

## Implementation Strategies

# Providing Effective Transition Services

At the 2006 conference on Juvenile Justice Education and No Child Left Behind, states discussed implementation impediments regarding the requirements associated with providing effective transition services that support youth to return to school and/or gain employment after release. The following is a list of their *recommended strategies* from last year's conference.

- Developing facility-wide transition plans that include a transition 'summit' to train all stakeholders in using the transition plan
- Assigning control of the individual education plan (IEP) process to juvenile justice education and inviting education representatives from the next school to participate
- Providing post-secondary education such as online and/or correspondence courses for youth who have a high school or General Educational Development (GED) diploma would assist students in transition to post-secondary education
- Having detention centers provide daily transition skills sessions
- Ensuring that public school representatives participate in the students' exit transition process
- Establishing Memorandums of Understanding with local schools and designating school records liaisons

- Providing education advocates to coordinate services between juvenile justice facilities and local communities
- Recruiting retired people to serve as community mentors
- Using IDEA funds to provide special education liaisons to coordinate services with students' next placements
- Offering job placement programs for detention centers and apprentice programs for released youth
- Statewide coordination of public and juvenile justice education school calendars to help with student mobility issues
- Community reintegration support training for juvenile probation officers

## **2007 SURVEY RESULTS**

Based upon states' responses to the 2007 survey on the implementation of NCLB requirements in juvenile justice facilities, the following list summarizes the implementation *strategies currently being used* by states.

### **PRE-RELEASE TRANSITION SERVICES**

- Utilizing transition specialists (also called transition coordinators, transition or education liaisons, transitional aides) at the facility. The transition specialists are generally responsible for arranging pre-release meetings; facilitating the enrollment of the student in public school or an alternative education program upon release; working with the family, school and community to address the youth's continued treatment, educational and employment needs while in transition; putting together packets with all important documents, such as official transcripts, and delivering copies to the receiving district; and generally assisting with the transition process.

- Conducting pre-release planning meetings with the student, school administrators, teachers, counselors, treatment providers, and the transition specialist
- Establishing multi-disciplinary transition teams with pre-release guidance counselors, career development facilitators, job developers, rehabilitative service providers, and intensive probation officers to better address the needs of the students and provide better wrap-around services
- Working with various state agencies as well as the public, charter, and alternative schools to establish a pre-arranged plan for the transition of students
- Preparing Education Transition Portfolios for each student that contain test scores, certificates earned, school records, career testing, transcripts, and other important documents
- Offering curricula focused on skills necessary for community reintegration such as Life Skills, Employability Skills, Transition, Impact of Crime on Victims, and/or Parenting Skills classes
- Establishing formal and informal interagency agreements to allow for the provision of comprehensive services
- Offering college courses to students before they are released
- Linking students with job and rehabilitative services in the community prior to release
- Offering unique career training opportunities, such as fire camps for training in firefighting
- Obtaining legislative approval to allow more flexible use of funding to provide more transitional support services

- Keeping juvenile justice education programming in alignment with the state's Department of Education ensuring that students have a smoother transition back into their communities
- Monitoring and evaluating the transition services provided in facilities

#### **POST-RELEASE TRANSITION SERVICES**

- Creating a position for an education liaison in the state's office for juvenile probation and parole
- Utilizing community education specialists in each school district, county, or region of the state. Community education specialists function much like the pre-release transition specialists. Responsibilities include ensuring that institution school records are expeditiously delivered to receiving public schools; working with parole offices; accompanying youth to school after release; linking the youth with employment opportunities in the community; identifying and linking youth with community services; and working with school administrators in the community
- Sharing contact information for education specialists or educational liaisons with public school administrators to facilitate communication
- Utilizing local school district transition contacts who assist youth in re-enrolling in school or accompany students to school after release
- Hiring Positive Behavioral Support consultants to work with the school to which the student is returning
- Placing students in alternative transitional schools or day treatment programs after release
- Partnering with area colleges to provide access to college
- Developing relationships with state and local workforce stakeholders