Effective Models to Improve Outcomes of Youth in Juvenile Corrections: Policy, Models, & Resources

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About Us

National Collaborative on Workforce & Disability for Youth, funded by Office of Disability Employment Policy (ODEP), U.S. Department of Labor - www.ncwd-youth.info

National Technical Assistance Center on Transition, funded by OSERS, combined funds from Office of Special Education Programs and Rehabilitation Services Administration - https://transitionta.org/
Session Objectives

Participants will learn about

- Federal guidance for serving young offenders in correctional education settings and re-entry into schools and communities
- Evidence-based practices to support young offender re-entry to school and community
- Resources to support professional development for increasing successful re-entry for young offenders with disabilities
- Strategies that states are using to support young offender re-entry
What are effective strategies your state uses to serve youth in the Juvenile Justice System?
What are challenges your state faces in serving youth in the Juvenile Justice System?
Federal Guidance & Resources: ESSA, IDEA and WIOA
Every Student Succeeds Act (ESSA)
Every Student Succeeds Act (ESSA) & Youth in Juvenile Justice System

**Title I, Part D** - More rigorous requirements and increased coordination between facilities and home school districts both when youth enter and exit juvenile justice facilities

- **Educational Assessments:** State agencies must establish procedures for youth to be assessed to identify educational needs when they enter a juvenile justice facility, when practicable

- **Records Transfer:** Correctional facilities must work with the youth’s family and the LEA to ensure relevant academic records transfer with the youth to the facility
ESSA & Youth in Juvenile Justice System

- **Reentry Planning:** Correctional facilities must work with LEAs so the youth’s education is not interrupted when he/she exits the facility.

- **Credit Transfer:** State and local agencies must assure credits earned in juvenile justice placements are recognized and transferred to school in the community.

- **Timely and Appropriate Re-enrollment:** SEAs must establish procedures to ensure students leaving juvenile justice facilities are timely reenrolled in a program that best meets their needs, and LEAs must offer programs to facilitate the transition of re-entering youth.
ESSA & Youth in Juvenile Justice System

- **High School Diplomas:** State & local agencies, & correctional facilities must assist youth in JJ system to attain traditional high school diplomas
  - LEA accountability standard - increase the number of youth attaining HS diplomas
  - States and local jurisdiction must collect program evaluation data on the number of youth served who graduate on time.
ESSA & Youth in Juvenile Justice System

- **Education Opportunities Upon Reentry:** Local agencies must partner with higher ed institutions or local businesses to promote postsecondary and workforce success for re-entering students.
  - Opportunities to enroll in secondary coursework eligible for academic credits, postsecondary education, and career/technical training in the community
- **Certified or Licensed Teachers:** Teachers for students with disabilities and special needs in state institutions, including correctional facilities and community day schools, must be licensed or certified.
The Rehabilitation Act, As Amended by the Workforce Innovation & Opportunity Act (WIOA)
Workforce Innovation & Opportunity Act

- Minimum of 75% of a state’s designated youth funding must be spent on services for out-of-school youth (ages 16 to 24)

- Out-of-school youth - aged 16-24, not attending any school, and meet one or more additional conditions, including:
  - subject to the juvenile or adult justice system
  - an individual with a disability

- In-school youth - aged 14-21, attending school, low income, and meet one or more additional conditions, including:
  - an offender
  - an individual with a disability
Vocational Rehabilitation Youth Technical Assistance Center (Y-TAC)

- Assists VR agencies in serving all youth, including
  - students with disabilities who are not receiving comprehensive special education services, such as students with 504 plans and other “potentially eligible” young people
  - youth connected to other systems, such as youth in or aging out of foster care and court-involved, homeless, and runaway youth
  - other disconnected, hard-to-serve, and at-risk youth populations

http://iel.org/vryouth-tac
Individuals with Disabilities Education Act (IDEA)
OSEP & DOJ
Dear Colleague Letter in 2014

