

What ESSA Means for Youth in the Juvenile Justice System



Amendments to Title I, Part D

June 23, 2016

Kate Burdick, Juvenile Law Center
Legal Center for Youth Justice and Education

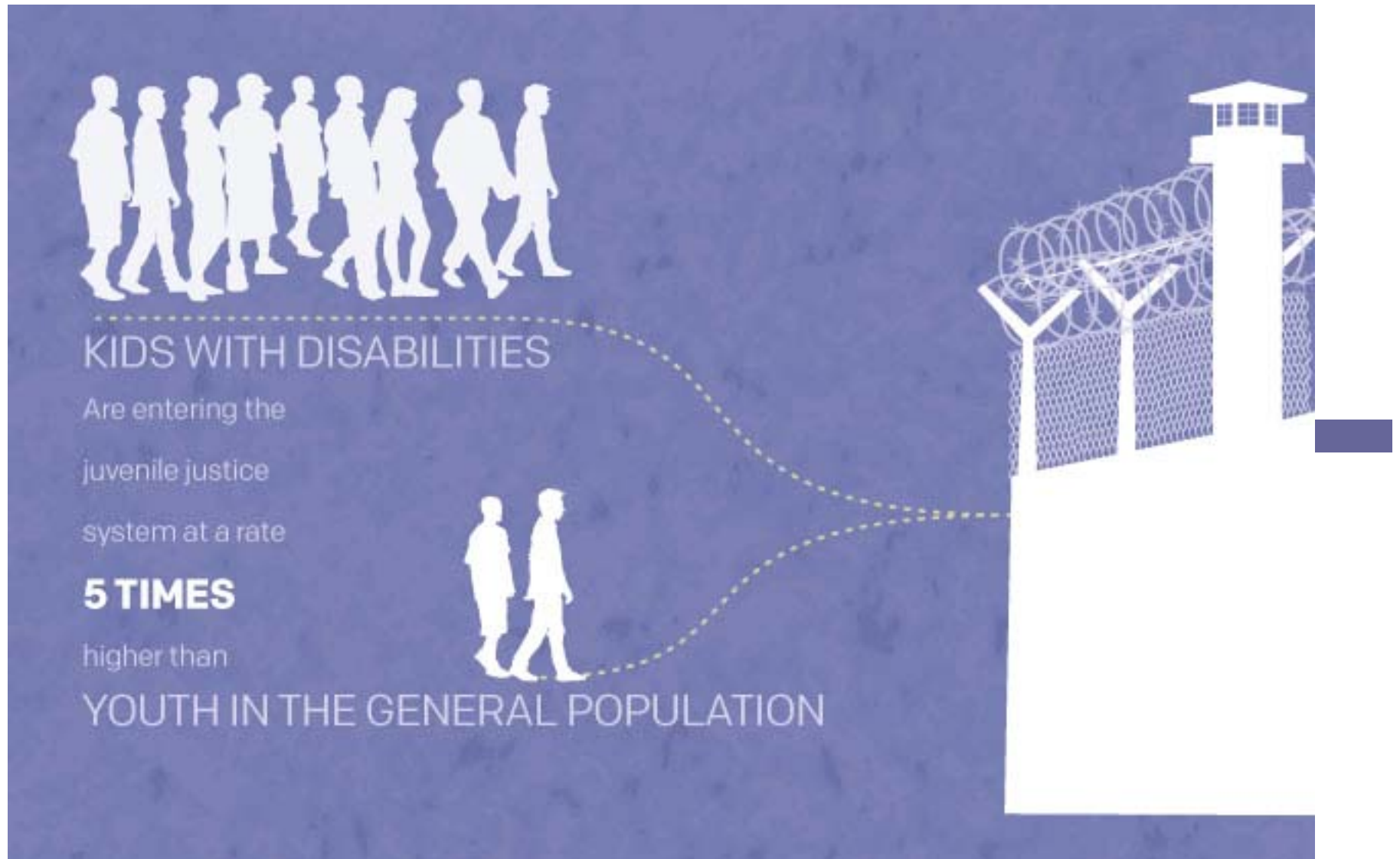
About Us



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.



<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 4 times 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

