

Memorandum #2

June 27, 2019

TO: JJPOC Education Committee

FROM: Peter E. Leone

RE: Quality Control/Quality Assurance – Measurement, Objectives, Standards, & Accountability

Well-developed education programs for youth in the justice system include measures and systems to ensure that students receive services and supports to which they are entitled. Quality control or quality assurance can also be a means of ensuring that services students receive high quality services and that program performance is communicated to stakeholders and the public. Well-developed programs contribute to public safety by increasing student competence and their ability to transition to continuing education, internships, and employment.

Measurement of program quality should include both assessment of student performance as well as indicators of programs' compliance with professional standards, regulations, implementation of evidence-based practices. The table below provides a framework for considering some of elements that should be part of a quality assurance program. Resources and links can be found at the end of this memo.

Topic	Issues/Options	Examples	Challenges	Comment
Measurement	Assessing student progress. Assessing program compliance with measures of school or program quality.	Coursework completed, credits earned, diploma & certificates. Curriculum-based measures of proficiency. Standardized measures of literacy and numeracy. ¹ PLCs (professional learning communities – teams of teachers) can use classroom walkthroughs to assess instructional rigor and support for students. ²	Variable lengths of stay; variable entry and exit times.	Develop a robust system to collect student performance data routinely.
	Assessing programs' connections to community groups and	Frequency of activities between community agencies, employers, and the education program. Normative adolescent activities such as site visits,	Examine security issues that minimize or prohibit community	Community partners can facilitate reentry and community support for

¹ Avoid using grade equivalent scores to measure performance; percentile scores and standard scores provide more accurate and reliable measures of student performance.

² See Marzano, Tomlinson, Bloom, Danielson, systems used to measure classroom environment, instructional rigor, and student engagement. Also, see <http://tinyurl.com/yxfya2uv> for a description of classroom walkthroughs.

	receiving agencies.	guest speakers, and cultural events.	engagement for youth.	justice involved youth.
Objectives	Differentiating program objectives for detained vs. committed youth. All youth should be involved in the development of have individually tailored plans.	Objectives for youth in detention for short lengths of stay should focus on engagement. For youth in detention for longer periods and for committed youth, objectives should include measures of achievement. "Think exit upon entry." Ensure that students eligible for special education and 504 plans are screened, assessed, and receive services and supports consistent with CDE regulations.	All youth in custody for more than 30 days should have access to CTE (career and technical education) coursework.	For some youth and programs, CTE coursework may involve career or post-secondary exploration. For others, CTE may involve short-courses, certificates such as OSHA -10 and ServSafe.
Standards	Accreditation for schools through Middle States or other professional association that include non-traditional education programs. ³	Regional associations of colleges and schools accredit education programs in juvenile corrections in Arizona, California, Hawaii, and other states.	Accreditation requires application, self-study and site visits.	Accreditation provides recognition and support for credit transfer, records exchanges, and adequate funding.
Accountability	Traditional Models	Coursework completed; credits earned.	Variable lengths of stay; variable entry and exit times	
	Alternative Models	Growth metrics.	Communicating accountability measures to stakeholders	Develop an annual report card for the juvenile justice education program.
	Who is responsible for the operation of the education programs?	In MO, OR, and UT, one state agency has responsibility for monitoring and ensuring that youth receive services consistent with state and federal requirements. (See Memo #1 re: infrastructure.)	In some jurisdictions, "Compelling penalogical interest" has been used to abrogate rights to education for incarcerated youth. Being	Ensure that federal dollars (Title 1, Perkins, IDEA Part B) do not supplant local and state efforts. Consider establishing an

³ "Consistent with state law, it is important for facility-based schools to become recognized as a "public school" subject to the same requirements as other schools in the state. Attaining this status not only raises educational expectations and rigor for the school and students but is also critical when students transition to a community school setting. If a facility-based school is recognized as a public school under state law, credits are more likely to transfer and be accepted by the receiving school (p.19)." See *Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings* in resources list at end of document.

			mindful of issues and planning jointly with juvenile justice administrators is key.	independent school board or advisory board.
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Resources:

1. Blueprint for Change: Education Success for Youth in the Juvenile Justice System, The Legal Center for Youth Justice and Education, (2017): <https://www.jjeducationblueprint.org/>

The Blueprint for Change is organized around 10 goals that provide a framework for the design and delivery of education services to court-involved youth. Each goal includes a set of benchmarks followed by links to resources, policies, and practices.

2. Education and Employment Training (EET, King County, WA), Juvenile Justice, Benefit Cost Analysis (2018): <http://www.wsipp.wa.gov/BenefitCost/Program/616>

The benefit-cost analysis conducted by the Washington State Institute for Public Policy show the power and potential benefit of well-designed education and vocational programs for court-involved youth.

3. Education and Interagency Collaboration: A Lifeline for Justice-Involved Youth, Center for Juvenile Justice Reform, (2016): <https://tinyurl.com/ycnmaj92>

This report highlights the critical role of interagency collaboration in supporting court-involved youth with an emphasis on youth reentry following incarceration. The monograph describes in some detail the Education Advocate program in Washington State.

4. How Effective Is Correctional Education, and Where Do We Go from Here? The Results of a Comprehensive Evaluation, The Rand Corporation (2014): https://www.rand.org/pubs/research_reports/RR564.readonline.html

This Rand Corporation report describes a meta-analysis of the effectiveness of education services for incarcerated juveniles and adults. Eighteen studies of education interventions in juvenile corrections met criteria for inclusion in systematic review described in the report. The document also reports on a national survey of the status of education services in adult corrections.

5. LOCKED OUT: Improving Educational and Vocational Outcomes for Incarcerated Youth, Council for State Governments Justice Center, 2015: <https://tinyurl.com/obrz4p>

This report presents the results of a 50-state survey of juvenile correctional agencies with a focus on current education services and practices including outcome data and post-incarceration services.

6. Raising the Bar: Creating and Sustaining Quality Education Programs in Juvenile Detention, 2017: https://neglected-delinquent.ed.gov/sites/default/files/NDTAC_Issue_Brief_Edu.pdf

This monograph focuses on providing high quality, flexible services for youth in short-term detention facilities. Recommendations are centered around 1) engagement, 2) success, and 3) reentry.

7. U.S. Department of Education, Guidance Package on Correctional Education, Key Policy Letters from the US Dept. of Education and the US Dept. of Justice (2014). Available at: <https://www2.ed.gov/policy/gen/guid/correctional-education/index.html>

The Guidance Package includes a) guiding principles for high quality correctional education, b) rights of students with disabilities under the Individuals with Disabilities Education Act (IDEA), c) civil rights of students in residential juvenile justice facilities, and d) access to Pell grants for youth in custody.