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Serving Youth Who Are Serving Time: A Study of the Special Education Services for Incarcerated Youth in a Short-Term Care Facility

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The University of San Francisco

SERVING YOUTH WHO ARE SERVING TIME: A STUDY OF THE SPECIAL
EDUCATION SERVICES FOR INCARCERATED
YOUTH IN A SHORT-TERM CARE
FACILITY

A Dissertation Presented
to
The Faculty of the School of Education
Learning and Instruction Department

In Partial Fulfillment
of the Requirement for the Degree
Doctor of Education

By
Sachiko Hoshide
San Francisco
December 2012

THE UNIVERSITY OF SAN FRANCISCO
Dissertation Abstract

SERVING YOUTH WHO ARE SERVING TIME: A STUDY OF THE SPECIAL
EDUCATION SERVICES FOR INCARCERATED YOUTH IN A SHORT-TERM
CARE FACILITY

This study examined the communication between sending court and community schools of a County Office of Education's (COE) Alternative Education program and the receiving juvenile detention facility of a county in a Western state and how the communication between the two facilities affected the level of special education services provided to incarcerated youth, specifically the occurrence of 30-day placement IEPs. The juvenile detention facility was selected as a site because it was a lighthouse program, one of the few chosen to pilot the juvenile detention alternatives initiative (JDAI). JDAI sought to lower the number of incarcerated youth through viable alternatives and have a focus on interagency collaboration to better serve the myriad needs of the youth incarcerated within the facility.

A mixed methods descriptive approach was used in the study with six different instruments used for data collection; 1) intake and exit sheets, 2) questionnaires, 3) formal interviews, 4) researcher field notes, 5) photographs, and 6) observations, document collection, and informal interviews. The instruments were administered over a 90-day period, with intake/exit sheets ceasing after a 60-day period. The remaining 30 days were used to conduct formal interviews with administrators for both programs and to assess the 30-day placement IEPs that took place.

This study yielded three main findings: 1) the intake process at the juvenile detention facility is not procedurally consistent and lacks a thorough educational history component, 2) there is a limited level of interagency collaboration between the COE and juvenile detention facility, and 3) incarcerated youth with special education services are not receiving their 30-day placement IEPs.

These findings are indicative of a continuum of barriers that still persist in providing special education services for incarcerated youth. Despite implementing policies and procedures to facilitate intake and interagency communication, issues with intake procedures and interagency communication still persisted and interfered with a lighthouse juvenile detention facility providing the incarcerated youth the special education services required by law.

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of this committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements of the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

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December 5, 2012

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CHAPTER ONE

Statement of the Problem

Although crime rates in the United States have entered a downward trend over the past 20 years, hundreds of thousands of youth are locked up and detained in juvenile detention facilities across the nation. One function of detention facilities is to provide temporary placement for youth who may commit additional crimes before their trial date or to hold youth who are considered high-risk for running and failing to appear in court. Today, juvenile detention facilities are overcrowded with youth who are not high-risk offenders; indeed, nearly 70% are incarcerated for low-risk offenses (Holman & Zeidenberg, 2007).

Even though there are many incarcerated youth, it remains unclear exactly how many there are. This may be due to the various types of incarceration facilities for youth in the juvenile justice system. Group homes, youth camps, youth ranches, detention facilities, and drug and alcohol rehabilitation centers are all used as settings for youth in custody (Sedlack & McPherson, 2010), making an accurate census difficult. Furthermore, many of these settings are temporary. Youth detention facilities, such as juvenile halls, are short-term facilities for youth awaiting trial, youth awaiting sentencing, youth with probation violations, and youth awaiting placement at different programs or facilities (Holman & Zeidenberg, 2007). The flowchart in Figure 1 illustrates the possible educational paths of four categories of juvenile offenders and illustrates some of the complexities facing the education of these youth. Indeed, just keeping track of the youth and where they are located can require diligence.

POSSIBLE EDUCATIONAL PATHS OF JUVENILE OFFENDERS

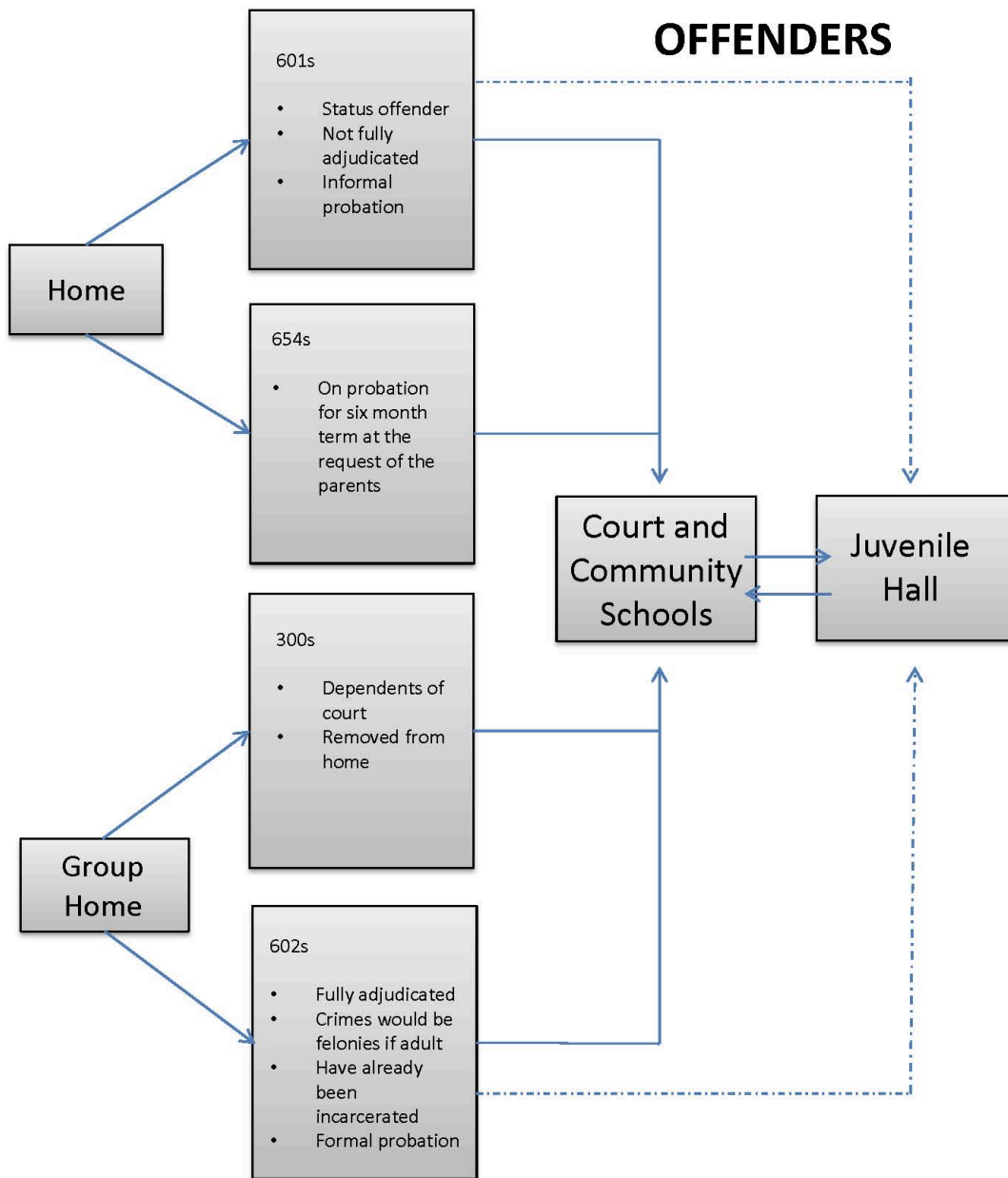


Figure 1. Possible Paths of Juvenile Offenders

The difficulties of keeping track of incarcerated youth pales in comparison to problem of providing these youth with adequate educational services, especially those with learning disabilities.

Research estimates that anywhere between 36% and 70% of incarcerated youth has a specific learning disability (SLD) or emotional disturbance (ED) (NCOD, 2003). This large range in percentage of incarcerated youth with a specific learning disability can be attributed to many factors such as the differences in definition of a disability (state vs. federal definitions), differing evaluation procedures, and varying disability classification systems (Morris & Thompson, 2008; Zabel & Nigro, 1999). The percentage of youth in juvenile detention facilities who have been previously identified as having learning disabilities and participated in special education programs prior to their incarceration is 3 to 5 times higher than the percentage of the youth in public schools identified in special education programs (Burrell, Kendrick, & Blalock, 2008). Youth with disabilities who are incarcerated face the possibility of extended sentences due to their inability to comply with all program regulations (Burrell & Warboys, 2000). Poor social and communication skills may be misinterpreted as purposeful acts of defiance and insubordination (Leone, Zaremba, Chapin, & Iseli, 1995). Providing these youth with special education services during their time of incarceration is a legal mandate that cannot be overlooked.

Unfortunately, incarcerated youth with disabilities with extended stays in short-term juvenile detention facilities often are not provided with the special education services to which they are legally entitled (Morris & Thompson, 2008).

In a 1994 case study of juvenile facilities around the United States, Leone (1994) found that it took a significant amount of time to locate student records and begin special education services for incarcerated youth. Some youth waited over three months before any services were initiated and problems with interagency collaboration were evident. In fact, the majority of court cases filed by incarcerated youth for lack of special education services include lack of medications, counseling services, and special education services for school curriculum (NCEDJJ, 2005).

Zionts, Zionts and Simpson (2008) suggest two reasons that incarcerated youth with disabilities are not provided appropriate special education services. First, it is a challenge for juvenile detention facilities to locate and obtain previous school records. The high mobility rate of incarcerated youth makes it difficult to assess where the records may be (Leone, 1994). Second, there is a lack of communication between school districts and juvenile detention facilities. School districts may refuse to share educational information with juvenile detention facilities due to their interpretation of the Families' Educational Rights and Privacy Act (FERPA). Both of these issues often lead to poor communication between the two agencies.

FERPA was created by the federal government to help protect family and student rights to privacy concerning school education records. Although well-intended, FERPA is widely left open for interpretation by local school districts and the perceived constraints on information sharing often lead to no exchange of information under fear of violating FERPA. And even though the Improving America's Schools Act amended FERPA in 1994 to specify and promote a better

collaboration between the juvenile justice and educational systems (Quinn et al. 2005), school districts and educators still exercise caution when asked to share student information and records with juvenile detention facilities. Often times it is feared that prosecutors may misuse the provided information to build their cases against the youth in upcoming court cases (Medaris, 1997).

Other issues can also interfere with communication among agencies. Agencies may agree on what is needed to best serve the youth, but individual agencies may have a differing opinion on how to do it best (Soler, 1992). In a review of current problems with special education services in juvenile detention facilities, Meisel et al. (1998) found the lack of an intake process to screen for disabilities upon arrival to the facility, and an inability to obtain prior school records were two of the more glaring problems. Meisel et al. recommended “multidisciplinary collaboration” (p.17) at the juvenile detention facilities to ensure that special education services are delivered and received throughout the term of incarceration. Twelve years later, Leone and Weinberg (2010) noted the lack of true collaboration among agencies still hinders effective and comprehensive service delivery for these youth.

Despite the obvious importance of these information barriers, there has been no research describing first-hand the communication processes between agencies in regards to special education services for incarcerated youth with disabilities in short-term care facilities, where the youth themselves have been surveyed. Researchers tend to place the focus on older youth in long-term care facilities, such as correctional facilities, although the majority of incarcerated youth are in juvenile detention facilities (Burrell & Warboys, 2000). One of the

reasons this occurs is that it is far more difficult to gain access to conduct research on juveniles incarcerated in detention facilities. Individual state interpretations of *parens patriae* (Parent of the State) make access to juveniles a daunting task (Knox, 2001). This study focused on this group of juveniles specifically.

Additionally, there are no studies specifically examining the extent that sending schools share special education related information with short-term juvenile detention facilities. There is certainly a need to examine firsthand how interagency communication occurs with incarcerated youth with disabilities. This study sought to document the exchange of special education-related information when youth transition from a school to a detention facility setting and describe the level of special education classroom services youth receive once they are incarcerated.

Purpose of the Study

The purpose of this study was to examine the communication between a short-term juvenile detention facility and the sending school district and how the communication affects the education of the incarcerated youth with special education services. The study focused on the interagency communication that occurred when youth with special education services were placed in a juvenile detention facility from sending schools under the authority of a County Office of Education school district. In addition, the occurrence of 30-day placement Individualized Education Plans (IEPs) that were received by incarcerated youth with disabilities within a timely manner was investigated.

To accomplish this, two sites participated in the study. One was a juvenile detention facility and the other was the Alternative Education Programs, a department in the County Office of Education school district that oversees 14 schools court and community schools. Administrators and teachers were interviewed and surveyed to gain insight into the exchange of information that occurs when a student is incarcerated and how this affects special education services. Additionally, the superintendent of a juvenile hall detention facility was interviewed and incarcerated youth with disabilities in the county juvenile detention facility were surveyed. The student sample for this study posed a particular problem because of their transiency. At any given time the number of incarcerated youth with disabilities can vary greatly in a given juvenile facility. For this study, the student sample was identified by including in the sample all current youth in a juvenile detention facility with an IEP that had been there less than 30 days from the study start date, and all students transferred to the juvenile detention facility for the 60-day period following the study start date. The study continued for an additional 30 days so that the occurrence of IEPs could be monitored for students entering the sample during the second half of the 60-day period. This duration was selected because it is state law that whenever a change of educational placement occurs for a special education student, an IEP must be held within 30 days to review the placement and educational goals for the student. Thus, the 90-day time frame for the study allowed for observed compliance of the 30-day placement IEP for all students transferred during the first 60 days of the 90-day period, including the students, if any, transferred on day 60.

Significance of the Study

This study was important for four reasons. First, there is a legal obligation for special education services to be provided to incarcerated youth. The Individualized Education Plan (IEP) is a legal document that defines the student's special education program and services. The services outlined are carried over from comprehensive schools to any alternative education placement. The Individuals with Disabilities Act (IDEA), and the reauthorization, Individuals with Disabilities Improvement Act (IDEiA), require special educational services to continue regardless of educational placement (Shippen, 1999). Knowing how well this occurs will show the level of compliance the juvenile detention facility has in accordance with federal law.

Second, research in special education seldom focuses on the educational rights of incarcerated youth in short-term detention facilities. Research in this area is limited due to access to facilities and lack of random assignment and control groups (Coffey & Gemignani, 1994). Studies in the area of incarcerated youth and education suggest interagency collaboration is essential for youth with learning disabilities and mental disorders to receive adequate services. A recent report developed by the California Corrections Standards Authority (2011) calls the idea of interagency collaboration "most vitally important" to the delivery of appropriate mental health and educational services for incarcerated youth (CSA, 2011 p. 5). When schools and the courts communicate, the incarcerated youth have a greater chance of educational success (Stephens & Arnett, 2000). Understanding the issues faced by multiple agencies working together to provide

services for youth can help the agencies create a system of communication and collaboration focused on the immediate needs of the student.

Third, there is an educational need for this study. Examining the communication processes between sending schools and receiving juvenile facilities can highlight what is working and what needs to be improved when a youth makes this transition. It can inform the educational community as to what policy should be implemented or augmented to ensure the educational rights of incarcerated youth are never compromised.

Lastly, this is an under researched area. Studies focusing on special education and incarcerated youth in short-term detention facilities contribute to the literature base. There is only one published study to date which surveyed the actual incarcerated youth in short-term detention facilities, and not solely the administration, on education within the confines of the juvenile detention facility. The Survey of Youth in Residential Placement (SYRP) was administered directly to incarcerated youth in 2003 by researchers at the U.S. Department of Justice program in The Office of Juvenile Justice and Delinquency Prevention (OJJDP) division (Sedlack, 2010). This study sought to add to the research base by directly surveying incarcerated youth and contributing to the valuable research set forth by Sedlack in 2003.

Theoretical Rationale

This study sought to explore the effectiveness of communication between sending court and community schools of a County Office of Education's Alternative Education Program and the receiving juvenile detention facility of a county and how the communication between the facilities affects the level of

special education services provided to incarcerated youth, specifically the occurrence of 30-day placement IEPs. The theoretical perspective undergirding this study was interagency collaboration.

Interagency collaboration occurs when two or more independent organizations develop agreements and strategies for working together toward a common goal (Lawson & Barkdull, 2000) and forging a working relationship together and sharing responsibility for the outcome (Gardner, 1999). Youth with disabilities such as emotional and behavioral disorders are more likely than other disability groups to be truant from school, drop out of school, become engaged in a life of crime, or be placed in juvenile detention facilities (U.S. Department of Education, 1998) and thus require the collaborative efforts of several agencies such as local school districts, mental health, and juvenile justice. Historically, these agencies have worked apart from one another, contributing to a systemic lack of communication between agencies and fragmented services for the incarcerated youth (Anderson, 2000).

Additionally, the role of the teacher has been affected by the increasing number of social emotional needs of the students. It has become evident that teachers and schools cannot do this work alone (Anderson-Butcher & Ashton, 2004). Traditionally, teachers would focus on the educational aspects to serve youth, and social workers, counselors, and probation officers would do their jobs separately. No agency can succeed alone in meeting the myriad needs of students. Differing agencies, families and students must communicate, work together, and coordinate plans of action to ensure the success of the student

(Anderson-Butcher & Ashton, 2004). This is especially true for incarcerated youth with disabilities.

A continuation of special education services is of great importance for incarcerated youth. The transition from school to detention, transfers within the detention centers, and lengthy incarceration periods cause frustration for the many agencies involved in providing services. It is a general consensus that the lack of interagency collaboration for incarcerated youth is one of the main problems confronting successful special education services in juvenile detention facilities (Blatz & Smith, 1998). Previous research in this area has concluded there is a lack of collaboration due to the inadequate special education services provided to incarcerated youth. This study directly examined the relationship between two agencies and gained a multi-faceted view of what is happening from those directly involved, including the perspectives of the main stakeholders, the incarcerated youth with special educational needs.

Edgar, Webb, and Maddox (1987) proposed a program that would help facilitate successful transitions of youth between juvenile detention facilities and community schools. Their model, the Juvenile Corrections Interagency

Transition Model, detailed four main areas:

- 1) Communication around awareness of juvenile incarceration or release
- 2) Transfer of school/mental health service records in a timely manner
- 3) Transition planning (incarceration or release)
- 4) Maintaining interagency communication throughout the term of incarceration

There is considerable agreement among experts about the components of the Transition Model. Soler (1992) believed a shared access to information led to more effective services for the incarcerated youth. Leone (1994) found that lack of a timely access to school records left incarcerated youth without special education services. Meisel (1998) stressed the importance of interagency communication to ensure adequate services throughout the term of incarceration.

More recently, Leone and Weinberg (2010) outlined how to best address the educational needs of youth involved in the juvenile justice system. Problems with a high mobility rate among the incarcerated youth coupled with the correctional facility's inability to retrieve school records, leaves teachers and administrators at a loss as to how best serve the youth. Oftentimes, youth wait for extended periods of time before they are placed in the school program. If they are placed in a program, without a review of school records, they are often errantly placed and do not benefit.

Leone and Weinberg (2010) recommended all involved agencies begin a process to work toward an effective collaboration to best serve the needs of the incarcerated youth. They described four stages of interagency collaboration: Stage 1- Co-existing Stage of Collaboration: where agencies do not have much knowledge of the other agencies involved; Stage 2- Communication Stage of Collaboration, where agencies have a sense of other agency goals, but there is no initiation of formal partnership, Stage 3- Cooperation and Coordination Stage of Collaboration, where agencies have entered into a partnering relationship including dialogue and information exchange, and Stage 4- Coalition and True

Collaboration Stage, where agencies have integrated their thinking, goals and efforts.

This outline of stages will be useful in characterizing the level of communication of the county juvenile facility and the district schools. Combined with the four components of the Juvenile Corrections Interagency Transition Model, a fairly detailed model is created that will be used as a guide to design interview questions for the administrators of each agency and survey questions for the incarcerated youth. The model will also be used to focus direct observations on the interagency communication processes and special education services outcomes for the detained youth.

Background and Need

Since 1973, federal disability law, including Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Act (IDEA), and Title II of the Americans with Disabilities Act (ADA), mandates that all youth with disabilities are provided with special education services. Although these laws were directed toward comprehensive school students, these rights do extend to include incarcerated youth (Mears & Aron, 2003).

In 1975, the Education for All Handicapped Children Act (EHA) (P.L. 94-142), authorized all students with disabilities to be provided a free and appropriate public education (FAPE) (Morris & Thompson, 2008). Even with these laws advocating for the rights of students with disabilities to receive an appropriate education, a number of class action lawsuits involving education and special education services for incarcerated youth have been filed (Platt, Casey, & Faessel, 2006).

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) reports the Civil Rights of Institutionalized Persons Act (CRIPA) was enacted by Congress in 1980 to authorize the Attorney General to investigate state or local governments for violating the rights of institutionalized persons. The Attorney General cannot investigate individual cases or isolated incidents, but cases against entire institutions for systemic violations of the rights of incarcerated people can be implemented (Retrieved July 12, 2011 from www.ojjdp.org).

CRIPA is a severely underused method of ensuring the incarcerated youth in juvenile facilities are receiving their educational rights and special education services (Rosenbaum, 1999). Although designed to protect the rights of incarcerated and institutionalized people, and CRIPA specifically mentions the rights of incarcerated youth, little has been done in this area (retrieved July 13, 2011 from www.ojjdp.org). By mid-1999, less than 100 juvenile detention facilities had been investigated for violations of the rights and special educational rights of incarcerated juveniles since the inception of CRIPA in 1980 (Rosenbaum, 1999). Since little is done at the federal and state levels to ensure incarcerated youth receive special education services, it is imperative for there to be communication between local school districts and juvenile detention facilities to facilitate the mandated special education services for incarcerated youth in a timely manner.

The first landmark case for incarcerated youth was *Green v. Johnson*, filed in 1979 and decided in 1981. Green, an incarcerated youth with disabilities, argued the state of Massachusetts was not providing him with special education services. The court found that all youth, including incarcerated youth are entitled

to a FAPE and special education services (Green V. Johnson, 1981). Since that landmark case, twenty-one states have been involved in cases filed by incarcerated youth with disabilities dealing with violations of P.L. 94-142, IDEA, and Section 504 of the Rehabilitation Act of 1973 (Platt, Casey, & Faessel, 2006).

The prevalence of these court cases illustrates a problem with the provision of special education services for incarcerated youth, even as revisions and amendments to laws already in place are delineated further. In 1997, the first revision of the EHA occurred and the act was renamed the IDEA. In order to receive federal funding, states are now required to demonstrate their accordance with IDEA by developing policies and procedures to ensure compliance (Burrell & Warboys, 2000). The IDEA amendments require that an individualized education program (IEP) be written or in compliance at the beginning of every school year. A current IEP is also mandated for incarcerated youth with disabilities (Burrell & Warboys, 2000). In 2004, IDEA was again reauthorized and became IDEiA. This reauthorization specifies that special education services are mandated for all youth with disabilities regardless of their educational placement (Shippen, 1999).

