STEP 9

School Re-enrollment and Transition from Juvenile Justice Facilities

- **Introduction**
- **Aftercare for Indiana through Mentoring (AIM)** *(a promising practice)*
- **Arizona Detention Transition Project (ADTP)** *(a promising practice)*
- **Juvenile Education Initiative (JEdI)** *(a promising practice)*
- **Juvenile Re-entry Action Plan (JRAP)** *(an emerging practice)*
- **Maine Reintegration Teams** *(an emerging practice)*
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- **Project SUPPORT** *(a promising practice)*
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Introduction[*]

The reintegration, or transition, of youth from the juvenile justice system into the community is perhaps the most critical component of correctional education programming; if it is not successful, the youth will likely return to confinement. Yet, this reintegration process is frequently the most neglected (Griller-Clark, 2006). This is due, in part, to a lack of research, knowledge, and resources on what services are successful and how best to provide those services. The goal of this *Tools* section is to provide the reader with some "tools" (research, knowledge, and resources) to improve aftercare and community reintegration for youth from confinement. First, a brief overview of the research in the area is presented. Then, several programs or strategies and related resources for improving successful aftercare and reintegration are highlighted.

Research in the area of reintegration, or transition, clearly indicates that youth from the justice system need assistance in returning to school (Bullis, Yovanoff, Mueller, & Havel, 2002; Coffey & Gemignani, 1994; Griller-Clark, 2003; Griller-Clark, Rutherford & Quinn, 2004). It is also well documented that these youth have difficulty entering and succeeding in competitive work (Bullis & Cheney, 1999; Coffey & Gemignani, 1994). However, successful reintegration is more than just school and/or work. Successful reintegration into the community involves a multidimensional service delivery system that provides personnel and support from a variety of different organizations (Halpern, 1994; Sitlington, Clark, & Kolstoe, 2000). Yet in many places, this service delivery system is not coordinated to assist these youth to transition successfully. For example, a single youth could be receiving services from a correctional program, the Department of Economic Security, Social Security, or a myriad of other agencies with all of them working independently (Griller-Clark, Rutherford, & Quinn, 2004).

Research has also proven that using effective strategies for reintegrating youth can positively effect reenrollment in school, graduation rates, employment rates, and independent living conditions (Coffey & Gemignani, 1994; Stephens & Arnette, 2000). Yet again, the complexity of this reintegration process is compounded by several factors

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[*] A *Reference List* for each of the nine Steps, including this Step, can be found in Appendix E.

related to confinement. For example, youth in the justice system are often not involved in the transition planning process and therefore are not invested in the plans that have been created for them (Hosp, Griller-Clark, & Rutherford, 2001). In addition, they are not able to participate in many transition related activities, such as making site visits to schools or vocational programs. Finally, it is not always known exactly when a youth will be released or where he or she will go.

The challenge of successfully reintegrating youth from confinement into school and/or work is even further exacerbated when these youth have disabilities (Benz & Halpern, 1993; Bullis, Yovanoff, & Havel, 2004; Bullis, Yovanoff, Mueller, & Havel, 2002; Rutherford, Quinn, Poirier, & Garfinkel, 2002). In fact, the most comprehensive longitudinal study on the reintegration of youth from the juvenile justice system (Bullis et al., 2002) found that special education status was significantly associated with reincarceration and lack of engagement in school and/or work.

Although the Individuals with Disabilities Education Improvement Act of 2004 requires schools, detention centers, and correctional agencies to identify transition needs, strengths, preferences, and interests for all children with disabilities who are eligible for special education and related services, these needs are frequently not addressed during the transition planning process (Benz & Halpern, 1993; Kochhar & West, 1995; Taymans, Corbey, & Dodge, 1995). Furthermore, when transition services do exist for youth with disabilities, there is a great diversity in the type and quality of the services and the interventions delivered (Halloran & Simon, 1995; Kochhar & West, 1995; Taymans et al., 1995).

This fragmented existence and delivery of services for youth in the justice system has led to the identification of specific practices to promote the successful reintegration of youth from the justice system. The first research on effective practices for correctional education was published in 1994 by the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP). This publication, *Documented Effective Practices in the Education of At-risk and Delinquent Youth* (Coffey & Gemignani, 1994), presents an analytical overview of the literature and research in juvenile correctional education and outlines a number of effective practices in the education of at-risk and delinquent youth. The effective practices outlined in this report are organized into eight different sections, including transition and support services. In 2001, researchers from the National Center on Education, Disability, and Juvenile Justice (Rutherford, Mathur, & Griller-Clark, 2001) reviewed, updated, and divided these practices into two subcategories for short-term jails and detention centers and for long-term correctional facilities. These *Promising Practices* (Table 1 & 2) are intended to assist administrators, teachers, probation/parole officers, transition specialists, and others to design effective transition programs, policies, collaborative relationships, and evaluation procedures for youth with and without disabilities in the juvenile justice system. While these *Promising Practices* are essential in designing effective programs, they do not provide practical examples of effective programs.

As documented, research indicates that many youth from the juvenile justice system do not possess the skills necessary to make the appropriate connections in their community or to get the education and support they need once released (Griller-Clark et al., 2004). Therefore, both correctional and public school educators must employ promising practices that build individual transition skills and strengthen connections between the juvenile justice system and the community. In this document, these promising practices should be thought of as "tools" that increase the successful aftercare and community reintegration of youth from the justice system. For example, the first program highlighted, *Juvenile Education Initiative* (JEdI), includes an academic diagnosis, continuity of instruction, extensive data collection, training, and interagency communication. The second program, *Juvenile Re-Entry Action Plan* (JRAP), is a prime example of wrap-around service coordination and collaboration. The third program, *Aftercare for Indiana through Mentoring* (AIM), includes extensive collaboration, service learning, and mentoring, as well as a strong data collection and evaluation component. The *Arizona Detention Transition Program* (ADTP), the fourth program, employs Transition Specialists to develop individualized transition plans, a student transition portfolio, improve transfer of records, increase interagency collaboration, and provide data collection and program evaluation. The fifth program, *Merging Two Worlds* (M2W), consists of an individualized transition curriculum, training, and data collection and evaluation. The sixth program, *Service Utilization to Promote Positive Outcomes in Rehabilitation and Transition for Adjudicated Youth with Disabilities* (Project SUPPORT), has designated transition staff conduct transition planning, facilitate collaboration and community support, and conduct program evaluation. The Virginia legislation, while not a program in and of itself, creates a transition team and provides a specific statute for re-enrollment planning and procedures applicable to youth from confinement. The Maine Reintegration Teams initiative also sets standards and creates policies and procedures for reintegration of youth from confinement. The final program, the *Nashua Youth Re-entry Project* (NYRP), provides an Education and Transition Specialist to provide transition planning, create a wrap-around team, and coordinate family support, legal services, education programming, and career mentoring.

As illustrated, disability, dropout, and lack of educational and social kills are strong predictors of re-arrest (Bullis et al., 2004; Bullis et al., 2002; Griller-Clark, 2003). Therefore, programs that focus on reintegration and aftercare for youth, like those highlighted, enhance the probability that these youth will become engaged in school, community, and employment while on probation or parole and reduce the likelihood that they will re-offend.

Table 1

**EDJJ Promising Practices in Transition for Youth in the Juvenile Justice System
Short Term Jails and Detention Centers**

1. Staff awareness of and familiarity with all county, state, local, and private programs that receive and/or send youth to/from jail or detention center.
2. The immediate transfer of youth's educational records from public and private educational programs to jails or detention centers.
3. The existence of an extensive diagnostic system for the educational, vocational, and social, emotional, and behavioral assessment of youth.
4. Students in jails or detention centers should have access to a resource center which contains a variety of materials related to transition and support services.
5. Special funds are earmarked for transition and support services.
6. Interagency meetings, cooperative inservice training activities, and crossover correctional and community school visits are held regularly to ensure awareness of youth and agency transition needs.
7. A process exists for the immediate identification, evaluation, and placement of youth with disabilities.
8. An *individualized education program* is developed for each student with disabilities that includes a transition plan.
9. An individual transition plan is developed with **all** students which includes the student's educational and vocational interests, abilities, and preferences.
10. To the extent possible, individualized pre-placement planning prior to the transfer of youth from jails or detention centers to the community or long-term correctional facilities should exist.
11. The immediate transfer of youth's educational records from jails or detention centers to community schools, long-term correctional facilities, or other programs.
12. Coordination with probation to ensure a continuum of services and care is provided in the community.
13. Coordination with public and private educational program personnel to ensure that they advocate for these youth, cultivate family involvement, maintain communications with other agencies, and place students in classes with supportive teachers.
14. The existence of a system for periodic evaluations of the transition program and all of its components.

Rutherford, R. B., Mathur, S. R., & Griller-Clark, H. (2001). *Promising practices in transition for short term jails and detention centers and long term correctional facilities*. Retrieved August 8, 2002, from the National Center on Education, Disability, and Juvenile Justice website: http://www.edjj.org/transitionaftercare/effectivepractice.html

Table 2

**EDJJ Promising Practices in Transition for Youth in the Juvenile Justice System
Long Term Correctional Facilities**

1. Staff awareness of and familiarity with all county, state, local, and private programs that receive and/or send youth to/from long-term correctional facilities.
2. To the extent possible, individualized pre-placement planning prior to the transfer of youth from jails, detention centers, or other programs to long-term correctional facilities should exist.
3. The immediate transfer of youth's educational records from jails, detention centers, or other programs to long-term correctional facilities.
4. A variety of specific educational programs are provided including: academics, vocational and job related skills, social skills, independent living skills, and law-related education.
5. A variety of support services are provided including: work experience and placement, alcohol and drug abuse counseling, anger management, vocational counseling, health education, and training for parenthood.
6. External resources such as speakers, tutors, mentors, vocational trainers, substance abuse counselors, employers, volunteers, and job counselors are used.
7. Students in long-term correctional facilities should have access to a resource center which contains a variety of materials related to transition and support.
8. Special funds are earmarked for transition and support services.
9. Interagency meetings, cooperative inservice training activities, and crossover correctional and community school visits are held regularly to ensure awareness of youth and agency transition needs.
10. A process exists for the immediate identification, evaluation, and placement of youth with disabilities.
11. An *individualized education program* is developed for each student with disabilities that includes a transition plan.
12. An individual transition plan is developed with all students which includes the student's educational and vocational interests, abilities, and preferences.
13. A transition planning team is formed immediately upon student entry into a long-term correctional facility to design and implement the individual transition plan.
14. The immediate transfer of youth's educational records from long-term correctional facilities to community schools or other programs.
15. Coordination with parole to ensure a continuum of services and care is provided in the community.
16. Coordination with public and private school educational program personnel to ensure that they advocate for these youth, cultivate family involvement, maintain communications with other agencies, and place students in classes with supportive teachers.
17. A community-based transition system exists for maintaining student placement and communication after release from a long-term correctional.
18. The existence of a system for periodic evaluations of the transition program and all of its components.

Aftercare for Indiana through Mentoring (AIM)
(a promising practice)

BRIEF OVERVIEW

Aftercare for Indiana through Mentoring (AIM) is a nonprofit youth-service organization founded in 1996 at the Indiana University School of Public and Environmental Affairs in Indianapolis by Associate Professor Roger Jarjoura. The goal of *AIM* is to reduce the rate of recidivism among Indiana youth. To accomplish this goal, *AIM* recruits, trains, and manages volunteers who serve as mentors to incarcerated youth, age 14-19, at Indiana Department of Correction (DOC) facilities. These mentors serve as links between the youth and community resources in 33 Indiana counties.

AIM works with youth during the pre-release phase of the youth's incarceration. *AIM* staff in the DOC facilities conduct needs assessments for each participating youth, deliver life-skills groups, and develop re-entry plans that address the individual needs of the participants. In this pre-release phase, the *AIM* staff, including the mentors, serve as brokers for services by referring youth to appropriate community organizations before their release. Mentors from the community then meet with the youth prior to release to discuss their re-entry plans and how to accomplish their individual goals.

