

Juvenile Justice Policy and Oversight Committee

May 18, 2023

LOB- 300 Capitol Ave Hartford , Room 2C

Virtual Option Available

Opening Remarks

- Meeting facilitation
 - Meeting is being recorded
 - Remain “muted” on Zoom, unless speaking
 - Refrain from interrupting with comments or questions until each presenter is finished speaking
 - Questions and Comments will be limited to JJPOC members
 - Virtual attendants: use the “Chat” and “Hand Raising” feature so TYJI can help monitor and facilitate the meeting

Meeting Overview

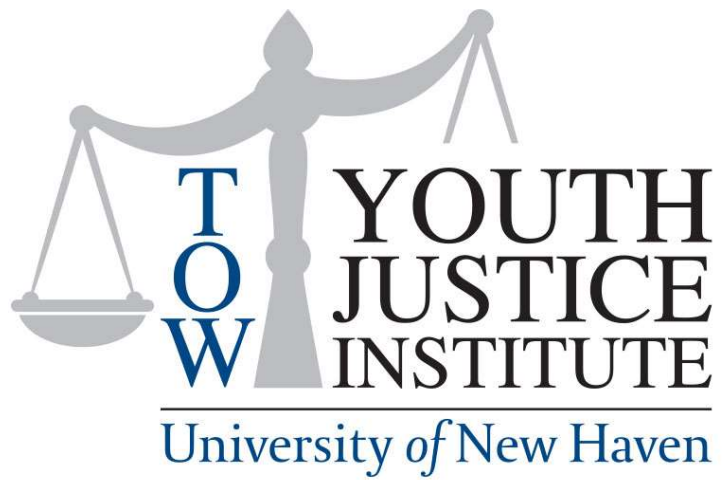


- Announcements
- DCF Juvenile Justice Education Unit
- JBCSSD Report on Remaining Sections: PA 19-187

Tow Youth Justice Institute

Dr. Glen Worthy, Education Administrator
Tina Mitchell, Assistant Superintendent
John Tarka, Assistant Superintendent

Catherine Foley Geib, Deputy Director

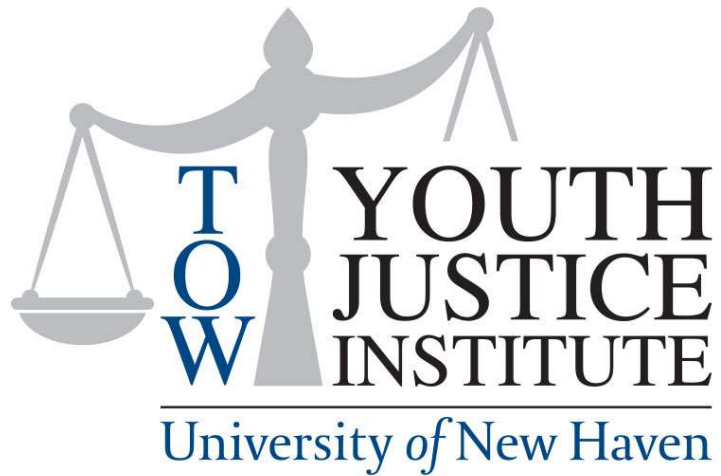


Announcements

Tow Youth Justice Institute Announcements

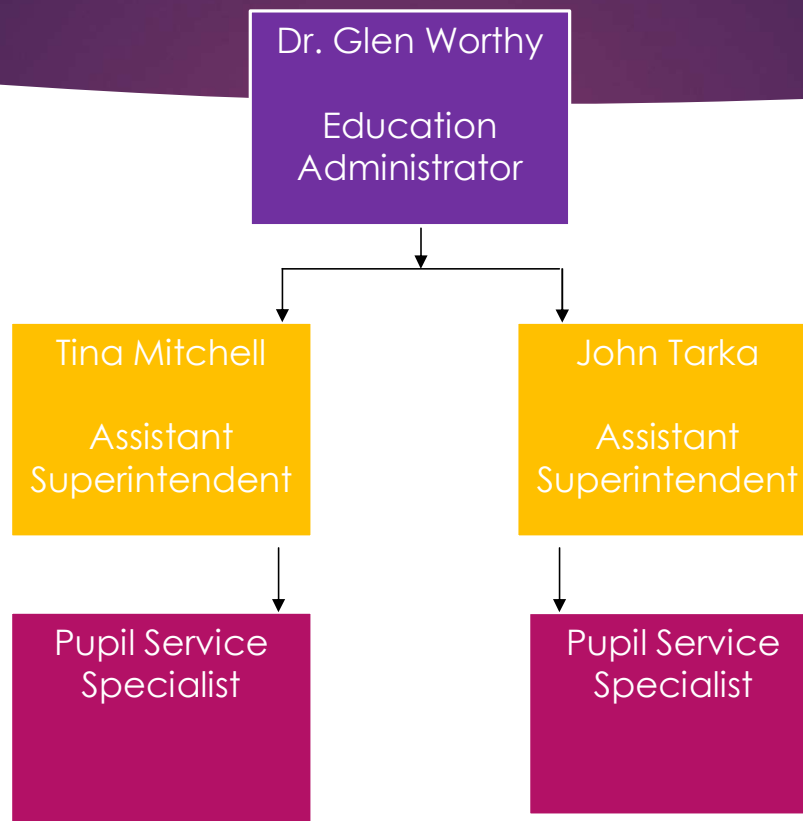


- Request for Qualification (RFQ) for Community Expertise Workgroup Subawards.
 - RFQ Release Date: May 22, 2023 on CT Post online MarketPlace
 - Bidder Question Period: May 23, 2023 – May 25, 2023
 - University Responses to questions: May 31, 2023
 - RFQ due date by email: June 9, 2023
 - Award decision (estimated): June 19, 2023
 - Work begins (estimated, depending upon signed MOU with the State of Connecticut Judicial Branch): July 1, 2023
- Employment Opportunities
- JJPOC Orientation Manual & Training



***DCF Juvenile Justice
Education Unit***

The Juvenile Justice Education Unit Team



Programs of Service

Three (3) Hardware Secure for boys

- Bridgeport, State Juvenile Residential Center
- Hartford, State Juvenile Residential Center
- Hamden, Community Partners in Action

One (1) Limited Secure for girls

- Mansfield, Journey House (girls)

Two (2) Staff Secure for boys

- Hartford, Community Partners in Action
- Waterbury, Connecticut Junior Republic

Department of Corrections

- Manson Youth Institution

Community Residential

- Connecticut Junior Republic AMIR,
- Connecticut Junior Republic TRAC,
- Connecticut Junior Republic TEAMS and AFIR

Population

Summary by Facilities Type (5/11/23)	Student Enrollment
State Facilities (Pre-Disposition)	51
REGIONS Secure	26
REGIONS Staff Secure	11
Boys Therapeutic Respite and Assessment Center	13
Intermediate Residential	7
Journey House	4
Manson Youth	46
Total Population	158

The Work



Data and Academic
Accountability Measures



High School Options and
Transition Plans



Create a Network of Schools
to Support Teachers and
Administrators Effectiveness



Vocational Training

Data and Accountability Measures

Current Status	Desired Status	Action Steps/timeline
<p>Currently there is no consistent way to assess student learning across all facilities and sites for students in the juvenile justice system.</p> <p>There is no universal screener that assesses student growth from the beginning of their time in detention to their release.</p> <p>Currently no information sharing platform like PowerSchool is being used across all facilities.</p>	<p>Utilizing a universal screener across all facilities to assess reading and math levels.</p> <p>Implementing and utilizing a universal screener across to gather baseline, assess student growth, and use data to drive planning.</p> <p>Implement PowerSchool to more efficiently share student education records.</p>	<p>Collect input from facilities to identify which screener best assesses student reading and math comprehension. Jan-Feb '23</p> <p>Secure funding for full implementation of STAR assessment.</p> <p>Ongoing meetings with DCF IT dept. and PowerSchool to create educational record sharing for facilities March-April '23</p>

Challenges or barriers to progress: Securing funding for an universal screener assessment, overall implementation of PowerSchool across all facilities.

High School Options and Transition Planning

Current Status	Desired Status	Action Steps/timeline
<p>No statewide structure to reintegrate students into their LEA, community, school with necessary supports.</p> <p>Some use of Virtual Academy for credit recovery, but not used statewide.</p> <p>Some Pupil Service Specialists are working in facilities, and will be transitioning with student for 3 months.</p> <p>JJEU unable to access educational records, transcripts, credits</p>	<p>Meeting with Liaisons from largest LEAs and creating a reentry plan.</p> <p>Virtual Academy and credit recovery programs are used with efficacy across all facilities.</p> <p>Cohesive meeting with CSSD/JJEU staff to best plan transition and reintegration addressing educational supports.</p> <p>(Dual Enrollment Program)</p> <p>Legislation language that would grant JJEU access to student's education records</p>	<p>Connect with LEAs and district Liaisons to outline JJEU role for returning students, and reentry process.</p> <p>Provide professional development with staff on credit recovery, Virtual Academy, best practices for student engagement.</p> <p>Create a partnership between Juvenile Justice Education Unit and Connecticut State Community Colleges to deliver workforce education and career readiness services.</p>

Challenges or barriers to progress: MOU to obtain student records, not having access to transcripts could slow reentry process.

Create a Network of Schools to Support Teachers and Administrators Effectiveness

Current Status	Desired Status	Action Steps/timeline
<p>JJEU meets monthly with Network Educational providers via TEAMS to discuss educational supports, instructional/vocational needs, areas of support and sharing of best practices.</p> <p>Learning walks are being planned to see how best to support capacity building within instruction and learning with planning for future professional development.</p>	<p>JJEU monthly Network meetings continue and evolve, based off of needs of facilities.</p> <p>Having 'district' wide Professional Learning Communities to address problems of practices and reviewing data.</p> <p>Learning walks will elicit feedback and insight to help guide future planning and professional development.</p>	<p>Discuss the potential change in frequency of the Network meetings with stakeholders and plan for a rollout in SY 23-24</p> <p>Begin Learning Walks in MYI, Hartford and Bridgeport facilities in Spring of 2023, and continue through next school year. March '23</p> <p>Survey educational staff to gauge instructional needs and look for common trends in order to create PLCs and identify areas of growth. March '23</p>

Challenges or barriers to progress: Some initial questions from providers about our role, as well as the ambiguity of legislation that could hinder progress of school alignment and system building.

