



ACADEMIC ADVERSITY & JUSTICE SYSTEM INVOLVEMENT: A RECIPROCAL RELATIONSHIP



**SPONSORED BY THE
COALITION FOR JUVENILE JUSTICE
MARCH 6, 2025**





WEBINAR OBJECTIVES

- ✓ You will become familiar with the reciprocal relationship between unmet educational needs and juvenile justice system involvement.
- ✓ You will understand the way in which supplemental educational support can address academic deficiencies and lead to better youth, family, and community outcomes.
- ✓ You will identify the advantages of providing evidence-based instructional intervention at all points along the OJJDP's Continuum of Care to benefit youth, families, and communities.



SHARED MISSION FOR JUVENILE SERVICES

Huntington's mission since 1977 has always been student-centered:

To Give Every Student The Best Education Possible



CJJ convenes national, state, and local partners to educate about and advocate for youth-serving systems that are fair, effective, and rooted in our communities.

Coalition for Juvenile Justice Mission



ACADEMIC ADVERSITY & JUVENILE JUSTICE SYSTEM INVOLVEMENT: A BI-DIRECTIONAL RELATIONSHIP

ACADEMIC ADVERSITY → JUSTICE SYSTEM INVOLVEMENT

Dropouts & Poor Performance:

Lead to greater delinquency & incarceration risk

Unaddressed Academic Needs, Disabilities, & Behavioral Issues:

Increase frustration, disengagement, & delinquency

Punitive School Discipline Policies:

Zero-tolerance practices fuel suspensions, expulsions,
& system involvement

JUSTICE SYSTEM INVOLVEMENT → ACADEMIC ADVERSITY

Interrupted Learning & Poor Reintegration:

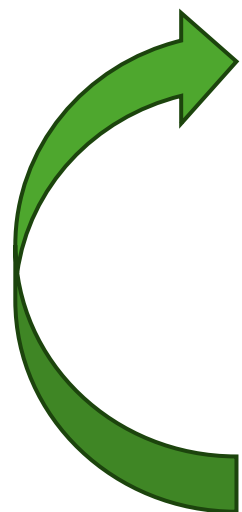
Academic gaps and social stigma make school reentry challenging

Subpar Education in Detention:

Few facilities provide high quality education or vocational programs

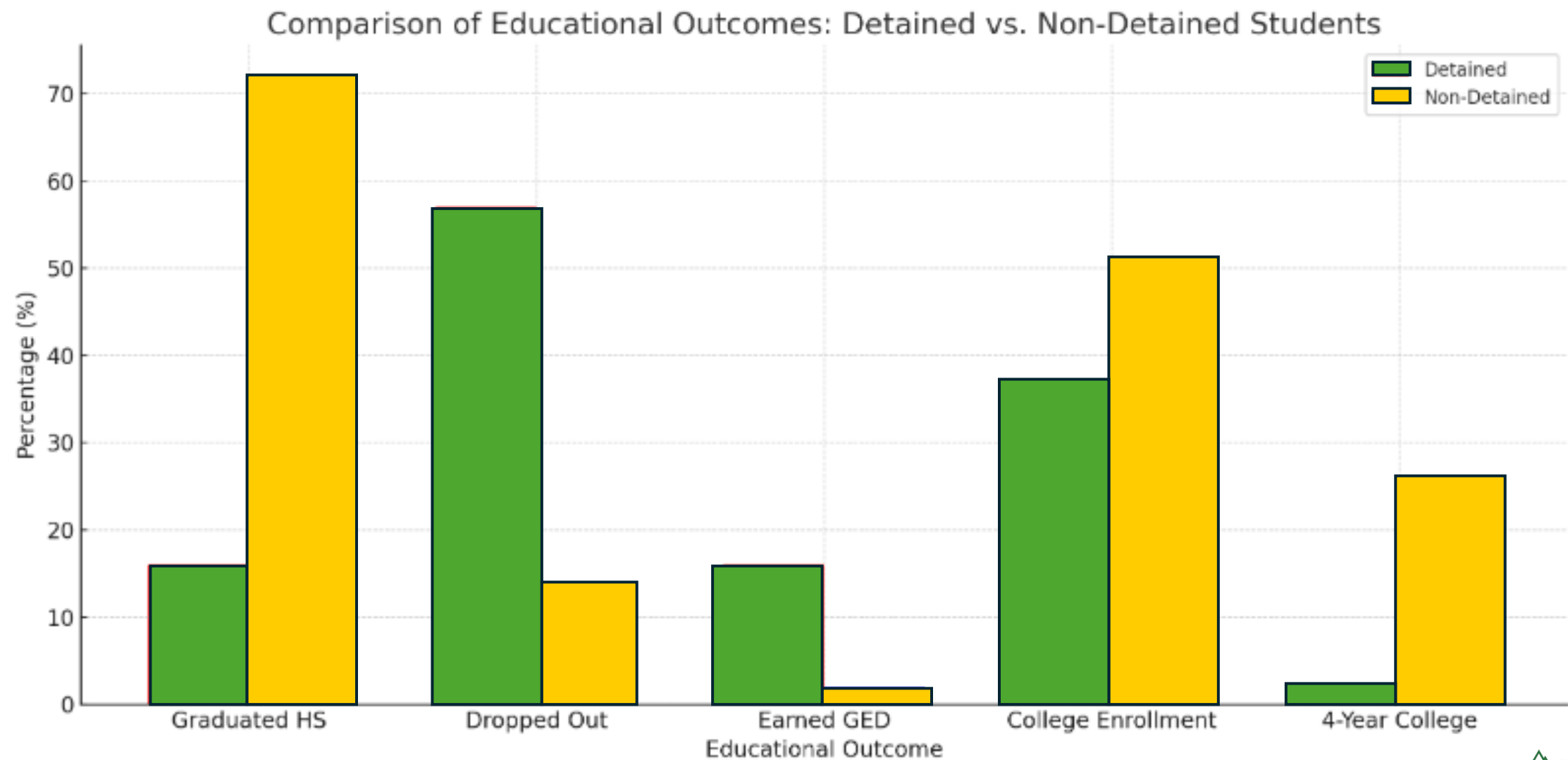
Cumulative Disadvantage:

