

Increasing Credits Awarded from Okanogan
Juvenile Detention School

A Special Project

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Dr. Robert P. Kraig, PhD.

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FACULTY APPROVAL

Increasing Credits Awarded from
Okanogan Juvenile Detention School
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by
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ABSTRACT

Title: Increasing Credits Awarded from Okanogan Juvenile Detention
School

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Graduation/grade advancement statistics for students at Okanogan Juvenile Detention School (OJDS) were at an alarmingly lower rate than their counterparts who attended non detention facilities. OJDS was a Title 1, 100% free or reduced lunch, detention school for students ages 8-17. The purpose of this study was to increase the number of transcripts that were sent to a student's regular school, by directly contacting the counsellor, which would increase the likelihood of the student graduating/advancing grade levels and/or joining a GED program. Students from 2008-2009 were compared with students from spring of 2010. Results indicated no significant change in the number of transcripts sent but there was a significant increase in the graduation/grade advancement rate and/or joining a GED program.

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CHAPTER 1

Introduction

Background for the Project

Detention Schools are a relatively new entity when compared with traditional schools. Only within the last thirty years have county detention facilities been required to provide education opportunities for incarcerated youth. These court-mandated directives caused detention centers to partner with local school districts and Educational Service Districts (ESD) to provide accredited schools inside detention facilities. A detention center area is usually served by one or two school districts. This allowed student information to flow rather smoothly as district and detention staff formed cooperative, working relationships with one another.

These relationships between the public schools and the detention schools allowed for an easy flow of information when relaying student information. Revised Codes of Washington (RCW) facilitated this exchange of information by allowing school districts to share data within their own districts without transcript requests. In cases where there was another school district, a liaison was appointed so data could still be dispensed in an acceptable amount of time and with few credit transfer problems - familiarity of each other's credit-awarding systems.

Detention facilities that covered a large area such as Okanogan County Juvenile Detention Center (OCJC) drew youth from nine local school districts and occasionally other outside schools. Each separate district had their own contact person and there were three different systems of awarding credits. Smaller school districts also had fewer resources. Consequently, employees were responsible for a large variety of administrative tasks and, through necessity, serving a relatively small population of juvenile students became a low priority.

Another problem that arose was the relatively short amount of time a typical juvenile student was incarcerated at OCJC. Incarcerated youth spent an average of 15 days in the facility, which created a paper work problem for schools. Often schools chose to treat the time spent in detention as an absence instead of a withdrawal to another school as required by law. Detention students were also considered at-risk youth by definition; meaning they were inclined to be mobile and enroll in numerous school districts. This caused even more paperwork problems and confusion as district personnel tried to put complete transcripts together that awarded students all the credit that they had earned.

Statement of the Problem

Generally, students at Okanogan Juvenile Detention School (OJDS) had a lower graduation/class advancement rate than their peers who stayed exclusively in traditional schools. Students who had been in a detention school fall behind in their "home school", which refers to a student's original school before they came

to detention. These students lagged behind for a number of personnel reasons that included family life and drug abuse, which schools have little or no control/influence upon. Teacher prejudices, peer influences and being penalized for missing work while at detention were examples that highlighted areas where schools should have helped these at-risk youths. In addition, juvenile detention school employees could have facilitated the exchange of information between schools and schools districts in order to help detention school students receive credit.

Dr. Johnson (2010), Superintendent of Okanogan School District and Principal OJDS revealed that besides being held responsible for missed class work, students did not receive credit for work done while in the juvenile detention school. This, unfortunately, was due to counselors not being aware of the credits students earned, not knowing how to transfer detention credits into their school credits, and a lack of motivation to complete work. The whole process of awarding credits was reliant upon a student's counselor opening the lines of communication, which would allow transcripts be sent from one school to another. RCW laws were very strict about how transcripts could be sent from one school district to another. Information could only be transferred after an official request for transcripts was sent. Without the request form, detention schools cannot send out transcripts. Therefore, this study was focused on facilitating the

communication between the OJDS and home schools so students returning to their home district could receive credit for school work done while in detention.

Purpose of the Project

The purpose of this study was to determine if an OJDS employee directly contacting home schools of incarcerated youth increased the number of students who were awarded credits graduated, and advanced with their present class and/or joined a GED program.

Delimitations

This project was limited to OCJC youth who have been students for ten or more consecutive days at the Okanogan Juvenile Detention School, located in Okanogan Washington. Only Junior/Senior high school students who were from Okanogan County school districts were considered for this study. The study was conducted during the spring of 2010 and included twenty students. Twenty students from the 2008-2009 were utilized as a control group. The OCJC population count during this time was 135 unduplicated students and 310 duplicated students, i.e. students being incarcerated more than once per year. The Ethnic makeup of OCJC is 67% Native American, 15% Caucasian, 15% Hispanic and 3% other. By state law, 100% of all students at OCJC qualify for free or reduced lunch.

Information was gathered by using Title 1D reporting information, which all Institutional Education programs were required to fill out. School employees

followed up on the graduation/grade advancement for all students who had spent ten or more consecutive days in detention.

Assumptions

This study was based on the assumption that all participating students would re-enroll in an accredited high school after they were released from OCJC. It was also assumed, when contacted by the OJDS, other school districts would send a request for transcript notification. The final assumption is that all participants will act in a timely fashion.

Hypothesis or Research Question

Students of school districts directly contacted by the Okanogan Juvenile Detention School will more likely receive credit for work done in the Juvenile Detention Facility than students who are only told to ask their counselor to send for an official transcript. Students that receive transcripts will advance or enter a GED program at a higher percent than those students who do not receive transcripts. Those students receiving Juvenile Detention school credit will be more likely to indicate that receiving credits from the Okanogan Juvenile Detention School helped them remain on a graduation/grade advancement path.

Null Hypothesis

Students of school districts who are directly contacted by the Okanogan Juvenile Detention School, will not be more likely to receive credit for work done in the Juvenile Detention Facility than students who are only told to ask their

counselor to send for an official transcript. Students that receive transcripts will not advance or enter a GED program at a higher percent than those students who do not receive transcripts. Those students receiving Juvenile Detention school credit will not be more likely to indicate that receiving credits from the Okanogan Juvenile Detention School helped them remain on a graduation/grade advancement path.

Significance of the Project

The purpose of this project was to find a better way to communicate with school counselors regarding detention school credit earned by students while being incarcerated. The study reviewed the different ways studied inspected correspondence between counselor, students and the detention school. Significant amounts of paperwork and employee time had been spent in search of methods to improve at-risk youth's graduation/advancement rates. The results of this study were shown to other small detention school facilities to aid in their school programs.

Procedure

For the purpose of this project the following procedures were implemented.

1. Data was reviewed from the first 20 Title 1D students of 2008-2009.
2. Permission to conduct research at the OJDS was granted by school Principal Dr. Richard Johnson. (See Appendix A)

3. Permission to conduct research at OJDS was granted by OCJC manager Dennis Rabidou. (See Appendix B)
4. A review of literature was conducted at Heritage University using the ERIC website, online research search engines and local library facilities.
5. Contact was made with small detention facilities in Washington State to determine how they communicated with other school districts.
6. A survey inquiring about student confidence was created. (See Appendix C)
7. Before their release, students were given the survey and asked which school they would be attending.
8. The new school was contacted by phone or fax and informed that the student had earned credits in OJDS.
9. Upon receiving request for transcript forms, employees faxed official transcripts.
10. A data base was created to record transcripts sent/graduation/advancement/GED information from 2008-2009 and 2010.
11. Information about transcripts sent/graduation/advancement/GED from 2008-2009 was recorded. (See Appendix D)
12. When a transcript was sent to a school district the information was recorded in the database.

13. At the end of the year, graduation/advancement/GED information was requested from the school districts of participating students.
14. Transcript sent/graduation/advancement/GED information from 2010 was tabulated and analyzed. (See Appendix E)
15. Results of the confidence survey were recorded. (See Appendix F)
16. Research study results were evaluated using a calculator and Stat Pak.
(See Appendix G)
17. Conclusions and recommendations were drawn from the data results/analysis.
18. Information was shared with other detention facilities and administrators.

Definition of Terms

For the purpose of this study the following words were defined:

Juvenile Detention School: Educational facility located inside a detention center where incarcerated youth attend school.

Juvenile Detention Center: A place that houses youth under the age of 18, who have been accused or convicted of a crime in the community.

Incarcerated: Someone placed in a situation of confinement.

Unofficial transcript: Computation of credit hours earned by a student in detention facility, which can be given to parents or students but cannot be used by home school districts when awarding credits.

Official transcript: Computation of credit hours that a home school receives by faxing an official transcript request to the detention school.

Home School: Non-detention school that a student attends before or after incarceration.

Graduation/grade advancement: Refers to a student who earns their diploma or advance academically with their peers.

Acronym

ACT: American College Test

ESD: Education Service District

ESL: English as a Second Language

HSPE: High School Proficiency Exam

IEP: Individual Education Plan

MSP: Measurement of Student Progress

NCLB: No Child Left Behind

OCJC: Okanogan County Juvenile Detention Center

OCJS: Okanogan Juvenile Detention School

OSPI: Office of the Superintendent of Public Instruction

RCW: Revised Code of Washington

SAT: Scholastic Aptitude Test

SPED: Special Education

WASL: Washington Assessment of Student Learning

CHAPTER 2

Review of Selected Literature

Introduction

This chapter has been organized around the following topics: (a) Juvenile Justice System, (b) No Child Left Behind (c) Washington Assessment of Student Learning, (d) At Risk Students (e) Living Situation, (f) Credit Retrieval, and (g) summary

The Juvenile Justice System

The Juvenile Justice System (JJS) was a complex collection of agencies that worked together with the end goal of reformed juveniles, who did not continue committing crimes as adults and became productive members of their community. The JJS was committed to the reform/reeducation of delinquents instead of the punishment of offenders like the adult system did. The JJS was created to correct counterproductive and historical injustices in the treatment of juvenile delinquents.