Vocational Training

Current Status	Desired Status	Action Steps/timeline
<p>Some facilities have vocational equipment and programming</p> <p>Minimal partnerships with community colleges and employment agencies, to broaden post-secondary opportunities.</p>	<p>Enable facilities to share out planning and development for vocational opportunities to identify best practices.</p> <p>JJEU creates partnerships with local community colleges, utilizing college professors so students can obtain high school diploma or industry credentials while in juvenile detention.</p> <p>Implement iBEST-type of instruction, pairing a classroom teacher and industry professional to help optimize student learning and engagement.</p>	<p>Create an advisory group consisting of stakeholders and industry professionals July '23</p> <p>Expand vocational opportunities across all facilities SY 23-24</p> <p>Create an Implementation Plan for vocational programming, community college partnerships, and employment agency networking. SY 23-24</p>

Challenges or barriers to progress: Funding and limited instructional time in order to provide adequate vocational opportunities and increase student achievement.

JUVENILE JUSTICE EDUCATION UNIT ACCOUNTABILITY MEASURES

Learning Gains	K-12 Outcomes	Education Quality	Post-K-12 Outcomes	Transitions
STAR Reading Assessment	Attendance	Learning Walk	Postsecondary Enrollment	Frequency of contact between PSS and students
STAR Math Assessment	Credit Attainment	Student Surveys	Employment	Transition and re-entry meetings
	Industry Certifications	Professional Development and Progress monitoring		
	Graduation	SpEd students are meeting IEP goals and objectives		
		ELL students are receiving services and getting appropriate modifications and supports		

Recommendation for System Improvement

- ▶ Development of sustainable access to postsecondary and career readiness skills for all students in our **REGIONS** and in our **DOC** facilities by creating a partnership between Juvenile Justice Education Unit and Connecticut State Community Colleges to deliver workforce education and career readiness services.

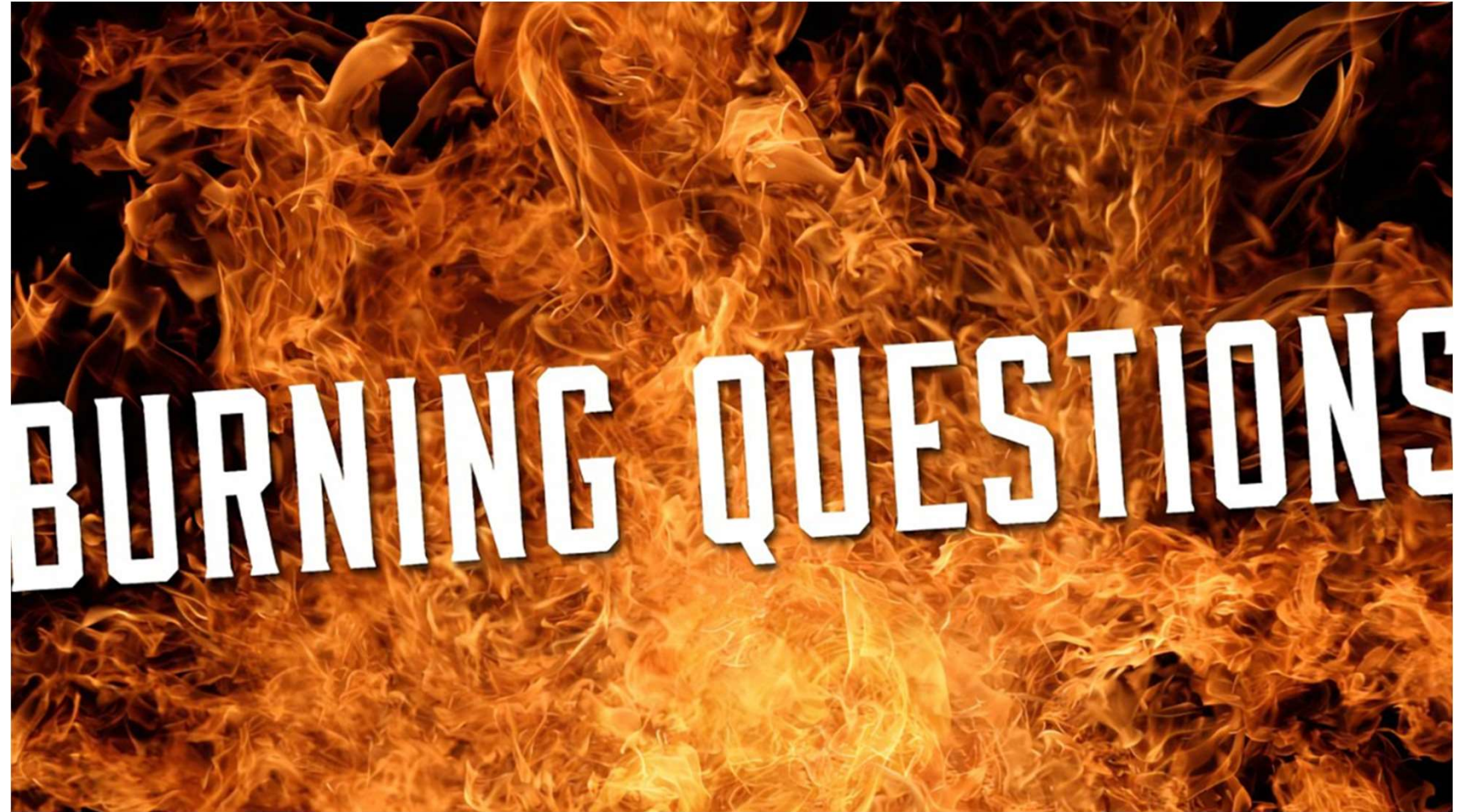
Recommendation for System Improvement

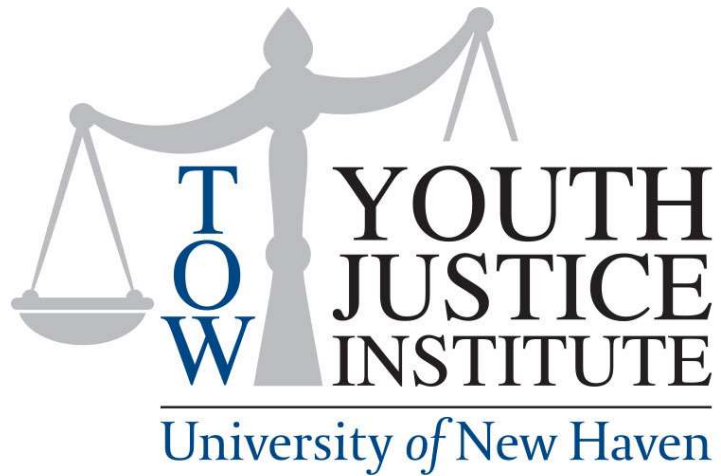
- ▶ Development of sustainable access to postsecondary and career readiness skills for all students in our **REGIONS** and in our **DOC** facilities by creating a partnership between Juvenile Justice Education Unit and the Connecticut Technical High School system.

Recommendation for System Improvement


Sustainable funding for:

- ▶ PowerSchool
- ▶ STAR Assessments
- ▶ For contractual services to support our Juvenile Justice population in college and career services.





