



Calhoun County School District

DROPOUT PREVENTION PLAN

2023-2024

Dr. Lisa Langford, Superintendent

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Section II: Statement of Assurance

On behalf of the Calhoun County School District, I hereby submit a local Dropout Prevention Plan to provide goals, activities, and services necessary to meet the two overarching goals of the state dropout prevention plan:

- (1) Increasing the graduation rate to 90% or above by 2024-2025;
- (2) Reducing the dropout rate by 25% by 2024-2025.

- I hereby certify that the information contained in this plan is in compliance with the appropriate federal and state laws and regulations.
 - I hereby certify that our school district will cooperate in carrying out any evaluation conducted by or for the Mississippi Department of Education.
 - I hereby certify that our school district will submit reports as requested by the Mississippi Department of Education.
 - I hereby certify that our school district has consulted with parents, community partners, business partners, teachers, school staff, building administrators, and others in the development of this local dropout prevention plan.
 - I hereby certify that our school district has taken into account relevant, scientifically based research, strategies, and best practices indicating services most effective in preventing dropouts if we focused on students in the earliest grades.
 - I hereby certify that our school district will prepare and submit an annual progress report on increasing the graduate rate, reducing the dropout rate and reducing the truancy rate.
 - I hereby certify that our school district will endorse and implement the Fifteen (15) Effective Strategies to promote a reduction in the dropout rate.
 - I hereby certify that our school district has based the dropout prevention plan on scientifically based research, best practices and all laws in determining strategies to reduce the dropout rate for students with disabilities under IDEA.
 - I hereby certify that our school district will evaluate our district dropout prevention plan on an annual basis to determine appropriate changes needed for future school years.
 - I hereby certify that our District School Board has reviewed and approved this plan for submission to the Mississippi Department of Education.
-

Dropout Prevention Team Leader:

Name: Michael Gillespie

Mailing Address: 119 W. Main Street, Pittsboro, MS 38951

Telephone-662-412-3152

Dr. Lisa Langford, Superintendent

Don Hardin, School Board President

Section III: Data

MDE Accountability Data¹

Graduation Rate Trends

Location	2013-14	2014-15	2015-16	2016-17	2017-18	2019-20	2020-21	2022-23
Calhoun County School District	74.0	73.5	83.5	84.8	86.5	93.3	88.5	86.9
Bruce High	83.6	71.8	80.6	84.1	83.7	94.4	93	80.6
Calhoun City High	62.8	76.6	90.3	93.5	85.1	90.8	85.7	91.1
Vardaman High	71.3	73.8	77.6	72.5	89.8	95.8	86.4	90.0

2023 District and School-Level Graduation and Dropout Rates

Location	Count	Graduation Rate	Dropout Rate
Calhoun County School District	168	86.9	10.1
Bruce High	62	80.6	14.5
Calhoun City High	56	91.1	8.9
Vardaman High	50	90.0	6.0

¹ Accountability

<https://www.mdek12.org/OPR/Reporting/Accountability>

2021-2022 Report Card Data

COVID-19 and 2020-2021 Data Statement²

COVID-19 pandemic disruptions continue to be reflected in 2021-2022 accountability data, particularly growth data. Growth calculations for some high school students required measuring growth from the 2018-2019 school year, and overall student performance on assessments improved since the first full year of pandemic-era schooling in 2020-2021.

Additionally, students did not have to pass end-of-course high school assessments in 2020-2021, which affected the 2021-22 graduation rate.

	BES	BHS	CCES	CCHS	VES	VHS
Grade (<i>CCSD Grade B</i>)	A	B	A	C	B	B
Math Proficiency	38.1%	43.9%	37.6%	18.9%	53.9%	50.4%
English Proficiency	38.1%	39.7%	45.2%	30.0%	32.4%	46.3%
US History Proficiency		86.0%		100.0%		100.0%
Science Proficiency		62.6%		43.6%	50.0%	73.7%
College & Career Readiness		38.8%		34.0%		22.5%
Acceleration		61.1%		73%		51.2%
Graduation		93%		85.7%		86.4%
Chronic Absenteeism	10.7%	30.2%	18.0%	26.0%	7.8%	17.3%
Advanced Course Participation		36.3%		38.0%		39.6%
Post Secondary Enrollment		69.4%		63.4%		52.6%
Enrollment (<i>CCSD Total 2142</i>)	337	470	262	419	390	264

² Mississippi Succeeds Report Card
<https://msrc.mdek12.org/>

Section IV: Needs Assessment Outcomes

In this section, please describe major outcomes from your district needs assessment, as they address the following areas. Note: Based on the outcomes of your district needs assessment, you may wish to divide this area into various sub-sections (e.g., student-based, staff-based, school-based, project-oriented, etc.)

Needs Assessment Areas	Descriptions
Target Group Identified	<ul style="list-style-type: none"> ● Students not reading on grade level ● Students retained two times or more in grades K-10th ● Students with excessive discipline referrals ● Students with chronic absenteeism ● Students with emotional and/or family problems (counselor referrals), ● Students failing one or more end of course assessments ● Students failing one or more core courses ● Students not involved in extracurricular clubs, activities, etc.
Data Collection Method Used	<ul style="list-style-type: none"> ● Review of attendance, grades, counselor referrals, graduation rates, and disciplinary reports ● Survey responses: Students, staff, parents, community ● Review of test score data: MAAP, ACT, PSAT, MAAP-A ● Case 21 benchmark assessments in English/language arts, science, and mathematics ● Early Warning System data review
Prioritized List of Needs	<ul style="list-style-type: none"> ● Provide safe and engaging school and classroom environments ● Conduct data analyses, including retention rates, discipline data, attendance data, survey data, student performance data, teacher observation data, student outcomes data (by teacher and school), etc., and use data to inform instruction ● Provide effective professional learning opportunities focused on evidence-based practices including, but not limited to, professional learning in the following areas: explicit instruction, differentiated instruction, classroom management, student/teacher engagement, maximizing instructional time, and dropout prevention strategies

Short Term Goals	<ul style="list-style-type: none"> ● Provide additional counseling/mental health supports for students exhibiting social, emotional, or behavioral issues ● Include social emotional learning strategies and culturally and linguistically responsive teaching into daily instructional practice
Long Term Goals	<ul style="list-style-type: none"> ● Establish and support school & classroom climates that promote success for all students ● Improve instructional and delivery methods to make lessons more engaging and relevant ● Continue to decrease percentage of chronically absent students
Recommendations for future needs	<ul style="list-style-type: none"> ● Continue to refine the Early Warning System at each building. ● Response to Interventions/Tier spreadsheet reviews (academic/behavior) ● Continue weekly focus on data analysis collected throughout the district ● Increase capacity of school transition teams

Section V: Current District Initiatives and Proposed Initiatives

To address the needs of our students, Calhoun County Schools will work to provide tutorial services after school and throughout the instructional day. The school will continue to monitor progress by utilizing the RTI process and the MTSS system to quickly address the needs of students who struggle academically and behaviorally. We will continue to work with the school community to address the academic and social needs of the students we serve. The district is committed to searching only for teachers who are highly effective and training them to use research-based programs and strategies that focus on teaching and learning.