Academic failure and justice involvement create a reinforcing cycle





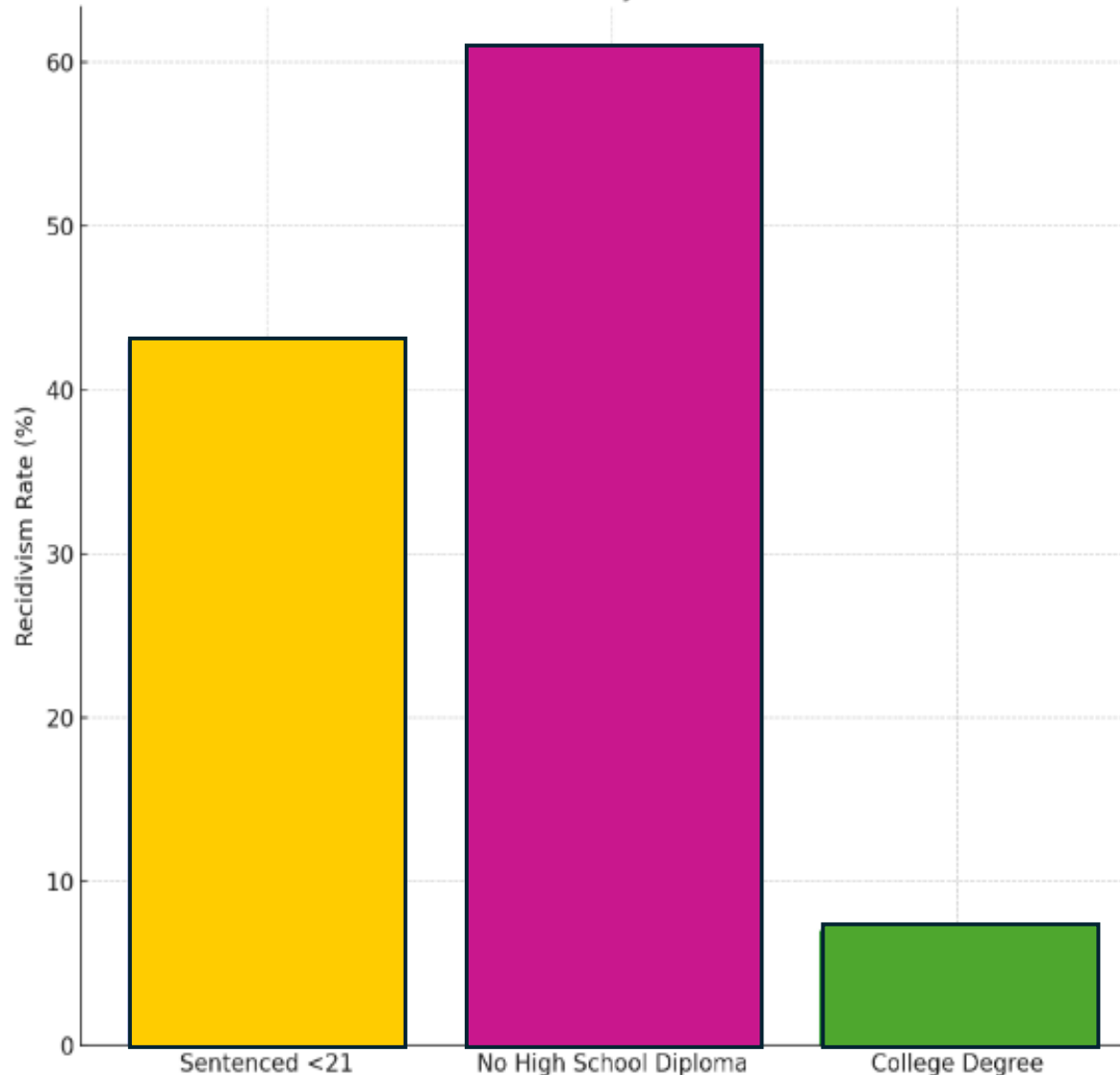
CONSEQUENCES OF JUVENILE JUSTICE INVOLVEMENT





