

**SOUTH
ARKANSAS
YOUTH
SERVICES, INC.**



TO: All members of the Senate Interim Committee on Children and Youth Education
The Children and Youth Sub-Committee of the House Interim Committee on
Aging, Children and Youth, Legislative and Military Affairs and the K-12
Vocational –Technical Institutions Sub-Committee of the House Interim
Committee on Education.

FROM: Jerry K. Walsh, CEO, South Arkansas Youth Services, Inc. *JKW*

DATE: October 10, 2011

RE: Educational Snapshot Report

I am enclosing an Educational Snapshot Report for the July1, 2010 through June 30, 2011 fiscal year. This covers the Juvenile Regional Programs of Lewisville, Mansfield, and Dermott. The focus of the report is to show grade levels at admission progress in reading and mathematics.

Disclaimer: Please be advised that these numbers have not been accepted by the Division of Youth Services or Department of Education but we believe them to be true and correct.

SERVING THE YOUTH OF ARKANSAS SINCE 1977

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SUMMARY OF MATH AND READING PROGRESS

FISCAL YEAR JULY 1, 2010- JUNE 30, 2011

READING

173 of 270 Clients tested below grade level in Reading. This is 64.1% of our population

48 of 270 improved up to $\frac{1}{2}$ grade level, which is 17.8% of our population

46 of 270 improved up to one full grade level, which is 17%.

78 of 270 improved more than one full grade level, which is 28.9%.

172 of 270 Improved their grade level by at least $\frac{1}{2}$ grade level. This is 63.7% of our population

MATH

164 of 270 tested below grade level in Mathematics. This is 60.7% of our population.

11 of 270 improved up to $\frac{1}{2}$ grade level, which is 4.1%.

79 of 270 improved up to one full grade level. This is 29.3%.

94 of 270 improved more than one full grade level, which is 34.8% of our population.

184 of 270 improved by at least $\frac{1}{2}$ grade level, which is 68.1% of our population●

GED

57 out of 270 were awarded their GED, which is 21.1% of our client population.

Population Demographics	
African American	144 53.3%
Latino	29 10.7%
Caucasian	97 35.9%
Asian	2 0.7%
Native Hawaiian or Pacific Islander	1 0.4%
Total Population	270

Total for All Treatment Centers

	Caucasian		African American		Latino		Asian		Native Hawaiian or Pacific Islander	
	Count	%	Count	%	Count	%	Count	%	Count	%
Received High School Diploma	1	0.4%	2	0.7%	4	1.5%				
Enrolled in GED	6	2.2%	24	8.9%	6	2.2%			1	0.4%
Awarded GED	34	12.6%	16	5.9%						
Enrolled in Post Secondary Education	3	2.1%	1	0.4%			1	0.4%		
Performance Data										
Outcomes: READING										
Both pre and post tested	88	32.6%	144	53.3%	27	10.0%	1	0.4%	1	0.4%
Only pre-tested	44	16.3%	109	40.4%	18	6.7%	1	0.4%	1	0.4%
Tested below grade level upon entry	20	7.4%	72	26.7%	8	3.0%				
Showed negative grade level change from pre- to post	22	8.1%	15	5.6%	2	0.7%				
Showed no change in grade level from pre- to post	10	3.7%	35	13.0%	3	1.1%				
Showed improvement of up to 1/2 grade level	16	5.9%	29	10.7%	1	0.4%				
Showed improvement of more than 1 grade level	28	10.4%	45	16.7%	4	1.5%			1	0.4%
Performance Data										
Outcomes: MATH										
Both pre and post tested	88	32.6%	144	53.3%	27	10.0%	1	0.4%	1	0.4%
Only pre-tested	42	15.6%	104	38.5%	16	5.9%	1	0.4%	1	0.4%
Tested below grade level upon entry	11	4.1%	43	15.9%	5	1.9%				
Showed negative grade level change from pre- to post	23	8.5%	12	4.4%	3	1.1%				
Showed no change in grade level from pre- to post	7	2.6%	4	1.5%	0	0.0%				
Showed improvement of up to 1/2 grade level	18	6.7%	59	21.9%	2	0.7%				
Showed improvement of more than 1 grade level	40	14.8%	43	15.9%	10	3.7%			1	0.4%

Total Number who improved by 1/2 or more grade levels

173 64.1%

48 17.8% 172 63.7%

*All long term students

46 17.0%

78 28.9%

Total Number who improved by 1/2 or more grade levels

164 60.7%

11 4.1% 184 68.1%

79 29.3%

94 34.8%

Dermott Juvenile Treatment Center

Population Demographics	
African American	63 76%
Latino	4 5%
Caucasian	16 19%
Total Population	83

