Hello everyone. And welcome to the 2021 title.

One part D grantee conference.

If everyone could, can mute their lines.

Well that we can begin the conference.

Please mute your lines so we can begin the conference. Thank you.

Right. Welcome everyone.

Thank you so much for joining us for the building capacity and community.

Through collaboration, federal panel.

Or we get started.

We wanted to just talk about a few housekeeping things.

So if you're experiencing technical difficulties,

please send an email to the address on the screen.

Our help desk is open from 11:00 AM to 3:30 PM today.

If you're experiencing technical difficulties during the session.

Please send a message in the chat box and someone from indie tech will be able to assist you.
Right.

So today we have Julie Coplin, Marissa here is Mary and Creighton and Curtis Kinnard from across ed and an OJ JDP who will be presenting resources and information about their programs.

But before we get started,

I wanted to discuss the meaning of collaboration.

In the guiding principles of systems of care, enter agents. Resource which is available in the child welfare website.

Collaboration is defined as engaging all child and family, serving offices and agencies from the public private and faith based sectors.

Working together to address the complex needs of children, youth, and their families, and a spirit of community partnership.

And a collaboration is reflected at both the governance and direct practice levels.

So why is collaboration important?
So it reduces duplication of services and allows for greater efficiency and use of public resources.

It allows for the creation of data systems that can track children and youth across agencies and systems, and it provides for a unified voice to legislators on the unmet needs of children and youth.

So now that I provided a brief overview about collaboration,

I'm honored to welcome our first presenter. Julie Coplin.

Joey has been working at ed for over 20 years and is here to share information about the 21st century community learning centers program with us today.

She has been so gracious.

With her time and extremely helpful in offering her support.

And she believes 21st century as a program there really works and is, is a good source.

Four.

The title one part D population. So thanks for joining us today,
Julie.

The zoom stage is all yours.

Great. Thank you so much, Jasmine.

Hi everyone. Good afternoon or morning, depending on where you are.

I know in some places it might still be morning.

I'm here right outside of Washington, DC. As many of you,

I'm still teleworking a hundred percent.

It was a very sunny spring day here and very excited to be speaking

with you.

I hope you are all well, wherever you are.

Let me start by telling you a little bit about myself.

I've been at the permit location,

like Jasmine said for a little bit more than 20 years,

I started my career in the 21st century community learning centers

program.

And I hope that my enthusiasm for the program.

Shows through today, as we're talking about it.
I started my career in 21st century and the late 1990s.

After a few years,

I moved over to working with teacher quality programs, such as [Unknown] and the teacher incentive fund.

And then about seven years ago,

I made the switch back to 21st century.

Next slide, please.

I want to start off by giving you guys a little bit of a historical context on the program.

The program was spearheaded by the Clinton administration and was the first public private partnership program at ed.

With a partnership with the Charles Mott foundation.

Ed provided the grant funds and Mott supported the work, their research resources.

And professional development opportunities.

The premise behind the program's inception was to keep the school
buildings open.

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After 3:00 PM by providing meaningful afterschool programs.

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You remember,

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you may remember or have heard the phrase beyond the bell 21st century

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community learning centers was the federal response to that idea.

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It began as a discretionary grant program. Awarding.

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Awarding grants directly to local communities.

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It was the largest direct grant program at ed receiving more than 2000

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applications each year.

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It was clear that the need was high and widespread with the passage of

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no child left behind.

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It became a formal program whereby each state receives an allotment of

00:33:58.000 --> 00:33:59.000
funds to work the communities in their state.

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Nowadays, even though.

00:34:01.000 --> 00:34:02.000
It was always allowable.

00:34:02.000 --> 00:34:04.000
The funds are used more than other out-of-school times,

00:34:04.000 --> 00:34:06.000
such as summer before school and school vacations.
In addition to afterschool.

Like everyone this year has been especially challenging.

For the 21st century grantees,

but I'm pleased to say that the programs along with the school districts pivoted well to provide services virtually and in a hybrid situation, if necessary.

Program staff who was, did virtual sessions.

And provided kits and materials either by dropping off.

At students zones are hosting a central pickup location.

21St century, like I said, exists in every state,

as well as the district of Columbia,

Puerto Rico and bureau of education, bureau of Indian education.

Next slide, please.

So let's talk a little bit about the purpose of the program.

The purpose of the program is provide academic enrichment.

But along with academic enrichment, they also.

Provide an array of additional services and programs such as many
things at schools. No longer have the time or resources to provide within the school day. Things such as music. Art. Robotics engineering. How I treat creative writing. As well as a lot of physical education. And nutritional services. Not only do students learn about nutrition, but they also have provided after-school snacks and supper and a lot of the programs as well as in the summertime. Summer summer school, breakfast, lunch, and supper. I just want to give you one example of some nutrition services that happened around the country and a lot of places they've created their own gardens at the school and use those gardens to provide fresh fruits and vegetables for the students in the.
Programs.

00:35:48.000 --> 00:35:50.000
21st century community learning centers also offer families.

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Support by providing them with meaningful engagement in their child's education.

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One thing that programs found is that a lot of parents had not been

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inside school buildings previously.

00:35:59.000 --> 00:36:01.000
And by offering family engagement programs,

00:36:01.000 --> 00:36:04.000
such as literacy activities.

00:36:04.000 --> 00:36:10.000
Financial incentives.

00:36:10.000 --> 00:36:12.000
And other.

00:36:12.000 --> 00:36:16.000
Times for the parents to be involved in their education. They welcome.

00:36:16.000 --> 00:36:18.000
They welcome students into the school buildings for sometimes even the

00:36:18.000 --> 00:36:22.000
first time.

00:36:22.000 --> 00:36:26.000
So let's talk about some of the priorities of the program.

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Next slide, please.

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So services of this program are targeted to students.

00:36:30.000 --> 00:36:32.000
Who attend comprehensive support schools and improvement.
And targeted support.

States may also determine other schools that local education agencies.

That need intervention and additional support to academics.

Achievement for students.

And those students at risk of academic failure dropping out of school.

or involvement from Olympic activities are also targeted through this program.

Next slide, please.

So, how does this work?

Each year.

The state department of education receives an allotment of funds from the U S department education.

And those state departments of education must hold a grant competition.

Within their state.

To award the grants.

Applicants may be school districts, charter schools,
maybe based organizations, faith based organizations, or any other private public or private entity.

So, yes,

there are programs that are operating in church basements at YMCAs girls and boys clubs.

We do have some programs that are in state facilities that are.

Targeting juvenile correctional.

Facilities and things of the store.

So, whereas maybe for three to five years and must be for at least $50,000.

Another important aspect of the program is that the program doesn't have to be held in a school building community learning centers can be held in other community locations.

As long as the facility is at least as accessible.

So for instance, like I said, it could be within a church, it could be at a community center.
And most of the times these programs collaborate with the school district.

Because it's very important that the programs align with the school day so that they can understand the needs of the students, especially in terms of their academic needs.

And then one question we always get is about transportation. So if the program isn't located at the school, how would the students get there? So luckily the program funds are able to be used for transportation as well.

Next slide, please.

So now I'd like to talk about our current funding, because again, a lot of times we ask, well, how much money is there for these programs? And we do have a lot of money out in the field right now. And as you can see, it's over $1.2 billion each year. And like I said, the funds are allocated to SEI S.
On a formula basis.

However a state is able to hold back 7% of the funds for their own use, meaning 2% for their administrative costs, such as running the competition and their staff. And then up to 5% for state level activities, evaluation data collection, subgrantee monitoring. And they can also use those funds to provide capacity building professional development. And all kinds of support and resources for our grantees.

Next slide, please.

I also want to take this opportunity to point out.

But there is additional funding in the field right now. As you know, the American rescue plan was recently passed and it includes a lot of additional funding to both states and school districts. Within the legislation and SCA must retain not less than 1% of funds for evidence-based summer enrichment programs.
And not less than 1% of funds for evidence-based comprehensive afterschool programs.

So right now, there are a lot of folks in the field, both again at the state level and the local level that are turning to 21st century programs. As models for these types of programs.

And for the funds that are going directly to the Lea, they must reserve not less than 20% of their funds. To address learning loss. They may use the funds for programs such as summer learning or summer enrichment, extended day comprehensive afterschool program, extended school year programs.

And to ensure that the students' academic, social and emotional needs are met. Again, because 21st century has been doing this for a little bit more than
20, 25 years now.

They're looking to the 21st century programs.

As models to run these types of summer programs and afterschool programs.

Next slide, please.

So I thought I would share with you some of our most recent data that we've collected from around the country.

In school, you're 18, 19.

There were over 10,000 centers funded through the 21st century community learning centers program.

So you might be asking yourself, well, what exactly is a center?

And our definition a center is a sub grant.

However, there might be multiple states,

but then multiple sites within each center.