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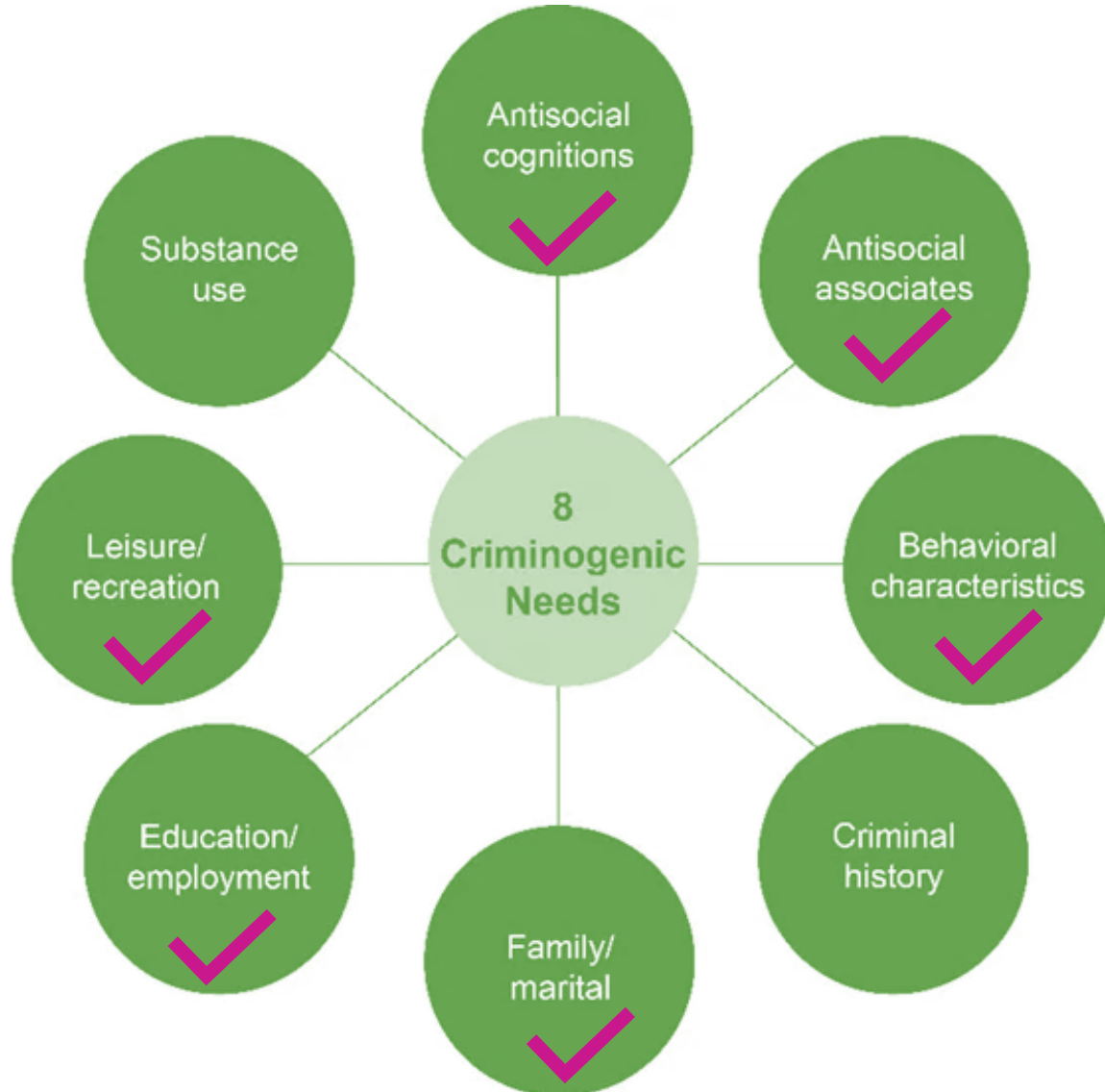
Recidivism Rates by Education Level



- 43% recidivism rate for individuals sentenced before age 21 – highest among all age groups, leading to upwards of 41% increased chance of adult incarceration.
- Individuals without a high school diploma have the highest recidivism rate (60.4%), which drops to 7% with a college degree.
- Research indicates that accumulating a full year of 9th grade credits and meeting 10th grade reading/writing standards significantly improves graduation rates, thereby lessening the likelihood of delinquency.



