

CONNECTICUT JUVENILE TRAINING SCHOOL ADVISORY BOARD REPORT TO THE COMMISSIONER OF THE DEPARTMENT OF CHILDREN AND FAMILIES

This report is submitted pursuant to Connecticut General Statutes Section 17a-6b(c) and Section 2 of Public Act 04-89, “An Act Concerning Reports on Adjudicated Youth in the Care of the Department of Children and Families.” After an initial description of Connecticut Juvenile Training School, (hereafter referred to as CJTS), the data in the first section of this report, will be submitted pursuant to CGS §17a-6b(c). The second section of the report will be enumerated to coincide with Section 17 a-6b(c) of Public Act §04-89. Recommendations will then follow.

Overview of CJTS

CJTS is a secure treatment facility for boys committed as delinquent to the Department of Children and Families. Opened on August 27, 2001, the mission of CJTS is as follows:

Mission: To prepare boys committed to the Department of Children and Families and placed in a secure facility for successful community re-entry by providing innovative educational, treatment and rehabilitative services.

William Rosenbeck, serves as Superintendent of CJTS. Leo Arnone is the Bureau Chief of Juvenile Services.



Outside view of CJTS

Required Data – CGS §17a-6b(c)

Unless otherwise specified, all data relates to admissions to CJTS that occurred during calendar year 2008 (January 1, 2008 through December 15, 2008). (The time frame for data collection was terminated on December 15, in order to allow time to collate the information and produce this report.) During that time frame, there were 201 admissions of 185 unique individuals. In other words, 185 boys were admitted to CJTS at least once during calendar year 2008 through December 15; some of these boys were admitted more than once, resulting in 201 admissions. In reporting most statistics related to admissions, each of the 201 admissions is treated individually, as the variables discussed can change from admission to admission, even with the same child. Race/ethnicity, a static variable, is presented based on the 201 admissions and based on the 185 unique individuals.

Appendix 1 provides a summary data table of these 201 admissions. Most of the information in this table is summarized in this narrative. However, the table presents the information by child (with identifying data removed from the table for reasons of confidentiality), in order of admission. Further, the table includes some information not specifically requested in CGS 17a-6b(c), but still considered relevant by the CJTS Advisory Board, established pursuant to subsection (b) of section §17a-6 of the Connecticut General Statutes.

(1) The number, age, ethnicity and race of the residents placed at the training school, including the court locations that sentenced them, the number sentenced from each court location and the offenses for which the child was sentenced:

- **Number of Admissions** - There were 201 admissions of 185 unique individuals to CJTS from January 1 2008 through December 15 2008.
- **Age** - Average age at time of admission was 15 years, 4 months. Breakdown by age at time of admission for the 201 admissions was as follows:

Table 1: Ages of Boys at Time of Admission to CJTS

Age	Number of Boys
13	7
14	26
15	71
16*	74
17*	23

*Any child age 16 or older that commits an offense is adjudicated through the adult system. However, CJTS provides services to boys who commit their offense(s) prior to age 16, but whose commitments run into ages 16 or 17.

Race/Ethnicity - The following table presents a breakdown of racial/ethnic background of boys admitted to CJTS during calendar year 2008 through December 15. The data is presented for all 201 admissions (including each admission of boys admitted more than once) as well as specifically for the 185 unique individuals admitted.

Table 2: Race/Ethnicity of Boys Admitted to CJTS

Race	All Admissions		Unique Individuals Admitted	
	Number	Percentage	Number	Percentage
African-American	99	49%	91	49%
Caucasian	35	17%	33	18%
Latino	60	30%	54	29%
Native American	1	0%	1	1%
Other	6	3%	6	3%

Committing Court Locations – The following Table lists the percentage of the 201 admissions that were sentenced from the various court locations across the state:

Table 3: Court Locations of Unique Individuals Admitted to CJTS from January 1 2008 through December 15 2008

Town	Number of Unique Admissions	Percentage of Admissions
Bridgeport	22	12%
Danbury	6	3%
Hartford	41	22%
Middletown	11	5%
New Britain	10	4%
New Haven	38	21%
Norwalk	3	1%
Rockville	4	2%
Stamford	4	2%
Torrington	8	4%
Waterbury	23	12%
Waterford	10	5%
Willimantic	5	3%

- **Prior Placement** – The table below lists the placements of the 201 admissions immediately prior to placement at CJTS.

Table 4: Placement Immediately Prior to Admission to CJTS for Boys Admitted to CJTS from January 1 2008 through December 15 2008

Prior Placement	Number of Admissions	Percentage of Total Admissions
Residential placement	60	32%
Home on parole	66	33%
Direct from court	60	30%
Prison*	10	5%
Committed AWOL	5	3%
Hospital	0	0%

* If a youth who is committed delinquent and is either home or in a residential center is arrested and is 16 or older he might be brought to prison. If he is bonded he may be placed at CJTS. Also, once there is a court hearing, the likely disposition is placement at CJTS unless the crime is serious enough to keep him in prison.

Adjudication Offenses – A list of the 201 admissions is provided in Appendix 1. As many boys are committed on more than one offense, it seemed most useful to list each boy's offense(s). Of the 201 Admissions to CJTS in 2008, 94 (47%) of the boys had felony charges, of that, 20 (10%) were considered serious juvenile offenders. Further, in those instances in which Violation of a Court Order or Violation of Probation is the only offense, an effort was made to determine prior adjudications and/or reasons for violation. The following is a summary of frequent charges:

- 70% of boys were convicted of property-related charges (Burglary, Larceny, Theft, Criminal Mischief, Criminal Trespass, Motor Vehicle charges).
- 28% of boys were convicted of violation of existing legal stipulations (Violation of a Court Order, Violation of Probation).
- 30% of boys were convicted of crimes against persons (Assault, Threatening, Robbery, sexual crimes).
- 43% of boys were convicted of “general disturbance” type charges (Disorderly Conduct, Breach of Peace, Reckless Endangerment, and Interfering).
- 13% were convicted of drug-related charges.
- 5% were convicted of escape charges.
- 6% were convicted of weapons charges.

(2) The diagnosis of each child after intake assessment:

- Diagnoses - The following Table includes all Axis I psychiatric diagnoses for the 201 admissions to CJTS that occurred in calendar year 2008 through December 15. (Each admission is treated individually, as diagnoses for the same child can change as symptoms emerge and further evaluation is conducted.) Boys are diagnosed by CJTS clinicians at the Plan of Service meeting where it is presented with recommendations for the treatment plan. Diagnoses are made based on historical information (including prior psychiatric evaluation and treatment), current clinical presentation, and in some instances, psychological testing. Most boys carry more than 1 diagnosis.