***JBCSSD Report on Remaining
Sections: PA 19-187***



Annual Conditions of Confinement Data Report

Pursuant to P.A. 19-187, Sec. 3 & 4

Judicial Branch

May 19, 2023





Data Reviewed

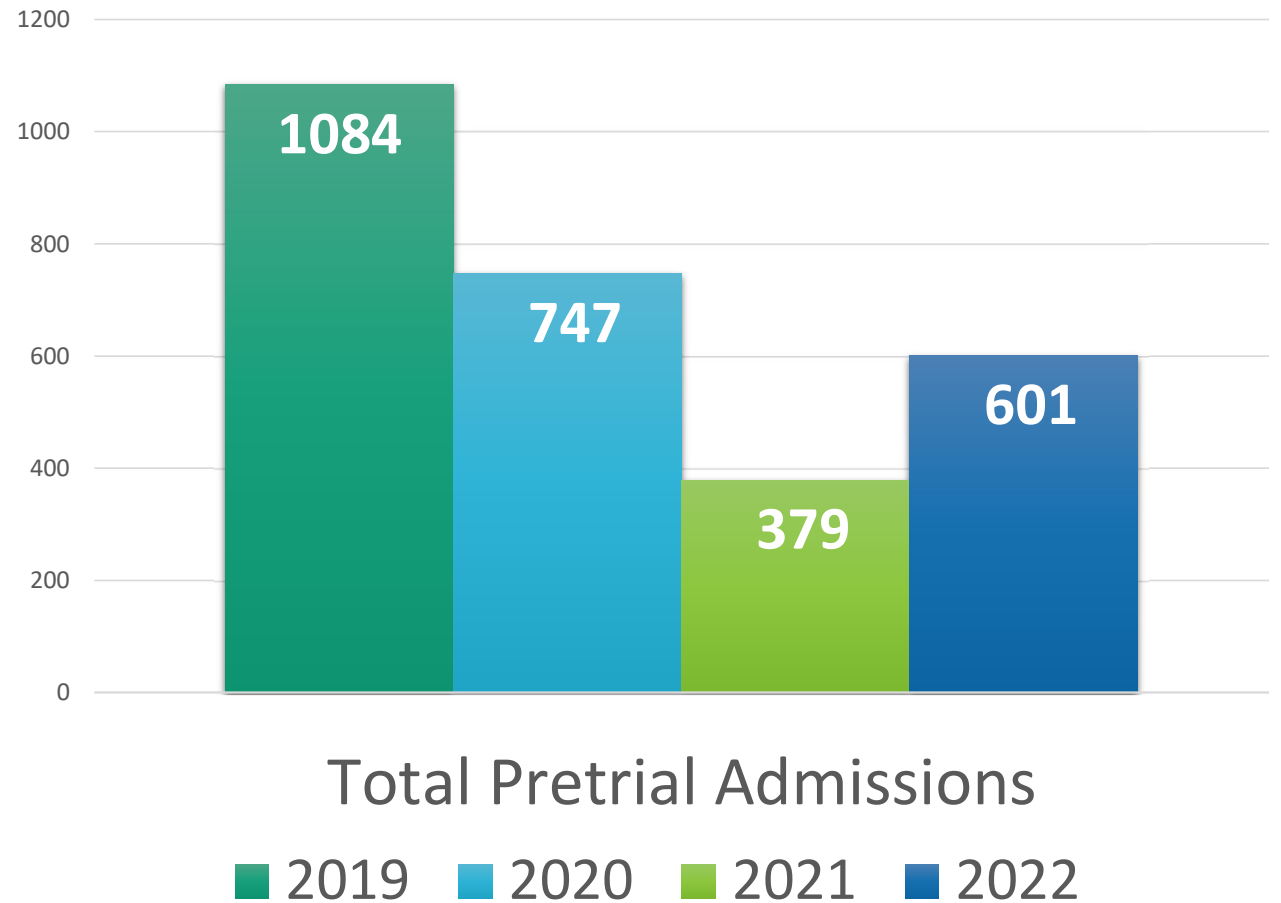
Pretrial Detention Population
3-8

Education Needs
9-12

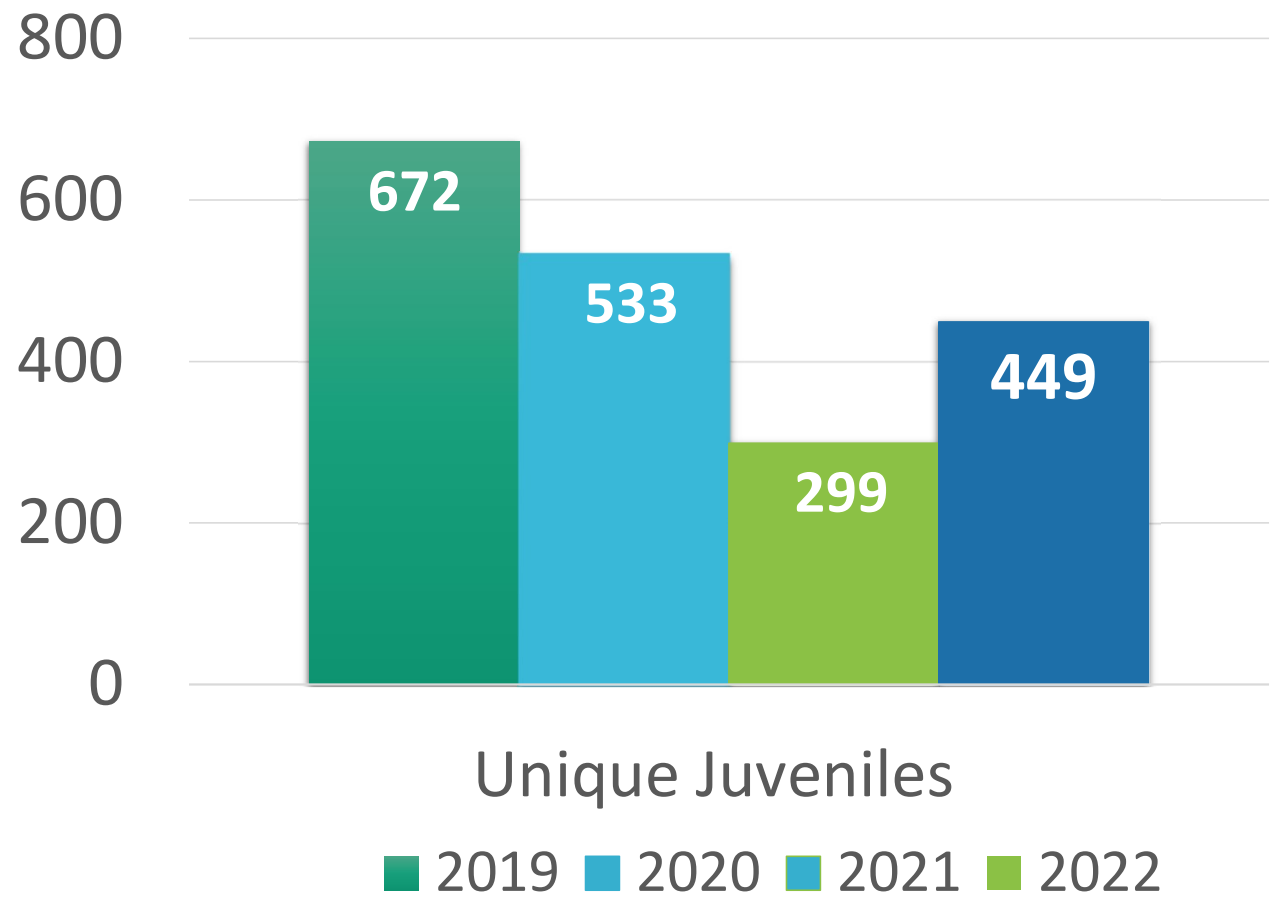
Mental Health Concerns
13-15

Physical Safety & Interventions
16-20

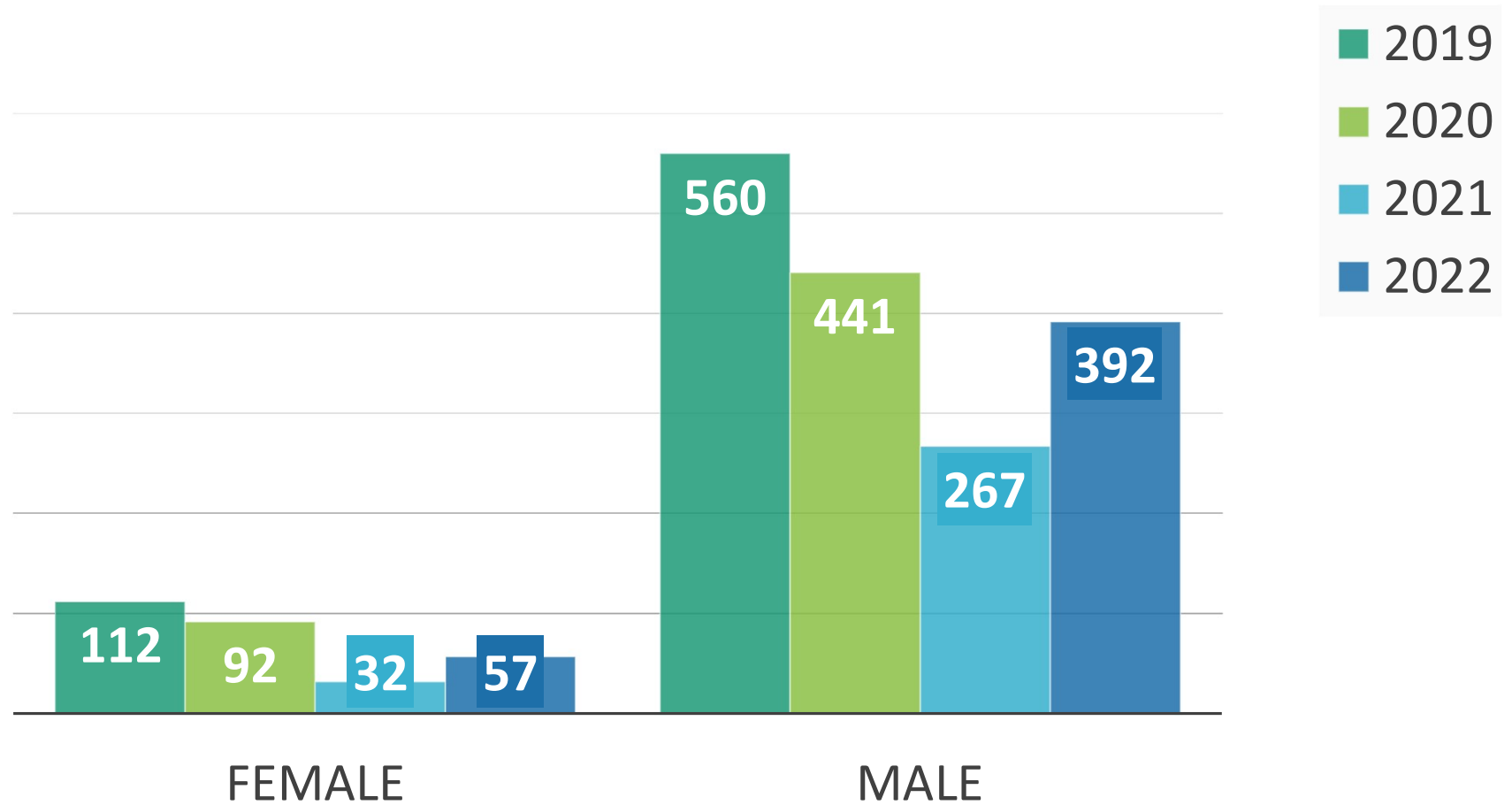
Pretrial Detention Admissions by Fiscal Year



