



INDIANA STATE BOARD OF EDUCATION

MEMORANDUM

TO: Indiana State Board of Education
FROM: Ron Sandlin, Senior Director of School Performance & Transformation
DATE: April 10, 2019
RE: Academy of Innovative Studies - School Improvement Intervention

ISSUE: The Indiana State Board of Education (“Board”) is required to consider school improvement intervention options for The Academy for Innovative Studies (8270) (“AIS”) within the Evansville Vanderburgh School Corporation (7995) (“EVSC”).

RECOMMENDATION: Approve the school improvement intervention presented by EVSC at the public hearing on November 29, 2018, which includes innovative partnerships to align cross-agency supports for students at the School while providing hands-on work-based learning experiences to prepare students for a successful transition into the workforce.

HISTORY: AIS is an alternative school within EVSC serving 367 students in grades 1-12, with the majority of students enrolled in grades 7-12. Students are assigned to AIS through a pre-court diversion program to accelerate learning for over-aged/under-accredited students, or in lieu of expulsion from their home school. Prior to the 2018/2019 school year, AIS served over 700 students in grades K-12 across two separate campuses and a virtual program.

Prior to the beginning of the 2018/2019 school year, and before the school earned a sixth consecutive F rating, EVSC reconfigured their approach to alternative education, splitting AIS’s two campuses into separate schools, Harwood Career Prep Academy and AIS. As a component of this reconfiguration, EVSC conducted a comprehensive needs assessment and developed an innovative plan to transform educational opportunities for students at both schools.

The plan was presented to the community and members of the Board at the required public hearing held at AIS on November 29, 2018.

ANALYSIS: EVSC’s plan includes innovative partnerships to transform educational opportunities for students at AIS. Specifically, the corporation will be partnering with the Honorable Judge Brett Neimeier, Juvenile Division of the Vanderburgh Superior Court, and replicating a nationally recognized work-based learning program in partnership with a local business.

Vanderburgh Superior Court Partnership: School and district leaders within EVSC have determined students who attend AIS through a pre-court diversion program demonstrate higher attendance rates and greater academic success while receiving juvenile court services. To expand these services, the assistant principal and social worker at AIS will serve as probation officer interns through the juvenile court, working closely with the Judge Neimeier and the dedicated AIS probation officer to expand services to more students at the school.

Real-world Application; Maximizing Potential (RAMP) Program: The RAMP program in EVSC is modeled after a successful Reaching Potential Through Manufacturing (RPM) program in Augusta, Georgia. Through a strategic partnership with a local business, eligible students spend part of the school day engaged in individualized instruction and the other engaged in paid work experiences.

The RPM program in Richmond County Schools (Augusta, GA) was recently featured as a best practice in an IDOE Innovation WebEx. The full presentation can be found using this [LINK](#).



