

EDJJ Promising Practices in Transition for Youth in the Juvenile Justice System

Long Term Correctional Facilities

1. Staff awareness of and familiarity with all county, state, local, and private programs that receive and/or send youth to/from long-term correctional facilities.
2. To the extent possible, individualized pre-placement planning prior to the transfer of youth from jails, detention centers, or other programs to long-term correctional facilities should exist.
3. The immediate transfer of youth's educational records from jails, detention centers, or other programs to long-term correctional facilities.
4. A variety of specific educational programs are provided including: academics, vocational and job related skills, social skills, independent living skills, and law-related education.
5. A variety of support services are provided including: work experience and placement, alcohol and drug abuse counseling, anger management, vocational counseling, health education, and training for parenthood.
6. External resources such as speakers, tutors, mentors, vocational trainers, substance abuse counselors, employers, volunteers, and job counselors are used.
7. Students in long-term correctional facilities should have access to a resource center, which contains a variety of materials related to transition and support.
8. Special funds are earmarked for transition and support services.
9. Interagency meetings, cooperative inservice training activities, and crossover correctional and community school visits are held regularly to ensure awareness of youth and agency transition needs.
10. A process exists for the immediate identification, evaluation, and placement of youth with disabilities.
11. An *individualized education program* is developed for each student with disabilities that includes a transition plan.
12. An individual transition plan is developed with all students which includes the student's educational and vocational interests, abilities, and preferences.
13. A transition planning team is formed immediately upon student entry into a long-term correctional facility to design and implement the individual transition plan.
14. The immediate transfer of youth's educational records from long-term correctional facilities to community schools or other programs.
15. Coordination with parole to ensure a continuum of services and care is provided in the community.
16. Coordination with public and private school educational program personnel to ensure that they advocate for these youth, cultivate family involvement, maintain communications with other agencies, and place students in classes with supportive teachers.
17. A community based transition system exists for maintaining student placement and communication after release from a long-term correctional.
18. The existence of a system for periodic evaluations of the transition program and all of its components.