PREFACE

Quality Assurance for Juvenile Justice Educational Programs

Quality assurance reviews (QARs) of educational programs in Florida's juvenile justice facilities are conducted annually by the Juvenile Justice Educational Enhancement Program (JJEEP). JJEEP is funded by the Florida Department of Education (DOE), Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services, through a grant to the School of Criminology and Criminal Justice at Florida State University.

History of the QAR in Florida's Juvenile Justice Facilities

In 1983, the Florida juvenile justice system came under scrutiny from the federal courts as a result of a federal class action lawsuit. The lawsuit was filed on behalf of a 14-year old boy referred to as *Bobby M.* and three other children who were confined at the Arthur G. Dozier Training School for Boys in Marianna, the Florida School for Boys in Okeechobee, and the Alyce D. McPherson School for Girls in Ocala. The *Bobby M.* complaint alleged inhumane conditions and treatment in the three existing training schools that served as Florida's highest security facilities for juvenile offenders.

In response to the *Bobby M.* case, the Juvenile Justice Act of 1990 completely revamped Florida's juvenile justice system. The Juvenile Justice Act recognized similarities in the needs of delinquent and dependent children and authorized funding for enhanced prevention and early intervention service needs and risk assessments, reduction in the use of secure detention, alternative placement and supervision, and treatment programs to meet the needs of juveniles.

There was a consensus among DOE, the Florida Department of Health and Rehabilitative Services (HRS), and the Florida Legislature that a strong internal QAR process was necessary to ensure more effective treatment for youth at risk. In 1993, the HRS Division of Children and Families developed a QAR procedure and wrote evaluation standards. DOE was asked to assist HRS in developing standards for educational programs provided within juvenile justice commitment facilities. The professional staff at DOE's Bureau of Education for Exceptional Students developed four standards (transition, service delivery, personnel competencies, and administration) and developed key indicators for each standard to identify the areas that would be reviewed.

In 1994, the Juvenile Justice Reform Act removed juvenile justice programs and services from HRS and assigned them to the newly created Florida Department of Juvenile Justice (DJJ). DJJ was created as the administrative agency to develop, coordinate, and oversee

comprehensive services and programs statewide for the prevention, early intervention, control, and rehabilitative treatment of juvenile offenders. A significant piece of this legislation required that a QAR program be a part of the new department as an ongoing component of the state's juvenile justice services.

In 1995, the first QAR report from DJJ was submitted to the Governor and the Legislature, and educational reviews were again scheduled by DJJ. DOE professional staff members and contracted part-time reviewers were trained and assisted with conducting the educational portion of these reviews.

In 1996, the Legislature created s.230.23161, F.S., entitled "Educational Services in DJJ Programs," which authorized DOE to conduct educational QARs, annually revise the QAR standards and key indicators, and write an annual report on the status of juvenile justice educational programs to be included in the "Annual Report to the Legislature" by DJJ. This legislation defined the educational services that are required to be provided by a local school district to each DJJ detention center and commitment program. It also contained additional requirements for school districts and for evaluation of juvenile justice programs, including allocations of resources and teacher competencies.

In 1997, DOE awarded a project to the University of North Florida to coordinate the educational QAR process. Educational programs in 182 juvenile justice facilities were assessed using the four QAR standards. Key indicators for each standard were rated based on the quality of performance in the facility. In 1998, the project between DOE and the University of North Florida ended, and DOE awarded a new contract to Florida State University. On June 1, 1998, the School of Criminology and Criminal Justice at Florida State University began a discretionary project with DOE to conduct QARs and conduct research related to Florida's juvenile justice educational programs. This program was named the Juvenile Justice Educational Enhancement Program (JJEEP).

In 1998, and again in 1999, JJEEP held several statewide regional meetings to elicit input from various public and private providers and school district administrators on revisions of the current standards and the key indicators within those standards. These meetings provided the basis for annually revising the educational quality assurance standards. JJEEP's future plans include conducting annual educational QARs in juvenile justice facilities, providing targeted technical assistance and regional training, maintaining a database to facilitate technical assistance and information dissemination, identifying most promising practices and program components, developing policy recommendations based on the QARs, and researching various topics that impact the effectiveness of educational programming in Florida's juvenile justice facilities.

JJEEP Mission Statement

The mission of JJEEP is to ensure that each student who is assigned to DJJ programs receives high-quality and comprehensive educational services that increase that student's potential for future success. JJEEP's four main functions are to:

- conduct annual QARs of the educational programs in Florida's juvenile justice facilities
- provide technical assistance to improve the various educational programs
- conduct research that identifies and validates most promising educational practices
- provide annual recommendations to DOE about policy, aimed ultimately at ensuring the successful transition of students back into the community, school, and/or work

JJEEP Vision Statement

The vision of DOE and JJEEP is for each provider of educational services in Florida's juvenile justice facilities to be of such high quality that all young people transitioning back to their local communities will be prepared to return to school, work, and home settings as successful and well-educated citizens.

For further information and technical assistance regarding educational programs, contact:

Shan Goff, Chief
DOE Bureau of Instructional Support
and Community Services
325 W. Gaines Street, Room 614
Tallahassee, FL 32399-0400
Phone: (850) 488-1570

Tom Blomberg, Principal Investigator
Juvenile Justice Educational
Enhancement Program
345 S. Magnolia Drive, Suite D-23
Tallahassee, FL 32301-2987
Phone: (850) 414-8355

CHAPTER 1
INTRODUCTION AND OVERVIEW

1.1   Introduction

This annual report describes the 1999 activities of the Juvenile Justice Educational Enhancement Program (JJEEP). Overall, these activities concentrated upon JJEEP's four main functions, which are to:

- conduct quality assurance reviews (QARs) of the educational programs in Florida's juvenile justice facilities
- provide technical assistance to improve the various educational programs
- conduct research that identifies and validates most promising educational practices
- provide annual recommendations to the Florida Department of Education (DOE) about policy, aimed ultimately at ensuring the successful transition of students back into the community, school, and/or work

One of the fundamental purposes of this annual report is for it to be used by juvenile justice programs as a practical reference of information based on research that will assist them in their efforts to provide quality educational services to Florida's adjudicated and delinquent youth.

During 1999, several events resulted in a number of special assignments for JJEEP. Specifically, the 1999 passage of House Bill (HB) 349 mandated a comprehensive series of activities aimed at improving the quality of educational services delivered to Florida juvenile justice youth. Implementation of HB 349 included the development of State Board of Education Rule (SBER) 6A-6.05281, FAC. In the development of this rule, JJEEP—in conjunction with DOE and the Florida Department of Juvenile Justice (DJJ)—completed a series of research activities, including development of a guidebook of model transition procedures, development of procedures for model contracts and contract management, and a study of the feasibility of a "68th school district" to administer juvenile justice education throughout Florida. The creation of a 68th school district involves moving the administration of Florida juvenile justice education into a single administrative structure. Such a move would have major impact upon the current roles and functions of local school districts, DOE, and DJJ in administering Florida's juvenile justice education. As a result, this policy question has resulted in considerable interest and debate.

In conjunction with JJEEP's fundamental roles in regards to quality assurance, technical assistance, research, and policy development, JJEEP also has continued developing its comprehensive database and research capacity. This has proven to be integral to the individual and collective efforts of DOE, DJJ, and the Juvenile Justice Accountability Board (JJAB) in implementing HB 349 and addressing other policy issues concerning juvenile justice education in Florida. Specifically, JJEEP's database and related research findings

have been made available upon request to various state agencies and other interested parties dealing with the implementation of HB 349 or other juvenile justice education matters.

Moreover, and upon request, JJEEP has conducted special research studies to provide data, analyses, and findings pertaining to specific juvenile justice educational policy issues. Consequently, JJEEP's role has evolved into that of a research agency serving various state programs and juvenile justice educational program providers, thereby increasing the capacity of Florida to be "data driven" in its decisions regarding various policy issues about juvenile justice education.

Another major 1999 JJEEP initiative was the development of a proposal for the Florida State University Center for the Study of Education and Prevention of Delinquent and At-Risk Behavior. A copy of this proposal is in Appendix H. The proposed center would operate with five major functions, including:
- coordinating university-wide research initiatives and teaching resources related to the education and prevention of delinquent and at-risk behavior
- conducting ongoing research that identifies and validates "best practices" in the education and prevention of delinquent and at-risk behavior
- developing, based on "best practices" research, multidisciplinary graduate, undergraduate, and inservice curricula for teachers on the education and prevention of delinquent and at-risk behavior
- coordinating the implementation and delivery of new and revised courses for students in the College of Education, the School of Criminology and Criminal Justice, and other academic units who wish to major in the education of or in the prevention of delinquent and at-risk behavior
- coordinating the implementation of statewide and nationwide inservice training for teachers and non-teaching personnel in the education or the prevention of delinquent and at-risk behavior

Underlying the proposed center is the recognition that if Florida and other states are to successfully confront delinquent and related at-risk behavior, then academic preparation and inservice training for teachers and prevention personnel must be based upon empirically validated and specialized curricula.

An especially noteworthy 1999 JJEEP activity was the coordination of the first annual Florida "Juvenile Justice Teacher of the Year" awards program. Juvenile justice facilities and school districts submitted nominations for this award. Six regional "Juvenile Justice Teacher of the Year" winners were selected, and an overall winner was selected from those six. The overall and regional winners are:
- **Overall Winner—Mary Fales** of Hillsborough Academy in Hillsborough County
- **Region I—Kathee Coughlin** of Greenville Hills Academy in Madison County
- **Region II—Angelia Jarvis** of Panther Success Center in Hamilton County
- **Region III (*tied*)—Harold Kidd** of Eckerd Intensive Halfway House in Okeechobee County and **Fred Butler** of Martin County Sheriff's Office Juvenile Offender Training Program in Martin County
- **Region IV—Mary Fales** of Hillsborough Academy in Hillsborough County
- **Region V—Rick Grunow** of Everglades Academy in Miami-Dade County

The 1999 "Juvenile Justice Teacher of the Year" awards are to be presented at a Florida Cabinet meeting in Bartow in February 2000.

This chapter includes three subsequent sections. Section 1.2 provides an overview of prior literature on juvenile justice education. Section 1.3 describes the QAR process. Section 1.4 provides an overview of the remaining chapters in this annual report.

1.2   Overview of Prior Literature on Juvenile Justice Education

A national reform movement to improve the quality of educational services for youth has been accelerating in the past decade. Further, because it has been recognized that better education and usable skills among youths can decrease their participation in crime, the same goals and concerns of educational reform are applicable to juvenile justice education. These reform measures have been aimed at greater individualization of instruction. Associated measures have included the use of technology in the classroom, smaller class sizes, and more highly trained teachers. Additionally, one of the major initiatives emerging from the reform movement is the call for higher educational standards and associated accountability measures. However, experts in education have not agreed on how to effectively individualize educational programming in order to reach these ideal goals.

Currently, the knowledge needed to guide effective practices that meet various educational standards in public schools or in juvenile justice facilities is contradictory and, at best, inconclusive. Nonetheless, and notwithstanding the ambiguity of "best educational practices," the age of major educational reform is upon us as evidenced by current nationwide efforts to raise educational standards and improve educational practices. Yet, the specific teaching strategies and educational methodologies that enable us to accomplish and/or exceed these standards remain ambiguous.

Researchers have been unable to reach consensus on specific educational practices that should be applied to particular programs for particular youth. However, the literature identifies a number of promising components or program models for juvenile justice education, including effective school environment, assessments, individualized educational plans, curriculum, instructional delivery, professional development, transition services, and aftercare services. Although many of these factors have been presented as "promising educational practices," they cannot be recognized as "best educational practices" until they have been empirically validated. As a result, and as presented throughout this annual report, JJEEP continues to implement a research agenda that (1) identifies Florida's most promising educational practices in juvenile justice, and (2) validates, through assessments of processes and outcomes, those promising practices that are, indeed, best practices.

To elaborate, several researchers have identified an effective school environment as essential to promising practices in juvenile justice education. Miller and Weiner (1995) suggest the educational environment should be creative, exciting, and appropriate to students' interests. Gemignani (1992) presents several components that comprise an effective school

environment. These include education and training, a comprehensive educational program, an appropriate student to teacher ratio, reinforcement of academic achievement through incentives such as diplomas and certificates, competent teachers, and parent and community involvement. The effective school environment concept was later expanded to include strong academic leadership, a safe school environment, adequate space and equipment, a variety of instructional materials, and technology (Coffey and Gemignani, 1994).

Several authors have indicated that initial assessments are necessary to place students at their appropriate functional levels. The learning process begins with identifying student needs through academic assessments, interests, skills, and goal assessments (Hudson River Center for Program Development, 1995), as well as career interests and employability skills (New York State Education Department, 1995). Next, development of individualized educational plans based upon assessment results are essential to successful delivery of educational services. Several authors agree on the need to integrate individualized educational plans into regular practice (Hudson River Center for Program Development, 1995; Rider-Hankins, 1992b), and Leone, Price, and Vitolo (1986) indicate that an individualized educational plan should accompany the student to each facility and serve as a guide for the delivery of educational services.

Because incarcerated youth have diverse academic ability levels, educational programming cannot be geared toward one functional ability level, but rather must be individualized to address each student's capabilities (Anderson and Anderson, 1996; Harper, 1988; Rider-Hankins, 1992b). In addition, due to the substantial number of youth in juvenile justice facilities with reading problems, several authors have identified promising literacy programs to address individual reading levels (Tyner, 1995). And, the supplemental use of computers and phonics instruction have been found to be effective with other programs (Hodges, Guiliotti, and Porpotage, 1994; Rider-Hankins, 1992b).

Although juvenile justice educational programs traditionally focus upon academic instruction, an alternative program is often more appropriate to meet the respective educational and vocational needs of students who are not likely to succeed within a traditional academic environment (Casey, 1996). Research has shown there is a reduced recidivism rate or a decrease in severity of subsequent crime when vocational skills for incarcerated youth have been increased (Lattimore, Witte, and Baker, 1990; Lieber and Mawhorr, 1995).

Recently, attention has been focused on special education needs for incarcerated juveniles. Research has estimated large numbers of students in need of exceptional student education (ESE) services in the juvenile justice population, ranging from 29%-75% (Gemignani, 1992; Leone, Rutherford, and Nelson, 1991; Rider-Hankins, 1992a). As a result, Rutherford (1988), Gemignani (1992), and Leone (1991) suggest that it is essential for juvenile justice special educators to focus on areas of deficiency.

Offering General Education Development (GED) preparation provides students who do not plan to return to public school after release the opportunity to prepare for the GED exam (Coffey and Gemignani, 1994). Therefore, it is argued that a comprehensive educational

program should offer GED exam preparation as part of its academic curriculum, and this should be integrated into other program components such as social, life, and employability skills, counseling, and transition programming (Gemignani, 1992).

Studies examining the relationship between delinquent behavior and social skills have indicated that juvenile delinquents are often deficient in communication skills, anger management strategies, conflict resolution methods, and prosocial decision-making processes (Gemignani, 1992; LeBoeuf and Delany-Shabazz, 1997; Rider-Hankins, 1992b). Therefore, problem solving skills, moral reasoning, communication, and social skills should be integrated into the classroom curriculum as a promising practice in juvenile justice education (Coffey and Gemignani, 1994; Donievy and Weissman, 1992; LeBoeuf and Delany-Shabazz, 1997; Lieber and Mawhorr, 1995).

Current research documents that minority children are over-represented in juvenile justice facilities. The Office of Juvenile Justice and Delinquency Prevention reports that minorities accounted for 68% of the juvenile population in secure confinement (Hsia and Hamparian, 1998), while minorities only make up 32% of the entire juvenile population and approximately 13% of the United States population. However, particular educational practices that work for this population have yet to be identified, and the need for educational staff to consider diversity in their instruction is crucial (Feyerherm and Pope, 1995; Hsia and Hamparian, 1998).

Once an appropriate curriculum has been identified, the successful instructional delivery using various teaching strategies is imperative. The HRCPD (1995) illustrates a useful model that incorporates five major learning modalities: visual, auditory, kinesthetic, print-oriented, and group-interactive. In addition, integration of technology into the classroom curriculum is believed to enhance learning for juveniles in correctional facilities. And, Rider-Hankins (1992b) states that experiential programs that rely on group interaction, cooperation, organization, and action-oriented tasks provide a sense of personal and group empowerment.

Transition of student work and educational records to the next educational placement is imperative for successful reentry. It has been documented in the literature that developing a transition plan for students as they move through a juvenile justice institution increases the chances that they will return to school upon release (Virginia Department of Correctional Education, 1988). Transition models developed include aspects such as a transition specialist to aid preparation for and transfer to the next placement (Virginia Department of Correctional Education, 1988) and procedures focusing on transition strategies such as awareness activities, transfer of records, and preplacement planning and communication (Webb, Maddox, and Edgar, 1985).

Incarcerated youth often have chronic problems that require long-term, comprehensive solutions, and recent literature suggests that aftercare programming for juveniles should provide a continuum of services involving educational, social, and employability skills training (Briscoe and Doyle, 1996). Much of the recent research on aftercare has stressed the need to combine intensive surveillance and services for youths identified as high-risk for

reoffending (Altschuler and Armstrong, 1994b; Briscoe and Doyle, 1996; Goodstein and Sontheimer, 1997). In addition, researchers recognize that education and counseling on substance abuse issues and other special need services should be provided to youth during incarceration and continue into the aftercare phase (Altschuler and Armstrong, 1994b; Haggerty, Wells, Jenson, Catalano, and Hawkins, 1989).

Finally, the need for special training programs for teachers who work within correctional education is crucial. Currently, there is a shortage of trained teaching professionals, especially in the areas of special education and working in correctional settings with juvenile offenders (Bullock and McArthur, 1994; Grande and Koorland, 1988; Leone, 1991; Norton and Simms, 1988). As such, suggested areas of needed training include working in the juvenile justice setting, effective communication, behavior modification and management, and improving student transition (Leone, 1991).

1.3 The QAR Process

An educational QAR normally is conducted in three days, but, if necessary, the time frame may be extended. (This might occur if the program is large or there are extenuating circumstances that require additional review time.) A QAR involves both qualitative and quantitative assessments of various components of an educational program. Data are collected during a QAR through interviews, observations, and reviews of documents. Each review is based upon educational quality assurance standards for long-term commitment programs, short-term commitment programs, or detention centers, as appropriate. Each educational quality assurance standard includes key indicators, which help the program understand the expectations for each standard and guide the reviewer during a QAR. The 1999 educational quality assurance standards for long-term commitment programs, short-term commitment programs, and detention centers are in Appendix B, and the 2000 educational quality assurance standards are in Appendix C.

Communication—In order for the QAR process to function effectively, open communication between all involved parties is essential. The current QAR communication loop is between JJEEP administration, the bureau chief of DOE's Bureau of Instructional Support and Community Services, and the bureau chief of DJJ's Bureau of Quality Assurance. There is also ongoing communication between JJEEP's quality assurance coordinator, the program administrators for DJJ's five juvenile justice regions, and the school district contacts responsible for juvenile justice education.

QAR Scheduling—During November of each year, the program administrators of each of DJJ's five regions meet with their staff and develop a proposed QAR schedule for the coming year. Drafts of the schedules are sent to the DJJ bureau chief for review and to JJEEP's quality assurance coordinator. JJEEP staff provide input on possible scheduling conflicts (i.e., the availability of JJEEP reviewers during any given week, regional conflicts, vacations). DJJ staff then draft a final QAR schedule. Each year, QARs begin in February and continue through October or beyond. When a schedule change is necessary, the regional program administrator notifies JJEEP's quality assurance coordinator. JJEEP staff make

every effort to accommodate any changes; however, this occasionally is not possible, which may result in a program having the QAR of their educational program on a different date than that of the QAR conducted by DJJ.

Deemed and Special Deemed Programs—In 1996, DJJ implemented a new policy regarding QARs for conferring "deemed" status upon programs that meet certain criteria. Any program that achieves a performance rating of at least 70% and a compliance rating of at least 90% are given special consideration. Special consideration is designated on two levels: "deemed status" and "special deemed status." Deemed status is awarded to programs that achieve a performance rating between 70% and 79%, inclusive and a compliance rating of 90% or above during their annual reviews. For the next two years, each deemed program is assessed by DJJ using a short-form review format, which is a condensed version of a typical on-site review. Special deemed status is awarded to programs that achieve a performance rating of 80% or higher and a compliance rating of 90% or above during their annual reviews. A QAR is not conducted for one year, and, for the subsequent two years, DJJ reviewers assess the program using a short-form review format. DJJ hopes that this incentive encourages juvenile justice programs to achieve the highest level of quality. If a short-form review of a deemed or special deemed program indicates that the program has failed to maintain at least a satisfactory level of performance, the program immediately loses its deemed or special deemed status, and a full QAR is conducted within 90 days.

Because of the important role that education plays in the success of juvenile justice programs and the lives of juveniles, JJEEP, in coordination with DJJ, decided that the educational components of deemed and special deemed programs are to be reviewed annually using a shorter version of the educational QAR process. During 1999, JJEEP incorporated "deemed QARs" into its schedule of reviews.

Deemed and Special Deemed Program QAR Protocol—Deemed QARs are one-day reviews in which the educational quality assurance reviewer focuses on whether the deemed or special deemed program is meeting the five priority indicators in the 1999 educational quality assurance standards for long-term commitment programs. These five priority indicators represent critical areas that require immediate attention if the program is operating below expected standards. The five priority indicators for long-term commitment programs are:

- E1.01 Entry Transition (Enrollment), which requires that students be properly enrolled with the corresponding school district and that records are requested and received in a timely fashion
- E1.03 On-Site Transition (Student Planning), which requires individual educational plans (IEPs) for students assigned to exceptional student education (ESE) programs and educational plans with specific long-term educational goals and short-term instructional objectives for non-ESE students
- E2.01 Curriculum (Academic), which requires the use of a school district-approved curriculum and appropriate use of the General Education Development/High School Competency Test (GED/HSCT) exit option
- E3.05 Experience, which requires certified academic instructional personnel or district-approved use of non-certified personnel

- E4.05 Funding and Support, which requires an adequate number of textbooks, materials, supplies, and instructional personnel

Although the educational quality assurance standards for short-term commitment programs and detention centers do not specifically contain priority indicators, they do have corresponding indicators and critical areas for which corrective actions are initiated if the program is operating below expected standards.

Additionally, corrective actions may be initiated for deemed or special deemed programs that score below satisfactory on any of the five priority educational indicators. Currently, it is not specified what impact a below satisfactory educational QAR score of a deemed or special deemed program has on the program's deemed status; however, in the future, sanctions may result in a full quality assurance re-review within 90 days and/or the loss of the deemed or special deemed status.

Pre-QAR Protocol—JJEEP's quality assurance coordinator provides the school district contact with 72-hour notice before a scheduled QAR. The juvenile justice facility also is contacted in order to gather information about the facility, which enables the educational reviewer to become familiar with pertinent program data before conducting the QAR. Also, the program administrator is advised about who will be conducting the educational QAR and when the educational reviewer will arrive at the facility. Finally, the lead reviewer for DJJ is contacted to coordinate the review process for each particular visit. This is done, in part, to confirm dates and times of entrance and exit meetings and other planned activities during the review.

In 1999, JJEEP's quality assurance coordinator established a process of faxing, prior to each program's scheduled QAR, a request that specific documents be made available to the educational reviewer during the review. The fax request includes a list of documents that the reviewer will need to review on-site, a list of items that the reviewer will review in the student files, and a data collection form—which is used to collect relevant supplemental data—that the program completes and returns to the reviewer. The supplemental data from the data collection forms are utilized in writing QAR reports and conducting various research analyses of juvenile justice education.

On-Site QAR Protocol—The educational reviewer attends the initial DJJ QAR entrance meeting. When this is not possible, the educational reviewer meets with the DJJ lead reviewer upon arrival at the program and then schedules an entrance interview with appropriate participants. During this interview, the educational reviewer explains the process for sharing with the program the educational QAR ratings, findings, and recommendations. The reviewer and the principal and/or the lead educator agree upon an anticipated on-site visit schedule. The reviewer also calls and arranges an appointment with the school district contact.

Often, the reviewer begins a QAR by identifying, locating, and examining student educational files and other appropriate documents. This provides a guide for conducting interviews and observations. Interviews are conducted with students, teachers, support staff,

school district staff, facility staff, and others, as appropriate. The reviewer observes classroom activities, transition meetings, treatment team meetings, and other activities that relate to the delivery of educational services. The reviewer meets daily with the principal and/or the lead educator to discuss tentative findings and to ask and answer questions. The reviewer also meets daily with the DJJ lead reviewer to discuss findings.

Before the DJJ exit meeting, the educational reviewer meets with the principal and/or the lead educator, the school district contact, faculty members, and other interested parties to discuss preliminary findings, tentative recommendations for improvement, and any other issues that may have arisen during the review. During this meeting, the program may supply additional information, if necessary.

Ratings and findings for each key indicator are presented at the formal exit meeting, which usually occurs in conjunction with the DJJ exit meeting. During the formal exit meeting, the levels of ratings (i.e., superior, satisfactory, partial, and non-performance) and a brief summary of the findings are provided and questions are answered.

Post-QAR Protocol—After an educational QAR has been conducted, each educational reviewer generally discusses his or her findings with JJEEP staff during weekly staff meetings and then writes the formal QAR report, which includes key indicator summaries and justifications for ratings, recommendations for any of the key indicators, and corrective actions, where appropriate. The educational QAR report goes through a series of editing procedures before it is sent to DJJ for incorporation into its final QAR report. DOE mails copies of the ratings, summaries, and recommendations for improvement to the school district superintendent, the school district juvenile justice education contact, and the principal or the lead educator at the facility.

Corrective Actions Protocol—JJEEP's quality assurance coordinator and DOE initiate immediate corrective actions for programs that score below satisfactory (a minimum rating of "4") on any of the five priority indicators for long-term commitment programs and/or violate any state or federal mandates. The process for reporting below satisfactory performance on a priority indicator is first initiated by the educational quality assurance reviewer. During the exit interview, the educational reviewer notifies the program if they have scored below satisfactory on any priority indicators and briefly discusses the corrective actions protocol and process. Upon return to the JJEEP office, the educational reviewer reports the corrective action(s) that the program needs to take on a corrective actions form. Also, the reviewer reports less than satisfactory scores on priority indicators and/or violations of any state or federal mandates to JJEEP's quality assurance coordinator immediately following the completion of a QAR. The quality assurance coordinator, in turn, notifies the program and/or school district of the corrective actions plan that needs to be implemented, the parties that should be involved in the corrective actions plan process, and the timeframe in which the corrective actions plan should be completed. JJEEP's quality assurance coordinator also coordinates with the bureau chief of DOE's Bureau of Instructional Support and Community Services in overseeing the completion of all corrective actions plans.

1.4   Overview of Chapters and Appendices

Chapter 2 summarizes HB 349 and describes its 1999 implementation. Chapter 3 presents the 1999 educational quality assurance scores and associated analyses. Chapter 4 reviews the various technical assistance provided to educational programs throughout the state in 1999. Chapter 5 reviews the corrective actions taken with regard to types of actions and follow-up. Chapter 6 through Chapter 12 present JJEEP's various research findings, beginning with education and recidivism (Chapter 6), best practices (Chapter 7), transition and aftercare services (Chapter 8), privatization (Chapter 9), ESE (Chapter 10), curriculum (Chapter 11), and teacher certification (Chapter 12). The annual report closes with an overview, discussion, and recommendations in Chapter 13.

Appendix A is a list of definitions of frequently used educational terms. Appendix B is the educational quality assurance standards for 1999. Appendix C is the educational quality assurance standards for 2000. Appendix D is a profile of students in juvenile justice programs (provided by DOE, from an analysis of data from its automated student database). Appendix E has several tables that provide data about the educational QAR scores and ratings for programs, broken out in a variety of ways (e.g., by security level, by program type). Appendix F describes the funding of juvenile justice educational programs and includes tables of 1997-98 program cost and base funding district totals (provided by DOE). Appendix G is the proposal for the Florida State University Center for the Study of Education and Prevention of Delinquent and At-Risk Behavior. Appendix H is a list of references cited in this annual report.

CHAPTER 2
HOUSE BILL 349

2.1 Introduction

In 1999, the Florida Legislature enacted timely and comprehensive legislation in HB 349 for Florida juvenile justice education. This legislation mandated a series of interrelated steps and activities aimed at achieving and maintaining quality juvenile justice education throughout Florida. This chapter reviews the major mandates included in HB 349 and the 1999 implementation of these mandates.

2.2 Summary of Legislation Prior to 1999

In 1996, the Florida Legislature created s.230.23161, F.S., Educational Services in DJJ Programs, which authorized DOE to conduct QARs, annually revise the QAR standards and key indicators, and write an annual report on the status of juvenile justice educational programs. This legislation defined the educational services that must be provided by a local school district to each DJJ detention center and commitment program. It also contained additional requirements for school districts and for the evaluation of juvenile justice programs, including allocations of resources and teacher competencies. This legislation became effective on July 1, 1996.

The 1998 Florida Legislature created Senate Bill 2288, which amended s.230.23161, F.S. by providing procedures for sanctioning DJJ operated programs that do not meet QAR standards. This legislation became effective May 24, 1998.

2.3 Summary of HB 349 Enacted in 1999

The 1999 Florida Legislature enacted HB 349, which became effective July 1, 1999. This legislation amends several statutes by adding the clarification, "which shall include schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs, to all public school organization and funding, statewide assessment, and school improvement and education accountability statutes." The legislation also provides amendments and new sections to s230.23161, F.S. The bill defines that a "school year for juvenile justice programs" shall be comprised of 250 days of instruction distributed over 12 months; however, a district school board may decrease the minimum number of days of instruction by up to 10 days for teacher planning.

HB 349 amended and created new subsections of s.230.23161, F.S. The major changes include allowing students to prepare for and take the GED, requiring students to have an academic improvement plan, specific requirements for academic records and transition

activities, funding, and QAR reviews and sanctions. These changes will have an impact on the school district and the on-site educational programs.

2.4 The Impact of HB 349

HB 349 is intended to impact of the delivery of educational services in DJJ programs at the school district, for public and private providers at the facility levels, and for student services providers. It also is intended to impact the operation of DJJ programs for DOE and DJJ.

The intended impact for school districts is to clearly establish their responsibility for overseeing the DJJ educational programs and assuring that the students enrolled in these programs are provided the same services as students in every public school in the school district. This includes, but is not limited to, student services, assessment services, record maintenance, and transmission of student records. It also requires school districts to assure that every DJJ educational program has a school improvement plan (SIP) and that the results of school improvement of these schools are included in their annual school improvement and education accountability report to the Commissioner of Education.

The intended impact at the facility level includes transition activities (entry and exit), the development of an SIP, the delivering of instruction for 250 days a year over a 12-month period, and the delivery of appropriate curriculum and instruction to every student based on their individual requirements and needs.

The intended impact at the state level is to assure that QARs are conducted, that sanctions are placed on low achieving schools, that technical assistance is provided to programs as needed, and that the necessary research is conducted to ensure quality education for Florida's juvenile justice youth.

Table 2.4-1 identifies the context of HB 349 as it applies to juvenile justice education. The table is organized numerically by the statutes that are affected. A copy of HB 349 can be downloaded from the Internet at http://www.leg.state.fl.us/session/1999.

In the table, the following abbreviations are used in the "affected parties" column: PA = Program Administrator; SDA = School District Administrator; SS = Student Services; and JJEEP/DOE = Juvenile Justice Educational Enhancement Program and Department of Education.

Table 2.4-1 Analysis of HB 349

Statute	Context	Affected Parties				Impact and Definition Summary
		PA	**SDA**	**SS**	**JJEEP/ DOE**	
228.041(43) Definitions	Length of School Year	X	X			The minimum school year must be 250 days distributed over a 12-month period. Up to 10 days are allowed for teacher planning.
228.041(43) Definitions	Juvenile Justice Provider	X	X			A juvenile justice provider to include DJJ or a private, public, or other governmental organization contracting with DJJ to provide treatment, care and custody, or educational programs. Might affect the cooperative agreement or contract.
228.051(2) Public School Organization and Funding	Adds "Youth in DJJ programs"	X	X			Requires 13 consecutive years of instruction (K-12).
228.081(2) Other Public Educational Services *SBE Rule*	Requires the DOE to adopt an administrative rule impacting JJ education programs				X	The requirements for the content of the administrative rule follow.
228.081(2)(a)	Interagency Collaborative process	X	X		X	Outlines requirements for interagency collaborative procedures.
228.081(2)(b)	Responsibilities of Involved Parties		X		X	Defines responsibilities of DOE, DJJ, school districts, and providers of education services.
228.081(2)(c)	Academic Expectations	X	X	X		Academic expectations of youth served in juvenile justice educational programs.
228.081(2)(d)	Service Delivery Options	X	X			Outlines service delivery options available to school districts and/or providers.
228.081(2)(e)	Assessments	X	X X X X	X	X	• Appropriate academic and vocational assessments (entry/exit); • School districts to be responsible for ensuring the completion of the assessment process; • Assessments for students in detention who will move on to commitment facilities; • Assessments of students sent directly to commitment.
228.081(2)(f)	Instructional Programs	X	X			Defines and recommends instructional programs including, but not limited to, vocational training and job preparation.
228.081(2)(g)	Funding Requirements	X	X			• At least 80% of the FEFP funds generated by students are spent on instructional costs for those students. • 100% of the formula-based categorical funds generated by students must be spent on appropriate categoricals such as instructional materials and public school technology for those students
228.081(2)(h)	Year Round Instructional Staff Qualifications	X	X			Qualifications of instructional staff, procedures for the selection of instructional staff, and procedures to ensure consistent instruction and qualified staff year round.

Statute	Context	Affected Parties				Impact and Definition Summary
		PA	SDA	SS	JJEEP/ DOE	
228.081(2)(i)	Transition Services	X	X			Transition services, including the roles and responsibilities of appropriate personnel in school districts, provider organizations, and DJJ.
228.081(2)(j)	Transfer of Education Records	X	X			Procedures and timeframe for transfer of education records when a youth enters and leaves a facility.
228.081(2)(k)	Academic Transcripts	X	X			Each school district must maintain an academic transcript delineating courses completed by the student.
228.081(2)(l)	Transcript in Discharge packet	X	X	X		Each school district must make available and transmit a copy of a student's transcript in the discharge packet.
228.081(2)(m)	Contract Management	X	X			Minimal requirements for contract management.
228.081(2)(n)	Performance Expectations	X	X			Performance expectations for providers and school districts, including the provision of academic improvement plan as required in s.232.245.
228.081(2)(o)	Workforce Development Funds		X			Role and responsibility of the school district in securing workforce development funds.
228.081(2)(p)	School District Sanctions	X	X		X	Defines a series of sanctions for school districts whose educational programs in DJJ facilities are considered to be unsatisfactory and for instances in which a school district fails to meet standards prescribed by law, rule, or SBE policy.
228.081(2)(q)	Other Aspects					The rule may specify other aspects of program operations.
228.081(3)(a) Model Contracts	Develop Model Provider Contracts		X		X	- Develop model contracts to be used for the development of future contracts and - Ensure that appropriate school district personnel are trained and held accountable for the management and monitoring of contracts.
228.081(3)(b)	Develop Model Transition Procedures	X	X		X	Develop model procedures for transitioning youth into and out of DJJ programs.
228.081(3)(c)	Educational Records Content	X	X	X	X	Develop standardized required content of educational records to be included as part of a youth's commitment records.
228.081(3)(d)	Securing Education Records	X	X		X	Develop model procedures for securing the education records and the roles and responsibilities of those involved in the withdrawal of the student from school and assignment to a commitment or detention facility.
228.081(4)	GED Options	X	X		X	Notify students in juvenile justice residential or nonresidential facilities who attain the age of 16 years of the provisions of s.232.01(1)(c) regarding compulsory school attendance and make available the option of enrolling in a program to attain a GED diploma prior to release from the facility.

Statute	Context	Affected Parties				Impact and Definition Summary
		PA	SDA	SS	JJEEP/ DOE	
228.081(5)	QARs, Technical Assistance, and Research				X	DOE shall provide QARs of all juvenile justice educational programs and shall provide technical assistance and related research to school districts and providers.
229.57(3)	Statewide Assessment	X	X	X		Adds "including schools operating for the purpose of providing educational services to youth in DJJ programs."
229.57(3)(c)(6)	Statewide Assessment	X	X	X		Participation in the testing program is mandatory for all students, including students served in DJJ programs.
229.57(3)(c)(8)	Common Battery of Assessment Tools for Juvenile Justice Programs	X			X	By January 1, 2000, the DOE must develop, or select, and implement a common battery of assessment tools, which will be used in all juvenile justice programs.
229.58(1)	District and School Advisory Councils	X	X			School boards may establish a district advisory council.
229.592(1)	School Improvement and Education Accountability	X	X			Must have an SIP, as required by s.230.23(16).
229.592(2)	School Improvement and Educational Accountability	X	X		X	Adds "including schools operating for the purpose of providing educational services to youth in DJJ programs" requiring juvenile justice schools to participate in the state system of school improvement.
230.23(16)(a)	School Improvement Plans		X			Local school boards must annually approve and require implementation of a new, amended, or continuation school improvement plan for each school in the district; school boards may establish a district SIP for all DJJ schools in the school district.
230.23(16)(e)	Public Disclosure		X			Local school boards must annually provide information regarding performance of students and educational programs as required pursuant to s.229.555.
230.23161	Educational Services in DJJ Programs					*A copy of s.230.12161 is included in this report. Only the created or amended sections of the statute are addressed in this chart. All subsections of the statute have been renumbered.*
230.23161(1)	Intent for juvenile Justice Educational Programs and DOE				X	Identifies the importance of education for youth in DJJ facilities, declares DOE as the lead agency for juvenile justice educational programs, requires DOE and DJJ to identify juvenile justice education.
230.23161(7)	GED	X	X			Allows students to terminate school enrollment pursuant to s.232.01(1)(c), F.S. and be afforded the opportunity to attain a GED diploma.
230.23161(8)	Academic Improvement Plan (AIP)	X	X			Requires AIPs.
230.23161(9)	Academic Records	X	X			Maintenance of academic records for each student enrolled in a juvenile justice facility as prescribed by s. 228.081.

Statute	Context	Affected Parties				Impact and Definition Summary
		PA	SDA	SS	JJEEP/ DOE	
230.23161(12)	Contracting With a Private Provider		X			School district's planning and budgeting process shall include the needs of DJJ programs in the district plan for expenditures for state categorical and federal funds.
230.23161(13)			X			Adds: (a) juvenile justice educational programs shall be funded in the appropriate FEFP program based on the educational services needed. (b) juvenile justice educational programs to receive the appropriate FEFP program funding for DJJ. (c) Local school districts may request an alternative FTE survey for DJJ programs experiencing fluctuations in student enrollment. (d) FTE count periods shall be prescribed in rules of the SBE. Identifies summer school funding.
230.23161(16)	QAR Standards QA Visits QA Sanctions					(a) The QA rating for the educational component shall be disaggregated from the overall QA score and reported separately. (b) QA site visit shall be conducted during the same visit. (c) Minimum thresholds for the standards and key indicators for education.
230.23161(21)	Annual Report by DOE to Legislature				X	Requirement for information in the annual report to the legislature to contain ESE student information.
235.1975	Educational Facilities in Juvenile Justice Programs			X	X	Specifications for the cooperative development of juvenile justice educational facilities by DJJ, DOE, and school districts.
237.34	Program Expenditure Requirements		X			
985.401	Juvenile Justice Accountability Board					Responsible for studying the extent and nature of education programs for juvenile offenders.
985.413	District Juvenile Justice Boards					Responsibilities for the district juvenile justice boards.
Section 53	Plan for Educational Programs in Detention Centers				X	DOE to work with local school districts to develop a plan for educational programs in detention centers.

2.5 Specific DOE Requirements in the Implementation of HB 349

Included in HB 349 are specific requirements for DOE to fulfill. This section outlines the major statutory requirements that are the responsibility of DOE and their current status of implementation. In July 1999, shortly after HB 349 was signed into law, DOE's Bureau of

Instructional Support and Community Services (BISCS) established a committee to oversee the implementation of some of the major DOE responsibilities included in HB 349. The committee existed of members from the DOE, DJJ, JJEEP, JJAB and school district personnel. The following is a summary of the major statutory requirements and the committee's status concerning the implementation of those activities.

Requirement—DOE shall recommend an administrative rule to the SBE articulating expectations for high-quality, effective educational programs for youth in DJJ programs.

Status—DOE, with assistance from JJEEP, JJAB, and DJJ, has developed <u>Rule 6A-6.05281. FAC</u>, which was presented to the SBE on February 7, 2000. A first draft of the rule was advertised in Volume 25, Number 40 of the Florida Administrative Weekly on October 8, 1999. Three public hearings were held concerning the draft rule on October 22 in Tallahassee and on October 25 in Tampa and Fort Lauderdale. The rule contains requirements for school districts and educational programs within juvenile justice facilities in several areas, including student eligibility, student records, student assessment, IAPs, transition services, instructional program and academic expectations, qualifications and procedures for selection of instructional staff, funding, contracts with private providers, interventions and sanctions, and coordination.

Requirement—Model contracts must be developed for educational services in DJJ programs.

Status—School district consultants from Broward County were contracted through DOE to develop a technical assistance paper (TAP) on contracts and contract management in early 1999, prior to HB 349. JJEEP assisted DOE with refining this TAP to include all of the statutory and rule language regarding contracts in sections 230.23161 and 228.081, F.S., and <u>Rule 6A-6.05281, FAC</u>. The TAP is currently in draft form and is anticipated to be disseminated for final input to school districts and educational program providers in February 2000, prior to final publication by DOE. The current TAP includes the following:

- an explanation of the differences between a direct service cooperative agreement between DJJ and school districts and a purchase service contract between a school district and private provider for the delivery of educational services
- DOE's involvement in monitoring juvenile justice educational programs
- procedures and requirements for writing cooperative agreements between school districts and DJJ as defined in s.230.23161(14–15), F.S.
- procedures and requirements for writing purchase service contracts between school districts and private providers as defined in <u>Rule 6A-6.05281, FAC</u>
- strategies to assist school districts in managing purchase service contracts with private providers including assigning school district personnel as contract managers

The 2000 Educational Quality Assurance Standards also address contracts and contract management. Standard Four contains three indicators that require cooperative agreements

and purchase service contracts to reflect the contract requirements stated in s.230.23161(14), F.S. and require school districts to provide contract management services to all private providers operating under their jurisdiction.

Requirement—A standardized content of educational records must be developed as part of the student's commitment record.

Status—The current draft of Rule 6A-6.05281, FAC defines the content requirements of student records in juvenile justice educational programs. The guidebook for model transition procedures described below also includes statuary and rule requirements for the content of educational records.

Requirement—Model procedures for securing educational records in DJJ programs must be developed.

Status—The current draft of Rule 6A-6.05281, FAC defines the procedures for securing educational records in juvenile justice educational programs. The guidebook for model transition procedures described below also includes statutory and rule requirements for the procedures of securing educational records.

Requirement—Model transition procedures must be developed for students moving into and out of DJJ programs.

Status—JJEEP assisted DOE with developing a guidebook for transitioning students in DJJ programs. JJEEP began the development of model transition procedures by initially surveying school district and provider personnel during a meeting regarding the QA standards on September 22-23, 1999 in Tampa. Other information regarding model transition procedures included literature reviews, most promising practice site visits, and evaluating the transition services of Florida's top rated programs. The current guidebook includes the following:

- a list of program, school district, and DJJ personnel that should be involved in the transition process for students moving into and out of juvenile justice programs
- a description of a model transition process for students, including the roles of detention centers, probation officers, commitment programs, aftercare programs, and school districts
- parental and family involvement in the transition process
- the use of community resources in the transition process
- TAP on developing IAPs for non-ESE students
- samples of transition plans for students
- the purpose of and personnel involved in treatment teams and transition teams
- definition of a student portfolio
- the content of educational records as defined by the Florida Statutes and SBE Rules

- procedures for requesting and transferring educational records

The 2000 Educational Quality Assurance Standards also contain new transition indicators that address many of the requirements stated in the Florida Statutes and SBE Rules.

Requirement—The waiving of GED testing fees for students in DJJ programs.

Status—DOE mailed a memorandum to school district superintendents, community college presidents, and DJJ residential facilities on September 14, 1999 regarding the waiving of GED testing fees. Division of Workforce Development Memorandum #99-35 and Community College Memorandum #99-103 clarifies that the party receiving the educational funding for the students in each DJJ program is responsible for paying, at a minimum, the state and national portion of the GED testing fees. Each school district should negotiate with their local GED testing center to determine if the center is willing to waive part or all of the local testing fees.

Requirement—Designate a coordinator for juvenile justice educational programs to serve as the DOE point of contact.

Status—Currently, the Chief of BISCS is the DOE official contact in juvenile justice education. Through BISCS, DOE has a contract with FSU (JJEEP) to conduct QARs, provide technical assistance to school districts and providers, and conduct research related to juvenile justice education.

Requirement—The development or selection and implementation of a common battery of assessment tools for DJJ programs.

Status—DOE, through the Student Support Services Project (SSSP) at the University of South Florida, has initiated several activities in response to the legislative language regarding assessment testing in DJJ programs. A draft of a TAP on assessment testing for DJJ programs has been completed and will be disseminated to school districts and providers for final input in February 2000, prior to its publication by DOE. Twelve DJJ programs have been selected as model sites for the SSSP to field-test Curriculum Based Measurement (CBM) as a procedure for entry and exit assessment testing and monitoring of student progress. This pilot will begin in spring 2000 and operate for six months. After completing the pilot, the SSSP will provide DOE with a summary report on the benefits and limitations of CBM in DJJ programs and provide recommendations for its possible implementation in other DJJ educational programs. SSSP has also begun to develop a guidebook on assessment issues and a compilation of materials regarding assessment testing for DJJ programs.

Requirement—The development of a plan for educational programs in detention centers.

Status—School district personnel were initially surveyed by JJEEP concerning an educational plan for detention centers during the Juvenile Justice Detention Summit, on August 23-24, 1999. (Thirteen school districts out of twenty that operate a detention center and thirty educational representatives participated.) DOE personnel are currently developing a draft of an educational plan for detention centers.

2.6 Implementation Plan for a Separate Educational System

The 1999-2000 General Appropriations Act contained proviso language, which required that DOE, in consultation with DJJ, develop an implementation plan for the operation of an educational system for youth who cannot function within the existing public school structure. The funding for this system shall be independent of the funding for any other educational system. This initiative was commonly known as the 68th school district. In response to this proviso language, JJEEP conducted an extensive, national telephone survey of the educational operating system of juvenile justice systems in other states. The following are the results of that survey.

States with separate state-administered educational services: Centralized Model
Thirteen states administer educational services through a separate state agency. The state agencies that oversee juvenile justice facilities include DJJ, Department of Youth Services (DYS), Department of Corrections (DOC), and one by DOE.

The number of juvenile justice facilities receiving state-administered educational services ranges from 2 to 40. The total number of students in these facilities ranges from 200 to 2,100. The average number of facilities is 14; and the average number of students served is 1,164. The number of days that students are in school ranges from 200-240, with an average of 221 days spent in school per year. Per pupil cost of educational services ranges from $2,300 to $10,000 per year, and the average cost is $5,260 per year.

States with both locally administered educational services and educational services provided by a separate state agency
Twenty-five states administer educational services both locally and through a separate state agency. In general, these states provide educational services to detention centers and other short-term facilities at the local level. Educational services for residential facilities are provided by a separate state agency. Educational services in two states are overseen by the state's DOE, and twenty are run by other state agencies such as DJJ, DYS, or DOC.

For those states with both locally and state operated juvenile justice educational services, between 1 and 41 programs are operated by a separate state agency. The number of students in these facilities ranges from 20 to 7,703. The average number of facilities is 7; and the average number of students is 1,241. Students spend between 146 and 250 days in school;

with an average of 226 days spent in school per year. Per pupil cost of educational services ranges from $4,800 to $10,000 per year, and the average cost is $7,117 per year.

States with locally administered educational services: Decentralized Model
Nine states provide all educational services for youth in juvenile justice facilities at the local level. These 9 states have between 4 and 28 programs and between 265 and 4,987 juvenile justice students. The average number of facilities is 13; and the average number of students is 1,503.

The number of days that students are in school ranges from 180 to 230, with an average of 210 days in school per year. Per pupil cost ranges from $8,225 to $9,400 for educational services per year, and the average annual cost is $8,875 for educational services per pupil.

Florida
Florida serves approximately 10,000 students in 210 juvenile justice facilities. Educational services are administered at the local level for all long-term, short-term, and detention facilities. The number of days that students spend in school is 240 per year. The average annual cost for educational services for juvenile justice youth is $5,708 per student.

Table 2.6-1 Characteristics of Three Models for Delivering Educational Services to Juvenile Justice Students: Centralized (state-operated); Both (state and locally-operated); and, Decentralized (locally-operated)

	# of facilities	# of programs operated	# of students served	# of days students are in school	Per pupil annual cost **
Centralized Model	13	2-40 (average: 14)	200-2,100 (average: 1,164)	200-240 (average: 221)	$2,300-$10,000 (average: $5,600)
Both Models	25	1-41 (average: 7)*	20-7,703* (average: 1,241)	146-250* (average: 226)	$4,800-$10,000* (average: $7,117)
Decentralized Model	9	4-28 (average: 13)	265-4,987 (average: 1,503)	180-230 (average: 210)	$8,225-$9,400 (average: $8,875)
State of Florida	1	233	10,000+	240	$5,708

*Findings reflect data from centrally operated programs only
**Data are not considered to be reliable, as few states reported annual per pupil cost or had actual figures

2.7 Summary

HB 349 is "sweeping" educational reform for Florida's juvenile justice educational programs. Its complete implementation may take more than a year to be fully realized. The

2000 Educational Quality Assurance Standards are designed to reflect many of the new legislative requirements, and new school district and program data are required to be reported to the DOE. From an analysis of this information, JJEEP and DOE will be able to report on the effects and implementation of HB 349 in future annual reports.

CHAPTER 3
ANALYSES OF 1999
QUALITY ASSURANCE REVIEW RESULTS

3.1 Introduction

This chapter presents the data collected by JJEEP throughout the 1999 QAR cycle. While the numbers herein are generally consistent with those in DOE's automated student database (see Appendix F), there will be minor differences because of the timeframe in which the data were collected. The primary source of these data is the QAR process, during which reviewers collect information relating to the transition, service delivery, personnel competencies, and administration of each juvenile justice educational program. Additionally, each program is asked to complete a supplemental data collection form that provides general information about the facility and educational providers, facility and educational staff, and current student demographics. These data provide the opportunity to analyze QAR results according to a variety of program characteristics and will enable the specification of facility and student outcomes such as school success (graduation rates, standardized test scores, pre- and post-test results, etc.) and continuation of delinquency (arrest rates, recommitment rates, etc.). These longitudinal tracking capabilities are still being developed, but the data already collected will form the foundation of all future research.

The data and analyses presented in this and following chapters are primarily derived from the 210 QARs conducted by JJEEP during 1999. Thirty-eight of these programs had deemed or special deemed status and, therefore, received the shorter deemed QAR (see Chapter 1 for a discussion of the deemed QAR protocol). On the days the QARs were conducted, these programs supervised 9,042 students who, depending on program type and students' performance in the programs, may stay in the programs anywhere from one day (in detention centers) to three years (in level ten facilities). Gender, race/ethnicity, and ESE participation of these students have been estimated from the self-reported population data returned to JJEEP by most programs reviewed. The overall proportions of students in each category are imposed upon the total number of students to reach the following estimates. Approximately 6,953 (77%) students in Florida's juvenile justice educational programs were male, 2,089 (23%) were female. With regard to race/ethnicity, approximately 3,755 (42%) juvenile justice educational students were white, 3,827 (42%) African-American, 1,373 (15%) Hispanic (of all racial/ethnic descent), and 87 (1%) of other backgrounds. Finally, approximately 2,923 (32%) students participated in the ESE program, while 6,119 (68%) were not identified as participants.

The following pages provide information regarding the database characteristics and uses as well as general analyses of the 1999 QAR findings. Section 3.2 provides specifics on the JJEEP database, including data available and information regarding reports that can be generated by JJEEP staff upon request. Section 3.3 explains the QAR performance rating system. Section 3.4 details QAR results by program type, security level, school district, and

educational program provider for both regular and deemed status QARs. These groupings by various program characteristics enable comparisons of QAR averages for each. Section 3.5 summarizes the QAR findings for 1999.

3.2 JJEEP Database

JJEEP is now able to provide information related to the educational QAR process that should be useful to juvenile justice educators, program providers, and school districts in Florida. The information contained in the JJEEP database is used in preparing the data presented in this annual report, but there are additional and more specific reports that can be generated from the database upon request. A specific list of items available in the JJEEP database is provided below. An individual report that is related to a program's specific needs can be generated using any of the information contained in the database.

The intent of this service is to assist programs, contracted providers, and school districts in obtaining information relevant to the quality improvement process. Comparing one program's QAR ratings with another's, or one district or provider to another, is often useful in diagnosing program needs or in identifying potential sources of technical assistance.

Currently, the JJEEP database is capable of providing a variety of reports to assist programs, providers, school districts, and other interested parties in understanding factors relating to the quality of juvenile justice education in Florida. All data can be grouped, sorted, or otherwise organized by any of the following bulleted items. A frequently requested and useful grouping for most purposes tends to be QAR ratings by district, provider, security level, etc., or simply all programs sorted alphabetically or by QAR scores.

The JJEEP database is still in the process of development, and new information is being added each year. The 1997 data are limited to only about 50% of all programs reviewed. The Florida DOE's contract with JJEEP to provide quality assurance services started in mid-1998, and JJEEP was only successful in recovering a portion of all reports generated by the previous contractor in 1997. The 1998 and 1999 data are complete, though some variation exists with some of the supplemental variables that were not obtainable from some programs or providers. When specific data report requests are made, JJEEP staff will assist in determining the data available and most useful format of presentation, as needed.

The JJEEP database includes the following information that is regularly updated and expanded:
- Program Name
- County/School District Supervising Education
- Security Level
- Name of Facility Provider
- Facility Public, Not-for-Profit, or For-Profit Designation
- Educational Provider
- Education Public, Not-for-Profit, or For-Profit Designation
- Name and Contact Information for School District DJJ Contact

- Name of Lead Educator
- QAR Entry Dates
- QAR Exit Dates
- Lead JJEEP Reviewer
- Other JJEEP Reviewers
- Number of Students at Time of Review
- Indicator Ratings
- Standard Average Ratings
- Educational Average Ratings
- Technical Assistance Provided to Program
- Concerns Generated at Program
- Minimum, Maximum, and Average Student Length of Stay
- Minimum and Maximum Student Age
- Race/Ethnicity of Students
- Gender of Students
- Number of Students in ESE programs
- Number of non-ESE Students
- Number of Students in English for Speakers of Other Languages (ESOL) program
- Number of Slots (Maximum Student Capacity)
- Facility Staff to Student Ratio
- Educational Staff to Student Ratio
- Certified Teacher to Student Ratio
- Non-Certified Teacher to Student Ratio
- Practical Arts Teacher to Student Ratio
- ESE-Certified Teacher to Student Ratio
- Certified Teacher Turnover Rates
- Facility Staff Turnover Rates

When requesting information, please be as specific as possible regarding the exact information needed and how the data will be used. This information will help in generating the most useful report. Information can be requested by contacting JJEEP by mail, phone, or fax: 345 S. Magnolia Drive, Suite D-23, Tallahassee, FL 32301-2987, phone (850) 414-8355, fax (850) 414-8357.

3.3 The Performance Rating System

Each program receives scores on a series of key indicators based on a 10-point scale from zero to nine that rate the program's performance.
- A score of zero indicates "non-performance," meaning that the items, elements, or actions necessary to accomplish the indicator are missing or done so poorly that they do not contribute to the accomplishment of the indicator or the overall standard.
- A score of one, two, or three indicates "partial performance," meaning that not all elements of the indicator are being accomplished or there are frequent exceptions to

accomplishing the items, elements, or actions required to satisfy the requirements of the indicator. While there may be a policy in place, many staff are unaware of it or, there is no policy or procedure in place, although staff are generally accomplishing the indicator.

- A score of four, five, or six indicates "satisfactory performance," meaning that all of the requirements of the indicator are met almost all of the time. While the items, elements, or actions necessary to accomplish the indicator are prevailing practice, minor exceptions may occur occasionally.
- A score of seven, eight, or nine indicates "superior performance," meaning the program is exceeding all elements required in the particular indicator with either an innovative approach or an exceptional, program-wide dedication to performance that is readily apparent. There is evidence of very few, if any, exceptions.

As each indicator is scored, a standard rating is automatically calculated. Standards are rated in the same general ranges based on the total score earned for that standard divided by the maximum possible score (the total if all indicators had scored a nine). This standard rating is referred to hereafter as "Standard Mean." The overall rating (hereafter, "Overall Mean") for the program is determined by totaling all applicable indicators for the program and dividing that number by the maximum possible score the program would earn if all key indicators had been rated nine. This percentage is then plotted on a grid that divides overall performance into six categories.

- Superior Performance   78-100%   (an overall mean of 7.00-9.00)
- High Satisfactory Performance   66-77%   (an overall mean of 6.00-6.99)
- Satisfactory Performance   55-65%   (an overall mean of 5.00-5.99)
- Marginal Satisfactory Performance   44-54%   (an overall mean of 4.00-4.99)
- Below Satisfactory Performance   11-43%   (an overall mean of 1.00-3.99)
- Poor Performance   0-10%   (an overall mean of 0.00-0.99)

Each program is reviewed by JJEEP utilizing the set of indicators designed for each program type: short-term commitment, long-term commitment, and detention. Short-term commitment programs are designed to supervise students for periods up to 60 days. Long-term commitment programs supervise students from 61 days to up to three years, depending on program security level, the judge's sentence, and student performance. Detention centers hold students for between one day and one year, usually until sentencing or while awaiting placement in a commitment program. Because of the different time frames and purposes of these different program types, each program type is held to slightly different educational requirements. While each program type is expected to perform certain functions within the basic four standard areas of Transition, Service Delivery, Personnel Competencies, and Administration, each set of indicators are fine-tuned to meet the needs of students in each program type. Thus, the specific content and total number of indicators within each standard area varies by program type. As a result, comparisons of indicator averages across program types is not appropriate, though comparisons across program type are possible using standard means and overall means. For those interested in viewing the specific indicator scores for each program, the 1999 quality assurance scores are listed for every program reviewed in Appendix F. This appendix groups all programs according to the analyses provided in this chapter: program type, security level, school district, and program provider (including specific providers and their profit status).

3.4 General Analyses of the 1999 Educational QAR Findings

The following comparisons provide information regarding the relative performance of various program types and administrative models, both in relation to their 1999 performance and the change in their performance from the previous year. It is important to take into account the changes in the educational quality assurance standards from 1998 to 1999 when making cross-year comparisons and in drawing conclusions regarding changes in performance scores from year to year. Specifically, it should be noted that the standards have generally become more demanding, reflecting the "raising of the bar" and expected improvement in performance each year.

Of the 210 programs reviewed by JJEEP in 1999, 38 were deemed or special deemed, and 172 were regular reviews. Because deemed programs do not receive a complete QAR and are not given numerical ratings on each indicator, the analyses of quality assurance findings for deemed and non-deemed programs are separated. Tables 3.4-1 through 3.4-4 provide basic quality assurance data for non-deemed programs and Tables 3.4-5 through 3.4-8 provide similar analyses for deemed programs.

Table 3.4-1 provides summary QAR scores by program type for the different types of reviews conducted: short-term commitment, long-term commitment, and detention programs. The change in QAR scores from 1998 to 1999 for each standard and overall mean is listed in parentheses beneath the 1999 scores. Although each of these program types are subject to different quality assurance standards for education, including a different number of indicators and slightly different programmatic requirements, each is reviewed according to the same four standard areas: Transition, Service Delivery, Personnel Competencies, and Administration. Programs can be compared by standard means as well as overall mean QAR scores. To facilitate comparisons to the 1998 QAR scores—which did not distinguish between short-term and long-term commitment programs, short-term and long-term commitment programs are combined into an "all commitment" category.

Table 3.4-1 1999 Mean Standard and Overall QAR Scores by Program Type
(Score Change from 1998 to 1999 in Parentheses)

Program Type	# of Programs	Transition	Service Delivery	Personnel Comp.	Admin.	Overall Mean
Short-Term Commitment	6	5.38 (N/A)	5.33 (N/A)	5.73 (N/A)	5.43 (N/A)	5.49 (N/A)
Long-Term Commitment	147	5.40 (N/A)	5.37 (N/A)	5.59 (N/A)	5.27 (N/A)	5.32 (N/A)
All Commitment	153	5.06 (-0.14)	5.37 (-0.03)	5.59 (-0.11)	5.28 (-0.02)	5.33 (-0.07)
Detention Centers	19	4.09 (-0.81)	5.08 (-0.52)	5.61 (-0.09)	5.18 (-0.62)	4.94 (-0.56)
All Programs Combined	172	4.95 (-0.21)	5.34 (-0.08)	5.59 (-0.11)	5.27 (-0.09)	5.28 (-0.13)

Note: The total number of programs across all program types does not include "deemed" and "special deemed" programs and represents only school programs reviewed, not necessarily the number of DJJ facilities included in the reviews. Furthermore, the overall mean cannot be calculated by summing the four standard averages and dividing by four—each standard must be weighted by the number of indicators in

each program type. (See Appendix F for indicator ratings.) Similarly, the means for all programs combined must be weighted by number of programs in each category

Overall, programs averaged 5.28 in educational QARs. This finding is not surprising, as this score represents a mid-range "satisfactory" level of educational services. To word it differently, programs generally provided services that met the expectations and requirements of the State of Florida. Of course, there was substantial variation in the QAR scores in different programs and different program types. For instance, program scores ranged from 1.50 to 7.90. Furthermore, it can be seen that detention centers scored lower than commitment programs in 1999, particularly in the area of Transition—a relatively difficult task for detention centers with students entering and exiting the programs on a relatively unpredictable schedule. Short-term commitment programs scored the highest, with an overall mean of 5.49. Consistent with the 1998 findings, the highest rated standard across all program types was Personnel Competencies, which averaged 5.59. Transition averaged the lowest with a score of 4.95.

The 1999 mean scores across all program types and all standard areas were slightly lower than in 1998. The reduction of 0.13 points overall does not necessarily reflect a reduction in the overall quality of juvenile justice education in the state. In fact, it is the perception of most JJEEP reviewers that the overall quality of programs has improved. The noted score reductions are more likely a reflection of the new quality assurance standards for education and the improved training received by reviewers. The 1999 standards "raised the bar" compared to the 1998 requirements, yet even with these higher requirements programs maintained an overall satisfactory level of education, with mean score changes ranging from –0.56 in detention centers to –0.07 in commitment programs. Across standard areas, the greatest change was in Transition, with an average of –0.21 change across all program types. This change was largely the result of the new 1999 requirement that all students have IAPs. Prior to 1999, such plans were only required for students participating in ESE programs and merely *recommended* for non-ESE students. Many programs experienced difficulty implementing these plans and therefore were scored lower in this area. Most of the problems observed in transition have already been resolved through the JJEEP/DOE corrective action process. Please refer to the discussion of technical assistance and corrective actions regarding Transition services and IAPs in Chapter 5.

Table 3.4-2 presents the 1999 mean standard and overall QAR scores by security level. The change in QAR scores from 1998 to 1999 for each standard and overall mean is listed in parentheses beneath the 1999 scores. Overall mean scores range from 4.94 in detention centers to 5.71 in level ten commitment programs. One other interesting finding is that level two and level four programs were the only categories to improve QAR scores overall from 1998, despite the changes and strengthening of the educational standards.

Table 3.4-2 1999 Mean Standard and Overall QAR Scores by Security Level
(Score Change from 1998 to 1999 in Parentheses)

Security Level	# of Programs	Transition	Service Delivery	Personnel Comp.	Admin.	Overall Mean

Level Two	43	5.17 (-0.13)	5.41 (+0.11)	5.27 (-0.03)	5.21 (+0.11)	5.27 (+0.07)
Level Four	15	5.27 (-0.03)	5.50 (-0.10)	5.69 (-0.01)	5.59 (+0.19)	5.52 (+0.02)
Level Six	61	5.06 (-0.04)	5.46 (-0.14)	5.70 (-0.20)	5.24 (-0.16)	5.37 (-0.13)
Level Eight	22	4.67 (-0.23)	4.93 (-0.37)	5.75 (+0.05)	5.24 (+0.04)	5.14 (-0.26)
Level Ten	2	5.50 (+0.10)	5.83 (+0.13)	6.40 (+0.10)	5.10 (-0.40)	5.71 (-0.09)
Mixed Level*	10	5.01 (+0.01)	5.33 (-0.17)	5.66 (-0.14)	5.44 (+0.04)	5.37 (-0.13)
Detention	19	4.09 (+0.81)	5.08 (-0.52)	5.61 (-0.09)	5.18 (-0.62)	4.94 (-0.56)
All Programs Combined	172	4.95 (-0.26)	5.34 (-0.19)	5.59 (-0.09)	5.27 (-0.33)	5.28 (-0.22)

Note: The total number of programs across all security levels does not include "deemed" and "special deemed" programs and represents only school programs reviewed, not necessarily the number of DJJ facilities included in the reviews. Furthermore, the overall mean cannot be calculated by summing the four standard averages and dividing by four—each standard must be weighted by the number of indicators in each program type. (See Appendix F for indicator ratings.) Similarly, the means for all programs combined must be weighted by number of programs in each category.
* Included with "mixed level" programs is Pinellas Non-Secure Detention/Harbinger House, reviewed with short-term commitment standards.

Table 3.4-3 presents the 1999 mean standard and overall QAR scores by supervising school district (not necessarily the same county in which the program is located) for both district-operated and district-contracted programs. Supervising school districts are listed in rank order by overall mean QAR score. The change in QAR scores from 1998 to 1999 for each standard and overall mean is listed in parentheses beneath the 1999 scores. The overall mean QAR scores for school districts ranged from 6.53 for Pinellas School District to 3.62 in both Hendry and Hernando school districts. Six school districts averaged in the high satisfactory range (6.00-6.99) and three school districts averaged below satisfactory (1.00-3.99). No school districts averaged in the superior (7.00-9.00) or poor (0.00-0.99) categories. Most school districts maintained overall mean scores close to their scores in 1998, though there were seven that changed by at least one point. Escambia, Hendry, Hernando, and Madison school districts dropped by between 1.11 and 2.58 points overall. Glades, Leon, and Levy school districts increased by between 1.14 and 2.02 points.

Table 3.4-3 1999 Mean Standard and Overall QAR Scores Ranked by Overall Mean for District-Operated and District-Contracted Educational Programs
(Score Change from 1998 to 1999 in Parentheses)

School District	# of Programs	Transition	Service Delivery	Personnel Comp.	Admin.	Overall Mean
Pinellas	10	6.20 (-0.01)	6.29 (-0.22)	6.80 (+0.53)	6.50 (+0.53)	6.53 (+0.20)
Holmes	1	6.40 (-0.27)	6.67 (0.00)	5.80 (+0.05)	6.60 (0.00)	6.38 (-0.02)
Glades	1	7.00 (+2.33)	6.33 (+2.33)	6.60 (+1.85)	5.20 (+1.40)	6.29 (+2.02)
Santa Rosa	1	6.75 (+0.42)	5.67 (-0.66)	6.20 (+0.20)	6.20 (+0.20)	6.24 (+0.11)

School District	# of Programs	Transition	Service Delivery	Personnel Comp.	Admin.	Overall Mean
Washington	2	6.60 (+0.60)	5.58 (-0.09)	5.80 (+0.05)	6.60 (+1.40)	6.12 (+0.52)
Volusia	9	5.78 (+0.83)	6.06 (-0.23)	6.20 (+0.02)	6.02 (-0.30)	6.02 (+0.02)
Hamilton	1	5.80 (+2.13)	6.33 (+1.66)	5.60 (+0.10)	5.80 (+0.20)	5.90 (+0.90)
Orange	11	5.90 (+0.64)	5.98 (+0.61)	6.04 (+0.10)	5.53 (+0.03)	5.85 (+0.31)
Citrus	1	6.60 (-0.40)	5.83 (-0.50)	5.80 (+0.30)	5.00 (+0.20)	5.81 (+0.08)
Collier	4	6.00 (+1.22)	5.58 (-0.31)	6.05 (-0.12)	5.50 (-0.43)	5.77 (+0.01)
Sarasota	3	5.27 (+0.16)	5.67 (+0.34)	6.33 (-0.17)	5.66 (+0.59)	5.73 (+0.22)
Bay	4	5.20 (-0.69)	6.08 (-0.70)	6.20 (-0.13)	5.30 (-0.72)	5.71 (-0.51)
Liberty	1	6.20 (N/A)	5.50 (N/A)	6.20 (N/A)	5.00 (N/A)	5.71 (N/A)
Manatee	8	4.81 (-1.34)	5.73 (-0.42)	6.33 (-0.32)	5.58 (-0.57)	5.60 (-0.68)
Walton	1	4.80 (-1.87)	6.33 (-0.34)	6.00 (0.00)	5.00 (0.00)	5.57 (-0.36)
Broward	10	4.88 (-0.39)	5.63 (+0.56)	5.84 (0.00)	5.86 (+0.47)	5.55 (+0.15)
Osceola	1	3.60 (-2.07)	6.50 (-0.17)	6.40 (+0.65)	5.20 (-0.60)	5.48 (-0.45)
Hillsborough	14	4.40 (-1.06)	5.32 (-0.89)	5.90 (-0.07)	5.80 (+0.86)	5.34 (-0.23)
Brevard	3	5.07 (+0.57)	5.89 (+0.89)	5.47 (+0.84)	4.53 (-0.17)	5.27 (+0.57)
Lee	3	4.72 (-0.17)	5.64 (+0.31)	5.66 (+0.49)	4.67 (-0.13)	5.15 (+0.13)
Seminole	4	5.38 (+1.21)	5.17 (+0.17)	4.75 (+0.29)	5.25 (-0.25)	5.13 (+0.29)
Leon	5	4.57 (+1.40)	5.07 (+1.15)	5.52 (+1.04)	5.32 (+1.19)	5.11 (+1.14)
Martin	2	4.68 (+0.01)	5.00 (+0.33)	5.60 (+0.52)	5.10 (-0.23)	5.09 (+0.09)
Pasco	7	4.68 (-0.72)	5.25 (-1.15)	5.06 (-1.07)	5.31 (-0.72)	5.05 (-0.95)
Marion	5	4.29 (+0.02)	5.23 (+0.96)	5.64 (+1.51)	4.92 (+0.35)	5.03 (+0.70)
Miami-Dade	10	4.48 (-1.02)	5.29 (-0.52)	5.18 (-0.75)	5.00 (-0.41)	4.99 (-0.65)
Duval	7	4.60 (-0.73)	5.15 (-0.23)	5.46 (-0.04)	4.69 (-0.43)	4.97 (-0.35)
Levy	1	4.20 (+1.53)	5.83 (+2.50)	4.00 (-0.25)	5.60 (+2.20)	4.95 (+1.48)
Polk	10	4.75 (+0.08)	4.83 (+0.43)	5.14 (-0.19)	5.04 (+0.28)	4.93 (+0.11)
Palm Beach	7	4.80 (-0.72)	4.98 (-0.14)	5.11 (-0.48)	4.60 (-0.86)	4.88 (-0.54)

School District	# of Programs	Transition	Service Delivery	Personnel Comp.	Admin.	Overall Mean
Okaloosa	3	4.60 (N/A)	4.89 (N/A)	4.40 (N/A)	5.40 (N/A)	4.83 (N/A)
Lake	1	4.80 (+0.47)	5.00 (+0.67)	5.80 (+2.30)	3.40 (-0.40)	4.76 (+0.83)
Bradford	1	4.50 (+0.50)	3.67 (-2.00)	5.60 (+0.10)	4.20 (-1.40)	4.59 (-0.68)
DeSoto	2	5.40 (+1.40)	3.92 (-2.08)	4.60 (-1.07)	4.20 (-1.73)	4.50 (-0.99)
Escambia	3	4.81 (-0.69)	4.28 (-1.64)	4.47 (-1.80)	4.40 (-1.51)	4.49 (-1.41)
Okeechobee	2	3.40 (-0.93)	3.83 (-1.00)	4.80 (-1.08)	5.40 (+0.60)	4.33 (-0.72)
Alachua	4	4.00 (+1.20)	4.10 (+0.77)	4.60 (+0.23)	4.15 (+0.66)	4.23 (+0.69)
St. Lucie	2	3.40 (-0.60)	4.29 (-0.38)	4.80 (+0.13)	4.10 (-0.40)	4.12 (-0.34)
Charlotte	2	4.20 (+0.53)	3.67 (+1.00)	4.60 (+0.60)	3.90 (+0.30)	4.07 (+0.54)
Madison	2	3.30 (-3.70)	3.92 (-0.75)	4.50 (-1.25)	3.90 (-0.30)	3.90 (-1.37)
Hendry	2	3.20 (-0.80)	3.83 (-0.84)	4.40 (-1.10)	3.00 (-1.60)	3.62 (-1.11)
Hernando	1	3.40 (-2.27)	3.67 (-2.66)	4.40 (-1.85)	3.00 (-3.40)	3.62 (-2.58)
All Programs Combined	172	4.95 (-0.26)	5.34 (-0.19)	5.59 (-0.09)	5.27 (-0.33)	5.28 (-0.22)

Note: The total number of programs across all school districts does not include "deemed" and "special deemed" programs and represents only school programs reviewed, not necessarily the number of DJJ facilities included in the reviews. Furthermore, the overall mean cannot be calculated by summing the four standard averages and dividing by four—each standard must be weighted by the number of indicators in each program type. (See Appendix F for indicator ratings) Similarly, the means for all programs combined must be weighted by number of programs in each category. Although 44 school districts supervise juvenile justice educational programs in the state, there are only 42 listed in this table. Both Nassau School District and Monroe School District each supervise two juvenile justice educational programs; however, both of these programs in each school district were deemed in 1999 and, therefore, did not receive full reviews or complete scores and are not included.

It is important to take into consideration the total number of programs supervised by school district when determining the overall quality of their juvenile justice educational programs. For instance, it may not be fair to judge a particular school district when their ranking is a reflection of a single program in one year. At the same time, however, the high ratings for Pinellas and Volusia school districts is quite impressive considering the relatively large number of programs supervised by each school district. It is notable that no school districts with more than two programs under their supervision scored in the poor or below satisfactory ranges. It is also advisable to take into consideration the number of deemed programs per school district since the exclusion of deemed programs from scoring also removes some very high scoring programs from the calculation of means (see Table 3.4-7).

Table 3.4-4 presents the 1999 mean standard and overall QAR scores ranked by overall mean of educational program providers for both district-operated and district-contracted programs. The change in QAR scores from 1998 to 1999 for each standard and overall mean is listed in parentheses beneath the 1999 scores.

Table 3.4-4 1999 Mean Standard and Overall QAR Scores, Ranked by Overall Mean of Educational Providers for Districts and Contractors

(Score Change from 1998 to 1999 in Parentheses)

Educational Provider	# of Programs	Transition	Service Delivery	Personnel Comp.	Admin.	Overall Mean
Collier School District	1	7.80 (+0.13)	7.83 (-0.17)	8.20 (+0.20)	7.80 (+0.20)	7.90 (+0.10)
Bay School District	2	6.62 (+0.62)	7.17 (+0.50)	7.40 (+0.65)	6.60 (+1.80)	6.95 (+1.02)
Pinellas School District	6	6.33 (+0.55)	6.46 (+0.07)	7.00 (+0.58)	6.63 (+0.13)	6.62 (+0.31)
Bay Point Schools, Inc.	3	7.13 (+0.91)	6.72 (+0.50)	5.67 (-0.41)	6.53 (+0.60)	6.52 (+0.43)
Securicor New Century	1	6.00 (N/A)	7.33 (N/A)	6.40 (N/A)	6.00 (N/A)	6.48 (N/A)
Eckerd Youth Alternatives, Inc.	4	5.95 (-0.58)	6.33 (-0.07)	6.60 (+0.65)	6.55 (+0.59)	6.36 (+0.20)
Children's Comprehensive Services, Inc.	1	6.20 (+0.37)	6.67 (+0.34)	6.40 (+0.40)	6.00 (0.00)	6.33 (+0.29)
Santa Rosa School District	1	6.75 (+0.42)	5.67 (-0.66)	6.20 (+0.20)	6.20 (+0.20)	6.24 (+0.11)
Volusia School District	9	5.78 (+0.89)	6.06 (-0.22)	6.20 (-0.01)	6.02 (-0.15)	6.02 (+0.08)
Orange School District	9	5.93 (+0.35)	5.98 (+0.15)	6.22 (-0.09)	5.62 (+0.17)	5.93 (+0.15)
Florida Sheriffs Youth Ranches	1	5.40 (N/A)	6.33 (N/A)	6.40 (N/A)	5.40 (N/A)	5.90 (N/A)
Hamilton School District	1	5.80 (+2.13)	6.33 (+1.66)	5.60 (+0.10)	5.80 (+0.20)	5.90 (+0.90)
Gateway Community Services, Inc.	1	6.00 (+1.33)	5.67 (-0.66)	6.20 (+0.20)	5.40 (+0.40)	5.81 (+0.34)
Manatee School District	6	4.84 (-1.55)	5.78 (-1.00)	6.87 (-0.38)	5.67 (-1.03)	5.77 (-1.03)
Liberty Wilderness Crossroads Camp, Inc.	1	6.20 (N/A)	5.50 (N/A)	6.20 (N/A)	5.00 (N/A)	5.71 (N/A)
Okaloosa School District	2	5.30 (N/A)	5.67 (N/A)	5.60 (N/A)	6.20 (N/A)	5.69 (N/A)
Washington School District	1	7.00 (N/A)	4.83 (N/A)	4.80 (N/A)	6.20 (N/A)	5.67 (N/A)
Sarasota School District	1	5.60 (+0.93)	5.33 (+0.66)	6.60 (+0.10)	5.00 (+0.30)	5.62 (+0.45)
Hurricane Island Outward Bound School, Inc.	3	5.68 (+1.01)	5.61 (+0.44)	5.67 (+0.04)	5.40 (+0.05)	5.59 (+0.34)
Seminole School District	1	5.33 (N/A)	6.00 (N/A)	5.80 (N/A)	5.20 (N/A)	5.55 (N/A)
Osceola School District	1	3.60 (N/A)	6.50 (N/A)	6.40 (N/A)	5.20 (N/A)	5.48 (N/A)

Educational Provider	# of Programs	Transition	Service Delivery	Personnel Comp.	Admin.	Overall Mean
Human Services Associates	2	5.04 (-1.63)	5.54 (-0.46)	5.60 (-0.90)	5.50 (-1.50)	5.43 (-1.17)
Broward School District	9	4.65 (-0.29)	5.49 (+0.49)	5.78 (+0.15)	5.80 (+0.50)	5.42 (+0.16)
PACE Center for Girls, Inc.	5	5.44 (-0.29)	5.43 (-0.24)	5.00 (-1.00)	5.72 (-0.48)	5.40 (-0.55)
Pasco School District	5	4.91 (+0.08)	5.42 (-0.75)	5.68 (+0.05)	5.32 (-0.48)	5.30 (-0.33)
Hillsborough School District	11	4.07 (-1.13)	5.12 (-1.28)	6.15 (-0.05)	5.89 (+0.89)	5.28 (-0.36)
Marion School District	3	4.56 (-0.27)	5.33 (-0.33)	5.87 (+0.49)	5.33 (+0.43)	5.28 (+0.24)
All Programs Combined	172	4.95 (-0.26)	5.34 (-0.19)	5.59 (-0.09)	5.27 (-0.33)	5.28 (-0.22)
Leon School District	4	4.82 (+1.15)	5.08 (+0.08)	5.55 (-0.08)	5.45 (+0.45)	5.21 (+0.31)
Palm Beach School District	4	5.00 (-1.27)	5.25 (-0.95)	5.65 (-1.10)	4.80 (-1.44)	5.18 (-1.19)
Associated Marine Institutes, Inc.	25	5.18 (+0.30)	5.23 (+0.65)	4.87 (+0.15)	5.13 (+0.51)	5.10 (+0.42)
David Lawrence Center	1	5.20 (+1.87)	5.17 (+0.17)	5.60 (-0.15)	4.40 (-0.40)	5.10 (+0.30)
Martin School District	2	4.68 (+0.01)	5.00 (+0.33)	5.60 (+0.52)	5.10 (-0.23)	5.09 (+0.09)
Brevard School District	2	4.70 (-0.63)	5.83 (+0.33)	5.60 (+0.72)	3.80 (-0.90)	5.02 (-0.01)
Lee School District	2	3.88 (-0.79)	5.88 (+0.88)	6.10 (+1.10)	4.30 (+0.30)	5.00 (+0.40)
Unlimited Path, Inc.	1	4.20 (N/A)	5.33 (N/A)	6.60 (N/A)	3.80 (N/A)	5.00 (N/A)
Excel Alternatives, Inc.	3	5.40 (+0.73)	4.89 (+0.22)	4.40 (+0.15)	5.27 (+0.27)	4.98 (+0.31)
Florida Department of Agriculture and C.S.	1	4.20 (+1.53)	5.83 (+2.50)	4.00 (-0.25)	5.60 (+2.20)	4.95 (+1.48)
Disc Village, Inc.	1	5.00 (-2.00)	5.00 (+0.33)	5.00 (-0.75)	4.60 (+0.40)	4.90 (-0.37)
Duval School District	3	3.99 (-1.57)	5.36 (+0.47)	5.47 (+0.30)	4.53 (-0.67)	4.82 (-0.38)
Lake County Boys Ranch, Inc.	1	4.80 (+0.47)	5.00 (+0.67)	5.80 (+2.30)	3.40 (-0.40)	4.76 (+0.83)
Polk School District	4	4.45 (+0.01)	3.96 (-0.10)	5.25 (-0.17)	4.85 (+0.62)	4.60 (+0.04)
Bradford School District	1	4.50 (+0.50)	3.67 (-2.00)	5.60 (+0.10)	4.20 (-1.40)	4.59 (-0.68)
YMCA, Inc.	1	3.00 (N/A)	4.67 (N/A)	5.40 (N/A)	4.80 (N/A)	4.48 (N/A)
Miami-Dade School District	6	3.23 (-2.49)	4.74 (-1.26)	5.00 (-1.04)	4.53 (-0.57)	4.37 (-1.29)
Okeechobee School District	2	3.40 (-0.93)	3.83 (-1.00)	4.80 (-1.08)	5.40 (+0.60)	4.33 (-0.72)

Educational Provider	# of Programs	Transition	Service Delivery	Personnel Comp.	Admin.	Overall Mean
Charter Springs Behavioral Health Systems, Inc.	2	4.20 (-0.02)	4.00 (-0.78)	4.90 (+0.32)	4.20 (-1.00)	4.31 (-0.45)
North American Family Institute, Inc.	3	3.73 (-1.60)	4.67 (-1.00)	4.93 (-0.82)	3.67 (-1.13)	4.27 (-1.06)
St. Lucie School District	1	3.00 (N/A)	4.25 (N/A)	4.80 (N/A)	3.80 (N/A)	3.90 (N/A)
Correctional Services Corporation/YSI	5	3.88 (+1.05)	4.10 (+0.93)	4.08 (-0.05)	3.48 (+0.82)	3.89 (+0.16)
Youthtrack, Inc.	1	3.80 (N/A)	3.33 (N/A)	4.60 (N/A)	3.00 (N/A)	3.67 (N/A)
Hernando School District	1	3.40 (-2.27)	3.67 (-2.66)	4.40 (-1.85)	3.00 (-3.40)	3.62 (-2.58)
Coastal Recovery, Inc.	1	3.40 (-0.93)	2.50 (-0.83)	4.20 (+0.45)	3.20 (-0.80)	3.29 (-0.58)
Escambia School District	1	2.83 (-5.17)	2.50 (-5.50)	3.00 (-4.75)	4.00 (-4.00)	3.10 (-4.83)
Alachua School District	2	2.50 (+0.50)	3.04 (-0.63)	4.20 (-0.80)	2.00 (-0.60)	2.99 (-0.34)

Note: The total number of programs across all program providers does not include "deemed" and "special deemed" programs and represents only school programs reviewed, not necessarily the number of DJJ facilities included in the reviews. Furthermore, the overall mean cannot be calculated by summing the four standard averages and dividing by four—each standard must be weighted by the number of indicators in each program type. Similarly, the means for all programs combined must be weighted by number of programs in each category. See Appendix F for indicator ratings.

Scores in Table 3.4-4 range from a high of 7.90 for the program operated by Collier School District to a low of 2.99 for the programs operated by Alachua School District. Collier School District was the only provider to score in the superior range (7.00-9.00), though eight providers scored in the high satisfactory range (6.00-6.99). These highest scoring providers included 5 school districts with a total of 19 programs and 4 contracted not-for-profit providers with a total of 9 programs. Seven providers scored in the below satisfactory range (1.00-3.99), but none scored in the poor range (0.00-0.99). These lowest scoring programs included four school districts with a total of five programs, one contracted not-for-profit provider with one program, and two contracted for-profit providers with a total of six programs. With the exception of Correctional Services Corporation (CSC)/Youth Services International, Inc. (YSI), all providers with more than two programs scored at least a 4.00 overall. In general, most providers maintained scores that were substantially similar to their 1998 performance, though nine changed by more than one point. Escambia School District, Hernando School District, Human Services Associates, Manatee School District, Miami-Dade School District, North American Family Institute, Inc., and Palm Beach School District dropped between 1.03 and 4.84 points. Bay School District and the Florida Department of Agriculture and Consumer Services increased their overall mean QAR scores by 1.02 and 1.48, respectively. As with the rank listing by school district, it is advisable to take into consideration the number of deemed programs per provider since the exclusion of deemed programs from scoring also removes some potentially very high scoring programs from the calculation of means (see Table 3.4-8). For example, PACE has a total of 16 programs, but only 5 are included in this analysis because 11 of the PACE programs were deemed. If

deemed programs were included, PACE would likely rank at or near the top. Eckerd is in a similar situation, with 8 of 12 programs deemed.

Tables 3.4-5 through 3.4-8 present the summary results of the deemed and special deemed status reviews across the five priority indicators addressing the following areas: Enrollment (E1.01), Student Planning (E1.03), Curriculum (E2.01), Experience (E3.05), and Funding (E4.05). For deemed status reviews of short-term commitment programs and detention centers, for which no priority indicators were identified in 1999, the reviews focused upon the same requirements as in the priority indicators for long-term commitment programs. Therefore, for detention centers, indicators E1.02 and E1.03 were utilized to document and rate student planning activities and indicators E2.01 and E2.02 were utilized to document and rate the curriculum. The indicator number for Student Planning for short-term commitment programs is E1.02, though no short-term commitment programs were deemed in 1999. No other differences in indicator numbers exist. The percentages under each indicator heading represent the average percent compliance with the basic requirements of each indicator. For example, if four programs met the requirements of the indicator (and, therefore, were scored "satisfactory" or 100%) and one program did not (and, therefore, was scored "partial" or 0%), the average would be 80% compliance.

Table 3.4-5 presents the priority indicator ratings for all deemed programs by program type: short-term commitment programs, long-term commitment programs, and detention centers. Of the 210 programs reviewed in 1999, 38 (18.1%) were deemed. Of these, 37 were long-term commitment programs, and one was a detention center; no short-term commitment programs were deemed in 1999. These figures are roughly proportionate with the numbers of each program type in the state. Specifically, of the 210 juvenile justice educational programs in the state, 184 (87.6%) are long-term commitment, 6 (2.9%) are short-term commitment, and 20 (9.5%) are detention. It should be noted that one deemed detention center (Palm Beach Regional Juvenile Detention Center) was inadvertently omitted from the educational QAR schedule in 1999 and, therefore, did not receive an educational deemed status review.

Table 3.4-5 Priority Indicator Ratings for "Deemed" and "Special Deemed" Programs by Program Type

Program Type	# of Programs	Enrollment	Student Planning	Curriculum	Experience	Funding	% Satisfactory
Short-Term Commitment	0	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term Commitment	37	95%	81%	95%	97%	92%	92%
Detention Centers*	1	100%	0%	100%	100%	100%	80%
All Deemed Combined	38	95%	79%	95%	97%	92%	92%

Note: The total number of programs across all program types includes only "deemed" and "special deemed" programs and represents only school programs reviewed, not necessarily the number of DJJ facilities included in the reviews. The percent satisfactory for all deemed programs combined must be calculated by weighting the rows by total number of programs in each.
* Palm Beach Regional Juvenile Detention Center was also deemed, however was inadvertently omitted from the educational QAR schedule and, therefore, not reviewed.

The 1999 deemed statistics are similar to the proportions of deemed programs in 1998, though deemed programs did not receive an educational QAR in 1998 (and therefore no rating comparisons can be made). In 1998, there were 193 juvenile justice educational programs in the state. Of these, 25 (13.0%) were deemed or special deemed and therefore only 168 programs were reviewed—there were 148 commitment programs and 20 detention centers (short-term programs were not distinguished from long-term commitment programs in 1998 in educational QARs). Among the 25 deemed status programs, 24 were long-term commitment programs and 1 was a detention center.

Overall, it is clear that there is substantial compliance across deemed programs in the priority indicators, with an overall average of 92% satisfactory ratings. Among long-term commitment programs, the average overall was 92% satisfactory ratings. The one detention center reviewed scored an 80%. The only indicator across all programs to score less than 92% satisfactory was in Student Planning, which scored 79%. This relatively low score reflects the new 1999 requirement for written IAPs for non-ESE students and is consistent with the low scores for non-deemed programs in the area of Transition. In each case, where a program received a "partial" rating in any of these indicators, a corrective action plan was put in place and the deficiency corrected through the joint efforts of the program, school district, JJEEP, and DOE.

Table 3.4-6 presents the priority indicator ratings for all deemed programs by security level. It is interesting to note that approximately half of all deemed programs in 1999 were level two, the majority of which were operated by PACE Center for Girls, Inc. There is very little variation in overall levels of compliance as indicated by the uniformly high percentages of satisfactory ratings across security levels, ranging from 89% to 100% for commitment programs—though the one detention center to receive a deemed status review scored lower at 80%. Within individual indicators there is also very little variation, though two exceptions exist. With regard to Student Planning, level eight programs scored substantially lower than the rest with a 50% satisfactory average across the four programs. Within the Curriculum indicator, level four programs scored lower than all others with an average of 67% satisfactory ratings in the three programs reviewed. At the same time, however, level four programs scored 100% across the other four indicators. Otherwise, all security levels across the other indicators scored quite similarly.

Table 3.4-6 Priority Indicator Ratings for "Deemed" and "Special Deemed" Programs by Security Level

Program Type	# of Programs	Enrollment	Student Planning	Curriculum	Experience	Funding	% Satisfactory
Level Two	18	94%	83%	100%	94%	94%	93%
Level Four	3	100%	100%	67%	100%	100%	93%
Level Six	11	91%	82%	91%	100%	82%	89%
Level Eight	4	100%	50%	100%	100%	100%	90%
Level Ten	0	N/A	N/A	N/A	N/A	N/A	N/A
Mixed Level	1	100%	100%	100%	100%	100%	100%
Detention Centers	1	100%	0%	100%	100%	100%	80%

Program Type	# of Programs	Enrollment	Student Planning	Curriculum	Experience	Funding	% Satisfactory
All Deemed Combined	38	95%	79%	95%	97%	92%	92%

Note: The total number of programs across all security levels includes only "deemed" and "special deemed" programs and represents only school programs reviewed, not necessarily the number of DJJ facilities included in the reviews. The percent satisfactory for all deemed programs combined must be calculated by weighting the rows by total number of programs in each.

Table 3.4-7 presents the priority indicator ratings for all deemed programs by supervising school district (not necessarily the county in which the program is located). There is very little variation in overall percent satisfactory ratings across school districts, with the exception of Martin School District (which scored a 20% for their one deemed program) and Nassau School District (which scored a 70% for their two deemed programs). Please refer to Chapter 5 for the discussion of corrective actions relating to these programs. All other school districts scored at least 80% compliance. Again, the indicator with the most variation across school districts is Student Planning, reflecting the difficulties many programs experienced implementing the written IAPs required for the first time in 1999 for non-ESE students. Finally, it is interesting to note that, with the exception of Pinellas School District (with 11 deemed programs), no other school districts had more than 3 deemed programs, most (25) had no deemed programs at all, and the rest had only 1 or 2. Pinellas is unique in that it contracts with Eckerd Youth Alternatives, Inc. for educational services throughout the state. Eckerd maintains a number of deemed programs, accounting for 8 of the 11 deemed programs supervised by Pinellas School District.