IMPLEMENTATION ESSENTIALS

The *AIM* program is open to any incarcerated youth in DOC facilities. *AIM* staff meet with students at each facility to provide an overview of services. Youth are enrolled based on their returning to one of the service areas (currently 33 counties). Any youth not returning to one of the service areas is eligible to participate while in the facility and is given contact information for the closest *AIM* office when they are released. Youth also receive the *AIM* toll-free number to call for assistance. All youth sign a participation contract that outlines expectations for the program.

Mentors. University students and/or community volunteers are recruited to serve as mentors. Mentors offer advice on jobs, health, education, social skills, and money management. They help set goals and create re-entry plans.

There are three phases of the mentoring relationship:

- **Facility phase**. *AIM* believes the strongest relationships are a result of at least four hours of contact per week between the youth and AIM personnel during their pre-release period in the facility.
- **Community phase.** For one month after release, mentors and youth are required to attend community sessions.
- **Follow-up**. After the one-month community phase, mentors continue to stay in contact with participants through phone calls, planned programs, and a biweekly newsletter.

Mentors are asked to make a one-year commitment. Mentors are interviewed, background checks are conducted by the DOC, and references are checked. The *AIM* mentor's orientation is six hours conducted either on one Saturday or over two weeknights. Mentors must also attend a two-hour DOC orientation.

Collaboration. *AIM*'s success requires collaboration between the DOC facilities and community agencies, universities, and correctional facilities. There is a DOC staff person at each facility that assists with coordination. *AIM* also has a facility coordinator that oversees the Pendleton and Indianapolis facilities and a staff member that oversees the South Bend and Camp Summit facilities. There is a part-time staff person that oversees the Fort Wayne facility.

The *AIM* Training Institute offers a five-day Prisoner Re-entry Training course that focuses on preparing professionals to work in the field of prisoner re-entry. The six core areas of the training are: Prisoner Re-entry; Offender Accountability-The Psychology of Effective Re-entry; Repairing the Harm; The Re-entry Professional; Effective Re-entry-It's All About Relationships; and Management of Re-entry Programs.

PROGRAM EVALUATION

As of December 2005, the *AIM* program had served over 4,000 youth who have been released to the community. Since the original expansion of *AIM* statewide in Indiana, the program has achieved the following:

- successful establishment of the program at six correctional facilities and three contract facilities;
- refined procedures to more effectively deliver the curriculum, *Life After Incarceration,* and prepare re-entry plans for larger numbers of youths;
- established and staffed support centers in Indianapolis and Gary to serve the needs of the youths after their release;
- creation of successful partnerships in the community to address the needs of the youths in the areas of employment, education, health, leisure activities, community service, and counseling services;
- streamlined the processes to obtain birth certificates and social security cards for youth prior to their release;
- further refined recruitment and training programs for mentors; and
- generated positive strategies to attract youth to the program prior to their release.

Based on an on-going evaluation of *AIM,* the founders report the following outcomes have been achieved:

- Forty-nine percent of *AIM* participants are attending school at any one time.
- While many of the youths are able to find employment after their release, at any one time 22% of the youths are currently employed.
- Sixty percent of *AIM* participants are either attending school, working, or both.

Data indicate that for every 100 youths in *AIM*, there is a potential to save $1.3 million per year. Information about the 2004 *AIM* budget is available in a 2004 report listed under the Resources section below.

AIM uses the *Life After Incarceration* curriculum, a cognitive-behavioral based transition program targeting youth ages 15 and older. The instructional manual provides group facilitators with a step-by-step guide for program delivery and evaluation. Master copies of marketing materials, overheads, handouts, and evaluation instruments are provided. Topics include: (a) the power of thoughts (impulsivity and control); (b) decision making and goal setting; (c) formal and informal education, preparing for the workforce; (d) employment-finding and keeping a job; (e) financial planning; (f) returning to family and friends; and (g) understanding children (sibling and child response to incarceration and release).

AVAILABLE EVIDENCE

For the year 1997, all youths leaving the Plainfield Juvenile Correctional Facility and returning to the Indianapolis metropolitan area were randomly assigned to one of three groups:

(1) those who received pre-release preparation through the *AIM* Program and were assigned a mentor to work with them after their release;
(2) those who received pre-release preparation through the *AIM* Program, but were not assigned a mentor to work with them after their release; and
(3) those who did not participate in any way with the *AIM* Program.

Follow-up data was collected on these youth for four years after their release. Reincarceration data for each of these three groups shows positive outcomes for those in group 1.

	Percent Reincarcerated	
	after 12 months	**after 48 months**
In *AIM* with mentor	25%	44%
In *AIM* with no mentor	29%	50%
Not in *AIM*	39%	62%

Participation in *AIM* has been linked to a lower likelihood of reincarceration, even among those youth who have been arrested during the follow-up period. Results indicate there is a significant difference between those participating in the full *AIM* model and those not participating in **AIM**.

Those assigned to group one, pre-release preparation and assignment of a mentor after their release, had a .474 conditional probability of reincarceration given an arrest has occurred, compared to .643 for those in group two and .677 for those in group three.

Participants in *AIM* also have experienced fewer arrests and fewer convictions than those not participating in *AIM*. Additionally, youth in *AIM* were not arrested or convicted as soon after release as their counterparts who did not participate in *AIM.*

RESOURCES

The *AIM* Program

- **Contact for more information:**

    G. Roger Jarjoura, PhD, AIM Executive Director
    School of Public and Environmental Affairs
    Indiana University - Purdue University Indianapolis
    3190 North Meridian Street
    Indianapolis, IN 46208
    Tel: 317-278-2270 Email: rjarjour@iupui.edu

- AIM website: http://aim.spea.iupui.edu/
- AIM Training Institute. http://aim.spea.iupui.edu/Training_Institute/aim1.htm
- AIM 2004 Annual Report. http://aim.spea.iupui.edu/AIM_annual_report.doc
- Jarjoura, G.R. (10-01-2003). *They all come back: Reflections on a juvenile re-entry initiative*. Power Point presentation at the ACJJ Statewide Conference on Juvenile Justice and Delinquency Prevention.
  http://aim.spea.iupui.edu/ re-entry/aftercare[1].arkansas.ppt#307,1.
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- Rausch, A. (2003). *Life after Incarceration*. West Lafayette, IN: Purdue Extension Program, Purdue University. https://secure.agriculture.purdue.edu/store/item.asp?itemID=11617.
- Segal, A. (Sept. 2006). *The Aftercare for Indiana Through Mentoring Program*. NDTAC.
  http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight200609b.asp

Other Mentoring Resources

- Big Brothers/Big Sisters website.
  http://www.bbbs.org/site/c.diJKKYPLJvH/b.1539751/k.BDB6/Home.htm
- Juvenile Mentoring Program (JUMP).
  http://www.inpathways.net/mentoring%20an%20important%20strategy.pdf
- National Mentoring Center website. http://www.nwrel.org/mentoring/.
- Public/Private Ventures: Youth website. http://www.ppv.org/ppv/youth/youth.asp
- Read, N. (Sept. 2006). *Mentoring youth who are delinquent or high risk*. NDTAC Issue Brief.
  http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight200609a.asp
- VIP Mentoring Program Tracking System (VIPMPTS). ITI Incorporated.
  http://www.ITIincorporated.com.

BACKGROUND READING

- Altschuler, D. M., & Armstrong, T. L. (1994). *Intensive aftercare for high-risk juveniles: A community care model. Summary*. Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention. http://www.ncjrs.gov/pdffiles/juvcc.pdf
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- Taylor, J. S. (2003). *Training new mentees: A manual for preparing youth in mentoring programs.* Portland, OR: National Mentoring Center. http://www.nwrel.org/mentoring/pdf/training_new_mentees.pdf#search=%22%22manual%20for%20preparing%20youth%20in%20mentoring%22%22
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- MENTOR/National Mentoring Partnership. (2003). *Elements of effective practice.* http://www.mentoring.org/program_staff/design/elements_of_effective_practice.php?pid=all
- *The Mentoring Toolkit: Resources for Developing Programs for Incarcerated Youth. NDTAC.* (Sept. 2006). http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight.asp

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| **TOOLS FOR PROMOTING EDUCATIONAL SUCCESS** |
| **AND REDUCING DELINQUENCY** |
| **~ ~ ~ ~ ~** |
| **Step 9. School Re-enrollment and Transition** |
| **from Juvenile Justice Facilities** |
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Arizona Detention Transition Project (ADTP)
(a promising practice)

BRIEF OVERVIEW

The Arizona Detention Transition Project (ADTP) is a four-year model demonstration grant funded by the U.S. Department of Education, Office of Special Education Programs. *ADTP* is a partnership between: Arizona State University; the Arizona Supreme Court, Administrative Office of the Courts; Maricopa County Regional School District; and Maricopa County Juvenile Probation.

ADTP is based on promising transition practices for short-term jails and detention centers developed by the National Center on Education, Disability, and Juvenile Justice (EDJJ). The purpose of ADTP is to develop a sustainable model transition program that reduces the number of students who recidivate and are sentenced to state juvenile and adult corrections and increase the number of students who are successfully and continuously engaged in school, work, and community activities through implementation of promising transition practices.

ADTP funds a transition specialist at each of the two Maricopa County Juvenile Detention Centers to implement the following promising transition practices: (1) development of individualized transition plans for all youth with disabilities; (2) development of transition portfolios for all youth with disabilities; (3) establishment of a seamless and immediate transfer of educational records across sending and receiving agencies; (4) increased interagency linkages and communication; and (5) establishment of a youth tracking system to monitor the engagement and recidivism of all youth with disabilities upon release from detention.

Youth in the ADTP treatment groups receive the five key elements of the ADTP transition program.

- **Individualized Transition Plan**. Transition specialists, in coordination with detention intake personnel, initiate comprehensive special education screening and school records retrieval procedures. After school records are obtained, they are evaluated to see if an Individualized Education Program (IEP) has been developed and its relevance. IEPs are modified or developed for each youth with disabilities. A transition interview is conducted with all youth in the treatment group. For youth with disabilities, this transition interview is used in conjunction with the transition plan in the youth's IEP. The transition interview is

the first step in the transition planning process. All subsequent transition programming is based on the youth's goals as identified in the transition interview and the youth's educational and vocational needs, abilities, interests, and preferences.

Secure Care Policies and Procedures for Special Education are available at: http://www.ade.az.gov/ess/SpecialProjects/securecare/SecureCarePoliciesProcedures.pdf.

- **Transition Portfolio**. Each site creates a portfolio assessment and development process for all treatment students in their detention center. Transition Specialists collect relevant documents that make up the *Transition Portfolio* (e.g., academic and vocational assessments, vital records, special education records, credit analysis, etc.). The *Transition Portfolio* follows the student as he or she is released from the detention site and moves along the continuum of appropriate transition services to school, work, or positive community involvement. The *Transition Portfolio* is available in both hard copy and electronic format.

- **Seamless Transfer of Educational Records and Services**. Each site ensures reliable and timely exchange of relevant education records from the public schools to the detention centers to subsequent placements in the community. The seamless transfer of records and services occurs as youth move from one stage of the juvenile justice system to the next. Education and treatment services typically can best be described as fragmented when services at one stage bare little relevance to services at the next stage. A student, who moves between public and alternative schools, detention education, community and employment agencies or juvenile and adult corrections systems, must receive educational programming and transition services that build upon the student's prior placement. The need for a seamless transfer of records applies, even more stringently, to youth with disabilities. Therefore, a comprehensive special education identification or Child Find system (*see* http://www.ade.az.gov/ess/ChildFind/CfHome.asp) must also be in place.

