



University of New Haven

HENRY C. LEE COLLEGE OF
CRIMINAL JUSTICE AND FORENSIC SCIENCES



WORK PLAN

I. Infrastructure

Key Questions:

1. Who will provide, oversee, and ensure quality and compliance for educational programming of youth in justice system custody?
2. What educational pathways will be provided?
3. Where will funding come from?

Legislative Mandate	Action Items and Timeline
<ul style="list-style-type: none"> • Identification of a single state agency and designation of a program manager within that agency who will be responsible for planning, coordination, oversight, supervision, quality control, legal compliance and allocation of relevant federal and state funds for children in justice system custody 	<ol style="list-style-type: none"> 1. Convene working group that will be charged with producing the deliverable, and determine the shape of the deliverables (March 2019) 2. Compile draft "Lessons Learned" document based on presentations and materials reviewed and received by the subcommittee, including proposed set of qualifications for the state agency to be charged with educational responsibility for youth in custody 3. Solicit and receive feedback from education consultant Peter Leone; revise documents based on feedback 4. Convene working group to review and revise documents, and to determine other important sources of feedback and stakeholders to confront 5. Meet with stakeholders and gather additional feedback; incorporate feedback into deliverables 6. Convene working group to review deliverables and attempt to reach consensus 7. Present draft of deliverables to the full committee (July 2019)
<ul style="list-style-type: none"> • A detailed description of how educational services will be provided to children in justice system custody and how education-related supports will be provided to children during transition out of justice system custody, either directly by the single state agency identified by the plan pursuant to clause (i) of this subparagraph or through a state-wide contract with a single nonprofit provider • Provisions for ensuring that a range of pathways to educational and economic opportunity are available for children in justice system custody, including at a minimum a traditional high school diploma program, an accelerated credit recovery program, vocational training programs and access to post-secondary educational options 	
<ul style="list-style-type: none"> • An analysis of resources expended for educating children in justice system custody and for supporting educational success during transitions out of justice system custody, and recommendations for consolidating and reallocating resources towards the oversight, accountability, services and supports provided for in the plan pursuant to this subsection 	<ol style="list-style-type: none"> 1. Compile data received into a draft document (March 2019) 2. Meet with analysts from relevant agencies to identify, locate, and obtain missing information 3. Revise draft based on new information obtained 4. Present draft of deliverable to the full committee (July 2019)

II. Quality Control

Key Questions:

1. How will we measure educational quality?
2. What will be our quality objectives?
3. What will be our quality standards, including external accreditation?
4. What oversight and accountability systems will we put in place?

Legislative Mandate	Action Items and Timeline
<ul style="list-style-type: none"> Written standards for educational quality for schools that serve children in custody Provisions for ensuring that each school serving children in justice system custody seeks and obtains external accreditation by a recognized accrediting agency 	<ol style="list-style-type: none"> Convene working group that will be charged with producing the deliverable (March 2019) Compile draft "Lessons Learned" document based on presentations and materials reviewed and received by the subcommittee
<ul style="list-style-type: none"> A specialized school profile and performance report, to be produced annually for each school that serves children in justice system custody. The profiles and performance reports shall be consistent with other accountability systems required by law and shall include criteria and metrics tailored to measuring the quality of schools that serve children in justice system custody. Such metrics shall include... Identifying achievement benchmarks for each measurement of school quality 	<ol style="list-style-type: none"> Develop early draft of deliverables based on "Lessons Learned" document Solicit and receive feedback from education consultant Peter Leone; revise deliverables into second draft Review second draft in working group, and determine other important sources of feedback Solicit feedback from sources identified by working group, and incorporate into deliverable draft Review third draft of deliverables in working group and make appropriate edits
<ul style="list-style-type: none"> A program for quality control and evaluation of schools serving children in custody. The program shall include, but need not be limited to, in-person observation and monitoring of each school serving children in justice system custody. The monitoring shall occur at least annually, and shall be conducted by experts in special education and education in justice-system settings A set of supports, interventions and remedies that shall be implemented when a school serving children in justice system custody falls consistently or significantly short of quality benchmarks; 	<ol style="list-style-type: none"> Present draft of deliverables to the full committee (June 2019)

III. Personnel

Key Question:

1. What kinds of professional support do we need to ensure quality teaching for youth in custodial settings?

Legislative Mandate	Action Items and Timeline
<ul style="list-style-type: none"> • The engagement of one or more curriculum development specialists to support learning in schools serving children in justice system custody and to develop a flexible, high-interest, modular curriculum that is aligned with state standards and adapted to the context of educating children in justice system custody • The engagement of one or more professional development and teacher training specialists to support teachers in schools that serve children in justice system custody 	<p>Incorporate staffing needs into educational quality standards in Issue Area II, above.</p>

IV. Entry/Reentry (Transition)

Key Question:

1. How can we promote seamless reentry for youth in custody?

Legislative Mandate	Action Items and Timeline
<ul style="list-style-type: none"> • Team-based reentry planning for every child in justice system custody • Clear and ambitious timelines for transfer of educational records at intake and release from justice system custody • Timelines for reenrollment and credit transfer • The engagement of professional reentry coordinators to support educational success in children returning to the community from justice system custody 	<ol style="list-style-type: none"> 1. Convene working group that will be charged with producing the deliverable (March 2019) 2. Compile draft "Lessons Learned" document based on presentations and materials reviewed and received by the subcommittee 3. Develop early draft of deliverables based on "Lessons Learned" document 4. Solicit and receive feedback from education consultant Peter Leone; revise deliverables into second draft 5. Review second draft in working group, and determine other important sources of feedback 6. Solicit feedback from sources identified by working group, and incorporate into deliverable draft 7. Review third draft of deliverables in working group and make appropriate edits 8. Present draft of deliverables to the full committee (June 2019)