

**2nd Annual Juvenile Justice
Education and NCLB Conference
Florida State University**

Indiana Department of Correction

July, 2007

Tampa, Florida







Overview

- Profile of Indiana Department of Correction
Juvenile Facilities
- Title I Part D
- Individual Learning Plans
- Education Transition Portfolios
- Transition Coordinators
- Data Collecting/Results

IDOC Juvenile Facilities

- Six Facilities
- Approximately 1,000 students
- Comprehensive Case Management
- All schools are accredited by the North Central Association as Comprehensive Special Purpose Schools



IDOC Transition Data

- 2004-05: Insufficient Data
- 2005-06: IDOE STN Data: 46% Enrollment into Public School
 - GED completers?
 - Enrollments into Alternative Education Programs?
 - Post-secondary Enrollments?
 - Verified Employment?

IDOC Transition Data

- Title I Accountability
- Credible Measure of Positive Outcomes

Transition

The mission of the Indiana

Department of Correction is to maintain public safety and provide offenders with self improvement programs, job skills and family values in an efficient and cost effective manner for a successful return to the community as law-abiding citizens.

Commissioner J. David Donahue



What is Title I, Part D?

- Also called The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Part of the *No Child Left Behind Act of 2001*
- Title I, Part D provides financial assistance to educational programs for youth in State and locally operated institutions and correctional facilities
- Administered by the office of School Achievement and Accountability Programs at the U.S. Department of Education

Goals

1. Improve educational services for these children so they have the opportunity to meet challenging State academic content and achievement standards;
2. Provide them with services to successfully transition from institutionalization to further schooling or employment; and
3. Prevent at-risk youth from dropping out of school, and to provide dropouts and children and youth returning from correctional facilities with a support system to ensure their continued education.

Requirements

1. Meet the educational needs of neglected, delinquent, and at-risk children and youth, and assist in the transition of these students from correctional facilities to locally operated programs;
2. Ensure that these students have the same opportunities to achieve as if they were in local schools in the State;
3. Evaluate the program and disaggregate data on participation by gender, race, ethnicity, and age, not less than once every three years.

Student Eligibility

- 21 years of age or younger;
- Entitled to free public education up to grade 12; and
- Enrolled in a regular program of instruction at either an eligible institution or community day program for the required length of time (20 hours per week if in an institution or community day program for youth who are N or D; 15 hours per week if in an adult correctional institution).

How can funds be used?

- Hire additional teachers, aides, educational counselors, and other staff members to provide additional instruction in areas of greatest need;
- Train teachers, aides, and other staff members who are actively involved in providing Title I services;
- Procure needed educational materials and equipment for Title I instruction, including books, computers, audiovisual equipment and supplies, and classroom materials for industrial arts and vocational training; and
- **Hire transition coordinators or buy new equipment to assist students' transitions (e.g., purchasing scanners to scan individualized education program (IEP) documents).**

Transition Services

- Helping institutionalized children and youth who are N or D and those in adult correctional facilities to make the transition into the community for further education or employment is an important element in the success of the program.
- Requirement to reserve and expend between 15 percent and 30 percent of the Title I allocation to support transition services

Examples of Transition Services

- Pupil services, including counseling, psychological, and social work services designed to meet the needs of children and youth who are N or D;
- Services of in-school advocates to act on behalf of individual children and youth who are N or D;
- Tutoring and mentoring;
- Reentry orientation programs, including transition centers and reentry centers in high schools;
- Instruction and training at alternative schools and learning centers; and
- Parental involvement activities and parent counseling.

Resources

- <http://www.neglected-delinquent.org>
- <http://www.ed.gov/policy/elsec/guid/nord.doc>
- <http://www.ed.gov/programs/titleipartd/index.html>
- <http://ojjdp.ncjrs.org/>
- <http://www.ceanational.org/>



Individual Learning Plan

- The “vehicle”
 - The “glue”

Relating Individual Learning Plans to Transition

- Who you teach is as important as what you teach.
- The **INDIVIDUAL** is a person, not a class.
- Corrections education is always a bridge between public school experiences. A bridge must connect two specific sides.