Juvenile reform came about around the turn of the century, when judicial personnel and social reformers convinced lawmakers that children under the age of 18 needed to be treated different than adults. Up until this time the United States followed the majority of other countries and did not recognize the difference between a juvenile or adult when a crime was committed. This meant children as young as eight faced the same criminal penalties as a person over the

age of 18. The JJS established maximum sentencing for children, so a juvenile who committed a crime would still have the hope gaining their freedom after serving a certain amount of time, whereas their adult counterpart would be sentenced longer for the same crime. According to Snyder and Sickmund (2006) these early juvenile courts focused on how the community could help correct antisocial behavior instead of a state agency. For those children who continually broke the law and did not respond to community sanctions or committed a serious crime, state reform schools were established. The JJS remained relatively unchanged until the late 1960's.

The 1960's was a time of change for the JJS as philosophies in juvenile delinquency began to become more enlightened through studies and research. A series of laws were passed during this time that changed the mission of the JJS and the standard operating procedures. The first of these laws was called The Juvenile Delinquency Prevention and Control Act of 1968. Snyder and Sickmund (2006) stated this law "recommended that children charged with noncriminal (status) offenses be handled outside the court system." (p. 96) The Juvenile Justice and Delinquency Act of 1974 (amended in 1980) went further and required that juvenile offenders be incarcerated in different facilities than adults. Until this law was passed criminals from the age of 8 and older were all imprisoned in the same facility. An end result of this was physical/sexual assaults on juveniles or juveniles learning more deviant behaviors from experienced/hardened criminals.

This led to the largest change in the JJS since the system was created. Brand new facilities were constructed to be in compliance with the new laws. In addition new staff had to be hired and trained to work exclusively with supposedly changeable juveniles instead of adult offenders who were to be punished.

During the 1980 citizens began pressuring lawmakers to become stricter on criminals. This pressure was a result of the increase in street crime fueled by gangs and new drugs like crack and cocaine. For the first time since the turn of the century large numbers of children under the age of 18 were tried as an adult for certain crimes. This brought about confusion in the JJS as juvenile facilities decided how to house and treat this new classification of delinquent. The increase in crime also led to overcrowding and budget problems. Fortunately some Supreme Court decisions clarified new laws for the JJS because according to Fagan (2008) over 25 percent of juveniles were tried as adults.

The United States Supreme Court had long been instrumental in shaping the JJS. In 1966 with *Kent v. the United States*, juveniles were provided with due process. The *In re Gault* (1967) case ruled that juveniles had four basic constitutional rights. Snyder and Sickmund state that other rulings, made the court prove guilt beyond a reasonable doubt, allowed some juvenile matters to be reported on, took age into consideration when sentencing and initially set the death penalty age at 16 which was overturned in 2005 to 18.

There are five major agencies in the JJS, law enforcement, detention facilities, courts, probation departments, and state facilities. These individual agencies combine resources that facilitated/encouraged children to transform from trouble makers into well adjusted members of society. The law enforcement agencies were usually the ones who had first contact with offenders. Through investigations/patrols they established the basis for referral. This referral was in the form of a summons or an arrest. Once an arrest had been made the juvenile was taken to the detention facility. The detention facilities goal was to safely house these children until the courts decided what to do with them. The courts had the final say in what or how the juvenile would be reformed. The reform could have come about through community supervision/service or in some serious/repeat cases detention. The probation department was in charge of supervising juveniles when they had been released back into society and made sure that they complied with release conditions such as drug/alcohol testing and/or counseling. The most serious and worst cases involved juveniles being sent to state institutes where their progress is closely monitored and extensive resources were spent on their rehabilitation.

No Child Left Behind

No Child Left Behind (NCLB), was passed into law with extensive bipartisan support on May 23, 2001 by George Bush. NCLB was a radical overhaul of the nation's educational system, which focused on standardized

testing and accountability. A study by the Thomas B Fordham Institute (2009) remarked that NCLB is meant to hold schools accountable by using Annual Yearly Progress (AYP) to check on progress of students. Schools that did not meet AYP requirements were penalized. Some of the new regulations required by NCLB were; mandating that all teachers be highly qualified in the subject area that they were teaching, set minimum benchmarks that schools had to meet with the goal of 100% compliance, introduced punitive measures to schools that did not make satisfactory progress, and when goals were not met gave parents a choice for their child's schooling. Initially, additional funding was also supplied to help implement these changes.

Proponents for NCLB claim that the new regulations raised student's scores, held school districts accountable to the community, and encouraged minority/special education students to succeed. The line of reasoning went something like this: Test scores should rise since teachers hold a degree in the subject, give more direct teaching, and benefit from the extra support that funding provided. School districts were held accountable by being required to make AYP. Not reaching AYP for several consecutive years enabled parents to send their child to other schools, continued failure in extreme cases warranted administration and or teachers being terminated. Schools also were required to make district report cards available that detailed how their students preformed on mandated tests. Johnson (2010) commented that minority and special education

students were required to pass the test, which focused more resources on these students and helped close the gap between white and minority students.

Opponents of NCLB asserted that the new requirements hurt different spectrums of individuals, inadvertently narrowed curriculum and damaged school districts. Non-English speaking students were still required to take and pass the test, putting them at a disadvantage and encouraging schools to have them drop out. As graduation is often linked to standardized tests, those who do poorly were more inclined to drop out. Gifted and Talented students were disenfranchised as less money and teacher time was spent on students that could already pass the test.

The variety of curriculum that a school offered was diminished as schools were forced to spend more money on the core/tested subject areas. This hurt schools electives and their fine arts programs, which were reduced or eliminated. Furthermore, according to Powell, Higgins, Aram and Freed (2009), classroom teachers also spent less time on non-tested material and focused more on the material that was going to be tested on rather than on other aspects of a subject. School districts were damaged. They were forced to hire "highly qualified" teachers for each subject, face sanctions if they did not meet AYP that, according to Le Floch, Taylor and Thomsen (2006), "dismantle years of comprehensive-school-reform (CSR)" (p.1) and indirectly lost local control of curriculum.

Washington Assessment of Student Learning

The Washington Assessment of Student Learning (WASL) was a standardized test created for students in Washington State that was eventually required for graduation. In 1993 a commission was created and tasked with manufacturing a test that could measure student progress. After three years of study and fact-finding, the Commission on Student Learning completed the WASL. In 1996, the WASL test was given to Fourth graders, eighth graders in 1997, and tenth graders in 1998.

The WASL test was originally comprised of four different categories; listening, reading, writing, and math. Virtually all school districts scored extremely high in listening due to test parameters. Listening was soon removed as a category, several years later, and science added. It was soon determined by the Washington State Legislature and Office of the Superintendent of Public Instruction (OSPI), that passing of the WASL would be linked to high school graduation, in part due to passage of NCLB, which mandated a standardized test. According to Gewertz (2006), Individuals such as businessman Marc Razor supported the WASL and believed it is needed to give students the skills necessary for college and work. Target dates were set to implement this strategy and schools began preparing students to take the test. 2008 was supposed to be the first year that students needed to pass all parts of the WASL for graduation. However, due to the large failure rate, Governor Christine Gregoire pushed the graduation requirements back in Math and Science. Johnson (2010) believes the

WASL testing became unpopular due to the large number of people failing and contributed greatly to Terry Bergeson, Washington State School Superintendent, being defeated by challenger Randy Dorn in the 2009 elections.

After being elected, Superintendent Dorn immediately began plans to replace the WASL with a different test. The two tests that came out of the planning phase were the High School Proficiency Exam (HSPE) and the Measurements of Student Progress (MSP). The MSP was given to elementary-junior high students and the HSPE was given to high school students. Passing the HSPE for high school seniors was still required. The HSPE and MSP are shorter than the WASL and do not have the essay component.

Tests, such as the WASL, were known as "high stake tests" due to having to pass the test in order to graduate. The WASL had several perceived advantages and disadvantages. Some of the advantages were that schools could identify where students needed help and what programs were working and which programs were not working. Communities and parents would also be able to hold schools accountable for how well their students scored on the test. These tests were also supposed to bring about higher standards in schools and align curriculum throughout the state.

Disadvantages of the WASL included students who could give up after receiving a low score and thereby increase dropout rates. Students who did not test well were also at a disadvantage, which increased the pressure to cheat.

Minorities had a disadvantage as they typically tested lower than their peers due to language barriers. Researches, such as Srikantaiah (2009), believed teachers are now teaching to state standards, which led to the reduction or elimination of other areas of curriculum. Teachers often felt as if they were targeted by administration and community members due to test results. The state also had to make a substantial monetary investment to score the WASL.

The large number of students who failed the WASL led parents and legislatures to demand alternatives for passing the WASL. Portfolios, put together by a student's teacher, became one of the alternatives. If a student had not passed a portion of the WASL, the teacher who taught that subject could put together examples of the student's work that showed the student was proficient in that subject. Students who had attained a certain score on the SAT or ACT, or had passed three years of high school math, were excused from the WASL requirement.

