detention Center: A youth detention center, also known as a juvenile detention center (JDC), more colloquially as juvie, is a secure residential facility for young people, often termed juvenile delinquents, awaiting court hearings and/or placement in long-term care facilities and programs. Juveniles go through a separate court system, the juvenile court, which sentences or commits juveniles to a certain program or facility.

Juvenile Offender: The legal term for behavior of children and adolescents that in adults would be judged criminal under law. In the United States, definitions and age

limits of juveniles vary, the maximum age being set at 14 years in some states and as high as 21 years in others.

Out of School Suspension: Suspension or temporary exclusion is mandatory leave assigned to a student as a form of punishment that can last anywhere from one day to several weeks, during which time the student is not allowed to attend regular lessons. Out-of-school suspension bars the student from being on school grounds. The student's parents/guardians are notified of the reason for and duration of the out-of-school suspension, and normally also for in-school suspensions. Sometimes students have to complete work during their suspensions, for which they receive no credit.

Re-entry: The process of transitioning from placement or incarceration in a juvenile or criminal justice facility to the community or home school.

School Resource Officer: A School Resource Officer (SRO) is a law enforcement officer who is assigned to either an elementary, middle, or high school. The main goal of the SRO is to prevent juvenile delinquency by promoting positive relations between youth and law enforcement. The SRO position encompasses three major components which allow the SRO to achieve this goal: law enforcement, education, and counseling. These three components allow the SRO to take a proactive approach to law enforcement. SRO's provide all law enforcement duties on their campus. They educate the students by teaching law related classes and other related subjects in the classrooms and counsel both students and parents on various topics. The intent is that the positive experiences students have with the SRO will bridge the gap between juveniles and law enforcement, and in doing so, help prevent juvenile crime.

Transition/Re-entry Plan: A plan put in place by a school district and the juvenile detention center that focuses on the re-entry to the offenders' home schools.

Chapters

The chapters for this dissertation are as follows:

1. Introduction: This chapter includes a description of the problem and a description of the case study and its context. It also includes the purpose of the study and the significance of the study.
2. Literature Review: This chapter contains information on detention centers, including their history, descriptions, and what the research says about detention centers. It also includes information on various supervision models and what the research says about the different models. The end of the chapter includes a discussion of the academic and emotional supports that are in existence and a discussion of re-entry and transition programs currently operating in different areas.
3. Methodology: This chapter focuses on a description of the case study and the rationale behind it.
4. Results/Findings: This chapter includes the results of the juvenile detention center document review and the interview results. It includes the responses given by each participant and the common themes that resulted from the triangulation of data.
5. Discussion/Conclusions: This final chapter includes suggestions for further research and implications for educational leaders. The end of the chapter

contains a template and process created by the researcher for the transition/re-entry process.

CHAPTER II
REVIEW OF LITERATURE

Detention Centers

Tiffany Forte, an author for *Catalyst Chicago*, interviewed Brent Hanchey, in 2006, who is a teacher inside Cook County's Juvenile Detention Center.

Ninth grade biology teacher Brent Hanchey loves the challenge of working at Jefferson Alternative High inside Cook County's Juvenile Detention Center. Hanchey previously taught young adults at York Alternative High inside Cook County Jail and wrote his doctoral dissertation on the academic and social needs of incarcerated youth. (p. 4)

The transition from detention center to home school varies in terms of alternative models, supports provided, and different transitional programs that may or may not be available.

Forte asked Hanchey, "How do you meet the individual needs of each student when some are at the Detention Center for thirty days and others for two years?" Hanchey answered,

each of my new students completes an interest inventory of biographical and personal information so I can know them better. If I know that a student or the class as a whole is interested, for instance, in a certain sport, I can relate my instruction to that topic. For me, using real world topics is an important teaching tool. (p. 4)

Her final question provided the most solid information on this topic, when she asked, "Talk about the challenges of teaching incarcerated students and what you think incarcerated kids need the most?" His reply was:

The students have a lot on their minds. I have to wear many hats and play psychologist, teacher, dad, even the role of mom. It is very difficult and frustrating sometimes. These kids need tremendous nurturing. We, as educators, should provide nurturing not only when we have students in class, but also when

they transition out of the detention center. It is important to remain in contact with these kids once they leave here. (p. 5)

The National Center on Education, Disability, and Juvenile Justice produced a document titled “Tools for Promoting Educational Success and Reducing Delinquency” in 2005. This document addresses issues, such as delinquency, disabilities, and juvenile justice facilities for youth from birth through transitioning into adulthood. This tool-kit includes research-based effective practices for meeting the needs of children and youth in their schools, including early identification, interventions, and transition plans for the youth in various situations. “Research in the area of reintegration, or transition, clearly indicates that youth from the justice system need assistance in returning to school” (Bullis, Yovanoff, Mueller, & Havel, 2002; Coffey & Gemignani, 1994; Griller-Clark, 2003; Rutherford & Quinn, 2004, p. 1). This reintegration of the offenders is often overlooked. “Without essential procedures in place, former offenders become frustrated with school, drop out, and more likely than not, re-offend and return to confined structured environments” (JJ/SE Shared Agenda, *Tools for Promoting Educational Success and Reducing Delinquency*, NASDSE & NDRN, Washington, DC: January 2007, p. 1).

Based upon the review of the research, the detention centers vary from state to state in regards to what they may provide and the processes they follow to allow the juvenile offenders to re-enter their home schools. “Research has also proven that using effective strategies for reintegrating youth can positively affect reenrollment in school, graduation rates, employment rates, and independent living conditions” (Coffey &

Gemignani, 1994, p. 2; Stephens & Arnette, 2000, p. 1). Stephens and Arnette also stated that there are

four main components to discuss when it comes to this transition and re-entry process: 1) a brief history of the juvenile detention center, 2) other supervision models that exist, 3) the academic and emotional supports that are provided for the student/ offender and their families, and 4) the various re-entry/transitional programs that are currently in place. (p. 2)

Chura (2011) also adds, "As they confront their chaotic lives, kids in jail share the same goals as their peers in the world outside: get a high school diploma, secure a decent job, go to college, and make something of themselves" (p. xiv).

History of Juvenile Detention Centers

"In the early 1800's reformers became concerned about the overcrowded conditions in the jails and the corruption youth experienced when confined with adult felons. The first House of Refuge opened in New York in 1825, as a facility exclusively for children. By the 1840's, 53 more were built around the country" (Juvenile Justice History, 2012, p. 1). The idea of such facilities has been around for quite some time and there was obviously a need for these types of centers. The goal of the centers was to implement programs that could put the delinquent children back into society in a safe manner, where they would be solid, productive citizens.

Rehabilitation centers were quickly becoming overcrowded and this also led to deplorable conditions for the youth involved. In response to the above mentioned conditions, training or industrial schools were developed. "Training schools placed a larger emphasis on schooling and vocational training. Many of the new facilities were built outside of cities. According to contemporary thinking, the city was the source of

temptation and a rural setting would offer a more virtuous and simpler way of life” (Juvenile Justice History, 2012, p. 1). Such ideas aligned with becoming a rehabilitated citizen. The cities did not want youth that were getting in trouble to turn into adult offenders. These training schools still serve as models today for juvenile incarceration.

D. W. Roush, author of “Helpful Juvenile Detention,” which was published in the journal, *Reaching Today’s Youth* in 1999, wrote that “born in 1905, six years after the establishment of the juvenile court, juvenile detention's role and function have always been tied to the juvenile court. However, beyond this obvious connection, a common definition for juvenile detention has never been clearly established” (p. 63). So each separate component; the court, detention center, public officials, and law enforcement all began to tailor the definition to meet their own needs. The closest that the field may have come to a definition is a statement that was unanimously adopted by the Board of Directors of the National Juvenile Detention Association (NJDA):

Juvenile detention is the temporary and safe custody of juveniles who are accused of conduct subject to the jurisdiction of the court who require a restricted environment for their own or the community’s protection while pending legal action. Further, juvenile detention provides a wide range of helpful services that support the juvenile’s physical, emotional, and social development. Helpful services minimally include: education; visitation; communication; counseling; continuous supervision; medical and health care services; nutrition; recreation; and reading. Juvenile detention includes or provides for a system of clinical observation and assessment that complements the helpful services and reports findings. (Roush, 1999, p. 63)

This definition has been the most common description of juvenile detention and what the different juvenile detention centers are trying to accomplish. “While the 20th century has brought some changes, like the evolution of individualized diagnosis and treatment, new kinds of rehabilitative therapy, and improved educational programming, the congregate

model of concentrating large numbers of juvenile offenders in one institution has remained” (Juvenile Justice History, 2012, p. 3). Detention centers, as described here, are located all over the country.

For the purpose of this dissertation the Gray Path Juvenile Detention Center, located in Illinois, will be the main center of focus. According to the website for the Gray Path Juvenile Detention Center, it was established in 1990 as a temporary holding facility and then the Gray Path Juvenile Detention Center officially was opened in the summer of 1999.

This modern facility emphasizes access to education, physical and mental health care, recreation, and religious services. Focus is placed on intensive and ongoing staff training to better serve the residents of the Gray Path Juvenile Detention Center. The policies implemented reflect statutory regulations as well as the expectations and standards of the Illinois Department of Corrections and the American Correctional Association. (2001, p. 1)

This facility follows the models and structure of other local and national facilities.

Additional Supervision Models

Juvenile detention facilities are not the only option for youth who have lost their way. There are other models that can be used in order to rehabilitate the young offenders. “Juvenile offenders who commit serious and/or violent crimes may require confinement to protect public safety and intensive supervision and intervention to become rehabilitated. On the other hand, many offenders can be effectively rehabilitated through community-based supervision and intervention” (Austin, 2005, p. 1). Youth who commit violent crimes need to be held in a secure facility. Those who perhaps have violated probation or committed a status offense that is nonviolent may need a facility that provides a wide array of services to meet their needs. These facilities and programs are

also constantly being monitored and changed by various agencies to ensure that quality education is being given and received in the various programs.

Governmental agencies responsible for rehabilitating incarcerated youth place a major emphasis on academic and educational program services. Correctional facilities typically comprise educational programs that include general and remedial curriculums, special education programs, and vocational training, which are designed to prepare youth to complete a High School Diploma or General Equivalency Diploma (GED). (O'Rourke, 2009, p. 1)

Day and Evening Report Centers

One of the alternatives for youth offenders is a day and evening report center. In a bulletin published by The Office of Juvenile Justice and Delinquency Prevention that was titled, *Alternatives to the Secure Detention and Confinement of Juvenile Offenders*, James Austin (2005) wrote that “day and evening report centers are nonresidential programs that require offenders to report daily activities to case managers. They are a mechanism for enhanced supervision of offenders and provide services such as drug treatment, job training referrals, life skills services, and counseling” (p. 15). Austin continues to discuss this program by saying “youth participate in educational and vocational programs, counseling, recreational activities, and life development workshops” (p. 15). Austin follows up with “programs such as this are meant to encompass the whole juvenile offender/child, not just certain aspects” (p. 15).

There is one such program like this located in Cook County, Illinois. The offenders must participate in a program five nights every week at an evening center. These programs aim to prevent delinquent behavior to ensure the youth follow up with their court dates and probation status.

Austin (2005) stated that “the program evidenced a success rate of 92 percent from December 1995 to August of 2001. Youth were determined to be successful if they were not rearrested while participating in the program” (p. 15). While this success rate appears high the concern for this type of program is “what the youth are doing during the day time” (p. 15). Austin further continues with, “They do not appear to be enrolled in school; rather they are on home confinement. Participants are only involved in the program anywhere from five to twenty-one days, usually until their next court date. This may not be enough time to successfully transition them back to a home school setting or into the community” (p. 15).

Alternative School Setting

A second option for youth offenders is to be placed in an alternative school setting rather than going back to their home school. Alternative schools offer more social work support and less pressure is placed on the academic components for the students.

Alternative schools offer nontraditional education for students whose needs cannot be met in a regular, special education, or vocational school. While alternative schools are distinct from regular, special education, and vocational schools in their teaching approach or classroom environment, they can provide similar services and/or curriculum for students. Alternative schools include schools for potential dropouts, residential treatment centers for substance abuse, schools for chronic truants, and schools for students with behavioral problems. (www.education.com, p. 1)

While it appears that the schools may provide educational and emotional support for juvenile offenders, the research suggests that they do not provide the transition components for going back to the home school.

Researchers S. Cox, W. Davidson, and T. Bynum (1995) conducted a meta-analytic assessment of various alternative educational programs and found that during “a

meta-analysis of fifty-seven alternative education program evaluations by Cox et al., it was found that alternative schools can have a positive impact on academic achievement, attitude and self-esteem, but found no evidence of alternative schools' ability to reduce delinquent behavior" (p. 4). Bumbarger, in 1999, also referenced the Cox study, in his article titled, "School Violence: Disciplinary Exclusion, Prevention, and Alternatives," by saying "so, while these schools keep the juvenile offenders out of the home school, there appears to be a disconnect between the transition and development of the offender into becoming a rehabilitated member of the community" (p. 3). Bumbarger indicated that "students from these schools often return to being a juvenile offender. There are not many transitional/re-entry components that are put into place to support the juvenile offenders. These offenders often feel disconnected in not being able to return back to their home school" (p. 3).

A study conducted by Thomas Richardson, Thomas Dipaola, and Robert Gable titled "Former Juvenile Offenders Re-Enrolling Into Mainstream Public Schools," examined the effectiveness of school re-enrollment procedures of former juvenile offenders re-entering urban secondary public school districts by identifying school based policies and practices that exacerbate or improve the risk of re-entering schools.

According to the Office of Juvenile Justice and Delinquency Prevention (OJJDP), The American Bar Association (ABA) and other experts in this field, the important factors or best practices that have contributed to successful re-enrolling former juvenile offenders into schools was stated by Waugh (2005) as follows:

1. Sharing information between facilities, agencies, and schools
2. Monitoring the provision of services, and coordinating curriculum between educational placements
3. Youth and family involvement
4. Speedy and appropriate placement in the least restrictive environment possible with consideration given to the individual needs of each student

5. Multisystem connections and counseling that addresses issues that make it difficult for students to succeed in their original home and school environment. (Richardson et al., 2012, p. 1)

Academic and Emotional Supports

Not only are there different options for the offenders in terms of placement, but there are different levels of support provided for them and their families. “An arrest represents a disruption in the school year and additional transitions for high school students. Given the damage that such disruptions may cause socially, emotionally and academically we expect that an arrest may have differential impacts on particular groups of students” (Weiss, 2009, p. 8). These disruptions affect not only the student, but the whole family. Joyce Burrell, a contributor to The National Evaluation and Technical Assistance Center for the Education of Youth Who Are Neglected, Delinquent, or At-Risk (NDTAC), presented a self-guided professional development module on the topic of transition. This program was put together to assist school districts and detention facilities in creating programs and making changes to current programming for youth during their time of transition. Burrell (2006) continues to state that “a youth's level of success is directly linked to the level of support he or she receives during this time, placing great emphasis on providing support for youth as vital to the transition process. We need to do more than just say 'be good' when youth leave our facilities” (p. 3). As the study continues, she also states that

Clearly identified support services are also key. The transition plan should include these support services; it will not be useful if it merely outlines educational and vocational goals without identifying and providing information about specific support services. These services can include, but are not limited to: social work, daily living skills, crisis planning, family therapy, health and fitness, and other services pertaining to school, work, and employment training. (p. 2)

Laura Goldkind (2011), author of “A Leadership Opportunity for School Social Workers: Bridging the Gaps in School Re-Entry for Juvenile Justice System Youths,” stated that “youths in the juvenile justice system are operating with a paucity of academic assets, community assets, and family assets. School social workers are poised to bring tremendous value to the re-entry process for these young people and their families” (p. 229). Schools play a large role in the education and transition process for the juvenile offenders. These high school experiences are critical and need to be handled in a delicate manner so these juvenile offenders can have a smooth re-entry process and become contributing members to their home school and society.