Table 5: Psychiatric Diagnoses of Boys Admitted to CJTS

DSM-IV Diagnosis	Number of Youth Who Carry Diagnosis	Percentage of Total Admissions
Conduct Disorder	109	54%
Cannabis Abuse/Dependence	81	40%
Relational problem - parent/child, sibling, partner	39	19%
Attention Deficit/Hyperactivity Disorder	41	20%
Oppositional Defiant Disorder	20	10%
Alcohol Abuse/Dependence	15	7%
Major Depressive Disorder	11	5%
Dysthymic Disorder	4	2%
Learning/Reading Disorder Not Otherwise Specified	6	3%
Mood Disorder Not Otherwise Specified	14	7%
Posttraumatic Stress Disorder	11	5%
Adjustment Disorder	5	3%
Bipolar Disorder	8	4%
Disruptive Behavior Disorder	12	6%
Polysubstance Dependence	3	2%
Reactive Attachment Disorder	0	0%
Intermittent Explosive Disorder	7	4%
Mixed Receptive-Expressive Language Disorder	2	1%
Disorder of Written Expression	0	0%
Adolescent Antisocial Behavior	1	.5%

DSM-IV Diagnosis	Number of Youth Who Carry Diagnosis	Percentage of Total Admissions
Abuse of a Child - sexual/physical/neglect	7	4%
Social Phobia	1	.5%
Impulse Control Disorder	3	2%
Anxiety Disorder NOS/Generalized Anxiety	5	3%
Nicotine Dependence	2	1%
Identity Problem	0	0%
Bereavement	4	2%
Academic Problem	4	2%
Depressive Disorder NOS	6	3%
Pervasive Developmental Disorder	1	.5%
Enuresis	1	.5%

(3) The percentage of children in need of substance abuse treatment and the programming interventions provided to assist residents:

- Substance Abuse Treatment Needs** - A boy is considered to be in need of substance abuse treatment if he is diagnosed with substance abuse or dependence by a CJTS staff clinician. These diagnoses are determined based on historical information, child presentation and self-report, results of the Global Appraisal of Individualized Needs Short Screener (GAIN-SS), and collateral information (from family, parole officer). Of the 185 unique admissions, 87 or 43%, were diagnosed with a substance abuse problem.

The table below indicates how many of those 185 boys admitted in Calendar year 2008 through December 15 were diagnosed with substance abuse issues:

Table 6: Substance Abuse Diagnoses of Boys admitted to CJTS

Diagnosis	Number of Boys	Percentage of Boys
Cannabis Abuse/Dependence	81	44%
Alcohol Abuse/Dependence	16	9%
Cannabis Abuse/Dependence and Alcohol Abuse/Dependence	13	7%
Polysubstance Dependence	3	2%
No Substance Abuse Diagnosis	105	56%

During the 2008 calendar year, the CJTS clinical department made a formal change in substance abuse screening instruments. The Personal Experience Screening Questionnaire (PESQ) was replaced by the administration of the Global Appraisal of Individual Need Short Screener (GAIN-SS). For boys with more serious substance abuse needs more expansive versions of the GAIN are available for further assessment. There were five full GAIN evaluations administered for those boys who required more diagnostic clarification.

- **Programming** – Substance abuse services offered at CJTS are summarized below:
 - Resident Student Assistance Program (RSAP) – RSAP is a research-based substance abuse program specifically designed for implementation in residential facilities. This psycho-educational program was developed by Ellen Morehouse, ACSW, and Nancy Tober, Ph.D. from the Student Assistance Services Corporation in Tarrytown, New York. RSAP is provided to all new residents placed on the intake unit for orientation and assessment. Those boys who are diagnosed with substance abuse or dependence are then referred from RSAP to Seven Challenges program when they leave the intake unit.
 - Seven Challenges – Seven Challenges is a nationally recognized, evidence-based substance abuse treatment program designed to enhance adolescents' commitment to change and guide them through the change process. It was developed by Robert Schwebel, Ph.D., Tucson, Arizona. The program, which focuses on enhancing decision-making and problem-solving skills, has been found to decrease substance use and aggression, and to lead to positive mental health outcomes. Seven Challenges is mandatory for all residents who meet the criteria for a substance abuse or dependence diagnosis. The program is offered to residents in both group and individual sessions. The model includes twice weekly group sessions and individual journal work. Boys move at their own pace through a series of nine workbooks. Challenge Clinicians read the journals and provide written feedback to boys in their journals. Completion of the program is based on each individual's pace, but typically takes 4 to 6 months. Therefore, most boys involved in Seven Challenges remain involved throughout their stay at CJTS.

CJTS is a licensed provider of the Seven Challenges model. Several clinical staff completed the advanced training and are identified as site leaders. These CJTS staff are able to train new staff in the model. CJTS participates in quarterly conference calls with the developer and other providers in the state using Seven Challenges. CJTS participated in an on site facility review in January 2008. The review found CJTS to be meeting all of the expectations of the program and in complete program compliance.

- Participation
 - The RSAP group continues to be provided to all residents who are admitted through the intake unit (which includes all residents here for the first time, as well as returnees, who have been out of the facility for an extended period of time and are returned to the intake unit). Of 201 admissions, 185 of the boys were placed on the intake unit at the time of their admission and eligible to participate in RSAP. Forty four (17%) boys were returnees and although were admitted through the intake unit, only remained there for an average length of stay of 24 hours. Thus a review of the records of the 185 unique boys who were admitted through the intake unit, 152 or 82% showed documentation of the boys' participation in the four week psycho-education substance abuse program.
 - Seven Challenges, as outlined above, is provided to all boys who presented with a diagnosable substance abuse problem. Of all boys admitted to CJTS during the calendar year 87 boys or 47% were diagnosed with one or more substance abuse diagnosis. A review of the records of that group revealed 91% or 80 boys' records included documentation of involvement in Seven Challenges. Of the remaining 3 boys who did not receive Seven Challenges the following factors should be taken into account - several boys will be starting Seven Challenges in January 2008, boys were discharged before they could begin treatment groups due to going to placement, and/or boys were discharged from CJTS from the intake unit or leaving the facility in less than 30 - 45 days.

(4) The educational/literacy programs available to the residents, including the educational level of residents requiring special education and related services, school attendance requirements, the number of children who are educated in the alternative school and the reasons for such education:

Administrative Leadership

Educational services for CJTS residents are provided on grounds at Walter. G. Cady School under the direction of Sarah Newkirk, Unified School District II Acting Superintendent and John Mattera, Principal of Walter G. Cady School in coordination with CJTS Superintendent William Rosenbeck. USD II also provides educational services for residents at other DCF residential facilities: Riverview, The Children's Place and High Meadows as well as no-nexus students in accordance with Sec. 17a-37 of the Connecticut General Statutes.

Cady School Organization and Description

After trying multiple ways to organize the student population, school administration and faculty agreed on a team teaching model. A three-teacher core academic team is dedicated to each residential unit of between 14 and 18 students. After a one month stay in the Intake Unit, residents are assigned to general population residences based on overlapping age ranges. The teaching team divides students to one of either two or three instructional sections based on their grade level, and these students move as a group between academic classes. This arrangement provides for more focused instruction, consistency and student-teacher working relationships.

Students from each residential unit have an assigned teaching team, a dedicated pupil services specialist and representatives from medical, parole, residential and clinical staffs. Child Review and Treatment Team meetings are held weekly with core teachers and associated support staff. This multidisciplinary team concept has been in effect since the facility opened in 2001.

To meet the diverse credit needs of the student body, academic teachers often provide instruction in several courses in the same place. For example, students may receive instruction in algebra and geometry within the same math class. In order to make this level of individualization workable, academic class size is limited to 6-8 students.

Within the school building on the grounds of CJTS, classrooms and offices are clean, well illuminated and similar to newer secondary schools within Connecticut. There are 21 academic classrooms, most with a top seating capacity of about 10 pupils. This includes a small resource instruction room, a self-contained classroom and an alternative classroom.