As mentioned earlier, minorities had traditionally not scored as high on the high stakes WASL as non-minorities had scored. These discrepancies have been attributed to unintentional bias in test language. Also, Special Education (SPED) students, with disproportionately high minority rates, were required, except in extreme cases, to take the same test despite their learning disabilities. English as Second Language (ESL) students were also mandated to take the same WASL

despite little to no English proficiency. These factors contributed to minorities doing worse on the WASL than their fluent English counterparts.

The WASL also had a transforming effect on how classes were taught and which classes were taught. NCLB had several punitive measures for schools that did not make AYP, which forced staff to make sure their students did well on these tests. Dr. Johnson (2010) said that this resulted in large amounts of time being cut from subjects that were not covered in the WASL. Elementary Schools cut out or cut back on such subjects as Social Studies, Art, P.E. and Science, (before Science became a part of the WASL). In high school, fine arts classes were cut as well as other electives. Curriculum changed as teachers were pressured by the punitive measures to “teach to the test”. Teaching to the test meant not all viewpoints or subjects could be discussed as it took away teaching time from the WASL curriculum.

At Risk Students

The definition for At Risk Youth (ARY) was complex and changed according to varied sources. A broad definition of ARY provided by Rosenblatt et al., (1998) was any youth under age 18 who had one or more of the following characteristics: came from poor families or poor communities, dropouts, homeless, teen parent, drug/alcohol users, unemployed, involved with government agencies like the Department of Social and Health Services (DSHS) or have had contact with justice agencies. Even this broad definition left out some youth who

would have qualified for services. Any child who has been in the juvenile justice system was automatically considered an ARY.

Outside influences affected ARY students in such a way that education became a secondary concern while attending school. When a student's basic needs were not being met, then attending school and doing homework on a regular basis was not a realistic expectation. The best explanation for these statements can be found in Abraham Maslow's Hierarchy of Needs. This groundbreaking research stated all humans have certain needs that have to be met before they can advance to higher levels of learning/understanding. Maslow (1954) identified the five levels of need: Physiological, Safety, Love/Belonging, Esteem and Self Actualization. The only way to advance through the levels was to have the previous needs satisfied.

Self Actualization, the fifth level, was normally associated with higher learning functions, usually found in school. Therefore, before a student could reach his/her scholastic potential, many basic needs had to be met beforehand. The most basic or physiological needs that had to be met are food, water and sleep. Safety needs included security of body, health and family. Love/Belonging referred to the need for friendship, functional family and, when appropriate, sexual intimacy. Esteem included the need of individuals to have self confidence, respect for others and respect by others.

Maslow's theory was supported by various studies done that showed direct links between poor school performance/grades and sexual abuse, hunger, homelessness, and, as Raynish (2007) concluded, divorce, conflict at home and low self esteem/confidence. ARY had an array of issues that had to be confronted or solved before the topic of education became relevant. Following Maslow's theory, it stood to reason that a youth who was homeless and only got four hours of sleep the night before did not receive high marks on a test the next morning. ARY came into detention for a variety of issues mostly dealing with needs that were not met. Once a student was identified as at risk, different agencies attempted to provide services that would ultimately help the individual reach self-actualization.

Although all children entering OJDF were classified ARY, most had already been identified and labeled by different agencies or school personnel before their arrest. Over three quarters of the students who arrived at OJDS tested, at least, one grade below standard for their age range in English and two grades below standard in Math. Special education students made up 13.7% of regular classrooms but comprised 37% at the OJDS. OJDS also taught a disproportionately high number of students with behavioral disorders and Individual Education Plans (IEP). A SPED classification and behavioral disorders were all ARY indicators.

ARY were also more likely to change schools or school districts due to personnel choice, unstable home environment, and school discipline measures. In addition, ARY students were more likely to attend alternative school programming such as GED program, special hour's schools, job training and online schools. These alternative options were needed to circumvent various complications that ARY had. According to Engec (2006), the high rate of mobility between schools had a negative effect on the student performance, especially in elementary students. Barton (2006) further stated there is a direct link between high mobility and dropout rates. School Districts had different graduation requirements, which affected a student's ability to graduate on time. OJDS had found compiling an accurate school transcript was difficult if multiple schools were involved. ARY also faced difficulty receiving credit for work done in different schools due to multiple moves and district policies.

Living Situation

A students' living situation had an enormous impact on how a child performed in school. Children needed a stable and supportive home life that provided them with a friendly learning environment. A stable home environment included supportive/non-abusive (to student or spouse) parents, nutritious food options, appropriate clothing and consistent sleeping periods. Without these necessities, a student faced major obstacles in reaching their full potential.

Parents or guardians had a huge influence on how a child does in school. This influence was exerted when parents set grade expectations, helped with homework and supported school efforts. The attributes that parents display in their relationship impacted a student's emotional and mental growth/regression. When hostile or negative relationship traits were expressed, youth may model those expressions in the school environment. Ireland (2009) found when modeled traits were violent; children were more likely to show violent tendencies. This led to trouble in school and discipline measures.

Though seemingly a small detail, food was extremely important to growing youths. Goldstein (2009) reported that 17 million children lived in families where food was sometimes scarce. Students who were hungry did worse in school since a hungry child pays more attention to his/her stomach's growling than the lecture of an English teacher. The type and quality of food also had an impact on a student's performance in school. A study by Michele Florence on 5,200 fifth graders demonstrated an association between the quality of food a child ate and how they performed academically. A child's chemistry was unique, responding when supplied with vitamins and proper amounts of nutrients. If a student was not getting the proper nutrients due to a lack of fruits/vegetables/dairy/protein, then the body responded negatively, which affected memory and stamina.

Proper/stable shelter was obtained when children returned every day to a clean, well built permanent structure, with proper working utilities. Students thrived with stability and consistency where personal items could be kept safe and in a private area. Running utilities for a dwelling included water, sewer, garbage and electricity. These were important as children needed electricity for light during homework and water for showers/personal hygiene, the lack of which affected them socially and in the classroom. According to Flannery (2010), over 800,000 students were homeless in the United States and many lacked basic necessities.

A peaceful and consistent rest period referred to the ability of youth to have a quiet area, free of clutter, with a proper sleeping mattress/bed for an extended period of time. The ability for youths to sleep was very important to their performance in school; A study by Howard Taras (2005) concluded there was a scientific link between poor sleep and low academic performance. It was difficult for students to pay attention when their bodies were tired and wanted to sleep. Those students who did not receive enough rest at night performed at a much lower rate compared to those students who did get the proper amount of sleep.

Credit Retrieval

Credit retrieval referred to different programs that enabled students to make up or replace previous grades in order to graduate from high school. Credit

retrieval programs began in the 1970's and were often referred to as alternative high schools. These alternative high schools allowed troubled students to attend and possibly graduate from high school without attending and possibly disturbing a "normal" high school. Summer school was soon added as another option for more mainstream students who needed a class(es) to catch up with their classmates. More recently, it consisted of a variety of programs that included the above mentioned alternative school, summer school, plus before and after school programs, correspondence classes and online classes. Online classes became the most popular form of credit retrieval.

According to Azzam (2007), credit retrieval was important since failing classes is one of the top reasons that students drop out"(91). It became the job of administrators to figure out why students failed and what they would do differently to help them succeed when developing a new credit retrieval program. Some of the factors Trotter (2008) believed made credit retrieval programs attractive were flexible pacing, flexible schedules, extra practice, frequent assessment, frequent monitoring on progress and all done in a comfortable atmosphere that welcomes student/teacher interaction. In order to prevent dropout rates from increasing, most districts offered some type of credit retrieval program(s).

Summary

The focus of this chapter was to address the available evidence on topics

of (a) juvenile justice system, (b) No Child Left Behind (NCLB), (c) Washington Assessment of Student Learning (WASL), (d) at-risk youth, (e) living conditions, and (f) credit retrieval. The purpose of this review was to address specific legislation, government institutions and factors that have contributed to students in juvenile detention that had high dropout or retention rates. The methodology and treatment of the data are reported in Chapter 3.

The Juvenile Justice System (JJS) in Washington State was formed over 100 years ago and focused on rehabilitating juvenile offenders and preparing them for successful re-entry into mainstream society. Starting in 1968 laws were enacted that redefined the parameters that the JJS operated within. Juveniles were no longer housed with adults and certain crimes were diverted away from the JJS. The United States Supreme Court also defined the JJS by expanding juvenile rights and setting age limits on death penalty cases. During the 1980's, get tough on crime initiatives resulted in more juveniles being tried as adult. The five major branches of the JJS worked together in trying to reform juvenile delinquents.

No Child Left Behind (NCLB) was a significant change in the American education system. NCLB focused on standardized testing that was meant to bring American student scores up in specific areas of study when compared to international students. NCLB also introduced punitive measures to school districts who consistently did not meet Annual Yearly Progress (AYP). AYP referred to increasing test benchmarks that schools had to meet with the goal of

100% of students passing 100% of the tests. Proponents claimed NCLB held districts accountable to communities and parents for their performances, while helping students of all ethnic backgrounds to better prepare for successful careers post high school. Opponents argued NCLB was underfunded, focused all resources on specific subjects at the expense of all the other subjects and ignored or harmed gifted and talented students as well as at-risk youth. Since most youth in detention lag academically, they had difficulty on getting high marks if they took the test at all. These youth could be seen as a hindrance by school districts struggling to make benchmarks and therefore placed these students as dropouts or similar categories in order for the "normal" school "look good".

