

2004 INNOVATIONS AWARDS PROGRAM
Application Form

1. Program Name: **‘Spokane Youth Social Responsibility Project’**
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9. **Two Sentence Description of Program:** Spokane, Washington, has engaged in a groundbreaking, multi-system character education community partnership, utilizing Washington Department of Corrections staff to assist educators and community agencies in facilitating cognitive behavioral life skills classes for at risk youth, to reach them BEFORE they enter the criminal justice system. Innovative and simple, Spokane Youth Social Responsibility (SYSR) is a new integrated approach to intervention designed to address pressing issues in the school environment such as truancy, drugs, and violence, by introducing curricula used successfully in corrections and community programs for many years into school classrooms.
10. **How long has this program been operational (month and year)?** The project was implemented upon receiving a Department of Justice Weed & Seed grant award in July 2003 and began operations in the schools in September 2003.
11. **Why was the program created? (What problem[s] or issue[s] was it designed to address?)** Due to diminishing resources, the system has long been reactive in dealing with substance abuse, violence, and truancy in our youth. In order to protect mainstream students, educators have traditionally avoided dealing directly with disruptive youth, by expelling them

and turning them over to law enforcement. According to the Washington Governor's Juvenile Justice Advisory Council, between 1996 and 2001, truancy contempt hearings had increased by 371percent. Chronic truants are detained in detention facilities in Washington State and approximately 3,500 juveniles were 'locked down' for status offenses in 2003, 95percent were non-offending truants/runaways. In Spokane Juvenile Court 1,471 cases were addressed in Truancy Court alone. Many families of at risk youth are low-income and unable or unwilling to seek costly services/treatment on their own. Consequently, our shrinking dollars have been increasingly diverted to the criminal justice system and offender institutions/programs. With 'No Child Left Behind' mandates, a new integrated cost effective strategy was needed to address these 'system failures' and improve school retention and achievement.

The Spokane Youth Social Responsibility program was designed in 2001 as part of a Department of Justice Weed & Seed strategy to 'weed out crime, and seed in services'. During community policing strategy meetings, citizens and stakeholders identified these youth as their most pressing concern.

Simple, but innovative, The Spokane Youth Social Responsibility program acts to reverse this 'reactive trend' by introducing cost-effective, state-of-the-art cognitive behavioral programming, used successfully in corrections and treatment for many years, into school classrooms as a pro-active intervention. Department of Corrections staff act to support teachers in their new roles as facilitators and provide quality assurance. This partnership approach was easy to implement and cost-efficient. It used existing resources at start-up, combining correctional facilitator and educator skills in school classrooms. Workbooks are the primary ongoing expense after training is accomplished, so it can be readily sustained in future years. The project is now expanding to a multi-systemic intervention approach involving juvenile justice, corrections, and community agencies to provide the same curricula, tools and language across fields to reach these youth.

12. Describe the specific activities and operations of the program in chronological order.

As part of the Spokane Edgecliff Weed & Seed strategy, Department of Corrections staff researched a new correctional-based program that was developed for school classrooms, delivering a cognitive behavioral, peer-structured curriculum for at risk youth, entitled Social Responsibility Training. Utilized in corrections and community treatment for years, cognitive behavioral programs have long been recognized as a credible and cost-effective intervention to drugs, gangs, and violence with the highest rates in reducing recidivism. The Social Responsibility Training curricula are designed to reduce risk factors and enhance social, moral and behavioral growth in a progressive fashion. However, school administrators and educators first had to be convinced to introduce the non-traditional curricula for difficult youth in their classrooms. Correctional facilitators, skilled in program delivery and quality assurance, met with school administrators and secured participation by

volunteering to support educators and provide consultation/quality assurance while implementing this new approach.

Facilitator training and workbooks for two local high school pilots was budgeted in the winning Weed & Seed strategy. The Social Responsibility Training was scheduled for 23 educators and administrators in August 2003 with correctional facilitators assisting the program developer. At the start of the school year, September 2003, fourteen classes were offered to approximately 150 at risk students in the high school pilots. Ferris High School, a mainstream school with a population of 1,800, adopted the curriculum as a behavioral intervention program and 'invited' 65 youth with four disciplinary actions/suspensions or more to attend. At the same time, Spokane Valley Alternative High School provided Social Responsibility Training to all 100 students attending full-time, as a base program and philosophy throughout the school. A quality assurance visit was conducted in November 2003 in which program developers and consulting correctional facilitators attended classes and met with educational facilitators to fine tune the project.