Table 3.4-7 Priority Indicator Ratings for "Deemed" and "Special Deemed" Programs, Alphabetical by Supervising School District (District-Operated and District-Contracted Educational Programs)

School District	# of Programs	Enrollment	Student Planning	Curriculum	Experience	Funding	% Satisfactory
Alachua	1	100%	100%	100%	100%	100%	100%
Brevard	2	100%	50%	100%	100%	100%	90%
Broward	1	100%	100%	100%	100%	100%	100%
Charlotte	1	100%	100%	100%	100%	100%	100%
Duval	2	100%	50%	100%	50%	100%	80%
Escambia	1	100%	100%	100%	100%	100%	100%
Escambia/ Santa Rosa	1	100%	100%	100%	100%	100%	100%
Hendry	1	100%	100%	100%	100%	100%	100%
Leon	1	100%	0%	100%	100%	100%	80%
Manatee	2	100%	100%	100%	100%	100%	100%
Martin	1	0%	0%	0%	100%	0%	20%
Miami-Dade	3	100%	100%	100%	100%	100%	100%
Monroe	2	100%	100%	100%	100%	100%	100%
Nassau	2	100%	50%	50%	100%	50%	70%
Orange	1	100%	100%	100%	100%	100%	100%
Palm Beach	1	100%	100%	100%	100%	100%	100%
Pinellas	11	91%	82%	100%	100%	91%	93%
Volusia	2	100%	100%	100%	100%	100%	100%

School District	# of Programs	Enrollment	Student Planning	Curriculum	Experience	Funding	% Satisfactory
Washington	2	100%	50%	100%	100%	100%	90%
All Deemed Combined	38	95%	79%	95%	97%	92%	92%

Note: The total number of programs across all school districts includes only "deemed" and "special deemed" programs and represents only school programs reviewed, not necessarily the number of DJJ facilities included in the reviews. The percent satisfactory for all deemed programs combined must be calculated by weighting the rows by total number of programs in each.

Table 3.4-8 presents the priority indicator ratings for all deemed programs by educational program provider (including school district-operated and district-contracted programs). Again, with the exception of Martin School District (which scored a 20% for their one deemed program) and Nassau School District (which scored a 60% for their one deemed program), no other providers scored less than an 80% satisfactory rating. With few exceptions, there is little variation within individual indicators. The main exception to this trend remains in Student Planning, relating to the requirement for written IAPs for non-ESE students. Note that fully one-half of all deemed programs in 1999 were operated by two providers: Eckerd Youth Alternatives, Inc. operated 8 deemed programs, and PACE Center for Girls, Inc. operated 11 deemed programs. This is particularly impressive considering that these deemed programs account for 67% of all Eckerd programs and 69% of all PACE programs in the state. With this in mind, it is clear that had these programs been reviewed and given scores, the overall ranking of Eckerd and PACE in Table 3.4-4 would have been substantially higher.

Table 3.4-8 Priority Indicator Ratings for "Deemed" and "Special Deemed" Programs, Alphabetical by Educational Provider (Districts and Contractors)

Program Type	# of Programs	Enrollment	Student Planning	Curriculum	Experience	Funding	% Satisfactory
Associated Marine Institutes, Inc.	3	100%	67%	100%	67%	100%	87%
Brevard School District	2	100%	50%	100%	100%	100%	90%
Brown Schools of Florida, Inc.	1	100%	100%	100%	100%	100%	100%
Coastal Recovery, Inc.	1	100%	100%	100%	100%	100%	100%
Eckerd Youth Alternatives, Inc.	8	100%	75%	100%	100%	100%	95%
Escambia School District	1	100%	100%	100%	100%	100%	100%

Program Type	# of Programs	Enrollment	Student Planning	Curriculum	Experience	Funding	% Satisfactory
Hurricane Island Outward Bound School	1	100%	100%	0%	100%	100%	80%
Manatee School District	1	100%	100%	100%	100%	100%	100%
Martin School District	1	0%	0%	0%	100%	0%	20%
Nassau School District	1	100%	0%	100%	100%	0%	60%
PACE Center for Girls, Inc.	11	100%	91%	100%	100%	100%	98%
Palm Beach School District	1	100%	100%	100%	100%	100%	100%
Pinellas School District	4	75%	75%	100%	100%	75%	85%
Volusia School District	1	100%	100%	100%	100%	100%	100%
Washington School District	1	100%	100%	100%	100%	100%	100%
All Deemed Combined	38	95%	79%	95%	97%	92%	92%

Note: The total number of programs across all program providers includes only "deemed" and "special deemed" programs and represents only school programs reviewed, not necessarily the number of DJJ facilities included in the reviews. The percent satisfactory for all deemed programs combined must be calculated by weighting the rows by total number of programs in each.

Table 3.4-9 presents a comparison of 1998 and 1999 QAR scores for programs receiving poor (0.00-0.99) or below satisfactory (1.00-3.99) scores in 1998. The change in QAR scores from 1998 to 1999 for each standard and overall mean is listed to the right of each set of mean scores.

There were 20 programs in 1998 that scored less than an overall average of 4.00. Two programs, Alachua Detention Center and Tallahassee Marine Institute, scored in the poor performance range (0.00-0.99), while the rest scored below satisfactory (1.00-3.99). Of these 20 programs, 15 improved their scores in 1999, all but 1 of these raised their scores to above 4.00, and 4 raised their scores to above 5.00. Alachua Regional Juvenile Detention Center, Eagle Vision, and Pahokee Youth Development Center all received lower ratings in 1999 compared to 1998 and therefore remain below satisfactory for a consecutive year. Two programs with low 1998 ratings, Bradley Manor and Atlantic Coast Marine Institute, were closed by DJJ for continued low performance and did not receive 1999 scores. DJJ revoked the contract with CSC/YSI for operation of Pahokee Youth Development Center following the 1999 QAR. Pahokee is now under a new contract with Securicor New Century and has been redesignated a level eight facility.

Among poor and below satisfactory programs in 1998, seven were district-operated, eight were operated by not-for-profit contractors, and three were operated by for-profit contractors. Only four school districts are represented among the district-operated programs, these include two programs each for Alachua, Duval, and Polk school districts and a single program from Broward School District. Five of these seven programs improved in 1999, four into the marginally satisfactory (4.00-4.99) range, one program was closed by DJJ, and one scored lower overall. Of the ten not-for-profit programs scoring less than 4.00 overall, Associated Marine Institutes, Inc operated seven of these programs. With the exception of Atlantic Coast Marine Institute, which was closed by DJJ, all of the AMI programs improved by 1999 to at least the marginally satisfactory (4.00-4.99) range, three improved into the satisfactory range (5.00-5.99). Within the for-profit contractor group, one of the three programs was operated by CSC, one by YSI (bought out by CSC in 1999), and one by Charter Springs Behavioral Health Systems, Inc. Only Pahokee Youth Development Center failed to raise educational QAR scores by 1999 into at least the marginally satisfactory (4.00-4.99) range.

Table 3.4-10 presents the programs receiving poor or below satisfactory overall mean scores during the 1999 QAR cycle. Note that no programs scored overall in the poor range (0.00-0.99). However, 22 (12.8%) of the 172 non-deemed programs reviewed scored below satisfactory (1.00-3.99). It should also be noted that two programs that received only the short deemed status reviews in 1999 would have been likely to receive very low scores had a full review taken place, though this cannot clearly be determined without having conducted the full review. It is also notable that 5 of the 22 below satisfactory programs were detention centers.

Table 3.4-10 Programs Receiving Poor or Below Satisfactory Overall Mean QAR Scores in 1999, Rank-Ordered by Overall Mean QAR Score

Program Name	School District	Level	Overall Mean
Alachua Regional Juvenile Detention Center	Alachua	0	1.50
Pahokee Youth Development Center	Palm Beach	6	1.76

Program Name	School District	Level	Overall Mean
Central Florida Marine Institute	Polk	2	2.81
JoAnn Bridges Academy	Madison	6	2.90
Emerald Coast Marine Institute	Okaloosa	2	3.10
Palm Beach Work Release Center	Palm Beach	6	3.10
Escambia Regional Juvenile Detention Center	Escambia	0	3.10
Broward Regional Juvenile Detention Center	Broward	0	3.25
Eagle Vision	Charlotte	2	3.29
Dade Intensive Control	Miami-Dade	6	3.43
Bartow Youth Training Center SHOP	Polk	8	3.52
Kingsley Center - Levels 6 & 8 Combined	DeSoto	7	3.52
Bartow Youth Training Center HWH	Polk	6	3.52
NAFI Hendry Youth Development Academy	Hendry	6	3.57
New Port Richey Marine Institute	Pasco	2	3.57
Withlacoochee STOP Camp	Hernando	6	3.62
NAFI Hendry Halfway House	Hendry	6	3.67
Tiger Success Center	Duval	8	3.67
St. Lucie Regional Juvenile Detention Center	St. Lucie	0	3.90
Agabe Juvenile Services Detention (The Cove)	Miami-Dade	6	3.90
Duval Regional Juvenile Detention Center	Duval	0	3.95
Panama City Marine Institute	Bay	2	3.95

Table 3.4-11 presents the programs receiving high satisfactory (6.00-6.99) or superior (7.00-9.00) overall mean scores during the 1999 QAR cycle. Of the 172 non-deemed programs reviewed during 1999, 31 (18.0%) programs scored in the high satisfactory range (6.00-6.99), and 9 (5.2%) programs scored in the superior range (7.00-9.00). It should also be noted that many of the deemed or special deemed programs would likely have scored very high if a full QAR had been conducted. These high scoring programs represent a wide variety of program types and providers, though few discernable differences or trends are apparent.

Table 3.4-11 Programs Receiving High Satisfactory or Superior Overall Mean Scores in 1999, Rank-Ordered by Overall Mean QAR Score

Program Name	School District	Level	Overall Mean
Collier Drill Academy	Collier	6	7.90
Eckerd Leadership Program	Pinellas	2	7.62
Pinellas Regional Juvenile Detention Center	Pinellas	0	7.55
Charter Pinellas Treatment Center - Level 6	Pinellas	6	7.29
Elaine Gordon Sexual Offender Program	Broward	8	7.19
Gulf Coast Marine Institute – South	Sarasota	2	7.10
Bay Boot Camp	Bay	6	7.00
Elaine Gordon Treatment Center (Whispering Pines)	Broward	2	7.00
Sankofa House (Friends of Children)	Broward	4	7.00
Britt Halfway House	Pinellas	6	6.95

Program Name	School District	Level	Overall Mean
Bay Regional Juvenile Detention Center	Bay	0	6.90
Polk County Boot Camp	Polk	6	6.90
Palm Beach Halfway House	Palm Beach	6	6.86
Bay Point Schools - Main (East/Kennedy)	Miami-Dade	6	6.71
Florida Ocean Sciences Institute	Broward	2	6.67
Bay Point Schools – North	Miami-Dade	6	6.62
Vernon Place	Washington	9	6.57
Stewart Marchman Lee Hall	Volusia	6	6.52
Stewart Marchman Terrace Halfway House	Volusia	6	6.52
Orange Regional Juvenile Detention Center	Orange	0	6.50
Boley Juvenile Justice Day Treatment Aftercare	Pinellas	2	6.48
PACE Belle Glade	Palm Beach	2	6.48
Adolescent Therapeutic Center Dual Diagnosis	Orange	6	6.48
Avon Park Youth Development Center	Polk	6	6.48
La Amistad Group Treatment Home	Orange	4	6.38
West Florida Wilderness Institute	Holmes	6	6.38
Adolescent Therapeutic Center for Girls	Orange	8	6.33
Jacksonville Youth Center	Duval	2	6.33
Florida Environmental Institute	Glades	8	6.29
Stewart Marchman Timberline	Volusia	6	6.29
Blackwater STOP Camp	Santa Rosa	4	6.24
MATS Halfway House	Manatee	6	6.24
MATS Sexual Offender Program	Manatee	8	6.24
Bay Point Schools – West	Miami-Dade	6	6.24
Stewart Marchman Transitions Day Treatment	Volusia	2	6.24
Camp E-Ma-Chamee	Pinellas	6	6.19
Volusia Regional Juvenile Detention Center	Volusia	0	6.15
Hillsborough Academy	Hillsborough	8	6.14
Okaloosa Youth Development Center	Okaloosa	7	6.10
Orange County Boot Camp	Orange	6	6.10

Table 3.4-12 presents the overall mean QAR scores for programs grouped by the number of students at the time of the review. To determine if program size affects the overall quality of educational service, programs are grouped by the number of students at the program during the time of the educational QAR. No clear trend emerges from this analysis. While the largest programs have a substantially lower mean QAR score compared to all other programs, the category including programs with between 51 and 100 students scored above most other programs. While the smallest programs in 1998 scored above all other programs, this year they are clearly not among the highest.

Table 3.4-12 Overall Mean QAR Scores by Number of Students at Time of Review

Number of Students	Number of Programs	Overall Mean QAR Score
1 – 20	44	5.27
21 – 30	49	5.44
31 – 50	40	5.23
51 – 100	29	5.40
101 and above	10	4.47

3.5 Summary

JJEEP reviewed 210 programs during 1999, an increase from 168 QARs in 1998. The increase is primarily accounted for by the addition of "deemed" and "special deemed" programs to the educational QAR schedule. In 1999, there were 38 educational reviews of programs with deemed status, including 37 long-term commitment programs and one detention center. Deemed reviews are shorter, focus only on five priority indicators, and do not receive numerical scores that can be compared to non-deemed scores. Thus, the analyses presented in this chapter are separated by non-deemed versus deemed reviews.

Among the 172 regular (non-deemed) QARs during 1999, 147 were long-term commitment programs, 6 were short-term commitment programs, and 19 were detention centers. Short-term commitment programs scored the highest overall (5.49), closely followed by long-term commitment programs (5.32), and well above detention centers (4.94). The overall mean score for all programs reviewed was 5.28, which was slightly lower (-0.13 points) than the mean score in 1998. This reduction in overall mean QAR score does not imply a reduced quality of educational services over the past year, but is more likely a product of the more stringent and encompassing quality assurance standards that took effect in 1999. Most noticeable is the 0.21-point reduction in mean scores for all programs in the Transition standard due to the new requirement for IAPs for all students (as opposed to only for those students participating in ESE programs). The highest rated standard again in 1999 was Personnel Competencies, which averaged 5.59.

Level two and level six programs represented more than half of all programs in the state in 1999. Level ten programs scored the highest of all security levels, though only two level ten programs were reviewed in 1999. Level four and level six programs also scored above average, while level eight and detention centers scored below average, overall. Level two programs scored near the mean.

Forty-two school districts supervised juvenile justice educational programs that received full QARs in 1999 (two others supervised programs that were deemed). Pinellas School District ranked the highest overall mean QAR (6.53), while Hendry and Hernando school districts scored at the bottom (each 3.62). Among specific providers, Collier School District scored at the top (7.90), while Alachua School District scored at the bottom (2.99).

There was substantial compliance among deemed and special deemed programs in meeting the requirements of the five priority indicators. For all programs, 92% of all indicators were

rated satisfactory, including 92% among long-term commitment programs and 80% for the single deemed detention center that was reviewed. No short-term commitment programs were deemed in 1999. The lowest rated indicator among deemed programs was Student Planning (79% satisfactory), again due largely to the new requirement for IAPs for all students. There was very little variation in compliance across security levels, school districts, or program providers, though one district-operated program scored satisfactory on only one of the five indicators rated. These major deficiencies, like most others across all programs (deemed and non-deemed), were corrected within 90 days of the review through the corrective action process.

The vast majority of all programs that scored below satisfactory in 1998 had improved their QAR scores by 1999, most into at least the marginally satisfactory range. Twenty-two (12.8%) programs in 1999 were scored below satisfactory in overall performance, while 31 (18.0%) scored in the high satisfactory or superior range. Analysis of overall mean scores by program size revealed no clear trends—program size did not have an appreciable affect on educational service performance.

Please refer to Appendices E.1 through E.11 for detailed data on individual programs.

CHAPTER 4
TECHNICAL ASSISTANCE

4.1 Introduction

Providing technical assistance to juvenile justice educational programs is one of the state mandates that JJEEP is required to carry out. The QAR reviewers provided the majority of the 1999 technical assistance on-site during their QAR visits. Reviewers answered questions, clarified state policies, assisted lead educators in networking with other programs, and provided guidelines and examples for improving educational programs. After conducting reviews, reviewers mailed, faxed, or e-mailed additional samples, examples, and materials to lead educators and school district contacts.

DOE and JJEEP made site visits to and responded to phone calls from programs requesting technical assistance. DOE sponsored a statewide juvenile justice education conference with assistance from JJEEP. JJEEP conducted several regional conferences and held a workshop to determine school district and program recommendations for the revision of the 2000 educational quality assurance standards and key indicators.

Frequency of Technical Assistance

During the 1999 QAR cycle, quality assurance reviewers provided technical assistance on-site during the review and through correspondence after the visit or in answer to a request by a program or school district educator. Technical assistance was also provided by networking persons or programs with each other. In addition, both JJEEP and DOE participated in visits to school districts and programs to provide technical assistance as follow-up to a QAR or as requested by a school district or a program.

In 1999, JJEEP accomplished the following:
- 123 technical assistance activities were conducted
- 80 pieces of technical assistance correspondence were disseminated
- 47 programs were assisted through networking activities

On-site visits to programs or school districts that were requested or made in follow-up to a QAR were limited due to the lack of available JJEEP staff to conduct this level of on-site technical assistance.

Figure 4.1-1 illustrates the most frequent types of technical assistance provided by JJEEP and DOE during the 1999 QAR cycle.

Figure 4.1-1 Frequency of Technical Assistance by Type
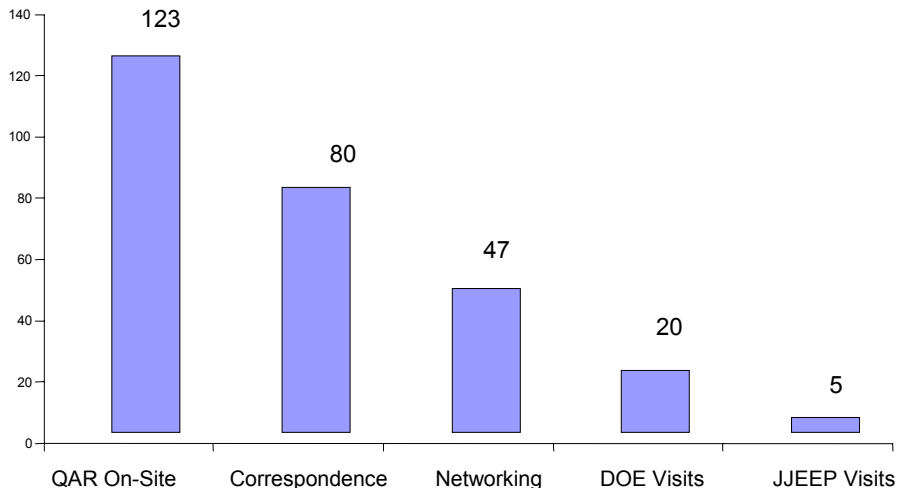
As in 19998, transition continued to be the principal area of technical assistance. Technical assistance data show that the frequency of the provision of technical assistance by standard was:

- transition (106)
- service delivery (61)
- administration (25)
- personnel competencies (3)

Figure 4.1-2 illustrates the frequency of technical assistance provided for each standard. This technical assistance was provided both during the on-site QAR and via correspondence after the review.

Figure 4.1-2 Frequency of Technical Assistance by Standard
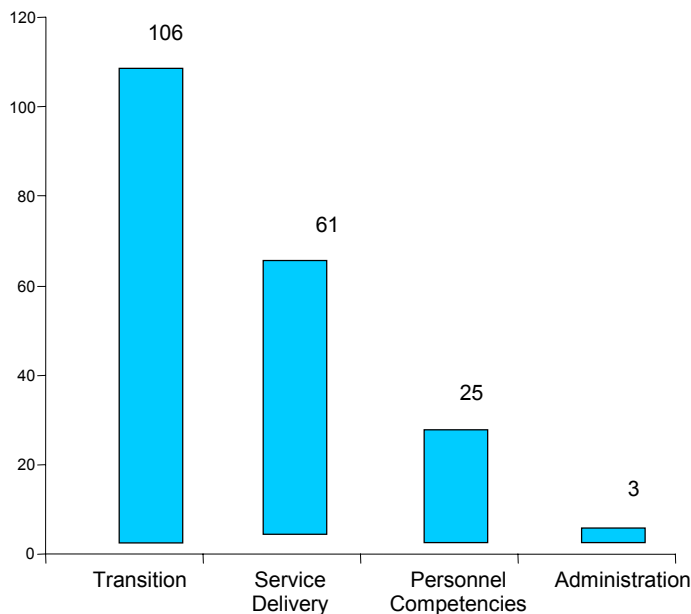
4.2 On-Site Technical Assistance

On-site technical assistance is provided in several ways. QAR reviewers often provide school district contacts, lead educators, teachers, and program staff with suggestions and examples of forms and other sample materials. The reviewers also discuss opportunities for change and improvement with these persons during the QAR. In addition, reviewers make recommendations for improvement for all key indicators that are rated below superior. These recommendations are incorporated as part of the QAR report and are sent to the superintendent of schools, the school district contact, and the lead educator. When programs receive a partial rating or below, or are found to have outstanding deficiencies, a corrective action plan is required (see Chapter 5). No analysis of the types of or frequency of QAR recommendations was conducted during the 1999 QAR cycle.

Figure 4.2-1 shows the most frequent topics for which technical assistance was provided by quality assurance reviewers, whether on-site during a QAR, as follow-up to a QAR, or upon request from a program and a school district.

Figure 4.2-1 Most Frequent Types of Technical Assistance
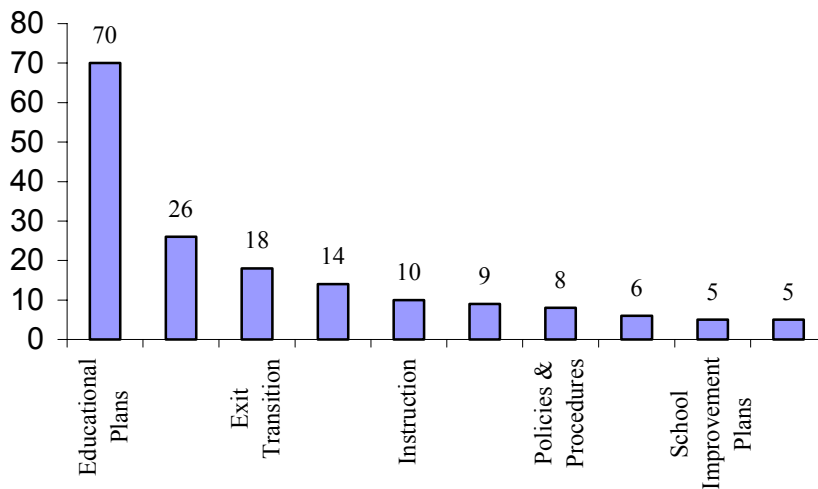
The 10 most frequent topics for which technical assistance was provided in 1999 are:

1. **Educational Plans for Non-ESE Students (70)**
    *   using an appropriate format for developing and writing educational plans for non-ESE students
    *   developing long- and short-term goals and specific strategies to meet these goals

2. **Curricular Development (26)**
    *   assigning appropriate courses to meet educational plans

- developing courses of study to meet student academic needs

3. Exit Transition (18)
- assigning appropriate courses and grades
- sending a transcript on to the next school or educational placement
- developing portfolios
- developing an educational exit plan with students

4. Career and Vocational Courses of Studies (14)
- providing appropriate vocational and career aptitude and interest assessments
- providing a prevocational curriculum
- providing career awareness courses
- providing vocational programs at long-term commitment programs

5. Instructional Design (10)
- designing and implementing integrated instruction
- utilizing thematic instruction
- using a variety of instructional strategies and techniques in classrooms

6. Student Records (9)
- understanding school district and program responsibilities pertaining to maintaining cumulative academic records
- understanding the content of student records
- transferring student records during entry and exit of students

7. Program Policies and Procedures (8)
- understanding how these relate to QAR standards and key indicators
- following policies and procedures
- writing policies and procedures

8. Enrollment (6)
- understanding that students must be enrolled with the local school board
- understanding that students must receive course credits and grades
- understanding that only courses listed in the Florida Course Code Directory and Instructional Personnel Assignments (1999-2000) (Course Code Directory) award high school credits

9. School Improvement Plans (SIPs) (5)
- understanding that each program must have a written SIP
- writing SIPs

10. Inservice Training (5)
- assistance with locating appropriate inservice training
- developing written professional development plans for educators and staff

Additional topics for which technical assistance was provided include:

- locating learning styles inventories and assessment tests (4)
- federal and state laws and rules applying to service delivery and the administration of juvenile justice educational programs (3)
- funding issues (3)
- policies and laws for certification and ESE (3)
- communication between school districts and programs (2)
- understanding how to write IEPs and matrices (1)
- how to report student progress
- multicultural education (1)
- ESE instruction (1)
- classroom management (1)
- requirements of a cooperative agreement and provisions for allowing students to work toward a GED (1)

Many of the areas and issues for which technical assistance was provided by JJEEP will be addressed during statewide and regional workshops in 2000.

After returning from QARs, reviewers often correspond with school district and program personnel regarding requests for information; samples of forms and documents; copies of state policies, statutes, and rules; program procedures; and curriculum samples. Following a QAR visit, the reviewers are often contacted by the school district and program personnel for further information and technical assistance, which are provided by mail, fax, and e-mail.

The areas of JJEEP quality assurance reviewers' correspondence relate closely to those topics for which technical assistance was provided. In addition, correspondence included mailing copies of long-term, short-term, and detention center standards; sending copies of legislation, statutes, and rules by mail or fax; e-mailing responses to questions; mailing lists of web sites; and mailing lists of promising practices to both school district and program personnel. In 1999, copies of the 1999 DOE Resource Notebook were sent to many of the programs after a QAR had been completed. No record was maintained of the specific number of mailouts or faxes for each area of request.

4.3 Networking

One of the most prevalent means of providing technical assistance, both on-site and by correspondence, was by networking programs with other similar programs or programs that, in the opinion of quality assurance reviewers, utilized a best practice related either to a specific key indicator or more generally. A list of these programs was compiled and is sent to programs upon request. Reviewers either recommend persons or programs for networking while they are on-site or send the information upon return from the QAR visit.

4.4 On-Site Technical Assistance Visits

JJEEP and DOE personnel provided on-site technical assistance to several school districts and juvenile justice educational programs during 1999. JJEEP personnel visited five school districts and four programs within those districts during the year specifically to provide technical assistance. These efforts focused mainly on educational standard training and developing and initiating appropriate corrective actions. More specifically, JJEEP conducted three training sessions on educational standards, one corrective action visit, and one mock QAR.

More importantly, in addition to technical assistance provided by JJEEP, DOE program specialists and consultants provided technical assistance to a number of school districts and educational programs. For example, one DOE consultant visited 15 school districts and 9 programs within those districts during the year. He presented seven assessment workshops, five curriculum development training sessions, two facility planning workshops, two quality improvement follow-up sessions, one district alternative education workshop, and held one contract improvement mediation.

4.5 Summary

Technical assistance to school districts and educational programs was emphasized in 1999. However, because quality assurance reviewers were consistently conducting reviews, they made few on-site technical assistance visits. With the addition of staff, it is anticipated that the number of follow-up and special request on-site technical assistance visits will increase during 2000. Moreover, each year as the bar is raised in educational service provision, regular and structured regional technical assistance meetings are planned. The continued effort to assist districts and programs in providing top quality educational services will continue to be a priority for JJEEP and DOE in 2000.

CHAPTER 5
CORRECTIVE ACTIONS

5.1 Introduction and Overview

This chapter describes the corrective action process that was developed and implemented for the 1999 QAR cycle. The primary intent was to establish a plan that would ensure that school districts and juvenile justice programs assume a proactive role in assuring that quality educational services are being provided to approximately 10,000 students assigned to juvenile justice detention and commitment programs on any typical day in Florida.

The corrective action process began with the 1998 QAR cycle. When a reviewer found a serious problem area in an educational program, a concern form was forwarded to the DOE. Many of these concerns resulted in efforts by both DOE and JJEEP personnel to provide technical assistance to both school districts and juvenile justice programs to help correct the identified problems as discussed in Chapter 4. This technical assistance was provided in a variety of ways, including meetings with school district and program administrative personnel, written correspondence, and telephone contacts. DOE audits could be conducted if the concern involved areas and practices stipulated in legislation (i.e.; exceptional student education (ESE) or funding issues).

Before the 1999 QAR review cycle, new standards were developed for long-term commitment programs that included 21 indicators. Five of these were identified as "priority" indicators that represented critical areas that required immediate attention if the program under review was operating below expected standards. It was decided that a finding of partial or non-performance in any of these priority indicators mandated that the quality assurance reviewer submit a concern form to the quality assurance coordinator immediately following the completion of an on-site review.[1] The quality assurance coordinator would then:

1. determine what needed to be addressed in a corrective action plan
2. contact the appropriate school district administrator and provide notification of a request for a corrective action plan from the program found to be out of compliance. (At this time the district and program would be informed they have 90 days to correct the problem; failure to comply with this request would result in appropriate sanctions by DOE.)
3. provide appropriate technical assistance to either the school district or the program to help them develop their corrective action plan
4. document the above activities in the corrective action plan file

---

[1] Although the 1999 standards for detention centers and short-term commitment programs did not include priority indicators, corrective action plans were required in those areas that corresponded with the long-term priority indicators.

5.2 Priority Indicators

The five priority indicators for long-term commitment programs are:

E1.01 Entry Transition (Enrollment)

This indicator requires a program to initiate a documented request of all applicable student records within five days of student entry into the facility (excluding weekends and holidays). A follow-up request for records not received must be documented. The student shall be enrolled in the proper course assignments based on available past transcripts and initial assessments using the Course Code Directory.

E1.03 On-Site Transition (Student Planning)

The program shall develop educational plans for non- ESE students within 15 days of student entry into the facility. The program shall also develop and review all individual educational plans (IEPs) for students assigned to ESE programs within 11 days of student entry.

E2.01 Curriculum (Academic)

The program shall provide a curriculum that is approved by the local school district and consists of curricular offerings based on the school district's pupil progression plan and the Course Code Directory. This curriculum should offer course credits leading toward high school graduation and appropriate GED options.

E3.05 Experience

Individuals delivering educational services to students should possess the necessary experience, education, and training to assist students in meeting their educational needs and re-entry goals. Academic instructors should have a state teaching certificate or a statement of eligibility. Non-certificated instructional personnel must be school board-approved and possess expert knowledge in the fields they are assigned to teach.

E4.05 Funding and Support

School district and/or on-site administrators should ensure that educational funding provides support through an adequate number of qualified instructional personnel, current instructional materials, and adequate educational supplies for students and staff.

Although key indicator E4.04 (Program Management) is not identified as a priority indicator, there are certain elements included that are mandated by legislation. Therefore, if a program is out of compliance, a concern and corrective action plan is required. These requirements include:

- All students in juvenile justice facilities must be afforded the opportunity to take all required federal, state, and district assessments such as the HSCT, Florida Writes!, and FCAT

- Students must receive a minimum of 300 minutes of daily instruction or its weekly equivalent.

5.3 Patterns of Corrective Actions

During the 1999 QAR cycle, JJEEP reviewers identified a total of 148 corrective actions, which resulted in 73 programs being required to develop corrective action plans. Figure 5.3-1 documents that the concerns were spread over a total of 10 areas of non-compliance.

Figure 5.3-1 Corrective Actions
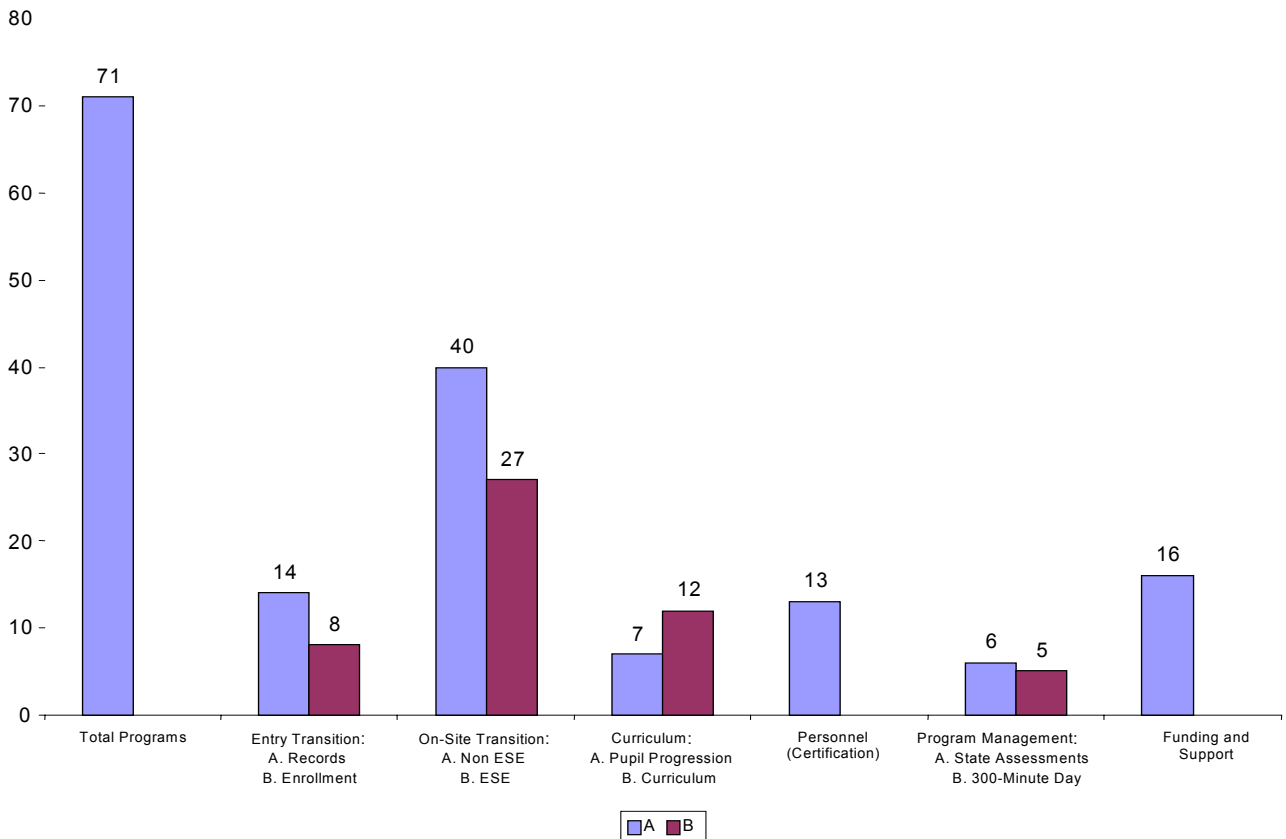
The breakdown of compliance issues is as follows:

Entry Transition
- Records:
  a lack of documented requests for student educational records
  no documented follow-up plan for records not received in a timely manner and/or
  incomplete or missing student files
- Enrollment:
  students not enrolled properly for credit
  enrollment in the wrong courses and/or
  other factors resulting in improper enrollment

On Site Transition
- Non-ESE:
  the lack of an appropriate IAP for students enrolled in general education courses
- ESE:
  any violation of mandated ESE services

Curriculum
- Pupil Progression:
  not properly enrolled in a district- approved pupil progression plan
- Curriculum:
  program not using a school district-approved curriculum

Personnel:
- Use of uncertified instructors in core curriculum areas
- Use of educational staff that have not been approved by the school board

Program Management
- State Assessments:
  students not being afforded the opportunity to participate and receive results in state
  and district-wide assessments (e.g., HSCT, FCAT, Florida Writes!)
- 300-Minute Day:
  students not receiving 300 minutes of daily instruction or its weekly equivalent

Funding and Support
- Inadequate number of qualified instructional personnel
- Lack of current instructional materials
- Lack of adequate education supplies for students and staff

Table 5.3-1 illustrates the corrective actions that were found in 73 DJJ programs.

Table 5.3-1 Corrective Actions by Security Level

FACILITY TYPE	# OF CORRECTIVE ACTIONS	% OF CORRECTIVE ACTIONS
Detention Centers	10	50%
Level Two	24	50%
Level Four	6	40%
Level Six	25	41%
Levels Eight and Ten	6	26%

A total of 32 different school districts were requested to develop corrective action plans for programs located within their districts. There was total cooperation on the part of the school districts. This indicated that local control works very well, and the school district administrators who participated in this initiative are commended.

5.4 Interventions and Sanctions

The transition standard and its indicators have accounted for 60% of the corrective actions during the past year. Historically, the movement of student records from district to district, home school to DJJ program, and program to program has been problematic. JJEEP personnel have provided a great deal of technical assistance to address this problem, and the situation appears to be improving. Similarly, there is a pattern of problems related to the proper enrollment of students in appropriate educational tracks. The major problem identified in 1999 was in the area of on-site transition. Many programs were either not providing educational plans for non-ESE students or were providing inadequate educational plans. JJEEP reviewers provided on-site technical assistance whenever this was a concern. Also, they mailed sample educational plans to programs upon their return to the office. JJEEP staff is in the process of developing a transition guide to provide programs with a blueprint for transitioning youth in facilities. We expect to see vast improvement in this area during the 2000 cycle.

The second most common area of noncompliance was in the area of ESE, with 27 corrective actions being written for ESE issues that particularly affect entry transition. Many of these concerns were sent to DOE, as these issues deal with both state and federal regulations. JJEEP reviewers again provided on-site technical assistance in many of these cases. There also was a great deal of communication and cooperation between the ESE specialists with the DOE, JJEEP staff, and school district personnel.

Another area of concern has been the use of non-certificated teachers in academic areas. This usually occurs when district-contracted providers administer their own educational services apart from using school district personnel

The following interventions and sanctions are taken from Rule 6A-05281, FAC. DOE is already implementing many of these activities, presented to the SBE on February 7, 2000.

"Each school district is responsible for ensuring appropriate educational services are provided to students in the district's juvenile justice programs, regardless of whether the services are provided directly by the school district or through a contract with a private provider.

If an educational program in a DJJ facility or program has received an unsatisfactory overall rating on the educational component of the QAR or the educational program does not meet the minimum standards for a designated priority indicator of the quality assurance review, or the educational program has demonstrated noncompliance with state or federal requirements, the DOE shall initiate a series of interventions and graduated sanctions."

"These interventions shall include:

- the provision of technical assistance to the program
- the development of a corrective action plan with verification of the implementation of the corrective actions after ninety (90) days
- a follow-up review of the educational program

The sanctions shall include:

- public release of the unsatisfactory findings, the interventions, and/or proposed actions
- assignment of a monitor, master, or management team to address identified deficiencies paid for by the local school board or private provider if included in the contract
- reduction in payment or withholding of state and/or federal funds

If the sanctions proposed above are determined to be ineffective in correcting the deficiencies in the educational program, the SBE shall have the authority to require further actions that shall include:

- requiring the school board to revoke the current contract with the private provider, if applicable
- requiring the school board to contract with the private provider currently under contract with DJJ for the facility
- require the school board to transfer the responsibility and funding for the educational program to another school district"

5.5 Summary

The success of the corrective actions process was truly overwhelming. Credit should go to all those involved in educating youth in juvenile justice settings, as a true spirit of cooperation with the process was evident. Each of the 73 programs that required a corrective action plan came into compliance within the 90-day window.

CHAPTER 6
EDUCATION AND RECIDIVISM

6.1 Introduction

This chapter covers several topics related to juvenile justice education, delinquency, and recidivism. Section 6.2 provides a literature review of the relationship between education, juvenile delinquency and crime. Numerous research studies document that as educational performance improves, involvement in crime, delinquency, and other forms of deviance declines. This finding is quite consistent with sociological and criminological theory and is an important relationship to examine in our efforts to reduce delinquency. Section 6.3 examines the relationship between three program-level recidivism measures and JJEEP QAR scores using 1998 data. Given the negative relationship between education and delinquency discussed above, and assuming that QAR scores are related to the future educational performance of youth after their release, one would expect juvenile justice programs with high quality educational components to have lower program recidivism rates if all other factors were equal. Using JJEEP and DJJ data, it is possible to see if, in fact, programs with high QAR scores had lower recidivism rates, and the results of this analysis are presented in section 6.3. The final section (6.4) summarizes the chapter's findings and concludes with a discussion of future research that will be necessary to extend this important line of inquiry.

6.2 Education and Crime in the Literature

Current literature indicates that several education-related factors are correlated with juvenile delinquency. These include school performance (Cohill, 1991; Farrington, 1992; Jarjoura, 1993; Phillips and Kelly, 1979; Short, 1990; Tracy, Wolfgang, and Figlio, 1990; Tremblay, Masse, Perron, Leblanc, Schwartzman, and Ledingham, 1992), attendance (Elliott and Voss, 1974; Thornberry, Moore, and Christenson, 1985), attitudes towards school (Kelly and Balch, 1971; Loeber, Stouthamer-Loeber, Van Kammen, and Farrington, 1991; Mak, 1991; Sederstrom and Weis, 1981), and graduation rates (Farnworth and Lieber, 1989). Youths who perform below grade level in basic skills and drop out of school are 3.5 times more likely to be arrested than high-school graduates (Brier, 1995; Fine, 1990; Joseph, 1996; U.S. Department of Education, 1994). Moreover, according to the U.S. Department of Education (1994), 82% of prison inmates in the United States did not graduate from high school.

Juveniles who have trouble academically are more likely to engage in criminal and delinquent behavior (Anderson, 1982; Batiuk, Moke, and Wilcox-Roundtree, 1997; Farrington, 1992; Jarjoura, 1993; Ross and Ross, 1989; Short, 1990; Tracy et al, 1990; Tremblay et al, 1992). Maguin and Loeber (1996) found that both girls and boys with lower academic performance offended more frequently, committed more violent and serious offenses, and persisted longer in their delinquent behavior.

In response to the established relationship between poor school achievement and juvenile delinquency, many programs have sought to improve academic achievement for at-risk youth in the attempt to reduce juvenile delinquency and recidivism. In fact, Brunner (1993), Spellacy and Brown (1984), and Traynelis-Yurek and Giacobbe (1989) report findings that suggest effective educational remediation promotes pro-social behavior. Providing quality educational services for at-risk juveniles appears to be an important component in the effort to reduce juvenile crime and recidivism. As educational levels increase, individuals tend to commit fewer criminal or delinquent acts, presumably as a result of their increased employability and social integration (Anderson, 1982; Batiuk, et al, 1997; Ross and Ross, 1989).

Improving the cognitive skills of younger offenders has also been proven successful in some instances. For example, Jenson and Howard's (1990) review of empirical analyses regarding the effects of training and skill acquisition among juvenile offenders suggests that educational programs are useful in increasing skill levels and lowering rates of recidivism. Ross and Ross (1989) emphasize the importance of cognitive skills training for delinquents, concluding that the development of social thinking abilities (especially social perspective taking) is vital to the success of any delinquency prevention or treatment program. Similarly, Lattimore, Witte, and Baker (1990) found that vocational training and employment services increased delinquents' vocational skills and employability and decreased rates of recidivism. Finally, Briscoe and Doyle (1996) stressed the importance of providing aftercare services to juveniles following release from institutional programs. They conclude that successful reentry into school or employment depends on successful transition, which can be facilitated by post-release follow-up care in education, mental health, social skills, and vocational training.

This relationship between education and delinquency appears to be strong and provides a foundation from which to develop juvenile delinquency prevention strategies (Gottfredson, 1981). From a policy perspective, juvenile justice education can provide a unique opportunity to remediate and educate a cross-section of youths who otherwise might be difficult to reach academically.

6.3 QAR Scores and Recidivism

The literature on education and delinquency reviewed above clearly shows that youth that do better academically are less likely to be involved in delinquent behavior. This section builds on this body of literature, but moves in a different direction. Rather than looking at individual education and delinquency levels, in this section the relationship between program educational QAR scores and program recidivism rates are examined.

A thorough literature review of recidivism research did not reveal a single study that used only program-level data to identify factors that might affect recidivism outcomes. Most recidivism studies utilize individual-level (micro) data for juveniles, and some incorporate program-level (macro) variables to assess the effects of these measures on recidivism.

Because existing studies employ individual-level data, which is difficult and costly to collect, there are no studies evaluating a large sample of juvenile justice programs in terms of program-level recidivism measures and other program characteristics.

It would seem that there should be some direct correlation between the individual-level and program-level approaches. In this regard, the literature reviewed would suggest that providing effective educational programming in juvenile justice facilities, as determined by the quality assurance process, might ameliorate some of the academic shortcomings experienced by many delinquents and reduce the likelihood of recidivism upon their return to the community.

Assumptions—While the connection between individual-level and program-level research may be valid, it rests on several important assumptions. For example, it must be assumed that:

(1) the QAR process successfully measures the quality of educational programs in the juvenile justice system,

(2) programs with higher quality educational components will produce youth with better educational skills,

(3) released youth will be given the necessary educational opportunities to continue their academic improvement once they have returned to the community, and

(4) there will not be family or environmental impediments in the community that negate the educational gains that occurred while the youth was incarcerated.

While there is some evidence that generally supports the first two assumptions, assumptions three and four are more problematic. The analysis that follows might lead the reader to seriously question one or more of these assumptions.

Generic Problems in Measuring Recidivism—It should be recognized from the outset that there are many factors that affect recidivism rates, and most of these are beyond the control of the educational program, or any other component of the juvenile justice system. It should also be acknowledged that recidivism represents only one of several measures of community adjustment, and it is likely not the most important, and certainly not the most proximate measure for evaluating the effectiveness of education in a juvenile justice program. Nevertheless, while not the most appropriate, it is the only measure currently available for trying to provide an independent assessment of the effectiveness of juvenile justice educational programs and, thus, is presented here.

Unfortunately, researching recidivism and its correlates is not straightforward, and there are a number of generic issues that make any study of recidivism problematic. First, it must be determined what should be counted, in other words, exactly what constitutes recidivism? Does someone recidivate when they commit an illegal act after being released from a program (whether or not it is discovered and/or reported)? Or, does recidivism occur when

someone is rearrested, or when he/she is reconvicted, or when he/she is recommitted? Does someone recidivate only when they commit a serious crime, or does any crime, or should any infraction (parking violation, littering, etc.), including violation of probation or parole, count as recidivism?

Second, how long a follow-up period is necessary when tracking potential recidivists? Some studies track releasees for six months, others track them for five years, while most use a period between one and three years. While a large portion of recidivism has been shown to occur within the first year, the follow-up period used can greatly affect the recidivism results obtained.

Third, how can you be confident that your recidivism measure is reliable and valid? Assuming an official recidivism measure is used, all of the measures of recidivism are largely contingent on the ability of law enforcement to detect, arrest, and record when an ex-offender commits another crime. Therefore, a recidivism rate in one city may appear to be very different than a recidivism rate in another city, when, in fact, it is only a difference in law enforcement efficiency, or arrest and recording policies, between the two cities that produces these seemingly different recidivism rates. If self-reports or some other unofficial data are used to measure recidivism, there will also be problems with the reliability and validity because of inaccurate reporting (lying, faulty memories), reporting events that would not be treated as crimes by the police, and other related issues.

Fourth, it is difficult in researching recidivism to control for offender characteristics that affect recidivism independent of any other factors one is trying to examine. For example, gender is an important consideration because, based on any measure of delinquency, males have a greater rate of criminal involvement than females. In a similar fashion, age is another important characteristic. Research suggests that the criminal careers of youthful offenders tend to peak at approximately between the ages of 15 and 17 and steadily decline thereafter. This being the case, the recidivism rate of a sample of older offenders is likely to be substantially lower because of the "maturational reform" process than the recidivism rate of a sample of younger offenders, even when all other variables are held constant. For this reason, it would be important to control for variables like gender and age in studying recidivism.

Specific Problems in the Current Research—DJJ collects recidivism data at the program level for juvenile justice programs in Florida.[1] Using these recidivism data it is possible to determine, at least in a crude fashion, whether there is a relationship between the quality of educational programming in juvenile justice programs (reflected in JJEEP QAR scores) and their DJJ recidivism measures. In addition, it is possible to control for a number of other program-level variables to determine if they have any effect on the relationship between JJEEP QAR scores, and program-level recidivism measures collected by DJJ.

Before the details of this analysis are outlined, however, it is important to discuss, in addition to the generic problems associated with recidivism research cited above, some of the specific

---

[1] We would like to thank the Bureau of Research in the Department of Juvenile Justice for their assistance in providing the recidivism data that was used in this chapter.

factors that make the current analysis problematic. First, the recidivism data are furnished by DJJ, and the QAR scores and other program variables are collected by JJEEP. Unfortunately, the time periods encompassed by the two data sources are different which complicates and reduces the validity of some of the analyses. The DJJ recidivism data are collected on a fiscal year (FY) format, so they report program-level recidivism rates for juveniles released from programs in FY95-96, FY96-97, or FY97-98. FY97-98 recidivism data are based on juveniles tracked for recidivism who were released between July 1, 1997 and June 30, 1998. The DJJ tracking system collects official recidivism data for a 12-month period from the date of release.

JJEEP operates on a calendar year, and data are collected on a truncated calendar year (TCY) format. This means that 1998 JJEEP data were collected between February 1, 1998 and October 31, 1998 during the program review cycle. In order to assess potential relationships between DJJ recidivism data and JJEEP program data, it is necessary to match respective data on somewhat similar timeframes. Given the two sets of data, encompassing different timeframes, the best possible fit is between FY97-98 DJJ recidivism data and TCY1998 JJEEP program data. This means that some of the juveniles who were tracked for recidivism data collection purposes were released before (in the extreme case as much as 16 months before) the JJEEP program data were collected. Similarly, some of the JJEEP program data were collected before (in the extreme case as much as five months before) the juveniles who were tracked for recidivism data collection purposes had been released. It is also important to note that, because of the required follow-up period, there is not any recidivism data that could logically be compared with the 1999 QAR scores. Consequently, and in contrast to most of the other data presented in this report, 1998 QAR scores, rather than 1999 scores, are examined in relationship to recidivism.

Second, there are problems generated by the fact that 1998 QAR scores have to be utilized rather than 1999 scores. As noted above, the time frame for the recidivism data dictates the use of 1998 QAR scores, but some of the QAR scores generated in 1998 were based on reviews conducted prior to JJEEP taking control of the QAR process. Some of the reviewers were part-time, insufficiently trained, and had minimal contact with the main JJEEP office in Tallahassee because they were located in other areas of the state. These problems, coupled with the fact that the quality assurance standards went through major revisions prior to the beginning of the 1999 review cycle make the use of the 1998 scores less than a desirable test of the educational QAR scores and recidivism relationship.

Third, DJJ collects recidivism data on many different programs, some of which JJEEP does not review, because these programs do not have an educational component. Similarly, JJEEP reviews some programs that DJJ has not yet collected recidivism data on, usually because newer programs will not have been in existence long enough to have had enough releasees, or a sufficient follow-up period for compiling the recidivism data. To complicate matters a little more, programs frequently are referenced by multiple names, and DJJ and JJEEP sometimes have slightly different names for some of the programs on which both collect data. Therefore, matching programs for which DJJ has recidivism data and JJEEP has QAR scores was, at times, somewhat difficult.

Fourth, there are many components in all juvenile justice programs that impact on the lives of the youths assigned to them. While education is a very important component, it is only one of many things that a youth is exposed to while they are incarcerated. Furthermore, these different parts are so interrelated that it is impossible to separate the educational component from all of the other parts of the juvenile justice program. Consequently, any comparison of educational QAR scores with recidivism is complicated by all of the other things that have an impact on youth in juvenile justice programs. Realistically, it is an evaluation of an entire program, not just the educational component. What this means is that a very good educational program could exist in a facility in which other components are very weak, thus reducing the potential impact of a good educational program. Conversely, the educational component could be very poor in a facility that was otherwise excellent in most other respects. These two factors working together would tend to greatly reduce any relationship that might exist between education QAR scores and recidivism, so that the comparisons made in the present study are at best fairly poor "proxies" for the true relationship.

Research Methods—Despite the problems noted above, it was possible to match 97 programs JJEEP reviewed in TCY98 with recidivism data that DJJ collected on programs that released juveniles during FY97-98. Eight of the ninety-seven matched programs released fewer than ten juveniles during the follow-up period, however, so these eight programs were excluded from the analysis in order to avoid skewing the recidivism data. Consequently, JJEEP has identified 89 programs for which there is FY97-98 program-level recidivism data and TCY98 QAR program-level data, which includes QAR scores, program level, program size (number of students), public/private designation of the facility component, and public/private designation of the educational component. Those represent 60% of the 148 commitment programs JJEEP reviewed during the 1998 QAR cycle.

The program-level recidivism data collected by DJJ consists of several different recidivism measures, three of which are used in this analysis. The first recidivism measure (Arrest Recidivism) is the percentage of juveniles who were released in FY97-98 who had subsequent referrals to DJJ or adult arrests within 12 months of release. The second recidivism measure (Conviction Recidivism) is the percentage of juveniles who were released in FY97-98 who had subsequent juvenile adjudications or adult convictions within 12 months of release. The third recidivism measure (Commitment Recidivism) is the percentage of juveniles who were released in FY97-98 who had subsequent commitments to DJJ or sentences to adult probation or prison within 12 months of release.

More sophisticated statistical analyses using multi-variate regression techniques were examined, but because of difficulties in interpretation, they are not presented in this report. They essentially produced the same findings and lead to the same conclusions as the simpler method for presenting the data that is used here. The easiest and most direct way to present the data to evaluate whether programs with high QAR scores have lower recidivism rates is to divide the 89 programs into high and low groups based on their overall QAR scores and then examine the mean recidivism rates for the two groups. That is essentially the form of analysis presented in the next part of this report.

Findings—The first analysis examines whether juvenile justice programs that provide better educational services have lower recidivism rates than programs that provide lesser quality educational services. The most direct way to examine this is to divide the 89 programs into high and low groups based on their overall QAR scores. The median overall QAR score for the sample of 89 commitment programs is 5.46. There are 45 programs that have a QAR score below the median (low QAR) and 44 programs that scored above the median (high QAR).

In Table 6.3-1, the three recidivism measures are shown for the high and low QAR groups. Programs with low (below the median [N=44]) QAR scores have a 62.8% re-arrest or referral rate, a 41.7% re-adjudicated or re-conviction rate, and a 32.8% re-commitment rate. Programs with high (above the median [N=45]) QAR scores have a 58.7% re-arrest or referral rate, a 38.6% re-adjudicated or re-conviction rate, and a 30.1% re-commitment rate. These results are going in the expected direction and show that programs with low QAR scores have slightly higher recidivism rates on all three of the recidivism measures than programs with high QAR scores. However, all of these differences are very small, and none attain statistical significance at the .05 level.

Table 6.3-1 Three Recidivism Measures for Programs with Low or High QAR Scores

		Low QAR	High QAR
Arrest Recidivism	Mean	62.8%	58.7%
	N	45	44
Conviction Recidivism	Mean	41.7%	38.6%
	N	45	44
Commitment Recidivism	Mean	32.8%	30.1%
	N	45	44

While the differences observed above are not very great, the fact that all three measures go in the expected direction is encouraging. Moreover, it would be informative to see if the slight recidivism differences between the low and high QAR groups become larger or smaller when another variable is considered in the analysis. In this regard, the first control variable introduced concerns whether the facility is publicly or privately operated (facility public/private). The recidivism measures for the low and high QAR groups, when controlling for the facility public/private designation are shown in Table 6.3-2.

When the control is introduced for whether the facility is a publicly operated facility or a privately operated facility, the three recidivism measures remain relatively unaffected, and, in fact, decrease slightly for public facilities. The only differences observed between the recidivism measures for the above median and below median QAR groups occur for programs with privately operated facilities. For programs with privately operated facilities, programs with low QAR scores have slightly higher recidivism measures than programs with high QAR scores (re-arrest 61.8% vs. 56.5%, re-conviction 40.3% vs. 35.9%, and re-

commitment 31.4% vs. 27.6%), however, these differences are still not statistically significant at the .05 level.

Table 6.3-2 Three Recidivism Measures for Programs with Low or High QAR Scores, Controlling for the Facility Public/Private Designation

Public Facility		Low QAR	High QAR
Arrest Recidivism	Mean	67.3%	67.2%
	N	8	9
Conviction Recidivism	Mean	48.4%	49.4%
	N	8	9
Commitment Recidivism	Mean	39.5%	39.6%
	N	8	9
Private Facility		**Low QAR[4]**	**High QAR[5]**
Arrest Recidivism	Mean	61.8%	56.5%
	N	37	35
Conviction Recidivism	Mean	40.3%	35.9%
	N	37	35
Commitment Recidivism	Mean	31.4%	27.6%
	N	37	35

Whether the educational component is publicly or privately operated (education public/private) can also be controlled. The public/private education designation is introduced into the analysis as a control in Table 6.3-3. Programs with low QAR scores that have either publicly or privately operated educational components have higher recidivism measures than programs with high QAR scores. Note, however, these differences are slightly greater for programs with private educational components than public educational components with the private educational components having slightly lower recidivism rates than the public educational components. Once again, however, at the .05 level, none of these differences are statistically significant.

Table 6.3-3 Three Recidivism Measures for Programs with Low or High QAR Scores, Controlling for the Education Public/Private Designation

Public Education		Low QAR	High QAR
Arrest Recidivism	Mean	65.9%	61.7%
	N	24	27
Conviction Recidivism	Mean	45.6%	42.7%
	N	24	27
Commitment Recidivism	Mean	37.0%	34.0%
	N	24	27

Private Education		Low QAR	High QAR
Arrest Recidivism	Mean N	59.2% 21	53.9% 17
Conviction Recidivism	Mean N	37.2% 21	32.1% 17
Commitment Recidivism	Mean N	28.0% 21	23.8% 17

The analysis can be repeated while simultaneously controlling for the size of the program, which reflects the number of juveniles in the program at the time of the JJEEP review. These findings are displayed in Table 6.3-4. The 89 programs are divided into three groups based on population size: small programs (less than 24 kids), medium programs (between 24 and 33 kids), and large programs (more than 33 kids). When the size of the program is considered, for small programs there is virtually no difference in the recidivism rates for low or high QAR scoring programs. The re-arrest measure was 61.1% for the low QAR group and 63.3% for the high QAR group, the re-conviction measure was 41.2% vs. 42.6%, and the re-commitment measure was 33.6% vs. 34.9%. While the differences are minimal, it should be noted that, for all three recidivism measures, the recidivism rate is slightly higher for the high QAR group, which is opposite to our expectations.

On the other hand, medium size programs with low QAR scores have a noticeably higher re-arrest recidivism measure than medium size programs with high QAR scores (66.9% vs. 57.9%), but the re-conviction and re-commitment differences, while consistent in direction, are much smaller (re-conviction 43.4% vs. 41.5%, re-commitment 33.9% vs. 31.5%). For the large programs all of the differences are consistent in direction, but the re-conviction (40.1% vs. 33.7%) and re-commitment (30.1% vs. 25.7%) measures of recidivism show a greater difference than the re-arrest measure (59.5% vs. 56.2%). None of these differences, however, including the re-arrest comparison in the medium size programs, are statistically significant at the .05 level.

Table 6.3-4 Three Recidivism Measures for Programs with Low or High QAR Scores, Controlling for the Number of Students in the Program

Small Programs		Low QAR	High QAR
Arrest Recidivism	Mean N	61.1% 18	63.3% 12
Conviction Recidivism	Mean N	41.2% 18	42.6% 12
Commitment Recidivism	Mean N	33.6% 18	34.9% 12
Medium Programs		**Low QAR**	**High QAR**

Arrest Recidivism	Mean N	66.9% 16	57.9% 14
Conviction Recidivism	Mean N	43.4% 16	41.5% 14
Commitment Recidivism	Mean N	33.9% 16	31.5% 14
Large Programs		**Low QAR**	**High QAR**
Arrest Recidivism	Mean N	59.5% 11	56.2% 18
Conviction Recidivism	Mean N	40.1% 11	33.7% 18
Commitment Recidivism	Mean N	30.1% 11	25.7% 18

The risk (security) level of the program can be introduced into the analysis by dividing the 89 programs into different risk level designations. Rather than divide the programs into levels two, four, six, eight, and ten, which would excessively limit the sample sizes, the levels are collapsed into three levels, low-risk (levels two and four), medium risk (level six), and high-risk (levels eight and ten). The findings controlling for risk level are shown in Table 6.3-5.

When the program risk level categories are introduced into the analysis, the recidivism measures for low-risk programs are slightly lower for the low QAR group than the high QAR group, which is counter to expectations. These differences are all very small, however, and all of the other comparisons for medium risk, and high-risk programs are in the expected direction. The medium-risk and high-risk programs also show a greater difference between the high and low QAR groups than was found in the low risk category. In fact, the re-arrest recidivism measure for the high-risk group shows the greatest recidivism difference observed between programs receiving low or high QAR scores. Unfortunately, while some of the recidivism differences observed in Table 6.3-5 are greater than in previous tables, all of these differences still fail to reach the .05 level of statistical significance.

Table 6.3-5 Three Recidivism Measures for Programs with Low or High QAR Scores, Controlling for the Risk (Security) Level of the Program

Low-Risk Levels Two and Four		**Low QAR**	**High QAR**
Arrest Recidivism	Mean N	55.3% 16	58.3% 12
Conviction Recidivism	Mean N	35.7% 16	36.7% 12
Commitment Recidivism	Mean	26.4%	27.5%

		16	12
	N		
Medium-Risk Level Six		**Low QAR**	**High QAR**
Arrest Recidivism	Mean N	65.7% 20	59.7% 21
Conviction Recidivism	Mean N	45.5% 20	40.6% 21
Commitment Recidivism	Mean N	36.0% 20	31.0% 21
High-Risk Levels Eight and Ten		**Low QAR**	**High QAR**
Arrest Recidivism	Mean N	69.7% 9	57.1% 11
Conviction Recidivism	Mean N	43.8% 9	37.0% 11
Commitment Recidivism	Mean N	37.2% 9	30.9% 11

6.4 Summary

The relationship between education and delinquency is well established in the prior literature. School performance, attitude towards school, school attendance, and graduation rates have all been tied to involvement in criminal and delinquent behavior. Numerous studies have shown that youths who have trouble in school are more likely to engage in criminal and delinquent behavior. Furthermore, research has proven that both girls and boys with lower academic performance offend more frequently, commit more violent and serious offenses, and persist longer in their delinquent behavior than their more academically successful counterparts.

Given the well-established relationship between education and crime, logic suggests that improving the academic performance of at-risk juveniles may reduce their propensity for criminal and delinquent behavior. Similarly, researchers have found that vocational training and employment services increased delinquents' vocational skills and employability and decreased rates of recidivism.

The literature on the relationship between education and crime suggests that providing effective educational programming to youths in juvenile justice facilities might ameliorate some of the academic shortcomings experienced by many delinquents and reduce the likelihood of them recidivating upon release. If so, juvenile justice programs with high quality educational components, as reflected in QAR scores, should have lower recidivism rates than programs with lower quality educational components, if all other factors could be controlled.

A comparison of JJEEP QAR scores and DJJ recidivism data indicates that, in fact, programs with high QAR scores do have lower recidivism rates than programs with low QAR scores. We must be very cautious in the interpretation of this finding, however, because these differences in recidivism measures between high and low scoring programs tend to be very small and are not statistically significant. When control variables were inserted in the analysis, this pattern remained largely unchanged, but several of the differences increased considerably in magnitude. High QAR scoring programs tended to have lower recidivism rates than their lower QAR scoring counterparts. Again, however, these findings with control variables introduced did not reach statistical significance at the .05 level.

The lack of statistical significance is important because it indicates that differences of the magnitude observed could be produced by chance alone more than 5% of the time, and this means that future research could find entirely different results because of these chance factors. On the other hand, the differences, while small, do present a very consistent pattern across the various categories of the control variables, and this pattern is also consistent with theoretical expectations. Because significance tests are a function of the sample size, it could well be that if we had a larger number of programs in some of the categories that these results would have been statistically significant.

Even if all of the results were statistically significant, however, the fact that the differences are not very large in most of the comparisons still suggests that the relationship observed is relatively weak and not nearly as strong as would be desired, or perhaps expected, based on the review of the literature. But, while the research literature is fairly consistent and clear that there is a relationship between education and delinquency, it does not suggest that there is anything approaching a perfect relationship or a one-to-one correspondence between educational success and delinquency. There are simply too many other causal factors related to delinquency and recidivism to expect that solving all of the problems in the area of juvenile justice education will cause delinquency to disappear.

It is clear that the generic problems in the measurement of recidivism, and the specific problems related to the present study (lack of fit in the timeframe between DJJ recidivism data and JJEEP QAR scores, problems with the use of 1998 QAR scores, the inability to control on important offender characteristics, and a small sample size), all contributed to a less than perfect test of the relationship between QAR scores and recidivism. It is equally clear that considerable caution must be observed in deriving long-range or far-reaching conclusions based on the current results. But, given all of the recognized problems, the small differences in recidivism and the statistically insignificant findings should come as no major surprise.

Another concern with this analysis is that using recidivism as the only evaluative measure is a shortcoming in itself for several reasons. First of all, many juveniles who are released from juvenile justice programs simply return to their original home and community environment, which are often characterized by instability, criminal role models, and lack of constructive opportunities. These are the same settings and conditions that contributed to the original acts of delinquency. Once they return to these environments, regardless of how good the previous juvenile justice educational program might have been, the potential for recidivism is great.

Therefore, using only recidivism measures to evaluate the quality of educational programming, or any other component of the juvenile justice program, is insufficient, and perhaps unfair to the program. The best educational programming possible, in isolation from aftercare and other forms of community support, can do little to ameliorate the problems faced by at-risk youth in their home and community environments.

There are many other types of outcomes that need to be evaluated and controlled for when assessing the quality of educational programming and its effects. Upon release, tracking recidivism is but one tool for evaluating program success. Other equally important program and post-release factors that must be considered include pre- and post-academic testing prior to leaving the institution, as well as employment success, family relations, academic achievement, and self-esteem improvement after returning to the community. These factors reflect the role a juvenile justice program and its educational component play in a youth's life, and considering them is integral to understanding the variety of outcomes produced by any juvenile justice program. Similarly, these outcomes likely affect subsequent recidivism, so they must be controlled when attempting to correlate QAR scores to recidivism data. JJEEP is dedicated to such research and plans to conduct a number of longitudinal studies over the next several years.

CHAPTER 7
TOWARD BEST PRACTICES IN
JUVENILE JUSTICE EDUCATION

7.1 Introduction

This chapter addresses "promising educational practices" for youths served in juvenile justice facilities. Currently, the knowledge needed to guide effective practices that meet various educational standards in both public schools and in juvenile justice facilities is contradictory and inconclusive. Specific teaching strategies and educational methodologies remain overly general. However, several program components identified in the literature as promising include initial assessments, educational plans, curriculum, effective school environment, and transition and aftercare services. This chapter provides preliminary research on these most promising educational practices in Florida's juvenile justice educational programs. Findings derived from these examinations are particularly noteworthy and substantiate many of the practices identified in the literature.

Section 7.2 provides a definition of "best educational practices." Section 7.3 presents a literature review, which focuses on promising educational practices in juvenile justice education. Section 7.4 presents research examining QAR findings in Florida's juvenile justice facilities in relation to the presence of most promising educational practices identified in the literature. Section 7.5 includes an in-depth analysis of actual program processes of eight of Florida's top rated programs. Section 7.6 provides a summary discussion and identifies future research needs.

7.2 Defining Best Practices

Stanley Pogrow, of the University of Arizona College of Education, insists that often in education, "there is little correlation between what education experts consider best practice and advice at a given time and the types of interactions produced by innovative curriculum with real students" (Pogrow, 1998). The consensus of what constitutes an effective educational practice and successful delivery of quality education is unclear. However, what emerges as "effective" seems to be the extent to which certain components are individualized to meet the personal competencies and deficits of each child to assist future success. There is no one program or practice to date that can be identified as "best" for particular groups of students in specific types of programs; however, with identification of promising practices both in the literature and Florida's quality assurance process, we can begin to move toward validation of what constitutes best practices through various processes and student outcome assessments.

Nationally, the literature produced on promising practices in juvenile justice education can be summarized as a description of components that enhance educational, vocational, and social

abilities of students to facilitate post-release success. Interwoven within these topics are specific components, including an effective school environment, assessments, and an individualized curriculum to include academic, vocational, special education, GED diploma preparation, and psychosocial training. Further, teachers should develop particular strategies to address individual characteristics and cultural diversity among learners. Additionally, successful transition back into the community, school, and family is stressed, including an aftercare component. Finally, professional development and continued teacher training specific to juvenile justice education is crucial for effective classroom practice. Each of these components is identified as a promising practice that can enhance individual competencies and reduce deficits of each child. The literature suggests that an integrated combination of these components is best practice within an educational program.

JJEEP's initial effort to identify best educational practices has a combination of prior literature and descriptive data about classroom practices in Florida's DJJ educational programs rated as superior in the quality assurance process. Present in these programs are numerous components also identified in the literature. Those practices that emerge as promising in Florida include a comprehensive collection of components related to transition, service delivery, teacher training and development, and administrative support. In conjunction with practices cited in the literature and supported by findings in Florida, components that can most likely be defined as best practices include multiple assessments used to develop an educational program for each student; transition activities to support successful re-entry into the community; individualized curricula based on assessments and prior educational histories; curricular offerings in academic, vocational, special education, GED diploma preparation and psychosocial programming; the use of technology; educational plans for all students; continued teacher training related to a variety of topics regarding juvenile correctional education; and teacher recognition of various characteristics and cultural diversities. Additionally, an aftercare component was found in most programs. An integrated combination of practices suggested in the literature, along with successful utilization in the classroom, supports the identification of those promising practices that may be validated as best practices.

There are also other practices noted in either the literature or in Florida facilities that have the potential to be best practices. Practices noted in the literature but not regularly taking place in Florida juvenile facilities include law-related education, literacy programs, and family involvement. Additionally, current Florida practice identified numerous other practices that were not found in the literature, including certified teachers, programmatic changes and decisions based on program evaluations, a behavior management system, mental health and counseling services, and administrative support and communication. Until empirical research is conducted, these practices remain "promising" and await validation as "best."

Therefore, for JJEEP's research purposes, a best practice in juvenile justice education can be defined as a component or components of a program receiving a QAR rating of superior that have also been defined in the literature as promising, and which result in improved pre- and post-program academic scores and facilitate successful re-entry into the community through continued academic/vocational success and decreased future criminality. The measurement of these outcomes will make it possible to validate which components actually are "best"

practices in juvenile justice education. Additionally, once these practices are identified and integrated, then identification of a best program model will be possible and specific information about what works for what type of offender in what type of program can be articulated.

7.3 Literature Review

Introduction—Emerging in the past several years has been a national reform movement in education to improve the quality of educational services for youth, particularly aimed at greater individualization of instruction. Associated concerns have included the use of technology in the classroom, smaller class sizes, and more highly trained teachers. Additionally, one of the major initiatives emerging from the reform movement is the call for higher educational standards and associated accountability measures. However, there is no agreement among experts in education as to how to effectively individualize educational programming in order to reach these ideal goals. In juvenile justice education, the same goals and concerns in educational reform are particularly germane.

Currently, the knowledge needed to guide effective practices that meet various educational standards in public schools or in juvenile justice facilities is contradictory and inconclusive. Nonetheless, and notwithstanding the ambiguity of "best education practices," the age of major educational reform is upon us as evidenced by current nationwide efforts to increase educational standards and improve educational practices. Yet, the specific teaching strategies and educational methodologies that will enable us to accomplish and/or exceed these standards remain in question.

This chapter subsection reviews relevant literature that identifies "promising educational practices" as potentially "best practices" in the overall effort to facilitate their transfer and expansion into Florida's juvenile justice facilities. The purpose of this subsection is to provide administrators and educators who work with youth offenders the knowledge needed to deliver quality education to adjudicated youth. Overall, the literature reviewed has been largely impressionistic, anecdotal, and without empirical support, with numerous studies describing program components and practices that are believed to be effective in juvenile educational programs. Even these descriptive studies have been unable to reach consensus on specific educational practices that should be applied to particular programs for particular youth.

This review includes several sections that summarize the identified promising components or program models for juvenile justice education described in prior literature. "Effective School Environment" provides a discussion of how an effective school environment can contribute to the educational success of youth offenders. "Initial Assessments" describes the assessment process, including when assessments should be administered, and the important educational measurements that should be covered. "Effective Curriculum" itemizes the necessary components of an effective curriculum including educational plans and an individualized curriculum, a vocational program, special education services, GED preparation, cultural diversity, and a psychosocial component. "Instructional Delivery"

describes teaching strategies that affect the success of instructional delivery. "Transition" discusses transition of youth offenders exiting the facility. "Aftercare" provides information about aftercare services for youth returning to the community. "Professional Development" summarizes areas of training needed for education professionals who work with youth offenders. "Conclusion" provides a discussion of the meaning of these components, impediments encountered, recommendations for implementation, and the need for future empirical research.

Effective School Environment—Several authors have identified an effective school environment as essential to promising practices in juvenile justice education. Miller and Weiner (1995) suggest the educational environment should be creative, exciting, and appropriate to students' interests. Similarly, the Hudson River Center for Program Development (HRCPD, 1995) contends that a successful educational environment is an important aspect of a quality program. Specifically, they argue that a friendly classroom environment is believed to be an integral part of the learning community. Gemignani (1992) further concludes that the learning and working environment of a school determines much of its effectiveness and presents the following components that comprise an effective school environment:

- Facility administrators regard education as the most important component of the rehabilitation process.
- Education and training are priorities, not competitors with other programs.
- The comprehensive educational program includes basic academic skills, high school completion, GED diploma preparation, special education, pre-employment training, and other programs aimed at enhancing students' social, cognitive, and life skills.
- Student/teacher ratios reflect the needs of the students, the demands of the subject area, the availability of equipment resources, and legal mandates.
- Academic achievement is reinforced through incentives, including diplomas and certificates.
- Academic programs ensure educational equity for all.
- Teachers are competent, committed, and active.
- Parents and community volunteers are involved in the academic program.

Coffey and Gemignani (1994) expand the concept of an effective school environment by identifying eight additional qualities: strong academic leadership, a safe school environment, adequate space and equipment, a variety of print and non-print instructional materials, technology, library services, measurable performance outcomes, and instructional support services.

Initial Assessments—Once an effective school environment has been established, it is imperative to identify the students' current functional level through the administration of initial academic assessments. Several authors have indicated that these assessments are necessary to place students at their appropriate academic levels. HRCPD (1995) indicates

that the learning process begins with identifying student needs through interest, skill, goal, and academic assessments. Assessment often begins with a standardized test, such as the Tests of Adult Basic Education (TABE), that identifies students' academic functional levels, but overlooks the students' interests, skills, and goals. Additionally, HRCPD states that talking with students and observing them over a period of time reveals possible learning disabilities not identified by standardized tests. A study conducted by the New York State Education Department (NYSED, 1995) concludes that students should be assessed to determine their career interests. Those interests should be used to help students pursue reasonable career goals and general skills for seeking, gaining, and maintaining employment.

Effective Curriculum—Several authors have argued that the successful delivery of a curriculum in a juvenile justice educational setting is contingent upon establishment of goals based upon prior educational history and assessment results. For instance, Rider-Hankins (1992b) argues that educational plans that address curriculum delivery should be developed from the results of a series of diagnostic tests. Similarly, Miller and Wiener (1995) describe a lab school for juvenile delinquents in which curriculum development was the foundation of the program. Assessments were administered upon entry, and students were placed according to abilities and knowledge. Each student had an educational plan, and individual progress was monitored daily. Other authors have expounded upon this concept by suggesting additional curriculum offerings such as individualized curricula (innovative academic programs and literacy programs), vocational curricula, special educational programs, GED diploma preparation, cultural diversity, and psychosocial (law-related) education.

Educational Plans—Once initial assessments have been completed, various authors suggest that the development of educational plans that are individualized based on assessment results are essential to successful delivery of educational services to students in educational programs regardless of movement from one institution to another. Several authors agree on the need to integrate educational plans that are individualized into regular practice. Rider-Hankins (1992a) suggests the use of an incremental model in juvenile correctional education that evaluates the student and develops an individualized plan for change that focuses on specific skill or knowledge deficits. Additionally, Rider-Hankins (1992) described the case management of these individualized educational plans, which are developed using diagnostic test results and forwarded to the appropriate school when the youth is released from the juvenile justice facility. Similarly, HRCPD (1995) developed an instructional guide that provided customized individual education plans (IEPs) for students in special educational programs. According to Leone, Price and Vitolo (1986), an IEP should accompany the appropriate student to each facility and serve as a guide for the delivery of educational services.

Individualized Curriculum—Rider-Hankins (1992a) reveals that because of repeated academic difficulty, juveniles in correctional institutions often function at approximately three grade levels below the average student within their age group. In contrast, Harper (1988) has found that many of the juvenile delinquents he has examined functioned at their grade level, if not above. These diverse findings suggest that academic ability levels vary

from student to student, and educational programming cannot be geared toward one type of functional ability level, but rather, must be individualized to each student's capabilities (Anderson and Anderson, 1996).

Gemignani (1992) has attempted to address individualization through the development of an innovative academic model that involves changes in educational philosophy, curriculum, and instructional techniques from the old model that emphasizes workbook exercises, remediation, and drill and practice in the basic skills. Identified components of an effective academic model are:

- Academic curriculum features comprehension and complex problem-solving tasks, allowing students to develop their cognitive skills.
- Curriculum integrates basic skills into more challenging tasks that allow students to apply these skills to real life situations.
- Curriculum allows for a number of discrete skills to be combined and applied to perform more complex tasks.
- Knowledge sharing is emphasized through cooperative learning, peer tutoring, and team problem solving.
- Teachers model cognitive processes through a variety of instructional strategies, including externalizing thought processes, encouraging multiple approaches to problem solving, and focusing on dialogue and reciprocal learning.
- A variety of assessment and evaluation measures are used. Progress is based on mutually defined student goals emphasizing competence.
- Instruction involves multiple strategies appropriate to each learner's interests and needs.
- Reading, writing, and oral expression are interrelated (Gemignani, 1992).

The Texas Commission on Children and Youth (TCCY, 1994) also has developed an Accelerated Instruction Model to enhance individual achievement of at-risk students. Major components of this model include:

- a focus on student strengths instead of weaknesses
- setting high expectations
- a quicker instructional pace
- stimulating and diverse instructional practices
- increased involvement and responsibilities for all parties involved in the school, including students, parents, teachers, administration and community members and
- re-training of all participants with the educational process (TCCY, 1994)

Because there are a substantial number of youth with reading problems held in juvenile detention and correctional facilities, several authors have identified literacy programs that address individual reading levels of these youth. Rider-Hankins (1992b) argues that literacy programs using computers are effective in improving learning and attitudes toward learning.

Hodges, Giuliotti, and Porpotage (1994) have conducted an empirical literacy study on juvenile detainees. The programs tested employ a progression of logically sequenced, multi-sensory lessons, and their curricula focus on the development, integration, and application of phonics. This literacy study has found that post-test scores are significantly higher than pre-test scores for each area tested. The average grade level gain is between seven months and one year.

Tyner (1995) discusses five literacy programs considered to be successful, which include Multi-Sensory Teaching Approach, Dyslexia Training Program, The Herman Method (for reversing reading failure), Lindamood-Bell Learning Processes, and Project READ. The Multi-Sensory Teaching Approach is a comprehensive, multi-sensory program in reading, spelling, cursive handwriting, and alphabet and dictionary skills. The Dyslexia Training Program is a program that is presented in a multi-sensory sequence of alphabetizing, spelling, cursive handwriting, "language history," and other activities. The Herman Method is a reading curriculum designed for dyslexic students that focuses on decoding, sight words, structural analysis, contextual clues, and dictionary skills, with consistent emphasis on comprehension. Additionally, this method utilizes multimedia instruction and multi-sensory instruction to coordinate visual, auditory, tactile, and kinesthetic input. The Lindamood-Bell Learning Processes program offers intensive treatment to develop reading, spelling, language comprehension, visual motor processing, and the ability to follow oral directions. Project READ is a mainstream language arts program that provides for inductive instruction (basal reading system). The curriculum is divided into three components, including a "decoding phase," "comprehension," and "written expression" which, when integrated, constitute a complete literacy curriculum (Tyner, 1995). Regardless of the method chosen, Coffey and Gemignani (1994) stress the importance of providing a variety of reading materials that reflect student interests and cultures. Furthermore, reading instruction should emphasize meaning and comprehension, focusing on a full range of cues and discussion, rather than discrete and out of context decoding skills.

Vocational—Although juvenile justice educational programs traditionally focus on academic instruction, an alternative program is often more appropriate to meet the respective educational and vocational needs of students who are not likely to succeed in an academic environment (Casey, 1996). Lattimore, Witte, and Baker (1990) support this concept through an examination of the relationship between vocational training, employability, and recidivism among juvenile offenders. Their results suggest that increased training in vocational and employability skills decreased recidivism rates among young offenders. In a similar study, Lieber and Mawhorr (1995) conclude that vocational training did not reduce rates of recidivism among their sample population; however, the severity of subsequent crimes did decrease. Similarly, Casey (1996) has identified the New Smyrna Beach Employability Skill Training Model as a promising model for vocational education. This model allows students to acquire skills through participation in a school-based business, which is modeled after an actual job site. Students produce and sell products to the local community and earn a paycheck for their efforts (Casey, 1996). Gemignani (1992) further supports the need for a vocational curriculum based on the demands of today's labor market. Gemignani believes that a more comprehensive and advanced academic and vocational training curriculum is definitely needed. Simply training the student in particular academic or job skills is no

longer sufficient. Coffey and Gemignani (1994) argue that in addition to a strong vocational component, correctional educators must provide students with awareness, knowledge, skills, and attitudes needed to obtain and succeed in entry level jobs.

Special Education—A recent focus in correctional educational research has been on special education needs for youth within juvenile facilities. There has been considerable disparity between the estimates of the number of exceptional students served in the juvenile justice population. Rider-Hankins (1992b) has found that between 30% to 75% of delinquent youth in the United States are disabled in some way; Leone, Rutherford, and Nelson (1991) have indicated that 29% of incarcerated youth have been identified as having a disability; and Coffey and Gemignani (1994) has identified that as many as 40% of these youth have some form of learning disability. Although the population count varies, it is evident that the prevalence of students with disabilities is higher in correctional facilities than in the public school system, which is reportedly between 6.5% and 13.7% (Forbes, 1991; Rider-Hankins, 1992b). As a result, Rutherford (1988), Gemignani (1992), and Leone (1991) argue that it is essential for juvenile justice special educators to focus primarily on areas of deficiency through the utilization of functional assessments, functional curricula, transition services, professional development of teachers, and comprehensive and collaborative efforts between staff. Gemignani (1992) further supports this concept through the development of an effective educational program model that includes the following characteristics:

- Incarcerated youth with learning disabilities must be provided special education in full compliance with federal and state law.
- Correctional staff should be trained to meet the mandates of the Americans with Disabilities Act.
- Essential components of a special educational program include: (1) assessment of deficits and learning needs; (2) a curriculum that meets each student's needs; (3) vocational training opportunities; (4) transitional services that link the correctional special education services to prior educational experiences and to the educational and human services needed after release; (5) a comprehensive range of education and related services, and (6) effective staff training.
- Youth with learning disabilities should be included in regular academic programs, classrooms, and educational activities to the greatest extent possible.
- Independent living, social, and vocational skills that prepare students for adult living should supplement the regular academic program.
- The special educational program should help youth with their transition between public schools and corrections or between corrections and independent living and work (Gemignani, 1992).

Several researchers have expounded on various elements of this special education model. Coffey and Gemignani (1994) state that correctional facility staff should be prepared to promptly place incoming youth with active IEPs into programs in which they can carry out the students' goals and objectives. Correctional special educational programs must also be equipped to identify students in need of and eligible for special education who have not

previously been identified in their public schools (Coffey and Gemignani, 1994). This, of course, requires that assessments be utilized to determine student needs and abilities. Leone (1991) argues that functional assessments are crucial for classification and appropriate placement of youth into appropriate educational programs. Rutherford (1988) contends that functional assessments measure skill deficits, which interfere with students' educational achievement, their social and vocational adjustment, and their ability to function successfully as independent citizens. Assessments are continuously based on curriculum, not standard instruments, and are used to make adjustments in students' current educational programs. These functional curricula should focus less on completing credits and GED diploma preparation and more upon the acquisition of functional skills that juveniles need to survive in everyday life (Rutherford, 1988). Leone (1991) further indicates that a functional educational curriculum is one that meets each student's individual needs in areas including academic, social, and vocational skills. Clearly, for adjudicated youth these additional components of social and vocational training are as important as academic work in the educational program.

General Education Development—Gemignani (1992) states that a comprehensive educational program should offer GED as part of its academic curriculum. The GED curriculum should be integrated into other program components such as social and life skills, employment preparation, independent living skills, counseling, and transition programming. Offering GED diploma preparation provides students, who do not plan to return to public school after release or who cannot pass the practice GED test, with the opportunity to prepare for and take the GED exam (Coffey and Gemignani, 1994). To further illustrate the importance of GED diploma preparation, the New York State Department of Correctional Services (1989) analyzed the relationship between GED completion and recidivism, and researchers found a positive relationship between GED completion and reduced recidivism. Although this study examines an adult population, it supports the idea that academic improvements might decrease the likelihood of future criminal behavior.

Cultural Diversity—Current research documents that minority children are over-represented in juvenile justice facilities. A study conducted by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) reported that in February 1995, minorities accounted for 68% of the juvenile population in secure confinement (Hsia and Hamparian, 1998). This percentage is especially large considering that minorities only make up 32% of the entire juvenile population (Feyerherm and Pope, 1995) and about 13% of the United States population. Even with the empirical evidence documenting the large minority population currently housed in juvenile facilities, particular educational practices that work with this population have yet to be identified. Adams (1994) describes the purpose of multicultural education as equalizing education by incorporating strategies that will enhance each student's ability to learn, regardless of race, gender, socioeconomic status, or age. As the number of minority students increases, the need for educational staff to consider diversity in their instruction is crucial to increasing all students' educational opportunities (Feyerherm and Pope, 1995; Hsia and Hamparian, 1998). The curriculum must be designed to provide relevant and interesting information to all groups of students, so that learning will be

purposeful and meaningful. However, precisely what the specific curricula should be remains unknown.

Psychosocial Education—In studies examining the relationship between delinquent behavior and social skills, researchers have found that juvenile delinquents are often deficient in communication skills, anger management techniques, conflict resolution methods, and pro-social decision-making processes (Coffey and Gemignani, 1994; LeBoeuf and Delany-Shabazz, 1997; Rider-Hankins, 1992b). Coffey and Gemignani (1994) have attributed these deficiencies to educational programs focusing on the academic needs of juvenile offenders while ignoring their social and moral needs. As a result of these deficiencies, several authors have identified the inclusion of problem-solving skills, moral reasoning, communication, and social skills into the classroom curriculum as a promising practice in juvenile justice education. For instance, Coffey and Gemignani (1994) argue that it is essential that juvenile correctional educational programs include a substantial social, meta-cognitive component, teaching social, moral, and cognitive skills. LeBoeuf and Delany-Shabazz (1997) further argue that educational programs that teach pro-social skills have been found to increase the juvenile's ability to handle conflict-inducing situations and to make better choices. One such model, reported to be successful in working with adolescents in residential settings, includes the integration of a "positive peer culture" into the academic curriculum. Young people in positive peer culture programs are taught to be responsible for self and others; they learn the skills to be of genuine service to peers in need, and also master a common language with which to articulate care, concern, and responsibility (Donievy and Weissman, 1992).

Blinn (1995) argues that, not only is a positive peer culture a promising practice, but also, teaching cognitive skills to affect behavioral change through a writing program, "Writing for Our Lives," is effective in juvenile justice education. Blinn has indicated that the Writing for Our Lives program is designed to address such concerns as shifting offenders' self-identities from pro-criminal to pro-social, teaching concrete problem solving and consequential thinking skills, enhancing offenders' social perspective-taking skill, and providing links to pro-social community activities. Additionally, Lieber and Mawhorr (1995) have conducted a study examining the effects of social skills training on juvenile offenders in a second chance school. An analysis of the students' future criminal behavior has indicated that, although recidivism is not reduced among offenders, the offenses for those who received this training are less serious. Finally, law-related education may be helpful in reducing delinquency and contributing to positive social behavior, though no empirical evidence has been found to support this claim (Armancas-Fisher, 1990). Armancas-Fisher asserts that law-related education should involve students in legal case studies, role-plays, mock trials, and other active instructional techniques. Such a method of instruction helps students confront the actual dilemmas that citizens must face in a democratic society. In many programs, students meet with lawyers, judges, police, and other community members to observe law in action. Chorak (1997) states that law-related lessons seem to naturally interest students. Relevant content is a powerful motivator but, beyond the acquisition of useful information, the way in which law-related education is taught provides a unique opportunity to positively impact skills related to resiliency. For this reason, just as educators and justice system volunteers work together to add law-related education to the K-12 curriculum in schools across the

country, juvenile justice professionals are integrating law-related education into their programs.

Instructional Delivery—Once an appropriate curriculum has been identified, the successful delivery of this curriculum using various teaching strategies is imperative. The HRCPD (1995) illustrates a useful model that incorporates five major learning modalities: visual, auditory, kinesthetic, print-oriented, and group-interactive. Visual learners like ideas presented as pictures or diagrams. Auditory learners like to listen or have things explained to them. Kinesthetic learners need to move their bodies and to feel action before they understand. Print-oriented learners enjoy reading and store ideas from print easily. Group-interactive learners are most efficient in discussions or other activities that require working with others. In addition to the incorporation of the five major learning modalities into the classroom curriculum, the integration of technology into the classroom curriculum is another educational practice believed to enhance learning for juveniles in correctional facilities. Coffey and Gemignani (1994) state that technologies such as computers, calculators, or video equipment should be integrated into instruction to teach mathematical concepts, problem-solving skills, and composition by word processing. Computers can be used to teach basic and higher order thinking skills. For instance, Plato Education Services are used in non-traditional educational settings to build a foundation of essential skills (California Youth and Adult Correctional Agency, 1996). Experiential programs and moral educational programs have also been key components to establishing diverse methods of delivering instruction. Rider-Hankins (1992b) stated that experiential programs that rely on group interaction, cooperation, organization, and action-oriented tasks provide a sense of personal and group empowerment. Moral educational programs provide offenders with new thinking strategies and skills. Moral development is viewed as a cognitive process and reorganization of the thinking processes.

Transition—Transition of student work to the next educational placement is imperative for successful reentry. It has been documented in the literature that developing a transition plan for students as they move through a juvenile justice institution increases the chances that they will return to school upon release (Virginia Department of Correctional Education, 1988). As a result, the need for transition services in correctional programs has appeared to be crucial, but transition efforts typically have been one of the more neglected components of juvenile correctional educational programs (Leone, 1991). Researchers have described various models designed to provide quality transition services for successful re-entry of youth into their communities. For example, the Virginia Department of Correctional Education (VDCE) Transition Program implemented a model, which includes a transition specialist, testing, evaluation, counseling, and updating educational files for transfer to next placement (VDCE, 1988). The Juvenile Corrections Interagency Transitions Model (Webb, Maddox, and Edgar, 1985) was developed to address identified problem areas that interfere with successful transition and provides a set of procedures for transferring youth offenders between public school and correctional educational settings (Leone, 1991). These procedures focus on transition strategies such as awareness activities, transfer of records, and pre-placement planning and communication (Webb et al.., 1985). Preliminary findings of the Juvenile Corrections Interagency Transitions Model suggest that transition has a positive

impact on the reintegration of adolescents into public school settings (Edgar, Webb, and Maddox, 1987). Research done in the state of Washington indicates a significant increase in the percentage of released juveniles remaining in a school program after they begin receiving transitional services (VDCE, 1988).