- **Interagency Linkages and Communication.** Transition specialists coordinate with public and alternative schools, the detention centers, and community and employment agencies to ensure a seamless continuum of services. The Transition Specialists develop and maintain interagency linkages and communication with public and alternative schools, community agencies, and job and employment services. While some of these linkages are made among agencies at the administrative level at the respective sites, Transition Specialists establish linkages and communication with the line staff of these schools and agencies on a student-by-student basis. Because the education transition process from the juvenile detention centers must be initiated immediately upon a youth's admission to the facility, due to the relatively short period of time that youth's are detained (e.g., 17 days on average in Arizona), the transition specialists must establish predictable and reliable contacts.

- **Youth Tracking System**. Transition Specialists use the *ADTP Youth Tracking Spreadsheet* to monitor the progress data for youth in the treatment and comparison groups that are released from detention for the length of time they are on probation. This *Spreadsheet* contains the following information: youth's name, gender, date of birth, ethnicity, special education status, detention entry date, detention exit date, and to where the youth is released (i.e., home, residential treatment center, group home, etc.); all transition portfolio components; and engagement and recidivism status for 30, 60, 90, 120 days after release.

IMPLEMENTATION ESSENTIALS

Three core resources are needed for implementation.

Personnel.

- This program is implemented best with a specific full-time position dedicated to transition, such as a transition specialist. The primary responsibility of implementing the program components are assigned to this position.
- A full-time special education teacher is essential to the success of the program.
- A stipend could be paid to existing teachers to perform one or more components of the project.
- Existing or new support staff to assist with records requests.

Assessments. Existing or new vocational and academic assessments.

Information tracking. An existing or new data management system for tracking student data.

PROGRAM EVALUATION

The most comprehensive research on correctional education to date was published in 1994 by the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP). Entitled *Documented Effective Practices in the Education of At-risk and Delinquent Youth* (Coffey & Gemignani, 1004), it presents an analytical overview of the literature and research in juvenile correctional education, and outlines a number of effective practices in the education of at-risk and delinquent youth. The effective practices outlined in this report are organized in eight sections, including transition and support services. In 2001, researchers from the National Center on Education, Disability, and Juvenile Justice (Rutherford, Mathur, & Griller-Clark, 2001), reviewed and updated the effective practices in transition originally identified by Coffee and Gemignani (1994), and divided them into two subcategories: practices for short-term jails and detention centers, and those for long-term correctional facilities. *ADTP* was designed based on the former.

As of October 2006, *ADTP* had served over 550 youth with disabilities. Additional program evaluation and outcome data will be available in December 2006. At that time *ADTP* staff will also disseminate the results of a year-long quasi-experimental comparison group study of the effects of the ADTP model practices on reducing recidivism and increasing engagement in school, work, or both, of detained youth 30, 60 90, and 120 days post-release.

- Funded by the Office of Special Education Programs, U.S. Department of Education as a Model Demonstration Project. See http://www.nichcy.org/directories/84.324t.asp
- Featured in a Corrections Learning Network video on transition for the National Center on Education, Disability and Juvenile Justice (EDJJ) website. http://www.edjj.org/training/pds/index.html
- Featured as a transition, re-entry, and aftercare strategy by the National Evaluation and Technical Assistance Center for the Education of Children Who Are Neglected, Delinquent, or at Risk (NDTAC) in: *Spotlight: Arizona. The Arizona Detention Project (ADTP): A Project*

Ensuring the Transition of Youth with Disabilities in and out of Juvenile Justice System.
(May 2004). Available at: http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight_az1.asp.

- Proposal submitted in June 2006 to the Field-Initiated Research competition of the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to replicate the ADTP Model in Pima, Cochise, and Yavapai County detention facilities in Arizona and the Fresno, California and Reno, Nevada detention centers. See: http://www.grants.gov.

AVAILABLE EVIDENCE

ADTP is conducting two independent, external evaluations of the project. Data have been collected throughout the project on the number of:

- youth detained; in school while detained; and served by ADTP in treatment and non-treatment groups;
- transition interviews completed by transition specialists;
- records requested and received by the detention school;
- special education records requested and received by the detention school;
- youth receiving special education services while detained;
- special education youth with current IEPs; current IEPs generated by the detention school; and expired IEPs;
- special education youth under 14 years old; eligible for transition plans; and who have current transition plans;
- youth released; released to juvenile corrections; and transferred to adult court; and
- special education youth released to juvenile corrections and those transferred to adult court.

The evaluation report was scheduled to be released in December 2006.

A year-long quasi-experimental comparison group study has also collected data on:

- the number of special education youth served in the treatment group and those served in the non-treatment group;
- the engagement status of youth in both treatment and non-treatment groups at 15, 30, 45, 60, 90, and 120 days after release from detention. Engagement status is coded as follows: school/no work; work/no school; no school/no work; school and work; attending counseling; attending substance abused program; or attending a residential treatment center; and
- the recidivism status of youth in both treatment and non-treatment groups at 15, 30, 45, 60, 90, and 120 days after release from detention. Recidivism status is coded as: detained; home detention; Arizona Department of Juvenile Correction; Maricopa County Sheriff's Office; or warrant issued.

The results are still being analyzed and a report was scheduled for release in December 2006.

RESOURCES

ADTP Resources
- *ADTP* Project Director:
  > **Heather Griller-Clark, PhD**
  > Arizona Detention Transition Project
  > Arizona State University
  > Email: hgriller@asu.edu

- Slivka, J., & Spain, A. (May 2004). *Spotlight: Arizona. The Arizona Detention Project (ADTP): A Project Ensuring the Transition of Youth with Disabilities in and out of Juvenile Justice System.* http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight_az1.asp

National Transition Resources
- Center on Juvenile & Criminal Justice (CJC): www.cjcj.org; 202-678-9282.
- Community Information and Referral (CIRS): www.cirs.org
- National Center on Education, Disability, and Juvenile Justice (EDJJ): http://www.edjj.org.
- National Juvenile Detention Association (NJDA): www.njda.org; 606-622-6259.
- Office of Correctional Education (OCE): http://www.ed.gov/offices/OVAE/AdultEd/OCE/index.html; 202-205-5621.

BACKGROUND READING

- Clark, H.G., & Barclay, K.B. (2005). Transition video. Corrections Learning Network. http://www.edjj.org/training/pds/index.html
- Clark, H.G. (2006). Transition services for youth with disabilities in the juvenile justice system. In S. R. Mathur (Ed.), *EDJJ professional development series in disabilities and juvenile justice.* College Park, MD: National Center on Education, Disability, and Juvenile Justice. http://www.edjj.org/focus/TransitionAfterCare/docs/TrainModule.pdf
- Clark, H. G. (2001). *Transition services for youth in the juvenile justice system*. Focal Point. http://www.rtc.pdx.edu/FPinHTML/FocalPointSP01/pgFPsp01TranServices.htm
- Gemignani, R.J. (1994*). Juvenile Correctional Education: A Time for Change*. OJJDP Update on Research. http://www.ncjrs.gov/pdffiles/juved.pdf
- Coffey, O. D., & Gemignani, M. G. (1994). *Effective practices in juvenile correctional education: A study of the literature and research, 1980-1992*. Washington, DC: U.S. Department of Justice, National Office for Social Responsibility. http://eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=RecordDetails&ERICExtSearch_SearchValue_0=ED391995&ERICExtSearch_SearchType_0=eric_accno&objectId=0900000b80137c01
- Stephens, R.D., & Arnette, J.L. (Feb. 2000). *From the Courthouse to the Schoolhouse: Making Successful Transitions*. OJJDP Juvenile Justice Bulletin. http://www.ncjrs.gov/html/ojjdp/jjbul2000_02_1/contents.html

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TOOLS FOR PROMOTING EDUCATIONAL SUCCESS AND REDUCING DELINQUENCY

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Step 9. School Re-enrollment and Transition from Juvenile Justice Facilities

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Juvenile Education Initiative (JEdI)
(a promising practice)

BRIEF OVERVIEW

Juvenile Education Initiative (JEdI) is a program created by the Special Education Unit of the Arkansas Department of Education to address the instructional needs of incarcerated, at-risk and special education youth.

JEdI has five key goals:

- to ensure that a free appropriate public education (FAPE) is provided in all juvenile detention centers in Arkansas;
- to ensure that reading and math are given priority as mandated by No Child Left Behind;
- to effectively track students who move from the juvenile detention facility environments to other educational environments;
- to ensure the continuity of instruction as students transition among educational environments; and
- to measure the effectiveness of the academic program by collecting data on student usage and gains in a Web-based basic skills program.

JEdI has four key components:

1. **JEdI utilizes a Web-based basic skills program in grades 2-12**.
   The program is correlated with state and national standards, benchmark and norm-referenced tests including the Iowa Test of Basic Skills, the Stanford 9 and 10, the Test of Adult Basic Education and the GED. JEdI is a research-based, diagnostic and prescriptive program that allows students to work at their own pace. JEdI addresses reading, math, language arts, writing, and other core areas. Students may take pretests, then work on a prescribed set of lessons. Post-tests are given to measure progress. Reports on assignments, student work, and usage are available to instructors and administrators.

2. **Data collection is conducted and regular reporting of student usage is provided.**
   Teachers in the juvenile detention facilities are responsible for reporting demographic data and information on a state-wide website, www.arkjedi.com. The maintenance and

supervision of the website is provided by a program administrator who ensures that accurate data are being reported. Semi-annual reports are submitted to the juvenile facility teachers and their supervisors regarding academic success and student deficit areas. Aggregate demographic reports are available to each facility through the website. As students leave the detention facilities, reports follow the students so that they can continue using the program.

3. **Aggressive training and supervision are components of the JEdI program.**
Each facility educational program serves as a regional site for neighborhood feeder schools. Information and training sessions have been conducted for all feeder schools so students leaving the facilities can continue to work on the JEdI project long after they have left the facility. These sessions include superintendents, probation officers, special education directors, judges, counselors, and others from the surrounding school districts.

4. **Interagency communications are a key component of the program.**
JEdI has opened communication among schools, juvenile facilities, residential treatment programs, courts, and the Department of Youth Services and families. These agencies now recognize the quality of the education programs in the facilities and work together to improve the basic skills of incarcerated youth.

IMPLEMENTATION ESSENTIALS

Due to the state-wide implementation of the program, support from many levels is a prerequisite. *JEdI* works because of the vision and support provided at the state department of education level. It also works because of the 43 facility educators who are committed to the goals of the program and to providing a quality education program for incarcerated students. Finally, support in the schools is essential to ensure students receive holistic, wrap-around services.

A program administrator who provides support, consultation, technical assistance, training and supervision of the website is an essential part of the program. This administrator organizes about 30 hours of staff development for the facility teachers annually. In addition, the program administrator conducts regular site visits to the facilities as well as to the schools where juveniles are reintegrated.

Because of the nature of the program, technology and computer access is essential. Without access to Internet connected computers, the program cannot be implemented. Along with the hardware, training in using the program is an essential component.

PROGRAM EVALUATION

- Featured in *Counterpoint* (July 2005), published by the National Association of State Directors of Special Education.
http://www.jedilearning.com/jedilearning/Success_Stories/Counterpoint%20July%202005%20%20JEdI.pdf
- Featured in *Counterpoint* (Spring 2004), National Association of State Directors of Special Education.
- Featured in the *Batesville Daily Guard (*1-25-2006).
http://www.jedilearning.com/jedilearning/Success_Stories/Batesville%20News%20Article .pdf

- Recognized as a "Program that Works" during the Arkansas Department of Education *2005 Student Learning Outcomes Summit* in Little Rock, AR.
- Featured in *The Arkansas Special Educator*. (Winter 2005). *http://arksped.k12.ar.us/documents/news/tase_winter05.pdf*

Implementation costs include: computers, free downloadable software (Adobe Reader and Macro Media Flash) and access to the Internet. Students can access the program through any Internet connected computer.

