

Improving Education Quality in Juvenile Justice Facilities

March 27, 2018



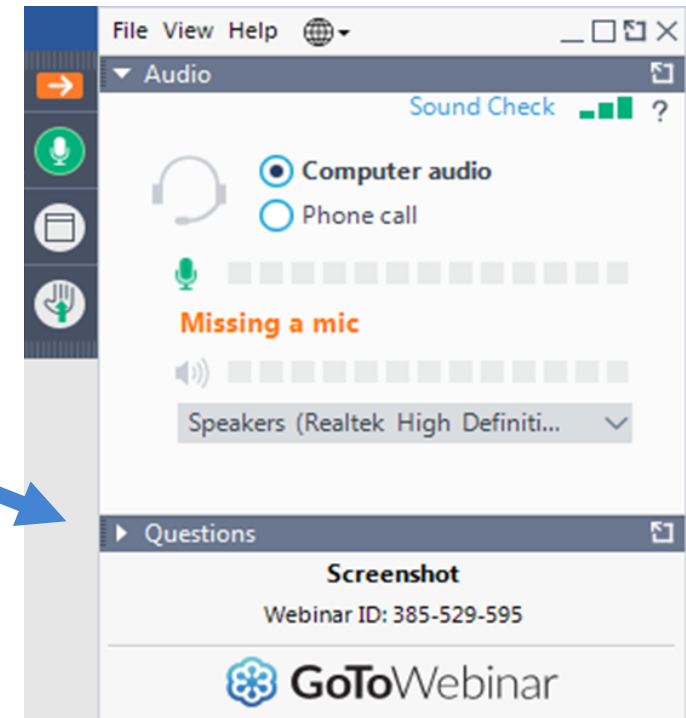
American Youth
Policy Forum



Justice Center
THE COUNCIL OF STATE GOVERNMENTS

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3-Part Webinar Series

- * Webinar 1: Trends and Opportunities in Accountability for Alternative Education
Recording available
- * **Webinar 2: Improving Education Quality in Juvenile Justice Facilities**
- * Webinar 3: Effective Juvenile Justice Reforms in the Era of ESSA
April 12, 2018, 1:00-2:15pm ET



American Youth
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Justice Center
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Juvenile
Law Center
advancing the rights and
well-being of children in jeopardy



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#Tools4EdSuccess



@AYPF_Tweets

Today's Presenters



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Council of State Government's Justice Center
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About the Council of State Governments Justice Center



CSG is a national non-profit, nonpartisan membership association of state government officials that engage members of all three branches of state government.

The CSG Justice Center provides practical, nonpartisan, research-driven strategies and tools to increase public safety and strengthen communities.

CSG Justice Center Conducted First-of-its-Kind National Survey on Educational Outcomes for Incarcerated Youth

- Survey disseminated to all 50 states through CJCA
- Asked 3 main questions:
 - **What services are provided?**
 - **What outcomes are collected?**
 - **What supports are provided for transitions?**
- Findings, recommendations, and examples

**** Follow-up survey and brief focused on career-technical education and employment in progress**

November 2015

LOCKED OUT: Improving Educational and Vocational Outcomes for Incarcerated Youth

INTRODUCTION

Policymakers across the political spectrum agree: all young people should have access to a high-quality public education. Within the past two decades, particular emphasis has been placed on ensuring that students receive instruction that prepares them for college and careers, and that schools are held accountable for realizing these goals.¹

There is perhaps no subset of young people whose need for a quality education is more acute—and whose situation makes them especially challenging to serve—than incarcerated youth. Of the more than 60,000 youth who are incarcerated on any given day in the United States, nearly 36,000 are committed to state custody,² two-thirds of whom are youth of color. The majority of these youth are over-age and under-credited,³ several grade levels behind their peers, more likely to have a disability than their peers,⁴ and have been suspended multiple times and/or expelled from their local schools.⁵

In 1997, the majority of incarcerated youth were housed in state-run facilities; as of 2013, almost two-thirds of incarcerated youth were held in privately or locally run facilities. [See Figure 1] In most states, an array of state and local agencies and nonprofit and private organizations are responsible for overseeing and delivering educational and vocational services to incarcerated youth. As the proportion of youth incarcerated in privately or locally run facilities has grown, this has evolved into an increasingly complicated patchwork of government and nongovernment agencies. This shift means that any combination of state, local, nonprofit, and private entities now manage educational and vocational services for incarcerated youth. [See Figure 2]

Who are Incarcerated Youth?

Of the more than 60,000 youth incarcerated on a given day:

- Approximately 36,000 youth are committed to the custody of the state juvenile correctional agency as part of a court disposition¹ and are typically incarcerated for 3 to 12 months. These youth can be placed in a facility run by the state, a range of nonprofit and for-profit organizations, or a local juvenile justice agency. These facilities include secure facilities as well as a range of non-secure facilities, such as residential treatment centers or group homes.
- Approximately 18,000 youth are incarcerated in primarily locally run detention facilities,² typically for fewer than 60 days, and most often because they are awaiting a court disposition.
- Nearly 6,000 youth are incarcerated in adult prisons and jails.³

Education Data on Incarcerated Youth

National educational data on incarcerated youth is limited. Studies that have been conducted show:⁴

- At least one in three incarcerated youth is identified as needing or already receiving special education services—a rate nearly four times higher than youth attending school in the community.
- More than half of incarcerated youth have reading and math skills significantly below their grade level and approximately 60 percent have repeated a grade.
- The majority of incarcerated youth were suspended and/or expelled from school, and many had dropped out of school all together before being incarcerated.⁵

¹ See "Easy Access to the Census of Juveniles in Residential Placement," <http://www.ojp.gov/censusofjpr/>

² An "over-age and under-credited" student is defined as one who is over the traditional school age for his or her grade level and lacks adequate credit hours for his or her grade level.

³ Disposition is a phase of a delinquency proceeding similar to the "sentencing" phase of an adult trial.

⁴ Detention facilities provide short-term, temporary care in a clinically restrictive environment for youth who are in custody pending court disposition, as well as for youth who have