At the west end of the building there is a physical education plant consisting of a full sized gym/basketball court and fitness equipment room filled with Cybex exercise machines. Outside there is a field that can be configured for baseball, football or soccer, and across campus there is a fenced-in course for trail bike riding instruction. The physical education plant is used after school hours under the supervision of the recreational and unit staff. Each residential unit has indoor and outdoor basketball courts. This year a rubberized coating was installed on the gym floor in school and in all the half-court gyms in the residential units which has led to a 50% reduction in sports injuries.

In the center of the school there are administrative and pupil services offices, clerical work stations, a teacher room, a conference room and a larger multi-purpose room. Storage and office space are limited, but the size of the school is adequate for the typical enrollment this year of about 100 students at any given time.

Vocational training rooms are located on the east side of Cady School. Classrooms include Building Trades, Carpentry, Graphic Communications, Culinary, Auto Detailing, and School to Career, Computer Technology, Art, Music and Agriculture. Vocational

areas are larger than academic classrooms and contain up to date equipment. A metal detector is placed in the hallway in the vocational wing for security purposes.

The school library contains 9200 books, tapes and DVD's as well as 10 computers with filtered internet access. Students access the library during the school day to support class assignments. Each student is scheduled to use the library once a week and may choose to visit the library other times to pick out books for pleasure reading, work online or access other media.

School Safety Procedures

Safety procedures are evident in many aspects of the school operation. Students are brought to school in line supervised by a Youth Service Officer (YSO), and YSO's remain in the school at posts close to classrooms while school is in session. Students are moved as a group from class to class by YSO's and student communication is restricted during this time. When there is conflict or potential conflict between individuals in different units, movement is halted and/or passing times are staggered. Students are checked for contraband items such as any sharps or metal down to a staple or paper clip. Teachers keep count of supplies such as pencils and vocational instructors keep close track of tools each class period. If an item is missing, there may be a lockdown until it is located. Jump suits are on order for vocational classes to prevent students from hiding any shop materials in their clothing.

Attendance Policy

All students are required to attend every class, Monday through Friday. The school day includes 5 hours of instruction, beginning at 8:15am. Students break from 11:55 am to 12:50 pm for lunch in two waves, and the afternoon schedule runs from 12:55 to 2:16 pm. A student can be excused for the following reasons:

1. Illness
2. Medical appointments
3. Administrative permission
4. Suspension
5. Court appointment

The school calendar runs all year long at CJTS including a summer session. Days off mirror the state school calendar from September through June.

Alternative Setting- Continuum of Educational Services Classroom

Walter G. Cady School's alternative setting is known as the Continuum of Educational Services (CES). This self-contained program operates as a school within a school and helps redirect students whose behavioral difficulties have not responded to lesser

interventions. It provides students a structured setting with minimal distractive stimuli. Disruptive students may be referred to this classroom for 90 minute periods or as much as a day or two if necessary. Students who display intractable disruptive behavior may be formally referred by the teaching team and school administration for an extended period of 2-4 weeks. This process, in conjunction with wrap-around support services from the multidisciplinary team, promotes academic success for students otherwise caught in a cycle of failure.

The appointment of a Dean of Students and more frequent use of intermediate behavioral sanctions are key factors behind a reduction in the number of the formal CES referrals from 25 students in 2006, 13 students in 2007 and 7 students in 2008.

Student Body Profile

During the 2008 calendar year 74 students arrived as regular education students while 111 came in needing special education services. Of those special education students, 66 were identified as Emotionally Disturbed, 19 were Other Health Impaired due to ADD/ADHD, 18 were identified as Learning Disabled, 2 were Multi handicapped and 2 were Intellectually Disabled. Except for one self-contained class, special and regular education students are educated in the same classes. Support services of counseling, speech & language tutoring, resource instruction or help from an instructional assistant is provided as needed.

Grade Level of Admission to CJTS in 2008*

Grade	Number of Admissions	Percentage of Admissions
6	3	1%
7	10	5%
8	22	12%
9	76	41%
10	52	28%
11	19	10%
12	3	1%

***Unduplicated count of resident admissions for calendar year 2008: 185**

The bulk of new arrivals during 2008 were 9th or 10th grade students as shown on the chart above. Arriving students of all grades have a high frequency of multiple placements, truancy, incomplete courses and course failures. On the average, arriving students test 3 years below current grade level. Despite this general underachievement, academic skill levels in the student population range broadly from kindergarten to above 12th grade regardless of actual grade.

Course Offerings 2008

Language Arts- English grades 7 through 12

Math-General Math, Pre-Algebra, Algebra I, Algebra II, Geometry

Science-General Science, Physical Science, Earth Science, Biology & Environmental Science

Social Studies-Geography, Civics, 20th Century America, American History, US History, World History & World Cultures

Family and Consumer Science, Health

Literacy, SAT preparation

Physical Education

Vocational Classes- Art, Music, Carpentry, Building Trades, Agriculture, Graphic Arts, Automotive Detailing, School To Career Class, Computer Technology

Intake Assessment

Upon arrival in the intake unit, all students complete the following assessments:

1. Woodcock Johnson Test of Achievement III, forms A/B subtests including word reading, spelling, math calculation and passage comprehension.
2. Behavior Assessment Screening (BASC)
3. Ansell Casey Life Skills Assessment
4. Learning Style Inventory
5. Criterion based assessment in core academic subjects
6. Career Scope Interest & Aptitude Inventory
7. USD II Classroom Observation of Academic and Behavioral Performance

The pupil services specialist assigned to the intake unit obtains prior school records, including Individualized Education Programs, grades and any assessments, and holds a PPT within 30 days for any student identified as, or needing special education services.

After a 30 day period in the intake unit, students are moved to one of the general population units based on their age. The student's record, portfolio and intake tests are transferred to the teachers assigned to the student's general population unit.

Students close to projected placements home are moved to the newly developed Transition Unit to prepare them for re-entry into the community. Homework is assigned three nights a week and behavioral standards are raised each week. Students who do not meet expectations remain until they achieve the expectations

Credit Retrieval and Individualized Course Scheduling

Most CJTS residents arrive with histories of truancy and with report cards filled with incompletes, partial credits and outright course failures from a variety of institutions.

The Credit Retrieval program and individualized course scheduling offer students an opportunity to finish incomplete courses and acquire course credits necessary for graduation.

After reviewing records of previous course work, an individualized course schedule is developed to maximize the student's chance for completion of those courses required for graduation from high school. For incomplete courses in prior school years, courses within the Credit Retrieval program are added during Literacy period, after school or during the summer intersession. With this supplementary work, students who have been held back are sometimes able to catch up and return to their age appropriate grade or if not, close enough to where they should be with course credits so they can still graduate on time. Students like to keep tabs on how much credit they are earning while enrolled at Cady School; they want to see that their efforts are producing results.

During 2008 credit retrieval courses were set up for one out of every 3 students. In addition, all students above the 8th grade received individualized course schedules based on courses in progress at the time of arrival.

