

PREFACE

Today, it has become increasingly recognized that in order to achieve quality education, educators and education policy makers must employ responsible research to inform educational instruction and policy. The fundamental requirement of the new federal No Child Left Behind Act is to base all education decisions upon “scientifically based research.” Similarly, the What Works Clearinghouse further demonstrates the federal government’s strong commitment to assist educators throughout the country in basing their education policies and practices upon research thereby facilitating the attainment of the highest education standards. The Florida Department of Education, however, preceded the federal government by a number of years in its recognition and implementation of a research driven system for the state’s juvenile justice education programs. This system is now recognized throughout the country as exemplary. Most importantly, using research to base juvenile justice education policies and practices has worked in improving the academic attainment and subsequent life course of Florida’s juvenile justice youth.

In this 2002 Annual Report to the Florida Department of Education, the Juvenile Justice Educational Enhancement Program is pleased to report that Florida’s efforts to develop and ensure research-based quality education for juvenile justice youths are, in fact, contributing to their successful academic attainment and subsequent community reintegration. It has been found that, despite the numerous and disproportionate educational deficiencies and behavior problems that Florida’s juvenile justice youths share upon entering juvenile justice facilities, the receipt of quality education and resulting academic attainment provides many of these youths a positive turning point in their delinquent life course. The following result highlights provide documentation of Florida’s accomplishments associated with the advancement of effective education for the state’s juvenile justice youth.

Result Highlights

- ❑ The approximate 16,000 delinquent youths who are annually committed to a Florida juvenile justice facility suffer disproportionate educational deficiencies and behavior problems that include 85% overage for grade placement, histories of school suspension and dropout and 43% designated students with disabilities (referred to as ESE) compared to only 12% in the public schools.
- ❑ Since 1998, the Florida Department of Education, through its Juvenile Justice Educational Enhancement Program, has incrementally implemented a juvenile justice educational policy that ensures continuous quality improvement through research and accountability measures.
- ❑ Each year, in relationship to the Juvenile Justice Educational Enhancement Program’s research, the bar has been raised in the requirements and expectations for juvenile justice

educational programs with annual comprehensive quality assurance reviews to ensure that the increased requirements and expectations are being met by each of the approximate 200 juvenile justice educational programs operating in the state.

- ❑ Each year, as the requirements and expectations have increased, the overall quality assurance scores for the approximate 200 educational programs have improved.
- ❑ Between 1999 and 2002, the proportion of identified ESE students increased from 32% to 43%, reflecting the increasing requirements for appropriate identification and provision of educational services to these special needs students.
- ❑ Reading, writing, math, and vocational courses constitute 56% of the student's course work in the state's high quality assurance performing juvenile justice educational programs compared to 37% in the low quality assurance performing programs.
- ❑ Sixteen percent of the students in high quality assurance performing educational programs received high school diplomas compared to three percent of the students in low quality assurance performing educational programs of those 18 years or older.
- ❑ Ninety three percent of the students served throughout the state's approximate 200 juvenile justice educational programs who took the GED tests passed in 2002.

Self-report findings document that students from high quality assurance performing juvenile justice educational programs consistently report more positive educational experiences while incarcerated as compared to their educational experiences in public schools.

- ❑ On average, 35% of all the youths released annually from a juvenile justice facility return to school, 56% become employed and only 10% recidivate through recommitment to a Department of Juvenile Justice facility.
- ❑ Those youths exiting high quality assurance performing educational programs have the highest percent of return to school, namely 39% compared to 29% for low performing programs.
- ❑ Those youths exiting high quality assurance performing educational programs have the lowest rate of recidivism by recommitment, namely five percent compared to 15% for low performing programs.
- ❑ Between 1998 and 2002, and in positive response to the Department of Education's efforts for continuing quality improvement, local school districts responsible for the juvenile justice educational programs operating within their jurisdiction have increased the proportion of their base funding from the Florida Education Finance Program (FEFP) for these educational programs from 103.22 to 118.30.

Between 2000 and 2002, the percentage of certified teachers teaching in the state's juvenile justice educational programs has increased from 64% to 80% reflecting efforts by the Department of Education and local school districts to implement the best practice involving the use of certified teachers.

- ❑ Demonstration of local school district support of research based quality assurance beyond juvenile justice educational programs is provided by Volusia County's 2002 initiative requesting the Department of Education and its Juvenile Justice Educational Enhancement Program to develop and implement a research based quality assurance system for their alternative school discipline schools.
- ❑ In favorable response, the Department of Education directed the Juvenile Justice Educational Enhancement Program to develop, implement, and test a research driven quality assurance system for alternative school discipline schools in Volusia County.
- ❑ The Department of Education anticipates statewide promotion of the research driven quality assurance system for alternative school discipline schools if pre/post quality assurance test results validate improved levels of performance and effectiveness.

Policy Highlights and Implications

- ❑ Maintain the proven and effective policy of local school district responsibility for juvenile justice educational programs with the Florida Department of Education providing quality assurance, technical assistance, and ongoing best practices research to ensure the continuous quality improvement of these educational programs.
- ❑ Continue to increase the number of certified teachers teaching in their areas of professional certification in the state's juvenile justice educational programs.
- ❑ Continue to operate smaller facilities with low student to teacher ratios.
- ❑ Continue to increase requirements and expectations for individualized educational services and instruction in juvenile justice educational programs.
- ❑ Consider ways to implement quality transition and aftercare to assist youths in their transition from incarceration into their respective home communities.

II. Conclusion

Florida's efforts and accomplishments with quality juvenile justice education are significant for juvenile justice policy in Florida, the nation, and beyond. The juvenile justice policy directive is that providing quality education to delinquent youths does make a positive difference in their subsequent lives. Florida's efforts to ensure research-based educational best practices for its delinquent youths has demonstrated that "something does work" in

changing the characteristic delinquent life course. Moreover, and as a direct consequence of positively altering the life course of many of its juvenile justice youths, Florida's investment in ensuring best educational practices in its juvenile justice system will have major social and economic benefits for years to come.

The preceding results document that many of the 16,000 juvenile justice youths who annually enter and exit Florida's juvenile justice facilities are not continuing in delinquent behavior and are becoming productive members of society. Ultimately, these results will have several dramatic short- and long-term social and economic benefits. To illustrate, in a 1996 U.S. Department of Justice study on the cost of crime, it was reported that crime costs victims and their families \$450 billion a year. This reported annual total of \$450 billion did not include the costs of the juvenile and criminal justice systems nor the intangible costs associated with pain and suffering and lost quality of life. Clearly, given the magnitude of crimes' tangible and intangible social and economic costs, proven methods of crime reduction that will substantially reduce these costs, such as Florida's policy of ensuring quality education to juvenile justice youths should continue to be expanded and intensified.

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CHAPTER I INTRODUCTION

1.1 Introduction

Since 1998, the Juvenile Justice Educational Enhancement Program (JJEED) has been carrying out the following four interrelated functions:

- I. Conducting best education practices research that includes: ongoing review of relevant research literature, identifying the most promising education practices operating in Florida's juvenile justice facilities, follow-up pre and post academic gains assessments, and longitudinal analysis of community reintegration outcomes that validates promising practices as best education practices.
- II. Conducting annual quality assurance (QA) reviews of the educational programs operating in approximately 200 commitment, day treatment, and detention facilities that ensure appropriate implementation of best education practices into Florida's juvenile justice facilities.
- III. Providing statewide, school district, and program-level technical assistance to continuously improve the quality of educational programs in Florida's juvenile justice facilities.
- IV. Providing ongoing recommendations to the Florida Department of Education (DOE) on juvenile justice education policies and practices that contribute to the successful transition of juvenile justice youths back into their community, home, school, and work settings.

This 2002 Annual Report to the Florida DOE is comprised of 15 chapters that report on JJEED's interrelated research, QA, technical assistance and policy activities and findings for 2002. Since 1998 and in relation to the best education practices research, JJEED has annually "raised the bar" in terms of what Florida's juvenile justice educational programs are expected to provide juvenile justice youths. These youths present unique and substantial challenges to juvenile justice educators because of their numerous and disproportionate academic deficiencies as well as emotional and behavioral difficulties as compared to their non-delinquent public school counterparts. In sum, effective education for juvenile justice youths poses a number of major difficulties and unique challenges.

Nonetheless, despite these difficulties and challenges, JJEED is pleased to report several important achievements in Florida's efforts to ensure quality education for its juvenile justice youths. As this annual report documents, the overall quality of juvenile justice education in

Florida has continued to improve in 2002. Moreover, and consistent with the 2001 findings, JJEEP can report for 2002 that Florida's efforts to develop and ensure research-based quality education for juvenile justice youths is, in fact, contributing to their successful community reintegration. JJEEP has found that despite the numerous and disproportionate educational deficiencies that Florida's juvenile justice youths share upon entering juvenile justice facilities, the receipt of quality education and resulting academic gains provides many of these youths a positive turning point in their delinquent to adult crime life course. To elaborate, the bulk of the approximately 16,000 youths who annually enter Florida juvenile justice facilities are on a negative life path that is likely to result in adult criminality. JJEEP has found that quality education and academic achievement have the potential to positively alter or serve as a turning point to this negative life path in which many released youths return to school, continue in their academic achievement, become employed, and desist from subsequent delinquent behavior.

These education and delinquent turning point findings are significant to the State of Florida as well as the rest of the nation and beyond. The juvenile justice policy directive is that research-based quality education can make a positive difference in the delinquent to crime life path. Prior research addressing the relationship between delinquency and adult crime has consistently reported upon the continuity between troubled childhood, adolescent delinquency, and adult crime. Moreover, evaluation studies of various juvenile justice treatment and correctional program efforts aimed at altering the delinquent and adult crime relationship have generally concluded that, "nothing works" in changing or altering this negative life path. Florida's unprecedented efforts to ensure research-based educational best practices for its incarcerated delinquent youths have demonstrated that "something does indeed work," namely, the receipt of quality education and resulting academic achievement, which can serve as a positive turning point in the delinquent to crime life path.

This chapter is comprised of two subsequent sections. Section 1.2 provides brief overviews of Chapters 2 through 15. Section 1.3 provides a summary discussion of JJEEP's interrelated functions and processes.

1.2 Overview of Chapters

Chapter 2 presents the QA results for the educational programs reviewed during the 2002 review cycle. Of particular note is that an increasing number of programs were designated as deemed or special deemed and, therefore, received an abbreviated review that did not include numerical QA scores. These deemed programs include some of the very best educational programs in the state, although some deemed programs do receive lower QA education scores. Unfortunately, by not including numerical QA scores for the increasing numbers of deemed programs, annual comparisons of overall statewide QA performance are problematic. As a result, the chapter includes a calculation of the deemed and special deemed as a part of this overall statewide QA performance of juvenile justice educational programs by using the deemed programs' last numerical QA scores from full QA reviews. A fundamental purpose of the chapter is to determine if the overall QA performance of Florida's juvenile justice educational programs has continued to improve while the service and performance

requirements and expectations for these programs has continued to be elevated each year in relation to our best education practices research.

Chapter 3 describes JJEEP's corrective action protocol and process, priority indicators, and results for 2002. The chapter includes comparison of the 2002 corrective actions with previous years in order to identify patterned problem areas and notable educational programs' performance improvements.

Chapter 4 describes the various technical assistance activities completed during 2002. JJEEP and DOE were committed to providing additional technical assistance opportunities that responded to the requests of school districts' educational program personnel throughout the state. The technical assistance activities and trainees' responses are summarized in the chapter.

Chapter 5 describes the special education services provided by Florida's juvenile justice educational programs. Included in the chapter is discussion of the special and disproportionate emotional and mental health problems of juvenile justice youths that must be addressed to ensure effective educational service delivery.

Chapter 6 describes the 2002 compliance review of cooperative agreements and contracts. The chapter includes an assessment of the relationship between contract content and contract management quality methods and the QA scores of the recipient juvenile justice educational programs within the school district.

Chapter 7 provides a literature review and empirical assessment of the specific educational deficiencies characterizing Florida's juvenile justice students. One of the primary purposes of the chapter is to document the specific deficiencies of the states' juvenile justice students in order to inform educational programs of the particular educational needs of their students.

Chapter 8 assesses some of the characteristics of higher QA performing educational programs. As part of JJEEP's continuing effort to guide statewide quality improvement in juvenile justice educational programs, identification of the characteristics of high performing programs is essential to improving statewide juvenile justice educational program performance and effectiveness.

Chapter 9 provides an update on JJEEP's multiple efforts to implement a literacy standard for the QA review of Florida's juvenile justice educational programs. The chapter explains the focus upon adolescent literacy as compared to the statewide *Just Read, Florida!* initiative that focuses upon kindergarten through third grade (K-3). The chapter concludes with the review of JJEEP's and DOE's inclusion of a literacy standard for the 2003 QA review cycle, although this standard will not be numerically scored until the 2004 QA review cycle.

Chapter 10 describes some of the problems associated with Florida's use of multiple academic assessment tests in relation to juvenile justice educational program comparisons.

In addition, the chapter provides a methodological update on JJEEP's ongoing efforts to determine the relationship between quality educational programs, student academic gains and pupil progression.

Chapter 11 presents a series of longitudinal outcome findings, including how many released youths returned to school, measures of school performance, end of the year enrollment status, how many youths became employed, and how many youths were recommitted to a juvenile justice commitment facility. These various outcome findings are assessed in relation to the quality of the juvenile justice educational programs from which the youths exited.

Chapter 12 presents self-report findings aimed at extending and validating JJEEP's longitudinal outcome findings presented in Chapter 11. The self-report methodology and specific survey findings for youths and their parents or guardians are presented and discussed.

Chapter 13 describes JJEEP's new web site. The chapter details the web site's components and its unique virtual tour of JJEEP's multiple functions and activities.

Chapter 14 reviews special policy initiatives in which JJEEP was involved during 2002. This includes description of efforts aimed at assisting Volusia County in the development of a research-based QA system for their alternative school discipline schools. The chapter also describes JJEEP's efforts to develop a Center for Juvenile Justice Education and Training. This Center's purpose will be to educate and certify teachers to work in juvenile justice education or in public schools with at-risk youths.

Chapter 15 provides chapter summaries and then draws conclusions and recommendations for the continuous quality improvement of Florida's juvenile justice education programs. The chapter closes with an identification and discussion of JJEEP's 2003 research, QA, technical assistance and policy initiatives.

1.3 Summary Discussion

In the 1990s, Florida embarked upon an unprecedented policy commitment aimed ultimately at providing quality, accountable, and effective education for its delinquent youths. In implementing this policy, it became clear that achieving quality and effective education would require ongoing research that identified and validated best education practices. Specifically, Florida discovered through its efforts to implement quality education that research-validated curriculum, teaching strategies, and methodologies could not be found either in existing practice or in the research literature. For example, in 1998, the 100 leading researchers of the National Academy of Education concluded that they were a long way from being able to identify any standards and associated best practices to help teachers, policymakers, or researchers. As a result, the necessary response taken by Florida was to embrace research that would identify and validate best education practices for the state's juvenile justice educational programs.

To begin implementation of this research, JJEEP identified from the prior literature some of the most promising practices in juvenile justice education, reserving the overused term “best practices” for those relatively few concepts and methods that were found to be effective based on empirical research. Unfortunately, but as expected, this prior literature was largely comprised of impressionistic and anecdotal accounts that were without empirical support or validation.

Nonetheless, given these caveats, the promising educational concepts and methods found to have the most support and the greatest consensus among juvenile justice educators and researchers include:

- assigning youths to small juvenile commitment facilities rather than large facilities
- maintaining low student-teacher ratios in educational programs
- using professionally certified teachers and well-trained paraprofessionals to work with these youths
- providing accurate initial academic assessments to be used in student placement
- developing and using individualized academic plans that fit the needs of each student
- having an effective and appropriate curriculum that meets the needs of the population being served (including individualized curriculum, vocational education, special education, GED curriculum, cultural diversity and psychosocial education)
- providing appropriate transition planning and follow-through as youths move from one system to another
- adopting a comprehensive instructional and technological delivery system that meets the youths’ needs
- developing a system of comprehensive aftercare aimed at effective community reintegration
- providing ongoing professional development and training for teachers working with these students

Recognizing that these concepts represented promising practices that had yet to undergo rigorous research and evaluation, JJEEP implemented an ongoing research strategy that addressed each of these concepts in an effort to validate these promising practices as best practices that could be disseminated throughout Florida. Conversely, it was understood that modifications in these practices may be required if research evidence suggests that they may not be as effective in responding to the community reintegration needs of juvenile justice youths as previously believed.

More specifically, JJEEP’s research efforts and processes can be described as follows. First, annual literature reviews are completed to identify and update known promising and best

education practices. Second, annual assessments are made of each educational program's QA score in relation to the number of promising or best educational practices in operation in the program. Third, annual pre and post academic outcome assessments for each of the more than 200 educational programs (i.e., entry and exit academic assessment test scores, credits earned, diplomas or certificates awarded) in relation to their QA scores and the number of promising or best practices are conducted. Finally, a longitudinal study that employs both official (i.e., arrest, recommitment, employment, school returns) and self-report data is ongoing to determine if a student's receipt of promising or best educational services that result in specific academic outcome gains correlate with students' successful community reintegration.

To date, JJEEP's preliminary research findings document that the juvenile justice educational programs receiving the highest QA scores have the highest proportion of promising or best practices, and the low-scoring programs have the lowest proportion of such practices. With regard to academic outcomes, there also is a positive correlation between high QA performing programs and various pre and post academic outcome gains. Further, the longitudinal results indicate that programs with higher QA scores have more of their students returning to school after they are released and returned to their home communities and substantially lower rates of recidivism as measured by recommitment to DJJ programs.

Current ongoing research involves pre- and post-academic outcome assessments and longitudinal tracking that includes various self-report and official data on recommitment, return to school, and employment from a sample of the 16,000 youths per year who receive educational services in the state's approximate 200 juvenile justice facilities. The goal is to move from promising practices to empirically validated best practices. Moreover, these empirically validated best practices will be employed as QA standards in subsequent review cycles in such areas as literacy, science, and mathematics. It is anticipated that these standards will include a nonprescriptive menu of specific curricula and instructional designs and methods from which teachers, employing their professional judgment, can select in relation to the needs of their classes and individual students.

The following chapters provide details on JJEEP's 2002 activities and findings in relation to its four interrelated functions.

CHAPTER 2

ANALYSIS OF 2002 QUALITY ASSURANCE REVIEW RESULTS

2.1 Introduction

This chapter presents data collected by the Juvenile Justice Educational Enhancement Program (JJEPP) during the 2002 quality assurance (QA) review cycle. The primary data sources are the QA reviews during which reviewers collect information relating to transition, service delivery, administration, and contract management for each juvenile justice educational program. Additionally, reviewers 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 basis for analyzing QA review results in relation to various program characteristics¹.

There were 193 educational programs operating within Department of Juvenile Justice (DJJ) facilities in 2002. Five of these were special deemed programs and received no QA review. The data and analyses presented in this and subsequent chapters are primarily derived from the 188 QA reviews conducted by JJEPP during the 2002 review cycle. Forty-two (42) of these programs had deemed status in 2002 and, therefore, received shorter deemed QA reviews. During the 2002 QA review cycle, data on student populations were collected both from the registrar and via a head count of students present on the days when the reviews were actually conducted. The headcount indicates that these programs supervised 9,541 students while 9,361 were actually registered. Depending on program type and student performance in the programs, students remained in the programs from one day in detention centers to three years in maximum risk facilities.

The students' gender, race/ethnicity, and participation in exceptional student education (ESE) programs have been estimated from the self-reported population data that were provided to JJEPP by most of the programs reviewed. The overall proportions of students in each category in relation to the total number of students provide the following estimates. The 2002 data indicate that 77% of the students in Florida's juvenile justice educational programs were male, and 23% were female. Broken down by program type, the detention population was 83% male and 17% female, the day treatment population was 49% male and 51%

¹ These data also assist in the specification of facility and student outcomes, such as school success (e.g., graduation rates, entry and exit test results) and continuation of delinquency (e.g., arrest rates, recommitment rates). For the first time this year, some of these outcomes and longitudinal tracking capabilities were made available from Department of Education (DOE) and Florida Education and Training Placement Information Program (FETPIP) databases. These new data, along with those already collected by JJEPP over the past five years, provide the foundation for JJEPP's ongoing multiple research efforts.

female, and the residential population was 87% male and 13% female. With regard to race and ethnicity, 47% of the students were African-American, 42% were white, and 11% were of other racial and ethnic backgrounds. Broken down by program type, the detention population was 51% African-American, 35% white and 14% other races, the day treatment population was 47% African-American, 49% white and 4% other races and residential programs served 47% African-American, 43% white and 10% other races. Finally, 43% of the juvenile justice student population participated in ESE programs.

This chapter is comprised of four subsequent sections that describe the database, its uses, and general analyses of the 2002 QA review data findings. Section 2.2 provides specific information on the JJEEP database, including available data and reports that can be generated by JJEEP staff upon request. Section 2.3 explains the QA review performance rating system. Section 2.4 presents QA review results by program type, security level, school district, and educational program provider for both regular and deemed status QA reviews. Section 2.5 presents a comparison of QA review scores from 2000 to 2002. Section 2.6 reviews QA results when deemed programs are included in the analysis and discusses the effects of increasing the total percentage of deemed programs within the state each year. Section 2.7 provides summary discussion of the QA review findings for 2002.

2.2 Database

One of JJEEP's fundamental activities is the ongoing development of a database. This database has evolved into a comprehensive research tool that has enabled JJEEP to address many important questions concerning effective educational practices in juvenile justice facilities. The database is comprised of various data fields that include numerous program information items and related variables. This information is collected by the QA reviewer during the QA review and is based on interviews, observations, and document reviews. These data are useful in diagnosing program needs and identifying potential areas for technical assistance, as well as providing a performance overview of educational programs. As the database continues to expand, more comprehensive program descriptions, explanations, and predictions will be made to facilitate major improvements and implement best practices in Florida's juvenile justice educational programs.

Currently, the database contains information from each QA review conducted by JJEEP and includes detailed QA review ratings and program information. For the 2002 QA review cycle, for example, the database contains over 100 fields of data for each program. While variables within the database may change from year to year through the inclusion of more detailed information, the overall categories remain consistent. These categories include: contact information, program information, provider information, educational information, student information, and QA review scores.

JJEEP staff frequently use the database to provide technical assistance to programs, network educational program personnel, and conduct internal research. JJEEP is also able to provide useful information on the educational QA review process to juvenile justice educators, program providers, and school districts in Florida. The JJEEP database is used to prepare the

data presented in the annual reports produced both by JJEEP and DOE. Numerous other reports are generated from the database upon request.

An ongoing purpose of the database is to inform programs, contracted providers, and school districts about the educational QA process. Comparing one program's QA review scores to another, or comparing one school district or provider to another, is often useful to diagnose program needs or identify potential areas for technical assistance. These comparisons can also identify high performing programs and their specific educational program practices, assisting JJEEP in the identification of specific examples of best practices that may be promulgated.

Currently, the JJEEP database can provide a variety of reports to assist programs, providers, school districts, and other interested parties in understanding the multiple factors relating to the quality of juvenile justice education in Florida. Data can be grouped, sorted, or otherwise organized for various analyses. The most frequent and useful requests are the groupings of QA review scores by school district, provider, security level, and other program characteristics. All programs can be sorted either alphabetically or by QA review scores.

When requesting information from the JJEEP database, please be as specific as possible concerning the exact information needed and how the data will be used. This information will be helpful in generating reports. 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).

2.3 Performance Rating System

The QA review process uses multiple data sources to evaluate the quality of educational services provided by each DJJ educational program. Information about educational performance is gathered by QA reviewers through (1) reviews of policies, documents, student files, and teacher files; (2) interviews with school administrators, support personnel, teachers, and students; and (3) observations of educational activities and services. Indicator ratings are based on substantiated information using these multiple sources to verify program practices. Educational QA review ratings are determined using uniform protocol, methodology, and rating scales for each DJJ educational program.

In conducting reviews, JJEEP personnel look for a preponderance of the evidence to decide scores for all indicators. Ultimately, reviewers must consider all evidence and decide whether the weight of the evidence demonstrates that the intent of the indicator is being met. The preponderance of evidence determinations are based on the multiple data sources that JJEEP staff collect and review during the QA process. Moreover, there are occasions when reviewers will document that a particular process guideline is not being met, but the overall intent of the indicator is being achieved. In such instances, the reviewer will determine the numerical QA score in relation to all the indicator's performance evidence, not just in relation to a single guideline that is not being met.

Educational QA reviewers examine each program according to the indicators appropriate to the program type. Although educational standards are largely consistent across all program types, specific indicators have been designed for residential commitment programs, day treatment programs, and detention centers. Residential commitment programs supervise students for up to three years, depending on program security level, the judge's sentence, and student performance. Day treatment programs can be either voluntary or involuntary and allow students to remain in their home environment while attending the program during the day. Detention centers hold students between one day and one year, usually until students are sentenced or while students are awaiting placement in a commitment program. Because of the different time frames and purposes of these different program types, each type is held to its own educational requirements.

Though each program type is expected to perform specific functions within the three QA standards for which programs are responsible (transition, service delivery, and administration), each program's set of indicators are adapted to meet the needs of students specific to that program type. The specific content and total number of indicators within each standard vary by program type. As a result, comparisons of averages of a specific indicator across program types are not appropriate. However, comparisons across program type are possible using the means of each standard and the overall mean of the three standards for which programs are responsible. Scores for Standard Four: Contract Management do not affect the overall mean score for a program; they reflect the responsibilities of the local school district.

Performance and Compliance Indicators

There are two types of indicators: performance indicators that use a ten-point scale and compliance indicators that use a three-point scale. For performance indicators, programs can receive ratings of superior (rating of 7.00, 8.00, or 9.00), satisfactory (rating of 4.00, 5.00, or 6.00), partial (rating of 1.00, 2.00, or 3.00), or a nonperformance rating (rating of 0.00). For compliance indicators, programs may receive full compliance (rating of 6.00), substantial compliance (rating of 4.00), or a noncompliance rating (rating of 0.00).

For each program, an average score of all applicable indicators under each of the four QA standards is calculated. This is called the "mean QA review score for a QA standard" or the "standard mean," and is reported in the tables of this and subsequent chapters. Also, for each program, an overall average score for the three QA standards for which an educational program is responsible (transition, service delivery, and administration) is calculated. This is called the "overall mean." Because the highest score on a compliance indicator is a 6.00, the maximum possible overall mean score for detention is 8.29, for day treatment it is 8.53, and for residential it is 8.50.

Categories of Overall Performance

Six categories of overall performance are used to identify and divide educational programs based on the overall mean of their QA review scores for Standards One through Three:

- Superior Performance (an overall mean of 7.00-9.00)
- High Satisfactory Performance (an overall mean of 6.00-6.99)
- Satisfactory Performance (an overall mean of 5.00-5.99)
- Marginal Satisfactory Performance (an overall mean of 4.00-4.99)
- Below Satisfactory Performance (an overall mean of 1.00-3.99)
- Poor Performance (an overall mean of 0.00-0.99)

The 2002 QA review scores, including specific indicator scores for each program are listed in Appendix D for every program reviewed. This appendix groups all programs according to the analyses provided in this chapter, namely: program type, security level, school district, program provider, including specific providers and their profit status, and number of students.

2.4 2002 Educational QA Review Findings

The following comparisons provide information regarding the performance of various program types and administrative models. It is important to take into account the changes in the educational QA standards from 2001 to 2002 when making cross-year comparisons and in drawing conclusions about changes in performance scores from year to year. Specifically, it should be noted that the standards have generally become more demanding, reflecting JJEEP's annual raising of the bar and expected improvement in performance each year. It is also important to note that Standard Four: Contract Management is not included in the overall mean of a program because this standard is intended as a measure of the supervising school district's performance and, therefore, does not reflect directly on an individual program's performance.

Of the 193 educational programs operating in juvenile justice programs during 2002, five were special deemed and did not require a review. Of the other 188 programs that were reviewed, 42 were deemed, and 146 were nondeemed. Because deemed programs do not receive a full QA review and are not given numerical ratings for each indicator, the analyses of QA review findings for deemed programs and nondeemed programs are analyzed separately. Tables 2.4-1 through 2.4-4 and Tables 2.4-9 through 2.4-12 provide QA review data for nondeemed programs and Tables 2.4-5 through 2.4-8 provide similar analyses for deemed programs.

Table 2.4-1 identifies mean QA review scores by program type: residential commitment programs, day treatment programs, and detention centers. Although each of these program types is subject to different QA standards for education, including a different number of indicators and modified programmatic requirements, each is reviewed according to the same four standard areas: transition, service delivery, administration, and contract management.

Programs can be compared by the mean of each QA standard as well as the mean of the overall QA review scores.

All programs combined had an overall mean of 5.42 for educational QA review ratings. This finding is not surprising, as a score of 5.0 represents a mid-range (i.e., “satisfactory”) level of educational services. In other words, the average program generally provided services that met or slightly exceeded the expectations and requirements of the State of Florida. Of course, there was substantial variation in the QA review scores for different programs and for different program types. For instance, individual program total mean scores ranged from 1.83 to 7.35. Detention centers scored higher than day treatment and commitment programs in 2002 across all standards. This finding contradicts previous trends seen where detention centers tended to score lower than commitment programs. It is particularly surprising since the discussion in section 2.3 indicates that the maximum possible score for detention centers was slightly lower than the other two types of programs because of the scoring process for compliance indicators. This reversal could be due, however, at least in part, to the larger proportion of deemed and special deemed programs in commitment and day treatment (this will be examined more clearly in section 2.6). Of the QA standards for transition, service delivery, and administration, the highest rated standard across all program types was administration, which averaged 5.56. In contrast, contract management, which reflects the responsibilities of the supervising school district, was the lowest rated standard with an average score of 4.96. This is likely due, at least in part, to the fact that all three indicators in this standard are compliance indicators. This means that the highest *possible* score is 6.00.

Table 2.4-1: 2002 Mean QA Review Scores for Each QA Standard and Overall Mean Scores by Program Type*

Program Type	# of Programs	Transition	Service Delivery	Administration	Contract Management**	Overall Mean
Detention Centers	21	5.40	5.86	6.25	5.59	5.81
Day Treatment	26	5.26	5.74	5.36	4.79	5.46
Commitment	99	5.04	5.44	5.46	4.87	5.32
All Programs Combined	146	5.13	5.55	5.56	4.96	5.42

* The total number of programs across all program types does not include deemed programs and represents only educational programs reviewed, not necessarily the number of DJJ facilities included in the reviews. Furthermore, the overall mean cannot be calculated by summing the three standard averages and dividing by three—each standard must be weighted by the number of indicators within each standard, which varies by program type. Similarly, the means for all programs combined must be weighted by the number of programs in each category.

**Standard Four: Contract Management is not included in the overall mean for the 2002 QA review cycle.

Table 2.4-2 identifies the 2002 mean QA review scores for each QA standard and overall by security level. Overall mean scores range from 5.00 in maximum risk programs to 6.08 in conditional release day treatment programs.

**Table 2.4-2: 2002 Mean QA Review Scores for
Each QA Standard and Overall Mean Scores by Security Level***

Level	Number of Programs	Transition	Service Delivery	Administration	Contract Management**	Overall Mean
Detention	21	5.40	5.86	6.25	5.59	5.81
Prevention	4	5.67	5.93	5.46	4.67	5.70
Intensive Probation	5	5.57	5.80	5.53	4.53	5.64
Conditional Release	2	5.34	6.22	6.67	6.00	6.08
Mixed Day Treatment	15	5.04	5.60	5.10	4.75	5.26
Low Risk	9	5.28	5.91	5.74	5.04	5.65
Moderate Risk	61	4.97	5.34	5.37	4.86	5.23
High Risk	14	4.75	5.38	5.60	5.00	5.25
Maximum Risk	2	4.84	5.17	5.00	3.00	5.00
Mixed Commitment	13	5.58	5.69	5.64	4.92	5.64
All Programs Combined	146	5.13	5.55	5.56	4.96	5.42

* The total number of programs across all program types does not include deemed programs and represents only educational programs reviewed, not necessarily the number of DJJ facilities included in the reviews. Furthermore, the overall mean cannot be calculated by summing the three standard averages and dividing by three—each standard must be weighted by the number of indicators within each standard, which varies by program type. Similarly, the means for all programs combined must be weighted by the number of programs in each category.

**Standard Four: Contract Management is not included in the overall mean for the 2002 QA review cycle.

Table 2.4-3 identifies the 2002 mean QA review scores for each QA standard and the overall mean scores for each of the 45 supervising school districts (not necessarily the same as the county in which the program is located) for both district-operated and district-contracted nondeemed programs. Because it is important to consider the total number of programs supervised by a school district when determining the overall quality of their juvenile justice educational programs, the table has been broken down into four categories based on the number of programs under the school districts' supervision. Within each category, the supervising school districts are listed in descending order by the overall mean of the QA review scores.

There are 11 school districts supervising only one program. These programs range in overall mean scores from 4.44 for Jefferson County School District to 6.83 for Washington County School District. Fifteen (15) school districts supervise two to three programs, with overall mean scores ranging from 1.83 for Hendry County School District to 6.56 for Santa Rosa County School District. Eight school districts supervise four to six programs, with overall mean scores ranging from 4.61 for Palm Beach County School District to 6.90 for Volusia County School District. Seven school districts supervise seven to 14 programs, with overall mean scores ranging from 4.74 for Duval County School District to 6.25 for Orange County School District.

Of the school districts supervising only one program, one received a high satisfactory score (6.00-6.99), seven received a satisfactory score (5.00-5.99) and three received a marginal satisfactory score (4.00-4.99). None of these school districts received poor scores (0.00-

0.99) or below satisfactory scores (1.00-3.99). Of school districts supervising two to three programs, two received high satisfactory scores (6.00-6.99), eight received satisfactory scores (5.00-5.99), four received marginally satisfactory scores (4.00-4.99), and only one received a below satisfactory score (1.00 to 3.99). Of school districts supervising four to six programs, two received marginal satisfactory scores (4.00-4.99), three received satisfactory scores (5.00-5.99) and three received high satisfactory scores (6.00-6.99), with none receiving marginally satisfactory or poor performance scores. Of school districts supervising 7 to 14 programs, one scored in the high satisfactory range (6.00-6.99), four were in the satisfactory range (5.00-5.99), two scored in the marginally satisfactory range (4.00-4.99), and none scored in the below satisfactory range.

In total, 7 supervising school districts had overall mean scores in the high satisfactory range (6.00-6.99), 22 had overall mean scores in the satisfactory range (5.00-5.99), 11 had overall mean scores in the marginal satisfactory range (4.00-4.99), and 1 had an overall mean score in the below satisfactory range (1.00-3.99). No supervising school districts had overall mean scores in the superior range (7.00-9.00) or the poor range (0.00-0.99).

While it may not be appropriate to judge a particular school district when its ranking is a reflection of a single program in one year, the high average rating for Volusia County School District is notable considering the relatively large number of programs supervised by the district. It is also important to take into consideration the number of deemed/special deemed programs per school district because the exclusion of deemed/special deemed programs removes some high-scoring programs from the calculation of the means (see Table 2.4-7).

Table 2.4-4 presents the 2002 mean QA review scores for each QA standard and the overall mean scores, ranked by overall mean, of educational program providers for both district-operated and district-contracted programs.

Scores in Table 2.4-4 range from a high of 7.06 for the programs operated by Bay County School District to a low of 2.88 for the programs operated by the Vision Quest Limited. Although no providers scored in the superior range, 11 scored in the high satisfactory range. These highest scoring providers included ten school districts with a total of 25 programs and one contracted provider with one program. Fourteen providers scored in the below satisfactory range, but none scored in the poor range. These lowest scoring programs included 9 school districts with a total of 23 programs and 5 contracted providers with 9 programs. All educational providers with more than two programs scored at least a 4.00 overall. As with the rank listing by school district, it is necessary to take into consideration the number of deemed/special deemed programs per provider since the exclusion of deemed/special deemed programs from scoring also removes some potentially high-scoring programs from the calculation of the mean scores (see Table 2.4-8). For example, PACE has a total of 17 programs, but only four are included in this analysis because 13 of the PACE programs are deemed/special deemed. Inclusion of deemed/special deemed programs would result in a higher overall average for PACE.

Table 2.4-3: 2002 Mean of QA Review Scores for Each QA Standard and Overall Mean Scores, Ranked by Overall Mean for District-Operated and District-Contracted Educational Programs*

Number of Programs Supervised	Supervising School District	Number of Programs	Transition	Service Delivery	Administration	Contract Management**	Overall Mean
1 Program	Washington	1	7.17	6.17	7.17	6.00	6.83
	Holmes	1	6.50	5.33	6.00	6.00	5.94
	Bradford	1	5.50	6.00	6.00	6.00	5.83
	Sarasota	1	5.67	5.67	4.83	4.00	5.50
	Hamilton	1	4.67	5.67	5.17	6.00	5.17
	Leon	1	4.83	5.17	5.50	6.00	5.17
	Union	1	5.17	5.17	5.17	6.00	5.17
	Okaloosa	1	5.00	5.71	4.67	4.67	5.16
	Levy	1	3.67	5.67	5.00	1.33	4.78
	Citrus	1	4.50	4.50	5.00	6.00	4.67
	Jefferson	1	4.33	4.17	4.83	5.33	4.44
Total		11	5.18	5.38	5.39	5.21	5.33
2-3 Programs	Santa Rosa	2	6.50	6.50	6.67	6.00	6.56
	Martin	2	5.50	6.92	6.67	6.00	6.37
	Bay	3	5.12	6.21	6.11	5.55	5.83
	Escambia	3	5.56	5.56	5.55	4.22	5.57
	Osceola	3	6.02	4.94	5.67	6.00	5.55
	Lee	3	4.77	5.45	5.56	5.78	5.27
	Nassau	2	4.85	5.25	5.59	5.00	5.25
	St. Lucie	2	5.06	5.23	5.25	5.67	5.17
	Madison	2	4.17	5.75	5.50	1.67	5.14
	Collier	3	4.97	5.14	5.00	4.44	5.02
	St. Johns	2	4.20	4.92	5.50	5.00	4.87
	DeSoto	2	4.84	4.67	4.92	4.67	4.81
	Okeechobee	2	4.75	4.92	4.47	4.34	4.72
	Liberty	2	4.25	5.17	4.59	5.00	4.67
Hendry	2	1.66	1.33	2.50	4.67	1.83	
Total		35	4.88	5.23	5.34	4.97	5.16
4-6 Programs	Volusia	6	6.91	6.66	7.11	6.00	6.90
	Pasco	4	5.98	6.36	6.21	5.50	6.17
	Brevard	5	5.97	5.90	6.13	5.87	6.03
	Broward	5	5.50	5.99	5.93	5.87	5.80
	Marion	5	4.81	5.49	5.53	3.33	5.30
	Alachua	4	4.67	5.35	5.21	4.50	5.10
	Seminole	4	4.41	5.50	5.04	4.84	4.94
	Palm Beach	5	3.86	4.70	5.30	5.07	4.61
	Total		38	5.33	5.77	5.87	5.16	5.66
7-14 Programs	Orange	7	5.97	6.18	6.60	5.90	6.25
	Hillsborough	8	5.62	6.07	5.96	5.92	5.88
	Pinellas	14	5.35	5.90	5.62	4.95	5.63
	Polk	7	5.45	5.62	5.69	5.43	5.58
	Manatee	8	4.91	5.81	4.79	3.33	5.14
	Dade	11	4.39	5.15	5.14	4.12	4.89
	Duval	7	4.58	4.63	5.00	4.09	4.74
Total		62	5.15	5.63	5.52	4.78	5.43
All Districts Combined	Total	146	5.13	5.55	5.56	4.96	5.42

* The total number of programs across all school districts does not include deemed/special deemed programs and represents only educational programs reviewed, not necessarily the number of DJJ facilities included in the reviews. Furthermore, the overall mean cannot be calculated by summing the three standard averages and dividing by three—each standard must be weighted by the number of indicators within each standard, which varies by program type. Similarly, the means for all programs combined must be weighted by the number of programs in each category. Although 45 school districts supervise juvenile justice educational programs in the Florida, four, Charlotte, Walton, Glades and Monroe County School Districts, supervise only deemed programs in 2002, which did not receive a full QA review and are not included in this table. Hardee county had one new program that was not reviewed.

**Standard Four: Contract Management is not included in the overall mean for the 2002 QA review cycle

Table 2.4-4: 2002 Mean of QA Review Scores for Educational Providers, Ranked by Overall Mean of Educational Providers (for School Districts and Contractors)*

Educational Provider	Number of Programs	Transition	Service Delivery	Administration	Contract Management**	Overall Mean
Bay County	1	6.86	7.00	7.33	6.00	7.06
Santa Rosa County	1	6.83	6.83	7.17	6.00	6.94
Volusia County	6	6.91	6.66	7.11	6.00	6.90
Washington County	1	7.17	6.17	7.17	6.00	6.83
Escambia County	1	6.86	6.50	6.33	6.00	6.59
Okeechobee County	1	6.50	6.83	6.33	6.00	6.56
Martin County	2	5.50	6.92	6.67	6.00	6.37
Orange County	6	5.88	6.21	6.61	5.89	6.24
University Of West Florida	1	6.17	6.17	6.17	6.00	6.17
Pasco County	3	5.91	6.33	6.28	5.33	6.15
Brevard County	3	5.89	5.92	6.28	5.78	6.07
Hillsborough County	5	5.49	5.98	6.30	6.00	5.90
Polk County	2	5.92	5.83	5.83	5.67	5.86
Bradford County	1	5.50	6.00	6.00	6.00	5.83
Nassau County	1	5.50	6.00	6.00	6.00	5.83
Eckerd Youth Alternatives, Inc.	9	5.74	5.97	5.70	4.29	5.81
PACE Center for Girls, Inc.	4	5.67	5.93	5.46	4.67	5.70
Collier County	2	5.62	6.21	5.34	5.67	5.69
Broward County	4	5.17	5.88	5.88	5.83	5.64
Human Services Associates	3	5.27	5.75	5.94	5.11	5.64
Osceola County	3	6.02	4.94	5.67	6.00	5.55
Crosswinds Youth Services	1	5.50	5.43	5.67	6.00	5.53
Sarasota Family YMCA, Inc.	1	5.67	5.67	4.83	4.00	5.50
Lee County	2	5.24	5.25	6.00	6.00	5.49
Associated Marine Institutes, Inc.	22	5.25	5.53	5.21	4.70	5.34
Pinellas County	6	4.75	5.60	5.61	6.00	5.33
Alachua County	2	5.18	5.13	5.42	5.34	5.26
Police Athletic League Charter School	3	5.39	5.83	4.56	0.00	5.26
Hamilton County	1	4.67	5.67	5.17	6.00	5.17
Marion County	3	4.41	5.33	5.67	4.44	5.17
DISC Village	2	4.17	5.75	5.50	1.67	5.14
EXCEL, Inc.	3	4.78	5.50	5.06	4.89	5.11
Keystone Educational Youth Services	1	4.50	5.50	5.33	5.33	5.11
Securicor New Century	1	5.17	5.33	4.83	2.67	5.11
Youthtrack, Inc.	1	4.83	5.17	5.33	3.33	5.11
Hurricane Island Outward Bound	4	4.88	5.17	5.13	4.00	5.07
Twin Oaks Juvenile Development	1	4.50	5.50	5.17	5.33	5.06
Children's Comprehensive Services, Inc.	1	4.67	5.71	4.67	3.33	5.05
Bay Point Schools	2	4.00	6.34	4.59	5.00	4.97
Correctional Services Corporation	2	4.75	4.59	5.34	6.00	4.89
St. Johns County	2	4.20	4.92	5.50	5.00	4.87
Manatee County	3	3.98	5.86	4.84	5.78	4.83
Department of Agriculture	1	3.67	5.67	5.00	1.33	4.78
St. Lucie County	1	4.29	4.75	5.17	6.00	4.71
Duval County	4	4.35	4.25	5.09	4.83	4.56
Dade County	6	3.89	4.47	5.22	3.89	4.51
Palm Beach County	3	3.49	4.55	5.56	5.11	4.50
Seminole County	1	3.29	5.50	5.00	4.67	4.41
Liberty County	1	4.00	4.83	4.00	4.67	4.28
North American Family Institute	4	3.12	3.00	3.84	5.17	3.32
Vision Quest Ltd.	1	3.00	3.00	2.60	2.67	2.88
All Providers	146	5.13	5.55	5.56	4.96	5.42

* The total number of programs across all program types does not include deemed/special deemed programs and represents only educational programs reviewed, not necessarily the number of DJJ facilities included in the reviews. Furthermore, the overall mean cannot be calculated by summing the three standard averages and dividing by three—each standard must be weighted by the number of indicators within each standard, which varies by program type. Similarly, the means for all programs combined must be weighted by the number of programs in each category.

**Standard Four: Contract Management is not included in the overall mean for the 2002 QA review cycle.

Tables 2.4-5 through 2.4-8 identify summary results of the deemed and special deemed QA reviews across the six priority indicators addressing the following areas: E1.01 Entry Transition: Enrollment, E1.03 On-Site Transition: Student Planning, E2.01 Curriculum: Academic, E3.02 Instructional Personnel Qualifications, E3.06 Funding and Support, and E4.01 Contract Management. The percentages under each indicator represent the average percentage of the minimal requirements met for that indicator. For example, if four programs met the minimal requirements of the indicator (and, therefore, 100% of the minimal requirements were met) and one program did not (and, therefore, 0% of the minimal requirements were met), then the average would be 80% of the minimal requirements were met. Indicator E4.01 Contract Management is not included in the overall calculation of performance for deemed/special deemed programs. As with the nondeemed programs, contract management is included as a measure of the local school district's performance and does not impact overall individual program scores.

Table 2.4-5 indicates the priority indicator ratings for all deemed/special deemed programs by program type. Of the 188 programs reviewed in 2002, 42 (22%) were deemed. Of these, 24 (57%) were residential commitment programs, 14 (33%) were day treatment programs, and 4 (10%) were detention centers. Among the deemed programs, residential commitment programs and day treatment programs are underrepresented, while detention centers are overrepresented when compared to a breakdown of each program type in the state. Specifically, of the 188 juvenile justice educational programs reviewed, 123 (65%) are residential commitment programs, 40 (21%) are day treatment programs, and 25 (14%) are detention centers.

It is clear that there is substantial compliance across deemed/special deemed programs in the priority indicators, with an overall average of 96% of minimal requirements met. The 24 residential commitment programs met 95% of the minimal requirements, the 4 detention centers met 96% of the minimal requirements, and the 14 day treatment programs met 97% of the minimal requirements. All deemed programs combined met 90% of the minimal requirements for the indicator for personnel qualifications, which had the lowest percentage of minimal requirements met among all priority indicators reviewed. In each case where a program did not meet the minimal requirements for any of these indicators, a corrective action plan (CAP) was initiated, and the deficiency was corrected through the joint efforts of the program, the school district, JJEEP, and DOE (See Chapter 3).

Table 2.4-5: Percentage of Minimal Requirements Met for Deemed/Special Deemed Programs by Program Type*

Review Type	Number of Programs	Enrollment	Student Planning	Curriculum: Academic	Personnel Qualifications	Funding & Support	Contract Management**	Overall Percentage of Minimal Requirements Met
Detention	4	100%	100%	100%	100%	75%	100%	96%
Day Treatment	14	100%	100%	96%	96%	96%	96%	97%
Residential	24	100%	93%	100%	79%	100%	100%	95%
All Deemed Combined	42	100%	98%	98%	90%	95%	98%	96%

* The total number of programs across all program types includes only deemed/special deemed programs and represents only educational programs reviewed, not necessarily the number of DJJ facilities included in the reviews. The overall percentage of minimal requirements met for all deemed/special deemed programs combined must be calculated by weighting the rows by the total number of programs in each.

**Indicator E4.01: Contract Management is not included in the calculation of the overall percentage of minimal requirements met for deemed/special deemed programs in the 2002 QA review cycle.

Table 2.4-6 identifies the percentage of minimal requirements met for all deemed/special deemed programs by security level. There is a fair amount of variation in overall percentages of minimal requirements being met across security levels, as well as within individual indicators, with percentages ranging from 75% to 100%.

Table 2.4-6: Percentage of Minimal Requirements Met for Deemed/Special Deemed Programs by Security Level*

Level	Number of Programs	Enrollment	Student Planning	Curriculum	Personnel Qualifications	Funding & Support	Contract Management**	Overall Percentage of Minimal Requirements Met
Detention Secure	4	100%	100%	100%	100%	75%	100%	96%
Prevention	11	100%	91%	100%	82%	100%	100%	95%
Intensive Probation	1	100%	100%	100%	100%	100%	100%	100%
Mixed - Day Treatment	2	100%	100%	100%	50%	100%	100%	92%
Low Risk	1	100%	100%	100%	100%	100%	100%	100%
Moderate Risk	16	100%	100%	100%	100%	100%	100%	100%
High Risk	6	100%	100%	83%	83%	83%	83%	89%
Maximum Risk	1	100%	100%	100%	100%	100%	100%	100%
Mixed - Commitment - Mod & High	4	100%	100%	100%	100%	75%	100%	96%
All Deemed Combined	42	100%	98%	98%	90%	95%	98%	96%

* The total number of programs across all program types includes only deemed/special deemed programs and represents only educational programs reviewed, not necessarily the number of DJJ facilities included in the reviews. The overall percentage of minimal requirements met for all deemed/special deemed programs combined must be calculated by weighting the rows by the total number of programs in each.

**Indicator E4.01: Contract Management is not included in the calculation of the overall percentage of minimal requirements met for deemed/special deemed programs in the 2002 QA review cycle.

Table 2.4-7: Percentage of Minimal Requirements Met for Deemed/Special Deemed Programs, Alphabetical by Supervising School District (District-Operated and District-Contracted Educational Programs)*

Supervising District	Number of Programs	Enrollment	Student Planning	Curriculum	Personnel Qualifications	Funding & Support	Contract Management**	Overall Percentage of Minimal Requirements Met
Bay	1	100%	100%	100%	100%	100%	100%	100%
Broward	3	100%	100%	100%	100%	67%	100%	94%
Charlotte	2	100%	100%	100%	100%	100%	100%	100%
Collier	1	100%	100%	100%	100%	100%	100%	100%
Dade	1	100%	100%	100%	100%	100%	100%	100%
Escambia	1	100%	100%	100%	100%	100%	100%	100%
Glades	1	100%	100%	100%	100%	100%	100%	100%
Hillsborough	1	100%	100%	100%	100%	100%	100%	100%
Leon	4	100%	100%	100%	100%	100%	100%	100%
Madison	1	100%	100%	100%	100%	100%	100%	100%
Monroe	2	100%	100%	100%	100%	100%	100%	100%
Okaloosa	4	100%	100%	100%	100%	100%	100%	100%
Okeechobee	1	100%	100%	100%	100%	100%	100%	100%
Orange	1	100%	100%	100%	100%	100%	100%	100%
Palm Beach	2	100%	100%	100%	100%	100%	100%	100%
Pasco	3	100%	100%	100%	100%	100%	100%	100%
Pinellas	4	100%	100%	100%	100%	100%	100%	100%
Polk	1	100%	100%	100%	0%	100%	100%	83%
St. Lucie	1	100%	100%	100%	0%	100%	100%	83%
Sarasota	1	100%	100%	100%	0%	100%	100%	83%
Volusia	3	100%	67%	100%	100%	100%	100%	94%
Walton	1	100%	100%	0%	0%	0%	0%	33%
Washington	2	100%	100%	100%	100%	100%	100%	100%
All Deemed Combined	42	100%	98%	98%	90%	95%	98%	96%

* The total number of programs across all program types includes only deemed/special deemed programs and represents only educational programs reviewed, not necessarily the number of DJJ facilities included in the reviews. The overall percentage of minimal requirements met for all deemed/special deemed programs combined must be calculated by weighting the rows by the total number of programs in each.

**Indicator E4.01: Contract Management is not included in the calculation of the overall percentage of minimal requirements met for deemed/special deemed programs in the 2002 QA review cycle.

Table 2.4-7 identifies the percentage of minimal requirements met for all deemed/special deemed programs by supervising school district, not necessarily the county in which the program is located. Eighteen (18) of the 24 school districts supervising deemed/special deemed programs met 100% of the minimal requirements.

Although the majority of school districts supervise no deemed/special deemed programs, and many supervise only one or two programs, three school districts, Pinellas, Okaloosa and Hillsborough, supervise four each. Pinellas is unique in that it contracts with Eckerd Youth

Alternatives, Inc. for educational services throughout the state. Eckerd maintains a number of deemed/special deemed programs, but this year accounts for only one of the four deemed/special deemed programs supervised by the Pinellas County School District.

Table 2.4-8 identifies the percentage of minimal requirements met for all deemed/special deemed programs by educational program provider, including school district-operated and district-contracted programs. Most providers met 100% of the minimal requirements, except Associated Marine Institutes, Inc., Broward County School District, North American Family Institute and PACE Centers for Girls, Inc., which met only 96%, 94%, 33% and 95% respectively. Three of the seven contracted providers failed to meet 100% of minimum requirements while only one of 12 district-operated providers failed to meet 100% of minimum requirements.

It should be noted that over one fourth of all deemed/special deemed programs in 2002 were operated by PACE Center for Girls, Inc. Of the 19 PACE programs throughout Florida, 11 (58%) were deemed or special deemed in 2002. Clearly, had the deemed and special deemed PACE programs been reviewed and given scores, the overall rankings of PACE in Table 2.4-4 would have been substantially higher.

Table 2.4-8: Percentage of Minimal Requirements Met for Deemed/Special Deemed Programs, Alphabetical by Educational Provider (Districts and Contractors)*

Educational Provider	Number of Programs	Enrollment	Student Planning	Curriculum	Personnel Qualifications	Funding & Support	Contract Management**	Overall Percentage of Minimal Requirements Met
Associated Marine Institutes, Inc.	4	100%	100%	100%	75%	100%	100%	96%
Bay	1	100%	100%	100%	100%	100%	100%	100%
Broward	3	100%	100%	100%	100%	67%	100%	94%
Coastal Recovery, Inc.	1	100%	100%	100%	100%	100%	100%	100%
Correctional Services Corporation	1	100%	100%	100%	100%	100%	100%	100%
Eckerd Youth Alternatives, Inc.	1	100%	100%	100%	100%	100%	100%	100%
Escambia	1	100%	100%	100%	100%	100%	100%	100%
Hillsborough	1	100%	100%	100%	100%	100%	100%	100%
Leon	1	100%	100%	100%	100%	100%	100%	100%
North American Family Institute	1	100%	100%	0%	0%	0%	0%	33%
Okaloosa	4	100%	100%	100%	100%	100%	100%	100%
Okeechobee	1	100%	100%	100%	100%	100%	100%	100%
PACE Center for Girls, Inc.	11	100%	91%	100%	82%	100%	100%	95%
Palm Beach	2	100%	100%	100%	100%	100%	100%	100%
Pasco	2	100%	100%	100%	100%	100%	100%	100%
Pinellas	2	100%	100%	100%	100%	100%	100%	100%
Volusia	2	100%	100%	100%	100%	100%	100%	100%
Washington	2	100%	100%	100%	100%	100%	100%	100%
Youthtrack, Inc.	1	100%	100%	100%	100%	100%	100%	100%
All Deemed Combined	42	100%	98%	98%	90%	95%	98%	96%

*The total number of programs across all program types includes only deemed/special deemed programs and represents only educational programs reviewed, not necessarily the number of DJJ facilities included in the reviews. The overall percentage of minimal requirements met for all deemed/special deemed programs combined must be calculated by weighting the rows by the total number of programs in each.

**Indicator E4.01 Contract Management is not included in the calculation of the overall percentage of minimal requirements met for deemed/special deemed programs in the 2002 QA review cycle.

Table 2.4-9 identifies an overview of program performance. Of the 146 nondeemed programs, 7 (5%) scored in the superior performance range and 37 (25%) scored in the high satisfactory performance. The largest proportion of programs (59 programs or 40%) scored in the satisfactory performance range. Thirty-four (23%) programs scored in the marginal satisfactory performance range, and only nine (6%) programs scored in the below satisfactory performance range. There were no programs that scored within the poor performance range.

Table 2.4-9: Categories of Overall Performance by Number and Percentage for Nondeemed Programs

Overall Performance Category	Score Range	Number of Programs With This Score	Percentage of Programs With This Score
Superior Performance	7.00 - 9.00	7	5%
High Satisfactory Performance	6.00 - 6.99	37	25%
Satisfactory Performance	5.00 - 5.99	59	40%
Marginal Satisfactory Performance	4.00 - 4.99	34	23%
Below Satisfactory Performance	1.00 - 3.99	9	6%
Poor Performance	0.00 - 0.99	0	0%
Total	—	146	100%

Table 2.4-10 identifies the programs receiving poor or below satisfactory overall mean scores during the 2002 QA review cycle. Note that there were no programs that scored overall in the poor range. However, 9 (6%) of the 146 nondeemed programs scored below satisfactory.

Table 2.4-10: Programs Receiving Poor or Below Satisfactory Overall Mean Scores in 2002, Rank-Ordered by Overall Mean Score

Program Name	Supervising District	Level	Transition	Service Delivery	Administration	Contract Management**	Overall Mean
Kingsley Center 6 & 8 Combined	DeSoto	Moderate Risk	3.17	3.83	4.50	3.33	3.83
Big Cypress Wilderness Institute	Collier	Moderate Risk	3.67	3.00	4.33	2.00	3.67
Alachua Regional Marine Institute (GOMI)	Alachua	Mixed - Intensive Probation and Conditional Release	2.50	4.29	3.67	1.33	3.53
Dade Regional Juvenile Detention Center	Dade	Detention Secure	2.00	3.50	5.33	1.33	3.53
Duval START Center	Duval	Moderate Risk	3.17	2.67	4.17	3.33	3.33
Deborah's Way	Dade	Moderate Risk	3.50	2.33	3.17	2.67	3.00
Vision Quest Okeechobee	Okeechobee	Mixed: Low & Moderate Risk	3.00	3.00	2.60	2.67	2.88
NAFI Hendry Youth Development Academy	Hendry	Moderate Risk	1.66	1.33	2.50	4.67	1.83
NAFI Hendry Halfway House	Hendry	Moderate Risk	1.66	1.33	2.50	4.67	1.83

*Standard Four: Contract Management is not included in the overall mean for the 2002 QA review cycle.

Table 2.4-11 identifies the programs receiving high satisfactory or superior overall mean scores during the 2002 QA review cycle. Of the 146 nondeemed programs reviewed during 2000, 37 (25%) programs scored in the high satisfactory range, and 7 (5%) programs scored in the superior range. It should also be noted that many of the deemed/special deemed programs likely would have scored high if a full QA review had been conducted.

Table 2.4-11: Programs Receiving High Satisfactory or Superior Overall Mean Scores in 2002, Rank-Ordered by Overall Mean Score

Program Name	Supervising District	Level	Transition	Service Delivery	Administration	Contract Management*	Overall Mean
Orange Regional Juvenile Detention Center	Orange	Detention Secure	7.14	7.25	7.67	6.00	7.35
Stewart Marchman Transitions Day Treatment	Volusia	Conditional Release	7.50	7.14	7.33	6.00	7.32
Stewart Marchman Lee Hall	Volusia	Moderate Risk	7.50	7.00	7.33	6.00	7.28
Stewart Marchman Pines Halfway House	Volusia	Moderate Risk	7.50	7.00	7.33	6.00	7.28
Stewart Marchman Terrace Halfway House	Volusia	Moderate Risk	7.50	7.00	7.33	6.00	7.28
Martin County Boot Camp/JOTC	Martin	Mixed: Low & High Risk	6.67	7.50	7.17	6.00	7.12
Bay Regional Juvenile Detention Center	Bay	Detention Secure	6.86	7.00	7.33	6.00	7.06
Blackwater STOP Camp	Santa Rosa	Low Risk	6.83	6.83	7.17	6.00	6.94
Jackson Juvenile Offender Correction Center	Washington	Mixed - High & Max	7.17	6.17	7.17	6.00	6.83
Hillsborough Regional Detention Center - East	Hillsborough	Detention Secure	6.43	7.00	6.83	6.00	6.71
Eckerd Intensive Halfway House	Pinellas	Moderate Risk	7.17	7.00	5.83	3.33	6.67
Polk Halfway House	Polk	Moderate Risk	6.50	6.67	6.83	6.00	6.67
Escambia Regional Juvenile Detention Center	Escambia	Detention Secure	6.86	6.50	6.33	6.00	6.59
Osceola Regional Juvenile Detention Center	Osceola	Detention Secure	6.57	6.50	6.67	6.00	6.59
Okeechobee Juvenile Offender Correction Center	Okeechobee	Mixed - High & Max	6.50	6.83	6.33	6.00	6.56
Adolescent Therapeutic Center Dual Diagnosis	Orange	Moderate Risk	6.50	6.50	6.67	6.00	6.56
Adolescent Therapeutic Center for Boys	Orange	Moderate Risk	6.50	6.50	6.67	6.00	6.56
Hillsborough Regional Detention Center - West	Hillsborough	Detention Secure	5.86	6.75	7.17	6.00	6.53
Adolescent Therapeutic Center for Girls	Orange	Moderate Risk	6.33	6.50	6.67	6.00	6.50
Florida Ocean Science Institute	Broward	Mixed - IP & CR	6.83	6.43	6.17	6.00	6.47
Volusia Regional Juvenile Detention Center	Volusia	Detention Secure	6.14	6.00	7.17	6.00	6.47
Tampa Marine Institute	Hillsborough	Mixed - IP & CR	6.17	7.00	6.00	6.00	6.42
Southwest Florida Detention Center	Lee	Detention Secure	6.14	6.50	6.67	6.00	6.41
Polk Regional Juvenile Detention Center	Polk	Detention Secure	6.14	6.75	6.50	6.00	6.41

Program Name	Supervising District	Level	Transition	Service Delivery	Administration	Contract Management*	Overall Mean
Space Coast Marine Institute	Brevard	Mixed: Low & Moderate Risk	6.67	6.33	6.17	6.00	6.39
Falkenburg Academy	Hillsborough	Moderate Risk	6.00	6.67	6.50	6.00	6.39
Camp E-Tu-Makee	Pinellas	Low Risk	7.00	6.33	5.83	5.33	6.39
Broward Intensive Halfway House	Broward	High Risk	5.67	7.00	6.50	6.00	6.38
PACE Alachua	Alachua	Prevention	5.83	6.86	6.33	6.00	6.37
Eckerd Youth Academy	Pinellas	High Risk	5.83	6.83	6.33	6.00	6.33
Orlando Marine Institute	Orange	Intensive Probation	6.50	6.00	6.50	6.00	6.32
San Antonio Boys Village	Pasco	Moderate Risk	6.33	6.17	6.33	4.00	6.28
Camp E-How-Kee	Pinellas	Mixed: Low & Moderate Risk	6.17	6.50	6.17	3.33	6.28
Brevard Halfway House (Francis S. Walker)	Brevard	Moderate Risk	6.00	6.33	6.50	6.00	6.27
Gulf Coast Marine Institute - North	Manatee	Mixed - IP & CR	6.83	5.86	6.00	6.00	6.21
New Port Richey Marine Institute	Pasco	Mixed - IP & CR	6.17	6.43	6.00	6.00	6.21
Blackwater Career Development Center	Santa Rosa	Moderate Risk	6.17	6.17	6.17	6.00	6.17
Alachua Regional Juvenile Detention Center	Alachua	Detention Secure	5.86	5.75	6.67	6.00	6.12
Pasco Regional Juvenile Detention Center	Pasco	Detention Secure	5.57	6.50	6.50	6.00	6.12
Marion Intensive Treatment	Marion	High Risk	4.83	6.67	6.67	4.00	6.11
Brevard Group Treatment Home	Brevard	Low Risk	5.67	6.67	5.83	6.00	6.06
Harbor-Mandala Adolescent Treatment Center	Pasco	Moderate Risk	5.83	6.33	6.00	6.00	6.06
South Pines Academy	Broward	Mixed: Low & Moderate Risk	6.33	6.33	5.50	6.00	6.05
Collier County Detention Center	Collier	Detention Secure	5.90	6.25	6.00	6.00	6.00

*Standard Four Contract Management is not included in the overall mean for the 2002 QA review cycle.

2.5 Comparison of 2001 and 2002 QA Review Scores

The standards were modified for the 2002 review cycle and the bar was raised in several areas. In general, QA scores have continually improved since 1999; however, largely due to an increase in the number of deemed and special deemed programs in 2002, QA review averages decreased slightly from previous years. For example, from 2001 to 2002, the number of superior or high satisfactory programs decreased from 63 to 44, a decrease of 30%, perhaps a result of having more deemed programs; however, the number of poor or below satisfactory programs also decreased from 17 to 9, a change of 47% indicating overall improving performance.

In examining the 63 programs that were either superior or high satisfactory in 2001, 24 remained in 1 of these 2 designations in 2002. Additionally, 16 of these programs were deemed or special deemed in 2002 and likely would have earned either superior or high satisfactory if they had received a full review. Nine programs closed prior to the 2002 review, leaving only 14 programs that were scored that dropped out of the superior or high satisfactory category. Of these 14 programs, 10 remained in the satisfactory range.

Of the 17 programs that were poor or below satisfactory in 2001, only 3 remained in one of these designations in 2002, 1 program was closed, and 13 improved their scores above these low categories in 2002.

Of the 19 programs that were poor or below satisfactory in 2002, 1 was a new program receiving its first review. Only five programs declined from satisfactory scores received in 2001 to fall into the below satisfactory category in 2002.

2.6 Inclusion of Deemed Programs in Analyses

Programs that receive deemed and special deemed status have always presented a unique problem for evaluating the educational programs within Florida's juvenile justice system. Deemed status is conferred upon programs by DJJ based on each program's combined DJJ and JJEPP QA score. However, the educational standards account for only a small percent of a program's overall DJJ QA score. Once they are designated by DJJ, special deemed programs do not receive any review from JJEPP, and deemed programs receive an abbreviated review. Therefore, direct inclusion of deemed and special deemed programs within the overall computation of indicator, standard, and overall mean averages is not possible.

If deemed programs only made up a relatively small proportion of the programs in Florida, the problem would not substantially affect analyses and JJEPP would continue reporting on the deemed programs separate of those programs that receive a full review. However, the number of deemed and special deemed programs has consistently increased over the five-year time-span that JJEPP has been evaluating Florida's juvenile justice education programs. In 1999, 18% of all programs in the state were deemed. By 2002, 24% of the programs within the state were deemed. It is anticipated that the number of Florida's deemed and special deemed programs will again increase in 2003 to approximately 30%.

Because deemed and special deemed programs do not receive a full review, analyses that compare program ratings from year to year are hampered by the necessarily changing status of deemed and special deemed programs. The exclusion of the deemed programs has resulted in an inherent bias where only those programs that received a full review are included in analyses throughout the annual report. It is reasonable to assume that on average those programs that did receive the full review would not score as high as those programs that have received the deemed status. In order to alleviate this inherent bias and take into consideration the increasing proportion of Florida's juvenile justice programs that are receiving deemed status, JJEPP has added a new element to the traditional reporting in the annual report. In the 2002 annual report, deemed programs were included in the analyses in

this section by using their most recent rating from their last full JJEEP review. There were 42 deemed programs and 5 special deemed programs that are added into the columns including the imputed deemed scores using this procedure. The ability to use the most recent ratings from a past review provides a more meaningful comparison of programs by such characteristics as facility size, security level, and provider status, although this information is by definition somewhat out of date. Additionally, this ability to use the ratings from the most recent JJEEP review allows for a more comprehensive evaluation of the current state of juvenile justice education within the state of Florida.

Table 2.6-1 compares the ratings on the four standards when values from deemed programs are included and when they are excluded. There are slight fluctuations in standard scores for all program types and the overall mean for detention centers and day treatment programs. It is interesting to note that when deemed detention centers are included in the analysis, the overall mean for detention decreases from 5.81 to 5.74. As expected, for commitment and day treatment programs the inclusion of the deemed programs raised the QA scores for each standard and the overall mean. The change is particularly dramatic for the day treatment programs where the inclusion of the deemed PACE programs has a large impact. The overall mean for all programs combined (5.62) is slightly higher than the overall mean of all programs when deemed programs are excluded (5.42).

Table 2.6-1: 2002 Mean QA Review Scores for Each QA Standard and Overall Mean Scores by Program Type with and without Deemed Programs

Program Type	Number of Programs		Transition		Service Delivery		Administration		Contract Management*		Overall Mean	
	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b
Detention Centers	21	25	5.40	5.41	5.86	5.72	6.25	6.15	5.59	5.57	5.81	5.74
Day Treatment	27	45	5.21	5.75	5.73	6.10	5.33	5.68	4.84	5.20	5.44	5.84
Commitment	98	123	5.05	5.28	5.44	5.64	5.47	5.63	4.83	4.98	5.35	5.52
All Programs Combined	146	193	5.13	5.41	5.55	5.76	5.56	5.71	4.96	5.11	5.42	5.62

*Standard Four Contract Management is not included in the overall mean for the 2002 QA review cycle. 2002a indicates scores and program data without imputed scores for deemed and special deemed programs. 2002b indicates scores and program data using imputed scores for deemed and special deemed programs.

Table 2.6-2 provides a comparison of the mean QA review scores by standard and overall mean scores by security level. As expected, there are slight fluctuations in standard scores for all program types and the overall mean when deemed programs are included in the analysis of security level QA scores. The inclusion of deemed programs makes the largest difference in the prevention program scores. This is due to the inclusion of the deemed PACE programs reviewed using the day treatment standards.

Table 2.6-2: 2002 Mean QA Review Scores for Each QA Standard and Overall Mean Scores by Security Level

Level	Number of Programs		Transition		Service Delivery		Administration		Contract Management*		Overall Mean	
	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b
Detention	21	25	5.40	5.41	5.86	5.72	6.25	6.15	5.59	5.57	5.81	5.74
Prevention	4	19	5.67	6.54	5.93	6.61	5.46	6.08	4.67	5.47	5.70	6.39
Intensive Probation	5	6	5.57	5.44	5.80	5.83	5.53	5.56	4.53	4.78	5.64	5.62
Conditional Release	2	2	5.34	5.34	6.22	6.22	6.67	6.67	6.00	6.00	6.08	6.08
Mixed Day Treatment	15	17	5.04	5.13	5.60	5.62	5.10	5.22	4.75	4.90	5.26	5.34
Low Risk	9	10	5.28	5.47	5.91	6.07	5.74	5.82	5.04	5.13	5.65	5.79
Moderate Risk	61	77	4.97	5.21	5.34	5.54	5.37	5.52	4.86	5.02	5.23	5.42
High Risk	14	20	4.75	5.13	5.38	5.73	5.60	5.83	5.00	4.95	5.25	5.57
Maximum Risk	2	2	4.84	4.84	5.17	5.17	5.00	5.00	3.00	3.00	5.00	5.00
Mixed Commitment	13	15	5.58	5.71	5.69	5.85	5.64	5.79	4.92	5.07	5.64	5.79
All Programs Combined	146	193	5.13	5.41	5.55	5.76	5.56	5.71	4.96	5.11	5.42	5.62

*Standard Four Contract Management is not included in the overall mean for the 2002 QA review cycle. 2002a indicates scores and program data without imputed scores for deemed and special deemed programs. 2002b indicates scores and program data using imputed scores for deemed and special deemed programs.

Table 2.6-3 presents the 2002 mean QA review scores for each QA standard and the overall mean scores, ranked by overall mean, of educational program providers for both district-operated and district-contracted programs. The addition of the deemed programs changes the overall ranking for school districts and contractors.

Table 2.6-3: 2002 Mean of QA Review Scores for Educational Providers, Ranked by Overall Mean of Educational Providers (for School Districts and Contractors)

Education Provider	Number of Programs		Transition		Service Delivery		Administration		Contract Management*		Overall Mean	
	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b
Bay County	1	2	6.86	6.10	7.00	7.09	7.33	7.08	6.00	6.00	7.06	6.75
Santa Rosa County	1	1	6.83	6.83	6.83	6.83	7.17	7.17	6.00	6.00	6.94	6.94
Volusia County	6	8	6.91	6.91	6.66	6.68	7.11	6.98	6.00	6.00	6.90	6.86
Washington County	1	4	7.17	6.54	6.17	6.42	7.17	6.75	6.00	5.25	6.83	6.57
Escambia County	1	2	6.86	6.77	6.50	6.75	6.33	6.50	6.00	6.00	6.59	6.69
Okeechobee County	1	2	6.50	6.67	6.83	6.50	6.33	6.25	6.00	6.00	6.56	6.48
Martin County	2	2	5.50	5.50	6.92	6.92	6.67	6.67	6.00	6.00	6.37	6.37
Orange County	6	6	5.88	5.88	6.21	6.21	6.61	6.61	5.89	5.89	6.24	6.24
University Of West Florida	1	1	6.17	6.17	6.17	6.17	6.17	6.17	6.00	6.00	6.17	6.17
Pasco County	3	5	5.91	5.48	6.33	5.93	6.28	5.93	5.33	5.20	6.15	5.77
Brevard County	3	3	5.89	5.89	5.92	5.92	6.28	6.28	5.78	5.78	6.07	6.07
Hillsborough County	5	6	5.49	5.49	5.98	6.13	6.30	6.36	6.00	6.00	5.90	5.98
Polk County	2	2	5.92	5.92	5.83	5.83	5.83	5.83	5.67	5.67	5.86	5.86
Bradford County	1	1	5.50	5.50	6.00	6.00	6.00	6.00	6.00	6.00	5.83	5.83
Nassau County	1	1	5.50	5.50	6.00	6.00	6.00	6.00	6.00	6.00	5.83	5.83
Eckerd Youth Alternatives, Inc.	9	10	5.74	5.80	5.97	6.05	5.70	5.78	4.29	4.26	5.81	5.88
PACE Center for Girls	4	19	5.67	6.54	5.93	6.61	5.46	6.08	4.67	5.47	5.70	6.39
Collier County	2	2	5.62	5.62	6.21	6.21	5.34	5.34	5.67	5.67	5.69	5.69
Broward County	4	7	5.17	5.76	5.88	6.14	5.88	5.98	5.83	5.90	5.64	5.96
Human Services Associates	3	3	5.27	5.27	5.75	5.75	5.94	5.94	5.11	5.11	5.64	5.64

Education Provider	Number of Programs		Transition		Service Delivery		Administration		Contract Management*		Overall Mean	
	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b
Osceola County	3	3	6.02	6.02	4.94	4.94	5.67	5.67	6.00	6.00	5.55	5.55
Crosswinds Youth Services	1	1	5.50	5.50	5.43	5.43	5.67	5.67	6.00	6.00	5.53	5.53
Sarasota Family YMCA	1	1	5.67	5.67	5.67	5.67	4.83	4.83	4.00	4.00	5.50	5.50
Lee County	2	2	5.24	5.24	5.25	5.25	6.00	6.00	6.00	6.00	5.49	5.49
Associated Marine Institutes, Inc.	22	26	5.25	5.34	5.53	5.64	5.21	5.31	4.70	4.74	5.34	5.44
Pinellas County	6	8	4.75	5.02	5.60	5.72	5.61	5.52	6.00	5.83	5.33	5.42
Alachua County	2	2	5.18	5.18	5.13	5.13	5.42	5.42	5.34	5.34	5.26	5.26
Police Athletic League Charter School	3	3	5.39	5.39	5.83	5.83	4.56	4.56	0.00	0.00	5.26	5.26
Hamilton County	1	1	4.67	4.67	5.67	5.67	5.17	5.17	6.00	6.00	5.17	5.17
Marion County	3	3	4.41	4.41	5.33	5.33	5.67	5.67	4.44	4.44	5.17	5.17
DISC Village	2	2	4.17	4.17	5.75	5.75	5.50	5.50	1.67	1.67	5.14	5.14
EXCEL, Inc.	3	3	4.78	4.78	5.50	5.50	5.06	5.06	4.89	4.89	5.11	5.11
Keystone Educational Youth Services	1	1	4.50	4.50	5.50	5.50	5.33	5.33	5.33	5.33	5.11	5.11
Securitor New Century	1	1	5.17	5.17	5.33	5.33	4.83	4.83	2.67	2.67	5.11	5.11
Youthtrack, Inc.	1	2	4.83	5.25	5.17	5.00	5.33	5.52	3.33	4.67	5.11	5.27
Hurricane Island Outward Bound	4	4	4.88	4.88	5.17	5.17	5.13	5.13	4.00	4.00	5.07	5.07
Twin Oaks Juvenile Development	1	1	4.50	4.50	5.50	5.50	5.17	5.17	5.33	5.33	5.06	5.06
Children's Comprehensive Services	1	1	4.67	4.67	5.71	5.71	4.67	4.67	3.33	3.33	5.05	5.05
Bay Point Schools	2	2	4.00	4.00	6.34	6.34	4.59	4.59	5.00	5.00	4.97	4.97
Correctional Services Corporation	2	3	4.75	4.94	4.59	4.72	5.34	5.11	6.00	6.00	4.89	4.93
St. Johns County	2	2	4.20	4.20	4.92	4.92	5.50	5.50	5.00	5.00	4.87	4.87
Manatee County	3	3	3.98	3.98	5.86	5.86	4.84	4.84	5.78	5.78	4.83	4.83
Department of Agriculture	1	1	3.67	3.67	5.67	5.67	5.00	5.00	1.33	1.33	4.78	4.78
St. Lucie County	1	1	4.29	4.29	4.75	4.75	5.17	5.17	6.00	6.00	4.71	4.71
Duval County	4	4	4.35	4.35	4.25	4.25	5.09	5.09	4.83	4.83	4.56	4.56
Dade County	6	6	3.89	3.89	4.47	4.47	5.22	5.22	3.89	3.56	4.51	4.51
Palm Beach County	3	5	3.49	4.56	4.55	5.47	5.56	5.90	5.11	5.47	4.50	5.29
Seminole County	1	1	3.29	3.29	5.50	5.50	5.00	5.00	4.67	4.67	4.41	4.41
Liberty County	1	1	4.00	4.00	4.83	4.83	4.00	4.00	4.67	4.67	4.28	4.28
North American Family Institute	4	7	3.12	3.14	3.00	3.07	3.84	3.81	5.17	5.14	3.32	3.34
Vision Quest Ltd.	1	1	3.00	3.00	3.00	3.00	2.60	2.60	2.67	2.67	2.88	2.88
Coastal Recovery, Inc		1		6.83		6.33		6.00		6.00		6.39
Okaloosa		4		5.67		5.67		6.41		6.00		5.95
Leon		1		5.33		4.75		6.00		5.33		5.44
Pasco		5		5.48		5.93		5.93		5.20		5.77
All Providers	146	193	5.13	5.41	5.55	5.76	5.56	5.71	4.96	5.11	5.42	5.62

*Standard Four Contract Management is not included in the overall mean for the 2002 QA review cycle. 2002a indicates scores and program data without imputed scores for deemed and special deemed programs. 2002b indicates scores and program data using imputed scores for deemed and special deemed programs.

2.7 Summary Discussion

During the 2002 QA review cycle, there were 193 educational programs operating in DJJ facilities. Five of these programs were special deemed and received no review. JJEPP reviewed the remaining 188 programs. Of the 188 programs that received reviews, 42 programs had deemed/special deemed status, including 24 residential commitment programs,

14 day treatment programs, and 4 detention centers. Again, deemed QA reviews are shorter, focus on only six priority indicators, and do not receive numerical scores that can be compared to nondeemed scores. Consequently, the analyses presented in this chapter are separated by nondeemed versus deemed QA reviews, and where appropriate inclusion of deemed and special deemed programs is achieved by using the most recent ratings from the programs latest full review.

Among the 146 full QA reviews conducted during 2002, 99 were of residential commitment programs, 26 were of day treatment programs, and 21 were of detention centers. Detention centers scored the highest overall (5.81), followed closely by day treatment programs (5.46), and residential commitment programs (5.32). Moderate Risk programs represented nearly half of all nondeemed programs in the state in 2002 and their average was in the satisfactory range (5.27), slightly below the average for all programs (5.42). Conditional release programs scored the highest of all security levels (6.08). All levels achieved an overall satisfactory performance.

The overall mean score for all programs reviewed was 5.42, which is a decrease from the previous year as a result of the raising of the bar as well as an increase in the proportion of deemed and special deemed programs. The highest rated standard in 2002 was Standard Three: Administration, which averaged 5.56. Standard Four: Contract Management was lowest, receiving an overall mean score of 4.96. The scores for this standard were not included in the calculation of the programs' overall mean scores because this standard was intended to measure only the performance of the supervising school districts and does not reflect the overall quality of the educational services provided.

Forty-four school districts supervised juvenile justice educational programs that received full QA reviews in 2002, three other school districts supervised only programs that were deemed/special deemed, and one district supervised a new program that was not reviewed. School districts were broken down into four categories based on the number of programs each supervised to allow comparisons among school districts with a similar number of programs. The school districts supervised from 1 to 14 programs, with scores ranging from 1.83 to 6.90. Overall, seven supervising school districts received scores in the high satisfactory range, and one received a score in the below satisfactory range. No supervising school districts received scores in the poor or the superior range.

There was substantial compliance among deemed/special deemed programs in meeting the minimal requirements of the six priority indicators. As with nondeemed programs, the contract management standard was not calculated in any deemed/special deemed program's overall score. All deemed/special deemed programs combined met 96% of the minimal requirements. Residential commitment programs met 95% of the minimal requirements. Day treatment programs met 97% of the minimal requirements. Detention centers met 96% of the minimal requirements. The indicator with the lowest percentage (90%) of minimal requirements met for deemed/special deemed programs was E3.02 Personnel Qualifications. Six districts did not meet 100% of all minimal requirements. Interestingly, three of the seven contracted providers failed to meet 100% of minimum requirements while only one of 12 district-operated providers failed to meet 100% of minimum requirements.

In overall performance in 2002, 44 programs (30%) scored in the high satisfactory or superior range, and 9 programs (6%) scored in the below satisfactory range.

By utilizing QA scores from the most recent full review for deemed and special deemed programs, several conclusions can be drawn. First, the ranking of education providers changes slightly. Secondly, previously documented trends such as the higher performance of school district operated programs versus the lower performance of programs operated by for-profit providers is supported over time and is more distinct for 2002. And finally, this type of analysis allows JJEPP to more effectively compare the educational quality of deemed programs with non-deemed programs. When using complete QA review scores from the year in which programs received their deemed status, it becomes clear that there is variation of educational quality among the deemed programs. While none of the deemed programs failed their educational QA review and a third of them performed in the superior and high satisfactory range, the majority of them fell within the mid satisfactory range and a few in the low satisfactory range. Moreover, numerous programs without deemed status, those that received full QA reviews in 2002, had overall education QA ratings in the superior and high satisfactory range.

Refer to Appendix D, Tables D-1 through D-11, for detailed data on the individual educational programs.