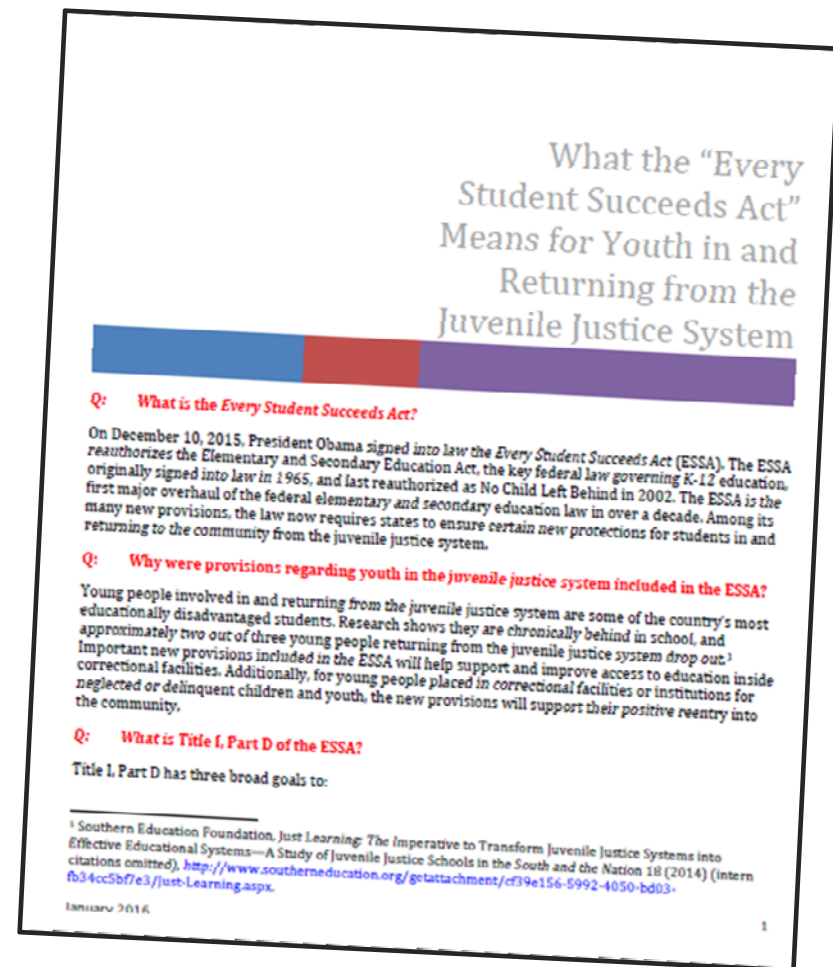


- ❑ “When I left a juvenile justice facility and returned home, I was only one credit away from graduating...Unfortunately...my public school said that they would not accept my credits and that I would have to go back to 9th grade or take GED classes.”
- ❑ “After I left my placement, I tried to re-enroll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

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_FinalWebinarVersion_Jan262016.pdf



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

- ❑ State agencies must establish procedures for youth to be assessed to identify educational needs when they enter a juvenile justice facility, “when practicable.”

Records Transfer

- Correctional facilities must work w/youth's family & LEA to ensure academic records & plans re: continuation of ed. services for youth are shared and transfer with the youth to the facility.

Reentry Planning

- Correctional facilities must work w/ LEA to coordinate educational services so as to 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

- ❑ SEAs must establish procedures to ensure youth leaving correctional facilities are timely re-enrolled in school or program that best meets student's needs
- ❑ LEAs must offer programs to facilitate transition for reentering youth



Ed. Opportunities at Reentry

- ❑ SEAs must provide opportunities for youth to participate in credit-bearing coursework.
- ❑ As appropriate, local agencies should forge partnerships w/ higher ed or businesses to facilitate post-secondary & workforce success.

HS diploma

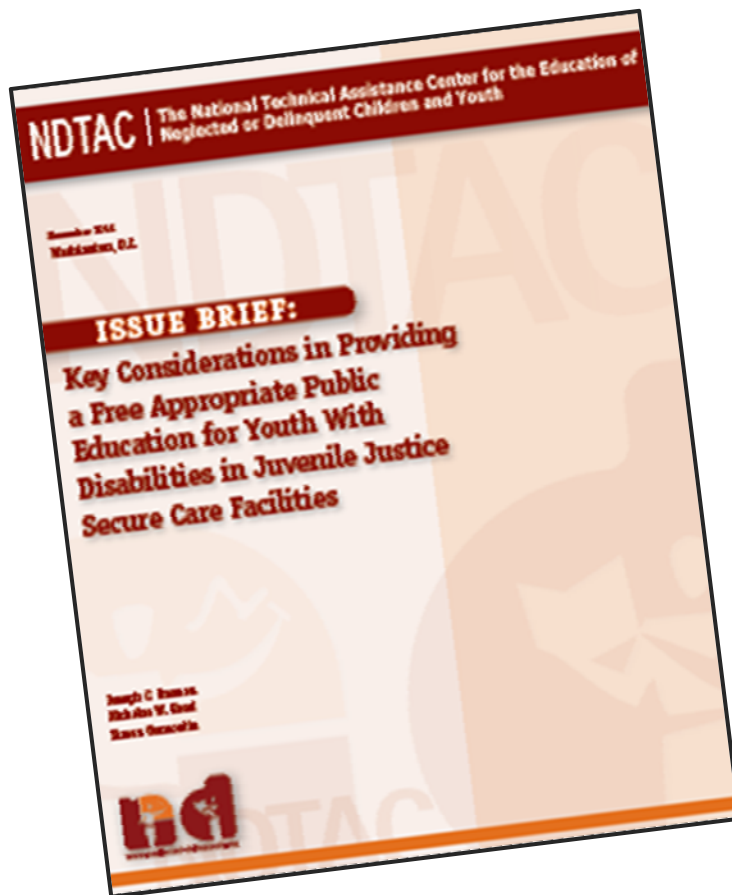
- ❑ SEAs and correctional facilities must assist youth in obtaining a traditional HS diploma.
- ❑ LEA accountability
- ❑ States and local jurisdictions must track # youth who graduate on time.



Other provisions

- ❑ Family involvement
- ❑ Students in tribal institutions
- ❑ Dual-status youth
- ❑ Definition of “at-risk” youth

Resources



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

Contact Information

Kate Burdick

Staff Attorney

Juvenile Law Center

kburdick@jlc.org

www.jlc.org



Email me to join our free national juvenile justice and education listserv!