

**Regarding Bill 156**  
**An Act Concerning the Transfer of Educational Credits**  
**February 23, 2010**

Good Afternoon Senator Musto, Representative Urban, and all other members of the Select Committee on Children. My name is Kiley Young and I am a student at the University of Connecticut School of Social Work. Thank you for allowing me to testify before you today in support of S.B. 156: An Act Concerning the Transfer of Educational Credits.

S.B 156 would rectify the credit earning disparity that currently exists between Unified School District #1 (Run by the Department of Correction) and Unified School District #2 (Run by the Department of Children and Families) by requiring school districts to accept the credits earned by children and youth transferring from USD #2 schools in the same way they currently must for those coming from USD #1 schools.

In the same way that a student transfers credits from one municipal school district to another, children and youth returning to their school districts from out-of-home placement, whether from corrections or from DCF, should be permitted the same ability.

Through my work at a group home with adolescent girls on parole, I've witnessed how disruptive just being removed from one's school district to be placed in out-of-home care, and often in several different placements, is. Many of our residents are behind in their schooling and struggling to catch up. They are sophomores at 17, taking two English classes, or juggling their regular homework with several virtual learning classes in order to graduate on time. However, most of our residents have come to us from programs with private school components, such as Stepping Stone, Journey House and Klingberg, and thus are fortunate enough to not also be negatively impacted by this oversight.

Many students aren't so lucky. For a child or youth returning to his or her home school district to find that not only has their movement from one school to another, perhaps mid-way through a semester caused credit-transfer concerns, but also that the education they completed while in placement "doesn't count," the experience cannot be anything other than disheartening. These gaps create an even greater level of educational disruption and frustration, and increase the risk of the youth not completing high school.

Just as school districts are required to accept the credits of students entering their systems from USD #1, so too should they be required to accept the credits of those entering their systems from USD#2.

Thank you for your time.