So for instance,

If the color ed or department education funds.

A grant to Denver public schools.
That would be considered a center.

However it's possible that Denver public schools, but have multiple sites, maybe up to 10 or 15 schools within their district. That are taking advantage of the program by providing out of school time programming.

If that's the case, then, then they would have multiple sites within that one center.

And I just wanted to share with you that over 2 million people have been served by this program.

In 2018, 19 as you can see on the screen, we do separate it out between our academic year attendees, as well as our summer attendees.

And like I said before, adults and family members are also encouraged to be part of the program.

I also wanted to share with you.
Some of the demographics that we have here based on race and ethnicity. You'll notice that our highest percentage of raises Hispanic students that we serve across the country. Next slide, please. So key outcomes. So again, what types of activities. Are these programs providing. So here are the top ones, homework assistance, physical activity, literacy. And stem. However, like I said, there's so many activities that are allowable. Anything from financial literacy to music, art. Creative writing poetry. Gardening.
Nutrition.

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Lots of different kinds of science programs for robotics.

00:42:41.000 --> 00:42:46.000
There's a wide array of things that folks are that the children are
learning in the after school that are enriching their academic
performance.

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So, as you can see here, we also ask for outcome data.

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From our grantees.

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And you'll see here that,

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where they have improved upon many of their grades,

00:43:04.000 --> 00:43:07.000
as well as their assessments.

00:43:07.000 --> 00:43:11.000
One of the.

00:43:11.000 --> 00:43:13.000
Data points that we like to highlight is the percent of teachers that
show improve rate and homework and engagement and students.

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Not only our 21st century programs.

00:43:14.000 --> 00:43:16.000
We're also contributing.
To students' engagement in their learning.

It contributes to both their attendance and them wanting to be in school longer.

As well as.

Them being engaged in the activities within the school day, in their, in their classrooms.

Next slide, please.

So I'd like to share this resource with you.

It's called you for youth.

You for youth is an online professional learning community.

It's funded by the 21st century program. However, it is a public resource. That's open to anyone who liked to use it.

It is a professional development resource. It has modules in it. And all kinds of different areas as to how to be a afterschool advocate, how to be an afterschool leader, as well as managing a program.

And can provide a lot of professional development and technical
assistance to any one of you who would be interested in starting an 
afterschool program or.
If you already have a program that you're working with,
just a resource in some professional development activities.
And there.
I think Jasmine's going to be sending out the sides,
but these are direct links. So if you.
Are able to have the slides and you'll be able to link directly to 
these things. But you see here, the site is why for why?
Ed.gov.
Next slide, please.
So now, what is it that you can do?
So in your states,
you can contact your 21st century community learning center, 
state coordinator.
So each state has a person designated who works with this program and
spearheads it within their department of education.

There's also a link here to those contacts.

So you'll be able to click on the link and see the contact for each state.

And we really do encourage you to contact your 21st century coordinator and work with them in ways of.

You can collaborate to build more after-school and out-of-school time programs that will help assist.

Neglected delinquent and at risk children.

Next slide, please.

So I just want to thank you. I appreciate being here.

I hope my enthusiasm came through.

I really do enjoy working on this program.

I will just give you one anecdotal that, like I said, I've been with the department for a little bit more than 20 years and have gone on and off this program at different times, but because it's an afterschool program and out of school time,
it really does assist families and students in ways that schools
cannot simply cannot reach them.

Schools generally have a very designated definite timeframe between,
you know, eight, nine in the morning,
till three o'clock in the afternoon.

And these programs really go above and beyond and help students in
ways that the school day program can't.

So also I give you my phone number and my email address.

If you have any questions, you're certainly free to reach out to me.

I will tell you that our work in our office is split by state.

So three are from different states.

I'll certainly be willing to talk with you, but I may also.

Confer you too,

with another colleague of mine who may know more details about the
state that you're in.

And I also just wanted to share that on this slide is a link to our
website, which also has a lot of information.
About the program.

And ways that you can get involved.

Thank you so much for having me today.

Great.

Thank you so much for providing that information and presenting those resources. Julie,

I hope that our state colleagues are able to connect and collaborate to direct the part D population to the great programs through 21st century.

All right.

So next I have the pleasure of introducing you to Marissa Harris.

Marisa has been working with the department of justice.

At O J J D P since 2016.

She is truly dedicated to this work and she used to commute four hours to work prior to the pandemic.

I'm so glad she is here with us today.
It's all yours, Marissa.

Oh, you may still be on mute.

RESA.

It gives me every time.

Okay.

Oh, no, it still says you're on mute. Let me see.

Okay.

I can hear you now.

You would think after? Yeah, I would have it down, pat.

Greeting.

From the department of justice, office of justice program,

office of juvenile justice, delinquency prevention.

I hope everyone is doing well.

I represent the state relations and assistance division.

And I am responsible for the oversight and implementation for carrying it out.

ATP title.
Two formula grants program.

Better known as the juvenile justice delinquency prevention act.

For those of you that are not familiar with that.

So the JJ DPA acts support,

state travel as local program and,

and helping them prevent that you will.

Delinquency prevention involvement.

We also assist.

State tribal and local governments that promoting public safety by encouraging accountability for acts of juvenile delinquency.

Prevention. We also assist.

State tribal and local government and addressing juvenile crime.

Through provisions of technical assistance, research, training, evaluation, and dissemination of current and relevant information.

And.
And current criminal justice.

And effective evidence-based programs.

For combating juvenile justice.

We also support a continuum of evidence-based.

Promising programs.

Including delinquency prevention, intervention, mental health,

behavioral health.

Substance abuse treatment.

Family services.

Services for children exposed to violence.

That I trauma informed.

They reflect the science of adolescent development and are designed to

meet the needs.

You can use.

Who come in contact with the juvenile justice system.

Oh, the AP formula grant program supports efforts related to doing.
With the prevention.

00:49:43.000 --> 00:49:46.000  
A reduction in juvenile justice system is an improvement.

00:49:46.000 --> 00:49:47.000  
Research evaluation.

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That's a cyclical analysis.

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And training and technical assistance at all 50.

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State as well as the five us territories.

00:49:58.000 --> 00:49:59.000  
Across the country.

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We provide funds directly to state.

00:50:01.000 --> 00:50:03.000  
To help them implement comprehensive.

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Juvenile justice.

00:50:06.000 --> 00:50:08.000  
Clients based on their own unique needs.

00:50:08.000 --> 00:50:15.000  
We also assist.

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Within the designated space agency.

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So we called the DSA and helped them fund.

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The sub unit, then local unit governments. And through that,

00:50:22.000 --> 00:50:23.000  
That's how we collaborate.

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That's how we coordinate with the local units of government.
We also work with Indian tribes.

And also support their own local needs.

And requirements.

And to provide you some,

some direct or some unique examples of how we provide.

We provide comprehensive juvenile justice.

Prevention programs then that collaborate with many local system.

For example.

That one that I haven't really thought of that actually became.

Legislation and state law.

Was with prince William county public schools.

It started out with the Virginia department of criminal justice services.

Back in 2012.

That was a local grant.

Through the department of criminal justice services.

That started off as.
Our human trafficking program.

With their.

Student services that they did.

A program in the gym or in.

Just meeting with some kids because human trafficking was really big in the Northern Virginia area.

And since then,

The school they're, they're no longer receiving local funding,

which now they're fully sustainable. Again.

And it has become now.

There is budgeting within prince William county schools.

And it's also now has become code with within the state statute.

And it's now a statewide initiative.

It's train is required within all of the Virginia department of education.

And it provides.
A multi.  

00:52:14.000 --> 00:52:16.000  
It provides awareness prevention.  

00:52:16.000 --> 00:52:19.000  
Restoration as well as public relations campaign.  

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And they meet with the kids.  

00:52:20.000 --> 00:52:21.000  
They kind of go over the awareness.  

00:52:21.000 --> 00:52:25.000  
Of what human trafficking.  

00:52:25.000 --> 00:52:27.000  
It's locally geared again. It's.  

00:52:27.000 --> 00:52:30.000  
For the Northern Virginia students.  

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They provide a prevention focus where they educate.  

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Not only the students, they educate the staff. They educate parents.  

00:52:38.000 --> 00:52:40.000  
There's social media. There's online.  

00:52:40.000 --> 00:52:42.000  
Education that goes.  

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Far with it as well as.  

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Far as the phase three of it,  

00:52:54.000 --> 00:52:56.000  
the restoration where they also help the victim,  

00:52:56.000 --> 00:52:59.000  
they it's very confidential. There's a social worker involved in it.  

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It's 24 hours.
And as well as there is phase four of it.

That they have engaged where there is a public relations campaign.

And PSA where they're educating the public.

That I'm really proud of that I've watched. It has developed.

And again, this started off as one of our local.

Bryant that we provide through our title.

Two funding that now has become state legislation is now involved in

all the prince William county schools.

