

# CHALLENGING THE STATUS QUO

SESSION # AAJ1510CD

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## IMAGINING A NEW POTENTIAL FOR JUVENILE JUSTICE FACILITIES



2015 AIA ACADEMY OF ARCHITECTURE  
FOR JUSTICE CONFERENCE

**MIAMI**  
**NOVEMBER 18-21, 2015**

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# Course Description

This panel examines how justice architects, educators and community based organization professionals can inform, influence, and impact each other to provide more appropriate solutions for youthful offenders.

The panel comprised of architects and educators will explore the education component within juvenile facilities as a key factor for reducing recidivism and finding a continuum of support for incarcerated youth.

Imagining a new potential for juvenile facilities, we will envision how the built environment can respond to and be a catalyst for evolving programmatic and policy decisions.

# Learning Objectives

1. Identify an ideal learning environment for youth that maximizes programmatic goals while maintaining security requirements.
2. Assess how existing educational spaces within facilities could be better appropriated to address new methods of instruction, updated curriculum and current technology.
3. Communicate innovative strategies (architecturally and programmatically) to their clients/users.
4. Recognize the benefits of collaboration with other disciplines to solve current challenges facing the justice architectural community.

A black and white photograph of a prison cell. The cell is viewed from a low angle, looking up at the ceiling. The ceiling is made of concrete and has several layers of barbed wire running across it. The walls are also made of concrete and have some pipes or conduits running along them. The overall atmosphere is stark and institutional.

## THE PROBLEM.

- Hardened environment
- No continuum of education and programs
- With alternatives, more violent offenders placed
- High number of residents with disability or mental disorder

**NOW IS THE TIME.**



BRIEFING ROOM

ISSUES

THE ADMINISTRATION

PARTICIPATE

1600 PENN



HOME · BLOG

## President Obama: "Our Criminal Justice System Isn't as Smart as It Should Be"

JULY 15, 2015 AT 1:12 PM ET BY DAVID HUDSON



Summary: At the NAACP's 106th national convention, President Obama lays out the reasons why we need to reform America's criminal justice system, and why we need to invest in our communities and expand opportunity for all Americans.



[Watch on YouTube](#)

Yesterday, the President traveled to Philadelphia to address the NAACP's 106th national convention. In his remarks, he laid out the reasons why we need to reform America's criminal justice system, and why we need to invest in our communities and expand opportunity for all Americans.

# JUSTICE REFORM: 2016 PROFILES

DID YOU KNOW?

As many as 100 million American adults now have a criminal record. That's one-third of our country.

 Tweet 0

 Like 6

## Where John Kasich Stands on Criminal Justice Reform

We're taking a look at where the 2016 Presidential Candidates stand on justice reform. See how the rest of them stack up.

*As governor, Kasich supported efforts to help non-violent ex-offenders get jobs and has supported sentencing reform bills.*

On sentencing reform:

- In 2011, John Kasich signed a sentencing reform bill that gave judges the discretion to send non-violent fourth- and fifth-degree felons to community-based halfway-house facilities instead of prison. The bill also increased the earned credit system so that inmates can more quickly earn reductions of their sentences, and allows some felons who have already served 80 percent of their time to be immediately released.
- In 2000, as U.S. Representative, Kasich voted no on an amendment that would reduce the funding for violent offender imprisonment and truth-in-sentencing programs by \$61 million. The measure would increase funding for Boys and Girls Clubs and drug courts by the same amount.
- In 1999, as U.S. Representative, Kasich voted yes to pass a bill to appropriate \$1.5 billion to all of the states that want to improve their juvenile justice operations. Among other provisions this bill includes funding for development, implementation, and administration of graduated sanctions for juvenile offenders, funds for building, expanding, or renovating juvenile corrections facilities, hiring juvenile judges, probation officers, and additional prosecutors for juvenile cases.





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Thursday November 5, 2015

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- Rutgers Today Series: Collaborations at the New Rutgers

## Popular Tags



## NEWS

### Rutgers Expands Opportunities for Former Inmates

The Mountainview program comes to Newark

Monday, September 14, 2015

Rutgers is expanding its program that helps transform lives by giving former prisoners a chance to earn a college degree.

Since its inception in 2005, the [Mountainview program](#) has enrolled 100 former inmates at Rutgers University–New Brunswick. They have graduated at a rate of 73.3 percent – slightly below the university’s six-year graduation rate of 77 percent for students pursuing bachelor’s degrees. The program’s graduates have an overall 3.1 grade point average, with one former inmate having attained a perfect 4.0.

Twenty-five have earned bachelor’s degrees, five have earned master’s degrees and 49 remain active students.



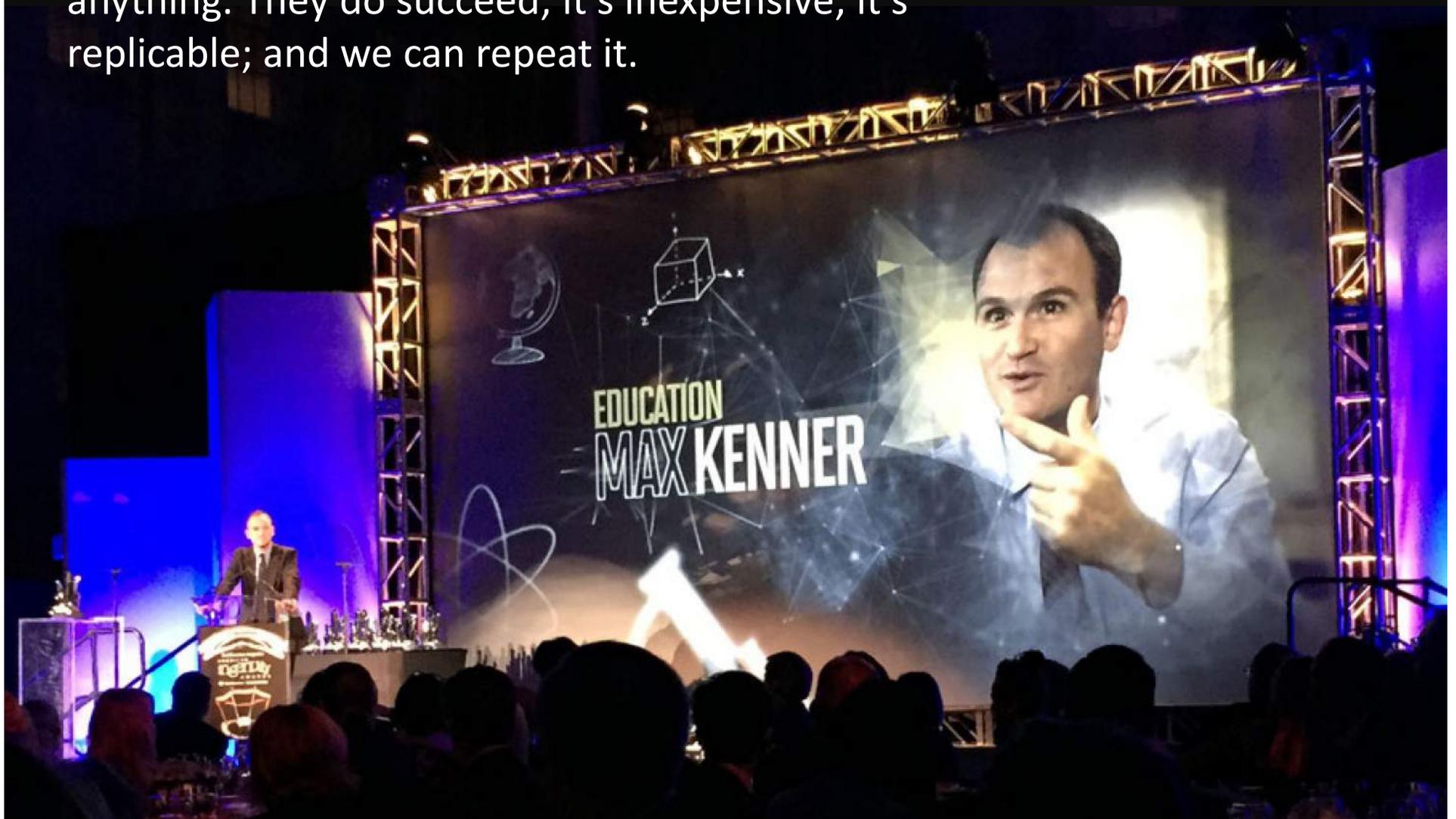
Mountainview Youth Correctional Facility, Annandale, New Jersey, was the first prison to join with Rutgers to help educate former prisoners. Hence the name of the program, which now draws students from a number of the state’s other correctional facilities.

