



Triangle Literacy Council

JUVENILE LITERACY CENTER EXPANSION

Overview

- ❑ Juvenile Literacy Center established in Wake County Courthouse
- ❑ Serves court involved youth:
 - ❑ Prevents recidivism
 - ❑ Reintegration into schools
 - ❑ Proven effective at preventing criminal behavior
 - ❑ Improves academic skills
 - ❑ Increases emotional and social awareness for better behavior in schools, at home, and in the community
- ❑ Proposal
 - ❑ TLC will establish new Juvenile Literacy Centers in neighboring counties of the Triangle
 - ❑ 1st Year: Durham, Johnston, Person
 - ❑ 2nd Year: Granville, Franklin, Vance

Overview continued

- ☐ Juvenile Literacy Center Services
 - ☐ Provide individual and small group tutoring for youth who are court involved or at risk of involvement
 - ☐ Weekly tutoring sessions of two or more hours
 - ☐ Sessions focus on developing:
 - ☐ Basic literacy skills
 - ☐ Life skills
 - ☐ Improving academic performance
 - ☐ Meetings at County Court House and other partner sites
 - ☐ Expected length of stay: 5 months
 - ☐ Successful participants have 40 or more contact days

Problem Statement

- ❑ One student's lack of high school completion may have a dire impact on the community
- ❑ More likely to:
 - ❑ Live in poverty
 - ❑ Use drugs
 - ❑ Join a gang
 - ❑ Become a parent at a young age
- ❑ High school dropouts are 3X more likely to be unemployed, could cost tax payers \$200K each
- ❑ Students with multiple suspensions leads to failure in school, apathy, misbehavior, and crime
- ❑ Students lack support, resources, and motivation needed to succeed in school

Target Population

- ☐ Youth ages 10 – 17 who are court involved or at risk
- ☐ Most are 12 – 15 years old
- ☐ Court involved or at risk youth:
 - ☐ Have identified risk factors
 - ☐ On probation
 - ☐ Teen Court referred
 - ☐ Multiple school suspensions
 - ☐ Attend an alternative school
 - ☐ Identified school misbehavior
 - ☐ Diagnosed learning disability
 - ☐ Negative peer association
 - ☐ Poor school attendance
 - ☐ Receiving services from other youth agencies such as behavioral health or gang intervention

Program Goals

- ❑ Provide direct one-on-one tutoring and/or small group classes
- ❑ Address basic literacy deficiencies (align with NC standards)
- ❑ Prepare participants with skills necessary to prepare for productive jobs and/or college
- ❑ Improve study habits, test preparedness, computer skills, adult/peer interaction, organization, and time management
- ❑ Involve families – tutoring siblings and engaging parents
- ❑ Result
 - ❑ Lower recidivism rate into the justice system as minors
 - ❑ Improve measurable objectives from evidence based protocols

Measurable Objectives

- ❑ 70% of participants complete the program and have no new adjudications for 12 months
- ❑ 65% of parents of participants demonstrate active involvement in the program
- ❑ 70% of participants who complete the program will show academic achievement
- ❑ 70% of participants completing the program will demonstrate a reduction in problem behaviors
- ❑ Tutoring outcomes:
 - ❑ decrease in school behavior problems and suspensions
 - ❑ increase ability to comprehend material and participate in class
 - ❑ provide a safe space for youth to learn without fear of failure
 - ❑ maintain connection with students' schools to clarify academic needs
 - ❑ liaison with schools and families to engage additional support
 - ❑ promote pro-social behavior and explore personal interests by participating in activities and social projects

Operations

- ❑ Individual tutoring sessions twice a week for one and a half hours per session
- ❑ Small group sessions one to two days a week for two hours per session
- ❑ Focus is on skill building for core subjects – reading, writing, and math
- ❑ Tutors plan sessions tailored to the individual student's service plan
- ❑ Progress is at a pace that is comfortable for the student
- ❑ Assists with homework and study skills
- ❑ Emphasis is placed on preparing for end of grade and end of course testing
- ❑ Computer literacy, time management, and work readiness are other key components
- ❑ Monthly field trips and seasonal service trips are incentives and offer real world experience

Staffing

- ❑ Laura Walters – Executive Director, Triangle Literacy Council
- ❑ Regina Basnight – Director of Juvenile Literacy Services, Triangle Literacy Council
- ❑ TBD – Program Manager and Instructor
- ❑ TBD - Instructor and School-Family Liaison
- ❑ JLC Volunteers

Admission Process

☐ Student Referral

- ☐ Juvenile court, teen court
- ☐ County public schools
- ☐ Law enforcement
- ☐ Other youth-serving agencies
- ☐ The program manager is responsible for the vetting process

☐ Interview Process

- ☐ Students and legal guardians attend an intake meeting to be briefed on guidelines and develop an individualized plan
- ☐ Students are briefly interviewed on school experience, interests and goals
- ☐ Students take a Test of Adult Basic Education (TABE) that assesses proficiency in reading, writing and math
- ☐ Once the assessment is scored, the staff develops an individualized service plan

☐ Starting tutoring

- ☐ On a monthly basis, the student's working portfolio is evaluated to recognize and celebrate achievements in learning
- ☐ A monthly tutor report documents an individual student/tutor needs and concerns, progress, and what has been completed

Intervention/Treatment

- ❑ Tutors will plan sessions to address inappropriate school behavior
- ❑ Behavioral issues within the program are addressed by a case worker and school-family liaison
- ❑ The school-family liaison will provide resources to parents/guardians to create conditions for academic achievement in the home
- ❑ Educational deficiencies can be inter-generational, TLC will refer adult literacy programs to parents/guardians of participants
- ❑ Seminars and educational resources will be offered to other youth within the home to reinforce the need for intergenerational approach to fostering a home culture of learning
- ❑ Life skills seminars on topics such as study habits, health and nutrition, computer literacy and public safety are offered to participants and caregivers

Best Practices Used

- ❑ Evidenced based outcomes including:
 - ❑ individual juvenile planning
 - ❑ assessments of program effectiveness
 - ❑ multi-sensory instruction
 - ❑ skills based interventions and family involvement
- ❑ Programs meet Standardized Program Evaluation Protocol (SPEP)
 - ❑ addresses the individual risk factors of academic failure
 - ❑ school behavioral problems
- ❑ Assessments define educational goals for students
- ❑ Program incorporates data-based decision making through frequent progress measures
- ❑ Students are pre-tested and post-tested using Test of Adult Basic Education (TABE)
- ❑ Lesson plans are modified as needed and tutors work at the student's pace

Budget Summary

Budget – 1 st Year 2016/2017	
Juvenile Literacy Center Cost Per Site	\$115,000
Expansion into Durham, Person and Johnston Counties Total Cost	\$345,000

Budget – 2 nd Year 2017/2018	
Juvenile Literacy Center Cost Per Site	\$115,000
Continuing operations in Durham, Person and Johnston Counties	\$345,000
Expansion into Franklin, Granville and Vance Counties	\$345,000
Total for Year Two Operations Serving 6 Counties	\$690,000

Budget per Site

Line Item	Budget
Staff	
Program Manager/Instructor – Full time	\$39,000
Instructor and School/Family Liaison – Full time	\$34,000
Director of Juvenile Literacy Services – Part time per site	\$19,000
Administrative Support – Part time per site	\$18,000
Subtotal Staff	\$110,000
Educational Materials and Supplies	\$5,000
Grand Total	\$115,000