

Education, Disability & Juvenile Justice Internet Bibliography

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Education, Disability & Juvenile Justice Internet Bibliography

This Internet Bibliography identifies websites related to our work in three areas of national significance: delinquency prevention, education programs for incarcerated youth, and transition/aftercare services.



The National Center on Education, Disability, and Juvenile Justice (EDJJ)

EDJJ is a collaborative research, training, technical assistance and dissemination program designed to develop more effective responses to the needs of youth with disabilities in the juvenile justice system or those at-risk for involvement with the juvenile justice system. For more information visit the EDJJ website at www.edjj.org

EDJJ and the Center for Effective Collaboration and Practice recently produced seven monographs on youth with disabilities involved in the juvenile justice system. These documents can be downloaded from http://cecp.air.org/juvenilejustice/juvenile_justice.htm



Center for Effective Collaboration and Practice

Improving Services for Children and Youth with Emotional and Behavioral Problems
Helping Communities Create Schools that Promote Emotional Well-Being, Effective Instruction, and Safe Learning
Supporting Effective Collaboration at a Local, State, and National Level

EDJJ Is Comprised Of Five Partners



University of Maryland at <http://www.umd.edu/>



Arizona State University at <http://www.asu.edu/>



University of Kentucky at <http://www.uky.edu/>



American Institutes for Research at <http://www.air.org/>



Parent Advocacy Coalition for Educational Rights (PACER) at <http://www.pacer.org/>

EDJJ Is Jointly Funded By

OSERS

Office of Special Education and Rehabilitative Services



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

OSEP is dedicated to improving results for children and youth with disabilities aged birth through 21 by providing leadership and financial support to assist states and local districts. OSEP develops, communicates and disseminates federal policy and information on the education of children and youth with disabilities; administers formula grants and discretionary programs authorized by Congress; fosters research to improve results for children and youth with disabilities; and promotes the training of educational, related services, and leadership personnel, and parents and volunteers. Visit their website at <http://www.ed.gov/about/offices/list/osers/osep/index.html?src=mr>



Office of Juvenile Justice and Delinquency Prevention

Serving Children, Families, and Communities



**Office of Juvenile Justice and Delinquency Prevention (OJJDP)
of the U. S. Department of Justice**

OJJDP provides national leadership, coordination, and resources to prevent and respond to juvenile delinquency and victimization. OJJDP accomplishes this by supporting States and local communities in their efforts to develop and implement effective and coordinated prevention and intervention programs and improve the juvenile justice system so that it protects the public safety, holds offenders accountable, and provides treatment and rehabilitative services tailored to the needs of families and each individual juvenile. Visit their website at www.ojjdp.ncjrs.org/

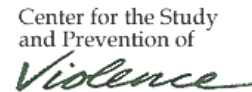
OVAE

Office of Vocational and Adult Education

**Office of Vocational and Adult Education (OVAE)
of the U.S. Department of Education**

OVAE supports the preparation of young people and adults for postsecondary education, successful careers and productive lives. OVAE provides information and resources about adult education and literacy, career and technical education, transition into the workforce, high schools, and community colleges. For more information, visit their website at <http://www.ed.gov/about/offices/list/ovae/index.html.html?src=mr>

EDJJ Focus Area: Prevention



Blueprints for Violence Prevention

The Center for the Study and Prevention of Violence at the University of Colorado designed Blueprints for Violence Prevention to identify prevention and intervention programs that meet a strict scientific standard of program effectiveness. The Blueprint models have been effective in reducing adolescent violent crime, aggression, delinquency, and substance abuse. For more information, go to <http://www.colorado.edu/cspv/blueprints/>



Building Blocks for Youth

Building Blocks for Youth is an alliance of children's advocates, researchers, law enforcement professionals and community organizers that seeks to protect minority youth in the justice system and promote rational and effective justice policies. For more information, go to www.buildingblocksforyouth.org/