After monitoring Mountainview’s success in New Brunswick, Rutgers University–Newark enrolled 10 former inmates in the program beginning this fall.

“The students in Mountainview have gone on to win national awards, receive recognition for their academic work and enroll in some of the best graduate programs in the world,” said Todd Clear, professor at the [School of Criminal Justice](#) at Rutgers–Newark who led the effort to secure the program’s funding. “We are proud to have students of that caliber.”

Rutgers University–Camden participated in a small-scale pilot of the Mountainview program in fall 2013. University and program leaders are considering expansion of Mountainview in Camden next year.

The Bard Prison Initiative succeeds because we provide the same education that anyone in this room would want for their own children, to the people America is most certain can't succeed at anything. They do succeed; it's inexpensive; it's replicable; and we can repeat it.



# A Chance to Reset

*Reset is demonstrating that by changing the way we do justice, we can empower individuals, families, and communities across the country.*

[Find Out More](#)

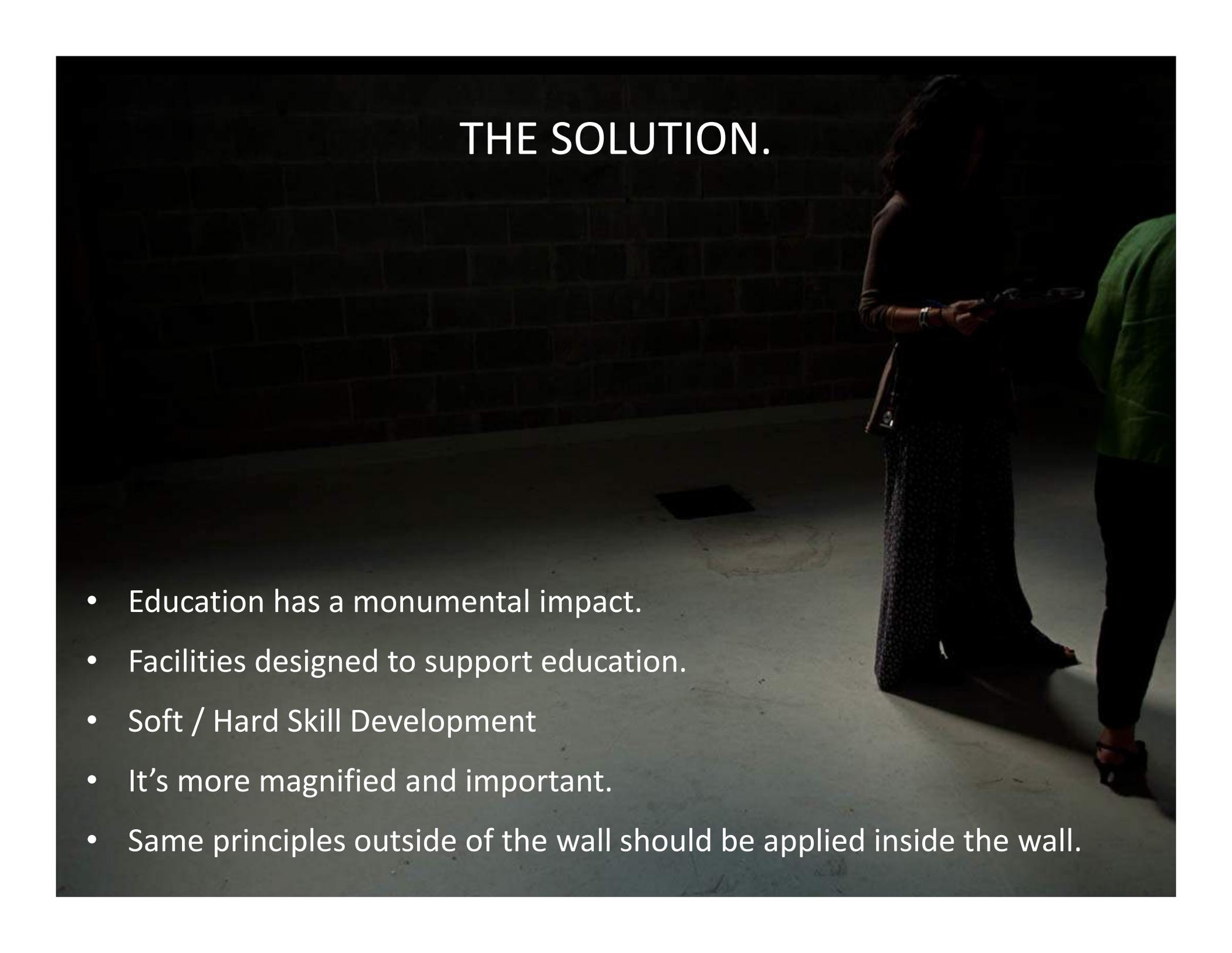
## Shift the Culture

The idea is simple: instead of serving time in a dehumanizing prison environment, a sentenced young adult lives at a Reset campus, focused entirely on academics, career, and healthy living.

