

**JJPOC Education Workgroup**  
**January 27<sup>th</sup>, 2025**  
**2:00 PM – 3:00 PM**  
**Web Based Meeting- Zoom**

**Attendance**

Amy Vatner	John Frassinelli	<b>TYJI Staff</b>
Agata Raszczyk-Lawska	John Saccu	Andrew Zhebrak
Charles Hewes	Lisa Ariola-Simoes	Brittany LaMarr
Daniel Karpowitz	Nancy DeCrescenzo	Shelby Henderson-Griffiths
Edgardo Figueroa	Thomas Anderson	
Erica Bromley	Tina Mitchell	
Glenn Worthy	TJ Nuccio	
Jill Bourbeau	Toni Walker	
Jocelyn Sailor	Vin Duva	
Joe DeLong	Yecenia Casiano	

**Meeting Objectives:**

The January 27<sup>th</sup>, 2025 JJPOC Education Workgroup meeting consisted of the Alternative Education Opportunity Report from the Connecticut State Department of Education (CSDE) and a review of JJPOC operational updates.

**Meeting Summary:**

- CSDE: Alternative Education Opportunity Report
  - Section 81 of Public Act No. 23-167 requires a report to the Juvenile Justice Policy and Oversight Committee on educational opportunities for students, including alternative education opportunities.
  - According to the Ed166 Student Disciplinary Data Collection, for the 2023-2024 year, expelled students were disproportionately to be Hispanic/Latino or Black/African American compared to the general Connecticut student population and were more likely to be of “High Needs” compared to the general Connecticut student population with the most prevalent disparity being among students who receive free or reduced-price meals or have a disability.
    - Students were expelled for a variety of incidents, with the most common reason for expulsion being fighting and battery.

- Most students expelled during the school year received educational services within the school from which they were expelled, including 33.7% of students who enrolled in a new school enrolling within 45 days of expulsion.
  - Based on a longitudinal analysis of data from the 2015-2016 through 2019-2020 school years, expelled high school students are less likely to graduate high school, are more likely to be chronically absent (both in the year of expulsion and the following year), earn fewer credits (both in the year of expulsion and the following year); and are less likely to enroll in post-secondary education compared to the statewide population.
    - Attendance tended to improve for the year after expulsion compared to the year of expulsion and credit accrual rates improved in the year after expulsion, but both measures remained lower than the state average.
  - Regarding the type of education provided for expelled students, three varieties were identified: students completed work that was assigned by their regular teacher through pre-existing programming, daily online tutoring, or tutoring for part of their coursework while continuing to attending a second school; receiving “homework only” with access to tutoring; or “no education provided” likely with access to an online tutor or an alternative program.
  - A majority of the respondents to the surveys conducted believe that the statements in the survey accurately represent the practices at the Alternative Education Program (AEP) or LEA for student placement, individualized learning plans (ILP), and student performance and placement.
  - Student ambassadors from the Synergy alternative education program spoke on the benefits of the school, including the smaller classrooms sizes, more attentive instructors, and occupational exploration opportunities.
  - There was a consensus among members that a more holistic view of the entire state and each school district is imperative.
- JJPOC Operational Updates
  - An organizational change to the JJPOC that is currently being proposed is that the Education Subgroups (Suspension/Expulsion and Absenteeism) would cease to exist in isolation and instead the work of these subgroups would occur as part of the Education Workgroup.

**Next Meeting: March 31<sup>st</sup>, 2025**

