

Correctional Education & Secondary Transition



Session Objectives



Learn about TA needs of states for correctional education programming

Learn about the OSEP Correctional Education Self-Assessment Tool

Learn how to apply the Correctional Education Self-Assessment Tool through an example for how Pennsylvania has used the tool

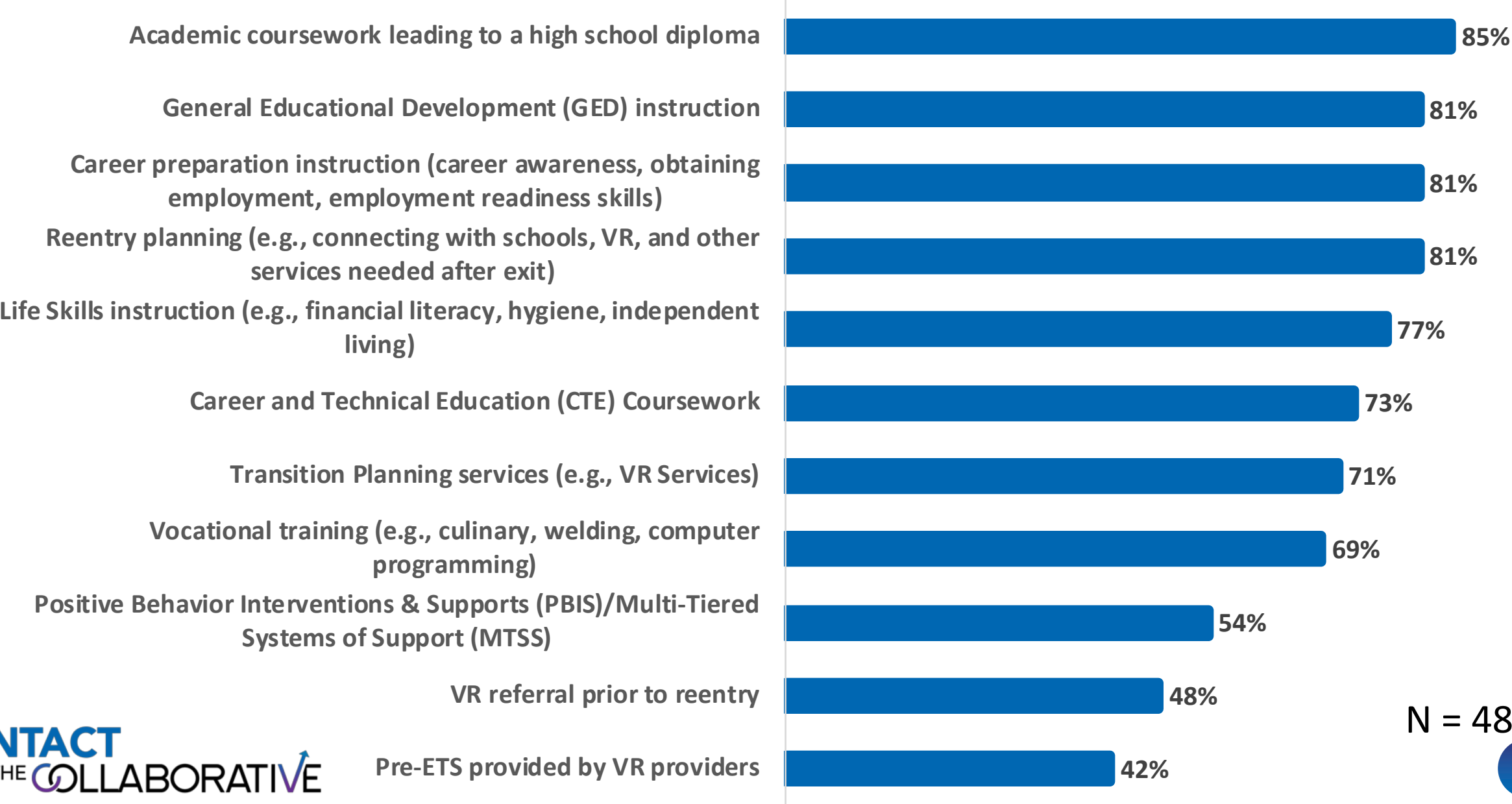
Disclaimer

The contents of the Survey portion of this presentation were developed under a grant (H326E200003) from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Survey of State Correctional Education Personnel