Another example of collaboration that we do through our formula funds.

It's through our state advisory group.

That's fine.

It is focused on systems improvement, data improvement.

Through discussions and everything.

With our state advisory group.

Kansas.

They have been.

Really watching.
Through their strategic planning meeting.

And do technical assistance that we provide through.

Do our own technical assistance provider,

they decided that they were going to refocus their title. Two funds.

To heavily focus on systems improvement and large scale,

and they have how it's set up throughout their states,

heavily focused on data collection data. Now,

this is an identifying opportunities where systems improvement.

And where to facilitate and.

What does it facilitate their focus?

When it comes to the districts in their area where they have

higher levels of.

Crime or higher levels of disproportionate.

Numbers and their states and where they're going to target and train.

Not only their staff,

but they're also going to train their systems so they can improve and
do better.

00:54:44.000 --> 00:54:45.000
In their areas.

00:54:45.000 --> 00:54:52.000
So this is some other areas of collaboration.

00:54:52.000 --> 00:54:53.000
And we work in various.

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Our monies are very diversified throughout title two. We,

00:54:57.000 --> 00:55:00.000
we spread money throughout mental health.

00:55:00.000 --> 00:55:03.000
We spray monies through mentoring restoration,

00:55:03.000 --> 00:55:06.000
we spread money through rural programs, school programs.

00:55:06.000 --> 00:55:14.000
Restorative dresses, restorative justice, youth, and crime programs.

00:55:14.000 --> 00:55:16.000
So we're just not just focused on one area.

00:55:16.000 --> 00:55:19.000
States are required to spend 66, two thirds of their money.

00:55:19.000 --> 00:55:22.000
And local areas. And then also they have to spend 75% of their money.

00:55:22.000 --> 00:55:25.000
But then.

00:55:25.000 --> 00:55:35.000
So community based programs. So the, the, the formula is very.

00:55:35.000 --> 00:55:37.000
Specific and how it lays out. The,

00:55:37.000 --> 00:55:40.000
the states are very intentional that they have to spread the wealth of

00:55:40.000 --> 00:55:42.000
their money when they're working with youth.
And also the state advisory group has to also be involved in this process.

With the designated state agency and their planning and activities, and they have to have a prom analysis that also kind of shifts. And is responsible for kind of how their priorities are every three years.

And they're planning with the collaboration. So this is all driven by data. It's all. Evidence-based.

And it's heavily collaborated with all the partners in the state that it's intentional when it comes to youth and their needs.

All right. Thank you so much. Marissa.

We are so grateful that there is a strong focus on reducing recidivism and prevention in O J J D P.

We know that collaboration is necessary for the work we do and are glad that there are opportunities like the state advisory group to do that.
So last, but definitely not least.

We have Marion Crayton and Curtis Kinnard joining us from the monitoring and state improvement planning division in the office of special education programs.

Both Mary and, and Curtis bring a wealth of experience to this work and have been so supportive.

Over the past two years.

Marion and Curtis is all yours.

Thanks Jasmine.

How you doing it afternoon?

For those on the west coast and probably a little bit with good morning.

My name is [unknown].

We're working together with Tyler web pod.

D and different fair ages for the last several years married.
Appreciate the support.
00:57:23.000 --> 00:57:25.000
Has been provided by the states and the federal agencies.
00:57:25.000 --> 00:57:27.000
As Jasmine.
00:57:27.000 --> 00:57:29.000
Folk Mary and I.
00:57:29.000 --> 00:57:33.000
Or in the.
00:57:33.000 --> 00:57:37.000
Monitoring state and improvement plan. Intervision.
00:57:37.000 --> 00:57:41.000
Or the office of special education programs.
00:57:41.000 --> 00:57:45.000
Mary is also to coli.
00:57:45.000 --> 00:57:48.000
For state monitoring.
00:57:48.000 --> 00:57:51.000
And improvement plan individually was known as inset.
00:57:51.000 --> 00:57:54.000
And she also is the implementation side.
00:57:54.000 --> 00:57:57.000
And she'd been very supportive razor.
00:57:57.000 --> 00:57:59.000
For knowledge to support correctly. It.
00:57:59.000 --> 00:58:00.000
As it relates to you.
00:58:00.000 --> 00:58:01.000
Mutation size.
00:58:01.000 --> 00:58:03.000
Would that be instead?
00:58:03.000 --> 00:58:06.000
To continue the building.
The incapacity of community through collaboration.

I want to talk to you today about several different topics. Briefly.

Well, we want to talk about a free, appropriate public education. Want to talk about cross collaboration. And how the value of innovation coordination.

Under collaboration. What was talked to you about? The agency. Agreements. Educational program is fish education savings. That can be provided. And how states could issue that those services would be provided.

But let's start with the start with Nixon. Let's start with this particular slide about,
for your appropriate public education.

Let's talk about Ida as you know,

Ida is allow that.

Made available.

Appropriately.

To stew the, with disabilities.

Also, we have other do free, appropriate public education.

We have what we call be short for faith.

We know that all.

True.

With disabilities between the ages of three and 21.

Is entitled to a free education.

And also as we talk about.

Safe.

Free appropriate public education.
Aspect of school.

00:59:27.000 --> 00:59:28.000
Of students.

00:59:28.000 --> 00:59:32.000
Suspended.

00:59:32.000 --> 00:59:41.000
From school is still required to have a fake.

00:59:41.000 --> 00:59:45.000
Another area that we want to talk about briefly would be special

00:59:45.000 --> 00:59:47.000
educator. What does it mean best fishing?

00:59:47.000 --> 00:59:49.000
Especially design services.

00:59:49.000 --> 00:59:50.000
And instruction.

00:59:50.000 --> 00:59:51.000
That's available to the parents.

00:59:51.000 --> 00:59:52.000
And the student.

00:59:52.000 --> 00:59:54.000
At no costs.

00:59:54.000 --> 00:59:56.000
When we look at special education.

00:59:56.000 --> 00:59:58.000
We're looking at education within.

01:00:01.000 --> 01:00:05.000
The classroom setting.

01:00:05.000 --> 01:00:10.000
It could be in a home setting.

01:00:10.000 --> 01:00:13.000
It could be in a hospital setting.

01:00:13.000 --> 01:00:16.000
Is going to be an institution. So she has a juvenile justice facility.
It could be in a group home.

There are many different cities that correction juvenile Jessie can be provided.

Especially education services.

When we talking about the special education, sir.

Just for a brief background,

we're looking at how a unique service will be addressed at meats.

To particular child needs, as we know.

We have different disabilities.

In different categories and the needs are very different across.

With each student.

And also we'll looking at the access to general education. As we know, we have self-contained classroom,

we have the resource classroom and we have the general education classroom, and we know that.

He would go.

With all possible.
Is for charities with disability to be integrated into the regular and general curriculum as much as possible as can be allowed based on their disability. And the functional capacity.

Next slide, please.

Over several different years, marrying Jasmine different ones from different favorite age.

We will work together and we'll collaborate. And these are just some of the.

All in all, but these are so many ways. The ways of the agency.

We can collaborate. If you look to your left, that you see the national, what we mean by that.

We're looking at the department of education now. And you can see, we have.
The officer the.

01:01:49.000 --> 01:01:52.000
Elementary secondary education.

01:01:52.000 --> 01:01:55.000
I didn't have enough room on the slide to spread all out. So after.

01:01:55.000 --> 01:02:02.000
To, to prevent any, we have Oser.

01:02:02.000 --> 01:02:06.000
[Unknown] oh, step is unknown, which is the officer's specialist.

01:02:06.000 --> 01:02:07.000
Jason rehabilitation services.

01:02:07.000 --> 01:02:14.000
You must.

01:02:14.000 --> 01:02:16.000
And also you have octane,

01:02:16.000 --> 01:02:20.000
which is the office of career technical education.

01:02:20.000 --> 01:02:23.000
And we have the it office of OCR was the office of civil rights.

01:02:23.000 --> 01:02:26.000
But with that being said, you can see at the national level,

01:02:26.000 --> 01:02:29.000
we have collaboration with DOJ.

01:02:29.000 --> 01:02:31.000
Which is important and putting out guidance.

01:02:31.000 --> 01:02:32.000
Oh,

01:02:32.000 --> 01:02:39.000
As well as relationship Ida with general education.

01:02:39.000 --> 01:02:41.000
We have OJ JGP, which is on the call.

01:02:41.000 --> 01:02:45.000
We have the correction ad agencies in different ways that over time we
are presented in with indicators.

With them as well and advocacy groups.

In D TAC as well. Okay.

Which the sponsor.

On the Tyler Ward.

And we, we, we work together across the, the agencies to collaborate,

to ensure this, that we provide the vest.

Technical assistance.

But to stay and you see, we move from the national to the state level.