*All long term students



	Caucasian		African American		Latino	
Received High School Diploma			1	1%		
Enrolled in GED	1	1%	7	8%		
Awarded GED	3	4%	7	8%		
Enrolled in Post Secondary Education						
Performance Data	Caucasian		African American		Latino	
Outcomes: READING	14	17%	64	77%	3	4%
Both pre and post tested						
Only pre-tested						
Tested below grade level upon entry	9	11%	51	61%	2	2%
Showed negative grade level change from pre- to post	5	6%	43	52%	1	1%
Showed no change in grade level from pre- to post	3	4%	7	8%		
Showed improvement of up to 1/2 grade level	7	8%	29	35%	1	1%
Showed improvement of up to 1 full grade level	8	10%	21	25%	1	1%
Improvement of more than 1 grade level	1	1%	18	22%		
Performance Data	Caucasian		African American		Latino	
Outcomes: MATH	14	17%	64	77%	3	4%
Both pre and post tested						
Only pre-tested						
Tested below grade level upon entry	9	11%	42	51%	1	1%
Showed negative grade level change from pre- to post	5	6%	21	25%		
Showed no change in grade level from pre- to post	6	7%	5	6%		
Showed improvement of up to 1/2 grade level	4	5%	2	2%		
Showed improvement of up to 1 full grade level	8	10%	49	59%	2	2%
Showed improvement of more than 1 grade level	5	6%	12	14%	1	1%

DERMOTT JUVENILE TREATMENT CENTER

Dermott Juvenile Treatment Center residential treatment facility treats 32 youth at any given time. There are three dormitories located on the facility. The SAYS Executive Director, Assistant Director, and Mental Health Coordinator oversees programming and treatment. All youth attend school at the facility. Dermott Juvenile Treatment Center currently employs nine certified teachers, which includes six general studies teachers, one art teacher, and two tutors. Dermott Juvenile Treatment Center also currently has a GED instructor on campus to provide GED services to the students.

The teachers contact the student's home schools and DYS to gather records and determine placement and individual needs. The facility developed individual education plans for special education, 504, Title 1 and AIP students. Students are provided with books, computers, and other instructional materials. Dermott Juvenile Treatment Center teachers attend the Lakeside School District's professional development sessions to learn to the curriculum and instructional methods.

Students housed at DJTC are involved in the Juvenile Justice System. By providing education to these students, it is expected that students will experience success in school which will encourage them to continue his education. The primary thrust of the services is to prevent or decrease further involvement of youth in the Juvenile Justice System while working in a cognitive behavioral residential setting through evidence based and research programming. Residents coming into DJTC are provided with room and board, case managers, counseling, group guidance sessions, health services, substance abuse services, gender-specific services, and educational services. The services are provided in accordance with ACA standards, Department of Health regulations, Department of Education standards, USDA regulations, Arkansas state laws, and DYS/DCFS performance indicators.

The program at DJTC is designed for male populations to be equipped with the skills they need to reach their highest potential for productive life. These new skills are the ability to make good choices to continue their education, find a good job or career, avoid illegal activities or harmful drugs, respect the laws of their community, interact positively with their family and peers, keep physically fit and mentally sound, and choose to do what is good for their future through best practices approaches.

Dermott Juvenile Treatment Center goals and objectives through National Accreditation through ACA is provided residents with the quality of care of residential treatment that are organized and staff to provide general and specialized non-hospital based interdisciplinary services 24 hours a day, 7 days a week for youth with behavioral health disabilities or disorders. DJTC is a non-hospital – based facility. The residential provides treatment at least seven days per week, which consists of educational activities, family support, linkages to community resources, development of social skills, and advocacy. Due to the facility serving individuals with varying needs, and the specific need of the clients. Each client is assigned to a case manager along with oversight of a qualified practitioner. Our residential program provides on-site staff support 24 hours a day, 7 days a week. Clients in residential treatment are provided with a case manager, have weekly counseling sessions with the case manager and/or clinician, have daily group sessions, and collaborate with the case manager to develop and Individual Case Plan. Clients also participate in monthly Case Plan Reviews. The length of stay of the residential clients is determined by the LOS and the progress they make on meeting their goals, their behavior program, their judge, Division of Children's and Family, and Division of Youth Services.

The group sessions will take place four times a week by trained Case Managers. The first curriculum is the Power Source program, which is filled with choices for at-risk youth (young men and young women) who struggle with the same challenges that our clients face, such as drugs, anger, violence, gangs, and questions about self identity. This program is designed to give participants an increased ability to read and understand the emotions that influences their choices, perceptions, and feelings, as well as teaching coping skills. This program is based on reading material from the book, video, and an activity manual. The manual consists of anger management techniques, self-regulation exercise, relaxation exercises, mediation, guided visualization, and "stop and think" activities.

The Matrix Model or Teens & Young Adults program is a comprehensive and practical guide or conducting group and individual treatment sessions for adolescents who exhibit substance abuse problems. It was developed by the Matrix institute on Addictions. The Matrix Model is evidence based, intensive outpatient alcohol and drug treatment program. The next curriculum model utilized is *Strategies for Anger Management*. This curriculum is a tool to help youth cope with anger in healthy ways. A strategy for Anger management was developed by Kerry Moles, CSW.

Boys Council is a strengths-based group approach to promote boys' and young men's safe, strong and healthy passage through pre-teen and adolescent years. SAYS, Inc has found that Boys Council meets a core development need in boys for strong, positive relationships.

DJTC utilizes the Massachusetts Youth Screening Instrument (MAYSI-2) within 24 hours of admission. This screening instrument is a brief screening tool for use in justice contacts with youth to identify signs of mental/emotional disturbance or distress. This tool provides guidance in working with youth, along with technical information for the professional staff and license professionals.