CRIMINOGENIC RISK ~ NEEDS ~ RESPONSIVITY



THE DATA IS CLEAR: JUVENILE JUSTICE INVOLVEMENT NEGATIVELY IMPACTS YOUTH ... SO WHAT CAN BE DONE?

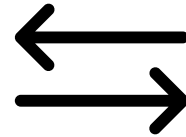
- The Risk-Need-Responsivity (RNR) is the leading global model of offender assessment and treatment.
- Criminogenic needs are dynamic factors which contribute to offending or re-offending.
- Studies have shown that a solid educational foundation can positively impact six of these eight needs, which can lead youth to juvenile justice system involvement.



THE ROLE OF ACADEMIC ADVERSITY IN BEHAVIORAL ISSUES

Academic Adversity

**Academic demands
exceed capacity**



**Behavioral
Issues**

**Lower self-
esteem**

**Failure &
frustration**

**Work & task
avoidance**

**Increased anxiety
& depression**

Risk factors

**Reduced executive &
emotional regulations**

**Cognitive & memory
problems**

**Limited English
proficiency**



ROOT CAUSES OF ACADEMIC ADVERSITY: INDIVIDUALS WITH DISABILITIES

- Mental, Physical, and Behavioral Health Challenges
- Cognitive, Neurological, and Learning Differences
- Developmental Delays and Differences
- Neurodivergent Difficulties
- Intellectual or Developmental Disability or Delay
- Hearing, Visual, Speech/Language, and Motor/Orthopedic Impairment
- Traumatic Brain Injury
- Other health impairments which limit strength, vitality, alertness, or attentiveness
- Specific Learning Disability
- Emotional Disturbance



ROOT CAUSES OF ACADEMIC ADVERSITY: INDIVIDUALS WITH DISABILITIES

65-70% of youth at any point in the justice system meet criteria for disability - more than three times higher than the general population

85% of all juveniles in the system are functionally illiterate

Over 60% of all adult prison inmates are functionally illiterate & over 70% can't read above fourth grade

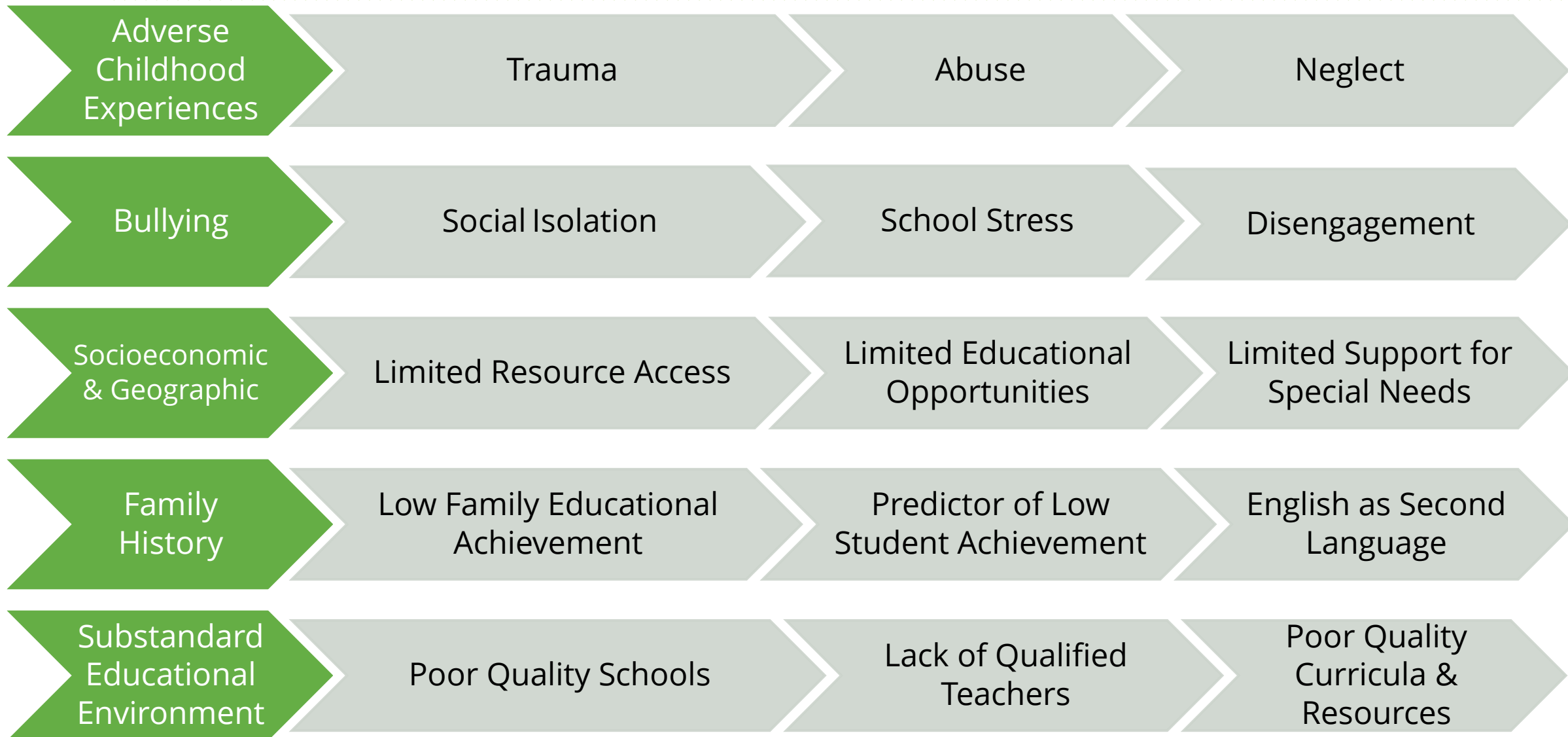
70% chance of recidivism if no literacy support received, as opposed to 16% for those who got services