Relating ILPs to Transition

- To provide education services to students confined in a facility, we must know where the Individual **has been** and where he/she will **go next**.
- Because the primary educational services occur **in a classroom**, the value of the ILP for the student is directly related to its value to the classroom teacher.
- Students with IEP' s do not need ILP' s. However, the positive nature of information used to develop ILP' s is consistent with federal guidelines (sometimes overlooked) for IEP' s.

Components of the ILP

- Personal characteristics of the student's educational experience.
- Valid test scores.
- Learning Styles.
- Career Interests.
- Barriers to Learning Objectives.
- Goals and Objectives.

Personal Characteristics

- **Get the basics:** Age, previous schools attended, last grade completed, credits earned.
- **Get documentation from previous schools.**
- **Get personal information:** Attitude toward school, goals, and personal experiences.

Valid Test Scores

- Test scores measure skills and motivation.
- **Long tests** measure skills, motivation, and ability to sustain attention.
- **Short tests** are less influenced by motivation and attention than are long tests.
- **Long tests and short tests together** can help disaggregate test information into the three components.
- Reported tests scores should always include an estimate of validity by the examiner.

Assessments

- **TABE 9/10**
- **Brigance**
- **Student Styles Questionnaire (SSQ)**
- **Self Directed Search (SDS)**
- **Formal Writing Sample**

Barriers To Learning Objectives

- The barriers to learning objectives are identified...
 - ...When collecting personal information: personal habits, family resources.
 - ...From test data.
 - ...Contrasting goals and abilities.
 - ...From student comments.

ILP Goals and Objectives

- This section flows from the previous information collected and from the education services provided by the facility.
- It provides a logical bridge from a well understood picture of the student's current status and the next educational objective after release.

ILP Goals and Objectives (continued)

- Always move forward: Many older students, with ability wish to go back for a “romanticized” high school experience. Transitioning to junior college, trade school, or college might be a move forward.
- Sometimes parents need help with seeing that this is not “settling” for something less.

Education Plans do **NOT** work when...

- ...they vary from the Individual's intentions
- ...the Individual does not believe in them (This most often occurs when the Individual withholds relevant information)
- ...they are not realistic-expecting an Individual with lower elementary reading skills to get a **GED**.

ILP Summary

- Facility based education is always a transition from previous educational experience to the next educational experience.

ILP Summary

- The more complete and accurate the information that we have about a student is, the more likely we are to provide needed, relevant services.
- The more relevant we are, the more cooperative they are.
- ILP's put important information in the minds of the student and the hands of the teacher.



So Where's the Glue?

Education Transition Portfolio (ETP)

- To streamline initial education assessments at the intake level in order to expedite the process of student enrollment into school at the receiving facility.
- To transition students back to public school after they are released from the facility, using the student's Individual Learning Plan (ILP) or Individual Education Program (IEP) as the vehicle for achieving this task.

Education Transition Portfolio

- Information that goes to the “receiving” school or educational placement
 - Transcripts
 - Certificates
 - Assessments
 - ILP/IEP
 - Work Samples



Transition Coordinator

- Assembles documents and places them in the ETP
- “Transition” Activities
 - Facilitates school enrollments and transfer of ETP
 - Post-Secondary (FAFSA, etc.)
 - Employment
 - Vocational Rehabilitation/Community Services

Transition Coordinator

- Confirms/verifies enrollments, job placement, education “completers”
- Reports enrollment/completion data to IDOC Central Office Administration on a monthly basis.

Results to Date

- Baseline Data: 46% re-enrollment into school
- December/January: 69% re-enrollment into school
- February: 41%
- March: 75%
- April: 60%
- Average from Dec06-April07: 63%

Next Steps

- **Statistical Analysis of Data**
- **Resolving issues related to “summer releases”**
- **Further collaboration among transition coordinators and other education staff**
- **Continued Monitoring**

Partnerships with Department of Education

- Office of Student Services
 - School Guidance Counselors
 - Juvenile Justice Liaison
- Title I

Questions?

The background of the slide is a solid, vibrant green. In the bottom right corner, there are several overlapping, wavy, horizontal lines in a slightly lighter shade of green, creating a decorative, organic pattern.

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