Programs such as STAR and Case 21 have been helpful in allowing educators to assist students with the 21st century skills that are necessary to be college and career ready. Reaching these goals will require best practices in all subjects at every grade level.

The school will utilize STAR, Case 21, and the Kindergarten Readiness program to:

- Integrate technology that is focused on teaching and learning to enhance the educational experience;
- Conduct professional development that is geared toward improving academic achievement and providing educators and parents with opportunities to add value to a data-rich process;
- Extend the school day to maximize instructional time so that students may focus on learning;
- Mentor new teachers and help them build capacity within the district;
- Research and share teacher resources and identify common misconceptions that students experience with various instructional techniques;
- Utilize Case 21 to analyze the existence or absence of quality instruction and interventions that will close the achievement gap in all core subject areas.

Calhoun County School District will continue to:

- Provide subject area and ACT prep opportunities for students;
- Provide tutoring for students who are at-risk of failing;
- Provide a career counselor and job shadowing program to assist students in being college and career ready;
- Provide professional development opportunities that teachers, parents, students, and administrators may better understand their roles in improving the academic experience for all students.

Section VI: 15 Effective Strategies

The National Dropout Prevention Center (NDPC) has identified fifteen effective strategies determined to have the most impact on dropout prevention. The district's current and proposed initiatives for reducing the dropout rate address each of the NDPC's fifteen effective strategies. (Appendix C)

District -wide Initiatives

School and Community Perspective Systemic Renewal

Student Administration Manager (SAMS): SAM is the district-wide monitoring information system used to track student attendance, grades, and discipline records. This monitoring system provides an effective means by which to support the Mississippi Department of Education performance-based accreditation model; support educational funding; provide timely and accurate reporting of educational data to meet state and federal requirements; allow for student tracking to determine student mobility and assist in the reduction of the dropout rate within the state. SAM provides information to school officials that enable them to make appropriate referrals and to intervene when warning signs occur.

School Community Collaboration

Communicare: Communicare works with the Calhoun County Schools and provides mental health and behavior modifications for students with social and emotional challenges.

Safe Learning Environment

School Nurses: The Calhoun County School District provides a nurse on each campus full time.
School Resource Officers: Each city has a dedicated SRO that works in partnership with the Calhoun County Sheriff's office. SROs are on campus when students are present and work additional hours to cover games and school events.

Early Intervention:

Interventionist: The Calhoun County School District provides interventionist units for each school in the district to identify and intervene with students one on one.

Family Engagement

Active Parent: Active Parent Online is a software program that allows parents in the Calhoun County parents to review their children's grades, attendance, discipline, and other school news weekly. After parents register online, they are given a secure record of username and password. The account is then activated by the SAMS MSIS Manager. Parents can log on at the Calhoun County Schools' website to log in and use the program. Once registered the passwords and username remain the same each year.

SchoolStatus: SchoolStatus is a communication platform that allows Calhoun County staff members to communicate with parents and stakeholders. Communication options include, text message, voice call, and email.

Title I Updates: This Office of Federal Programs will provide to parents by way of their webpage Title I community information to keep them informed of what is going on in the school community.

Title I Advisory Meeting: Title I Advisory meetings will be held at least twice a year to meet with stakeholders and provide them with resources regarding Title I Funds and Allocations within the district.

Annual Title I Parent Meeting: Title I schools hold parent meetings to keep parents informed of all Title I initiatives, school improvement efforts, and overall student progress. Meetings are held throughout the year and at various times to accommodate parents. The Office of Federal Programs places updates on its website to keep the parents informed of information about Title I schools in the district.

PTO/PTA: Parent organizations provide an avenue to parents to get involved with the school experience.

Mentoring & Tutoring

English Language Learners (ELL): The district-wide ELL program serves ELL students at the elementary, middle, and high school levels through a pull-out process. Certified teachers and paraprofessionals provide mentoring and tutoring to help ELL students learn the English language and to acquire subject-area content proficiency.

Counseling Program: Counselors provide assistance to developing discipline plans for students who have multiple office referrals, arranging parent-teacher conferences, and providing drug-awareness and character education sessions and activities.

New Teacher Mentoring Program: The district conducts a mentoring program for first year teachers and teachers new to the district. The program is coordinated by the Personnel Director. Teachers attend a mandatory day of professional development prior to the start of school and several afternoon sessions are planned and carried out throughout the school year.

High School

Credit Recovery: Provides students with the option to recover or make up a course or recover a credit while taking regular courses. Beginning in July 2022, the CCSD has implemented a formal credit recovery and fast-track program for students who are at risk of dropout. To date, the participants have enjoyed great success.

Dual Enrollment: Students at all high schools have the opportunity to participate in this program through a partnership with Northwest Community College.

Maximize Resources

Professional Development Funds: District professional development (PD) funds are used to train teachers on curriculum trends that will better prepare them to improve academic achievement with innovative teaching strategies that increase the graduation rate and decrease the dropout rate.

Title I Funds: In addition to other PD funds, all Title I schools will utilize a large portion of funds to build capacity with a focus placed on teaching and learning.

Title II Professional Development Funds: A majority of these funds are set-aside to provide high quality job embedded PD district-wide and support the salary of one class-size reduction teacher.

Active Learning

School Wellness Policy: The district affirms its commitment to providing a healthy environment for all students and staff. The wellness policy is developed with the involvement of the district's Health and Fit School Advisory Committee as required by Section 204 of Public Law 108-265.

Educational Technology:

The overall goal is to provide the school community with access to the technology that is needed to compete in a global society.

Measures of Academic Progress (MAAP): MAAP is an easy to read web-based application that allows Educators in Elementary through High School to access and monitor student performance in Mathematic, Language and Reading. With the use of Education Leadership Solutions (ELS) and MAPS teachers are able to see a comprehensive view of student ability levels.

Case 21/ Mastery Connect: Case 21 allows teachers to administer district benchmark assessments and access student scores within 48 hours. Teachers can then chart the students' progress and adjust to meet the individualized needs of the student.

Career and Technical Education

Job Shadowing Program: This program is designed to allow students to work up to 40 hours a week with local businesses and within the school district to get real life and work experience while earning wages.