Students not reading at grade level by third grade are four times more likely to drop out of high school

33% of inmates who dropped out of high school report academic difficulty as the cause



ROOT CAUSES OF ACADEMIC ADVERSITY: ADVERSE CHILDHOOD EXPERIENCES (ACES) & TRAUMA





ROOT CAUSES OF ACADEMIC ADVERSITY: TIME OUT OF SCHOOL

Displacement & Disruption

- Homeless, Migrant, Juvenile Justice, Child Welfare involvement = frequent residential and educational disruptions

Chronic Absenteeism & Truancy

- 15% in 2019 increased to 30% in 2023
- Increases HS dropout risk by seven times
- Truancy highest status offense & increasing
- 20% JJ youth detained for truancy probation violations

Suspension & Expulsion

- Disproportionate impact on minorities & learning disabled
- History of truancy & suspensions lead to expulsions
- Schools exclude JJ students without due process from equal access to educational opportunities

Treatment & Intervention

- 20-27% detained youth didn't attend school; 41% in diagnostic centers
- 34% youth in large detention facilities lacked educational programs
- 5-10% youth return to public school and graduate after incarceration



RACIAL AND ETHNIC DISPARITIES

Juvenile Justice Disparities

- Since 2005, Black youth comprise 15% of the juvenile population but 35% of delinquency cases
- 2019 - Delinquent Black youth most often referred to court; White delinquent students least often

Educational Discrepancies

- In 2022, only 16% of Black and 29% of Latino fourth graders read on level & numbers declining
- Black students are over-identified for special education, particularly in Emotional Disturbance and Intellectual Disability categories which increase academic & behavioral risk

2023 Unfair Disciplinary Action Reports

- 32% American Indian/Alaskan Native students; 23% black students; 22% multi-racial students
- Inattentive behavior found higher in White students, but disciplined more for Black students
- Black male students with disabilities suspended at rates up to 70%; Largest JJ demographic as well
- Even under IDEA, students can be removed from classes between 10-45 days for discipline



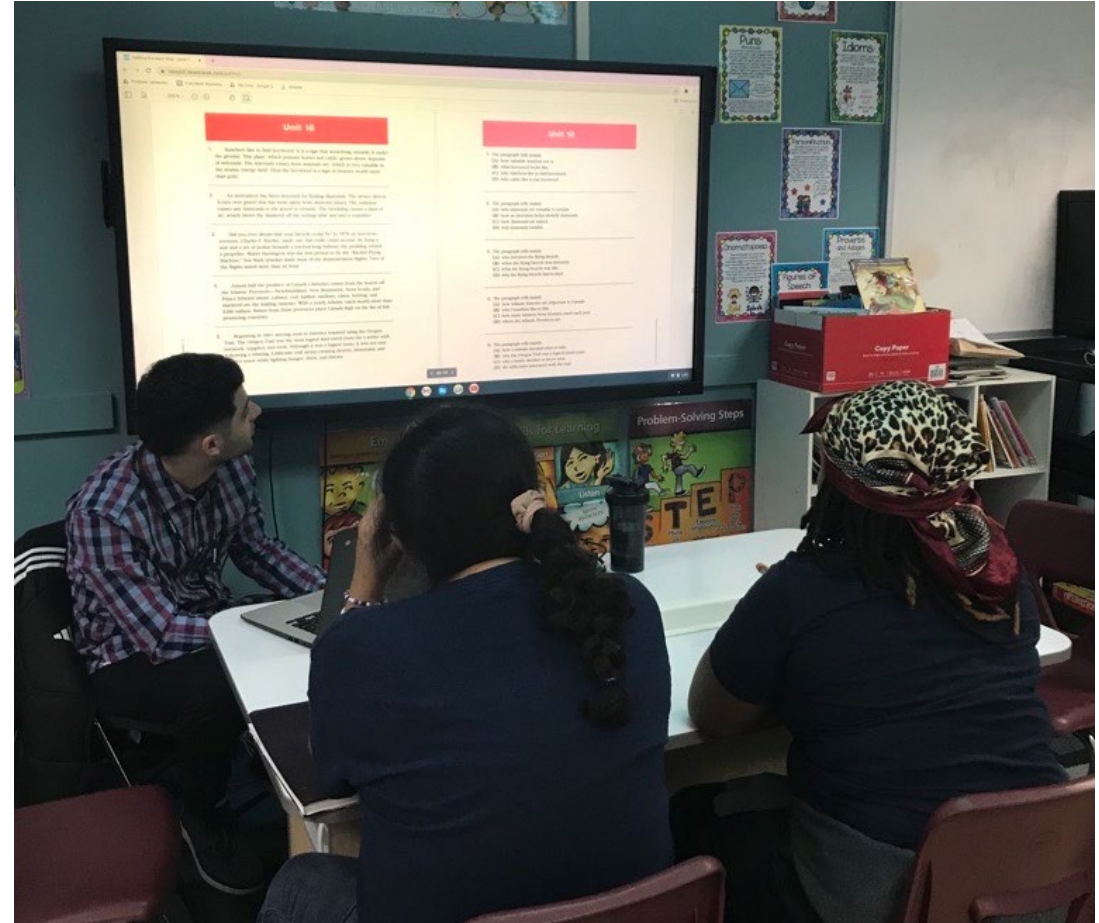
SPECIAL EDUCATION VS. SUPPLEMENTAL EDUCATION