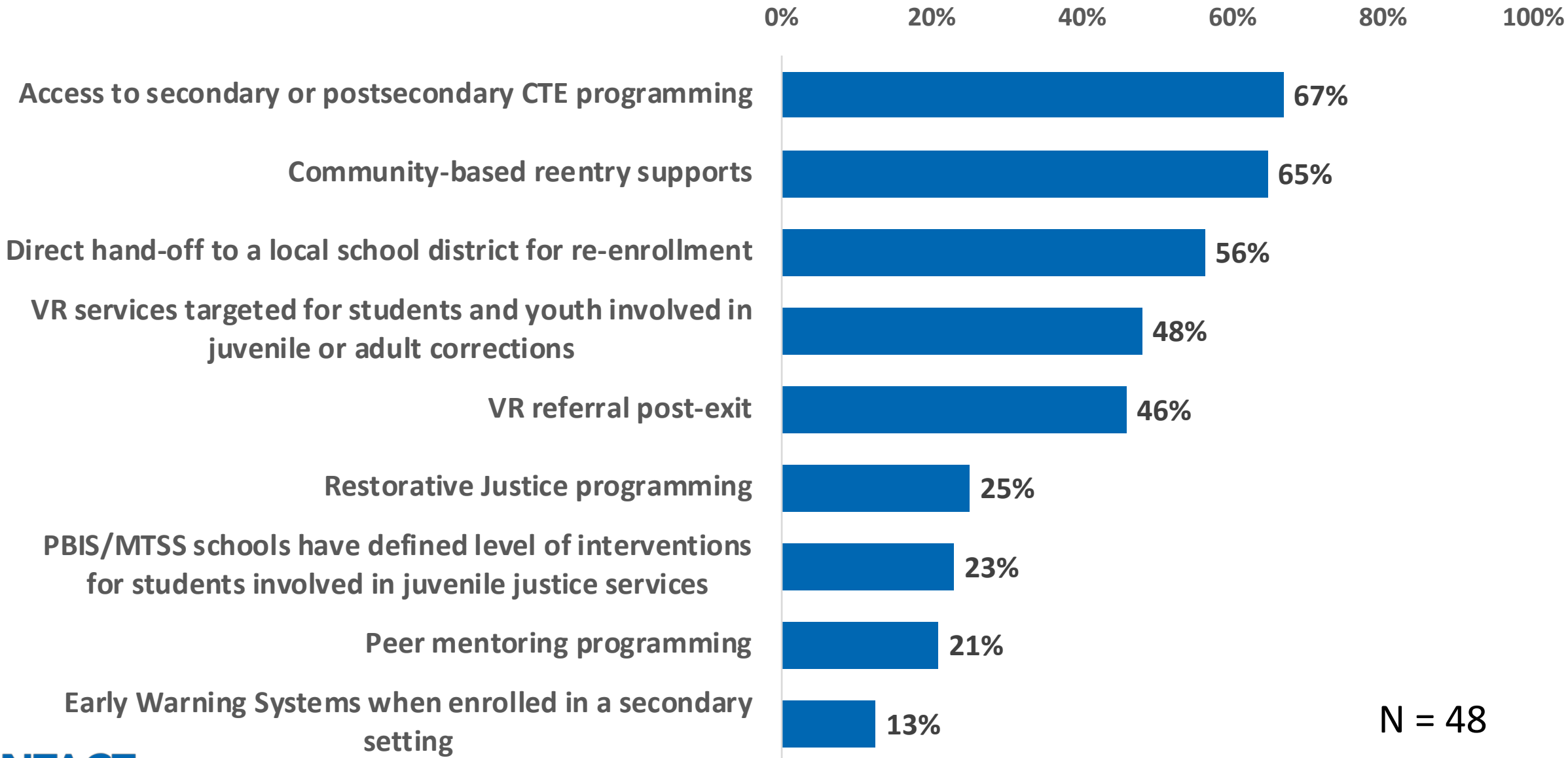
- At request of OSERS, NTACT: C developed a survey to identify current services and needs of correctional education programming
- Survey was administered between December 2021 – March 2022
- The survey was sent to identified state correctional education leads and if no one was identified it was sent to the state special education transition lead or state director of education
- Total of **48 respondents** representing **35 States, jurisdictions, and territories**
- Included representatives from both juvenile and adult correctional education personnel

