Making a Map: Finding My Way Back
The MAP Project
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MAP Project

Objectives:
- Develop reintegration via interagency planning.
- Implement the Check & Connect mentoring model with adjudicated youth.
- Implement a personalized approach to support youth development and transition.
- Conduct a comprehensive evaluation to determine what works, and
- Create a sustainable and replicable model through extensive interagency collaboration

Interagency Partners:
- Volunteers of America
- Amicus
- Ramsey County
- Community Corrections
- Office of Ramsey County Attorney John J. Choi

MAP Advisory Team
- Includes representatives of interagency partners
- Meets quarterly to support the project

Why MAP is important:
Students with disabilities, especially students with emotional and behavioral disabilities (EBD) are overrepresented in correctional facilities across the U.S. (U.S. Department of Education, 2002; Quinn, Rutherford, Leone, Osher, & Poirier, 2005).

Context

Prevalence of Youth with Disabilities
Pre-Kindergarten- 12th Grade

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among All Youth</td>
<td>11%</td>
</tr>
<tr>
<td>Within Juvenile Justice Facilities</td>
<td>33%</td>
</tr>
</tbody>
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Youth with Emotional Behavioral Disorders (EBD)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Among All Youth With Disabilities</td>
<td>8%</td>
</tr>
<tr>
<td>Among Youth with Disabilities Within Juvenile Justice Facilities</td>
<td>48%</td>
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Funding source:
- Demonstration project funded by the U.S. Department of Education, Office of Special Education Programs (OSEP)
- Model Demonstration Projects on Reentry of Students with Disabilities from Juvenile Justice Facilities into Education, Employment, and Community Programs
- Funding period: 2013-2017

The Reintegration Toolkit facilitates reintegration planning by providing a technically-sound process with specific tools that support:

1. Interagency team development;
2. Individual and team needs assessment;
3. Consensus building and priority-setting;
4. Data and resource mapping;
5. Development of action plans focused on needed improvements in system and youth outcomes; and
6. A continuous, outcome-oriented evaluation to monitor progress and guide decision-making

The Check & Connect student engagement intervention consists of four components:

1. A mentor who works with students and families for at least 2 years
2. Regular checks on students’ school attendance, behavior, and grades
3. Timely connect interventions, driven by data, to reestablish and maintain the student’s connection to school and learning and to enhance the student’s social and academic competencies; and
4. Engagement with families

The Expanding the Circle transition curriculum has four components:

1. Exploration of youth’s interests, aptitudes, and values as they relate to future decision;
2. Specific activities to increase skill development in decision-making, self-advocacy, problem-solving, diversity awareness, goal setting, organization, and communication;
3. Exploration of postsecondary and career options; and
4. Development of a personal profile for the future focused on postsecondary education, employment, and other life goals.

Evaluation

Evaluation Advisory Committee:
A sub-committee of the MAP Advisory Team
- Will provide input to phases 2 and 3 of the evaluation process
- Includes interagency representatives from the MAP Advisory Team

Formative Evaluation Approach:
Phase 1
- What challenges have been encountered?
- What adaptations need to be made?
Phase 2
- How does the MAP Project work?
- How is it perceived by external stakeholders?
Phase 3
- Common youth outcomes regarding recidivism, high school completion, post-secondary enrollment, and employment as required by OSEP
- Other outcomes as determined by evaluation advisory committee

Current Status
- Focus area from reintegration framework process: Supporting Life Skills
- 34 youth in the program
- 2 referral sites (Boys Totem Town and Ramsey County Juvenile Detention Center)
- 12 active MAP Interagency Advisory members
- Most common interventions:
  - Teaching problem-solving skills
  - Discuss behavior and supports
  - Discuss academic progress
  - Intensive problem-solving with students
  - Facilitate goal setting

Conclusions
- The MAP Project has shown promising results in facilitating reintegration and improving outcomes for youth with disabilities.
- Collaboration among stakeholders is crucial for success.

References