

# *EDUCATION PROGRAMS IN RESIDENTIAL CARE*

SYMPOSIUM ON RESIDENTIAL CARE THAT REDUCES RECIDIVISM  
NY STATE DIVISION OF CRIMINAL JUSTICE SERVICES  
SEPTEMBER 17, 2009  
ALBANY

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# Basic Assertions

- Most children who become enmeshed in the juvenile justice system are seriously academic deficient and often have mental health needs
- No child wants to fail; troublesome behavior is often communicative
- Children who experience academic and social problems in school are often known to educators in the primary grades
- Literacy is one of the best predictors of adults' income, employment, health status, and criminal justice involvement
- Higher levels of education are associated with lower crime rates.



# Academic Gaps & Deficiencies

When compared to other youth their age, youth in the JJ system have moderate to severe academic deficits.

These children struggle with

- ❑ reading fluency
- ❑ comprehension
- ❑ vocabulary
- ❑ knowledge of word structure
- ❑ math computation
- ❑ problem solving
- ❑ abstract thinking



# Detained and Committed Youth Maryland – 2005

- All detained and committed youth, 8 month period
- 45% were enrolled in special ed. prior to incarceration
- Std. scores, 100 = mean
- Detained youth  
Low average
- Committed youth  
Low average = 80-89  
The 555 students in this sample were on average about 4 years behind peers in reading and math

- Detained youth N=187

## Reading - GSRT

Total	86.4 (16.0)
General Education	91.6 (14.4)
Special Education	79.6 (15.4)
African American	83.4 (15.8)
Caucasian	90.3 (15.3)
Hispanic	88.4 (20.0)

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- Committed youth N=368

## Reading - WJ-III

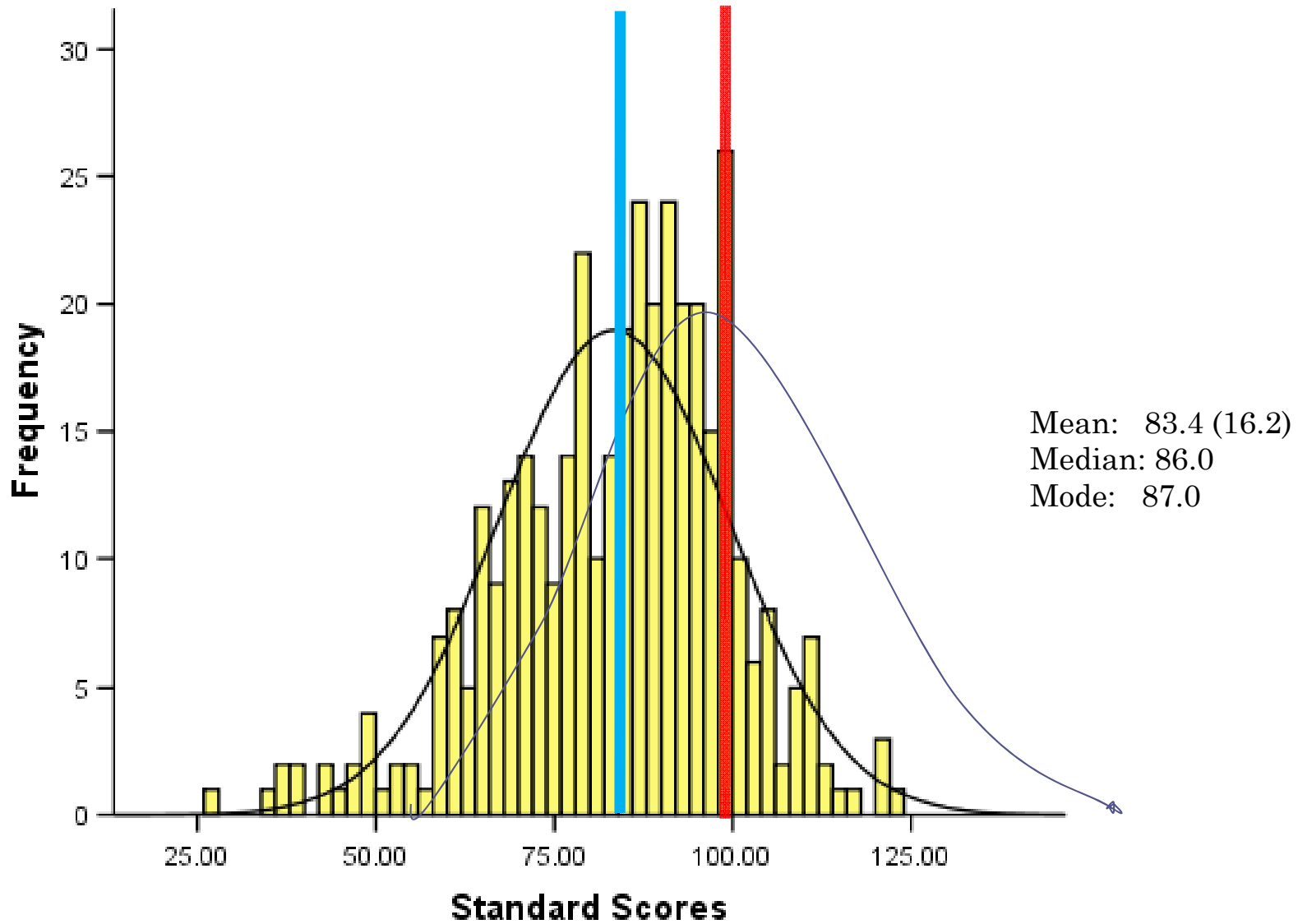
Total	83.7 (16.1)
General Education	88.0 (13.6)
Special Education	78.2 (17.4)
African American	81.0 (16.1)
Caucasian	91.9 (14.1)
Hispanic	85.0 (12.1)

