

**Thursday, June 24, 2004**

1:00–5:00	<b>Registration</b>	<b>Lower Level I</b>
1:00–6:00	<b>Exhibitors</b>	<b>Molly Brown</b>
3:00–4:45	<b>Opening Session</b>	<b>Denver Ballroom</b>
3:00–3:15	<b>Welcome</b> <i>Peter E. Leone, Ph.D., Professor and Director, The National Center on Education, Disability, and Juvenile Justice</i>	
3:15–3:45	<b>Keynote Address</b> <b>The New Separate and Unequal: Educating and Serving Troubled Youth</b> <i>Honorable David B. Mitchell</i>	
3:45–4:15	<b>Critical Issues Panel</b> <b>Challenges and Options for Prevention, Education, and Transition</b> <i>Renee Bradley, Ph.D., U.S. Office of Special Education Programs</i> <i>Caren Leaf, Lookout Mountain Youth Services Center, Golden, CO</i> <i>Hon. David B. Mitchell, National Council of Juvenile and Family Court Judges</i> <i>C. Michael Nelson, Ed.D., University of Kentucky</i> <i>Leonard Dixon, Wayne County Juvenile Detention Facility, Detroit, MI: Moderator</i>	
4:15–4:30	<b>“Ask the Panel” Question and Answer</b>	
4:30–5:45	<b>Networking Reception</b> <b>Youth Art Show</b>	<b>Denver Pre-Function Area</b>
7:00 & 9:00	<b>Documentaries</b>	<b>Denver 3</b>

**EDJJ PARTNERS**



## Friday, June 25, 2004

8:00–12:00 & 2:00–4:00	<b>Registration</b>	<b>Lower Level I</b>
9:00–6:00	<b>Exhibitors</b> <b>Youth Art Show</b>	<b>Molly Brown</b> <b>Denver Pre-Function Area</b>
9:00–10:15	<b>Concurrent Sessions</b>	
<b>Denver 2</b>	<b>Forgotten Families and Children</b>	
	<b>Families as Allies</b> <i>Lili Garfinkel, Coordinator, Juvenile Justice Project, PACER Center, Minneapolis, MN</i> Families of youth at risk for or adjudicated in the juvenile justice system can be the greatest asset that the court has, and yet, there is no pathway for effective family involvement. Indeed, for most families, the juvenile process reinforces attitudes of shame and blame. In this session we will look at how we can provide families (or surrogates) the supports to advocate for their child, the skills to interact effectively with the schools, the courts, and the correctional setting, and to learn the strategies and questions necessary to access the services to which they are entitled.	
	<b>Faith-Based Mentoring for Children of Incarcerated Parents</b> <i>Reverend Mark Scott, Director, Center for Faith in Service Technical Education Network, Crime Prevention Council of America, National Crime Prevention Council</i> The workshop will discuss a strategy to mobilize religious communities with volunteers to mentor children of incarcerated adults. It will also address data on incarcerated children, why mentoring was selected as an intervention tool, how religious communities were recruited, how children were recruited, resources for program managers, and challenges the initiative faces.	
<b>Denver 3</b>	<b>Child Search Efforts in the Juvenile Justice System</b>	
	<i>Simon G. Gonsoulin, Assistant Secretary, Louisiana Department of Public Safety and Corrections, Office of Youth Development</i> Disabled youth are over-represented in the juvenile justice system throughout the country, but many youth who enter secure care facilities are under-identified. Experts have found that youth often experience considerable difficulty adjusting to secure care. These difficulties may result in youth being placed in seclusion, failing in school, often being at odds with facility staff and peers, experiencing frequent accidents that require medical attention and an increase in acts of violence. We have found that many youth who have difficulty adjusting have not been identified as disabled, and are less likely to receive accommodations that may result in a more successful experience. Louisiana has established a process for reviewing readily available data to “red flag” youth in keeping with the principles of child search and the mandates of IDEA. This process alerts education and treatment personnel to disabilities that may interfere with the youths’ progress in the secure care setting.	
<b>Denver 4</b>	<b>The Importance of Getting Started Right: Examination of the Community Engagement of Formerly Incarcerated Youth</b>	
	<i>Michael Bullis, Ph.D., Professor, University of Oregon</i> This presentation will summarize the results of a longitudinal study of the facility-to-community transition experiences of incarcerated youth following their release from Oregon’s juvenile correctional system. Data were gathered while youth were in custody, and every 6 months after their parole, to describe their work, educational, living and social experiences. For this sample being engaged in work/school within 6 months after exit from juvenile corrections and receipt of services from mental health and other social service agencies within 6 months after exit were associated with remaining in the community and being involved in work/school at 12 months post exit. Participants with disabilities were less likely to be engaged in school/work and more likely to return to the juvenile system than participants without disabilities. Implications for the development of effective transition services for formerly incarcerated youth will be emphasized.	

