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University of New Haven

Juvenile Justice Policy and Oversight Committee

April 17, 2025

2:00PM – 3:30PM

Legislative Office Building, Room 1E

Zoom Option available

Agenda

Welcome and Introductions

Rep. Toni Walker/Undersecretary Daniel Karpowitz

Overview of Meeting & Announcements

Brittany LaMarr, University of New Haven, TYJI

Presentation of HB 1243

**Sean Tomany, Principal, University High School of Science and Engineering;
Oluwaseyi Oluborode, Student, University High School of Science and Engineering**

CCA RED Presentation

**Martha Stone, Founder and Special Counsel, CCA; Kristina Baldwin, DCF, CYSA of Hartford;
Lt. Sean Michel, Special Investigations Division, Hartford Police Department;
Noelia Dondele, Juvenile Matters Supervisor II, JBCSSD;
Brittney Jackson, Project Administrator, Clifford Beers Community Care Center;
Abby Olinger Quint, Senior Director of Data and Accountability, Hartford Public Schools;
Kathy Nazario, Family & Community Engagement Supervisor, Capitol Regional Education Council;
Sarah Gibson, Systems Program Director, DCF;
Peter Kochol, Consultant, Center for Children's Advocacy.**

CCA Report: Missed Cues & Lost Opportunities

Sarah Eagan, Executive Director, CCA; Attorney Marisa Halm; Dr. Andrea Spencer

2025 JJPOC Workplan

Brittany LaMarr



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HB 1243: AN ACT CONCERNING BUS PUBLIC TRANSPORTATION SERVICES FOR VETERANS AND HIGH SCHOOL STUDENTS.

To provide fare-free bus public transportation services for high school students, veterans and low-income passengers.



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CCA: Local Racial and Ethnic Disparities Work

Presentation to the JJPOC by Racial and Ethnic Disparities Reduction Committees

April 17, 2025

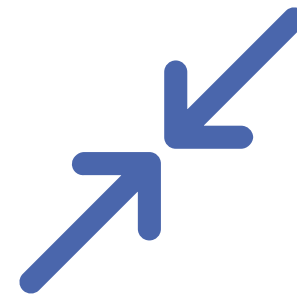
What is the RED Committee?

The Center for Children's Advocacy Racial Justice Project co-chairs Racial and Ethnic Disparity (RED) Reduction Committees in:

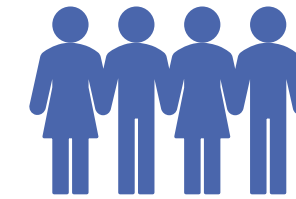
- Bridgeport (in partnership with Catalyst CT)
- Hartford (in partnership with City of Hartford)
- Hamden (in partnership with CT VIP)
- New Haven (in partnership with Clifford Beers)
- Waterbury (in partnership with Waterbury Youth Service Bureau)



Goals of Work to Reduce Racial and Ethnic Disparities



Reduce over-representation of youth of color at key decision points



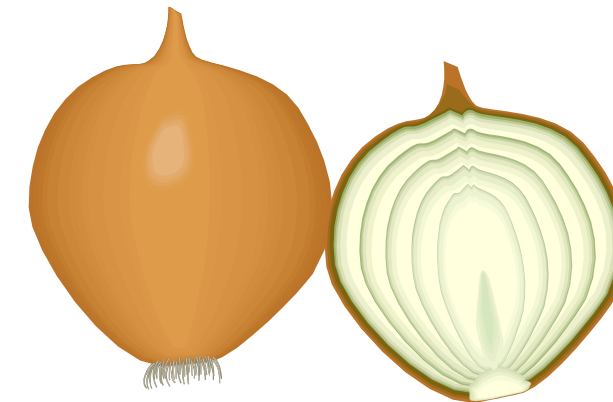
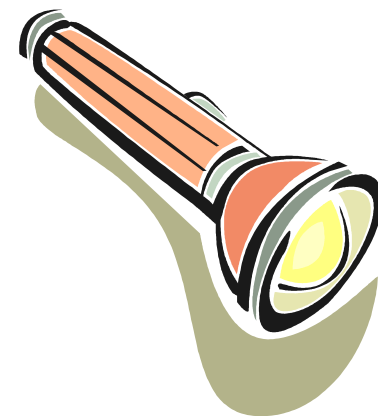
Reduce the disparate treatment of youth of color at key decision points



Prevent youth of color from unnecessarily entering and moving through the juvenile justice system

Effective Use of Data

- Examine baseline data at key decision points, disaggregated by:
 - Race
 - Gender
 - Ethnicity
 - Geography
 - Age
 - Offense
 - Referral Source
 - Reason for Referrals
- Identify points of disparity for deeper analysis
- Use data to select sub-populations for targeted reductions



