

# ***Juvenile Justice Policy and Oversight Committee***

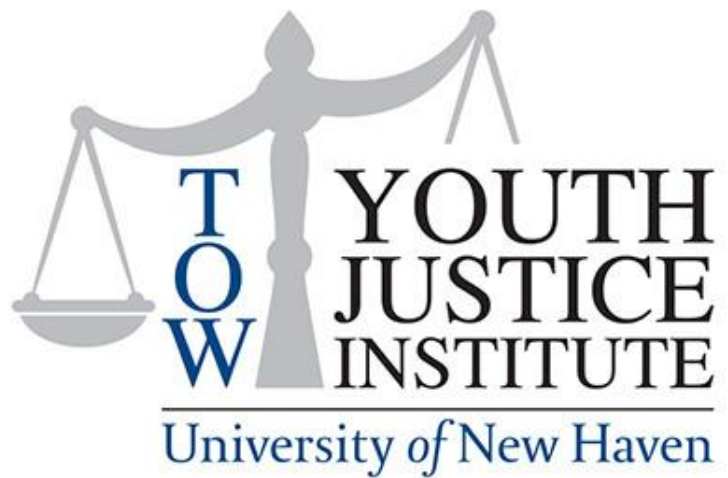
***October 17<sup>th</sup>, 2019***

***Legislative Office Building***

***2pm Room 1E***

# Progress Report

- New JJPOC Member Introductions
- TYJI Transforming Youth Justice Leadership Development Program Application
- Truancy Brochure by the Diversion Work Group
- Preliminary Presentation on Improving Educational Services for Youth in Justice System Custody by Dr. Peter Leone
- Department of Correction Presentation on Education at Manson Youth Institution by Superintendent Maria Pirro-Simmons



# ***Preliminary Presentation on Improving Educational Services for Youth in Justice System Custody***



UNIVERSITY OF  
MARYLAND

*Peter Leone, Ph.D., Professor  
University of Maryland  
Department of Counseling, Higher Education,  
and Special Education (CHSE)*

# Look Back

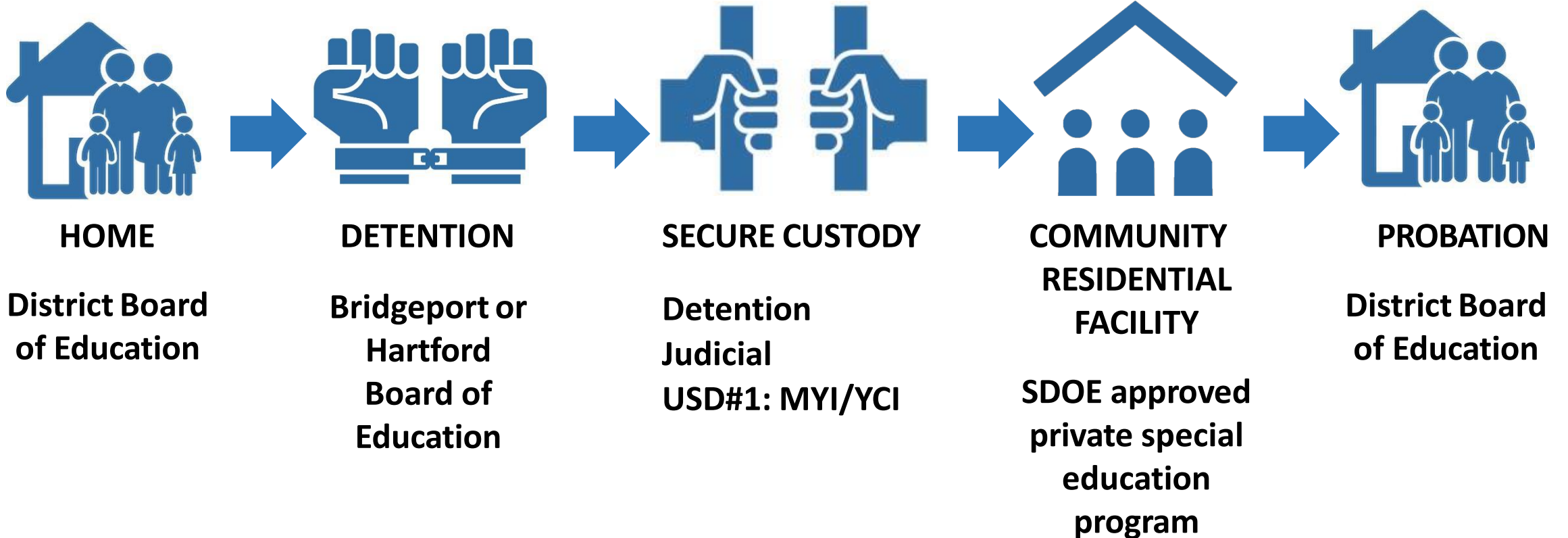
- PA. 16-147 Sec. 14 *“An Act Concerning the Recommendations of the JJPOC”*
  - “DOE, DCF, DOC, JB-CSSD to develop a plan no later than August 2017 for assessing and addressing the individual educational needs and deficiency of children in the JJ and those re-entering the community...”
- TYJI subcontracted with Josh Perry to provide technical assistance to the Recidivism work from Jan. 2017- Jan. 2018.
- Report was produced and submitted to JJPOC “Transforming Education for Youth in CT’s Justice System, by Josh Perry Jan. 2018.
- PA 18-31 (q): “[D]evelop a detailed plan concerning the overall coordination, oversight, supervision, and direction of all vocational and academic educational services and programs for children in justice system custody, and the provisions of education-related transitional support services for children returning to the community from justice system custody.”