## Denver 5

### **Professional Development for Correctional Educators**

*Sarup R. Mathur, Ph.D., Clinical Associate Professor and Initial Teacher Certification Coordinator, Division of Curriculum and Instruction, Arizona State University*  
*Heather M. Baltodano, Research Assistant, Arizona State University*  
*Derrick Platt, Maricopa County Certified Probation Officer IV and Research Assistant, Arizona State University*  
*Pamela Harris, Research Assistant, Arizona State University*

The session will provide participants with a description of an ongoing, comprehensive, systemic, outcome-based professional development process for the juvenile justice system. In collaboration with Correctional Learning Networks, EDJJ produced the Professional Development Videotaped Series. The series is designed to improve outcomes for students with disabilities in the justice system through innovative professional development strategies based on sound research and the principles of effective instruction. Examples of modules on assessment, transition, and instructional strategies, video scripts, and videos will be available for participants' review. In addition, future plans to develop a reading module and to pilot the existing modules in a number of sites across the country will be discussed.

10:30–11:45

### **Concurrent Sessions**

## Denver 2

### **Culturally Competent Curriculum**

*Edna R. O'Connor, Ph.D., Executive Director, Oak Hill Academy, Laurel, MD*

Youth of color are overrepresented in correctional schools. Implementing culturally responsive curriculum content and materials in juvenile correctional education programs is critical to supporting successful learning and behavioral outcomes. This presentation will describe the development and organization of a rigorous, relevant, high-interest program of coursework in a juvenile facility for both detained and committed youth. Emphasis will be placed on strategies for effective curriculum implementation in a correctional setting, including providing an orientation program for newly admitted students, offering a comprehensive range of coursework that meets or exceeds applicable standards, integrating technology across the curriculum, and offering options to earn a high school diploma, GED, and/or vocational education.

## Denver 3

### **Reclaiming Futures: Piloting Ways for System Reform and Community Solutions to Teens Involved with Drugs, Alcohol, and Crime**

*Laura Nissen, Ph.D., National Program Director, Reclaiming Futures, Portland, OR*

This presentation will provide “notes from the field” from Reclaiming Futures, a new approach to bringing communities together to improve drug and alcohol treatment, coordinate services, and find paid/volunteer work for court-involved teenagers. The presenter will also discuss challenges of advocating for expanded substance abuse and mental health services, improving existing treatment infrastructure, and successfully introducing “youth reclamation” as a community-wide goal.

## Denver 4

### **Promising Transition Practices in Short-Term Correctional Facilities**

*Robert Rutherford, Ph.D., Professor, Arizona State University*  
*Heather Griller-Clark, Ph.D., Project Director, Arizona Detention Project*  
*Sara McCauley, Transition Program Manager, Cochise County Juvenile Court Services*  
*Jeremy Hebnes, Detention Teacher, Cochise County Juvenile Detention*  
*Nicole Wetzal, Detention Teacher, Cochise County Juvenile Detention*  
*Mary Magee Quinn, Ph.D., Principal Research Analyst, American Institutes for Research and Co-Director, Center for Effective Collaboration and Practice, Washington, DC*

This workshop will identify strategies for improving outcomes for youth with disabilities transitioning to and from short-term detention facilities. The Arizona Detention Transition Project will highlight promising practices at two Phoenix area detention centers, and the Cochise County Transition Team will focus on promising practices in a smaller, urban setting. Realizing the unique barriers to providing special education services to students in short-term detention facilities, the presenters will also discuss “Meeting the Educational Needs of Students with Disabilities in Short-Term Detention Facilities”, a recent EDJJ publication/CD designed as a guide for the delivery of special education and related services in jails and detention centers. Copies of the CD will be available for session participants.

