

Education Issues for **Students** in the Juvenile Justice System

Juvenile Justice Policy and Oversight Committee

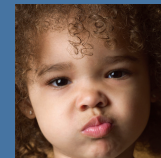
June 18, 2015



Center for Children's Advocacy

Martha Stone
Executive Director

Leon Smith
Director, Racial Justice Project



JJPOC

PA 14-217 Sec 79

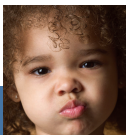
(f)(5)

1. Identify strengths and barriers that support or impede educational needs of youth in JJ system.

(g)(4)

2. Examine ways state agencies and local boards of education can collaborate to reduce number of children who enter JJ system.

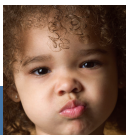
(school-based efforts and other processes)



CCA Scope of Work

Part 1 – Explore these areas

1. Connection for students with juvenile justice system:
 - Suspensions, expulsions and education services provided including quality and academic credit
 - Truancy, chronic absenteeism, and school-based arrests by race, gender, geographic location & reasons
2. Data on DMC by regions, district and schools related to above
3. Transition from facilities to school, re-entry to home or new school following placement and problem areas

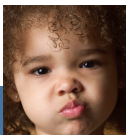


CCA Scope of Work

Part 2

Recommendations (to include evidence-based models):

1. To reduce suspensions and expulsions
2. To reduce truancy, chronic absenteeism, and school-based arrests
3. For improvement to education services provided while students are in the jj system
4. For improvement to transitions from facilities to school, re-entry to home school or new school following placement
5. English Language Learner population needs
6. Raise the Grade Initiative



What we know

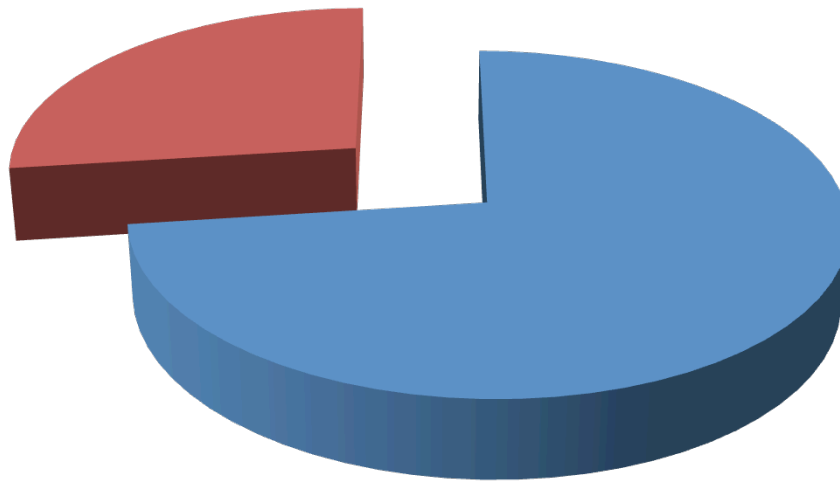
For **students** entering/in the JJ system:

1. Arrests in school
2. Suspension/Expulsions of Students in Detention
3. Achievement of Students in USD#2
4. Disproportionate Discipline in CT Schools
5. Crossover youth Foster Care to JJ
6. Barriers at different points in JJ System



Student Arrests in Schools

The relationship between lowest performing schools and the school-based arrests



- 73% from Alliance Districts
- 27% from Other Districts

Source: CSSD Data 2014

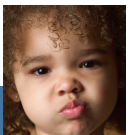


Suspension/Expulsion Rates in CT Schools

Disproportionate Discipline

STUDENTS	Arrested	Expelled	Suspended (Out of School)	Suspended (In School)
Black (More than white)	4.7 times	4.9 times	6.5 times	
Hispanic/Latino (More than white)	3.1 times	2.6 times	4.4 times	
Special Education (More likely than general education)	3 times	1.8 times	2.6 times	2 times
Students in Poorest Urban Areas (More often than wealthiest suburban)	23 times	17 times	24 times	10 times

Source: Keeping Kids in Class: School Discipline in Connecticut, 2008-2013.
Voices for Children, February 2015

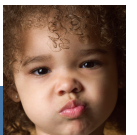


Suspension/Expulsion Rates in CT Schools

Disproportionate Discipline

White students self-report suspendable offenses at approximately the **same rate as Black and Latino students.**

Source: 2013 Dept. of Public Health, Youth Risk Behavior Survey



Suspensions/Expulsions of **Students** in Detention

20.7% special education history/status

56.4% suspension history

48.9% expulsion history



Source: CSSD Data 2014

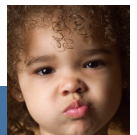
Achievement of **Students** Committed to DCF – USD#2

CJTS, Solnit North/South

Percent proficient or better on 2013 CMT/CAPT

Subject Area	USD#2	State Average
Math	18%	84%
Reading	21%	81%
Science	16%	80%
Writing	28%	85%

Source: DCF



Achievement of **Students** in Foster Care Committed to DCF

Percent proficient or better on 2013 CMT/CAPT (CSDE)

Subject Area	Children in Care	Same Districts	State Average
Mathematics	50%	72%	84%
Reading	51%	70%	81%
Writing	53%	76%	85%
Science	39%	67%	80%

Source: DCF

20% of youth in child welfare cross over to juvenile justice

Source: Research Brief: Connecticut's Cross Over Youth;
UCONN Center for Applied Research in Human Development



