

Implementation Team Operational Plan

Purpose

Create an administrative unit within the Department of Children and Families to oversee the education of children in justice facilities.

Background

Connecticut is committed to ensuring that students who reside in a justice facility have access to the highest quality of educational programming available, so that they may obtain a high school diploma. This includes providing smooth transitions to and from the community, including the ability to access consistent high school based curriculum and programming across systems offering specialization and expertise, and holding the entire system accountable for the students. Improving education for this population, and ensuring their ability to stay on track to receive their high school diploma, is a vital way to providing a path for success in life after release.

Public Act 18-31 established an Education Subcommittee within the Juvenile Justice Policy and Oversight Committee (JJPOC) to develop a detailed plan to address concerns with overall coordination, supervision, provision and direction of all academic services and programs for school aged children who reside in juvenile justice facilities or are incarcerated, including the identification of a single state agency to oversee a statewide system of educational supports for children in custody.

The Education Subcommittee was established on July 1, 2018 and met regularly to address the range of educational services for justice-involved children, including, but not limited to:

1. working with the student's LEA to obtain a high school diploma
2. an accelerated credit recovery program,
3. vocational training,
4. access to post-secondary options

The Department of Children and Families (DCF) has experience overseeing education in multiple types of settings, including residential programming of Connecticut Juvenile Training School (CJTS), Solnit South, and Solnit north through Unified School District #2 (USD #2). USD #2 is also involved with planning under the federal Families First Prevention Services Act emphasizing preventative practices and behavioral health services available through schools. Public Act 21-174, passed in June 2021, requires DCF to create a new administrative unit, separate from USD #2, that will oversee and monitor the education of children who reside in justice facilities, creating standardization, reentry processes, and quality assurance. This unit will provide educational oversight for all students on a high school diploma (non-GED) track in all justice facilities and will continue to assess for needed resources to meet the needs of this population.

The Implementation Team's Work

Public Act 21-174 established an Implementation Team to develop an operational plan, timeline, funding, and other measures to establish a unit within DCF providing oversight for the education of any child who resides in a justice facility or who is incarcerated. The Implementation Team includes representatives of DCF, Judicial Branch Court Support Services Division (JBCSSD), Department of Correction Unified School District #1 (USD #1), the Connecticut State Department of Education (CSDE), Office of Policy and Management (OPM), members of the JJPOC Education Subcommittee, public school administrators,

private providers of education services, and children and community members. The Tow Youth Justice Institute (TYJI) at the University of New Haven provides administrative support.

The team met monthly from February 2021 to September 2021. Meetings focused on a review of the current educational services in justice facilities, including facilities operated by DOC that house children, discussion on standards, accountability, data management, and brainstorming on staffing, budget and legal agreements.

Presentations by JBCSSD, USD #1, and CSDE helped inform DCF of practices, challenges, and strengths of the existing education system for these children. Contracted community providers, such as Connecticut Junior Republic (CJR), Domus Kids, Inc., and Area Cooperative Educational Services (ACES) also provided valuable information regarding their perspective on the current system and ways to build upon it. The full membership of the Implementation Team is below.

Membership

Department of Children and Families (DCF)

Michael Williams - Deputy Commissioner of Operations

Matt Folan - Superintendent of Unified School District #2

Vincent Russo - Legislative Program Director

Judicial Branch Court Support Services Division (JBCSSD)

Catherine Foley Geib - Deputy Director

Patricia Nunez - Program Manager II

State Department of Education (CSDE)

Desi Nesmith – Deputy Commissioner

John Frassinelli – Division Director, School Health, Nutrition, Family Services and Adult Education

Lisa Lamenzo – Division Director, Turnaround Office

Melissa Hickey – Reading/Literacy Director

Department of Correction (DOC)

Veron Beaulieu - Acting Superintendent of Unified School District #1

JJPOC Education Subcommittee

Amy Vatner – Director of Educational Support Services

Rep. Robyn Porter – State Representative for District 94

Office of Policy and Management (OPM)