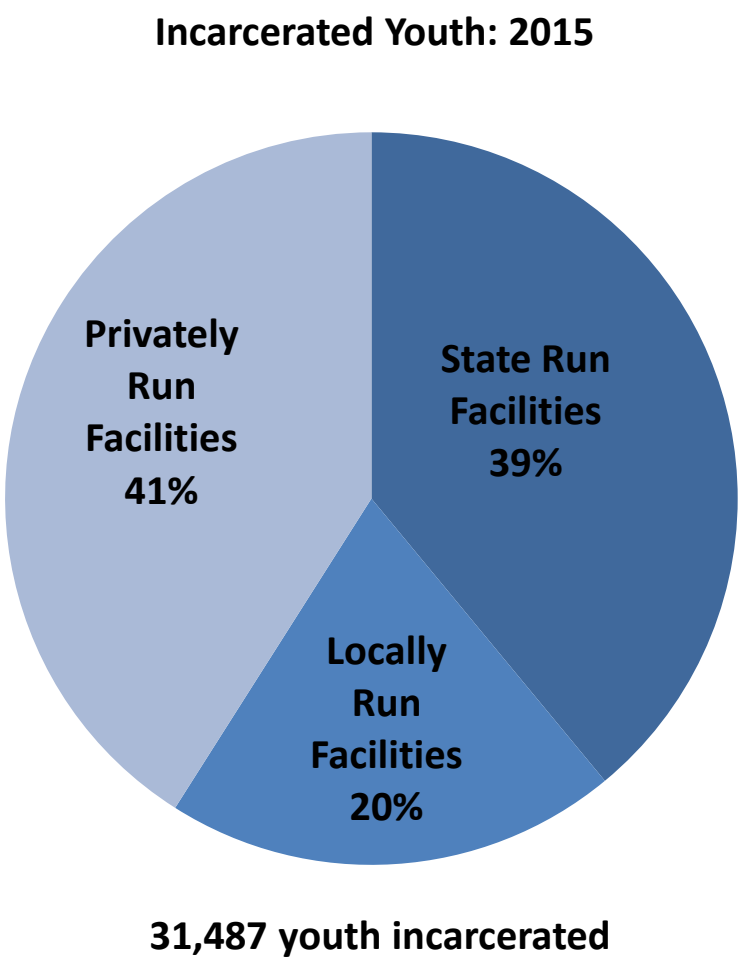
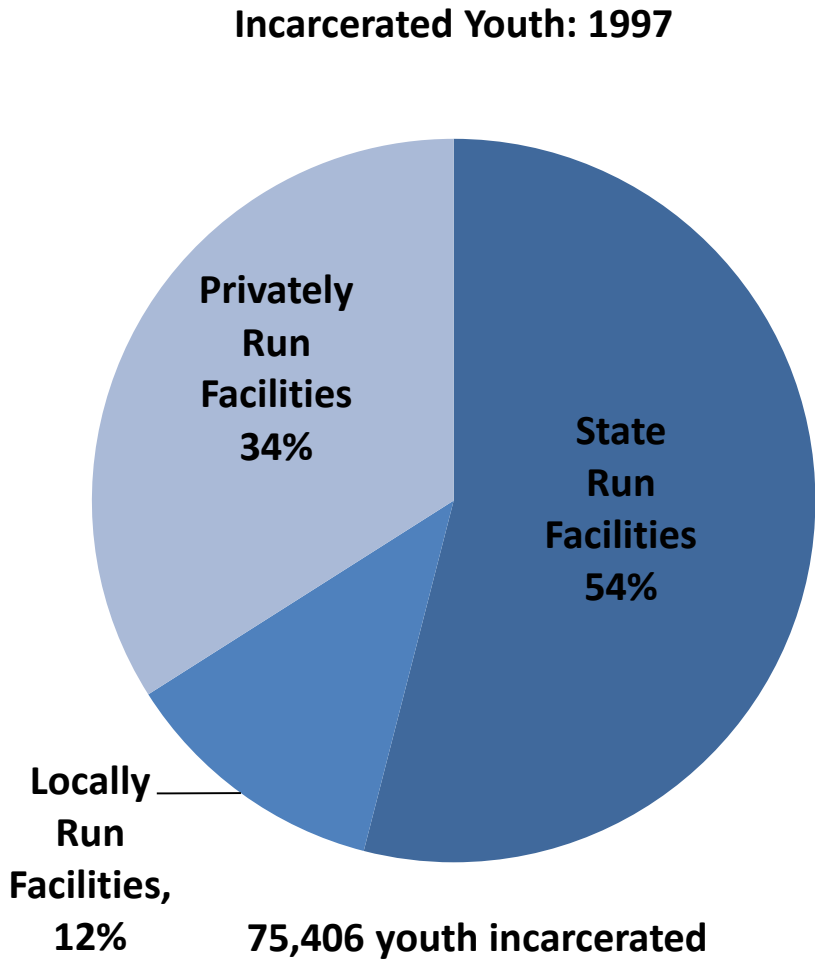
Youth in Juvenile Justice Facilities Experience Numerous Educational Challenges

- **Over 1/3** of incarcerated youth are **identified as eligible for special education services** – a rate nearly four times higher than youth attending school in the community
- **Over half** of incarcerated youth have **reading and math skills significantly below their grade level**, and as many as **60 percent** of these youth have **repeated a grade**
- The **majority** of incarcerated youth were **suspended and/or expelled** from school, and many had dropped out of school all together before being incarcerated

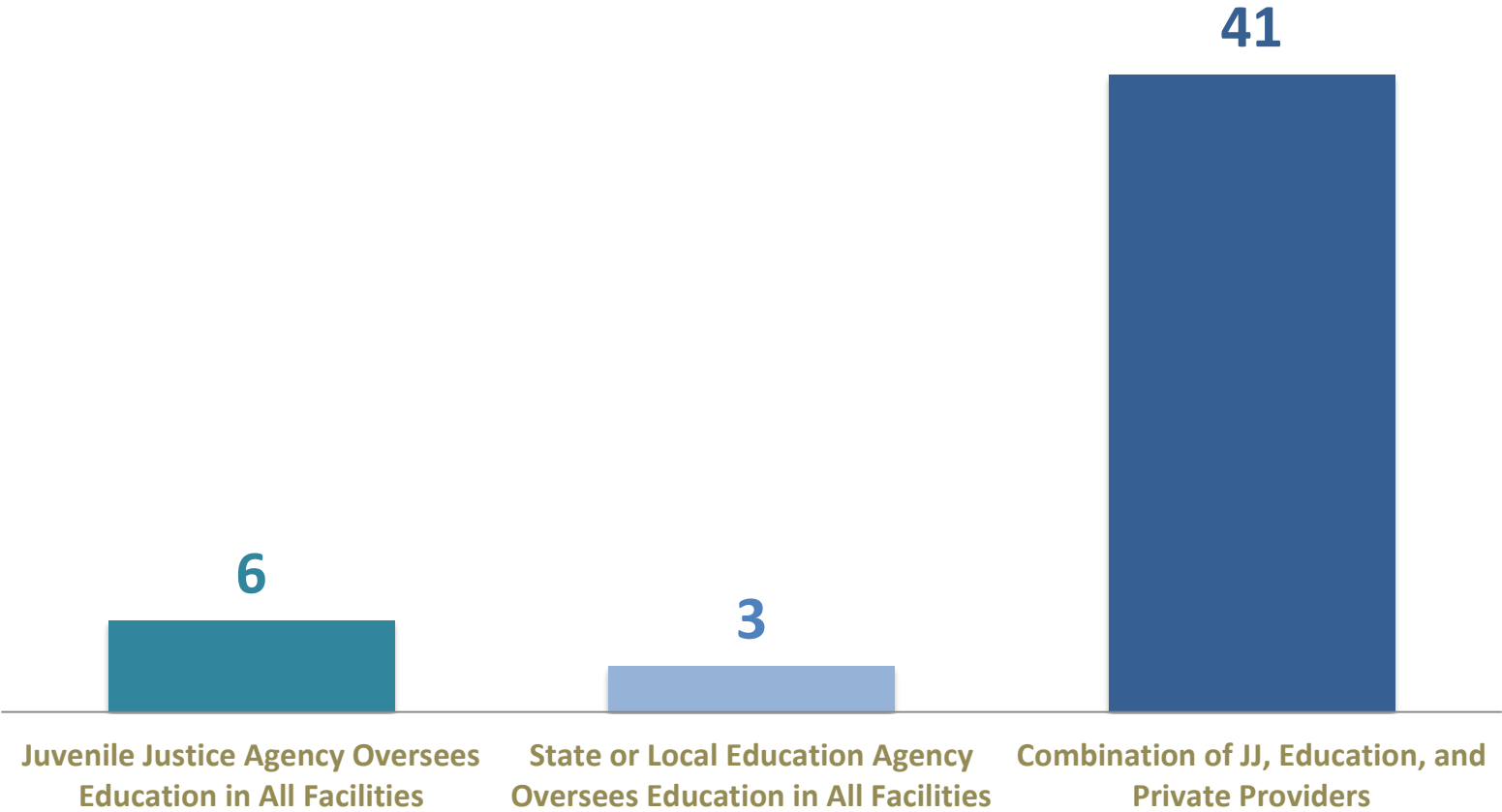
States Struggle to Address Incarcerated Youths' Unique Needs and Context