CHAPTER 3

CORRECTIVE ACTIONS

3.1 Introduction

This chapter describes the corrective action (CA) process that was implemented during the 2002 quality assurance (QA) review cycle. The corrective action process was initiated in 1999 to further the goal that educational services in Florida's juvenile justice facilities be of such high quality that all young people making the transition back to their local communities will have increased potential for future success in their school, work, and home settings.

The corrective action process continues to be a structured and cooperative effort involving the school district, the program, the Juvenile Justice Educational Enhancement Program (JJEPP), and the Florida Department of Education (DOE). The corrective action process focuses on priority indicators, which are areas identified as critical to the delivery of quality educational services. This process began in 1999 with five priority indicators and now includes 11 priority indicators. The increase in the total number of priority indicators is in keeping with JJEPP's and DOE's annual "raising of the bar" for quality educational services in Florida's juvenile justice facilities and reflects JJEPP's ongoing research on best education practices.

The corrective action process has been successful in improving the quality of educational services to Florida's adjudicated youths since its inception in 1999. Communication, cooperation, and shared decision making between programs, JJEPP, DOE, and the Department of Juvenile Justice (DJJ) have greatly increased as each of these groups have come together in considering the critical role of education in the successful community reintegration of juvenile justice youths. The corrective action process continues to be tied with the technical assistance JJEPP and DOE provide to programs and school districts in need of assistance. This process has allowed programs and school districts the opportunity to receive training and assistance in the improvement of educational services and to comply with state rules and regulations as they relate to juvenile justice education.

This chapter is comprised of three subsequent sections. Section 3.2 describes the corrective action protocol that was used during the 2002 review cycle. Section 3.3 identifies and provides a rationale for each priority indicator. This section also includes an analysis of data related to corrective actions during the past three years, focusing on the 2002 review cycle. Section 3.4 provides a summary discussion of future policy implications for the corrective action process.

3.2 Corrective Action Process

Corrective Action Protocol

Section 1003.52, F.S. requires DOE to develop a comprehensive QA review process for the evaluation of educational programs in residential commitment programs, day treatment programs, and juvenile detention centers. This process must rate the school district's performance both as a provider and a contractor. DOE, in consultation with school districts and providers, has established minimum thresholds for the standards and key indicators for educational programs in juvenile justice facilities. If a school district fails to meet the minimum standards, DOE may exercise interventions and sanctions as prescribed by Rule 6A-6.05281, FAC.

As indicated in last year's annual report, the corrective action process was revised for the 2002 review cycle. After a program has its QA review, the reviewer submits the QA report to DOE. If no deficiencies are identified, school district superintendents are notified that the program is in compliance with all state statutes and rules. If deficiencies are identified, JJEEP staff notify the district juvenile justice education contact and provide additional information regarding the deficiencies that require corrective action. JJEEP staff then send the education contact a letter identifying the problem(s) along with a disk that contains the format for submission of the corrective action plan (CAP). The CAP must be submitted to JJEEP's office within 35 days of the date of the letter. The CAP must be fully implemented within six months of the date of the letter, and successful implementation must be verified in writing by the school district superintendent and submitted to the JJEEP office. If the corrective action has been fully completed within the required time frame, the superintendent will be notified that no further action is required. Failure to fully implement the required corrective actions within the required time frame may result in interventions and sanctions by DOE, pursuant to Rule 6A-6.05281, FAC.

The new protocol has been successful. It has allowed for more clear and effective communication between JJEEP and DOE with regard to CAP implementation or the lack thereof by programs, focusing on those that are in need of further interventions or sanctions.

Interventions and Sanctions

The JJEEP QA coordinator monitors the corrective action process and reports to DOE as required by Rule 6A-6.05281, FAC. The following is an explanation of the rule and the interventions and sanctions associated with the rule. The rule states:

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.

DOE may initiate a series of interventions and graduated sanctions if an educational program receives a below satisfactory rating for a priority indicator or does not meet minimal standards for the overall education review.

The interventions shall include:

- The provision of technical assistance to the program.
- The development of a CAP with verification of the implementation of the corrective actions within 90 days.
- A follow-up review of the educational program.

The sanctions shall include:

- Public release of the unsatisfactory findings, the interventions, and/or corrective actions proposed.
- Assignment of a monitor, master, or management team to address identified deficiencies paid 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 State Board of Education (SBE) shall have the authority to require further actions that 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 the DJJ for the facility.
- Requiring the school board to transfer the responsibility and funding for the educational program to another school district.

Administration of Sanction in 2002

During the 2002 review cycle, some interventions and sanctions were administered. These included 36 follow-up reviews of programs that had multiple and/or consecutive corrective actions. The majority of the programs that received follow-up reviews were in the process of correcting the problem areas, and many already had completed their corrections.

Those programs that were making no effort to correct identified problems suffered further sanctions. Those programs run by the North American Family Institute (NAFI) were among those who had numerous and consecutive corrective actions over the course of several years. As a result, the Hendry County School District terminated its contract with NAFI for Hendry Halfway House and Hendry Youth Development Academy and assumed the operation of the educational programs at these facilities. Furthermore, Walton County withheld federal funds from the NAFI Intensive Halfway House (IHH) and Serious Habitual Offender Program (SHOP) based upon a JJEPP QA review and its findings.

To date, the overall response to the corrective action process, which JJEPP designed in response to the requirement of Rule 6A-6.05281, FAC, has been overwhelmingly positive. Programs, school districts, DJJ, JJEPP, and DOE have worked cooperatively to correct problem areas as they occur. This cooperation has resulted in the overall improvement of

educational services to students in juvenile justice facilities. Also, the use of intervention and sanctions appears to have been effective during the 2002 cycle.

3.3 Priority Indicators and Data Analysis

The 2002 educational QA priority indicators for residential commitment programs, day treatment programs, and detention centers are:

- E1.01 Entry Transition: Enrollment
The expected outcome of this indicator is that students are properly enrolled so they may make progress toward a high school diploma or its equivalent. Failure to properly enroll students greatly effects their transition back to school and the community.
- E1.03 On-Site Transition: Student Planning
The expected outcome of this indicator is that programs develop individual academic plans (IAPs) for non- exceptional student education (ESE) students and individual educational plans (IEPs) for students in ESE programs so that all students receive individualized instructional services. Prior literature and research indicates that individualized instruction is essential to student success.
- E1.06 Exit Transition (Residential and Day Treatment only)
The expected outcome of this indicator is that the program assists students with reentry into school and/or work settings and transmits educational exit portfolios to appropriate personnel at the students' next education placements. Failure to provide appropriate exit transition services makes students less likely to experience successful community reintegration.
- E2.01 Curriculum: Academic
The expected outcome of this indicator is that students have the opportunity to receive an education that is appropriate to their future educational plans and allows them to make progress toward a high school diploma or its equivalent. Curriculum equivalent to that offered in area schools is essential for student success and transition.
- E2.04 Support Services (Detention only)
The expected outcome of this indicator is that detention centers provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics. Special education services must be provided for all students who qualify, as required by federal law.
- E2.05 Support Services (Residential and Day Treatment only)
The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics. Federal law requires that special education services be provided for all identified students.

- E3.02 Instructional Personnel Qualifications
The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities. Research indicates that fully trained and credentialed teachers deliver a higher quality of educational services.
- E3.06 Funding and Support
The expected outcome of this indicator is that funding provides high-quality educational services. Adequate funding and support is essential to providing quality educational services.
- E4.01 Contract Management
The expected outcome of this indicator is that there is a local oversight by the school district of educational services. It is essential for the local school district and program to work cooperatively in the provision of educational services.
- E4.02 Oversight and Assistance
The expected outcome of this indicator is that the school district provides adequate support to juvenile justice educational programs. Local school district support of students and educational services is essential to student success.
- E4.03 Data Management
The expected outcome of this indicator is that the school district accurately reports all pertinent student and program data in juvenile justice educational programs. This allows JJEEP to do further research on program effectiveness and to hold individual programs accountable for their progress.

Data Analysis

During the 2002 review cycle, 220 identified deficiencies required corrective action. These deficiencies resulted in 92 programs being required to develop CAPs. This is an increase from the previous year in which 80 programs were responsible for 197 CAPs. One explanation for the increase in corrective actions in 2002 is the addition of a new indicator, E4.03, Data Management. The total number of corrective actions in 2002 without indicator 4.03, included is 188, which would have demonstrated a decline from 2001 if indicator 4.03 had not been added.

Figure 3.3-1 shows the total number of corrective actions for each priority indicator. The highest total number of corrective actions was received for Standard One: Transition Services. Transition accounted for 41.8% of all corrective actions issued. Priority indicator E1.06 posed the most difficulty for programs. The primary deficiency that required corrective action in E1.06 was inadequate exit plans. E4.03, a new indicator addressing data management, required a large number of corrective actions, primarily due to duplicate school numbers and the failure to record entry and exit test results into the school district's management information system (MIS). E1.03 received a large number of corrective actions for the second year, primarily due to inadequate IAPs. It should be noted that E2.04 is only a priority indicator for detention centers, and E2.05 is a priority indicator for residential and day treatment programs. They both assess the program's support services.

Figure 3.3-1: Total Number of Corrective Actions by Priority Indicator in 2002

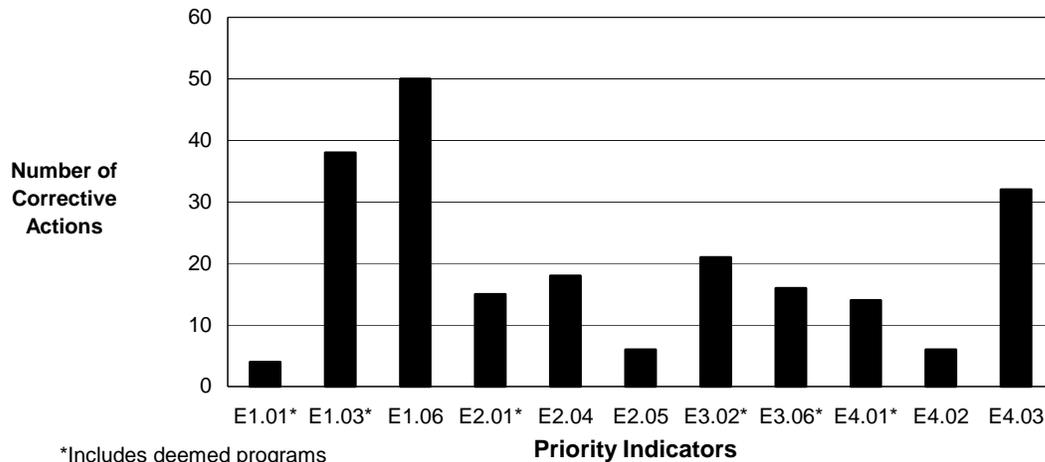
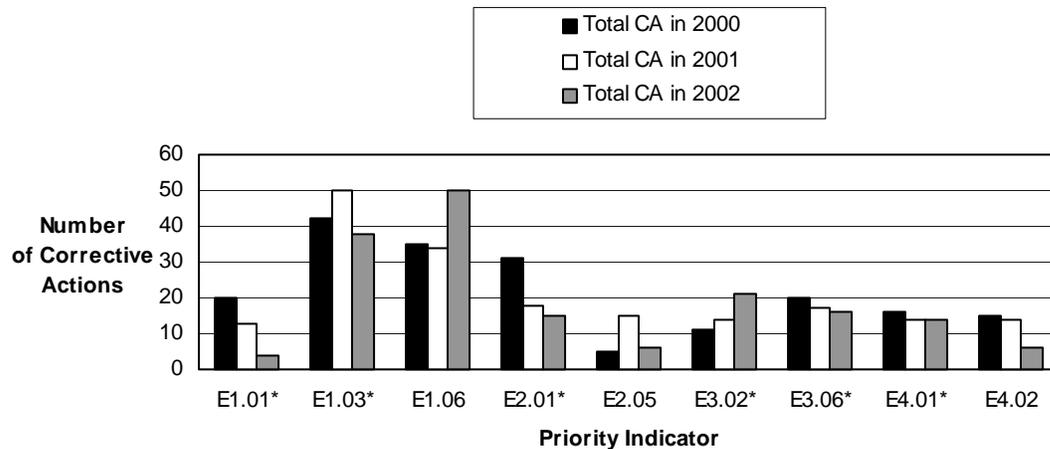


Figure 3.3-2 is a comparison of the total number of corrective actions in each priority indicator for the 2000, 2001 and 2002 review cycles**. Standard One: Transition Services has received the highest total number of corrective actions in all three years. Indicator E1.01 (Entry Transition: Enrollment) provides some positive findings because of the gradual reduction in CAs over the three-year period. On the other hand, a significant change in the transition standard can be seen in the increase in number of corrective actions in 2002 identified for indicator E1.06. Programs also have received a high number of corrective actions for indicator E1.03 for all three years, but a slight decrease has been seen in 2002. A significant decrease between 2001 and 2002 also has been seen in indicators E2.05 and E4.02, but E3.02 has had a slight significant increase each year. Overall, six indicators show a decreasing pattern and three an increasing pattern over the three-year period.

Figure 3.3-2: Comparative Analysis of 2000, 2001, and 2002 Corrective Actions by Priority Indicators



*Includes deemed programs

**Because of changes in the standards and an increase in the number of priority indicators, only nine indicators can be compared across all these years.

Table 3.3-1 contains the percentage of corrective actions received by each type of provider. The direct service district operated programs had the lowest number of corrective actions (9%). The contracted providers had the highest corrective action percentages with governmental programs being the highest among the contracted providers at 20%.

Table 3.3-1 Percentage of Corrective Actions by Provider

Type of Provider		Number of Programs	Number of Corrective Actions Received	Possible Number of Corrective Actions*	Corrective Action Percentage**
Direct Service	District Operated	100	78	877	9%
	Not-for-Profit	76	102	682	15%
Contracted Providers	For-Profit	10	16	90	18%
	Governmental	2	4	20	20%

*Possible number of corrective actions is computed by multiplying the number of regular reviews by 10 and deemed reviews by 6 and summing these by type of provider, except when a particular priority indicator for a particular program was not assessed during the QA review, in such instances the number of not assessed priority indicator was subtracted from the denominator.

**Corrective action percentage is derived by taking the number of corrective actions received and dividing this number by the total possible number of corrective actions that could have been received by each provider.

Figure 3.3-3 compares the percentage of corrective actions for each priority indicator by direct service providers, not-for-profit providers and for-profit providers. The general pattern seen in Figure 3.3-1 also can be seen with the direct service and not-for-profit providers. The for-profit providers diverge from this pattern by having an increased number of corrective

actions on E1.01 and E2.04. For an analysis of indicators E4.01, E4.02, and E4.03 see Chapter Six.

Figure 3.3-3: Comparative Analysis of Corrective Actions By Priority Indicators For Direct Service; Not For Profit; and For Profit Providers

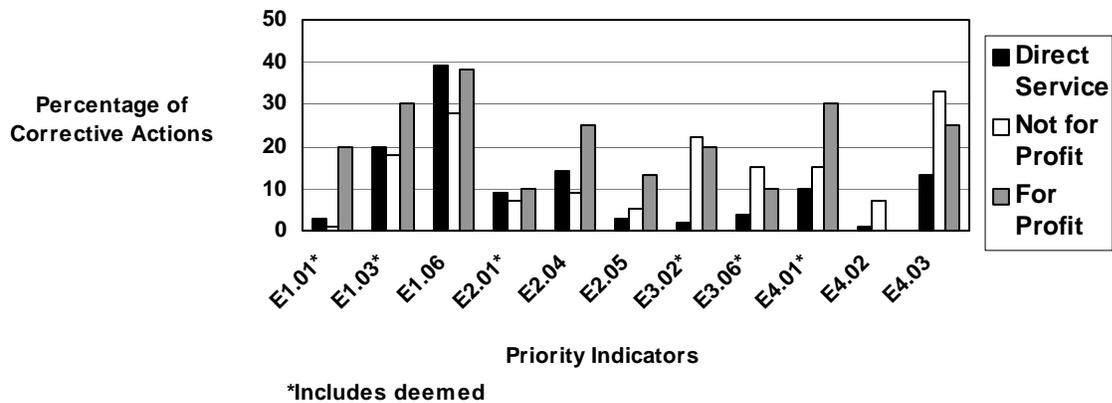


Table 3.3-2 presents the percentage of corrective actions required by each school district. The average percentage of corrective actions issued statewide is 12.6% per district. There were 10 exemplary counties that did not require any corrective actions during the 2002 review cycle and six that had less than 5%. On the other end of the distribution, three school districts required more than 40% of the possible CAs.

Table 3.3-2: Percentage of Corrective Actions by Supervising School District

2002 District	Number of Programs	Number of Corrective Actions Received	Possible Number of Corrective Actions*	Corrective Action Percentage**
Bradford	1	0	10	0%
Charlotte	2	0	12	0%
Citrus	1	0	10	0%
Glades	1	0	6	0%
Holmes	1	0	10	0%
Leon	5	0	32	0%
Martin	2	0	20	0%
Monroe	2	0	12	0%
Seminole	4	0	20	0%
Washington	3	0	22	0%
Volusia	9	1	77	1%
Pasco	7	1	57	2%
Okaloosa	5	1	34	3%
Orange	8	2	75	3%
Hillsborough	9	3	82	4%
Osceola	3	1	27	4%
Bay	4	2	35	6%
Broward	8	4	66	6%
Brevard	5	4	49	8%
Sarasota	2	2	25	8%
Escambia	4	3	35	9%
Hamilton	1	1	10	10%
Jefferson	1	1	10	10%
Nassau	2	2	20	10%
St. Lucie	3	4	39	10%
Union	1	1	10	10%
Pinellas	18	18	160	11%
Polk	8	9	73	12%
Lee	3	4	29	14%
Collier	4	5	34	15%
DeSoto	2	3	20	15%
Liberty	2	3	20	15%
Manatee	8	12	76	16%
Palm Beach	7	11	61	18%
St. Johns	2	3	16	19%
Santa Rosa	2	4	19	21%
Dade	12	25	113	22%
Duval	7	15	69	22%
Okeechobee	3	6	24	25%
Alachua	4	10	39	26%
Madison	3	7	26	27%
Marion	5	14	49	29%
Levy	1	4	10	40%
Hendry	2	10	20	50%
Walton	1	4	6	67%

*Possible number of corrective actions is computed by multiplying the number of regular reviews by 10 and deemed reviews by 6 and summing these by type of provider, except when a particular priority indicator for a particular program was not assessed during the QA review, in such instances the number of not assessed priority indicator was subtracted from the denominator.

**Corrective action percentage is derived by taking the number of corrective actions received and dividing this number by the total possible number of corrective actions that could have been received by each provider.

Table 3.3-3 provides information on the number of problems requiring corrective action by each private provider delivering educational services in Florida’s juvenile justice facilities. The percentage of corrective actions required varies from a low of zero percent for two providers that only have one program each, to 75% for one provider that also had only one program. Most of the providers fall between four percent and 22% percent corrective actions required, but with three providers being in the 30-40% corrective action range.

Table 3.3-3: Comparative Analysis of Private Providers’ Corrective Action Percentage

Private Provider	Number of Programs	Corrective Action Percentage
Coastal Recovery, Inc.	1	0%
University Of West Florida	1	0%
Correctional Services Corporation	3	4%
Youthtrack, Inc.	2	6%
PACE Center for Girls, Inc.	15	7%
Children's Comprehensive Services, Inc.	1	10%
Crosswinds Youth Services	1	10%
EXCEL, Inc.	3	10%
Human Services Associates	3	10%
Twin Oaks Juvenile Development	1	10%
Eckerd Youth Alternatives, Inc.	10	11%
Hurricane Island Outward Bound	4	15%
Associated Marine Institutes, Inc.	27	16%
Bay Point Schools	2	20%
Keystone Educational Youth Services	1	20%
Sarasota Family YMCA, Inc.	1	20%
Securicor New Century	1	20%
Police Athletic League Charter School	3	22%
North American Family Institute	5	34%
DISC Village	2	35%
Department of Agriculture	1	40%
VisionQuest Ltd.	1	75%

*Corrective action percentage is derived by taking the # of corrective actions received and dividing this number by the total possible number of corrective actions that could have been received by each provider.

Table 3.3-4 shows the same totals for public school district-operated educational programs. Overall, these figures indicate that educational programs managed by school districts require fewer corrective actions and are, therefore, operating at a higher level. For a more complete discussion of private vs. public providers, see Chapter Eight on correlates of quality educational programs. It should be noted, however, that many factors affect the overall quality of an educational program. All private providers are required to work with the local school districts in the delivery of educational services. The responsibility for improving the quality of educational services is the responsibility of both the private provider and the local school district. Twelve school districts operated programs that did not require any corrective

actions, one required corrective action more than 30% of the time; four were between 20% and 26%, and the rest ranged between four percent and 17%.

Table 3.3-4: Comparative Analysis of School District-Operated Programs' Corrective Action Percentage

School District	Number of Programs	Corrective Action Percentage
Bay	2	0
Bradford	1	0
Collier	2	0
Escambia	2	0
Leon	1	0
Martin	2	0
Nassau	1	0
Okaloosa	4	0
Okeechobee	2	0
St. Johns	2	0
Volusia	8	0
Washington	3	0
Pasco	5	2
Orange	6	3
Hillsborough	6	4
Osceola	3	4
Polk	2	6
Brevard	3	7
Broward	7	7
Pinellas	8	9
Hamilton	1	10
Lee	2	11
Seminole	1	11
St. Lucie	1	11
Manatee	3	14
Alachua	2	16
Palm Beach	5	17
Liberty	1	20
Santa Rosa	1	21
Dade	6	26
Duval	4	26
Marion	3	31

*Corrective Action percentage is derived by taking the # of corrective actions received and dividing this number by the total possible number of corrective actions in each school district

Table 3.3-5 identifies the juvenile justice educational programs that received consecutive corrective actions for the same indicator during 2001 and 2002. There were 33 programs with consecutive corrective actions out of the 92 programs that were required to develop corrective actions for 2002. Twenty of these programs had only one indicator that received a corrective action in both years, 11 had two indicators, and two programs had five indicators requiring corrective actions in two consecutive years. JJEEP and DOE will be providing these 33 programs technical assistance in their areas of deficiency during 2003.

Table 3.3-5: Programs with Consecutive Corrective Actions for the Same Indicator During 2001 and 2002

Program	Indicator
(GUYS) Grove Residential Program (Excel Alternatives)	E1.03
Alachua Regional Marine Institute (GOMI)	E1.03, E3.06
Avon Park Youth Academy	E4.01
Bay HOPE (2001)	E1.03, E1.06
Big Cypress Wilderness Institute	E2.01, E2.05
Brevard Group Treatment Home	E1.06
Brevard Halfway House (Francis S. Walker)	E1.06
Bristol Youth Academy	E1.03, E1.06
Dade Regional Juvenile Detention Center	E1.01, E1.03
Duval Halfway House	E1.06, E 3.06
Duval START Center	E1.03
Elaine Gordon Sexual Offender Program	E1.06
Florida Institute for Girls	E1.06, E2.01
Florida Youth Academy Low Risk	E1.06
Forestry Youth Academy	E1.03
Greenville Hills Academy	E1.06
Hastings Youth Academy	E1.06
NAFI Hendry Halfway House	E1.03, E1.06, E2.01, E3.02, E3.06
Impact Halfway House	E1.03, E1.06
Jacksonville Marine Institute - East	E3.02
Kingsley Center - 6 & 8 Combined	E1.03, E1.06
Liberty Wilderness Crossroads Camp	E1.03
Marion Intensive Treatment	E1.03
Marion Regional Juvenile Detention Center	E1.03
Marion Youth Development Center	E1.03
NAFI Hendry Youth Development Academy	E1.03, E1.06, E2.01, E3.02, E3.06
Price Halfway House	E1.03, E1.06
Seminole Regional Juvenile Detention Center	E1.01
Silver River Marine Institute	E1.06
Southwest Florida Marine Institute	E1.06
St. Johns Regional Juvenile Detention Center	E1.03
St. Lucie Regional Juvenile Detention Center	E1.03
WINGS (Women in Need of Greater Strength)	E3.02, E3.06

3.4 Summary Discussion

The 2002 review cycle presented several new challenges for the corrective action process. Two new priority indicators were added in the 2002 review cycle, and, in keeping with JJEEP's annual raising of the bar for quality educational services in DJJ programs, the standards for the remaining priority indicators became more stringent. These changes accounted for some programs being required to develop CAPs for the first time, while others continued to require CAPs in the same indicator areas. Most noticeable was the large

number of corrective actions in the data management area, which was a new priority indicator this year.

Overall, the response to the corrective action process has been excellent. Programs, school districts, DJJ, JJEPP, and DOE have worked cooperatively toward the common goal of providing quality education in Florida's DJJ programs. Of concern is the fact that Standard One: Transition Services continues to be the area, with the highest number of corrective actions issued for four consecutive years. The goal of the corrective action process is not only for the problem area to be corrected in a timely manner but also for the CAP to then become institutionalized into practice in each program. Data suggest that this is not the case for some programs, as they continue to require corrective actions in the same area yearly. These programs, along with programs that receive multiple corrective actions, are going to be a focus for technical assistance in 2003. The majority of programs that receive corrective actions, however, make the needed changes and institutionalize policy and practice accordingly.

The changes made in the corrective action protocol were positive, and JJEPP will continue to use this process in the upcoming 2003 review cycle. There will, however, be some changes made to the priority indicators. For 2003, E1.02 Entry Transition Assessment will be designated as a priority indicator. This ensures that assessments are used to diagnose students' academic and vocational strengths, weaknesses, and interests in order to address their individual needs. There also will be a new indicator, E2.08 Literacy and Reading. This will be a priority indicator with the expected outcome that students with identified deficiencies in reading will receive specific and appropriate instruction aimed at increasing their reading proficiency. Because this is a new indicator, E2.08 will not be scored and no corrective actions will be given during the 2003 review cycle, only recommendations on how to improve the program's reading policy. Corrective actions will be given for this indicator starting in 2004.

The goal of corrective actions is to ensure that quality education is being provided to youths in juvenile justice facilities. The corrective action process will continue to be one of several methods used by JJEPP to improve the quality of educational services provided to all students in Florida's DJJ programs.

CHAPTER 4

TECHNICAL ASSISTANCE

4.1 Introduction

As required in section 1003.52, F.S., staff from the Juvenile Justice Educational Enhancement Program (JJEPP) and the Florida Department of Education (DOE) provide a system for administrating technical assistance to juvenile justice educational programs. Technical assistance is guided by ongoing research on best or promising educational practices. During the 2002 quality assurance (QA) review visits, JJEPP QA reviewers continued to provide the majority of technical assistance on site. Reviewers answered questions, clarified Florida's policies, assisted principals and/or lead educators in networking with staff from other programs, and provided guidelines and examples for improving educational services and programs. Further, after conducting reviews, reviewers mailed, faxed, or e-mailed additional samples, and materials to principals and/or lead educators and school district contacts. The final QA review reports, which contain specific recommendations, were mailed to school district and program administrators as well.

In addition to their routine reviews, JJEPP and DOE staff also made special on-site technical assistance visits to programs. Furthermore, DOE and JJEPP collaborated on technical assistance initiatives throughout the state, including sponsoring trainings and developing and disseminating technical assistance papers (TAPs), memorandums, and publications. For example, in June 2002, JJEPP and DOE sponsored the annual statewide Juvenile Justice Education Institute and Southern Conference on Corrections in Orlando. JJEPP QA reviewers and research staff offered a number of workshops on several requested technical assistance topics. In September of 2002, DOE's Bureau of Instructional Support and Community Services hosted the first annual Juvenile Justice Education Programs Technical Assistance Workshop in Orlando. During November and December 2002, JJEPP conducted three regional one-day conferences to clarify revisions in the 2003 educational QA standards and key indicators. Topics at these one-day conferences included technical assistance, corrective action, literacy research update, and recognition of JJEPP regional teachers of the year. Moreover, QA reviewers and JJEPP research staff participated in a number of statewide and national juvenile justice education and criminology conferences, including the American Society of Criminology and the Southeastern Evaluation Association Conference where they made presentations on JJEPP's mission and research findings.

JJEPP and DOE produced and distributed a TAP entitled *Juvenile Justice Cooperative Agreements and Contracts* (ESE10969). In addition, a June 2002 special edition of *Evaluation Review: A Journal of Applied Social Research* was devoted entirely to JJEPP's implementation of research and accountability-driven system for juvenile justice education in Florida. Most notably, at the end of the 2002 QA review cycle, JJEPP and DOE initiated a new technical assistance process involving technical assistance visits by one or more persons to individual

programs and school districts based on requests from the programs and districts and corrective action problems identified during the year. This process began in November 2002 and will continue into 2003 as an ongoing activity.

This chapter is comprised of five subsequent sections. Section 4.2 describes the types of technical assistance JJEEP and DOE provide juvenile justice educational programs and school districts in 2002. Section 4.3 presents the frequencies of technical assistance provided in 2002. Section 4.4 provides annual comparisons of the technical assistance provided during 1998, 1999, 2000, 2001, and 2002. Section 4.5 provides a compilation of technical assistance survey results. Section 4.6 closes the chapter with a summary discussion of JJEEP's provision of technical assistance within Florida and beyond.

4.2 Delivery of Technical Assistance

Technical Assistance Site Visits

JJEEP and DOE personnel provided 63 on-site technical assistance activities to school districts and juvenile justice educational programs that occurred in conjunction with QA reviews during the 2002 cycle. The technical assistance was provided to address immediate areas of need for both school districts and programs regarding specific QA Standards.

In addition to the on-site visits provided during QA reviews, special on-site technical assistance visits occurred throughout the year to new programs, per request from programs and/or school districts, and targeted follow-up reviews to address specific areas in need including corrective action follow-ups. These efforts focused mainly on educational QA standards, namely entry and exit transition, service delivery, policies and procedures, and developing and completing appropriate corrective action plans. JJEEP and DOE consultants conducted 42 special on-site visits to provide technical assistance on overall educational program improvement. Of those 42 special on-site visits, 32 programs (including 4 new programs) and 10 school districts received personalized assistance from JJEEP and DOE consultants.

JJEEP and DOE personnel provided 105 on-site technical assistance visits to school districts and programs during the 2002 QA cycle. In addition, consultants provided additional technical assistance to juvenile justice programs and school districts via telephone, e-mail, fax, and mail. These consultants serve on DOE and State workgroups, such as Transition to Independence, Department of Juvenile Justice (DJJ) Vocational Taskforce, Exceptional Student Education (ESE) Statewide Transition Taskforce. The consultants have provided technical assistance in a variety of conferences and training opportunities, such as the JJEEP QA peer review training, Juvenile Justice Education Institute and Southern Conference on Corrections, DOE Technical Assistance Conference, and the Council for Exceptional Children (CEC)-Division of Children with Behavioral Disorders National Conference.

Conferences

Over 252 practitioners participated in the June 2002 Juvenile Justice Education Institute and Southern Conference on Corrections, which JJEEP and DOE co-sponsored. This annual event provided an opportunity for school districts, providers, and educators to network and share their ideas, strategies, and best practices. JJEEP staff, in conjunction with practitioners and private and public agencies, conducted technical assistance workshops on the following topics:

- Curriculum accommodations
- Differentiated instruction
- Critical thinking skills
- Learning styles
- Visual tools
- Community college transition opportunities
- Performing arts and adjudicated youths
- Reading/literacy
- Jump Start math and reading
- Resiliency
- Behavior management
- ESE/Curriculum-Based Vocational Assessment
- Horticulture
- Technology
- Canine Companions
- Restorative justice in the school setting
- Assessments
- GED/GED Exit Option
- Workforce Development
- Cooperative agreements and contracts
- JJEEP research
- JJEEP quality assurance review
- JJEEP corrective action
- Individual academic plans (IAPs)

In addition, DOE's Bureau of Instructional Support and Community Services hosted the first annual Juvenile Justice Education Programs Technical Assistance Workshop on September 24-25, 2002 in Orlando. More than 168 participants benefited from experts in their field who spoke on the following topics:

- ESE
- Financial management for DJJ programs
- Curriculum and instruction
- Teacher certification
- Contract management
- Academic advisement and graduation options
- Vocational education
- Workforce Development

JJEEP staff were presenters and attended other regional, state, national, and international workshops and conferences, including:

Regional

- JJEEP Regional Meetings in Orlando, Tallahassee, and Miami in November and December 2002

Statewide

- Fourth Annual Juvenile Justice Education Institute and Southern Conference on Corrections in Orlando, Florida in June 2002
- DOE Juvenile Justice Education Technical Assistance Workshop in September 2002
- QA Standards Revision Meeting in Orlando, Florida in September 2002

National

- Fifteenth Annual Conference on Southeast Evaluation Association in Tallahassee, Florida in January 2003

International

- American Society of Criminology (ASC) Conference in Chicago, Illinois in November 2002

A wide audience representing the educational, juvenile justice, and correctional systems from across the state, nation, and beyond attended these conferences and learned from presentations that focused mainly on the research JJEEP is conducting on best practices. Other topics presented addressed JJEEP's research on private/public educational programs at DJJ facilities, aftercare, the QA process, and JJEEP's mission and structure.

Training

JJEEP provided regional training at meetings, offering updates on new QA and legislative requirements, clarification of the educational QA standards, and inservice training targeted for statewide areas of interest. A statewide meeting was held in September prior to the regional meetings, during which 60 school district and program representatives provided

their input on revising the 2003 educational QA standards. Two hundred eighteen practitioners attended the three regional meetings held in November and December in Orlando, Tallahassee, and Miami. Attendees received training on the revised 2003 educational QA standards, the corrective action process, and literacy and reading.

During the winter of 2002, practitioners from programs and administrators from school districts across the State of Florida assembled for two one-day trainings at the JJEEP offices in Tallahassee to be trained as peer reviewers. In addition to the intensive instruction that ensured their understanding of the educational QA standards, the 15 peer reviewers were assigned shortly thereafter to “shadowing” experiences and active participation in the educational QA review process. Each peer reviewer had at least one opportunity to serve as a member of a QA review team during 2002. In addition, approximately 20 Workforce Development regional team members from throughout the state attended a one-day training session that was facilitated by JJEEP staff. The training included an overview of the educational QA standards and the review process in order to assist the participants in implementing the interagency vocational plan for juvenile justice programs.

Technical Assistance Documents and Publications

In 2002, JJEEP and DOE staff revised and resubmitted a technical assistance document entitled, *Juvenile Justice Cooperative Agreements and Contracts* (ESE10969).

DOE regularly sent memorandums and TAPs to all school districts for dissemination to DJJ educational programs. The following memoranda and TAPs were disseminated in 2002:

- *ESY: Extended School Year Services for Students with Disabilities: A Guide for IEP Teams*
- *ESY: What's the IDEA Behind Extended School Year Services for Students with Disabilities?*
- *Program Options for Students with Disabilities: Vocational Education and Adult General Education – What Students and Families Need to Know,*
- *Use of the Exceptional Student Education Matrix of Services*
- *What is Exceptional Student Education for Children who are Gifted?*
- *TAP FY 2002-7: Recommended Practices and Requirements for Entry and Exit Assessments in Juvenile Justice Facilities*

JJEEP's special issue of the peer review journal, *Evaluation Review: A Journal of Applied Research*, was published June 2002. The issue consisted of six articles and was entitled, *Implementing an Evaluation Research and Accountability-Driven System for Juvenile Justice Education in Florida*. The titles and authors of the six articles are:

- *Integrating Research, Policy, and Practice in Juvenile Justice Education*
Thomas G. Blomberg and Gordon P. Waldo
Evaluation Research and Quality Assurance
George Pesta, Trinetia Respress, Aline K. Major, Christine Arazan, and Terry Coxe
- *Correlates of Quality Educational Programs*
Deborah R. Chester, Jessamyn Tracy, Emily Earp, and Reetu Chauhan
- *Pre- and Post- and Longitudinal Evaluation of Juvenile Justice Education*
Aline K. Major, Deborah R. Chester, Rane McEntire, Gordon P. Waldo, and Thomas G. Blomberg
- *Data Integration in the Evaluation of Juvenile Justice Education*
Kristin Parsons Winokur, Spencer Li, and Rane McEntire
- *Evaluation Research, Policy, and Politics*
Thomas G. Blomberg and Gordon P. Waldo

JJEEP Web Site

JJEEP's updated web site, which includes a virtual tour, was introduced in December 2002. In the development of the web site, JJEEP attempted to provide its visitors with comprehensive coverage of JJEEP's multiple and interrelated functions and activities. It provides fast and convenient access to current information on the program, QA review protocol, standards, annual reports, upcoming training, and current research in juvenile justice education. Moreover, it has a component specifically related to technical assistance that includes a comprehensive list of vocational planning, documents, TAPs, DOE memos, frequently asked questions and answers, and links to other useful sites. The site provides timely and comprehensive information for providers of juvenile justice programs, school district administrators, educational program personnel, parents, citizens, and other parties interested in knowing how JJEEP works to serve juvenile justice youths. The web site may be accessed at www.jjeep.org, and a more detailed description can be found in Chapter 13 of this report.

4.3 Frequency of Technical Assistance

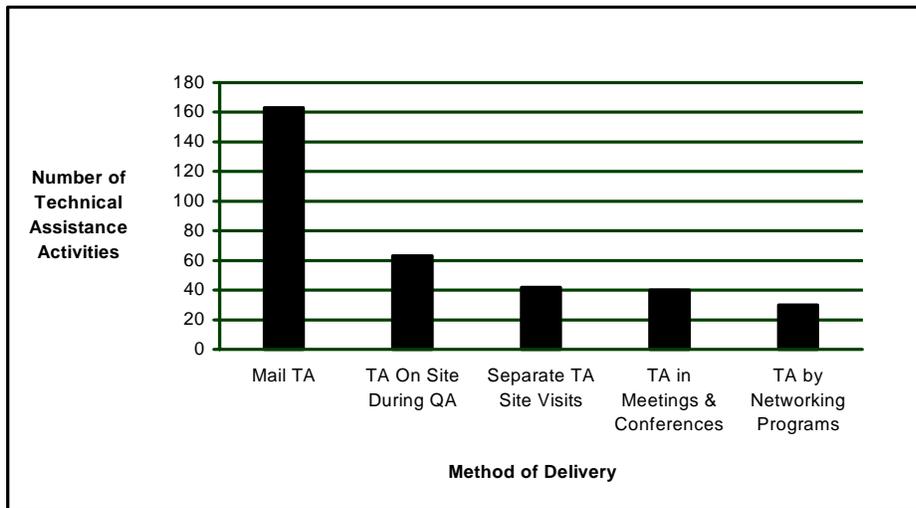
Frequency of Technical Assistance by Method of Delivery

According to JJEEP monthly activity reports for 2002, QA reviewers and DOE consultants provided on-site assistance 63 times during QA reviews. More than 160 items of technical assistance-related correspondence were provided on site; sent by mail, e-mail, and fax; or provided by telephone. Additionally, more than 40 presentations were made at conferences, meetings, and training sessions. JJEEP reviewers and DOE consultants made approximately

42 special site visits to provide technical assistance. According to the QA reviewers, they provided networking information to approximately 30 programs during and following the QA review visits. Combined, these numbers total 335 instances of technical assistance being provided during 2002.

Figure 4.3-1 illustrates the most frequent methods of delivery of technical assistance provided by JJEEP and DOE during 2002. (Please note that mail includes mail, fax, e-mail, and telephone.)

Figure 4.3-1: Frequency of Technical Assistance by Method of Delivery



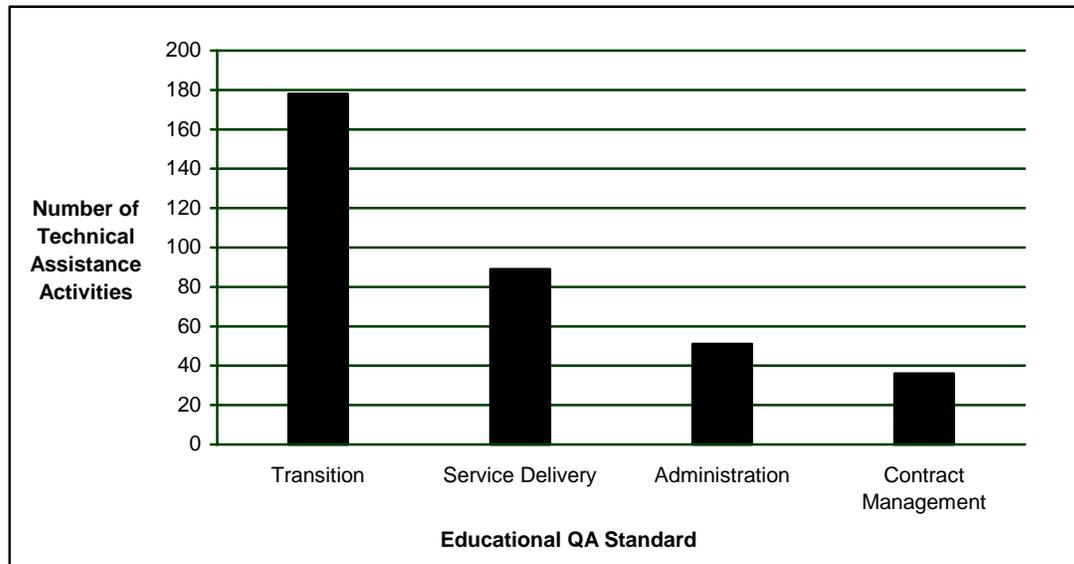
As illustrated in Figure 4.3-1, mail, which includes faxes, e-mails, and telephones, was the method of technical assistance that was used most often to disseminate requested information to juvenile justice programs; similarly, in 2001, mail also was the most frequently used method of delivery of technical assistance to programs. Networking was the least utilized method of providing technical assistance to programs in the past two years. The increase in on-site technical assistance during QA visits and special site visits occurred during the 2002 QA cycle due to JJEEP's emphasis on providing more one-on-one technical assistance to programs.

In 2002, as in the three previous years, transition continued to be the principal area for which programs and school districts requested technical assistance. Data were drawn from the monthly performance summary reports and a review of special on-site technical assistance visits. Data show that the frequency of technical assistance activities provided during 2002 for each QA standard, in descending order, is:

- Transition (178)
- Service Delivery (89)
- Administration (51)
- Contract Management (36)

Figure 4.3-2 illustrates this information. Technical assistance was provided through the variety of methods previously described in this chapter.

Figure 4.3-2: Frequency of Technical Assistance for Each QA Standard



Frequency of Technical Assistance for Nine QA Standard Indicators/Topics

The QA standard indicator, the number of technical assistance opportunities, and the correlated nine most frequent topics per indicator provided in 2002 were, in descending order:

1. E1.06 Exit Transition (19)
 - Recommended how to develop exit transition plans that include all requirements of this indicator.
2. E1.06 Exit Transition (18)
 - Assisted with the development of a consistent site-wide procedure to document placement and transmittal of student exit portfolios into DJJ discharge packets.
3. E1.02 Entry Transition: Assessment (16)
 - Provided a list of age-appropriate, DOE-approved entry and exit assessments.
4. E1.03 On-Site Transition: Student Planning (15)
 - Recommended how to develop IAPs with specific and individualized goals and objectives in all required areas, remedial strategies, and a schedule for determining progress toward achievement of those targeted goals and objectives.

5. E1.06 Exit Transition (15)

- Recommended how to implement a procedure to allow educational representation at students' exit staffings.

6. E3.02 Instructional Personnel Qualifications (15)

- Discussed Florida's instructional certification requirements and provided DOE contact information.

7. E4.03 Data Management (13)

- Recommended how programs and school districts could facilitate the process for entering pre-and post-test scores into the school district management information system (MIS).

8. E4.03 Data Management (10)

- Proposed that programs and school districts should collaborate in the initiation of creating individual school numbers for identified juvenile justice programs for DOE reporting purposes.

9. E3.06 Funding and Support (10)

- Advised programs and school districts on the availability of technology initiatives to enhance educational services for students and personnel.

Other topics for which technical assistance was provided in 2002 included:

- How to use IAPs and individual educational plans (IEPs) as working documents (9).
- How to provide ESE services within the required time frame, including obtaining current IEPs and determining whether IEPs are appropriate (9).
- Recommending that IAPs should be developed within the required time frame for all students (7).
- Advising programs and school districts on the need to provide students with adequate instructional materials (6).
- Suggesting that programs and school districts should provide students with adequate media materials and equipment (6).
- Recommending that the program should provide students with a minimum of 300 minutes (or the weekly equivalent) of instruction (6).
- Proposing that the contract manager should visit the program on a regular basis to ensure that contractual obligations are being fulfilled (6).

4.4 Topic Areas of Technical Assistance Provided During a Five-Year Period

Table 4.4-1 identifies the five main topic areas in which technical assistance was most frequently provided during 1998, 1999, 2000, 2001, and 2002. The information was collected by tabulating data from the JJEEP monthly summary reports from July 2002

through December 2002 that document the provision of technical assistance to juvenile justice education programs.

Table 4.4-1 also illustrates the varying percentages for the top five topic areas in which technical assistance was provided during 1998, 1999, 2000, 2001, and 2002. Consistently throughout the last five years, exit transition and IAPs have ranked as two of the top five topic areas in which technical assistance was provided to juvenile justice facilities and school districts. In 2002, the transition standard was noted as continuing to require technical assistance in all of the top five areas including: developing for all students age-appropriate exit plans that contain all required information; documenting the placement and transmittal of exit portfolios in students' DJJ discharge packets; providing information regarding DOE-approved entry and exit assessments; developing IAPs for all students that contain specific and individualized goals and objectives in all required areas, remedial strategies, and a schedule for determining progress toward achievement of targeted goals and objectives; and providing educational representation at students' exit staffings and transmitting complete exit portfolios that contain all required information.

Last year, special education services ranked in the top five topic area categories in 2001 as an area of technical assistance need. In 2002, however, special education services were not placed in the top five topic area category due to the concerted efforts by JJEEP and DOE staff who provided extensive technical assistance to facilities and school districts via on-site visits, special visits, corrective action follow-up visits, mailed documents and sample forms, and workshop and conference presentations specifically related to previous special education concerns.

Table 4.4-1: Top Five Topic Areas in which Technical Assistance was Provided During 1998-2002

1998	1999	2000	2001	2002
Curriculum development (23)	Education plans for non-ESE students (70)	Academic plans (31)	Education information in DJJ packets (30)	Transmittal of exit portfolios (19)
Exit transition plans (18)	Curriculum development (26)	Academic/vocational curriculum development (30)	IAPs with specific goals/objectives (23)	Developing exit plans (18)
Academic plans (17)	Exit transition (18)	Assessment (30)	ESE services (20)	DOE-approved entry and exit assessments (16)
Networking (17)	Career and vocational courses (14)	Exit transition (15)	Exit transition (19)	IAPs with all required information (15)
Enrollment (16)	Instructional design (10)	Contract/cooperative agreement (13)	Oversight and assistance (14)	Exit staffing and complete portfolios (15)

4.5 Technical Assistance Survey Results

A compilation of surveys presented to practitioners at various JJEEP training meetings amassed more than 200 respondents who shared their technical assistance requests. The survey results revealed preferred training and technical assistance area needs.

JJEEP Regional Meetings Technical Assistance

Survey Results

Survey results were compiled from the 2002 JJEEP regional meetings that were conducted at three locations (Miami, Orlando, and Tallahassee) and consist of a total of 114 respondents from the 218 participants who included juvenile justice service providers, school district contacts, program directors, lead educators, and other staff members. The responses regarding upcoming technical assistance needs were provided via anecdotal comments. The surveys revealed the following technical assistance topic requests for upcoming training initiatives as noted below. Please note that the numbers in parentheses include the number of times the topic was listed as a technical assistance request.

- Educational/vocational integrated model plan (8)
- Networking opportunities with other school districts (face to face) (8)
- Entry and exit writing assessments (6)
- Online access to resources, school district contacts, and best practices (6)
- Educational opportunities for students with high school diplomas, and funding options for those identified students (5)
- Provide best practice examples in all indicators (5)
- Reading curriculum, materials, resources, and assessments (5)
- Academic pre- and post-tests (5)
- IEP development for change of placement students (4)
- Individualized curriculum for all ages and ability levels (4)
- IAP development (3)
- Uniform documents (i.e., IAPs, exit plans, etc.) (3)
- Collaborative training with DJJ (3)
- Exit plan development (2)
- Guidance services (2)
- Positive discipline (1)
- Community and parent support ideas (1)
- Grant opportunities (1)

The survey results from the JJEEP regional meetings indicate that the significant areas of technical assistance include educational/vocational integration; networking opportunities with other programs and school districts; writing assessments; and providing an additional component on the JJEEP web site to include educational resources, school district and program contacts, and best practice examples of each of the QA educational standard indicators.

Statewide Technical Assistance Survey Results

A technical assistance needs assessment survey was disseminated statewide to juvenile justice program providers and school district contacts. The survey resulted in 66 respondents from the 170 surveys distributed via e-mail and fax. The topics were selected from the previously received anecdotal technical assessment requests derived from the 2002 JJEEP regional meetings. The topics were rated on a five-point Likert Scale, with five being the point noting the area of greatest technical assistance need.

The technical assistance needs assessment indicates that the seven topic areas of most significance include grant and funding opportunities (33), vocational curriculum (30), reading curriculum (28), curriculum for students with high school diploma or its equivalent (24), IAP development (19), individualized curriculum for K-12 students (16), and best practices indicators (16). In addition, all topic areas denote statewide interest in future training activities. The results are listed in Table 4.5-1.

Table 4.5-1: Technical Assistance Survey Results from Statewide Juvenile Justice Contacts

Topics	Numbers of Five-Point Likert Scale Responses				
	5	4	3	2	1
Vocational Curriculum	30	13	13	3	5
Reading curriculum	28	17	10	9	2
Individualized curriculum for K-12 students	16	16	17	8	6
Curriculum for students with high school diploma or equivalent	24	12	8	6	11
IAP development	19	11	12	14	9
IEP development	12	8	15	12	13
ESE services	13	4	14	12	13
Exit plan development	11	18	17	8	8
Academic assessments	9	12	23	8	12
Grant and funding opportunities	33	14	11	2	5
Classroom management	11	9	20	10	14
Guidance services	11	9	20	15	8
Best practices in indicators	16	17	17	4	4

Additional topics that were anecdotally submitted included ESE service delivery models, accommodations and modifications, diploma options, community involvement

Special Technical Assistance Site Visit Surveys

Beginning in November 2002, JJEEP initiated an emphasis on providing special technical assistance site visits to those programs and school districts that either requested additional assistance, had programs that had not been previously QA reviewed, or required a follow-up to a corrective action. At the culmination of these special technical assistance site visits, juvenile justice contact individuals had the opportunity to respond regarding their appraisal of the visits via an evaluation form that was submitted to JJEEP. Listed below are anecdotal comments that were submitted as an outcome of the visits. The comments listed encompass those evaluations that were submitted from November to December 2002.

- He even brought handouts we could review. He brought us new grant information, reading program information, and the new Standards for 02-03. He is able to clarify the areas of concern for us. He did a good job and is always helpful to us. He is fair, honest, and provides us with good recommendations on how to improve our program.
- (One member of the team) was extremely knowledgeable regarding our needs for increase in behavior management. They offered numerous contacts or resources. They addressed issues related to everyone involved. The review was extremely helpful in identifying areas for improvement, and the reviewers were obviously approaching this visit as a way to help us succeed in all areas.
- (He was) very knowledgeable and articulate. Thanks for finding us and making the effort for this technical assistance visit!
- Excellent job. Thank you for the assistance.
- It was a pleasant experience. I felt like I was on the right track.
- He brought new documents. He very clearly outlined how the district can help. (He) was very helpful.
- (He) had some interesting input on our county IAPs. Overall, his visit helped prepare our staff for QA 2003.
- (He) did a fine job of reviewing and addressing areas of concern from the 2002 QA. His advice is helpful and relevant.
- He was extremely well prepared and knowledgeable about the process. Handouts were very helpful. The presenter spent time with us and helped to clarify the process for us – very helpful!
- The entire staff and administrative team at (our program) would like to thank you for providing (him) to satisfy our request for technical assistance. (He) made a superb, detailed presentation to our entire staff today at our annual workshop for the 2003 school goals and school improvement. He assisted us in the development of short and long-range goals that are measurable, IAP processing, how to use current benchmark data to achieve goal results and a review of how a proper treatment team needs to operate. The faculty has applied many of (his) recommendations to their individual department goals for next year as well as ideas for our 2003-2004 school improvement plan. Many questions were posed to (him) about classroom

management, plan books, grade book preparation, and the construction of IEPs and IAPs as they apply to the treatment team process.

The above statements reflect the overall positive response to the special technical assistance site visits. The reviewers have been well received; the information shared is pertinent and site-specific to meet the unique needs of the programs, their staff and their students. Most importantly, the ongoing collaborative relationship between all parties involved continues to be a positive outgrowth of the technical assistance site visits.

Requesting Technical Assistance

To request technical assistance for your program, e-mail ta@jjeep.org, call the JJEOP office at (850) 414-8355, send a fax to (850) 414-8357, or complete the request for technical assistance form on the web site. When requesting technical assistance via e-mail, please include your name, the name of the program, and the type of technical assistance requested.

4.6 Summary Discussion

JJEOP and DOE provided technical assistance in 2002, not only to school districts and educational programs, but also to a much wider audience regionally, statewide, nationally, and internationally. During the last four years, the continuing collaborative efforts of JJEOP, DOE, DJJ, school districts, and programs have brought increased uniformity and consistency to setting, revising, and applying the educational QA standards. Practitioners can identify areas of strength and weakness through the QA review process and request technical assistance necessary for the continuous quality improvement of their educational programs.

Of particular note in 2002 was the sharp increase in the provision of technical assistance-related resources to juvenile justice facilities and school districts. The rationale for the increase in technical assistance can be attributed to the enhanced initiative by JJEOP and DOE to provide special technical assistance site visits to juvenile justice educational programs and school districts in response to the annual practice of raising the bar in educational program requirements and expectations. To continue to provide programs with timely and desired resources in a more cost-effective manner, sending the information by mail, email, telephone, and/or facsimile were the preferred modes of communication. Conversely, the JJEOP web site (www.jjeep.org) has been online since the spring of 2001. The updated web site, which was initiated in December 2002, offers a virtual tour of JJEOP and has provided visitors with a novel approach to information sharing and technical assistance.

The number of technical assistance activities that occurred simultaneously with on-site QA reviews and follow-up requested information increased during 2002 due to collaborative efforts of JJEOP and DOE personnel. If the budget permits, it is anticipated that JJEOP QA reviewers will conduct even more on-site technical assistance visits in 2003 due to the increased commitment of JJEOP to provide on-site technical assistance visits to programs.

The analysis of the technical assistance surveys that were conducted in 2002 demonstrate that juvenile justice practitioners, program administrators, and school district contacts requested additional training in the following seven areas: grant and funding opportunities, vocational curriculum, reading curriculum, curriculum for students with high school diplomas or the equivalent, IAP development, individualized curriculum for K-12 students, and best practices in QA educational indicators. A focus in the upcoming year will be for the JJEPP and DOE staff to provide training in these areas at regional meetings and during the June 2003 Juvenile Justice Education Institute and Southern Conference on Corrections.

The findings of JJEPP's research and the impact of the findings on the educational practices utilized in the education of Florida's adjudicated youths received widespread attention in 2002 due to presentations at national and international conferences, state and regional meetings, and dissemination of TAPs and other publications. Interest in JJEPP's research findings is expected to increase in the future, and efforts to assist school districts and programs, locally, nationally, and internationally, by providing relevant technical assistance are a priority for JJEPP and DOE.

CHAPTER 5

SPECIAL EDUCATION SERVICES IN JUVENILE JUSTICE EDUCATION

5.1 Introduction

More than 125,000 youths are incarcerated in approximately 3,500 public and private juvenile justice programs in the United States (Snyder, 1998). The majority of youths who enter these facilities possess a vast array of academic, behavioral, social, mental health, and medical needs. Large numbers of incarcerated youths are educationally deficient and have experienced a history of school failure and retention (Center on Crime, Communities, and Culture, 1997). These youths are disproportionately male, poor, minority, from a single parent home or raised by a grandmother, and have significant behavioral and/or learning concerns that entitle them to special education and related services (Office of Juvenile Justice and Delinquency Prevention [OJJDP], 2002).

Quality education is critical to rehabilitation, and it is considered the “foundation for programming in most juvenile institutions” (OJJDP, 1994, p. 129). Assisting youths with the acquisition of appropriate academic skills is thought to be one of the most effective approaches to the prevention of delinquency and the reduction of recidivism (OJJDP, 2002). Moreover, higher rates of literacy skills are associated with lower rates of juvenile delinquency, rearrest, and recidivism.

While many juvenile justice programs continue to strive toward providing appropriate and adequate educational services to incarcerated youths, students with disabilities have a heightened need for individualized and specialized services. In Florida’s juvenile justice programs, there has been a significant improvement in the identification of students with disabilities. Moreover, there has been increased quality in the provision of educational programming for students with certain disabilities. Due to the state mandates that require individualized instruction for all incarcerated students; for example, students classified as specific learning disabled (SLD) and mentally handicapped (MH) have academically benefited from the design of curriculum that is specifically tailored to meet their identified educational needs. There is a significant number of students with emotional and/or behavioral disabilities in the State of Florida who require an even more highly specialized curriculum and behavior management system in order to successfully succeed in the classroom setting. Those students are significantly larger in number than the students identified as SLD and MH.

The focus of this chapter, therefore, is to demonstrate the need to expand the appropriate and adequate provision of such services to students with emotional and behavioral disorders. To illustrate the significance of such an expansion of focus, by the time youths with emotional

and behavioral disorders have been out of school for three to five years, 58% have been arrested. On the other hand, by the time youths with learning disabilities have been out of school for three to five years, only 31% have been arrested (SRI International, Center for Education and Human Services, 1997). The Juvenile Justice Educational Enhancement Program (JJEPP) continues to recognize the significant needs of the learning disabled student; however, this chapter asserts that while the provision of those services has been improving and continues to improve in Florida's juvenile justice educational programs, there remains a gap in services to those students with emotional and behavioral disorders who appear to be at the greatest risk of re-offending.

This chapter includes five subsequent sections. Section 5.2 provides a selected review of current special education literature. There is also a review of best practices, particularly for incarcerated youths with emotional and behavioral disorders. Section 5.3 discusses the overrepresentation of youths with disabilities in Florida's juvenile justice education system, particularly those students classified as emotionally handicapped (EH) or severely emotionally disturbed (SED). Section 5.4 discusses the provision of exceptional student education (ESE) services in Department of Juvenile Justice (DJJ) programs. Section 5.5 reviews ESE services, teacher certification, and service delivery models. Section 5.6 presents a content analysis of quality assurance (QA) indicators related to special education and a three-year comparison of program performance in Florida's juvenile justice facilities. Section 5.7 provides a summary discussion of current and future implications for the provision of special education services in Florida's juvenile justice educational programs.

5.2 Literature Review

Overrepresentation of Students with Disabilities in Juvenile Justice Facilities

Youths with disabilities are overrepresented in juvenile justice programs (Burrell & Warboys, 2000). Many special educators, parents, and advocates are interested in ensuring that these youths receive the education and related services to which they are entitled under federal and state statutes. Until recently, however, the nature and extent of overrepresentation, the educational services provided, and the certification of special education teachers in juvenile justice programs have not been fully examined.

While approximately 12% of public school students have been identified as having disabilities that qualify them for special education services (U.S. Department of Education, Office of Special Education Programs, 2002), youths in the juvenile justice system are much more likely to have both identified and undiscovered disabilities. Thus, studies of incarcerated youths reveal that as many as 70% suffer from disabling conditions (Leone & Meisel, 1997). A more conservative estimate of the prevalence of youths with disabilities in juvenile justice programs is 32% (Quinn, Rutherford, & Leone, 2001). This finding is still notably higher than the aforementioned prevalence of disabilities among school-age children in the United States.

The results of a survey conducted by Quinn et al. (2001) suggest that youths with a specific learning disability or emotional disturbance are more vulnerable to placement in juvenile justice facilities than youths not identified as disabled. The survey found that 46% of incarcerated youths with a disability had a primary diagnosis of specific learning disability and 45% were identified with an emotional disturbance. Disabling conditions do not necessarily predispose youths to delinquent behaviors; however, some behaviors associated with a disability may create a susceptibility to the engagement of criminal activities. The over-representation of youths with disabilities in juvenile justice programs is consistently associated with school failure, marginal literacy skills, poorly developed social skills, and inadequate school and community supports (Rutherford, Nelson, & Wolford, 1986; Leone & Meisel, 1997).

While the mechanisms contributing to overrepresentation are not well understood, some evidence suggests that police officers, attorneys, judges, and juvenile probation officers are typically unaware of characteristics associated with youths' disabilities (Keilitz & Dunivant, 1986). Youths with disabilities may be more vulnerable to involvement in the juvenile or criminal justice system when poorly developed reasoning ability, inappropriate affect, immature social behavior, and inattention are misinterpreted by professionals as hostility, defiance, and lack of cooperation. Additionally, overrepresentation most frequently occurs among youths with emotional and behavioral disorders, learning disabilities, and mild mental retardation (National Center on Education, Disability and Juvenile Justice, 2001).

Students with Emotional and Behavioral Disorders in Juvenile Justice Facilities

According to the Individuals with Disabilities Act (IDEA), emotionally handicapped (EH) is defined as

- (i) a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
 - An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - Inappropriate types of behavior or feelings under normal circumstances.
 - A general pervasive mood of unhappiness or depression.
 - A tendency to develop physical symptoms or fears associated with personal or school problems.

EH also includes schizophrenia. EH does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance. Students who are classified as SED experience the above conditions to a significantly more marked degree over a longer period of time, and the behaviors greatly affect the child's educational performance requiring additional support services (e.g., mental health counseling, an individualized behavior management plan, a smaller teacher to

student ratio, and intensive community and agency intervention and support) [IDEA, section 1401(26)(B)].

Although the prevalence of such mental health and substance abuse disorders among youths in the juvenile justice system is largely unknown, recent research suggests that these problems are significantly greater for juvenile delinquents than for other youths. It has been estimated that each year, of the youth who come in contact with the juvenile justice system, 150,000 meet the diagnostic criteria for at least one mental disorder, 225,000 suffer from a diagnosable alcohol abuse or dependence disorder, and 95,000 may suffer from a diagnosable substance abuse or dependence disorder (Cocozza, J. [as cited in Bilchik, S., 1998]). Research has also demonstrated that juvenile delinquents tend to have both mental health disorders and substance abuse problems. A high percentage of these students also have conduct disorders (Bilchik, 1998).

Students with such emotional disturbances typically have significant academic deficiencies, which often exacerbate behavior problems and lead to academic underachievement and school dropout (Chesapeake Institute, 1994; Kauffman, 1997). Evidence shows that remediating academic deficits in reading, writing, and mathematics is a critical factor in school success for these students, and is correlated with improvement in school behavior (e.g., Dunlap, Kern, dePerzel, Clarke, Wilson, Childs, White, & Falk, 1993). Emotional disturbance is a highly prevalent disorder among juvenile delinquents and as such can have a significant impact on the life of the affected child, his or her family, and other individuals in the child's life including peers, teachers, and community members.

Provision of Services and Best Practices for Students with Emotional and Behavioral Disabilities in Juvenile Justice Facilities

In the general population, students who exhibit behavior problems serious enough to warrant intervention comprise approximately 10 percent of all children; about three to five percent of these could be judged to be emotionally disturbed. Unfortunately, evidence suggests that only about 20% to 30% of all children and youth with emotional and behavioral disorders are served in special education (Heward, 2000), meaning that the majority of children with emotional and behavioral disorders are not receiving services needed to effectively manage their disability. These students typically create discipline and behavior management problems for teachers and administrators, yet traditional responses to these problems (suspensions, placement in alternative programs, etc.) are often ineffective in changing the course of the problematic behavior.

Similarly, one in 10 children and adolescents suffer from some form of mental illness serious enough to cause impairment in functioning, yet fewer than one in five of these students receive needed treatment (U.S. Surgeon General, 2001). Furthermore, a small percentage of children have emotional disorders so serious that schools alone cannot meet their needs. Unfortunately, availability of coordinated interagency services among juvenile justice, mental health, and case management service providers is the exception, not the rule.

Incarcerated youths eligible for special education and related services are entitled to the same substantive and procedural rights afforded to youths in public schools; however, juvenile justice programs have not always historically met the requirements of IDEA, the Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act. In the 26 years since the passage of IDEA, the predominant concern in public schools has shifted from providing access to special education and related services to ensuring quality educational outcomes for students with disabilities. In contrast, providing basic access to adequate special education and related services continues to be a challenging endeavor in many juvenile justice programs. Moreover, research and experience demonstrate that the services available in the juvenile justice system to alleviate these problems are entirely inadequate.

Most often, special education and related services in juvenile justice programs are implemented in the broader context of general academic and vocational programs. Juvenile justice facilities may fail to adequately educate students with disabilities when prior school records are not received in a timely manner; when appropriate instructional strategies to accommodate learning and/or behavioral problems are not addressed; when parents, guardians, or surrogate parents are not involved in educational planning and programming; and exit transitional activities are not sufficiently considered.

Youths with disabilities who do not receive appropriate special education and related services may be more vulnerable to exclusion from the juvenile justice educational program (OJJDP, 2002). Students who have emotional and/or behavioral disorders are more prone to experience difficulty adjusting and conforming to the expectations of juvenile justice programs.

Research on emotional disorders has shown that the quality and duration of intervention is correlated with prognosis. The more intensive the intervention (e.g., services to both child and family) and the longer the duration of services, the better the outcome. Services provided in isolation or services terminated according to arbitrary criteria that are unconnected to the child's status have little positive impact on the student's overall functioning. Other studies have clearly shown that coordinated interagency services can improve the prognosis for youths with emotional disorders (e.g., National Technical Assistance Center for Children's Mental Health, 1998). Moreover, early intervention is cited as a critical variable in determining prognosis for children with emotional/behavioral disorders (Sprague & Walker, 2000). Early intervention can deflect the potentially ravaging effects of emotional/behavioral disturbance. The longer the delay in identification and treatment, the less likely effective intervention will be possible.

Other research has addressed effective treatment for youths in juvenile justice facilities. Several authors have identified an effective school environment as an essential promising practice in juvenile justice education (Coffey & Gemignani, 1994; Meisel, Henderson, Cohen & Leone, 1998). An effective school environment includes a comprehensive education program, consisting of basic academic skills, high school completion, General Educational Development (GED) diploma preparation, special education and related services, pre-employment training, and socio-emotional training.

After conducting a meta-analysis of 50 studies of institutional and community-based programs, Whitehead and Lab (1989) concluded, “correctional treatment has little effect on recidivism” (p. 291). Although other meta-analyses have come to similar conclusions, some types of treatment fair better than others. For example, Lipsey (1992) found that behavioral, skill-based, multi-modal treatment methods were more effective than other types of treatment. Lipsey also found that community-based programs had greater positive results than institutional programs. In addition, Lipsey (1998) found that (a) individual counseling, (b) interpersonal skills, and (c) behavioral programs were more effective than other types of treatment with noninstitutionalized serious and violent juvenile offenders, and that (a) interpersonal skills and (b) teaching family home (behavior modification in the home setting) programs were more effective than other types of treatment with institutionalized serious and violent juvenile offenders. Borduin, Mann, Cone, Henggeler, Fucci, Blaske, and Williams (1995) found that multi-systemic therapy was more effective than individual therapy in reducing future criminal behavior.

In sum, youths with disabilities are over-represented in juvenile justice programs. Even more striking, students with emotional and behavioral disorders seem to be highly represented in the facilities, and these youths require specific services to meet their specialized needs. Past research has found that treatment is most effective when initiated early, when evidence-based practices are used, and when multiple forms of intervention are used. Moreover, an overarching effective school environment is an essential promising practice in juvenile justice education.

5.3 Students with Disabilities in Florida’s DJJ Programs

In Florida, the over-representation of students with disabilities in juvenile justice facilities is strikingly apparent when comparing the state average with the juvenile justice average. Table 5.3-1 illustrates that the percentage of students with disabilities in Florida is approximately two percent higher than that of the national average for school years 2001-2002, 2000-2001, 1999-2000, and 1998-1999. Over this four-year period, there has been a slight increase in the percentage of youths served by IDEA in the United States and Florida. In terms of the percentage change in Florida DJJ programs, there was little change in the first three years, but a substantial increase between the 2000-2001 and 2001-2002 school years from 37% to 43%. These data demonstrate a continuing and perhaps rapidly increasing over-representation of students with disabilities in juvenile justice programs in the State of Florida.

Table 5.3-1: Percentage of Children (ages 6-17) Served Under IDEA, Part B During the 1998-2002 School Years for the U.S., Florida, and Florida DJJ

School Year	ESE in U.S.*	ESE in Florida	ESE in Florida DJJ
2001-2002	11.6%	13.2%	43%
2000-2001	11.5%	13.2%	37%
1999-2000	11.3%	12.9%	37%
1998-1999	11.1 %	12.7%	36%

*Includes all 50 states and Washington, D.C. (U.S. Department of Education, Office of Special Education Programs, Data Analysis System)

Table 5.3-2 contains the data regarding the overall prevalence of students with disabilities and the prevalence of specific types of disabilities for which students in juvenile justice facilities are receiving special education services. These data were collected from each of the 188 programs reviewed by JJEEP during the 2001 and 2002 QA review cycles. For data collection purposes, the categories consisted of specific learning disabled (SLD), emotionally handicapped (EH), severely emotionally disturbed (SED), mentally handicapped (MH), and other (e.g., speech and language impaired [SLI] and other health impaired [OHI]).

Table 5.3-2: Number of Students Receiving ESE Services from Florida’s Juvenile Justice Programs in 2001 and 2002

Disability Type	Number of Students Receiving Special Education Services (2001)	Percentage* of Students Receiving Special Education Services * (2001)	Number of Students Receiving Special Education Services (2002)	Percentage of Students Receiving Special Education Services * (2002)
SLD	1,321	36%	1,470	38%
EH	1,151	31%	1,303	33%
SED	684	18%	621	16%
MH	304	8%	292	7%
Other **	260	7%	231	6%
TOTAL	3,696	100%	3,917	100%

*Percentages are calculated by dividing the number of students receiving special education services for a specific disability by the total population of students receiving special education services during the time of the 2001 and 2002 QA reviews..

**Other includes the following students: Speech and Language Impaired (104), Gifted, Occupationally or Physically Impaired, and Other Health Impaired (34).

In Florida’s 188 programs reviewed by JJEEP in 2002, there were approximately 9,123 students on any given day. Of these, 3,917 (43%) were identified as students with disabilities. Specifically, 1,470 (38%) were identified as SLD, 1,303 (33%) were identified as EH, 621 (16%) were identified as SED, 292 (7%) were identified as MH, and 231 (6%) were identified as having other disabilities. Of particular note, the combined numbers of students with emotional and behavioral disorders (EH/SED students), amounts to a total of 1,924 students or 49% of the students receiving special education services.

Comparing the last two years, 2001 and 2002, the percentages with each of the ESE categories do not change very much (1-2%) in Table 5.3-2, but referring back to Table 5.3-1

it is evident that there was a significant increase in the total population of students with disabilities in Florida’s juvenile justice programs, from 37% to 43%. Both years reviewed demonstrate that students with emotional and behavioral disorders (EH/SED) account for approximately half of the ESE students.

Students with Disabilities and Type of Juvenile Justice Program

The primary exceptionalities discussed in this section include students who are EH, SED, SLD, MH, and OHI. Those students identified as eligible for EH and SED services will be reviewed as one entity in order to examine designated variables related to all students with behavioral or emotional disorders. The total population of students with these identified disabling conditions amounts to 3,720 students who were incarcerated in Florida’s juvenile justice programs during the 2002 review cycle. Of these 3,720 students, 2,565 were in residential programs, 728 in detention, and 427 in day treatment programs. Table 5.3-3 shows the population of students with different types of disabilities by each program design (residential, detention, and day treatment).

Table 5.3-3 shows the number and percentage of students with disabilities as identified by their primary disability in Florida’s juvenile justice programs.

Table 5.3-3: Students with Disabilities in Florida’s Juvenile Justice Programs by Primary Exceptionality

Type of Exceptionality	Residential		Detention		Day Treatment		Total	
	#	%	#	%	#	%	#	%
EH and SED	1,382	54%	367	51%	175	41%	1,924	52%
SLD	960	37%	279	38%	231	54%	1470	40%
MH	199	8%	75	10%	18	4%	292	8%
OHI	24	1%	7	1%	3	1%	34	1%
Total	2,565	100%	728	100%	427	100%	3720	101%

Students with emotional and behavioral disorders (EH/SED) make up the largest percentage of students with disabilities in residential juvenile justice programs in Florida, at 54%. The second largest category includes students with specific learning disabilities (37%). The third and fourth categories are students with mental handicaps (eight percent) and students with other health impairments (1%).

In detention programs, students with emotional and behavioral disorders (EH/SED) once again make up the largest percentage (51%) of students with disabilities. The second largest category (38%) includes students with specific learning disabilities. The third and fourth categories are students with mental handicaps (10%) and students with other health impairments (1%).

Thus, both residential and detention facilities demonstrate that their largest population of students with disabilities includes those students identified as eligible for emotional and behavior disordered exceptionalities.

Conversely, Table 5.3-3 illustrates that students with specific learning disabilities make up the largest percentage (54%) of students with disabilities in day treatment programs. The second largest category (41%) includes students with emotional and behavior disorders (EH/SED). The third and fourth categories are students with mental handicaps (four percent) and students with other health impairments (1%). Students with specific learning disabilities may comprise the largest percentage of students with disabilities in day treatment programs because many of the programs have the option of accepting a student or recommending placement at another program. Students with emotional and behavior disorders may require additional support services that day treatment programs may not be adequately designed to meet. Day treatment in general serves less severe delinquency cases. Thus, the largest category of students with disabilities in DJJ programs overall are youths with emotional and behavior disorders (EH/SED).

5.4 Provision of ESE Services in DJJ Programs

Chapter 7 of this annual report states that 44.2% of incarcerated youths in Florida's juvenile justice commitment programs were receiving special education and related services prior to the youths' commitment. Data collected during 2002 QA reviews indicate that 42.7% of the students were identified as receiving ESE services while incarcerated. Thus, only slightly over one percent of the students were not appropriately identified as being eligible for special education and related services during the 2002 cycle due to their prior IEP not being received, the prior and current IEP not being reviewed as a change of placement plan, or no communication with the prior school district and/or juvenile justice program regarding the documentation of the students' eligibility for special education and related services.

These data suggest that Florida's juvenile justice providers have done an exemplary job finalizing the entry transition, the critical process to successfully identify students with disabilities. In addition, Florida's juvenile justice providers have improved steadily in their overall provision of special education services. In fact, JJEPP has noted these changes in the QA reviews.

Targeted QA Ratings

The following comparisons are drawn from results of QA scores from the last three years. The QA priority indicators E1.03 and E2.05 were selected because they include special education documentation, processes, and implementation of educational opportunities and related services such as counseling, speech and language therapy, occupational and physical therapy.

E1.03 On-Site Transition (Student Planning)

This indicator requires a current IEP for each student with a disability, in accordance with state and federal law. Documentation of provision of special education services must occur within 11 days of student entry into the facility, including obtaining current IEPs and reviewing and determining whether the IEP is appropriate. If the IEP is not appropriate, an IEP meeting must be convened in a timely manner. IEPs must be used by all instructional personnel to assist in providing individualized instruction and educational services and placed in student files.

The QA scores from the 2002 cycle were examined and compared with previous years. This comparison better identifies the status of the provision of educational services for students with disabilities in regards to IEP development and implementation in a manner that is specific to each student.

E2.05 Support Services

This indicator is presently classified as indicator E2.04 for detention centers. The indicator requires that support services be available to students and include special education services for students with disabilities that, at a minimum, consist of regularly scheduled consultative services and instruction that is consistent with each student’s IEP. The QA scores from the 2002 review cycle for all facilities (residential, day treatment, and detention) were examined and compared to scores from the 2001 and 2000 QA cycles. The comparison was to determine the quality of support services that are being offered to meet the needs of students with disabilities. Table 5.4-1 shows the mean QA scores for indicators E1.03 and E2.05 (which include ESE processes and service delivery) for 2000, 2001, and 2002.

Table 5.4-1: Mean QA Scores for Indicators E1.03 and E2.05 During the 2000, 2001, and 2002 QA Review Cycles

QA Indicators	2000	2001	2002
E1.03 * (Student Planning)	4.58	4.60	4.98
E2.05 ** (Support Services)	5.60	5.30	5.65

*E1.03 may be scored as follows: Superior – 7,8,9; Satisfactory – 4,5,6; Partial – 1,2,3; or Nonperformance – 0.

**E2.05 may be scored as follows: Full Compliance – 6; Substantial Compliance – 4; or Noncompliance – 0.

Table 5.4-1 illustrates for indicator E1.03 that there was little change from 2000 to 2001 (4.58 to 4.60), but between 2001 and 2002 there was a significant increase in the mean score. Consideration should be given to the fact that indicator E1.03 encompasses both general education and special education services (e.g., IAP and IEP development). Thus, this score is not representative of only special education services.

For Indicator E2.05, the score was at 5.60 and dropped to 5.30 in 2001. In 2002, however, it increased considerably going from 5.30 to 5.65. This also slightly exceeded the score in 2000. The marked increase in the scores for indicator E2.05 in 2002 suggests heightened

incidences of compliance and quality programming in special education services. Indicator E2.05 exclusively identifies special education and related service provisions to students with disabilities. Due to the 2001 data documenting the need for additional training in the area of special education regulations, practices, and implementation of service delivery, JJEEP and DOE staff provided extensive training in ESE programming and service delivery at conferences, workshops, regional meetings, trainings, quality assurance visits, and special on-site technical assistance visits throughout the 2002 review cycle. The targeted training initiatives likely contributed to a significant increase in the provision of ESE services to students in Florida's juvenile justice programs.

Given the performance on these two indicators and the number of students being served, it is evident that Florida's juvenile justice programs have improved in both their disability identification and provision of services to students with disabilities in general.

Further, a review of QA reports from Florida DJJ facilities during the 2002 QA cycle with high satisfactory (6) to superior (7-9) QA scores including quality programming for youths with disabilities were selected to identify and analyze correlates of exemplary special educational services for students with disabilities. For those programs that received deemed status for the 2002 QA cycle, a review of the previous year's data was utilized. A comprehensive comparison of educational programming for students with disabilities in juvenile justice programs, including residential, detention centers, and day treatment were examined. The variables selected for comparison of best practices were: number and percentage of students with specific disabilities, teacher certification, E1.03 (student planning) QA scores, E2.05 (support services) QA scores, mean QA scores, support services provision, academic service delivery, and curriculum.

The cases presented were chosen as representative samples of programs providing quality special education services. A review of these QA report findings has identified the following key elements in programs' successful delivery of educational services to incarcerated youths with disabilities.

- The degree of individualization in all of these programs is evident. The curriculum is primarily competency-based and individualized for each student using individual academic plans (IAPs) and individual educational plans (IEPs) as the foundational educational templates. All of the programs place significant emphasis on a curriculum that addresses academics, vocational skills, employability skills, social skills, and life skills. Reading and literacy instruction are a priority. Additionally, GED programs are offered to those who do not plan to complete high school. Curricula also focus on remediation and literacy skills. Students who have a high school diploma or its equivalent have the option to take college level courses or participate in vocational activities.
- A variety of instructional strategies are employed, such as computer aided instruction, group instruction, lecturing, class discussion, individual reading, group projects, hands-on learning, educational games and videos, thematic units, multimedia, peer tutoring, one-on-one assistance, and the use of volunteer tutors and mentors.

- Programs provide a varied and extensive menu of vocational/technical courses for credit, including such areas as Spirited Girls, carpentry, masonry, seamanship, diving, building maintenance, and small engine repair.
- Entrepreneurship opportunities are available to students and include such activities as building a stock race car, running a school store, detailing cars, growing and selling plants, and creating and selling bookmarks, cards, and silk screen items.
- ESE services are provided on a daily basis by on-site personnel and at least monthly by school district ESE staffing specialists or consultants. All programs provide these support services through an inclusion model, a resource model, collaborative consultation, or a self-contained model.
- Class sizes are small with a low student-to-teacher ratio. The student-to-teacher ratio never exceeds 15:1 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.
- Approximately 30% of all the programs' teachers are ESE certified and provide direct and indirect special education and related services to students with disabilities.
- Adequate educational and support staff are available to carry out the operations of the program, which enables them to effectively meet individual treatment and educational needs of all students.
- Teachers, support staff, administrators, and community participants display a program-wide dedication to carrying out the mission and philosophy of the programs.
- There is no significant difference in the quality of special education service delivery dependent on provider type. The majority of programs employ an inclusion service delivery model.
- 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 creating a positive work environment, which, in turn, contributes to reducing teacher turnover.

5.5 Problem Areas of Service to Students with Emotional and Behavioral Disabilities

As these improvements in identification and overall provision of services to disabled students have occurred, more specific attention can now be turned toward the largest percentage of students with disabilities, the emotionally and behaviorally disturbed, who require very specialized services. In fact, there appears to be a gap in services to this population. There are two prominent areas that help explain this problem. First, many program personnel do not have complete knowledge of these youths and their needs nor of all special education policies and practices. Thus, many of the staff dealing with this population do not possess

the skills necessary to adequately provide needed services. Second, these students are not necessarily receiving appropriate placements. For example, it has been noted that students' educational histories are not adequately addressed during hurried juvenile court proceedings, and students with disabilities tend to spend more time in juvenile justice facilities because their disability prevents them from successfully completing the programs.

ESE Certified Teachers

Currently, juvenile justice educational programs face enormous challenges as they respond to their increasingly diverse student population. More and more students are in need of individualized educational programming to meet their academic deficits and behavioral concerns. These identified students and their public school counterparts are now held to the highest academic standard ever evidenced in Florida's public school history. The *Just Read, Florida!* legislative mandate, the heightened requirements for the attainment of a regular high school diploma (e.g., minimal credit requirements earned, at least a 2.0 GPA, and passage of the reading and mathematic sections of the Florida Comprehensive Assessment Test), and more stringent public school accountability measures place appropriate educational attainment and academic gains as significant priorities within all schools. Research-based education practices and the implementation of those practices in juvenile justice programs are essential to ensuring students' educational achievement.

In addition to meeting the challenges of promoting academic excellence, teachers in juvenile justice programs must also address how to effectively meet this mandate with students who have historically experienced a pattern of school failure, absenteeism, and truancy. Teachers also face the challenge of providing students with disabilities with an individualized and appropriate curriculum that remediates their weaknesses and promotes their areas of strengths. Moreover, they must have an understanding of emotional and behavioral issues and the skills to implement highly specialized services such as functional behavior assessments.

