How to provide Education for Juveniles in an Adult Jail
Introduction

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Acknowledgements

• Educating Juveniles in Adult Jails: A Program Guide
  • Written and prepared for OSPI by
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Violence Reduction Act in 1994

- Created automatic transfer for violent felonies
- Juveniles 16-17 are increasingly being charged as adults
More Legislation in 1997

- Scope of qualifying offenses expanded
J.W., et al., v. Pierce County, et al

- Tacoma lawsuit settlement 2009, brought problem to courts and public attention
2SSB 6702 adopted by State Legislature, March, 2010

Law codified in:

- *Revised Code of Washington RCW* 28A.194
  Education programs for juveniles in adult jails

  and

- *Washington Administrative Code WAC* 392-122-228
  Alternative learning experiences for juveniles incarcerated in adult jail facilities
Currently

- Incarceration as adults means housing with adults but juveniles retain educational rights as juveniles
Juveniles in Jail

- 15 Washington State adult jails are transitional interim facilities - For those awaiting trial, transfer, or serving less than 1 year

- Majority of juveniles are being held in King and Pierce County - about 65%

- 93% male, 48% non-white
Requirements of Current Program

- Legal Compliance Requirements
- Guidelines of Settlement

*J.W., et al., v. Pierce County, et al*
Eligibility

- Not graduated from HS
- Under 18 upon confinement and 1st day of school year
Alternate Learning Experiences

- Program to be consistent with ALE

Alternate Learning Experiences
WAC 392-121-182
• School district provides materials and curriculum

• School Year concurrent with TPS school calendar
- Written learning plans
- Monthly progress reports
Following state requirements for courses and graduation including exams such as DMAs, HSPEs and EOC’s
• Assessments for student performance

• Monthly progress reports
Direct contact with teacher
Enrollment

- PCJ Notification – 48 hours to advise TPS
- Enrollment meeting – within 3 school days
  - Educational rights discussed with student
  - Student given documentation of rights
Enrollment

- Assessments – within 2 school days of enrollment
- Records requested – within 4 school days of enrollment
- Student Learning Plan (SLP) – within 10 school days of assessment
Parents

- Notification to parent/guardian of enrollment
- SLP sent to parent for input, approval, and signature
Withdrawal

- Students who wish not to enroll must show consent by signing a *declination of services* form.

- Students who wish to leave must show consent by signing a *withdrawal* form.
Assessment and Data

- Gates-McGinitie Reading Assessment
- Saxon Math Placement
Academics and Curriculum

• High School Completion and GED

• GED eligibility dependent on HSC program participation
Dual tracking students

- Average credits 7.65
- 26 students so far this year
- Only 3 from beginning of school year (11%)
- GED work helps towards earning HSC credit
- HSC work will help them pass the GED
Instruction

- Individual, direct, one-on-one instruction
- Minimum 1 hour per week
- Program must allow for 5 hours per day of independent study by participant
Reading

- Student reading in jail is main source of entertainment
- Students average 176 words per minute
- Books to encourage reading - Book reports to develop comprehension
- Low readers - Corrective reading curriculum
Writing

- 4 minute writing probes
  - TWW – total words written
  - CWS – correct written sequence

- Using writing probes as $1^{st}$ drafts
Math

- Saxon Math
  - Assessment/Placement
  - Practice sets
  - Written practice
  - Review
  - Correction
  - Credit given
Social Studies / Science

- Tacoma Public Schools Curriculum
  - World History / US History
  - Historical/cultural non-fiction reading

- Science worksheets
  - Scientific / Technological non-fiction reading
Special Education

- High variability with a median of 33.4% having SE services
- Pierce County Jail currently 36%, as high as 41%
Transition and Community Partnerships

- PSESD and Leslie Perry
  - Before and after release services
  - Advising in pre-sentencing
Pitfall Avoidance

- Documentation of services, fulfill requirements, responsibilities
- Timely processing and assessment of students
- Open communication with parents
- Positive non-coercive interactions with students
- Understanding and working with jail staff
- Understanding and appreciating your role
- Rewards and motivators
Questions and Answers
Other discussions

- Education and recidivism
- TUNSTALL v. BERGESON
- The adolescent brain
Thank You