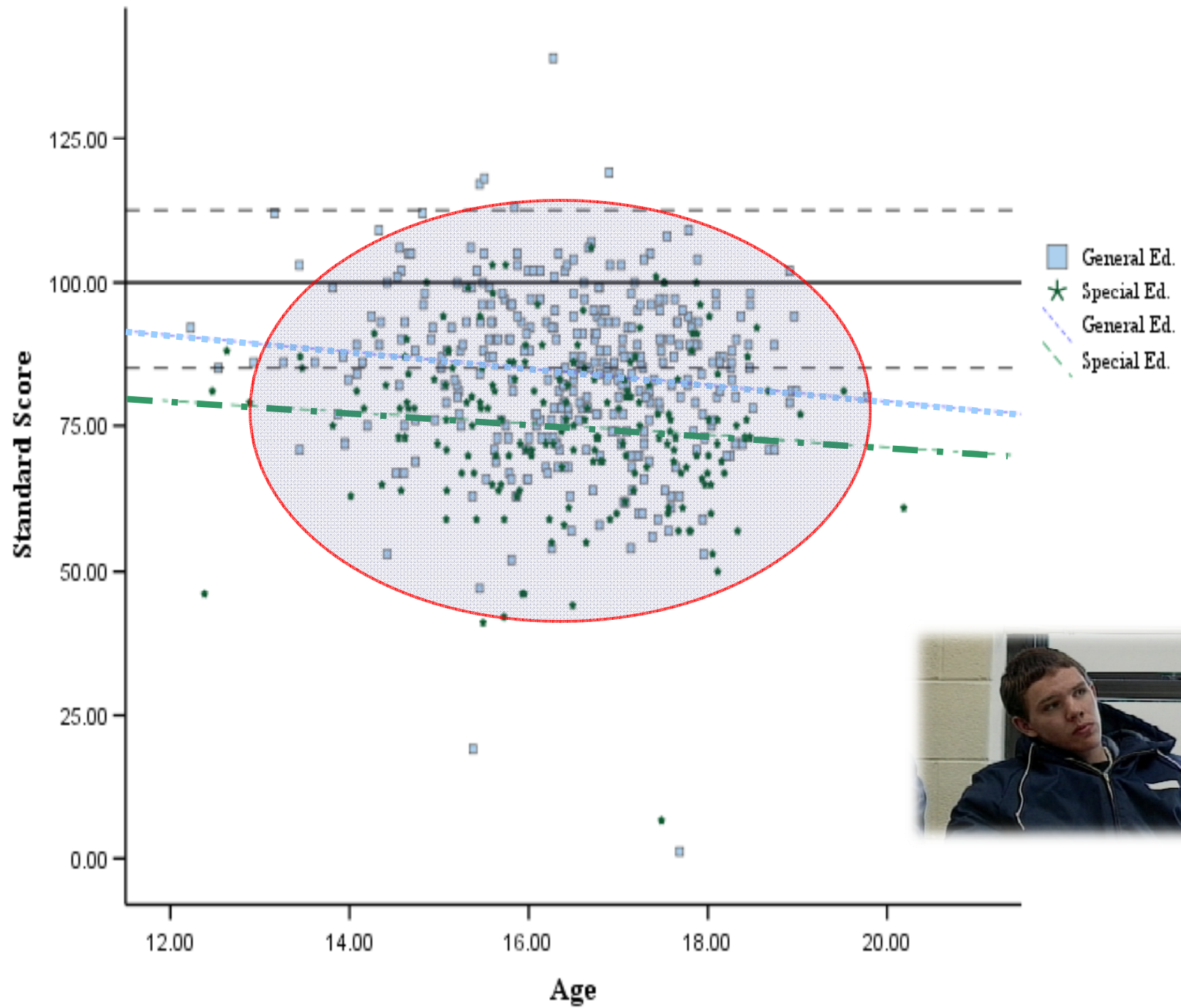
# Maryland – 2005 (N=555)