In response to federal and state initiatives, the highest qualified individuals are required to fulfill vacant teaching positions. Yet, such highly qualified teachers are critically needed in juvenile justice programs. As long as special education has existed, there have been shortages of qualified personnel. These shortages have long been an impediment to the appropriate implementation of effective special education programs.

Table 5.5-1 illustrates current information regarding teacher certification issues in Florida. Of particular note, the recent status of special education certification is included.

Table 5.5-1: Comparative Analysis of Teacher Certification Status in Florida for 2002 and 2001

	Total Number of Teachers	Number of Teachers Not Fully Certified	Percentage of Teachers Not Fully Certified	Number of Teachers Not Fully Certified, With Content Expertise	Percentage of Teachers Not Fully Certified, With Content Expertise
Florida Totals					
2001-2002	120,592	4,021	3.3%	376	0.3%
2000-2001	107,607	3,692	3.4%	1,470	1.4%
Special Education- All Levels					
2001-2002	22,666	1,147	5.1%	112	0.5%
2000-2001	20,776	1,019	4.9%	377	1.1%

*This information was provided by the Florida Department of Education as a partial submission for the 2002 and 2001 Title 2 Annual Report, Washington, D.C.

During the 2001-2002 school year, of Florida’s 120,592 teachers, 116,571 are fully certified. The 4,021 teachers who are not fully certified are those who currently are not listed in the Bureau of Educator Certification database, but who may be certified at a later “count” or who may be teaching under Rule 6A-1.0502, FAC, (i.e., expert in the field), or who may be temporary or full-time substitutes. The 376 teachers not fully certified, but with content expertise, are teachers who hold temporary certificates based upon completion of content knowledge without professional preparation.

In 2002, special student educators represent approximately 19 % of the total teaching population. The percentage of teachers who are not fully certified in special education is 3.3%. For the second year in a row, non-certified special education teachers continued to rank second to career/technical education teachers.

Service Delivery Models

Florida’s juvenile justice programs provide a menu of ESE service delivery models, albeit the provisions are limited in scope and do not always provide for a continuum of care for students with disabilities. Per students’ IEPs, a service delivery model is documented that the IEP team determines is the placement that best serves the students’ needs. In addition, the placement should comply with IDEA’s definitions and requirements for the least restrictive environment. Review of the most current literature, however, points out that appropriate placements are not always made for these youths.

Service delivery models include the following:

- Self-contained students with disabilities receive all or the majority of their educational services in one setting by a special education teacher. Supplemental support services are provided per students’ IEPs including counseling, speech and language therapy, occupational therapy, individualized behavior management program, and additional support personnel.

- Resource students with disabilities receive educational services from a pullout or small-group model whereby their identified areas of need are remediated (e.g., reading, writing, mathematics) by a special education teacher.
- Collaboration involves a team comprised of a special educator(s) and regular educator(s) who cooperatively plan for and serve students with disabilities. The power of the collaborative teams combined with the student and parent input lies in their capacity to merge their unique skills and talents, participate in the problem-solving process, and distribute leadership authority throughout the school community (Thousand & Villa, 1990).
- Inclusion ensures that students with disabilities receive all of their educational services in the regular education setting. Per students' IEPs, accommodations and modifications are implemented in order to provide individualized services as needed in order for students to maintain attendance within the regular education classroom.

Table 5.5-4 illustrates the breakdown of the ESE service delivery models per program design (residential, detention, and day treatment) utilized in Florida's juvenile justice programs during the 2002 QA cycle.

Table 5.5-2: ESE Service Delivery Models in Florida's Juvenile Justice Programs

Programs	No Svc	SC	R	C	I	All Svc	C/I	SC/C /I	R/I	SC/C	SC/I	R/C/I	SC/R /I
Residential	0	0	2	8	62	3	19	3	10	0	0	5	3
Detention	1	4	1	1	11	2	3	1	0	0	0	3	1
Day Treatment	0	0	1	4	23	1	4	1	2	2	2	1	0
TOTAL	1	4	4	13	96	6	26	5	12	12	2	9	4
Percentage	.05 %	2%	2%	7%	51%	3%	14%	3%	6.5%	6.5%	1%	5%	2%

Percentages are calculated by dividing the total number of ESE service delivery models by the total number of Florida's juvenile justice programs during the 2002 QA cycle, which is 188.

Clarification of symbols: Svc = services, SC = self-contained, R = resource, C = collaboration, I = inclusion

Table 5.5-4 documents that the inclusion model at 51% is the primary ESE service delivery model used overall by the juvenile justice programs in Florida. The combination of collaboration and inclusion at 14% ranks second, collaboration at 7% ranks third, and a close fourth is a combination of resource and inclusion at 6.5%.

5.6 Best Practices for Students with Emotional/Behavioral Disorders

In addition to the provision of highly skilled, certified teachers and appropriate program placement, there are specific provisions that programs must place particular attention on in order to best serve students with emotional and behavioral disorders. These include services that are outlined in an IEP specifically designed for youths with behavioral and emotional disorders as well as functional behavioral assessments and behavior intervention plans, all provided within an environment that is the most appropriate and the least restrictive.

Free and Appropriate Public Education (FAPE)

Every youth with a disability, as defined by IDEA, is entitled to a “free and appropriate public education” (FAPE). This entitlement exists for all eligible children and youths, including those involved in the juvenile justice system “[b]etween the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school” [IDEA, section 1412(a)]. Section 1412 of IDEA also requires that, “to the maximum extent appropriate,” youths with disabilities, including those in public and private institutions or other care facilities, are educated with youths who are not disabled. Placement in special classes, separate schooling, or other removal from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be satisfactorily achieved. This provision is often referred to as the student being served in the “least restrictive environment.” Thus, the emphasis should always be that the placement of choice should be as closely aligned to the regular educational setting as much as possible, while continuing to meet the student’s individualized educational goals and objectives.

Students with disabilities are afforded the protection under IDEA to receive special education and related services in the least restrictive and appropriate environment; thus, if a student enters a juvenile justice program with a prior and current individual education plan (IEP), the documented service delivery model must be considered as a viable placement option for that student. For example, if a student who is eligible for special education and related services as a student with an emotional handicap, enters the juvenile justice program with a prior IEP that documents that the resource room service delivery model is the designated educational setting, then the IEP team must consider resource as the setting of choice based upon the student’s needs not the program’s design and staffing pattern.

The IEP

The 1997 IDEA amendments require that the IEP team consider special factors in developing the plan. Accordingly, the amendments direct the IEP for a student with emotional and behavioral disorders and whose behavior impedes his learning or the learning of others to include, if appropriate, positive behavioral interventions, strategies, and supports to address that behavior.

Juvenile justice programs have not appropriately addressed the IDEA requirement that personnel must consider the implementation of preventative strategies to assist in ameliorating problematic behaviors of incarcerated youths with emotional and behavioral disorders. Preventative interventions may include such related services as intensive mental health and substance abuse counseling, functional behavioral assessments, and behavior intervention plans.

Functional Behavioral Assessments and Behavior Intervention Plans

The mandated provision of FAPE is of particular note regarding students with emotional and/or behavioral disorders because it is primarily due to their noncompliant behaviors that they are excluded from class, committed to confinement, and required to perform consequential tasks for their offense. The call for functional behavioral analyses and behavior intervention plans for the adjudicated youth is recommended as a viable strategy to address students' behaviors of concern. However, the implementation of this preventative measure presents some unique challenges within the juvenile justice setting. The primary concern, again, is the lack of trained personnel to conduct a functional behavioral assessment or behavior intervention plan for students of need.

Horner (1994) defines functional behavioral assessment in specific terms. Functional assessment refers to the full range of strategies used to identify the antecedents and consequences that control the problem behavior (e.g., ABC assessment, behavior interviews, questionnaires). The term *functional analysis* is reserved for the manipulation of the environmental events under experimental conditions with systematic observation of behavior. (p. 401).

In other words, a functional behavioral analysis uses a wide range of tools to determine what is causing the behavior of concern by examining what occurred before the behavior (the antecedent), what the behavior is, and what occurred as an outcome of the behavior (the consequence). By looking at these variables via a myriad of measures including student, parent, and teacher interviews, direct setting observations, and completion of behavior rating scales, the analyst can develop a hypothesis regarding the cause-effect relationships between the student, environment, behavior and its function or purpose. The function of behavior refers to the purpose that behavior serves for the individual. Behavioral functions typically fall into four categories: (a) attention-seeking, (b) revenge, (c) power, and (d) escape, or task avoidance.

Once the function of the behavior is determined, this information is used to design interventions to reduce problem behaviors and facilitate positive behaviors. The behavior intervention plan is the working document that provides a roadmap of the identified interventions and strategies, identifies how the plan will be implemented, and who will implement the plan. The student, parents, and other designated IEP team members design the plan to assist in extinguishing the targeted behavioral concerns and promoting appropriate behavioral outcomes.

Due to the increasing need to preventively address behavioral concerns of incarcerated youths with disabilities, juvenile justice providers and local school districts must work collaboratively to initiate and implement positive strategies and interventions to address those needs. Functional behavioral assessments and behavior intervention plans, in addition to specialized IEPs, must be considered as preventative tools in the campaign to address the significant emotional and behavioral needs of incarcerated youths with disabilities.

5.7 Summary Discussion

Special educators, administrators, and parents are exploring ways in which special education services might be enhanced to help students with disabilities achieve the outcomes desired for all students, namely, completion of high school and meaningful participation in post-secondary employment or education.

Currently, between 42% and 44% of all students in Florida's juvenile justice programs are eligible to receive special education services. These students tend to be the most vulnerable for school failure. While programs and school districts have been slow to respond to legislation aimed to protect students with disabilities from school failure historically, JJEEP has observed significant improvement in both the identification and overall provision of special education services in Florida's juvenile justice facilities. With such improvement, JJEEP will now look closely at the services provided to students with emotional and behavioral disorders, the largest percentage of students with disabilities in Florida's juvenile justice facilities. This population appears to be particularly prone to behavioral problems leading to delinquency, yet the services provided to them are not adequate. There are a variety of factors that account for this problem.

First, DJJ programs, like all other schools, continue to lack sufficient certified ESE teachers. Thus, many of the staff working with these students do not possess the skills necessary to adequately provide needed services. As a solution to this problem, Florida is currently offering an abbreviated certification process for ESE candidate teachers. In addition, there are several innovative statewide pre-service opportunities for teachers who are interested in providing special education in juvenile justice facilities. One such provision is a federally funded grant involving the University of West Florida's Department of Special, Primary, and Vocational Education; the Florida Department of Education's Division of Workforce Development; Florida's Circuit One Residential and Detention Programs; the University of Central Florida's Project Central; Florida's Comprehensive System of Personnel Development; and Florida's Diagnostic and Learning Resources System (FDLRS). The intent of the project is to provide an economical and replicable teacher certification statewide training program that equips teachers with the necessary skills to address the major learning, employability, life and resiliency skill needs of incarcerated youths, while simultaneously equipping the teachers with the capability and academic credentials to assume leadership roles in curriculum development and provide the implementation of accommodations and modifications consistent with the unique needs of this population.

A second important area that appears to impact quality services to emotionally and behaviorally disabled students is appropriate program placement. Evidence of hurried juvenile court proceedings, and students with disabilities spending more time in juvenile justice facilities because their disability prevents them from successfully completing the programs demonstrates this problem. This critical issue must be addressed to ensure that students with disabilities are placed in programs that are designed to meet their needs. Thus, in order to more effectively provide appropriate placement options for adjudicated youths, it would appear helpful to provide a statewide training initiative in exceptionalities and their characteristics for juvenile court judges, state attorneys, public defenders, juvenile justice commitment managers, juvenile probation officers, and juvenile justice transition managers.

Moreover, to effectively educate and treat juveniles, there must be an increase in the number of quality treatment programs in juvenile institutions. This requires a significant commitment of resources and cross training to improve the ability of juvenile justice and mental health staff to deal with juvenile offenders who have mental health and substance abuse problems. It also requires a determination to maintain a therapeutic environment in the juvenile justice system. In support of this goal, the OJJDP has transferred funds to the Center for Mental Health Services to strengthen the capacity of its 31 child mental health sites to serve youths in the juvenile justice system. In partnership with the Substance Abuse and Mental Health Services Administration (SAMHSA), OJJDP has also transferred funds to the National Institute of Corrections to support the training and technical assistance work of the GAINS Center. The center helps court and juvenile justice leaders improve treatment and services for juvenile offenders with co-occurring disorders.

As special education and related services for students with emotional and behavioral disorders continues to be of utmost priority, new preventative strategies and interventions also need to be pursued as they relate to incarcerated youths. Another initiative to be considered, for example, is for the state to provide intensive and comprehensive statewide behavioral training to school district contract managers, juvenile program providers, faculty members, and staff. The training should include the development and implementation of functional behavioral assessments, behavioral intervention plans, wrap-around therapeutic and psychosocial services, and positive classroom management strategies. Currently, DOE and JJEEP are pursuing a partnership with the University of South Florida and its Positive Behavioral Support (PBS) endeavor to provide a pilot project with selected juvenile justice programs. This federally funded project provides a comprehensive, on-site team approach toward ameliorating students' problem behaviors. The initiation of the PBS model in juvenile justice programs is a novel approach. JJEEP is looking forward to working closely with DOE and the University of South Florida to assist in providing this unique training opportunity for school district and facility personnel.

It is also imperative to focus both on youths who are at risk for delinquency and those already in the juvenile justice system. OJJDP, in partnership with the National Institute for Mental Health (NIMH), is funding the Early Alliance project. This large-scale project in Columbia, South Carolina elementary schools is designed to promote coping and competence among youth and reduce their risk for conduct problems, aggression, substance abuse, delinquency, violence, and school failure.

Another future emphasis entails pursuing nationwide and statewide promising preventive practices that target successful outcomes for children at risk for juvenile delinquency. For example, Santa Rosa School District in Florida uses the full-service schools model to provide school-based and school-linked services at all 30 school sites within the District. The model includes comprehensive programming in 10 categories: (1) assessment, (2) child welfare, (3) educational, (4) health, (5) juvenile justice prevention, (6) mental health, (7) operational, (8) recreation, (9) vocational, and (10) community services. All programs and services are tied together through the utilization of an Integrated Services model. Central to the Integrated Services model is a dynamic, multi-agency team that provides prevention, early intervention, and crisis management services for individual students at-risk or in crisis. The school district

has documented that this innovative interagency and multi-agency approach has promoted positive outcome measures for students in need.

Special education services are critical for students with disabilities. JJEEP seeks to continue to discover ways in which programs and school districts can provide quality services within the limitations of the juvenile justice system. By increasing knowledge and awareness in this area, JJEEP continues to strive toward the goal of ensuring that all students are provided with a quality education while incarcerated in Florida's juvenile justice facilities that facilitates their successful community reintegration.

CHAPTER 6 CONTRACTS AND COOPERATIVE AGREEMENTS

6.1 Introduction

Educational contracts and cooperative agreements define and clarify the responsibilities and procedures school districts, private providers, and the Department of Juvenile Justice (DJJ) are to follow in order to ensure effective partnerships. Contracts between school districts and private providers must include all statutory requirements as stated in sections 1003.52 and 1003.53, F.S., and Rule 6A-6.05281, FAC. These sections specifically address programming and service requirements for youths in DJJ facilities. This chapter provides information about 2002 contract management findings, the technical assistance that DOE and JJEEP provided in 2002, and the qualitative status of submitted 2003 contracts and cooperative agreements.

In 2002, the Florida Department of Education (DOE) and the Juvenile Justice Educational Enhancement Program (JJEEP) continued to assist school districts in developing their respective juvenile justice education contracts and cooperative agreements, conducting reviews of contract management initiatives, and analyzing the quality of contracts and cooperative agreements for 2003. These activities are in compliance with Florida Statutes and State Board of Education Rules, including Rule 6A-6.05281(9) and (11), FAC, that require school districts to submit all cooperative agreements and contracts to DOE for review prior to the October Full-Time Equivalent (FTE) Reporting Survey.

The chapter includes four subsequent sections. Section 6.2 analyzes data gathered during the 2002 review cycle on indicators E4.01, E4.02, and E4.03. Section 6.3 discusses the technical assistance JJEEP and DOE provided on contract development and contract management during the 2002 review cycle. JJEEP, DOE, and DJJ staff reviewed the 2002/2003 contracts and cooperative agreements to assess compliance with sections 1003.52 and 1003.53, F.S., and Rule 6A-6.05281(9) and (11), FAC. The results from this content analysis are summarized in Section 6.4. Section 6.5 provides a summary discussion of the importance of interagency collaboration and contractual agreements in the provision of quality juvenile justice education.

6.2 Results of JJEEP's Review of Contract Management During 2002

Educational Standard Four: Contract Management is comprised of three compliance indicators. Together they define the contractual roles and responsibilities of all school

districts in relation to juvenile justice students while ensuring local oversight of juvenile justice educational programs by the school districts. It should be noted that the ratings assigned to indicators E4.01, E4.02, and E4.03 reflect the way school districts handle their responsibilities according to the terms of their contracts and cooperative agreements with private providers and DJJ. Therefore, school districts, and not programs, are rated on Standard Four.

Data gathered in the 2002 review cycle provided the scores for school district-operated educational programs and private provider-operated educational programs on compliance indicators E4.01, E4.02, and E4.03. A total of 146 educational programs received a non-deemed review during this review cycle. Of these, public school districts operated 78 programs, government agencies operated two programs¹, and private education providers operated 66 programs. Figures 6.2-1, 6.2-2, and 6.2-3 provide comparisons of full compliance, substantial compliance, and noncompliance ratings for 144 public and private educational programs for indicators E4.01, E4.02, and E4.03.

The rating assigned to indicator E4.01 reflects whether a current contractual document exists and the quality of contract management provided by the school district. The first component of indicator E4.01 requires verification that school districts have a designated contract manager. A contract manager's responsibilities include communicating regularly with the program and ensuring that the school district and the programs are fulfilling their contractual obligations and other obligations required by state and federal law. The second component of indicator E4.01 requires documentation confirming that either the contract manager or designated administrator monitors the expenditures of all state and federal educational funds provided through the school district. The final component of E4.01 requires documentation of periodic evaluations of the program's educational activities and programming.

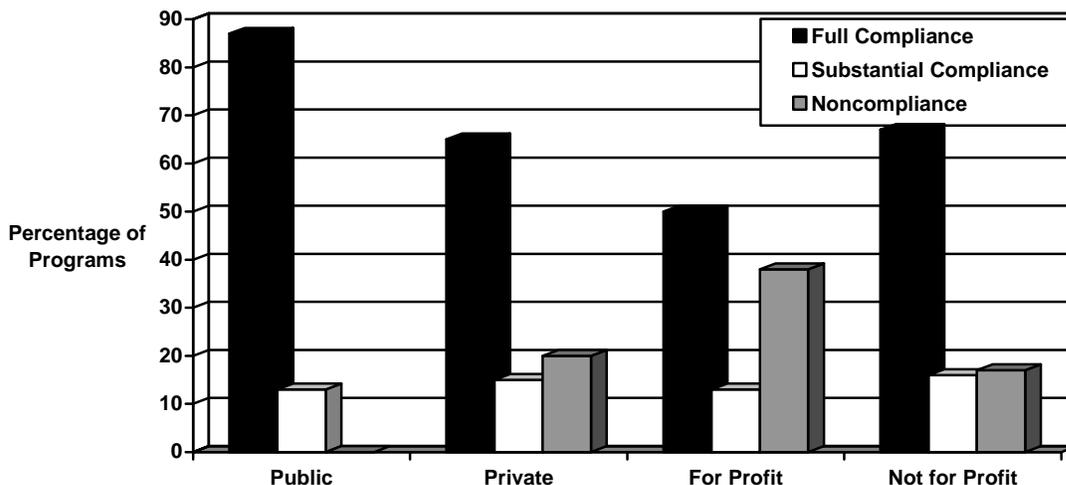
Figure 6.2-1 illustrates a public/private program comparison on indicator E4.01. One hundred eleven (111) programs out of the possible 146, received full compliance ratings on this indicator. Sixty-eight (68) of these programs were public-operated programs (87% of all public-operated programs); 43 were private-operated programs (39 not-for-profit and 4 for-profit). Twenty programs received substantial compliance ratings for this indicator. Ten (13) were public-operated programs (13% of all public-operated programs); ten (10) were private-operated programs (nine not-for-profit and one for-profit). Thirteen programs received noncompliance ratings for this indicator. None of the publicly operated school districts were in noncompliance on E4.01, 10 of the private not for-profit educational programs, and 3 of the for-profit programs were in noncompliance. The majority of programs within the state were in full compliance on indicator E4.01 (87% of the public, 67% of the private not-for-profit, and 50% of the private for-profit). It should be noted, however, that 17% of the not-for-profit and 38% of the for-profit education providers received noncompliance ratings on indicator E4.01.

The 2002 QA findings for indicator E4.01 reported that school districts received noncompliance and substantial compliance ratings because of a lack of oversight intended to ensure that programs fulfilled their contractual obligations as required by state and federal

¹ The two educational programs operated by government agencies are not included in this analysis.

law. Specific areas of weakness frequently cited were the inconsistent provision of exceptional student education (ESE) services, the lack of expenditure monitoring, and the absence of documented periodic evaluations of the programs' educational component.

Figure 6.2-1: Comparison by Percentage of E4.01 Compliance Ratings for Public-Operated Programs and Private-Operated Programs



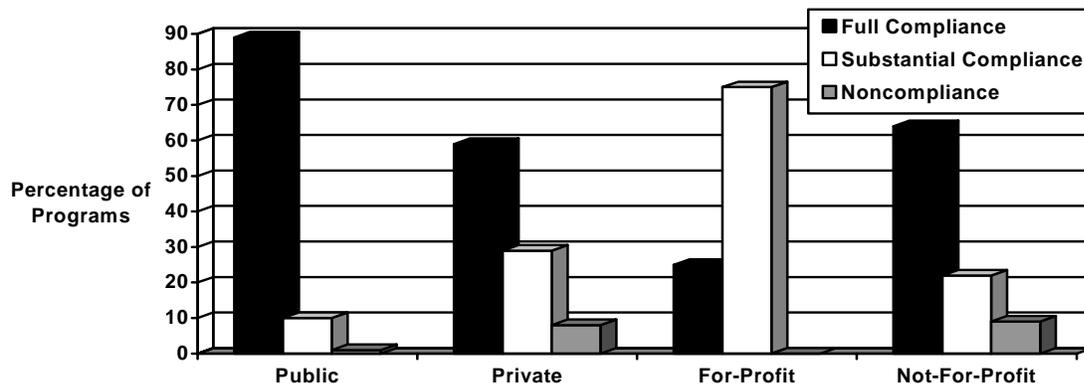
In addition to evaluating programs for compliance on indicator E4.01, QA reviewers assessed the technical assistance that school districts provided to programs in 2002. Indicator E4.02 requires school districts to document the support they give to programs in the areas of school improvement plan (SIP) development and implementation, curriculum development, coordination of state and local assessment activities, student enrollment, registration and withdrawal through the school district management information system (MIS), the issuance of permanent report cards and cumulative transcripts, providing access for teachers' professional development and inservice training, and access to substitute teachers.

Figure 6.2-2 illustrates a public/private program comparison on indicator E4.02. One hundred nine (109) programs received full compliance ratings on this indicator. Sixty-nine (69) were publicly operated programs (89% of all public-operated programs) and 39 were private-operated programs (37 not for-profit and 2 for-profit). Twenty-eight (28) programs received substantial compliance ratings for this indicator. Eight (8) were public-operated programs (10% of all public-operated programs) and 25 were private-operated providers. Six programs received noncompliance ratings for this indicator: one public-operated program (one percent of all public-operated programs) and five private not-for-profit programs (eight percent of all private programs).

School districts received substantial compliance and noncompliance ratings for indicator E4.02 in 2002 when there was evidence of lapses in technical assistance and/or in school district support in a number of required areas. This occurred primarily when school districts provided little or no technical assistance for the development of SIPs, and for inefficient or lack of school district MIS support with the registration and withdrawal of students and the provision of permanent report cards and cumulative transcripts. There was some weakness in

school districts' monitoring of curriculum development and in their provision of professional development and inservice training

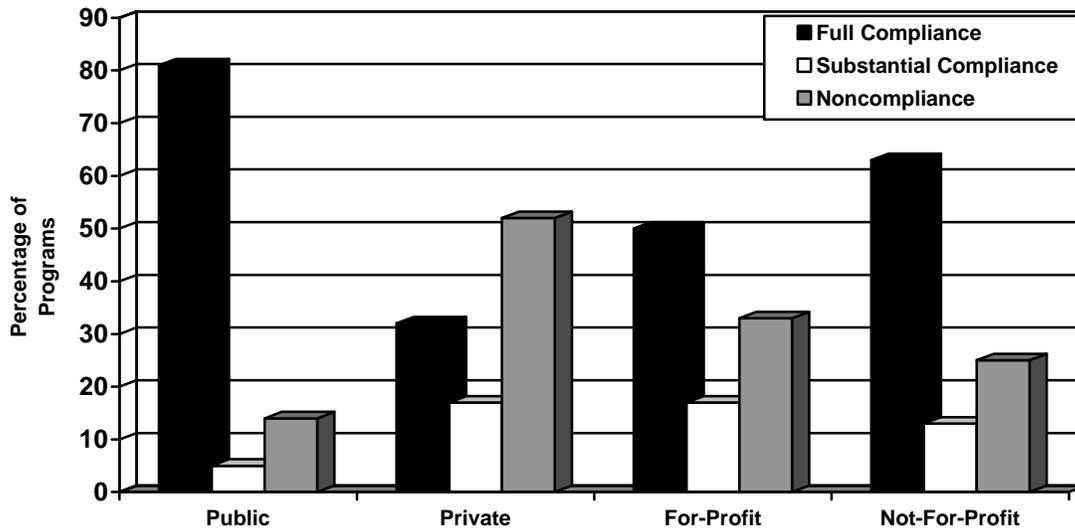
Figure 6.2-2: Comparison by Percentage of E4.02 Compliance Ratings for Public-Operated Programs and Private-Operated Programs



The new indicator E4.03 evaluates the school districts' data management strategies that include the assignment of individual school identification numbers, appropriate year-round school calendars that enabled students the opportunity to earn more credits during the summer months, and documentation of all appropriate student data, including entry and exit assessment scores into the school district MIS.

Figure 6.2-3 summarizes the QA scores for public and private education providers for indicator E4.03. Ninety-eight (98) programs received full compliance ratings for this indicator (67% of all programs). Sixty-three (63) were public-operated programs (81% of all public-operated programs); 34 were private-operated programs (29 not for-profit and five for-profit). Fifteen programs received substantial ratings on this indicator. Four were public-operated programs (5% of all public-operated programs); 11 were private-operated programs (ten not for-profit and one for-profit). Thirty-three (33) programs received noncompliance ratings for this indicator (23% of all programs). Fourteen percent (14%) of the public programs, 19% of the private not for-profit programs, and 25% of the private for-profit programs were in noncompliance on this indicator. It is anticipated that the high percentage of programs in noncompliance on this indicator will decrease next year because of the assistance JJEEP provided to the programs in 2002 in the areas of correcting and revising data management techniques.

Figure 6.2-3: Comparison by Percentage of E4.03 Compliance Ratings for Public-Operated Programs and Private-Operated Programs



QA reviewers reported that school districts received noncompliance ratings for indicator E4.03 during the 2002 cycle most frequently because there was inaccurate information or non-reporting to the school district MIS of academic entry and exit assessment results. Additionally, school districts received noncompliance ratings because programs had not been assigned individual school numbers as required, and this should not be a significant concern in 2003.

The analysis of scores and reviewer comments on these three indicators show a continuing need to emphasize and improve oversight and evaluation of school district programming, interagency collaboration for school improvement, and the management and transmittal of information.

As the preceding findings demonstrate, most school districts provided adequate contract management and technical assistance to the juvenile justice educational programs during 2002. The quality of contract management services provided by school district-operated programs, however, was approximately 20-25% higher than that offered to educational programs that were operated by private providers. This general pattern of school district-operated programs providing a greater quality of contract management services has been a consistent finding since JJEPP began evaluating school districts' performance in contract management in 2000.

6.3 Technical Assistance for Juvenile Justice Cooperative Agreements and Contracts

Throughout 2002, JJEPP and DOE staff provided school district contract managers and program educational personnel with technical assistance on the development and writing of

appropriate contracts and cooperative agreements, and on interagency collaboration for appropriate implementation of these contractual documents.

A team of JJEEP and DOE staff read all 2002 contracts and cooperative agreements submitted by school districts from October 2001 through January 2002. The team generated a checklist of findings for each reviewed contractual document using either a *2001-2002 Juvenile Justice Education Cooperative Agreement Review* checklist or a *2001-2002 Juvenile Justice Education Contract Review checklist*. These checklists were a component of a 2002 technical assistance packet that DOE developed for each school district.

The technical assistance packet included:

- copies of blank checklists used for contractual document review for program and school district reference;
- completed *2001-2002 Juvenile Justice Education Cooperative Agreement Review* checklists and/or *2001-2002 Juvenile Justice Education Contract Review* checklists as appropriate to each school district;
- the June 2001 *Juvenile Justice Cooperative Agreements and Contracts* technical assistance paper;
- the October 2001 DOE memorandum *Implementation of the New Provisions for District Cooperative Agreements and Contracts with the Department of Juvenile Justice*; and
- samples of exemplary 2002 contracts and cooperative agreements from four programs.

The June 2001 DOE technical assistance paper entitled, *Juvenile Justice Cooperative Agreements and Contracts*, addressed interagency collaboration and instructions for writing cooperative agreements and contracts between school districts, DJJ, and private providers for the provision of educational services.

The October 2001 DOE memorandum, *Implementation of the New Provisions for District Cooperative Agreements and Contracts with the Department of Juvenile Justice*, described the protocol to be used for contract and cooperative agreement review. It addressed section 228.041(43), F. S., regarding the reduction of instructional days to provide for increased teacher planning time, the approval of this reduction by the school board, and the inclusion of this decreased number of days of instruction in contracts. It discussed the amendment to section 230.235(3), F. S. CS/CS/HB267, which requires all school districts to develop cooperative agreements with DJJ, and all school district cooperative agreements with DOE to “specify guidelines that will ensure that all *no contact orders* entered by the court are reported and enforced.” The memorandum included a sample format for the DJJ and school districts’ *no contact orders* written procedures.

In the early months of the 2002 QA review cycle, from February through May 2002, JJEEP QA reviewers delivered the technical assistance packets to school district contract managers during the initial visit to school districts. QA reviewers discussed the contents of the packets with school district administrators to ensure that the documents would be used to assist school districts, programs, private providers, and DJJ in the development of future contracts

and cooperative agreements. Designated DOE staff were available by phone, through on-site visits, and through e-mail to offer more information and technical assistance as needed. Participants in the June 2002 Juvenile Justice Educational Institute and Southern Conference on Corrections had another opportunity to receive technical assistance during a presentation on contracts and cooperative agreements. Presenters included DOE, DJJ, school district, and JJEPP staff. The workshop addressed the significant differences among contracts, cooperative agreements, and service agreements; the need for collaboration among all parties to develop a contract; the importance of defining all partners' roles and responsibilities; and the QA review process for contract management.

JJEPP staff offered two sessions at a two-day DOE technical assistance workshop in September 2002, which gave all participants another opportunity to review the requirements and strategies for development of contracts and cooperative agreements.

This extensive array of technical assistance activities resulted in school districts, DJJ, and programs having a better understanding and awareness of the nature of these contractual documents. Most significant was the clarification of the differences among cooperative agreements, which are developed between school districts and DJJ; contracts, which are between school districts and private providers; and agency service agreements, which are between providers, DJJ, and other service-delivery agencies. Based on that knowledge, school districts were for the most part able to produce the appropriate 2003 contractual documents relevant to the agencies with which they had educational partnerships.

In November and December 2002, JJEPP, DOE, and DJJ staff reviewed all program contracts and cooperative agreements for 2003 that were submitted to DOE between August 2002 and December 31, 2002. As of December 31, DOE had received 70 contracts, which was 89% of all contracts due. This is a 25% increase over 2001 in the number of contracts received. Fifteen contracts have not yet been submitted to DOE. Two contracts cannot be written since negotiations are still in process; one contract has not been drawn up because of a change in provider and a shift in school district personnel; and one contract lacked a signature page.

The DOE received cooperative agreements from 37 of the 46 districts that have juvenile justice educational programs². Of the nine school districts that did submit a cooperative agreement with DJJ, to date, all but one of the districts not submitting cooperative agreements submitted related information. Five submissions were determined to be facility agreements, two were interagency agreements, and one was a victim's rights amendment. Technical assistance is being provided on an individual basis to these districts to correct these problems.

Table 6.3-1 lists all the school districts that submitted contracts and/or cooperative agreements for review as of December 2002.

² Hardee County School District, while required to submit a cooperative agreement, only supervises one program that opened in 2002 and did not receive a QA review. Therefore, Hardee County is not included in discussion or data analyses in the other chapters.

Table 6.3-1: List of School Districts that Submitted Contracts and Cooperative Agreements for Review

Contracts	Cooperative Agreements
Alachua	Alachua
Bay	Bay
Brevard	Bradford
Broward	Broward
Charlotte	Charlotte
Citrus	Citrus
Collier	Collier
DeSoto	DeSoto
Duval	Escambia
Escambia	Hamilton
Hardee	Hardee
Hillsborough	Hillsborough
Holmes	Holmes
Jefferson	Jefferson
Lee	Lee
Leon	Leon
Levy	Levy
Liberty	Liberty
Madison	Madison
Manatee	Manatee
Marion	Marion
Miami-Dade	Martin
Monroe	Nassau
Okaloosa	Okaloosa
Okeechobee	Orange
Orange	Osceola
Palm Beach	Palm Beach
Pasco	Pasco
Pinellas	Polk
Polk	St. Johns
Sarasota	St. Lucie
Seminole	Santa Rosa
St Lucie	Sarasota
Union	Seminole
Volusia	Volusia
Walton	Walton
	Washington

The results summarized in this section highlight the importance of the continual provision of technical assistance during 2002. This technical assistance has resulted in a marked improvement in the timely submission of contracts and cooperative agreements in comparison to past years.

6.4 Compliance Review of Cooperative Agreements and Contracts and Implications for Program Operation

A committee comprised of JJEEP, DOE, and DJJ staff participated in the 2003 contract/cooperative agreement review process. The committee used the same written protocol from the previous year, including the checklist of required and appropriate content (see Appendices E and F). This review was completed in mid-December 2002.

The quality of 2002-2003 contracts and cooperative agreements continued to vary. As in 2001-2002, there was a wide range in the way school districts approached the required components of the documents. Some components of the contracts and cooperative agreements were addressed in detail, some were referenced in attached documentation, some were merely mentioned, and others were omitted.

Contracts and cooperative agreements from several school districts were exemplary and are noted for their overall high quality in Table 6.4-1.

Table 6.4-1: High Quality Contracts and Cooperative Agreements

Contracts	Cooperative Agreements
Citrus	Leon
Collier	Hamilton
Hardee	Collier
Leon	Escambia
Levy	Desoto
Liberty	Palm Beach
Okeechobee	Washington
Polk	
Volusia	
Walton	

Contracts require the following components:

- Terms of Agreement
- Funding
- Coordination (responsibilities of parties to the contract)
- Student records
- Instructional services and academic expectations
- Student eligibility (including special student services)
- Qualifications and procedures for selection of instructional staff
- Interventions and sanctions (including correcting deficiencies)
- Transition services
- Individual academic plans (IAPs)
- Student assessment
- Pre-contract negotiation procedures (including workforce development)

Cooperative agreements require the following components:

- General provisions
- Roles and responsibilities of each party
- Administrative issues, including sharing information
- Classroom management procedures, including attendance policies
- Methods for dispute resolution
- Curriculum and delivery of instruction
- Procedures for educational evaluation of students with special needs
- Procedures for providing qualified instructional personnel
- Provisions for professional development and training to work with juvenile delinquents
- Transition plans
- Allocation of resources including local, state, and federal funding
- Strategies for correcting deficiencies
- Provisions for ensuring the safety of educational personnel
- Procedures and timelines for credit documentation and records transfer
- Citing of new facilities
- Guidelines for No Contact orders

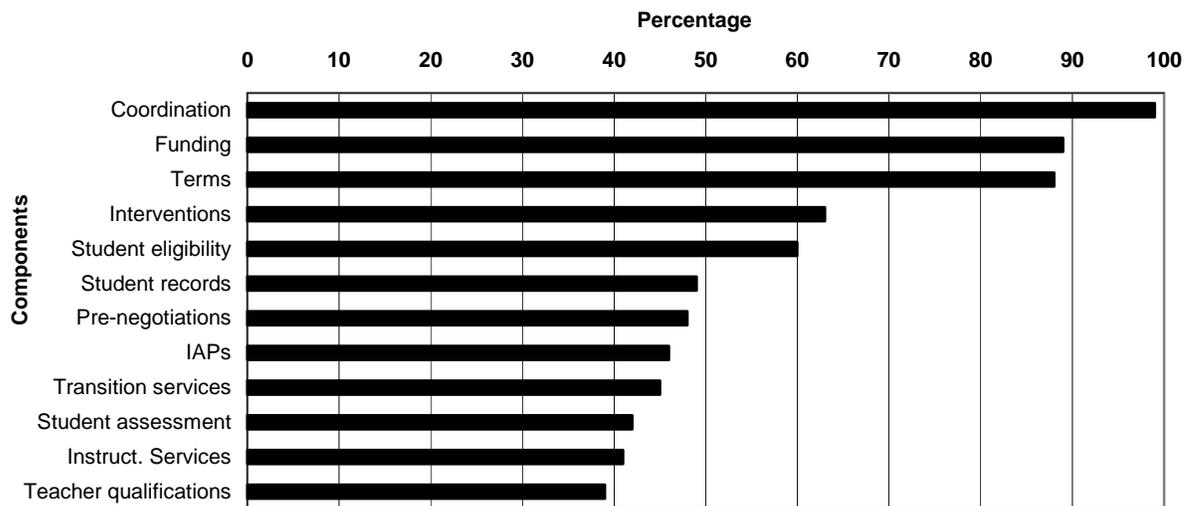
JJEEP, DOE, and DJJ staff who reviewed the contracts and cooperative agreements for 2003 recorded the number of required components that were omitted and the elements that were mentioned but lacked specificity and detail. Some of the noted problem areas repeated problems from the previous year.

Figure 6.4-1 illustrates the percentage of the required components that were addressed in the 70 submitted contracts. The majority of all reviewed contracts state clearly the desire of all parties to coordinate their efforts in the provision of educational services at DJJ facilities. The school district funding component and program funding are addressed with specificity in most contracts. The indemnification clause and/or authority to create the cooperative agreement and the allocation of resources is either not addressed or given little attention in

approximately one fourth of cooperative agreements. Pre-contract negotiation activities to ensure the eligibility and financial stability of private providers, and to ensure that services are coordinated with DJJ are described in less than 50% of the contracts.

Two thirds of all reviewed contracts described the areas necessary for meeting the needs of special students and of selecting qualified teachers to provide students with appropriate instruction and curriculum. Two thirds of the reviewed cooperative agreements included details on procedures for educational evaluation for exceptional student education or other special needs of students. Elements of workforce development issues were addressed in two thirds of all reviewed contracts.

Figure 6.4-1: Percentage of Required Components Addressed in Contracts

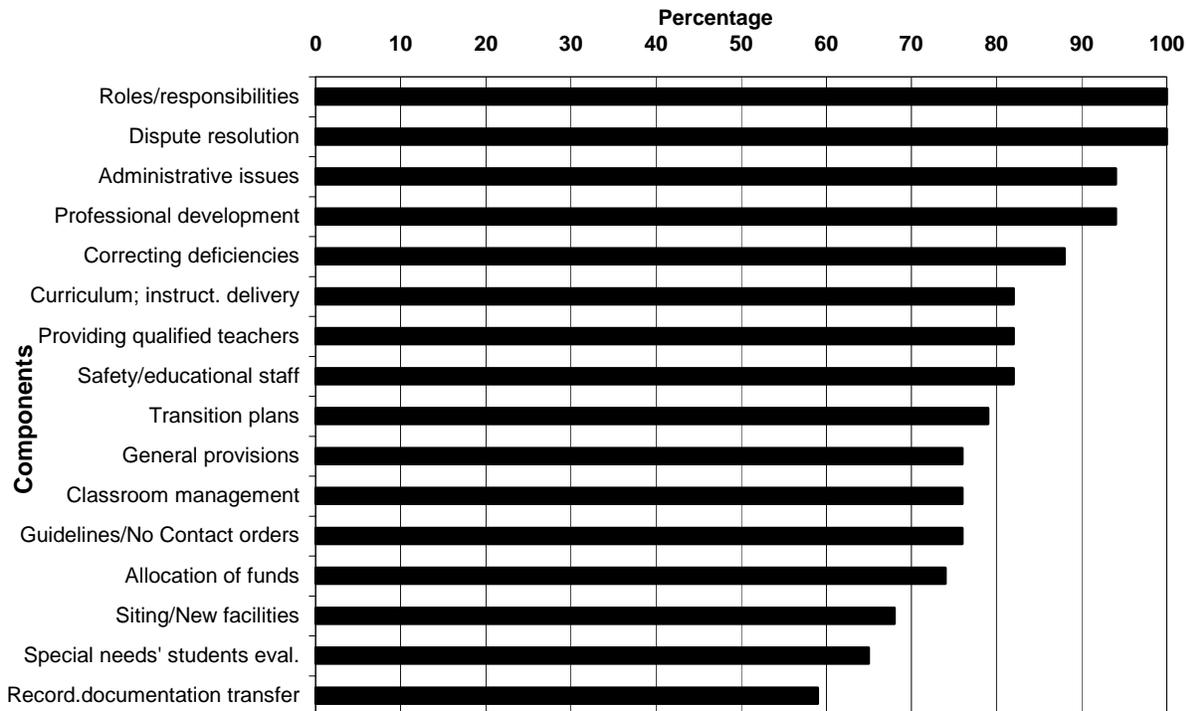


With few exceptions, contracts include the student/family privacy clause; however, less than 50% of contracts itemize procedures for the maintenance of student records, including use of the school district MIS. Approximately 60% of cooperative agreements described procedures and timelines for documentation of credits earned and transfer of student records.

Figure 6.4-2 illustrates the percentage of required components addressed in the 37 cooperative agreements. Some elements included in cooperative agreements and contracts are mentioned but not specific to the degree desirable for effective communication between the parties and contract management. Of significance are the omissions and lack of specificity in approximately 40% of the contracts of the process to access teacher substitutes and of school board procedures for the approval of non-certified teachers. Forty percent (40%) of contracts also do not include definitive strategies to assist students with preparing for and taking the GED test, and to provide students with tutorial services. Similarly, about the same percentage of contracts provide few or no procedures for classroom management, and failed to describe planned methods of instructional delivery. Conversely, 67% of cooperative agreements addressed classroom management procedures and attendance policies.

The required component for cooperative agreements regarding procedures for no contact orders and victim protection was addressed in over three fourths of the reviewed documents. Another required component for cooperative agreements that must be addressed is the citing of new facilities and new construction and operation of such facilities. This was detailed in more than two thirds of these contractual documents.

Figure 6.4-2: Percentage of Required Components Addressed in Cooperative Agreements



A comparison of the high percentage of omissions of certain required components of contracts for 2002/2003 to related QA indicators demonstrates several issues. The required contract components are student assessment, individualized academic plans (IAPs), and transition services. They were selected because the high number of omissions and/or lack of specificity for these components have occurred in contracts for two years. The QA indicators are Entry Transition Assessment, On-Site Transition Student Planning, and Exit Transition. All 146 programs that were not deemed in 2002 were included for comparison. The percentage of programs receiving poor ratings included the following: 44% for E1.02 (Entry Transition: Assessment); 45% for E1.03 (On-Site Transition Student Planning); and 51% for E1.06 (Exit Transition).

Sixty-four programs received poor ratings for E1.02 in 2002 because they used inappropriate assessments, did not administer assessments in the required time frame, and/or did not use assessment results for instructional planning and instructional delivery. These sixty-four programs and many other providers are currently seeking the most appropriate academic assessments that will not only provide educational staff with information on how best to assist

their students in the classroom, but will also serve as a program entry and exit assessment test. The uncertainty and lack of clarification that surround assessment activities appears to have adversely affected contract development in this area for 2003.

During 2002, 65 of the 146 reviewed programs did not develop IAPs within the required time frame, did not include the necessary components in the IAPs, did not use the IAPs to monitor progress, or did not provide students in ESE programs with mandated services as needed. All these factors resulted in unsatisfactory ratings. For a second year, approximately 54% of reviewed 2002-2003 contracts devoted little or no attention to the procedures for student academic planning, and for developing IAPs. These findings are a strong indication that continued technical assistance is vital to improve the area of student academic planning.

The breadth and quality of transition services, including exit transition activities, differed greatly among programs during the 2002 cycle. Varying requirements or limitations of the programs, JJEEP standards, DJJ standards, and inconsistent support from some school districts and facility operators all contributed to 75 programs, or 51% of all reviewed programs earning low ratings for E1.06. This occurred because of the lack of educational representation at exit staffings, poorly developed or nonexistent exit plans, missing records for students exiting the programs, and poor quality exit portfolios in DJJ discharge packets. The review of contracts for 2002-2003 revealed that, for the second year in a row, as many as 55% of all parties involved in transition services at DJJ facilities may lack both written procedures to assist students with reentry into school, community, and/or work settings, and transmittal of accurate records.

Finally, and in reference to the data presented in section 6.2, there is a correlation between deficits in school district contract management of private-operated educational programs and omissions of required contract components that include strategies for correcting deficiencies and resolving disputes, approval of noncertified teachers and access to substitutes, and the existence of a financial/accounting system.

6.5 Summary Discussion

The majority of school districts and programs currently have a better understanding of the nature of contracts and cooperative agreements as a result of extensive technical assistance provided throughout the 2002 QA review cycle. A continuing focus on improving the quality of next year's contracts and cooperative agreements through technical assistance, use of boiler-plate documents, and networking among school districts and providers should lead to future best practices. All parties to contractual documents can further refine their roles and responsibilities by ensuring that every required component of contracts and cooperative agreements is addressed. When they recognize the significance of contractual documents as integral elements of programs' policies and procedures, for program operation, and for school improvement, all school districts, DJJ, and educational program providers may be motivated to make contracts and cooperative agreements a part of the evaluative process for ongoing improvement in program quality. Moreover, as JJEEP's research continues to identify and validate best practices in juvenile justice education, increasing emphasis will be

focused upon the important role of contracts and cooperative agreements in ensuring successful implementation of these best practices by individual educational programs.

CHAPTER 7

THE EDUCATIONAL DEFICIENCIES OF FLORIDA'S JUVENILE JUSTICE STUDENTS

7.1 Introduction

This chapter is focused upon a study conducted by the Juvenile Justice Educational Enhancement Program (JJEPP) of the specific educational deficiencies of Florida's juvenile justice students. Ultimately, to achieve optimum quality and educational effectiveness in Florida's juvenile justice education programs, the specific and potentially unequal educational characteristics and needs of juvenile justice students must be established. This chapter addresses this need.

The chapter includes four subsequent sections. Section 7.2 provides a literature review of educational deficiencies and school performance of juvenile justice youths. Section 7.3 describes JJEPP's study on the educational deficiencies of Florida's juvenile justice youths. Section 7.4 provides a comparison between the educational deficiencies of juvenile justice and nondelinquent youths. Section 7.5 provides a summary discussion of the study findings and implications for educational policy in juvenile justice facilities.

7.2 Literature Review

An extensive body of literature exists on the relationship between school problems and juvenile delinquency (e.g., Cloward & Ohlin, 1960; Cohen, 1955; Elliott, 1966; Empey, 1982; Hargreaves, 1967; Hirschi, 1969; Kelly, 1974; Kelly & Balch, 1971; Kronick, 1993; Polk, Frease, & Richmond, 1974; Rhodes & Reiss, 1969; Siegel & Senna, 1988; Stinchcombe, 1964; Toby, 1957). Research has reported that juvenile delinquency is highly correlated with school failure (Pollard, Pollard & Meers, 1995; Tarnopol, 1970; Zabel & Nigro, 1999), and a high prevalence of school problems are identified among delinquent youths as early as kindergarten (Meltzer, Levine, Karniski, Palfrey, & Clarke, 1984). Furthermore, school status is a stronger predictor of delinquency than social class (Kelly & Balch, 1971; Kelly, 1974; Phillips, 1974; Polk & Halferty, 1966).

Previous research identifies a variety of school problems that manifest themselves in many different forms. The relationship between school problems and delinquency has been subject to a variety of different interpretations. There is considerable agreement, however, that juvenile delinquent youths have far more educational deficiencies than their nondelinquent peers.

Types of Educational Deficiencies

The previous literature has identified a variety of school problems, including academic underachievement, reading retardation, poor attendance and dropout, emotional and learning disabilities, and disciplinary problems. Each of these indicators of school problems is discussed in greater detail below.

Academic Underachievement

Research on academic underachievement documents that juvenile delinquent youths are more likely to be behind in academic achievement and have below normal intelligence. (Ahlstrom & Havighurst, 1971; Finn, Stoh, & Zarnichny, 1988; Gluecks 1950; Lynam, Moffitt, & Stouthamer-Loeber, 1993; Markley, 1974; Pallas, 1987; Ragor, 1970; Raymaker, 1974; Reilly, 1978; Ungerleider, 1985). Delinquent youths fall behind their peers in achievement if they have not already dropped out of school (Broder, Keilitz & Zaremba, 1979; Reilly & Bullock, 1979), and they generally score lower on standardized tests of academic achievement than their nondelinquent peers (Hirschi & Hindelang, 1977; Ouston, 1984; Rutter & Madge, 1976).

Delinquent youths' academic underachievement results in repeating grades, a characteristic common in this population (Kvaraceus, 1960). Studies have reported that juvenile offenders function approximately two to four years below their expected levels of academic performance (Compton, 1974; Hill, Parker, Corbett, & Miano, 1980; Mauser, 1974). In summary, delinquent youths have been found consistently to repeat more grades and receive lower grades as a group when compared to their nondelinquent peers (Laird, 1980).

Reading Delay

If children's reading skills are much lower than would be predicted from their intelligence and age, they are considered reading delayed (Ousten, 1984). Reading delay constitutes the most severe form of academic underachievement for juvenile delinquents and has become a central focus in the research concerning the association between school failure and juvenile delinquency (Meltzer, et al., 1984). Many findings indicate that academic achievement, particularly in the area of reading, has been associated with delinquency (Reiter, 1982). Zinkus and Gottlieb (1978) consider reading one of the most important indicators of academic achievement and an area where delinquent youths particularly have difficulties. Reading delay has also been identified as a step in a delinquent life course (Roman, 1957).

Poor Attendance and Dropout

Problems in school attendance are prevalent among delinquent youths and associated with school failure (Leschied, Coolman, & Williams, 1984). Liska and Reed (1985) report that delinquent youths are less likely to be in school than their conventional peers and miss more days than students in public high schools (Finn, Scott, & Zarichny, 1988). Studies have found that a large percentage of delinquent youths are truant (Silberberg & Silberberg, 1971).

Delinquent youths drop out at higher rates than their nondelinquent peers (Pallas, 1987), and have been found to drop out of school about one year earlier than nondelinquent youths (Laird, 1980). This finding is consistent with a study by the U.S. Department of Education (1997). School dropouts have higher rates of criminal involvement than any other educational group (Bachman & O'Malley, 1978; Thornberry, Moore, & Christenson, 1985), which supports the existence of a high prevalence of dropout in delinquent youths.

Disabilities

The most common disabilities found in juvenile delinquent youths are learning disabilities and emotional disturbance (Burrell & Warboys, 2000; Doren, 1996; Fink, 1990; Murphy, 1986; Quinn, Rutherford, & Leone, 2001; Reilly, Wheeler, & Etlinger, 1985; Richey & Willis, 1982; Robinson & Rapport, 1999; Smykla & Willis, 1981; Zabel & Nigro, 1999). Three theoretical models have been developed to explain the link between disabilities and delinquency. In the first model, delinquent behavior is viewed as resulting from the academic underachievement disabled students experience (Keilitz & Dunivant, 1986; Leschied, Coolman, Jaffe, & Sas, 1986; Murray, 1976; Post, 1981). In the second model, disabled children's characteristics, such as lack of impulse control, poor attention, and the inability to anticipate the future consequences of actions and learn from experience, are thought to contribute to their delinquency (Keilitz & Dunivant, 1986; Leschied et al., 1986; Murray, 1976; Post, 1981). Finally, the third model theorizes that the system treats disabled students more punitively and, therefore, disabled children are at a greater risk of being arrested, charged, convicted, and adjudicated (Broder, Dunivant, Smith, & Sutton, 1986).

Emotional Disturbances

According to previous research, delinquent youths with emotional disturbances encompass an alarmingly high percentage of all educational deficiencies (Bullock & McArthur, 1994; Snyder & Sickmund, 1995). In Chapter Five of this report, the legal definition of emotional disturbance is provided. Because different definitions of emotional disturbances were used in prior research, however, differences in prevalence rates of emotional disturbances were found. Regardless, the rate of emotional disturbances is heavily overrepresented among delinquent youths (Bullock & McArthur, 1994; McIntyre, 1993; Murphy, 1986). The Chesapeake Institute (1994), for example, found that 20% of students with emotional disturbances were arrested at least once before they left school compared with 6% of all students. Youths with emotional disturbances are more likely to have problems in school, which contribute to delinquency (Kauffman, 1997; Taliento & Pearson, 1994, cited in Robinson & Rapport, 1999).

Learning Disabilities

The link between learning disabilities and delinquency has been confirmed by many investigations, and numerous researchers have documented a high percentage of learning disabilities among juvenile delinquent youths (Anderson, 1972; Berman, 1974; Broder, Peters, & Zimmerman, 1978; Compton, 1974; Holte, 1972; Keilitz, Zaremba & Broder, 1979; Mauser, 1974; Mulligan, 1972; Poremba, 1975; Rizzo, 1975; Tarnopol, 1970, 1975;

Unger, 1978). Although researchers report different results on the proportions of learning disabilities among delinquent youths, there seems to be very little dispute that the prevalence of learning disabilities for juvenile delinquent youths is much higher than nondelinquent youths (Leone, Rutherford, & Nelson, 1991; Morgan, 1979; Robinson & Rapport, 1999; Rutherford, Nelson, & Wolford, 1985; Snyder & Sickmund, 1995). Overall, the empirical evidence documents considerable overrepresentation of learning disabled students among delinquent populations as compared to nondelinquent youths (Zimmerman, Rich, Keilitz, & Broder, 1981). Further discussion of the link between delinquency and disabilities, in addition to the legal definition of learning disability, can be found in Chapter Five of this report.

Disciplinary Problems

Prior research has shown a relationship between frequent disciplinary problems in school and juvenile offending in the community (Loeber & Farrington, 1998, cited in Sprague, Walker, Stieber, Simonsen, Nishioka, & Wagner, 2001). Early discipline problems in school have been identified as a strong predictor of later delinquency (Tobin, Sugai, & Colvin, 2000; Walker, Colvin, & Ramsey, 1995).

More than 50% of all serious delinquent behaviors involved those who have disciplinary problems in elementary and middle schools (Skiba, Peterson, & Williams, 1997; Sugai, Sprague, Horner, & Walker, 2000, cited in Sprague et al., 2001). Zabel and Nigro (1999) noted that 88.6% of 266 juvenile offenders confined to a juvenile detention facility had been suspended, which may have increased the likelihood of delinquency by removing students from adult supervision (Walker et al., 1995). Finn et al. (1988) found that 54% of their sample who appeared in juvenile court had been formally suspended from school at least once, one third had been suspended two or more times.

In summary, disabled youths have disproportionate records of school problems, poor academic records, and disciplinary problems in school. The likelihood of absenteeism and dropping out of school is high for disabled students (Bernstein & Rulo, 1976; Smykla & Willis, 1981).

7.3 Educational Deficiencies in the Florida Juvenile Justice Population

After reviewing the literature on delinquency and educational deficiencies, JJEEP formulated a study to examine the educational deficiencies of juvenile justice students within Florida. It has been suggested that the apparent relationship between delinquency and educational attainment is merely the result of other factors, such as reading delay or poor attendance, which may influence the relationship between delinquency and educational attainment. In fact, research has shown that there are significant relationships between the following variables: academic underachievement, reading delay, poor attendance and dropout, disabilities, and disciplinary problems. The following research, therefore, compares Florida's juvenile justice students to public school students on educational deficiencies, while controlling for associated variables, such as learning disabilities and socioeconomic status.

Data

The sample data for this study are from the Florida Department of Education (DOE) and include students enrolled in Florida schools (both public and Department of Juvenile Justice [DJJ] schools) during the 1999-2000 and 2000-2001 school years. There are six different datasets that include information on: student demographics, student end-of-year status, student disciplinary actions, student attendance, exceptional student education (ESE), and course transcript information.

Sample

DJJ school numbers were used to identify juvenile justice students in residential commitment programs during the 2000-2001 school year. The juvenile justice students in 2000-2001 were identified and matched with the DOE demographic format for the previous school year, 1999-2000, by their student identifier number (SID). Those students not matched by SID were matched by TXTID (a variable created and formed by the first three letters of the student's last name and first name respectively, plus the last two digits of the year and the month the student was born). Those students not living in Florida or not enrolled in school the previous year could not be matched with the DOE data from 1999-2000. Ultimately, 11,361 juvenile justice students were located in the 1999-2000 demographic file.

Experimental Group

Using the student identifier and school number, these 11,361 students were located in the student end-of-year status, student attendance, student disciplinary-referral action, and exceptional student and demographic format. Consequently, there was information concerning each student's demographic background, academic performance, attendance, disciplinary action records and disability.

In order to identify the delinquent students within public schools prior to their commitment to DJJ, JJEEP selected all students enrolled in residential commitment programs during fiscal year 2000-2001, then by using 1999-2000 data, selected all public schools where students were enrolled prior to their placement in a DJJ school. If the student attended more than one public school during the 1999-2000 school year, only the last public school attended was used. Because students may have been enrolled in a DJJ school, may not have been enrolled in school at all, or may have been enrolled under a different student identifier number during 1999-2000, the number of subjects in the experimental group was reduced from 11,361 to 6,125.

JJEEP further selected those students who were between the ages of 10 and 22 during the 1999-2000 school year, and 6,107 students met this criterion. A variety of controls, including age, gender, race, socioeconomic status¹, and student disability, were included in the model.

Control Group

A detailed process was used in the selection of the control group in order to ensure that it was comparable to the experimental group. The nondelinquent-student group was selected from the end of year status records and attendance records. If the student attended more than one public school during the 1999-2000 school year, the last public school attended according to the students' entry dates to the public school was used. JJEEP identified 1,463,444 students in the control group pool using the above process. The two groups were matched on the school attended as well as the same five variables used in selecting the experimental group, namely, age (10-22), race (white, black, Hispanic, and other), gender, disability, and socioeconomic status were combined yielding 624 different possible combinations of these variables. These 624 combinations were then used to characterize each of the students.

Random selection was used for each characteristic identified by different possible combinations of the five variables of age, gender, race, disability, and socioeconomic status. Under ideal circumstances, there should have been 6,107 students in our control group, the same as the experimental group; however, a perfect match on all of the characteristics could only be made for 5,187 pairs of the 6,107 students. These 5,187 students that could be matched to the experimental group comprised the control group.

Ultimately, 5,187 students in both groups were completely matched according to age, gender, race, disability, socioeconomic status, and school, and those were used for the following comparison analysis between the experimental group and the control group. All 6,107 students in the experimental group, without exclusion, were used for the descriptive analysis of the experimental group, but only the 5,187 cases that were perfectly matched were used in the final analysis.

Measurements

The experimental and control groups were compared on school performance in terms of academic achievement, school attendance, and disciplinary problems. Academic achievement was measured by grade promotion status, grade level, and grade point average (GPA). Attendance was operationalized by days absent annually, days present annually, and days enrolled, which was created by subtracting entry date to the school from withdrawal date. Disciplinary problems were measured by any disciplinary-referral action the student received during the 1999-2000 school year. Each type of disciplinary-referral action, including alternative placement, in-school suspension, out-of-school suspension, expulsion

¹ A proxy variable for socioeconomic status was created using data on whether or not the student was in the free lunch program. The categories of free lunch, reduced free lunch, and no free lunch were used as the operational definition of socioeconomic status.

from school, and court or juvenile referral were specific measurements of disciplinary problems.

7.4 Study Results

Disabilities

Table 7.4-1 shows the percentages of DJJ students with an exceptionality. While most studies report that approximately 10% of the public school students are identified as exceptional and qualify for special education services, 44% of the juvenile justice students are identified as exceptional (Table 7.4-1). Among the 44% of the juvenile justice students identified as exceptional, 50% were emotionally disturbed (Table 7.4-2), and 36% were identified as specific learning disabled. These results are consistent with previous research. The control group was matched to the experimental group resulting in similar percentages of exceptionality and non-exceptionality (not shown in tables).

Table 7.4-1: Exceptionality Within the Experimental Group

Exceptionality	Percentage of Experimental Group
Not Exceptional	55.8%
Exceptional	44.2%
Total N	6,107

Table 7.4-2: Types of Disabilities in the Exceptional Juvenile Justice Sample within Experimental Group

Exceptionality	Percentage of Experimental Group
Emotionally disturbed	49.9%
Specific learning disabled	36.3%
Mentally handicapped	8.1%
Speech and language impaired	2.6%
Other health impaired	1.2%
Other	1.9%
Total N	2,666

Academic Performance

The grade promotion status for the experimental and control groups is shown in Table 7.4-3. Approximately four percent of the experimental group and two percent of the control group were promoted to a higher grade-level without meeting the minimum requirements of performance for pupil progression. Furthermore, 26% of the experimental group and 11% of the control group were not enrolled in a K-12 program at the end of the school year.

Additionally, 24% of the experimental group and 14% of the control group were retained in the same grade during 1999-2000².

Finally, if those students who were promoted without meeting levels of performance and those students who were retained in the same grade were counted together, the percentage of delinquent youths (experimental group) was 27.5%, in contrast to 16.3% for nondelinquent youths (control group). Although the difference in prevalence is striking, it is more relevant to the relationship under investigation to identify the relative percentages of delinquent youths and nondelinquent youths who were academically promoted to a higher grade, graduated, or completed. As Table 7.4-3 indicates, in the experimental group, only 41% were academically promoted, graduated, or completed compared to 71% of the control group. This difference in percentages between the experimental and control groups is statistically significant at the 0.001 level.

Table 7.4-3: Comparison of the Experimental Group and the Control Group on Grade Promotion Status

Grade Promotion Status	Experimental Group	Control Group
Promoted without meeting levels for exception or good cause	3.6%	2.1%
Not enrolled in a K-12 program at year end	25.9%	10.7%
Academically promoted, graduated or completed	40.6%	70.5%
Retained in the same grade	23.9%	14.2%
Not applicable	6.0%	2.6%
Total N	5,187	5,187

Table 7.4-4 provides a comparison of the percentages of youths that were enrolled at grade level for the experimental and control groups. The delinquent youths and nondelinquent youths were perfectly matched on age. As such, one would anticipate that the grade level means for both groups would be similar. The grade level distributions differed, however, between the experimental and control groups. Table 7.4-4 indicates that until the ninth grade, no major differences in grade level placement was detected between the experimental and control groups. In the ninth grade a much higher percentage of youth are enrolled in the proper grade level in the experimental group than in the control group (37.2% vs. 27.8%). Beginning in the 10th grade, however, and in the higher levels of education, a slightly greater proportion of nondelinquent youths were enrolled when compared to the experimental group.

² Additionally, 311 delinquent youths were classified as not applicable compared with 134 of the nondelinquent youths (not applicable as a code was used for Pre Kindergarten (Pre-K) unless the Pre-K student was promoted to kindergarten; for students in continuous progress schools who have not been promoted; and for students in grade 23).

Table 7.4-4: Comparison of the Experimental Group and the Control Group on Grade Level

Grade level	Experimental Group	Control Group
1	0.00%	0.00%
3	0.00%	0.00%
4	0.10%	0.30%
5	1.70%	1.60%
6	8.60%	6.80%
7	16.20%	14.50%
8	20.10%	23.10%
9	37.20%	27.80%
10	12.10%	15.80%
11	3.70%	7.60%
12	0.40%	2.50%
Adult Education	0.00%	0.00%
Total N	5,187	5,187

* There was only one student enrolled in adult education from both the experimental and control group. Because inclusion of this one case in both groups would distort the mean grade level, the two cases were excluded from the *t*-test comparisons.

The grade-level mean of the experimental group was 8.35, and the grade-level mean for the control group was 8.58. This difference in means was statistically significant at the 0.001 level (These data are not shown in the Tables).

The number of students without valid GPA's is reported in Table 7.4-5 for the experimental and control groups. GPA must be reported for all students in grades nine through 12. Therefore, 2,767 students in grades nine through 12 in the experimental group and 2,785 in the control group were supposed to have valid GPA values reported in the DOE database. As Table 7.4-5 shows, however, 673 in the experimental group and 294 in the control group had no valid GPA scores reported. The percentage difference is particularly large in the ninth grade (83% vs. 71%), but with minimal differences in the other three grades. This difference may be explained by the fact that more delinquent youths were retained in their current grade or experienced school failure. Table 7.4-6 presents the mean, GPA scores for the two groups by grade level. These data address the above point because, for example, in the 9th grade, the experimental group had valid GPAs with a mean of 1.26, in contrast to the control group with a mean of 1.85.

Table 7.4-5: Students With No Valid GPAs in the Experimental Group and Control Group

Grade Level	Experimental Group	Control Group	Total
09	82.9%	71.1%	767
10	14.0%	17.7%	146
11	2.5%	8.8%	43
12	.6%	2.4%	11
Total (N)	100%(673)	100%(294)	967

Table 7.4-6: Comparison of the mean GPAs for Experimental and Control Group by Grade Level

Grade Level		N	Mean	Mean Difference
09	Experimental group	1369	1.26	0.59*
	Control group	1235	1.85	
10	Experimental group	535	1.80	0.49*
	Control group	766	2.29	
11	Experimental group	173	1.93	0.55*
	Control group	367	2.48	
12	Experimental group	17	2.14	0.49*
	Control group	123	2.63	
All Grades	Experimental group	2,094	1.46	0.66*
	Control group	2,491	2.12	

*Mean differences statistically significant at 0.001 level.

The mean GPA for the total experimental group is 1.46 and for the control group, it is 2.12. This difference is statistically significant at the 0.001 level.

Given the above comparisons on a variety of measures of academic achievement, it is apparent that the experimental group comprised of juvenile justice students performed significantly lower than a matched control group of students from non-DJJ schools.

Attendance

Table 7.4-7 shows the average number of days the experimental and control groups spent in school. This difference was statistically significant at the 0.001 level. It is clear from Table 7.4-7 that the students in the experimental group were present at school less often than the control group, and the difference is significant. Further, as Table 7.4-7 reveals, the days absent from school annually for the experimental group were significantly more than that for the control group (25 vs. 15).

Table 7.4-7: Group Difference for Days At Schools, Days Present (annual), Days Absent (annual) of the Experimental Group and Control Group

		N	Mean	Mean Difference
Days at schools*	Experimental group	5,187	115	61
	Control group	5,187	176	
Days present, annual*	Experimental group	5,187	86	42
	Control group	5,187	128	
Days absent, annual*	Experimental group	5,187	25	10
	Control group	5,187	15	

*Differences between the experimental and control group are statistically significant at the 0.001 level.

The results of the analysis reveal that youths from the experimental group were enrolled for fewer days, present less often, and absent more frequently than the youths from the control group.

Disciplinary Problems

Six different measurements of disciplinary problems were considered. These measurements included: alternative placement, in-school suspension, out-of-school suspension, expulsion from school, and court or juvenile referral (refer to Table 7.4-8). The study defines alternative placement as the student being offered a different placement instead of expulsion. In-school suspension is the temporary removal of a student from the school program for no more than 10 days. Out-of-school suspension is when a student is temporarily removed from the school for a period not to exceed 10 days. Expulsion from school is when a student has been expelled from school one or more times during the school year. Court or juvenile referral is defined as referral of a student for some type of action to the courts or juvenile authorities.

Table 7.4-8: Comparisons of Percentage Difference for Disciplinary Problems Between the Experimental and Control Groups

	Experimental Group (in percentage)	Control Group (in percentage)
Alternative Placement		
<i>Never</i>	96.4%	96.9%
<i>One or more times</i>	3.6%	3.1%
	100%	100%
In-School Suspension*		
<i>Never</i>	58.9%	72.6%
<i>One or more times</i>	41.1%	27.4%
	100%	100%
Out-of-School Suspension*		
<i>Never</i>	42.7%	67.5%
<i>One or more times</i>	57.3%	32.5%
	100%	100%
Expulsion from School		
<i>No</i>	99.0%	99.5%
<i>Yes</i>	1.0%	0.5%
	100%	100%
Referral to Court or Juvenile Authorities*		
<i>Never</i>	96.95	98.9%
<i>One or more times</i>	3.1%	1.0%
	100%	99.9%
Total N	5,187	5,187

*Significant differences exist at the 0.001 level.

Some differences do exist between the experimental and control groups depending upon what measurement of disciplinary problem is compared. For example, significant differences existed in the number of in-school and out-of-school suspensions, and referrals to court or juvenile authorities. In these cases, the experimental group was significantly more likely to have received disciplinary actions when compared to the control group. No significant differences existed when disciplinary action was measured by alternative placements or expulsions, primarily because very few cases in either group had these disciplinary actions occur.

7.5 Summary Discussion

The findings reported in this chapter provide strong support for the argument that delinquent youths suffer disproportionately from various educational deficiencies when compared to nondelinquent youths. Delinquent youths are more likely to have lower GPA scores, have poorer attendance records, be retained in the same grade, and receive more disciplinary action. Moreover, delinquent youths are more likely to suffer from disabilities, with the

highest number of delinquent youths being categorized as emotionally disturbed. It can be concluded that educational deficiencies are more prevalent in juvenile justice students than their nondelinquent counterparts.

With regard to policy implications, it is clear that the disproportionate number of educational deficiencies found in the juvenile justice student population poses a number of challenges for implementing effective juvenile justice education programs. Specifically, just providing equivalent educational services to juvenile justice students as those provided to public school students is not enough. Rather, increasing efforts need to be focused upon tailoring juvenile justice education to the documented deficiencies of the students these programs serve. Furthermore, if academic underachievement may contribute to the delinquent acts in the first place, the provision of quality individualized education within juvenile justice programs could intervene in the negative life trajectories that these students are following. These educational programs, therefore, have the capacity not only to elevate the academic and social skills of their students, but also to change the probable negative life course of the youths. Chapters 11, 12, and 16 provide additional discussion of the documented programs to positively alter the negative life course of Florida's juvenile justice youths and the associated policy implications.

CHAPTER 8

CORRELATES OF QUALITY JUVENILE JUSTICE EDUCATIONAL PROGRAMS

8.1 Introduction

Quality juvenile justice education is not achieved by means of a simple formula composed of quality teachers using quality resources in a quality environment. While these may be the most important, or certainly among the most important, there are myriad other factors that shape and influence the quality of educational services in Florida's juvenile justice system. The Juvenile Justice Educational Enhancement Program (JJEED) quality assurance (QA) standards have been created to address such tangible and measurable factors as student transition (both entry and exit), service delivery, and administration. There are other factors, however; some more concrete than others, and some often beyond the scope of JJEED, individual schools, and even the Florida Department of Education (DOE) and the Department of Juvenile Justice (DJJ). These factors include the size of the facility, the gender of the student population, the public/private and profit status of the education provider, and teacher certification. Although JJEED's QA standards may not be able to address these issues comprehensively, JJEED's ongoing research efforts aimed at identifying and implementing best practices examine some of these factors on an annual basis.

This chapter examines four key variables—facility size, gender, public/private status, and teacher certification—and their relationship to quality juvenile justice education. During the 2002 review cycle, DJJ designated a number of programs as deemed or special deemed programs due to budget and personnel constraints; this resulted in fewer full QA reviews. The exclusion of these 42 deemed and five special deemed programs would have rendered JJEED's standard analyses of facility size, public/private status, gender, and teacher certification issues impracticable. Therefore, for the purposes of analysis only, JJEED imputed the scores of deemed and special deemed programs based on these programs' previous QA scores from full reviews for the subsequent 2002 analyses.

The chapter is comprised of five subsequent sections, including a final summary discussion. Section 8.2 examines facility size, Section 8.3 considers gender issues, Section 8.4 deals with education provider status (public or private – for-profit and not-for-profit), Section 8.5 looks at teacher certification, and Section 8.6 provides a summary discussion of the chapter's findings.

8.2 Facility Size

Increased facility size and custodial character present a number of important policy questions related to juvenile justice education and other treatment outcomes. In examining the

literature addressing juvenile justice facility size and educational outcomes, the reported results are fragmented and overly general (see JJEEP’s 2000 Annual Report for a detailed overview of the literature). A review of criminal justice literature does indicate, however, that larger juvenile institutions are problematic at best and detrimental or destructive at worst in terms of various youths’ behavior consequences and outcomes. A review of the literature pertaining to alternative education for at-risk youth suggests that smaller schools produce better academic gains for this particular population. See Chapter 14 for additional information on school size and alternative education. The specific effects of facility size, particularly related to education are generally unclear, however, which gives little guidance to decision-makers.

There are numerous dimensions of the concept *facility size*, including population size, total square footage, physical dimension, and the ratio of youths per square foot. Each of the measurements of facility size engenders different implications. JJEEP’s examination of facility size uses the number of youths at the facility as the measure of facility size, not only because these data are available but also because it is best suited for investigating the differences between larger and smaller facilities. The average maximum capacity of the juvenile justice facilities reviewed by JJEEP was 55 for both 2001 and 2002. The maximum capacity in 2002 ranged from a minimum of 12 to a maximum of 350.

Data in Florida

During the past several years, Florida has moved toward larger facilities. While only 15 programs in 2002 served 101 or more youths, 30% of Florida’s juvenile justice youths received educational services in these large facilities. It is important, therefore, to determine the consequences that being in a large facility has upon the education of youths in such facilities. QA scores for educational programs grouped by their maximum capacities are presented in Table 8.2-1.

Table 8.2-1: Overall Mean QA Scores by Size of the Facility*

Number of Students	Number of Programs		Transition		Service Delivery		Administration		Contract Management**		Overall Mean	
	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b
1 – 20	18	22	5.70	5.86	6.03	6.19	5.87	5.96	5.48	5.58	5.87	6.01
21 – 30	32	42	4.95	5.21	5.31	5.55	5.35	5.52	4.71	4.89	5.21	5.43
31 – 50	32	50	5.04	5.60	5.40	5.84	5.36	5.71	4.66	5.04	5.27	5.72
51 – 100	29	39	5.27	5.40	5.31	5.72	5.44	5.56	4.94	5.16	5.44	5.55
Over 100	14	15	4.38	4.68	5.50	5.58	5.29	5.47	4.62	4.38	5.00	5.25
Total/Average Score	125	168	5.09	5.41	5.50	5.76	5.44	5.64	4.85	5.04	5.35	5.61

*Excludes detention centers. The figures are computed both excluding and including deemed programs (see Chapter 2). The 2002a column does not include deemed and special deemed programs. The 2002b column includes the imputed scores for deemed and special deemed programs.

**Standard Four: Contract Management is not included in the overall mean.

While no clear trend emerges among mid-sized programs, analyses of the QA scores either using or not using the imputed scoring for deemed and special deemed programs clearly supports the conclusion that the smallest programs (one to 20 students) consistently score higher than the largest programs (over 100 students). Specifically, programs serving from one to 20 youths consistently scored higher than all other program sizes across each of the QA standards and the overall mean. In comparison, the programs serving more than 100 youths scored considerably lower than the programs serving 1-20 youths in all 10 of the possible comparisons, and many of these differences are quite striking with differences in transition being very large (compare the first and fifth rows in Table 8.2-1 for specific values). While the differences in QA scores are greatest when comparing the largest and smallest facility sizes, the pattern is still generally maintained when comparing the largest against all of the other categories. In 34 of the possible 40 comparisons that could be made, the largest facility category scored lower than the other categories.

Moreover, the facility size trend appears to have some consistency over time. Table 8.2-2 presents overall mean QA scores by program size for 2000, 2001, and 2002. For 2002, they are presented both including and excluding deemed programs.

Table 8.2-2 Overall Mean Score by Facility Size 2000 to 2002

Number of Students	2000	2001	2002a	2002b
1-20	5.33	5.76	5.87	6.01
21-30	5.49	5.27	5.21	5.43
31-50	5.44	5.44	5.27	5.72
51-100	5.42	5.54	5.44	5.55
101 and above	5.19	5.42	5.00	5.25
Overall Mean QA Score for All Programs	5.41	5.49	5.35	5.61

Analysis excludes detention centers.

The 2002a column does not include deemed and special deemed programs. The 2002b column includes the imputed scores for deemed and special deemed programs.

While the overall mean QA score for the smallest programs, those serving between one and 20 students, has consistently increased over time, programs serving more than 100 continue to perform below the overall mean QA score for all programs. In 2002, it is clear that the educational services provided to youths in large facilities are generally inferior to those provided in smaller facilities. Although it is difficult to identify the optimum program size for delivering the highest quality educational services to juvenile justice youths, large facilities have proven to be problematic.

Future research conducted by JJEEP will look at the effect of facility size on entry and exit academic outcomes and, subsequently, will examine the effect of academic outcomes on community reintegration, including recidivism, self report delinquency, employment, and return to school. This research will help JJEEP ascertain how education in Florida's juvenile justice institutions likely will fare if the trend toward larger institutions continues.

8.3 Gender

Because boys have dominated the juvenile justice system, juvenile justice programming has developed around male needs (Scahill, 2000). As female participation in criminal activity rises and changes, it is essential to examine the unique treatment and educational needs and characteristics of girls (Morash, 1998). DJJ tracks delinquency referrals and reports that 28,531 of the 99,774 delinquency referrals in FY 2000-01 were for females. DJJ further reports that in the last five years, there has been an eight percent decline in the total number of delinquency referrals; however, the proportion of referrals for females during this time period has stayed relatively the same, ranging from 28.02% to 28.70%. Girls arrested for violent felonies more than doubled from 1,400 in FY 1990-91 to 3,143 in FY 1998-99, although the number of youths 10-17 years old grew by 26% (300,000) in the 1990s.

Because current JJEPP educational QA standards do not address gender-specific programming, QA scores reflect general program performance rather than the volume, content, or quality of gender-based offerings. Therefore, JJEPP's examination of gender and juvenile justice education uses QA scores to address two important research questions. First, can a quality program providing gender-based programming, an identified best practice in the literature, be replicated in other programs? And second, should girls and boys receive services in the same facility or be separated?

PACE Center for Girls

PACE day treatment prevention programs provide comprehensive, gender-specific services that center on a strong educational and social service delivery model for girls. Programs also provide transition services that include aftercare services to students and their families. PACE programs consistently receive high QA review scores, indicating a positive correlation between the identified promising practices and QA scores. In fact, of the 19 PACE centers operating in 2002, four of the facilities had special deemed status which required no program review in 2002, 11 of the facilities had deemed status which required an abbreviated QA review, and only four facilities received a full QA review. The high proportion of deemed and special deemed PACE programs indicates not only that the PACE program provides especially high quality educational programs, but that the PACE model is replicable and can be implemented with consistently high performance across different sites.

Table 8.3-1 summarizes the mean QA scores by standard and overall mean of the four PACE facilities that received a full QA review and reports the estimated scores of all 19 PACE programs by utilizing the scores from the four full reviews and the last full review scores of the 15 deemed and special deemed programs. Table 8.3-1 further shows the mean QA scores by standard and overall mean score of all 125 fully reviewed programs, including the four PACE programs but excluding any deemed or special deemed and detention programs. Finally, the estimated scores all 168 facilities includes the scores of all 125 fully reviewed programs as well as the imputed scores of the deemed and special deemed programs but continues to exclude detention facilities.

Table 8.3-1: PACE Mean Scores of Standards and Overall Mean QA Score* 2002

Program Type	Number of Programs	Standard One: Transition	Standard Two: Service Delivery	Standard Three: Administration	Standard Four:** Contract Management	Overall Mean QA Score
PACE Fully Reviewed Programs	4	5.67	5.93	5.46	4.67	5.70
All PACE Programs***	19	6.54	6.61	6.08	5.50	6.48
Fully Reviewed Facilities	125	5.09	5.50	5.44	4.84	5.35
All Facilities	168	5.41	5.76	5.64	5.04	5.61

*Scores for fully reviewed facilities in this analysis do not include detention.

**Contract Management is not included in the Overall Mean QA score.

***Fully reviewed programs, deemed programs, and special deemed programs using the imputed deemed scores

Although the PACE programs are exemplary, generally they cannot be compared to other juvenile justice programs in Florida for several reasons. First, PACE is selective in deciding which students to accept into their programs. Most of the students are not committed and, as such, DJJ treats and evaluates this program as a prevention program. Second, PACE programs are nonprofit and receive high levels of funding from outside sources; therefore, they can provide inclusive program offerings more readily than other juvenile justice programs. Nevertheless, the PACE gender-specific model and key elements of its programming could be successful in other juvenile justice programs for females.

Gender Segregation

While academic literature on the separation of girls and boys in juvenile justice facilities is sparse, there is some indication that gender-segregation results in better service delivery (Chesney-Lind, 2001). Girls received services in 98 juvenile justice facilities in 2002. The majority of the facilities in Florida serve males only. Because fewer facilities serve girls, girls may have to travel greater distances from home to attend the programs than boys. Table 8.3-2 shows the number of DJJ facilities that have an education component that serve females only, males only, or both (combined). It is also interesting to note that while only 18 of 95 (19%) male-only facilities in 2002 were deemed or special deemed, 21 of 47 (45%) programs for girls only were deemed or special deemed, and eight of 51 (16%) combined programs were deemed or special deemed. As discussed previously, the large number of PACE programs that are deemed explains part of this differential.

Table 8.3-2: Number of Facilities* by Gender, 2000-2002

Facility Type	Number of Programs		
	2000	2001	2002
Female Only	44	41	47
Male Only	107	106	95
Combined	52	56	51
Total	203	203	193

*includes deemed, special deemed, and detention

In 2002, when many programs closed due to considerable financial reductions, the number of girls' programs actually increased from 43 to 47, suggesting (and as mentioned earlier) that females are becoming progressively more involved with the juvenile justice system as mentioned earlier. Most programs that serve females, whether in combination with males or not, are prevention or day treatment programs. Table 8.3-3 indicates the number of programs (including deemed) in each facility type and security level according to the gender of the student population.