It is a challenge to clearly define and measure the rate of disabilities within the population of incarcerated youth. Very few states have a systematic way of screening and assessing youth who become adjudicated and enter a detention facility (Towberman, 1992). It is for this reason that the exchange of information between the outside comprehensive school of attendance and the receiving juvenile detention facility is so important.

Florida is one of the few states that has begun to use Juvenile Assessment Centers (JACs) to provide organized, systematic, and well-coordinated screening and assessment procedures for youth entering a detention facility. The JACs are also linked with outside agencies providing child welfare and additional social services (Mears & Kelly, 1999). The state of California does not employ the use of JACs as a way of obtaining special education information about its youth in detention facilities.

Leone (1994) conducted a case-study and analysis of special education services for youth with disabilities incarcerated in a correctional facility at the request of attorneys for some of the incarcerated youth who were filing lawsuits against the facility for lack of special education services. The study was conducted over eight visits to a juvenile correctional facility during a period of twelve months. Data were collected through classroom observations, observing case management meetings, reviewing student files and records, interviewing students and staff, and reviewing state laws regarding special education. The following individual interviews were conducted: two school superintendents, two school psychologists, a high school principal, the principal at the correctional facility, two vocational specialists, two special education teachers and one social worker. Fifteen students were interviewed: four from the correctional middle school, eight from the correctional high school, and three students from solitary, or on "lockdown". Eleven of the fifteen students interviewed were enrolled in special education programs at the correctional facility.

Leone (1994) found that there were serious problems in reviewing student records for special education services. One student waited 9 months before

being placed in a special education program at the correctional facility, even though he was in a special education program prior to his incarceration. A review of student records showed students with special education services waited an average of 93 days for an IEP meeting to take place and for their services to begin. He also found IEPs were rarely held for youth in confinement and the educational goals and objectives listed on the IEPs were not being acknowledged or followed. No IEPs contained goals or objectives for transitioning out of the facility back to home or on to other institutions as required by law. Students with additional services such as speech therapy, counseling, and psychological services were not receiving any of these even though they had been adequately followed in their previous public school.

Additionally, Leone (1994) found that students with disabilities in the correctional facility received significantly less special education services than they had in their public high schools. The incarcerated youth received on average 7-7 ½ class periods of coverage per week whereas in their public schools they were receiving 19 ½ -22 ½ periods of coverage per week. Students sent to the “lockdown” area of the facility received no special education services for the duration of their stay there.

Research (Leone, 1994, Towberman, 1992, Mears & Kelly, 1999) has shown that very few states have a systematic way of screening and assessing the youth once they enter a detention facility. Youth with active IEPs rarely have their services carried over to the detention facility and receive significantly less services than when attending a school program on the outside. It is challenging for the detention facilities to obtain school records and there is a lack of

communication between school districts and juvenile detention facilities (Zionts, Zionts, & Simpson, 2008).

This study examined these same problems- poor intake procedures, a lack of interagency collaboration, and little attention to the IEPs of incarcerated youth- but did so in a lighthouse juvenile detention facility that had implemented policies and procedures thought to address these and other problems of youth incarceration. Would the policies and procedures implemented in this exemplary juvenile detention facility fix the problems research has identified in the education of incarcerated youth?

Research Questions

Using case study and survey methodology, this study addressed three research questions. The research questions were:

- 1) To what extent was information gathered during the intake process of the short-term juvenile detention facility for incoming youth with learning disabilities?
- 2) To what extent did sending schools share special education-related information of the youth with the receiving short-term juvenile detention facility?
- 3) To what extent did youth with learning disabilities incarcerated in a short-term juvenile detention facility receive their 30-day placement IEP as required by law?

Definition of Terms

The following are definitions of terms, concepts and law as they are used in this dissertation proposal:

County Office of Education - operates many different programs for high-risk juveniles that cannot attend their district schools.

Court school - A school operated by the local County Office of Education. Students are referred here by judges and probation officers upon release from a juvenile institution as part of the juvenile probation terms.

Community school - A school operated by the local County Office of Education. Students are referred here for three reasons: 1) by the District School Attendance Review Board (SARB) for severe truancy or non-attendance, 2) they have been expelled from district schools, and 3) District students who have been recommended by probation officers as part of informal probation.

Comprehensive school - regular school in a unified or city school district

Short-term juvenile detention facility - In this study, short-term juvenile detention facility refers to the local county juvenile hall.

Extended-stay - In this study, extended stay refers to a stay in a short-term juvenile detention facility that is 30 days or longer.

Timely manner - In this study, timely manner is defined as within 30 days of incarceration.

IEP - An Individualized Education Plan is the legal document that defines a student's special education program and services. It defines the services that are to be provided and how often, and describes the student's present levels of performance and how the student's disabilities affect the present levels of performance.

In loco parentis - (Latin) In place of a parent. Courts, juvenile justice administrators and facilities can provide consent in the place of a parent.

Parens patriae- (Latin) Parent of the country. The State can step in and act on the behalf of a juvenile in the place of a parent, and grant consent.

Classroom related special education services - In this study, classroom related special education services refers to classroom accommodations and modifications as defined in the IEP, as well as educational goals and objectives.

EHA - Education for All Handicapped Children Act (1975), also known as P.L. 94-142, mandates all children with disabilities are entitled to a free and appropriate education (FAPE).

FAPE - Free and appropriate education is the right of every school-aged child from Kindergarten until the age 22. The free education must meet their needs.

IDEA - The Individuals with Disabilities Education Act is the Federal law enacted in 1990 (revised Education for All Handicapped Children Act (EHA) and amended in 1997.

IDEiA - The Individual with Disabilities Improvement Act is the reauthorization for the IDEA amended in 2004. This was originally the Education for All Handicapped Children Act (EHA). Significant changes are made to the IEP process.

FERPA - The Family Educational Rights and Privacy Act is a Federal law that protects the privacy of student education records. Schools are allowed to disclose records, without parental consent (or student consent if over 18) to authorities within a juvenile justice system pursuant to specific State law.

CRIPA - The Civil Rights of Institutionalized Persons Act protects the constitutional and federal statutory rights of people confined in institutions such as nursing homes, state hospitals, and facilities for mentally or developmentally

disabled and juvenile correctional facilities, adult jails and prisons. Authority is given to the Attorney General to investigate conditions at these institutions and file lawsuits as needed.

Section 504 - this is an important section of the Rehabilitation Act of 1973 which protects the rights of individuals in programs that receive Federal funding. It is this section that requires school districts to provide a free and appropriate education (FAPE) to qualified students with a disability.

CHAPTER TWO

Literature Review

The lack of special education services for incarcerated youth in short-term care facilities has not been thoroughly investigated. Very little research exists examining the communication processes and procedures between the sending home school district and the receiving juvenile detention facility. This literature review will be divided into three general sections: the legal historical background of incarcerated youth with disabilities in the United States; the court cases that have impacted the rights of incarcerated youth; a review of research of incarcerated youth receiving special education services.

Case law has been selected as an emphasized area in this review. Case law was selected due to the richness of information in special education law, as well as current standings in the area of incarcerated youth with special education services. Research results published in books, journals, national law organizations, and the internet or Wilson Web databases have also been included in this review. The review is structured as follows:

- 1) Section I provides a chronological overview of the legal historical background of incarcerated youth with disabilities in the United States.
- 2) Section II summarizes relevant court cases and how they have impacted the rights of incarcerated youth with disabilities in the United States.
- 3) Section III reviews research in the area of incarcerated youth with disabilities in short-term care facilities.

Legal Historical Background of Incarcerated Youth with Disabilities

Today, it is understood that childhood and adolescence are special developmental periods in life where children benefit from strong guidance and nurturing environments. This was not always the case. Early recorded history shows children used to be viewed either as property or as small adults who were expected to act accordingly by the time they were 5 or 6 years old. Since childhood was not yet a concept, there was no need to develop a separate legal system to process young law breakers. This view didn't begin to shift until the later part of the Middle Ages (Elrod & Ryder, 2011). In Europe during the 1400s, parents began to realize a transitional period was needed to help children become adults. The concept of childhood was finally beginning to be recognized as a crucial developmental period (Hanawalt, 1993).

In the 1500s, children from poor families became involved in prostitution, begging, and other crimes to help support themselves and their families. This group of children miscreants grew and in 1556, a large institution called the Bridewell was developed and established in London, England. The Bridewell was a correctional institution for both children and adults (Zinn, 1995). The Bridewell became a model for other similar institutions.

The 1600s brought an influx of poor and wayward children from England to the colonies. The colonies were being provided with cheap labor, and England believed this method was cheaper than incarcerating them. The colonies had a harsh code of laws and used terrible physical punishments on children. The death penalty was administered to youth beginning at 16 years old, or younger if the youth was believed to be of sound mind. Children were also jailed for such

minor offenses as disrespecting and disobeying their parents and other authority figures (Elrod & Ryder, 2011).

In the 18th century, children younger than seven years of age were deemed unable to commit criminal intent and were therefore, exempt from any punishment. Children aged seven and older were considered to be adult and were charged and sentenced in adult court and sentenced to life in prison and sometimes, sentenced to death (Snyder & Sickmund, 2006). Early jails housed men, women, and juveniles together. It was not until the 19th century that people became concerned with the corruption of youth incarcerated alongside dangerous adult felons (CJCJ, 2000).

In New York, in 1825, the first House of Refuge was founded. This was a facility exclusively for juvenile offenders or incorrigible youth. By the 1840's, 53 more Houses of Refuge had been established around the United States. Soon these youth prisons became known for terrible cases of child abuse and states began to take on the responsibilities of running juvenile detention facilities (Snyder & Sickmund, 2006).

Two important court cases shaped the future of a much needed juvenile court and juvenile justice system. The first case was *Ex Parte Crouse* (1838) in Philadelphia, Pennsylvania. A young child, Mary Ann Crouse, was sent to the House of Refuge in Philadelphia by her mother. The father did not approve and did not want Mary Ann committed. The father argued Mary Ann had not committed any crimes. The Philadelphia Supreme court ruled that the purpose of the House of Refuge was not punishment, but reform, so Mary Ann's placement there was legal (Elrod & Ryder, 2011).

The second case was *People v. Turner* (1870) in Chicago, Illinois. A young child, Daniel O'Connell, was placed in the Chicago House of Refuge against the will of his parents. Daniel had committed no crimes, but was considered to be at risk for becoming a criminal. The ruling from this Supreme Court was different than in the *Ex Parte Crouse* case. The Illinois Supreme Court ruled Daniel's placement at the Illinois House of Refuge was a punishment, not a reform, and deemed to be harmful. The Supreme Court ruled Daniel was entitled to due process protections (Elrod & Ryder, 2011).

The push for more reform for juvenile offenders continued to grow and Chicago, IL eventually became home to the first juvenile court, established in 1899. This court based its philosophies on the early English common law, *parens patriae*. Translated from Latin, *parens patriae* means "parent of the country". The state could act as a substitute parent for the child, if the parents could not properly raise them (Keely, 2004). Within 33 years, 32 states had formed juvenile courts, and by 1925, only two states had yet to do so (National Report Series, 1999). Instead of punishing the juvenile offenders, the new juvenile courts were established to rehabilitate the juveniles through treatment (Snyder & Sickmund, 1995).

The next half century had most juvenile courts with jurisdiction over all youth who committed crimes while under 18 years of age. A case could only be transferred to adult court if the juvenile court waived jurisdiction. Juvenile courts did not rely on district attorneys to bring cases to trial; they controlled their own intake of cases and could use discretion as to whether or not they wanted to handle cases formally or informally (Snyder & Sickmund, 1995).

Since 1973, federal disability law which includes Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Act (IDEA), and Title II of the Americans with Disabilities Act (ADA) mandates that all youth with disabilities are provided with special education services. Although written with comprehensive school students in mind, these rights do extend to include incarcerated youth (Mears & Aron, 2003). In 1975, the Education for All Handicapped Children Act (EHA) (P.L. 94-142), authorized all students with disabilities to be provided a free and appropriate public education (FAPE) (Morris & Thompson, 2008). Even with these laws advocating for the rights of students with disabilities to receive an appropriate education, a substantial number of class action lawsuits involving education and special education services for incarcerated youth have been filed (Platt, Casey, & Faessel, 2006). It is significant to note that eleven of these cases have been filed since 1993.

Court Cases and Special Education Law for Incarcerated Youth

In 1971, the case of *Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania* challenged a state law that allowed public schools to deny educational services to children “who have not attained a mental age of five years” at the time they are eligible for first grade (Turnbull, Stowe & Huerta, 2007). The result was the creation of a consent decree where the state agreed to provide full access to free appropriate public education (FAPE) to youth with disabilities until the age of twenty-one. The *PARC* case also provided a standard for “appropriateness” and stated each child be provided with an education appropriate to his/her learning abilities.

The following year in 1972, another landmark case, *Mills v. Board of Education of District of Columbia*, provided that youth with disabilities have an equal right to a meaningful education and if a change in placement is made due to suspension, expulsion or alternative placement, the school district is still required to provide special education services (Turnbull, Stowe & Huerta, 2007). The decisions of these two court cases caused a surge of litigation and by 1973, over 30 federal court decisions upheld the principles set forth in the *PARC* and *Mills* cases (Martin, Martin & Terman, 1996).

The passing of these court cases highlighted the issues of appropriate education in the early 1970's. The results of these court cases was not noted until 1975 when Public Law 94-142, the Education for All Handicapped Children's Act was passed, when some youth in detention facilities began to take notice and take action on their educational behalf. Amendments to PL 94-142 in 1990 renamed the act the Individuals with Disabilities Education Act (IDEA). Most of the court cases filed by youth in detention facilities are filed under violations of the principles of IDEA. A common complaint in lawsuits by incarcerated youth with disabilities seeking appropriate education is the inability of the juvenile detention facility to have access to their cumulative files. Allowing local school districts to operate schools within juvenile detention facilities may help to alleviate this problem (Leone & Meisel, 1997).

The first landmark case for incarcerated youth was *Green v. Johnson* filed in 1979 and decided in 1981. Green, an incarcerated youth with disabilities, argued the state of Massachusetts was not providing him with special education services. The court found that all youth, including incarcerated youth, are entitled

to a FAPE and special education services (Green V. Johnson, 1981). Platt, Casey, & Faessel (2006) have documented that twenty-one states have been involved in cases filed by incarcerated youth with disabilities dealing with violations of P.L. 94-142, IDEA, and Section 504 of the Rehabilitation Act of 1973.

There has been quite a history of class action litigation concerning special education services for youth in juvenile and adult correctional facilities. The majority of the cases were filed in the 1990's which reflects the newfound awareness that arose out of the IDEA amendments and subsequent name change. While quality special education programs have been developed in some juvenile correctional facilities, the flurry of legal cases being brought forth in over 20 states attests to the failures of these correctional institutions to provide free appropriate public education aligned with IDEA (National Center on Education, Disability, and Juvenile Justice, 2003). Hardly any of the cases ever went to trial and as a result, there are few published judicial opinions available to study. After lengthy years of legal delays, most cases were settled through consent decrees or settlement agreements and upheld the incarcerated students' rights under IDEA (Quinn et al, 2005).

In *Andre H. v. Sobol*, the case originated in the U.S. District Court of the Southern District of New York in 1984. This was a class action lawsuit brought on behalf of incarcerated youth housed at the Spofford Juvenile Detention Center in New York City for short term sentences. The suit claimed that Spofford did not conduct screening intakes to identify youth with disabilities (child-find), did not hold multidisciplinary team and/or IEP meetings to discuss or plan appropriate

educational needs and did not solicit past academic records from previous schools. Seven years later an order of settlement was signed which outlined that Spofford had to create a multidisciplinary team and fully implement IDEA. A monitor also checked in on the facility twice a year for three years to ensure the juvenile facility complied with the settlement agreements (Case retrieved October 29, 2009 from www.ojjdp.org).

In *Smith v. Wheaton*, the case originated in the U.S. District Court for the District of Connecticut in 1987. This was a class action lawsuit brought on behalf of incarcerated youth housed at a long term detention facility run by the Connecticut Department of Education. The plaintiffs all attended the Long Lane School and stated the school did not meet deadlines for special education evaluations and did not provide services. The plaintiffs also complained that parents were not involved in decision-making, counseling and occupational therapy services were not available, IEPs were not developed and transition plans were not developed when leaving the juvenile detention facility. Eleven years later the case was decided. The state of Connecticut was forced to comply with IDEA within a long-term juvenile correctional facility. Although this was one of the few cases that made it to trial, the decision remains unpublished (Case retrieved November 2, 2009 from www.ojjdp.org).

As the *Smith v. Wheaton* case illustrates, the provisions of due process in IDEA must be followed. The juvenile detention facility cannot replace the provisions of due process with their own grievance procedures (www.cec.sped.org). Timelines must be adhered to and juvenile detention

facilities must honor the parents' rights to be involved in educational decision-making, regardless if location is a factor.

The prevalence of these court cases illustrates a problem with the provision of special education services for incarcerated youth, even as revisions and amendments to laws already in place are delineated further. In 1997, the first revision of the EHA occurred and the act was renamed the IDEA. In order to receive federal funding, states are now required to demonstrate their accordance with IDEA by developing policies and procedures to ensure compliance (Burrell & Warboys, 2000). The IDEA amendments require that an individualized education program (IEP) be written or in compliance at the beginning of every school year. A current IEP is also mandated for incarcerated youth with disabilities (Burrell & Warboys, 2000). In 2004, IDEA was again reauthorized and became IDEiA. This reauthorization specifies that special education services are mandated for all youth with disabilities regardless of their educational placement (Shippen, 1999).

Review of Literature of Incarcerated Youth with Disabilities

Over 134,000 youth are incarcerated in the United States (Sickmund, 2002; Quinn, Rutherford, Leone, Osher, & Poirer, 2005). It is difficult to determine a precise number of incarcerated youth with disabilities due to methodological difficulties and varying definitions of what constitutes a disability. Further, many youth who enter a juvenile detention facility have undiagnosed disabilities that remain so during their stay (Quinn et al, 2005). Sickmund (2010) posits that there are around 81,000 youth incarcerated from a tally in 2008. Sickmund (2010) provides state placement rates of juvenile incarceration for

each of the fifty states. California has the highest rate of incarcerated youth at 14,034.

Forty percent of those incarcerated are at a short-term detention facility (Hockenberry, Sickmund, & Sladky, 2011). Research estimates that anywhere between 36% and 70% of incarcerated youth has a specific learning disability (SLD) or emotional disturbance (ED) (NCOD, 2003). The gap in percentage values may be attributed to many factors such as the definition of a disability (state vs. federal definitions), differing evaluation procedures, and varying disability classification systems in place across the United States (Morris & Thompson, 2008; Zabel & Nigro, 1999). There is very little reliable data on incarcerated inmates and the numbers and types of disabilities among them. Most correctional facilities do not maintain data on individuals with special educational needs, and often the figures presented are severely underestimated due to low rates of diagnosis (Leone, Wilson, & Krezmien, 2008).

There are also differing definitions for incarceration. Some researchers count only long-term detention facilities, others count only short-term facilities. Others count incarceration as any place a youth is placed that “has a bed”, such as group homes, shelters, mental health facilities (state hospitals), short-term detention centers (juvenile hall) and long-term facilities (Youth Authority/adult prisons). A group of researchers has streamlined their 2007 data on incarcerated youth, dividing it by specific facility and number of days incarcerated. In 2007, in the state of California, there were 3, 349 incarcerated juveniles in a short-term detention facility for 31-60 days (Sickmund, Sladky, Kang, & Puzanchera, 2011).

This is particularly relevant information for this study of youth incarcerated in short-term detention facilities with a minimum stay of 30 days.

Youth who enter detention facilities with an active IEP rarely get their needed special education services. Their IEPs are not monitored or kept in compliance and there is no consistent transition plan created for life when they transition back home or back to their schools upon release. These youth need special education services to have access to meaningful curriculum, and to develop life skills that can greatly enhance their desire to succeed in life (Bullis, Yovanoff, Mueller & Harvel, 2002). Incarcerated youth with disabilities face a severe disruption in their education. Not only is it difficult to receive the special education services as mandated on their IEPs, a study conducted by the Department of Education shows that 43% of incarcerated youth with special education services do not return to school upon their release (US Department of Education, 2004).

In the 1990's, the OJJDP began collecting data on juveniles in custody using the Census of Juveniles in Residential Placement (CJRP) survey and the Census of Juveniles in Residential Placement (CJRP) survey. These two surveys were designed to elicit data from the administrators of juvenile facilities that house juveniles under the age of 21. Data was collected on the size of each facility and the numbers of youth incarcerated. Administrators provided basic demographic information on each incarcerated youth at their facility. A list of all services provided to the youth was also collected (Sedlack, 2010).

In 1993, the OJJDP began designing the Survey of Youth in Residential Placement (SYRP), a unique survey administered to the incarcerated youth

directly through anonymous interviews. The SYRP was the first of its kind to directly survey the youth themselves. The survey asks youth questions in five areas: general demographics, past offenses and criminal backgrounds, family backgrounds, educational background and current status, expectations for the future. Most questions on the survey were derived from the Massachusetts Youth Screening Instrument (MAYSI) (Sedlack, 2010). This study was groundbreaking in the field of incarcerated youth as it was, and still is, the first study to gain access to survey the incarcerated youth, and not just the administrators and staff of the facilities.

In 2000, the SYRP was field tested where 811 incarcerated youth in 34 facilities in the eastern part of the United States completed interviews (Westat, 2000 as cited in Sedlack, 2010). The results led to modifications of the survey to increase youth participation rates, and make wording simpler and clearer (Westat, 2001).

The researchers needed 15 months to secure permission to administer the survey to the incarcerated youth at various facilities throughout the United States. They gained permission from 35 states, seven of which required them to submit a full application to the states' Internal Review Board (IRB), the state attorney general or legal counsel (Sedlack, 2010). Recruitment for the study yielded 290 facilities, with 240 meeting the criteria for participation. Of these facilities, 204 participated for a response rate of 85 percent. The 15 percent who did not participate had state or local authorities who denied clearance (13 facilities or 5 percent) or had the individual facility administrator refuse clearance (23 facilities or 10 percent) (Sedlack, 2010).

Although the researchers had secured individual state permission, and individual facility administrator permission, they still faced differing requirements for parental permission. Due to differences in the custody status of the youth (adjudicated, detained), and various state and county requirements regarding parental permission and the use of *in loco parentis*, several methods of obtaining permission were used. Approximately one half (48 percent) of the 204 juvenile detention facilities participating in the study gave in loco parentis consent. The remaining facilities required a form of parental consent with 38 percent requiring written consent, 1 percent required verbal consent, 9 percent required consent only for non-participation, and 4 percent required multiple consent procedures. Of the original sample of 9,850 youth, 9,495 met the criteria for participation because they had a bed in the facility during the sample period. Nearly 75 percent (74.5) incarcerated youth completed the SYRP survey for a total of 7,073 youth. The rest of the sample could not participate because they did not have parental consent (15.1 percent), the youth refused to participate (3.3 percent), the youth were not available during the interview session (3.1 percent), the detention facility refused to allow some youth to participate (2.7 percent), or the youth did not complete the interview (1.4 percent). It is important to note that the lowest rate of participation occurred when the facility required parental permission (53 percent), and the highest rate of youth participation occurred when the detention facility was able to provide in loco parentis permission (88 percent) (Sedlack, 2010).