Child Welfare League of America Juvenile Justice Division

With credible research increasingly confirming the undeniable connection between child maltreatment, juvenile delinquency, and a variety of other associated negative outcomes, the work of CWLA's Juvenile Justice Division on this issue is of critical importance. It is through this focus that we will achieve the goal of reducing the incidence of juvenile delinquency nationwide and reducing the reliance on incarceration for accused or adjudicated delinquent youth. For more information, go to <http://www.cwla.org/programs/juvenilejustice/default.htm>

Criminal Justice Initiative/Open society Institute

The CJI promotes criminal justice policies and practices that support the redirection of resources away from spending on prisons toward long-term solutions for safe and vibrant communities, including effective crime prevention and rehabilitation programs. For more information, go to www.soros.org/crime/about.html



EDJJ: Prevention

Educational disability does not cause delinquency, but learning and behavioral disorders place youth at greater risk for involvement with the juvenile courts and for incarceration. School Failure, poorly developed social skills, and inadequate school and community supports are associated with the over-representation of youth with disabilities at all stage of the juvenile justice system. EDJJ describes promising practices in delinquency prevention. For more information, go to <http://edjj.org/prevention/>



Fight Crime: Invest in Kids

Fight Crime: Invest in Kids is a nonprofit anti-crime organization led by police chiefs, sheriffs, prosecutors, victims of violence and leaders of police officer associations. The organization researches and evaluates the effectiveness of crime-prevention strategies and serves as an information clearinghouse for journalists, policy-makers and the public. For more information go to www.fightcrime.org



National Center for Juvenile Justice

The research division of the National Council of Juvenile and Family Court Judges, the Center is a non-profit research organization concentrating on the prevention of juvenile delinquency, child abuse, and child neglect. For more information, go to <http://brendan.ncjfcj.unr.edu/homepage/ncjj/ncjj2/index.html>



National Citizen's Crime Prevention Campaign

The Campaign is designed to stimulate community involvement, generate confidence in comprehensive crime prevention activities, and provide a national focus and resource for crime prevention programs across the country. For more information, go to www.weprevent.org/

National Council on Crime and Delinquency

www.nccd-crc.org/

NCCD conducts research, promotes reform initiatives, and seeks to work with individuals, public and private organizations and the media to prevent and reduce crime and delinquency.

National Crime Prevention Council

www.ncpc.org/

NCPC links more than 500 federal and state agencies, state crime prevention associations, and national membership organizations that comprise the Crime Prevention Coalition of America.

OJJDP Publications on Delinquency Prevention

www.ojjdp.ncjrs.org/pubs/delinq.html

Links to downloadable OJJDP Bulletins, Fact Sheets, Reports, and Summaries describing key research and evaluation findings in the area of delinquency prevention.

Preventing Crime. Org

www.preventingcrime.org/

Internet access to Preventing Crime: What Works, What Doesn't, What's Promising, a report to the U. S. Congress prepared for the National Institute of Justice by the University of Maryland.

The study evaluates the effectiveness of prevention programs in families, schools, communities, labor markets, policing, and correctional agencies.



Reclaiming Futures

Promoting new standards of care within the juvenile justice system, developing judicial and community leadership, offering training and technical assistance for creating coordinated systems of comprehensive care, and disseminating research findings, the goal of Reclaiming Futures is to reinvent the way courts, police, detention facilities and communities address the needs of substance-abusing juvenile offenders. To accomplish this, Reclaiming Futures has awarded grants to 11 communities in order to develop and implement new models for comprehensive care networks that figure out how treatment, judicial and social services can work together to meet this urgent need. The program builds on what they've learned, brings new resources to the challenge of affecting systemic change, and works toward the vision of a juvenile system that reclaims youth, increases accountability, engages families, and adopts comprehensive community-care approaches. For more information, go to <http://www.reclaimingfutures.org/>

Strengthening America's Families

www.strengtheningfamilies.org/

OJJDP, in collaboration with the Substance Abuse and Mental Health Service's Center for Substance Abuse Prevention, describes "best practice" community-based family strengthening programs for the prevention of juvenile delinquency and substance abuse.

