JJEU Annual Review Packet

This packet provides in-depth information about the work the Juvenile Justice Education Unit (JJEU) has accomplished this year. The materials included are as follows:

1. **Executive Summary**
   A concise overview of key points from the annual presentation.

2. **Presentation Slides**
   A copy of the PowerPoint used to communicate this year's progress and initiatives.

3. **Student STAR Assessment Sample**
   An example of a STAR assessment from one of our students.

4. **JJEU Walkthrough Tool**
   The tool we use to gather classroom trend data through instructional walkthroughs.

5. **P20WINS Research Proposal**
   A proposal submitted to P20WINS to conduct research on the impact of JJEU's work.

Executive Summary: JJPOC May 2025 Presentation

This summary highlights the JJEU's comprehensive strategy to fulfill statutory mandates, improve student outcomes, and ensure youth are supported academically, emotionally, and vocationally throughout their justice-involved experience and beyond.

Department of Children and Families – Juvenile Justice Education Unit (JJEU)

The Juvenile Justice Education Unit continues its mission to provide high-quality, equitable education to youth in justice-involved settings while supporting their successful reentry into community schools and life pathways. This presentation outlines the unit's progress, challenges, and next steps across four priority areas:

1. Data and Academic Accountability Measures

The unit has implemented the **STAR Assessment** across CSSD and MYI facilities to monitor academic growth in reading and math. Data from over 150 students shows meaningful gains, with notable improvements in the percentage of students moving out of the "Urgent Intervention" category. Additionally, virtual credit recovery programs have expanded significantly, tripling student participation and increasing credits earned twelvefold from 2023 to 2024.

2. Re-entry Planning and Support

Robust transition planning processes are in place, including pre- and post-release meetings, reentry circles, and strong collaboration with LEAs. Between January and December 2024, the JJEU facilitated **312 reentry meetings** for **65 students**, reflecting a growing reach. **Family engagement** efforts also increased, with over **1,100 total contacts** across pre- and post-release stages, building support networks and ensuring continuity of education and care.

3. Teacher and Administrator Effectiveness

Through a structured learning walk process, monthly provider meetings, and ongoing professional development (PD), the JJEU has prioritized instructional quality. With **68 PD evaluations submitted**, assistant superintendents received high marks (average scores of 4.4 for content delivery and 4.2 for concept clarity). A majority of educators reported successfully applying new strategies in their classrooms.

4. Investment in Vocational Training

The unit expanded access to **career and technical education (CTE)**, including new hands-on programs in partnership with Kaynor Technical High School in Waterbury and Eli Whitney Technical High Schools in New Haven. Virtual reality-based career exploration tools were introduced at six facilities. These opportunities are designed to support credit accumulation and real-world workforce preparation, with plans to scale access and create industry-aligned credentials.

Department of Children and Families

Juvenile Justice Education Unit

JJEU's Comprehensive Strategy to Fulfill Statutory Mandates

May 15, 2025

The Work

Data and Academic Accountability Measures

Re-entry

Support Teachers and Administrators' Effectiveness

Vocational Training Support

Data and Accountability Measures

Mandate	Progress Toward Mandate	Next Steps
(2)(3)(5)Develop and review quarterly reports, on **academic performance**, and other similar issues concerning students educated by the unit;	• Utilize **Star Assessment** to assess reading and math levels. To gather baseline, assess student growth, and use data to drive planning.	• Utilize the results of Star to drive instruction.

CSSD STAR Assessment Performance
Sep 2024 – Feb 2025

All data preliminary – not for distribution

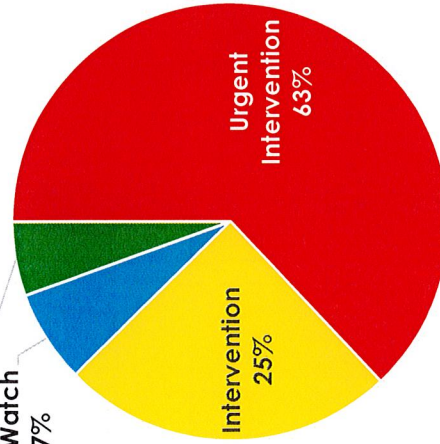|	# Students with data pairings	Average % score increase from initial assessment
Reading	73	5%
Math	69	4%

Note: Some students initially assessed prior to September 2024
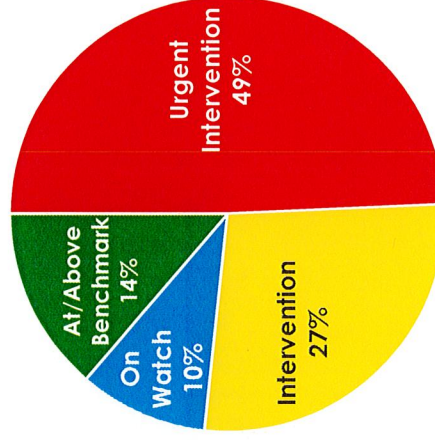
CSSD STAR Reading Progress (73 students)

