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# Voices from the Field: Transition Tools for Preparing for Youth Community Reentry

A Supplement to the NDTAC Transition Toolkit:  
Meeting the Educational Needs of Youth Exposed  
to the Juvenile Justice System

[www.Neglected-Delinquent.ed.gov](http://www.Neglected-Delinquent.ed.gov)



THE  
NATIONAL TECHNICAL  
ASSISTANCE CENTER  
FOR  
THE EDUCATION OF  
NEGLECTED OR DELINQUENT  
CHILDREN & YOUTH

## **About the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk**

The mission of the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-risk (NDTAC) is to improve educational programming for youth who are neglected or delinquent. NDTAC's legislative mandates are to develop a uniform evaluation model for State Educational Agency (SEA) Title I, Part D, Subpart 1 programs; to provide technical assistance to states in order to increase their capacity for data collection and their ability to use those data to improve educational programming for youth who are neglected or delinquent; and to serve as a facilitator among different organizations, agencies, and interest groups that work with youth in neglect or delinquent facilities. For more information on NDTAC, visit the Center's website at <https://neglected-delinquent.ed.gov>.

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# Introduction

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Embarking on youth reentry to the public school system from a secure care setting can be complex and should include a multifaceted approach for helping youth and their families reach success. Achieving long lasting outcomes requires cross-agency collaboration to ensure that all voices are heard, resources are shared, communication is a standard and continued practice, and shared strategic plans are developed. State coordinators, State Education Agencies (SEAs); Local Education Agencies (LEAs); and juvenile justice, workforce, substance misuse and mental health, healthcare, and child welfare agencies should strive to provide high-quality services for youth and families, including:

- Identifying transition services and resources
- Coordinating systems services
- Sharing information
- Establishing guidelines for successful movement between facility, group home, family and community
- Implementing process and outcome measures to use for continuous quality improvement
- Improving public safety

## This Supplement

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For this supplement, NDTAC State coordinators provided direct insight on helpful transition tools that will help practitioners to plan for and oversee the provision of transition services for youth transitioning from facilities and returning to their families and communities. It is designed to enhance the NDTAC [Transition Toolkit 3.0: Meeting the Educational Needs of Youth Exposed to the Juvenile Justice System](#) by providing recently released resources on youth reentry, sharing successful strategies, and identifying existing resources in use among states that address the greatest challenges and most critical needs for the individuals doing this work.

Throughout discussions with State coordinators, content-area themes for resources emerged. These include coordination and collaboration; youth, family, and community engagement; safe and supportive learning environments; and comprehensive teaching and learning. The information in this supplement is organized to provide resources related to general principles of youth transition along these content areas.

# General Principles of Reentry and Related Resources

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Several resources exist that offer national guidelines and recommendations for designing systems that provide comprehensive transition services that promote successful outcomes for youth.

- ✓ The [Correctional Education Guidance Package](#) is designed to assist States and jurisdictions in providing education and related services and to emphasize the importance of correctional education<sup>i</sup>. This resource identifies five [Correctional Education Guiding Principles](#), which emphasize understanding students' individual needs and the need for various levels of supports for all youth.
- ✓ The National Governor's Association [State Strategies to Address the Needs of Justice-Involved Youth Impacted by Collateral Consequences](#). This resource discusses collateral consequences for youth involved in the juvenile justice system and highlights key policy strategies for Governors' offices to consider in addressing this issue.
- ✓ The [2020 Federal Youth Transition Plan](#) is a resource provided by the Federal Partners in Transition (FPT), a workgroup with representatives of several federal agencies involved in promoting inclusive service delivery for transitioning youth with disabilities from school into postsecondary education, the workforce, and independent living. FPT has created a [Fact Sheet](#) that describes this resource and its purpose.
- ✓ The Office of Special Education Programs (OSEP) Ideas that Work Website has several toolkits available, such as the [Improving Outcomes for Youth with Disabilities in Juvenile Corrections](#). The [topical issues](#) section of the site shares information on college and career readiness standards, family engagement, continuity of learning during Covid 19, positive supports for behavior and discipline, and many other pertinent topics.
- ✓ Federal agencies and non-profit organizations whose websites offer a range of valuable information include: the [National Reentry Resource Center](#) (NRCC) Office of Juvenile Justice and Delinquency Prevention: [OJJDP's Model Programs; and Youth.Gov](#).