We believe that by shifting the culture of the justice system, we

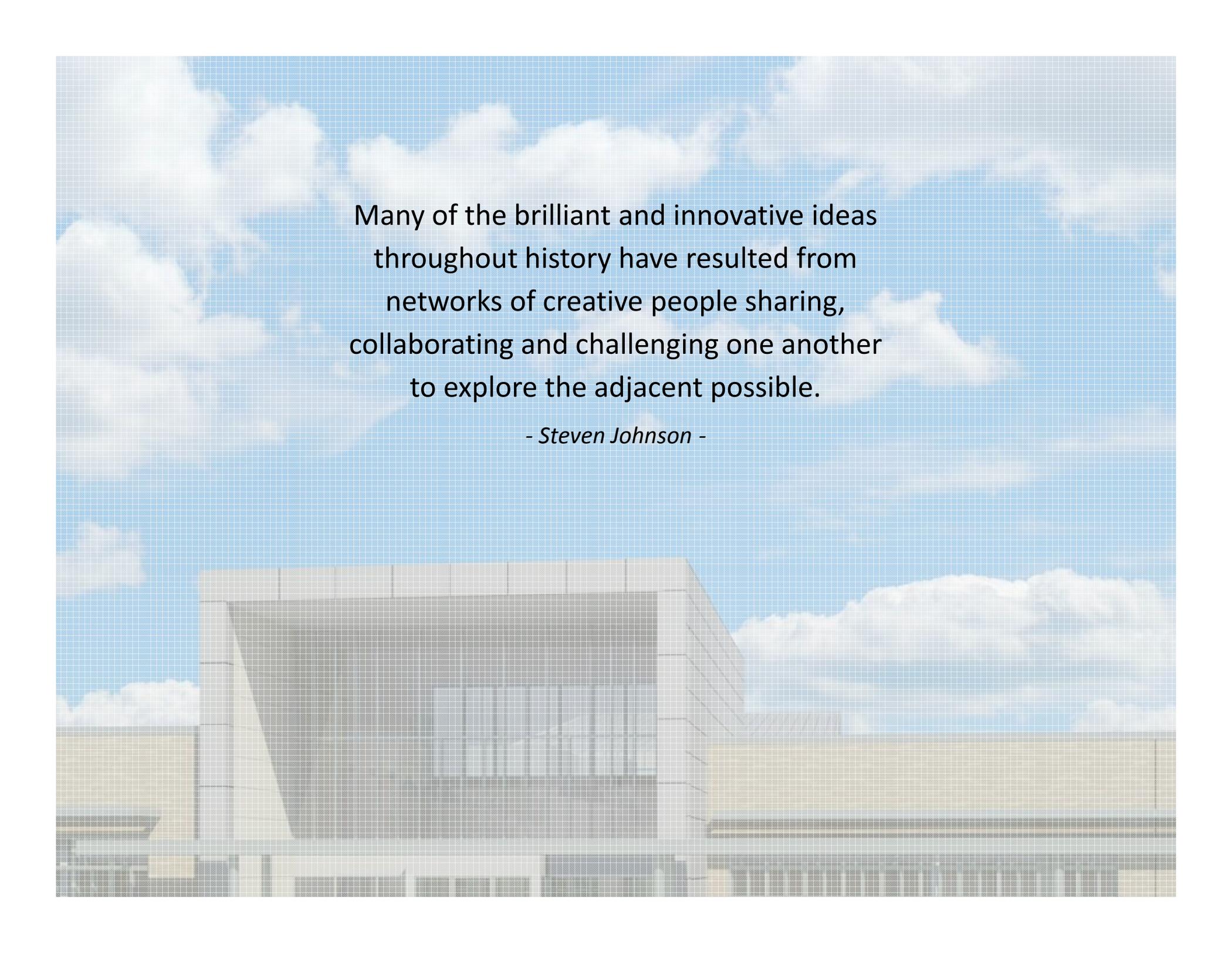


# THE SOLUTION.



- Education has a monumental impact.
- Facilities designed to support education.
- Soft / Hard Skill Development
- It's more magnified and important.
- Same principles outside of the wall should be applied inside the wall.

**ADJACENT POSSIBLE**

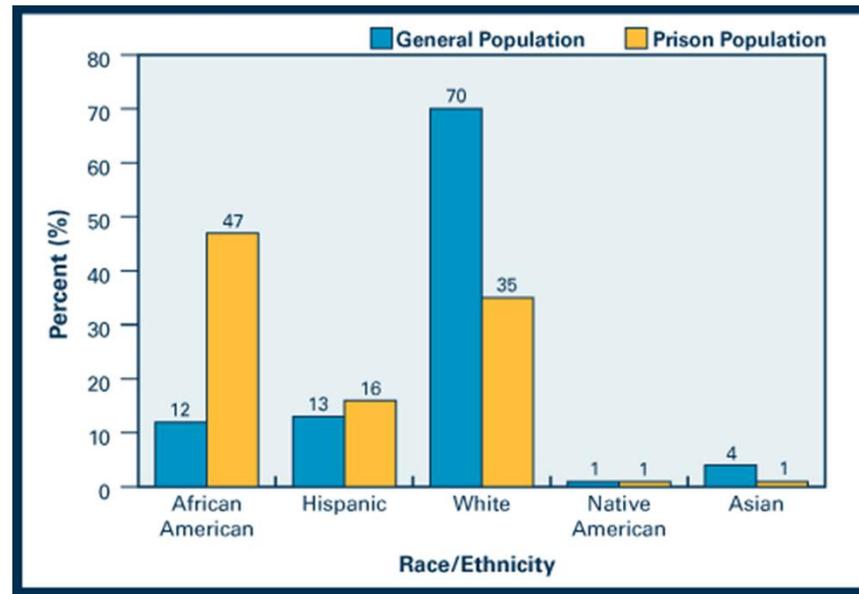


Many of the brilliant and innovative ideas  
throughout history have resulted from  
networks of creative people sharing,  
collaborating and challenging one another  
to explore the adjacent possible.

*- Steven Johnson -*

**EDUCATION**

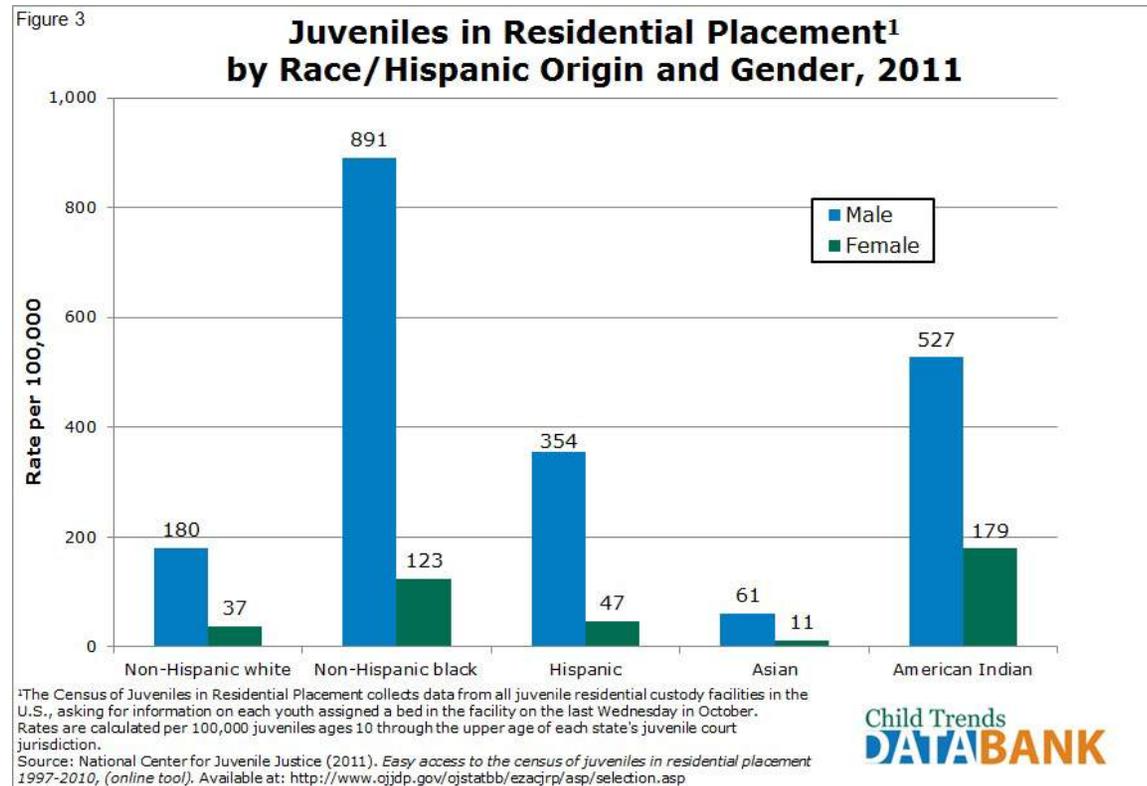
# Theory of a Problem : Failure of Mass Incarceration



*Depts.washington.edu*

- 65% and a disproportionate percentage of the incarcerated population is people of color
- 2 million children in the United States now have a parent in prison
- Multi-generational caste system
- Civil rights issue of this century

