“Achieving Positive Educational Outcomes for Students in Correctional Settings”

National Neglected and Delinquent Technical Assistance Conference 2017

U.S. Department of Education
Office of Special Education and Rehabilitative Services/Office of Special Education Programs
Monitoring and State Improvement Planning Division (MSIP)
Research To Practice Division (RTP)

Presenters:
Sarah Allen, RTP, Re-Entry & Model Demos Co/Lead
Marion Crayton, MISP Correctional Education Co/Lead
Curtis Kinnard, MSIP Correctional Education Lead

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Agenda

- Monitoring and State Improvement Planning Division (MSIP)
- Research To Practice (RTP)
- Questions and Answers
To provide State Education Agencies (SEAs), Local Education Agencies (LEAs), Technical Assistance (TA) providers, and others groups or entities a general overview of the Office of Special Education Programs efforts and tools to improve educational outcomes for students with disabilities in correctional facilities.

**OCR First Look:** Key Data Highlights on Equity and Opportunity Gaps in our Nation’s Public Schools: http://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf

**OSEP:** Correctional Education Link GRADS 360: https://osep.grads360.org/#program/highlighted-resources
https://osep.grads360.org/#program/correctional-education

**ED and DOJ:** Correctional Education Package: http://www2.ed.gov/policy/gen/guid/correctional-education/index.html

**OSEP:** Improving Outcomes for Youth with Disabilities in Juvenile Corrections Toolkit, November 2016: https://www.osepideasthatwork.org/jj

**OSEP:** The Office of Special Education and Rehabilitative Services (OSERS)
A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities
• National Correctional Education Results Driven Accountability (RDA) Differentiated Monitoring and Support Webinar: February 2017
  ○ Clarifies to States and public agencies any outstanding questions or concerns pertaining to the RDA Differentiated Monitoring and Support process.

• Correctional Education State Self-Assessment Tool: March 2016
  ○ An OSEP-developed voluntary tool to assist States in self-assessing their systems for improving special education and related services to students with disabilities in correctional facilities.

• Correctional Educational Guidance Package: December 2014
  ○ Identifies evidence-based practices for improving education programs in juvenile justice facilities as well as areas in which Federal legal obligations apply.

• IDEA Dear Colleague Letter: December 2014
  ○ Clarifies to States and public agencies their obligations under the Individual with Disabilities Education Act to ensure the provision of a Free and Appropriate Public Education (FAPE) to eligible students with disabilities in correctional facilities.
OSEP: Correctional Education DMS

- **Results Driven Accountability (RDA)**, represents a shift from compliance-based monitoring to an accountability system based on Differentiated Monitoring and Support (DMS)

- **DMS Designations: Universal, Targeted, and Intensive**

  **Key point:** DMS is designed to provide differentiated levels and types of monitoring and support based on each State’s unique strengths, progress, challenges, and needs.

- **DMS factors for Correctional Education FFY 2016-17**

  **Key point:** Assess risk factors for OSEP and assist States in improving educational programming for students with disabilities in correctional settings.

**Data Sources:**

**OSEP 618 Data:**
Program Information and Data Collection under IDEA 204 P.L. 108-446
Correctional Education DMS Factors: FFY 2016–17

- **Title I Part D:** number of students with disabilities who were served in an LEA juvenile corrections or detention program – FFY 2013–14.

- **OCR Data:** number of hours per year that educational programming is offered during the regular school year in a juvenile justice or detention facility – FFY 2013–14.

- **Title I Part D:** number of juvenile justice students who earned a high school diploma or GED – FFY 2013–14 while in the facility.

- **OSEP 618 Data:** percentage of students with disabilities in a State who exited special education by dropping out.

- **OSEP 618 Data:** number of students with disabilities who were suspended or expelled from school within a State for more than 10 days.
Correctional Education
“A fundamental component of rehabilitative programming offered in juvenile justice confinement facilities…”

Implementation Science
Implementation science is the study of methods to promote the integration of research findings and evidence into policy and practice.
OSEP: Implementation Science Frameworks

- Usable Interventions
- Implementation Stages
- Implementation Drivers
- Implementation Teams
- Improvement Cycles
- [http://implementation.fpg.unc.edu/](http://implementation.fpg.unc.edu/)
These resources among others are available on https://www.osepideasthatwork.org/jj.

Professional Development Modules on Youth with Disabilities in Juvenile Corrections
  o Part 1: Improving Instruction
  o Part 2: Transition and Reentry to School and Community
http://iris.peabody.vanderbilt.edu/about/

Parent Resources:
  o Webinar for professionals working with parents of students involved in the juvenile justice system with disabilities.
  o Future companion resources for parents of youth with disabilities in corrections.
http://www.parentcenterhub.org/
Model demonstration projects:
- Reentry of students with disabilities from Juvenile Justice facilities to education, employment, and community programs.
- Cross-cohort analysis of common measures: student outcomes and systems change.
- The link to the common webpage is http://mdcc.sri.com/cohort7.html.