Table 8.3-3: Number of Facilities by Security Level and Gender, 2001-2002

Security Level	Female Only		Male Only		Combined		Total	
	2001	2002	2001	2002	2001	2002	2001	2002
Prevention	16	19	2	0	4	0	22	19
Day Treatment*	2	1	3	1	24	23	29	25
Low Risk	3	1	15	8	1	1	19	10
Moderate Risk	15	20	61	55	3	2	79	77
High Risk	3	4	15	16	0	0	18	20
Maximum Risk	1	0	3	2	0	0	4	2
Mixed Residential	1	2	7	13	0	0	8	15
Detention (Secure)	0	0	0	0	24	25	24	25
Total	41	47	106	95	56	51	203	193

*This category includes some programs that are combined with intensive probation, conditional release, or group treatment home.

During the 2002 QA review cycle, 19% of the youths served in juvenile justice facilities were female. Of the female students, a little more than one quarter were in PACE programs.

In 2002, JJEPP is able to compare QA scores for programs that serve females only, males only, or have combined populations. Table 8.3-4 shows the comparison of female-only programs with male-only programs using both the full review scores and the imputed deemed scores discussed previously.

Table 8.3-4: Comparison of Female-Only and Male-Only Programs with Combined Programs (Including Detention) by Mean Score of Standards and Overall Mean* QA Scores

Number of Students	Number of Programs		Transition		Service Delivery		Administration		Contract Management*		Overall Mean	
	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b
Female Only	26	47	5.05	5.77	5.22	5.86	5.28	5.71	5.00	5.35	5.19	5.77
Male Only	77	95	5.08	5.30	5.55	5.74	5.52	5.67	4.79	4.92	5.39	5.57
Combined	43	51	5.28	5.28	5.77	5.70	5.80	5.77	5.19	5.24	5.61	5.58
Total/Average Score	146	193	5.13	5.41	5.56	5.76	5.56	5.71	4.94	5.11	5.42	5.62

The figures are computed both excluding and including deemed programs (see Chapter 2). The 2002a column does not include deemed and special deemed programs. The 2002b column includes the imputed scores for deemed and special deemed programs.

*Standard Four: Contract Management is not included in the overall mean.

Table 8.3-4 indicates that although differences are somewhat inconsistent across QA indicators, the overall mean shows that girls tend to receive higher quality educational services in all-female programs. These comparisons do include detention centers, which serve both girls and boys. Because educational services provided in detention centers differ greatly from all other juvenile justice facilities due to the unique constraints and constant changes in the students served by detention centers, the same comparison was conducted with detention centers excluded. The results of this comparison are summarized in Table 8.3-5.

Table 8.3-5: Comparison of Female Only and Male Only Programs with Combined Programs (Excluding Detention) by Mean Scores of Standards and Overall Mean QA Score*

Number of Students	Number of Programs		Transition		Service Delivery		Administration		Contract Management**		Overall Mean	
	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b
Female Only	26	47	5.05	5.77	5.22	5.86	5.28	5.71	5.00	5.35	5.19	5.77
Male Only	77	95	5.08	5.30	5.55	5.74	5.52	5.67	4.79	4.92	5.39	5.57
Combined	22	26	5.16	5.16	5.68	5.68	5.37	5.40	4.82	4.92	5.42	5.43
Total/Average Score	125	168	5.09	5.36	5.51	5.73	5.44	5.61	4.84	5.02	5.35	5.57

*Excludes detention centers. The figures are computed both excluding and including deemed programs (see Chapter 2). The 2002a column does not include deemed and special deemed programs. The 2002b column includes the imputed scores for deemed and special deemed programs.

**Standard Four: Contract Management is not included in the overall mean.

When detention centers are excluded from the analyses in Table 8.3-5, the differences in program performance by gender of the student population are consistent across each of the QA standard categories. Female-only programs receive higher average QA scores than programs for both males and females.

In 2002, the number of programs serving girls has continued to expand while the overall number of juvenile justice facilities decreased. As in 2001, analysis of JJEEP data suggests that one component of providing the highest quality educational services to all juvenile justice youths may be to separate boys' and girls' facilities. Gender segregation, however, also raises additional concerns. Since girls comprise a much smaller proportion of the juvenile justice population than their male counterparts, there are necessarily fewer juvenile justice facilities and programmatic options for female juvenile delinquents. Commitment of girls is more likely to result in the student being located further from home, which is likely to hinder successful community reintegration efforts after release. Reliance on gender segregation in addition to requiring a tremendous commitment of resources, would also add to the problem of locating girls far from home. Girls continue to be a growing presence in the juvenile justice system, and providing high quality educational services to this unique population must be a priority for juvenile justice educators.

While largely ignored to date, it is clear that gender-specific programming that focuses on the unique educational needs of girls needs to be a priority. In particular, elements of the PACE program need to be networked with other programs that serve females in order to enhance the quality of juvenile justice education options for females. During 2003, and as part of the effort to identify demonstration programs, JJEEP will work at identifying model programs that could facilitate technical assistance and networking.

8.4 Privatization

Among important characteristics of juvenile justice facilities that influence effectiveness of educational programs are the auspices under which programs operate. In Florida, for example, many different entities operate juvenile justice facilities. Some programs are publicly operated (administered by DJJ), and some are contracted out to private providers. Furthermore, while some of the private providers are for-profit organizations, there are many not-for-profit organizations as well. Further complicating the matter, the educational programs within these facilities may be operated by public school districts, private for-profit providers, or private not-for-profit providers.

Since the emergence of juvenile justice privatization in the State of Florida in 1974 with AMI, a not-for-profit privately operated juvenile justice initiative, the number of private providers and privately operated educational programs has grown, encouraged by state statutes. In Florida for 2002, 52% (101) of the education programs were public, 42% (80) of the educational programs were private not for profit, five percent (10) of the educational programs were private for profit, and two educational programs (one percent) were operated by the government.

In 2002, 47% of the juvenile justice youths received educational services from a public provider, 39% of the total juvenile justice youths received educational services from a private not-for-profit provider, and 14% of the juvenile justice youths received educational services from a private for-profit provider.

Given the large proportion of programs and students that are serviced by private educational providers in Florida's juvenile programs, two main research questions are examined in this section. First, are there differences in the quality of educational services across different provider types (public, private for-profit, private not-for-profit)? Second, if the quality of educational services in Florida's juvenile justice facilities has improved from 1999–2002, which had the least improvement?

Table 8.4-1 helps to answer the first question of whether there are differences in the quality of educational services across provider types in Florida's juvenile justice educational programs. Columns labeled 2002a summarize QA results for all educational programs within residential commitment facilities that received a full review in 2002. Columns labeled 2002b summarize QA results for all educational programs that were operating in Florida's residential commitment facilities during 2002, including deemed and special deemed. The scores from the most recent QA review were used for those programs that did not receive full reviews in 2002 due to having deemed or special deemed status.

Across all four standards, public education providers consistently scored higher than the private providers¹. Specifically, public providers scored the highest and the private for-profit education providers consistently scored the lowest. The overall mean score for public providers was 5.73 and the private for-profit providers scored 4.73. The largest difference between the public and private for-profit education providers occurred in the areas of administration and contract management.

¹ Scores for the two government programs are included in the tables but are not included in the analysis discussed in the text, as there are only two government programs and comparisons with the other provider types are, therefore, not meaningful.

Table 8.4-1: 2002 Mean QA Scores for Public and Private-Operated Education Components

Number of Students	Number of Programs		Transition		Service Delivery		Administration		Contract Management*		Overall Mean	
	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b	2002a	2002b
Public	58	77	5.18	5.42	5.61	5.83	5.79	5.94	5.48	5.55	5.53	5.73
Private	65	89	5.01	5.40	5.40	5.70	5.12	5.39	4.30	4.64	5.19	5.50
PNFP	57	79	5.10	5.51	5.49	5.82	5.18	5.46	4.33	4.66	5.27	5.60
PFP	8	10	4.36	4.58	4.71	4.75	4.74	4.83	4.08	4.47	4.61	4.73
Government	2	2	4.92	4.92	5.92	5.92	5.59	5.59	3.67	3.67	5.48	5.48
Total/Average Score	125	168	5.09	5.41	5.50	5.76	5.44	5.64	4.85	5.04	5.35	5.61

Excludes detention centers.

The figures are computed both excluding and including deemed programs (see Chapter 2). The 2002a column does not include deemed and special deemed programs. The 2002b column includes the imputed scores for deemed and special deemed programs.

PNFP = private not for profit

PFP = private for profit

*Standard Four: Contract Management is not included in the overall mean.

To assess whether the quality of educational services in Florida’s juvenile justice facilities improved from 1999–2002, the overall means and subsequent changes in percentages were computed. The results, summarized in Table 8.4-2, support the claim that private providers have improved upon the quality of services delivered. Although private providers improved the services they provided, it is interesting to note that the public providers also increased the quality of services across the four years of data. There has been an average increase of 5.3% in the quality of educational services over the four years that JJEPP has been evaluating Florida’s juvenile justice educational programs. Private not-for-profit providers improved the most (6.9%), private for-profit providers came next with a 6.1% improvement and public providers improved the least (4.6%). It should be noted, however, that public providers still have much higher scores than private for-profit providers and there is considerably more room for improvement in the latter than the former. For private for-profit providers to close the quality gap with public providers they would have to improve 21%, rather than six percent.

Table 8.4-2: Comparative Improvement of Overall Mean QA Score from 1999 – 2002 by Educational Provider Type**

Provider Type	Overall Mean QA 1999	Overall Mean QA 2000	Overall Mean QA 2001	Overall Mean QA 2002*	Percent change 1999 – 2002
Public	5.48	5.51	5.72	5.73	4.6%
Private Not for Profit	5.24	5.27	5.29	5.60	6.9%
Private for Profit	4.46	4.72	4.84	4.73	6.1%
All facilities	5.33	5.36	5.48	5.61	5.3%

*The QA scores with imputed values for the deemed programs were used due to the high proportion of deemed programs in 2002.

**Standard Four: Contract Management is not included in the overall mean.

Since 1999, public providers of education have consistently scored the highest and private for-profit providers have consistently scored the lowest with private not for profit being in-between. Many critics of privatization contend that the services provided by private facilities are substandard in comparison to public facilities (see JJEEP Annual Reports for earlier years for a more extensive review of the privatization literature). It is hypothesized that services are marginalized in order for private facilities to net a profit. In Florida, however, it must be pointed out that over the past four years private for-profit educational programs have actually improved more than the public educational programs. This suggests that Florida’s research, QA, and technical assistance efforts are working with the private for profit providers.

8.5 Teacher Certification

One way to evaluate the services provided by public and private educational programs within the State of Florida is to compare the credentials of the instructional staff employed by the various provider types. The following results are based upon 119 non-deemed day treatment and residential facilities with teacher certification data available. Staff identified as vocational teachers who did not teach non-vocational classes have been removed from this analysis to avoid biasing the results (arguably professional teacher certification is not as critical an issue in vocational courses as it is in academic courses). To avoid a different kind of bias, lead educational administrators and support staff that did not teach in a classroom were also removed from this analysis.

As seen in Table 8.5-1, public education providers had significantly more professionally certified teachers when compared to private education providers (76% versus 31% and 33%). Private facilities had significantly more employees with temporary certifications and statements of eligibility, and who were noncertified/district approved.

**Table 8.5-1: Certification Status of Teachers by Educational Provider Type
(reported in percentages)**

Type of Certification	Public (55 programs)	Private Not-for-Profit (54 programs)	Private for Profit (8 programs)	Total in State (119 programs)
Professionally Certified	76%	31%	33%	50%
Temporary Certificate	18%	30%	33%	25%
Statement of Eligibility	2%	20%	12%	12%
School District Approved	2%	6%	2%	4%
Non Certified	2%	11%	14%	8%
Total N	208	234	58	500

* Column percentages may not add to 100 due to rounding error and because teachers certified in adult and vocational education are removed from the analysis before the percentages are calculated.

** Detention excluded

When comparing public education providers with private not-for-profit education providers, public facilities employed significantly more professionally certified staff and fewer teachers with temporary certifications and statements of eligibility, or who were non-certified/school district approved. Public providers employed a significantly larger percentage of

professionally certified teachers (76%) in comparison to private not for-profit (31%) and private for-profit providers (33%) and public providers employed fewer teachers with temporary certificates, statements of eligibility, and those who were noncertified.

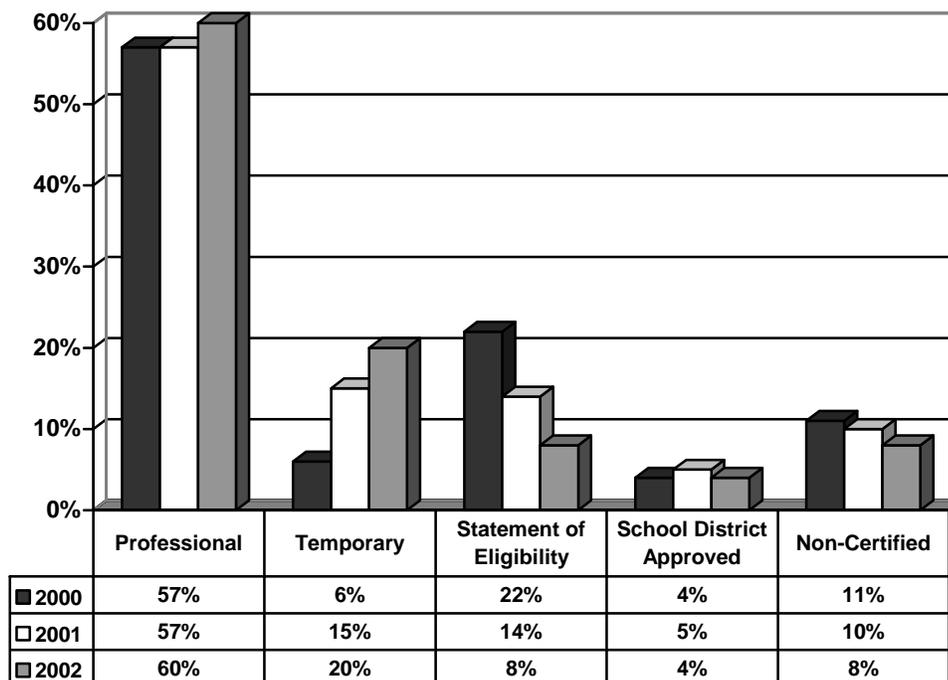
In general, the results indicate that the instructional staff hired by private educational providers are less qualified than those hired by school districts. While certification does not automatically equate to quality, the relationship is sufficiently strong to raise some concerns. It can be assumed that there are substantial differences between the quality of teachers employed by public and private providers of juvenile justice education, and it remains to be seen what the educational impacts are on the youths' education under these different systems.

In addition to the comparison of public and private providers of education discussed above, there are several more topics that need to be addressed relative to teacher certification. At this point, the results of teacher certification data collected during the 2002 review cycle and the relationship between the proportion of professionally certified teachers at a program and the subsequent relationship with QA scores is examined.

Education research consistently supports the conclusion that well-prepared and professionally certified teachers who teach in their areas of certification are the most effective classroom instructors for diverse learners. While the first step in quality education may be the hiring of appropriately qualified personnel, the second step is to ensure that these teachers are working within their areas of certification in order to maximize the utility of specialized knowledge and training. It is clear that the use of well-prepared and certified teachers is the most important best practice in juvenile justice education. Since its inception, JJEEP has included QA standards that address teacher qualifications. These standards have evolved to become as objective and accurate as possible and to reflect educational best practices identified in the literature.

Figure 8.5-1 shows the types of certifications held by teachers and what percentage of teachers hold each type of certification from 2000 to 2002. Although the numbers of professionally certified and school district approved teachers have remained relatively constant, with a slight increase in the number of professionally certified teachers in 2002, the percentage of non-certified teachers has dropped slightly. These are positive indications that the educational components of facilities are moving toward employing better-qualified personnel. The percentage of temporary certificates has risen simultaneously with the decrease in the percentage of teachers working with statements of eligibility. Because there is little substantive difference between a statement of eligibility and temporary certification, these changes merely indicate that teachers and schools are accelerating their paperwork completion to change teacher status from statement of eligibility to temporary certification. In addition to the numbers presented in Figure 8.5-1, 10 teachers had expired certificates, 34 teachers were adult or vocational district/state certified, and five teachers had a vocational license.

**Figure 8.5-1 Type of Certification 2000-2002
(reported in percentages*)**



*Row percentages may not add to 100% due to rounding error.

In 2002, more than 900 teaching professionals provided services in Florida’s juvenile justice facilities as teachers, guidance counselors, ESE, and other specialists and administrators. Table 8.5-2 shows how much time teachers spend on these diverse activities.

Table 8.5-2: Teachers’ Time on Teaching, Administration, ESE, and Guidance Services (reported in percentages)

Time Spent on Each Activity	Teaching	Administration	ESE Services	Guidance Services
None	11%	81%	92%	74%
Some	3%	10%	6%	24%
Primary Responsibility	87%	9%	2%	2%
Total Percent*	101%	100%	100%	100%
Total N	971	971	971	971

*Percentages may not add to 100% due to rounding error.

Within juvenile justice schools, teachers often perform a variety of duties, both within their areas of certifications and outside their areas of certification. The literature demonstrates, however, that students usually perform better when their instructors are certified in the subjects they teach. Table 8.5-3 displays the number of teachers who hold certifications in math, English, social studies, and science, the number of teachers who subsequently teach within those areas of certification, and the number of teachers who teach those subject areas

but do not hold certification in those content areas. Teachers with primarily administrative or guidance services duties may account for the teachers who hold certification in a content area but do not teach in that area. The majority of teachers teaching in a particular content area do not hold certification in these content areas.

Table 8.5-3: Number of Instructors Teaching In and Out of Certification Areas (reported in percentages)

Certification/Teaching	Math	English	Social Studies	Science
Certified and Teaching In Area	12%	21%	20%	15%
Certified But Not Teaching In Area	4%	9%	25%	13%
Without Certification In Area But Teaching Subject	84%	71%	55%	72%
Total Percent*	100%	101%	100%	100%
Total N	340	404	354	264

*Percentages may not add to 100% due to rounding error.

As previously stated, qualified instructional personnel are essential to delivering quality education to juvenile justice youths. JJEEP maintains a comprehensive database on teacher certification that tracks the number of teachers, level and type of their certifications, and the subjects that they teach. It also tracks administrative and support staff, including ESE and guidance support personnel. One area explored by JJEEP is the specific relationship between quality education, as measured by JJEEP’s indicators, and the overall proportion of professionally certified teachers at a program. Table 8.5-4 shows the correlation between the percentage of certified teachers and QA scores for each of the QA indicators, standards, and for the overall mean QA score. Those programs that have a greater proportion of professionally certified teachers have a higher overall mean QA score for 2002. This is a relationship that is statistically significant at the 0.05 level.

Table 8.5-4: Relationship Between Scores on QA Indicators and Proportion of Professionally Certified Teachers

Indicator	Coefficient	Indicator	Coefficient
Entry Transition: Assessment	0.144	Student Attendance	0.293***
On-Site Transition: Student Planning	0.070	Communication	0.160
On-Site Transition: Student Progress	-0.053	Instructional Personnel Qualifications	0.648***
Guidance Services	0.039	Professional Development	0.286***
Exit Transition	-0.053	School Improvement	-0.030
Curriculum: Academic	0.119	Policies and Procedures [^]	-0.096
Curriculum: Practical Arts and Vocational Training	0.023	Funding and Support	0.310***
Instructional Delivery	0.246**	Standard 1: Transition	0.035
Classroom Management [^]	0.119	Standard 2: Service Delivery	0.124
Support Services	0.293***	Standard 3: Administration	0.376***
Community Support	0.286***	Mean Overall QA Score 2002	0.176*

Deemed programs are not included in this analysis.

*Statistically significant at the 0.05 level.

**Statistically significant at the 0.01 level.

*** Statistically significant at the 0.001 level.

[^]Correlation computed with Kendall's Tau-b due to ordinal level indicators. All other correlations are computed using Pearson.

Not surprisingly, there is a strong relationship between the prevalence of certified teachers and high QA scores in the Service Delivery Standard, although the total standard was not statistically significant. Service delivery mostly relates to classroom activities, such as E2.03 Instructional Delivery, and E2.04 Support Services, both of which had a strong relationship to the prevalence of professionally certified teachers. E2.06 Community and Parent Involvement, and E2.07 Attendance also had strong relationships between the proportion of professionally certified teachers and the programs' QA ratings, which might indicate that professionally certified teachers use more guest speakers and communicate with parents more often than noncertified teachers.

A strong relationship between the use of professionally certified teachers and Standard Three: Administration is also expected because, in part, Standard Three Indicator E3.02 Instructional Personnel Qualifications rates programs according to the qualifications of their educational personnel. Thus, when programs have no or few professionally certified teachers, they receive lower QA ratings. As indicated by the strong relationship in E3.03 Inservice Training and E3.06 Funding and Support, professionally certified teachers also participate in continuing education and inservice more than temporary and noncertified teachers, and the proportion of professionally certified teachers affects the programs QA ratings with regard to educational resources.

The use of professionally certified teachers also effected programs' overall QA scores, and during 2002, while 60 programs had all professionally certified teachers, 14 programs had no professionally certified teachers, which negatively affected the programs' QA scores.

8.6 Summary Discussion

Several interesting findings emerge when examining the correlates of quality education. Facility size, the gender served by a program, the profit status of the education provider, and the proportion of professionally certified teachers continue to be significantly related to the quality of educational services within Florida's juvenile justice programs.

The research highlighted in this chapter demonstrates the negative consequences of larger facilities on the delivery of quality education. As the agency that monitors the educational services of juvenile justice institutions in Florida, policy decisions that affect the quality of education provided in these institutions is germane to the mission of JJEEP. Not only is quality education important in and of itself, but there is also a well-established link between education and delinquency. If education is negatively impacted by larger facility size, increased delinquency and other anti-social behaviors are likely results.

Gender-specific programming that focuses on the unique education needs of girls is an area that requires further assessment. In particular, elements of the PACE program, which embodies a number of promising practices, need to be networked with other programs that serve females in order to enhance the quality of juvenile justice education options for females. During 2003, JJEEP will be working to identify demonstration programs that could facilitate this networking between programs.

The educational program provider is very significant in determining the quality of educational services. A close examination of the relationship between educational provider type and quality education is a complex relationship that JJEEP continues to address. In general, public providers of education received higher QA scores than private providers. In order to understand why this relationship may exist, the certification status of teachers within Florida's facilities was examined. The majority of teachers hired by public education providers were professionally certified, 76% in comparison to 31% in private not-for-profit providers and 33% in private for-profit providers. This finding helps to explain some of the significant differences in QA scores when comparing across education provider types. The specific relationship between the proportion of professionally certified teachers and quality education cannot be ignored. Specifically, the greater the numbers of professionally certified teachers, the higher the program's mean overall QA score. Because of this consistent finding over the years, in 2003 JJEEP will recommend DOE and the legislature consider ways to increase the number of certified teachers in juvenile justice educational programs (refer to Chapter 16 for this discussion).

In 2003, JJEEP will continue to examine the correlates of facility size, gender served, privatization, and the proportion of professionally certified teachers. In addition to continuing efforts to collect data on these correlates, facility treatment variables will be added to future analyses in order to isolate the affects of these correlates. New correlates that will be examined include the student-to-teacher ratio, program service delivery models, and treatment services provided.

CHAPTER 9

CONTINUING IMPLEMENTATION OF A LITERACY STANDARD

9.1 Introduction

The Juvenile Justice Educational Enhancement Program's (JJEEP's) *2001 Annual Report to the Florida Department of Education (DOE)* introduced the concept of a literacy standard to eventually become part of the existing quality assurance (QA) Standards utilized in the QA Review process. The recent enactment of *Just Read, Florida!*, which affects the literacy instruction of all students, including those under the supervision of the Department of Juvenile Justice (DJJ), prompted DOE to launch the proposed literacy standard in draft form as part of the 2003 QA review cycle. Standard indicator E2.08 Literacy and Reading in educational Standard Two: Service Delivery has an expected outcome of having “. . . students with identified deficiencies in reading receive specific and appropriate instruction aimed at increasing their reading proficiency” (JJEEP/DOE, 2002, p. 36).

The process guidelines supporting the implementation of this standard include initial testing; diagnostic assessment; the development of individualized educational plans with appropriate reading goals, objectives, and strategies; instruction that is targeted to students' individual needs; and the provision of “. . . sufficient and appropriate instructional reading materials” (JJEEP/DOE, 2002, p. 36). It is important to note that while the term “literacy” includes reading as well as writing and a variety of other modes of communication (Alvermann, 2002), for the purposes of the development of the current standard, the initial emphasis is on reading instruction. As the standard is modified over time, however, research on writing and other forms of literacy will be included.

As QA standards are based upon new Florida laws, DOE requirements, and the most current best practices literature in the field, the purpose of this chapter is to describe the ongoing research that is designed to identify and evaluate the most current best practices in literacy education and make recommendations for the implementation of these practices in classrooms within juvenile justice facilities through the use of the QA process.

This chapter is comprised of three subsequent sections. Section 9.2 presents a literature review that places the proposed juvenile justice literacy standard among the theoretical constructions of reading education. Section 9.3 describes the research methodologies being employed in the development of the literacy standard. Section 9.4 concludes the chapter with a summary discussion of how the research in progress, together with feedback from key stakeholders in Florida's juvenile correctional education community, will inform the further refinement of the literacy standard as a measure for instructional practice in Florida's juvenile justice educational programs.

9.2 Literature Review: Theoretical Constructions of Reading Education

The field of reading research is vast, and the number of theoretical constructs supporting literacy instruction is equally large. In her criticism of the National Reading Panel's review of "scientific" reading research, Yatvin (2002) criticized the panel's narrow view of the theories supporting beginning reading instruction. These theories focus on a hierarchical skills (bottom-up) approach and ignore the contrasting constructivist/holistic (top-down) model and interactive approach, which contains components of both of these competing theories. Yin (1993) discussed a rationale for embracing and capitalizing upon the existence of such competing or rival theories, ". . . the best rival would be a rival theory, attempting to explain the same outcome but with a different substantive theory than that of the target theory. If you have rival theories in this sense, you can collect data to test both theories and compare the results through a pattern-matching process" (p. 60). In order to capitalize upon Yin's suggestion, it is necessary to understand the foundations of bottom-up, top-down, and interactive-compensatory theoretical approaches to reading instruction.

Bottom-Up Theory

Stanovich (1980, p. 33) described

. . . a strong tendency in early cognitive theorizing to depict information processing as a series of discrete stages, each performing a specific transformation on its input and passing on the new recoded representation as an input to a subsequent stage. Since the sequence of processing operations proceeds from the incoming data to higher level encodings, such conceptualizations have been termed bottom-up models.

Gough's (1972) information-processing model is considered to be "bottom-up," because it relies upon the assumption that reading begins with an eye fixation on printed symbols and progresses through the decoding process to comprehension. This process is considered to be both precise and sequential. It is, in essence, a step-by-step (lockstep) model of reading acquisition. As Gough (1972, p. 683) stated, ". . . the Reader is not a guesser. From the outside, he appears to go from print to meaning as if by magic. But I have contended that this is an illusion, that he really plods through the sentence, letter by letter, word by word." By 1985, Gough had amended his original theoretical model stating that "the claim that we read words letter-by-letter from left to right is . . . almost certainly wrong" (p. 687). He continued, however, to maintain that letters mediate word recognition and that most words are recognized through phonological recoding. This theoretical stance is the foundation to the instructional practice of direct, systematic phonics instruction.

Top-Down Theory

Top-down, or holistic, models are the opposite of bottom-up models. "These have been termed top-down models because higher-level processes interact with and direct the flow of information through lower-level processes" (Stanovich, 1980, p. 34). In stark contrast to the

information-processing model, the top-down theory supported by Goodman (1967) and others describes reading as a “psycholinguistic guessing game.” Within this guessing game, “efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guesses which are right the first time” (Goodman, 1967, p. 260). Goodman’s model is based upon the fact that each reader brings to the reading task his or her cumulative knowledge of language and experience. This prior knowledge (schemata) facilitates the reading process because the reader is able to match the printed word to words that exist within his known language. Therefore, according to this model, the reader “. . . can never really identify a word he has not heard” (Goodman, 1967, p. 263). This model’s emphasis upon “. . . better sampling techniques, greater control over language structure, broadened experiences, and increased conceptual skill development” (p. 266) provides the foundation for the whole language philosophy of reading instruction.

Interactive-Compensatory Theory

Stanovich (1980, p. 35) explains that

A third class of theories is formed by those models that posit neither a strictly bottom-up nor strictly top-down processing, but instead assume that a pattern is synthesized based on information provided simultaneously from several knowledge sources (e.g., feature extraction, orthographic knowledge, lexical knowledge, syntactic knowledge, semantic knowledge).

This interactive model, when combined with the hypothesis that readers utilize strengths in certain reading subskills to compensate for those that are weak, provides a powerful alternative to the either-or stance of the bottom-up vs. top-down debate. Moreover, the interactive/compensatory model is reminiscent of Clay’s (1991) description of an emergent reader using any and all means available within the three cueing systems (semantic, syntactic, and orthographic) to make sense of text. Each emergent reader has strengths in different cueing systems, though it is most common for these strengths to fall within either the semantic/syntactic or the orthographic systems. A reader with strengths in the semantic/syntactic uses prior knowledge and context simultaneously to decode unknown words. Conversely, a reader with strong orthographic (decoding) skills will rely on semantic cues to confirm that the words he or she has decoded “make sense.” This use of different cueing systems to “cross check” becomes deliberate and, ultimately, automatic as readers work toward becoming what Clay refers to as independent, “self-improving systems.” In her discussion of this phenomenon, Clay (1991, p. 246) points out the futility of a “one size fits all” approach to reading instruction:

It seems unlikely that a prescribed sequence of learning could be devised to bring about this delicate meshing of several activities because it must be dependent on the strengths and weaknesses of individual children who differ markedly. Each child would be working out these behaviors on different samples of experience: prior experience, school experiences and out-of-school experiences. Learning

conditions for the individual child must facilitate the potential to be flexible in meeting textual challenges. In many [instructional] programs flexibility and interactions of different kinds of information are left to chance.

When these interactions are left to chance, students become what Clay describes as “instructionally disabled.” In order to avoid this, it is crucial to underscore both the importance of individual differences in students and the primacy of the role of the teacher. This role should ideally include a capacity for using a veritable arsenal of instructional strategies to assist students in overcoming challenges whether those challenges manifest themselves in efforts to learn to read or in efforts in reading to learn.

Reading to Learn: Moving toward Content Area Literacy

In their review of recent research on promising practices in juvenile justice education, Respress, Major, Stahly, and Blomberg (2001, p. 39) found that the following components were essential elements of an effective instructional program: “. . . initial assessments, educational plans, curriculum, effective school environment, transition and aftercare services, and professional development.” These components became integrated within JJEEP’s educational QA review standards in an effort to support the link between research and practice. Specifically, QA standard indicator E 2.01 Academic Curriculum sets forth an expectation that juvenile offenders in the State of Florida, like their non-incarcerated counterparts in traditional schools, “. . . receive an education that is relevant to their future educational plans and allows them to progress toward a high school diploma or its equivalent” (Pesta & Coxe, 2001, p. 17). In order to progress toward the attainment of a high school diploma or its equivalent, students must be given the opportunity to enroll in required courses within the major academic subject areas (math, language arts, science, and social studies). Consistently effective instruction in these courses is attainable when teachers incorporate content-area reading strategies into their instruction.

Content Area Reading

“Content area reading instruction attempts to enable students to cope with the special reading materials and tasks encountered during the study of school subjects” (Moore, Readence, & Rickelman, 1983, p. 420). Because students, especially those at the middle and secondary level, deal with a variety of school subjects each day, it is extremely important that they are well versed in strategies that they can use to assist them with the different reading tasks they will face in these classes. Used in the instructional or academic sense, the word “strategy” connotes an active process of thinking and learning that can be transferred across tasks. Three of the basic theories that support the development of strategies that are effective in enhancing student learning and performance across disciplines are metacognition, scaffolding, and schema theory.

Moving Toward Independence: Metacognition

Metacognition can be defined as transcendent thought, characterized by a heightened awareness of one's own thinking. In practical terms, metacognition is ". . . knowing how and when to use one's skills to solve problems in understanding" (Irvin, 1990, p. 30). Metacognition forms the basis for strategic behavior in reading. Good readers are aware when what they are reading does not make sense; when it does not, they can choose from a repertoire of strategies to assist them in understanding. Craig and Yore (1996) found that secondary students were aware on a rudimentary level that strategies existed and could name some that were common, but they did not use those strategies. They demonstrated little to no comprehensive metacognitive understanding, and they had a limited view of the interactive nature of making meaning.

While the evidence supporting the use of metacognitive strategies is clear and abundant (Irvin, 1990; Paris, 1991; Short, Schatschneider, & Friebert, 1993; Bielaczyc, Pirolli, & Brown, 1995; Mastropieri, Scruggs, Hamilton, Wolfe, Whedon, & Canevaro, 1996; Mastropieri & Scruggs, 1996), these strategies will not be effective if students are not given support by their teachers while they are learning to use them. The ultimate goal of strategy instruction is independent strategy use by students. This goal is reached through the use of scaffolded instruction.

Scaffolded Instruction

Some researchers and educators use the metaphor of a ladder to describe instructional scaffolding. Irvin (1990, p. 30) writes, "As I reflect on my earlier teaching career, I visualize students climbing a series of ladders." In much the same way that construction workers erect a scaffold to use as a support while they are building a structure, teachers can provide support to students during strategy instruction. In both cases the desired end results are similar. The construction workers will remove the scaffold when the structure they are building can stand alone, and teachers can gradually withdraw their support as students become more independent in their use of strategies. "When adults provide a scaffold they often accomplish more than just the completion of a task. The child may internalize the essence of the thinking, knowledge, or strategy and be able to carry through similar tasks without assistance" (Beed, Hawkins, & Roller, 1991, p. 649).

Unfortunately, and ironically, Schumm, Vaughn, and Saumell (1992) found that the use of scaffolded instruction tends to decrease as students advance through the grades, despite the fact that older students want the assistance provided by such instruction. "High school students reported a stronger preference for a range of textbook adaptations," but ". . . [they] also reported lower teacher use of adaptations" (p. 498). Craig and Yore (1996) found that students in content-area classrooms were not given a sense that their prior knowledge and past experiences played a part in comprehension. Instead, they believed that meaning was tied to the text and that the text provided the source of knowledge. The teacher, as well as the text, was considered by many students to be the source of meaning. Smith and Feathers (1983) noted that, "Since they saw little to no relationship between the class and their own lives, the students had little reason to read or learn the material other than to satisfy a

requirement. Passing the course meant passing the tests; thus, the information presented by the teacher assumed great importance” (p. 266). The transfer of knowledge did not occur in terms of strategy use. “We observed virtually no attempt to link classroom activities with the students’ lives elsewhere. Further, teachers expended little effort to learn about the students’ reading habits beyond the school or to capitalize on their reading interests. If students are to view classroom reading as meaningful and important, we should take steps to relate reading to the attainment of worthwhile goals both in and beyond the classroom” (p. 267).

Craig and Yore (1996, p. 235) found that teaching behaviors and techniques in secondary classrooms did not support strategy use through scaffolded instruction. Instead they found teacher behaviors that stressed “. . . knowledge telling rather than hands-on/ minds-on inquiry and the active construction of understanding.” In response to this problem, they made a recommendation that links instructional scaffolding to the transfer of training.

Schema Theory

Learning is nonlinear and recursive (Irvin, 1990, p. 31). Schema theory is based upon the fact that “. . . it is nearly impossible to learn new information that has no connection to what is already known” (Irvin, 1990, p. 28). Hesbeth, Andrews, and Chandler (1989) define a schema as “. . . a general knowledge structure which guides attention, expectation, inference, and interpretation” (p. 157). According to Irvin (1990), schemata “. . . comprise all of the information and all of the experience that the reader has stored in memory” (p. 28).

Educators want students to add continually to their existing schemata and to do so independently. The next step is to facilitate students’ transfer of schema from one situation (or content area) to another. Hesbeth et al. (1989) believe that “. . . this transfer is facilitated through understanding principles rather than merely knowing procedures” (p. 159).

When the materials and instructional purposes are suited to schema theory, teacher behaviors, including questioning techniques, become very important. As is the case with instructional scaffolding, the gradual withdrawal of support takes place as students are encouraged to develop their own self-questioning techniques. According to LeNoir (1993, p. 352), the ultimate goal of the teacher should be “. . . to enable the students to perform the task of producing and constantly reevaluating their own questions—to activate their own schema—and to search for their own answers.”

Clearly, it is important that these theoretical constructs are utilized as the foundation of the current effort to identify, evaluate, and implement best practices in reading instruction. In addition to the theoretical constructs described above, it is also important to take into account the findings from a federal research initiative referred to as “Effective Schools Research.”

Effective Schools Research

According to Coffey and Gemignani (1994), who highlighted the basic findings of the Effective Schools Research studies in their review of 12 years of research in juvenile correctional education, it is extremely important that these studies are included in the design

of quality juvenile justice educational programs. “The type of students who were the focus of the Effective Schools Research – poor, disadvantaged, traditionally low-achieving youths, who are often school failures, and often drop-outs – are the same as those most commonly found in juvenile correctional facilities . . . We believe that with few exceptions and with room for adaptations, the findings from this body of research are directly applicable to juvenile correctional education” (p. 73). Some of the key points related to academic programming from the Effective Schools Research are as follows:

- We have underestimated what disadvantaged children are capable of doing.
- All students can learn and succeed.
- Students benefit from more challenging tasks, higher-order thinking skills, applied learning, and problem solving.

In terms of reading instruction, the findings include a strength-based model that focuses on what students *can* do, as opposed to a deficit model. There is a great emphasis on learning activities that focus on higher-order thinking skills, a direct correlation to real-world topics and issues, and the utilization of knowledge sharing through cooperative learning and other social learning opportunities. Teachers are expected to model and encourage students to use a variety of reading strategies that are appropriate to each student’s interests and needs. Instruction in general should focus on meaning and comprehension rather than the use of discrete skills out of context (Coffey & Gemignani, 1994).

According to the legislation related to *Just Read, Florida!*, it is imperative that five areas of reading instruction that were the focus of the National Reading Panel Report are considered in the assessment, planning, and implementation process for reading instruction. These five areas are: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Although this law applies to all grade levels, the current research emphasis is on the implementation of instruction in grades K-3. While this emphasis on early intervention in the primary grades is understandable, it does not negate the fact that it is equally important to customize instructional strategies to the needs of students in juvenile justice facilities, the majority of whom are adolescents. Therefore, although the five areas will be addressed in the research currently being conducted to support the implementation of the new QA literacy standard, it is crucial that other areas specific to the needs of adolescents be included as well.

Adolescent Literacy

Despite the increased emphasis on higher standards, too many students encounter almost overwhelming obstacles to literacy. Educators are

often frustrated by students’ poor reading ability and lack of motivation. Students, conversely, complain about difficult and uninteresting literature and boring curricula. This can easily lead to a “yes, but” curriculum, where all agree that literacy is important, but there seem to be insurmountable barriers to helping secondary school students become more literate (Allen, 2001, p. 58).

In May 1999, the Board of Directors for the International Reading Association's Commission on Adolescent Literacy approved a position paper on adolescent literacy. The paper concluded that there are no easy answers to the challenges faced by adolescents. It is clear, however, that literacy skills are crucial for their success in today's society. According to Gemignani as well as the National Center on Education, Disability, and Juvenile Justice (NCEDJJ), "Helping youth acquire educational skills is also one of the most effective approaches to the prevention of delinquency and the reduction of recidivism. Literacy skills are essential to meet the demands of a complex, high-tech world in school and at work" (Gemignani, 1994, p.1, NCEDJJ, 2001, p.1). The delivery of those literacy skills, especially in a juvenile justice facility, must be carefully planned and must take into consideration the psychological and social, as well as the academic, needs of at-risk adolescents.

In her discussion of effective literacy instruction for all adolescents, including those at-risk, Alvermann (2002) explained that traditional, academic literacy practices are often given a privileged status within the classroom. The use of these practices negates the reality of the existence of the other literacies that adolescents engage in on a regular basis. "Effective instruction builds on elements of both formal and informal literacies. It does so by taking into account students' interests and needs while at the same time attending to the challenges of living in an information-based economy during a time when the bar has been raised significantly for literacy achievement" (pp. 190-191). A review of the work of Alvermann and other reading researchers (Alvermann, 2002, 2001; Moje, 2002; Bean & Readence, 2002; Moje, Young, Readence, & Moore, 2000; Moje, 1996) has resulted in the following list of issues that should be taken into consideration when planning instructional techniques for adolescent readers:

- Effective reading instruction addresses issues of student motivation, particularly in the areas of self-efficacy and engagement.
- Students are taught to comprehend and think critically about multiple forms of text related to academic curricula.
- Instruction is culturally responsive in that it takes into account the relationship between home, community, and school literacies and honors the varying experiences and backgrounds that students bring with them to the classroom.
- Instruction encourages students to utilize their texts as sources of information and engage in active strategies as opposed to a skills-based instructional model.
- Students must be explicitly taught to be critical consumers of the vast amounts of information delivered via technology, including the Internet, hypermedia, hypertext, interactive CD-ROMS, etc.
- Participatory instructional approaches should be used to increase opportunities for active, student-centered learning that utilizes a variety of texts as tools to facilitate that learning.
- The utilization of interdisciplinary, project-based approaches has been found to be effective in providing students opportunities for discourse and the utilization of content literacy strategies while focusing on authentic issues that are important to them.
- Classrooms should include a wide variety of texts that are of interest to adolescents.

Moje et al. (2000) stress that, when considering best practices in adolescent literacy, it is best to utilize an ecological approach that links “. . . specific promising practices with generally accepted principles of teaching and learning” (p. 403) without sanctioning any specific practices. This is an important point that underscores the value of producing a menu from which teachers can choose appropriate instructional strategies to use in their classrooms. The menu approach is congruent with the ecological view that the successful implementation of any instructional strategy cannot be mandated. The use of mandates negates the context and culture of the classroom as well as the professional judgment of the teacher and that teacher’s knowledge of and relationships with his or her students. The following statement by Coffey and Gemignani (1994) echoes the principle of the ecological approach: “. . . [J]uvenile correctional education is by nature highly individualized and localized; what is a ‘model program’ in one place and with one type of juvenile delinquent student body may not be readily replicated or even adapted and transferred to another setting – thus our emphasis on documented *practices* and other component parts” (p. 71).

In order to understand how the menu of promising and best practices in reading instruction for adolescents will be developed, it is important to delineate the purpose and organization of the research project that is currently in progress. The remainder of this chapter will provide this information and will conclude with a summary discussion of issues that must be taken into account as the fledgling standard moves from its current form to implementation.

9.3 Methodology

The overarching goal of the study is to identify research-based promising and best practices in reading instruction that can inform the development of an effective, individualized instructional delivery process within juvenile justice facilities. This individualized delivery process will be made possible through the development of a dynamic menu of promising and best practices for literacy instruction. The decision to use a “menu” approach is based upon the realization that a “one size fits all” approach to literacy instruction will not work for students or teachers.

There are two distinct parts to this research project. One is an evaluative case study describing JJEEP as an innovation in juvenile justice education. The second part of the study involves collection and analysis of data that will inform the construction of the above-mentioned menu. To accomplish this, quantitative and qualitative research studies that address literacy programs and practices for adolescents at risk, especially those who are incarcerated, will be reviewed and synthesized.

Rather than utilizing qualitative or quantitative methods with an “either-or” mentality that invites endless debate, educational researchers in particular must remember to let the research question drive the choice of method and approach. Further, there is evidence that designs employing such combinations have made important contributions to program evaluation, organizational studies, and policy development” (Locke, Spirduso, & Silverman, 1993, p. 117).

Integrative Reviews

The current research utilizes the integrative review process to select and analyze the studies that are best suited to the development of a menu of strategies that can be implemented by teachers in both the instructional planning and delivery processes. Jackson (1980) defines integrative literature reviews as those reviews “. . . primarily interested in inferring generalizations about substantive issues from a set of studies directly bearing on those issues” (p. 438). Cooper (1998) includes integrative research reviews in his definition of research syntheses, which is that they “. . . focus on empirical studies and seek to summarize past research by drawing overall conclusions from many separate investigations that address related or identical hypotheses” (p. 3). Both Jackson (1980) and Cooper (1989) outline specific stages or steps in the integrative review process. These include: (1) problem formulation/selecting the questions or hypotheses for the review; (2) data collection/sampling the research studies to be reviewed; (3) data evaluation (assessing the quality of the studies); (4) representing the characteristics of the studies and their findings; (5) analysis and interpretation; and (6) presenting the results/reporting the review.

Although studies focusing specifically on reading instruction for students incarcerated in juvenile justice commitment facilities are highly desirable for this particular study, there is a paucity of quantitative studies that focus specifically on this specialized population. When the members of the National Reading Panel were confronted with this problem, they addressed it in the following manner: “Where there were too few studies that satisfied the panel’s criteria to permit a meta-analysis, the panel made a decision to conduct a more subjective qualitative analysis to provide the best possible information about an instructional reading approach or program” (National Institute of Child Health & Human Development, 2001, p. 2).

The methods utilized in both parts of this study will provide both the answers to the research questions and a foundation for an ongoing evaluative component that falls within the category of applied research. Specifically, a comparison will be made between the emergent themes that result from synthesis of the qualitative and quantitative literacy research that applies to juvenile justice education as well as those that emerge from the case study. The result of this comparison will be recommendations for instructional planning and delivery that will enhance both literacy instruction and the QA process utilized to measure the expected outcome of the new literacy standard.

9.4 Summary Discussion

A clarification statement included in the new standard states:

This literacy standard will not be rated or scored during the 2003 QA review cycle. Reviewers will assess the literacy standard during their reviews to identify any program recommendations that may be needed to fully implement the literacy standard. During 2003, this literacy standard will be field tested and modified as law and research dictates. After input from school districts and providers, it will be fully implemented and scored during the 2004 QA review cycle (JJEEP/DOE, 2002, p. 37).

When the new standard was presented to teachers and administrators during regional meetings conducted in November and December of 2002, the area of assessment was of major concern. Although assessment is not a focus of the research project described here, it is an important issue that should be explored further, especially as the 2004 QA review cycle draws near. The overwhelming opinion expressed by participants at the meetings was that locating a single assessment that would appropriately measure each student's proficiency in phonemic awareness, phonics, fluency, vocabulary, and comprehension would be extremely difficult. The teachers and administrators also had questions about the best methods of delivering phonemic awareness and phonics instruction appropriately to adolescents within juvenile justice facilities. These questions will be addressed by the current research, but they present a particular challenge because there is a lack of published phonemic awareness and phonics research studies utilizing adolescent subjects. Studies with older elementary subjects will be reviewed to address this absence of prior research with the intent of recommending appropriate modifications to the strategies to meet the needs of adolescent students.

Feedback from practitioners in the field is vital and will continue to be an important component of the development and subsequent modification of this standard. As part of their assessment of the literacy standard during the 2003 QA review cycle, JJEPP QA reviewers will collect information from programs regarding their perceptions of their readiness to implement this standard and their specific technical assistance needs as they move toward full implementation. All reviewers will use a formalized data collection instrument during their on-site visits to programs. When the collected data are analyzed, themes should emerge in the form of program strengths and challenges in the area of reading instruction. These themes will inform the design of future training opportunities for administrative, instructional, and non-instructional personnel in the implementation of strategies that support the planning and instructional delivery aspects of the literacy standard. For a complete description of the new literacy and reading standard, see indicator E2.08 of the 2003 Educational Quality Assurance Standards in Appendix C.

CHAPTER 10

MEASURING PUPIL PROGRESSION

10.1 Introduction

Juvenile justice educational programs can be evaluated using a variety of different outcome measures. The Juvenile Justice Educational Enhancement Program's (JJEED's) evaluation of juvenile justice educational programs includes annual quality assurance (QA) reviews, student educational performance within juvenile justice programs, and community reintegration measures. This chapter identifies the research methods that will be used to evaluate programs' pupil progression rates among students while they are incarcerated. For QA findings see Chapter Two and for research methods and findings on community reintegration, see Chapters 11 and 12.

To successfully validate best education practices in juvenile justice education, it is essential that JJEED is able to determine students' academic gains while they are incarcerated. As described in Chapter seven, juvenile justice students, on average, are educationally deficient on several measures compared with their public school counterparts. To the extent that quality education accelerates students' academic gains, these deficiencies may be ameliorated before students return to the community and their home schools. Once the rate of pupil progression and degree of academic gains are determined for juvenile justice educational programs, several interesting comparisons may be made, including the comparison of program performance based on pupil progression rates and QA scores and a comparison between student academic gains and community reintegration.

Based on prior research, JJEED's assumption is that quality educational programs produce higher student academic gains, which subsequently result in better community reintegration outcomes. To test this assumption, JJEED plans to evaluate all long-term residential commitment and day treatment juvenile justice educational programs in Florida by assessing each program's average student gains among incarcerated students. Once this is accomplished, JJEED will be able to determine the kind of relationship that exists between student academic performance and community reintegration. Results will be correlated with QA scores to determine if high QA performing programs produce higher academic gains per student than do lower QA performing programs.

This chapter is comprised of three subsequent sections. Section 10.2 describes Florida's current system for entry and exit academic assessment testing, and its associated problems. Section 10.3 outlines an alternative research method for measuring pupil progression rates and academic gains during incarceration as an effective alternative to using non-uniform test scores. Section 10.4 provides summary discussion of the research methods described in this chapter.

10.2 Entry and Exit Academic Assessment Measures

Section 1003.51, F.S. requires the Department of Education (DOE), in partnership with the Department of Juvenile Justice (DJJ), district school boards, and providers to develop procedures for the administration of entry and exit academic assessments. Rule 6A-6.05281, FAC further clarifies this requirement to include academic entry and exit assessments that measure student performance in the areas of reading, writing, and math. Additionally, the rule says that all residential commitment and day treatment programs are required to submit the test data on all students through the use of local school district management information systems (MIS) and be included in DOE Survey Five data.

In 2002, DOE also developed and disseminated a technical assistance paper (TAP) titled, *A Guide to Test Instruments for Entry and Exit Assessment in Florida Department of Juvenile Justice Educational Programs*. The TAP provides information about 32 different tests, which have been approved for use as entry and exit assessment measures in juvenile justice educational programs. The TAP also describes the process for reporting student test scores to DOE. The 32 different assessments are reported using different scores, including raw scores, percentile rankings, norm curve equivalents, and scale scores. Test scores are not allowed to be reported to DOE in the form of grade equivalencies. The TAP also includes a section on the proper administration of academic assessment tests.

This current system for assessing students at entry and exit from juvenile justice educational programs and the subsequent reporting of test scores has several problems that make the test data difficult to use for research particularly focused upon program comparisons.

Entry and Exit Assessment Testing Problems

In general, there are three significant problems with the current entry and exit assessment testing system. First, there are an inordinate number of approved assessment tests being used by facilities, and many of the assessment tests use different means to measure academic performance. Second, different types of test scores are used and reported to DOE, which makes reasonable and comprehensive program comparisons and interpretations virtually impossible. Third, the overall administration of the tests differs substantially from program to program.

As discussed previously, DOE in Memorandum 20016, Educational Services for Students in Department of Juvenile Justice Facilities—Student Progress, identified 32 different assessment tests approved for use. These tests vary considerably according to whether or not they are norm-referenced tests (NRTs) or criterion-referenced tests (CRTs). Such variation is problematic in that the tests are designed to measure different standards. While NRTs measure a student's performance in relation to his/her peers of the same age or grade level, the CRTs measure the student's performance relative to an established standard of performance (DOE TAP, 2002).

Further examination of the approved assessment tests reveals that there is considerable variation as to what the tests use to measure skills within the areas of reading, math, and writing/language arts. For example, in measuring reading, some tests look at reading

comprehension, others vocabulary, others fluency, and, still others, word recognition. Within those categories, there is further variation in measurement.

An additional concern is that the scoring varies substantially among the different testing instruments. Generally, while NRTs provide scores on a standard scale, CRT scores are generally pass/fail or based on a level (DOE TAP, 2002). Standard scores and grade equivalencies may be more comparable across different assessment instruments, however, programs are required to report test scores in the form of percentile rankings, scale scores, and norm curve equivalents, which are not comparable across different assessment instruments.¹

A final administrative problem concerns the administration of entry and exit assessment tests. According to DOE (TAP, 2002), most commercially published assessment tests describe the type of training an individual must have in order to administer the test. According to the TAP, either an educational diagnostician or student services professional is qualified; however, there are many programs that do not have individuals with such training. In such cases, DOE recommends that teachers with special education training be used to administer the tests. Of concern, then, is how these assessments are administered, who is administering them, and the degree of consistency within and across programs for following the administrative guidelines of the assessment test instruments.

As an example of the problems with the testing, JJEPP examined 17 programs' administration of entry and exit assessment testing. The 17 programs used 10 different reading tests, nine math tests, and four writing tests. Additionally, they used at least five different types of scores, including the raw score, percentile rank, normal curve equivalent, standard score, and grade equivalent, making it impossible to reach any meaningful conclusions. Furthermore, JJEPP was not always able to discern what type of score was used. Some programs appeared to only administer a subtest or preliminary locator test instead of the full battery of the test assessment. One program administered a teacher-made test assessment that was not standardized or normed on any population.

Importantly, there were other problems with administering the test at both entry and exit time periods. With the reading tests, eight of the 17 programs (57%) had administered the tests to less than 50% of their students at both entry and exit time periods. Similarly, six of the 17 programs (35%) had administered the math tests to less than 50% of their students at both entry and exit time periods. Finally, only 10 of the 17 programs (59%) administered a writing test, and of those 10, seven (70%) administered the tests to less than 50% of their students at both entry and exit time periods. Some programs were also found to be using a different assessment at exit when compared to the one they used at entry.

Given these problems of numerous testing instruments, inconsistencies in reporting the scores, and varying qualifications of those administering the tests, it is inappropriate to use

¹ There are certain statistical procedures that could be used in some cases to "transform" scores from different assessments and place them on a normal or bell curve, which would make comparisons possible. These transformations, however, can do nothing for the measurement of different competencies in the subject area and should only be used with extreme caution.

the current assessment test data for examining student or educational program performance. In order for these tests to be of use, the current assessment system must be reexamined and modified to be a more consistent, valid measure of the academic gains of students and the performance of juvenile justice educational programs.

10.3 An Alternative Method for Measuring Pupil Progression

Given the previously identified problems with academic assessment tests, JJEEP is employing an alternative strategy for measuring academic gains. Clearly, academic testing is not the only measure of student and educational program performance. Portfolio assessment, which uses several qualitative measures of a student's performance, is often argued to be a more comprehensive and higher quality measure of student performance. Portfolio assessment is expensive, however, and difficult to implement consistently across multiple programs and schools. In consideration of these two factors, in future research efforts JJEEP plans to assess pupil progression and academic gains through the use of DOE student data, which is described in detail below.

The questions JJEEP plans to answer through pre and post juvenile justice education program research include:

1. How much academic progress do students make in a given semester while incarcerated?
2. Do high QA performing programs produce greater academic gains per student than low QA performing programs?
3. And finally, do significant academic gains made during commitment increase community reintegration success?

Because juvenile justice students enter and exit commitment programs at random throughout the year and because most juvenile justice schools operate on traditional school semesters, it is difficult to determine credits earned, advancement to the next grade level, and diplomas earned for students who enter and exit during the middle of school semesters. Therefore, the method that JJEEP will employ is based on the full semester enrollment of juvenile justice students. Specifically, JJEEP will select a pool of juvenile justice students by identifying all students who were enrolled for one complete semester (one pool for each fall and spring semesters) in all long-term residential commitment and day treatment programs throughout the state. This should include approximately 150 juvenile justice schools.

The majority of Florida high school graduation requirements focus on academic courses and passing scores on the Florida Comprehensive Assessment Test (FCAT). Therefore, when assessing credits earned, JJEEP is selecting only core academic and vocational course credits. Specifically, this includes credits in English, math, social studies, science, and vocational course work. The number of credits earned in these core areas will be calculated for all students enrolled in either the fall or spring semester. This information is contained in the DOE transcript file.

The second measure of academic gains is advancement to the next grade level. At the end of the spring semester, DOE data provide a variable that includes students who were promoted to the next grade level, students who were promoted to the next grade level without meeting academic performance requirements, and students who were retained in the same grade level. Using this variable, the number of students who advanced to the next grade level at the end of the spring semester will be calculated for every student enrolled for the entire semester in all long-term residential commitment and day treatment juvenile justice schools.

The final measure of academic gains will include diplomas and certificates earned during commitment. Diplomas earned include standard high school diplomas, district high school diplomas (through the General Educational Development [GED] Exit Option), and GEDs. Certificates earned include any secondary or post-secondary vocational certificate. Age and eligibility for graduation will have to be considered when determining student and juvenile justice school performance based on this measure. For example, students eligible to earn a high school diploma during the year of the study must have earned enough credits to be considered a senior. Students wanting to use the GED Exit Option cannot use it as a means of early release from school, and students wanting to earn a GED must be at least 16 years of age.

After determining individual student pupil progression rates, the data will be aggregated back to the educational program level and pupil progression rates for juvenile justice schools will be determined. This aggregated pupil progression rate for juvenile justice schools will be compared to their QA performance. This type of analysis will serve to validate the QA standards and the best practices that make up those standards.

Overall, then JJEEP will utilize credits earned, advancement to the next grade level, and diplomas and certificates earned as measures of each program's average academic gains and pupil progression rate. Once the pupil progression research has been completed, JJEEP will examine the relationship between educational programs' average academic gains and their students' community reintegration measured in relation to the multiple indicators of recidivism/recommitment, education, employment, and other self-report and guardian survey findings. Moreover, JJEEP will assess the relationship between the programs' average academic gains and their QA scores. With these analyses, JJEEP will be able to determine whether community reintegration, as hypothesized, is associated with academic gains and quality educational programs.

10.4 Summary Discussion

An inherent weakness in the research methods described in this chapter is the possibility of grade inflation or pupil progression that is without academic merit. To control for this, it is important that JJEEP be able to evaluate pupil progression not only by using credits earned, advancement to the next grade level, and graduation rates, but also to have comparable entry and exit assessment test data. Reliable test data, along with these other measures, would provide the State of Florida with the means to more accurately assess actual juvenile justice educational program performance and associated student academic gains.

To validate best practices and generate accurate information associated with positive student outcomes, it is essential that JJEPP conduct pupil progression research over the next two years. To validate the pupil progression results, it is important that DOE, in collaboration with JJEPP, DJJ, school districts, and educational providers, develop and implement a uniform entry and exit assessment testing system that will be able to accurately measure the progress that each student experiences while in a juvenile justice educational program.

CHAPTER 11

STATEWIDE LONGITUDINAL OUTCOME ASSESSMENT

11.1 Introduction

One of the primary objectives of the Juvenile Justice Educational Enhancement Program (JJEPP) is to examine the longitudinal trajectories of youths released from juvenile justice educational programs. While negative outcomes are the typical focus of juvenile justice evaluation studies, JJEPP also examines positive pathways following release, including return to school, employment, and improved academic performance. This chapter presents individual-level performance as well as programmatic differences in student outcomes. This year marks the first time these outcomes and longitudinal tracking capabilities have been made available to JJEPP, as data were not only obtained from the Department of Education (DOE) but also the Department of Juvenile Justice (DJJ) and the Florida Education and Training Placement Information Program (FETPIP).

The chapter is comprised of four subsequent sections that provide information relating to the longitudinal outcomes of youths released from DJJ (non-residential and residential commitment and aftercare programs) between July 1, 1999 and June 30, 2000. Section 11.2 details the various data sources used in conducting the current analysis. Section 11.3 provides an overview of the methods used to conduct the study. Section 11.4 presents descriptive statistics and longitudinal outcome findings for the cohort of releases. Section 11.5 provides summary discussion of the results, policy implications, and future direction for JJEPP's longitudinal research.

11.2 Data Sources

A cohort of 10,235 youths released from juvenile justice programs in fiscal year 1999-2000 was obtained from the Florida Department of Juvenile Justice and matched to the Department of Education's Survey Five database for the 1999-2000 school year. The formats being used from this database are demographic, end of year status, exceptional student education (ESE) status, disciplinary referral, and attendance.¹ Of the 10,235 youths identified by DJJ, 88% or 8,975 were successfully matched to the DOE databases, while 1,260 (12%) were not found.²

¹ It is possible for a youth to be committed to and released from more than one DJJ program within a year. Therefore, while there were 10,235 youths released during the fiscal year, there were a total of 11,813 releases from commitment programs during this period. Given the focus on individual outcomes and life course trajectories, the unit of analysis here is youth, and in the event that a youth was released from multiple programs during the fiscal year, the last release was the one included in the cohort.

² It is possible that those not found in the DOE databases dropped out or failed to return to school. However, as will be discussed further in Section 11.4, if a youth had a GED diploma prior to being placed in the DJJ

There are four possible reasons why youths may not be found in both datasets. First, if the youth attained a high school diploma or its equivalent prior to being committed to DJJ he/she would not be enrolled in DOE's data. Second, some students may be coming from out-of-state or may leave the state after their incarceration. Third, it is possible that the local school registrar never officially enrolled the student, and finally the youth's social security number or student ID may be reported incorrectly by one or both of the agencies' databases. In an effort to further track youths' educational performance, the cohort was additionally matched to the DOE 2000-01 fiscal year databases. A total of 5,634 youths or 63% of the youths successfully matched with the DOE 1999-2000 data were found in the following year.

The cohort of 10,235 youths released from juvenile justice programs was also matched to the FETPIP database to determine, wherever possible, the number of youths who earned their General Educational Development (GED) diplomas or high school diplomas and the number of youths employed sometime during the 1999-2000 or 2000-2001 fiscal years. FETPIP data include employment and wage information for a specific subset of job classifications (see Appendix G for a list of these job classifications). It is possible for a youth to have been employed in a job classification not tracked in FETPIP and, therefore, have no record in the database.

Finally, youths' educational performance was examined at the program level by comparing outcome data obtained from DJJ, DOE and FETPIP to JJEPP's own quality assurance (QA) review records for juvenile justice programs in Florida. As outlined in Chapter Two of this report, the QA review data provide overall quality assessments of juvenile justice educational programs operating in Florida.

11.3 Methods

The current analysis represents the first attempt to integrate the substantial data records of the DJJ, DOE, FETPIP, and JJEPP. Given the complexity of this process, it is important to briefly describe the methods used to obtain the sample and the operationalization of variables and analyses undertaken.

Figures 11.2-1 and 11.2-2 depict the breakdown of the initial cohort of 10,235 youths released from DJJ programs in fiscal year 1999-2000. As previously noted, 8,975 (88%) youths were successfully found in the DOE 1999-2000 school records. Locating a youth in the DOE databases, however, did not necessarily mean that the data in DOE was consistent with the program release information obtained from DJJ. Four possible scenarios were found in terms of placement and timing correspondence. Group One, consisting of 40% (n=3,622) of the youths successfully located in the 1999-2000 DOE databases had DOE records documenting that the youths had been in the same program from which DJJ indicated they were released and during the same time period DJJ had recorded for their period of commitment. Group Two, representing 14% (n=1,236) of the youths successfully located in the DOE databases, were reported by DOE as being in a different DJJ program during the

program and before the start of the 1999-2000 school year, then he/she would not have a record in the DOE school files for that year.

commitment period. Another 40% (n=3,605) of the original pool found in DOE records, Group Three, were found in DOE records to have been in a non-DJJ school placement during the commitment period with no record of the juvenile justice program release reported by DJJ. Finally, Group Four (6%, n=512), while located in the 1999-2000 DOE database files, had no school placements of any kind, nor any DJJ program placements, which corresponded to the release information obtained from DJJ. There are several reasons why youths' information obtained from DJJ may not directly correspond to DOE records. First, concerning the youths who were enrolled in different DJJ programs according to the different datasets (Group Two), during 1999-2000 multiple DJJ programs were sometimes represented by one school number making it difficult to exactly match DJJ programs with specific school numbers. Furthermore, concerning the youths who were found enrolled in public schools during the time of their incarceration (Group Three), during 1999-2000 some DJJ schools did not have a school number at all, and school districts would enroll students under a public school number. Recently, JJEPP has required the use of individual school numbers by all DJJ schools in the QA standards, which should significantly reduce these data matching problems in the future. The youths who were not enrolled in school during the time of their incarceration (Group Four), given their small percentage, most likely represent youths who had already received their high school diploma and or its equivalent prior to being committed to the DJJ program. This group may also represent a few youths who were not properly enrolled by the DJJ school.

Figure 11.2-1: Percentage of Youths Released from DJJ Located in FY 1999-2000 DOE Records (n=10,235)

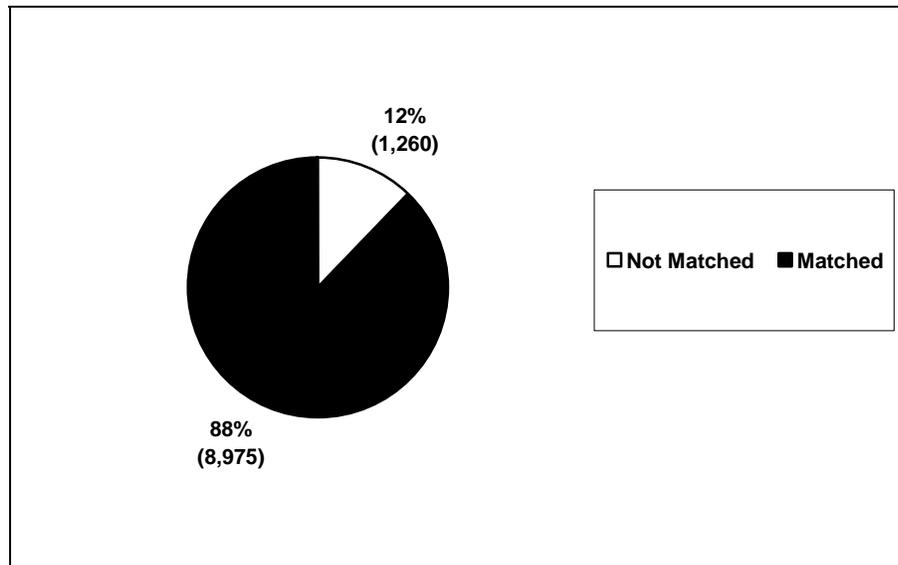
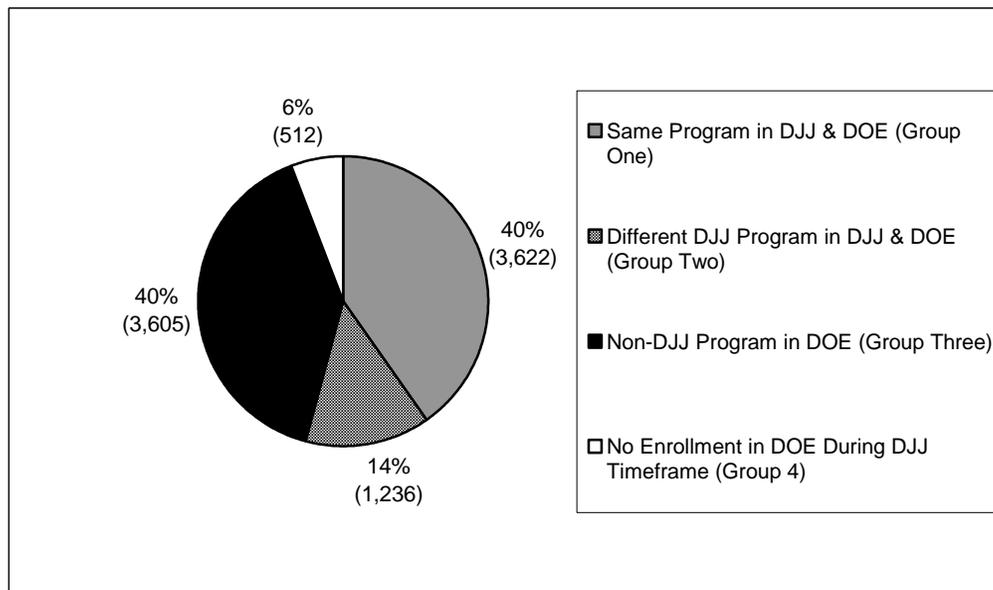


Figure 11.2-2: Records and Program Information for Those Successfully Matched in FY 1999-2000 DOE Records (n=8,975)



For purposes of the current analyses, only Group One and Group Two were included in the final sample, as these were the youths for which follow-up educational performance could most accurately be identified and for whom placement in a DJJ program could be documented. This reduced the sample to 4,858. In those cases where DJJ and DOE records did not correspond, the DOE data were used to identify the juvenile justice program from which the youth was released in 1999-2000. This method was used for two reasons. First, DJJ often identifies multiple programs that are, in fact, served by one centrally located school. Since our research is concerned with educational effects on incarcerated youths, the juvenile justice school, and not necessarily the program, is our unit of analysis. Second, youths are enrolled in juvenile justice schools by the local school registrar when they arrive at the facility. It is therefore less likely that youths who were previously not enrolled in that county would be enrolled in the juvenile justice school by mistake. Conversely a juvenile justice probation officer conducts DJJ program enrollment information from the youth's home county and not necessarily the county where the program is located. While DOE reported school enrollment for youths in Group Three, there was no way of verifying that the youths had, in fact, received juvenile justice educational services. As such, this group and the group of youths with no school placement information (Group Four) were excluded from the final sample in the preliminary analyses reported here.

Another methodological problem encountered in the data integration process involved the matching of records to the FETPIP database. Social security numbers are the only identifiers by which youths can be matched to FETPIP. Eleven percent (n=1,170) of the youths had no social security numbers in the data obtained from DJJ and it was, therefore, not possible to determine whether these youths had received their GED diplomas or high school diplomas, nor was it possible to ascertain whether they had been employed during the study period.

The preliminary analyses conducted for this chapter consisted primarily of descriptive statistics and crosstabulations. Demographic variables included the following: age (measured as age in years at time of release from the DJJ program), race (categorized by DJJ as white, non-white, and other), and gender (female and male).

A number of educational performance, employment, and delinquency measures were used in the analyses as well. The FETPIP database contains information as to whether a youth was employed during the year following release from the DJJ facility. In addition, FETPIP tracks educational attainment and allows for the determination of whether a youth had obtained a GED diploma, a high school diploma, or some post-secondary degree during the 1999-2000 fiscal year. As such, while the completion of a GED or higher may have occurred following program release, it is impossible to make this determination with any certainty. Future annual reports will incorporate more longitudinal data for a longer period of time and allow for more definitive conclusions regarding time sequences and causal connections.

Educational performance and outcomes are measured using the variables of return to school and over-age for grade placement. Return to school is defined as whether the youth returned to a secondary, non-DJJ school within one year following release from the DJJ program. Rather than merely consider grade attainment, the current analysis examines whether sample youths have maintained grade appropriate placement. This is concerned with whether students are in the grade appropriate to their age cohort. To establish a baseline, their grade placement is determined for the period while they were in the DJJ facility and then compared to their status one year following release.

The final individual outcome measure included in the analysis is recidivism, while there are many possible measures of recidivism, the one used in this chapter is based on whether the youth was recommitted to a juvenile justice program within the one-year follow-up period. Given that longitudinal recidivism data were not available from DJJ, it was necessary to reach a conclusion regarding recommitment using the data obtained from DOE. The DOE records include youths' placements in juvenile justice schools, but often do not contain the specificity necessary to discern whether such a placement is merely a transfer commitment,³ an aftercare commitment associated with the original placement which resulted in the youth being included in the 1999-2000 release cohort, or whether the placement is a continuation of the original placement and re-commitment to the same facility. As such, the most conservative approach was taken by defining a recommitment as only placements in a higher security level program⁴ within one year of release from a DJJ program. Individual outcomes were also examined relative to the security levels of the program from which youths were released. DJJ has a five-tier security and restrictiveness level system for its non-residential and residential programs. In order of restrictiveness the levels are as follows: minimum-risk non-residential, low-risk residential, moderate-risk residential, high-risk residential, and maximum-risk residential/juvenile prisons.

³ A transfer commitment refers here to those instances when a youth is removed from one program and placed in another with both placements resulting from the same underlying adjudication, i.e., not a new adjudication and subsequent commitment.

⁴ It is rare that a youth would be transferred to a higher security level program on the original adjudication. Therefore, it is unlikely that this measure of recommitment includes any *true* transfer commitments.

Finally, the primary purpose of this chapter is to compare the individual outcomes with the JJEEP quality assurance review (QA review) scores in an effort to determine whether higher scoring programs are associated with better individual outcomes. While QA review scores are thoroughly defined in Chapter Two, they are categorized here as: low, average, and high QA review scoring programs. It should be noted that 135 youths were released from DJJ programs that did not receive a QA review score during the study period and could, therefore, not be included in the analyses for this component of the study.

11.4 Findings

The current analysis represents the first attempt to track youths released from the Florida juvenile justice system in DOE databases to evaluate both individual- and program-level educational outcomes one year following discharge from a juvenile justice program. This initial effort resulted in 88% of the youths being successfully matched to DOE records, of which 54% (n=4,858) were found to have been released from the program identified by DJJ or another program during the period in which DJJ records show the youths being incarcerated. This sample of 4,858 forms the basis of the results that follow. In addition, basic descriptive statistics and FETPIP information are presented for those youths (12% of total cohort, n=1,260) not located in the 1999-2000 DOE databases. Hereinafter, the 4,858 youths located in DOE files will generally be referred to as the *matched pool* and the 1,260 youths not located will be generally referred to as the *unmatched pool*.

The absence of a youth in the 1999-2000 DOE databases does not necessarily mean that the youth dropped out of school or should be considered a negative outcome. It is possible for a youth to enter a DJJ program having already completed their GED or attained their high school diploma. In which case, it would be reasonable that they would not be enrolled in a non-DJJ school following release. Alternatively, the youth may have failed to enroll in any school after completing his/her term of confinement in a juvenile justice facility, but been gainfully employed since release. Given these and other possible scenarios, it was deemed important to track the unmatched pool as well as those youths located in DOE records. Table 11.4-1 presents descriptive statistics for the matched and unmatched pools. Those in the unmatched pool are generally older than those successfully located in the DOE records. This finding certainly lends credibility to the notion that these youths are nearing the age of majority and at higher risk for dropping out of school than the younger youths in the matched pool. A greater percentage of those located in the DOE databases were non-white, male, and released from a moderate-risk, residential facility than were the unmatched pool. Notably, more than three-quarters of the matched pool had been confined in a relatively low to moderate security juvenile justice program, while the largest percentage (48%) of youths in the unmatched pool were released from a maximum-risk juvenile prison.

Table 11.4-1. Descriptive Statistics of Matched and Non-Matched Pools (n=4,858 and n=1,260, respectively)

Total Youths	Matched to 1999-2000 DOE Records	Not Matched to DOE 1999-2000 Records
	4858	1,260
Age (mean)	16.5	17.7
Race (percentage non-white)	50.1%	39.3%
Gender (percentage male)	86.1%	85.1%
Commitment Levels (in percentages)		
Minimum Risk, Non-Residential	15.6%	23.6%
Low Risk, Residential	11.0%	5.6%
Moderate Risk, Residential	48.9%	14.6%
High Risk, Residential	23.0%	8.3%
Maximum Risk, Residential	1.6%	47.8%
Judicial Regions (in percentages)		
Northwest	17.7%	12.4%
Northeast	17.2%	19.4%
West	37.4%	26.3%
East	11.5%	19.1%
South	10.7%	22.3%
Unknown/Out-of-State	5.5%	0.20%
Percentage With No Social Security Number	11.2%	12.9%
Percentage of Youths Subsequently Matched to FETPIP Records	55.2%	70.3%
Percentage of Youths Subsequently Matched to 2000-2001 DOE Records	62.8%	NA

Educational Attainment and Employment Within One Year of Release

As shown in Table 11.4-1, similar percentages of youths in the matched (11%) and unmatched (13%) pools had missing social security numbers and could, therefore, not be matched to the FETPIP database.⁵ Of those who had a social security number, a much larger percentage of the youths in the unmatched sample were located in FETPIP than were the youths in the matched pool. In the matched pool, 62% (n=2,682) were found compared to

⁵ It should be noted that, unlike FETPIP, the lack of a social security number did not make it impossible to match a youth to the DOE database. This was due to the fact that a pseudo-identifier was created and used to locate youths in the DOE records. It was not possible to employ such a linking process with the FETPIP match. The pseudo-identifier was comprised of a combination of the first four characters of the youth's last name, first three characters of the first name, as well as the month and year of the youth's date of birth.

81% (n=886) of the *unmatched pool* that were subsequently found in the FETPIP database (see Table 11.4-2). Gaining further insight into the outcomes for the youths who were never found in DOE records (*unmatched pool*), 336 youths (31%) had obtained their GED diplomas, high school diplomas, or some post-secondary degree,⁶ and 776 (71%) were employed at some time during the year following release from the DJJ program (11.4-2). While this may, in part, explain their absence from the DOE records, there are still 163 in the unmatched pool for which a match could not be made in either the FETPIP or the DOE databases. This group will continue to be tracked into 2001-2002 and will be examined in next year's report.

The youths in the matched pool were less likely than their counterparts in the *unmatched pool* to have been employed or obtained GED diplomas, high school diplomas, or some post-secondary degree (Table 11.4-2). This is not surprising, because the youths who were found in the DOE database were more likely to have returned to secondary school, never left the DJJ system, or were recommitted to a DJJ program.

Table 11.4-2: Educational Attainment and Employment Status of Matched and Non-Matched Pools (total n=4,858 and n=1,260, respectively) (in percentages)

	Matched to 1999-2000 DOE Records	Not Matched to DOE 1999-2000 Records
Total Youths With Social Security Numbers	4,314	1,097
Youths with Social Security Numbers Subsequently Matched to FETPIP Records	62.20%	80.70%
Youths with GED or Higher in 1999-2000	7.90%	30.60%
Youths Employed Within One Year of release from DJJ Program	56.20%	70.70%
Youths with GED or Higher and Employed	60.00%	25.50%

Return to School

The importance of school in the life course of youths at risk for delinquency has been consistently documented in the research literature (Sampson & Laub, 1995; Moffit, 1991; Patterson, 1989; Rand, 1987; & Hogan, 1978, 1980). Typically however, researchers have examined only whether youths were attending school prior to becoming involved in the juvenile justice system, as it is difficult to obtain access to sufficient delinquency and educational outcome data. One of JJEPP's primary goals has been to document the impact of juvenile justice educational programming on subsequent outcomes following program release. Having combined data from DJJ and DOE, it is now possible to conduct such an evaluation.

⁶ Those who earned GED diplomas or higher represented 27% of the total cohort of 1,260 youths who were not located in the DOE databases.

The matched pool (n=4,858) is used to assess their educational performance following release from a juvenile justice program because these are the only cases that have all of the data required for this analysis. Table 11.4-3 indicates that 1,662 (34%) of the youths returned to a secondary school within one year of release.

Table 11.4-3: Return to School by Demographics and Educational Performance for Matched Pool (n=4,858)

	Did Not Return to School	Returned to School
Total Youths (N=4,858)*	3,196 (65.8%)	1,662 (34.2%)
Age (mean)	16.9	15.5
Gender (percentage male)	87.4%	83.6%
Race (percentage non-white)	50.4%	49.5%
Percentage Employed Within One Year of Release**	55.6%	43.0%
Percentage with GED or Higher **	8.9%	2.3%
Commitment Levels (in percentages)		
Minimum-Risk, Non-Residential*	17.8%	11.4%
Low-Risk, Residential	7.8%	17.0%
Moderate-Risk, Residential	47.0%	52.6%
High-Risk, Residential	25.3%	18.4%
Maximum-Risk, Residential	2.0%	0.1%
Total	65.8%	34.2%

* Includes aftercare

** Note that 4,314 was the n for this computation due to missing social security numbers.

Those who returned to school were generally younger (15.5 vs. 16.9) and released from less secure facilities than youths who did not return to school. In comparison to those who returned to school, a greater percentage of the youths who did not return to school had completed their GED or higher (8.9% vs. 2.3%), or were employed (55.6% vs 43.0%).⁷

Recommitment to DJJ

Table 11.4-4 presents demographic, commitment level, and educational performance data comparing youths who were recommitted with those who were not. In total, 475 youths (10%) in the study sample were recommitted to a higher security juvenile justice program within one year of their release from a lower security level juvenile justice program in fiscal

⁷ This finding is perhaps not surprising given that youths may have earned their GED diplomas prior to the placement that ultimately resulted in their selection for the current study sample of all youths released from DJJ programs in fiscal year 1999-2000. Therefore, any causal link may be wholly missing from this measure, and the GED attainment may have preceded the commitment to the juvenile justice system. It is hoped that this issue will be further examined in next year's report as JJEEP's longitudinal tracking capabilities expand.

year 1999-2000. There is virtually no difference in the mean age (16.4 vs. 16.5), race (48.9% vs. 50.2% non-white), or gender (90.9% vs 86.1% of males) of the two groups. A larger percentage of the recidivists were released from higher security level programs than those not recommitted. This finding is perhaps indicative of more serious juvenile offenders; i.e., those with prior incarcerations in secure juvenile facilities, having a greater likelihood for continued involvement in delinquency and the juvenile justice system. A much higher percentage of those not recommitted returned to school (37.9% vs. 0%), but slightly more of the recommitted group had GED diplomas or higher (7.4% vs. 6.6% six point six percent). The group that was not recommitted had slightly more people who were employed (51.9% vs. 45.5%).

Table 11.4-4 Recommitment by Demographics and Educational Performance for Matched Pool (n=4,858)

Total Youths (N)*	Recommitted	Not Recommitted
		9.7% (475)	90.3% (4,383)
Age (mean)	16.4	16.5
Gender (percentage male)	90.9%	86.1%
Race (percentage non-white)	48.9%	50.2%
Commitment Levels (in percentages)		
Minimum-Risk, Non-Residential*	6.1%	16.6%
Low-Risk, Residential	11.6%	10.9%
Moderate-Risk, Residential	68.2%	46.8%
High-Risk, Residential	13.9%	23.9%
Maximum-Risk, Residential	0.2%	1.7%
Percentage Returned to School	NA	37.9%
Percentage with GED or Higher	7.4%	6.6%
Percentage Employed Within One Year of Release	45.5%	51.9%

* Includes aftercare

** Note that 135 youths were released from DJJ programs that did not receive a QA review score during the study period and could not be included in the tabulations. Therefore, percentages do not add to 100.

QA Scores, Return to School, and Recommitment

QA Scores and Return to School

Getting youths to return to regular schools after leaving juvenile justice educational programs has always been a goal of the juvenile justice system, at least in part because of the belief that delinquency and adult criminality can be reduced through education. Unfortunately, there has been a paucity of research documenting the extent to which youths either return or fail to return to school after being incarcerated in a juvenile justice facility. Furthermore, if they do return to school, there has been little evidence suggesting what the factors are that increase the likelihood that youths will return to school after having been in a juvenile justice program. It may be that the quality of the educational program in the juvenile justice facility can play a significant role in whether or not the youth returns to school after returning to the community, and that question is addressed in Table 11.4-5.