AVAILABLE EVIDENCE

Due to the nature of the program, data are collected every time a student logs onto the program. Available reports include: student profiles, student details, assignment details, and usage data. Information can be disaggregated by ethnicity, gender, age, disability designation and other variables. To date, data have indicated that both students with disabilities and students not receiving special education are making academic gains in reading, math, and language arts while incarcerated for an average length of stay under 15 days. Academic, special education and other outcomes are included in an October 2004 NASDSE presentation available at: http://www.nasdse.org/files/BillMarciaShan.ppt.

RESOURCES

- The Arkansas Department of Education JEdI website. https://www.arkjedi.com/welcome.do
- Information about contact persons for further information is available on the JEdI website, http://www.jedilearning.com/jedilearning/Contact_Us.html
- Information on the history of JEdI is available at: http://www.jedilearning.com/jedilearning/ark-jedi_history.html
- JEdI Teachers' Guide is available at: http://www.jedilearning.com/jedilearning/JEdI_Resources/JEdI%20Teacher%20Guide.pdf
- For information related to Arkansas' JEdI project, visit its website: www.jedilearning.com.
- For information about the cost of the web-based JEdI basic skills program, contact Adam Hall, Executive Vice President of Impact Education, Inc., 1-800-222-3681, ahall@impactpartnerships.com.
- Currently, three state trainers are available to train teachers and administrators how to use the program. On-line assistance is available for follow-up and to answer questions. The program has a very strong training and follow-up component. JEdI training and workshop calendar is available at: http://www.jedilearning.com/jedilearning/Workshops_Training.html
- Memorandum of Understanding Among the ADE and juvenile detention facilities operated by a political subdivision of the state and the respective local education agencies (2001).

BACKGROUND READING

- Burrell, Sue. (1999) *Pathways to Juvenile Detention Reform #6: Improving Conditions of Confinement in Secure Juvenile Detention Centers.* Annie E. Casey Foundation. http://www.aecf.org/initiatives/jdai/pdf/Book%206.pdf
- Leone, P.E., & Meisel, S. (n.d.). *Improving Educational Services for Students.* The National Center on Education, Disability and Juvenile Justice (EDJJ) www.edjj.org/Publications/pub12_20_99.html
- *Special Education in Correctional Facilities.* (1999). The National Center on Education, Disability and Juvenile Justice (EDJJ). www.edjj.org/Publications/pub05_01_00.html

TOOLS FOR PROMOTING EDUCATIONAL SUCCESS AND REDUCING DELINQUENCY

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Step 9. School Re-enrollment and Transition from Juvenile Justice Facilities

Juvenile Re-entry Action Plan
(an emerging practice)

BRIEF OVERVIEW

The Juvenile Re-entry Action Plan (JRAP) is a transition program funded by the Arkansas Department of Education and operated by the Garland County Juvenile Detention Center in Hot Springs, Arkansas. It targets students who are at risk for becoming repeat offenders. The program involves intensive case supervision with a gradual step down process. It also addresses what is causing the problems, including issues such as drug or alcohol abuse or peer pressure.

JRAP assists court-supervised youth to transition back into their neighborhood communities after confinement in the detention center. The goal is to prevent future confinement in long-term state facilities. The program for each youth consists of five phases over a period of approximately six months: an assessment phase; an institutional phase; and three community-services phases after release from confinement.

IMPLEMENTATION ESSENTIALS

JRAP requires the direct involvement of a team of several persons working with the incarcerated youth. These include a full-time caseworker, a tutor/mentor coordinator, an educational coordinator, and a team coordinator. Each person has specific roles in the program.

Case Manager. This full-time person provides case management services for all youth identified for the JRAP program. The total number of contact hours averages 50-60 hours in a six-month period. The case manager may not carry a caseload that exceeds a 1:20 ratio. The average number of juveniles in the JRAP is 15-20. Between December 2005 and the summer of 2006, the total number of referrals was 30 and 21 students were accepted in the program.

The case manager fulfills the following duties over a six-month period:

- meets with the probation officer to obtain needed case information regarding the youth's history and background;
- conducts a *Juvenile Re-entry Assessment* of the juvenile and family;

- serves as the intermediary and conduit of information between the program and the community, facilitating the provisions of services to the identified youth and maintaining regular contact with youth, family, and community resources;
- maintains regular contact with the team to develop and maintain a plan of action within the community;
- develops community resources and assists with transportation, group and individual counseling, and use of community resources;
- maintains contact with the youth's school to discuss the youth's progress and additional needs; and
- assists in the final discharge, relapse-prevention plan, and program graduation for the youth and the youth's family.

Team Coordinator. During the stages of the program, many activities must occur to facilitate the family's preparation for re-entry into community placement. The team coordinator serves as the intermediary and conduit of information between the program and the community, facilitating the provision of intensive services to the identified youth. The team coordinator is expected to attend all meetings, court appearances and community events.

The Garland County Juvenile Detention Center (GCJDC) is the designated facility hosting the institutional portion of the program. During the Institution Phase, the parent/guardian assists the *JRAP* team in determining the **Institution Phase Service Plan**. The plan outlines the goals and expectations that the youth must achieve prior to leaving the facility. The team coordinator assists the youth through this phase based upon the youth's compliance and progress as determined at the required reviews. The team coordinator is responsible for implementation of **Juvenile Re-entry Action Plan Policy and Procedure Manual**.

Educational Coordinator. During the Institution Phase, the educational coordinator provides an appropriate educational setting for academic instruction in the areas of English, math, reading, life skills, current events, and vocational training. The Educational Coordinator makes every attempt to keep the youth on track with his or her home school. When this is not an option, the priority is to strengthen the youth's basic skills in core academic areas. When appropriate, GED instruction is provided.

The educational coordinator conducts assessments using the Test of Adult Basic Education (TABE) upon entry into the detention center. Assignments from the youth's home school are obtained if possible. If unavailable, appropriate assignments are made based upon the results of the TABE to enable the student to make academic progress in deficit areas. JEdI software, a research-based online educational program (www.jedilearning.com), also is used to provide for continuity of education after a student leaves the facility.

The educational coordinator is expected to attend all meetings, court appearances and community events relating to *JRAP* activities of youth involved in the program.

Tutor/Mentor Coordinator. The tutor/mentor coordinator is responsible for a mentoring program and a tutoring program for youth in the *JRAP* program. The tutoring program addresses educational needs of the youth. The mentoring program provides positive roles model for the youth. The tutor/mentor coordinator:

- reviews all applications for the program; verifies references; and conducts local, state, and national background checks on all applicants;
- stays in contact with the tutors and mentors, and gives progress reports to the *JRAP* team; and
- attends all meeting, court appearances and community events related to *JRAP*.

Each participating youth has a file documenting his or her successful movement though the *JRAP* program. It includes the referral, assessment, participation acknowledgement, release of liability, photo, institutional phase plan, and three community-phase service plans. Court paper work, orders, *JRAP* assignments, and school records also are included. Parents are involved and sign off on each phase of the program. The file details the goals and activities required for the completion of each of the five phases.

PROGRAM EVALUATION AND AVAILABLE EVIDENCE

As of September 2006, no research study has been completed for the *JRAP* program although data collection and evaluation is in process. Evaluation and review of the program include:

- annual reports submitted to the Arkansas Department of Education;
- presentations at conferences for educators of delinquent and incarcerated youth;
- support by the County Juvenile Judge, probation officers, and the staff of the Juvenile Detention Center;
- graduation of youth after completion of the six-month program; and
- named 2006-2007 Program of the Year by the Arkansas Coalition for Juvenile Justice (ACJJ), http://www.arjuvjust.net/awards.html.

RESOURCES

- Contact for information regarding the cost and details of the JRAP program:

  Sgt. Belinda Cosgrove, JRAP Team Coordinator
  Garland County Juvenile Detention Center
  222 Woodbine
  Hot Springs, AR 71902
  Phone: 501-622-3644
  E-mail: juvenile@garlandcountysherrif.com

- **Arkansas Coalition for Juvenile Justice**. http://www.arjuvjust.net/
- **Arkansas Department of Education.** http://arkansased.org/
- **Ark-JEdI**. http://www.jedilearning.com/jedilearning/index.html
- *JEdI: A Successful Model for Improving Educational Outcomes for "At Risk" and Alternative Education*. http://www.jedilearning.com/jedilearning/Ark-JEdI_History.html
- *Program targets "at risk" offenders, stresses accountability.* The Sentinel-Record, no. 83/vol. 129, page 1 (3-24-2005). www.hotsr.com

BACKGROUND READING

- *State Juvenile Justice Profiles: Arkansas.* (Updated 3-15-2006). National Center for Juvenile Justice. http://www.ncjj.org/stateprofiles/profiles/AR06.asp
- Stephens, R. D., & Arnette, J. L. (2000). *From the courthouse to the schoolhouse: Making successful transitions.* Washington, DC: Office of Juvenile Justice and Delinquency Prevention. http://www.ncjrs.gov/html/ojjdp/jjbul2000_02_1/contents.html.
- The National Center on Education, Disability, and Juvenile Justice (EDJJ). *Issues in Transition/Aftercare.* http://www.edjj.org/focus/TransitionAfterCare/.
- Zimmermann, C.R., Ed. (July 2004). *Desktop Guide to Re-entry for Juvenile Confinement Facilities.* The National Partnership for Juvenile Services. http://njda.msu.edu/practices/dgr.pdf#search=%22Juvenile%20Re-Entry%20Action%20Plan%20Arkansas%22

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TOOLS FOR PROMOTING EDUCATIONAL SUCCESS AND REDUCING DELINQUENCY

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Step 9. School Re-enrollment and Transition from Juvenile Justice Facilities

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Maine Reintegration Teams
(an emerging practice)

As youth transition from school to secure care and back again, collaboration across agencies is critical to ensuring a successful and systematic transition. Maine has developed legislation that formalizes the process of collaboration between education and corrections, allowing for a smooth transition of youth, and their educational and personal relevant information across agencies. Effective interagency collaboration is a complex and time intensive undertaking requiring a clear delineation of roles, responsibilities, and a specific timeline for the completion of agreed upon goals and activities. Effective collaboration can be facilitated by appropriate legislation.

BRIEF OVERVIEW

Historically, in Maine the process of reintegrating students from correctional facilities back to public school had been an informal one. Transition planning was conducted when needed between a facility transition coordinator and public school staff. However, with the passage of legislation in 2001, procedures were adopted to formalize the transition process.

Maine laws now designate the superintendent of the applicable school district as responsible for managing a student's enrollment in a public school setting after leaving a correctional facility. Within 10 days of receiving notification that an incarcerated youth will be enrolling in public school, the superintendent is responsible for forming a reintegration team. The reintegration team is responsible for creating a reenrollment plan and identifying appropriate education services for the student. The laws also provide a detailed plan for student reenrollment, interagency collaboration, family participation, and a seamless transfer of records.

IMPLEMENTATION ESSENTIALS

Juvenile correctional facilities in Maine are operated by the Maine Department of Corrections (DOC). In 2001, Maine enacted Act to Implement the Recommendations of the Task Force on Educational Programming at Juvenile Correctional Facilities (2001 Maine Laws 452). This Act creates a system for planning the reintegration back to public school of juveniles being released from correctional facilities.

Standards for reintegration planning. The 2001 Act requires the Commissioner of the Maine Department of Education (DOE), in consultation with correctional officials, to establish a program of technical assistance and statewide standards for reintegration planning and transition services for juveniles being released from correctional facilities. These standards are established also in consultation with school boards, school administrators, teachers, parents, local officials, community members, and others.

The Act further mandates the DOE reintegration and transition standards to include provisions regarding:

- timely exchange of records and information about juveniles;
- technical assistance the DOE provides local school officials;
- training provided by local school administrative units to school personnel who have access to confidential criminal justice information regarding juveniles; and
- annual reporting by superintendents of the number of juveniles released from correctional facilities who enroll in schools located within their local school administrative units, including forms to be used for reporting.

