

Fact Sheet:

Juvenile Justice Education

January, 2011

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www.neglected-delinquent.org

Introduction

Research has demonstrated the **correlation between lack of educational attainment and involvement in the juvenile justice system and the importance of education in preventing recidivism**. For example, researchers have estimated that 35 percent of academically low-performing children became delinquent compared with only about 20 percent of academically high-performing children (Maguin & Loeber, 1996). Likewise, a Criminal Justice Policy Council study reported that 37 percent of youth and young adults were less likely to return to prison if they learned to read during their incarceration (Susswein, 2000, as cited in Keith & McCray, 2002). In acknowledgment of the importance of education in the juvenile justice system, **more than 2,600 residential juvenile justice facilities report providing education services** (Hockenberry, Sickmund, and Sladky, 2009). Around the country, the prevalence and type of education services, screening for grade level and academic needs, student participation in education services, perceived quality of education services, and student academic and vocational outcomes vary.

This factsheet examines these aspects of juvenile justice education drawing from three data sources:

- [1] The Office of Juvenile Justice and Delinquency Prevention's (OJJDP) Juvenile Residential Facility Census (2006);
- [2] The U.S. Department of Education's Title I, Part D, Consolidated State Performance Reports (school year 2006–07 through 2008–09);
- [3] OJJDP's Survey of Youth in Residential Placement (2003).

Prevalence and Type of Education Services

- About 65 percent of residential juvenile justice facilities offer educational services to *all* youth in custody. [1]
- The level of basic educational programming offered in facilities varies: 78 percent offer high school, 73 percent offer middle school, and 46 percent offer elementary school level education. [1]
- The majority of facilities offer special education services (69 percent) and GED preparation (63 percent), whereas only 32 percent offer vocational or technical education and 21 percent provide access to postsecondary education opportunities. [1]

Percent of Facilities Providing Various Education Services, by Facility Type

Service Type	Facility Type							All facility types combined
	Detention center	Shelter	Reception/diagnostic center	Group home	Ranch/wilderness camp	Training school	Residential treatment center	
Elementary level	70	58	65	29	42	50	43	46
Middle school	84	80	87	61	74	82	76	73
High school	84	80	89	69	81	90	82	78
Special education	72	67	81	62	76	88	73	69
GED preparation	62	63	68	56	70	86	68	63
GED testing	29	39	53	44	56	82	48	43
Post-high school	10	16	32	25	17	55	24	21
Vocational/technical	11	27	45	36	45	70	40	32
Life skills training	50	44	56	50	70	0	65	55

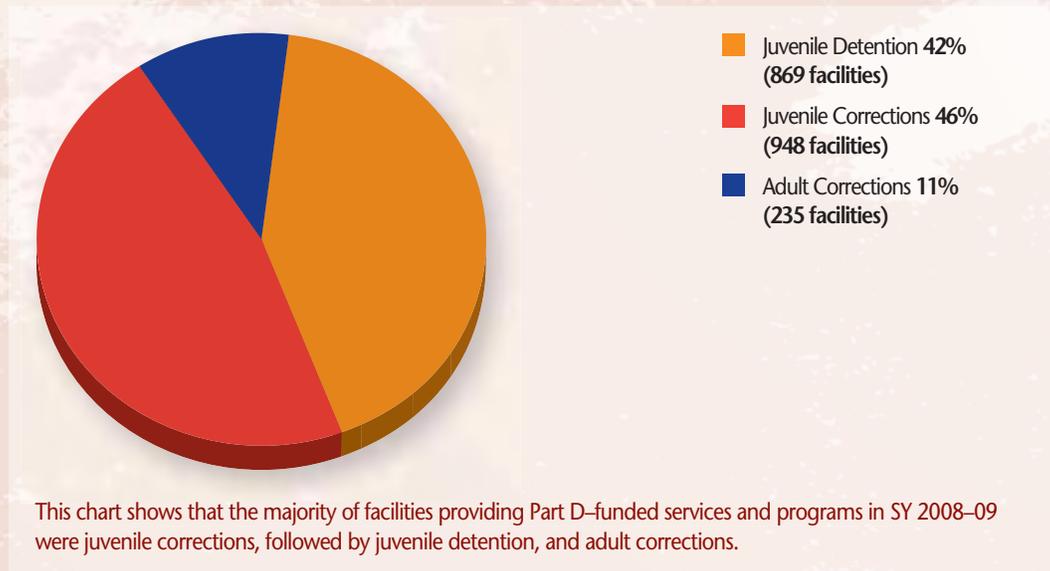
This table demonstrates the array of educational services offered by various juvenile justice facilities, with some services more prevalent than others. [1]

- Just over 2,000 residential and non-residential corrections and detention facilities¹ operated by State and/or local education agencies that house juveniles² supplement basic education services with Title I, Part D (Part D)-funded services and/or programs. [2]³