Our Students are Failing

HARTFORD PUBLIC SCHOOLS

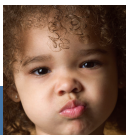
[Redacted] School

Dr. Christina Kishomoto,
Superintendent of School




Principal: [Redacted]

Student: [Redacted] Grade: 7

	Trimester 1		Trimester 2		Trimester 3		Final Grade
	G	C	G	C	G	C	
Language Arts	D 60%	2	D 61%	2	D 63%	2	D
Math	D 63%	1	C- 70%	2	F 48%	1	D- 60%
Science	N/A		N/A				
Humanities	D 60%	2	F 48%	1	F 50%	1	F
Art	F	1	F	1	F	5	F
Music	C	2	D+	2	D	2	D+
Physical Education	B+ 89%	3	B 85%	3	B	3	B
Library	N/A		F	1	F	2	F



Our **Students** are Failing



_____, Principal3rd TRIMESTERDr. Christina Kishomoto, Superintendent

NAME: _____Homeroom: _____Grade: 7

Class/Teacher	Comments
<u>Language Arts</u> Wilson	_____ has made strong academic strides this year. He needs to focus on behavioral goals for his eighth grade school year. Lexile Score: 151
<u>Mathematics</u> Harger	_____ is capable of doing more in Math. He finds it difficult to stay focused during instruction. He has many missing assignments.
<u>Science</u> J Tucker	N/A
<u>Humanities</u> Simpson	To do well next year, _____ needs to focus on improving his behavior.

Attendance Information

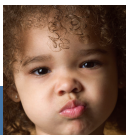
☒ Attendance continues to be a problem. ☐ Late arrival continues to be a problem.

Promotion Information

☐ Your child is in danger of not being promoted.

☒ Your child has been promoted to grade 8.

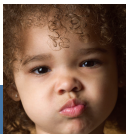
☐ Your child will repeat this grade in room _____ with _____.



Our **Students** are Changing Schools

6/07	CCMC	11/12	Middlesex Hospital
6/07	Institute of Living	11/12	Solnit North
7/07	Sankofa House	11/12	Juvenile Detention
11/07	Therapeutic foster home	2/13	Solnit North
12/08	Institute of Living	3/13	Juvenile Detention
6/09	CT Children's Place	5/13	Children's Center - Hamden
2/10	Foster home	1/14	Group Home
5/11	Juvenile Detention	4/13	CJTS
5/11	Foster home	7/14	Group Home
6/11	Juvenile Detention	2/15	Independent Living
6/11	CT Children's Place		
8/11	Foster home		
9/12	Emergency placement		
9/12	Solnit North		
10/12	Rushford Center		

Theo
changed schools
19 times in 8 years

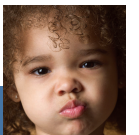


JJ Students Return to District

Graduation Rates by District

2014 Cohort (4 years)

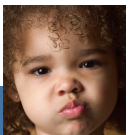
Hartford	71.5
New Haven	75.5
New Britain	63.6
Bridgeport	70.5
Waterbury	67.9
Statewide	87.0



What we don't know

For **students** entering the JJ system, we lack aggregate data on:

1. Level of chronic absenteeism
2. History of suspensions/expulsions
- 3.** Grade level performance of students
- 4.** Role of youth and parent voice



Points for **Students** in the Juvenile Justice System

Prevention

Arrest & Diversion

Detention

Probation

Commitment

CJTS, Pueblo Residential

Re-entry



Barriers for **Students** in the Juvenile Justice System

Prevention

- Chronic absenteeism/FWSN data

Arrest & Diversion

Detention

Probation

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CJTS, Pueblo Residential

Re-entry



Barriers for **Students** in the Juvenile Justice System

Prevention

Arrest & Diversion

- Inconsistent school discipline policies
- Limited capacity of diversion programs

Detention

Probation

Commitment

CJTS, Pueblo Residential

Re-entry



Barriers for **Students** in the Juvenile Justice System

Prevention

Arrest & Diversion

Detention

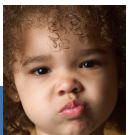
Probation

Commitment

CJTS, Pueblo Residential

Re-entry

- Lack of “Child Find” identification
- Credit recovery
- Inconsistent quality of educational services
- Transfer of records entering & exiting



Barriers for **Students** in the Juvenile Justice System

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Arrest & Diversion

Detention

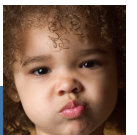
Probation

Commitment

CJTS, Pueblo Residential

Re-entry

- Limited access to educational advocacy and supports



Barriers for **Students** in the Juvenile Justice System

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Arrest & Diversion

Detention

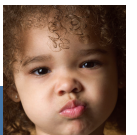
Probation

Commitment

CJTS, Pueblo Residential

Re-entry

- Lack of “Child Find” identification
- Inconsistent delivery of educational services (DOJ/DOE; “Raise the Grade”)



Barriers for **Students** in the Juvenile Justice System

Prevention

Arrest & Diversion

Detention

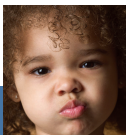
Probation

Commitment

CJTS, Pueblo Residential

Re-entry

- Transfer of academic records
- Immediate re-enrollment
- Quality for alternative education
- Availability of educational advocacy



Five Forthcoming Reports

1. **“Raise the Grade” Reforms**
2. **Trends in Juvenile Criminal Case Processing, Education**
3. **Foundation for Alliance for Education**
4. **STAR Assessments USD#2**
5. **School College Placements, Inc.**

CCA Final Report – Sept. 2015

