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**Document Title:** Strengthening Education in Short-term Juvenile Detention Centers: Final Technical Report

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professional who attends and sits in on those meetings. Somewhat of a liaison to communicate issues of mutual respect so the teachers are aware of our perspective and we're aware of their perspective. Formally if ... the principal [of the JDC School], and I as that manager, need to talk about this, that or the other issue, we do so regularly. He's right down stairs. It's pretty easy to communicate. We see each other all the time. We have shift supervisor in charge of all of our shifts on detention and so the schools staff should be aware we got a couple of newer teachers but I think even at this point that they're aware of our structure and who to go to people are, who are authorized to make decisions for their correctional part of the operation here. So that's all the formal structure and the school has a lead teacher ... who in [principal's] absence is available to resolve issues and so that's real helpful for us. So we've got the managers able to meet, the weekly meetings, the shift supervisor, the structure where people know who to go to. Informally, which is probably equally, if not more significant, is forging positive interpersonal relationships. So, are you able to just appreciate, and respect, and get along with one another in a constructive professional kind of manner." Detention Manager

Having greater level of education administrator engagement in the education program, was seen by education staff as essential. Respondents shared that active administrator engagement lead to increased opportunities for staff professional development. In addition, respondents argued that active administrator engagement contributed to a sharper focus on high-quality instruction. Staff also reported encouragement to innovate instructional practices when administrators were engaged in the educational support system.

### **Responsive Staffing**

Teachers emphasized that it was valuable to have adequate staffing and staffing that is responsive to the linguistic and cultural diversity of youth educated in JDCs. Culturally and linguistically competent staff were highlighted as key. They also said it was particularly important for youth to connect to positive role models with deep connections to the cultures of JDC youth. In addition to that, having responsive probation officers on site was mentioned as an effective strategy to provide wraparound services:

"So the county contracts with the ESD ... to provide school. So we're paid by ESD ... and that's technically our bosses who evaluate us but these are the people we work more closely with. .... And not all detention centers have their POs [Probation Officer] in the building. I love that. Once I found out, for our teacher that is a huge factor to have the probation

































































































































































