



JJPOC Education Workgroup MEETING

JANUARY 29TH, 2024

9:30 am- 11:00 am

Web-Based Meeting – Zoom

THIS MEETING DOES NOT CONTAIN A PRESENTATION- DISCUSSIONS AND UPDATES

Attendance

Rep. Robyn Porter	John Tarka	Tina Mitchell	Joanne Tremblay Jackson	TYJI Staff
Julie Dougherty	Glen Worthy	Amy Vatner	Brianna Cyr	Brittany LaMarr
Laura Furr	Marisa Halm	Emily Leen	Gavin Craig	Paul Klee
Yecenia Casiano	Nancy DeCrescenzo	Agata Raszczyk-Lawska		

Meeting Summary

1. Introduction

- TYJI informed workgroup members of the recommendations brought forth by the Education workgroup, Gender Responsive workgroup, Incarceration workgroup, and Re-entry subgroup. All recommendations passed JJPOC and are in the General Assembly to be considered for legislation

2. Gender Responsive Workgroup's recommendation

- outlined how the workgroup would work and what their assignments are

3. Incarceration workgroup and Reentry subgroup's recommendations were:

- The expansion of the credible messenger service so youth can access those services up to 24 months
- statute that the reentry suburb will continue to exist to build out the quality assurance framework and a funding section
- Reentry subgroup with continue to exist and build a quality assurance framework and create a funding section for the reentry success plan
- Youth prior to reentering from juvenile facilities or contracted programs will have started and whenever possible completed job readiness and career training programs with embedded industry recognized credentials, certifications, or licenses



4. Education Workgroup recommendations

- Higher education, including community colleges, professional and technical schools in the state of Connecticut shown that request nor require information from applicants regarding their school disciplinary history for the purpose of admission

5. DCF Juvenile Justice Education Unit Report Presentation

- The work being done is data and academic accountability measures, high school options and transition plans, create a network of school to support teachers and administrators' effectiveness, and support vocation training
- Learning gains is measured by Star Reading and Math Assessment
- K-12 Outcomes is measured using credit attainment and data driven planning
- Education Quality is measured via learning walks and professional development and progress monitoring
- Transitions are measured with frequency of contact between PSS and students and transition and reentry meetings.
- Barrier #1: Students enter facilities far below grade level in reading and math
 - Possible recommendations #1: Extend the school day for more time for reading/math intervention
 - Possible recommendations #2: Hiring of specialize teaching staff for reading and math intervention, including scheduling modifications for intervention periods
 - Possible recommendations #3: Implementation of professional learning communities with professional development geared towards response to intervention and scientific based instructional strategies.
- Barrier #2: Students enter the facilities and are over age and under credited
 - Possible recommendations #1: Uniform credit recovery program (i.e Virtual Academy) available for all students in all facilities
 - Possible recommendations #2: Afterschool programming is implemented for more credit attainment
 - Possible recommendations #3: Credit recovery programming is provided in summer months (similar to school districts and ESY)
- Barrier #3: Inconsistent Collaboration with all districts in the state regarding student reentry
 - Possible recommendations #1: Continue to present and facilitate collaboration opportunities with districts regarding student reentry. i.e. ongoing and recurring statewide meetings with district liaisons similar to August '23 session
 - Possible recommendations #2: Continue to partner with SDE in implementing JJEU student reentry process that are consistent in all districts.



6. Q&A

- Workgroup member asked which facility is credit recovery available at?
- Presenters reported that Manson needs the technology necessary to get credit recovery.
- Workgroup member asked for clarification about how many students received credit recovery.
- Presenters reported that 5 students last year were engaged in credit recovery and currently there are 20 students engaged.
- Workgroup member asked how are parents engaged in this process
- Presenter reported that when students they first get a students the parents are contacted right away and we stay with them through the process
- Workgroup member asked how quickly the records from school districts are coming in.
- Presenter reported that the bigger districts it takes about a few weeks. The assessments are completed in a week
- Workgroup member asked if parents are not signing consents
- Presenter reported that they usually sign them, however they sometimes forget to get the paperwork in and it takes time

Next Meeting: March 25, 2024