Aftercare—Aftercare services can provide continuing support to youth who are exiting juvenile institutions and returning to their next educational settings. Because incarcerated youth often have chronic problems that require long-term, comprehensive solutions, recent literature recognizes that aftercare programming for juveniles should provide a continuum of services involving educational, social, and employability skills training (Briscoe and Doyle, 1996). More specifically, delinquent youth who are returning to the community and who have a history of school problems are at a higher risk to re-offend. Aftercare programs should include academic assessment, appropriate school placement, and assistance in academic performance and changing attitudes about school (Catalano, Wells, Jenson, and Hawkins, 1989).

Much of the recent research on aftercare has stressed the need to combine intensive surveillance and services for youths who have been identified as a high-risk for re-offending (Altschuler and Armstrong, 1996; Briscoe and Doyle, 1996; Goodstein and Sontheimer, 1997). Altschuler and Armstrong (1996) have used existing literature and first-hand program reviews to design an Intensive Aftercare Program Model (IAPM), which has been developed and implemented in four states. The IAPM has been designed specifically for chronic juvenile offenders. It emphasizes case management and intensifies the number, duration, and nature of contacts that aftercare workers have with released youth and their school staff, family, peers and/or employers (Altschuler and Armstrong, 1996). The IAPM offers a detailed plan based on the following principles: preparing juveniles for increased responsibility and freedom in the community, community interaction and involvement, community support systems, developing new resources where needed, and monitoring juveniles and the community on their ability to deal with each other. The IAPMs implemented in Colorado, Nevada, New Jersey, and Virginia include support services to assist youth in their transfer back to the next educational placement. For example, the model in Colorado emphasizes education, vocational training, family therapy, and substance abuse treatment. In Nevada, the county employs an educational liaison worker to assist in reintegrating youth into the public school system. In New Jersey, transitional services assisting with education, work, and peer influences are conducted. In Virginia, counselors work closely with the school's transition specialist to address educational needs (Altschuler and Armstrong, 1996).

In implementing intensive aftercare programs, researchers also have recognized that education and counseling on substance abuse issues and other special need services should be provided to youth during incarceration and continued into the aftercare phase (Altschuler and Armstrong, 1996; Haggerty et al., 1985). Prior literature has suggested that juvenile delinquents who are using drugs are responsible for a disproportionate amount of crime committed by juveniles (Elliott, Huizinga, and Ageton, 1985; Hartstone and Hansen, 1984). Substance abuse education and aftercare services have been used in Project Adapt, which is a field experiment for institutionalized delinquents who have significant drug and alcohol

problems (Catalano et al., 1989). The project has been unique in addressing a number of factors involved in a youth's post-release environment with an emphasis on re-entry preparation and aftercare. The re-entry preparation phase includes several weeks of goal setting, skills training, and work with a case manager while youth are still incarcerated. The aftercare phase assists with successful home and school placement. The case manager works to reintegrate youth and assist with school placement, employment, and family reintegration (Haggerty et al., 1989). Initial analysis of Project Adapt has shown significant skill changes among the experimental subjects. These youth demonstrated higher levels of social and problem-solving skills, self-control skills, drug avoidance skills, and consequential thinking skills than their counterparts (Catalano et al., 1989).

Professional Development—Finally, the need for special training programs for teachers who work within correctional education is crucial. At present, there is a shortage of trained teaching professionals, especially in the area of special education, working in correctional settings with juvenile offenders (Bullock and McArthur, 1994; Grande and Koorland, 1988; Leone, 1991; Norton and Simms, 1988). Both Leone (1991) and Rutherford (1988) emphasize that formal teacher education for staff who work with this population is essential to ensure more effective educational instruction within these facilities. Correctional education teachers have a high turnover rate and are often less experienced than teachers in public school settings (Rider-Hankins, 1992b). Additionally, careful collaboration between all agencies working with delinquent youth must occur. Rutherford (1988) indicates that quality services are not always provided because of conflicting priorities and responsibilities of criminal justice and educational staff. Suggested areas of needed training include working in the corrections field, working in a juvenile justice setting, effective communication, behavior modification and management, and improving student transition (Leone, 1991).

Conclusion—Prior literature has suggested several components that offer promise as "effective educational practices" in juvenile justice programs. These factors include effective school environment, assessments, curriculum, instructional delivery, transition services, aftercare services, and professional development. The consensus of what constitutes an effective educational practice and successful delivery of quality education is unclear; however, what emerges as "effective" seems to be the extent to which each of these components is individualized to meet the personal competencies and deficits of each child. Identification of these effective juvenile justice educational practices presents several recommendations for program administrators and educators.

The push for educational reform, although still tentative, has centered on individualization as is evident in the literature. Appropriate initial assessments are a necessary first step for identifying a youth's functional level. Arguably, assessments can be the key component in providing quality individual education, especially with this population of juveniles who often tend to function lower academically. Without accurate assessment, individualized instruction and delivery of an appropriate and effective curriculum is not possible, which reduces the possibility of youth achieving any realistic goals. In addition, transition and aftercare services for youth returning to the community also should be delivered on an individual

basis. Although these services are often ignored, they may be crucial in determining post-release adjustment.

Disagreement among educational experts as to how best provide quality education has created many impediments to reaching the goal. For example, there seems to be consensus that assessments are necessary components to identifying and creating a quality educational program; however, the difficulty lies in the accuracy of the assessments and how to effectively implement them. It has been stressed that academic programs should meet the individualized needs of the students. However, in doing this, it must be determined how to reach individual goals and objectives, what competencies teachers need to have, and which instructional strategies should be used. To date, educational experts cannot agree on best practices. In addition, obstacles to achieving these goals are often met with professional resistance and bureaucratic concern. As such, these impediments have prevented successful attainment of ideal educational programming.

In conclusion, to attain any reduction in future criminal activity, it is necessary to not only improve youths' academic levels while incarcerated, but also to educate them with effective social and life skills. Additionally, professional development, program evaluation, pre- and post-academic assessment, and longitudinal tracking of students are crucial for any conclusive determination of what works for what type of students.

7.4 Relationship of QAR Findings and Best Practices Characteristics

JJEEP is committed to an ongoing effort to validate most promising practices as best practices through evaluation and research. Currently, the State of Florida is unique in that it operates over 200 juvenile justice facilities, with a total daily population of approximately 10,000 youth. Educational services are provided at the local level and overseen by DOE. Approximately half of these juvenile justice educational programs are privately administered. This chapter subsection provides results from the high, middle, and low scoring long-term commitment programs in 1999 and compares the findings to the national literature on "promising educational practices" for juvenile justice youth.

Statement of the Problem

This study is an initial step in a multi-stage, long-term research effort by JJEEP to validate "promising educational practices" as "best educational practices." The information obtained from the various aspects of each stage will be used to provide administrators and educators who work with youth offenders with the knowledge needed to deliver quality education to adjudicated youth. The following research questions will be addressed in this study:

- Does an overall difference exist between the number of "promising educational practices" in high, middle, and low scoring programs?

- Are the "promising educational practices" identified in the literature present in Florida's juvenile justice facilities?
- Are there any similarities or differences between high, middle, and low scoring programs and the presence of particular promising practices?

Methodology

Study Sample—The sample for this study consists of 45 programs chosen from the listing of all long-term commitment programs reviewed by JJEEP in 1999. These 45 programs were grouped by QAR scores into high, middle, and low scoring programs. The range of program scores for this sample is 6.57 to 7.90 for high scoring programs, 5.24 to 5.52 for middle scoring programs, and 1.76 to 3.67 for lower scoring programs. Students who reside within these facilities range in age from 13 to 19 years old. Additionally, students' lengths of stay range from two months to three years, and the security levels of the programs range from two to ten. To identify promising practices within these programs, field notes and findings documented in QAR reports were reviewed. The practices were then categorized into the 26 "promising educational practices" identified above.

Definition of Terms—Definitions of "promising educational practices" discussed in this paper are provided in Appendix A.

Limitations of the Study—This study has various limitations that should be considered. First, the study is limited to residential commitment programs with a length of stay greater than 60 days. Short-term programs (less than 60 days) and detention centers were not examined due to the programs' unique educational curricula as determined by students' limited lengths of stay. Secondly, this study examines the presence of promising educational practices, but does not take into account the quality of services. Finally, this study provides descriptive data of promising educational practices in the juvenile justice facilities in the State of Florida. Cause and effect relationships between promising educational practices and quality assurance scores cannot be inferred, nor can these findings be generalized to apply to juvenile programs outside of Florida.

The mean is used to compare the number of promising educational practices in low, middle, and high scoring programs. Percentages are used to determine the presence of the promising educational practice and the proportion in which these practices are found in high, middle, and low scoring programs.

Promising Educational Practices—Table 7.4-1 displays the mean, median, and mode of promising educational practices contained in high, middle, and low scoring programs. It is clear that the number of promising practices increases with QAR scores, with the greatest gap existing between low and middle scoring programs.

**TABLE 7.4-1 Frequency of Promising Educational Practices
in Residential Long-Term Commitment Facilities**

Promising Practice	High Scoring Programs	Middle Scoring Programs	Low Scoring Programs
Mean	22	20	14
Median	22	20	14
Mode	22	17	15

Initial Assessments—Initial assessments identified in these programs included academic, career/vocational, and learning styles assessments. Table 7.4-2 presents the percentage of initial assessments administered in Florida's juvenile justice facilities. Ninety-eight percent of the programs have academic assessments, 82 % have career/vocational assessments, and 40% have learning styles assessments. Academic assessments are nearly uniformly administered in most programs, though low scoring programs were slightly less likely to administer academic assessments. One hundred percent of the high scoring programs administered career/vocational assessments, while only 73% of the middle and low scoring programs did so. A 20% decrease exists between high, middle, and low scoring programs in the administration of learning styles assessments, and it is notable that only 60% of even the high scoring programs administered these assessments.

**Table 7.4-2 Initial Assessments
in Residential Long-Term Commitment Programs**

Promising Practice	Yes	No	High Scoring Programs	Middle Scoring Programs	Low Scoring Programs
Academic Assessments	98%	2%	100%	100%	93%
Career/Vocational Assessments	82%	18%	100%	73%	73%
Learning Styles Assessment	40%	60%	60%	40%	20%

Educational Plans

Promising practices relating to educational plans include the development of IEPs for students in ESE programs and educational plans for non-ESE students. Table 7.4-3 illustrates the type of educational plans employed in Florida's juvenile justice facilities. Eighty-seven percent of the programs have IEPs for students participating in special education programs. Eighty-four percent of the programs consistently have educational plans

for non-ESE students. One hundred percent of high and middle scoring programs have IEPs for students participating in ESE programs, whereas, IEPs were consistently present in only 60% of low scoring programs. The presence of educational plans for non-ESE students displayed a 13% variation between high and middle scoring programs and a 20% variation between middle and low scoring programs.

Table 7.4-3 Educational Plans
in Residential Long-Term Commitment Programs

Promising Practice	Yes	No	High Scoring Programs	Middle Scoring Programs	Low Scoring Programs
IEPs (ESE)	87%	13%	100%	100%	60%
Educational Plans (Non-ESE)	84%	16%	100%	87%	67%

Curriculum—Various types of promising curriculum practices include the presence of curricular offerings such as GED preparation, academic, vocational, and special education. Additionally, promising curriculum practices were determined by the integration of particular educational components such as individualized instruction, learning styles, psychosocial education, life skills, and cultural diversity. Table 7.4-4 identifies whether programs address learning styles, as well as the various types of curricula offered. The presence of curricular offerings ranged from academic curricula present in 98% of facilities to only 36% with vocational offerings. Only 33% of facilities have a comprehensive educational program. All other types of promising curriculum practices were present in most programs, though to varying extents. It is notable that, with few exceptions, the presence of these various curricula were more common in high scoring programs than others.

Table 7.4-4 Curriculum
in Residential Long-Term Commitment Programs

Promising Practice	Yes	No	High Scoring Programs	Middle Scoring Programs	Low Scoring Programs
Academic Curriculum	98%	2%	100%	100%	93%
Life Skills/Employability Skills	91%	9%	100%	100%	73%
Special Education	87%	13%	100%	93%	67%
Cultural Diversity	84%	16%	100%	87%	67%

Individualized Curriculum	73%	27%	100%	93%	27%
Learning Styles	71%	29%	93%	93%	27%
GED Diploma Preparation	62%	38%	67%	47%	73%
Psychosocial	62%	38%	67%	53%	67%
Vocational Education Programming	36%	64%	40%	40%	27%
Comprehensive Educational Program	33%	66%	33%	47%	20%

Teacher Qualifications and Professional Development—Teacher qualifications were determined by professional Florida certification for a minimum of 90% of the teachers in a facility. Professional development was determined by the presence of inservice training in the areas of education, special education, and corrections. Table 7.4-5 presents programs that employ teachers with professional Florida certification and professional development received over the past year. Seventy-three percent of programs have teachers with professional Florida certification. A 14% variation between high and middle scoring programs and a 13% variation between middle and low scoring programs is evident. Seventy-eight percent of all programs received some type of regular educational inservice training. At least 87% of middle and high scoring programs received educational inservice whereas only 53% of low scoring programs received such training. Low scoring programs have the lowest corrections inservice training. A 13% variation exists between high and middle scoring programs and a 20% variation between middle and low scoring programs for ESE inservice training.

**Table 7.4-5 Teacher Qualifications And Training
in Residential Long-Term Commitment Programs**

Promising Practice	Yes	No	High Scoring Programs	Middle Scoring Programs	Low Scoring Programs
Teacher Certification	73%	27%	87%	73%	60%
Education Inservice	78%	22%	93%	87%	53%
Corrections Inservice	84%	16%	100%	93%	60%
ESE Inservice	84%	16%	100%	87%	67%

Effective School Environment

Effective school environment was determined by the presence of adequate space and instructional materials, technology, appropriate student to teacher ratio, and community involvement. Appropriate student to teacher ratio was determined by a maximum of 15 students to 1 teacher. Table 7.4-6 illustrates components necessary for an effective school environment in juvenile justice education. At least 78% of all programs have adequate space, instructional materials, technology, appropriate student/teacher ratio, and community involvement. The high scoring programs included these practices 87% to 100% of the time. The middle scoring programs included these practices 87% to 93% of the time. The low scoring programs included these practices 40% to 73% of the time.

**Table 7.4-6 Effective School Environment
in Residential Long-Term Commitment Programs**

Promising Practice	Yes	No	High Scoring Programs	Middle Scoring Programs	Low Scoring Programs
Adequate Space	82%	18%	87%	87%	73%
Instructional Materials	78%	22%	100%	93%	40%
Technology	78%	22%	93%	87%	53%
Student/Teacher Ratio	84%	16%	100%	87%	67%
Community Involvement	84%	16%	100%	93%	60%

Transition and Aftercare—Transition was determined by the presence of a transition plan for each student. Aftercare was determined by the presence of aftercare services provided by the facility. Table 7.4-7 indicates the presence of transition plans and those programs with an aftercare component attached. Sixty-nine percent of the programs have transition plans. There is a 40% to 13% variation between high, middle, and low scoring programs. Sixteen percent of the programs have an aftercare component attached to the program. Forty percent of the high scoring programs have aftercare attached to the program, whereas, only 7% of the middle scoring programs and none of the low scoring programs included an aftercare component.

**Table 7.4-7 Transition And Aftercare
in Residential Long-Term Commitment Programs**

Promising Practice	Yes	No	High Scoring Programs	Middle Scoring Programs	Low Scoring Programs
Transition Plans	69%	31%	100%	60%	47%

Aftercare	16%	84%	40%	7%	0%

Conclusions—This research effort provides one step in moving from discussion of promising educational practices to identification of validated best educational practices that can be recommended throughout the state of Florida. Program components that offer promise for juvenile justice youths, namely initial assessments, educational plans, comprehensive educational curriculum, teacher qualifications and professional development, effective school environment, and transition and aftercare, are present in Florida's juvenile educational programs. However, the frequency of these practices varies across high, middle, and low scoring programs. It is evident that higher scoring programs have a greater number of these promising educational practices. In contrast, facilities with lower scoring programs implemented fewer promising educational practices. The analysis of each individual component revealed that variation did exist across the three groups. In most cases, high scoring programs have a higher percentage of each individual promising educational practices. Although variation does exist between high, middle, and low scoring programs, the exact cause or causes is unknown. For example, many other factors contribute to an effective educational program such as the manner in which these components are implemented, administrative support, instructional delivery, effective communication, and funding. Further research needs to be conducted to validate what determines an effective educational program. JJEEP's future research will examine the quality in which these promising educational practices are delivered in educational programs across the state of Florida. Additionally, JJEEP's research agenda will include programs' pre-and post-academic assessments and longitudinal research to measure outcome variables that validate effective practices and determine what works for what type of youth in successful community re-integration.

7.5 Descriptive Case Studies

This section provides an in-depth analysis of eight programs selected and reviewed to obtain data about the program's processes in JJEEP's overall effort toward the validation of "promising educational practices" as "best educational practices." These case studies are used to organize a wide range of information about each program and seek patterns and themes that make these programs successful. Further analyses are completed through cross comparisons with other case studies to draw commonalties in each program's processes.

The programs selected for case study were among the top scoring programs for the 1998 and 1999 review cycles. These programs include PACE Manatee, Pinellas Regional Juvenile Detention Center, Eckerd Leadership Program, La Amistad, Group Treatment Home, Palm Beach Halfway House, Camp E-Kel-Etu, Pinellas County Boot Camp, Dozier Training School for Boys. Programs were selected based upon program model, security level, and QAR scores. These programs were not necessarily the top scoring programs for these review cycles, but programs that rated consistently high on QAR scores and ranked among the top programs for particular program models and security levels. The purpose of this

methodology was to capture a representative set of practices and processes in place in a variety of program models that demonstrate high quality educational services.

The following case studies summarize key information concerning the program processes from entry transition through exit transition. The narratives include general program information, key demographic information, program processes (intake, service delivery, exit/follow-up), and concluding remarks.

PACE Manatee

Facility Name:	PACE Manatee
Facility Address:	3508 26th Street West
	Bradenton, FL 34205

County:	Manatee County	**Security Level:**	Prevention
Program Type:	Prevention/Day Treatment	**Population:**	50
Facility Provider:	PACE Center for Girls, Inc.		
Education Provider:	PACE Center for Girls, Inc.		
Lead Educator:	Jerome Pascuzzi	**Phone Number:**	(941) 751-4566
Program Director:	Amy Wick	**Phone Number:**	(941) 751-4566

The Practical Academic Cultural Education (PACE) Center for Girls, Manatee is a non-residential, level two gender-specific prevention program serving approximately 50 at-risk girls, whose ages range from 12 to 18 years old. The first PACE program was established in 1985 in Jacksonville. There are now 17 programs throughout the State of Florida. The PACE Manatee program began operation in August 1989. This program is located in Manatee County in Bradenton, Florida. Students are referred to the PACE Manatee program by public school personnel, the Department of Children and Families, residential treatment programs, friends, family, and the juvenile court. Most students who attend PACE Manatee remain in the program for one year, including nine weeks of summer school; however, the length of stay ranges from one day to two years. The program is housed in a building, one side of which is used for education, the other of which is devoted to social services. The educational portion of the building consists of five classrooms and one ten-station computer lab. Each classroom is equipped with Internet access along with televisions and VCRs. There are six classroom teachers for fifty students, keeping the student to teacher ratio at 10:1. These teachers also act as academic advisors to the students. Additionally, there are three social workers and two transition specialists on-site. PACE Center for Girls, Inc. operates both the facility and the educational program.

All students attending this program are from Manatee County. The average age of the students is 16. The racial composition of students mirrors that of the county, and is on average about 75% white, 16% African-American, and 8% Hispanic. Approximately 10% of the students are identified as in need of ESE services. The intent of the PACE program is to prevent involvement or further involvement in the juvenile justice system. Most students attend the program through referrals from local agencies as at-risk for dropout, pregnancy, or running away. Those students committed to the program through the juvenile court system

are in custody primarily for minor offenses including shoplifting, status offenses, or stealing a family member's car.

Intake Process—Once referred to the program, students attend a preliminary interview. Students are initially placed on a waiting list. During this time, students must write a letter of intent to attend the program, make weekly follow-up phone calls to confirm their interest, and begin to review the student handbook. Upon entry, each student is administered the Tests of Adult Basic Education (TABE). These assessments are administered by the program manager and classroom teachers and are used in combination with past transcripts and information from the student to develop an educational plan that includes short-term educational goals and long-term instructional objectives, and an individualized curriculum for each student. Students also are administered the Self-Directed Search (SDS) Career Explorer upon entry into the program. Information from this assessment is used to determine goals and future career aspirations and to develop long-term career goals for students. PACE Manatee makes every effort to place students in classrooms with other students who have similar goals, objectives, and academic plans, but does not allow the number of students in each classroom to exceed 10.

Service Delivery—The mission of the PACE Manatee program is to improve the quality of life for at-risk female students, through education, building self-esteem, and developing personal, social, and familial relationships. Each student meets with a guidance counselor once a week to discuss academic progress and concerns. The curriculum includes English, math, social studies, science, health, and the SMART/Girls (Students Making a Right Turn) curriculum. The SMART/Girls curriculum includes vocational preparation, life skills, and social skills. Remedial instruction is also available after school for students who need this assistance. Because of the multi-leveled academic programs in each class, work is completed through packets individualized to each student's academic needs. This packet work is used in combination with various hands-on activities, projects, and teacher lectures. Modifications to the curriculum are made for students in the ESE program and any additional students who need modifications. ESE services are provided on a consultative basis. Individual progress is monitored through schoolwork and weekly meetings with education and treatment staff. Students have the opportunity to take the GED test and can receive a diploma from the Manatee County School District. In the last year, PACE Manatee was granted permission to graduate students directly from the program. Last year, five students were awarded high school diplomas.

There are currently five classroom teachers and one educational director employed at PACE Manatee. Two teachers and the educational director are State of Florida certified, and three have statements of eligibility. Beginning teachers are required to participate in PACE 101 and PACE 102 training and complete 80 hours of additional inservice training. Teachers are evaluated through professional development plans, classroom observations, lesson plan reviews, and student feedback. Each teacher meets monthly with the program manager to discuss progress. Inservice training records of current personnel indicated varied training in educational and social areas specific to the female population. Teachers use various instructional strategies on a daily to weekly basis, including individualized work and teacher

assistance, projects, small groups, discussion, presentations, and Internet and computer usage.

PACE Manatee incorporates a behavioral management system throughout the program. The system is a point and level system in which students earn points during each class period toward increasing levels. Each level includes additional requirements, including completing monthly goals and reviews, completing a pregnancy prevention plan, memorizing and reciting their own social security number, attending school for a number of consecutive days, completing community service projects, applying for a public library card, and participating in a PACE public presentation. The privileges of each level include participating in auctions, being a teacher's aide, purchasing a special lunch, and working outside the classroom with teacher approval, in addition to receiving various PACE paraphernalia and certificates. This system provides the students with incentives and rewards for behavior as well as practical and important components of community life.

During the first month of entry, a treatment plan is developed for each student, which includes two to three goals regarding behavior, communication, and skill building issues. The case manager reviews progress on these goals with the student once a week. There are three social workers on-site, one of whom is on call to the students and their families 24 hours a day. Each new student receives a home visit from a caseworker during the first 15 days after entry. Social workers provide individual and group counseling on substance abuse issues, smoking, pregnancy prevention, anger and stress management, self-esteem issues, and any other relevant topics. Meetings are held once a month with parents of each student to discuss progress at home and at school. With parent permission, social workers take students to the gynecologist for routine check-ups, tests for sexually transmitted diseases (STDs), and birth control prescriptions.

Twice a month, students participate in Planned Parenthood activities, including guest lecturers who discuss topics such as birth control, STDs, date rape, and domestic violence. Other guest speakers include Alliance for Safe Kids, Manatee Glens, HOPE (domestic violence prevention), and Soul Speak, which is a poetry therapy program. During the summer session, students participate in weekly skills development groups. These groups focus on cooking, etiquette, college preparation, arts and crafts, and culture. Students are also given the opportunity to participate in community service activities, including Make a Difference Day, the March of Dimes and Breast Cancer walks, and Meals on Wheels.

Exit/Follow-up Process—A transition date is established when a student enters the program. Once the date is established, a transition worker meets with the student to develop associated goals to time plans. Student exit plans include pre- and post-test results, credits earned, grades and transcripts earned, educational goals and objectives, and vocational and employment goals. There are two transition specialists on-site. These specialists meet with students and their parents in a monthly transition meeting to discuss progress on their goals. The entire staff meets twice a month to discuss progress of each student. There is no aftercare program associated with PACE Manatee; however, the program maintains contact with the students for three years after exit. The program provides two levels of transition follow-up services. Level two transition is the most intensive. There are usually

approximately 30 girls in this program who require extensive support to assist them in not re-offending, staying in school, and preventing pregnancy. Level two follow-up includes weekly visits to schools and homes, face-to-face visits, phone calls, and job placement visits. Level three transition consists of varying degrees of contact depending on how long the students have been away from the program. Contact with students during this stage is usually conducted through phone calls. Additionally, transition specialists send out newsletters, conduct parenting groups, and plan recreational activities for students who have exited the program. Recreational activities include trips to Universal Studios, family nights, and health and safety issue presentations.

Follow-up information is kept on each student in an extensive database, including school information, pregnancies, employment, re-admittance to PACE, high school completion, and college attendance. These data are used to assess the effectiveness of the program.

Concluding Remarks—PACE Manatee is a program that is exemplary in its provision of services to delinquent and at-risk female students. There is integration of the educational and therapeutic components of the program, and all staff demonstrate exceptional dedication to the well being of every student. The database at PACE Manatee contains all educational and follow-up information. This is accessible to all teachers and staff, allowing for complete knowledge of each one of the students, both present and past.

Students are administered academic and vocational assessments, which are then used in the development of educational plans. An individual treatment plan and an educational plan are developed for each student. Once an educational plan is developed, students are placed in a classroom with peers on a similar academic level. Students receiving ESE services are mainstreamed with peers and these services are conducted on a consultative basis. The educational programs consist of academics and gender-specific social development activities. The curriculum includes English, math, social studies, science, health, and the SMART/Girls curriculum. Students have the opportunity to take the GED test and graduate directly from the PACE program with a high school diploma. There are five classroom teachers, two of whom have Florida professional certificates, and three of whom have statements of eligibility. The educational director is also Florida-certified. The behavior management system at PACE Manatee is a fully integrated component of the program and allows for students to experience positive rewards for behavior and provides exposure to practical aspects of community life. The social services component of the program is well integrated and comprehensive to each student's needs while at the program and for years following. Community participation is extensive and occurs regularly. The transition process for students exiting PACE Manatee allows the girls to receive appropriate preparation while at the program and then assists with positive community re-integration through follow-up, recreational and educational opportunities, and excellent support in remaining crime-free, staying in school, and preventing pregnancy. Because all of the students are Manatee County students, their close proximity once they leave makes communication more open and available.

During the visit to the program, one student who was a non-reader had just completed instruction in a Sylvan learning center reading program purchased solely for her educational enhancement. Additionally, five students had just returned from a week of camping and hiking in Colorado with the director of social work. Each and every component of the program addresses critical issues for these students. PACE Manatee addresses all issues pertinent to this population, both educationally and socially, and provides any necessary services students require, both individually and as a group. PACE Manatee does an exemplary job providing students with new experiences, increasing self-esteem, and helping them grow and develop as young women.

Pinellas Regional Juvenile Detention Center

Facility Name:	Pinellas Regional Juvenile Detention Center		
Facility Address:	5255-140 Avenue North Clearwater, FL 33760		
County:	Pinellas	Security Level:	Detention
Program Type:	Detention	Population:	Average 100, 55 during QAR visit
Facility Provider:	Department of Juvenile Justice		
Education Provider:	Pinellas County School District		
Lead Educator:	Vince Mueller	Phone Number:	(727) 538-7115
Program Director:	Rick Tribble	Phone Number:	(727) 538-7100

The Pinellas Regional Juvenile Detention Center (PRJDC) opened in 1968. PRJDC has a maximum capacity of 120 students, with an average daily population of 100; however, the center had only 55 students during the time of the QAR visit. The average length of stay is 11 days, and the maximum length of stay is 99 days. Eighty-five percent of the students are male, and 15% are female. The racial composition of the students is approximately 30-55% African American and approximately 40-44% white. Students' ages range from 9 to 18 years old, with an average age of 15. Approximately 45% of the students participate in ESE programs. On average, eighth grade is the last grade students have completed prior to entering the program. The students are in custody for a wide variety of offenses, ranging from petty crimes and violation of community control to simple property crimes and violent felony charges.

The mission of PRJDC is to help each student become a viable member of his or her home, school, workplace, and community. This is achieved by providing a safe, productive environment and consistently offering a curriculum of life skills training, pro-social skills, and basic education. There are 12 academic teachers and a number of support staff. The student to teacher ratio is approximately 9:1, and there is ample space for the educational program.

Intake Process
Upon entry, students are grouped according to gender, and by size and age. Students are administered assessments to determine educational levels. The TABE is used to assess students' academic levels. Students under age 14 are assessed using the Wide Range

Achievement Test (WRAT). This occurs between the first and third day after entry. Also, within this timeframe, students meet with a teacher to develop educational, social, career and personal goals and review the program mission statement. Information including the student's school, grade, active or inactive status, and any disabilities is gathered through the computer based student information system. Additionally, IEPs for students in ESE programs are requested. Ten days after entry, the CHOICES career inventory and Job-O vocational assessments are administered to students to assess career interests. Additionally, students are given a questionnaire on learning styles, which teachers incorporate into their instruction. All of this information is used to develop short-term educational goals, long-term instructional objectives, and an educational program specific to the individual needs of the student.

Service Delivery—The PRJDC is divided into five buildings or modulars (mods). One mod is reserved for females, one mod for small males, and the other three mods for large males. Each mod has a capacity of 24 students. Students do not interact with students in other mods. The individual mods produce mission statements particular to their setting. There are two classrooms in each mod, and each classroom has approximately 12 students. There are two teachers and a paraprofessional assigned to each mod. There is also a lead teacher and a school clerk on-site. The mission of the educational program is to re-integrate all students back into society, to further their education, and to enhance student success with life goals.

All home schools are notified through a computer system when one of their students is in detention. While at PRJDC, students are not counted absent from their home schools, but rather, they are temporarily enrolled in a Dropout Prevention School. If students remain in PRJDC for longer than five school days, a report card from the detention center is sent to their school upon release.

Information gathered from educational records is used to place students in one of two educational tracks. First, students who enter PRJDC with an active status from their home school have the option to follow their regular school schedule. Those who choose not to do this or who are inactive students (dropped out or expelled from their home school) receive life skills programming. The life skills curriculum includes basic language arts, reading, and math skills; social skills and violence prevention; and employability skills and health. Student progress is monitored daily and students receive a weekly average in all academic areas. Between 10 and 21 days in the program, teachers review the educational plans and remedial strategies and develop additional goals with students. A course schedule is developed for students staying longer than 21 days. When necessary, a review of the IEP is conducted as well. Courses are identical to those offered through the Pinellas County School District and are offered for credit.

Services for students in ESE programs are administered on a consultative basis. The ESE specialist observes the student, consults with teachers, and writes and updates the IEPs. All students in ESE programs are included in the regular classroom. The program provides mental health services and ESOL services. Additionally, students at PRJDC receive guidance counseling from a curriculum coordinator. Vocational instruction consists of guest speakers representing various occupational choices and the use of newspapers to understand

and study local and national jobs. Vocational credits are earned for workplace essentials; a personal, social, school development course; and employability skills. PRJDC uses a tape series called *Point of Law*, in addition to street law books. Students can earn credit for a law studies course. Additionally, PRJDC provides students with a list of legal definitions to assist them in understanding juvenile court procedures. Remedial reading skills and individual student literacy work are offered. The program also offers tutoring after school for students who need additional help. Each class holds meetings at the beginning of the day to discuss a variety of issues.

There are 12 academic teachers, all of whom are certified, and three teacher aides. Additionally, two teachers are certified in ESE. All teachers receive educational training at the program. New teachers are paired with an experienced teacher as a mentor during their first week. New teachers must attend special workshops during their first year. Returning teachers also have the opportunity and are encouraged to regularly attend inservice training offered through the school district. Teachers are evaluated through classroom observations, reviews of lesson plans, and through the use of portfolios and professional development plans. All teachers attend daily staff meetings in addition to bi-weekly faculty meeting. Once a month, teachers attend a school district meeting.

Teachers employ a variety of instructional methods, including daily use of computers, team teaching, manipulatives, small group instruction, lecturing, class discussion, individual reading, and one-on-one assistance. Students participate in group projects, oral reading, educational games, and art and drama on a weekly basis. Student progress is measured through portfolios, teacher observations, and pre- and post-testing. There are student computers in every classroom. Plans to install a computer lab in one of the classrooms are in place.

The PRJDC utilizes a point and level system for behavior management purposes. Privileges are increased at each of the three levels. Level increases occur when positive behavior is demonstrated for a certain number of consecutive days. The detention center and the school have a joint mission statement and a safe school learning environment plan. The educational program is fully integrated with treatment services, and the behavior management system is used throughout the program.

Exit/Follow-up Process
Upon exit, students are placed on one of two tracks: returning to his or her community and previous school or entering a commitment program. A transition plan is developed between one and five days of entering the program, and this assisted goal planning continues until the student leaves. During the student's stay, a transition portfolio is developed and includes pre- and post-test results; credits and grades earned; and educational, vocational, and behavioral goals and objectives. The teachers and lead teacher participate in transition planning. For students reentering their home school and community, information is transmitted via the student information computer system. A short form with personal and educational information is sent with the student as well. For students released to a commitment program, a more comprehensive Dropout Prevention Student Transition Form is

completed and sent with the student. This form has more extensive information and includes a packet of attached documents for the program to keep on record.

Because of the short lengths of student stay and high student mobility at the detention center, PRJDC only collects data on length of stay and post-placement. This information is used to determine priorities for instruction, as well as educational and vocational goals for students.

Concluding Remarks—The Pinellas Regional Juvenile Detention Center offers a unique educational environment with a focus on remedial education for the majority of students, in addition to credit bearing courses for long-term students. The PRJDC provides for a very diverse and mobile group of students. Students are placed in mods appropriate to their individual needs, which are determined from academic and vocational assessments, prior school history, and input from the student. Students do not interact with students in other mods, which enables the entire program to operate as small programs of 24 students. This small number of students allows for increased success in the areas of behavior modification and academic individualization for the unique needs of the offenders.

Each student is assessed for academic and vocational abilities and interests. This information is used to develop an educational program specific to each student's needs. Students have the choice of continuing on the educational track they were on at their home school or participating in the life skills programming. The educational component of the center is fully integrated with the treatment side, and a behavior management system is implemented throughout the program. For students exiting the program, educational and personal information is transmitted through the computer system and through the transition portfolio. Information about student placement and length of stay is collected upon release and used by the program to enhance future instruction.

One of the primary strengths of the program is the presence of certified teachers. All of the teachers are certified and are visibly devoted to the mission of the educational program at PRJDC. Additionally, the relationships shared between the facility staff and administration and the educational staff and administration are excellent. This collaborative effort fosters a healthy learning environment for the students and allows for more comprehensive programming. The PRJDC is very organized, and students are provided individual attention, allowing for greater learning and increased positive behavior, ultimately leading to better community re-integration for these students.

Eckerd Leadership Program

Facility Name:	Eckerd Leadership Program		
Facility Address:	P.O. Box 2992		
	Ft. Pierce, Florida 34954-2992		
County:	St. Lucie (Pinellas Supervision)	**Security Level:**	2
Program Type:	Day Treatment	**Population:**	28
Facility Provider:	Eckerd Youth Alternatives, Inc.		
Education Provider:	Eckerd Youth Alternatives, Inc.		

Lead Educator:	Emma Johnson	Phone Number:	(941) 763-2174 x218
Program Director:	Janis Spero	Phone Number:	(561) 460-3653

The facility and educational services at the Eckerd Leadership Program (ELP) in Ft. Pierce, Florida are operated by Eckerd Youth Alternatives (Eckerd), Inc., a not-for-profit organization that offers distinct and diverse youth programs in several states. ELP provides day treatment services for youth who are in need of intensive supervision. This program serves both male and female students committed to a level two program by the court.

The number of students in the program ranges from 24 to 32, with an average of 28 students in the program year-round. The length of stay in the program ranges from 4 to 12 months. On average, students spend six to eight months in the program. Students come from a tri-county area and reside in St. Lucie, Martin, or Indian River County. The program has been in operation almost four years. Students' ages range from 13 to 18 years old, with the average student being 15 years old. On average, approximately 25% of students are female, and 75% are male. Approximately 54% of the youth are white, 40% African-American, and 6% Hispanic. Just over half of the students in the program have committed instant offenses against a person, and approximately 30% have committed property offenses. Only a small proportion of students in the program have been committed for drug charges and probation violations. The average number of prior offenses for students is 2.5.

Intake Process

Students are administered the Woodcock-Johnson, a written academic assessment, upon entry into the program. In addition, they receive an academic assessment using Plato computer software. Each student also receives an oral assessment developed by the lead teacher for each subject area. All educational staff are trained to administer academic assessments.

The lead educator administers a pre-vocational assessment and career interest inventory to all students. Eckerd, using labor market information, develops both tests. In addition, the Piers Harris, a self-concept test, is administered to all students upon entry into the program, and all state standardized assessments are administered accordingly. The lead educator or a family worker administers these tests.

The academic assessments evaluate students in reading, writing, math, science, social studies, humanities, and general knowledge. Academic assessments are used to develop an educational program that addresses the individual needs of students. In addition, during the first treatment team meeting, parents and students can provide further input for development of educational goals and objectives. The career and vocational assessments are used to determine student interests, goals, and future career aspirations.

Service Delivery—The mission of Eckerd is to provide quality alternative programs throughout the United States to children, youth, and young adults. The organization's vision

is "to create the highest standard of service for youth, their families and communities." Specifically, ELP focuses on developing the student's academic, social, cognitive, and workplace competencies. Parents are encouraged to participate in their child's development throughout the program and back in the home each night. The program emphasizes individual student needs, and services are provided in a non-traditional atmosphere in order for all youth to be involved in positive ways. Transition, as the primary goal, is addressed from the very beginning of program involvement.

Currently, a new facility is being built to better serve youth in the program. Therefore, the program is being operated out of a temporary site until completion (anticipated for the beginning of 2000). The temporary facility includes two classrooms and two offices, which is more limiting than the future facility. The total area of the new site is 5,000 square feet, and includes two large classrooms, several administrative offices, a testing lab, a PAR course, an abundance of recreational space, and a barn.

Program staff includes the director, two teachers, one teacher's aide, two family workers, five counselors, a senior counselor, a transition coordinator, and an office manager. Almost the entire staff has been with the program for more than one year. Both teachers have prior experience working with at-risk youth and a minimum of two years prior teaching experience. The lead educator has been with the program for over three years, and is State of Florida certified. The ESE teacher has been at the program over one year and is ESE certified. The teachers participate in Eckerd's Developing Teacher Program, which incorporates an assessment of the state required competencies through a teacher portfolio and professional development plan. Both educators have been trained to recognize and address diverse learning styles. Teachers in the program attend educational, special education, and vocational inservice training quarterly. In addition, they receive training addressing at-risk youth twice per year. The full-time teacher's aide assists with the math labs, pre-testing, and additional educational activities.

Initial assessment results, past educational records and transcripts, and treatment meetings are used to develop educational plans for all students. Teachers, counselors, treatment team coordinator, probation officer, parents, and the student all contribute to the development of these plans. Students' educational plans identify remedial strategies, individualize the curriculum, and assess academic progress.

All students in ESE programs are included in the regular educational setting in an effort to maintain the least restrictive environment. Any needed remedial strategies and course modifications are made. In addition, pullout programs are available for individual remedial assistance. The lead educator and ESE teacher use current educational and psychological assessments, student prior transcripts and records, and student interviews to develop IEPs. Additionally, input from parents is encouraged. IEPs address educational and employability goals, personal and social skills, community and family issues, and transition goals. Progress notes and treatment team reviews are considered when updating student IEPs. Curriculum and testing modifications are applied according to each student's needs as stated in his or her IEP, and the ESE teacher monitors progress regularly.

Students receive six hours of instruction per day. The curriculum is all-inclusive and follows a therapeutic group treatment model. While all students follow the same thematic design, the curriculum is individualized. Students receive daily classroom instruction consisting of group projects, reading, lecturing, and individualized and computer-assisted instruction (CAI). Reading and math labs are available for students as needed. Literacy is emphasized and all teachers have received training on the Laubach Adult Literacy program. One Laubach kit and supplemental materials have been purchased for use in the program. Students attend art courses, and give presentations on a weekly basis. A separate employability class is offered, which includes instruction in money management, life management, and interviewing skills. Other courses focus on personal, social, and family relationships, peer counseling, and personal development. Individual responsibility, interpersonal skills, cultural sensitivity, and goal setting are emphasized throughout the program on a daily basis. In addition, every student is assigned homework before they leave the program each day.

Students use Plato computer software, which allows them to complete course curricula at their own individual pace and reading level. Students also use the Project for the Real World Windows software program, which teaches them skills to solve real life situations. Ten computers are available for student use. The GED pre-test is given to students to encourage them to work toward improving academic weaknesses through peer tutoring and independent study. If eligible, arrangements are made to have a student take the GED test at the community college.

Students receive marks such as outstanding, satisfactory, needs improvement, or no grade to track daily progress. These are recorded on cards and kept in the student's folder. In addition, attendance is required and monitored in the program. Individual student progress is measured and discussed in treatment team meetings. Staff promotes positive behavior through constant feedback, encouragement, and guidance, while teaching each student to be accountable for his or her own behavior and progress. The program follows the belief that students achieve success by accepting responsibility and learning consequences of their behavior, not through forced compliance.

Students receive counseling services for at least one hour each day. The educational staff is actively involved in the development of each student's treatment plan, which includes behavioral and educational goals, community service goals, medical and health issues, and any special treatment needs such as substance abuse counseling. This is updated at least every thirty days, or more if needed. The treatment team meets every month and includes the student's primary counselor, senior counselor, lead educator, transition coordinator, family worker, and student. All members participate and give input into different areas of the student's life. Issues discussed include future educational goals, career goals, substance abuse, and family history. These are intense meetings, and the student is expected to participate and openly confront all issues. In addition, when a new student enters the program, he or she is assigned another student as a mentor to help them transition into the program, and to guide and encourage them during the first few months. Referral services for substance abuse, family counseling, financial counseling, sexual offender counseling, medical services, family planning, educational assistance, and vocational training are

available to each student. Any referrals are determined through assessment testing, prior indication, and/or ongoing treatment team meetings.

Students perform community service activities every Tuesday and Thursday afternoon, and on Saturdays. Students participate in community projects incorporated into theme development during each grading period, and class work is related to the activities revolving around the community projects. For example, students participate in the food bank, environmental services, Salvation Army activities, and adopt-a-highway programs. Twice a week, students participate in recreational activities for a total of two to four hours per week. Some activities include recreational games, a ropes course, softball, volleyball, and basketball. Once or twice a year, the program takes the students on a camping trip.

Exit/Follow-up Process—Students are administered several post-tests a few weeks prior to exiting the program. Tests include the Woodcock-Johnson post-test, a post vocational assessment, and the Piers Harris self-concept assessment. Two weeks prior to program graduation, transition meetings are held. The lead teacher, primary counselor, family worker, transition coordinator, and student attend this meeting. Transition plans contain pre- and post-test results, credits earned, grades, educational and career goals, and community behavior guidelines. Because the program focuses on future goals and community re-entry throughout the entire stay, transition is a continual process, and the transition meeting is very similar to the treatment team meetings. In addition, these students are returning home each evening; therefore, transition issues are addressed on a daily basis. Issues from the prior evening are discussed during the one-hour counseling session each day.

Once a student graduates from the program, the case is terminated, and any follow-up from Eckerd is on an informal basis. However, the program collects outcome data on students such as educational status, residential placements, recidivism rates, and types of offenses committed. This information is collected quarterly for one-year post release and is used for program evaluation.

Concluding Remarks—The director of the program has been there since its inception. The director is regularly on-site with the staff and students and contributes greatly to the program's success. Without exception, all program staff appear to be strong role models and dedicated to students' progress, personal growth, and self-development. This is supported by a low staff turnover rate in the program, which directly benefits the students. The small staff to student ratio allows the program to run smoothly, and encourages mutual respect between staff and students. Staff members are aware of each student's educational level, and any special treatment needs. On a regular basis, the program makes an effort to teach students to be supportive of others, such as award ceremonies with participation from all staff and students.

Overall, ELP has many strengths and is committed to improving each student's life skills, academic performance, and behavior. In particular, the ongoing effort towards community and family transitioning is a primary strength of the program. Furthermore, while each

student receives the same type and amount of treatment and educational services in the program, they are delivered on an individual basis.

La Amistad Group Treatment Home

Facility Name:	La Amistad Group Treatment Home		
Facility Address:	7500 Silver Star		
	Orlando, FL 32818		
County:	Orange	Security Level:	4
Program Type:	Group Treatment Home	Population:	8
Facility Provider:	Department of Juvenile Justice		
Education Provider:	Orange County School District		
Lead Educator:	Sara Putney	Phone Number:	(407) 599-5958
Program Director:	Judy Coughlin	Phone Number:	(407) 297-2070

La Amistad is a level four group treatment home for male students whose ages range from 10 to 14 years old, with a limited number of 15 or 16 year olds. The average age of students is 13.5 years old. The program serves an average of 16 students each year who come from Osceola, Seminole, Orange, Brevard, Palm Beach and St. Lucie counties. The range of stay is four to six months, with an average length of stay of six months. The maximum capacity of the program is eight students. The mission of the program is to foster independence and improve relationships with family, peers, and the community.

Students are committed to La Amistad through the juvenile court system. Students are in custody for a wide range of offenses including burglary, carrying a weapon, assault and battery, and violations of community control. Students are committed to the group treatment home setting because of their young age, not the seriousness of their offenses. The racial composition of the population is, on average, 35% white, 35% African-American, and 30% Hispanic. About 25% of the students participate in ESE programs.

The facility is laid out in a campus-like fashion. Housing is provided in a building with four dormitory style rooms with two students to each room. Additionally, the building has a TV/recreation area, a kitchen, and a small classroom. The campus has two portable classrooms, where a career assessment center and a computer lab are housed. There is also a recreation area, a 14-station ropes course and the Woodworks Company, where students build picnic tables to be sold to the public.

Staff members at La Amistad include two teachers, a teacher aide, two vocational instructors, a lead teacher, a part-time recreational activities coordinator, a youth specialist, a full-time program director, a part-time therapist, a part-time psychiatrist, and support staff. Because of the program's small size, the student to teacher ratio is never larger than 8:1.

Intake Process—Upon entry, each student completes the pre-TABE, a learning styles inventory, and a career interest survey. Additionally, a social skills assessment and a child functional assessment tool are administered. This information and previous transcripts and

student interviews are used to develop educational plans for each student. Progress is monitored daily with a 30-day review cycle. Each student receives an orientation session. Weekly educational progress and monthly performance summaries are conducted for each student. Because of the small number of students present at the program, all students are grouped together for instruction; however, educational needs are addressed on an individual basis. Prior to release from the program, the child functional assessment tool and the pre-TABE are re-administered, and pre- and post-assessment scores are compared.

Service Delivery—Educational programming for each student is individualized depending on assessment results and previous academic history. The educational program curriculum includes any classes that are offered through the Orange County middle grade and high school curricula, with a focus on math, English, literacy, social studies, and employability skills. The curriculum is competency-based, and credits are awarded for successful completion of subjects. All students participate in a language lab two hours per day; a daily recreational period; activities in the ropes course, which emphasize leadership, problem solving, teamwork and conflict resolution; the "Woodworks Company," which integrates academics with hands-on carpentry skills through student construction of outdoor furniture; and a career assessment center three times a week. A car-detailing program is to be implemented during the 1999-2000 school year. The program also contains a living skills component in which students learn to manage money, cook, maintain personal hygiene, participate in community service, and develop recreational group skills. There is a fitness program three times a week. Individual student progress is monitored through weekly educational progress reports. Additionally, a complete progress report covering educational and treatment is developed and sent to the student's judge, parents, and school each month.

There is a lead teacher, two teachers, a teacher aide, and two vocational instructors on the educational staff. All of the teachers are State of Florida certified, with the exception of one who has a temporary certificate. Most of the teachers have been at the program for over four years. All the teachers have relevant experience working with this population of youth, including teaching in regular and alternative educational settings and working in juvenile facilities. The Orange County School District works very closely with the La Amistad program to provide specialized services, including an ESOL lab, a speech and language therapist, ESE services, technical support, and a media specialist. ESE services are provided on a consultative basis. The student to teacher ratio never exceeds 8:1.

The therapeutic and educational components of this program are fully integrated. The treatment program consists of a treatment team to identify problems and develop goals and objectives for students. Each student is seen by a therapist on an individual basis, as well as in groups, to address specific issues. The focus of these sessions is the criminal thinking pattern. Staff review alternatives to criminal thinking, and students are required to make connections between this information and their specific crimes. Additionally, parent participation is a required part of the program. There are monthly meetings with parents to discuss student progress and home conditions. When parents are unable to come to the program, these meetings are conducted through a conference call.

There is a behavior management program that is used consistently throughout the program. The system consists of four levels: private, sergeant, lieutenant, and captain. Students are able to increase their rank standings through behavior points earned during activities, and by completing specific responsibilities for each level. As a student increases levels, higher expectations are combined with increased privileges. There are certain behaviors that automatically cause level drops, including physical aggression, threatening, racial slurs, and stealing. Consequences for level drops include earlier bed times and no free time. Students are able to earn home visits with good behavior. They must be at the program for 60 days and cannot be on restriction during the week of the home visit. Home visits are for 8 hours, increasing to 24 hours and 48 hours. This behavior system allows students to be rewarded for positive behavior and also incorporates important components of the treatment process. Once a student has reached the level of captain, release activities begin.

Exit/Follow-up Process—When a student reaches level four (captain) and behavioral reports have been promising (including an increased score on the post-child functional assessment tool), the judge makes a decision for release. A treatment team meeting is set up 60 days prior to release. Present at this meeting are teachers, the parent, the case manager, the program director, the reentry counselor, aftercare worker, and probation officer, when applicable. Most students are assigned to a non-residential level two program with required therapy upon release. Some students are selected for the re-entry program. A student who is accepted for the re-entry program remains at home under individual guidelines that are set up by the student and designated members of the team. A re-entry counselor makes routine visits to the home, school, and work to ensure that rules are being followed. Students who successfully complete this program are terminated from DJJ, and their file is closed.

Follow-up phone calls are made for all released students in increments of one week, three weeks, four weeks, and six months after exit. These phone calls are used to find out how the student is doing, what he is doing, if he has been involved with the law, and whether parents need referrals for any services.

Outcome data is collected for inclusion in the school improvement plan. The program had four goals for the 1998-1999 school year, which were achieved according to student outcome indicators. Results indicated that there was an overall .5 increase in grade point average for students who remained in the school program for four or more months; all students participated successfully in the ropes challenge course and Plato Learning Lab to increase success upon exit; 95% of students demonstrated acceptable behavior as measured by the behavioral point system used at the program; and all students released from the La Amistad program during the 1998-1999 school year returned to their home school or other traditional schools within the public school system.

Concluding Remarks—La Amistad is a specialized program designed to meet the educational, social, and therapeutic needs of young offenders. All staff are dedicated to the well-being of the students and consider their unique needs. The collaborative relationship between the program and the school district is a strength of the program.

All students are assessed with academic, learning styles, and career interest inventories, in addition to a social skills assessment. This information is used to develop educational and behavioral plans for each student. Students at La Amistad have the opportunity to participate in all the classes offered through the Orange County School District. The curriculum focuses on math, English, literacy, social studies, and employability skills. Student progress is monitored regularly, and weekly and monthly reports are completed for each student. La Amistad's integration of educational and treatment needs provide a safe and secure environment for this population. The program provides important life skills through educational classes, computer skills, individual and group therapy activities, and enhancing team building and self-esteem. Additionally, the Career Assessment Center provides students with knowledge of and practical experience in various careers, as well as knowledge of the skills necessary for employment in these fields. A program-wide behavior management system is used to promote positive behavior and increase self-esteem, as well as to incorporate important components of community living. This point system is also tied to the release process. Once a student reaches the highest level of captain, he is again assessed for improvements in academics and social skills. At this time, a transition meeting is conducted to develop a plan for student release. Students can be placed on one of two tracks; the first is to transfer him to a level two program in his home community; the second is to place him in the re-entry program where the student remains at home with specific guidelines to be met. Students who successfully complete the re-entry program are terminated from DJJ.

La Amistad addresses important issues for this unique group of youth throughout the program. The focus on integration between education and treatment at La Amistad ensures that individual student needs are met.

Palm Beach Halfway House

Facility Name:	Palm Beach Halfway House		
Facility Address:	901 North 8th Street		
	Lantana, Florida		
County:	Palm Beach	Security Level:	6
Program Type:	Halfway House	Population:	20
Facility Provider:	Department of Juvenile Justice		
Education Provider:	Palm Beach County School District		
Lead Educator:	Grady Swindell	Phone Number:	(561) 540-1297
Program Director:	Patricia Thomas	Phone Number:	(561) 540-1292

Palm Beach Halfway House is a level six secure facility serving approximately 40 students each year, with 21 students in the program year round. On average, at least 75% of youth are "in-county" students. However, recently, all youth have been from Palm Beach County. The length of stay ranges from six to nine months, with the average stay seven months. Almost all students in the program have extensive prior delinquency histories and have committed instant offenses such as robbery, assault, burglary, and larceny. On average, 80%

of students are African-American, 10% Hispanic, and 10% white. The age range of students is from 13 to 15 years old, with the average age 14.

There are three teachers in the program, two social service counselors, two juvenile probation officers (JPOs), and one family and children guidance counselor. DJJ operates the facility, and the educational services are provided by the Palm Beach County School District. The facility has been in operation for 30 years.

Intake Process—The lead teacher is responsible for administering all assessments within the first few days of student entry. The NovaNet Able Test, the BASIS test, and science academic assessments are administered upon entry into the program. Academic assessments evaluate students in reading, writing, math, and science. Additionally, the Barsch Learning Styles inventory is administered. Vocational assessments administered to students entering the program include an interest inventory, VocEd, and Career Game (a written inventory administered to determine career interest). ESE re-evaluations are administered by the ESE teacher upon student entry if needed. In addition, the social service counselor conducts drug screening at intake and makes referrals for substance abuse counseling.

Using test results and interest inventories, teachers create a schedule for each student for program completion. Initial assessment results and past educational records and transcripts are used to develop educational plans for students. These plans address specific and individualized goals, identified remedial strategies, and a schedule for determining progress towards meeting goals and objectives. Educational plans are used regularly by the program to assess academic progress of students, individualize the academic curriculum, and identify remedial strategies. The program emphasizes student re-entry into the community, and transition activities begin when the youth enters the program. Learning style assessments are used to advise the student and teacher on the most effective methods of instruction.

Service Delivery—The facility includes two academic classrooms, a treatment team meeting room, administrative offices, and a recreation yard. There are three full-time teachers at the program, including the lead educator, an academic and physical education teacher, and the ESE teacher. All are State of Florida certified and have extensive experience working with at-risk youth. The lead educator and teacher have been at the program for several years. The ESE teacher has been with the program for approximately one year. With the exception of summer months, four Title I tutors come to the program bi-weekly to provide tutoring services to students.

During the first week in the program, students receive an Educational Goals Contract as part of their performance contract. Specific educational goals for both the student and the program are included, and both parties sign the contract. Students participate in the classroom for six instructional fifty-minute periods a day and attend physical education class each morning.

The academic curriculum includes math, English, language arts, reading, science, peer counseling, and classroom employment skills. Additionally, life skills are integrated into the curriculum. Each day, groups are conducted to educate students on social skills, anger management, and victim awareness. In addition, students participate in career/vocational awareness, and drug and alcohol classes. The curriculum is adjusted to each student's skill level. The program's educational focus is remediation, and the curriculum is individualized and self-paced. In addition, literacy is emphasized, and a student is not eligible to leave the program if he is unable to read. Any student appropriately identified for the GED diploma track receives computer and textbook-based (Steck-Vaughn) instruction.

Daily instructional delivery includes CAI, team teaching, group projects, course integration, reading, discussion, and individual instruction. Students participate in hands-on instruction, student presentations, art, educational games, and small groups on a weekly basis. Grades, student portfolios, and pre- and post-testing scores measure student progress. The educational technology used in the program includes the NovaNet computer system, which is utilized by the students almost daily. The program includes five computers in each classroom, which allows for frequent use by the students. Additionally, students receive ESE services, mental health services, and ESOL as often as needed. Academic tutoring is offered on a weekly basis; however staff will also stay and assist students who need tutoring in the evenings. Guest speakers usually visit the program once a month.

There is a full-time ESE teacher utilizing an inclusion model. Approximately 60% of students are in ESE programs and have been identified in previous educational settings. However, assessment-testing is requested for students when they are observed to be in need of ESE services. The entire educational staff is involved in development of IEPs for students in ESE programs. IEPs target individual student needs in the areas of education, employability, personal, and social skills. Teachers and the ESE specialist implement goals, objectives and modifications in IEPs.

A treatment plan is developed for each student. Substance abuse counseling is offered by an outside agency (DATA) on a weekly basis. The behavior management system consists of a point system. The youth can earn privileges such as home visits and class field trips. Case conferences are held every week, and those in attendance include program staff, a teacher, the youth's probation officer, family worker, and student. Family members are invited and encouraged to attend these weekly meetings. During these meetings, student progress and goals are discussed, and any issues such as behavior and exit plans are discussed. Individual counseling is available daily and provided by the social services counselors or the family and children guidance counselor.

Exit/Follow-up Process—Academic and vocational post-tests are administered by the lead teacher prior to the student's exit. Student exit plans include post-test results, credits earned, and grades/transcripts. The student's JPO is involved throughout his entire stay in the program. During the youth's stay, the JPO will visit the home and conduct home assessments of youth post-release placement.

The program's aftercare services are provided by DJJ. There are two aftercare workers on-site at the program on a fulltime basis. Six weeks prior to exit, the worker sets up a child study team meeting, which includes the receiving school, parents, case workers, and probation officers. In this meeting, a re-entry performance plan is developed and includes the aftercare provider, career plans, grade level, behavioral and educational goals. Each goal also includes a target date for completion. Typically, the probation officers provide supervision and maintain contact with parents, school officials, employers, and other appropriate individuals once a student re-enters the community. The duration and intensity of services decrease over time, and may vary according to student's performance plans. Typically the re-entry aftercare phase lasts four to six months. The program tracks when a student recommits or is released from aftercare. DJJ collects recidivism data until the youth is 18 years of age.

Concluding Remarks—The program at Palm Beach Halfway House appears exemplary for several reasons. Exit goals are addressed at student entry, and continue to be emphasized throughout the entire stay in the program. While the student is in the program, they complete all court ordered sanctions, with the exception of restitution. Communication within the program is excellent, and staff participate in treatment team meetings on a weekly basis. Faculty and staff meetings are attended monthly, and school district meetings are scheduled annually. Additionally, the program receives strong support from the Palm Beach County School District. Most students in the program are from Palm Beach County, and there is ongoing communication with students' home schools.

The full range of assessments and the small number of students in the program allows teachers to be fully knowledgeable about each student's academic level, vocational interests, and treatment needs. The curriculum is fully integrated and delivered through a variety of methods. Furthermore, the educational staff's qualifications and dedication contribute to the quality of services provided. Observations of teacher and student interaction made it clear that each student receives the attention necessary to succeed in this program. Teachers continually encourage students to explore and communicate individual interests. Treatment and counseling services contribute to comprehensive services students receive. Students receive separate treatment and educational plans and are expected to meet the goals outlined. Program staff embrace the responsibility of helping students, but make each student aware of expectations and accountable for their behavior.

Camp E-Kel-Etu

Facility Name:	Camp E-Kel-Etu		
Facility Address:	19185 NE 13th St.		
	Silver Springs, FL 34488		
County:	Pinellas (Supervision)	**Security Level:**	6
Program Type:	Wilderness	**Population:**	60
Facility Provider:	Eckerd Youth Alternatives, Inc.		
Education Provider:	Eckerd Youth Alternatives, Inc.		
Lead Educator:	Theresa Harrison	**Phone Number:**	(352) 625-1323

| **Program Director:** | Randy Phillips | **Phone Number:** | (352) 625-1323 |

Camp E-Kel-Etu is a level 6 wilderness program operated by Eckerd Youth Alternatives. The program opened in 1978 and serves boys between the ages of 9 and 17. Students stay for an average of 12 months, with a range of 9 to 20 months. The average age of the students is 15.5, and most of the students have completed the 7th grade before entering the program. Approximately 60% of the students are in ESE programs. Camp E-Kel-Etu serves approximately 60 boys at any given time who come from as many as 29 counties.

On average, 80% of the students are white, 15% African-American, and 5% Hispanic. Students at Camp E-Kel-Etu have committed a wide variety of offenses ranging from felony battery to minor property offenses and violation of community control. While a majority of the boys are remanded to the program by the juvenile court, mental health agencies, schools, and parents place some of the boys there.

Intake Process

Students are divided into six groups of ten based on nature of offense, physical size, and personality characteristics. Within each of these six groups, the curriculum is heavily individualized. Students are administered the Woodcock Johnson Revised oral and written academic assessments, and the Piers-Harris Survey within 10 days of entry. An informal writing assignment is also completed. These assessments evaluate the students on reading, writing, math, science, oral communication skills, and social studies, and produce results for all ability levels (kindergarten through college). The results of these assessments are compared to prior academic performance (e.g., FCAT) to gauge academic ability. This information, along with student transcripts and teacher observations, are used to create both short-term and long-term educational goals and objectives, which are incorporated into Master Treatment Plans and IEPs for students in the ESE program.

Students are also administered the Florida View and the Eckerd Yellow/White Pages vocational assessments when they enter the transitional classroom. This feature will be discussed under Exit/Follow-up processes.

Service Delivery—Students at Camp E-Kel-Etu have the opportunity to take a wide variety of classes for credit. Every student's needs are accommodated and the curriculum is heavily individualized in the Eckerd experiential educational program. Each student is enrolled in the courses he needs, and small class sizes allow the teachers to work individually with each student. All students are mainstreamed into a Dropout Prevention program, but students take the individual classes they need to get back on track educationally. The low student to teacher ratio of 9:1 makes this intensive individualization possible. Thematic instruction is used as a centerpiece of the program and greatly enhances service delivery. Teachers, the education coordinator, and students use the assessment results, past educational records and transcripts, and interviews with the parent(s) and the student in the development of educational plans for non-ESE students and IEPs for students in ESE programs. All teachers have access to these plans and they are reviewed and updated regularly. Students in ESE

programs receive appropriate individualization and curriculum modification according to the Florida Sunshine State Standards (FSSS) and curriculum frameworks.

In addition to the academic program, students receive extensive pre-vocational training. Camp E-Kel-Etu has wonderful woodshop and ceramics programs, and students are able to take these courses for credit. Two highly qualified and capable vocational instructors direct the woodshop and ceramics programs. In addition to the vocational programming, students receive extensive training in the area of life skills. Students receive numerous lessons on sexuality, substance abuse, personal and career development, and social skills.

Each student has a master treatment plan, which is used for academic tracking and behavior management purposes. This plan is designed and reviewed every 30 days by the treatment team, which includes the student, parent(s), teachers, counselors, and clinical coordinator. Students also see a psychiatrist at least twice during their stay at the camp. Teachers monitor academic progress, and individualized curriculum modifications are made regularly to accommodate student needs. The educational coordinator provides guidance counseling services on a daily basis.

Camp E-Kel-Etu has five academic teachers, one instructional aide, and an educational coordinator. All have bachelor's degrees and are state-certified or have statements of eligibility. One teacher is certified in ESE and has a master's degree. All the teachers have been with the program for over two-and-a-half years, and one of them has been at Camp E-Kel-Etu for 6 years. All teachers go through a one-week intensive experiential education training seminar, and all beginning teachers take part in an Eckerd peer teacher orientation program. All academic teachers attend regular inservice training workshops on a variety of relevant issues. Teachers are evaluated using professional development plans, classroom observations, lesson plan reviews, and annual formal evaluations. Teachers attend weekly faculty meetings, monthly treatment team and staff meetings, quarterly school district meetings, and an annual Eckerd conference.

Teachers employ many different instructional strategies, including, but not limited to, team teaching, CAI, group projects, manipulatives, games, lecture, hands-on learning, discussion, one-on-one instruction, student presentations, and thematic instruction. Students are evaluated on goal attainment every six weeks. Students in the ESE program receive specialized ESE services daily, and a contracted psychiatrist provides mental health counseling on a regular basis. Guest speakers, academic tutors, and business representatives visit the program monthly.

Exit/Follow-up Process—At intake, students complete a transition questionnaire, which helps the educational coordinator determine future placement goals and course scheduling. After a student has been in the program for nine months, he is evaluated to determine if he is ready to be moved into the transition phase. The primary goal of this stage is to prepare the student for future placement in the community. Once in the transition phase, students enter the transition classroom. At this time, they are administered the Florida View and the Eckerd Yellow/White Pages vocational assessments/career interest inventories. These assessments

and the subsequent focus on placement goals help students learn about themselves and prepare for their future in the community. The transition classroom is a more traditional setting where students can practice school-readiness and accelerate their academic skills. An additional transition component that helps the students prepare for community reintegration is the home-visit program, in which students go home for a weekend every six weeks. This activity is a privilege and helps students remain in touch with their families and home environments.

Exit plans are prepared for each student that include pre- and post-test results, credits earned, grades/transcripts, educational goals and objectives, and vocational/employment goals. Students, parent(s), and the student's next educational placement receive a copy of the exit plan, which provides an excellent summary of student progress and recommendations for future educational placement.

All students receive aftercare services from Camp E-Kel-Etu for three months after release, which include weekly face-to-face contact with the student and his family, and bi-weekly face-to-face contact with the student's school. Camp E-Kel-Etu staff also contact all of these parties twice a week by telephone. Some students also receive aftercare services from their home communities, DJJ, the Department of Children and Family Services, and/or the Children's Home Society when they return home.

Concluding Remarks—Camp E-Kel-Etu is a level six, wilderness program serving a diverse cross-section of male juvenile justice students. The program relies on an experiential educational model that uses the dropout prevention curriculum to deliver highly individualized educational services to students. This model appears to be highly successful, and student satisfaction, as well as student performance, is high. Several characteristics stand out as prevailing practices that make Camp E-Kel-Etu successful. Education is highly integrated into other program components, including treatment, overlay, and mental health services. Education is a major focus of the wilderness program and all educators and staff work together to stress the importance of academic achievement and improvement. They are all grounded in the Eckerd philosophy and strive to achieve their stated goals, which essentially involve providing a therapeutic environment geared towards rehabilitation. There is a very low student to teacher ratio, and all teachers are well qualified and highly dedicated to their mission. All the teachers have been at the program for over two-and-a-half years, and they are intimately aware of their roles and the expectations of the program and Eckerd. The level of individualization is impressive, and every staff member and teacher seems to know everything about every student.

The wilderness model provides a unique learning environment, and, while it does not always lend itself to a "traditional" educational setting, it permits students to learn from alternative strategies that have proven to be more successful for some at-risk populations. The experiential curriculum instills a real sense of accomplishment in the students, and many of the students believe this is exactly what they need to "get back on track." The level of corporate support from Eckerd is also commendable. Eckerd is dedicated to their mission and provides Camp E-Kel-Etu with ample resources to provide a unique and stimulating learning environment for at-risk youth.

Pinellas County Boot Camp

Facility Name:	Pinellas County Boot Camp		
Facility Address:	14500 49th Street North		
	Clearwater, FL 33762		
County:	Pinellas	Security Level:	6
Program Type:	Boot Camp	Population:	35
Facility Provider:	Department of Juvenile Justice		
Education Provider:	Pinellas County School District		
Lead Educator:	Brent League	Phone Number:	(727) 464-7016
Program Director:	Pete Nesbitt	Phone Number:	(727) 464-7016

The Pinellas County Boot Camp is a level six program serving over 100 male juvenile offenders annually, and there are usually between 30 and 40 students in the boot camp at any given time. The mission of the program is to help each student become a viable member of his home, school, workplace, and community. Students remain in the boot camp phase of the program for an average of four months. There are three academic teachers and a number of support staff. The student to teacher ratio is approximately 12:1, and there is a guidance counselor on-site. The facility was built in 1993, and there is ample space for the educational program. There are three classrooms and one well-equipped computer lab.

The students range in age from 14 to 18 years old, and the average age is 16. Approximately 30% to 40% of the students are African-American, and approximately 60% to 70% of the students are white. About 50% of the students are in ESE programs. On average, students have completed the ninth grade before entering the program. The students are in custody for a wide variety of offenses, ranging from violations of community control and simple property crimes to felony battery charges.

Intake Process—Students enter the program in groups of approximately 15 to 20, known as platoons. A new platoon enters whenever a successful platoon finishes the program. Students remain with their platoon throughout their four-month stay at the boot camp, and the curriculum is individualized for each student. All of the students in the platoon are administered the TABE Locator Assessment and Survey. The academic teachers, who also test the students on writing ability, administer these assessments and evaluate math skills using assessments they have developed. These assessments and transcripts are used to develop short- and long-term objectives and an individualized curriculum for each student.

Service Delivery— risk youth, as well as all the training opportunities afforded to other Pinellas Students in the boot camp have the opportunity to take a wide variety of classes for credit. Every student's needs are accommodated, and both students in ESE programs and non-ESE students receive intensive guidance counseling and direction. In fact, during the site-visit the lead teacher was helping a student, who already completed his GED diploma, access community college courses via the Internet. Individual progress is measured using treatment teams, pullouts, assessments, transcripts, and peer tutoring, which facilitate

individualization throughout the curriculum. Treatment team meetings are held every two weeks and are attended by the corporal in charge, the social worker, all teachers, and the DJJ case manager. The boot camp relies on a four-level system to rate the progress of individual students. Each successive advancement in level brings additional privileges and responsibilities and is achieved by advances in both academic performance and boot camp regimen.

All three teachers are certified and have been at the program for at least one year. One of the teachers is certified in special learning disabilities, and an ESE consultant visits the program regularly. All three teachers have bachelor's degrees and one has a master's degree. Teachers at the boot camp are on the same pay scale as other Pinellas County teachers. Teachers are evaluated regularly using professional development plans, classroom observations, document reviews, and teacher portfolios. Teachers frequently attend inservice training on a variety of issues. They have access to special training exercises for teaching at-County teachers. Academic instruction is delivered using a variety of instructional strategies, and students use computers in their academic lessons on a daily basis. Academic tutoring is provided in all subject areas on a daily basis by Americorps.

Students in ESE programs receive services daily, and ESOL services are provided as needed. There is a mental health counselor on-site who provides regular services. The program relies on guest speakers and community volunteers to educate students about a number of non-academic issues. Guest speakers regularly address students on a variety of issues, such as anger management, domestic violence, drug abuse, parenting, sexually transmitted diseases, fire safety, and smoking.

Exit/Follow-up Process—Two weeks prior to a student leaving the boot camp, exit transition planning begins. This stage involves the construction of a transition portfolio and an exit conference. The portfolio includes a comprehensive exit transition form, transcripts, report cards, awards, and IEPs for students in ESE programs or educational plans for non-ESE students. The transition social worker, the transition case manager, the DJJ case manager, and the teachers attend the exit conference, and parents are invited to attend. Students leaving the boot camp enter a four-month transition phase. While the transition phase is separate from the boot camp phase, the environments are very similar, and they operate next door to each other. The transition teacher and the teachers in the boot camp work closely together to ensure continuity between phases and a smooth matriculation process for students. After students complete the transition phase, 95% of students enter an aftercare component. Aftercare services involve daily face-to-face contact with students for two weeks, every other day face to face contact with students for another two weeks, and weekly face to face contact with students for another one to three months. The boot camp does collect some follow-up data that largely involves tracking graduates for one year to determine recidivism rates.

Concluding Remarks—The Pinellas County Boot Camp works with a diverse group of male juvenile offenders for a relatively short period of time (four months). Several components stand out that make this program especially successful in delivering educational services to

students. There is a program-wide devotion to education. The program director and the facility staff are dedicated to maintaining an environment that facilitates effective education. The teachers rave about the support they receive from the Pinellas County Sheriff's Department. The security staff values education and works closely with the teachers to provide a comprehensive academic experience. The level of support provided by the local school district is also commendable. The educational program is well supported financially and professionally, and teachers indicated that they are left wanting nothing. This supportive environment is why the program has been able to retain all of its teachers for more than a year, a factor which has been especially beneficial because the teachers are well qualified, very dedicated, and passionate about their mission. The curriculum is highly individualized and can be maneuvered to accommodate any student. The low teacher to student ratio and the level of community involvement are also impressive components. Tutoring is offered by volunteers from Americorps on a daily basis, and speakers present on a variety of salient issues. The transition and aftercare phases that follow the boot camp phase are especially valuable in helping graduates reintegrate back into their communities, and the integration between these phases facilitates a smooth matriculation process.

Dozier Training School For Boys

Facility Name:	Dozier Training School for Boys		
Facility Address:	411 South Street Post Office Box 490 Marianna, Florida 32447		
County:	Washington	Security Level:	8
Program Type:	High-Risk Residential	Population:	196
Facility Provider:	Department of Juvenile Justice		
Education Provider:	Washington County School District		
Lead Educator:	Billy Baxter	Phone Number:	(850) 526-4135
Program Director:	Jim Strong	Phone Number:	(850) 526-4135

Dozier Training School for Boys (Dozier) was the first juvenile facility opened in the State of Florida and began operation in 1899. Dozier is located in Marianna, Florida in Washington County. The site includes one administration building, three educational buildings, nine residential cottages, one transition cottage, and a gymnasium.

Dozier is a level eight residential facility that provides services for males ranging from 13 to 19 years old. The average age of students in the program is approximately 16 years old. Students' lengths of stay at the program are from 6 to 18 months, with an average length of 15.8 months. The program typically stays at maximum capacity, with 195 youths year-round. Generally, the students come from the middle and northern area of the state; however, there are exceptions, and students may come from any area in Florida. DJJ operates the facility, and the educational services are provided by the Washington County School District.

On average, 48% of youth are African-American, 5% Hispanic, and 47% white. Most youth serving time in Dozier have committed serious instant offenses. Approximately 48% of the students in the program have committed sexual offenses; other offenses include possession of

illegal drugs, burglary, robbery, and battery. Almost all youth in the program have extensive delinquency histories.

Intake Process—Upon entry, a staffing specialist is responsible for verifying previous educational placement for all students. Within the first few days of student arrival, a series of diagnostic tests, including educational, vocational, and psychological assessments, are administered. Each student takes the WRAT, which is administered to test reading and math levels. Additional, students with deficits in reading take the Woodcock-Johnson, and students with deficits in math take the Key Math, Revised. Vocational assessments include the Pictorial Inventory Careers (PIC), CHOICES, and Workforce Literacy Test. In addition, students receive a written interview sheet, which provides pertinent personal information.

Academic planning and placement is determined by a review of a student's educational placement, legal file, assessments, student interview/pre-transitional plan, career interest inventory, and input from the re-entry counselor regarding educational opportunities in the community once transferred. Once youth are grouped, they are placed into different educational tracks according to their needs when they return to the community. For instance, youth returning to school will focus on achieving high school course credits and acquiring vocational skills. On the other hand, youth not returning to school upon release will be on a GED or vocational track while in the program. Students testing at a sixth grade level or lower are immediately placed in remedial math and/or reading classes and concentrate on developing educational skills.

Service Delivery—Dozier's educational philosophy is "to utilize the latest in technology and teaching strategies in order to increase the academic, vocational and social skills of each individual student." The school's mission statement is "to create a secure learning environment directed at individual needs and incorporate contemporary and practical tools that will prepare students as productive interdependent citizens." It is the goal of the school to discover and develop the special strengths of each student in a safe and secure environment. The educational program is integrated into the total therapeutic environment of the program. The types of programs offered to each student are designed to meet his individual needs and assist him in integrating back into his home environment.

The educational program emphasizes student transition needs. Approximately 70% of educational program efforts are devoted to academic education, and 30% are devoted to vocational training. The GED diploma option has been a strong focus in the past. However, while this option is still available, the emphasis is not as strong. If a student is eligible for the GED, he may prepare for the exam while in the program, but must wait until the end of his commitment before testing. Eligible students may also prepare to take the Academic College Test (ACT). Many students at Dozier receive high school diplomas, GED diplomas, and/or vocational certificates.

There are nine academic teachers, four vocational teachers. All teachers are State of Florida certified, and have been at the program for over one year. One academic teacher is also

certified in ESE. Teachers are trained to identify and accommodate students' learning styles and provide individualized instruction. Teachers and staff meet every week to discuss any issues. In addition, the school meets with facility staff every 90 days to determine if student behavioral, psychological, and academic performance standards are being met.

Classroom time consists of 50-minute time blocks, with a total of 6 blocks per day. The curriculum is diverse and performance-based, allowing students to obtain school credits, certificates, and diplomas based on effort and motivation. Academic instruction includes GED preparation, CAI, applied reading and math, employability/living skills, language arts, and computer technology. Vocational programs include: auto exploration, building trade maintenance, a vocational wheel (wood working, horticulture, drafting, entrepreneurship), and work experience.

The ESE case manger is responsible for ensuring that all necessary services are provided to students in ESE programs. Students in ESE programs represent approximately 60% of the total student population at the program. A screening process is in place to identify students in need of ESE services. IEPs are obtained for those students identified as part of an ESE program in previous educational settings. The ESE case manager also provides daily crisis intervention counseling and monitors student behavioral progress.

The school program developed and uses a software program on the AS400 Computer System to manage student data, course standards, and transcripts. Each teacher has a computer in his/her office to individualize, plan, and track student progress. The software program is also used to maintain attendance, obtain statistical data, and summarize student progress for the formal review process.

There is a strong treatment focus at Dozier. The Florida State University Specialized Treatment Program (STP) provides comprehensive psychological and psychiatric mental health services to all students in the program. The services provided depend on the individual needs for each youth. The two main treatment tracks are substance abuse and sexual offender treatment. There are approximately 8 staff members who provide initial assessments for each youth within 72 hours of entry. The mental health program takes an anti-medicine approach to treatment and will take youth off medication unless deemed absolutely necessary. There are usually no more than ten youth requiring medication in the program at any one time, and program staff are made aware of any student taking medication.

Sexual offenders are required to receive intensive treatment with an individual therapist. Treatment for sex offenders consists of at least a nine-month process, with two phases that students must complete. If they fail to complete this process on the second try, they may be moved to a more secure (level ten) facility. Generally, most youth in the program receive anger management therapy. In addition, any youth with an instant offense or history of substance abuse is required to receive substance abuse therapy. Approximately 90% of the population receives substance abuse therapy by the on-site psychologists, which includes at least 14 sessions.

All students receive an individualized treatment plan, which is formally reviewed every 90 days. Members of the treatment team include representatives from the school, and psychological and medical services. In addition, case mangers, duty officers, and house parents attend treatment team meetings. Prior to a student's review session, he is provided with a checklist of issues to be addressed. Goals and progress are discussed and suggestions are made during the formal review. A summary is forwarded to the judge, re-entry counselor, and parents. The program maintains the original copy on file.

Dozier uses a behavior management system based on the principle of positive reinforcement. The behavior system is campus-wide and composed of five major components: counseling, behavior write-ups, the point system, the level system, and the individual goal system. The system recognizes and compliments students as they demonstrate increased positive behavior. Students exhibiting higher levels of behavior management are granted more responsibility and receive more student privileges. On the other hand, a student who chooses not to engage in one of the identified behaviors will fail to earn points. All students entering Dozier begin on the first level and with appropriate behavior can advance at least five levels. While behavior plans are similar in content, they are individually implemented and evaluated. The behavior management system enhances the team approach and is designed to give students timely and consistent feedback regarding their behavior and progress in the program. This system also allows staff to reinforce targeted behaviors identified during initial needs assessments and any current needs identified by the student or staff.

Exit/Follow-up Process—All students have a transition plan addressing individual post-release educational and career goals, which was developed at entry and maintained and updated throughout their stay in the program. In addition, the transition specialist offers guidance to students and assists them in developing a transitional portfolio. Student portfolios reflect student accomplishments and include future employment goals, school and community plans, career plans, test scores, vocational and group certificates, selections of best work efforts, and results of interest inventories.

There is a re-entry cottage on-site which houses 16 youth preparing for community transition. These students receive additional privileges, and all services focus on re-integration into the community. The majority of youth released from Dozier receive supervision, community control, and/or aftercare services provided by their home county.

Recidivism data on youth that have left Dozier are available from DJJ. Outcome data for sexual offenders are available on a database from the psychology department at FSU. They collect data for seven years on the sexual offenders treated at Dozier. They reported a 2.8% recidivism rate for the sexual offenders within the first year after release, and an overall recidivism rate of 26%.

Concluding Remarks—Integration of superior education and treatment programs make Dozier an exemplary commitment program for level eight youth. Each student receives individualized educational and treatment services aimed at ensuring successful community

re-integration. There is strong commitment among staff members to provide students with services for successful transition back into the community. The Washington County School District is very supportive of the educational program at Dozier. The director of education has been with the program over 12 years. The ESE case manager, the diagnostic specialist, and the transition specialist have been with the program for several years. In addition, all academic and vocational instructors have been at the program for over one year. Overall, the staff turnover rate is extremely low, especially for a program of this size.

The psychological services at the program are also exceptional, with several highly educated and qualified staff on-site delivering treatment services. This particular population of youth arrive at Dozier with a history of problems, and extensive prior delinquency records. Approximately half of the youth have committed sexual offenses, and most have a history of drug charges or substance abuse. The STP program through FSU appears to be doing an exemplary job of providing specialized treatment and counseling for these youth.

Comparative Analysis of Case Studies

A review of these eight case studies has identified the following findings as key elements in the programs' successful delivery of educational services to incarcerated youths.

- Assessments are administered upon entry and exit. These assessments include, but are not limited to, academic, learning styles, career interest inventories, and social skills assessment. These assessments are used for the development of career goals, educational goals and objectives, and educational programs specific to the individual needs of the student.

- All programs monitored student progress regularly. Academic and therapeutic progress is monitored on a daily, weekly, bi-weekly, and/or monthly basis. This progress is reviewed during treatment team meetings and on an individual basis. Progress is documented on forms such as progress reports, treatment plans, weekly and monthly reports, and educational plans.

- The degree of individualization in all of these programs is evident. The curriculum is competency based and individualized for each student through the use of work packets or CAI. All of the programs place significant emphasis on a curriculum that addresses academics, vocational skills, employability skills, social skills, and life skills. Additionally, GED programs are offered to those who do not plan to complete high school. Curricula also focus on remediation and literacy skills.

- All the programs employ a variety of instructional strategies, such as CAI, group instruction, lecturing, class discussion, individual reading, group projects, hand-on-learning, games, and one-on-one assistance.

- ESE services are provided on a daily basis. These support services are provided by all programs through an inclusion model, pullout model, or consultative model.

- All the programs have small class sizes and a low student to teacher ratio. The student to teacher ratio never exceeded 12:1 for any of the programs. This small number of students allows for increased success in the areas of behavior modification and academic individualization. Additionally, the small ratio allows teachers to be fully knowledgeable about each student's academic level, vocational interests, and treatment needs.

- All programs have adequate educational and support staff to carry out the operations of the program, which enables them to effectively meet individual treatment and educational needs of all students.

- All teachers, support staff, administration, and community participants displayed a program wide dedication to carrying out the mission and philosophy of the programs.

- The collaborative efforts between the programs and the school districts are strengths of all of these programs, without exception. These efforts foster healthy learning environments for the students and allow for more comprehensive programming. Additionally, teachers receive needed support, which creates a positive work environment, which in turn can contribute to reducing teacher turnover.

- All programs emphasized integration of the educational and therapeutic components of the program. The integration of these components assures that the educational, social, and therapeutic needs all students are addressed.

- All the programs address the treatment needs of students through individual and/or group therapy. All programs have a treatment process, which consists of a treatment team to identify problems and develop individual goals and objectives for students.

- Parental participation is another highlight of these programs. Parental involvement included assistance in the development of goals and objectives, meetings to discuss student progress, and involvement in treatment team planning.

- One of the primary strengths of these programs is that the teachers have State of Florida professional certificates, with the exception of a few that have either temporary certificates or statements of eligibility. Six of the eight programs have a certified ESE teacher. The turnover rate of these certified teachers is minimal. All teachers have been at the programs for at least one year. Some teachers have been at the programs as many as six years.

- All the programs provided either aftercare or extended follow-up services for students who have transitioned out of the programs.

7.6 Summary and Implications

This chapter presents a comprehensive review of "promising educational practices" literature and compares how these promising components identified in the literature relate to Florida's

juvenile justice facilities. Program components identified in the literature as promising include an effective school environment, initial assessments, effective and individualized curriculum, varied instructional delivery, transition and aftercare services, and professional development. Although many of the promising program components identified in the literature are present in all juvenile justice programs, the quality in which these practices are delivered is the key element that distinguishes successful programs from unsuccessful programs. Additionally, this chapter includes an in-depth analysis of the processes of eight of Florida's top rated programs to determine what works for various program models. An examination of these promising components has provided findings that are particularly noteworthy and substantiate many of the practices identified in the literature.

First, quality assurance scores are directly related to the presence of the promising educational practices. Overall, programs scoring higher on QARs have more of the promising educational practices identified in the literature than middle and lower scoring programs. Therefore, the program components identified in the literature are recognized as essential to the successful delivery of educational services in Florida's juvenile justice facilities.

Secondly, programs that rated higher on quality assurance scores have common program processes, although these programs operate from various program models. All of the programs administered a variety of initial assessments to obtain a more accurate measure of the students' needs. Assessments administered included academic assessments, vocational assessments, career interest inventories, learning style inventories, social skill assessments, and psychological assessments. Often, various forms of these assessments were administered to acquire an even more accurate account of the student's needs. Assessment results are used in the development of educational, career, and treatment goals, as well as to measure student progress in all areas.

Once students are accurately assessed, a curriculum is designed to meet the individual needs of these students. The level of individualization is quite intensive and continuously monitored to acknowledge any changes in initial goals and objectives. Additionally, due to the varying academic levels of students, the curriculum offered is competency-based. This allows students to progress at there own pace. The curriculum offered at all of the programs is designed to meet the diverse needs of all students. The curriculum addresses students who desire to earn a GED, those with learning disabilities, those who wish to learn a vocation, and those who wish to earn a high school diploma. The curriculum is delivered in a manner, which captures the interest of all students and addresses the learning styles of these students.

The educational environment is a key element in the overall delivery of educational services. Programs examined use a holistic approach to providing services to meet the needs of all students and emphasize the integration of treatment and education. All programs have an adequate number of teachers and support staff. All programs have adequate supplies and materials to effectively and efficiently carry out the operations of the program. In addition, small class sizes and low student to teacher ratios enable all teachers to be knowledgeable of each student's academic and therapeutic performance. All programs have staff and teachers

who adhere to the mission of the organization. An excellent relationship with school district administrators and the community is apparent in the programs.

Another implication is the professional qualifications of the educational staff. All of the programs have teachers with professional teaching certificates, with the exception of a few teachers. Additionally, all programs have teachers who are certified in ESE or receive support services for students with special needs. All programs have educational staff that have been at the program one year, or as many as six years or more.

Although aftercare is recognized as an important component of the continuum of services, our analysis indicated that only 16% of Florida's programs provide aftercare services to juvenile exiting their programs. However, the case studies revealed that aftercare or follow-up services are provided to all students. These findings show that aftercare and re-entry services are not consistently administered to students re-entering the community.

In sum, this chapter contributes to exiting research on promising educational practices; however, these findings are largely descriptive. Therefore, further research is needed to validate these practices as "best educational practices." JJEEP's future research efforts will include pre- and post-program academic assessments and other community re-integration outcome data in our continuing effort to validate "best educational practices" in Florida's juvenile justice educational programs.

CHAPTER 8
TRANSITION AND AFTERCARE

8.1 Introduction

Transition and aftercare services are crucial to the continuum of services for students exiting various juvenile justice facilities. Incarcerated youth often have chronic problems that require long-term, comprehensive solutions. The effects of specialized treatment and quality educational services in a residential facility are not likely to be long lasting unless they are consistently reinforced after students have been reintegrated back into the community. The literature suggests that aftercare programming for juveniles should provide a continuum of services involving educational, social, and employability skills training. As a result, recent studies have focused on the importance of transition and aftercare services to assist youth with academic achievement, vocational training, behavior management, peer and family relations, substance abuse, and life skills for successful reintegration back into public schools, the home, employment, and the community.

JJEEP has completed a review of the prior literature on transition services and aftercare programs for juvenile justice students. This chapter includes a brief discussion of a guidebook for model transition procedures developed by JJEEP with assistance from juvenile justice programs and providers, DJJ, and DOE—to be published and disseminated to all school districts in early 2000. Transition and aftercare services in Florida are discussed, along with recommendations and future research. During the 2000 QAR cycle, JJEEP will collect data on a variety of aftercare services, along with longitudinal and program process data to address the continuum of services students receive when exiting various juvenile justice facilities in Florida.

Section 8.2 provides a review of the literature on transition; discusses transition services in Florida, including preliminary findings of school district transition services to assist youth returning to public school; and provides a summary discussion of transition services. Section 8.3 reviews the recent literature on aftercare programs developed and implemented for juvenile justice youth returning to their communities, discusses the various types of aftercare programs for students in Florida, provides discussion of the expansion of JJEEP's database for future aftercare research, and provides a summary discussion of aftercare.

8.2 Transition

Literature Review

Transition occurs within correctional settings when adjudicated youth exit correctional facilities and re-enter their respective communities (Edgar, Webb, and Maddox, 1987). Often, youth leave these facilities without the skills and support system necessary to succeed

when they return to the community. Research has documented that incarcerated youth have trouble transitioning back into public school once released. For example, Sametz and Hamparian (1987) found that one year after institutional release, only 28% of the youths were enrolled in school, 27% had withdrawn, and 45% never re-entered. However, not all youth are suited to return to public schools, and providing comprehensive transitional programming that addresses educational, social, and vocational needs is crucial (Edgar et al., 1987; Webb and Maddox, 1986; Wolford, 1987). Students who have completed high school or will not likely be returning to school need effective transition services assisting them with job placement.

It has been documented in the literature that developing a transition plan for students as they move through an institution increases the chances that they will return to school upon release (Virginia Department of Correctional Education, 1988). As a result, the need for transition services in correctional programs appears fundamental; however, transition efforts have been one of the more neglected components of juvenile correctional educational programs (Leone, 1991). Several promising transition models have been designed to provide quality transition services for successful re-entry of youth into their communities. For example, the Virginia Department of Correctional Education has implemented a model which includes a transition specialist, testing, evaluation, counseling, and updating educational files for transfer to next placement (Virginia Department of Correctional Education, 1988). Pollard, Pollard, and Meers (1994) have identified several transition priority areas for juvenile justice youth identified by education, corrections, and social services professionals. These practices include assessments and evaluation, basic academic skills, career exploration and education, community support, family involvement, formal transition planning, interagency collaboration, support services, and job placement.

The Juvenile Corrections Interagency Transitions Model was developed to address identified problem areas that interfere with successful transition and to provide a set of procedures for transferring youth offenders between public school and correctional education settings (Webb et al., 1985). This model contains four main areas: awareness of other agency activities and missions, transfer of records prior to entering or leaving an institution, preplacement planning for transition before the youth leaves the institution and maintaining placement in the public school, and ongoing communication between juvenile rehabilitation staff and public school staff about youth progress. Evaluations have shown that, with this model in place, transmittal of educational records increased. In addition, an analysis of juveniles released from correctional institutions found 48.6% were enrolled in school six months after release. In the region where the transition procedures were field-tested and implemented, 62.8% of the released youth were in school six months later (Edgar et al., 1987).

Transition Services in Florida

1999 QAR Exit Transition—To ensure that procedures are in place to assist students with reentry into community, school, and work settings, educational quality assurance standards address exit transition activities that include documentation of post-testing and credits earned

and transmittal of student records to the next educational placement. Educational standards for long-term commitment programs also include exit activities such as documentation of academic post-testing and the development of an exit plan that identifies the next educational placement, the aftercare provider, job or career plans, grade level, diploma option, behavioral goals, and any continuing education needs and goals. For 1999, for long-term commitment programs, the average QAR score for E1.05 Exit Transition is 5.05; for short-term commitment programs, the average QAR score for E1.04 Exit Transition is 5.17; and for detention centers, the average QAR score for E1.05 Exit Transition (21 Days or Less) and E1.06 Exit Transition (More than 21 Days) is 4.53.