Contacts to the individual Model Demos are:

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<th>Site</th>
<th>Project Director</th>
<th>Email</th>
</tr>
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<tbody>
<tr>
<td>Arizona State U</td>
<td>Sarup Mathur</td>
<td><a href="mailto:sarup.mathur@asu.edu">sarup.mathur@asu.edu</a></td>
</tr>
<tr>
<td>U of Minnesota</td>
<td>David Johnson</td>
<td><a href="mailto:johns006@umn.edu">johns006@umn.edu</a></td>
</tr>
<tr>
<td>U of Oregon</td>
<td>Deanne Unruh</td>
<td><a href="mailto:dkunruh@uoregon.edu">dkunruh@uoregon.edu</a></td>
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Improving Outcomes for Youth with Disabilities in Juvenile Corrections Toolkit

Purpose

The Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21. OSEP, directly and through its partners and grantees, develops a wide range of research-based products, publications, and resources to assist states, local district personnel, and families to improve results for students with disabilities.

This website is designed to provide easy access to information from research to practice initiatives funded by OSEP that address the provisions of IDEA and ESSA. This website will include resources, links, and other important information relevant to OSEP’s research to practice efforts. Please continue to check the website for new information that will be posted as it becomes available.

Federal Resources for Stakeholders

Looking for guidance about specific OSEP priorities? Access this set of resources to learn more about OSEP recommendations relevant to all special education stakeholders.

Resources for Grantees

This section is designed to help OSEP Grantees accomplish their goals, including guidance on technical assistance (TA), collaboration tools, and resources and funding opportunities for doctoral students.

Find a Center or Grant

This section contains information about OSEP funded centers and grants. Use our “Find a Center” page to connect with a center to best serve your needs, or view information about projects currently funded by OSEP.
As recently noted by the U.S. Department of Education and the U.S. Department of Justice, the fact that a student has been charged with or convicted of a crime does not diminish his or her substantive rights or the procedural safeguards and remedies provided under the Individuals with Disabilities Education Act (IDEA). More than 60,000 youth are currently in juvenile correctional facilities, and a large portion of these youth are identified as having a disability, yet less than half report that they are receiving special education services. To protect the rights for these youth and improve their chances of leading positive and successful lives, it is the shared responsibility of States, State educational agencies (SEAs), public agencies, and correctional facilities to ensure full access to a free appropriate public education (FAPE).

This toolkit includes evidence- and research-based practices, tools, and resources that educators, families, facilities, and community agencies can use to better support and improve the long-term outcomes for youth with disabilities in juvenile correctional facilities. SEAs can begin by completing the State Correctional Education Self-Assessment (SCES) and reviewing the accompanying SCES Resources. The SCES will help SEAs identify systems-features and interagency collaboration that need to be in place in order to improve practices for youth with disabilities in correctional facilities.

Family involvement should be at the core of working with youth with disabilities in correctional facilities and is critical to improving outcomes. For more information about engaging families of youth with disabilities in correctional facilities, please visit the Family Involvement Resource Page.
## Toolkit: Features

### Facility-Wide Practices

To promote the educational success of youth with disabilities in correctional facilities, facility-wide practices that cultivate a safe and supportive environment are needed. Facility-wide practices ensure a continuum of supports focused on prevention and consistent reinforcement of expectations across facility environments. Facility-wide practices include a **Continuum of Academic and Behavioral Supports and Services**, **Trauma-Informed Care**, and **Restorative Justice**.

### Educational Practices

To improve educational outcomes for youth with disabilities in correctional facilities, youth must receive the educational, social-emotional, behavioral, and career-planning services they are eligible for under the IDEA. Organizing these practices in a tiered delivery system can assist in meeting the varied educational level and needs of the youth. Educational practices that can be leveraged to improve outcomes comprise **Access to High-Quality Education**, **Individualized Instruction**, and **IDEA Compliance**.

### Transition and Re-Entry Practices

To ensure that youth with disabilities exit correctional facilities ready to return to school, community, or employment settings, effective transition and reentry practices must be planned and coordinated. Practices include **Transition Planning Beginning at Entry**, **Prioritizing Family Involvement**, and **Coordinating Aftercare Services**.