The SYRP had a target population of incarcerated youth ages 10-20 years of age. In March-June of 2003, youth were interviewed from 204 facilities with

7,073 youth participating. The surveys were administered electronically using a computer-assisted self-interview system. The results for the educational section of the survey are representative of a system that still needs work. Less than half (45%) of the incarcerated youth spend less than 6 hours daily in school. This does not equate to a full day of school. Only 51% of youth surveyed consider the school program offered by their detention facility to be good. Close to one third (30%) of youth surveyed reported they were diagnosed with a learning disability and just under one half (46%) of those youth did not attend a special education program or receive services while in custody (Sedlack & McPherson, 2010).

School districts and educators exercise caution when asked to share student information and records with juvenile detention facilities. Often times it is feared that prosecutors may misuse the provided information to build their cases against the youth in upcoming court cases (Medaris, 1997). The FERPA restrictions should not completely limit an exchange of information between these two systems (Mears & Aron, 2003).

Juvenile detention facilities in South Carolina came under fire for failing to develop and implement relevant IEPs for the incarcerated youth in their care. The problem was deemed systemic because school districts were failing to forward cumulative files and other educational information claiming they were protecting student and family privacy (Katsiyannis & Murray, 2000). In Alexander S. v. Boyd, 1995, three incarcerated youth with disabilities in South Carolina filed a lawsuit against the state for failing to provide adequate care and education services. As a result, school districts were directed to send all school records to juvenile detention facilities without prior consent from the family or incarcerated

juvenile. A general practice within juvenile detention facilities is to not hold an IEP meeting unless the youth is incarcerated for 30 days or longer. This also allows for adequate time for the school districts to transfer educational information (Katsiyannis & Murray, 2000).

Developing and maintaining a functional special education process and services for incarcerated youth can be a daunting task. Historically, youth in the juvenile justice system have poor attendance and have been moved from school to school as a result of behavioral problems. This exacerbates the process of locating school records and special education files (White, 2002). Functional assessments can be used to adjust educational services. Functional assessments are a multi-tiered approach to the evaluation of students. It can include a review of records, student observation and student interviews (Foley & Gao, 2002). Functional assessments should be continual and clearly outline the incarcerated youths' learning and skill deficits and behavior problems that interfere with educational progress (Shippen, 1998). Conducting and maintaining these assessments can be instrumental during the time period of searching and waiting for cumulative files.

Leone (1998) recommends conducting an interview with each new youth admitted to the juvenile detention facility. Sample questions he recommends include: 1) How many students were in your classes? 2) Did you ever meet with a speech teacher or a social worker? 3) Did you ever meet with a counselor or a teacher for a little extra help? 4) Did a parent or guardian ever come to school to attend an IEP meeting? 5) Did you ever attend an alternative education school? The answers to these questions can elicit information as to whether or not the

youth may be in special education and can help lessen the time they are without special services.

There has been very little research to date on incarcerated youth with special education needs in short-term care facilities. Researchers tend to place the focus on youth in long-term care facilities, such as correctional facilities, although the majority of incarcerated youth are in juvenile detention facilities (Burrell and Warboys, 2000). Research (Quinn et al., 2005; Leone 2000; Mears & Aron, 2003) describing the lack of special education services for incarcerated youth, has not examined the relationship between school districts and juvenile detention facilities. Leone and Meisel (1997) stress the importance of creating strong working relationships between school districts and juvenile correctional facilities. This can facilitate a smoother exchange of school records and other pertinent information to assist the correctional facility in properly serving the needs of youth with disabilities.

It is a challenge to clearly define and measure the rate of disabilities within the population of incarcerated youth. Very few states have a systematic way of screening and assessing youth who become adjudicated and enter a detention facility (Towberman, 1992). It is for this reason that the exchange of information between the outside school of attendance and the receiving juvenile detention facility is so important.

Leone (1994) conducted a case-study and analysis of special education services for youth with disabilities incarcerated in a correctional facility. Leone conducted a review of 64 randomly sampled IEPs. He found that students with disabilities in the correctional facility received significantly less special education

services than they had in their public high schools. The incarcerated youth were receiving on average 7-7 ½ class periods of coverage per week, whereas in their public schools they were receiving 19 ½ -22 ½ periods of coverage per week.

Leone (1994) also reviewed student records and found IEPs were rarely held for youth in confinement and the goals and objectives listed on the IEPs were not being acknowledged or followed. Students with additional services such as speech therapy, counseling, and psychological services, were not receiving any of these even though they had been adequately followed in their previous public school. Since there is often a lack of special education teachers on staff, often the general education teachers are unsure as to how to proceed. Although they are required by law to participate in IEPs, regular education teachers receive little education in the area of special education when completing their credentialing requirements (Moody, 2003).

A meaningful and relevant curriculum is also key to meeting the youths' educational and special educational needs (Cheney & Bullis, 2004). The needs of each individual youth should be addressed and the curriculum should reflect the state standards and the district standards of the local school districts.

Juvenile detention facility schools must also be diligent about keeping IEPs current and providing detailed, extensive, and individualized educational goals and transition goals, taking into account release date and community re-entry (Gagnon & Mayer, 2004). Current and relevant goals are an important part of the IEP process. Leone (2008) analyzed IEP transition goals of juvenile detention facilities and found the same goals were being used and recycled without regard for individual needs or circumstances. This not only violates the

youths' right to FAPE, but perpetuates an incredible disservice to youth in a vulnerable situation.

Research from the Survey of Youth in Residential Placement (SYRP), shows that less than half (45%) of incarcerated youth attend school for at least 6 hours a day. Only slightly more than half (51%) of all incarcerated youth think their facility has a good school program. Almost all (92%) of incarcerated youth attend a school program while incarcerated, and approximately a third (30%) of incarcerated youth have a learning disability (Sedlak & McPherson, 2010). Under IDEA, all incarcerated youth with learning disabilities must be identified and provided special education services, even in short-term detention facilities (Burrell & Warboys, 2000). Data from the SYRP indicates that less than half (46%) of incarcerated youth with learning disabilities participates in a special education program during their incarceration (Sedlak & McPherson, 2010).

In 1997, the Office of Juvenile Justice and Delinquency Program and the Office of Special Education Programs, organized a panel of experts to examine the prevalence and relationship of juveniles with disabilities and their outcomes within the juvenile justice system. The panel created a national survey to closely identify the number of students receiving special education services within the juvenile justice system (Quinn et al, 2005).

The participants in the study consisted of 51 heads of juvenile detention facilities (42 total) and of combined juvenile and adult correction facilities (9 total) across the 50 states and the District of Columbia. Each detention facility surveyed was asked to use the data they reported on their December, 2000 census which was also turned in to the Office of Special Education Programs and

the United States Department of Education. The results showed all combined juvenile and adult correctional facility heads returned the survey (n = 9) and 29 out of 42 juvenile detention facility heads (n = 29) returned the survey for a 76 % total response rate (Quinn et al, 2005). The results further indicated 33, 831 juveniles were incarcerated in juvenile detention facilities, 81 % were enrolled in educational programs and an average of 33.4 % had identified disabilities and were being served under IDEA. During the 2000-2001 school year, 8.8 % of students in the United States were being given services under IDEA. Incarcerated youth in juvenile detention facilities being given special education services under IDEA (33.4 %) is nearly four times as high (Quinn et al., 2005). This indicates there is a disproportionate number of youth in juvenile detention facilities who are entitled to special education services.

Project Forum, in conjunction with the Center on Education, Disabilities and Juvenile Justice, and the National Disability Rights Network, developed a survey seeking to elicit information regarding states' approaches to providing special education services to youth with disabilities in juvenile detention facilities. They implemented a survey in November, 2005 to all states and state jurisdictions. In January, 2006, Project Forum had 43 returned surveys (Muller, 2006).

The results of the survey report 31 out of the 43 respondents confirm there is at least one staff member responsible for addressing and overseeing issues regarding special education services for incarcerated youth with disabilities. Thirteen of the 31 stated this person was also responsible for overseeing the educational needs of the incarcerated youth without disabilities as well.

Seventeen respondents stated they have less than one full-time employee to handle these responsibilities. All but one reported having an inadequate system. All 43 respondents reported an information exchange of previous school records and IEPs that was “not always a smooth process”. The slow records retrieval process makes it difficult to provide special education services (Muller, 2006).

When the respondents were asked to describe barriers to providing better special educational services to children with disabilities the results were as follows:

- 1) Difficulty securing and retaining qualified special education personnel within juvenile correctional facilities (6 states)
- 2) Inadequate transition planning/discharge planning (6 states)
- 3) Lack of commitment on the part of the education and juvenile justice systems to make education of students with disabilities a priority (6 states)
- 4) Lack of adequate resources for providing special education and related services to students with disabilities in correctional facilities (5 states)
- 5) Need for improved recordkeeping on the part of the juvenile justice system, as well as for a timely transfer of educational records back and forth between schools and correctional facilities (4 states)
- 6) The high mobility of the population (4 states)
- 7) A lack of parental involvement (3 states)
- 8) A lack of meeting time for interagency collaboration (3 states)
- 9) Confidentiality concerns (3 states)

(Muller, 2006 p. 7-8).

In 2007, the Juvenile Detention Alternatives Initiative (JDAI), which was founded as a response to the “inappropriate and unnecessary detention of youth in the nation’s juvenile justice systems” (Holman & Ziedenberg, 2007 p. 14) created a program to ensure that youth were only incarcerated when absolutely necessary. To work to achieve a reduction in the number of incarcerated youth, JDAI created a model, outlining a series of strategies for the short-term detention centers or juvenile hall facilities to follow, which include,

- 1) **Inter-governmental collaboration:** bringing together the key collaborators in the juvenile justice systems-especially courts, probation, and the police-as well as collaborators outside the justice system such as schools and mental health.
- 2) **Reliance on data:** beginning to collect relevant data and using a continuous collection and analysis of data and basing decisions on that information.
- 3) **Objective admission screening:** developing assessment instruments and changing procedures so they are used in a consistent way upon youth admission procedures.
- 4) **Alternatives to secure confinement:** creating community-based services and programs to ensure good behavior and also as an option at sentencing.
- 5) **Expedited case processing:** Moving cases along so youth do not spend unnecessary amounts of time incarcerated and waiting trial or placement.
- 6) **Improved handling of “special cases”:** Youth who are brought in due to probation violations, outstanding warrants, and youth waiting for

placement need more streamlined approaches to ensure they managed correctly.

- 7) **Improving conditions of confinement:** ensuring the small number of youth who require incarceration are treated legally, safely, and humanely. (Holman & Ziedenberg, 2007 p. 14)

There is a severe deficit in research directed toward the policy and implementation of special education services in juvenile detention facilities. A significant finding from a 2003 report by the National Council on Disability is the “lack of reliable, accurate, empirically-based data on almost every dimension relevant to increasing and improving services for youth with disabilities at risk for entering the juvenile justice system or already involved in” (NCOD, 2003 p. 3).

Additionally, there is limited research regarding incarcerated youth with disabilities and educational accountability policies because these programs are not required to have youth take state mandated assessments and report the results to the state (Gagnon & Mc Laughlin, 2004). The lack of research may also be attributed to the difficult nature of conducting studies in correctional facilities due to problems with gaining permission and of the high mobility of incarcerated youth which exacerbates the use of empirical studies (Nelson, Leone & Rutherford Jr., 2004).

Obtaining access to a quality education is of utmost importance for incarcerated youth with disabilities. Being able to progress with their general education curriculum and receive support toward completing graduation requirements is paramount for this at-risk population (Gagnon & Mayer, 2004). Unfortunately, lack of adequate educational space and credentialed special

education teaching staff often preclude this from happening. Juvenile detention facilities should receive additional funding to create more ideal special education programs and environments to better provide these students with a free appropriate public education (Gagnon & Mayer, 2004). Most states have only complied with these issues due to litigation brought forth by incarcerated youth being denied FAPE (Leone & Meisel, 1997).

In summary, juvenile correctional facilities have special education services that require time, funding and flexibility to grow and accommodate the incarcerated youth with disabilities. Gagnon & Mayer (2004) reviewed methods that would facilitate special education services being provided to incarcerated youth in a more timely manner. Several of their recommendations are summarized below:

- 1) Collaboration between school districts and juvenile detention and correctional facilities to improve exchange of cumulative records.
- 2) Develop and implement functional screening assessments at juvenile facilities executed by trained staff members to determine youth with learning disabilities during intake process. This will help while trying to locate school records.
- 3) Provide a functional education curriculum that meets the needs of each individual student
- 4) Keep IEPs current and provide extensive educational goals and transition plans for youth upon release

(Gagnon & Mayer, 2004 p. 30-31)

These four recommendations are important for juvenile detention facilities to implement into their programs to help ensure incarcerated youth with disabilities receive special education services during their term of incarceration, and have a transition plan developed for them upon release from the detention facility.

CHAPTER THREE

Methodology

In this chapter, the methodology, research design, and procedures of the study used are presented. The purpose of this study was to examine the extent information was gathered during the intake process at the juvenile detention facility and to investigate the extent sending schools shared special education related information with the receiving detention facility. The extent that incarcerated youth with disabilities received their 30-day placement IEPs within the confines of the detention facility was also monitored and documented and the interagency collaboration between the County Office of Education and the juvenile detention facility was investigated.

This study addressed three research questions. The research questions were:

- 1) To what extent was information gathered during the intake process of the short-term juvenile detention facility for incoming youth with learning disabilities?
- 2) To what extent did sending schools share special education-related information of the youth with the receiving short-term juvenile detention facility?
- 3) To what extent did youth with learning disabilities incarcerated in a short-term juvenile detention facility receive their 30-day placement IEP as required by law?

Research Design

A mixed methods descriptive approach was used to investigate the three research questions. Two sites participated in the study. One was the juvenile detention facility and the other was the Alternative Education Programs (AEP), a department in the County Office of Education. Data were gathered from the administrators of the County Office of Education's AEP department, all incoming incarcerated youth at a juvenile detention facility, the teacher from a juvenile detention facility, and all teachers from 14 possible court and community schools where the youth could be placed after their incarceration. A number of instruments, including questionnaires and formal interviews, were used to gather information on the special education services provided the incarcerated youth and the collaborative relationship between the two agencies (the juvenile detention facility and the County Office of Education). Data collection lasted 90 days (January 9, 2012 - March 9, 2012), with the researcher visiting the juvenile detention facility site 67 times over a 90 day period.

The sampling plan was to include in the sample all youth who had been incarcerated less than 30 days prior to the start date of January 9, 2012, and all youth who entered the juvenile detention facility over the next 60 days. These youth were administered questionnaires to identify who had received special education services and had an IEP prior to incarceration; they were also monitored to see if a 30-day placement IEP occurred as mandated by law. The 30-day placement IEP must occur within 30-days of the student's placement at a new school or facility; and is different from the annual IEP, which is a yearly

review of the student's goals and progress. The reason the study lasted an additional 30 days following March 9, 2012, was to allow the mandated 30-day period to occur for youth admitted during the last week of the initial 60-day period.

The research design was based on several email exchanges with the juvenile superintendent prior to the initiation of the study. The researcher had been informed that a typical monthly intake of juveniles was approximately 60 intakes and a typical exit of youth for the month was 50 youth (October, 2011 data). There was a high population turnover, with youth coming and going throughout the week. The typical daily population of incarcerated youth was 18-22 youth. It was thought that the 90-day duration would provide an adequate sampling of youth with special education services.

While two sites participated in this study it is important to understand that the study was limited to the educational component of the juvenile hall facility, primarily its classroom environment, and the teachers and administrators in the Alternative Education department of the County Office of Education. While case study methodology was used, attention was focused primarily on educational issues; consequently, a case study of the full juvenile hall facility or the Alternative Education Department was not attempted.

Figure 2 outlines the hierarchical structure of the two agencies used for data collection in this study. The heads of both agencies, the superintendent of juvenile hall and the Senior Director of Alternative Education Programs were interviewed individually, as was the Assistant Director of Alternative Education Programs. All current and incoming incarcerated youth were surveyed at the juvenile detention facility. The teacher at the juvenile detention facility was

surveyed along with the teachers at the Court and Community schools where the incarcerated youth may be placed upon release.

SURVEY AND INTERVIEW METHODOLOGY

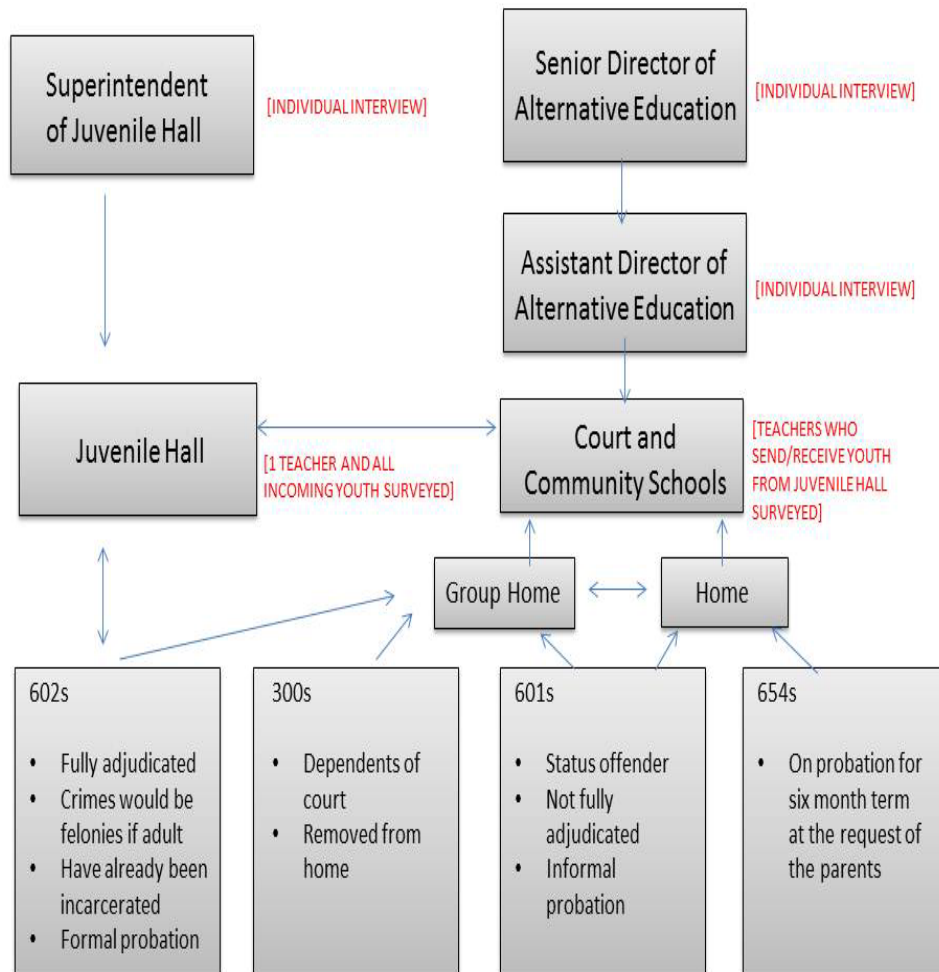


Figure 2. Survey and Interview Methodology

The Alternative Education Programs serve four categories of students, identified in the Welfare and Institutions Code and the Education Code as 602, 300, 601, and 654. These four categories of youth are used for those who attend court and community schools and subsequently may end up in juvenile detention facilities. The category definitions are given at the bottom of Figure 2.

Sample

As mentioned, two sites were the focus of this study. Each is described below.

Juvenile Detention Facility School

The website managed by the juvenile detention facility states the facility was established in 1968. It provides temporary custody of youth ages 12-18 years that are placed by probation, law enforcement officers, and the juvenile court. The capacity of the detention facility is 42 youth. The highest ever count of incarcerated youth was 61 youth in January of 1997. As a result of this overcrowding, the probation department began to develop alternatives to incarceration and subsequently became a facility in one of three counties selected to employ the initiatives set forth by the JDAI in 2007. The juvenile detention facility soon became known as a lighthouse program and frequently hosts administration from other facilities across the country to teach them how to create similar programs based on the JDAI initiatives.

The facility has a school with one teacher, one part-time paraprofessional, and one full-time paraprofessional provided by the County Office of Education. There are two classrooms, with one run by the teacher, and the other run by the full-time paraprofessional. Aside from the two periods of English taught by the teacher, the youth learn all other subjects taught through packets and book work in the study hall classroom run by the paraprofessional. This juvenile detention facility was selected for three reasons.

First, in 2007, the Juvenile Detention Alternatives Initiative (JDAI), created a program to ensure youth were only incarcerated when absolutely necessary.

JDAI created a model of strategies for juvenile detention facilities to follow including: inter-governmental collaboration between key collaborators in the juvenile justice systems and schools and mental health agencies, a consistent and objective admission screening process, and expedited case processing. The juvenile detention facility selected for this study is located in one of three counties in a Western state piloting this program.

Second, the former superintendent of the juvenile facility was a well-respected figure in the juvenile justice field, whose entire career was in juvenile justice, starting out as a probation assistant and working up to superintendent. The superintendent was on many committees and widely published.

Third, the juvenile detention facility selected for this study was a lighthouse program that has received nationwide accolades for its ability to provide a meaningful program for the youth. Indeed, during the data collection period for this study, several different groups of superintendents and staff of other juvenile detention facilities across the nation did site visits to this facility. The visiting superintendents and staff were interested in possibly modeling their programs after the success of this one.

The County Office of Education - Alternative Education Programs (AEP)

The County Office of Education's AEP department oversees the court and community schools created for working with the at-risk population. These alternative schools are different from regular school districts with comprehensive school settings. They provide a place for the youth who could not find success at their former schools. Youth placed in alternative education may be habitually

truant, expelled from their previous school, struggling with drug and alcohol addiction, living in a group home, or placed by probation.

The mission statement of the County Office of Education Alternative Education Program is shown in the excerpt below and taken from p. 6 of the Alternative Education Staff Handbook:

The Mission of the Alternative Education Programs is to provide a safe, supportive learning environment for a diverse student population. Our specialized programs are designed to include standards-based instruction across the curriculum, with a focus on academic literacy, numeracy and technology. Through a continuum of services, we collaborate with community partners in order to build character and to teach social responsibility. We are committed to supporting students as they transition from high school.

We believe that the educational success of our students is dependent upon quality academic and affective programs, which are supported by a healthy organization, our students' families, and effective community partnerships. Our programs are student centered and adapt to meet individual needs. We value personal and professional development. Staff works collaboratively to facilitate learning and change.