Marc Pelka – Undersecretary, Division of Criminal Justice

Public Schools

Verna Ruffin – Superintendent of Waterbury Public Schools

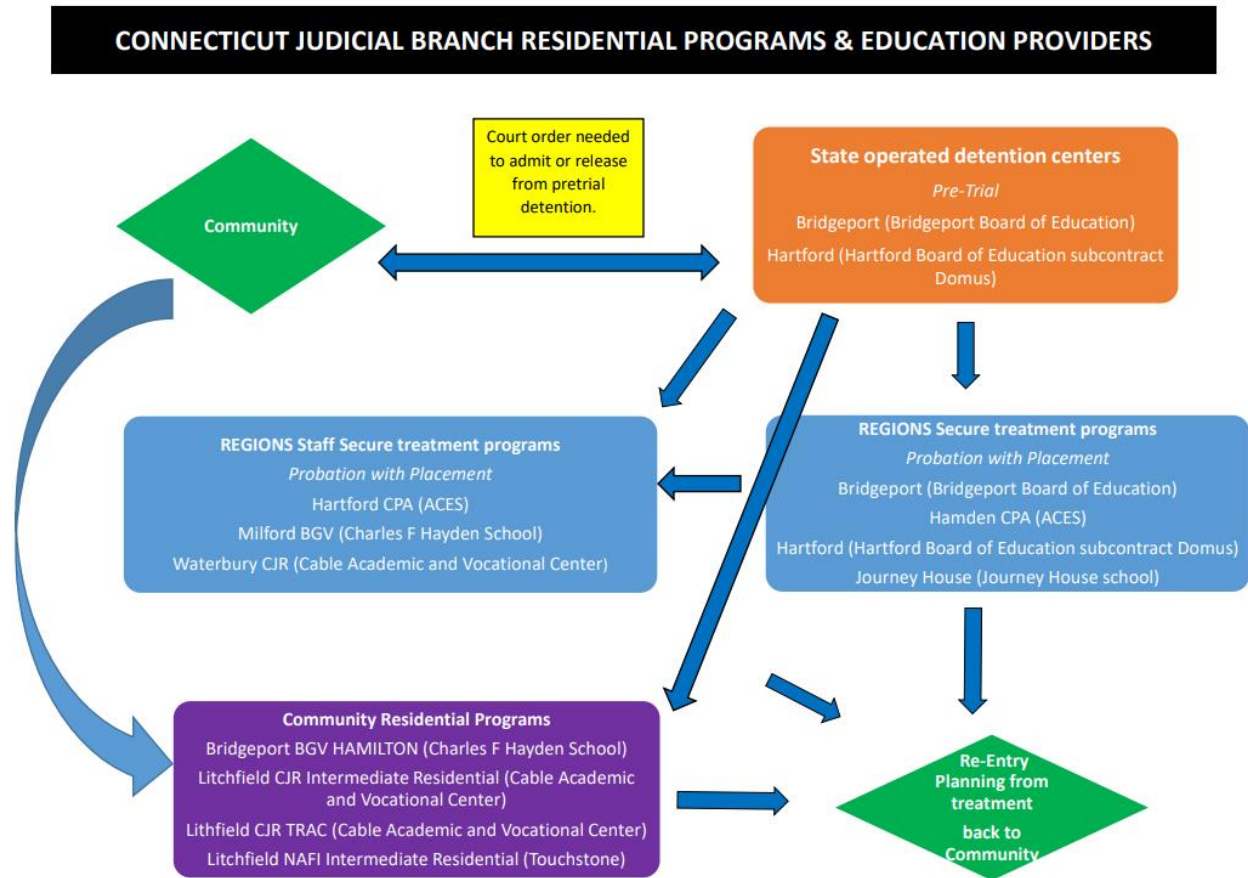
Chris Leone – Superintendent of Regional School District #6

Youth and Community Member Representatives

Fred Phillips – Founder of Men Standing Up Against Violence

Judicial Branch Court Support Services Division (JBCSSD)

Flow Chart



Programs and Services

The pre-trial detention population has changed significantly, with admissions steadily decreasing since 2019. The only way for a child to be admitted into detention is with a court order signed by a judge. The demographics of the children admitted to detention are mostly male, children of color, and 15-17 years old. It has been seen that there is a high rate of school disengagement, suspensions, expulsions and those identified as needing special education. Most of the children perform 2-3 levels below stated grade and are typically over age and under credit, however there are some children that are very advanced for their grade level.

In 2011, legislation codified that the school district where the detention facility is located will be responsible for providing educational services. Currently, there are two pre-trial detention centers, Hartford and Bridgeport. It is the responsibility of the detention staff and education providers to notify the local

JSCSSD Admissions	
<u>Fiscal Year</u>	<u>Admissions</u>
2019	1,217
2020	850
2021	403

education authority (LEA) of a student's admission into detention. A student's average length of stay in detention is between 11-25 days and there are 15-40 students a day per detention center.

