Reaching and Serving Students with Disabilities in Juvenile Justice

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

Center for Parent Information 
& Resources

RAISE
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.
Our Presenter: Kate Burdick

Juvenile Law Center - 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 9th 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:
  
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
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/resouce/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

Kate Burdick
Staff Attorney
Juvenile Law Center

kburdick@jlc.org
www.jlc.org
Questions?
Reaching and Serving Youth in Juvenile Justice Systems

• How are you working with youth involved with Juvenile Justice?
Reaching and Serving Youth in Juvenile Justice Systems

• 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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http://survey.constantcontact.com/survey/a07ed8dh2xlitbnsj7f/start