



Correctional Education Past, Present and Future

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Corrections and Juvenile Justice**

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Presentation Outline

- I. An Historical Overview of Corrections and Education**
- II. What Does the Prior Research Say About Delinquency and Education?**
- III. Recent Research Findings on Juvenile Correctional Education in Florida**
- IV. A National Picture of Juvenile Justice Education and the Challenges of Successfully Implementing No Child Left Behind (NCLB)**
- V. Some Future Policy Strategies for Adult and Juvenile Correctional Education**



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An Historical Overview of Corrections and Education

■ Colonial America and Grim Determinism

- ◆ God preordains everything
- ◆ No effort to “correct” wayward individuals, rather respond to them according to religious doctrines and teachings

■ Period of Transition (1790-1830)

- ◆ Free will focus on explaining crime (Pain vs. Pleasure)
- ◆ Crime control centered upon apprehending criminals and providing swift and sure adjudication and punishment that was focused upon providing greater pain than the pleasure which resulted from the crime



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An Historical Overview of Corrections and Education – Cont.

■ Jacksonian Era (1830)

- ◆ Emerging belief that the bad environments of cities caused crime (urban disenchantment / social disorganization of the cities)
- ◆ The discovery of prisons, asylums, and alms houses as “good” or socially organized environments
- ◆ The policy was to take criminals out of the “bad” city environment and place them in a “good” institutional environment in order to retrain or change them (spiritual-coat-of-armor)

■ 1850 – The Discovery of Recidivism

- ◆ Many individuals leaving prison were returning – leading to the belief that to successfully change criminals required earlier and earlier intervention
- ◆ Rise of youth reformatories to retrain young criminals who were not as “fixed” in their criminal careers as were adult offenders



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An Historical Overview of Corrections and Education – Cont.

- **1880's to Present – The Rehabilitative Ideal**
 - ◆ Rise of probation and parole for more individualized retraining (1880's)
 - ◆ The invention of the Juvenile Court (1899-forward)
 - ◆ Shift toward treatment, education, and vocational training in both juvenile and adult corrections
- **Throughout 20th Century**
 - ◆ Despite the rhetoric of individual treatment and education, treatment and education in juvenile and adult corrections has been largely uneven and fragmented
 - ◆ With few exceptions, there has been a focus upon control within prisons and youth reformatories
 - ◆ Education an afterthought until recent years
- **Recognition of financial scarcity, escalating correctional costs and globalization have contributed to the emerging recognition of the value of education in corrections**



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What Does the Prior Research Say About Delinquency and Education?

- **Is there a positive relationship between educational achievement, employment and crime desistence for the general adolescent population?**
 - ◆ **High school graduation has been found to increase employment and reduce involvement in crime**
 - ◆ **Juveniles report significantly less involvement in crime when they are committed and attached to school**
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- **Massey and Krohn, 1986; Cernkovich and Giordano, 1992; Stewart, 2003; Thaxton and Agnew, 2004; Sampson and Laub, 2003; and Bernberg and Krohn, 2003**



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Prior Research – Cont.

- **How does correctional education programming impact recidivism?**
 - ◆ **Education programs have an overall significant effect in reducing recidivism**
 - ◆ **Employment training in prison has a greater effect on reducing recidivism when it is followed by post-release education**
 - ◆ **High school graduation or earning a GED while incarcerated lowers the rate of recidivism for youth, but only 7% or so of incarcerated youth graduate from high school or earn a GED while incarcerated**

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- **Wilson, Gallagher and Mackenzie, 2000; Harrison and Escher, 2004; Ambrose and Lester, 1998; and Brier, 1994; Foley, 2001; Haberman and Quinn, 1986; Leblanc and Pfannenstiel, 1991; and Bernberg and Krohn, 2003; JJEP 2004**



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Prior Research – Cont.