## Impact of Covid-19 Pandemic

Since the release of the [Transition Toolkit](#), our world has been dramatically altered by Covid-19. This crisis proved especially difficult for secure adult and juvenile facilities. With research showing that justice-involved youth are more likely to be in poorer health and higher risk of infections than their non-system involved counterparts<sup>ii</sup>, it seems imperative that we learn how to reduce confinement and the risks related to such a potentially devastating public-health crisis.

New ways of maintaining contact with families and communities required ingenuity and vision. The resulting innovations that emerged included more virtual opportunities than had been permissible in the past. For additional information about lessons learned (e.g., virtual visitations, online career development) from the pandemic, see resources such as:

- ✓ [COVID-19 Practice, Policy & Emergency Protocols in State Juvenile Facilities](#) from the Council of Juvenile Justice Administrators
- ✓ [Juvenile Justice Priorities Before and After the Covid-19 Pandemic](#) from the Annie E. Casey Foundation
- ✓ [Recommendations for Youth Justice Systems During the Covid-19 Emergency](#) from the Youth Correctional Leaders for Justice
- ✓ [Guidance for Juvenile Justice Facilities During Covid-19 Pandemic](#) from the Office of Juvenile Justice and Delinquency Prevention (OJJDP)

## Youth with Disabilities

Several key resources provide specific feedback and guidance on how to best serve youth with disabilities. In addition to resources offered in the [Transition Toolkit](#), you can explore [Improving Outcomes for Youth with Disabilities in the Juvenile Corrections Transition and Reentry Topical Brief](#). This resource identifies three key principles of effective transition services:

- Transition planning begins at facility intake.
- Family involvement is prioritized.
- Aftercare services are coordinated for optimal results.

The OSEP Ideas that Work Website has two toolkits that address students with disabilities and using universal design for learning. Each of these resources provide models, technical assistance products, institutional practices and even resources for parents:

- ✓ [Tool Kit on Teaching and Assessing Students with Disabilities](#)
- ✓ [Tool Kit on Universal Design for Learning \(UDL\)](#)

## Dual Status/Crossover Youth

As noted in the [Transition Toolkit](#), the goal of the Robert F. Kennedy National Resource Center for Juvenile Justice (RFK NRCJJ) and the Models for Change Initiative (3rd ed.) of the [Guidebook for Juvenile Justice and Child Welfare System Coordination and Integration](#) is to help practitioners achieve useful integration and cooperation between child welfare and juvenile justice systems. Although this resource is no longer updated regularly, it contains valuable information.

The Dual Status Technical Assistance Workbook, also from RFK NRCJJ, shares practical guidance for practitioners to improve outcomes for dual status youth and families and to enhance system performance among critical youth and family-serving agency partners. Both resources provide comprehensive and detailed processes to follow when building an effective educational system that meets the needs of dual system/crossover youth.

## Transition Age Youth

Since the release of the [Transition Toolkit](#), ages youth to 16 through 25 years – have increased significantly in the juvenile justice system due to the “raise the age” initiative. There are only three states that have not yet increased the age of majority<sup>iii</sup>. This age group is a particularly vulnerable population of system-involved youth, as they experience the highest rates of mental health problems<sup>iv</sup> and face numerous transitions in their life roles during this time.

Though the predominant focus of the juvenile justice system is on adolescents, a significant number of justice-involved youth fall into the developmental period known as the transition age<sup>v</sup>. Given the large number of transition age youth involved with the juvenile justice system, it is important for the system to be well-informed about the significant changes in educational, vocational, and relational roles, including reduced family influence and changing social networks inherent to this age group<sup>vi</sup>. This developmental period poses challenges for even the most well-adjusted youth as they make long-term decisions about careers and move from their family of origin to more independent living situations<sup>vii</sup>.

For more information about services for transition age youth see the [Juvenile Justice, Mental Health and the Transition to Adulthood](#)<sup>viii</sup>.

