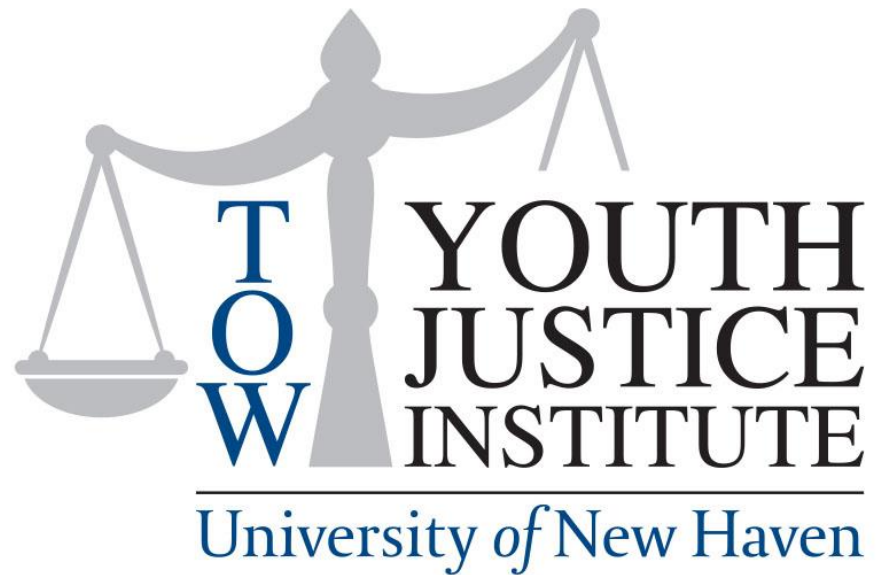


Juvenile Justice Policy and Oversight Committee

***December 14th, 2017
Legislative Office Building
2pm Room 2A***

Progress Report

- Monthly update on transfer of Juvenile Justice functions from Department of Children and Families to the Judicial Branch.
- Presentation on “Transforming Education for Youth in Connecticut’s Justice System”.
- Special Note:
 - JJPOC 2018 Recommendations
 - JJPOC January 18th 2:00-4:00 meeting
- JJPOC outlook meeting invite



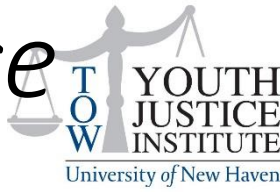
***Update on Transfer of Juvenile Justice
Functions from Department of Children
and Families to Judicial Branch***

Public Act 17-02: *Transfer of Juvenile Justice Functions from DCF to Judicial Branch*



- Three sections of PA 17-02:
 - Sec. 321. (NEW) (*Effective from passage*) Notwithstanding any provision of the general statutes, on and after July 1, 2018, no child, as defined in section 46b-120 of the general statutes, who has been convicted as delinquent, as described in section 46b-120 of the general statutes, may be committed to the Department of Children and Families as a result of such conviction. The court may sentence any such child to a period of probation that may include, in addition to other orders and conditions set forth in subsections (b) to (e), inclusive, of section 46b-140 of the general statutes, a period of placement in a secure, limited secure or non-secure residential facility.

Public Act 17-02: *Transfer of Juvenile Justice Functions from DCF to Judicial Branch*



- Sec. 322. (NEW) (*Effective from passage*) The Judicial Branch shall expand its contracted-for juvenile justice services to include a comprehensive system of graduated responses with an array of services, sanctions and secure placements available for the court and juvenile probation officers and other staff of the Court Support Services Division to use in order to provide individualized supervision, care, accountability and treatment to any child, as defined in section 46b-120 of the general statutes, who has been convicted as delinquent, as described in section 46b-120 of the general statutes. The court and juvenile probation officers and other staff of the Court Support Services Division shall apply such services and sanctions and make such secure placements in a manner consistent with public safety in order to (1) deter any such child from the commission of any further delinquent act, and (2) ensure that the safety of any other persons will not be endangered.