Students start receiving education services the day after they arrive at the facility so that they are not losing time and classes being taken can be credited to the LEA. Prior to starting education services, students are assessed, and records are requested from the LEA. Students that have Individualized Educational Plans (IEPs), receive additional services.

Some pre-trial education challenges include unknown length of stay, over age or under credited students, multiple education providers, lack of information about specific coursework, limited resources, and the inability to know if student's get credit for classes taken in detention. However, some strengths include dedicated education staff, small class sizes and programs, student success and graduation, availability of vocational services, career exploration opportunities, cooperative relationships with LEAs and support from the CSDE.

Pre-trial detention children in need of a residential treatment are matched and ordered to the most appropriate residential treatment programs, acting as a "next step" for some of them. It is important to note that these children present with a higher risk to public safety and often have had difficulties at school and/or changed schools several times. JBCSSD contracts with providers of residential treatment services. Each treatment provider is responsible for entering into an agreement with an education provider for the provision of education services delivery resulting in various educational services providers. The educational providers are key partners to each child's treatment team and play an integral role in re-entry planning.

JBCSSD contracts for a continuum of residential treatment services. The HAMILTON Detention Diversion and Stabilization Service (DDSS) and the Therapeutic Respite and Assessment Center (TRAC) offer shorter lengths of stay for boys. Intermediate residential services exist for children who require a longer length of treatment (approximately 4 months); one for boys Adolescent Male Intermediate Residential (AMIR) and one for girls Adolescent Female Intermediate Residential (AFIR). REGIONS programs opened July 1, 2018 as the result of new legislation that transferred responsibility of post adjudication secure treatment services to the Judicial Branch. There are presently three (3) REGIONS staff secure residential programs for boys, three (3) REGIONS secure treatment programs for boys and one (1) REGIONS limited secure treatment program for girls. The goals of all education programs are:

1. Students are engaged and achieve academic or vocational success;
2. Student records are received in a timely manner;
3. Students in need of special education are identified and supported;
4. Students are provided a quality education and vocational opportunities consistent with developmental needs and state and federal standards, regulations, and laws;
5. Students receive credit for the work completed; and
6. Students receive support for a smooth transition back to school in the community or towards post-secondary educational or vocational opportunities.

Some of the biggest obstacles are the exchange of educational information between education agencies, whether they be LEAs or education providers in detention or residential treatment programs, and the difference between school districts and where they are in the curricula. Adding statutory language may quicken the process to move information to allow the teachers a greater ability to meet each student's educational needs, and to help hold districts accountable. It is important to note there is no centralized

academic tracking system like PowerSchool. Adopting PowerSchool, or a similar system for children in justice facilities should be considered.

Department of Corrections

Unified School District #1 (USD #1) is a legally vested school district within the Department of Correction. The mission of USD #1 is to provide quality education programs for incarcerated individuals so that they can make a successful transition to society. USD #1 serves justice involved juveniles ages 15- 17 as well as incarcerated adults ages 18 and older. Students ages 15-17 are at Manson Youth Institution and York Correctional Institution. Students under the age of 18 receive priority for all school services. USD#1 provides educational services as follows:

Age Group		# of Students Currently Enrolled	School Program Options	Diploma Options
15-17	Regular Education Special Education	46	K-12: High School Program	High School Diploma
18-21	Regular Education	297	K-12: High School Program	High School Diploma
18-22	Special Education		Adult Ed: GED Program Adult Ed: Credit Diploma Program	GED Adult Education Diploma
23+		788	Adult Education Program	GED

USD #1 programming is primarily funded by Title 1 and IDEA grants. Funding is allocated based on the number of students ages 22 and under; however, this funding is used to support education services for all students age 22 and under. The male juvenile population is housed at Manson Youth Institution (MYI) and our female juvenile population is housed at York Correctional Institution. Of the 150 staff working for USD #1, MYI has the largest number of teachers because traditionally the Department has a larger number of juvenile male students. Staff at USD #1 include school psychologists, guidance counselors, special education teachers, social workers, instructional assistants, teachers and school administrators. Some programs include special education services, foundational literacy, teaching English to non-English speaking adults and transition planning. Of the 20 career and technology education classes offered by USD #1, the following classes are available for the juvenile population at MYI and York:

- Culinary Arts,
- Auto-body Technology,
- Auto Repair Technology,
- Graphic Arts,
- Barbering,
- Cosmetology,
- Hospitality Management, and
- Business Education.