Table 4. Student Reports of School and Arrest History by Placement

Category	Percent of Students Reporting		
	Detained	Committed	Total
Retained	60.8	66.4	64.3
Suspended	78.5	88.0	84.9
Expelled	47.8	54.1	51.7
Dropped Out	17.7	31.4	26.7
Attended Alternative School	61.8	53.3	56.0
Previously Detained	52.2	80.3	71.0
Previously Committed	21.0	34.4	29.7

# Standard Scores on WJIII Reading Subtests: Maryland 2005





## The Block Party: Special Ed Mean Level



We had a big party on my street last weekend. We didn't have to dress up or bring presents. There was food, music, and games. The party was so big it took up almost the whole street. There were signs across the ends of the street to stop the cars from driving on the street. It was safe to play in the street because there were no cars. The party was called a block party.



# The Great Barrier Reef – Overall Mean Level



The Great Barrier Reef is one of the great wonders of the natural world. It stretches over a thousand miles in the southern Pacific Ocean. The Reef is the largest coral reef on the planet. It is the only living thing that can be seen on earth from outer space.

Coral reefs begin as a colony of small sea creatures. Over time, as the creatures die, their connected skeletons form the base of the reef. Other creatures join the colony, and the process continues. Reefs grow slowly, at a rate of a few millimeters per year.

The Great Barrier Reef is not one reef. Rather, it is made up of over three thousand small reefs that lie close to each other. They are home to a huge number of animals and plants. Many of these can be found nowhere else on earth. Thousands of types of fish and hundreds of different birds live there.

## Neurotransmitter – Expected Level, High School Science text



The release of neurotransmitter is triggered by the arrival of a nerve impulse (or action potential) and occurs through an unusually rapid process of cellular secretion, also known as exocytosis. Within the pre-synaptic nerve terminal, vesicles containing neurotransmitter sit "docked" and ready at the synaptic membrane. The arriving action potential produces an influx of calcium ions through voltage-dependent, calcium-selective ion channels.