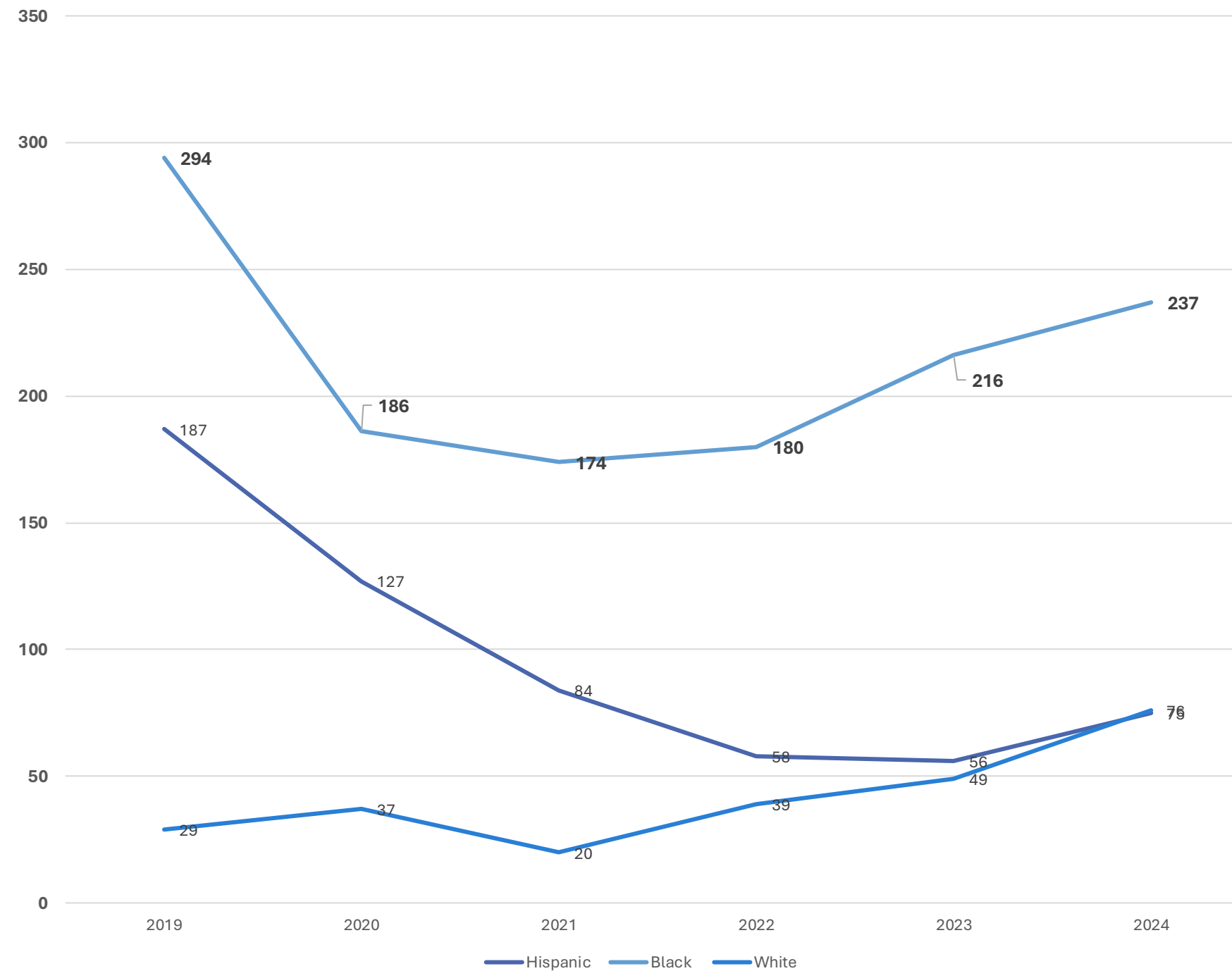
School Demographic Data

NEW HAVEN DISTRICT ENROLLMENT TRENDS BY RACE/ETHNICITY: Fall 2019 through Spring 2024

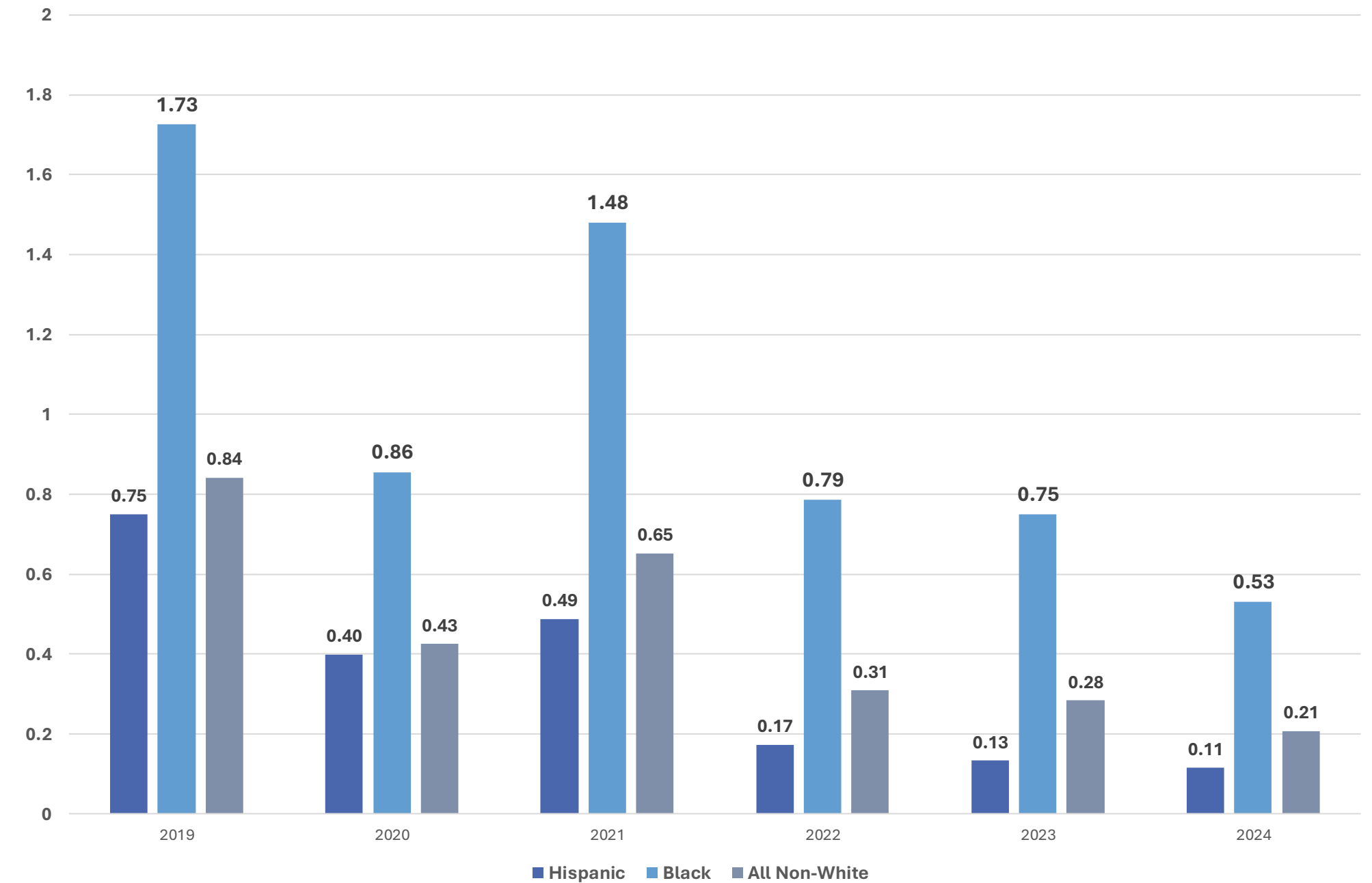
YEAR	Total Student Enrollment	American Native or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	White
2019 - 2020	20,675	40	522	7,529	9,649	11	367	2,557
2020 - 2021	20,051	40	569	7,145	9,502	11	460	2,324
2021 - 2022	19,420	42	545	6,829	9,326	10	538	2,130
2022 - 2023	19,150	39	622	6,587	9,286	9	597	2,010
2023 - 2024	18,966	39	740	6,287	9,355	6	668	1,871
		.0021%	3.90%	33.15%	49.33%	.0003%	3.5%	9.87%