Technical Assistance Center for Positive Behavioral Interventions and Supports

www.pbis.org

PBIS disseminates a technology of school-wide positive behavioral interventions and supports to schools, families, and communities, and provides demonstrations that school-wide positive behavioral interventions and supports are feasible and effective. PBIS is funded by a grant from OSEP to the University of Oregon in Eugene. Four additional partners are involved: University of Kansas, University of Kentucky, University of Missouri, and University of South Florida.

The Behavior Home Page

www.state.ky.us/agencies/behave/homepage.html

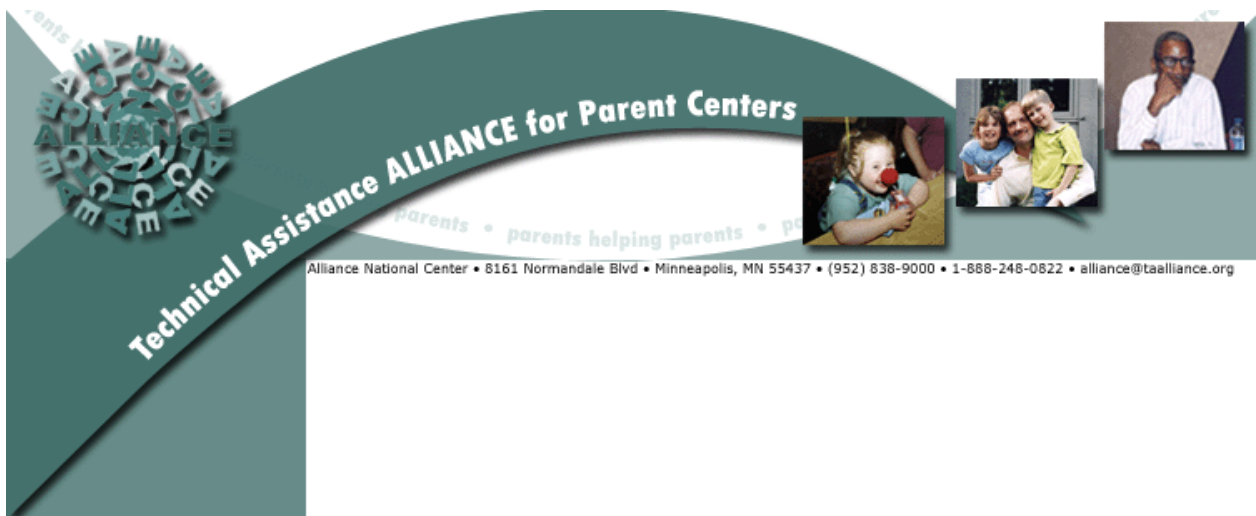
The Behavior Home Page is a collaborative project between the Kentucky Department of Education and the Department of Special Education and Rehabilitation Counseling at the University of Kentucky. It provides a format for school personnel, parents, and other professionals to gain access to information, share effective practices, and receive ongoing consultation and technical assistance concerning the full range of behavior problems and challenges displayed by children and youth in schools and communities.

EDJJ Focus Area: Parent/Family Resources



PACER Parent Advocacy Coalition for Educational Rights

PACER - an EDJJ partner through its Juvenile Justice Project - provides information, training, support and assistance to parents and professionals about children and youth with disabilities from birth through age twenty one. Information for parents of youth involved in the juvenile justice system can be downloaded from the EDJJ website at www.edjj.org/parent.html, or visit www.pacer.org