Correctional Education Services Provided



N = 48

Re-Entry to Community Services Provided

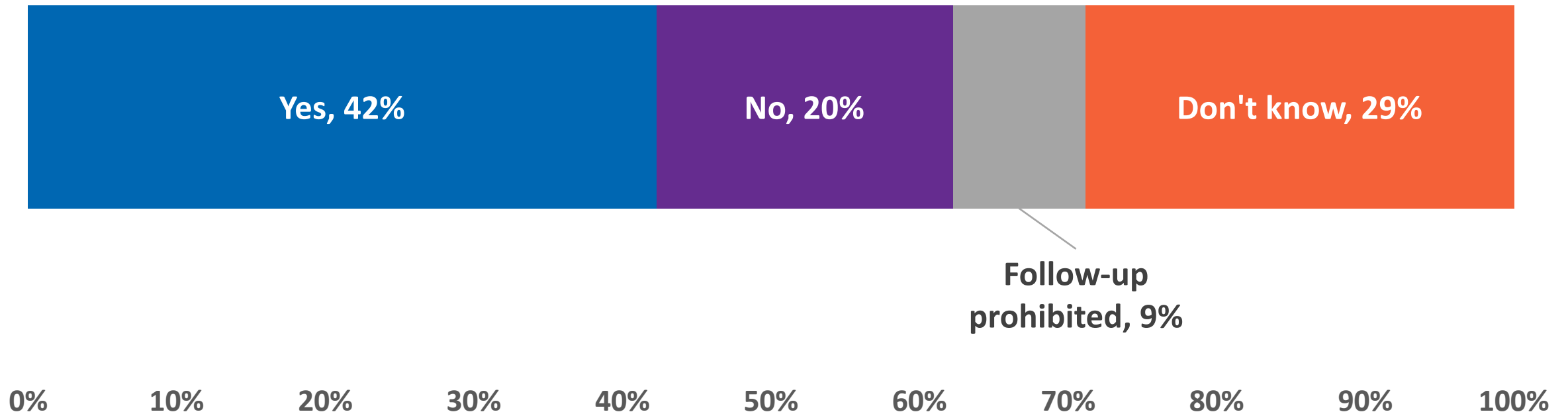


N = 48

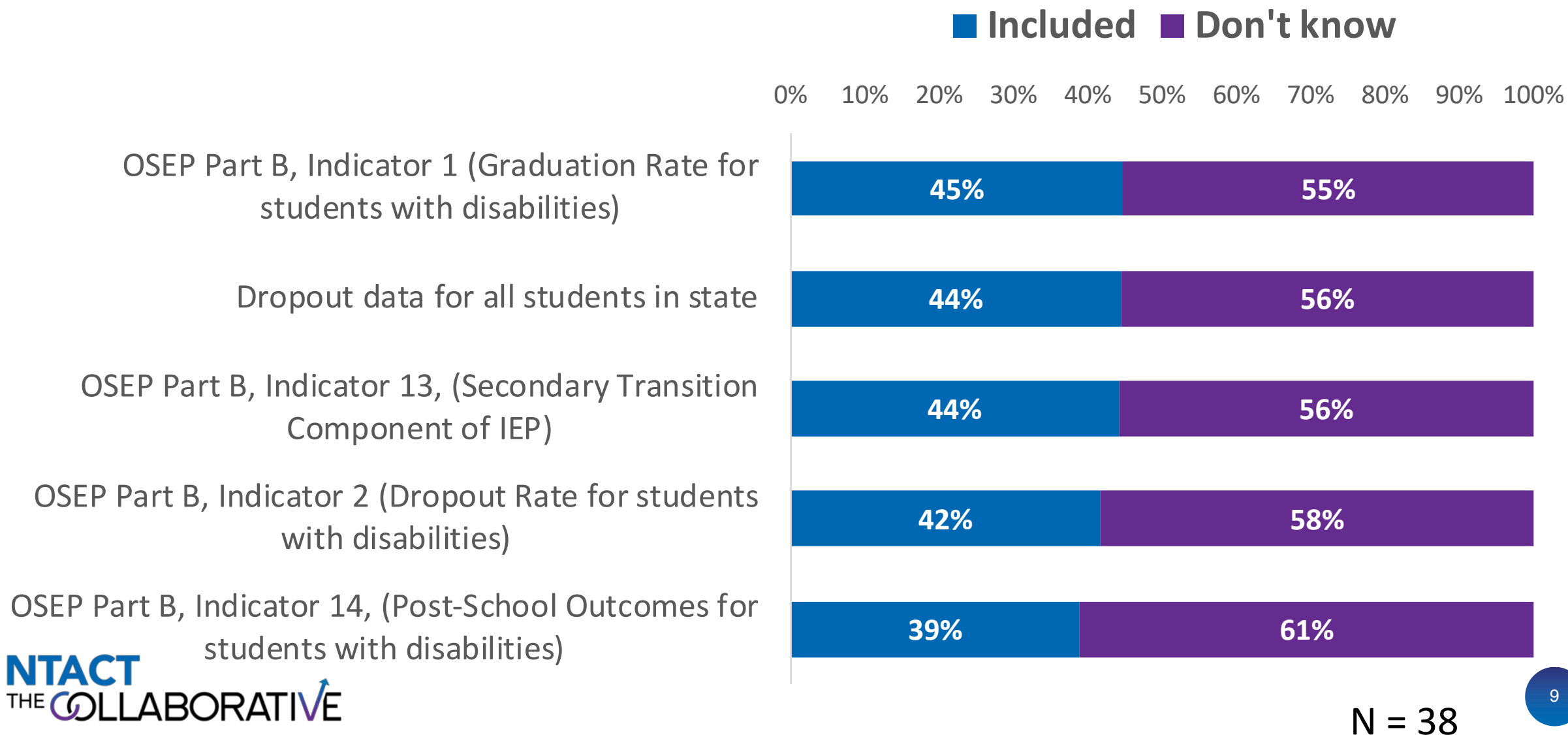
About half or more of all respondents reported the following as either challenging or very challenging:

- | | |
|--|-----|
| • Ability to hire quality special education staff | 70% |
| • Ability to maintain high quality special education staff | 65% |
| • Collecting information on youth once they have exited a correctional education program | 62% |
| • Involving biological parents, surrogate, or guardian in the IEP process | 51% |
| • Lack of rapid receipt of educational records upon a student's entrance into the facility | 48% |

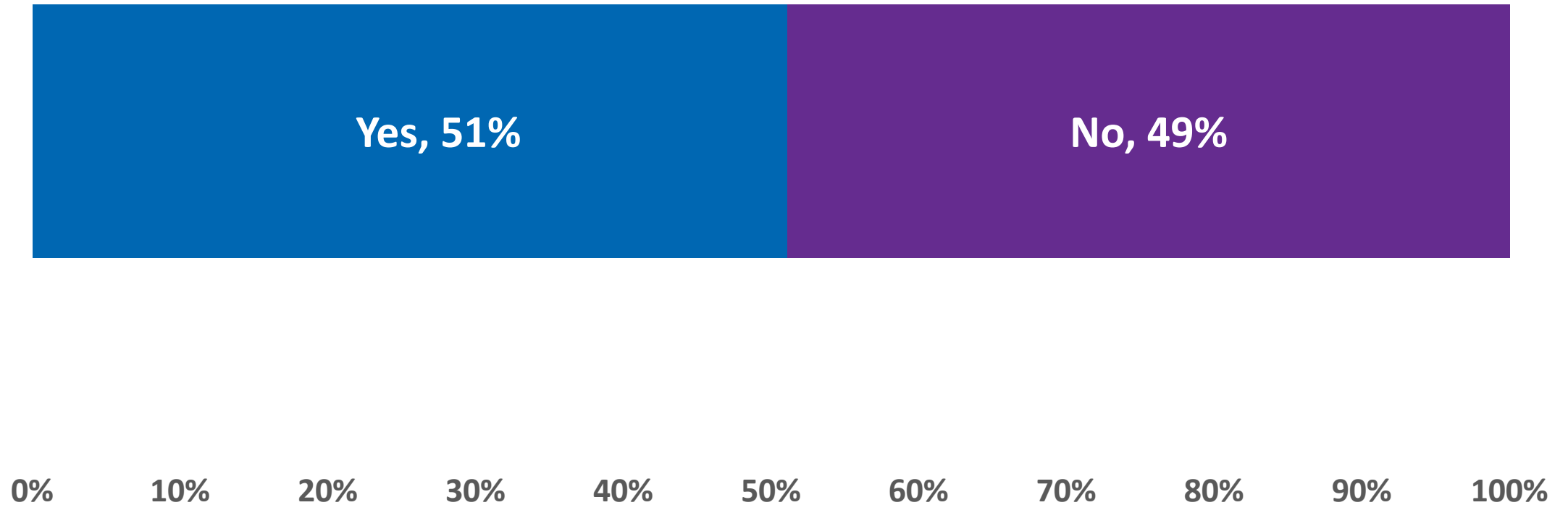
Does state collect outcome data on SWD post-exit?



