



The Juvenile Justice No Child Left Behind (NCLB) Collaboration Project

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Presentation Outline

I. Introduction to the Juvenile Justice NCLB Project

II. Project Findings

- **National Surveys and Conferences**
- **State Case Studies**

III. Conclusions

- **The Alliance for Juvenile Justice and Adult Correctional Education**
- **The National Data Clearinghouse**



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I – Project Goals and Activities

- For over 11 years, we have been working to improve the educational services in Florida's juvenile justice education system through the Juvenile Justice Educational Enhancement Program
- When NCLB was enacted, we saw this as an opportunity to advance juvenile justice education not just in Florida, but across the nation as well
- In 2005, FSU was awarded funding from Congress through OJJDP to establish the Juvenile Justice NCLB Collaboration Project



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I – Project Goals and Activities

- Identify the **administrative structure** of states' systems
- Develop a **network** for juvenile justice education
- Determine states' **evaluation** capacities
- Identify **impediments** to implementing NCLB
- Identify responsive **strategies** to successfully implement NCLB
- Develop a national **research and policy agenda** and **data clearinghouse** to continuously advance juvenile justice education nationally



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I – Project Goals and Activities

- **Year One – Completed telephone interviews, a national survey, and hosted a conference**
 - ◆ Identified **state agencies** responsible for juvenile justice education
 - ◆ Focused on identifying the level of NCLB implementation and **impediments**
 - ◆ Developed a **network** of state agency representatives



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I – Project Goals and Activities

- **Year Two – Completed a second national survey and conference**
 - ◆ Focused on identifying **strategies** and solutions related to the implementation of NCLB in juvenile justice education

- **Year Three – Hosted a third conference and conducted state case studies**
 - ◆ Determined the **national status** of juvenile justice education
 - ◆ Focused on identifying the capacity of states to share information and **data**
 - ◆ Developed a national data **clearinghouse** for the field of juvenile justice education
 - ◆ Developed a National **Alliance** for Juvenile and Adult Correctional Education