# Education Committee Timeline



- PA. 18-31 Sec. 7(q) Effective July 1, 2018: JJPOC shall convene a subcommittee to develop a detailed plan concerning overall coordination, oversight, provision, and direction of all vocational and academic education services and programs for children in justice system custody
- **July 2018 Education Committee formed:**
  - Court Support Services Division of the Judicial Branch designee
  - Bridgeport School District designee
  - Hartford School District designee
  - Department of Correction designee
  - An expert in state budgeting expert- Office of Policy and Management
  - Experts in education in justice-system settings- Juvenile Justice Policy & Oversight Committee
  - Advocates
- Education Committee Chairs: Rep. Robyn Porter and Josh Perry
- TYJI subcontracted with Dr. Peter Leone

# “Transforming Education for Youth in Connecticut’s Justice System” by Josh Perry



“Transforming Education for Youth in Connecticut’s Justice System” by Josh Perry

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



## **Problem 1: Fragmentation**

- **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 / year to educate a child in detention and detention centers can’t always afford a teachers in each classroom

## **Problem 3: Quality Control**

- We haven’t defined what quality education looks like for youth in the justice system

“Transforming Education for Youth in Connecticut’s Justice System” by Josh Perry

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



## **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**

- 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

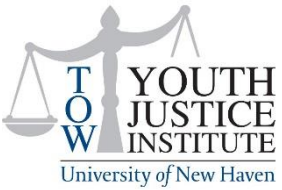
*Peter Leone, Ph.D., Professor*

- *University of Maryland*
- *Department of Counseling, Higher Education, and Special Education (CHSE)*



# Consultant Timeline (see handout)

# Dr. Leone's Prior Involvement in Connecticut



- Dr. Leone Bio (see handout)
- Consultant to the DCF Director of Juvenile Services, Monitoring provisions of Settlement Agreement, *Emily J. v. Weickler*, 2005. Conducted evaluation and produced Report on Education Programs Provided in 3 detention centers.
- Evaluator w/ M. Krezmien & M. Wilson, youthful offender education programs at York and Manson Correctional Institutions, Connecticut Department of Correction, Summer, 2007.
- Invited Keynote Speaker, Annual Meeting, Juvenile Justice Conference, CT Department of Children and Families, May 2006.
- Consultant w/ M. McLaughlin, Bridgeport public schools, special education service delivery, 1996.
- Expert to plaintiffs, *Smith v. Wheaton*, U.S. District Court, Dist. of CT, 1989-1992. [Long Lane School]. Trial testimony.