Overall, the average QAR scores for the exit transition indicators for long-term and short-term commitment programs indicate that these juvenile facilities are preparing students for transition while in the facility. Detention programs have two exit transition indicators, one for students who are in the program 21 days or less, and one for students who are in the program more than 21 days. Overall, the average QAR score of 4.53 for the two exit transition indicators for detention centers indicates that these juvenile facilities are doing a marginally satisfactory job of preparing students for exit. However, the average QAR score for exit transition for students in the program 21 days or less is 5.26, and the average QAR score for exit transition for students in the program more than 21 days is only 3.79. Therefore, detention centers are not adequately preparing students for transition to their next educational placement. There are no data or follow-up evaluations on the continuum of transition services once students have exited.

In 1999, the Florida Legislature mandated that the DOE develop model procedures for transitioning youth into and out of DJJ programs. With assistance from juvenile justice programs and providers, DJJ, and DOE, JJEEP has developed a guidebook on model transition procedures. Several sources have been used to develop this guidebook, including literature reviews, 1998 and 1999 QAR reports for transition indicators, information from case studies conducted by JJEEP, and interviews with school district and corporate providers. The model transition guide calls for interaction between multiple agencies and community resources to provide individual and effective transition services for all juvenile justice students.

The guidebook, which will be published and disseminated in early 2000, provides information on how to implement comprehensive transitional services. Procedures for securing educational records, on-site student planning, exit transition, family and community involvement, aftercare, post-commitment school district support, and continuing evaluation of the transition process also are addressed.

As part of this project, JJEEP staff are contacting each school district to determine transition services available in their county. In most instances, when students are released from a program and remain in the same school system, transition services are consistently administered. In this case, transition services are typically handled by a facility level transition meeting and the student's home school. However, many students committed to juvenile justice facilities are sent outside of their home school district. In this case, the

commitment program must work directly with the student's home school and probation officer, and communication and transfer of records often become problematic.

School districts that have been contacted to date include: Broward, Charlotte, Dade, Escambia, Hillsborough, Manatee, Marion, Nassau, Orange, Palm Beach, Pinellas, and Polk. In fact, several school districts currently do not have formal transition systems in place for "out-of-county" students returning to their home school districts. Yet, others have sought new ways to reintegrate students back into their public schools. Several districts have not yet been contacted, and only preliminary findings are mentioned in this report. Final statewide results will be published in the transition guidebook.

Charlotte County—Through the Charlotte County School Board Office of Suspension and Expulsion, the school district provides a transition committee that meets every two weeks for returning students. A local probation officer is a member of the committee. The committee is notified of returning Charlotte County students either through the local probation office or by the home school when students first arrive. The committee reviews the student's treatment and educational records from the commitment facility and recommends school placement for the student. The majority of students are recommended to be placed back in their home school, where they are provided follow-up services through the county's probation office. Charlotte County has probation officers from DJJ assigned to each school. When the committee determines that a student is not ready to return directly to their home school, recommendations for placement in alternative schools, special programs, or ESE environments are made. When appropriate, students are also recommended for adult education.

Nassau County—Every student exiting a juvenile justice facility is sent to one of four Day Time Off-Campus (DTOC) units for transition educational services. These are self-contained units, and students remain in the DTOC unit until the teacher determines they are ready to transition back into public school. This decision is based on a student's behavioral performance. Educational services are provided on an individualized basis, and the length of stay can range from a few weeks to 90 days. In addition, the student's home school will send paperwork to the units for academic and attendance tracking. The DTOC teacher maintains regular communication with the student's probation officer. For returning students, the school district is typically notified by DJJ that a student is returning. However, communication and timely transfer of records is not always consistent, and sometimes a student will return to the county without the school district's knowledge. In this instance, a student may go directly to their school, and the registrar will contact the Nassau County School Board. There are no evaluations or follow-up services conducted by the school district for students returning to the public school system.

Palm Beach County—DJJ re-entry personnel notify a Palm Beach County school district representative prior to each student's release from an out-of-county facility. The school district representative notifies the student's home school, and schedules a meeting with the re-entry counselor, student, parent, and home school representative. If the returning student is in an ESE program, an ESE representative from the Palm Beach Alternative Education Office is notified to participate in the placement meeting. Alternative educational settings

can be recommended by the home schools and by district ESE personnel. DJJ re-entry counselors are responsible for bringing the student's educational records from commitment.

Pinellas County—The Pinellas County School Board provides a full-time school social worker who works directly with DJJ district probation officers and re-entry counselors to assist students transitioning back into the community. Fourteen to thirty days prior to a student's release from an out-of-county facility, DJJ notifies the school social worker of the student's projected release date. The social worker requests and reviews the student's transcript, educational information, criminal records, and assessment information. With the student's input, the social worker develops an educational plan and recommends school placement in public school, alternative settings, ESE settings, vocational training, or adult education, as appropriate. Prior to the student's release, the social worker schedules a meeting for the student, parent, DJJ re-entry counselor and/or probation officer, and personnel from the receiving Pinellas County school.

Polk County—The director of the Polk County School Board Office of School Discipline conducts a placement hearing for returning students. Guidance counselors and ESE personnel from the student's home school are encouraged to participate. The Office of School Discipline is usually notified of returning students from DJJ re-entry counselors and probation officers. In cases where students show up directly at their home school, the home school guidance counselor notifies the Office of School Discipline. This office ultimately makes recommendations for student placement back into the Polk County school system.

Summary on Transition Services

Transition from a juvenile justice facility is a difficult and complicated period for youth, and the literature suggests that transition services are a key to successfully reintegrating juvenile justice students back into their communities. Exit transition services offered by a school district cannot be effective without adequate agency cooperation and communication. Several school district personnel who were interviewed stressed the importance of working with juvenile probation officers, re-entry counselors, and local aftercare programs to provide effective transition services. School district personnel must have information on each returning student, including transcripts, transition/exit plans, educational plans, and behavioral and academic performance evaluations from commitment programs. Processes should be developed to ensure school district collaboration with re-entry and aftercare personnel to provide coordinated and effective transition services. Re-entry staff should facilitate the necessary transition paperwork and make recommendations for placement back into school settings. The transition process becomes more difficult when students are returning to their communities from an out-of-county residential facility. In this case, juvenile probation officers and re-entry counselors should be assigned to individual schools within the district to provide consistent transition services for these students.

8.3 Aftercare

Literature Review

Over the past few decades, numerous studies have emphasized the value of providing aftercare services to juveniles leaving juvenile justice institutions and returning to their respective communities. Most of the national literature on aftercare services for juvenile justice youth has concentrated on high-risk youth, while some of the literature has addressed aftercare services for youth in specialized settings, such as boot camps or wilderness programs. In addition, programs offering aftercare services addressing special needs, such as substance abuse, have been developed.

Intensive Aftercare Services—Arising from concern for public safety, an increasing number of intensive aftercare programs have been implemented in juvenile justice facilities throughout the nation. Youth most likely to commit crimes after release tend to be juvenile offenders with long histories of delinquent behavior, and effective aftercare supervision methods may offer an important strategy for reducing subsequent delinquent behavior (Fagan, 1990). Consequently, much of the recent research on aftercare services has stressed the need to combine intensive surveillance and services for youths identified as high-risk for re-offending (Altschuler and Armstrong, 1994; Briscoe and Doyle, 1996). Intensive supervision programs traditionally incorporate a number of elements common to aftercare and typically involve multiple weekly contacts with a supervising officer; stringent enforcement of rules; and a requirement to participate in relevant treatment, as well as remaining in school or obtaining employment.

The Violent Juvenile Offender (VJO) Program was developed for at-risk youth in four sites (Memphis, Newark, Boston, and Detroit). The program tested three aspects of reintegration programming which included transition from institutional to community settings with a continuum of services, enhanced methods of control and supervision, and interventions designed to teach youths to live within their neighborhoods and communities. The VJO experiment emphasized early reintegration activities preceding release from the institution and intensive supervision once back in the community, as well as development of social skills (Fagan, 1990).

The Intensive Aftercare Probation Project (IAPP) was developed by the Juvenile Probation Department of the Family Court of Philadelphia. This program was concerned with reintegration of serious, habitual male juvenile offenders who were committed to a state training school. Guidelines for the IAPP program specified that aftercare officers were restricted to caseloads of no more than 12 offenders, in contrast to the regular aftercare caseload of 70-100 cases. While the juvenile is still incarcerated, the officer is required to visit each youth, appropriate program staff members, and parents on a monthly basis. During this time, the officer is expected to work directly with the juveniles and their families to initiate and implement aftercare planning. Emphasis is placed on developing educational and/or vocational plans for youths. Once the juveniles are back in the community, the frequency of contacts with them and others increased significantly. Aftercare workers made

frequent face-to-face contacts with the youth and maintained regular contact with parents, school authorities, and employers (Sontheimer and Goodstein, 1993).

The Skillman Aftercare Program, providing intensive aftercare services for serious and habitual youthful offenders, was piloted in Pittsburgh and Detroit. Youth assigned to the experimental program received intensive aftercare supervision for six months. Key components included pre-release contacts and planning, as well as an intensive level of supervision and counseling involving several contacts a day, with an average of 60 contacts per month after release. Efforts were made to resolve family problems and involve youth with appropriate community services and programs. This aftercare program emphasized extensive contacts, improved family functioning, supervision of youth, and participation in educational programs or employment (Greenwood, Deschenes, and Adams, 1993).

A two-year pilot program was developed in Wisconsin for male juvenile offenders with significant delinquency histories who had been placed in a secure residential facility. Subjects were referred for treatment to the Marquette Earned Release Intensive Treatment (MERIT) Program, which was designed to help residents successfully return to their home. Intensive supervision included several contacts per week with youth while in the community, phone checks, and the monitoring of school participation and job attendance (Hagan, 1995).

The most extensive work in this area has been done by Altschuler and Armstrong (1994), who developed the Intensive Aftercare Program Model (IAPM) based on existing literature and information from a variety of programs nationwide. The IAPM is designed for institutionalized juveniles who pose the highest risk of becoming repeat offenders. The program emphasizes case management and intensifies the number, duration, and nature of contacts that aftercare workers have with released youth and their family, peers, school staff, and employers.

The IAPM has been implemented in three states (Colorado, Nevada, and Virginia) and is evaluated periodically. The IAPM in Colorado focuses on enhanced assessment. Within the first 60 days of confinement, a case plan is established with identified goals for successful community reintegration. A client manager oversees each case with monthly face-to-face contacts that begin 60 days prior to release and continue through community placement. The key services include education, family therapy, vocational training, job placement, and substance abuse treatment. Individual treatment plans and a system of graduated consequences to ensure offender accountability are developed (Altschuler and Armstrong, 1996).

The IAPM pilot site in Nevada is 150 miles from the offenders' home communities, which presents an additional challenge. Based on risk assessments, youth are screened for eligibility and randomly assigned to the experimental group. Selected youth are sent to the Nevada Youth Training Center for an initial three-week assessment. Program emphasis is placed upon the pre-release curriculum taught during the month prior to re-entry into the community. The course focuses on social skills training and issues related to street readiness. An aftercare worker serves as an ongoing liaison between the institution and the community. The county employs an educational liaison worker to assist in reintegrating youth into the

public school system. A team approach is incorporated, which consists of three juvenile parole officers in the youth's community. Each team member develops individual expertise in areas such as substance abuse treatment, family therapy techniques, vocational education and training, and job placement. The team devises a system of positive incentives and graduated sanctions (Altschuler and Armstrong, 1996).

In Virginia, appropriate candidates for the IAPM are identified using an intensive aftercare risk assessment. The case manager implements treatment plan objectives during incarceration. The counselor and youth have daily contact, and the youth receives life skills training and group activities, which include recreation, cultural awareness, and counseling. Parole counselors supervise participants and coordinate family services. Counselors hold weekly family meetings and make appearances at school, home, and place of employment. The life skills curriculum is continued through weekly meetings and other group activities involving participants and their families. Counselors refer youth for special services and work closely with the Norfolk School transition specialist to address educational needs. The parole officer updates the participant's progress during a monthly judicial review with the youth (Altschuler and Armstrong, 1996).

There are very few studies regarding the effects of intensive supervision programs on juvenile offenders, and evaluations have not always had positive results. For example, Weibush (1993) evaluated an intensive supervision program for juveniles in Ohio. Youths in the program were referred for services, such as substance abuse treatment, counseling, and educational support, more often than their counterparts placed on routine probation. Weibush found no reduction in the incidence or frequency of recidivism among youths in the program and concluded that intensive supervision programs were no more effective in reducing recidivism than regular probation. In another study of status offenders, Land, McCall, and Williams (1990) found intensive supervision probation participants were less likely to recidivate during supervision than the comparison group. However, the positive effect remained only for youths with no previous history of delinquency.

Evaluations of the Skillman Aftercare Program failed to produce positive results. The youths either were assigned to the experimental aftercare group or were placed into the control group and released from residential placement to their communities without aftercare services. In both the Detroit and Pittsburgh sites, the experimental program did not appear to have a significant effect on the youths' behavior or involvement in work or school. Overall, there was some evidence of positive effects on youth's personal goals and coping skills, but these effects were not consistent and did not appear to be associated with behavioral outcomes (Greenwood et al., 1993).

Preliminary results from other evaluations have indicated that intensive aftercare programs do show some promise for reducing delinquent behavior. Follow-up on the VJO program was conducted for a period of more than two years, and results indicated that the reintegration strategy implemented can help prevent recidivism upon release. Findings revealed that the experimental programs reduced the number and severity of arrests and increased the time period until re-arrest (Fagan, 1990).

When the IAPP for juveniles in Philadelphia was evaluated, findings indicated that the incidence of re-arrest was significantly lower for the aftercare group, but the differences vanished over time. However, when examining re-arrest frequency, the researchers found the aftercare group exhibited a significantly lower average number of re-arrests than the control group, and the difference remained throughout the follow-up period. Although differences between the two groups were relatively small, the IAPP program appeared to be effective in reducing the frequency, but not the incidence, of delinquent behavior (Sontheimer and Goodstein, 1993). Later analysis of this program revealed that aftercare officers perceived the experimental group to be favorably affected by the program, especially in the areas of cooperation with probation rules and relationships with the youth's probation officer. In addition, IAPP youth were more likely than those on regular probation to have made specific post-release plans for school and work (Sontheimer and Goodstein, 1993). Although the IAPM developed by Altschuler and Armstrong is continually being evaluated at all the demonstration sites, many participants have only recently been discharged from aftercare, and outcome results are not yet available (Altschuler, Armstrong, and MacKenzie, 1999).

Overall, evaluations of intensive aftercare programs have been inconsistent, and findings have been inclusive. Most studies addressing intensive aftercare services have not found significant differences in youths' subsequent behavior. In fact, many past attempts at intensive supervision have resulted simply in more contact, rather than improvements in the quality of contact as intended (Altschuler and Armstrong, 1994; Goodstein and Sontheimer, 1997; Weibush, 1993). To date, no conclusive evidence on what type of aftercare services promote positive outcomes for high-risk youth has been identified.

Boot Camp and Wilderness Aftercare Programs—Bourque, Han, and Hill (1996) contend that the boot camp setting clearly demonstrates the need for specialized aftercare services. The military-style structure and short-term incarceration distinguishes boot camps from other types of correctional institutions, and aftercare programming should reflect these differences. The National Institute of Justice (NIJ) surveyed 52 adult and juvenile boot camps and found that, in some instances, boot camps are beginning to offer specialized aftercare programs to their graduates. Nine of the boot camps surveyed were for youth offenders. However, only three of the nine juvenile boot camps provided aftercare programs. Additionally, NIJ's Office of Juvenile Justice and Delinquency Prevention (OJJDP) sponsored a separate evaluation of three demonstration boot camp programs that were implemented specifically for male juveniles (Bourque, Cronin, Felker, Pearson, Han, and Hill, 1996). Together, these national evaluations provided information on four juvenile boot camps with aftercare programs that were designed and operated exclusively for their graduates.

In Denver, boot camp graduates attend an aftercare center, specially designed by the program, which focuses on academic instruction. In addition, youth are referred to other services, such as substance abuse counseling, as needed. New York's juvenile boot camp lasts six months and is followed by three months in City Challenge, an intensive aftercare day treatment program. The youths participate in a New York City Board of Education school, family development programs, job preparation, community involvement programs, and counseling. Cuyahoga County, Ohio, has a program that is similar in structure and

provides three months in boot camp, followed by up to nine months in a sequentially phased aftercare program. Youth progress through three decreasing levels of supervision, beginning with attendance at an alternative education academy, which gradually prepares them for entry back into their own schools. Additionally, youth are provided daily counseling and support services. In Mobile, Alabama, youths participate in life skills classes, tutoring, and recreational activities. The aftercare program also provides weekly evening sessions and supplemental off-site aftercare events. Youth are expected to participate in after school and evening activities and report regularly to a probation officer. In addition, youths are required to provide community service and/or restitution (Bourque, Han, and Hill, 1996).

The Nokomis Challenge Program was started in 1989 by the Michigan Department of Social Services for medium- to low-risk youth and is similar in nature to the boot camp setting. The program offered three months in a wilderness facility followed by nine months of aftercare surveillance and treatment. The aftercare component included distinct phases with separate tasks for youth and their family. The first month of release consisted of house arrest, and the following months included contact from the community treatment worker and private agencies several times per week. This program placed great emphasis on family participation in the treatment process (Deschenes, Greenwood, and Marshall, 1996).

Bourque, Han, and Hill (1996) indicated that initial recidivism rates appear lower for boot camps that offer specialized aftercare programs and concluded that aftercare services hold promise for graduates re-entering the community. However, when three demonstration juvenile boot camp sites were evaluated by OJJDP, the aftercare results were mixed. Although juveniles who graduated from the boot camp and remained in aftercare at least five months reported positive changes in attitudes and behavior, a large number of youths failed the aftercare phase for noncompliance, absenteeism, and new arrests (Bourque, Cronin, Felker, Pearson, Han, and Hill, 1996). The evaluation of the Nokomis Challenge was based on analysis of youth in the program and a comparison group of youth in a traditional residential program. Overall findings show no difference between the groups after a 24-month follow-up (Deschenes et al, 1996).

Substance Abuse Aftercare Programs—Project Alcohol and Drug Abuse Prevention Team (ADAPT) is a field experiment that works with institutionalized delinquents who are at an elevated risk for drug use and delinquency after treatment (Catalano, Wells, Jenson, and Hawkins, 1989; Haggerty et al., 1989). The program uses a case management system to help participants develop and maintain skills relevant to various life situations and increase opportunities for involvement in positive relationships and activities. Coordinated post-treatment rewards for positive involvement and negative consequences for anti-social involvement are provided. The project's approach combines behavioral skills training with supportive network development and involvement in social activities. The two phases of the program are re-entry preparation and aftercare. The re-entry phase includes several weeks of goal setting, skill training, and work with a case manager while youths are still incarcerated. During the aftercare phase, there are six months of continual contact with the case manager who helps youths reintegrate back into their homes or alternative placements. The aftercare case manager also assists youths with enrolling in school, finding employment, obtaining needed services, seeking social activities, and developing a supportive social network.

Sealock, Gottfredson, and Gallagher (1997) studied the effectiveness of residential substance abuse treatment and the potential of aftercare for addicted offenders. The residential treatment programs ranged in duration from six to eight weeks, and youths received a variety of treatment activities. Each youth was subsequently released back into the community, or administered additional aftercare services to alter family conditions, increase youth involvement in community activities, or reduce negative peer influence. The aftercare component consisted of three phases. The pre-release phase occurred while the youth was in the residential treatment program and emphasized family treatment and support. The intensive aftercare phase encompassed the first two months after a youth's release from the residential program and focused on community reintegration. Program staff provided intensive supervision and support group meetings. The youth also met with an addiction counselor and participated in family therapy. The transitional aftercare phase was marked by a shift in the level of supervision and the frequency of interventions. Each youth met with the case manager twice per week and an addiction counselor twice per month. Community-based services supplemented supervision contacts and counseling.

The empirical evidence on specialized substance abuse aftercare programs has been mixed. Initial analyses of Project ADAPT showed significant skill changes among experimental subjects. It was reported that youth in this program have higher levels of social and problem-solving skills, self-control skills, and drug avoidance than their counterparts (Catalano et al., 1989). Sealock et al. (1997) examined the effectiveness of the residential and aftercare programs in reducing subsequent delinquency and drug use. Results for the aftercare component documented that the positive gains made while in the residential program were not sustained. During the 18-month follow-up period, findings indicated that aftercare youth increased their delinquent behavior relative to the comparison group. In fact, aftercare youths demonstrated more participation in drug-related crime than control subjects, but committed fewer personal offenses. Furthermore, no evidence of a program effect was found for other outcome measures such as family relations and support, drug use, drug knowledge, and coping and problem-solving skills.

In sum, this prior literature demonstrates that there is no consistent or sufficient information indicating the effectiveness of various types of aftercare services students receive. It is still unknown what type of programs work for what type of students.

Aftercare in Florida

Aftercare in the State of Florida has been defined as "the care, treatment, help, and supervision provided to a juvenile released from a residential commitment program which is intended to promote rehabilitation and prevent recidivism. The purpose of aftercare is to protect the public, reduce recidivism, increase responsible productive behavior, and provide for a successful transition of the youth from the department to the family. Aftercare includes, but is not limited to, minimum-risk nonresidential programs, re-entry services, and post-commitment community control," s.985.03(4), F.S. The State of Florida recognizes that aftercare services can contribute significantly to the successful transition of a juvenile from a

residential commitment to the juvenile's home, school, and community. Therefore, the best efforts should be made to provide for a successful transition, and aftercare should be included in the continuum of care a youth receives.

Types of Aftercare Programs—Intensive day treatment aftercare programs are designed to serve students coming from residential facilities in need of intensive aftercare upon returning to the community. Services are facility based and may be provided by DJJ or private providers. Students live at home under the care of their parents or guardians, but attend the program during the day. Day treatment programs provide more intensive supervision than community control and re-entry services. Educational services are provided on-site, and students gradually transition back to public school and/or employment in the community. Counseling services are provided as well as extended hours of on-site supervision in the evenings and weekends. Additional services include a needs assessment, development of an individualized plan, community service projects, vocational training, and recreational programs. Often additional tracking with youth and parents or guardians is provided.

The length of stay in an intensive day treatment program ranges from four to nine months. Typically, services are provided for eight to twelve hours per day for five to seven days per week. Once students have completed this type of program, they may be released to less intensive aftercare programs or have all services terminated. There are approximately 12 intensive day aftercare treatment programs operated throughout Florida. As a result, this type of intensive aftercare program is not always available to high-risk students exiting various facilities throughout the state.

Additionally, Associated Marine Institutes, Inc. (AMI) provides intensive aftercare services for students released from high-risk programs through the Student and Family Enrichment (SAFE) program. This program consists of five steps of graduated intensity depending on each student's adjustment in the community. Phase one begins when the student is in the residential program. Counselors begin working with program staff and youth to develop an exit plan and begin making arrangements for the student's adjustment in the community. Phase two begins when the student is released and placed in one of the marine institutes around the state. Evening and weekend services are provided to the student for supervision and allow for gradual transition. During phase three, students continue to attend day treatment at the marine institute, but may hold a job or attend public school under certain restrictions. During phase four, students are allowed to attend school or gain employment in the community, but continue to be closely supervised and monitored. During the final phase of the program, students continue to be monitored, but are allowed more freedom in the community. Following graduation from SAFE, each student enters AMI's three-year follow-up program which monitors progress and recidivism. The SAFE program for AMI students is similar to the intensive day treatment model, and there are approximately 15 SAFE aftercare programs operating throughout the state.

Various other types of programs have been developed throughout the state to provide aftercare services for smooth transition of students back into the community. In some instances, students released from a residential phase of a program are transitioned through an aftercare component attached to the facility. In other instances, programs contract for

returning out-of-county students to attend an aftercare program available in their home county. These programs also offer on-site services, and the length of stay can range from 30 days to 9 months. However, the average stay tends to be significantly less than intensive day treatment programs.

Re-entry aftercare services are available for students transferring from a residential commitment program back to their school, community, and home. Students placed in re-entry programs remain in committed status under the supervision and custody of DJJ, but live at home with the parent or guardian. Services typically include development of an aftercare plan outlining rules and regulations of re-entry and student goals. Additionally, a supervision plan is developed that meets the needs of the student and family. Re-entry counselors or juvenile probation officers (JPOs) maintain multiple weekly contacts with the student, parents, school officials, employers, and other appropriate individuals.

The duration and intensity of re-entry services are intended to accommodate each student's need and security risk level and typically range from 90 and 120 days. DJJ operates several re-entry units, but also contracts with a variety of private providers for re-entry aftercare services. Additionally, some programs provide their own re-entry services through a separate contract. Re-entry services are the most common type of aftercare, and, reportedly, over half of the students exiting residential facilities are likely to receive some type of re-entry aftercare (Florida Juvenile Justice Accountability Board, 1998).

Post-Commitment Community Control (PCCC) services are assigned to students by the committing court who retains jurisdiction and sets the conditions for continued supervision. PCCC includes post-release contacts with youth and parents by DJJ case managers or JPOs. Supervision, services, and frequency of contact are determined through the application of the Supervision Risk Classification Instrument. The typical length of supervision ranges from 90 to 180 days. Some PCCC services are contracted by private agencies; however, they are typically state-operated and are often administered in combination with other aftercare or re-entry services.

Overall, the intensity and type of aftercare services students receive vary considerably. It is suggested that students requiring lower levels of supervision or services should be placed on PCCC, re-entry services should be available to students whose supervision and service needs fall in the mid-range, and high-risk students should be placed in intensive day treatment aftercare programs. Reportedly, over 90% of students exiting a residential facility receive some type of aftercare or re-entry service, and oftentimes many students are released to more than one type of aftercare program (Florida Juvenile Justice Accountability Board, 1998).

However, students are not always categorized for aftercare according to their commitment placement. Administration of aftercare services is often determined by other factors, such as location and availability, rather than security level and individual needs. In some instances, students may receive community control in combination with other re-entry or aftercare services. On the other hand, students often return to their home counties where aftercare programs do not exist and services may be limited to community control and surveillance. For example, intensive day treatment aftercare programs tend to be located in urban areas

and are only available to high-risk students returning to those particular counties. Furthermore, although most students receive some type of aftercare service, only a minority of residential programs released students to aftercare programs that were located within the same district (Florida Juvenile Justice Accountability Board, 1998).

1999 QARs of Aftercare Programs—During the 1999 QAR cycle, DJJ reviewed at least 85 aftercare and re-entry programs throughout the state that, combined, serve over 1,800 students. Of these, approximately 75% have contracted services. Most intensive day treatment aftercare programs are privately run, while some re-entry units are operated by the state. JJEEP reviewed only 10 aftercare programs during the 1999 QAR cycle, approximately 12% of the total aftercare programs reviewed by DJJ. These programs include Boley Juvenile Justice Day Treatment Aftercare, Lake County Boys Ranch, Manatee Sheriff's Office Aftercare, Martin County Boot Camp Aftercare, Orlando Marine Institute SAFE, Rattler Success Center, Stewart Marchman Eastside Aftercare, Stewart Marchman Westside Aftercare, TROY Community Academy, and Unlimited Path Day Treatment. JJEEP's 1999 QAR results for these programs are presented in Table 8.3-1. With two exceptions, QAR scores for each standard fell in the mid to high satisfactory range. Overall, aftercare program scores ranged from 4.8 to 6.5, with all ten programs averaging 5.5. Because of its deemed status, Manatee County Boot Camp Aftercare program does not appear in Table 8.3-1 (it received satisfactory ratings for the key indicators). A total of 201 students were enrolled in the aftercare programs reviewed by JJEEP in 1999.

Table 8.3-1 1999 Mean Standard and Overall QAR Scores for Aftercare Programs

Program	District	Standard 1 Transition	Standard 2 Service Delivery	Standard 3 Personnel Competencies	Standard 4 Administration	Average
Boley Juvenile Justice Day Treatment Aftercare	Pinellas	5.8	6.5	7.0	6.6	**6.5**
Lake County Boys Ranch	Lake	4.8	5.0	5.8	3.4	**4.8**
Martin County Boot Camp Aftercare	Martin	4.6	5.0	6.0	5.4	**5.2**
Orlando Marine Institute SAFE	Orange	5.5	6.67	5.8	5.4	**5.8**
Rattler Success Center	Leon	5.2	5.67	6.2	5.4	**5.6**
Stewart Marchman Eastside Aftercare	Volusia	5.0	5.67	5.8	5.2	**5.5**
Stewart Marchman Westside Aftercare	Volusia	5.6	5.17	6.0	5.4	**5.5**
TROY Community Academy	Dade	5.2	5.67	5.0	5.0	**5.2**
Unlimited Path Day Treatment	Bay	4.2	5.33	6.6	3.8	**5.0**
Combined Average		**5.1**	**5.63**	**6.02**	**5.07**	**5.5**

JJEEP Research Design

A number of timely research questions arise regarding aftercare services for juvenile justice youth. The main objective of JJEEP's research initiative in this area is to determine what aftercare services work best for what type of youth. The first step in this process has been completed. A thorough literature review on aftercare has been conducted, and, though there is some indication that several programs have promise, the empirical results are inconclusive.

As a result, the next step will be conducted throughout the 2000 QAR cycle. In-depth information will be gathered on the different types of aftercare services provided throughout the state. A selection from each type of program (i.e., day treatment, re-entry, and community control) will be analyzed, and several variables will be added to JJEEP's database. These variables include type, duration, intensity of aftercare services provided, and interagency collaboration. A sample of youth receiving each type of aftercare programming will be selected, along with a control group, to determine if services received for a particular kind of youth are making a difference. Furthermore, the security level of youth and the type of aftercare received will be compared and analyzed. Several factors, such as county of residence, availability of an adequate control group, and other costs and inconveniences associated with data collection, will be considered in the selection process.

This type of research requires collection of longitudinal data, and separate analyses will be conducted at different time intervals. Follow-up will be in-depth, and this research design will allow for analysis of preliminary as well as long-term outcomes. The longitudinal design will include several outcome measures, rather than recidivism rates alone. For example, information on school performance, employment activities, family relations, and delinquent activities will be collected. These variables will provide greater insight and enable JJEEP to address several questions about aftercare services that currently cannot be answered. JJEEP will be able to then move from discussion of the need for a continuum of services to an evaluation of the effectiveness of current aftercare practices.

Summary on Aftercare Services

Specialized treatment and quality educational services in a residential facility are not likely to be long lasting if they are not consistently reinforced back in the community. However, the implementation and evaluation of aftercare programming is still in its infancy, and notably absent from prior studies is empirical evidence that can be used to guide specific policy recommendations for effective aftercare services. While it is reported that most students in Florida are receiving some type of aftercare service upon exiting a juvenile justice program, often, because of availability, students are not receiving aftercare services based on assessed needs. There is no consistent or sufficient information indicating the types of aftercare services students receive, and it is still unknown what type of programs work for what type of students.

Furthermore, the literature suggests that some types of intensive surveillance result in negative consequences for many students. Previous attempts at intensive supervision have

often resulted in increased technical violations, thereby increasing recidivism (Altschuler and Armstrong, 1994; Goodstein and Sontheimer, 1997). In fact, the Florida Legislature has recommended that students who have committed a technical violation, but no concurrent crime, should not be sent back to commitment facilities, but instead be sent to an intensive two-week program (Office of Program Policy Analysis and Governmental Accountability, 1999). In order for aftercare to provide the quality continuum of services as intended, each student must be assessed to determine the appropriate type and duration of aftercare services based upon security level and individual needs. Further, consideration should be given to implementing target quality assurance standards for aftercare programs. And, most importantly, outcome measures, including academic achievement, employment, family and peer relations, and subsequent delinquent activity, must be included in JJEEP's longitudinal tracking database.

Overall, while some aftercare programs have shown promising results, the findings in the literature are inconclusive regarding what aftercare programs can and cannot do and for whom. With very few exceptions, aftercare programs are not reviewed by JJEEP; therefore, data are not currently available. However, it is evident that best practices in Florida's juvenile justice educational programs must include comprehensive transition and aftercare services. As part of JJEEP's research agenda, during the 2000 QAR cycle, a typology of aftercare services will be developed, and longitudinal tracking of youth exiting various aftercare programs will be conducted to identify and validate promising aftercare practices.

CHAPTER 9
PRIVATIZATION AND
JUVENILE JUSTICE EDUCATION

9.1 Introduction

There is literature suggesting that providing youths in juvenile justice facilities with quality educational services may improve their chances of living productive and crime-free lives. Among the important characteristics of juvenile justice facilities that could potentially impact the effectiveness of educational programs are the auspices under which programs operate. In Florida, for example, there are many different entities that operate juvenile justice facilities. Some facility providers are public (administered by DJJ), and some facility operations are contracted out to private providers. Furthermore, some of the private providers are for-profit organizations, and some are not-for-profit organizations. Further complicating the matter, the educational programs within these facilities may be operated by either public school districts, private for-profit providers, or private not-for-profit providers, and the auspices of the educational providers may be different from those of the facility operators.

In recent years, the number of privately operated juvenile justice programs has been growing. In the United States, between 1983 and 1991, the number of youths admitted to private juvenile programs increased 57%, from 88,806 to 139,813, while the increase in admissions to public facilities increased 29% (Office of Juvenile Justice and Delinquency Prevention, 1995). The privatization trend appears to have been driven primarily by a cost-effective rationale, which contends that privately operated facilities can deliver comparable or better services at a lower cost. Privately operated facilities are said to achieve this by having lower staff to student ratios; providing a wider variety of services; and being smaller, more flexible, and more selective (Bartollas, 1990). To date, while there have been several evaluation studies of education in privatized adult corrections, little research on privatized juvenile justice facilities has been published. Clearly, there is need for research on juvenile justice privatization and education, and this chapter addresses those needs.

Overall, this chapter addresses several interrelated issues concerning the privatization process. Section 9.2 contains a literature review on a variety of related topics, including education and delinquency, privatization, juvenile justice privatization, correctional privatization, and educational privatization. Section 9.3 provides an analysis of the QAR scores for different public/private program designations for 1999. The final section (9.4) provides a summary of the chapter and discusses some of the implications raised for future research and policy.

9.2   Literature Review

Due to various issues related to juvenile justice education and privatization, the literature reviewed here focuses on the following areas: the relationship between education and delinquency, an overview of privatization, juvenile justice privatization, correctional privatization, and educational privatization.

Education and Delinquency—Current literature indicates that several educational factors are correlated with juvenile delinquency. These factors include school performance, attitudes towards school, and graduation rates. Youths who perform below grade level in basic skills and drop out of school are 3.5 times more likely to be arrested than high school graduates, and 82% of prison inmates did not graduate from high school. Juveniles who have trouble academically are more likely to engage in criminal and delinquent behavior, offend more frequently, commit more violent and serious offenses, and persist in their delinquent behavior for a longer period of time. (For a more extensive discussion of the literature on education and delinquency, see Chapter 6.)

Privatization—The term privatization refers to the contracting out of public services to private providers by local, state, or federal governments. Some of the services that are commonly placed under contract include garbage collection, healthcare, law enforcement, education, fire protection, corrections, public transit systems, construction, and airport operations. The concept of privatization emerged several centuries ago. Queen Isabel of Spain, for example, hired an explorer from the private sector, Christopher Columbus, to find a new route to the East Indies. He failed in his mission but found America in the process. While having historical precedent, privatization has experienced a dramatic gain in popularity during the last 25 years (Grimes, 1994; Lopez-de-Silanes, Cain, and Vishny, 1997). This trend has been fueled by concerns over fiscal scarcity, governmental inefficiency, and the increasing size of the public sector. However, the growth of privatization of public services also has stimulated lively discussion about the efficacy of private providers in delivering services that have traditionally been provided by governmental bureaucracies.

Proponents argue that privatization enhances competition by offering financial incentives to those who achieve expected or desired outcomes, and increased competition is claimed to improve the overall quality of service delivery. This laissez-faire argument appeals to many Americans because of concerns over state monopolies and the strong appreciation for competition. There is general acceptance in America of free enterprise, and a prevalent belief that private operation of anything "must be cheaper and better" than the same operation by the government (Shichor and Sechrest, 1995). Many Americans criticize public monopolies on services for ineffectiveness and inefficiency. Private providers offer an alternative approach that has been widely endorsed by the public.

Proponents of privatization claim that private contractors provide comparable or better services at a relatively lower cost than public providers. Some critics argue, however, that private companies are able to provide the same level of service at a reduced cost primarily by paying employees 10% to 20% lower wages, using fewer employees, and offering inferior

employee benefits packages (Lopez-de-Silanes et al., 1997). Critics argue that this will reduce the quality of the employees, which in turn will reduce the quality of the services provided. In fact, some believe that public investment in the private provision of services compromises the efficacy of government-operated programs. Opponents believe privatization usurps valuable resources from public sources, thereby crippling the public sector, reducing the overall quality of service provision, and undermining the primary role of government—to create the greatest good for the greatest number of people (Brown, 1996).

The public/private debate continues, and public and private institutions remain pitted against one another in search of program efficacy and community support. There are compelling arguments on both sides of the issue, but arguments in favor of privatization seem to have been gaining popularity over the last several decades, particularly among politicians. It is unclear which industry was first targeted by privatization, but, as previously noted, private contractors are now providing services in numerous areas that were traditionally operated by governmental agencies.

Juvenile Justice Privatization—Juvenile justice privatization first emerged in Florida in 1974 when Associated Marine Institutes, Inc. (AMI), a non-profit privately operated juvenile justice initiative, was officially established (AMI, 1996). Since then, the number of private providers and privately operated programs has grown, a trend encouraged by current state statutes (s.230.23161(8), F.S.). Critics have been concerned, however, that this movement toward juvenile justice privatization has occurred without evidence demonstrating that private contractors are capable of providing comparable or better services at a lower cost. Very little research evaluating the efficacy or cost savings of juvenile justice privatization is available.

Critics suggest that the sparse amount of research that has been done indicates a need for a closer look at juvenile justice privatization. Shichor and Bartollas (1990) compared juveniles placed in public and private programs. While they found that juveniles in public facilities are very similar to those in private programs, they also found that some of the justifications behind privatization are flawed. For example, Shichor and Bartollas suggest that:

1. While private programs are often said to provide more services, they rarely have the qualified staff necessary to provide this level of care.
2. Private programs are said to have lower staff to student ratios, and, while this may be true, the staff are often held to lower standards than their publicly employed counterparts.
3. Private facilities are often found to house hard-core delinquents with lower-level offenders, a practice in opposition to the recommendations of the Juvenile Justice Delinquency Prevention Act. This practice increases the likelihood of victimization and violence (Bartollas, Miller, and Dinitz, 1976).
4. Privatized programs are often driven by money rather than humanitarian vision. Private operators often lobby for additional clients and advertise their services to people who can fill beds. This is true even though there is a body of research suggesting that the free enterprise system's involvement in public and human services causes problems and compromises quality (Benson, 1985; Chandler, 1986; Hurst, 1989).

5.   Privatized juvenile justice often results in the politicization of juvenile care. In California, when a juvenile is sent to a public facility, 50% of the cost is covered by the state and 50% of the cost is covered by the county. When a juvenile is sent to a private facility, 95% of the cost is covered by Aid to Families with Dependent Children (AFDC), which is a federal program, and only 5% of the cost is covered by the county. In a state system environment that is perpetually characterized by resource scarcity, there is more and more political and fiscal pressure to send juveniles to privatized programs.

The privatization research relating to recidivism also gives rise to skepticism, but includes results suggesting both positive and negative effects. For example, Greenwood, Turner, and Rosenblatt (1989) found that juveniles completing private placements were less likely to be re-arrested and re-committed to a correctional institution. Shichor and Bartollas (1990), on the other hand, concluded that youths committed to private facilities did not have different recidivism rates than those completing public programs. Similarly, Terry, Stolzenberg, and D'Allesio (1997) found no significant differences between privately and publicly operated facilities in terms of the probability of re-arrest. For juveniles completing private placements, they were just as likely to recidivate, the severity of crime committed was just as severe, and the time to failure was similar to their publicly oriented counterparts. They went on to say that juveniles completing private placements were no worse off than juveniles finishing public placements, and that privatization might be a worthwhile alternative if it was less costly. At the same time, they also found that placing juveniles in private facilities was actually more expensive.

Correctional Privatization—While the research on juvenile justice privatization is limited, there are research studies on privatization in related areas, such as adult corrections, that may prove useful in identifying relevant issues requiring further research in the juvenile justice area. Adult corrections has a long history with the privatization process. Several of the first penitentiaries in the United States, including Louisiana's first state prison and New York's Auburn and Sing Sing penitentiaries, were privately operated (Smith, 1993).

There are a number of studies comparing privately operated and publicly operated correctional facilities in terms of cost and quality. The United States General Accounting Office (USGAO, 1996) analyzed five separate studies that were conducted in five states: California, Tennessee, Washington, Texas, and New Mexico. However, the USGAO was unable to draw any firm conclusions because the studies focusing on cost found either little difference or mixed results with regards to cost efficiency. Similarly, the studies found that the quality of services offered by public and private correctional providers were virtually the same. The USGAO concluded that the existing research on privatization is characterized by uncertainty and that additional research is needed to determine potential differences between private and public correctional facilities.

A recent study comparing the cost of private and public correctional facilities in Florida also reported equivocal findings. The Florida Department of Corrections and the Correctional Privatization Commission analyzed the same data, yet reached different conclusions. The Florida Office of Program Policy Analysis and Governmental Accountability (OPPAGA)

concluded that an independent third party should conduct additional research to clarify the issue (OPPAGA, 1997), but this research has yet to be undertaken.

Educational Privatization—The first proposal for privatization of public education was offered by Adam Smith in his 1776 publication, *Wealth of Nations* (Noguera, 1994). Critics of public education promote privatization as a solution to many of the problems that beset public schools. This movement has been gaining momentum, and a large body of related research exists, although the research support is minimal and some of the results have been challenged.

A popular perception is that private schools provide a higher quality service than do public schools. This perception has been supported by several research studies. For example, Coleman, Hoffer, and Kilgore (1981) reported that students in private schools learn more than their public school counterparts. These findings are based on a national high school survey, but the study's research methods have been widely questioned. Critics cite the fact that Coleman et al. (1981) did not control for the self-selectivity of private school samples. Several researchers (Goldberger and Cain, 1982; Murnane, Newstead, and Olson, 1985) point out that students are not randomly distributed between private and public schools, so the findings of Coleman et al. (1981) are skewed by selection bias. Using the same national survey, but correcting for selection bias, Noell (1981) found no significant learning differences between private parochial school students and their public school counterparts. Furthermore, research by Grimes (1994) compared the quality of economic education provided to private and public school students. Controlling for student ability, aptitude, and prior exposure to economic concepts, the study concludes that students in public schools learn more about economics than students in private schools.

Numerous private contractors have tried to succeed in the education industry with mixed results. Companies like Educational Alternatives, Inc. (EAI) entered into several contracts with Florida, Maryland, and Connecticut. However, each of the EAI contracts have since been terminated due to program failure (Brown and Hunter, 1996). Findings such as these have led some authors to question the success of the privatization of education (Brown and Hunter, 1996; Molnar, 1996).

Additionally, some researchers claim that the privatization of education has negative consequences. Levin (1991) argues that privatization simply produces additional layers of bureaucracy, a point that directly contradicts the privatization argument that public schools suffer due to governmental bureaucratic inefficiency. Rinehart and Jackson (1991) and Russo and Harris (1996) claim that privatization further complicates the provision of education by increasing the need for state action (such as monitoring and contract management) and due process guaranteed under the 14th Amendment to assure equal provision and equal access to education.

The research on privatization in juvenile justice, adult corrections, and education is still in its earliest stages. Nevertheless, privatization enjoys growing popularity in all of these areas. In Florida, for example, private providers have been contracted to operate both juvenile justice facilities and the educational programs within these facilities.

Many state governments continue to strongly encourage privatization. For example, Florida recently changed s.230.23161(7), F.S., which addresses the provision of educational services in DJJ programs. In 1996 and 1997, the section of the statute addressing educational privatization in DJJ programs read as follows:

> The school district *may contract* with a private provider for the provision of educational programs to youths placed with the Department of Juvenile Justice and may generate local, state, and federal funding, including funding through the Florida Education Finance Program for such students. [*emphasis added*]

In 1998, the statute (changed to s.230.23161(8), F.S.) was amended to read:

> School districts are authorized *and strongly encouraged* to contract with a private provider for the provision of educational programs to youths placed with the Department of Juvenile Justice and shall generate local, state, and federal funding, including funding through the Florida Education Finance Program for such students. [*emphasis added*]

The wording of this statute remains this way today.

9.3 Analysis of QAR Scores

The Sample—The present study includes the 153 juvenile justice commitment programs with full-time educational components that were reviewed in 1999. (Detention centers are excluded from the analysis because only 1 of the 20 detention centers that were reviewed had a privately contracted educational component.) The commitment programs had either DJJ-operated or privately contracted facility components, and either school district-operated (public) or district-contracted (private) educational components.

Of the 153 commitment programs reviewed, 131 (86%) contracted through DJJ to a private provider (both for-profit and not-for-profit) to administer the facility component and 22 (14%) were DJJ-operated. With regard to the educational services, 67 (44%) of the 153 commitment programs contracted with a private educational provider, while 86 (56%) were school district-operated. Of the 131 programs with privately operated facility components, 96 (73%) were operated by not-for-profit private providers and 35 (27%) were operated by for-profit private providers. Of the 67 programs with privately operated educational components, 57 (85%) were operated by not-for-profit private providers and 10 (15%) were operated by for-profit private providers.

Method of Analysis—The data generated by JJEEP during the 1999 QAR cycle were analyzed through comparison of descriptive statistics for each site. Overall mean QAR scores, as well as mean QAR scores for each educational quality assurance standard, were calculated for each program and divided into their respective designations (i.e., public/private, for-profit/not-for-profit). Mean scores were then compared using t-tests to determine if the quality of educational services—as indicated by mean QAR scores—was significantly

different. These analyses provided the basis for some theoretical discussion resgarding the causes and consequences of differences in performance in public and private (both for-profit and not-for-profit) facilities and educational programs.

Findings—For all 153 programs, the overall mean QAR score is 5.33. The mean QAR score for Standard 1 (Transition) is 5.06. The mean QAR score for Standard 2 (Service Delivery) is 5.37. The mean QAR score for Standard 3 (Personnel Competencies) is 5.59. The mean QAR score for Standard 4 (Administration) is 5.28. These figures can be found in Table 9.3-1. The primary purpose of this table is to present a comparison of QAR scores for facilities that are either publicly or privately operated. The first comparison is of the mean QAR scores for facilities operated by public or private providers. There are 22 publicly operated facilities, and 131 privately operated facilities. The results of these comparisons are summarized in Table 9.3-1.

Table 9.3-1 1999 Mean Standard and Overall QAR Scores and t-test Results*
for Public and Private Operated Facilities

Providers		n	Overall Mean QAR Score	Standard 1 Transition Mean QAR Score	Standard 2 Service Delivery Mean QAR Score	Standard 3 Personnel Competencies Mean QAR Score	Standard 4 Administration Mean QAR Score
Facility	Education						
All Facilities		153	5.33	5.06	5.37	5.59	5.28
Public	--	22	5.27	4.86	5.33	5.77	5.06
Private	--	131	5.33	5.08	5.38	5.56	5.31

*   None of the t-test results in this table were statistically significant at the .05 level.

Juvenile justice programs with public facility operators had an overall mean QAR score of 5.27, while those with private facility operators had an overall mean QAR score of 5.33, a very small and statistically insignificant difference. Within each of the four standards, the patterns of performance largely remained the same. None of the differences between public and private operators on the specific mean QAR scores for any of the standards were significant at the .05 level, but the private facilities had slightly higher scores on three of the four standards and the overall mean QAR score.

The second comparison is of the mean QAR scores for programs that have a public or private provider for the educational component. There are 86 programs with publicly operated educational components and 67 programs with privately operated educational components. The results of these comparisons of the educational component are summarized in Table 9.3-2 and are considerably different from those presented in Table 9.3-1 comparing facilities.

Table 9.3-2 1999 Mean Standard and Overall QAR Scores and t-test Results for Public and Private Operated Educational Components

Providers		n	Overall Mean QAR Score	Standard 1 Transition Mean QAR Score	Standard 2 Service Delivery Mean QAR Score	Standard 3 Personnel Competencies Mean QAR Score	Standard 4 Administration Mean QAR Score
Facility	Education						
All Facilities		153	5.33	5.06	5.37	5.59	5.28
--	Public	86	5.48[a*]	5.02	5.48	5.95[b]	5.47[c]
--	Private	67	5.13[a*]	5.09	5.24	5.13[b]	5.03[c]

*   Matching superscript letters in each column indicate differences in mean QAR scores that are statistically significant at the .05 level.

Juvenile justice programs with publicly operated educational components had an overall mean QAR score of 5.48, while juvenile justice programs with privately operated educational components had an overall mean QAR score of 5.13, a statistically significant difference at the .05 level. Within each of the four standards, the patterns of performance largely remained the same, except for Standard 1 (Transition) in which public operators had a slightly lower score (5.02 vs. 5.09), but it was non-significant at the .05 level. Standard 2 (Service Delivery) had a difference favoring public providers of education (5.48 vs. 5.24), but this difference was not significant at the .05 level. For both of the other standards, however, programs with public providers of education had significantly higher mean QAR scores (Standard 3, Personnel Competencies, 5.95 vs. 5.13) and (Standard 4, Administration, 5.47 vs. 5.03) than did programs with private providers of education. Both of these differences were statistically significant at the .05 level. Before any conclusions are reached, however, it is advisable to take into consideration the number of deemed programs per provider since the exclusion of deemed programs from scoring also removes some very high scoring programs from the calculation of means (see Table 9.3-7 and its associated discussion).

The third comparison is of the mean QAR scores combining the public/private categories used in Table 9.3-1 (facility operators) and Table 9.3-2 (educational component providers). This produces four general program designations: programs with (1) public facility and public educational component (n=20), (2) public facility and private educational component (n=2), (3) private facility and public educational component (n=66), and (4) private facility and private educational component (n=65). Comparisons of the overall mean QAR scores, the mean QAR scores for each of the four standards, and the t-test results for these four program designations are summarized in Table 9.3-3.

Table 9.3-3 1999 Mean Standard and Overall QAR Scores and t-test Results for Four Public/Private Facility and Educational Component Combinations

Providers		n	Overall Mean QAR Score	Standard 1 Transition Mean QAR Score	Standard 2 Service Delivery Mean QAR Score	Standard 3 Personnel Competencies Mean QAR Score	Standard 4 Administration Mean QAR Score
Facility	Education						
All Facilities		153	5.33	5.06	5.37	5.59	5.28
Public	Public	20	5.31	4.89	5.41	5.84^b	5.06^d
Public	Private	2	4.79	4.50	4.50	5.10	5.10
Private	Public	66	5.53^{a*}	5.05	5.51	5.99^c	5.59^{de}
Private	Private	65	5.14^{a*}	5.10	5.26	5.13^{bc}	5.03^e

*   Matching superscript letters in each column indicate differences in mean QAR scores that are statistically significant at the .05 level.

In terms of overall mean QAR scores, juvenile justice programs with privately operated facilities and publicly operated educational components (n=66) received the highest score (5.53). Juvenile justice programs with publicly operated facilities and publicly operated educational components (n=20) received the second highest score (5.31). Juvenile Justice programs with privately operated facilities and privately operated educational components (n=65) received the third highest score (5.14). Juvenile justice programs with publicly operated facilities and privately operated educational components (n=2) received the lowest score (4.79). The score for this category is considerably lower than the other three scores, but the fact that there are only two programs in this category indicates that the mean score is very unstable and does not yield a statistically significant result in comparing it with any of the other three categories. Although it is included here, it should not be thought of as representing a meaningful score in comparison with the other three categories.

Juvenile justice programs with privately operated facilities and publicly operated educational components (n=66) had considerably and significantly higher QAR scores when compared to programs with privately operated facilities and privately operated educational components (n=65) for the overall mean, Standard 3 (Personnel Competencies), and Standard 4 (Administration). Moreover, for Standard 3 (Personnel Competencies), programs with publicly operated facilities and publicly operated educational components (n=20) had significantly higher QAR scores (5.84 vs. 5.13) than programs with privately operated facilities and privately operated educational components (n=65). This difference was statistically significant at the .05 level. On the other hand, for Standard 4 (Administration), programs with privately operated facilities and publicly operated educational components (n=66) had significantly higher QAR scores (5.59 vs. 5.06) than programs with publicly operated facilities and publicly operated educational components (n=20), and this was also statistically significant at the .05 level.

The fourth comparison is of the differences in mean QAR scores for public facility operators, not-for-profit private facility operators, and for-profit private facility operators. There are 22 programs with publicly operated facilities, 96 programs with not-for-profit privately operated facilities, and 35 programs with for-profit privately operated facilities. The results of these comparisons are summarized in Table 9.3-4.

Table 9.3-4 1999 Mean Standard and Overall QAR Scores and t-test Results for Public, Private Not-for-Profit, and Private For-Profit Facilities

Providers		n	Overall Mean QAR Score	Standard 1 Transition Mean QAR Score	Standard 2 Service Delivery Mean QAR Score	Standard 3 Personnel Competencies Mean QAR Score	Standard 4 Administration Mean QAR Score
Facility	Education						
All Facilities		153	5.33	5.06	5.37	5.59	5.28
Public	--	22	5.27	4.86	5.33	5.77	5.06
PNFP	--	96	5.46^{a*}	5.23^{b}	5.54^{c}	5.63	5.43^{d}
PFP	--	35	5.03^{a*}	4.69^{b}	4.99^{c}	5.39	5.01^{d}

*   Matching superscript letters in each column indicate differences in mean QAR scores that are statistically significant at the .05 level.
PNFP = private not-for-profit
PFP = private for-profit

For the overall QAR score combining all four standards, the publicly operated facilities had a mean QAR score of 5.27, the private not-for-profit operated facilities had a mean QAR score of 5.46, and for-profit private facilities had a mean QAR score of 5.03. While none of the comparisons with the publicly operated facilities produced a statistically significant difference, the comparison of not-for-profit private facilities with for-profit private facilities produced meaningful and statistically significant differences at the .05 level for the overall mean, Standard 1 (Transition), Standard 2 (Service Delivery), and Standard 4 (Administration).

The fifth comparison is of the mean QAR scores for public, private not-for-profit, and private for-profit educational providers. There are 86 programs with public educational components, 57 programs with private not-for-profit educational components, and 10 programs with private for-profit educational components. These comparisons are summarized in Table 9.3-5.

Table 9.3-5 1999 Mean Standard and Overall QAR Scores and t-test Results for Public, Private Not-for-Profit, and Private For-Profit Educational Components

Providers		n	Overall Mean QAR Score	Standard 1 Transition Mean QAR Score	Standard 2 Service Delivery Mean QAR Score	Standard 3 Personnel Competencies Mean QAR Score	Standard 4 Administration Mean QAR Score
Facility	Education						
All Facilities		153	5.33	5.06	5.37	5.59	5.28
--	Public	86	5.48^{a*}	5.02	5.48^{c}	5.95^{de}	5.47^{f}
--	PNFP	57	5.24^{b}	5.21	5.35	5.20^{d}	5.19^{g}
--	PFP	10	4.46^{a*b}	4.38	4.58^{c}	4.76^{e}	4.08^{fg}

*   Matching superscript letters in each column indicate differences in mean QAR scores that are statistically significant at the .05 level.
PNFP = private not-for-profit
PFP = private for-profit

Juvenile justice programs with public educational components had an overall mean QAR score of 5.48, programs with private not-for-profit educational components had an overall mean QAR score of 5.24, and programs with private for-profit educational components had an overall mean QAR score of 4.46. T-tests indicate at the .05 level that programs with public educational components had significantly higher overall QAR scores (5.48 vs. 4.46) than programs with private for-profit educational components, and programs with not-for-profit educational components had significantly higher overall QAR scores (5.24 vs. 4.46) than programs with for-profit educational components. The difference between public and private not-for-profit programs (5.48 vs. 5.24) is not statistically significant.

Standard 1 (Transition) did not yield any statistically significant differences, but, within each of the other three standards, the patterns of performance largely remained the same. For Standard 2 (Service Delivery), t-tests indicate that programs with public educational components had significantly higher QAR scores than programs with for-profit educational components (5.48 vs. 4.58). Similarly, for Standard 3 (Personnel Competencies), t-tests indicate that programs with public educational components had statistically significant higher QAR scores than programs with not-for-profit educational components (5.95 vs. 5.20). Additionally, t-tests indicate that, for Standard 3 (Personnel Competencies), programs with public educational components had significantly higher QAR scores than programs with for-profit educational components (5.95 vs. 4.76) at the .05 level. For Standard 4 (Administration), t-tests indicate that programs with public educational components had significantly higher QAR scores than programs with for-profit educational components (5.47 vs. 4.08). Additionally, t-tests indicate that programs with not-for-profit educational components had significantly higher QAR scores than programs with for-profit educational components (5.19 vs. 4.08) at the .05 level.

The sixth and final comparison can be made between six logical specific program designations. (There are three other logical combinations, but no programs fall in these categories). The six program designations used in the analysis are:
1. public facility, public education (n=20)
2. public facility, private not-for-profit education (n=2)
3. private not-for-profit facility, public education (n=40)
4. private not-for-profit facility, private not-for-profit education (n=55)
5. private for-profit facility, public education (n=25)
6. private for-profit facility, private for-profit education (n=10)

The overall mean QAR scores, the standard-specific mean QAR scores, and the results of the t-tests for the six specific program designations are summarized in Table 9.3-6.

Table 9.3-6 1999 Mean Standard and Overall QAR Scores and t-test Results for Six Specific Program Designations

Providers		n	Overall Mean QAR Score	Standard 1 Transition Mean QAR Score	Standard 2 Service Delivery Mean QAR Score	Standard 3 Personnel Competencies Mean QAR Score	Standard 4 Administration Mean QAR Score
Facility	Education						
All Facilities		153	5.33	5.06	5.37	5.59	5.28
Public	Public	20	5.32	4.89	5.41	5.84^{gh}	5.06
Public	PNFP	2	4.79	4.50	4.50	5.10	5.10
PNFP	Public	40	5.73^{a*bc}	5.22	5.75^{ef}	6.24^{ijk}	5.74^{lm}
PNFP	PNFP	55	5.26^{a*d}	5.24	5.39	5.20^{gi}	5.20^{ln}
PFP	Public	26	5.22^{b}	4.79	5.13^{e}	5.61^{j}	5.35^{o}
PFP	PFP	10	4.46^{cd}	4.38	4.58^{f}	4.76^{hk}	4.08^{mno}

*   Matching superscript letters in each column indicate differences in mean QAR scores that are statistically significant at the .05 level.
PNFP = private not-for-profit
PFP = private for-profit

With regard to the overall mean QAR score, juvenile justice programs with not-for-profit facilities and public education (QAR = 5.73) had significantly higher scores at the .05 level than three other program designations: programs with private not-for-profit facilities and private not-for-profit education (QAR = 5.26), programs with private for-profit facilities and public education (QAR = 5.22), and programs with private for-profit facilities and private for-profit education (QAR = 4.46). Additionally, t-tests on overall mean QAR scores indicate that juvenile justice programs with private not-for-profit facilities and private not-for-profit education (QAR = 5.26) had significantly higher scores at the .05 level than programs with private for-profit facilities and private for-profit education (QAR = 4.46).

In general, within each of the four standards, the relationships between the categories remained the same as those found for the overall measure although none of the differences for Standard 1 (Transition) were statistically significant. For Standard 2 (Service Delivery), t-tests indicate that juvenile justice programs with not-for-profit facilities and public education (QAR = 5.75) had significantly higher scores than both programs with for-profit private facilities and public education (QAR = 5.13) and programs with for-profit private facilities and for-profit education (QAR = 4.58).

For Standard 3 (Personnel Competencies), five t-tests reveal significant differences between mean QAR scores at the .05 level. Juvenile justice programs with public facilities and public education (QAR=5.84) had significantly higher QAR scores than both programs with not-for-profit facilities and not-for-profit education (QAR=5.20) and programs with for-profit facilities and for-profit education (QAR=4.76). Programs with not-for-profit facilities and public education (QAR=6.24) had significantly higher QAR scores at the .05 level than three specific program designations: (1) programs with private not-for-profit facilities and private not-for-profit education (QAR=5.20); (2) programs with private for-profit facilities and public education (QAR=5.61); and (3) programs with private for-profit facilities and private for-profit education (QAR=4.76).

For Standard 4 (Administration), t-tests indicate that programs with private not-for-profit facilities and public education (QAR=5.74) had significantly higher QAR scores at the .05 level than both programs with private not-for-profit facilities and private not-for-profit education (QAR=5.20) and programs with private for-profit private facilities and private for-profit education (QAR=4.08). Additionally, programs with private not-for-profit facilities and private not-for-profit education (QAR=5.20) had significantly higher QAR scores at the .05 level than programs with private for-profit private facilities and private for-profit education (QAR=4.08). Similarly, programs with private for-profit facilities and public education (QAR=5.35) had significantly higher QAR scores at the .05 level than programs with private for-profit private facilities and private for-profit education (QAR=4.08).

While the tables presented thus far seem to suggest a clear disparity between the quality of education provided by public versus private contractors, there are important caveats that must be understood. First, it is by no means sufficient to characterize "public" as better than "private," despite these findings, in regards to juvenile justice education. Such a characterization is too simplistic. It is clear from Tables 3.4-4, 3.4-10, and 3.4-11 in Chapter 3 that many of the high performing programs in the state are run by private providers and many of the low performing programs are public, and the converse is equally true.

What is perhaps more illustrative of this oversimplification in the comparison of public vs. private education is the fact that 25 of the 38 deemed programs (66%) in 1999 had educational programs operated by private providers (see Table 9.3-7 below). Not only is that fact alone impressive, but the implications must also be considered when interpreting the scores listed in the tables above. When a program scores very highly overall and receives deemed status from DJJ, their high scores are omitted from calculated averages during subsequent years when they receive only the shortened deemed review. Thus, it is safe to assume that if these deemed programs had been reviewed and given scores based on their performance on each of the indicators, the differences between public and private educational programs would diminish, but the differences involving private for-profit providers would increase.

For instance, if it were estimated that the average score for all deemed programs would be 6.00 (indicating near perfect performance across all indicators, an assumption that is probably close to what might be expected), the difference of .35 between public and private programs (5.48 - 5.13 = .35 [see Table 9.3-2]) would drop to .17. This difference would still favor the public programs, but it would not likely be statistically significant. Additionally, if we use the same calculation and group contractors by profit status, the difference between public and private not-for-profits is reduced from .23 (5.48 – 5.25) to .07.

On the other hand, in comparing the public with the private for-profit providers, the difference would increase slightly from 1.02 (5.48 – 4.46) to 1.09 since no for-profit programs received deemed status. The difference between private not-for-profit and private for-profit, however, would increase considerably from .79 (5.25 – 4.46) to 1.02 if all deemed programs had received a QAR score of 6.0.

To obtain a greater understanding of the deemed programs, relative to the public/private and the for-profit/not-for-profit distinctions, information on deemed programs is presented in Tables 9.3-7.

Table 9.3-7 Priority Indicator Ratings for "Deemed" and "Special Deemed" Programs by Public, Private Not-for-Profit, and Private For-Profit Educational Providers

Educational Provider	# of Programs	Enrollment	Student Planning	Curriculum	Experience	Funding	% Satisfactory
Public	13	85%	69%	92%	100%	77%	85%
Private Not-for-Profit	25	100%	84%	96%	96%	100%	95%
Private For-Profit	0	N/A	N/A	N/A	N/A	N/A	N/A
All Deemed Combined	38	95%	79%	95%	97%	92%	92%

Note: The total number of programs across all program providers includes only "deemed" and "special deemed" programs and represents only school programs reviewed, not necessarily the number of DJJ facilities included in the reviews. The percent satisfactory for all deemed programs combined must be calculated by weighting the rows by total number of programs in each.

Table 9.3-7 presents the priority indicator ratings for all deemed programs within the categories public, private not-for-profit, and private for-profit educational programs. Overall, public programs scored a slightly lower percentage satisfactory across the five priority indicators compared to private not-for-profit contractors. There were no private for-profit programs that had deemed status in 1999. Two-thirds of all deemed programs in 1999 were operated by not-for-profit corporations, and the majority of these were operated by Eckerd Youth Alternatives, Inc. and PACE Center for Girls, Inc. This proportion is dramatic considering public programs constitute 56% of the educational programs and private not-for-profit programs constitute only 39%. It should be noted, however, that private not-for-profit educational programs vary widely in the quality of their services, averaging slightly lower than district-operated programs overall, but many of these programs are among the very best in the state.

9.4 Summary

Several interesting findings resulted from the comparisons between public and private juvenile justice programs in Florida. Perhaps what is most interesting is the finding that the auspices of the *facility* administration—public, private not-for-profit, or private for-profit— are not related to the quality of educational services provided to students. This clearly relates to the fact that the educational components in virtually all juvenile justice programs are largely autonomous. School districts in all cases maintain ultimate legal responsibility for the education of all children within their jurisdiction, regardless of school placement or auspices of the direct educational service provider. All schools, including those in juvenile

justice programs, generate independent funding for mandatory educational services and take responsibility for students during at least six hours each day. The administration of juvenile justice facilities has a minimal impact on the educational component in most cases.

Equally important, however, is the finding that the educational program provider is very important in determining the quality of educational services. The distinction here appears simple, though a closer examination reveals a very complex situation that must be unraveled. In general, public providers of education received higher QAR scores than private providers. The major areas in which this difference is found relate directly to the quality of the educators and the activities taking place in the classroom. In general, it can be said that private providers do not hire instructional staff who are as qualified as do school districts. For example, in 1999, of 204 teachers employed by publicly operated educational components, only 9 (4%) were not certified. Of 331 teachers employed by privately operated educational components, 171 (52%) were not certified. While certification does not always equate to quality, there is enough of a relationship so that it can be assumed that there are substantial differences between the quality of teachers employed by public and private providers of juvenile justice education. This may be largely because school districts are often required to hire only state-certified teachers, whereas private providers are not.

However, these findings provide only general distinctions that veil an extremely important and complicating fact. Although private providers, overall, tended to score lower on QARs in Florida, particular private providers are also among the very best service providers in the state. Specifically, the majority of educational programs operated by PACE Center for Girls, Inc. and Eckerd Youth Alternatives, Inc., two of the largest private not-for-profit providers in the state, consistently score very high and are clearly among the best in the state. Thus, while in general it can be concluded that privatization may reduce the overall quality of services, it also can provide the basis for the innovations and dedication that may not always be found in other educational settings. It should be noted that both Eckerd and PACE generate substantial funding from other governmental and non-governmental sources and can attract, train, and retain top quality instructional staff and maintain high quality materials. Some of the other private providers of education are not able to do this.

To complicate the matter further, the analysis that shows public educational providers with higher QAR scores than private providers excludes all of the deemed programs. These deemed programs fall disproportionately in the private not-for-profit category, and if they had been reviewed and their scores included in the analysis, the difference between public and private educational providers would have likely been very small, and almost certainly not statistically significant. On the other hand, if the deemed programs had been included, the difference between not-for-profit and for-profit private providers would likely have been substantially greater.

Indeed, the not-for-profit status of some private educational providers affords them an opportunity to deflect the costs associated with additional bureaucratic layers. Private not-for-profit corporations have the ability to seek outside funding in addition to the governmental monies allocated for education. For this reason, in the analyses conducted in this study, it was expected that, among private providers, not-for-profit corporations would

be found to provide higher quality educational services than for-profit corporations, and this was found to be the case. However, the low number of private for-profit educational providers (n=10) should temper any conclusions derived for this group of providers.

The patterns observed here need to be examined in more detail in future research in which additional variables are used and more sophisticated statistical analysis is conducted. This research is currently underway. It also needs to be determined whether the patterns observed in the current analysis will be found in other time periods.

CHAPTER 10
EXCEPTIONAL STUDENT EDUCATION (ESE) ISSUES IN JUVENILE JUSTICE EDUCATION

10.1 Introduction

QAR data indicates that there are nearly 3,000 students in Florida juvenile justice commitment programs who have been identified as in need of ESE services. Historically, the provision of ESE services has been difficult in public schools and has been even more difficult in juvenile justice facilities. Juvenile justice programs throughout the nation have been challenged by multiple impediments hindering the implementation of appropriate ESE services. Consequently, these programs have been slow to respond to legislative mandates requiring the provision of ESE services to all youth, including incarcerated juveniles. Many juvenile justice programs continue to provide inappropriate or inadequate services to incarcerated students with special needs. It is crucial that juvenile justice program administrators and educators understand the legislative mandates and follow the guidelines in providing educational services to incarcerated youths with disabilities, to afford this population those educational services that can improve their prospects for successful community re-integration.

According to the Federal DOE, prior to 1975 approximately one million children with disabilities were shut out of schools and hundreds of thousands more were denied appropriate educational services. With the recognition of these inequalities, an effort to alter current practices was initiated. ESE is a result of several pieces of legislation beginning in the 1970s. These include section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act (IDEA) in 1975 (PL 94-142 Education for All Handicapped Children Act) with revisions in 1990 and 1997, and the Americans with Disabilities Act in 1990. Although all three mandates impact juvenile justice education, of particular importance is IDEA, which focuses solely on educational services.

IDEA is a federal mandate entitling all persons, ages 3 to 21 who have disabilities, access to free and appropriate public education. As this is an entitlement program, everyone who meets the program eligibility criteria must be offered appropriate services. This entitlement extends to eligible students with disabilities who are assigned to juvenile commitment facilities. The 1997 revision to IDEA emphasizes the need for all involved in the lives of youth with disabilities – parents, administrators, teachers, and each level of government offices and officials – to assume greater responsibility for improving educational opportunities for these children.

Chapter 228, F.S., Pertaining to Special Programs, Public Education: General Provisions defines the term "exceptional student" to mean any child or youth who has been determined eligible for a special program in accordance with rules of the Commissioner of Education or the SBE. The term "exceptional students" includes students who are gifted, and students

with disabilities who are mentally handicapped; speech and language impaired; dual sensory impaired; physically impaired; emotionally handicapped; specific learning disabled; hospital and homebound; autistic; developmentally delayed, ages birth through five years; or those with established conditions, ages birth through two years.

This same statute defines "ESE services" to mean instruction and related services as are necessary for the student to benefit from education. Such services may include diagnostic and evaluation services; social services; physical and occupational therapy; job placement; orientation and mobility training; braillists, typists, and readers for the blind; interpreters and auditory amplification; rehabilitation counseling; transition services; mental health services; guidance and career counseling; specified materials, assistive technology devices and other specialized equipment; and other services as approved by regulations of the state board.

There are many juvenile commitment models in place including long-term, short-term, detention, public provider and private contractor. Regardless of who is responsible for administering the commitment program, it is ultimately the responsibility of the local school district to ensure that every student in ESE programs, who is in detention or committed to a juvenile facility within their district, is provided with appropriate ESE process and service delivery, within the legal time frame established by state and federal guidelines.

A focus in current correctional educational research has been on the ESE needs for youth within juvenile facilities. What emerges as a predominant concern is whether students identified as in need of ESE services are being served appropriately while incarcerated. Currently, the difficulties encountered in meeting the educational needs of incarcerated youth are due to problems inherent in the design and administration of educational programs for all juvenile offenders. Additionally, "the educational needs of handicapped youth in detention will not be adequately addressed until appropriate educational services are available for all incarcerated youth" (Leone et al., 1986:9). At present, there is no consensus as to how to best serve the incarcerated population in general, much less how to provide ESE services to disabled youths in these facilities. Yet, it is imperative to target what seems to be effective programming before implementing these practices. In considering various aspects of ESE in juvenile justice facilities, it is important to consider the types of students being served, programming needs, and the most effective way to provide these services to juveniles in correctional facilities.

This chapter focuses on the importance of providing ESE services to incarcerated youths with disabilities, and specifically, what is presently occurring in Florida's juvenile facilities. Section 10.2 discusses legislation that mandates the appropriation and provision of ESE services to all students in need. Section 10.3 provides description of the characteristics of juvenile offenders who are in need of ESE services. Section 10.4 outlines the educational components to effectively serve the needs of these students. Section 10.5 presents a content analysis of four of the QAR indicators found in Standard One (Transition) and Standard Two (Service Delivery). The chapter concludes with suggestions for successful ESE programs in juvenile justice facilities.

10.2 Special Education Legislation

The provision of ESE services to any student including those in juvenile justice facilities is a result of several legislative initiatives that began in the 1970s. These include section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act (IDEA), originally implemented in 1975 (originally PL 94-142 Education for All Handicapped Children Act), with revisions in 1990 and 1997, and the Americans with Disabilities Act (ADA) of 1990. These legislative efforts are discussed in relation to their requirements for the provision of educational services to all students, including those in juvenile justice facilities.

Section 504 of the Rehabilitation Act—The Rehabilitation Act was enacted in 1973. Section 504 of this act prohibits discrimination against any person with a disability in a program or activity that receives federal funding. With regard to educational services, this provision includes both regular and ESE services. Section 504 requires that all children with disabilities be provided a free, appropriate public education in the least restrictive environment. The law also requires identification, evaluation, provision of appropriate services, notification of parents, an individualized accommodation plan, and procedural safeguards for students and families. Additionally, the act mandates all persons with disabilities be provided equal access to vocational education programs, which is particularly applicable to the incarcerated population.

IDEA—IDEA was enacted in 1975 and was originally named the Education for All Handicapped Children Act. In 1990, it was revised and renamed IDEA. It was again revised in 1997. This legislation deals solely with the education of students with disabilities, and provides federal financial assistance to state and local education agencies to guarantee ESE and related services to all eligible students. Students ages 3 to 21, who have 1 or more of 13 specific categories of disabilities and require ESE and related services are covered under this Act. The law requires that these students be provided a free and appropriate public education. Additionally, the law requires that a written IEP be developed. The IEP must contain specific content information, and certain persons must be present at the IEP meeting. Revisions in 1990 included that children should be educated in the least restrictive environment, meaning that children with disabilities should be educated with non-disabled peers, except in cases where this is not possible because of the nature of the disability. These additions also included services for serving at-risk youth from birth to 2 years, and programs to assist students with transition from school to post-school activities. In 1997, additional amendments were added to specifically improve the *quality* of ESE for students with disabilities. These improvements were inclusion, parent empowerment, IEP agendas, and school administration/personnel improvements. The purpose of inclusion is to increase the frequency of including students with disabilities with non-disabled peers. Congress further stipulated that by increasing the support from parents reinforces the student's education. Additions to the requirements of the IEP included whether a child needs assistive technology, what behavioral intervention will be used, Braille instruction needs, communication needs, and limited English proficiency (LEP) needs. Finally, the inclusion of all students with disabilities into state and district-wide educational testing is required.

167

ADA—The ADA prohibits discrimination of persons, in employment, public services, and accommodations because of their disability. Although the law covers many areas including public transportation, access to buildings, etc., it also requires that no student be discriminated against in receiving educational services.

Limitations of Legislative Mandates in Juvenile Justice Facilities— Many authors have stated that correctional ESE programs in juvenile justice facilities have been slow in complying with these various laws (Grande and Koorland 1988; Leone, 1991; Leone et al., 1991. These programs had little experience with ESE and had to develop methods for screening, identifying, assessing and teaching (Henderson, 1995). Correctional educational programs, for a number of reasons, were the last to respond to the mandate to provide a free and appropriate education (Leone et al., 1991). Although there have been numerous advancements in correctional ESE since the passage of these laws, many hindrances continue to be a challenge. The obstacles juvenile facilities encounter in providing quality educational services to exceptional students include governance and standards of correctional education programs, difficulties due to mobility of students, lack of collaboration between correctional and public school systems, increased concern with confinement and safety resulting in less emphasis on education, funding issues, and the lack of appropriately trained personnel to work with this diverse population (Grande and Koorland 1988; Leone, 1991). These impediments have made it difficult for correctional facilities to develop a system of appropriate educational programming that will meet the individual needs of students.

10.3 Characteristics of and Services Provided to Youth with Disabilities

Although there is no one profile of the student in an ESE program in the juvenile justice system, several authors have cited certain common characteristics of this population. Cook and Hill (1990) examined 220 disabled and non-disabled adjudicated youth to draw findings about backgrounds prior to involvement with the juvenile justice system. They assessed sex, race, family type, placement at time of evaluation, and types of offenses to draw a profile of the pre-placement and educational status of ESE offenders in the juvenile justice system. The authors found that the disabled and non-disabled students were similar in that they were mainly male, came form single parent households, were placed in residential settings, and were about 50% African-American and 50% white. The most prominent finding; however, was that 69% of all students were being served in regular educational programs with little or no ESE support. This is especially problematic because 48% of the subjects were identified as having some kind of disability. More specifically, only 25% of learning disabled students and 50% of mildly mentally handicapped students were receiving ESE services. Moreover, 29 additional students were identified as slow learners, but were not receiving any additional education other than regular educational services. These findings suggest several common characteristics of disabled youths that should be addressed in juvenile justice educational programming.

Further research was conducted by Rincker, Reilly and Braaten (1990) regarding academic and intellectual characteristics of juvenile offenders. These authors looked at academic achievement, intelligence scores, educational category, sex, socioeconomic status, behavioral offenses, and type of charges. What emerged as particularly noteworthy were their findings regarding students' educational categories. Researchers used five categories for educational classification, including regular education, learning disabled, behaviorally disordered, educable mentally handicapped, and remedial or vocational students. Over half of the sample appeared to be eligible for ESE services, but were not receiving them. Moreover, this does not even account for those students in need of services who have not been identified. These authors further suggest that incarcerated ESE students are among the most neglected populations. What becomes salient from these studies are the lack of appropriate education services, as well as the extremely high prevalence of students in need of ESE services in juvenile justice facilities.

Incarcerated Youth Requiring ESE Services—Bullock and McArthur (1994) suggest that the most common disabilities among juvenile offenders are mental retardation, learning disabilities, and behavioral disorders. There has been considerable disparity between the estimates of the number of exceptional students served in the juvenile justice populations in various states. The importance of identifying the prevalence of these disorders in juvenile facilities is critical if the facilities are to provide effective programming for this population. Rider-Hankins (1992b) found that between 30% and 75% of delinquent youth in the United States are disabled in some way; Leone et al., (1991) have indicated that 29% of incarcerated youth have been identified as having a disability; Bullock and McArthur (1994) found approximately 23% of the total juvenile offender population had disabilities; Gemignani (1992) has identified that as many as 40% of these youth have some form of learning disability; and Leone (1997) has identified a disabled population of 30%. Although there is disparity in these numbers, the estimates still range from four to five times greater than the general public school population, which is reportedly between 6.5% and 13.7%. (Forbes, 1991; Rider-Hankins, 1992b). The high prevalence must be considered to effectively program for youth in juvenile justice facilities who are in need of ESE services.

Another important area in which literature is sparse is the breakdown of the types of disabilities present in juvenile justice facilities. This information is particularly important in providing specific services for individual offenders. Moran (1991) found that emotionally disturbed offenders made up the largest group at 16.3%; learning disabled was the second largest group with 10.6%, and mildly mentally retarded was third with 7.7%. Clearly, the specific disabilities of offenders must be considered in developing a responsive educational program for these youths.

10.4 Educational Components

Because of the unique environment of a juvenile justice facility, provision of ESE services can be difficult. However, with specific components in place these services can be adequately provided to incarcerated youths. Gemignani (1992) argues that assessment of deficits and learning needs, a curriculum that meets each student's needs, vocational training

opportunities, transitional services, a continuum of educational and related services, and effective staff training are essential components of a correctional ESE program. Functional assessments serve the purpose of providing information about current levels of academic, social and behavioral functioning. This information should be used to develop the student's IEP (Rutherford, Nelson, and Wolford, 1985). Furthermore, a functional curriculum is one that focuses on a youth's individual levels of performance in the areas of academic, social, and vocational skills. Assistance with student transition to the next placement or for return to the home community is essential for ESE students. Finally, the need for professional development among correctional special educators is crucial. Currently, there is a shortage of trained ESE teachers working in juvenile justice settings (Bullock and McArthur, 1994; Grande and Koorland, 1988; Leone, 1991; Norton and Simms, 1988). As a result, teachers in this setting are generally inexperienced and ill prepared to teach this population effectively. With these components in place, better ESEal opportunities should be available.

Implications for Juvenile Justice ESE Programs—A recent task force was developed, namely Project FORUM, at the National Association of State Directors of Special Education (NADSE). In a collaborative effort with the Office of Special Education Programs of the U.S. DOE, staff members from its Office of Special Education Programs, the Department of Justice's Office of Juvenile Justice and Delinquency Prevention, in addition to the Center for Effective Collaboration and Practice (CECP), and the Office of Special Education and Rehabilitative Services (OSERS) together have considered correctional ESE. The focus of the task force was to identify problematic areas in juvenile justice ESE and to develop strategies to resolve these issues. The task force identified 11 pertinent issues including:

1. Lack of compliance with the legislative mandates in the juvenile justice system (IDEA, ADA, Section 504 of the Rehabilitation Act of 1973).

2. A need for increased awareness and training for workers in the juvenile justice system (judges, probation officers, police officers, public defenders), the educational system (teachers and educators in public school and correctional facilities), and mental health system regarding education of students with disabilities in the juvenile justice system.

3. Research needs to identify best practices and programs for preventing delinquency, serving youth with disabilities in the juvenile justice facilities, and reducing recidivism.

4. Research of differential treatment, the adequacy of information about cultural factors and the understanding and value of differences in relation to race.

5. A consistent and coordinated continuum of services for youth with disabilities across educational, juvenile justice and other agencies including transition procedures.

6. Need to disseminate information about what is as well as what is not a promising practice, in order to facilitate the implementation of best practices.

7. More prevention and early intervention efforts to decreases the number of youth involved with the juvenile justice system.

8. Parent and family involvement in juvenile justice programs.

9. Adequate coordination between educational and residential programs.

10. Need to link educational services for disabled students in juvenile justice programs with the larger issues of educational and institutional reform in order for meaningful change to occur.

11. Ongoing support for teachers and staff in the juvenile justice system.
<div align="right">(NASDSE, 1999).</div>

Service Delivery Models—There are various methods of service delivery for ESE. Among the most common are the self-contained, pullout, consultative, inclusion and full inclusion (Fulk, Mushiski, and Hirth, 1994). The self-contained model is a classroom in which students receive 100 percent of their education with students with similar disabilities. The pullout programs consist of students with disabilities being removed from a regular education classroom for a portion of the school day to receive individualized instruction in particular areas of need (Fulk, Mushiski, and Hirth, 1994). Consultative models consist of a ESE specialist providing consultative assistance every few weeks or on an as needed basis to the classroom teacher. Inclusion consists of students being mainstreamed into a regular classroom setting for as much time as they can and participating in all the same activities as their non-disabled peers. Full inclusion consists of students with disabilities being completely included into a regular education setting with a ESE teacher in the classroom in addition to the regular education teacher.

In public educational settings, a variety of these models are being used; however, the uniqueness of the juvenile justice setting makes provision of using different models difficult. The options in juvenile justice education are limited. Additionally, offenders with special needs are most frequently placed in the regular educational classroom (inclusion) with one teacher and do not receive appropriate individualized instruction to meet the needs of their disability. Each of these models can be effective if used appropriately. Juvenile justice facilities must consider the number of staff, classroom space, and the disabilities that students have in order to decide which of these models is most appropriate for this particular group of students.

Summary—Currently, it is evident that ESE services in juvenile justice education are lacking. The reasons for this include lack of qualified staff, misunderstanding of these students' needs, and misconceptions about how to best implement services. A ESE program for these youths must include a continuum of services from intake through program exit and community re-integration. The curriculum should be fitted to each student's abilities, as determined by assessments. Additionally, educators and staff need to be familiar with the

special needs of students. This requrires appropriate certification and training for teachers. Finally, a model of ESE service delivery must be developed that fits with the educational program at the juvenile justice facility, but also meets the needs of the students.

10.5 ESE Services in Florida's Juvenile Justice Facilities

The following descriptions are derived from results of QARs for 113 long-term commitment programs. Although 147 long-term commitment programs were reviewed in 1995, only 113 reports contained sufficient information for this analysis.

E1.03 On-site Transition (Student Planning) – Development and review of IEPs for students assigned to ESE programs within 11 days of student entry to the program—This indicator requires that there is an up-to-date IEP for each child that is in accord with state and federal law. The IEP should include a statement of the student's present levels of educational performance; measurable annual goals, including benchmarks and short-term instructional objectives; accommodations and services needed; and the anticipated frequency, location, and duration of those services and modifications. The scores from the 1999 QAR cycle were examined to determine if IEPs are being reviewed and developed within a timely manner, and if IEPs are addressing academic needs, vocational skills, personal/social skills, community/family involvement, and transition activities in Florida's juvenile justice programs.

**Figure 10.5-1: Frequency of 1999 QAR Ratings for
Indicator E1.03 On-site Transition (Student Planning)**

Rating:
0 - Non-Performance
1 - Low Partial
2 - Partial
3 - High Partial
4 - Low Satisfactory
5 - Satisfactory
6 - High Satisfactory
7 - Low Superior
8 - Superior
9 - High Superior
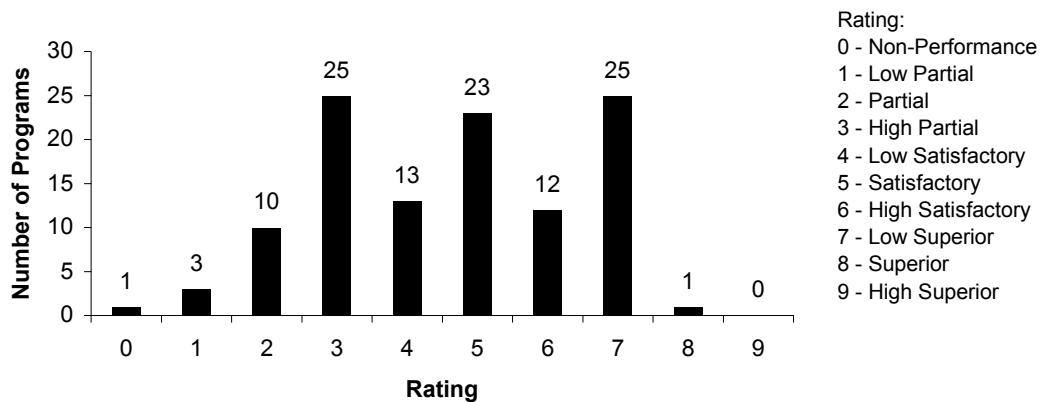
The average score for this indicator for all long-term programs within all counties is 4.6, within the marginally satisfactory range. Federal and state legislation mandates that students designated in need of ESE services who do not have an IEP, have an IEP developed within 11 days of entry to a commitment program. JJEEP data indicate that these mandates are not being met in a consistent basis throughout the State of Florida. Additionally, JJEEP data

indicates nearly 32% of the youth in commitment programs being designated in need of ESE services making it essential that no program receive a score of partial or below in this area. All programs that received a score of partial were subject to a corrective action plan developed in conjunction with Department of Education and have or are in the process of correcting documented deficiencies.

E2.01 Curriculum (Academic) – Modifications and accommodations as required for students with disabilities—This indicator requires that the short-term instructional objectives, accommodations and services needed to ensure academic and vocational progress are being provided as specified within the IEP. Scores from the 1999 QAR cycle were examined to determined if appropriate modifications and accommodations are being made within the administered curriculum as identified in a student's IEP.

**Figure 10.5-2: Frequency of 1999 QAR Ratings for
Indicator E2.01 Curriculum (Academic)**

Rating:
0 - Non-Performance
1 - Low Partial
2 - Partial
3 - High Partial
4 - Low Satisfactory
5 - Satisfactory
6 - High Satisfactory
7 - Low Superior
8 - Superior
9 - High Superior
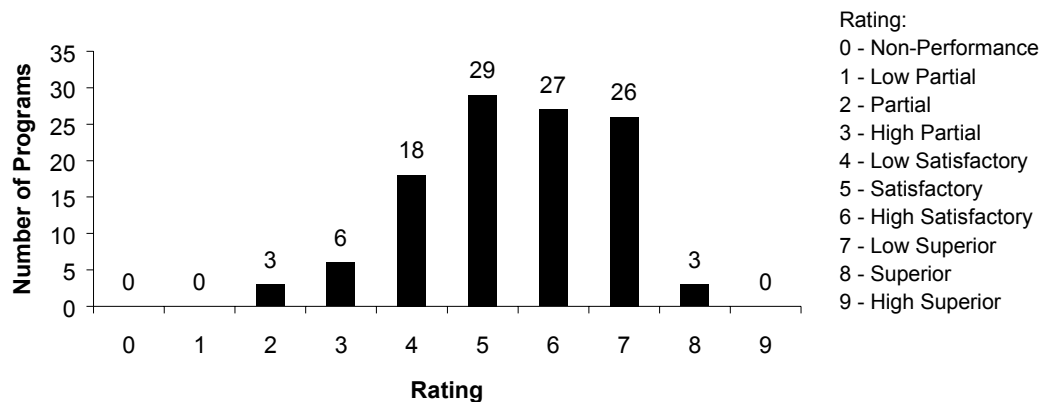
The average score for this indicator for all long-term programs within all counties is 5.4. This indicates that performance for this indicator is in the satisfactory range and demonstrates that programs are making determined efforts to apply modifications and accommodations as required for students with disabilities. However, these data also indicate that there are nine programs performing in the partial to high partial range, in which many were not making all of the necessary modifications and accommodations for ESE students that are required by law. The nine programs that received a partial score in this indicator were subject to a corrective action plan developed in conjunction with DOE. There were an additional 18 programs scoring in the low satisfactory range that must be particularly attentive to ESE needs.

E2.03 Instructional Delivery – Individuals delivering educational services have access to IEPs for students assigned to ESE programs—This indicator requires that the individuals who are delivering educational and vocational education services to students are using the IEP as a working document to incorporate the necessary accommodations and modifications within the taught curriculum. Scores from the 1999 QAR cycle were examined to determine whether instruction is individualized and delivered through a variety of instructional techniques to address the goals and objectives, including remedial strategies contained within the IEPs in Florida's juvenile justice educational programs.

**Figure 10.5-3: Frequency of 1999 QAR Ratings for
Indicator E2.03 Instructional Delivery**

Rating:
0 - Non-Performance
1 - Low Partial
2 - Partial
3 - High Partial
4 - Low Satisfactory
5 - Satisfactory
6 - High Satisfactory
7 - Low Superior
8 - Superior
9 - High Superior
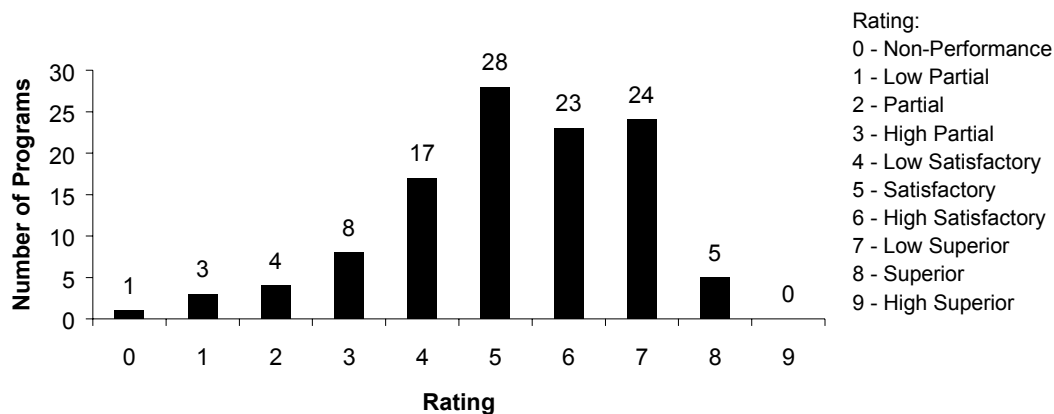
The average score for this indicator for all long-term programs within all counties is 5.2, mid-satisfactory range, and indicates that instructors delivering ESE services to students generally have access to student's IEPs. One program is out of compliance and 15 programs scored in the low to high partial range, and many are delivering educational services to ESE students without access to IEPs. This implies that instructors do not know what the educational plan and remedial strategies are for their special needs students, and therefore, these students are not being served. The IEP should be readily available to all teachers so that appropriate educational services can be provided to this population.