Due to the positive response and initial results, demand for the program skyrocketed. According to Ferris Assistant Principal Carole Meyer, "teachers were clamoring for the training."

Recognizing the potential this project had by 'recruiting' schools and agencies to work with otherwise displaced offender families and their youth, Washington State Department of Corrections funded an additional training for area schools and invited agencies in January 2004 to expand to a multi-systemic approach. It became clear that the project was easily implemented and cost-effective and could be easily duplicated across systems. During January, forty educators and professionals were trained from four high schools, Title VII Indian Education, Juvenile Justice, the Spokane County Health Department, Community Health Association of Spokane, Greater Spokane Substance Abuse Council Prevention Center, and Department of Corrections. In addition, facilitators were certified to offer a matching component of the program to parents. By training correctional staff, agencies and schools, Department of Corrections now has the opportunity to tie into the new resource as an offender family integrated service. Youth and custodial parents can be referred to the classes in the community, and at the same time, pilots are being initiated in the Department's correctional institutions to provide the parenting component to those offenders planning to reunite with their children.

New pilot classes are being initiated throughout the area at this writing and expansion plans are in place. A total of twelve schools in five school districts and four correctional institutions are now participating in the project, attending coalition meetings and planning future training and funding to expand.

13. **Why is the program a new and creative approach or method?** Spokane Youth Social Responsibility Project is pro-actively reaching at risk youth, helping them to stay in school, by introducing a multi-systemic character education intervention BEFORE they reach the criminal justice system:
- utilizing a corrections based cognitive behavioral strategy refined for the classroom, with correctional staff initially offering support and consultation to the educators in their new roles; and
 - training professionals community-wide in juvenile justice, non-profit agencies, and health fields for an integrated approach to support the schools, while also providing a community service network using a consistent curricula for at risk youth and their parents, with the same language, same tools throughout the system;
 - offering Spokane Juvenile Truancy Court a viable alternative to detention for truants, helping them to re-establish ties to school. According to Detention Manager Marie Studebaker, Spokane Youth Social Responsibility classes could potentially reduce Spokane County's Juvenile Detention Facility truant population by up to 50 percent;
 - reaching high-need offender families, otherwise not detected, by recruiting these agencies and schools to provide the curricula to these high risk parents and youth in a mainstream setting;
 - by providing the parenting component to incarcerated inmates planning to reunite with their children, using the same tools and curricula as with the family unit in the community, a cost-efficient wrap-around skill building transitioning service is provided to reduce risk/enhance protective factors in offender re-entry to the family.

The curricula, Social Responsibility Training, had been recently developed by the co-founder of a leading corrections program, Moral Reconciliation Therapy, Dr. Ken Robinson and Dr. Lane Lasater of Character Development Systems. Moral Reconciliation Therapy was originally implemented in corrections in 1987 and has been delivered to over 400,000 juvenile and adult offenders in 43 states with a documented 30 percent reduction in recidivism. Using Social Responsibility Training, local correctional facilitators helped ease the teachers into their new roles, to replicate Moral Reconciliation Therapy / Social Responsibility Training in the schools as an early pro-active character education intervention. The curricula is developed for a classroom setting as an intervention for youth prior to involvement in the criminal justice system by targeting character development, substance abuse and critical life skills. The systematic, step-by-step curricula are designed to alter how youth think, how they make judgments and decisions about right and wrong, and promote pro-active actions, values and skills.

14. **What were the program's start-up costs? (Provide details about specific purchases for this program, staffing needs and other financial expenditures, as well as existing materials, technology and staff already in place.)** Costs for the July 2003 pilot start-up were \$11,300 to train 23 facilitators and administrators and purchase 200 workbooks.

Teacher wages for the three days in training were paid by school district specialized teacher training funds at approximately \$900 each. The two pilot schools operated 14 classes reaching approximately 150 at risk youth. Since it is integrated into the school day as a once or twice weekly credit class, no additional teacher wages are required to facilitate the class.