The Washington Assessment of Student Learning (WASL) was created and implemented before NCLB became a reality, but in many ways had duplicated its purpose. The WASL referred to a test that measured progress at certain grade levels. The latter form of the WASL concentrated on Math, Science and Writing. This specific concentration resulted in schools cutting other subject matters, transferring resources and "teaching to the test". The new pass-to-graduate requirement adversely affected students who were behind in school, traditionally did not do well on tests, non English speaking and SPED. Parental and school district concerns contributed to the WASL being phased out and a new test phased in - HSPE/MPS. Because a majority of juvenile detention students fell into one of the above categories that did not do well on these type of tests, the

WASL, in effect, encouraged them to drop out of "normal" school and enroll in "alternative" school.

At-Risk Students (ARS) were referred individuals that had been identified as having difficulty transitioning to productive members of society. According to Maslow's Hierarchy of Needs, five levels of need had to be met a student could reach their full scholastic potential, which was something most ARY could not meet. The high mobility of ARY students had also lent to their poor performances in school. Any juvenile who entered the JJS was automatically classified an ARY.

The living situation of youths had a strong influence on how a student performed in school and if they became involved in the JJS. A majority of students in a detention facility came from nontraditional or broken homes where they also contended with multiple types of abuse. Proper food intake, proper amount of sleep, and a safe living environment also affected how students did in school and if they become delinquents.

Credit retrieval included different types of alternative education used to keep students current in the number of credits needed to graduate with their classmates. Different types of alternative education included alternative high school, summer school, before and after school programs, correspondence classes, and online classes. Of these alternative schools, online classes had become the most common method used for credit retrieval. Credit retrieval was important to

individuals who got behind in school, as a lack of credit retrieval was identified as the biggest factor in why students drop out of school. Students in detention schools were more likely to be behind in the number of credits needed to graduate than students attending "normal" schools.

CHAPTER 3

Methodology and Treatment of the Data

Introduction

This chapter has been organized around the following topics: (a) methodology, (b) Participants, (c) Instruments, (d) Design, (e) Procedure, (f) Treatment of Data, and (g) Summary. The researcher attempted to increase graduation/grade advancement rates in juvenile detention school students by directly contacting home school counselors. In the data analysis a T test was used to find significance.

Students who earned credit for schoolwork done at the Okanogan Juvenile Detention School (OJDS) needed to receive education credit from their home school to achieve graduation/grade advancement. The researcher attempted to facilitate the smooth/prompt transfer of credit by directly contacting the counselor/representative of the home school district. Results from 2009-2010 students were compared with results from 2008-2009 students. This project relied upon experimental research and used the T test for independent samples, which determined the statistical and educational significance of this study.

Methodology

The researcher chose to do experimental research for this study. Graduation/grade advancement statistics from 2009-2010, were compared with

students from 2008-2009 who had no intervention in order to determine the interventions effectiveness.

After analyzing graduation/advancement rates of detention school students with those of traditional students, a large discrepancy was discovered. Detention school policies and procedures were examined in an attempt to identify possible positive interventions. Permission from the OJDS principal and Okanogan Juvenile Detention Facility (OJDF) manager was then obtained to directly contact a student's home school upon their release, i.e. streamlining communication for credits earned.

Research was gathered on students that attended OJDS during the 2008-2009 school years. Contact was made to various school districts and counselors/representatives to inform them of this study. Surveys were handed out on the last school day of a student's scheduled incarnation, and the results were recorded with home school information. Schools were informed that a student was enrolling and had earned credits from OJDS. After the official request was faxed, an official transcript was sent to each school district.

At the end of the year, all data from the surveys was examined and recorded. School districts were contacted with graduation/grade advancement statistical requests. The requested information was entered into a spreadsheet that compared the 2008-2009 students with the 2009-2010 students. A Chi test was

created to show if significant change in graduation/class advancement had occurred after the intervention.

Participants

Two different groups of twenty each junior-senior high school students from Okanogan County were selected for this experiment. Students from Okanogan County came from rural school districts spread throughout the nation's third largest county, which contained 40,000 people and 41,000 cattle. Main economic contributors for the area were State and Federal agencies, Schools, Logging, Mining, cattle, and Recreation/Tourism. Okanogan County had nearly double the amount of people unemployed when compared to the rest of Washington, and Okanogan County's medium income is less than a third of Washington.

OJDS had a 100% free or reduced lunch rate and a majority of students came from single parent or alternative placement living conditions. Though Okanogan County was 85% Caucasian, over 60% of students at OJDS are Native Americans. This discrepancy can partly be attributed to the Colville Indian Reservation being part of Okanogan County.

The first 20 students of 2008-2009 that had not been selected for group one were chosen for the second group. Ethnically, the group was 60% Native American 25% Hispanic, 10% Caucasian and 5% Other. 20% of the 20 students were female. The second group consisted of students from Spring 2010. These

students were 50% Native American 30% Caucasian, and 30% Hispanic. 10% of the 20 students were female.

Instruments

Data was obtained from the OJDS's records computer which used a FileMaker Pro database. The project and survey results were entered in a Microsoft Excel database, which aided in the organization and interpretation of the result. Statpak was the statistical calculator used to determine significance of the data results.

Design

This study was designed to explore the effectiveness of directly contacting school districts to aid in credit awarding, which would increase graduation/grade advancement in detention school students. Graduation/grade advancement statistics from selected 2008-2009 students were compared with graduation/grade advancement statistics from 2009-2010. Surveys were also distributed to students that questioned their confidence in the detention school, past educational performance, and personal information. A experimental research study was constructed.

Procedure

Data was reviewed from the first 20 Title 1D students of 2008-2009 who fit within the study parameters. Permission from the OJDS principal and the

OJDF manager was given to directly contact a student's school upon release in order to streamline communication of credits earned.

A review of literature was conducted and other small detention facilities were investigated to determine what policies and procedures were used when communicating between the detention facility and student home schools. A survey gathered input about student confidence in the detention school, credit retrieval, past education performance and personal information. On the last day of attending OJDS, students completed the surveys and informed staff of the school they would be returning to. Those schools were then directly contacted by a detention school employee to alert them a student was reenrolling with credits earned from OJDS. After the official request was faxed, an official transcript was sent to the school district.

A data base was created to keep track of which student's transcripts had been faxed and the results from their surveys. At the end of the year, all data from the surveys was examined and reported on. School districts were contacted to gather graduation/grade advancement/GED statistics. This information was entered into a spreadsheet, which compared 2008-2009 students with 2009-2010 students. A T test was then created to show if any significant change had occurred after the intervention. Conclusions and recommendations were drawn from the data gathered, which was shared with other detention facilities and administrators.

Treatment of Data

Transcripts sent/graduation/grade advancement/GED data was gathered using the FileMaker Pro for 2008-2009 students. Transcripts sent/graduation/grade advancement/GED data and survey results were gathered for the 2010 students using Microsoft Excel. The data was then entered into the Statistical calculator which tested for significance and told the researcher probability values of the T test.

Summary

This chapter was designed to review the methodology and treatment of data related to informing counselors of other districts that a re-enrolling student had earned credit while attending OCJS, and needed to request an official transcript so credits could be awarded, then applied toward graduation/grade advancement. The analysis of data and findings from this study are reported in Chapter 4.

CHAPTER 4

Analysis of the Data

Introduction

The purpose of this study was to determine if directly contacting the home schools of incarcerated youth increase the number transcripts being sent out, indicating that more credit was being awarded. In addition those students who had transcripts sent out would be more likely to graduate/advance or join a GED program than those who didn't. Chapter 4 has been organized around the following topics: (a) description of environment, (b) hypothesis, (c) results of the study, (d) findings, and (e) summary.

Description of the Environment

This project was limited to OCJC youth who have been students for ten or more consecutive days at the Okanogan Juvenile Detention School, located in Okanogan Washington. Only Junior/Senior high school students who were from Okanogan County school districts were considered for this study. The study was conducted during the spring of 2010 and included twenty students. Twenty students from the 2008-2009 were utilized as a control group. The OCJC population count during this time was 135 unduplicated students and 310 duplicated students, i.e. students being incarcerated more than once per year. The Ethnic makeup of OCJC is 67% Native American, 15% Caucasian, 15% Hispanic

and 3% other. By state law, 100% of all students at OCJC qualify for free or reduced lunch.

Information was gathered by using Title 1D reporting data, which all Institutional Education programs were required to fill out. School employees followed up on the graduation/grade advancement for all students who had spent ten or more consecutive days in detention.

Hypothesis/Research Question

Students of school districts directly contacted by the Okanogan Juvenile Detention School will more likely receive credit for work done in the Juvenile Detention Facility than students who are only told to ask their counselor to send for an official transcript. Students that receive transcripts will advance or enter a GED program at a higher percent than those students who do not receive transcripts. Those students receiving Juvenile Detention school credit will be more likely to indicate that receiving credits from the Okanogan Juvenile Detention School helped them remain on a graduation/grade advancement path.

Null Hypothesis

Students of school districts who are directly contacted by the Okanogan Juvenile Detention School, will not be more likely to receive credit for work done in the Juvenile Detention Facility than students who are only told to ask their counselor to send for an official transcript. Students that receive transcripts will not advance or enter GED program at a higher percent than those students who do

not receive transcripts. Those students receiving Juvenile Detention school credit will not be more likely to indicate that receiving credits from the Okanogan Juvenile Detention School helped them remain on a graduation/grade advancement path.