# No Child Wants to Fail



- Children act badly in school when they've run out of other options.
- We need to treat failure to master early literacy and numeracy milestones by children with the same urgency that we treat public health crises.

# Evidence-based Practices

- Learning new skills in a safe environment
- Ensuring high levels of student engagement and opportunities to respond
- Providing opportunities to achieve milestones, earn certificates and diplomas



# In spite of all of this....

- When given the opportunity with an adult they trust, nearly every student can learn to read and become more academically competent
- Students understand the importance of reading
- It is extremely difficult for students to admit that they have reading difficulties
  - ▣ Our task involves helping them become better readers (vs. teaching them to read)
- “I’m a pretty good reader.” [What are you reading?] “One of the Goosebumps books.”
- “I’m reading about one of our first presidents, Thomas Edison.”



# Youth Served under IDEA in Juvenile Corrections by Type of Disability

Quinn et al., (2005)

<b>Youth served /eligible for Special Ed.</b>	<b>33.4% (n=8613)</b>
<b>Disability classifications as a percentage of all youth identified with a disability</b>	
<b>Emotional Disturbance</b>	<b>47.7%</b>
<b>Learning Disability</b>	<b>38.6%</b>
<b>Mental Retardation</b>	<b>9.7%</b>

# Overrepresentation of Youth with Disabilities in the JJS : Differential Treatment Theory

## Characteristics of youth

Social skills deficits

Impulsivity

Distractibility

Hyperactivity

Susceptibility to  
Peer Pressure

## Behaviors Interpreted by

Educators

Police

Courts

Corrections staff

## More Likely to be

Suspended

Expelled

Detained by Police

Detained in Juvenile

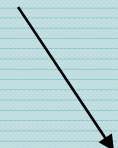
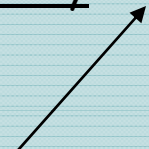
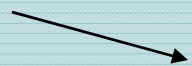
Corrections

Committed to  
Juvenile/

Adult Corrections

Sent to Disciplinary  
Confinement

Committed for  
longer periods of  
time while awaiting  
specialized  
programs or  
placements





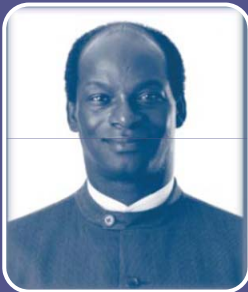


# A Vision of the Possible



## Mark Walberg

- Musician, Actor, Director
- Time in detention in Massachusetts, drugs, shoplifting, assault



## Bob Beamon

- Olympic Gold Medalist, Long Jump
- Spofford Juvenile Detention, NYC; assault, truancy, running away



## Jimmy Santiago Baca

- Award-winning poet, author
- NM Juvenile Corrections, Arizona State Prison, Florence; attempted murder



## Derrick Thomas

- Linebacker KC Chiefs; philanthropist
- Burglary, auto theft; Marine Inst., FL



## Terrence Halinan

- Former DA, San Francisco
- SF Juvenile Hall & Marin Co. Jail, assault



## Sally Henderson

- Television broadcasting, Illinois
- Aggravated battery, probation

# Evidence-based Practices: Benefits & Costs

Washington State Institute for Public Policy  
Estimates as of October, 2006

**Notes:**

"n/e" means not estimated at this time.

Prevention program costs are partial program costs, pro-rated to match crime outcomes.