SPECIAL EDUCATION		SUPPLEMENTAL EDUCATION
60- to 90-day timeframe to administer an evaluation	INDIVIDUALIZED EVALUATION	Administered immediately upon family or facility request
Based on report card period	PROGRESS REPORTING	Monthly or as often as necessary
Every 1-3 years	FORMAL RE-EVALUATION	Every 2-3 months
Made during annual review based on reports & observations	PROGRAM CHANGES	Made regularly based on student needs & adaptive progress
Provide school-based accommodations / modifications to adjust what & how students learn based on limitations	EDUCATIONAL METHODOLOGY	Provide remediation of core skills from comfort level to grade level, rebuilding academic foundations from the ground up



SUPPLEMENTAL EDUCATION: WHAT?

- Foundational Tutoring: Reading, Writing, Math, and Study Skills
- Subject-Specific Tutoring: Advanced Math, Science, Social Studies, and Foreign Languages
- Test Prep: ACT and SAT, GED, HiSet, ASVAB, AP Tests, & other school entrance or state tests
- Homeschool & Compensatory Supplemental Education
- Special Education, ADHD/Neurodivergence Resources & Support
- Resources for students, families, and educators, including blogs, podcasts, workshops, & webinars





SUPPLEMENTAL EDUCATION: HOW?