E2.04 Support Services – Student support services are available and include ESE services—This indicator require that all support services and support personnel necessary to carry out the IEP are being utilized. Scores from the 1999 QAR cycle were examined to determine adequate support services are being offered to meet the needs of students receiving ESE services and if support is being provided for those individuals delivering specific ESE instructional services in Florida's juvenile justice programs.

**Figure 10.5-4: Frequency of 1999 QAR Ratings
for Indicator E2.04 Support Services**

Rating:
0 - Non-Performance
1 - Low Partial
2 - Partial
3 - High Partial
4 - Low Satisfactory
5 - Satisfactory
6 - High Satisfactory
7 - Low Superior
8 - Superior
9 - High Superior
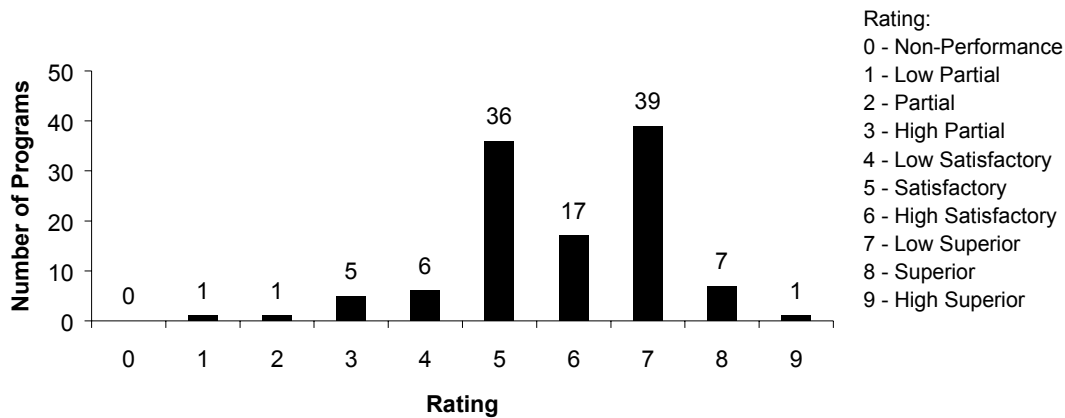
The average score for this indicator for all long-term programs within all counties is 5.9. These data are not limited to ESE support services, and include all support services offered to all students. This indicates that support services to all students, including those in the ESE program, are in the satisfactory range. Six programs rank in the low to high partial range. However, what emerges as particularly promising from these data is that 47 programs rank in the low to high superior range.

10.6 Summary

There are currently nearly 3,000 students in juvenile justice commitment programs identified as in need of ESE services within the State of Florida. A predominant concern that is emerging is whether ESE services are being delivered appropriately to these youth. Yet, there is no consensus on how to best serve this population.

A review of the current literature reveals that there are many disparities between the estimates of the number of exceptional students served in the juvenile justice populations in various states. Although there are disparities in these estimates, the numbers are four to five times greater than in the general population. This high prevalence must be considered in order to effectively program for youth in juvenile justice facilities that are in need of ESE services.

The literature is also inconclusive with regard to the breakdown of the types of disabilities present in juvenile justice facilities. For the purposes of educational program design and appropriate service delivery, it is imperative that specific disabilities be identified.

The existing literature emphasizes the importance of establishing specific components of educational service delivery for all students. These components include a meaningful assessment, a functional curriculum that meets each student's needs, vocational training opportunities, transitional services that include a continuum of education and related

services, and effective staff training. The literature also indicates that strong transition processes with follow-up services are essential components for student success. The information gathered during each phase of the process will form the basis of the IEP for each special needs student.

There is currently a shortage of trained ESE instructors. This makes it imperative that there is a clear educational process in place that includes all of the noted components. There needs to be ongoing professional development among instructors within juvenile justice facilities that is specific to delivering appropriate educational services to disabled students.

A review of QAR scores indicates that long-term commitment programs within the State of Florida are providing satisfactory services to disabled youth. The information reveals that many programs are still lagging regarding timely review and development of IEPs. The IEP is the core of any educational program that is developed for the special needs student. It is not likely that any special needs student who does not have an operational IEP is receiving appropriate educational services.

The QAR scores reveal that overall program performance for modifications and accommodations in the curriculum as required for students with disabilities falls in the satisfactory range and demonstrates that programs are making determined efforts to apply modifications and accommodations as required for students with disabilities. It is imperative that all programs score at least in the satisfactory range to ensure that students with disabilities are being served appropriately.

Data also reveal that instructors in 15 long-term commitment programs do not have access to IEPs to use in the development of lesson plans. IEPs must be available to all academic and vocational instructors in the program in order to provide appropriate educational services to each student.

Data does indicate that the majority of the long-term commitment programs and school districts are providing support services and support personnel to deliver services outlined within existing IEPs. However, the discrepancy in the number of support personnel and the number of instructional personnel having direct access to IEPs raises serious concern. Questions that must be addressed include: Are support personnel being utilized as prescribed by the IEP? Are the services provided matching the individualized academic, vocational and personal needs of the special needs student? Are support personnel working closely with instructional personnel to support and enhance daily instruction and remediation?

To ensure that all students in need of ESE services are receiving appropriate educational services, the process of obtaining past educational records, reviewing current IEPs and developing revised IEPs must be a priority of the educational program. The IEP must be a document that is used throughout the student's entire educational program. It should be utilized as the primary transition planning document, influence the curriculum that is taught, instructional strategies used, assessment procedures and support services and personnel needed. It is a guiding document that must be used by all instructional personnel.

To expand our knowledge regarding the depth and quality of services being provided to special needs students within commitment programs, it is necessary for DOE and JJEEP to collect data concerning the handicapping conditions of students within programs, service delivery models, and the quality of IEPs, including the inclusion of a transition component. Additionally, DOE and JJEEP should continue to provide technical assistance and, when necessary, corrective actions in order to ensure that students in ESE programs are receiving appropriate services.

CHAPTER 11
CURRICULUM

11.1 Introduction

This chapter describes current curricular and course offerings in Florida's juvenile justice facilities. Numerous variables and ancillary services are integral components of a complete educational program. However, few components interact so closely with students, teachers, learning standards, test scores, and student outcomes as does the curriculum.

During educational QARs conducted by JJEEP in 1999, reviewers evaluated each program's curriculum, using a different set of standards for long-term commitment programs, short-term commitment programs, and detention centers. For long-term commitment programs, indicators E2.01 Curriculum (Academic) and E2.02 Curriculum (Practical Arts) have requirements for academic and practical arts curricula. For short-term commitment programs, indicator E2.01 Curriculum requires curricula specifically designed for students in those programs. For detention centers, indicators E2.01 Curriculum (21 Days or Less) and E2.02 Curriculum (More Than 21 Days) have requirements for curricula that are designed for both short-term students (in the program 21 days or less) and long-term students (in the program 22 days or more).

This chapter presents a literature review on curricula designed for at-risk and delinquent youth and the results of a content analysis of the quality assurance indicators related to curriculum. The content analysis of the QAR reports attempts to answer several questions about programs' curricula, including the following:

- To what extent are math and English offered?
- To what extent are science and social studies offered?
- To what extent are social skills activities and courses offered? How often are they offered for credit as opposed to being integrated into other curricular activities or course offerings?
- What type and to what extent are hands-on vocational courses and activities offered?
- To what extent are career awareness and employability skills offered?
- To what extent are opportunities available for students to earn or prepare for a GED diploma?
- How were programs rated for curriculum?

In an attempt to answer these questions, the remaining parts of this chapter are divided into seven sections. Section 11.2 contains a condensed literature review on curricula, including curricula for juvenile justice students and at-risk youth. (A complete version of the literature review can be found in Chapter 7 "Toward Best Practices in Juvenile Justice Education.") Section 11.3 covers the curricular offerings and activities in long-term

commitment programs, followed by Section 11.4, which breaks down the same findings by security levels. Section 11.5 covers the curricular offerings in short-term commitment programs, and Section 11.6 covers the curricular offerings in detention centers. Section 11.7 provides information regarding curricular offerings and activities in deemed programs. A summary of the findings on curricular offerings and activities is provided in Section 11.8.

11.2 Literature Review

Curriculum revision is an issue emphasized in educational reform. Anderson (1995) cited the conceptual foundation of curriculum reform efforts to include integrating themes in subject matter, teaching for understanding by focusing in-depth on some major concepts, making connections between subject matter and its applications, and reaching all students. Proponents of such reform efforts have supported curriculum changes as a way to increase the knowledge base of students, thus leading to higher academic achievement. However, problems with these efforts include the possibility of greater inequality in student achievement for some students, the absence of curriculum-based examinations, and the possibility of teachers teaching to the test (Gamoran, 1997).

In order for curriculum revision to be successful, it must address all students, regardless of background, which is not an easy task. "A curriculum that enables all students to learn must allow for differing starting points and pathways to learning so that students are not left out or left behind; allow for different strategies and approaches that meet varying learning styles and needs; allow for the reality that different areas of study are differentially relevant and will be differently pursued in various communities because of geographic, economic, topological, and cultural considerations" (Darling-Hammond, 1994:489).

A related issue has been the call for alternative programs and curricula to be taught in conjunction with core subjects (Nichols and Utesch, 1996). As we move toward active learning, not the passiveness of yesterday, we also realize that students need more than academic intellect. Teachers' jobs have become even more varied, and, often, teachers must address areas such as motivation, self-esteem, anger management, conflict resolution, vocational training, character education, social skills, and self-perception in the classroom.

Gamoran (1997) conducted a planned curriculum change for mathematics courses in seven schools in California and New York. The majority of these schools were located in urban areas and served mainly low-achieving students. Transition classes were implemented to bridge student leaning from basic to more advanced math classes. His findings from one school indicated that students enrolled in transition classes completed minimal college preparatory classes at a rate of 12.7% as compared to only 1.6% of students in general math classes.

Nichols and Utesch (1996) examined an alternative program that developed academic skills and, at the same time, focused on issues of self-esteem and social skills for at-risk youth. Students completed a questionnaire regarding motivation and self-esteem. They also noted the pre- and post-test progress of students over the 12-week program. Students who completed the program showed significant increases in extrinsic motivation, persistence, home self-esteem, peer self-esteem, and school self-esteem. This study provides support for the effectiveness of alternative curriculum programs for some students and possible implications for at-risk or delinquent youth.

Finally, Brent and DiObilda (1993) examined the standardized test scores of second grade students who received direct instruction as compared to a control group who received the traditional curriculum program aligned to the California Test of Basic Skills (CTBS). The direct instruction group consisted of a structured curriculum, increased time on task, and extensive teacher training prior to implementation. The students were administered the CTBS and the Metropolitan Achievement Test (MAT) for comparison scores. The direct instruction group scored higher in computation math on the CTBS. Additionally, results of the MAT indicated that the direct instruction group achieved higher scores in computation and concepts, leading to more generalized abilities. Both of these curricula promoted student achievement; however, direct instruction seemed to provide more generalized topics that were not specifically aligned with a particular test. Using results from the independent MAT, the direct instruction group demonstrated higher achievement in general skills. Brent and DiObilda (1993) additionally examined the mobility of students and student performance. The students who performed better on either test were those who were stable in the schools and not highly mobile (Brent and DiObilda, 1993). These findings also have implications for the education of at-risk and delinquent youth.

Curriculum in the Specific Context of Juvenile Justice Education

Much of the following is condensed from the literature review in Chapter 7.

Previous evidence has suggested that there is a negative relationship between education and crime (Beebe and Mueller, 1993; Burns-Stowers, 1994; Cox, Davidson, and Bynum, 1995; Katsiyannis and Archwamety, 1999; Usher, 1997; Winters, 1997). These findings not only impact reform efforts in public education, but also have numerous implications for juvenile justice education. Currently, national educational reform initiatives in the public school system are being implemented simultaneously in the juvenile justice system, though there is little empirical evidence of the effect of such reform efforts on delinquent youth. The evidence that suggests better education is linked to reduced crime, consequently, indicates that improving educational service delivery in juvenile facilities would most likely lead to a decrease in crimes committed after release.

Several authors have argued that juvenile justice education should be comprehensive. Offenders must first be assessed to determine an individualized curriculum specific to their needs. Then, in addition to the academic courses offered, there must also be

additional curricular offerings for incarcerated juveniles, including multicultural curricula, vocational curricula, GED preparation, and psychosocial education.

Individualized Curriculum—Diverse findings on academic ability levels among incarcerated youth suggest that academic ability levels vary from student to student (Harper, 1988; Rider-Hankins, 1992b). Therefore, educational programming cannot be geared toward one type of functional ability level, but rather must be individualized to address each student's capabilities (Anderson and Anderson, 1996).

Due to the substantial number of youth held in juvenile detention and correctional facilities who have reading problems, several authors have identified literacy programs that address individual reading levels as promising (Tyner, 1995). Additionally, researchers have suggested that, along with such programs, practices that were found to be effective include the use of computers and phonics instruction (Hodges, Guiliotti, and Porpotage, 1994; Rider-Hankins, 1992b).

Cultural Diversity—Currently, there are about three times as many minorities represented in the juvenile justice facilities than in society. Therefore, cultural diversity is an essential component in a juvenile justice classroom environment. Adams (1994) describes the purpose of multicultural education as one of equalizing education by incorporating strategies that will enhance each student's ability to learn, regardless of race, gender, socioeconomic status, or age. Diversity in classroom instruction is crucial to increasing all students' educational opportunities (Feyerherm and Pope, 1995; Hsia and Hamparian, 1998). The curriculum must be designed to provide relevant and interesting information to all groups of students, so that learning will be purposeful and meaningful.

Vocational Education—Although juvenile justice educational programs traditionally focus upon academic instruction, an alternative program is often more appropriate to meet the respective educational and vocational needs of students who are not likely to succeed within an academic environment (Casey, 1996). In the research examining the effect of increased vocational skills for incarcerated juveniles, varied results have shown decreased recidivism rates or a decrease in severity of subsequent crime (Lattimore, Witte, and Baker, 1990; Lieber and Mawhorr, 1995).

Special Education—There has been considerable disparity between the estimates of the number of exceptional students served in the juvenile justice population, ranging from 29% to 75% (Gemignani, 1992; Leone, Rutherford, and Nelson, 1991; Rider-Hankins, 1992a). As a result, Rutherford (1988), Gemignani (1992), and Leone (1991) argue that it is essential for juvenile justice special educators to focus primarily upon areas of deficiency through the utilization of functional assessments and curricula, transition services, professional development of teachers, and comprehensive and collaborative efforts between staff.

General Education Development (GED)—Gemignani (1992) states that an educational program should include GED exam preparation as part of its curriculum. This curriculum

should be integrated into other program components such as social and life skills, employment preparation, independent living skills, counseling, and transition programming. GED exam preparation provides students who do not plan to return to public school after release with the opportunity to prepare for and take the GED exam (Coffey and Gemignani, 1994).

Psychosocial Education—In studies examining the relationship between delinquent behavior and social skills, researchers have found that juvenile delinquents are often deficient in communication skills, anger management strategies, conflict resolution methods, and prosocial decision-making processes (Gemignani, 1992; LeBoeuf and Delany-Shabazz, 1997; Rider-Hankins, 1992a). Gemignani (1992) attributes these deficiencies to educational programs that focus on the academic needs of juvenile offenders but ignore their social and moral needs. As a result of these deficiencies, several authors have identified the inclusion of problem-solving skills, moral reasoning, communication, and social skills into the classroom curriculum as a promising practice in juvenile justice education.

Summary—Many of the curriculum revision frameworks from the national educational reform agenda can be integrated into juvenile justice education as well. However, given the complexity of issues that juvenile justice educators face in working with this population, it might be necessary to implement other more focused curricula revisions. Juvenile justice educational programs must consider the cultural make-up of the students and examine opportunities to provide useful job training skills to students, many of whom will not continue their academic education; GED preparation to students, many of whom will not return to school; and pro-social skills training to address behavioral issues.

11.3 Curricular Offerings in Long-Term Commitment Programs

Long-term commitment programs are defined as programs in which students remain longer than 60 days. Long-term programs include all security levels, from level two (day treatment) through level ten (maximum-risk residential). JJEEP divides long-term commitment curriculum into two different indicators and categories of offerings—academic and practial arts.

Academic Curricular Offerings

Indicator E2.01 Curriculum (Academic) covers each program's offerings in English, math, social studies, science, and physical education (PE), and student access to the GED/HSCT exit option and to GED preparation or testing. During 1999, QARs of 147 long-term programs were conducted. Information regarding academic curricula was available for 140 of these programs. Figure 11.3-1 shows the QAR rating of indicator E2.01 Academic (Curriculum) and the academic offerings of long-term commitment programs.

Figure 11.3-1
Academic Curricular Offerings in Long-Term Commitment Programs
Reviewed 147 Programs
Information Available on 140 Programs
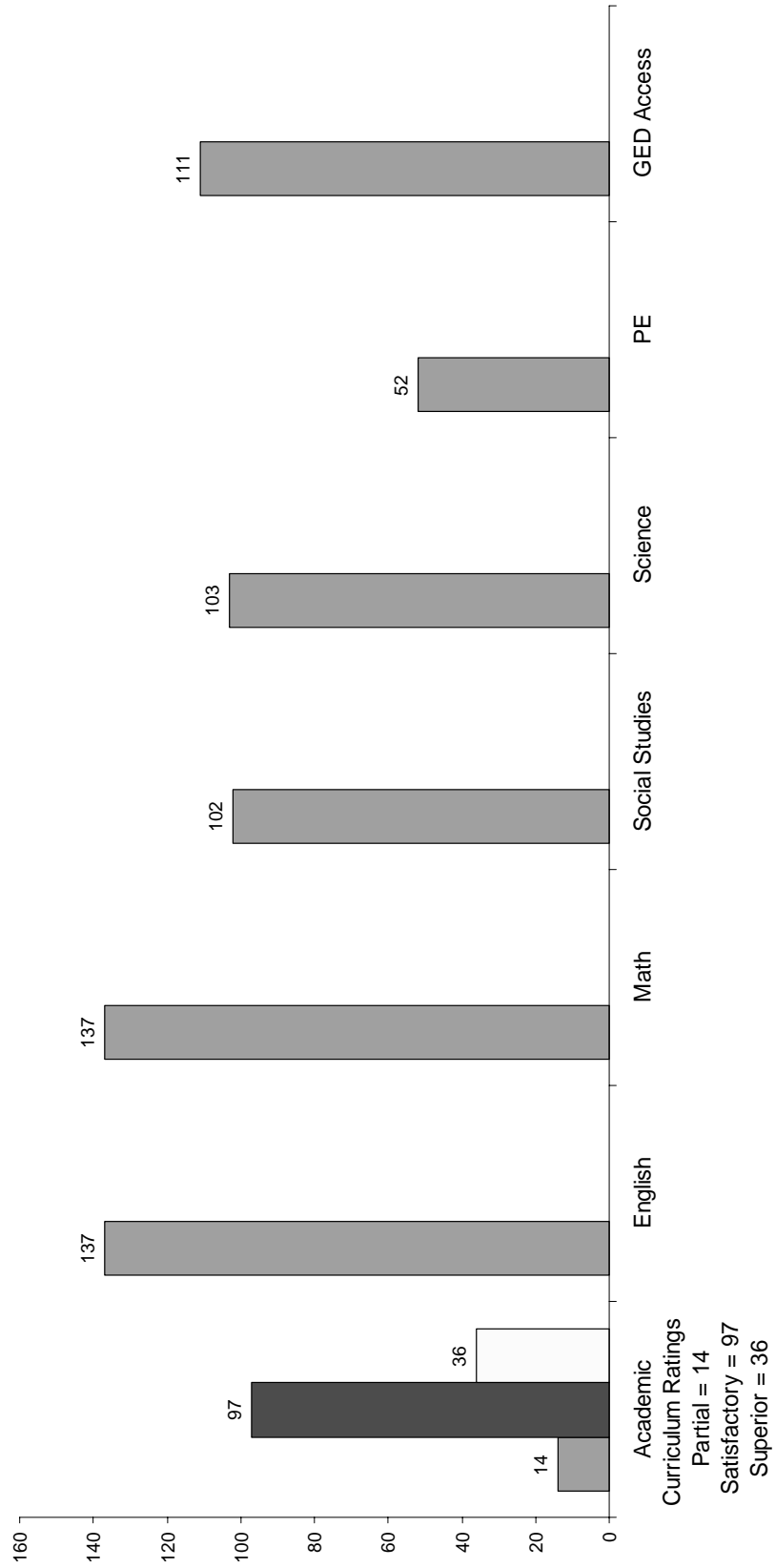
The first column in Figure 11.3-1 reflects the QAR rating that programs received for indicator E2.01 Academic (Curriculum) based on 147 reviews. Columns two through five reflect the total number of programs (based on an analysis of 140 QAR reports) offering English, math, social studies, science, and PE for credit. Almost all programs offer English andmath courses, and most offer social studies and science. However, it should be noted that although many programs offer exercise components, only 52 programs offer PE for credit. Figure 11.3-1 does not reflect the quality and the range of academic courses offered. Although the graph does state the number of programs offering specific courses for credit, it does not indicate whether or not each student is enrolled in the proper level of academic courses required for pupil progression. The last column reflects the total number of programs providing students with some form of access to GED. Access to GED may include offering students GED preparation materials in and outside of regularly scheduled classes, conducting pre-GED testing, providing access to GED examinations, offering the GED/HSCT exit option, and offering GED preparation and adult education classes. A small number of programs were noted as being official GED testing sites. It should also be noted that six programs, which do not offer any access to GED, serve only elementary and middle school students.

Findings About Programs

Long-term commitment programs may receive a rating of partial for the academic curriculum indicator for several reasons. The most common reasons for the partial ratings (identified in Figure 11.3-1) are listed below in descending order of frequency of occurrence.

<u>Occurred Three Times or More</u>
1. There were problems awarding grades and credits for academic instruction.
2. The academic curriculum was not individualized to address the ability levels of the students.

<u>Occurred Two Times or Less</u>
1. The academic curriculum was not substantial and consisted of only supplemental materials.
2. Academic courses were not offered on a regular or consistent basis.
3. The academic curriculum was not based on course descriptions.

Long-term commitment programs were rated "superior" for numerous reasons, including the combinations of offerings in academic courses. The following is a list of common findings about programs that received superior ratings.
- The program offered courses for credit in English, math, social studies, and science. Remedial activities for reading and math were also offered on a regular basis.
- Academic courses were offered or modified to meet the needs of all students, including middle school, high school, GED, and special diploma option students.
- The program's academic curriculum was individualized based on students' past records and ability levels.
- The program offered extended academic scheduling, such as advanced math and English courses in evenings through co-enrollment with adult education.

See Chapter 7 for more information on best practices in juvenile justice education.

Figure 11.3-2
Practical Arts Curricular Offerings in Long-Term Programs
Reviewed 147 Programs
Information Available on 140 Programs
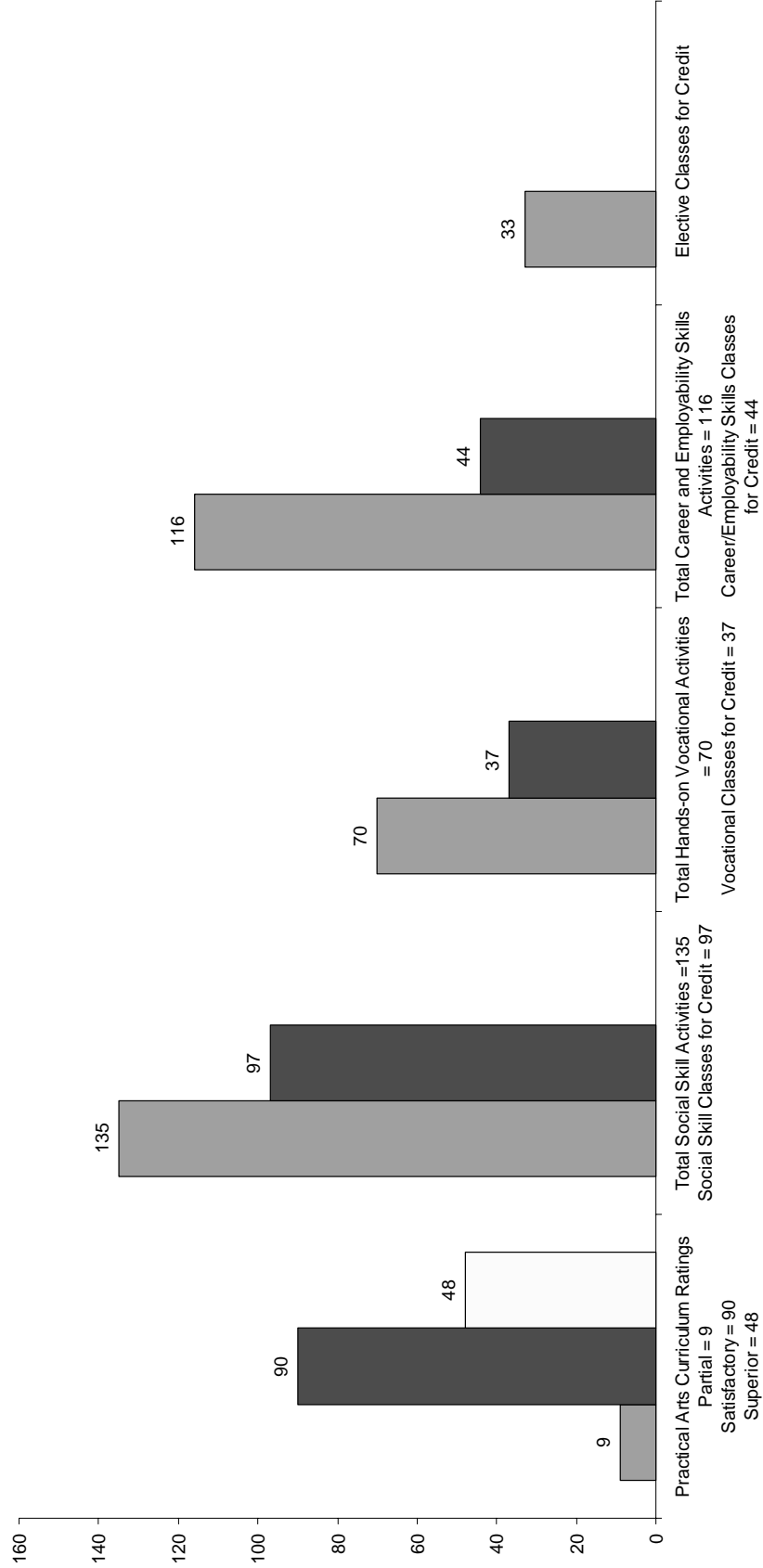
Practical Arts Curricular Offerings

Indicator E2.02 Curriculum (Practical Arts) captures each program's activities and/or course offerings in social skills, career awareness and employability skills, and hands-on vocational skills. Other elective courses are also categorized under this indicator. Figure 11.3-2 on the preceding page shows the QAR ratings of indicator E2.02 Curriculum (Practical Arts) and the practical arts offerings of long-term commitment programs.

The first column reflects the QAR rating that programs received for indicator E2.02 Curriculum (Practical Arts) based on 147 reviews. Columns two through four reflect the total number of programs (based on an analysis of 140 QAR reports) offering activities in social skills, hands-on vocational skills, and career awareness and employability skills. Column five reflects the total number of programs offering other elective courses for credit.

Social skills, hands-on vocational skills, and career awareness and employability skills each contain two numbers in Figure 11.3-2. The first number reflects the total number of programs that offer activities (for credit and not for credit) in the content area listed, and the second number reflects the total number of programs offering courses for credit in the content area listed. Programs typically offer activities not for credit in two different ways. For example, social skills may be integrated on a regular basis into other courses that are offered for credit, or they may be offered as an extra curricular activity that is not for credit. Many program staff, such as mental health personnel, counselors, and program specialists, provide extra-curricular activities in which students receive instruction on a regular basis, but they are not awarded credit. These activities and the integration of specific activities into other courses offered for credit were only noted when they were structured activities that occurred on a regular basis. The following list outlines the actual course names of courses offered for credit in social skills, hands-on vocational skills, career awareness and employability skills, and other electives. Courses are listed in the order of frequency that they are offered in programs.

Social Skills Courses Offered for Credit

Offered 30 to 40 Times
- Life management skills
- Peer counseling

Offered 10 to 20 Times
- Personal, career, and social development (this course also was used to offer credit for career/employability skills activities)
- Between 10 to 20 other courses were offered for credit in social skills; however, actual course titles could not be determined

Hands-On Vocational Courses Offered for Credit

Some courses listed below are part of a series of vocational courses offered as part of a vocational wheel or as an on-the-job training (OJT) work assignment on and off campus.

Offered 15 to 20 Times
- Carpentry/woodworking

Offered 10 to 15 Times
- Horticulture

Offered 5 to 10 Times
- Culinary arts
- Building maintenance

Offered Less than 5 Times
- Small engine repair
- Agri-business/science
- Telecommunications
- Welding
- Auto body repair
- Gardening
- Masonry
- Business systems and technology
- Screen printing
- Barbering
- Bicycle repair
- Electricity
- Animal husbandry
- Health maintenance
- Plumbing
- Work experience
- OJT

Career Awareness and Employability Skills Courses Offered for Credit

Offered 20 to 30 Times
- Employability skills for youth

Offered 10 to 20 Times
- Personal, career, and social development (this course was also used to offer credit for social skills activities)

<u>Offered Less than 10 Times</u>
- Career research and decision-making
- Workplace essentials
- Other diversified vocational education courses for which actual titles could not be determined

Elective Courses Offered for Credit

<u>Offered 10 to 15 Times</u>
- Keyboarding

<u>Offered 5 to 10 Times</u>
- Law studies
- Introduction to computers

<u>Offered Less than 5 Times</u>
- Art
- Driver's education
- Applied computer technology
- Child development
- Spanish
- First aid and safety
- Other electives for which course titles could not be determined

Findings About Programs

Long-term commitment programs may receive a rating of partial for indicator E2.02 Curriculum (Practical Arts) for several reasons. The most common reasons for the partial ratings (identified in Figure 11.3-2) are listed below in descending order of frequency of occurrence.

<u>Occurred Three or More Times</u>
- No vocational courses offered with few activities in career awareness and/or employability skills offered on a regular basis
- No vocational and/or employability skills activities offered

<u>Occurred Two or Less Times</u>
- One vocational course offered, but no activities in career awareness and employability skills offered
- Information not available

Long-term commitment programs were rated superior for numerous reasons, including the combinations of offerings in social skills, career/employability skills, and hands-on vocational skills. The following is a list of common findings about programs that received superior ratings.

- The program offered career/employability skills and hands-on vocational offerings for credit.
- The program offered multiple hands-on vocational activities on a regular basis.
- The program emphasized and integrated social skills throughout the program's curriculum and activities. Credit was awarded for the integrated social skills activities, and employability skills were offered on a regular basis for credit.
- The program offered vocational courses through dual enrollment with a local community college.
- The program offered students the opportunity to participate in OJT, vocational enterprise projects, and/or job shadowing programs.

11.4 Curricular Offerings in Long-Term Commitment Programs by Security Level

The eight figures on the following pages break down curricular offerings in long-term commitment programs by security level. (Each level has been broken out in the same manner as Figures 11.3-1 and 11.3-2.) Six programs that were reviewed as both level six and eight are not included in the following figures. However, their information is included in Figures 11.3-1 and 11.3-2.

Level four programs contain group treatment homes, which often serve elementary and middle school students who are too young for access to any form of GED.

Chapter 985.315, F.S., regarding educational/technical and vocational work-related programs, strongly encourages the DJJ to require juveniles who are placed in a high-risk residential, maximum-risk residential, or a serious/habitual offender program to participate in an educational/technical or vocational work-related program five hours per day, five days per week. Figure 11.4-8, however, demonstrates that approximately only one-third of level eight and ten programs offer vocational programming for credit.

11.5 Curricular Offerings in Short-Term Commitment Programs

Short-term commitment indicator E2.01 Curriculum contains curriculum requirements for short-term programs. Short-term programs are defined as programs in which students remain 60 days or less, which is consistent with one traditional nine-week grading period. Short-term programs reviewed by JJEEP in 1999 consist of state-operated short-term offender programs (STOP) camps (e.g., work programs), short-term environmental programs (STEP) camps (e.g., wilderness programs), one non-secure detention facility, and one SAFE program (e.g., aftercare). Only six short-term programs were reviewed in 1999. Due to the students' short lengths of stay, short-term programs do not typically have a wide range of curricular offerings.

Figure 11.4-1
Academic Curricular Offerings in Level 2 (Day Treatment) Programs
Reviewed 43 Programs
Information Available on 39 Programs
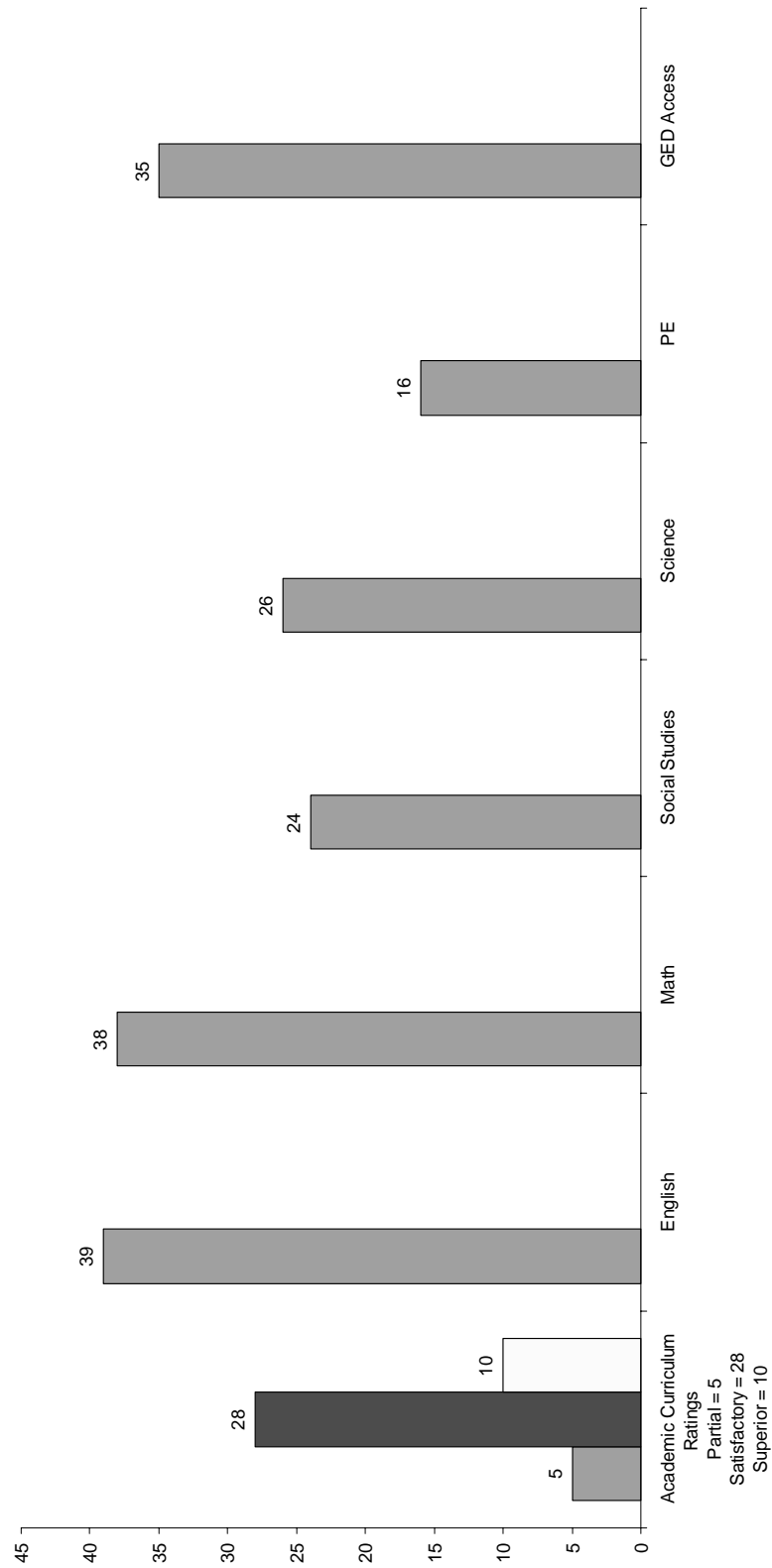
Figure 11.4-2
Practical Arts Curricular Offerings in Level 2 (Day Treatment) Programs
Reveiwed 43 Programs
Information Available on 39 Programs
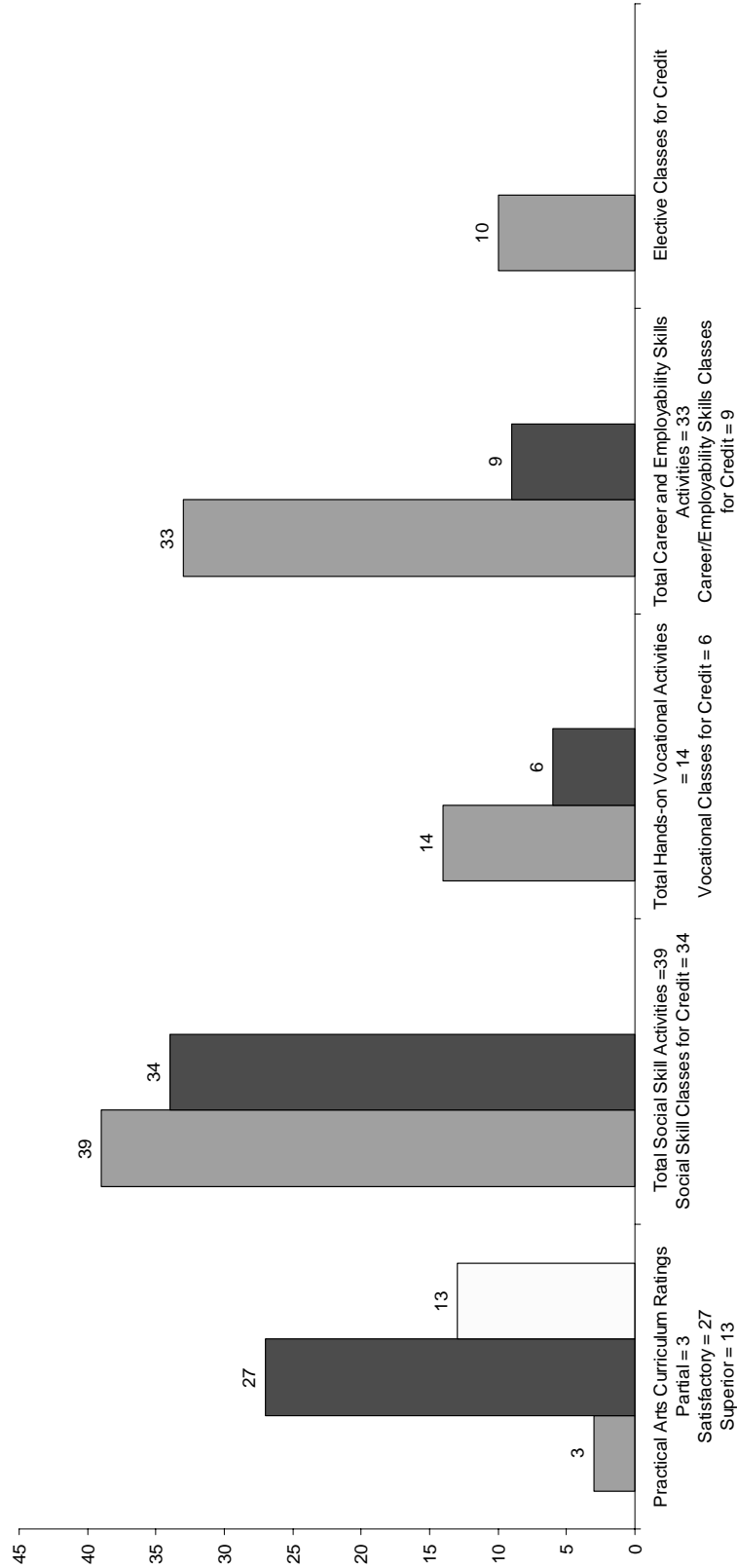
Figure 11.4-3
Academic Curricular Offerings in Level 4 Programs
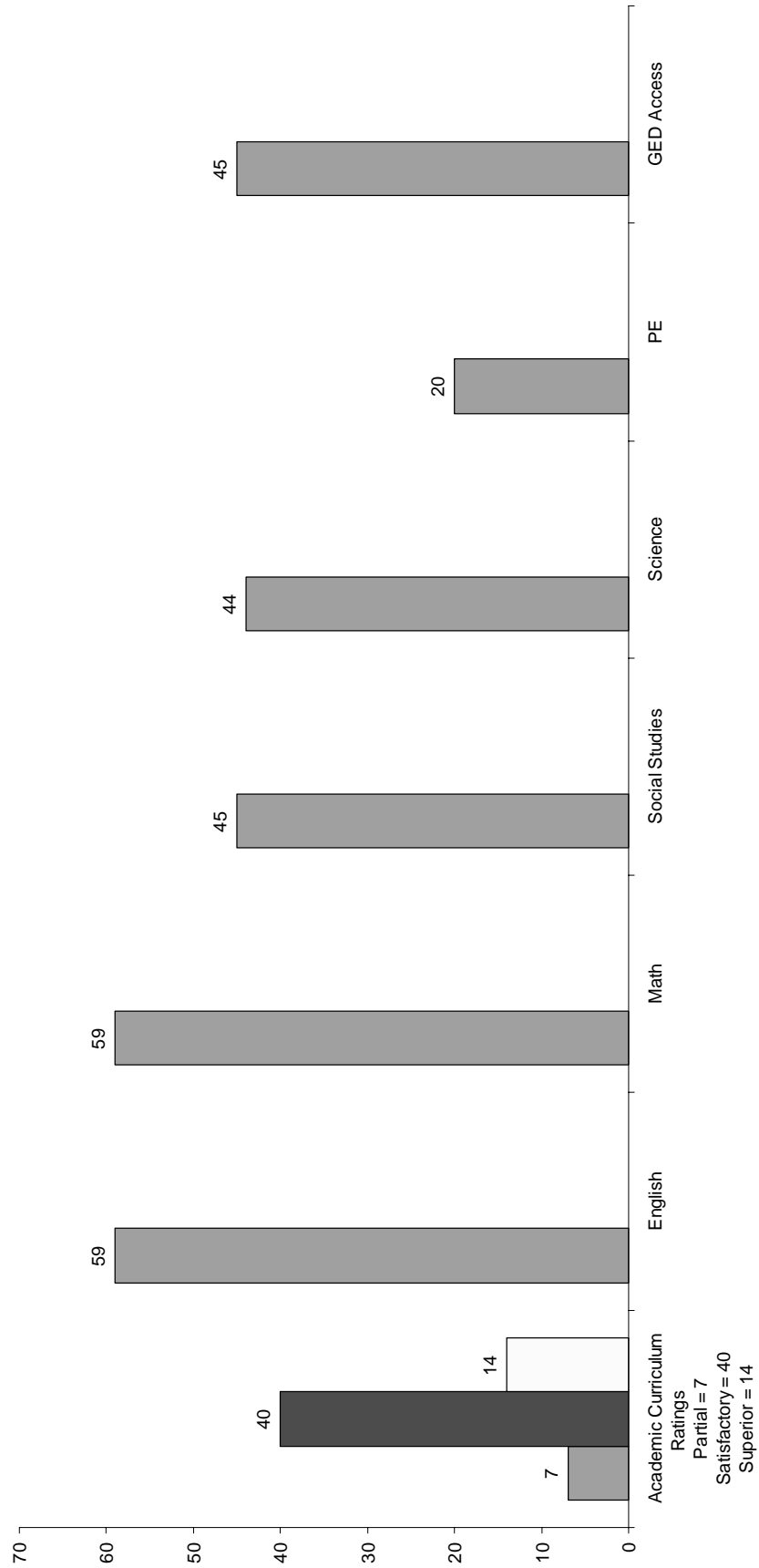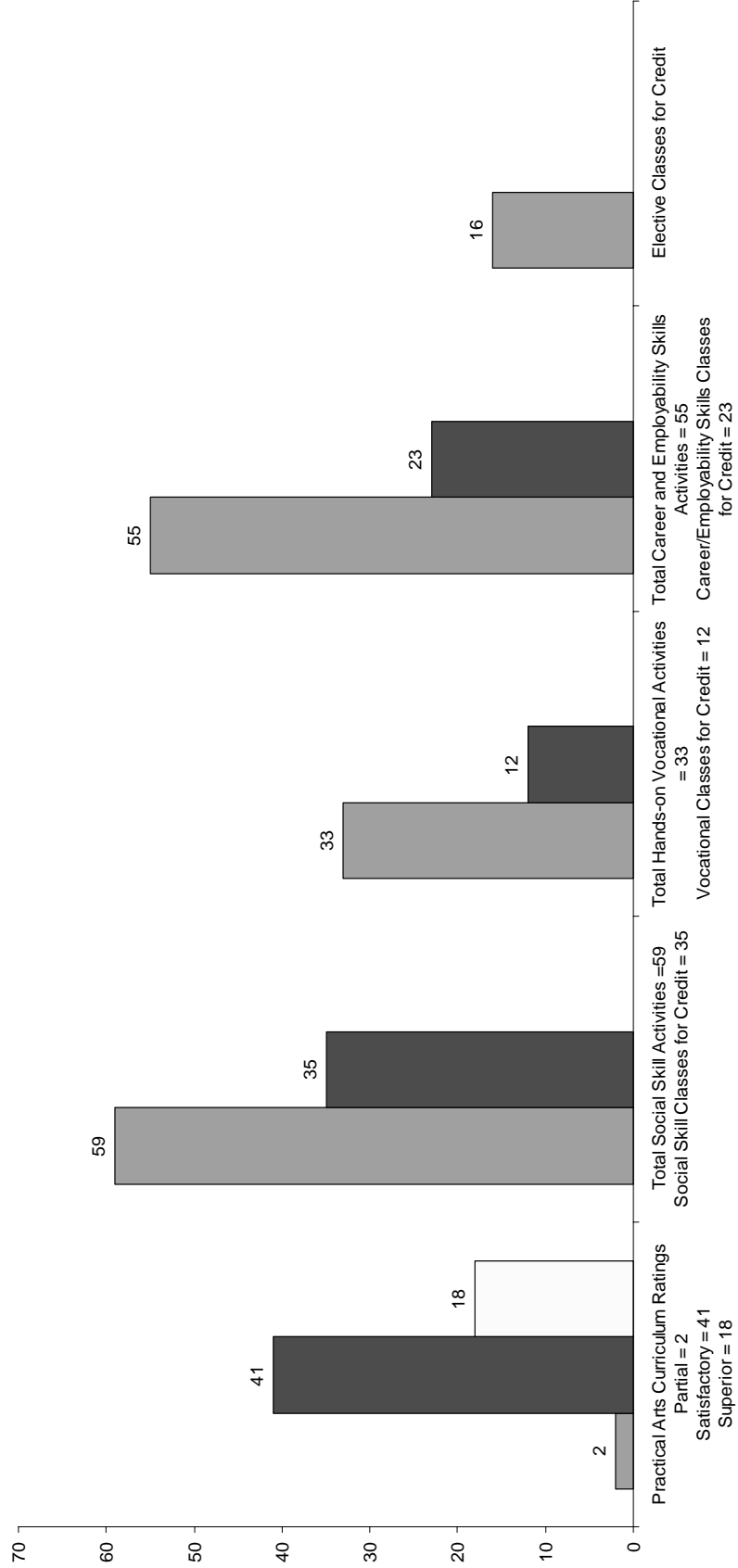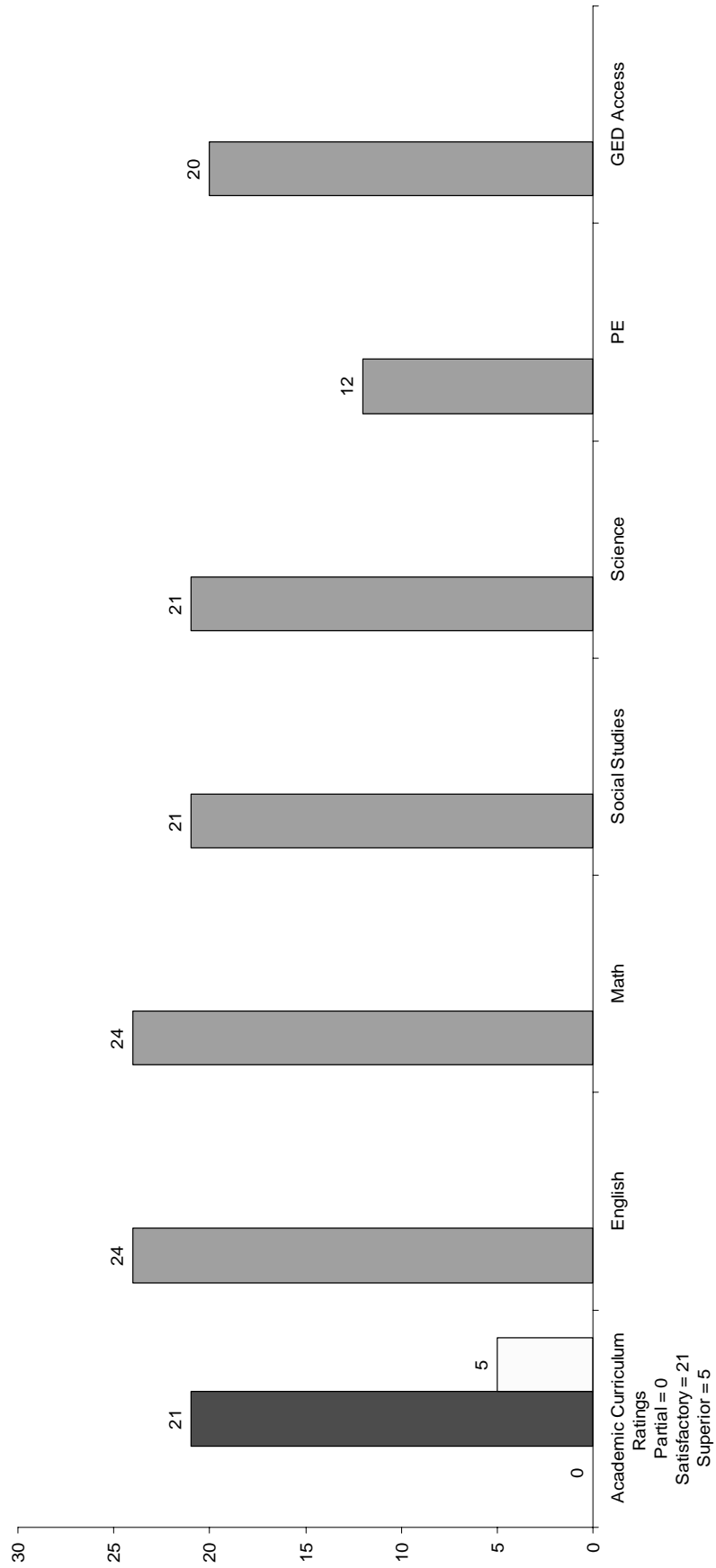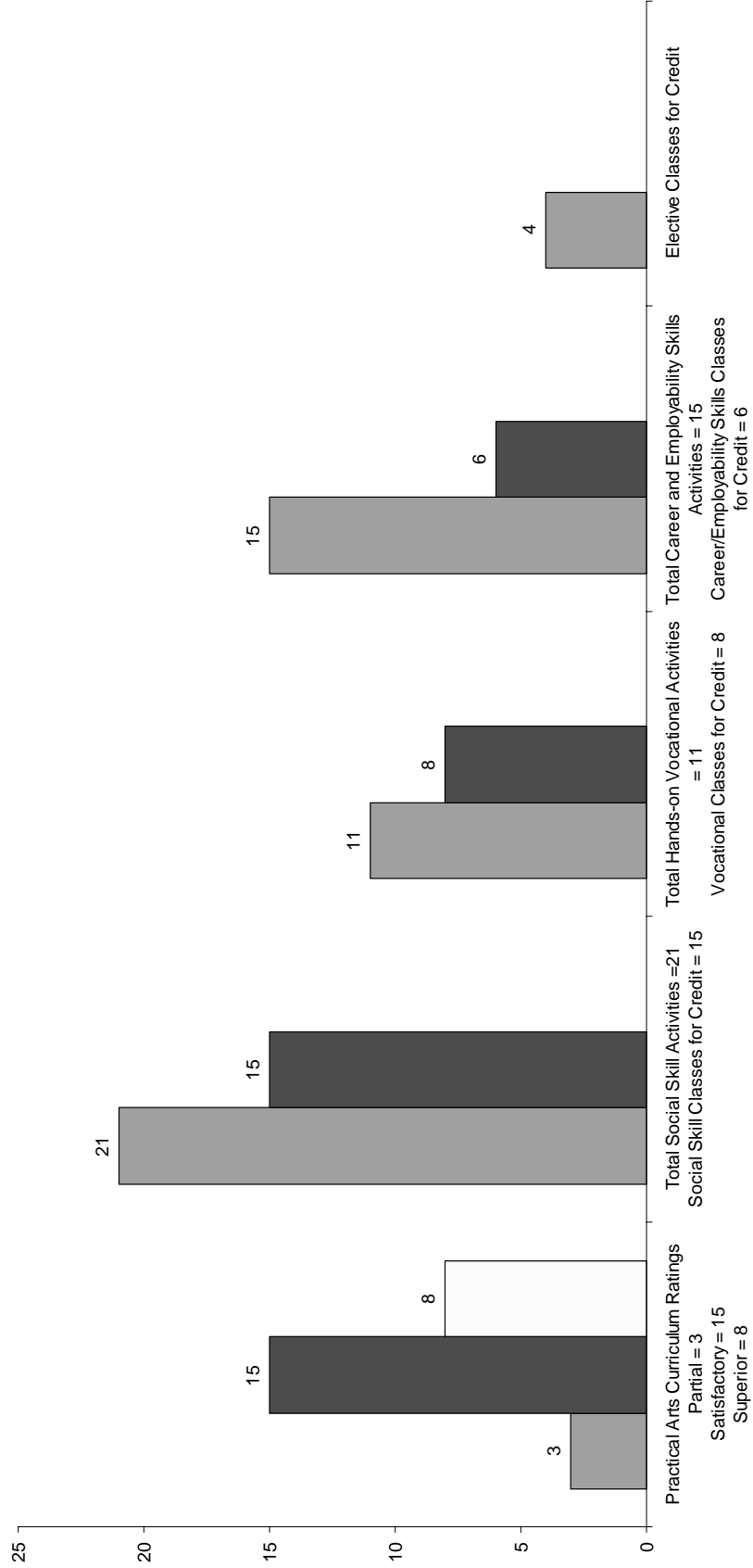**Reviewed 11 Programs**
Information Available on 10 Programs
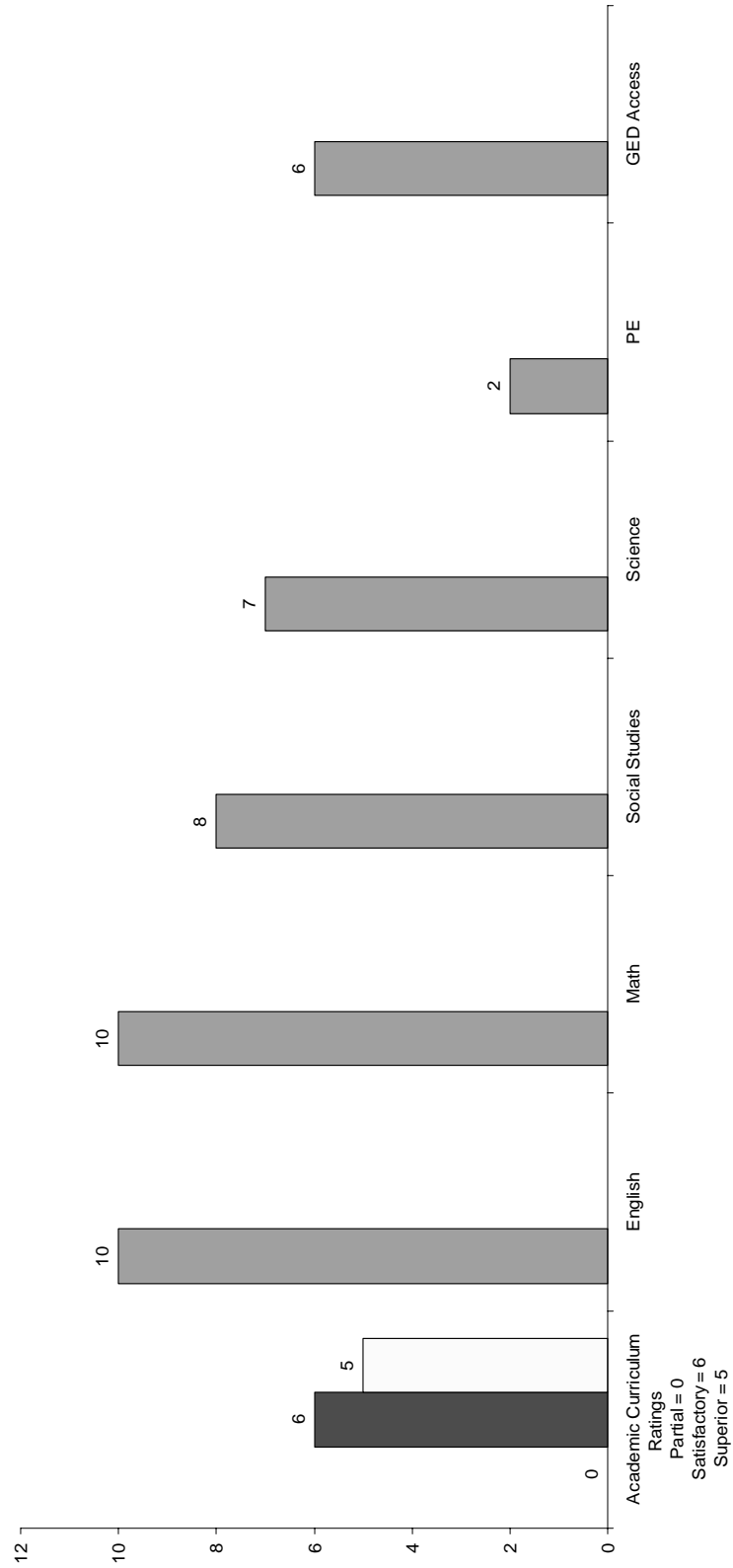
Figure 11.4-4
Practical Arts Curricular Offerings in Level 4 Programs
Reviewed 11 Programs
Information Available on 10 Programs
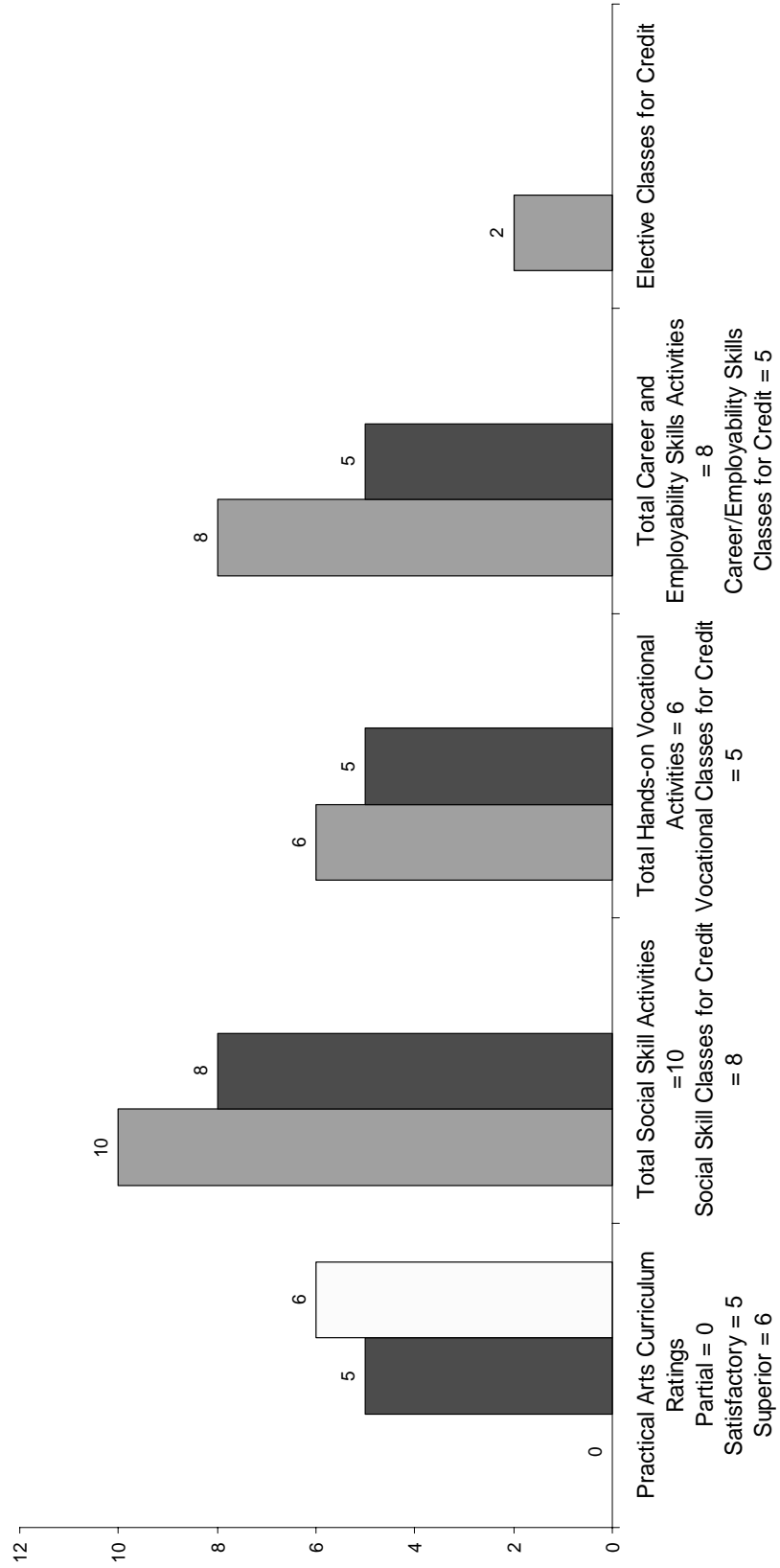
Figure 11.4-5
Academic Curricular Offerings in Level 6 Programs
Reviewed 61 Programs
Information Available on 61 Programs

Figure 11.4-6
Practical Arts Curricular Offerings in Level 6 Programs
Reviewed 61 Programs
Information Available on 61 Programs

Figure 11.4-7
Academic Curricular Offerings in Level 8 and 10 Programs
Reviewed 26 Programs
Information Available on 24 Programs

Figure 11.4-8
Practical Arts Curricular Offerings for Level 8 and 10 Programs
Reviewed 26 Programs
Information Available on 24 Programs

STEP (wilderness) camps typically offer a half-credit in peer counseling and a half-credit in outdoor education. Reading activities are offered, but not for credit. Two of three STOP camps (work programs) that were reviewed offered vocational credit for work detail. In the 1999 QAR reports of short-term programs, problems were noted with regard to credits not being awarded to students when short-term programs offered a full array of academic courses without sufficient time to earn half-credit increments. Information regarding access to GED was not available. No short-term programs that were reviewed in 1999 received below satisfactory ratings for the curriculum indicators.

11.6 Curricular Offerings in Detention Centers

Detention center indicator E2.01 Curriculum (21 Days or Less) contains curriculum requirements for students who remain in a detention center for 21 days or less and indicator E2.02 Curriculum (More Than 21 Days) contains curriculum requirements for students who remain in a detention center for 22 days or more. Figure 11.6-1 illustrates curricular offerings and the QAR ratings that detention centers received for both of these indicators.

The unique nature of detention centers creates numerous difficulties with regard to curricula. Lengths of stay vary widely, but the vast majority of students remain in detention for only a few days. Students are typically enrolled in courses for credit; however, they do not remain long enough to earn half-credit increments. None of the detention centers aggregated in Figure 11.6-1 offer hands-on vocational courses. This is most likely due to security requirements, minimal movement, and high student turnover.

Detention centers may receive a rating of partial for both curriculum indicators for several reasons. The most common reasons for the partial ratings (identified in Figure 11.6-1) are (1) a lack of individualization within the curriculum to address students' ability levels, and (2) long-term students remaining in temporary enrollment status, thereby not earning credits. Detention centers were rated superior for numerous reasons, including having a well-organized curriculum that targeted the diverse ability levels of students and their lengths of stay.

11.7 Curricular Offerings in Deemed Programs

Thirty-eight deemed programs were reviewed during 1999. Programs achieve deemed status under DJJ protocols when they receive an overall QAR rating (DJJ and educational quality assurance scores combined) of 70% or higher. QARs of deemed programs are less comprehensive than standard QARs. A deemed review is a one-day review that rates a program's performance on five priority indicators. Because the priority indicators are rated as either partial or satisfactory without the standard use of a numerical score (on a scale of 0 to 9), JJEEP does not collect the same level of information concerning curriculum in deemed programs. However, some information was collected in each deemed program.

Figure 11.6-1
Curricular Offerings in Detention Centers
Reviewed 19 Detention Centers
Information Available on 18 Detention Center
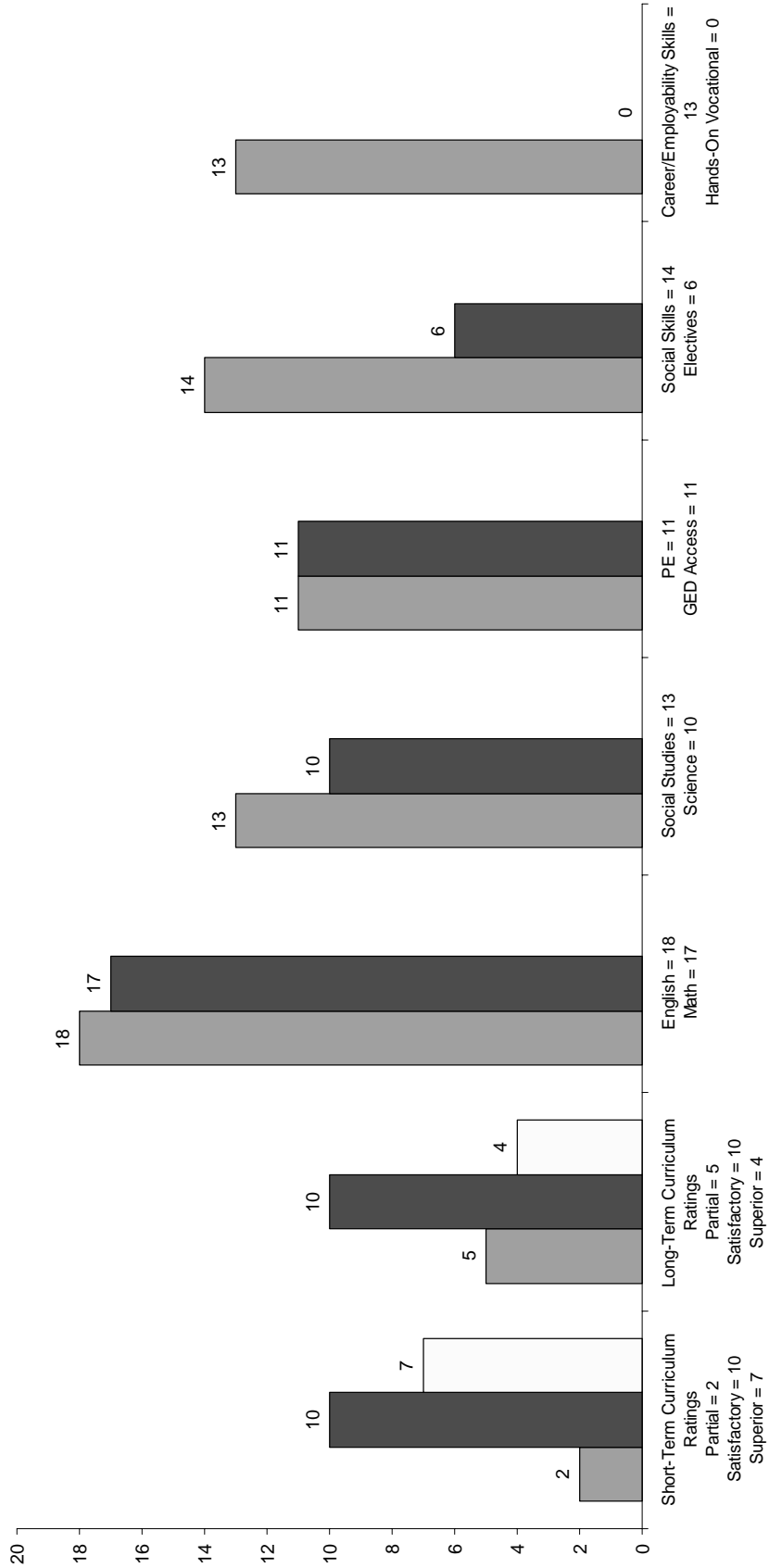
Of the 38 deemed programs that were reviewed, 2 received partial ratings in curriculum. Martin County Boot Camp's curriculum was not based on the Course Code Directory or the school district's pupil progression plan. No credits toward high school graduation were awarded to students, as only GED preparation was offered. STEP North in Nassau County offered peer counseling and outdoor education. However, grades and credits were not entered into the school district's MIS for official transcripts. Each student's home school decided the awarding of school credit.

Noteworthy Curricular Offerings and Activities—Four level six wilderness camps operated by Eckerd Youth Alternatives, Inc. (Eckerd) received deemed reviews in 1999. The Eckerd wilderness camps typically offer an integrated, thematic, and experiential curriculum. All of the camps' students are enrolled for credit through the Pinellas County School District, which has a contract with Eckerd to perform this function. Students are able to earn credits in English, math, social studies, science, PE, life management skills, and peer counseling. Social skills are integrated into all parts of each program's curriculum and activities. All of the camps also offer variations of vocational and elective courses in ceramics, carpentry, food preparation, workplace essentials, and art.

The Eckerd Youth Development Center (level eight) offers all academic courses that students may need to graduate in English, math, social studies, science, and PE. Social skills are integrated throughout the curriculum, and students receive credit in social skills classes. During the last two months of students' commitment, they are "block scheduled" into one or more of the following courses: pre-vocational education, workplace essentials, diversified career technology, OJT, and/or work experience. These consist of a vocational wheel with instruction in auto mechanics, horticulture, building maintenance, and culinary arts. Some students at the program also receive elective credit and instruction in TV production, drama, and introduction to computers.

Eleven PACE prevention programs received deemed reviews in 1999. All of them offer courses in English, math, social studies, and science. Students also receive course credit in various social skills and employability skills courses through the Students Making A Right Turn (SMART) Girls curriculum. SMART Girls is a gender-specific social and employability skills curriculum developed by PACE Center for Girlss, Inc. The PACE program in Jacksonville, which is the organization's flagship school, also offers numerous elective courses for credit, such as drawing, writing, drama, beginning aerobics, nutrition and wellness, and career research and decision-making.

Pensacola Boys Base (level six) offers standard academic courses required for high school graduation and vocational credit in horticulture and OJT. Students work for Habitat for Humanity and in several student work programs at Corry Station Naval Base, including working in the bowling alley, in culinary arts, and in athletic facilities.

Dozier Training School for Boys (level eight) offers courses in English, math, social studies, and science. Students are able to prepare for several different diploma options, including the GED and the GED/HSCT exit options. Employability skills are integrated

throughout the program's curriculum. Vocational course offerings include auto exploration (auto body, brakes, wheels, tires, and suspension work), building maintenance, and a vocational exploratory wheel, which includes instruction in carpentry, horticulture, drafting, plumbing, and small engine repair. Students are also able to participate in OJT and work experience.

For more information regarding most promising and best practices in curriculum, see Chapter 7.

11.8 Summary

Although there is little prior literature specific to curriculum for adjudicated and delinquent youth, the literature that does exist suggests several important components for juvenile justice curriculum. These components are:

- providing an individualized academic curriculum to address the varying ability levels of students
- providing access to GED for appropriate students who are of legal age, behind in credits, and will most likely not return to school
- providing quality special education services, as a high percentage of juvenile justice students qualify for special education services
- providing vocational programming and job preparation skills
- providing the psychosocial skills necessary for students to become productive members of their schools, homes, and communities
- providing a multicultural educational experience to address the needs and backgrounds of all juvenile justice students

Florida's numerous juvenile justice programs currently offer a wide range of curricula from standard academic classroom settings to wilderness environments to hands-on vocational programming. The majority of programs offer instruction in English and math, and approximately 75% of the programs offer social studies and/or science courses. Approximately 80% of the long-term commitment programs offer some form of access to GED. However, vocational course offerings and activities are limited to a much smaller percentage of programs.

A strategy for programs in addressing the academic, social, and vocational abilities, needs, and interests of juvenile students is to utilize a series of non-traditional methods, including course integration, extended scheduling, thematic units, block scheduling, correlating rehabilitation activities with educational activities, and dual and co-enrollment.

CHAPTER 12
TEACHER QUALIFICATIONS AND TRAINING

12.1 Introduction

A finding that has emerged from JJEEP's research on promising educational practices in juvenile justice is the critical role of quality teachers. In researching this topic, JJEEP reviewed prior literature on teacher qualifications and training and collected information about the qualifications, experience, and inservice training of teachers in Florida's juvenile justice facilities. JJEEP also conducted an analysis of the QAR ratings in relation to these factors. This research provides information about the qualifications and training of teachers in Florida's juvenile justice facilities and the impact that these factors have on the provision of quality educational services.

This chapter includes seven sections. Section 12.2 provides a literature review on the importance of teacher preservice and inservice training, certification requirements, continuous professional development, and evaluation techniques. The literature review also focuses on areas of importance in teacher training specific to juvenile justice education. Section 12.3 presents a comparison of teacher certifications between commitment programs and detention centers. Section 12.4 presents an examination of teacher qualifications and training between publicly operated and privately operated educational programs. Section 12.5 provides a content analysis of quality assurance indicator E3.05 Experience and focuses on types of teacher certifications in juvenile justice facilities in Florida. Section 12.6 presents data on professional development activities in Florida's juvenile justice facilities, including the provision of inservice training and the utilization of professional development plans across program levels. Section 12.7 provides summary discussion of teacher qualifications and training.

12.2 In Pursuit Of Teacher Quality in Juvenile Justice Education

Introduction—Throughout the nation, schools are finding that an increasing number of teachers do not meet national standards for effective teaching. "Rising expectations about what all students should know and be able to do, breakthroughs in research on how children learn, and the increasing diversity of the student population have all put significant pressure on the knowledge and skills teachers must have to achieve the ambitious goal demanded of public education at the end of the 20th century" (Shanker, 1996:220). Further, the lack of quality training, preparation and licensing, and ongoing inservice training for teachers is even more evident in alternative settings such as juvenile justice facilities. Teacher quality is a multifaceted concept, and there is little consensus on what it is or how to measure it (National Center for Education Statistics, 1999). There is, however, a growing awareness that, in order to ensure quality, all teachers must have access to education and preservice

training, appropriate licensing and certification, rigorous ongoing professional development activities, and evaluative measures of actual teaching practices and outcomes.

Few dispute that troubled youth are the most difficult students to educate today (Lauritzen and Friedman, 1991). During the 1980s, the recognition of the need for specialized training in correctional education was noted (Eggleston, 1991; Leone, 1991). However, as we approach the beginning of the 21st century, few advances have actually occurred. Training and professional development for juvenile justice educators is typically sporadic and poorly defined (Eggleston, 1991). Educators in juvenile justice facilities continue to need and request assistance in various areas. Teachers who teach in juvenile justice settings are often inexperienced, are uncertified, and do not receive comprehensive and ongoing training associated with working in a correctional setting. As a result, these teachers are generally ill-prepared, and this leads to ineffective instruction and high staff turnover.

The purpose of this section is to examine, first, how teacher qualifications affect the quality of education that students receive, and, second, what specialized training and preparation are necessary for teachers in juvenile justice settings. A review of literature that identifies training, certification, professional development, and evaluation needs of teachers also is presented. However, prior literature regarding teacher training is mostly descriptive, with very little literature on empirical studies. This section provides descriptive evidence of each component and, where available, empirical evidence of those components that have been empirically examined. A brief overview of the theoretical bases and empirical findings of each component in general is provided, followed by an examination of these practices within the specific field of juvenile justice education.

Additional sections provide information on teacher training, focusing on the education and practical experience that teachers received prior to becoming licensed, as well as the requirements of national and state licensing examinations; explain certification needs, including the importance of certification and the problems associated with the increasing number of staff with emergency credentials who are being accepted and placed in the classroom; include a discussion of professional development needs, such as preservice training, inservice training, and the use of professional development plans to facilitate teacher growth; assess the importance of teacher performance evaluations; examine all of these components within the specific context of juvenile justice education; and provide a summary discussion of the importance of teacher qualifications and training in juvenile justice facilities.

Training—Preparation of qualified teachers should include education and training in specific curriculum areas, as well as the study of actual teaching techniques and instructional strategies (Compston, 1998; Darling-Hammond, 1998; Shanker, 1996). Effective teaching requires that instructors have a balance of knowledge of content, instructional strategies, and classroom management techniques. In addition, teachers should be trained in child development, group dynamics, school structure, and classroom organization, as related to academic goals. Preservice training experiences should include repeated exposure to model teachers (Shanker, 1996). According to Compston (1998), teachers themselves have identified major flaws in their personal preparation. Currently, in many teacher preparation

programs, theory is unrelated to practice, and teachers are unable to apply knowledge learned from their own schooling and training to daily classroom practice (Shanker, 1996).

One suggested solution has been to offer extended teaching preparation programs or to develop professional development schools (PDS) (Darling-Hammond, 1998; Shanker, 1996). Both of these environments allow for more specific exposure and training that parallels relevant coursework (Darling-Hammond, 1998). Such practices "permit integration of theoretical and practical learning, providing a much more compelling context for developing teaching skills" (Darling-Hammond, 1998:8). The Holmes Group describes PDSs as beneficial to all teachers. The purpose of these schools is for the development of new teachers, the continuing development of experienced teachers, and research and development of the profession (Zandt, 1998). Although these PDS teacher preparation programs can be more expensive than traditional ones, the entry and retention rates for teachers who have graduated from them actually are higher than for those who have graduated from traditional programs, thus making them more cost-effective over time (Darling-Hammond, 1998).

Zandt (1998) conducted a five-year follow-up study to assess the effects of a teacher training program at Trinity University, which involved a PDS experience. The purpose of this PDS was to link related clinical experience with teacher training and education. Students participated in a year-long internship within an educational setting, which included inservice training throughout the year, and received classroom instruction. The curriculum of the teacher education program included models of teaching, multiple intelligences, multicultural issues, educational philosophy, research, and instructional delivery. In this way, student coursework was related directly to daily classroom experience in the clinical practice. In an effort to determine whether this method of training teachers was, in fact, effective, Zandt examined questionnaires that program graduates and current administrators of employed graduates had answered. Results of the study indicated that program graduates were well prepared to meet the challenges of first year teaching. The mean for graduates and administrators on a scale of one to five (one being not prepared, five being very prepared) was 4.44 and 4.45, respectively. Typically, attrition rates are high for teachers during the first five years. However, this study found that over 90% of graduates—with the exception of one group—had been teaching since graduation. The other group had a rate of 75%. Zandt's study lends support to the use of extended teacher preparation programs that include education combined with clinical experience to improve teacher quality.

Teitel (1997) also conducted a study to examine the effectiveness of the PDS experience on teacher preparation. However, she examined the development of relationships between a university and a PDS by following a number of partnerships over time. She noted that these partnerships required a few years to develop an effective curriculum. Yearly evaluations of the program and its outcomes, with necessary improvements implemented, led to more effective teacher training within the PDS and the program curriculum. These partnerships not only produced well-qualified teaching candidates, but also built relationships between the universities and the educational profession.

Bob Chase, President of the National Education Association (NEA), insists that increased teacher quality, more than anything else, will improve schools. He suggests that mentoring

with an experienced teacher is a positive way to promote new teacher preparedness. All too often, first year teachers are placed into difficult teaching assignments with no contact with other teachers. Mentoring provides new teachers with a contact person to ask questions, work through issues, and observe (Berry, 1999).

Once teachers receive related education and preparation, they must demonstrate this acquired knowledge by completing state and/or national teacher licensing examinations. However, much of the literature has suggested these tests are simplistic and do not ensure qualified personnel (Bradley, 1999; Shanker, 1996). Shanker (1996) suggests that these tests do not require in-depth knowledge of course content, nor do they touch on pedagogical techniques. He insists that the tests consist of basic literacy and math skills that an average tenth grade student can pass. He even suggests that, "While such tests ensure that illiterates aren't allowed to teach, they do not ensure quality" (Shanker, 1996:221). Bradley (1999) agrees that high school students would easily pass most of these tests. She further contends that, since individual states set their own standards, some require candidates to answer correctly a minimum of 45% of the questions to earn a passing score. Additionally, she cites a report produced from the results of a study conducted by the Education Trust that suggests there is no evidence of baccalaureate level content in these exams. It is expected that, as states increase academic standards for school children, standards and expectations for teachers would be heightened as well; however, this is not often the case ("Report Criticizes," 1999). Shanker summarizes the severity of this issue, stating, "Although the vast majority of states now require that prospective teachers take an examination to demonstrate mastery of the content they will teach, these examinations are entirely insufficient to ensure that America will have a teaching force with deep knowledge of subject matter" (Shanker, 1996:222).

Moss, Schutz, and Collins (1998) evaluated a methodology for the assessment of teachers for licensure. Currently, in most states, teachers are required only to pass multiple choice tests, which contain minimal information and require little knowledge, for licensing and certification purposes. Moss et al. contend that for teachers seeking certification an effective evaluation system could be implemented, one in which teachers collect evidence of their teaching (e.g., lesson plans, videos of instruction, and student work) to demonstrate their abilities as teachers. In the methodology that Moss et al. evaluated, teachers were encouraged to collect evidence of student learning and reflect critically on their own teaching practices. A team of experienced teachers then made decisions about teacher quality through the evaluation of these work samples and whether licensing was appropriate. Moss et al. found that this program was effective in developing and evaluating performance standards for beginning teachers and in identifying future professional development needs.

Certification—Another component of educational reform regarding teachers addresses certification needs. Teachers who are fully prepared and certified in their teaching area are more successful with students than teachers without full preparation. Furthermore, teachers who have received more education in techniques of teaching are immensely better at meeting the needs of diverse learners (Darling-Hammond, 1998). Many authors argue that first and foremost among reform initiatives in education should be adequate teacher training leading to certification (Darling-Hammond, 1998; Eggleston, 1991). Changes in curriculum and assessment can be beneficial, but these areas are meaningless if teachers cannot use them

well. Darling-Hammond (1998) states, "Policies can only improve schools if the people in them are armed with the knowledge, skills, and supports they need. Students learning in this country will improve only when we focus our efforts on improving teaching" (p. 12).

Currently, because of a shortage of personnel, more and more teachers who have little experience and emergency credentials that are substandard for the position are being hired. An examination of the use of emergency certifications indicates that, often, these teachers assume responsibilities that fully trained teachers do, with little or no preparation (Jensen, Mortoff, Pellegrini, and Meyers, 1992). Often, the teaching assignments that most often are filled by uncertified teachers are in situations that are extremely frustrating and stressful for inexperienced teachers. Additionally, these teachers tend to experience decreased commitment and burnout at a much higher rate than their trained and experienced counterparts (Jensen et al., 1992).

Though there are no specific teacher requirements that will guarantee student success, a few studies have linked teacher certification (and presumably teacher competencies) to student success. In a study conducted by the National Commission on Teaching and America's Future, Ferguson found in Texas that a teacher's competency—as measured by their possession of a master's degree, experience, and scores on a licensing exam—accounted for 40% of measured variance in student achievement gains in math and reading. Ferguson repeated this study with Ladd and found that 31% of the predicted differences in achievement were explained by teacher qualifications, while only 29% were explained by homelife (cited in Darling-Hammond, 1998). Similar to these results, a study in New York City indicated that differences in teacher qualifications accounted for more than 90% of the variation in student achievement in reading and math across grade levels. Finally, another study in Texas suggested that students do better on state exams when their instructors are certified in the subjects they teach. These researchers also reported that the most needy students and schools are more likely to employ teachers who are unqualified and ill-prepared. This study, like the Ferguson and Ladd study, further supported the finding that teacher quality matters more than family background (Johnston, 1999).

These researchers also examined the best ways for schools to spend resources to generate the most productive outcomes. Results indicated that spending on teacher education was by far the wisest investment for schools. Additionally, Greenwald, Hedges, and Laine reported that teacher education, ability, and experience, in combination with small schools and smaller teacher to student ratios, were associated with significant increases in student achievement (cited in Darling-Hammond, 1998).

Professional Development—Of particular importance for teachers, after proper training and certification, is the implementation of quality professional activities throughout their careers to facilitate enhanced and continued effectiveness in the classroom. These opportunities should parallel current reform initiatives (Vukelich and Wrenn, 1999). Vukelich and Wren suggest that "quality is the challenge" and that "we must make a 'fit' between the reform and the professional development" (Vukelich and Wrenn, 1999:160). Various authors discuss several common criteria necessary for quality professional development. First, professional development opportunities should exhibit a clear focus on a particular subject, including

training with standards, curriculum, and pedagogy. Second, these opportunities should be based on each teacher's needs and interests, which should also reflect broader school, district, state, and national contexts. This information must be relevant to classroom work, as well as student needs. Third, in order for inservice training to be of quality, it must be ongoing and sustained. Commonly, inservice training activities consist of single day activities, which do little to facilitate long-term change in professional practice (Little, 1993; Shanker, 1996; Vukelich and Wrenn, 1999). These authors additionally suggest that teachers should be encouraged to solve problems, not simply to absorb information. Training sessions should engage and interest teachers and allow them to work collaboratively with other educators. Additionally, opportunities should allow teachers time to reflect on acquired information in order to mold it to their current practices and determine what works best for them (Vukelich and Wrenn, 1999).

Evaluation—Finally, teacher evaluation must be part of the total process to ensure quality teaching in the classroom. Presently, administrators, who often know little about exemplary teaching, usually conduct teacher assessments through classroom observations (Shanker, 1996). Suggestions to overcome this include providing intensive initial teacher programs and mentor opportunities, peer reviews, and an intervention system to help more experienced teachers who are struggling (Shanker, 1996). The use of portfolios, observations, and professional development plans is suggested to evaluate teacher efforts, especially for first- or second-year teachers (Darling-Hammond, 1998). These training methods, in combination with inservice training activities, should assist teachers in continuing to grow professionally and use self-evaluation to aid in improving their teaching.

Currently, teachers usually are required to only pass a test prior to teaching, with little or no follow-up conducted during later years. Schalock (1996) examined Oregon's attempt to transition from a program approval approach to an ongoing teacher accomplishment approach. The Oregon Teacher Standards and Practices Commission (the licensing agency) required that all teachers develop samples of their work that demonstrated their effectiveness in enhancing student learning. Schalock (1996) found this to be particularly important, because the critical issue of accountability has been underemphasized in regards to teacher development in educational reform. "Teacher education must focus on providing some assurance of the quality and effectiveness of the teachers licensed" (Schalock, 1996: 270).

Schalock suggested that requirements for these work samples include: a description of the teaching and learning goals to be accomplished; a description of the teaching and learning context; instructional plans that include adaptations for exceptional learners and are based on pre-assessment data; development and use of pre- and post-assessments to measure student progress; evidence of student learning; and interpretation and reflection on the success of the teaching-learning unit, oriented toward what this means for future practice and professional development (Schalock, 1996:274).

These work samples should be comprehensive and incorporate into one document student performance data, as well as actual teaching data and reflection. Schalock's study indicated that teachers felt better prepared for their jobs, and that these documents addressed the

components necessary to move toward improved teacher quality. Therefore, the use of evaluative techniques is another necessary component to ensure continuous teacher quality.

Implications—Schools increasingly are required to be more accountable in solving societal ills. Demands on teachers have become much more complex. During the last decade, violence among juveniles has prompted rising safety concerns for society. As a result, the number of juveniles placed under control of the juvenile justice system has increased. Because education and usable skills can decrease participation in crime, the quality of education that juveniles receive while incarcerated is of growing concern. For many of these youths, the exposure to education in a juvenile facility is the last educational experience they will receive, because many will not return to the public school system upon release (Anderson and Anderson, 1996). In a time when increasing numbers of juveniles are being committed to residential facilities, it is crucial that the quality of education they receive is comprehensive and facilitates post-release success.

Upon examination of the issues of teacher quality specifically within juvenile justice education, it is important to recognize the specialized needs of teachers in this field. Leone (1991) and Eggleston (1991) noted that there are few teacher training programs that have been developed specifically for juvenile justice educators. These educators require essential skills and specific competencies beyond those that are provided in traditional programs. Such training programs should include general instructional teaching techniques, as well as other areas that are specific to juvenile justice education (Leone, 1991).

Because of the varied needs, purposes, and obstacles involved in juvenile justice education, the need for special training programs for teachers who work within correctional education is crucial. The shortage of qualified teachers is a serious problem facing programs for incarcerated youth (Leone, 1991). Whenever there are teacher shortages and unqualified teachers, the quality of education suffers (Lauritzen and Friedman, 1991). There is a high turnover rate among correctional education teachers, and they are often less experienced than teachers in public school settings (Rider-Hankins, 1992b). Studies have suggested that attrition is a large problem in juvenile justice facilities and often is caused by isolation of teachers within the institution, lack of administrative support, and inadequate financial resources (Leone, 1991). These problems lead to low morale and high staff turnover, which in turn lead to ineffective delivery of educational services or lower retention rates of teachers. Leone (1991) and Rutherford (1988) both indicate that formal teacher education for staff who work with the juvenile justice population is essential to ensure more effective educational instruction within these facilities. These professionals need to receive specialized training and certification, ongoing inservice training, and regular evaluations.

Wolford, McGee, and Ritchey (1996) suggest that "most educators are trained in a particular discipline and/or grade level(s) but have had little or no experience or preparation for the classroom in a juvenile justice, alternative education, or private treatment facility" (Wolford et al., 1996:175). Additionally, training should involve practical experience within a juvenile justice setting (Leone, 1986). Other important areas of education are instructional procedures, knowledge of the juvenile and criminal justice system, and characteristics of incarcerated youth (Leone, 1991).

Juvenile justice educators are required to perform a multitude of roles. Therefore, in addition to the typical professional development provided to teachers, such as instructional strategies, technology, and content knowledge, juvenile justice educators should receive training that addresses additional areas related to working with this population. However, specific and ongoing training opportunities for experienced juvenile justice education teachers to continue their professional growth are oftentimes limited or non-existent (Wolford et al., 1996). Suggested training areas include issues related to the juvenile and criminal justice systems, knowledge of transition skills necessary for offenders to successfully re-enter society, social skills, cultural diversity, behavior management, special education, and stress management.

Educators in juvenile facilities should receive training on how to incorporate social skills into juvenile justice educational programs. In studies examining the relationship between delinquent behavior and social skills, researchers have found that juvenile delinquents are often deficient in communication skills, anger management skills, conflict resolution, and pro-social decision-making skills (Gemignani, 1992; LeBoeuf and Delany-Shabazz, 1997; Rider-Hankins, 1992a). It is important for teachers to understand these problematic areas, as well as how to improve student social skills.

Currently, the number of minority juvenile offenders who are incarcerated is almost triple that of society (Hsia and Hamparian, 1998). It is apparent that teachers who work in such facilities need to be prepared to reach students with various backgrounds. This can be better accomplished if teachers are aware of cultural differences and how to teach different populations, which can be learned through professional development activities.

Estimates of juveniles who have been identified as in need of special services for behavior problems is quite large (McIntyre, 1993). Additionally, the majority of juveniles who are incarcerated require a consistent behavior management program. Teachers in juvenile facilities need to learn behavior management techniques, skills in defusing oppositional behavior, and cultural differences in behavior. Behavior patterns often vary by culture and are commonly mistaken as inappropriate by teachers who are unaware of such differences (McIntyre, 1993). Effective behavior management techniques, in addition to cultural behavior patterns, would be beneficial areas of professional development training for juvenile justice educators.