One component of service that is provided to juvenile offenders and their families is social work. The offenders are often sent back to their home school without sufficient supports. Goldkind (2011) writes that

School social workers - with their orientation toward ecological approaches to problem solving, professional training in relationship building, advocacy strategies, and youth development- are ideally suited to supporting young people returning from the justice system to re-engage themselves with school, families, and communities. (p. 230)

Goldkind continues to discuss the fact that “facilitating a smooth transition is extremely important. Youths returning to public school from the justice system face a variety of challenges in reintegrating into school communities” (p. 230). Furthermore, Goldkind says that “Schools may not be willing to let the offenders return to the home school, especially if it is in the middle of the school year, or if they feel that there may be bad memories associated with these offenders/students” (p. 231).

Later on in the article, Goldkind (2011) continues with

school social workers are embedded in the culture and context of the school community. They are ideally positioned to serve as liaisons between schools and the justice system, young people and the school, and young people and their families. Social workers can assist in coordinating various family support programs (like family and individual therapy and rehab services), after school programs, tutors, and other academic services. They are advocates for the juvenile offender and their families. The school social worker and the social worker inside the detention center also can collaborate to ensure that a successful transition is made for the juvenile offenders. (p. 232)

Additional services that are provided to families and juveniles include a variety of treatment options that begin when the juveniles are taken into custody. One such program is called FACE-IT and is part of the Lake County, Illinois juvenile detention system. “FACE-IT is an innovative residential treatment program for juvenile probationers, operated by the 19th Judicial Circuit and the County of Lake. It is community based, family-focused, and is designed for delinquent youth and families” (Division of Juvenile Probation and Detention Services, 2012, p. 3). The program strives to help in meeting the basic needs of the offenders and their families so they can all be productive members of society, become self-sufficient and not retreat back into the realm of criminal behavior. “The treatment modality is family-focused/family-centered by utilizing structural therapy. This method is designed to provide families with the necessary tools to work together as a system to solve problems and to learn courage, responsibility, and cooperation” (Division of Juvenile Probation and Detention Services, 2012, p. 3). This program provides behavioral modification treatment, education, physical fitness activities, family therapy, individual therapy, medical services, religious services if requested, and community service with a focus on after care and transition services for the offenders and their families.

According to Greenwood (2008) “the most successful programs are those that prevent youth from engaging in delinquent behaviors in the first place” (p. 185). Greenwood also discusses community based programs that can divert first time offenders from further encounters with the justice system. The programs and services discussed by Greenwood are “aimed to get to these offenders and their families before they get too many strikes against them and cannot get out of the juvenile justice system that they have become accustomed to” (p. 198). Keegan (2007) corroborates the research of Greenwood by stating “The bottom line is that schools and juvenile justice administrators must work together to ensure smooth transitions for youth who are returning to mainstream education systems after incarceration” (p. 2). A summary of the research on these programs showed that the programs and services look at the offenders and their families as a whole unit and attempts are made to make them a successful and functioning unit.

Re-entry/Transitional Programs

There are a variety of re-entry/transitional programs that exist and are currently in practice. According to Keegan (2007),

Research on the education of youth confinement suggests that effective transitional programs increase the likelihood of re-enrollment in school, graduation from high school, and successful employment following high school graduation. Making the transition from juvenile detention and correctional facilities, which are designed to provide a structured environment with continuous supervision and a wide range of services, to the less structured environment of mainstream education settings may be a difficult adjustment. (p. 3)

Additionally, Keegan finds that

offenders are moving from an environment where each of the hours in every day is accounted and calculated for, to an environment with more freedom and opportunities to get in trouble. Young offenders transitioning back to school are often still affected by the social and personal influences that contributed to

conduct resulting in incarceration in the first place and they may need an array of support services upon re-entry, ranging from counseling and other mental health services to medical services, as well as additional tutoring or other academic supports to help them successfully reintegrate and maintain success. (p. 2)

Keegan (2007) continued to strengthen her own research by further discussing how “re-entry programs can also run into their own set of complications due to the factors of time upon re-entry, document sharing between school and juvenile detention facility, and the collaboration of services provided between the school and outside agencies” (p. 2). These barriers need to be addressed and planned for, which is why a solid re-entry program needs to exist for these juvenile offenders. Best practices were mentioned by Matvya, in 2006,

there are many characteristics of what are considered the best re-entry practices. These are: linkages between all agencies involved, clearly defined roles and responsibilities, youth and family engagement, immediate transfer of records, pre-release training, pre-release transition plan, speedy placement, appropriate placement, and availability of support services. (p. 3)

Richardson (2012) endorsed Keegan and Matvya’s research saying “It is unlikely that former offenders will succeed in any school or learning environment unless innovative strategies are implemented that produce positive educational outcomes” (p. 11).

The National Evaluation and Technical Assistance Center for Children and Youth Who are Neglected, Delinquent, or At-Risk (NDTAC) has listed several reports stating the characteristics of excellent and successful re-entry programs. One of these reports titled “A Summary of Best Practice in School Re-entry for Incarcerated Youth Returning Home,” created by the Just Children Legal Aid Justice Center in Virginia stated:

Utilizing data from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), the American Bar Association, and a variety of other experts in the

field, the authors compiled a list of important factors in successful re-enrollment in school for delinquent and at-risk youths. These include:

- **Clearly defined roles and responsibilities** for each of the individuals and agencies (juvenile justice, school/district, mental health, and court) responsible for successfully transitioning a student back into the regular school environment. Such responsibilities may include: the sharing of information between facilities, agencies, and schools; monitoring the provision of services; and coordinating curriculum between educational placements.
- **Youth and family involvement**, ensuring that the student and their guardians are involved in the process of developing and executing the transition plan.
- **Speedy placement and appropriate placement** in the least restrictive environment possible, with consideration given to the individual needs of each student.
- **Multi-system connections and counseling** to address some of the issues that made it difficult for students to succeed in their original home and school environments. (www.neglected-delinquent.org).

The above characteristics were compiled from multiple re-entry programs that are currently in existence and highlight the need for formalized and congruent transition/re-entry plans and processes that are solid in structure and understood by all the stakeholders involved in this process. According to Mulvey (2007), which was states in an article by Richardson,

Unfortunately, schools and service agencies that fail to provide academic, social, and family service programs jeopardize successful school and community integration the first few months after release, which is critical for young offenders, because they are without structure, supervision, and support of court-placement settings when they re-enroll in school. (p. 4)

Gonsoulin and Read (2011) add support to Mulvey's statement by saying, “Responding to the needs of children, especially children in the juvenile justice arena, requires not only good judgement, but also good information that includes collaboration and communication.” One study, completed by Kimberley Hellriegel and James Yates in 1999, titled, “Collaboration Between Correctional and Public School System,”

supports other work which suggests that juvenile justice and public school systems must work together to effectively meet the needs of this growing population of youth. There have been numerous reports indicating the need for integrated services between the juvenile justice and educational systems. (p. 1)

The need for complete collaboration between the juvenile detention centers, home schools, and other agencies is made obvious by this research.

One of the programs that is currently in place is called the “Inside-Outside” program. This program is designed to help juveniles prepare for re-entry into schools and communities in the state of New Jersey. Hancock described this program in 2012 as a

multi-system effort to ensure the individualized re-entry plan, considering risks to public safety, and the needs of the parolee to succeed on parole. This process seeks to hold the juvenile offenders accountable for their behavior while attempting to maximize opportunities to engage each offender in a parole process that facilitates: family reunification; furthers the parolee's education; leads to the development of marketable skills; and the development of those normative skills; such as self-disciplined positive goal directed behavior, and moral values that will enable him or her to become a productive, contributing member of the community. (p. 1)

These goals are achieved through the collaborative efforts of all the New Jersey Juvenile Justice Community organizational units, including the Offices of Education, Secure Care, and Community Programs.

Another re-entry program currently in existence is under the Wisconsin Department of Corrections. It is called The Going Home Project. “The re-entry model is a culmination of research focused on defining an effective approach to transitioning youth from confinement back into the community” (Tubbs, 2006, p. 4). This is a three-phase best practice model that has been implemented to promote successful re-entry for the juvenile offenders back into the community, whether it be to school or work. Part One is called the Institution Phase. This phase begins during the placement of the juvenile

offenders at the correctional institution or detention center. “During this phase, multi-disciplinary staff is focused on addressing the youths’ treatment needs and goals and implementing an Individualized Case Plan” (p. 6). The second phase is called the Structured Transition Phase. This phase starts ninety days prior to the release of the juvenile offenders and continues until they have been back in the community for thirty days. “The institution portion of this phase is characterized by reach-in services by community service providers, arranging formal and informal support systems, developing an educational plan, and finding employment which will help stabilize the youth in the community upon release” (p. 6). Once the offenders are back in the community there are follow up meetings and continued contact between the family and the detention center and community resource agencies.

The third phase is called the Stabilization Phase. This “takes place during ongoing community supervision of the youth. It is designed to sustain the youth after formal supervision ends by using informal supports within the community” (Tubbs, 2006, p. 10). There are strict and specific guidelines for each phase and each step must be completed for the offenders to be allowed to continue on in the program.

In 2004, the Just Children Legal Aid Justice Center examined the current practices in school re-entry in the United States as requested by the Commonwealth of Virginia Board of Education. This review summarized the programs, laws, and regulations of many states including West Virginia, Maine, Kentucky, New York, New Hampshire, Pennsylvania, Washington, Florida, California, and Virginia. It also included studies done by OJJDP and other research groups. Not surprisingly, the procedures within each of these states varied significantly. (Matvya, 2006, p. 3)

There were, however, highlights from each state that were discussed. One of these highlights was the position of Bridge Coordinator in the state of Kentucky. Matvya (2006) describes this position of the Bridge Coordinator as

responsible for completing interviews with the juvenile offenders prior to them re-entering their home school. This coordinator also collects data and creates an 'educational passport' that facilitates the transfer from the juvenile detention center to the home school. The juvenile offenders are then provided a mentor who monitors their transition to becoming a full time student again. (p. 3)

The research completed by the Just Children Legal Aid Justice Center shows that these types of programs work and can create a successful process for re-entry into the school system or community. Tubbs (2006) stated that "for example, The Going Home Project allowed an opportunity to demonstrate how to incorporate a structured Transition Phase into a youth's stay in juvenile corrections. This has had a positive impact on the youth's ability to build the skills and confidence needed to successfully return to the community" (p. 10). Matvya (2006) substantiated Tubb's research when she said "collaboration between the schools, the justice system, and the families is essential to providing and creating a successful re-entry program. School re-entry programs can be cost-effective and can promote the health and well being of children and adolescents and should be further explored through research and practice" (p. 2). Matvya continues with "Successful re-entry plans are needed for all level of juvenile offenders and their families. The home schools are an integral part of this and these transition plans need to begin while the offender is still incarcerated" (p. 2).

Other states have different options in place to allow for the transition of the juvenile offenders. For example, the state of Maine "provides for reintegration teams to

be established within ten days of learning about the re-enrollment of a student from a correctional facility”(Keegan, 2007, p. 5). These teams consist of administrators from the juvenile detention facility and the home school and they work together to support and plan for the student before and during the reintegration process. Keegan also discussed West Virginia state law saying that “they require that each student have a plan in place for re-entry and reintegration into the community within forty-five days of his or her release from a secure care placement” (p. 5). This plan “includes educational services, any other treatment that the student will receive upon release, and potential problems the student may face upon re-entry and possible solutions for these problems” (p. 5). In Florida, “each school district must have a cooperative agreement with the Department of Juvenile Justice that includes plans for transitioning students into and out of juvenile justice facilities” (p. 5). The particular agreements Keegan spoke of were primarily “maintaining academic records for each student which can then be shared between detention facility and home school. Such programs and agreements allow for a more seamless transition process for both the home school and student” (p. 5).

A third program, located in Maine, was created based upon legislation that was enacted in 2001 and has been cited as one of the most successful and solid transition/re-entry programs in existence.

In 2001, Maine enacted the Act to Implement the Recommendations of the Task Force on Educational Programming at Juvenile Correctional Facilities (2001 Maine Laws 452). This Act creates a system for planning the reintegration back to public school of juveniles being released from correctional facilities.
(www.edjj.org)

It is called Maine Reintegration Teams and focuses on the more lax practice of reintegration that was in place prior to this Act. “This legislation now makes the transition process more formal and ensures collaboration between detention facility and home school and allows for a smoother transition of the juvenile offenders back to their home school” (www.edjj.org, p. 1). The website article continued to say that

effective interagency collaboration is a complex and time intensive undertaking requiring clear definition of roles, responsibilities, and a specific timeline for the completion of agreed upon goals and activities. Effective collaboration can be facilitated by appropriate legislation. These standards are established also in consultation with school boards, school administrators, teachers, parents, local officials, community members, and others. (2007, p. 2)

This legislation now designates that the superintendent of the school district is responsible for the reintegration of the student. “Within ten days of receiving notification that an incarcerated youth will be enrolling in public school, the superintendent is responsible for forming a reintegration team” (p. 2). This team is then responsible for creating and implementing the re-enrollment plan which outlines the interagency collaboration, family services, and transfer of student records.

These reintegration teams are comprised of the school principal or designee, one classroom teacher that the students will have on their academic schedule, the parent or guardian, and the guidance counselor. The team meets prior to re-enrollment and after re-enrollment has taken place. The above mentioned team determines course schedule, who will have access to the student's information regarding the incarceration, and the consequences that will occur if the plan is not followed. This particular program in Maine is re-evaluated on an annual basis and has been shown to be effective since it has begun and was recommended by a task force on educational programming. The program was

featured in several journals as a successful program and was highlighted as a best practice in school re-entry for incarcerated youth in *Just Children* in November of 2004.