## Denver 5

### **The Colorado Alternatives to Detention Program**

*Judy Morton, SB 94 State Coordinator, Colorado Division of Youth Corrections*

*Jeff McDonald, Director, Jefferson City Juvenile Assessment Center, 1<sup>st</sup> Judicial District*

*Sarah Sherwin, SB 94 Program Coordinator, 4<sup>th</sup> Judicial District*

The Colorado Senate Bill 94 (SB 94) Program is a statewide initiative that provides funding to each of the State's twenty-two judicial districts to develop a continuum of community-based alternatives to detention services. Total funding for the program administered by the Colorado Division of Youth Corrections is \$8 million. Each judicial district has an interagency Juvenile Services Planning Committee that assesses local needs and annually designs a Senate Bill 94 Plan of services for their judicial district. This workshop will describe the overall design of the program, required and optional services, and the menu of services provided through SB 94 funds in two of Colorado's judicial districts.

11:45–12:15

### **Book Signing**

*Dr. Jimmy Santiago Baca*

### **Exhibitor Door Prizes**

**Denver Pre-Function Area**

**Molly Brown**

12:15–1:45

### **Luncheon**

#### **Keynote Address**

#### **Creating A Life Out of The Ashes**

*Dr. Jimmy Santiago Baca*

**Denver Ballroom**

2:00–3:15

### **Concurrent Sessions**

Denver 2

### **Best Practice in Alternative Education: What Works**

*Doris Settles, Clearinghouse Coordinator, Kentucky Center for School Safety*

Alternative education holds one of the principal keys to dropout prevention. National statistics prove it works. This powerful tool for educating youth is often misunderstood, mislabeled, and mismanaged. We feel it's time for alternative education to come to the forefront of education. Armed with information from comprehensive research in alternative education best practice, we present data that support not only alternative education as a tool to reduce dropout rates, but as a best practice itself. Based on that research and on best practice, Kentucky has developed and implemented a set of standards for alternative education that work no matter what the setting. Participants will leave with information from the research, a recently produced video, and other materials that support these standards as best practice in alternative education.

Denver 3

### **Innovations in Correctional Education**

*Diane Gadow, Deputy Director, Arizona Department of Juvenile Corrections: Moderator*

#### **Positive Behavior Supports in Juvenile Corrections**

*C. Michael Nelson, Ed.D., Professor Emeritus, University of Kentucky*

Positive Behavior Supports (PBS) is a comprehensive strategy to support achievement of social and learning outcomes for all students, including those with disabilities and chronic behavior problems. Research has demonstrated the effectiveness of PBS in public schools. This presentation will describe the more recent focus on implementing PBS in juvenile correctional facilities as an alternative to punitive, inconsistent discipline methods that are often used in these settings. The presenter will identify how and why PBS can be successful as a facility-wide, data-driven, and highly consistent system of proactive prevention and intervention strategies that can be utilized by education, security and treatment personnel. The presentation will conclude with a description of an initiative to develop an implementation blueprint.

#### **Special Education in the Most Restrictive Environment**

*Henry Hunt, Special Education Manager, Alexander Youth Services Center, North Little Rock, AR*

Learn how the Alexander Youth Services Center meets the difficult challenges associated with adjudicated youth in special education. This workshop will discuss the identification, assessment and placement of students in special education. The session will identify how technology assists the facility to address the educational needs of each student, and to supplement an alternative curriculum for self-contained settings for the lowest functioning population. The session will also describe how the resource and general curriculum are aligned in the facility.

## Denver 4

**Calculated Risk: Community Based Opportunities for Incarcerated Youth**

*Caren Leaf, Director, and Students, Lookout Mountain Youth Services Center, Golden, CO*

Join members of the Lookout Mountain Youth Services Center community and learn how they offer community-based opportunities to juveniles who are committed at this maximum-security corrections facility. View a recently aired HBO Real Sports video highlighting the Metro Academy basketball team and learn different ways the facility empowers youth through vocational, educational, and restorative justice programming while balancing accountability and community safety. Staff, youth, and community members will share their stories of how this successful model prepares offenders for re-entry while enhancing their employment, academic, and socialization skills.