For more on Title I, Part D, see

http://www.neglected-delinquent.org/nd/resources/policy_portal.asp#t1pd

Breakdown of Juvenile Justice Facilities Providing Title I, Part D–Funded Services and Programs, by Facility Type, in SY 2008–09



Educational Screening Services

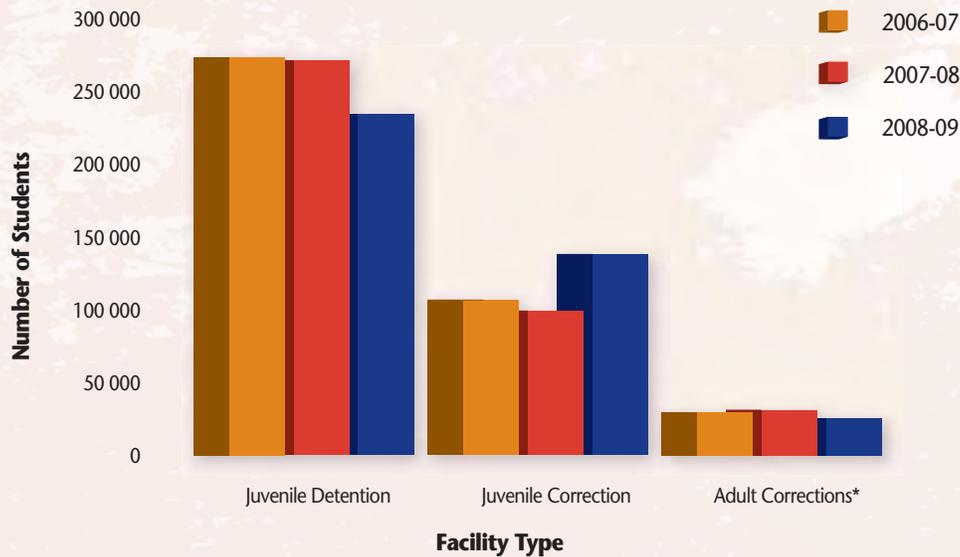
- Most facilities provide educational screening for grade-level proficiency, placement, and educational needs. About 81 percent evaluate *all* youth, 8 percent evaluate *some* youth, and another 10 percent do not screen *any* youth. [1]
- Of the facilities that screen *some but not all* youth, the decision of who to screen is based on staff identification of the need for a screening (70 percent), non-availability of an educational record (63 percent), known educational problems for the youth (56 percent), and/or entry of the youth directly from home, rather than from another facility (12 percent). [1]
- About 90 percent of facilities that screened *some or all* youth used as a means of screening previous academic records, while others administered written tests (70 percent) or conducted an education-related interview with an education specialist (60 percent), intake counselor (39 percent), or guidance counselor (24 percent). [1]
- During the screening process, it is documented that at least 30 percent of youth have been *previously* diagnosed with a learning disability. [3]

Student Participation

- Eighty percent of facilities report that at least *some* youth in their facility participate in educational services on- or off-site, whereas only 65 percent report that *all* youth participate in educational services.
- Facilities with 21 to 50 residents are the *most* likely to report that *all* youth attend school (72 percent), whereas facilities with 1 to 10 residents are *least* likely (57 percent) to have all youth attend school. [1]
- Group homes are the *least* likely to report that *all* youth attend school (54 percent) and the *most* likely to report that *no* youth attend school (30 percent). [1]
- About one-half of youth (45 percent) spend at least 6 hours a day in facility-based education programming; 62 percent spend at least 5 hours a day; and 76 percent spend at least 4 hours a day. [3]
- Only 46 percent of students with previously-identified learning disabilities report receiving special education services within facilities. [3]
- Each year more than 400,000 students participate in Part D–funded services and programs in detention and corrections facilities operated by State and/or local education agencies. Over the past 3 years, overall student enrollment in these services and programs has decreased from 412,414 in SY 2006–07 to 400,449 in SY 2008–09. [2]



Student Participation in Title I, Part D–Funded Programs and Services, by Facility Type, From SY 2006–07 Through SY 2008–09



*Adult corrections facilities can receive Title I, Part D, funds only if operated by a State agency.