Maine DOE Rules require each school board to adopt a policy regarding the reintegration into school of juveniles leaving juvenile correctional facilities. These policies must address access to confidential information and include training for school personnel who administer the policies. (Code Maine R. ch. 125 §10.07). The policy adopted by Maine School Administration District 56 (MSAD 56) in August 2003, *Reintegration of students from juvenile correctional facilities*, is an example.

Strategic planning and on-going evaluation. The Maine DOE is required to employ a "consultant" to provide technical assistance regarding truancy, dropouts and reintegration planning. (Title 20-A, §5151, MRSA). This consultant functions as a liaison between the DOE and school districts with regarding to reintegration planning. The 2001 Act amends the consultant's functions to include: strategic planning for enrolling in school juveniles released from correctional facilities; and evaluation of programs and policies related to reintegration planning and aftercare services for released juveniles.

Reintegration Teams. The Maine DOC notifies the superintendent of the appropriate school district when a juvenile plans to re-enroll in public school after release from a correctional facility. (Title 15, §3009, MRSA). Within 10 days of receipt of a notice, the superintendent convenes a Reintegration Team. (Title 20-A, §1055(12), MRSA). Reintegration Team members include at a minimum:

- the principal or designee of the school to which the student will be admitted;
- at least one classroom teacher to whom the student will be assigned;
- a parent, guardian or custodian of the student; and
- a guidance counselor.

Role of the reintegration team. The reintegration team is required to meet two times before the student enrolls in the school. During the first meeting, the team reviews the student's records, develops a reintegration plan for the student which includes academic, extracurricular, and accessibility issues. The student's placement in public school is determined according to the

student's academic abilities, progress on state standards, and achievement while confined. During the second meeting, the reintegration plan is reviewed with the student along with the consequences for non-compliance.

The team also determines, on the basis of need to know, which school employees should receive or have access to information about the student that otherwise would be considered confidential. The information provided is limited to that needed to implement the student's reintegration plan and ensure the health and safety of the student, the safety of the school's students and staff, and the integrity of school property. (Title 20-A, §1055(12), MRSA).

Transfer of education records. The 2001 Act recognizes the importance of prompt transfer of education records and information from a correctional facility to the public school where a released juvenile enrolls. These records include information necessary for placement of the juvenile in appropriate classes and provision of related services. The Act requires education records to follow the student, including special education records. The Maine DOC provides written notice to parents, guardians and custodians that educational records will be sent to the appropriate school administrative unit.

Delineation of Responsibilities.

The Maine Department of Corrections (DOC) is responsible for:

- notifying the superintendent of the appropriate school district that the juvenile is requesting enrollment into the district;
- notifying the parent or guardian in writing that the student's educational records are being sent to the school district where the student intends to enroll; and
- responding to requests for information from the superintendent.

The Maine Department of Education (DOE) is responsible for:

- developing standards for transition planning;
- providing information to the Commissioner of Education on ways to plan and provide services for released youth enrolled in public school; and
- providing training for Reintegration Teams regarding the transmission of educational and criminal justice records.

It has delegated this responsibility to each school board (Code Me. R. ch. 125 §10.07).

The superintendent of the applicable school district is responsible for:

- establishing the Reintegration Team within 10 days of receiving the reenrollment notice from the Maine DOC;
- requesting pertinent student information and records from the juvenile correctional facility; and
- submitting an annual report to the DOE identifying the number of formerly incarcerated youth who have reenrolled in their district.

PROGRAM EVALUATION

The Act requires each education program or school for juveniles located in or operated by a correctional facility to be reviewed annually. That review needs to give special attention to discharge planning and related transition services provided to juveniles who are released from the facility and enrolled in public school in Maine. The report of this review must be submitted to the state legislature by January 15 each year.

- Featured in March 2005 as an approach to connect education and corrections by the National Evaluation and Technical Assistance Center for the Education of Children and Youth who are Neglected, Delinquent or At Risk (NDTAC). http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight200502a.asp.
- Identified as legislation "attempting to facilitate the school re-entry process" by the National Evaluation and Technical Assistance Center for the Education of Children and Youth who are Neglected, Delinquent or At Risk (NDTAC). http://www.neglected-delinquent.org/nd/resources/trans_strength.asp
- Highlighted as a best practice in school re-entry for incarcerated youth in: JustChildren. (Nov., 2004). *A Summary of Best Practice in School Re-entry for Incarcerated Youth Returning Home. Legal Aid Center*. A submission to the Virginia Commonwealth Board of Education. http://www.justice4all.org/files/public/Publications/ A_Summary_of_Best_Practices_in_School_Reentry,_A_Report_by_the_JustChildren_Program_of_the_Legal_Aid_Justice_Center_(November_2004).pdf

AVAILABLE EVIDENCE

The Maine legislature adopted this process as a result of the recommendations of a task force on educational programming at juvenile correctional facilities.

RESOURCES

- For more information, contact:

    Shelley Reed, Coordinator
    Truancy, Dropout, Alternative Education, and Homeless Education
    State of Maine, Department of Education
    Phone: 207-624-6637
    Email: shelley.reed@maine.gov

- Recommendations of the Task Force on Educational Programming at Juvenile Correctional Facilities, State of Maine.
- An Act to Implement the Recommendations of the Task Force on Educational Programming at Juvenile Correctional Facilities (2001 Me. Laws 452). http://janus.state.me.us/legis/ros/lom/lom120th/10Pub451-471/Pub451-471-01.htm
- Information related to reintegration of juvenile into school. Title 15, §3009 (2003), Maine Revised Statutes Annotated (MRSA). http://janus.state.me.us/legis/statutes/15/title15sec3009.html
- Educational duties. Title 20-A, §254(12) (2003), MRSA. http://janus.state.me.us/legis/statutes/20-A/title20-Asec254.html

- Superintendent, powers and duties. Title 20-A, §1055(12) (2003), MRSA. http://janus.state.me.us/legis/statutes/20-A/title20-Asec1055.html.
- Dissemination of information, Title 20-A, § 6001-B(2) (2003), MRSA. http://janus.state.me.us/legis/statutes/20-A/title20-Asec6001.html
- Rules of the Maine Department of Education, ch. 125 §10.07
- Code of Maine Rules, chapter 125 § 10.07, http://www.maine.gov/sos/cec/rules/05/071/071c125.doc.
- Maine School Administration District 56. (August 2003). *Reintegration of students from juvenile correctional facilities.* http://www.msad56.org/policies/JLDBG_reintegration_08_03.pdf#search=%22maine%20reintegration%20teams%22.
- Waugh, R. (March 2005). *Formalizing Connections Between Corrections and Education: Maine's Reintegration Teams.* National Evaluation and Technical Assistance Center for the Education of Children and Youth who are Neglected, Delinquent or At Risk. (NDTAC). http://www.ndtac.org/nd/resources/spotlight/spotlight200502a.asp.

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- JustChildren. (Nov. 2004). *A Summary of Best Practice in School Re-entry for Incarcerated Youth Returning Home.* A submission to the Virginia Commonwealth Board of Education. Charlottesville, VA: Legal Aid Center. http://www.justice4all.org/files/public/Publications/A_Summary_of_Best_Practices_in_School_Reentry,_-_A_Report_by_the_JustChildren_Program_of_the_Legal_Aid_Justice_Center_(November_2004).pdf
- *Transition, Re-Entry, and Aftercare.* NDTAC. Available at: http://www.ndtac.org/nd/resources/library/transition.asp
- Spain, A., & Waugh, R. (Jan./Feb. 2005). Transition to and from Facilities: Records Transfer and Maintenance. In *Self-Study Toolkit: Record Transfer Module*. NDTAC. http://www.ndtac.org/nd/resources/spotlight/spotlight200501c.asp

Merging Two Worlds (M2W)
(an emerging practice)

Resiliency is critical to a student's successful reintegration back into the community after being released from a secure facility. Resiliency is generally defined as the ability to come back from and successfully adapt to adversity. When designing transition programs, it is important to understand and address factors that foster resilience (protective factors) and those associated with its opposite, recidivism (risk factors).

Protective factors can be individual, external, or environmental influences. Individual protective factors include having a more positive or optimistic view of life, and employing stress-reducing strategies. Another is having an attachment to at least one family member who engages in proactive, healthy behavior, and provides the youth with a sense of belonging and purpose for attachment to the family. This type of attachment also sends the message that the youth is valued for his or her abilities.

Schools help students develop resiliency by providing positive and safe learning environments, setting high yet achievable academic and social expectations, and facilitating their academic and social success. Youth who belong to a socially appropriate group sponsored and supported by the school (e.g., an academic club or social organization) are less likely to demonstrate aggression or violence.

No single risk factor can accurately predict which youth might engage in antisocial or delinquent behavior. Like protective factors, risk factors are multiple and inter-related. They can be internal (within the individual, such as a difficult temperament) or external (in the family, school, community, and peer relations). Family factors for delinquency and anti-social behavior include harsh and ineffective parental discipline, lack of supervision, coercive interactions in the home, and incarceration of a parent. Examples of risk factors found in schools are overcrowding, and a lack of clarity and inconsistent application of rules and policies. Poverty is a common risk factor for development of antisocial behavior and delinquency. Other community risk factors include limited opportunities for recreation or employment, and the availability of firearms. One of the best predictors of delinquency is youth involvement with high-risk and deviant peers.

Prevention of antisocial and delinquent behavior can be accomplished by fostering resilience in individuals exposed to risk factors. Resiliency can be fostered through modeling and teaching children and youth to use appropriate behaviors that meet their needs as well as, or better

than, their maladaptive behaviors. Examples of strategies that target multiple factors while teaching and modeling appropriate behaviors include conflict resolution, social skills training, effective management routines, encouraging the involvement of youth in making decisions, and open lines of communication. The *Merging Two Worlds* curriculum includes all of these components.

BRIEF OVERVIEW

Merging Two Worlds (M2W) is a life skills, transition-based curriculum developed specifically for secure care populations by the Arizona Department of Education's Secure Care Education Committee (SCEC). The curriculum is based on the concept that resiliency is critical to an individual's successful reintegration into the community.

The four chapters in the *M2W* curriculum are aligned with this concept of resiliency. As each student works through these four chapters, they build their own personal transition survival guide, *My Resource Guide (MRG)*. This individualized portfolio/resource guide allows the student to analyze, evaluate, and synthesize information from a variety of sources. Students then select the lessons that are personally relevant and save them in their individualized transition portfolio (MRG). The last lesson of each *M2W* chapter, instructs the student to think about all past *M2W* lessons. Students are guided as they review, reevaluate, record, reflect, and report on their work. These reflections also are saved in their MRG. The *M2W* curriculum is flexible and can be easily enhanced or supplemented with content specific lessons or additional life skills/transition materials that the teacher already employs.

The *M2W* curriculum is divided into four chapters of 10 lessons each. The format allows instructors to adapt and personalize the material to meet both the student's needs and the requirements of their respective secure care facility.

Chapter 1: "Who Am I?". Career Assessment
Focusing on self-assessment, this chapter guides the student through identification of their strengths, interests, abilities, values, learning styles, and skills. Lesson topics include values, beliefs, self confidence, learning styles and interests, personal skills, job/career pathways, and decision making.

Chapter 2: "Where Am I Going?" Career Preparation
In this chapter each student uses self-awareness and their own unique perspective to make decisions and set personal goals. The lesson topics in this chapter include values, goals, choices, consequences, communication, other points of view, responsibility, critical reasoning, and priorities.

Chapter 3: "How Do I Get There?" Transition Assessment
Lessons in this chapter focus on motivation, self-confidence, work ethics, life management, decision making, health/wellness, relationships, communication, handling conflict and emotion, and persistence.

Chapter 4: "How Do I Keep It All Together?" Life Planning
This chapter includes lessons in housing, money management, transportation, medical

treatment, communication skills, finding, getting, keeping a job, learning needs and opportunities, leisure time choices, and decision making.