Results of the Study

Spring of 2010 Students whose counselors were directly contacted by the Okanogan Juvenile Detention School (OJDS) was more likely to request a transcript which allowed credit to be awarded than students from the 2008-2009 school year. 20 students from the spring of 2010 and 20 students 2008-2009 school year were selected to take part in this study. 75% of the students from the 2010 school year had OJDS transcripts sent to their home or new school. This is in comparison to just 55% of students from the 2008-2009 school year.

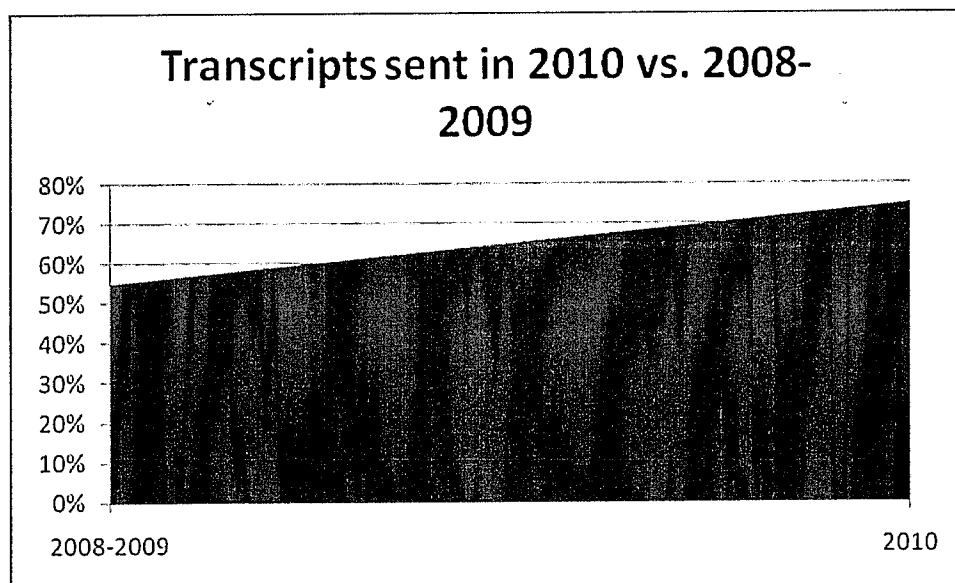


Figure 1

When counselors were directly contacted, in all but one case, transcripts were sent to the home school district. The one case where a transcript was not sent to a school district was when the student had not yet been released from the detention facility.

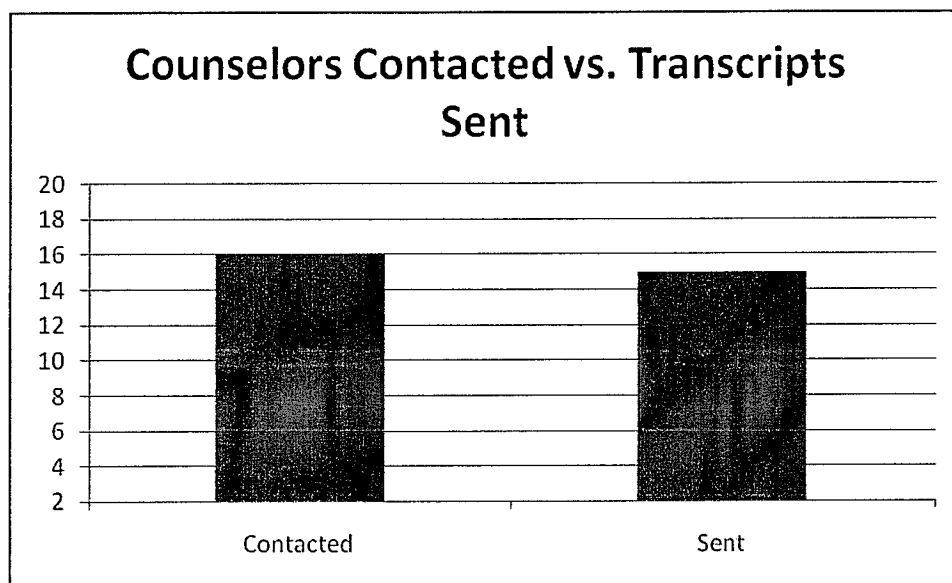


Figure 2

The data collected concentrated on whether or not students advanced a grade level after the intervention of contacting a home school counselor. During the 2008-2009 school year eight out of 20 advanced with their class, while 11 out of 20 advanced during the 2010 group. Students from the 2008-2009 school year had a grade level advancement of 40%. After the intervention during the 2010 school year 55% of selected students advanced a grade level. This represents a 15% increase in grade advancement between non intervention and intervention years.

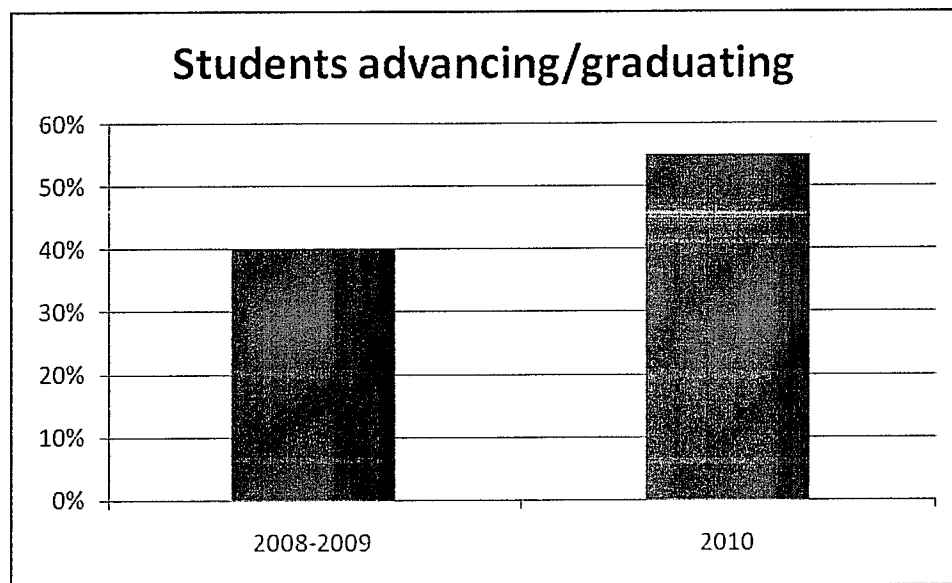


Figure 3

Other outcomes besides grade advancement were retention, enrolling in a GED program and other. The 2008-2009 group had 11 students who were retained and one that enrolled in a GED program. The 2010 group retained three, while four entered into a GED program and two students had other outcomes. When the two groups were compared, students from the 2010 group had 7 less students retained, three more joined a GED program and two students had other outcomes.

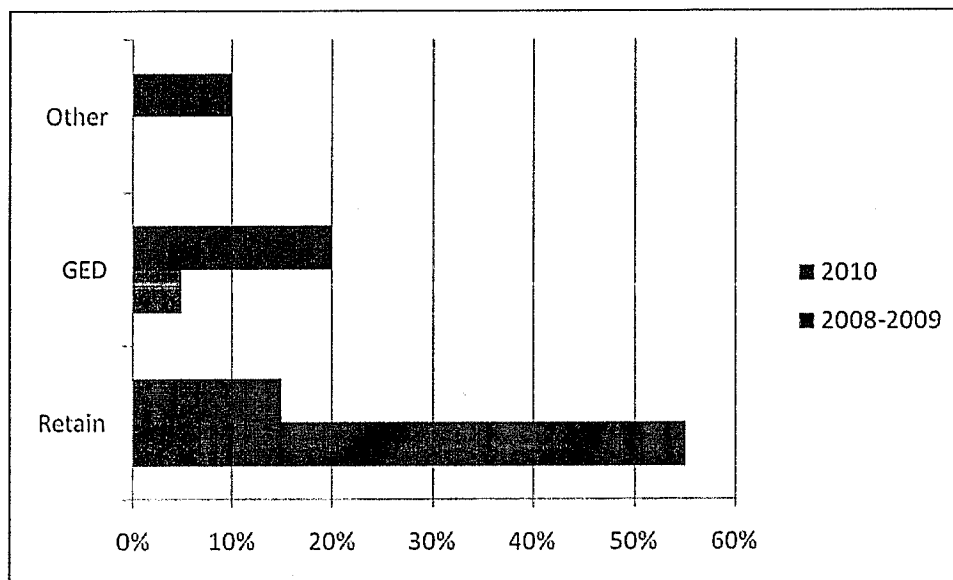


Figure 4

A student survey was conducted on the 20 students who were part of the intervention group prior to their exit from OJDS. Students were asked if they felt that work done in the detention school would help when they returned to the regular home school. Nine students strongly agreed, three students agreed, six students disagreed and two students strongly disagreed. 60% of students strongly agreed or agreed that the work that they had done in school would help them in their regular school.