# Examples from Other States

## Oklahoma

- The Oklahoma Youth Academy Charter School (serves 2 of 3 sites; a local district serves the third site). State Dept. of Ed has a sponsorship contract with the Office of Juvenile Affairs to operate the charter school.

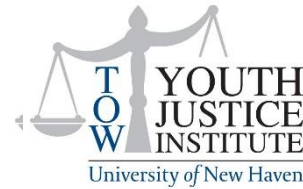
## California

- County offices of education operate schools in detention centers and commitment facilities. (County offices of education operate like RECs or NY's BOCES.)

## Oregon

- Local school districts operate school programs in detention centers and commitment facilities. The Oregon Youth Authority provides oversight and support to school districts.

# Education Committee Principles

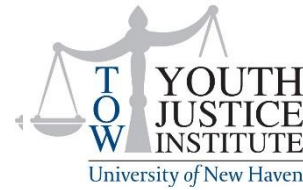


- Standards for education services for incarcerated youth should be consistent with those for public school children in the state.
- Funding for services and supports for the education of incarcerated youth should be driven by a formula that takes into account the mobility, academic disadvantage, and the considerable number of youth who are English learners and who are eligible for special education services.
- One agency or division within an agency should have primary responsibility and authority for education services all incarcerated youth in the state.
- Transition of youth from local schools to state agency placements should be seamless. Expectations, responsibilities, and outcomes for agencies and personnel responsible for entry and reentry should be explicit and measurable.
- The agency or division within an agency should report annually on the operations of the education programs serving youth in the justice system.



# Infrastructure & Funding

# Preliminary Recommendations by Dr. Peter Leone: Infrastructure & Funding



Create a special school district for education programs serving incarcerated and court-involved youth. Create an independent school board for the special school district.

## ***Discussion by Committee:***

### **Alternative options provided by the committee:**

- Expansion of USD#1 for all JJ-involved youth in out-of-home placement. However, this would require USD#1 to become independent of DOC
- Existing providers continue educational services with oversight by a newly formed legislative commission, which would include all affected state agencies. Executive responsibility will be vested in SDE with legislative commission having oversight and accountability
- A single agency or single non-profit provider would provide all educational services with oversight by a newly formed legislative commission, which would include all affected state agencies. Executive responsibility will be vested in SDE with legislative commission having oversight and accountability

# Preliminary Recommendations by Dr. Peter Leone: Infrastructure & Funding



Enable the special school district to receive CT average per pupil costs in addition to supplemental support for a high need population.

## ***Discussion by Committee:***

- Committee reached consensus

# Preliminary Recommendations by Dr. Peter Leone: Infrastructure & Funding



Require the special school district to achieve accreditation from an association of colleges and secondary schools within 36 months of its creation.

## ***Discussion by Committee:***

- Some committee members were in agreement, other committee members questioned the need for accreditation

A young man with dark, curly hair and a light beard stands against a blue wall. The wall has horizontal siding on the right and a brick-like pattern on the left. He is wearing a black zip-up jacket over a white t-shirt, dark blue jeans, and white sneakers. He has his hands in his pockets and is looking directly at the camera. A semi-transparent dark blue horizontal band across the middle of the image contains the title text in white.

# Quality Control and Accountability

# Preliminary Recommendations by Dr. Peter Leone: Quality Control & Accountability

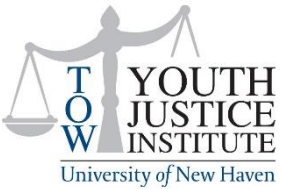


Develop a framework for education accountability that includes educators, the courts, custody and security, sending and receiving school districts and programs, and the SDE.