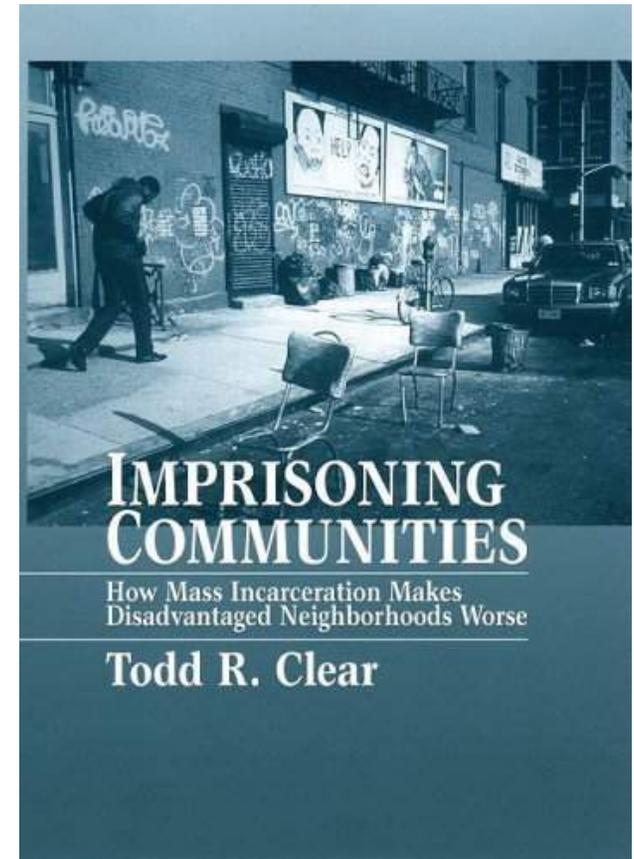
# Theory of a Problem: Failure of Mass Incarceration



- Having a parent going to prison increases the chances of a child ending up in the criminal justice system by about 25 percent

# Theory of Problem: Failure of Mass Incarceration

- Crime rates largely unaffected by individuals going through the prison system
- In a study by Todd Clear in the late 1980's, high incarceration rates statistically associated with increases of crime
- In a neighborhood where all the adult males are going to prison, you have a neighborhood where the children's risk of going to prison is about a quarter higher
- Boomerang Effect: neighborhoods with high incarceration rates, producing the mechanisms that lead to high crime rate



*Todd Clear: Why America's Mass Incarceration Experiment Failed*  
April 29, 2014

# Theory of Change: Evidence, Policy and Politics

**We are in a unique moment in history when societal awareness, political willingness , and evidence-based restorative practice and resultant data and are coinciding to catalyze juvenile justice reform.**

## **Missouri Miracle**

- One-third of the youths return to their communities with a high school diploma or GED, and another 50 percent successfully return to school.
- Fewer than 8 percent of the youths in the Missouri system return again after their release, and fewer than 8 percent go on to adult prison.

## **Maryland education article 22-303**

- Maryland State DOE to implement educational programs at all juvenile residential facilities in Core Content subjects, CTE , library/media services, life skills, and SPED

# Theory of Change: Evidence, Policy and Politics



A RAND meta-analysis found that people in prison who participated in structured education while incarcerated were **43% less likely to recidivate** than those who did not.

# Theory of Change: Evidence, Policy and Politics

Our theory of change is rooted in this powerful data and proposes that **policy, practice and facility should place education at their center** and make the shift to prioritize restorative practice rooted in education.



# Theory of Solution :

## Education and Restoration – The Proposal

- Best practices in education inform best practice in juvenile justice facility design
- Juvenile justice design teams include experts in education reform and design for education





# Theory of Solution :

## Education and Restoration - Context

### How and why is prisoner education so successful?

Truthfully, the research is still inconclusive (*VERA Institute*), BUT...

- **Re-engages students** who haven't been in school for years
- Coherent instruction practices, where there are strong relationships between the school program within the facility and home school, ensures **continuity in education** while students are incarcerated
- **Smaller settings and personalized services** enable school professionals to identify needs that may have been missed in larger settings or where students were frequently absent
- Strength-based practices and communication with families inform **post-release success planning**

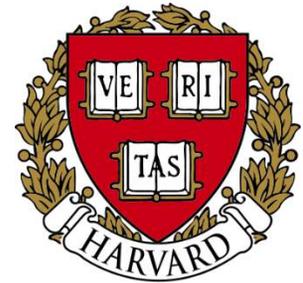


# Theory of Solution :

## Education and Restoration - Context

### Who is the juvenile court-involved student?

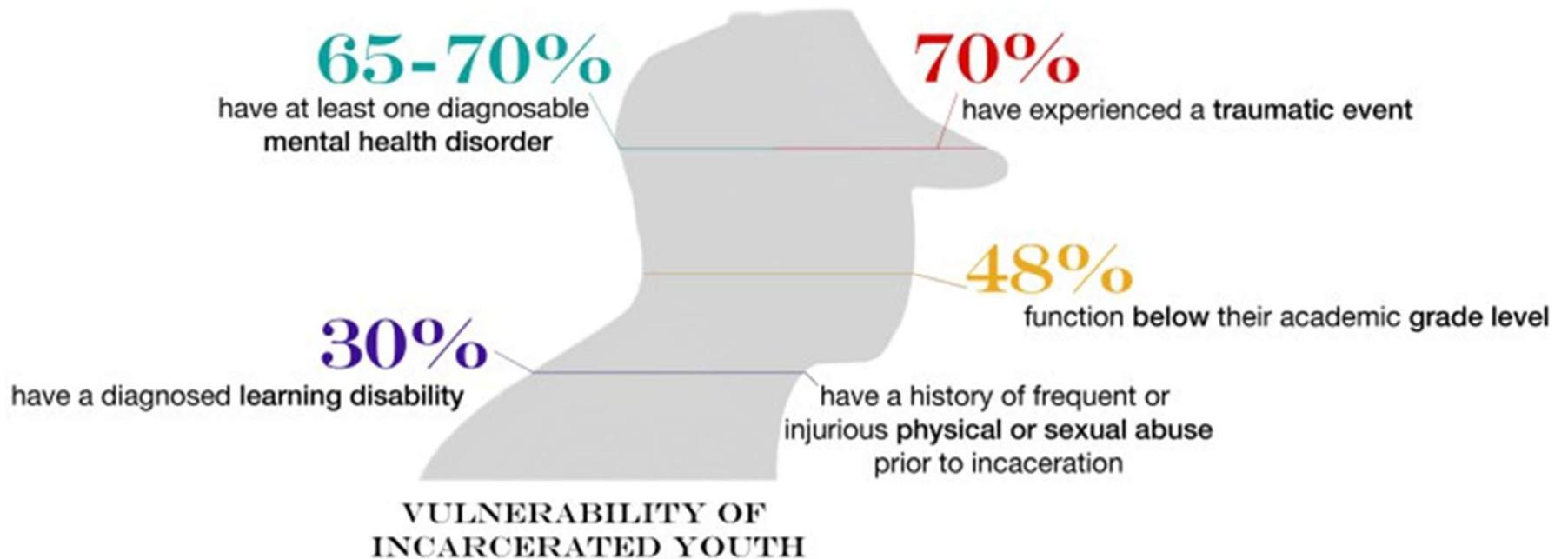
- Earlier in 2015, the Eastern New York Correctional facility inmates debated the world-class Harvard University team. The inmates won.
- In New York City in school year 2014-2015 , 1400 students 15 or under were new admits into the juvenile detention system. 54% of them were classified as needing special education services.
- In the same time period, 2500 students aged 16-18 were new admits into the detention system. 49% of these students were classified as needing special education services.
- Many more students would qualify for special education services but have not attended school or do not have adequate family involvement to be classified as needing special services.