- **Glaser found that federal prison inmates held high expectations of their post-release experiences, but that their actual experiences involved infrequent employment and low wage jobs**
- **Federal prisons had a range of 20% to 40% recidivism**
- **Glaser concluded that employment was the best predictor of recidivism for adult inmates and that employment was related to long-term education gains while incarcerated, particularly where inmates raised their grade level, became literate or graduated from high school (1966)**
- **Most youth and adults who are released from institutions have not graduated from high school**



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Recent Research Findings on Juvenile Correctional Education in Florida



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Methods

- We employed a cohort of 4,147 youth released from residential commitment programs in Florida to assess the relationship between educational achievement among incarcerated youths and post-release education, employment and crime desistance
- Characteristics of youth in the cohort included 57% minority, 39% with disabilities, an average of 2-3 years behind their age appropriate grade level, and most youth had been suspended, expelled or had dropped out of school, but were now subject to compulsory school attendance while incarcerated
- Measures included academic credits earned while incarcerated, age/grade level, prior delinquency, educational disabilities, and youth demographics
- Conducted a 12 and 24 month community follow-up on return to and attendance in school, employment and rearrest



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Does Greater Academic Achievement while Incarcerated Lead to a Greater Likelihood of Return to School?

- The odds of youth returning to school following release with above average academic achievement while incarcerated were 69% higher than for those youth who achieved below average while incarcerated
 - ◆ Older youth, males, and those who were below their appropriate age grade level were less likely to return to school following release



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Does Returning to and Staying in School Post-release decrease the Likelihood of Youth being Rearrested?

- **Post release return to and attendance in school significantly reduced the likelihood of being rearrested within 12 and 24 months.**
 - ◆ **Youth who spent six months or more in school following release had a 38% reduction in the odds of rearrest within one year post-release compared to those youth who did not return to school.**
 - ◆ **Youth who spent 12 months or more in school following release were 30% less likely to be rearrested within two years post-release compared to those youth who did not return to school.**



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Does Post Release Return to School Increase the Likelihood of Employment and Crime Desistance?

- Youth who returned to school exhibited a 52% greater likelihood of being employed compared to youth who did not return to school
 - ◆ The length of employment also increased for those youth who returned to and stayed in school
- Within the first year following release, each quarter of employment reduced the likelihood of rearrest by 8.7% and 4.1% within the first two years
- The combination of returning to and staying in school coupled with obtaining and sustaining employment increased the likelihood of youth desisting from crime



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Overall Findings

- **Academic achievement among incarcerated youth is contributing to stronger school attachment that is leading youth to return to and stay in school following release which, in turn, is increasing their likelihood of obtaining and sustaining employment**
- **Post-release return to and attendance in school and employment are contributing to crime desistance**
- **These findings indicate that youth experiencing academic gains while incarcerated, post release return to school and employment may be experiencing a “Turning Point” from a delinquent and or criminal life course to a conventional and legal life course**