Bridgeport Delinquency Data

Bridgeport Referrals By Race and Year
Equity Dashboard

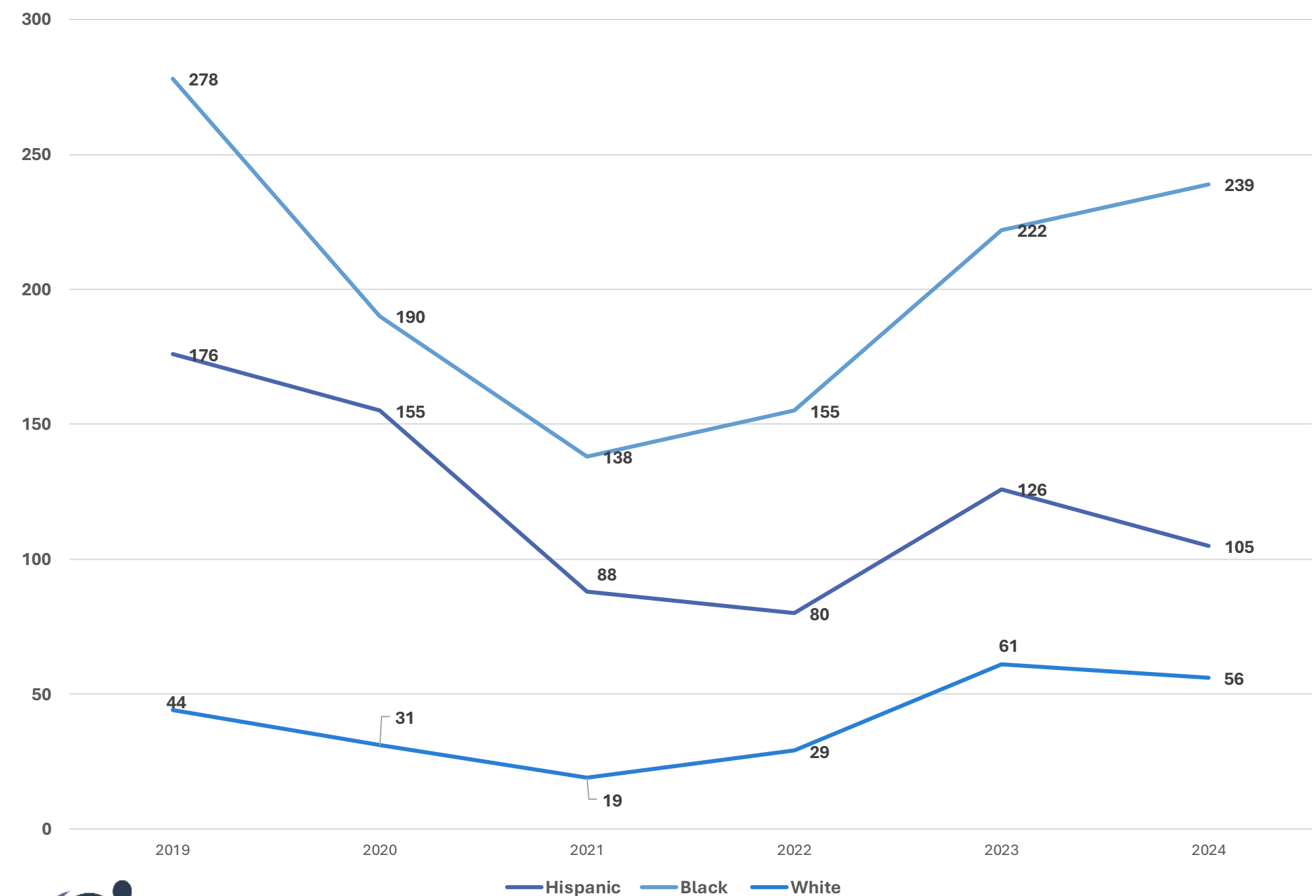


Bridgeport Relative Rate Index (RRI) By Year
Equity Dashboard

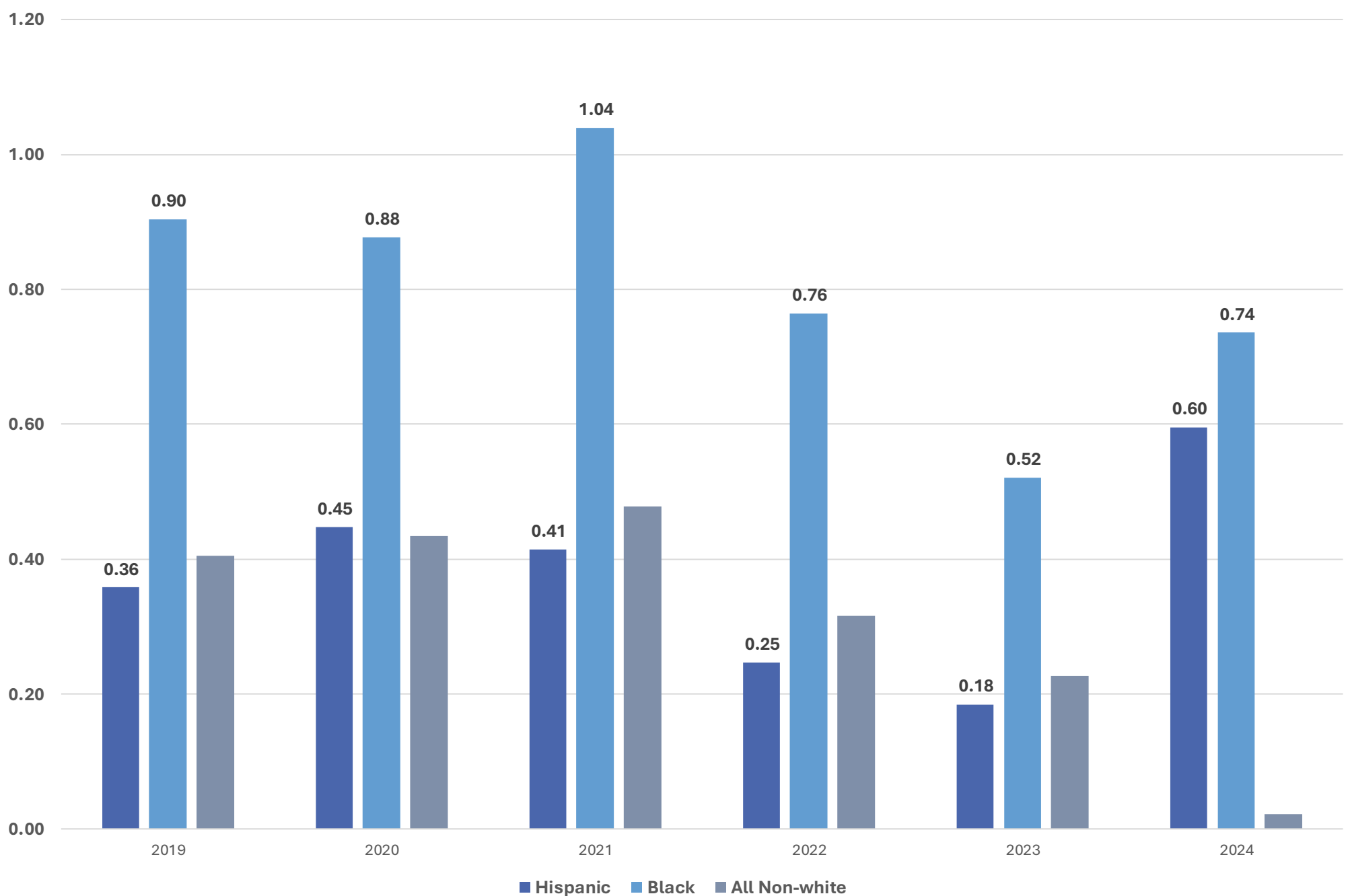


Hartford Delinquency Data

Hartford Referrals By Race and Year
Equity Dashboard