EVSC's Academy for Innovative Studies Turnaround Plan

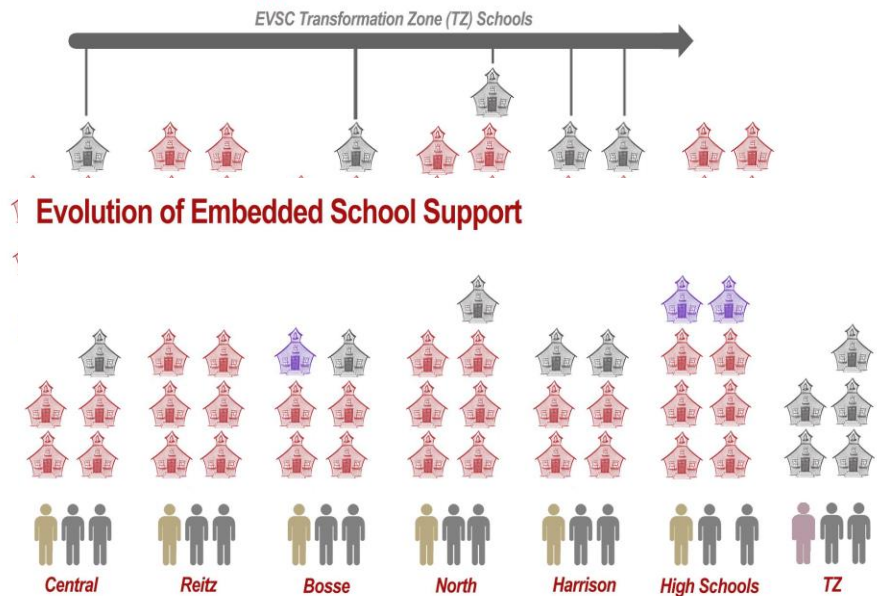


Building on Best Practice from our Transformation Zone

As a part of Evansville Vanderburgh School Corporation's (EVSC's) systemic approach to school transformation, the district has created an internal lead partner unit called the Office of Transformational Support. This model was based on Mass Insight Education's research published in *The Turnaround Challenge* (2007). This research challenged both states and districts to commit to the three 'C' strategies within special zones for school turnaround: Conditions, Capacity, and Clustering.

EVSC has comprehensively scaled the TZ-inspired organizational infrastructure across the school district. Taking strategic advantage of existing attendance district alignment, EVSC launched district-wide clusters of support. This Director of School Support (DSS) model scales embedded, aligned DSS team support and accountability to each cluster while increasing two-way communication between all schools and the district office. Each DSS team is comprised of a DSS and two to three coaches. DSS teams are embedded in the schools they serve and all cluster directors are directly supported by the Deputy Superintendent and meet regularly with EVSC's Superintendent. In the 2018-2019 school year the district alternative schools, including Academy for Innovative Studies (AIS), were incorporated under our DSS structure - providing a greater level of support for AIS principals with school improvement planning, leadership development, and school turnaround.

Embedded School Support



This represents a further evolution of the model where our alternative schools are now under our school support model.

Through the DSS model of school support and accountability, AIS will have the conditions established to continuously thrive.

Sustainability Budget

EVSC has made a commitment to the Academy for Innovative Studies - the students, families and staff. EVSC has committed resources and capacity to AIS to meet the needs of our students. As we continue to evolve the work at AIS to improve outcomes for students, we will expend resources on new innovations. The innovations being

undertaken at AIS will not go away as state funding is reduced. The capacity to sustain these innovations is in development and is reflected in the 5 year budget below.

AIS Turnaround Academy District Sustainability		Year 1	Year 2	Year 3	Year 4	Year 5
		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
SBOE Turnaround Academy Funds	Personnel: Current internal capacity	\$348,540.00	\$241,327.58	\$165,506.26	\$130,585.64	\$74,894.95
	Indirect Cost <i>(Changes annually per calendar year- currently based on 1.36 rate for 2019)</i>	\$4,740.14	\$3,282.06	\$2,250.89	\$1,775.96	\$1,018.57
EVSC Investment	Personnel: Current internal capacity	\$1,219,815.54	\$1,290,815.54	\$1,380,512.29	\$1,416,012.29	\$1,484,209.04
Total Turnaround Academy Funds:		\$353,280.14	\$244,609.64	\$167,757.15	\$132,361.60	\$75,913.52
Total EVSC Funds:		\$1,219,815.54	\$1,290,815.54	\$1,380,512.29	\$1,416,012.29	\$1,484,209.04
Total:		\$1,573,095.68	\$1,535,425.18	\$1,548,269.44	\$1,548,373.89	\$1,560,122.56

Note: There are aspects of the work at AIS that are not part of the core interventions (partnership with the Juvenile Court and RAMP) but are directly relevant to the improvement of outcomes at AIS (ex. Addition of an Assistant Principal and Social Worker at the middle school). The EVSC is looking at ways to fund those things at the local level.

Key Learnings from comprehensive needs analysis and school readiness audits:

Since the Academy for Innovative Studies became embedded in the DSS model in the 2018-2019 school year the directors supporting this school have been conducting a needs analysis and gathering data as we plan a model of support for AIS. Additionally, Mass Insight conducted a comprehensive school readiness audit of AIS January 9-11, 2019. The key learnings from these analyses are below.