As with most districts, the focus for students under 18 is successfully obtaining a high school diploma. However, they may also need an elective to fulfill their high school requirements and can access vocational courses. Social Emotional Learning (SEL) has been integrated into classroom curriculum to include self-management, self-awareness, social awareness, relationship skills and responsible decision-making. SEL is included in lesson plans at a minimum of once per week. The CASEL model is incorporated with students through a pilot program. CTSDE will also be releasing a universal screener/assessment for the upcoming school year, which USD#1 will adhere to. The pilot of the CASEL model is necessary for the specific needs of the USD#1 population and support an environment for students to learn about and share on current social topics.

USD #1 School Year 2020-2021		
<u>Age</u>	<u>Education</u>	<u>Students</u>
15-17yo	Non-SPED	48
15-17yo	SPED	62
18-21yo	Non-SPED	616
18-21yo	SPED	242

Students are assessed using the Test of Adult Basic Education (TABE) and Comprehensive Adult Student Assessment System (CASAS) upon arrival to USD #1, and as scheduled throughout the school year. USD #1 was granted a waiver from CSDE to use the noted testing for all students due to the lack of internet connection and the transiency of the high school aged population.

Students under the age of 18 are enrolled in school immediately upon entering DOC and school records from the LEA are requested. PA 06-192 instructs public

school districts to provide students credit for all work completed while enrolled in USD #1. In addition to regular programming, all special education students are provided services as outlined in their IEPs. USD #1 follows all legal requirements for special education students until their 22nd birthday.

The chart below provides a detailed outline of program and diploma options.

Program and Diploma Options			
	K-12 Program	Adult Education	
		GED Program	Credit Diploma Program
Type of Diploma	High School Diploma	GED	Adult Education Diploma
Issued By:	CSDE OR student's home school district	CSDE	USD #1
Education Plan	High School Credits (120 seat hours per credit)	Examination	Adult Education Credits (48 seat hours per credit)
Graduation Requirements	Completion of K-12 High School Credits as per state requirements OR Requirements of home school district	Pass Examination	Completion of Adult Education Credits per state requirements
Eligible Students	14-17 year olds 18-22 year olds depending on credits	18 years old+	18 years old+

The new unit of DCF will provide educational oversight for all students on the high school diploma (non-GED) track. Transition services for all students under the age of 18 begins upon enrollment with USD #1. For this population, the focus is to ensure there is continued communication with the last LEA and to make the return to public school as seamless as possible. Students' transcripts are requested, and an education plan is developed to focus on attainment of credits needed for graduation.

USD #1 students benefit from small class sizes and individualized instruction. A major weakness is technology. However, MYI is in line with having internet connection for staff and students this September. New smartboards, laptops and notebooks were recently purchased to aid staff and students with asynchronous and synchronous learning.

Data Sharing

Data sharing in a timely and secure manner is a key element to ensuring the success of the new unit of DCF. Data sharing must occur between CSDE, DOC, JBCSSD DCF, LEAs, and other education providers. Per the Uninterrupted Scholars Acts, an expressed exception was created in the federal Family Educational

Rights and Privacy Act (FERPA) allowing CSDE to disclose educational information to DCF without prior consent when DCF is legally responsible for the care and protection of the children. The exchange of data between CSDE and DCF is now systematized. Each student receives a State Assigned Student Identifier (SASID), which is a unique 10-digit numeric code provided by CSDE. DCF queries the CSDE system and retrieves the SASID for students in their care or custody. On a monthly basis, DCF sends the SASIDs for those students to CSDE through a secure portal. CSDE matches those SASIDs against its data warehouse and returns information that includes enrollment history, special education, attendance, and assessment data. DCF takes this information and maintains it in an Access database that is used to support regional offices.

In terms of the data exchange between CSDE and JBCSSD, probation offices at JBCSSD receive parental consent for CSDE to share education data with JBCSSD. JBCSSD sends those SASIDs on a nightly basis to CSDE who then includes similar information (enrollment, special education, attendance, discipline, and assessment history) of each student and returns the data to JBCSSD. JBCSSD integrates the data into its CMIS. A PDF report, called "Client School Summary Report", is generated and available to the Probation Officer the next day within the CMIS data system. For confidentiality purposes, such reports must not be downloaded on a computer or mobile device and must be printed out. Additional data could be processed and provided to DCF in accordance with FERPA laws.

A few challenges persist with this method of data exchange as it pertains to DCF's need to oversee the education of children in the custody of JBCSSD and USD #1. First, DCF will need a system to receive, maintain, and report data to education unit staff. Due to the lack of electronic records, transfer of data can be delayed. There is also a lack of cohesion among school districts, as USD#1 is a 12-month district and while other school districts are on recess during the summer, which can cause additional delays when transferring information.

