



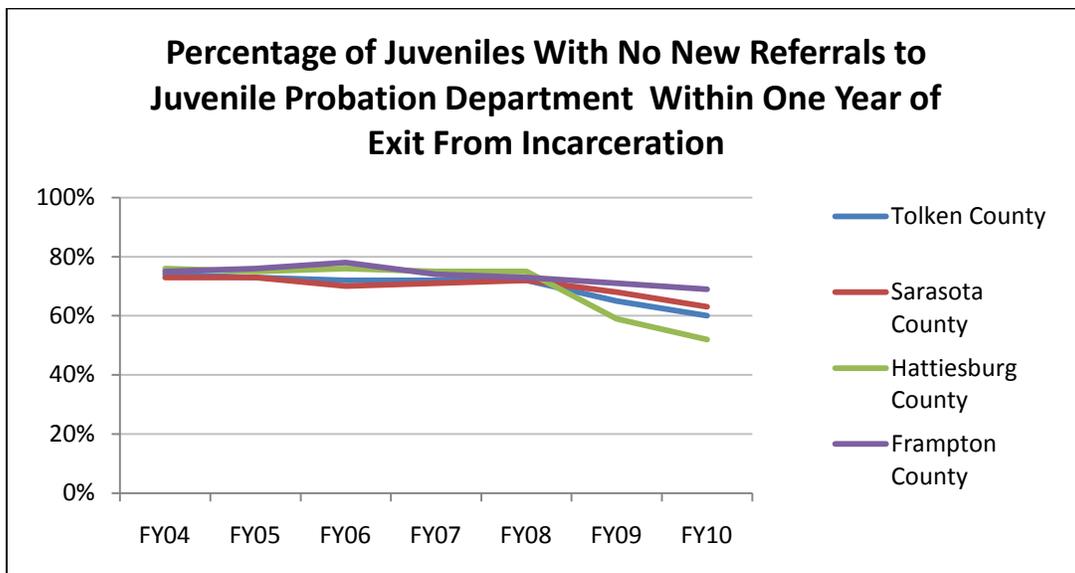
STRAND 2: PROMOTING CHANGE ACTIVITY TRANSITIONS BREAKOUT SESSION

SCENARIO

A fact sheet on disproportionate suspensions and expulsions among high school students with learning disabilities and emotional disorders was recently circulated via e-mail at your State department of education. The fact sheet underscored national data on youth involved in the juvenile justice system, revealing that nearly 7 out of 10 youth have a diagnosable mental health concern. Furthermore, nearly 20 percent of this number of youth suffers mental health concerns that are so monumental that the mental health concerns significantly impair performance in at least one major life function. As the ND Coordinator, you determine that your State’s juvenile justice data parallels the national statistics using data secured from probation and your State juvenile justice agency.

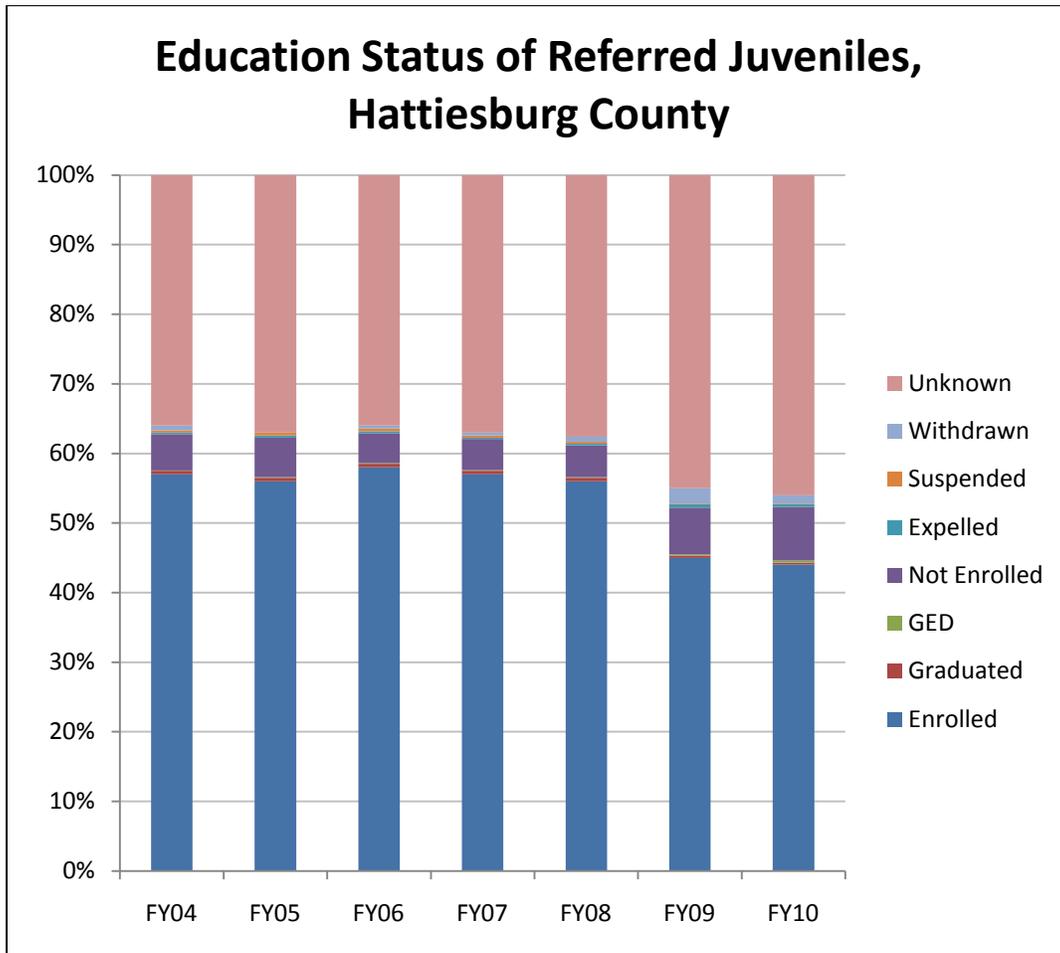
The fact sheet, developed by a local researcher, referenced State and local budget shortfalls in FY08 that led to layoffs among special education staff and school psychologists as a possible catalyst. These budget shortfalls also led to the closure of 12 different local education agency (LEA)-operated alternative schools, the consolidation of the State’s two assessment centers into one, and a significant reduction-in-force at the State’s only secure facility that specializes in addressing the needs of incarcerated youth with extensive mental and/or medical challenges.