The case managers at DJTC provide group counseling four days a week, along with daily individual sessions working on the goals and objectives of youth in his IPC and Reintegration Plan. DJTC offers additional services such as the Transition Curriculum. This curriculum has three parts: Personal Management, Career Management, and Life Management. Each volume deals with an area of competency critical to independent living. Wherever appropriate, clients will be referred to appropriate educational, social psychological or psychiatric assessments and treatment, either through the agency or through referral to outside agencies.

DJTC follows a program of behavioral modification rooted in reality therapy with more intense counseling services. The program is implemented through counseling sessions including the group guidance sessions and a level system. Each resident received either an **N** (negative behavior) or **P** (positive behavior) on his point sheet for his behavior for that shift. If a resident received more than 4 N's for one shift the supervisor is advised of the resident behavior and examine the situation. Levels are determined by the successful days they complete every week.

The DJTC program offers both informal and formal counseling, and educational program, behavioral management, and daily living skills. Each resident is assisted in accomplishing goals set out in each Individual Treatment Plan through the provision of counseling from entry date to discharged date. Informal counseling is provided by all staff and focuses on the day to day adjustment issues crucial in developing relationships between youth and staff. The case manager provides individual, group, and family counseling daily, based upon unique needs of each client. Along with the group counseling regarding the three curriculum modules, the residents will receive gender specific services by an assigned trained staff.

Clients are provided educational services on campus year round. Clients stay on campus and attend classes daily. The certified teachers teach a core curriculum as assigned by DYS. Classes are held five days a week throughout the school year, and until noon in the summer. Tutoring sessions are provided to tutoring teachers for two hours in the afternoon. Whenever appropriate, clients will be referred to the Adult Education Program to obtain a GED. These teachers teach from a standardized computer program. The program is based on the Arkansas Curriculum frameworks that cover 7th to 12th grade. Classes will be scheduled five days a week throughout the year. Tutoring sessions will be provided to students that are having difficulties in certain classes. Whenever appropriate, clients will be referred to the Dermott Adult Education Program to obtain a GED.

Teachers and counselors meet to develop individualized education plans for special needs students. These students include special education, section 504 students, Title 1 students. Student education plans are signed by DJTC staff, teachers, and/or parents. These plans are a part of the student's permanent record and are confidential. Teachers are available for conference with DJTC representatives just as they are for parents of other students. Representatives of DJTC participate in developing student schedules to

be sure appropriate courses are taken to prepare the student for graduation. If a student is sent to another facility, the facility will send records upon request.

Dermott Juvenile Treatment Center develop and implement a written AIP for each student served, which meets or exceeds all state and federal requirements including ADE rules and regulation it will include long-range goals, short-range goals, a description of the present level of functioning, a proposed schedule of services, a schedule of related services if needed, statement of functioning, a proposed schedule of services, a schedule of related service if needed, statement of parental/guardian participation and concerns, a summary of the present levels of educational performance, consideration of special factors, progress reports completed each grading period, evaluation procedure codes, instructional modifications, supplemental aids, justification for educational placement selection, objective, the date the plan was initiated and the date the plan is completed. The Academic Individual Plan will be utilized by says by DJTC student at the facility.

Dermott Juvenile Treatment Center will develop and implement a written IEP for all juveniles diagnosed with a disability under section 614 (d) of IDEA and shall ensure that educational services are provided in compliance with state and federal law including Arkansas Department of Education (ADE) rules and regulations within thirty (30) days of admission to the program and shall maintain and forward the juveniles due process folder. It will include long-range goals, short range goals, a description of the present level of functioning, a proposed schedule of services, a schedule of related services if needed, statement of parental/guardian participation and concerns, a summary of the present levels of educational performance, consideration of special factors, progress reports completed each grading period, evaluation procedure codes. Instructional modifications, supplemental aids, justification for educational placement selection, objectives, the date the plan was initiated and the date the plan is complete.

Lewisville Juvenile Treatment Center

Population Demographics	
African American	43
	61%
Latino	10
	14%
Caucasian	17
	24%
Total Population	70

*All long term students

	Caucasian		African American		Latino	
Received High School Diploma	5	7%	15	21%	4	6%
Enrolled in GED	4	6%	6	9%	3	4%
Awarded GED						
Enrolled in Post Secondary Education						
Performance Data						
Outcomes: READING						
Both pre and post tested	16	23%	44	63%	10	14%
Only pre-tested						
Tested below grade level upon entry	7	10%	24	34%	2	3%
Shown negative grade level change from pre- to post						
Shown no change in grade level from pre- to post	4	6%	15	21%	1	1%
Shown improvement of up to 1/2 grade level	1	1%	4	6%		
Shown improvement of up to 1 full grade level	3	4%	7	10%		
Improvement of more than 1 grade level	5	7%	11	16%	1	1%
Performance Data						
Outcomes: MATH						
Both pre and post tested	16	23%	44	63%	10	14%
Only pre-tested						
Tested below grade level upon entry	2	3%	26	37%	3	4%
Shown negative grade level change from pre- to post						
Shown no change in grade level from pre- to post	2	3%	15	21%	1	1%
Shown improvement of up to 1/2 grade level	2	3%	4	6%	1	1%
Shown improvement of up to 1 full grade level	3	4%	2	3%		
Shown improvement of more than 1 grade level	3	4%	6	9%	1	1%

LEWISVILLE JUVENILE TREATMENT CENTER

SAYS provides residential treatment for up to 32 youth at a time in two cottages in Lewisville. The SAYS Executive Director, Assistant Director, and Mental Health Coordinator oversee programming and treatment. SAYS currently employ five certified teachers in the home bound program, who provide educational based on lesson plans provided by teachers with the Lewisville School District. Also, SAYS currently has a GED Instructor on a campus to provide GED services to the clients at SAYS.