Technical Assistance ALLIANCE for Parent Centers

The Technical Assistance Alliance for Parent Centers is an innovative project that supports a unified technical assistance system for the purpose of developing, assisting and coordinating Parent Training and Information Projects and Community Parent Resource Centers under the Individuals with Disabilities Education Act (IDEA). This project is funded by the U.S. Department of Education, Office of Special Education Programs and consists of **1 national center** and **6 regional centers**. The project is funded to strengthen the connections to the larger technical assistance network and fortify partnerships between parent centers and state education systems at regional and national levels. For more informaton, go to <http://www.taalliance.org>

American Academy of Child and Adolescent Psychiatry Facts for Families

This fact sheet is provided for parents and families to aid in the understanding and treatment of the developmental, behavioral, and mental disorders which affect an estimated 7 to 12 million children and adolescents at any given time in the U.S. For more information, go to http://www.aacap.org/info_families/index.htm



Children and Adults with Attention-Deficit/Hyperactivity Disorder

CHADD provides information about assessment, accommodations, medication, educational mandates, parent strategies and access to parent groups nationwide. For more information, go to www.chadd.org

The Federation of Families

Federation of Families for Children's Mental Health

A national parent-run non-profit organization that provides leadership to a network of family-run organizations working on behalf of children and youth with emotional, behavioral or mental disorders and their families. For more information, go to www.ffcmh.org

LDO nLine

The leading Web site on learning disabilities for parents, teachers, and other professionals

Learning Disabilities OnLine

A website with information for parents, educators and other professionals who work with youth with learning disabilities. Information about characteristics, learning styles, federal mandates, parent and teacher strategies, and resources. For more information, go to www.ldonline.org



National Information Center for Children and Youth with Disabilities

NICHCY provides information on disabilities and disability-related issues to families, educators, administrators, journalists, and students. For more information, go to www.nichcy.org



The Families and Advocates Partnership for Education

The Families and Advocates Partnership for Education (FAPE) links families, advocates, and

self-advocates to communicate the new focus of the IDEA, which was amended in 1997.

FAPE

is one of four projects funded by the U.S. Department of Education to reach parents, administrators, service providers, and policymakers nationwide with information about implementing IDEA '97. For more information, go to www.FAPE.org



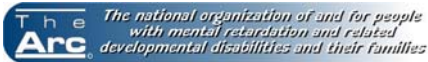
The National Alliance for the Mentally Ill

NAMI is a nonprofit, grassroots, self-help, support and advocacy organization of consumers,

families, and friends of people with severe mental illnesses. For more information, go to www.nami.org

EDJJ Focus Area:

Education Services



The Arc Special Education Links

The Arc is the national organization of and for people with mental retardation and related developmental disabilities and their families. The organization is devoted to promoting and improving supports and services for people with mental retardation and their families. This link provides resources related to the implementation of the IDEA for special education students. For more information, go to

<http://www.thearc.org/education.html>

Center for Law and Education

Center for Law and Education

The Center focuses on improving educational outcomes, particularly for low-income students.

The website provides extensive materials about the legal rights and responsibilities of students and school personnel as well as about federal education programs including Title I, vocational education and school to work programs, and special education for students with disabilities, including court-involved youth. For more information, go to

www.cleweb.org/

Center for Research on the Education of Students Placed At Risk

CRESPAR

Johns Hopkins University and
Howard University

Center for the Research on the Education of Students Place at Risk

CRESPAR's mission is to conduct research, development, evaluation, and dissemination of replicable strategies designed to transform schooling for students who are placed at risk due to inadequate institutional responses to factors such as poverty, ethnic minority status, and non-English-speaking home background. For more information, go to <http://www.csos.jhu.edu/crespar/>

CSCCE Center for the Study of Correctional Education

In 1991, California State University, San Bernardino, established the unique Center for the Study of Correctional Education (Center). The Center provides services for veteran and aspiring teachers of academics, vocational, and social education and for correctional education administrators who work in local, state, federal and private institutions. Center activities include teacher preparation, research, and support services for correctional educators. For more information, go to <http://soe.csusb.edu/csce/index.html>