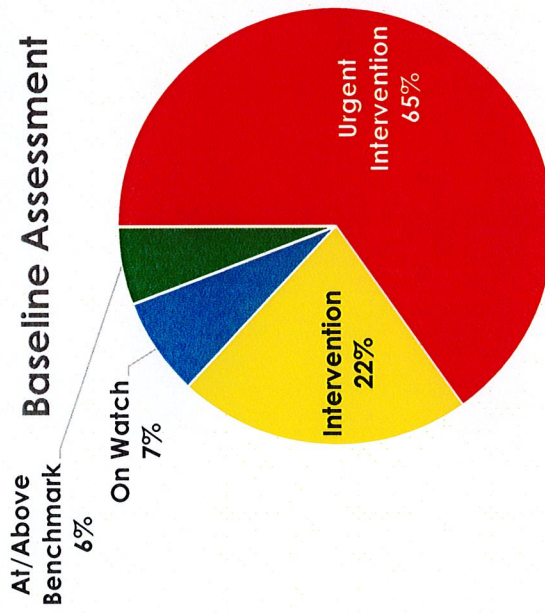## Baseline Assessment

At/Above Benchmark 5%

On Watch 7%

Urgent Intervention 63%

Intervention 25%

Summative Assessment

Urgent Intervention 49%

At/Above Benchmark 14%

On Watch 10%

Intervention 27%

Urgent Intervention	Students far below the benchmark score
Intervention	Students below the benchmark score
On Watch	Students slightly below the benchmark score
At/Above Benchmark	Students meeting or exceeding the benchmark score

CSSD STAR Math Progress (69 students)

Baseline Assessment
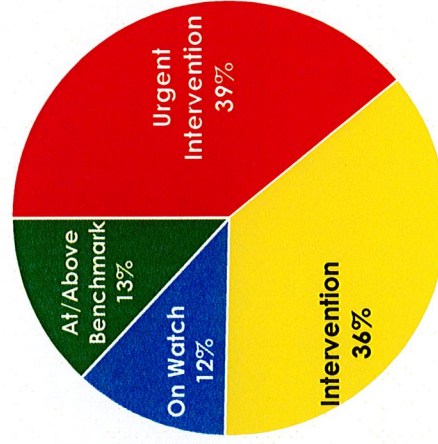
At/Above Benchmark 6%

On Watch 7%

Urgent Intervention 65%

Intervention 22%

Summative Assessment

Urgent Intervention 39%

At/Above Benchmark 13%

On Watch 12%

Intervention 36%

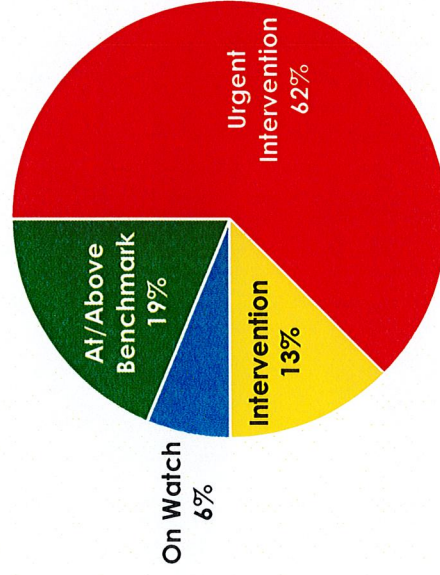| At/Above Benchmark	On Watch	Intervention	Urgent Intervention
Students meeting or exceeding the benchmark score	Students slightly below the benchmark score	Students below the benchmark score	Students far below the benchmark score

MYI STAR Assessment Performance
Fall 2023 – Fall 2024

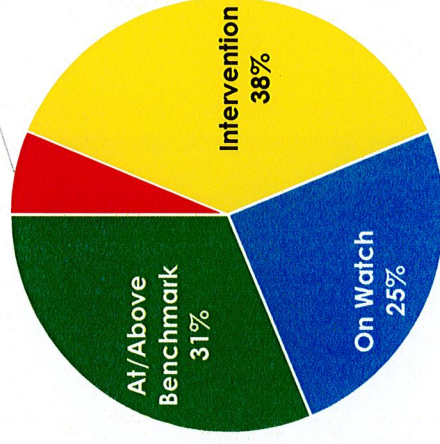|	# Students with data pairings	Average % score increase
Reading	16	3%
Math	16	2%

Note: Some students initially assessed in Spring 2024

MYI STAR Reading Progress (16 students)

Baseline Assessment

Urgent Intervention 62%
Intervention 13%
On Watch 6%
At/Above Benchmark 19%

Summative Assessment

Intervention 38%
On Watch 25%
At/Above Benchmark 31%
Urgent Intervention 6%

At/Above Benchmark — Students meeting or exceeding the benchmark score

On Watch — Students slightly below the benchmark score

Intervention — Students below the benchmark score

Urgent Intervention — Students far below the benchmark score

MYI STAR Math Progress (16 students)
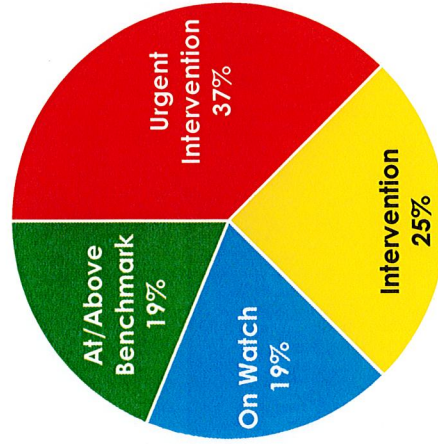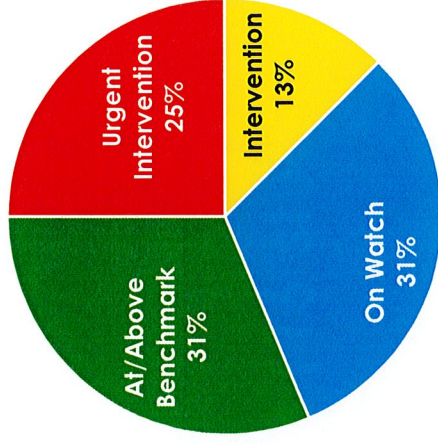
Baseline Assessment

Urgent Intervention 37%
Intervention 25%
On Watch 19%
At/Above Benchmark 19%

Summative Assessment

Urgent Intervention 25%
Intervention 13%
On Watch 31%
At/Above Benchmark 31%

At/Above Benchmark	On Watch	Intervention	Urgent Intervention
Students meeting or exceeding the benchmark score	Students slightly below the benchmark score	Students below the benchmark score	Students far below the benchmark score

Data and Accountability Measures

Mandate	Progress Toward Mandate	Next Steps
(6)(7) Enable students to have access to web-based content including **credit recovery** programs to allow students to earn a credit for a course he or she did not satisfactorily complete.	Virtual Academy: **Credit recovery** during summer programming and during the school year.	Virtual Academy and **credit recovery** programs are used with efficacy across all facilities. Collaborate with CSSD to facilitate increased access for credit recovery during summer period.