Key information contained in this resource include for this age group include:

- Mental health struggles for juvenile justice system transition age youth
- Critical issues facing these youth
- Specific issues related to incarceration and reentry for these youth
- Evidence-based promising practices and policies within and across the juvenile justice system and specific domain areas
- Specific recommendations to better serve this age group

Since funding streams change frequently, you may refer to the resource [transition age youth](#) on [youth.gov](#) to stay abreast of current funding opportunities. An innovative approach to funding transitional services through Pay for Success initiatives for transitional age youth shows promise. See [Improving Outcomes for Transitional Youth](#) for more information.

# Key Focus Areas for Effective Transition Services

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This supplement organizes information and resources along four content areas with subtopic areas within each. During discussions with NDTAC State coordinators, each of these areas and their related subtopics were identified as important areas where discussion, training, and knowledge exchange is needed to be effective in their work.

- **Focus 1:** Coordination and collaboration
- **Focus 2:** Youth, family, and community engagement
- **Focus 3:** Safe and supportive learning environments
- **Focus 4:** Comprehensive teaching and learning

To learn more about state programs, resources, or tools presented in this Supplement, visit the [State Contact List](#) on the NDTAC website for State coordinator contact information.

## Focus 1: Coordination and Collaboration

**Youth transitions are most effective when various agencies, stakeholders, and community resources communicate, collaborate, and coordinate with one another about youth goals, objectives, juvenile programs, and educational services.**

State coordinators noted how collaboration of multi-systems and agencies can be difficult to coordinate. Some common, but significant challenges that occur during these efforts include:

- Information sharing
- Interagency collaboration
- Relationship building
- Strategies and best practices for mental health
- Policy and legislation



## Information Sharing

An informative resource on information sharing is the Promote Prevent [Information Sharing](#) website. This site provides information to help schools and community agencies share information about youth involved in multiple systems. While not specific to transition services, it provides a look at the laws impacting sharing, methods, and resources to govern sharing. The discussion and identification of the various laws impacting the legalities of sharing information is critical to successful process implementation. Several states have implemented strategies to ensure students, education agencies, and their families have access and can share information. States address the sharing of information through various strategies, such as the creation of transition binders or portfolios for each student, which includes resumes, transcripts, and testing results. Other states have equipped state or local transition specialists with databases or given them access to state level record keeping systems. See Table 1 below for other strategies employed by states.

**Table 1. Information Sharing**

- West Virginia transition specialists share a live database that contains important student information for facilities when students go from one facility to another.
- Transition specialists in West Virginia have access to the statewide educational recording keeping system, which provides them with up-to-date information.
- New Jersey creates resource binders with key academic information for all students.

See the [State Contact List](#) on the NDTAC website for State coordinator contact information.

## Interagency Collaboration

[Achieving Cross System Collaboration to Support Young People in the Transition Years](#) is a valuable resource highlighting the need for cross-system collaboration and provides strategies for how to approach this. The [Collaborating for Successful Reentry](#) provides practical information, including strategies and programs, to help youth reentering the community, remove barriers to success, and ultimately increase their chances for more positive outcomes.

Several states have implemented transition specialists. These specialists are either employed at the state level or local level and their primary purpose is to facilitate the seamless delivery of educational services for youth during transition. They often work with other state’s programs to “check and connect” or to bolster wrap-around services. Several states have created handbooks or guides to help various stakeholders understand the transition process and their roles within. See Table 2 for more information.

**Table 2. Interagency Collaboration**

- Montana created a Title I, Part D Grantee handbook and developed a student-transition planning tool for use by grantees.
- Montana takes a purpose-driven approach to fostering a spirit of collaboration across and within state agencies to support the whole child.
- Washington developed a guide to supporting students in foster care.
- Washington developed an Education Advocate (EA) Program Manual including a theoretical framework, EA model, and effective reentry programming.
- Washington created an institutional EA handbook for individuals supporting youth within the facilities.
- When a youth is set to transition to a local school district, Oregon State coordinators connect with multiple local resources, such as financial, housing, and mental health agencies.
- Iowa created a Youth Development Council interagency collaboration that includes youth and key policymakers.

See the [State Contact List](#) on the NDTAC website for State coordinator contact information.