Correctional Education Association

Correctional Education Association

CEA is a non-profit, professional association serving educators and administrators who provide services to students in correctional settings. CEA provides training and technical assistance and has an email listserv for educators in juvenile facilities. For more information, go to <http://www.ceanational.org/>



Corrections Learning Network

The Corrections Learning Network is a distance learning initiative administered by Educational Service District 101 and funded through the U.S. Department of Education. CLN provides, for the nation's correctional facilities, relative educational life and transition-based broadcasts for confined youth and adult audiences. CLN also provides over 400 hours per year of staff development of correctional, education, and medical personnel. For more information, go to <http://cln.esd101.net/>



Council for Exceptional Children

CEC, a worldwide non-profit association, advocates for appropriate government policies, sets professional standards, delivers professional development, advocates for individuals with exceptionalities, and helps professionals achieve the conditions and resources necessary for effective professional practice. The website offers publications related to special education services for youth with disabilities. For more information, go to www.cec.sped.org



CEARDY

Council for Educators of At-Risk and Delinquent Youth

Council of Educators for At-Risk and Delinquent Youth

CEARDY is an association for professionals delivering educational services to at-risk and delinquent youth. CEARDY's mission is to provide a unified voice for members and students and a vehicle for networking and sharing. For more information, go to www.ceardy.org



Department of Justice, Civil Rights Division, Special Litigation Unit, Civil Rights of Institutionalized Persons

The Special Litigation Section investigates facilities to determine whether there is a pattern of violation of the rights of residents. This web site contains findings letters, complaints, settlements, and court decisions involving this unit of the Civil Rights Division of the Justice Department. For more information, go to <http://www.usdoj.gov/crt/split/cripa.htm>



EDJJ: Education Services

A substantial number of youth involved with the juvenile justice system have education-related disabilities. Education is critical to rehabilitation for troubled youth, and it is considered the foundation for programming in juvenile institutions. Helping youth acquire educational skills is also one of the most effective approaches to the prevention of delinquency and the reduction of recidivism. Higher levels of literacy are associated with lower rates of juvenile delinquency, re-arrest, and recidivism. EDJJ describes requirements and promising practices for juvenile correctional education. For more information, go to www.edjj.org/education.html



Education and Correctional Populations

A U.S. Bureau of Justice report published in 2003 that compares educational attainment of State and Federal prison inmates, jail inmates, and probationers to that of the general population. Reasons for dropping out of school are compared for jail inmates and the general population. The report describes the availability of educational programs to inmates in prison and jail and their participation in educational and vocational programs since admission. For more information, go to www.ojp.usdoj.gov/bjs/pubalp2.htm#E



IDEA Practices

This web site provides information and resources to help professionals and families understand and implement the 1997 amendments to the Individuals with Disabilities Act. IDEA Practices is sponsored by the ASPIRE and ILIAD IDEA Partnership Projects funded by the U.S. Department of Education. For more information, go to www.ideapractices.org/



Leadership Perspectives in Developmental Disability

The Spring 2004 issue of the Developmental Disabilities Leadership Forum focuses on 'Developmentally Disabled Youth and the Juvenile Justice System'. For more information, go to <http://www.mnip-net.org/ddlead.nsf/journal/current?open>

MACARTHUR

The John D. and Catherine T. MacArthur Foundation is a private, independent grantmaking institution dedicated to helping groups and individuals foster lasting improvement in the human condition.