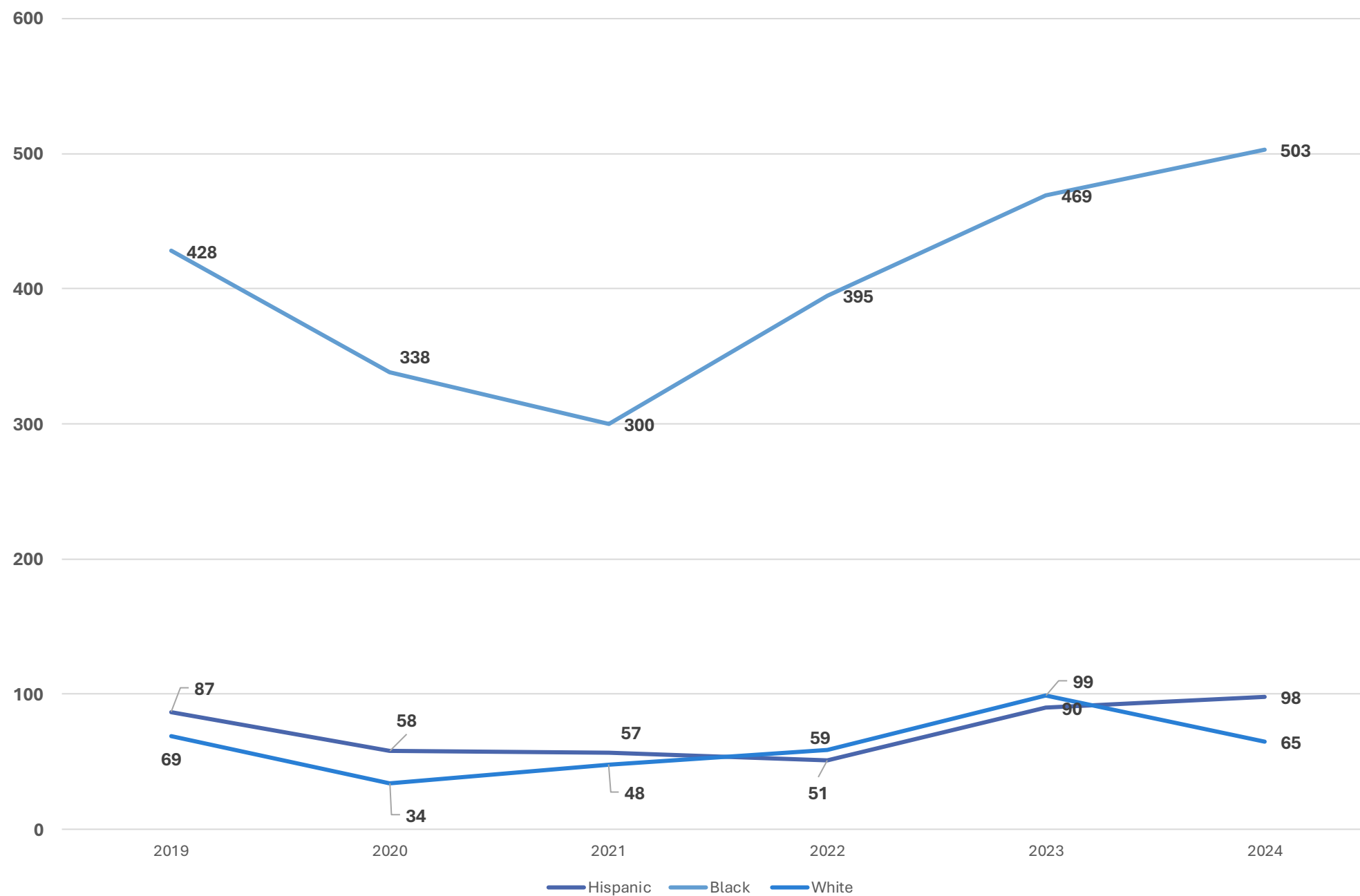


Hartford Relative Rate Index (RRI) By Year
Equity Dashboard

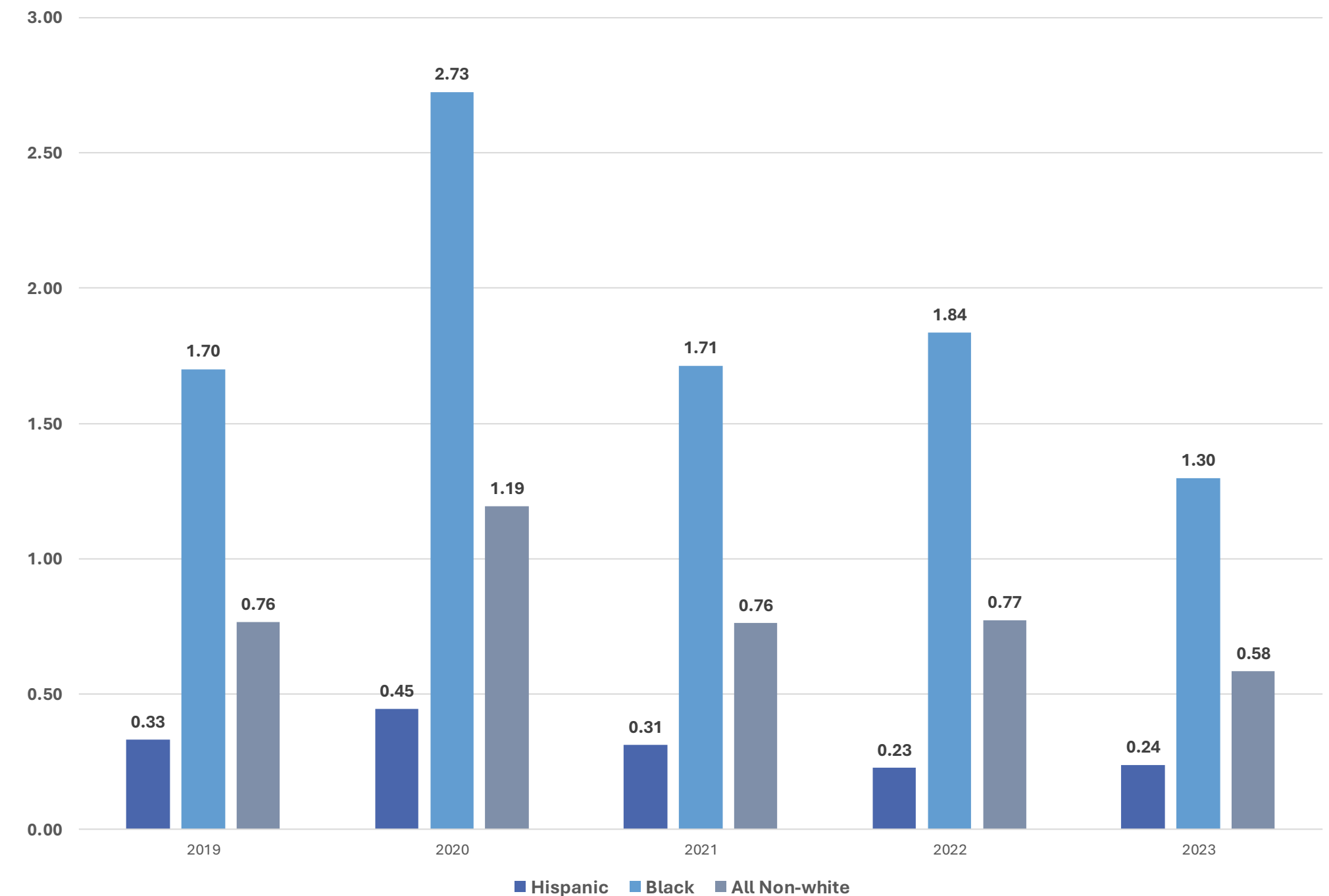


New Haven Delinquency Data

New Haven Referrals By Race and Year
Equity Dashboard



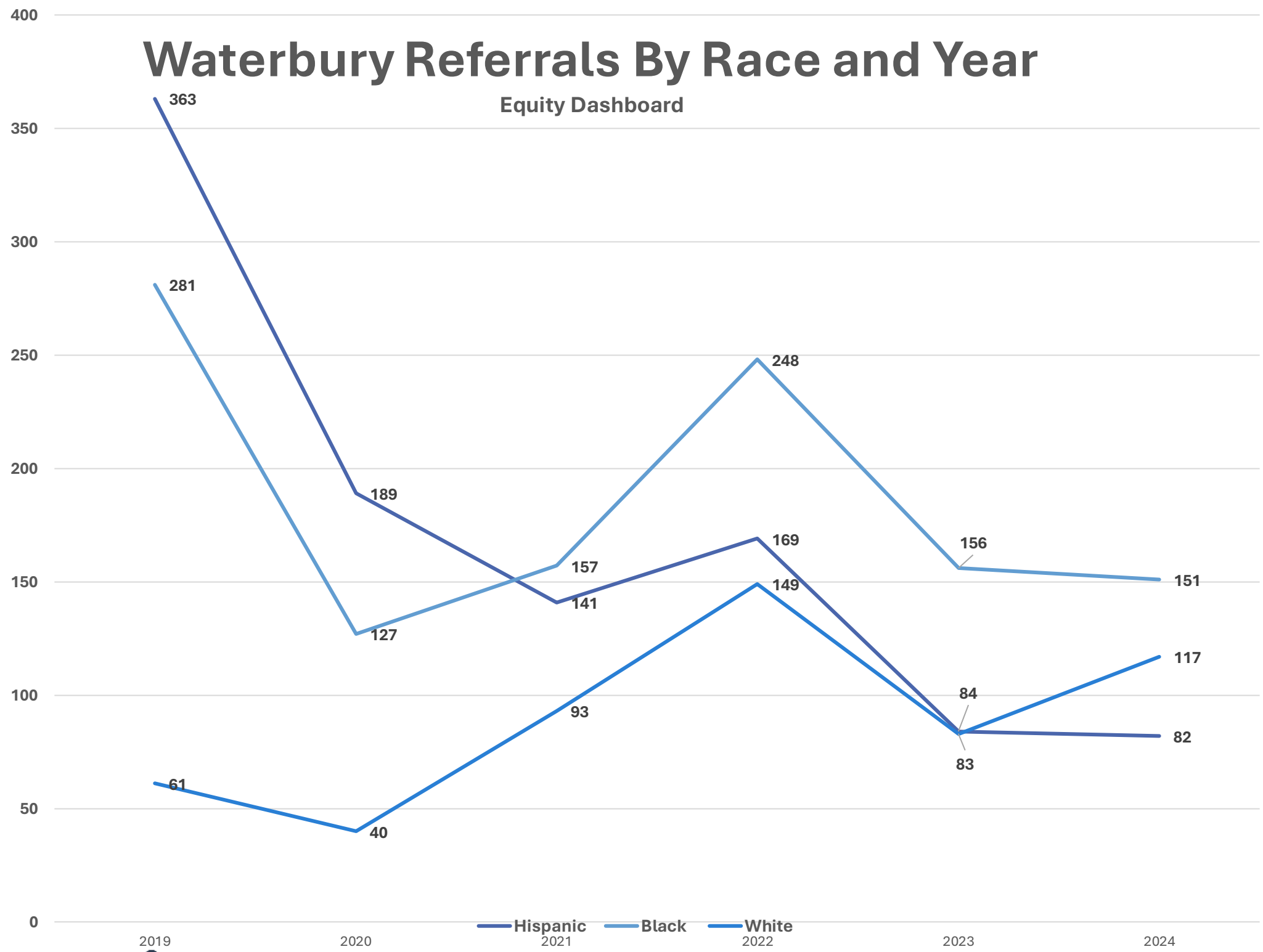
New Haven Relative Rate Index (RRI) By Year