# Theory of Solution :

## Education and Restoration - Context

### Who is the juvenile court-involved student ?



# Theory of Solution :

## Education and Restoration - Context

### Peter's Story

- 15 year old juvenile charged with murder
- Not eligible for special education services, not engaged in school prior to his incarceration
- Brilliant writer. Wrote and directed a play while incarcerated that was performed by classmates, including original music and Final Cut Pro videos.
- Learned stage management techniques and designed story boards.
- Dedicated, driven, hard-working. Prior to the performance he worked well into the evening and early morning with his instructors when permitted.



# Theory of Solution :

## Education and Restoration - Context

### Steve's Story

- 15 year old juvenile charged with robbery
- Brilliant writer and mathematician who needed special education and counseling services for extraordinary behavior issues
- Frequently held out of school and in punitive or medical settings within the facility due to behavior
- Rewrote "Hamlet" for other students to perform
- Sentenced to 2-6 years and served the maximum due largely to his behavior needs which were entirely unmet.



# Theory of Solution :

## Education and Restoration - Context

### Ernest's Story

- 15 year old student charged with murder
- Showed signs of brilliance but showed extraordinary mood swings in regards to any developments in his case
- Did not receive counseling services to enable him to participate in school
- Although he was not removed from classes until the end of his stay he was not fully engaged



# Theory of Solution : At the Intersection of Education Reform and Justice Reform

**The key tenets that underpin all best practices in Education Reform are Personalization AND the integration of services.**

- *Personalization: Academic content, context and delivery*
- *Personalization: Whole child strategies, socio-emotional and cognitive interventions, individualized success plan.*
- *Personalization: Student-directed and student-centered ; student empowerment*
- *Personalization : PLC's, Data and Teacher Collaboration*

# Theory of Solution : At the Intersection of Education Reform and Justice Reform

Challenges faced by education reformers are the same challenges to restorative practices in juvenile justice, but magnified.

“In the last decades, education reform efforts have attempted to eliminate the achievement gap primarily through a focus on academic development .However, **academics only represent a portion of healthy student development.** Academic standards fail to represent key cognitive and social emotional skills that students need to successfully engage as learners. This includes skills like **impulse control, memory and interpersonal skills** to participate in the social process of learning. Recent and ongoing research from the field of cognitive neuroscience points clearly to the impact that stress associated with poverty has on the brain and on many of these critical skills for learning. **Addressing these cognitive and social emotional skills in the K-12 environment will remove significant barriers to learning that many of our highest-need students face and translate into unprecedented academic progress.”**

–Dr. K. Brooke Stafford-Brizard

# Theory of Solution : At the Intersection of Education Reform and Justice Reform

**What are the best instructional and supporting practices that are particularly effective when working with incarcerated juveniles?**

- *Individualized plans for students* to have access to educational and counseling services, and recreational activities ***around the clock***.
- *Safe space to be creative*, and work individually and in groups as deemed appropriate by educational staff. This includes having ***creative control of mediums*** with which they work (technology, visual art, recording) and some ***control over their space*** ( i.e. the ability to separate themselves from the group when necessary).
- *Programming that allows students to have choice* in what they do outside of school hours and support to make multiple activities available at one time.

# Theory of Solution : Implications Going Forward

**What is needed and how can the design community help?**



*Boris Franklin – 11 years in Rahway State Prison, now student at Rutgers University*

# Theory of Solution : Implications Going Forward

**What is needed and how can the design community help?** *(Andrew Brown – Veteran educator , education leader and reformer, Riker’s Island in NYC)*

- A facility designed where all necessary services for a student including educational, counseling, medical and recreational be available for students throughout the day.
- A physical space that enables all service providers to work with each other in order to meet the needs of a student’s individual plan.
- A space that allows educators to take students outside for instruction.

# **Theory of Solution : Implications Going Forward**

**What is needed and how can the design community help?**



ARCHITECTURE

*When envisioning a juvenile detention center, people often think of ...a forgotten place where children go to be punished and removed from the public eye.*

*My goal is to paint a different picture. It's a picture of a place that offers hope in place of doubt, care in place of harm, and knowledge in place of ignorance.*

-Kathleen Fitzpatrick

Art teacher, Northern Virginia Juvenile Detention Center School

# 21<sup>st</sup> Century Education

How is our world changing in ways that impact skill demands from our students?

- Mastery of Core Subjects
- Application to 21<sup>st</sup> Century
- Learning and Innovation Skills
- Information and Technology
- Life and Career Skills
- Student Support
- Assessment Strategies



# 21<sup>st</sup> Century Environments

What characteristics do our school environments need to meet these changing demands?

## Flexible -

at different scales and times. Allowing for variation in use, occupancy and layout.

## Inspiring –

to those working, learning and visiting, and embodying organizational aims.

## Supportive –

of effective teaching and learning, accommodating a wide range of experiences and activities.

## Involving –

users and the wider community and linking with other learning places



# 21<sup>st</sup> Century Schools

## What kinds of spaces support 21<sup>st</sup> Century Education and Environments?

### Project Based Work Spaces

- Increase authenticity of education by real applied lessons
- Stimulate enthusiasm via interdisciplinary activities

### Technology Permeates Learning

- Trend away from teaching technology as an end
- Instant access to credible information fulfills and feeds curiosity

### Multiple Types of Learning Spaces

- Reveals the learning styles supporting Multiple Intelligences
- Exposes limitations of “Sage on the Stage” lectures