MacArthur Foundation Research Network on Adolescent Development and Juvenile Justice

The Research Network on Adolescent Development and Juvenile Justice serves as a national resource for the collection and dissemination of evidence-based and best practice information to improve services for youth. The Network also conducts research and evaluations to fill gaps in the existing knowledge base. For more information, go to <http://www.mac-adoldev-juvjustice.org/index.html>



Meeting the Educational Needs of Students with Disabilities in Short-Term Detention Facilities

Meeting the Educational Needs of Students with Disabilities in Short-Term Detention Facilities, by Mary Dale Bolson, Mary Magee Quinn, and C. Michael Nelson (February 2004) is a guide for providing special education services in short-term detention facilities. It presents an overview of the issues and strategies involved in programming education and related services for individuals with disabilities who have special education needs. To order a CD-ROM of this document, go to <http://edjj.org/CD/index.html>



National Center on Mental Health and Juvenile Justice

The National Center on Mental Health and Juvenile Justice fosters systems and policy changes at the national, state and local levels to improve mental health services for youth. For more information, go to <http://www.ncmhjj.com/about/>



National Institute for Correctional Education

NICE was established at Indiana University of Pennsylvania in 2002 to provide support and service to correctional educators. NICE will develop and deliver preparatory and in-service curricula for correctional educators; assess curricula for incarcerated learners; disseminate curricular information, research findings, and other material related to correctional education; provide funded educational experiences for individuals preparing for or engaged in correctional education careers; and establish a correctional education research and evaluation agenda. For more information, go to www.iup.edu/nice/



Getting To Outcomes 2004: Promoting Accountability Through Methods and Tools for Planning, Implementation, and Evaluation

Incorporating traditional evaluation, empowerment evaluation, results-based accountability, and continuous quality improvement, this manual's ten-step process enhances practitioners' substance abuse prevention skills while empowering them to plan, implement, and evaluate their own programs. The manual's text and worksheets address needs and resources assessment; goals and objectives; choosing programs; ensuring program "fit"; capacity, planning, process, and outcome evaluation; continuous quality improvement; and sustainability. For a copy of this report, go to <http://www.rand.org/publications/TR/TR101/>



Special Education and the Juvenile Justice System

This OJJDP Bulletin is designed for judges, attorneys, advocates, probation officers, institutional staff, and other youth-serving professionals. It summarizes key provisions of federal law related to special education services for youth with disabilities involved in the juvenile justice system. For more information, go to www.ncjrs.org/html/ojjdp/2000_6_5/contents.html



Special Education in Correctional Facilities

Links to a section of the OSEP Twenty-first Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act. The section synthesizes available information on youth with disabilities in correctional facilities and efforts to provide this population with a free appropriate public education. For more information, go to www.edjj.org/Publications/pub05_01_00.html



The Urban Institute Addressing the Needs of Youth with Disabilities in the Juvenile Justice System: The Current State of Knowledge

This report summarizes and assesses the state of knowledge about children and youth with disabilities who are at risk of delinquency and involvement in, or who have already entered, the juvenile justice system. For a copy of this report, go to <http://www.urban.org/url.cfm?ID=410885>

EDJJ Focus Area: Transition/Aftercare



Arizona Department of Education, Exceptional Student Services Division

Transition Services is a part of the Arizona Department of Education, Exceptional Student Services Division. Working with students, families, school personnel, and other state agencies, we strive to address three main concepts within Transition Planning:

- Assisting students in visualizing life beyond high school and developing a long-range plan of how to attain that vision;
- Mapping out the blueprint of classes and experiences, by age 14 (or younger if appropriate), to ensure the attainment of skills and competencies necessary to achieve the vision of life beyond high school; and
- Identifying and connecting students and families with the appropriate agencies, programs and services prior to school exit which the student will need to achieve his/her post-school vision.