## Denver 5

**Making It in Today's Labor Market: How Vocational Education and Apprenticeships Support Court-Involved Youth**

*Jane E. Young, Ph.D., Superintendent of Schools, North Carolina Department of Juvenile Justice:  
Moderator*

**Drake's Place: Promising Practices in Vocational Education**

*William Drakeford, Ph.D., Assistant Professor, University of Maryland*

*Trevor M. Foskey, Manager, Drake's Place Hair Salon and Barber Shop, Greenbelt, MD*

The presentation will focus on a comprehensive program designed to support students with special needs, youth at risk and individuals in corrections. We will discuss Drake's Place, a barbershop and hair salon, as an example of community participation in rehabilitative programs. Drake's Place provides internship opportunities for special needs students from local high schools, and collaborates with local organizations to provide mentors for youth at risk, and job opportunities and apprenticeships to individuals leaving corrections. Finally, we will discuss future research to better understand how community programs benefit African American and other minority youth.

**"What Works" in Vocational Education/Training and Workforce Development**

*Dennis Torbett, Vice President for Apprenticeship, Home Builders Institute, Washington, DC*

*Mary Ellen Kiss, Ph.D., President, Resource Development Group, Inc., Davidsonville, MD*

This presentation will inform attendees of best practices and successful implementation strategies for industry sponsored training and job placement programs for youth entering or re-entering the labor market. The presenters will offer tools and strategies for replicating these programs in other locations. Home Builders Institute (HBI) offers a broad range of skills training, School-to-Career programs, and standards-based instructional materials. Each year, HBI provides training and placement in industry-related jobs for more than 2,000 at-risk youths in the Department of Labor's Job Corps program. HBI also operates many other programs including Project CRAFT: Community Restitution Apprenticeship-Focused Training, an award-winning, construction skills training program for adjudicated youth, and TRADE: Training, Restitution, Apprenticeship, Development and Education for ex-offenders.

## Colorado A

**IDEA, ADA, and 504 Accommodations and Services for Court-Involved Youth**

*Joseph Tulman, Esq., Director of Clinical Affairs, David A. Clarke School of Law,  
University of the District of Columbia*

*Donald Specter, Esq., Director, Prison Law Office, San Quentin, CA*

*Gina E. Wood, Managing Associate, Caliber Associates, Inc., Fairfax, VA: Moderator*

Several federal laws prohibit state and county law enforcement officials from discriminating against young people with disabilities. This presentation will provide a discussion of the legal arguments and strategies that have been used successfully (and additional arguments and strategies that might be used) to ensure that youth with disabilities who have contact with the juvenile justice system are treated fairly and provided reasonable accommodations. The session will focus on the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and the Individuals with Disabilities Education Act. A very basic understanding of these laws will be presumed.

3:30–5:00

## Concurrent Panel Sessions

Denver 3

### **From Rhetoric to Reality: Juvenile Courts, Defense Attorneys, Prosecutors and Schools Working Together for Troubled Youth**

*Joseph Tulman, Esq., David A. Clarke School of Law, Washington, DC: Moderator*

#### **School and Court Partnerships for At-Risk Youth**

*Honorable Kathleen Lang, Probate Commissioner, Laporte County, IN*

*Joan McCormick, Director of Special Education, Michigan City Area Schools, IN*

In LaPorte County, Indiana, community agencies including the courts, schools, probation, Department of Family and Children and law enforcement have worked collaboratively to develop and implement a variety of programs targeting at-risk youth. The goal is to keep our kids in school, off the streets and out of the courtroom. Several programs have been developed to address the problem of excessive suspensions and expulsions from school. The current suspension data demonstrates these alternative programs have decreased the number of students out of schools. Other collaborative programs include Day Reporting, an alternative to expulsion housed at our juvenile services center, Project Attend, a truancy prevention program, Quest/SAFE, a computerized system for information sharing among the agencies, and SHOPCAP, a case management program for serious habitual juvenile offenders.

