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
  Tow Youth Justice Institute

• DCF Juvenile Justice Education Unit
  Dr. Glen Worthy, Education Administrator
  Tina Mitchell, Assistant Superintendent
  John Tarka, Assistant Superintendent

• JBCSSD Report on Remaining Sections: PA 19-187
  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
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
<table>
<thead>
<tr>
<th>Summary by Facilities Type (5/11/23)</th>
<th>Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Facilities (Pre-Disposition)</td>
<td>51</td>
</tr>
<tr>
<td>REGIONS Secure</td>
<td>26</td>
</tr>
<tr>
<td>REGIONS Staff Secure</td>
<td>11</td>
</tr>
<tr>
<td>Boys Therapeutic Respite and Assessment Center</td>
<td>13</td>
</tr>
<tr>
<td>Intermediate Residential</td>
<td>7</td>
</tr>
<tr>
<td>Journey House</td>
<td>4</td>
</tr>
<tr>
<td>Manson Youth</td>
<td>46</td>
</tr>
<tr>
<td><strong>Total Population</strong></td>
<td><strong>158</strong></td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Current Status</th>
<th>Desired Status</th>
<th>Action Steps/timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently there is no consistent way to assess student learning across all facilities and sites for students in the juvenile justice system. There is no universal screener that assesses student growth from the beginning of their time in detention to their release. Currently no information sharing platform like PowerSchool is being used across all facilities.</td>
<td>Utilizing a universal screener across all facilities to assess reading and math levels. Implementing and utilizing a universal screener across to gather baseline, assess student growth, and use data to drive planning. Implement PowerSchool to more efficiently share student education records.</td>
<td>Collect input from facilities to identify which screener best assesses student reading and math comprehension. Jan-Feb '23 Secure funding for full implementation of STAR assessment. Ongoing meetings with DCF IT dept. and PowerSchool to create educational record sharing for facilities March-April '23</td>
</tr>
</tbody>
</table>

**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

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

**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**

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

**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

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

**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
- STAR Reading Assessment
- STAR Math Assessment

K-12 Outcomes
- Attendance
- Credit Attainment
- Industry Certifications
- Graduation

Education Quality
- Learning Walk
- Student Surveys
- Professional Development and Progress monitoring
- SpEd students are meeting IEP goals and objectives
- ELL students are receiving services and getting appropriate modifications and supports

Post-K-12 Outcomes
- Postsecondary Enrollment
- Employment

Transitions
- Frequency of contact between PSS and students
- Transition and re-entry meetings
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.
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.
BURNING QUESTIONS
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

<table>
<thead>
<tr>
<th>Category</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretrial Detention Population</td>
<td>3-8</td>
</tr>
<tr>
<td>Education Needs</td>
<td>9-12</td>
</tr>
<tr>
<td>Mental Health Concerns</td>
<td>13-15</td>
</tr>
<tr>
<td>Physical Safety &amp; Interventions</td>
<td>16-20</td>
</tr>
</tbody>
</table>
Pretrial Detention Admissions by Fiscal Year

Total Pretrial Admissions

2019 2020 2021 2022
Unique Pretrial Juveniles by Fiscal Year

Unique Juveniles

- 2019: 672
- 2020: 533
- 2021: 299
- 2022: 449
Unique Juveniles Detained by Fiscal Year & Gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>112</td>
<td>560</td>
</tr>
<tr>
<td>2020</td>
<td>92</td>
<td>441</td>
</tr>
<tr>
<td>2021</td>
<td>32</td>
<td>267</td>
</tr>
<tr>
<td>2022</td>
<td>57</td>
<td>392</td>
</tr>
</tbody>
</table>
Unique Juveniles Detained by Fiscal Year, Race, & Ethnicity

- **2019**
  - White: 273
  - Black: 357
  - Hispanic: 42
  - Other: 249

- **2020**
  - White: 304
  - Black: 192
  - Hispanic: 37
  - Other: 187

- **2021**
  - White: 104
  - Black: 180
  - Hispanic: 15
  - Other: 102

- **2022**
  - White: 163
  - Black: 268
  - Hispanic: 18
  - Other: 120

Legend:
- **White**
- **Black**
- **Other**
- **Hispanic**
Average Daily Pretrial Population by Fiscal Year

Daily Pretrial Juveniles

- 2019: 65
- 2020: 55
- 2021: 24
- 2022: 36
Average Pretrial Length of Stay by Fiscal Year

Average LOS

- 2019: 19 days
- 2020: 25 days
- 2021: 23 days
- 2022: 20 days
Education Needs by Admissions & Calendar Year

EMR: INTELLECTUAL
Special Education Status by Admissions & Calendar Year

Student Report
- 2019: 28%
- 2020: 13%
- 2021: 43%
- 2022: 29%

Parent Report
- 2019: 29%
- 2020: 22%
- 2021: 65%
- 2022: 45%
School Engagement by Admissions & Calendar Year

Ever Expelled
- 2019: 33%
- 2020: 18%
- 2021: 42%
- 2022: 34%

Ever Suspended
- 2019: 51%
- 2020: 31%
- 2021: 80%
- 2022: 65%
English as Second Language by Admissions & Calendar Year

Interpreter Needed

- 2019: 1.0%
- 2020: 1.1%
- 2021: 4.0%
- 2022: 0.8%

32
Mental Health Concerns by Admissions & Calendar Year
Suicidal Ideation by Unique Juveniles by Calendar Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Suicide Watch</th>
<th>Constant Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>45.5%</td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>30.1%</td>
<td></td>
</tr>
<tr>
<td>2021</td>
<td>72.6%</td>
<td>54.3%</td>
</tr>
<tr>
<td>2022</td>
<td>5.8%</td>
<td>6.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.2%</td>
</tr>
</tbody>
</table>
Suicidal Behavior by Unique Juveniles by Calendar Year

NUMBER OF ATTEMPTS

- 2019
- 2020
- 2021
- 2022
Use of Physical Interventions by Calendar Year

Percentage of Juveniles with Physical Intervention

- 2019: 12.0%
- 2020: 14.3%
- 2021: 12.3%
- 2022: 12.3%
Primary Reasons for Physical Interventions

- Disruptive Behavior
- Assault on Peer
- Fighting
Use of Mechanical Restraints by Calendar Year

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NUMBER OF RESTRAINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>6</td>
</tr>
<tr>
<td>2020</td>
<td>2</td>
</tr>
<tr>
<td>2021</td>
<td></td>
</tr>
<tr>
<td>2022</td>
<td></td>
</tr>
</tbody>
</table>
Safety Measure/Disciplinary Utilization by Calendar Year

PERCENTAGE OF JUVENILES WITH TIME IN ROOM

2019: 7.9%
2020: 5.6%
2021: 3.5%
2022: 3.8%
Time in Room by Calendar Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>4.5</td>
</tr>
<tr>
<td>2020</td>
<td>4.0</td>
</tr>
<tr>
<td>2021</td>
<td>3.4</td>
</tr>
<tr>
<td>2022</td>
<td>2.9</td>
</tr>
</tbody>
</table>
Questions?

Catherine Foley Geib
Deputy Director
860-368-3873
Catherinefoley.geib@jud.ct.gov