Another challenge is that the child's home school district must be informed that a student has been arrested and that information must be included in the Public School Information System (PSIS). Currently, DCF's authority under FERPA to receive these data for children who are not in their care or custody is prohibited by the federal government. Addressing these challenges will allow a fluid transmission of information between CSDE, DCF, USD #1, JBCSSD, and education providers. There will be a review of current technology and data infrastructure amongst the agencies to plan for a compatible data sharing system once DCF hires a dedicated IT Analyst for the unit.

Outcomes and Accountability

The new DCF oversight unit will ensure that equitable, measurable and sustainable child centered educational achievement outcomes are produced for the children in justice facilities. Once the Chief of Education Services is hired, a process will be developed that includes stakeholders, partner agencies and service providers to determine and approve the outcomes the educational services will produce.

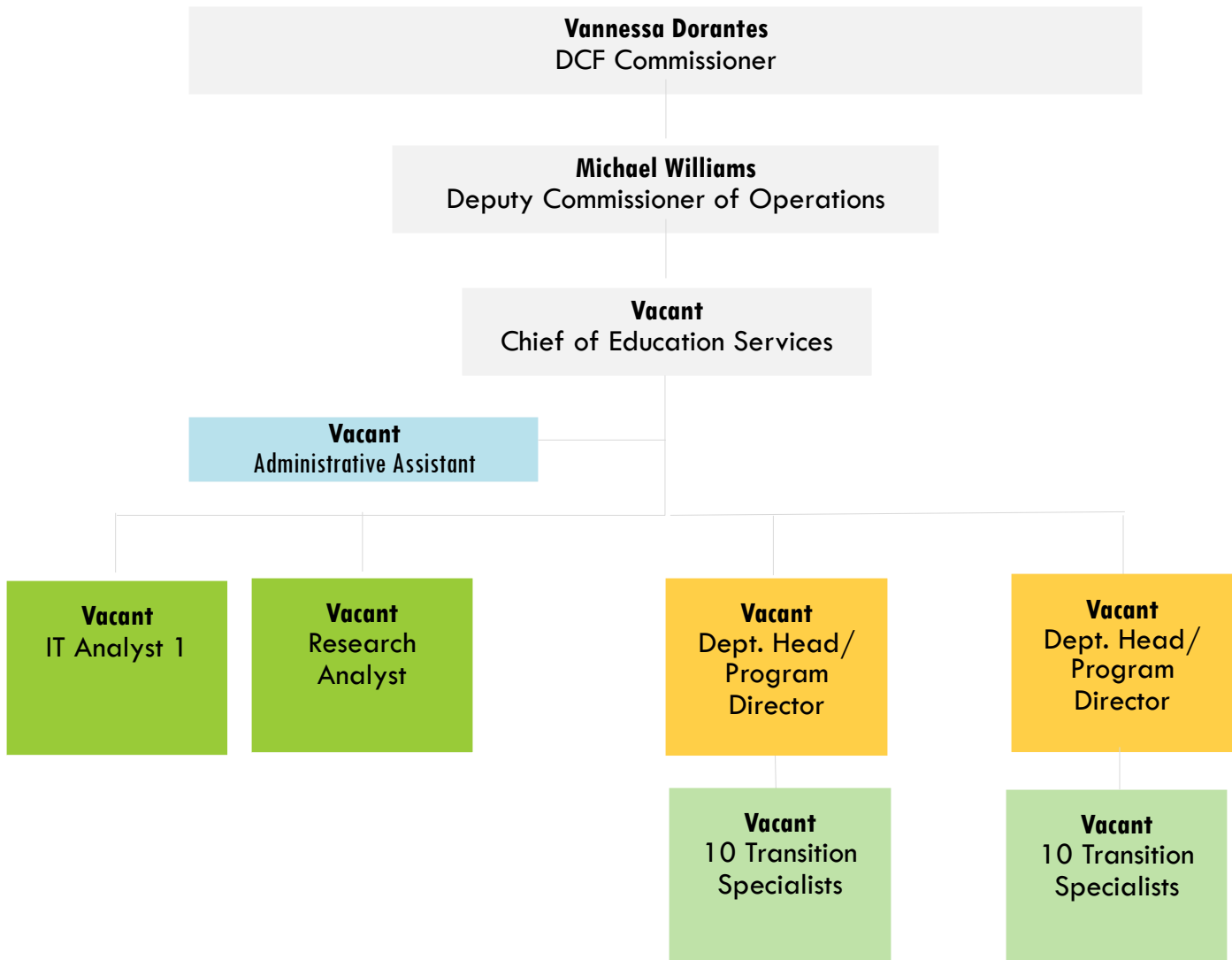
In addition, the unit will have comprehensive and robust accountability measures to assure all components of the new system are performing effectively. The accountability provisions in the public act include:

1. Develop and review quarterly reports on academic performance, school discipline, attendance and other similar issues concerning students whose education is overseen by the unit;
2. Require providers of educational services to compile, at least semiannually, performance data to ensure that reporting measures are tailored to experiences of students in short and long-term placements in justice facilities;

3. Require providers of educational services to develop partnerships and programs with local educational agencies, private educational providers and local industries and businesses;
4. Report student performance data, attendance and rates of participation for all education programs and document transition activities and outcomes and collaborations with community service providers and parents to the JJPOC;
5. Transition Specialists will manage and track the educational credits of a student who is in an out-of-home placement and document the success of a placement following a student's reentry into his or her community; and
6. Ensure that the school the student will enroll in upon release provides services and supports that maximize the student's success, including achievement of a high school diploma from the student's LEA.

The same process will be used to create the accountability system that will be adopted by stakeholders, service providers and participating state agencies.

Proposed Organizational Structure of DCF Unit



Budget

The largest share of the budget will be used for personnel in the new administrative unit under DCF. Below is a chart that details the staffing and operational needs of the unit over the next two fiscal years.

Staffing/ Job Descriptions

DCF plans to match existing state job classifications with the positions outlined above. For example, the 20 Transition Specialists identified in the organizational chart will be matched to the existing Pupil Services Specialist job classification shown in the budget. The job class determinations and hiring process will occur in collaboration with the Department of Administrative Services and the Office of Policy and Management following existing state protocols.

IT-Based Costs

As described in the report above, we anticipate significant IT costs in the construction of the database system that will ensure communication between DCF, CSSD, DOC, and SDE and to allow for reporting and quality assurance.

Title / Description		FY2022			FY22	FY22	FY23	FY23
JJPOC Unit	FT E	Job Code	Bi-weekly	# of PP	PS	OE	PS	OE
CSDE, Chief of Ed Services	1	3039MP/ MP75	6022	13	\$78,287		\$164,403	
ITA 1 - Reporting	1	7603FD/ FD23	3151	13	\$40,971		\$86,041	
IT Data Base Build						\$400,000		\$100,000
Pupil Services Specialist	20	6659T4/ T4 BA	3001	26			\$1,560,520	
Department Head	2	8015TS/ TS 6Y	3711	26			\$192,972	
Administrative Assistant	1	3591CL/ CL19	2539	26			\$66,018	
Research Analyst	1	6855AR/ AR22	2976	26			\$77,379	
Total					\$119,259	\$400,000	\$2,147,333	\$100,000

Interagency Agreements

Members of the Legal Divisions in DCF, JBCSSD, SDE, and DOC will be drafting interagency agreements to facilitate information sharing between agencies to facilitate the success of the program. These agreements will also delineate the respective roles of each agency and ensure that the actions of each of the agency partners is in compliance with both state and federal law, giving special consideration to laws pertaining to confidentiality including FERPA.

Timeline

2021

- September 16** Present Operational Plan to JJPOC
- October - December** Recruit the Head of the Administrative Unit and the IT Analyst

2022

- January** Hire the Head of the Administrative Unit and IT Analyst
- January - June** Determine the job classifications for additional staff required for the Administrative Unit
- Collaborate with CSSD, DOC, and CSDE to establish MOUs for data sharing and other necessary services
- February - August** Collaborate with CSDE and LEA's to develop and implement IT systems for the immediate transfer of records and credits between justice facilities and the children's home school districts.
- July** Collaborate with external partners to establish accountability and outcome measures
- June** Hire Research Analyst and develop the reporting requirements and datasets established under the public act
- July** Hire and train transition specialists and managers. Conduct joint training with reentry coordinators identified by CSDE (see addendum A)
- October 1, 2022** Full operational plan implementation

Addendum A

Connecticut Juvenile Justice System Liaisons/Reentry Coordinators

Background and Statutory Requirements

In accordance with Connecticut [Public Act 18-31](#), each public school district with a student enrollment of at least 6,000 is required to designate a **Juvenile Justice Liaison/Reentry Coordinator to facilitate student transitions between public schools and the Connecticut juvenile justice system, including the timely transfer of records** of justice-involved students to and from juvenile justice agencies and facilities.