- The **lengths of stay** for youth in facilities can vary dramatically—from less than six months to several years – and youth can cycle in and out multiple times
- Programs in facilities often offer **fewer hours of educational programming and fewer math and science courses** than traditional public schools
- Facilities struggle to **hire and retain quality teachers** (including special education teachers when applicable) who are properly certified, trained and permanently assigned

States Also Struggle to Provide Quality Education to Incarcerated Youth as More Youth Now Incarcerated in Privately Run Facilities



And, Responsibility for Education in Juvenile Justice Facilities Varies Significantly Between and Within States



Locked Out: Improving Educational and Vocational Outcomes for Incarcerated Youth. The Council of State Governments Justice Center, 2015.

AYPF and CSG Justice Center Released Report on Opportunities to Improve Accountability for Juvenile Justice Schools through ESSA

- Summarizes relevant ESSA provisions
- Provides key questions to help state leaders consider their current policies and identify gaps and opportunities for improvement
- Features states that are carrying out promising practices, which can serve as examples for other states that are seeking to improve accountability for juvenile justice schools

January 2018

Leveraging the Every Student Succeeds Act to Improve Educational Services in Juvenile Justice Facilities

INTRODUCTION

Youth in the juvenile justice system need access to high-quality educational services and supports in order to reduce their risk of reoffending and increase their likelihood of further participation in education and the workforce. However, states have historically struggled to provide effective educational services to youth who are incarcerated.

In any given state, a number of different entities—including state or local education agencies, state or local juvenile justice agencies, nonprofit organizations, or private contractors—may be responsible for the provision of educational services in juvenile justice facilities, leading to inconsistencies in policies and practices. A lack of collaboration and information sharing between state and local juvenile justice and educational agencies can create barriers to collecting educational outcome data. And youth often enter the system at varying educational levels and with significant academic deficits, and they are there for varying lengths of time, often for less than one full school year.

While these factors make it all the more challenging to hold educational programs and schools in juvenile justice facilities accountable, it is imperative for states to ensure that these programs and schools are providing quality educational services and that they are held accountable for student performance.


Research demonstrates that more than one-third of youth who are incarcerated in the U.S. are identified as eligible for special education services—a rate nearly four times higher than that of youth who attend school in the community. Additionally, more than half of youth who are incarcerated have reading and math skills significantly below their grade level, and as many as 60 percent have repeated a grade.¹ The lengths of stay for youth in facilities can vary dramatically—from less than six months to several years—and they may cycle in and out of a facility multiple times, all of which affects the continuity of their education.

Those who are incarcerated in juvenile justice facilities often do not have sufficient opportunities to work toward or attain educational credentials so that they can more readily transition back into secondary or postsecondary education or obtain employment upon their release.² The U.S. Department of Education's Civil Rights Data Collection of educational programs in juvenile justice facilities during the 2013–14 school year found that these programs often offer fewer hours of educational programming and fewer math and science courses than traditional public schools.³ Educational programs and schools in long-term juvenile justice facilities⁴ are rarely held accountable by the state for the provision of quality services and for ensuring that youth are improving their academic performance or gaining a credential similar to what they would earn at traditional public schools.⁵

Now, the new federal Every Student Succeeds Act (ESSA) provides states with an opportunity to intentionally focus on education for youth who are incarcerated by creating a structure that holds these

President Obama Signed the Every Student Succeeds Act (ESSA) in 2015, Providing States with Additional Flexibility

**Revised State Template for the
Consolidated State Plan**
The Elementary and Secondary Education Act of 1965, as
amended by the Every Student Succeeds Act



U.S. Department of Education
Issued: March 2017

OMB Number: 1810-0576
Expiration Date: September 30, 2017

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

- AYP replaced with a state-defined system of accountability
- All states must “annually measure for all students and separately for each subgroup of students” several indicators used to hold “all public schools in the State” accountable for student performance
- ESSA provides an opportunity to develop an accountability system inclusive of educational services within juvenile justice facilities

Efficient and timely data sharing across education and juvenile justice agencies is critical to improving educational outcomes for incarcerated youth

- Youth in the juvenile justice system are often serviced by multiple youth serving systems, including criminal justice, education, mental health, and child welfare
- Barriers (real or perceived) often inhibit effective collaboration and the sharing of educational outcome data between juvenile justice and education agencies
- State and local juvenile justice and education agencies must work to streamline the collection and sharing of educational outcome data through information sharing agreements and protocols
- Developing data-sharing agreements can help ensure the smooth transfer of educational records, as well as the ability to track longer-term youth outcomes

Key Questions for Consideration: Data Collection and Information Sharing

1

Do long-term juvenile justice facilities in your state collect educational outcome data for youth who are incarcerated? If so, what educational outcome data do juvenile justice facilities collect and for what purposes?

2

Do juvenile justice facilities report educational outcome data to state and local education agencies and/or juvenile justice agencies? If so, for what purposes?

3

Are there data-sharing agreements in place to facilitate the exchange of educational outcome data? Are there protocols in place to support the efficient transfer of educational records?

Under ESSA, states must hold all educational institutions accountable for the educational services they provide students

- Categories set by SEAs (e.g., program, school, or other) specify how educational services in juvenile justice facilities are or are not included in accountability systems
- Depending on the category assigned by the SEA, states are currently taking different approaches to holding schools and programs in long-term juvenile justice facilities accountable

Systems of Accountability	
Same	as traditional public schools, often because the facility is considered a school within a LEA or is an LEA itself
Modified	from traditional public schools, typically developed to accommodate the variety of alternative/non-traditional educational options
Distinct	from traditional or alternative/non-traditional public schools and/or potentially aligned with another state agency's accountability system

Key Questions for Consideration: Accountability System

1

Are long-term juvenile justice facilities currently held accountable for the educational progress of students? What entity (or entities) is responsible for holding these facilities accountable? Do juvenile justice facilities receive a school report card?