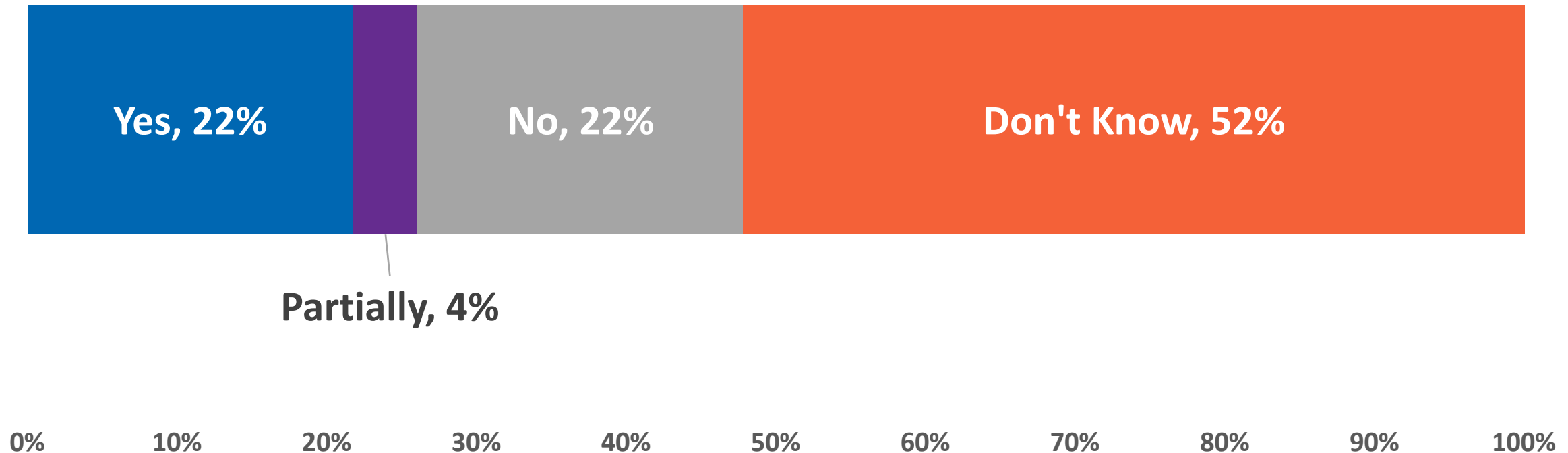
Are SWD in correctional education settings included in federal reporting?