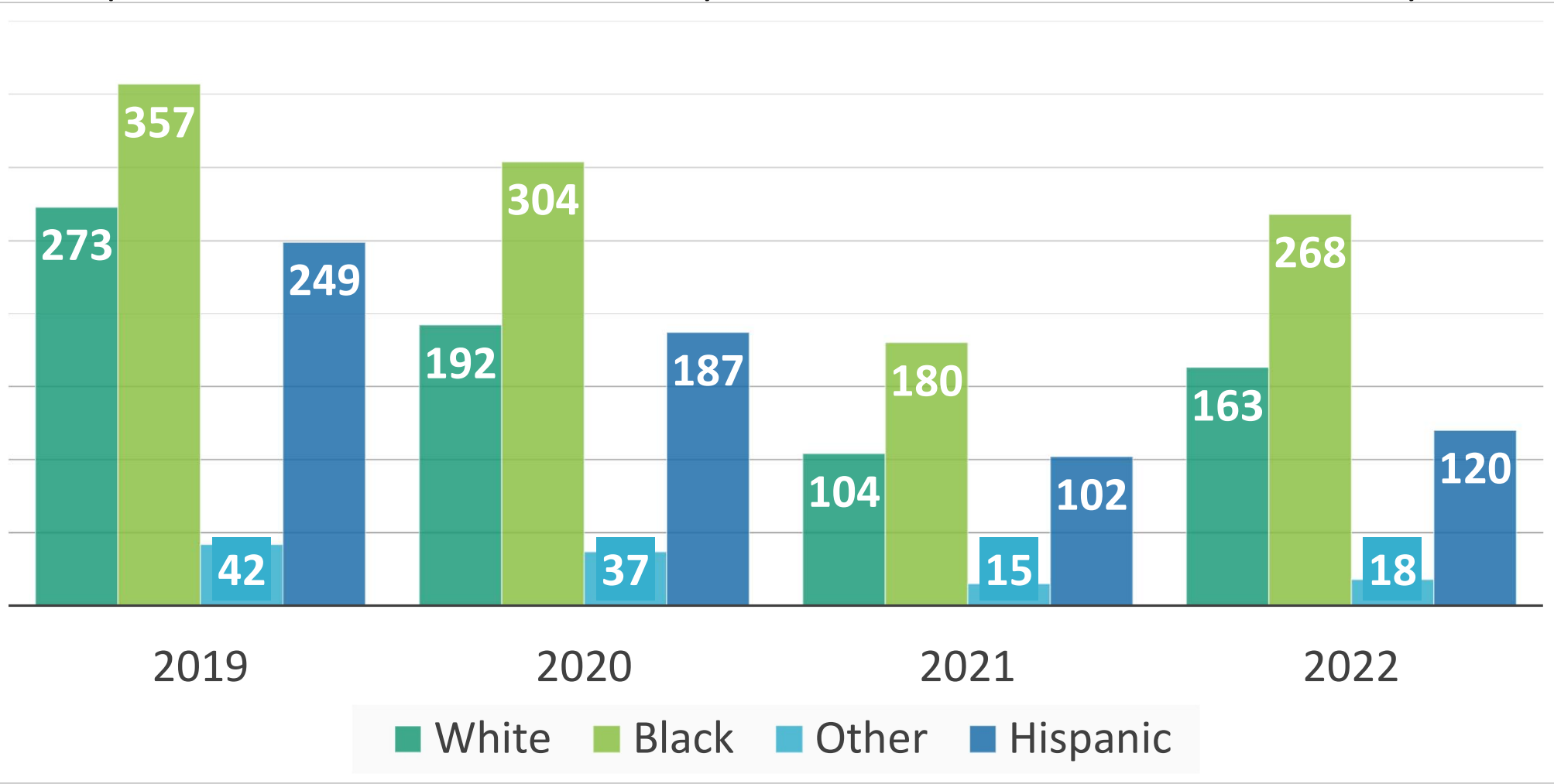
Unique Pretrial Juveniles by Fiscal Year



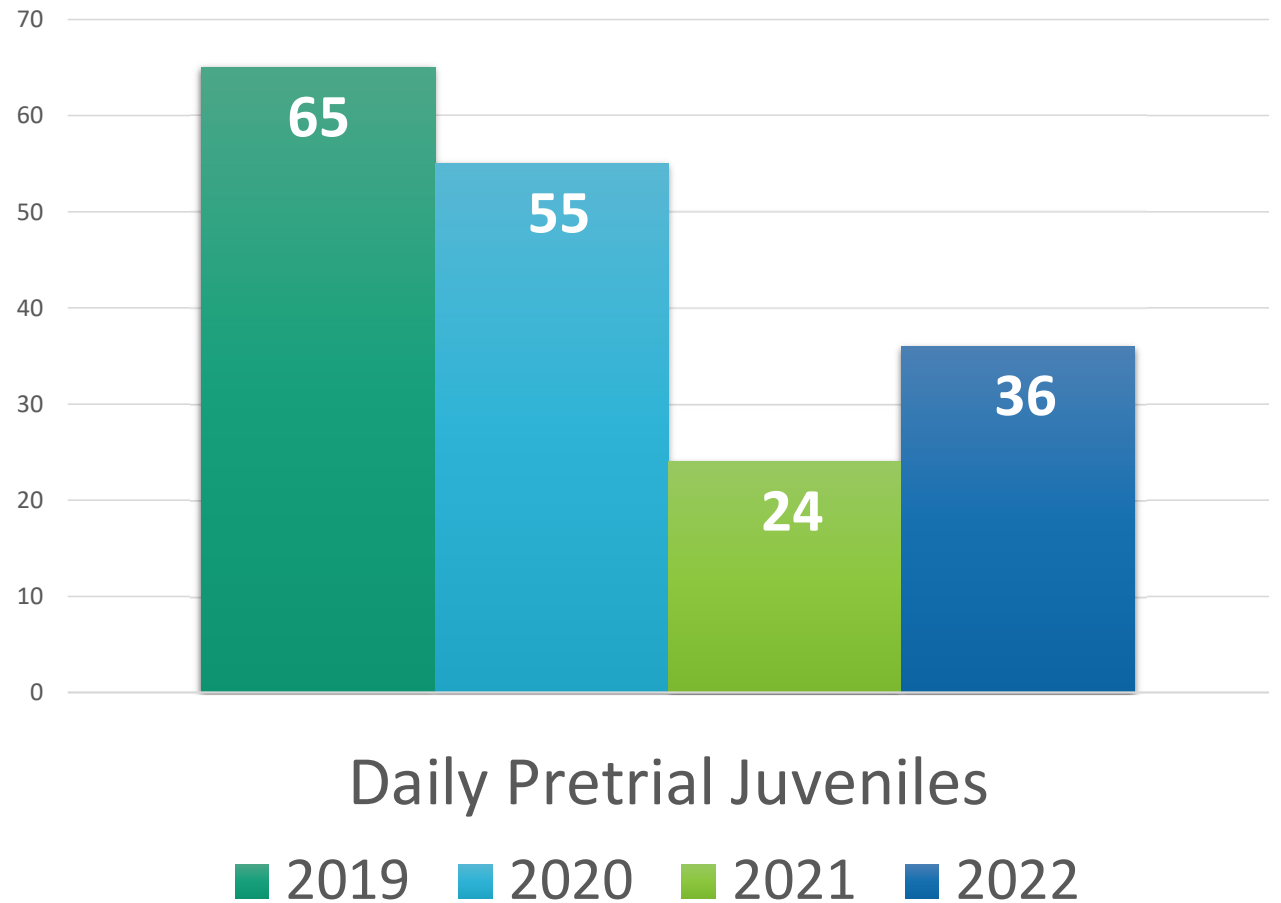
Unique Juveniles Detained by Fiscal Year & Gender



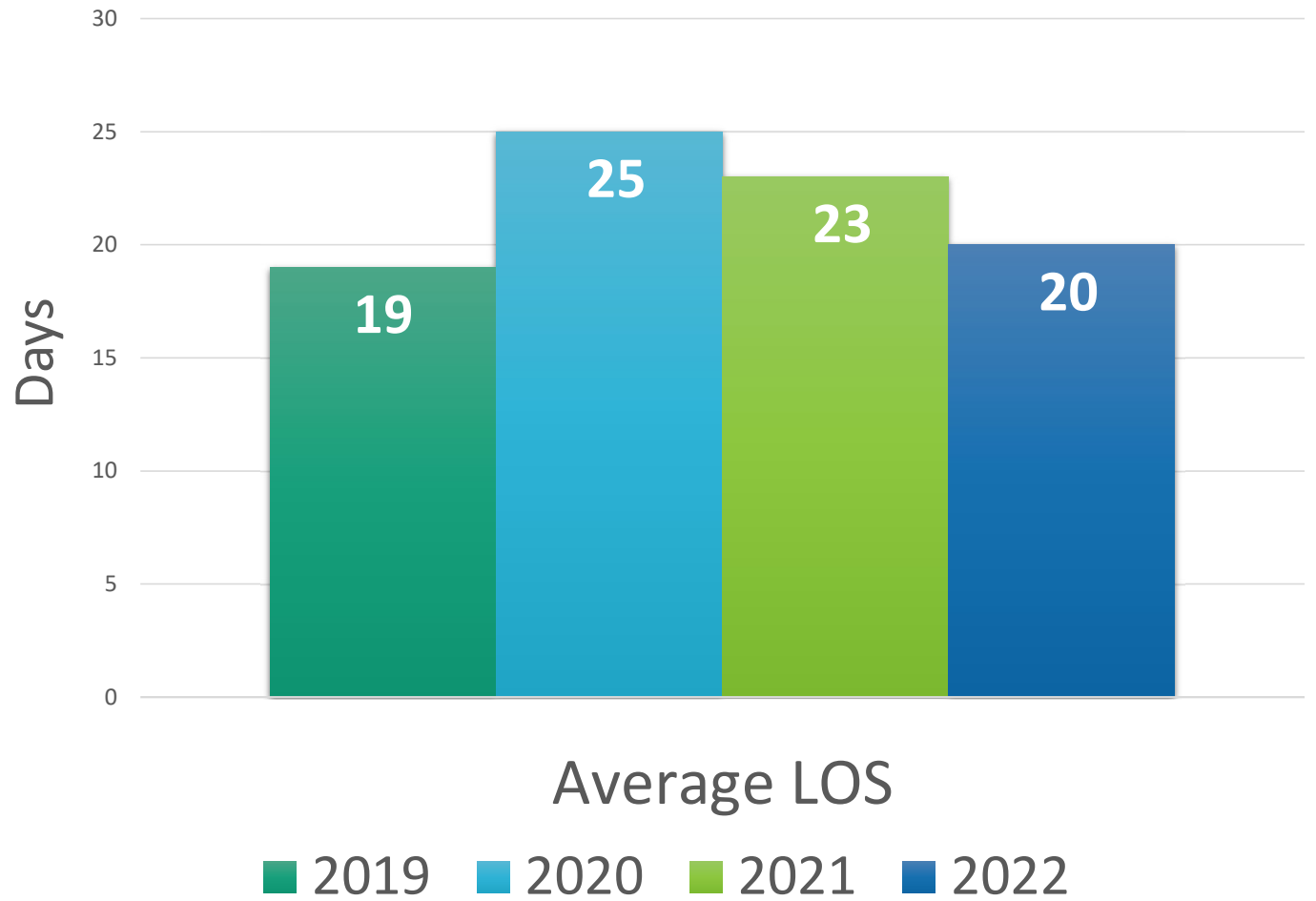
Unique Juveniles Detained by Fiscal Year, Race, & Ethnicity