Gonsoulin and Read, in 2011, in an article by Richardson stated that “Although effective interagency collaboration and communication are not easy tasks between various child service agencies, it is essential to develop a comprehensive system that incorporates educational and related services of former juvenile offenders that expeditiously re-enrolls them into mainstream school settings” (p. 12). The programs discussed above are prime examples of transition/re-entry programs that are currently in place and have shown success and could serve as possible templates for a program here in Illinois. Supports for these programs are available through the Federal Government and the U.S. Department of Labor in the Youth Services Office. Re-entry and transition supports and services are funded by Title I and the U.S. Department of Education, and the Office of Juvenile Justice and Delinquency Prevention in the U.S. Department of Justice.

Ethics of Care, Critique, and Justice

“According to John Dewey, ethics is the science that deals with conduct in so far as this is considered to be right or wrong, good or bad” (Shapiro, 2011, p. 10). These ethical codes that people live by evolve from customs, characteristics, and behaviors of various groups. These ethics impact education for the students and the educational leadership perspective. There are three paradigms or viewpoints for these educational ethical codes: care, critique, and justice.

Ethic of Care

This ethic deals with the emerging feelings for others and the need to watch out for others. The care component comes from the voices that are not heard, but need to be considered in the educational process. The leadership aspect emphasizes the relationships and connections between educational leaders and the students that are part of the educational process. This is more of a collaborative effort and a sympathetic viewpoint. Shapiro (2011) stated “the ethic of care is important not only to scholars but to educational leaders who are often asked to make moral decisions. If the ethic of care is used to resolve dilemmas, then there is a need to revise how educational leaders are prepared” (p. 17).

Ethic of Critique

This ethic is one that is challenged by scholars.

In response, they raise difficult questions by critiquing both the laws themselves and the process used to determine if the laws are just. Rather than accepting the ethic of those in power, these scholars challenge the status quo by seeking an ethic that will deal with the inconsistencies, formulate the hard questions, and debate and challenge the issues. Their intent is to awaken us to our own understated values and make us realize how frequently our own morals may have been modified and possibly corrupted over time. Not only do they force us to rethink important concepts such as democracy, but they also ask us to redefine and reframe other concepts such as privilege, power, culture, language, and even justice. (Shapiro, 2011, p. 13)

This is based on critical theory and focuses on how schools can create inequities that are similar to ones that can be seen in society.

Ethic of Justice

“Educators and ethicists from the ethic of justice have had a profound impact on approaches to education and educational leadership. From this perspective, education is

not value-free. This model also indicates that schools should teach principles, in particular those of justice, equity, and respect for liberty” (Shapiro, 2011, p. 12). This ethic serves as part of the foundation for legal claims as well.

These ethical models can serve as guidelines for decision making and add to the implications on educational leadership for school leaders and students. These models allow for the questioning of what is right and wrong and comprise all the voices that need to be heard in educational situations.

CHAPTER III

RESEARCH METHODOLOGY

The function of this chapter was to describe the background of the researcher and the components of the research design and methodology of this study as it related to the purpose of this study. The research questions for this case study were as follows:

1. What are the transition plans/policies currently in place for students transitioning from detention center to home school?
2. What is the accountability system in place to assure effective implementation of the processes?
3. What is the relationship between the home school and the detention center in regards to the transition process?
4. What are the implications to educational leadership? Is there an indicated or suggested template and process?
5. In what ways does this template and process demonstrate the ethics of justice, care, and critique?

The overall purpose of this study was to understand how the detention center works in conjunction with the home schools in order to educate and transition the students back to their home schools.

Background of the Researcher

It was the privilege of the researcher to interview several individuals who are connected to this transition/re-entry process. The intent of this dissertation was to gain knowledge on the inner workings of this process and develop a useful tool that could be implemented to allow for a smoother process to occur. It was with much purpose and drive that the researcher stayed focused on the goal in mind to see this dissertation through to its completion.

The researcher began as a special education teacher with a Bachelor of Arts Degree in Psychology and then decided to pursue a Master's Degree in Special Education. After several years of teaching, the researcher then earned a Master's Degree in Educational Administration and is now completing a life long goal of obtaining a doctoral degree in Educational Leadership. During the end of the doctoral course work is when the idea for this dissertation came about. The researcher has always taught students with special needs; namely behavioral disorders and learning disabilities. The students that others were nervous to teach or not sure how to deal with have always held a special place in the heart of the researcher. It was through multiple discussions with professors and advisors that this topic came about.

While completing this dissertation process the roles and responsibilities of the researcher have changed in the profession and even though more challenges are constantly presented and time does not always appear to be on the side of the researcher; the researcher had the goal to prevail. This process and creation of the template and process are needed in order to complete the goal of this researcher.

Method of Research

The method of research for this dissertation was a case study. A case study allows for the study of one particular detention center and the local school districts that it serves. “Case study is a particularly suitable design if you are interested in process. The first meaning of process is monitoring: describing the context and population of the study, discovering the extent to which the treatment or program has been implemented, providing immediate feedback of a formative type, and the like” (Merriam, 2001, p. 39). The main idea of this case study was to gain knowledge on what is currently being done and then use that knowledge to develop a template that can be used across different schools that feed into the juvenile detention center. Case study was the best research method because “it provides thick description, is grounded, is holistic and lifelike, simplifies data to be considered by the reader, illuminates meanings and can communicate tacit knowledge” (p. 39). The detention center was selected via purposful sampling. The particular juvenile detention center for this case study, Gray Path Juvenile Detention Center, located in Illinois, was selected because it incorporates multiple and diverse school districts. These school districts encompass a multifarious group of students from a variety of socio-economic backgrounds.

Research Participants

This case study is comprised of two parts. The first part consists of a document review of available and current existing transition plans. The second part consists of interviews of key stakeholders in the transition process. The juvenile detention center, Gray Path, was selected based on its location and willingness to participate in the study.

The detention center provides transition services to local area high schools and works with local probation officers on a regular basis. Gray Path was selected via purposive sampling. “All sampling is done with some purpose in mind. Within the conventional paradigm that purpose almost always is to define a sample that is in some sense representative of a population to which it is desired to generalize” (Guba, 1985, p. 16). The use of purposive sampling gave the researcher the chance to explore a detention center in the area that implements a transition plan for students returning to their home schools. Gray Path houses students/juvenile offenders from several different and diverse school districts and provided useful information for this study. These school districts encompass multiple high schools, with a wide variety of groups of students that come from a mixture of socio-economic and demographic backgrounds.

The document review was also a vital part of this case study. The documents reviewed were public documents or materials that were pertinent to this study. This included handbooks and templates that are currently in existence. The researcher also examined previous studies and/or articles about transition programs currently in place in other states or locally. The researcher also viewed other documents that provided more historical background on how the entire juvenile justice system began and how far it has come in terms of the transition/re-entry process. This part of the research process was valuable because “the data collection is guided by questions, educated hunches, and emerging findings” (Merriam, 2001, p. 39). The documents that were uncovered provided insight into the development of the research questions and interview protocol questions.

The research participants were selected based on their particular position in the Gray Path Juvenile Detention Center or local high school. The individuals who were interviewed included individuals from a local high school that feeds into the detention center and individuals that are employed by the detention center. These individuals were as follows: principal/administrator, teacher, and social worker from a local area high school and the same individuals from the detention center. There was also an interview with a juvenile probation officer who is employed by the detention center and works with the feeder high schools in conjunction with the transition/re-entry process. All of the individuals mentioned above work with high school age students in regards to the transition/re-entry process. Since the average age of the juvenile offenders at Gray Path is ten to sixteen the researcher focused on high school age students ranging from 13 to 16 years of age.

These individuals provided answers to a unique set of questions regarding the circumstances of the currently existing transition plans and added any details that they felt may be absent from the current plans in place. Each of the individuals played a specific role in this process and gaining each of their perspectives was pertinent to the outcome of this process.

The participants were selected based on their connection to Gray Path or the local high school. The detention center administrator and social worker are vital components of the transition process in regards to their daily interaction with the students and their connection to the local school district. The employees of the local high school include the principal, social worker and general education teacher. These individuals also have direct

contact with the students involved in the transition/re-entry process and provided information on the current plans in place and possibly, what parts are lacking or missing from the current plan. These individuals have all been in their current roles for a minimum of one year and have had exposure to students' transition back to the home school from the juvenile detention center.

Prior to the beginning the study, the researcher informed the participants about any risks involved in the study and potential consequences and then their informed consent was obtained. Next, the researcher communicated the intent and purpose of the study. The informants were made well aware that their names or institutions will not be revealed or used in the study. Only consenting adults were used in the study. The interviews were semi-structured and consisted of questions that provided information about current plans in place and the potential for creating new documents.

Research Instruments

The purpose of the study was to collect, interpret, and analyze data with the intent to describe current transition plans for juvenile offenders transitioning back to their home school. Implications resulted in a template and process reflective of changes that could be incorporated with the current plan. The review of the documents currently in existence provided a background of what is in place regarding the process and procedures. Semi-structured interviews provided data from the various points of view regarding the transition plan. The semi-structured interview process was the best approach for this study because it allowed for productivity while maintaining a comfortable and relaxed atmosphere. Formal interviews are often more rigid and the structure does not always

allow for additional questions to be posed or for the researcher to go off topic during the interview if another line of questioning may seem more relevant. O’Leary (2004) noted that a semi-structured interview “generally starts with some defined questioning plan, but pursues a more conversational style of interview that may see questions answered in an order more natural to the flow of conversation. They may also start with a few defined questions but be ready to pursue any interesting tangents that may develop” (p. 163). The researcher prepared a set of open-ended questions that had the possibility of leading into other topics that may have proved useful for the study. This was dependent on the responses from the research participants and the direction that the interviews took.

The researcher developed an interview guide/protocol for each interview. The researcher also aligned the semi-structured interview questions with the central research questions for the study. The prior research proved helpful in the planning of the interview questions. This protocol was applied as the basis for each interview and some questions were altered depending on the participants and their particular role in the transition plan.

There were also specific steps in place for carrying out the interviews. It was important to follow the structure and steps to have the process flow more smoothly. The particular steps involved “deciding on whom to interview, preparing for the interview, initial moves, pacing the interview and keeping it productive, and terminating the interview and gaining closure” (Guba, 1985, p. 16). This process allowed the researcher to remain in control of the interview and to gain the most information possible for the study.

Research Procedure

Once approval had been received by the Internal Review Board then the procedure was able to commence. The researcher sent out the permission forms and had them signed and returned in order to proceed to the next step of document review and interviews.

Once this had occurred, then an interview schedule was set and the interviews could commence. All responses remained confidential. Applied measures minimized the possibility of breach of confidentiality. Safekeeping of information that was collected by the researcher, including notes, are locked in a secure file cabinet. The destruction of this material will take place two years after the dissertation is completed. All identities will be preserved. Individual names, the name of the detention center, and the names of the school district where they are employed are anonymous in the final writing. Respondents each received a unique identifier.

The order of data collection was done in the following manner: first, the researcher completed the document review from the local high school and the detention center. This was followed by the interviews of the detention center administrator, the detention center teacher, the detention center social worker, the local high school principal, the local high school social worker, a teacher from the local high school, and finally, the juvenile probation officer. Each individual was interviewed separately following the attached protocols. The interviews took no more than one hour. Once each interview was completed, the researcher locked the materials away in a secure file cabinet.

During the interview process, the respondents answered the research protocol questions via phone interview or email response. The researcher included some handwritten notes as well due to the nature of the interviews. The handwritten notes also provided additional information for further research later on in the process. The establishment of credibility, transferability, dependability, and conformability was achieved through different methods and the in-depth discussion regarding this procedure will appear later in the chapter. The participants received a copy of the interview responses and they were given the opportunity to review and comment on the content of the interview responses. This was a crucial component to this research process.

Data Analysis

The researcher first collected and reviewed the documents pertinent to this case study. Second, the researcher conducted multiple interviews with a variety of individuals who work in the selected juvenile detention center, Gray Path, or the local high school. The researcher then coded for themes that appeared in the interview responses. Once these steps were completed, then the researcher compiled all of the data in hopes of providing solid answers to the posed research questions.

Limitations and Delimitations of the Study

Due to the particular research design and time constraints, this study was subject to a number of limitations and delimitations. The limitations were:

1. The sample being one juvenile detention center and two local high schools.
2. The interviewer had to notate the interview responses due to the nature of the interviews. All interview responses were reviewed for accuracy with the

respondent. Since the interviews were not done face to face, the subtleties and nuances of body language and facial expressions may be lost in the transcription of the dialogue.

3. The summary of results of this study may be limited to the participant sample and may or may not transcend to other juvenile detention centers in Illinois.
4. The researcher recognized that there is always a risk of potential bias of the researcher with regards to school personnel involved in this process. These biases were:
 - a. The researcher lives in the county where the detention center is located, but does not work at the detention center or the high schools where the interview participants are employed.
 - b. The researcher also does not know or have relationships with the employees at the local high schools or detention center.
5. The study/research will not collect the voices/opinions of children that are currently in the system at Gray Path Juvenile Detention Center. This is a purposeful delimitation within the case study.

Since the interview process did not go as planned, the researcher did keep a journal of the phone calls that were used for interview and clarification purposes. This was a vital component for the researcher to record the words of the interviewees and note any tones or inflections of their voices or comments made that were “off the record.” The researcher shared this journal with the dissertation director in order to ensure that the

researcher had kept any personal bias from possibly adding to the data collection or analysis.

Due to the research design and time constraints and struggles that ensued with the agreement to the interviews, this study was also subjected to delimitations. The delimitations were as follows:

1. The study was limited to this particular case study analysis.
2. The participant sample was limited to the few that agreed to participate since several of those that the researcher had hoped of interviewing were not given permission to be interviewed.
3. The summary of results was limited to participant sample and may or may not transcend to other juvenile detention centers in Illinois or local high schools that feed into those particular detention centers.

CHAPTER IV
DATA ANALYSIS

Introduction

The purpose of this case study was to understand how the juvenile detention center worked in conjunction with the home schools in order to educate and transition the students back to their home school. It was hoped that upon determining adequacy of the transition/re-entry plans, that the researcher could develop a template and process to assist the schools in the transition process. These services are needed in order to allow for a smooth and cohesive transition/re-entry process to occur.

It is important to note the current conditions of education in the State of Illinois during this time period. There is a sense of lack of support for various programs and there are also great financial strains placed on many school districts, and the State of Illinois. This is a time of focusing on test scores and the latest type of standardized test, rather than improving programs that are currently in place or that need to be further developed and then implemented. There is an absence of an accountable system for this particular process and there needs to be a sense of urgency in completing this type of programming.

The case study was comprised of document review of the Gray Path Juvenile Detention Center website, the local high school parent/student handbook, current school code information, and documents provided by Gray Path Juvenile Detention Center pertaining to the transition/re-entry process. Additionally, the researcher conducted

interviews of two social workers, one local high school teacher, one principal from the local high schools, a teacher and administrator from the Gray Path Juvenile Detention Center, and a juvenile probation officer. One of the social workers had worked at both the local high school and the detention center and provided feedback on the experience at both locations. To the dismay of the researcher, the School Resource Officers were not allowed to be interviewed because they are employees of Will County and not the detention center or local high schools. The administrators for the Will County Sheriff's Office declined to let their employees be interviewed for this process. They explained to the researcher that the officers are assigned to these locations for safety and patrol purposes and do not necessarily have a part in the transition/re-entry process for these students.