- Shared Responsibility to Provide FAPE: Across multiple agencies
- SEA Responsibility & Personnel Qualifications
- Child Find & Evaluation
- Dictates FAPE in the Least Restrictive Environment
- Due Process & Discipline
- Accountability, Data Collection & Reporting: including participation in statewide assessments
State Correctional Education Self-Assessment (SCES)

- https://osep.grads360.org/#communities/pdc/documents/10095

- Provides mechanisms to assess statewide procedures for correctional education aligned with the Dear Colleague Letter

| SEA’s Responsibilities to Students with Disabilities in Correctional Facilities |
|---------------------------------|---------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Self-Assessment Components | State Response | Not Implemented | Partially Implemented | Fully Implemented | Data Available | Data Not Available |
| a. Does the SEA ensure that students with disabilities who are required to be included in | | | | | | |
| | | | | | | |
OSEP Re-Entry Model Demonstration Projects

- Arizona State University: Project RISE (Re-entry Intervention & Support for Engagement)
  - Focuses on developing a model for effective reentry of youth with disabilities from a long-term secure care facility back into schools, employment, and community programs.

- University of Minnesota, Institute on Community Integration: MAP Project
  - Supports juvenile offenders transitioning from juvenile justice to secondary education, post secondary education, and employment opportunities in St. Paul and surrounding communities.

- University of Oregon: Project STAYOUT
  - Trained school personnel in transition services and strategies to improve interagency collaboration with juvenile services
Lessons Learned & What Matters

Lesson 1: Interagency collaboration and coordination services are essential in overcoming structural and procedural barriers that hinder youth with disabilities in making the transition from the juvenile justice facility to school and community.

Lesson 2: Transition planning prior to school and community reentry provides the basis not only for addressing youth’s educational needs, but also for other life needs, such as safe and supportive living arrangements, health care, drug and alcohol treatment, and other after-care services.

Lesson 3: Outreach and engagement with families prior to and during the reentry process is essential.
Lessons Learned & What Matters

Lesson 4: Incorporating strategies to increase youth’s social and self-determination skills contributes to their reentry and school and community adjustment.

Lesson 5: The effects of trauma on incarcerated youth make obvious the need for cohesive counseling and mental health support.

Lesson 6: School and juvenile justice personnel need training on the services and practices they should make available in supporting youths’ successful reentry.

Lesson 7: Developing a positive and trusting relationship between the youth and at least one caring adult is important in promoting youth engagement with school.
Lessons Learned & What Matters

**Lesson 8:** Providing follow-up support to youth after their reentry to establish positive and lasting connections with school, family, and community is critical.

**Lesson 9:** When youth have a voice in transition planning and goal setting they are more likely to experience reentry success.

**Lesson 10:** Reliable national and state data on recidivism of youth in the juvenile justice system is needed to guide future research and interventions.
Resources
Resources

- **Brief - Leveraging ESSA to Improve Outcomes for Youth in Juvenile Justice Facilities**

- **Blueprint for Change: Education Success for Youth in the Juvenile Justice System**
  [https://jjeducationblueprint.org/](https://jjeducationblueprint.org/)

- **Locked Out: Improving Educational and Vocational Outcomes for Incarcerated Youth**

- **Making the Right Turn: A Guide to Improving Transition Outcomes for Youth Involved in the Juvenile Corrections System**
More Resources

- Evaluation report of the 3 Model Demonstration Projects: z.umn.edu/A-Better-Path:
- The Iris Center Modules
  - Youth with Disabilities in Juvenile Corrections (Part 1) Improving Instruction https://iris.peabody.vanderbilt.edu/module/jj1/
  - Youth with Disabilities in Juvenile Corrections (Part 2) Transition and Reentry to School and Community https://iris.peabody.vanderbilt.edu/module/jj2/
- The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC) resources:
  - Transition Toolkit 3.0: Meeting the Educational Needs of Youth Exposed to the Juvenile Justice System: https://www.neglecteddelinquent.org/resource/transition-toolkit-30-meeting-educationalneeds-youth-exposed-juvenile-justice-system
What are your examples of Correctional Education & Re-Entry Practices?
For More Information

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