Most students housed at Lewisville Juvenile Treatment Center are involved in the Juvenile Justice System. By providing education to these students, it is expected that students will experience success at school which will encourage the student to continue his education. There are contacts made as decisions regarding the student's education services are made and when there are social or behavioral problems. SAYS offers a comprehensive array of residential services utilizing best practice models such as evidence based, most promising approaches, and research model programming to youth at the Lewisville Juvenile Treatment Center facility in Lewisville. The primary thrust of the services is to prevent or decrease further involvement of youth in the Juvenile Justice System while working in a cognitive behavioral residential setting through evidence based and research programming. Clients coming into the Lewisville facility are provided room and board, caseworker, counseling, group guidance sessions, health services, substance abuse services, gender-specific services, and education services. The services are provided in accordance with all ACA standards, Department of Health regulations, Department of Education standards, USDA regulations, Arkansas state laws, and DYS/DCFS Performance Indicators.

The program at the Lewisville Juvenile Treatment Center facility is designed for male populations to be equipped with the skills they need to reach their highest potential for productive life. Foremost among these new skills are the ability to make good choices continue their education, find a good job or career, avoid illegal activities or harmful drugs, respect the laws of their community, interact positively with their family and peers, keep physically fit mentally sound, and choose to do what is good for their future through best practices approaches.

South Arkansas Youth Services, Inc. goals and objectives through National Accreditation through ACA is to provide clients with the quality of care of residential treatment that are organize and staff to provide general and specialized non-hospital-based interdisciplinary services 24 hours a day, 7 days a week for youth with behavioral health disabilities or disorders. The residential provides treatment which consists of educational activities, therapeutic activities, family support, linkages to community resources, development of social skills, and advocacy. Due to the agency serving individuals with varying needs the specific qualification and credentials of staff members are determined based on the specific need of the client. Each client is assigned to case manager along with oversight of a qualified practitioner. Our residential program provides on-site staff support 24 hours a day, 7 days a week. Clients in residential treatment are provided with a case manager, have weekly counseling sessions with the case manager and/or clinician, have daily group sessions, and collaborate with the case manager to develop an Individualized Case Plan. Clients also participate in monthly Case Plan review. The length of stay for residential clients is determined by the progress they make on meeting their goals, their behavior at the program, their Judge Division of Children and Family, and Division of Youth Services.

The group sessions will take place four times a week by trained Case Managers. The first curriculum is the Power Source program, which is filled with choices for at-risk youth (young men) who struggle with the same challenges that our clients face, such as drugs, anger, violence, gangs, and questions about self identity. This program is designed to give participate an increased ability to read and understand the emotions that influences their choices, perceptions, and feelings, as well as teaching coping skills. This program is based on reading material from the book, video, and an activity manual. The manual consists of anger management techniques, self regulation exercises, relaxations exercises, mediation, guided visualization, and "stop and think" activities.

The Matrix Model for Teens & Young Adults program is a comprehensive and practical guide for conducting group and individual treatment sessions for adolescents who exhibits substance abuse

problems. It was developed by the Matrix Institute on Addictions. The Matrix Model is evidence based, intensive outpatient alcohol and drug treatment program. The next curriculum model utilized is Strategies for Anger Management. This curriculum is a tool to help youth cope with anger in healthy ways. Strategies for Anger Management was developed by Kerry Moles, CSW.

Boys Council is a strengths-based group approach to promote boys' and young men's safe, strong and healthy passage through pre-teen and adolescent years. SAYS, Inc has found that Boys Council meets a core development need in boys for strong, positive relationships.

SAYS utilizes the Massachusetts Youth Screening Instrument (MAYSI-2) within 24 hours of admission. The screening instrument is a brief screenings tool for use in justice contacts with youth to identify signs of mental/emotional disturbance or distress. This tool provides guidance in working with youth, along with technical information for the professional staff and license professionals.

LJTC follows a program of behavioral modification rooted in reality therapy with more intense counseling services. The program is implemented through counseling sessions including the group guidance sessions and a level system. Each resident earns points of his behavior every hour of the day. Earned points determine the level of privileges.

The SAYS program offers both informal and formal counseling, an educational program, behavioral management, and daily living skills. Each resident is assisted in accomplishing goals set out in each Individual Treatment Plan through the provision of counseling from entry date to discharge date. Informal counseling is provided by all staff and focuses on day to day adjustment issues crucial in developing relationships between youth and staff. The case manager provides individual, group, and family counseling daily, based upon the unique needs of each client. Along with the group counseling regarding the three curriculum modules, the residents will receive gender specific services by assigned trained staff.

Representatives from SAYS meet with counselors and teachers to develop individualized education plans for special needs students. These students include special education, Section 504 students, Title 1 students, and students who have not displayed proficiency on Benchmark Exams. These education plans are assigned by, SAYS representatives and/or parents. These plans are a part of the student's permanent record and are confidential. Teachers are available for conference with SAYS representatives just as they are for parents of other students. Representatives of SAYS participate in developing student schedules to be appropriate courses are taken to prepare the student for graduation. If a student is sent to another facility, the district will send records upon requests.