## ***Discussion by Committee:***

- Committee reached consensus regarding above recommendation
- DOC recommends all classroom personnel receive DOC training regarding classroom management

# Preliminary Recommendations by Dr. Peter Leone: Quality Control & Accountability



Require education providers to no less than semi-annually provide student performance data to the administrators of the special school district and its school board. Ensure that reporting measures are tailored to experiences of students in short and long-term placements.

## ***Discussion by Committee:***

- Committee questioned the theoretical definition of “educational success”, how this is measured, and how to ensure every child receives it

# Preliminary Recommendations by Dr. Peter Leone: Quality Control & Accountability



Require education providers to develop partnerships and programs with local education agencies, non-profit cultural groups, local industries, and businesses.

## ***Discussion by Committee:***

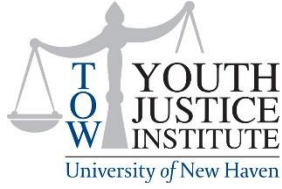
- Committee reached consensus



# Transition >

## Entry & Reentry

# Preliminary Recommendations by Dr. Peter Leone: Transition

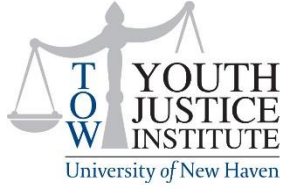


Establish explicit expectations and roles for key players in the transition of youth into and out of court placements.

## ***Discussion by Committee:***

- Committee reached consensus regarding above recommendation
- Committee recommends that SDE provide the current list of re-entry coordinators and that this list be publicly available on SDE's website and be distributed to detention centers, school districts, and parents.

# Preliminary Recommendations by Dr. Peter Leone: Transition



Through the special school district, create mechanisms to ensure that sending and receiving schools and programs provide services and supports that maximize youths' success.

## ***Discussion by Committee:***

- Committee reached consensus regarding above recommendation
- Committee expressed concerns regarding the disparities in how partial credit is accepted and who is responsible for awarding it across the state. Classroom hour to credit conversion should be standardized across school districts.

# Key Problems & Recommendations

SOLUTIONS	Fragmentation	Inefficiencies	Quality Control	Specialization & Expertise	Transitional Supports
	Create a special school district  Create an independent school board	Fund services at CT average per pupil costs in addition to supplemental support for a high need	Framework accountability with a range of stakeholders	Achieve accreditation from an assoc. of colleges and sec. schools within 36 months	Education providers develop partnerships and programs with range of agencies, groups, and industries
			Providers issue semi-annual reports on student performance		Explicit expectations and roles for key players in transition
	<u>Key</u> <b>Green</b> = Consensus <b>Yellow</b> = Some Consensus White = No Consensus				Create mechanisms to ensure that sending and receiving schools and programs provide services and supports

# What Other States Did



LEGISLATION

LITIGATION

POLICY  
&  
PRACTICE

**Table 1**  
**States with Class Action Litigation Alleging Failure to Provide Special Education Services in Juvenile Corrections (including the Dist. of Columbia and Puerto Rico), 1975–2014.**

State	# of Cases	State	# of Cases	State	# of Cases
Arkansas	1	Illinois	1	Ohio	2
Arizona	3	Indiana	2	Oklahoma	1
California	6	Louisiana	3	Oregon	1
Colorado	1	Kentucky	3	Pennsylvania	1
Connecticut	1	Maryland	2	Puerto Rico	1
Delaware	1	Michigan	1	South Carolina	2
D.C.	1	Mississippi	3	South Dakota	1
Florida	2	New Hampshire	1	Utah	1
Georgia	2	New Mexico	1	Washington	1
Hawaii	1	New York	1		

Leone, P.E., & Wruble, P.C. (2015). Education services in juvenile corrections: 40 years of litigation and reform. *Education and Treatment of Children*, 38, 587-604.

