



CAPE - Youth

CENTER FOR ADVANCING POLICY
ON EMPLOYMENT FOR YOUTH

Transition Services and Activities for Justice-Involved Youth & Young Adults with Disabilities

Housekeeping

- Closed Captioning is available at <https://www.streamtext.net/player?event=CFI-CSG>.
- Please submit any questions (including technical issues) in the chat, and Council of State Governments (CSG) staff will get back to you as soon as possible.

The Center for Advancing Policy on Employment for Youth

The Center for Advancing Policy on Employment for Youth (CAPE-Youth) seeks to improve employment outcomes for youth and young adults with disabilities (Y&YADs) by helping states build capacity in their youth service delivery and workforce systems.

CAPE-Youth Strands of Work

CAPE-Youth:

- Conducts research on new and existing innovative policy and practice.
- Develops strategic partnerships.
- Shares best practices among key stakeholders.
- Helps states identify opportunities for new programs and services.

CAPE-Youth Partners

CAPE-Youth is a collaboration between the U.S. Department of Labor's Office of Disability Employment Policy and:



The center is fully funded by the U.S. Department of Labor's Office of Disability Employment Policy in the amount of \$5 million under Cooperative Agreement No. OD-33982-19-75-4-21.

Overview and Policy Considerations for Justice-Involved Y&YADs



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What is “justice-involvement”?

What kinds of settings come to mind when you hear the term “justice-involvement” for Y&YADs?

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Justice-Involvement

“Justice-involvement” for youth has a broader meaning *in terms of setting* than in adult contexts:

- Juvenile.
- Detention.
- Shelters.
- Youth camps.
- Pre-adjudicated services.



Justice-Involved Y&YADs: Part 1

Challenges faced by justice-involved Y&YADs:

- Multi-system involvement.
- Various transitions.
- Recidivism.



Up to 65% of justice-involved youth have past or current involvement in the child welfare system (Baglivio et al., 2016).

Justice-Involved Y&YADs: Part 2



- Why is there such a wide variation with this statistic?
- What factors contribute to this disproportionately high rate of disability within the justice system?

Stages of Involvement and Services

Source: [Iris Center](#)





Research Briefs and Policy Considerations

Background

- On November 15, 2021, CAPE-Youth hosted a roundtable discussion on [Justice-Involved Youth](#) in collaboration with the White House Office of Public Engagement.
- The purpose of the roundtable was to better understand policy implications and lived experiences of justice-involved youth – and how that intersectional experience uniquely impacts access to employment, education and more.
- Based on roundtable discussions, CAPE-Youth drafted two research briefs to help state and local policymakers implement comprehensive strategies for justice-involved Y&YADs.

Purpose of Research

- **Provide state and local examples** of policies to serve justice-involved Y&YADs by:
 - Providing holistic support and coordinated care.
 - Reducing recidivism and incarceration.
 - Mitigating barriers to education and employment.
 - Supporting successful long-term outcomes.
- **Policy Brief Topics:**
 - Rehabilitation & Recovery Practices
 - Educational & Economic Access

Rehabilitation and Recovery Practices

Overview

- The justice system is meant to provide opportunities for recovery, but Y&YADs may experience multiple issues during their incarceration which hinder rehabilitation, limit opportunities for healing and create barriers in their transitions to eventual employment.
- By offering more holistic support and coordinated care, justice facilities can potentially be a safe and supportive environment for Y&YADs with restorative practices that help them prepare for and advance their educational and workforce goals.

Rehabilitation & Recovery Considerations

- 1 Expanding initial screening to identify and address individualized needs.
- 2 Replacing punitive isolation practices with recovery practices.
- 3 Developing cultural competency training to address intersectionality.
- 4 Implementing trauma-informed practices to address unresolved needs.

Educational & Economic Access

Overview

- Y&YADs involved in the justice system are:
 - less likely to access higher education and employment services.
 - less likely to enter the workforce.
 - often are in low-paying and short-term positions.
- Y&YADs who can access employment immediately or return to higher education as they exit the justice system are:
 - more likely to successfully transition to their community.
 - more likely to earn sustainable wages.
 - less likely to re-offend.

Educational & Economic Access Considerations

- 1 Increasing access and connecting students to higher education.
- 2 Incentivizing participation in training programs and work opportunities.
- 3 Removing barriers to employment by limiting exclusionary policies.