Personalized Attention & Proven Results

**Academic
Evaluation**

**Individualized
& Adaptive
Program Plan**

**Evidence-based
Instructional
Methods**

**Research-based
Foundational
Curricula**

**Certified
Educators &
Positive
Reinforcement**

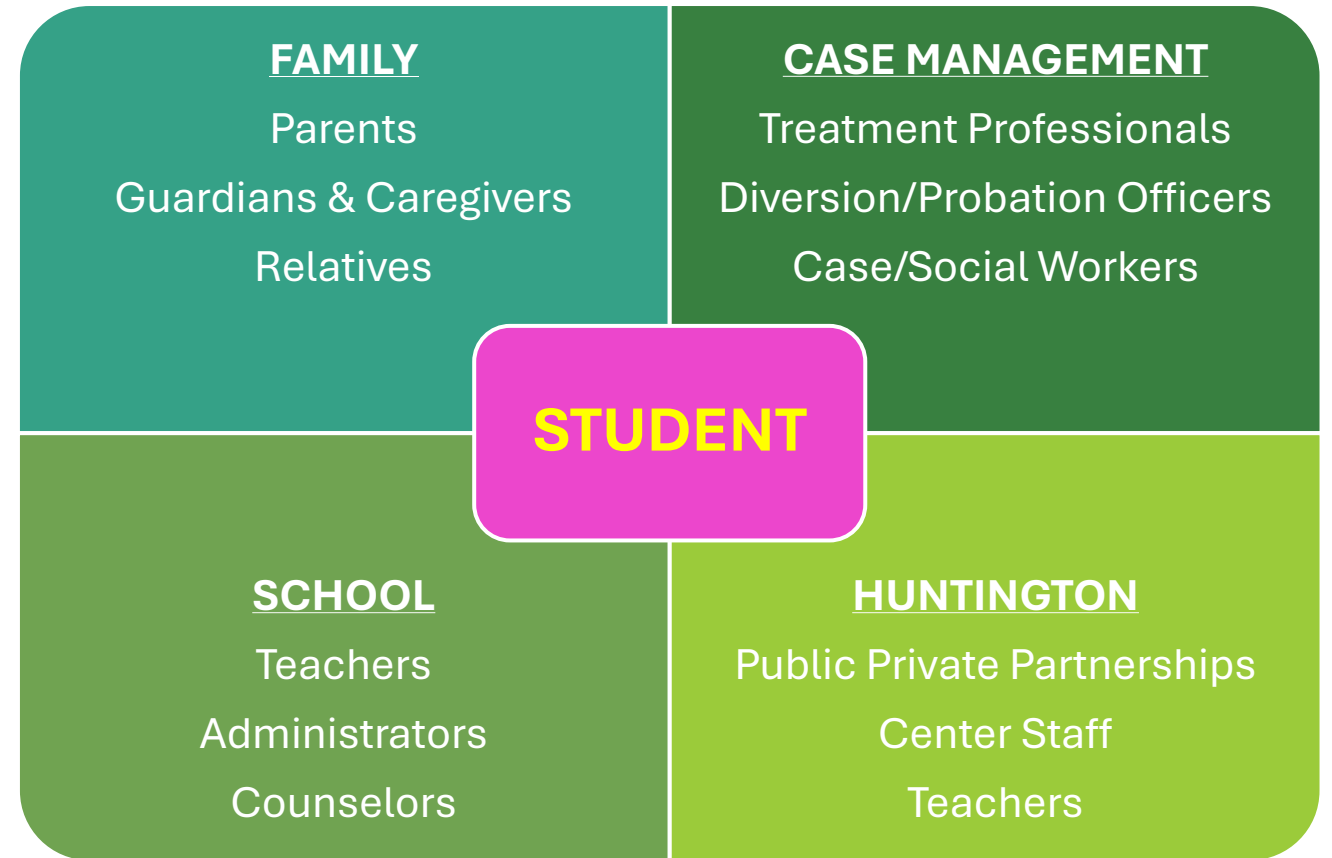
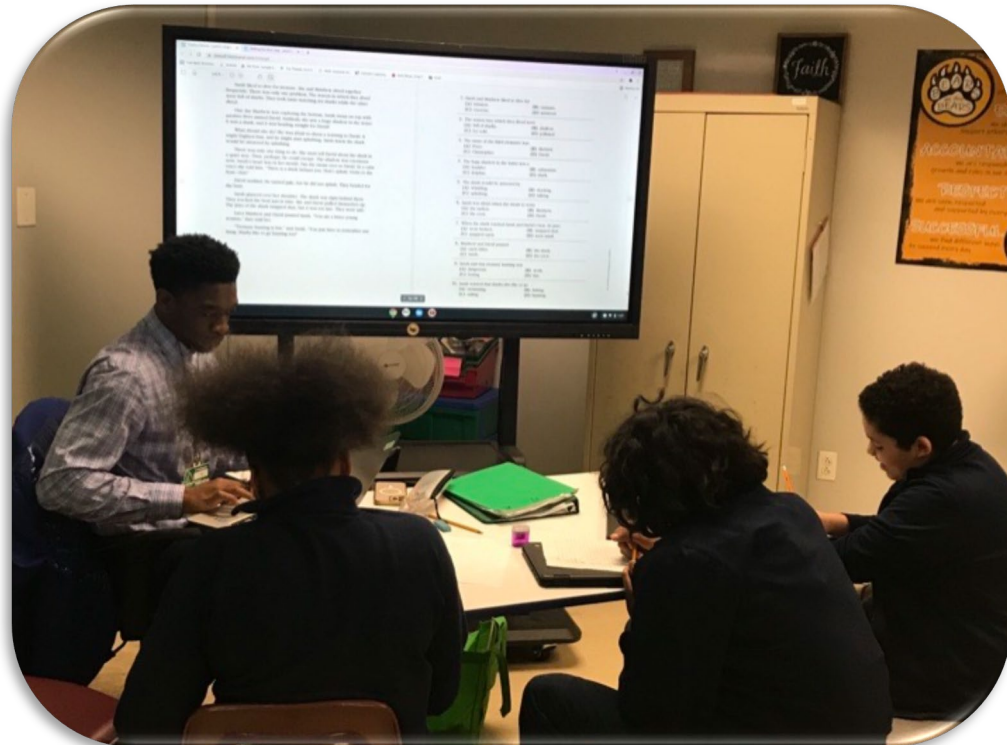
**Skills, Confidence
& Motivation:
From Failure Chain
to Success Cycle**



SUPPLEMENTAL EDUCATION: WHO & WHERE?