IMPLEMENTATION ESSENTIALS

The *M2W* curriculum is designed for delivery of one lesson per one hour of instructional time. The full version of the curriculum, 40 lessons, can be completed in 40 instructional hours, while the mini version of the curriculum, 12 lessons, can be completed in 12 instructional hours. However, the curriculum is flexible and can easily be enhanced or supplemented with content-specific lessons or additional life skills/transition materials in order to expand instructional time.

- **Curriculum.** The M2W curriculum is available in a full version consisting of 40 lessons, and a mini version consisting of 12 lessons. It can be download for free from the Arizona Department of Education, Exceptional Student Services website. A DVD version of the curriculum is available from the Corrections Learning Network.

- **Personnel.** A teacher is needed to provide instruction. Ideally, this teacher would have experience working with individuals in confinement, and a background in special education, vocational education, or transition. One teacher could deliver the M2W curriculum as a full time assignment, or teachers take turns delivering the curriculum for one instructional hour per day, depending on the needs and number of students.

- **Training.** While a teacher could read through the curriculum and begin instruction, it is recommended that the teacher receive specific training on how to implement it. On-site teacher training consists of an overview of each lesson and the concepts within the lesson, in addition to background information on resiliency, self-talk, and social skills.

- **Resources*.* Resources specific to the curriculum are outlined in each lesson. However, the only resource essential to implementation of the mini version is the *Occupational Outlook Handbook, The Young Person's Occupational Outlook Handbook*, or any vocational interest and ability assessment (*see* **Resources** below).

PROGRAM EVALUATION

The **M2W** curriculum was developed in 1999 by Pima Special Programs, a department of the Pima County Schools' Superintendent's Office in Tucson, Arizona. In 2002, a two-year contract was awarded to Pima County School Superintendent's office to provide training and dissemination. Since that time there have been four statewide training conferences. In addition, a regional monitor provided initial site visits to mentor teachers to assist with implementation of the curriculum. In 2004 a contract was again awarded, this time to two separate entities, to provide additional training and collect implementation and outcome data. A report is anticipated in June 2007.

- Designated a "promising practice" in *Transition for Youth with Disabilities: A Look at State Programs, Progress, and Promising Practices*. Center for Workers with Disabilities, APHSA. (July 2006). Available at: www.aphsa.org/disabilities/publications/docs/Transition%20for%20Youth%20with%20Disabilities%20FINAL.doc

- Featured on the Corrections Learning Network (http://cln.esd101.net/default.aspx) as a transition-based curriculum for secure care. *See* http://scripts.cln.esd101.net/courses/youth/merging_2_worlds/index.

AVAILABLE EVIDENCE

Developing resiliency and self determination is increasingly becoming a focal point of juvenile justice centers. These agencies have acknowledged that services for individuals returning from confinement must involve full and equal collaboration between school, family, employment, and community agencies if the individual is to be successful. Furthermore, transition services that address multiple risk factors like conflict resolution, social skills training, effective management, positive communication, and decision making are more likely to be successful in preventing delinquency among youth with intense needs. Engagement is also a factor that has recently been positively associated with resilience. According to Bullis & Yavanoff, engagement is considered "employed, or enrolled in a school program, or working and going to school, and not arrested or placed back into the youth or adult criminal justice systems" (Bullis & Yavanoff, 2002, p.70). "Simply put, those youth who leave the juvenile correctional system and who become involved in school or work in the first few months afterward are much more likely to continue they type of positive involvement" (Bullis & Yavanoff, 2002).
The *M2W* is a transition and career exploration and planning curriculum developed to address multiple risk factors while youth are confined to facilitate transition increase positive community engagement once released.

RESOURCES

- For more information about M2W contact:

  Alissa Trollinger, Secure Care Program Specialist
  Exceptional Student Services
  Arizona Department of Education, Secure Care
  1535 West Jefferson Street, Bin #24
  Phoenix, Arizona 85007
  Phone: 602-364-4004; ADE toll free phone: 800-352-4558
  Email: Alissa.Trollinger@azed.gov

- Contact for on-site training in use of the M2W curriculum:

  Heather Griller Clark
   Email: griller@asu.edu

- The M2W curriculum is available in both a full version consisting of 40 lessons and a mini version consisting of 12 lessons. A hardcopy is available to download for free on the Arizona Department of Education, Exceptional Student Services website. http://www.ade.az.gov/ess/SpecialProjects/securecare/.
- A DVD version of the curriculum is available from the Corrections Learning Network. http://scripts.cln.esd101.net/courses/youth/merging_2_worlds/index.html.
- The format for Personal Portfolio of Workplace Preparation, Job Related Skills, Personal Transition Plan is available online. http://training.ade.az.gov/ess/downloads/personal.pdf

- Arizona Department of Education, Exception Student Services. Secure Care website. http://training.ade.az.gov/ess/securecare/Default.htm
- Meredith, L. (May 2004). *Working Together to Implement Systematic Change: Arizona's Secure Care Education Committee.* National Evaluation and Technical Assistance Center on the Education of Children and Youth Who Are Neglected, Delinquent or at Risk (NDTAC). http://www.ndtac.org/nd/resources/spotlight/spotlight_az2.asp.
- Resources specific to the M2W curriculum are outlined in each lesson, including:
- The *Occupational Outlook Handbook (OH), 2006-07 Edition.* U.S. Department of Labor. Available at: http://www.bls.gov/oco/.
- *The Young Person's Occupational Outlook Handbook* (2005), JIST Publishing, Inc. http://www.chronicleguidance.com/catalog.asp?prodid=423667
- A vocational interest and ability assessment such as the Arizona Career Pathways Inventory http://www.aztechprep.org/Career_Pathways/Car/car.html or any of those listed on the Arizona Career Resource Network website. http://www.ade.az.gov/cte/azcrn/project10a.asp
- Social skills practice is appropriate at any time during the *M2W* curriculum. A useful book that provides a structure for skills reinforcement is: *Skillstreaming the Adolescent: New Strategies and Perspectives for Teaching Prosocial Skills*, by Goldstein, et al. The Table of Contents, a complete list of skill lessons, and a video are available online at: http://www.researchpress.com/product/item/4954/. Goldstein's *Stop and Think* skills lesson has the student follow steps and uses self-talk. These processes are instrumental in the implementation of the *M2W* curriculum. Situations to be role-played are provided, but students are encouraged to personalize the activity by suggesting and using their own situations.

BACKGROUND READING

Websites providing information about resiliency
- National Resiliency Resource Center: http://www.cce.umn.edu/nrrc/
- Resiliency in Action: www.resiliency.com.
- The National Youth Violence Prevention Resource Center http://www.safeyouth.org/scripts/topics/resiliency.asp
- Pathways to Resiliency Project http://www.djj.state.fl.us/Research/Projects/Resiliency.html

Articles
- Christle, C.A., Jolivette, K, & Nelson. M.C. (n.d.) *Youth Aggression and Violence: Risk, Resilience, and Prevention.* ERIC Digest. #E602, http://ericec.org/digests/e602.html
- Bernard, B. (August 1991). *Fostering Resiliency in Kids: Protective Factors in the Family, School and Community.* National Resiliency Resource Center. http://www.cce.umn.edu/pdfs/NRRC/Fostering_Resilience_012804.pdf
- Bernard, B. *Turning it Around for all Youth: From Risk to Resilience.* Clearinghouse on Urban Education. http://resilnet.uiuc.edu/library/dig126.html
- Leone, P.E., Christle, C.A., Nelson, C.M., Skiba, R., Frey, A., and Jolivette, K. (2003). *School Failure, Race, and Disability: Promoting Positive Outcomes, Decreasing Vulnerability for Involvement with the Juvenile Delinquency System.* http://www.edjj.org/Publications/list/leone_et_al-2003.pdf
- Grotberg, E. H. (1995). *A Guide to Promoting Resilience in Children: Strengthening the Human Spirit.* The Bernard Van Leer Foundation. http://resilnet.uiuc.edu/library/grotb95b.html

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TOOLS FOR PROMOTING EDUCATIONAL SUCCESS AND REDUCING DELINQUENCY

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Step 9. School Re-enrollment and Transition from Juvenile Justice Facilities

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Nashua Youth Re-entry Project
(an emerging practice)

Youth returning to school following incarceration often encounter significant difficulties in transitioning back into their home school. These barriers can be overcome by means of coordinated and effective procedures and programs that promote successful transition.

BRIEF OVERVIEW

Nashua Youth Re-entry Project (NYRP) in New Hampshire is a model system of re-entry services and supports for youth with disabilities whose school and community participation has been disrupted due to delinquent behavior. Participant services facilitate progress towards completing high school, career development, futures planning, and a stable residential situation and system of community supports. Participants are between 15-18 years old, and participation is voluntary.

Six interrelated services are provided, coordinated by an Education and Transition Specialist (ETS):

- **Self-directed future planning**. Together with individuals in his or her support network, each participant develops a plan that defines school completion, career, and other adult life goals. Responsibility for implementation of steps towards objectives is shared among the participant, project staff, and other members of the Wrap-Around Team.

- **Wrap-around team**. A family-centered team is formed for each participant with representation from key agencies and services, in order to coordinate services and support implementation of the participant's goals.

- **Family support**. The ETS works closely with families and/or residential providers to provide practical assistance and information about resources.

- **Coordination with legal services**. In cases where a participant has an attorney, project staff work to coordinate legal and service strategies.

- **Coordination with school curriculum**. Participants prepare a multi-year plan for graduation. Individualized Education Programs (IEPs) and transition plans are created

yearly. Flexible and alternative options for earning school credit are available, geared to individual circumstances. The ETS works with school staff to ensure students are awarded appropriate credit for work completed in detention.

- **Career mentor**. The ETS works with each participant to identify an appropriate career mentor, who then meet with the participant to provide guidance or practical help with career preparation.

IMPLEMENTATION ESSENTIALS

- **Commitment from multiple stakeholders.** NYRP requires ongoing commitment from agencies and services that are important to the student's success. Thus, a typical wrap-around team consists of the student, family member, probation officer, special education teacher, mental health, substance abuse or other disability case manager, and career mentor. The NYRP's steering committee also includes members of the school district, probation, vocational rehabilitation agencies, youth and mental health agencies, and the police department and courts.

- **Dedicated individual staff.** The ETS plays a critical role in helping the student develop project goals as well as coordinating the services provided to each participant. Regular interaction with participants and their families, as well as with other stakeholders is essential to ensure participants receive appropriate services.

- **Involvement of participant and family in planning and project tailoring**. Project participants and their family members play a critical role in developing the goals of the project, identifying the career mentor, and implementing steps towards objectives.

PROGRAM EVALUATION

- NYRP incorporates components of best practices for school re-entry from confinement:

  - linkages between involved agencies;
  - clearly defined roles and responsibilities;
  - individualized wraparound services;
  - youth and family engagement;
  - pre-release transition plan;
  - pre-release transition plan;
  - speedy placement ; and
  - appropriate placement.

- *See* **News You Can Use: School Re-entry of Juvenile Offenders**, CSMHA (March 2006). http://sharedwork.org/documents/schoolreentry9-13-06pdf.pdf
- Program evaluation for NYRP is ongoing, and drawn from investigation and follow-up with individual project participants. The next project evaluation will be completed in February or March 2007.
- Designated a "best practice" in: JustChildren. (Nov. 2004). **A Summary of Best Practice in School Re-entry for Incarcerated Youth Returning Home.** A submission to the Virginia Commonwealth Board of Education. Legal Aid Center.

http://www.justice4all.org/files/public/Publications/A_Summary_of_Best_Practices_in_School_Reentry,_A_Report_by_the_JustChildren_Program_of_the_Legal_Aid_Justice_Center_(November_2004).pdf

AVAILABLE EVIDENCE

As of August 2006:

- Since the project began in October 2003, the project has served 29 individuals. All but two were identified as being special education students, and the remaining two were tested and determined to be eligible for special education as part of their initial work with the project.