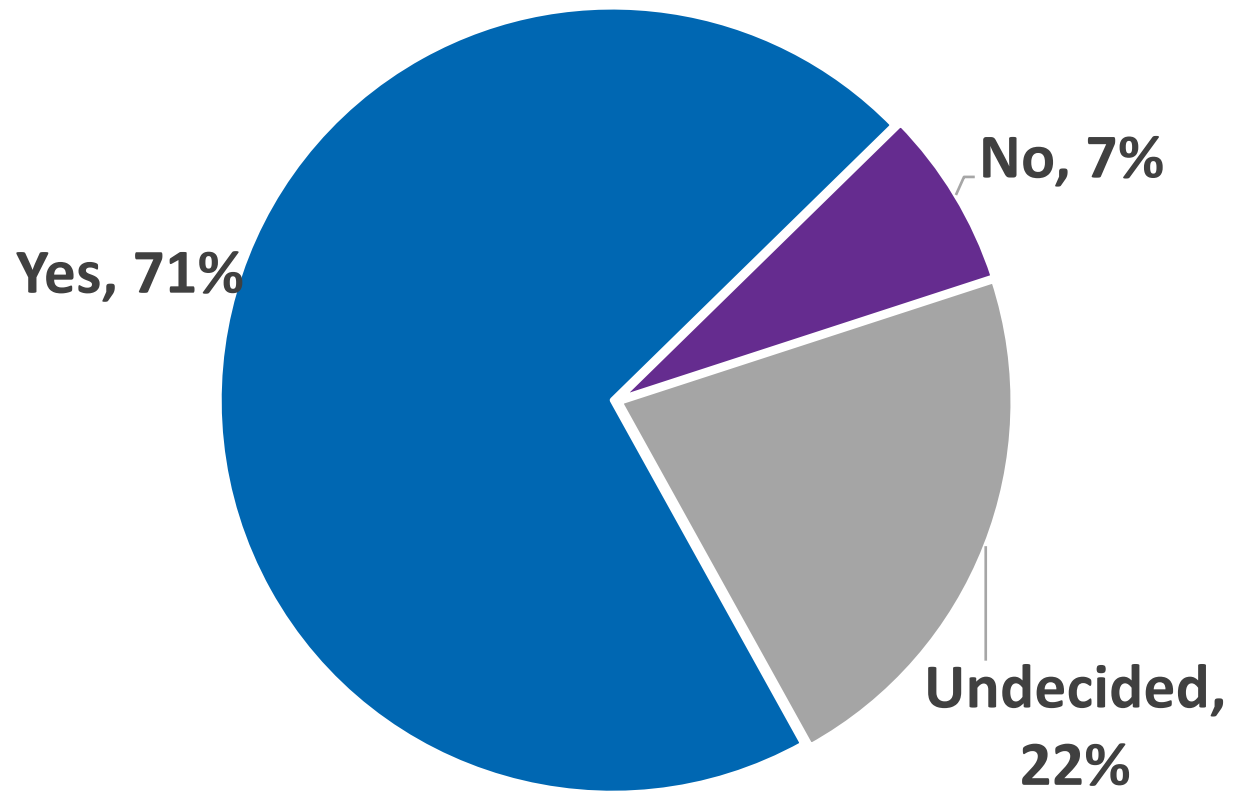
Familiar with OSEP Correctional Education Self-Assessment?



Of those who said yes (n=22) , has your state completed the Self-Assessment?



Respondents' interest in a CofP on Corrections Services



Sign Up for A Corrections CofP!



<https://forms.gle/oBZ4RchqR1LP2JtL9>

What topics would be of interest in a Corrections focused
CofP meeting? **Type in Chat**



Contact: Deanne Unruh, dkunruh@uorgon.edu

Find us on:



#transitionTA | transitionTA.org | ntact-collab@uncc.edu



Office of Special Education Programs
U.S. Department of Education

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Office of Special Education Programs

**National Technical Assistance Center on Transition: The Collaborative's
(NTACT:C)**

**U.S. Department of Education (ED)
Office of Special Education Programs (OSEP)**

**Pennsylvania Department of Education, Bureau of Special Education
(PDE-BSE)**

May 5, 2022

Presenters

Office of Special Education Programs

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Heather Olson, MSIP Correctional Education, Lead

[OSEP](#) is responsible for ensuring States' compliance with the Individuals with Disabilities Education Act ([IDEA](#)). IDEA guarantees the free appropriate public education (FAPE) of children with disabilities in the least restrictive environment (LRE).

Pennsylvania Department of Education, Bureau of Special Education)

Carole Clancy, PDE-BSE, State Director

Roni Russell, PDE-BSE, Regional Coordinator of Special Education, Cyclical Monitoring

Purpose

To provide a general overview of OSEP's State Correctional Education Self-Assessment Tool (SCES) and how it can be used by States to assess their correctional education program at the State Education Agency (SEA) and Local Education Agency (LEA) levels.

OSEP State Correctional Education Self-Assessment Tool

OSEP's Correctional Education State Self-Assessment Tool (SCES): <https://sites.ed.gov/idea/topic-areas/>

The SCES is a voluntary tool that was developed by OSEP to assist States in self-assessing their systems for providing a free appropriate public education (FAPE) to students with disabilities in correctional facilities.

The self-assessment is not a monitoring tool; however, it can be used to support monitoring activities and Identify non-compliance. It is a technical assistance tool designed to assist States in tracking implementation of applicable Part B requirements as they evaluate relevant policies and procedures at the State and local level.