- **Identify the aims of an AIS HS Education:** The foremost goal for some AIS students is to master the social and emotional skills necessary to return to their home school; for others, the greatest need is to earn graduation credits in a limited time; other students have other needs. The same metrics for success, however, are tracked for all students and are not necessarily predictive of college and/or career readiness. This complicates the school's ability to efficiently coordinate programming and interventions to meet the needs of each student, and to use data from aligned metrics to improve. There is a need to convene a cross-functional team comprised of school and district leadership – and to solicit input from community stakeholders– to develop a more clearly defined purpose of AIS for the range of students served, and to align metrics.
- **Create and realign metrics for being on-track for success for AIS Middle School students.** There are a few different profiles of AIS student, each with different needs. For instance, some AIS students most need to master the social and emotional skills necessary to return to their home middle school; for other students, the hope is to gain the academic skills necessary to be successful in high school while completing middle school at AIS; and there are yet other students with different needs and goals. While this is acknowledged, the same metrics are currently tracked for all students regardless of need (i.e., consistent attendance, lack of failing grades, lack of egregious behavior). This makes it hard to direct interventions and programming in a way that would efficiently and effectively help each profile of student master what they most need. There is a need to convene a cross-functional team comprised of school and district leadership –and to solicit input from community stakeholders– to develop a more clearly defined purpose of AIS Middle School for the range of students served, and to align metrics.
- **Improve attendance:** Students attending AIS have historically struggled with attendance. AIS High School has an average daily attendance rate of 82% for the 2018-2019 school year. Students who are on pre-court have higher attendance rates. Additionally, a majority of students maintain or improve their attendance even once they have been released from pre-court. Specifically, so far in the 2018-2019 school year just under 60% of AIS students who were released from a pre-court maintained or improved their attendance. There is a need to dig into the reasons for attendance issues at AIS and identify strategies to address attendance based on those reasons.
- **Improve graduation rate:** The 4 year graduation rate for AIS has been low since the school opened. When the students who attended AIS First Avenue (now Harwood) are removed, the graduation rate for AIS Diamond is even lower. Many students stay

beyond their 4 years in an attempt to graduate, but not all are able to meet the graduation requirements. Knowing how critically important a high school diploma is for lifelong success, it is essential for the graduation rate at AIS to increase. With the move to graduation pathways in Indiana, there are additional avenues for AIS students toward a diploma. Consideration should be given to CTE concentrator pathways at AIS based on student interest as well as innovative models (such as RPM in Georgia) that help students not only graduate but be set up for success post-secondary.

- **High quality instruction:** Students enter AIS with many academic needs. High school students enroll at AIS throughout the school year, at different places within a given course. Most have credit deficiencies. To accommodate students where they are within a course and provide an opportunity for accelerated credit attainment, the high school uses a blended learning approach with checklists to guide students through each course. These checklists signal for students a way to organize their work, track their progress, and self-pace. However, students report that using the checklists creates a sense of monotony and that the checklists are not generally challenging. In the middle school, students describe the academic work as “easy.” This is consistent with classroom observations at both the MS and HS, where the majority of tasks are seen require low cognitive demand. There is an opportunity to strengthen curriculum and instruction to ensure that students have access to a consistent and high-quality instructional model. One approach may be to tier teachers by instructional needs to differentiate coaching and support.
- **Determine ways to leverage administrator and teacher leader capacity to support Tier 1 instruction through a coaching model.** EVSC has a Vision for Teaching and Learning and a strong instructional coaching model to achieve this vision in place at many schools. Currently, there are gaps in instructional practice which could be strengthened through a coaching model which provides teachers with job embedded professional development and frequent feedback. Systems and structures will need to be addressed to create and leverage capacity in the building for a coaching model. Teachers are open to principal feedback and report appreciating the limited coaching they’ve received this year. However, other activities –especially fielding and following up on referrals– currently consume principal time and effort.
- **Increase Student Reading Levels:** A large number of students at AIS are reading below grade level. This makes accessing content difficult and at the high school level this is a barrier for blended learning and the checklist component for students. In the Spring semester of 18-19 AIS HS is piloting Lexia Power Up as an intervention for students to work on reading level and reading comprehension. This will be evaluated for its effectiveness for students.
- **Continue to leverage supports for the whole child:** Students attending AIS have a high degree of need both academically and social-emotionally. There are also a number of students at AIS that are currently under the purview of the juvenile court, while many

others meet the criteria to be on an informal adjustment with the court. While currently, there are social emotional learning specialists at the middle and high school multiple days a week to support students at AIS, effort should be made to investigate ways to continue to provide wraparound supports to students.