The researcher had an understanding that by obtaining this permission for interviews that more access would have been granted for this process. The researcher did not expect the delay in consent, the hesitancy to talk, or the denial of being able to interview some of the requested participants. The other individuals who were interviewed are instrumental in implementation of the transition/re-entry plans. The document review and interview process, along with the creation of a template and process allowed for the triangulation of the data in order to validate and strengthen the case study.

Gray Path Detention Center was selected based on its location and willingness to participate in the study. Anonymity was a key component of this case study. The participants, juvenile detention center, and local high schools were all protected under the consent that was provided. Purposive sampling was used in this process. The use of

purposive sampling gave the researcher the opportunity to explore a detention center in the area that implements a transition/re-entry plan for students returning to their home schools. Gray Path houses students/juvenile offenders from several different and diverse school districts and was able to provide useful information for this study.

The analysis of the data included document review and interview responses. This combination provided a more thorough understanding of the current process and assisted with the implications for further research and development of a template and process that might be of use in the future.

This chapter discusses the data collection process, review of the research questions, the document review, and then provides an analysis of the interview question responses. The researcher also presents thematic categories discovered through the analysis process as related to the research questions, interpretation of data, and a summary of the findings.

Data Collection Process

The data collection followed the process outlined in chapter three. The researcher collected and reviewed documents essential to the case study. After the document collection took place, the researcher then conducted multiple interviews with a variety of individuals who are employed by the selected juvenile detention center, Gray Path, or the local high schools. Then the researcher coded the themes that appeared in the interview responses. Once these steps were completed the researcher compiled the data in the hopes of providing solid answers to the posed research questions.

Interviews with one local high school principal, a teacher from the local high school, two social workers from the local high school, the detention center administrator, a detention center teacher, and a juvenile probation officer were conducted. In addition, field notes were maintained by the researcher for use in content analysis. The researcher made follow up phone calls after the initial interviews to clarify select responses. Informed consent was obtained prior to all interviews. Confidentiality measures were taken to protect individual and institutional confidentiality as outlined in chapter three. Since there are several people that hold each position that was interviewed, confidentiality was maintained to protect each participant. Content analysis was performed on the interview data. The researcher's notes were used for clarification.

One thing to note was that the interviews were originally going to take place in a face to face setting. After discussing the topic of the dissertation and while seeking approval for the interviews to take place, it was decided by the individuals at the detention center and the local high schools that the interviews would best be done via email or phone call and then follow up phone calls or emails would be allowed in order to seek further clarification if needed.

Research Questions

The following research questions address the transition/re-entry plans that are currently in place and that could provide suggestions for further improvement.

1. What are the transition plans/policies currently in place for students transitioning from detention center to home school?

2. What is the accountability system in place to assure effective implementation of the processes?
3. What is the relationship between the home school and the detention center in regards to the transition process?
4. What are the implications to educational leadership? Is there a suggested template and process?
5. In what ways does this template and process demonstrate the ethics of care, critique, and justice?

These research questions led to the development of the interview protocol questions that each interview participant was given. The questions allowed for each participant to answer questions related to their specific role in the transition/re-entry process and questions that were more general in nature that allowed for triangulation of the data and thematic development of the responses.

Due to the nature of the responses and incorporating the document review, the researcher divided the findings into sections based on the interview questions that were asked of each participant. The researcher then presented and analyzed the data received from each of the participants into common themes, based on their responses.

Analysis of the Documents

The first part of the research process was to conduct a document review of procedures that were already in place for the transition/re-entry process. The juvenile detention center originally had agreed to send documents for the researcher to review and then decided that the documents were best discussed over the phone. The administrator at

the detention center stated to the researcher that there are not specific documents that would be extremely valuable for the case of the researcher. The researcher was told that the forms used are general template forms that contain the identification number, name, age, nature of offense, name of home school, and current educational placement, including any related services that the students/offenders receive. The researcher was able to obtain a copy of this template. It is a simple template that is entered into a data entry system and used as part of the records system for the detention center.

Once this document is completed the juvenile offenders are assessed with a computer exam that assesses the general academic skills and abilities of the juvenile offenders. After the results are calculated then the juvenile offenders need to begin to complete school work. Work for the students/offenders is requested from the home school but there it takes time for the work to arrive at the detention center. At this time, while they are waiting for work from the home school, the juvenile offenders begin to complete work based on activities that the computer program generates for them based on their academic abilities in the core subject areas of Language Arts and Mathematics. The work from the home school generally arrives within a week of incarceration. Once the work arrives the students/offenders may begin to complete it as well as continuing with tutorial lessons on the computer program. The juvenile offenders have already been tested for placement on the computer program upon incarceration and will complete a variety of assignments under the tutelage of the assigned teacher. Longer periods of time (more than three weeks) spent at the detention center require more computer work rather

than work from the home school so the teachers at the detention center can better monitor the offenders' progress.

The levels that are assessed via the computer program are used to assist the teachers in helping the offenders with their work or making any modifications that may assist the offenders with work completion. This is done so that when the juvenile offenders return to the home school they should not be as far behind in the curriculum. The goal is to keep the students on the same track as they were when they left the home school to maintain continuity with the juvenile offenders' education. The grades that they received on the computerized homework can also easily be transferred into the grading system for the home school. The computer program mirrors the state curriculum that is taught at the high school level.

The teachers at the detention center are in communication with the staff from the home school (namely a guidance counselor or administrator) on a regular basis via confidential email so each side is kept apprised of the juvenile offenders'/students' progress. The researcher was obviously not privy to the confidential emails due to the content but was told that the emails contain behavioral and academic information on the juvenile offenders. The guidance counselor and the teacher at the detention center are the individuals who usually exchange the emails. The information is exchanged in order to help both sides with the transition/re-entry process.

There are times, however, when the offenders/students are already behind in school credits, they have not been attending school on a regular basis, or were not enrolled in school for a particular reason so they are allowed to complete extra work on the

computer program in order to make up their missing credits. Since the curriculum can be connected to the home school curriculum, the credits earned can be used towards fulfilling graduation requirements for the offenders/students. The computer program also allows for project based learning which can assist with the diverse needs of the offenders/students. The administrator said this can be helpful when the offender population rises and there are many different needs that are to be addressed; such as special education, itinerant services such as hearing and vision, and/or other disabilities that may present themselves as many of the offenders/students are functioning below grade level.

The administrator also informally mentioned that the majority of the juvenile offenders that come to the detention center have not experienced much success in school and the detention center likes to celebrate and congratulate the young men and women on small milestones such as good grades on a test or learning a new skill. These small success stories also are documented for the court system in hopes of assisting the juvenile offenders with their upcoming trials or sentencing hearings.

The next documents reviewed were from the Gray Path Juvenile Detention Center. These documents explained the nature of the detention center and the goals that they have for the residents. The documents discussed the facility and the access to education, physical and mental health care, recreation, and religious services. The policies reflect the statutory regulations as well expectations and standards of the Illinois Department of Corrections and the American Correctional Association. The documents continued to discuss the educational programming offered to the juvenile offenders. Once again, anonymity was kept in regards to the sources of these documents, so as not to

reveal any identifying information for the detention center. Academic instruction is provided in Math, Communicative Arts, Social Sciences, Health, and Physical Education. A tutorial style program is used in the facility due to the wide age range, grade levels, as well as varied academic abilities of the students. The staff at Gray Path Juvenile Detention Center also strive to help the juvenile offenders maintain a positive self image and assist with courses in anger management and drug prevention. The teaching staff are all certified teachers and some even have special education backgrounds or endorsements. The home schools are contacted and work is provided for the juvenile offender. If the home school has not provided any work then the facility will provide appropriate course instruction for that individual.

An article that was published in the Illinois School Board Journal was another document reviewed by the researcher. This document discussed school discipline and penalties that could result from the discipline.

Certain misconduct will not only lead to automatic expulsion of a student, but may also result in criminal penalties. There is a zero tolerance policy for two prohibited behaviors, weapons and drugs, on school grounds. It is important to note that even under the Gun-Free School Act (Section 4141 of The U.S. Department of Education), there are no requirements for zero tolerance. Under the Illinois School Code (105 ILCS 5/10-22.6) this type of behavior may also be punished criminally, where the charges can range from a Class A misdemeanor to a Class X felony for unlawful use of a weapon on school grounds. (Whitted, 2011).

There are also requirements about contacting local law enforcement officials in regards to students who break the rules mentioned above.

As with the possession, use of transfer or a firearm, under Illinois law, the school principal or his/her designee shall immediately notify the local law enforcement agency upon receipt of verbal, written or electronic notification from any school official, including a teacher, guidance counselor or support staff, that they

observed a person in possession of a firearm or verified an incident involving drugs on school grounds. (Whitted, 2011
Whitted, B. (2011). School discipline: Board has obligations, discretion in discipline. *Illinois School Board Journal*, 1-2.
(Whitted, 2011))

Once the legal obligations are met and the student is arrested then the juvenile justice system will take over and proceed from there.

The local high schools that participated in the case study also have a district wide parent/student handbook that is published online. Again, anonymity was kept with this source as the source would provide identifying information. The handbook, located on the district website, discussed that unacceptable student conduct may result in one or more of the actions described below. A police referral may be issued. Students who are involved in drug or alcohol abuse, vandalism, theft, unprovoked attack, extortion, fighting, assault and/or battery or any other serious offense on school property may be referred to the police in addition to the school disciplinary officers. The handbook also discusses the communication between the local high schools and the law enforcement agencies. The schools and the local law enforcement agencies maintain constant contact in regards to juvenile offenders and other school happenings through the campus police liaison. They exchange information with each other if they hear of potentially dangerous students or if particular students require monitoring in the school setting in regards to attendance and discipline.

An additional document that was reviewed was sent to the researcher regarding the Northern Virginia Detention Center. This document contained information on a program that the administrator from Gray Path Juvenile Detention Center had mentioned

in the interview response questions. It described the juvenile detention center in the area and it had similar program aspects to Gray Path Juvenile Detention Center. The teaching staff comes from the local high schools and works in conjunction with the local high schools on the transition/re-entry process. This program has a more project based learning approach to education and has more contact with parents and outside resource agencies during the time of incarceration.

Interview Protocol Analysis

The research questions were organized in a specific manner. The first questions in the interview protocol were to be answered according to the occupation of the individual being interviewed. The beginning basic questions for the local high school teacher needed to be worded differently than those for the juvenile detention center administrator. The last three questions were all worded the exact same in order to provide a more cohesive set of responses and to allow for better analysis of the data and develop a template for the transition process. Each participant's responses were documented below followed by the common themes. Each interview consisted of a number of questions that allowed the researcher to identify the role of the participants in the transition/re-entry process and take into consideration their connections to the process and suggestions for improvement with the process. The first few questions were varied for each participant based on their occupation and roles in the transition process, so they will be shown first. After the responses for the various questions are documented, then the researcher will display the protocol questions that were the same and list each participant's response.

Juvenile Detention Center (JDC) Administrator Protocol

1. What are the current policies in place for a student who is placed in your detention center, in terms of their schooling?

JDC Administrator: Pursuant to the Illinois Compiled Statutes (ILCS 5/3-9-1) The Gray Path Detention Center provides educational services to all youth in our care. These services are provided to the youth through special education teachers. Coursework includes English, Math, Social Studies, Health, Art, and Physical Education. Upon admission to the detention center each youth undergoes a battery of tests to determine their level of proficiency in the following areas: Math, English, and Reading Comprehension.

2. What are the policies in place for these juvenile offenders as they transition back to their home schools?

JDC Administrator: Upon release the teachers notify the student's home school of their pending return and furnish them with all pertinent school information.

First probe to question 2: What pertinent information is provided?

JDC Administrator: Sending school work back.

3. What is the accountability system in place to ensure effective implementation of these processes?

JDC Administrator: Follow up as well as a placement and release form is submitted for each student.

4. What is the relationship between the detention center and various home schools when it comes to this transition process?

JDC Administrator: This process is generally handled between the teachers assigned at the detention center and the resident's home school.

First probe to question 4: How is it handled? Is there a specific communication method?

JDC Administrator: Emails are exchanged between the staff members.

Local High School Administrator (Principal) and Local High School Social Worker Protocol

1. What are the current policies in place for a student who is returning to your school from a juvenile detention center?

Principal: We do not have policies in place. Gray Path is a part of our district so there is good communication between teaches and counselors from our campus with the staff at Gray Path. When a student returns, he or she meets with the guidance counselor. They discuss what events caused the detention, how they have been able to keep up with the work sent, etc..

First probe to question 1: So there are no policies or procedures that you are aware of at this time?

Principal: Nothing specific. A lot of this is handled through the courts or GPJDC.

Social Worker 1: In my position, I am not certain of the policies that exist.

First probe to question 1: So there is nothing that is presented to you regarding these policies?

Social Worker 1: I only know if I ask administration.

Social Worker 2: The students I have worked with have just returned back to class.

First probe to question 1: So there is nothing that is presented to you regarding these policies?

Social Worker 2: I am not aware of any policies.

2. What is the relationship between the local high school and juvenile detention center during the incarceration process?

Principal: There is communication between the home campus and the juvenile detention center. Work from the teachers is collected and sent to Gray Path. Every attempt is made to ensure that students keep up with their course work. In addition, if there are problems the Gray Path staff informs our counselors before the student returns to campus.

First probe to question 2: Do counselors inform the teaching staff?

Principal: If they deem it necessary- it is up to their discretion.

Second probe to question 2: Can you provide me with an example of this?

Principal: No, not at this time.

Social Worker 1: Our district has employees who work at the detention center. During incarceration, our students continue to have the benefit of working with our district teachers to complete required work.

Social Worker 2: Our district teachers are teaching students at the jail. They receive assignments from our teachers and fax it back to the Guidance Counselor who turns it in to the teachers.

First probe to question 2: Are they similar assignments to what will be worked on at the home school or are they different?

Social Worker 2: They all try to work on the same curriculum to make the transition process smoother.

3. What is the relationship between the detention center and the various home schools when it comes to the transition process?

Principal: There are no formal meetings but I think our relationship with Gray Path ensures that students have a smooth transition back to campus.

First probe to question 3: So, the relationship is a good one?

Principal: They have their own processes, but yes it seems to be a good relationship.

Social Worker 1: I am not involved in the transition process and am unaware of the current processes. If it is my student, then my involvement consists of providing extensive social/emotional and academic support to the student.

First probe to question 3: So you would only see the student/offender if they receive services?

Social Worker 1: Yes, only if they receive services.

Social Worker 2: They return to school.

First probe to question 3: So you would only see the student/offender if they receive services?

Social Worker 2: Yes, if they have services. Sometimes work gets delivered for the student and sometimes it does not make it way back. This I have heard before.

Local High School Teacher (H.S. Teacher) Protocol

1. What processes take place when a new juvenile offender transitions/re-enters back to the home school and is placed in your classroom?