Initial Academic Testing Levels 2008

Selected subtests of the Woodcock-Johnson III were used for initial screening this year, and initial achievement test averages are as follows: (n= 152)

Word Reading grade equivalent 6.6, standard score 85

Passage Comprehension grade equivalent 5.2, standard score 81

Math Calculation grade equivalent 6.0, standard score 79

Spelling grade equivalent 7.2, standard score 88

Given that the bulk of students arriving are in 9th and 10 grades, average initial achievement testing results show students 3-4 years behind grade placement in basic academic skill levels.

Measuring Student Achievement 2007 and 2008

Results using pre-post testing are as follows:

Subtest Name	Grade Equivalent Gains	Standard Score Gains
Reading Vocabulary	.85	2.47
Reading Comprehension	.39	.65
Math Calculation	.91	3.78
Spelling	1.19	3.56

As can be seen from the table above, students gained between .39 years and 1.19 years in grade equivalents during an average 7 1/2 month interval. They all moved ahead in their relative position in the test standardization group as shown by gains of between .65 and 3.78 points in standard scores. All test score averages pertain to students who maintained continuous enrollment at Walter G. Cady School.

Educational Innovation-Thematic Instruction

Cady School initiated Thematic Instruction in July 2006 in order to increase engagement in learning. Students from each residential unit studied one of seven countries that participated in World Cup Soccer - United States, Japan, Mexico, Brazil, Australia, the Ivory Coast and Germany. All facets of the countries were researched using an integrated curriculum. Vocational teachers spent one week with each unit giving students an opportunity to create hands-on projects relevant to the country being studied using a variety of materials.

Competition among the residential units added to the excitement and motivation. Each week a rating scale was used to assess progress of student units. Results were posted on a board at the entrance of the school and announced daily. The summer culminated in a celebration for the three winning units where a special lunch was served and awards were presented. The success of this innovation resulted in the planning of new themes for the required curriculum during the 2006-07 academic years. Theme Based Instruction was continued through August, 2007. However, at that time concerns were raised about drops in achievement test results with the Woodcock-Johnson III alternate form as described above, so Theme Based Instruction was limited to the Summer Session of 2008.

Literacy Instruction

All students who have reading deficiencies or do not need to be part of the credit retrieval program have a literacy course one period each day. The varied curriculum includes: CAPT & CMT preparation, life & independent living skills, pleasure reading, vocabulary and comprehension skill building, reading fluency and writing activities.

Challenges of Returning to Community Schools

Above and beyond the risk factors in their homes and neighborhoods, students returning to the community often face a variety of challenges in school. They must deal with former negative peer associations, a reputation for underachievement, antagonistic social relationships, less supervision and extra responsibility. Additionally, they also face a

heightened suspicion from adults within the school who are unable to believe that the returning students have changed their behavior. This suspicion results in the creation of barriers by some school districts to their return, which can include placement in alternative settings and delays in registration and admission into school.

While a student is enrolled in Cady School, efforts are made by staff to identify all prior educational placements for each student in order to ascertain the credit the student earned while in those placements. This is called a credit analysis. While some districts receiving returning students appreciate the credit analysis, others are not. Additionally, some districts fail to award returning students' credit for the work completed while at Cady school.

New Transition Unit 2008

A special transition unit was created this fall to promote successful community re-entries. Residents working toward a home placement are referred to this unit for the last several weeks of their stay. Here they experience school expectations similar to those in the community. They carry a portfolio of their work to school each day and complete homework 3 evenings per week. Each week behavioral expectations are raised. Transition students live in their own residence unit and have a dedicated teaching team while retaining their former clinical and pupil services support specialists. Those failing weekly school goal standards for 2 successive weeks are reviewed by the school principal and may be referred for a week of educational instruction and behavior management in the Continuum of Educational Services (CES) classroom.

Supplementary Educational Initiatives

Cooperative On Site Work Experience Program (CWE) - This program allows students to gain job experience and earn money after school on site. Residents must receive the approval of residential and clinical staff. Workers receive supervision from vocational instructors, maintenance, warehouse, residential, Boy's Club or food service staff. In any month there are 12-20 students working, and they are allowed to work a maximum of 18 to 32 hours during a school week, depending on age. Students earn 1.00 per hour to start, receive 25 cent raises every 2 weeks until pay is capped at 3.00 per hour.

Student Council- The Student Council was started two years ago as a forum for residents to voice concerns and contributes to positive change. Meetings are scheduled bi-weekly on Tuesdays during lunch. There are two student representatives from each living unit who are appointed by unit staff and school faculty. Under the leadership of a Cady School Teacher, students discuss needs and generate petitions which they submit to administration for possible implementation. Some of the changes they have introduced are as follows:

- expansion of the visitors list

- addition of a brunch menu on weekends
- improved scheduling on school vacation days
- reduction in residence lighting for better sleep
- incentives to promote desired student behavior (pending)

Middlesex Community College Linkage Expanded- Cady School Administration established a partnership with Middlesex Community College in 2007, and developed the Career Pathway Program. This allows students who complete Algebra II with a passing grade of at least 70 to be awarded 3.0 transferable college credits. This year college credits can also be awarded for Graphic Arts. Approval for Physical Science and Earth Science courses are pending.

Renaissance math (Accelerated math) –A pilot program was conducted last year, but additional funding was not continued. An update needs to be purchased, a program administrator needs to be assigned and current teachers need to be trained with the update before this program can be put into operation.

Read 180 Installation–Read 180 is an intensive reading intervention program that uses differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary. Students break out into 3 groups for computerized instruction, direct instruction or independent reading in 20 minute blocks, and then switch to the next activity. Read 180 required the purchase of newer computers that have been set up. Updated software needs to be installed and a program administrator assigned to set up and maintain student program access.

Caught Reading – This program is used for students who have been identified by the administration of the Woodcock-Johnson Achievement Test III with a reading level of below fourth grade. Caught Reading is a literature-based program that teaches decoding skills, structural analysis, prefixes, suffixes and vocabulary. The resource room teacher provides students with high interest material and novels using controlled vocabulary.

Scholastic Aptitude Test- Six students signed up and took the PSAT test this year. Classes were held after school hours to help prepare them for this test. The SAT was also administered on site and completed by 13 students.

GED Instructional & Testing Site Approval- last year Walter G. Cady School received approval to provide instruction and testing for students seeking a GED diploma. A GED instructor has been hired and a current staff member is qualified to administer the GED exams. This and other initiatives have been developed in anticipation of older students arriving at the facility.

CLEP and DANTES Testing Site Approval- In December '07 official approval was received for Walter G. Cady School to enter the College Level Examination Program. The CLEP program allows students in high school to earn college credit by passing examinations in any one of 14 areas, ranging from Computer Applications to Social

Sciences and Literature. The college credits are transferable to numerous institutions of higher learning. Work is in progress to gain approval for college credit by passing examinations under the DAN TES (Defense Act for Non Traditional Educational Support) Program, which is also for GED students or high school graduates.

NYPUM Incentive Program -The National Youth Project Using Mini-bikes (NYPUM) provides mini-bikes to agencies serving disadvantaged youth across the country as an incentive for behavioral and academic accomplishment. At last count there were 44 such programs nationwide. After seeing the program in operation in Massachusetts, Principal John Mattera wrote a Perkins Grant in the fall of 2006. With the help of the CJTS and USD II Superintendents and much paperwork, approval was granted in 2007. Honda Corporation donated 14 mini bikes for this activity.