## Relationship Building

Relationship building is the foundation of effective reentry services and a key to relationship building is knowing who your counterparts are and presenting information about the value of collaboration and coordination in their colloquial terms. Resources such as the colleague letters contained in the [Guiding Principles](#) are valuable tools when building relationships. See these examples for letters related to [IDEA](#) and [Pell Grants](#). Table 3 offers key strategies that states employ.

## Hearing From the Field

*“The relationships we have with the directors and teachers in our programs are a key resource. It all comes from will and connection.”*

**Table 3. Relationship Building**

- The Kentucky state department of education hosts a yearly transition summit for grantees and staff involved in Title 1, Part D work.
- Kentucky coordinates with the Career and Technical Education program at the state level. Educators have started including more CTE programming, such as fiber optics.
- Kentucky hosts an education passport conference for all students.
- Oregon focuses on building relationships with local school districts where youth will be transition to and updated their Behavioral Support Plan with re-enrollment schools.

See the [State Contact List](#) on the NDTAC website for State coordinator contact information.

## Strategies and Best Practices for Mental Health

SAMSHA's [Reentry Resources](#) is for agencies, policymakers, individuals, and communities related to the mental health needs of justice-involved youth. The Council of State Governments (CSG) [Justice and Mental Health Collaboration Program](#) provides general information and resources on meeting the needs of justice-involved youth with mental health needs. A key CSG resource, [How to Use an Integrated Approach to Address the Mental Health Needs of Youth in the Justice System](#), provides details and identifies the roles that each stakeholder may play when addressing the mental health needs of justice-involved youth during confinement and upon reentry into the community.

## Policy and Legislation

States have passed numerous pieces of legislation regarding the provision of educational services for youth transitioning back to their communities and have related policies within their state systems that provide services for these youth. See Table 4 for example laws and policies used by states.

**Table 4. Policy and Legislation**

- The Kentucky state department of education hosts a yearly transition summit for grantees and staff involved in Title 1, Part D work.
- Kentucky coordinates with the Career and Technical Education program at the state level. Educators have started including more CTE programming, such as fiber optics.
- Kentucky hosts an education passport conference for all students.
- Oregon focuses on building relationships with local school districts where youth will be transition to and updated their Behavioral Support Plan with re-enrollment schools.

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## Focus 2: Youth, Family, and Community Engagement

**Family, youth, and community engagement are essential to achieving successful outcomes.**

Several challenges to engagement across these three key groups include:

- Involvement of family
- Youth perspective/youth empowerment
- Early transition planning
- Length of transition
- Community services

### **Involvement of Family**

There are numerous resources that provide guidance and strategies for meaningfully engaging families in the reentry process for justice-involved youth. OJJDP provides information on [Youth Reentry and Family Engagement](#). OJJDP's [In Focus Brief](#) on youth reentry and family engagement talks about the Second Chance Act and describes OJJDP's response to transition services for justice-involved youth.

NDTAC offers a [Family Engagement Toolkit](#) designed for facility and school administrators with tools that can be adapted to states needs to promote family involvement in a facility school. Several states require their educational transition specialists be present in child and family team meetings and even youth parole hearings. Other strategies and resources are listed in Table 5.

**Table 5. Involvement of Family**

- Washington developed a guide for families for working with schools and understanding areas of school discipline.
- Washington developed a guide for families for working with schools and understanding special education.
- Texas allows for LEAs to determine what family engagement looks like for subpart 2.

See the [State Contact List](#) on the NDTAC website for State coordinator contact information.

## Youth Perspective/Youth Engagement

Meaningful and authentic youth engagement require understanding and respecting how youth like to be engaged rather than how others “think” they should be engaged. There are several resources that describe meaningful youth engagement. Specific to reentry, OJJDP’s [Reentry Starts Here: A Guide for Youth in Long-Term Juvenile Corrections or Treatment Programs](#) is a toolkit for youth in long term facilities that details the process of preparing for reentry from the initial placement to their release back into the community.

A key premise of authentic engagement of youth involves asking the youth about their experiences and incorporating that information in quality assurance strategies. OJJDP’s [What Young People Say Matters](#) analyzes survey responses of system-involved youth about their current experiences, quality of life, preparations for reentry, and outlook for their futures. This resource is an example of how to meaningfully engage youth and ways to use that information to guide strategies and policies. Organizations like [Empowering Youth, Exploring Justice](#) provide opportunities for engaging and empowering youth to advocate for change. [Respect Youth Stories](#) provide toolkits for ethically engaging in youth justice storytelling. Many states actively engage and include youth voice within their facilities and the community. See strategies in Table 6.

