

# Reaching and Serving Students with Disabilities in Juvenile Justice

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Thanks for joining us today.  
We're glad you're here.



Center for Parent Information  
& Resources



Resources for Access,  
Independence, Self-Advocacy  
& Employment

## Agenda for Today's Webinar



- Welcome and Introduction | *Peg Kinsell & Debra Jennings*
- How ESSA Changes Impact JJ-Involved Youth | *Kate Burdick, Esq.*
- Questions and Conversation
- Reaching and Serving Youth in Juvenile Justice | *Parent Center Activities*
- Resources on working with JJ-Involved and their families | *Lisa Kupper*

CPIR/RAISE Webinar for Parent Centers

# Reaching and Serving Students in Juvenile Justice

## Amendments to Title I, Part D

*The **National Resources for Advocacy Independence Self-determination and Employment (RAISE) Technical Assistance Center** is a SPAN project in collaboration with the seven (7) RSA-funded Parent Training and Information Centers. RAISE products and services are also available to the network of OSEP Parent Centers through the Center for Parent Information and Resources (CPIR), [www.parentcenterhub.org](http://www.parentcenterhub.org).*

# Our Presenter: Kate Burdick



**Juvenile Law Center - [www.jlc.org](http://www.jlc.org)**

## **Legal Center for Youth Justice and**

**Education:** National collaboration of Southern Poverty Law Center, Juvenile Law Center, Education Law Center-PA, and the American Bar Association Center on Children and the Law. Our mission is to ensure that all children in the juvenile and criminal justice systems can access their right to a quality education.



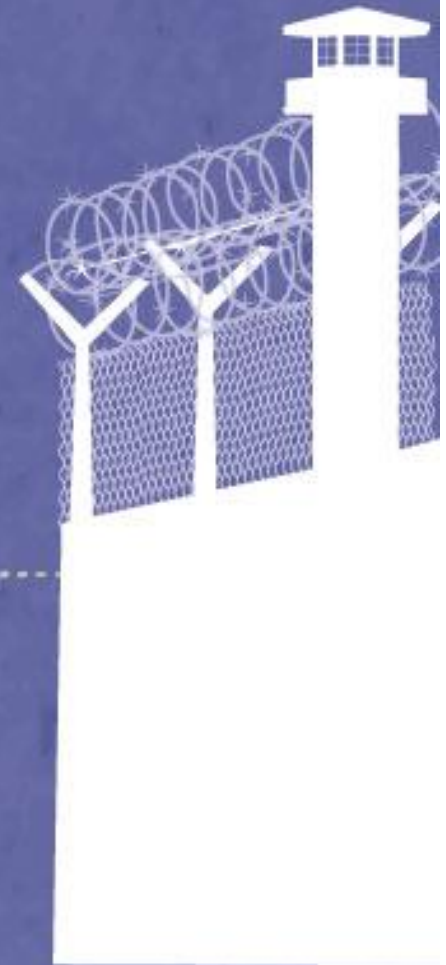
## KIDS WITH DISABILITIES

Are entering the  
juvenile justice  
system at a rate

**5 TIMES**

higher than

YOUTH IN THE GENERAL POPULATION



<http://www.colorlines.com/content/infographic-disability-criminality>

# Children in the Juvenile Justice System are Struggling Academically

- Disproportionate need for special education services (estimates as high as 77.5%)
- In juvenile correctional facilities, nearly 4x as many youth w/ special education as compared to national average of students w/ disabilities.
- Below grade level
  - 2/3 in state institutions below grade level in math & reading
  - 44% in local JJ facilities below grade level in math & reading

# Reentry Struggles

**2/3 of students  
drop out**



- “When I left a juvenile justice facility and returned home, I was only one credit away from graduating...Unfortunately...my public school said that they would not accept my credits and that I would have to go back to 9<sup>th</sup> grade or take GED classes.”
- “After I left my placement, I tried to re-enroll in my community school, but was told that I would be denied entry because I had been ‘truant.’”



Getting started...

Relationships are  
the key





# Title I, Part D Amendments

- What the Every Student Succeeds Act Means for Youth in the Juvenile Justice System:

[http://www.jlc.org/sites/default/files/ESSAJJ\\_Factsheet\\_Final\\_WebinarVersion\\_Jan262016.pdf](http://www.jlc.org/sites/default/files/ESSAJJ_Factsheet_Final_WebinarVersion_Jan262016.pdf)

What the “Every Student Succeeds Act” Means for Youth in and Returning from the Juvenile Justice System

**Q: What is the Every Student Succeeds Act?**

On December 10, 2015, President Obama signed into law the *Every Student Succeeds Act* (ESSA). The ESSA reauthorizes the Elementary and Secondary Education Act, the key federal law governing K-12 education, originally signed into law in 1965, and last reauthorized as No Child Left Behind in 2002. The ESSA is the first major overhaul of the federal elementary and secondary education law in over a decade. Among its many new provisions, the law now requires states to ensure certain new protections for students in and returning to the community from the juvenile justice system.

**Q: Why were provisions regarding youth in the juvenile justice system included in the ESSA?**

Young people involved in and returning from the juvenile justice system are some of the country’s most educationally disadvantaged students. Research shows they are chronically behind in school, and approximately two out of three young people returning from the juvenile justice system drop out.<sup>1</sup> Important new provisions included in the ESSA will help support and improve access to education inside correctional facilities. Additionally, for young people placed in correctional facilities or institutions for neglected or delinquent children and youth, the new provisions will support their positive reentry into the community.

**Q: What is Title I, Part D of the ESSA?**

Title I, Part D has three broad goals to:

<sup>1</sup> Southern Education Foundation, *Just Learning: The Imperative to Transform Juvenile Justice Systems into Effective Educational Systems—A Study of Juvenile Justice Schools in the South and the Nation 18* (2014) (internal citations omitted), <http://www.southerneeducation.org/getattachment/cf39e156-5992-4050-bd03-fb34cc5b7e3/Just-Learning.aspx>.

