Education Issues for Students in the Juvenile Justice System

Juvenile Justice Policy and Oversight Committee
June 18, 2015

Center for Children’s Advocacy

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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

Source: CSSD Data 2014
## Suspension/Expulsion Rates in CT Schools

### Disproportionate Discipline

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

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

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>USD#2</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>18%</td>
<td>84%</td>
</tr>
<tr>
<td>Reading</td>
<td>21%</td>
<td>81%</td>
</tr>
<tr>
<td>Science</td>
<td>16%</td>
<td>80%</td>
</tr>
<tr>
<td>Writing</td>
<td>28%</td>
<td>85%</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Children in Care</th>
<th>Same Districts</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>50%</td>
<td>72%</td>
<td>84%</td>
</tr>
<tr>
<td>Reading</td>
<td>51%</td>
<td>70%</td>
<td>81%</td>
</tr>
<tr>
<td>Writing</td>
<td>53%</td>
<td>76%</td>
<td>85%</td>
</tr>
<tr>
<td>Science</td>
<td>39%</td>
<td>67%</td>
<td>80%</td>
</tr>
</tbody>
</table>

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

kidscounsel.org and speakupteens.org
# Our **Students** are Failing

**HARTFORD PUBLIC SCHOOLS**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Trimester 1</th>
<th>Trimester 2</th>
<th>Trimester 3</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>D 60%</td>
<td>2</td>
<td>D 63%</td>
<td>D</td>
</tr>
<tr>
<td>Math</td>
<td>D 63%</td>
<td>1</td>
<td>F 48%</td>
<td>D- 60%</td>
</tr>
<tr>
<td>Science</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>D 60%</td>
<td>2</td>
<td>F 50%</td>
<td>F</td>
</tr>
<tr>
<td>Art</td>
<td>F</td>
<td>1</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Music</td>
<td>C</td>
<td>2</td>
<td>D</td>
<td>D+</td>
</tr>
<tr>
<td>Physical Ed</td>
<td>B+ 85%</td>
<td>3</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Library</td>
<td>N/A</td>
<td>F</td>
<td>1</td>
<td>F</td>
</tr>
</tbody>
</table>

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**Center for Children’s Advocacy**

kidscounsel.org and speakup4teens.org
Our **Students** are Failing

### 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.
- X. Your child has been promoted to grade 8.
- Your child will repeat this grade in room ______ with ________.
Our **Students** are Changing Schools

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

**Theo changed schools 19 times in 8 years**
## JJ Students Return to District
### Graduation Rates by District
#### 2014 Cohort (4 years)

<table>
<thead>
<tr>
<th>District</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hartford</td>
<td>71.5</td>
</tr>
<tr>
<td>New Haven</td>
<td>75.5</td>
</tr>
<tr>
<td>New Britain</td>
<td>63.6</td>
</tr>
<tr>
<td>Bridgeport</td>
<td>70.5</td>
</tr>
<tr>
<td>Waterbury</td>
<td>67.9</td>
</tr>
<tr>
<td><strong>Statewide</strong></td>
<td><strong>87.0</strong></td>
</tr>
</tbody>
</table>
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**

- **Commitment**
  - CJTS, Pueblo Residential

- **Re-entry**
Barriers for **Students** in the Juvenile Justice System

- Inconsistent school discipline policies
- Limited capacity of diversion programs
Barriers for **Students** in the Juvenile Justice System

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

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**Prevention**

**Arrest & Diversion**

**Detention**

**Probation**

**Commitment**
- CJTS, Pueblo Residential

**Re-entry**
Barriers for **Students**
in the Juvenile Justice System

- Limited access to educational advocacy and supports

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**Prevention**

**Arrest & Diversion**

**Detention**

**Probation**

**Commitment**
CJTS, Pueblo Residential

**Re-entry**
Barriers for Students in the Juvenile Justice System

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

Prevention
Arrest & Diversion
Detention
Probation
Commitment
CJTS, Pueblo Residential
Re-entry
Barriers for **Students** in the Juvenile Justice System

- 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