Table 11.4-5: Relationship Between Quality Assurance Scores and Return to School After Release from a DJJ Facility

	QA Score*					
	Low		Average		High	
	n	%	n	%	n	%
Returned to School	302	29%	1,169	35%	142	39%
Did Not Return to School**	747	71%	2,141	65%	222	61%
Total	1,049	100%	3,310	100%	364	100%

*QA scores are not available for 135 cases.

**The operational definition of “did not return to school” is a slight misnomer because it also includes youths who may have transferred out of state, became deceased, earned a high school diploma prior to release from the program, returned to a private school, or who were still under the care of DJJ.

Table 11.4-5 presents the relationship between the QA scores received by DDJ educational programs and the percentage of youths who return to school after being released from a DJJ facility. The QA scores are divided into low (≤ 4.49), average (4.50-6.50), and high (≥ 6.51) categories. In programs that received low QA scores 29% returned to school after returning to the community. For programs with average QA scores 35% returned to school; for programs with high QA scores, 39% of the youths returned to school after being released from a DJJ facility.

While finding a relationship such as this using only two variables and a simple percentage difference approach is important, there are many other variables that have not been controlled in this analysis that could change the results. It is difficult to control for a large number of variables using a percentage difference approach, but there are other multivariate statistical procedures that permit this type of analysis. One of these statistical techniques is logistic regression. This procedure permits the researcher to examine the relationship between QA scores and recommitment while simultaneously controlling for the confounding effect of many other variables. A logistic regression analysis was conducted on this relationship while controlling for all of the important demographic variables that could be measured using the available database. The variables controlled in this analysis were age, sex, race, and program security level. The results are shown in Appendix H. While the numbers look different and require a more sophisticated statistical interpretation, the multivariate results controlling for the variables listed above are consistent with the bivariate results shown in Table 11.4-6 using the percentage difference results. A much greater level of confidence can be placed in the original findings given the multivariate analysis that was conducted.

While it may not appear significant that only 34% (1,613/4,723) of the total sample returned to school after release from a juvenile justice facility, it is particularly encouraging that there is a 10% difference between low and high performing QA programs in the proportion of youths who were found to have returned to school after release. Although a 10% difference is not overwhelming, and there are clearly other factors relevant to this decision, it would appear that the quality of the educational services provided in a juvenile justice facility is a

significant factor in determining whether or not a youth returns to school after returning to the community. Apparently, being exposed to a quality educational experience while incarcerated can provide an incentive for youths to want to continue their education after they have been released. This is a very encouraging and important finding and one that will be explored in greater depth in future longitudinal research. Furthermore, the definition used in this analysis of not returning to school is limited by the states public school data reporting system. Not returning to school will include youths who received their high school diploma or its equivalent (prior to or during incarceration), transferred out of the State of Florida, were deceased, or returned to a private school. Moreover, youths who had not returned to a public school may have still been under the care of DJJ (e.g. in a step-down or aftercare program) and, therefore, were not reported as having returned to school or being recommitted to a program.

QA Scores and Recombitment

In terms of the quality of the educational services provided, another important relationship is examined in Table 11.4-6. This table presents findings concerning the relationship between the QA scores received by juvenile justice educational programs and associated recommitment rates. Recidivism can be measured in many ways, with each approach having advantages and disadvantages. In this study, recidivism is measured by recommitment to a juvenile justice facility after the youth had been released back into the community. (See section 11.3 for a discussion of the procedures used to develop this measure of recidivism). The QA scores, once again, are divided into low (≤ 4.49), average (4.50-6.50), and high (≥ 6.51) categories.

Table 11.4-6: Relationship Between QA Scores and Recombitment After Release from a DJJ Facility

	QA Score					
	Low		Average		High	
	n	%	n	%	n	%
Recommitted	153	15%	295	9%	19	5%
Not Recommited	896	85%	3,015	91%	345	95%
Total	1,049	100%	3,310	100%	364	100%

*QA scores are not available for 135 cases.

An examination of Table 11.4-6 shows that 15% of the youths who had been incarcerated in a juvenile justice facility that received a low QA score were recommitted during the time period for the study. Correspondingly, nine percent of those who had been in average programs were recommitted, and only five percent of those who had been in high QA scoring educational programs were recommitted.

A difference in the rate of recommitment between programs receiving high and low education QA scores of this magnitude is impressive. To state these percentage difference results in slightly different terms, the ratio of recommitment rates between low and high

scoring programs is 3:1, which can be interpreted as saying that there are three recommitments in the low QA group for every one that is found in the high QA group. Once again, to find a relationship such as this using only two variables and a simple percentage difference approach is impressive, but the researcher has to be concerned about the possible impact of many other variables that have not been controlled. The multivariate logistic regression statistical procedure discussed above also was used in examining the relationship between QA scores and recommitment. The variables controlled were the same as in the previous analysis, age, sex, race, and security level of the program. The results are shown in Appendix H. The multivariate results shown in this table, controlling for age, sex, race, and security level of the program are consistent with the bivariate results shown in Table 11.4-6 using the percentage difference results. Once again, a much greater level of confidence can be placed in the original findings given the results from the multivariate analysis.

Obviously, this is not the final word on the relationship between involvement of youths in quality educational programs and recommitment. There are other variables whose effects could be controlled for, other operational definitions employed, and the data presented represent the findings from only one study, but the findings are consistent with both logical and theoretical expectations. If similar results can be replicated using other datasets, different samples, other operational definitions, and different variables, an even greater level of confidence can be placed in these outcomes. While further research is required and is currently underway, these results are major and should provide encouragement to all those dedicated to quality education in juvenile justice programs. It seems apparent that quality education can make a difference in the lives of youths placed in juvenile justice programs.

QA Scores and Other Variables

Table 11.4-7 contains data on the relationship between QA scores and three other measures of education (over-age for grade placement, over-age for grade placement: improvement at follow-up, and over-age for grade placement: worse at follow-up) and also employment. In this table, only one row of the normal percentage table is shown, the reciprocal numbers can be attained by subtracting the percentages in the table from 1.00.

The findings are not as impressive as those demonstrated in Tables 11.4-5 and 11.4-6, and some inconsistencies are found. In general, very little difference is observed in these variables. Programs did not differ markedly in terms of the percentage of youths employed following release.⁸ It is perhaps not surprising that high scoring programs should have the lowest percentage of youths employed in comparison to the other QA review category programs. This may in part be due to the fact that these youths were more likely to have returned to school, as opposed to dropped out of school and, therefore, were not working at the time.

⁸ Youths may have earned their GED diplomas prior to the placement that ultimately resulted in their selection for the current study sample of all youths released from DJJ programs in fiscal year 1999-2000. Therefore, any causal link may be wholly missing from this measure, and the GED diploma attainment may have preceded the commitment to the juvenile justice system. It is hoped that this issue will be further examined in next year's report as JJEEP's longitudinal tracking capabilities expand.

Table 11.4-7: QA Review Scores by Educational Performance, Recommitment, and Employment for Matched Pool (n=4,858)

	QA Review Scores*		
	Low	Average	High
Over-Age for Grade Placement While in DJJ Program	89%	84%	85%
Over-Age for Grade Placement: Improvement at Follow-Up	12%	8%	12%
Over-Age for Grade Placement: Worse at Follow-Up	19%	21%	17%
Employed (after release)	57%	56%	54%
Total Youths (N)	1,049	3,310	364

* Note that 135 youths were released from DJJ programs that did not receive a QA review score during the study period and, therefore, could not be included here.

Overall, previous research (Moffit, 1991; Patterson, 1989; Rand, 1987; & Hogan, 1978, 1980) has concluded that youths in the juvenile justice system tend to have significant problems in school, have failed and been held back in school, and are approximately two grade levels behind their age cohort. The results from this analysis provide support for these contentions as more than 80% of the youths released from juvenile justice programs in 1999-2000 were over-age for grade level. One year after release, 12% of the youths in both low and high scoring programs had improved their grade placement, while only eight percent of the youths in the average programs had improved. Average programs also had the greatest percentage of youths (21%) whose grade placement status worsened within one year of release, while high scoring programs had the smallest percentage (17%).

11.4 Summary Discussion

This chapter presented findings from longitudinal assessment of education and community reintegration outcomes for a cohort of youths released from juvenile justice programs in Florida during fiscal year 1999-2000. The data integration process for the study was a major undertaking and clearly the first of its kind conducted to date in Florida and probably the United States. The overall hit rate in matching youths in the DJJ cohort to DOE databases was rather significant with 88% of the 10,235 youths successfully located in the state's central educational databases. Of those not found and having social security numbers (n=1,097), more than 70% were employed following release and 31% had completed a GED diploma, a high school diploma, or some post-secondary degree by the end of FY 1999-2000. Given the older average age of the youths not located in DOE records, this group may be more likely to have dropped out than the younger matched cohort, and alternatively is perhaps more likely to have attempted and obtained their GED diplomas. This is further borne out by the finding that a greater percentage of the unmatched pool in comparison to the matched pool were employed or had obtained a GED diploma or higher.

A full third (n=1,662) of the matched sample returned to secondary school following release from DJJ in 1999-2000. The youths who successfully returned to school were generally younger and released from lower security level programs. At the same time, youths who

enrolled in school were less likely than those who did not return to school to be employed following release.

An important element of the analysis was to examine whether programs differed on the basis of their JJEEP QA review scores. The results indicate that, in fact, they do, with higher scoring programs having a significantly greater percentage of youths returning to secondary school following program release than those programs with low QA review scores. This finding was documented at both the bivariate level as well as the multivariate level in which age, sex, race, and security level were controlled.

While a conservative measure of recidivism was used in the current study, it was found that roughly 10% of the youths were subsequently re-adjudicated and recommitted after being released from a DJJ program in 1999-2000. Similar to the educational outcome measure, recommitment was correlated with JJEEP QA review scores, as 15% of the youths released from low scoring programs were recommitted, compared to only five percent of youths from programs that received a high QA review score.

These findings provide validation for the JJEEP QA model and lay the groundwork for future longitudinal and life course analyses. In addition, the complex data integration process undertaken here raised a number of methodological and data tracking issues to be addressed by the state agencies involved. In particular, while it would seem logical to presume that the youths who did not match in DOE were dropouts, this is not a definitive conclusion that can be reached at the moment. Further investigation into matching procedures, data entry protocols of DJJ and DOE, and general descriptive breakdowns of the unmatched pool (e.g., from which programs and school districts were they predominately released, were they primarily released from particular security level programs?) are needed to gain a better understanding of the unmatched cohort.

Another issue is that of DJJ having court data indicating the youth's release from one program and DOE having records showing the youth's enrollment in another juvenile justice program during the same time period. Again, further investigation is required to determine whether this issue is primarily due to data entry errors, differences in tracking procedures, or some other factor not yet identified.

Perhaps most perplexing, however, are those youths who are documented as having been incarcerated in a DJJ program, but for whom DOE has no school records, either from secondary schools predating the DJJ incarceration, or from any secondary or DJJ schools during or after the incarceration. In addition, future examination will seek to develop a more comprehensive method for matching youths to the FETPIP database. As was noted earlier, youths missing social security numbers could not be matched to FETPIP at all. It was also apparent that a number of youths who appeared to match FETPIP records were in fact inaccurate matches, as the findings were logically inconsistent with what was already known about the youth (e.g., the youth was committed and released from a DJJ facility in 1999-2000 when he was 14 years of age and FETPIP records show him as having received his GED diploma in 1991). A potential solution to this issue would be to work with FETPIP personnel to develop a more sophisticated matching process whereby a pseudo-identification number

was created for each youth, similar to that used for the current study to match DJJ to DOE records.

A number of policies are derived from the data integration process and overall findings reported here. First, a strong interagency collaboration should continue to be forged between DJJ and DOE. This initial collaboration has resulted in this unique opportunity to track youths from the juvenile justice system to educational system, thereby providing insight into not only recidivism outcomes but also educational performance and life course trajectories as measured through successful educational outcomes. Interagency collaboration can facilitate the exchange of information as well as the validation of accurate information maintained by both agencies. It is hoped that open dialogue will continue as the interesting methodological obstacles noted above are investigated.

Second, it is important to further pursue the validation of the JJEPP evaluation model and protocol. Future educational outcomes could include not only return to school, but survival analyses documenting time periods to return or failure to return to school, attendance, disciplinary infractions, suspensions and expulsions, grade attainment, and grade point averages. Delinquency outcomes and controls also should be used to further test the predictive and construct validity of the JJEPP model. These measures could include prior delinquency record as a control, re-referral and re-adjudication, and recommitment as documented by DJJ.

Finally, future analysis should include a more detailed review of the specific QA and best practices components that correlate with positive outcomes. This process should include not only bivariate analyses but also inferential analysis using analytic techniques appropriate for multi-level data, such as the youth and program level data reported on here (e.g., Hierarchical Linear Modeling).

The importance of quality education in the mainstream school system has long been recognized, and administrations such as the Florida Governor's Office are advocating a strong model of accountability in ensuring that Florida's youths receive quality educational instruction. Youths in the juvenile justice system are, perhaps, most in need of services focused on strengthening their involvement and performance in school. The results of this study further document the importance of effective education in not only curtailing juvenile offenders' continued involvement in delinquency but also their effective reintegration back into the community.

CHAPTER 12

SELF-REPORT RESEARCH

12.1 Introduction

Integral to the Juvenile Justice Educational Enhancement Program's (JJEPP) multiple functions is its best education practices evaluation research. The research described in this chapter is focused on validating whether better education programs, as measured by annual quality assurance (QA) scores, are facilitating greater successful community reintegration. Prior research conducted by JJEPP on best education practices has shown that those "promising education practices" identified in the research literature are more prevalent in juvenile justice educational programs with higher QA review scores. Consequently, a major function of JJEPP is to conduct evaluation research to determine whether higher quality performing educational programs result in better community reintegration of youths who leave these programs and return to their respective home communities. One approach taken by JJEPP to gathering such information has been the institution of a self-report study.

Using annual QA scores, JJEPP selected high-performing and low-performing programs. Researchers tracked youths released from these programs in the fiscal year 2000/2001 for a period of one-year after their release and utilized a telephone survey administered to the students and their guardians to obtain the self-reported data. Out of the 1213 students in the sample, 185 of their guardians were interviewed at six months and 313 guardians at 12 months. These surveys provided information regarding the student's behavior since release from the facility, the student's school performance, peer groups, involvement in community activities, the student's employment history, family relations, and delinquent activity.

The study further obtained 105 student interviews at six months and 166 at 12 months, providing data about the educational services they received in the program, the aftercare services after release, and how each influenced or affected current school performance, job opportunities, and involvement in the community. The youths also were asked about their perceptions of their school performance, their employment status, and job descriptions, as well as their relationships with family members and friends. Additionally, the interviews obtained information from the students concerning their involvement in community and delinquent activities. Attempts were made to contact half of the population at six months after release and the entire sample at 12 months after release.

These self-report data will be used to determine if there is a relationship between quality juvenile justice education resulting in measurable academic gains and community reintegration and to determine differences in outcomes between high-performing and low-performing programs. Program-level data will be used to evaluate these programs.

This chapter is comprised of four subsequent sections and provides a detailed description of the research methods involved in our current statewide study of educational program quality and official and self report community reintegration measures. Section 12.2 describes the project generally and the methods involved in conducting the study, including the program selection process, program descriptions, student selection, developing and administering the survey instruments, and receiving necessary approval. Section 12.3 describes data analysis and presents the study's results. Section 12.4 concludes the chapter with a summary discussion.

12.2 Self-Report Research Methods

Program Selection

In the current study, 12 pairs of programs were matched on several key criteria, many of which have been examined individually in other parts of this report. These matching factors include QA scores, security level/type of facility, provider status (public, private for-profit and private not-for profit), gender served by the program (male, female, or combined) and facility size. QA score was the primary focus because this project intended to match a high scoring program with a low scoring program to allow for greater quality differences between educational programs. Using this method, the researchers were able to obtain a reasonable representation of the different types of facilities throughout the state.

The project began with a list of each of the 175 commitment programs JJEEP reviewed in 2000. The most recent QA score for each program was used. The study, therefore, relied primarily upon scores from 2000 as the selection process began in March 2001, and the 2001 QA review cycle began in February. The programs were arranged in descending order by QA score where a score of 5.50 was considered "average." The programs with scores between 5.00 and 6.00, therefore, were eliminated so that only "above average" and "below average" programs would remain.

The programs were then split into two lists: above average (scores greater than or equal to 6.00 included 68 programs) and below average (scores below 5.00 included 55 programs). Fifty-two (52) programs were cut from the original list. Within the two groups, the programs were ordered by level and information about provider status, gender, and facility size was included. An attempt was made to match a high scoring program with a low scoring program whose provider status, gender served, and facility size were the same or as closely matched as possible. From these lists 24 programs—the 12 matched pairs—were selected.

Program Information

The 2000 QA reports on the 24 programs were reviewed to examine the programs in full detail and to identify anomalies and other distinguishing information. Once the programs were contacted, it was discovered that several programs had closed or changed providers. Pinellas Juvenile Justice Day Treatment, Children and Adolescent Treatment Services (CATS), and Boy's Ranch Group Treatment Home had closed, but they were open for the entire release period used, fiscal year 2000-2001, so they were retained in the study. Charter

Pinellas Treatment Center Level Six and Level Eight changed providers at the beginning of fiscal year 2000/2001. All youths in these facilities were released or transferred by October 1, 2000; therefore, the list of students from those programs reflects students released between July 1, 2000, and October 1, 2000. To have more comparable populations between Hastings Youth Academy, which houses moderate-risk and high-risk offenders, and Dozier School for Boys, which house only high-risk, the moderate-risk youths from Hastings were removed from the sample. Additionally, one of the matched pairs, Stewart Marchman Transitions Day Treatment and Pinellas Juvenile Justice Day Treatment, was removed due to an inability to obtain sufficient information from either of the programs or the Juvenile Justice Information System (JJIS) to conduct a satisfactory analysis on these programs. Table 12.2-1 provides an overview of the final 22 programs included in the study.

Table 12.2-1: Program Descriptions

JJEEP Program Name	QA score	Level	Education Provider Profit Status	Gender	Maximum Capacity
Palm Beach Marine Institute	2.72	Day Treatment	Not for Profit	Combined	30
Eckerd Leadership Program	6.67	Day Treatment	Not for Profit	Combined	30
Children and Adolescent Treatment Services – CATS	3.72	Low	Not for Profit	Female	12
Sheriffs Teach Adolescent Responsibility (STAR)	6.78	Low	Not for Profit	Female	24
Boys Ranch Group Treatment Home	4.78	Low	Public	Male	8
ACTS Group Treatment Home I and II	6.94	Low	Public	Male	16
NAFI Hendry Youth Development Academy	3.17	Moderate	Not for Profit	Male	32
Crossroads Wilderness Institute	6.94	Moderate	Not for Profit	Male	35
Blackwater Career Development Center	2.61	Moderate	Public	Male	25
Pensacola Boy's Base	6.78	Moderate	Public	Male	28
Deborah's Way	3.50	Moderate	Public	Female	46
Charter Pinellas Treatment Center – Level 6	7.29	Moderate	Public	Female	18
Bay Behavioral HOPE Program	2.72	Moderate	For Profit	Female	17
Camp E-Nini-Hassee	6.11	Moderate	Not for Profit	Female	60
Hastings Youth Academy	3.06	High	Public	Male	185
Dozier School for Boys	7.00	High	Public	Male	193
Vernon Place	4.89	High	Public	Female	40
Charter Pinellas Treatment Center – Level 8	6.72	High	Public	Female	96
Polk Youth Development Center	4.11	High	For Profit	Male	350
Eckerd Youth Development Center	Deemed	High	Public	Male	143
Okeechobee Juvenile Offender Correction Center	4.83	High & Maximum	Public	Male	96
Jackson Juvenile Offender Correction Center	6.06	High & Maximum	Public	Male	96

Student Selection

Each of the 22 programs was contacted and asked to submit information on all students who exited the program between July 1, 2000, and June 30, 2001. This included demographic

information, entry date, exit date, name of county prior to entering facility, name of the county released to upon exit, home phone number, name(s) of parent(s) or legal guardian(s), and successful completion of program (yes, no), and if no, the reason. As a crosscheck on the lists obtained from the programs, JJEPP obtained a list of students released from the 22 programs from the JJIS provided by the Department of Juvenile Justice (DJJ).

In July 2001, JJEPP began selecting the sample of students. The sample began with all students released in fiscal year 2000-2001 from each of the 22 programs. This brought the sample size to approximately 1600; however, due to the high number of releases from two of the large programs, only a 50% sample of students from Polk Youth Development Center and Eckerd Youth Development Center was used. Moreover, 40 Camp E-Nini-Hassee girls were identified as non-DJJ students and, thus, were excluded from the sample. Finally, students were not included in the sample if they had not actually been released to the community during the specified time period according to DJJ official data. Examples of such removals included students transferred directly to other programs, students released only for twenty-four hour medical treatment, and students who are now deceased.

After making these exclusions, the final sample consisted of 1,213 students who were released from the 22 programs to the community between July 1, 2000 and June 30, 2001. For all students (500) released between January 1, 2001 and June 30, 2001, JJEPP attempted to conduct an interview six months after their release date and 12 months after their release date. Those students (713) released between July 1, 2000, and December 31, 2000, were interviewed only at 12 months post-release.

Survey Development

After making revisions based on pre-tests, the study established the research survey on April 27, 2001. The survey and informed consent forms were submitted to the Florida State University Human Subjects Committee (HSC) and approved in May 2001. After receiving approval, the survey was further reviewed, and a section of delinquency questions was added to the student survey, requiring a re-review by the HSC. JJEPP received approval on the changes in June 2001.

To obtain information from the juvenile justice facilities, JJEPP needed approval from DJJ. An official letter from Florida's Department of Education (DOE) Commissioner Charlie Crist and DJJ Secretary William Bankhead gave JJEPP permission to obtain information from the programs and through the Juvenile Justice Information System (JJIS) on the students in the study.

Once the survey began to be administered, JJEPP encountered issues that needed to be resolved. As parents were interviewed, it was discovered that some students had been committed to another juvenile justice facility since release from the program in the study. To address this, JJEPP began using a revised survey on September 13, 2001, that included six additional questions added to the beginning of the parent survey and five questions added to the beginning of the student survey to determine if the student had been in any other commitment programs and to determine how long they had been in the community. JJEPP

used this information to determine a minimum amount of time a student must be in the community to be included in the analysis.

On October 10, 2001, JJEEP began administering a revised student survey that included improved wording on the delinquency questions developed in an effort to more readily elicit responses. In January 2002, a final revision was made to the parent survey adding questions concerning the student's involvement in community activities, employment history, peer and family relations, and delinquent activity. This revision was made due to the greater success in contacting parents than students and, thus, it was important to obtain more information from parents in the event that the students could not be contacted. The final student and original parent survey instruments can be found in JJEEP's 2001 Annual Report, Appendix H. The final parent survey instrument can be found in Appendix I of this report.

Administering the Survey

JJEEP began administering the survey at the end of July 2001 rather than the anticipated start date of July 1. Because of the late start and a shortage of interviewers, it was decided not to make any of the planned July calls to students who exited from Charter Pinellas Level Eight, Eckerd Youth Development Center, Hastings Youth Academy, and Polk Youth Development Center. These four programs had a large number of students released in fiscal year 2000-2001, and JJEEP assumed it would have a sufficient number of interview completions even without the students released in July. In October, additional interviewers were hired, and a calling protocol was developed to increase consistency among the callers.

During the administration of the survey, additional concerns developed that centered on locating and interviewing the youths. It was found that numerous unsuccessful calls were made to a substantial number of students. One remedy was to leave a message for respondents after 15 unsuccessful attempts to reach them, which was started at the end of October. As of February 2002, the callers began leaving messages for respondents on the first attempted contact. Another solution was to stop trying to contact youths for a six-month follow-up after two months of unsuccessful attempts. In other words, it was decided that JJEEP would try to contact youths for a "six-month" follow-up between six and eight months after their release date. JJEEP decided on a four-month calling period beyond the 12-month release dates. This system was started on December 4, 2001. A third solution was to implement a system for obtaining the most current phone numbers for the youths, whereby JJEEP would begin contacting juvenile probation officers (JPOs). As difficulties contacting JPOs and/or receiving up-to-date information on the students from the JPOs surfaced, the research team began utilizing 411 in an attempt to obtain a current phone number for the students and their parents. This strategy began in February 2002. Interviews continued until one-year follow-ups had been completed by November 1, 2002.

12.3 Data Analysis and Results

In this study, JJEEP wanted to measure whether youths were successfully reintegrated into the community after release from a juvenile justice program and whether programs with better education programs had higher rates of success. Such an approach raised two

important questions. First, how is successful community reintegration measured? Second, do the indicators representing this concept actually capture “success”?

While it was imperative that characteristics of incarcerated youths, such as learning, emotional, and behavioral disabilities, and academic performance levels be further established, it was likewise important to integrate the current understanding of these characteristics into the ways in which JJEEP evaluates education programs. Very little research has been done in the area of juvenile justice program evaluation, and virtually no research has been conducted on the educational programs of these institutions. The research that has been conducted primarily uses recidivism as the basic outcome to evaluate the program. JJEEP sought to move beyond these measures while using some of the same traditional measures of recidivism and incorporate assessments of successful return to school, grade retention, job acquisition, emotional and behavioral change, disciplinary infractions, improved relationships, and other measures that reflect increased bonding and attachment to conventional institutions.

The nature and extent of the youths’ successes, therefore, were examined in several different areas: education, employment, family, relationships, community activities, and delinquent behaviors. Each of these outcomes was measured in numerous ways. Because of the higher prevalence of learning disabilities and academic deficiencies among juvenile justice populations, conventional standards of success were not appropriate. Since juveniles who are involved in delinquent activities are more likely than peers their age to be absent from school and disconnected with the academic process, simply returning to school upon release from a juvenile justice facility was considered a success. Fewer absences, less frequent disciplinary infractions, and lower grade retention also were taken to be additional signs of success. Successes in the area of employment included obtaining a job, retaining a job, and receiving vocational training. Improved relationships with family members, spending less time with delinquent friends, and greater involvement in community activities were also indicators of success. Additionally, less involvement in delinquent activities was considered a success.

The current analysis examines these community reintegration data at the program level, comparing the summed results of students from the high-scoring programs with those students from the low-scoring programs. In total, the project attempted to contact 500 students and 500 guardians six months after release. In addition, JJEEP attempted to contact 713 students and 713 guardians 12 months after release. These data, as well as the number and percentage of successful contacts, are shown in Table 12.3-1. Please note that there is some overlap between the six-month and 12-month respondents, as some guardians and students completed surveys at both time-periods.

JJEEP successfully contacted 185 guardians (37%) and 105 students (21%) at six months and 313 guardians (26%) and 166 students (14%) at 12 months. A total of 3,426 contacts were attempted, including contacts to both students and guardians at the six and 12 month time periods.¹ Of those 3,426 attempted contacts, 22% resulted in actual interviews.

¹ The number 3,426 is misleading in that it refers to people that researchers attempted to contact but it double counts the 500 students and guardians in the six-month sample. These 500 cases are added to the new 723 cases used from the 12-month sample making a total of 1,213 potential contacts at the 12-month period. There are

Table 12.3-1: Survey Completion Results

	Completions		Non-Completions		Total N	Total %
	N	Percentage	N	Percentage		
Guardian 6-Month	185	37%	315	63%	500	100%
Student 6-Month	105	21%	395	79%	500	100%
Guardian 12-Month	313	26%	900	74%	1213	100%
Student 12-Month	166	14%	1047	86%	1213	100%
Total	769	22%	2657	78%	3426	100%

As seen in Table 12.3-2, there was no significant difference in the number of surveys obtained from students from high-scoring versus low-scoring programs. For example, seven percent of the guardians from low scoring programs were interviewed at six months versus eight percent of those from low scoring programs. Likewise, four percent of the students from low scoring programs and four percent of the students from high scoring programs were surveyed at six months. These results show that the low and high scoring QA programs have approximately the same response rate so any observed differences between these groups are not a function of differential response rates. It is important to note that this analysis includes only the survey data that was available to be coded and entered into JJEEP's Longitudinal Survey Database by December 30, 2002.

Table 12.3-2: Completions by High-Scoring and Low-Scoring Programs

	Guardian 6-month	Student 6-month	Guardian 12-month	Student 12-month
Low Scoring Program	88 (18%)	51 (10%)	141 (12%)	76 (6%)
High Scoring Program	97 (19%)	54 (11%)	171 (14%)	90 (7%)
Total	185	105	313	166

The preliminary analysis of the survey results can be seen in Tables 12.3-3 through 12.3-7. These results are the percentages of the respondents answering in the affirmative to the question posed by the researcher. These percentages are based upon valid guardian and student responses to survey questions and exclude the following possible responses: don't know, not applicable, and refusal.

Table 12.3-3 shows the association between low and high QA programs and their community relationships after release from a juvenile justice program. There does not appear to be a clear difference between students from low scoring programs and high scoring programs when examining successful reintegration based upon family and peer relationships upon release from the commitment facility. Most of the differences that exist at the six-month contact were not as great at the 12-month contact. For example, where 61% of the guardians

actually 2,426 people included (1,213 student and 1,213 guardians) in the sample, but attempts were made at two different time periods to contact the 500 students and 500 guardians selected for the six month period, thus the total of 3,426 attempted contacts.

from low scoring programs and 55% of guardians from high scoring programs reported improved relationships with their children at six months, at 12 months the figures are 59% and 57%. It is interesting that a larger percentage of guardians of children released from a low-scoring facility reported improvement in their child’s behavior and relationship with their child upon release from the commitment facility than was reported by the youth themselves. This finding is consistent for the six-month and 12-month contact. It is interesting also to note that a greater percentage of children from high scoring programs reporting improved relationships with family. This difference is more pronounced at the 12-month contact. While it is not clear how to interpret the responses, it does not support theoretical expectations for the low QA group to report that more of their current friends are different from their former friends than found in the high QA group (52% vs. 40%)

Table 12.3-3: Comparison Between Low and High Scoring Programs for Guardian and Student Responses on Community Outcome: Relationship (in percentages)

Community Outcome: Relationship	6-Month		12-Month	
	Low Scoring	High Scoring	Low Scoring	High Scoring
Guardian reported child's behavior has improved	68%	56%	61%	58%
Guardian reported relationship with child has improved	61%	55%	59%	57%
Student reported relationship with family has improved	69%	77%	60%	74%
Student reported most or all peers attend school	56%	48%	52%	59%
Student reported most or all peers employed	64%	64%	55%	53%
Student reported peers are not involved in delinquent activities	53%	57%	52%	47%
Student reported current friends are different than peers before entering commitment program	52%	40%	41%	36%

While no clear pattern exists when examining educational reintegration (Table 12.3-4), several findings are particularly noteworthy. One apparent difference between students who exited from a low scoring program versus students that exited from high scoring programs is the percent of students who reportedly have received their high school diplomas or the equivalent. Students, and guardians of students, from high scoring programs were more likely to report having received their diplomas or an equivalent. This relationship held true in terms of student reports at both the six-month contact (22% vs. 43%) and the 12-month contact (24% vs. 37%). Students and the guardians of students from low scoring programs were more likely to report being enrolled in school since release. While this is a positive result for low scoring programs, the result may be merely because more students from the high scoring programs already have received their diploma or an equivalent and therefore did not enroll in school upon release. This finding appears to be supported by the greater percentage of students, and the guardians of students, from the high scoring programs who report being currently employed (refer to Table 12.3-5). Generally, students that exited from high-scoring programs are more likely to report: improvement in school performance, obtaining a high school diploma or its equivalent, that their education was very important, and that they have been employed upon release. If successful community reintegration was

measured through positive educational and employment outcomes, those students that exited from higher scoring programs were more likely to report successes.

Table 12.3-4: Comparison Between Low-Scoring and High-Scoring Programs for Guardian and Student Responses on Community Outcome: Education (in percentages)

Community Outcome: Education	6-Month		12-Month	
	Low Scoring	High Scoring	Low Scoring	High Scoring
Guardian reported that child's school performance has improved	42%	39%	37%	52%
Guardian reported that child has been enrolled in school since release	NA	NA	69%	56%
Guardian reported that child's education performance is good	NA	NA	51%	43%
Guardian reported that child has received high school diploma or equivalent	NA	NA	18%	36%
Student reported that they have been enrolled in school post-release	63%	54%	69%	66%
Student reported that their school performance has improved	69%	76%	61%	72%
Student reported that their school performance is good	62%	50%	54%	55%
Student reported they have received high school diploma or equivalent	22%	43%	24%	37%
Student reported that they felt that their education was very important	83%	77%	80%	81%

Table 12.3-5: Comparison Between Low-Scoring and High-Scoring Programs for Guardian and Student Responses on Community Outcome: Employment (in percentages)

Community Outcome: Employment	6-Month		12-Month	
	Low Scoring	High Scoring	Low Scoring	High Scoring
Guardian reported that child was currently working	NA	NA	28%	38%
Student reported currently working	38%	49%	46%	47%

Similar to the aforementioned findings, no clear pattern exists across the low-scoring and high-scoring programs on the students' involvement in community activities upon release as shown in Table 12.3-6. Students and guardians report differing patterns of success when measuring community reintegration through community involvement. Students from high-scoring programs were more likely to report at the six-month and 12-month contact that their involvement in community activities, such as church, athletics, volunteer work, and clubs, had increased after release. Guardians of students from the low scoring programs, however, were more likely to report that the involvement of their child in these activities had increased.

The most important finding in Table 12.3-6 may be the differential between guardian and student reporting of community involvement. In all four comparisons, students report greater involvement than do the guardians, and the differences are very pronounced for the high QA group.

Table 12.3-6: Comparison Between Low-Scoring and High Scoring Programs for Guardian and Student Responses on Community Outcome: Community Involvement (in percentages)

Community Outcome: Community Involvement	6-Month		12-Month	
	Low Scoring	High Scoring	Low Scoring	High Scoring
Guardian reported that child's community involvement has increased	30%	19%	30%	25%
Student reported that their community involvement has increased	38%	51%	42%	49%

In Table 12.3-7, highly inconsistent patterns of results are revealed when examining successful community reintegration by avoidance of delinquent activities. The results differ by six-month and 12-month contacts and between the guardian and student responses. However, these differences in percentages are fairly small.

Perhaps the most important finding in this table is also the most confusing. In terms of students reporting that they have not been in trouble with the police since their release, the difference favors the high QA group at the six-month period (65% vs. 75%), but it favors the low QA group at the 12-month period (72% vs. 60%). A satisfactory explanation for this reversal is the pattern of self-reported trouble with the police is not readily apparent, but it raises questions about the stability of some of the student responses.

One possible explanation for the reported lack of significant differences in general may be due to the sensitive nature of asking guardians and student respondents about participation in illegal behavior. Additionally, as is the case in the other preliminary results examined above, this bivariate relationship between low/high scoring programs and reported involvement in delinquent behavior does not control for a variety of factors that may conceal the true relationship of these variables. Further analysis that will employ a variety of controls is necessary to further examine reported differences between students released from the low-scoring and high-scoring programs for all community reintegration measures.

Table 12.3-7: Comparison Between Low-Scoring and High Scoring Programs for Guardian and Student Responses on Community Outcome: Delinquency (in percentages)

Community Outcome: Delinquency	6-Month		12-Month	
	Low Scoring	High Scoring	Low Scoring	High Scoring
Guardian reported that child had not been in another commitment program post-release	78%	73%	71%	69%
Guardian reported that child has not used alcohol since release	NA	NA	56%	44%
Guardian reported that child has not used marijuana since release	NA	NA	59%	65%
Guardian reported that child has not used any other drugs since release	NA	NA	90%	88%
Student reported that they had not been in another commitment program post-release	98%	98%	90%	94%
Student reported not using alcohol since release	54%	54%	43%	53%
Student reported not using marijuana since release	74%	65%	71%	60%
Student reported not having used any other drugs since release	87%	84%	89%	85%
Student reported not taking property since release	89%	90%	90%	85%
Student reported not having damaged property since release	94%	89%	87%	88%
Student reported not physically harming anyone since release	78%	80%	78%	80%
Student reported not being involved in gang activity since release	100%	100%	97%	98%
Student reported not having been in trouble with police since release	65%	75%	72%	60%

As the above tables show, there appears to be a nominal percentage difference between low and high-scoring programs. In general, guardians and students from low-scoring programs report greater success in reintegrating back into the community in the areas of relationships and avoidance of delinquent activities. Guardians and students from high scoring programs report greater success in education and employment. Specifically, more guardians and students from high-programs reported students currently working than those from the low-scoring programs. More guardians from high-scoring programs reported improvement in the students' school performance at the 12-month contact. Similarly, more students from high-scoring programs at both the six-month and 12 month contacts reported that their school performance had improved than students from low-scoring programs. More guardians and students from high-scoring programs reported that students had received a high school diploma or equivalent than those from low-scoring programs. Furthermore, more students from high-scoring programs reported that they felt their education was very important. In fact, the largest differences between those students from low scoring and high scoring programs were in the successful community reintegration defined by educational attainment. It is important to note, moreover, that the percent differences in favor of low-scoring programs that were evident at six months became less pronounced at the 12-month follow-up.

12.4 Summary Discussion

One of JJEEP's major functions is to conduct evaluation research to determine whether higher QA performing educational programs produce better academic performance outcomes

in comparison to lower QA performing programs. The ultimate goal of the longitudinal research study is to determine how quality education relates to various community reintegration outcomes. While these preliminary findings do not demonstrate a strong difference in the relationship between the QA scores and community reintegration, these findings are incomplete and require further analysis to more accurately assess the relationship.

The current analysis, for example, did not introduce control variables such as security level, length of stay, and program size that may have considerably impacted the results. These controls as well as others at the individual level, such as age, special education status, length of stay, and the seriousness score, will be essential variables to take into account in future research. Moreover, official data for each of the community reintegration areas was not addressed in this analysis. JJEEP will incorporate official academic information on the youths, such as transcripts, grades, credits earned, days missed from school, number of suspensions, and diploma track from the DOE statewide database in conjunction with the DOE district management information systems (MIS), legal variables, such as re-arrests, convictions, and commitments from the JJIS of DJJ, and employment information, including type of job, hourly wages, and length of time on the job from the Florida Education and Training Placement Information Program (FETPIP), into a more complete analysis of the relationship between QA and community reintegration.

The current findings have additional implications for further analysis. In this project, the students who were successfully contacted included only those youths who were not recommitted and who JJEEP located. The students who completed the survey, therefore, were quite possibly the most successful of the released population, regardless of the program. Future analysis will need to account for this sample bias.

Furthermore, the data show a change in percentage differences from the six-month to the 12-month follow-up periods, demonstrating a need for future research to examine students at 18 months and two years after follow-up. Such extended follow-ups may demonstrate more accurate portrayals of the students' community reintegration success given a more realistic timeframe in which they may immerse themselves back into the community.

Additionally, as discussed in Chapter 10 of this report, there are limitations to solely utilizing QA scores in determining the quality of an education program. More comprehensive measures of educational gains and community reintegration will be incorporated in future analyses by including measures of pupil progression and academic gains as outcome measures to evaluate the quality of these educational programs.

While these limitations are essential to note, the relationships that are revealed in the findings are critical. Most striking in the results is the positive relationship between high QA and educational and employment reintegration; students from high-scoring programs were more likely to report being enrolled in school and employed upon release. These findings also support and enhance those found in the longitudinal study discussed in Chapter 11 of this report. The longitudinal study similarly found a positive relationship between return to school and QA scores. Further, while the longitudinal study did not find marked differences

between the high and low-scoring programs in terms of employment post-release, the self-report study did, in fact, demonstrate a difference in favor of high-scoring programs. Additionally, the small difference that the longitudinal study found in terms of employment in favor of low-scoring programs supports the self-report study's finding that more students from high-scoring programs have returned to school, and, thus may not be working as much as those from low-scoring programs who have not returned to school as frequently.

Not only, therefore, does this current, self-report study provide important data regarding the relationship between QA and community reintegration, but it also supports additional research in this area. With future analysis of the data as well as additional studies, JJEEP will have examined this relationship comprehensively, allowing for important implications and policies to follow. Finally, and of particular importance to other researchers planning to conduct self-report studies with juvenile offenders, parents and/or guardians can play a sound role as proxies in reporting many of the community reintegration outcomes of their children (i.e. return to school, employment status, rearrest).

CHAPTER 13

www.JJEEP.org: THE JJEEP WEB SITE

13.1 Introduction

This chapter describes the new Juvenile Justice Educational Enhancement Program (JJEEP) web site. In revising the web site, we have attempted to provide visitors with comprehensive coverage of our multiple and interrelated functions and activities. On the web site, visitors can access numerous items of information. Further, we have provided an interactive virtual tour that illustrates the processes and interrelationship between JJEEP's research, quality assurance (QA), technical assistance (TA), and policy functions. The reader can find the web site at www.JJEEP.org.

This chapter is comprised of three subsequent sections. Section 13.2 provides an overview of the web site's components. Section 13.3 provides a description of the virtual tour component of the web site. Section 13.4 concludes the chapter with a summary discussion.

13.2 Overview

The mission of JJEEP, which is identified on the web site, is to ensure that each student assigned to a juvenile justice program in Florida receives high-quality and comprehensive educational services that increase the student's potential for future success. This mission is achieved by performing several functions, including research, QA, TA, and the development of policy recommendations.

By visiting the *Quality Assurance* section of the web site one can find a great deal of information about what takes place during a quality assurance review, such as how long a review usually takes, what data are collected during a review, and how the data are collected. Each review is based upon educational quality assurance standards for detention centers, day treatment programs, and residential commitment programs, as appropriate. Available on the web site are downloadable versions of all the standards, including standards from previous years. Each educational quality assurance standard includes key indicators that help web site visitors understand the expectations for each standard that guide the reviewer during a QA review. Also available are the rating guidelines that allow web site visitors to view the methodology behind the rating system and learn exactly what the ratings mean.

If a program does not perform well during a QA review the *Corrective Action Process* is initiated. The primary intent of developing a corrective action plan (CAP) is to establish a procedure that will ensure that school districts and juvenile justice educational programs assume a proactive role in providing quality educational services to the approximately 10,000 students who are assigned to juvenile justice facilities on any given day in Florida.

The web site details the corrective action process and lists the sanctions and interventions that can occur if a school district and educational program do not successfully implemented a CAP in a timely manner.

Proceeding further into the web site, a component on *Technical Assistance* (TA) is provided. Included in this component are a list of vocational planning resources that may be helpful in assisting students with employment as part of their successful reintegration into community life and a comprehensive program list. Several technical assistance documents are also made available, such as technical assistance papers, Department of Education (DOE) memos, important information on the General Educational Development (GED) Exit Option, and links to other useful technical assistance sites. A Frequently Asked Questions section, discussed below, provides additional TA on important questions that arise often.

Under the heading of *Research and Resources*, visitors can learn about the ongoing research JJEPP conducts that identifies and validates the most promising juvenile justice educational practices. Other ongoing research efforts include analyses of transition and aftercare services youths receive to determine what types of aftercare services work for what type of youth. Additional research efforts include curriculum, special education services, privatization, teacher qualifications and training, education and recidivism, and validating promising practices as best practices. Additionally, JJEPP is gathering data and conducting analyses on program level educational outcomes, funding, facility size, gender issues, and in-depth community reintegration outcomes in relation to educational program quality and youth characteristics.

From this research and related QA and TA activities, JJEPP generates an *Annual Report* for the Florida DOE, which assists in providing specific educational program policy findings and conclusions that address the question, "what works best and for whom" in Florida's juvenile justice education programs. On the web site, one can read or download the current issue of the annual report and reports from previous years. Other publications created from JJEPP's research include, (1) *Data-Driven Juvenile Justice Education*, (2) *Dare to Dream: A Guide to Planning Your Future for Students in the Juvenile Justice System*, and (3) a *Special Issue of Evaluation Review, June 2002*. Further, links are available to the various power point presentations JJEPP has made to local, state, national, and international audiences.

The *Events and News* section of the web site provides visitors with information on new publications that JJEPP has produced and upcoming deadlines, including registration dates for conferences and application dates for the *Teacher of the Year* (TOY) award. Other Teacher of the Year information is available in this section, such as a list of former Teacher of the Year recipients and their pictures, and an online application to nominate a teacher. The winners are awarded with resolutions from the Florida Cabinet and plaques, certificates, and monetary awards from the DOE.

The web site also provides information on *JJEPP staff members*. JJEPP's personnel consist of an array of multitalented individuals with diverse educational experiences and backgrounds. The web site provides a description of what each individual does at JJEPP, brief bio, curriculum vita, as well as a way to contact each person, including mailing and e-

mail addresses. In addition to the contact information provided for each of the staff members, it is possible to get in touch with JJEEP using our online contact form.

Finally, a *Frequently Asked Questions* (FAQ) section is provided. By going to this section visitors can learn answers to common questions about quality assurance, technical assistance, research and resources, and other questions about JJEEP. Some examples include, “What geographical area does JJEEP serve?” “What is the process and time line for completion of the QA report?” and “What criteria are used to determine if IEP and IAP goals and objectives are specific and individualized?”

13.3 Virtual Tour

The virtual tour enables web site visitors to learn and experience the activities of JJEEP through the use of photographs, audio recordings, and textual descriptions. In addition, there are several question and answer scenarios throughout the tour that provide visitors with an interactive experience. The virtual tour focuses upon providing information about the four major functions of JJEEP: research, quality assurance, technical assistance, and policy formulation. The tour is divided into several segments: an Overview, JJEEP’s History and Philosophy, Research, Quality Assurance, Corrective Action Process, Technical Assistance, and Policy and Initiatives, which are listed in a menu below the main window of each tour page. Clicking on any segment heading will move you to that segment so that you can begin viewing the pages from that point. Visitors will find it useful that an index to all of the pages in the tour is available, allowing the visitor to enter the tour at any point. Also useful, is the ability to move back and forth among tour pages.

As visitors progress through the segments of the tour, a number of highlights are provided. Under the heading of *Overview*, one can read the reasons why the web site was created and JJEEP’s mission and vision statement. Also available is a welcome statement from JJEEP’s Principal Investigator, Dr. Thomas G. Blomberg, which can be heard using the audio feature of the web site.

The history available in the virtual tour is extensive, starting from the federal class action suit filed by a student known as Bobby M. and three others who claimed that they had experienced inhuman treatment while housed in three separate, high security Florida training schools in 1983. The *History and Philosophy* segment continues through different legislation culminating in JJEEP’s conception, such as the Juvenile Justice Act of 1990, which completely revamped Florida’s juvenile justice system, the creation of the Florida Department of Juvenile Justice (DJJ), and the Juvenile Justice Reform Act in 1994 that required that quality assurance reviews be conducted. Finally, in 1998, the School of Criminology and Criminal Justice at Florida State University and DOE began a project, which became known as the Juvenile Justice Educational Enhancement Program (or JJEEP). A year later, important and unique legislation was enacted that truly distinguished Florida’s approach to juvenile justice education. House Bill 349 specified that the annual quality assurance reviews of each of the state’s approximate 200 juvenile justice educational programs and technical assistance to these programs were to be guided by ongoing “best educational practices” research. This legislation means that as our research knowledge of

what constitutes best practices in juvenile justice educational programs develops, so should our quality assurance standards and technical assistance. This has resulted in an “annual raising of the bar” that ensures Florida’s juvenile justice youths are receiving continuously improving quality education.

Moving through the tour, visitors can learn about *JJEEP Research*. Much of the research has focused on what constitutes effective educational practices and effective educational programs for youths being served in juvenile justice facilities. Promising educational practices have been identified and their presence has been linked to quality educational programs in Florida’s juvenile facilities. The next step in identifying program effectiveness is to identify whether these “promising” programs provide a long-lasting positive impact on students after release. In an effort to identify these effects, it is imperative to consider outcome variables for students released from these programs throughout the state. Therefore, JJEEP has developed a research design to examine program effectiveness by measuring community reintegration variables for youths released from programs in Florida, including family, school, employment, and subsequent crime.

It is important to understand how JJEEP’s research guides its various activities and functions. The quality assurance standards, technical assistance and policy initiatives are adjusted annually in relation to the educational best practices research findings. This raising of the bar means that what is expected of quality educational programs in Florida’s juvenile justice facilities is subject to annual changes in standards and key indicators as dictated by best education practice research.

JJEEP is committed to disseminating information about its research activities and initiatives. In addition to the annual report to the Florida DOE and the Florida Legislature, JJEEP staff also produce publications such as monographs, journal articles, and manuals. These publications help aid practitioners in their efforts to measure and evaluate the effectiveness of educational programs for youths in juvenile justice facilities.

Next on the tour is a section on *Quality Assurance*. Quality assurance reviews are site visits that annually evaluate and monitor educational processes of every juvenile justice educational program in Florida. Process-driven educational standards, which are based on current law and educational best practices, are used to guide each quality assurance reviewer through the on-site evaluation process. Reviews usually take place over three days, but may take up to five days for larger programs or when extenuating circumstances require.

While on site, the reviewers review documents, observe classrooms, treatment team meetings, exit transition meetings, and interview teachers, students and other personnel. At the end of the second day, the reviewer discusses preliminary findings with the principal and/or the lead educator and confirms the exit time with all parties involved. On the last day of the review, the reviewer conducts a final wrap-up to identify any areas that need further examination. This may include additional document reviews, observations, or interviews. When the reviewer has completed gathering data, he or she finishes the program’s preliminary ratings and recommendations to be discussed during the exit meeting. Normally

prior to but, if necessary, during the exit meeting, the program may supply the reviewer with additional information that may support a change in a finding.

A corrective action process begins if one or more of the priority indicators receives a rating of three or below during a quality assurance review. The primary intent of developing a corrective action process is to establish a procedure that will ensure that school districts and juvenile justice programs do, in fact, provide quality educational services to the students who are assigned to juvenile justice facilities on any given day in Florida.

The next component of the tour is an area for which JJEPP has found an overwhelming need, namely, *Technical Assistance*. Technical assistance is guided by research in current best practices and is integrated into all of JJEPP's activities, including the quality assurance review site visit. The educational quality assurance reviewers provide the majority of technical assistance on-site during their quality assurance review visits and through written recommendations in their final review reports. Additionally, DOE and JJEPP make site visits, network lower-rated programs with higher-performing programs, sponsor conferences and hold workshops to determine school district and program recommendations for the annual revision of the educational quality assurance standards. JJEPP also facilitates meetings and training sessions, including annual regional meetings, to provide (1) updates on new quality assurance and legislative requirements, (2) clarification of the educational quality assurance standards, and (3) inservice training that targets statewide areas of deficiencies. Finally, this web site www.jjeep.org, was designed and developed primarily for the purpose of providing technical assistance to all parties concerned with the education of juvenile justice youth.

The final component of the virtual tour is *Policy and Initiatives*. This component argues that what must guide Florida's future juvenile justice educational policy efforts are focused research results. JJEPP makes policy recommendations based primarily on the quality assurance reviews, technical assistance, and research initiatives that it conducts annually, and that are aimed at ensuring the successful transition of youths back into their community, home, school, and work settings. Several policy initiatives currently that JJEPP currently implements are reviewed. For example, JJEPP is working toward the testing of a literacy standard that may eventually lead to standards in mathematics, science, and other core areas of the academic curriculum. JJEPP is also working to develop a research-driven quality assurance system for school discipline programs.

Finally, JJEPP's web site will be updated continuously to reflect JJEPP's current activities, finding, and new initiatives. The reader is encouraged to save the web site address (www.jjeep.org) and go to it frequently in order to see the latest updates. Reader comments and suggestions on ways to improve the web site are greatly encouraged and appreciated.

13.4 Summary Discussion

Since 1998 JJEPP has been carrying out its multiple research, QA, technical assistance, and policy functions. What has become clear from these interrelated functions is that the receipt of quality education can make a positive difference in the lives of delinquent youths. Yet,

while Florida has made significant strides in advancing quality juvenile justice education, the majority of programs remain average or below. The role of technical assistance, therefore, is fundamental if these average and below programs are to be significantly improved. The new JJEEP web site is one important component to JJEEP and DOE's continuing effort to target and accelerate effective technical assistance to Florida's juvenile justice educational programs.

CHAPTER 14

2002 SPECIAL POLICY INITIATIVES

14.1 Introduction

In 2001, the Volusia County School District requested that the Juvenile Justice Educational Enhancement Program (JJEED) conduct the necessary research that would lead to the development of a quality assurance (QA) review system for their two alternative school discipline programs: Riverview in Daytona Beach and Euclid in Deland. In 2002, JJEED began conducting the QA research and the design of a pre and post QA research design that would determine the outcomes of QA upon the two alternative school discipline programs.

The research and best practices literature concerning alternative schools was found to be fragmented and descriptive. Nonetheless, some consensus regarding common “promising practices” across alternative programs was gleaned from the literature. JJEED’s pilot project with the alternative school discipline programs in Volusia County is designed to provide empirical evidence that will validate the promising practices mentioned in the literature and determine the effectiveness of school discipline schools in achieving their goals of successfully returning students to their home schools, decreasing the school districts dropout rate, and intervening in the negative life course of disruptive and at-risk youths. The subsequent QA system, once validated, could be replicated in other alternative school discipline schools throughout Florida.

Another 2002 special policy initiative involved JJEED’s development of a proposal for the development of a Center for Juvenile Justice Education and Training. The center, to be possibly located at Florida A&M University in collaboration with Florida State University, is based upon knowledge that delinquents and at-risk youths are often in need of special and individualized services to overcome their unique behavioral and educational needs and that quality teachers are the most consistent best practice in meeting these needs. The center’s bachelor and master’s level curricula will be drawn in part from JJEED’s research in juvenile justice and alternative education. Education majors at Florida A&M University who are already seeking teacher certification in specific content areas will be able to receive additional certifications and endorsements for the education of at risk and delinquent youths.

This chapter includes six subsequent sections. Section 14.2 provides a brief overview of the history of the alternative education movement. Section 14.3 provides a review of the research on alternative schools. Section 14.4 describes JJEED’s pilot project to implement a QA system and evaluation program design for Volusia County’s two school discipline programs. Section 14.5 describes JJEED’s proposal for the development of a Center for Juvenile Justice Education and Training at Florida A&M University. Section 14.6 provides a summary discussion of the chapter.

14.2 History of Alternative Education

The history of alternative education in America begins in the late nineteenth and early twentieth centuries when Americans of the Progressive Era sought to reform public schools. These reformers aimed to save children from hard labor, delinquency, and the rigidity of public schools, which were thought to be failing in meeting their individual needs. The idea of individualized services based on scientific discovery reemerged in the alternative education movement of the turbulent 1960s. Zero tolerance and tough love initiatives regarding the treatment of juveniles grew in the 1980s and 1990s, and alternative education schools began to serve more and more at-risk students who were placed in alternative programs rather than reserving alternative education as a choice for a more individually tailored education.

Progressive Era

The modern concept of alternative education began in the Progressive Era. The Progressives were social reformers who believed that social services (informed by science) such as schools, the juvenile court, and child welfare agencies could alleviate the problems of society caused by urbanization, immigration, industrialization, and poverty (Blomberg & Lucken, 2000). As Altenbaugh (2003, p. 188) writes, “the goal of Progressive educational reform was to have educational practice be guided by informed and well-trained teachers who would rely on clear theories to bring rationality to classroom practice.”

From its inception, alternative education was used to serve two separate populations of students. Embedded in the philosophy of progressive education is the idea that traditional schools were too rigid and strict, and they did not meet the individual needs of children. Thus, one purpose was to establish control over students by passing compulsory school attendance laws and creating age-based grouping and tracking. A second motivation emerged from the realization that individual children had unique needs that needed to be identified and addressed through individualized lesson plans.

The Progressive Era saw the creation of numerous forms of alternative education. Alternative pedagogies were explored in traditional and vocational schools. Programs emerged, such as that by the leading Progressive Reformer John Dewey’s famous laboratory school at the University of Chicago. “From child labor legislation to compulsory schooling laws, from kindergartens to playgrounds, from widows’ pension provisions to municipal bureaus of child health and hygiene, Progressives sought to insure the proper physical, mental, and moral development of the child” (Rothman, 2002, p. 206).

Alternative schools for academically deficient and behavior problem students also emerged as a result of scientific and child-centered reforms; “the use of scientific measures to explain “individual differences” facilitated the segregation of special needs students” (Altenbaugh, 2003, p. 212). In order to alleviate problems caused by compulsory school attendance in urban areas, special needs students were identified and labeled through testing then separated into special classrooms and schools. In fact, “by 1911 more than one hundred large city

school systems had established special schools and special classes” (Altenbaugh, 2003, p. 212).

Progressives also created the juvenile court and reform schools to manage delinquent and dependent youths. The first juvenile court opened in Cook County Illinois (Chicago) in 1899. Much like the “common school” era, prior to the juvenile court, delinquent and dependent youths were handled at least in theory according to the “common law” principle of responsibility. Progressives sought to change the “common school” system using a more scientific and child-centered approach, while applying a similar individualized focus to the juvenile court. One of the major goals of both the alternative school and juvenile court systems was “individual treatment through scientific social casework,” based on antecedent causes of the child’s behavior (Blomberg & Lucken, 2000, p. 86). Juvenile court and reform school treatment of youths was to be individualized to meet the specific developmental needs of the child; however, as Blomberg and Lucken (2000, p. 89) point out, because of the latitude and autonomy given to the juvenile courts and reform schools, there was great “disparity between the juvenile court’s official goal of individual treatment and the court’s routine practices of youth control.”

The goal of individualized treatment and education was common to both the juvenile court and alternative education. Implementation often fell short of intended goals, however, and local autonomy and inconsistent funding created vast disparity in the implementation of these reform efforts. Progressive reforms, including the juvenile court and alternative education, became surrogate parents for delinquent and dependent children consequently expanding the net of control over the at-risk population (Blomberg & Lucken, 2000). This net widening was a practice that remained unchallenged until the 1960s.

Modern Alternative Education: 1960s and 1970s

Modern alternative education originated in the 1960s in response to a growing discontent with the traditional school system. Influenced by the earlier Progressive Era, modern alternative education sought to reform the traditional school system when, again, its pedagogy was viewed as too rigid and regimental, and not accommodating to the differing needs of individual students and their natural psychological developmental stages. While the Progressive Era aimed to cure the social ills of immigration, urbanization, industrialization, and child welfare, the tumultuous 1960s reforms occurred within the context of civil unrest, race riots, anti-war demonstrations, and a crusade on poverty. The public education system, molders of the future generation, bore the strength of the backlash. In 1965, President Johnson passed the Elementary and Secondary Education Act, which sought to provide equality education for all students (Ekpenyong, 1987).

Prior to this decade, public schools were often viewed as racist, oppressive, unimaginative, and designed for students who came from more affluent backgrounds (Lange & Sletten, 2002; Ekpenyong, 1987). John Dewey criticized this educational system as archaic for using authoritarian principles of the past in its current ideology and implementation (Ekpenyong, 1987). It became clear that public education prior to the 1960s was not meeting the current

needs of a diverse population of students. A multidimensional approach was needed to replace the institutional instruction of treating and teaching all students in a similar manner.

In harmony with earlier Progressive and 1960s social reformers, modern reformers recognized that each student is unique and has different learning needs. As a result, alternative schools were designed to meet these academic needs through an individualized approach in the classroom. These schools first emerged in the private sector, and their missions depended on their location (Raywid, 1999). In the urban areas, the schools were tailored to meet the needs of disruptive or academically deficient students. Minorities and the poor were often the target population. Set up within the poor communities, these schools were designed to meet the needs of those students seen as being discriminated against within the conventional school system and not receiving equivalent educational services as their upper-class counterparts.

A different version of alternative schools emerged in suburban areas, where alternative education became an innovative development that created unconventional teaching and learning techniques for those who wanted a different option of education, a direct contrast to the drab traditional teaching methods. These types of schools were meant to “rescue children from the alleged boredom, uniformity, and rigidity of the traditional school” (Ekpenyoung, 1987, p. 36). Suburban alternative schools were part of the Open Education Movement, which catered to the needs of those who could afford an alternative to public school. It was not designed to segregate disruptive students or provide remedial instruction for academically deficient students.

Although class differentiation motivated the creation of essentially two different strains of alternative education, the techniques used to reach the varying populations were essentially the same. The underlying theme involved a family atmosphere, informal settings, and autonomy for the students to pursue their educational goals. Individual lesson plans were designed for each student. Close personal relationships with faculty enabled students to feel comfortable and confident in approaching their teachers. Students enjoyed the independence of making their own decisions about the curriculum. The schools were small with a low student to teacher ratio that supported such an informal environment. Little academic tracking or ability grouping was conducted, to methods of the conventional system described as stigmatizing and discriminatory, for those students who were having difficulties within the public educational arena. Alternative education at this point was designed for students who were lost or unable to achieve success in the traditional system (Northwest Regional Educational Laboratory, 1998; Pridgeon, 1981).

The Changing Role of Alternative Schools; 1980s and 1990s

By the late 1970s, alternative education was implemented throughout the country. Yet, the purpose of the schools changed as a result of the growing need to decrease the dropout rate and improve student attendance. School districts were pressured through legislative directives to create other options for at-risk students (Pridgeon, 1981). Innovative techniques of the Open School Movement were used, not as a supplemental educational style for those who wanted to learn, but as an alternative for those students who were in danger of never

completing school. Alternative education created a different route from the conventional school for the disruptive, unmanageable, academic failures, and the overall socially maladjusted (Pridegon, 1981). The new goals of alternative education during this decade were to decrease dropout and truancy rates, redirect disruptive students, and re-engage academically deficient students into the learning environment. Many alternative programs were labeled 'last chance' schools, and they became the alternative to expulsion. (Raywid, 1999)

Every state faced the challenge of these at-risk youths. In 1978, Florida passed the Alternative Education Act, which ordered all school districts in the state to provide some form of alternative program for students who were not able to function adequately in the traditional school setting (section 230.2315, F.S.; Pridgeon, 1981). The two goals of this legislation were to decrease the incidences of disruptive behavior and decrease the dropout rate. Criteria for choosing which students were eligible for the alternative programs included such behaviors as continuous defiance of the teachers, consistent disruption of school programs, and antagonistic behavior toward others (section 230.04, F.S.).

Dropout rates did not decrease, however, and juvenile delinquency continued to rise. Alternative education of the 1970s was criticized for being merely "conventional classrooms in different locations" (Pridegon, 1981, p. 43). There was no alternative educational programming, just merely a change of environment. Society's response was more legislation for juvenile delinquents aimed at increasing control over at-risk youths.

With a growing disenchantment of 1970s reforms and susceptibility to economic, political, and social influences, alternative schools faced another reform in the next two decades. The 1980s campaign for tough love and zero tolerance was the mantra for conservative platforms throughout the country. Consequently, the use and structure of alternative schools began to change dramatically during the 1980s and 1990s. As school shootings were dramatized by the media, federal and state legislative bodies reacted to delinquency by creating stricter and harsher laws. With the growing number of high school dropouts and the increase of juvenile crime, alternative education was seen as a solution for society to combat these chronic problems. The result is a consistent reform in an education system characterized by many different types of programs. Moreover, different types of alternative schools and programs are intended to meet the needs of a similar population by using similar techniques.

Stricter and stronger control of America's youths meant an increase in alternative education schools whose focus would change the behavior of delinquents. Reforms also focused on a behavioral component that emerged through studies which correlated dropping out of school and juvenile crime. The role of education in a child's life gained even more importance. Due to the increase in zero tolerance legislation and school policies, alternative education and alternative disciplinary schools increased greatly throughout the 1980s and 1990s.

14.3 "Promising Practices" of Alternative Schools

Currently, throughout the country, alternative schools focus upon students who are academically deficient, at risk of dropping out of school, and have histories of disruptive

behavior. Because of local autonomy and a lack of federal and state direction, however, these schools are disparate in their intended goals, purposes, and practices. The literature concerning these alternative schools is equally fragmented and largely focuses on small descriptive studies with few large-scale empirical research studies that could validate best practices. Nonetheless, some anecdotal and consistent “promising practices” can be identified from this prior literature.

Despite her acknowledgement of the lack of empirical research that identifies effective practices for alternative schools, Aronson (1995) lists best practices from the existing literature as focusing on the whole student (personal, emotional, social, and academic development), opportunities for students to build meaningful relationships with teachers and adults, high student expectations, behavior modification in a safe environment, small school and class size, links with other social services, and academic innovation.

Although without good empirical support (Neumann, 1991; Raywid, 1999) to substantiate the best methods to teach such a diverse and disadvantaged population, anecdotal reports identify similar techniques characterized as best practices. According to such reports, the most important strategy for a successful alternative school to follow is a reduction in size. (Saunders & Saunders, 2001; Northwest Regional Education Laboratory, 1998; Paglin & Pager, 1997). Due to the discovery of a positive correlation between dropout rates and school size (May & Copeland, 1998), alternative schools are relatively small. Further, the classes tend to be small with usually no more than 15 students to one teacher.

Furthermore, many alternative school educators adopt the “three legged stool” analogy (Northwest Regional Educational Laboratory, 1998, 16) as described by the administrator of Mat-Su Alternative School in Alaska. A balance is needed between academic, social, and vocational skills to create a foundation for at-risk students to succeed. Each component is a leg of the stool. Without all three, the stool would be unsteady. All three legs make the stool one of the strongest pieces of furniture. Current alternative education addresses each of these ‘legs’ by implementing the strategies listed below (Edwards & Wilson, 2001; May & Copeland, 1998; Northwest Regional Education Laboratory, 1998; Paglin & Pager, 1997; Saunders & Saunders, 2001).

1. Academic skills are taught through individualized lesson plans. Students make decisions involving their curriculum and work at their own pace; however, most alternative programs follow the same course work as taught in conventional schools. Teachers participate in training workshops, which focus on the “active teaching model” (May & Copeland, 1998, p. 12). They learn the individualized approach and ways to encourage students’ enthusiasm and participation in the classroom.
2. Social skills are addressed through friendships with the faculty, which are established through close personal relationships and a family atmosphere. Small class size allows for individual instruction and problem solving, creating a supportive environment (Lange & Sletten, 2002). Teachers become mentors, role models, and counselors. A comfortable bond is established where the students feel that the teachers care. This atmosphere provides for a sense of attachment and social belonging that

seems to be missing in the at-risk students' lives; students tend to thrive in an environment that they feel supports them. Additionally, female students appear to benefit a great deal from interactions with adult female role models (May & Copeland, 1998). Counseling is also available to address personal and social problems. Often, parents are encouraged to participate.

3. Vocational skills are addressed through the creation of relationships with community members. Some schools have internships, and frequently part of the academic day may be in the field. Career screening is also utilized, and students benefit from vocational training that is directed to long-term economic gains.

4. Finally, another best practice concerns the faculty's autonomy. Aside from budgetary and structural concerns, staff should have control over decisions involving the "courses offered, instructional methods, evaluation standards, choice of course texts, and permissible student behavior" (Lange, 1998, p. 17). Such autonomy strengthens the faculty's commitment to the school, one of the most important features that ensure an alternative school success.

The following table lists best practices compiled from several different sources (Lange & Sletten, 2002; William T. Grant Foundation, 2002; Southwest Educational Development Laboratory, 1995; National Research Council, 2002). It is important to note that much of the literature defines these best practices as characteristics of successful programs since they have not been empirically tested. Table 14.1 follows the categorical organization used by Southwest Educational Developmental Laboratory, which divides the best practices by school organization, culture, and curriculum and instruction.

Table 14.1: Best Practices As Identified in Research Literature

	School Organization
School size	Smaller schools help create a sense of community between teachers, students, and parents.
Small class size	10 to 1, no more than 15 students to 1 teacher
Separation	Situated in a different location from the traditional school
Autonomy	Students need to be able to make decisions about their curriculum as well as the overall function of the school. Teachers must also have a degree of freedom in an informal environment.
Outside Involvement	The integration of family school and community efforts. Parent and community involvement. The involvement of social service programs as needed. Opportunities for vocational training in the community. The use of mentors, role models, and advocates to assist students with a successful transition back to their home schools.
Faculty autonomy	Staff should have control over decisions involving curriculum, instruction, and student behavior.
Staff qualifications	Faculty and support staff should be highly qualified to work with at-risk students and be certified in the area they are teaching
	School Culture / Behavior Components
Informal environment	Caring relationship between the students and their teachers appears to be one of the greatest indicators of success.
Sense of community	Students as well as teachers need to feel invested in the school.
Physical and psychological safety and structure	This is promoted by clear and consistent rules, expectations, disciplinary practices, and boundaries. The use of positive social norms.
Counseling services	Counseling services should be available for students to address personal and social problems.
Supportive relationships and opportunities to belong	Opportunities for students to develop meaningful relationships with adults. Opportunities to participate in school activities and decision-making. Youth-based empowerment strategies.
	Curriculum and Instruction
Innovation	Flexibility in teaching strategies which include: peer tutoring, team teaching, cooperative learning Curriculum must also be flexible and tailored to the students' individual needs.
Balanced curriculum	Alternative schools must address social, vocational, and emotional needs, as well as academic.
Individualized lessons	Academic skills are taught through individualized lessons. Students make decisions involving their curriculum. Students are able to work at their own pace.
Opportunities for skill building	Opportunities for students to enhance their social, physical, academic, and vocational skills

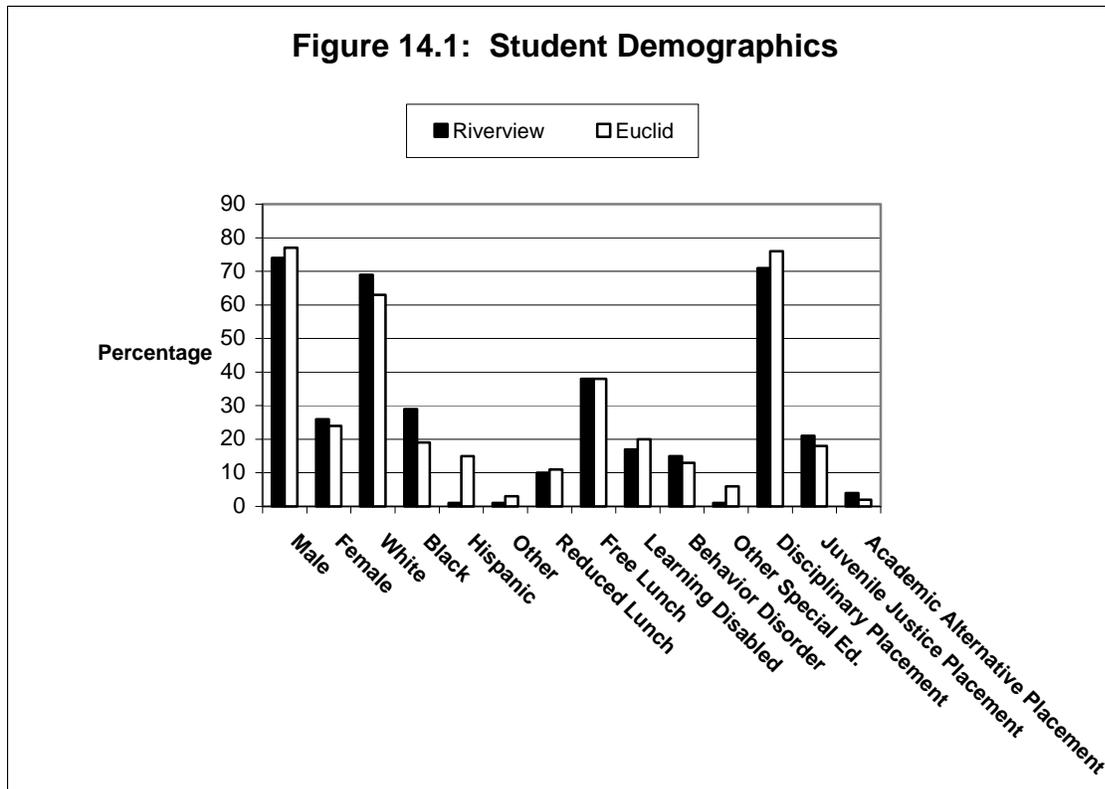
Nonetheless, because of the paucity of empirical research, the effectiveness of the schools to prevent students from dropping out of school, engaging in further delinquent acts, or falling further behind in academic performance remains in question.

14.4: Volusia County Pilot Project

Florida's school system serves an extremely diverse student population, and every medium to large sized school district in Florida currently operates separate alternative school discipline programs. An estimate of alternative schools generated from the Department of Education's (DOE's) master school identification list includes 162 schools and programs that serve, delinquent, academically deficient, teen parents, or other identified at-risk students.

As stated previously, during 2001 the Volusia County School District requested that JJEEP implement a QA review system for their alternative school discipline programs. In fall 2002, after several meetings with the school district, DOE approved the project, and JJEEP staff began conducting preliminary site visits to Volusia County's two alternative school disciplinary schools, namely Riverview and Euclid.

Riverview and Euclid schools, respectively located in Daytona and Deland, serve middle and high school students as an alternative to expulsion with the mandatory and limited length of stay being one semester. Based on DOE student data, Euclid served 136 students and Riverview 144 students for fiscal year 2000/2001. The figure on student demographics demonstrates that the population served in both schools would be considered at risk. Approximately 35% of the youths served by these schools are minority students and close to 50% of the students are eligible for a free or reduced lunch indicating a population with a low socioeconomic status. Not surprisingly, close to 40% of the students receive special education services, four times greater than the average public school, which is generally estimated at eight to ten percent of the population. Almost all of the students have been placed in the schools due to school discipline problems or involvement in the juvenile justice system. The schools' student demographics are provided below in Figure 14.1.



JJEEP’s alternative school discipline program research is multiphased. Initial research was focused upon understanding the goals and practices of these programs that target at-risk students. Subsequent research was conducted to develop preliminary QA review standards for the education and behavior components of these educational programs that reflect best practices. Future research will involve application of the QA review standards and pre and post outcome assessments to determine if the effectiveness of these programs is improving as a result of ongoing QA reviews guided by best practices research. It is anticipated that an exemplary alternative school discipline program model will result from this research that can be replicated throughout Florida.

Phase One: Initial Field Research and the Development of QA Standards

Phase one included visiting the Riverview and Euclid Schools four times during the fall 2002.^f During these visits, JJEEP staff met with school administrators, support staff, and members of the faculty. The site visits conducted in the Fall 2002 revealed that the schools operated with the main goal of providing an alternative learning environment for Volusia School District’s disruptive students. While the schools incorporated and utilized many of the best practices mentioned in the previous section, some impediments were identified when implementing some of these best practices.

As per best practices, the schools were small and maintained low student to teacher ratios ranging from 10 to 15 students per teacher. Behavior expectations were made clear to students and parents, and they appeared to be consistently enforced with both negative and

positive consequences. Both schools used individualized, self-paced instruction where students were provided access to a computer lab and individual lessons for core academic courses. It was not determined, however, whether the individualized style of instruction was based on student interest or merely repeated drilling of basic skills. Many other best practices were mentioned in the literature for the two schools but these practices were not consistently used.

Since the schools served students from across the county, bus schedules were difficult to organize, and some students spent several hours each morning and afternoon on the bus. This made the school day short, and there was no time for extra curricular activities, vocational courses, or electives. The schools served the students temporarily with a mandated and limited length of stay of one semester, and there were no student advocates, mentors, community resources, or protocol to assist students when returning to their respective home schools where they were often labeled as troublemakers.

Based on discussions that occurred during the site visits and a review of school literature including their school improvement plans, faculty and student handbooks, and policies and procedures, JJEEP, with input from Volusia staff, began developing a draft of QA standards for alternative education school discipline programs. The current draft of the QA standards is based on JJEEP's juvenile justice educational QA standards with modifications made to fit the goals of the school discipline programs and the best practices literature cited in the previous section. Most notably among the additions is a standard entitled "Program Behavioral Supports." Because the Department of Juvenile Justice (DJJ), the agency generally responsible for reviewing behavior, school safety, and treatment in the juvenile justice schools, is not involved in this pilot project, it was necessary for JJEEP to add a standard that reviewed school behavioral supports.

The QA standards for alternative school discipline programs are divided into the four standard areas of Transition, Service Delivery, Program Behavioral Supports, and Administration. The first standard, transition, is designed to review the schools' processes for successfully transitioning youths into the alternative school and back into their home schools after they have successfully completed the program. Transition ensures that (1) students are properly enrolled so they may progress toward a high school diploma or its equivalent, (2) assessments are conducted at entry and utilized to diagnose students' academic and vocational strengths, weaknesses, and interests in order to individually address the needs of the students, (3) individual academic plans (IAPs) for non-exceptional student education (non-ESE) students and individual educational plans (IEPs) for students in ESE programs are completed so that all students receive individualized instruction and services, (4) 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 lengths of stay, (5) students receive assistance in setting realistic goals and making appropriate decisions about their futures, and (6) the school assists students with reentry into school and/or work settings and transmits educational exit portfolios to appropriate personnel at the students' next educational placements.

Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for a successful reentry into their home school. The service delivery standard ensures that (1) 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, (2) 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, (3) students with identified deficiencies in reading receive specific and appropriate instruction aimed at increasing their reading proficiency, (5) instruction addresses each student's needs, goals, and learning styles to stimulate ongoing student participation and interest, (4) equal access to education is provided for all students, regardless of functional ability, disability, or behavioral characteristics, and (6) students maintain a regular school attendance, which enables ongoing and consistent educational services.

The program behavioral supports standard ensures (1) a safe and healthy environment that facilitates positive student and group interactions and decreases unsafe or confrontational student or group interactions, (2) clear limits, consistent expectations, continuity, sufficient control, predictability, and age appropriate monitoring and supervision, (3) skill building opportunities for students to develop confidence in their abilities to effectively master their environment, (4) school policies and practices that address the integration of family, school, and community, and (5) opportunities to positively interact and belong with their student peers and provide opportunities for effective adult relationships. (National Research Council, 2002).

Administrative activities should ensure that students are provided with instructional personnel, services, and materials necessary to successfully accomplish their goals. The administration standard ensures that (1) instructional personnel and educational staff are well informed about the school's purpose, policies, expected student outcomes, and school improvement initiatives, (2) the most qualified instructional personnel are employed to educate at-risk students, (3) instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk students, (4) ongoing program improvement through self-evaluation and planning is promoted, (5) funding provides high-quality educational services, and (6) accurate student data are reported to identify various student and school outcomes.

Both schools' faculty and other Volusia County School Administrators will review these standards during two meetings with JJEEP in January 2003. Using faculty and administrators input, the standards will be revised before they are implemented. Once consensus on the standards is reached—phase two—implementation of the QA process will begin in Summer 2003.

Phase Two: Implementation of the QA Process

Following a pre-test QA review, it is planned that in the Fall 2003, JJEEP staff will conduct full QA reviews of both Riverview and Euclid schools. Each standard's indicators will be rated using the methodology described below: The QA review process will use multiple data sources to evaluate the quality of educational services. Information about educational

performance will be gathered by JJEEP reviewers through (1) policy, document, and student and teacher file reviews; (2) interviews with school administrators, support personnel, teachers, and students; and (3) observations of educational activities and services. Indicator ratings are then based on substantiated information using these multiple sources to verify program practices. Ultimately, in determining specific QA review scores, reviewers must consider the preponderance of evidence, which documents that the intent of the indicator in question is being met. These determinations are made in relation to the multiple sources of data that reviewers collect and review during the QA review. Moreover, there are those occasions when reviewers will document that a particular process guideline is not being met, but the overall intent of the indicator is being achieved. In such instances, the reviewer will determine the numerical QA score in relation to all the indicator's performance evidence not just in relation to one particular process guideline that is not being met.

After the first QA reviews of Riverview and Euclid are conducted, JJEEP will provide the results to Volusia County administrators and school staff. Any indicators or areas found to be deficient and/or in need of improvement will be addressed through recommendations for process improvements. Major deficiencies may require school administrators to develop corrective action plans with follow-up technical assistance provided by JJEEP staff. When the first year of QA reviews are completed, the QA standards will be revised to accommodate new research results, input from school staff, and gained experience.

The QA reviews, subsequent recommendations and follow-up, and revision of standards will continue annually and the schools' results will be continuously analyzed to provide JJEEP, Volusia County administrators, and DOE with effective results on program improvements. Ultimately, in order to effectively evaluate the schools' success, student outcomes must be measured. Therefore, the school outcome evaluation research described in the next sections will be used to guide the QA process.

Phase Three: Pre- and Post-Outcome Assessments

Using DOE and Volusia County student data, JJEEP will measure Riverview's and Euclid's student outcomes. These outcomes will include academic gains acquired in the program (i.e., credits earned, pupil progression, and entry and exit academic assessment test scores), successful return to home school, eventual graduation from high school, subsequent employment, and prevention of delinquency. Students who attend Riverview and Euclid will be tracked longitudinally for several years until they age out of adolescence. This information will be reviewed and reported annually, eventually using multiple cohorts of students as years progress.

The research will not only be used to determine student outcomes, but it will also include analysis of particular types of students, including age, race, socioeconomic status, gender, learning disabilities, mental disabilities, behavior disorders, and prior delinquency. This type of research will assist in determining what works best in alternative school discipline programs for particular students. As student results are analyzed in relation to these demographics, best practices for particular students can be determined and validated.

Additionally, this information will be used to validate the QA process and standards. JJEEP will evaluate the student outcomes listed above using three years of DOE and school district student data prior to the development and intervention of the QA process. These years include 1999-2000, 2000-2001, and 2001-2002. The introduction of the QA process and first reviews will take place late in fiscal year 2002-2003. JJEEP will then apply the same longitudinal research design to subsequent years after the introduction of QA in order to determine the effects of QA and the schools implementation of identified best practices embedded in the QA standards on student outcomes.

14.5: University Center for Juvenile Justice Education and Training

As discussed in Chapter 5, research consistently demonstrates that a disproportionate number of delinquent and at-risk youths are in need of special education services. In fact, a report by the Civil Rights Project at Harvard University and the Institute on Race and Justice at the Northeastern University (2002) states that 70% of incarcerated youths suffer from various learning disabilities that interfere with their academic abilities. This problem extends further than simply that of incarcerated youths. The majority of court-involved and other at-risk youths in both public schools and alternative education programs suffer from a variety of learning disabilities that are often detrimental to their overall academic performance and behavior, often leading to suspensions, expulsions, and grade retention. Because delinquent and at-risk youths have such low academic performance, they often have more limited positive career and life course prospects.