2

Are educational programs and schools within long-term juvenile justice facilities included in your state's ESSA statewide accountability plan?

3

Does the state enforce consequences for schools that are not making sufficient progress? What technical assistance or supports, if any, are available to improve educational performance in these facilities?

States and localities should consider what educational outcome measures best capture the unique context of their juvenile justice population

- Success for incarcerated youth must be defined more broadly than recidivism
- Measures should also be aligned with the unique population and context of juvenile justice facilities

TABLE 1: Creating ESSA-Compliant Accountability Measures for Educational Services in Juvenile Justice Facilities				
Required Accountability Categories under ESSA	Academic Achievement is measured by proficiency on state assessments in reading and math, which may include growth in proficiency (in each of grades 3–8 and any one grade in high school) or one additional academic indicator in grades below high school.	High School Graduation Rate is measured by the four-year adjusted cohort graduation rate for high schools, which may include an extended year adjusted cohort graduation rate. ⁴⁵	English Language Proficiency is measured by progress toward English language proficiency for English language learners in each of grades 3–8, and any one grade in high school.	Student Success/School Quality is measured by at least one additional non-academic indicator of school quality or student success that is valid, reliable, and comparable, and allows for meaningful differentiation in school performance. These measures must be given less weight for accountability purposes than the other academic measures.
Questions to Help Develop Accountability Measures for Juvenile Justice Facilities	<ul style="list-style-type: none"> • Are youth in long-term juvenile justice facilities participating in state assessments? • Are facilities using growth measures (e.g., credit recovery, pre-/post-assessment scores, grade-level reading growth, scores from state assessments, etc.) as a demonstration of educational progress? 	<ul style="list-style-type: none"> • Can youth in long-term juvenile justice facilities work toward earning a traditional diploma, high school equivalency (GED/HiSet/TASC), or other type of credential/certificate? If so, are schools and programs in these facilities able to award diplomas, equivalency, or other credentials? If not, what entity awards them (LEA, SEA, etc.)? • How does your state calculate the high school graduation rate (e.g., through a four-year adjusted cohort rate or an extended year graduation rate)? If your state calculates an extended year graduation rate, does that rate encompass all schools in your state, or just schools categorized as alternative or nontraditional? 	<ul style="list-style-type: none"> • Are youth in long-term juvenile justice facilities participating in assessments of English proficiency? • Are facilities using growth measures as a demonstration of progress toward English language learner reclassification? 	<ul style="list-style-type: none"> • Are long-term juvenile justice facilities collecting data on career and technical education and/or workforce outcomes (e.g., job training, certifications, employment, etc.)? If so, are these outcome measures aligned with the measures used by the SEA to hold all schools accountable in your state accountability system? • What postsecondary educational outcome data are facilities collecting? Do students have the opportunity to earn college credits while in a juvenile justice facility? If so, how? • What other measures—aligned with ESSA's student success/school quality requirement—are facilities using (e.g., attendance, discipline, referrals, or others)? • Is there a mechanism for including student feedback in the accountability system?

Key Questions for Consideration: Accountability Measures

1

What education accountability measures does your state use for traditional public schools? Are these measures also being used for programs and schools within juvenile justice facilities?

2

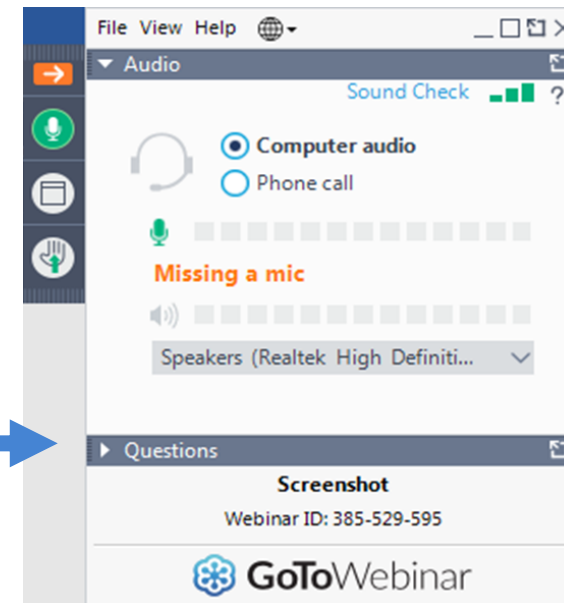
What additional measures should juvenile justice facilities collect to accurately capture educational progress and attainment for this unique student population? Do any of the current measures capture growth in addition to proficiency?

3

What assessments are administered in your state's juvenile justice facilities? Are these assessments appropriate for the unique context of the juvenile justice population?

Audience Q&A

To submit live questions,
please use the “Questions”
box on the control panel



Indiana Department of Correction: Division of Youth Services

➤ **Derek A. Grubbs**
Director of Juvenile Education



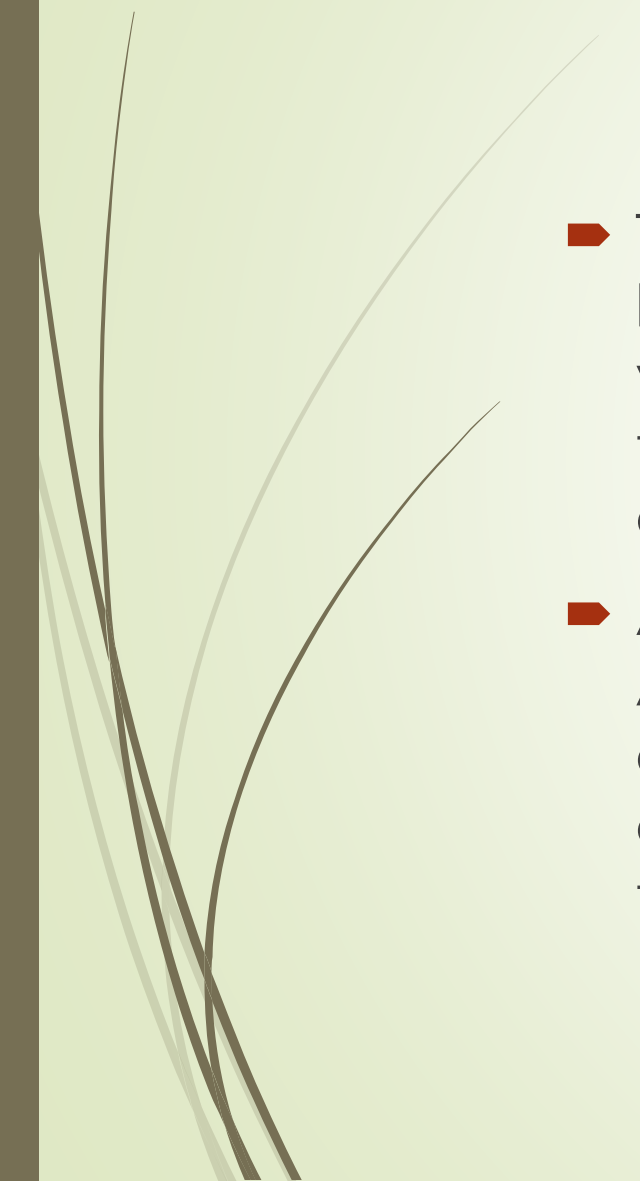


Overview of Correctional Juvenile Education in Indiana

- The primary function of the IDOC juvenile facility schools is to close the academic gap for students and to continue current Individual Education Plans for the Special Education students between youth's incarceration and the time (s)he returns to their community's school.
- IDOC currently provides education services to students in its three juvenile facilities; LaPorte (all girls), Logansport and Pendleton (all boys).