Equity Dashboard



Waterbury Delinquency Data

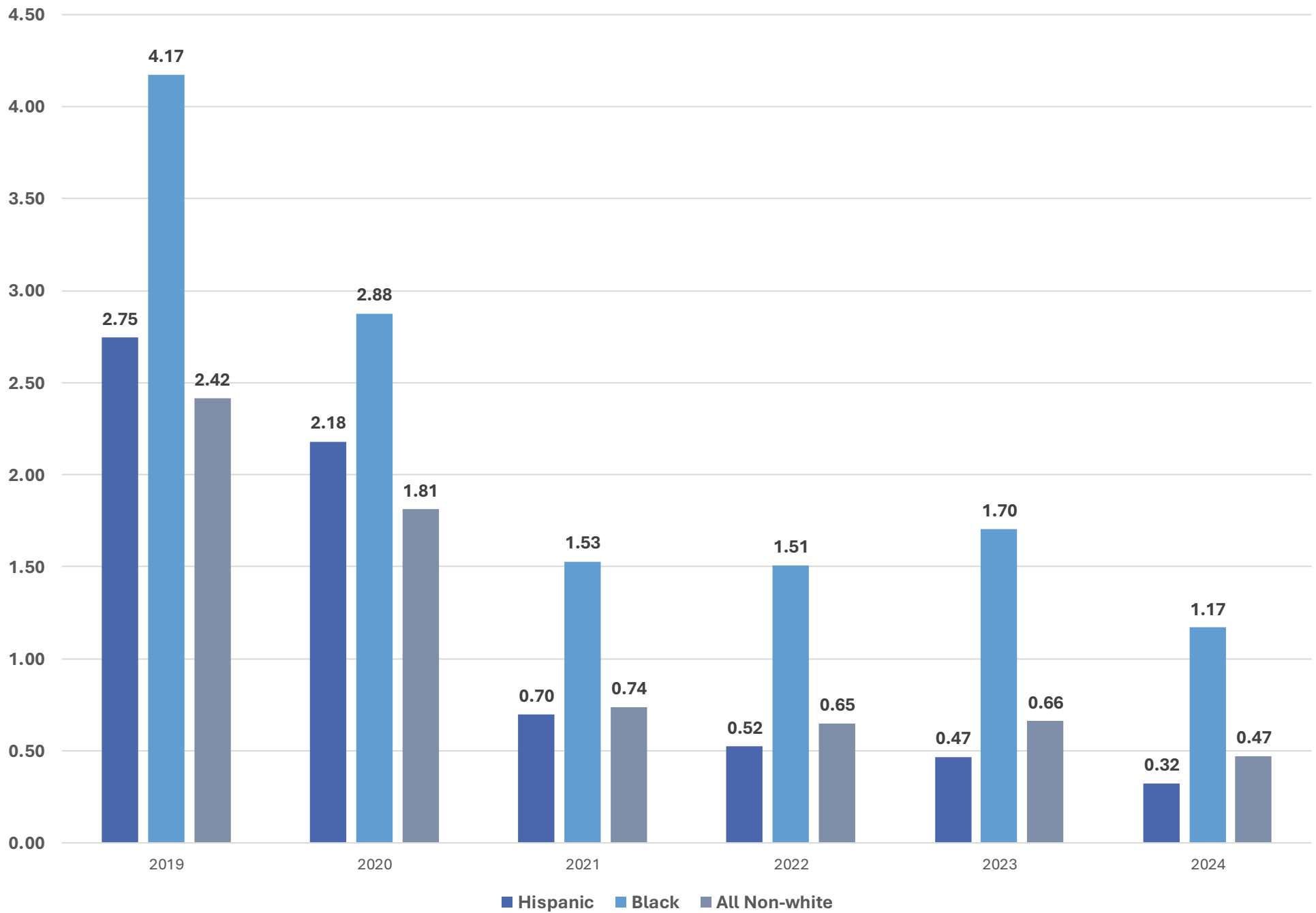
Waterbury Referrals By Race and Year

Equity Dashboard



Waterbury Relative Rate Index (RRI) By Year

Equity Dashboard



Standard RED Meeting Agenda



[Hartford Agenda Example](#)



Presentation of Juvenile Justice Statistics along the continuum



How the Statistics are used by the RED Committee



Benefits/Accomplishments of RED Committee Collaboration

Benefits of RED Committee Collaboration

Creates collaborative partnerships to cohesively discuss systemic issues around disparities in youth care coordination.