Appendix A: Roadmap To Success: A Framework for District Dropout Prevention Plans

Requirement

Following the completion of the needs assessment, the district dropout prevention plan will detail the implementation of the current district-level initiatives related to K-12 dropout prevention, in addition to proposed initiatives. The plan shall include the following components:

1. A District Dropout Prevention Plan cover sheet and Dropout Prevention Team sign-off sheet, containing the following information:
 - The local contact person's name, position, title, address, telephone number, and fax number
 - The district name and a list of the schools (elementary, middle, and high) within the district
 - The names and signatures of district dropout prevention team members
2. A Statement of Assurance, containing the following information:
 - The district dropout prevention team leader's name, title, address, telephone number, and fax number
 - The approval signature of the district superintendent and school board chair
3. Outcomes of the needs assessment
 - Identification of students in need of targeted assistance
 - Identification of potential risk factors
 - Needs statements
 - Prioritization of needs
4. Details of current district initiatives
 - Addressing the MDE's Five Strategic Initiatives
 - Addressing the National Dropout Prevention Center's (NDPC) 15 Strategies for Dropout Prevention
 - Highlighting school level impact (elementary, middle, high school)
5. Proposed initiatives with prioritized actions. Both current and proposed initiative should include:
 - District goals that describe the overall end result the district wishes to achieve to address dropout prevention. (Note: Local districts may require school level plans based on individual school needs and variations in dropout rates.) The goals should be:
 - Derived from the prioritized needs of the school
 - Stated in terms of student outcomes
 - Measurable
 - Specific and clear

- Ambitious
- Achievable
- Long-term (three to five years)
- Based on established start date and completion dates
- Benchmarks to serve as implementation checkpoints, to allow a district to assess how well it is progressing towards its goal
- A description of the persons who will be responsible for the implementation of the goal
- An evaluation component that provides evidence of the achievement of the objective. The evaluation component should:
 - Be measurable
 - Be directly related to the objective
 - Include evaluation data collected along the way (when possible)

Appendix B: Mississippi Succeeds Report Cards District Report Card 2021 - 2022

For more detailed information, please visit <https://msrc.mdek12.org>.

B Calhoun County School District

Pittsboro, MS

119 WEST MAIN STREET
Pittsboro, MS 38951

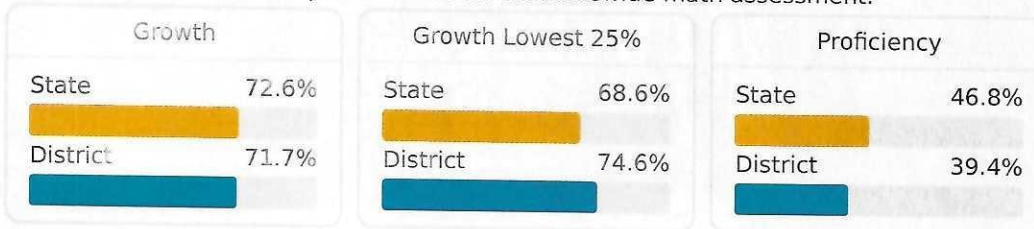
Lisa Langford
llangford@calhounk12.com

School Accountability Grade Components

Mississippi's accountability system assigns "A" through "F" letter grades for schools and districts. Grades are based on student achievement, student growth, student participation in testing, and other academic measures. COVID - 19 pandemic disruptions continue to be reflected in 2021 - 2022 accountability data, particularly growth data.

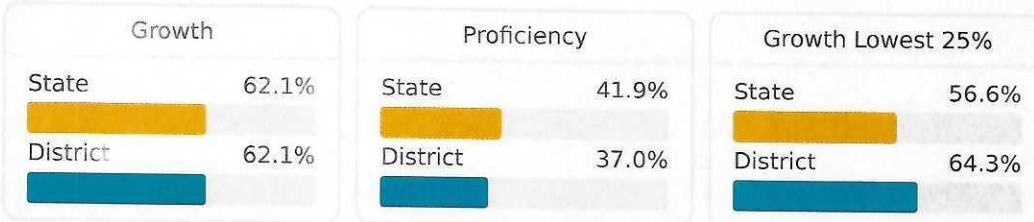
Math

Measurements of student performance on the statewide math assessment.



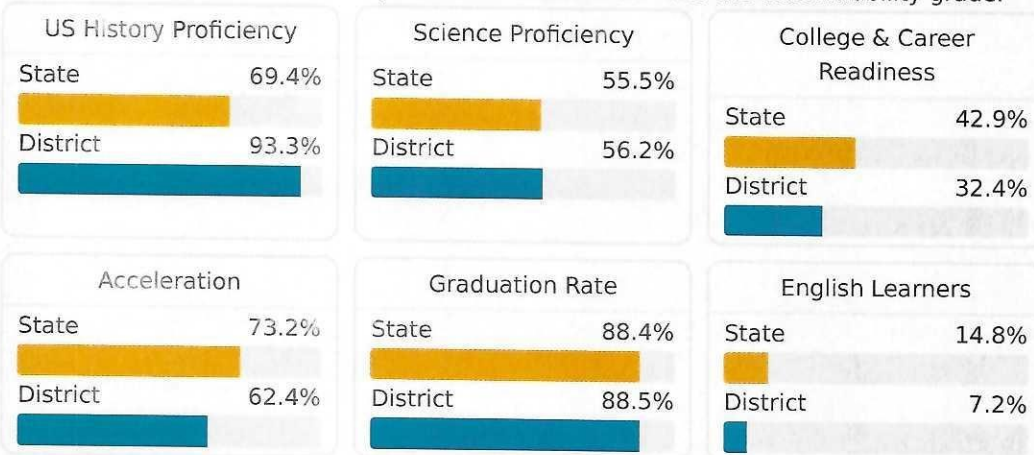
English

Measurements of student performance on the statewide English language arts (ELA) assessment.



Other Measures

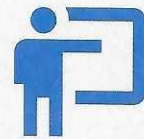
Other measurements of student performance that factor into the accountability grade.



Teacher Data

198.3

Teachers



74.1%

Experienced Teachers

3.0%

Provisional Teachers

96.1%

In-Field Teachers

Detailed Assessment and Other Data

Student Performance

The following information shows each level of student performance on statewide assessments

Math



English



Science



Student Assessment Participation



Discipline



* Source: 2017-2018 Civil Rights Data Collection

Other Data



19.2 %

Chronic Absenteeism



\$11,171.83

Per-Pupil Expenditure



62.7 %

Post-Secondary Enrollment



37.9%

Advanced Course Participation

Appendix C

15 Effective Strategies for Dropout Prevention

Since 1986, the National Dropout Prevention Center/Network (NDPC/N) has conducted and analyzed research; sponsored workshops and national conferences; and collaborated with researchers, policymakers, and practitioners to further the mission of reducing America's dropout rate by meeting the needs of youth in at-risk situations, including students with disabilities.