For more information, go to <http://www.ade.az.gov/ess/transitionservices/>

Arizona Transition Outcomes Project

The Arizona Transition Outcomes Project began in the fall of 2001 when 11 school districts and charters responded to and were awarded capacity-building grants in the area of transition services. The grant was written based upon the national efforts of Dr. Ed O'Leary, Education Consultant with Mountain Plains Regional Resource Center. Dr. O'Leary started the Transition Outcomes Project in other states beginning in 1999. The results and systems change demonstrated by the pilot states of Wyoming and Montana were so remarkable that Arizona wanted to jump on board with the national efforts of the Transition Outcomes Project. Through the expertise and training of Dr. O'Leary with many schools throughout Arizona, we, too, are seeing our educational systems and delivery of service improve with direct benefits to our students. To read about this project, go to <http://www.ade.az.gov/ess/transitionservices/TsATOP.asp>

Merging Two Worlds: Transition/Career Planning Curriculum

The Merging Two Worlds Transition/Career Planning Curriculum was developed by Pima Special Programs, a department of the Pima County School Superintendent's Office, Tucson Arizona. Funds were provided through a grant by the Arizona Department of Education, Exceptional Students Services. To view this curriculum go to <http://www.ade.az.gov/ess/securecare/merging2worlds/word/Default.asp>



ERIC Clearinghouse on Disabilities and Gifted Education

1110 North Glebe Road, Arlington, Virginia 22201-5704
1-800-328-0272 ericec@cec.sped.org <http://ericec.org>

Designing Individualized Education Program (IEP) Transition Plans

This digest describes the process of designing quality IEP transition plans. To view this digest, visit <http://ericec.org/digests/e598.html>



EDJJ: Transition/Aftercare Services

As students with disabilities leave a correctional facility, they need support to transition to post school activities and to help them avoid re-offending. EDJJ describes promising practices for developing and implementing transition plans for students with disabilities in the juvenile justice system. For more information, go to www.edjj.org/TransitionAfterCare/



From the Courthouse to the Schoolhouse

This OJJDP Bulletin is one of a series addressing issues related to the transition of youth with disabilities from secure care setting. It describes effective approaches to reintegrating youth from juvenile justice system settings into the education mainstream and provides information about promising programs, practices, and resources. For more information, go to www.ncjrs.org/html/ojjdp/jjbul2000_02_1/contents.html



JJET.org

This is the juvenile justice educator training (jjet) site which offers free special education training to correctional educators. For more information, go to <http://www.jjet.org>



Online Journals

Life on the “Outs”: Examination of the Facility-to-Community Transition of Incarcerated Youth by Michael Bullis, Paul Yovanoff, Gina Mueller, and Emily Havel

This article summarizes the results of the Transition Research on Adjudicated Youth in Community Settings (TRACS) project, a 5-year longitudinal study that examined the facility-to community transition of 531 incarcerated youth (58% had a disability) from Oregon’s juvenile justice system. About 40% of the sample returned to the juvenile

correctional system within 12 months after release. Only 47% were engaged in work or school at 6 months after release, and 31% were engaged at 12 months after release. Participants who were engaged in work or school at 6 months after release tended to stay involved in those positive activities at 12 months after release and not return to the juvenile correctional system. These results point to the importance of providing interventions focused toward work and school placements immediately upon youths' release from the juvenile correctional system and their return to the community. To read this article, go to http://journals.sped.org/EC/Archive_Articles/VOLUME69NUMBER1FALL2002_EC_Article_1.pdf



NICHCY: Transition Summary

The Transition Summary provides ideas and information on how students, families, school personnel, service providers, and others can work together to help students make a smooth transition. In particular, this document focuses on creative transition planning and services that use all the resources that exist in communities, not just the agencies that have traditionally been involved. To view this document, go to <http://www.nichcy.org/transitn.asp#ts10>

The logo for the National Center for Juvenile Justice (NCJJ) consists of the letters "NCJJ" in a large, bold, blue sans-serif font.

