

2019 PROGRAM SPECIFICATION
Professional Services Group

PROGRAM #: 652

STANDARD PROGRAM: School Engagement Program
Transitional Education Program
Turning Point Academy
Partners Educating Parents Pass Through

TARGET POP: Youth

YEAR: 2018-19 School Year UNITS: Actuals CLIENTS: Enrolled or Eligible ALLOCATION: TBD
To Enroll in RUSD

UNIT DEFINITION: Actual Expenses

GEOGRAPHICAL AREA TO BE SERVED: Racine County

DAYS/HRS OF SERVICE AVAILABILITY: Monday – Friday 8:00am – 5:00pm

MINIMUM STANDARDS:

Provider must agree to comply with the following terms and conditions:

- Standard contract language
- Certification standards where applicable
- Fiscal and program reporting criteria
- Allowable Cost Policy
- Audit criteria
- Policies and procedures as defined in Racine County Human Services Department Contract Administration Manual
- Maintain adequate liability coverage
- Recognize that authorization for services is approved by Racine County Human Services Department.
- All informational materials (program descriptions, brochures, posters, etc.) must identify it as a RCHSD program through the use of a standardized RCHSD format provided by Racine County.
- The program must be identified as a RCHSD program in all public presentations and media contacts/interviews.
- Civil Rights/Affirmative Action Policies
- Fair Labor Standards Act
- Criminal and Caregiver background checks, drug screening, driver's license checks for all staff working within the project scope.

PROGRAM DESCRIPTION:

School Engagement Program (SEP)

The School Engagement Program is a collaborative effort between Racine Unified School District (RUSD) and Racine County Human Services Department (HSD).

Program staff will partner with RUSD teaching staff to provide support, intervention, outreach and home-school liaison services for the designated population. Program staff will participate in student progress reviews, IEP meetings, SST meetings, clinical services reviews and other program related meetings. Additionally program staff will work closely with the school social worker and assigned counselors. Program staff will provide individual and group support for students assigned to Assisted Study Hall (Case HS), plan and implement twice annually, truancy informational seminars for "Letter Four" truants. Plan and implement annual employment and opportunity fair (Case HS). Plan and implement frequent college/university tours, academic support and remediation.

The average length of involvement with the student will be approximately 1 semester. The SEP program consists of 2 phases.

- Phase I – entails a higher level of service as noted above including up to daily contact, after school programming, frequent contacts with parents/guardians, close coordination with the school social worker and counseling staff and weekly contact with the assigned HSD case manager (if the youth is on supervision).
- Phase II – students who successfully complete Phase I (are attending regularly and are back on track academically and behaviorally) "graduate" to Phase II of the program. Transfers to Phase II are a time of recognition for the student. A formal meeting with the student, his/her parent/guardian, the School Engagement worker, school Social Worker, and assigned School Counselor is held to acknowledge the progress the student has made both behaviorally and academically. Students in Phase II contact the School Engagement staff weekly and/or under their own volition. They utilize the SEP staff as needed. Contacts with parents/guardians may only occur monthly. Coordination with student support staff and/or HSD case managers occurs monthly or when issues of importance arise. Basically, students in Phase II maintain contact with the SEP staff at a level that best meets their needs as defined by themselves.

TARGET POPULATION:

The population served by the program will consist of Case HS and Park HS students whose truanting behavior has led or will lead to formal involvement with the Human Services Department, and/or Case HS and Park HS students who were on supervision to the department for reasons other than truancy but for whom truancy was a continuing problem, and/or Case HS and Park HS students who have been identified as viable candidates for the comprehensive services afforded to them by the program. In general, students eligible for enrollment in SEP meet the following criteria:

- Had accumulated more than 40 trancies
- Had not responded to "less restrictive" school-based interventions – trancies continued
- Whose parents had been unwilling or unable to effect positive change in their child's school attendance
- May have been detained in secure detention as a result of continuing truancy
- More likely than not to have initiated truanting behaviors prior to the current school year
- More likely than not to be academic underachievers
- More likely than not to have received referrals and/or experienced suspensions or expulsion for continuing infractions of the Student Code of Conduct

STAFF REQUIREMENTS: Program relies on a minimum of 2 full-time staff during the school year.