Students report a variety of reasons for dropping out of school; therefore, the solutions are multi-dimensional. The NDPC/N has identified 15 Effective Strategies that have the most positive impact on reducing school dropout. These strategies appear to be independent, but actually work well together and frequently overlap. Although they can be implemented as stand-alone strategies, positive outcomes will result when school districts or other agencies develop program improvement plans that encompass most or all of these strategies. These strategies have been successful at all school levels from PK-12 and in rural, suburban, and urban settings. The strategies are grouped into four general categories: Foundational strategies (school-community perspective), early interventions, basic core strategies, and managing and improving instruction.

Foundational Strategies

- ★ Systemic Approach
- ★ School-Community Collaboration
- ★ Safe Learning Environments

Early Interventions

- ★ Family Engagement
- ★ Early Childhood Education
- ★ Early Literacy Development

Basic Core Strategies

- ★ Mentoring/Tutoring
- ★ Service-Learning
- ★ Alternative Schooling
- ★ Afterschool/Out-of-School Opportunities

Managing and Improving Instruction

- ★ Professional Development
- ★ Active Learning
- ★ Educational Technology
- ★ Individualized Instruction
- ★ Career and Technical Education (CTE)



**NATIONAL
DROPOUT
PREVENTION
CENTER/NETWORK**

National Dropout Prevention Center/Network
Clemson University, 209 Martin Street
Clemson, SC 29631-1555
P: 864-656-2599 F: 864-656-0136
ndpc@clemson.edu www.dropoutprevention.org

Effective Strategies Defined

- ★ **Systemic Approach**—This strategy calls for a systemic approach and process for ongoing and continuous improvement across all grade levels and among all stakeholders, through a shared and widely communicated vision and focus, tightly focused goals and objectives, selection of targeted research-based strategies and interventions, ongoing monitoring and feedback, and data-based decision making. It also requires the alignment of school policies, procedures, practices, and organizational structures and continuous monitoring of effectiveness.
- ★ **School-Community Collaboration**—This strategy focuses on the power of an engaged and responsive community where everyone in the community is accountable for the quality of education, resulting in a caring and collaborative environment where youth can thrive and achieve. Critical elements of this type of collaboration rely on effective, ongoing, and multi-dimensional communication so that dropout prevention is a communitywide and ongoing effort.
- ★ **Safe Learning Environments**—Safe, orderly, nurturing, inclusive, and inviting learning environments help students realize potential as individuals and as engaged members of society. All students need to be safe, physically and emotionally; to be expected to achieve; to be recognized and celebrated equitably for accomplishments; and to feel genuinely welcomed and supported. A safe and orderly learning environment provides both physical and emotional security as well as daily experiences, at all grade levels, that enhance positive social attitudes and effective interpersonal skills. A comprehensive discipline plan and violence prevention plan should include conflict resolution strategies and should deal with potential violence as well as crisis management. A safe, nurturing, and responsive learning environment supports all students, teachers, cultures, and subgroups; honors and supports diversity and social justice; treats students equitably; and recognizes the need for feedback, innovation, and second chances.
- ★ **Family Engagement**—Research consistently finds that family engagement has a direct, positive effect on youth's achievement and is one of the most accurate predictors of a student's success in school. Critical elements of this type of collaboration rely on effective, ongoing, and multi-dimensional, two-way communication as well as ongoing needs assessments and responsive family supports and interventions.
- ★ **Early Childhood Education**—Birth-to-five interventions demonstrate that providing a child additional enrichment can enhance brain development. The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of school through the primary grades.
- ★ **Early Literacy Development**—Early literacy interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all subjects. Literacy development focus should continue P-12.
- ★ **Mentoring/Tutoring**—Mentoring is typically a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Mentoring offers a significant support structure for high-risk students. Tutoring, also typically a one-to-one activity, focuses on academic support and is an effective practice when addressing specific needs in collaboration with the student's base teacher.
- ★ **Service-Learning**—Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.
- ★ **Alternative Schooling**—Alternative or non-traditional schooling and delivery model options (e.g., alternative times and environments, blended learning, virtual learning, competency-based credit opportunities) provide alternative avenues to credit earning and graduation, with programs paying special attention to the student's individual and social needs, career goals, and academic requirements for obtaining a high school diploma and transitioning successfully to life beyond graduation.
- ★ **Afterschool/Out-of-School Opportunities**—Many schools provide afterschool, before-school, and/or summer academic/enhancement/enrichment opportunities (e.g., tutoring, credit recovery, acceleration, homework support, etc.) that provide students with opportunities for assistance and recovery as well as high-interest options for discovery and learning. These opportunities often decrease information loss and can inspire interest in arenas otherwise inaccessible. Such experiences are especially important for at-risk students because out-of-school "gap time" is filled with constructive and engaging activities and/or needed academic support.
- ★ **Professional Development**—Adults who work with youth at risk of dropping out need to be provided ongoing professional learning opportunities, support, and feedback. The professional learning should align with the agreed upon vision and focus for the school/agency, the agreed upon instructional framework of high leverage research-based practices and strategies, and the identified needs of the population served. The professional learning opportunities provided should be frequently monitored to determine the fidelity of implementation and need for additional support and feedback.
- ★ **Active Learning**—Active learning and student engagement strategies engage and involve students in meaningful ways as partners in their own learning. These strategies include student voice and choice; effective feedback, peer assessment, and goal setting; cooperative learning; thinking critically, creatively, and reflectively; and micro-teaching, discussion, and two-way communication. To be most effective, teachers must provide students with tools and strategies to organize themselves and any new material; techniques to use while reading, writing, and doing math; and systematic steps to follow when working through a task or reflecting upon their own learning.
- ★ **Educational Technology**—Instructional Technology can effectively support teaching and learning while engaging students in meaningful, current, and authentic efforts; addressing multiple intelligences; and adapting to students' learning styles. Educational technology can effectively be used in individualized instruction and can not only help prepare students for the workforce, but can empower students who struggle with self-esteem. Effective use of technologies depends upon the timely response to and application of the rapidly expanding choices and matches to identified student needs.
- ★ **Individualized Instruction**—Learning experiences can be individualized, differentiated, or personalized (combining paced and tailored learning with flexibility in content or theme to fit the interests, preferences, and prior experiences of each learner). In an environment that is fully personalized, the learning objectives and content as well as the method and pace may all vary (so personalization encompasses differentiation and individualization).
- ★ **Career and Technical Education (CTE)**—Quality CTE programs and related career pathways and guidance programs with P-20W orientation are essential for all students. Youth need workplace skills as well as awareness and focus to increase not only the likelihood that they will be prepared for their careers, but also that school will be relevant to what is next.



