



PROJECT RISE
RE-ENTRY, INTERVENTION & SUPPORT FOR ENGAGEMENT
A SEAMLESS TRANSITION MODEL
FOR AT-RISK STUDENTS



Project RISE

The Project RISE Team:

- **Dr. Sarup Mathur:** Associate Professor, Principal Investigator
- **Dr. Heather Griller Clark:** Principal Research Specialist, Co-Principal Investigator
- **Leslie LaCroix :** Transition Specialist
- **James Short:** Project Manager



Project RISE

What it is:

- **Project RISE** is a four year model demonstration project that partners Arizona State University and the Arizona Department of Juvenile Corrections.
- **Project RISE** is funded through the United States Department of Education, Office of Special Education Programs.
- **Project RISE** is part of the MDCC (Model Demonstration Coordination Center) along with the University of Minnesota and the University of Oregon.

ASU
Mary Lou Fisher
Teachers College
ARIZONA STATE UNIVERSITY

Project RISE

What it does:

- **Project RISE** focuses on developing a model for successful reentry of youth with disabilities from the Arizona Department of Juvenile Corrections back into schools, employment, and community programs.
- Personalized transition plans
- IEP review
- Extensive community collaboration
- Individualized case management throughout the clients time in secure care as well as during transition to the community

ASU
Mary Lou Fisher
Teachers College
ARIZONA STATE UNIVERSITY

Project RISE

Who it serves:

- **Project RISE** is committed to providing comprehensive transition services and continued support to identified youth that meet the following criteria:
- Youth currently in secure care at the Arizona Department of Juvenile Corrections
- Youth with an active IEP (Individual Education Plan)
- Youth ages 8-18
- Youth returning to Maricopa County

ASU
Mary Lou Fisher
Teachers College
ARIZONA STATE UNIVERSITY

Project RISE

Project RISE strives to:

- Decrease recidivism rates
- Increase graduation rates (H.S. Diploma/GED)
- Increase participation in post-secondary education and/or vocational training
- Bridge the gap between all stakeholders and help streamline the transition process from secure care back into the community
- Demonstrate that smaller caseloads with more comprehensive, individualized case management will yield better outcomes
- Create a model that is sustainable and replicable

ASU
Mary Lou Fulton
Teachers College
ARIZONA STATE UNIVERSITY

Project RISE

The Model:

- > Identify the client within the first week of arrival at the Arizona Department of Juvenile Corrections
- > Explain Project **RISE** to the identified client
- > Obtain parent/guardian permission to participate in Project **RISE**
- > Begin intensive case management that prepares the youth for transition

ASU
Mary Lou Fulton
Teachers College
ARIZONA STATE UNIVERSITY

Project RISE

Client Data:

Client	AMS	HS Diploma	GED	Attending Community High School	Working	Pending Adult Court	Pending Guardian Approval	Discharged Successfully	ICE detainer	Moved out of county	Return to care
1	X	X			X			X			
2	X		X		X			X		X	
3	X		X		X			X			
4	X		X		X			X			
5	X		X					X			
6	X							X			
7	X			X					X		
8	X									X	X
9	X		X								
10	X			X							
11	X			X							
12	X			X							
13	X										
14	X				X						
15	X										
16	X						X				
17	X						X				

ASU
Mary Lou Fulton
Teachers College
ARIZONA STATE UNIVERSITY

Project RISE

Client Tracking:

Legend:

- moved out of county
- withdrawn for ICE detainer
- discharged successful
- pending guardian approval
- pending adult court
- working
- attending community high school
- AMS

ASU
Mary Lou Fisher
Teachers College
ARIZONA STATE UNIVERSITY

Project RISE

Bridging The Gap Through Community Engagement:

- The National Longitudinal Transition Study-2 (NLTS2) considered young adults with disabilities as being productively engaged in the community if they had participated in employment, education, and/or job training activities.