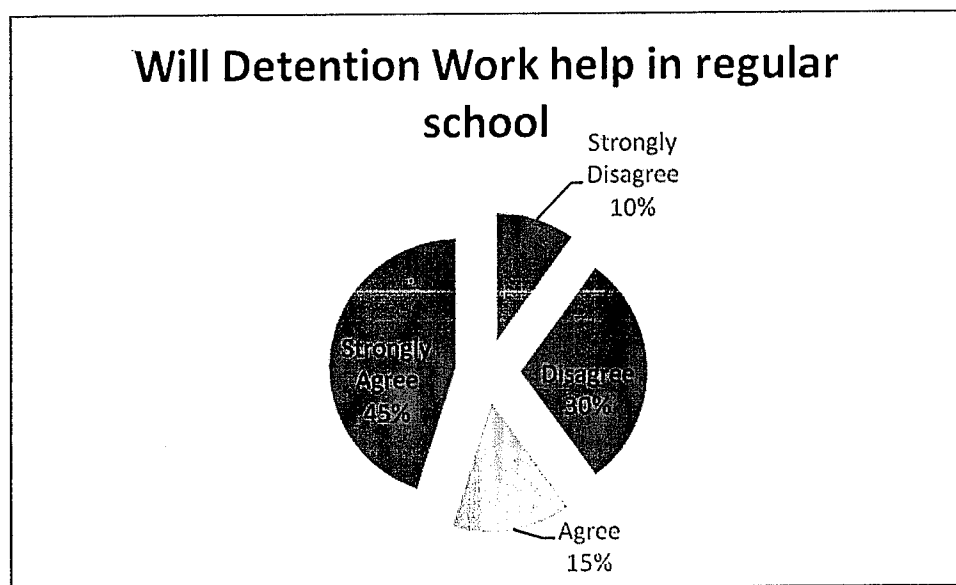


Figure 5

In the same survey students were asked if they had enough credits to advance or graduate with their class in the spring. Ten students strongly disagreed, Four students disagreed, one student agreed and one student strongly agreed, while four students did not know. 70% of students strongly disagreed or disagreed that they had enough credits to advance or graduate in the spring.

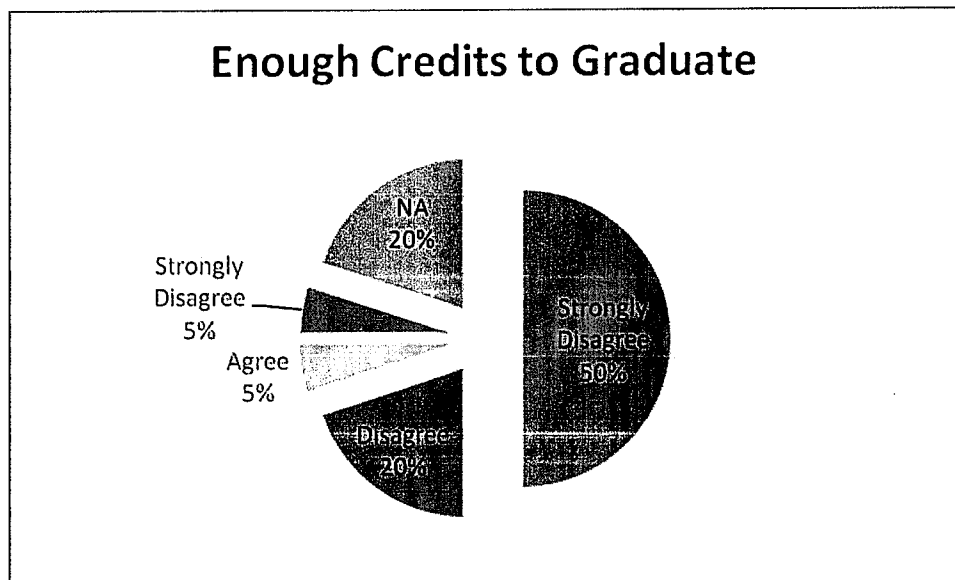


Figure 6

Students were asked if they would return to their home school of record when released from detention. Eleven students strongly agreed, two students agreed, four students disagreed and three students strongly disagreed. 65% of students strongly agreed or agreed that they would return to their home school when released from detention.

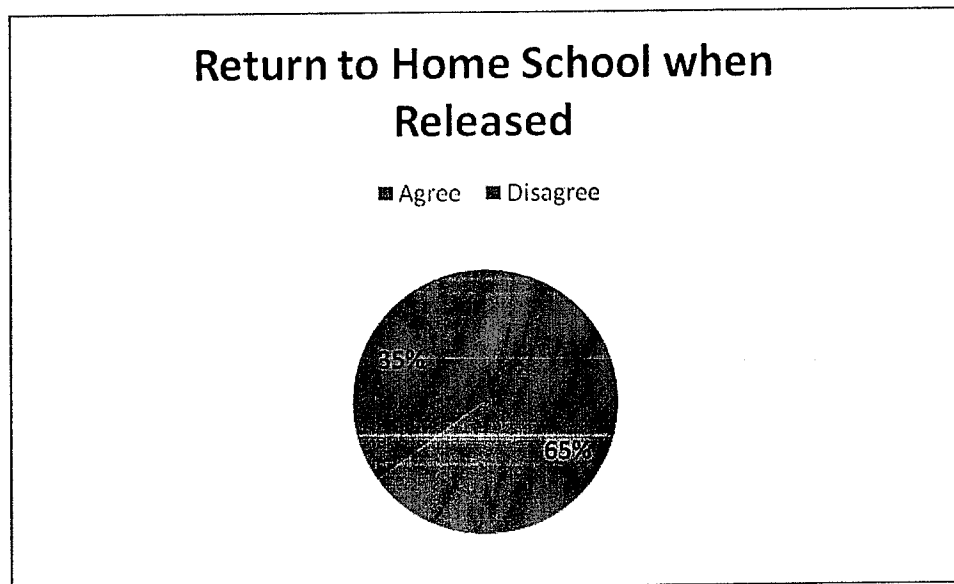


Figure 7

Furthermore the survey enquired if the student knew their home school counselor. 16 students responded yes while 4 responded no. Those who knew their home school counselor represented 80% of those surveyed.

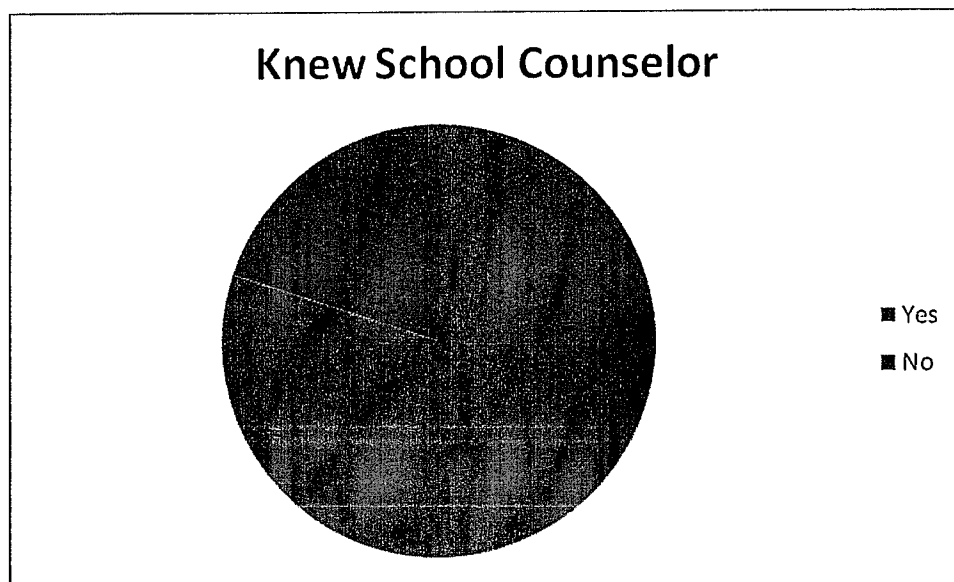


Figure 8

Students were also asked who they lived with and given the option of both parents, one parent, relative or other. Five students lived with both parents (includes step parents), twelve with one parent, two with a relative and one was other. The majority, or 60%, of the students lived with one parent while 25% lived with both parents, 10% lived with a relative and 5% had other living arrangements.

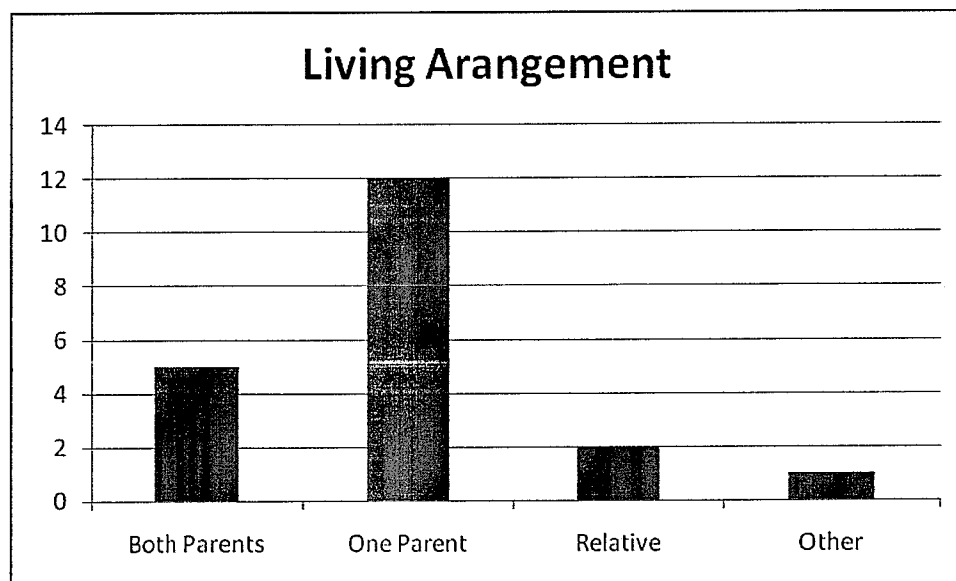


Figure 9

Findings

For the first hypothesis, the researcher used a t test for independent variables to determine the level of significance that directly contacting counselors had on the number of transcripts sent. The researcher used StatPak to analyze the data that had been collected, assigning a one value for transcript not sent and a

two value for transcript sent. The degree of freedom was 38 and therefore a t score of 2.024 was needed in order to demonstrate a significant change. The t test was run with 1.71 being recorded as the score, establishing that significant change was not obtained at .05 percent. The sum of squared scores for 2010 students was 68 with 1.80 being the mean. 53 was the sum of squared scores for 2008-2009 students and a mean of 1.55. The t value score was 1.71, therefore the researcher could not reject the null hypothesis and the hypothesis could not be supported.