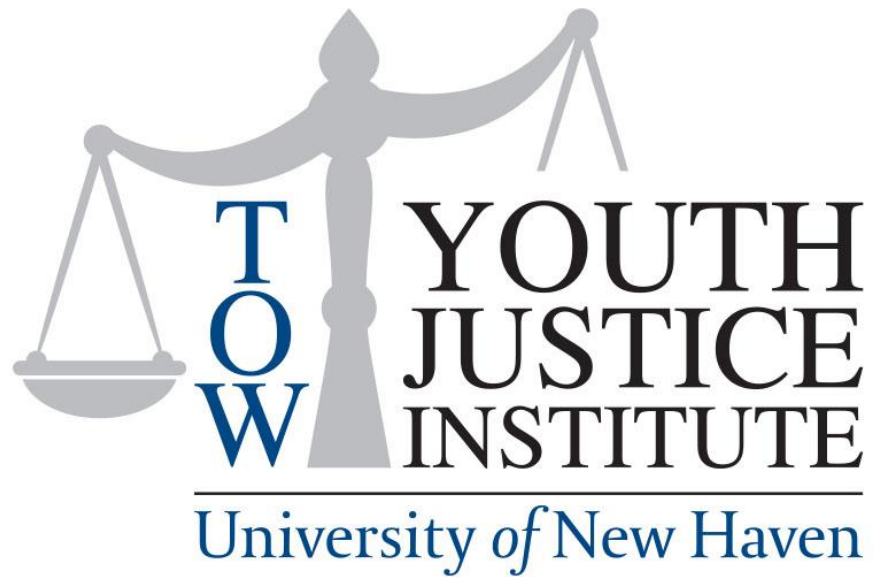
# Remaining Areas of Discussion



- Expanding age limit from 18 to 22 years old in order to take into consideration the state's requirements regarding special needs students
- Location of educational services will largely be impacted by the recommendations regarding the MYI/YCI housing alternatives

# Resources

1. Blueprint for Change: Education Success for Youth in the Juvenile Justice System, The Legal Center for Youth Justice and Education (2017) Available at: <https://www.jjeducationblueprint.org/>
2. Education and Employment Training (EET, King County, WA), Juvenile Justice, Benefit Cost Analysis (2018). Available at: <http://www.wsipp.wa.gov/BenefitCost/Program/616>
3. Education and Interagency Collaboration: A Lifeline for Justice-Involved Youth, Center for Juvenile Justice Reform (2016). Available at: <https://tinyurl.com/ycnmaj92>
4. How Effective Is Correctional Education, and Where Do We Go from Here? The Results of a Comprehensive Evaluation, The Rand Corporation (2014). Available at : [https://www.rand.org/pubs/research\\_reports/RR564.readonline.html](https://www.rand.org/pubs/research_reports/RR564.readonline.html)
5. Incarcerated / Detained Youth – An Examination of Conditions of Confinement, Office of the Child Advocate (2019).
6. LOCKED OUT: Improving Educational and Vocational Outcomes for Incarcerated Youth, Council for State Governments Justice Center (2015). Available at: <https://tinyurl.com/obrzc4p>
7. Raising the Bar: Creating and Sustaining Quality Education Programs in Juvenile Detention (2017). Available at: [https://neglected-delinquent.ed.gov/sites/default/files/NDTAC\\_Issue\\_Brief\\_Edu.pdf](https://neglected-delinquent.ed.gov/sites/default/files/NDTAC_Issue_Brief_Edu.pdf)
8. Reentry Myth Busters: Youth Access to Education upon Reentry (2017). Available at: <https://tinyurl.com/y4cxewyq>
9. Transforming Education in Connecticut's Juvenile Justice System: A Publication Supporting the Recommendations of the Recidivism Work Group, Juvenile Justice Policy and Oversight Committee (2017). Available at: <https://bit.ly/2npqBfS>
10. 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>



Questions  
and  
Discussion