CAPE-Youth Briefs on Justice-Involved Youth

- [Transition Services for Justice-Involved Youth and Young Adults with Disabilities: Rehabilitation and Recovery Practices](#)
- [Transition Activities for Justice-Involved Youth and Young Adults with Disabilities: Educational and Economic Access](#)

Oregon: Initial Screening and Mental Health



Dr. Brian Hartman

Supervising Clinical Psychologist
Oregon Youth Authority



Intake Mental Health Assessments

Brian Hartman, PsyD
OYA Supervising Psychologist

OYA Mental Health Staff



- OYA hires or contracts with a wide variety of providers, including:
 - Psychologists.
 - Psychiatrists/Psychiatric Mental Health Nurse Practitioners.
 - Qualified Mental Health Professionals (QMHPs).
 - Certified Alcohol and Drug Counselors (CADCs).

Mental Health Assessment Points



- OYA conducts Mental Health Assessments at multiple points:
 - Intake to Close Custody.
 - Facility Transfer.
 - As Needed/By Referral.

Initial Intake Assessment



- Within one hour of arrival at a facility, each youth is seen by a QMHP for initial intake assessment.
- Initial intake assessment consists of:
 - Brief clinical interview.
 - MAYSI-2.
 - Suicide risk assessment (C-SSRS Lifetime-Recent).
 - Sexual victimization risk assessment (PREA requirement).
- If youth is prescribed psychotropic medications, intake QMHP refers for psychiatric intake.

Intake Psychological Assessment



- All youth are statutorily required to have an intake psychological assessment completed.
 - Exception: If a psychological evaluation has been completed within the last six months, this is not required.
- Goal is for youth to be seen within 30 days of admission, unless clinically indicated otherwise.
- Assessment generally consists of:
 - Clinical interview.
 - Age-appropriate Achenbach assessment.
 - Suicide Probability Scale.
 - Diagnostic impressions and recommendations for placement, programming, and mitigation of violence and self-harm risk.

Intake Psychiatric Assessment



- Youth will be referred to psychiatry for medication evaluation by:
 - Intake QMHP.
 - If youth reports currently being prescribed psychotropic medications.
 - If QMHP sees indications of urgent need for medication evaluation.
 - Intake registered nurse.
 - If youth/records indicate current psychotropic medication prescription.
 - Medical provider.
 - If provider sees indication of need for medication evaluation.
 - Psychologist completing intake psychological assessment.
 - If provider sees indication of need for medication evaluation.
 - Unit team.

Intake Substance Use Assessments



- All youth are screened for substance use disorders (SUDs).
 - If screening suggests further assessment is needed, a full standardized assessment is completed.
- Based on results of screening/assessment, SUD diagnosis and ASAM level of care are determined.
- Treatment goals are then determined in collaboration with the youth and treatment is initiated.



Questions?

Dr. Brian Hartman, OYA Supervising Psychologist

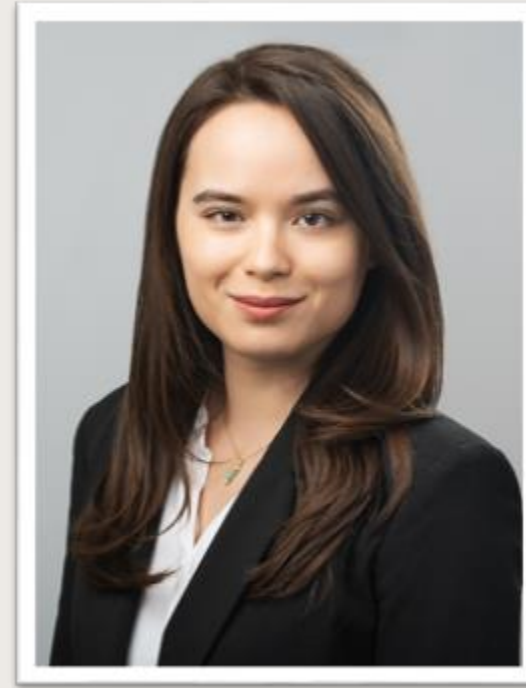
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California: Higher Education