Credit Recovery

	2023	2024
Enrollment	17	54
Graduates	1	3
Credits Earned	1.5	17.8

Transition Planning

Mandate	Progress Towards Mandate	Next Steps
(7c)(1)(2)(3)(d) transition specialists whose primary responsibility is to facilitate the successful **transition of children** from a secure facilities and then back to their local educational program upon release.	• Transition meetings (pre-release & post release), Reentry mtgs. & circles • Created a process and collaborated with LEAs (Local Educational Authority) to support reentry plan and help manage a successful transition. • PSS monitor and ensure the educational credits of a student are transferred from out of home placement back to their community. • frequent ongoing communication with reentry coordinators as well as on an annual statewide basis.	• Build relationships and develop systems with smaller districts. • Continue to implement the JIEU reentry process in LEAs and school districts. • Continue to partner and support students returning to their educational program in their home community. • Continue to partner with SDE to monitor and update reentry coordinator list.

Our growing impact

	Aug – Dec 2023	Aug – Dec 2024	Jan – Dec 2024
Total re-entry meetings	42	196	312

	Aug – Dec 2023	Aug – Dec 2024	Jan – Dec 2024
Students with re-entry meetings	24	40	65

Family Engagement

		Mar – Dec 2023	Mar – Dec 2024	Jan – Dec 2024
Pre-release	REGIONS	193	237	270
	MYI	123	166	177
	Total	**316**	**403**	**447**
Post-release	REGIONS	198	523	558
	MYI	116	107	119
	Total	**314**	**630**	**677**

Connecting with families to provide updates on their child's progress in preparation for student's re-entry and building the student's support network as they are released.

Students Served (2024)

Pre-adjudicated students

Month	Students
Jan	51
Feb	55
Mar	64
Apr	70
May	79
June	72
July	72
Aug	79
Sep	87
Oct	84 (25 pre-adjudicated)
Nov	83 (22 pre-adjudicated)
Dec	94 (20 pre-adjudicated)
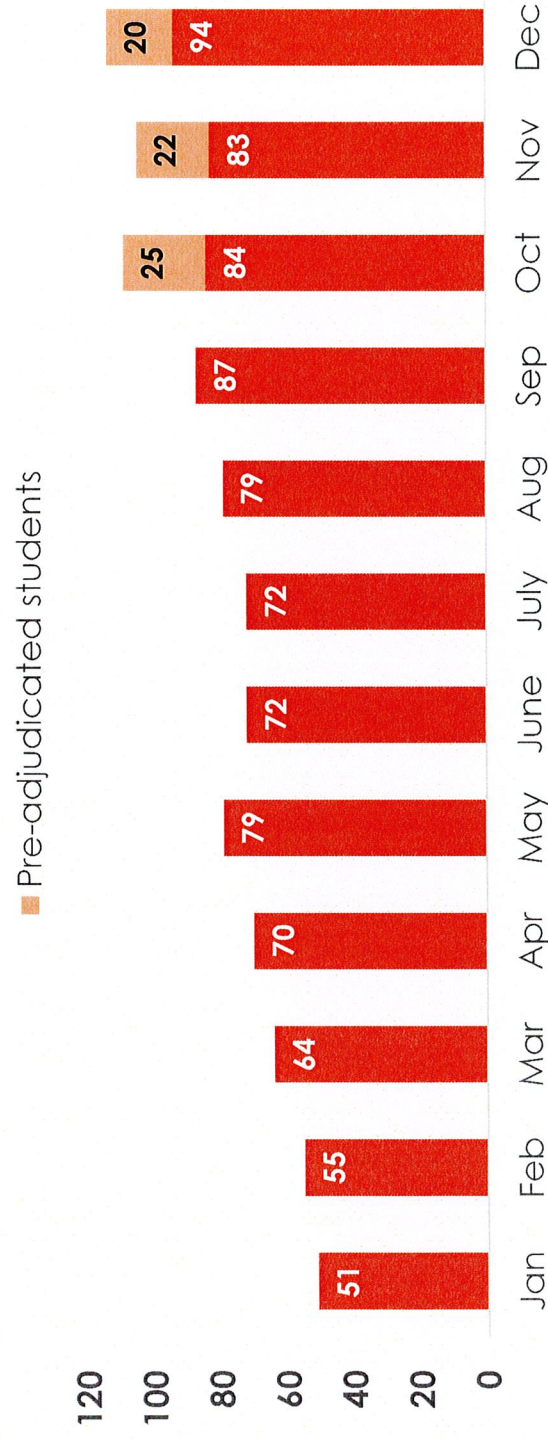
Total of 174 students served

Contact with students and supports (2024)

■ Contacts with pre-adjudicated students

Month		Value
Jan		348
Feb		425
Mar		446
Apr		509
May		708
June		423
July		520
Aug		651
Sep		837
Oct	43	1060
Nov	72	753
Dec	50	681

Total of 7,526 contacts

Contacts with Supports (2024)