Lewisville Juvenile Treatment Center will develop and implement a written AIP for each juvenile served, which meets or exceeds all state and federal requirements including ADE rules and regulations it will include long-range goals, a description of the present level of functioning, a proposed schedule of services, a schedule of related services if needed, statement of parental/guardian participation and concerns, a summary of the present levels of educational performances, consideration of special factors, progress reports completed each grading period, evaluation procedure codes, Instructional modifications, supplemental aids, justification for educational placement selections, objectives, the date the plan was initiated and the date the plan is completed. The Academic Individual Plan will be utilized by SAYS for each student at the facility.

Lewisville Juvenile Treatment Center will develop and implement a written IEP for all juveniles diagnosed with a disability under section 614 (D) of IDEA and shall ensure that educational services are provided in compliance with state and federal law including Arkansas department of Education (ADE) rules and regulations within thirty (30) days of admissions to the program and shall maintain and forward the juvenile due process folder. It will include long-range goals, short range goals, a description of the present level of functioning, a proposed schedule of services, a schedule of related services if needed, statement of parental/guardian participation and concerns, a summary of the present levels of educational performance, consideration of special factors, progress reports completed each grading period, evaluations procedures codes, instructional modifications, supplemental aids, justification for educational placement selections objectives, the date the plan was initiated and the date the plan is completed.

Mansfield Juvenile Treatment Center- Boys

Population Demographics	
African American	17 24%
Latino	12 17%
Caucasian	41 57%
Asian	1 1%
Native Hawaiian or Pacific Islander	1 1%
Total Population	72

	Caucasian		African American		Latino		Asian		Native Hawaiian or Pacific Islander	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Received High School Diploma	1	1%								
Enrolled in GED	17	24%	1	1%	2	3%			1	1%
Awarded GED										
Enrolled in Post Secondary Education										
Performance Data										
Outcomes: READING										
Both pre and post tested	39	54%	16	22%	11	15%			1	1%
Only pre-tested										
Tested below grade level upon entry	17	24%	16	22%	11	15%			1	1%
Shown negative grade level change from pre- to post	3	4%	5	7%	3	4%				
Shown no change in grade level from pre- to post	15	21%	2	3%	2	3%				
Shown improvement of up to 1/2 grade level	2	3%	1	1%	2	3%				
Shown improvement of up to 1 full grade level	5	7%	1	1%						
Improvement of more than 1 grade level	16	22%	9	13%	3	4%			1	1%
Performance Data										
Outcomes: MATH										
Both pre and post tested	39	54%	16	22%	11	15%			1	1%
Only pre-tested										
Tested below grade level upon entry	19	26%	17	24%	10	14%			1	1%
Shown negative grade level change from pre- to post	2	3%	2	3%	3	4%				
Shown no change in grade level from pre- to post	13	18%	1	1%	2	3%				
Shown improvement of up to 1/2 grade level										
Shown improvement of up to 1 full grade level	4	6%	2	3%						
Shown improvement of more than 1 grade level	20	28%	12	17%	6	8%			1	1%

*All long term students

MANSFIELD JUVENILE TREATMENT CENTER FOR MALES

SAYS provides residential treatment for up to 32 youth at a time in three dorms in Mansfield. The SAYS Executive Director, Assistant Director, and Mental Health Coordinator oversee programming and treatment. SAYS currently employ seven certified teachers in the program. Also, SAYS currently has a GED Instructor on a campus to provide GED services to the clients at SAYS.

All students housed at Mansfield Juvenile Treatment Center are involved in the Juvenile Justice System. By providing education to these students, it is expected that students will experience success at school which will encourage the student to continue his education. There are contacts made as decisions regarding the student's education services are made and when there are social or behavioral problems. SAYS offers a comprehensive array of residential services utilizing best practice models such as evidence based, most promising approaches, and research model programming to youth at the Mansfield Juvenile Treatment Center facility in Mansfield. The primary thrust of the services is to prevent or decrease further involvement of youth in the Juvenile Justice System while working in a cognitive behavioral residential setting through evidence based and research programming. Clients coming into the Mansfield facility are provided room and board, caseworker, counseling, group guidance sessions, health services, substance abuse services, gender-specific services, and education services. The services are provided in accordance with all ACA standards, Department of Health regulations, Department of Education standards, USDA regulations, Arkansas state laws, and DYS/DCFS Performance Indicators.

The program at the Mansfield Juvenile Treatment Center facility is designed for male populations to be equipped with the skills they need to reach their highest potential for productive life. Foremost among these new skills are the ability to make good choices continue their education, find a good job or career, avoid illegal activities or harmful drugs, respect the laws of their community, interact positively with their family and peers, keep physically fit mentally sound, and choose to do what is good for their future through best practices approaches.