You can see under the state level,

you see the state special education director. And just particularly,

we're talking about the Ida pod be direct.

Director.

In collaboration with Tyler, one pod D I raped, awkward, and they,

this is very important.

In a collaboration.

Issuing that service for student with disability.
Is broad across the agency.

Especially within juvenile justice facilities.

And also that the curriculum, excuse me, the, a general curriculum is available to all the students too.

Include those with and without special needs.

We had a state of value.

A panel of these.

Is very important. Also just skipping down just briefly.

We have judges and we have the correction and agencies and payer organization.

All this is very important in the collaboration and she was services.

Is being provided for student in permission to see it.

And not only do we encourage.

But in just the general school setting.

It's very, very critical issue in this faith.

Is made available through special education and related service and
Marion.

01:04:15.000 --> 01:04:16.000
I'm a colleague.

01:04:16.000 --> 01:04:19.000
We'll talk about special education and related services later on in
the presentation, moving from the state level.

01:04:19.000 --> 01:04:21.000
Now we go to the regional and local district.

01:04:21.000 --> 01:04:23.000
Which is very, very creative.

01:04:23.000 --> 01:04:24.000
Just at the ground level, we talking about the nationally,
are we looking at the 30,000?

01:04:24.000 --> 01:04:27.000
It's like there's thousands feet.

01:04:27.000 --> 01:04:28.000
We're looking at the state level.

01:04:28.000 --> 01:04:32.000
Around the 10th,
but now only at the regional level where things are actually going to
be executed. This is only a ground level.

01:04:32.000 --> 01:04:34.000
And this is critical.

01:04:34.000 --> 01:04:36.000
That the above levels and the ground level, all communicate.

01:04:36.000 --> 01:04:38.000
Within the state for the Federalist state down to read to issue
service.
One critical thing. How would say on this before we move on?

Issue situation that the school districts.

Did you have an Alcoa.

In the facility with the two.

Is talking to each of the house,

some type of agreement that we'll be talking on later on during the presentation is critical because you know, when a student is, is, is moving from the school district for whatever the fish habit into the court system, between the juvenile system.

A lot of time that records and different things.

I'm just not following them. Are they lost track of.

But we can.

That's one thing is the collaboration has.

These particular there.

Abel.

The student to issue.

The student to get a proper education.
At least they have the educational, the educational.

Academic and social, emotional and whatever, the, the,

the information that needed to be passed forward through different age
to make sure those are passed forward, that they had timely education.

Process.

Next slide, please.

Okay.

So now we're here at the value of your AC.

Coordination.

It was a lot more varied, but this just briefly here.

One of the value of the inner Asia coordination is.

Is having some type of agreement in place and that the state.

The local AEC.

It's talking to each other.

Especially when it looks, we were talking about.

Oh, a student with disability that could be highly mobile.
Okay.

01:06:21.000 --> 01:06:24.000 We know they can go from the school district through the system,

01:06:24.000 --> 01:06:25.000 in the system for a short period.

01:06:25.000 --> 01:06:26.000 30 Days.

01:06:26.000 --> 01:06:29.000 90 Days could be up to a year.

01:06:29.000 --> 01:06:35.000 In tracking that is essential associates such.

01:06:35.000 --> 01:06:37.000 That each one collaborates together,

01:06:37.000 --> 01:06:39.000 another east central pod of inner.

01:06:39.000 --> 01:06:42.000 Inner agency coordination is the communication between the federal aid

01:06:42.000 --> 01:06:44.000 deposit.

01:06:44.000 --> 01:06:45.000 Partners in school district.

01:06:45.000 --> 01:06:47.000 And court system.

01:06:47.000 --> 01:06:52.000 To ensure that the student record is passed on issuer.

01:06:52.000 --> 01:06:56.000 By the records being passed on to the proper receiving agencies.

01:06:56.000 --> 01:06:59.000 Just really able to educational process to begin.

01:06:59.000 --> 01:07:08.000 Timely and without the timely.

01:07:08.000 --> 01:07:10.000 A part of it that will be critical because you know,
they go through the system, they lose the opportunity,
may lose the opportunity to get the proper amount of credits they need.
There's a lot of these involved,
they're all socially important to have parent involvement. Just move.
As we know through best practice.
Even though their parents environment with students by the end of the city, even in the school system.
We'll increase the ability to achieve academic.
Also what's important is that being able to collect data and collaborate together through Monarch.
Different agencies can monitor together will be very important.
For example, just the federal level.
You're looking at Tyler Warren pod DNA.
Officer special education.
Student with disability. When with Jerry.
Working together in the collaborative for would help just do the wifi.
And without disability loss.

Also, we have to stage to move forward to it.

Should all students received a proper Suzy educated property?

Officer.

A synchronization of the timelines around joint money and professional development.

She's important to work together there with working across agencies and later for Licia.

It's important to be able to pass it on to the states and also within the states to pass on to the dish.

So.

And one of the key things that is very important,

even at the ground level and the community level from the school district.

Through the court system to the juvenile facility is the communication with the parole officer. We know if the student gets.
Usually incident happen.

01:08:35.000 --> 01:08:39.000
Especially outside the school.

01:08:39.000 --> 01:08:42.000
The probation officer would be the first person to connect with that

01:08:42.000 --> 01:08:46.000
student.

01:08:46.000 --> 01:08:49.000
And a lot of times within the school system, the school system,

01:08:49.000 --> 01:08:50.000
the teachers, our principal.

01:08:50.000 --> 01:08:57.000
Is not made aware until much later.

01:08:57.000 --> 01:09:00.000
So it's critical to have that connectivity between the school,

01:09:00.000 --> 01:09:01.000
which system and the probation officers.

01:09:01.000 --> 01:09:04.000
It's critical at the ground level in the Asian coordination.

01:09:04.000 --> 01:09:05.000
Next slide, please.

01:09:05.000 --> 01:09:06.000
Okay.

01:09:06.000 --> 01:09:10.000
So here we are. We at the NIH, the coordination now.

01:09:10.000 --> 01:09:15.000
Within the OSEP. I was in Ida, as I said, the individual disability.

01:09:15.000 --> 01:09:24.000
We have what we call 300, one 54. That's the.

01:09:24.000 --> 01:09:27.000
Regulation. And other than that particular regulation or requirement,

01:09:27.000 --> 01:09:30.000
we're looking at the message of insurance services.
And this is so critical is that as Mary and I have worked.

With correction facilities and state over the years,
one of the critical things we found in a lot of cases, not.

In all cases,

but a lot of cases is the disconnect of any type of agreement.

Is that the previously.

And one of the things that's very, very important.

We know that the chief executive officer, which could be.
The secretary of education, it could be the governor.

It could be whoever they're appointed for that state,
a particular state.

It's critical to issue some type of agreements in place.

Now I know we talked about different levels here.

We talk about at the sea level, the state level, the local.

In at the community level, but nevertheless,

who is really critical in an agreement.

Whoever agency is providing services.
So the.

For the student, for example.

They say a state X stay X has the SCA.

We'll stay ex may.

May delegate the authority to provide that.

Special education related services.

To the department of correction.

Well, that needs to be some type of agreement between department of correction and the state agency to issue what the morn.

Is there any financial responsibility to who.

We're paying for services. Issuing services is being prey,

a pay for an Ida. Number two, if there are any dispute resolution.

Any,

any type of agreement that in disputes between different agencies that could be at the school district.

To be at the.
It could be with group home. It goes down the chain.

01:11:13.000 --> 01:11:15.000  The next thing was important to having the coordination agreement in
01:11:15.000 --> 01:11:17.000  place.
01:11:17.000 --> 01:11:19.000  Whether you at the se level.
01:11:19.000 --> 01:11:21.000  The state, excuse me, the local level local.
01:11:21.000 --> 01:11:22.000  Education there was.
01:11:22.000 --> 01:11:24.000  Group home was a private agency.
01:11:24.000 --> 01:11:28.000  Whether it's the youth service.
01:11:28.000 --> 01:11:31.000  Department of corrections performing those services for students with
01:11:31.000 --> 01:11:34.000  disability.
01:11:34.000 --> 01:11:37.000  Is important to have some type of agreement in place for the delivery
01:11:37.000 --> 01:11:39.000  of special education.
01:11:39.000 --> 01:11:47.000  And related Susan mirror. We'll talk about that.
01:11:47.000 --> 01:11:49.000  Later, especially kitchen's latest services are,
01:11:49.000 --> 01:11:52.000  so that's very critical of what needs to be done.
01:11:52.000 --> 01:11:54.000  And I give you one example before I move on.
01:11:54.000 --> 01:11:56.000  Say for instance, if a student's in a facility.
It's important to have some type of agreement in place to include what's here.

If the pair.

Any outset age.

Be a participant in the IEP team.

For example, if the social services.

For sure.

Outside medical person and based on the situation paired.