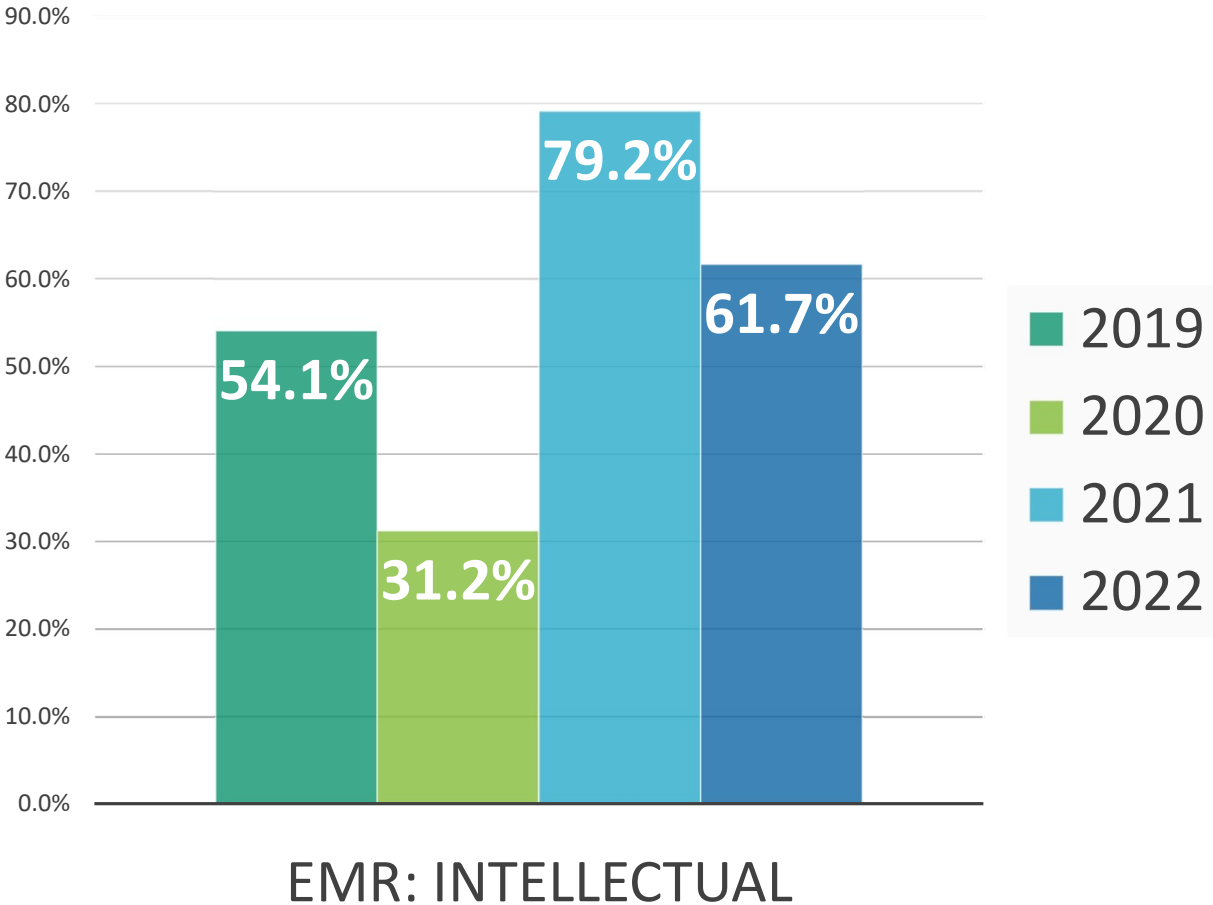
Average Daily Pretrial Population by Fiscal Year



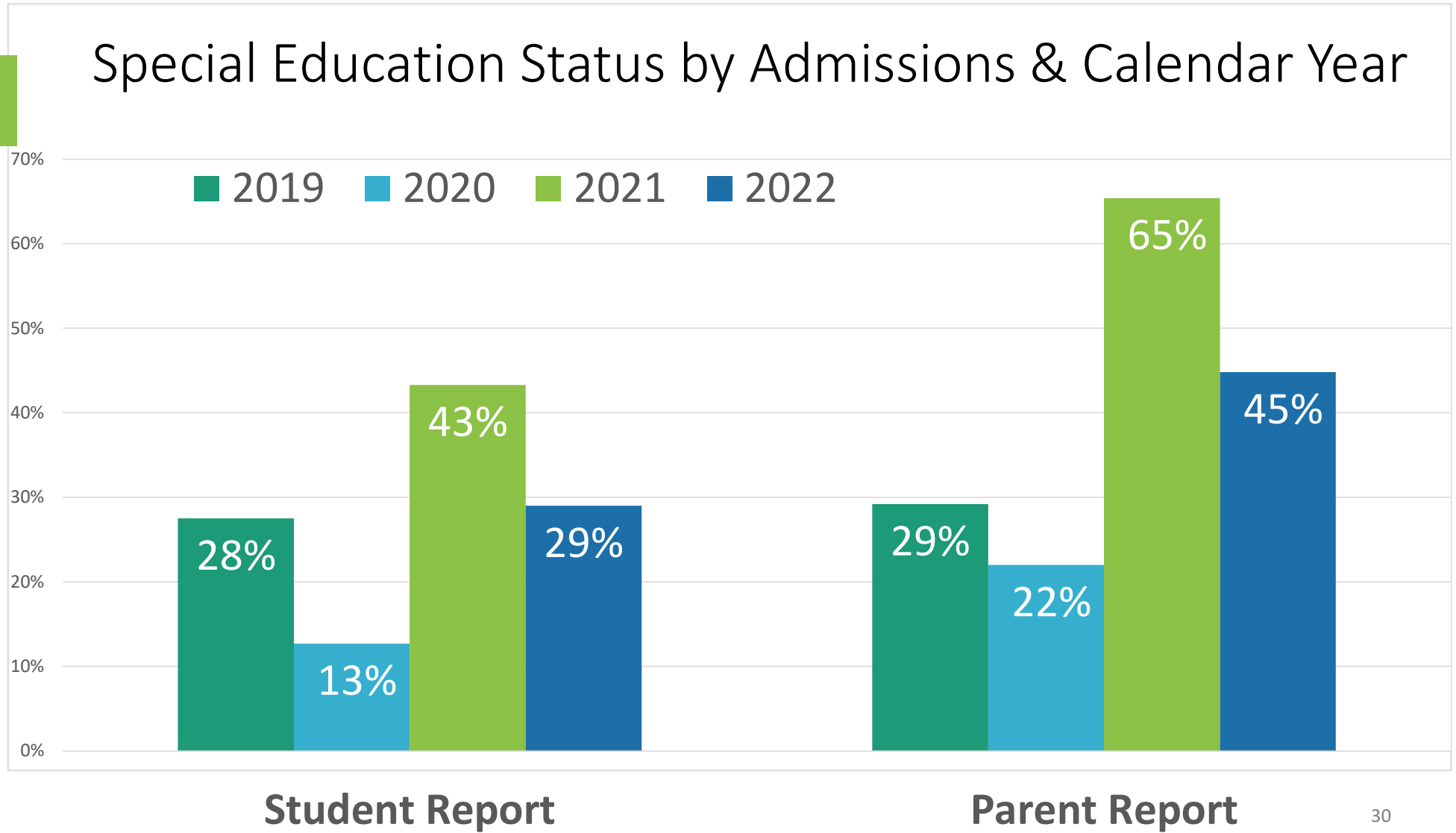
Average Pretrial Length of Stay by Fiscal Year