Allows for quicker identification of readily emergent or continually emerging issues.

Identifies both gaps in system coordination and programmatic supports.

Elevates best practices and new strategies for service delivery to support youth.

Allows for a deeper dive into data across multiple systems to recognize patterns and areas of improvement.

Diversion

How the Statistics are Used

- Analysis of data to inform program improvements
- Analysis of the effectiveness of JRB programs
- Identification of additional restorative justice options

Benefits & Accomplishments

- Increased access to diversion programs for youth
- Stronger community partnerships
- Reduction in misdemeanor referrals to court

School-based Arrests

How the Statistics are Used

- Identification of schools with highest arrest rates
- Analysis of trends and root causes

Benefits & Accomplishments

- Significant decreases in school-based arrests
- Informing Policy and Disciplinary Practices
- Strengthening School-Community Collaboration
- Increase Accountability and Transparency

How the Statistics are Used

- Analysis of data to reduce arrests and increase referrals to the JRB
- Sharing of data with commanders across HPD
- Analysis of repeat offenders and identification of gaps in services

Benefits & Accomplishments

- Elimination of information silos
- Valuable feedback from group to improve policing practices
- General decrease in community-based arrests

How the Statistics are Used

- Analysis of youth arrested by race and type of placement

Benefits & Accomplishments

- Increased collaboration between DCF area offices and probation

How the Statistics are Used

- Identification of truant and chronic absent students by school, race, grade, and disability

Benefits & Accomplishments

- Sharing of interventions to address truancy and chronic absenteeism ,e.g. Project Prevent, and LEAP
- Strengthening of collaboration between probation and the school system

Next Steps

- Increase direct referrals from the police departments to the JRB
- Address data sharing barriers
- Develop case studies to analyze and plan for repeat offenders
- Address service gaps identified

Next Steps Continued

- Establish RED committees in the jurisdictions showing the most significant RRI “e.g. ”

Top Three Relative Rate Index (RRI) by City for 2024

City	Hispanic	Non-Hispanic Black	All Non-white
Hamden	1.06	6.84	3.17
Meriden	1.08	5.54	1.10
Norwalk	3.65	3.82	3.17

RRI values are sorted by Non-Hispanic Black descending



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CCA Report: Missed Cues & Lost Opportunities



Fighting for the legal rights of Connecticut's most vulnerable children

Connecticut Youth with Disabilities in the Justice System

**Missed Cues and Lost Opportunities: Briefing for
the Juvenile Justice Policy and Oversight
Committee (JJPOC)**

**Presented by
The Center for Children's Advocacy,
with support from Dr. Andrea Spencer**

CCA's Work with Justice Involved Youth

"Know your Rights training"

Speak Up! Youth Project— meeting with detained and incarcerated youth

Individual legal representation of incarcerated and re-entering youth

Individual legal representation of children with disabilities, and children in the child welfare system

Report Purpose

Examine school
and justice system
responses to 10
incarcerated youth
with disabilities

Identified (missed)
opportunities for
early support

Develop specific
recommendations
for systemic reform

CCA Report. Methodology

- Review educational, developmental and social histories for 10 incarcerated young adults in DOC custody.
- All youth had received educational advocacy from CCA.
- Each participant provided consent for their involvement.
- Youth Interviews
- Records reviews conducted by Dr. Andrea Spencer, Phd.—Faculty St. Josephs
- IEPs reviewed dated from 2015 to 2022, as available per youth.

CCA Report

“I am almost 21 years old, and I have spent 8 years of my life locked up, starting when I was 12. I really hope that what you are doing with this report can change things for the kids who come after me.”

- Report Participant

Incarcerated youth at MYI

All of the youth who participated in CCA's Report are Black, Latino, or Multiracial males

All youth were incarcerated before age 18 in adult facility

Youth records revealed a variety of disabilities: ADHD, learning disorders, autism, schizophrenia, PTSD

All youth were from major urban centers

CCA Report. Adverse Childhood Experiences.

Violence. 100% of youth self reported exposure to violence in their childhood

- One youth witnessed the shooting death of a close friend.
- One youth was a gunshot victim.
- Two youth reported being a victim of child abuse, verbal and physical.
- Two youth reported witnessing domestic violence.
- Six youth reported witnessing/impact of community violence and death/death of family members

CCA Report. Adverse Childhood Experiences.

Multiple youth reported previous injuries, surgeries (gun shot, dog attack, altercations)

One youth reported history of homelessness

Two youth reported a history of multiple psychiatric hospitalizations

One youth reported a history of multiple foster care placements.

Two youth reported child abuse

Six youth had an incarcerated parent

Family economic challenges; parental separation; parental disability; immigration concerns; parental m/h and s/a challenges.

Anthony's Story

Anthony had Birth to Three services due to a developmental disability but did not receive special education services upon entering school

His father was incarcerated when he was a baby and Anthony was close with his mother. He witnessed his mother victimized by interpersonal violence.

As he entered school, Anthony exhibited behavioral outbursts. He was retained in the first grade. No referral for a special education evaluation took place.

By middle school he was placed in an alternative program, where his struggles continued and he became further dis-engaged.

He was incarcerated at MYI by age 16. His mother and legal advocate helped get Anthony identified for special education services due to a language-based disorder.

Anthony reported his goals and aspirations. He wants to work with his hands and learn a skilled trade.