January 2016

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# Title I, Part D Amendments



The National Technical Assistance Center for the Education of  
Neglected or Delinquent Children and Youth

<http://www.neglected-delinquent.org>

Fast Facts Web pages present national and State longitudinal data on funding, program types, and student demographics for children and youth who are neglected, delinquent or at-risk and enrolled in Title I, Part D, Subpart 1 and Subpart 2 programs.

Nationally in 2013-2014:

Subpart 1: **31% students with disabilities**

Subpart 2: **24% students with disabilities**

## Title I, Part D

### 3 broad goals:

- Improve educational services in **institutions**
- Improve youth **transition** between institutionalization to further schooling or employment
- Prevent **dropout**

# Educational Assessment

Educational assessments  
when youth enter a juvenile  
justice facility

“when practicable”

# Records Transfer

Correctional  
facilities  
work w/youth's  
family & LEA

ensure academic  
records & plans  
re: continuation  
of ed. services for  
youth are shared

and transfer with  
the youth to the  
facility

# Reentry Planning: “Think Exit at Entry”

Correctional  
facilities must work  
w/ LEA

coordinate ed  
services

minimize disruption  
to a youth's  
education when  
he/she exits facility

# Credit Transfer

SEAs must ensure timely transfer of credits earned in JJ placements.

# Timely and Appropriate Re-enrollment

Timely re-enrolled in school or program that best meets student's needs

Programs to facilitate transition for reentering youth



# Ed. Opportunities at Reentry

Opportunities for credit-bearing coursework.

Forge partnerships w/ higher ed or businesses to facilitate post-secondary & workforce success.

# HS Diploma

Prioritize traditional HS diploma

LEA accountability

Track # youth who graduate on time.

# Other Provisions

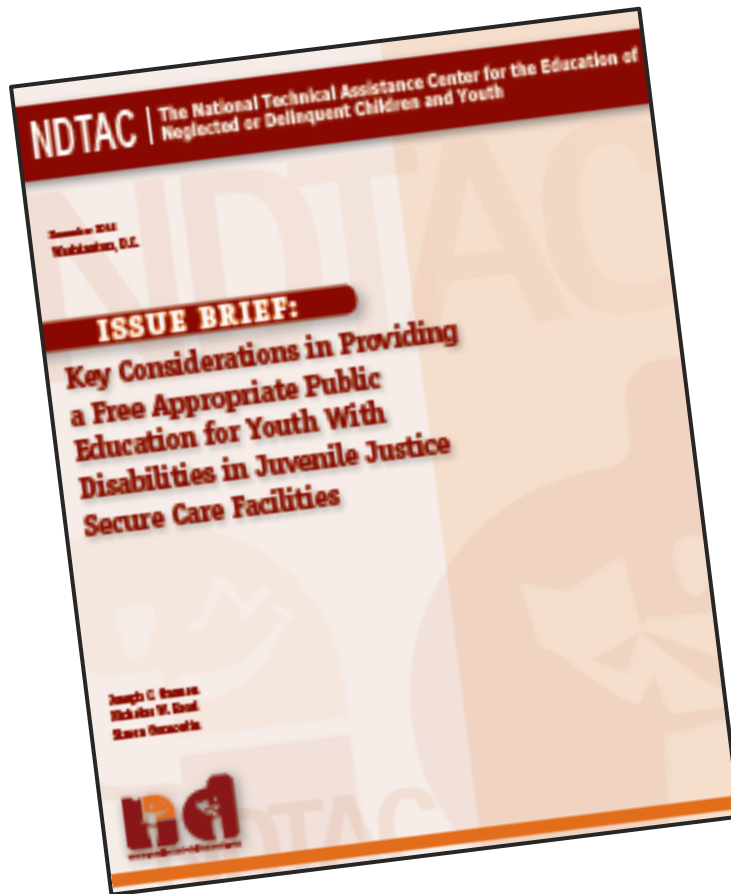
Family involvement

Students in tribal institutions

Dual-status youth

Definition of “at-risk” youth

# Other laws!



<http://www.neglected-delinquent.org/resource/ndtac-issue-brief-key-considerations-providing-free-appropriate-public-education-youth>

# More Resources

Find out more at <http://jlc.org/current-initiatives/protecting-incarcerated-youth/access-quality-education>

national juvenile justice and education listserv!

Coming soon... Blueprint for Change

# Contact Information

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Kate Burdick  
Staff Attorney  
Juvenile Law Center

[kburdick@jlc.org](mailto:kburdick@jlc.org)

[www.jlc.org](http://www.jlc.org)

# Questions?



# Reaching and Serving Youth in Juvenile Justice Systems

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- How are you working with youth involved with Juvenile Justice?



# Reaching and Serving Youth in Juvenile Justice Systems

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- What can we do to assist your efforts moving forward?

# Resources You Can Find on the Hub

## Handout | Reaching and Serving Students with Disabilities in Juvenile Justice



September 2016

*A handout to accompany RAISE and CPIR's webinar on Students with Disabilities in Juvenile Justice*

- Listen to the webinar *(coming soon)*

This handout expands upon the information provided in the September 20, 2016 webinar on reaching and serving students with disabilities in juvenile justice. Here, you'll find connections to resources from:

- Federal Agencies
- Centers on Juvenile Justice
- Parent Centers
- Other Organizations and Entities



<http://www.parentcenterhub.org/repository/webinar-handout-jj/>

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Complete the webinar evaluation at:

<http://survey.constantcontact.com/survey/a07ed8dh2xlitbnsj7f/start>