### Make school fun and inviting

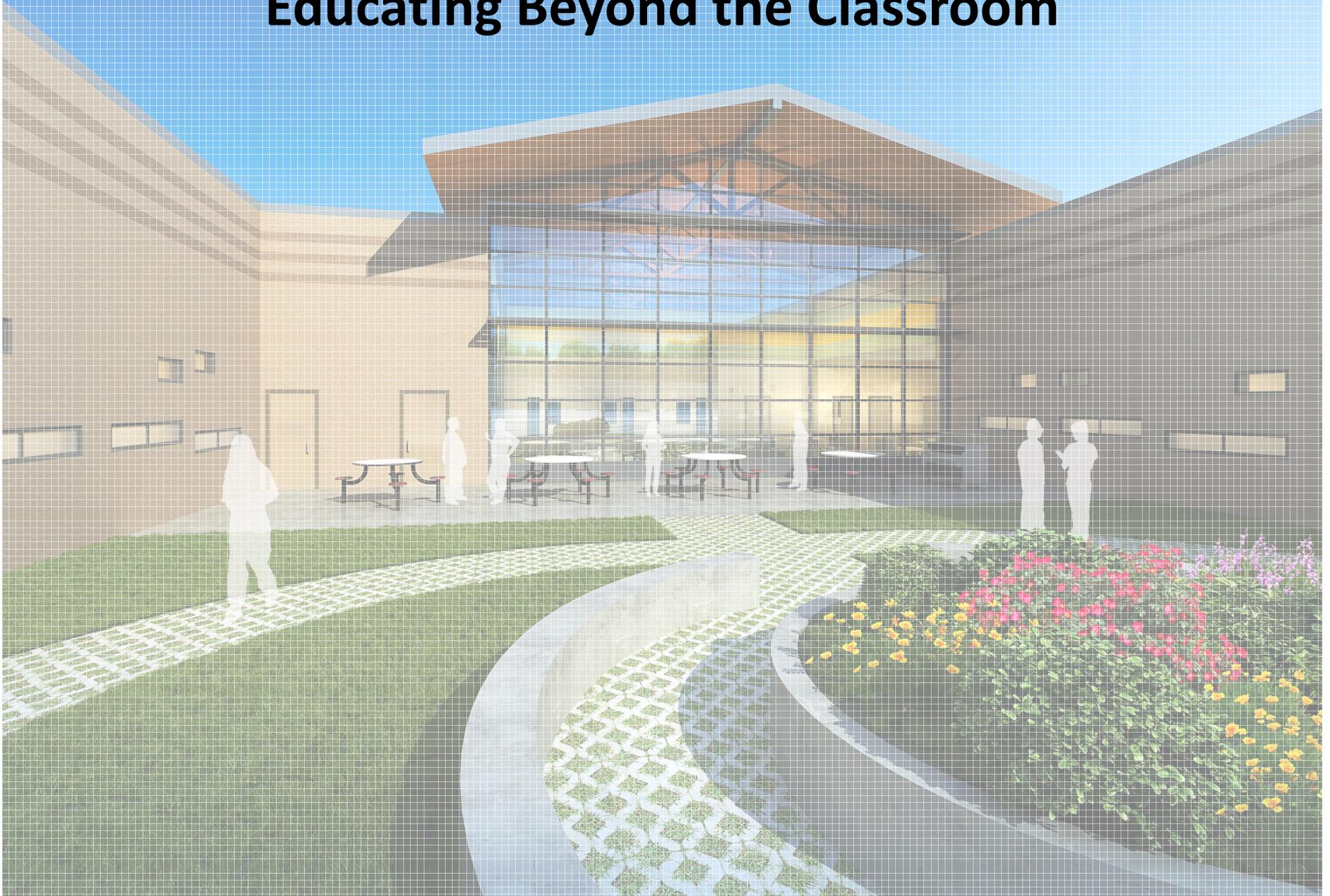


# How is education different in Juvenile Facilities?

- Security
- Higher % of special education needs
- Multiple ages and learning levels in one classroom
- Most “learning” done in school



# Educating Beyond the Classroom



# Challenges to Providing Education in Detention

Student Engagement

Student Mobility

Behavior Management

Disruptions

Philosophical Differences

Funding

Recruiting Qualified, Effective Educators

Education Service Providers

Access to Records

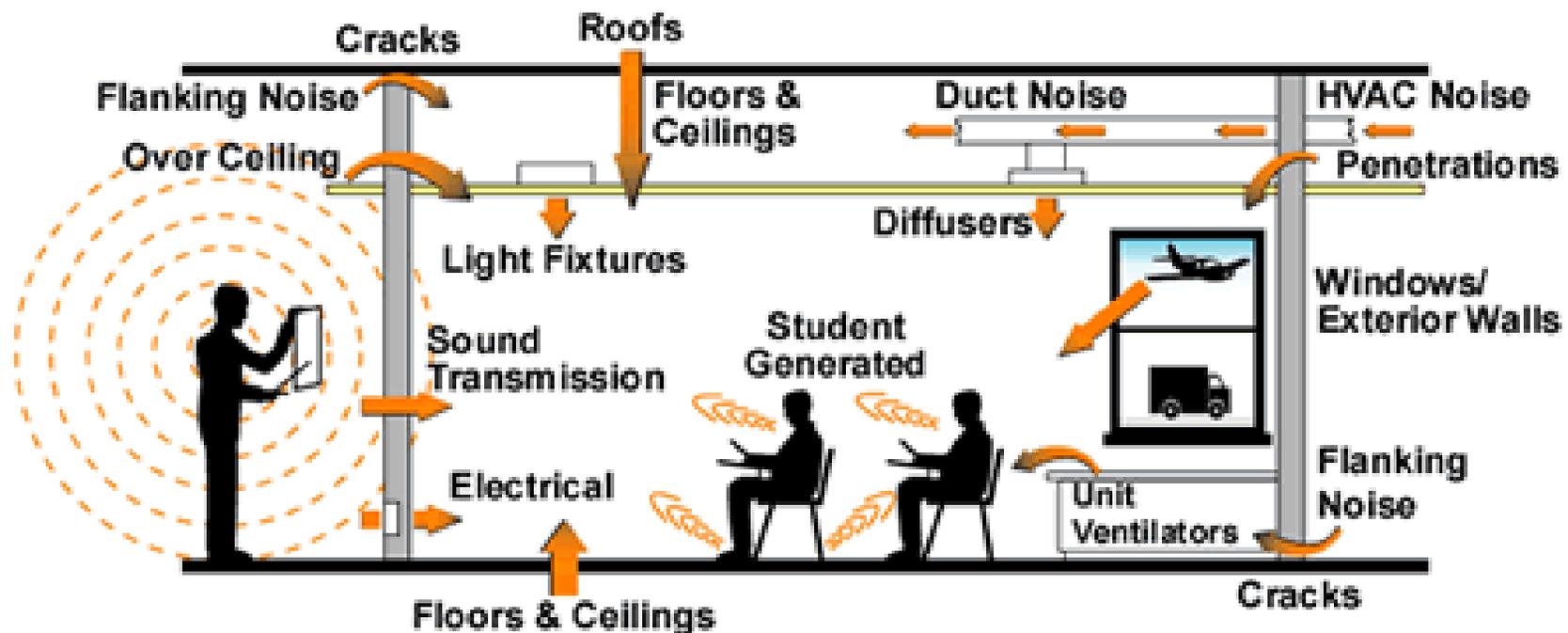
Coordination with Public Schools

# Strategies for detention environments

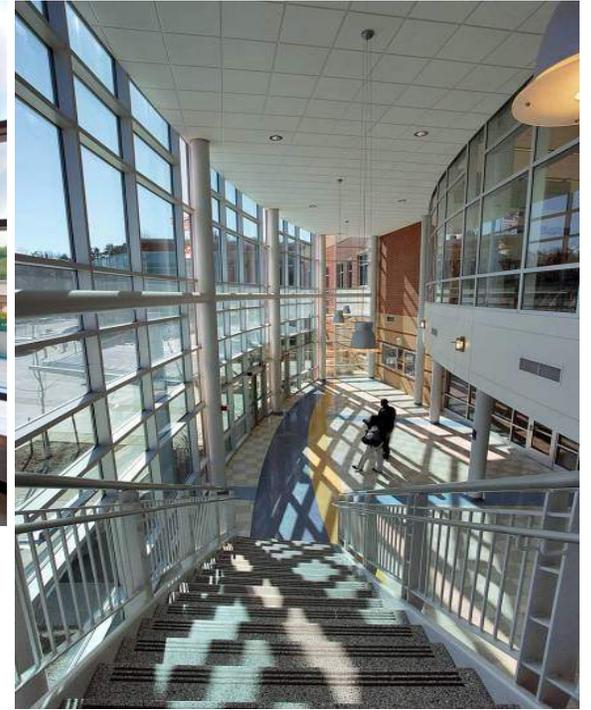
- Basics
  - Improve conditions of confinement
- Programming
  - Flexible spaces different sizes accommodating various learning environments (CTE, Classrooms, Special Education, Multi Purpose, Technology Classroom)
  - School separate from housing “going out”, but smaller instructional incentive and counseling spaces available in housing unit 24-hour access to education
  - Staff resource, workroom, meeting, and office space
  - Community / family involvement – layout, ease of access to lobby, technology, event space
  - Access to secure outdoor spaces (nature, light, activities)
  - Educational accommodation at all levels of confinement (infirmary, special management units)
- Design
  - Acoustics (layout, materials, coordination of HVAC)
  - Daylighting
  - Sightlines / transparency / privacy
  - Flexible furniture and spaces
  - Technology
  - Inspiring spaces

# AMBIENT OR BACKGROUND NOISE LEVEL

Is the totality of all sounds within the room when the room is unoccupied.