Overview of Correctional Juvenile Education in Indiana Cont.

- The schools provide access to Indiana's junior high curriculum, high school courses aligned to the Indiana Core 40 Diploma, vocational courses, and high school equivalency (TASC) testing. All teachers are dually certified in special education and the content area that they teach.
 - All three Juvenile Correctional Schools are accredited by AdvancED to ensure IDOC- DYS Stakeholders, that credits earned in our facilities are educationally grounded and that our teaching staff are certified for the disciplines in which they teach.
- 



Core 40 and the Test Assessing Secondary Completion (TASC)

- Indiana's Core 40 is what the IDOE's has deemed as the academic foundation that all students need to succeed in college, apprenticeship programs, military training and the workforce.
 - IDOC: DYS schools offer every credit needed for a student to obtain their High School Diploma.
- IDOC: DYS schools also offer a High School Equivalency through the TASC.
 - In January of 2014, Indiana DOE moved from the GED to the TASC that is administered by the Data Recognition Corporation.
 - TASC is aligned with College and Career Readiness Standards.



STN: Student Tracking Number

- Number is assigned to students upon enrollment in school in Indiana.
- Number follows the student through their entire academic career, regardless of enrollment status, to an accredited: public, private, charter, parochial, and/or juvenile justice school(s). Home Schooled students are the exception.
- Ensures that all student data is reflected in the Indiana's Educational Outcome Data.
 - Such as: attendance, graduation rates, special education status, etc.

DOE-DOC Letters



- Indiana Juvenile Correctional Schools are accredited by AdvancedED.
- AdvancedED verifies that our policy and practices are aligned with standards of the industry and that our schools meet curricular guidelines, that the teaching staff is properly licensed, and that we are able to show academic growth to the students we are entrusted to educate.
- Our accreditation status is then shared with all other accredited schools that the DOE supervises.



Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

June 29, 2017

Dear School Administrator:

As a point of information, the Indiana Department of Correction juvenile facility schools are accredited by AdvancEd as Comprehensive Special Purpose Schools. The typical student is engaged in instruction for a minimum of 300 minutes daily. All core academic subjects are taught by highly qualified teachers, and all IDOC teachers in juvenile facilities possess licensure in special education as well as content area licensure.

High school credits earned in these schools may be recognized and counted towards an Indiana high school diploma. Please collaborate with the IDOC school to facilitate the transfer of credits to assist the student with completing his/her diploma upon returning to the community. Please also note that the transfer of student records between schools does NOT require written consent from the student's parent or guardian.

If you have any questions regarding this issue, please contact Catherine Danyluk, Director, Office of Student Services, at (317) 232-9150 or cdanyluk@doe.in.gov.

Thank you for your assistance.

Sincerely,

Catherine Danyluk, Director
Office of Student Services
Indiana Department of Education

Derek Grubbs
Director of Juvenile Education
Indiana Department of Correction

Indiana Department of Education

Indiana State Capitol • 200 W Washington Street, Room 225 • Indianapolis, IN 46204

doe.in.gov



Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

June 29, 2017

Dear School Counselors:

The Indiana Department of Correction (IDOC) and the Indiana Department of Education (IDOE), have collaborated to develop the *Educational Transition Portfolio* in order to facilitate and expedite the transfer of student records from IDOC to the local school district.

In some instances, IDOC has experienced difficulty in securing school records from the student's public school during processing/arrival at the IDOC facility. This letter is to clarify that the transfer of student records to and from the IDOC facility does NOT require written consents from the student's parent or guardian. Please assist with any request for student records requested by the IDOC facility. Once the facility obtains the student's records they will be able to provide educational services and comply with a student's IEP in a timely manner.

If you have any questions regarding this issue, please contact Catherine Danyluk, Director, Office of Student Services at 317/232-9150 or cdanyluk@doe.in.gov.

Thank you for your assistance.

Sincerely,

Catherine Danyluk, Director
Office of Student Services
Indiana Department of Education