H.S. Teacher: Usually the student just appears in the classroom. I taught at the Alternate School and we were informed when a student is coming back or just starting after being incarcerated.

2. Is anything provided to you regarding the student upon their return?

H.S. Teacher: We do not receive anything. Work that has been provided during the student's incarceration is returned through the guidance office.

First probe to question 2: So the guidance counselors are in charge of getting the work to you so you can update the grades?

H.S. Teacher: Yes, it is distributed to the appropriate teacher.

3. What is the relationship between the teachers at the detention center and the home school during the juvenile offender's time at the detention center?

H.S. Teacher: I have not had much contact with the teachers at the juvenile detention center while being at the local high school, but while teaching at the Alternate School I was often in written communication (emails) with the teachers and the relationship was one of cooperation.

Juvenile Detention Center Teacher (JDC Teacher) Protocol

1. What process takes place when a new juvenile offender/student enters the program?

JDC Teacher: It is a simple process. Students are processed and tested on the computer, placed on the appropriate computer program until work from their home school is sent over.

2. After the juvenile offender has completed their stay here, what process is completed to transition them back to their home school?

- a. On behalf of teachers?
- b. On behalf of juvenile offender/students?

Detention Center Teacher: Graded work is mailed back to the local high school. I have no part in the process on behalf of the juvenile offender/student.

First probe to question 2: The student has no part in the transition process?

Detention Center Teacher: No, not really. They just have to attend school and stay out of trouble.

3. What is the relationship between the teachers at the detention center and the home school during the juvenile offender's time at the detention center?

Detention Center Teacher: It is simple. Communication is completed via email between the guidance counselor and the juvenile detention center staff.

Juvenile Probation Officer Protocol

1. What is your role in the transition process for the juvenile offenders when they enter the detention center?

Probation Officer: I check them into the data system and discuss why they are here, meaning the offense and the charges.

2. What is your role in the transition process for the juvenile offenders returning to their home school (leaving the detention center)?

Probation Officer: I follow up at home schools and check in with the students. I look at their progress in school and with discipline in the school setting.

3. How long do you work with juvenile offenders once they have returned to their home school and in what capacity?

Probation Officer: I work with them until their probationary period ends. This can last anywhere from three weeks to one year. Sometimes longer depending on the infraction. I check in at the schools approximately once a month or more if needed.

All Participants' Responses for Common Interview Questions

1. What is the accountability system in place to ensure effective implementation of these processes?

JDC Administrator: Follow up as well as a placement and release form is submitted for each student.

Principal: There is no accountability system. Everyone knows their part and does it. Teachers send work to the counselor, the counselor forwards it to Gray Path, the work is completed and returned to the teacher.

First probe to question 1: So no one checks on if the parts of this process are being completed?

Principal: No one needs to.

Social Worker 1: Because the teachers are employees of our district, they are supervised in the same manner as all other district employees.

First probe to question 1: What do you mean by same manner?

Social Worker 1: They still need to report to the high school administrators, etc.

Social Worker 2: Teachers and counselors follow up.

H.S. Teacher: I am not sure if there are any follow up protocols or procedures that are required. The student typically shows up in class and is expected to start working.

First probe to question 1: So no one checks in with you or has you complete any paperwork upon a student's return?

H.S. Teacher: There is not a lot of follow up or follow through, so no.

Detention Center Teacher: There are none that I am aware of. The computer program monitors the student progress. Once they exit the facility my role ends.

Probation Officer: I am allowed to ask the offenders/students about their grades and progress when I meet with them but I do not have access to that information myself. I can check in with their boss if they are employed but this is not very often.

2. What do you take into consideration regarding student needs?

JDC Administrator: At the outset of detention, the GPJDC teachers contact the resident's home school and also requests information pertinent to whether or not the detainee receives any type of special education or accommodations. If a youth requires additional assistance in a particular field of study, the youth can utilize special modules with the Aztec Learning Computer Program or Pearson Successmaker. On-site teachers also render assistance as well. If a student needs to prepare for a GED test, teachers work with the resident to prepare for the exam. Gray Path Juvenile Detention Center is a test site for the GED and proctors issue the GED exam on site to eligible residents. Gray path Juvenile Detention Center has had a wonderful success rate with residents leaving with receiving their GED diplomas. Gray path Juvenile Detention Center also has a comprehensive library including early reader books and graphic novels which tell a story in plain text through color photographs much akin to a comic book. Graphic novels are designed specifically for

reluctant readers because they are easier for a youth to understand and relate as a whole. Gray Path Juvenile Detention Center procures books for the facility which target the reluctant reader. Gray Path Juvenile Detention Center also addresses the needs of illiterate youth via utilization of early reader books designed to teach vocabulary by repetition of certain words and phonics.

Principal: Students are often referred for YESS counseling upon return to the campus. This is done through the Guidance Office.

First probe to question 2: What is YESS counseling?

Principal: This is done through the Guidance Office. It is a program for students who need extra support during struggling times.

Social Worker 1: As I stated earlier, I take all aspects of their social/emotional well being, as well as their academic progress into consideration. I act as a liaison between my students and their teachers and the school staff. I advocate on their behalf to help ensure that their needs are met.

Social Worker 2: The guidance counselor deals with their return. Unless the student is on my caseload, I would not be involved.

First probe to question 2: So you are not involved at all unless the student is on your caseload? You do not have to check in with the returning student?

Social Worker 2: Only if they receive services or are part of the Special Education program. They have to receive minutes to meet with me.

H.S. Teacher: I am a Special Education Teacher so I usually try to help the student assimilate to class and assess where the student is at in their education. I will also see if the student needs help navigating the building if they are new to the school.

Detention Center Teacher: My main goal is to make sure they understand their work and are making academic progress.

Probation Officer: I like to make sure that the offenders feel supported. This is a difficult time for them.

3. What would you suggest to make the transition process better?
 - a. In terms of coming to the detention center?
 - b. Then, in terms of transition back to the home school?

JDC Administrator: To answer both these questions, the on-site teachers could begin to mirror image a northern Virginia detention program. This program follows a process wherein there is a Transition Coordinator who engineers and follows through on all aspects of the continuum of educational care, including parent/guardian conferences, as well as transitioning students back into the home school's community.

First probe to question 3: So there is no one who acts as a Transition Coordinator for the current program in place?

JDC Administrator: An additional employee would be nice. This type of program and position is expensive and it is not feasible right now. I was met with negativity when I approached the brass about it.

Second probe to question 3: Why?

JDC Administrator: Because the higher ups do not want change. If it's not broke, don't fix it is a motto around here, but in my opinion things are cracking.

Third probe to question 3: Do you think things will change in the future?

JDC Administrator: Maybe, who knows.

Principal: I have no suggestions at this time.

First probe to question 3: Is there anything else you would like to add at this time?

Principal: No, nothing.

Social Worker 1:

- a. Based upon what I know, I believe that having teachers from our school district working full time at the detention center is very beneficial to the students.
Without a full understanding of the policies and procedures that currently exist, I am not able to provide further suggestions.
- b. Again, with limited knowledge on the process it is difficult to make suggestions for improvement. However, all students will continue to benefit from extra support during their transition.

Social Worker 2:

- a. Since our teachers are giving instruction this is enough for the school instruction portion.
- b. We should do more. I feel the jail should know the release day in advance and they could email the counselor so teachers can be notified and prepare for his/her return to class.

H.S. Teacher:

- a. I am not sure as far as going to the detention center, everything seems to flow fairly smoothly.
- b. I think the student should be followed up with through the guidance office and social workers and I am not sure if this is already happening. I also think some type of mentoring program, at least for the first few months, would be beneficial for the student's success.

Detention Center Teacher:

- a. Get the work here faster.
- b. Get work back to the home school faster.

Probation Officer:

- a. This part has nothing to do with me.
- b. I would like to see more supports in regards to staff at the home school. I never get to speak with teachers, just the students.

First probe to question 3: Can you be more specific as to why you would like to speak with the teachers?

Probation Officer: I would like to be able to check in with teachers and see about class demeanor and progress. I do not always like having to take the student's word for it.

Discussion of Themes

The first series of questions for each participant dealt with the process that takes place when the juvenile offenders plan on returning to their home school or are entering

the juvenile detention facility. The overwhelming response is that there is not a set process. The first theme is a lack of communication and lack of knowledge of policies in place.

Question 1: What are the current policies in place for a student placed in your detention center or returning to your school, in terms of schooling? (based on occupation of the interview respondent)

Question 2: What are the policies in place for these juvenile offenders as they transition back to their home school? (juvenile detention center administrator) or what is the relationship between the local high school and juvenile detention center during the incarceration process? (all other respondents)

Question 3: What is the relationship between the detention center and the various home schools when it comes to the transition process?

Table 1

Lack of Communication/Lack of Knowledge of Policies in Place

| Participant | Theme: Lack of Communication/ Lack of Knowledge of Policies in Place |
|--------------------------|--|
| JDC Administrator | “Upon release the teachers notify the student’s home school of their pending return and furnish them with all pertinent school information.” |
| Principal | “We don’t have policies in place. There is good communication between teachers and counselors from our Campus with the staff at Gray Path. When a student returns, he or she meets with a guidance counselor.” |
| Social Worker 1 | “In my position I am not certain of the policies that exist.” |
| Social Worker 2 | “The students I have worked with have just returned back to class.” |
| H.S. Teacher | “ Usually the student just appears in the classroom.” |
| Detention Center Teacher | “Graded work is mailed back. I really have no part in |

| | |
|-------------------|---|
| | the process. |
| Probation Officer | “I follow up at home schools and check in.” |

There is a lot of variance of what happens after the initial return to the home school. Sometimes class work is returned and other times it is not. Often the students are appearing in the classrooms and teachers are not notified and the administrative staff indicates that the home schools are notified. It appears that administrators have a different concept of what is taking place versus what the teaching staff believes is taking place. The disconnect and lack of cohesion in the responses was evident.

Question 4: What is the accountability system in place to ensure effective implementation of these processes?

Table 2

Graphic Presentation and Analysis of Responses Based Upon Common Themes

| Participant | Common Theme: Lack of Effective Implementation in Regards to Accountability Systems in Place and Follow Up Procedures |
|--------------------------|---|
| GPJDC Administrator | “Follow up as well as a placement and release form is submitted for each student.” |
| Principal | “There is no accountability system. Everyone knows their part and does it.” |
| Social Worker 1 | “Because the teachers are employees of the district, they are supervised in the same manner as all other district employees.” |
| Social Worker 2 | “Teachers and counselors follow up.” |
| H.S. Teacher | “There is not a lot of follow up or follow through.” |
| Detention Center Teacher | “None. The computer system logs the student progress.” |
| Probation Officer | “I follow up with home schools. I report to my superiors.” |

Every participant had an answer for this question and they indicated that there appears to be roles and responsibilities but they were all not very clear. There does not

appear to be anyone in charge of officially checking in on each other to make sure this process is implemented and flowing as it should.

Question 5: What do you take into consideration regarding student needs?

Table 3

Graphic Presentation and Analysis of Responses Based Upon Common Themes

| Participant | Common Theme: Concern for Students/Juvenile Offenders |
|--------------------------|---|
| GPJDC Administrator | “Gray Path Juvenile Detention Center teachers contact the resident’s home school and also requests information pertinent to whether or not the detainee receives any type of special education or accommodations.GPJDC also addresses the needs of illiterate youth.” |
| Principal | “Students are oftended referred for YESS counseling upon return to campus.” |
| Social Worker 1 | “I take all aspects of their social/emotional well being, as well as their academic progress.” |
| Social Worker 2 | “The guidance counselor deals with their return. If the student is on my caseload then I will be involved.” |
| H.S. Teacher | “ I try to help the student assimilate to class and assess where the student is at in their education.” |
| Detention Center Teacher | “Making sure they understand their work.” |
| Probation Officer | “I like to make sure they feel supported. This is a hard time for them.” |

It was clearly noticed that all participants would appreciate a smooth transition process to occur. All participants were concerned about the students/offenders and their needs during this time. It was also noted that any special education needs were being met and adhered to during this time. This was emphasized time and again. On site educators are also made available for additional assistance and tutelage. The detention center does have concerns that some of the juvenile offenders were academically low and the employees there seem to take on the role of tackling these challenges head on and have

developed an extensive library of books, graphic novels, resources for the ACT and GED exams and materials that target the reluctant reader. The local high school employees are also concerned with the students assimilating back into the environment and not becoming prone to the high recidivism rate for high school aged students

Question 6: What would you suggest to make the transition process better?

- a. In terms of coming to the detention center?
- b. Then, in terms of transition back to the home school?

Table 4

Graphic Presentation and Analysis of Responses Based Upon Common Themes

| Participant | Common Theme: Program Improvements are a Necessity |
|--------------------------|--|
| GPJDC Administrator | “The on-site teachers could begin to mirror image a northern Virginia detention program. This program follows a process with a transition coordinator who engineers the transition process.” |
| Social Worker 1 | “With limited knowledge on the process it is difficult to make suggestions for improvement; however, all students will continue to benefit from extra support during their transition.” |
| Social Worker 2 | “We should do more. The jail should know the release in advance so teachers can be notified and prepare for his/her return to class. |
| H.S. Teacher | “I think the student should be followed up with through the guidance office and social workers. I also think some type of mentoring program, at least for the first few months, would be beneficial for the student’s success. |
| Detention Center Teacher | “Get the work faster.” |
| Probation Officer | “I would like to see more supports in regards to staff at the school. I never get to speak with the home school teachers, just the students/offenders.” |

The responses to the last question alone, signify to the researcher that there is not a consistent process in place for transition from juvenile detention center to home school. The process appears to be lacking in different areas. The staff feel disconnected from the administrators on this process and do not always feel supported when these transitions occur. A lot of information is not shared between the groups of people and this can add to the confusion or frustration during the process. As far as follow through there is not much that is specifically implemented and this can be detrimental to everyone involved in the process. Even with all the hesitancy and reluctance to answer the questions it is clear that there is care and concern for the students/juvenile offenders and this process. The information provided to the researcher during these interviews greatly assisted in the creation of a transition template **and process** and providing suggestions for further research.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

The purpose of this case study was to understand how the detention center worked in conjunction with the home schools in order to educate and transition the students back to their home school. It was hoped that upon determining adequacy of the transition/re-entry plan, that the researcher would develop a template and process to assist schools in the transition process. Findings from the case study revealed several themes and noted that there was a divide in this process and a need to create a consistent template and process was evident. Chapter V provides suggestions for further research and a proposed template that could potentially be implemented during the transition/re-entry process. This chapter also discusses the implications of this study for educational leadership.

An important aspect to note is that there was hesitation about the face to face meetings due to the fact that the cooperating institutions stated that there was not a lot of information to provide to the researcher and that no participant wanted the outcome of these interviews to come back and haunt the institutions and be connected to specific individuals. The researcher clearly explained that anonymity and confidentiality was of the utmost importance and concern.