- [Improving Outcomes for Youth With Disabilities in Juvenile Corrections | OSEP Ideas That Work](#)
- [OSEP DEAR COLLEAGUE LETTER on the Individuals with Disabilities Education Act for Students with Disabilities in Correctional Facilities \(December 5, 2014\) - Individuals with Disabilities Education Act](#)
- [Monitoring and State Improvement Planning \(MSIP\) | OSEP Ideas That Work](#)



OSEP: Organization of the SCES

The Self-Assessment is organized into three main areas:

- The first area highlights the importance of interagency collaboration through requirements for interagency agreements between SEAs and other public agencies, including non-educational public agencies that are responsible under State or Federal law for providing or paying for required special education and related services for youth with disabilities in correctional facilities.
- The second area provides a tool to evaluate and track the State's progress in addressing the States' and SEAs' responsibilities to students with disabilities in correctional facilities.
- The third area provides a tool to evaluate and track how IDEA requirements are being addressed by public agencies in your State, including LEAs, and correctional facilities that operate as LEAs, and non-educational public agencies that are responsible for providing educational services to youth in correctional facilities.



OSEP: Methods of Ensuring Services

Does your State have an Interagency Agreement or other mechanism for interagency coordination for providing or paying for required special education and related services for youth with disabilities in correctional facilities?

What mechanisms are in place in your State to establish responsibility for services for youth with disabilities in correctional facilities?

Which entity in your State is responsible for providing special education and related services to these youth?

How does your State ensure that Juvenile Correctional Facilities have appropriate mechanisms for coordination of services between a facility and educational and non-educational agencies?



OSEP: KEY Components of the SCES – Section I

Section I: Methods of Ensuring Services

- The State requirements in IDEA, Part B apply to all political subdivisions of a State that provide special education and related services to students with disabilities, including State, local juvenile and adult correctional facilities, regardless of whether that agency receives funds under Part B (34 CFR §§300.2(b)(1)(iv) and (2)).300.2(b)(1)(iv) and (2)).
- **Interagency or Coordination Agreements to provide special education and related services (34 CFR §300.154(a)).** This may include
 - Financial responsibility of each agency for providing special education and related services, including reimbursement terms;
 - The resolution of interagency disputes; and
 - The coordination and delivery of special education and related services



OSEP: KEY Components of the SCES – Section 2

SCES Section II: SEA's Responsibilities to Students with Disabilities in Correctional Facilities

Exercising general Supervision over all educational programs for students with disabilities in correctional facilities including:

- When correctional facilities are LEAs.
- When local county jails are responsible for providing educational services to students with disabilities
- When the State contracts with Private agencies to provide educational service.

Students' participation in IEP Team Meeting.

Student participation in required Statewide and districtwide assessment programs, where necessary.

- Personnel qualifications, Child Find, Surrogate Parents, Procedural Safeguards and Due Process Protections.



OSEP: KEY Components of the SCES – Section 2, continued

SCES Section II: SEA's Responsibilities to Students with Disabilities in Correctional Facilities

IDEA 618 Reporting- Part B Data: (<http://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>)

Child Count and Educational Environments

- Count of children with disabilities by age, disability, race/ethnicity, Limited English Proficiency (LEP) status, gender & the setting in which they are being educated.

Personnel

- The number of full time equivalent Special education teachers, paraprofessionals, and related services personnel.

Exiting Special Education

Graduation, dropout, return to general education, etc.

Discipline

- Removal to an Interim Alternative Educational Setting (IAES), in-school suspensions, out-of-school suspensions, and expulsions.

Assessment

- Participation and performance by assessment type, grade, and subject area.

OSEP: KEY Components of the SCES – Section 3

SCES Section III: Responsibilities of Public Agencies, Including LEAs, Correctional Facilities, and Non-educational Public Agencies

- Records Transfer: Individualized Education Program (IEP) for transfer students and transmittal of Records.
- Section 1425 of Every Student Succeeds Act requires that each correctional facility entering into an agreement with a local educational agency to provide services to children and youth : [Title I, Part D Statute | NDTAC: Technical Assistance Center for the Education of Youth Who Are Neglected, Delinquent, or At-Risk](#)
- Child Find, Evaluations and Re-Evaluations.
- Individualized Education Programs (IEPs) and Teams.
- Personnel Development, Development, review, and revision of IEP.
- Least Restrictive Environment, Due Process and Discipline Procedures.
- Parental Engagement, Secondary Transition and Re-entry Considerations.