Derek Grubbs
Director of Juvenile Education
Indiana Department of Correction

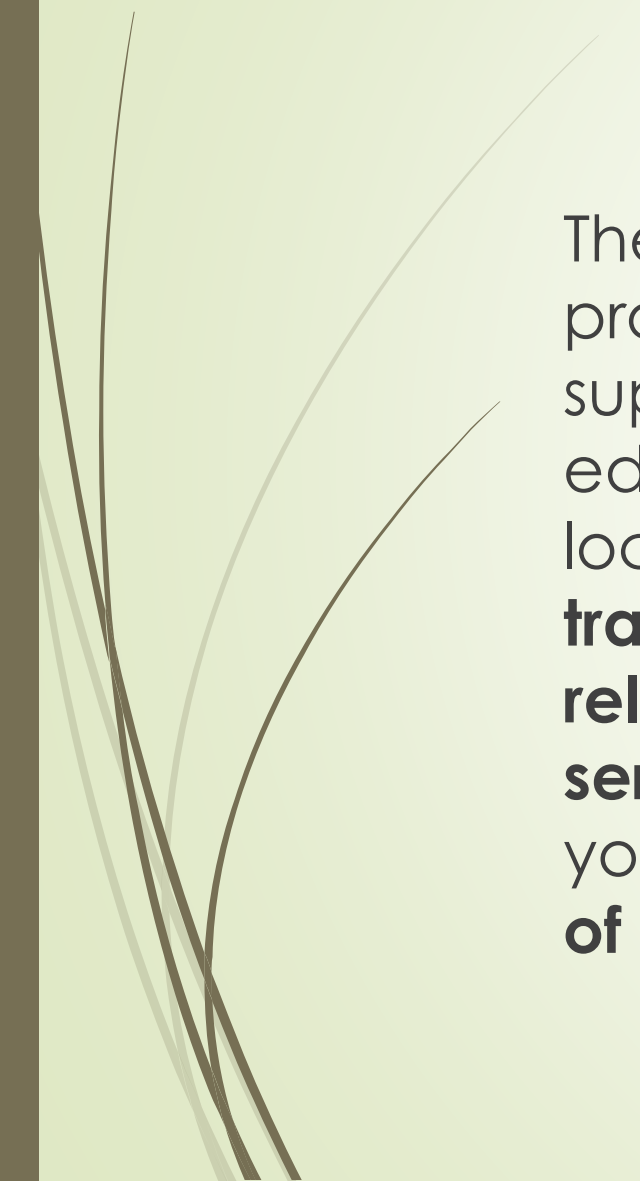
Indiana Department of Education

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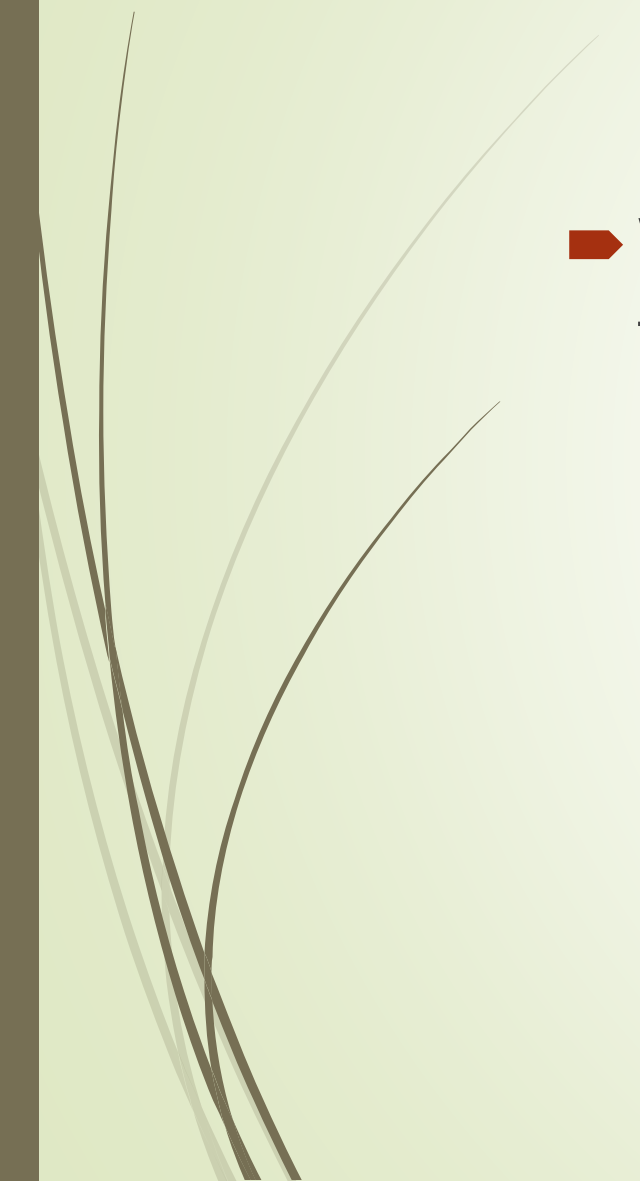
ESSA in Indiana and Juvenile Corrections



The Title I Part D Neglected and Delinquent (N and D) program provides a formula grant to the IDOE for supplementary education services to help provide educational continuity for children and **youth in State** and local **institutions** so that these **youths can make successful transitions to school or employment once they are released. Institutions for delinquent children provide services at a public** or private residential or day facility for youth **who have been adjudicated delinquent or in need of supervision.**



Monthly Accountability Report Cards

- We look at 28 data collection points and break them down into three categories
 - 1) Data Collection;
 - 2) Performance of the students;
 - 3) The schools response to the data.
- 



Providence Jr./Sr. High School

School Report Card



Principal: Jeremy Wolley

Starting Date: 10/1/2017

Ending Date: 3/6/2018

Overall Grade: **C**

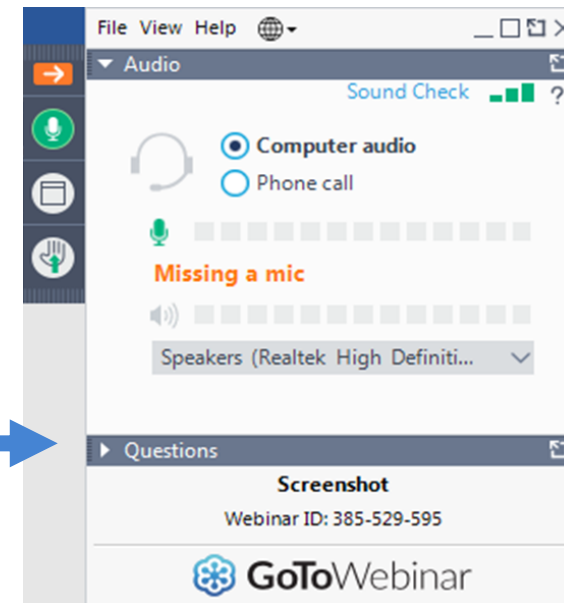
Possible Points	Points Earned		Data Collection	0	25	50	75	100
10	10		Attendance Entered	99 %				
10	10		Behavior Scores Entered	99 %				
10	9		Students with Current Assignments	88 %				
20	17	3/6/2018	Students with General Consults Completed	86 %				
30	24		Transition Consultations Completed	79 %				
10	10		With SRI Pre Test	96 %				
10	10		With SMI Pre Test	96 %				
10	8		With SRI Post Test	83 %				
10	8		With SMI Post Test	78 %				
5	5		With SDS	96 %				
5	5		With SSQ	96 %				
5	5		With Guardian Information	98 %				
30	30		Case Conference Dates Compliant	100 %				
30	27		Case Conference Finalized Compliant	89 %				
195	178	Percent:	91					

Possible Points	Points Earned		Performance	0	25	50	75	100
30	17		Percent of Students with Success Plans that are now Passing	56 %				
60	45		Percent of Students who Gained on Wrat Math	75 %				
60	30		Percent of Students who Gained in Wrat Read	50 %				
60	60		Percent of Students who Gained in Math or Read	100 %				
60	39		Percent of Students who Gained on SRI	65 %				
50	28		Percent of Students who Earned Expected number of Credits	55 %				
50	34		Percent Passing GED	67 %				
50	22		Percent of SpEd Students progressing on >=80% of Goals	45 %				
420	275	Percent:	65					

Possible Points	Points Earned		Response to Data	0	25	50	75	100
50	40	3/7/2018	Students having Success Plans who need them	79 %				
20	14	3/7/2018	Percent of Students needing BIPS that have them	71 %				
20	8	3/7/2018	Percent of Students needing PRI that have them	38 %				
40	38	3/7/2018	Students with Gradebook Accommodations that need them	95 %				
20	19	3/7/2018	Students whose Grade Avg and Behavior Avg correlate	97 %				
30	30		Percent of Eligible Students with Pre-GED	100 %				
180	149	Percent:	83					