We believe that:

- *All students can learn.*
- *All students can grow socially and emotionally to become productive citizens.*
- *Each student should be given the opportunity to fully develop his/her potential.*
- *There is a need to facilitate learning by drawing on individual strengths and learning styles.*
- *Structured educational environments and programs help our students to learn.*
- *Each student has a right to a physically and emotionally safe environment that is conducive to learning.*
- *There is a need to embrace diversity.*
- *Collaborative relationships are essential in delivering quality services and effective programs to our students.*
- *We are accountable through evaluation of students and programs.*

The Alternative Education Programs of the County Office of Education are comprised of fourteen school sites, totaling eighteen school programs. There are three court school programs and eleven community school programs. Students in

grades 6-12, who are considered “at-risk”, are eligible for enrollment. Students are referred by local school districts, probation officers, SARB (school attendance review board), and social services. The purpose of the Alternative Education Programs is to identify and correct the factors that prevented students from being successful in their comprehensive school environments.

There are eleven community schools and three court schools within the County Office of Education. The schools were identified by number and type of school only. Each school site was visited upon scheduling a time with the teacher to administer the COE Teacher questionnaires. The school sites are as follows:

Community School 1

This Community School is a single-classroom site nestled high in the mountains and serves youth in grades 7th-12th. This school is unique from the others in the district because it is the only one with no running water. Students use the restrooms in the county park. This school has a low student to teacher ratio and due to the large range in ages and abilities the teacher often provides individualized assignments and academic goals. The students are also provided with vocational education and counseling services.

Community School 2

This Community School is located in the mountains and serves youth in grades 10th-12th. This is the newest school in the Alternative Education Program and has a strong focus on career development. This site is unique because the students are enrolled in both academic and Regional Occupation Program (ROP) classes. The students spend half the day in academic classes and half the day

developing job skills. Fridays are reserved for fieldtrips, team building activities, internships, and community service

Community School 3

This Community school prides itself on being the first “green” school in the Alternative Education Programs. It is a high school serving youth in grades 10th-12th. This school has an integrated Career Training Center that provides training in careers in construction, alternative energy, agriculture, and habitat restoration. Students are able to learn in the traditional classroom method as well as through hands-on projects and tangible experiences within the community. There is a full-time on site counselor at this school who provides individual counseling services when needed.

Community School 4

This Community School is a single-classroom site that serves youth in 6th-8th grades. There is a low teacher to student ratio and the major focus is on academic competence and self-worth. There are many enrichment programs at this school including Body, Mind and Spirit Physical Education. This program incorporates yoga and meditative practices to help with stress reduction. There is also Aikido, organic gardening and ceramics.

Community School 5

This Community School serves youth in 9th-12th grades. It is located next to Community School # 4, so they are able to share the resources of all the enrichment classes offered there. The students at this site also participate in the county volleyball league and are able to attend based on attendance and scholarly and behavior merit. The curriculum is focused on high school

completion and the passing of the Exit exam to graduate high school and receive a diploma.

Community School 6

This Community School is a single-classroom site and serves youth in grades 6th-10th. This school is unique because it is the only school to serve only boys. The school prides itself in modeling respect and ways to strengthen self-esteem. The teacher at this school maintains strong behavior management and classroom management to provide a safe and consistent environment for the boys. The curriculum is aligned with the State content standards and is presented in a multitude of modalities. The boys have access to an on-site counselor when needed.

Community School 7

This Community School is a single-classroom site that serves youth in grades 9th -12th. This school site is on land once owned by a former slave who managed to gain his freedom. He believed strongly in education and chances to better one's life through acquiring knowledge. When he passed away in 1860, he willed his land to the County Office of Education. In addition to classroom curriculum, this school also connects the students with community organizations and encourages them to establish roots within neighborhood organizations.

Court School 8

This school is a single-classroom site and a clean and sober school that works in collaboration with the county's Youth Services program. The school serves youth in grades 7th-12th who are dedicated to sobriety and recovery. The students spend half the day completing academics in the classroom setting and

half the day in individual and group counseling offered through the Youth Services program. The students are placed here after incarceration, and completion of a drug rehabilitation program. They must agree to maintain sobriety in order to stay at the school.

Court School 9

This Court School is a single-classroom site that serves youth in grades 6th-12th. This is the only school in the Alternative Education Program that serves only girls. The girls are placed here by judges, probation officers, and the Director of Alternative Education Programs. The focus at this school is on empowerment and self-esteem development. One aspect of the curriculum here is learning about women in leadership roles. The single-gender site provides a safe environment for these girls to learn and learn about themselves.

Community School 10

This Community School serves youth up to the age of 19. This school is for youth who have previously dropped out of school and want to continue their education. They may choose to take classes to earn a high school diploma, study for the GED or work to transition to the community college. This school is located on the campus of the local community college, which serves as a strong motivation for these students working towards a second chance at academic success.

Community School 11

This Community school is the largest school in the Alternative Education Programs. It is a middle school and a high school serving youth in grades 6th-12th. It also offers a Teenage Parenting Program (TAP) with attached day care services so expectant mothers or new mothers can learn in a supportive environment, with specially designed curriculum with a focus on parenting skills. Mothers can attend school with their babies/children, and utilize the day care services. This school has been serving the community for nearly 20 years and finds success due to the careful planning and organization of the environment (rival gang members attend here) with the assistance of the probation department.

Community School 12

This Community School is a single-classroom site serves youth in grades 6th-8th. There is a low teacher-student ratio, which enables the students to receive individual attention and instruction when necessary. The focus at this site is to present standards-based instruction in creative ways to help re-engage the student learner. The students are able to take enrichment courses of Martial Arts and ceramics.

Community School 13

This Community School is a single-classroom site for youth in grades 7th-12th. The students receive curriculum aligned to the State standards and receive vocational classes as well. In addition to ceramics, students may also participate in district wide volleyball, basketball, and softball games if they have good attendance and are on-track academically

Court School 14

This Court School is a single-classroom school and a clean and sober school that works in collaboration with the county's Youth Services program. The school serves youth in grades 7th-12th that are dedicated to sobriety and recovery. The students spend half the day completing academics in the classroom setting and half the day in individual and group counseling offered through the Youth Services program. The students are placed here after incarceration, and completion of a drug rehabilitation program. They must agree to maintain sobriety in order to stay at the school. The students are bussed in daily from a local group home and drug rehabilitation program. The primary drug of choice for these youth is heroin.

Protection of Human Subjects

The study complied with the guidelines set forth by the University of San Francisco Institutional Review Board. Written letters of permission to conduct research were obtained by the Director of the Alternative Education Programs at the County Office of Education and by the Superintendent of the juvenile detention facility (see Appendix A and Appendix B). Participants in the research study were given a cover letter stating the intention of the study and a letter of consent to be a research subject (see Appendix C).

All participants in the study received a copy of the Research Subjects' Bill of Rights (see Appendix D). Participation in this study was strictly voluntary. If any of the participants felt uncomfortable or chose not to complete the questionnaire or interview for any reason, they were immediately released from any further participation without pressure or prejudice.

Instrumentation

Six different instruments were used for data collection in this study: 1) intake and exit sheets, 2) questionnaires, 3) individual interviews, 4) daily researcher field notes, 5) photographs and 6) observations, informal interviews, and artifact collection. The instruments were administered over a 90-day period, with intake/exit sheets ceasing after the initial 60-day period. The remaining 30 days were used to conduct individual interviews with administrators for both programs and to assess the 30-day placement IEPs that took place. Other methods used included observations, document collection, and informal interviews.

Table 1 presents the data collection procedures and the dates of each method.

Table 1
Data Collection Procedures and Dates

Data Source	COE	Juvenile Hall (JH)
Intake and Exit Sheets	January-March, 2012	January-March, 2012
Questionnaires	January-March, 2012	January-March, 2012
Formal Interviews	April-May, 2012	April-May, 2012
Field Notes	January-March, 2012	January-March, 2012
Photographs		January-March, 2012
Observations, Informal Interviews, Artifact Collection	January-March, 2012	January-March, 2012

Intake Sheets and Exit Sheets

The intake sheets (see Appendix E) consisted of eleven items that the researcher completed for all current and incoming youth at the juvenile detention facility. This instrument collected data such as arrival date to the facility, school last attended (research question 1) and communication between school and juvenile detention facility upon arrival (research question 2). The exit sheets (Appendix F) were completed on all youth who exited the juvenile detention facility over a 60-day period. This was a 10-item instrument that collected data such as exit date, next placement, communication between juvenile detention facility and school upon exit (research question 2) and date of 30-day placement IEP (research question 3).

Questionnaires

The questionnaire administered to the incarcerated youth (see Appendix G) was read aloud to the youth individually. This accommodated youth who may have had difficulty reading, decoding words, had visual processing disorders, and dyslexia. The questionnaire for the incarcerated youth consisted of 10-items in a closed-question format. The questionnaires followed a simple yes/no format, with the participant checking a box to denote their answer choice to each question. It was thought that keeping the questions as simple as possible was the best way to survey the youth. The instrument collected data on special education services, known IEPs and disabilities (research question3), whether or not the youth went through an intake process upon arrival, (research question 1) if they were asked about educational history (research question1), and on the occurrence of the 30-day placement IEP (research question 3).

The questionnaires administered to the teacher at the juvenile detention facility (see Appendix H) and the questionnaires administered to the Alternative Education Program teachers at the Court and Community schools were designed in the same yes/no closed-question format (Appendix I) and were 10-item instruments. They both collected data focusing on the interagency communication between the juvenile detention facility and the schools (research question 2).

Formal Interviews

The interview instruments for the Assistant Director and Senior Director of AEP (see Appendix J and K) consisted of five open-ended questions. They collected data which measured the information gathered during the intake process (research question 1) and interagency communication between the juvenile detention facility and the schools (research question 2). The interview instrument for the superintendent of the juvenile hall consisted of nine open-ended questions (see Appendix L). The instrument collected data on the intake process (research question 1), interagency communication between the juvenile detention facility and the AEP (research question 2) and the protocol for 30-day placement IEPs (research question 3). Both interviews were transcribed.

Field Notes

The researcher kept a book of field notes during site visits. Field notes were taken following the administration of youth questionnaires, and the administration of the teacher questionnaires to note any interesting comments during the interactions, and to record the procedures used to release and return youth to the classroom by probation staff. Additionally, notes were taken during

and after individual interviews with the administrators of each agency. The field notes were dated and taken daily while in the field at various times throughout the day. Field notes were used for informal classroom observations, informal student observations, and to record informal conversations with the teacher, probation staff, and the students. Periodically, the notes were read and re-read, and if questions arose, the questions were jotted down for further clarification. Items of special interest were starred for significance. A page from the field notes journal was scanned for reference (see Appendix M).

Photographs

The researcher asked the superintendent of the juvenile detention facility for special permission to take photographs of the rooms where the youth were housed, the classroom environment, and of other items that may help the reader get a truer sense of what life is like for the incarcerated youth. The superintendent consented, but said she had to be present when all photos were taken, and the faces of the youth could not be shown. The photographs taken during visits to the juvenile detention facility were reviewed and ones that showed the faces of the youth were eliminated. The selected photographs were needed to help paint a picture of what life is like for some of the youngest members of the criminal justice system.

Observations, Informal Interviews, and Artifact Collection

The researcher recorded daily observations in the field notes. Recorded observations helped provide rich detail in describing the day to day life, and the policies and procedures surrounding the care of the incarcerated youth. Informal interviews were spontaneous, and arose out of the desire for more clarification, or

for additional information on the facility operations. All informal interviews were recorded in the field notes. Documents were collected to enhance the detail and to provide additional information on the education within the juvenile detention facility.

Procedures

Site Permissions

The researcher was granted permission by the Senior Director of Alternative Education Programs at the County Office of Education to administer questionnaires, conduct interviews, and have access to all school sites in the Alternative Education Programs (see Appendix A.) To gain entry to the AEP department of the County office of Education, the researcher contacted the Senior Director of the AEP via email, and requested a meeting to propose the study. The researcher was contacted via email by the secretary for the Senior Director, who scheduled a meeting on her behalf. The researcher brought a short write-up, and an example of the questionnaires for review. The researcher was granted permission to conduct the study and visit each school site as needed. The researcher was given a written letter of permission for verification purposes.

To gain entry to the juvenile detention facility, the researcher contacted the superintendent of the facility via email, and requested a meeting to propose the study. The superintendent granted a meeting time and the researcher brought a short write-up detailing the background and need, methodology, and research questions for the superintendent to review. The researcher was granted permission to conduct the study at the detention facility and was given a written letter for verification purposes.

The following semester, the researcher was forced to temporarily withdraw from the university for medical reasons. During this time, the superintendent of the juvenile detention facility took an early retirement. When the researcher called the facility to schedule an initial first visit, she was shocked to learn of the departure of the superintendent. Undeterred, the researcher introduced herself over the phone to the new superintendent, and requested a meeting. The researcher started over again proposing the study, reviewing a write-up with the new superintendent, and showing the new superintendent a copy of the previous letter of permission.

The previous superintendent was well respected and a mentor for the new superintendent. The new superintendent stated that since permission had already been granted by someone whom she respected, she would go ahead and give permission for the study to take place as originally planned. A new letter of permission was granted, and the researcher was told to contact the classroom teacher at the juvenile detention facility to schedule all visits.

The researcher first contacted the classroom teacher via email, and requested a meeting for introductory purposes, and to set up a schedule for visits. The email response received was vague about when good times to meet would be. The researcher emailed again, and requested a meeting. The classroom teacher wrote back and asked if the researcher was being sent to check on her. It just so happened to be a Western Association of Schools and Colleges (WASC) accreditation year for the school in the juvenile detention facility. The teacher was suspicious of the researcher's intentions and thought

the researcher may have been sent to check up on her. It took several phone calls to schedule the initial meeting with the teacher.

Gaining Entry

The first week of visits was tough. The researcher was greeted with suspicion by the probation staff. If the teacher gave the researcher permission to meet with a youth to administer the questionnaire, the probation staff said it was not okay. The researcher quickly learned to ask permission from both probation staff and the teacher. During the first week the researcher felt tolerated, but not welcomed.

The researcher scanned the youth in the classroom upon arrival to try and identify the “shot-callers” (youth with perceived status the other youth look up to) to ask them to participate in the study first. If these youth agreed to participate, chances were higher the other youth would agree to participate as well.

The second week, the researcher greeted all staff warmly each day and began asking small questions, and listened carefully. This was mainly used as an icebreaker technique to initiate communication and seek out who may be amenable to further communication and informal interviews. By the beginning of the third week, the researcher began to feel accepted and had initiated a good rapport with the probation staff, classroom teacher and the incarcerated youth.

The first week of February, during week 5 of the study, the researcher arrived and did not recognize any of the probation staff. It began with the person who checked in all visitors. The researcher had become so familiar to the previous person, the sign in and buzz through to the secure area had been quick and seamless. The new person asked a thorough series of questions and then

confirmed with the superintendent that there was a research study at the facility. The researcher then had to wait while the person confirmed with the classroom teacher that it was permissible to give access.

Once through, the researcher realized all probation Group Supervisors were new and had to go through a new round of introductions and explanations. The researcher discovered that every two months all the probation staff (not administrative level) change shifts. The daytime shift moves to evening, the evening shift moves to graveyard, and the graveyard shift moves to morning. This way the choice shift of daytime is equally shared, and the least favorite, graveyard shift, is equally distributed as well. The researcher spoke with the superintendent at the end of the day and mentioned it was a little challenging due to the unexpected staffing changes. The superintendent introduced the researcher to the Lead Group Supervisor which upped the researcher's credibility and helped provide for a smoother integration into the new group.

Data Collection

The researcher was at the juvenile detention facility 5 times per week during the first month, completing the intake and exit sheets and gauged how many times a week it would be necessary to be there to collect data. It was soon determined that youth could enter and exit the facility without completing the questionnaire if the researcher was not present at least 4-5 times a week. The researcher made 67 visits total over a 90-day period.

The questionnaire was administered to all youth who were incarcerated in the juvenile detention facility. To collect the questionnaire data, the researcher met with youth individually by obtaining teacher and probation staff permission to

pull them from class for a short period. The researcher was never alone with a youth. The researcher and youth sat at a small table in front of the Group Supervisor station located at the entrance to each unit. This process took approximately 10 minutes per youth. All questionnaires were read aloud to the youth and the youth recorded their responses with a writing instrument approved and provided by the detention facility. The COE teacher questionnaire was administered to teachers currently teaching at 14 schools within the County Office of Education AEP department who could receive youth from the juvenile detention facility. The researcher contacted each teacher and scheduled a time to administer the questionnaire, at the individual school sites, at a mutually convenient time. A questionnaire was also administered to the teacher at the juvenile detention facility at a mutually convenient time.

All respondents completed the questionnaire in the research setting; no participants were removed from their natural environment. The questionnaire was administered individually to each youth and teacher by the researcher. This method helped control that the intended participants completed the questionnaire and that it was completed in its entirety. The response rate relied on the willingness of the subjects to participate. All youth who were currently incarcerated at the beginning of the study, as well as the youth who entered the facility during the 60-day period agreed to complete the questionnaire as did all teachers in the AEP department at the County Office of Education, and at the juvenile detention facility.

Additionally, the Senior Director and Assistant Director of Alternative Education Programs were individually interviewed. Both directors consented to

taped interviews. The superintendent of the juvenile hall was individually interviewed. She consented to a taped interview. The interviews were conducted on site, in their respective offices at a mutually convenient time.

Data Analyses

The responses to the intake and exit sheets were coded and transferred to an excel spread sheet. All questionnaires were coded and tabled in an excel spreadsheet. Ranks and frequencies were used to detect an initial distribution of responses from the questionnaires.

The interviews were tape recorded for accuracy and played back several times before being transcribed. After transcribing, they were played back again, while reviewing the transcriptions for accuracy. The researcher gave the tapes and the transcriptions to a peer to review for accuracy. The peer carefully compared the researcher's transcriptions to the taped interviews on cassette to check for reported accuracy.

The field notes were dated for each day during the week the researcher was at the detention facility site administering questionnaires and completing intake/exit sheets and monitoring the 30-day placement IEPs. The field notes were read and re-read and tabbed and coded for similar ideas during the first cycle of coding. During the second cycle of coding, ideas were highlighted and noted. During the third cycle of coding, categories emerged and were developed. Themes that emerged from the research were examined and formulated from the results of all instruments. After themes were established, the researcher read everything over and looked for evidence inconsistent with these themes. The search for disconfirming evidence allowed new information to enhance and

further unpack the findings. The researcher discovered there was limited interagency communication between the Alternative Education Department of the COE and the juvenile detention facility, with the juvenile detention facility teacher working as a conduit for information exchange between the two agencies. The theme of no interagency collaboration changed to limited interagency collaboration, and a model was created to help illustrate the finding.

At the conclusion of data analysis, the researcher conducted a member check and emailed a draft of the results of the study to the superintendent of the juvenile detention facility, and asked if she could look it over and provide feedback. The superintendent obliged, and corrected some information on the structure of the juvenile detention facility, and provided some additional relevant information. More importantly, the superintendent validated the findings. The superintendent acknowledged that the intake procedures could be improved, and that there was little interagency collaboration with the AEP department of the County Office of Education. The superintendent further stated she was going to reach out to the administrators of the AEP and develop a collaborative relationship to better serve the incarcerated youth and improve transitions between the facility and the schools.

The researcher asked if the email response could be included in the dissertation, and the superintendent declined because she said some of the comments were meant for the researcher. The researcher sent another email asking if the superintendent could review her comments, and resend the response. The superintendent agreed and resent the email with just one sentence removed (see Appendix N).

The superintendent stated she wanted to work with the juvenile hall school staff to make improvements. The superintendent acknowledged there was not enough staffing or a system in place to facilitate a smooth transition to and from the juvenile detention facility. The superintendent further stated she would work with the Senior Director of Alternative Education programs to establish a system of communication and sharing of information.

The superintendent did say that she relied on the juvenile hall teacher to facilitate all matters relating to IEPs, and where the students were academically, and explained why she does not get involved at the individual academic level of each student. She oversees the operations of the entire facility and a part of the teacher's responsibilities was following through with the educational components.

The superintendent closed with the hope that this research would help get the juvenile detention facility additional support staff or a system in place to provide better transition experiences to and from the detention facility for the incarcerated youth. She was receptive, motivated, and inspired to facilitate systemic change, and to reach out to a collaborative partner, the County Office of Education, and initiate an established relationship to better serve the youth.

Summary

A mixed-methods descriptive study was conducted over a 90-day period at a juvenile detention facility. The focus of the study was on the information gathered during the intake process at the juvenile detention facility, the level of special education related information sent by sending schools to the detention facility, and to what extent the incarcerated youth with disabilities received their 30-day placement IEPs. For 60 days, all incoming youth to the detention facility

were tracked and intake and exit sheets were completed. The remaining 30 days were used to track whether or not 30-day placement IEPs were taking place for the last youth that arrived. The researcher used intake and exit sheets, questionnaires, individual interviews, informal interviews, document gathering, field notes, and photographs as tools to conduct this study. A member check was conducted to validate findings and help support the credibility of the study.

CHAPTER FOUR

Results

The chapter is organized into three different sections. The first section provides a description of the study site, the characteristics inherent to the institution and detailed description of how and where the youth are housed during their term of incarceration. It further describes the classroom staffing and the curriculum provided for the students. The second section describes the results of the intake and exit sheets, questionnaires, formal and informal interviews, observations, and field notes. The third section provides a summary of the facilities and results of the data.

Description of Study Site

The juvenile detention facility is nestled in a wooded area of redwoods and pine. Upon exiting the vehicle in the lower visitor's parking area, it is striking how serene the surroundings are. Squirrels dart across the path and birdsong echoes through the thicket of forest. The façade of a campground soon gives way as the building comes into view. The main entrance is accessible via a long ramp for handicapped access, which zig-zags up the left, or by a flight of stairs, each surrounded by a stone wall and turquoise metal railings. The building itself looks quite welcoming on the outside, painted in neutral tans and beiges with turquoise accents. One lone, large tree stands as a sentry in the middle of the front entry way providing shade for the smokers out front. The front is all windows, with two glass doors leading in. It is not until you step through and see the metal detector, waiting area, and entrance to the courtroom that you begin to believe the intent of the surroundings.

All visitors are buzzed in through two heavy metal doors, before reaching the inside of the juvenile detention facility. All keys, metal objects, and cell phones are checked in upon arrival. There is a third door to be buzzed through which opens to a small cement courtyard. This courtyard serves as the only outside area for the incarcerated youth, and where the daily physical education activities take place. On the other side of the courtyard is the facility where the youth are educated and housed.

The facility is divided into two units: A unit and B unit. These two units are usually kept separate from one another. A unit is for youth who are older and considered more sophisticated in their crimes. Youth who have committed crimes such as murder, attempted murder, rape, and felony assault are housed in A unit. B unit is for youth who are younger, first time low-risk offenders, and status offenders committing such offenses as probation violation, petty theft, drug/alcohol abuse, and fighting. Younger youth who have committed serious crimes are often placed in B unit for safety precautions. A unit is single gender male and B unit is co-ed.

Each youth is housed in a 7x9x9 “wet” room. This means each room has a small metal toilet and a sink inside. There is a cement slab attached to the back wall with a vinyl sleeping pad and bedding (see Photo 1 and Photo 2). There is a tiny window to the outside world high above the bed. Each room has a heavy metal door with a small window facing the hallway of the facility. The youth hang a piece of cloth over the window for privacy when using the toilet. The youth use space wisely (end of sleeping area) for their only possessions

(see Photo 3) The probation department staff of Group Supervisors is required to conduct room checks every fifteen minutes to ensure the safety and well-being of each youth.