Category	Contacts
Receiving School	1370
Community & Other Supports	1363
Parent	1124
District	575
JPO	402
RM	105
CPO	82
Reentry Liaison	61
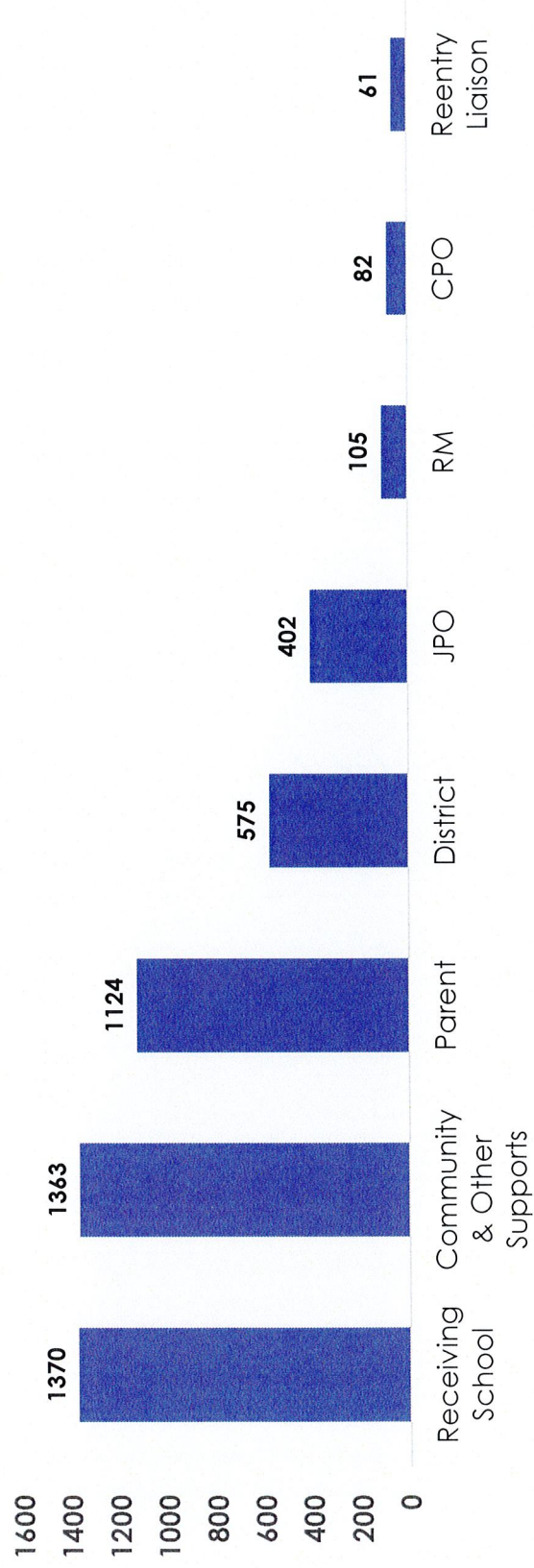
Does not include contacts with pre-adjudicated student supports

When were supports contacted? (2024)

Pie chart:
- Pre-release 45%
- Post-release 46%
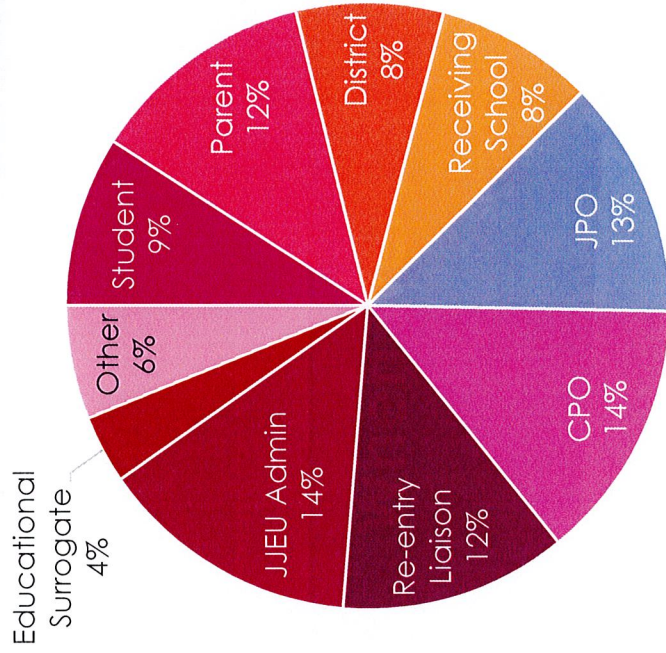- Stepdown 9%
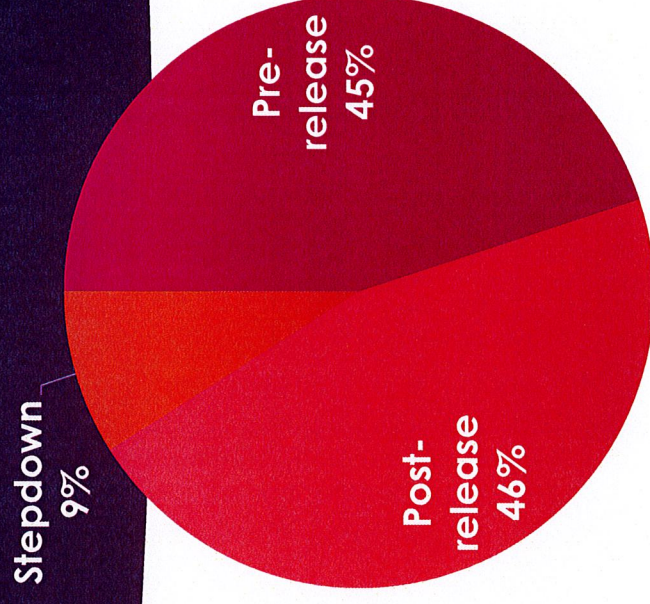
Pre-release: Transition planning to aid in student re-entry