ASU
Mary Lou Fisher
Teachers College
ARIZONA STATE UNIVERSITY

Project RISE

Preparing The Youth for Community Engagement:

- Assist the youth with vocational assessments and classes while in secure care
 - Assist the youth with the preparation of a resume and interview skills
 - Discuss and research vocational/educational opportunities
 - Assist the youth with the **Merging Two Worlds (M2W)**, life skill/transition based curriculum
- Attend all Individual Education Plan, Multi-Disciplinary Team and Child and Family Team meetings
 - Ensure that the client is aware of their accommodations and that all IEP's are current and appropriate
 - Ensure that all other stakeholders are aware of the clients transition plan and are prepared to support that transition
- Create a comprehensive, client driven individualized transition plan
 - Assist the client in creating a transition plan that includes realistic objectives and takes into consideration any barriers that may exist

ASU
Mary Lou Fisher
Teachers College
ARIZONA STATE UNIVERSITY

Project RISE

Preparing The Youth for Community Engagement:

- Collection and preparation of all educational and transition documents
 - Ensure that the clients school transcripts and any other necessary documents are immediately available or received in a timely manner.
- Upon release, assist with school enrolment, job placement and life skill trainings
 - Accompany the youth to enroll in school
 - Assist the youth with job applications and interviews
 - Identify and make available any life skill trainings that might be beneficial to the youth
- Continue to consistently support the client in the community until they turn 18.5
 - Provide consistent, reliable support for the client during the transition process
 - Assist the youth in navigating any barriers that may arise during the transition process

ASU
Mary Lou Fulton
Teachers College
ARIZONA STATE UNIVERSITY

Project RISE

Preparing The Community To Engage Our Youth:

- > **Creating Community Partnership and Support**
 - Allows us to educate the community organizations and stakeholders in the overall concept of transitioning youth with disabilities
 - Allows the stakeholders to become more aware of the needs of the youth that they will be receiving
 - Allows the stakeholders to identify any barriers to services that might exist and adjust their organizations practices to meet the needs of our youth
 - Allows all parties involved to be on the same page and gives all of us the ability to speak the same language

ASU
Mary Lou Fulton
Teachers College
ARIZONA STATE UNIVERSITY

Project RISE

Preparing The Community To Engage Our Youth:

- > **Project RISE Community Partners:**
 - Tolleson Union High School District (SPED)
 - Phoenix Union High School District (SPED)
 - Mesa Public Schools (SPED)
 - Austin Center for Exceptional Students (ACES)(SPED)
 - Goodwill of Central AZ (Career Centers)
 - Phoenix Job Corps (Transitional living/Career)
 - AZ Department of Economic Security/ Child Protective Services
 - Salt River Accelerated Learning Academy (SPED)
 - Boys & Girls Clubs of the East Valley (Youth Development/Life Skills)
 - Boys & Girls Clubs of Greater Scottsdale (Youth Development/Life Skills)
 - Mission Academy/ROP (SPED)
 - Maricopa County Human Services Department/Workforce Connections (Career/Life Skills)
 - Mesa Community College (Career/Postsecondary Ed.)
 - Estrella Community College (Career/Postsecondary Ed.)
 - East Valley Technical Institute (EVTI) (Career/ Technical)

ASU
Mary Lou Fulton
Teachers College
ARIZONA STATE UNIVERSITY

Project RISE

Preparing The Community To Engage Our Youth:

- > **Expert Community Panel/Advisory Board**
 - Allows us to gather feedback and guidance from professionals who are considered experts in their respective fields
 - Gives us the opportunity to hear the opinions and perspectives from a wide range of community organizations and stakeholders.
 - Allows us to interact with representatives from key areas of the transition process who have the ability to influence change within their organizations

ASU
Mary Lou Fulton
Teachers College
ARIZONA STATE UNIVERSITY

Project RISE

Preparing The Community To Engage Our Youth:

- > **Surveys and Focus Groups**
 - Gives us input and feedback from a wide range of stakeholders
 - Allows us to identify discrepancies between policy and reality
 - Gives stakeholders an opportunity to give honest opinions in a safe environment
 - Allows us to identify common areas of concern that we can target for change

ASU
Mary Lou Fulton
Teachers College
ARIZONA STATE UNIVERSITY

Project RISE

REINTEGRATION FRAMEWORK SELF-ASSESSMENT TOOL
Arizona State University Project RISE

Green = Community Partners
Yellow = CPS/HSD
Red = ADAC/ED/Admin
Blue = ADAC/Parole/Transition