This figure shows that student participation levels in Part D–funded services and programs within detention and corrections facilities have fluctuated over the past 3 school years, with a decline in juvenile detention, an overall increase in juvenile corrections, and a relatively stable level in adult corrections. [2]

Perceived School Quality

- The quality of educational services within facilities, as perceived by students, is largely mixed with 51 percent of students indicating that facilities have “good” educational programs and 49 percent indicating that they do not. [3]
- Students in juvenile correctional facilities have the poorest view of facility education programs, with only 42 percent saying that the quality is good. [3]
- Students in juvenile residential treatment facilities have the most positive view of facility education programs, with 66 percent saying that the quality is good. [3]

Student Academic Achievement and Outcomes

- Nearly half of all students (48 percent) enter residential juvenile justice facilities with an academic achievement level that is below the grade equivalent for their age. [3]
- More than 20 percent of youth are not enrolled in school at all upon entering a facility despite having not yet completed secondary school. [3]
- Students participating in Part D–funded detention and corrections services and programs attain a range of academic achievements and outcomes while in or soon after exiting the facilities. In SY 2008–09,
 - over two-thirds of students showed improvement in reading (68 percent) and mathematics (69 percent),⁴
 - 40 percent of students earned high school course credits while in justice facilities,
 - one-third of students enrolled in their local school district upon exiting a facility, and
 - more than 4,000 students were accepted into postsecondary education either while in a facility or within 30 days of exiting. [2]

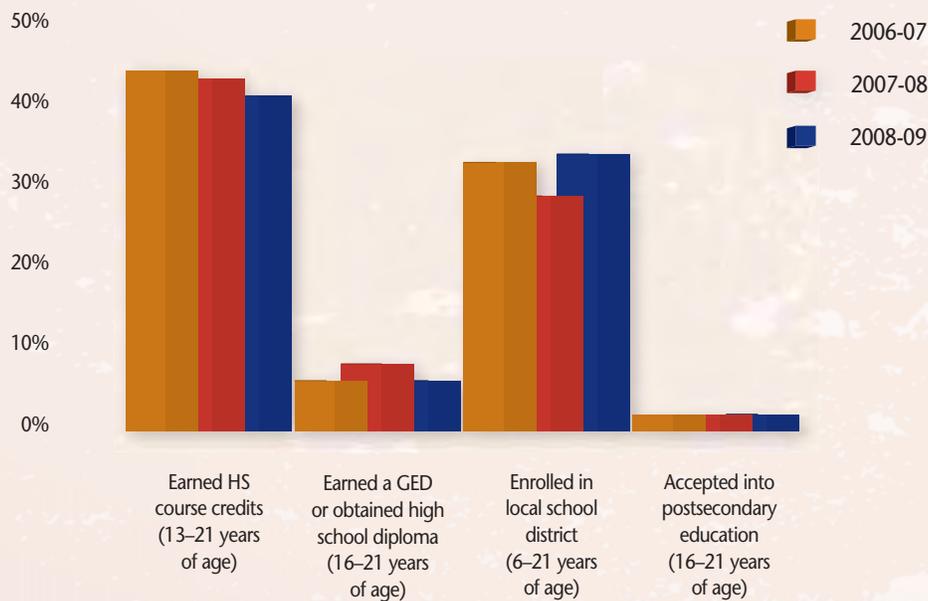


Improvements on Pre-Posttesting in Reading and Mathematics for Long-Term Students in Title I, Part D-Funded Detention and Corrections Facilities, From SY 2006-07 Through SY 2008-09



This figure illustrates that the majority of long-term students participating in Part D-funded services and programs in detention and corrections facilities have shown improvements in both reading and mathematics consistently over the past 3 school years. [2]

Academic Outcomes for Age-Eligible Students in Title I, Part D-Funded Detention and Corrections Facilities, From SY 2006-07 Through SY 2008-09



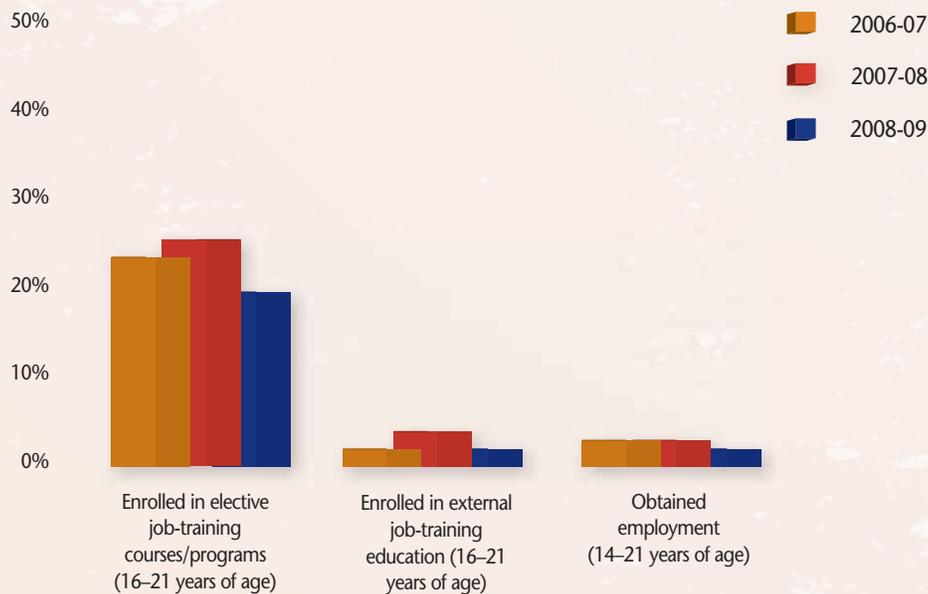
This chart illustrates that, while some minor fluctuation has occurred, student academic achievement rates have remained fairly consistent over the last 3 years for students participating in Part-D funded services and programs in detention and corrections facilities. Students primarily earn high school course credits and enroll in their local school district upon exit, and a smaller proportion earn a GED or high school diploma and/or are accepted into postsecondary education. [2]