### Hearing From the Field

*“We need to continually hear from the youth we serve, giving them a voice, to help reduce stigma and advocate for their success!”*

**Table 6. Youth Perspective and Youth Engagement**

- Oregon practitioners talk directly to students to better understand what is important for practitioners to know about student experiences.
- Oregon Student Council gives voice as well as skill building to students.
- Iowa has a “Talking Wall” program with the Department of Human Rights where they meet with all youth in state care and discuss what they need to be successful.

See the [State Contact List](#) on the NDTAC website for State coordinator contact information.

## Early Transition Planning and Length of Transition

As mentioned above, OJJDP’s [Reentry Starts Here](#) and Juvenile Justice Information Exchange [Reform Trends](#) stresses the importance of preparing for the transition from a facility early on in a youth’s stay. Best practices in length of transition in the community-based aftercare plan recommend no longer than 120 days<sup>ix</sup>.

## Community Services

In 2019, the Annie E. Casey Foundation released the [Collaborating for Successful Reentry: Practical guide to support justice-involved young people returning to the community](#) to assist juvenile justice and social service professionals in supporting re-entering youth after confinement or court-ordered out-of-home placement. This resource shares model programs, documents anticipated outcomes for youth, and provides strategies to meet the multifaceted needs of justice-involved youth. There are multiple strategies and resources that states use to actively engage community service providers, including assigning mentors and transition specialists to continue to work with youth through enrollment in traditional education programs (see Table 7).

**Table 7. Community Services**

- West Virginia increased the number of mentors for youth.
- Utah developed a check-and-connect mentoring service for youth in care in the education systems.
- General discussion among State coordinators highlighted the implementation of Individual Learning Plans that allows students to keep up with their learning courses as they transition.

See the [State Contact List](#) on the NDTAC website for State coordinator contact information.

## Focus 3: Safe and Supportive Learning Environments

**Fostering and maintaining positive and supportive learning environments for youth and those supporting them is essential to successful transition. Juvenile justice settings should provide access to the curricula that meet youth individualized goals and align with state standards.**

Key challenges in ensuring safe and supportive learning environments include:

- Career training opportunities
- “Warm hand off” between programs
- Special education needs and services

### Career Training Opportunities

In 2016, the U.S. Department of Education, Office of Career, Technical, and Adult Education launched the Juvenile Justice Reentry Education Program: Opening Doors to College and Careers through Career

and Technical Education (Juvenile Justice-REP) in response to the education and employment challenges that justice-involved young people faced. The resource resulting from that initiative, the [Juvenile Justice Reentry Education Program: Tools and Resources for Designing and Implementing Juvenile Justice Reentry Education Programs](#) details the enhanced career and technical education programs at four sites, including existing education-related interventions for students involved in the juvenile justice system.

Enhancements discussed include:

- Developing or strengthening multisystem partnerships of stakeholders with the authority and ability to develop and implement reentry education programs
- Building comprehensive career and technical education programs that meet students’ needs for academic and social supports and the needs for skills and credentials that are in demand in the labor market
- Enhancing students’ engagement in long-term planning for jobs that offer career advancement and economic mobility

Of importance, the various strategies used by the grantees can be offered in programs at any decision point — whether adjudication, confinement, or aftercare — of the reentry system. Table 8 provides career training strategies and resources.

**Table 8. Career Training Opportunities**

- State coordinators discussed the utility of using of virtual reality equipment to start training youth and connect with trade unions to help youth secure jobs.
- Utah employs educational advocates for major secure care facilities and two communities.

See the [State Contact List](#) on the NDTAC website for State coordinator contact information.

## “Warm Hand-off” Among Programs

Successful strategies for the warm hand-off involve aspects of collaboration and coordination, such as information sharing and relationship building; comprehensive teaching and learning, such as communicating credits; and even youth, family, and community engagement, such as community services. Visit these sections of the [Transition Toolkit](#) for further information and resources related to these topics. Table 9 provides an example of a program that has developed a warm hand-off strategy.