Wondering about the impact of the budget shortfalls on detained youth in your State, you reflect on the following data:





Noticing the sharpest decline in Hattiesburg County, you review the following data:



You also consult your monitoring visit notes on a Title I, Part D (Part D), subgrantee facility in Hattiesburg County. You found that upon entry, youth were inconsistently assessed for special education and mental health needs due to a shortage of qualified staff in the county. You also found little evidence that Individual Education Plans (IEPs) were being developed for youth even when past IEPs were on record from prior schools and detention facilities.



FOR DISCUSSION

- To improve transition and exit planning in Hattiesburg County, what student data collection and record-keeping practices would you recommend to your sub-grantees at each key transition stage? What personnel and stakeholders would you suggest be involved at each stage to ensure successful transitions?

Transition Stage	Key Data Needs	Key Personnel and Other Stakeholders Involved	Key Process Steps
ENTRY			
IN RESIDENCE			
EXIT			
AFTER-CARE			

- Having identified key data needs, personnel and stakeholders, and process steps, how might you encourage all of your state and local TIPD sub-grantees to adopt these record-keeping practices? What dissemination tools and strategies would you consider to communicate your concerns and recommendations?



The transition and records transfer process can be strengthened by implementing the following:

1.	Assign a transition coordinator—Identify an individual charged with managing all aspects of students' transition plans.
2.	Establish a transition team.
3.	Designate an individual at your facility responsible for coordinating the transfer of student records to their next placement.
4.	Identify the individuals responsible for records transfer in the schools, agencies, and facilities from which you are receiving students (and their records). For those facilities that receive students from a relatively small number of schools, it may be possible to do this for all or most of the places from which your students come; in others, it may be necessary to limit those relationships to the places responsible for the largest proportion of students.
5.	Identify those individuals at the appropriate schools, districts, or facilities who will be in charge of receiving incoming student records.
6.	When possible, arrange to meet with those individuals to facilitate a system of prompt and efficient records transfer that works in the best interest of the students.
7.	Develop an automated data system.
8.	Learn the law—Familiarize yourself with FERPA and any State and county legislation that governs information-sharing and student records transfer.
9.	Ensure that records are accurate and complete.
10.	Ensure that the data collected are useful and provide information necessary to inform decisions.
11.	Ensure that records are transferred in a timely manner.
12.	Ensure that information is handled discreetly and confidentially to protect the youth's and family's privacy.
13.	Identify pertinent Federal, State, and local laws.
14.	Ensure agency staff should understand the Federal, State, and local laws governing the transfer and sharing of youth records as well as general policy regarding youth confidentiality.
15.	Collaborate and communicate with all involved individuals and agencies.
16.	Establish what information to include and create a timeline.
17.	Delegate responsibilities. Identify who will be responsible for coordinating the collaborative activities between partnering facilities, receiving the youth's records, maintaining the youth's records, and releasing the youth's records.
18.	Enlist the help and support of family members.
19.	Establish follow-up procedures. The transition team should establish the process for collecting follow-up data once a youth leaves the system.
20.	Develop and use an electronic data system.