And they have some type of agreement in place to give them access into the facility, which should be done if this needed to happen.

If the student, if the parent need to come to the facility.

If the student needs to leave the facility and go to a location for some unforeseen reason. So these are very critical.

Also we have is section 1425.

The link is there.

You can go to that link when you have opportunity to look at what some of the requirement on the, every student access. So those,
these requirements are new back, I think two or three years ago,
but in a way you can go that leak is there.
And also all the links in this lab.
Next lap, please.
Okay.
So just bringing the two to found this laugh while I transitioned or.
A colleague Dr. Marion crane. So this particular slide is in here.
And one reason why we have this slide in.
Correction.
It was a focus area.
For.
The office of special education program,
but also the us department of education on their boundary
ministration.
And what we do. We work with different agency. We work with.
DOJ. We have a joint dear colleague,

we have a dear colleague letter and we have joint lives out with DOJ

Also, we,

we work with title one pot de Jasmine office as well.

We wake up.

Oh, J J D P.

We we work with Octavia officer of a career check.

It's an adult education.

And different advocacy groups.

And what was, what did his focus area here?

Under the officers of civil rights,

but in the 2016 first look document.

In that document.

This was the first time that the office of civil rights actually pinned down and writing.
What.

At minimum education program should look like.

[Unknown] facility and what they basically stay at.

I'm going to read it from the slab.

A footnote basically said, is that.

At minimum, a facility should.

Not beyond the grade.

Well, but it Mendelian debase seven.

We should be provided in the facility.

Okay.

Reading.

Language arts and math at a minimum.

And also they included vocational educational services. So this is not to say it's it, but at a minimum,

these things.

These saves and should be provided.

Why should they be that number one is they need a credit
should be obtained by the students.

In all the courses with all possible. I know that is different.

Circumstances,

but when all possible is providing educational program and services

that were required.

Academic credits.

Towards graduation. And that's one of the things over the,

before I closed the move.

One of the things that we have found over the years is there is the

light in the big picture. Not in all occasions is the like of.

Students when they're in facilities is up to uptake academic

credits to us graduation.

Now my last thing, I would say this.

Think if you were the student in the facility and you're done

everything you needed to do.

And,
and completed the program and you returned back to school or whenever

you would go anywhere you go and beyond the school,

into the junior cottage and you come to find out at the end of the
day, that.

Yeah.

You haven't received your credit or your credit?

That would be very frustrated.

And so that's one of the things in a bigger picture that we had the

federal level working incorrectly yet.

Is that something that states should be attentive to,

to ensure that those programs and services are available?

Ensure that all students had an opportunity.

To receive credit toys.

Graduation.

That being said, I will, Ian, I will turn it over to my colleague, Dr.

Marian Craig.

Thank you, Curtis. I appreciate it.
And thank you to Jasmine for inviting us to share along with other

And greetings to all of the title,

one part D state coordinators and other people who are part of the

conference.

I believe you all have been in conference for several days now.

So thank you for.

Being on this session.

After lunchtime in some parts of the country and

just hang in there.

We believe that all students,

that especially students with disabilities should be saved all of the

educational and related services to which they're entitled.

While they're in correctional facilities.

And Curtis already started talking about.

Some of the services that are to be provided.

And many of you are already aware of a document that is a legal
document under the.

With disabilities education act.

Call the individualized education program.

So if anyone has a student that they suspect may be a student with a disability.

They should look for that IEP.

That again, as a legal document that has to be implemented unless there is a team meeting held.

I in which you will revise it for the reasons that are individualized based on the student's educational needs.

And IEP means a written statement for a student with a disability that is developed, reviewed, and revised in accordance with 34 code of federal regulations, 303. 300.3 20 Through 300.3 24.
Now those particular regulations covered the definition of an IEP.

01:18:25.000 --> 01:18:27.000
The makeup of an IEP team.

01:18:27.000 --> 01:18:28.000
The parent participation.

01:18:28.000 --> 01:18:32.000
And when I APS must be in effect and the development review and the

01:18:32.000 --> 01:18:34.000
revision of an IEP.

01:18:34.000 --> 01:18:38.000
So if you need any guidance at all about.

01:18:38.000 --> 01:18:41.000
Any of those pieces of IEP development or, or review,

01:18:41.000 --> 01:18:45.000
you can find those in the individuals with disabilities education

01:18:45.000 --> 01:18:47.000
act or what we call Ida.

01:18:47.000 --> 01:18:48.000
Very shortly.

01:18:48.000 --> 01:18:52.000
We'll be sharing some resource links where you can find a copy of the

01:18:52.000 --> 01:19:05.000
IED. Ida. If you'd like to look at it.

01:19:05.000 --> 01:19:09.000
In the services that are described in the body of an IEP,

01:19:09.000 --> 01:19:13.000
there may be a specialized instruction that will

01:19:13.000 --> 01:19:17.000
describe what the student needs, and it may include subject academic,

01:19:17.000 --> 01:19:19.000
subject areas, such as math and.

01:19:19.000 --> 01:19:21.000
Reading science, those kinds of things,
but it can also include what we call related services and related
services.
Include, but not limited to a speech language therapy,
physical therapy.
Occupational therapy, rehabilitation counseling.
Audiology services, orientation and mobility services,
which are for students who may be visually impaired.
Or even psychological services.
So all of that information is housed in the body of the students.
I BP for you to review when that student comes to
facilities where you may be providing services to the
students,
Next slide please. Number 27.
So let's talk a little bit about how states can ensure that
services are being provided.
So we suggest that it will take.
Intentional facilitation.
Training and, and self-assessment in order to take extra steps to ensure that services are being provided.

So what we have found by the review of a dear colleague letter, which is dated December 5th, 2014 in the letter, came from melody Musgrove and Michael Euden. And there is a link to the latter. A wealth of information that describes not only the requirements. Under Ida, but a lot of best practices that I would term as technical assistance kinds of information. That most title one part D coordinators may find very interesting because it gives guidance where typically before that dear colleague letter went out, there was nothing to kind of guide this part of the process.
So.

01:21:38.000 --> 01:21:41.000
We said that intentional facilitation is needed to make sure that the

01:21:41.000 --> 01:21:45.000
transmittal of records going from schools to facilities and back

01:21:45.000 --> 01:21:47.000
are done in a timely way,

01:21:47.000 --> 01:21:49.000
because it's difficult to provide services for students with

01:21:49.000 --> 01:21:53.000
disabilities. When their records have not arrived at the facility,

01:21:53.000 --> 01:21:56.000
they may tell you often parents don't remember to tell you, but they,

01:21:56.000 --> 01:21:59.000
they should tell you that the student receives special education

01:21:59.000 --> 01:22:01.000
services. And then you would simply.

01:22:01.000 --> 01:22:03.000
Look at the IEP to see what those services.

01:22:03.000 --> 01:22:08.000
Include.

01:22:08.000 --> 01:22:11.000
Also public agencies should consider non-educational correctional

01:22:11.000 --> 01:22:15.000
staff and professional development. So for example,

01:22:15.000 --> 01:22:18.000
most states have annual meetings are if not

01:22:18.000 --> 01:22:19.000
quarterly meetings that includes professional development for special

01:22:19.000 --> 01:22:23.000
education staff.

01:22:23.000 --> 01:22:26.000
And it is best practice for persons from correctional
facilities to be included in that training now.

And especially now that we're in such a virtual environment,

it can be easily done without.

Expense or added time given to traveling back and forth.

So non,

especially as staff or non-educational correctional staff should be

a part of professional development training.

Also,

there is something that we introduced to the field several years ago

called the special education,

the state correctional education sub.

Assessment tool.

And that tool was a voluntary tool that Stacy could

use to check where they were in terms of services

that they were providing for students with disabilities and

correctional facilities.

And there is a link to that item here at the bottom of the slide.
If you'd like to take a look at that.

What I'd like to share with you is the segments that are in that self.

Assessment.

Section one is called methods and ensuring services.

And that's what Curtis talked about just a little bit ago about having an inter-agency agreement so that the state education agency and the correctional facility.

Are in agreement and everyone knows what to expect about the provision of services for students in correctional facilities.

What, which funds cover, which types of services.

Who will actually be, for example, the speech pathologist who will call them to deliver the services.

All of that is worked out in the inter-agency agreement and some states call them a memorandum of understanding and is section two.

There's a description of the state education agencies, responsibilities to students with disabilities in correctional
facilities.

01:24:19.000 --> 01:24:21.000
So it would be good to look through that section.

01:24:21.000 --> 01:24:25.000
As you start to anticipate what your interagency agreement will look

01:24:25.000 --> 01:24:30.000
like.

01:24:30.000 --> 01:24:34.000
Then look at section three responsibilities of the public agencies,

01:24:34.000 --> 01:24:38.000
including local educational agencies, correctional facilities,

01:24:38.000 --> 01:24:40.000
and non-educational public agencies.