- **Address Tier 1 classroom practice, starting with shared PBIS expectations.** The consistency of PBIS that is seen in common spaces is not evident in many classrooms, where students have to learn different expectations for each teacher. Time without a clear task and lack of routines and procedures often lead to the teachers needing to redirect students, taking time away from instruction and many times resulting in students being sent out of class for time-outs or office referrals. Stronger routines, procedures, and expectations pave the way for students to spend more time in class meeting behavioral expectations and will provide teachers more time to spend on instruction.

Data Review

As part of EVSC’s commitment to continuous improvement data reviews with schools are ongoing. Both AIS principals have a data dashboard to monitor key metrics for their school - for example NWEA and teacher attendance. These are updated regularly for schools and are part of the check in process between each principal and their DSS.

The screenshot shows an Excel spreadsheet titled "Principal Dashboard - Teacher Data" for AIS Diamond (MS). The data is organized into several sections:

Teacher Attendance, Certification, & Vacancies <Human Resources Department>											
	August	September	October	November	December	January	February	March	April	May	Average(s)
Total Positions	11	11	11	11	11	11	11	11	11	11	11
Unfilled Positions	1	0	0	0	0	1	1	1	1	1	0.5
Medical Absences (FMLA, Work	0	0	0	0	0	0	0	0	0	0	0
PD Absences (Designee, Prof.	1	2	1	0	1	0	0	0	0	0	0.625
Other Absences (Sick, Person	9	10	13	9	9	8	16	12			10.75
Absences without Substitute	10	9	14	9	8	7	14	12			10.375
School Rate(s)											
Teacher Attendance Rate	94.44%	94.26%	93.64%	95.45%	93.01%	96.00%	91.58%	92.50%	100.00%	100.00%	95.09%
Substitute Fill Rate	0.00%	25.00%	0.00%	0.00%	20.00%	12.50%	12.50%	0.00%			8.75%
Corporation Rate(s)											
Teacher Attendance Rate	95.38%	91.65%	90.92%	91.60%	92.29%	92.19%	89.71%	89.96%	100.00%	100.00%	93.37%
Substitute Fill Rate	86.77%	80.81%	76.34%	77.61%	81.22%	77.88%	72.38%	69.12%			77.77%
Teacher Evaluation Rubric											
Average Competency Scores											

AIS is an alternative school, where we serve our most at-risk students. This is a K-12 school, where the majority (annually over 70%) are in grades 9-12. These are our students who are struggling to be successful at a traditional school. In the high school specifically we are predominately serving students who have been expelled from another EVSC school, students who are returning from a residential placement or students returning from the department of corrections. The enrollment data for AIS indicate that there are subgroups of students at AIS

that are overrepresented. Therefore, in addition to ongoing data reviews, EVSC is conducting a deep dive into the data for AIS as part of our turnaround work. EVSC is committed to equity and that means looking at data to identify trends and root causes of those trends - in part this means looking at the students that enroll at AIS and why they enroll at AIS. For example, do we see patterns in which schools are sending students to AIS? The EVSC has contracted with Mass Insight to conduct a district diagnostic around our support of our lowest performing schools, which includes AIS. The information from that diagnostic will help inform the supports for AIS as well as potentially the sending schools and further data analysis.