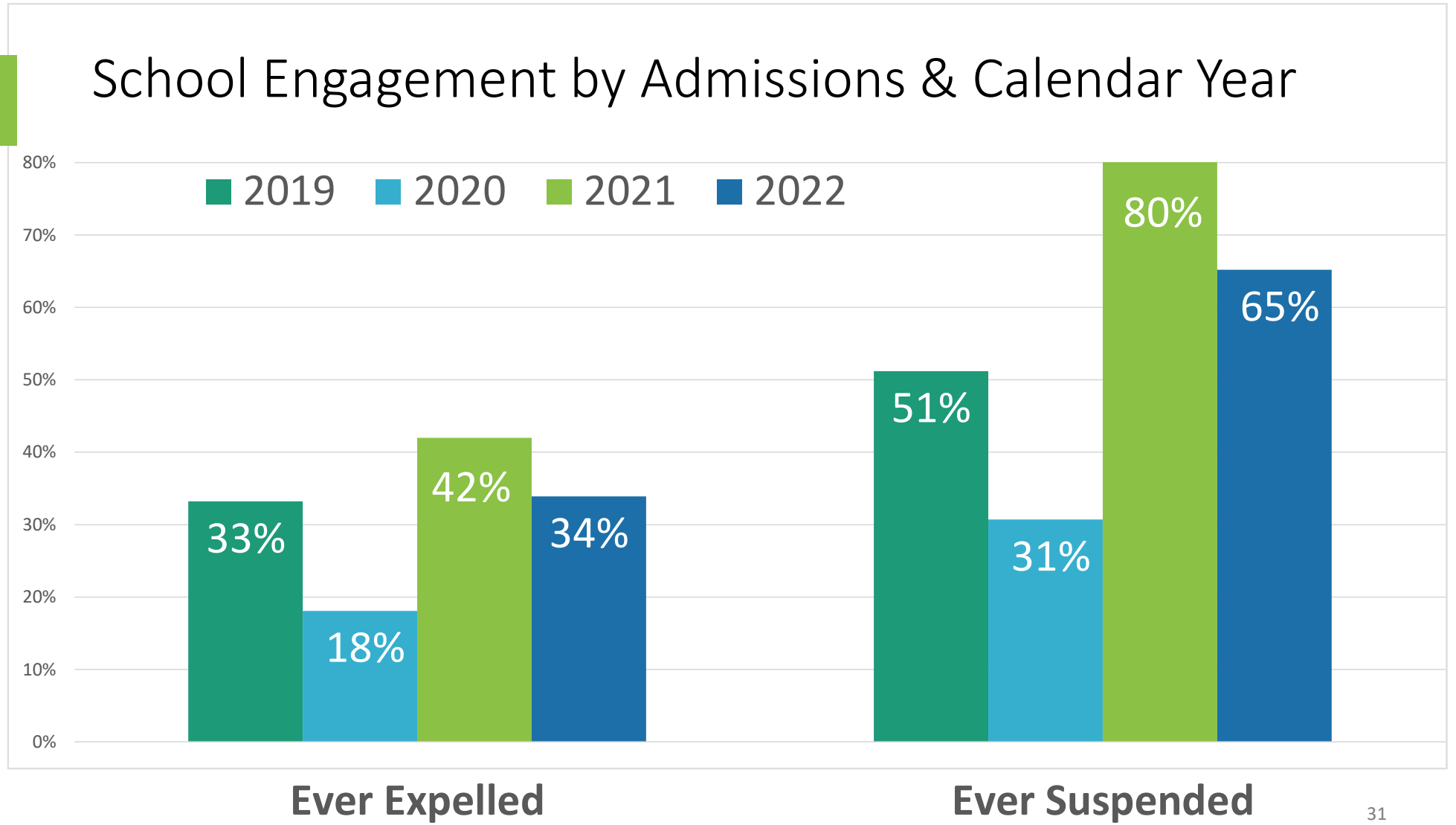
Education Needs by Admissions & Calendar Year



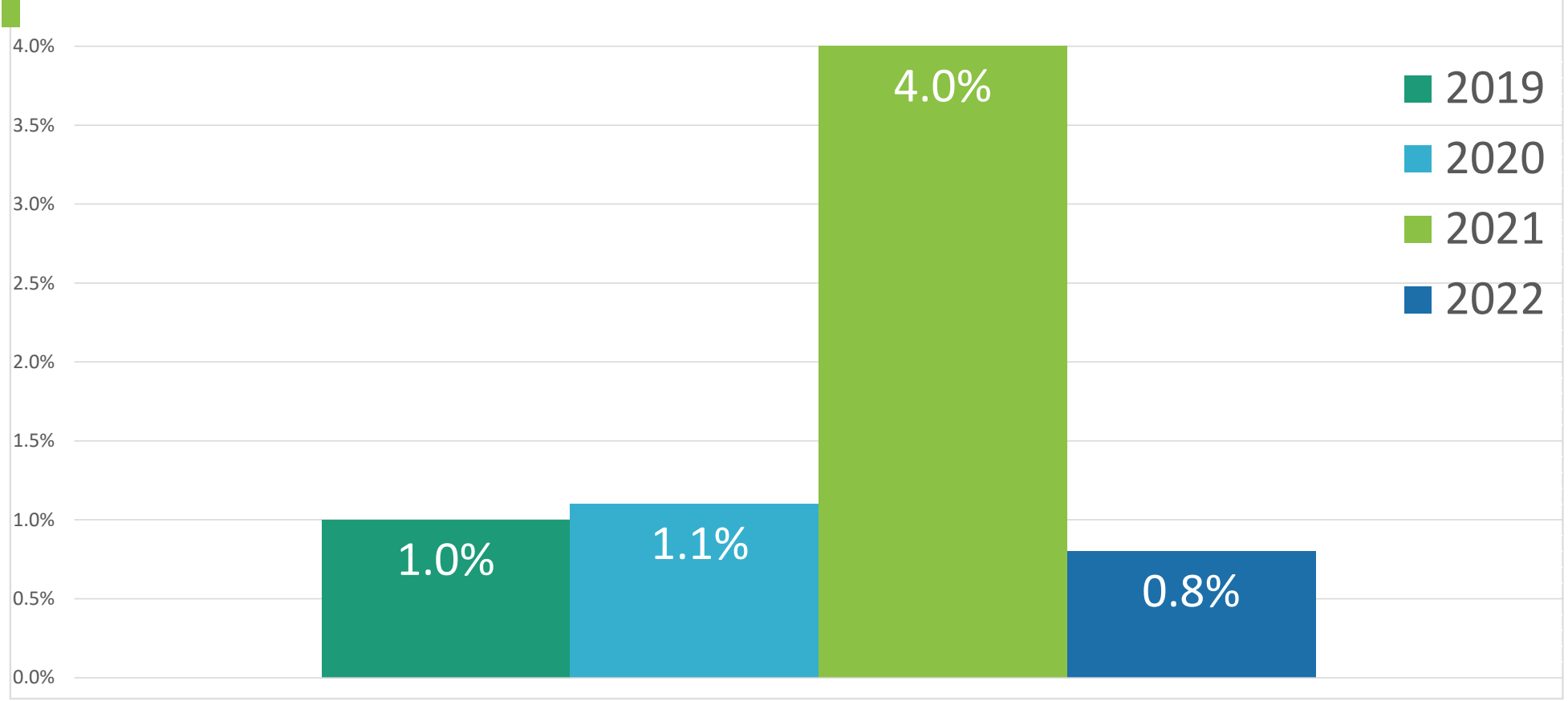
Special Education Status by Admissions & Calendar Year