Photo 1. One of the rooms that is currently occupied by a youth.



Photo 2. The small metal toilet/sink combination is inside the room.



Photo 3. This is an example of the possessions of one of the youth.

The probation staff who work directly with the youth in A and B units (Group Supervisors) at this facility are outfitted in casual and non-threatening uniform attire. They wear light gray colored t-shirts and hooded sweatshirts with the word “PROBATION” in all capital letters on the back. They wear denim pants of their choosing and show individual personality with their choice of socks and shoes. This differs greatly from the more militaristic attire of some of the other facilities where the probation staff wears army fatigues and military boots, a visual reminder of the more authoritarian belief system.

Probation staff at this facility strives to create a familial environment. The youth appear to be well cared for and respond to the structured and nurturing environment. One of the youth, who has been incarcerated in the facility for 1,126 days so far stated, “I am treated well here, better than on “the outs”. We

don't really have any beef with the staff, they are good people. I like it here.”
(Field Notes, 2/24/12).

The probation staff runs a store on site where the youth can buy sundries such as Power Bars, Clif Bars, Gatorade, sunflower seeds, and beef jerky, using tickets that are earned by demonstrating good classroom behavior or by volunteering to complete cleaning tasks around the facility. The store no longer sells candy items or soda as the facility is promoting a healthy eating initiative. Youth began requesting a beverage called Muscle Milk, and the store recently began selling it, much to the delight of the youth who believe the product will give them a more muscular physique (Field Notes, 2/15/12).

There is a cafeteria where the youth eat all meals. This facility prides itself on providing hot meals, cooked fresh (homemade) each day in the on-site kitchen. Typical meals witnessed were tacos, carnitas, pizza, and grilled ham and cheese sandwiches with tomato soup. Sometimes if a youth is feeling sick, or if there is tension among the group, a youth may decline a meal, and remain in his/her room. A youth may also be on room confinement due to an altercation with another youth. In these events, meals are wheeled over to the rooms and delivered in-room. “We do not use food as a consequence - ever”, a probation Group Supervisor stated (Field Notes, 2/4/12).

The juvenile detention facility celebrates Thanksgiving, Christmas, Easter, and the Super Bowl with special meals, and on Super Bowl Sunday, the youth get to indulge in pizza, make-your-own sundaes, and soda. A few times a year, the healthy initiative is seemingly suspended. On Christmas Eve, Santa comes to

visit and the youth each receive new socks wrapped in festive paper. He even brings a Christmas tree.

On Mother's and Father's Day, the youth are permitted special visits from their mothers and fathers or by their significant others and their babies. Several of the incarcerated youth are mothers or fathers themselves. These special visits are family reunions that otherwise could not happen.

There is a pay phone located at the end of one of the hallways. The youth can make phone calls home using the collect call method. They are permitted to use the probation staff phone to call their lawyers at any time. The staff dials the phone number and monitors the use. The youth can write as many letters as they want, there is no limit (Field Notes, 3/1/2012). The facility provides the stationary and the stamps. All outgoing and incoming mail is scanned for appropriateness by probation staff.

There are two main classrooms in the facility; one in the A unit and one in the B unit. There is a smaller, secondary classroom attached to the main classroom in the B unit used primarily for standardized testing and math classes to prepare for the high school exit exam. The classroom in the B unit has standard student desks and a white board in the front of the room (see Photo 4).



Photo 4. The youth are hard at work in the B unit classroom.

The windows have metal caging around them providing a reminder of the facility confines (see Photo 5). On the right side wall of the classroom in the A unit is a rust colored metal door with a small window with metal caging. Behind this door lies the two “isolation rooms” or what is known as “Solitary” by the youth. The youth housed in the isolation rooms are kept separate from the general population at all times. They take their meals alone, are let out for one hour of exercise a day alone, and do not attend classes. The teacher provides packets for them to do inside their rooms.



Photo 5. The windows of the classrooms are caged

These two small “wet” rooms measure 6x5x6 (see Photo 6). The rooms are monitored 24 hours a day by cameras, which are affixed to the right-hand corner ceiling of each room. In both rooms, the areas around the camera lenses were covered in wads of toilet paper, an attempt by the youth to gain some semblance of privacy while using the restroom or to just take a break from the

constant surveillance (see Photo 7). The classroom teacher stated that one youth who spent over three months in an isolation room created animal-shaped gifts for her fashioned out of toilet paper and water (Field Notes, 2/24/12). The youth had turned 18 years of age and his case was direct filed to adult court, so legally he could not be within sight or sound of the juveniles housed there. Both he and his attorney requested he extend his stay there rather than be transferred directly to prison.



Photo 6. Isolation Room or “Solitary” room attached to A unit classroom



Photo 7. The youth try to block the cameras with wads of toilet paper

These rooms, located off of a main classroom, serve several purposes. If a youth gets involved in a particularly violent fight, with gang-related undertones, they may be placed here for security and safety reasons. Also, if a youth is involved in a serious crime such as murder, and they decide to “snitch” on others in hopes of a lighter sentence, they may be given an alias and placed here for

their own safety. And perhaps the most poignant of reasons, youth who are facing sentences in prison of 25 years to life, request to be housed in these rooms as they near their 18th birthdays, to mentally prepare for the transfer to prison life ahead.

There is one head teacher with dual credentials in English and Special Education. The head teacher teaches primarily in the classroom located in A unit. She teaches two periods of English in the morning (A unit class and B unit class). The class is engaging, with student participation, lively class discussions, and structured lesson plans. The teacher brings in many guest speakers to enhance the lessons and introduce the students to the community outside. It is the only class taught by a credentialed teacher at this facility, and the only class with direct instruction.

The probation staff members at the juvenile detention facility were excited about this teacher as she has changed the culture of the facility and enriched the learning environment. "We have a real teacher and a real school now", (Group Supervisor-Field Notes 2/21/12). "The teacher before just gave out packets and didn't do cool projects like (name redacted) does. Our kids have a great school now", (Group Supervisor- Field Notes 2/29/12). The superintendent of the facility extended accolades as well. "Our new teacher is so dedicated and is constantly finding ways to bring enriching experiences to the kids. I have even received a letter of commendation from a parent who was so impressed that the teacher came to the facility on a Saturday to meet her during visiting hours and because the teacher drove out of county to the kid's home school to get appropriate

curriculum for him to do during his incarceration” (JH Superintendent-Field Notes, 3/20/12).

The teacher is passionate about teaching and even more passionate that her students learn, and experience the world through tangible new experiences. During the data collection period, the students were introduced to the history of origami and to origami making (see Photo 8) where the students each made a paper crane to honor those who lost their lives on the anniversary of the Japan tsunami.



Photo 8. A youth folding an origami crane in the classroom

All other subjects: World History, U.S. History, Physical Science, Life Science, and Health Science are read out of textbooks by the youth during Independent Study Hall. Math is taught a few times a week by a part-time paraprofessional. There is one full-time paraprofessional and one part-time

paraprofessional (2-3 times per week). The full-time paraprofessional runs an Independent Study Hall out of the B unit classroom all day. A unit and B unit take turns attending. The part-time paraprofessional teaches high school exit exam Math class and P.E. a few times per week. Due to this creative staffing, there is never a paraprofessional assisting the teacher in the classroom as is required by state law. The teacher and paraprofessionals are employed by the County Office of Education, yet work within the juvenile detention facility. The teacher stated she has asked the Senior Director for a paraprofessional in the classroom, but has been told that is not possible at this time (Field Notes, 1/19/2012).

The part-time paraprofessional also administers the STAR Reading and STAR Math computerized assessments to each youth when they enter the classroom program. These assessments provide a basic Grade Equivalent (GE) for their math and reading levels, as well as recommended methods and techniques to be used with the student. The part-time paraprofessional provided a copy of one of the assessments as an example of one of the “higher scoring” youth they had received (see Appendix O). The 9th grade student scored a GE of 6.6 in Reading and a GE of 5.2 in Math.

A Group Supervisor from probation staff is always present in the classroom. They lead the youth to and from classes in a line formation. This is the only way the youth travel from place to place while inside the facility (see Photo 9).



Photo 9. Youth traveling to A unit classroom

The Group Supervisors are also in charge of monitoring the pencil distribution and collection in the classroom setting. The pencils are ground down until they are approximately an inch and a half in length, are individually numbered and labeled by unit, and kept in a special wooden holder locked in a drawer in the rear of the classroom (see Photo 10). Pencils may be used as weapons, or “shanks”, and are carefully monitored and kept to a short length to prevent the use as a possible weapon. Even the toothbrushes provided to the youth are modified in length, with rounded and flexible edges to prevent use as a “shank” (see Photo11).



Photo 10. A Classroom pencil and pencil holder.



Photo 11. A standard issued toothbrush at the JH.

Administering the questionnaires was an interesting process. Each youth was pulled from the classroom environment to a small table area next to the Group Supervisor desk area. Each youth was required to turn in their pencil stub

to a classroom Group Supervisor, exit the classroom, and then be issued a new pencil stub from the front desk Group Supervisor. Upon completing the questionnaire, the youth would turn in his/her pencil stub, and have to await clearance to be searched and then await permission to re-enter the classroom.

Descriptive Data

The sample for this study included all juvenile hall youth with IEPs admitted for the 30 days prior to the January 9, 2012 start date and all youth admitted for 60 days following the start date. All incoming youth to the juvenile detention facility, or “the Hall”, (JH) were administered questionnaires and tracked for a 60-day period between January 9, 2012 - March 9, 2012. There were 54 admitted youth during this period. These 54 youth comprised the sample for the study. Fifty-four questionnaires were administered individually and fifty-four intake sheets were completed during classroom instruction time.

The data from the intake sheets indicate thirty-nine of the youth who came in from COE schools, came from the same three schools in the south county area. Five of the youth came in from other south county schools and three came in from north county COE schools. The other twelve youth came in from out of district or out of county programs.

Forty-three of the youth were living at home at the time of arrest, 4 youth were living in a group home facility, and 7 youth were living in a residential drug/alcohol rehabilitation program. The results also indicate forty-nine of the 54 youth were already fully adjudicated in the juvenile justice system at the time of their arrest during the data collection period. At the time of their arrest, 49 of the

54 youth were classified as 602s and were fully adjudicated in the juvenile justice system. Five of the youth were unclassified.

Through informal interviews with the JH teacher, the youth, Group Supervisors, and the JH superintendent, information on each incarcerated youth was amassed to provide a cross-section of crimes committed, days incarcerated, times in and out of the facility, status, and release information on each youth during the data collection window. Table 2 provides a history of each juvenile arrested during the time of the study. Data includes age, gender, date of arrest, date of release, number of arrests during the study, placement at release, and a description of crime committed.

Of the 54 youth arrested, most were male with the average age of 15.8 years. Fifteen of the crimes committed were violent crimes with six being charged with attempted murder (five of the six youths arrested for attempted murder were connected to the same gang-related crime), two charged with murder (the two youths arrested for murder were connected to the same gang-related crime), one charged with rape, one shooting and five charged with varying degrees of battery. The other 39 youth were in for different categories of various non-violent crimes. Six youth were incarcerated for a probation violation (PV) which are non-violent crimes and usually constitute truancy and curfew violations. Six youth absconded from placement (drug/alcohol treatment facilities, group homes, ranch camps). The other 27 youth were in for other non-violent crimes such as carrying a concealed weapon, automobile theft, vandalism, minor in possession of a controlled substance, and minor under the influence of a controlled substance.

During the 60-day period of tracking juveniles in the detention facility, 15 of the youth were logging between two and four visits each. Table 2 presents an arrest history for the youth during the study. The first three youth listed are the youth with IEPs admitted during the 30 days prior to the January 9, 2012 start date of the study. All recidivist youth were involved in a pattern of non-violent crimes. The youth who kept violating their probation seemed to like the detention facility. One youth stated, "The showers here are hot, and the food is really good" (Field Notes, 2/23/12). Another youth stated, "Playing with the PlayStation (video games) at free time is the funnest activity" (Field Notes, 2/15/12). A benefactor donated two large flat screen televisions and another benefactor donated a PlayStation video game console with games to the detention facility. A and B unit must share and the set-up is wheeled between the units by probation staff during free time. This is a favorite and in-demand activity, a luxury that several youth mentioned they did not have at home.

Table 2
Juvenile Arrest History During Study

n	Initials	DOB	Age	Gender	Date Booked	Date Released	Arrests During Study	Placement	Penal Code	Description
1	DM	11/8/94	17	M	12/20/11	n/a	1	In Custody	187 PC	Murder
2	FC	3/24/95	17	M	12/31/11	n/a	1	In Custody	211 PC	Robbery
3	DN	12/29/95	16	M	1/5/12	1/17/12	1	Returned to Home County JH	459 PC F 2	Burglary: Second Degree
4	DP	4/14/94	18	M	1/10/12	n/a	1	In Custody	777	AWOL From Placement
5	JG	7/27/94	17	M	1/10/12	n/a	4	In Custody		Bench Warrant
6	DG	7/3/94	17	M	1/10/12	n/a	1	In Custody	187 PC	Murder
7	CG	3/1/94	18	M	1/11/12	1/24/12	2	Home	777	EMP Violation
8	JM	2/14/94	18	M	1/17/12	2/17/12	1	Placement	12101(A) (1) PC F, 10851(A) VC F, 242 PC BAT M	Mnr III Poss Cncel Wpn:Pr, Take Vehicle W/O Owner Consent, Battery
9	MC	9/5/95	16	F	1/17/12	1/31/12	1	Placement	11550(A) HSM	Under Influence Cntl Sub
10	MG	1/30/97	15	F	1/18/12	3/3/12	2	Placement	777	AWOL From Placement
11	DM	7/5/95	16	F	1/19/12	2/1/12	1	To Father Placement Out of County	777	PV
12	TG	5/15/95	16	M	1/20/12	2/1/12	2	CPS	11550(A) HS M	Under Influence Cntl Sub
13	MH	9/20/96	15	M	1/21/12	2/15/12	1	Home	487(A) PC F	Grand Theft: Money/
14	OG	10/8/98	13	M	1/22/12	2/22/12	1	Home	10851(A) VC M	Take Vehicle W/O Owner Consent
15	WH	6/26/96	15	M	1/23/12	2/15/12	1	EMP Home	288 PC	Rape
16	MF	11/2/95	16	F	1/25/12	2/14/12	1	Private Placement	777	PV

Table 2 (con't)
Juvenile Arrest History During Study

n	Initials	DOB	Age	Gender	Date Booked	Date Released	Arrests During Study	Placement	Penal Code	Description
17	JS	4/12/95	17	M	1/26/12	2/27/12	2	EMP Home	594(a) PC M	Vandalism Over \$400 Damage
18	JW	8/11/98	13	M	1/28/12	2/7/12	4	Home	777	PV
19	IR	8/21/96	15	M	1/31/12	n/a	1	In Custody	211 PC, 10851 VC, 186.2 PC	Robbery, Auto Theft, Gang Enhancement
20	BS	6/19/95	16	M	2/3/12	3/6/12	1	Home	2/15/1902	AWOL From Placement
21	AV	12/30/94	17	M	2/4/12	3/23/12	1	Placement	459 PC	Entering Residence
22	MT	4/14/97	15	M	2/5/12	2/10/12	2	EMP Home	10851 VC	Took Vehicle W/O Permission
23	YC	9/4/94	17	F	2/9/12	2/21/12	2	Home	777	PV
24	CZ	7/17/94	17	M	2/9/12	3/11/12	1	DJJ then CDC 15 years	245 PC F	Assault W/Deadly Weapon
25	BM	6/30/94	17	M	2/10/12	3/4/12	1	Placement	777	Absconded From Placement
26	ET	6/2/95	16	M	2/10/12	n/a	1	In Custody	246 PC F, 186.22 (A) PC M	Shoot: Inhab Dwell/Veh/Etc, Participate:Cr im St Gang
27	JJ	4/19/95	17	M	2/13/12	n/a	1	In Custody	10851 VC, 459 PC, 594 PC	Took Vehicle W/O Permission, Burglary, Vandalism
28	EA	6/19/94	17	M	2/13/12	2/21/12	1	Home	496(A) PC M	Receive Known Stolen Property
29	CV	11/16/93	18	M	2/15/12	2/28/12	1	Returned to Home County JH	664/459 PC	Attempted Burglary
30	MR	4/7/94	18	M	2/15/12	3/8/12	1	Returned to Home County JH	459 PC	Vandalism: Deface Property

Table 2 (cont')
Juvenile Arrest History During Study

n	Initials	DOB	Age	Gender	Date Booked	Date Released	Arrests During Study	Placement	Penal Code	Description
31	CM	3/19/96	16	M	2/17/12	n/a	1	In Custody	243 PC, 186.22,	Batt W/Serious Bodily Inj
32	GM	7/27/94	17	M	2/17/12	n/a	1	In Custody	211 PC	Robbery
33	SW	5/16/94	17	F	2/18/12	2/22/12	1	EMP Home	245 PC	Assault / Force With Deadly Weapon
34	TL	8/20/97	14	M	2/19/12	2/28/12	3	EMP Home	10851(A) VC F, 2800.2(A) VC F	Take Vehicle W/O Owner Consent, Evade Po: Disregard Safety
35	EG	7/2/94	17	M	2/20/12	2/23/12	1	Placement	211 PC	Robbery
36	OO	12/9/93	18	M	2/20/12	n/a	1	In Custody	243 PC, 186.22,	Batt W/Serious Bodily Inj , Participate:Cr im St Gang
37	CR	12/7/94	17	M	2/22/12	2/28/12	1	Home	777	PV
38	DP	2/19/96	16	M	2/22/12	2/23/12	1	Home	6.2 PC M	Trespass On School Grounds
39	SI	1/29/94	18	F	2/23/12	3/3/12	2	Self	777	AWOL From Placement
40	MN	6/17/94	17	M	2/24/12	2/28/12	1	Home		Bench Warrant
41	LG	7/27/93	18	M	2/26/12	3/7/12	1	Home	459 PC M	Burglary: Second Degree
42	CM	3/20/95	17	M	2/26/12	n/a	4	In Custody	777	PV
43	EA	8/15/96	15	M	2/28/12	3/8/12	1	Placement	12101(A) (1) PC F	Mnr Ill Poss Cncel Wpn:Pr
44	MA	6/20/98	13	M	3/1/12	3/3/12	2	EMP Home	242 PC	Battery
45	JP	6/15/95	16	M	3/6/12	n/a	1	In Custody	664/187 PC	Attempted Murder
46	JC	4/19/95	17	M	3/6/12	n/a	1	In Custody	664/187 PC	Attempted Murder
47	TH	10/8/96	15	M	3/7/12	n/a	1	In Custody	10851 VC	Take Vehicle W/O Owner Consent

Table 2 (con't)
 Juvenile Arrest History During Study

n	Initials	DOB	Age	Gender	Date Booked	Date Released	Arrests During Study	Placement	Penal Code	Description
48	JW	7/16/97	14	M	3/8/12	n/a	1	In Custody	PC 242	Misdemeanor Battery
49	CC	3/5/96	16	M	3/8/12	n/a	1	In Custody	664/187 PC	Attempted Murder
50	LG	6/7/94	17	M	3/8/12	n/a		In Custody	664/187 PC	Attempted Murder
51	JC	6/8/95	16	M	3/8/12	n/a	1	In Custody	664/187 PC	Attempted Murder
52	KT	10/5/96	15	M	3/8/12	n/a	1	In Custody	664/187 PC	Attempted Murder
53	JM	7/16/97	14	M	3/8/12	n/a	1	In Custody	242 PC BAT M	Battery
54	DR	5/15/97	14	M	3/9/12	n/a	1	In Custody	777	AWOL From Placement

Research Questions

This study addressed three research questions. These research questions examined the extent information was gathered during the intake process at the juvenile detention facility, investigated the extent sending schools shared special education related information with the receiving detention facility, and monitored the extent that incarcerated youth with special education services received their 30-day placement IEPs. The research questions were:

- 1) To what extent was information gathered during the intake process of the short-term juvenile detention facility for incoming youth with learning disabilities?
- 2) To what extent did sending schools share special education-related information of the youth with the receiving short-term juvenile detention facility?
- 3) To what extent did youth with learning disabilities incarcerated in a short-term juvenile detention facility receive their 30-day placement IEP as required by law?

To answer the first research question, to what extent is information gathered during the intake process of a short-term juvenile detention facility, a questionnaire was administered to each of the juveniles arrested (see Appendix G) and processed for entry to the juvenile detention facility. The questionnaire also sought to determine the number of youth who entered the facility with special education services during the 60-day data collection period as well as current youth with special education services who had not yet been incarcerated for 30 days.

Table 3 presents the results of the 54 JH student questionnaires. Fourteen of the youth had IEPs and had received special education services prior to incarceration. Thirty-four of the youth indicated they were not asked about their educational history during the intake process. Six of these 34 youth had special education services. The teacher was aware of the three youth with disabilities that had been incarcerated prior to study, but incarcerated for less than 30 days. The other eleven youth with special education services were identified by the researcher. It should be noted that JH staff does not inquire about special education services, merely the last school attended. This is standard procedure for their intake process. Youth who were “frequent fliers” (JH term for repeat offenders) were waived through the intake process (youth questionnaire comments). Youth who were arrested and brought in to the JH during the night were also waived through the intake process (youth questionnaire comments). The intake procedures at the JH do not seem to be followed uniformly at all hours of operation, and the “frequent-fliers” are welcomed back with no formal intake questions. I asked the JH teacher if she had any method of soliciting educational information from the youth as they arrived in her classroom and she stated, “I do not have the means necessary to do this. Without a classroom aide this is impossible” (Field Notes, 1/18/12).

Table 3
JH Student Questionnaire Results (n = 54)

Question	Response			Omitted Response
	Yes	No	N/A	Did Not Answer
1 Been tested for SpEd?	13	40	0	1
2 Have an IEP?	14	40	0	0
3 Know your disability?	5	8	0	1
4 Had prior SpEd services?	9	5	40	0
5 Gone through intake process?	45	9	0	0
6 Asked about Ed History?	20	34	0	0
7 Know date of entry?	34	20	0	0
8 Had 30-day IEP?	1	13	40	0
9 Same SpEd services here?	1	12	40	1
10 Making Ed progress here?	33	19	0	2

To answer the second research question, to what extent do sending schools share special education-related information of the youth with the receiving short-term juvenile detention facility, questionnaires were administered to the fourteen teachers from the fourteen COE schools that met the criteria for this study.

Table 4 presents the results from the COE teacher questionnaire. Fourteen teacher questionnaires (see Appendix I) were administered to teachers of the sending/receiving COE schools at their various site locations (not all schools sent students or received students during the data collection period). Eight teachers selected “never” when asked if they had a regular method of communication with the JH teacher (Q1). All six of the teachers that teach in south county schools

selected “never”. Five teachers selected “sometimes”, and one teacher selected “often”. The one teacher that selected “often” teaches at a north county school.