South Arkansas Youth Services, Inc. goals and objectives through National Accreditation through ACA is to provide clients with the quality of care of residential treatment that are organize and staff to provide general and specialized non-hospital-based interdisciplinary services 24 hours a day, 7 days a week for youth with behavioral health disabilities or disorders. The residential provides treatment which consists of educational activities, therapeutic activities, family support, linkages to community resources, development of social skills, and advocacy. Due to the agency serving individuals with varying needs the specific qualification and credentials of staff members are determined based on the specific need of the client. Each client is assigned to case manager along with oversight of a qualified practitioner. Our residential program provides on-site staff support 24 hours a day, 7 days a week. Clients in residential treatment are provided with a case manager, have weekly counseling sessions with the case manager and/or clinician, have daily group sessions, and collaborate with the case

manager to develop an Individualized Case Plan. Clients also participate in monthly Case Plan review. The length of stay for residential clients is determined by the progress they make on meeting their goals, their behavior at the program, their Judge Division of Children and Family, and Division of Youth Services.

The group sessions will take place four times a week by trained Case Managers. The first curriculum is the Power Source program, which is filled with choices for at-risk youth (young men) who struggle with the same challenges that our clients face, such as drugs, anger, violence, gangs, and questions about self identity. This program is designed to give participants an increased ability to read and understand the emotions that influence their choices, perceptions, and feelings, as well as teaching coping skills. This program is based on reading material from the book, video, and an activity manual. The manual consists of anger management techniques, self regulation exercises, relaxation exercises, mediation, guided visualization, and "stop and think" activities.

The Matrix Model for Teens & Young Adults program is a comprehensive and practical guide for conducting group and individual treatment sessions for adolescents who exhibit substance abuse problems. It was developed by the Matrix Institute on Addictions. The Matrix Model is evidence based, intensive outpatient alcohol and drug treatment program. The next curriculum model utilized is Strategies for Anger Management. This curriculum is a tool to help youth cope with anger in healthy ways. Strategies for Anger Management, was developed by Kerry Moles, CSW.

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SAYS utilizes the Massachusetts Youth Screening Instrument (MAYSI-2) within 24 hours of admission. The screening instrument is a brief screenings tool for use in justice contacts with youth to identify signs of mental/emotional disturbance or distress. This tool provides guidance in working with youth, along with technical information for the professional staff and license professionals.

MJTC follows a program of behavioral modification rooted in reality therapy with more intense counseling services. The program is implemented through counseling sessions including the group guidance sessions and a level system. Each resident earns points of his behavior every hour of the day. Earned points determine the level of privileges.

The SAYS program offers both informal and formal counseling, an educational program, behavioral management, and daily living skills. Each resident is assisted in accomplishing goals set out in each Individual Treatment Plan through the provision of counseling from entry date to discharge date. Informal counseling is provided by all staff and focuses on day to day adjustment issues crucial in developing relationships between youth and staff. The case manager provides individual, group, and family counseling daily, based upon the unique needs of each client. Along with the group counseling regarding the three curriculum modules, the residents will receive gender specific services by assigned trained staff.

Post GED students are provided instruction in Small Gas Engine Mechanics and Residential Construction and all clients receive Workplace Readiness. The Educational Opportunity Center at Carl Albert State College provides vocational testing developed by the Department of Labor in an effort to assist clients in their vocational ambitions. Clients are assisted in entering other programs such as Job Corps by their case manager and aftercare providers.

All clients housed at MJTC are involved in the Juvenile Justice System. The goal at MJTC is to provide services that will prevent or decrease further involvement of youth in the Juvenile Justice System. Clients coming into the MJTC facility are provided room and board, casework, counseling, group guidance sessions, health services, substance abuse services, gender-specific services, and educational services. The services are provided in accordance with all ACA standards, Department of Health regulations, Department of Education standards, USDA regulations, Arkansas state laws, and DYS/DCFS performance Indicators.

Clients at MJTC are provided with a case manager, have weekly counseling sessions with the case manager, have daily group sessions, and collaborate with the case manager to develop an Individual Case Plan. The length of stay for MJTC clients is determined by the Division of Youth Services and the progress they make on meeting their treatment goals, their behavior at the program.

Any client accepted at MJTC that has an IEP is flagged in the DYS Rite Track computer information system as special needs. Upon arrival of a client with special educational needs, the case manager assigned to the client forwards all received educational information to our Resource Instructor and the IEP is reviewed and implemented, the resource teacher holds the conferences and evaluations required with all concerned parties given information pertinent to their role with the client. All IEP's are forwarded to the Division of Youth Services to be reviewed and entered into Rite Track for data sharing purposes. Upon discharge all final paperwork (transcript, IEP etc.) are forwarded immediately to DYS to ensure the records requested by the public school or alternative education program can receive them in a timely manner. MJTC instructors are required to complete 60 hours of professional development, as required by the ADE. Specific professional development provided at MJTC includes Crises Prevention and Intervention, CPR/First Aid, and various special trainings provided by DYS and other providers throughout the year.

Representatives from SAYS meet with counselors and teachers to develop individualized education plans for special needs students. These students include special education, Section 504 students, Title 1 students, and students who have not displayed proficiency on Benchmark Exams. These education plans are assigned by, SAYS representatives and/or parents. These plans are a part of the student's permanent record and are confidential. Teachers are available for conference with SAYS representatives just as they are for parents of other students. Representatives of SAYS participate in developing student schedules to be appropriate courses are taken to prepare the student for graduation. If a student is sent to another facility, the district will send records upon requests.