REPORT DEC 6, 2021

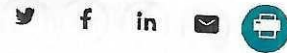
How To Increase Support for Youth Leaving Juvenile Detention Facilities

AUTHOR



Bayliss Fiddiman

College, Career, and Civic Readiness, Coronavirus, COVID-19, Criminal Justice Reform, Education, K-12, Mass Incarceration, Race and Criminal Justice



Students returning home from juvenile detention centers deserve support to reintegrate into their communities, especially during the pandemic.



A probation officer works one on one with a student outside at the Fairfax County Juvenile Detention School in Fairfax, Virginia, which educates children who are serving sentences or awaiting trial, September 2012. (Getty/Jahl Chikwendu/The Washington Post)

Introduction and summary

In May 2020, approximately two months into the coronavirus pandemic, a 15-year-old Black student in Detroit was re-committed to a juvenile detention facility for violating her probation¹ by failing to “submit any schoolwork and getting up for school.”² Like many other students during the pandemic, she was struggling with virtual learning because she did not have access to the support that in-person learning provided for her learning disability.³ Yet she was again separated from her community, at a time when juvenile detention facilities across the country were releasing youth to avoid the spread of the virus.⁴

The pandemic has presented myriad challenges for all students, including those connected to juvenile detention systems. It is unclear how many students have had experiences similar to that of the student in Michigan, given the sensitive nature of juvenile cases. Yet data show that even as the population of students committed to detention facilities has reached historic lows, in part due to health concerns related to the pandemic, the overrepresentation of Black and Latino youth in these facilities has actually worsened since 2019.⁵

Students involved with the juvenile detention system deserve the same support that other students are receiving in light of the COVID-19 pandemic, and they will need continued support as they transition back to their communities and schools.

As government officials acknowledged the severity of the COVID-19 pandemic in March 2020, schools across the country switched to a virtual, at-home learning format to limit the spread of the virus. In the months following, juvenile detention facilities released students to slow the spread of the coronavirus within their spaces, and admissions to facilities dropped as courts were discouraged from detaining additional youth.⁶ These students were released to a world in quarantine, where they could not return to their home school for in-person teaching and learning support. This was further complicated by the fact that there is no uniform standard for juvenile detention system aftercare or re-acclimating students to their community. Some incarcerated students transitioned from in-person classes to self-study packets or Zoom instruction, with limited opportunities to socialize or connect with their families.⁷ And other students who remained in facilities were placed in quarantine—similar to solitary confinement—to limit spread of the virus internally.⁸

Over the past year, several articles have focused on the needs and experiences of students in a virtual learning environment. However, much less has been written about the students in juvenile detention facilities and those returning home from them. This report highlights the needs of this student population, identifying policies that can support their successful reconnection to their home communities and ensure that the government provides adequate relief funding and other resources to provide them with the support they need.

Methodology

For this report, the Center for American Progress hosted two community conversations with student leaders from the Coalition for Juvenile Justice. All participants were in long-term secure facilities in Washington state, Oregon, or Colorado; these sessions occurred in groups and were facilitated through video conferencing. The participants discussed their experiences during the pandemic and provided feedback on the support that students need to transition back to their communities. CAP also conducted a 50-state survey using phone calls and emails to connect with state employees who were responsible for overseeing education services in juvenile detention facilities or were knowledgeable about it. For the states that did not respond, the author collected relevant information from state government websites.

The report concludes with policy recommendations, informed by CAP's community conversations and survey, on how to better support students returning home from juvenile detention facilities—particularly during the ongoing pandemic. It specifically focuses on youth who have been committed to long-term juvenile detention facilities. The recommendations include:

- Providing clear plans for students returning home from long-term detention facilities.
- Forging stronger connections between students in juvenile detention facilities and the schools to which they will return.
- Explicitly targeting COVID-19 relief resources to students returning home from detention facilities.
- Ending punitive consequences for students connected to the juvenile detention system who are struggling with school.

A snapshot of education and aftercare in the juvenile detention system

There is no explicit federal right to a free public education, although advocates argue that there should be.⁹ All U.S. state constitutions include a right to education, but the language ensuring that right—and its implementation—varies significantly by state.¹⁰ As a result, education has primarily been a state and local responsibility,¹¹ although the federal government has made some attempts to set a minimum standard for education through laws such as the Individuals with Disabilities Education Act (IDEA),¹² which sets a minimum standard for students with disabilities. Mirroring the K-12 public education system, schools in juvenile detention centers across the country are governed by state and local entities and vary in structure. The No Child Left Behind Act (NCLB) attempted to create some uniformity by explicitly requiring states receiving federal education funding to monitor and improve education services in correctional facilities.¹³ The Every Student Succeeds Act (ESSA) built on the NCLB's provisions by expanding funding opportunities, monitoring requirements, education opportunities, and programs for reentry into community schools.¹⁴ Still, education services in juvenile detention systems are different in every state based on how the state manages those services and the resources the state provides.¹⁵ Aftercare and reentry services also differ in each state.

Education services in juvenile detention facilities

The tables in this report were compiled using information collected through a 50-state survey via email and phone. For states that did not respond to the survey, CAP collected information from state government websites; those states are noted with an asterisk. The tables highlight the overwhelming variation in how education and reentry or aftercare services are governed for students in juvenile detention centers across the country.

Table 1 categorizes CAP's survey responses from state government employees and websites and shows that states govern education services for youth in detention centers differently. In some states, multiple entities govern education in juvenile detention facilities. The category labeled "Department of Children and Family Services or equivalent," refers to any state agency that provides social services and resources for the benefit of children and families. The category labeled "State Department of Juvenile Justice or equivalent," refers to any state agency responsible for juvenile corrections or

detention. This is an important distinction, because a state agency may be called “Department of Youth Services” even if it exclusively serves the purpose of youth correctional services.

Table 1



Who governs education for students in juvenile detention facilities?