Contact with pre-adjudicated student supports Oct – Dec 2024

Support	n	%
CPO	23	14%
JJEU Admin	23	14%
JPO	21	13%
Parent	20	12%
Re-entry liaison	20	12%
Student	15	9%
Receiving school	14	8%
District	13	8%
Other	10	6%
Edu. surrogate	6	4%
Total	**165**	**100%**

Other = JJEU Orientation, Educational Advocate

Support Teachers and Administrators Effectiveness

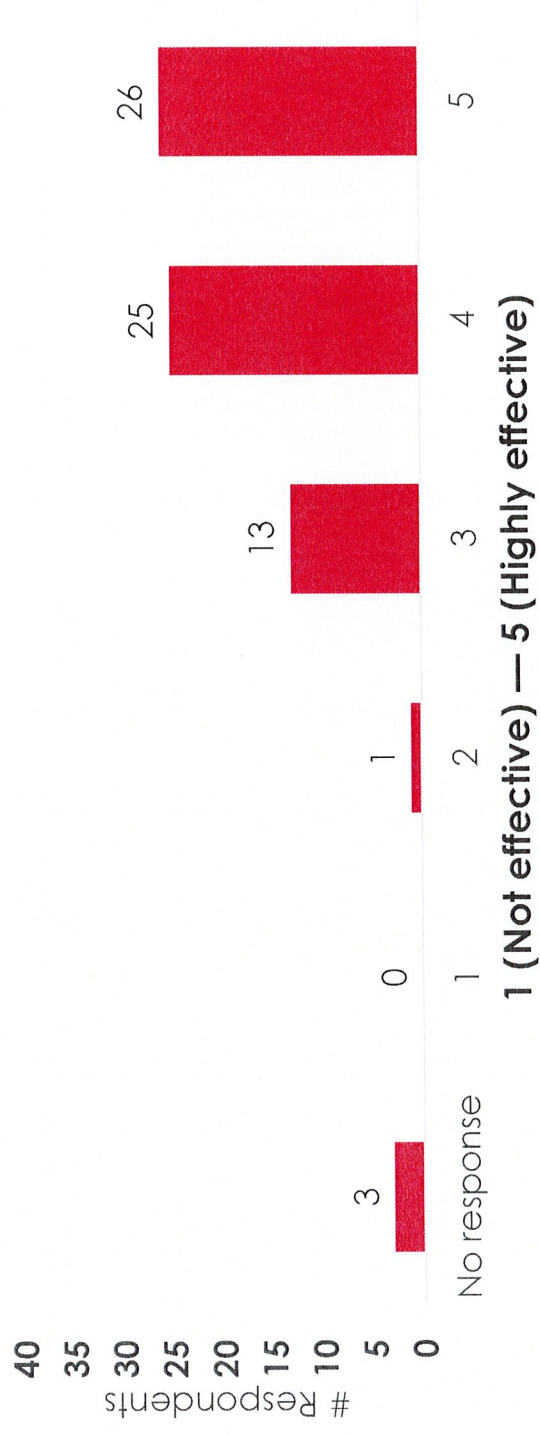| Mandate	Progress Towards Mandate	Next Steps
Public Act 21-174, passed in June 2021, requires the unit to oversee and monitor the **education of children who reside in justice facilities** or who are incarcerated, creating standardization, reentry processes, and quality assurance.	• **Developed a multi-step learning walk process partnering with the leadership at the facilities to identify strengths and areas of development.** • Provided Professional Development on student learning, teacher's planning, classroom management and ESL identification • Meet with Educational Network providers monthly	• **Continue with Learning Walk process to identify PD needs.** • **Survey educational staff to gauge instructional needs and look for common trends in order to create PLCs and identify areas of growth.** • Continue to identify problems of practice with the Educational Network. • Identify and develop new ways of supporting student learning though the network.

Total PD course evaluations received

School	# Respondents
Hamden REGIONS	14
Hartford DOMUS	8
CJR	26
MYI	20
Total	**68**