School Engagement by Admissions & Calendar Year

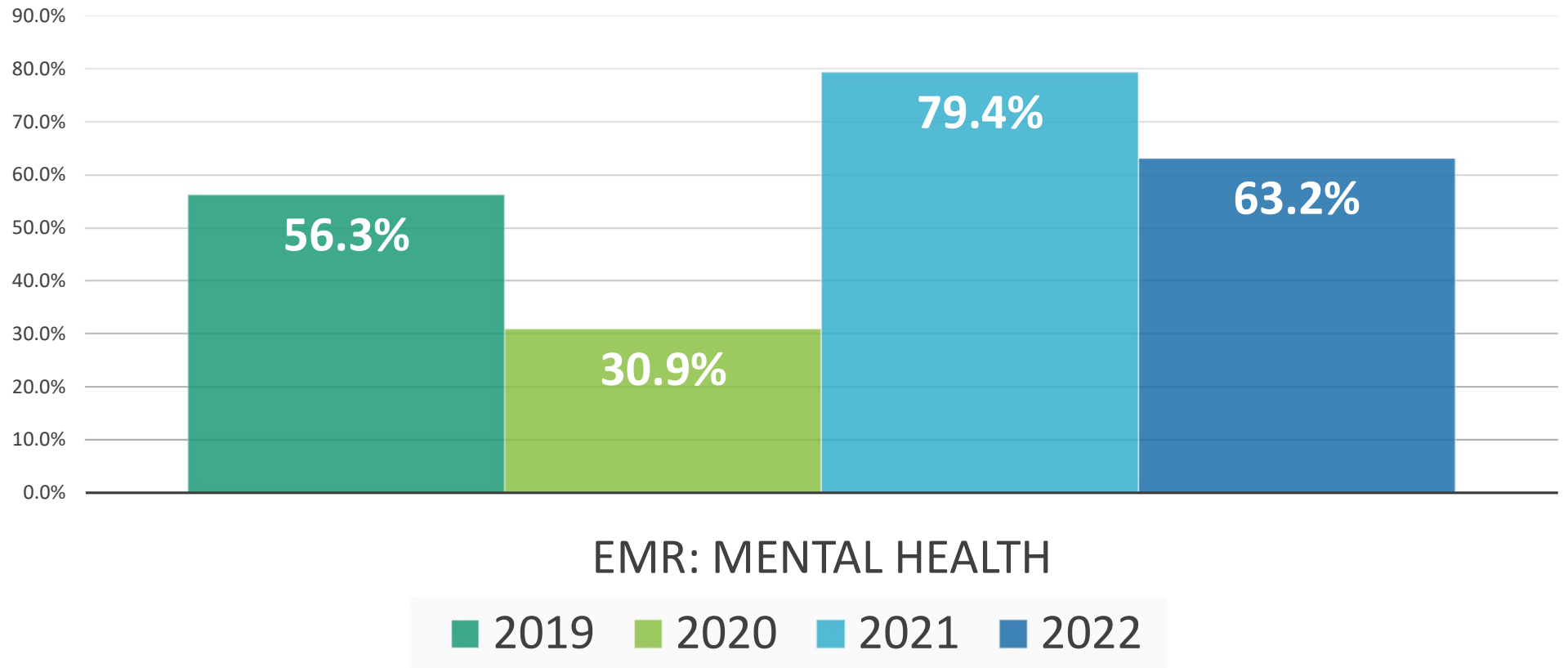


English as Second Language by Admissions & Calendar Year

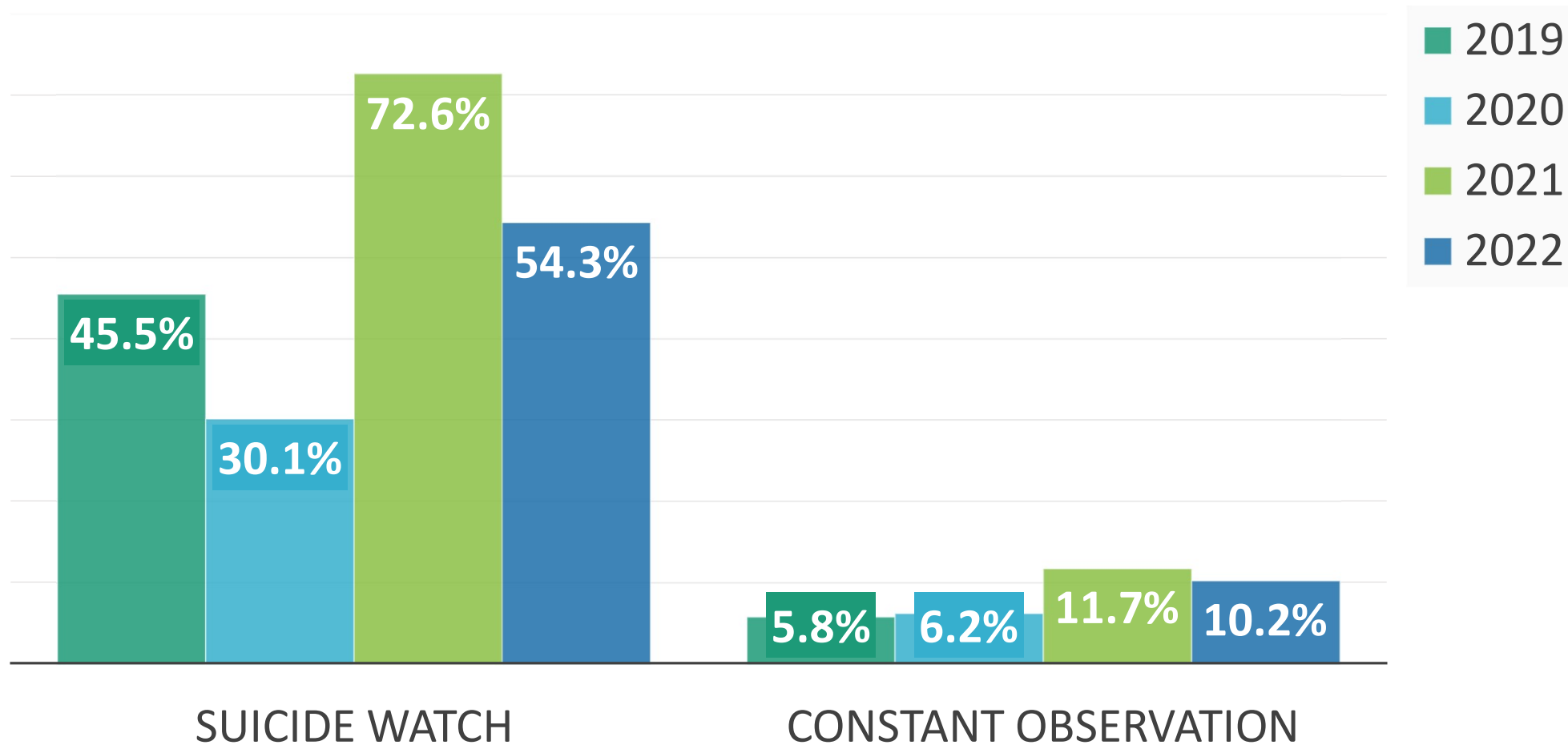


Interpreter Needed

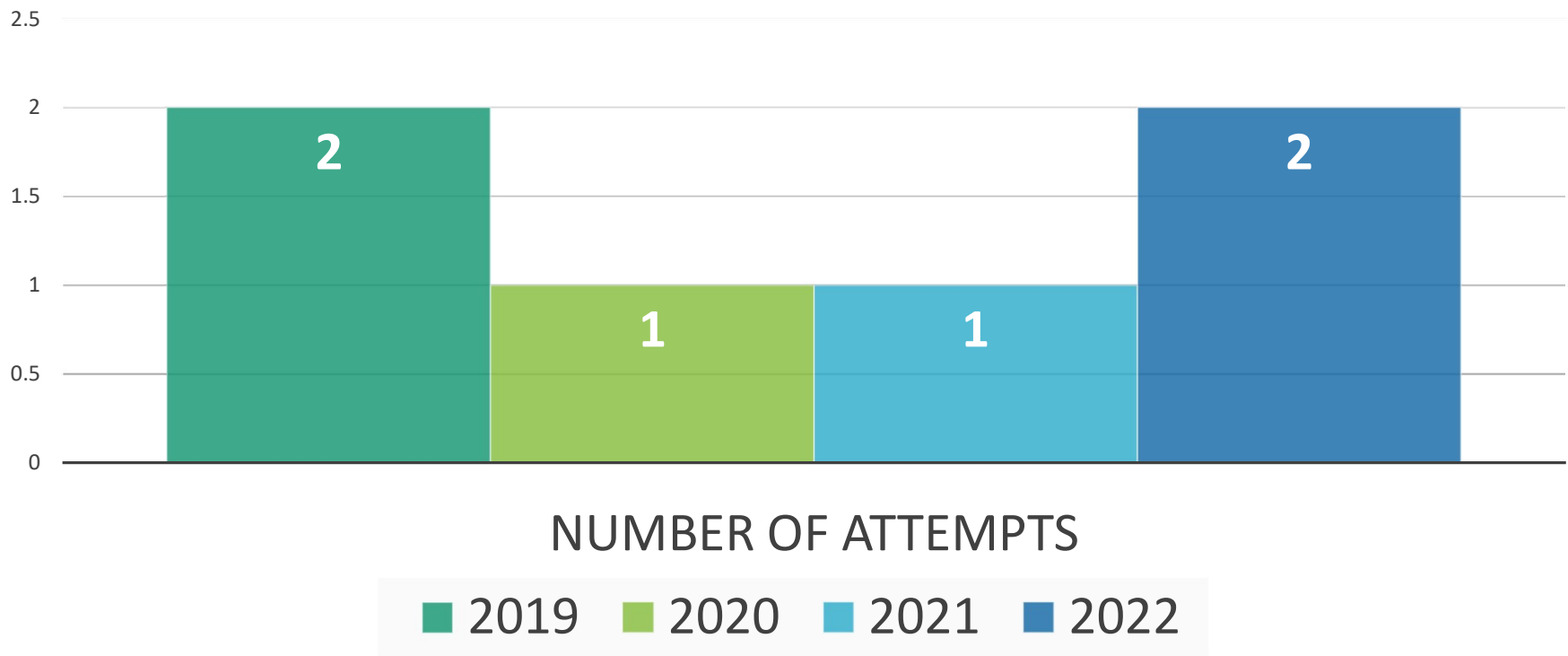
Mental Health Concerns by Admissions & Calendar Year



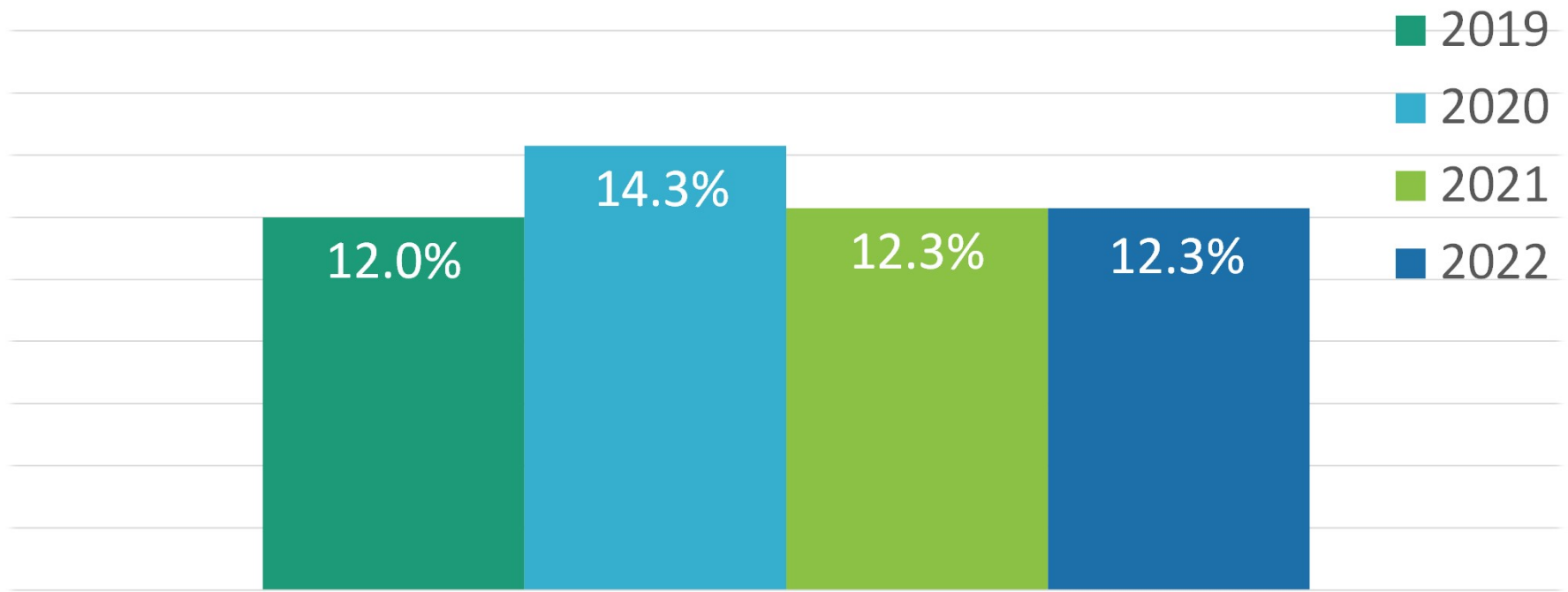
Suicidal Ideation by Unique Juveniles by Calendar Year