In each school district, the role of the Juvenile Justice Liaison/Reentry Coordinator is to assist schools, the Department of Correction (DOC), Department of Children and Families (DCF), Court Support Services Division of the Judicial Branch (CSSD), and any other relevant schools or educational service providers in ensuring that:

Students Returning to the Public School District from Juvenile Justice System Custody

- 1) Students are **immediately enrolled** in their prior public school upon their return from justice system custody, pursuant to Connecticut General Statutes [C.G.S. Section 10-186\(e\)](#);
- 2) Not later than ten (10) days after the date of enrollment, the **school district provides written notification of such enrollment** to the appropriate juvenile justice system facility, pursuant to [C.G.S. Section 10-220h](#);
- 3) Not later than ten (10) days after the receipt of the notification of enrollment in the school district, **the justice system facility transfers all education records** to the appropriate public school, pursuant to [C.G.S. Section 10-220h](#);
- 4) Not later than thirty (30) days after receiving the students' educational records from the justice system facility, **students receive appropriate credit for school work completed while in justice system custody**, pursuant to [C.G.S. Section 10-220h](#);

Students Leaving the Public School District and Entering Juvenile Justice System Custody:

- 1) Not later than ten (10) days after receiving notification, **the school district transfers all relevant education records** for students entering justice system custody to the appropriate juvenile justice system facility, pursuant to [C.G.S. Section 10-220h](#);

Publication of the Juvenile Justice System Liaisons/Reentry Coordinators List

In accordance with Connecticut [Public Act 21-174](#), the list of Juvenile Justice Liaisons/Reentry Coordinators in each public school district with a student enrollment of at least 6,000 is updated annually by August 1st, posted to the CSDE website, and provided to Department of Correction (DOC), Department of Children and Families (DCF), Court Support Services Division of the Judicial Branch (CSSD), and any parent or other person interested in receiving such list.

**Connecticut Juvenile Justice System Liaisons/Reentry Coordinators
August 1, 2021**

<p>Bridgeport Public Schools Suzanne Brogie, School Counselor sbrogie@bridgeportedu.net Telephone: (203) 275-1313</p>	<p>Meriden Public Schools Patricia Sullivan Kowalski, Superintendent of Student Supports Patricia.Sullivan@meridenk12.org Telephone: (203) 630-4177</p>
<p>Bristol Public Schools Michael Dietter, Ed. D., Deputy Superintendent michaeldietter@bristolk12.org Telephone: (860) 584-7007</p>	<p>New Britain Consolidated School District Jason Miramant, Principal of Brookside School miramant@csgdnb.org Telephone: (860) 224-6450</p>
<p>Danbury Public Schools Kelly Truchsess, Director of Pupil Personnel Services truchk@danbury.k12.ct.us Telephone: (203) 797-4725</p>	<p>New Haven Public Schools J. Peter Wilson, Student Services jonathan.wilson@new-haven.k12.ct.gov Telephone: (475) 220-6722</p>
<p>East Hartford Public Schools Sharon A. Bremner, Director of Pupil Personnel Services bremner.sa@easthartford.org Telephone: (860) 622-5112</p>	<p>Norwalk Public Schools Jean Starkman, Student Information System Manager starkmanj@nowalkps.org Telephone: (203) 854-4180</p>
<p>Hartford Public Schools Joanne Tremblay-Jackson, Director of Support, Psychological, Social & Behavioral Services jacksj001@hartfordschools.org Telephone: (860) 695-8725</p>	<p>Stamford Public Schools Laura Marino, School Social Worker Llmarino@stamfordct.gov Telephone: (203) 977-4841</p>
<p>Manchester Public Schools Sarah Burke, Director for Pupil Services sburke@mpspride.org Telephone: (860) 647-3441</p>	<p>Waterbury Public Schools Dr. Verna D. Ruffin, Superintendent vruffin@waterbury.k12.ct.us Telephone: (203) 574-8004</p>
<p>Capitol Region Education Council (CREC) Carole Kerkin, Director of Pupil Services CKerkin@crec.org Telephone: (860) 524-4014</p>	<p>Southington Public Schools Jennifer Discenza, Director of School Counseling jdiscenza@southingtonschools.org Telephone: (860) 628-3229 ext. 11244</p>
<p>Connecticut Technical Education and Career System (CTECS) Evette Corujo-Aird, District Supervisor for School Counseling and Admissions Evette.Corujo-Aird@cttech.org Telephone: (860) 807-2216</p>	<p>Stratford Public Schools Linda Gejda, Ed.D., Assistant Superintendent Gejdal@stratfordk12.org Telephone: (203) 381-2016</p>
<p>Fairfield Public Schools Mr. Robert Mancusi, Executive Director of Special Education and Student Services RMANCUSI@fairfieldschools.org Telephone: (203) 255-8379</p>	<p>Trumbull Public Schools Dr. Sue Iwanicki, Assistant Superintendent of Curriculum, Instruction, & Assessments siwanick@trumbullps.org Telephone: (203) 452-4336</p>
<p>Greenwich Public Schools Dr. Toni R. Jones, Superintendent Toni.Jones@greenwich.k12.ct.us Telephone: (203) 625-7486</p>	<p>West Hartford Public Schools Dr. Andrew Morrow, Assistant Superintendent andrew_morrow@whps.org Telephone: (860) 561-6651</p>