## Acoustic Design Considerations



# Daylighting





Cheltenham, MD



Union County Juvenile Detention Center

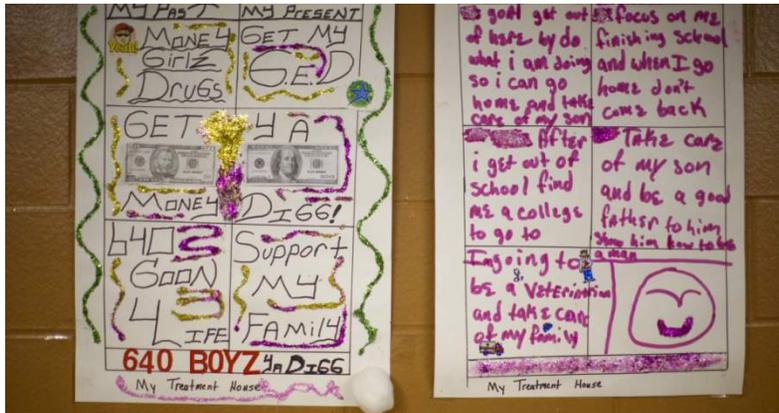


# Flexible Furnishings Support Different Types of Learning





# Flexible / Personalized





Zara Cisco, Westborough, MA

# Flexible / multipurpose space



New Beginnings, Washington DC  
Photo: David Y. Lee for Public Welfare Foundation



New Beginnings, Washington DC  
Photo: David Y. Lee for Public Welfare Foundation

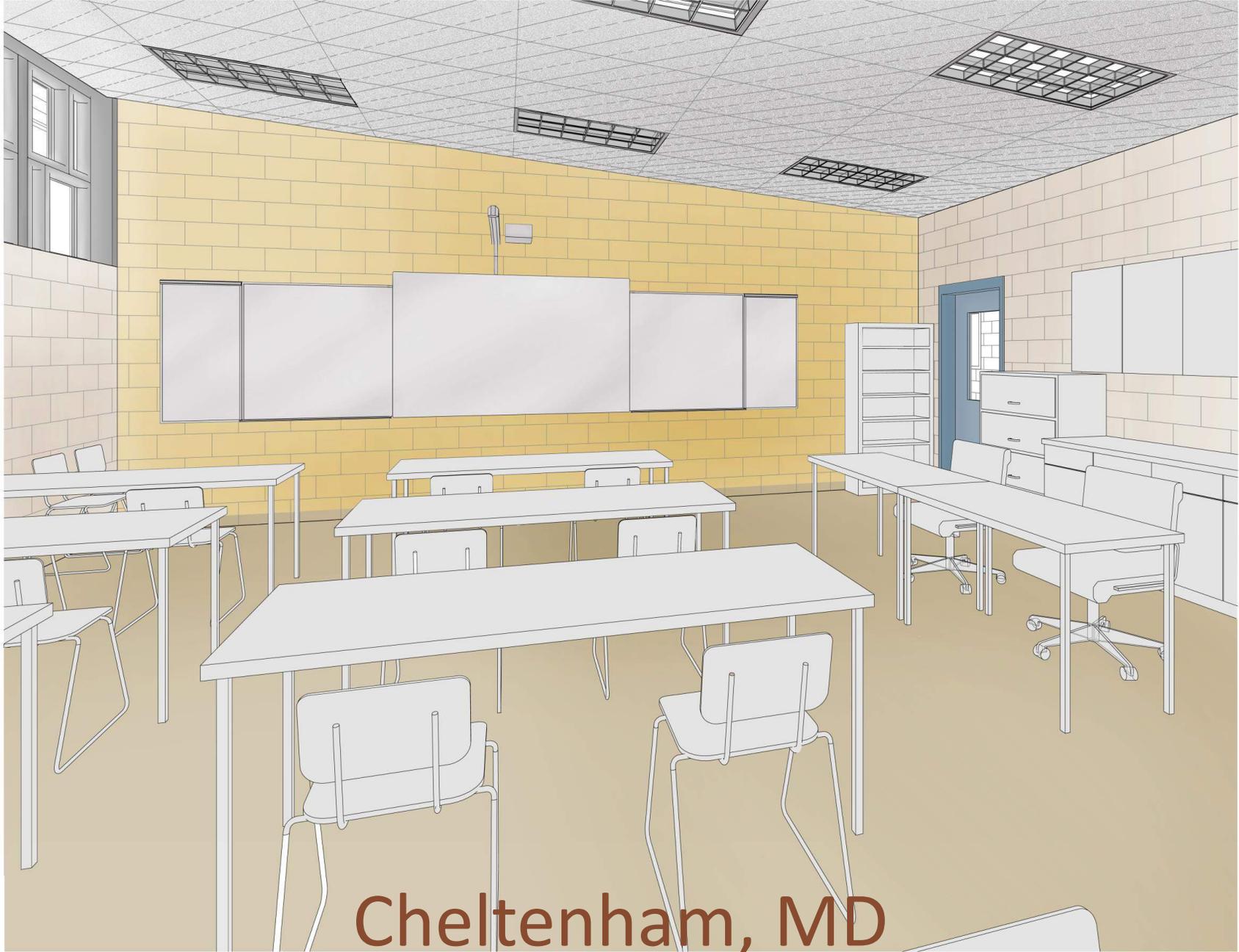


New Beginnings, Washington DC  
Photo: David Y. Lee for Public Welfare Foundation

Family and Community Involvement

# Technology





Cheltenham, MD

## Good Sightlines = Safety + Security

- No hiding places
- Excellent Sightlines throughout
- Supervision through transparency
- Controlled access
- Promote Wellness through Feeling Safe
- Engaged Learning in Safe Environments



Department Legend

- |                            |                                   |                         |
|----------------------------|-----------------------------------|-------------------------|
| 1.0 - ADMINISTRATION       | 5.0 - BEHAVIORAL HEALTH           | 10.0 - RECREATION       |
| 1.0 - LOBBY                | 6.0 - FOOD SERVICE                | 11.0 - SUPPLY & LAUNDRY |
| 2.0 - HOUSING              | 7.0 - SECURITY & CONTROL          | CIRCULATION             |
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RICCI GREENE ASSOCIATES