The second phase of training in January 2004, expanded to a multi-systemic approach considered the first of its kind in the nation. An additional, 18 correctional and non-profit facilitators were trained at \$9,860 and Character Development Systems invested in-kind matching scholarships to 18 educators and 4 administrators to assist the national pilot. Additionally two trainers began a scholarship Train the Trainer training, which will reduce future training costs by nearly one-half.

Department of Justice Edgecliff Weed & Seed has just budgeted for an additional training in Fall 2004 to increase the number of facilitators in the two pilots and add classes to two additional high schools and two middle schools. Projections are to reach up to 500 at risk youth. Six additional schools in other school districts are seeking funding for a future training. Training costs for the next expansion in Fall 2004 are as follows:

Fall 2004 Projected Expansion

Train 25 Additional Facilitators	\$9,630
500 Student Workbooks	5,700
150 Parent Workbooks	2,160

Estimated Fall Expansion Expenses \$17,490

***Teacher wages during 3-day training are paid with school district training funds. After start-up, schools assume workbook costs as a classroom material expense.**

15. **What are the program's annual operational costs?** Costs are limited primarily to workbooks after start-up and facilitator training due to attrition, as the Spokane Youth Social Responsibility Project is delivered in the school classroom. Due to program demand, expansion is projected to reach 12 high schools in five districts within the next 1-2 years, with the capacity to reach up to 1,000 at risk youth for as little as \$11,500 annually after the initial training costs, if books are purchased in bulk. Future training costs for attrition would be reduced to \$200 per facilitator with the use of the Training of Trainers component. Quality Assurance was provided initially by certified correctional staff, however Quality Assurance training is also available. In addition, a parenting component is being made available to be facilitated by volunteer and outreach agency professionals. Please note, if a central agency assumes this project, additional funding for coordination may be required.

16. **How is the program funded?** The initial pilot and start-up programs were funded by a Department of Justice Executive Office Weed & Seed grant award of \$9,800 + \$1,500 for additional books. Department of Corrections funded the second phase of training for \$9,860 and recruited agencies to participate in an integrated multi-systemic approach, recognizing it as a cost efficient resource to offender families. Due to the strong demand for the classes and the positive initial results, Educational Service District 101 has agreed to adopt the project to expand area wide ongoing for the next five years. After initial training is completed, any future training will be minimal due to attrition, and accomplished via local Training of Trainers. It is anticipated that individual schools will assume the cost of workbooks in the future as a classroom expense and the project will become self-sustaining.
17. **Did this program require the passage of legislation, executive order or regulations? If YES, please indicate the citation number.** The program did not require legislation or executive order, however the 'No Child Left Behind' mandates, spurred the need and motivation in schools, rendering this innovation a timely solution to reduce risks leading to truancy and student dropout and instill protective factors for improved school achievement.
18. **What equipment, technology and software are used to operate and administer this program?** The only equipment used is typical classroom materials and the Social Responsibility Training workbooks, requiring nothing more. The innovation is in the 'intervention approach' it has achieved.
19. **To the best of your knowledge, did this program originate in your state? If YES, please indicate the innovator's name, present address, telephone number and e-mail address.** YES, although other isolated school districts have individually adopted the new curricula in other states, the Spokane Youth Social Responsibility Project is original in its form of delivery, by:
- utilizing corrections staff to assist in the program's implementation, providing consultation and quality assurance to educators;
 - expanding to a multi-system approach involving schools, juvenile justice, community agencies and corrections to provide a consistent curricula using the same language, same tools for at risk youth throughout the system;
 - offering the classes to Spokane Juvenile Truancy Court as a viable alternative to detention for truants, helping these high risk youth to re-establish ties to school;
 - reaching high need offender families, otherwise not detected, by recruiting agencies and schools to provide the curricula to high risk parents and youth in a mainstream setting;
 - Correctional institutions tying into the parenting component to provide a wrap-around offender family transitioning service.