50-state analysis of the entities responsible for providing education to students in juvenile detention facilities

	Department of Children and Family Services or equivalent	State Department of Education	State Department of Juvenile Justice or equivalent
Alabama*		X	X
Alaska			
Arizona*			X
Arkansas			X
California		X	X
Colorado		X	
Connecticut	X	X	
Delaware	X		
District of Columbia*			
Florida		X	
Georgia		X	X
Hawaii*			X
Idaho			X
Illinois*			X
Indiana		X	X
Iowa			
Kansas			
Kentucky			
Louisiana*			X
Maine*		X	X
Maryland*		X	
Massachusetts		X	X
Michigan		X	X
Minnesota			
Mississippi		X	
Missouri	X	X	X
Montana		X	
Nebraska		X	X
Nevada	X		

New Hampshire*		X	X
New Jersey		X	X
New Mexico		X	X
New York*	X**		X
North Carolina		X	X
North Dakota*		X	X
Ohio		X	X
Oklahoma*		X	X
Oregon		X	
Pennsylvania		X	
Rhode Island*	X		X
South Carolina*		X	X
South Dakota			
Tennessee			
Texas*			X
Utah*			
Vermont***			
Virginia*			X
Washington		X	
West Virginia*			X
Wisconsin			X

Education planning services for reentry and aftercare

Table 2 highlights the continuum of education services that students receive in the juvenile detention system. The survey asked whether facilities had an education plan for students when they entered the juvenile detention system that was clearly communicated to their parents or guardians and made readily accessible. The survey also asked if facilities connected with the student's home school district to align the education plan with what they were learning in school, and if they followed up with the home school district to ensure that the district had the student's records after their release. It is important to note that survey respondents self-reported this information, and few provided supporting documents. Respondents in most states indicated that long-term juvenile detention centers create an education plan for students when they enter the facility. Only 24 states indicated that they talked to parents about the education services that their child would receive while in the facility, and only 18 states said that they provide physical literature or an online pamphlet to parents or guardians regarding what their children will learn. Most states reported that they have a plan for students' reentry to their home school district upon release. For example, Massachusetts assigns education and career counselors to youth depending on their home school district when they enter a facility.¹⁶ These counselors meet with students to discuss their academic plans during their stay and as they transition back to their community.¹⁷ They also create a plan for each student's transition back to their

community and identify allies and caring adults in the student's home school who can provide support.¹⁸

Table 2



State	Community-based organizations	Statewide organizations	Local organizations	Other
Alabama				
Alaska				
Arizona				
Arkansas				
California				
Colorado				
Connecticut				
Delaware				
District of Columbia				
Florida				
Georgia				
Hawaii				
Idaho				
Illinois				
Indiana				
Iowa				
Kansas				
Kentucky				
Louisiana				
Maine				
Maryland				
Massachusetts				
Michigan				
Minnesota				
Mississippi				
Missouri				
Montana				
Nebraska				
Nevada				
New Hampshire				
New Jersey				
New Mexico				
New York				
North Carolina				
North Dakota				
Ohio				
Oklahoma				
Oregon				
Pennsylvania				
Rhode Island				
South Carolina				
South Dakota				
Tennessee				
Texas				
Utah				
Vermont				
Virginia				
Washington				
West Virginia				
Wisconsin				
Wyoming				

Is there a clear education continuum for students entering the juvenile justice system

50-state analysis of education planning processes for students entering juvenile detention facility

	Education plan during stay	Education plan for reentry	Physical or online handbook available to parents and guardians	Continuum of care
Alabama*	X			
Alaska	X	X		
Arizona* (1, 2)	X	X		
Arkansas	X	X		
California	X	X		
Colorado	X	X		
Connecticut	X	X	X	
Delaware	X	X		
District of Columbia* (1,2)	X	X	X	
Florida	X	X		
Georgia	X	X		
Hawaii*	X			
Idaho	X	X	X	
Illinois*	X			
Indiana	X	X	X	
Iowa	X	X	X	
Kansas	X	X		
Kentucky	X			
Louisiana* (1,2)	X			
Maine*	X			
Maryland*	X	X		
Massachusetts	X	X	X	
Michigan	X	X	X	
Minnesota	X			
Mississippi	X	X	X	
Missouri	X	X	X	

Montana	X		
Nebraska	X		X
Nevada	X	X	
New Hampshire*	X		
New Jersey	X	X	X
New Mexico	X	X	
New York*	X	X	
North Carolina	X	X	
North Dakota*	X	X	
Ohio	X	X	X
Oklahoma*	X		X
Oregon		X	X
Pennsylvania	X	X	
Rhode Island* (1,2)	X	X	
South Carolina*	X		
South Dakota	X	X	X
Tennessee	X	X	
Texas* (1,2)	X	X	X
Utah*	X		
Vermont	X	X	
Virginia*	X	X	

Aftercare and reentry service providers

CAP's survey also asked states which entity is responsible for providing aftercare or reentry services to students transitioning out of long-term care juvenile detention facilities. Table 3 provides a breakdown of the entities responsible for providing aftercare services for these students in each state. The purpose of this table is to show whether there is continuity between education service providers and aftercare service providers, which can include other community-based organizations, state social service agencies, or state juvenile detention system employees. It also indicates whether students receive continued monitoring by the carceral system when they return home. The correctional system category refers to parole officers, probation officers, and any employee that represents an extension of the state penal system.

Table 3



Who governs the aftercare process to reintegrate students into their community?

50-state analysis of entities that govern aftercare and reentry services students returning home from juvenile detention facilities

	Correctional system**	Provider of education services in juvenile detention	Different entity that provides education services in juvenile detention
Alabama*	X		
Alaska	X		
Arizona*		X	X
Arkansas		X	X
California	X		
Colorado	X		
Connecticut	X		
Delaware		X	
District of Columbia*			X
Florida	X		X
Georgia		X	
Hawaii*	X		
Idaho	X		
Illinois*		X	
Indiana		X	
Iowa			X
Kansas			X
Kentucky			X
Louisiana*		X	X
Maine*		X	X
Maryland*			X
Massachusetts		X	
Michigan			X
Minnesota			X
Mississippi			X
Missouri		X	
Montana		X	
Nebraska	X	X	

Nevada		X	X
New Hampshire*		X	
New Jersey		X	
New Mexico	X	X	
New York*		X	X*
North Carolina	X	X	X
North Dakota*			X
Ohio		X	
Oklahoma*		X	
Oregon	X		X
Pennsylvania			X
Rhode Island*		X	
South Carolina*	X	X	
South Dakota	X		X
Tennessee	X		X
Texas*	X	X	
Utah*			X
Vermont			X
Virginia*		X	
Washington			X
West Virginia*		X	
Wisconsin			X
Wyoming			X

Facilitating successful transitions of youth from secure facilities into their communities and adulthood requires interventions that consider their developmental needs.¹⁹ Psychological development continues into young adulthood, and adolescents are still developing the social capacities that will prepare them for life as an adult.²⁰ The same strategies that are used to influence adult behavior may not have the same effect on youth.²¹ Research suggests that supervision through probation and court monitoring, group homes, and correctional facilities only has modest favorable effects on youth recidivism—the likelihood that someone will commit another offense after returning home. Programs that seek to deter behavior with a focus on discipline, surveillance, or threat of punitive consequences have no effect on recidivism on average and may actually increase it.²²