This population of youths, therefore, poses a variety of challenges for schools. The schools not only must deal with the academic challenges, but they also face problems with inadequate or dysfunctional behavioral and social skills. These students are often three or more years behind their age-grade levels in academic skills such as reading, writing, and math. Moreover, these youths are characterized by poor organizational skills, differing learning styles, lack of goal orientations, poor anger management, general sense of helplessness, physical and verbal aggressiveness, numerous emotional and mental health related problems, poor impulse control, low self-esteem, general distrustfulness of others, etc. In sum, an ever-increasing proportion of our youthful populations are indeed on very negative life course trajectories with few positive life course prospects. Research has shown, however, that there are intervening factors that may change this negative path. Specifically, studies have demonstrated that students receiving quality education and appropriate behavioral supports do have the capacity to positively alter and improve the life course trajectories of both deep-end delinquent and other at-risk youths.

JJEEP's research specifically has demonstrated that the receipt of quality education in a supportive and structured setting can lead to significant academic and social gains for this population. Repeatedly, JJEEP has found that a key component to such quality juvenile justice and alternative school discipline education programs is the use of certified teachers who are teaching in their specified areas of professional certification. Throughout the United States, however, certified teachers are a scarce commodity for both juvenile justice and alternative education programs as well as for all K-12 schools. As the juvenile justice and

alternative education programs face particular challenges with their population, the successful implementation of quality education becomes that much more complex. Unfortunately, therefore, it is not simply a lack of certified teachers that leads to problems for these programs but also the fact that there are no university educational curricula targeted at specifically training certified teachers to possess appropriate behavior intervention skills of use with the unique needs of this population.

In order to be able to meet both the academic and social-behavioral needs of this unique population, specialized university training and preparation for teachers is imperative. In response, JJEEP is working to establish the Center for the Education of Delinquent and At-risk youths to be established at Florida A&M University in collaboration with Florida State University. The two universities will actively collaborate on the curriculum design, implementation, and ongoing evaluation of the Center's operations. Moreover, JJEEP will work with both Florida A&M University and DOE in the development of integrated best education and problem adolescent behavior intervention practices. The development of this design will involve working closely with Florida A&M University's College of Education and other appropriate social science departments within the university. Pedagogy and structured and supervised field placement will be integral components of the Center's curriculum.

The start date of the Center is targeted for the fall semester 2003. At that time, students will begin their integrated education and adolescent behavior intervention training. Students who complete the undergraduate program will graduate with both a bachelor's degree and professional certification in such academic areas as reading, English, science, math, or social studies. In addition to teaching certification, the Center's graduates will have participated in a core curriculum that focuses on the features of positive youth development and appropriate behavior intervention strategies. Working with DOE, the Center will develop a certification and/or endorsement for teaching delinquent and at-risk youths. The Center will continuously refine and change its curriculum and programming according to the ongoing research findings on best education and behavior modification for delinquent and at-risk youths.

14.6 Summary Discussion

Although the main focus of alternative education, namely individualized treatment and smaller school and class size has remained largely consistent since the Progressive Era, alternative schools have evolved in response to political, social, and economic needs of states and local school districts, mainly serving as a place where disruptive students are removed temporarily from public school's mainstream. The disparity that exists in the types and purposes of alternative schools across the country makes it difficult to identify empirically based best practices for alternative schools serving at-risk populations; however, several common approaches emerge from the literature. Individualized services and instruction based on diagnosing individual student strengths and weaknesses; small schools and class settings; the offering of vocational and social skills courses; the use of community resources, including mentors and advocates; and the use of highly qualified and dedicated teachers stand out as the most common best practices. Nonetheless, most of the prior literature is anecdotal or descriptive, and examines only a small number of programs or students.

There is consensus that more empirically based research is needed to measure the effectiveness of alternative schools serving at-risk populations. Many researchers agree that such evidence is virtually nonexistent (Raywid, 1999; Northwest Regional Educational Laboratory, 1998). “In order to fully examine the effect of alternative schools on student achievement and retention in alternative schools, more large-scale review and standardized assessments may be necessary” (Lange & Sletten, 2002, p. 22).

JJEEP’s pilot project with two Volusia County alternative schools is designed to develop a QA process that will effectively evaluate alternative schools’ implementation of identified best practices. Additionally, the pre- and post- outcome research design employed by JJEEP will provide empirical validation of the QA process and subsequent best practices. When the QA process has been validated and specific educational practices are identified to successfully assist at-risk students with reintegration to their home schools and subsequent positive community outcomes, the QA process for various types of alternative schools can be replicated throughout Florida in an effort to reduce the state’s school dropout rate.

By recognizing that quality teachers are the foundation of any educational program, JJEEP, in collaboration with the DOE, will assist in the implementation of the Center for Juvenile Justice Education and Training at Florida A&M University in collaboration with Florida State University. JJEEP’s role in the Center will be to assist in curriculum development and refinement and the ongoing evaluation of the Center’s operations and outcomes. Ultimately, it is envisioned that the Center will be an ongoing educational and training experiment in providing future teachers with state-of-the-art best practices for effectively confronting the dual academic and social skills and behavior deficiencies of delinquent and at-risk youths.

CHAPTER 15

SUMMARIES, CONCLUSIONS, AND RECOMMENDATIONS, AND 2003 INITIATIVES

15.1 Introduction

During 2002, the Juvenile Justice Educational Enhancement Program (JJEED) continued to advance its research, quality assurance (QA), technical assistance, and policy functions. As cited in Chapter 1, our 2002 research continues to demonstrate that quality education does, in fact, serve as a turning point in the delinquent to crime life course of many juvenile justice youths. With regard to QA trends, while JJEED continues to annually raise the bar in educational program expectations, overall statewide QA educational program performance continues to improve. During 2002, JJEED and the Florida Department of Education (DOE) substantially expanded technical assistance services through statewide training and follow-up site visits to low performing programs. Moreover, JJEED's 2002 policy activities were substantially expanded through the QA pilot project for Volusia County's alternative school discipline schools and the development of a proposal and subsequent planning for a Center for Juvenile Justice and Education and Training for university students interested in teaching careers with delinquent and other at-risk youths.

This chapter is comprised of three subsequent sections. Section 15.2 provides summaries of Chapters 2-14. Section 15.3 draws conclusions and recommendations from JJEED's 2002 activities and findings. Section 15.4 closes the chapter with identification and discussion of particular research, QA, technical assistance, and policy initiatives JJEED will be addressing during 2003.

15.2 Chapter Summaries

Chapter Two reports upon the 2002 QA findings that show a slight decline in overall statewide mean QA scores for the first time since JJEED began conducting QA reviews in 1998. The chapter concludes, however, that this modest decline was likely a consequence of the increasing numbers of programs across Florida being designated by the Department of Juvenile Justice (DJJ) as deemed or special deemed rather than a reflection of a downward trend in overall educational program quality. Overall, the 2002 QA scores show that the majority of educational programs are in the satisfactory range with approximately the same proportion of programs in the high and lower ranges. The chapter reports upon an analysis previous years' QA scores for the deemed and special deemed programs and finds that the relationship between DJJ deemed designation and educational program quality are not consistent. Specifically, a number of deemed programs have lower satisfactory performing educational programs that are clearly in need of a full QA review and technical assistance rather than the abbreviated review without scores that they received. These findings resulted

in reconsideration by JJEEP and DOE on how to review deemed programs during the 2003 QA review cycle. It is planned that a more comprehensive QA review with numerical scores will be implemented during the 2003 QA review cycle.

Chapter Three presents 2002 corrective action findings that document the number of corrective actions increased from 197 for 80 programs during 2001 to 220 for 92 programs during 2002. Most of the corrective actions for 2002, as in 2001, were in the area of transition. The second highest number of corrective actions was in the new data management indicator that requires that school districts utilize individual school numbers for reporting student data. In response to habitually low performing programs receiving consecutive corrective actions, JJEEP responded with 42 targeted site visits to provide technical assistance following the end of the 2002 QA cycle.

Chapter Four describes JJEEP's 2002 technical assistance efforts. During 2002, as in previous years, JJEEP provided technical assistance through QA visits, mail and telephone follow-up, conferences, training meetings, and selected site visits. In 2002, however, JJEEP substantially accelerated its technical assistance by conducting 42 follow-up site visits to programs and school districts that requested technical assistance. The majority of these follow-up site visits took place during November, December, and early January. Further, in 2002, a statewide technical assistance survey conducted by JJEEP documented that juvenile justice teachers, program administrators and related school district personnel were in need of additional training in: grant and funding opportunities, vocational curriculum, special curriculum for those students with high school diplomas or equivalents, individual academic plan (IAP) development, individualized curriculum for K-12 students, and best practices in QA educational indicators. During 2003, JJEEP and DOE will respond to these technical assistance needs by offering special training opportunities and technical assistance papers (TAPs) in these identified training need areas. The chapter concludes with mention of JJEEP's new website that was introduced in November. The new web site is designed to provide various forms of technical assistance and is discussed in detail in Chapter 13.

Chapter Five presents findings on exceptional student education (ESE) students and services in Florida's juvenile justice facilities. The chapter reports that school districts are more effective in identifying ESE students in juvenile justice facilities, in part, because of an increase in staff resources allocated for ESE students. Research conducted by JJEEP during 2002 determined that 44 % of Florida's incarcerated youths were ESE students.¹ The chapter concludes that while the quantity and quality of ESE services vary widely across the state's juvenile justice educational programs, high QA performing programs provide better ESE and individualized services than lower QA performing programs. As a result, providing appropriate ESE services to juvenile justice youths continues to be a challenge for Florida's juvenile justice educational programs. JJEEP and DOE plan to highlight this challenge and

¹ Total percent of exceptional student education students in Department of Juvenile Justice education programs differs between the Department of Education and the Juvenile Justice Educational Enhancement Program as reported in their respective 2002 Annual Reports. The Juvenile Justice Educational Enhancement Program's method for identifying exceptional student education students covers a different time period and is based upon the students' public school records before commitment to Department of Juvenile Justice facilities.

potential strategies for resolution at the 2003 Juvenile Justice Education Institute and Southern Conference on Corrections.

Chapter Six documents that in 2002 the number and quality of contracts and cooperative agreements submitted to DOE increased over 2001. The majority of school districts, the DJJ and educational programs now appear to have a better understanding of the requirements and necessary content for contracts and cooperative agreements following the extensive technical assistance that was provided during 2002. Nonetheless, some of the lower QA performing programs are still operating with unclear contracts. Further, school districts throughout the state directly manage their own juvenile justice educational programs better than they manage those that they contract with a private provider. As a result, targeted training in this area is needed and planned for 2003.

Chapter Seven reviews the relevant literature and presents findings from a 2002 study completed by JJEPP on the educational deficiencies of Florida's juvenile justice students. The prior literature is found to conclude that delinquent youth suffer numerous educational deficiencies that contribute to their delinquent behavior. The JJEPP study compared populations of Florida juvenile justice students with matched public school students. The juvenile justice students were found to be over represented by males and disproportionately African-American. Further, the juvenile justice students compared to their public school counterparts were disproportionately learning disabled, suffering from behavior disorders and of lower socioeconomic status. Further, juvenile justice students are characterized by higher grade retention and lower grade point averages (GPAs). These results demonstrate that Florida's juvenile justice educators and programs face major challenges in their continuing efforts to provide quality and effective education to juvenile justice youths that is responsive to their disproportionate education deficiencies.

Chapter Eight provides the results of JJEPP's 2002 assessment of the correlates to quality educational programs. The 2002 correlates findings are consistent with the 2001 findings. Publicly operated juvenile justice educational programs continued to perform better in relation to QA scores than did private-operated not-for-profit and for-profit programs. In publicly operated juvenile justice educational programs, 75% of the teachers were professionally certified with only 31% in not-for-profit programs and 33% in for-profit programs. Throughout the state's juvenile justice programs, professionally certified teachers are often teaching outside their area of certification. Further, the state's largest juvenile justice educational programs employ the fewest professionally certified teachers. Clearly what emerges from these findings is that the best predictor of quality juvenile justice educational programs is the quality of teachers providing the program's delivery of educational services. Despite this, the numbers and availability of certified teachers interested in teaching in juvenile justice educational programs remain scarce in Florida and elsewhere throughout the country. It was in response to this problem that JJEPP developed a proposal for the Center for Juvenile Justice Education and Training that would provide special education and training for university students interested in teaching careers with delinquent and other at-risk youths. This policy initiative by JJEPP is discussed in more detail in Chapter 14.

Chapter Nine provides an update on JJEEP's continuing implementation of a QA literacy standard. The chapter presents a literature review that connects the literacy standard with relevant literacy theories on effective reading instruction and describes the methodology being employed to ultimately identify a useful QA literacy standard for juvenile justice educational programs. The chapter concludes with identification and discussion of the steps involved in the pilot testing and subsequent implementation of the literacy standard.

Chapter 10 identifies and discusses the problems JJEEP has encountered in its attempt to implement a uniform pre and post juvenile justice student assessment methodology. Florida has approved 32 different assessment tests for the state's approximately 200 juvenile justice educational programs. These tests use different approaches in assessing student progress, and their results are reported differently to DOE. This has made program comparisons impractical and resulted in JJEEP implementing an alternative pupil progression methodology. The methodology is focused upon academic credits earned, GPA, advancement to the next grade level, and diplomas and certificates earned. These various items of individual student gain data will be used to calculate average academic gains and pupil progression rates for each of the approximate 200 educational programs. This alternative methodology will be employed until a uniform academic assessment test and administering system can be implemented in the state's various juvenile justice educational programs.

Chapter 11 presents a series of longitudinal research findings addressing the relationship between educational program quality and community reintegration. Very importantly, the findings demonstrate that quality educational programs are, in fact, facilitating the successful community reintegration of juvenile justice youths. High quality educational programs compared to average and below average quality educational programs have a larger proportion of their graduating youths returning to school and not recidivating by return to another DJJ program. Further, the majority of these youths are employed. These findings demonstrate the capacity of quality education to alter the delinquent to adult crime life course of countless numbers of Florida's juvenile justice youths.

Chapter 12 reports Florida's juvenile justice findings from JJEEP's self-report study of community reintegration outcomes. While limitations are acknowledged in the self-report methodology, several important findings are noted. First, many parents and guardians of those youths who were released from juvenile justice facilities with high QA performing educational programs reported that the youth's educational performance improved over their pre-incarceration educational performance. Further, youths released from high QA performing educational programs versus lower QA performing programs more frequently reported receiving high school diplomas and that their education was important to them. These self-report findings are supportive of our longitudinal findings reported in Chapter 11 that show the capacity of high quality educational programs to provide a positive turning point in the delinquent to adult crime life course.

Chapter 13 describes JJEEP's new web site. The chapter points out that the new website is designed to provide site visitors comprehensive information on JJEEP and various forms of technical assistance. A major feature of the new web site is an interactive "virtual tour" that

describes and illustrates JJEEP's interrelated research, QA, technical assistance, and policy functions.

Chapter 14 describes two major policy initiatives addressed by JJEEP during 2002. The first initiative involves implementing a research driven QA system for Volusia County's alternative school discipline schools. The research and subsequent development of QA standards for education and behavior are documented and the forthcoming 2003 activities are described. It is anticipated that when the QA process is implemented and specific education and behavior best practices are identified and validated these practices can be replicated throughout Florida's alternative school discipline programs. The second initiative involves the development of a proposal for a University Center for Juvenile Justice Education and Training. The purpose of the Center will be the education and training of certified teachers interested in teaching careers in juvenile justice or with other at-risk students in public schools. Clearly there is a need for additional certified teachers, and JJEEP envisions working closely with the Center to share our research and best practices knowledge of juvenile justice education for the Center's curriculum development. The problem is that while a clear best practice in juvenile justice education is high quality certified teachers teaching in their areas of certification, the demand for such teachers far exceeds supply. The Center should be responsive to the problem of certified teacher scarcity.

15.3 Conclusions and Recommendations

Conclusions

- ❑ The 16,000 delinquent youth who annually enter a Florida juvenile justice commitment facility suffer disproportionate educational deficiencies and behavior problems.
- ❑ Since 1998, Florida has incrementally implemented a juvenile justice education policy that ensures continuous quality improvement through a best practices research-driven quality assurance and technical assistance system.
- ❑ Each year, the bar is raised in the requirements and expectations for juvenile justice education programs in their delivery of educational services in relation to ongoing research findings validating best practices.
- ❑ Each year, as the requirements and expectations have increased, the overall quality of juvenile justice education programs has improved.
- ❑ As a result of these efforts, it has been determined that on average 35% of the youth released annually from a juvenile justice commitment facility return to school, 56% become employed and only 10% recidivate by recommitment to a Department of Juvenile Justice facility.
- ❑ Those juvenile justice youth who exit the highest quality juvenile justice education programs have the highest percent of return to school, namely 39% compared to 35% for average quality and 29% for below average quality and the lowest percent of

recommitment with 5% for high quality, 9% for average quality, and 15% for below average quality.

- ❑ In 2001, Florida was identified and promoted as the leading state in the nation for its method and delivery of effective juvenile justice education by the United States Department of Justice's Office of Juvenile Justice and Delinquency Prevention and the American Correctional Association.
- ❑ Florida's unique and decentralized system of research driven quality assurance and technical assistance to local school districts that are responsible for the juvenile justice educational programs located in their districts has proven that research driven and accountable "education in the hands of educators" is a cost-effective model worthy of replication throughout the nation and beyond.
- ❑ In fact, a number of other states are implementing components of Florida's juvenile justice education model and, in addition, France has requested assistance from Florida in their countrywide effort to implement quality education in their juvenile institutions.

Recommendations

- ❑ The Department of Education should target and intensify its research, quality assurance and technical assistance activities to improve the quality of the average and below average juvenile justice education programs because of the documented and disproportionate positive community reintegration outcomes associated with the highest quality juvenile justice education programs.
- ❑ The Department of Education should propose specific requirements for school districts on the use of certified teachers for academic core subjects and special education in all juvenile justice education programs because the use of certified teachers teaching in their area of professional certification has been established as a proven best practice in juvenile justice education.
- ❑ The Department of Education should continue to pursue and support innovative initiatives aimed at increasing the number of certified teachers interested in teaching careers with juvenile justice students and other at risk students in public schools because of the increasing state and national scarcity of certified teachers.
- ❑ The Department of Education should recommend that the Florida legislature reconsider Florida's move toward larger juvenile justice commitment facilities because of the documented poor community reintegration outcomes of these larger facilities.

15.4 2003 Initiatives

During 2003, JJEPP will undertake a series of initiatives within each of its ongoing research, QA, technical assistance, and policy functions. With regard to continuing longitudinal research, particular attention will be given to identifying specific aftercare, mentoring,

advocacy or other services required to facilitate, sustain or strengthen the turning of juvenile justice youth away from delinquency during their reintegration back into the community. Conversely, JJEEP will be attempting to identify those community reintegration contingencies or experiences that contribute to a return to delinquency. This research initiative is aimed at providing specific conclusions on aftercare and follow-up services that are required to sustain positive behavior during both the predictably difficult early transition from incarceration to community reintegration and the longer term as well. In addition, JJEEP will be extending its program data collection to include select variables on facility treatment. This expanding data collection will enable us to specify the specific education and behavior treatment support services that constitute best practices in relation to successful community reintegration of juvenile justice youths.

During the 2003 QA cycle, JJEEP will implement a more comprehensive QA review of deemed and special deemed educational programs. The 2002 QA review of deemed and special deemed programs involved one day reviews without numerical scores. Further, the number of deemed and special deemed programs has been increasing from 40 in 2001, to 47 in 2002, and with an estimated total of 60 programs during 2003. Based upon an analysis (see Chapter 2) of the last QA scores received by the programs before they were designated deemed and special deemed, the majority of the programs scored in the mid to low satisfactory range. As a result, JJEEP and DOE have decided that many of these programs would clearly benefit from a more complete QA review and follow-up technical assistance. Moreover, since DJJ initiates the deemed and special deemed designations based primarily upon their respective QA review for custody and treatment, many of the state's most outstanding educational programs are not designated deemed or special deemed.

During 2003 continued emphasis will be given to technical assistance. A particular initiative in technical assistance, and in conjunction with JJEEP's more comprehensive review of deemed and special deemed programs, will be the identification of exemplary or demonstration programs. The intent of this initiative is to identify some of the most outstanding juvenile justice educational programs operating in Florida. The identification will be determined by multiple indicators. A review team of JJEEP, DOE, district, and local educational program providers will determine the final designation. A protocol for visitors to the program will be developed and tested. Ultimately, it is anticipated that the various designated "demonstration programs" will provide other district and educational program providers excellent technical assistance opportunities with visits targeted to begin in November 2003.

JJEEP's policy initiatives for 2003 will include continuation of its research and QA for Volusia County's alternative school discipline schools. It is anticipated that several presentations will be made at the 2003 Juvenile Justice Education Institute and Southern Conference on Corrections on the status of this demonstration project. JJEEP will also continue to work on the implementation of a Center for Juvenile Justice Education and Training that could be located at Florida A&M University and work in collaboration with Florida State University. At the international level, France has requested assistance from JJEEP in their efforts to develop quality education for all of their juvenile institutions. JJEEP will work directly with Lille University in Northern France to assist in the country's

development of quality education. At the state level, JJEEP will be providing legislators with copies of our Executive Summary of the 2002 Annual Report that focuses upon (1) Florida's success, to date, in providing quality education that is serving as a positive turning point in the delinquent to crime life course for many of the state's juvenile justice youths and (2) the need to increase the rate of success by improving the quality of the state's average and below average juvenile justice education programs.

In conclusion, currently in Florida and throughout the country, the focus of educational reform is upon kindergarten through third grade (K-3) literacy or what the federal government has termed, *No Child Left Behind*. Florida has adopted the *Just Read, Florida!* initiative that is focused upon K-3 literacy instruction. Clearly, this is a needed and important educational reform effort; however, it is essential that this new reform focus not result in any decline in Florida's excellent record of educational reform throughout its K-12 system and in particular its juvenile justice education efforts. All of Florida's K-12 public school and juvenile justice students need and can substantially benefit from increasing educational quality in literacy and other academic core subjects.

Quality and effective education can make a positive difference in the lives of all Florida's children!

APPENDICES

APPENDIX A

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 aptitude 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, ESE, and GED diploma preparation.

Correctional inservice training includes services delivered to educators to provide continued professional development addressing working with at-risk and delinquent youths.

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 such programs. This includes gifted students or students with disabilities.

ESE inservice training includes services delivered to educators to provide continued professional development addressing the needs of students in ESE programs.

General Educational Development (GED) diploma preparation is instructional delivery and planning to assist a student in obtaining a high school equivalent diploma.

GED Exit Option allows students to receive a standard high school diploma in addition to a State of Florida high school diploma provided they pass both the GED exam and the High School Competency Test (HSCT) or the Florida Comprehensive Assessment Test (FCAT).

Individual academic plans (IAPs) 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.

Individual educational plans (IEPs) are written documents for each student participating in an 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 means 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 indicate how a student will best acquire and retain knowledge. Learning styles include auditory, visual, kinesthetic, and tactile.

Learning styles assessments are any written, oral, or computer-based evaluation of, at a minimum, auditory, visual, kinesthetic, and tactile student learning abilities.

Life skills address communication and employability skills, decision-making, and money management.

Psychosocial curriculum addresses such issues as anger management and conflict resolution.

Student/teacher ratio describes the proportion of students to teachers in a classroom.

Teacher certification refers to the 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
2002 EDUCATIONAL
QUALITY ASSURANCE STANDARDS
FOR
RESIDENTIAL PROGRAMS,
DAY TREATMENT PROGRAMS, AND
DETENTION CENTERS**

2002 Residential Programs Educational Quality Assurance Standards

2002 Residential 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 expected outcome 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 expected outcome 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 expected outcome of this indicator is to ensure that programs develop IAPs for non-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 expected outcome 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 expected outcome 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 expected outcome of this indicator is to ensure that the program assists students with reentry into community, school, and/or work settings, and transmits educational portfolios to appropriate personnel at the students' next educational placements.

E1.01 Entry Transition: Enrollment

Compliance Indicator (PRIORITY)

The program has entry transition activities that include

- when the most current records are not present, making and documenting (with dates) requests for student educational records, transcripts, withdrawal forms, and ESE records, including IEPs, within five days of student entry into the facility (excluding weekends and holidays), and making and documenting (with dates) follow-up requests for records not received
- ensuring that student educational files contain, at a minimum,
 - the student's permanent record information, 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)
- enrollment in the school district management information system (MIS) based on a review of past records, including withdrawal forms from the previous school with grades in progress, entry assessments, and pupil progression, and including the placement of current school district course schedules in student files

Interpretive Guidelines

The expected outcome of this indicator is that students are properly enrolled so they may progress toward a high school diploma or its equivalent.

If there are minor exceptions, but the expected outcome 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 written procedures, entry documentation, student educational files, prior educational records or documentation of records requests, current transcripts, course schedules, enrollment forms, and other appropriate documentation
- interview the registrar, data entry clerk, other appropriate personnel, and students

Clarification

Appropriate school personnel should review students' past educational records from DJJ commitment files from detention, assignment, or prior commitment programs. Withdrawal grades should be averaged into current semester grades from the program. The program must have access to the school district MIS for requesting "in-county" records and completing enrollment. Programs with 50 beds or more must have access to the school system database for the purpose of requesting records and enrolling students. "Out-of-county" records should be requested through multiple sources, such as Florida Automated System for Transfer of Educational Records (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 school district 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. DJJ programs have access to a 30-day waiver for immunization information. Student files also should contain report cards, progress reports, assessment information, and ESE information, which will be recorded and rated in subsequent indicators. Electronic files maintained on site, which contain required educational information, are acceptable.

References

Sections 228.081(2)(3), 228.093, 230.23161(14), 232.23, F.S.; Rules 6A-6.05281, 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

- 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); and placed in student files. Assessments must be age-appropriate and administered according to the test publisher’s guidelines.
- 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); and placed in student files*

Interpretive Guidelines

The expected outcome of this indicator is that assessments are utilized to diagnose students’ academic and vocational strengths, weaknesses, and interests in order to address the individual needs of the students.

To determine the rating, the reviewer, at a minimum, should

- review educational written procedures, student educational files, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students
- verify that the assessments used are appropriate for the areas to be assessed for the ages and grade levels of the students

Clarification

Programs may use prior assessment results from detention, assignment, or prior commitment when those results are recent according to the administrative guidelines of the instrument used, and are determined by instructional personnel to be accurate. Assessment measures shall be appropriate for the student’s age, grade, language proficiency, and program length of stay and shall be non-discriminatory with respect to culture, disability, and socioeconomic status. 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 results do not appear to be consistent with the students’ reported performance levels. Instructional personnel should have access to assessment results and records in student files and be well informed about the students’ needs and abilities. 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

Sections 228.081(2), 229.57, 230.23161(2)(14), F.S.; Rule 6A-6.05281, FAC

Performance Rating

- Superior Performance 7 8 9
- Satisfactory Performance 4 5 6
- Partial Performance 1 2 3
- Nonperformance 0

***This requirement is not applicable to programs that only serve students for less than 64 calendar days.**

**E1.04 On-Site Transition:
Student Progress**

Performance Indicator

The program has evidence of students' academic gains. The program verifies academic gains by

- ❑ documenting (with dates) the review of students' academic progress toward achieving the content of their IEPs and IAPs during the students' treatment team meetings and (when appropriate) the revision of long-term goals and short-term instructional objectives in IAPs by an educational representative
- ❑ 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

Interpretive Guidelines

The expected outcome of this indicator is that students are making progress toward their educational goals and 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, IAPs, IEPs, grade books, continuing assessments, 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 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

Sections 228.081(2)(3), 230.23161(6)(8)(9)(10), F.S.; Rule 6A-6.05281, FAC

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

The program has education personnel who are responsible for documenting and providing guidance services regularly to all students. Guidance services must include, at a minimum

- advising students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, and post-secondary opportunities, and communicating to students their educational status and progress, including grade level, credits earned, and credits required for graduation
- recommending and assisting with placement options for return to the community, school, and/or work settings

Interpretive Guidelines

The expected outcome of this indicator is that students receive assistance in setting realistic goals and making appropriate decisions about their futures.

To determine the rating, the reviewer, at a minimum, should

- review student IAPs, 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 and treatment activities. Individuals delivering guidance/advising services should demonstrate detailed knowledge of graduation requirements, diploma options, including the benefits and limitations of pursuing a General Education Development (GED) diploma, the GED Exit Option, and vocational and career opportunities. Guidance activities should be based on the *Florida Course Code Directory and Instructional Personnel Assignments*; the school district's pupil progression plan, state and district-wide assessments, requirements for high school graduation, including all diploma options and post-commitment vocational/career educational options. Students will be expected to have knowledge of their credits, grade levels, and diploma options to verify that individuals delivering guidance services are communicating this information to students. Guidance services for middle school students should consist of promotion criteria, high school planning, and vocational/career counseling consistent with post-placement plans and opportunities. 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

Sections. 230.23161(3)(4)(6)(7), F.S.; Rules 6A-6.05281, 6A-6.021, FAC; *Florida Course Code Directory and Instructional Personnel Assignments*

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

*This indicator is not applicable to programs that only serve students for less than 64 calendar days.

E1.06 Exit Transition

Performance Indicator (PRIORITY)

The program has exit transition activities that include

documenting that an educational representative who is familiar with the student’s performance participates in student exit staffings or transition meetings and assists students with successful transition to their next vocational or educational placements

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, and job/career or vocational training plans, including the responsible parties for implementing the plan

documenting placement and/or transmittal of the educational exit portfolio, which includes the following items in the student’s DJJ commitment file or DJJ discharge packet

- a copy of the student’s exit plan
- current permanent record information that includes the results of any state and district-wide assessments, a current cumulative total of credits attempted and earned, including those credits earned prior to commitment, and a current cumulative transcript (should be generated from the school district MIS)
- a school district withdrawal form that includes grades in progress from the program
- a current IEP and/or IAP
- all entry assessment information and exit assessment data on reading, writing, and math using the same instrument as used for entry
- length of participation in the program (including entry and exit dates)
- copies of any certificates and/or diplomas earned at the program

Interpretive Guidelines

The expected outcome of this indicator is that the program assists students with reentry into community, school, and/or work settings, and transmits educational exit portfolios to appropriate personnel at students’ next educational placements.

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

The program should retain evidence that all required information is being transmitted to juvenile probation officers (JPOs) and aftercare providers via the DJJ discharge packets or commitment files. This evidence can include complete closed commitment files, signatures of JPOs on receipts of educational information, and/or certified mail receipts of educational information. Transition meetings or exit staffings should occur at a time agreed upon by educational and treatment personnel. The student, a parent, and an educational representative should be present at all transition meetings or exit staffings. If a parent cannot attend, documentation of communication with the parent should be available. When an educational representative is unable to participate in these meetings, transition personnel should review the educational personnel’s detailed written comments about continuing education. 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, including an alternative educational placement. Permanent record information and cumulative transcripts from the school district 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.

References

Sections 228.081(2)(3)(4), 228.093, 230.23161(9)(10)(14), 232.23, F.S.; Rules 6A-6.05281, 6A-1.0014, 6A-1.0955, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

2002 Residential 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 community, school, and/or work settings.

E2.01 Curriculum: Academic Performance Indicator (PRIORITY)

The expected outcome of this indicator is 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 expected outcome of this indicator is 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 expected outcome of this indicator is that instruction addresses each student's needs, goals, and learning styles to stimulate continual student participation and interest.

E2.04 Classroom Management Performance Indicator

The expected outcome of this indicator is that mutual respect and understanding between instructional personnel and students are promoted, and the environment is conducive to learning.

E2.05 Support Services Compliance Indicator (PRIORITY)

The expected outcome of this indicator is 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 expected outcome of this indicator is that students' isolation from the community is reduced through community and parent/family involvement in the students' education, and students are prepared 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, IEPs and IAPs, and prior educational records and that include

- ❑ lesson plans, materials, and activities that reflect cultural diversity and the individual academic and instructional needs of the students, including
 - instruction in reading, writing,* and mathematics*
 - curriculum modifications and instructional accommodations as appropriate to meet the needs of all students as noted in IAPs and IEPs
 - tutorial, remedial, and literacy instruction as needed
- ❑ a substantial curriculum that consists of curricular offerings that provide credit and are based on the school district’s pupil progression plan, the *Florida Course Code Directory and Instructional Personnel Assignments*, the course descriptions of the courses in which students are receiving instruction, and the Florida Sunshine State Standards (FSSS)
- ❑ access to GED testing for appropriate students and appropriate use of the GED Exit Option, or access to a GED curriculum that is substantial and meets state course descriptions and state and federal guidelines*
- ❑ a minimum of 240 days per year of 300 minutes daily (or the weekly equivalent) of instruction

***The requirements for writing and mathematics instruction and GED are not applicable to programs that only serve students for less than 64 calendar days.**

Interpretive Guidelines

The expected outcome of this indicator is 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 written 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. A substantial curriculum will meet state course descriptions and will not consist of supplemental materials only. 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. Programs must provide course credits or pupil progression leading toward high school graduation throughout the 250-day school year. Programs may use traditional scheduling, block scheduling, or performance-based education to provide the most effective year-round schooling.

References

Sections 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, 232.248, 233.061, F.S.; Rules 6A-6.05281, 6A-1.09401, 6A-1.09412, 6A-1.09414, 6A-1.09441, 6A-6.021, 6A-6.0521(2), 6A-6.0571, 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 and Vocational Training*

Performance Indicator

Curricular activities are demonstrated in educational settings and

- address practical arts, independent living skills, and social skills on a year-round basis through courses offered for credit or certification that follow course descriptions or workforce development course requirements; or are integrated into other courses already offered for credit
- provide vocational/technical training, workplace readiness training, or career awareness and exploration instruction through courses offered for credit or certification that follow course descriptions or workforce development course requirements; or are integrated into other courses already offered for credit
- address the social skills, life skills, and employment needs of every student who has received a high school diploma or its equivalent

***This indicator is not applicable to programs that only serve students for less than 64 calendar days.**

Interpretive Guidelines

The expected outcome of this indicator is 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 written procedures, and other appropriate documentation
- interview instructional personnel, administrators, other appropriate personnel, and students
- observe educational settings

Clarification

The following activities may be offered as specific courses, integrated into one or more core courses offered for credit, and/or provided through thematic approaches. Such activities as employability skills instruction, career awareness, and social skills instruction that are appropriate to students' needs; lesson plans; materials; and activities that reflect cultural diversity; character education; health and life skills; vocational offerings; and fine or performing arts should be offered to assist students in attaining the skills necessary to successfully transition back into community, school, and/or work settings. 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 settings. Students who have attained a high school diploma or its equivalent should participate in the educational program's vocational and social skills classes and activities.

References

Sections 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.; Rules 6A-6.05281, 6A-6.0521(2), FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E2.03 Instructional Delivery

Performance Indicator

Individualized instruction and a variety of instructional strategies are documented in lesson plans, demonstrated in all classroom settings, and address

- instruction that is aligned with IAPs and IEPs and students' academic levels in reading, writing, and mathematics in all content areas being taught
- a variety and balance of targeted and appropriate teaching strategies to accommodate students' learning styles (e.g., auditory, visual, kinesthetic, tactile)

Interpretive Guidelines

The expected outcome of this indicator is that instruction addresses each student's needs, goals, and learning styles to stimulate continual student participation and interest.

To determine the rating, the reviewer, at a minimum, should

- review lesson plans, student work folders, , IAPs 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 (CAI), or the use of a curriculum with the same content that addresses multiple academic levels. Long-term goals and short-term instructional objectives in students' IAPs and IEPs should be used by all instructional personnel to assist in providing individualized instruction and educational services. Instructional strategies may include, but are not limited to, thematic teaching, team teaching, direct instruction, experiential learning, CAI, 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 IAPs of their non-ESE students.

References

Sections 228.081(2)(3), 230.2316(4), 230.23161(3)(4)(6), F.S.; Rules 6A-6.05281, 6A-6.0521, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.04 Classroom Management

Performance Indicator

The behavior management system of the educational program and the facility's behavior management system must be aligned and facilitate a classroom environment that supports high expectations. Classroom management procedures are documented and demonstrated by

- posted rules that are consistently enforced by instructional personnel and program staff and are clearly understood by all students
- equitably applying behavior management strategies and establishing and maintaining acceptable student behavior
- maintaining instructional momentum and ensuring that students are engaged in learning activities

Interpretive Guidelines

The expected outcome of this indicator is that mutual respect and understanding between instructional personnel and students are promoted, and 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 should 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, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented through collaboration between instructional personnel and program staff and through instructional delivery activities. Classroom management procedures should be designed to empower students to become independent learners and to promote positive student self-esteem.

References

Sections 228.081(2), 230.23161(7)(14), F.S.;
Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E2.05 Support Services

Compliance Indicator (PRIORITY)

Support services are available to students and include

- English for Speakers of Other Languages (ESOL), 504, educational psychological services, and ESE services, including speech and language, related services, and mental and physical health services that, at a minimum, consist of regularly scheduled consultative services and instruction that is consistent with students' IEPs

Interpretive Guidelines

The expected outcome 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 ESOL, speech and language, and/or ESE programs should be provided all corresponding services, including mental and physical health services, required by federal and state laws. Students' support and educational services should be integrated. Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs.

References

Sections 228.041, 228.081(2), 230.23161(3)(4)(5)(6)(14), 230.2317(1), F.S.; Rules 6A-6.05281, 6A-6.0521, FAC

Compliance Rating

- | | |
|--------------------------|---|
| □ Full Compliance | 6 |
| □ Substantial Compliance | 4 |
| □ Noncompliance | 0 |

E2.06 Community and Parent Support*

Performance Indicator

The educational program ensures that

- community involvement is solicited, documented, and focused on educational and transition activities**
- parent/family involvement is solicited, documented, and focused on educational and transition activities

Interpretive Guidelines

The expected outcome of this indicator is that students' isolation from the community is reduced through community and parent/family involvement in the students' education, and students are prepared 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

Community involvement may consist of tutoring, mentoring, clerical and/or classroom volunteers, career days, guest speakers, business partnerships that enhance the educational program, and student involvement in the community that supports education and learning. Student volunteerism in the community, community volunteerism within the program, and mentoring/role-modeling are also examples of community involvement. Community involvement activities should be integrated into the educational program's curriculum. Community activities could be aligned with school-to-work initiatives. Parent involvement should be solicited, and parents should be informed about their child's needs before the student exits back to the home, school, and community. School advisory councils (SACs) should solicit members from the community and parents when possible.

References

Sections 228.081(2), 230.23161(3)(4), F.S.;
Rules 6A-1.0502, 6A-1.070, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

***This indicator is not applicable to programs that only serve students for less than 64 calendar days.**

****Student participation in off-site community activities is not required for high-risk and maximum-risk programs.**

2002 Residential 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 expected outcome of this indicator is that instructional personnel and educational staff are well informed about the program's and the school district's purpose, policies, expected student outcomes, and school improvement initiatives.

E3.02 Instructional Personnel Qualifications Performance Indicator (PRIORITY)

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

E3.03 Professional Development Performance Indicator

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

E3.04 School Improvement Performance Indicator

The expected outcome of this indicator is that ongoing program improvement through self-evaluation and planning is promoted.

E3.05 Policies and Procedures Compliance Indicator

The expected outcome of this indicator is that effective organization and consistency between school districts and the educational components of juvenile justice facilities are promoted.

E3.06 Funding and Support Performance Indicator (PRIORITY)

The expected outcome of this indicator is that funding provides high-quality educational services.

E3.01 Communication

Performance Indicator

On-site educational administrators ensure that there is documented communication

- between the school district, DJJ, the facility, and on-site educational administrators
- that focuses on improving the quality of teaching and learning through a clearly stated educational mission and vision
- between educational personnel and facility/treatment staff
- including regularly held faculty and/or staff meetings that focus on curriculum, instruction, and transition services

Interpretive Guidelines

The expected outcome of this indicator is that instructional personnel and educational staff are well informed about the program’s and the 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 written 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 educational 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 the school district’s purpose, policies, expected students outcomes, and school improvement initiatives. Communication among relevant parties (the school district, DJJ, and providers) should be ongoing and facilitate the smooth operation of the educational program. Faculty meetings should address issues, such as inservice training, the development and implementation of the school improvement plan (SIP), expected student educational outcomes and goals, and educational program written procedures.

References

Sections 228.041(10), 228.081(1)(2)(3), 230.2316(8), 230.23161(1)(4)(6)(8)(9)(10)(11)(14), F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E3.02 Instructional Personnel Qualifications

Performance Indicator (PRIORITY)

Educational administrators ensure that

- academic instructional personnel have professional or temporary state teaching certification or statement of eligibility
- noncertificated persons possess documented expert knowledge and/or skill in the field(s) they are teaching and must follow the school board's policy for the approval and use of non-certified instructional personnel
- vocational instructors possess documented experience and expert knowledge and/or skill in the field(s) they are teaching

Interpretive Guidelines

The expected outcome of this indicator is 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. The use and approval of noncertified personnel should be based on local school board policy.

References

Sections 228.081(2), 230.23161(1)(11)(14), 231.095, F.S.; Rules 6A-6.05281, 6A-1.0502, 6A-1.0503, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> 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 continual annual inservice training or continuing education (including college course work)
 - based on educational program needs, actual instructional assignments, and QA findings
 - from a variety of sources on such topics as instructional techniques, content-related skills and knowledge, working with delinquent and at-risk youth, and ESE programs
 - that qualifies for inservice points for certification renewal
- participate in facility program orientation and a beginning teacher program when appropriate

Interpretive Guidelines

The expected outcome of this indicator is 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 (school 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 educational program directors are considered to be the educational administrators for contracted (private-operated) educational programs. While routine training in such areas 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 school 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

Sections 228.081(2)(3), 230.23(4), 230.2316(6), 230.23161(1)(3)(11)(14), 231.096, 236.0811(1)(2), F.S.; Rules 6A-6.05281, 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 School Improvement

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 this program. If it is part of the school district SIP for all DJJ programs, then the school district SIP, at a minimum, must be developed with collaboration from the specific site using instructional personnel input, student data, QA reviews, and other program evaluations.

The program ensures that

- the school district-approved SIP is based on educational program needs, actual instructional assignments, and QA findings and is designed to address student outcomes and performance and achieve state educational goals
- the SIP is based on issues relevant to budget, training, instructional materials, technology, staffing, and student support services
- the SIP is implemented as evidenced through adequate school improvement progress reports and annual evaluations

***For charter school programs, the charter will be reviewed to ensure that this indicator is addressed and includes all required components.**

Interpretive Guidelines

The expected outcome of this indicator is that ongoing program improvement through self-evaluation and planning is promoted.

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 educational program directors are considered to be the educational administrators for contracted (private-operated) educational programs. SIPs should be prepared annually, be specific to each juvenile justice educational program, and be approved by the school board. The quality and comprehensiveness of the SIP and the effectiveness of its implementation will be examined. Other school improvement initiatives may be based on student outcomes or program evaluation methods, such as QA reviews. Student outcomes may include student advancement in grade level; gains in assessment results; and/or successful reintegration into community, school, and/or work settings. The school improvement/program evaluation process should be used by the school district to monitor and evaluate program performance.

References

Sections 229.58, 229.592, 230.23, 230.23161(14), 230.2616, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E3.05 Policies and Procedures

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
 - providing on-site leadership to the facility’s educational program (extent of responsibility and services)
 - address the provision of on-site leadership to the educational program (extent of responsibility and services), teaching assignments, requests for student records, enrollment, maintenance of student educational files, entry and exit 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), and soliciting community involvement and organizing community activities

Interpretive Guidelines

The expected outcome of this indicator is that effective organization and consistency between school districts and the educational components of juvenile justice facilities are promoted.

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 procedures.

References

Sections 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 expected outcome of this indicator is that funding provides 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 who 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. An environment conducive to learning includes, but is not limited to, the facility, school climate, organization and management, and appropriate materials, supplies, and technology.

References

Sections 228.081(2)(3), 230.2316, 230.2316(3)(4)(12)(13)(14), 236.081, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- Superior Performance 7 8 9
- Satisfactory Performance 4 5 6
- Partial Performance 1 2 3
- Nonperformance 0

2002 Residential 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 Management Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that there is local oversight by the school district of educational services.

E4.02 Oversight and Assistance Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that the school district provides adequate support to juvenile justice educational programs.

E4.03 Data Management Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that the school district accurately reports all pertinent student and program data in juvenile justice educational programs.

E4.01 Contract Management

Compliance Indicator (PRIORITY)

The school district must ensure that there is a current and approved cooperative agreement and/or contract with DJJ and/or the educational provider.**

The school district must appoint a contract manager or designated administrator to oversee the educational program. There is documentation that illustrates that either the contract manager or designated administrator is

- in contact with the program on a regular basis and 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 and documenting the expenditures of all state and federal educational funds provided through the school district
- conducting periodic evaluations of the program's educational component

Interpretive Guidelines

The expected outcome of this indicator is that there is local oversight by the school district of educational services.

If there are minor exceptions, but the expected outcome 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 school district administrator. The school district principal may assign a representative as a contract manager for 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

Sections 228.041(10), 228.081(3), 230.23161(14)(15), F.S.; Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

***This requirement is not applicable for charter school programs.**

****For charter school programs, the charter will be reviewed to ensure that this indicator is addressed.**

E4.02 Oversight and Assistance*

Compliance Indicator (PRIORITY)

There is documented evidence that the school district offers technical assistance and support services to the program that include

- participating in and approving 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 non-school district 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 school district MIS and providing permanent record cards and cumulative transcripts
- providing access to school district inservice training
- providing access to the school district pool of substitute instructional personnel

Interpretive Guidelines

The expected outcome of this indicator is 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 the contract, the 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

School district support services include access to personnel, such as curriculum coordinators, testing departments, adult and vocational education departments, student services, personnel offices, MIS departments, and federal project coordinators. The program and the school district should decide how access to inservice training opportunities, the pool of substitute teachers, and the school district MIS is provided. This may be clarified in the cooperative agreement and/or contract or in the program's written procedures. State and district-wide assessments must be administered to all eligible students. The school improvement process and the development of an SIP should be a collaborative effort between the school district and the program.

References

Sections 228.081(2)(3), 230.23161(14), F.S.;
Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

***This indicator is not applicable for charter school programs.**

E4.03 Data Management*

Compliance Indicator (PRIORITY)

The school district is addressing the data management needs of the program through

- providing the program with an individual school number
- implementing and operating a year-round school based on 250 days, including MIS requirements, report cards, and the issuing of grades that accommodates a year-round school, and the opportunity for students to earn a minimum of 8 full credits within a 12-month period
- funding that is based on the contract and/or the cooperative agreement, and accurate educational program membership, attendance data, and current school enrollment**
- accurate reporting of all MIS data for every student who exits the program, including academic entry and exit testing results*, credits earned, and pupil progression

***The entry and exit testing results component is not required in detention centers and short-term educational programs.**

****For charter school programs, the charter will be reviewed to ensure that this indicator is addressed.**

Interpretive Guidelines

The expected outcome of this indicator is that the school district accurately reports all pertinent student and program data in 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 the contract, student registration documentation, state and district-wide assessments, relevant correspondence between the school district and the program, entry and exit assessment data, school calendars, MIS information, and other appropriate documentation
- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

Clarification

Data management issues may be clarified in the cooperative agreement and/or the contract or in the program’s written procedures.

References

Sections 228.081(2)(3), 230.23161(14), F.S.;
Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

2002 Educational Quality Assurance Standards Day Treatment Programs

2002 Day Treatment 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 school and/or work settings.

E1.01 Entry Transition: Enrollment Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that students are properly enrolled so they may progress toward a high school diploma or its equivalent.

E1.02 Entry Transition: Assessment Performance Indicator (PRIORITY)

The expected outcome of this indicator is 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

The expected outcome of this indicator is that programs develop IAPs for non-ESE students and individual educational plans (IEPs) for students in ESE programs so that all students receive individualized instruction and services.

E1.04 On-Site Transition: Student Progress

The expected outcome of this indicator is 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 lengths of stay.

E1.05 Guidance Services

The expected outcome of this indicator is that students receive assistance in setting realistic goals and making appropriate decisions about their futures.

E1.06 Exit Transition Performance Indicator

The expected outcome of this indicator is that the program assists students with reentry into school and/or work settings and transmits educational exit portfolios to appropriate personnel at the students' next educational placements.

**E1.01 Entry Transition:
Enrollment**

Compliance Indicator (PRIORITY)

The program has entry transition activities that include

- when the most current records are not present, making and documenting (with dates) requests for student educational records, transcripts, withdrawal forms, and ESE records, including IEPs, within five days of student entry into the facility (excluding weekends and holidays), and making and documenting (with dates) follow-up requests for records not received
- ensuring that student educational files contain, at a minimum,
 - the student’s permanent record information , which includes the student’s legal name, date of birth, race, sex, date of entry, home address, phone number, name of parent or legal guardian, native language, immunization status, state testing information, and name of last school attended (including DJJ programs)
 - the student’s most recent and past transcripts, including a course history and total credits attempted and earned at previous schools, including previous juvenile justice programs
- enrollment in the contract management information system (MIS) based on a review of past records, including withdrawal forms from the previous school with grades in progress, entry assessments, and pupil progression, and including the placement of current school district course schedules in student files
- aftercare programs request educational portfolios, including past records and exit transition plans from the residential commitment program and follow the same enrollment procedures listed above

Interpretive Guidelines

The expected outcome of this indicator is 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 written procedures, entry documentation, student educational files, prior educational records or documentation of records requests, current transcripts, course schedules, enrollment forms, and other appropriate documentation
- interview the registrar, data entry clerk, other appropriate personnel, and students

Clarification

The program should seek access to the school district MIS for requesting “in-county” records and completing enrollment. Programs with 50 beds or more must have access to the school system database for the purpose of requesting records and enrolling students. Conditional release programs must request and receive student records from residential commitment programs. Grades and credits earned in commitment must be entered into the school district MIS and be reflected on the student’s current permanent record card or cumulative transcript. Exit plans from commitment programs should be used in developing an appropriate educational program for the student during conditional release. Cumulative transcripts and permanent record cards from the school district 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 report cards, progress reports, assessment information, and ESE information, which will be recorded and rated in subsequent indicators. Electronic files maintained on site, which contain required educational information, are acceptable.

References

Sections 228.081(2)(3), 228.093, 230.23161(14), 232.23, F.S.; Rules 6A-6.05281, 6A-1.0955, 6A-1.0014, FAC

Compliance Rating

- Full Compliance 6
- Substantial Compliance 4
- Noncompliance 0

**E1.02 Entry Transition:
Assessment**

Performance Indicator (PRIORITY)

The program has entry transition activities that include

- 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); and placed in student files. Assessments must be age-appropriate and administered according to the test publisher's guidelines.
- 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); and placed in student files*

Interpretive Guidelines

The expected outcome of this indicator is that assessments are utilized to diagnose students' academic and vocational strengths, weaknesses, and interests in order to address the individual needs of the students.

To determine the rating, the reviewer, at a minimum, should

- review educational written procedures, student educational files, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students
- verify that the assessments used are appropriate for the ages and grade levels of the students

Clarification

Programs may use prior assessment results from detention, assignment, or prior commitment when those results are recent according to the administrative guidelines of the instrument used, and are determined by instructional personnel to be accurate. Assessment measures shall be appropriate for the student's age, grade, language proficiency, and program length of stay and shall be non-discriminatory with respect to culture, disability, and socioeconomic status. 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 results do not appear to be consistent with the students' reported performance levels. Instructional personnel should have access to assessment results and records in student files and be well informed about the students' needs and abilities. 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

Sections 228.081(2), 229.57, 230.23161(2)(14), F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

***This requirement is not applicable to programs that only serve students for less than 64 calendar days.**

**E1.03 On-Site Transition:
Student Planning***

Performance Indicator (PRIORITY)

The program has on-site transition activities that include

- developing written IAPs 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 IAPs that include specific and individualized long-term goals and short-term instructional objectives for reading, writing, mathematics, and vocational/technical areas; identified remedial strategies; and a schedule for determining progress toward achieving the goals and objectives of the IAPs*
- documenting the provision of ESE services within 11 days of student entry into the facility, including obtaining current IEPs and reviewing and determining whether the IEP is appropriate given the student’s placement in the DJJ program (if it cannot be implemented as written, then an IEP meeting must be convened as soon as possible)
- ensuring that IAPs and IEPs are used by all instructional personnel to assist in providing individualized instruction and educational services regardless of the content area they are teaching in
- Aftercare programs receive the exit transition plan and the educational portfolio from the residential commitment program, modify the transition goals as needed, and assist the student with implementing the transition plan

Interpretive Guidelines

The expected outcome of this indicator is that programs develop IAPs for non-ESE students and IEPs for students 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

IAPs should document student needs and identify strategies that assist students in meeting their potential. 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. Vocational/technical objectives may include objectives for career awareness and exploration, employability skills, or hands-on vocational benchmarks. Instructional personnel should use IAPs 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. 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 must document soliciting parent involvement in the IEP development process. IEPs should address behavioral and academic goals and objectives as appropriate.

References

Sections 228.081(2), 230.23161(2)(4)(6)(8)(9), 232.245, F.S.; Rules 6A-6.05281, 6A-6.03028, 6A-6.05221, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

***This requirement is not applicable to programs that only serve students for less than 64 calendar days.**

**E1.04 On-Site Transition:
Student Progress**

Performance Indicator

The program verifies academic gains by

- ❑ documenting (with dates) the review of students' academic progress toward achieving the content of their IEPs and IAPs during the students' treatment team meetings and (when appropriate) the revision of long-term goals and short-term instructional objectives in IAPs by an educational representative
- ❑ 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

Interpretive Guidelines

The expected outcome of this indicator is that students are making progress toward their educational goals and 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, IAPs, IEPs, grade books, continuing assessments, 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

Sections 228.081(2)(3), 230.23161(6)(8)(9)(10), F.S.; Rule 6A-6.05281, FAC

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

The program has educational personnel who are responsible for documenting and providing guidance services regularly to all students. Guidance services must include, at a minimum

- ❑ advising students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, and post-secondary opportunities, and communicating to students their educational status and progress, including grade level, credits earned, and credits required for graduation
- ❑ recommending and assisting with placement options for return to the community, school, and/or work settings

Interpretive Guidelines

The expected outcome of this indicator is that students receive assistance in setting realistic goals and making appropriate decisions about their futures.

To determine the rating, the reviewer, at a minimum, should

- review student IAPs, 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 and treatment activities. Individuals delivering guidance/advising services should demonstrate detailed knowledge of graduation requirements, diploma options, including the benefits and limitations of pursuing a General Education Development (GED) diploma, the GED Exit Option, and vocational and career opportunities. Guidance activities should be based on the *Florida Course Code Directory and Instructional Personnel Assignments*; the school district's pupil progression plan, state and district-wide assessments, requirements for high school graduation, including all diploma options and post-commitment vocational/career educational options. Students will be expected to have knowledge of their credits, grade levels, and diploma options to verify that individuals delivering guidance services are communicating this information to students. Guidance services for middle school students should consist of promotion criteria, high school planning, and vocational/career counseling consistent with post placement plans and opportunities. 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

Sections. 230.23161(3)(4)(6)(7), F.S.; Rules 6A-6.05281, 6A-6.021, FAC; *Florida Course Code Directory and Instructional Personnel Assignments*

Performance Rating

- | | | | |
|----------------------------|---|---|---|
| ❑ Superior Performance | 7 | 8 | 9 |
| ❑ Satisfactory Performance | 4 | 5 | 6 |
| ❑ Partial Performance | 1 | 2 | 3 |
| ❑ Nonperformance | | | 0 |

***This indicator is not applicable to programs that only serve students for less than 64 calendar days.**

The service delivery standard is comprised of seven key indicators that address curriculum, instructional delivery, classroom management, attendance, 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 school and/or work settings.

E2.01 Curriculum

Performance Indicator (PRIORITY)

The expected outcome of this indicator is 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 and Vocational Training

Performance Indicator

The expected outcome of this indicator is 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 expected outcome of this indicator is that instruction addresses each student's needs, goals, and learning styles to stimulate continual student participation and interest.

E2.04 Classroom Management

Performance Indicator

The expected outcome of this indicator is that mutual respect and understanding between instructional personnel and students are promoted, and the environment is conducive to learning.

E2.05 Support Services

Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

E2.06 Community and Parent Support

Performance Indicator

The expected outcome of this that students' isolation from the community is reduced through community and parent/family involvement in the students' education, and students are prepared for successful transition back to the community.

E2.07 Student Attendance

Performance Indicator

The expected outcome of this indicator is that students maintain a regular school attendance, which ensures they receive ongoing and consistent educational services.

E2.02 Curriculum: Practical Arts and Vocational Training*

Performance Indicator

Curricular activities are demonstrated in educational settings and

- address practical arts, independent living skills, and social skills on a year-round basis through courses offered for credit or certification that follow course descriptions or workforce development course requirements; or are integrated into other courses already offered for credit
- provide vocational/technical training, workplace readiness training, or career awareness and exploration instruction through courses offered for credit or certification that follow course descriptions or workforce development course requirements; or are integrated into other courses already offered for credit
- address the social skills, life skills, and employment needs of every student who has received a high school diploma or its equivalent

Interpretive Guidelines

The expected outcome of this indicator is 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 written procedures, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe educational settings

Clarification

The following activities may be offered as specific courses, integrated into one or more core courses offered for credit, and/or provided through thematic approaches. Such activities as employability skills instruction, career awareness, and social skills instruction that are appropriate to students' needs; lesson plans; materials; and activities that reflect cultural diversity; character education; health and life skills; vocational offerings; and fine or performing arts should be offered to assist students in attaining the skills necessary to successfully transition back into community, school, and/or work settings. 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 settings. Students who have attained a high school diploma or its equivalent should participate in the educational program's vocational and social skills classes and activities.

References

Sections 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.; Rules 6A-6.05281, 6A-6.0521(2), FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

***This indicator is not applicable to programs that only serve students for less than 64 calendar days.**

E2.03 Instructional Delivery

Performance Indicator

Individualized instruction and a variety of instructional strategies are documented in lesson plans, demonstrated in all classroom settings, and address

- instruction that is aligned with IAPs and IEPs and students' academic levels in reading, writing, and mathematics in all content areas being taught
- a variety and balance of targeted and appropriate teaching strategies to accommodate students' learning styles (e.g., auditory, visual, kinesthetic, tactile)

Interpretive Guidelines

The expected outcome of this indicator is that instruction addresses each student's needs, goals, and learning styles to stimulate continual student participation and interest.

To determine the rating, the reviewer, at a minimum, should

- review lesson plans, student work folders, IAPs 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 (CAI), or the use of a curriculum with the same content that addresses multiple academic levels. Long-term goals and short-term instructional objectives in students' IAPs and IEPs should be used by all instructional personnel to assist in providing individualized instruction and educational services. Instructional strategies may include, but are not limited to, thematic teaching, team teaching, direct instruction, experiential learning, CAI, 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 IAPs of their non-ESE students.

References

Sections 228.081(2)(3), 230.2316(4), 230.23161(3)(4)(6), F.S.; Rules 6A-6.05281, 6A-6.0521, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E2.04 Classroom Management

Performance Indicator

The behavior management system of the educational program and the facility’s behavior management system must be aligned and facilitate a classroom environment that supports high expectations. Classroom management procedures are documented and demonstrated by

- posted rules that are consistently enforced by instructional personnel and program staff and are clearly understood by all students
- equitably applying behavior management strategies and establishing and maintaining acceptable student behavior
- maintaining instructional momentum and ensuring that students are engaged in learning activities

Interpretive Guidelines

The expected outcome of this indicator is that mutual respect and understanding between instructional personnel and students are promoted, and 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 should 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, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented through collaboration between instructional personnel and facility staff and through instructional delivery activities. Classroom management procedures should be designed to empower students to become independent learners and to promote positive student self-esteem.

References

Sections 228.081(2), 230.23161(7)(14), F.S.; Rule 6A-6.05281, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.05 Support Services

Compliance Indicator (PRIORITY)

Support services are available to students and include

- English for Speakers of Other Languages (ESOL) services, 504, educational psychological services, and ESE services, including speech and language, related services, and mental and physical health services that, at a minimum, consist of regularly scheduled consultative services and instruction that is consistent with students' IEPs

Interpretive Guidelines

The expected outcome of this indicator is 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 expected outcome 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 written procedures, and other appropriate documentation
- interview ESE personnel, administrators, instructional and support personnel, other appropriate personnel, and students

Clarification

Students participating in ESOL, speech and language, and/or ESE programs should be provided all corresponding services, including mental and physical health services, required by federal and state laws. Students' support and educational services should be integrated. Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs.

References

Sections 228.041, 228.081(2), 30.23161(3)(4)(5)(6)(14), 230.2317(1), F.S.; Rules 6A-6.05281, 6A-6.0521, FAC

Compliance Rating

- | | |
|--------------------------|---|
| □ Full Compliance | 6 |
| □ Substantial Compliance | 4 |
| □ Noncompliance | 0 |

E2.07 Student Attendance

Performance Indicator

The program has and uses procedures and practices that ensure regular student attendance in the educational program and accurate reporting of student membership by

- following and using state law and school district policies and procedures for membership, attendance, truancy reporting, and for providing interventions
- documenting efforts to maintain student attendance and utilizing a plan of action for non-attending students
- maintaining accurate attendance records in the program and current school membership as evidenced by enrollment in the school district MIS, including documenting all student absences and full-time equivalent (FTE) count periods

Interpretive Guidelines

The expected outcome of this indicator is that students maintain regular school attendance, which ensures they receive ongoing and consistent educational services.

To determine the rating, the reviewer, at a minimum, should

- review procedures related to attendance policies, grade books, attendance registries, work portfolios, school district MIS attendance records, and other appropriate documentation related to reporting attendance and providing interventions for non-attendance
- interview on-site administrators, instructional personnel, other appropriate personnel, and student

Clarification

Major discrepancies found in attendance and FTE membership will be reported. Programs with verified discrepancies affecting FTE will be required to make the appropriate FTE adjustments. School district administrators and lead educators should communicate to instructional personnel and staff all attendance procedures and strategies. The program should document efforts to maintain student attendance. Programs are required to give students with excused absences the opportunity to make up work. Students who miss school should be provided time to make up work. This should be documented in student work portfolios.

References

Sections 230.23161(14); 232.022; 232.09; 232.17; 232.19, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

2002 Day Treatment 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 expected outcome of this indicator is that instructional personnel and educational staff are well informed about the program's and the school district's purpose, policies, expected student outcomes, and school improvement initiatives.

E3.02 Instructional Personnel Qualifications Performance Indicator (PRIORITY)

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities

E3.03 Professional Development Performance Indicator

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

E3.04 School Improvement Performance Indicator

The expected outcome of this indicator is that ongoing program improvement through self-evaluation and planning is promoted.

E3.05 Policies and Procedures Compliance Indicator

The expected outcome of this indicator is that effective organization and consistency between school districts and the educational components of juvenile justice facilities are promoted.

E3.06 Funding and Support Performance Indicator (PRIORITY)

The expected outcome of this indicator is that funding provides high-quality educational services.

E3.01 Communication

Performance Indicator

On-site educational administrators ensure that there is documented communication

- between the school district, DJJ, facility, and on-site educational administrators
- that focuses on improving the quality of teaching and learning through a clearly stated educational mission and vision
- between educational personnel and facility/treatment staff
- including regularly held faculty and/or staff meetings that focus on curriculum, instruction, and transition services

Interpretive Guidelines

The expected outcome of this indicator is that instructional personnel and educational staff are well informed about the program's and the 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 written 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 the educational administrators for direct service (district-operated) educational programs. Lead educators and/or educational program directors are considered 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 the school district's purpose, policies, expected students outcomes, and school improvement initiatives. Communication among relevant parties (the school district, DJJ, and providers) should be ongoing and facilitate the smooth operation of the educational program. Faculty meetings should address issues, such as inservice training, the development and implementation of the school improvement plan (SIP), expected student educational outcomes and goals, and educational program written procedures.

References

Sections 228.041(10), 228.081(1)(2)(3), 230.2316(8), 230.23161(1)(4)(6)(8)(9)(10)(11)(14), F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E3.02 Instructional Personnel Qualifications

Performance Indicator (PRIORITY)

Educational administrators ensure that

- academic instructional personnel have professional or temporary state teaching certification or statement of eligibility
- noncertificated persons possess documented expert knowledge and/or skill in the field(s) they are teaching and must follow the school board's policy for the approval and use of non-certified instructional personnel
- vocational instructors possess documented experience and expert knowledge and/or skill in the field(s) they are teaching

Interpretive Guidelines

The expected outcome of this indicator is 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 those who are hired to teach students. Principals of alternative education or dropout prevention programs and/or designated school district administrators are considered the educational administrators for direct service (district-operated) educational programs. Lead educators and/or program directors are considered 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. The use and approval of noncertificated personnel should be based on local school board policy.

References

Sections 228.081(2), 230.23161(1)(11)(14), 231.095, F.S.; Rules 6A-6.05281, 6A-1.0502, 6A-1.0503, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> 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 continual annual inservice training or continuing education (including college course work)
 - based on educational program needs, actual instructional assignments, and QA findings
 - from a variety of sources on such topics as instructional techniques, content-related skills and knowledge, working with delinquent and at-risk youth, and ESE programs
 - that qualifies for inservice points for certification renewal
- participate in facility program orientation and a beginning teacher program when appropriate

Interpretive Guidelines

The expected outcome of this indicator is 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 (school district and program), teacher certifications, statements of eligibility, professional development plans and/or annual evaluations, school district 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 those who are hired to teach students. Principals of alternative education or dropout prevention programs and/or designated school district administrators are considered the educational administrators for direct service (district-operated) educational programs. Lead educators and/or educational program directors are considered the educational administrators for contracted (private-operated) educational programs. While routine training in such areas 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 school 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

Sections 228.081(2)(3), 230.23(4), 230.2316(6), 230.23161(1)(3)(11)(14), 231.096, 236.0811(1)(2), F.S.; Rules 6A-6.05281, 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 School Improvement

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 this program. If it is part of the school district SIP for all DJJ programs, then the school district SIP, at a minimum, must be developed with collaboration from the specific site using instructional personnel input, student data, QA reviews, and other program evaluations.

The program ensures that

- the school district-approved SIP is based on educational program needs, actual instructional assignments, and QA findings and is designed to address student outcomes and performance and achieve state educational goals
- the SIP is based on issues relevant to budget, training, instructional materials, technology, staffing, and student support services
- the SIP is implemented as evidenced through adequate school improvement progress reports and annual evaluations

Interpretive Guidelines

The expected outcome of this indicator is that ongoing program improvement through self-evaluation and planning is promoted.

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 the educational administrators for direct service (district-operated) educational programs. Lead educators and/or educational program directors are considered the educational administrators for contracted (private-operated) educational programs. SIPs should be prepared annually, be specific to each juvenile justice educational program, and be approved by the school board. The quality and comprehensiveness of the SIP and the effectiveness of its implementation will be examined. Other school improvement initiatives may be based on student outcomes or program evaluation methods, such as QA reviews. Student outcomes may include student advancement in grade level; gains in assessment results; and/or successful reintegration into community, school, and/or work settings. The school improvement/program evaluation process should be used by the school district to monitor and evaluate program performance.

References

Sections 229.58, 229.592, 230.23, 230.23161(14), 230.2616, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E3.05 Policies and Procedures

Compliance Indicator

On-site administrators develop and educational staff have knowledge of

- ❑ written educational procedures that address the current educational quality assurance standards and
 - accurately reflect the roles and responsibilities of all educational personnel (including school district personnel and overlay personnel who work on a consultative basis)
 - address the provision of on-site leadership to the educational program (extent of responsibility and services), teaching assignments, requests for student records, enrollment, maintenance of student educational files, entry and exit 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), and 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) and state and district-wide testing dates

Interpretive Guidelines

The expected outcome of this indicator is that effective organization and consistency between school districts and the educational components of juvenile justice facilities are promoted.

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 procedures. The program should clarify and describe the types of and frequency of ESE, guidance, and other support services in the program's written procedures.

References

Sections 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 expected outcome of this indicator is that funding provides 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 who 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. An environment conducive to learning includes, but is not limited to, the facility, school climate, organization and management, and appropriate materials, supplies, and technology.

References

Sections 228.081(2)(3), 30.2316, 230.2316(3)(4)(12)(13)(14), 236.081, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

2002 Day Treatment 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 Management Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that there is local oversight by the school district of educational services.

E4.02 Oversight and Assistance Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that the school district provides adequate support to juvenile justice educational programs.

E4.03 Data Management Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that the school district accurately reports all pertinent student and program data in juvenile justice educational programs.

E4.01 Contract Management

Compliance Indicator (PRIORITY)

The school district must ensure that there is a current and approved cooperative agreement and/or contract with DJJ and/or the educational provider.

The school district must appoint a contract manager or designated administrator to oversee the educational program.

There is documentation that illustrates that either the contract manager or designated administrator is

- in contact with the program on a regular basis and 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 and documenting the use expenditures of all state and federal educational funds provided through the school district
- conducting periodic evaluations of the program's educational component

Interpretive Guidelines

The expected outcome of this indicator is 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 school district administrator. The school district principal may assign a representative as a contract manager for 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

Sections 228.041(10), 228.081(3), 230.23161(14)(15), F.S.; Rule 6A-6.05281, FAC

Compliance Rating

- Full Compliance 6
- Substantial Compliance 4
- Noncompliance 0

E4.02 Oversight and Assistance

Compliance Indicator (PRIORITY)

conducting periodic evaluations of the program's educational component

There is documented evidence that the school district offers technical assistance and support services to the program that include

- participating in and approving 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 non-school district 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 school district MIS and providing permanent record cards and cumulative transcripts
- providing access to school district inservice training
- conducting periodic evaluations of the program's educational component

Interpretive Guidelines

The expected outcome of this indicator is 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 the contract, the 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

Clarification

School district support services include access to personnel, such as curriculum coordinators, testing departments, adult and vocational education departments, student services, personnel offices, MIS departments, and federal project coordinators. The program and the school district should decide how access to inservice training opportunities, the pool of substitute teachers, and the school district MIS is provided. This may be clarified in the cooperative agreement and/or contract or in the program's written procedures. State and district-wide assessments must be administered to all eligible students. The school improvement process and the development of an SIP should be a collaborative effort between the school district and the program.

References

Sections 228.081(2)(3), 230.23161(14), F.S.;
Rule 6A-6.05281, FAC

Compliance Rating

- Full Compliance 6
- Substantial Compliance 4
- Noncompliance 0

E4.03 Data Management

Compliance Indicator (PRIORITY)

The school district is addressing the data management needs of the program through

providing the program with an individual school number

- implementing and operating a year-round school based on 250 days, including MIS requirements, report cards, and the issuing of grades that accommodates a year-round school, and the opportunity for students to earn a minimum of 8 full credits within a 12-month period
- funding that is based on the contract and/or the cooperative agreement, and accurate educational program membership, attendance data, and current school enrollment
- accurate reporting of all MIS data for every student who exits the program, including academic entry and exit testing results*, credits earned, and pupil progression

***The entry and exit testing results component is not required in detention centers and short-term educational programs.**

Interpretive Guidelines

The expected outcome of this indicator is that the school district accurately reports all pertinent student and program data in 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 the contract, student registration documentation, state and district-wide assessments, relevant correspondence between the school district and the program, entry and exit assessment data, school calendars, MIS information, and other appropriate documentation
- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

Clarification

Data management issues may be clarified in the cooperative agreement and/or the contract or in the program’s written procedures.

References

Sections 228.081(2)(3), 230.23161(14), F.S.;
Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

2002 Educational Quality Assurance Standards Detention Centers

Educational Standard One: Transition

The transition standard is comprised of seven 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 community, school, post-commitment programs, and/or work settings.

E1.01 Entry Transition: Enrollment Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that students are properly enrolled and assessed so they may achieve their educational goals.

E1.02 Entry Transition: Assessment Performance Indicator

The expected outcome of this indicator is 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)

For short-term students, the expected outcome of this indicator is 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 expected outcome of this indicator is that (1) the educational program develops individual academic plans (IAPs) for non-exceptional student education (ESE) students and individual educational plans (IEPs) for students in ESE programs so that 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 expected outcome of this indicator is 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 detention.

E1.05 Guidance Services Performance Indicator

The expected outcome of this indicator is 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.

E1.07 Daily Population Notification Compliance Indicator

The expected outcome of this indicator is that all educational staff, including instructional personnel, know which students are awaiting placement into commitment programs and which are returning to their communities, so that staff can provide appropriate educational services and commitment preparation services.

E1.01 Entry Transition: Enrollment

Compliance Indicator (PRIORITY)

The detention center has entry transition activities that include

- ❑ when the most current records are not present, making and documenting (with dates) requests for student educational records, transcripts, withdrawal forms, and ESE records, including IEPs, within five days of student entry into the facility (excluding weekends and holidays), and making and documenting (with dates) follow-up requests for records not received
- ❑ ensuring that student educational files contain, at a minimum,
 - the student's permanent record information, which includes the student's legal name, date of birth, race, sex, date of entry, home address, telephone number, name of parent or legal guardian, native language, immunization status, state testing information, and name of last school attended (including DJJ programs)
- ❑ enrollment in the school district MIS based on a review of past records, including withdrawal forms from the previous school with grades in progress, entry assessments, and pupil progression, and including the placement of current school district course schedules in student files

Interpretive Guidelines

The expected outcome of this indicator is 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

Temporary enrollment may be used for up to 21 calendar days. Detention centers may utilize the 30-day waiver for immunization records. The detention center should seek access to the school district MIS for requesting "in-county" records and completing enrollment. Detention centers with 50 beds or more must have access to the school system database for the purpose of requesting records and enrolling students. "Out-of-county" records should be requested through multiple sources, such as Florida Automated System for Transfer of Records (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 school district 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 report cards, progress reports, assessment information, and ESE information, which will be recorded and rated in subsequent indicators. Electronic files maintained on site, which contain required educational information, are acceptable.

References

Sections 228.081(2)(3), 228.093, 230.23161(14), 232.23, F.S.; Rules 6A-6.05281, 6A-1.0955, 6A-1.0014, FAC

Compliance Rating

- | | |
|--------------------------|---|
| ❑ Full Compliance | 6 |
| ❑ Substantial Compliance | 4 |
| ❑ Noncompliance | 0 |

E1.03 On-Site Transition: Student Planning

Performance Indicator (PRIORITY)

The detention center has on-site transition activities that include

- ❑ documenting 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
- ❑ documenting the provision of ESE services within 11 days of student entry into the detention center, including obtaining current IEPs and reviewing and determining whether the IEP is appropriate given the students' placement in the detention center, (if it cannot be implemented as written, then an IEP meeting must be convened as soon as possible)
- ❑ changing enrollment from temporary to permanent status using specific courses listed in the *Florida Course Code Directory and Instructional Personnel Assignments* within 22 calendar days of student entry into the detention center
- ❑ developing IAPs for non-ESE students based on each student's entry assessments and past records within 22 calendar days of student entry into the detention center; these plans should include long-term goals and short-term instructional objectives for reading, writing, and mathematics; identified remedial strategies when appropriate; and a schedule for determining progress toward achieving the goals and objectives of the IAPs

Interpretive Guidelines

For students in the detention center 21 calendar days or less, the expected outcome of this indicator is that instructional personnel address the needs of individual students who require tutorial and remedial instruction. For students in the detention center 22 calendar days or more, the expected outcome of this indicator is that (1) the educational program develops IAPs for non-ESE students and IEPs for students 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. IAPs 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 IAPs 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. Anticipated long-term students should have IAPs completed within 22 days of student entry into the detention center. Career assessments should be sent to commitment programs with the transfer of students moving on to commitment.

References

Sections 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 detention center 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' academic progress toward achieving the content of their IEPs and IAPs and, when appropriate, the revision of long-term goals and short-term instructional objectives in IAPs by an educational representative

Interpretive Guidelines

The expected outcome of this indicator is that students are making progress toward their educational goals and 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, IAPs, 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

Sections 228.081(2)(3), 230.23161(6)(8)(9)(10), F.S.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E1.07 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 and/or receives information from all detention hearings or staffings 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 expected outcome of this indicator is 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 student's 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., each student's name, status, and expected date of release from detention). The lead educator relays this information daily to instructional personnel, registrars, and assessment personnel.

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

2002 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 community, school, and/or work settings.

E2.01 Curriculum

Performance Indicator (PRIORITY)

The expected outcome of this indicator is 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 expected outcome 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 expected outcome of this indicator is that mutual respect and understanding between instructional personnel and students are promoted, and the environment is conducive to learning.

E2.04 Support Services

Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that detention centers 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* and address the Florida Sunshine State Standards (FSSS)
- provide a minimum of 240 days per year of 300 minutes daily (or the 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
 - 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
 - employability skills
 - GED Exit Option as appropriate
 - modifications and accommodations as appropriate to meet the needs of all students
 - tutorial, remedial, and literacy instruction as needed

Interpretive Guidelines

The expected outcome of this indicator is 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 written 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 reintegrating into community, school, and/or work settings.

References

Sections 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

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.03 Classroom Management

Performance Indicator

The behavior management system of the educational program must be aligned with the facility's behavior management system and facilitate a classroom environment that supports high expectations. Classroom management procedures are documented and demonstrated by

- posted rules that are consistently enforced by instructional personnel and program staff and are clearly understood by all students
- equitably applying behavior management strategies and establishing and maintaining acceptable student behavior
- maintaining instructional momentum and ensuring that students are engaged in learning activities

Interpretive Guidelines

The expected outcome of this indicator is that mutual respect and understanding between instructional personnel and students are promoted, and 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 should 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, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented through collaboration between instructional personnel and facility staff and through instructional delivery activities. Classroom management procedures should be designed to empower students to become independent learners and to promote positive student self-esteem.

References

Sections 228.081(2), 230.23161(7)(14), F.S.;
Rule 6A-6.05281, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.04 Support Services

Compliance Indicator (PRIORITY)

Support services are available to students and include

English for Speakers of Other Languages (ESOL) services, 504, educational psychological services, and ESE services, including speech and language, related services, including mental and physical health services that, at a minimum, consist of regularly scheduled consultative services and instruction that is consistent with students' IEPs

Interpretive Guidelines

The expected outcome of this indicator is 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 written procedures, and other appropriate documentation
- interview ESE personnel, administrators, instructional and support personnel, other appropriate personnel, and students

Clarification

Students participating in ESOL, speech and language, and/or ESE programs should be provided all corresponding services, including mental and physical health services, required by federal and state laws. Students' support and educational services should be integrated. Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs.

References

Sections 228.041, 228.081(2),
230.23161(3)(4)(5)(6)(14), 230.2317(1), F.S.;
Rules 6A-6.05281, 6A-6.0521, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

2002 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 expected outcome of this indicator is that instructional personnel and educational staff are well informed about the detention center's and the school district's purpose, policies, expected student outcomes, and school improvement initiatives.

E3.02 Instructional Personnel Qualifications

Performance Indicator (PRIORITY)

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

E3.03 Professional Development

Performance Indicator

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

E3.04 School Improvement

Performance Indicator

The expected outcome of this indicator is that ongoing program improvement through self-evaluation and planning is promoted.

E3.05 Policies and Procedures

Compliance Indicator

The expected outcome of this indicator is that effective organization and consistency between school districts and the educational components of juvenile justice facilities are promoted.

E3.06 Funding and Support

Performance Indicator (PRIORITY)

The expected outcome 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 documented communication

- between the school district, DJJ, facility, and on-site educational administrators
- that focuses on improving the quality of teaching and learning through a clearly stated educational mission and vision
- between educational personnel and facility/treatment staff
- including regularly held faculty and/or staff meetings and that focus on curriculum, instruction, and transition services

Interpretive Guidelines

The expected outcome of this indicator is that instructional personnel and educational staff are well informed about the program's and the 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 educational 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 the school district's purpose, policies, expected students outcomes, and school improvement initiatives. Communication among relevant parties (the school district, DJJ, and providers) should be ongoing and facilitate the smooth operation of the educational program. Faculty meetings should address issues, such as inservice training, the development and implementation of the school improvement plan (SIP), expected student educational outcomes and goals, and educational program written procedures.

References

Sections 228.041(10), 228.081(1)(2)(3), 230.2316(8), 230.23161(1)(4)(6)(8)(9)(10)(11)(14), F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E3.02 Instructional Personnel Qualifications

Performance Indicator (PRIORITY)

Educational administrators ensure that

- academic instructional personnel have professional or temporary state teaching certification or statement of eligibility
- noncertificated persons possess documented expert knowledge and/or skill in the field(s) they are teaching and must follow the school board's policy for the approval and use of non-certified instructional personnel
- vocational instructors possess documented experience and expert knowledge and/or skill in the field(s) they are teaching

Interpretive Guidelines

The expected outcome of this indicator is 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. The use and approval of noncertificated personnel should be based on local school board policy.

References

Sections 228.081(2), 230.23161(1)(11)(14), 231.095, F.S.; Rules 6A-6.05281, 6A-1.0502, 6A-1.0503, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> 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 continual annual inservice training or continuing education (including college course work)
 - based on educational program needs, actual instructional assignments, and QA findings
 - from a variety of sources on such topics as instructional techniques, content-related skills and knowledge, working with delinquent and at-risk youth, and ESE programs
 - that qualifies for inservice points for certification renewal
- participate in facility program orientation and a beginning teacher program when appropriate

Interpretive Guidelines

The expected outcome of this indicator is 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 (school district and program), teacher certifications, statements of eligibility, professional development plans and/or annual evaluations, school district 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 educational program directors are considered to be the educational administrators for contracted (private-operated) educational programs. While routine training in such areas 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 school 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

Sections 228.081(2)(3), 230.23(4), 230.2316(6), 230.23161(1)(3)(11)(14), 231.096, 236.0811(1)(2), F.S.; Rules 6A-6.05281, 6A-5.071, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E3.04 School Improvement

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 this program. If it is part of the school district SIP for all DJJ programs, then the school district SIP, at a minimum, must be developed with collaboration from the specific site using instructional personnel input, student data, QA reviews, and other program evaluations.

The educational program ensures that

- the school district-approved SIP is based on educational program needs, actual instructional assignments, and QA findings and is designed to address student outcomes and performance and achieve state educational goals
- the SIP is based on issues relevant to budget, training, instructional materials, technology, staffing, and student support services
- the SIP is implemented as evidenced through adequate school improvement progress reports and annual evaluations

Interpretive Guidelines

The expected outcome of this indicator is that ongoing program improvement through self-evaluation and planning is promoted.

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 educational program directors are considered to be the educational administrators for contracted (private-operated) educational programs. SIPs should be prepared annually, be specific to each juvenile justice educational program, and be approved by the school board. The quality and comprehensiveness of the SIP and the effectiveness of its implementation will be examined. Other school improvement initiatives may be based on student outcomes or program evaluation methods, such as QA reviews. Student outcomes may include student advancement in grade level; gains in assessment results; and/or successful reintegration into community, school, and/or work settings. The school improvement/program evaluation process should be used by the school district to monitor and evaluate program performance

References

Sections 229.58, 229.592, 230.23, 230.23161(14), 230.2616, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E3.05 Policies and Procedures

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 and
 - accurately reflect the roles and responsibilities of all educational personnel (including school district personnel and overlay personnel who work on a consultative basis)
 - address the provision of on-site leadership to the educational program (extent of responsibility and services), teaching assignments, requests for student records, enrollment, maintenance of student educational files, entry and exit 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), and soliciting community involvement and organizing community activities

Interpretive Guidelines

The expected outcome of this indicator is that effective organization and consistency between school districts and the educational components of juvenile justice facilities are promoted.

