



University of New Haven

HENRY C. LEE COLLEGE OF
CRIMINAL JUSTICE AND FORENSIC SCIENCES

Tow Youth Justice Institute

**JJPOC Education Work Group Minutes
December 17, 2014
1:00 – 2:30 pm
Saw Mill Campus, Room 104
600 Saw Mill Rd, West Haven, CT**

Attendance:

Cathy Foley-Geib	Sarah Eagan	Terri Drew	Howard Haberman
Michael Ferguson	Kim Holley	Marisa Halm	Jaquita Monroe
Cyd Oppenhiemer	Leigh C. Higgins	Patricia Nunez	Peter Rockholz
Judge Bernadette Conway	Nachi Bhatt	Christine Rapillo	Stephen Tracy
Agata Raszczyk-Lawska	Jeanne Milstein	Amanda Bozack	Kitty Tyrol
Dijonee Talley			

Kitty Tyrol opened the meeting with introductions of the work group, announcing that about 36 people are signed up to be on the Education Work Group.

Recap of the first meeting at which strengths and barriers were articulated and posted in the minutes and during which discussion focused on prevention so kids don't get into juvenile justice system with additional discussion on re-entry and re-entry practices.

Education Goal statement was derived from a review of relevant reports by TYJI with focus on diversion, treatment, and education as well as disproportionate minority contact and data.

"To increase the educational achievement of youth in the juvenile justice system by addressing their unique needs in order to improve opportunities for successful transition into adulthood and reduce recidivism." The JJPOC will focus on three priority areas with both DMC and Data integral to each.

Questions were asked about how to address "unique" needs and how far reaching; for example, should housing be included? Look at a broad definition of unique needs, including mental health.

Discussion began as to whether the goal should include something that states "inspiring young people to see themselves as leaders, motivating them to be successful." Amanda Bozak explained that this is a mid-level goal and that focus should be on how to achieve the goal. Kitty explained that many agencies and organizations might want to share what they are already working on with the group. Steve Tracy indicated that often the systems think that we have to "do things" for the youth and that it is important to include the kids as engines of their own success. Important to make sure that kids have access to services and that they are aware and part of the process. Peter suggested that this be discussed as part of the objectives.

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Tasks: Need to let us know what is happening so that we can create an inventory. Need to start to identify efforts and most importantly, to address disproportionate minority contact.

The Work Group discussed the Goal template distributed. TYJI is requesting that completed templates be returned by Dec. 29 from organizations/agencies; focus on the objectives driven by outcomes not services. Objectives should have an action verb and might focus on decreasing barriers.

The Work Group divided into three teams to explore and discuss the goal statement, potential objectives, and measures of effectiveness and cost implications as well as ideas for legislation.

After approximately 30 minutes, teams returned for a large group brief reporting out:

- Cathy Foley-Geib responded that certain things are in place that need to be expanded: opportunities that increase support for probation and DCF staff, access to records in a timely manner, what to ask (school) Districts for, not enough capacity in the cities and (resources that) don't exist in rest of state.

There is a process in place to access and make more available SDE data including gender and race.

Need to attend to suspension and expulsions, especially for younger kids.
Training for SRO's on brain development, youth development.

- Re-entry: getting kids back into school in a timely manner, may need legislation to allow more sharing of information.
- Committee already exists looking at alternative schools; bring them into discussion.
- Frustration from Boards of Ed especially regarding communication and collaboration piece.
- Address sharing of information and making sure re-entry is timely.
- May be administrative solutions and/or legislative.

Early intervention and supports for students struggling in schools; describe what this means. JRBs are taking on bigger role since they are connected to the schools.
Develop standards for the diversion programs provided by JRBs based on best practices.

DCF provided that legislation is already in existence with actionable objectives:

- Need for training for SROs.
- Providing adequate and remedial services to youth starting in 7th grade.
- Need to develop after school academic support for students who meet the requirement
- Districts need to identify and develop individual student success plans.

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Credit recovery programs and how they work, making sure all kids in juvenile justice have access.

Support transition: need transition coordinators and define how they continue support after transition.

Make clear what “out of school” means so that it cannot be discretionary. What does “so disruptive” mean? Biggest indicator of suspension is prior suspension. Can youth complete work when on suspension? Invest in virtual learning. Allow students opportunity to have access to blended programs. Work on recovery programs.

Exclusionary discipline would be limited. Mental health consultants are needed. Pilot truancy clinic in Waterbury will result in a report by Jan. 1, 2015.

Enforce what exists: Emergency Mobile Psychiatric Services (EMPS)/school MOAs- every district is supposed to have one, but not every district is using it.

Reduce exclusionary discipline

Need standard definition of school-based arrests: who collects it; measure positive school climate...how extensive is it? What is it showing?

Transition coordinators. Get kids to reconnect to schools. Should all students have educational advocates? Need better data to learn about how long it takes to get back to school? Who collects it?

Definitions of school-based arrests differ; improve definition for consistency.

Judicial is tracking school referrals to Court.

School-based arrests: some schools arrest kids who committed offense in community

Like re-entry: we say it is difficult. Need to know what that means. DCF probably has data.

How hard it is? How long does it take?

Use of restorative justice in schools: pockets of it in the state; discuss so that districts can take it up as an option (for diversion).

Need whole school buy-in and implementation plans

Need to get data and best practices on restorative justice from around the country.

Assignment: complete the Education Goal Template electronically and return via email to TYJI by Dec 29, 2014

Next meeting: Wed, January 12, 2015, 2:00–3:30 pm at UNH Saw Mill Campus, Room 103