

# Rikers Island Education Report: Educational Programming for Adolescents and Young Adults at Rikers Island – Local Law 168 of 2017

## INTRODUCTION

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The tables below present data for the New York City Department of Education’s (DOE) annual Rikers Island Education Report. In line with the requirements of Local Law 168 of 2017, data are reported for young adults (18, 19, 20, and 21 year olds) who were in educational programming at Rikers Island during the 2020-21 school year. East River Academy (ERA) provides educational programming for young adults at Rikers Island. On October 1<sup>st</sup>, 2018, all 16 and 17 year olds (adolescents) were moved off Rikers Island and ERA moved from serving 16-21 year old students to 18-21 year old students.

## DATA TABLES

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### Enrollment by Month and Student Age Group

Group	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Adolescent	.	.	.	.	.	.	.	.	.	.	.
Young Adult	89	112	117	117	86	104	131	115	135	137	276

### Enrollment among Young Adults in Educational Programming

Status	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
In Custody	402	403	417	420	442	466	491	446	453	476
Enrolled N	89	112	117	117	86	104	131	115	135	137
Enrolled %	22%	28%	28%	28%	19%	22%	27%	26%	30%	29%

Notes: Figures for “In Custody” were provided by the Department of Corrections (DOC) and represent the number of young adults in custody at Rikers Island as of the last school day of each month.

The number of hours of compulsory educational programming afforded to adolescents on each school day: 5.5

The number of hours of educational programming afforded to young adults on each school day: 5.5

## List of Course Offerings Provided to Adolescents and Young Adults by Subject Area

Subject Area	Course
Math	Algebra 1
Math	Algebra 2/Trig
CTE	Barbering
CTE	Carpentry
CTE	Culinary Arts
ELA	English
Social Studies	Global History
Social Studies	Economics
Social Studies	U.S. History
Science	Earth Science
Science	Environmental Science
Science	Living Environment
LOTE	Spanish
Other/Electives	Health
Other/Electives	Math Lab ( New)
Other/Electives	Physical Education
Other/Electives	Digital Literacy
Other/Electives	The Cypher: Hip Hop Curriculum 101

## Enrollment by Academic Track and Student Age Group

Student Group	HS Grade		HSE Track	
	N	%	N	%
Adolescent	.	.	.	.
Young Adult	11	4%	265	96%

## Number of Students who Graduated from High School or Took and Passed the TASC

Student Group	HS Grad	Took TASC	Passed TASC	HSE Grad*
Adolescent	.	.	.	.
Young Adult	<5	.	.	28

Notes: Figures between 0 and 5 are replaced with a "<5". The TASC was not administered during the 2020-21 SY due to the COVID-19 Pandemic.

\*During the 2020-21 SY, students enrolled in HSE prep programs were eligible to receive HSE diplomas without having passed all sections of the TASC via the [COVID-19 HSE Waiver Diploma Waiver](#). Students who successfully completed course work for two or fewer HSE subjects were counted as having passed those subjects and were able to earn diplomas provided they passed the other HSE subjects via the TASC or Regents exams.

## Student Functional Levels According to Grade Equivalent Score Range on the Test of Adult Basic Education

GE Range	Reading		Math	
	N	%	N	%
0 - 1.9	.	.	.	.
2 - 3.9	.	.	.	.
4 - 5.9	.	.	.	.
6 - 8.9	.	.	.	.
9 - 10.9	.	.	.	.
11 - 12.0	.	.	.	.
Total	.	.	.	.

Notes: The Test of Adult Basic Education (TABE) is administered to students at admission to ERA and approximately every 30 instructional days. ERA students who are working towards earning a Regents diploma often do not take the TABE. The test was not administered to students during the 20-21 SY due to the COVID-19 Pandemic.

## Student Age in Years as of Discharge Date/Last Day of School Year

Age in Years	N	%
16	0	0%
17	0	0%
18	39	14%
19	115	42%
20	122	44%
Total	276	100%

Notes: Age is measured as of students' discharge date from ERA or the last day of the school year among students who were still enrolled as of that date.