#### **Applying a Youth Development Approach to Delinquency Representation**

*Joshua Dohan, Director, Youth Advocacy Project, Boston, MA*

Since both children and adults that can do well generally will do well, the best strategy for reducing chronic court involvement is promoting healthy youth development. The Youth Advocacy Project (YAP) represents indigent children charged with delinquency and youthful offender cases in Boston. Each child has access to a team of education and criminal defense attorneys, social workers, a psychologist, and a community outreach worker. This team combines classic "zealous advocacy" with a Youth Development Approach that focuses on long-term life success. Young people and their families are empowered to participate fully in the court process in an effort to make it a meaningful growth and intervention opportunity. This multi-disciplinary approach turns the crisis of court involvement into a positive experience by helping children and families access crucial resources such as appropriate education, out of school activities, mental health services, and job readiness programs.

#### **Community Prosecutions and Educational Success: A Balanced Community Justice Approach**

*Vance E. Arnett, Director of Community Programs, Office of the State Attorney  
for the Sixth Judicial Circuit of Florida*

The Office of the State Attorney for the Sixth Judicial Circuit of Florida, located in Pinellas and Pasco Counties, is engaged in a balanced justice approach to the prosecution of referred juveniles. The program focuses on middle schools and high risk communities and offers an alternative prosecution process that places each child before a Community Restorative Justice Board, requires they develop an educational success plan, and provides direct supervision for education, community service, and restitution. The program has been highly successful in three areas: community volunteers assist youth in achieving social, educational, and personal goals required for their diversion, the school system partners with the Community Prosecution Team to develop clear goals, and females enrolled in the project's gender-specific programs experience positive outcomes.

Denver 4

### **Establishing and Maintaining Quality Education Programs in Juvenile Corrections**

*Leonard Dixon, Division Director, Department of Community Justice,*

*Wayne County Juvenile Detention Facility, Detroit, MI*

*Ryan Burgess, Principal, Alexander Youth Services Center, North Little Rock, AR*

*Kathleen Karol, Ed.D., Educational Consultant, Glendale, AZ*

*Gina E. Wood, Managing Associate, Caliber Associates, Inc., Fairfax, VA*

*Peter E. Leone, Ph.D., Professor, University of Maryland: Moderator*

Education is an essential component of treatment and habilitation of youth. Programs in juvenile corrections that are effective in helping youth develop competencies and earn credits or certificates require ongoing collaboration between education and custody staff. This presentation highlights practices and programs in a number of different jurisdictions that have developed and sustained quality education programs.

**Colorado A      Organizing and Implementing Statewide Transition Services for Youth with Disabilities in Secure Care Facilities**

*Tim Byrnes, Correctional Education Program Manager, Lewis Prison, Arizona Department of Corrections*  
*Diane Gadow, Deputy Director, Arizona Department of Juvenile Corrections*  
*Gail Jacobs, Ed.D., Secure Care Specialist, Arizona Department of Education*  
*Megan McGlynn, Ph.D., Director of Special Education, Arizona Department of Juvenile Corrections*  
*Dorothy Wodraska, Correctional Education Specialist/Director of Federal Education Grant Programs, Arizona Supreme Court Administrative Office of the Courts, Juvenile Justice Services*  
*Robert Rutherford, Ph.D., Professor, Arizona State University: Moderator*

The presentation will provide an overview of secure care education in Arizona and the multi-agency collaboration involved, including a discussion of state and national challenges, effective practices to facilitate successful reintegration and transition, and an overview of a specialized curriculum. "Merging Two Worlds: A Transition/Career Planning Curriculum for Youth in the Justice System" was developed by the Secure Care Education Committee, Arizona Department of Education, Exceptional Student Services Division through a federal grant. This curriculum was designed to assist students in secure care settings to prepare for successful community transition. The curriculum is based on resiliency research and is adaptable for both youth and adult populations in confinement. Participants will receive information on accessing this free resource on-line and on CD.

7:00 & 9:00

Documentaries

Denver 3

## Saturday, June 26, 2004

8:30–9:45

Concurrent Sessions

Denver 2

**Child Maltreatment & Delinquency: Current Data & Coordinated Program Models**

*Dodd L. White, Program Manager, Juvenile Justice Division, Child Welfare League of America*

A growing body of research exists regarding the connection between child maltreatment and juvenile delinquency. This workshop focuses on current data trends, recent federal legislation, and programs and practices, including a process developed by the CWLA Juvenile Justice Division for the implementation of a more coordinated and integrated child welfare and juvenile justice system. The workshop will also highlight program models in various jurisdictions throughout the country that are successfully coordinating and integrating child welfare and juvenile justice services.