Prioritized Need

How we will address the need

	<p>Improve daily attendance rates in high school</p>	<p>Partnership with juvenile court system to increase the number of students held on pre-court. We have seen improvements in attendance when students are pre-courted.</p>
	<p>Increase graduation rates</p>	<p>Provide alternative pathways to graduation, i.e. RAMP* Accelerated credit attainment Increase the number of students using Graduation Pathways for diploma. Include CTE concentrator pathway options at AIS based on student interest.</p>
	<p>Number of students attending AIS who are experiencing trauma or have multiple adverse childhood experiences.</p>	<p>Dedicated counselor to the HS and MS, separately. Dedicated social worker for the HS and MS, each. Access to juvenile court services and resources for students and their families. These services will be offered to at-risk students, considered on informal adjustments (not formally on probation with the court). See Appendix A for services</p>
<p>The partnership with the Juvenile Court aims to address student attendance, graduation, and students with social emotional needs. The assistant principal and social worker at AIS will be serving as probation officer interns with the Juvenile Court, working closely with the Juvenile court judge and the dedicated AIS probation officer. These individuals will identify students at AIS that could be served by the court but are not currently (informal adjustments) and identify services the court can provide for the student and/or family. The hope is these proactive steps will help reduce the number of students officially on probation and increase outcomes for students.</p> <p>RAMP also aims to address student attendance, graduation, and students with social emotional needs. RAMP is a first-of-its-kind program in the state of Indiana that creates a new type of learning environment for EVSC high school students ages 16+. RAMP is designed for students who need additional support to complete diploma requirements. Students in RAMP will spend half of their day doing hands-on learning of future readiness and technical skills as employees of a local business and the other half of their day mastering coursework and completing high school diploma requirements. Connections between the classroom content and work-based learning will be intentional and focused on developing a strong transferable skill set. The most at-risk students in EVSC will be identified for RAMP, meaning a majority of the spots in RAMP will be taken by AIS students.</p>		
	<p>Leadership capacity to improve Tier 1 instruction at the MS</p>	<p>Leverage DSS to investigate ways to increase capacity of the principal (including the potential addition of an AP).</p>
	<p>Identify the aims of an AIS Diamond HS Education/ Create and realign</p>	<p>Convene a cross-functional team comprised of school and district leadership –and to</p>

	metrics for on-track to success for AIS Middle School students.	solicit input from community stakeholders– to develop a more clearly defined purpose of AIS for the range of students served, and to align metrics.
	Increase academic rigor and student learning outcomes.	Refine HS approach to earning credits from completion to mastery. Increase opportunities to provide feedback to MS teachers on instructional practice. Leverage the EVSC Vision for Teaching and Learning as part of a coaching model to provide frequent feedback to teachers.
	Certain subgroups of students are disproportionately represented at AIS	Leverage SRA as well as district diagnostic for ideas on supporting lowest performing schools, as well as facilitate data analysis for root cause(s) for the enrollment trends

Academy for Innovative Studies Accountability Metrics

Academy for Innovative studies opened in the 2010-2011 school year with 2 campuses - First Avenue and Diamond. The data for both campuses existed under the one school number of 8270. In the fall of 2018 Academy for Innovative Studies (school #8270) was officially split into two schools - Academy for Innovative Studies (#8270) and Harwood Career Preparatory High School (#8271). Due to this change 2018-2019 will be the baseline data collection year so that the data will reflect only students at Academy for Innovative Studies. Once baseline data has been collected year 2 and year 5 goals will be set. Additional indicators aligned to these metrics (including reading level) will be added through the school improvement planning process.

Academy for Innovative Studies School Improvement Accountability		Baseline Data	Year 2 Goal	Year 5 Goal
		2018-2019	2020-2021	2024-2025
	Preventative Programming: increase % of students identified for an intervention who complete that intervention	TBD		
	Climate and Culture: increase % of students who respond positively on relationships and academic engagement survey items	TBD		
	Attendance Rate: reduce % of students who are chronically absent	TBD		
Lagging Indicators	Extended Engagement Rate*: increase in % of students graduated from or still enrolled at AIS in year 5 and year 6	TBD		
	Post-Secondary Competencies: increase the % of students completing one of the post-secondary competencies outlined in the new graduation pathways	TBD		
	Student Growth**: increase % of students Top 75 and Bottom 25 who are typical or high growth in ELA	TBD		

* Extended Engagement Rate: One goal for AIS is to provide intense supports to students with intense needs and enable them to return to their home school to finish out their high school years. Therefore, as we look at the extended engagement rate we recommend including students who attended AIS but returned to their sending school to complete high school and graduate.