## Enrollment among Students with IEPs by Month and Age Group

Group	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Adolescent	.	.	.	.	.	.	.	.	.	.	.
Young Adult	57	72	78	78	57	70	89	81	91	88	177
	64%	64%	67%	67%	66%	67%	68%	70%	67%	64%	64%

### Number of Students with IEPs with Completed Special Education Plans

Student Group	Total SWD	SWD Enrolled 30+ Days	Completed SEP
Adolescent	.	.	..
Young Adult	129	103	103

Notes: The Special Education Plan (SEP) outlines the special education services to be provided to ERA students with Individualized Education Plans (IEPs). It is based on the IEP prepared by the last school attended by the student, modified to the extent necessary so that it can be implemented in a correctional facility. Students at ERA are required to get all the services listed on their SEP. SEPs are to be completed and implemented within 30 instructional days of program admission.

### Number of Students with IEPs Who Received Counseling Services at East River Academy

Student Group	Total SWD	Received Counseling	
	N	N	%
Adolescent	.	.	.
Young Adult	177	24	14%

Notes: ERA guidance counselors and social workers use a case management system to log the counseling services they provide to students. Counseling service provision was determined by an analysis of data from that system.

### Enrollment among English Language Learners by Month and Age Group

Group	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Adolescent	.	.	.	.	.	.	.	.	.	.	.
Young Adult	<5	10	9	10	8	10	10	7	10	11	24
	<5	9%	8%	9%	9%	10%	8%	6%	7%	8%	14%

### Number of Department of Education Staff Assigned to Work at Department of Education Sites

Staff Type	Number of Staff
Teacher	48
Other than Teacher	36

### Average Class Size at East River Academy According to Quarterly Observations

Month	Avg
First Quarter	.
Second Quarter	.
Third Quarter	.
Fourth Quarter	.
Total	.

Notes: Class size data are not available for the 20-21 SY due to the COVID-19 Pandemic.

### Participation in Vocational Education Participation, Completion, and Programming by Age Group

Student Group	Voc Ed Enroll	Passed Course	Carpentry
Adolescent	.	.	.
Young Adult	<5	<5	<5

Notes: Notes: Figures between 0 and 5 are replaced with a “<5”. Program participation is measured based on ERA vocational course enrollment and completion is measured by whether students passed one or more vocational course at ERA.

### Number and Percentage of HS Grade Students Enrolled 50 or more Days and Credits Accumulation by Age Group

Student Group	Enrolled 50+ Days	Earned HS Credits		Average HS Credits Earned	
	N	N	%	Mean	Median
Adolescent	.	.	.	.	.
Young Adult	151	<5	<5	<5	<5

Notes: Notes: Figures between 0 and 5 are replaced with a “<5”. Students on the high school tracker at ERA are awarded credits at the end of each trimester. Trimesters are approximately 60 days long.

### NYC DOE School Attendance Following Release

Student Group	Has Post-Program Attend	Average Attendance Rate	
		N	Mean
Adolescent	.	.	.
Young Adult	16	17%	5%

Notes: Post-program attendance are measured for up to 60 instructional days following students’ transfer from ERA. Only students who transferred from ERA to a DOE school or program and who had at least 10 instructional days of post-ERA attendance were included in the analysis.

The number of unique assaults on department of education staff by incarcerated individuals: <5

### **Plans to Ensure the Educational Progress of Students Released from the Custody of DOC**

Every student at ERA is assigned a guidance counselor or social worker called a Transition Specialist who help the student to plan for their post-DOC transition and provide ongoing support following their release.

ERA students complete transition plans with the support of their Transition Specialists. The plans record students' short and longer-term educational goals as well as where the students plan to enroll following release and why this is a good fit for the student.

ERA Transition Specialists provide follow-up support to students for approximately six months post-release from DOC. They visit students after release at schools and CBOs to provide ongoing support and they check-in with students via phone and text. An Assistant Principal is assigned to manage the Transition Specialists and oversee transition support at ERA.

ERA student support staff use a case management system that provides them access to post-release educational data including enrollment and attendance data as well as contact information for the students and their families. The system is also used to record Transition Specialists' case notes and students' transition plans.