01:24:40.000 --> 01:24:43.000
So the responsibilities of the scoop, these data.

01:24:43.000 --> 01:24:44.000
Education agency,

01:24:44.000 --> 01:24:48.000
as well as the other public agencies that are covering correctional

01:24:48.000 --> 01:24:49.000
education in the state.

01:24:49.000 --> 01:24:52.000
All of that information is spelled out in the state correctional

01:24:52.000 --> 01:24:54.000
education, self assessment.

01:24:54.000 --> 01:25:07.000
Next slide, please.

01:25:07.000 --> 01:25:10.000
So kind of a summary of what we talked about a bit here is that

01:25:10.000 --> 01:25:13.000
students with disabilities in correctional facilities with a few

01:25:13.000 --> 01:25:17.000
exceptions are entitled to protections under the Ida.
And I'll mention just a tad about the few exceptions. And they're well spelled out and what we call footnote number 10. And on page five of the dear colleague letter, that there's a link to in the slide presentation is that December 5th letter and the starting sentence of that footnote is there are some provisions of the Ida that are not applicable to certain students with disabilities in correctional facilities. And these are with respect to students with disabilities aged 18. Through 21 and adult correctional facilities. So be sure and take a look at that footnote and that particular dear colleague letter for more information. And also stay should be encouraged to have inter-agency agreements to ensure that especially as services are provided to students with disabilities and correctional facilities. And states should use the SES to assess their systems. Stayz should ensure that correctional facilities as served you. With disabilities are monitored for compliance with
Ida.

Let's go to slide 29, please.

We have several links here.

If you need more information about the individuals with disabilities education act.

You can go to sites that ed.gov for his slash Ida for his last topic dash areas.

There are various areas that are covered under Ida, but there.

The explanations and the topic area are in user friendly language.

So if you'd like to understand a little bit more about Ida,

that's a good site to go to.

And then of course the self-assessment we've mentioned before.

You can also find it on [unknown].

Ideas that work.

And there's a link next to it, right there,

improving outcomes for youth with disabilities and juvenile
corrections.

01:27:16.000 --> 01:27:18.000
And then add department of justice.

01:27:18.000 --> 01:27:29.000
Derek colleague package that's December, 2014.

01:27:29.000 --> 01:27:33.000
That particular package has several different dear

01:27:33.000 --> 01:27:36.000
colleague letters that's included in the package.

01:27:36.000 --> 01:27:39.000
So that could be your one go-to place that has.

01:27:39.000 --> 01:27:41.000
All of the guidance,

01:27:41.000 --> 01:27:44.000
the most current guidance that we have to offer to you right now.

01:27:44.000 --> 01:27:47.000
Also we have professional development modules.

01:27:47.000 --> 01:27:49.000
And the office of special education programs.

01:27:49.000 --> 01:27:53.000
We fund technical assistance centers.

01:27:53.000 --> 01:27:57.000
The Iris center is one of the many technical assistance centers

01:27:57.000 --> 01:27:58.000
that we fund.

01:27:58.000 --> 01:28:09.000
And is the Iris center that has a section on juvenile.

01:28:09.000 --> 01:28:13.000
Justice or corrections education. And there's a link.

01:28:13.000 --> 01:28:17.000
There is iris.peabody.vanderbilt.edu,

01:28:17.000 --> 01:28:18.000
or slash about.
Also another module.

There is youth with disabilities in juvenile corrections, part one, improving instruction.

And it focuses on developing evidence based instruction.

Incorrect.

And I know it's difficult to find places where you can see a list or information about evidence-based instruction.

So that's a great site to go to.

And there's another module just below that one at the URL, but it has a different ending to it. JJ. Number one.

And then for information for parents,

We have technical assistance centers that also provide resources for parents at the pericarp. And we have two links there for you there.

The bottom one is a juvenile justice toolkit.

That may be a good resource as you reach out to parents to support
them.

Also,

this is the contact information information for Curtis canard.

Again, we both work at the office of special education programs.

Well in the monitoring state improvement planning division of OSEP,

you have our emails and our phone numbers there.

And then there's just a, there's some links here.

That's general information about.

M sip.

An OSEP and also OSEP is with,

within the principle operating center call the office of

special education and rehabilitative services.

So anything you'd like to know about the offices within which we work,

that information is there.

And I believe that's it for all segment of the.

Presentation, thank you for your attention.
And I believe Jasmine is next.

01:30:14.000 --> 01:30:16.000
Thank you so much. Marianne and Curtis,

01:30:16.000 --> 01:30:20.000
since many of the students served through title one part D.

01:30:20.000 --> 01:30:21.000
Are considered student with disabilities.

01:30:21.000 --> 01:30:24.000
We know how important it is to provide services and support that

01:30:24.000 --> 01:30:25.000
address their needs.

01:30:25.000 --> 01:30:38.000
So we really appreciate you presenting that information with us today.

01:30:38.000 --> 01:30:42.000
I know our presenters have given you quite a bit to think about and

01:30:42.000 --> 01:30:45.000
use for your work, but I wanted to end with some questions to ask,

01:30:45.000 --> 01:30:47.000
to ensure a collaboration they include.

01:30:47.000 --> 01:30:50.000
Are there interagency in inter-agency agreements,

01:30:50.000 --> 01:30:52.000
memorandums of understanding or statute.

01:30:52.000 --> 01:30:54.000
Forge collaboration in your state.

01:30:54.000 --> 01:30:55.000
Our children,

01:30:55.000 --> 01:30:57.000
youth and their families apart of all collaboration efforts.

01:30:57.000 --> 01:31:01.000
In our processes in place that allow for state county city

01:31:01.000 --> 01:31:05.000
tribal, inter agency and inter agency teams to have a governance role.
So essentially, how can we bring everybody to the table?

How can we support one another in getting this work done and not requiring yourselves? Because I know.

Me doing title one part D I can not do this alone.

There is so many different moving pieces,

so many different offices and agencies involved in this work and

already providing services to the, to these students.

And so how do we get them all to the table and support one another and getting this work done,

especially when we may not have the capacity or the staff to do it.

And so I think having these agreements in place, having,

starting having these conversations and making collaboration a.

Priority is extremely helpful to all the work that we're doing.

Right. And so here on the last site,

I just have a few resources that were already presented during the

presentation.

And of course,
we're going to share all of this information out and it looks like some of the links have already been provided and the check, but everyone will have access to those. And so we wanted to end and open up the floor to any questions. I'll stop sharing my screen so we can see your faces and talk to one another. So any questions you have for the panel, any collaboration tips you want to share with your state colleagues? Anything that you feel vital after hearing this presentation and joining us today that you want to share with each other. We wanted to open the floor up to for that. So feel free to raise your hand or put some questions in the chat. I know it's lunchtime and some places I have not eaten yet. So I'm just, I'm trying not to be hangry here and I appreciate y'all. And in there with us. Any questions, anything initial thoughts? We have OJ JDP.
And so please use this time to ask anything you have. I Gerardo.

01:33:31.000 --> 01:33:32.000
I think I saw your hand.

01:33:32.000 --> 01:33:33.000
If you want it.

01:33:33.000 --> 01:33:34.000
Everybody.

01:33:34.000 --> 01:33:38.000
My name is [unknown].

01:33:38.000 --> 01:33:39.000
I'm from Texas.

01:33:39.000 --> 01:33:42.000
I just want to say I'm so excited to hear about the 21st century,

01:33:42.000 --> 01:33:48.000
because back in the old days I was running a center.

01:33:48.000 --> 01:33:51.000
So I was very happy to hear about that and, you know,

01:33:51.000 --> 01:33:54.000
hearing all the data and feeling proud to contribute to that data at

01:33:54.000 --> 01:33:56.000
some point. So I'm very, very happy about that.

01:33:56.000 --> 01:33:57.000
It was very.

01:33:57.000 --> 01:33:59.000
Very fun time. I did that for a couple of years.

01:33:59.000 --> 01:34:01.000
We collaborated with a bunch of different organizations like the boys

01:34:01.000 --> 01:34:03.000
and girls club.

01:34:03.000 --> 01:34:07.000
The local churches, the food bank provided tons of volunteer services,

01:34:07.000 --> 01:34:08.000
tons of different trips.
So I was very happy to hear about that. And if, if anybody out there has questions about how it runs in the field, by all means, reach out to me. Cause I was, you know, I was pretty much handed off. The programming had to write all the logistics. They never had a program before. So I had to develop policy, hire stuff, train stuff, come up with the programming. All the mumbo-jumbo. But I'm so happy to hear about the 21st century is a beautiful program. We helped a bunch of parents with ESL. And also with college credit with so I can go on and on. Cause. Well, it wasn't my, my, my little projects and one of my big projects that I, came aboard as a professional. So if any of you have questions about implementation itself, how it runs in the, in the local education agency?
I can tell you how I, my experience was,

but thank you so much for having me and thank you for inviting them over. Cause I always, when I was in it,

I was feeling like it was kind of like a left side feel.