Audience Q&A

To submit live questions,
please use the “Questions”
box on the control panel



50 State Scan of Education Services in Juvenile Justice Facilities

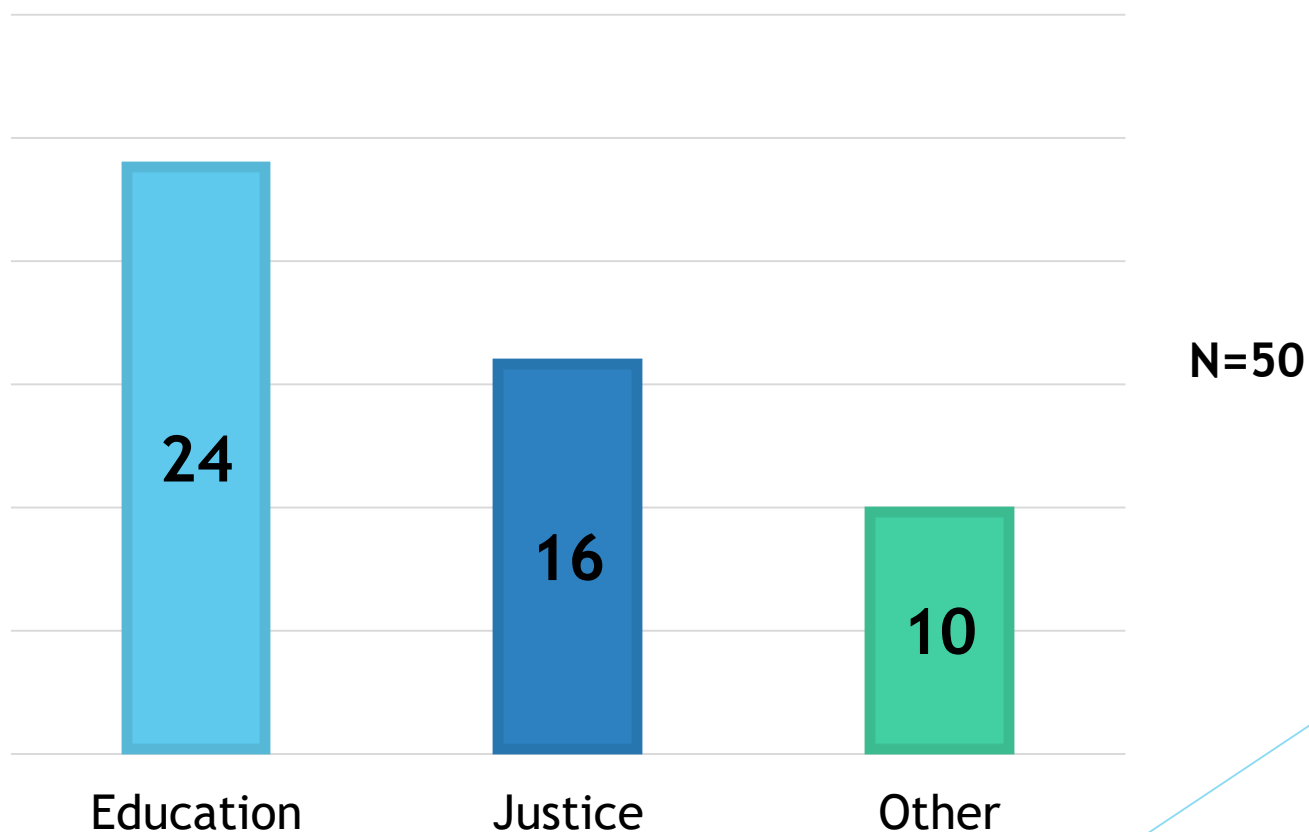
Jesse Kannam, American Youth Policy Forum

Overview

- ▶ Scan of 50 states and Washington, D.C.
- ▶ Conducted through interviews with education and juvenile justice agency representatives by phone and email
- ▶ Survey of questions regarding structure and accountability for education in long-term facilities serving post-adjudicated youth
- ▶ Questions addressed topics such as:
 - ▶ Who are providers of education services
 - ▶ How facility schools/programs are funded
 - ▶ What education information facilities collect
 - ▶ Who is education information reported to
 - ▶ How facility schools/programs are held accountable

Oversight of Educational Services

Which state agency oversees the provision of education services that post-adjudicated youth receive in long-term juvenile justice facilities?



Earning High School Credentials

Can youth in juvenile justice facilities earn:

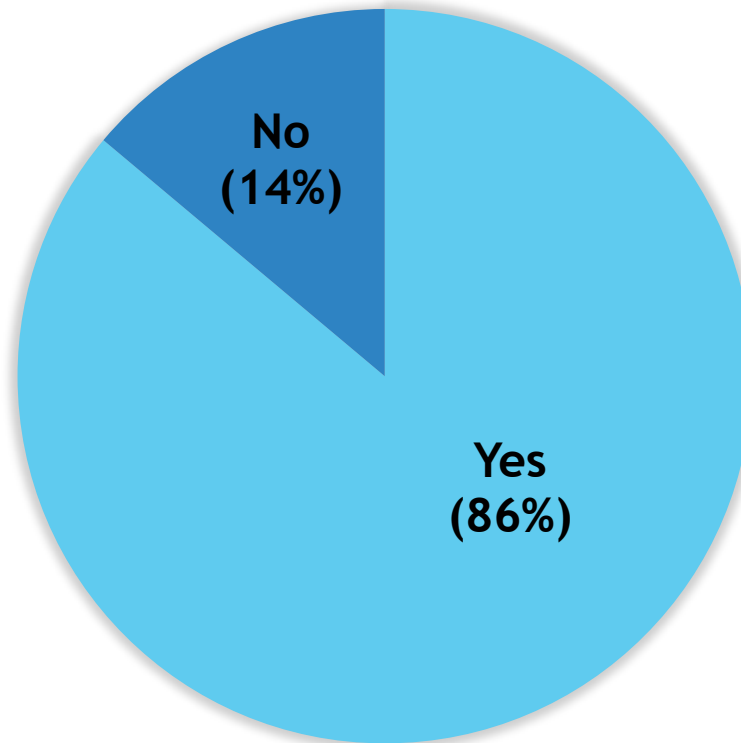
Credential	# of States (n=51)
Traditional Diploma	51
Alternative Diplomas (GED/HiSET/TASC)	48
Other credentials/certificates	20

Who awards the traditional diplomas?

- ▶ Juvenile justice agency
- ▶ Home/sending district
- ▶ School district the facility is located
- ▶ Facility school itself
- ▶ Other

Pursuing Postsecondary Education

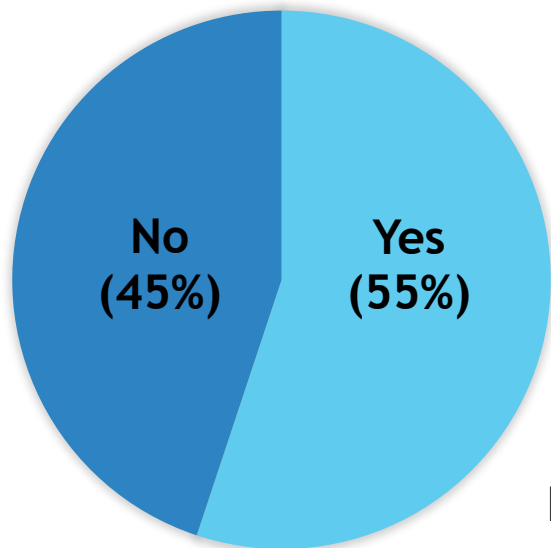
Can youth earn college credits while in juvenile justice facilities?



