

Evaluating the Effectiveness of Educational Services in Short Term Detention Facilities

Juvenile Justice Education
and No Child Left Behind Conference
Tampa, Florida

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a project of the Special Education
Unit of the
Arkansas Department of Education

Detention Education vs. Corrections Education

- Different purpose
- Short lengths of stay vs. long term stay
- Short term stays are difficult to measure effectiveness
- No standard system of delivery

Carol Cramer Brooks, 2003

Detention Education Goals

- Maximize learning and remedial opportunities for incarcerated youth
- Provide wrap-around, holistic services through collaborative programs

Carol Crammer Brooks,
2003

Detention Education- General Beliefs

- Education is the cornerstone of institutional programs
- The public school design and instructional strategies are not compatible with the needs of the typical juvenile justice populations
- The public schools have generally abdicated their responsibility to fund and deliver effective education to youth who represent few redeeming qualities

Carol Crammer Brooks, 2003

Detention Education – Some National Problems

- Unregulated
- Lack of consensus regarding purpose
- Identity Crisis
- Inappropriate model
- Untrained and inappropriate staff

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Benchmarks in Arkansas

- Funding in Juvenile Detention Centers is provided through the Special Education Unit of the Department of Education
- Law Suit in the late 1990' s over an issue of FAPE
- Leadership changed in the Special Education Unit
- 2001 – JEdI had its beginnings- Memorandums Of Understandings between different agencies responsible for students in the facilities and their education
- AJDA- teacher' s organization started to develop with the Arkansas Juvenile Detention Association
- 2003- Reporting website in place and web-based academic program utilized in all facilities and offered in limited numbers to regional areas
- JEdI in the Schools formed

Snap Shot of Arkansas' Short Term Stay Facilities

There are 14 Juvenile Detention Facilities in Arkansas. They are operated by counties under the supervision of juvenile judges and/or county sheriffs.

There are 43 educators working with incarcerated youth in our facilities

There are licensed, highly qualified professionals in each facility. Most are employed by the school district where the JDC is located and have the support from their school district

More about our facilities

- Range in size from 13 – 68 beds
- No two educational programs are exactly the same
- Only 485 beds are available in our facilities for placement by juvenile judges
- During the last 3 years approximately 8,000 Arkansas youth passed through the doors of our JDFs annually.

Ethnicity

37% African American

56% White

5% Hispanic

1% Asian

1% Native American/Other

Gender

- 28% female
- 72% male

Our Students

- FINS or Delinquents
- Between 10-18 years of age
- **19%** are Special Education students
- Attend school 3-6 hours Monday – Friday
- May attend school 9.5 to 12 months a year
- Stay in the JDC an average of **12 days**
- **29%** are repeat offenders

The yellow figures may change any given day

Juvenile Education Initiative-JEdI

Arkansas' aggressive approach to providing a statewide quality educational program for its incarcerated and "At-Risk" youth.

Arkansas Department of Education 

JEdi

Juvenile Education Initiative

Original JEdI Project Goals

1. To ensure FAPE in every JDC (Free and Appropriate Public Education)
2. To ensure that the Mathematics and Reading be given priority-as mandated by NCLB
3. To ensure that students in the JDC environment be physically tracked throughout their education
4. To ensure continuity of instruction as students pass into and out of JDC environments

One unwritten goal was to compile data about our students so that better decisions could be made about future programs



FAPE

Students who attend a JDC school in Arkansas are 3 to 5 years behind in reading and mathematics

What is more appropriate than to concentrate on these skills the short time that are in our facilities?

NCLB

- Reading, math, and language arts have been a priority before the NCLB legislation.
- Students are assessed upon arrival and placed on a program at scored level.
- Pretests and post tests are administered within the remediation program

Tracking

All information is recorded on a special web site base created for the JDC's. Questions were designed by the Department of Education, based upon the information that they wanted to collect.

www.arkjedi.com

Continuity of Education

- Students are enrolled in the JEdI program and given assignments, based upon their individual needs
- Each student is given a username, password, and site to start on their assignments
- The program is diagnostic and prescriptive
- Because JEdI uses a web based program it follows the student

JEdI Software

- Covers grades 2-12
- Correlated to State and National Standards, Benchmarks and Norm Referenced Tests (including the GED 2002, Compass, and Praxis I)
- Research Based
- Web-based so learning can take place anywhere any time and when the student leaves the facility

Accomplishments

- Consistent reporting aggregated with student academic data can be called from the web by the state department at anytime
- JEdI includes opportunities for staff development for all JDC educators. An annual spring meeting offers over 15-20 hours of staff training specific to their job duties
- Educational records are more easily being passed from one environment to another. Services are following the student.

To learn more about JEdI visit:

- www.arkjedi.com

an attendance reporting site for our JDF' s and information is posted about training opportunities to our staff

- www.jedilearning.com

this site provides information to anyone who has an interest in Arkansas. It is specific to Arkansas schools and JDF' s

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