And, you know,

you always hear about after school and people often think, oh,

that's a separate thing, but it's all about one thing. So.

Anyway, I just wanted to throw that in there. So thank you for that.

Thank you so much for sharing.

That's really exciting. And so it looks like we have some,

several questions rolling in, in the chat about 21st century.

I hope you are ready and warmed up Julie.

And so the first question from Stephanie.

Can stay agency.

So part one programs participate in 21st century grants. Stephanie,
Meaning by that.

I was just wondering if detention centers could apply directly for 21st century grants because they're not traditional schools.

Sure. So luckily in this program, you don't have to be a school to apply. But you should work with your state coordinator to talk about.

Maybe what kind of. Facility, it would be considered, although any public or private entity is eligible, but they might have. Just be able to give you more information as to what. Specifically, that facility would be classified as, yeah, I can, I can add to that.

I'm under the impression that as long as the programming is given outside of the regular education programming timeframe that they can
participate.

You are correct in that.

And one thing that we've learned throughout COVID is that sometimes the traditional learning time has been adapted somewhat.

So our programs, especially this past year have been offering.

In times that wouldn't traditionally be out of school time.

So everyone's kind of working together and it really is up to the program in the state.

To determine what your parameters are in terms of that traditional school time to determine when the programming could be offered.

So if you have a program that.

For whatever reason, if it is some kind of alternative program.

And let's say this school day is really just from like, you know,

Sometimes they run from three to seven because you know,

the kids are working during the day or something like that.

Then the anytime that's outside of the regular school time would be
considered out of school time.

Stephanie, do you have a 21st century coordinator in your state?

I do. I set up a meeting with him already tomorrow.

I've been texting her.

10 30.

We have.

Yeah, I work. I work with 21st century pretty closely, like as far as their grant reviews go as one of those other hats that I wear. But.

I have offered it across our state. And I know that.

Depending upon who your coordinator is,

they can give you a ton of information on how the programming works.

And then you know, that the specifics,

as far as like Julie was saying, as far as the.

The programming day is concerned.

Thanks.
I think there was also a question about county detention centers.

And again, like I said, almost any entity is eligible to apply. You just want to speak with the person in your state. Just to determine what type of entity it would be considered because we do have programming in local municipalities.

So like maybe a city or a township. Or something like that. So local governments are also able to apply. Yeah, I was asking about the county.

Detention centers. This is Pat from Nebraska. We have an excellent director for. 21st century.

Here in Nebraska, but I was leaking. One of the weak areas I always see is kids. Leaving our good facilities that give them a lot of one-on-one attention and then having to go back to their home school that may be
large and not get enough.

Activities.

So I was looking at a bridging gap project that would help maintain and provide social, emotional, extracurricular and follow the purposes of.

21St century, but thank you so much for your presentation.

Or so if that's attention center is considered run by the county as a municipality, the county itself can apply for the grant.

Yeah, that'd be great. Thank you so much.

Sure.

It looks like there's a question for brand seeing which states utilized 21st century funds for.

Juvenile detention centers.

That was me.

Oh,

I don't, I actually don't have a list in front of me.

But I would suggest if you do want that information for your own
state, maybe reach out to your coordinator and see if they have.

Information as to which juvenile detention centers are currently funded,

or sometimes they may have been funded in the past and they can give you information on some past projects that had taken place.

And so it looks like there's a special education question in the chat from Carla.

Is there a clear definition or example of bonafide security or compelling pinnacle logical uhhh interests that cannot be accommodated.

Let me take this one or you want to go for it.

This is a, this is a good question. If.

As Mary is spoken in a deer caught in it.

Later on.
And you're good.

Down to.

Will it three there, it talks about by the fire security.

And we, we really didn't.

Precipitate is fine. This is one of the questions that we had for,

we issued that gift CATI letter back in December.

2014.

What, what, what we're looking at here is that we're given the,

do facility opportunity to modify the IEP.

And that going to depend on the security.

Issue.

For example.

We left it open, for example.

If.

A student have issues as fully as.

Say they could be a danger to themselves.
Okay.

In danger to others in that.

Particular students and able to operate within.

A four.

For example in the facility.

Within the regular classroom.

All your faces, you have a self contained classroom.

But that's very seldom. They will have a self-contained.

Then that student is separated.

So the cause acuity reason for Dania T.

Him or her CFO, others.

Then the opportunities available to modify the IEP.

And one of the things that we alluded to in the dear colleague letter

is that we left that we.

Open to the state.

Very reasonable. Why?

Is that.
Image sick.

[Unknown] stance in the facility would be different. And so we,
depending on the facility and the person's in charge,
To make the right decision is lonely.
Loans that decision.

Don't conflict with Ida.

Are the student rights is myriad spoke about.
So it's kind of.
Open.

It's kind of old, man.

We have to do the right thing, but now the valley Ida.
The index that can be.
That can be an issue.
And that give you one example. I don't know how many.
For me with the Contra Costa case in California.
That DOJ rude or.
Rudo several years ago in that particular case is that students
would be as separated from the radar classroom, not being provided services, being locked out.
In a lockdown units, no services being provided if very Milam, not being able to address as mirrors. Talk about the related services.
Say for instance, on the related serious that student may need counseling, psychological safety. So clearly faith is being denied. Clearly.
That was a security issue. Clearly they could be separated, but clearly, clearly the in-depth particular Kasia rule.
If facility or facilities. Have gone too far and not provided what.
Is necessary to be based on the circumstance.
And that was kind of open, not.
You haven't.
I hope this kind of get to what you was getting to.

Because we kind of left it up to the state mirror.

You have anything to add in.

I can elaborate more if.

If the Persian.

You want me to.

The only thing that I would possibly add is that with them.

Special education and related services.

Every decision is an individualized.

Decision based on that particular student's needs.

And the compelling.

Theological interest is that although a step,

a student may have an IEP that spells out certain services.

If there is a need to immediately remove that

student from being able to access those services because of

opinion,

illogical issue such as a danger to himself or
Then they, they, they understand that the first priority in a facility is security. And protection. So that, that's what that is.

And the person we asked was, was there an example? I've not seen an example, but we have had discussions about it at OSA. And we've talked about it, but nothing that I have seen as has come out in written guidance from the department.

Yeah, I, this is Carla. I appreciate your responses and that's very helpful.

We have had, and this may be. Oh, over and above. The title one part D but just working with the students with disabilities.
Closely in my position.

01:45:58.000 --> 01:46:00.000
In our correctional facilities for adults when they,

01:46:00.000 --> 01:46:02.000
when they have to be removed.

01:46:02.000 --> 01:46:05.000
From from that setting and, and they're in.

01:46:05.000 --> 01:46:07.000
A seclusion type setting.

01:46:07.000 --> 01:46:18.000
They have to go there.

01:46:18.000 --> 01:46:21.000
Because they have done something within the correctional facility.

01:46:21.000 --> 01:46:24.000
So now they're kind of like sentencing within the correctional

01:46:24.000 --> 01:46:25.000
facility.

01:46:25.000 --> 01:46:28.000
Like they are now there for three months and that educational

01:46:28.000 --> 01:46:29.000
services.

01:46:29.000 --> 01:46:32.000
Does have to change. So I appreciate your saying that it's individual.

01:46:32.000 --> 01:46:33.000
It is based on there.

01:46:33.000 --> 01:46:34.000
What, what.

01:46:34.000 --> 01:46:35.000
What the circumstances are.

01:46:35.000 --> 01:46:40.000
Surrounding that. So I appreciate you're his mom.

01:46:40.000 --> 01:46:44.000
And.
There's go ahead, Jasmine. I'll I'll stop. Go ahead.

Oh, no, I was just going to say there's another question.

Chat from pat. Pat, did you want to ask it?

Are you comfortable with me reading it? No, I can ask it.

Okay.

You know, many, many times teachers in the correctional or detention centers may notice.

A student really low in reading and, and, but they have never been.

And sat meeting or, or.

The local school district hasn't seen him that much because they might've been on the streets.

Can you speak to the issue of who should do the child find training and the type of communication that should be shared?

To the receiving school district from when the student leaves.

The facility.

It is.

A requirement as you know, under Ida.
So the SCA has a shared responsibility with the correctional facility for child fine. And by child fine. We mean to reach out and locate students who may be youngsters with disabilities. So that, that obligation is a part of the Ida in the school district shares. [Unknown] Curtis, is there something you wanted to add? Yeah, could you repeat the last part of it as well? I don't remember what I said for sure. But I know that, a student will leave different districts and they may come in and end up in a detention center for awhile. And the teacher may be noticed. Seeing the reading difficulties, but the student has never received an IEP. Or. A request for services.
Yeah.