In regards to the research questions, the themes became prevalent over the course of the interviews and spanned over several of the questions. For the purpose of this

chapter the researcher will discuss each research question and tie the corresponding theme and protocol questions together.

Research question one asked: What are the transition plans/policies currently in place for students transitioning from detention center to home school? This question related to protocol questions one to three and corresponded with the theme of a lack of communication/lack of knowledge of policies in place. Only one out of seven respondents, 14%, stated that there were specific policies in place for the juvenile offender when he/she transferred back to the home school. The other six respondents had various answers that ranged from not knowing of any policy in place to stating that the students/offenders just show up in the classroom with no prior notice given. It was also implied that the school and detention center have a good working relationship so this process flows smoothly, yet this was not evident in the responses. As previously stated in the Review of Literature, effective transitional programs are needed in order for the offenders/students to be successful. According to Keegan (2007), "Research on the education of youth confinement suggests that effective transitional programs increase the likelihood of reenrollment in school, graduation from high school, and successful employment following school" (p. 3). Effective programs have procedures and policies in place for each person involved in the transition/re-entry process.

This verified to the researcher that there is not a set process in place and there is a lack of communication and lack of knowledge. The respondents that suggested a consistent system was in place were at the administrative level and not those in positions working with these cases on a day to day basis. There is an evident inconsistency

between the administration and the teaching and related services staff in regards to who is responsible for what portion of the process and how the process is to take place. There appeared to be an overall sense of lack of follow through and ownership in regards to this process. The administration gave the overall impression that everyone was engaged in the same processes, but it was evident to the researcher that was not the case.

The researcher found these responses of concern because if someone were to drop the ball and not complete part of the process then the others would not technically know that a portion of the process was not completed. This could result in a he said/she said dispute if something was not completed and had impacted the incarceration or transition process. The local court system and the detention center are responsible for the legality of the incarceration and transition process overall, after those agencies segments are completed, then the employees are expected to complete their portions of the process. Since there are no formal meetings in regards to the transition/re-entry process the long standing relationship between the detention center and local home schools is to ensure that the transition process will be handled professionally and smoothly.

Perhaps this is why the participants were hesitant to discuss this process. There was difficulty obtaining this information and it is now evident as to why it took so long. It appears the researcher was trying to call attention to a program that did not want any attention placed on it. It was difficult for several of the participants to answer certain interview questions, simply because they did not have knowledge of the information. Matvya (2006), also mentioned best practices by stating,

There are many characteristics of what are considered the best re-entry practices. These are linkages between all agencies involved, clearly defined roles and

responsibilities, youth and family engagement, immediate transfer of records, pre-release transition plan, speedy placement, appropriate placement, and availability of support services. (p. 3)

Again, this information provided in the review of literature was opposite of what was occurring at the detention center and home schools in this case study.

Research question two asked: What is the accountability system in place to assure effective implementation of the processes? This question also represents the theme of a lack of communication/lack of knowledge of policies in place. In terms of the accountability system that is to ensure implementation of all the processes in place, two of the seven respondents (29%) stated that there were systems in place to ensure effective transitions. However, five of the seven (71%) again stated that there was no real communication or accountability in place for this process. Again, this led the researcher to believe that the policies and processes in place were not as consistent as they needed to be and were not being communicated effectively to all parties involved. Effective communication to some of the respondents meant filling out some paperwork. This does not represent a consistent plan or accountability system to the researcher. Accountability meaning to hold someone responsible, many of the respondents had different answers for as to who was to be consulted if they had a question or concern. There was also nothing noted about follow through or follow up procedures for the offenders/students. Only the juvenile probation officer does more follow up, but it was stated that this could be improved on as well. The reintegration teams, mentioned in Chapter II, would be something to consider in this situation since there are no clear roles or expectations for each party involved in this process. These reintegration teams meet before and after

incarceration and monitor the progress of the students/offenders. This allows all the students/offenders to participate in the same process and then the process becomes cohesive in nature.

Research question three stated: What is the relationship between the home school and the detention center in regards to the transition process? Again, this question relates to the theme of lack of communication/lack of knowledge of policies in place. Rutherford and Quinn made an excellent point in their 2004 research by saying, “Research in the area of reintegration, or transition, clearly indicates that youth from the justice system need assistance in returning to school” (p. 352). The assistance needs to come from a system that the home schools and juvenile detention centers have developed together. Richardson stated in 2010 that “Without essential procedures in place, former offenders become frustrated with school, drop out, and more likely than not, re-offend and return to confined structured environments” (p.16).

In regards to the relationship between the detention center and the school during the incarceration process, two out of the seven respondents (29%), discussed the limited contact between the two buildings. Five of the seven respondents (71%), agreed that there was no real communication system in place. The communication system in place was essentially an email process between several individuals and if information needed to be passed along it was done so on a need to know basis; but who needed to know remained in question. The staff felt that they did not always know what was taking place or when the juvenile offender was returning to the classroom. This can impact the educational setting and classroom. The non-administrative staff did not feel as if they had a firm

handle on the process to begin with and there is no main contact person with whom to discuss the case. They want to have more of a role in the process but are not always allowed the opportunity to do so. As stated by Gonsoulin and Read (2011), in the review of literature, “Although effective interagency collaboration and communication are not easy between various child service agencies, it is essential to develop a comprehensive system that incorporates educational and related services of former juvenile offenders that expeditiously re-enrolls them into mainstream school settings” (p. 12). After reviewing the research and the interview responses, this allowed the researcher to see the detachment between staff at the juvenile detention center and the home school. In the whole process the offenders/students really appeared to be the one person who was often not mentioned.

Research question four stated: What are the implications to educational leadership? Is there a suggested template and process? This question tied into the theme of a lack of effective implementation in regards to accountability systems in place. There are many implications to educational leadership based on these interview answers. First, four of the seven respondents (57%) said that there was no effective system of transition in place, while three of the seven (43%) said that there was something in place, but these answers varied as to how strong the system in place really was. By not having an effective system in place for the staff at both the detention center and home school, this shows that they are not working together in a useful manner to make the transition process flow smoothly. There is a disassociation between staff and administration as to

what is occurring, as well as a detachment between the offenders/students and the school and detention center.

The one aspect that was evident was that the offenders/students are a priority to all involved in the process. Six of the seven respondents (86%) said that the offenders/students were their main concern/priority during this transition process. Only one of the seven respondents (17%) said that they only got involved if they had to, if these offenders/students received related services. It was evident that the staff wants the transition process to go smoothly and be effective but the structure is not in place for that, at this time. No staff member wanted to see the juvenile offenders/students be part of the recidivism statistics. Instead of taking the stance of whatever happens will happen, there should be specific roles and documentation for what occurs when the transition process takes place.

Everyone in both settings needs to be aware of the process and policies and who the point person is if they have questions or concerns. This is something that could easily be reviewed at an Institute Day for staff members just to ensure that all parties involved know what is to take place if this situation occurs.

It is obvious to the researcher that improvements need to be made. Six of the seven respondents (86%) stated that improvements are necessary, while only one of the seven respondents (17%) stated that nothing needs to change at this point. Also, the role of the offenders/students' families were not mentioned as part of the process. In the review of literature the researcher discussed several programs that are currently in existence and each and every one of them mentioned the role of the immediate family.

Burrell (2006) stated that “a youth’s level of success is directly linked to the level of support he or she receives during this time, placing great emphasis on providing support for youth as vital to the transition process” (www.neglected-delinquent.org, p. 1). As the study continues she continues by saying,

Clearly identified support services are key. The transition plan should include these support services; it will not be useful if it merely outlines educational and vocational goals without identifying and providing information about specific support services. These services can include, but are not limited to: social work, daily living skills, crisis planning, family therapy, health and fitness, and other services pertaining to school, work and employment training. (www.neglected-delinquent.org, p. 1)

Some transition/re-entry plans have even discussed the extended family being an integral part of the process.

Given the above, a template for the transition/re-entry process is indicated. The template takes into consideration the comments made by the respondents and the information obtained during the review of literature. The template is indicative of the need for improvement in regards to the transition/re-entry process.

The template that was created addresses the need for improvements. It allows for a comprehensive approach to the transition-re-entry process. This approach incorporates all aspects of the juvenile offenders/students lives; including their families, education, and related services. This template provides for follow-up between all parties involved and holds all parties accountable. The offenders/students are not just shuffled between home school or detention center, rather they are given the opportunity to make lifestyle changes.

Template and Process

The following is a proposed template and process that could be implemented for a transition/ re-entry process. The first step is to name the key individuals who would be part of this process. At the juvenile detention center there would be the administrator, teachers, and probation officer. At the local high school level there would be the administrator, teachers, guidance counselors, and social workers. One of these individuals would need to be a key transition person who oversees the process at the local high school level. And last, but not least, would be the juvenile offenders/students and their families. There will also need to be resources provided for outside counseling services and specialists depending on the needs of the family. Community involvement can also be helpful during this process. There should be a community resource directory that is provided to the families at this time. The family dynamic could be part of the issue with the juvenile offenders/students and services may be necessary to help with this process.

Each group that is mentioned above needs to work as a team in order to make this process work effectively and flow smoothly. The following are documents that will serve as part of the transition/re-entry process:

Basic Entry Form

(to the Juvenile Detention Center)

| | |
|--|---------------------------|
| Legal Name | |
| Parent's/Guardian's Name | |
| Last school attended | |
| Date of Birth | |
| Sex | |
| Race | |
| Home address | |
| Credits earned toward high school graduation | (see attached transcript) |
| Native Language | |
| State Test Results | (see attached transcript) |
| Documentation of IEP or 504 Plan | (attached if applicable) |

- At this time, the home school of the juvenile offenders/students would need to provide an unofficial transcript that shows credits earned towards graduation and state test scores. This academic information is important for when the offenders/students are being assessed for the computer program at the detention center.
- Following the gathering of documents, the administrator and staff at the detention center need to review the information and begin assessing the juvenile offenders and ensuring that if the juvenile offenders receives any services (i.e., social work, speech and language, etc.) those services will be put in place for those individuals.
- Then the assessment portion can begin. The juvenile offenders/students will be assessed with the previously mentioned computer program that is in place in the

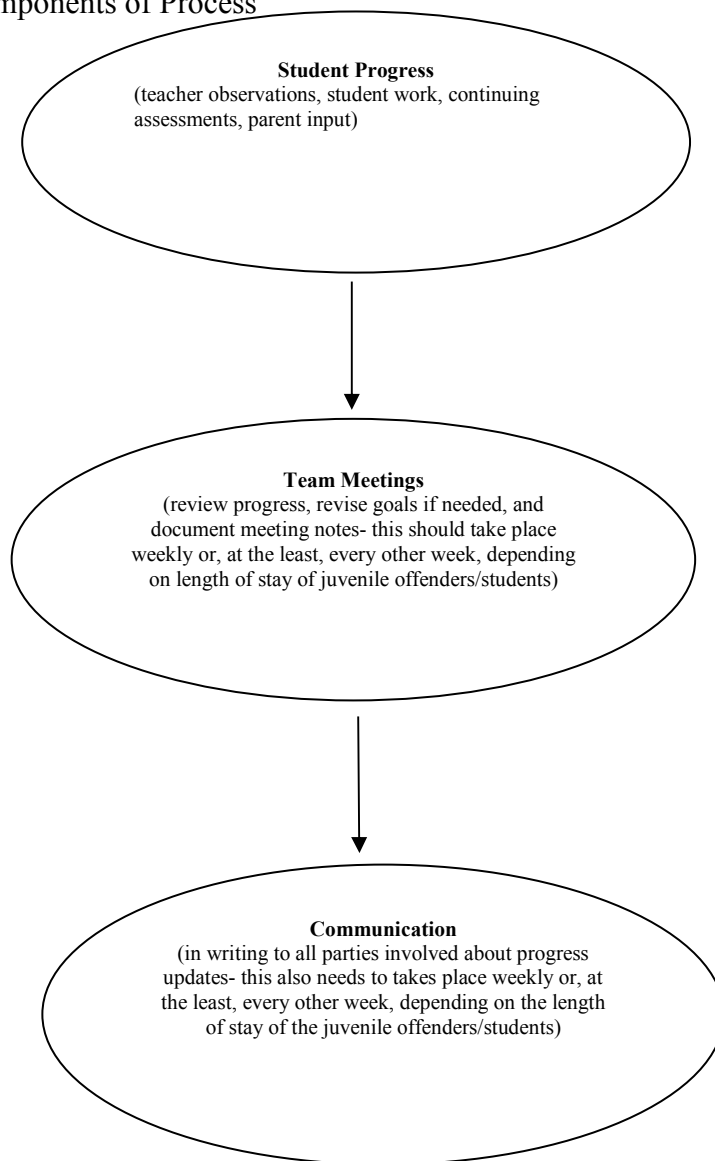
juvenile detention center. Also, depending on the age of the juvenile offenders/students proper vocational supports and training can be implemented or set up prior to the transition of the juvenile offenders/students. The detention center and home school need to work in conjunction with each other to determine the most appropriate course of study for the juvenile offenders/students.

- This whole process needs to take place in a timely fashion. Three to five days is appropriate given the fact that the juvenile offenders/students will be waiting to continue with their coursework and/or vocational training.

The second phase of this process is to implement the plan that has been set up for the juvenile offenders/students. This plan takes place at the juvenile detention center.

- The juvenile offenders/students, parent(s), and teachers/staff from the home school and detention center need to work together to develop the goals and objectives for each plan.
- They need to solidify how progress is measured and will be reported to all parties involved.
- At this time, there also needs to be progress monitoring dates set up so the plan can be reviewed and revised as necessary. After the transition/re-entry process begins the following should take place:

Figure 1: Components of Process



The student progress, team meetings, and communication components are vital to the success of this process. The information that the researcher gathered during the case study is reflective of the ethic of care. The offenders/students are the voices that are not heard in this process and the team members involved need to make sure that their voice is heard and that they are a valued member of this process.

The student progress component is essential because the teachers can provide information about the classroom setting and school behavior, ongoing assessments can track progress, and the parent input helps the team to understand the students/offenders. The parent input helps to shed light on the students/offenders and assists in engaging the parents in this process as well. It allows for a whole child approach rather than just working with bits and pieces of the students/offenders. When the whole picture is provided the team can construct a more solid and structured plan for the students/offenders. The team meetings allow for everyone to remain on the same page. These meetings also are a source of ongoing communication and continuous involvement of the plan. Communication with all parties involved allows for a more cohesive approach in the transition/re-entry plan and allows the process to be successful.