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 procedures. The program should clarify and describe the types of and frequency of ESE, guidance, and other support services in the program’s written procedures

References

Sections 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 expected outcome 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
- discuss findings with DJJ quality assurance reviewer when possible

Clarification

Depending on the type and size of the program, support personnel may include principals, assistant principals, school district administrators who 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. An environment conducive to learning includes, but is not limited to, the facility, school climate, organization and management, and appropriate materials, supplies, and technology.

References

Sections 228.081(2)(3), 230.2316, 230.2316(3)(4)(12)(13)(14), 236.081, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- Superior Performance 7 8 9
- Satisfactory Performance 4 5 6
- Partial Performance 1 2 3
- Nonperformance 0

2002 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 detention center, but will only reflect the services of the school district that is responsible for the educational program.

E4.01 Contract Management Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that there is local oversight by the school district of educational services.

E4.02 Oversight and Assistance Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that the school district provides adequate support to juvenile justice educational program.

E4.03 Data Management Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that the school district accurately reports all pertinent student and program data in juvenile justice educational programs.

E4.01 Contract Management

Compliance Indicator (PRIORITY)

The school district must ensure that there is a current and approved cooperative agreement and/or contract with DJJ and/or the educational provider.

The school district must appoint a contract manager or designated administrator to oversee the educational program.

There is documentation that illustrates that the either the contract manager or designated administrator is

- in contact with the program on a regular basis and 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 and documenting the use expenditures of all state and federal educational funds provided through the school district
- conducting periodic evaluations of the educational program

Interpretive Guidelines

The expected outcome of this indicator is 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 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 school district administrator. The school district principal may assign a representative as a contract manger for 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

Sections 228.041(10), 228.081(3), 230.23161(14)(15), F.S.; Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E4.02 Oversight and Assistance

Compliance Indicator (PRIORITY)

There is documented evidence that the school district offers technical assistance and support services to the program that include

- providing the program with an individual school number
- implementing and operating a year-round school based on 250 days, including MIS requirements, report cards, and the issuing of grades that accommodates a year-round school, and the opportunity for students to earn a minimum of 8 full credits within a 12-month period
- funding that is based on the contract and/or the cooperative agreement, and accurate educational program membership, attendance data, and current school enrollment
- accurate reporting of all MIS data for every student who exits the program, including academic entry and exit testing results*, credits earned, and pupil progression

***The entry and exit testing results component is not required in detention centers and short-term educational programs.**

Interpretive Guidelines

The expected outcome of this indicator is that the school district accurately reports all pertinent student and program data in 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 the contract, student registration documentation, state and district-wide assessments, relevant correspondence between the school district and the program, entry and exit assessment data, school calendars, MIS information, and other appropriate documentation
- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

Clarification

Data management issues may be clarified in the cooperative agreement and/or the contract or in the program's written procedures.

References

Sections 228.081(2)(3), 230.23161(14), F.S.;
Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E4.03 Data Management

Compliance Indicator (PRIORITY)

The school district is addressing the data management needs of the program through

- providing the program with an individual school number
- implementing and operating a year-round school based on 250 days, including MIS requirements, report cards, and the issuing of grades that accommodates a year-round school, and the opportunity for students to earn a minimum of 8 full credits within a 12-month period
- funding that is based on the contract and/or the cooperative agreement, and accurate educational program membership, attendance data, and current school enrollment
- accurate reporting of all MIS data for every student who exits the program, including academic entry and exit testing results*, credits earned, and pupil progression

Interpretive Guidelines

The expected outcome of this indicator is that the school district accurately reports all pertinent student and program data in 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 the contract, student registration documentation, state and district-wide assessments, relevant correspondence between the school district and the program, entry and exit assessment data, school calendars, MIS information, and other appropriate documentation
- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

Clarification

Data management issues may be clarified in the cooperative agreement and/or the contract or in the program’s written procedures.

References

Sections 228.081(2)(3), 230.23161(14), F.S.; Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

***The entry and exit testing results component is not required in detention centers and short-term educational programs.**

**APPENDIX C
2003 EDUCATIONAL
QUALITY ASSURANCE STANDARDS
FOR
RESIDENTIAL PROGRAMS,
DAY TREATMENT PROGRAMS, AND
DETENTION CENTERS**

2003 Residential Programs Educational Quality Assurance Standards

2003 Residential 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 community, school, and/or work settings.

E1.01 Entry Transition: Enrollment Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that students are properly enrolled so that they may progress toward obtaining a high school diploma or its equivalent.

E1.02 Entry Transition: Assessment Performance Indicator

The expected outcome of this indicator is 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 expected outcome of this indicator is that programs develop individual academic plans (IAPs) for non- exceptional student education (ESE) students and individual educational plans (IEPs) for students in ESE programs so that all students receive individualized instruction and services.

E1.04 On-Site Transition: Student Progress Performance Indicator

The expected outcome of this indicator is 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 expected outcome 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 expected outcome of this indicator is that the program assists students with reentry into community, school, and/or work settings, and transmits educational portfolios to appropriate personnel at the students' next educational placements.

E1.01 Entry Transition: Enrollment

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that students are properly enrolled so that they may progress toward obtaining a high school diploma or its equivalent.

Process Guidelines

The program has entry transition activities that include

- when the most current records are not present or the student is "out-of-county," making and documenting (with dates) requests for student educational records, transcripts, withdrawal forms, and ESE records, including IEPs, within five days of student entry into the facility (excluding weekends and holidays), and making and documenting (with dates) follow-up requests for records not received
- ensuring that student educational files contain, at a minimum,
 - the student's permanent record information, which includes the student's legal name, date of birth, race, sex, date of entry, home address, phone number, name of parent or legal guardian, native language, immunization status, state testing information, and name of last school attended (including DJJ programs)
 - the student's most recent and past transcripts, including a course history with total credits attempted and earned at previous schools, including previous juvenile justice programs
- enrollment in the school district management information system (MIS) based on a review of past records, including withdrawal forms from the previous school with grades in progress, entry assessments, and pupil progression, and including the placement of current school district course schedules in student files

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review educational written procedures, entry documentation, student educational files, prior educational records or documentation of records requests, current transcripts, course schedules, enrollment forms, and other appropriate documentation
- interview the registrar, data entry clerk, other appropriate personnel, and students

Clarification

When the program does not have on-site access to the management information system (MIS), record requests for "in-county" student records should be documented. Electronic files of transcripts maintained on site, which contain required educational information, are acceptable. Hard copies of students' current course schedules should be maintained in student files. Appropriate school personnel should review students' past educational records from DJJ commitment files from detention, assignment, or prior commitment programs. Withdrawal grades should be averaged into current semester grades from the program. The program must have access to the school district MIS for requesting "in-county" records and completing enrollment. Programs with 50 beds or more must have access to the school system database for the purpose of requesting records and enrolling students. Documenting requests for records of "in-county" students is not required when there is on-site access. "Out-of-county" records should be requested through multiple sources, such as Florida Automated System for Transfer of Educational Records (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 school district 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. DJJ programs have access to a 30-day waiver for immunization information. Student files also should contain report cards, progress reports, assessment information, and ESE information, which will be recorded and rated in subsequent indicators.

References

Sections 1002.22, 1003.25, 1003.51, 1003.52, F.S.; Rules 6A-6.05281, 6A-1.0955, 6A-1.0014, FAC

Compliance Rating

- Full Compliance 6
- Substantial Compliance 4
- Noncompliance 0

E1.02 Entry Transition: Assessment*

Performance Indicator

Intent

The expected outcome of this indicator is that assessments are utilized to diagnose students' academic and vocational strengths, weaknesses, and interests in order to address the individual needs of the students.

Process Guidelines

The program has entry transition activities that include

- 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); and placed in student files. Assessments must be age-appropriate and administered according to the test publisher's guidelines.
- 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); and placed in student files*

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review educational written procedures, student educational files, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students
- verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the students

Clarification

Programs must administer entry and exit assessments that are reportable to the DOE. Programs may use prior assessment results from detention, assignment, or prior commitment when those results are recent according to the administrative guidelines of the instrument used, are determined by instructional personnel to be accurate, and are the same instruments used at the current program. Assessment measures shall be appropriate for the student's age, grade, language proficiency, and program length of stay and shall be non-discriminatory with respect to culture, disability, and socioeconomic status. 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 results do not appear to be consistent with the students' reported performance levels. Instructional personnel should have access to assessment results and records in student files and be well informed about the students' needs and abilities. 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

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

***This requirement is not applicable to programs that only serve students for less than 40 calendar days.**

**E1.04 On-Site Transition:
Student Progress**

Performance Indicator

Intent

The expected outcome of this indicator is that students are making progress toward their educational goals and that instructional objectives remain relevant to students' changing needs and interests as they progress during their commitment.

Process Guidelines

The program documents that students have attained academic gains through

- ❑ the review of students' academic progress toward achieving the content of their IEPs and IAPs during the students' treatment team meetings and (when appropriate) the revision of long-term goals and short-term instructional objectives in IAPs by an educational representative
- ❑ student progress and work products as determined by instructional personnel observations, continuing assessment, grade books, report cards, progress reports, performance-based curriculum documentation, and/or student work folders

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student work folders, IAPs, IEPs, grade books, continuing assessments, 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 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

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

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)

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that the program assists students with reentry into community, school, and/or work settings and transmits educational exit portfolios to appropriate personnel at students' next educational placements.

Process Guidelines

The program has exit transition activities that include

- documenting that an educational representative who is familiar with the student's performance participates in student exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements
- 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, and job/career or vocational training plans, including the responsible parties for implementing the plan
- documenting placement and/or transmittal of the educational exit packet to the next educational placement, including another DJJ program, which includes the following items in the student's DJJ commitment file or DJJ discharge packet
 - a copy of the student's exit plan
 - current permanent record information that includes the results of any state and district assessments, a current cumulative total of credits attempted and earned, including those credits earned prior to commitment, and a current cumulative transcript (should be generated from the school district MIS)
 - a school district withdrawal form that includes grades in progress from the program
 - a current IEP and/or IAP
 - all entry assessment information and exit assessment data on reading, writing, and math using the same instruments
 - length of participation in the program (including entry and exit dates)
 - copies of any certificates and/or diplomas earned at the program

Interpretive Guidelines

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

The program should retain evidence that all required information is being transmitted to juvenile probation officers (JPOs) and aftercare providers via the DJJ discharge packets or commitment files. This evidence can include complete closed commitment files, signatures of JPOs on receipts of educational information, and/or certified mail receipts of educational information. Transition meetings or exit staffings should occur at a time agreed upon by educational and treatment personnel. The student, a parent, and an educational representative should be present at all transition meetings or exit staffings. If a parent cannot attend, documentation of communication with the parent should be available. When an educational representative is unable to participate in these meetings, transition personnel should review the educational personnel's detailed written comments about continuing education. 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, including an alternative educational placement. Permanent record information and cumulative transcripts from the school district 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.

References

Sections 1002.22, 1003.25, 1003.51, 1003.52, F.S.; Rules 6A-6.05281, 6A-1.0014, 6A-1.0955, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

2003 Residential Programs

Educational Standard Two: Service Delivery

The service delivery standard is comprised of eight 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 community, school, and/or work settings.

E2.01 Curriculum: Academic Performance Indicator (PRIORITY)

The expected outcome of this indicator is that students have the opportunity to receive an education that is appropriate to their future educational plans and allows them to progress toward obtaining a high school diploma or its equivalent.

E2.02 Curriculum: Employability, Social, and Life Skills Performance Indicator

The expected outcome of this indicator is that students have the opportunity to acquire the skills necessary to obtain employment and become productive members of society.

E2.03 Curriculum: Career and Technical Performance Indicator

The expected outcome of this indicator is that students have the opportunity to acquire the skills necessary to secure employment in an area of their interest and to become productive members of society.

E2.04 Instructional Delivery Performance Indicator

The expected outcome of this indicator is that instruction addresses each student's needs, goals, and learning styles to stimulate continual student participation and interest.

E2.05 Classroom Management Performance Indicator

The expected outcome of this indicator is that mutual respect and understanding between educational personnel, facility staff, and students are promoted, and the environment is conducive to learning.

E2.06 Support Services Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

2003 Residential Programs Educational Standard Two: Service Delivery, Continued

E2.07 Community and Parent Support

Performance Indicator

The expected outcome of this indicator is that students' isolation from the community is reduced through community and parent/family involvement in the students' education, and students are prepared for a successful transition back to the community.

E2.08 Literacy and Reading

Performance Indicator (PRIORITY)

The expected outcome of this indicator is that students with identified deficiencies in reading receive specific and appropriate instruction aimed at increasing their reading proficiency.

E2.01 Curriculum: Academic

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that students have the opportunity to receive an education that is appropriate to their future educational plans and allows them to progress toward obtaining a high school diploma or its equivalent.

Process Guidelines

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, IEPs and IAPs, and prior educational records and that include

- elementary, middle, and secondary educational programs that address English, math, social studies, and science curriculum as needed to address individual students' needs
- lesson plans, materials, and activities that reflect cultural diversity and the individual academic and instructional needs of the students, including
 - instruction in reading, writing,* and mathematics*
 - curriculum modifications and instructional accommodations as appropriate to meet the needs of all students as noted in IAPs and IEPs
 - tutorial, remedial, and literacy instruction as needed
- a substantial curriculum that consists of curricular offerings that provide credit and are based on the school district's pupil progression plan, the *Florida Course Code Directory and Instructional Personnel Assignments*, the course descriptions of the courses in which students are receiving instruction, and the Florida Sunshine State Standards (FSSS) access to GED testing and preparation for the GED for appropriate students, either through access to a GED curriculum that is substantial and meets state course descriptions and state and federal guidelines, through a GED course, or use of the GED Exit Option (which must be approved by DOE*)
- a minimum of 240 days per year of 300 minutes daily (or the weekly equivalent) of instruction
- participation in the Florida Comprehensive Assessment Test (FCAT) as appropriate

***The requirements for writing and mathematics instruction and GED are not applicable to programs that only serve students for less than 40 calendar days.**

Interpretive Guidelines

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 written 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. A substantial curriculum will meet state course descriptions and will not consist only of supplemental materials. GED preparation is different from the GED Exit Option. For appropriate use of the GED Exit Option, refer to the DOE's GED Exit Option Procedure Manual. 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. Prior year's FCAT participation data will be reviewed to determine whether students participate in the FCAT as appropriate. Programs must provide course credits or pupil progression leading toward high school graduation throughout the 250-day school year. Programs may use traditional scheduling, block scheduling, or performance-based education to provide the most effective year-round schooling.

References

Sections 1001.11, 1003.42, 1003.43, 1003.435, 1003.438, 1003.51, 1003.52, 1003.53, 1008.23, 1008.25, 1008.345, F.S.; Rules 6A-6.05281, 6A-1.09401, 6A-1.09412, 6A-1.09414, 6A-1.09441, 6A-6.021, 6A-6.0521(2), 6A-6.0571, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.02 Curriculum: Employability, Social, and Life Skills*

Performance Indicator

Intent

The expected outcome of this indicator is that students have the opportunity to acquire the skills necessary to obtain employment and become productive members of society.

Process Guidelines

Curricular activities are demonstrated in educational settings, are based on students' IAPs and IEPs, and

- address employability skills, social skills, and life skills on a year-round basis through courses or curricula that are based on state and school board standards
- address employability, social, and life skills instruction for students who have received a high school diploma or its equivalent
- instruction and courses offered are for credit, follow course descriptions, or are integrated into other courses already offered for credit

***This indicator addresses the requirements of all Type 1 programs, which include all residential programs in the state. Type 1 program requirements also must be addressed in Type 2 and Type 3 vocational programming.**

Interpretive Guidelines

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 written procedures, and other appropriate documentation
- interview instructional personnel, administrators, other appropriate personnel, and students
- observe educational settings

Clarification

This indicator addresses the requirements for all Type 1 programs as outlined in the DOE and DJJ Interagency Plan for Vocational Education. The following activities may be offered as specific courses, integrated into one or more core courses offered for credit, and/or provided through thematic approaches. Such activities as employability skills instruction and social skills instruction that are appropriate to students' needs; lesson plans; materials; and activities that reflect cultural diversity; character education; health; life skills; and fine or performing arts should be offered to assist students in attaining the skills necessary to successfully transition back into community, school, and/or work settings. 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 settings. Courses in employability, social, and life skills include, but are not limited to, employability skills for youth, personal, career, and school development; peer counseling; life management skills; physical education; health; and fine arts. Students who have obtained a high school diploma or its equivalent should participate in the educational program's employability, social, and life skills classes and activities.

References

Sections 985.3155, 1003.42, 1003.43, 1003.438, 1003.51, 1003.52, 1003.53, 1008.25, F.S.; Rules 6A-6.05281, 6A-6.0521(2), FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.03 Curriculum: Career and Technical

Performance Indicator

Intent

The expected outcome of this indicator is that students have the opportunity to acquire the skills necessary to secure employment in an area of their interest and to become productive members of society.

Type 2 programs are expected to provide a curriculum that includes Type 1 program course content and addresses the areas described in this indicator. Exploring and gaining knowledge of occupational options and the level of effort required to achieve them are essential.

Type 3 programs are expected to provide a curriculum that includes Type 1 program course content and addresses the areas described in this indicator. Youths in these programs will have access to direct work experiences, job shadowing, and youth apprenticeship programs, as appropriate.

Process Guidelines

Curricular activities are demonstrated in educational settings for Type 2 programs and

- provide all students a broad scope of career exploration and prerequisite skill training based on students' abilities, interests, and aptitudes
- offer instruction and courses for credit and follow course descriptions or workforce development course requirements
- address the career exploration needs of every student who has received a high school diploma or its equivalent

Curricular activities are demonstrated in educational settings for Type 3 programs and

- provide access for all appropriate students to vocational/technical training, vocational competencies, and the prerequisites needed for entry into a specific occupation
- offer instruction and courses for credit and follow course descriptions or workforce development course requirements
- address the career and technical education needs of every student who has received a high school diploma or its equivalent

Interpretive Guidelines

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 written procedures, and other appropriate documentation
- interview instructional personnel, administrators, other appropriate personnel, and students
- observe educational settings

Clarification

Type 3 vocational programs that do not currently have hands-on career/technical course work and activities should have a written implementation plan that outlines the vocational resources, curriculum, and personnel needed to offer hands-on career/technical courses and training. The plan should be developed collaboratively between school districts, programs, community colleges, local workforce development boards, and DJJ and must contain timelines for implementation. The following activities may be offered as specific courses, integrated into one or more core courses offered for credit, and/or provided through thematic approaches. Such activities as career awareness and technical skills instruction that are appropriate to students' needs should be offered to assist students in acquiring the skills necessary to make a successful transition back into community, school, and work settings. Courses and activities should be age-appropriate. Students who have obtained a high school diploma or its equivalent should participate in the educational program's career and technical classes and activities.

References

Sections 1003.42, 1003.43, 1003.438, 1003.51, 1003.52, 1003.53, 1008.25, F.S.; Rules 6A-6.05281, 6A-6.0521(2), FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.04 Instructional Delivery

Performance Indicator

Intent

The expected outcome of this indicator is that instruction addresses each student's needs, goals, and learning styles to stimulate continual student participation and interest.

Process Guidelines

Individualized instruction and a variety of instructional strategies are documented in lesson plans, demonstrated in all classroom settings, and address

- instruction that is aligned with IAPs and IEPs and students' academic levels in reading, writing, and mathematics in all content areas being taught
- a variety and balance of targeted and appropriate teaching strategies to accommodate students' learning styles (e.g., auditory, visual, kinesthetic, tactile)
- maintaining instructional momentum to ensure that students are engaged in learning activities

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review lesson plans, student work folders, IAPs 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 (CAI), or the use of a curriculum with the same content that addresses multiple academic levels. Long-term goals and short-term instructional objectives in students' IAPs and IEPs should be used by all instructional personnel to assist in providing individualized instruction and educational services. Instructional strategies may include, but are not limited to, thematic teaching, team teaching, direct instruction, experiential learning, CAI, 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 IAPs of their non-ESE students.

References

Sections 1003.51, 1003.52, 1003.53, F.S.;
Rules 6A-6.05281, 6A-6.0521, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.05 Classroom Management

Performance Indicator

Intent

The expected outcome of this indicator is that mutual respect and understanding between educational personnel, facility staff, and students are promoted, and the environment is conducive to learning.

Process Guidelines

The behavior management system of the educational program and the facility's behavior management system must be aligned and facilitate a classroom environment that supports high expectations. Classroom management procedures are documented and demonstrated by

- procedures for managing behavior are clearly defined for both educational personnel and facility staff in policy; and are understood by all facility staff, educational personnel, and students
- posted rules that are consistently enforced by instructional personnel and program staff and are clearly understood by all students
- equitably applying behavior management strategies and establishing and maintaining acceptable student behavior

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review program behavior policy, 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 should 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, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented through collaboration between educational personnel and facility staff and through instructional delivery activities. Classroom management procedures should be designed to empower students to become independent learners and to promote positive student self-esteem.

References

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E2.06 Support Services

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Process Guidelines

Support services are available to students and include English for Speakers of Other Languages (ESOL), 504, educational psychological services, ESE services, related services, and mental and physical health services that, at a minimum, consist of regularly scheduled consultative services.

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review IEPs, cooperative agreement and/or contract, educational written procedures, support services consultation logs, and other appropriate documentation
- interview ESE personnel, administrators, instructional and support personnel, other appropriate personnel, and students

Clarification

Students participating in ESOL, Section 504, ESE programs, and/or related services should be provided all corresponding services, including mental and physical health services, required by federal and state laws. Students' support and educational services should be integrated. Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs.

References

Sections 1003.51, 1003.52, 1003.57, 1006.04, F.S.;
Rules 6A-6.05281, 6A-6.0521, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E2.07 Community and Parent Support*

Performance Indicator

Intent

The expected outcome of this indicator is that students' isolation from the community is reduced through community and parent/family involvement in the students' education, and students are prepared for successful transition back to the community.

Process Guidelines

The educational program ensures that

- community involvement is solicited, documented, and focused on educational and transition activities**
- parent/family involvement is solicited, documented, and focused on educational and transition activities

Interpretive Guidelines

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

Community involvement may consist of tutoring, mentoring, clerical and/or classroom volunteers, career days, guest speakers, business partnerships that enhance the educational program, and student involvement in the community that supports education and learning. Student volunteerism in the community, community volunteerism within the program, and mentoring/role-modeling are also examples of community involvement. Community involvement activities should be integrated into the educational program's curriculum. Community activities could be aligned with school-to-work initiatives. Parent involvement should be solicited, and parents should be informed about their child's needs before the student exits back to the home, school, and community. School advisory councils (SACs) should include members from the community and parents when possible.

References

Sections 1003.51, 1003.52, F.S.; Rules 6A-1.0502, 6A-1.070, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

***This indicator is not applicable to programs that only serve students for less than 40 calendar days.**

****Student participation in off-site community activities is not required for high-risk and maximum-risk programs.**

2003 Residential 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 expected outcome of this indicator is that instructional personnel and educational staff are well informed about the program's and the school district's purpose, policies, expected student outcomes, and school improvement initiatives.

E3.02 Instructional Personnel Qualifications

Performance Indicator (PRIORITY)

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

E3.03 Professional Development

Performance Indicator

The expected outcome of this indicator is 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 expected outcome of this indicator is that ongoing program improvement through self-evaluation and planning is promoted.

E3.05 Policies and Procedures

Compliance Indicator

The expected outcome of this indicator is that effective organization and consistency between school districts and the educational components of juvenile justice facilities are promoted.

E3.06 Funding and Support

Performance Indicator (PRIORITY)

The expected outcome of this indicator is that funding provides high-quality educational services.

E3.01 Communication

Performance Indicator

Intent

The expected outcome of this indicator is that instructional personnel and educational staff are well informed about the program's and the school district's purpose, policies, expected student outcomes, and school improvement initiatives.

Process Guidelines

On-site educational administrators ensure that there is documented communication

- between the school district, DJJ, the facility, and on-site educational administrators
- between educational personnel and facility/treatment staff
- including regularly held faculty and/or staff meetings that focus on curriculum, instruction, and transition services

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review faculty meeting agendas, educational written 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 educational 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 the school district's purpose, policies, expected students outcomes, and school improvement initiatives. Communication among relevant parties (the school district, DJJ, and providers) should be ongoing and facilitate the smooth operation of the educational program. Faculty meetings should address such issues as inservice training, the development and implementation of the school improvement plan (SIP), expected student educational outcomes and goals, and educational program written procedures.

References

Sections 1003.51, 1003.52, 1003.53, F.S.; Rule 6A-6.05281, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E3.02 Instructional Personnel Qualifications

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

Educational administrators ensure that

- instructional personnel have professional or temporary state teaching certification or statement of eligibility
- noncertificated personnel (including social and career/technical skills instructors) possess documented expert knowledge and/or skill in the field(s) they are teaching and must follow the school board's policy for the approval and use of non-certified instructional personnel

Interpretive Guidelines

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. The use and approval of noncertified personnel should be based on local school board policy.

References

Sections 1003.51, 1003.52, 1012.22, 1012.42, 1012.55, F.S.; Rules 6A-6.05281, 6A-1.0502, 6A-1.0503, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E3.03 Professional Development

Performance Indicator

Intent

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

Process Guidelines

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 continual annual inservice training or continuing education (including college course work)
 - based on educational program needs, actual instructional assignments, and QA findings
 - from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youth, ESE, and ESOL programs
 - that qualifies for inservice points for certification renewal
- participate in facility program orientation and a beginning teacher program when appropriate

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review inservice training records (school 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 educational program directors are considered to be the educational administrators for contracted (private-operated) educational programs. While routine training in such areas 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 youths, 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 school 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

Sections 1003.51, 1003.52, 1003.53, 1008.345, 1012.42, F.S.; Rules 6A-6.05281, 6A-5.071, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E3.04 School Improvement

Performance Indicator

Intent

The expected outcome of this indicator is that ongoing program improvement through self-evaluation and planning is promoted.

Process Guidelines

The program has a school improvement plan (SIP) and ensures that

- educational administrators work cooperatively with school district administrators, program instructional personnel, students, and parents (when possible) to create a written SIP
- the school district-approved and current SIP is based on site-specific educational program needs, actual instructional assignments, and QA findings and is designed to address student outcomes and performance and achieve state educational goals
- the SIP is based on site-specific issues relevant to budget, training, instructional materials, technology, staffing, and student support services
- the SIP is implemented by instructional personnel and evidenced through adequate school improvement progress reports and annual evaluations

Interpretive Guidelines

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 educational program directors are considered to be the educational administrators for contracted (private-operated) educational programs. SIPs should be prepared annually, be specific to each juvenile justice educational program, and be approved by the school board. The quality and comprehensiveness of the SIP and the effectiveness of its implementation will be examined. Other school improvement initiatives may be based on student outcomes or program evaluation methods, such as QA reviews. Student outcomes may include student advancement in grade level; gains in assessment results; and/or successful reintegration into community, school, and/or work settings. The school advisory council (SAC) shall participate in the development and evaluation of the SIP process.

References

Sections 1001.452, 1003.52, 1008.345, F.S.;
Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

***For charter school programs, the charter will be reviewed to ensure that this indicator is addressed and includes all required components.**

E3.05 Policies and Procedures

Compliance Indicator

Intent

The expected outcome of this indicator is that effective organization and consistency between school districts and the educational components of juvenile justice facilities are promoted.

Process Guidelines

On-site administrators develop and educational staff have knowledge of written educational procedures that address the current educational quality assurance standards and

- accurately reflect the roles and responsibilities of all educational personnel (including school district personnel and overlay personnel who work on a consultative basis)
- address the provision of on-site leadership to the educational program (extent of responsibility and services), teaching assignments, requests for student records, enrollment, maintenance of student educational files, entry and exit 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), and soliciting community involvement and organizing community activities

Interpretive Guidelines

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 procedures. The program should clarify and describe the types of and frequency of ESE, guidance, and other support services in the program's written procedures.

References

Sections 1000.01, 1003.51, 1003.52, 1008.345, F.S.; Rules 6A-1.0941, 6A-1.0942, 6A-1.0943, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E3.06 Funding and Support

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that funding provides high-quality educational services.

Process Guidelines

Educational funding provides support in the areas of

- an adequate number of qualified instructional personnel
- current instructional materials that are appropriate to students' ages 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

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
- discuss findings with DJJ quality assurance reviewer when possible

Clarification

Depending on the type and size of the program, support personnel may include principals, assistant principals, school district administrators who oversee program operations, curriculum coordinators, ESE personnel, guidance counselors, lead educators, registrars, transition specialists, or others. The ratio of students to instructional personnel 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. An environment conducive to learning includes, but is not limited to, the facility, school climate, organization and management, and appropriate materials, supplies, and technology.

References

Sections 1003.51, 1003.52, 1003.53, 1006.28, 1011.62, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

2003 Residential 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 Management Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that there is local oversight by the school district of educational services.

E4.02 Oversight and Assistance Compliance Indicator

The expected outcome of this indicator is that the school district provides adequate support to juvenile justice educational programs.

E4.03 Data Management Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that the school district accurately reports all pertinent student and program data in juvenile justice educational programs.

E4.01 Contract Management

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that there is local oversight by the school district of educational services.

Process Guidelines

The school district must ensure that there is a current and approved (by DOE and DJJ) cooperative agreement with DJJ and a contract with the educational provider when educational services are not directly operated by the school district.*

The school district has appointed a contract manager or designated administrator to oversee the educational program. There is documentation that illustrates that either the contract manager or designated administrator is

- in contact with the program on a regular and as-needed basis to ensure 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
- quarterly (at a minimum) monitoring and documenting the expenditures of all state and federal educational funds provided through the school district from both publicly and privately operated programs
- annually (at a minimum) conducting and documenting evaluations of the program's educational component

Interpretive Guidelines

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 school district administrator. The school district principal may assign a representative as a contract manager for contracted (private-operated) educational programs and for direct service (district-operated) educational programs. Site visits should occur as determined by program needs. Contact may include, but is not limited to, site visits, telephone calls, e-mails, district meetings, and faxes. The contract manager may contact or designate other personnel to assist with contract management.

References

Sections 1003.02, 1003.51, 1003.52, 1003.57, F.S.; Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

***For charter school programs, the charter will be reviewed to ensure that this indicator is addressed.**

E4.02 Oversight and Assistance*

Compliance Indicator

Intent

The expected outcome of this indicator is that the school district provides adequate support to juvenile justice educational programs.

Process Guidelines

There is documented evidence that the school district offers technical assistance and support services to the program that include

- participating in and approving the school improvement process and assisting with the implementation of the SIP
- assisting with the development of the program's ESE, academic, and career/technical curriculum and annually approving any non-school district curriculum
- providing access to school district inservice training
- providing access to the school district pool of substitute instructional personnel

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or the contract, the 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

School district support services include access to personnel such as curriculum coordinators, testing departments, adult and vocational education departments, student services, personnel offices, school data personnel, and federal project coordinators. The program and the school district should decide how access to inservice training opportunities and the pool of substitute teachers is provided. This may be clarified in the cooperative agreement and/or contract or in the program's written procedures. State and district assessments must be administered to all eligible students. The school improvement process and the development of an SIP should be a collaborative effort between the school district and the program.

References

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

*This indicator is not applicable for charter school programs.

E4.03 Data Management*

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that the school district accurately reports all pertinent student and program data in juvenile justice educational programs.

Process Guidelines

The school district is addressing the data management needs of the program through

- assigning the program an individual school number
- implementing and operating a year-round school, including MIS requirements, report cards, and the issuing of grades that accommodates a year-round school, and the opportunity for students to earn a minimum of 8 (7.5 if the program uses block scheduling) credits within a 12-month period
- maintaining accurate attendance records in the program and current school membership as evidenced by enrollment in the school district MIS, including documentation of student daily attendance records
- providing official oversight of the registration and withdrawal of all students through the school district MIS, providing permanent record cards and cumulative transcripts, and accurate reporting of all MIS data for every student who exits the program, including academic entry and exit testing results in reading, writing, and math*, credits earned, and pupil progression

***The entry and exit testing results component is not required in detention centers and short-term educational programs.**

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or the contract, student registration documentation, state and district-wide assessments, relevant correspondence between the school district and the program, entry and exit assessment data, school calendars, MIS information, and other appropriate documentation
- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

Clarification

Data management issues may be clarified in the cooperative agreement and/or the contract or in the program's written procedures. The program and the school district should decide how access to the school district MIS is provided. Major discrepancies in attendance and full-time equivalent (FTE) membership will be reported to DOE. An individual school number means that the school number used by the program is not shared with any other school, including other DJJ schools. Only students enrolled in the particular school should be reported under the program's unique school number. Adult county jail students should be reported under separate school numbers. All of the students' information contained in Survey One through Survey Five should be reported under the same school number.

References

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

2003 Educational Quality Assurance Standards Day Treatment Programs

2003 Day Treatment 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 school and/or work settings.

E1.01 Entry Transition: Enrollment Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that students are properly enrolled so they may progress toward a high school diploma or its equivalent.

E1.02 Entry Transition: Assessment Performance Indicator (PRIORITY)

The expected outcome of this indicator is 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

The expected outcome of this indicator is that programs develop IAPs for non-ESE students and individual educational plans (IEPs) for students in ESE programs so that all students receive individualized instruction and services.

E1.04 On-Site Transition: Student Progress

The expected outcome of this indicator is 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 lengths of stay.

E1.05 Guidance Services

The expected outcome of this indicator is that students receive assistance in setting realistic goals and making appropriate decisions about their futures.

E1.06 Exit Transition Performance Indicator

The expected outcome of this indicator is that the program assists students with reentry into school and/or work settings and transmits educational exit portfolios to appropriate personnel at the students' next educational placements.

**E1.01 Entry Transition:
Enrollment**

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that students are properly enrolled so they may progress toward obtaining a high school diploma or its equivalent.

Process Guidelines

The program has entry transition activities that include

- when the most current records are not present or the student is "out-of-county," making and documenting (with dates) requests for student educational records, transcripts, withdrawal forms, and ESE records, including IEPs, within five days of student entry into the facility (excluding weekends and holidays), and making and documenting (with dates) follow-up requests for records not received
- ensuring that student educational files contain, at a minimum,
 - the student's permanent record information, which includes the student's legal name, date of birth, race, sex, date of entry, home address, phone number, name of parent or legal guardian, native language, immunization status, state testing information, and name of last school attended (including DJJ programs)
 - the student's most recent and past transcripts, including a course history with total credits attempted and earned at previous schools, including previous juvenile justice programs
 - enrollment in the school district management information system (MIS) based on a review of past records, including withdrawal forms from the previous school with grades in progress, entry assessments, and pupil progression, and including the placement of current school district course schedules in student files
- When the most current records are not present, conditional release programs request educational portfolios, including past records and exit transition plans from the residential commitment program within five days and follow the same school enrollment procedures listed above

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review educational written procedures, entry documentation, student educational files, prior educational records or documentation of records requests, current transcripts, course schedules, enrollment forms, and other appropriate documentation
- interview the registrar, data entry clerk, other appropriate personnel, and students

Clarification

The program should seek access to the school district MIS for requesting "in-county" records and completing enrollment. Conditional release programs must request and receive student records from residential commitment programs. Grades and credits earned in commitment must be entered into the school district MIS and be reflected on the student's current permanent record card or cumulative transcript. Exit plans from commitment programs should be used in developing an appropriate educational program for the student during conditional release. Cumulative transcripts and permanent record cards from the school district 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 report cards, progress reports, assessment information, and ESE information, which will be recorded and rated in subsequent indicators. Electronic files maintained on site, which contain required educational information, are acceptable.

References

Sections 1002.22, 1003.25, 1003.51, 1003.52, F.S.; Rules 6A-6.05281, 6A-1.0955, 6A-1.0014, FAC

Compliance Rating

- Full Compliance 6
- Substantial Compliance 4
- Noncompliance 0

**E1.02 Entry Transition:
Assessment**

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that assessments are utilized to diagnose students' academic and vocational strengths, weaknesses, and interests in order to address the individual needs of the students.

Process Guidelines

The program has entry transition activities that include

- 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); and placed in student files. Assessments must be age-appropriate and administered according to the test publisher's guidelines.
- 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); and placed in student files.*

***This requirement is not applicable to programs that only serve students for less than 40 calendar days.**

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review educational written procedures, student educational files, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students
- verify that the assessments used are appropriate for the ages and grade levels of the students

Clarification

Programs must administer entry and exit assessments that are reportable to the DOE. Programs may use prior assessment results from detention, assignment, or prior commitment when those results are recent according to the administrative guidelines of the instrument used, are determined by instructional personnel to be accurate, and are the same instruments used at the current program. Assessment measures shall be appropriate for the student's age, grade, language proficiency, and program length of stay and shall be non-discriminatory with respect to culture, disability, and socioeconomic status. 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 results do not appear to be consistent with the students' reported performance levels. Instructional personnel should have access to assessment results and records in student files and be well informed about the students' needs and abilities. 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

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

**E1.03 On-Site Transition:
Student Planning**

Performance Indicator

Intent

The expected outcome of this indicator is that programs develop IAPs for non-ESE students and IEPs for students in ESE programs so that all students receive individualized instruction and services.

Process Guidelines

The program has on-site transition activities that include

- developing IAPs that include specific and individualized long-term goals and short-term instructional objectives for academics (reading, writing, and mathematics), and career/technical areas (social/employability skills, career awareness, or vocational training); identified remedial strategies; and a schedule for determining progress toward achieving the goals and objectives of the IAPs*
- documenting the provision of ESE services within 11 days of student entry into the facility, including obtaining current IEPs and reviewing and determining whether the IEP is appropriate given the student's placement in the DJJ program; if it cannot be implemented as written, then an IEP meeting must be convened as soon as possible; IEP goals and objectives should directly relate to the student's identified deficiencies and needs
- conditional release programs have the exit transition plan and the educational portfolio from the residential commitment program, modify the transition goals as needed, and assist the student with implementing the transition plan

Interpretive Guidelines

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

IAPs should document students' needs and identify strategies that assist students in meeting their potential. 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. Career/technical objectives may include objectives for career awareness and exploration, employability skills, or hands-on vocational benchmarks. Instructional personnel should use IAPs 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. Students participating in the ESE and/or English for Speakers of Other Languages (ESOL) programs should be provided all corresponding services and documentation (i.e., written parental notification and procedural safeguards required by federal and state laws. Documentation of ESE service delivery within the required time frame may include continuation of ESE services for "in-county" students, appropriate student course schedules based on current and appropriate IEPs, official enrollment, class attendance, written parental notification and/or parental contact for an IEP review meeting. 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 must document soliciting parent involvement in the IEP development process. IEPs should address behavioral and academic goals and objectives as appropriate.

References

Sections 1003.51, 1003.52, 1008.25, F.S.; Rules 6A-6.05281, 6A-6.03028, 6A-6.05221, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

**E1.04 On-Site Transition:
Student Progress**

Performance Indicator

Intent

The expected outcome of this indicator is that students are making progress toward their educational goals and that instructional objectives remain relevant to students' changing needs and interests as they progress during their commitment.

Process Guidelines

The program documents that students have attained academic gains through

- ❑ the review of students' academic progress toward achieving the content of their IEPs and IAPs during the students' treatment team meetings and (when appropriate) the revision of long-term goals and short-term instructional objectives in IAPs by an educational representative
- ❑ student progress and work products as determined by instructional personnel observations, continuing assessment, grade books, report cards, progress reports, performance-based curriculum documentation, and/or student work folders

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student work folders, IAPs, IEPs, grade books, continuing assessments, 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 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

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

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

Intent

The expected outcome of this indicator is that students receive assistance in setting realistic goals and making appropriate decisions about their futures.

Process Guidelines

The program is providing and documenting ongoing guidance services to all students by trained educational personnel. Guidance services must include, at a minimum

- ❑ advising students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, and post-secondary opportunities, and communicating to students their educational status and progress, including grade level, credits earned, and credits required for graduation
- ❑ recommending and assisting with placement options for return to the community, school, and/or work settings

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student IAPs, 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 and treatment activities. Individuals delivering guidance/advising services should demonstrate detailed knowledge of graduation requirements, diploma options, including the benefits and limitations of pursuing a General Educational Development (GED) diploma, the GED Exit Option (if applicable), and vocational and career opportunities. Guidance activities should be based on the *Florida Course Code Directory and Instructional Personnel Assignments*; the school district’s pupil progression plan, state and district assessments, requirements for high school graduation, including all diploma options and post-commitment vocational/career educational options. Students will be expected to have knowledge of their credits, grade levels, and diploma options to verify that individuals delivering guidance services are communicating this information to students. Guidance services for middle school students should consist of promotion criteria, high school planning, and vocational/career counseling consistent with post-placement plans and opportunities. Students working to obtain 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

Sections 1003.52, F.S.; Rules 6A-6.05281, 6A-6.021, FAC; *Florida Course Code Directory and Instructional Personnel Assignments*

Performance Rating

❑ Superior Performance	7	8	9
❑ Satisfactory Performance	4	5	6
❑ Partial Performance	1	2	3
❑ Nonperformance			0

***This indicator is not applicable to programs that only serve students for less than 40 calendar days.**

E1.06 Exit Transition

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that the program assists students with reentry into school and/or work settings, and transmits educational portfolios to appropriate personnel in the student’s home community.

Process Guidelines

The program has exit transition activities that include

- documenting that an educational representative who is familiar with the student’s performance conducts student exit staffings or transition meetings with parent (when possible) and student participation, (and when possible the next school’s guidance personnel via phone) and assists students with successful transition to their next career/technical or educational placements
- 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, and job/career or vocational training plans, including the responsible parties for implementing the plan; the transition plan is provided to the student and parent/guardian
- documenting transmittal of the educational records, which includes the following items to the student’s next educational placement prior to or at the time of exit
 - current permanent record information that includes the results of any state and district assessments, a current cumulative total of credits attempted and earned, including those credits earned prior to commitment, and a current cumulative transcript (should be generated from the school district MIS)
 - a school district withdrawal form that includes grades in progress from the program
 - a current IEP and/or IAP
 - all entry assessment information and exit assessment data on reading, writing, and math using the same instruments
 - length of participation in the program (including entry and exit dates)
- copies of any certificates and/or diplomas earned at the program

Interpretive Guidelines

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

The program should retain evidence that all required information is being transmitted to the next educational placement. Transition meetings or exit staffings should occur at a time agreed upon by educational personnel and parents. The student, a parent, and the academic guidance 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 educational personnel’s detailed written comments about continuing education. The educational program must identify the most appropriate setting for the student’s continuing educational development, including an alternative educational placement when appropriate. Permanent record cards and cumulative transcripts from the school district 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 provided throughout the student’s schooling.

References

Sections 1002.22, 1003.25, 1003.51, 1003.52, F.S.; Rules 6A-6.05281, 6A-1.0014, 6A-1.0955, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

2003 Day Treatment Programs

Educational Standard Two: Service Delivery

The service delivery standard is comprised of eight key indicators that address curriculum, instructional delivery, classroom management, attendance, 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 school and/or work settings.

E2.01 Curriculum

Performance Indicator (PRIORITY)

The expected outcome of this indicator is that students have the opportunity to receive an education that is appropriate to their future educational plans and allows them to progress toward obtaining a high school diploma or its equivalent.

E2.02 Curriculum: Employability, Career, Social, and Life Skills

Performance Indicator

The service delivery standard is comprised of eight key indicators that address curriculum, instructional delivery, classroom management, attendance, 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 school and/or work settings.

E2.03 Instructional Delivery

Performance Indicator

The expected outcome of this indicator is that instruction addresses each student's needs, goals, and learning styles to stimulate continual student participation and interest.

E2.04 Classroom Management

Performance Indicator

The expected outcome of this indicator is that mutual respect and understanding between instructional personnel and students are promoted, and the environment is conducive to learning.

E2.05 Support Services

Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

E2.06 Community and Parent Support

Performance Indicator

The expected outcome of this that students' isolation from the community is reduced through community and parent/family involvement in the students' education, and students are prepared for successful transition back to the community.

2003 Day Treatment Programs Educational Standard Two: Service Delivery, Continued

E2.07 Student Attendance

Performance Indicator

The expected outcome of this indicator is that students maintain a regular school attendance, which ensures they receive ongoing and consistent educational services.

E2.08 Literacy and Reading

Performance Indicator (PRIORITY)

The expected outcome of this indicator is that students with identified deficiencies in reading receive specific and appropriate instruction aimed at increasing their reading proficiency.

E2.01 Curriculum

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that students have the opportunity to receive an education that is appropriate to their future educational plans and allows them to progress toward obtaining a high school diploma or its equivalent.

Process Guidelines

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, IEPs and IAPs, and prior educational records and that include

- elementary, middle, and secondary educational programs that address English, math, social studies, and science curriculum as needed to address individual students' needs
- lesson plans, materials, and activities that reflect cultural diversity and the individual academic and instructional needs of the students, including
 - instruction in reading, writing,* and mathematics*
 - curriculum modifications and instructional accommodations as appropriate to meet the needs of all students as noted in IAPs and IEPs
 - tutorial, remedial, and literacy instruction as needed
- a substantial curriculum that consists of curricular offerings that provide credit and are based on the school district's pupil progression plan, the *Florida Course Code Directory and Instructional Personnel Assignments*, the course descriptions of the courses in which students are receiving instruction, and the Florida Sunshine State Standards (FSSS)
- access to GED testing and preparation for the GED for appropriate students, either through access to a GED curriculum that is substantial and meets state course descriptions and state and federal guidelines, through a GED course, or use of the GED Exit Option (which must be approved by DOE*)
- a minimum of 240 days (230 days with approval from DOE) per year of 300 minutes daily (or the weekly equivalent) of instruction
- participation in the Florida Comprehensive Assessment Test (FCAT) as appropriate

***The requirements for writing and mathematics instruction and GED are not applicable to programs that only serve students for less than 40 calendar days.**

Interpretive Guidelines

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

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. A substantial curriculum will meet state course descriptions and will not consist only of supplemental materials. GED preparation is different from the GED Exit Option. For appropriate use of the GED Exit Option, refer to the DOE's GED Exit Option Procedure Manual. 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. Prior year's FCAT participation data will be reviewed to determine whether students participate in the FCAT as appropriate. Programs must provide course credits or pupil progression leading toward high school graduation throughout the 250-day school year. Programs may use traditional scheduling, block scheduling, or performance-based education to provide the most effective year-round schooling. Day treatment programs may reduce the number of days of instruction to 230 with approval from the local school board, DOE, and DJJ.

References

Sections 1003.42, 1003.43, 1003.435, 1003.438, 1003.51, 1003.52, 1003.53, 1008.23, 1008.25, F.S.; Rules 6A-6.05281, 6A-1.09401, 6A-1.09412, 6A-1.09414, 6A-1.09441, 6A-6.021, 6A-6.0521(2), 6A-6.0571, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.02 Curriculum: Employability, Career, Social, and Life Skills

Performance Indicator

Intent

The expected outcome of this indicator is 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.

Process Guidelines

Curricular activities are demonstrated in educational settings, are based on students' IAPs and IEPs, and

- address employability, social, and life skills on a year-round basis through courses or curricula that are based on state and school board standards for practical arts courses
- provide all students a broad scope of career exploration and pre-requisite skill training based on students' abilities, interests, and aptitudes
- instruction and courses offered are for credit and follow course descriptions, or are integrated into other courses already offered for credit
- address the employability, social, career, and life skills of every student who has received a high school diploma or its equivalent

Interpretive Guidelines

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 written procedures, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe educational settings

Clarification

The following activities may be offered as specific courses, integrated into one or more core courses offered for credit, and/or provided through thematic approaches. Such activities as employability skills instruction, career awareness, and social skills instruction that are appropriate to students' needs; lesson plans; materials; and activities that reflect cultural diversity; character education; health; life skills; and fine or performing arts should be offered to assist students in attaining the skills necessary to successfully transition back into community, school, and/or work settings. 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 settings. Courses in employability, social, and life skills include, but are not limited to, employability skills for youths, personal, career, and school Development, peer counseling, life management skills, physical education, health, and fine arts courses. Students who have attained a high school diploma or its equivalent should participate in the educational program's employability, social, and life skills classes and activities.

References

Sections 1003.42, 1003.43, 1003.438, 1003.51, 1003.52, 1003.53, 1008.25, F.S.; Rules 6A-6.05281, 6A-6.0521(2), FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

***This indicator is not applicable to programs that only serve students for less than 40 calendar days.**

E2.03 Instructional Delivery

Performance Indicator

Intent

The expected outcome of this indicator is that instruction addresses each student’s needs, goals, and learning styles to stimulate continual student participation and interest.

Process Guidelines

Individualized instruction and a variety of instructional strategies are documented in lesson plans, demonstrated in all classroom settings, and address

- instruction that is aligned with IAPs and IEPs and students’ academic levels in reading, writing, and mathematics in all content areas being taught
- a variety and balance of targeted and appropriate teaching strategies to accommodate students’ learning styles (e.g., auditory, visual, kinesthetic, tactile)
- maintaining instructional momentum to ensure that students are engaged in learning activities

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review lesson plans, student work folders, IAPs 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 (CAI), or the use of a curriculum with the same content that addresses multiple academic levels. Long-term goals and short-term instructional objectives in students’ IAPs and IEPs should be used by all instructional personnel to assist in providing individualized instruction and educational services. Instructional strategies may include, but are not limited to, thematic teaching, team teaching, direct instruction, experiential learning, CAI, 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 IAPs of their non-ESE students.

References

Sections 1003.51, 1003.52, 1003.53, F.S.; Rules 6A-6.05281, 6A-6.0521, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.04 Classroom Management

Performance Indicator

Intent

The expected outcome of this indicator is that mutual respect and understanding between instructional personnel and students are promoted, and the environment is conducive to learning.

Process Guidelines

The behavior management system of the educational program and the facility's behavior management system must be aligned and facilitate a classroom environment that supports high expectations. Classroom management procedures are documented and demonstrated by

- procedures for managing behavior are clearly defined for both educational personnel and facility staff in policy; and are understood by all facility staff, educational personnel, and students
- posted rules that are consistently enforced by instructional personnel and program staff and are clearly understood by all students
- equitably applying behavior management strategies and establishing and maintaining acceptable student behavior

Interpretive Guidelines

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 should 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, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented through collaboration between instructional personnel and facility staff and through instructional delivery activities. Classroom management procedures should be designed to empower students to become independent learners and to promote positive student self-esteem.

References

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.05 Support Services

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Process Guidelines

Support services are available to students and include

- ❑ Support services are available to students and include English for Speakers of Other Languages (ESOL), 504, educational psychological services, ESE services, related services, and mental and physical health services that, at a minimum, consist of regularly scheduled consultative services.

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review IEPs, cooperative agreement and/or contract, educational written procedures, and other appropriate documentation
- interview ESE personnel, administrators, instructional and support personnel, other appropriate personnel, and students

Clarification

Students participating in ESOL, Section 504, ESE programs, and/or related services should be provided all corresponding services, including mental and physical health services, required by federal and state laws. Students' support and educational services should be integrated. Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs.

References

Sections 1003.51, 1003.52, 1003.57, 1006.04, F.S.;
Rules 6A-6.05281, 6A-6.0521, FAC

Compliance Rating

- | | |
|--------------------------|---|
| ❑ Full Compliance | 6 |
| ❑ Substantial Compliance | 4 |
| ❑ Noncompliance | 0 |

E2.06 Community and Parent Support*

Performance Indicator

Intent

The expected outcome of this indicator is that students' isolation from the community is reduced, and students are prepared for a successful transition back to the community.

Process Guidelines

The educational program ensures that

- there is documented evidence of community involvement that is focused on educational, employment, and transition activities including community-based education.
- there is documented evidence of parent and/or family involvement that is focused on educational, employment, and transition activities including parental invitations to transition meetings

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the school calendar, volunteer participation documentation, case treatment files, and other appropriate documentation
- interview on-site administrators, instructional personnel, other appropriate personnel, and students

Clarification

Community-based education may include field trips and community projects, such as Habitat for Humanity, that are aligned with course performance standards. Community involvement may consist of tutoring, mentoring, clerical and/or classroom volunteers, career days, guest speakers, business partnerships that enhance the educational program, and student involvement in the community that supports education and learning. Student volunteerism in the community, community volunteerism within the program, and mentoring/role-modeling are also examples of community involvement. Community involvement activities should be integrated into the educational program's curriculum. Community activities could be aligned with school-to-work initiatives. Parent involvement should be evident, and parents should be involved in the successful transition of the student to school and/or employment. School advisory councils (SACs) should include members from the community and parents when possible.

References

Sections 1003.51, 1003.52, F.S.; Rules 6A-1.0502, 6A-1.070, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

*This indicator is not applicable to programs that only serve students for less than 40 calendar days.

E2.08 Literacy and Reading*

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that students with identified deficiencies in reading receive specific and appropriate instruction aimed at increasing their reading proficiency.

Process Guidelines

The educational program ensures that

- students are assessed for reading deficiencies during the entry transition process
- students identified with a reading deficiency are assessed with an appropriate diagnostic reading assessment that addresses the five areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary
- an academic improvement plan (AIP) is being developed (or incorporated into another existing student plan) for all students with identified reading deficiencies or that their IAP addresses the students' reading deficiencies by containing goals and objectives that address the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary, as appropriate; plans must also address the methods and services that will be used to meet the stated reading goals
- reading instruction and support services are designed to assist students in meeting the desired levels of performance
- there are sufficient and appropriate instructional reading materials

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student assessments, transcripts, IAPs or AIPs, lesson plans, instructional materials, and other appropriate documents
- interview instructional personnel, other appropriate personnel, and students
- observe educational settings and instruction

Clarification

This indicator will not be rated or scored during the 2003 QA review cycle. Reviewers will assess the indicator during their reviews to identify any program recommendations that may be needed to fully implement the indicator. During 2003, this indicator will be field tested and modified as law and research dictates. After input from school districts and providers, it will be fully implemented and scored during the 2004 QA review cycle. AIPs with specific goals for reading are required for all of Florida's public school students when it is determined they are deficient in reading. IAPs required for all DJJ students or IEPs for students with disabilities may substitute for AIPS if they address all of the required components for reading.

References

Section 1008.25(4)(b), F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

***This indicator is not applicable to programs that only serve students for less than 40 calendar days.**

2003 Day Treatment 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 expected outcome of this indicator is that instructional personnel and educational staff are well informed about the program's and the school district's purpose, policies, expected student outcomes, and school improvement initiatives.

E3.02 Instructional Personnel Qualifications Performance Indicator (PRIORITY)

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities

E3.03 Professional Development Performance Indicator

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

E3.04 School Improvement Performance Indicator

The expected outcome of this indicator is that ongoing program improvement through self-evaluation and planning is promoted.

E3.05 Policies and Procedures Compliance Indicator

The expected outcome of this indicator is that effective organization and consistency between school districts and the educational components of juvenile justice facilities are promoted.

E3.06 Funding and Support Performance Indicator (PRIORITY)

The expected outcome of this indicator is that funding provides high-quality educational services.

E3.01 Communication

Performance Indicator

Intent

The expected outcome of this indicator is that instructional personnel and educational staff are well informed about the program's and the school district's purpose, policies, expected student outcomes, and school improvement initiatives.

Process Guidelines

On-site educational administrators ensure that there is documented communication that focuses on improving the quality of teaching and learning

- among the school district, DJJ, the facility, and on-site educational administrators
- between educational personnel and facility/treatment staff
- including regularly held faculty and/or staff meetings that focus on curriculum, instruction, and transition services

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review faculty meeting agendas, educational written 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 educational 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 the school district's purpose, policies, expected students outcomes, and school improvement initiatives. Communication among relevant parties (the school district, DJJ, and providers) should be ongoing and facilitate the smooth operation of the educational program. Faculty meetings should address such issues as inservice training, the development and implementation of the school improvement plan (SIP), expected student educational outcomes and goals, and educational program written procedures.

References

Sections 1003.51, 1003.52, 1003.53, F.S.;
Rule 6A-6.05281, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E3.02 Instructional Personnel Qualifications

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

Process Guidelines

Educational administrators ensure that

- instructional personnel have professional or temporary state teaching certification or statements of eligibility
- noncertificated persons (including social and career/technical skills instructors) possess documented expert knowledge and/or skill in the field(s) they are teaching and must follow the school board's policy for the approval and use of non-certified instructional personnel

Interpretive Guidelines

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. The use and approval of noncertificated personnel should be based on local school board policy.

References

Sections 1003.51, 1003.52, 1012.22, 1012.42, 1012.55, F.S.; Rules 6A-6.05281, 6A-1.0502, 6A-1.0503, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E3.04 School Improvement

Performance Indicator

Intent

The expected outcome of this indicator is that ongoing program improvement through self-evaluation and planning is promoted.

Process Guidelines

The program has a school improvement plan (SIP) and ensures that

- educational administrators work cooperatively with school district administrators, program instructional personnel, students, and parents (when possible) to create a written SIP
- the school district-approved and current SIP is based on site-specific educational program needs, actual instructional assignments, and QA findings and is designed to address student outcomes and performance and achieve state educational goals
- the SIP is based on site-specific issues relevant to budget, training, instructional materials, technology, staffing, and student support services
- the SIP is implemented by instructional personnel and evidenced through adequate school improvement progress reports and annual evaluations

Interpretive Guidelines

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 educational program directors are considered to be the educational administrators for contracted (private-operated) educational programs. SIPs should be prepared annually, be specific to each juvenile justice educational program, and be approved by the school board. The quality and comprehensiveness of the SIP and the effectiveness of its implementation will be examined. Other school improvement initiatives may be based on student outcomes or program evaluation methods, such as QA reviews. Student outcomes may include student advancement in grade level; gains in assessment results; and/or successful reintegration into community, school, and/or work settings. The school advisory council (SAC) shall participate in the development and evaluation of the SIP process.

References

Sections 1001.452, 1003.52, 1008.345, F.S.;
Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E3.05 Policies and Procedures

Compliance Indicator

The expected outcome of this indicator is that effective organization and consistency between school districts and the educational components of juvenile justice facilities are promoted.

Process Guidelines

On-site administrators develop and educational staff have knowledge of written educational procedures that address the current educational quality assurance standards and

- accurately reflect the roles and responsibilities of all educational personnel (including school district personnel and overlay personnel who work on a consultative basis)
- address the provision of on-site leadership to the educational program (extent of responsibility and services), teaching assignments, requests for student records, enrollment, maintenance of student educational files, entry and exit 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), and soliciting community involvement and organizing community activities

Interpretive Guidelines

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 procedures. The program should clarify and describe the types of and frequency of ESE, guidance, and other support services in the program's written procedures.

References

Sections 1000.01, 1003.51, 1003.52, 1008.345, F.S.; Rules 6A-1.0941, 6A-1.0942, 6A-1.0943, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E3.06 Funding and Support

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that funding provides high-quality educational services.

Process Guidelines

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 expected outcome of this indicator is that funding provides 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 who oversee program operations, curriculum coordinators, ESE personnel, guidance counselors, lead educators, registrars, transition specialists, or others. The ratio of students to instructional personnel 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. An environment conducive to learning includes, but is not limited to, the facility, school climate, organization and management, and appropriate materials, supplies, and technology.

References

Sections 1003.51, 1003.52, 1003.53, 1006.28, 1011.62, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

2003 Day Treatment 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 Cooperative Agreement Management

Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that there is local oversight by the school district of educational services.

E4.02 Oversight and Assistance

Compliance Indicator

The expected outcome of this indicator is that the school district provides adequate support to juvenile justice educational programs.

E4.03 Data Management

Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that the school district accurately reports all pertinent student and program data in juvenile justice educational programs.

E4.01 Contract and Cooperative Agreement Management

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that there is local oversight by the school district of educational services.

Process Guidelines

The school district must ensure that there is a current and approved (by DOE and DJJ) cooperative agreement with DJJ and a contract with the educational provider when educational services are not directly operated by the school district.

The school district has appointed a contract manager or designated administrator to oversee the educational program. There is documentation that illustrates that either the contract manager or designated administrator is

- in contact with the program on a regular basis and 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
- quarterly (at a minimum) monitoring and documenting the expenditures of all state and federal educational funds provided through the school district from both publicly and privately operated programs
- annually (at a minimum) conducting and documenting evaluations of the program's educational component

Interpretive Guidelines

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 school district administrator. The school district principal may assign a representative as a contract manager for contracted (private-operated) educational programs and for direct service (district-operated) educational programs. Site visits should occur as determined by program needs. Contact may include, but is not limited to, site visits, telephone calls, e-mails, district meetings, and faxes. The contract manager may contact or designate other personnel to assist with contract management.

References

Sections 1003.02, 1003.51, 1003.52, 1003.57, F.S.; Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E4.02 Oversight and Assistance

Compliance Indicator

Intent

The expected outcome of this indicator is that the school district provides adequate support to juvenile justice educational programs.

Process Guidelines

There is documented evidence that the school district offers technical assistance and support services to the program that include

- participating in and approving the school improvement process and assisting with the implementation of the SIP
- assisting with the development of the program's ESE, academic, and career/technical curriculum and annually approving any non-school district curriculum
- providing access to school district inservice training
- providing access to the school district pool of substitute instructional personnel

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or the contract, the 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

School district support services include access to personnel such as curriculum coordinators, testing departments, adult and vocational education departments, student services, personnel offices, school data personnel, and federal project coordinators. The program and the school district should decide how access to inservice training opportunities and the pool of substitute teachers is provided. This may be clarified in the cooperative agreement and/or contract or in the program's written procedures. State and district assessments must be administered to all eligible students. The school improvement process and the development of an SIP should be a collaborative effort between the school district and the program.

References

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E4.03 Data Management

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that the school district accurately reports all pertinent student and program data in juvenile justice educational programs.

Process Guidelines

The school district is addressing the data management needs of the program through

- assigning the program an individual school number
- implementing and operating a year-round school, including MIS requirements, report cards, and the issuing of grades that accommodates a year-round school, and the opportunity for students to earn a minimum of 8 (7.5 if the program uses block scheduling) credits within a 12-month period
- maintaining accurate attendance records in the program and current school membership as evidenced by enrollment in the school district MIS, including documentation of student daily attendance records
- providing official oversight of the registration and withdrawal of all students through the school district MIS, providing permanent record cards and cumulative transcripts, and accurate reporting of all MIS data for every student who exits the program, including academic entry and exit testing results in reading, writing, and math*, credits earned, and pupil progression

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or the contract, student registration documentation, state and district-wide assessments, relevant correspondence between the school district and the program, entry and exit assessment data, school calendars, MIS information, and other appropriate documentation
- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

Clarification

Data management issues should be clarified in the cooperative agreement and/or the contract or in the program's written procedures. The program and the school district should decide how access to the school district MIS is provided. An individual school number means that the school number used by the program is not shared with any other school, including other DJJ schools. Only students enrolled in the particular school should be reported under the program's unique school number. Adult county jail students should be reported under separate school numbers. All of the students' information contained in Survey One through Survey Five should be reported under the same school number.

References

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

2003 Residential Programs

Educational Quality Assurance Standards

2003 Detention Centers

Educational Standard One: Transition

The transition standard is comprised of seven 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 community, school, post-commitment programs, and/or work settings.

E1.01 Entry Transition: Enrollment Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that students are properly enrolled and assessed so they may achieve their educational goals.

E1.02 Entry Transition: Assessment Performance Indicator

The expected outcome of this indicator is 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)

For short-term students, the expected outcome of this indicator is 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 expected outcome of this indicator is that (1) the educational program develops individual academic plans (IAPs) for non-exceptional student education (ESE) students and individual educational plans (IEPs) for students in ESE programs so that 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 expected outcome of this indicator is 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 detention.

E1.05 Guidance Services Performance Indicator

The expected outcome of this indicator is that students receive assistance in setting realistic goals and making appropriate decisions about their futures.

E1.06 Daily Population Notification Compliance Indicator

The expected outcome of this indicator is that all educational staff, including instructional personnel, know which students are awaiting placement into commitment programs and which are returning to their communities, so that staff can provide appropriate educational services and commitment preparation services.

E1.07 Exit Transition Performance Indicator (PRIORITY)

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

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that students are properly enrolled so that they may achieve their educational goals.

Process Guidelines

The detention center has entry transition activities that include

- ❑ when the most current records are not present or the student is “out-of-county,” making and documenting (with dates) requests for student educational records, transcripts, withdrawal forms, and ESE records, including IEPs, within five days of student entry into the facility (excluding weekends and holidays), and making and documenting (with dates) follow-up requests for records not received
- ❑ ensuring that student educational files contain, at a minimum,
 - the student’s permanent record information, which includes the student’s legal name, date of birth, race, sex, date of entry, home address, telephone number, name of parent or legal guardian, native language, immunization status, state testing information, and name of last school attended (including DJJ programs)
 - the student’s most recent and past transcripts, including a course history with total credits attempted and earned at previous schools, including previous juvenile justice programs
- ❑ enrollment in the school district MIS based on a review of past records, including withdrawal forms from the previous school with grades in progress, entry assessments, and pupil progression, and including the placement of current school district course schedules in student files

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review educational written procedures, entry documentation, student educational files, prior educational records or documentation of records requests, current transcripts, course schedules, enrollment forms, and other appropriate documentation
- interview the registrar, data entry clerk, other appropriate personnel, and students

Clarification

For “in-county” students, records should be obtained through the school district management information system (MIS). Documenting requests for records of “in-county” students is not required. Electronic files of transcripts maintained on site, which contain required educational information, are acceptable. Hard copies of students' current course schedules should be maintained in student files. Temporary enrollment may be used for up to 21 calendar days. Detention centers may utilize the 30-day waiver for immunization records. The detention center should seek access to the school district MIS for requesting “in-county” records and completing enrollment. Detention centers with 50 beds or more must have access to the school system database for the purpose of requesting records and enrolling students. Documenting requests for records of “in-county” students when there is on-site access is not required. “Out-of-county” records should be requested through multiple sources, such as Florida Automated System for Transfer of Records (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 school district 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 report cards, progress reports, assessment information, and ESE information, which will be recorded and rated in subsequent indicators.

References

Sections 1002.22, 1003.25, 1003.51, 1003.52, F.S.; Rules 6A-6.05281, 6A-1.0955, 6A-1.0014, FAC

Compliance Rating

- ❑ Full Compliance 6
- ❑ Substantial Compliance 4
- ❑ Noncompliance 0

E1.02 Entry Transition: Assessment Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that assessments are utilized to diagnose students' academic and vocational strengths, weaknesses, and interests in order to individually address the needs of the students.

Process Guidelines

The program has entry transition activities that include

- ❑ 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); and placed in student files. Assessments must be age-appropriate and administered according to the test publisher's guidelines.
- ❑ administering a vocational aptitude and/or career assessment within 22 calendar days of student entry into the detention center

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review educational written procedures, student educational files, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students
- verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the students

Clarification

Programs may use prior assessment results from detention, assignment, or prior commitment when those results are recent according to the administrative guidelines of the instrument used, and are determined by instructional personnel to be accurate. Assessment measures shall be appropriate for the student's age, grade, language proficiency, and program length of stay, and shall be non-discriminatory with respect to culture, disability, and socioeconomic status. 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 results do not appear to be consistent with the students' reported performance levels. Instructional personnel should have access to assessment results and records in student files and be well informed about the students' needs and abilities. Anticipated long-term students should have vocational assessments administered within 22 days of student entry. Vocational assessments are used to determine students' career interests and assess their vocational aptitudes. These assessments also should 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

Sections 1001.11, 1003.51, 1003.52, F.S.; Rule 6A-6.05281, 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**

Performance Indicator (PRIORITY)

Intent

For students in the detention center 21 calendar days or less, the expected outcome of this indicator is that instructional personnel address the needs of individual students who require tutorial and remedial instruction. For students in the detention center 22 calendar days or more, the expected outcome of this indicator is that (1) the educational program develops IAPs for non-ESE students and IEPs for students in ESE programs so all students receive individualized instruction and (2) these plans address the needs of students who require extended educational instruction.

Process Guidelines

The detention center has on-site transition activities that include

- documenting 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
- documenting the provision of ESE services within 11 days of student entry into the detention center, including obtaining current IEPs and reviewing and determining whether the IEP is appropriate given the students' placement in the detention center, (if it cannot be implemented as written, then an IEP meeting must be convened as soon as possible)
- changing enrollment from temporary to permanent status using specific courses listed in the *Florida Course Code Directory and Instructional Personnel Assignments* within the 22nd calendar day of student entry into the detention center
- developing IAPs for non-ESE students based on each student's entry assessments and past records by the 22nd calendar day of student entry into the detention center; these plans should include long-term goals and short-term instructional objectives for reading, writing, and mathematics; identified remedial strategies when appropriate; and a schedule for determining progress toward achieving the goals and objectives of the IAPs

Interpretive Guidelines

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. IAPs 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 IAPs or other appropriate documents. Students participating in the ESE and/or English for Speakers of Other Languages (ESOL) programs should be provided all corresponding services and documentation (i.e., written parental notification and procedural safeguards) required by federal and state laws. Documentation of ESE service delivery within the required time frame may include continuation of ESE services for "in-county" students, appropriate student course schedules based on current and appropriate individual educational plans (IEPs), official enrollment, class attendance, written parental notification and/or parental contact for an IEP review meeting. IEPs for students assigned to ESE programs should be individualized and include all required information. Instructional personnel should have access to IEPs. The program should document soliciting parent involvement in the IEP development process. Anticipated long-term students should have IAPs completed within 22 calendar days of student entry into the detention center. Career assessments should be sent to commitment programs with the transfer of students moving on to commitment.

References

Sections 1003.51, 1003.52, 1008.25, F.S.;
Rules 6A-6.03028, 6A-6.05221, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

**E1.04 On-Site Transition:
Student Progress (22 Days or More)**

Performance Indicator

Intent

The expected outcome of this indicator is that students are making progress toward their educational goals and that instructional objectives remain relevant to students' changing needs and interests as they progress during their detention.

Process Guidelines

The detention center documents that students have attained academic gains through

- 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' academic progress toward achieving the content of their IEPs and IAPs and, when appropriate, the revision of long-term goals and short-term instructional objectives in IAPs by an educational representative

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student work folders, IAPs, 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

The progress toward achieving the goals and objectives listed on IAPs and IEPs should occur at least every grading period. 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

Sections 1003.51, 1003.52, F.S.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E1.05 Guidance Services

Performance Indicator

Intent

The expected outcome of this indicator is that students receive assistance in setting realistic goals and making appropriate decisions about their futures.

Process Guidelines

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

Educational personnel who deliver guidance/advising services are responsible for

- articulating knowledge of graduation requirements, diploma options, the adult education options (if applicable), 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

To determine the rating, the reviewer, at a minimum, should

- review student IAPs, 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. Educational personnel delivering guidance/advising services should demonstrate detailed knowledge of graduation requirements, diploma options, and vocational and career opportunities. Students who are in the detention center 22 calendar days or more will be expected to articulate knowledge of their credits, grade levels, and diploma options to verify that individuals delivering guidance services are communicating this information to students. Guidance services for middle school students should consist of promotion criteria, high school planning, and vocational/career counseling consistent with post placement plans and opportunities. Students working to obtain a GED diploma should receive counseling that explains this diploma option's benefits and limitations.

References

Sections 1003.52, F.S. Rule 6A-6.0521, FAC; *Florida Course Code Directory and Instructional Personnel Assignments*

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E1.06 Daily Population Notification

Compliance Indicator

Intent

The expected outcome of this indicator is 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 that staff can provide appropriate educational services and commitment preparation services.

Process Guidelines

The lead educator documents and ensures that

- DJJ population reports are provided to the lead educator, teachers, school registrar, and other educational support staff as needed 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 and/or receives information from all detention hearings or staffings to determine the status of students in the detention center

Interpretive Guidelines

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
- observe student exit staffings, when possible

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 student's 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., each student's name, status, and expected date of release from detention). This information is used to assist in accomplishing Exit Transition. The lead educator relays this information daily to instructional personnel, registrars, and assessment personnel.

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E1.07 Exit Transition (PRIORITY)

Performance Indicator

Intent

The expected outcome of this indicator is that the detention center has and uses procedures that assist students with transition to schools or commitment programs.

Process Guidelines

The detention center has exit transition activities that include

- ❑ **for students who are returning to the community or schools**
 - ❑ transmitting students’ educational assessment results, days in attendance, 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 educational exit portfolio, which includes the following items in the student’s DJJ commitment file through the detention case manager or transition specialist prior to the student’s exit or the educational department provides educational information directly to commitment within five days of the students transfer to commitment so that educational information arrives with the student at the commitment program
 - ❑ current permanent record information and cumulative transcript from the school district 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
 - ❑ current or most recent records
 - ❑ IEPs for students assigned to ESE programs
 - ❑ assessment information
 - ❑ student withdrawal form which contains a current course schedule and grades in progress if applicable

Interpretive Guidelines

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 calendar 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. The program should maintain documentation indicating that student records were provided to the detention case manager and/or directly to the commitment program. This will help ensure that a continuum of educational services is provided throughout the students’ educational placement in the juvenile justice system. Permanent record information and cumulative transcripts from the school district 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.

Performance Rating

❑ Superior Performance	7	8	9
❑ Satisfactory Performance	4	5	6
❑ Partial Performance	1	2	3
❑ Nonperformance			0

2003 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 community, school, and/or work settings.

E2.01 Curriculum

Performance Indicator (PRIORITY)

The expected outcome of this indicator is 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 expected outcome 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 expected outcome of this indicator is that mutual respect and understanding between instructional personnel and students are promoted, and the environment is conducive to learning.

E2.04 Support Services

Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that detention centers provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics

E2.01 Curriculum

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is 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.

Process Guidelines

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* and address the Florida Sunshine State Standards (FSSS)
- provide a minimum of 240 days per year of 300 minutes daily (or the 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
 - 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
 - employability skills and social skills
 - modifications and accommodations as appropriate to meet the needs of all students
 - tutorial, remedial, and literacy instruction as needed

Interpretive Guidelines

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 written 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. Employability and social skills can include a broad range of skills that will assist students in successfully reintegrating into community, school, and/or work settings.

References

Sections 1003.42, 1003.43, 1003.435, 1003.438, 1003.51, 1003.52, 1003.53, 1008.25, 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

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.02 Instructional Delivery

Performance Indicator

Intent

The expected outcome of this indicator is that instruction addresses each student's needs, goals, and learning styles to stimulate ongoing student participation and interest.

Process Guidelines

Individualized instruction and a variety of instructional strategies are documented in lesson plans, demonstrated in all educational settings, and address

- instruction that is aligned with IAPs and IEPs and students' academic levels in reading, writing, and mathematics in all content areas being taught
- a variety and balance of targeted and appropriate teaching strategies to accommodate students' learning styles (e.g., auditory, visual, kinesthetic, tactile)

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review lesson plans, student work folders, IAPs 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 (CAI), or the use of a curriculum with the same content that addresses multiple academic levels. Long-term goals and short-term instructional objectives in students' IAPs and IEPs should be used by all instructional personnel to assist in providing individualized instruction and educational services. Instructional strategies may include, but are not limited to, thematic teaching, team teaching, direct instruction, experiential learning, CAI, 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 IAPs of their non-ESE students.

References

Sections 1003.51, 1003.52, 1003.53, F.S.;
Rules 6A-6.05281, 6A-6.0521, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.03 Classroom Management

Performance Indicator

Intent

The expected outcome of this indicator is that mutual respect and understanding between educational personnel, facility staff, and students are promoted, and the environment is conducive to learning.

Process Guidelines

The behavior management system of the educational program and the facility's behavior management system must be aligned and facilitate a classroom environment that supports high expectations. Classroom management procedures are documented and demonstrated by

- procedures for managing behavior are clearly defined for both educational personnel and facility staff in policy; and are understood by all facility staff, educational personnel, and students
- posted rules that are consistently enforced by instructional personnel and program staff and are clearly understood by all students
- equitably applying behavior management strategies and establishing and maintaining acceptable student behavior

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review program behavior policy, 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 should 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, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented through collaboration between instructional personnel and facility staff and through instructional delivery activities. Classroom management procedures should be designed to empower students to become independent learners and to promote positive student self-esteem.

References

Sections 1003.51, 1003.52, F.S.;
Rule 6A-6.05281, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.04 Support Services

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Process Guidelines

Support services are available to students and include English for Speakers of Other Languages (ESOL) services, 504, educational psychological services, and ESE services, related services, and mental and physical health services that, at a minimum, consist of regularly scheduled consultative services

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review IEPs, cooperative agreement and/or contract, educational written procedures, support services consultation logs, and other appropriate documentation
- interview ESE personnel, administrators, instructional and support personnel, other appropriate personnel, and students

Clarification

Students participating in ESOL, Section 504, ESE programs, and/or related services should be provided all corresponding services, including mental and physical health services, required by federal and state laws. Students' support and educational services should be integrated. Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs.

References

Sections 1003.51, 1003.52, 1003.57, 1006.04, F.S.;
Rules 6A-6.05281, 6A-6.0521, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

2003 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 expected outcome of this indicator is that instructional personnel and educational staff are well informed about the program's and the school district's purpose, policies, expected student outcomes, and school improvement initiatives.

E3.02 Instructional Personnel Qualifications

Performance Indicator (PRIORITY)

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

E3.03 Professional Development

Performance Indicator

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

E3.04 School Improvement

Performance Indicator

The expected outcome of this indicator is that ongoing program improvement through self-evaluation and planning is promoted.

E3.05 Policies and Procedures

Compliance Indicator

The expected outcome of this indicator is that effective organization and consistency between school districts and the educational components of juvenile justice facilities are promoted.

E3.06 Funding and Support

Performance Indicator (PRIORITY)

The expected outcome of this indicator is to ensure that funding provides high-quality educational services.

E3.02 Instructional Personnel Qualifications

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

Process Guidelines

Educational administrators ensure that

- instructional personnel have professional or temporary state teaching certification or statements of eligibility
- noncertificated personnel (including social and career/technical skills instructors) possess documented expert knowledge and/or skill in the field(s) they are teaching and must follow the school board's policy for the approval and use of non-certified instructional personnel

Interpretive Guidelines

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. The use and approval of noncertificated personnel should be based on local school board policy.

References

Sections 1003.51, 1003.52, 1012.22, 1012.42, 1012.55, F.S.; Rules 6A-6.05281, 6A-1.0502, 6A-1.0503, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E3.03 Professional Development

Performance Indicator

Intent

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

Process Guidelines

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 continual annual inservice training or continuing education (including college course work)
 - based on educational program needs, actual instructional assignments, and QA findings
 - from a variety of sources on such topics as instructional techniques, reading and literacy skills, content-related skills and knowledge, working with delinquent and at-risk youths, and ESE and ESOL programs
 - that qualifies for inservice points for certification renewal
- participate in facility program orientation and a beginning teacher program when appropriate

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review inservice training records (school district and program), teacher certifications, statements of eligibility, professional development plans and/or annual evaluations, school district 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 educational program directors are considered to be the educational administrators for contracted (private-operated) educational programs. While routine training in such areas 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 youths, 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 school 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

Sections 1003.51, 1003.52, 1003.53, 1008.345, 1012.42, F.S.; Rules 6A-6.05281, 6A-5.071, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E3.05 Policies and Procedures

Compliance Indicator

Intent

The expected outcome of this indicator is that effective organization and consistency between school districts and the educational components of juvenile justice facilities are promoted.

Process Guidelines

On-site administrators develop and educational staff have knowledge of written educational policies and procedures that address the current educational quality assurance standards and

- accurately reflect the roles and responsibilities of all educational personnel (including school district personnel and overlay personnel who work on a consultative basis)
- address the provision of on-site leadership to the educational program (extent of responsibility and services), teaching assignments, requests for student records, enrollment, maintenance of student educational files, entry and exit 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), and soliciting community involvement and organizing community activities

Interpretive Guidelines

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 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 procedures. The program should clarify and describe the types of and frequency of ESE, guidance, and other support services in the program's written procedures

References

Sections 1000.01, 1003.51, 1003.52, 1008.345, F.S.; Rules 6A-1.0941, 6A-1.0942, 6A-1.0943, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E3.06 Funding and Support

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is to ensure that funding provides for high-quality educational services.

Process Guidelines

Educational funding provides support in the areas of

- an adequate number of qualified instructional personnel
- current instructional materials that are appropriate to students' ages 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

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
- discuss findings with DJJ quality assurance reviewer when possible

Clarification

Depending on the type and size of the program, support personnel may include principals, assistant principals, school district administrators who 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. An environment conducive to learning includes, but is not limited to, the facility, school climate, organization and management, and appropriate materials, supplies, and technology.

References

Sections 1003.51, 1003.52, 1003.53, 1006.28, 1011.62, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

2003 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 detention center, but will only reflect the services of the school district that is responsible for the educational program.

E4.01 Contract and Cooperative Agreement Management

Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that there is local oversight by the school district of educational services.

E4.02 Oversight and Assistance

Compliance Indicator

The expected outcome of this indicator is that the school district provides adequate support to juvenile justice educational program.

E4.03 Data Management

Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that the school district accurately reports all pertinent student and program data in juvenile justice educational programs.

E4.01 Contract and Cooperative Agreement Management

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that there is local oversight by the school district of educational services.

Process Guidelines

The school district must ensure that there is a current and approved (by DOE and DJJ) cooperative agreement with DJJ and a contract with the educational provider when services are not directly operated by the school district.

The school district has appointed a contract manager or designated administrator to oversee the educational program. There is documentation that illustrates that either the contract manager or designated administrator is

- in contact with the program on a monthly basis and as needed to ensure 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
- quarterly (at a minimum) monitoring and documenting the expenditures of all state and federal educational funds provided through the school district from both publicly and privately operated programs
- annually (at a minimum) conducting and documenting periodic evaluations of the program's educational program

Interpretive Guidelines

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 school district administrator. The school district principal may assign a representative as a contract manager for contracted (private-operated) educational programs and for direct service (district-operated) educational programs. Site visits should occur as determined by program needs. Contact may include, but is not limited to, site visits, telephone calls, e-mails, district meetings, and faxes. The contract manager may contact or designate other personnel to assist with contract management.

References

Sections 1003.02, 1003.51, 1003.52, 1003.57, F.S.; Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E4.02 Oversight and Assistance

Compliance Indicator

Intent

The expected outcome of this indicator is that the school district accurately reports all pertinent student and program data in juvenile justice educational programs.