However, there is evidence that juvenile recidivism can be reduced through aftercare services that take into account adolescents' needs and provide support for reintegration into the community.²³ One study of Oregon's juvenile detention system tracked 531 formerly incarcerated youth and found that those who received appropriate aftercare services were more than three times more likely to be positively engaged in society after 12 months.²⁴ It is clear that young people need targeted programming and support

when transitioning back to their communities, including educational support, employment programs, and other social services resources.²⁵ During a conversation with CAP, one student said that she was working with a transition specialist to prepare for her upcoming release date:²⁶ “They’re helping me get my own apartment, they’re going to put me on [SNAP and] put me in a college.”²⁷

Some states are modeling promising practices for others to consider:

- **Nevada:** The Division of Child and Family Services within the Nevada Department of Health and Human Services publishes a handbook to help family members understand available services in the juvenile detention system.²⁸ The handbook includes contact information for various departments, describes the education services that students will receive, and provides an overview of services focused on transitioning back to the community.²⁹
- **Minnesota:** In collaboration with the University of Minnesota, the state Department of Education developed a framework for creating student reentry plans.³⁰ The framework helps increase interagency collaboration to ensure that youth have access to the services they need to successfully transition back to their schools and communities.³¹
- **Indiana:** The Department of Youth Services within the Indiana Department of Corrections employs transition coordinators at each long-term facility who work with students when they arrive and stay in contact with them up to one year after release.³² A statewide transition coordinator uses data analysis to guide facilities on necessary curriculum changes and school-based support services to create better outcomes.³³

“Developing and implementing a clear education continuum for youth as they enter, reside in, and transition home from a juvenile detention facility can make the difference between access to opportunity and ultimately being pushed out of school.”

Policy recommendations

Although the systems to govern education in long-term juvenile detention facilities differ in every state, states can implement a number of changes to ensure that all students are given the best possible chance to succeed. This section provides state-level policy recommendations to improve pathways to educational opportunity for youth who have spent time in juvenile detention facilities.

Provide students leaving detention facilities with a clear plan to continue their education

Ensuring continuity of education for students leaving juvenile detention facilities is critical for minimizing potential gaps in their educational growth. Research shows that

students often do not receive credit at their home school for work they completed while in a juvenile detention facility.³⁴ Developing and implementing a clear education continuum for youth as they enter, reside in, and transition home from a juvenile detention facility can make the difference between access to opportunity and ultimately being pushed out of school. This is particularly important given that certain populations are disproportionately represented in juvenile detention facilities, including Black and Indigenous youth and students with learning disabilities.³⁵ These students deserve the opportunity to continue their education and choose a path to college or career that allows them to provide for themselves and their families.

During the Obama administration, then-Secretary of Education Arne Duncan and then-Attorney General Eric Holder released guidance outlining five key strategies for providing quality education in juvenile detention facilities, which included procedures for ensuring that students transitioning out of detention were able to smoothly reenter their communities.³⁶ Formal transition processes better prepare students for success during reentry and can reduce their likelihood of recidivism.³⁷ Therefore, upon a student's admittance to a juvenile detention facility, an established reentry team should promptly create a personalized prerelease plan in coordination with the student, their family or guardians, and other specialists such as facility education staff, a community liaison, or a transition specialist.³⁸ During this meeting, they should discuss credit accrual, credit transfer, and where the student will attend school upon release. Meetings with students with disabilities should also include the students' individualized education plan (IEP)³⁹ or 504⁴⁰ team to ensure that their needs are incorporated in their prerelease plans.

Developing a personalized prerelease plan and revisiting it throughout a student's residential stay can better prepare them for their transition home—particularly during the pandemic, which has resulted in a mix of in-person and virtual learning. Facilities should also provide an avenue for grievance when a prerelease plan is not properly established so that youth, parents, and guardians can ensure that facilities put one in place. By requiring facilities to have a comprehensive reentry team responsible for developing personalized prerelease plans, policymakers can improve students' odds of transitioning smoothly back to their community and minimize gaps in instructional time for youth who have experienced detention.

Forge strong connections between students and the schools they will return to prior to release

Building a relationship between juvenile detention facilities and the schools that incarcerated students will return to is critical to ensure continuity of education services and improve the quality of education that students receive. Most of the students who participated in CAP's community conversations expressed that there was a communication gap between the detention facility where they were placed and their home school.⁴¹ One student even said that a communication gap contributed to his current incarceration: He was reincarcerated after disengaging from school when his home district sent him to an alternative program without asking about the courses he took during his first incarceration.⁴²

The U.S. Department of Education's 2013–2014 Civil Rights Data Collection was the first federal inquiry into the number of educational hours provided to youth in detention facilities during the academic year. These data revealed that detention facilities offered, on average, only 26 hours per week of educational programming, and 15 percent of the facilities offered less than 20 hours of instruction per week.⁴³ Overall, students in detention facilities receive significantly fewer hours of educational programming and classroom instruction than their peers in traditional public school settings. The quality of education provided to incarcerated youth also varies substantially. Students in juvenile detention facilities are less likely to have access to algebra I, geometry, and algebra II, which are essential courses offered in most public

high schools and are often required for graduation.⁴⁴ All together, these disparities leave students in detention facilities with fewer educational opportunities than their peers attending traditional public schools.⁴⁵

This gap in educational services fails to prepare students in juvenile detention for the coursework necessary to receive a high school diploma. Without a high school diploma, these students will have diminished opportunities to secure meaningful employment or attend institutions of higher education. By strengthening the relationship between juvenile detention facilities and home schools, policymakers and educational agencies can better ensure that students have access to educational and economic opportunities. Collaborative, innovative partnerships between these institutions and school districts—such as those developed by some states⁴⁶ and districts⁴⁷ through funding from the U.S. Department of Education’s Office of Career, Technical, and Adult Education—would make it easier to ensure that students have access to classes aligned with requirements in their home school, access to credit recovery where needed, and access to the special education services to which they are entitled.⁴⁸ Particularly throughout the ongoing pandemic, it is important that policymakers minimize gaps in appropriate coursework and instruction for students who have experienced detention to ensure that they have the tools necessary to secure a high school diploma or equivalent.

Include students released from secure facilities in any COVID-19 education relief

The COVID-19 pandemic presented numerous challenges for students, among them the switch to virtual learning and the hardship of social isolation. Students in detention facilities and those returning home during the pandemic felt these challenges as well, and they must be included in any coronavirus-related education relief planning. This population deserves the resources necessary to ensure that they can continue learning. In CAP’s community conversations, students expressed that most of their classes have been virtual and that this form of instruction involves very little one-on-one attention from a teacher.⁴⁹ Students also mentioned that they mostly worked on individual study packets at the beginning of the pandemic,⁵⁰ therefore missing out on guided instruction. In April 2021, there was a lawsuit filed in Washington, D.C., on behalf of students with disabilities who were only provided with work packets throughout the pandemic.⁵¹ This student population has been particularly underserved during the pandemic⁵² and deserves access to compensatory education and support services to address these instruction gaps.