A sample of an individual plan can be seen below:

Figure 2: Individual Plan

| Student Name: | ID #: | Date: |
|------------------------|---|-------|
| Long Term Goal: | Student will increase at least one grade level in reading with emphasis on fluency. | |
| Short Term Objectives: | <ol style="list-style-type: none"> 1. Student will read and determine main idea of a passage 2. Student will read age appropriate text with no more than 2 errors per paragraph | |
| Long Term Goal: | Student will research transition opportunities based on career of choice or based on career assessment | |
| Short Term Objective: | <ol style="list-style-type: none"> 1. Student will list two careers from identified career cluster 2. Student will research both careers and identify schooling needed, salary, and potential job outlook | |

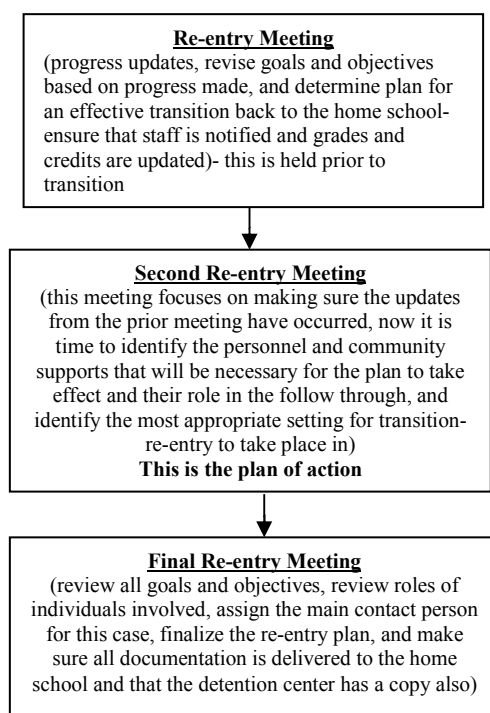
After this initial plan is completed then the schedule for review can be determined based upon how long the juvenile offenders/students will be at the detention center (weekly or bi-weekly).

Figure 3: Schedule for Review

| | | | |
|--|------------------------------|---|---------------------|
| Name: | ID # | Date: | Measurement Period: |
| Long Term Goal: Student will increase at least one grade level in reading with emphasis on fluency. | | | |
| Short Term Objective: Student will read and determine main idea of a passage | | | |
| Measurement Period: 15 days | Criterion: 80% completion | Assessment: Teacher reports Grade reports | |

Upon completion of the juvenile offenders'/students' time in the detention center is complete; the transition process for the re-entry into the home school will take place. Several components will need to occur:

Figure 4: Meeting Components



Once this all takes place and the juvenile offenders/students are released the plan can be fully implemented. Again, it is important to stress that communication is essential and just because the juvenile offenders/students are re-entering the home school that does not mean that the detention center is off the hook and no longer has to communicate. There needs to be follow-up from the detention center to ensure that the plan is being implemented properly and the home school needs to stay in communication to ensure that follow through is being made.

This is especially important in relation to the family members. They need to have a point person at each facility that can communicate with them and keep them apprised of the progress being made. The idea is to have everyone working together to ensure that the transition/re-entry process is a success. All agencies involved need to work together to create an effective plan for this process. This continues to address the ethic of care and making sure that all the voices are heard and being listened to in regards to this plan. Every member of this team has valuable information to provide and that information needs to be taken into account in terms of plan creation. Once a consistent plan is in place and each role is identified, the juvenile detention center and home schools can use that as a template for each juvenile offenders/students. This process can be one of success and achievement if implemented properly and all parties involved have a sense of ownership. It is important to remember that the person who really needs this transition/re-entry plan to work are the juvenile offenders/students and they are the ones really without the voice in this process.

The detention center administrator has a willingness and desire to change but is not being given the green light to do so. Since the detention center is not allowed to make changes or implement new programming then the local high schools will need to continue to follow the programming that is currently in place. That does not mean; however, that minor alterations or changes cannot be made to forms or the presentation of the process or dissemination of information and this could be a road block for this process.

These findings suggest that the program that is currently in place; while functional, is not meeting the needs of the staff nor the offenders/students. There appears to be a lack of information and follow through and unwillingness to change or implement new programming. The staff at the detention center and the local high schools need to have a full understanding and ownership of this process for it to be completely successful.

Financial constraints also play a role in implementing new programming but even without financial backing small changes can be made in terms of paperwork or presentation of information to staff members in order to allow for a smoother and more cohesive transition/re-entry process.

Implications for Educational Leadership and Further Research

There are also implications that are present in regards to educational leadership and further research. The present study provided insight into the transition/re-entry process for juvenile offenders that are returning to their home high schools in Will County. Future research could expand on this process in regards to middle school aged

children as well as juvenile offenders that may age out of a program or obtain their GED while incarcerated and therefore, will not return to their home school but rather enter back in to the community. Further research could also be conducted on the recidivism rate of these offenders and what portions of the transition/re-entry process had an impact on the juvenile offender.

It should be noted again that this process of obtaining this information was challenging and was not in any way going to be used to shine light on something that could potentially be detrimental to anyone. This study was merely the idea of one researcher and was something that interested the researcher and that the researcher wanted to investigate.

Research question five stated: In what ways does this template and process demonstrate the ethics of justice, care, and critique? In terms of this process the administrators at the high school level appear to not have any concerns in regard to this process even when their staff does. The concern really seems to lie with the theme of concern for students/juvenile offenders who are part of this process and the theme that program improvements are necessary.

The ethic of care discusses that the students are at the center of the educational process and need to be nurtured and encouraged, a concept that likely goes against the grain of those attempting to make achievement the top priority. In this case, the offenders/students were not always made the top priority since the process in place does not really allow for any follow up, except by the juvenile probation officer. The template

and process makes the offenders/students the primary concern and devises a role for each party involved in the process. This ensures accountability and completion of the process.

The ethic of critique deals with inconsistencies, formulates the hard questions, and debates and challenges the issues. This case study is addressing the inconsistencies with the transition/re-entry process that is currently in place for this particular area. The difficult questions were asked and the answers have led to the creation of a template that could be implemented in the transition/re-entry process. The template and process provides an outline for the transition/re-entry process so there are no inconsistencies and each offenders'/students' case can be handled in a manner befitting the situation. It also allowed for more issues to be addressed, such as follow up services and family involvement which were never addressed earlier during discussions of the current process in place.

The ethic of justice focuses on rights and law and is part of a liberal democratic tradition that discusses faith in the legal system and eventual hope for progress. The hope of this case study was to gather the information and create something that will allow for progress in the process of transition/re-entry. Progress needs to reflect the incorporation of all parties involved in the process. This template and process shows that progress is possible and even the smallest change could have a great impact on the transition/re-entry process.

This template could be reviewed and implemented with minor changes. It is a step in the right direction for all invested parties. Even if the transition/re-entry process does not happen on a daily basis, there still needs to be a consistent process in place that can

be implemented when the offenders/students do return to their home school. As Q'Orianka Kilcher stated, "I think it is important for us as a society to remember that the youth within the juvenile justice systems are, most of the time, youths who simply haven't had the right mentors and supporters around them- because of circumstances beyond their control" (Brainy Quote, 2015, p. 1). It is time to be those supporters and mentors and implement a process that will assist these juvenile offenders/students transition and be in control of their own circumstances.

APPENDIX A

LETTER OF INVITATION SEEKING PARTICIPANTS

Gray Path Juvenile Detention Center
(Confidential Address)

Date:

Dear Administrator:

My name is Sarah Hogeveen and I am a doctoral candidate in the Educational Leadership program at Loyola University. I also am a teacher and a dean at Lincoln-Way East High School in Frankfort, Illinois. It is an honor to formally invite your facility's participation in a research project I am conducting.

This study is exploring the transition plans that are currently in place for students/juvenile offenders transitioning from the detention center back to their home schools. For this study I am seeking individuals who work at the detention center, in particular an administrator, teacher, and probation officer. The purpose of the study is to understand how the detention center works in conjunction with the home schools in order to educate and transition back to their home school. It is the goal of this study to determine the adequacy of the transition/reentry plans and then develop a template to assist schools in the transition process. Enclosed is a synopsis of the research, including a description of my intent to participate, as needed, as a member of the detention center. The synopsis also includes an overview of the process and any associated risks to participants. Once approval has been granted, you will be asked to participate in an interview conducted by me at a time, date, and location that are convenient for you. The purpose of the interview is to identify the current transition/re-entry process that is in place with the home schools. The identity of the participants in this study **will not be revealed**, to anyone but the researcher and your responses will be kept confidential. In the report of this study, a pseudonym will be assigned to you in order to protect your privacy.

If you are willing to be considered for this study, please contact me via email at shogeveen@lw210.org or via telephone at 815-464-4445. Loyola University Chicago's Institutional Review Board (IRB) requires a signed letter of cooperation by an appropriate official before approval of my study at your detention center will be granted. I have included a letter of cooperation for you to review and return to me in the provided self-addressed, stamped envelope. Please do not hesitate to contact me with any questions or concerns. I look forward to working with you and your facility during this process. Thank you for consideration of my proposal and your willingness to work on this project.

Sincerely,

Sarah A. Hogeveen
Ed.d Candidate, Educational Leadership and Policy Studies
Loyola University Chicago

SAH
Enclosures

APPENDIX B
SYNOPSIS OF RESEARCH

Synopsis of Research

Detention Center to Home School: The Path of Transition

Sarah Hogeveen
Doctoral Candidate, Loyola University Chicago
shogeveen@lw210.org
815-464-4445

Who am I?

My name is Sarah Hogeveen, and I am a doctoral candidate in the Educational Leadership and Policy Studies program at Loyola University Chicago. I am also a special services teacher and a dean at Lincoln-Way East High School (District #210) in Frankfort, Illinois. Please contact me with any questions or concerns via email or phone.

What is the purpose of this study?

The purpose of the study is to understand how the detention center works in conjunction with the home schools in order to educate and transition the students back to their home school. Upon determining adequacy of transition/re-entry plans, the researcher will develop a template to assist schools in the transition process. These services are needed to allow for a smooth and cohesive transition/reentry process to take place. I am collecting information in two ways: 1) conducting interviews with administrators, social workers, teachers, probation officers, and school resource officers from the detention center and local high schools; and 2) collecting and reviewing documents related to the transition/re-entry process that is currently in place.

What I will do with the data:

All information will be kept confidential and secure. Personal names will be kept separate from data and each participant will receive a pseudonym. The names of all participants will not be released or known to anyone other than myself. Interviews will be digitally recorded and later transcribed to facilitate data analysis. The data will be analyzed and reported as part of my dissertation. A summary of results of the study will be available upon request.

How the sites and participants are selected:

The detention center has been selected because of its location and the interaction it has with schools in this area. The local schools were selected based on their connection and dealings with the juvenile detention center. Participants were selected based on the role they hold in the school or detention center in relation to the transition/re-entry process.

What are the possible risks to participants?

There are no foreseeable risks involved in participating in this research beyond those experienced in daily life. Appropriate measures will be taken to minimize the possibility of any breach of confidentiality. Individuals and institutions will be assigned a unique pseudonym. No one besides the researcher will have access to participants' personal information. Digital recordings will be

made during the course of the interview process. Digital recordings and all information collected will be kept safely secured in a locked file cabinet by the researcher and destroyed within in two years of completion of this study.

What are the possible benefits to participants?

Participants will contribute to a greater understanding of the transition/re-entry process from juvenile detention center to home school. The results may be helpful to those at the detention center and the home schools.

Compensation:

There will be no compensation for your participation in this study, participation is voluntary.

What I am requesting of participants:

I will conduct one-on-one, face-to-face interviews, approximately one hour long, with administrators, social workers, teachers, school resource officers, and a probation officer from the detention center and local high schools. Interview questions will pertain to the transition/re-entry process from the detention center back to the home school. The interviews will take place at a time, date, and location convenient for the participants.

I will obtain permission from each participant to digitally record the interviews and later transcribe them to facilitate data analysis. All interviews will be transcribed by a hired transcriber who will have signed a transcriber confidentiality agreement. In the weeks following the interview, I will ask participants to check their responses in their transcripts and verify the accuracy of their responses.

In addition, I will ask participants to share with me any documentation pertaining to the transition/re-entry process.

Voluntary participation:

Participation in this study is fully voluntary and respondents do not have to participate if they do not want to be in this study. Even if they do decide to participate, they are free not to answer any question or to withdraw from participation at any time without penalty.

APPENDIX C

LETTER OF INSTITUTIONAL COOPERATION

Date

Mrs. Sarah Hogeveen
201 E. Colorado Avenue
Frankfort, IL 610423

Project Title: Detention Center to Home School: The Path of Transition

Researcher: Sarah Hogeveen

Dear Sarah:

You have proposed a study for which you will serve as investigator. I have read the synopsis of your study and I grant you approval to conduct this study at Gray Path Juvenile Detention Center on behalf of this institution.

In this study, I understand that you will collect data from document review and interviews with various local high school and detention center personnel. I understand the steps that were laid out regarding this data collection process and how the data will be treated for this study.

This consent is provided on the condition that you also receive permission from Loyola University Chicago's Institutional Review Board panel to conduct the study.

Sincerely,

Administrator

Gray Path Detention Center

APPENDIX D

CONSENT TO PARTICIPATE IN RESEARCH

HIGH SCHOOL OR DETENTION CENTER ADMINISTRATOR/PRINCIPAL

CONSENT TO PARTICIPATE IN RESEARCH

Project Title: Detention Center to Home School: The Path of Transition

Researcher: Sarah Hogeveen

Faculty Sponsor: Dr. Janis Fine

Introduction:

You are being asked to take part in a research study being conducted by Sarah Hogeveen for a dissertation under the supervision of Dr. Janis Fine in the Department of Education at Loyola University of Chicago.

You are being asked to participate because you are a school administrator/principal who works with high school students who have transitioned from a juvenile detention center back to their home school and you are part of this process.

Please read the form carefully and ask any questions you may have before deciding whether to participate in the study.

Purpose:

The purpose of the study is to understand how the detention center works in conjunction with the home schools in order to educate and transition back to their home school. It is the goal of this study to determine the adequacy of the transition/re-entry plans and then develop a template to assist schools in the transition process.

Procedures:

If you agree to be in the study, you will be asked to complete the following:

- Participate in an interview of approximately one hour about your experiences with the transition process from juvenile detention center back to the home school. The interview will be audio taped and transcribed. Upon completion of the transcription, an opportunity to check the transcription for accuracy, and suggest revisions to the transcript, if necessary. All identifiers will be removed when the transcription is in the final stage.
- Provide documents for review by the researcher relating to this transition process (i.e. current plans in place, documents or forms used by the detention center or home school, etc.)

Risks:

There are no foreseeable risks involved in participating in this research beyond those experienced in daily life. Appropriate measures will be taken to minimize the possibility of any breach of confidentiality. Individuals and institutions will be assigned a unique pseudonym. No one besides the researcher will have access to participants' personal information. Digital recordings will be made during the course of the interview process. Digital recordings and all information collected will be kept safely secured in a locked file cabinet by the researcher and destroyed within two years of completion of this study.

Benefits:

Participants will contribute to a greater understanding of the transition/re-entry process from juvenile detention center to home school. The results may be helpful to those at the detention center and the home schools.

Confidentiality:

All responses will remain confidential. Measures will be taken to minimize the possibility of breach of confidentiality. Information collected that identifies individuals or institutions by name, including audio tapes, will be kept safely secured in a locked file cabinet. This information will be retained for two years prior to completion of the study and then destroyed. All identities will be preserved. Individual names or names of the school districts will not be mentioned in the final writing.

