



STRAND 2: PROMOTING CHANGE ACTIVITY CURRICULUM AND INSTRUCTION BREAKOUT SESSION

SCENARIO 1

At a secure care facility that houses 150 youth, there is one certified secondary teacher for each of the core areas of mathematics, science, social studies, and English. These four teachers address the academic needs of youth who are working toward a traditional high school diploma (secondary and middle school students) or GED. Mr. Smith is the math teacher who must prepare for 5 hours of math instruction. All secondary math courses as well as GED math are taught by Mr. Smith. In his first hour class, he must serve youth enrolled in Algebra I, Algebra II, Trigonometry, and GED math. His second, fourth, and fifth hour classes have students enrolled in three different math courses, while his third hour class has youth enrolled in five different math courses. Approximately 60 percent of the youth in Mr. Smith's classes are either 504 or IDEA students. Pretest reading and math scores identify a range of functioning in Mr. Smith's classes between the 4th and 11th grades.

The State superintendent of schools has this scenario shared with him at an interagency meeting by the juvenile justice agency director. Upon his return to the office, the superintendent approaches you (as the ND coordinator) about Mr. Smith's class roster, and shares that this is the case with all four secondary teachers at the facility where Mr. Smith works. Furthermore, he shares that this scenario is repeated at the three other secure facilities in your State, according to the juvenile justice director. Before leaving the interagency meeting, the State superintendent promises the juvenile justice director that he will look into the matter and will have the agency's ND coordinator address these issues, including how Mr. Smith and his fellow teachers should address differentiated instruction in this setting where students with drastically different learning needs are enrolled in a particular subject area.

For Discussion

- What data do you currently collect that would be useful to address this directive from the superintendent?
- What additional data do you wish you had to help inform your decision making?
- Where would you start to respond to the superintendent's request and begin the process of building a response? What strategies might help Mr. Smith address his current situation? Also share how you might incorporate existing Title I, Part D, services to address this issue.
- What dissemination strategies might you consider in order to share your recommendations with other secure facilities in your State?

SCENARIO 2

Students that find themselves in the juvenile justice and neglect systems typically transition from school setting to school setting and must navigate the turbulent education waters that come along with system involvement.

A youth (who is currently enrolled in the local community school) is arrested for a delinquent act. He is detained in the local detention center and adjudicated delinquent. A risk assessment conducted while in detention recommends his placement in State secure care. The judge acts accordingly placing the youth in the custody of the State juvenile justice agency. The youth is transferred to the State's assessment center for 20 days of assessment and observation. The youth is then placed in one of the five secure facilities operated by the State. After 3 months of confinement, it is determined that the youth has extensive mental health and medical concerns and will be transferred to the one secure care facility that addresses the needs of youth with significant health issues.

In summary, this student has been enrolled in four school settings since the time of arrest (approximately 9 months).

For Discussion

- As the ND coordinator, how do you impact and address providing a consistent curriculum for this youth who has spent significant periods of time in four different schools in four different juvenile justice settings?
- How do you promote/ensure that this youth receives a comparable education to that received by his non-system-involved peers?
- Also, how do you influence the selection and use of instructional materials for the teachers who are serving this youth?

SCENARIO 3

National data on youth involved in the juvenile justice system reveals that nearly 7 out of 10 youth have a diagnosable mental health concern. Furthermore, nearly 20 percent of this number of youth has mental health concerns that are so monumental that they significantly impair performance in at least one major life function. As the ND coordinator, you determine that your State's juvenile justice data parallel the national statistics (data secured from probation and State juvenile justice agency).

For Discussion

- As the ND coordinator, how would you influence change in the current delivery of educational and related services to promote better educational outcomes for students in both the community and the State juvenile justice system?

- In other words, how do you address a student's academic deficits while concurrently addressing his/her behavioral and mental health needs that may present in the school setting?

SCENARIO 4

There are four secure-care facilities (long-term) in your State, with approximately 500 youth housed at these facilities. There are 45 youth in the "system" who either have a high school diploma or GED. None of these schools offers any vocational or postsecondary programming. As a result, these 45 students either attend school, are enrolled in GED classes, or are assigned to a "work detail" where they are completing tasks that address the work of the facility (day-to-day maintenance and housekeeping chores) despite advanced academic status.

For Discussion

You have been asked to join a State-level work group to initiate change in the current programming for the 45 youth who have a high school or GED diploma. Where would you begin and how might you as the ND coordinator contribute to the discussion and influence the change?