CAPACITY: 75-100 students Case HS; 40-50 students Park HS

Transitional Education Program (TEP)

The Transitional Education Program (TEP) is a collaborative effort between Racine Unified School District and the Racine County Human Services Department.

The Transitional Education Program is the “point of entry” for the vast majority of RUSD students returning to the community from juvenile corrections or other out-of-home placement. The program consists of 3 class rooms of 6-7 students each. Each class room has an assigned RUSD Teacher who partners with a Professional Services Group Youth Worker, and one of two assigned Educational Assistants. RUSD also provides part-time social work and counseling services. Liaison with juvenile corrections, other out-of-county placement facilities and the HSD Youth and Family Division is provided by a dedicated HSD Case Manager. Program staff will provide in-school, in-class room support of teaching staff including one-to-one interaction with problematic students, behavioral intervention, liaison with parent\guardian, HSD case manager, teaching staff and other related support personnel working with the student. Staff also provides in community support of student and family including “truancy checks”, home-school-community liaison, facilitated referral for formal and informal supports including concrete needs/services, treatments, WDC related services, as well as assisting youth and their families to comply with court-orders. Additionally, staff will provide individual and group skills activities that are specific to the youth enrolled in TEP. It is anticipated that these skill areas will vary given individual and group enrollment at TEP. Finally, staff will arrange for and/or provide transportation services as necessary to ameliorate truancy.

Returning students are referred to the TEP Screening Committee who jointly determine the most appropriate educational setting for the student – which may include enrollment in TEP, MACK Center, GTC – Act 39, comprehensive high school, COFY, or other less “common/traditional” options (e.g. home bound school). Screenings occur at regular intervals throughout the year. Students must be screened into TEP and screened out. Students successfully completing the program may return to their home school, transfer to the MACK Center, enter into COFY programming, or enroll in ACT 39 programming at GTC.

Target Population

High risk high school aged youth with a demonstrated history of behavioral acting out, academic underachievement and attendance issues. Students are on court ordered supervision with the Human Services Department, returning to the community from juvenile corrections and/or intensive treatment programming in one of several residential treatment facilities. In general, students eligible for enrollment in TEP meet the following criteria:

- Have a demonstrated history of behavioral acting out in school and in the community and have not responded to “less restrictive” school-based interventions.
- Be on court ordered supervision for delinquent behavior.
- Are returning to the community from secure placement and/or currently enrolled in the ACE (Alternatives to Correction through Education) Program and are placed in the Racine County Juvenile Detention Center.
- Have a high probability of gang affiliation/involvement.
- Originate from a family where the parents/guardians have been unwilling or unable to effect positive change in their child’s school behavior/performance.
- More likely than not to be academic underachievers
- More likely than not to have received numerous referrals and/or experienced suspensions or expulsion for continuing infractions of the Student Code of Conduct

STAFF REQUIREMENTS: Program relies on a minimum of 3 full-time staff during the school year.

CAPACITY: 40 students

Turning Point Academy (TPA)

The Turning Point Academy is a collaborative effort between Racine Unified School District and the Racine County Human Services Department.

Turning Point is a “redirection” program designed to meet the educational needs of “at-risk” students through therapeutic intervention services, behavior and academic prevention and intervention programs.

All students must meet the following program goals:

- *Improvement of Student Behavior*
- *Improvement of Student Academics*
- *Improvement of Student Attendance*
- *Improvement of Student Attitude*

Student Assignment Process

All student assignments will be made through the Area Administrators of the RUSD. Students will be at TPA for 35 to 180 days

Program

The program will service approximately 50-60 RUSD high school and middle school students who need behavior modification, social/emotional support as well as academic support. The program will also provide services to special education students who have not been successful in other special education settings or who are transitioning back to the community from out of home placements. The hours of operation would be from 8:00 am to 2:00 pm.