**Student Growth: As AIS constantly serves the most at-risk students within EVSC and many of those students return to their sending school once they have met criteria indicating they will be successful upon return, we believe only looking at students enrolled at AIS for 162 days does not provide a complete picture of the performance of AIS. Therefore, for student growth we recommend looking at students who are enrolled in EVSC for 162 days and have attended AIS at any point in a given school year.

Appendix A Juvenile Court Services

Service	Description	Link
AF-CBT	This service is referred because of the indicated presence of child physical abuse, anger and verbal aggression, causing ongoing family conflict and/or child behavior problems including physical aggression. Treatment is offered to improve relationships between children and parents/caregivers by strengthening healthy parenting practices. Services also enhance child coping skills, maintains family safety, reduces the use of physical force by caregivers and the child and/or improves child safety/welfare and family functioning.	in.gov/dcs/files/AF-CBT_Model
Clinic Counseling	Counseling is provided to families and children involved in Probation. Professional staff will provide individual, group, and/or family counseling with an emphasis on one or more of the following areas: Conflict resolution, Behavior Modification, Interpersonal Relationships, Communication Skills, Substance Abuse, Parenting, Anger Management, Problem Solving, Stress Management, Goal-Setting, Domestic Violence Issues, School problems, sexual abuse. The service should be structured and goal-oriented. When making the referral the Probation Officer should direct the therapist on what goals to focus on.	in.gov/dcs/files/Counseling
Day Treatment/Reporting	Day Treatment/Day Reporting provides intense supervision to children who exhibit a pattern of delinquent behaviors. Day Treatment provides an environment where each child can develop skills for successful living and to alter the previous environment of the child so new skills are encouraged and inappropriate behaviors are discouraged. Services can include life skills training, community service projects, educational planning. Day Reporting provides daily supervision and structured activities for youth who require more supervision or can be used as an alternative to detention. Services include intensive supervision, educational planning community/recreational activities.	in.gov/dcs/files/Day_Treatment_Day_Reporting
Psychological Testing Suggestions for Youth involved in the Juvenile Justice System	Psychological evaluations may be helpful to the Court/probation department for many different reasons. They are typically most helpful when used to answer a specific referral question. A sample of common referral questions and some discussion of each is provided below. Other relevant and appropriate referral questions may arise. In general, the more specific the question, the more helpful the evaluation is likely to be.	in.gov/dcs/files/Psychological_Evaluation_Suggestions
Fatherhood Engagement	This program is designed to work with Probation and DCS to engage fathers in services that will improve the safety, stability, and wellbeing and permanency of their children. The Service Provider will assist fathers in strengthening the relationship with their children and promote positive relationships between the families and all involved in the case. The Provider will provide Fatherhood Parenting using a DCS approved educational criteria. It can be through group sessions for one-on-one.	in.gov/dcs/files/Fatherhood_Engagement_Program
Family Centered Treatment	Family Centered Treatment® (FCT) was developed as a model of treatment designed for use in the provision of intensive in home services. FCT is owned by the Family Centered Treatment Foundation Inc. (FCTF); a nonprofit corporation devoted to furthering the effectiveness of family preservation services. FCT origins derive from practitioners' efforts to find simple, practical, and common sense solutions for families faced with forced removal of their children from the home due to their delinquent behavior or dissolution of the family due to both external and internal stressors and circumstances. This service is for the entire family. The FCT model is evidence based model that utilizes four phases: Joining and Assessment, Restructuring, Value Change and Generalization. For more information about FCT, please go to: http://familycenteredtreatment.com/	in.gov/dcs/files/FCT