Denver 3

**Breaking the School to Prison Pipeline: Identifying School Risk and Protective Factors for Youth Delinquency**

*Christine A. Christle, Ed.D., Assistant Professor, University of Kentucky*

*Kristine Jolivet, Ph.D., Assistant Professor, University of Kentucky*

*C. Michael Nelson, Ed.D., Professor Emeritus, University of Kentucky*

Academic failure, exclusionary discipline practices, and dropout are identified as key elements in a "school to prison pipeline". While research addresses risks for delinquency, few studies examine variables within schools that exacerbate or counteract these risks. Results of our studies suggest that school-level characteristics can reduce risks for delinquency. These studies examined which school characteristics were positively related to school failure, suspension, and dropout at the elementary, middle, and high school levels respectively. Case study analyses were conducted in samples of high- versus low-scoring elementary schools, high- versus low-suspending middle schools, and high- versus low-dropout high schools. Findings revealed that schools differed on climate variables such as administrative discipline style, teacher and staff behaviors, student academic engagement, and building condition and ambiance. Specific examples are provided from schools with positive characteristics and beneficial effects on student outcomes for schools and districts that wish to implement strategies that protect students from delinquency and that improve student outcomes.

- Denver 4**      **Effective Instructional Strategies for Correctional Education Programs**  
*Joseph Gagnon, Ph.D., Assistant Professor, George Mason University, Fairfax, VA*  
*Michael Krezmien, Research Assistant, University of Maryland*  
*Richard Krause, Principal, Lancaster County Youth Detention Center, NE*  
 This session will provide practical and research-based approaches for math and reading instruction in juvenile correctional schools. Math strategies such as graduated instruction, strategy instruction, and the use of technology will be discussed, with specific examples and recommendations for teachers. We will address effective instruction for adolescents with moderate and severe reading deficiencies (modified for older readers), including classroom adaptations, grouping practices, and student engagement. The presentation will also focus on an administrator's views of matching curriculum within detention to district and state requirements and assuring students receive public high school credits for correctional schooling.
- Denver 5**      **Working in Schools with High-Risk, Court-Involved Youth**  
*Dawn Johnson, Probation Officer III, Denver Juvenile Probation*  
*Steve Nederveld, Education Liaison, Denver Public Schools and The Center for Network Development*  
*Ted Romero, Probation Officer III, Denver Juvenile Probation*  
 The Guiding Principles of the Colorado Standards suggest that we all have a responsibility to keep the community safe, hold kids accountable for their behaviors, minimize reinforcement of deviance, maximize normalizing experiences, model new experiences of non-abusive relationships and develop competencies. Educational and developmental needs of juveniles who commit sexually abusive and offending behavior will be addressed. The goal of this workshop is to help professionals to design a well functioning multidisciplinary team, define sexually abusive behavior, develop appropriate safety plans that address risks and concerns, and enhance cooperation between school districts and various agencies.
- 10:00–11:45**      **Sustaining Momentum: Next Steps and Future Directions**
- |                    |   |                        |
|--------------------|---|------------------------|
| <b>10:00–11:00</b> | <b>Learning Café/Peer Discussion</b>                | <b>Denver Ballroom</b> |
|                    | Advocacy  | Denver 2               |
|                    | School and Community Based Delinquency Prevention   | Denver 3               |
|                    | Education/Special Education in Juvenile Corrections | Denver 4               |
|                    | Transition/Aftercare Services                       | Denver 5               |
- 11:15–11:45**      **Reporting/Synthesis of Group Discussions**      **Denver Ballroom**  
*Moderators: Mary Magee Quinn, Ph.D., Principal Research Analyst, and Jeffrey Poirier, Research Analyst, American Institutes for Research, Washington, DC*
- 11:45–12:00**      **Concluding Remarks**  
*Sheri Meisel, Ph.D., University of Maryland: Moderator*
- 12:00–12:30**      **Conference Evaluation/CEU (2.5 credits)**      **Denver Pre-Function Area**

## EDJJ

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