The program will utilize a philosophy of positive youth development, by implementing programs like the Circle of Courage, Developmental Design and Restorative Justice. These programs promote positive outcomes by providing opportunities, fostering positive relationships, and giving the support needed to build on their strengths as well as prevent risky behaviors.

In addition to the partnership with John XXIII, RUSD will also work in collaboration with Racine County Human Services Department, Professional Service Group and other external community agencies to provide full wraparound services to the students attending the program. The program will also incorporate Service-Learning, which is an educational method that entwines the threads of experiential learning and community service.

Each class room has an assigned RUSD Teacher who partners with a Professional Services Group Youth Worker, and one of the assigned Educational Assistants. RUSD also provides part-time social work and counseling services. Liaison with other agencies and the HSD Youth and Family Division is provided by a dedicated HSD Case Manager. Program staff will provide in-school, in-class room support of teaching staff including one-to-one interaction with problematic students, behavioral intervention, liaison with parent/guardian, HSD case manager, teaching staff and other related support personnel working with the student. Staff also provides in community support of student and family including "truancy checks", home-school-community liaison, facilitated referral for formal and informal supports including concrete needs/services, treatments, WDC related services, as well as assisting youth and their families to comply with court-orders. Additionally, staff will provide individual and group skills activities that are specific to the youth enrolled in TEP. It is anticipated that these skill areas will vary given individual and group enrollment at TEP. Finally, staff will arrange for and/or provide transportation services as necessary to ameliorate truancy.

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- Have a demonstrated history of behavioral acting out in school and in the community and have not responded to "less restrictive" school-based interventions.
- Have a high probability of gang affiliation/involvement.
- Originate from a family where the parents/guardians have been unwilling or unable to effect positive change in their child's school behavior/performance.
- More likely than not to be academic underachievers
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STAFF REQUIREMENTS: Program relies on a minimum of 3 full-time staff during the school year.

CAPACITY: 40 students

Partners Educating Parents (PEP)- Pass Through

Vendor will provide transportation services and lunches for the PEP Program

EVALUATION OUTCOMES:

SEP

1. 70% of youth will maintain or improve their academic performance during their involvement in the school engagement program;
2. 70% of youth will maintain or improve school attendance during their involvement in the school engagement program;
3. One year after completion of the school engagement program, 70% of the youth will demonstrate an improved school attendance when compared with their pre-program attendance.
4. 70% of participants will have no new involvement in the juvenile justice system while in the program.

TEP

1. 80% of TEP students will be successfully transitioned into either their home school or other determined school setting.
2. 70% of TEP students will have no behavioral disciplines (suspensions or expulsions).
3. 1 year following transition from TEP, 70% of the student's will be engaged in a "normal" school setting.

TPA

1. 80% of TPA students will be successfully transitioned into either their home school or other determined school setting.
2. 70% of TPA students will have no behavioral disciplines (suspensions or expulsions).
3. 1 year following transition from TPA, 70% of the student's will be engaged in a "normal" school setting.

REPORTING REQUIREMENTS:

Client demographics must be tracked using the database provided by RCHSD. Demographics to be tracked include race, ethnicity, gender, age, the referral, start and end dates, census tracking, zip code and the marital status of the head of household as well as SACWIS individual and family identifiers. This report should also include the total served in the program to date.

Client Satisfaction surveys are to be returned to the RCHSD Coordinator of Contract Services upon completion.

Quarterly Evaluation Outcome Reports reflecting the aforementioned evaluation criteria must be provided at the conclusion of each school semester to Racine County HSD Contract Compliance Monitor.

Annual Evaluation Outcome and Demographic Reports must be submitted to Racine County HSD Contract Compliance Monitor by 2/1/20.