Effect on Crime Outcomes	Benefits and Costs			
	(Per Participant, Net Present Value, 2006 Dollars)			
Percent change in crime outcomes, & the number of evidence-based studies on which the estimate is based (in parentheses)	Benefits to Crime Victims (of the reduction in crime)	Benefits to Taxpayers (of the reduction in crime)	Costs (marginal program cost, compared to the cost of alternative)	Benefits (total) Minus Costs (per participant)
(1)	(2)	(3)	(4)	(5)

High school graduation	-10.4% (1)	\$1,738	\$2,851	n/e	n/e
Multidimensional Treatment Foster Care (v. regular group care)	-22.0% (3)	\$51,828	\$32,915	\$8,045	\$77,798
Adolescent Diversion Project (for lower risk offenders)	-19.9% (8)	\$24,328	\$18,208	\$1,913	\$40,623
Family Integrated Transitions	-13.0% (1)	\$30,708	\$19,502	\$8,885	\$40,545
Functional Family Therapy on probation	-15.9% (7)	\$19,529	\$14,617	\$2,325	\$31,821
Multisystemic Therapy	-10.5% (10)	\$12,855	\$9,622	\$4,264	\$18,213
Aggression Replacement Training	-7.3% (4)	\$8,897	\$8,659	\$997	\$14,660
Teen courts	-11.1% (5)	\$5,907	\$4,238	\$938	\$9,208

Aos, S., Miller, M., & Drake, E. (2004). *Benefits and Costs of Prevention and Early Intervention Programs for Youth Olympia, Wash.:* Washington State Institute for Public Policy

# Effects of Education on Crime

A one year increase in the average years of schooling completed, reduces violent crime by almost 30%, motor vehicle theft by 20%, arson by 13%, and burglary larceny by 6%.



Lochner, L., & Moretti, E. (2004). The effect of education on crime: Evidence from prison inmates, arrests and self-reports. *American Economic Review*, 94(1), 155-189.

# Crime Reduction and Benefits to the Economy in Selected States

## Rates on Crime Reduction and Earnings from a 5 Percent Increase in Male Graduation Rates.

State	Annual Crime-Related Savings	Additional Annual Earnings	Total Benefit to State Economy
Alabama	\$82,114,178	\$42,695,448	\$124,809,626
Alaska	\$10,385,910	\$8,229,446	\$18,615,356
Arizona	\$130,548,518	\$53,146,250	\$183,694,768
Arkansas	\$52,527,329	\$24,825,605	\$77,352,934
California	\$752,933,848	\$352,182,007	\$1,105,115,855
Colorado	\$49,051,830	\$42,954,144	\$92,005,974
Connecticut	\$31,624,059	\$31,692,936	\$63,316,995
Delaware	\$9,923,632	\$7,271,214	\$17,194,846
District of Columbia	\$66,503,310	\$3,237,663	\$69,740,973

## States with higher levels of educational attainment had crime rates lower than the national average.



- Nine out of the 10 states with the highest percentage of population who had attained a high school diploma or above were found to have lower violent crime rates than the national average, compared to just four of the 10 states with the lowest educational attainment per population.

Lochner & Moretti (2004)

# Self-interest Arguments for Citizens, Administrators, & Advocates



- Education is Crime Prevention
- Education Provides Economic Stimulus
- Collaboration & Problem Solving  
Strategies = Prevention & Better  
Outcomes

# Self-interest Arguments for Citizens, Administrators, & Advocates

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- Public service involves linking our rhetoric to specific practices
- Addressing problems associated with school failure and juvenile justice system involvement is **everyone's responsibility.**
- Each of us must understand our role, perform well, and collaborate with others.



# Challenges & Barriers



- ❑ **First hand and anecdotal information about children's access to services.**
- ❑ **Successful class action litigation.**
- ❑ **Zero-tolerance, high stakes assessments, and marginalized youth.**
- ❑ **Barriers and impediments to full access to education services – mobility, jurisdiction, conflicting agency mandates, characteristics of the foster care system.**
- ❑ **Agents and events that facilitate services and supports.**

# No Child Wants to Fail



- <http://www.childrenofthecode.org/Tour/c1/socialdanger.htm>
- <http://www.childrenofthecode.org/Tour/c1/emotionaldanger.htm>