Missed Cues. Youth Education records

- 8/10 education records indicate no documentation of ACEs in early childhood.
- Most youth (7/10) IEPs did not indicate a confirmed psychiatric or clinical psychological evaluation and diagnosis (consistent with research findings regarding clinical diagnosis for minority youth).

Lost opportunities from an early age.

1. The majority of youth did not meet academic goals from **early elementary grades** but were not referred for special education and evaluation timely.
2. The median age at the time of youth's referral for special education was 13.5, with a range of age 3 to age 18.
3. 6/10 youth were successfully referred for special education by their legal advocate, and in one case, DCF. **Most referrals were initiated *after* youth's incarceration.**
4. **Youth described increasing levels of disengagement from school** in relation to academic difficulties and increasing feelings of anxiety and isolation/not belonging/academic failure began to seem inescapable.

It all got worse in middle school..." Participant 3

"I never felt like I belonged in school..." Participant 8.

Jayden's story

Jayden reported not feeling safe in his neighborhood and reported including being mugged when he was 12. He didn't feel safe walking to school so sometimes he didn't go.

Jayden reported school getting extremely hard in middle school, and he felt overwhelmed

Jayden reported multiple traumatic injuries to his head (two car accidents and being kicked in the head).

He was referred for special education in high school, but because he was "in and out of jail/detention" the referral did not get completed until he was incarcerated.

Jayden eventually received a diploma, and at the time of the conclusion of this Report was taking a college course. He aspired to be a mentor for kids like himself one day.

(Jayden is now re-incarcerated in adult prison)

Youth Educational Records

- 8/10 youth's records indicated attentional concerns (ADHD/OHI/"Distractibility")
- All youth below grade level in reading
- 4/10 records indicate grade retention. One youth was retained 3 times. One youth was promoted by exception in 9th grade

Missed Cues/Language Impairment

- Multiple youth's records indicate language impairment– strongly correlated with development of “problem” behavior, particularly as children get older.
- Lack of language-related assessments in youth's records, with only a single exception in this group.
- Deficits in pragmatic language have been linked to behavior problems, mostly commonly hyperactivity and lack of prosocial behavior.

Lost Opportunities/Discipline and Incarceration

- **8/10 youth received multiple suspensions and/or expulsion from school.**
- 8/10 youth were either placed in an in-district alternative school or an “out placement,” due to behavior challenges.
- ***4/10 youth were incarcerated for the first time before 9th grade.***

Leo's Story. CCA Report

Leo grew up with an incarcerated father.

His mother had many personal struggles that led to legal and child protection system involvement.

Leo had trouble focusing from an early age and was a late reader. He was retained in elementary school.

In 7th grade Leo was expelled for a full year due to an altercation with a peer in the school cafeteria. Records do not indicate that he received schooling during this time.

Leo repeated 7th grade but wound up on a downward trajectory.

Leo stopped going to school until he was sent to detention.

He was given an educational advocate and attorney. Leo was ultimately identified for special education due to a reading disability in what should have been his third year of high school.

His teachers described him as “diligent,” and “engaged,” “respectful,” and wanting to do well. Leo was able to complete high school while incarcerated. At the time of this report, Leo remained incarcerated, with a goal of becoming a barber and a good father upon release. Leo is now living in the community.

Lost Opportunities/Inadequate education in Justice System

- Youth records reflected minimal special education service hours
- Transition serves were very limited, typically one hour per month
- Median IEP service hours/week for the ten youth were 2.75 hours, with a range of 1.5 hours to 5.5 hours
- Most youth, 6/10, had no LEA representation at PPTs

Recommendations. Qualitative Oversight of Self-Contained and Alternative Settings

LEA Reporting on Education in Self Contained/Alternative/Secure settings.

- LEAs must have effective monitoring of quality of self-contained and alternative programs, including their individual contracts with private special education programs.

CSDE Enforcement.

- CSDE should strengthen oversight of the timely delivery of comprehensive special education evaluations of children to ensure assessment of trauma/ACES and language disorders by qualified staff, particularly in the face of persistent academic failure, emerging problem behavior, and chronic absenteeism.

CSDE Enforcement.

- implementation of research-based and evidence-based positive behavioral support interventions
- qualitative oversight for all programs where children spend less than 50% of their time with non-disabled peers (e.g., self-contained settings, alternative schools, private special education schools, including **secure settings**)
- Progress monitoring/corrective action (publicly available) for programs with high rates of school-based arrests, suspensions, restraint/seclusion

Secure Settings.

- Ensure JJEU can initiate special education referrals; Require reports re Child Find; Evaluations; Special Education Hours; Related Service Delivery; Transition Services.

Recommendations. Prevention/Prevention/Prevention

Professional Development.

- Facilitate professional development on relationship between language-based disorders and externalizing and problem behavior, often overlooked in boys.
- Training on impact of ACES and trauma on cognitive abilities, including executive functioning.

Reform use of Exclusionary Discipline.

- Phase out suspension and expulsion in elementary school, oversee implementation of research-based interventions, and ensure social work supports and trauma-responsive supports in elementary programs.

Expand Access to Educational Advocacy

- Expand Educational Success model to include JRB
- Increase funding for peer support for families who have a child with a disability (e.g. FAVOR)



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JJPOC 2025 Workplans

Strategic Plan Timeline:

Draft Sent to JJPOC Members in May

Voting on JJPOC Strategic Plan in June

JJPOC Member In-Person Summit in September



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Diversion

Statewide Uniform Diversion Policy in
collaboration with POSTC

Updates to ensure all municipalities have
access to diversion

Municipal Guidebook

Community Expertise (CEW)

2026 Youth Report

Appointing Youth to JJPOC



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Incarceration

Conditions of Confinement

Gender Responsive Systems' Landscape

Reentry Support and Development

Education

Review and work through Alternative

Education Opportunity Report

Review and analysis of absenteeism, ISS, OSS,
and expulsions



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Cross Agency Data Sharing

Building out Equity Dashboard Analysis and
municipal engagement

Annual System Trend Report

SAG

Creating the group per statutory requirements

Next Meeting – May 17th, 2025