As the use of technology grows as part of the educational reform effort, teachers in juvenile facilities need to stay current with technological advances. For students who often need remedial assistance and/or are difficult to motivate, the computer can be a useful tool in a juvenile facility. Teachers need to become proficient with computers in order for this technology to be used effectively in the classroom.

Stress related causes are usually to blame for burnout and high teacher turnover. Often, in juvenile facilities, stress can be caused by the physical layout of the facility; placement of support staff; severity of youth offenses; the paperwork involved; frequent interruptions; the various problems of the juveniles; the mobility of the youth; and the teacher's feelings of lack of accomplishment, effectiveness, and closure (Francis, 1995). Additionally, teachers in juvenile justice facilities can feel isolated with little support from or interaction with other teachers. Inservice training programs can provide useful information to manage stress, as

well as provide staff interaction. Decreases in stress and isolation may lead to less staff turnover and more effective teaching.

Summary—Over the past decade, the teaching profession has become much more complex. Demands for teacher knowledge and quality have been heightened because of the changing needs of students and changing national expectations for student achievement. As is evident from prior literature, relevant and comprehensive training, professional development, and evaluation are necessary components to ensure delivery of effective educational services to students.

It is imperative that teachers who enter the profession of correctional education are prepared and receive continuous professional development and support throughout their careers. Educational training programs must be developed that specialize in preparing teachers who want to work in this highly diversified field. These teachers must be appropriately trained and certified to meet the needs of each student. Additionally, they must receive ongoing support and inservice training to stay current with developments and to receive assistance with any difficulties they encounter.

12.3 Teacher Qualifications in Commitment Programs vs. Detention Centers

Commitment Programs—There are 535 teachers in the 128 commitment programs reviewed during 1999 for which JJEEP had reliable personnel data. Of this number, 355 (66%) are State of Florida certified, and 180 (34%) are uncertified. For the 5,031 students in these programs, there is a student to certified teacher ratio of 14:1. Additionally, there is an ESE student to ESE-certified teacher ratio of 18:1. The average QAR score for indicator E3.05 Experience for commitment programs is 5.46. Figure 12.3-1 indicates the number of programs that received a specific rating, with 0 = nonperformance, 1 – 3 = partial, 4 – 6 = satisfactory, and 7 – 9 = superior.

Figure 12.3-1 E3.05 Experience Scores for Florida's Juvenile Commitment Programs
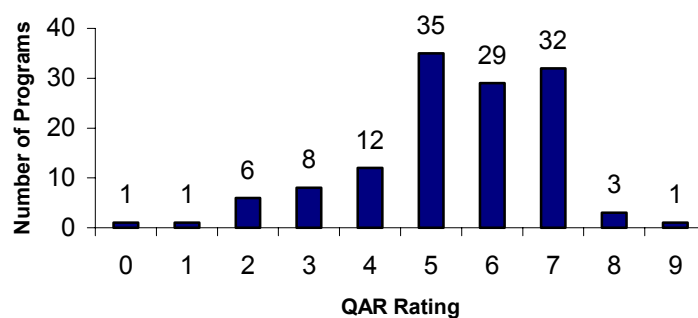
As is evident from this figure, the majority of Florida's commitment programs scored in the middle satisfactory to the low superior range.

Detention Centers—There are 82 teachers in the 11 detention centers reviewed during 1999 for which JJEEP had reliable personnel data. Of this number, 73 (89%) are State of Florida certified, and 9 (11%) are uncertified. For the 874 students in these programs, there is a student to certified teacher ratio of 12:1. Additionally, there is an ESE student to ESE-certified teacher ratio of 17:1. The average QAR score for indicator E3.05 Experience for detention programs is 5.18. Figure 12.3-2 indicates the number of programs that received a specific rating.

Figure 12.3-2 E3.05 Experience Scores for Florida's Juvenile Detention Centers
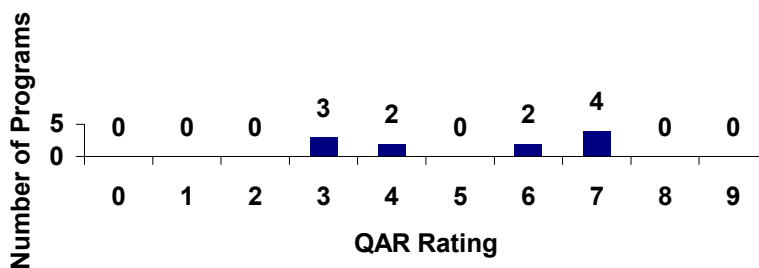
As is evident from this figure, the majority of Florida's detention programs scored in the satisfactory to the low superior range.

12.4 Teacher Qualifications in Publicly Operated vs. Privately Operated Educational Programs

Public Programs—In an analysis of 68 publicly operated (district-operated) juvenile justice educational programs in Florida, the average QAR score for indicator E3.05 (Experience) was 6.26, indicating that, on average, teacher experience in publicly operated educational programs was in the high satisfactory range. Of 204 teachers in these public educational programs, 96% (195) were certified and only 4% (9) were uncertified. For a total of 2,120 students, this indicates a student to certified teacher ratio of 10:1. Additionally, there is an ESE student to ESE-certified teacher ratio of 15:1. These findings are particularly promising and indicate that, in general, juveniles incarcerated in publicly operated educational programs receive instruction from teachers who are qualified and certified to teach.

Private Programs—In an analysis of 60 privately operated (district-contracted) juvenile justice educational programs in Florida, the average score for indicator E3.05 (Experience) was 4.69, indicating that, on average, teacher experience in privately operated educational programs was in the marginally satisfactory range. Of 331 teachers in these private educational programs, less than half were certified. Only 48% (160) teachers were certified, and 52% (171) were uncertified. This creates high student to certified teacher ratios, which, in turn, impede instructional delivery by qualified personnel to all students. For a total of 2,911 students, this

indicates a student to certified teacher ratio of 18:1. Additionally, there is an ESE student to ESE-certified teacher ratio of 21:1. Furthermore, a total of seven private programs did not employ any certified teachers. This information indicates that students in privately operated educational programs are most likely not receiving the best educational services possible because the majority of the teachers in these programs are not State of Florida certified.

Implications—It appears from this preliminary examination of teacher certification in publicly operated (district-operated) versus privately operated (district-contracted) juvenile justice educational programs that teachers in public programs are better qualified. Privately operated programs should strive to hire better prepared and qualified teachers to ensure that the best educational services are provided to incarcerated youth. Additional certified teachers most likely would lead to better quality of instruction and a smaller student to certified teacher ratio. One area of particular concern across all programs is the low number of ESE-certified teachers. The number of youths in need of ESE services requires that more teachers with ESE qualifications and certification should be hired into these programs.

12.5 Content Analysis of Indicator E3.05 Experience

Types of Certification—The preceding descriptive analysis provides an indication that slightly over two-thirds of teachers in all of Florida's juvenile justice facilities are State of Florida certified. However, an associated concern with teacher certification is whether or not instructional personnel are teaching in their area(s) of expertise. An analysis of the types of certification and number of teachers certified in each particular field for each program level follows. The number of certification areas do not directly correspond to the number of teachers, because some teachers hold certifications in multiple areas. The programs are separated into levels (detention, two, four, six, combined level six and eight programs, and deemed programs). Additionally, because of their limited number, level ten programs are combined with level eight programs as "high- to maximum-risk residential" programs.

Detention Programs—The following information was derived from QAR reports for 19 non-deemed detention centers reviewed in 1999.

Nine teachers were certified in the following area:
• Elementary Education

Seven teachers were certified in the following area:
• Varying Exceptionalities (VE)

Five teachers were certified in each of the following areas:
• Emotional Handicap
• Specific Learning Disabilities (SLD)

Four teachers were certified in each of the following areas:
• ESOL
• English
• Social Science
• Administration/Supervision

Three teachers were certified in each of the following areas:
- Math
- Business Education
- Reading
- Social Studies
- Guidance Counseling

Two teachers were certified in each of the following areas:
- Middle Grades Social Science
- Middle Grades Science
- Language Arts
- Mental Handicap
- Middle Grades
- Sociology
- PE

One teacher was certified in each of the following areas:
- Health
- Geography
- Home Economics
- Art
- Science
- Journalism
- Chemistry
- Vocational Education (District Certificate)
- History

Level Two Programs—The following information was derived from QAR reports for 43 level two programs.

Six teachers were certified in each of the following areas:
- Elementary Education
- English

Five teachers were certified in the following area:
- ESE[1]

Three teachers were certified in each of the following areas:
- Emotional Handicap
- SLD
- History
- Speech
- Middle Grades Social Science

Two teachers were certified in each of the following areas:
- VE
- Business Education

One teacher was certified in each of the following areas:
- ESOL
- Social Science
- Math
- Social Studies
- Language Arts
- Mental Handicap
- Sociology
- PE

---

[1] Certifications are in unspecified areas of ESE including Emotional Handicap, Mental Handicap, SLD, and VE.

- Art
- Science
- Gifted Education
- Early Childhood Education

- Psychology
- Cardiopulmonary Resuscitation/First-Aid
- Middle Grades English

Level Four Programs—The following information was derived from QAR reports for 15 level four programs.

Two teachers were certified in each of the following areas:
- Elementary Education
- Social Science

One teacher was certified in each of the following areas:
- Emotional Handicap
- ESOL
- Administration/Supervision
- Business Education
- Sociology
- PE

- Journalism
- Chemistry
- Vocational Education (District Certificate)
- ESE
- Driver's Education
- Biology

Level Six Programs—The following information was derived from QAR reports for 61 level six programs.

Sixteen teachers were certified in the following area:
- Elementary Education

Ten teachers were certified in each of the following areas:
- SLD
- ESE

Nine teachers were certified in each of the following areas:
- English
- PE

Eight teachers were certified in the following area:
- Social Science

Seven teachers were certified in the following area:
- Emotional Handicap

Five teachers were certified in each of the following areas:
- ESOL
- Guidance Counseling
- Psychology
- Middle Grades English

Four teachers were certified in the following area:
- VE

Three teachers were certified in each of the following areas:
- Administration/Supervision
- Math
- Social Studies
- Science
- History
- Middle Grades Math
- Early Childhood Education

Two teachers were certified in each of the following areas:
- Business Education
- Reading
- Sociology
- Art
- Vocational Education (District Certificate)
- Drama

One teacher was certified in each of the following areas:
- Middle Grades
- Middle Grades Science
- Health
- Spanish
- Journalism
- Biology
- Chemistry
- Gifted Education
- Political Science
- Driver's Education
- Computer Science
- Music

Combined Level Six and Eight Programs—The following information was derived from QAR reports for 10 combined level six and eight programs.

Three teachers were certified in each of the following areas:
- Elementary Education
- Vocational Education (District Certificate)

Two teachers were certified in each of the following areas:
- Technology Education
- Educational Leadership

One teacher was certified in each of the following areas:
- Administration/Supervision
- ESE
- SLD
- Mental Handicap

Level Eight and Level Ten Programs—The following information was derived from QAR reports for 24 level eight and level ten programs.

Eight teachers were certified in the following area:
- Elementary Education

Seven teachers were certified in each of the following areas:
- Social Science
- PE

Six teachers were certified in the following area:
- Emotional Handicap

Five teachers were certified in each of the following areas:
- Science
- ESE
- English
- Science

Four teachers were certified in each of the following areas:
- ESOL
- Administration/Supervision
- Math
- Business Education

Three teachers were certified in each of the following areas:
- SLD
- History
- Psychology

Two teachers were certified in each of the following areas:
- VE
- Sociology
- Political Science
- Biology
- Middle Grades Math

One teacher was certified in each of the following areas:
- Social Science
- English
- Middle Grades Language Arts
- Mental Handicap
- Language Arts
- Middle Grades
- Home Economics
- Art
- Vocational Education (District Certificate)
- Business Administration
- Industrial Arts Technology
- Elementary Math
- Computer Science
- Educational Leadership
- Spanish

Deemed Programs—The following information was derived from QAR reports for 38 deemed programs.

Five teachers were certified in the following area:
- English

Four teachers were certified in each of the following areas:
- Social Science
- Administration/Supervision
- Math
- Social Science
- ESE
- Biology

Three teachers were certified in each of the following areas:
- Elementary Education
- VE
- ESOL
- Business Education
- Science

Two teachers were certified in each of the following areas:
- SLD
- Emotional Handicap
- Middle Grade Science
- Psychology
- Chemistry

One teacher was certified in each of the following areas:
- Middle Grades English
- Sociology
- PE
- History
- Educational Leadership
- Spanish
- SLD
- Guidance Counseling
- Music
- Health

Table 12.5-1 on the following page provides a summary outlining the various teaching certifications held by teachers in Florida's juvenile justice facilities.

What is particularly important about this information is that, although a majority of teachers in Florida's juvenile justice facilities are certified, many certifications are not in areas in which teachers are teaching, nor are these certifications in core subjects such as math and English. Of 444 certifications for teachers in juvenile justice programs, English certifications (including language arts, English, middle grades English, and middle grades language arts) account for only a total of 39 (9%) teacher certifications; teachers certified in math and middle grades math only account for 21 teachers (5%). Furthermore, 99 (22%) out of 444 teachers hold certifications in various areas of ESE (including emotional handicap, mental handicap, VE, and SLD). Although this number is promising, because of the prevalence of students in ESE programs in juvenile justice facilities, programs should continue to hire teachers certified in these areas.

Not only is it imperative that teachers be certified, but also, they should be teaching within their area(s) of expertise. Ensuring that instructors are certified to teach is the first step toward more effective education; however, not until all teachers are teaching in their areas of expertise will incarcerated youths receive the benefit of educational instruction from the most qualified teachers. This requirement is especially important for teachers in core areas and ESE.

Table 12.5-1 Teacher Certification Areas in Florida's Juvenile Justice Facilities

Certification Area	Program Level							Total
	Detention	2	4	6	6 & 8	8 & 10	Deemed	
Administration/Supervision	4		1	3	1	4	4	17
Art	1	1		2		1		5
Biology			1	1		2	4	8
Business Administration						1		1
Business Education	3	2	1	2		4	3	15
Chemistry	1		1	1			2	5
Computer Science				1		1		2
Drama				2				2
Driver's Education			1	1				2
Early Childhood Education		1	1	3				5
Educational Leadership					2	1	1	4
Elementary Education	9	7	2	16	3	8	3	48
Emotional Handicap	5	3	1	7		6	2	24
English	4	6		9		5	5	29
English for Speakers of Other Languages	4	1	1	5		4	3	18
Exceptional Student Education*		5	1	10	1	5	4	26
Geography	1							1
Gifted Education		1		1				2
Guidance Counseling	3			5			1	9
Health	1			1			1	3
History	1	4		3		3	1	12
Home Economics	1					1		2
Industrial Arts Technology						1		1
Journalism	1		1	1				3
Language Arts		1				1		2
Math	3	1		3		5	4	16
Mental Handicap	2	1	1		1	1		6
Middle Grades	2			1		1		4
Middle Grades English		1		5			1	7
Middle Grades Language Arts						1		1
Middle Grades Math				3		2		5
Middle Grades Science	2			1			2	5
Middle Grades Social Science	2	2						4
Music				1			1	2
Physical Education	2	1	1	9		7	1	21
Political Science				1		2		3
Psychology		1		5		3	2	11
Reading	3	1		2				6
Science	1			3		5	3	12
Social Science	4	1	2	8		7	4	26
Social Studies	3	1		3		1		8
Sociology	2	1	1	2		2	1	9
Spanish				1		1	1	3
Specific Learning Disabilities	5	3		10	1	3	2	24
Speech		3						3
Technology Education					2			2
Varying Exceptionalities	7	2	1	4		2	3	19
Total Certifications	**77**	**51**	**18**	**136**	**11**	**91**	**59**	**444**

* Certifications are in unspecified areas of ESE, including emotional handicap, mental handicap, SLD and VE.

12.6 Professional Development of Juvenile Justice Educators

Content Analysis of E4.03 Inservice Training—As noted in prior literature, professional development for teachers is an integral part of the teaching process. In juvenile justice facilities, professional development for teachers should include particular training in important areas such as educational issues, ESE issues, and correctional education issues (i.e., working with delinquent and at-risk youth). In addition, the use of professional development plans for teachers promotes this training and allows for individual growth that enhances areas of strength and improves areas of weakness for teachers.

QAR reports for 1999 were examined for scores and content for indicator E4.03 Inservice Training. Inservice training must be comprehensive and ongoing. Programs were examined for consistent use of inservice training for teachers in topics covering educational issues, ESE issues, and corrections issues. Teachers must be given the opportunity to attend district training as well as receive training from the particular program.

The overall average for all juvenile justice programs for indicator E4.03 Inservice Training was 5.65, with an average of 5.45 for commitment programs and an average of 5.84 for detention centers. Of a total of 147 long-term commitment programs, teachers in 114 of these programs received inservice training in educational issues, 91 in ESE issues, and 79 in corrections/working with adjudicated youth. Of a total of 19 detention centers, teachers in 16 of these programs received sinservice training in educational issues, 13 in ESE issues, and 16 in corrections/working with adjudicated youth. Table 12.6-1 identifies the distribution of each type of inservice training provided to teachers in programs at each level for 1999.

Table 12.6-1 Inservice Training for Juvenile Justice Educators by Program Level

Program Level	Education Inservice	ESE Inservice	Corrections Inservice
Detention	84%	68%	84%
2	74%	52%	51%
4	93%	64%	64%
6	75%	67%	60%
6 and 8	71%	57%	43%
8 and 10	81%	67%	44%

At least half of all programs across all levels participate in each type of inservice training. Educational inservice training is provided most often across all levels. On average, over 70% of programs across all levels receive this type of inservice training. ESE inservice training ranges from 51% to 68% across programs; corrections inservice training ranges from 51% to 84% across programs. Since training in these areas has been noted in prior literature as being essential for juvenile justice educators, these percentages across all programs appear to be low. There are only four program levels in which 80% of teachers are provided with a particular type of inservice training. Additionally, as the literature suggests, juvenile justice educators should be provided with training in a combination of all three areas consistently

throughout the year. Table 12.6-2 presents the results of an analysis of which program levels provide comprehensive inservice training to teachers in these programs.

Table 12.6-2 Comprehensive Inservice Training for
Juvenile Justice Educators by Level

Program Level	% of Programs
Detention	63%
2	24%
4	29%
6	30%
6 and 8	29%
8 and 10	26%

Although very few programs (four) did not provide any inservice training for teachers, it is particularly noteworthy that only 30% or less of the commitment programs provided comprehensive inservice training to their instructional personnel on a consistent basis. Detention centers as a whole performed better in this area, yet there remains a large percentage of detention and commitment programs that are missing this very important component of effective teaching. Because of the specific needs of teachers in juvenile facilities, it is imperative that these teachers receive more specialized and specific training in each of these three inservice training areas. The lack of comprehensive inservice training across so many program levels demonstrates a disservice to the incarcerated youths in these programs. Programs must realize the impact that inservice training has on teacher effectiveness, which in turn affects student learning. Programs should provide inservice training in these areas so that teachers may provide the most effective instruction to all students.

Professional Development Plans—Another area of professional development that is important for teachers is the identification of personal goals and desired growth. Professional development plans have been identified in the literature as a positive tool for better teaching. Table 12.6-3 provides an analysis of each program level and the use of professional development plans. Use of professional development plans ranges from 24% to 50% of programs, with an average of 43% of programs using these instruments during 1999.

Table 12.6-3 Use of Professional Development Plans by
Teachers in Juvenile Justice Facilities in Florida

Program Level	% Using Plans
Detention	37%
2	24%
4	50%
6	40%
6 and 8	29%
8 and 10	40%
Deemed programs	29%

For each program level, no more than half of the programs use professional development plans. Professional development plans are useful teaching tools and assist teachers in enhancing their strengths and improving their weaknesses. The fact that no more than 50% of any level program uses such tools indicates that teachers often are not being held accountable for or being provided the opportunity for professional growth, which could have a negative impact on student learning.

12.7 Summary

The uniqueness of juvenile justice facilities and the varied needs of incarcerated students mandate that, in order to more effectively serve youth in juvenile justice settings, teachers receive specialized and specific training, possess certification, develop professionally, and are evaluated. Continued research is necessary to identify exactly what kind of training and professional development is needed for juvenile justice educators. Until this research is conducted and an empirical base is established, teacher quality will remain an ambiguous concept. Furthermore, specialized training and certification programs for future juvenile justice educators must be developed by universities to increase quality preparation of educators in juvenile justice settings. Until teacher quality becomes a priority in juvenile justice education, the most effective educational services will not be available to incarcerated students.

Currently, slightly over two-thirds of the teachers in all of Florida's juvenile justice facilities are State of Florida certified. Additionally, 66% of commitment program teachers are certified, and 73% of detention center teachers are certified. Overall, programs received QAR scores in the satisfactory range for teacher experience. A large discrepancy among programs emerges when the differences between publicly operated and privately operated educational programs are examined. In publicly operated educational programs, 96% of all teachers were certified. In contrast, only 48% of privately operated educational program teachers were certified. Also, seven private programs did not employ any certified teachers. It appears from this data that students in publicly operated juvenile justice educational programs are receiving instruction from better qualified personnel. Furthermore, it appears that students in privately operated facilities most likely are not receiving the best educational services since the majority of the teachers in these programs are not State of Florida certified.

Another area of concern is the low number of teachers certified in core subjects. Currently, of 444 teacher certifications, only 39 teachers (9%) are certified in English and language arts areas, and only 21 (5%) are certified in math areas. This is particularly troublesome as juvenile justice students are often deficient in core subjects. Additionally, 99 (22%) of 444 teacher certifications are in ESE areas. This percentage is promising; however, with the prevalence of students in ESE programs, facilities should continue to hire teachers certified in ESE areas to accommodate the educational needs of all students in ESE programs.

An additional area examined in Florida's juvenile justice educational programs was professional development activities. As noted in the literature, professional development for

teachers is an integral part of the teaching process. Professional development for teachers in juvenile justice facilities should include particular training in important areas such as educational issues, ESE issues, and correctional education issues. In addition, the use of professional development plans for teachers promotes this training and allows for individual growth that enhances areas of strength and improves areas of weakness for teachers. At least half of all programs across all levels are participating in each type of inservice; however, only 30% or less of the commitment programs are receiving comprehensive inservice training (on educational issues, ESE issues, and correctional issues) on a consistent basis. Programs must realize the impact that inservice training has on teacher effectiveness, which in turn affects student learning. Inservice training in these areas must be provided so that teachers can provide the most effective instruction to all students.

The use of professional development plans ranges from 24% to 50% of the programs, with an average of 43% of programs using these instruments during 1999. This finding suggests that teachers are oftentimes not being held accountable for or provided the opportunity for professional growth, which can have a negative impact on student learning.

The quality of teachers is at the heart of all other educational reforms. This is evident from both the prior literature and the results of JJEEP research regarding quality of educational services in relation to teacher quality. Given that teacher qualifications, training, and evaluations are important, quality education mandates the use of specific requirements for teachers in juvenile justice educational programs. It is clear that teacher quality affects the quality of a program's educational services.

Chapter 13
REVIEW, DISCUSSION,
AND RECOMMENDATIONS

13.1 Introduction

This chapter presents a review of the preceding chapters of this report. This chapter also provides discussion of the key issues raised and major conclusions drawn in each chapter, as well as recommendations based on those issues and conclusions. Specifically, section 13.2 summarizes the status of JJEEP's 1998 recommendations; section 13.3 describes several operational plans that JJEEP will implement during its 2000 cycle to increase effectiveness and efficiency; section 13.4 provides brief discussion and recommendations specific to JJEEP functions and multiple activities; and section 13.5 provides a summary discussion of the chapter.

13.2 Status of 1998 Recommendations

In our 1998 Annual Report to the Department of Education, JJEEP provided a series of recommendations for DOE/JJEEP and DOE and DJJ consideration. JJEEP accompanied each recommendation with suggestions for implementation. The recommendations and suggestions for implementation were designed to address three major problem areas. First, privately operated educational programs earned lower QAR scores than publicly operated educational programs and appeared to have problems securing qualified instructional personnel. School districts also experienced management problems with private providers. Second, transition and curricula were the two areas in which programs received the greatest number of low QAR scores and generated the most concerns and requests for technical assistance. Third, no consequences existed for those programs providing substandard educational services. Other policy recommendations addressed broader issues for DOE and DJJ to consider. These issues included facility size, procedures for school districts to follow in awarding and managing contracts with private providers, funding, consequences for programs and districts whose programs continually received poor educational QAR scores, the need for objective statewide assessments to be used to measure program progress as a supplement to QARs, and aftercare.

Several of these 1998 recommendations were implemented through the passage of HB 349, as discussed in Chapter 2. New legislation, SBE rules, and QAR standards have also addressed the majority of recommendations concerning school districts' management of private providers. The new SBE rule, among other things, requires school districts to research private providers to ensure that they meet certain specified qualifications before school districts offer them a contract. JJEEP and DOE are currently developing a technical

assistance paper (TAP) on procedures for developing model contracts and contract management activities.[1] To further ensure that school districts more effectively manage contracts or cooperative agreements with private providers, JJEEP and DOE incorporated a new contract management standard into the 2000 Educational Quality Assurance Standards for long-term commitment programs, short-term commitment programs, and detention centers. The contract management standard includes a priority indicator entitled "Contract and/or Cooperative Agreement." This key indicator requires the school district to ensure that a current cooperative agreement or contract with the provider and/or DJJ exists and that the cooperative agreement or contract includes, at a minimum, each of the 13 statutorily required elements listed in s.230.23161 (14), F.S.

In 1998, it was recommended that JJEEP, DOE, and school district personnel provide more technical assistance to private providers. In 1999, JJEEP personnel have not provided as much on-site technical assistance as we would have liked. In addition, JJEEP concluded that securing qualified educational personnel might have been a problem in privately administered programs.

JJEEP recommended greater enforcement and implementation of several paragraphs in s.230.23161, F.S., that deal with qualifications of teachers in juvenile justice programs. S.230.23161 (11), F.S. requires school districts to recruit and train teachers who are interested, qualified, or experienced in educating students in juvenile justice programs. S.230.23161 (14)(g), F.S., requires cooperative agreements to include procedures for provision of qualified instructional personnel, whether supplied by the school district or provided under contract by the provider. S.230.23161 (14)(h), F.S., requires that provisions for improving skills in teaching and working with juvenile delinquents be included in cooperative agreements. More specifically, JJEEP recommended that DOE, school districts, and private providers develop clear definitions of "effective" and "qualified" instructors. Additionally, it was recommended that school districts and providers include in their cooperative agreements a provision requiring at least one certified teacher per program. QAR data for 1999 indicate that these recommendations have not been uniformly implemented, as a large proportion of teachers in Florida's juvenile justice facilities cannot be classified as qualified. While definitions of "effective" and "qualified" instructional personnel may have been developed, these definitions may vary between private providers and public providers. In addition, school districts did not appear to require that their private providers employ certified teachers, which could be due to misinterpretations of second chance school waivers. Further, many private providers require teachers to attend provider-sponsored inservice in place of district inservice. JJEEP found in 1999 that 96% of teachers in publicly operated educational programs possessed State of Florida teaching certificates, while 48% of teachers in privately operated programs possessed state teaching certificates. Also, seven privately operated educational programs employed no state-certified teachers. Further recommendations addressing qualifications for teachers in juvenile justice programs will be addressed in section 13.4.

---

[1] Please refer to Chapter 2 in this report for further explanation of the contract management TAP.

JJEEP found in 1998 that transition and curricula were the most problematic areas for juvenile justice educational programs. Chapter 11 provides a detailed analysis of curricula provided in programs in 1999. QAR scores indicate that the quality and appropriateness of academic curricula provided to students have improved. In 1999, JJEEP, with the assistance and support of DOE, developed a guidebook, which addresses model transition procedures and that will be available to all program personnel this year. The guidebook addresses each transition recommendation made in 1998, including enrollment, exit transition procedures, and the development of educational plans for non-ESE students, and other transition issues.

In 1998, JJEEP reported that no consequences existed for educational programs that failed to perform satisfactorily on QARs. JJEEP also suggested re-reviewing educational programs that failed the education portion of the QAR, even if they passed the overall DJJ QAR. Further, in coordination with DOE, JJEEP implemented the corrective actions process in 1999. This corrective actions process has essentially eliminated the need for re-reviews of failing educational programs because JJEEP requires programs and school districts to develop corrective actions plans to address failing standards or indicators and then monitors the implementation of corrective actions plans.[2] In addition, the Florida Legislature provided consequences for school districts and private providers by amending s.230.23161, F.S. The legislature added paragraph (16)(c) to the statute. It now states that a school district that fails to meet the educational QAR standards will be given six months to achieve compliance with the standards. DOE shall exercise sanctions as prescribed by SBE rules if the district is still below minimum standards after six months. In addition, if a provider fails to meet minimum standards, the school district that holds the contract with that provider shall cancel the provider's contract unless the provider achieves compliance within six months or unless there are documented extenuating circumstances. S.230.23161(16)(c), F.S. states that DOE and JJEEP, through the corrective actions process, essentially implemented informal sanctions for failing programs during the 1999 QAR cycle before the legislature required DOE to prescribe formal sanctions in SBE rules.

JJEEP also recommended that greater enforcement and implementation of s.230.23161(13) and (14), F.S., were needed to ensure that students learn in classrooms that are appropriate, safe, large enough for and conducive to learning. JJEEP suggested that a TAP explaining the rights and responsibilities of district school boards regarding siting, construction, and maintenance of instructional space in DJJ facilities, and interpreting s.230.23161(17), F.S. and s.230.23161(18), F.S. (formerly (13) and (14), respectively), be written and distributed to every district school board. The forthcoming contract management TAP will address some of these issues, but the issue of classroom space remains unaddressed.

JJEEP's final recommendation was to expand its research efforts to collect more comprehensive data during QAR visits, to follow up with site visits to programs with promising practices to validate them, to research aftercare, and to implement longitudinal tracking. JJEEP staff members collected more information during QAR visits through the use of supplemental data collection forms. They also visited programs with identified

---

[2] Please refer to Chapter 5 for a detailed explanation and analysis of the corrective action process.

promising practices and carried out process analyses that describe what best practices in juvenile justice education might include.[3] More research into aftercare was accomplished in 1999, but further research in this and other areas is needed, as discussed in section 13.4.

13.3 JJEEP's Plans for the 2000 QAR Cycle

The following recommendations were developed internally by JJEEP personnel as part of an organizational self-evaluation of the 1999 QAR cycle. JJEEP also considered input from program and school district personnel that was obtained during QARs, conferences, and workshops. The following plans and recommendations for the 2000 QAR cycle are intended to assist JJEEP in becoming more effective in carrying out its multiple and interrelated functions.

In 1999, JJEEP reviewers provided most technical assistance to programs during their QAR visits. JJEEP personnel made five site visits to school districts and four site visits to programs for the sole purpose of providing technical assistance. DOE provided much more extensive technical assistance that included seven assessment workshops, five curriculum development training sessions, two facility planning workshops, two quality improvement follow-up visits, one district alternative education workshop, and one contract improvement mediation. On-site visits to programs or districts for technical assistance were limited due to lack of staff. There is a need for greater collaboration and coordination of technical assistance to DJJ facilities from both JJEEP and DOE. DOE and JJEEP should consider hiring additional reviewers so that each reviewer has more time to make technical assistance site visits during the QAR cycle. In the alternative, JJEEP, in coordination with DOE, should consider using corrective actions data and program surveys to assess the most pressing technical assistance needs among programs and districts. The 1999 data indicate that transition was the most critical area in which programs and districts require technical assistance. As soon as possible, the JJEEP quality assurance coordinator should schedule QAR reviewers for technical assistance site visits in advance throughout the 2000 cycle. Reviewers could conduct one-day technical assistance site visits at the programs or districts that exhibit the most pressing needs. These visits should be scheduled for the same week a reviewer is scheduled to conduct a QAR of another program in that geographic area. This will save travel expenses and allow the reviewer and program personnel to focus on the areas that require technical assistance. Finally, JJEEP and DOE should work together to create a formal mechanism for the provision of technical assistance that utilizes expert personnel and meets the assessed and expressed needs of programs and school districts.

JJEEP should also continue to provide technical assistance to program and school district personnel in the form of regional workshops and conferences. Feedback from regional workshops and the JJEEP Detention Summit held in 1999 were overwhelmingly positive. In the future, JJEEP should plan the agenda of these workshops to address issues suggested by

---

[3] Please refer to Chapter 7 for an in-depth review of literature, QAR findings, descriptive case studies, and implications regarding best practices in juvenile justice education.

program and school district personnel. Furthermore, a special effort should be made by JJEEP, school districts, and programs to encourage instructional personnel and transition personnel, who are "on the front lines" of juvenile justice education, to attend and participate in regional workshops. Networking between program personnel has helped to foster innovation and reduce the feelings of isolation that teachers in juvenile justice programs often experience. Therefore, JJEEP should schedule unstructured time into regional workshops and conferences for the purpose of networking between personnel from different programs, districts, and providers. Finally, JJEEP should continue to develop topic-specific TAPs that meet the assessed and expressed needs of personnel in programs and school districts.

As section 13.4 will indicate, there is a need for JJEEP to conduct interrelated and ongoing research that is supplemental, but crucial to effectively conducting QARs and technical assistance. The proposed Center for the Study of Education and Prevention of Delinquent and At-Risk Behavior (Center) provides a structure for JJEEP to carry out its expanded research activities. Moreover, the Center will serve the equally important purpose of preparing qualified teachers and providing professional development and training activities to teachers in juvenile justice programs to help them improve their effectiveness.

Chapter 12 provides alarming data concerning the small percentage of certified teachers in private programs and the even smaller number of teachers certified in core academic subjects or ESE related areas. As noted previously, only 48% of private education program teachers were certified, while 96% of public education program teachers were certified. Of 452 teachers in juvenile justice programs in Florida, only 39 (9%) teachers are certified in English or language arts, only 21 (5%) teachers are certified in math areas. This is particularly troublesome as juvenile justice students are often deficient in core subjects. Additionally, there are 117 (26%) out of 452 teacher certifications in ESE areas. This percentage is promising; however, with the prevalence of students in ESE programs, facilities should continue to hire teachers certified in core subjects and ESE areas to accommodate the educational needs of all students in ESE programs.

Current policy allows teachers in dropout prevention (DOP) schools, including all juvenile justice educational programs to teach any subject, regardless of their area of expertise or the area in which they are certified. In fact, a DOP teacher who is certified in any field will be legally classified as "in field," regardless of the subject he or she teaches, as long as he or she teaches in a DOP school. For instance, a teacher whose teaching certificate states that he or she is certified in physical education is considered to be "in field" if he or she teaches English, math, and science in a DOP school, although that teacher has not earned a certificate in English, math, or science. Current policy also allows second chance schools to hire teachers who do not hold a certificate at all.

Approximately 30% or less of the teachers in commitment programs received comprehensive inservice training that addressed educational issues, ESE issues, and correctional issues on a consistent basis. Inservice training has a tremendous impact on teacher effectiveness, which is one of the most, if not the most, important elements affecting student learning. There is an established need for more qualified teachers and for more comprehensive professional

development opportunities for teachers. In the future, the Center can help to provide effective teacher training based on research-supported models of teacher preparation that combine theory with practical applications. It can also provide ongoing professional development training activities specifically designed to meet the needs of teachers and students in juvenile justice facilities. While the Center is still a concept, there is clear need for the growth of JJEEP into a multiple service entity that can enhance teacher preparation, professional development, technical assistance, and juvenile justice education-related research capabilities in relation to Florida's juvenile justice educational system.

13.4 Discussion and Policy Recommendations

The discussion and recommendations that follow are intended to identify issues that require consideration by the legislature, DOE, school districts, and program personnel. These discussions and recommendations are grouped by topic area and intended to target the most needed areas of change, as evidenced by data analyses, literature reviews, research, and QAR results that are presented in the preceding chapters of this report.

House Bill 349—HB 349 impacts the delivery of educational services in DJJ programs at the school district and facility level by requiring DOE to write a SBE rule that more clearly articulates procedures for transfer of student records, assessment, content of student educational files, school improvement plan process, accountability, and sanctions for educational programs that fail to meet minimum educational standards. HB 349 also requires that programs provide students with 250 days of instruction over a 12-month period, access to GED preparation and testing and appropriate curricula and instruction based on individual student needs. In addition, HB 349 amends s.985.315, F.S., by strongly encouraging participation of certain juveniles in educational/technical or vocational work-related programs for five hours per day, five days per week. DOE has drafted the required SBE rule, but certain provisions of HB 349, like the amendments to s.985.315, F.S., await further interpretation. Additionally, the General Appropriations Act required DOE to conduct a study of the feasibility of a separate school district to administer juvenile justice education in Florida. JJEEP conducted this research and concluded that a separate school district for DJJ was inappropriate given the unique nature of our system, including the more than 200 programs in Florida and the high level of privatization (over 80% at the facility level and nearly 50% at educational programs).

Recommendations:
- As soon as possible, DOE should communicate to school district and program personnel the content of new SBE rules and explain the implications of those rules for the operation of juvenile justice educational programs.
- DOE, JJEEP, and DJJ should work together to clarify all provisions of HB 349 that remain unclear.
- Research clearly indicates that juvenile justice students in Florida would be best served by Florida's present school district system in coordination with quality assurance.

1999 QAR Results—1999 QAR scores are slightly lower than 1998 QAR scores. However, content analyses of QAR reports do not indicate that programs provided less quality services in 1999 than in 1998. Rather, the general decrease in QAR scores largely reflects the fact that programs were held to higher standards in 1999 than they were in 1998. It is imperative to remember that the purpose of conducting QARs is to evaluate and document the quality of educational services that students currently receive, to identify promising practices, and to ensure that problems with the provision of quality services are identified and remedied at the program, district, and state level.

Some providers and school districts provide financial incentives or penalties to staff members based on changes in QAR scores. This is not a practice that is either encouraged or sanctioned by JJEEP or DOE. Numerical scores are used out of necessity to represent a certain quality level of performance. As we learn more about what students need and how to better provide services, QAR standards are raised. Programs may not necessarily improve their numeric scores from year to year because they are being held to higher standards and performance measures.

Recommendation:
- Programs, providers, and school districts should weigh very seriously the decision to award financial incentives or penalties based on QAR scores, and should not base those decisions on year-to-year QAR comparisons.

Technical Assistance—Technical assistance to school districts and on-site educational programs was emphasized in 1999. However, because JJEEP's reviewers were disproportionately involved with QARs, JJEEP staff members made few site visits to programs or school districts for the sole purpose of providing technical assistance.

Recommendation:
- JJEEP and DOE should solicit input from school districts and programs regarding their most pressing technical assistance needs, and based upon these most pressing needs, develop long-term strategies for providing direct technical assistance to districts and programs.
- JJEEP and DOE should offer and provide technical assistance to districts and programs during the corrective actions process.
- Program and school district personnel should take advantage of the forthcoming transition guidebook and the forthcoming TAP on contract management.

Corrective Actions—The corrective actions process has been an overwhelming success. School districts and programs have successfully developed and implemented corrective actions necessary to overcome deficiencies in the performance of priority indicators. The most frequent and/or significant concerns requiring corrective actions in 1999 pertain to

individualized planning, enrollment and transfer of records, teacher certification, and funding and support.

Recommendations:
- JJEEP and DOE should continue to assist school districts and programs in the development of corrective actions and continue to monitor the corrective actions process.
- Sanctions articulated by DOE in the forthcoming SBE rule required by HB 349 should be integrated into the corrective actions process.
- JJEEP should include in its corrective actions protocol an initial inquiry into the program's need for technical assistance.

Individualized Planning—Sixty percent of the corrective actions generated, and the majority of technical assistance provided during 1999 QAR visits involved transition issues. It is crucial that school districts and programs meet the minimum requirements of the key indicators in the 2000 educational QAR transition standards. Individualized planning emerged as the most significant issue in transition among priority indicators receiving partial or non-performance ratings. The highest number of corrective actions needs involved individualized planning for students who were not in ESE programs. The second highest number of concerns involved individualized planning for students in ESE programs or the development of quality IEPs. Many of the same types of problems associated with educational plans for non-ESE students existed for ESE students.

The development and quality of educational plans for non-ESE students have implications not only for student planning, but for instructional delivery as well. Educational plans for non-ESE students that contain long-term educational goals and short-term instructional objectives specific to individual student needs are necessary to help students and teachers visualize a path for individual student success. If teachers are familiar with the goals and specific instructional objectives in each student's plan, teachers can use those objectives to incorporate a variety of instructional strategies into their lesson plans. In this way, the needs of individual students can be better met.

Recommendations:
- School districts must ensure that personnel in their juvenile justice programs understand the important relationship between educational plans for non-ESE students and effective instructional delivery.
- School districts and program personnel should refine policies and improve procedures for the development of educational plans for non-ESE students and the implementation of those plans during instructional delivery.
- Program policies and procedures governing individualized student planning should reflect the following principles:
  - All personnel involved in instructional delivery and the guidance of students, including the ESE consultant, should participate in writing educational plans for non-ESE students and IEPs for ESE students.

- Educational plans for non-ESE students and IEPs should maximize the opportunities for students to receive individualized instruction and related guidance and support services.
- To eliminate the development of inappropriate and/or generic individual plans and IEPs, personnel writing educational plans for non-ESE students and IEPs should focus on the quality and content of those plans, rather than merely on their form.
- Instructional personnel who document student progress should, at a minimum, document student progress as it relates to the goals and objectives contained in the educational plan or IEP.

Enrollment and Transfer of Records—Effective statewide procedures for transfer of educational records of students in the juvenile justice system are fragmented and uncoordinated. Presently, school districts and DJJ use two separate systems for the transfer of student records. The two most important players in the transfer of records are school district registrars and DJJ probation officers. School districts and individual programs use the Florida Automated System for Transfer of Educational Records (FASTER) system, the district MIS, or the postal service to transfer student records. However, the initiation of the record transfer often does not begin until the student shows up at the program or home school and program/school personnel request records from the previous educational placement. DJJ juvenile probation officers (JPOs) are already required by DJJ policies to consolidate certain documents, including educational records, into a commitment file for each student. However, since JPOs have no way of knowing which specific education records to request, educational programs must consequently request additional records when students enter their programs. To further complicate matters, several school district registrars are not aware that JPOs are authorized to receive the student educational records that they request.

Recommendations:
- DOE and DJJ should develop and codify statewide procedures for the transfer of educational records for students committed to juvenile justice programs. While general procedures for records transfer exist in SBE rules, such procedures must be made specific and communicated to personnel in programs, school districts, public schools, and to JPOs.
- DOE and DJJ should provide training to school district registrars and record personnel and JPOs regarding the necessary contents of student educational records and the collection and transfer of those documents.

Funding and Support—Funding and support concerns were raised in 16 programs in 1999. It is difficult to implement effective educational programs without appropriate funding. During QARs, a JJEEP reviewer identifies insufficient funding concerns by observing the apparent effects of insufficient funding on the provision of educational services within the program.

Recommendations:
- A DOE school finance expert should develop methodology capable of determining the amount of funds earned by an educational program that are, in turn, spent directly on the educational program.
- Once validated, this funding methodology should be incorporated into the QAR process and the fiscal data entered into the JJEEP database. This will enable comparative determination of the costs of variously performing educational programs.

Education and Recidivism in Florida—The literature on the relationship between education and crime suggests that providing effective educational programming to youths in juvenile justice facilities can reduce the likelihood of recidivism. This means that juvenile justice facilities with high quality educational components (measured by QAR scores) should have lower recidivism rates than programs with lower quality educational components. A comparison of JJEEP QAR data and DJJ recidivism data indicates that programs with high QAR scores do have slightly lower recidivism rates than programs with low QAR scores. This pattern remained when control variables, such as facility designation (public/private), educational designation (public/private), facility size, and program security level were included in the analysis. However, the differences in recidivism measures between high and low scoring programs were not statistically significant at the 0.05 level, perhaps because of small sample sizes.

Recommendations:
- JJEEP should conduct longitudinal tracking of recidivism rates of a larger sample of juveniles to more completely assess the relationship between the quality of educational programming in juvenile justice programs and program-level recidivism measures.
- Serious consideration should be given to development of long-term measures of the impact of juvenile justice educational programming on juveniles in addition to recidivism rates, such as successful community reintegration, including educational status, employment, job satisfaction, living conditions, and mental health.

Toward Best Practices in Juvenile Justice Education—Literature reviews, QAR data, and associated research conducted by JJEEP on promising educational practices demonstrate that high quality assurance scores are directly related to the inclusion of promising educational practices. Such promising practices include initial assessments, educational plans, effective school environments, individualized and effective curricula, transition services, aftercare services, and teacher qualifications and training. Programs in Florida that received higher QAR ratings have common processes that address the practices mentioned above, albeit through a variety of service delivery models. However, the quality in which these practices are implemented and provided to students is as important as the presence of these practices. For example, reports show that over 90% of students exiting a residential facility in Florida received some type of aftercare or re-entry service, however, only a minority of students are released to aftercare programs located within the same district as the commitment program.

Finally, certified and trained teaching professionals are needed for successful implementation of the promising practices recommended below.

Recommendations:
- Continued evaluation of programs' successful delivery of identified promising practices is necessary through QARs and supplemental study.
- A variety of assessments are needed to obtain accurate measurement of academic levels, vocational interests, and learning styles for each student.
- It is critical that uniform pre- and post-testing of students be completed to help determine educational gains in relation to specific educational programs and types of students.
- Curricula in juvenile justice programs should be competency-based and provide various diploma options.
- Curricula must be individualized and delivered using a variety of instructional strategies to meet student needs.
- Programs should place emphasis on curricula that address academics, vocational skills, employability skills, social skills, and life skills.
- To produce an effective educational environment,
  - all programs should have an adequate number of teachers and support staff to provide lowstudent to teacher ratios;
  - administrators should collaborate with educational staff to ensure that students have supplemental materials to enhance learning; and
  - classes must be kept small for increased student success in behavior modification and academic individualization.
- Aftercare services need to be consistently administered within students' home or re-entry communities based on security levels and student needs.
- Because the existing research on promising educational practices has been largely descriptive, further research that includes program outcome data addressing academic achievement, employment, and behavior should be conducted and used to guide future policy.

Exit Transition and Aftercare—Literature suggests that transition services are integral to successfully re-integrating students back into their communities during the difficult transition from a juvenile justice facility to one's home. Exit transition services offered by a single program or a receiving school district cannot be successful without adequate agency cooperation and communication. The implementation and evaluation of aftercare programming is preliminary, and empirical evidence that can be used to guide specific policy recommendations is lacking. Students in Florida are not consistently receiving aftercare services based on their assessed needs. The literature suggests that some types of intense surveillance results in negative consequences for students, such as increased technical violations for minor infractions. Best practices research indicates that Florida's juvenile justice educational programs must include comprehensive transition and aftercare services.

Recommendations:
- School district personnel, JPOs, re-entry counselors, and local aftercare programs must work together, share information, and coordinate efforts to provide services that effectively help students re-integrate into their home/receiving schools and communities.
- School district personnel must have information on each returning student including transcripts, transition/exit plans, educational plans, and behavioral and academic performance evaluations from commitment programs.
- Because the transition process is more difficult for students who return to their communities from an "out-of-county" residential facility, JPOs and re-entry counselors should be assigned to individual schools within the district to provide returning students with consistent transition services that are coordinated with individual school and district services.
- Students exiting various juvenile justice facilities should receive a continuum of care.
- Students in Florida should receive aftercare services that are appropriate in type and duration, are based on their security risk and assessed needs.
- Future policy regarding aftercare should be guided by outcomes such as academic achievement, employment, family and peer relations, and subsequent activity of students exiting Florida's aftercare programs.
- Consideration should be given to implementing targeted quality assurance educational standards for aftercare programs.

Privatization of Juvenile Justice Education—Private facilities provided educational services to nearly 53% of all juvenile justice students in 1998 and nearly 48% of all juvenile justice students in 1999. Further analysis shows that, while only about 6% of all juvenile justice educational components were for-profit in 1998, and 5% were for-profit in 1999, these for-profit corporations served nearly 13% of all juvenile justice students in 1998 and 1999. Private providers tend to operate larger programs. In general, public programs are the smallest and for-profit programs are the largest.

Recommendations:
- School districts must comply with the new SBE rules regarding mandated procedures to be followed before awarding contracts to private providers for educational services.
- School districts must comply with the new contract management and oversight requirements for private providers serving students in juvenile justice programs in their districts.

Exceptional Student Education—Currently, nearly 3,000 students in Florida's juvenile justice commitment programs have been identified as in need of special education services. Current literature estimates that the number of exceptional students in juvenile justice systems across the nation is generally four to five times higher than the number of exceptional students in the general population. However, information is sparse regarding the specific breakdown of the types of disabilities experienced by students in juvenile justice facilities. This information is needed to improve program design, yet certain components of

educational service delivery for all students have been identified. These components include a strong assessment component, a functional curriculum that meets each student's needs, vocational training opportunities, transitional services that include a continuum of education and related services, strong transition processes with follow-up services, and effective staff training. These components should form the basis of students' IEPs.

A review of QAR scores and corrective action logs indicates that many programs are still struggling with regard to timely review and development of IEPs. The IEP is the core of any educational program developed for students with special needs. It is difficult to conclude that any student with special needs who does not have an operational IEP is receiving appropriate educational services. While the overall program performance for modifications and accommodations in the curriculum, as required for students with disabilities, is in the marginally satisfactory range, 9 programs are performing in the partial range, and instructors in 15 long-term commitment programs and school districts do not have access to IEPs. In addition, there is a shortage of trained special education instructors. The discrepancy in the number of support personnel and the number of instructional personnel having direct access to IEPs raises serious concerns. It is evident that special education services in juvenile justice education are lacking as they are currently being provided. There is a need to expand our knowledge regarding the depth and quality of services being provided to special needs students in juvenile justice programs.

Recommendations:
- It is crucial that juvenile justice program administrators and educators understand federal legislative mandates governing students with disabilities and follow federal and state guidelines in providing educational services to incarcerated youths with disabilities.
- For the purpose of educational program design and appropriate service delivery, it is necessary that the number of students with specific disabilities be identified in every program.
- Because of the shortage of trained special education personnel, it is necessary that clear educational processes are in place in each program that include all of the components discussed above for effective educational service delivery. These include
    - a strong assessment component,
    - a functional curriculum capable of meeting each student's needs,
    - vocational training opportunities,
    - transitional services that include a continuum of education and related services,
    - strong transition processes with follow-up services, and
    - the inclusion of each of these components in students' IEPs.
- Program and school district administrators must provide instructors with ongoing professional development that is specific to delivering appropriate educational services to students with disabilities. Training should go beyond minimal paperwork requirements to address instructional delivery and transition delivery methods that meet the needs of students with a variety of disabilities.

- To ensure that IEPs are developed in a timely manner, the process of obtaining past educational records, reviewing past and current IEPs, and updating IEPs must be a priority of every educational program.
- Programs and school districts must initiate the ESE process for students with disabilities within 11 days of student entry into the facility to comply with federal law and to quickly set in motion the development of quality IEPs, which are the touchstone for the provision of a continuum of individualized services for students.
- It is necessary that all programs score at least in the satisfactory range in making curricula modifications and accommodations for students with disabilities to ensure that these students are being served appropriately.
- IEPs must be individualized and should be utilized as the primary transition-planning document to influence the curriculum taught, to influence instructional strategies used, and to guide assessment procedures and support services provided to special needs students.
- IEPs must be available to all academic and vocational instructors in the program so that everyone who teaches a student with disabilities is familiar with how to provide educational services to individual students.
- School district and program administrators need to seriously consider that more ESE support personnel than instructional personnel have access to IEPs. While additional research is needed, district and program administrators should address the following questions:
- Are support personnel being utilized as prescribed by a student's IEP?
- Are the services provided truly matching the individualized academic, vocational, and personal needs of the special needs student?
- Are support personnel working closely with instructional personnel to support and enhance daily instruction and remediation?
- Appropriate certification and training of teachers is necessary to ensure that educators are familiar with each student's needs and possess the abilities to effectively utilize IEPs as transitional and instructional delivery tools.
- JJEEP and DOE should conduct further research into ESE service delivery in Florida's juvenile justice programs. Particular areas requiring more careful study include the specific handicapping conditions of students being served, service delivery models, components and quality of IEPs, and level of compliance with federal and state mandates. This information should be used to assist programs with the development of an ESE service delivery model that meets the specific and individualized needs of students.

Curriculum—Curriculum design and implementation serves as a framework through which instructional delivery, ESE services, assessment, cultural diversity, and academic growth interact. JJEEP performed a content analysis of the QAR indicators related to curriculum and reviewed the current curriculum literature. Although there is not much literature and research specific to curriculum for adjudicated and delinquent youth, the research that does exist suggests that effective curricula for juvenile justice students should incorporate certain components. The curriculum offered should provide individualized academics that address

the varying ability levels of students; access to GED diploma options for appropriate students who are of legal age, are behind in credits, and will most likely not return to school; quality special education services; vocational programming and job preparation skills; psychosocial skills necessary for students to become productive citizens and family members; and multicultural experiences that address the needs and backgrounds of all students. The majority of juvenile justice educational programs in Florida offer instruction in English and math. Approximately three quarters of programs offer social studies and science. Excluding detention centers and short-term commitment programs, approximately 80% of programs offer some form of GED access, but this access ranges from comprehensive preparation and taking of the GED examination to minimal preparation with no opportunities to take the actual exam while the student is in the program. Vocational course offerings and activities are limited to a small percentage of programs. The majority of Florida's juvenile justice educational programs provide satisfactory curricula offerings, as measured by QAR scores. However, a study of the most common reasons why programs received either partial or superior ratings in the academic and practical arts curriculum indicators suggest that programs should implement the following.

Recommendations:
- Programs and school districts must ensure that students receive official grades and credits for work completed and benchmarks mastered.
- The academic curriculum must be individualized to address the ability levels and graduation needs of all students.
- The academic curriculum must be substantial and differentiated.
- Academic courses must be offered on a consistent basis following a regular schedule best suited to the age and needs of students in the program.
- Academic courses must follow official state course descriptions.
- Programs and districts are strongly encouraged to offer hands-on vocational training that provides instruction and experiential opportunities to learn marketable trades and skills.
- A combination of student-centered career awareness and employability skills should be offered or substantially integrated into the curriculum.
- Programs and school districts can meet the academic, social, and vocational abilities, needs, and interests of a variety of students by utilizing course integration, extended scheduling, thematic units, block scheduling, correlated rehabilitation and educational activities, and dual and co-enrollment. Administrators and instructional personnel should participate in the research and training necessary to implement these non-traditional curricular approaches correctly.

Diversity—Findings on the racial makeup of juvenile justice programs indicate that at almost every program security level and in detention centers, the percentage of African-American students exceeded the number of white students in programs reviewed by JJEEP. This indicates a need to provide services that meet the cultural needs of all students. These multicultural needs would include, but not be limited to, multicultural training for all program and district personnel, a meaningful multicultural curriculum for students, and training in the correct implementation of a multicultural curriculum for instructional personnel and administrators. Currently, we do not know how to provide multicultural

education that is truly beneficial to students. The current QAR standards and process merely ensure that programs attempt to include some kind of cultural diversity elements in their programming. Provision of a multicultural experience that addresses the needs and backgrounds of all juvenile justice students also applies to the provision of quality educational services that meet the distinctive needs of both females and males. Although the current literature identifies a number of significant differences in the treatment, mental health, and social services that females need, little information exists to clarify what the different educational needs of males and females are, or if gender-based differences in those needs exist. While gender-specific life and social skills programming is offered in many of Florida's all female juvenile justice programs, very little vocational training is offered.

Recommendations:
- Further study is needed to evaluate the quality of cultural diversity training, the effectiveness of different cultural diversity training programs, and to define an effective multicultural education environment.
- It is necessary that JJEEP and DOE engage in further study of the educational and vocational needs of females, possible gender biases in female programming, and the types of training that teachers need to effectively provide instructional and transition services to females.
- Further long-term study is needed to explore the implications for juvenile justice educational programs of disproportionate African-American student representation in these programs.
- Because instructional and program personnel who are not fully aware of other cultures can inhibit the delivery of effective instructional delivery and appropriate curricula, as soon as effective multicultural training programs are identified, all program and school district personnel should participate in such training.

Teacher Certification and Training—JJEEP has begun to identify promising practices and key components of effective educational services that can truly help students. However, without qualified teachers there is no guarantee that these practices will be effectively implemented. In addition to research and an increased number of certified teachers, improved teacher training, ongoing professional development, and teacher evaluation methods are needed to ensure that promising educational practices have widespread and appropriate utilization.

Teacher quality is fundamental to all other educational reforms. This is evident from both the literature and what JJEEP research has shown regarding quality of educational services in relation to teacher quality. A major area of concern relates to the use of uncertified teachers for academic instruction. This usually occurs when private providers administer their own educational services apart from using school district personnel. Approximately 48% of the teachers in private educational programs are certified. Slightly over two thirds of teachers in all of Florida's juvenile justice facilities are certified. However, very few teachers are certified in ESE areas and core academic subjects, less than half of the teachers in private programs are certified, and teacher participation is severely lacking in comprehensive

professional development and ongoing evaluation. Until teacher quality becomes a priority in juvenile justice education, the most effective educational services will not be available to incarcerated students.

Recommendations:
- The legislature and DOE should take a close look at the effects and potential misapplications of second chance school legislation and SBE rules, specifically Rules 6A-1.0502 and 6A-1.0503, FAC, that allow non-certificated personnel to teach students in juvenile justice educational programs.
- Programs should make every effort to hire and retain State of Florida certified teachers.
- Juvenile justice teachers should be licensed and certified in appropriate grade levels and should be teaching classes in their area(s) of expertise.
- All contracts or cooperative agreements between school districts and providers should require that the educational provider employ, at the very least, one on-site, full-time, teacher certified in a core academic area (English or math) or an ESE-related field.
- When a program employs only one certified teacher, and none of the instructional personnel in core academic areas are certified in those areas, the certified teacher should have specific oversight responsibilities governing the uncertified teachers' individual student planning, lesson plan development, curriculum implementation, and instructional delivery.
- Ongoing professional development for juvenile justice teachers must go beyond that for regular educators. Needs assessments should be administered to teachers and relevant professional development activities planned accordingly.
- The evaluation of teachers in juvenile justice education must be an ongoing process. Student achievement should be monitored in relation to teachers' instructional strategies. Evaluation procedures should include teacher-focused activities such as professional development plans and portfolio assessments. Meaningful evaluation should include self-reflection to allow for individual and constant changes by teachers themselves.

13.5 Summary

In November 1999, the Juvenile Justice Advisory Board (JJAB) held a meeting in Orlando. At this meeting Dr. Bruce Wolford, a national expert on juvenile justice education, made a presentation in which he compared other states' juvenile justice educational practices with those in Florida. Among his conclusions was that Florida's quality assurance, technical assistance, and research practices were an exemplary model for other states to replicate. Nonetheless, the analyses, findings, conclusions, and recommendations in this annual report demonstrate how much more progress is required if Florida is to truly ensure quality and effective education for juvenile justice youth. Moreover, it is evident that what must guide Florida's future juvenile justice educational efforts are focused research results. JJEEP has learned, first-hand, over the past several years the need for proven effective practices. Overall, the prior literature concerning effective educational practices is, in a word, inconclusive. As a result, Florida must continue to conduct various research studies if proven best practices are to be identified and implemented in its juvenile justice educational

programs. In responding to this research mandate in the 2000 cycle, JJEEP will be particularly focused upon (1) uniform pre- and post-academic assessments, (2) increased interest in effective aftercare, and (3) continued longitudinal tracking of youth with regard to community reintegration measures.

APPENDIX A
EDUCATIONAL TERMS DEFINED

Educational Terms Defined

- **Academic assessments** are any written, oral, or computer-based evaluation of, at a minimum, students' reading, writing, and math skills.
- **Academic program** includes a curriculum of, at a minimum, reading, writing, math, social studies, and science.
- **Adequate space** is an instructional environment that provides an area large enough to promote and encourage learning.
- **Aftercare** is the care, treatment, assistance, and supervision provided to a youth released from a program into the community.
- **Career/vocational assessments** are any written, oral, or computer-based evaluation of, at a minimum, student interest and/or aptitudes in various occupational fields.
- **Community involvement** includes student participation in local activities such as civic, social and religious organizations, volunteer activities, and business partnerships.
- **Comprehensive educational program** includes instruction in academic, vocational, special education, and GED diploma preparation.
- **Correctional inservice training** includes services delivered to educators to provide continued professional development addressing working with at-risk and delinquent youth.
- **Educational inservice training** includes services delivered to educators to provide continued professional development addressing academic content areas and instructional strategies.
- **Exceptional student education (ESE)** services are provided to students eligible for a special education program. This includes gifted students or students with disabilities.
- **General education development (GED) diploma preparation** is instructional delivery and planning to assist a student in obtaining a high school equivalent diploma.
- **Individual educational plans (IEPs)** are written documents for each student participating in the ESE program. IEPs include specific and individualized long-term goals, short-term instructional objectives, identified remedial strategies, and a schedule for determining progress toward meeting the goals and objectives.
- **Individualized curriculum** is academic and/or vocational instruction based upon each student's functional abilities.
- **Inservice training** includes, but is not limited to, instructional presentations, technical assistance, hands-on experiences and other mediums of information exchange to provide continued professional development.
- **Instructional materials** are supplies provided to educational personnel necessary for adequate delivery of educational services to students.
- **Learning styles assessments** are any written, oral, or computer-based evaluation of, at a minimum, auditory, visual, kinesthetic, and tactile student learning abilities.
- **Learning styles** indicate how a student will best acquire and retain knowledge. Learning styles include auditory, visual, kinesthetic, and tactile.
- **Life skills** address communication and employability skills, decision-making, and money management.

- **Psycho-social** curriculum addresses issues such as anger management and conflict resolution.
- **Special education inservice training** include services delivered to educators to provide continued professional development addressing special educational needs for students in the ESE program.
- **Student educational plans** are written documents for each student and include specific and individualized long-term goals, short-term instructional objectives, and a schedule for determining progress toward meeting the goals and objectives.
- **Student/teacher ratio** describes the proportion of students to teachers in a classroom.
- **Teacher certification** refers to legally required State of Florida endorsement.
- **Technology** is the use of equipment such as video, media, and computers, for the purpose of providing educational instruction to students.
- **Transition plans** are written documents for each student that include next educational placement, aftercare provider, job or career plans, behavioral goals, and any continuing educational needs or goals to assist in the transition back into the community.
- **Vocational curriculum** includes any course directed toward occupational skill development.

APPENDIX B
1999 EDUCATIONAL
QUALITY ASSURANCE STANDARDS

FOR
LONG-TERM COMMITMENT PROGRAMS,
SHORT-TERM COMMITMENT PROGRAMS, AND
DETENTION CENTERS

1999 Long-Term Commitment Programs
Educational Quality Assurance Standards

1999 Long-Term Commitment Programs
Educational Standard One: Transition

The transition standard consists of five key indicators that address entry, on-site, and exit transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for a successful re-entry into the community, school, and/or work. The five transition indicators are as follows:

E1.01 Entry Transition (Enrollment)
- The intent of this indicator is to ensure that students are properly enrolled so they may progress toward a high school diploma or its equivalent.

* Priority Indicator: Priority components of this indicator are marked with an asterisk.

E1.02 Entry Transition (Assessment)
- The intent of this indicator is to ensure that programs use assessments to diagnose students' academic and vocational strengths, weaknesses, and interests in order to individually address the needs of the students.

E1.03 On-Site Transition (Student Planning)
- The intent of this indicator is to ensure that programs develop education plans that ensure all students receive individualized instruction.

* Priority Indicator: Priority components of this indicator are marked with an asterisk.

E1.04 On-Site Transition (Student Progress)
- The intent of this indicator is to ensure that students' education goals and instructional objectives remain relevant to their changing needs and interests as they progress during their commitment.

E1.05 Exit Transition
- The intent of this indicator is to ensure that there are procedures that assist students with reentry into community, school, and/or work settings.

E1.01   Entry Transition (Enrollment)

The program has entry transition activities that include
- a documented request for student education records, transcripts, exceptional student education (ESE) records, and individual educational plans (IEPs) within 5 days of student entry into the facility (excluding weekends and holidays) *
- documented follow-up requests for records not received *
- education records placed in student files
- official documented course assignments based on available past transcripts and initial assessments using the Course Code Directory *

* PRIORITY

Interpretive Guidelines: The intent of this indicator is to ensure that students are properly enrolled so they may progress toward a high school diploma or its equivalent.

To determine the rating, the reviewer should, at a minimum,
- review education policies and procedures, student education files, prior education records or documentation of records requests, class schedules, enrollment forms, and other appropriate documentation
- interview registrar, data entry clerk, other appropriate personnel, and students

Clarification: Programs should seek access to school district's management information system for in-county records and enrollment. Out-of-county records should be requested through the student's probation officer and/or the previous school district.

References:
s.230.23161,(10)(j),(12) F. S.
Rules 6A-1.0955, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E1.02   Entry Transition (Assessment)

The program has entry transition activities that include
- initial assessments administered to identify students' academic levels and individual needs, including
  - academic assessments for reading and writing (or language arts) and mathematics between 5 and 10 days of student entry into the facility (excluding weekends and holidays)
  - vocational aptitude assessments and/or career interest surveys between 5 and 10 days of student entry into the facility (excluding weekends and holidays)

Interpretive Guidelines: The intent of this indicator is to utilize assessments to diagnose students' academic and vocational strengths, weaknesses, and interests in order to individually address the needs of the students.

To determine the rating, the reviewer should, at a minimum,
- review education policies and procedures, student education files, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students

Clarification: Academic assessments should be appropriate to the student's age and measure the student's reading and writing (or language arts) and mathematics abilities. To accurately diagnose student needs and assess student progress, academic assessments should be aligned with program curriculum and administered according to the publisher's administrative manual. Instructional personnel should be well-informed as to the students' needs and abilities, through means including access to assessment results and records in student files. Vocational assessments are used to determine students' career interests and assess their vocational aptitudes. These assessments should also be used to determine student placement in vocational programming when appropriate and to help students set goals and guide them in future career decision-making. To provide sufficient time for student adjustment, assessments should not be administered during the first four days.

References:
s.230.23161(2),(3),(12), F.S.
Rules 6B-5.004,(1), FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E1.03   On-Site Transition (Student Planning)

The program has on-site transition activities that include
- education plans for non-ESE students developed within 15 days of student entry into the facility (excluding weekends and holidays) based upon each student's entry assessments and past records, that include *
  - specific and individualized long-term goals and short-term instructional objectives *
  - identified remedial strategies, when appropriate *
  - a schedule for determining progress toward meeting the goals and instructional objectives *
- development and review of IEPs for students assigned to ESE programs within 11 days of student entry into the facility *

* PRIORITY

Interpretive Guidelines: The intent of this indicator is for programs to develop education plans that ensure all students receive individualized instruction.

To determine the rating, the reviewer should, at a minimum,
- review student education files, treatment files, and other appropriate documentation
- interview instructional personnel, ESE personnel, other appropriate personnel, and students

Clarification: Education plans should document student needs and identify strategies that assist students in meeting their highest potential. Education goals and objectives for non-ESE students may be found in each such student's performance contract, treatment plan, education plan, or other appropriate documents. IEPs for students assigned to ESE programs should be individualized and include all information required by federal and state laws. Teachers should have access to IEPs, and there should be documentation of soliciting parent involvement.

References:
s.230.23161,(2),(3),(12), F.S.
Rules 6A-6.03028; 6A-6.05221,(1), FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E1.04   On-Site Transition (Student Progress)

The program has on-site transition activities that include
- documentation of student progress and work products by instructional personnel through observations, continuing assessment, and/or student work folders
- a documented review and revision of the students' education plans, progress, and education goals and instructional objectives during the students' treatment team meetings

Interpretive Guidelines: The intent of this indicator is to ensure that students' education goals and instructional objectives remain relevant to their changing needs and interests as they progress during their commitment.

To determine the rating, the reviewer should, at a minimum,
- review student work folders, education plans (and IEPs), grade books, treatment team notes, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe treatment teams (when possible) and education settings

Clarification: The student and an education representative should be present at all treatment team and transition meetings. In cases in which an education representative is unable to participate in these meetings, the instructional personnel's detailed written comments should be reviewed by treatment or transition team personnel. Treatment team meetings should be conducted according to DJJ guidelines, and students should have input during the meetings. Proper tracking and documentation of student progress may also assist in offering performance-based education that may allow students performing below grade level the opportunity to advance to their age-appropriate placement.

References:
s.230.23161,(2),(12), F.S.
Rules 6B-5.003,(6); 6B-5.009,(3),(4), FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E1.05   Exit Transition

The program has exit transition activities that include
- documentation of academic post-testing
- the development of an exit plan that identifies, at a minimum, the anticipated next education placement, the aftercare provider, job or career plans, grade level, diploma option, behavioral goals, and any continuing education needs and goals
- a copy of the exit plan given to each student upon exit
- exit plans, student credits, grades and certificates earned, length of participation in the program, and an evaluation of the student's academic and behavioral performance placed in the DJJ commitment file prior to the student's exit
- transmission of student records within 2 days of request (excluding weekends and holidays)

Interpretive Guidelines: The intent of this indicator is to ensure that there are procedures that assist students with reentry into community, school, and/or work settings.

To determine the rating, the reviewer should, at a minimum,
- review closed commitment files, current education files of students preparing for exit, documented transmission of records (e.g., fax, mail receipt), and other appropriate documentation
- interview transition specialist, registrar, guidance counselors, treatment team member, other appropriate personnel, and students
- observe student exit staffings, when possible

Clarification: In those cases in which the next education placement for a particular student has not been determined, the program should make every effort to identify the most appropriate setting for the student's continuing education development. Education programs have the authority to recommend next education placements. When the home school does not appear to be the most appropriate placement for students reentering the community, alternative education placements should be identified, such as adult education centers, vocational/technical high schools, alternative high schools, and/or community colleges with vocational and/or secondary school settings.

References:
s.230.23161,(10)(i)(j),(12), F.S.; s.230.2316,(7), F.S.

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

1999 Long-Term Commitment Programs
Educational Standard Two: Service Delivery

The service delivery standard consists of six key indicators that address curriculum, instructional delivery, and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for a successful reentry into the community, school, and/or work. The six service delivery indicators are as follows:

E2.01 Curriculum (Academic)
- The intent of this indicator is to ensure that students have the opportunity to receive an education that is appropriate to their future plans and provides the opportunity to progress toward a high school diploma or its equivalent.

* Priority Indicator: Priority components of this indicator are marked with an asterisk.

E2.02 Curriculum (Practical Arts)
- The intent of this indicator is to ensure that students have the opportunity to obtain the skills necessary to secure employment in an area of their interest and to become productive members of society.

E2.03 Instructional Delivery
- The intent of this indicator is to ensure that instruction addresses each student's needs, goals, and learning styles to stimulate ongoing student participation and interest.

E2.04 Support Services
- The intent of this indicator is to provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

E2.05 Guidance Services
- The intent of this indicator is to assist students in setting realistic goals and to assist them in making appropriate decisions about their futures.

E2.06 Community Support
- The intent of this indicator is to reduce students' isolation from the community and to involve the community in the students' education.

E2.01   Curriculum (Academic)

The curriculum for the education program
- is specifically designed to provide students with education services that are based on their assessed education needs and prior education records
- is approved by the local school district and consists of curricular offerings that are based on the school district's Pupil Progression Plan and the Course Code Directory *
- provides
  - course credits leading toward high school graduation *
  - instruction in reading, writing (or language arts), and mathematics
  - appropriate General Educational Development (GED) options *
  - modifications and accommodations as required for students with disabilities

* PRIORITY

Interpretive Guidelines: The intent of this indicator is to ensure that students have the opportunity to receive an education that is appropriate to their future plans and provides the opportunity to progress toward a high school diploma or its equivalent.

To determine the rating, the reviewer should, at a minimum,
- review student education files, student work folders, course schedules, class schedules, curriculum documents, lesson plans, education policies and procedures, and other appropriate documentation
- interview instructional personnel, administrators, other appropriate personnel, and students
- observe education settings

Clarification: Students should be placed in appropriate curricula that assist them in attaining a high school diploma or its equivalent.

References:
s.230.23161,(2),(5),(10)(e),(12), F.S.; s.230.2316,(3)(a), F.S.; s.232.246, F.S.; s. 232.247, F.S.
Rules 6A-6.0521,(2)(a) FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E2.02   Curriculum (Practical Arts)

The education program incorporates practical arts and independent living skills, such as
- employability skills and/or vocational offerings
- career awareness
- health and life skills
- literacy skills
- tutorial and remedial skills
- social skills that are appropriate to students' needs

Interpretive Guidelines: The intent of this indicator is to ensure that students have the opportunity to obtain the skills necessary to secure employment in an area of their interest and to become productive members of society.

To determine the rating, the reviewer should, at a minimum,
- review student education files, student work folders, course schedules, class schedules, curriculum documents, lesson plans, education policies and procedures, and other appropriate documentation
- interview instructional personnel, administrators, other appropriate personnel, and students
- observe education settings

Clarification: The curricular activities listed in the indicator may be offered as specific courses or they may be integrated into one or more core courses offered for credit. Reviewer consideration is given to thematic approaches to offering these and other instructional activities.

References:
s.230.23161,(5),(12), F.S.; s.230.2316,(4)(a), F.S.

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E2.03   Instructional Delivery

Instruction is individualized and delivered through a variety of instructional techniques to address students'
- academic levels
- learning styles (e.g., auditory, visual, kinesthetic, tactile)
- IEPs for students assigned to ESE programs
- education plans for non-ESE students

Interpretive Guidelines: The intent of this indicator is to ensure that instruction addresses each student's needs, goals, and learning styles to stimulate ongoing student participation and interest.

To determine the rating, the reviewer should, at a minimum,
- review lesson plans, student work folders, education plans for non-ESE students, IEPs, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe education settings

Clarification: Individualized instruction may be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction, group learning, or the use of curriculum that addresses multiple academic levels.

References:
s.230.23161,(2),(3),(12), F.S.; s.230.2316,(4)(a), F.S.
Rules 6B-5.004,(2),(5),(6), FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E2.04   Support Services

Student support services are available and include
- ESE services
- English for speakers of other languages (ESOL)
- educational psychological and mental health services, as needed

Interpretive Guidelines: The intent of this indicator is to provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

To determine the rating, the reviewer should, at a minimum,
- review IEPs, cooperative agreement or contract, education policies and procedures, and other appropriate documentation
- interview ESE personnel, administrators, instructional and support personnel, other appropriate personnel, and students

Clarification: Students participating in the ESE and ESOL programs should be provided all corresponding services required by federal and state laws. Mental health services may be offered through the school district, the program, or overlay agencies. Student support and education services should be integrated.

References:
s.230.23161,(2),(3),(12), F.S.; s.230.2317,(1)(a), F.S.
Rules 6A-6.0521, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E2.05   Guidance Services

Guidance services are provided to all students and include
- guidance counseling and/or staff members who are responsible for
    - advising students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, and diploma options
    - assisting with and recommending placement options back to school, the community, and/or work
    - communicating to students their educational status and progress, including grade level, credits earned, credits required for graduation, and diploma options

Interpretive Guidelines: The intent of this indicator is to assist students in setting realistic goals and to assist them in making appropriate decisions about their futures.

To determine the rating, the reviewer should, at a minimum,
- review student education plans, exit plans, and other appropriate documentation
- interview personnel responsible for guidance services and students

Clarification: All students should have easy and frequent access to guidance/advising services, and these services should be aligned with transition activities.

References:
s.230.23161,(2),(12), F.S.
Rules 6A-6.0521,(2)(b), FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E2.06   Community Support

Community involvement is solicited through documented activities, such as
- volunteerism and tutoring
- career days
- guest speaking
- business partnerships that enhance the education program

Interpretive Guidelines: The intent of this indicator is to reduce the students' isolation from the community and to involve the community in the students' education.

To determine the rating, the reviewer should, at a minimum,
- review school calendar, volunteer participation documentation, and other appropriate documentation
- interview on-site administrators, instructional personnel, other appropriate personnel, and students

Clarification: Student volunteerism in the community, community volunteerism within the program, and mentoring/role-modeling are also examples of community involvement. Community activities could be aligned with school-to-work initiatives.

References:
s.230.23161,(2),(12), F.S.
Rules 6B-5.003,(3), FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

1999 Long-Term Commitment Programs
Educational Standard Three: Personnel Competencies

The personnel competencies standard consists of five key indicators that are designed to ensure that the most qualified instructional personnel are employed in juvenile justice facilities. To effectively meet the needs of students, instructional personnel must demonstrate knowledge of curriculum, instructional delivery, and classroom management. Instructional personnel should be able to work effectively with a diverse student population of at-risk students. The five personnel competencies indicators are as follows:

E3.01 Knowledge of Curriculum
- The intent of this indicator is to ensure that instructional personnel have the expertise necessary to develop and modify lesson plans that lead toward meeting the students' education goals including meeting graduation requirements.

E3.02 Knowledge of Graduation Requirements
- The intent of this indicator is to ensure that guidance and/or advising personnel have the expertise necessary to assist students in making appropriate decisions concerning their educational and occupational futures.

E3.03 Knowledge of Instructional Strategies
- The intent of this indicator is to ensure that instructional personnel have the knowledge necessary to deliver effective instruction for all students.

E3.04 Ability to Work with Students
- The intent of this indicator is to ensure the promotion of mutual respect and understanding between instructional personnel and students.

E3.05 Experience
- The intent of this indicator is to ensure that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.
* Priority Indicator: Priority components of this indicator are marked with an asterisk.

E3.01   Knowledge of Curriculum

Individuals delivering education services to students demonstrate knowledge of school district-approved curriculum, including
- Florida Sunshine State Standards, their benchmarks, and their inclusion into the district curriculum
- content area and course descriptions for the courses they are assigned to teach
- modification of curricula and instruction for all students, including those with disabilities
- requirements for high school graduation including state and district-wide assessments, diploma options, and GED exit options

Interpretive Guidelines: The intent of this indicator is to ensure that instructional personnel have the expertise necessary to develop and modify lesson plans that lead toward meeting the students' education goals including graduation requirements.

To determine the rating, the reviewer should, at a minimum,
- review lesson plans, instructional materials, curriculum documents, and other appropriate documentation
- interview instructional personnel, education administrators, other appropriate personnel, and students
- observe education settings

Clarification: Lesson plans should include correlation between the assignment and/or activity for each class and the objectives to be achieved, and documentation of which modifications are made for individual students. Instructional personnel are expected to articulate how they incorporate benchmarks into the curriculum and how they modify the curriculum. Instructional personnel are expected to articulate the basic differences between diploma options and to articulate graduation requirements, including the state assessments and number of credits necessary to graduate from high school.

References:
s.230.23161,(2),(12), F.S.
Rules 6B-5.004; 6B-5.008, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E3.02   Knowledge of Graduation Requirements

Individuals delivering guidance and/or advising services to students (including curriculum coordinators) demonstrate knowledge of graduation requirements, including
- Course Code Directory
- school district's Pupil Progression Plan
- state and district-wide assessments
- requirements for high school graduation, including those related to
  - standard diploma
  - special diploma
  - GED diploma and the GED/High School Competency Test (HSCT) exit option
  - vocational/career education options

Interpretive Guidelines: The intent of this indicator is to ensure that guidance and/or advising personnel have the expertise necessary to assist students in making appropriate decisions concerning their educational and occupational futures.

To determine the rating, the reviewer should, at a minimum,
- review guidance materials, education policies and procedures, student education files, and other appropriate documentation
- interview guidance and/or advising personnel, other appropriate personnel, and students

Clarification: Individuals delivering guidance/advising services should demonstrate detailed knowledge of the above indicator. Students will be expected to articulate knowledge of their credits, grade level, and diploma option to validate that individuals delivering guidance services are communicating this information to students. Students working toward a GED diploma should receive counseling that explains this diploma option's benefits and limitations. Vocational/career counseling should be consistent with the student's post-placement career opportunities.

References:
s.230.23161,(2),(12), F.S.
Rules 6A-6.021; 6B-5.003,(7), FAC
Course Code Directory (p.1-41)

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E3.03 Knowledge of Instructional Strategies

Individuals delivering education services to students demonstrate knowledge of skills and abilities necessary to deliver appropriate instruction through
- objectives and strategies contained in education plans for non-ESE students or IEPs for students assigned to ESE programs
- individualized instruction
- the use of a variety of instructional techniques to meet the assessed needs and address the learning styles of students

Interpretive Guidelines: The intent of this indicator is to ensure that instructional personnel have the knowledge necessary to deliver effective instruction for all students.

To determine the rating, the reviewer should, at a minimum,
- review IEPs, education plans for non-ESE students, lesson plans, student work folders, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe education settings

Clarification: Individualized instruction should be consistent with the students' education plans for non-ESE students, IEPs for students assigned to ESE programs, assessment results, and course assignments. Instructional personnel should use a variety of instructional techniques, such as competency-based instruction, thematic instruction, writing across the curriculum, student portfolios, computer-assisted instruction, group projects, course modifications, individually-paced assignments, and other techniques.

References:
s.230.23161,(2),(12), F.S.
Rules 6B-5.005; 6B-5.006, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E3.04 Ability to Work with Students

Individuals delivering education services to students demonstrate ability to
- effectively work with a diverse student population
- incorporate into the curriculum and education settings lesson plans and materials that reflect cultural diversity
- meet the needs of students with disabilities
- manage students through the application of appropriate and equitable behavior/classroom management strategies

Interpretive Guidelines: The intent of this indicator is to ensure the promotion of mutual respect and understanding between instructional personnel and students.

To determine the rating, the reviewer should, at a minimum,
- review student work folders, lesson plans, instructional materials, curriculum documents, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe education settings

Clarification: Diversity is defined as differences based on race, gender, religion, sexual orientation, culture, and disabilities. Equitable behavior/classroom management includes treating all students fairly and humanely according to their individual behavioral needs.

References:
s.230.23161,(2),(10)(e)(f)(h),(12), F.S.; s.230.23,(4)(m), F.S.; s.236.0811,(2), F.S.
Rules 6B-5.006; 6B-5.010, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E3.05 Experience

Individuals delivering education services to students possess the necessary experience, education, and training to assist students in meeting their education needs and re-entry goals, as demonstrated through

- the use of professional development plans that prepare instructional personnel for their teaching assignments
- state teaching certification or statement of eligibility for academic instructors *
- school-board approval of the use of noncertified instructional personnel who posses expert knowledge and/or skill in the field(s) they are teaching *
- relevant experience and/or education

* PRIORITY

Interpretive Guidelines: The intent of this indicator is to ensure that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

To determine the rating, the reviewer should, at a minimum,

- review professional development plans, teaching certificates, statements of eligibility, training records, and other appropriate documentation
- interview instructional personnel, education administrators, and other appropriate personnel

Clarification: A professional development plan is a generic term referring to any form of written plan leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans. Professional development plans should address the instructional personnel's strengths and weaknesses.

References:
s.230.23161,(2),(7),(12), F.S.; s.230.2316,(6), F.S.
Rules 6A-1.0502; 6A-1.0503, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

1999 Long-Term Commitment Programs
Educational Standard Four: Administration

The administration standard consists of five key indicators that are designed to ensure collaboration and communication between all parties involved in the educational programs of juvenile justice facilities. Administrative activities should ensure that students and instructional personnel are provided with the services and materials necessary to successfully accomplish their goals and duties. The five administration indicators are as follows:

E4.01 Communication
- The intent of this indicator is to ensure that DJJ, school districts, and providers work collaboratively to provide the best education services possible to students assigned to juvenile justice facilities.

E4.02 Program Evaluations
- The intent of this indicator is to ensure the promotion of ongoing improvement through self-evaluation.

E4.03 Inservice Training
- The intent of this indicator is to ensure that instructional personnel are provided continuing education that will enhance the quality of services specific to at-risk and adjudicated youth.

E4.04 Program Management
- The intent of this indicator is to ensure the promotion of effective organization and the promotion of consistency between school districts and the education components of juvenile justice facilities.

E4.05 Funding and Support
- The intent of this indicator is to ensure that funding provides for high-quality education services.
* Priority Indicator: Priority components of this indicator are marked with an asterisk.

E4.01   Communication

School district and/or on-site administrators ensure that there is two-way communication between school district and facility administration, between education administration and education staff, and between education staff and facility staff. The information thus communicated includes
- the purpose of the education program
- the expected student education outcomes and goals
- the education program policies and procedures
- information shared at regularly held and documented faculty meetings

Interpretive Guidelines: The intent of this indicator is to ensure that DJJ, school districts, and providers work collaboratively to provide the best education services possible to students assigned to juvenile justice facilities.

To determine the rating, the reviewer should, at a minimum,
- review faculty meeting agendas, education policies and procedures, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel
- observe faculty meetings, when possible

Clarification: The local school district and the program are mutually responsible for the education of students assigned to DJJ programs. Communication is expected to be ongoing and school district administrators are expected to visit the program on a regular basis.

References:
s.230.23161,(2),(10)(a)(b),(12), F.S.; s.230.2316,(8), F.S.
Rules 6B-5.003,(5), FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E4.02   Program Evaluations

School district and on-site administrators work cooperatively to create school improvement plans or education program improvement plans and to make programmatic decisions using evaluation tools, such as
- on-site annual program evaluations
- previous year's education quality assurance report and recommendations
- results of pre- and post-testing
- other education data

Interpretive Guidelines: The intent of this indicator is to ensure the promotion of ongoing improvement through self-evaluation.

To determine the rating, the reviewer should, at a minimum,
- review education program improvement plans, program evaluation tools, and other appropriate documentation
- interview school district administrators, on-site administrators, and other appropriate personnel

Clarification: School improvement plans or written education program improvement plans should be prepared annually and should be specific to each juvenile justice education program. The quality and comprehensiveness of the improvement plan and the effectiveness of its implementation will be examined.

References:
s.230.23161,(2),(10)(m),(12), F.S.; s.230.2616,(5), F.S.
Rules 6B-4.004, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E4.03   Inservice Training

School district and/or on-site administrators ensure and document that all instructional personnel receive ongoing annual inservice training or continuing education that includes
- access to and opportunity to participate in school district inservice offerings
- education inservice training on topics such as
  - exceptional student education
  - instructional techniques
  - content-related skills and knowledge
- inservice training related to working with at-risk or adjudicated youth

Interpretive Guidelines: The intent of this indicator is to ensure that instructional personnel are provided continuing education that will enhance the quality of services specific to at-risk and adjudicated students.

To determine the rating, the reviewer should, at a minimum,
- review inservice training records (district and program), teacher certifications, statements of eligibility, school district's inservice training offerings, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel

Clarification: Routine training in areas such as policies and procedures, safety, and program orientation is important to achieving a quality staff. However, the majority of instructional personnel inservice should be directly related to instructional techniques, teaching adjudicated youth, and the content of the courses the teachers are assigned to teach. All instructional personnel, including noncertified teachers, should have access to and opportunity to participate in school district inservice offerings on an annual basis. These inservice hours should qualify for certification renewal for those instructional personnel who are certified.

References:
s.230.23161,(2),(7),(10)(h),(12), F.S.;
s.230.23,(4),(l), F.S.; s.230.2316,(6), F.S.;
s.231.096, F.S.; s.236.0811,(1),(2), F.S.
Rules 6A-5.071, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E4.04   Program Management

School district and/or on-site administrators provide operational documentation, including
- an active cooperative agreement and, when applicable, the operational agreement or operating contract
- an education budget that reflects all the local, state, and federal funding generated and the amount spent in the education program
- state and district-wide assessment results (e.g., HSCT, FCAT, Florida Writes!)
- an annual school calendar that reflects
  - state and district-wide testing dates
  - holidays
  - instructional personnel training days
  - dates school is in session (including summer school)
  - special school events
- class schedules that reflect
  - enrollment needs of students
  - a minimum of 300 minutes daily of instruction or its weekly equivalent
  - planning time for instructional personnel

Interpretive Guidelines: The intent of this indicator is to ensure the promotion of effective organization and the promotion of consistency between school districts and the education components of juvenile justice facilities.

To determine the rating, the reviewer should, at a minimum,
- review cooperative agreement and/or contract, education budget, school calendar, class schedules, and evidence of state assessment testing, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel
- observe education settings

Clarification: Cooperative agreements between school districts and DJJ for delivery of educational services must comply with Section 230.23161, Florida Statutes. This statute allows for an operational agreement or operating contract to be developed between a school district and a (private) provider. However, school districts are still bound by the 13 statutory requirements for a cooperative agreement, whether or not those requirements are mentioned in the operating contract. Budgets done in conjunction with cooperative agreements should reflect the total annual amount of education dollars generated, the amount retained by school districts (including statements that explain how that amount is used), and the amount retained by program administration (including statements that explain how that amount is used). All appropriate students are expected to participate in state and district-wide assessments.

References:
s.230.23161,(2),(4),(10),(11),(12), F.S.; s.228.041,(13), F.S.;
s.229.57,(3)(c),(6), F.S.; s.230.23,(4)(k), F.S.
Rules 6A-1.0941; 6A-1.0942; 6A-1.0943, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E4.05   Funding and Support

School district and/or on-site administrators ensure that education funding provides support in the areas of
- an adequate number of qualified instructional personnel *
- education support personnel
- technology for instructional personnel and student use
- current instructional materials *
- education supplies for students and staff *
- media materials and equipment
- an environment that is conducive to learning

* PRIORITY

Interpretive Guidelines: The intent of this indicator is to ensure that funding provides for high-quality education services.

To determine the rating, the reviewer should, at a minimum,
- review cooperative agreement and contract, instructional materials, education budget, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students
- observe education settings

Clarification: Depending on type and size of program, support personnel may include principals, assistant principals, school district administrators that oversee program operations, curriculum coordinators, ESE personnel, guidance counselors, lead teachers, registrars, transition specialists, etc. Instructional personnel to student ratios should take into account the nature of the instructional activity, the diversity of the academic levels present in the classroom, the amount of technology available for instructional use, and the use of classroom paraprofessionals. Technology and media materials should be responsive to the needs of the program's education staff and student population.

References:
s.230.23161,(7),(9),(12), F.S.

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

1999 Short-Term Commitment Programs Educational Quality Assurance Standards

1999 Short-Term Commitment Programs Educational Standard One: Transition

The transition standard consists of four key indicators that address entry, on-site, and exit transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for successful re-entry into the community, school, and/or work. The four transition indicators are as follows:

E1.01 Entry Transition
- The intent of this indicator is to ensure that students are properly enrolled so they may achieve their education goals.

E1.02 On-Site Transition (Student Planning)
- The intent of this indicator is to ensure that programs create education plans that enable all students to receive individualized instruction.

E1.03 On-Site Transition (Student Progress)
- The intent of this indicator is to ensure that students' education goals and instructional objectives reflect their changing needs and interests as they progress during their commitment.

E1.04 Exit Transition
- The intent of this indicator is to ensure that there are procedures that assist students with reentry into community, school, and/or work settings.

E1.01   Entry Transition

The program has entry transition activities that include
- a documented request for student education histories, records, transcripts, exceptional student education (ESE) records, and individual educational plans (IEPs) within 5 days of student entry into the facility (excluding weekends and holidays)
- documented follow-up requests for records not received
- education records placed in student files
- an academic assessment administered between 3 and 6 days of student entry into the facility (excluding weekends and holidays)
- official documented course assignments based on entry information and reentry goals of students, using the Course Code Directory

Interpretive Guidelines: The intent of this indicator is to ensure that students are properly enrolled so they may achieve their education goals.

To determine the rating, the reviewer should, at a minimum,
- review education policies and procedures, student education files, entry documentation, class schedules, enrollment forms, and other appropriate documentation
- interview registrar, data entry clerk, other appropriate personnel, and students

Clarification: Programs should seek access to school district's Management Information System for in-county records and enrollment. Out-of-county records should be requested through the student's probation officer and/or previous school district. Academic assessments should be appropriate to the student's age and measure the student's reading and writing (or language arts) and mathematics abilities. To provide sufficient time for student adjustment, assessments should not be administered during the first two days.

References:
s.230.23161,(2),(3),(10)(j),(12), F.S.
Rules 6A-1.0955; 6B-5.004,(1), FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E1.02   On-Site Transition (Student Planning)

The program has on-site transition activities that include
- education plans for all non-ESE students, developed within 10 days of student entry into the facility (excluding weekends and holidays), based upon the students' entry assessments and past records that include
  - education goals and instructional objectives
  - remedial and/or tutorial strategies
  - evaluation procedures
  - a schedule for determining progress toward meeting goals and instructional objectives
- development and review of IEPs for students assigned to ESE programs within 11 days of student entry into the facility

Interpretive Guidelines: The intent of this indicator is to ensure that programs create education plans that enable all students to receive individualized instruction.