Suicidal Behavior by Unique Juveniles by Calendar Year



Use of Physical Interventions by Calendar Year



Percentage of Juveniles with Physical Intervention



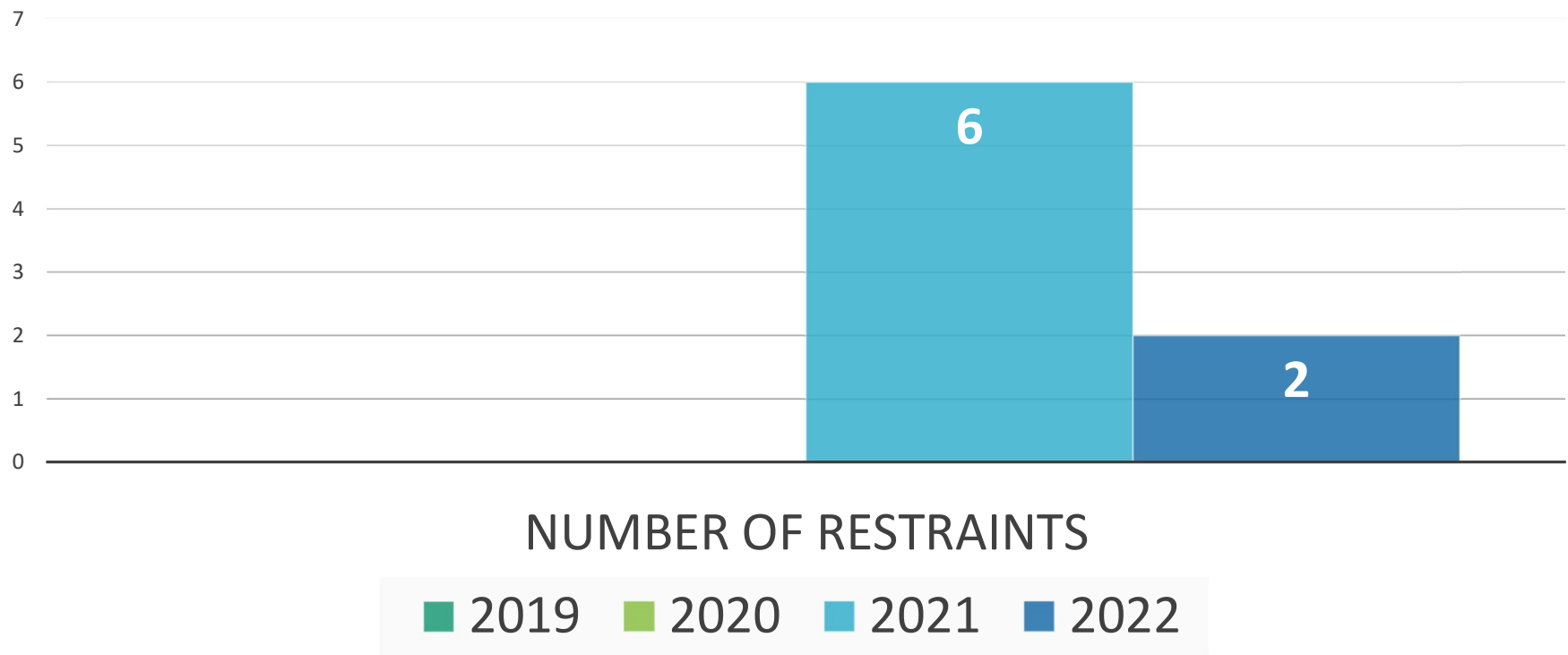
Primary Reasons for Physical Interventions

- Disruptive Behavior
-

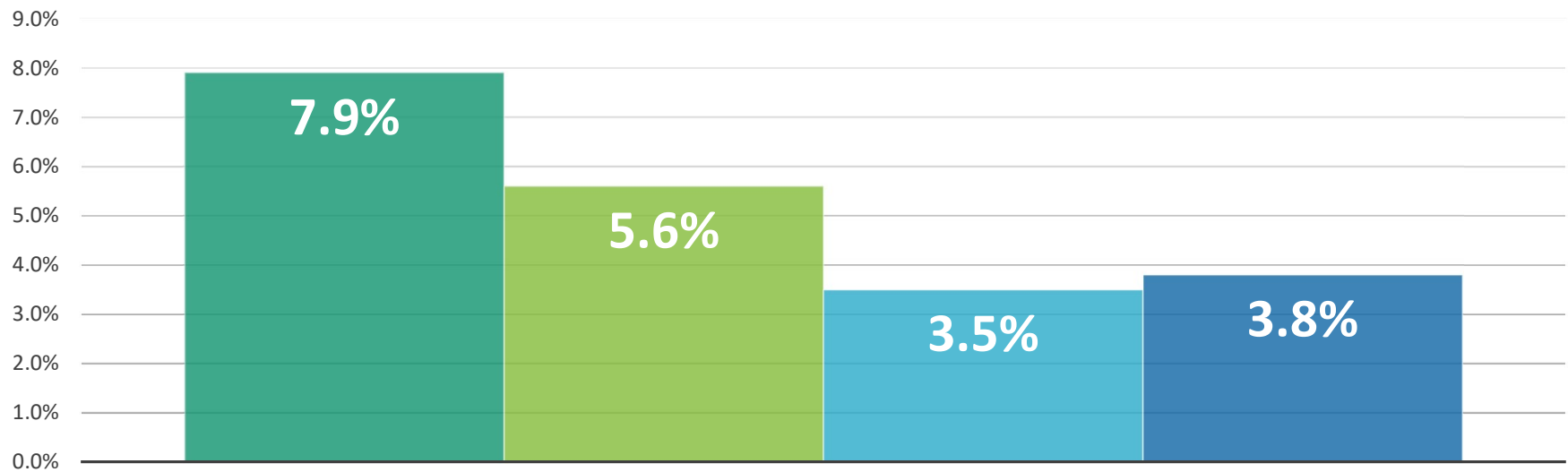
- Assault on Peer
-

- Fighting
-

Use of Mechanical Restraints by Calendar Year



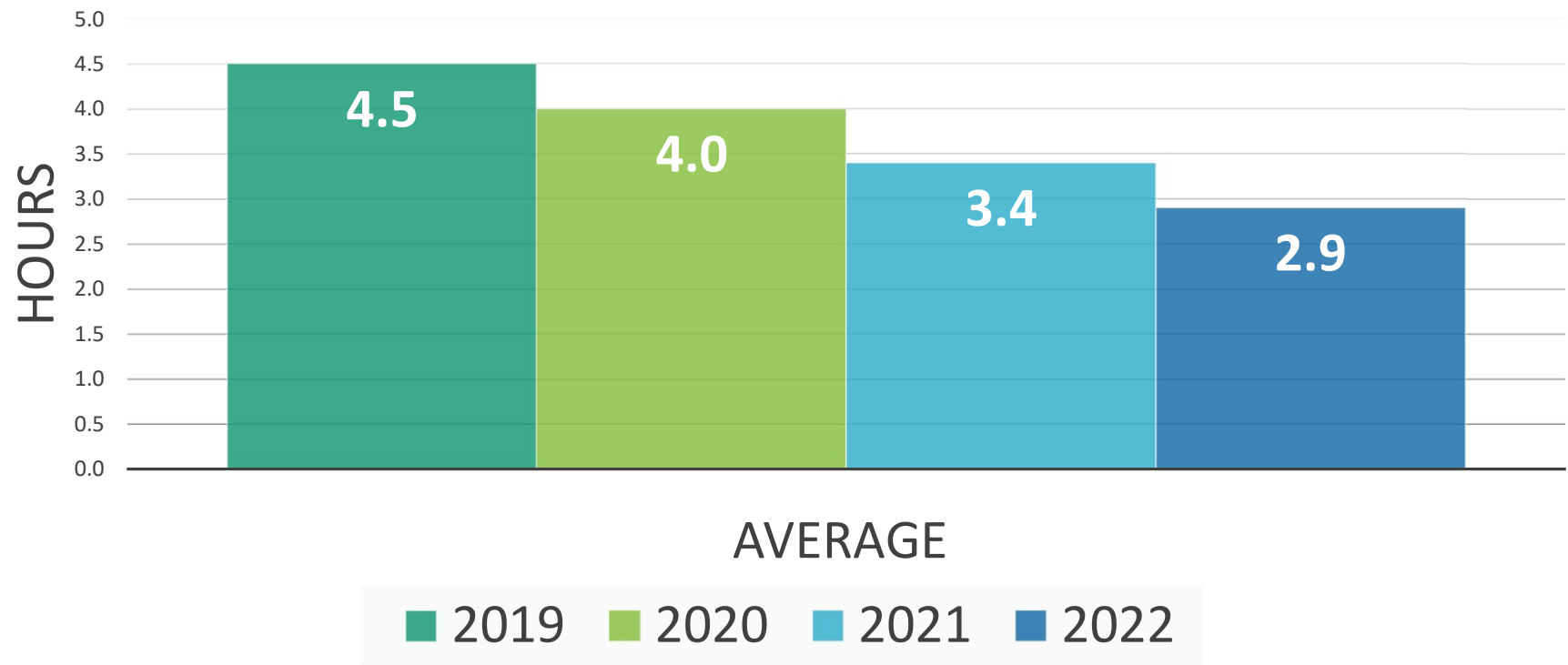
Safety Measure/Disciplinary Utilization by Calendar Year



PERCENTAGE OF JUVENILES WITH TIME IN ROOM

■ 2019 ■ 2020 ■ 2021 ■ 2022

Time in Room by Calendar Year



Questions?

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