Public Act 17-02: *Transfer of Juvenile Justice Functions from DCF to Judicial Branch*

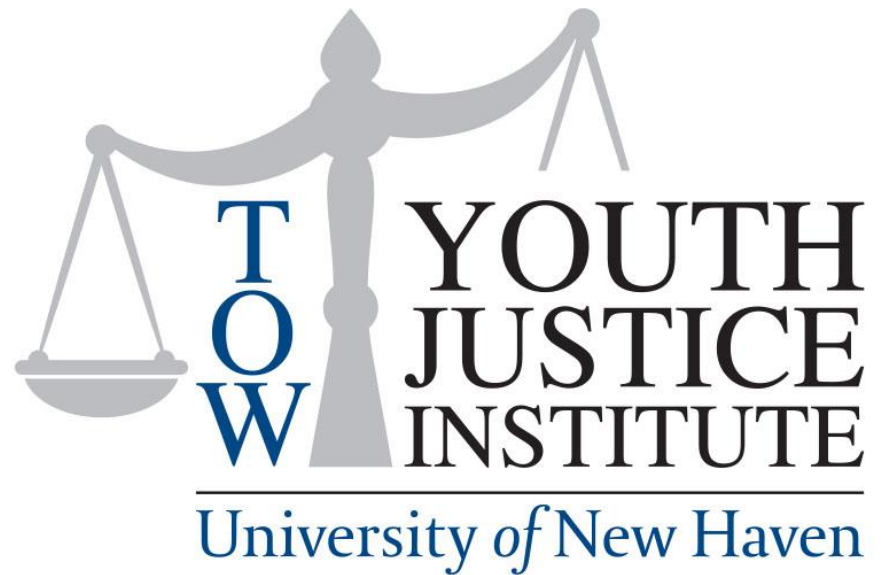


- Sec. 323. (*Effective from passage*) There shall be a transitional period commencing July 1, 2018, and ending not later than January 1, 2019, during which period the Judicial Branch may place a child, as defined in section 46b-120 of the general statutes, who has been convicted as delinquent, as described in section 46b-120 of the general statutes, in a congregate care setting operated by the Department of Children and Families or order that such child receive community-based services provided by said department, if the department operated such setting or provided such services to children convicted as delinquent, as described in section 46b-120 of the general statutes, prior to July 1, 2018. The Commissioner of Children and Families shall enter into an agreement with the Judicial Branch to allow for the use of such settings and services, and the costs of said settings and services shall be paid by the Judicial Branch to the department.

Public Act 17-02: *Transfer of Juvenile Justice Functions from DCF to Judicial Branch Update*



- Collaboration with OPM and DCF to ensure smooth transition and continued services
- Five internal Judicial Branch workgroups planning all aspects of the transfer
- Soliciting feedback from external stakeholders, national experts, and the CT JJ community
- Next Steps:
 - RFI to solicit availability of facilities to provide secure residential services
 - RFPs for community-based services to add new programming to the continuum
 - Identification of legislative language necessary to implement transfer
 - Finalizing timeline for integration of new services, staff training, and information technology enhancements



***Transforming Education
for Youth in Connecticut's
Justice System***

The Opportunity: We've Been Here Before....