Students participating in the program must meet strict academic and behavioral criteria related to self-control and respect for safety. There is a rigorous training program involving fundamentals of mini-bike maintenance and operation leading to more challenging group riding skills. The fenced-in Motocross and BMC course on grounds has been improved and is now used for non-motorized bicycles as well as mini bikes.

Students have commented that the program has helped them to think before acting:

"When you're on the bike you control what you do, and that has told me to always slow down and think about what I am going to do before I do it."

"The NYPUM program has given me more discipline and has helped me with my behavior, my attitude and confidence."

Twenty students have completed the program this year. A "Marathon Ride for Hunger" is planned for the spring '09.

(5) Recent Vocational Offerings:

Automotive Detailing- This class encompasses business practices and a hands-on component. The hands-on training shows students how to recondition automobiles, including topics in cleaning products available, vehicle interior cleaning, exterior washing, reconditioning vehicle paint surfaces, caring for vinyl tops, upholstery and vinyl repairs, waxing and polishing. The business practice component includes shop and occupational safety, customer relations, financial management and entrepreneurship. Students acquire many the skills needed to work in used or new car dealerships, or to start their own auto detailing business. Profits are split evenly between program maintenance costs and individual student accounts.

Apprenticeship Program - A partnership between Cady School and the State Labor Department has been established which will allow students enrolled in an approved vocational course at Cady School to earn prospective apprenticeship credits. The approved courses include Graphics, Carpentry, and Building Maintenance. All hours

earned at CJTS will count toward apprenticeship credit in any apprenticeship program offered by the Connecticut State Labor Department. Twenty three students have participated in this program during 2008. Increased enrollment is expected with older youth coming to CJTS.

Small Engine Technology The school is currently in the process of establishing a Small Engine Technology program. This program will train students to service and repair a variety of small engines and power equipment. Topics include shop safety, tools and measuring equipment, fasteners, sealants and gaskets, engine construction and principles of operation, two and four cycle engines, measuring engine performance, fuel and emission control systems, carburetion, ignition systems, lubrication systems, cooling systems, preventive maintenance, piston and piston rings, bearing, crankshaft, valve and camshaft service. Students will be taught to work on a variety of small engine machines including lawn and garden tractors, snow throwers, lawnmowers, line trimmers, leaf blowers, and motorcycles.

Commercial Cleaning - This class was re-established this year with the addition of several floor machines (buffers).

Computer Technology -this class was re-established in 2008 with a replacement for the former instructor. Students are able to identify components, use the keyboard, and learn about operating systems, PowerPoint, spreadsheets, databases, MS Word and internet usage.

* Practice Effects by guest author Alan S. Kaufman, in Speech and Language Forum, October 2003.

(6) A review of the program and policies of the facility:

- **Policy -**
 - CJTS policy is being formulated in accordance with American Correctional Association (ACA) standards for Juvenile Training Schools, as required by CGS 17a-27e.
 - Policy formulation and approval occurs in a two-stage process.
 - The process begins by reviewing existing policies and established practices and structuring them in accordance with ACA standards. When new policy has to be developed, the policy committee reviews policies of like agencies and facilities. New policies are written by reviewing the requirements established by ACA and working with the manager overseeing that area of facility operations. Existing policies are compared to ACA requirements and modifications are made as needed. Once draft policies are formatted they are distributed for field review by the affected personnel. Once the local review phase is completed, proposed

changes are incorporated and the policies are forwarded concurrently to the Superintendent and Bureau Chief, as well as to Central Office for review and approval by the Division of Administrative Law and Policy and the Commissioner's office.

- Policies become effective on an interim basis upon approval by the Superintendent and the Bureau Chief of Juvenile Services. Upon approval by the Commissioner, policies become official DCF Policy.
- Currently CJTS has 108 approved policies.

Programming

The following is a summary of the various programs offered at CJTS:

Clinical – Participation in clinical services is determined through a review of each resident's records by clinical staff.

- Individual Therapy – Each resident of CJTS is assigned a clinician, who develops a plan of service and provides clinical services. Individual therapy focuses on issues related to delinquent behavior and other issues that confront boys on a day-to-day basis. Eighty six percent (86%) of residents participated in individual therapy.
- Family Therapy/Contact – Family involvement is essential in planning for a boy's re-entry into the community. Sessions are held both at the facility and family homes in an effort to engage all parents. Out of the 185 unique boys at CJTS, there was documentation that family contact (family therapy, home visits, telephone) between the clinician and family occurred in 155 of the cases or 84% percent.
- Aggression Replacement Training (ART) – This is a comprehensive treatment intervention for aggressive children designed to enhance social skills, improve moral reasoning and develop anger control. The developers are Arnold Goldstein and Barry Glick from Syracuse University, Syracuse, New York. Research has shown that ART participation results in a decrease in aggressive incidents and an increase in acquired social skills. ART Skill Streaming groups focus on 50 social skills in the areas of dealing with feelings, alternatives to aggression, managing stress, and planning. ART Anger Control groups serve to reduce anger arousal in chronically aggressive children and to teach self-control. Residents are taught concepts of triggers, cues, anger reducers and reminders. ART Moral Reasoning groups discuss vignettes written from everyday current events in an effort to cultivate mature morality and remediate moral developmental

delay. Groups utilize role-play and discussion along with written homework assignments over a ten-week curriculum period. The ART program was been modified to allow boys the opportunity to take an exam and to successfully complete the ART program. Boys who fail the exam must repeat the 10 week course. Also boys who pass the exam but become involved in fights or incidents or aggression must also repeat the exam. Sixty-two percent of residents took part in ART. All boys completed ART by passing a written exam. Approximately 2/3 of the boys are able to pass the exam the first time. The remaining third have repeated the ten week course and pass after the second time.

- Resident Student Assistance Program (RSAP) - See above.
- Seven Challenges - See above.
- Dialectical Behavior Therapy (DBT) - DBT is an evidenced based treatment program developed by Marsha Linehan, Ph.D., Behavioral Tech LLC, in Seattle, Washington. DBT treatment combines cognitive behavior therapy with mindfulness, dialectical philosophy, and an emphasis on validation. DBT was originally developed to treat adults who engaged in chronic suicidal thoughts and behavior. However, over the past ten years DBT has been used with other populations including adolescents.

A team of eight CJTS clinical, residential, and rehab staff are currently participating in a three year intensive DBT training with other adolescent providers in the state of Connecticut. The training is provided by Behavioral Tech trainers where the model originated.

CJTS DBT groups were held twice weekly for residents who present with more serious trauma histories and/or self-harming and aggressive behaviors. Boys are taught skills they can use to manage their feelings more effectively, reducing the likelihood of them harming themselves or others, decreasing aggressive and highly disruptive behaviors, and improving coping skills and regulation of emotions.

Two DBT groups were offered for boys who met identified criteria. The groups included: Pre-DBT which met once weekly and introduced the boys to the basic concepts of mindfulness and dialectical philosophy and DBT which met twice weekly to teach skills and review homework. Boys also receive DBT individual therapy weekly.