Rate the instructor's knowledge and delivery of the subject matter

 # Respondents

No response	0	1	2	3	4	5
3			2	8	17	38

1 (Poor) — 5 (Excellent)
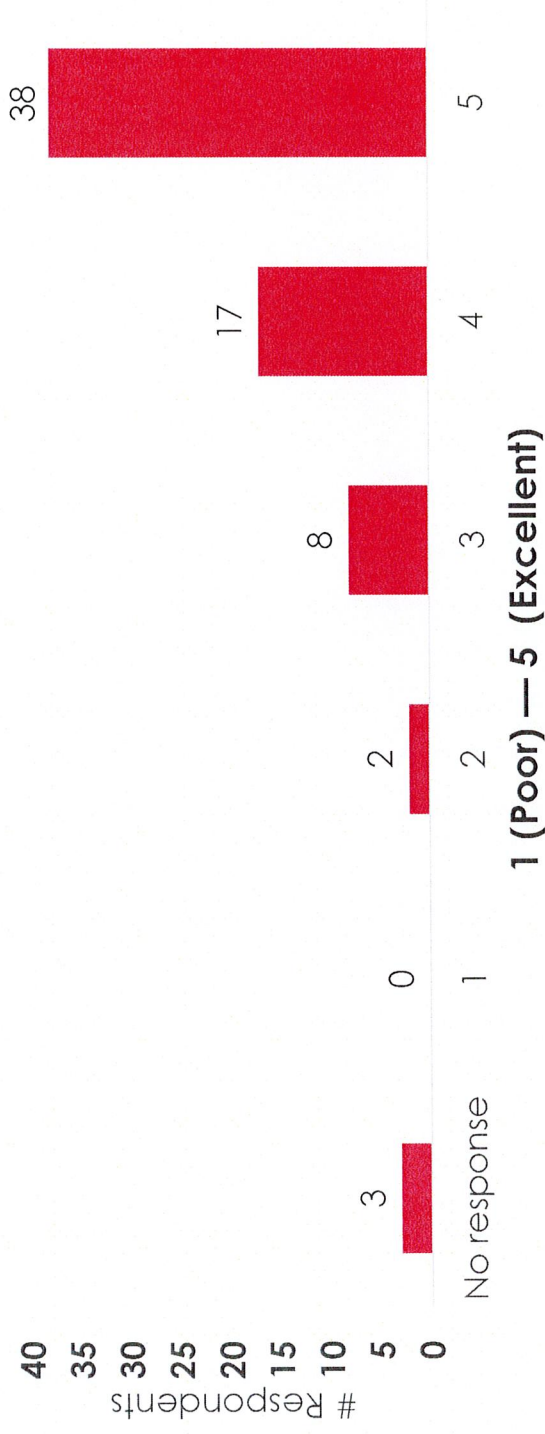
Average rating = 4.4 (65 responses)

How effectively did the instructor explain complex concepts?

Bar chart showing # Respondents by rating:
- No response: 3
- 1: (none shown)
- 2: 1
- 3: 13
- 4: 25
- 5: 26

1 (Not effective) — 5 (Highly effective)

Average rating = 4.2 (65 responses)

Have you been able to apply what you learned in your classroom or instruction?

Applied topic

Building rapport (x3)

Do Nows (x3)

Managing behaviors (x2)

Better communication (x2)

Reflection on practices (x2)

School already applying PD content (x3)
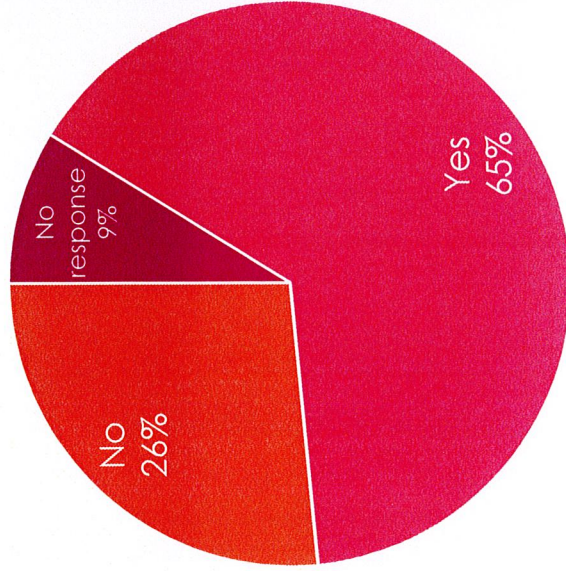
Example response

" ... has been helpful in building rapport and establishing routines"

"Elongated Do Nows and vocab we will encounter with the text"

"Asserting both expectations for classroom behavior while maintaining authentic-to-self responses in the moment""

"Better planning and communication between staff"

"Constant reflection about what worked, what didn't"

"Our school practices regularly the subject matter presented at this training"

No response 9%

Yes 65%

No 26%

Vocational Opportunities

Mandate	Progress Towards Mandate	Next Steps
(6) (A) Ensure that students have access to earn credits toward high school graduation and have access to arts and **career and technical education courses**, state-wide and college preparatory testing.	Introduced and facilitated the partnership between CSSD and the Justice Education Center to pilot a vocational training program for students, providing them with hands-on learning opportunities at both Kaynor Technical High School and Eli Whitney Technical High School.	To expand this opportunity and ensure greater access for students, particularly those in our detention centers.
	Introduced and facilitated the use of VR Transfer Goggles for Career Pathways are at the following facilities: • Journey House • Hamden CPA • Hartford Detention • Bridgeport Detention • CJR Waterbury • Manson Youth	To continue monitoring the impact of students' participation in both the VR goggles experience and the after-school program at local technical high schools

Questions

School	Students	Demographics	Scale	Benchmark Type
		All Demographics	**Star Unified Scale**	**District**

	Test Date	Grade	Teacher	Class/Group
Student	**Sep 27, 2024 9:09 AM**	**9**		**Reading**

District Benchmark, Grade 9

| Scaled Score | 700 | 800 | 900 | 1000 | 1100 | 1200 | 1300 |

■ Urgent Intervention ■ Intervention ■ On Watch ■ At/Above Benchmark
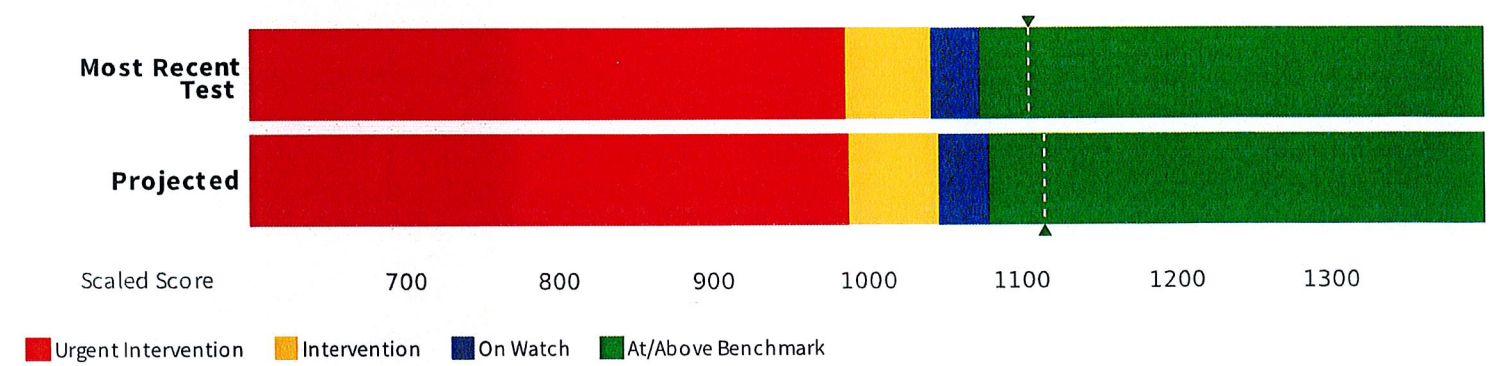
Star Reading Enterprise Tests Results