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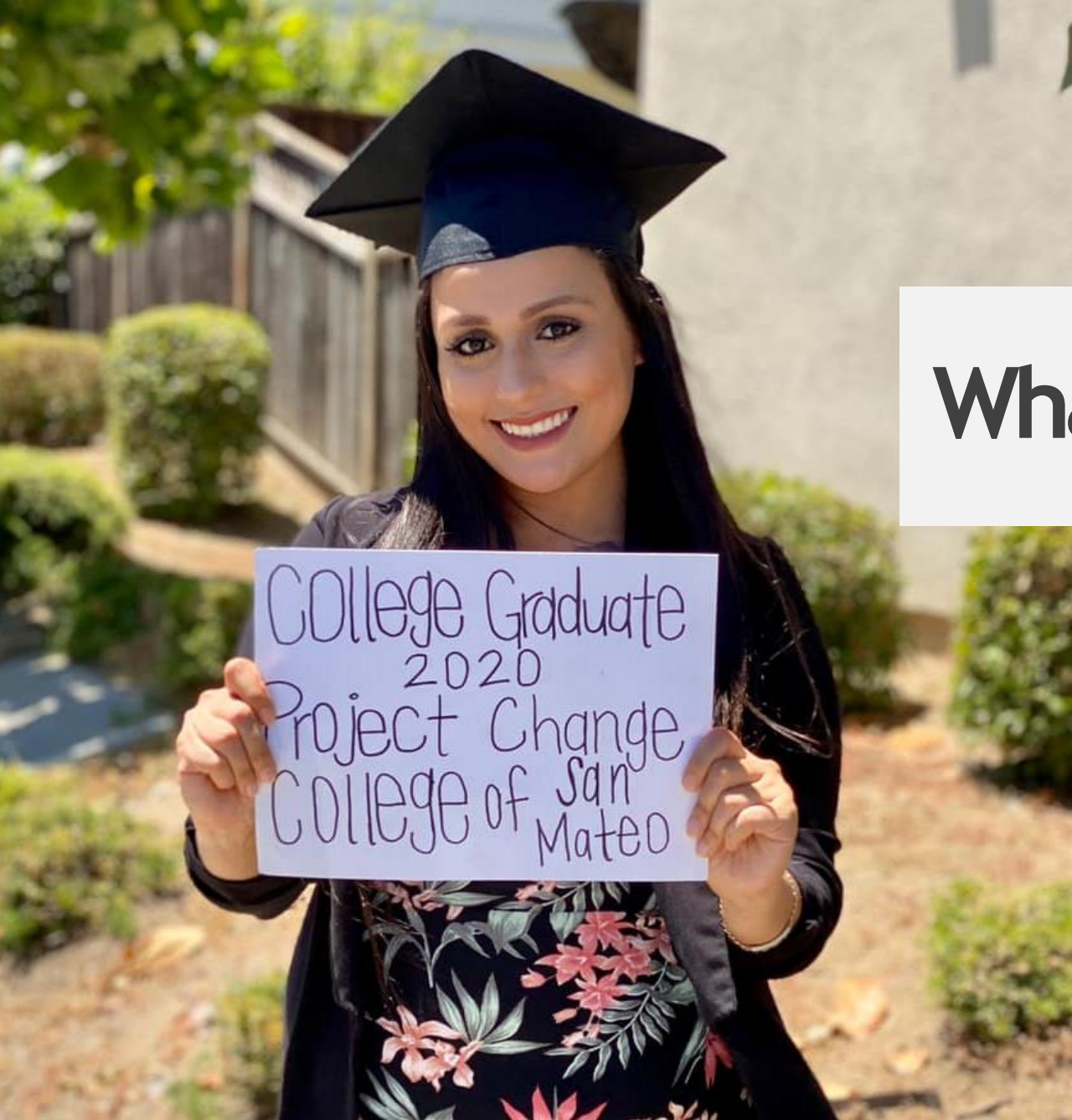


Pathways to Higher Education

Building Opportunities for Youth Impacted by the Juvenile Justice System

KATIE BLISS
YLC CALIFORNIA HIGHER EDUCATION
COORDINATOR

JASMINE MILLER
YLC STAFF ATTORNEY



What is Youth Law Center?

- YLC is a national nonprofit law firm that advocates to transform foster care and youth justice systems so that every child and youth can thrive.
- We use many strategies - legislative and policy advocacy, litigation, technical assistance, and media and communications.

This presentation is for purposes of general information and education and should not be construed as legal advice.

Unifying stakeholders across California to create higher education programs for youth in the juvenile justice system.

State and federal advocacy to improve access to financial aid for system-impacted youth.

Using higher education to build and support step down programs and community-based alternatives to incarceration.

YLC's Pathways to Higher Education Project

Building the Future



California has dedicated \$15 million annually to support higher education for youth impacted by the juvenile justice system.