01:48:38.000 --> 01:48:39.000
Wondering,

01:48:39.000 --> 01:48:42.000
do you have a best practice for that type of situation?

01:48:42.000 --> 01:48:45.000
Well, he is.

01:48:45.000 --> 01:48:47.000
Just to follow up. I just want to make sure I got,

01:48:47.000 --> 01:48:49.000
I kind of thought I did. I just want to make sure.

01:48:49.000 --> 01:48:52.000
To follow what Mary is saying. Wait.

01:48:52.000 --> 01:49:03.000
It goes back to when we, we kind of alluded to, but very.

01:49:03.000 --> 01:49:05.000
Attention gave it lightly on because we didn't have enough time on the

01:49:05.000 --> 01:49:09.000
entrance into the facility, going back to inner agency agreements,

01:49:09.000 --> 01:49:16.000
according to nation agreement.

01:49:16.000 --> 01:49:19.000
A memorandum of understanding that something should be in place.

01:49:19.000 --> 01:49:22.000
This is, that's why there's critical is to address intake.

01:49:22.000 --> 01:49:25.000
One of the first thing that needs to have in the facility.

01:49:25.000 --> 01:49:27.000
Is that regardless of whether that student.

01:49:27.000 --> 01:49:28.000
It,

01:49:28.000 --> 01:49:31.000
regardless of whether or not the student is especially need a lot of
times you don't have the proper.

Agreements in place a student come in and without the records mirrored with talkative,

you don't know whether he or she has a disability or not.

And this is where child find comes in. As Mary was saying,

is that there should be some type of positivity for every facility.

Suggested.

That they have good intake to see you, which include testing.

To see whether or not that per that person.

Persians.

Qualify for special education services. Now,

if they have an IEP and everything just go perfect.

And the perfect word records of you already know,

but if you don't know and you suspect it, then.

If acidity is obligated.

To have some type of testing to ensure ditch.

Educate.
This way education services are provided, and if he or she meets the qualification of special education, then. Procedures should be in place to make sure that happens. So to answer your question in short. There should be procedures in place and air facility to address which you see it. That a student would not fall through the cracks. Definitely. And they do a good job of pre testing kids and administering other tests. Thank you. Question about students in neglected delinquent facilities from other states. From time to time. Department children's services in another state. I'll I'll say Nevada, for example.
May place a student in a facility in Tennessee.

01:51:06.000 --> 01:51:07.000
In cases like that.

01:51:07.000 --> 01:51:09.000
Who.

01:51:09.000 --> 01:51:14.000
Who's responsible for the special education services.

01:51:14.000 --> 01:51:17.000
To be the Lea in Tennessee, or is it be Lea that the student.

01:51:17.000 --> 01:51:18.000
Originated from.

01:51:18.000 --> 01:51:19.000
In Nevada in this case.

01:51:19.000 --> 01:51:21.000
It is, it's always there.

01:51:21.000 --> 01:51:23.000
It's a, it's just.

01:51:23.000 --> 01:51:28.000
Something going on in that state.

01:51:28.000 --> 01:51:31.000
Conversations with Dan to know that this has actually occurred in the past.

01:51:31.000 --> 01:51:36.000
We, I can, I can follow American followup with Mecca.

01:51:36.000 --> 01:51:39.000
It just is to marry now. Right?

01:51:39.000 --> 01:51:44.000
Either one.

01:51:44.000 --> 01:51:47.000

01:51:47.000 --> 01:51:48.000
I can do is marrying [unknown].
You follow up as well.

Yeah.

Dear colleague letter.

That we sent on 2014. Address your question.

It is, if you go to Atlanta and read it, I don't have before me,

but I think there's an IEP section, but nevertheless,

it's in the letter. We have it.

It lays out exactly what it needs to have. Niche. Number one. Exactly.

So.

The, the answer, your question. What part of the equation,

if a students come from Tennessee and going to Nevada, et cetera,

The IEP should travel with him.

If a student in Nevada and we lay,

I'm just kind of paraphrasing that if the students,

once they get to facility,

And then the IEP is not there.

That's when we go back to pat [unknown].
Testing should be started to see whether or not he or she qualifies just some type of testing.

And if the IEP fall, if they determine.

An IEP.

Not there. And we address.

The dear colleague letter.

Then what else?

Determine if the attorney needs specialist service being new,

those services should be.

Provide it until they get the IEP and what's the IEP come from.

Tennessee.

Then you do what you kind of like sit down and say, okay,

this is Tennessee. This is what we found. Okay.

And then a I E P there should be some record standardization there and

then IEP should be developed.

To consider Western Tennessee Western what you've found.
And develop an IEP to meet the student needs where he or she is at the present moment.

And move forward.

So either we're going to long story short.

Nevada should be tested.

You don't have one.

If they have one, they should get it. Look at it.

See what needs to be modified, what needs to be done.

If admitted as soon as possible.

Daniel.

Just something I like to add generally is the sending district.

That has the faith responsibility.

So if the,

especially if the parents have not changed their residency,

the parent is in, is in Nevada,

in the school district that made the decision to place the student or

in the area or the.
A system that decided to place the student in another state.

And that there's no change of residency generally.

It's the sending school district.

Does that make sense?

Okay.

Okay, thank you.

We have a few minutes left in this session.

I wanted to make sure I didn't miss any questions in the chat,

or if anyone wanted to make any final remarks or.

Present a last question. We can do that during this time.

All right. Alison.

Listen, I have a question.

Going back to the child, find obligations in detention facilities.

Does that.

Is that obligation extend to adult correctional facilities.

Or they're primarily.

Around juvenile.
Potentially.

Okay.

Okay.

That they marry you.

You want to start either? I can start it. I can follow up.

Well, if the student is in an adult facility and is eligible to be two entitlements under Ida.

Then the foul fine protections. Go with Ida.

But you remember?

I said that there were a few exceptions for students,

18 to 21 in adult facilities.

So if that child.

18 To 21.

That's in an adult facility is still eligible for Ida services.
Then that students should also be still eligible for child find services. And all that means is that someone would say, I suspect this person has a disability and we'll go ahead and do the referral and do them.

The whole evaluation and make that decision.

And something else that's also covered under Ida is that there are certain protections for students who are suspected of having a disability as well.

So to the person that asks, what if there's a child that gets to a juvenile justice facility, but you don't have an IEP, but you think that student has a disability.

Justice suspicion triggers certain protections around manifestation determination, and in, in school systems that typically is a student is about to be considered for. We move.

But they conduct a manifestation determination to see if what the
student did for which they should be removed is related to the student's disability.

So that same kind of manifestation determination is still triggered for a student who is suspected of having a disability.

And to add to what Mary is saying again,

that dear colleague letter and footnote tit addresses that pacifically in a, when I'm looking at the time.

The one other thing I would say is that.

Also on the footnote 10, you.

You get an adult correction.

It is different from, in the juvenile.

So they do have same protection,

but the petition is beginning to be limited.

So that's very important too.

To understand that.

I was stopped there, but yes, I'm going to get at the time. Okay.

Well, thank you all so much. Sorry.
There's like construction or something going on in the background here. I'm not sure if you can hear it.

But thank you all so much for your questions.

Thank you so much to the presenters.

And so you'll have their contact information.

In the presentation slides,

if they weren't already shared in the chat.

And so please don't hesitate to reach out.

And if you have any more questions about collaboration or especially with education or the correctional facilities,

Please reach out to one of them or to title one part D mailbox and we can help direct you to the right person.

I hope we still have a few more minutes to, for the poll.

Do we have time for the pole?

All right. So there is a poll,

please complete the poll and just share how you think the session
went.

01:58:25.000 --> 01:58:27.000
And share how you felt about it and that'll be extremely helpful.

01:58:27.000 --> 01:58:36.000
For kind of freezes in the future. And if you.

01:58:36.000 --> 01:58:38.000
Again, if you experienced any technical difficulties contact,

01:58:38.000 --> 01:58:41.000
the help desk at the next session of the conference is a virtual water

01:58:41.000 --> 01:58:43.000
cooler from one 30 to one 50.

01:58:43.000 --> 01:58:45.000
And a member of Indy tech will drop the information in the link.

01:58:45.000 --> 01:58:48.000
To the session in the chat box.

01:58:48.000 --> 01:58:51.000
We look forward to seeing you at the next session or this afternoon

01:58:51.000 --> 01:58:53.000
for exploring your data and then next week.

01:58:53.000 --> 01:58:55.000
So, thank you all so much.

01:58:55.000 --> 01:58:56.000
See you all soon.

01:58:56.000 --> 01:59:00.000
Please fill out the poll.

01:59:00.000 --> 01:59:02.000
Right, right.

01:59:02.000 --> 01:59:04.000
Have a good one.

01:59:04.000 --> 01:59:08.000
You too, you.

01:59:08.000 --> 01:59:19.000
Two.