

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

### Short Term Jails and Detention Centers

1. Staff awareness of and familiarity with all county, state, local, and private programs that receive and/or send youth to/from jail or detention center.
2. The immediate transfer of youth's educational records from public and private educational programs to jails or detention centers.
3. The existence of an extensive diagnostic system for the educational, vocational, and social, emotional, and behavioral assessment of youth.
4. Students in jails or detention centers should have access to a resource center which contains a variety of materials related to transition and support services.
5. Special funds are earmarked for transition and support services.
6. 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.
7. A process exists for the immediate identification, evaluation, and placement of youth with disabilities.
8. An *individualized education program* is developed for each student with disabilities that includes a transition plan.
9. An individual transition plan is developed with **all** students which includes the student's educational and vocational interests, abilities, and preferences.
10. To the extent possible, individualized pre-placement planning prior to the transfer of youth from jails or detention centers to the community or long-term correctional facilities should exist.
11. The immediate transfer of youth's educational records from jails or detention centers to community schools, long-term correctional facilities, or other programs.
12. Coordination with probation to ensure a continuum of services and care is provided in the community.
13. Coordination with public and private 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.
14. The existence of a system for periodic evaluations of the transition program and all of its components.