UP TO 45 COLLEGE PROGRAMS

That support juvenile justice impacted youth in facilities and in the community.

COURSES IN DETENTION

Through dual, concurrent, and traditional enrollment.

TRANSITIONS SUPPORT

For students transitioning from detention to campus or to an adult correctional facility.

PROMOTE NEW MODELS

Alternative sentencing, early release and step down programs.

BUILD COMMUNITY

First initiative of its kind in the nation; needs a strong community of practice.

COORDINATION HUB

Assisting students in navigating Disability Services, Basic Needs Centers, and other supports.



Our Youth Are Leaders & Scholars

Seeing and Serving Youth in the Juvenile Justice System as Students

Overcoming Barriers to Quality Education

Youth impacted by the juvenile justice system have overlap with other populations who experience challenges accessing education and higher education such as:

- Youth with disabilities.
- Foster youth.
- Homeless youth.
- Youth of color.
- Low-income youth.
- Pregnant and parenting youth.

Overcoming Barriers to Quality Education

Additional challenges unique to involvement with the juvenile justice system include:

- Lack of educational stability.
- Lack of appropriate educational services in facilities.
- Lack of clarity about which entities are responsible for education.
- Lack of transition support which can result in students dropping out of school when released from a facility.
- Discrimination by school districts against youth with prior juvenile justice history.
- Misinformation about lack of higher education or job opportunities for youth impacted by the juvenile justice system.

Youth Aspire to Higher Education & Employment

68%

of youth in the juvenile justice system aspire to go to college and beyond.

88%

of youth in the juvenile justice system expect to hold a steady job in the future.

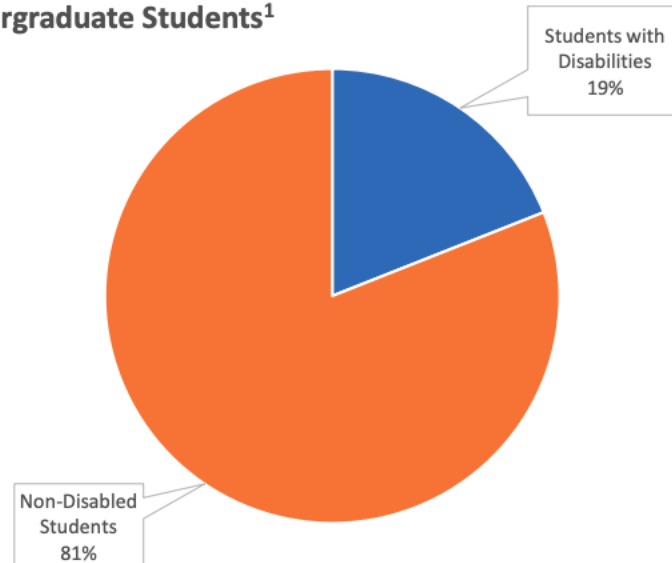
Source: Sedlak & Bruce, 2017, "Survey of Youth in Residential Placement: Youth Characteristics and Backgrounds." <https://www.ncjrs.gov/pdffiles1/ojjdp/grants/250753.pdf>

Youth with disabilities can and do go to college



Quick Facts

Undergraduate Students¹



Top Five Disabilities Reported²

▪ Learning Disabilities	31%
▪ ADHD	18%
▪ Psychiatric Disabilities	15%
▪ Health/Chronic	11%
▪ Mobility	7%

Sources:

¹U.S. Department of Education, National Center for Education Statistics. (2019). Digest of Education Statistics, 2017 (2018-070).

²Raue, K., and Lewis, L. (2011). Students With Disabilities at Degree-Granting Postsecondary Institutions (NCES 2011-018). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

More resources available at The National Center for College Students with Disabilities

Yes, youth impacted by juvenile justice can go to college.

What You *Really* Need to Know

Myth: Postsecondary education is only for people who have always been good at school.

Fact: Community colleges, technical schools, and other open-access institutions serve students with many different types of educational backgrounds.

What is College?

- Postsecondary education can be:
 - Four-year university degree.
 - Two-year degree preparing students for transfer.
 - Two-year degree preparing students to enter directly into the workforce.
 - Certificate programs preparing students to enter directly into the workforce.
 - May be as short as a few months.

Myth: People interested in trades shouldn't go to college.

Fact: Community colleges and technical schools are the nation's primary resource for career and technical education.