The American Rescue Plan (ARP), a federal coronavirus stimulus package passed in March 2021, provides funding for local educational agencies to improve the quality and availability of education services.⁵³ It places particular emphasis on assisting students experiencing homelessness, students in foster care, students from families with low incomes, students with disabilities, English language learners, and students of color.⁵⁴ ARP funding aims to address the unique challenges faced by these student populations and provides critical assistance toward increasing access to educational technology, providing evidence-based interventions, and addressing the effects of lost instructional time due to the pandemic. Unfortunately, it does not explicitly include students currently in or transitioning out of juvenile detention facilities. However, given that many of these students fall into the ARP’s explicitly identified groups, policymakers should consider using these funds to invest in resources for students in juvenile detention facilities and students transitioning back to their community.

In addition, the ARP grants local educational agencies the authority to fund interventions and programs that “respond to students’ academic, social, and emotional needs,” as well as the latitude to fund activities authorized by the Elementary and Secondary Education Act (ESEA) of 1965 and IDEA.⁵⁵ The ESEA specifically calls on state and local educational agencies to prepare plans that ensure “the timely re-enrollment of each student who has been placed in the juvenile detention system in

secondary school or in a re-entry program that best meets the needs of the student.”⁵⁶ Allocating resources and funding to programs that would ensure the smooth transition of students from juvenile detention facilities back to their communities is consistent and in line with the goals of the ARP.

State and local education agencies should provide:

- **Additional counseling for students who spent time in a secure facility to address any coronavirus- and incarceration-related trauma they may have experienced.** The ARP permits the funding of critically needed mental health services and support.⁵⁷ Research indicates that approximately 40 percent to 80 percent of incarcerated juveniles already have at least one diagnosable mental health disorder,⁵⁸ and these challenges have likely been significantly exacerbated by COVID-19. At the onset of the pandemic, public health experts raised concerns that the crowded conditions in correctional facilities made them hotspots for the virus; indeed, these concerns were quickly realized, with outbreaks within correctional facilities—such as the April 2020 outbreak at the Bon Air Juvenile Correctional Center in Virginia—becoming commonplace.⁵⁹ The trauma sustained by incarceration itself is further compounded by the trauma of experiencing an active outbreak. Moreover, communities of color and people with disabilities—some of the populations most overrepresented in youth correctional facilities—continue to bear the disproportionate impacts of the pandemic and economic crisis.⁶⁰ Students who were quarantined in settings similar to solitary confinement⁶¹ also need resources to heal from that social isolation. During a CAP community conversation, one student expressed frustration about being quarantined during the pandemic:⁶² “It’s kind of like we’re getting punished in a way...obviously we can’t go out into society and contract the virus and bring it back...but yet when the staff [get sick] we get sanctioned for it.”⁶³

These concurrent traumas require expanding targeted counseling services to provide an accessible and affordable way for students currently and formerly in juvenile detention facilities to process their experiences. Scaling up these services so that they are more readily available would improve students’ transition back to their schools while also making it easier for them to connect to additional services they may require for their mental health needs.

- **Special education support for students who are entitled to it.**⁶⁴ Similarly, the ARP’s inclusion of activities authorized by IDEA means that local educational agencies should ensure that their coronavirus-related education relief policies are inclusive of students with disabilities—including incarcerated youth with disabilities, who comprise 30 percent to 60 percent of the total youth correctional population, with some estimates suggesting as much as 85 percent.⁶⁵ Before the pandemic, incarcerated students with disabilities often did not receive the special education services they needed. For example, between 2012 and 2013, less than half of all incarcerated youth with a disability reported receiving special education services.⁶⁶ Providing students in detention facilities with access to the educational services they are legally entitled to under IDEA and the American Rehabilitation Act reduces the likelihood that these students will be rearrested and reincarcerated within a year of their release.⁶⁷ Furthermore, these students deserve access to compensatory education for any services they missed during their time in a detention facility.

■ **Community-based support and skills training programs.** During CAP's community conversations, students expressed interest in mentorship programs, increased vocational skills training, and exposure to potential careers.⁶⁸ Under Title 1, part D of the ESEA, federal funding can be used to help students transition from secure facilities back to their communities.⁶⁹ Some suggested activities for youth include seeking external mentors, seeking external peer support, and participating in community programming or employment. One example of what this could look like is the Credible Messenger Mentoring Movement—a nonprofit providing justice-involved youth with mentors who have had similar life experiences.⁷⁰ This program uses a public-private partnership model and has been found to reduce recidivism.⁷¹

In addition, funding under the Workforce Innovation and Opportunity Act can be used to provide aftercare services that increase youth engagement in the community by encouraging educational progress, job training, and consistent employment.⁷² Policymakers could also strengthen coordination between detention centers and vocational rehabilitation centers for students with disabilities to ensure that they have access to career pathways.

End punitive consequences for students released from juvenile detention facilities who are having a difficult time with school

Lastly, implementing policies and procedures rooted in compassion and understanding for justice-involved youth can ensure that they are better supported with the learning resources they need. Everyone is adjusting to a new normal in light of the ongoing pandemic, and many students are struggling with learning regardless of their socioeconomic or disability status. As described earlier, a 15-year-old student in Michigan having trouble adjusting to remote learning was committed back to a detention center after a judge determined that she had violated her probation. This kind of response punishes students for challenges that are out of their control. It also reinforces the harmful school-to-prison pipeline⁷³ instead of ensuring that students with the most need have access to resources that will put them on a path to success.

Students in juvenile detention facilities deserve to learn in a productive environment with the learning supports to which they are entitled. They deserve access to coursework that will put them on track to secure a high school diploma or a career of their choice. Until policymakers can improve the quality of education services in juvenile detention, they must exercise compassion. Policymakers and school officials must remember that *all* students are currently struggling and keep in mind the glaring, persistent gaps in services at juvenile detention facilities across the country. Even before the pandemic, juvenile detention facilities provided students with minimal instruction time, offered limited access to classes necessary to receive a diploma, and struggled to provide reentry support for students transitioning back to their original school or district. When systems connect students with learning, social, and mental health supports, students are more likely to succeed academically and are less likely to recidivate upon release, which contributes to a pathway to stable adulthood.

Conclusion

As policymakers look for solutions to support students during the COVID-19 pandemic, they must remember to include students currently in and returning home from juvenile detention facilities. These students should be given the opportunity to adjust to the new normal and the support they need to successfully transition back to their schools and communities. In addition to experiencing gaps in instruction, these students may have been socially isolated and unable to connect with family during quarantine at their facility. Punishing struggling students by sending them back to a detention center is not

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the answer, and states should consider funding and implementing education and aftercare programs that address the specific needs of this student population.

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Expand ▾

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