To determine the rating, the reviewer should, at a minimum,
- review student education files, treatment files, and other appropriate documentation
- interview instructional personnel, ESE personnel, other personnel involved in student goal setting, and students

Clarification: Education plans should document student needs and identify strategies that assist students in achieving their highest potential. Education goals and objectives for non-ESE students may be found in each student's performance contract, treatment plan, education plan, or other appropriate documents. IEPs for students assigned to ESE programs should be individualized and include all information required by federal and state laws. Instructional personnel should have access to them, and there should be documentation of soliciting parent involvement.

References:
s.230.23161,(2),(12), F.S.
Rules 6A-6.03028; 6A-6.05221,(1), FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E1.03   On-Site Transition (Student Progress)

The program has on-site transition activities that include
- documentation of student progress and work products by instructional personnel through observations, continuing assessment, and/or student work folders
- a documented and periodic review and revision of the students' education plans, progress, and goals

Interpretive Guidelines: The intent of this indicator is to ensure that students' education goals and instructional objectives reflect their changing needs and interests as they progress during their commitment.

To determine the rating, the reviewer should, at a minimum,
- review student work folders, education plans for non-ESE students, IEPs, gradebooks, treatment team notes, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe treatment teams (when possible) and education settings

Clarification: The student and an education representative should be present at all treatment and/or team meetings. In cases in which an education representative is unable to participate in the meetings, instructional personnel's detailed written comments should be reviewed by treatment or transition team personnel. Treatment team meetings should be conducted according to Department of Juvenile Justice (DJJ) guidelines and students should have input during these meetings. Proper tracking and documentation of student progress can assist in offering performance-based education that may allow students who are performing below their age-appropriate grade level the opportunity to advance to their age appropriate placement.

References:
s.230.23161,(2),(12), F.S.
Rules 6B-5.003,(6); 6B-5.009,(3),(4), FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E1.04   Exit Transition

The program has exit transition activities that include
- documentation of academic post-testing or completion of short-term goals
- student credits, grades and certificates earned, length of participation in program, and an evaluation of student's academic and behavioral performance placed in DJJ commitment files prior to the student's exit
- transmission of student records within 2 days of request (excluding weekends and holidays)

Interpretive Guidelines: The intent of this indicator is to ensure that there are procedures that assist students with reentry into community, school, and/or work settings.

To determine the rating, the reviewer should, at a minimum,
- review closed commitment files, current education files of students preparing for exit, documented transmission of records (e.g., fax, mail receipt), and other appropriate documentation
- interview transition specialist, registrar, guidance counselors, treatment team members, other appropriate personnel, and students
- observe student exit staffings when possible

Clarification: In cases in which the next education placement for a particular student has not been determined, the program should make every effort to identify the most appropriate setting for the student's continuing educational development. Education programs have the authority to recommend next educational placements. When the home school does not appear to be the most appropriate placement for students reentering the community, alternative educational placements should be identified, such as adult education centers, vocational/technical high schools, alternative high schools, and/or community colleges with vocational and/or secondary school settings.

References:
s.230.23161,(2),(10)(j),(12), F.S.; s.230.2316,(7), F.S.

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

1999 Short-Term Commitment Programs
Educational Standard Two: Service Delivery

The service delivery standard consists of three key indicators that address curriculum, instructional delivery, and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for successful re-entry into the community, school and/or work settings. The three service delivery indicators are as follows:

E2.01 Curriculum
- The intent of this indicator is to ensure that students are offered the opportunity to receive education services that are appropriate to their future education and employment needs.

E2.02 Instructional Delivery
- The intent of this indicator is to ensure that instruction addresses individual student's needs, goals, and learning styles to stimulate ongoing student participation and interest.

E2.03 Support Services
- The intent of this indicator is to ensure that all students are provided equal access to education, regardless of academic ability, exceptionality, or behavioral characteristics.

E2.01   Curriculum

The curriculum for the education program
- is specifically designed to provide students with education services that are based on their individually assessed education needs and available education records
- addresses
  - literacy skills
  - tutorial and remedial needs
  - employability skills
  - social skills that are appropriate to the students' needs and reentry goals
- encourages community involvement, as appropriate

Interpretive Guidelines: The intent of this indicator is to ensure that students are offered the opportunity to receive education services that are appropriate to their future education and employment needs.

To determine the rating, the reviewer should, at a minimum,
- review student education files, student work folders, course schedules, class schedules, curriculum documents, lesson plans, volunteer participation documentation, education policies and procedures, and other appropriate documentation
- interview instructional personnel, administrators, other appropriate personnel, and students
- observe education settings

Clarification: The curricular activities listed in the indicator may be offered as specific courses or they may be modified and/or integrated into one or more core courses offered for credit. Reviewer consideration is given to thematic approaches for offering these and other instructional activities.

References:
s.230.23161,(2),(5),(10)(e),(12), F.S.;
s.230.2316,(3)(a),(4)(a), F.S.

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E2.02   Instructional Delivery

Instruction is individualized and delivered using a variety of instructional techniques to address
- students' academic levels
- students' learning styles (e.g., auditory, visual, kinesthetic, tactile)
- IEPs for students assigned to ESE programs
- education plans for non-ESE students

Interpretive Guidelines: The intent of this indicator is to ensure that instruction addresses individual student's needs, goals, and learning styles to stimulate ongoing student participation and interest.

To determine the rating, the reviewer should, at a minimum,
- review lesson plans, student work folders, education plans for non-ESE students, IEPs, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe education settings

Clarification: Individualized instruction may be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction, group learning, or the use of curriculum with the same content that addresses multiple academic levels.

References:
s.230.23161,(2),(12), F.S.; s.230.2316,(4)(a)
Rules 6B-5.004, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E2.03   Support Services

Student support services are available and may include
- ESE services
- English for speakers of others languages (ESOL)
- educational counseling and/or academic advising
- educational psychological and mental health services, as needed

Interpretive Guidelines: The intent of this indicator is to ensure that all students are provided equal access to education, regardless of functional ability, exceptionality, or behavioral characteristics.

To determine the rating, the reviewer should, at a minimum,
- review school contract or cooperative agreement, education policies and procedures, and other appropriate documentation
- interview instructional and support services personnel, administrators, ESE personnel, other appropriate personnel, and students

Clarifications: Students participating in ESE and/or ESOL programs should be provided with all corresponding services required by federal and state laws. Mental health services may be offered through the school district, through the program, or by overlay agencies. Student support and education services should be integrated. All students should have easy and frequent access   to guidance/advising services and these services should be aligned with transition activities.

References:
s.230.23161,(2),(3),(12), F.S.; s.230.2317,(1), F.S.
Rules 6A-6.0521, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

1999 Short-Term Commitment Programs
Educational Standard Three: Personnel Competencies

The personnel competencies standard consists of five key indicators that are designed to ensure that the most qualified instructional personnel are employed in juvenile justice facilities. To effectively meet the needs of students, instructional personnel must demonstrate knowledge of curriculum, instructional delivery, and classroom management. Instructional personnel should be able to work effectively with a diverse student population of at-risk students. The five personnel competencies indicators are as follows:

E3.01 Knowledge of Curriculum
- The intent of this indicator is to ensure that instructional personnel have the expertise necessary to develop and modify lesson plans that lead toward meeting the students' education goals.

E3.02 Knowledge of Graduation Requirements
- The intent of this indicator is to ensure that guidance and/or advising personnel have the expertise necessary to assist students in making appropriate decisions concerning their educational and occupational futures.

E3.03 Knowledge of Instructional Strategies
- The intent of this indicator is to ensure that instructional personnel have the knowledge necessary to deliver effective instruction for all students.

E3.04 Ability to Work with Students
- The intent of this indicator is to ensure the promotion of mutual respect and understanding between instructional personnel and students.

E3.05 Experience
- The intent of this indicator is to ensure that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

E3.01   Knowledge of Curriculum

Individuals delivering education services to students demonstrate knowledge of school district-approved curriculum, including
- Florida Sunshine State Standards, their benchmarks, and their inclusion into the district curriculum
- content area and course descriptions for the courses they are assigned to teach
- modification of curricula and instruction for all students, including those with disabilities

Interpretive Guidelines: The intent of this indicator is to ensure that instructional personnel have the expertise necessary to develop and modify lessons that lead toward meeting the students' education goals.

To determine the rating, the reviewer should, at a minimum,
- review lesson plans, instructional materials, curriculum documents, and other appropriate documentation
- interview instructional personnel, education administrators, other appropriate personnel, and students
- observe education settings

Clarification: Lesson plans should include correlation between the assignment and/or activity for each class and the objectives to be achieved, and documentation of which modifications are made for individual students. Instructional personnel are expected to articulate how they incorporate benchmarks into the curriculum and how they modify the curriculum.

References:
s.230.23161,(2),(12), F.S.
Rules 6B-5.004; 6B-5.008, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E3.02   Knowledge of Graduation Requirements

Individuals delivering guidance and/or advising services to students (including curriculum coordinators) demonstrate knowledge of graduation requirements, including
- Course Code Directory
- school district's Pupil Progression Plan
- state and district-wide assessments
- requirements for high school graduation, including those related to
  - standard diploma
  - special diploma
  - GED diploma and the GED/High School Competency Test (HSCT) exit option
  - vocational/career education options

Interpretive Guidelines: The intent of this indicator is to ensure that guidance and/or advising personnel have the expertise necessary to assist students in making appropriate decisions concerning their educational and occupational futures.

To determine the rating, the reviewer should, at a minimum,
- review guidance materials, education policies and procedures, student education files, and other appropriate documentation
- interview guidance and/or advising personnel, other appropriate personnel, and students

Clarification: Individuals delivering guidance services should demonstrate detailed knowledge of the above indicator.

References:
s.230.23161,(2),(12), F.S.
Rules 6A-6.021; 6B-5.003,(7), FAC
Course Code Directory, (p.1-41)

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E3.03   Knowledge of Instructional Strategies

Individuals delivering education services to students demonstrate knowledge of skills and abilities necessary to deliver appropriate instruction through

- objectives and strategies contained in education plans for non-ESE students or IEPs for students assigned to ESE programs
- individualized instruction
- the use of a variety of instructional techniques to meet the assessed needs and address the learning styles of students

Interpretive Guidelines: The intent of this indicator is to ensure that instructional personnel have the knowledge necessary to deliver effective instruction for all students.

To determine the rating, the reviewer should, at a minimum,

- review IEPs, education plans for non-ESE students, lesson plans, student work folders, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe education settings

Clarification: Individualized instruction should be consistent with the education plans for non-ESE students, IEPs, assessment results, and course assignments. Instructional personnel should use a variety of instructional techniques, such as competency-based instruction, thematic instruction, writing across the curriculum, student portfolios, computer-assisted instruction, group projects, course modifications, individually-paced assignments, and other techniques.

References:
s.230.23161,(2),(12), F.S.
Rules 6B-5.005; 6B-5.006, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E3.04   Ability to Work with Students

Individuals delivering educational services to students demonstrate ability to

- effectively work with a diverse student population
- incorporate into the curriculum and education settings lesson plans and materials that reflect cultural diversity
- meet the needs of students with disabilities
- manage students through the application of appropriate and equitable behavior/classroom management strategies

Interpretive Guidelines: The intent of this indicator is to ensure the promotion of mutual respect and understanding between instructional personnel and students.

To determine the rating, the reviewer should, at a minimum,

- review student work folders, lesson plans, instructional materials, curriculum documents, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe education settings

Clarification: Diversity is defined as differences based on race, gender, religion, sexual orientation, culture, and disabilities. Equitable behavior/classroom management includes treating all students fairly and humanely according to their individual behavioral needs.

References:
s.230.23161,(2),(10)(h)(f),(12), F.S.; s.230.23,(4)(m), F.S.; s.236.0811,(2), F.S.
Rules 6B-5.010; 6B-5.006, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E3.05   Experience

Individuals delivering educational services to students possess the necessary experience, education, and training to assist students in meeting their education needs and re-entry goals, as demonstrated through

- the use of professional development plans that prepare instructional personnel for their teaching assignments
- state teaching certification or statement of eligibility for academic instructors
- school-board approval of the use of noncertified instructional personnel who possess expert knowledge and/or skills in the field(s) they are teaching
- relevant experience and/or education

Interpretive Guidelines: The intent of this indicator is to ensure that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

To determine the rating, the reviewer should, at a minimum,

- review professional development plans, teaching certificates, statements of eligibility, and training records
- interview instructional personnel, education administrators, and other appropriate personnel

Clarification: A professional development plan is a generic term referring to any form of written plan leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans. Professional development plans should address instructional personnel's strengths and weaknesses.

References:
s.230.2316,(6), F.S.; s.230.23161,(2),(7),(12), F.S.
Rules 6A-1.0502; 6A-1.0503, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

1999 Short-Term Commitment Programs
Educational Standard Four: Administration

The administration standard consists of five key indicators that are designed to ensure collaboration and communication between all parties involved in the educational programs of juvenile justice facilities. Administrative activities should ensure that students and instructional personnel are provided with the services and materials necessary to successfully accomplish their goals and duties. The five administration indicators are as follows:

E4.01 Communication
- The intent of this indicator is to ensure that DJJ, school districts, and providers work collaboratively to provide the best education services possible to students assigned to juvenile justice facilities.

E4.02 Program Evaluations
- The intent of this indicator is to ensure the promotion of ongoing improvement through self-evaluation.

E4.03 Inservice Training
- The intent of this indicator is to ensure that instructional personnel are provided continuing education that will enhance the quality of services specific to at-risk and adjudicated youth.

E4.04 Program Management
- The intent of this indicator is to ensure the promotion of effective organization and the promotion of consistency between school districts and the education components of juvenile justice facilities.

E4.05 Funding and Support
- The intent of this indicator is to ensure that funding provides for high-quality education services.

E4.01   Communication

School district and/or on-site administrators ensure that there is two-way communication between school district and facility administration, between education administration and education staff, and between education staff and facility staff. The information thus communicated includes
- the purpose of the education program
- the expected student educational outcomes and goals
- the education program policies and procedures
- information shared at regularly held and documented faculty and/or staff meetings

Interpretive Guidelines: The intent of this indicator is to ensure that DJJ, school districts, and providers work collaboratively to provide the best education services possible for students assigned to juvenile justice facilities.

To determine the rating, the reviewer should, at a minimum,
- review faculty meeting agendas, education policies and procedures, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel
- observe faculty meetings, when possible

Clarification: The local school district and the program are mutually responsible for the education of students assigned to DJJ programs. Communication is expected to be ongoing and school district administrators are expected to visit the program on a regular basis.

References:
s.230.2316,(8), F.S.; s.230.23161,(2),(10)(a)(b),(12), F.S.
Rules 6B-5.003,(5), FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E4.02   Program Evaluations

School district and on-site administrators work cooperatively to create school improvement plans or education program improvement plans and to make programmatic decisions using evaluation tools such as
- on-site annual program evaluations
- previous years education quality assurance report and recommendations
- achievement of goals and outcomes as defined in education plans for non-ESE students and IEPs for students assigned to ESE programs
- other education data

Interpretive Guidelines: The intent of this indicator is to ensure the promotion of ongoing improvement through self-evaluation.

To determine the rating, the reviewer should, at a minimum,
- review education program improvement plans, program evaluation tools, and other appropriate documentation
- interview school district administrators, on-site administrators, and other appropriate personnel

Clarification: School improvement plans or written education program improvement plans should be prepared annually and should be specific to each juvenile justice education program. The quality and comprehensiveness of the improvement plan and the effectiveness of its implementation will be examined.

References:
s.230.2316,(5), F.S.; s.230.23161,(2),(10)(m),(12), F.S.
Rules 6A-6.03028; 6A-6.05221,(1); 6B-4.004, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E4.03   Inservice Training

School district and/or on-site administrators ensure and document that all instructional personnel receive ongoing annual inservice training or continuing education that includes
- access to and ability to participate in school district inservice offerings
- education inservice training on topics such as
  - ESE
  - instructional techniques
  - content-related skills and knowledge
- inservice training related to working with at-risk or adjudicated youth

Interpretive Guidelines: The intent of this indicator is to ensure that instructional personnel are provided continuing education that will enhance the quality of services specific to at-risk and adjudicated youth.

To determine the rating, the reviewer should, at a minimum,
- review inservice training records (district and program), teacher certifications, statements of eligibility, school district's inservice training offerings, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel

Clarification: Routine training in areas such as policies and procedures, safety, and program orientation are important to achieving a quality staff. However, the majority of instructional personnel inservice should be directly related to instructional techniques, teaching adjudicated youth, and the content of the courses they are assigned to teach. All instructional personnel, including noncertified instructors, should have access to and opportunity to participate in school district inservice offerings on an annual basis. These inservice hours should qualify for certification renewal for those instructional personnel who are certified.

References:
s.230.23,(4),(l), F.S.; s.230.2316,(6), F.S.; s.230.23161,(2),(7),(10)(h),(12), F.S.; s.231.096, F.S.; s.236.0811,(1),(2), F.S. Rules 6A-5.071, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E4.04   Program Management

School district and/or on-site administrators provide operational documentation including
- an active cooperative agreement and, when applicable, an operational agreement or operating contract
- an education budget that reflects the local, state, and federal funding generated and the amount that is spent in the education program
- state and district-wide assessment results (e.g., High School Competency Test, Florida Comprehensive Assessment Test, Florida Writes!)
- an annual school calendar that reflects
  - state and district-wide testing dates
  - holidays
  - instructional personnel training days,
  - dates school is in session (including summer school)
  - special school events
- class schedules that reflect
  - enrollment needs of students
  - a minimum of 300 minutes daily of instruction or its weekly equivalent
  - planning time for instructional personnel

Interpretive Guidelines: The intent of this indicator is to ensure the promotion of effective organization and the promotion of consistency between school districts and the education components of juvenile justice facilities.

To determine the rating, the reviewer should, at a minimum,
- review cooperative agreement, education budget, school calendar, class schedules, evidence of state assessment testing, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel
- observe education settings

Clarification: Cooperative agreements between school districts and DJJ for delivery of educational services must comply with Section 230.23161, Florida Statutes. This statute allows for an operational agreement or operating contract to be developed between the school district and a (private) provider. However, school districts are still bound by the 13 statutory requirements for a cooperative agreement, whether or not those agreements are mentioned in the operating contract. Budgets done in conjunction with cooperative agreements should reflect the total annual amount of education dollars generated, the amount retained by school districts (including statements that explain how that amount is used), and the amount retained by program administration (including statements that explain how that amount is used).

References:
s.228.041,(13), F.S.; s.229.57,(6), F.S.; s.230.23,(4)(k), F.S.; s.230.23161,(2),(4),(10),(11),(12), F.S. Rules 6A-1.0942, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

281

E4.05   Funding and Support

School district and/or on-site administrators ensure that education funding provides support in the areas of
- an adequate number of qualified instructional personnel
- education support personnel
- technology for instructional personnel and student use
- current instructional materials
- education supplies for students and staff
- media materials and equipment
- an environment that is conducive to learning

Interpretive Guidelines: The intent of this indicator is to ensure that funding provides for high-quality education services.

To determine the rating, the reviewer should, at a minimum,
- review cooperative agreement and/or contract, instructional materials, education budget, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students
- observe education settings

Clarification: Depending on the type and size of the program, support personnel may include principals, assistant principals, school district administrators that oversee program operations, curriculum coordinators, ESE personnel, guidance counselors, lead instructional personnel, registrars, transition specialists, etc. Instructional personnel to student ratios should take into account the nature of the instructional activity, the diversity of the academic levels present in the classroom, the amount of technology available for instructional use, and the use of classroom paraprofessionals. Technology and media materials should be responsive to the needs of the program's education staff and student population.

References:
s.230.23161,(7),(9),(12), F.S.

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

1999 Detention Centers
Educational Quality Assurance Standards

1999 Detention Centers
Educational Standard One: Transition

The transition standard consists of six key indicators that address entry, on-site, and exit transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for a successful re-entry into the community, school, and/or work. The six transition indicators are as follows:

E1.01 Entry Transition
- The intent of this indicator is to ensure that students are properly enrolled so they may progress toward a high school diploma or its equivalent.

E1.02 On-Site Transition (21 Days or Less)
- The intent of this indicator is to ensure that education plans are addressing the needs of individual students who require tutorial and remedial instruction.

E1.03 On-Site Transition (More than 21 Days)
- The intent of this indicator is to ensure that education plans are addressing the needs of students who require extended education instruction.

E1.04 On-Site Progress (More than 21 Days)
- The intent of this indicator is to ensure that students' education goals and instructional objectives remain relevant to their changing needs and interests as they progress during their detention.

E1.05 Exit Transition (21 Days or Less)
- The intent of this indicator is to ensure that there are procedures that assist students with transition into their school or commitment settings.

E1.06 Exit Transition (More than 21 Days)
- The intent of this indicator is to ensure that there are procedures that assist students with transition into their next educational placement.

E1.01 Entry Transition

The program has entry transition activities that include
- documented request for student education records, transcripts, exceptional student education (ESE) records, and individual educational plans (IEPs) within 5 days of student entry into the facility (excluding weekends and holidays)
- documented follow-up requests for records not received
- education records placed in student files
- academic assessments administered between 3 and 6 days of student entry into the facility (excluding weekends and holidays)

Interpretive Guidelines: The intent of this indicator is to ensure that students are properly enrolled so they may progress toward a high school diploma or its equivalent.

To determine the rating, the reviewer should, at a minimum,
- review education policies and procedures, student education files, prior education records or documentation of records requests, class schedules, enrollment forms, and other appropriate documentation
- interview registrar, data entry clerk, other appropriate personnel, and students

Clarification: Programs should seek access to school district's management information system for in-county records and enrollment. Out-of-county records should be requested from the student's probation officer and/or previous school district. Academic assessments should be appropriate to the student's age and measure the student's reading and writing (or language arts) and mathematics abilities. To provide sufficient time for student adjustment, assessments should not be administered during the first two days.

References:
s.230.23161,(2),(3),(10)(j),(12), F.S.
Rules 6A-1.0955; 6B-5.004(1), FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E1.02 On-Site Transition (21 Days or Less)

The program has on-site transition activities that include
- development of education plans for all non-ESE students that focus upon tutorial and remedial strategies for improving identified student deficiencies within 10 days of student entry
- development and review of IEPs for students assigned to ESE programs within 11 days of student entry into the facility

Interpretive Guidelines: The intent of this indicator is to ensure that education plans are addressing the needs of individual students who require tutorial and remedial instruction.

To determine the rating, the reviewer should, at a minimum,
- review student education files and other appropriate documentation
- interview instructional personnel, ESE support personnel, other appropriate personnel, and students

Clarification: Education goals and instructional objectives for all non-ESE students may be found on the students' education plans or other appropriate documents. IEPs for students assigned to ESE should be individualized and include all information required by federal and state laws. Teachers should have access to them and there should be documentation of soliciting parent involvement.

References:
s.230.23161,(2),(12), F.S.
Rules 6A-6.03028; 6A-6.05221,(1), FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E1.03   On-Site Transition (More than 21 Days)

The program has on-site transition activities that include
- changing enrollment from temporary status to specific courses as listed in the Course Code Directory
- modification of education plans for non-ESE students, between the 21st and 30th day, which is based on the students' entry assessments and past records and includes
  - educational goals, instructional objectives, and outcomes
  - remedial strategies
  - evaluation procedures
  - a schedule for determining progress toward meeting goals and instructional objectives
- development and/or review of IEPs for students assigned to ESE programs within 11 days of student entry into the facility
- a vocational aptitude and/or career interest assessment administered between 21 and 26 days of student entry into the facility (excluding weekends and holidays)

Interpretive Guidelines: The intent of this indicator is to ensure that education plans are addressing the needs of students who require extended education instruction.

To determine the rating, the reviewer should, at a minimum,
- review student education files and other appropriate documentation
- interview instructional personnel, ESE support personnel, other appropriate personnel, and students

Clarification: Education plans for non-ESE students should document student needs and identify strategies that assist students in fulfilling their highest potential. Educational goals and objectives for non-ESE students may be found on the students' education plans or other appropriate documents. IEPs for students assigned to ESE should be individualized and include all information required by federal and state laws. Teachers should have access to them and there should be documentation of soliciting parent involvement.

References:
s.230.23161,(2),(3),(12), F.S.
Rules 6A-6.03028; 6A-6.05221,(1); 6B-5.004, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E1.04   On-Site Progress (More than 21 Days)

The program has on-site transition activities that include
- documentation of student progress and work products by instructional personnel through observations, continuing assessment, and/or student work folders
- a documented and periodic review and revision of the students' education plans, progress, and goals

Interpretive Guidelines: The intent of this indicator is to ensure that students' education goals and instructional objectives remain relevant to their changing needs and interests as they progress during their detention.

To determine the rating, the reviewer should, at a minimum,
- review student work folders, education plans (and IEPs), grades, continuing assessments, and other appropriate documents
- interview instructional personnel, other appropriate personnel, and students
- observe treatment teams (when possible) and education settings

Clarification: Proper tracking and documentation of student progress may also assist the program in offering performance-based education that may allow students performing below their age-appropriate grade level to advance to their age-appropriate grade level.

References:
s.230.23161,(2),(12), F.S.
Rules 6B-5.003,(6); 6B-5.009,(3),(4), FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E1.05   Exit Transition (21 Days or Less)

The program has exit transition activities that include
- transmission of student's educational assessment results and grades to home school district or other placement within 7 days of student's exiting the program (excluding weekends and holidays)

Interpretive Guidelines: The intent of this indicator is to ensure that there are procedures that assist students with transition into their school or commitment settings.

To determine the rating, the reviewer should, at a minimum,
- review documented transmissions (e.g., fax, mail receipt,) of education records that may be found in closed education files and other appropriate documentation
- interview transition specialist, registrar, other appropriate personnel, and students

Clarification: Students who remain in detention centers 21 days or less should have grades and attendance information transmitted to their home school district upon exit. This will ensure a continuation of education services from the DJJ center to the appropriate school district.

References:
s.230.2316,(7), F.S.; s.230.23161,(10)(j),(12), F.S.

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E1.06   Exit Transition (More than 21 Days)

The program has exit transition activities that include
- documentation of academic post-testing
- student credits, grades and certificates earned, length of participation in program, and an evaluation of student's academic performance and behavioral performance placed in DJJ commitment files prior to student exit
- education representatives participating in the transition of long-term students
- transmission of student records within 7 days of student exit (excluding weekends and holidays)

Interpretive Guidelines: The intent of this indicator is to ensure that there are procedures that assist students with transition into their next educational placement.

To determine the rating, the reviewer should, at a minimum,
- review documented transmissions (e.g., fax, mail receipt) of education records and other appropriate documentation
- interview transition specialist, registrar, treatment team members (if provided), other appropriate personnel, and students
- observe student exit staffings, when possible

Clarification: Students who are awaiting placement and have spent an extended amount of time receiving education instruction in a detention center should have documentation of all their education achievements forwarded to the next education placement or commitment program. This will assist students with receiving continuing educational services throughout their time in the juvenile justice system.

References:
s.230.2316,(7), F.S.; s.230.23161,(10)(j),(12), F.S.

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

1999 Detention Centers
Educational Standard Two: Service Delivery

The service delivery standard consists of four key indicators that address curriculum, instructional delivery, and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for a successful re-entry into the community, school, and/or work. The four service delivery indicators are as follows:

E2.01 Curriculum (21 Days or Less)
- The intent of this indicator is to ensure that students are offered the opportunity to receive educational services that are appropriate to their future education and employment needs.

E2.02 Curriculum (More than 21 Days)
- The intent of this indicator is to ensure that students are offered the opportunity to receive an education that is appropriate to their future plans and gives them the opportunity to progress toward a high school diploma or its equivalent.

E2.03 Instructional Delivery
- The intent of this indicator is to ensure that instruction addresses individual students' needs, goals, and learning styles to stimulate ongoing student participation and interest.

E2.04 Support Services
- The intent of this indicator is to ensure that students are provided equal access to education, regardless of academic ability, exceptionality, or behavioral characteristic.

E2.01   Curriculum (21 Days or Less)

The curriculum for the education program
- is specifically designed to provide students with education services based on their individually assessed education needs and available education records
- addresses
    - literacy skills
    - tutorial and remedial skills
    - employability skills
    - social skills that are appropriate to the students' needs
- encourages community involvement as appropriate and available

Interpretive Guidelines: The intent of this indicator is to ensure that students are offered the opportunity to receive educational services that are appropriate to their future education and employment needs.

To determine the rating, the reviewer should, at a minimum,
- review student education files, student work folders, course schedules, class schedules, curriculum documents, volunteer participation documentation, and other appropriate documentation
- interview instructional personnel and other appropriate personnel
- observe education settings

Clarification: The curricular activities listed in the indicator may be offered as specific courses or may be modified and/or integrated into one or more core courses already offered for credit. Reviewer consideration is given to thematic approaches for offering these and other instructional activities.

References:
s.230.2316,(3)(a),(4)(a), F.S.;
s.230.23161,(2),(5),(10)(e),(12), F.S.

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E2.02   Curriculum (More than 21 Days)

The curriculum for the education program
- is specifically designed to provide students with education services based on their assessed education needs and prior education records
- is approved by the local school district and consists of curricular offerings based on the school district's Pupil Progression Plan and the Course Code Directory
- provides
    - course credits leading toward high school graduation
    - instruction in reading, writing (or language arts), and mathematics
    - appropriate General Education Development (GED) options
    - modification and accommodations as required for students with disabilities
- evidences community involvement

Interpretive Guidelines: The intent of this indicator is to ensure that students are offered the opportunity to receive an education appropriate to their future plans and provides the opportunity to progress toward a high school diploma or its equivalent.

To determine the rating, the reviewer should, at a minimum,
- review student education files, course schedules, class schedules, volunteer participation documentation, student work folders, curriculum documents, lesson plans, and policies and procedures
- interview instructional personnel, administrators, other appropriate personnel, and students
- observe education settings

Clarification: Students should be placed in curricula that assist them in attaining a high school diploma or its equivalent.

References:
s.230.2316,(3)(a), F.S.; s.230.23161,(2),(5),(10)(e),(12), F.S.;
Rules 6A-6.0521,(2)(a); 6B-5.003,(3), FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E2.03   Instructional Delivery

Instructional delivery is individualized and includes a variety of instructional techniques to address
- students' academic levels
- students' learning styles (e.g., auditory, visual, kinesthetic, tactile)
- IEPs of students assigned to ESE programs
- educational plans for non-ESE students

Interpretive Guidelines: The intent of this indicator is to ensure that instruction addresses individual students' needs, goals, and learning styles to stimulate ongoing student participation and interest.

To determine the rating the reviewer will, at a minimum,
- review lesson plans, student work folders, education plans for non-ESE students, IEPs, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe education settings

Clarification: Individualized instruction may be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction, group instruction, or the use of curricula that uses the same content to address multiple academic levels.

References:
s.230.2316,(4)(a), F.S.; s.230.23161,(2),(12), F.S.
Rules 6B-5.004, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E2.04   Support Services

Student support services are available and include
- exceptional student education *(ESE)*
- English for speakers of others languages (ESOL)
- educational counseling and/or academic advising
- educational psychological and mental health services, as needed

Interpretive Guidelines: The intent of this indicator is to ensure that students are provided equal access to education, regardless of academic ability, disability, or behavioral characteristics.

To determine the rating the reviewer will, at a minimum,
- review school contract or cooperative agreement, educational policies and procedures, IEPs, and other appropriate documentation
- interview instructional and support personnel, ESE personnel, administrators, other available personnel, and students

Clarification: Students participating in the ESE and ESOL programs should be provided with all corresponding services required by federal and state laws. Psychological/mental health services may be offered through the school district, the program, or overlay agencies. All students should have easy and frequent access to guidance/academic advising services.

References:
s.230.23161,(2),(3),(12), F.S.; s.230.2317,(1), F.S.
Rules 6A-6.0521, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

1999 Detention Centers
Educational Standard Three: Personnel Competencies

The personnel competencies standard consists of five key indicators designed to ensure that the most qualified instructional personnel are employed in juvenile justice facilities. To effectively meet the needs of students, instructional personnel must demonstrate knowledge of curriculum, instructional delivery, and classroom management. Instructional personnel should be able to work effectively with a diverse student population of at-risk students. The five personnel competencies indicators are as follows:

E3.01 Knowledge of Curriculum
- The intent of this indicator is to ensure that instructional personnel have the expertise necessary to develop and modify lessons that assist with the remediation of identified academic objectives and lead toward high school graduation or its equivalent.

E3.02 Knowledge of Graduation Requirements
- The intent of this indicator is to ensure that designated personnel have the expertise necessary to assist students in making appropriate decisions concerning their educational futures.

E3.03 Knowledge of Instructional Strategies
- The intent of this indicator is to ensure that instructional personnel have the knowledge necessary to deliver effective instruction for all students.

E3.04 Ability to Work with Students
- The intent of this indicator is to ensure the promotion of mutual respect and understanding between instructional personnel and students.

E3.05 Experience
- The intent of this indicator is to ensure that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

E3.01   Knowledge of Curriculum

Individuals delivering educational services to students demonstrate knowledge of the school district approved curriculum, including
- Florida Sunshine State Standards, their benchmarks, and their inclusion into the district curricula
- content area and course descriptions for the courses they are assigned to teach
- modification of curricula and instruction for all students, including those with disabilities
- requirements for high school graduation, including state and district-wide assessments, diploma options, and GED exit options

Interpretive Guidelines: The intent of this indicator is to ensure that instructional personnel have the expertise necessary to develop and modify lessons that assist with the remediation of identified academic objectives and lead toward high school graduation or its equivalent.

To determine the rating, the reviewer should, at a minimum,
- review lesson plans, instructional materials, curriculum documents, and other appropriate documentation
- interview instructional personnel, education administrators, other appropriate personnel, and students
- observe education settings

Clarification: Lesson plans should include correlation between the assignment and/or activity for each class, the objectives to be achieved, and documentation of which modifications are made for each student. Instructional personnel are expected to articulate how they incorporate benchmarks into the curriculum and how they modify the curriculum. Instructional personnel also are expected to articulate the basic differences between diploma options and to articulate graduation requirements, including the state assessments and number of credits necessary to graduate from high school.

References:
s.230.23161,(2),(12), F.S.
Rules 6B-5.004; 6B-5.008, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E3.02   Knowledge of Graduation Requirements

Individuals delivering guidance and/or advising services to students (including curriculum coordinators) demonstrate knowledge of graduation requirements, including
- Course Code Directory
- school district's Pupil Progression Plan as appropriate for long-term students
- state and district-wide assessments
- requirements for high school graduation, including
  - standard diploma
  - special diploma
  - GED diploma and the GED/High School Competency Test (HSCT) exit option

Interpretive Guidelines: The intent of this indicator is to ensure that designated personnel have the expertise necessary to assist students in making appropriate decisions concerning their educational futures.

To determine the rating, the reviewer should, at a minimum,
- review student educational files, education policies and procedures, and other appropriate documentation
- interview guidance and/or advising personnel, other appropriate personnel, and students

Clarification: Individuals delivering guidance services should demonstrate detailed knowledge of the above indicator. Students will be expected to articulate knowledge of their identified educational objectives. Long-term students are expected to articulate knowledge of their credits, grade level, and chosen diploma option to ensure that individuals delivering guidance services are communicating this information to students. Long-term students working toward a GED diploma should receive counseling to explain its benefits and limitations.

References:
s.230.23161,(2),(12), F.S.
Rules 6A-6.021; 6B-5.003,(7), FAC
Course Code Directory pp.1-41

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E3.03   Knowledge of Instructional Strategies

Individuals delivering educational services to students demonstrate knowledge of skills and abilities necessary to deliver appropriate instruction through
- objectives and strategies contained in education plans for non-ESE students or IEPs for students participating in ESE programs
- individualized instruction
- the use of a variety of instructional strategies to meet the assessed needs and address the learning styles of students

Interpretive Guidelines: The intent of this indicator is to ensure that instructional personnel have the knowledge necessary to deliver effective instruction for all students.

To determine the rating, the reviewer should, at a minimum,
- review IEPs, education plans for non-ESE students, lesson plans, student work folders, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe education settings

Clarification: Individualized instruction should be consistent with the students' education plans for non-ESE students, IEPs of students assigned to ESE programs, assessment results, and course assignments. Instructional personnel should use a variety of instructional techniques, such as competency-based instruction, thematic instruction, writing across the curriculum, student portfolios, computer-assisted instruction, group projects, course modifications, individually-paced assignments, and other techniques.

References:
s.230.23161,(2),(12), F.S.
Rules 6B-5.005; 6B-5.006, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E3.04   Ability to Work with Students

Individuals delivering educational services to students demonstrate ability to
- effectively work with a diverse student population
- incorporate into the curriculum and education settings lesson plans and materials that reflect cultural diversity
- meet the needs of students with disabilities
- manage students through the application of appropriate and equitable behavior/classroom management strategies

Interpretive Guidelines: The intent of this indicator is to ensure the promotion of mutual respect and understanding between instructional personnel and students.

To determine the rating, the reviewer should, at a minimum,
- review student work folders, lesson plans, instructional materials, curriculum documents, and other appropriate documents
- interview instructional personnel, other appropriate personnel, and students
- observe education settings

Clarification: Diversity is defined as differences based on race, gender, religion, sexual orientation, culture, and disabilities. Equitable behavior/classroom management includes treating all students fairly and humanely according to their individual behavioral needs.

References:
s.230.23,(4),(l)(m), F.S.; s.230.23161,(2),(10)(h)(f),(12), F.S.; s.236.0811,(2), F.S.
Rules 6B-5.006; 6B-5.010, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E3.05   Experience

Individuals delivering educational services to students possess the necessary experience, education, and training to assist students in meeting their education needs and re-entry goals, as demonstrated through

- the use of professional development plans that prepare instructional personnel for their teaching assignments
- state teaching certification or statement of eligibility for academic instructors
- school board approval of the use of noncertified instructional personnel who possess expert knowledge and/or skill in the field(s) they are teaching
- relevant experience and/or education

Interpretive Guidelines: The intent of this indicator is to ensure that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

To determine the rating, the reviewer should, at a minimum,

- review professional development plans, teaching certificates, statements of eligibility, training records, and other appropriate documentation
- interview instructional personnel, education administrators, and other appropriate personnel

Clarification: A professional development plan is a generic term referring to any form of written plan leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans. Professional development plans should address instructional personnel's strengths and weaknesses.

References:
s.230.2316,(6), F.S.; s.230.23161(2),(7),(12), F.S.
Rules 6A-1.0502; 6A-1.0503, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

1999 Detention Centers
Educational Standard Four: Administration

The administration standard consists of five key indicators that are designed to ensure collaboration and communication between all parties involved in the educational programs of juvenile justice facilities. Administrative activities should ensure that students and instructional personnel are provided with the services and materials necessary to successfully accomplish their goals and duties. The five administration indicators are as follows:

E4.01 Communication
- The intent of this indicator is to ensure that DJJ, school districts, and providers work collaboratively to provide the best education services possible to students assigned to juvenile justice facilities.

E4.02 Program Evaluations
- The intent of this indicator is to ensure the promotion of ongoing improvement through self-evaluation.

E4.03 Inservice Training
- The intent of this indicator is to ensure that instructional personnel are provided continuing education that will enhance the quality of services specific to at-risk or adjudicated youth.

E4.04 Program Management
- The intent of this indicator is to ensure the promotion of effective organization and the promotion of consistency between school districts and the education components of juvenile justice facilities.

E4.05 Funding and Support
- The intent of this indicator is to ensure that funding provides for high-quality education services.

E4.01   Communication

School district and/or on-site administrators ensure that there is two-way communication between school district and facility administration, between the education administration and education staff, and between education staff and facility staff. The information thus communicated includes
- the purpose of the educational program
- the expected student educational outcomes and goals
- the educational program policies and procedures
- information shared at regularly held and documented faculty meetings

Interpretive Guidelines: The intent of this indicator is to ensure that DJJ, school districts, and providers work collaboratively to provide the best education services possible to students assigned to juvenile justice facilities.

To determine the rating, the reviewer should, at a minimum,
- review faculty meeting agendas, education policies and procedures, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel
- observe faculty meetings, when possible

Clarification: The local school district and the program are mutually responsible for the education of students assigned to DJJ programs. Communication is expected to be ongoing and school district administrators are expected to visit the program on a regular basis.

References:
s.230.2316,(8), F.S.; s.230.23161,(2),(10)(a)(b),(12), F.S.
Rules 6B-5.003(5), FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E4.02   Program Evaluations

School district and on-site administrators work cooperatively to create school improvement plans or education program improvement plans and to make programmatic decisions using evaluation tools, such as
- on-site annual program evaluations
- previous year's education quality assurance report and recommendations
- intermittent achievement evaluations throughout the student's stay
- other education data

Interpretive Guidelines: The intent of this indicator is to ensure the promotion of ongoing improvement through self-evaluation.

To determine the rating, the reviewer should, at a minimum,
- review education program improvement plans, program evaluation tools, and other appropriate documentation
- interview school district administrators, on-site administrators, and other appropriate personnel

Clarification: School improvement plans or written education program improvement plans should be prepared annually and should be specific to each juvenile justice education program. The quality and comprehensiveness of the improvement plan and the effectiveness of its implementation will be examined.

References:
s.230.2316,(5), F.S.; s.230.23161,(2),(10)(m),(12), F.S.
Rules 6B-4.004, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E4.03   Inservice Training

School district and/or on-site administrators ensure and document that all instructional personnel receive ongoing annual inservice training or continuing education that includes
- access to and opportunity to participate in school district inservice offerings
- education inservice training on topics such as
  - exceptional student education
  - instructional techniques
  - content-related skills and knowledge
- inservice training related to working with at-risk or adjudicated youth

Interpretive Guidelines: The intent of this indicator is to ensure that instructional personnel are provided continuing education that enhances the quality of services for at-risk or adjudicated youth.

To determine the rating, the reviewer should, at a minimum,
- review inservice training records (district and program), teacher certifications, statements of eligibility, school district's inservice training offerings, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel

Clarification: Routine training in areas such as policies and procedures, safety, and program orientation is important to achieving a quality staff. However, the majority of instructional personnel inservice should be directly related to instructional techniques, teaching adjudicated youth, and the content of the courses the teachers are assigned to teach. All instructional personnel, including noncertified instructors, should have access to and opportunity to participate in school district inservice offerings on an annual basis. These inservice hours should qualify for certification renewal for those instructional personnel who are certified.

References:
s.230.23,(4)(l), F.S.; s.230.2316,(6), F.S.; s.230.23161,(2),(7),(10)(h),(12), F.S.; s.231.096, F.S.; s.236.0811,(1),(2), F.S.
Rules 6A-5.071, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E4.04   Program Management

School district and/or on-site administrators provide operational documentation, including
- an active cooperative agreement and, when applicable, an operational agreement or operating contract
- an education budget that reflects the local, state, and federal funding generated and the amount spent in the education program
- state and district-wide assessment results (e.g., HSCT, FCAT, Florida Writes!)
- an annual school calendar that reflects
  - state and district testing dates
  - holidays
  - instructional personnel training days
  - dates school is in session (including summer school)
  - special school events
- class schedules that reflect
  - the enrollment needs of students
  - a minimum of 300 minutes daily of instruction or its weekly equivalent
  - planning time for instructional personnel

Interpretive Guidelines: The intent of this indicator is to ensure the promotion of effective organization and the promotion of consistency between school districts and the education components of juvenile justice facilities.

To determine the rating, the reviewer should, at a minimum,
- review cooperative agreement, education budget, school calendar, class schedules, evidence of state assessment testing, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel
- observe education settings

Clarification: Cooperative agreements between school districts and DJJ for delivery of educational services must comply with s.230.23161, Florida Statutes. This statute allows for an operational agreement or operating contract to be developed between the school district and a (private) provider. However, school districts are still bound by the 13 statutory requirements for a cooperative agreement, whether or not those requirements are mentioned in the operating contract. Budgets done in conjunction with cooperative agreements should reflect the total annual amount of education dollars generated, the amount retained by school districts (including statements that explain how that amount is used), and the amount retained by program administration (including statements that explain how that amount is used). All appropriate students who remain in detention more than 21 days are expected to participate in all state and district-wide assessments.

References:
s.228. 041,(13), F.S.; s.229.57,(6), F.S.; s.230.23,(4)(k), F.S.; s.230.23161,(2),(4),(10),(11),(12), F.S.
Rules 6A-1.0942; 6A-1.09421; 6A-1.0943, FAC

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

E4.05   Funding and Support

School district and/or on-site administrators ensure that education funding provides support in the areas of
- adequate number of qualified instructional personnel
- education support personnel
- technology for instructional personnel and student use
- current instructional materials
- education supplies for students and staff
- media materials and equipment
- an environment that is conducive to learning

Interpretive Guidelines: The intent of this indicator is to ensure that funding provides for high-quality education services.

To determine the rating, the reviewer should, at a minimum,
- review cooperative agreement and/or contract, school district staffing plan, instructional materials, education budget, and other appropriate documents
- interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students
- observe educational settings

Clarification: Depending on the type and size of the program, support personnel may include principals, assistant principals, school district administrators that oversee program operations, curriculum coordinators, ESE personnel, guidance counselors, lead instructional personnel, registrars, transition specialists, etc. Instructional personnel to student ratios should take into account the nature of the instructional activity, the diversity of the academic levels present in the classroom, the amount of technology available for instructional use, and the use of classroom paraprofessionals. Technology and media materials should be responsive to the needs of the program's educational staff and student population.

References:
s.230.23161,(7),(9),(12), F.S.

Performance Rating:

Superior Performance	7	8	9
Satisfactory Performance	4	5	6
Partial Performance	1	2	3
Nonperformance			0

APPENDIX C
2000 EDUCATIONAL
QUALITY ASSURANCE STANDARDS

FOR
LONG-TERM COMMITMENT PROGRAMS,
SHORT-TERM COMMITMENT PROGRAMS, AND
DETENTION CENTERS

2000 Long-Term Commitment Programs Educational Quality Assurance Standards

2000 Long-Term Commitment Programs Educational Standard One: Transition

The transition standard is comprised of six key indicators that address entry, on-site, and exit transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for a successful reentry into the community, school, and/or work.

E1.01 Entry Transition: Enrollment
Compliance Indicator (PRIORITY)

> The intent of this indicator is to ensure that students are properly enrolled so they may progress toward a high school diploma or its equivalent.

E1.02 Entry Transition: Assessment
Performance Indicator

> The intent of this indicator is to ensure that assessments are utilized to diagnose students' academic and vocational strengths, weaknesses, and interests in order to individually address the needs of the students.

E1.03 On-Site Transition: Student Planning
Performance Indicator (PRIORITY)

> The intent of this indicator is to ensure that programs develop academic plans for non-exceptional student education (ESE) students and individual educational plans (IEPs) for students enrolled in ESE programs so that all students receive individualized instruction and services.

E1.04 On-Site Transition: Student Progress
Performance Indicator

> The intent of this indicator is to ensure that students are making progress toward their educational goals and that instructional objectives remain relevant to the students' changing needs and interests as they progress during their commitment.

E1.05 Guidance Services
Performance Indicator

> The intent of this indicator is to ensure that students receive assistance in setting realistic goals and making appropriate decisions about their futures.

E1.06 Exit Transition
Performance Indicator (PRIORITY)

> The intent of this indicator is to ensure that the program has and uses procedures that assist students with reentry into community, school, and/or work settings.

E1.01 Entry Transition: Enrollment

Compliance Indicator (PRIORITY)

The program has entry transition activities that include

❑ reviewing students' past educational records from Department of Juvenile Justice (DJJ) commitment files from detention, assignment, or prior commitment programs

❑ when the most current records are not present, making and documenting (with dates) requests for student educational records, transcripts, and ESE records, including IEPs, within five days of student entry into the facility (excluding weekends and holidays)

❑ making and documenting (with dates) follow-up requests for records not received by using sources such as the Florida Automated System for Transfer of Education Records (FASTER) or the district's management information system (MIS), or by calling and/or faxing detention centers, school districts, and probation officers

❑ ensuring that student educational files contain, at a minimum,

  ❑ the student's permanent record card, which contains the student's legal name, date of birth, race, sex, date of entry, home address, name of parent or legal guardian, native language, immunization status, state testing information, and name of last school attended (including DJJ programs)

  ❑ a current copy of the student's cumulative transcript from the district's MIS that includes the courses in which the student is currently enrolled and the student's total credits attempted and earned at previous schools, including previous juvenile justice programs (this information may be part of the permanent record card)

  ❑ a local school district registration form

  ❑ dated and documented request(s) for student records and follow-up requests for records not received

  ❑ past records

❑ using the *Florida Course Code Directory and Instructional Personnel Assignments (1999-2000)* to place students in documented, official course assignments

Interpretive Guidelines

The intent of this indicator is to ensure that students are properly enrolled so they may progress toward a high school diploma or its equivalent.

If there are minor exceptions, but the intent of this indicator is clearly being met, the indicator may be rated as "substantial compliance."

To determine the rating, the reviewer, at a minimum, should

• review educational policies and procedures, entry documentation, student educational files, prior educational records or documentation of records requests, current transcripts, class schedules, enrollment forms, and other appropriate documentation

• interview the registrar, data entry clerk, other appropriate personnel, and students

Clarification

Appropriate school personnel should have access to all DJJ commitment files as needed. The purpose of the school district registration form is to ensure that students are appropriately registered with the school board. The program should seek access to its school district's MIS for requesting "in-county" records and completing enrollment. "Out-of-county" records should be requested through multiple sources such as FASTER, the student's probation officer, detention centers, the previous school district, and/or the student's legal guardian. Cumulative transcripts and permanent record cards from the district's MIS will reduce the number of miscellaneous transcripts from multiple programs and schools in the student files. They also will help prevent course duplication and the loss of individual transcripts and will help ensure that a continuum of educational services is provided throughout the student's schooling. Student files also should contain assessment information and ESE information, which will be recorded and rated in subsequent indicators.

References

s.228.081(2)(3), 228.093, 230.23161(14), 232.23, F.S.; Rules 6A-1.0955, 6A-1.0014, FAC

Compliance Rating

❑ Full Compliance 6
❑ Substantial Compliance 4
❑ Noncompliance 0

E1.02 Entry Transition: Assessment

Performance Indicator

The program has entry transition activities that include

❏ identifying students' academic levels and individual needs by administering initial assessments that include but are not limited to

   ❏ academic assessments for reading, writing, and mathematics for diagnostic and prescriptive purposes to be used by all instructional personnel, administered within five days of student entry into the facility (excluding weekends and holidays)

   ❏ vocational aptitude assessments and/or career interest surveys that are aligned with the program's employability, career awareness, and/or vocational curriculum activities, administered within five days of student entry into the facility (excluding weekends and holidays)

❏ placing all assessment information in student educational files

Interpretive Guidelines

The intent of this indicator is to ensure that assessments are utilized to diagnose students' academic and vocational strengths, weaknesses, and interests in order to individually address the needs of the students.

To determine the rating, the reviewer, at a minimum, should

• review educational policies and procedures, student educational files, and other appropriate documentation

• interview personnel responsible for testing procedures, other appropriate personnel, and students

Clarification

Programs may use prior assessment results from detention, assignment, or prior commitment when those results are recent and accurate. Academic assessments should be appropriate to the student's age and measure the student's reading, writing, and mathematics abilities. To accurately diagnose student needs and measure student progress, academic assessments should be aligned with the program's curriculum and administered according to the publisher's administrative manual. Assessments should be re-administered when accurate information is not achieved. Instructional personnel should be well-informed about the students' needs and abilities, through means including access to assessment results and records in student files. Vocational assessments are used to determine students' career interests and assess their vocational aptitudes. These assessments should also be used to determine student placement in vocational programming when appropriate and to set student goals and guide students in future career decision-making.

References

s.228.081(2), 229.57, 230.23161(2)(14), F.S.

Performance Rating

❏ Superior Performance   7   8   9
❏ Satisfactory Performance   4   5   6
❏ Partial Performance   1   2   3
❏ Nonperformance   0

**E1.03   On-Site Transition:
Student Planning**

Performance Indicator (PRIORITY)

The program has on-site transition activities that include

❑ developing written academic plans for non-ESE students based upon each student's entry assessments and past records within 15 days of student entry into the facility (excluding weekends and holidays)

❑ developing written academic plans that include but are not limited to

  ❑ specific and individualized long-term goals and short-term instructional objectives

  ❑ identified remedial strategies when appropriate

  ❑ a schedule for determining progress toward achieving the goals and objectives of the academic plans

❑ ensuring that academic plans address but are not limited to reading, writing, and mathematics and are used by all instructional personnel regardless of the content area they are teaching

❑ obtaining current IEPs or initiating (and documenting) the development of IEPs for students assigned to ESE programs within 11 days of student entry into the facility

❑ placing academic plans and/or IEPs (or documentation that the development of IEPs has been initiated) in student educational files

Interpretive Guidelines

The intent of this indicator is to ensure that programs develop academic plans for non-ESE students and IEPs for students enrolled in ESE programs so that all students receive individualized instruction and services.

To determine the rating, the reviewer, at a minimum, should

• review student educational files, treatment files, and other appropriate documentation

• interview instructional personnel, ESE personnel, other appropriate personnel, and students

Clarification

Academic plans should document student needs and identify strategies that assist students in meeting their potential. Academic plans also should contain vocational/technical objectives. Long-term educational goals and short-term instructional objectives for non-ESE students may be found in each student's performance contract, treatment plan, academic improvement plan, academic plan, or other appropriate documents. Instructional personnel should use academic plans for instructional planning purposes and for tracking students' progress. A schedule for determining student progress should be based on an accurate assessment, resources, and strategies. Academic plans may also contain life skills and career/vocational goals. Students participating in the ESE and/or English for Speakers of Other Languages (ESOL) programs should be provided all corresponding services required by federal and state laws. IEPs for students assigned to ESE programs should be individualized and include all information required by federal and state laws. Instructional personnel should have access to IEPs. The program should document soliciting parent involvement in the IEP development process.

References

s.228.081(2), 230.23161(2)(4)(6)(8)(9), 232.245, F.S.; Rules 6A-6.03028, 6A-6.05221, FAC

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance 4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

E1.04   On-Site Transition:
Student Progress

Performance Indicator

The program has evidence of students' academic gains. The program verifies academic gains by

❏   documenting student progress and work products as determined by instructional personnel observations, continuing assessment, grade books, report cards, progress reports, and/or student work folders

❏   documenting (with dates) the review of students' progress toward achieving the content of their academic plans during the students' treatment team meetings and (when appropriate) the revision of long-term goals and short-term instructional objectives by an educational representative

Interpretive Guidelines

The intent of this indicator is to ensure that students are making progress toward their educational goals and to ensure that instructional objectives remain relevant to students' changing needs and interests as they progress during their commitment.

To determine the rating, the reviewer, at a minimum, should

•   review student work folders, academic plans (and IEPs), grade books, treatment team notes, and other appropriate documentation

•   interview instructional personnel, other appropriate personnel, and students

•   observe treatment team meetings (when possible) and educational settings

Clarification

Treatment team meetings should occur at a time agreed upon by educational and treatment personnel. The student and an educational representative should be present at all treatment team and transition meetings. When an educational representative is unable to participate in these meetings, the treatment or transition team personnel should review the instructional personnel's detailed written comments. Treatment team meetings should be conducted according to DJJ guidelines, and students should have input during the meetings. Proper tracking and documentation of student progress may also assist in offering performance-based education that will allow students performing below grade level the opportunity to advance to their age-appropriate placement.

References

s.228.081(2)(3), 230.23161(6)(8)(9)(10), F.S.

Performance Rating

❏   Superior Performance   7   8   9
❏   Satisfactory Performance   4   5   6
❏   Partial Performance   1   2   3
❏   Nonperformance   0

E1.05 Guidance Services

Performance Indicator

Documented guidance services are provided to all students and include

❑ guidance counselors and/or staff members who are responsible for

  ❑ advising students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options (including the benefits and limitations of pursuing a General Education Development (GED) diploma), and postsecondary opportunities

  ❑ recommending and assisting with placement options for return to the community, school, and/or work

  ❑ communicating to students their educational status and progress, including grade level, credits earned, credits required for graduation, and diploma options

❑ guidance activities that are based on

  ❑ the *Florida Course Code Directory and Instructional Personnel Assignments (1999-2000)*

  ❑ the school district's pupil progression plan

  ❑ state and district-wide assessments

  ❑ requirements for high school graduation, including all diploma options

  ❑ post-commitment vocational/career educational options

Interpretive Guidelines

The intent of this indicator is to ensure that students receive assistance in setting realistic goals and in making appropriate decisions about their futures.

To determine the rating, the reviewer, at a minimum, should

● review student academic plans, exit plans, and other appropriate documentation

● interview personnel responsible for guidance services and students

Clarification

All students should have easy and frequent access to guidance/advising services, and these services should be aligned with transition activities. Individuals delivering guidance/advising services should demonstrate detailed knowledge of graduation requirements, diploma options, the GED exit option, and vocational and career opportunities. Students will be expected to articulate knowledge of their credits, grade level, and diploma option to verify that individuals delivering guidance services are communicating this information to students. Students working toward a GED diploma should receive counseling that explains this diploma option's benefits and limitations. Vocational/career counseling should be consistent with the student's post-placement career and/or vocational training opportunities.

References

s.230.23161(3)(4)(6)(7), F.S.; Rule 6A-6.021, FAC; *Florida Course Code Directory and Instructional Personnel Assignments* (1999-2000, pp. 1-41)

Performance Rating

❑ Superior Performance 7 8 9
❑ Satisfactory Performance 4 5 6
❑ Partial Performance 1 2 3
❑ Nonperformance   0

E1.06 Exit Transition

Performance Indicator (PRIORITY)

The program has exit transition activities that include

❑ documenting that an educational representative participates in student exit staffings or transition meetings

❑ developing an age-appropriate exit plan for each student that identifies, at a minimum,
  ❑ desired diploma option
  ❑ continuing education needs and goals
  ❑ anticipated next educational placement
  ❑ aftercare provider
  ❑ job/career or vocational training plans

❑ placing the following items in the student's DJJ commitment file or DJJ discharge packet prior to the student's exit
  ❑ a copy of the student's exit plan
  ❑ a current permanent record card that includes a current cumulative total of credits attempted and earned, including those credits earned prior to commitment (should be generated from the district's MIS)
  ❑ a current IEP and/or academic plan
  ❑ all assessment data, including any state and district-wide assessment results
  ❑ academic post-testing
  ❑ length of participation in the program (including entry and exit dates)
  ❑ copies of any certificates earned at the program

❑ documenting activities that assist students in participating in their next vocational or educational placement

Interpretive Guidelines

The intent of this indicator is to ensure that the program has and uses procedures that assist students with reentry into community, school, and/or work settings.

To determine the rating, the reviewer, at a minimum, should

• review closed commitment files, current educational files of students preparing for exit, documented transmittal of records (e.g., fax or mail receipts), and other appropriate documentation

• interview transition specialist, registrar, guidance counselors, treatment team members, other appropriate personnel, and students

• observe student exit staffings, when possible

Clarification

Transition meetings or exit staffings should occur at a time agreed upon by educational and treatment personnel. The student and an educational representative should be present at all transition meetings or exit staffings. When an educational representative is unable to participate in these meetings, transition personnel should review the instructional person-nel's detailed written comments about continuing education after student exit. When the next educational placement for a student has not been determined, the program should make every effort to identify the most appropriate setting for the student's continuing educational development. When the home school does not appear to be the most appropriate placement for students reentering the community, the program should identify alternative educational placements. Permanent record cards and cumulative transcripts from the district's MIS will reduce the number of miscellaneous transcripts from multiple programs and schools in student files. Also, they will help prevent course duplication and help ensure that a continuum of educational services is provided throughout the student's schooling. Prevention programs that do not utilize commitment files should ensure that all relevant student information that is required at exit is provided to the next educational placement.

References

s.228.081(2)(3)(4), 228.093, 230.23161(9)(10)(14), 232.23, F.S.; Rules 6A-1.0014, 6A-1.0955, FAC

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

2000 Long-Term Commitment Programs: Educational Standard Two: Service Delivery

The service delivery standard is comprised of six key indicators that address curriculum, instructional delivery, classroom management, and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for a successful reentry into the community, school, and/or work.

E2.01 Curriculum: Academic
Performance Indicator (PRIORITY)

The intent of this indicator is to ensure that students have the opportunity to receive an education that is appropriate to their future educational plans and allows them to progress toward a high school diploma or its equivalent.

E2.02 Curriculum: Practical Arts
Performance Indicator

The intent of this indicator is to ensure that students have the opportunity to obtain the skills necessary to secure employment in an area of their interest and to become productive members of society.

E2.03 Instructional Delivery
Performance Indicator

The intent of this indicator is to ensure that instruction addresses each student's needs, goals, and learning styles to stimulate ongoing student participation and interest.

E2.04 Classroom Management
Performance Indicator

The intent of this indicator is to ensure the promotion of mutual respect and understanding between instructional personnel and students and to ensure that the environment is conducive to learning.

E2.05 Support Services
Compliance Indicator (PRIORITY)

The intent of this indicator is to ensure that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

E2.06 Community Support
Performance Indicator

The intent of this indicator is to reduce students' isolation from the community, involve the community in the students' education, and assist in preparing the students for successful transition back to the community.

E2.01 Curriculum: Academic

Performance Indicator (PRIORITY)

Academic curricular activities are demonstrated in educational settings and are designed to

❑   provide students with educational services that are based on their assessed educational needs and prior educational records

❑   consist of curricular offerings that are based on the school district's pupil progression plan, the *Florida Course Code Directory and Instructional Personnel Assignments (1999-2000)*, and the course descriptions of the courses in which students are receiving instruction

❑   address the Florida Sunshine State Standards (FSSS)

❑   include lesson plans, materials, and activities that reflect cultural diversity

❑   provide, at a minimum,

  ❑   course credits leading toward a high school diploma option

  ❑   instruction in reading, writing, and mathematics

  ❑   appropriate use of the GED/High School Competency Test (HSCT) exit option or access to a GED curriculum that is substantial and meets state course descriptions and state and federal guidelines

  ❑   modifications and accommodations as appropriate to meet the needs of all students

  ❑   a minimum of 300 minutes per day (or its weekly equivalent) of instruction

  ❑   tutorial, remedial, and literacy instruction as needed

Interpretive Guidelines

The intent of this indicator is to ensure that students have the opportunity to receive an education that is appropriate to their future educational plans and allows them to progress toward a high school diploma or its equivalent.

To determine the rating, the reviewer, at a minimum, should

•   review student educational files, student work folders, course schedules, class schedules, curriculum documents, lesson plans, educational policies and procedures, and other appropriate documentation

•   interview instructional personnel, administrators, other appropriate personnel, and students

•   observe educational settings

Clarification

Students should be placed in appropriate courses that assist them in attaining a high school diploma or its equivalent. Courses and activities should be age-appropriate. Courses may be integrated and/or modified to best suit the needs and interests of the students. The curriculum may be offered through a variety of scheduling options such as block scheduling or offering courses at times of the day that are most appropriate for the program's planned activities.

References

s.228.081(2)(3), 229.814, 230.2316(3)(8), 230.23161(3)(4)(5)(6)(7)(10)(14), 232.245, 232.246, 232.247, 233.061, F.S.; Rules 6A-1.09401, 6A-1.09412, 6A-1.09414, 6A-1.09441, 6A-6.021, 6A-6.0521(2), FAC

Performance Rating

❑   Superior Performance   7   8   9
❑   Satisfactory Performance   4   5   6
❑   Partial Performance   1   2   3
❑   Nonperformance   0

E2.02   Curriculum: Practical Arts

Performance Indicator

The educational program addresses practical arts, independent living skills, and social skills by incorporating into the curriculum elements such as

❑   employability skills

❑   career awareness

❑   social skills that are appropriate to students' needs

❑   lesson plans, materials, and activities that reflect cultural diversity

❑   character education

❑   health and life skills

❑   vocational offerings

❑   fine or performing arts

Interpretive Guidelines

The intent of this indicator is to ensure that students have the opportunity to obtain the skills necessary to secure employment in an area of their interest and to become productive members of society.

To determine the rating, the reviewer, at a minimum, should

•   review student educational files, student work folders, course schedules, class schedules, curriculum documents, lesson plans, educational policies and procedures, and other appropriate documentation

•   interview instructional personnel, administrators, other appropriate personnel, and students

•   observe educational settings

Clarification

The activities listed in the indicator may be offered as specific courses, integrated into one or more core courses offered for credit, and/or provided through thematic approaches. Courses and activities should be age-appropriate. Social skills can include a broad range of skills that will assist students in successfully reintegrating into the community, school, and/or work.

References

s.228.081(2)(3), 230.2316(4), 230.23161(3)(4)(5) (6)(7)(10)(14), 232.245, 232.2454, 232.246, 232.247, 233.061, F.S.; Rule 6A-6.0521(2), FAC

Performance Rating

❑   Superior Performance   7   8   9

❑   Satisfactory Performance   4   5   6

❑   Partial Performance   1   2   3

❑   Nonperformance   0

E2.03 Instructional Delivery

Performance Indicator

Individualized instruction and a variety of instructional strategies are documented in lesson plans and are demonstrated in all classroom settings to address

❑ students' academic levels in reading, writing, and mathematics in all content areas being taught

❑ students' learning styles (e.g., auditory, visual, kinesthetic, tactile) with a balance and variety of strategies

❑ IEPs for students assigned to ESE programs

❑ long-term goals and short-term instructional objectives in academic plans for non-ESE students

Interpretive Guidelines

The intent of this indicator is to ensure that instruction addresses each student's needs, goals, and learning styles to stimulate ongoing student participation and interest.

To determine the rating, the reviewer, at a minimum, should

• review lesson plans, student work folders, academic plans for non-ESE students, IEPs, and other appropriate documentation

• interview instructional personnel, other appropriate personnel, and students

• observe educational settings

Clarification

Individualized instruction may be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction, or the use of curriculum with the same content that addresses multiple academic levels. Instructional strategies may include, but are not limited to, thematic teaching, team teaching, experiential learning, computer-assisted instruction, cooperative learning, one-on-one instruction, audio/visual presentations, lecturing, group projects, and hands-on learning. Teachers should have knowledge of the content of the IEPs of their students, if appropriate, and of the academic plans of their non-ESE students.

References

s.228.081(2)(3), 230.2316(4), 230.23161(3)(4)(6), F.S.; Rule 6A-6.0521, FAC

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

E2.04 Classroom Management

Performance Indicator

Classroom management procedures are documented and demonstrated by

❑ equitably applying appropriate behavior/classroom management strategies

❑ establishing and maintaining acceptable student behavior

❑ maintaining instructional momentum

❑ promoting positive student self-esteem

❑ empowering students to become independent learners

❑ ensuring that students remain on task

Interpretive Guidelines

The intent of this indicator is to ensure the promotion of mutual respect and understanding between instructional personnel and students and to ensure that the environment is conducive to learning.

To determine the rating, the reviewer, at a minimum, should

• review student work folders, lesson plans, instructional materials, curriculum documents, and other appropriate documentation

• interview instructional personnel, other appropriate personnel, and students

• observe educational settings

Clarification

Classroom management may be incorporated in the program's behavior management plan. The term "classroom" refers to any setting or location that is utilized by the program for instructional purposes. Equitable behavior/classroom management includes treating all students fairly and humanely according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented through collaboration between instructional personnel and program staff.

References

s.228.081(2), 230.23161(7)(14), F.S.

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

E2.05 Support Services

Compliance Indicator (PRIORITY)

Support services are available to students and include

❑ ESE services that, at a minimum, consist of regularly scheduled consultative services and instruction that is consistent with the students' IEPs

❑ English for Speakers of Other Languages (ESOL) services

❑ evidence that eligible students in the program are reported for appropriate federal funding

❑ mental and physical health services as needed

Interpretive Guidelines

The intent of this indicator is to ensure that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

If there are minor exceptions, but the intent of this indicator is clearly being met, the indicator may be rated as "substantial compliance."

To determine the rating, the reviewer, at a minimum, should

• review IEPs, cooperative agreement and/or contract, educational policies and procedures, and other appropriate documentation

• interview ESE personnel, administrators, instructional and support personnel, other appropriate personnel, and students

Clarification

Students participating in the ESE and/or ESOL programs should be provided all corresponding services required by federal and state laws. Mental and physical health services may be offered through the school district, the program, or overlay agencies. Student support and educational services should be integrated.

References

s.228.041, 228.081(2), 230.23161(3)(4)(5)(6)(14), 230.2317(1), F.S.; Rule 6A-6.0521, FAC

Compliance Rating

❑ Full Compliance   6
❑ Substantial Compliance   4
❑ Noncompliance   0

E2.06 Community Support

Performance Indicator

Community involvement is documented and focused on educational and transition activities, such as

❑ tutoring
❑ mentoring
❑ use of clerical and/or classroom volunteers
❑ career days
❑ use of guest speakers
❑ business partnerships that enhance the educational program
❑ student involvement in the community that supports education and learning
❑ parent and/or family involvement

Interpretive Guidelines

The intent of this indicator is to reduce the students' isolation from the community, involve the community in the students' education, and assist in preparing the students for successful transition back to the community.

To determine the rating, the reviewer, at a minimum, should

• review the school calendar, volunteer participation documentation, and other appropriate documentation

• interview on-site administrators, instructional personnel, other appropriate personnel, and students

Clarification

Student volunteerism in the community, community volunteerism within the program, and mentoring/role-modeling are also examples of community involvement. Community activities could be aligned with school-to-work initiatives. Parent involvement should be solicited, and parents should be informed about the student's needs prior to exiting back to the home, school, and community.

References

s.228.081(2), 230.23161(3)(4), F.S.;
Rules 6A-1.0502, 6A-1.070, FAC

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

2000 Long-Term Commitment Programs
Educational Standard Three: Administration

The administration standard is comprised of six key indicators that are designed to ensure collaboration and communication among all parties involved in the educational programs of juvenile justice facilities. Administrative activities should ensure that students are provided with instructional personnel, services, and materials necessary to successfully accomplish their goals.

E3.01 Communication
Performance Indicator

The intent of this indicator is to ensure that instructional personnel and educational staff are well-informed about the program's and school district's purpose, policies, expected student outcomes, and school improvement initiatives.

E3.02 Instructional Personnel Qualifications
Performance Indicator (PRIORITY)

The intent of this indicator is to ensure that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

E3.03 Professional Development
Performance Indicator

The intent of this indicator is to ensure that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

E3.04 Program Evaluations
Performance Indicator

The intent of this indicator is to ensure the promotion of ongoing program improvement through self-evaluation and planning.

E3.05 Program Management
Compliance Indicator

The intent of this indicator is to ensure the promotion of effective organization and consistency between school districts and the educational components of juvenile justice facilities.

E3.06 Funding and Support
Performance Indicator (PRIORITY)

The intent of this indicator is to ensure that funding provides high-quality educational services.

E3.01 Communication

Performance Indicator

On-site educational administrators ensure that there is communication among the school district, facility administration, educational personnel, and facility staff. Regularly held and documented faculty and/or staff meetings and other interagency meetings should address information such as

❑ inservice training
❑ the development and implementation of the school improvement plan (SIP)
❑ expected student educational outcomes and goals
❑ educational program policies and procedures

Interpretive Guidelines

The intent of this indicator is to ensure that instructional personnel and educational staff are well-informed about the program's and school district's purpose, policies, expected student outcomes, and school improvement initiatives.

To determine the rating, the reviewer, at a minimum, should

• review faculty meeting agendas, educational policies and procedures, and other appropriate documentation

• interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel

• observe faculty meetings, when possible

Clarification

Principals of alternative education or dropout prevention programs and/or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or program directors are considered to be the educational administrators for contracted (private-operated) educational programs. It is the responsibility of the on-site educational administrators to ensure that all educational staff are informed about the program's and school district's purpose, policies, expected students outcomes, and school improvement initiatives. Communication among relevant parties (school district, DJJ, and providers) should be ongoing and facilitate the smooth operation of the educational program.

References

s.228.041(10), 228.081(1)(2)(3), 230.2316(8), 230.23161(1)(4)(6)(8)(9)(10)(11)(14), F.S.

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance 4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

**E3.02   Instructional Personnel
          Qualifications**

Performance Indicator (PRIORITY)

Educational administrators ensure that instructional personnel possess the experience, education, and training to assist students in meeting their educational needs and reentry goals by employing and retaining

❑ academic instructional personnel who have valid state teaching certifications or statements of eligibility

❑ noncertificated persons who possess documented expert knowledge and/or skill in the field(s) they are teaching and have school board approval

❑ vocational instructional personnel who possess relevant experience and/or education

Interpretive Guidelines

The intent of this indicator is to ensure that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

To determine the rating, the reviewer, at a minimum, should

• review teaching certificates, statements of eligibility, training records, and other appropriate documentation

• interview instructional personnel, educational administrators, and other appropriate personnel

Clarification

Instructional personnel are considered to be those who are hired to teach students. Principals of alternative education or dropout prevention programs and/or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or program directors are considered to be the educational administrators for contracted (private-operated) educational programs. Both the program provider and the school district should have input into hiring all instructional personnel, either directly through the hiring process or through the cooperative agreement and/or contract.

References

s.228.081(2), 230.23161(1)(11)(14), F.S.;
Rules 6A-1.0502, 6A-1.0503, FAC

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

E3.03 Professional Development

Performance Indicator

Educational administrators ensure and document that all instructional personnel, including noncertificated instructional personnel,

❑ have and use written professional development plans or annual teacher evaluations to foster professional growth

❑ receive ongoing annual inservice training or continuing education (including college coursework) on topics such as

    ❑ instructional techniques

    ❑ content-related skills and knowledge

    ❑ working with delinquent and at-risk youth

    ❑ ESE programs

❑ receive inservice training from a variety of sources

❑ participate in program orientation

❑ participate in a beginning teacher program, when appropriate

Interpretive Guidelines

The intent of this indicator is to ensure that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

To determine the rating, the reviewer, at a minimum, should

• review inservice training records (district and program), teacher certifications, statements of eligibility, professional development plans and/or annual evaluations, school district's inservice training offerings, and other appropriate documentation

• interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel

Clarification

Instructional personnel are considered to be those who are hired to teach students. Principals of alternative education or dropout prevention programs and/or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or program directors are considered to be the educational administrators for contracted (private-operated) educational programs. While routine training in areas such as policies and procedures, safety, and program orientation is important, the majority of inservice training should be related to instructional techniques, teaching delinquent and at-risk youth, and the content of courses that instructional personnel are assigned to teach. All instructional personnel (including noncertificated personnel) should have access to and the opportunity to participate in district inservice training on an annual basis. Inservice training hours should qualify for certification renewal for certificated instructional personnel. "Professional development plan" refers to any form of written plan leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans, which should address the instructional personnel's strengths and weaknesses.

References

s.228.081(2)(3), 230.23(4), 230.2316(6), 230.23161(1)(3)(11)(14), 231.096, 236.0811(1)(2), F.S.; Rule 6A-5.071, FAC

Performance Rating

❑ Superior Performance   7   8   9

❑ Satisfactory Performance   4   5   6

❑ Partial Performance   1   2   3

❑ Nonperformance   0

E3.04 Program Evaluations

Performance Indicator

Educational administrators work cooperatively with school district administrators, program instructional personnel, students, and parents (when possible) to create a written SIP. The SIP must be specific to each program or, if it is part of the district's plan for all DJJ programs, then the district's plan, at a minimum, must reference each program and have a section or addendum specific to each program.

The program ensures that

❑ the SIP is designed to address student outcomes and performance and achieve state educational goals
❑ the SIP includes, but is not limited to, issues relevant to
  ❑ budget
  ❑ training
  ❑ instructional materials
  ❑ technology
  ❑ staffing
  ❑ student support services
❑ the SIP is implemented and utilized
❑ other school improvement initiatives are based on student outcomes or program evaluation methods such as quality assurance reviews

Interpretive Guidelines

The intent of this indicator is to ensure the promotion of ongoing program improvement through self-evaluation and planning.

To determine the rating, the reviewer, at a minimum, should

• review SIPs, program evaluation tools, and other appropriate documentation

• interview school district administrators, on-site administrators, and other appropriate personnel

Clarification

Principals of alternative education or dropout prevention programs or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or program directors are considered to be the educational administrators for contracted (private-operated) educational programs. SIPs should be prepared annually and should be specific to each juvenile justice educational program. The quality and comprehensiveness of the improvement plan and the effectiveness of its implementation will be examined. For other school improvement initiatives, student outcomes may include student advancement in grade level; gains in assessment results; and/or successful reintegration into community, school, and/or work settings.

References

s.229.58, 229.592, 230.23, 230.23161(14), 230.2616, F.S.

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

E3.05 Program Management

Compliance Indicator

On-site administrators develop and educational staff have knowledge of

❑ written educational policies and procedures that address the current educational quality assurance standards, accurately reflect the roles and responsibilities of all educational personnel (including district personnel and overlay personnel who work on a consultative basis), and address

    ❑ providing on-site leadership to the facility's educational program (extent of responsibility and services)

    ❑ teaching assignments

    ❑ requests for student records

    ❑ enrollment

    ❑ maintenance of student educational files

    ❑ pre- and post-assessment

    ❑ educational personnel's participation in treatment team meetings

    ❑ ESE services (types and frequency of services)

    ❑ ESOL services

    ❑ guidance services (types and frequency of services)

    ❑ soliciting community involvement and organizing community activities

❑ an annual school calendar that, at a minimum, reflects

    ❑ 250 days of instruction (10 days may reflect training and planning)

    ❑ state and district-wide testing dates

Interpretive Guidelines

The intent of this indicator is to ensure the promotion of effective organization and consistency between school districts and the educational components of juvenile justice facilities.

If there are minor exceptions, but the intent of this indicator is clearly being met, the indicator may be rated as "substantial compliance."

To determine the rating, the reviewer, at a minimum, should

• review the cooperative agreement and/or contract, school calendar, class schedules, evidence of state and district-wide testing, and other appropriate documentation

• interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel

• observe educational settings

Clarification

Descriptions of the roles and responsibilities of educational personnel should remain current in the program's written policies and procedures. The program should clarify and describe the types of and frequency of ESE, guidance, and other support services in the program's written policies and procedures.

References

s.228.041(13), 228.051, 228.081(2)(3)(4), 229.57(3)(6), 229.592, 230.23(4), 230.23161, F.S.; Rules 6A-1.0941, 6A-1.0942, 6A-1.0943, FAC

Compliance Rating

❑ Full Compliance   6
❑ Substantial Compliance   4
❑ Noncompliance   0

E3.06 Funding and Support

Performance Indicator (PRIORITY)

Educational funding provides support in the areas of

❑ an adequate number of qualified instructional personnel

❑ current instructional materials that are appropriate to age and ability levels

❑ educational supplies for students and staff

❑ educational support personnel

❑ technology for use by instructional personnel and students

❑ media materials and equipment

❑ an environment that is conducive to learning

Interpretive Guidelines

The intent of this indicator is to ensure that funding provides for high-quality educational services.

To determine the rating, the reviewer, at a minimum, should

• review the cooperative agreement and/or contract, instructional materials, and other appropriate documentation

• interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students

• observe educational settings

Clarification

Depending on the type and size of the program, support personnel may include principals, assistant principals, school district administrators that oversee program operations, curriculum coordinators, ESE personnel, guidance counselors, lead educators, registrars, transition specialists, or others. The ratio of instructional personnel to students should take into account the nature of the instructional activity, the diversity of the academic levels present in the classroom, the amount of technology available for instructional use, and the use of classroom paraprofessionals. Technology and media materials should be appropriate to meet the needs of the program's educational staff and student population.

References

s.228.081(2)(3), 230.2316, 230.23161(3)(4)(12)(13)(14), 236.081, F.S.

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

2000 Long-Term Commitment Programs
Educational Standard Four: Contract Management

The contract management standard is comprised of three compliance indicators that define the roles and responsibilities of all agencies involved with juvenile justice students and ensure local oversight of juvenile justice educational programs. Contract management indicators will be evaluated for both direct service (district-operated) educational programs and contracted (private-operated) educational programs. The ratings for the contract management indicators will not affect the overall rating of the individual program, but will only reflect the services of the school district that is responsible for the educational program.

E4.01 Contract and/or Cooperative Agreement
Compliance Indicator (PRIORITY)

The intent of this indicator is to define the roles and responsibilities of each agency (including school districts, DJJ, and providers) and to ensure collaboration among agencies to create an effective educational environment for all students.

E4.02 Contract Management
Compliance Indicator (PRIORITY)

The intent of this indicator is to ensure that there is local oversight by the school district of educational services.

E4.03 Oversight and Assistance
Compliance Indicator (PRIORITY)

The intent of this indicator is to ensure that the school district provides adequate support to juvenile justice educational programs.

E4.01 Contract and/or Cooperative Agreement

Compliance Indicator (PRIORITY)

The school district ensures that there is a current cooperative agreement or contract with the provider and/or DJJ that is reviewed annually and revised as needed. The cooperative agreement and/or contract, at a minimum, must include

❑ roles and responsibilities of each agency, including contract providers

❑ administrative issues, including procedures for sharing information

❑ allocation of resources, including maximization of local, state, and federal funding

❑ procedures for educational evaluation for educational exceptionalities and special needs

❑ curriculum and delivery of instruction

❑ classroom management procedures and attendance policies

❑ procedures for provision of qualified instructional personnel, whether supplied by the school district or under contract by the provider, and for performance of duties while in a juvenile justice setting

❑ provisions for improving skills of instructional personnel in teaching and of all educational personnel in working with juvenile delinquents

❑ transition plans for students moving into and out of juvenile facilities

❑ procedures and timelines for the timely documentation of credits earned and transfer of student records

❑ methods and procedures for dispute resolutions

❑ provisions for ensuring the safety of educational personnel and support for the agreed-upon educational program

❑ strategies for correcting any deficiencies identified through the quality assurance review process

Interpretive Guidelines

The intent of this indicator is to define the roles and responsibilities of each agency (including school districts, DJJ, and providers) and to ensure collaboration among agencies to create an effective educational environment for all students.

If there are minor exceptions, but the intent of this indicator is clearly being met, the indicator may be rated as "substantial compliance."

To determine the rating, the reviewer, at a minimum, should

• review the cooperative agreement and/or contract and other appropriate documentation

• interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

Clarification

Cooperative agreements between school districts and DJJ for delivery of educational services are required by statute. The cooperative agreement or operating contract must include the requirements as defined in s.230.23161(14), F.S. This statute allows for an operational agreement or operating contract to be developed between a school district and a (private) provider.

References

s.228.081(3), 230.23161(14)(15), F.S.

Compliance Rating

❑ Full Compliance   6
❑ Substantial Compliance   4
❑ Noncompliance   0

E4.02 Contract Management

Compliance Indicator (PRIORITY)

The school district must appoint a contract manager or administrator for the educational program. There is documentation that illustrates that the contract manager is

❑   visiting the program on a regular basis

❑   ensuring that both parties to the cooperative agreement and/or contract are fulfilling their contractual obligations and any other obligations required by federal or state law

❑   monitoring the use of educational funds provided through the school district

Interpretive Guidelines

The intent of this indicator is to ensure that there is local oversight by the school district of educational services.

If there are minor exceptions, but the intent of this indicator is clearly being met, the indicator may be rated as "substantial compliance."

To determine the rating, the reviewer, at a minimum, should

•   review the cooperative agreement and/or contract, relevant correspondence between the school district and the program, and other appropriate documentation

•   interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

Clarification

In the case of a direct service (district-operated) educational program, the contract manager is usually the alternative education or dropout prevention principal or the district administrator. The district principal may assign a representative as a contract manger for both contracted (private-operated) educational programs and for direct service (district-operated) educational programs. The contract manager may contact or designate other personnel to assist with contract management.

References

s.228.041(10), 228.081(3), 230.23161(14)(15), F.S.

Compliance Rating

❑   Full Compliance   6
❑   Substantial Compliance   4
❑   Noncompliance   0

E4.03 Oversight and Assistance

Compliance Indicator (PRIORITY)

There is documented evidence that the school district offers technical assistance to the program that includes

❑ participating in the school improvement process and assisting with the implementation of the SIP

❑ assisting with the development of the program's curriculum and annually approving any nondistrict curriculum

❑ overseeing the administration of all required state and district-wide assessments

❑ providing official oversight of the registration and withdrawal of all students through the district's MIS and providing permanent record cards and cumulative transcripts

❑ providing access to district inservice training

❑ providing access to the substitute pool of instructional personnel

❑ conducting periodic evaluations of the program's educational component

Interpretive Guidelines

The intent of this indicator is to ensure that the school district provides adequate support to juvenile justice educational programs.

If there are minor exceptions, but the intent of this indicator is clearly being met, the indicator may be rated as "substantial compliance."

To determine the rating, the reviewer, at a minimum, should

• review the cooperative agreement and/or contract, SIP, student registration documentation, state and district-wide assessments, curriculum materials, relevant correspondence between the school district and the program, and other appropriate documentation

• interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

• observe educational settings

Clarification

The program and the school district should decide how access to inservice training opportunities, the substitute pool of teachers, and the district's MIS is provided. This may be clarified in the cooperative agreement and/or contract or in the program's written policies and procedures. State and district-wide assessments must be administered to all eligible students. The school improvement process and the development of a SIP should be a collaborative effort between the school district and the program.

References

s.228.081(2)(3), 230.23161(14), F.S.

Compliance Rating

❑ Full Compliance   6
❑ Substantial Compliance   4
❑ Noncompliance   0

2000 Educational Quality Assurance Standards
Short-Term Commitment Programs

2000 Short-Term Commitment Programs
Educational Standard One: Transition

The transition standard is comprised of four key indicators that address entry, on-site, and exit transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for a successful reentry into the community, school, and/or work.

E1.01 Entry Transition: Enrollment and Assessment
Compliance Indicator (PRIORITY)

The intent of this indicator is to ensure that students are properly enrolled so they may achieve their educational goals.

E1.02 On-Site Transition: Student Planning
Performance Indicator (PRIORITY)

The intent of this indicator is to ensure that programs develop academic plans for non-exceptional student education (ESE) students and individual educational plans (IEPs) for students enrolled in ESE programs so that all students receive individualized instruction and services.

E1.03 On-Site Transition: Student Progress
Performance Indicator

The intent of this indicator is to ensure that students are making progress toward their educational goals and that instructional objectives remain relevant to the students' changing needs and interests as they progress during their commitment.

E1.04 Exit Transition
Performance Indicator

The intent of this indicator is to ensure that the program has and uses procedures that assist students with reentry into community, school, and/or work settings.

E1.01   Entry Transition: Enrollment and Assessment

Compliance Indicator (PRIORITY)

The program has entry transition activities that include

❑ reviewing students' past educational records from Department of Juvenile Justice (DJJ) commitment files from detention, assignment, or prior commitment programs

❑ when the most current records are not present, making and documenting (with dates) requests for student educational records, transcripts, and ESE records, including IEPs, within five days of student entry into the facility (excluding weekends and holidays)

❑ making and documenting (with dates) follow-up requests for records not received by using sources such as the Florida Automated System for Transfer of Education Records (FASTER) or the district's management information system (MIS), or by calling and/or faxing detention centers, school districts, and probation officers

❑ placing educational records in student educational files

❑ ensuring that student educational files contain, at a minimum,

  ❑ the student's permanent record card, which contains the student's legal name, date of birth, race, sex, date of entry, home address, name of parent or legal guardian, native language, immunization status, state testing information, and name of last school attended (including DJJ programs)

  ❑ a current copy of the student's academic and cumulative transcript from the district's MIS that includes the courses in which the student is currently enrolled and the student's total credits attempted and earned at previous schools, including previous juvenile justice programs (this information may be part of the permanent record card)

  ❑ a local school district registration form

  ❑ dated and documented request(s) for student records and follow-up requests for records not received

  ❑ past records

  ❑ assessment information

❑ administering academic assessments for reading, writing, and mathematics within five days of student entry into the facility (excluding weekends and holidays)

❑ using the *Florida Course Code Directory and Instructional Personnel Assignments (1999-2000)* to place students in documented, official course assignments based upon entry information and the reentry goals of students

Interpretive Guidelines

The intent of this indicator is to ensure that students are properly enrolled so they may achieve their educational goals.

If there are minor exceptions, but the intent of this indicator is clearly being met, the indicator may be rated as "substantial compliance."

To determine the rating, the reviewer, at a minimum, should

● review educational policies and procedures, entry documentation, student educational files, prior educational records or documentation of records requests, current transcripts, class schedules, enrollment forms, and other appropriate documentation

● interview the registrar, data entry clerk, other appropriate personnel, and students

Clarification

Appropriate school personnel should have access to all DJJ commitment files as needed. The purpose of the school district registration form is to ensure that students are appropriately registered with the school board. The program should seek access to its school district's MIS for requesting "in-county" records and completing enrollment. "Out-of-county" records should be requested through multiple sources such as FASTER, the student's probation officer, detention centers, the previous school district, and/or the student's legal guardian. Cumulative transcripts and permanent record cards from the district's MIS will reduce the number of miscellaneous transcripts from multiple programs and schools in the student files. They also will help prevent course duplication and the loss of individual transcripts and will help ensure that a continuum of educational services is provided throughout the student's schooling. Academic assessments should be appropriate to the student's age and measure the student's reading, writing, and mathematics abilities. Student files should also contain assessment information and ESE information, which will be recorded and rated in subsequent indicators.

References

s.228.081(2)(3), 228.093, 230.23161(14), 232.23, F.S.; Rules 6A-1.0955, 6A-1.0014, FAC

Compliance Rating

❑ Full Compliance   6
❑ Substantial Compliance   4
❑ Noncompliance   0

E1.02 On-Site Transition: Student Planning

Performance Indicator (PRIORITY)

The program has on-site transition activities that include

❑ developing written academic plans for non-ESE students based upon each student's entry assessments and past records within 10 days of student entry into the facility (excluding weekends and holidays)

❑ developing written academic plans that include but are not limited to

  ❑ educational goals and instructional objectives

  ❑ remedial and/or tutorial strategies when appropriate

  ❑ a schedule for determining progress toward achieving the goals and objectives of the academic plans

❑ ensuring that academic plans address but are not limited to reading, writing, and mathematics and are used by all instructional personnel regardless of the content area they are teaching; for programs in which students remain less than 30 days, academic plans must address reading, at a minimum

❑ obtaining current IEPs or initiating (and documenting) the development of IEPs for students assigned to ESE programs within 11 days of student entry into the facility

❑ placing academic plans and/or IEPs (or documentation that the development of IEPs has been initiated) in student educational files

Interpretive Guidelines

The intent of this indicator is to ensure that programs develop academic plans for non-ESE students and IEPs for students enrolled in ESE programs so that all students receive individualized instruction and services.

To determine the rating, the reviewer, at a minimum, should

• review student educational files, treatment files, and other appropriate documentation

• interview instructional personnel, ESE personnel, other appropriate personnel, and students

Clarification

Academic plans should document student needs and identify strategies that assist students in meeting their potential. Educational goals and instructional objectives for non-ESE students may be found in each student's performance contract, treatment plan, academic improvement plan, academic plan, or other appropriate documents. Instructional personnel should use academic plans for instructional planning purposes and for tracking students' progress. Students participating in the ESE and/or English for Speakers of Other Languages (ESOL) programs should be provided all corresponding services required by federal and state laws. IEPs for students assigned to ESE programs should be individualized and include all information required by federal and state laws. Instructional personnel should have access to IEPs. The program should document soliciting parent involvement in the IEP development process.

References

s.228.081(2), 230.23161(2)(4)(6)(8)(9), 232.245, F.S.; Rules 6A-6.03028, 6A-6.05221, FAC

Performance Rating

❑ Superior Performance	7	8	9
❑ Satisfactory Performance	4	5	6
❑ Partial Performance	1	2	3
❑ Nonperformance			0

**E1.03   On-Site Transition:
         Student Progress**

Performance Indicator

The program has evidence of students' academic gains.
The program verifies academic gains by

❑   documenting student progress and work products as
    determined by instructional personnel observations,
    continuing assessment, grade books, report cards,
    progress reports, and/or student work folders

❑   documenting (with dates) the review of students'
    progress toward achieving the content of their
    academic plans during the students' treatment team
    meetings and (when appropriate) the revision of
    goals and objectives by an educational
    representative

Interpretive Guidelines

The intent of this indicator is to ensure that students are
making progress toward their educational goals and to
ensure that instructional objectives remain relevant to
students' changing needs and interests as they progress
during their commitment.