During 2008 12% of boys met the criteria for participation in DBT. Beginning in February 2008 one of the four DBT modules (Distress Tolerance) was offered to all residents during their initial orientation on the Intake unit. All staff will be trained during their annual refresher training in this module as well. This will help to implement DBT facility wide and increase crisis coping skills in all residents and allow staff to be able to coach DBT during crises. Of 201 admissions, there were 185 unique boys admitted to CJTS and were placed on the intake unit and were eligible to participate in Distress Tolerance. Seventeen (17) boys were returnees and although were admitted through the intake unit only remained there for an average length of stay of 24 hours. Thus a review of the records of the 185 boys who were admitted through the intake unit, 137 or 74% showed documentation of the boys' participation in the four week DBT distress tolerance module.

- Specialized treatment for boys with sexual offender issues was not needed during the 2008 year. There were only about 2 boys at CJTS with issues in this area. In these cases the boys were transferred out of state to specialized residential placements. Both boys had been in such placements but came to CJTS for respite services after becoming assaultive and were returned to their placement.

Rehabilitation/Recreation

- **Documentary Group** - The philosophy of this program is to introduce current topics through video documentaries. Many residents are diagnosed with learning disabilities and have difficulty reading, thus avoiding a large source of information that relates to the world, such as newspapers, and magazines. By providing the group members with a visual media such as video documentaries, the outcome is to educate and enhance a new awareness of current events. This group meets once a week for 2 hours.
- **Cooking/baking** - This program enhances independent living skills. Residents are taught how to make easy and nutritious meals. This group is offered weekly in the transition unit. Residents that are interested in baking takes place on the weekends.
- **Goals Group** - The philosophy of this group is to introduce the law of attraction as a means of creating and obtaining one's goals. The fundamental belief is that a person's thoughts (conscious and

unconscious), emotions, and beliefs cause a change in the physical world that attracts positive or negative experiences.

- **Crochet Club** - Program began in January 2008. A group of 8-10 residents meet weekly to make scarves, hats and blankets.
- **Video Program** - Residents learn about videography. They have recorded events at CJTS and made DVD's. In the near future, it is hoped that we can have a weekly highlight show at CJTS.
- **Rocket Power** - Residents build their own rockets from plastic bottles and use a water launch.
- **Journal Writing** - Journal Writing is therapeutic in nature and can offer a pathway toward understanding ones self. Journal writing can be a healing process to help a resident get in touch with their deepest yearnings, find resolve for problems, and deal with personal issues. Easy written exercises are encouraged so that a resident can help them evaluate their past accomplishments and roles that have helped thrust them into present life condition. The purpose of this group is to introduce the concept of journal writing. Residents also journal about their life experience CJTS, residents incorporate past events and their future aspirations.
- **Catholic Youth Organization Basketball Games** – Residents involved in the mentoring program and other select higher-functioning residents participated in several games in the beginning of 2008. For the 2008-2009 season boys were selected to participate based on their skill level, sportsmanship and positive attitudes. A total of 30 residents participated. These games are held at CJTS.
- **Job Readiness** – 26 residents have participated in this group. They discuss selection of a career path. Residents have the opportunity to search for jobs; they learn how to fill out job applications, resumes and interviewing techniques. This program was offered to all interested residents ages 16 and 17 and is geared to residents, preparing to leave the facility. The program has expanded into the Transition unit (4C). All residents in the transition unit participate in a 1 hour weekly session for their duration in this unit.
- **Music Therapy** – Since June of 2008 58 residents participated in music therapy. Residents are offered keyboard, guitar and drumming lessons, lyric analysis and discussion, and music creation. Participation is based on interest and therapeutic need.

Sessions are held weekly for 1-1.5 hours. The majority of residents have music therapy weekly. This past year, rapper TI came to speak to the residents in music therapy, and encouraged them to make positive changes in their lives. Fresh Psalms, an inspirational music group, performed for our residents.

- **Art Therapy** – Art therapy programming was provided to 86 residents. This program includes upholstery, air brushing, drawing and painting with a variety of mediums, tile mosaics, pottery, silk screening, and ground's beautification, designing and painting of soap box derby cars. The residents completed 3 series of murals for 3 of the living units. Art work was displayed and sold at various sites. The New Haven Arts Council, Durham Fair, Melanie Rieger Conference on domestic violence, the Juvenile Justice Publication, Legislative Office Building, Wadsworth Museum Festival of Trees, and the DCF Child Care Conference. Residents participated in off grounds trips, for the purpose of art education and exploration, which includes the development of perspective for natural landscapes. Sites visited were: Lyman Orchard's, Gillette Castle, and Hillstead Museum and the Mashantucket Pequot Museum. The youngest unit at CJTS is scheduled bi-weekly for Art Therapy as a group. Participation was based on interest and therapeutic referral.

Also as part of Art Therapy a digital photography program was developed this year.

- **Team Adventure** – This is a group dynamics based activity that focuses on problem solving and personal issues, including boundaries, respect, trust, and communication. This program was offered on a weekly basis to the younger residents, the intake unit. The program was expanded to include a joint effort with the assistant unit leaders for an 8 week cycle in conjunction with Positive Peer Culture. This time-limited program was offered to all residents. New this year was our reconnection with the Wilderness School. 6-10 residents went on 3 day trip and 1 two night camping and hiking trip at the Wilderness School. On the day trips they hiked, repelled and did a high ropes course.
- **Therapeutic Horseback Riding** - This year, eight residents were able to attend a six week Therapeutic Horseback Riding Program in Old Lyme. Residents were referred to this program by their treatment teams and must be at appropriate levels to participate. This year, 2 of the residents who completed the therapeutic program went back to High Hopes Stables to perform community

service. Before they left CJTS they completed 5 hours of community service.

- **Swimming** –CJTS has utilized Riverview's pool on Sunday mornings since March 2008. The residents are allowed an hour of open swim time. Residents must be at level 3 and pass eligible.
- **Leisure Education** - This is offered to youths preparing to leave CJTS. It helps them become aware of and how to access activities they can participate in after leaving CJTS. We have expanded this program to the Transition Unit (4C). The group meets once a week for one hour.
- **CPR / First Aid Certification** classes – Seven boys participated in classes and earned their certification.
- **Weight Lifting** – Fifty five residents participated in a weight lifting group meeting, two times a week. Participants rotated on various weight machines to maintain a balanced workout. The program also helped residents work on cooperation skills with peers. Residents were referred, or joined the program, based on interest. Weight lifting was offered to whole groups through out the year.
- **Indoor/Outdoor games** (large muscle) - All residential units participated in a variety of open gym and outside activities, such as volleyball, basketball, weight lifting, dodge ball, pickle ball, wiffle ball, indoor/outdoor soccer, ultimate football, softball, Capture the Flag, ping-pong and weight room activities.
- **Indoor Games/activities** - (cognitive/fine motor) Residents participated in games such as: Pictionary, Scattegories, Charades, Bingo, Pokeno and Trivia. This program helps the work on cooperation and sportsman ship skills. Arts and crafts are offered on a regular basis to residents.
- **Model-building** – Twenty six residents participated in building and painting model cars and a model car show was held. Residents had their cars on display for staff and other residents to view. The group met weekly for 1.5 hours. Participation was based on interest and therapeutic referral.
- **Intramural Sports** -Intramural sports is offered year long to all residents.
 - Intramural Basketball -A Winter and Summer intramural basketball program was held. All residential units

participated in a double round robin league with playoffs at the end of the season.