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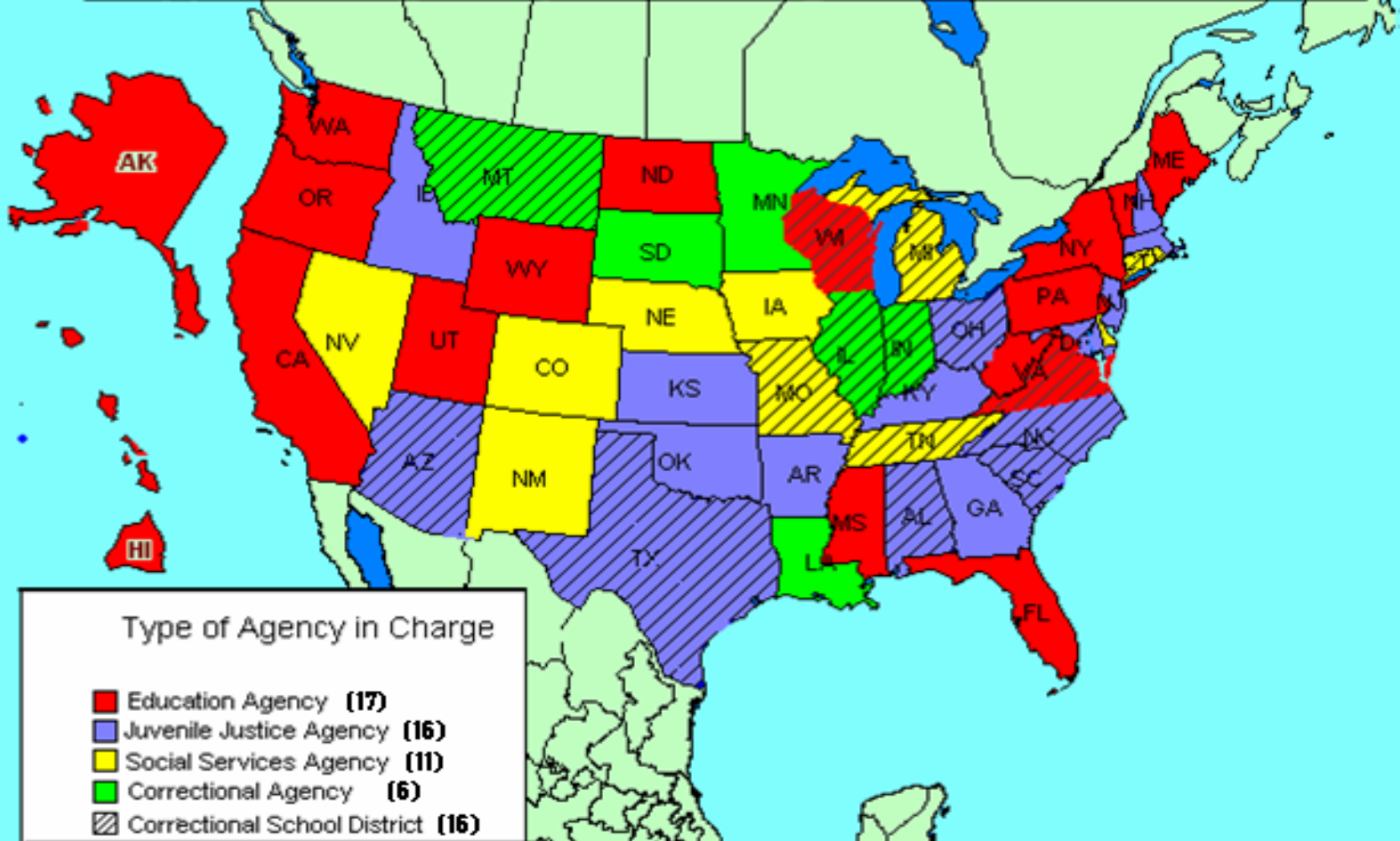
A National Picture of Juvenile Justice Education and the Challenges of Successfully Implementing No Child Left Behind



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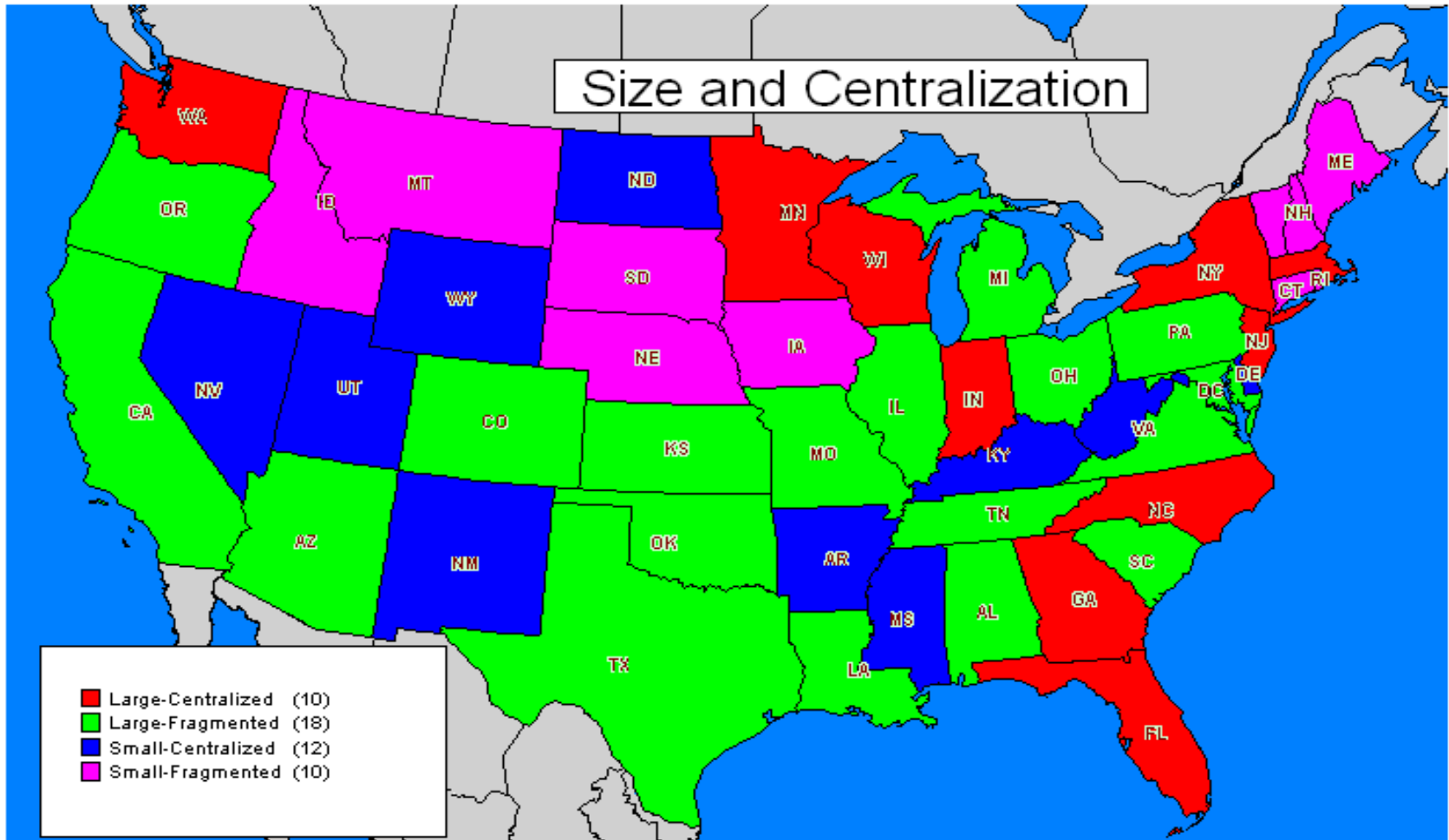
Type of Agency in Charge of JJ Education