To determine the rating, the reviewer, at a minimum,
should

•   review student work folders, academic plans (and
    IEPs), grade books, treatment team notes, and other
    appropriate documentation

•   interview instructional personnel, other appropriate
    personnel, and students

•   observe treatment team meetings (when possible)
    and educational settings

Clarification

Treatment team meetings should occur at a time agreed
upon by educational and treatment personnel. The
student and an educational representative should be
present at all treatment team and transition meetings.
When an educational representative is unable to
participate in these meetings, the treatment or transition
team personnel should review the instructional
personnel's detailed written comments. Treatment team
meetings should be conducted according to DJJ
guidelines, and students should have input during the
meetings. Proper tracking and documentation of student
progress may also assist in offering performance-based
education that will allow students performing below
grade level the opportunity to advance to their age-
appropriate placement.

References

s.228.081(2)(3), 230.23161(6)(8)(9)(10), F.S.

Performance Rating

❑   Superior Performance   7   8   9
❑   Satisfactory Performance   4   5   6
❑   Partial Performance   1   2   3
❑   Nonperformance   0

E1.04 Exit Transition

Performance Indicator (PRIORITY)

The program has exit transition activities that include

❑ documenting that an educational representative participates in student exit staffings or transition meetings

❑ developing an age-appropriate exit plan for each student that identifies, at a minimum,

    ❑ continuing education needs and goals

    ❑ anticipated next educational placement

    ❑ aftercare provider

❑ placing the following items in the student's DJJ commitment file or DJJ discharge packet prior to the student's exit

    ❑ a copy of the student's exit plan

    ❑ a current permanent record card that includes a current cumulative total of credits attempted and earned, including those credits earned prior to commitment (should be generated from the district's MIS)

    ❑ a current IEP and/or academic plan

    ❑ all assessment data, including any state and district-wide assessment results

    ❑ length of participation in the program (including entry and exit dates)

    ❑ copies of any certificates earned at the program

❑ documenting activities that assist students in participating in their next vocational or educational placement

Interpretive Guidelines

The intent of this indicator is to ensure that the program has and uses procedures that assist students with reentry into community, school, and/or work settings.

To determine the rating, the reviewer, at a minimum, should

• review closed commitment files, current educational files of students preparing for exit, documented transmittal of records (e.g., fax or mail receipts), and other appropriate documentation

• interview transition specialist, registrar, guidance counselors, treatment team members, other appropriate personnel, and students

• observe student exit staffings, when possible

Clarification

Transition meetings or exit staffings should occur at a time agreed upon by educational and treatment personnel. The student and an educational representative should be present. When an educational representative is unable to participate in these meetings, transition personnel should review the instructional personnel's detailed written comments about continuing education after student exit. When the next educational placement for a student has not been determined, the program should make every effort to identify the most appropriate setting for the student's continuing educational development. When the home school does not appear to be the most appropriate placement for students reentering the community, the program should identify alternative educational placements. Permanent record cards and cumulative transcripts from the district's MIS will reduce the number of miscellaneous transcripts from multiple programs and schools in student files. Also, they will help prevent course duplication and ensure that a continuum of educational services is provided throughout the student's schooling. Prevention programs that do not utilize commitment files should ensure that all relevant student information that is required at exit is provided to the next educational placement. Parent involvement should be solicited, and parents should be informed about the student's needs prior to exiting back to the home, community, and school.

References

s.228.081(2)(3)(4), 228.093, 230.23161(9)(10)(14), 232.23, F.S.; Rules 6A-1.0014, 6A-1.0955, FAC

Performance Rating

❑	Superior Performance	7	8	9
❑	Satisfactory Performance	4	5	6
❑	Partial Performance	1	2	3
❑	Nonperformance			0

2000 Short-Term Commitment Programs
Educational Standard Two: Service Delivery

The service delivery standard is comprised of four key indicators that address curriculum, instructional delivery, classroom management, and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for a successful reentry into the community, school, and/or work.

E2.01 Curriculum
Performance Indicator (PRIORITY)

The intent of this indicator is to ensure that students have the opportunity to receive an education that is appropriate to their future educational plans and employment needs and allows them to progress toward a high school diploma or its equivalent.

E2.02 Instructional Delivery
Performance Indicator

The intent of this indicator is to ensure that instruction addresses each student's needs, goals, and learning styles to stimulate ongoing student participation and interest.

E2.03 Classroom Management
Performance Indicator

The intent of this indicator is to ensure the promotion of mutual respect and understanding between instructional personnel and students and to ensure that the environment is conducive to learning.

E2.04 Support Services
Compliance Indicator (PRIORITY)

The intent of this indicator is to ensure that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

E2.01 Curriculum

Performance Indicator (PRIORITY)

Curricular activities are demonstrated in educational settings and are designed to

❑ provide students with educational services that are based on their assessed educational needs and prior educational records

❑ address as appropriate

    ❑ reading (must be addressed, at a minimum)

    ❑ writing

    ❑ mathematics

    ❑ literacy skills

    ❑ tutorial and remedial needs

    ❑ employability skills

    ❑ social skills that meet students' needs and are suitable for their reentry goals

    ❑ course credits that continue students' opportunities to earn credits that lead to a high school diploma or diploma option

❑ consist of curricular offerings that are based on the school district's pupil progression plan, the *Florida Course Code Directory and Instructional Personnel Assignments (1999-2000)*, and the course descriptions of the courses in which students are receiving instruction

❑ address the Florida Sunshine State Standards (FSSS)

❑ include lesson plans, materials, and activities that reflect cultural diversity

❑ provide, at a minimum,

    ❑ modifications and accommodations as appropriate to meet the needs of all students

    ❑ a minimum of 300 minutes per day (or its weekly equivalent) of instruction

❑ provide for community involvement

Interpretive Guidelines

The intent of this indicator is to ensure that students have the opportunity to receive an education that is appropriate to their future educational plans and employment needs and allows them to progress toward a high school diploma or its equivalent.

To determine the rating, the reviewer, at a minimum, should

- review student educational files, work folders, course and class schedules, curriculum documents, lesson plans, educational policies and procedures, volunteer participation documentation, and other appropriate documentation

- interview instructional personnel, administrators, other appropriate personnel, and students

- observe educational settings

Clarification

Curricular activities may be offered as specific courses or may be modified and/or integrated into one or more core courses offered for credit. For programs in which students remain less than 30 days, reading, at a minimum, must be addressed. When students remain for more than 40 days, academic, practical, and fine arts courses may be offered to allow students to progress toward their high school diploma or its equivalent. Courses and activities should be age-appropriate. Courses from the *Florida Course Code Directory and Instructional Personnel Assignments (1999-2000)*, such as peer counseling; personal, social, and career development; reading; applied mathematics; Florida history; and environmental education, may be offered for credit. The curriculum may be offered through a variety of scheduling options such as block scheduling or offering courses at times of the day that are most appropriate for the program's planned activities. The approach for offering the curriculum may include thematic or integrated instruction or modifications to the course content defined in the school district's course descriptions and performance standards. However, the FSSS benchmarks must be addressed during course lessons and activities.

References

s.228.081(2)(3), 229.814, 230.2316(3)(4)(8), 230.23161(3)(4)(5)(6)(7)(10)(14), 232.245, 232.2454, 232.246, 232.247, 233.061, F.S.; Rules 6A-1.09401, 6A-1.09412, 6A-1.09414, 6A-1.09441, 6A-6.021, 6A-6.0521(2), FAC

Performance Rating

❑ Superior Performance   7   8   9

❑ Satisfactory Performance   4   5   6

❑ Partial Performance   1   2   3

❑ Nonperformance   0

E2.02 Instructional Delivery

Performance Indicator

Individualized instruction and a variety of instructional strategies are documented in lesson plans and are demonstrated in all educational settings to address

❑ students' academic levels in reading, writing, and mathematics in all content areas being taught

❑ students' learning styles (e.g., auditory, visual, kinesthetic, tactile) with a balance and variety of strategies

❑ IEPs for students assigned to ESE programs

❑ academic plans for non-ESE students

Interpretive Guidelines

The intent of this indicator is to ensure that instruction addresses each student's needs, goals, and learning styles to stimulate ongoing student participation and interest and to ensure that the environment is conducive to learning.

To determine the rating, the reviewer, at a minimum, should

• review lesson plans, student work folders, academic plans for non-ESE students, IEPs, and other appropriate documentation

• interview instructional personnel, other appropriate personnel, and students

• observe educational settings

Clarification

Individualized instruction may be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction, or the use of curriculum with the same content that addresses multiple academic levels. Instruction may be integrated by incorporating academic content into the program's activities and/or planned excursions. Instructional strategies may include, but are not limited to, thematic teaching, team teaching, experiential learning, computer-assisted instruction, cooperative learning, one-on-one instruction, audio/visual presentations, lecturing, group projects, and hands-on learning. Teachers should have knowledge of the content of the IEPs of their students, if appropriate, and of the academic plans of their non-ESE students.

References

s.228.081(2)(3), 230.2316(4), 230.23161(3)(4)(6), F.S.; Rule 6A-6.0521, FAC

Performance Rating

❑ Superior Performance   7   8   9

❑ Satisfactory Performance   4   5   6

❑ Partial Performance   1   2   3

❑ Nonperformance   0

E2.03 Classroom Management

Performance Indicator

Classroom management procedures are documented and demonstrated by

❑ equitably applying appropriate behavior/classroom management strategies

❑ establishing and maintaining acceptable student behavior

❑ maintaining instructional momentum

❑ promoting positive student self-esteem

❑ empowering students to become independent learners

❑ ensuring that students remain on task

Interpretive Guidelines

The intent of this indicator is to ensure the promotion of mutual respect and understanding between instructional personnel and students and to ensure that the environment is conducive to learning.

To determine the rating, the reviewer, at a minimum, should

• review student work folders, lesson plans, instructional materials, curriculum documents, and other appropriate documentation

• interview instructional personnel, other appropriate personnel, and students

• observe educational settings

Clarification

Classroom management may be incorporated in the program's behavior management plan. The term "classroom" refers to any setting or location that is utilized by the program for instructional purposes. Equitable behavior/classroom management includes treating all students fairly and humanely according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented through collaboration between instructional personnel and program staff.

References

s.228.081(2), 230.23161(7)(14), F.S.

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

E2.04 Support Services

Compliance Indicator (PRIORITY)

Support services are available to students and include

❑ ESE services that, at a minimum, consist of regularly scheduled consultative services and instruction that is consistent with the students' IEPs

❑ English for Speakers of Other Languages (ESOL) services

❑ educational counseling and/or academic advising

❑ evidence that eligible students in the program are reported for appropriate federal funding

❑ mental and physical health services as needed

Interpretive Guidelines

The intent of this indicator is to ensure that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

If there are minor exceptions, but the intent of this indicator is clearly being met, the indicator may be rated as "substantial compliance."

To determine the rating, the reviewer, at a minimum, should

• review IEPs, the cooperative agreement and/or contract, educational policies and procedures, and other appropriate documentation

• interview ESE personnel, administrators, instructional and support personnel, other appropriate personnel, and students

Clarification

Students participating in the ESE and/or ESOL programs should be provided all corresponding services required by federal and state laws. Mental and physical health services may be offered through the school district, the program, or overlay agencies. Student support and educational services should be integrated.

References

s.228.041, 228.081(2), 230.23161(3)(4)(5)(6)(14), 230.2317(1), F.S.; Rule 6A-6.0521, FAC

Compliance Rating

❑ Full Compliance   6
❑ Substantial Compliance   4
❑ Noncompliance   0

2000 Short-Term Commitment Programs
Educational Standard Three: Administration

The administration standard is comprised of six key indicators that are designed to ensure collaboration and communication among all parties involved in the educational programs of juvenile justice facilities. Administrative activities should ensure that students are provided with instructional personnel, services, and materials necessary to successfully accomplish their goals.

E3.01 Communication
Performance Indicator

> The intent of this indicator is to ensure that instructional personnel and educational staff are well-informed about the program's and school district's purpose, policies, expected student outcomes, and school improvement initiatives.

E3.02 Instructional Personnel Qualifications
Performance Indicator (PRIORITY)

> The intent of this indicator is to ensure that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

E3.03 Professional Development
Performance Indicator

> The intent of this indicator is to ensure that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

E3.04 Program Evaluations
Performance Indicator

> The intent of this indicator is to ensure the promotion of ongoing program improvement through self-evaluation and planning.

E3.05 Program Management
Compliance Indicator

> The intent of this indicator is to ensure the promotion of effective organization and consistency between school districts and the educational components of juvenile justice facilities.

E3.06 Funding and Support
Performance Indicator (PRIORITY)

> The intent of this indicator is to ensure that funding provides high-quality educational services.

E3.01 Communication

Performance Indicator

On-site educational administrators ensure that there is communication among the school district, facility administration, educational personnel, and facility staff. Regularly held and documented faculty and/or staff meetings and other interagency meetings should address information such as

❑ inservice training
❑ the development and implementation of the school improvement plan (SIP)
❑ expected student educational outcomes and goals
❑ educational program policies and procedures

Interpretive Guidelines

The intent of this indicator is to ensure that instructional personnel and educational staff are well-informed about the program's and school district's purpose, policies, expected student outcomes, and school improvement initiatives.

To determine the rating, the reviewer, at a minimum, should

• review faculty meeting agendas, educational policies and procedures, and other appropriate documentation

• interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel

• observe faculty meetings, when possible

Clarification

Principals of alternative education or dropout prevention programs and/or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or program directors are considered to be the educational administrators for contracted (private-operated) educational programs. It is the responsibility of the on-site educational administrators to ensure that all educational staff are informed about the program's and school district's purpose, policies, expected students outcomes, and school improvement initiatives. Communication among relevant parties (school district, DJJ, and providers) should be ongoing and facilitate the smooth operation of the educational program.

References

s.228.041(10), 228.081(1)(2)(3), 230.2316(8), 230.23161(1)(4)(6)(8)(9)(10)(11)(14), F.S.

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

**E3.02 Instructional Personnel
Qualifications**

Performance Indicator (PRIORITY)

Educational administrators ensure that instructional
personnel possess the experience, education, and training
to assist students in meeting their educational needs and
reentry goals by employing and retaining

❑ academic instructional personnel who have valid
state teaching certifications or statements of
eligibility

❑ noncertificated persons who possess documented
expert knowledge and/or skill in the field(s) they are
teaching and have school board approval

❑ vocational instructional personnel who possess
relevant experience and/or education

Interpretive Guidelines

The intent of this indicator is to ensure that the most
qualified instructional personnel are employed to educate
students in Florida's juvenile justice facilities.

To determine the rating, the reviewer, at a minimum,
should

• review teaching certificates, statements of
eligibility, training records, and other appropriate
documentation

• interview instructional personnel, educational
administrators, and other appropriate personnel

Clarification

Instructional personnel are considered to be those who
are hired to teach students. Principals of alternative
education or dropout prevention programs and/or
designated school district administrators are considered
to be the educational administrators for direct service
(district-operated) educational programs. Lead educators
and/or program directors are considered to be the
educational administrators for contracted (private-
operated) educational programs. Both the program
provider and the school district should have input into
hiring all instructional personnel, either directly through
the hiring process or through the cooperative agreement
and/or contract.

References

s.228.081(2), 230.23161(1)(11)(14), F.S.;
Rules 6A-1.0502, 6A-1.0503, FAC

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

E3.03 Professional Development

Performance Indicator

Educational administrators ensure and document that all instructional personnel, including noncertificated instructional personnel,

❏ have and use written professional development plans or annual teacher evaluations to foster professional growth

❏ receive ongoing annual inservice training or continuing education (including college coursework) on topics such as

  ❏ instructional techniques

  ❏ content-related skills and knowledge

  ❏ working with delinquent and at-risk youth

  ❏ ESE programs

❏ receive inservice training from a variety of sources

❏ participate in program orientation

❏ participate in a beginning teacher program, when appropriate

Interpretive Guidelines

The intent of this indicator is to ensure that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

To determine the rating, the reviewer, at a minimum, should

• review inservice training records (district and program), teacher certifications, statements of eligibility, professional development plans and/or annual evaluations, school district's inservice training offerings, and other appropriate documentation

• interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel

Clarification

Instructional personnel are considered to be those who are hired to teach students. Principals of alternative education or dropout prevention programs and/or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or program directors are considered to be the educational administrators for contracted (private-operated) educational programs. While routine training in areas such as policies and procedures, safety, and program orientation is important, the majority of inservice training should be related to instructional techniques, teaching delinquent and at-risk youth, and the content of courses that instructional personnel are assigned to teach. All instructional personnel (including noncertificated personnel) should have access to and the opportunity to participate in district inservice training on an annual basis. Inservice training hours should qualify for certification renewal for certificated instructional personnel. "Professional development plan" refers to any form of written plan leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans, which should address the instructional personnel's strengths and weaknesses.

References

s.228.081(2)(3), 230.23(4), 230.2316(6), 230.23161(1)(3)(11)(14), 231.096, 236.0811(1)(2), F.S.; Rule 6A-5.071, FAC

Performance Rating

❏ Superior Performance 　　7　　8　　9

❏ Satisfactory Performance 　4　　5　　6

❏ Partial Performance 　　　1　　2　　3

❏ Nonperformance 　　　　　　　　　0

E3.04 Program Evaluations

Performance Indicator

Educational administrators work cooperatively with school district administrators, program instructional personnel, students, and parents (when possible) to create a written SIP. The SIP must be specific to each program or, if it is part of the district's plan for all DJJ programs, then the district's plan, at a minimum, must reference each program and have a section or addendum specific to each program.

The program ensures that

❑ the SIP is designed to address student outcomes and performance and achieve state educational goals

❑ the SIP includes, but is not limited to, issues relevant to

  ❑ budget
  ❑ training
  ❑ instructional materials
  ❑ technology
  ❑ staffing
  ❑ student support services

❑ the SIP is implemented and utilized

❑ other school improvement initiatives are based on student outcomes or program evaluation methods such as quality assurance reviews

Interpretive Guidelines

The intent of this indicator is to ensure the promotion of ongoing program improvement through self-evaluation and planning.

To determine the rating, the reviewer, at a minimum, should

• review SIPs, program evaluation tools, and other appropriate documentation

• interview school district administrators, on-site administrators, and other appropriate personnel

Clarification

Principals of alternative education or dropout prevention programs or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or program directors are considered to be the educational administrators for contracted (private-operated) educational programs. SIPs should be prepared annually and should be specific to each juvenile justice educational program. The quality and comprehensiveness of the improvement plan and the effectiveness of its implementation will be examined. For other school improvement initiatives, student outcomes may include student advancement in grade level; gains in assessment results; and/or successful reintegration into community, school, and/or work settings.

References

s.229.58, 229.592, 230.23, 230.23161(14), 230.2616, F.S.

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

E3.05 Program Management

Compliance Indicator

On-site administrators develop and educational staff have knowledge of

❑ written educational policies and procedures that address the current educational quality assurance standards, accurately reflect the roles and responsibilities of all educational personnel (including district personnel and overlay personnel who work on a consultative basis), and address

    ❑ providing on-site leadership to the facility's educational program (extent of responsibility and services)

    ❑ teaching assignments

    ❑ requests for student records

    ❑ enrollment

    ❑ maintenance of student educational files

    ❑ pre- and post-assessment

    ❑ educational personnel's participation in treatment team meetings

    ❑ ESE services (types and frequency of services)

    ❑ ESOL services

    ❑ guidance services (types and frequency of services)

    ❑ soliciting community involvement and organizing community activities

❑ an annual school calendar that, at a minimum, reflects

    ❑ 250 days of instruction (10 days may reflect training and planning)

    ❑ state and district-wide testing dates

Interpretive Guidelines

The intent of this indicator is to ensure the promotion of effective organization and consistency between school districts and the educational components of juvenile justice facilities.

If there are minor exceptions, but the intent of this indicator is clearly being met, the indicator may be rated as "substantial compliance."

To determine the rating, the reviewer, at a minimum, should

• review the cooperative agreement and/or contract, school calendar, class schedules, evidence of state and district-wide testing, and other appropriate documentation

• interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel

• observe educational settings

Clarification

Descriptions of the roles and responsibilities of educational personnel should remain current in the program's written policies and procedures. The program should clarify and describe the types of and frequency of ESE, guidance, and other support services in the program's written policies and procedures.

References

s.228.041(13), 228.051, 228.081(2)(3)(4), 229.57(3)(6), 229.592, 230.23(4), 230.23161, F.S.; Rules 6A-1.0941, 6A-1.0942, 6A-1.0943, FAC

Compliance Rating

❑ Full Compliance   6
❑ Substantial Compliance   4
❑ Noncompliance   0

E3.06 Funding and Support

Performance Indicator (PRIORITY)

Educational funding provides support in the areas of

❑ an adequate number of qualified instructional personnel

❑ current instructional materials that are appropriate to age and ability levels

❑ educational supplies for students and staff

❑ educational support personnel

❑ technology for use by instructional personnel and students

❑ media materials and equipment

❑ an environment that is conducive to learning

Interpretive Guidelines

The intent of this indicator is to ensure that funding provides for high-quality educational services.

To determine the rating, the reviewer, at a minimum, should

• review the cooperative agreement and/or contract, instructional materials, and other appropriate documentation

• interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students

• observe educational settings

Clarification

Depending on the type and size of the program, support personnel may include principals, assistant principals, school district administrators that oversee program operations, curriculum coordinators, ESE personnel, guidance counselors, lead educators, registrars, transition specialists, or others. The ratio of instructional personnel to students should take into account the nature of the instructional activity, the diversity of the academic levels present in the classroom, the amount of technology available for instructional use, and the use of classroom paraprofessionals. Technology and media materials should be appropriate to meet the needs of the program's educational staff and student population.

References

s.228.081(2)(3), 230.2316, 230.23161(3)(4)(12)(13)(14), 236.081, F.S.

Performance Rating

❑ Superior Performance   7   8   9

❑ Satisfactory Performance   4   5   6

❑ Partial Performance   1   2   3

❑ Nonperformance   0

2000 Short-Term Commitment Programs
Educational Standard Four: Contract Management

The contract management standard is comprised of three compliance indicators that define the roles and responsibilities of all agencies involved with juvenile justice students and ensure local oversight of juvenile justice educational programs. Contract management indicators will be evaluated for both direct service (district-operated) educational programs and contracted (private-operated) educational programs. The ratings for the contract management indicators will not affect the overall rating of the individual program, but will only reflect the services of the school district that is responsible for the educational program.

E4.01 Contract and/or Cooperative Agreement
Compliance Indicator (PRIORITY)

The intent of this indicator is to define the roles and responsibilities of each agency (including school districts, DJJ, and providers) and to ensure collaboration among agencies to create an effective educational environment for all students.

E4.02 Contract Management
Compliance Indicator (PRIORITY)

The intent of this indicator is to ensure that there is local oversight by the school district of educational services.

E4.03 Oversight and Assistance
Compliance Indicator (PRIORITY)

The intent of this indicator is to ensure that the school district provides adequate support to juvenile justice educational programs.

**E4.01   Contract and/or
         Cooperative Agreement**

Compliance Indicator (PRIORITY)

The school district ensures that there is a current cooperative agreement or contract with the provider and/or DJJ that is reviewed annually and revised as needed. The cooperative agreement and/or contract, at a minimum, must include

❑   roles and responsibilities of each agency, including contract providers

❑   administrative issues, including procedures for sharing information

❑   allocation of resources, including maximization of local, state, and federal funding

❑   procedures for educational evaluation for educational exceptionalities and special needs

❑   curriculum and delivery of instruction

❑   classroom management procedures and attendance policies

❑   procedures for provision of qualified instructional personnel, whether supplied by the school district or under contract by the provider, and for performance of duties while in a juvenile justice setting

❑   provisions for improving skills of instructional personnel in teaching and of all educational staff in working with juvenile delinquents

❑   transition plans for students moving into and out of juvenile facilities

❑   procedures and timelines for the timely documentation of credits earned and transfer of student records

❑   methods and procedures for dispute resolutions

❑   provisions for ensuring the safety of educational personnel and support for the agreed-upon educational program

❑   strategies for correcting any deficiencies identified through the quality assurance review process

Interpretive Guidelines

The intent of this indicator is to define the roles and responsibilities of each agency (including school districts, DJJ, and providers) and to ensure collaboration among agencies to create an effective educational environment for all students.

If there are minor exceptions, but the intent of this indicator is clearly being met, the indicator may be rated as "substantial compliance."

To determine the rating, the reviewer, at a minimum, should

•   review the cooperative agreement and/or contract and other appropriate documentation

•   interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

Clarification

Cooperative agreements between school districts and DJJ for delivery of educational services are required by statute. The cooperative agreement or operating contract must include the requirements as defined in s.230.23161(14), F.S. This statute allows for an operational agreement or operating contract to be developed between a school district and a (private) provider.

References

s.228.081(3), 230.23161(14)(15), F.S.

Compliance Rating

❑   Full Compliance   6
❑   Substantial Compliance   4
❑   Noncompliance   0

E4.02 Contract Management

Compliance Indicator (PRIORITY)

The school district must appoint a contract manager or administrator for the educational program. There is documentation that illustrates that the contract manager is

❑ visiting the program on a regular basis

❑ ensuring that both parties to the cooperative agreement and/or contract are fulfilling their contractual obligations and any other obligations required by federal or state law

❑ monitoring the use of educational funds provided through the school district

Interpretive Guidelines

The intent of this indicator is to ensure that there is local oversight by the school district of educational services.

If there are minor exceptions, but the intent of this indicator is clearly being met, the indicator may be rated as "substantial compliance."

To determine the rating, the reviewer, at a minimum, should

• review the cooperative agreement and/or contract, relevant correspondence between the school district and the program, and other appropriate documentation

• interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

Clarification

In the case of a direct service (district-operated) educational program, the contract manager is usually the alternative education or dropout prevention principal or the district administrator. The district principal may assign a representative as a contract manger for both contracted (private-operated) educational programs and for direct service (district-operated) educational programs. The contract manager may contact or designate other personnel to assist with contract management.

References

s.228.041(10), 228.081(3), 230.23161(14)(15), F.S.

Compliance Rating

❑ Full Compliance   6
❑ Substantial Compliance   4
❑ Noncompliance   0

E4.03 Oversight and Assistance

Compliance Indicator (PRIORITY)

There is documented evidence that the school district offers technical assistance to the program that includes

❑ participating in the school improvement process and assisting with the implementation of the SIP

❑ assisting with the development of the program's curriculum and annually approving any nondistrict curriculum

❑ overseeing the administration of all required state and district-wide assessments

❑ providing official oversight of the registration and withdrawal of all students through the district's MIS and providing permanent record cards and cumulative transcripts

❑ providing access to district inservice training

❑ providing access to the substitute pool of instructional personnel

❑ conducting periodic evaluations of the program's educational component

Interpretive Guidelines

The intent of this indicator is to ensure that the school district provides adequate support to juvenile justice educational programs.

If there are minor exceptions, but the intent of this indicator is clearly being met, the indicator may be rated as "substantial compliance."

To determine the rating, the reviewer, at a minimum, should

• review the cooperative agreement and/or contract, SIP, student registration documentation, state and district-wide assessments, curriculum materials, relevant correspondence between the school district and the program, and other appropriate documentation

• interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

• observe educational settings

Clarification

The program and the school district should decide how access to inservice training opportunities, the substitute pool of teachers, and the district's MIS is provided. This may be clarified in the cooperative agreement and/or contract or in the program's written policies and procedures. State and district-wide assessments must be administered to all eligible students. The school improvement process and the development of a SIP should be a collaborative effort between the school district and the program.

References

s.228.081(2)(3), 230.23161(14), F.S.

Compliance Rating

❑ Full Compliance   6
❑ Substantial Compliance   4
❑ Noncompliance   0

2000 Educational Quality Assurance Standards
Detention Centers

2000 Detention Centers
Educational Standard One: Transition

The transition standard is comprised of six key indicators that address entry, on-site, and exit transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for a successful reentry into the community, school, post-commitment programs, and/or work.

E1.01 Entry Transition: Enrollment and Assessment
Compliance Indicator (PRIORITY)

The intent of this indicator is to ensure that students are properly enrolled so they may achieve their educational goals.

E1.02 Daily Population Notification
Compliance Indicator

The intent of this indicator is to ensure that all educational staff, including instructional personnel, know which students are awaiting placement into commitment programs and which are returning to their communities, so staff can provide appropriate educational services and commitment preparation services.

E1.03 On-Site Transition: Student Planning
Performance Indicator (PRIORITY)

For students in the detention center 21 days or less, the intent of this indicator is to ensure that instructional personnel address the needs of individual students who require tutorial and remedial instruction. For students in the detention center 22 days or more, the intent of this indicator is to ensure that (1) the educational program develops academic plans for non-exceptional student education (ESE) students and individual educational plans (IEPs) for students enrolled in ESE programs so all students receive individualized instruction and services and (2) the plans address the needs of students who require extended educational instruction.

E1.04 On-Site Transition: Student Progress (22 Days or More)
Performance Indicator

For students in the detention center 22 days or more, the intent of this indicator is to ensure that students' educational goals and instructional objectives remain relevant to the students' changing needs and interests as they progress during their detention.

E1.05 Guidance Services
Performance Indicator

The intent of this indicator is to ensure that students receive assistance in setting realistic goals and making appropriate decisions about their futures.

E1.06 Exit Transition
Performance Indicator

The intent of this indicator is to ensure that the detention center has and uses procedures that assist students with their transition to schools or to commitment programs.

E1.01   Entry Transition:
Enrollment and Assessment

Compliance Indicator (PRIORITY)

The program has entry transition activities that include

❑   reviewing students' past educational records from Department of Juvenile Justice (DJJ) commitment files from prior detention, assignment, or commitment programs

❑   when the most current records are not present, making and documenting (with dates) requests for student educational records, transcripts, and ESE records, including IEPs, within five days of student entry into the detention center (excluding weekends and holidays)

❑   making and documenting (with dates) follow-up requests for records not received by using sources such as the Florida Automated System for Transfer of Education Records (FASTER) or the district's management information system (MIS), or by calling and/or faxing students' previous school districts or programs

❑   ensuring that student educational files contain, at a minimum,

   ❑   the student's date of birth, date of entry, home address, and name of parent or legal guardian

   ❑   a local school district registration form

   ❑   dated and documented request(s) for student records and follow-up requests for records not received

   ❑   past records

   ❑   assessment information

   ❑   official, current temporary or permanent enrollment and documented course assignments based upon students' entry information and the *Florida Course Code Directory and Instructional Personnel Assignments (1999-2000)*

❑   administering academic assessments for reading, writing, and mathematics within five days of student entry into the detention center (excluding weekends and holidays)

Interpretive Guidelines

The intent of this indicator is to ensure that students are properly enrolled so they may achieve their educational goals.

If there are minor exceptions, but the intent of this indicator is clearly being met, the indicator may be rated as "substantial compliance."

To determine the rating, the reviewer, at a minimum, should

•   review educational policies and procedures, student educational files, prior educational records or documentation of records requests, class schedules, enrollment forms, and other appropriate documentation

•   interview the registrar, data entry clerk, other appropriate personnel, and students

Clarification

The purpose of the school district registration form is to ensure that students are appropriately registered with the school board. The detention center should seek access to its school district's MIS for requesting "in-county" records and completing enrollment. "Out-of-county" records should be requested through multiple sources such as FASTER, the student's probation officer, the previous school district, previous programs, and/or the student's legal guardian. Academic assessments should be appropriate to the student's age and measure the student's reading, writing, and mathematics abilities. Assessments should be readministered when accurate information is not achieved.

References

s.228.081(2)(3), 228.093, 230.23161(14), 232.23, F.S.; Rules 6A-1.0955, 6A-1.0014, FAC

Compliance Rating

❑   Full Compliance   6
❑   Substantial Compliance   4
❑   Noncompliance   0

E1.02 Daily Population Notification

Compliance Indicator

The lead educator documents and ensures that

❑ population reports are provided to the educational staff daily

❑ educational staff are aware of each student's status (i.e., which students are awaiting placement into commitment programs and which students are going to be released to their respective communities) and, when known, each student's expected release date from detention

❑ a representative from the educational program attends detention hearings to determine the status of students in the detention center

❑ the educational program provides the detention center's transportation department with copies of students' educational records prior to students being transported to commitment programs

Interpretive Guidelines

The intent of this indicator is to ensure that all educational staff, including instructional personnel, know which students are awaiting placement into commitment programs and which students are returning to their communities, so staff can provide appropriate educational services and commitment preparation services.

If there are minor exceptions, but the intent of this indicator is clearly being met, the indicator may be rated as "substantial compliance."

To determine the rating, the reviewer, at a minimum, should

• review documentation that educational staff received daily population reports

• interview the registrar, data entry clerk, other appropriate personnel, and students

Clarification

The detention center superintendent has copies of the DJJ daily population report, which usually lists students and their status (i.e., whether students are awaiting placement into commitment programs or are going to be released to their respective communities). This report may also list the students' expected release date from detention. The lead educator must ensure that the detention center superintendent informs him or her daily of students exiting the detention center (i.e., the students' names, status, and expected date of release from detention). The lead educator relays this information daily to instructional personnel, registrars, and assessment personnel.

Compliance Rating

❑ Full Compliance   6
❑ Substantial Compliance   4
❑ Noncompliance   0

E1.03 On-Site Transition: Student Planning

Performance Indicator (PRIORITY)

The program has on-site transition activities that include

❑ ensuring that, for students in the detention center 21 days or less, accurate academic assessments and current grade levels are used to provide individualized remedial and tutorial activities

❑ obtaining current IEPs or initiating (and documenting) the development of IEPs for students assigned to ESE programs within 11 days of student entry into the detention center

❑ changing enrollment from temporary to permanent status using specific courses listed in the *Florida Course Code Directory and Instructional Personnel Assignments (1999-2000)* within 22 days of student entry into the detention center (excluding weekends and holidays)

❑ developing written academic plans for non-ESE students based on each student's entry assessments and past records within 22 days of student entry into the detention center (excluding weekends and holidays)

❑ developing written academic plans for non-ESE students that include, but are not limited to,

    ❑ educational goals, instructional objectives, and outcomes

    ❑ strategies for remedial and/or tutorial instruction when appropriate

    ❑ evaluation procedures

    ❑ a schedule for determining student progress toward achieving the goals and objectives of the academic plans

❑ administering a vocational aptitude and/or career assessment within 22 days of student entry into the detention center (excluding weekends and holidays)

Interpretive Guidelines

For students in the detention center 21 days or less, the intent of this indicator is to ensure that instructional personnel address the needs of individual students who require tutorial and remedial instruction. For students in the detention center 22 days or more, the intent of this indicator is to ensure that (1) the educational program develops academic plans for non-ESE students and IEPs for students enrolled in ESE programs so all students receive individualized instruction and (2) these plans address the needs of students who require extended educational instruction.

To determine the rating, the reviewer, at a minimum, should

• review student educational files and other appropriate documentation

• interview instructional personnel, ESE personnel, other appropriate personnel, and students

Clarification

Tutorial and remedial instruction should be provided for short-term students based on their assessed individual needs. Academic plans for non-ESE students should document student needs and identify strategies that assist students in meeting their potential. Educational goals and instructional objectives for non-ESE students may be found in each student's academic plan or other appropriate documents. IEPs for students assigned to ESE programs should be individualized and include all information required by federal and state laws. Instructional personnel should have access to IEPs. The program should document soliciting parent involvement in the IEP development process.

References

s.228.081(2), 230.23161(2)(4)(6)(8)(9), 232.245, F.S.;
Rules 6A-6.03028, 6A-6.05221, FAC

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

**E1.04   On-Site Transition:
        Student Progress (22 Days or More)**

Performance Indicator

The program has evidence of students' academic gains. The program verifies academic gains by

❑   documenting student progress and work products as determined by instructional personnel observations, continuing assessment, grade books, report cards, progress reports, and/or student work folders

❑   documenting (with dates) the review of non-ESE students' progress toward achieving the content of their academic plans and, when appropriate, the revision of academic plans, goals, and objectives by an educational representative

Interpretive Guidelines

The intent of this indicator is to ensure that students are making progress toward their educational goals and to ensure that instructional objectives remain relevant to students' changing needs and interests as they progress during their detention.

To determine the rating, the reviewer, at a minimum, should

•   review student work folders, academic plans, IEPs, grade books, continuing assessments, and other appropriate documentation

•   interview instructional personnel, other appropriate personnel, and students

•   observe educational settings and the transition of long-term students (when possible)

Clarification

Proper tracking and documentation of student progress may also assist in offering performance-based education that will allow students performing below grade level the opportunity to advance to their appropriate grade level.

References

s.228.081(2)(3), 230.23161(6)(8)(9)(10), F.S.

Performance Rating

❑   Superior Performance   7   8   9
❑   Satisfactory Performance   4   5   6
❑   Partial Performance   1   2   3
❑   Nonperformance   0

E1.05 Guidance Services

Performance Indicator

Guidance services should be documented and should

❑ be available to all students

❑ assist students in returning to the community and/or school or in preparing for commitment

Individuals who deliver guidance/advising services are responsible for

❑ articulating knowledge of graduation requirements, diploma options, the General Education Development (GED) exit option, and vocational and career opportunities

❑ communicating to students in the detention center 22 days or more their grade level, credits earned, credits required for graduation, and diploma options

Interpretive Guidelines

The intent of this indicator is to ensure that students receive assistance in setting realistic goals and in making appropriate decisions about their futures.

To determine the rating, the reviewer, at a minimum, should

• review student academic plans, IEPs, and other appropriate documentation

• interview students and personnel responsible for guidance services

Clarification

All students should have easy and frequent access to guidance/advising services, and these services should be aligned with transition activities. Individuals delivering guidance/advising services should demonstrate detailed knowledge of graduation requirements, diploma options, the GED exit option, and vocational and career opportunities. Students who are in the detention center 22 days or more will be expected to articulate knowledge of their credits, grade level, and diploma options to verify that individuals delivering guidance services are communicating this information to students. Students working toward a GED diploma should receive counseling that explains this diploma option's benefits and limitations.

References

s.230.23161(3)(4)(6)(7), F.S.; Rule 6A-6.021, FAC; *Florida Course Code Directory and Instructional Personnel Assignments* (1999-2000, pp. 1-41)

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

E1.06 Exit Transition

Performance Indicator

The program has exit transition activities that include

❑ **for students who are returning to the community or schools**

    ❑ transmitting students' educational assessment results and grades to the home school district or other placement within seven days of student exit from the detention center (excluding weekends and holidays)

❑ **for students who are awaiting placement into commitment programs**

    ❑ either placing the following items in the student's DJJ commitment file prior to the student's exit or providing the following items to the detention center's transportation department so that educational information arrives with the student at the commitment program

    ❑ a current copy of the student's permanent record card and cumulative transcript from the district's MIS that includes the courses in which the student is currently enrolled and the student's total credits attempted and earned at previous schools, including previous juvenile justice programs (this information may be part of the permanent record card)

    ❑ current or most recent records

    ❑ IEPs for students assigned to ESE programs

    ❑ assessment information

    ❑ having a representative from the educational program participate in the transition of students who are awaiting placement into commitment programs

Interpretive Guidelines

The intent of this indicator is to ensure that the program has and uses procedures that assist students with transition to schools or commitment programs.

To determine the rating, the reviewer, at a minimum, should

• review documented transmittal of records (e.g., fax or mail receipts), closed educational files, and other appropriate documentation

• interview transition specialist, registrar, other appropriate personnel, and students

• observe student exit staffings, when possible

Clarification

For students who are in the detention center 21 days or less, the educational program should transmit their grades and attendance information to the home school upon student exit from the detention center. This will ensure the continuation of educational services by the appropriate school district. For students who are awaiting placement into commitment programs and have spent an extended amount of time receiving educational instruction in a detention center, the educational program should send documentation of the students' educational achievements to the next educational placement or commitment program. This will help ensure that a continuum of educational services is provided throughout the students' time in the juvenile justice system. Permanent record cards and cumulative transcripts from the district's MIS will reduce the number of miscellaneous transcripts from multiple programs and schools in student files. Also, they will help prevent course duplication and the loss of individual transcripts and help ensure that a continuum of educational services is provided throughout the student's schooling. Parent involvement should be solicited, and parents should be informed about the student's needs prior to exiting back to the home, community, and school.

References

s.228.081(2)(3)(4), 228.093, 230.23161(9)(10)(14), 232.23, F.S.; Rules 6A-1.0014, 6A-1.0955, FAC

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

2000 Detention Centers
Educational Standard Two: Service Delivery

The service delivery standard is comprised of four key indicators that address curriculum, instructional delivery, classroom management, and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for a successful reentry into the community, school, and/or work.

E2.01 Curriculum
Performance Indicator (PRIORITY)

The intent of this indicator is to ensure that students have the opportunity to receive an education that is appropriate to their future educational plans and employment needs and allows them to progress toward a high school diploma or its equivalent.

E2.02 Instructional Delivery
Performance Indicator

The intent of this indicator is to ensure that instruction addresses each student's needs, goals, and learning styles to stimulate ongoing student participation and interest.

E2.03 Classroom Management
Performance Indicator

The intent of this indicator is to ensure the promotion of mutual respect and understanding between instructional personnel and students and to ensure that the environment is conducive to learning.

E2.04 Support Services
Compliance Indicator (PRIORITY)

The intent of this indicator is to ensure that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

E2.01 Curriculum

Performance Indicator (PRIORITY)

Curricular activities are demonstrated in educational settings and are designed to

❑ provide students with educational services that are based on their assessed educational needs and prior educational records

❑ consist of curricular offerings that are based on the school district's pupil progression plan and the *Florida Course Code Directory and Instructional Personnel Assignments (1999-2000)*

❑ address the Florida Sunshine State Standards (FSSS)

❑ provide a minimum of 300 minutes per day (or its weekly equivalent) of instruction

❑ provide for community involvement

❑ **for students in the detention center 21 days or less, address**

    ❑ literacy skills

    ❑ tutorial and remedial needs

    ❑ employability skills

    ❑ social skills that meet students' needs

❑ **for students in the detention center 22 days or more, address**

    ❑ course credits that lead to a high school diploma or its equivalent

    ❑ instruction in reading, writing, and mathematics

    ❑ GED diploma option as appropriate

    ❑ modifications and accommodations as appropriate to meet the needs of all students

Interpretive Guidelines

The intent of this indicator is to ensure that students have the opportunity to receive an education that is appropriate to their future educational plans and employment needs and allows them to progress toward a high school diploma or its equivalent.

To determine the rating, the reviewer, at a minimum, should

• review student educational files, student work folders, course schedules, class schedules, curriculum documents, lesson plans, educational policies and procedures, volunteer participation documentation, and other appropriate documentation

• interview instructional personnel, administrators, other appropriate personnel, and students

• observe educational settings

Clarification

Curricular activities may be offered as specific courses, integrated into one or more core courses offered for credit, and/or provided through thematic approaches. Students should be placed in courses that assist them in progressing toward a high school diploma or its equivalent. Social skills can include a broad range of skills that will assist students in successfully integrating into the community, school, and/or work.

References

s.228.081(2)(3), 229.814, 230.2316(3)(4)(8), 230.23161(3)(4)(5)(6)(7)(10)(14), 232.245, 232.2454, 232.246, 232.247, 233.061, F.S.; Rules 6A-1.09401, 6A-1.09412, 6A-1.09414, 6A-1.09441, 6A-6.021, 6A-6.0521(2), FAC

Performance Rating

❑	Superior Performance	7	8	9
❑	Satisfactory Performance	4	5	6
❑	Partial Performance	1	2	3
❑	Nonperformance			0

E2.02 Instructional Delivery

Performance Indicator

Individualized instruction and a variety of instructional strategies are documented in lesson plans and are demonstrated in all educational settings to address

❑ students' grade levels and assessed academic levels in reading, writing, and mathematics

❑ students' learning styles (e.g., auditory, visual, kinesthetic, tactile) with a balance and variety of strategies

❑ IEPs for students assigned to ESE programs

❑ academic plans for non-ESE students in the detention center 22 days or more

Interpretive Guidelines

The intent of this indicator is to ensure that instruction addresses each student's needs, goals, and learning styles to stimulate ongoing student participation and interest.

To determine the rating, the reviewer, at a minimum, should

• review lesson plans, student work folders, academic plans for non-ESE students, IEPs, and other appropriate documentation

• interview instructional personnel, other appropriate personnel, and students

• observe educational settings

Clarification

Individualized instruction may be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction, or the use of curriculum with the same content that addresses multiple academic levels. Instructional strategies may include, but are not limited to, thematic teaching, team teaching, experiential learning, computer-assisted instruction, cooperative learning, one-on-one instruction, audio/visual presentations, lecturing, group projects, and hands-on learning. Teachers should have knowledge of the content of the IEPs of their students, if appropriate, and of the academic plans of their non-ESE students who are in the detention center for 22 days or more. Instructional planning should address the individual goals, objectives, modifications, and strategies in each student's IEP or academic plan.

References

s.228.081(2)(3), 230.2316(4), 230.23161(3)(4)(6), F.S.; Rule 6A-6.0521, FAC

Performance Rating

❑	Superior Performance	7	8	9
❑	Satisfactory Performance	4	5	6
❑	Partial Performance	1	2	3
❑	Nonperformance			0

E2.03 Classroom Management

Performance Indicator

Classroom management procedures are documented and demonstrated by

❑ equitably applying appropriate behavior/classroom management strategies

❑ establishing and maintaining acceptable student behavior

❑ maintaining instructional momentum

❑ promoting positive student self-esteem

❑ empowering students to become independent learners

❑ ensuring that students remain on task

Interpretive Guidelines

The intent of this indicator is to ensure the promotion of mutual respect and understanding between instructional personnel and students and to ensure that the environment is conducive to learning.

To determine the rating, the reviewer, at a minimum, should

• review student work folders, lesson plans, instructional materials, curriculum documents, and other appropriate documentation

• interview instructional personnel, other appropriate personnel, and students

• observe educational settings

Clarification

Classroom management may be incorporated in the program's behavior management plan. The term "classroom" refers to any setting or location that is utilized by the program for instructional purposes. Equitable behavior/classroom management includes treating all students fairly and humanely according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented through collaboration between instructional personnel and detention center staff.

References

s.228.081(2), 230.23161(7)(14), F.S.

Performance Rating

❑ Superior Performance   7   8   9

❑ Satisfactory Performance   4   5   6

❑ Partial Performance   1   2   3

❑ Nonperformance   0

E2.04 Support Services

Compliance Indicator (PRIORITY)

Support services are available to students and include

❑ ESE services that, at a minimum, consist of regularly scheduled consultative services and instruction that is consistent with the students' IEPs

❑ English for Speakers of Other Languages (ESOL) services

❑ evidence that eligible students in the detention center are reported for appropriate federal funding

❑ mental and physical health services as needed

Interpretive Guidelines

The intent of this indicator is to ensure that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

If there are minor exceptions, but the intent of this indicator is clearly being met, the indicator may be rated as "substantial compliance."

To determine the rating, the reviewer, at a minimum, should

• review IEPs, the cooperative agreement and/or contract, educational policies and procedures, and other appropriate documentation

• interview ESE personnel, administrators, instructional and support personnel, other appropriate personnel, and students

Clarification

Students participating in the ESE and/or ESOL programs should be provided all corresponding services required by federal and state laws. Mental and physical health services may be offered through the school district, the program, or overlay agencies. Student support and educational services should be integrated.

References

s.228.041, 228.081(2), 230.23161(3)(4)(5)(6)(14), 230.2317(1), F.S.; Rule 6A-6.0521, FAC

Compliance Rating

❑ Full Compliance   6
❑ Substantial Compliance   4
❑ Noncompliance   0

2000 Detention Centers
Educational Standard Three: Administration

The administration standard is comprised of six key indicators that are designed to ensure collaboration and communication among all parties involved in the educational programs of juvenile justice facilities. Administrative activities should ensure that students are provided with instructional personnel, services, and materials necessary to successfully accomplish their goals.

E3.01 Communication
Performance Indicator

The intent of this indicator is to ensure that instructional personnel and educational staff are well-informed about the program's and school district's purpose, policies, expected student outcomes, and school improvement initiatives.

E3.02 Instructional Personnel Qualifications
Performance Indicator (PRIORITY)

The intent of this indicator is to ensure that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

E3.03 Professional Development
Performance Indicator

The intent of this indicator is to ensure that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

E3.04 Program Evaluations
Performance Indicator

The intent of this indicator is to ensure the promotion of ongoing program improvement through self-evaluation and planning.

E3.05 Program Management
Compliance Indicator

The intent of this indicator is to ensure the promotion of effective organization and consistency between school districts and the educational components of juvenile justice facilities.

E3.06 Funding and Support
Performance Indicator (PRIORITY)

The intent of this indicator is to ensure that funding provides high-quality educational services.

E3.01 Communication

Performance Indicator

On-site educational administrators ensure that there is communication among the school district, detention center administration, educational personnel, and detention center staff. Regularly held and documented faculty and/or staff meetings and other interagency meetings should address information such as

❑ inservice training

❑ the development and implementation of the school improvement plan (SIP)

❑ expected student educational outcomes and goals

❑ educational program policies and procedures

Interpretive Guidelines

The intent of this indicator is to ensure that instructional personnel and educational staff are well-informed about the detention center's and school district's purpose, policies, expected student outcomes, and school improvement initiatives.

To determine the rating, the reviewer, at a minimum, should

• review faculty meeting agendas, educational policies and procedures, and other appropriate documentation

• interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel

• observe faculty meetings, when possible

Clarification

Principals of alternative education or dropout prevention programs and/or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or detention center superintendents are considered to be the educational administrators for contracted (private-operated) educational programs. It is the responsibility of the on-site educational administrators to ensure that all educational staff are informed about the detention center's and school district's purpose, policies, expected student outcomes, and school improvement initiatives. Communication among relevant parties (school district, DJJ, and providers) should be ongoing and facilitate the smooth operation of the educational program.

References

s.228.041(10), 228.081(1)(2)(3), 230.2316(8), 230.23161(1)(4)(6)(8)(9)(10)(11)(14), F.S.

Performance Rating

❑ Superior Performance   7   8   9

❑ Satisfactory Performance   4   5   6

❑ Partial Performance   1   2   3

❑ Nonperformance   0

E3.02 Instructional Personnel Qualifications

Performance Indicator (PRIORITY)

Educational administrators ensure that instructional personnel possess the experience, education, and training to assist students in meeting their educational needs and reentry goals by employing and retaining

❏ academic instructional personnel who have valid state teaching certifications or statements of eligibility

❏ noncertificated persons who possess documented expert knowledge and/or skill in the field(s) they are teaching and have school board approval

❏ vocational instructional personnel who possess relevant experience and/or education

Interpretive Guidelines

The intent of this indicator is to ensure that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

To determine the rating, the reviewer, at a minimum, should

● review teaching certificates, statements of eligibility, training records, and other appropriate documentation

● interview instructional personnel, educational administrators, and other appropriate personnel

Clarification

Instructional personnel are considered to be those who are hired to teach students. Principals of alternative education or dropout prevention programs and/or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or detention center superintendents are considered to be the educational administrators for contracted (private-operated) educational programs. Both the detention center and the school district should have input into hiring all instructional personnel, either directly through the hiring process or through the cooperative agreement and/or contract.

References

s.228.081(2), 230.23161(1)(11)(14), F.S.;
Rules 6A-1.0502, 6A-1.0503, FAC

Performance Rating

❏ Superior Performance   7   8   9
❏ Satisfactory Performance   4   5   6
❏ Partial Performance   1   2   3
❏ Nonperformance   0

E3.03 Professional Development

Performance Indicator

Educational administrators ensure and document that all instructional personnel, including noncertificated instructional personnel,

❑ have and use written professional development plans or annual teacher evaluations to foster professional growth

❑ receive ongoing annual inservice training or continuing education (including college coursework) on topics such as

    ❑ instructional techniques

    ❑ content-related skills and knowledge

    ❑ working with delinquent and at-risk youth

    ❑ ESE programs

❑ receive inservice training from a variety of sources

❑ participate in program orientation

❑ participate in a beginning teacher program, when appropriate

Interpretive Guidelines

The intent of this indicator is to ensure that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

To determine the rating, the reviewer, at a minimum, should

• review inservice training records (district and educational program), teacher certifications, statements of eligibility, professional development plans and/or annual evaluations, school district's inservice training offerings, and other appropriate documentation

• interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel

Clarification

Instructional personnel are considered to be those who are hired to teach students. Principals of alternative education or dropout prevention programs and/or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or detention center superintendents are considered to be the educational administrators for contracted (private-operated) educational programs. While routine training in areas such as policies and procedures, safety, and program orientation is important, the majority of inservice training should be related to instructional techniques, teaching delinquent and at-risk youth, and the content of courses that instructional personnel are assigned to teach. All instructional personnel (including noncertificated personnel) should have access to and the opportunity to participate in district inservice training on an annual basis. Inservice training hours should qualify for certification renewal for certificated instructional personnel. "Professional development plan" refers to any form of written plan leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans, which should address the instructional personnel's strengths and weaknesses.

References

s.228.081(2)(3), 230.23(4), 230.2316(6), 230.23161(1)(3)(11)(14), 231.096, 236.0811(1)(2), F.S.; Rule 6A-5.071, FAC

Performance Rating

❑ Superior Performance   7   8   9

❑ Satisfactory Performance   4   5   6

❑ Partial Performance   1   2   3

❑ Nonperformance   0

E3.04 Program Evaluations

Performance Indicator

Educational administrators work cooperatively with school district administrators, educational program instructional personnel, students, and parents (when possible) to create a written SIP. The SIP must be specific to each educational program or, if it is part of the district's plan for all DJJ programs, then the district's plan, at a minimum, must reference each educational program and have a section or addendum specific to each educational program.

The educational program ensures that

❑ the SIP is designed to address student outcomes and performance and achieve state educational goals

❑ the SIP includes, but is not limited to, issues relevant to
  ❑ budget
  ❑ training
  ❑ instructional materials
  ❑ technology
  ❑ staffing
  ❑ student support services

❑ the SIP is implemented and utilized

❑ other school improvement initiatives are based on student outcomes or program evaluation methods such as quality assurance reviews

Interpretive Guidelines

The intent of this indicator is to ensure the promotion of ongoing improvement of the educational program through self-evaluation and planning.

To determine the rating, the reviewer, at a minimum, should

• review SIPs, program evaluation tools, and other appropriate documentation

• interview school district administrators, on-site administrators, and other appropriate personnel

Clarification

Principals of alternative education or dropout prevention programs or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or detention center superintendents are considered to be the educational administrators for contracted (private-operated) educational programs. SIPs should be prepared annually and should be specific to each juvenile justice educational program. The quality and comprehensiveness of the improvement plan and the effectiveness of its implementation will be examined. For other school improvement initiatives, student outcomes may include student advancement in grade level; gains in assessment results; and/or successful reintegration into community, school, and/or work settings.

References

s.229.58, 229.592, 230.23, 230.23161(14), 230.2616, F.S.

Performance Rating

❑ Superior Performance	7	8	9
❑ Satisfactory Performance	4	5	6
❑ Partial Performance	1	2	3
❑ Nonperformance			0

E3.05 Program Management

Compliance Indicator

On-site administrators develop and educational staff have knowledge of

❑ written educational policies and procedures that address the current educational quality assurance standards, accurately reflect the roles and responsibilities of all educational personnel (including district personnel and overlay personnel who work on a consultative basis), and address

  ❑ providing on-site leadership to the detention center's educational program (extent of responsibility and services)

  ❑ teaching assignments

  ❑ requests for student records

  ❑ enrollment

  ❑ maintenance of student educational files

  ❑ pre- and post-assessment

  ❑ a representative from the educational program participating in detention hearings to determine the status of students in the detention center

  ❑ ESE services (types and frequency of services)

  ❑ ESOL services

  ❑ guidance services (types and frequency of services)

  ❑ soliciting community involvement and organizing community activities

❑ an annual school calendar that, at a minimum, reflects

  ❑ 250 days of instruction (10 days may reflect training and planning)

  ❑ state and district-wide testing dates

Interpretive Guidelines

The intent of this indicator is to ensure the promotion of effective organization and consistency between school districts and the educational components of juvenile justice facilities.

If there are minor exceptions, but the intent of this indicator is clearly being met, the indicator may be rated as "substantial compliance."

To determine the rating, the reviewer, at a minimum, should

• review the cooperative agreement and/or contract, school calendar, class schedules, evidence of state and district-wide testing, and other appropriate documentation

• interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel

• observe educational settings

Clarification

Descriptions of the roles and responsibilities of educational personnel should remain current in the detention center's written policies and procedures. The detention center should clarify and describe the types of and frequency of ESE, guidance, and other support services in the detention center's written policies and procedures.

References

s.228.041(13), 228.051, 228.081(2)(3)(4), 229.57(3)(6), 229.592, 230.23(4), 230.23161, F.S.; Rules 6A-1.0941, 6A-1.0942, 6A-1.0943, FAC

Compliance Rating

❑ Full Compliance   6
❑ Substantial Compliance   4
❑ Noncompliance   0

E3.06 Funding and Support

Performance Indicator (PRIORITY)

Educational funding provides support in the areas of

❑ an adequate number of qualified instructional personnel

❑ current instructional materials that are appropriate to age and ability levels

❑ educational supplies for students and staff

❑ educational support personnel

❑ technology for use by instructional personnel and students

❑ media materials and equipment

❑ an environment that is conducive to learning

Interpretive Guidelines

The intent of this indicator is to ensure that funding provides for high-quality educational services.

To determine the rating, the reviewer, at a minimum, should

• review the cooperative agreement and/or contract, instructional materials, and other appropriate documentation

• interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students

• observe educational settings

Clarification

Depending on the type and size of the detention center, support personnel may include principals, assistant principals, school district administrators that oversee program operations, curriculum coordinators, ESE personnel, guidance counselors, lead educators, registrars, transition specialists, or others. The ratio of instructional personnel to students should take into account the nature of the instructional activity, the diversity of the academic levels present in the classroom, the amount of technology available for instructional use, and the use of classroom paraprofessionals. Technology and media materials should be appropriate to meet the needs of the detention center's educational staff and student population.

References

s.228.081(2)(3), 230.2316, 230.23161(3)(4)(12)(13)(14), 236.081, F.S.

Performance Rating

❑ Superior Performance   7   8   9

❑ Satisfactory Performance   4   5   6

❑ Partial Performance   1   2   3

❑ Nonperformance   0

2000 Detention Centers
Educational Standard Four: Contract Management

The contract management standard is comprised of three compliance indicators that define the roles and responsibilities of all agencies involved with juvenile justice students and ensure local oversight of juvenile justice educational programs. Contract management indicators will be evaluated for both direct service (district-operated) educational programs and contracted (private-operated) educational programs. The ratings for the contract management indicators will not affect the overall rating of the individual program, but will only reflect the services of the school district that is responsible for the educational program.

E4.01 Contract and/or Cooperative Agreement
Compliance Indicator (PRIORITY)

The intent of this indicator is to define the roles and responsibilities of each agency (including school districts, DJJ, and providers) and to ensure collaboration among agencies to create an effective educational environment for all students.

E4.02 Contract Management
Compliance Indicator (PRIORITY)

The intent of this indicator is to ensure that there is local oversight by the school district of educational services.

E4.03 Oversight and Assistance
Compliance Indicator (PRIORITY)

The intent of this indicator is to ensure that the school district provides adequate support to juvenile justice educational programs.

E4.01 Contract and/or Cooperative Agreement

Compliance Indicator (PRIORITY)

The school district ensures that there is a current cooperative agreement or contract with the provider and/or DJJ that is reviewed annually and revised as needed. The cooperative agreement and/or contract, at a minimum, must include

- ❑ roles and responsibilities of each agency, including contract providers

- ❑ administrative issues, including procedures for sharing information

- ❑ allocation of resources, including maximization of local, state, and federal funding

- ❑ procedures for educational evaluation for educational exceptionalities and special needs

- ❑ curriculum and delivery of instruction

- ❑ classroom management procedures and attendance policies

- ❑ procedures for provision of qualified instructional personnel, whether supplied by the school district or under contract by the provider, and for performance of duties while in a juvenile justice setting

- ❑ provisions for improving skills of instructional personnel in teaching and of all educational personnel in working with juvenile delinquents

- ❑ transition plans for students moving into and out of juvenile facilities

- ❑ procedures and timelines for the timely documentation of credits earned and transfer of student records

- ❑ methods and procedures for dispute resolutions

- ❑ provisions for ensuring the safety of educational personnel and support for the agreed-upon educational program

- ❑ strategies for correcting any deficiencies identified through the quality assurance review process

Interpretive Guidelines

The intent of this indicator is to define the roles and responsibilities of each agency (including school districts, DJJ, and providers) and to ensure collaboration among agencies to create an effective educational environment for all students.

If there are minor exceptions, but the intent of this indicator is clearly being met, the indicator may be rated as "substantial compliance."

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or contract and other appropriate documentation

- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

Clarification

Cooperative agreements between school districts and DJJ for delivery of educational services are required by statute. The cooperative agreement or operating contract must include the requirements as defined in s.230.23161(14), F.S. This statute allows for an operational agreement or operating contract to be developed between a school district and a (private) provider.

References

s.228.081(3), 230.23161(14)(15), F.S.

Compliance Rating

❑	Full Compliance	6
❑	Substantial Compliance	4
❑	Noncompliance	0

E4.02 Contract Management

Compliance Indicator (PRIORITY)

The school district must appoint a contract manager or administrator for the educational program. There is documentation that illustrates that the contract manager is

❑ visiting the educational program on a regular basis

❑ ensuring that both parties to the cooperative agreement and/or contract are fulfilling their contractual obligations and any other obligations required by federal or state law

❑ monitoring the use of educational funds provided through the school district

Interpretive Guidelines

The intent of this indicator is to ensure that there is local oversight by the school district of educational services.

If there are minor exceptions, but the intent of this indicator is clearly being met, the indicator may be rated as "substantial compliance."

To determine the rating, the reviewer, at a minimum, should

• review the cooperative agreement and/or contract, relevant correspondence between the school district and the educational program or the detention center, and other appropriate documentation

• interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

Clarification

In the case of a direct service (district-operated) educational program, the contract manager is usually the alternative education or dropout prevention principal or the district administrator. The district principal may assign a representative as a contract manger for both contracted (private-operated) educational programs and for direct service (district-operated) educational programs. The contract manager may contact or designate other personnel to assist with contract management.

References

s.228.041(10), 228.081(3), 230.23161(14)(15), F.S.

Compliance Rating

❑ Full Compliance   6
❑ Substantial Compliance   4
❑ Noncompliance   0

E4.03 Oversight and Assistance

Compliance Indicator (PRIORITY)

There is documented evidence that the school district offers technical assistance to the educational program that includes

❑ participating in the school improvement process and assisting with the implementation of the SIP

❑ assisting with the development of the educational program's curriculum and annually approving any nondistrict curriculum

❑ overseeing the administration of all required state and district-wide assessments

❑ providing official oversight of the registration and withdrawal of all students through the district's MIS and providing permanent record cards and cumulative transcripts

❑ providing access to district inservice training

❑ providing access to the pool of substitute instructional personnel

❑ conducting periodic evaluations of the detention center's educational component

Interpretive Guidelines

The intent of this indicator is to ensure that the school district provides adequate support to juvenile justice educational programs.

If there are minor exceptions, but the intent of this indicator is clearly being met, the indicator may be rated as "substantial compliance."

To determine the rating, the reviewer, at a minimum, should

• review the cooperative agreement and/or contract, SIP, student registration documentation, state and district-wide assessments, curriculum materials, relevant correspondence between the school district and the educational program or the detention center, and other appropriate documentation

• interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

• observe educational settings

Clarification

The detention center and the school district should decide how access to inservice training opportunities, the pool of substitute teachers, and the district's MIS is provided. This may be clarified in the cooperative agreement and/or contract or in the detention center's written policies and procedures. State and district-wide assessments must be administered to all eligible students. The school improvement process and the development of a SIP should be a collaborative effort between the school district and the detention center.

References

s.228.081(2)(3), 230.23161(14), F.S.

Compliance Rating

❑ Full Compliance   6
❑ Substantial Compliance   4
❑ Noncompliance   0

APPENDIX D
PROFILE OF STUDENTS IN JUVENILE JUSTICE PROGRAMS

Profile of Students in Juvenile Justice Programs

The most recent profile data for students of Department of Juvenile Justice (DJJ) educational programs comes from an analysis of the 1998-99 dropout prevention data reported through the Department of Education's automated student database.

In 1998-99 local school districts reported delivery of educational services to 31,721 students in juvenile justice facilities. Based upon the numbers of students reported in 1997-98 (34,368), there was an 8% decrease in students served. (The totals for both years represent a slightly duplicated count, since some youth are adjudicated more than once during a school year.)

Of the students served in 1998-99, three fourths (75%) were enrolled in grades 8 through 10, with 40% of the DJJ population being comprised of ninth graders.

Seventy-nine percent of the students served in DJJ programs were male. An analysis of students served in all dropout prevention programs indicated that 60% of this population were male. Of the male students served in DJJ, 46% were black and 45% were white. Of the female students served in DJJ, 41% were black and 52% were white.

Students served in juvenile justice programs are required to take the High School Competency Test (HSCT) in eleventh grade in order to graduate. Thirty-nine percent (39%) of the students tested in October of 1998 passed the math portion and 34% passed the communication section. While students have multiple opportunities to retake the test, this initial low pass rate is significant.

The single factor with the highest correlation to a student dropping out of school is being over-age for grade placement by at least one year. Of the students served in juvenile justice programs, 73% were over-age for their grade placement. Forty-nine percent (49%) of the total dropout prevention population was over-age for grade level. Fifty-eight percent (58%) of the overage juvenile justice students eligible to graduate did so compared to 63% of the overage students served in all dropout prevention programs. In other comparisons, however, overage DJJ students achieved higher outcomes than the general dropout prevention population. For example, 86% of the overage DJJ students were promoted compared to 83% of the total over-age dropout population and 8% dropped out compared to 12% of total dropout prevention population.

Eight percent of the students served in juvenile justice programs dropped out of school in 1998-99 compared to 10% of the students served in all dropout prevention programs.

Students served in juvenile justice programs also qualified for other programs, including services for exceptional students. Twenty-one percent (21%) were identified as eligible for exceptional student education. Of this total, 9% were identified as educable mentally handicapped, 20% were severely emotionally disturbed, 30% were emotionally handicapped, 34% were classified as specific learning disabled and 1% were gifted.

Forty-one percent (41%) of the students served in juvenile justice programs eligible to graduate received a diploma compared to 66% of the students served in all dropout prevention programs. Of the juvenile justice graduates, 27% via the GED exit option. Of the students attempting the GED test, 89% passed the exam compared to 88% of students served in all dropout prevention programs.

Of the students who were not eligible to graduate, 95% of the students served in juvenile justice programs remained in school at the end of the 1998-99 school year, either at a DJJ facility or other educational institution. In addition, 86% of these students were promoted to the next grade level compared to 85% of the students in all dropout prevention programs.

374

APPENDIX H
REFERENCES

REFERENCES

Adams, J.Q. 1994. The multicultural needs in corrections education. *Journal of Correctional Education, 45*(2), 83-85.

Altschuler, D.M., & Armstrong, T.L. 1994. *Intensive aftercare for high-risk juveniles: A community care model*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Altschuler, D.M., & Armstrong, T.L. 1996. *Aftercare, not afterthought* (Juvenile Justice, 3(1)). Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Altschuler, D.M., Armstrong, T.L., & MacKenzie, D.L. 1999. *Reintegration, supervised release, and intensive aftercare*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Anderson, D.B. 1992. The relationship between correctional education and parole success. *Journal of Offender Counseling, Services & Rehabilitation, 5*(3), 13-25.

Anderson, D.B., & Anderson, S.L. 1996. Educational needs of juvenile offenders. *Journal of Offender Rehabilitation, 23*(1)*,* 153-166.

Anderson, R.D. 1995. Curriculum reform dilemmas and promise. *Phi Delta Kappan, 79*, 33-36.

Armancas-Fisher, M. 1990. *Linking law and social studies, grades 9-12: An interdisciplinary approach with social studies, science, and language arts*. (Report No. SO 025 101-105). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. D 388 539)

Associated Marine Institutes (AMI). 1996. www.ami-fl.org/aboutAMI.htm

Bartollas, C. 1990. *Juvenile delinquency* (2nd ed.). New York: Macmillan.

Bartollas, C., Miller, S.J., & Dinitz, S. 1976. *Juvenile victimization: The institutional paradox.* New York: Halsted.

Batiuk, M.E., Moke, P., & Wilcox-Rountree, P. 1997. Crime and rehabilitation: Correctional education as an agent of change—a research note. *Justice Quarterly, 14*(1), 73-76.

Beebe, M.C., & Mueller, F. 1993. Categorical offenses of juvenile delinquents and the relationship to achievement. *Journal of Correctional Education, 44*(4), 193-198.

Benson, R. 1985. Privatizing public services. *Editorial Research Reports, 11*(4), 559-76.

Berry, M. 1999, June 21. Union chief says teacher quality is top priority. *The Orlando Sentinel*.

Blinn, C. 1995. Teaching cognitive skills to effect behavioral change through a writing program. *Journal of Correctional Education, 46*(4), 146-154.

Bourque, B.B., Cronin, R.C, Felker, D.B., Pearson, F.R., Han, M., & Hill, S.M. 1996. *Boot camps for juvenile offenders: An implementation evaluation of three demonstration programs*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, National Institute of Justice.

Bourque, B.B., Han, M., & Hill, S.M. 1996. *A national survey of aftercare provisions for boot camp graduates.* Washington, DC: U.S. Department of Justice, Office of Justice Programs, National Institute of Justice.

Bradley, A. 1999, June 2. Researchers find teacher tests short on covering college content. *Education Week*, 5.

Brent, G., & DiObilda, N. 1993. Effects of curriculum alignment versus direct instruction on urban children. *Journal of Educational Research, 86*(6), 333-338.

Brier, N. 1995. Predicting antisocial behavior in youngsters displaying poor academic achievement: A review of risk factors. *Journal of Developmental and Behavioral pediatrics, 16*, 271-276.

Briscoe, R.V., & Doyle, J.P. 1996. Aftercare services in juvenile justice: Approaches for providing services for high-risk youth. *Preventing School Failure, 40*(2), 73-76.

Brown, F. 1996. Privatization and urban education: More political and less educational. *Education and Urban Society, 29*(2), 204-216.

Brown, F., & Hunter, R.C. 1996. The privatization of public education: What do we mean? *School Business Affairs, 62*, 6-11.

Brunner, M. 1993. *Reducing recidivism and increased employment opportunity through research-based reading instruction*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Bullock, L.M., & McArthur, P. 1994. Correctional special education: Disabilities prevalence estimates and teacher preparation programs. *Education and Treatment of Children, 17*(3), 347-355.

Burns-Stowers, R. 1994. Education: The answer juvenile crime—A reflective look. *Journal of Correctional Education, 45*(2), 60.

California Youth and Adult Correctional Agency. 1996. *Youth authority program summary. Program description and evaluation report. Elementary and Secondary Education Act (ESEA) Chapter I compensatory education program, 1989-1990 through 1994-1995*. Sacramento, CA: Author.

Casey, R.E. 1996. Delinquency prevention through vocational entrepreneurship: The New Smyrna Beach employability skill training model for youthful offenders. *Preventing School Failure, 40*(2), 60-62.

Catalano, R.F., Wells, E.A., Jenson, F.M., & Hawkins, J.D. 1989. Aftercare services for drug-using institutionalized delinquents. *Social Science Review, 8*, 553-577.

Chandler, R.C. 1986. The myth of private sector superiority in personal administration. *Policy Studies Review, 5*, 643-53.

Chorak, B. 1997. *Legal education for juveniles* (pp. 1-3). Washington, DC: American Correctional Association, Inc.

Coffey, O.D., & Gemignani, M.G. 1994. *Effective practices in juvenile correctional education: A study of the literature and research 1980-1992*. Washington, DC: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Cohill, M.B. 1991. Why do I like broccoli? *Journal of Criminal Law and Criminology*, 82, 125-32.

Coleman, J.S., Hoffer, T., & Kilgore, S. 1981. *Public and private schools*. Chicago: Report to the National Opinion Research Center.

Compston, C.L. 1998. Teacher preparation and certification: Who, what, why and how. *Reforming Teacher Education*, 519-529.

Cook, J.M., & Hill, G.P. 1990. Preplacement characteristics and educational status of handicapped and non-handicapped youthful offenders. *Journal of Correctional Education, 41*(4), 194-198.

Cox, S.M., Davidson, W.S., & Bynum, T.S. 1995. A meta-analytic assessment of delinquency-related outcomes of alternative education programs. *Crime and Delinquency, 41*(2), 219-234.

Darling-Hammond, L. 1994. National standards and assessments: Will they improve education? *American Journal of Education, 102,* 478-510.

Darling-Hammond, L. 1998. Teachers and teaching: Testing policy hypotheses from a National Commission Report. *Educational Researcher, 27*(1), 5-15.

Deschenes, E.P., Greenwood, P.W., & Marshall, G. 1996. *The Nokomis Challenge program evaluation*. Santa Monica, CA: The RAND Corporation.

Donievy, J.G., & Weissman, G. 1992. Integrating positive peer culture into the residential treatment center and public school curriculum: Suggestions for practice. *Journal of Correctional Education, 43*(4), 166-170.

Edgar, E.B., Webb, S.L., & Maddox, M. 1987. Issues in transition: Transfer of youth from correctional facilities to public schools. In D.M. Nelson, R.B. Rutherford, Jr., & B.I. Wolford (Eds.), *Special education in the criminal justice system*. Columbus, OH: Merrill.

Eggleston, C.R. 1991. Correctional education professional development. *Journal of Correctional Education, 42*(1), 16-22.

Elliott, D.S., Huizinga, D., & Ageton, S.S. 1985. *Explaining delinquency and drug use*. Beverly Hills, CA: Sage.

Elliott, D.S., & Voss, H.L. 1974. *Delinquency and dropout*. Lexington, MA: Lexington Books.

Fagan, J.A. 1990. Treatment and reintegration of violent juvenile offenders: Experimental results. *Justice Quarterly*, 7(2), 233-263.

Farnworth, M., & Leiber, M.J. 1989. Strain theory revisited: Economic goals, educational means, and delinquency. *American Sociological Review*, 55(2), 236-279.

Farrington, D.P. 1992. Explaining the beginning, progress, and ending of antisocial behavior from birth to adulthood. In J. McCord (Ed.), *Facts, frameworks, and forecasts: Advances in criminological theory* (pp. 253-286). New Brunswick, NJ: Transaction Books.

Feyerherm, W., & Pope, C.E. 1995. *Minorities and the juvenile justice system* (Research summary). Washington, DC: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Fine, M. 1990. Making controversy: Who's "at-risk"? *Journal of Urban and Cultural Studies*, *1*, 55-68.

Florida Juvenile Justice Accountability Board. 1998, December 15. Juvenile aftercare effectiveness in Florida. A report from the Aftercare Research Committee to the Department of Juvenile Justice, and Juvenile Justice Accountability Board. Tallahassee, FL: Author.

Forbes, M.A. 1991. Special education in juvenile correctional facilities: A literature review. *Journal of Correctional Education, 42*(1), 31-35.

Francis, J.R. 1995. *Developing and implementing a stress management program for special educators in a juvenile detention center*. (ERIC Document Reproduction Service No. ED 305 137)

Gamoran, A. 1997. Curriculum change as a reform strategy: Lessons from the United States and Scotland. *Teachers College Board, 98*(4), 608-628.

Gemignani, R.J. 1992. *Juvenile correctional education: A time for change. OJJDP update on research* (Report No. 92-JS-CX-K098). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED 382 861)

Goldberger, A., & Cain, G. 1982. The causal analysis of cognitive outcomes in the Coleman, Hoffer, and Kilgore report. *Sociology of Education, 5*, 103-22.

Goodstein, L., & Sontheimer, H. 1997. The implementation of an intensive aftercare program for serious juvenile offenders: A case study. *Criminal Justice and Behavior, 24*(3), 332-359.

Gottfredson, G.D. 1981. Schooling and delinquency. In S. Martin, L. Sechrest, & R. Redner (Eds.), *New directions in the rehabilitation of criminal offenders* (pp. 424-469). Washington, DC: National Academy Press.

Grande, C.G., & Koorland, M.A. 1988. A complex issue: Special education in corrections. *Children and Youth Services Review, 10*(1), 345-350.

Greenwood, P., Turner, S., & Rosenblatt, K. 1989. Evaluation of Paint Creek Youth Center: Preliminary results. Santa Monica, CA: RAND.

Greenwood, P.W., Deschenes, E.P., and Adams, J. 1993. *Chronic juvenile offenders: Final results from the Skillman Aftercare Experiment.* Santa Monica, CA: The RAND Corporation.

Grimes, P.W. 1994. Public versus private secondary schools and the production of economic education. *Journal of Economic Education, 25*(4), 17-30.

Hagan, M.P. 1995. An initial assessment of a fast-track intensive treatment program for juvenile delinquents. *International Journal of Offender Therapy and Comparative Criminology, 3*9(2), 109-119.

Haggerty, K.P., Wells, E.A., Jenson, J.M., Catalano, R.F., & Hawkins, J.D. 1989. Delinquents and drug use: A model program for community reintegration. *Adolescence, 22*(94), 439-456.

Harper, G.W. 1988. Mental ability and academic achievement of male juvenile delinquents. *Journal of Correctional Education, 39*(1), 18-22.

Hartstone, E., & Hansen, K.V. 1984. The violent juvenile ofsfender: An empirical portrait. In R.A. Mathias, P. Demuro, & R.S. Allison (Eds.), *Violent juvenile offenders: An anthology* (pp. 83-112). San Francisco, CA: National Council for Crime and Delinquency.

Henderson, K. 1995. *An overview of ADA, IDEA, and Section 504* (EC Digest E537). Reston, VA: ERIC Clearinghouse on Disabilities and Gifted Education.

Hodges, J., Giuliotti, N., & Porpotage II, F.M. 1994. *Improving literacy skills of juvenile detainees* (Juvenile Justice Bulletin, pp. 1-5). Washington, DC: U.S. Department of Justice, Office of Juvenile Justice Delinquency and Prevention.

Hsia, H.M., & Hamparian, D. 1998. *Disproportionate minority confinement: 1997 update* (OJJDP Juvenile Justice Bulletin). Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

Hudson River Center for Program Development. 1995. *From incarceration to productive lifestyle. Making the transition: An instructional guide for incarcerated youth education*. Glenmont, NY: Author.

Hurst, J. 1989, January 10. Pair prosper by providing homes, care for retarded. *Los Angeles Times.*

Jarjoura, G.R. 1993. Does dropping out of school enhance delinquent involvement? Results from a large-scale national probability sample. *Criminology, 31*, 149-72.

Jensen, M.C., Mortorff, S.A., & Meyers, S.P. 1992. Summer. On-the-job training: Is it the answer to a special education personnel shortage? *Teacher Education Quarterly*, 90-103.

Jenson, J.M., & Howard, M.O. 1990. Skills deficits, skills training, and delinquency. *Children and Youth Services Review, 12*(3), 213-228.

Johnston, R. 1999, May 12. Texas links teacher certification, student success. *Education Week,* 19-20.

Joseph, J. 1996. School factors and delinquency: A study of African American youths. *Journal of Black Studies*, 26, 340-355.

Juvenile Justice Educational Enhancement Program. 1999. *1998 Annual Report to the Department of Education: Juvenile Justice Educational Enhancement Program.* Tallahassee, FL: Florida Department of Education.

Katsiyannis, A., & Archwamety, T. 1999. Academic remediation/achievement and other factors related to recidivism rates among delinquent youths. *Behavioral Disorders, 24*(2), 93-101.

Kelly, D.H., & Balch, R.W. 1971. Social origins and school failure: A re-examination of Cohen's theory of working class delinquency. *Pacific Sociological Review, 14*, 413-430.

Land, K.C., McCall, P.L., and Williams, J.R. 1990. Something that works in juvenile justice: An evaluation of the North Carolina court counselors' intensive protective supervision randomized experimental project. 1987-1989. *Evaluation Review, 14*(6), 574-606.

Lattimore, P.K., Witte, A.D., & Baker, J.R. 1990. Experimental assessment of the effect of vocational training on youthful property offenders. *Evaluation Review, 14*(2), 219-234.

Lauritzen, P., & Friedman, S. 1991. Teachers for children with emotional/behavioral disorders, education's greatest challenge? *Preventing School Failure, 35*(2), 11-15.

LeBoeuf, D., & Delany-Shabazz, R.V. 1997. *Conflict resolution* (Fact Sheet #55). Washington, DC: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Leone, P. 1997. Should special education be provided to youth in correctional facilities? *Council for Exceptional Children Today*, 14.

Leone, P., Price, T., & Vitolo, R.K. 1986. Appropriate education for all incarcerated youth: Meeting the spirit of P.L. 94-142 in youth detention facilities. *Remedial and Special Education, 7*(4), 9-14.

Leone, P., Rutherford, R., & Nelson, C.M. 1991. *Juvenile corrections and the exceptional student* (pp. 2-3). Reston, VA: ERIC Digest #E 509.

Leone, P.E. 1986. Teacher training in corrections and special education. *Remedial and Special Education, 7*(3), 41-47.

Leone, P.E. 1991. *Special education in juvenile corrections: Working with behavioral disorders*. Reston, VA: Council for Exceptional Children.

Levin, H.M. 1991. The economics of educational choice. *Economics of Education Review*, *10*, 137-158.

Lieber, M.J., & Mawhorr, T.L. 1995. Evaluating the use of social skills training and employment with delinquent youth. *Journal of Criminal Justice, 23*(2), 127-141.

Little, J.W. 1993. Teachers' professional development in a climate of educational reform. *Educational Evaluation and Policy Analysis, 15*(2), 129-151.

Loeber, R., Stouthamer-Loeber, M., Van Kammen, W., & Farrington, D.P. 1991. Initiation, escalation, and desistance in juvenile offending and their correlates. *Journal of Criminal Law and Criminology*, *82*, 36-82.

Lopez-de-Silanes, F., Cain, A., & Vishny, R.W. 1997. Privatization in the United States. *RAND Journal of Economics*, *28*(3), 447-471.

Maguin, E., & Loeber, R. 1996. Academic performance and delinquency. In M. Tonry & N. Morris (Eds.), *Crime and justice: A review of research*. (p. 20).

Mak, A. 1991. Psychosocial control characteristics of delinquents and nondelinquents. *Criminal Justice and Behavior*, *18*, 287-304.

McIntyre, T. 1993. Behaviorally disordered youth in correctional settings: Prevalence, programming and teacher training. *Behavioral Disorders, 18*, 167-176.

Miller, M.A., & Wiener, W.K., 1995. Curriculum development in a juvenile correctional lab school: A work in progress. *Journal of Correctional Education, 46*(4), 179-182.

Molnar, A. 1996. *Giving kids the business: The commercialization of America's schools.* Boulder, CO: Westview Press.

Moran, P.M. 1991. Special education and transition services in a detention center school. *Journal of Correctional Education, 42*(3), 152-158.

Moss, P.A., Schutz, A.M., & Collins, K.M. 1998. An integrative approach to portfolio evaluation for teacher licensure. *Journal of Personnel Evaluation in Education, 12*(2), 139-161.

Murnane, R., Newstead, S., & Olsen, R. 1985, January. Comparing public and private schools: The puzzling role of selectivity bias. *Journal of Business and Economic Statistics, 3,* 23-35.

National Association of State Directors of Special Education. 1999. *Students with disabilities in juvenile justice programs: Directions for federal support*. Washington, DC: U.S. Department of Education.

National Center for Education Statistics. 1999. *Teacher quality: A report on the preparation and qualifications of public school teachers*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

New York State Education Department. 1995. *From incarceration to productive lifestyle. Making the transition: An instructor's guide for incarcerated youth education*. New York: Office of Workplace Preparation and Continuing Education.

New York State Education Department of Correctional Services. 1989. *Follow-up study of a sample of offenders who earned high school equivalency diplomas while incarcerated*. Albany, NY: Author.

Nichols, J.D., & Utesch, W.E. 1998. An alternative learning program: Effects on student motivation and self-esteem. *Journal of Educational Research, 91*(5), 272-277.

Noell, J. 1981. *The impact of private schools when self-selection is controlled: A critique of Coleman's "Public and Private Schools."* Washington, DC: U.S. Department of Education.

Noguera, P.A. 1994. More democracy, not less: Confronting the challenge of privatization in public education. *Journal of Negro Education*, *63*(2), 237-250.

Norton, L., & Simms, B. 1988. *The status of correctional education in the U.S. A report of the 1987 annual survey of state directors of correctional education.* Columbus, OH: National Center for Research in Vocational Education.

Office of Juvenile Justice and Delinquency Prevention. 1995. Juveniles taken into custody: Fiscal year 1992. Washington, DC: U.S. Department of Justice.

Office of Program Policy Analysis and Government Accountability (OPPAGA). 1997. Information brief comparing costs of public and private prisons (Report No. 96-69). Tallahassee, FL: The Florida Legislature.

Office of Program Policy Analysis and Government Accountability (OPPAGA). 1999, March. Follow-up report on Department of Juvenile Justice residential commitment services (Report No. 98-75). Tallahassee, FL: The Florida Legislature.

Phillips, J.C., & Kelly, D.H. 1979. School failure and delinquency: Which causes which? *Criminology*, *17*, 194-207.

Pogrow, S. 1998. What is an exemplary program, and why should anyone care? A reaction to Slavin and Klein. *Educational Researcher, 27*, 22-29.

Pollard, R.R., Pollard, C.J., & Meers, G. 1994. Determining effective transition strategies for adjudicated youth with disabilities: A national Delphi study. *Journal of Correctional Education*, *45*(4), 190-195.

Report criticizes teacher licensing tests. 1999, June 11. *Chronicle of Higher Education*.

Rider-Hankins, P. 1992a. *Juvenile correction education: A review of current literature* (Technical Assistance Bulletin No. 7). Chicago: American Bar Association.

Rider-Hankins, P. 1992b. *The educational process in juvenile correctional schools. Review of the research* (Report No. 85-JS-CX-0003). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED 349 436)

Rincker, J.L., Reilly, T.F., & Braaten, S. 1990. Academic and intellectual characteristics of adolescent juvenile offenders. *Journal of Correctional Education, 41*(3), 124-131.

Rinehart, J.R., & Jackson, F.L., Jr. 1991. *American education and the dynamics of choice*. New York: Praeger.

Ross, R.R., & Ross, B.D. 1989. Delinquency training through cognitive training. *Educational Horizons, 67*(4), 124-130.

Russo, C.J., & Harris, J.J., III. 1996. Buyer beware: State controls over privatization. *School Business Affairs, 62*, 17-21.

Rutherford, R.B. 1988, Summer. Correctional special education. *Teaching Exceptional Children*, 52-55.

Rutherford, R.B., Nelson, C.M., & Wolford, B.I. 1985. Special education in the most restrictive environment: Correctional/special education. *Journal of Special Education, 19*(1), 59-71.

Sametz, L., & Hamparian, D. 1987. Reintegrating incarcerated youth into the public school system. *Juvenile and Family Court Journal*.

Schalock, M.D. 1998. Accountability, student learning, and the preparation and licensure of teachers: Oregon's teacher work sample methodology. *Journal of Personnel Evaluation in Education, 12*(3), 269-285.

Sealock, M.D., Gottfredson, D.C., & Gallagher, C.A. 1997. Drug treatment for juvenile offenders: Some good and bad news. *The Journal of Research in Crime and Delinquency Prevention, 34*(2), 210-236.

Sederstrom, J., & Weis, J. 1981. *The role of school in delinquency prevention*. Seattle: University of Washington Press.

Shanker, A. 1996. Quality assurance: What must be done to strengthen the teaching profession. *Phi Delta Kappan, 73*(2), 220-224.

Shichor, D., & Bartollas, C. 1990. Private and public juvenile placements: Is there a difference? *Crime and Delinquency, 36*(2), 286-299.

Shichor, D., & Sechrest, D.K. 1995. Quick fixes in corrections: Reconsidering private and public for-profit facilities. *The Prison Journal*, *75*, 457-478.

Short, J.F., Jr. 1990. Schools and communities as behavior settings for juvenile delinquency. In J.F. Short, Jr. (Ed.), *Delinquency and society* (pp. 84-105). Englewood Cliffs, NJ: Prentice Hall.

Smith, P. 1993, Fall. Private prisons: Profits of crime. *Covert Action Quarterly*.

Sontheimer, H., & Goodstein, L. 1993. An evaluation of juvenile intensive aftercare probation: Aftercare versus system response effects. *Justice Quarterly, 10*(2), 197-227.

Spellacy, F.J., & Brown, W.G. 1984. Prediction of recidivism in young offenders after brief institutionalization. *Journal of Clinical Psychology, 40*, 1070-1074.

Teitel, L. 1997. Changing teacher education through professional development school partnerships: A five-year follow-up study. *Teachers College Record, 99*(2), 311-334.

Terry, W.C., Stolzenberg, L., & D'Alessio, S.J. 1997. Private versus public placements: A study of recidivism among adjudicated juvenile offenders. *Juvenile and Family Court Journal, 48*(3), 33-41.

Texas Commission on Children and Youth. 1994. *Safeguarding our future: Children and families first*. Austin, TX: Author.

Thornbery, T.P., Moore, M., & Christianson, R.L. 1985. The effect of dropping out of high school on subsequent criminal behavior. *Criminology, 23*, 3-18.

Tracy, P.E., Wolfgang, M.E., & Figlio, R.M. 1990. Prevalence of delinquency. In P.E. Tracy, M.E. Wolfgang, & R.M. Figlio (Eds.), *Delinquency careers in two birth cohorts* (pp. 37-56). New York: Plenum.

Traynelis-Yurek, E.T., & Giacobbe, G.A. 1989. Unremediated learning disabilities and reincarceration. *Journal of Offender Counseling, Services, and Rehabilitation*, 13, 163-174.

Tremblay, R.E., Masse, B., Perron, D., Leblanc, M., Schwartzman, A.E., & Ledingham, J.E. 1992. Early disruptive behavior, poor school achievement, delinquent behavior, and delinquent personality: Longitudinal analyses. *Journal of Consulting and Clinical Psychology, 60*, 64-72.

Tyner, P. 1995. *Learning disabilities and juvenile justice* (Special ed.) (Report No. 304 447). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED 390 183).

United States Department of Education. 1994. Mini-digest of educational statistics, 1994. Washington, DC: National Center for Educational Statistics.

United States General Accounting Office (GAO). 1996. Private and public prisons: Studies comparing operational costs and/or quality of service. Report to the Subcommittee on Crime, Committee of the Judiciary, House of Representatives.

Usher, D. 1997. Education as a deterrent to crime. *Canadian Journal of Economics, 2*, 367-387.

Virginia Department of Correctional Education. 1988. *The Virginia Department of Correctional Education Transition Program*. Richmond, VA: Author.

Vukelich, C., & Wrenn, L.C. 1999, Spring. Quality professional development: What do we think we know*? Childhood Education*, 153-161.

Webb, S., & Maddox, M.E. 1986. The juvenile corrections interagency transition model: Moving students from institutions into community schools. *Remedial and Special Education, 7*, 56-61.

Webb, S., Maddox, M., & Edgar, E.B. 1985. *The juvenile corrections interagency transition model*. Seattle: University of Washington, Experimental Education Unit.

Weibush, R.G. 1993. Juvenile intensive supervision: The impact on felony offenders diverted from institutional placement. *Crime and Delinquency,* 39(1), 68-89.

Winters, C.A. 1997. Learning disabilities, crime, delinquency, and special education placement. *Adolescence, 32*(126), 451-461.

Wolford, B.I. 1987. Maneuvering through the maze: The learning handicapped offender in the justice system. *Pointer, 31*, 56-59.

Wolford, B.I., McGee, T.D., & Ritchey, B.B. 1996. Analyzing the jobs of teaching troubled youth. *Journal of Correctional Education, 47*(4), 175-180.

Zandt, L.M. 1998. Assessing the effects of reform in teacher education: An evaluation of 5-year MAT Program at Trinity University. *Journal of Teacher Education, 49*(2), 120-131.