- As of March 1, 2005 there are 13 individuals in the project who currently reside at the Youth detention center or in another residential program placement, and 13 individuals who live in the community with their families or, in one case, his own apartment.

- Of the 13 individuals in the community, all but one are engaged in productive daily activity. This includes attending school, seriously studying for the GED, having a job, and serious involvement in a job search.

- Of the 13 individuals in detention, 10 have remained in detention under court order awaiting re-entry since entering the project, and services focus on planning for re-entry. Three individuals reentered the community but re-offended and are back in detention or— in one case— adult prison.

- Three project participants have completed high school, all with GEDs, and one has been accepted into college for the fall. Of the 23 who have not finished high school, 20 of these are in a school program.

RESOURCES

- For more information contact:

  Joanne Malloy, Project Director
  Nashua Youth Re-Entry Project
  Phone: 603-628-6837, ext. 21
  Email: JMMalloy@aol.com

- *Nashua Youth Re-Entry Project: Fact Sheet.* Institute on Disability. University of New Hampshire. http://www.iod.unh.edu/projects/nashua_youth.html.
- Model Demonstration Projects for Children with Disabilities, Grant Number: H324T020028. http://www.nichcy.org/directories/84.324t.asp

BACKGROUND READING

- Center for School Mental Health Analysis and Action. (March 2006). *News You Can Use: School Re-entry of Juvenile Offenders.* School Mental Health Issue Brief. http://sharedwork.org/documents/schoolreentry9-13-06pdf.pdf
- Davies, H., & Davidson, H. (2001). *Parental Involvement Practices of Juvenile Courts*, American Bar Association Center on Children and the Law, Report to the Office of Juvenile Justice and Delinquency Prevention, 41. http://www.abanet.org/child/featurepubexecsummary.html
- JustChildren. (Nov. 2004). *A Summary of Best Practice in School Re-entry for Incarcerated Youth Returning Home.* A submission to the Virginia Commonwealth Board of Education. Legal Aid Center. http://www.justice4all.org/files/public/Publications/A_Summary_of_Best_Practices_in_School_Reentry,_A_Report_by_the_JustChildren_Program_of_the_Legal_Aid_Justice_Center_(November_2004).pdf
- Mears, D.P., & Travis, J. (2004). *The Dimensions, Pathways, and Consequences of Youth Re-entry*. Urban Institute. http://www.urban.org/publications/410927.html
- Roy-Stevens, C. (Sept. 2004). *Overcoming Barriers to School Re-entry.* OJJDP Fact Sheet. http://www.ncjrs.gov/pdffiles1/ojjdp/fs200403.pdf

Project SUPPORT
(a promising practice)

BRIEF OVERVIEW

Project SUPPORT (Service Utilization to Promote Positive Outcomes in Rehabilitation and Transition for Adjudicated Youth with Disabilities) is a program for adolescents with disabilities released from the Oregon Youth Authority (OYA). It is designed to assist them return home and enter school or work with the support of a Transition Specialist. These Transition Specialists are employed by education service districts throughout the state to "bridge" the gap between juvenile justice and the community. *Project SUPPORT* is a collaborative project between the Oregon Department of Education, Oregon Vocational Rehabilitation, Oregon Youth Authority, and the University of Oregon.

Project SUPPORT is based on the results of TRACS (Transition Research on Adolescents returning to Community Settings), a five-year longitudinal study examining post-release outcomes for incarcerated youth who transitioned from correctional facilities back into their communities between 1993 and 1998. The researchers' goal was to determine the factors contributing to resilience in adolescents who engage in early criminal activity.

Findings from TRACS, reported in 2001, indicated that 58% of the sample studied was identified as having a special education disability, while approximately 40% had some type of psychiatric disability. The study also indicated that 40% of youth in the sample recidivated within 12 months after release. Furthermore, those with a special education disability showed a higher rate of recidivism and a lower rate of engagement in work or school than those without a disability. On a more positive note, the study also found that youth who engaged in work and/or school fared better in their transition than those youth who were not engaged. These findings clearly indicate the importance of engagement for youth in work and school immediately upon their release from a juvenile correctional system.

IMPLEMENTATION ESSENTIALS

Project SUPPORT focuses on the following key components:

- **Engagement:** The primary goal is to increase engagement in employment and/or school enrollment (high school/postsecondary) and decrease recidivism.

- ***Designated Staff:*** A transition specialist (TS) works directly with the youth and parole officer (PO) to develop a transition plan that is coupled with the youth's parole plan.

- ***Collaboration:*** Vocational rehabilitation counselors, facility treatment and education staff, and community-based agencies partner with the TS and assist in the successful community reintegration process.

- ***Transition Planning:*** Transition planning occurs in three phases:

   1. *In-facility services.* Activities in this phase include:
      - building positive relationship between TS and youth;
      - defining interests, needs, and goals;
      - developing transition plans; and
      - teaching pre-employment skills.

   2. *Immediate pre/post-release activities.* Activities in this phase include:
      - establishing community education placement;
      - setting up needed social services in community;
      - developing youth's independent living skills (e.g., budgeting, finding housing); and
      - serving as a liaison with PO and other community support staff.

   3. *Ongoing community support.* Activities in this phase include:
      - supporting youth to maintain engagement activities;
      - further developing youth's independent living skills (e.g., taxes, driving);
      - assessing youth for return of former negative behaviors (e.g., drugs, gangs); and
      - maintaining connections with PO and other community support staff.

Resources needed for *Project Support* include:

- **Personnel.** The role of the TS is critical to enhance the success of transition and to develop and maintain collaborative services across agencies.

- **Transition planning.** This needs to begin in the facility. The TS needs to facilitate ongoing self-directed planning and decision-making by the youth. The TS needs to explore various employment and career interests with the youth, and assist them in making positive choices aligned with their strengths and needs.

- **Employability skill training.** The TS needs to work collaboratively with employment support services (e.g., vocational rehabilitation or Workforce Investment Act personnel) to develop employment and training opportunities. Once the youth is employed, the TS needs to be engaged in continued monitoring and skill development to ensure the youth's commitment with employment over time.

- **Collaboration**. Youth need diverse supports from various community agencies, juvenile justice, vocational rehabilitation, and local schools. These systems need to work together to share information and ensure immediate access to services for youth upon their release from correctional facilities.

PROGRAM EVALUATION

Implementation of *Project Support* began in 1999. To date, there is no national, evidenced-based data available on the successful outcomes of this project. A study of *Project Support* outcomes is described below.

Project SUPPORT has been highlighted as a promising transition program for youth released from the juvenile justice system by:

- The National Post-School Outcomes Center website. http://psocenter.org/index.html
- The Loren M. Warboys Regional Forum on Transition of Incarcerated Youth to Home, School and Community. http://www.edjj.org/calendar/regfrum_090500.html
- EDJJ Notes (Nov. 2001). http://www.edjj.org/edjjnotes/volume1number2.pdf

Project SUPPORT has been featured in:

- Bullis, M. (January 2006). Starting Right: Improving the facility-to-community transition experiences of formerly incarcerated adolescents. Power Point presentation available at: http://www.edjj.org/calendar/regfrum_090500.html
- Project SUPPORT Overview. (Jan. 2003). Oregon Youth Authority. http://interact.uoregon.edu/pdf/sped/support/ProjectSUPPORT.pdf
- Transition Toolbox. (Jan. 2003). Available at: http://www.ode.state.or.us/gradelevel/hs/transition/newsletters/2003/ttvol01issue05.pdf#search=%22Project%20SUPPORT%20EDJJ%22
- Unruh, D. (Spring 2005). Project SUPPORT: A transition program for incarcerated youth with disabilities in Oregon. *Impact*, 18/2. Institute on Community Integration. University of Minnesota. Available at: http://ici.umn.edu/products/impact/182/prof2.html

AVAILABLE EVIDENCE

Project Support is based on a strong research foundation, designed in light of the findings of the TRACS study. Information about TRACS is provided in **Resources**, below.

Project SUPPORT participants have demonstrated positive results. Data analysis was conducted on 225 youth who were served by *Project SUPPORT* from August 1999 through December 2002. The average age at entry into the project for this sample was 17.1 years. Seventy-eight percent (78%) were male, 22% were female. Ninety-three percent (93%) of those participants had a DSM-IV diagnosis and 53% had a special education diagnosis.

The same sample of Project SUPPORT participants demonstrated positive "engagement rates" at two, four, and six months after release from the youth correctional facility. At two months after release, 61% were positively engaged in school and/or employment and had not returned to youth or adult corrections. At four months after release, 67% were positively engaged in school and/or employment and had not returned to youth or adult corrections. At six months after release, 61% were positively engaged in school and/or employment and had not returned to youth or adult corrections.

RESOURCES

- For more information contact:

    Deanne Unruh, Ph.D.
    Secondary Special Education & Transition
    204 Clinical Services Building,
    5260 University of Oregon
    Eugene, Oregon 97403-5260
    E-mail: dkunruh@uoregon.edu
    Phone: 541-346-1424
    Website: http://education.uoregon.edu/field.htm?id=79

Information about *Project SUPPORT*

- Gaylord, V., Quinn, M., McComas, J., & Lehr, C. (Eds.). (2005). *Impact: Feature Issue on Fostering Success in School and Beyond for Students with Emotional/Behavioral Disorders 18*(2). Minneapolis: University of Minnesota, Institute on Community Integration. http://ici.umn.edu/products/impact/182/default.html.
- Project SUPPORT Overview. (Jan. 2003). Oregon Youth Authority. http://interact.uoregon.edu/pdf/sped/support/ProjectSUPPORT.pdf
- University Of Oregon Research and Outreach with Incarcerated Youth. http://education.uoregon.edu/feature.htm?id=1219
- Inquiry Article on Project Support. http://comm.uoregon.edu/inquiry/archives/archives.php?issue=fall2003&article=article6
- Unruh, D. & Bullis, M. (2005). Community and self-report of the facility-to-community transition needs for adjudicated youth with disabilities. Career Development for Exceptional Individuals, 28, 67-79.
- Unruh, D., Bullis, M., Booth, C., & Pendergrass, J., (2005). Project SUPPORT: A description and evaluation for a transition project of formerly incarcerated adolescents with special education and mental health disorders. In M. Epstein, K. Kutash, & A. Duchnowski (Eds.), Outcomes for children and youth with emotional and behavioral disorders and their families: Programs and evaluation best practices. Austin, TX: Pro-Ed, Inc.
- Unruh, D., Bullis, M., Pendergrass, J., Booth, C., Waintrup, M., & Montesano, D. (2004). Project SUPPORT: A transition project of formerly incarcerated adolescents with special education and mental health disorders. In D. Cheney (Ed.), Transition of students with emotional or behavioral disabilities from school to community: Current approaches for positive outcomes. Arlington, VA: Council for Exceptional Children, Division of Career Development and Transition.

Information about *TRACS*

- Bullis, M. (Jan. 2006). *Improving the Facility-to-Community Transition Experiences of Formerly Incarcerated Adolescents*. NDTAC. Available at: http://www.neglected-delinquent.org/nd/events/2006jan/Presentations/DCMBullis01.ppt
- "In the News". EDJJ Notes (Nov. 2001) vol. 1./no. 2, p-. 1-2. Available at: http://www.edjj.org/edjjnotes/volume1number2.pdf.
- National Post-School Outcomes Center. http://psocenter.org/.