Mansfield Juvenile Treatment Center will develop and implement a written AIP for each juvenile served, which meets or exceeds all state and federal requirements including ADE rules and

regulations it will include long-range goals, a description of the present level of functioning, a proposed schedule of services, a schedule of related services if needed, statement of parental/guardian participation and concerns, a summary of the present levels of educational performances, consideration of special factors, progress reports completed each grading period, evaluation procedure codes, Instructional modifications, supplemental aids, justification for educational placement selections, objectives, the date the plan was initiated and the date the plan is completed. The Academic Individual Plan will be utilized by SAYS for each student at the facility.

Mansfield Juvenile Treatment Center will develop and implement a written IEP for all juveniles diagnosed with a disability under section 614 (D) of IDEA and shall ensure that educational services are provided in compliance with state and federal law including Arkansas department of Education (ADE) rules and regulations within thirty (30) days of admissions to the program and shall maintain and forward the juvenile due process folder. It will include long-range goals, short range goals, a description of the present level of functioning, a proposed schedule of services, a schedule of related services if needed, statement of parental/guardian participation and concerns, a summary of the present levels of educational performance, consideration of special factors, progress reports completed each grading period, evaluations procedures codes, instructional modifications, supplemental aids, justification for educational placement selections objectives, the date the plan was initiated and the date the plan is completed.

Mansfield Juvenile Treatment Center- Girls

Population Demographics	
African American	21 44%
Latino	3 6%
Caucasian	23 48%
Asian	1 2%
Total Population	48

	Caucasian		African American		Latino	Asian
Received High School Diploma			1	2%		
Enrolled in GED			2	4%		
Awarded GED	10	21%	2	4%	1	2%
Enrolled in Post Secondary Education	3	6%	1	2%		1
2%						
Performance Data						
Outcomes: READING						
Both pre and post tested	19	40%	20	42%	3	6%
Only pre-tested						
Tested below grade level upon entry	11	23%	18	38%	3	6%
Shown negative grade level change from pre- to post	8	17%	9	19%	3	6%
Shown no change in grade level from pre- to post	4	8%	2	4%		
Shown improvement of up to 1/2 grade level			1	2%		
Shown improvement of up to 1 full grade level						
Improvement of more than 1 grade level	6	13%	7	15%		
Performance Data						
Outcomes: MATH						
Both pre and post tested	19	40%	20	42%	3	6%
Only pre-tested						
Tested below grade level upon entry	12	25%	19	40%	2	4%
Shown negative grade level change from pre- to post	2	4%	5	10%	1	2%
Shown no change in grade level from pre- to post	2	4%	2	4%		
Shown improvement of up to 1/2 grade level						
Shown improvement of up to 1 full grade level	3	6%	2	4%		
Shown improvement of more than 1 grade level	12	25%	11	23%	2	4%

*All long term students

MANSFIELD JUVENILE TREATMENT CENTER

Mansfield Juvenile Treatment Center residential treatment facility treats 24 youth at any given time. There are three dormitories located on the facility. The SAYS Executive Director, Assistant Director, and Mental Health Coordinator oversees programming and treatment. All youth attend school at the facility. Mansfield Juvenile Treatment Center currently employs seven certified teachers, which includes 5 general studies teachers, and two tutors. Mansfield Juvenile Treatment Center also currently has a GED instructor on campus to provide GED services to the students.

The teachers contact the student's home schools and DYS to gather records and determine placement and individual needs. The facility developed individual education plans for special education, 504, Title 1 and AIP students. Students are provided with books, computers, and other instructional materials. Mansfield Juvenile Treatment Center teachers attend the Mansfield School District's professional development sessions to learn to the curriculum and instructional methods.

To be successful in vocational education and other job training programs, students must be able to read and understand job training and vocational course materials, as well as academic course materials. Many MJTC students lack the basic reading and mathematics skills necessary to be successful in vocational courses. This program will assist students with the reading and mathematics skills needed to be successful vocational and job training.

At MJTC vocational education goals are evaluated through a client's willingness to learn, level of participation, and general attitude. Career education is evaluated according to client participation, attitude and conduct, as well as exercises designed to evaluate and assist in client understanding of the subject matter through the Career Explorer Program. The MJTC program meets the individual student's needs for physical education, vocational education and career education. Students will participate in 60 minutes of large muscle exercises. In addition, students are trained on job applications, interviewing, and other career development skills.

All clients receive Workplace Readiness education. The Educational Opportunity Center at Carl Albert State College provides vocational testing developed by the Department of Labor in an effort to assist clients in their vocational ambitions. Clients are assisted in entering other programs such as Job Corps by their case manager and aftercare providers.

All clients housed at MJTC are involved in the Juvenile Justice System. The goal at MJTC is to provide services that will prevent or decrease further involvement of youth in the Juvenile Justice System. Clients coming into the MJTC facility are provided room and board, casework, counseling, group guidance sessions, health services, substance abuse services, gender-specific services, and educational services. The services are provided in accordance with all ACA standards, Department of Health regulations, Department of Education standards, USDA regulations, Arkansas state laws, and DYS/DCFS performance Indicators.

Clients at MJTC are provided with a case manager, have weekly counseling sessions with the case manager, have daily group sessions, and collaborate with the case manager to develop an Individual Case Plan. The length of stay for MJTC clients is determined by the Division of Youth Services and the progress they make on meeting their treatment goals, their behavior at the program.