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Size and Centralization



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Challenges in Successfully Implementing NCLB Requirements in Juvenile Justice Schools

- **The diversity in organizational structures and sizes has contributed to inconsistent and uneven implementation of NCLB requirements across and within states**
- **Juvenile justice schools are temporary settings with high student mobility rates, making AYP and student performance difficult to calculate**
- **Competing with public schools for highly qualified teachers**
- **Coordinating effective transition services across school systems that ensure youth return to school and/or gain employment (Aftercare is often nonexistent in many states)**



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Level of NCLB Implementation

Level of Difficulty and Needs

- **The most difficult NCLB requirements to implement**
 1. **Calculating return to school and employment rates of youth released from programs**
 2. **Meeting the highly qualified teacher requirements**
 3. **Calculating Adequate Yearly Progress (AYP) on juvenile justice schools**
- **Major areas in which technical assistance is needed**
 1. **Tracking community reintegration outcomes**
 2. **Providing transition services for youth to return to school**
 3. **Evaluating juvenile justice schools and using evaluation data to make improvements**
 4. **Measuring student performance**



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Overall NCLB Implementation

- States across the nation have shown good faith in their efforts to implement NCLB in juvenile justice education as well as public schools, but because of insufficient human, financial and organizational resources have been seriously impeded
- As suggested by Sanderman and Orfield (2006) federal law should turn its attention to assisting states with necessary infrastructure improvements rather than more responsibilities and requirements (This should be a mandate for our policy efforts)



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The Problem

- **The U.S. spends more than \$650 billion annually on criminal victimization and the operation of the criminal justice system (DOJ, 1996)**
- **An estimated 600,000 adult inmates are released from federal and state prisons each year**
- **According to an OJJDP census there were 104,413 youth incarcerated in residential facilities in 2001**
- **Estimated cumulative totals of detained and incarcerated youth reach close to 500,000 annually**
- **It is estimated that more than one million adults and juveniles exit various institutions annually**
 - ◆ **The majority of these inmates are released without receiving adequate educational and vocational training**



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Strategies for the Development of a Research-Based Adult and Juvenile Correctional Education Policy Agenda

- **The development of effective partnerships between various adult and juvenile correctional education organizations and associations**
- **The development of a national data warehouse for research on adult and juvenile correctional education practices and community reintegration outcomes**
- **The development of a uniform national evaluation and quality assurance model for adult and juvenile correctional education practices**
- **The creation of a national teaching certificate for working with adult and juvenile correctional education teachers**
- **The development of university programs that train teachers to work in correctional settings**



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The Juvenile Justice No Child Left Behind Collaboration Project

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www.criminologycenter.fsu.edu



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