## Hearing From the Field

*“In house we plan for transition needs early by communicating with our Special Education Office and Student Supports Services Office to develop transition needs assessment for our facilities that can guide youth transition from placement to placement. We also hope to have an annual statewide conference to for program directors and staff to discuss educational needs and transition quality for youth and their families.”*

Table 9. Warm Hand-off Among Programs

- New York City developed a process where home districts cannot unenroll their students. Home districts must take ownership when students are released.

See the [State Contact List](#) on the NDTAC website for State coordinator contact information.

## Special Education Needs and Programs

See the Youth with Disabilities section within the [Transition Toolkit](#) for more information on special education needs and related programs and resources. Table 10 provides example strategies.

Table 10. Special Needs and Services

- New York Special Education Division is developing a needs assessment for state facilities to hold a statewide conference for program directors and staff.

See the [State Contact List](#) on the NDTAC website for State coordinator contact information.

## Focus 4: Comprehensive Teaching and Learning

**Creating a high-quality educational system does not just apply to youth. It also applies to educators, community service workers, families, and facility staff tasked with managing transition services, and others that support youth before, during, and after transition.**

To build a high-quality education program designed to promote positive outcomes, staff training and professional development must be provided. Adequate training opportunities for youth and others



supporting them are needed to ensure that the continuum of transition services is available and effective. Communication lies at the core of these opportunities. This communication is critical to ensure youth receive appropriate credit for their educational endeavors inside secure care facilities. There were several significant challenges within this category. These include:

- Staff professional development and staff transition role
- LEA training
- Communicating credits
- Rights of neglected and delinquent youth
- Using performance and outcome data
- Compliance monitoring

### **Staff Professional Development and Staff Transition Role**

General information on the role of a State coordinator may be found on the NDTAC website. Specifically, the [State Coordinator’s Handbook and Training Modules](#) are both excellent resources for new and seasoned State coordinators. The [State Coordinator’s Handbook](#) updated in 2022 is designed to:

- Train new State coordinators and administrators of Title I, Part D (TIPD) programs on their purpose and operational structure
- Outline key responsibilities of the TIPD State coordinator position.
- Illustrate the relationship between program requirements and TIPD State coordinator responsibilities.

Another resource, the [State Coordinator Training Module](#) provides real time instruction on the duties and responsibilities of State coordinators.

Also, previously mentioned in the community services section of the Youth, Family and Community Engagement focus area, the [Collaborating for Successful Reentry: Practical guide to support justice-involved young people returning to the community](#) was created to assist juvenile justice and social service professionals who support re-entering youth after their confinement or court-ordered out-of-home placement. Table 11 provides strategies and resources for staff professional development and developing a staff transition role.

### **Hearing From the Field**

*“Hiring and sustaining staff specifically to support the successful transition of youth is key to assist with the movement from facility to society.”*

**Table 11. Staff Professional Development and Staff Transition Role**

- Education, Transition, Career Advocates (ETCA) for major secure care facilities and two RTC communities in Utah have this position.
- New Jersey Developed a Brief Transition Resource Guide in 2017.
- State coordinators discussed the importance of requiring a transition coordinator position and not just recommended as a best practice.
- Oregon increased the development of resources.
- West Virginia has 18 transition specialists across the state with two leads to support.
- New Jersey has a facility-level transition coordinator.
- Michigan has dedicated professionals in facilities to assist with goal setting.

See the [State Contact List](#) on the NDTAC website for State coordinator contact information.

## Local Educational Agency (LEA) Training

Educating LEAs about the needs of justice-involved youth, especially youth with disabilities, mental health needs, transition age youth, and crossover youth, prior to and during transition back to the community can be difficult, but it is essential to the provision of high-quality education. An example of a state LEA training is the Utah Office of Education Transition and Collaboration Training. This training consists of six modules that cover the following topics:

- **Module 1:** Federal and National Guidance and Protections for Transition in Juvenile Justice
- **Module 2:** Six Core Transition Practices
- **Module 3:** Strategies Across Transition Stages – ENTRY
- **Module 4:** Strategies Across Transition Stages – RESIDENCE
- **Module 5:** Strategies Across Transition Stages – EXIT
- **Module 6:** Strategies Across Transition Stages – AFTERCARE

The Training is available online and can be provided by contacting either the Utah State Board of Education or Utah Juvenile Justice System. See Table 12 for other example strategies for LEA training.

