



**Oregon Juvenile Department Directors'  
Association**  
*Representing Oregon's County Juvenile Departments*  
[www.ojdda.org](http://www.ojdda.org)

- Jim Goodwin, President
- Molly Rogers, President Elect
- Joe Ferguson, Past President
- Debra Patterson, Treasurer

OJDDA  
305 NE 3<sup>rd</sup> St.  
Prineville, OR 97754

All detention centers have Juvenile Detention Education Programs operating within their facilities. The Oregon Department of Education is responsible in statute for providing the education at the JDEP sites and accomplish this through developing contracts with either a local school district or an Educational Service District (ESD) to ensure youth receive educational services as outlined in statute. Youth enter juvenile detention centers directly from community settings and often have not been fully engaged in their education. They have often been pushed out of the public school setting because of the many barriers they face and being ill-equipped to advocate for their own needs in a socially appropriate way.

**Common Barriers:**

- Unidentified learning disabilities.
- Poverty.
- Youth behaviors have led to them being pushed out of traditional educational programs.
- Language barriers.
- Undiagnosed mental health disorders.
- Education is not a priority/value in their family system.
- Trauma – Adverse Childhood Experiences (ACE's).

**Who are our youth:**

- 4,296 youth were admitted to county detention centers in 2019.
- 37% of admissions were youth of color.
- 91.7 percent of youth were between the ages of 13-17.
- 25% of population served is female.
- 3,388 youth served in JDEP programs during the 2018-19 school year.
- 163 youth severed per day in JDEP programs during 2018-19 school year.
- 20% of JDEP youth are Special Education (SPED) in 2018, 28% of JDEP youth are SPED in 2019. The statewide average for SPED students in public schools is about 14%.

### **JDEP programs provide:**

- 5.5 hours of education each weekday. (Required by law)
- 220 days of instruction. (Required by law)
- Individualized learning opportunities in small learning settings.
- Stable environment for academic testing.
- Re-engagement in the learning process, building on successes.
- Developmentally appropriate and trauma focused approaches.
- Individualized Education Plan (IEP) implementation.
- Juvenile Departments engaging with families to improve educational outcomes.

### **Concerns of OJDDA:**

- 220 day school year but funding only supports 180 days of instruction 20% more instruction days than public school districts.
- ODE has been supplementing programs (\$465,000 2020) to ensure that there is at least 1 full-time licensed teacher in each program because the ADMw isn't enough to support 1 FTE in smaller JDEP sites. Keep in mind sites are required to provide 5.5 hours of education daily, 220 days a year whether there is 1 youth or 50 in the program.
- This supplemental funding will no longer be available beginning in the 2020-2021 school year. Based on the funding formula the ADMw will support only a small portion of a licensed teacher in our smaller JDEP sites.
- Equity in education in relation to the youth's placement at various detention centers.
- The public educational system and our society have had historically low expectations for delinquent youth.
- These low expectations are supported by unstable and inadequate funding for our JDEP programs— this a strong message to our youth - Actions Speak Louder Than Words.
- JDEP Average Daily Membership (ADM) weighting is 1.5 while the same youth in a YCEP program receives a weight of 2.0 and the same youth in the community school setting could be receiving up to a 3.0 weight. Youth should have the same supports available regardless of setting, if we truly want them to be successful.

### **What we Know:**

- Relationships with educators are a key factor in a student's success in attending, learning and graduating.
- Education in a stable small setting can be a key first step for these youth getting back on track educationally.
- Educational success and engagement is a key factor in youth desisting from delinquent behavior.
- JDEP programs are an **opportunity** to evaluate and re-engage youth in the learning process and once again become part of the educational system.

OJDDA would like to thank you for having this conversation and seeking information to help improve educational outcomes for one of Oregon's most vulnerable populations of youth. We look forward to being involved in further conversations about our youth's education.