Table 4
COE Teacher Questionnaire Results (n=14)

Question	Never	Sometimes	Often	Very Often
1 Reg. comm. w/ JH?	8	5	1	0
2 Does JH call you?	8	2	4	0
3 Do you call JH?	5	7	1	1
4 Verbal exchange helpful?	0	4	8	2
5 Student has info sheet?	8	4	2	0
6 Info sheet helpful?	8	3	1	2
7 Prior notice from JH?	8	2	2	2
8 Plan ahead possible?	0	2	5	7
9 Collaboration helpful?	0	3	5	6

The eight teachers that selected “never” when asked if they had a regular method of communication with the JH teacher are all from schools in the south county area, the furthest from the location of the JH. Furthermore, the south county area is the half of the county where the majority of the youth are arrested and sent to the JH facility. As previously discussed, 39 of the 54 youth in the study came from the same three COE schools in the south county; only 3 youth came from COE schools in the north county, the closest schools to the JH facility. Eight of the 14 teachers selected “never” when asked if the teacher from the JH called them to provide educational information when sending a student, and 7 of the 14 teachers selected “sometimes” when asked if they called the JH teacher to get educational information. All 14 of the teachers believed it would be helpful to

have an educational information exchange with the JH teacher prior to the students' arrival (Q4), and all 14 teachers were interested in more collaboration with the JH teacher (Q8) and were willing to participate in a set method of communication with the JH teacher (Q9).

The teacher at the JH facility was also administered a questionnaire (see Appendix H) and the results are presented in Table 5. The JH teacher selected "often" when asked if she had a regular method of communication with the sending/receiving teachers, however, she stated none of the teachers ever provided her with unsolicited educational information. The results presented of the questionnaire indicate there is no systematic information exchange between the two facilities. There also appears to be some disagreement regarding the exchange of information between the two facilities. As previously reported, 8 COE teachers stated they "never" had a regular method of communication with the JH teacher, yet the JH teacher reports she "often" has a regular method of communication with the COE teachers. A noted response from the JH teacher is when asked if having a verbal exchange of information with the COE teacher prior to sending the student from the JH to a COE school, the JH teacher declined to select an answer, and instead wrote on the questionnaire, "Due to the nature of this site, this information exchange isn't always possible due to confidentiality issues".

Table 5
JH Teacher Questionnaire Results (n=1)

Question	Never	Sometimes	Often	Very Often	No Response
1 Reg. comm. w/ COE?	0	0	1	0	0
2 Does COE call you?	1	0	0	0	0
3 Do you call COE?	0	1	0	0	0
4 Verbal exchange?	0	0	0	0	1
5 Info sheet?	0	1	0	0	0
6 Info sheet helpful?	1	0	0	0	0
7 Prior COE notice?	1	0	0	0	0
8 Plan ahead possible?	0	1	0	0	0
9 Collaboration helpful?	0	0	1	0	0

The teacher at the juvenile detention facility expressed frustration at her collaboration challenges, “I work for the COE, but work up here at the Hall. Since I am not an employee at the Hall, I am often left out of meetings and crucial information does not always find its way to me. A switchblade was found in the mess hall trash can, and it took weeks for me to find out about it” (Informal Conversation - Field Notes, 3/8/12). The teacher also stated she attends meetings with the probation staff every Wednesday after school. This is at the same time the COE has their all-staff meetings. The teacher gives up an important level of communication with her agency to try and foster communication with the other. The result, she says, is that “I feel pretty isolated up here” (Field Notes, 3/7/12).

To answer research question three, to what extent do youth with learning disabilities incarcerated in a short-term juvenile care facility receive their 30-day

placement IEP as required by law, the JH student questionnaires (see Appendix G) were examined and the results were focused on the three youth identified with special education services already incarcerated but less than 30 days, and the 11 incoming youth with special education services. The results are presented in Table 6.

The results of the JH student questionnaires were isolated to include only the responses from the youth with special education services. Five of the 14 youth knew what their primary disability was or knew the reason for their special education services. Nine of the 14 youth stated they received regular special education services at their previous school. Ten of the 14 youth went through an intake process when arriving at the JH, and six of the fourteen youth were not asked about their educational history. One of the 14 youth stated they were receiving the same special education support services as their previous school, twelve stated they were not, and one youth “did not know”. Six of the 14 youth felt they were making educational progress at the JH.

Table 6

JH Student Questionnaires Results Isolated for Special Ed. Respondents (n=14)

Question	Response			Omitted Response
	Yes	No	N/A	Did Not Answer
1 Been tested for SpEd?	13	0	0	1
2 Have an IEP?	14	0	0	0
3 Know your disability?	5	8	0	1
4 Had prior SpEd services?	9	5	0	0
5 Gone through intake process?	10	4	0	0
6 Asked about Ed History?	8	6	0	0
7 Know date of entry?	6	8	0	0
8 Had 30-day IEP?	1	13	0	0
9 Same SpEd services here?	1	12	0	1
10 Making Ed progress here?	6	7	0	1

Students with special education services were monitored upon arrival date to see if 30-day placement IEPs occurred during the legally mandated time frame. No 30-day placement IEPs were completed for any of the 14 special education students during this 60-day period. When I checked in with the JH teacher to see if 30-day placement IEPs had occurred, she was not aware that 11 of the 14 youth with IEPs had special education services (Field Notes, 3/12/12).

Following the 60-day period of administering questionnaires and completing intake sheets on all incoming youth to the JH, a 30-day time period was employed to monitor the last youth to arrive at the detention facility to determine if any 30-day placement IEPs occurred during this time. One 30-day placement IEP occurred during this time. This particular student came from a residential placement facility that faxed over a copy of the student's current IEP,

and the annual due date was a week away. The JH teacher scrambled to set up an annual IEP and made it a 30-day placement IEP as well. This was the only 30-day placement IEP that occurred during the entire 90 day data collection period.

There were many barriers that prevented the teacher from completing the 30-day placement IEPs. First, the teacher did not have a paraprofessional with her in the classroom as required by law and had no assistance with any of the academics or IEP preparation. Second, without any classroom assistance, the teacher was unable to develop an intake procedure of her own, where she could obtain vital educational and special educational information. Third, the youth have so many court dates and appearances during the first few weeks they that they are rarely in the classroom. Also, by the time the court decides whether or not to keep the youth at the facility or transfer them somewhere else, the 30-day mark as already passed. Finally, it often takes months for the teacher to locate and receive the student records. The teacher kept a log of all requests she made for records to be sent and she showed me some repeated requests that had spanned almost three months' time.

Individual interviews were conducted with the Assistant Director and Senior Director of the Alternative Education Programs at the County Office of Education, as well as the superintendent of the juvenile detention facility to examine the interagency collaboration between these two facilities. The first interview was with the Assistant Director of Alternative Education Programs at the COE site (5/14/12) (see Appendix J). The Assistant Director stated she never has direct communication with the JH facility prior to receiving a youth at one of

the school sites. The Assistant Director considers the head teacher at the JH to be her main contact person. She has no communication with the Superintendent there.

Interviewer: How often do you directly communicate with juvenile hall prior to receiving a youth discharged to one of your school sites?

Assistant Director: Juvenile Hall? Never.

Interviewer: What is the title of your main contact person at the juvenile hall facility?

Assistant Director: I usually work with (name redacted) who is the head teacher at the juvenile hall.

The Assistant Director explained there is no formal protocol in place for an intake procedure when a youth is released from the JH and placed at a COE school, unless the student is in Special Education. In this case, an IEP is held, usually before the student leaves the JH. However, the Assistant Director does not attend these transfer IEPs at the JH facility. The Assistant Director further stated there is no formal procedure for youth released from the JH who are not in Special Education.

Interviewer: Is there a protocol in place for an intake procedure for youth released from the Juvenile Hall and placed at one of your school programs?

Assistant Director: Not unless they are a special ed (education) student. If they are a special ed (education) student there is an IEP that is held, that is held usually before they exit from the Hall. If not before, then before they are admitted to the regular classroom.

Interviewer: Do you attend these transfer IEPs at the juvenile hall facility?

Assistant Director: No, I don't.

Interviewer: To clarify, so for the students who are not in special education, they just arrive back to the classroom?

Assistant Director: Yes, they just come back.

The Assistant Director stated there is also no formal procedure for an exchange of information between the JH teacher and the COE school site teachers on a youth that has just been released from custody and heading to one of the COE school sites. She does have some communication with the JH teacher regarding special curriculum projects the student may have been working on at one of the COE school sites prior to incarceration.

Interviewer: Do the Juvenile Hall teacher and the County Office of Education school site teachers have a formal procedure for exchange of information on a youth just released from custody?

Assistant Director: No. Nothing is in place.

Interviewer: Is communication maintained with the juvenile hall during the term of incarceration for a youth who was enrolled in one of your school programs?

Assistant Director: Usually there is. If there was a student that we worked with, we do try and communicate to try and find out, you know, for attendance purposes, what the first day was that they attended at the Hall. And then if there is any special work that the student has been working on or any information that we can give to the teacher there, (name redacted).

Interviewer: Who does this communication and provides this information?

Assistant Director: I do.

Interviewer: So the communication is maintained through the teacher at the juvenile hall?

Assistant Director: Yes, with (name redacted).

The Senior Director of Alternative Education Programs was interviewed immediately following the interview with the Assistant Director (5/14/12) (see Appendix K). Initially, they requested to both be interviewed at the same time. The researcher politely declined. The Senior Director was asked the same set of interview questions as the Assistant Director to check for program consistency. The answers the Senior Director gave to several of the questions conflicted with the responses given by the Assistant Director. The Assistant Director stated she never communicated with the JH prior to receiving a youth discharged to one of the COE schools. The Senior Director stated when a youth comes back they meet with a support-staff administrator:

Interviewer: How often do you directly communicate with juvenile hall prior to receiving a youth discharged to one of your school sites?

Senior Director: I don't at all. That would be my support staff that does, I think. When a student comes back they need to see an administrator, but that would not be me. It would be the Assistant Director, (name redacted).

The Assistant Director stated there was no protocol in place for an intake procedure when youth are released from the JH and placed at one of the COE schools, unless the student was in special education, in which place a transfer IEP would occur. The Senior Director described a detailed process for an intake procedure during her interview:

Interviewer: Is there a protocol in place for an intake procedure for youth released from the juvenile hall and placed at one of your school programs?

Senior Director: Yes, I think I described that in the first one. What happens is the parent makes an appointment and brings the student here to meet with the Assistant Director. And if they were in a school program with us before they were arrested then they would probably go back to that program. If it wasn't successful, we might find a new placement for them. Some of the kids end up wanting to be placed at their comprehensive school, and sometimes the comprehensives push back a bit. So what we'll do if we think the kid has a shot and isn't credit-deficient, we will work with the kid maybe through independent studies or one of our other programs and I say to them, "Give us nine weeks of good attendance, good behavior, and good credit accumulation, and then I will personally work with the district to try to get you back there." You know they can't legally do that, but sometimes the districts discourage the kids from re-applying.

The Senior Director reinforced the Assistant Director's assertion that there is no formal procedure for the teacher at the JH and the COE teachers to exchange information when a youth is released from custody. The interview excerpt is below.

Interviewer: Do the juvenile hall teacher and the County Office of Education school site teachers have a formal procedure for exchange of information on a youth just released from custody?

Senior Director: Well you know, there are so few kids up at the Hall, if (name redacted) (head teacher) has a concern or feels I should have more information,

she will usually call, or the assistant will. It is not a formalized process. I don't know if she calls the schools.

The Assistant Director detailed how communication is maintained with the JH during the term of incarceration for a youth who attended one of the COE schools, even describing how she facilitated communication centered around the continuance of curriculum needs for the incarcerated youth. The Senior Director stated there was not usually any communication in the following interview excerpt.

Interviewer: Is communication maintained with the juvenile hall during the term of incarceration for a youth enrolled at one of your school programs in the community?

Senior Director: Not usually. When they are incarcerated they just deal with the teacher up there.

These two interviews suggest clear communication between the Assistant and Senior Directors may not be forthcoming. Further, expectations of procedures and execution of procedures differ greatly. The Senior Director believes an intake procedure for youth returning from the JH is functioning and in place while the Assistant Director states there is no intake procedure.

The previous month, the superintendent of the juvenile hall was interviewed in her office at the detention facility (4/19/12) (see Appendix L). During the interview it became clear that all of the communication between the JH and the COE is expected to be facilitated by the head teacher of the school program. The following is an excerpt from the interview:

Interviewer: How often do you directly communicate with the County Office of Education prior to receiving a youth enrolled in the school district?

JH Superintendent: Regarding a specific youth? Never. Well, I would say, rarely.

Interviewer: So to clarify, you would communicate with the Assistant Director? Or the Senior Director?

JH Superintendent: I really wouldn't communicate with either one because I rely on the head teacher here to do that, to communicate with them.

Interviewer: Thank you for clarifying that.

Interviewer: What is the title of your main contact person at the County Office of Education?

JH Superintendent: I know we usually contact (name redacted), but I don't know what her title is. (Note: The name provided was that of the Assistant Director)

Interviewer: When you say, "we", do you mean you and your administrative staff?

JH Superintendent: No, I mean the classroom teacher, (name redacted).

Interviewer: How often do you directly communicate with the teacher from the sending school?

JH Superintendent: Again, I would say rarely, because I rely on the head teacher here to do that.

The JH superintendent relies heavily on the head teacher of the school program to facilitate all necessary communication with the COE staff. Conversely, the COE administrative staff relies on the head teacher for communication with the facility. There is no direct facility-to-facility communication initiated between the facility administrators. Each agency

provides services for the same youth in a separate manner. They politely co-exist.

Summary

Fifty-four youth were arrested and incarcerated during the data collection window of the study with many of the youth being re-arrested and incarcerated multiple times. Fourteen of the youth were identified by the researcher as having an IEP and receiving special education services. The juvenile detention facility teacher was aware of three of them.

Questionnaire and interview results showed little to no interagency collaboration between the COE and the detention facility. The COE teachers and the detention facility teacher do not communicate, the administrators of both facilities do not communicate; the communication is limited to the juvenile detention facility teacher talking to administrators of both facilities.

Thirty-day placement IEPs were not occurring at the juvenile detention facility. Only one 30-day placement IEP occurred. There was evidence of annual IEPs occurring. The intake procedure at the juvenile detention facility is at times, inconsistent, and does not solicit any educational information on the incoming youth other than asking the name of the last school attended. The classroom teacher does not have a secondary intake procedure in place.

CHAPTER FIVE

Summary, Limitations, Discussion, and Implications

Chapter 5 is divided into six sections. The first section summarizes the study by presenting the rationale for the study; its methodology, the research questions addressed, and the major findings. The second section describes several limitation of the study. The third section relates the results of the study to previous research and the fourth section outlines the conclusions drawn from the study. The fifth section addresses implications for future research and practice, and a summary concludes the chapter.

Summary of Study

Although crime rates in the United States have entered a downward trend over the past 20 years, hundreds of thousands of youth are locked up in juvenile detention facilities across the nation. One function of detention facilities is to provide temporary placement for youth who may commit additional crimes before their trial date or to hold youth who are considered high-risk for running and failing to appear in court. These juvenile detention facilities are overcrowded with youth who are not high-risk offenders with nearly 70% incarcerated for low-risk offenses (Holman & Zeidenberg, 2007).

There are many incarcerated youth in facilities today, and an exact count remains unclear due to the various types of juvenile incarceration facilities in the juvenile justice system. Youth camps, youth ranches, juvenile halls, group homes, and drug and alcohol rehabilitation centers are all used as settings for youth in custody (Sedlack & McPherson, 2010), making an accurate census

difficult. Many of these settings are temporary, short-term options for youth awaiting trial, or placement in appropriate settings (Holman & Zeidenberg, 2007).

Youth within the juvenile justice system have a high mobility rate and are often incarcerated in several different facilities, in different counties, in one year's time (Leone, Price, & Vitolo, 1986). It is a challenge to provide these youth with adequate educational services, and especially so when the youth have disabilities.

Leone (1994) conducted a case study of juvenile facilities across the United States and found it took a significant amount of time to locate student records and begin special education services for incarcerated youth with disabilities. The findings further highlighted that some youth waited over three months before any special education services were initiated and interagency collaboration with local school districts and community agencies was lackluster at best.

Agencies may agree on what is best to serve the youth, but may have differing opinions on how to do it best (Soler, 1992). While reviewing current problems with special education services in juvenile detention facilities, Meisel, et al. (1998) found two of the more glaring problems to be a lack of an intake process to screen for disabilities upon arrival to the detention facility, and difficulties in obtaining prior educational records. Meisel et al. (1998) recommended "multidisciplinary collaboration" (p. 17) take place at the juvenile detention facilities to ensure special education services are provided during the term of incarceration. However, twelve years later, Leone and Weinberg (2010)

noted the absence of a working collaboration between agencies still hinders effective special education services for incarcerated youth.

The theoretical rationale for this study was based in the literature on interagency collaboration. Collaboration means forging a working relationship together and sharing responsibility for the outcomes (Gardner, 1999).

Historically, local school districts and juvenile detention facilities work apart from one another which contributes to a lack of communication and fragmented special education services being provided for incarcerated youth (Anderson, 2000). Meaningful interagency collaboration occurs when two or more independent organizations develop agreements and strategies for working together toward a common goal (Lawson & Barkdull, 2000).

The purpose of this study was to examine the communication between a short-term juvenile detention facility and the sending school district and how the communication affected the education of the incarcerated youth with special education services. The study focused on the interagency communication that occurred when a youth with special education services was placed in a juvenile detention facility from a sending school under the authority of a County Office of Education school district. In addition, the occurrence of 30-day placement IEPs that were received by incarcerated youth with disabilities within a timely manner was investigated.

A mixed-methods research design was used to answer the following three research questions: 1) To what extent was information gathered during the intake process of the short-term juvenile detention facility for incoming youth with disabilities? 2) To what extent did sending schools share special education-

related information of the youth with the receiving short-term juvenile detention facility? 3) To what extent did youth with learning disabilities incarcerated in a short-term juvenile detention facility receive their 30-day placement IEP as required by law? The design included intake and exit sheets, questionnaires, formal and informal interviews, observations within the facility and classroom environments, documents, photographs, and field notes.

Intake sheets were completed for each youth who entered the juvenile detention facility over a 60-day period to determine the information that was gathered during the intake process. Each youth received into the detention facility completed a questionnaire to assess special education qualification, general services in comparison to previous school, and completion of 30-day placement IEP. Teachers of the COE school district schools that sent/received youth from the juvenile detention facility completed questionnaires providing information on the communication and collaboration between the schools and detention facility school. The teacher at the detention facility also completed a questionnaire.

The Senior Director and the Assistant Director of the County Office of Education Alternative Education Programs were both interviewed to obtain information on policy and procedures when sending and receiving youth from the juvenile detention facility, as well as methods of interagency collaboration between the County Office of Education and the detention facility. The superintendent of the detention facility was also interviewed to obtain information on the detention school's functions and collaboration with the County Office of Education teachers and administrators.

Summary of Findings

This study yielded three main findings: 1) the intake process at the juvenile detention facility was not procedurally consistent and lacked a thorough educational history component, 2) there was a limited level of interagency collaboration between the COE and juvenile detention facility, and 3) incarcerated youth with special education services were not receiving their 30-day placement IEPs.

The first finding was the intake process at the juvenile detention facility appeared to be fairly consistent, with the exception of two intake occurrences. Youth who are “frequent fliers” (recidivist youth) reported being waived through the process and youth who arrived during graveyard-shift hours reported being waived through as well. The intake process asked each youth the name of the last school attended, and that was the extent of the educational history component. The youth were not asked any questions about special education services or IEPs.

The classroom teacher at the detention facility was unable to conduct her own intakes once the youth reach her classroom. Although there were two paraprofessionals attached to the school program at the juvenile detention facility, neither one spent any time with the teacher in her classroom as required by state law. The teacher reported if she had a paraprofessional with her, assisting her in the classroom, she would be able to conduct intakes in the classroom. She has asked the Director of Alternative Education at the COE for a classroom paraprofessional, but one was unable to be provided. The lack of a paraprofessional in the classroom with the teacher impeded the teacher’s ability

to not only conduct intakes, but also to fully serve the academic needs of the youth with disabilities.

The second finding was there was a limited level of interagency collaboration between the COE and the juvenile detention facility. The teacher at the detention facility school was hired and is paid by the COE. There was evidence of collaboration between the teacher and the juvenile detention facility staff, and between the teacher and the COE staff, but larger scale collaboration between the administrators of the two agencies was lacking in nature. The majority of the interagency collaboration that was happening was through the teacher acting as a conduit between agencies. The Senior Director of the Alternative Education programs at the COE, and the superintendent of the juvenile detention facility both reported limited phone contact with each other for a few issues, but there was no evidence of a free-flow of information or an established collaborative relationship.

The third finding was that the incarcerated youth with special education services were not receiving 30-day placement IEPs as required by law. During the data-collection period of the study, 3 currently incarcerated youth were identified as having special education services who had been incarcerated for less than 30 days and 11 new youth entered the juvenile detention facility that were identified as having special education services through the administration of student questionnaires. The teacher was initially aware of three of the youth with disabilities. The researcher identified the remaining eleven through the intake and questionnaire meetings. Only one 30-day placement IEP occurred. There was, however, some evidence of annual IEPs occurring. The teacher was

working on an annual IEP during several of the visits. She also spoke of a particularly complex transition plan she was developing for one of the youth. While the 30-day placement IEPs were not occurring, annual IEPs were. Once she had the information she needed, the teacher began work on upcoming annual IEPs. With no paraprofessional in the classroom though, meeting the academic goals on the IEP presented a challenge. The teacher said she cannot accommodate the various learning disabilities without assistance in the classroom.

Limitations

This study was limited in scope to one school district and one juvenile detention facility in a Western State. The school district was a County Office of Education school district which is comprised of court and community schools. Youth who attend these schools are already determined to be at-risk for truancy, behavior, credit deficiency, and possible adjudication into the juvenile justice system. The teachers who were administered questionnaires all taught at schools within the jurisdiction of one County Office of Education district in a Western State. The data collected from these questionnaires can only be generalized to this school district and to other districts thought to be similar to the one included in this study.

The sample used for this study was not random, and was limited to all youth who entered a juvenile detention facility in a Western state over a pre-determined 60-day period. The youth who were administered questionnaires were all recently arrested or re-arrested and the study relied upon the criminal activity of juveniles in one county during a specific period of time. The sample can

be generalized only to the youth at one juvenile detention facility in a Western state. The interviews that were conducted were limited to the top administrators of the County Office of Education school district and the juvenile detention facility. Their views can only be generalized to the agencies and interagency collaboration between the two facilities and to other agencies thought to be similar to the ones in this study.

Discussion of Findings

The first finding was centered around the intake process at the juvenile detention facility. Youth reported that when they arrived late at night on the graveyard shift, they were waived through the intake process. Frequent flier youth also reported being waived through the intake process. Additionally, the only education-related question asked during the intake process was the name of the last school attended. The intake process is an important way to obtain educational information on the youth, especially whether or not the youth has an IEP and other special education related services.