N=36

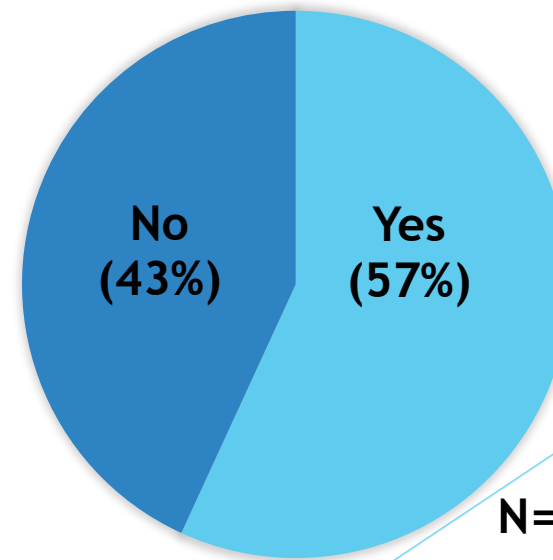
Accountability

Do juvenile justice facilities get a “school grade”, “school report card”, or any other report mechanism, like traditional public schools in the state?



N=49

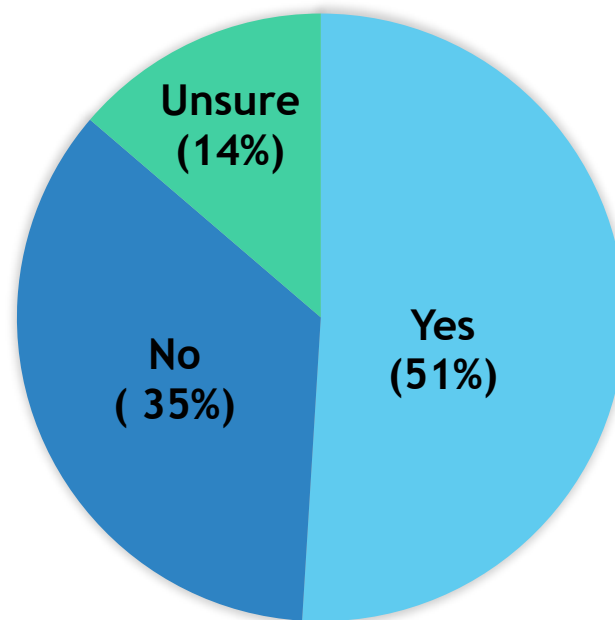
Do schools/programs in facilities report the same educational accountability information as traditional public schools in the state?



N=51

Relationship with alternative education and accountability for alternative settings

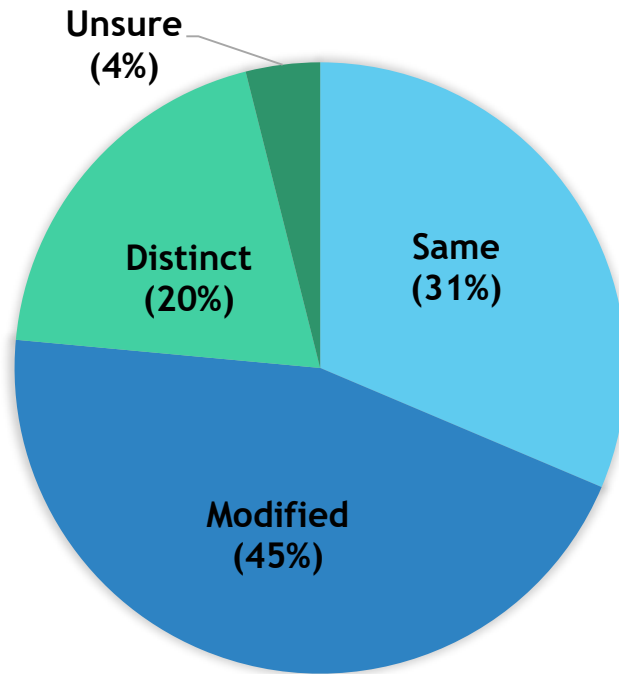
Is accountability for schools/programs within juvenile justice facilities distinct from other types of alternative schools/programs in the state?



N=51

Accountability Systems

How would you characterize the way long-term juvenile justice facilities are held accountable for the education information reported about youth served compared to public schools in the state?



N=51

Systems of Accountability	
Same	as traditional public schools, often because the facility is considered a school within a LEA or is an LEA itself
Modified	from traditional public schools, typically developed to accommodate the variety of alternative/non-traditional educational options
Distinct	from traditional or alternative/non-traditional public schools and/or potentially aligned with another state agency's accountability system

Key Takeaways

- ▶ Variety across states
 - ▶ Structure of system (ex. oversight, funding, information sharing and reporting)
 - ▶ Accountability system and mechanisms
- ▶ States are excited and eager to learn about how other states approach education in facilities and share best practices
- ▶ Common challenges
 - ▶ Information sharing, transferring credits, and reentry to community
- ▶ Consider needs of youth served in facilities in creation of accountability systems for alternative settings
- ▶ Areas for further inquiry
 - ▶ Areas of uncertainty among states
 - ▶ Factors that affect inclusion in accountability systems
 - ▶ School size
 - ▶ Classification as school or program
 - ▶ Measures used in accountability systems for education services in juvenile justice facilities

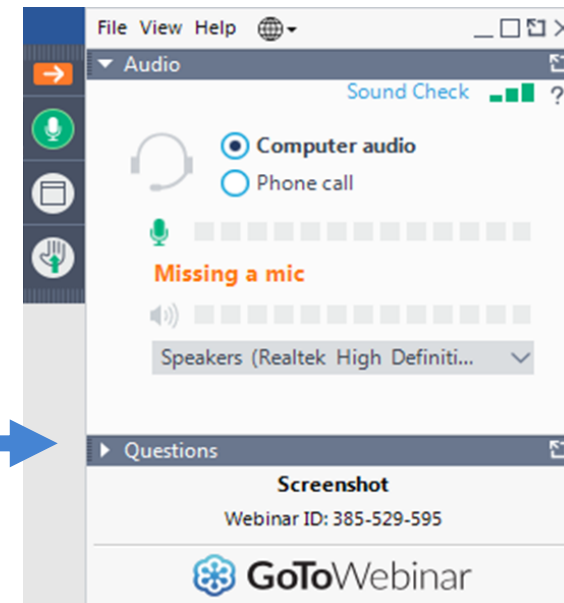
Next Steps and Additional AYPF Resources

- ▶ Written publication on 50 state scan findings (forthcoming)
- ▶ 50 state scan of ESSA State Plans for alternative education and juvenile justice education (forthcoming)
- ▶ Check out our Foster Care, Juvenile Justice, and Crossover Youth Resource Page for more resources!



Discussion

To submit live questions,
please use the “Questions”
box on the control panel



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Effective Juvenile Justice Reforms in the Era of ESSA

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