For the second hypothesis the 20 student test group from 2010 was utilized. The 15 students that had received transcripts were compared with the five students who had not received transcripts to see what percent had advanced or graduated. Of the 15 students who had received transcripts 13 graduated/advanced or started a GED program and two were retained or had other outcomes. Of the five students who did not receive transcripts two advanced/graduated or started a GED program and three were retained or had other outcomes. This calculated into 87% of the students who received a transcript graduating/advancing or entering a GED compared to only 40% of the students who did not receive a transcript graduating/advancing or entering a GED program. This is a 47% difference and leads the researcher to accept the hypothesis of students that receive transcripts will advance or enter a GED program at a higher percent than those students who do not receive transcripts and reject the null hypothesis.

As indicated in the survey, students believe that work done in the school would help them when they returned to their home school. This finding is based on results from survey question number four that showed student confidence at 62%. Furthermore, according to survey question 12, students were 61% confident that being in detention school would help their chance of graduating. Based on the above evidence the researcher accepts the hypothesis that those students receiving Juvenile Detention school credit will be more likely to indicate that receiving credits from the Okanogan Juvenile Detention School helped them remain on a graduation/grade advancement path.

Discussion

This project was limited to OCJC youth who have been students for ten or more consecutive days at the Okanogan Juvenile Detention School, located in Okanogan Washington. Only Junior/Senior high school students who were from Okanogan County school districts were considered for this study. The study was conducted during the spring of 2010 and included twenty students. Twenty students from the 2008-2009 were utilized as a control group. The OCJC population count during this time was 135 unduplicated students and 310 duplicated students, i.e. students being incarcerated more than once per year. The Ethnic makeup of OCJC is 67% Native American, 15% Caucasian, 15% Hispanic and 3% other. By state law, 100% of all students at OCJC qualify for free or reduced lunch.

School policies and procedures required entering contact information in student files whenever a transcript had been sent. This allowed data to be gathered on past transcripts that were sent in 2008-2009 and 2010. Additionally information was gathered by using Title 1D reporting data, which all Institutional Education programs were required to fill out. School employees followed up on the graduation/grade advancement for all students who had spent ten or more consecutive days in detention.

The study investigated whether directly contacting counselors would increase the chance that a student's transcript would be sent to their home school. In addition this study investigated if having a transcript sent would increase the likelihood of a student advancing/graduating with their class or getting a GED. The results showed that transcripts were sent to a student's home school 75% of the time when OJDS contacted the counselor compared to just 55% if the student contacted the counselor. Although there was 20% increase the t test did not show a significant change at .05. The data did suggest that having a transcript sent to a home school greatly increased the probability that a student would advance/graduate or start a GED program with 87% of the students who received a transcript doing so, compared to just 40% of the students who did not receive a GED.

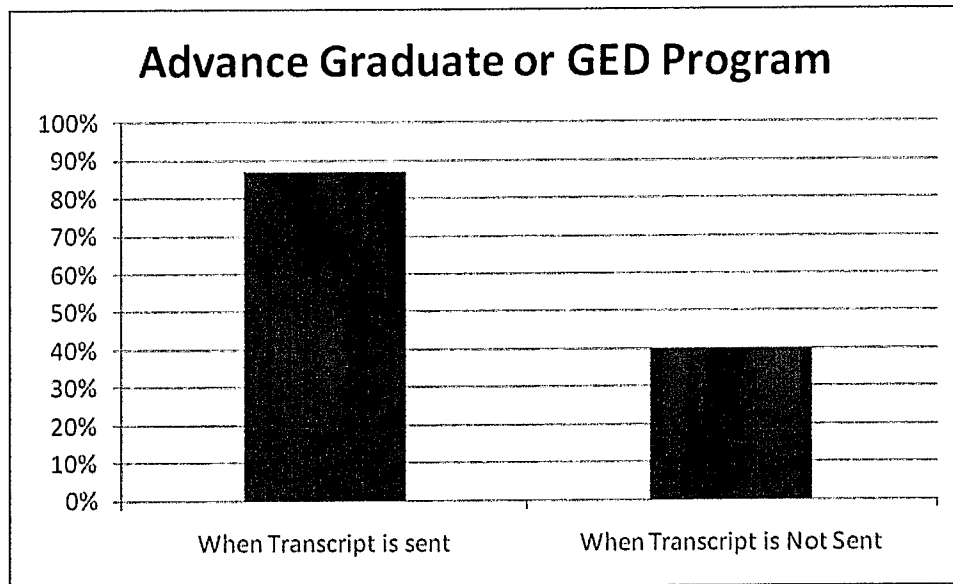


Figure 10

The study had limitations which included a small sample size, unstable sample group and a limited intervention period. A larger test group would nullify the extreme effects that one or two participant's actions had on the overall outcome of study. The volatile home/personnel situations of at risk youths make it hard to keep track of results due to high mobility or if they reoffend. The limited intervention period affect reliable data retrieving and only offers a snapshot of the students without outside influences being taken into consideration.

Summary

This chapter was designed to analyze the data and identify the findings. From the data, the null hypothesis could not be rejected and therefore the hypothesis could not be supported. Chapter 5 will summarize the study, draw conclusions, and make recommendations.

CHAPTER 5

Summary, Conclusions and Recommendations

Introduction

This chapter has been organized around the following topic: (a) introduction, (b) summary, (c) conclusions, (d) recommendations. The purpose and nature of the research Project and concern are paraphrased here.

Summary

Several years of observation revealed that Okanogan Juvenile Detention School (OJDS) students had a much greater rate of being retained or not graduating in their home school. Further research revealed that this statistical difference was partially due to students falling behind in school while they were incarcerated. It was determined that large percentage of students in detention were not receiving credit from their home school for work done while in detention. This researcher attempted to increase advancement/graduation or starting a GED rate of former OJDS students, by directly contacting counselors to inform them that a returning student had earned credits while in detention and they needed to request an official transcript in order to update their records/award credits. If significantly more counselors requested official transcripts than the year before and the students graduated/advanced or started a GED program then, the intervention was a success. However, if the opposite was true than the

intervention was not a success and the process should not be included in the OJDS policies and procedures.

Numerous research articles and academic studies from around the world, using the EBSCO and ERIC search engines, were reviewed for background on this research project. These resources informed the researcher of challenges that At Risk Youth (ARY) faced in school settings and/or personnel life that affects them as students. The researcher was also introduced to how governmental organizations processed/administered to ARY, which included examples of credit retrieval. Upon reviewing all data, graphs and tests the researcher concluded that directly contacting counselor did not have a significant impact on whether or not a transcript was sent to a home school. However, once a transcript was sent students were more likely to advance/graduate or start a GED program then students who did not receive a transcript.

Conclusions

The Juvenile Justice System (JJS) was created to help students reform their anti social behavior and introduce them back into society as productive members of our communities. A wide variety of resources and departments were utilized to accomplish this goal. Any youth that entered the JJS was automatically considered an At Risk Youth (ARY), however many students have this label before they were arrested.

ARY is a broad description for children who face different challenges than many of their contemporary classmates do not. As Rosenblatt et al (1998) indicated ARY were any youth under age 18 who had one or more of the following characteristics: came from poor families or poor communities, dropouts, homeless, teen parent, drug/alcohol users, unemployed, involved with government agencies like the Department of Social and Health Services. An ARY classification is noteworthy for school district personnel because educators recognize that these youth are especially susceptible to falling behind or dropping out. An important component to a successful school career is having a stable supportive living situation, which is something many ARY are lacking. As Maslow (1954) discussed, a stable living situation where basic needs were met was necessary in order for secondary needs like scholastic achievement to be attained.

As stated earlier, ARY faced a variety of challenges in a traditional school environment. These challenges often resulted in ARY feeling disenfranchised and falling behind or dropping out of school. The No Child Left Behind (NCLB) Act added pressure on the students as it required that a standardized test be passed for graduation, adding another requirement to students that were already barely meeting educational standards. The test that Washington picked was the WASL which became required to earn a high school diploma.

As ARY fell behind educators began understanding that alternative school models would be needed in order for many ARY to have a successful academic career and graduate or earn a GED. Alternative Schools were created to offer instruction for students who did not do well in a traditional environment. These schools offered a variety of hours, individualized education plans and smaller class sizes. Schools also began to focus on credit retrieval which allowed students to catch up with their classmates if they had fallen behind. The majority of credit retrieval was done through on line classes, but before and after schools programs were used as well as correspondence classes. ARY still faced problems with credit though as their high mobility or moving from school to school made it difficult for school counselors to identify how many credits they had and what classes they needed to take.