Leone (1998) recommended conducting an interview with each incoming youth admitted to the juvenile detention facility, asking youth questions such as: a) How many students were in your classes at school? b) Did a parent or guardian ever come to school to attend an IEP meeting? c) Did you ever meet with a teacher for extra help?

The researcher of this study found that students readily responded when asked, "Have you ever had an 'RSP'?", rather than to, "Do you have an IEP?" RSP is the acronym for Resource Specialist, a special education teacher and case manager. This led to the discovery that the youth understood the term RSP,

but were not always familiar with whether or not they had an IEP. The RSP was a probe question the researcher used when the youth were unsure if they had an IEP. In the future, the researcher will use, “Do you have an RSP” as one of the questions on the questionnaires. This was the most familiar special education acronym for this particular sample of youth with special education services.

Florida is one of a few states that has employed the use of Juvenile Assessment Centers (JACs) to provide organized and coordinated screening and assessment procedures for youth who have been arrested and are about to enter a juvenile detention facility. The JACs are also linked to multiple outside agencies to ensure all services are transferred with the youth to the detention facility (Mears & Kelly, 1999). The Western state where this study took place does not use JACs to obtain information on each youth; only the intake at the juvenile detention facility which did not solicit crucial educational information.

Foley and Gao (1998) recommend conducting functional assessments while waiting for official cumulative files. Functional assessments are a multi-tiered approach to student evaluation. Student interviews, student observations, and a review of records can help identify learning and skill deficits. The juvenile detention facility teacher cannot perform these as she has no paraprofessional to assist in the classroom. As a result, the youth with disabilities remain undetected. The researcher identified eleven youth with disabilities during the course of the study. If a paraprofessional worked with the teacher in the classroom, each new youth could be pulled aside and classroom intakes could be conducted.

Research from the Survey of Youth in Residential Placement found that approximately a third (30%) of incarcerated youth have a learning disability and that less than half (46%) of incarcerated youth with disabilities participates in a special education program while incarcerated (Sedlack & McPherson, 2010). The youth in the juvenile detention facility in a Western state are not participating in a special education program. While the teacher there is dual-credentialed in special education and English, she stated she cannot provide the students with disabilities with the proper accommodations without classroom assistance.

It is a challenge to define and measure the disabilities within a population of incarcerated youth. Few states have an established systematic way of screening youth who are adjudicated and admitted to a juvenile detention facility (Towberman, 1992). This is why the exchange of information between the sending school of attendance and the receiving juvenile detention facility is so important.

The second finding was that there was a limited amount of collaboration between the COE and the juvenile detention facility. The teacher at the detention facility school was hired by and is paid by the COE. There was evidence of collaboration between the teacher and the juvenile detention facility staff, and between the teacher and the COE staff, but there was very little evidence of collaboration between the administrators of the two agencies. The interagency collaboration that was happening was through the teacher, acting as a conduit between agencies. In Figure 3, the limited collaboration between the two agencies is shown.

Limited Interagency Collaboration

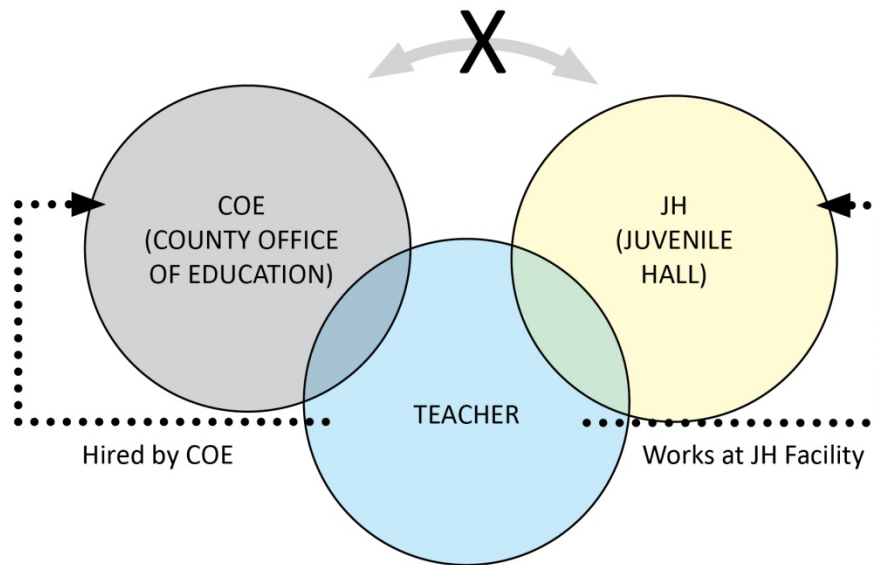


Figure 3. Limited Interagency Collaboration

A true interagency collaboration could exist if the two agencies communicated with each other directly, and not solely through the juvenile detention facility teacher as the go-between, as illustrated in Figure 4. In Figure 4, the role of the teacher remains the same, collaborating with both agencies, but the two agencies' roles are altered to show direct collaboration and communication without sole reliance on the teacher. The small triangle in the center of the model indicates the few times the administrators from both agencies have talked on the phone, as stated in the individual interviews.

True Interagency Collaboration Model

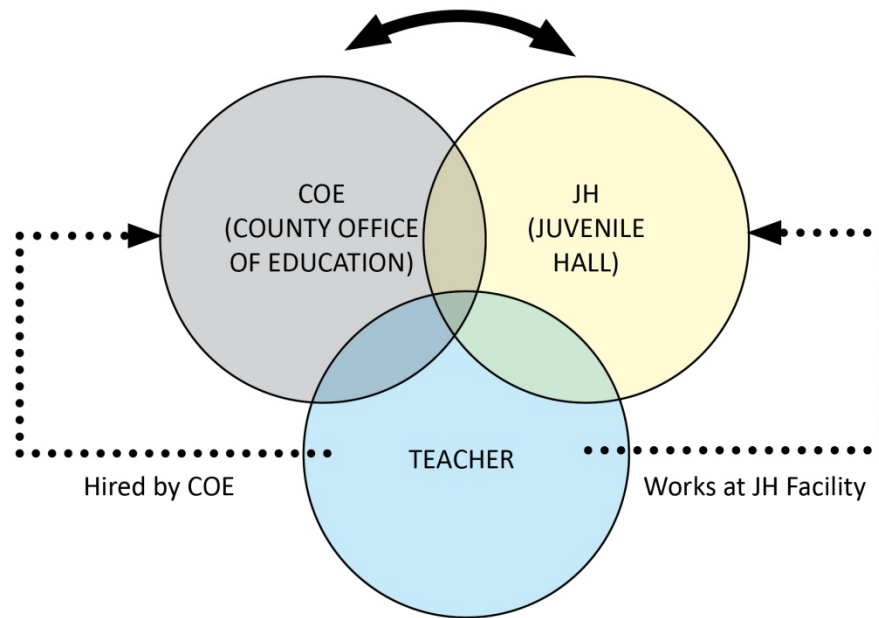


Figure 4. True Interagency Collaboration Model

Youth with disabilities are more likely to drop out of school, enter into a life of crime, or be placed in juvenile detention facilities than youth without disabilities (U.S. Department of Education, 1998). These youth often have multiple agencies providing services such as local school districts, county mental health, and juvenile justice. It is imperative for agencies to work together to ensure a continuum of services for the youth, yet historically, agencies work apart from one another which results in fragmented services for the incarcerated youth (Anderson, 2000).

The COE and juvenile detention facility in this study have a very limited interagency collaboration relationship. Each agency is doing its best to provide services, but if they forged a true collaboration and worked together, the youth could receive better services. The Juvenile Corrections Interagency Transition

Model (Edgar, Webb, & Maddox, 1987) detailed four main areas to help facilitate successful transitions from juvenile detention facilities to community schools.

Figure 5 compares the Model to results from the research of the COE school district and the juvenile detention facility interagency collaboration relationship.

Juvenile Corrections Interagency Transition Model Comparison

Juvenile Corrections Interagency Transition Model (Edgar, Webb, and Maddox, 1987)	Juvenile Detention Facility School/COE Relationship in a Western State (based on questionnaire and interview results)
1. Communication around awareness of juvenile incarceration or release	1. Little to no interagency communication occurs when student is incarcerated or released
2. Transfer of school/mental health service records in a timely manner	2. JH school does not receive school records in timely manner
3. Transition planning (incarceration or release)	3. Little to no transition planning for incarceration or release (although the JH is currently working on this)
4. Maintaining interagency communication throughout term of incarceration	4. The JH teacher and COE teachers rarely communicate. The JH teacher talks to COE and JH administrators, but JH administrators and COE and administrators do not communicate/

Figure 5. Juvenile Corrections Interagency Transition Model Comparison

A quarter century has elapsed since the Juvenile Corrections Interagency Model was developed in 1987 and the recommendations are just as timely. The

fact that the same problems exist as 25 years ago shows not much has been done to increase interagency collaboration between school districts and juvenile detention facilities on a systemic level.

The third finding was that the incarcerated youth with disabilities were not receiving their 30-day placement IEPs as required by law. Leone (1994) reviewed the student records of incarcerated youth for special education services and found one youth waited 9 months before receiving special education services. Other youth with disabilities waited an average of 93 days for an IEP meeting and for their services to begin.

Youth who attended the juvenile detention facility school in this study faced similar situations. The youth were not receiving their 30-day placement IEPs due in part to non-identification of youth with special education services, and an inability to retrieve student records from the previous placement. There was evidence of annual IEPs taking place, so once the records were received, or the youth was identified as special education, the teacher began initiating services.

A case-study analysis of special education services for incarcerated youth with disabilities was conducted by reviewing 64 randomly selected IEPs (Leone, 1998). Leone found that students with disabilities in correctional facilities received significantly less special education services than they had in their previous schools. He further found the incarcerated youth were receiving on average 7-7 ½ class periods of coverage per week, whereas in their previous schools they were receiving 19 ½ -22 ½ periods of coverage per week. The students in the juvenile detention facility in a Western state attend only one class

with direct instruction, which equals 5 hours per week of academic instruction and possible class coverage. The rest of the classes at the juvenile detention facility are in “study hall” format with the students sitting in a room with a paraprofessional and doing book work independently. The teacher at the facility has asked the Senior Director of Alternative Education programs at the COE to hire a second teacher so the students can have a teacher instruct them in History and Science classes, but was told that it was not a possibility.

The teacher at the juvenile detention facility has asked the Senior Director of Alternative Education programs at the COE for both a classroom paraprofessional, and for a second teacher so the youth do not spend most of their school days in a study hall environment. She was told both requests were not possible at this time. The teacher has a lack of adequate resources to provide sufficient education and special educational services to the incarcerated youth. The teacher realized this and said she tried to make the one class she gets to teach as interactive and cross-curricular as she can by incorporating History, the Arts, and Science in her English class as much as possible. The researcher was impressed and touched by the persistence and creativity displayed by the juvenile detention facility teacher in trying to provide the youth with the best possible education given the limited resources she had to work with.

Conclusions

The intake procedures at the juvenile detention facility were not procedurally consistent and did not solicit information about educational history, special education background, or IEPs. They asked the name of last school attended. It was difficult for the teacher to obtain this information. The teacher

did not have a paraprofessional working with her in the classroom. This made it impossible to develop a secondary intake process in the classroom, leaving many special education students unidentified, and without services while incarcerated. Additionally, it was difficult to locate the records from the previous schools as most youth moved from facility to facility with high frequency.

There was limited interagency collaboration between the COE and the juvenile detention facility. Both facilities relied on the juvenile detention facility teacher to act as a conduit for communication between facilities. The teacher communicated with the COE administration regularly, with some communication with the COE teachers, and she communicated with the superintendent of the juvenile detention facility, and the staff there. The administration of both facilities did not engage in very much direct communication.

The incarcerated youth with disabilities were not receiving their 30-day placement IEPs. This was not due to teacher ineffectiveness; rather a set of systemic barriers that prevented the teacher from meeting the federal timeline for completion. The intake procedure at the juvenile detention facility did not provide the teacher with educational information. The teacher was unable to conduct secondary intakes to identify youth with disabilities without the assistance of a paraprofessional in the classroom. The teacher could not obtain the previous educational records of the youth in time to conduct 30-day placement IEPs.

The results of this study are entirely consistent with prior research. What makes this study more interesting is that it was done in a lighthouse juvenile detention facility where JDAI was being implemented; judges/probation find alternatives to incarceration so there is a smaller population at this detention

facility. Through the implementation of JDAI, the facility strives for consistent interagency collaboration with all community stakeholders. The probation staff were supportive and it was less militaristic than other facilities. The staff does not wear army fatigues or combat boots to display authority. The staff dressed casually in hooded sweatshirts and jeans.

This suggests that the common explanations for the lack of services, overcrowding and bureaucratic mentality cannot be explanations for what was observed in this study. The juvenile detention facility had low numbers of incarcerated youth and appeared to shy away from authoritative displays of power. Social habits and values are the results of previous choices and are often upheld as a means of avoiding making deliberate decisions for change (Hollingsworth, 2000). Although the juvenile detention facility had the setting, and the environment changes to affect a change in services for the youth, it appeared to be comfortable following the status-quo already established.

Implications for Research

Investigating other juvenile detention facilities and their school programs would shed more light on the current educational practices in locked facilities. A more in-depth study, expanded to investigate the occurrence of all IEPs, would provide additional information on other possible barriers juvenile detention facility teachers face when trying to meet the timeline for IEP completion.

Conducting a statewide assessment of juvenile detention facilities would lend more validity to the findings and allow for a study of how different classrooms in juvenile detention facilities are structured. It would be interesting

to examine the roles of paraprofessionals in other juvenile detention facilities, and how their roles affect the role and abilities of the classroom teacher.

Implications for Practice

The juvenile detention facility and classroom teacher could collaborate on developing an intake procedure that would more effectively collect educational information and allow the classroom teacher to be more readily aware of which students are entering with IEPs. Additionally, if the classroom teacher could get a paraprofessional to work in her classroom, a secondary intake procedure could be developed for once the students enter the classroom environment.

Both agencies rely heavily on the juvenile detention facility classroom teacher to facilitate interagency collaboration. The agencies could work toward a goal of forming a more collaborative relationship using direct agency to agency communications. The juvenile detention facility teacher bears so much responsibility for the communication that takes place.

A line of communication could be opened for COE teachers and the juvenile detention facility teacher to exchange communications regarding the student who is entering and leaving the facility. This communication could help facilitate more successful transitions to and from the facility.

Summary

This study examined the effectiveness of communication between sending court and community schools of a County Office of Education's Alternative Education program and the receiving juvenile detention facility of a county in a Western state and how communication between the two facilities affects the level of special education services provided to incarcerated youth, specifically the

occurrence of 30-day placement IEPs. Additionally, the intake procedure at the juvenile detention facility was examined for the extent to which information was gathered during the intake process.

A mixed methods descriptive approach was used in the study with five different instruments used for data collection; 1) intake and exit sheets, 2) questionnaires, 3) individual interviews, 4) researcher field notes, and 5) photographs. The instruments were administered over a 90-day period, with intake/exit sheets ceasing after a 60-day period. The remaining 30 days were used to conduct individual interviews with administrators for both programs and to assess the extent to which the youth with disabilities were receiving their 30-day placement IEPs. Other methods used included observations, document collection, and informal interviews.

This study yielded three main findings: 1) the intake process at the juvenile detention facility was not procedurally consistent and lacked a thorough educational history component, 2) there was a limited level of interagency collaboration between the COE and juvenile detention facility, and 3) incarcerated youth with special education services were not receiving their 30-day placement IEPs.

These findings are indicative of a continuum of barriers that still persist in providing special education services for incarcerated youth. Despite implementing policies and procedures to facilitate intake and interagency communication, issues with intake procedures and interagency communication still persisted and interfered with a lighthouse juvenile detention facility providing the incarcerated youth the special education services required by law.

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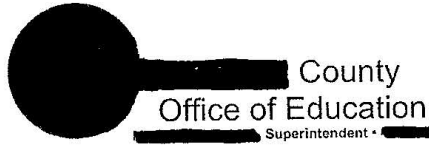
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APPENDIX

Appendix A: Letter of Consent for Research - COE



BOARD OF EDUCATION
Mr. [redacted]
Mr. [redacted]
Mr. [redacted]
Ms. [redacted]
Mr. [redacted]
Mr. [redacted]
Mr. [redacted]

August 26, 2011

To Whom It May Concern:

Sachiko Hoshide, a doctoral student at the University of San Francisco, has permission to conduct research for her dissertation regarding special education services and incarcerated youth, at the [redacted] County Office of Education and within the schools in the Alternative Education Programs. She has permission to meet with the staff, administer surveys to the site staff and conduct interviews and review special education related folders under the supervision of the site teacher.

Ms. Hoshide will work to coordinate her visits with the site staff and teachers, and schedule her visits to be convenient with the set structure of the day to day operations of the court/community school programs.

Ms. Hoshide understands that even though visits may be scheduled in advance, due to the nature of the environment, some visits may have to be rescheduled upon arrival.

It is understood that participation in Ms. Hoshide's research study is strictly voluntary. Staff may choose to not participate on an individual site by site basis. All respondents will remain anonymous, their school sites will remain anonymous, and the [redacted] County Office of Education will not be named anywhere in the research.

Ms. Hoshide understands that even though visits may be scheduled in advance, due to the nature of the environment, some visits may have to be rescheduled upon arrival.

If further information is required, please do not hesitate to contact me at [redacted]

Sincerely,

[redacted signature]
[redacted] Senior Director
Alternative Education Programs

Appendix B: Letter of Consent for Research JH Detention Facility



County of [REDACTED]

PROBATION DEPARTMENT

P.O. Box [REDACTED] FAX: [REDACTED]

[REDACTED]
CHIEF PROBATION OFFICER

To Whom It May Concern:

Sachiko Hoshide, a doctoral student at the University of San Francisco, has permission to conduct research for her dissertation regarding special education services and incarcerated youth, at the [REDACTED] County Juvenile Hall facility. She has permission to meet with the incarcerated youth, administer surveys, review special education related folders under the supervision of the teacher, and conduct interviews with the youth who choose to participate.

The facility can provide consent for research in the place of parents, *in loco parentis* authority, due to the custody status of the youth. Participation in the study is strictly voluntary.

Ms. Hoshide will work to coordinate her visits with the site staff and teacher, and schedule her visits to be convenient with the set structure of the day to day operations of the juvenile detention facility.

Ms. Hoshide understands that even though visits may be scheduled in advance, due to the nature of the environment, some visits may have to be rescheduled upon arrival.

If further information is required, please do not hesitate to contact me.

Thank You,

[REDACTED]

Superintendent

[REDACTED] County Juvenile Hall

[REDACTED]

[REDACTED]@co.[REDACTED].us

Appendix C: Cover Letter/Consent to Be a Research Subject

Cover Letter/Consent to Be a Research Subject

Purpose and Background

Ms. Sachiko Hoshide, a graduate student in the School of Education at the University of San Francisco, is conducting a study of educational services for incarcerated youth and school collaboration. The experiences and practices of students and staff will be investigated.

I am being asked to participate in this study because I am a school/facility staff member who works with incarcerated (current/previous/future) youth.

Procedures

Should I agree to be a participant in this study, the following may occur:

1. (Teachers and Students) I will agree to complete a short questionnaire that should take approximately 5 minutes to complete.
2. (Administrators) I will agree to meet with the researcher for a short tape-recorded interview to discuss collaboration and educational services. The interview can take place at a time convenient for you.
3. (Administrators) I will agree to review the analysis of my interview for accuracy of interpretation.

Risks and/or Discomforts

The risks associated with participation in this study are minimal. In the event that any questions on the questionnaire or asked during the interview make me uncomfortable, I may decline to answer them. I understand I may withdraw my participation in the study at any time without judgment or bias.

I understand the researcher will maintain confidentiality at all times; however, I realize that loss of confidentiality is a possibility. No individual identities or districts or facilities will be named in any documents or publications that may result from this study. The researcher will keep all information in a locked file cabinet. Only the researcher will have access to these files.

Cover Letter/Consent to Be a Research Subject (con't)

Benefits

An anticipated benefit of this study is a better understanding of the educational services for incarcerated youth and the school to facility communication in my district.

Costs/Financial Consideration

There will be no financial cost to me as a result of participating in this study.

Payment/Reimbursement

There will be no individual reimbursement for participating in this study.

Questions

I have talked with Ms. Sachiko Hoshide about this study and have had my questions answered. If I have further questions about the study, I may email her at sach_iko@yahoo.com.

If I have any questions or comments about participating in this study, I should first contact Ms. Hoshide. If for some reason I do not wish to do this, I may contact the IRBPHS, which is concerned with the protection of volunteers in research projects. I may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by emailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Department of Counseling Psychology, School of Education, University of San Francisco, 2130 Fulton St. San Francisco, CA 94117-1080.

Consent

I have been given a copy of the "Research Subjects' Bill of Rights", and I have been given a copy of this consent form to keep.

Participation in this research is completely voluntary. I am free to decline to be in this study, or to withdraw my participation at any time without judgment or bias.

My signature below indicates that I agree to participate in this study.

Participant's Signature/Date

Signature of Person Obtaining Consent/Date

Appendix D: Research Subjects' Bill of Rights

Research Subjects' Bill of Rights

The rights below are the rights of every person who is asked to be in a research study. As a research subject, I have the following rights:

Research subjects can expect:

To be told the extent to which confidentiality of records identifying the subject will be maintained and of the possibility that specified individuals, internal and external regulatory agencies, or study sponsors may inspect information in the medical record specifically related to participation in the clinical trial.

To be told of any benefits that may reasonably be expected from the research.

To be told of any reasonably foreseeable discomforts or risks.

To be told of appropriate alternative procedures or courses of treatment that might be of benefit to the subject.

To be told of the procedures to be followed during the course of participation, especially those that are experimental in nature.

To be told that they may refuse to participate (participation is voluntary), and that declining to participate will not compromise access to services and will not result in penalty or loss of benefits to which the subject is otherwise entitled.

To be told about compensation and medical treatment if research related injury occurs and where further information may be obtained when participating in research involving more than minimal risk.

To be told whom to contact for answers to pertinent questions about the research, about the research subjects' rights and whom to contact in the event of a research-related injury to the subject.

To be told of anticipated circumstances under which the investigator without regard to the subject's consent may terminate the subject's participation.

To be told of any additional costs to the subject that may result from participation in the research.

To be told of the consequences of a subjects' decision to withdraw from the research and procedures for orderly termination of participation by the subject.

To be told that significant new findings developed during the course of the research that may relate to the subject's willingness to continue participation will be provided to the subject.

Research Subjects' Bill of Rights (con't)

To be told the approximate number of subjects involved in the study.

To be told what the study is trying to find out.

To be told what will happen to me and whether any of the procedures, drugs, or devices are different from what would be used in standard practice.

To be told about the frequent and/or important risks, side effects, or discomforts of the things that will happen to me for research purposes.

To be told if I can expect any benefit from participating, and, if so, what the benefit might be.

To be told of the other choices I have and how they may be better or worse than being in the study.

To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.

To be told what sort of medical or psychological treatment is available if any complications arise.

To refuse to participate at all or to change my mind about participation after the study is started. If I were to make such a decision, it will not affect my right to receive the care or privileges I would receive if I were not in the study.