BACKGROUND READING

- Bullis, M. (2006). *Starting Right: Improving the Facility-to-Community Transition Experiences of Formerly Incarcerated Teens.* National Evaluation and Technical Assistance Center: NDTAC Title I, Part D Training Session, Washington, DC. http://www.neglected-delinquent.org/nd/events/events_transition2006jan.asp
- Clark, H. G. (2006). Transition services for youth with disabilities in the juvenile justice system. In S. R. Mathur (Ed.), *EDJJ professional development series in disabilities and juvenile justice.* College Park, MD: National Center on Education, Disability, and Juvenile Justice. http://www.edjj.org/focus/TransitionAfterCare/docs/TrainModule.pdf
- Stephens, R. D., & Arnette, J. L. (Feb. 2000). *From the courthouse to the schoolhouse: Making successful transitions*. OJJDP Juvenile Justice Bulletin. Available at: http://www.ncjrs.gov/html/ojjdp/jjbul2000_02_1/contents.html

TOOLS FOR PROMOTING EDUCATIONAL SUCCESS AND REDUCING DELINQUENCY

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Step 9. School Re-enrollment and Transition from Juvenile Justice Facilities

Virginia Legislation
School Reenrollment After Release from Custody
(a promising practice)

When youth are released after confinement in a juvenile justice facility, promptly reenrolling them in school can reduce recidivism. The earlier formerly-confined youth re-enroll into public school after release, the greater the likelihood of positive community engagement. To be effective, prompt enrollment must be accompanied by timely exchange of educational records and information from the correctional facility to the public school.

In response to research supporting the significance of school re-entry for transitioning youth, a number of jurisdictions have adopted statutes, regulations and procedures to ensure a smooth and seamless academic transition from education in confinement to public school. The approach taken by the Commonwealth of Virginia exemplifies the current response to the evidenced-based literature.

BRIEF OVERVIEW

In 1996, the Commonwealth of Virginia enacted laws relating to the education of youth being released from the custody of the Virginia Department of Juvenile Justice (DJJ). These laws directed the Virginia Board of Education (BOE), in cooperation with the Virginia Board of Correctional Education (BCE), to promulgate regulations for the re-enrollment in public schools of youth being released from DJJ custody. The regulations had to specify the requirements of a "reenrollment plan" for each youth being released from custody to facilitate sharing of educational information prior to release. The also had to provide for consistency in the curricula, standards and policies between the BOE educational programs and those of the BCE. (Virginia Code § 22.1-17.1).

After a period of study, the required regulations were issued in January 2006 and went into effect on August 23, 2006. They specify the procedure for students to transition from receiving education in secure care to a public school. They also provide procedures and timeframes for secure facilities to transfer students' academic records to public schools. (8 Virginia Administrative Code 20-660-10 *et seq.*). By establishing procedures for collaboration and specifying the roles and responsibilities of essential parties, students leaving secure care are safeguarded against delays in continuing their education after being released from secure care.

Roles and responsibilities

Virginia Board of Education and Virginia Board of Correctional Education.
Cooperatively promulgate regulations for the re-enrollment in public school of children who have been in custody of the DJJ, including the components of a "reenrollment plan" for each student leaving custody. COV § 22.1-17.1; COV § 22.1-343-.5.

Court Services Unit staff, Virginia Juvenile and Domestic Relations District Court.
Complete a re-enrollment plan for each youth committed to the DJJ. Within 48 hours of commitment, a student's probation office sends a request for information to the local school division where the student last enrolled. Maintains contact with juveniles during their commitment to a correctional facility. Supervises terms and conditions of parole for juveniles placed on parole following release from a correctional facility. COV § 16.1-293.

Local education agency. Identify a court-school liaison to receive information requests from probation officers and, within five days of receipt, forward the student's scholastic records to the DCE Reception and Diagnostic Center.

Department of Juvenile Justice (DJJ). At least 14 days prior to a juvenile's release to the community, inform the appropriate school division. COV § 16.1-293.

Local school board and local school superintendent. They are the final authorities on a student's public school enrollment and placement.

IMPLEMENTATION ESSENTIALS

The 2006 regulations establish the reenrollment process for youth leaving a DJJ facility who are of school age or eligible for special education services.

Re-enrollment coordinator. Designated by a school division to work with a student's parole officer, the DCE transition team, the re-enrollment team, and a student's IEP team if applicable, this person coordinates the development of the Final Re-enrollment Plan (FEP).

The DOE or Detention Home/Center Transition Team. This team gathers the student's scholastic records and other relevant documents, and develops the preliminary re-enrollment plan (PEP) in consultation with the student. It provides the PEP to the receiving school division. Team members include: DCE or detention home/center principal or assistant principal; DCE or detention home/center counselor; DCE transition specialist or the detention home/center teacher; juvenile correctional center counselor; representative of the student's IEP team (if applicable); student's parole officer; re-enrollment coordinator of the receiving school (optional); and a representative from the school of origin (optional).

Preliminary Re-enrollment Plan (PEP). The PEP is developed by the Transition Team in consultation with the student. It contains the following information:

- student's educational status prior to commitment;
- student's educational status and educational recommendations while detained or committed;

- student's education and transition goals;
- support services the student will need to make a successful transition to the public school (e.g., counseling);
- anticipated dates and timelines for the student's transition back to school and/or anticipated court review;
- identification of school placement when the youth is released; and
- contact information for: individuals representing the student; transition team members; and the Re-enrollment Coordinator of the receiving school.

Re-enrollment Planning. Planning begins at least 25 days before the court review or the student's release. At that time the DCE or detention facility forwards the student's academic record and preliminary enrollment plan to the re-enrollment coordinator of the receiving school. Within 10 days of receiving that information, the Re-enrollment Coordinator meets with the Re-enrollment Team to review the PEP and develop the Final Re-enrollment Plan (FEP).

Re-enrollment Team. This is the group convened by the superintendent or designee of the receiving school division to prepare for and implement the student's reenrollment. It consults with the student in the development of the FEP and coordinates planning with the IEP team if the student is eligible for special education services. At a minimum, this team includes the following persons: Re-enrollment Coordinator; principal or assistant principal of receiving school; guidance counselor; special education director; parole officer; parent or guardian; social worker; and Transition Team members (optional).

Final Re-enrollment Plan (FEP). At a minimum the FEP must contain the following information:

- educational status (recent assessments, standardized or otherwise, special education eligibility, most recent IEP, partial and complete credits earned, vocational and career programs attended) and recommendations prior to commitment;
- educational status and recommendations of the DCE;
- educational status and recommendations of DJJ;
- educational and re-entry goals developed with the IEP team;
- support services the student will need to make a successful transition to the public school (e.g., counseling);
- educational placement and timeline for placement; and
- names and contact information for the Reenrollment Coordinator and the DJJ and DCE representatives serving the student.

Re-enrollment process and time frames

- At least 30 calendar days prior to the scheduled release of a student from DJJ custody, the Juvenile Correctional Center's counselor provides written notice to the DCE principal or designee.
- Upon receipt of this notification, the transition team gathers records and developments the PEP. Within 5 business days of notification, the DCE submits a letter of pending release to: the receiving school division's re-enrollment coordinator; and the student's parent(s) or guardian(s).

- At least 25 calendar days prior to court review or pending release, the DCE forwards the student's scholastic record and PEP to the Re-enrollment Coordinator.
- Within 10 business days of receipt of the materials, the Re-Enrollment Coordinator convenes the re-enrollment team to review the PEP and develop the FEP. The student's parent(s) or guardian(s) are invited to attend the FEP development meeting. The student is consulted in the development of the FEP.
- At least 10 calendar days prior to release, a copy of the FEP is provided to: the student; parents/guardians; transition team members; and re-enrollment team members.
- Within two school days after a student's release from confinement, the student must be enrolled and receiving instruction in the receiving school. In addition, the student must receive weekly counseling for a specified time period.

PROGRAM EVALUATION

Due to its recent enactment, there has been no evaluation of this reenrollment process as finalized in the 2006 regulations.

- Recommended as a "best" practice in school re-entry for incarcerated youth returning home in JustChildren, Legal Aid Justice Center, A summary of best practice in school re-entry for incarcerated youth returning home. A submission to the Virginia Commonwealth Board of Education. (Nov. 2004). Available at: http://www.justice4all.org/files/public/Publications/ A_Summary_of_Best_Practices_in_School_Reentry,_-_A_Report_by_the_JustChildren_ Program_of_the_Legal_Aid_Justice_Center_(November_2004).pdf

AVAILABLE EVIDENCE

The research that resulted in the Virginia reenrollment model is described in the Virginia Board of Education Agenda Item D (9-22-2004), http://www.pen.k12.va.us/VDOE/VA_Board/Meetings/2004/ItemD.pdf

RESOURCES

- For additional information contact:
    Dr. Vivian Stith-Williams
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- Virginia Administrative Code. Regulations governing the reenrollment of students committed to the Department of Juvenile Justice. (8 VAC 20-660-10 *et seq.*). http://leg1.state.va.us/000/reg/TOC08020.HTM#C0660
- Virginia Code §16.1-293. Supervision of juvenile or person during commitment and on parole. http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+16.1-293
- Virginia Code §22.1-17.1. Regulations for reenrollment (1996). http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+22.1-17.1

- Virginia Department of Education. (2006). *Procedures for the Re-Enrollment of Youth Released from the Custody of Department of Juvenile Justice and Returned to Public Schools.*. http://www.pen.k12.va.us/VDOE/studentsrvcs/re-enroll-procedures.pdf
- Virginia Department of Education. (2006). *Q & A for Probation officers, DJJ staff and Detention Home staff: Regulations Governing the Re-enrollment of Students Committed to the Department of Juvenile Justice.* VA Dept. of Education. http://www.pen.k12.va.us/VDOE/studentsrvcs/re-enroll-prob-officer-Q-and-A.pdf
- Virginia Department of Education. (2006). *Q&A for School Personnel: Regulations Governing the Re-enrollment of Students Committed to the Department of Juvenile Justice.* VA Dept. of Education. Available at: http://www.pen.k12.va.us/VDOE/studentsrvcs/re-enroll-school-personnel-Q-and-A.pdf
- Virginia Department of Education. (2006). *Q & A for Students and Parents: Understanding Your Rights and Responsibilities Regarding School Enrollment upon Release from Confinement.* VA Dept. of Education. http://www.pen.k12.va.us/VDOE/studentsrvcs/re-enroll-parent-student-Q-and-A.pdf
- Virginia Department of Education. (2006). *Student Reenrollment Plan.* http://www.pen.k12.va.us/VDOE/studentsrvcs/re-enroll-plan.pdf
- Virginia Department of Education. (2006). *Timeline: Commitment to Department of Juvenile Justice and Re-enrollment to Local School Division.* http://www.pen.k12.va.us/VDOE/studentsrvcs/re-enroll-dojj.pdf
- Virginia Department of Education. (2006). *Timeline: Commitment to a Detention Home and Re-enrollment to Local School Division.* http://www.pen.k12.va.us/VDOE/studentsrvcs/re-enroll-detention.pdf

BACKGROUND READING

- JustChildren. (Nov. 2004). *A summary of best practice in school re-entry for incarcerated youth returning home.* A submission to the Virginia Commonwealth Board of Education. Charlottesville, VA: Legal Aid Justice Center. http://www.justice4all.org/files/public/Publications/A_Summary_of_Best_Practices_in_School_Reentry,_A_Report_by_the_JustChildren_Program_of_the_Legal_Aid_Justice_Center_(November_2004).pdf
- National Juvenile Justice Network. (2006). *Virginia: Improved re-entry for youth exiting detention!* http://www.njjn.org/victories.html
- Sampson, Z. C. (2006). *Agencies required to plan for offenders' school re-enrollment.* http://www.justice4all.org/files/news/Articles/2006-01-11_Associated_Press_-_Agencies_Required_to_Plan_for_Offenders_School_Re-enrollment.pdf
- Stephens, R.D., & Arnette, J.L. (Feb. 2000). *From the Courthouse to the Schoolhouse: Making Successful Transitions.* Juvenile Justice Bulleting. OJJDP. http://www.ncjrs.gov/pdffiles1/ojjdp/178900.pdf