National Center for Juvenile Justice



National Center for Juvenile Justice

The National Center for Juvenile Justice is the research division of the National Council of Juvenile and Family Court Judges. Publications related to transition and aftercare are available at this website. For more information, go to <http://ncjj.servehttp.com/NCJJWebsite/publications/topical/topicalaftercare.htm>



National Center on Secondary Education and Transition

National Center on Secondary Education and Transition

NCSET coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities. The website offers publications, state resources on transition services and links to other organizations related to the transition of youth with disabilities to adult life. For more information, go to www.ncset.org



The National Technical Assistance Center on Youth Transition is located in the Department of Child and Family Studies at the Louis de la Parte Florida Mental Health Institute, University of South Florida. The Center hosts a team of professionals, including the Principal Investigator, a Project Director, Youth Coordinator, a Web Master, a Materials Developer, and support staff. Staff will provide and coordinate consultation, support, and training in an effort to improve the development, implementation, and evaluation of services and programs available to youth in transition at each of the five sites. For more information, go to <http://ntacyt.fmhi.usf.edu/index2.cfm>



National Transition Network

National Transition Network

The NTN provided direct technical assistance to states. Although NTN is no longer active, this web site offers online publications, transcripts, reports, state contacts, and more. For more information, go to www.ici2.umn.edu/ntn/



PACER: Projects Related to Transition

Describes National Technical Assistance Projects that focus on transition and aftercare for parent center staff from across the country, to assist families of youth with disabilities learn about transition, independent living, and vocational rehabilitation services. For more information, go to www.pacer.org/tatra/



Reintegration, Supervised Release, and Intensive Aftercare

An OJJDP Bulletin describing an individualized intensive aftercare program for juveniles released to the community from correctional facilities. For more information, go to www.ncjrs.org/pdffiles1/175715.pdf



Transition Coalition

The Transition Coalition is a consortium of projects in the University of Kansas Department of Special Education involving research, model demonstrations, preservice and inservice training for professionals, family members, individuals with disabilities and others involved in secondary special education and the transition from school to adult life. The website includes links to juvenile justice transition information. For more information, go to www.transitioncoalition.org



Transition Terms and Concepts

Transition Terms and Concepts © 1994 was developed by the Mountain Plains Regional Resource Center and Drake University with partial support provided by the U.S. Department of Education, Office of Special Education and Rehabilitation Services. For more information, go to http://www.ade.az.gov/ess/transitionservices/Transition_Terms.html



Transition to Independence Process (TIP) System

The mission of the Transition to Independence Process (TIP) system is to assist young people with emotional and/or behavioral difficulties (EBD) in making a successful transition to adulthood with all young persons achieving, within their potential, their goals in the transition domains of education, employment, living situation, and community life. For more information, go to <http://tip.fmhi.usf.edu/>



The Dimensions, Pathways, and Consequences of Youth Reentry

The Dimensions, Pathways, and Consequences of Youth Reentry, by Daniel P. Mears and Jeremy Travis of the Urban Institute (January 2004). Approximately 200,000 juveniles and young adults age 24 and under leave secure juvenile correctional facilities or state and federal prisons and return home each year--a process that we call youth reentry. The unprecedented growth in incarceration means that communities across the country increasingly must confront the challenges of integrating ever-growing numbers of young people who have been in adult prisons or prison-like settings operated by the juvenile justice system. Youth may face numerous obstacles, including family dysfunction, poverty, drug abuse, and inadequate education, treatment, and services, all of which may

not only contribute to criminal behavior but also to their success during reentry in avoiding crime and becoming a contributing member of society. This report, which summarizes the insights of participants in the Urban Institute's Youth Reentry Roundtable, examines these issues and provides policy and research recommendations.

To view this report, go to

http://www.urban.org/UploadedPDF/410927_youth_reentry.pdf



in the 21st Century

What Work Requires of Schools: A SCANS Report for America 2000

In 1990, the Secretary of Labor appointed a commission to determine the skills our young people need to succeed in the world of work. The commission's fundamental purpose was to encourage a high-performance economy characterized by high-skill, high-wage employment. Although the commission completed its work in 1992, its findings and recommendations continue to be a valuable source of information for individuals and organizations involved in education and workforce development. To read this report, go to

<http://wdr.doleta.gov/SCANS/whatwork/whatwork.html>