To receive a copy of the signed and dated consent form.

To be free of pressure when considering whether I wish to agree to be in the study.

If I have other questions, I should ask the researcher or the research assistant. In addition, I may contact the Institutional Review Board for the Protection of Human Subjects (IRBPHS), which is concerned with protection of volunteers in research projects. I may reach the IRBPHS by calling (415) 422-6091, by electronic mail at IRBPHS@usfca.edu, or by writing to USF IRBPHS, Department of Counseling Psychology, Education Building, 2130 Fulton Street, San Francisco, CA 94117-1080. References: JCAHO and Research Regulatory Bodies

Appendix E: JH Facility - Student Intake Sheet

Juvenile Detention Facility
Student Intake Sheet

Student Name:	
Student #	
Arrival Date:	
Coming from: (home/group home)	
Type of juvenile: (number type)	
School District:	
School/Teacher:	
# of times school - JH talked (prior to arrival)	
Student Questionnaire Date:	
Transition Planning: (# of times school-JH talked)	
Date IEP Occurred: (30-day)	

Appendix F: JH Facility - Exit Sheet

Juvenile Detention Facility
Student Exit Sheet

Student Name:	
Student #:	
Entry Date:	
Exit Date:	
Going to: (next placement)	
COE school/teacher: (if applicable)	
# of times school-JH talked:	
Transition planning: (agencies involved)	
IEP date: (entry 30-day)	
IEP date: (exit 30-day)	

Appendix G: Incarcerated Youth Questionnaire

Incarcerated Youth Questionnaire

1) Have you ever been tested for Special Education services?

Yes No

2) Do you have an Individualized Education Plan (IEP)?

Yes No

3) Are you aware of your primary disability or know your reason for special education services?

Yes No Does Not Apply

4) Did you receive regular special education support services at your prior school?

Yes No Does Not Apply

5) Did you go through an intake process when arriving here?

Yes No

6) During the process, were you ever asked about your educational history?

Yes No

7) Do you know your date of arrival here?

Yes No

If yes, please write it on the space provided. _____

8) If you have been here 30 days or longer, did you have an IEP take place here?

Yes No Does Not Apply

9) Are you receiving the same special education support services you were at your previous school?

Yes No Does Not Apply

10) Do you feel like you are making educational progress here?

Yes No

Appendix H: JH Teacher Questionnaire

Juvenile Detention Teacher Questionnaire

- 1) Do you have a regular method of communication with the County Office of Education teachers?
Yes No
- 2) Do you have a regular method of communication with the County Office of Education teachers?
Yes No
- 3) When you receive a student from the Court and Community schools, do you receive a phone call from the teacher providing educational information?
Yes No
- 4) If not, do you call the teacher to get educational information?
Yes No
Would having a verbal informational exchange be helpful?
Yes No
- 5) Does the student arrive with an informational sheet describing their educational history and progress?
Yes No
- 6) If not, do you think this would be helpful?
Yes No
- 7) Do you receive notice before a student arrives to your school from a Court and Community school?
Yes No
- 8) If yes, is this warning in enough time for you to plan for his/her arrival?
Yes No
- 9) Would more collaboration with the sending school be helpful?
Yes No
- 10) Would more collaboration with the sending school help you provide better Special Education services for your students with IEPs?
Yes No

Appendix I: COE Teacher Questionnaire

County Office of Education
Teacher Questionnaire

- 1) Do you have a regular method of communication with the Juvenile Hall?
Yes No
- 2) When you receive a student from the Juvenile Hall, do you receive a phone call from the teacher providing educational information?
Yes No
- 3) If not, do you call the teacher to get educational information?
Yes No
- 4) Would having a verbal informational exchange be helpful?
Yes No
- 5) Does the student arrive with an informational sheet describing their educational history and progress?
Yes No
- 6) If not, do you think this would be helpful?
Yes No
- 7) Do you receive notice before a student arrives to your school from the Juvenile Hall?
Yes No
- 8) If yes, is this warning in enough time for you to plan for his/her arrival?
Yes No
- 9) Would more collaboration with the Juvenile Hall be helpful?
Yes No
- 10) Would more collaboration with the Juvenile Hall help you provide better Special Education services for your students with IEPs?
Yes No

Appendix J: Transcribed Interview - Assistant Director, AEP

Transcribed Interview - Assistant Director, Alternative Education Programs

Interview - Assistant Director, Alternative Education Programs - 5/4/12

Interviewer: How often do you directly communicate with Juvenile Hall prior to receiving a youth discharged to one of your school sites?

Assistant Director: Never.

Interviewer: What is the title of your main contact person at the Juvenile Hall facility?

Assistant Director: I usually work with (name redacted) who is the Head Teacher at Juvenile Hall.

Interviewer: Is there a protocol in place for an intake procedure for youth released from the juvenile hall and placed at one of your school programs?

Assistant Director: Not unless they are a Special Ed (education) student. If they are a Special Ed (education) student there is an IEP that is held, that is held usually before they exit from the Hall. If not before, then before they are admitted to the regular classroom.

Interviewer: Do you attend these transfer IEPs at the Juvenile Hall facility?

Assistant Director: No, I don't.

Interviewer: To clarify, so for the students who are not in Special Education, they just arrive back to the classroom?

Assistant Director: Yes, they just come back.

Interviewer: Do the Juvenile Hall teacher and the County Office of Education school site teachers have a formal procedure for exchange of information on a youth just released from custody?

Assistant Director: No. Nothing is in place.

Interviewer: Is communication maintained with the Juvenile Hall during the term of incarceration for a youth who was enrolled in one of your school programs?

Assistant Director: Usually there is. If there was a student that we worked with, we do try and communicate to try and find out, you know, for attendance purposes, what the first day was that they attended at the Hall. And then if there is any special work that the student has been working on or any information that we can give to the teacher there, (name redacted).

Interviewer: So the communication is maintained through the teacher at the Juvenile Hall?

Assistant Director: Yes, with (name redacted).

Transcribed Interview - Assistant Director, Alternative Education Programs (con't)

Interviewer: Is the teacher the only person you maintain communication with regarding the youth during their period of incarceration?

Assistant Director: Yes.

Appendix K: Transcribed Interview - Senior Director, AEP

Transcribed Interview - Senior Director, Alternative Education Programs

Interview - Senior Director, Alternative Education Programs - 5/4/12

Interviewer: How often do you directly communicate with juvenile hall prior to receiving a youth discharged to one of your school sites?

Senior Director: I don't at all. That would be my support staff that does, I think. When a student comes back they need to see an administrator, but that would not be me. It would be the Assistant Director, (name redacted).

Interviewer: What is the title of your main contact person at the juvenile hall facility?

Senior Director: Are you talking about probation side or education side?

Interviewer: Either or both.

Senior Director: Okay. Probation side it would be (name redacted), the title I think is Superintendent. And on the school side it is (name redacted), who is the head teacher there who is dual- credentialed.

Interviewer: She is dual -credentialed in...

Senior Director: She is dual credentialed in RSP, Resource Specialist, and English. This means she is dual- credentialed.

Interviewer: Thank you.

Interviewer: Is there a protocol in place for an intake procedure for youth released from the juvenile hall and placed at one of your school programs?

Senior Director: Yes, I think I described that in the first one. What happens is the parent makes an appointment and brings the student here to meet with the Assistant Director. And if they were in a school program with us before they were arrested then they would probably go back to that program. If it wasn't successful, we might find a new placement for them. Some of the kids end up wanting to be placed at their comprehensive school, and sometimes the comprehensives push back a bit. So what we'll do if we think the kid has a shot and isn't credit-deficient, we will work with the kid maybe through independent studies or one of our other programs and I say to them, "Give us nine weeks of good attendance, good behavior, and good credit accumulation, and then I will personally work with the district to try to get you back there." You know they can't legally do that, but sometimes the districts discourage the kids from applying.

Interviewer: Why would they discourage the students from applying?

Senior Director: When they were there before they could have been pre-expulsion, done something on campus that was pretty serious and they are worried about having the kid back. If the kid did something off-campus during school hours, the community might find out the kid is coming back and that starts the whole fear factor thing. Sometimes it's

Transcribed Interview - Senior Director, Alternative Education Programs (con't)

good for a kid to go back to their school of residence, but sometimes not so much. They need to have more breathing room, especially if it was a gang-related activity, not so much if it's selling drugs, or under the influence, but if it is a crime of a violent nature, and generally kids don't even go to the Hall anymore unless it is a violent crime. And if they do it is just for a couple of days and then they are right back out.

Interviewer: Do the juvenile hall teacher and the County Office of Education school site teachers have a formal procedure for exchange of information on a youth just released from custody?

Senior Director: Well you know, there are so few kids up at the Hall, if (name redacted) has a concern or feels I should have more information, she will usually call, or the assistant will. It is not a formalized process. I don't know if she calls the schools.

Interviewer: Is communication maintained with the juvenile hall during the term of incarceration for a youth enrolled at one of your school programs in the community?

Senior Director: Not usually. When they are incarcerated they just deal with the teacher up there.

Appendix L: Transcribed Interview - Superintendent, JH

Transcribed Interview - Superintendent, Juvenile Detention Facility

Interview-Superintendent of JH Detention Facility - 4/9/12

Interviewer: How often do you directly communicate with the County Office of Education prior to receiving a youth enrolled in the school district?

JH Superintendent: Regarding a specific youth? Never. Well, I would say, rarely.

Interviewer: So to clarify, you would communicate with the Assistant Director? Or the Senior Director?

JH Superintendent: I really wouldn't communicate with either one because I rely on the head teacher here to do that, to communicate with them.

Interviewer: Thank you for clarifying that.

Interviewer: What is the title of your main contact person at the County Office of Education?

JH Superintendent: I know we usually contact (name redacted), but I don't know what her title is.

Interviewer: When you say, "we", do you mean you and your administrative staff?

JH Superintendent: No, I mean the classroom teacher, (name redacted).

Interviewer: How often do you directly communicate with the teacher from the sending school?

JH Superintendent: Again, I would say rarely, because I rely on the head teacher here to do that.

Interviewer: What are the procedures taken to obtain the school and mental health records of a newly incarcerated youth?

JH Superintendent: I rely on our head teacher and head mental health counselor, I don't know the exact procedures that they go through.

Interviewer: Ok, and is the head mental health counselor someone that the youth meet with here, regularly, while incarcerated?

JH Superintendent: So there are three different mental health counselors that provide services to the youth and they report to their direct supervisor who is (name redacted).

Transcribed Interview - Superintendent, Juvenile Detention Facility (con't)

Interviewer: Ok, do any of the mental health workers who try to obtain the mental health records of the incarcerated youth, meet with the youth, and counsel them while they are here?

JH Superintendent: Not usually. We have line staff workers that the youth can talk to. But they will when we have high-risk youth here.

Interviewer: Can you define "higher-risk youth"?

JH Superintendent: A kid that is having problems and we are short-staffed that day, a kid who needs a medical evaluation, things like that.

Interviewer: Can you describe the protocol in place for an intake procedure, when a youth first arrives at this facility?

JH Superintendent: So when a youth is brought in by law enforcement, we, the juvenile hall staff, will do an intake assessment, and we will do a risk assessment immediately, to determine if the kid is going to stay. And then, within an hour, we know whether or not the kid is going to stay or go home, and we will try to get them showered, and into juvenile hall clothes if they are staying. They usually do not participate in the first program. If it's at night they won't come out for evening rec (recreation) and if it's in the middle of the night, they won't come out first thing in the morning. This is just for the first program, so we can assess how they are, how they are doing. They just committed a crime. Do they need to see the nurse? Do they need to be isolated for medical reasons? And then assuming everything clears out fine, like they didn't come in under the influence of drugs, they will be cleared by the nurse to come out for the next program.

Interviewer: Who or what agencies are involved in the transition planning for each youth during incarceration and prior to release?

JH Superintendent: It's typically the probation officer that's going to be the lead. This is actually something we are working on, we have longer-term youth here, youth who are staying a while, as far as having a better plan for our youth when they are released, it is something we are working on. It is something we talk about, we meet once a week on Wednesdays, with the head teacher, the nurses here, the supervisors, the managers, the mental health supervisor and staff, and that is a lot of times when we will talk about who is leaving, when are they leaving, and what should be the plan. Anyone at the table will take the lead of, "Oh we need to make sure they are still seen by mental health and get medication", they take that piece, school staff may take the lead on getting them into school, and a lot of it is from the probation officer.

Transcribed Interview - Superintendent, Juvenile Detention Facility (con't)

Interviewer: So it is an ongoing meeting time? Every Wednesday?

JH Superintendent: Every Wednesday we meet to talk about all the kids in juvenile hall. And that is something that would come up, unfortunately more of the transition planning happens for our long-term youth, kids that come in and out, they are coming in and out, it is more of a revolving door than transition planning. So the transition plan is happening more for our longer-term youth, how we transition them from juvenile hall where they have been for a certain amount of time, back into the community.

Interviewer: Describe the communication maintained with the County Office of Education during the term of incarceration for one of their students?

JH Superintendent: So one thing, we really rely on the head teacher here at juvenile hall for that. A lot of that communication is really informal, the head teacher will come up and talk to us during the day, or we go back into the Unit classroom to talk to her when she comes in during the morning, and then once again at that Wednesday meeting.

Interviewer: Describe the communication maintained with the teacher from the County Office of Education school that the youth last attended during the term of incarceration?

JH Superintendent: I rely on the head teacher, and then also I think it's very individual, it depends on who is back in the classroom in that position. Who we have there now is very committed and does that work, I don't know if that has always been done as far as following up with the teacher who had the kid prior.

Interviewer: Describe the protocol in place to ensure a 30-day placement IEP occurs for youth with special education services incarcerated for up to 30 days?

JH Superintendent: We rely on the head teacher to do that. And then I just rely on her reporting to me if there is an issue if she is not going to get it done or why, you know. She takes it upon herself, you know, just last week she called in a sub to cover for her so she could make sure one got done.

Appendix M: Field Notes Sample

FIELD NOTES 2.6.12 (MONDAY)

43

3 NEW YOUTH ARRIVED OVER THE WEEKENDS

- COMPLETED ONE INTAKE / ADMINISTERED ONE QUESTIONNAIRE (BS) ✓

- ONE YOUTH MEETING w/ ATTORNEY NOW (MEET w/ THEM AFTER P.E.) (MT) ✓

- ONE YOUTH ON 6 DAYS R.C. FOR GAMB-RELATED FLIGHT (AV) * NEED TO DO INTAKE / QUESTIONNAIRE THURS ✓ ^{NOTE}

1 - CONFIRMED w/ TEACHER: R3 30 DAY IEP FOR TL R3 ✓ ^{NOTE}
NOT COMPLETED

R3B TEACHER MADE 10 CALLS BETWEEN 12.12 - 2.1.12 TRYING TO LOCATE IEP / RECORDS

R3B CALLS PLACED OUT OF COUNTY / OUT OF STATE TRACKING PLACEMENT / MOVEMENT OF YOUTH

R3B TEACHER DOES NOT RECEIVE CALLS BACK
⊕ TOLD UNKNOWN WHERE RECORDS ARE

Appendix N: Member Check

Subject: RE: dissertation request

From: [REDACTED] ([REDACTED]@co.[REDACTED].us)

To: sach_iko@yahoo.com;

Date: Friday, November 16, 2012 1:26 PM

Made only a couple changes. Thanks for checking!

Super informative! Want to work with our school staff to make improvements.. The dedication and passion is there, but there just isn't enough staff or a system (clearly!) in place to transition the youth to and from juvenile hall and their school placement. Completely agree that it seems like it should be an easy fix that would benefit the youth profoundly. Realistically, there frequently is a gap between release from the hall and entering a school. Because there is not always a hand off between teachers, there is nobody to give the information to. We also don't always know when a youth is being released from juvenile hall.

Definitely enlightening and has got me thinking of changes we need and can put in place. [REDACTED] the director of alternative education, and I communicate regarding issues related to the school, programs (such as when we got a new yoga instructor), teachers, staffing etc. (Had to work with [REDACTED] and [REDACTED] to get this recent mural approved to be done through school.) I will work with [REDACTED] to establish a system for communication and sharing information; but doesn't make sense for me to be involved at the level of an individual youth's school program. As the Superintendent of the juvenile hall, I oversee the entire facility. [REDACTED] and I check in regularly as issues/concerns arise and we meet weekly (Wednesdays) to discuss each of the youth. I rely on the head teacher to know who has an IEP, where the students are academically, etc.

Great work and hopefully your dissertation will get us additional support- staff or system in place, to better transition our youth to/from juvenile hall and their placement.

Thanks,

[REDACTED]
Juvenile Hall Superintendent

[REDACTED] County, [REDACTED]

<http://us.mg5.mail.yahoo.com/neo/launch?.rand=3fhgqoo52pvrj>

11/16/2012

[REDACTED] fax

From: Sachiko [mailto:sach_iko@yahoo.com]
Sent: Thursday, November 08, 2012 6:25 PM
To: [REDACTED]
Cc: [REDACTED]
Subject: dissertation request

Hi [REDACTED]

Hope all is well down at the JH! I have a request to help complete my final dissertation submission. A tenet of qualitative research is that research subjects (in this case the JH facility you run) are given an opportunity to provide feedback on the results of the study. This is known as member checking. Attached you will find a draft of Ch 4, the results. It is still a bit rough, and when I cut and pasted it, the formatting went beserk.

When you get a moment, if you could glance at it, I would greatly appreciate it!

Thank you again, so much!

Sachiko

Appendix 0: STAR Assessments

STAR Assessments



Diagnostic Report

1 of 1

Printed Thursday, February 23, 2012 9:59:56 AM

School: ██████████ County Court School

Test Date: February 23, 2012 9:37 AM

ID: 12566
Grade: 9

Class: ██████████
Teacher: ██████████

This report presents diagnostic information about the student's general reading skills, based on the student's performance on a STAR Reading test.

Time to Test: 19 minutes 14 seconds

SS	GE	PR	PR Range	IRL	Est. ORF [#]	ZPD
727	6.6	21	15-28	6.1		4.2-6.6

This student's Grade Equivalent (GE) score is 6.6. Her test performance is therefore comparable to that of an average sixth grader after the sixth month of the school year. ██████████ also achieved a national Percentile Rank (PR) of 21. This score is in the below-average range and means that ██████████ scored greater than 21% of students nationally in the same grade. The PR range indicates that, if this student had taken the STAR Reading test numerous times, most of her scores would likely have fallen between 15 and 28. It reflects the amount of statistical variability in a student's PR score.

These scores indicate that ██████████ can choose appropriate reading materials and reads independently for pleasure. ██████████ is likely beginning to appreciate more advanced forms of literature. However, she may often be tempted to stay within the easier reading range of popular novels.

██████████ likely reads independently from content area materials to gain information. She is beginning to use specialized vocabularies, such as scientific or mathematical terms. ██████████ is continuing to improve her study skills.

For the fastest reading growth, ██████████ should be challenged to read more difficult books and to sample a wide range of literature.

For optimal reading growth, ██████████ needs to:

- Maintain a minimum of 60 minutes of guided independent reading practice daily
- Select a wide variety of fiction for recreational reading
- Continue to use context clues, structural analysis, and dictionary skills to increase vocabulary
- Practice previewing, skimming, and scanning nonfiction

██████████ reading level is below the 25th percentile for her grade placement. The following actions might be useful:

- Provide an adequate supply of reading materials at an appropriate level
- Assist in the selection of reading materials
- Allow additional time for reading practice every day
- Review study skills and comprehension strategies to help the student access text, particularly expository text

This student's Zone of Proximal Development (ZPD) for independent reading is book level 4.2-6.6. If Accelerated Reader™ reading management software is being used in your classroom or school, ██████████ should be encouraged to select books with book levels in the ZPD. These books will provide optimal reading challenge without frustration. The ZPD, however, is approximate. Success at any book level also depends on the student's interest and prior knowledge of a book's content.

The following techniques will also help ensure the student's continued growth in reading:

- Guide reading practice so that ██████████ averages at least 85 percent on Accelerated Reader Reading Practice Quizzes.
- Once ██████████ is able to maintain an 85% average, encourage her to raise her average to 90% or higher. High averages are associated with the greatest reading gain.
- Use the Accelerated Reader Diagnostic Report and Student Record Report for more detailed information about the student's reading practice.
- Teach ██████████ how to select books throughout her ZPD.
- Help ██████████ establish a minimum book level, minimum percent correct, and point goals for each marking period.

[#]Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.

STAR Sample Assessments (con't)



Diagnostic Report

4 of 18

Printed Thursday, February 23, 2012 9:51:29 AM

School: ██████████ County Court School

Test Date: February 23, 2012 9:13 AM

██████████, ██████████
ID: 12566
Grade: 9

Class: ██████████
Teacher: ██████████

This report presents diagnostic information about the student's general skills in mathematics, based on the student's performance on a STAR Math test.

Score Summary

SS	GE	PR	PR Range	PR and PR Range			NCE	Recommended Accelerated Math™ Library
				Below Average 1	Average 50	Above Average 99		
687	5.2	11	7-17	█	██████████	█	24.2	Grade 5

This student's Grade Equivalent (GE) score is 5.2. Her test performance is therefore comparable to that of an average fifth grader after the second month of the school year. ██████████ achieved a national Percentile Rank (PR) of 11. This score is in the below average range and means that ██████████ scored higher than 11% of students nationally in the same grade. The PR Range indicates that, if this student had taken the STAR Math test numerous times, most of her scores would likely have fallen between 7 and 17. It reflects the amount of statistical variability in a student's PR score.

These scores suggest that ██████████ knows some fractions and decimals. She needs to practice more in this area. ██████████ should begin working with fractions with unlike denominators. She should also practice conversion between fractions and decimals. At this time, ██████████ can also begin learning more advanced number concepts such as square roots. Limit this work to perfect squares of 1 to 12. Finally, she should begin learning exponents. Limit this work to powers of 2 to 10.

At this stage, ██████████ needs to:

- Continue to work with fractions and decimals
- Practice conversion between fractions and decimals
- Begin to learn adding and subtracting fractions with unlike denominators
- Begin to learn advanced math concepts such as square roots and exponents

The bar charts below reflect ██████████ level of proficiency within the Numeration and Computation objectives in STAR Math. The solid black line is pointing to the math skills ██████████ is currently developing.

Numeration Objectives

██████████							
Ones	Tens	Hundreds	Thousands	Hundred Thousands	Fractions & Decimals	Advanced Concepts I	Advanced Concepts II

Computational Objectives

██████████								
Addition & Subtraction Basic Facts to 10	Addition & Subtraction Basic Facts to 18, No Regrouping	Addition & Subtraction with Regrouping	Multiplication & Division Basic Facts	Advanced Computation with Whole Numbers	Fractions & Decimals I	Fractions & Decimals II	Percents, Ratios & Proportions	Multiplication & Division of Mixed Numbers

If you are using the Accelerated Math management software system with ██████████ assign the Grade 5 library. This library should provide a good match for her abilities.

These recommendations rely on analysis of the student's performance on one STAR Math test. Please combine this information with your own knowledge of the student, and use your professional judgment when designing an instructional program.