Community Colleges & Technical Schools

- In some states, there are separate public systems for community colleges and technical schools, and in others, they are unified.
- Coursework can include:
 - Automotive technology.
 - Manufacturing technology.
 - Building and construction technology.
 - Healthcare training, such as phlebotomy, dental assisting, practical nursing, and pharmacy tech.
 - Truck driving.
 - Barbering, aesthetics, and cosmetology.

Myth: Youth in the juvenile justice system can't get financial aid to go to college.

Fact: Youth in the juvenile justice system are, generally, eligible for federal financial aid resources.

Youth with Juvenile Justice Experience are Eligible for Financial Aid

- Prior juvenile justice history does **NOT** impact eligibility for federal financial aid.
- There is **NO BAR** on access to federal financial aid based on prior convictions or adjudications for drug offenses.
- Youth in juvenile justice facilities can access Pell Grants without any restrictions, *unless they have an adult criminal conviction*.
- Youth detained in juvenile justice facilities who have a criminal conviction can *still* access Pell if they are enrolled in an approved Prison Education Program.
 - Note that, generally, a very small proportion of youth in juvenile facilities are there pursuant to an adult criminal conviction.



Model Program

California's Rising Scholars Network

California's Rising Scholars Network

- Currently in the process of launching 45 community college programs specifically for youth with experience with juvenile justice system.
- This will add to the 21 programs that currently exist.
- Beyond “college-in-prison” models:
 - All in-facility programming integrates with on-campus programming.
 - Built around a core of in-person instruction, supplemented by supported hybrid or remote instruction for students in advanced coursework.
 - Some jurisdictions considering step-down programs that incorporate on-campus course attendance as youth progress through treatment.
- Programming is designed to serve all students in a detention facility - current high school students, high school graduates, students in short-term detention and students in longer-term commitments.

Guiding Principles



Postsecondary programming is available to ALL students.



We do not ask IF students can succeed, but HOW the stakeholders can create the structures and support to ensure that they do succeed.



Goal of education is to connect students to communities, to help students avoid detention, and to facilitate reentry.

Key Partners

Probation Department
(Juvenile Facility Operator)

County Office of Education
(K-12 Education Provider)

Community College

Course Selection

All courses are for credit and are transferable to 4-year universities.

Focus on offering coursework applicable to multiple academic and career pathways, for example:

- Introduction to College/Freshman Seminar.
- General Education classes on written communication, oral communication, quantitative reasoning, and critical thinking.
- These courses are often appropriate for dual enrollment.

As programs grow and student interests develop, can offer more advanced coursework in students' majors or career pathways.

Students who have not previously experienced academic success *can succeed* in college courses with appropriate support and guidance - we see it every day!

Program Staffing

- Dedicated community college lead employed by the college who coordinates, designs, and implements programming with stakeholders.
- Dedicated Retention Specialist and counselor employed by the community college to help students navigate academics and college and financial aid bureaucracy.
- Existing instructors from community college who collaborate on in-facility programming.
- Dedicated point of contact from Probation and K-12 partner to coordinate services in/out of the facility.
- Regularly scheduled professional development training for teaching and supporting this student population.
- Best Practice: Invest in system impacted young people who can then become staff running the program.