SS
(Scaled Score) — **1106**

■ At/Above Benchmark
. Scaled Score is based on the Star Unified scale.

Projected SS
(for 7/31/25) — **1116**

■ At/Above Benchmark
Projected Scaled Score is based on the Star Unified scale.

PR
(Percentile Rank) — **59**

scored higher than 59% of students nationally in the same grade.

IRL
(Instructional Reading Level) — **7.7**

would be best served by instructional materials prepared at the seventh grade level.

ZPD
(Zone of Proximal Development) — **4.7 - 10.4**

ZPD identifies books at the right level to provide ~~~al reading challenge without frustration. Enter s ZPD in https://www.arbookfinder.com to find appropriate books.

Suggested Skills (Connecticut Core Standards)

. Star Reading Enterprise Tests score(s) suggests these skills from CPR for CT learning progression would be challenging, but not too difficult. Combine this information with your own knowledge of the student and use your professional judgement when designing an instructional program.

Literature

⚡ Focus Skill

Range of Reading and Level of Text Complexity
This score suggests   , is ready for instruction and practice with the following skills.

Grade

9 Apply repair strategies to adjust understanding

Craft and Structure

This score suggests   is ready for instruction and practice with the following skills.

Grade

9 Apply strategies to clarify academic words

9 Analyze connotation / intent in literary texts

9 Analyze how narration affects a text's meaning

Key Ideas and Details

This score suggests   is ready for instruction and practice with the following skills.

Grade

9 Analyze how character development affects plot

9 ⚡ Analyze how character relationships affect plot

9 Evaluate how much setting plays a role in a text

9 ⚡ Analyze key idea / details to draw conclusions

9 Cite text details in literary text analysis

9 Analyze the controlling idea of a poem

9 ⚡ Analyze in detail how themes emerge and develop

Informational Text

Range of Reading and Level of Text Complexity

This score suggests   is ready for instruction and practice with the following skills.

Grade

9 Apply strategies when comprehension is unclear

Craft and Structure

This score suggests   is ready for instruction and practice with the following skills.

Grade

9 Use vocabulary strategies in informational texts

9 Analyze connotation / intent in nonfiction texts

9 ⚡ Analyze how parts of text develop author's ideas

Key Ideas and Details

This score suggests   is ready for instruction and practice with the following skills.

- **9** Analyze and trace events back to their causes
- **9** Determine how sequenced ideas are connected
- **9** ⚡ Draw larger conclusions based on text analysis
- **9** Cite strong textual evidence to support analysis
- **9** ⚡ Analyze how the central idea relates to details
- **9** ⚡ Analyze connections drawn between ideas / events
- **9** Analyze order of points made in an argument

Language

Vocabulary Acquisition and Use

This score suggests ˈ   ; is ready for instruction and practice with the following skills.

Grade

- **9** Clarify technical words using context clues
- **9** Use dictionary to find word meaning / etymology
- **9** Define words with affixes / Latin and Greek roots
- **9** ⚡ Use / expand academic and content vocabulary
- **9** Use multiple-meaning words / homophones correctly
- **9** ⚡ Use word relationships to clarify word meanings
- **9** Explain how grade-appropriate synonyms differ
- **9** Analyze connotation / intent in literary texts
- **9** Analyze connotation / intent in nonfiction texts
- **9** ⚡ Analyze meanings / impact of euphemisms / oxymorons

⚡   Focus skills identify the most critical skills to learn at each grade level.

DCF Juvenile Justice Walkthrough Protocol

The purpose of this document is to provide direction on the sequence and process to follow on the day of the walkthrough at a school/facility. The steps and script outlined is intended to keep all participants on task and thinking about actionable and relevant feedback to the educators in the school where the walk through is taking place.

Roles for walkthrough:

Principal or Educational Leader/host:

Facilitator:

Walkthrough participants:

Items needed for Walkthrough:

- ➔ Supporting/foundational documents relating to areas of focus for walkthrough. This can be professional learning documents, timelines, teacher directed look for's, important notes, anything relevant to walkthrough focus.
- ➔ Walkthrough tool/rubric, created by school leader/JJEU, sheet for observational notes.
- ➔ Clipboard for note taking
- ➔ Post it notes/Pens
- ➔ 2-3 Large sheets of paper
- ➔ Meeting room for post walk through work

WELCOME:

Facilitator speaks: "*Welcome all to today's walkthrough at _____. We are fortunate to be hosted by (principal/host/educational leader's name) _____, who will be telling us about what they have been working on at their school, and what our look for's are in the classes we will be visiting.*" (Facilitator introduces Principal):

INTRODUCTION:

Principal speaks: ***"Over the past (days, weeks, months, years) our staff has been working on _____. This work was done in collaboration with the teachers.***