## Hearing From the Field

*“Cross-Training is key to the quality of transition resources and youth success. It should include all those who are supporting youth, not just those in juvenile justice or child welfare.”*

*“Transition resources and training for LEA’s and other staff supporting youth transition should be about transition programs in facilities and needs of students while both in the facilities and during their transition back to schools.”*

**Table 12. Local Education Agency Training**

- Wyoming maintains a district resource folder that has a sample transition plan for districts to use and adapt to help with successful transition.
- Washington has an Education Advocate Program

See the [State Contact List](#) on the NDTAC website for State coordinator contact information.

## Communicating Credits

It is important for facilities, public schools, community-based service providers, and other agencies that serve youth to have formal policies and procedures for communication and timely record exchange, as well as mechanisms to ensure accountability for following them. To accomplish this, many facilities and agencies have undertaken the initiative of linking agency databases. Such efforts support timely and complete record transfer. See Table 13 for example strategies related to communicating credits.

### Hearing From the Field

*“Better policies should be developed to make it easier to share credit information and not create more barriers.”*

**Table 13. Communication Credits**

- Oregon passed a law that credits must be accepted and policies detailing how and when credits must be shared.
- North Dakota developed Credit Accrual and Recovery Guidance, which provides options to ensure all students graduate.

See the [State Contact List](#) on the NDTAC website for State coordinator contact information.

## Rights of Neglected and Delinquent Youth

Other than IDEA, there are no explicit federal requirements to provide transition assistance to justice-involved youth who are released from a correctional facility to return to school. However, there are a number of federal laws to be considered when building programs for these youth. The laws are listed below and are summarized in the [Transition Toolkit](#).

- Title VI of the Civil Rights Act of 1964 (Title VI)
- Title IX of the Education Amendments of 1972 (Title IX)
- Title II of the Americans with Disabilities Act (ADA)
- Section 504 of the Rehabilitation Act of 1973 (Section 504)
- IDEA (Appendix C)
- TIPD of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act

- Second Chance Act

## Using Performance and Outcome Data

While using performance and outcome data to drive decision making is important, it can be a daunting task for State coordinators. A reliable general resource to guide you in this process can be found on the NDTAC website. Visit [Collecting and Using Data for Title I, Part D Programs](#). This resource contains information for TIPD coordinators, subgrantees, and data administrators; results and data from previous data collections; tools and resources to assist with data use; and information related to developing comprehensive data systems and implementing pre- and post-testing within programs. [Getting to Outcomes in Juvenile Justice Education](#) is another useful resource available on the NDTAC website. Table 14 provides two resources that offer strategies and ways to use data collected to inform outcomes.

## Hearing From the Field

*“We need to have more consistency in what we’re monitoring for – create shared outcomes and use data to know what is working and not working and continually improve!”*

**Table 14. Using Performance and Outcome Data**

- State coordinators discussed the importance of using data to improve program practice and outcomes.
- Iowa has a dedicated program called [Occupational Therapy Life Skills Program Evaluation for Juvenile Reentry](#)

See the [State Contact List](#) on the NDTAC website for State coordinator contact information.

## Compliance Monitoring

In addition to the [State Coordinator’s Handbook and Training Modules](#), the NDTAC website provides information related to compliance monitoring. Information for [Non-regulatory Guidance](#) is provided for:

- State Agency Programs for Neglected and Delinquent Children (Part D, Subpart 1)
- Local Programs for At-Risk Youth (Part D, Subpart 2)
- Program Evaluations (Part D, Subpart 3)
- NDTAC Webinar: Monitoring - An Overview of Federal and State Responsibilities

# Conclusion

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The US Department of Education, State coordinators, and other practitioners that provide transition services to youth and families for successful reentry should be commended for their commitment to improving transition services within LEAs, juvenile justice facilities, and neglected youth programs. In addition, State coordinators show tremendous leadership in this effort, and without their guidance and dedication identifying current transition resources that could be shared with the field, this resource would not have been possible. Their vision to improve transition services to youth and families has been the guiding force to work toward improving outcomes.

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