Voluntary Participation:

Participation in this study is fully voluntary and respondents do not have to participate if they do not want to be in this study. Even if they do decide to participate, they are free not to answer any question or to withdraw from participation at any time without penalty.

Contacts and Questions:

If you have questions about this research study, please feel free to contact:

Sarah Hogeveen at shogeveen@lw210.org or 815-464-4445

Dr. Janis Fine at jfine@luc.edu

If you have questions about your rights as a research participant, you may contact the Compliance Manager in Loyola's Office of Research Services at (773) 508-2689.

Statement of Consent:

Your signature below indicates that you have read and understood the information provided above, have had an opportunity to ask questions, and agree to participate in this research study. You will be given a copy of this form for your records.

Participant's Signature

Date

Researcher's Signature

Date

APPENDIX E
CONSENT TO PARTICIPATE IN RESEARCH
SOCIAL WORKER

CONSENT TO PARTICIPATE IN RESEARCH

Project Title: Detention Center to Home School: The Path of Transition

Researcher: Sarah Hogeveen

Faculty Sponsor: Dr. Janis Fine

Introduction:

You are being asked to take part in a research study being conducted by Sarah Hogeveen for a dissertation under the supervision of Dr. Janis Fine in the Department of Education at Loyola University of Chicago.

You are being asked to participate because you are a social worker who works with high school students who have transitioned from a juvenile detention center back to their home school and you are part of this process.

Please read the form carefully and ask any questions you may have before deciding whether to participate in the study.

Purpose:

The purpose of the study is to understand how the detention center works in conjunction with the home schools in order to educate and transition back to their home school. It is the goal of this study to determine the adequacy of the transition/re-entry plans and then develop a template to assist schools in the transition process.

Procedures:

If you agree to be in the study, you will be asked to complete the following:

- Participate in an interview of approximately one hour about your experiences with the transition process from juvenile detention center back to the home school. The interview will be audio taped and transcribed. Upon completion of the transcription, an opportunity to check the transcription for accuracy, and suggest revisions to the transcript, if necessary. All identifiers will be removed when the transcription is in the final stage.
- Provide documents for review by the researcher relating to this transition process (i.e. current plans in place, documents or forms used by the detention center or home school, etc.)

Risks:

There are no foreseeable risks involved in participating in this research beyond those experienced in daily life. Appropriate measures will be taken to minimize the possibility of any breach of confidentiality. Individuals and institutions will be assigned a unique pseudonym. No one besides the researcher will have access to participants' personal information. Digital recordings will be made during the course of the interview process. Digital recordings and all information collected will be kept safely secured in a locked file cabinet by the researcher and destroyed within two years of completion of this study.

Benefits:

Participants will contribute to a greater understanding of the transition/re-entry process from juvenile detention center to home school. The results may be helpful to those at the detention center and the home schools.

Confidentiality:

All responses will remain confidential. Measures will be taken to minimize the possibility of breach of confidentiality. Information collected that identifies individuals or institutions by name, including audio tapes, will be kept safely secured in a locked file cabinet. This information will be retained for two years prior to completion of the study and then destroyed. All identities will be preserved. Individual names or names of the school districts will not be mentioned in the final writing.

Voluntary Participation:

Participation in this study is fully voluntary and respondents do not have to participate if they do not want to be in this study. Even if they do decide to participate, they are free not to answer any question or to withdraw from participation at any time without penalty.

Contacts and Questions:

If you have questions about this research study, please feel free to contact:

Sarah Hogeveen at shogeveen@lw210.org or 815-464-4445

Dr. Janis Fine at jfine@luc.edu

If you have questions about your rights as a research participant, you may contact the Compliance Manager in Loyola's Office of research Services at (773) 508-2689.

Statement of Consent:

Your signature below indicates that you have read and understood the information provided above, have had an opportunity to ask questions, and agree to participate in this research study. You will be given a copy of this form for your records.

Participant's Signature

Date

Researcher's Signature

Date

APPENDIX F
CONSENT TO PARTICIPATE IN RESEARCH
JUVENILE PROBATION OFFICER

CONSENT TO PARTICIPATE IN RESEARCH

Project Title: Detention Center to Home School: The Path of Transition

Researcher: Sarah Hogeveen

Faculty Sponsor: Dr. Janis Fine

Introduction:

You are being asked to take part in a research study being conducted by Sarah Hogeveen for a dissertation under the supervision of Dr. Janis Fine in the Department of Education at Loyola University of Chicago.

You are being asked to participate because you are a juvenile probation officer who works with high school students who have transitioned from a juvenile detention center back to their home school and you are part of this process.

Please read the form carefully and ask any questions you may have before deciding whether to participate in the study.

Purpose:

The purpose of the study is to understand how the detention center works in conjunction with the home schools in order to educate and transition back to their home school. It is the goal of this study to determine the adequacy of the transition/re-entry plans and then develop a template to assist schools in the transition process.

Procedures:

If you agree to be in the study, you will be asked to complete the following:

- Participate in an interview of approximately one hour about your experiences with the transition process from juvenile detention center back to the home school. The interview will be audio taped and transcribed. Upon completion of the transcription, an opportunity to check the transcription for accuracy, and suggest revisions to the transcript, if necessary. All identifiers will be removed when the transcription is in the final stage.
- Provide documents for review by the researcher relating to this transition process (i.e. current plans in place, documents or forms used by the detention center or home school, etc.)

Risks:

There are no foreseeable risks involved in participating in this research beyond those experienced in daily life. Appropriate measures will be taken to minimize the possibility of any breach of confidentiality. Individuals and institutions will be assigned a unique pseudonym. No one besides the researcher will have access to participants' personal information. Digital recordings will be made during the course of the interview process. Digital recordings and all information collected will be kept safely secured in a locked file cabinet by the researcher and destroyed within in two years of completion of this study.

Benefits:

Participants will contribute to a greater understanding of the transition/re-entry process from juvenile detention center to home school. The results may be helpful to those at the detention center and the home schools.

Confidentiality:

All responses will remain confidential. Measures will be taken to minimize the possibility of breach of confidentiality. Information collected that identifies individuals or institutions by name, including audio tapes, will be kept safely secured in a locked file cabinet. This information will be retained for two years prior to completion of the study and then destroyed. All identities will be preserved. Individual names or names of the school districts will not be mentioned in the final writing.

Voluntary Participation:

Participation in this study is fully voluntary and respondents do not have to participate if they do not want to be in this study. Even if they do decide to participate, they are free not to answer any question or to withdraw from participation at any time without penalty.

Contacts and Questions:

If you have questions about this research study, please feel free to contact:
 Sarah Hogeveen at shogeveen@lw210.org or 815-464-4445
 Dr. Janis Fine at jfine@luc.edu

If you have questions about your rights as a research participant, you may contact the Compliance Manager in Loyola's Office of research Services at (773) 508-2689.

Statement of Consent:

Your signature below indicates that you have read and understood the information provided above, have had an opportunity to ask questions, and agree to participate in this research study. You will be given a copy of this form for your records.

Participant's Signature

Date

Researcher's Signature

Date

APPENDIX G

CONSENT TO PARTICIPATE IN RESEARCH
JUVENILE DETENTION CENTER TEACHER

CONSENT TO PARTICIPATE IN RESEARCH

Project Title: Detention Center to Home School: The Path of Transition

Researcher: Sarah Hogeveen

Faculty Sponsor: Dr. Janis Fine

Introduction:

You are being asked to take part in a research study being conducted by Sarah Hogeveen for a dissertation under the supervision of Dr. Janis Fine in the Department of Education at Loyola University of Chicago.

You are being asked to participate because you are an employee at the juvenile detention center who works with high school students who have transitioned from a juvenile detention center back to their home school and you are part of this process.

Please read the form carefully and ask any questions you may have before deciding whether to participate in the study.

Purpose:

The purpose of the study is to understand how the detention center works in conjunction with the home schools in order to educate and transition back to their home school. It is the goal of this study to determine the adequacy of the transition/re-entry plans and then develop a template to assist schools in the transition process.

Procedures:

If you agree to be in the study, you will be asked to complete the following:

- Participate in an interview of approximately one hour about your experiences with the transition process from juvenile detention center back to the home school. The interview will be audio taped and transcribed. Upon completion of the transcription, an opportunity to check the transcription for accuracy, and suggest revisions to the transcript, if necessary. All identifiers will be removed when the transcription is in the final stage.
- Provide documents for review by the researcher relating to this transition process (i.e. current plans in place, documents or forms used by the detention center or home school, etc.)

Risks:

There are no foreseeable risks involved in participating in this research beyond those experienced in daily life. Appropriate measures will be taken to minimize the possibility of any breach of confidentiality. Individuals and institutions will be assigned a unique pseudonym. No one besides the researcher will have access to participants' personal information. Digital recordings will be made during the course of the interview process. Digital recordings and all information collected will be kept safely secured in a locked file cabinet by the researcher and destroyed within in two years of completion of this study.

Benefits:

Participants will contribute to a greater understanding of the transition/re-entry process from juvenile detention center to home school. The results may be helpful to those at the detention center and the home schools.

Confidentiality:

All responses will remain confidential. Measures will be taken to minimize the possibility of breach of confidentiality. Information collected that identifies individuals or institutions by name, including audio tapes, will be kept safely secured in a locked file cabinet. This information will be retained for two years prior to completion of the study and then destroyed. All identities will be preserved. Individual names or names of the school districts will not be mentioned in the final writing.

Voluntary Participation:

Participation in this study is fully voluntary and respondents do not have to participate if they do not want to be in this study. Even if they do decide to participate, they are free not to answer any question or to withdraw from participation at any time without penalty.

Contacts and Questions:

If you have questions about this research study, please feel free to contact:
Sarah Hogeveen at shogeveen@lw210.org or 815-464-4445
Dr. Janis Fine at jfine@luc.edu

If you have questions about your rights as a research participant, you may contact the Compliance Manager in Loyola's Office of research Services at (773) 508-2689.

Statement of Consent:

Your signature below indicates that you have read and understood the information provided above, have had an opportunity to ask questions, and agree to participate in this research study. You will be given a copy of this form for your records.

Participant's Signature

Date

Researcher's Signature

Date

APPENDIX H

JUVENILE DETENTION CENTER TEACHER PROTOCOL

Juvenile Detention Center Teacher

Interview Protocol

1. What process takes place when a new juvenile offender/student enters the program?
2. After the juvenile offender has completed their stay here, what process is completed to transition them back to their home school?
 - a. On behalf of the teachers?
 - b. On behalf of the juvenile offender/student?
3. What is the relationship between the teachers at the detention center and the home school during the juvenile offender's time at the detention center?
4. What accountability system, if any, is in place to ensure the juvenile offenders/students are receiving a comparable education in regards to their home school?
5. What do you take into consideration regarding student needs?
6. What would you suggest to make the transition process better?
 - a. In terms of coming to the detention center?
 - b. Then, in terms of transition back to the home school?

APPENDIX I

JUVENILE DETENTION CENTER ADMINISTRATOR/PRINCIPAL PROTOCOL

Administrator Protocol**Semi-Structured Interview**

1. What are the current policies in place for a student who is placed in your detention center, in terms of their schooling?
2. What are the policies in place for these juvenile offenders/students as they transition back to their home schools?
3. What is the accountability system in place to ensure effective implementation of these processes?
4. What is the relationship between the detention center and the various home schools when it comes to this transition process?
5. What do you take into consideration regarding student needs?
6. What would you suggest to make the transition process better?
 - a. In terms of coming to the detention center?
 - b. Then, in terms of transition back to the home school?

APPENDIX J
LOCAL HIGH SCHOOL TEACHER PROTOCOL

Local High School Teacher**Interview Protocol**

1. What process takes place when a new juvenile offender reenters/transitions back to the home school and is placed in your classroom?
2. Is anything provided to you regarding the student upon their return?
3. What is the relationship between the teachers at the detention center and the home school during the juvenile offender's time at the detention center?
4. After the transition/re-entry process has taken place, are there any follow up protocols or procedures that are required?
5. What do you take into consideration regarding student needs?
6. What would you suggest to make the transition process better?
 - a. In terms of coming to the detention center?
 - b. Then, in terms of transition back to the home school?

APPENDIX K
LOCAL HIGH SCHOOL ADMINISTRATOR/PRINCIPAL AND
SOCIAL WORKER PROTOCOL

Local High School Administrator/Principal & Local High School Social Worker**Interview Protocol**

1. What are the current policies in place for a student who is returning to your school from a juvenile detention center?
2. What is the relationship between the local high school and the juvenile detention center during the incarceration process?
3. What is the accountability system in place to ensure effective implementation of these processes?
4. What is the relationship between the detention center and the various home schools when it comes to this transition process?
5. What do you take into consideration regarding student needs?
6. What would you suggest to make the transition process better?
 - a. In terms of coming to the detention center?
 - b. Then, in terms of transition back to the home school?

APPENDIX L
JUVENILE PROBATION OFFICER PROTOCOL

Juvenile Probation Officer

Interview Protocol

1. What is your role in the transition process for the juvenile offenders when they enter the detention center?
2. What is your role in the transition process for the juvenile offenders returning to their home school (leave the detention center)?
3. How long do you work with the juvenile offenders once they have returned to their home school and in what capacity?
4. Do you have any connection to the student's school work or outside job placements?
5. What do you take into consideration regarding student needs?
6. What would you suggest to make the transition process better?
 - a. In terms of coming to the detention center?
 - b. Then, in terms of transition back to the home school?

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VITA

Sarah Hogeveen is the daughter of Gregory and Susan Siorek. She was born in LaGrange, Illinois on March 19, 1977. She currently resides in New Lenox, Illinois with her husband, Nick, and two daughters.

She attended Downers Grove North High School where she graduated in 1995. She then attended University of Iowa and graduate in 1999 with a Bachelor of Arts in Psychology. In 2001 she earned a Master of Arts in Education from Lewis University in Romeoville, Illinois and began teaching at Still Middle School in Naperville, Illinois, where she remained for her first year. In 2002 she earned a position at Lincoln-Way East High School in Frankfort, Illinois. In 2005, Sarah Hogeveen earned a Master's Degree in Educational Supervision from Governors State University, in University Park, Illinois.

She has been employed at Lincoln-Way East High School, for the past 13 years, as a Special Services teacher. She has also been a Dean of Students for the past six years. She has served as a mentor and sponsor of various activities and participates in various committees as part of a school improvement team. A doctoral degree has been a lifelong goal for this educator.

DISSERTATION COMMITTEE

The dissertation submitted by Sarah Hogeveen has been read and approved by the following committee:

Janis Fine, Ph.D., Director
Associate Professor, School of Education
Loyola University Chicago

Marla Israel, Ed.D.
Associate Professor, School of Education
Loyola University Chicago

Steven Provis, Ed.D.
Principal, Lincoln-Way Central High School
New Lenox, IL