(Principal shares any foundational documents, or relevant information that has been shared with teachers about an instructional focus or area of professional development. We have worked on this area for a while in the form of (meetings, share outs, PLCs, review of practice,

etc.) and we would like to collect outside perspectives on how we are progressing in this area of professional development. "

WALK THROUGH PRE-LEARNING:

(Principal shares walk through tool created for their school) ***"This walkthrough tool was created based off of our ongoing work with our teachers as well as key areas that I would like us to continue to think about as we plan professional development in the future. This walkthrough tool was also shared with our teachers, and we gathered feedback from them at the start of this process. This is NOT an evaluation document. Please record your observations on this document but do not make specific evaluations or judgements on the teachers and classrooms you visited.***

(Walkthrough participants review walk through tool)

<u>Facilitator:</u> *Are there any questions regarding the walk through tool?* (Facilitator makes sure any clarifying questions are answered, points out place for note taking, checklist to review, etc.)

LOGISTICS:

Principal shares list of classrooms to visit, rotation times and pairs/groups are made. Each walkthrough should last between 15-20 minutes, and time amount should be agreed upon by all participants before beginning learning walk. Time to return to meeting room should be determined as well. Participants have their clipboard, walkthrough tool and extra paper if needed to record observations.

---LEARNING WALK---

AFTER LEARNING WALK SEQUENCE:

Participants return to meeting room.

1.Facilitator: *"At this time we would like every one to take their observations and write on post it notes any trend observations or common themes seen in the classes.. For example, information on post it notes could be written like "in 2 out of the 3 classes visited, there was evidence of teacher planning for the lesson observed" or "in all 4 classes visited, a posted objective was visible for students to refer to during the lesson." Please do not make more than 6 post it notes observations."*

"Please take a 5 minutes to transfer your observations onto the post it notes, with common trends in mind. When we are done, we will group them based on any common topics or observations. "

2. At this time the Administration leaves the room (or stays in the room and observes the conversation) as Learning walk participants share their post-it notes. Facilitator goes through

each post-it, and with the help of participants, groups common ideas and/or observations. Groups could be around any facet of instruction, for example, modeling, progress monitoring, assessing for learning, opportunities for student discourse, etc.

3. Facilitator: (asks learning walk participants) *"What were the things we saw in almost all of the classes that reflected effective instruction? How could this work be supported? What suggestions could we give the school's teachers and administration to support this work?"*

"What were the things we saw in almost all of the classes that reflected a need for more support? What suggestions and/or strategies could we give the school's teachers and administration to this work?"

4. Principal returns to meeting room.

5. Facilitator shares post it notes/trend observations to Principal. Participants can share their observations regarding trend observations, specific recommendations, and commendations.

6. Principal reflects on thoughts and ideas shared by learning walk participants. Principal says when they will be sharing these observations with their teachers.

END OF WALKTHROUGH PROCESS

Following the Learning Walkthrough, JJEU writes up a summary with commendations and recommendations, with possible next steps.

The Connecticut Department of Children and Families (DCF) proposes a research project to P20WINS to evaluate the long-term educational and employment outcomes of justice-involved youth under the oversight of the Juvenile Justice Education Unit (JJEU). Since its inception on October 1, 2022, JJEU has been pivotal in providing educational guidance to high school diploma-track students residing in justice facilities. This research will provide the first comprehensive assessment of JJEU's impact on the post-reentry success of these youth, addressing critical questions about academic and vocational achievements.

Research Goals

1. Assess the influence of JJEU's educational and transitional supports on school matriculation rates.

2. Evaluate the impact of JJEU's interventions on high school graduation rates.

3. Analyze how JJEU supports affect employment or post-secondary enrollment outcomes.

Significance

The study aims to:

- Provide actionable insights for JJEU's quality assurance efforts.

- Inform policymakers about effective strategies for supporting justice-involved youth.

- Advance Connecticut's commitment to high-quality educational programming for this population.

Methodology

The research will utilize data from multiple state and national sources, including the Connecticut State Department of Education (CSDE), Department of Labor (CTDOL), and the National Student Clearinghouse. Outcomes will be analyzed for:

- **RQ1:** School matriculation within 1, 3, and 5 years of reentry, attendance records, and variations based on demographic factors (e.g., gender, race, IEP status).

- **RQ2:** High school graduation rates, timeliness, and age at graduation, with subgroup comparisons and evaluation of the role of JJEU's interventions.

- **RQ3:** Employment and post-secondary enrollment rates, time to these milestones post-reentry, and the influence of JJEU's supports.

Comparison Groups

The study will compare outcomes for students supervised by JJEU (post-October 2022) to those of justice-involved youth who reentered the community prior to JJEU's establishment (July 2018 - October 2022).

Key Data Elements

- **Educational Data:** Enrollment, attendance, graduation status, and academic program participation.

- **Employment Data:** Wages, employment status, and industry sectors.

- **Demographics:** Gender, race, age, and IEP status.

- **Program Participation:** Involvement in credit recovery and other JJEU services.

Anticipated Challenges

- Limited sample sizes due to the nascent nature of JJEU.

- Potential confounding effects of the COVID-19 pandemic on outcomes.

Policy Implications

Findings will guide enhancements to JJEU's programs and inform broader juvenile justice policy reforms. By identifying factors that drive positive outcomes, this research will help ensure that justice-involved youth receive effective support for successful reintegration into society.

Conclusion

This project represents a critical step in evaluating and strengthening the educational and transitional services provided to justice-involved youth in Connecticut. Through rigorous analysis and collaboration with state and national partners, the study aims to build a robust evidence base to support long-term success for this vulnerable population.