### Community and Interagency Practices

Services for youth with disabilities should be coordinated across the variety of partners (e.g., schools, community agencies, and probation) they engage with while in and out of correctional facilities. These practices involve **Interagency Agreements**, **Expeditious Records Transfer**, and **Staffing**.
Facility-Wide Practices

Overview
Historically, juvenile correctional facilities have operated under a deficit- or punitive-driven model when addressing the behavioral and academic needs of youth with disabilities. However, we have learned across time that rooting intervention in youth’s strengths and building systemic approaches for proactive discipline models (e.g., positive behavioral interventions and supports [PBIS]) yields positive results. In fact, the first principle in guidance from the U.S. Department of Education and the U.S. Department of Justice on providing high-quality education in correctional facilities focuses on building a facility-wide climate that ensures that youth are safe and have access to individualized supports. Facility-wide practices also can ensure the continuity of services and ultimately create an environment for youth that promotes their well-being and their social-behavioral and educational success. Facility-wide practices are strategies implemented across facility settings (e.g., educational and residential) by all personnel (e.g., administrators, corrections officers and security staff, educators, and related service and other health providers). Professional development, training, and ongoing coaching support should be integrated for the successful implementation of facility-wide practices.

Key Principles of Practice
The following principles were identified in a review of Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings.

Implementation of a Continuum of Academic and Behavioral Supports and Services
Individually tailored academic and behavioral supports should be provided to all eligible youth in correctional facilities. The Individuals with Disabilities Education Acts (IDEAs) Child Find requirement specifies that all students with disabilities in need of special education services must be identified, located, and evaluated. Therefore, juvenile correctional facilities must have (1) policies to promptly identify youth previously classified as having a disability and (2) a universal screening system in place to screen youth for academic and social-behavioral needs. A screening tool is part of a multi-tiered system of support (MTSS); after students are screened, those found to be at risk are placed in
Implementation of a Continuum of Academic and Behavioral Supports and Services

Additional information coming soon.

Resources

Tiered Academic Supports (Including the Integration of Behavioral Supports for Academic Success)

- **Essential Components of RTI—A Closer Look at Response to Intervention**
  This information brief defines response to intervention (RTI), reviews the essential components, and answers frequently asked questions.

- **How can we support students academically and behaviorally within incarcerated settings? What does the research say and what are the challenges?**
  This video resource describes several strategies for supporting youth in juvenile justice facilities both academically and behaviorally. The strategies include conducting initial screening for a variety of needs, targeted behavioral and academic needs, and the use of progress monitoring to measure the impact of interventions and adjust services as needed. The video identifies potential barriers to these practices and several other resources that may be helpful.

- **Intensive Intervention (Part 1): Using Data-Based Individualization to Intensify Instruction**
  This online Module, first in a series of two developed by the Iris Center, overviews data-based individualization and provides information about adaptations for intensifying and individualizing instruction. Developed in collaboration with the CEEDAR Center, the Iris Center, and the National Center on Intensive Intervention at American Institutes for Research, this resource is designed for individuals who will be implementing intensive interventions (e.g., special education teachers, reading specialists, interventionists).

- **Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization**
  This online Module, the second in a series on intensive intervention developed by the Iris Center, offers information on making data-based instructional decisions. Specifically, the resource discusses collecting and analyzing progress monitoring and diagnostic assessment data. Developed in collaboration with the CEEDAR Center, the Iris Center, and the National Center on Intensive Intervention at American Institutes for Research, this
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<tr>
<td><strong>Department of Education (OSEP)</strong></td>
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<tr>
<td><strong>RTP</strong></td>
</tr>
<tr>
<td>David Emenheiser, OSEP/RTP</td>
</tr>
<tr>
<td>Re-Entry &amp; Model Demos Lead</td>
</tr>
<tr>
<td>202-245-7556,</td>
</tr>
<tr>
<td><a href="mailto:David.Emenheiser@ed.gov">David.Emenheiser@ed.gov</a></td>
</tr>
<tr>
<td>Sarah Allen, OSEP/RTP</td>
</tr>
<tr>
<td>Re-Entry &amp; Model Demos Co/Lead</td>
</tr>
<tr>
<td>202-245-7875</td>
</tr>
<tr>
<td><a href="mailto:Sarah.Allen@ed.gov">Sarah.Allen@ed.gov</a></td>
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<tr>
<td><strong>Department of Education (OSEP)</strong></td>
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<td><strong>MSIP</strong></td>
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<tr>
<td>Marion Crayton, Education Program Specialist, OSEP</td>
</tr>
<tr>
<td>Correctional Ed. Co/Lead and Implementation Science Lead</td>
</tr>
<tr>
<td>202-245-6474</td>
</tr>
<tr>
<td><a href="mailto:Marion.Crayton@ed.gov">Marion.Crayton@ed.gov</a></td>
</tr>
<tr>
<td>Curtis Kinnard, Education Program Specialist, OSEP</td>
</tr>
<tr>
<td>Correctional Ed. Lead</td>
</tr>
<tr>
<td>202-245-7472</td>
</tr>
<tr>
<td><a href="mailto:Curtis.Kinnard@ed.gov">Curtis.Kinnard@ed.gov</a></td>
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Questions and Answers