# CHELTENHAM YOUTH DETENTION CENTER

DEPARTMENT OF GENERAL SERVICES DEPARTMENT OF JUVENILE SERVICES



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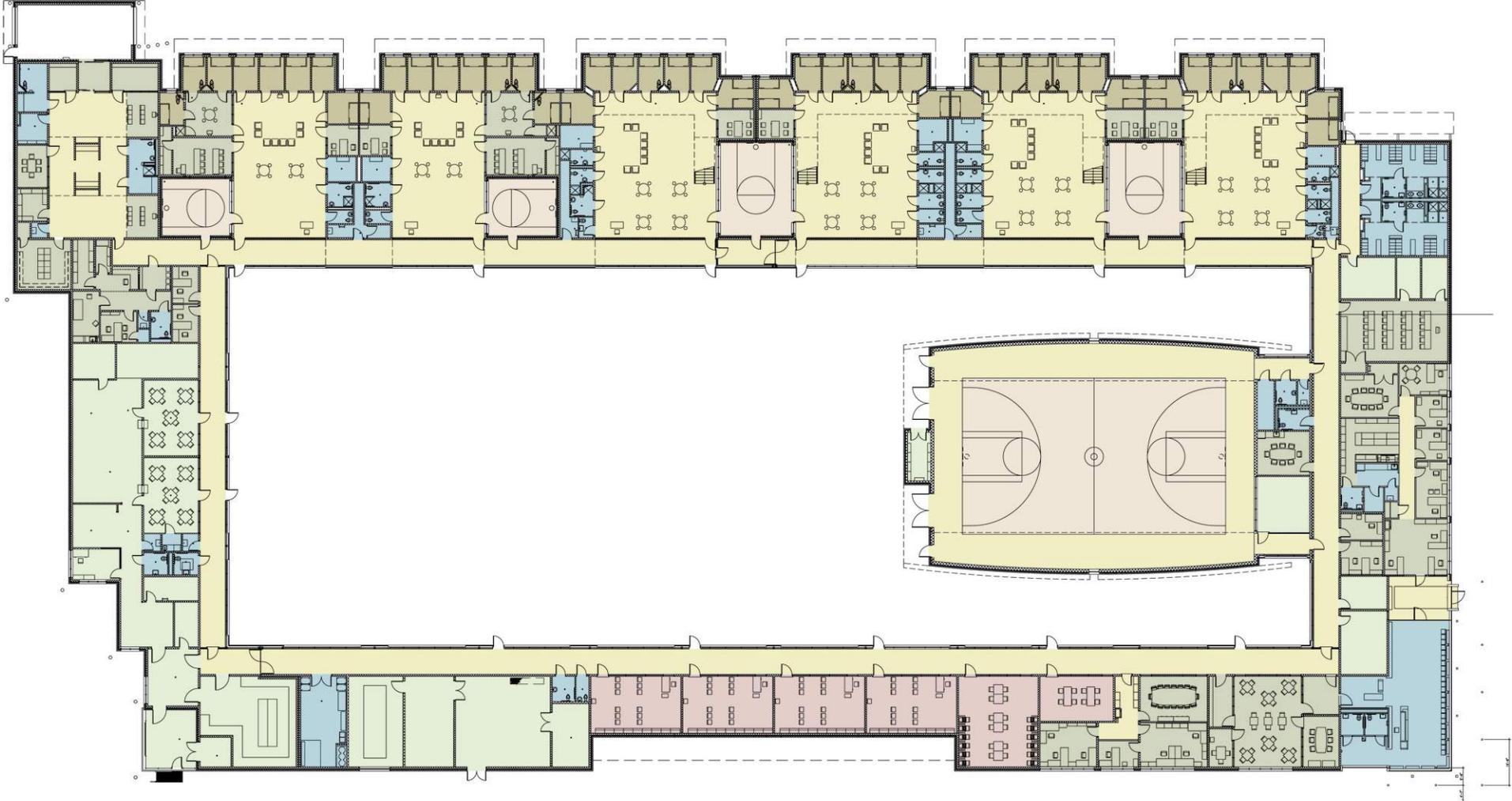
Cheltenham, MD

# OVERALL PLAN











## Good Design =

Better Student Behavior

Higher Student Achievement

## Daylighting =

Higher Test Scores

Better Health and Happiness

Less Absenteeism

## Use of Color =

Brain Stimulation

Muscle Relaxation

Reduced Blood Pressure



# DISCUSSION

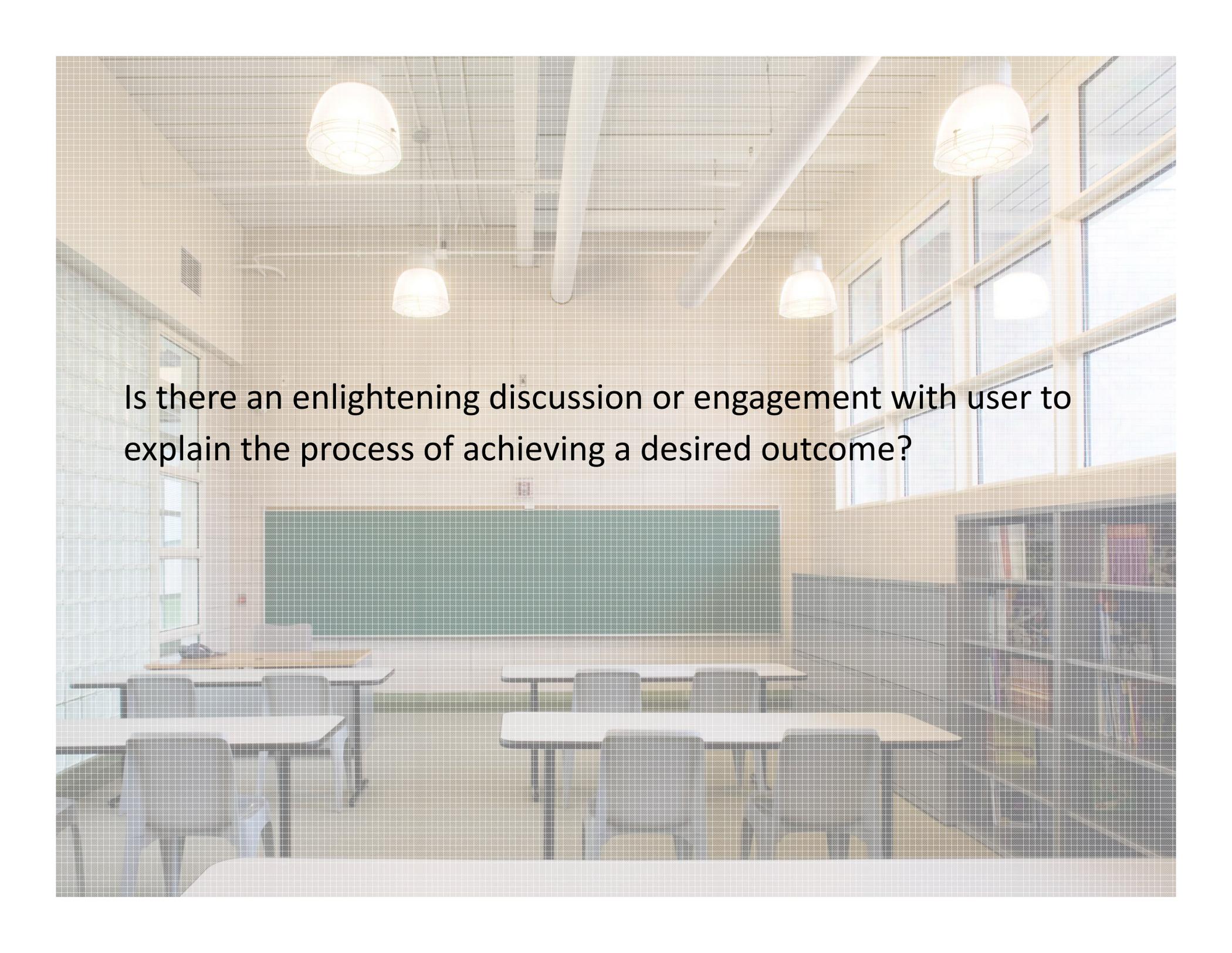
What are the obstacles?  
What is the solution?

# AUDIENCE QUESTIONS

What are the major triumphs you've seen?

What are the remaining challenges?



A photograph of a modern classroom. The room features several rows of white desks and grey chairs. At the front of the room is a large green chalkboard. The ceiling has exposed white pipes and several white, dome-shaped pendant lights. Large windows on the right side of the room provide natural light. A bookshelf is visible on the right side of the image.

Is there an enlightening discussion or engagement with user to explain the process of achieving a desired outcome?

How are juvenile facilities improving? Getting it right?