Center for
Children's
Advocacy

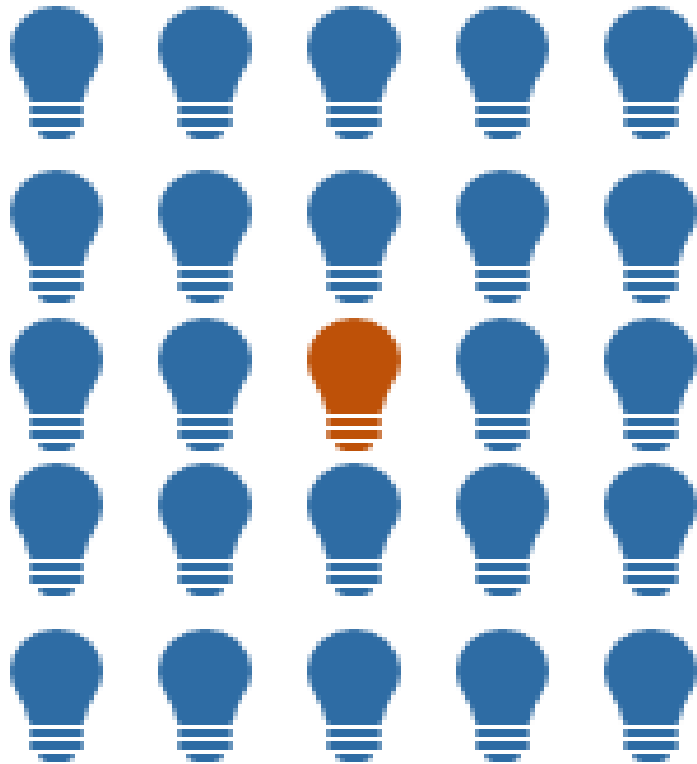
Students First:

Ensuring Excellence and Opportunity
for Students in Connecticut's Juvenile Justice System



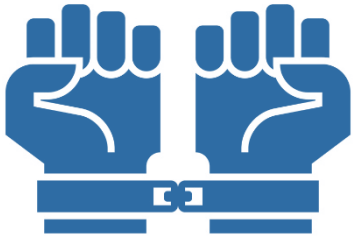
- Education matters – perhaps most of all for youth in the justice system
- But Connecticut has struggled to give every young person a path to educational and economic opportunity
- We were here two years ago with another set of recommendations for education reform...

The Opportunity: Thinking Differently to Solve an Intractable Problem

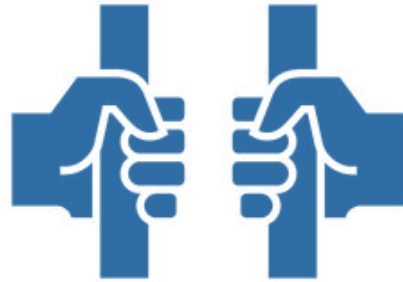


- A transitional moment:
 - CJTS closing
 - Consolidation of responsibility for post-adjudication youth
 - State budget crisis
- This is a chance to think differently – about structures and systems, not just policies and practices

The Opportunity: Who Are the Youth In the Deep End of the Justice System?



DETENTION
1,329
admissions
FY16-17



SECURE CUSTODY
Juvenile: 113 CJTS
admissions FY16-17
Adult: 110 MYI & York
admissions, FY16-17