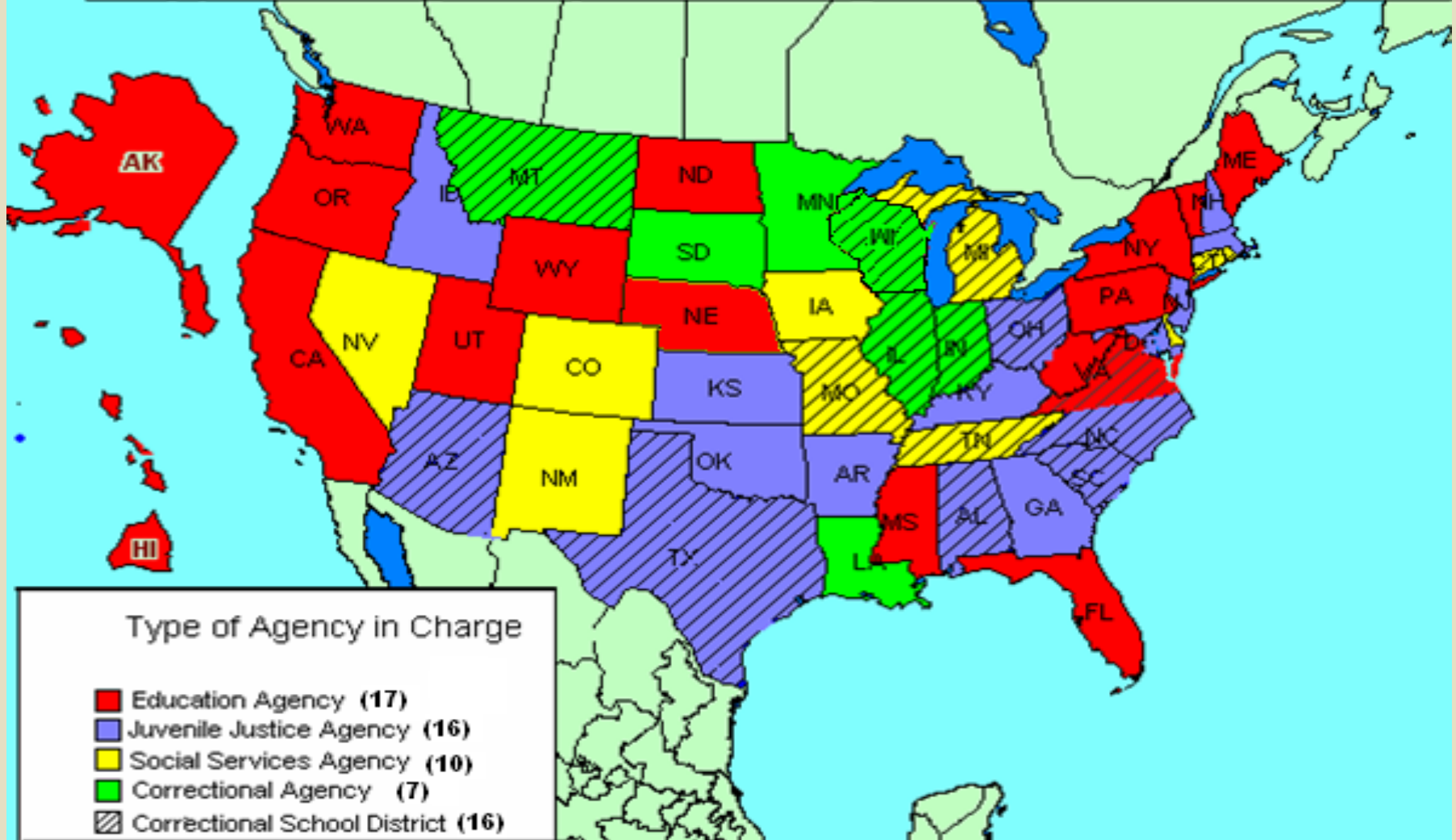


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II – Project Findings

Type of Agency in Charge of JJ Education



II – Project Findings

National Surveys and Conferences

- Although there was wide variation regarding the level of NCLB implementation, the majority of state directors felt that NCLB had brought **attention** and **accountability** to juvenile justice education
- Despite HQT not being a clear NCLB requirement for juvenile justice schools, most states have focused their improvement efforts on recruiting HQT
 - ◆ Only 12% reported that their facilities were **exempt** (some additional states exempted particular program types)
- More than half of the states surveyed exempt their juvenile justice schools from AYP or have no sanctions related to AYP



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II – Project Findings

National Surveys and Conferences

Implementing Highly Qualified Strategies

- Increasing awareness about teaching in juvenile justice
- Collaborating with local colleges and universities
- Providing attractive financial packages
- Student loan forgiveness and tuition reimbursement
- Using internet resources and online learning systems



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II – Project Findings

National Surveys and Conferences

Implementing Transition Strategies

- Identifying **local school district** transition specialists
- Having an education liaison within probation/parole
- Placing students in alternative school settings after release



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II – Project Findings

National Surveys and Conferences

Implementing Evaluation Strategies

- Assigning state test scores to students' home schools, or reporting at the district level
- Developing **data sharing task forces**
- Establishing **unique student identifiers** for multiple state agencies
- Tracking outcomes through **probation/parole**
- **Contacting** schools, employers and youth at designated intervals



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II – Project Findings

State Case Studies

- **Increased emphasis placed on NCLB by state juvenile justice education administrators**
- **States consistently reported that NCLB either provided an accountability system or enhanced their existing accountability systems**
- **State administrators felt that NCLB had brought attention to the important role of education in juvenile justice where it had historically been overshadowed by mandates of public safety, security and custody**



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II – Project Findings

State Case Studies

- Educational services most frequently addressed included
 - ◆ Increasing the **quality of teachers** working in juvenile facilities by requiring professional teaching licenses and teachers working within their area of certification
 - ◆ Providing more **professional development** specific to juvenile justice teachers
 - ◆ Enhancing the **curricula standards**, making them more comparable with public school standards
 - ◆ Providing **transition services** that assisted youth in returning to school following their release from juvenile facilities



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II – Project Findings

State Case Studies

- **However, efforts were largely focused upon improving educational services**
- **When comparing how states measured student academic gains and community reintegration outcomes, there were large variations in the amount, consistency and quality of the data collected and reported**
- **In particular, the post-release measures of return to school and employment were not collected in two of the four states and when collected, the methods and definitions used differed significantly**



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II – Project Findings

State Case Studies

- **Testing Measure**
 - ◆ **Different tests**
 - ◆ **Different gains models**
 - ◆ **Different tests for different populations**
- **Employment Measure**
 - ◆ **Not currently collected**
 - ◆ **Follow-up limited to particular releases or special populations**
 - ◆ **Employment performance information is not collected**



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II – Project Findings

State Case Studies

- **Return to School Measure**
 - ◆ **Not currently collected**
 - ◆ **Contacting juvenile probation officers vs. contacting schools**
 - ◆ **Only releasees who indicated they were going back to school receive follow up**
 - ◆ **When students do not enroll in the school they intended, additional follow up with other public schools is inconsistent**
 - ◆ **Post-release school performance information is not collected**



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II – Project Findings

State Case Studies

- **Recidivism Measure**
 - ◆ **Rearrest with a felony charge within 12 months of release**
 - ◆ **Conviction in the adult system (both misdemeanors and felonies) within 12 months of turning 18**
 - ◆ **Readjudication or new convictions and recommitment to the juvenile justice system within 12 months of release**
 - ◆ **Reconviction of a new class one misdemeanor or higher is the state's official measure of recidivism**

- **Sates have yet to link educational performance and outcomes with recidivism**



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III – Conclusions

- **NCLB has had an overall positive impact on juvenile justice education**
- **NCLB elevated the importance of juvenile justice education after more than a century of neglect**
- **Among the major areas of improvement are:**
 - ◆ **The recognition of the fundamental best practice in juvenile justice education – The use of highly qualified and effective **teachers****
 - ◆ **The importance of high expectations and individualized **curricula****
 - ◆ **The essential need for of **transition services****
- **We are now in a much stronger position to advance juvenile justice education through the Alliance in part, because of NCLB's efforts**



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III

- **The Alliance for Juvenile Justice and Adult Correctional Education**
- **The National Data Clearinghouse**

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