Family Functional Therapy	Functional Family Therapy (FFT) is a family-based intervention for youth between the ages of 11 and 18 years old who are involved with the court system and their families. Problems may include conduct disorder and alcohol/substance abuse. A major goal of Functional Family Therapy is to improve family communication while decreasing intense negativity. Other goals include helping family members develop solutions to family problems and improving negative behaviors. FFT works in helping young people overcome delinquency, substance abuse, and violence.	in.gov/dcs/files/FFT
Home Based Casework	Home-Based Casework services typically focus on assisting the family with complex needs, such as behavior modification techniques, managing crisis, navigating services systems and assistance with developing short and long term goals. Crisis Intervention Service is available 24/7.	in.gov/dcs/files/HBCW
Home Based Therapy	Structured, goal-oriented, time-limited therapy in the natural environment to assist in recovering from physical, sexual, emotional abuse, and neglect, mental illness, personality/behavior disorder, developmental disability, dysfunctional family of origin, and current family dysfunction. Crisis Intervention Service is available 24/7.	in.gov/dcs/files/HBT
Homemaker Parent Aid	Homemaker/parent aid provides assistance and support for parents who are unable to appropriately fulfill parenting and/or homemaking functions. Paraprofessional staff assists the family through advocating, teaching, demonstrating, monitoring, and/or role modeling new, appropriate skills for home management, basic parenting, child nutrition and child development in an effort to build self-sufficiency. This service also includes transportation and supervised visitation.	in.gov/dcs/files/Homemaker-Parent_Aid
Youth Villages Intercept	Intercept is a family-centered program helping children and youth in a wide age range (infant to 17 yo). These youth and their families are involved with the court system. Referral issues may include, but is not limited to, ADHD or other mental health struggles, gang activity, substance abuse, delinquency, low educational maintenance, physical aggression, truancy, trauma, runaway, and theft. Youth Villages' comprehensive treatment approach includes family interventions, mental health assistance for caregivers, parenting skills education, educational interventions, development of positive peer groups, and extensive help for families and children in accessing community resources and long-term ongoing support. Children and families receive evidence-based models and best practice interventions based on the individual needs of the child and family. The clinical team will prioritize application of interventions based off of clinical needs.	in.gov/dcs/files/Intercept
Motivational Interviewing	Motivational Interviewing is an Evidence Based model which offers direct, client centered counseling approaches for therapist to help clients and their families to resolve their ambivalence for change. This model has been shown to be effective in facilitating many types of behavior changes including addictions, non-compliance, running away behaviors, and discipline practices of parents.	in.gov/dcs/files/Motivational_Interviewing
Parent Education	Parenting Education provides structured parenting skill development. Education regarding parenting, discipline and child development is a means to provide parents whose children are "at risk" or have been abused or neglected with tools to assist them in the lifelong task of disciplining, understanding and loving their children. Family-centered parent training programs include family skills training and family activities to help children and parents take advantage of concrete social concepts. A combination of individual and group parent training is the most effective approach when building skills that emphasize social connections and parents' ability to access social supports.	in.gov/dcs/files/Parenting_Education

