

2019 PROGRAM SPECIFICATION
Professional Services Group

PROGRAM #: 542

STANDARD PROGRAM: Emotional/Behavioral Training

TARGET POP: Youth

YEAR: 2019

UNITS: Actuals

CLIENTS: Juvenile Justice Youth

ALLOCATION: TBD

UNIT DEFINITION: Actual Expenses

GEOGRAPHICAL AREA TO BE SERVED: Racine County

DAYS/HRS OF SERVICE AVAILABILITY: Monday – Friday 8:00am – 5:00pm

MINIMUM STANDARDS:

Provider must agree to comply with the following terms and conditions:

- Standard contract language
- Certification standards where applicable
- Fiscal and program reporting criteria
- Allowable Cost Policy
- Audit criteria
- Policies and procedures as defined in Racine County Human Services Department Contract Administration Manual
- Maintain adequate liability coverage
- Recognize that authorization for services is approved by Racine County Human Services Department.
- All informational materials (program descriptions, brochures, posters, etc.) must identify it as a RCHSD program through the use of a standardized RCHSD format provided by Racine County.
- The program must be identified as a RCHSD program in all public presentations and media contacts/interviews.
- Civil Rights/Affirmative Action Policies
- Fair Labor Standards Act
- Criminal and Caregiver background checks, drug screening, driver's license checks for all staff working within the project scope.

PROGRAM DESCRIPTION:

Juvenile Justice involved youth are no strangers to trauma and stress. From an early age, they experience stress from a range of sources. For some, stress goes hand in hand with the pressure to achieve; for others, it is prompted by economic hardship, poor nutrition, or inadequate health care; for still others, it may be linked to emotional deprivation or limited educational resources. Whatever the particular circumstance, any one of these factors could hamper a student's ability to learn without anxiety. Children often cope with several problems at once, and suffer from trauma or chronic stress—with consequences that can be disastrous for their learning and their lives. Emotional/Behavioral Training addresses these obstacles to productive learning and living by offering youth simple practices and insights that become tools for self-management and self-regulation.

Broadly defined, emotional/behavioral training or mindful attention centers on conscious awareness of the present moment: by focusing our attention and controlling our breath, we can learn to reduce stress and optimize the learning capacity of the brain. The use of these practices is informed by leading-edge research in the fields of developmental cognitive neuroscience, mindfulness training, social and emotional learning (SEL), and positive psychology. In particular, this training pursues objectives parallel to those of the five-point framework of competencies laid out in the work of the Collaborative for Academic, Social, and Emotional Learning (CASEL; www.casel.org), a not-for-profit organization at the forefront in efforts to advance the science- and evidence-based practice of social and emotional learning (SEL). These competencies are:

- **Self-Awareness** - Assessing our feelings, interests, values, and strengths; maintaining self-confidence.
- **Self-Management** - Regulating emotions to handle stress, control impulses, and persevere in overcoming obstacles
- **Social Awareness** - Understanding different perspectives and empathizing with others; recognizing and appreciating similarities and differences; using family, school, and community resources effectively
- **Relationship Skills** - Maintaining healthy relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflicts; seeking help when needed
- **Responsible Decision Making** - Using a variety of considerations, including ethical, academic, and community-related standards to make choices and decisions.

This training will utilize the MindUP Curriculum. MindUP is dedicated to helping youth deepen their understanding of their own mental processes; the curriculum begins with an introduction to brain physiology. Once students become familiar with the parts of the brain and with how the parts function and interact, they carry that knowledge forward into their MindUP exercises. The recommended daily Core Practice and the content of each lesson serve as conduits through which youth can broaden their awareness of the connections between brain and body, between what goes on "inside" and actual experience. The outcome of this is a group of resilient students whose awareness of their impulses, thoughts, feelings, and behavior enhances their confidence, pleasure, and sense of agency in their own learning process.

The benefits that MindUP curriculum include:

- improve youth's self-control and self-regulation skills
- strengthen youth resiliency and decision making
- bolster youth enthusiasm for learning
- increase youth academic success
- reduce peer-to-peer conflict
- develop students' positive social skills, such as empathy, compassion, patience, and generosity.

Provider will train key contract personnel in the MindUP curriculum and the techniques involved in mindfulness. Provider will also be available for consultation and direction for specific detention or school issues that may arise. Contract personnel will utilize these techniques in secure detention, ACE, TEP and TPA, as well as other alternative school sites.

EVALUATION OUTCOMES:

1. Physical altercations/incident reports in general population will decrease by 50%
2. 50% reduction of in-school suspensions in school in secure detention
3. 50% reduction in discipline in secure detention
4. 50% reduction in office referrals, in-school suspensions and expulsions at all the alternative schools.
5. 75% increase in self-awareness, self-esteem with participating students, as measured by Panorama or other self-measurement survey.

REPORTING REQUIREMENTS:

Client demographics must be tracked using the database provided by RCHSD. Demographics to be tracked include race, ethnicity, gender, age, the referral, start and end dates, census tracking, zip code and the marital status of the head of household as well as SACWIS individual and family identifiers. This report should also include the total served in the program to date.

Quarterly Evaluation Outcome and Demographic Reports reflecting the aforementioned criteria must be provided no later than 4/15/19, 7/15/19 and 10/15/19 to Racine County HSD Contract Compliance Monitor.

Annual Evaluation Outcome and Demographic Reports must be submitted to Racine County HSD Contract Compliance Monitor by 2/1/20.