Student Vocational Outcomes

- Additionally, students in Title I, Part D–funded detention and corrections facilities achieve a range of vocational outcomes. In SY 2008–09,
 - 20 percent of students participated in elective job training courses/programs while in facilities,
 - nearly 6,000 youth enrolled in external job-training education while in or within 30 days of exiting a facility, and
 - more than 8,000 youth obtained employment while in or within 30 days of exiting a facility. [2]

Percent of Age-Eligible Students Attaining Vocational Outcomes in Title I, Part D–Funded Detention and Corrections Facilities, From SY 2006–07 Through SY 2008–09



This figure indicates that some youth participate in Part D–funded vocational education within detention and/or corrections facilities but few enroll in external job-training and/or obtain employment either while in or within 30 days of exiting a facility. [2]

¹ This includes youth placed in community day programs that provide Part–D funded services and/or programs.

² Adult corrections facilities serving juveniles are eligible to receive Title I, Part D, funding to supplement basic educational services for youth. Data from adult correctional facilities serving juveniles is included throughout the rest of this factsheet for Title I, Part D, statistics only. Other sources do not include adult corrections facilities in the collections.

³ The array services and programs funded by Title I, Part D, is very broad and may include supplemental instruction, education and transition personnel, materials and equipment, parental involvement activities and much more.

⁴ The reading and mathematics figures are based only on those students residing in Part D–funded detention and corrections facilities for 90 days or longer and for whom both pre- and posttest data are available.



Data Sources

- [1] **Juvenile Residential Facility Census, 2006**
- The Office of Juvenile Justice and Delinquency Prevention (OJJDP) biannually administers the Juvenile Residential Facility Census (JRFC) to collect self-reported data on facility operations and services, facility security, capacity and crowding, injuries and deaths in custody, and facility ownership and operation in all 50 States and the District of Columbia. For additional information, see <http://www.census.gov/econ/overview/go3200.html>.
- Hockenberry, S., Sickmund, M., & Sladky, A. (2009). *Juvenile Residential Facility Census, 2006: Selected findings*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention. Retrieved December 16, 2010, from <http://www.ncjrs.gov/pdffiles1/ojjdp/228128.pdf>
- [2] **U.S. Department of Education Title I, Part D, Consolidated State Performance Reports, SY 2006-07 Through 2008-09**
- The Consolidated State Performance Report (CSPR) is the U.S. Department of Education's required annual reporting tool for each State, the District of Columbia, and Puerto Rico for the purposes of their Title I, Part D, funds. The CSPR collects self-reported data on the number of funded programs/facilities at the State and local levels as well as the number, demographics, and educational, vocational, and transition outcomes of the youth in those programs/facilities. For additional information, see <http://www.ed.gov/admins/lead/account/consolidated/index.html> and the Title I, Part D, Annual Reports at <http://www.neglected-delinquent.org/nd/topics/index2.php?id=12>.
- U.S. Department of Education. (2010). *Consolidated State Performance Reports*. Washington, DC: Author.
- [3] **The Survey of Youth of Youth in Residential Placement, 2003**
- The Survey of Youth in Residential Placement (SYRP) is a unique addition to the Office of Juvenile Justice and Delinquency Prevention's (OJJDP's) constellation of surveys on youth in custody in the juvenile justice system. In contrast to OJJDP's Census of Juveniles in Residential Placement and Juvenile Residential Facility Census, which are mail surveys of residential facility administrators, SYRP gathers information directly from youth through anonymous interviews. The first national SYRP was completed in spring 2003.
- Sedlak, A.J. & McPherson, K. (2010). *Survey of Youth in Residential Placement: Youth's Needs and Services*. SYRP Report. Rockville, MD: Westat.
- Additional Sources**
- Keith, J., & McCray, A. (2002). Juvenile offenders with special needs: Critical issues and bleak outcomes. *Qualitative Studies in Education*, 15, 691–710.
- Maguin, E., & Loeber, R. (1996). Academic performance and delinquency. In Michael Tonry (Ed.), *Crime and justice: A review of research* (Vol. 20). Chicago: University of Chicago Press.
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