Parenting - Family Functioning Assessment	Parenting/Family Functioning Assessment is an in home evaluation which includes interviews, collateral information and standardized test instrument(s) to identify the strengths and needs of the family. This service is most appropriately used when the needs of the family are so complex that the Probation Officer is not able to determine the services necessary to improve the family's functioning and to determine individual needs of family members. Observation of the parent(s) relationship with the child(ren), tour of the home environment and review of other information sources is included to verify the family's reported history. Written reports will be submitted to the Probation Officer which includes history of significant events, family socio-economic status, family composition, structure, and relationships, family strength and skills, family motivation for change, summary of any testing completed, summary of collateral contacts, assessment of relationships between the parent(s) and child(ren), assessment of the client's ability to safely parent the children and client's understanding of the current situation.	in.gov/dcs/files/Parenting-Family_Functioning_Assessment
Resource Family Support Services	Face-to-face home-based caseworker services to preserve, support, and stabilize foster family home placements, and to promote the well-being of children, youth, and families. Crisis Intervention Service is available 24/7. Providers will have a 1 hour response time for families in crisis.	in.gov/dcs/files/Resource_Family_Support_Serv
Sex Offender Treatment	Sex offender specific treatment is designed to improve public safety by reducing the risk of reoccurring sexually based offenses. Sex Offender Treatment has three main components: Risk and Needs Assessment for Sexual Offenders, Containment Team, and Treatment that includes individual, group and family components. The service may include polygraph reimbursement. It is an intervention carried out in a specialized program containing a variety of cognitive behavioral and psycho-educational techniques that are designed to change offense supportive beliefs and attributions, improve handling of negative emotions, teach behavioral risk management, and promote pro-social behavior. Along with sexual offender specific treatment, containment teams shall be established for each referral in order to ensure consistency in service delivery and decision-making and foster collaboration. In addition to a Sex Offender Outpatient Treatment referral, a referral for a Risk and Needs Assessment for Sexual Offenders is needed if there are is not a recent Risk and Needs Assessment for Sexual Offenders available.	in.gov/dcs/files/Sex_Offender_Treatment
Substance Use Disorder Assessment	The goal of the initial substance use assessment is to report and evaluate the client's substance use, the client's level of functioning and the appropriate entrance into substance use treatment services through use of standardized assessment tools for drug/alcohol use, bio-psychosocial assessment, and mental health examination. The bio-psychosocial assessment should include the following information: A description of the presenting problem. Clinical Syndromes and/or other conditions that may be a focus of clinical attention. An in-depth drug and alcohol use history with information regarding onset, duration, frequency, and amount of use; substance(s) of use and primary drug of choice. The assessment will also include client's attitude toward treatment. The Mental Health Exam should include information about the client's mood, affect, memory processes, hallucinations, judgment, insight, and impulse control. A Drug Screen may be included under this service.	in.gov/dcs/files/Substance_Use_Disorder_Assessment
Substance Use Outpatient Treatment	Substance use recovery can include behavioral therapy (such as counseling, cognitive therapy, or psychotherapy), medications, or their combination. Effective recovery attends to multiple needs of the individual, not just his or her substance use. To be effective, recovery must address the individual's substance use and any associated medical, social, psychological, vocational, and legal problems.	in.gov/dcs/files/Substance_Use_Outpatient_Treatment
Support Group Services for Resource Families	Support group services will be designed to assist resource families in strengthening their relationships with foster children placed in their homes. Support group services will also focus on enhancing placement stability, and promoting foster families' willingness and ability to foster special needs children and older youth that come into care.	in.gov/dcs/files/Support_Group_Services_for_Resource_Families
Transition from Restrictive Placement (TRP)	This service is to assist children in a more restrictive placement move to a less restrictive placement. TRP must include the following services: Therapeutic/Clinical interventions to address the service needs of the family and must be evidence based models. Services provided must have measurable goals.	in.gov/dcs/files/TRP_model
Trauma Focused Cognitive Behavioral Therapy	Trauma focused Cognitive Behavioral Therapy or TF-CBT, is an evidence based model used to treat youth who are exhibiting symptoms related to trauma. The non-offending caregiver must be able to participate in services. This model assists in the treatment of youth who have experienced trauma which includes child-parent sessions, uses psycho-education, parenting skills, stress management, etc. to enhance future safety. The treatment helps the family work through trauma in order to prevent future behaviors related to trauma. The perpetrator of the trauma cannot be present in the home.	in.gov/dcs/files/TF_CBT_Model
Truancy Termination	Truancy Termination is provided to families and children involved in Probation. The purpose is to provide drop-out prevention, education, job readiness skills, parent education, and family support services. The provider will work with family members to identify reasons for the youth's truancy issues and the barriers to regular attendance. They will work with the child, family, school, and Probation Officer to identify solutions and interventions necessary to increase the youth's school attendance and academic performance.	in.gov/dcs/files/Truancy_Termination
Tutoring	Tutoring/Literacy and math services are provided to raise the academic performance of school aged youth. These services shall be developmentally appropriate and consistent with the child's academic ability and learning style, interpersonal characteristics and special needs. The provider will develop a comprehensive education plan to address the child's literacy and math needs while working on engage the child, parent/caregiver, and educator in this process. (For a detailed list of what will be included in the Comprehensive Education Plan, please see page 161 in the Service Standards)	in.gov/dcs/files/Tutoring_Description
Visitation Facilitation	This service provides visitation between parents/children/siblings/and or others who have been separated due to involvement in juvenile probation. It allows for the child to reconnect with their family in a safe environment. Supervised visitation allows Probation to assess the relationship with the parent in strengthening their parenting skills and developing new skills.	in.gov/dcs/files/Visitation_Facilitation