INDICATOR	ALWAYS EVIDENT = 3	USUALLY EVIDENT = 2	SELDOM EVIDENT = 1	NOT EVIDENT = 0	DON'T KNOW
1.1 Procedures and interagency agreements are established with appropriate agencies.	Green	Yellow	Blue		
1.2 Timely transfer of all appropriate youth records occurs between releasing and receiving programs.	Red	Green	Blue		Yellow
1.3 All involved agencies are aware of the youth's needs and of the services that each agency is providing to meet those needs.	Green	Yellow	Blue		Green
1.4 Communication occurs regularly between agencies.	Yellow	Green	Blue		Yellow

ASU
Mary Lou Fulton
Teachers College
ARIZONA STATE UNIVERSITY

Project RISE

Reintegration Framework: Self-Assessment Survey Summary

- > **Findings/ Highlights:**
 - Interagency Collaboration**
 - 1.2) Both Education and Administration felt that the timely transfer of youth records always or usually occurs between the department and receiving programs. The Transition Coordinators and Parole Officers felt that this seldom happens or did not know if this happens at all.
 - 1.4) 9 of the 12 participants felt that communication occurs regularly between agencies, 3 of the 12 participants that felt communication was seldom or never evident included 1 member of the Parole Officer/Transition Coordinator group and 2 members of the Child Protective Services /Human Services Department group.
 - 1.10) The Parole Officer and Transition Coordinator both agreed that it is seldom evident that they have special funds earmarked for transition support and services while education and administration felt that this was always or usually evident.
 - **Summary**
There seems to be a consistent discrepancy between the opinions of the education/administration group and the Parole Officer/Transition Coordinator group in regards to interagency collaboration.

ASU
Mary Lou Fulton
Teachers College
ARIZONA STATE UNIVERSITY

Project RISE

Reintegration Self-Assessment Survey Responses

Domain	Number of indicators	Number of possible responses	Evident n (%)	Not Evident n (%)	Didn't Know n (%)
Interagency Collaboration	10	120	89 (74%)	2 (2%)	29 (24%)
Team Planning	5	60	43 (72%)	1 (1%)	16 (27%)
Education	10	120	57 (48%)	11 (9%)	52 (43%)
Supporting Life Skills	6	72	44 (61%)	7 (10%)	21 (29%)
Continuity During and Post Transition	8	96	30 (31%)	10 (10%)	56 (58%)

ASU
Mary Lou Fulton
Teachers College
ARIZONA STATE UNIVERSITY

Project RISE

Advisory Board Focus Groups:

➤ **Sample Focus Group Questions**

- 1) Identify the departmental processes that you consider to be "high quality" in regards to transitioning youth.
- 2) What are the barriers that currently hinder the transition process?
- 3) Describe your understanding of how IEP's are identified, updated and complied with.
- 4) What is the single biggest challenge in regards to successfully transitioning youth from your agency?
- 5) What is your definition of "community engagement" in regards to the juvenile transition process?

ASU
Mary Lou Fulton
Teachers College
ARIZONA STATE UNIVERSITY

Project RISE

Focus group responses to "Community Engagement"

- **Response:** We need to do a better job of mandating parents and/or guardian's participation to ensure that they are engaged in the process as well as provide them with services and parent training opportunities.
- **Response:** Community engagement is a collaborative effort of community organizations and agencies working on the "same page" to provide opportunities and services to transitioning youth. This is working off of the idea of a collaborative impact and needs to provide the organizations and agencies a way to openly communicate with one another.
- **Response:** If we want community organizations to truly "engage" these youth, there needs to be a "win-win" scenario for all involved. We cannot rely on people to "engage" purely base on the concept that it is the right thing to do. There has to be something in it for them.
- **Response:** We need to take the partnering agencies into consideration when utilizing their services. Some agencies are very willing to accommodate transitioning youth in small doses but may not be willing to risk the culture of their overall organization by saturating it with this demographic.

ASU
Marty Lee Fisher
Teachers College
ARIZONA STATE UNIVERSITY

Project RISE

Audience Survey Questions:

> Please answer the following questions

- 1) What is the single biggest challenge in regards to successfully transitioning youth from secure care?
- 2) What is your definition of "community engagement" in regards to the juvenile transition process?