- Intramural Football – All residential units participated in a single round robin league with playoffs at the end of the season. An All Star game was held at the end of the season.
 - Intramural Softball – All residential units participated in a single round robin league with playoffs at the end of the season.
- **Off grounds trips** – Restrictions on community visits for residents and budget concerns limited the number of off grounds trips during 2008. Off grounds trips that took place over the past year, were: professional sporting events, museums, aquariums, art therapy trips (mentioned above), Wilderness School and deep sea fishing.
 - **Programs for high level residents** - Resident who have progressed through the behavior management system achieving a higher level of status are allowed to participate in extra programs as an incentive and positive enforcement for their demonstrated behaviors. Attendance at movie nights in the multipurpose room at CJTS. Rcan utilize the Rehabilitation Therapy Department's Teen Center. Level 4 residents (the highest level at CJTS) attend at other times which allow them to utilize the teen center and interact with peers.
 - **Special Event Programming** – Special event programs were held through out the year. The majority of these events were held during the summer.
 - A variety of special activities that were held during the summer included: a strongman competition, 3 point contest, home run derby, singles ping pong tournament, 3 on 3 Hoop It Up tournaments, Soapbox Derby (which included designing the cars and racing them). 25 residents participated in a week long Basketball Camp. R U Fit Enough Contest and a Summer Carnival were held. This years Soapbox Derby event was expanded to include other DCF agencies. High Meadows, Riverview and CT Children's Place each entered one car. CJTS had a total of 8 cars entered. All residents participated in this activity.
 - **Non summer events** - Residents have been offered Wii Bowling Tournament, Madden and NBA Live, Play Station tournaments. Other activities have included campus wide

Ping Pong and Spades tournaments. A Hot Dog eating and tug of war contests were also held. Participation is based on interest.

Boys & Girls Club of America

The Boys Club is focused on inspiring the boys at CJTS to reach their full potential and realize the endless opportunities available, regardless of the odds they face. The Club provides a linkage to community clubs following discharge from CJTS. Culture was impacted by building rapport with the residents and planning facility wide events. In 2008, Author Dashaun Morris, (an ex gang member) spoke to the campus about gang awareness and the impact of bad decisions. Two cast members were invited from the HBO series, "The Wire to Speak and Serve", as a catalyst for inspiration and change for residents.

Other Programming

Volunteer Services – 15-20 volunteers from the community were involved in education, recreation, religious services, and mentoring of CJTS boys. These volunteers included Wesleyan University students, who volunteered as tutors in Walter G. Cady School.

Family Nights – Two campus-wide Family Nights were held in 2008. The first took place in September in honor of Family Day. One hundred and thirty-five visitors attended. The second was a holiday party, held on December 16th and attended by Two hundred thirteen family members.

(7) The delinquency recidivism rates of such residents, which will include the number of children discharged to residential placement, the number of children discharged due to expiration of the period of commitment and the number of children returned to the Connecticut Juvenile Training School.

Recidivism – A list of all discharges (with identifying information removed), sorted by discharge date, is provided in Appendix 2. The following data highlights recidivism information for boys discharged from CJTS from January 1, 2008 through December 15, 2008. In that time frame, there were 187 discharges of 164 unique individuals. Average length of stay was 5.6 months.

Table 8: Placement Information for Boys Discharged from CJTS from January 1 2008 through December 15 2008

Placement	Number of Discharges	Percentage of Discharges
Discharged home	114	61%
Discharged to residential placement	63	33%
Discharged to prison	10	5%
Discharged to hospital	0	0

For the purpose of this report recidivism includes the following circumstances:

- As a point of clarification, it should be noted that delinquency commitments are indeterminate up to 18 months for non- SJO's (offenses not included in the statutory list of "serious juvenile offenders") and 4 years for SJO's. However, most boys do not remain at CJTS for their entire commitment. Efforts are made throughout a boy's stay at CJTS to return that child to a less restrictive setting. As noted above, 176 of the discharges involved planned placement to a lower level of care (home, hospital or residential placement). Of these 177 discharges, 15, or 9%, occurred at the end of the boy's commitment.
- Not all boys returning to CJTS during their commitment comes as a result of a newly charged offense. For example, if a child returns home and fails to comply with the conditions of his parole (such as attending school, finding employment, remaining free from substance use) it may be determined that it is in his and the community's best interest for him to return to CJTS until his behavior stabilizes and perhaps alternative placement can be arranged.
- If, however, a boy who has been discharged from CJTS is convicted as a juvenile of new criminal charges, he may then be recommitted as delinquent. A child can be recommitted while still under commitment for a previous offense. By the same token, a child can complete a given commitment, be convicted of a new offense, and be committed again. Not every boy who is recommitted after discharge from CJTS returns to CJTS. A recommitted child may be placed in a residential program instead.
- Regardless of whether a boy has time left on his commitment, he can be re-committed if he is under age 16 at time of discharge. In 44 of the planned 177 discharges, the boy discharged was younger than age 16, allowing for the possibility of re-charged as a juvenile. The average age at time of discharge for these 44 boys was 15 years 3 months. In 1, or 2% of these instances, a boy was re-committed after being discharged from CJTS. That one boy has not returned to CJTS since being recommitted.
- The total of boys who returned to CJTS was 39. These 39 boys represent 24% of those who could have been returned. All of this information is summarized in the table below.

Table 9: Recidivism Indicators for Boys Discharged from CJTS from January 1 2008 through December 15 2008

Indicator	Discharges	
	Number	Percentage
Total discharges	187	N/A
Planned discharges to lower level of care	177	95%*
Boys discharged who could have returned to CJTS	161	91%**
Boys who returned to CJTS	39	24%***
Boys discharged who could have been recommitted	44	27%**
Boys who were recommitted post discharge	1	2%****
Total boys who were either returned to CJTS and/or recommitted	40	25%****

* Of the 187 total discharges

** Of the 177 planned discharges to a lower level of care including home, hospital and Residential

*** Of the 161 discharged boys who could have returned. The 39 readmissions include both boys who returned due to parole violations and those that accrued new criminal charges.

**** Of the 44 discharged boys who could have been recommitted.

(8) The costs associated with the operation of the training school, including staffing costs and average cost per resident:

- **Costs** - The following table includes cost figures from the previous fiscal year and projected figures for the current fiscal year. Please note that the following expenditure figures do not include fringe benefits or the overhead expenses of

state agencies other than DCF – e.g., State Comptroller, DAS, OPM – whose support services are necessary for the functioning of CJTS.

Table 10: Cost of Operating CJTS

Expenditures	Fiscal Year 2007-2008	Projected Fiscal 2008-2009 as of 11/30/08
Total Parole Services & CJTS Budget:	\$37,236,187	\$36,939,892
Staffing expenses:	\$26,314,292	\$27,339,456
Other Expenses:	\$6,258,315	\$5,538,844
Workers Comp	\$3,203,750	\$2,691,330
Grants:	\$1,459,830	\$1,370,262
Parole Total Budget:	\$9,577,899	\$9,636,207
Staffing Expenses:	\$6,901,061	\$7,265,553
Other Expenses:	\$1,213,666	\$999,626
Workers Comp	\$3,342	\$766
Grants & MOU's	\$1,459,830	\$1,370,262
CJTS Total Budget	\$27,658,288	\$27,303,686
Staffing Expenses:	\$19,413,231	\$20,073,903
Other Expenses:	\$5,044,649	\$4,539,218
Workers Comp	\$3,200,408	\$2,690,565
CJTS Education Budget (included in above numbers):	\$3,911,499	\$4,217,985
Staffing Expenses:	\$3,701,330	\$4,101,685
Other Expenses:	\$210,169	\$116,300
Total Child-days (1 youth residing 1 day at CJTS) of Care:	31,113	30,879
Average Per Diem Rate:	\$889	\$884

* Average of the population through 11/30/08 X 365 days.