The ultimate goal of this researcher was to find a cheap and reliable method that would increase the likelihood of Okanogan Juvenile Detention School (OJDS) students graduating/advancing or starting a GED program. The t test did not show a significant change when more transcripts were sent out. However, students did graduate/advance or start a GED program at a much larger rate (47%) when transcripts were sent out to home schools. The long term affect of receiving credit was less certain though.

After reviewing files from past title 1D students it appears that OJDS students are much more likely to not complete high school despite being awarded credits.

Educationally it would be more advantageous to implement a dramatic, high intensive, short term program that concentrated on a specific goal rather than the broad goal of graduation/advancement or starting a GED program. Based upon most students being multiple credits behind and/or not attending school for large periods of time it is the researchers conclusion that an intensive GED program would be most beneficial to students at OJDS.

Recommendations

The results of this study suggest that some form of intervention is needed in order to facilitate the sending of transcripts from Okanogan Juvenile Detention School (OJDS), as there is a 47% difference between those who were sent a transcript and went on to graduate/advance or start a GED program and those that did not receive a transcript. The researcher recommends continuing to contact counselors while searching for another method that offers a better chance of sending transcripts to home schools. In addition, because of juvenile delinquents unique set of needs, attention should be placed on starting a GED program that will enable students to achieve academic success, while making them more competitive in the job market.

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Appendix A

January 5, 2010

Dr. Richard Johnson, Superintendent
Okanogan School District
P.O. Box 592
Okanogan WA
98840

Dear Dr. Johnson,

The purpose of this letter is to request permission for students at Okanogan Juvenile Detention School to participate in a survey. I am currently working on a Masters Degree in Educational Administration, and part of the program is to conduct research and to report findings in a thesis format.

My focus is on increasing the number of transcripts, for credits students have earned while in the detention facility, which the detention school sends to each student's regular school. An increase in the number of transcripts sent from the detention school to students' regular schools will increase the likelihood of grade advancement, graduation rate and/or beginning a G.E.D. program. Also, a separate survey has been created with the purpose of gauging students' attitudes and home living conditions.

The research project will begin January 28, 2010 and end June 11, 2010. I am requesting access to student databases so I can record information on transcripts sent and student outcomes from 2008 through 2010. Student identification will be by number only.

A copy of the entire thesis will be presented to you at the end of the project. Furthermore, I will make myself available if you wish to discuss the results.

Thank you,

Roy Johnson, Teacher
Okanogan Juvenile Detention Facility
Okanogan WA
98840

Appendix B

January 5, 2010

Mr. Dennis Rabidou, Manager
Okanogan Juvenile Detention Facility
P.O. Box 592
Okanogan WA
98840

Dear Mr. Rabidou,

The purpose of this letter is to request permission for students at Okanogan Juvenile Detention School to participate in a survey. I am currently working on a Masters Degree in Educational Administration, and part of the program is to conduct research and to report findings in a thesis format.

My focus is on increasing the number of transcripts, for credits students have earned while in the detention facility, which the detention school sends to each student's regular school. An increase in the number of transcripts sent from the detention school to students' regular schools will increase the likelihood of grade advancement, graduation rate and/or beginning a G.E.D. program. Also, a separate survey has been created with the purpose of gauging students' attitudes and home living conditions.

The research project will begin January 28, 2010 and end June 11, 2010. I am requesting access to student databases so I can record information on transcripts sent and student outcomes from 2008 through 2010. Student identification will be by number only.

In addition as the state is the recognized guardian of the students at Okanogan Juvenile Detention School, I am requesting that you grant permission for the students to participate in the survey.

A copy of the entire thesis will be presented to you at the end of the project. Furthermore, I will make myself available if you wish to discuss the results.

Thank you,

Roy Johnson, Teacher
Okanogan Juvenile Detention Facility
Okanogan WA
98840

Appendix C

Please rate your experience at Okanogan Juvenile Detention School by circling the number you feel best answers the question. Your answer will be somewhere between "1" and "10" with 1 being "Strongly Disagree" and 10 being "Strongly Agree".

- 1) You had a positive school experience while being detained in the Okanogan Country Corrections Detention School.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
Strongly Disagree **Strongly Agree**

- 2) You feel the school work you do at the detention school will help you when you return to your regular home school.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
Strongly Disagree **Strongly Agree**

- 3) You have enough school credits to advance with your class or to graduate in the spring.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
Strongly Disagree **Strongly Agree**

- 4) You feel education is important to your future.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
Strongly Disagree **Strongly Agree**

- 5) You plan to attend your regular home school when you are released from detention.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
Strongly Disagree **Strongly Agree**

- 6) You have better attendance in the detention school or in your regular home school.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
Strongly Disagree **Strongly Agree**

7) You feel you learn more in the detention school than your regular home school.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
Strongly Disagree **Strongly Agree**

8) Your parents encourage you to do well in school.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
Strongly Disagree **Strongly Agree**

9) You participate in extra-curricular activities at your regular home school.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
Strongly Disagree **Strongly Agree**

10) A student who is involved in extra-curricular activities will attend school more often, get better grades, and not have as many discipline problems.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
Strongly Disagree **Strongly Agree**

11) Being in detention hurt your chances of graduating on time.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
Strongly Disagree **Strongly Agree**

12) Being in detention will improve your chances of graduating on time.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
Strongly Disagree **Strongly Agree**

Please answer the following questions

1) Who do you live with (please circle best answer)

a. both parents **b.** one parent **c.** relative **d.** other

2) Would you be interested in a GED program?

YES NO

3) Do you know who your school counselor is at your regular home school?

YES NO

Appendix D

2008-9	Outcome	Advance	Retain	GED	Others	Sent	Not Sent
STU 1	Retain		1			1	
STU 2	Retain		1			1	
STU 3	Retain		1				1
STU 4	Advance	1				1	
STU 5	GED				1		1
STU 6	Advance	1				1	
STU 7	Retain		1				1
STU 8	Retain		1			1	
STU 9	Advance	1				1	
STU 10	Advance	1				1	
STU 11	Retain		1				1
STU 12	Advance	1				1	
STU 13	Advance	1				1	
STU 14	Retain		1				1
STU 15	Retain		1			1	
STU 16	Advance	1					1
STU 17	Retain		1				1
STU 18	Advance	1					1
STU 19	Retain		1			1	
STU 20	Retain		1				1
Total		8	11	1	0	11	9
Mean		0.4	0.55	0.05	0	0.55	0.45

Appendix E

2010	Outcome	Advance	Retain	GED	Others	Sent	Not Sent
STU 1	Advance	1					1
STU 2	GED				1		1
STU 3	Advance	1					1
STU 4	GED				1		1
STU 5	GED				1		1
STU 6	Retain		1				1
STU 7	Advance	1					1
STU 8	Advance	1					1
STU 9	Jail					1	1
STU 10	Advance	1					1
STU 11	Advance	1					1
STU 12	Advance	1					1
STU 13	Advance	1					1
STU 14	Retain		1				1
STU 15	GED				1		1
STU 16	Retain		1				1
STU 17	?					1	1
STU 18	Advance	1					1
STU 19	Advance	1					1
STU 20	Advance	1					1
Total		11	3	4	2	15	5
Mean		0.55	0.15	0.2	0.1	0.75	0.25

Appendix F

Question	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#1	#2	#3
ST1	7	5	1	5	4	10	4	2	4	10	10	4	B	YES	YES
ST2	7	7	1	5	5	5	5	8	6	5	5	5	B	YES	YES
ST3	8	8	NA	7	10	10	9	10	3	8	10	9	A	YES	YES
ST4	7	4	7	1	1	10	9	4	10	5	6	8	B	YES	N
ST5	8	2	1	10	3	10	2	10	6	8	10	1	C	YES	N
ST6	5	1	NA	10	8	9	1	10	5	5	10	1	A	YES	YES
ST7	6	6	3	6	8	10	7	5	6	8	8	2	A	YES	YES
ST8	5	5	1	6	6	5	1	10	1	9	5	1	B	NO	N
ST9	5	8	2	5	7	10	7	7	1	8	10	5	B	YES	YES
ST10	5	5	5	10	1	5	1	10	1	8	5	1	B	YES	YES
ST11	7	8	3	10	10	8	7	10	10	10	3	1	B	NO	N
ST12	5	7	NA	10	10	8	1	10	1	1	1	5	B	NO	YES
ST13	10	10	2	8	1	10	4	10	10	8	2	5	A	YES	YES
ST14	4	3	1	8	10	9	2	10	3	6	5	1	C	YES	YES
ST15	8	8	9	7	9	10	9	10	6	8	6	10	A	YES	YES
ST16	9	8	1	10	5	10	4	10	1	7	1	1	D	YES	YES
ST17	8	4	1	10	10	10	1	10	4	10	5	5	B	NO	YES
ST18	8	8	NA	10	10	5	6	9	1	10	6	6	B	YES	YES
ST19	10	10	1	10	10	5	6	10	10	10	5	10	B	YES	YES
ST20	5	9	4	10	10	10	6	10	8	9	10	7	B	NO	YES
Average	6.85	6.3	2.69	7.9	6.9	8.45	4.6	8.75	4.85	7.65	6.15	4.4	B	YES	YES

Appendix G

T Test Results

Number of Scores in Group X	20
Sum of Scores in Group X	36
Mean of Group X	1.80
Sum of Squared Scores in Group X	68
SS of Group X	3.20

Number of Scores in Group Y	20
Sum of Scores in Group Y	31
Mean of Group Y	1.55
Sum of Squared Scores in Group Y	53
SS of Group Y	4.95

T Value	1.71
Degrees of Freedom	38
T Value Needed for level of significance	2.02