Students housed at MJTC are involved in the Juvenile Justice System. By providing education to these students, it is expected that students will experience success in school which will encourage them to continue his education. The primary thrust of the services is to prevent or decrease further involvement of youth in the Juvenile Justice System while working in a cognitive behavioral residential setting through evidence based and research programming. Residents coming into MJTC are provided with room and board, case managers, counseling, group guidance sessions, health services, substance abuse services, gender-specific services, and educational services. The services are provided in accordance with ACA standards, Department of Health regulations, Department of Education standards, USDA regulations,

Arkansas state laws, and DYS/DCFS performance indicators.

The program at MJTC is designed for female populations to be equipped with the skills they need to reach their highest potential for productive life. These new skills are the ability to make good choices to continue their education, find a good job or career, avoid illegal activities or harmful drugs, respect the laws of their community, interact positively with their family and peers, keep physically fit and mentally sound, and choose to do what is good for their future through best practices approaches.

Mansfield Juvenile Treatment Center goals and objectives through National Accreditation through ACA is provided residents with the quality of care of residential treatment that are organized and staff to provide general and specialized non-hospital based interdisciplinary services 24 hours a day, 7 days a week for youth with behavioral health disabilities or disorders. MJTC is a non-hospital – based facility. The residential provides treatment at least seven days per week, which consists of educational activities, family support, linkages to community resources, development of social skills, and advocacy. Due to the facility serving individuals with varying needs, and the specific need of the clients. Each client is assigned to a case manager along with oversight of a qualified practitioner. Our residential program provides on-site staff support 24 hours a day, 7 days a week. Clients in residential treatment are provided with a case manager, have weekly counseling sessions with the case manager and/or clinician, have daily group sessions, and collaborate with the case manager to develop and Individual Case Plan. Clients also participate in monthly Case Plan Reviews. The length of stay of the residential clients is determined by the LOS and the progress they make on meeting their goals, their behavior program, their judge, Division of Children's and Family, and Division of Youth Services.

The group sessions will take place four times a week by trained Case Managers. The first curriculum is the Power Source program, which is filled with choices for at-risk youth (young men and young women) who struggle with the same challenges that our clients face, such as drugs, anger, violence, gangs, and questions about self identity. This program is designed to give participants an increased ability to read and understand the emotions that influences their choices, perceptions, and feelings, as well as teaching coping skills. This program is based on reading material from the book, video, and an activity manual. The manual consists of anger management techniques, self-regulation exercise, relaxation exercises, mediation, guided visualization, and "stop and think" activities.

The Matrix Model for Teens & Young Adults program is a comprehensive and practical guide for conducting group and individual treatment sessions for adolescents who exhibit substance abuse problems. It was developed by the Matrix Institute on Addictions. The Matrix Model is evidence based, intensive outpatient alcohol and drug treatment program. The next curriculum model utilized is Strategies for Anger Management. This curriculum is a tool to help youth cope with anger in healthy ways. A strategy for Anger management was developed by Kerry Moles, CSW.

Girls Circle is a strengths-based group approach to promote girls' and young women's safe, strong and healthy passage through pre-teen and adolescent years. SAYS, Inc has found that Girls Circle meets a core development need in girls for strong, positive relationships.

MJTC utilizes the Massachusetts Youth Screening Instrument (MAYSI-2) within 24 hours of admission. This screening instrument is a brief screening tool for use in justice contacts with youth to identify signs of mental/emotional disturbance or distress. This tool provides guidance in working with youth, along with technical information for the professional staff and license professionals.

The case managers at MJTC provide group counseling four days a week, along with daily individual sessions working on the goals and objectives of youth in his IPC and Reintegration Plan. MJTC offers additional services such as the Transition Curriculum. This curriculum has three parts: Personal Management, Career Management, and Life Management. Each volume deals with an area of competency critical to independent living. Wherever appropriate, clients will be referred to appropriate educational, social psychological or psychiatric assessments and treatment, either through the agency or through referral to outside agencies.

MJTC follows a program of behavioral modification rooted in reality therapy with more intense counseling services. The program is implemented through counseling sessions including the group guidance sessions and a level system. Each resident is on a point system where the positive and negative behavior is graded. Levels are determined by the successful weeks they complete.

The MJTC program offers both informal and formal counseling, and educational program, behavioral management, and daily living skills. Each resident is assisted in accomplishing goals set out in each Individual Treatment Plan through the provision of counseling from entry date to discharged date. Informal counseling is provided by all staff and focuses on the day to day adjustment issues crucial in developing relationships between youth and staff. The case manager provides individual, group, and family counseling daily, based upon unique needs of each client. Along with the group counseling regarding the three curriculum modules, the residents will receive gender specific services by an assigned trained staff.

Clients are provided educational services on campus year round. Clients stay on campus and attend classes daily. The certified teachers teach a core curriculum as assigned by DYS. Classes are held five days a week throughout the school year, and until noon in the summer. Tutoring sessions are provided to tutoring teachers for two hours in the afternoon. Whenever appropriate, clients will be referred to the Adult Education Program to obtain a GED. These teachers teach from a standardized computer program. The program is based on the Arkansas Curriculum frameworks that cover 7th to 12th grade. Classes will be scheduled five days a week throughout the year. Tutoring sessions will be provided to students that are having difficulties in certain classes. Whenever appropriate, clients will be referred to the Fort Smith Adult Education Program to obtain a GED.