(9) Reintegration strategies and plans to transition the children to their home communities:

Reintegration Strategies

- ACR/TPC – Within 30 days of admission, each boy’s treatment team meets with the boy to review his current functioning, goals, and

discharge plans. Boys' families are encouraged to participate in this meeting. This initial meeting is the Treatment Planning Conference (TPC). At six-month intervals after this initial meeting, the same group meets to review progress and make modifications to this plan. These are referred to as Administrative Case Reviews (ACR).

- The Plan of Service – The Plan of Service (POS) is developed at the boy's TPC. The POS sets goals for the boy to work toward specifically while at CJTS. Combining this meeting with the TPC helps ensure that all parties involved in the boy's care – most notably the child and his family – are working toward common goals.
- In 2008 the definition of Parole status was changed by law and policy. A juvenile is not considered to be on parole status unless he or she is placed in the community in his or her home, a relative home or foster home. Parole staff, in conjunction with CJTS clinical staff, develops community re-integration plans prior to boys' discharge to the community. CJTS Administration and Parole Supervisors review and monitor the plans.
- The Parole Status Review Committee makes determinations, after review of supporting documents, regarding a change in Parole status. The change could be progressive, as when consideration is given to granting Parole, or regressive, as in cases in which Parole revocation is sought. The Committee will review cases of youth who are being considered for placement at home or other family settings, and cases of youth who are already at home but are being considered for parole revocation and return to CJTS or any other institution, resource, or facility administered by or available to the Department of Children and Families. The decisions of the Committee will be based on factual information and clinical expertise, and will include consideration of the best interests of the youth, and the safety of the community. All decisions will be objective, and will be timely documented in CONDOIT (information systems) by the Parole Review Officer (PRO).
- CJTS Administration and Parole Supervisors meet monthly to administratively review each boy's discharge plan and to ensure that all appropriate services are being arranged for successful transition.
- Discharge meetings are held on residential units to ensure full treatment team attendance. All relevant supports including family and community providers are invited to these meetings.
- Home visits and family sessions with parole and clinical staff present occur to ready the family and boy for their return home. Due to off ground constraints boys transitioning back to their community are unable to make overnight home visits prior to discharge from CJTS.

- Clinical staff refers residents with complex psychiatric needs to their local Managed Service System to develop comprehensive wraparound services.
- The Step Program is an intensive community-based program. Specifically, the Step Program offers: case Management, educational re-entry, transitional alternative education, parent advocacy, substance abuse/use treatment, competency/life skills training, social skills enhancement and employability skills development. Currently, the STEP programs serve children in New Haven and Hartford. A program will begin in Bridgeport in January and hopefully additional programs will be established in Waterbury and New Britain. Other parts of the state will be served by juvenile case management. The STEP programs are specifically designed to address the community's need for safety and hold the child accountable for his/her actions using the Balanced and Restorative Justice Model (BARJ).
- The Boys & Girls Club of Hartford Targeted Re-entry program served 32 boys during 2008 along with assisting several others. The program provided case management services to youth from New Haven, Waterbury, New Britain and the Hartford Community. The case managers are engaging the residents in character and leadership building skills. The program worked on developing the transferable skills needed to make a successful reintegration. While in the community the boys received wrap around services focusing on education, sociability and employment. The boys are strategically placed at Boys & Girls Club for employment, pro social programming and to promote a positive self interest.
- The Youth COMPAS is a statistically based risk assessment software system that is specifically designed to assess key risk and needs factors in youth correctional populations and to provide decision support for justice professionals when placing offenders into the community. The COMPAS was designed to be an objective screening instrument to support criminal justice decisions regarding treatment, community placement and appropriate management of youthful offenders. The COMPAS was designed to support the philosophy and goals of least restrictive custody. The Youth Compas is being administered by Parole Officers to all boys and girls in the Bureau of Juvenile Services who represent new commitments. The ConnCAP is an integrated assessment, treatment planning and case management system. The ConnCAP assessment covers the following areas: legal, social welfare, mental health, substance abuse, education and medical. This assessment requires reviewing existing records, interviewing youth and family, and administering the Youth COMPAS (Parole Officer)

and other screening and assessment tools (done by clinical, educational and other staff.) Effective January 1st, 2009, the ConnCAP system will be implemented with all youth on Parole.

Required Data – Public Act § 04-89 Section 17-a-6b(c)

(1) The number of adjudicated youth, by gender and age, in the care and custody of the department.

The following table summarizes the data requested above as of December 15, 2008.

Table 11: Gender and Age of Committed Children as of December 15 2008

		10 yrs old	11 yrs old	12 yrs old	13 yrs old	14 yrs old	15 yrs old	16 yrs old	17 yrs old	18 yrs old	
Boy's Population	461	0	1	1	8	35	84	148	142	42	75%
Girl's Population	153	0	1	0	6	8	13	61	46	18	25%
Total	614	0	2	1	14	43	97	209	188	60	100%
		0%	0%	0%	2%	7%	15%	34%	30%	9%	

(2) The facilities in which such youth are being housed.

Please refer to Appendix 3 for a table summarizing this data.

(3) The number, age and gender of such youth who have left department custody in an unauthorized manner.

There were 91 instances of adjudicated youth leaving custody in an unauthorized manner. These 91 instances involved 64 unique individuals. It should be noted that in contrast to the AWOL and admissions data discussed earlier in the report, the 91 instances include any time a youth is AWOL, regardless of the length of time during which he is missing.

(4) The number of police reports filed with respect to such youth.

A teletype is immediately issued for all AWOL incidents. This, then, means that a police report was generated in each of the 91 instances of unauthorized leave. This information is summarized in Appendix 4, sorted by date the child was reported missing (with identifying information removed).

(5) The status of new construction or preparation of facilities to house adjudicated youth in the care and custody of the department.

There are no new facilities under construction at this time to house adjudicated youth in the care and custody of the department.

Recommendations for the Legislature

- 1) Modify C.G.S. Section 10-220h to mandate that local education agencies give full credit for school work done at USDII.
- 2) Pass legislation that authorizes the Commissioner to create overnight leave policy for transitioning boys at CJTS.
- 3) Pass legislation mandating that children returning to local schools from any DCF placement be reentered in to school no later than 5 business days from their return to the community.
- 4) Pass legislation that forbids a school system from expelling a child for conduct for which they were removed from the home on a delinquency commitment after the child has served his or her sentence.

Recommendations for DCF

- 1) Determine why USDII does not receive federal funds distributed to local public schools through the State Department of Education and determine what steps must be taken to receive such funding.

Atty. Christine Rapillo
CJTS Advisory Board Chair

John Hunter
CJTS Advisory Board Vice Chair