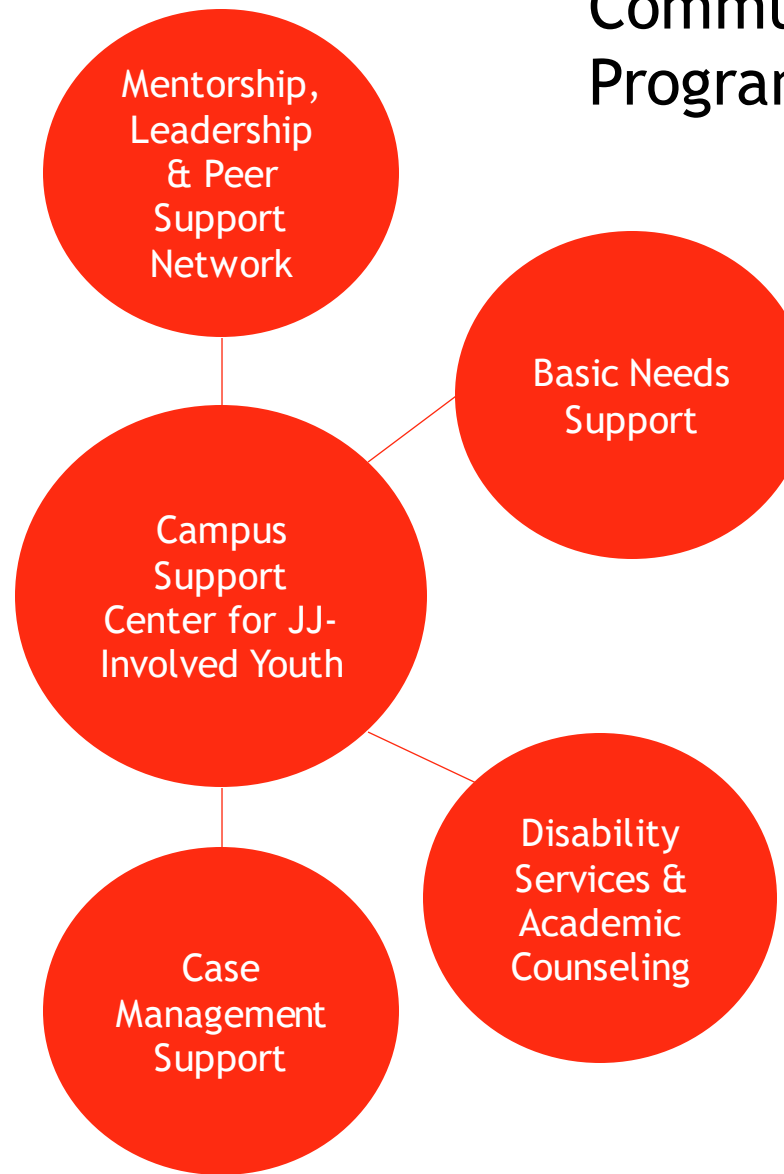
Investing in a college's capacity to assist students with applications, enrollment, and academic counseling pays dividends. Students have the guidance they need to succeed in college, while probation and the K-12 education provider can focus on collaboration with the college, rather than trying to become experts on higher education policy.

In-Facility Entry Points

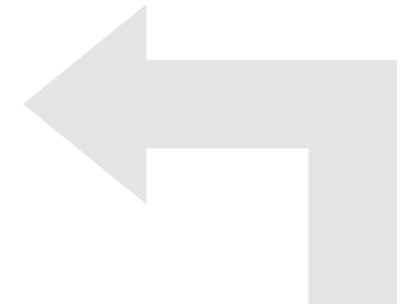
A high school student takes a dual-enrollment class and earns credit for high school and for college.

A student receives college & financial aid counseling as part of transition and re-entry planning.

A high school graduate enrolls in college courses.



Community-Based Programming



Formerly incarcerated youth, youth on probation, and youth in community-based placements are all referred to campus support.

Takeaways

- Students with past and current involvement with the juvenile justice system can and do succeed in postsecondary education.
- Postsecondary education can serve students with different educational backgrounds and academic and career interests.
- Students with past and current involvement with the juvenile justice system **are eligible** for federal financial aid.
- Effective postsecondary models for serving youth impacted by the juvenile justice system differ from those designed for adult prisons.
- On-campus programming is just as important as in-facility programming for ensuring student success.
- Connecting youth with juvenile justice involvement with on-campus support can streamline access to disability services.



Thank you

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South Carolina: Work-Based Learning



Floyd Lyles

Superintendent and Deputy Director, Division of Education and
Workforce Development

South Carolina Department of Juvenile Justice



Speaker Q&A

Closing Remarks



Taryn Williams

Assistant Secretary of the U.S. Department of Labor
Office of Disability Employment Policy

CAPE-Youth Resources

- [Improving Mental Health Service Delivery Including Coordinated Specialty Care for Youth with a First Episode of Psychosis](#)
- [Trauma-Informed Policy for Youth](#)
- [Addressing the Needs of Youth with Disabilities and Other Intersecting Identities](#)
- [Promoting and Maintaining Career and Technical Education for Students with Disabilities](#)
- [Expanding Apprenticeships as a Career Pathway for Youth and Young Adults with Disabilities](#)
- [Guideposts for Success: States Engaging Employers through Policy](#)
- [Improving Transition Services for Youth and Young Adults with Disabilities through Braided Funding](#)

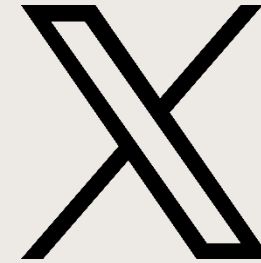
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General CAPE-Youth Inquires

If you are interested in learning more about our work or participating in our research initiatives, please contact info@capeyouth.org or visit capeyouth.org.