LOCATION & SCHEDULING:

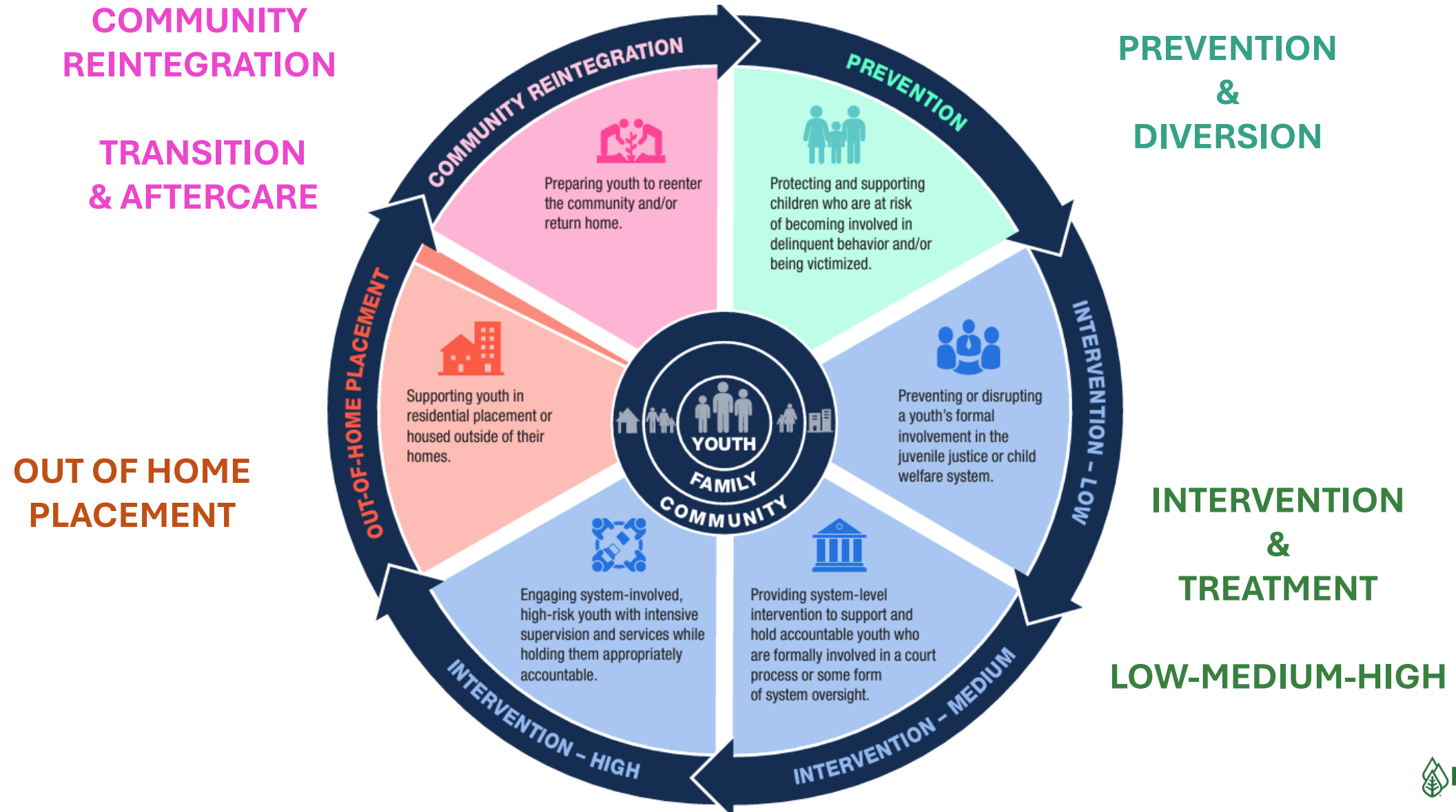
- Participating Huntington Centers
- Your Organization's Facility
- Live Instruction Online, In-Person, or Hybrid
- Year-round, during & after school hours



STUDENT CENTERED ADVOCACY & STAKEHOLDER COLLABORATION



SUPPLEMENTAL EDUCATION: WHEN?





CHARACTERISTICS OF A HIGH-QUALITY JUVENILE JUSTICE EDUCATION

Quality & Accountability

- Equal access to educational & vocational services
- Align to state standards
- National accreditation
- Sufficient funding to meet these standards

Curriculum & Instruction

- Rigorous & individualized curricula
- Special & remedial ed
- Data-driven decisions
- Leverage technology
- Prep for college, career, and independence

Supportive Environment

- Qualified, skilled teachers
- Low student-teacher ratios
- Safe, consistent, predictable environment
- Positive behavioral interventions & restorative practices

SEL Skills & Transitions

- Support social-emotional skills
- Continuity of care through stable relationships with educators
- Collaborate with families and communities for smooth re-entry

Questions & Answers



PUBLIC & PRIVATE PARTNERSHIPS



Thank You!

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OR SCAN THE CODE TO LEARN MORE:





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