OSEP: KEY Take a ways

- The Correctional Education Guidance Package, IDEA DCL, and SCES are tools that educational agencies can use to improve and facilitate the provision of special education and related services to students with disabilities in correctional education facilities.
<https://www2.ed.gov/policy/gen/guid/correctional-education/index.html>
- The SCES is a tool that can be used by SEAs, LEAs and non-educational agencies to assess the provision of educational services to youth with disabilities in correctional facilities in their jurisdiction and to identify ways to enhance coordination and improve the delivery of required educational services to students with disabilities.
- It is essential that appropriate educational agencies and offices within those agencies have in place appropriate interagency agreements and/or other collaborative mechanisms for interagency coordination that will ensure the provision of services needed to ensure the provision of FAPE to students with disabilities in correctional facilities.



State Correctional Education Self Assessment

Broadview perspective on state gains from completing assessment

By completing assessment emphasized confirmation with implementation of defined areas: Interagency Agreements

- Pennsylvania Information Management System and Penn Data to track and evaluate progress
- Cyclical monitoring to track and evaluate IDEA requirements

Pennsylvania Department of Education - 2

State Correctional Education Self Assessment

- Provide continual trainings and technical assistance to correctional facilities either directly or in tandem with their local education agency.
- Internal collaboration between agencies, cyclical monitoring and technical assistance team in tandem with State Juvenile and State Correctional leadership.
- Records center to ensure that transfer of records and retrieval are completed in a timely fashion.

NTACT

Questions and Answers

Available RESOURCES

[Monitoring and State Improvement Planning \(MSIP\) | OSEP Ideas That Work](#)

- **The Monitoring and State Improvement Planning Division (MSIP)** within OSEP is responsible for administering formula grants to States and entities under IDEA Parts B and C
- **IDEA 2014 Dear Colleague Letter** : <https://sites.ed.gov/idea/idea-files/osep-dear-colleague-letter-on-the-individuals-with-disabilities-education-act-for-students-with-disabilities-in-correctional-facilities/>
- **Correctional Education Package**:
<https://www2.ed.gov/policy/gen/guid/correctional-education/index.html>
- **Students with Disabilities in Correctional Facilities, January 29, 2019**:
<https://sites.ed.gov/idea/idea-files/osep-letter-jan-29-2019-letter-to-duncan/>



Available RESOURCES -1

Research To Practice Division

Professional Development Modules. IRIS TA Center developed a two-part series of modules for personnel development related to corrections education: <http://iris.peabody.vanderbilt.edu/about/>

[Youth with Disabilities in Juvenile Corrections Part 1: Improving Instruction](#) focuses on developing evidence-based instruction in correctional education programs.

[https://iris.peabody.vanderbilt.edu/module/jj1/Youth with Disabilities in Juvenile Corrections Part 2: Transition and Reentry to School and Community](https://iris.peabody.vanderbilt.edu/module/jj1/Youth%20with%20Disabilities%20in%20Juvenile%20Corrections%20Part%202%20Transition%20and%20Reentry%20to%20School%20and%20Community) provides better practices to support youth with disabilities to succeed after release from correctional educational programs.

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<https://www2.ed.gov/about/offices/list/osers/osep/rtp.html>

[NTACT:C | National Technical Assistance Center on Transition: The Collaborative \(transitionta.org\)](http://transitionta.org)



Available RESOURCES-2

Research To Practice Division:

Parent Resources: OSEP's Center for Parent Information and Resources has developed resources for professionals working with parents of juvenile justice-involved students with disabilities: <http://www.parentcenterhub.org/>

Juvenile Justice Toolkit: <https://www.parentcenterhub.org/juvenile-justice-toolkit>

Improving Outcomes for Youth with Disabilities in Juvenile Corrections: <https://osepideasthatwork.org/jj>



Available RESOURCES -3

Rehabilitation Services Administration (RSA): RSA provides leadership and fiscal resources to assist State and other agencies to provide vocational rehabilitation (VR) and other services to individuals with disabilities. In addition, RSA administers programs and activities under the Randolph-Sheppard Act.

The National Technical Assistance Center on Transition: The Collaborative (NTACT:C), funded by RSA and OSEP, provides support to multiple stake holders for the improvement of opportunities and outcomes for students and youth with disabilities.

Additional information about the NTACT:C can be found at <https://transitionta.org/>

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<https://www2.ed.gov/about/offices/list/osers/rsa/index.html>

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THANK YOU