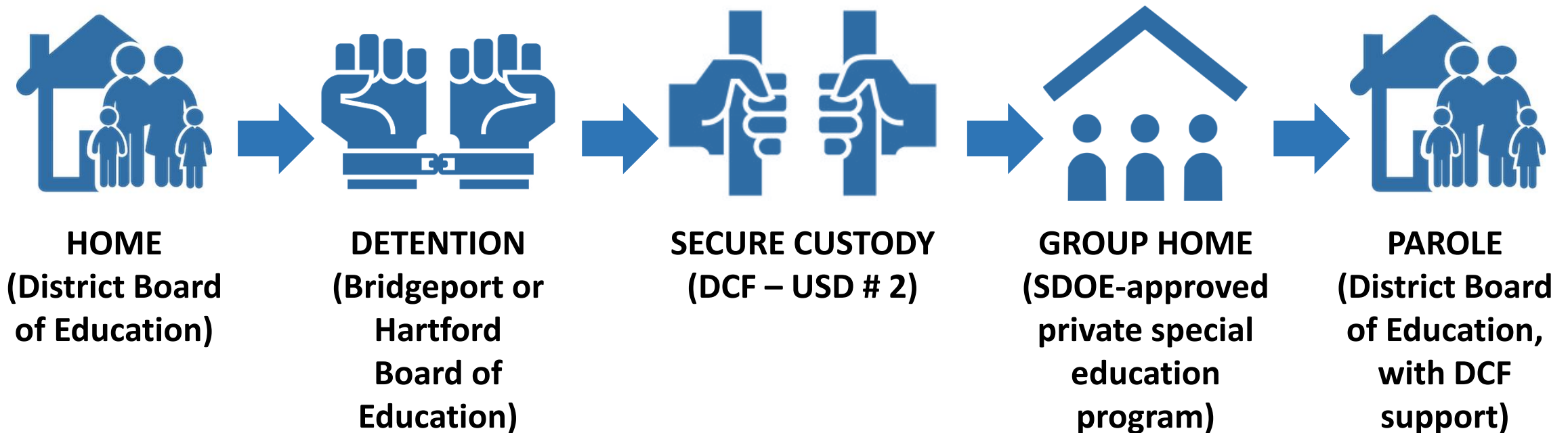
CONGREGATE CARE
164 admissions
CY2016



PAROLE
215 youth placed
on DCF parole
CY2016

Problem 1: Fragmentation

We Don't Have a System for Educating Youth in the Deep End of the Justice System...



Problem 1: Fragmentation

Fragmentation Impacts...



COST: The absence of economies of scale hurts more as the justice system shrinks. In a fragmented system, each responsible provider pays for its own supports, services, and oversight...



ACCOUNTABILITY: No single entity is responsible for strong outcomes



TRANSITIONS: Youth cycle through multiple providers – which increases the odds of dropped transitions

Problem 2: Inefficiencies



It costs

35K+

each year to educate a single child
in detention or at CJTS... and
detention centers still can't always
afford a teacher in each classroom.

Problem 3: Quality Control

College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁶	Persistence ⁷
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino	*	*
White	*	*
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
School	*	*
District	*	*

⁶College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁷College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

We haven't defined what quality education looks like for youth in the justice system:

- What can we expect from a detention center school that works with a youth for only 11 days on average?
- How will we measure educational quality when a youth stays at a school for 6 months?
- Who evaluates educational quality for youth in contracted facilities?
- How should we hold a school inside a locked facility accountable for strong results?

Problem 4: Specialization and Expertise

Our fragmented system can't deliver:

- A customized curriculum (high-interest, modular) for youth in custody
- Robust and specialized professional development for teachers of youth in custody
- Multiple pathways to opportunity – including rapid credit recovery, vocational education, and post-secondary options

Problem 5: Transitional Supports

- As stays in custody grow shorter, we should focus more on transitional supports and high-quality options after reentry
- But:
 - We have *no* specialized capacity to support transitions from detention centers into school
 - Too frequently, youth fall through the cracks during transitions
 - There are no pathways from custody into the state's Technical High School system

Solution 1: Coordination & Consolidation



- Legislate a planning and implementation process leading to the creation of a consolidated system for educating youth in the deep end of the justice system
- A single state agency should assume ultimate responsibility for ensuring and overseeing the delivery of high-quality educational services and transitional supports

Solution 2: Redeploy Resources



- Resources conserved through consolidation should be redeployed to support increased oversight and stronger supports for teachers and students
- Funding for most educational services in the juvenile justice system comes from local school districts – not from the state

Solution 2:

Quality Control & Accountability



Create a comprehensive quality control system:

- Clear quality standards
- Benchmarks for achievement
- School profiles with relevant quality metrics
- Evaluation and monitoring
- Meaningful interventions if education falls short of benchmarks

Solution 3:

Expert Teachers & Specialized Curricula

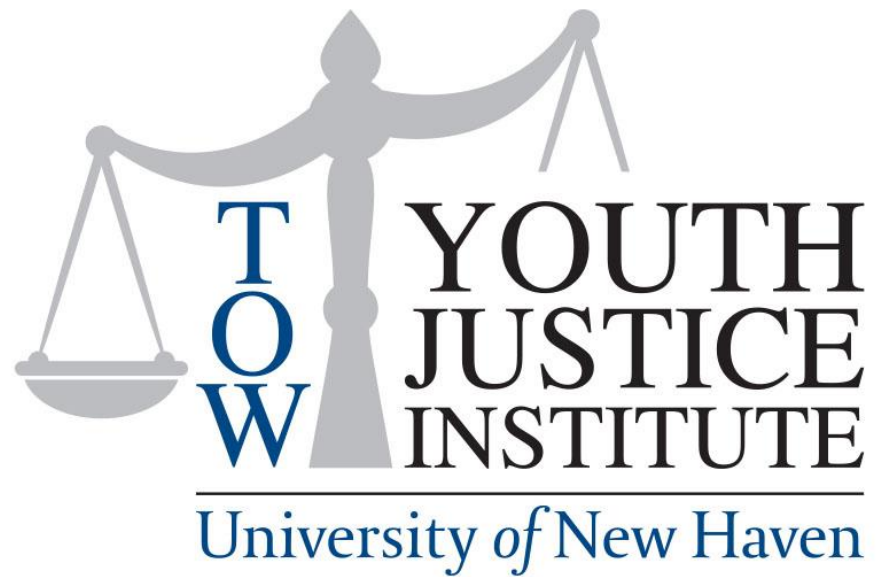


- Support a statewide professional development community for teachers of youth in the justice system.
- Develop a flexible, high-interest, modular curriculum, aligned with state standards.
- Offer vocational and post-secondary learning options, with multiple pathways to graduation and careers.

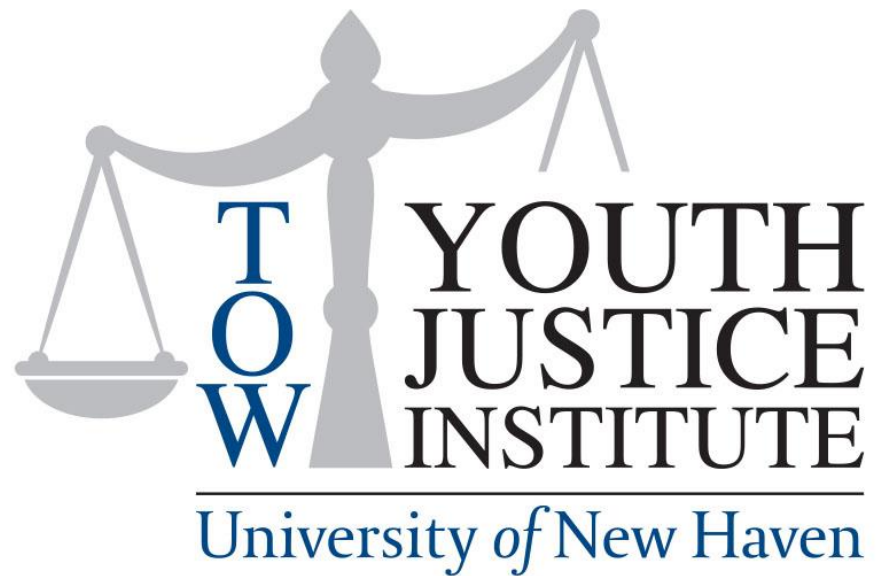
Solution 4: Transitional Supports



- Reinvest resources conserved through consolidation in reentry coordinators.
- Mandate continued enrollment in home schools for detained youth.
- Incentivize infrastructure for real-time sharing of educational records.
- Create pathways from the justice system to the Technical High School system.



Discussion



***Next JJPOC Meeting
January 18th, 2017
2:00-4:00 PM***