Addendum B

CT Judicial Branch, Court Support Services Division

Residential Education Program Contacts

Residential Program	Education Provider	Provider Contact Information
Bridgeport Detention 60 Housatonic Avenue Bridgeport, CT. 06606	Bridgeport Board of Education	James Denton, Director of Adult Education 203-275-1509, jdenton@bridgeportedu.net
Bridgeport REGIONS secure 60 Housatonic Avenue Bridgeport, CT. 06606	Bridgeport Board of Education	James Denton, Director of Adult Education 203-275-1509, jdenton@bridgeportedu.net
Hartford Detention 920 Broad Street Hartford, CT. 06106	Domus Kids, Inc.	Dr. Lilian Ijomah, Program Director 860-2447960 ext. 3090 Lijomah@domuskids.org
Hartford REGIONS secure 920 Broad Street Hartford, CT. 06106	Domus Kids, Inc.	Dr. Lilian Ijomah, Program Director 860-2447960 ext. 3090 Lijomah@domuskids.org
Hamden REGIONS secure Community Partners in Action 995 Sherman Avenue Hamden, CT. 06514	Area Cooperative Educational Services (ACES)	Lisa Simone, Principal 203-507-5545, LSimone@aces.org
Hartford REGIONS staff secure Community Partners in Action (CPA) 123 Washington Street Hartford, CT. 06106	Area Cooperative Educational Services (ACES)	Lisa Simone, Principal 203-507-5545, LSimone@aces.org
Milford REGIONS staff secure Boys and Girls Village 528 Wheelers Farms Road Milford, CT. 06461	Charles F Hayden School	Dr. Daniel French, VP of Education and Vocational Services 203-877-0300 ext. 103 frenchd@bgvillage.org
Waterbury REGIONS staff secure Connecticut Junior Republic 80 Prospect Street Waterbury, CT 06702	Cable Academic and Vocational Education Center at CJR	James Obst, Director of Ed & Student Services 860-567-9423 ext. 211 jobst@ciryouth.org

<p>Journey House limited secure Natchaug Hospital 189 Storrs Road Willimantic, CT. 06226</p>	<p>Journey House School</p>	<p>Shawn Cyr, Principal 860-566-2030 ext.65925 Shawn.Cyr@hhchealth.org</p>
<p>HAMILTON Detention Diversion and Stabilization (residential program located in Bridgeport) Boys and Girls Village 528 Wheelers Farms Road Milford, CT. 06461</p>	<p>Charles F Hayden School</p>	<p>Dr. Daniel French, VP of Education and Vocational Services 203-877-0300 ext. 103 frenchd@bgvillage.org</p>
<p>Adolescent Male Intermediate Program (AMIR) Connecticut Junior Republic 550 Goshen Road Litchfield, CT. 06759</p>	<p>Cable Academic and Vocational Education Center at CJR</p>	<p>James Obst, Director of Ed & Student Services 860-567-9423 ext. 211 jobst@cjryouth.org</p>
<p>Adolescent Female Intermediate Program (AFIR) North American Family Institute (NAFI) 11 Country Place Litchfield, CT 06759</p>	<p>Touchstone School</p>	<p>Katie Ryan, Principal 860-284-1177 Katieryan@nafi.com</p>
<p>Therapeutic Respite and Assessment Center (TRAC) Connecticut Junior Republic 550 Goshen Road Litchfield, CT. 06759</p>	<p>Cable Academic and Vocational Education Center at CJR</p>	<p>James Obst, Director of Ed & Student Services 860-567-9423 ext. 211 jobst@cjryouth.org</p>