The Spokane Youth Social Responsibility Weed & Seed Community Partnership
Washington State Department of Corrections, Project Innovator

- Kaye Adkins, Department of Corrections.
- Cyrus McLean, Department of Corrections
- Nancy Jahns, Department of Corrections
- Nanette Degeorgio, Department of Corrections
- Carole Meyer, Ferris High School
- Larry Bush, Spokane Valley High School
- Teresa Hurliman, Bancroft Alternative School
- Shelly Boyd, Title VII Indian Education Medicine Wheel Academy
- Rick Scott, Spokane Edgecliff Weed & Seed
- Sheriff Mark Sterk, Sheriff's Community Oriented Policing Effort
- Lynda Evans, ESD101 Correctional Learning Network
- Astri Zidack, ESD101 Prevention Programs Coordinator
- Marie Studebaker, Spokane Juvenile Court Detention Manager
- Dr. Lane Lasater, Character Development Systems

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20. **Are you aware of similar programs in other states? If YES, which ones and how does this program differ?** No. Although other isolated projects, involving a single school district or agency, have used the curricula successfully, program developers, Dr. Lane Lasater and Dr. Ken Robinson, have confirmed that our integrated multi-system approach to delivering their curricula is innovative and the first in the nation.
21. **Has the program been fully implemented? If NO, what actions remain to be taken?** The pilot project has been fully implemented. It is showing such strong results and gaining such interest, we are receiving requests to expand throughout the state and have scheduled additional training. Although the program is easily replicated, a central educational service agency would best coordinate ongoing community education, funding and training and Educational Service District 101 is agreeing to assume future leadership in the multi-system effort if funding can be acquired.

- 22. Briefly evaluate (pro and con) the program's effectiveness in addressing the defined problem[s] or issue[s]. Provide tangible examples.** This Weed & Seed Spokane Youth Social Responsibility program is considered a strong success and is the epitome of what a grassroots community initiative can achieve. It is receiving statewide and national recognition for its initial results. The project is presenting at numerous conferences and has received the "Washington State Department of Corrections Community Partnership Award" for 2003. In addition, Educational Service District Correctional Learning Network is developing a video production for national airing, and National Institute of Corrections is considering the Spokane Youth Social Responsibility as a model for its upcoming offender family solutions video training. The Educational Service District 101 has agreed to assume future leadership for the project if funding can be acquired.

In first quarter results, Ferris High School experienced a reduction in short term suspensions by one third and the lowest student net loss in the District, with the second to highest student count. Second quarter results showed significant additional gains in retention, with a net gain of 3 students for the quarter, compared to net losses of 9-30 in other district schools, gaining School District 81 attention. Spokane Valley Alternative High, notorious in prior years for its violence, law enforcement contacts and unruly student behavior, had reported previously that 2-3 fights occurred weekly on campus and student arrests were commonplace. After integrating Social Responsibility Training classes as a base program and philosophy in the school, Principal Bush reported in the second quarter that the school had had no reported fights the entire 2003-2004 school year. What is of primary importance, is the effect it had on the entire school environment, Mr. Bush notes an increased willingness in students to support and protect one another, eliminating the 'hostile environment' and lending to more positive school achievement. He also notes that the school's FTE retention had increased sharply, while credits earned were double that of the previous year. He credited the Social Responsibility classes in large part for the school's successes. Both Principals indicated that students reported enjoying the classes, as shown by high attendance and low tardiness. Student grades have yet to show much increase, however it is still new in the startup.

- 23. How has the program grown and/or changed since its inception?** The project is now expanding to a multi-systemic intervention approach involving juvenile justice, corrections, and community agencies to provide the same curricula, tools and language across fields for these youth. In addition, the parent component has been added to increase family protective factors and skills. The program demand continues to expand with projections to reach 12 schools in five districts within the next 1-2 years. In the next year, Department of Justice Weed & Seed has budgeted to expand to two additional high schools and two middle schools involving up to 500 at risk youth with 30 percent participation of parents in the Edgecliff neighborhood. Future expansion to other school districts on waiting lists will train 50 additional facilitators in 6 additional high schools. Thereafter, costs associated with the class are limited primarily to workbooks and any facilitator training required due to attrition. With

the Training of Trainers component now training two trainers, future training costs would be reduced to \$200 per facilitator.

24. **What limitations or obstacles might other states expect to encounter if they attempt to adopt this program?** Initial start up funding and local school administrator and educator commitment is required. This project was initiated as a grass-roots community initiative and is best adopted by administrators and line staff in schools and agencies having ‘ownership’ in its implementation and committed to the program’s mission and approach. It is important to enlist professionals who are motivated to facilitate cognitive behavioral life skill curricula. As the program expands, it can then be administered by a central agency, such as an Educational Service District, taking leadership in coordination of the multi-system efforts to arrange funding for expansion, schedule training, and take advantage of bulk purchase discounts.