Process Guidelines

There is documented evidence that the school district offers technical assistance and support services to the program that include

- participating in and approving the school improvement process and assisting with the implementation of the SIP
- assisting with the development of the program's ESE, academic, and career/technical curriculum and annually approving any non-school district curriculum
- providing access to school district inservice training
- providing access to the school district pool of substitute instructional personnel

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or the contract, the SIP, student registration documentation, state and district 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

School district support services include access to personnel such as curriculum coordinators, testing departments, adult and vocational education departments, student services, personnel offices, MIS departments, and federal project coordinators. The program and the school district should decide how access to inservice training opportunities and the pool of substitute teachers is provided. This may be clarified in the cooperative agreement and/or contract or in the program's written procedures. State and district assessments must be administered to all eligible students. The school improvement process and the development of an SIP should be a collaborative effort between the school district and the program.

References

Sections 1003.51, 1003.52, F.S.;
Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E4.03 Data Management

Compliance Indicator (PRIORITY)

Intent

The intent of this indicator is to ensure that the school district provides adequate support to juvenile justice educational programs.

Process Guidelines

The school district is addressing the data management needs of the program through

- assigning the program an individual school number
- implementing and operating a year-round school based on 240 days of instruction, including MIS requirements, report cards, and the issuing of grades that accommodates a year-round school, and the opportunity for students to earn a minimum of 8 (7.5 if the program uses block scheduling) credits within a 12-month period
- providing official oversight of the registration and withdrawal of all students through the school district MIS and providing permanent record cards and cumulative transcripts, and accurate reporting of all MIS data for every student who exits the program, including academic entry and exit testing results in reading, writing, and math, credits earned, and pupil progression

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or the contract, student registration documentation, state and district assessments, relevant correspondence between the school district and the program, assessment data, school calendars, MIS information, and other appropriate documentation
- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

Clarification

Data management issues should be clarified in the cooperative agreement and/or the contract or in the program's written procedures. The program and the school district should decide how access to the school district MIS is provided. Major discrepancies in attendance and full-time equivalent (FTE) membership will be reported to DOE. An individual school number means that the school number used by the program is not shared with any other school, including other DJJ schools. Only students enrolled in the particular school should be reported under the program's unique school number. Adult county jail students should be reported under separate school numbers. All of the students' information contained in Survey One through Survey Five should be reported under the same school number.

References

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

Table D-1: 2002 QA Review Scores for each Indicator and Overall Mean Score for Detention Centers, Day Treatment, and Residential Commitment Educational Programs

Program Name	School District	E101	E102	E103	E104	E105	E106	E107	E201	E202	E203	E204	E205	E206	E207	E301	E302	E303	E304	E305	E306	E401	E402	E403	Mean	
DETENTION CENTERS																										
Alachua Regional Juvenile Detention Center	Alachua	6	5	7	7	5	5	6	7	5	5	6	N/A	N/A	N/A	7	6	7	7	6	7	6	6	6	6	6.12
Bay Regional Juvenile Detention Center	Bay	6	7	7	8	7	7	6	8	7	7	6	N/A	N/A	N/A	7	7	8	8	6	8	6	6	6	6	7.06
Brevard Regional Detention Center	Brevard	6	6	6	6	6	6	6	4	4	7	4	N/A	N/A	N/A	7	6	7	6	6	7	4	6	6	6	5.88
Collier County Detention Center	Collier	6	7	4	4	7	7	6	7	7	5	6	N/A	N/A	N/A	7	5	7	4	6	7	6	6	6	6	6.00
Dade Regional Juvenile Detention Center	Dade	0	1	2	2	7	2	0	2	2	4	6	N/A	N/A	N/A	4	5	6	7	6	4	4	0	0	3.53	
Duval Regional Juvenile Detention Center	Duval	6	5	5	5	7	6	6	6	5	5	6	N/A	N/A	N/A	6	6	7	5	6	4	6	6	6	6	5.65
Escambia Regional Juvenile Detention Center	Escambia	6	7	7	7	7	8	6	7	7	6	6	N/A	N/A	N/A	7	6	6	7	6	6	6	6	6	6	6.59
Hillsborough Regional Detention Center - East	Hillsborough	6	7	7	5	7	7	6	7	7	8	6	N/A	N/A	N/A	7	7	7	7	6	7	6	6	6	6	6.71
Hillsborough Regional Detention Center - West	Hillsborough	6	4	5	6	7	7	6	7	7	7	6	N/A	N/A	N/A	8	7	8	7	6	7	6	6	6	6	6.53
Southwest Florida Detention Center	Lee	6	6	6	6	7	6	6	7	6	7	6	N/A	N/A	N/A	6	8	7	6	6	7	6	6	6	6	6.41
Manatee Regional Juvenile Detention Center	Manatee	6	2	5	5	4	4	4	6	7	6	6	N/A	N/A	N/A	5	5	4	6	6	5	4	6	6	6	5.06
Marion Regional Juvenile Detention Center	Marion	4	2	2	3	8	7	6	5	4	3	6	N/A	N/A	N/A	4	4	8	8	6	5	6	6	4	6	5.00
Orange Regional Juvenile Detention Center	Orange	6	7	7	8	8	8	6	9	7	7	6	N/A	N/A	N/A	8	7	8	9	6	8	6	6	6	6	7.35
Osceola Regional Juvenile Detention Center	Osceola	6	8	5	7	7	7	6	7	6	7	6	N/A	N/A	N/A	7	6	7	7	6	7	6	6	6	6	6.59
Palm Beach Regional Juvenile Detention Center	Palm Beach	0	3	4	5	4	3	4	3	4	5	6	N/A	N/A	N/A	5	6	5	5	6	4	6	4	6	6	4.23
Pasco Regional Juvenile Detention Center	Pasco	6	5	4	4	7	7	6	6	7	7	6	N/A	N/A	N/A	5	7	7	7	6	7	6	6	6	6	6.12
Polk Regional Juvenile Detention Center	Polk	6	5	5	7	7	7	6	7	7	7	6	N/A	N/A	N/A	7	5	7	7	6	7	6	6	6	6	6.41
St. Johns Regional Juvenile Detention Center	St. Johns	6	2	2	4	7	5	6	5	5	6	4	N/A	N/A	N/A	6	7	5	7	6	4	6	6	6	6	5.12
St. Lucie Regional Juvenile Detention Center	St. Lucie	4	3	3	3	5	6	6	5	4	4	6	N/A	N/A	N/A	7	6	5	5	4	4	6	6	6	6	4.71
Seminole Regional Juvenile Detention Center	Seminole	0	4	5	6	5	3	0	5	5	6	6	N/A	N/A	N/A	4	7	4	4	6	5	4	4	6	6	4.41
Volusia Regional Juvenile Detention Center	Volusia	6	7	7	5	5	7	6	6	5	7	6	N/A	N/A	N/A	8	7	8	7	6	7	6	6	6	6	6.47
Mean		4.95	4.90	5.00	5.38	6.38	5.95	5.24	6.00	5.62	6.00	5.81	N/A	N/A	N/A	6.29	6.19	6.57	6.48	5.90	6.05	5.62	5.52	5.62	5.81	
Day Treatment Programs																										
Alachua Regional Marine Institute (GOMI)	Alachua	0	4	2	4	4	1	N/A	4	4	3	4	4	7	2	4	2	4	5	4	3	4	0	0	0	3.53
PACE Alachua	Alachua	6	4	7	7	7	4	N/A	7	7	7	7	6	7	7	7	4	7	7	6	7	6	6	6	6	6.37
Panama City Marine Institute	Bay	6	3	6	4	5	6	N/A	5	6	6	7	6	8	5	6	5	5	5	6	7	6	6	4	6	5.32
Rainwater Center for Girls	Brevard	6	7	3	4	6	7	N/A	4	5	4	4	6	8	7	5	6	6	6	6	5	6	6	6	6	5.53
Florida Ocean Science Institute	Broward	6	7	7	7	7	7	N/A	7	7	7	7	6	7	4	4	7	7	6	6	7	6	6	6	6	6.47

Dade Marine Institute - North	Dade	6	5	7	7	7	5	N/A	4	4	5	7	6	4	7	7	5	5	7	6	4	6	6	0	5.71
Dade Marine Institute - South	Dade	6	3	4	7	5	3	N/A	6	7	5	7	6	8	7	7	4	6	7	6	6	6	6	0	5.79
Jacksonville Marine Institute - East	Duval	6	7	5	4	7	2	N/A	4	4	4	2	6	6	6	5	3	4	5	4	5	4	4	0	4.73
Jacksonville Youth Center	Duval	6	4	4	3	7	4	N/A	5	4	5	7	6	7	6	6	6	5	0	6	5	0	4	6	5.05
Escambia Bay Marine Institute	Escambia	6	5	4	6	7	4	N/A	4	5	4	4	6	7	5	5	4	4	4	6	4	6	6	0	4.95
PACE Hillsborough	Hillsborough	6	6	5	7	7	7	N/A	7	6	5	6	6	7	6	7	3	5	1	6	7	6	4	6	5.78
Tampa Marine Institute	Hillsborough	6	4	7	5	7	8	N/A	7	6	7	7	6	8	8	8	4	5	7	6	6	6	6	6	6.42
Southwest Florida Marine Institute	Lee	4	2	4	3	7	3	N/A	5	4	5	7	6	7	7	7	3	4	4	6	4	6	6	4	4.84
Gulf Coast Marine Institute - North	Manatee	6	7	7	7	7	7	N/A	7	6	4	4	6	7	7	7	5	5	6	6	7	6	6	6	6.21
MATS Halfway House	Manatee	6	3	3	3	4	4	N/A	4	6	5	6	6	7	N/A	4	3	7	6	4	4	6	6	6	4.72
PACE Marion	Marion	6	4	4	7	7	5	N/A	5	4	5	7	6	5	5	6	5	5	5	6	4	0	4	0	5.32
Silver River Marine Institute	Marion	6	5	7	5	7	2	N/A	6	7	4	6	6	7	7	7	4	4	6	6	6	0	6	0	5.68
Emerald Coast Marine Institute	Okaloosa	4	4	5	6	7	4	N/A	6	5	5	5	6	8	5	4	3	5	3	6	7	6	4	4	5.16
Orlando Marine Institute	Orange	6	5	7	7	7	7	N/A	6	6	5	5	6	7	7	8	5	8	7	6	5	6	6	6	6.32
Palm Beach Marine Institute	Palm Beach	6	2	4	4	4	3	N/A	4	4	2	4	6	6	5	6	2	5	4	6	3	4	4	4	4.21
PACE Palm Beach	Palm Beach	6	5	4	5	7	3	N/A	4	6	4	4	6	7	7	5	5	5	7	6	5	6	6	6	5.32
New Port Richey Marine Institute	Pasco	6	6	6	6	6	7	N/A	7	6	6	6	6	7	7	7	5	5	7	6	6	6	6	6	6.21
Boley Young Adult Program	Pinellas	6	3	2	3	4	1	N/A	5	5	5	2	6	7	7	7	7	7	3	6	6	6	6	6	4.84
Pinellas Marine Institute	Pinellas	6	5	7	7	5	4	N/A	7	7	4	5	6	7	7	7	3	4	3	6	2	6	6	6	5.37
Central Florida Marine Institute	Polk	6	5	2	2	4	2	N/A	5	5	2	2	4	6	6	6	2	5	5	6	2	6	6	6	4.05
Eckerd Leadership Program	St. Lucie	6	7	7	4	6	5	N/A	6	5	5	7	6	6	5	7	4	4	7	4	6	6	6	4	5.63
Stewart Marchman Transitions Day Treatment	Volusia	6	8	8	8	8	7	N/A	7	6	8	8	6	7	8	8	7	8	7	6	8	6	6	6	7.32
Mean		5.63	4.81	5.11	5.26	6.15	4.52	N/A	5.48	5.44	4.85	5.44	5.85	6.85	6.15	6.19	4.30	5.33	5.19	5.70	5.22	5.11	5.33	4.075.44	

RESIDENTIAL COMMITMENT PROGRAMS

Alachua Halfway House	Alachua	6	5	3	4	6	3	N/A	3	5	3	6	6	4	N/A	4	5	5	6	0	5	4	6	4	4.39
Bay HOPE	Bay	6	5	3	5	5	3	N/A	5	5	5	5	6	7	N/A	6	7	7	4	4	4	6	4	6	5.11
Alligator Creek STOP Camp	Bradford	4	6	6	7	5	5	N/A	6	5	7	7	6	5	N/A	7	7	5	6	6	5	6	6	6	5.83
Brevard Group Treatment Home	Brevard	6	6	6	7	6	3	N/A	6	7	7	7	6	7	N/A	6	5	6	7	6	5	6	6	6	6.06
Space Coast Marine Institute	Brevard	6	6	6	6	8	8	N/A	5	6	6	7	6	8	N/A	7	3	7	7	6	7	6	6	6	6.39
Brevard Halfway House (Francis S. Walker)	Brevard	6	5	8	7	7	3	N/A	7	5	8	7	6	5	N/A	5	7	7	7	6	7	6	6	6	6.27
Broward Intensive Halfway House	Broward	6	6	8	5	7	2	N/A	8	6	7	8	6	7	N/A	7	6	7	6	6	7	6	6	6	6.38
Elaine Gordon Sexual Offender Program	Broward	6	4	7	5	6	3	N/A	4	4	6	5	6	5	N/A	6	8	5	7	4	7	6	6	4	5.45
South Pines Academy	Broward	6	7	7	7	7	4	N/A	6	7	6	6	6	7	N/A	6	5	6	5	6	5	6	6	6	6.05
Dina Thompson Academy	Broward	4	4	4	4	4	1	N/A	5	5	7	3	6	5	N/A	7	5	4	6	6	4	6	6	6	4.67

Cypress Creek Academy	Citrus	6	4	4	4	5	4	N/A	4	4	4	4	6	5	N/A	5	4	6	5	6	4	6	6	6	4.67
Camp E-Nini-Hassee	Citrus	6	6	3	3	5	2	N/A	3	7	4	6	0	4	N/A	5	5	6	4	6	7	0	0	6	4.56
Big Cypress Wilderness Institute	Collier	4	6	2	1	5	4	N/A	2	2	4	6	0	4	N/A	5	4	4	5	4	4	0	0	6	3.67
Collier Drill Academy	Collier	6	4	6	6	4	6	N/A	6	5	6	7	6	7	N/A	6	4	4	3	6	5	6	4	6	5.38
Bay Point Schools - Main (West/Kennedy)	Dade	6	5	3	5	5	3	N/A	7	7	6	8	6	8	N/A	7	4	4	4	6	5	6	6	0	5.50
Bay Point Schools - North	Dade	6	4	4	4	2	1	N/A	4	8	4	5	6	7	N/A	5	4	4	4	4	4	6	6	6	4.44
Everglades Youth Development Center	Dade	6	1	5	5	4	2	N/A	5	6	6	3	6	5	N/A	5	5	6	6	6	6	6	6	0	4.89
Florida City Youth Center	Dade	6	4	5	5	5	5	N/A	5	4	5	6	6	5	N/A	5	5	6	6	6	5	6	6	6	5.22
Southern Glades Youth Academy	Dade	4	7	4	4	5	5	N/A	6	4	4	2	6	7	N/A	7	8	6	5	6	6	6	6	0	5.33
WINGS (Women in Need of Greater Strength)	Dade	6	8	5	6	5	7	N/A	5	4	5	5	6	7	N/A	5	3	4	6	6	2	6	6	0	5.28
Miami Halfway House	Dade	6	4	3	3	7	2	N/A	6	6	6	6	6	6	N/A	7	6	7	0	4	7	6	4	0	5.11
Deborah's Way	Dade	4	3	3	4	4	3	N/A	0	4	3	3	0	4	N/A	4	4	4	3	0	4	4	4	0	3.00
Kingsley Center - 6 & 8 Combined	DeSoto	6	2	3	4	2	2	N/A	4	4	4	1	6	4	N/A	5	3	4	4	6	5	6	4	0	3.83
Peace River Outward Bound	DeSoto	6	6	7	6	7	7	N/A	6	5	7	3	6	6	N/A	4	5	6	7	6	4	6	6	6	5.78
Duval Halfway House	Duval	6	4	6	4	6	3	N/A	4	4	4	4	6	4	N/A	4	7	5	3	6	3	4	6	6	4.61
Duval START Center	Duval	4	4	2	3	4	2	N/A	0	4	3	2	0	7	N/A	2	6	4	4	6	3	6	4	0	3.33
Impact Halfway House	Duval	6	4	2	2	7	1	N/A	4	5	4	6	4	4	N/A	5	5	7	7	6	5	4	4	6	4.67
Tiger Success Center	Duval	6	4	5	5	5	4	N/A	5	5	5	5	6	5	N/A	5	7	5	4	6	5	0	4	6	5.11
Escambia River Outward Bound	Escambia	4	3	7	5	5	3	N/A	5	4	5	6	6	5	N/A	5	5	7	6	6	6	4	4	0	5.17
Panther Success Center	Hamilton	6	5	5	5	4	3	N/A	4	7	3	7	6	7	N/A	5	6	6	4	6	4	6	6	6	5.17
Hendry Halfway House	Hendry	4	0	1	4	0	1	N/A	1	1	1	1	4	0	N/A	4	3	1	0	6	1	6	4	4	1.83
Hendry Youth Development Academy	Hendry	4	0	1	4	0	1	N/A	1	1	1	1	4	0	N/A	4	3	1	0	6	1	6	4	4	1.83
Camp E-Tu-Makee	Hendry	6	8	7	7	7	7	N/A	6	6	6	7	6	7	N/A	7	5	7	6	4	6	6	6	4	6.39
Camp E-How-Kee	Hernando	6	5	6	7	6	7	N/A	6	7	6	6	6	8	N/A	7	5	6	7	6	6	4	6	0	6.28
Leslie Peters Halfway House	Hillsborough	6	5	4	3	5	2	N/A	3	5	4	6	0	5	N/A	4	6	6	6	6	5	6	6	6	4.50
Youth Environmental Services	Hillsborough	6	5	4	4	6	5	N/A	5	4	5	6	6	7	N/A	4	4	5	7	6	6	6	6	6	5.28
Riverside Academy	Hillsborough	6	7	5	5	3	4	N/A	6	4	6	7	6	5	N/A	7	6	7	5	4	4	6	6	6	5.39
Falkenburg Academy	Hillsborough	6	5	4	7	8	6	N/A	7	8	5	7	6	7	N/A	7	5	7	7	6	7	6	6	6	6.39
West Florida Wilderness Institute	Holmes	6	7	4	7	8	7	N/A	6	7	6	6	4	7	N/A	7	5	6	6	6	6	6	6	6	5.94
Jackson Juvenile Offender Correction Center	Jackson	6	7	7	8	7	8	N/A	7	7	5	5	6	7	N/A	8	7	6	7	6	9	6	6	6	6.83
Monticello New Life Center	Jefferson	6	5	4	3	4	4	N/A	5	4	3	4	6	3	N/A	5	5	3	7	6	3	6	4	6	4.44
Price Halfway House	Lee	6	6	3	3	5	3	N/A	5	5	3	2	4	5	N/A	5	6	5	6	4	6	6	6	6	4.56
Sawmill Academy for Girls	Leon	6	4	6	5	2	6	N/A	5	4	4	7	6	5	N/A	6	5	4	7	6	5	6	6	6	5.17
Forestry Youth Academy	Levy	4	5	3	4	4	2	N/A	5	7	5	6	4	7	N/A	4	4	4	7	4	7	0	4	0	4.78

Bristol Youth Academy	Liberty	6	4	3	3	6	2	N/A	5	5	5	5	6	3	N/A	5	7	3	4	0	5	4	4	6	4.28
Liberty Wilderness Crossroads Camp	Liberty	6	4	3	5	5	4	N/A	5	5	4	6	6	7	N/A	7	5	3	4	6	6	6	6	4	5.06
Residential Alternatives for the Mentally Challenged (RAMC)	Madison	6	1	3	3	4	2	N/A	4	4	4	5	6	7	N/A	4	4	5	7	6	4	4	0	0	4.39
Greenville Hills Academy	Madison	6	4	6	6	6	3	N/A	6	8	6	6	6	7	N/A	5	5	6	7	6	7	6	0	0	5.89
Manatee Boot Camp	Manatee	6	4	4	3	7	7	N/A	7	8	5	5	6	7	N/A	5	4	3	3	6	6	0	NA	0	5.33
Manatee Omega	Manatee	6	4	5	5	7	4	N/A	7	5	5	6	6	6	N/A	5	5	5	3	6	6	0	NA	0	5.33
Manatee Wilderness Outward Bound	Manatee	6	4	3	3	4	6	N/A	5	4	5	6	6	7	N/A	3	4	5	3	6	4	0	4	6	4.67
Manatee Youth Academy	Manatee	6	4	7	7	7	4	N/A	7	4	7	4	6	4	N/A	4	4	4	3	6	4	0	NA	0	5.11
MATS Sexual Offender Program	Manatee	6	3	3	3	4	4	N/A	4	6	5	6	6	7	N/A	4	3	7	6	4	4	6	6	6	4.72
Marion Juvenile Correctional Facility	Marion	6	5	3	6	6	3	N/A	7	7	5	7	6	8	N/A	7	6	7	7	6	7	6	6	0	6.11
Marion Youth Development Center	Marion	4	5	3	4	4	3	N/A	3	7	5	3	6	5	N/A	3	4	5	6	6	3	6	6	0	4.39
Camp E-Kel-Etu	Marion	6	6	5	4	5	5	N/A	5	7	5	5	6	7	N/A	7	5	5	7	4	5	6	6	0	5.50
Jonathan Dickinson STOP Camp	Martin	6	4	4	5	3	4	N/A	5	7	5	7	6	8	N/A	7	7	5	7	6	5	6	6	6	5.61
Martin County Boot Camp/JOTC	Martin	6	3	8	8	7	8	N/A	8	7	7	9	6	8	N/A	8	6	8	8	6	7	6	6	6	7.12
Nassau Halfway House	Nassau	6	5	6	5	5	6	N/A	6	5	7	6	6	6	N/A	5	8	4	7	6	6	6	6	6	5.83
STEP North (Nassau)	Nassau	6	4	3	4	N/A	4	N/A	5	N/A	6	7	0	N/A	N/A	5	4	4	7	4	7	4	4	4	4.67
Vision Quest Okeechobee	Okeechobee	4	4	3	4	2	1	N/A	4	4	3	4	0	3	N/A	5	3	3	N/A	0	2	4	4	0	2.88
Okeechobee Juvenile Offender Correction Center	Okeechobee	6	6	7	7	6	7	N/A	7	8	6	7	6	7	N/A	7	7	6	7	6	5	6	6	6	6.56
Eckerd Intensive Halfway House	Okeechobee	6	7	7	8	8	7	N/A	7	6	7	8	6	8	N/A	6	5	7	7	6	4	0	4	6	6.67
Adolescent Therapeutic Center Dual Diagnosis	Orange	6	6	7	7	7	6	N/A	7	5	7	7	6	7	N/A	7	7	7	7	6	6	6	6	6	6.56
Adolescent Therapeutic Center for Boys	Orange	6	6	7	7	7	6	N/A	7	5	7	7	6	7	N/A	7	7	7	7	6	6	6	6	6	6.56
Adolescent Therapeutic Center for Girls	Orange	6	5	7	7	7	6	N/A	7	5	7	7	6	7	N/A	7	7	7	7	6	6	6	6	6	6.50
Orange Halfway House	Orange	6	4	3	3	5	3	N/A	5	5	3	7	4	5	N/A	5	5	6	6	6	7	4	6	6	4.89
First Step II Halfway House	Orange	6	4	5	5	5	4	N/A	6	5	5	7	4	7	N/A	6	5	6	7	6	7	6	6	6	5.55
Eckerd Youth Academy	Orange	6	7	7	7	4	4	N/A	7	7	7	7	6	7	N/A	7	4	7	7	6	7	6	6	6	6.33
Adolescent Residential Campus (Combined)	Osceola	6	6	7	7	8	7	N/A	4	7	4	2	6	7	N/A	4	5	5	7	6	7	6	6	6	5.83
Kissimmee Juvenile Correctional Facility	Osceola	6	4	4	4	5	5	N/A	3	4	2	1	6	4	N/A	3	4	4	7	6	4	6	6	6	4.22
Florida Institute for Girls	Palm Beach	6	3	4	4	4	3	N/A	3	4	4	4	6	5	N/A	4	7	7	5	6	4	6	6	6	4.61
SAGO PALM - Pahokee Youth Development Center	Palm Beach	6	2	2	2	5	2	N/A	3	7	4	2	6	7	N/A	4	7	7	6	6	6	6	6	0	4.67
Harbor-Mandala Adolescent Treatment Center	Pasco	6	4	7	7	6	5	N/A	7	6	7	6	6	6	N/A	7	5	6	6	6	6	6	6	6	6.06
San Antonio Boys Village	Pasco	6	8	6	7	7	4	N/A	6	5	7	7	6	6	N/A	7	7	6	6	4	8	6	6	0	6.28
Britt Halfway House	Pinellas	6	6	6	4	4	5	N/A	6	4	6	4	6	5	N/A	7	5	7	7	6	5	6	6	6	5.50
Florida Youth Academy - Level 6	Pinellas	4	5	5	7	5	2	N/A	5	5	6	5	6	5	N/A	5	6	7	3	4	7	6	6	6	5.11

Florida Youth Academy - Level 8	Pinellas	4	4	5	5	5	2	N/A	5	5	6	5	6	7	N/A	5	7	7	3	4	7	6	6	6	5.11
Florida Youth Academy Low Risk	Pinellas	4	5	7	7	6	2	N/A	7	5	7	5	6	5	N/A	5	7	7	3	4	7	6	6	6	5.50
LEAF Recovery	Pinellas	6	7	7	7	7	3	N/A	7	4	7	7	6	7	N/A	7	4	7	3	6	4	6	6	6	5.89
Avon Park Youth Academy	Polk	4	6	4	4	7	6	N/A	5	7	4	6	4	6	N/A	5	3	4	6	4	7	0	4	4	5.11
Live Oak Academy	Polk	6	7	7	7	7	5	N/A	5	5	5	6	6	5	N/A	6	5	7	5	6	6	6	6	6	5.89
Polk County Boot Camp	Polk	6	7	3	4	7	5	N/A	6	6	5	8	6	7	N/A	8	5	5	6	4	7	6	6	4	5.83
Polk Halfway House	Polk	6	5	7	7	8	6	N/A	7	6	7	7	6	7	N/A	7	5	8	8	6	7	6	6	6	6.67
Sabal Palm School	Polk	6	5	4	4	5	6	N/A	3	5	4	3	6	7	N/A	7	5	5	6	6	5	6	6	6	5.11
Hastings Youth Academy	St. Johns	6	4	3	4	4	2	N/A	5	5	3	5	6	8	N/A	6	7	4	4	6	5	6	6	0	4.83
Camp E-Ma-Chamee	Santa Rosa	6	5	5	4	4	7	N/A	5	6	7	7	6	7	N/A	7	5	7	7	4	4	4	6	0	5.72
Blackwater Career Development Center	Santa Rosa	6	5	7	7	6	6	N/A	6	7	6	6	6	6	N/A	8	8	5	6	6	4	6	6	6	6.17
Blackwater STOP Camp	Santa Rosa	6	8	7	7	7	6	N/A	7	7	7	7	6	7	N/A	7	8	8	7	6	7	6	6	6	6.94
Sarasota YMCA Character House	Sarasota	6	4	4	7	7	6	N/A	5	4	6	6	6	7	N/A	4	3	5	7	6	4	0	6	6	5.50
(GUYS) Grove Residential Program (Excel Alternatives)	Seminole	6	4	2	5	4	4	N/A	4	7	4	7	6	5	N/A	5	5	4	3	6	3	4	4	0	4.61
First Step Four (EXCEL Anex)	Seminole	6	4	5	5	5	5	N/A	5	6	5	5	6	7	N/A	5	4	5	5	6	6	6	6	6	5.28
GOALS	Seminole	6	4	6	6	5	4	N/A	4	5	5	7	6	6	N/A	4	4	7	5	6	7	6	6	6	5.44
Eckerd Comprehensive Treatment	Union	6	4	5	7	5	4	N/A	5	3	6	6	6	5	N/A	6	5	7	4	6	3	6	6	6	5.17
Stewart Marchman Oaks (Terrance and Lee Hall)	Volusia	6	8	8	8	8	7	N/A	7	6	8	8	6	7	N/A	8	7	8	7	6	8	6	6	6	7.28
Stewart Marchman Pines Halfway House	Volusia	6	8	8	8	8	7	N/A	7	6	8	8	6	7	N/A	8	7	8	7	6	8	6	6	6	7.28
Three Springs of Daytona	Volusia	6	5	6	4	6	5	N/A	6	6	6	7	6	4	N/A	6	5	6	7	6	7	6	6	6	5.78
Stewart Marchman Lee Hall	Volusia	6	8	8	8	8	7	N/A	7	6	8	8	6	7	N/A	8	7	8	7	6	8	6	6	6	7.28
Mean		5.67	4.89	4.92	5.18	5.42	4.27	N/A	5.19	5.38	5.27	5.57	5.39	5.96	N/A	5.66	5.31	5.59	5.53	5.37	5.40	5.06	5.33	4.29	5.33

Table D-2: 2002 Mean QA Review Scores for each QA Standard and Overall Mean Scores for Nondeemed Programs by Security Level

*Level	Program Name	School District	Standard				Mean
			1	2	3	**4	
Detention	Alachua Regional Juvenile Detention Center	Alachua	5.86	5.75	6.67	6.00	6.12
	Bay Regional Juvenile Detention Center	Bay	6.86	7.00	7.33	6.00	7.06
	Brevard Regional Detention Center	Brevard	6.00	4.75	6.50	5.33	5.88
	Collier County Detention Center	Collier	5.90	6.25	6.00	6.00	6.00
	Dade Regional Juvenile Detention Center	Dade	2.00	3.50	5.33	1.33	3.53
	Duval Regional Juvenile Detention Center	Duval	5.71	5.50	5.67	6.00	5.65
	Escambia Regional Juvenile Detention Center	Escambia	6.86	6.50	6.33	6.00	6.59
	Hillsborough Regional Detention Center - East	Hillsborough	6.43	7.00	6.83	6.00	6.71
	Hillsborough Regional Detention Center - West	Hillsborough	5.86	6.75	7.17	6.00	6.53
	Southwest Florida Detention Center	Lee	6.14	6.50	6.67	6.00	6.41
	Manatee Regional Juvenile Detention Center	Manatee	4.29	6.25	5.17	5.33	5.06
	Marion Regional Juvenile Detention Center	Marion	4.57	4.50	5.83	5.33	5.00
	Orange Regional Juvenile Detention Center	Orange	7.14	7.25	7.67	6.00	7.35
	Osceola Regional Juvenile Detention Center	Osceola	6.57	6.50	6.67	6.00	6.59
	Palm Beach Regional Juvenile Detention Center	Palm Beach	3.29	4.50	5.17	5.33	4.23
	Pasco Regional Juvenile Detention Center	Pasco	5.57	6.50	6.50	6.00	6.12
	Polk Regional Juvenile Detention Center	Polk	6.14	6.75	6.50	6.00	6.41
	St. Johns Regional Juvenile Detention Center	St. Johns	4.57	5.00	5.83	6.00	5.12
St. Lucie Regional Juvenile Detention Center	St. Lucie	4.29	4.75	5.17	6.00	4.71	
Seminole Regional Juvenile Detention Center	Seminole	3.29	5.50	5.00	4.67	4.41	
Volusia Regional Juvenile Detention Center	Volusia	6.14	6.00	7.17	6.00	6.47	
		Mean	5.40	5.86	6.25	5.59	5.81
Prevention	PACE Alachua	Alachua	5.83	6.86	6.33	6.00	6.37
	PACE Hillsborough	Hillsborough	6.33	6.14	4.83	5.33	5.78
	PACE Marion	Marion	5.50	5.29	5.17	1.33	5.32
	PACE Palm Beach	Palm Beach	5.00	5.43	5.50	6.00	5.32
		Mean	5.67	5.93	5.46	4.67	5.70
Intensive Probation	Rainwater Center for Girls	Brevard	5.50	5.43	5.67	6.00	5.53
	Jacksonville Youth Center	Duval	4.67	5.71	4.67	3.33	5.05
	Silver River Marine Institute	Marion	5.33	6.14	5.50	2.00	5.68
	Orlando Marine Institute	Orange	6.50	6.00	6.50	6.00	6.32
	Eckerd Leadership Program	St. Lucie	5.83	5.71	5.33	5.33	5.63
		Mean	5.57	5.80	5.53	4.53	5.64
Conditional Release	Boley Young Adult Program	Pinellas	3.17	5.29	6.00	6.00	4.84
	Stewart Marchman Transitions Day Treatment	Volusia	7.50	7.14	7.33	6.00	7.32
		Mean	5.34	6.22	6.67	6.00	6.08
Mixed IP & CR	Alachua Regional Marine Institute (GOMI)	Alachua	2.50	4.29	3.67	1.33	3.53
	Panama City Marine Institute	Bay	4.00	6.14	5.67	5.33	5.32
	Florida Ocean Science Institute	Broward	6.83	6.43	6.17	6.00	6.47
	Dade Marine Institute - North	Dade	6.17	5.29	5.67	4.00	5.71
	Dade Marine Institute - South	Dade	4.67	6.57	6.00	4.00	5.79

	Jacksonville Marine Institute - East	Duval	5.17	4.50	4.67	2.66	4.73
	Escambia Bay Marine Institute	Escambia	5.33	5.00	4.50	4.00	4.95
	Tampa Marine Institute	Hillsborough	6.17	7.00	6.00	6.00	6.42
	Southwest Florida Marine Institute	Lee	3.83	5.86	4.67	5.33	4.84
	Gulf Coast Marine Institute - North	Manatee	6.83	5.86	6.00	6.00	6.21
	Emerald Coast Marine Institute	Okaloosa	5.00	5.71	4.67	4.67	5.16
	Palm Beach Marine Institute	Palm Beach	3.83	4.43	4.33	4.00	4.21
	New Port Richey Marine Institute	Pasco	6.17	6.43	6.00	6.00	6.21
	Pinellas Marine Institute, SAFE, and Panama Key Island	Pinellas	5.67	6.14	4.17	6.00	5.37
	Central Florida Marine Institute	Polk	3.50	4.29	4.33	6.00	4.05
		Mean	5.41	6.00	5.47	5.09	5.64
Low Risk	Alligator Creek STOP Camp	Bradford	5.50	6.00	6.00	6.00	5.83
	Brevard Group Treatment Home	Brevard	5.67	6.67	5.83	6.00	6.06
	Escambia River Outward Bound	Escambia	4.50	5.17	5.83	2.67	5.17
	Manatee Wilderness Outward Bound	Manatee	4.33	5.50	4.17	3.33	4.67
	Jonathan Dickinson STOP Camp	Martin	4.33	6.33	6.17	6.00	5.61
	STEP North (Nassau)	Nassau	4.20	4.50	5.17	4.00	4.67
	Camp E-Tu-Makee	Pinellas	7.00	6.33	5.83	5.33	6.39
	Florida Youth Academy Low Risk	Pinellas	5.17	5.83	5.50	6.00	5.50
	Blackwater STOP Camp	Santa Rosa	6.83	6.83	7.17	6.00	6.94
		Mean	5.28	5.91	5.74	5.04	5.65
Mixed Low & Moderate Risk	Space Coast Marine Institute	Brevard	6.67	6.33	6.17	6.00	6.39
	South Pines Academy	Broward	6.33	6.33	5.50	6.00	6.05
	Vision Quest Okeechobee	Okeechobee	3.00	3.00	2.60	2.67	2.88
	Camp E-How-Kee	Pinellas	6.17	6.50	6.17	3.33	6.28
	Camp E-Ma-Chamee	Pinellas	5.17	6.33	5.66	3.33	5.72
	Avon Park Youth Academy	Polk	5.17	5.33	4.83	2.67	5.11
	Hastings Youth Academy	St. Johns	3.83	5.17	5.17	4.00	4.83
		Mean	5.19	5.57	5.16	4.00	5.32
Moderate Risk	Alachua Halfway House	Alachua	4.50	4.50	4.17	4.67	4.39
	Bay HOPE (2001)	Bay	4.50	5.50	5.33	5.33	5.11
	Brevard Halfway House (Francis S. Walker)	Brevard	6.00	6.33	6.50	6.00	6.27
	Dina Thompson Academy	Broward	3.50	5.17	5.33	6.00	4.67
	Big Cypress Wilderness Institute	Collier	3.67	3.00	4.33	2.00	3.67
	Collier Drill Academy	Collier	5.33	6.17	4.67	5.33	5.38
	Bay Point Schools - Main (East/Kennedy)	Dade	4.50	7.00	5.00	4.00	5.50
	Bay Point Schools - North	Dade	3.50	5.67	4.17	6.00	4.44
	Deborah's Way	Dade	3.50	2.33	3.17	2.67	3.00
	Florida City Youth Center	Dade	5.00	5.00	5.67	6.00	5.22
	Miami Halfway House	Dade	4.17	6.00	5.17	3.33	5.11
	Southern Glades Youth Academy	Dade	4.83	4.83	6.33	4.00	5.33
	WINGS (Women in Need of Greater Strength)	Dade	6.17	5.33	4.33	4.00	5.28
	Kingsley Center - 6 & 8 Combined	DeSoto	3.17	3.83	4.50	3.33	3.83
	Peace River Outward Bound	DeSoto	6.50	5.50	5.33	6.00	5.78
	Duval Halfway House	Duval	4.83	4.33	4.67	5.33	4.61

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Duval START Center	Duval	3.17	2.67	4.17	3.33	3.33
Impact Halfway House	Duval	3.67	4.50	5.83	4.67	4.67
Panther Success Center	Hamilton	4.67	5.67	5.17	6.00	5.17
Hendry Halfway House	Hendry	1.66	1.33	2.50	4.67	1.83
NAFI Hendry Youth Development Academy	Hendry	1.66	1.33	2.50	4.67	1.83
Falkenburg Academy	Hillsborough	6.00	6.67	6.50	6.00	6.39
Leslie Peters Halfway House	Hillsborough	4.17	3.83	5.50	6.00	4.50
Riverside Academy	Hillsborough	5.00	5.67	5.50	6.00	5.39
West Florida Wilderness Institute	Holmes	6.50	5.33	6.00	6.00	5.94
Price Halfway House	Lee	4.33	4.00	5.33	6.00	4.56
Sawmill Academy for Girls	Leon	4.83	5.17	5.50	6.00	5.17
Forestry Youth Academy	Levy	3.67	5.67	5.00	1.33	4.78
Bristol Youth Academy	Liberty	4.00	4.83	4.00	4.67	4.28
Liberty Wilderness Crossroads Camp	Liberty	4.50	5.50	5.17	5.33	5.06
Greenville Hills Academy	Madison	5.17	6.50	6.00	2.00	5.89
Residential Alternatives for the Mentally Challenged (RAMC)	Madison	3.17	5.00	5.00	1.33	4.39
Manatee Boot Camp (2001)	Manatee	5.17	6.33	4.50	0.00	5.33
MATS Halfway House	Manatee	3.83	5.67	4.67	6.00	4.72
Marion Youth Development Center	Marion	3.83	4.83	4.50	4.00	4.39
Nassau Halfway House	Nassau	5.50	6.00	6.00	6.00	5.83
Adolescent Therapeutic Center Dual Diagnosis	Orange	6.50	6.50	6.67	6.00	6.56
Adolescent Therapeutic Center for Boys	Orange	6.50	6.50	6.67	6.00	6.56
Adolescent Therapeutic Center for Girls	Orange	6.33	6.50	6.67	6.00	6.50
First Step II Halfway House	Orange	4.83	5.67	6.17	6.00	5.55
Orange Halfway House	Orange	4.00	4.83	5.83	5.33	4.89
Harbor-Mandala Adolescent Treatment Center	Pasco	5.83	6.33	6.00	6.00	6.06
San Antonio Boys Village	Pasco	6.33	6.17	6.33	4.00	6.28
Britt Halfway House	Pinellas	5.17	5.17	6.17	6.00	5.50
Camp E-Kel-Etu	Pinellas	5.17	5.83	5.50	4.00	5.50
Camp E-Nini-Hassee	Pinellas	4.17	4.00	5.50	2.00	4.56
Eckerd Intensive Halfway House	Pinellas	7.17	7.00	5.83	3.33	6.67
Florida Youth Academy - Level 6	Pinellas	4.67	5.33	5.33	6.00	5.11
LEAF Recovery	Pinellas	6.17	6.33	5.17	6.00	5.89
Live Oak Academy	Polk	6.50	5.33	5.83	6.00	5.89
Polk County Boot Camp	Polk	5.33	6.33	5.83	5.33	5.83
Polk Halfway House	Polk	6.50	6.67	6.83	6.00	6.67
Blackwater Career Development Center	Santa Rosa	6.17	6.17	6.17	6.00	6.17
Sarasota YMCA Character House	Sarasota	5.67	5.67	4.83	4.00	5.50
(GUYS) Grove Residential Program (Excel Alternatives)	Seminole	4.17	5.33	4.33	2.67	4.61
First Step Four (EXCEL Anex)	Seminole	5.00	5.67	5.17	6.00	5.28
GOALS	Seminole	5.17	5.50	5.67	6.00	5.44
Eckerd Comprehensive Treatment	Union	5.17	5.17	5.17	6.00	5.17
Stewart Marchman Lee Hall	Volusia	7.50	7.00	7.33	6.00	7.28
Stewart Marchman Pines Halfway House	Volusia	7.50	7.00	7.33	6.00	7.28
Stewart Marchman Terrace Halfway House	Volusia	7.50	7.00	7.33	6.00	7.28
Mean		5.05	5.43	5.46	4.94	5.32

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Mixed	Youth Environmental Services	Hillsborough	5.00	5.50	5.33	6.00	5.28
Mod & Hi	Adolescent Residential Campus (Combined)	Osceola	6.83	5.00	5.67	6.00	5.83
Risk			5.92	5.25	5.50	6.00	5.56
			<i>Mean</i>				
High Risk	Broward Intensive Halfway House	Broward	5.67	7.00	6.50	6.00	6.38
	Elaine Gordon Sexual Offender Program	Broward	5.17	5.00	6.17	5.33	5.45
	Everglades Youth Development Center	Dade	3.83	5.17	5.67	4.00	4.89
	Tiger Success Center	Duval	4.83	5.17	5.33	3.33	5.11
	Monticello New Life Center	Jefferson	4.33	4.17	4.83	5.33	4.44
	Manatee Youth Academy (2001)	Manatee	5.83	5.33	4.17	0.00	5.11
	MATS Sexual Offender Program	Manatee	3.83	5.67	4.67	6.00	4.72
	Marion Intensive Treatment	Marion	4.83	6.67	6.67	4.00	6.11
	Three Springs	Osceola	4.67	3.33	4.67	6.00	4.22
	SAGO PALM - Pahokee Youth Development Center	Palm Beach	3.17	4.83	6.00	4.00	4.67
	Eckerd Youth Academy	Pinellas	5.83	6.83	6.33	6.00	6.33
	Florida Youth Academy - Level 8	Pinellas	4.17	5.67	5.50	6.00	5.11
	Sabal Palm School	Polk	5.00	4.67	5.67	6.00	5.11
	Martin County Boot Camp/JOTC	Martin	6.67	7.50	7.17	6.00	7.12
	Three Springs of Daytona	Volusia	5.33	5.83	6.17	6.00	5.78
			4.88	5.52	5.70	4.93	5.37
			<i>Mean</i>				
Mixed High	Okeechobee Juvenile Offender Correction Center	Okeechobee	6.50	6.83	6.33	6.00	6.56
	Florida Institute for Girls	Palm Beach	4.00	4.33	5.50	6.00	4.61
& Max	Jackson Juvenile Offender Correction Center	Washington	7.17	6.17	7.17	6.00	6.83
			5.89	5.78	6.33	6.00	6.00
			<i>Mean</i>				
Maximum Risk	Cypress Creek Academy	Citrus	4.50	4.50	5.00	6.00	4.67
	Manatee Omega	Manatee	5.17	5.83	5.00	0.00	5.33
			4.84	5.17	5.00	3.00	5.00
			<i>Mean</i>				
All Programs Combined			5.13	5.56	5.56	4.94	5.42
			<i>Mean</i>				

Table D-3: 2002 Mean QA Review Scores for each QA Standard and Overall Mean Scores for Nondeemed Programs by Supervising School District

School District	Program Name	*Level	Standard				Mean
			1	2	3	**4	
Alachua	Alachua Regional Juvenile Detention Center	Detention Secure	5.86	5.75	6.67	6.00	6.12
	PACE Alachua	Prevention	5.83	6.86	6.33	6.00	6.37
	Alachua Regional Marine Institute (GOMI)	Mixed - IP & CR	2.50	4.29	3.67	1.33	3.53
	Alachua Halfway House	Moderate Risk	4.50	4.50	4.17	4.67	4.39
		Mean	4.67	5.35	5.21	4.50	5.10
Bay	Bay Regional Juvenile Detention Center	Detention Secure	6.86	7.00	7.33	6.00	7.06
	Panama City Marine Institute	Mixed - IP & CR	4.00	6.14	5.67	5.33	5.32
	Bay HOPE (2001)	Moderate Risk	4.50	5.50	5.33	5.33	5.11
		Mean	5.12	6.21	6.11	5.55	5.83
Bradford	Alligator Creek STOP Camp	Low Risk	5.50	6.00	6.00	6.00	5.83
		Mean	5.50	6.00	6.00	6.00	5.83
Brevard	Brevard Regional Detention Center	Detention Secure	6.00	4.75	6.50	5.33	5.88
	Rainwater Center for Girls	Intensive Probation	5.50	5.43	5.67	6.00	5.53
	Brevard Group Treatment Home	Low Risk	5.67	6.67	5.83	6.00	6.06
	Brevard Halfway House (Francis S. Walker)	Moderate Risk	6.00	6.33	6.50	6.00	6.27
	Space Coast Marine Institute	Mixed: Low & Moderate Risk	6.67	6.33	6.17	6.00	6.39
		Mean	5.97	5.90	6.13	5.87	6.03
Broward	Florida Ocean Science Institute	Mixed - IP & CR	6.83	6.43	6.17	6.00	6.47
	Dina Thompson Academy	Moderate Risk	3.50	5.17	5.33	6.00	4.67
	Broward Intensive Halfway House	High Risk	5.67	7.00	6.50	6.00	6.38
	Elaine Gordon Sexual Offender Program	High Risk	5.17	5.00	6.17	5.33	5.45
	South Pines Academy	Mixed: Low & Moderate Risk	6.33	6.33	5.50	6.00	6.05
		Mean	5.50	5.99	5.93	5.87	5.80
Citrus	Cypress Creek Academy	Maximum Risk	4.50	4.50	5.00	6.00	4.67
		Mean	4.50	4.50	5.00	6.00	4.67
Collier	Collier County Detention Center	Detention Secure	5.90	6.25	6.00	6.00	6.00
	Big Cypress Wilderness Institute	Moderate Risk	3.67	3.00	4.33	2.00	3.67
	Collier Drill Academy	Moderate Risk	5.33	6.17	4.67	5.33	5.38
		Mean	4.97	5.14	5.00	4.44	5.02
DeSoto	Kingsley Center - 6 & 8 Combined	Moderate Risk	3.17	3.83	4.50	3.33	3.83
	Peace River Outward Bound	Moderate Risk	6.50	5.50	5.33	6.00	5.78
		Mean	4.84	4.67	4.92	4.67	4.81
Duval	Duval Regional Juvenile Detention Center	Detention Secure	5.71	5.50	5.67	6.00	5.65
	Jacksonville Youth Center	Intensive Probation	4.67	5.71	4.67	3.33	5.05
	Jacksonville Marine Institute - East	Mixed - IP & CR	5.17	4.50	4.67	2.66	4.73
	Duval Halfway House	Moderate Risk	4.83	4.33	4.67	5.33	4.61
	Duval START Center	Moderate Risk	3.17	2.67	4.17	3.33	3.33
	Impact Halfway House	Moderate Risk	3.67	4.50	5.83	4.67	4.67
	Tiger Success Center	High Risk	4.83	5.17	5.33	3.33	5.11
		Mean	4.58	4.63	5.00	4.09	4.74
Escambia	Escambia Regional Juvenile Detention Center	Detention Secure	6.86	6.50	6.33	6.00	6.59
	Escambia Bay Marine Institute	Mixed - IP & CR	5.33	5.00	4.50	4.00	4.95

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	Escambia River Outward Bound	Low Risk	4.50	5.17	5.83	2.67	5.17
		Mean	5.56	5.56	5.55	4.22	5.57
Hamilton	Panther Success Center	Moderate Risk	4.67	5.67	5.17	6.00	5.17
		Mean	4.67	5.67	5.17	6.00	5.17
Hendry	Hendry Halfway House	Moderate Risk	1.66	1.33	2.50	4.67	1.83
	NAFI Hendry Youth Development Academy	Moderate Risk	1.66	1.33	2.50	4.67	1.83
		Mean	1.66	1.33	2.50	4.67	1.83
Hillsborough	Hillsborough Regional Detention Center - East	Detention Secure	6.43	7.00	6.83	6.00	6.71
	Hillsborough Regional Detention Center - West	Detention Secure	5.86	6.75	7.17	6.00	6.53
	PACE Hillsborough	Prevention	6.33	6.14	4.83	5.33	5.78
	Tampa Marine Institute	Mixed - IP & CR	6.17	7.00	6.00	6.00	6.42
	Falkenburg Academy	Moderate Risk	6.00	6.67	6.50	6.00	6.39
	Leslie Peters Halfway House	Moderate Risk	4.17	3.83	5.50	6.00	4.50
	Riverside Academy	Moderate Risk	5.00	5.67	5.50	6.00	5.39
	Youth Environmental Services	Mixed: Moderate & High	5.00	5.50	5.33	6.00	5.28
		Mean	5.62	6.07	5.96	5.92	5.88
Holmes	West Florida Wilderness Institute	Moderate Risk	6.50	5.33	6.00	6.00	5.94
		Mean	6.50	5.33	6.00	6.00	5.94
Jefferson	Monticello New Life Center	High Risk	4.33	4.17	4.83	5.33	4.44
		Mean	4.33	4.17	4.83	5.33	4.44
Lee	Southwest Florida Detention Center	Detention Secure	6.14	6.50	6.67	6.00	6.41
	Southwest Florida Marine Institute	Mixed - IP & CR	3.83	5.86	4.67	5.33	4.84
	Price Halfway House	Moderate Risk	4.33	4.00	5.33	6.00	4.56
		Mean	4.77	5.45	5.56	5.78	5.27
Leon	Sawmill Academy for Girls	Moderate Risk	4.83	5.17	5.50	6.00	5.17
		Mean	4.83	5.17	5.50	6.00	5.17
Levy	Forestry Youth Academy	Moderate Risk	3.67	5.67	5.00	1.33	4.78
		Mean	3.67	5.67	5.00	1.33	4.78
Liberty	Bristol Youth Academy	Moderate Risk	4.00	4.83	4.00	4.67	4.28
	Liberty Wilderness Crossroads Camp	Moderate Risk	4.50	5.50	5.17	5.33	5.06
		Mean	4.25	5.17	4.59	5.00	4.67
Madison	Greenville Hills Academy	Moderate Risk	5.17	6.50	6.00	2.00	5.89
	Residential Alternatives for the Mentally Challenged (RAMC)	Moderate Risk	3.17	5.00	5.00	1.33	4.39
		Mean	4.17	5.75	5.50	1.67	5.14
Manatee	Manatee Regional Juvenile Detention Center	Detention Secure	4.29	6.25	5.17	5.33	5.06
	Gulf Coast Marine Institute - North	Mixed - IP & CR	6.83	5.86	6.00	6.00	6.21
	Manatee Wilderness Outward Bound	Low Risk	4.33	5.50	4.17	3.33	4.67
	Manatee Boot Camp (2001)	Moderate Risk	5.17	6.33	4.50	0.00	5.33
	MATS Halfway House	Moderate Risk	3.83	5.67	4.67	6.00	4.72
	Manatee Youth Academy (2001)	High Risk	5.83	5.33	4.17	0.00	5.11
	MATS Sexual Offender Program	High Risk	3.83	5.67	4.67	6.00	4.72
	Manatee Omega	Maximum Risk	5.17	5.83	5.00	0.00	5.33
		Mean	4.91	5.81	4.79	3.33	5.14
Marion	Marion Regional Juvenile Detention Center	Detention Secure	4.57	4.50	5.83	5.33	5.00
	PACE Marion	Prevention	5.50	5.29	5.17	1.33	5.32
	Silver River Marine Institute	Intensive Probation	5.33	6.14	5.50	2.00	5.68
	Marion Youth Development Center	Moderate Risk	3.83	4.83	4.50	4.00	4.39

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	Marion Intensive Treatment	High Risk	4.83	6.67	6.67	4.00	6.11
		Mean	4.81	5.49	5.53	3.33	5.30
Martin	Jonathan Dickinson STOP Camp	Low Risk	4.33	6.33	6.17	6.00	5.61
	Martin County Boot Camp/JOTC	Mixed: Low & High Risk	6.67	7.50	7.17	6.00	7.12
		Mean	5.50	6.92	6.67	6.00	6.37
Miami-Dade	Dade Regional Juvenile Detention Center	Detention Secure	2.00	3.50	5.33	1.33	3.53
	Dade Marine Institute - North	Mixed - IP & CR	6.17	5.29	5.67	4.00	5.71
	Dade Marine Institute - South	Mixed - IP & CR	4.67	6.57	6.00	4.00	5.79
	Bay Point Schools - Main (East/Kennedy)	Moderate Risk	4.50	7.00	5.00	4.00	5.50
	Bay Point Schools - North	Moderate Risk	3.50	5.67	4.17	6.00	4.44
	Deborah's Way	Moderate Risk	3.50	2.33	3.17	2.67	3.00
	Florida City Youth Center	Moderate Risk	5.00	5.00	5.67	6.00	5.22
	Miami Halfway House	Moderate Risk	4.17	6.00	5.17	3.33	5.11
	Southern Glades Youth Academy	Moderate Risk	4.83	4.83	6.33	4.00	5.33
	WINGS (Women in Need of Greater Strength)	Moderate Risk	6.17	5.33	4.33	4.00	5.28
	Everglades Youth Development Center	High Risk	3.83	5.17	5.67	4.00	4.89
		Mean	4.39	5.15	5.14	3.94	4.89
Nassau	STEP North (Nassau)	Low Risk	4.20	4.50	5.17	4.00	4.67
	Nassau Halfway House	Moderate Risk	5.50	6.00	6.00	6.00	5.83
		Mean	4.85	5.25	5.59	5.00	5.25
Okaloosa	Emerald Coast Marine Institute	Mixed - IP & CR	5.00	5.71	4.67	4.67	5.16
		Mean	5.00	5.71	4.67	4.67	5.16
Okeechobee	Okeechobee Juvenile Offender Correction Center	Mixed - High & Max	6.50	6.83	6.33	6.00	6.56
	Vision Quest Okeechobee	Mixed: Low & Moderate Risk	3.00	3.00	2.60	2.67	2.88
		Mean	4.75	4.92	4.47	4.34	4.72
Orange	Orange Regional Juvenile Detention Center	Detention Secure	7.14	7.25	7.67	6.00	7.35
	Orlando Marine Institute	Intensive Probation	6.50	6.00	6.50	6.00	6.32
	Adolescent Therapeutic Center Dual Diagnosis	Moderate Risk	6.50	6.50	6.67	6.00	6.56
	Adolescent Therapeutic Center for Boys	Moderate Risk	6.50	6.50	6.67	6.00	6.56
	Adolescent Therapeutic Center for Girls	Moderate Risk	6.33	6.50	6.67	6.00	6.50
	First Step II Halfway House	Moderate Risk	4.83	5.67	6.17	6.00	5.55
	Orange Halfway House	Moderate Risk	4.00	4.83	5.83	5.33	4.89
		Mean	6.97	7.21	7.70	6.89	7.29
Osceola	Osceola Regional Juvenile Detention Center	Detention Secure	6.57	6.50	6.67	6.00	6.59
	Three Springs	High Risk	4.67	3.33	4.67	6.00	4.22
	Adolescent Residential Campus (Combined)	Mixed: Moderate & High	6.83	5.00	5.67	6.00	5.83
		Mean	6.02	4.94	5.67	6.00	5.55
Palm Beach	Palm Beach Regional Juvenile Detention Center	Detention Secure	3.29	4.50	5.17	5.33	4.23
	PACE Palm Beach	Prevention	5.00	5.43	5.50	6.00	5.32
	Palm Beach Marine Institute	Mixed - IP & CR	3.83	4.43	4.33	4.00	4.21
	SAGO PALM - Pahokee Youth Development Center	High Risk	3.17	4.83	6.00	4.00	4.67
	Florida Institute for Girls	Mixed - High & Max	4.00	4.33	5.50	6.00	4.61
		Mean	3.86	4.70	5.30	5.07	4.61
Pasco	Pasco Regional Juvenile Detention Center	Detention Secure	5.57	6.50	6.50	6.00	6.12
	New Port Richey Marine Institute	Mixed - IP & CR	6.17	6.43	6.00	6.00	6.21
	Harbor-Mandala Adolescent Treatment Center	Moderate Risk	5.83	6.33	6.00	6.00	6.06
	San Antonio Boys Village	Moderate Risk	6.33	6.17	6.33	4.00	6.28

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		Mean	5.98	6.36	6.21	5.50	6.17
Pinellas	Boley Young Adult Program	Conditional Release	3.17	5.29	6.00	6.00	4.84
	Pinellas Marine Institute, SAFE, and Panama Key Island	Mixed - IP & CR	5.67	6.14	4.17	6.00	5.37
	Camp E-Tu-Makee	Low Risk	7.00	6.33	5.83	5.33	6.39
	Florida Youth Academy Low Risk	Low Risk	5.17	5.83	5.50	6.00	5.50
	Britt Halfway House	Moderate Risk	5.17	5.17	6.17	6.00	5.50
	Camp E-Kel-Etu	Moderate Risk	5.17	5.83	5.50	4.00	5.50
	Camp E-Nini-Hassee	Moderate Risk	4.17	4.00	5.50	2.00	4.56
	Eckerd Intensive Halfway House	Moderate Risk	7.17	7.00	5.83	3.33	6.67
	Florida Youth Academy - Level 6	Moderate Risk	4.67	5.33	5.33	6.00	5.11
	LEAF Recovery	Moderate Risk	6.17	6.33	5.17	6.00	5.89
	Eckerd Youth Academy	High Risk	5.83	6.83	6.33	6.00	6.33
	Florida Youth Academy - Level 8	High Risk	4.17	5.67	5.50	6.00	5.11
	Camp E-How-Kee	Mixed: Low & Moderate Risk	6.17	6.50	6.17	3.33	6.28
	Camp E-Ma-Chamee	Mixed: Low & Moderate Risk	5.17	6.33	5.66	3.33	5.72
			Mean	5.35	5.90	5.62	4.95	5.63
Polk	Polk Regional Juvenile Detention Center	Detention Secure	6.14	6.75	6.50	6.00	6.41
	Central Florida Marine Institute	Mixed - IP & CR	3.50	4.29	4.33	6.00	4.05
	Live Oak Academy	Moderate Risk	6.50	5.33	5.83	6.00	5.89
	Polk County Boot Camp	Moderate Risk	5.33	6.33	5.83	5.33	5.83
	Polk Halfway House	Moderate Risk	6.50	6.67	6.83	6.00	6.67
	Sabal Palm School	High Risk	5.00	4.67	5.67	6.00	5.11
	Avon Park Youth Academy	Mixed: Low & Moderate Risk	5.17	5.33	4.83	2.67	5.11
		Mean	5.45	5.62	5.69	5.43	5.58
Santa Rosa	Blackwater STOP Camp	Low Risk	6.83	6.83	7.17	6.00	6.94
	Blackwater Career Development Center	Moderate Risk	6.17	6.17	6.17	6.00	6.17
		Mean	6.50	6.50	6.67	6.00	6.56
Sarasota	Sarasota YMCA Character House	Moderate Risk	5.67	5.67	4.83	4.00	5.50
		Mean	5.67	5.67	4.83	4.00	5.50
Seminole	Seminole Regional Juvenile Detention Center	Detention Secure	3.29	5.50	5.00	4.67	4.41
	(GUYS) Grove Residential Program (Excel Alternatives)	Moderate Risk	4.17	5.33	4.33	2.67	4.61
	First Step Four (EXCEL Anex)	Moderate Risk	5.00	5.67	5.17	6.00	5.28
	GOALS	Moderate Risk	5.17	5.50	5.67	6.00	5.44
		Mean	4.41	5.50	5.04	4.84	4.94
St. Johns	St. Johns Regional Juvenile Detention Center	Detention Secure	4.57	5.00	5.83	6.00	5.12
	Hastings Youth Academy	Mixed: Low & Moderate Risk	3.83	5.17	5.17	4.00	4.83
		Mean	4.20	5.09	5.50	5.00	4.98
St. Lucie	St. Lucie Regional Juvenile Detention Center	Detention Secure	4.29	4.75	5.17	6.00	4.71
	Eckerd Leadership Program	Intensive Probation	5.83	5.71	5.33	5.33	5.63
		Mean	5.06	5.23	5.25	5.67	5.17
Union	Eckerd Comprehensive Treatment	Moderate Risk	5.17	5.17	5.17	6.00	5.17
		Mean	5.17	5.17	5.17	6.00	5.17
Volusia	Volusia Regional Juvenile Detention Center	Detention Secure	6.14	6.00	7.17	6.00	6.47
	Stewart Marchman Transitions Day Treatment	Conditional Release	7.50	7.14	7.33	6.00	7.32
	Stewart Marchman Lee Hall	Moderate Risk	7.50	7.00	7.33	6.00	7.28
	Stewart Marchman Pines Halfway House	Moderate Risk	7.50	7.00	7.33	6.00	7.28
	Stewart Marchman Terrace Halfway House	Moderate Risk	7.50	7.00	7.33	6.00	7.28

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	Three Springs of Daytona	High Risk	5.33	5.83	6.17	6.00	5.78
		<i>Mean</i>	6.91	6.66	7.11	6.00	6.90
Washington	Jackson Juvenile Offender Correction Center	Mixed - High & Max	7.17	6.17	7.17	6.00	6.83
		<i>Mean</i>	7.17	6.17	7.17	6.00	6.83
All Programs Combined		<i>Mean</i>	5.13	5.56	5.56	4.94	5.42

Table D-4: 2002 Mean QA Review Scores for each QA Standard and Overall Mean Scores for All Nondeemed Programs by Educational Provider

Educational Provider	Program Name	School District	*Level	Standard				Mean
				1	2	3	**4	
Alachua School District	Alachua Halfway House	Alachua	Moderate Risk	4.50	4.50	4.17	4.67	4.39
	Alachua Regional Juvenile Detention Center	Alachua	Detention Secure	5.86	5.75	6.67	6.00	6.12
	Mean			5.18	5.13	5.42	5.34	5.26
Associated Marine Institutes, Inc.	Alachua Regional Marine Institute (GOMI)	Alachua	Mixed - IP & CR	2.50	4.29	3.67	1.33	3.53
	Panama City Marine Institute	Bay	Mixed - IP & CR	4.00	6.14	5.67	5.33	5.32
	Space Coast Marine Institute	Brevard	Mixed: Low & Moderate Risk	6.67	6.33	6.17	6.00	6.39
	Florida Ocean Science Institute	Broward	Mixed - IP & CR	6.83	6.43	6.17	6.00	6.47
	Big Cypress Wilderness Institute	Collier	Moderate Risk	3.67	3.00	4.33	2.00	3.67
	Dade Marine Institute - North	Dade	Mixed - IP & CR	6.17	5.29	5.67	4.00	5.71
	Dade Marine Institute - South	Dade	Mixed - IP & CR	4.67	6.57	6.00	4.00	5.79
	WINGS (Women in Need of Greater Strength)	Dade	Moderate Risk	6.17	5.33	4.33	4.00	5.28
	Jacksonville Marine Institute - East	Duval	Mixed - IP & CR	5.17	4.50	4.67	2.66	4.73
	Escambia Bay Marine Institute	Escambia	Mixed - IP & CR	5.33	5.00	4.50	4.00	4.95
	Tampa Marine Institute	Hillsborough	Mixed - IP & CR	6.17	7.00	6.00	6.00	6.42
	Youth Environmental Services	Hillsborough	Mixed: Moderate & High	5.00	5.50	5.33	6.00	5.28
	West Florida Wilderness Institute	Holmes	Moderate Risk	6.50	5.33	6.00	6.00	5.94
	Southwest Florida Marine Institute	Lee	Mixed - IP & CR	3.83	5.86	4.67	5.33	4.84
	Gulf Coast Marine Institute - North	Manatee	Mixed - IP & CR	6.83	5.86	6.00	6.00	6.21
	Silver River Marine Institute	Marion	Intensive Probation	5.33	6.14	5.50	2.00	5.68
	Emerald Coast Marine Institute	Okaloosa	Mixed - IP & CR	5.00	5.71	4.67	4.67	5.16
	Orlando Marine Institute	Orange	Intensive Probation	6.50	6.00	6.50	6.00	6.32
	Palm Beach Marine Institute	Palm Beach	Mixed - IP & CR	3.83	4.43	4.33	4.00	4.21
	New Port Richey Marine Institute	Pasco	Mixed - IP & CR	6.17	6.43	6.00	6.00	6.21
Pinellas Marine Institute, SAFE, and Panama Key Island	Pinellas	Mixed - IP & CR	5.67	6.14	4.17	6.00	5.37	
Central Florida Marine Institute	Polk	Mixed - IP & CR	3.50	4.29	4.33	6.00	4.05	
Mean			5.50	5.79	5.46	4.92	5.60	
Bay Point Schools, Inc.	Bay Point Schools - Main (East/Kennedy)	Dade	Moderate Risk	4.50	7.00	5.00	4.00	5.50
	Bay Point Schools - North	Dade	Moderate Risk	3.50	5.67	4.17	6.00	4.44
	Mean			4.00	6.34	4.59	5.00	4.97
Bay School District	Bay Regional Juvenile Detention Center	Bay	Detention Secure	6.86	7.00	7.33	6.00	7.06
Mean			6.86	7.00	7.33	6.00	7.06	
Bradford School District	Alligator Creek STOP Camp	Bradford	Low Risk	5.50	6.00	6.00	6.00	5.83
Mean			5.50	6.00	6.00	6.00	5.83	
Brevard School District	Brevard Group Treatment Home	Brevard	Low Risk	5.67	6.67	5.83	6.00	6.06
	Brevard Halfway House (Francis S. Walker)	Brevard	Moderate Risk	6.00	6.33	6.50	6.00	6.27
	Brevard Regional Detention Center	Brevard	Detention Secure	6.00	4.75	6.50	5.33	5.88

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				Mean	5.89	5.92	6.28	5.78	6.07
Broward School District	Broward Intensive Halfway House	Broward	High Risk	5.67	7.00	6.50	6.00	6.38	
	Dina Thompson Academy	Broward	Moderate Risk	3.50	5.17	5.33	6.00	4.67	
	Elaine Gordon Sexual Offender Program	Broward	High Risk	5.17	5.00	6.17	5.33	5.45	
	South Pines Academy	Broward	Mixed: Low & Moderate Risk	6.33	6.33	5.50	6.00	6.05	
				Mean	5.17	5.88	5.88	5.83	5.64
Children's Comprehensive Services, Inc.	Jacksonville Youth Center	Duval	Intensive Probation	4.67	5.71	4.67	3.33	5.05	
					Mean	4.67	5.71	4.67	3.33	5.05
Collier School District	Collier County Detention Center	Collier	Detention Secure	5.90	6.25	6.00	6.00	6.00	
	Collier Drill Academy	Collier	Moderate Risk	5.33	6.17	4.67	5.33	5.38	
					Mean	5.62	6.21	5.34	5.67	5.69
Correctional Services Corporation	Cypress Creek Academy	Citrus	Maximum Risk	4.50	4.50	5.00	6.00	4.67	
	Sabal Palm School	Polk	High Risk	5.00	4.67	5.67	6.00	5.11	
					Mean	4.75	4.59	5.34	6.00	4.89
Crosswinds Youth Services	Rainwater Center for Girls	Brevard	Intensive Probation	5.50	5.43	5.67	6.00	5.53	
					Mean	5.50	5.43	5.67	6.00	5.53
Dept. of Agriculture	Forestry Youth Academy	Levy	Moderate Risk	3.67	5.67	5.00	1.33	4.78	
					Mean	3.67	5.67	5.00	1.33	4.78
DISC Village, Inc.	Greenville Hills Academy	Madison	Moderate Risk	5.17	6.50	6.00	2.00	5.89	
	Residential Alternatives for the Mentally Challenged (RAMC)	Madison	Moderate Risk	3.17	5.00	5.00	1.33	4.39	
					Mean	4.17	5.75	5.50	1.67	5.14
Duval School District	Duval Halfway House	Duval	Moderate Risk	4.83	4.33	4.67	5.33	4.61	
	Duval Regional Juvenile Detention Center	Duval	Detention Secure	5.71	5.50	5.67	6.00	5.65	
	Duval START Center	Duval	Moderate Risk	3.17	2.67	4.17	3.33	3.33	
	Impact Halfway House	Duval	Moderate Risk	3.67	4.50	5.83	4.67	4.67	
					Mean	4.35	4.25	5.09	4.83	4.57
Eckerd Youth Alternatives, Inc.	Camp E-How-Kee	Pinellas	Mixed: Low & Moderate Risk	6.17	6.50	6.17	3.33	6.28	
	Camp E-Kel-Etu	Pinellas	Moderate Risk	5.17	5.83	5.50	4.00	5.50	
	Camp E-Ma-Chamee	Pinellas	Mixed: Low & Moderate Risk	5.17	6.33	5.66	3.33	5.72	
	Camp E-Nini-Hassee	Pinellas	Moderate Risk	4.17	4.00	5.50	2.00	4.56	
	Camp E-Tu-Makee	Pinellas	Low Risk	7.00	6.33	5.83	5.33	6.39	
	Eckerd Intensive Halfway House	Pinellas	Moderate Risk	7.17	7.00	5.83	3.33	6.67	
	Eckerd Youth Academy	Pinellas	High Risk	5.83	6.83	6.33	6.00	6.33	
	Eckerd Leadership Program	St. Lucie	Intensive Probation	5.83	5.71	5.33	5.33	5.63	
	Eckerd Comprehensive Treatment	Union	Moderate Risk	5.17	5.17	5.17	6.00	5.17	
					Mean	5.74	5.97	5.70	4.29	5.81
Escambia School District	Escambia Regional Juvenile Detention Center	Escambia	Detention Secure	6.86	6.50	6.33	6.00	6.59	
					Mean	6.86	6.50	6.33	6.00

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Excel Alternatives, Inc.	(GUYS) Grove Residential Program (Excel Alternatives)	Seminole	Moderate Risk	4.17	5.33	4.33	2.67	4.61
	First Step Four (EXCEL Anex)	Seminole	Moderate Risk	5.00	5.67	5.17	6.00	5.28
	GOALS	Seminole	Moderate Risk	5.17	5.50	5.67	6.00	5.44
	Mean			4.78	5.50	5.06	4.89	5.11
Hamilton School District	Panther Success Center	Hamilton	Moderate Risk	4.67	5.67	5.17	6.00	5.17
	Mean			4.67	5.67	5.17	6.00	5.17
Hillsborough School District	Falkenburg Academy	Hillsborough	Moderate Risk	6.00	6.67	6.50	6.00	6.39
	Hillsborough Regional Detention Center - East	Hillsborough	Detention Secure	6.43	7.00	6.83	6.00	6.71
	Hillsborough Regional Detention Center - West	Hillsborough	Detention Secure	5.86	6.75	7.17	6.00	6.53
	Leslie Peters Halfway House	Hillsborough	Moderate Risk	4.17	3.83	5.50	6.00	4.50
	Riverside Academy	Hillsborough	Moderate Risk	5.00	5.67	5.50	6.00	5.39
	Mean			5.49	5.98	6.30	6.00	5.90
Human Services Associates, Inc.	Kingsley Center - 6 & 8 Combined	DeSoto	Moderate Risk	3.17	3.83	4.50	3.33	3.83
	Polk Halfway House	Polk	Moderate Risk	6.50	6.67	6.83	6.00	6.67
	Polk Regional Juvenile Detention Center	Polk	Detention Secure	6.14	6.75	6.50	6.00	6.41
	Mean			5.27	5.75	5.94	5.11	5.64
Hurricane Island Outward Bound School, Inc.	Peace River Outward Bound	DeSoto	Moderate Risk	6.50	5.50	5.33	6.00	5.78
	Escambia River Outward Bound	Escambia	Low Risk	4.50	5.17	5.83	2.67	5.17
	Manatee Wilderness Outward Bound	Manatee	Low Risk	4.33	5.50	4.17	3.33	4.67
	STEP North (Nassau)	Nassau	Low Risk	4.20	4.50	5.17	4.00	4.67
Mean			4.88	5.17	5.13	4.00	5.07	
Keystone Educational Youth Services	Bay HOPE (2001)	Bay	Moderate Risk	4.50	5.50	5.33	5.33	5.11
	Mean			4.50	5.50	5.33	5.33	5.11
Lee School District	Price Halfway House	Lee	Moderate Risk	4.33	4.00	5.33	6.00	4.56
	Southwest Florida Detention Center	Lee	Detention Secure	6.14	6.50	6.67	6.00	6.41
	Mean			5.24	5.25	6.00	6.00	5.49
Liberty School District	Bristol Youth Academy	Liberty	Moderate Risk	4.00	4.83	4.00	4.67	4.28
Mean			4.00	4.83	4.00	4.67	4.28	
Manatee School District	Manatee Regional Juvenile Detention Center	Manatee	Detention Secure	4.29	6.25	5.17	5.33	5.06
	MATS Halfway House	Manatee	Moderate Risk	3.83	5.67	4.67	6.00	4.72
	MATS Sexual Offender Program	Manatee	High Risk	3.83	5.67	4.67	6.00	4.72
	Mean			3.98	5.86	4.84	5.78	4.83
Marion School District	Marion Intensive Treatment	Marion	High Risk	4.83	6.67	6.67	4.00	6.11
	Marion Regional Juvenile Detention Center	Marion	Detention Secure	4.57	4.50	5.83	5.33	5.00
	Marion Youth Development Center	Marion	Moderate Risk	3.83	4.83	4.50	4.00	4.39
	Mean			4.41	5.33	5.67	4.44	5.17

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Martin School District	Jonathan Dickinson STOP Camp Martin		Low Risk	4.33	6.33	6.17	6.00	5.61
	Martin County Boot Camp/JOTC Martin		Mixed: Low & High Risk	6.67	7.50	7.17	6.00	7.12
	Mean			5.50	6.92	6.67	6.00	6.37
Miami-Dade School District	Dade Regional Juvenile Detention Center	Dade	Detention Secure	2.00	3.50	5.33	1.33	3.53
	Deborah's Way	Dade	Moderate Risk	3.50	2.33	3.17	2.67	3.00
	Everglades Youth Development Center	Dade	High Risk	3.83	5.17	5.67	4.00	4.89
	Florida City Youth Center	Dade	Moderate Risk	5.00	5.00	5.67	6.00	5.22
	Miami Halfway House	Dade	Moderate Risk	4.17	6.00	5.17	3.33	5.11
	Southern Glades Youth Academy	Dade	Moderate Risk	4.83	4.83	6.33	4.00	5.33
Mean			3.89	4.47	5.22	3.56	4.51	
Nassau School District	Nassau Halfway House	Nassau	Moderate Risk	5.50	6.00	6.00	6.00	5.83
	Mean			5.50	6.00	6.00	6.00	5.83
North American Family Institute, Inc.	Hendry Halfway House	Hendry	Moderate Risk	1.66	1.33	2.50	4.67	1.83
	NAFI Hendry Youth Development Academy	Hendry	Moderate Risk	1.66	1.33	2.50	4.67	1.83
	Monticello New Life Center	Jefferson	High Risk	4.33	4.17	4.83	5.33	4.44
	Sawmill Academy for Girls	Leon	Moderate Risk	4.83	5.17	5.50	6.00	5.17
	Mean			3.12	3.00	3.83	5.17	3.32
Okeechobee School District	Okeechobee Juvenile Offender Correction Center	Okeechobee	Mixed - High & Max	6.50	6.83	6.33	6.00	6.56
	Mean			6.50	6.83	6.33	6.00	6.56
Orange School District	Adolescent Therapeutic Center Dual Diagnosis	Orange	Moderate Risk	6.50	6.50	6.67	6.00	6.56
	Adolescent Therapeutic Center for Boys	Orange	Moderate Risk	6.50	6.50	6.67	6.00	6.56
	Adolescent Therapeutic Center for Girls	Orange	Moderate Risk	6.33	6.50	6.67	6.00	6.50
	First Step II Halfway House	Orange	Moderate Risk	4.83	5.67	6.17	6.00	5.55
	Orange Halfway House	Orange	Moderate Risk	4.00	4.83	5.83	5.33	4.89
	Orange Regional Juvenile Detention Center	Orange	Detention Secure	7.14	7.25	7.67	6.00	7.35
	Mean			5.88	6.21	6.61	5.89	6.24
Osceola School District	Adolescent Residential Campus (Combined)	Osceola	Mixed: Moderate & High	6.83	5.00	5.67	6.00	5.83
	Osceola Regional Juvenile Detention Center	Osceola	Detention Secure	6.57	6.50	6.67	6.00	6.59
	Three Springs	Osceola	High Risk	4.67	3.33	4.67	6.00	4.22
	Mean			3.01	2.47	2.84	3.00	2.77
PACE Center for Girls, Inc.	PACE Alachua	Alachua	Prevention	5.83	6.86	6.33	6.00	6.37
	PACE Hillsborough	Hillsborough	Prevention	6.33	6.14	4.83	5.33	5.78
	PACE Marion	Marion	Prevention	5.50	5.29	5.17	1.33	5.32
	PACE Palm Beach	Palm Beach	Prevention	5.00	5.43	5.50	6.00	5.32
Mean			5.67	5.93	5.46	4.67	5.70	
Palm Beach School District	Florida Institute for Girls	Palm Beach	Mixed - High & Max	4.00	4.33	5.50	6.00	4.61

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	Palm Beach Regional Juvenile Detention Center	Palm Beach	Detention Secure	3.29	4.50	5.17	5.33	4.23
	SAGO PALM - Pahokee Youth Development Center	Palm Beach	High Risk	3.17	4.83	6.00	4.00	4.67
	Mean			3.49	4.55	5.56	5.11	4.50
Pasco School District	Harbor-Mandala Adolescent Treatment Center	Pasco	Moderate Risk	5.83	6.33	6.00	6.00	6.06
	Pasco Regional Juvenile Detention Center	Pasco	Detention Secure	5.57	6.50	6.50	6.00	6.12
	San Antonio Boys Village	Pasco	Moderate Risk	6.33	6.17	6.33	4.00	6.28
	Mean			5.91	6.33	6.28	5.33	6.15
Pinellas School District	Boley Young Adult Program	Pinellas	Conditional Release	3.17	5.29	6.00	6.00	4.84
	Britt Halfway House	Pinellas	Moderate Risk	5.17	5.17	6.17	6.00	5.50
	Florida Youth Academy - Level 6	Pinellas	Moderate Risk	4.67	5.33	5.33	6.00	5.11
	Florida Youth Academy - Level 8	Pinellas	High Risk	4.17	5.67	5.50	6.00	5.11
	Florida Youth Academy Low Risk	Pinellas	Low Risk	5.17	5.83	5.50	6.00	5.50
	LEAF Recovery	Pinellas	Moderate Risk	6.17	6.33	5.17	6.00	5.89
	Mean			4.75	5.60	5.61	6.00	5.33
Police Athletic League Charter School	Manatee Boot Camp (2001)	Manatee	Moderate Risk	5.17	6.33	4.50	0.00	5.33
	Manatee Omega	Manatee	Maximum Risk	5.17	5.83	5.00	0.00	5.33
	Manatee Youth Academy (2001)	Manatee	High Risk	5.83	5.33	4.17	0.00	5.11
	Mean			5.39	5.83	4.56	0.00	5.26
Polk School District	Live Oak Academy	Polk	Moderate Risk	6.50	5.33	5.83	6.00	5.89
	Polk County Boot Camp	Polk	Moderate Risk	5.33	6.33	5.83	5.33	5.83
	Mean			5.92	5.83	5.83	5.67	5.86
Santa Rosa School District	Blackwater STOP Camp	Santa Rosa	Low Risk	6.83	6.83	7.17	6.00	6.94
	Mean			6.83	6.83	7.17	6.00	6.94
Sarasota Family YMCA, Inc.	Sarasota YMCA Character House	Sarasota	Moderate Risk	5.67	5.67	4.83	4.00	5.50
	Mean			5.67	5.67	4.83	4.00	5.50
Securicor New Century, Inc.	Avon Park Youth Academy	Polk	Mixed: Low & Moderate Risk	5.17	5.33	4.83	2.67	5.11
	Mean			5.17	5.33	4.83	2.67	5.11
Seminole School District	Seminole Regional Juvenile Detention Center	Seminole	Detention Secure	3.29	5.50	5.00	4.67	4.41
	Mean			3.29	5.50	5.00	4.67	4.41
St. Johns School District	Hastings Youth Academy	St. Johns	Mixed: Low & Moderate Risk	3.83	5.17	5.17	4.00	4.83
	St. Johns Regional Juvenile Detention Center	St. Johns	Detention Secure	4.57	5.00	5.83	6.00	5.12
	Mean			4.20	5.09	5.50	5.00	4.98
St. Lucie School District	St. Lucie Regional Juvenile Detention Center	St. Lucie	Detention Secure	4.29	4.75	5.17	6.00	4.71
	Mean			4.29	4.75	5.17	6.00	4.71
Twin Oaks Juvenile Development	Liberty Wilderness Crossroads Camp	Liberty	Moderate Risk	4.50	5.50	5.17	5.33	5.06
	Mean			4.50	5.50	5.17	5.33	5.06
University of West Florida	Blackwater Career Development Center	Santa Rosa	Moderate Risk	6.17	6.17	6.17	6.00	6.17
	Mean			6.17	6.17	6.17	6.00	6.17
VisionQuest Ltd.	Vision Quest Okeechobee	Okeechobee	Mixed: Low & Moderate Risk	3.00	3.00	2.60	2.67	2.88

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				<i>Mean</i>	3.00	3.00	2.60	2.67	2.88
Volusia School District	Stewart Marchman Lee Hall	Volusia	Moderate Risk	7.50	7.00	7.33	6.00	7.28	
	Stewart Marchman Pines Halfway House	Volusia	Moderate Risk	7.50	7.00	7.33	6.00	7.28	
	Stewart Marchman Terrace Halfway House	Volusia	Moderate Risk	7.50	7.00	7.33	6.00	7.28	
	Stewart Marchman Transitions Day Treatment	Volusia	Conditional Release	7.50	7.14	7.33	6.00	7.32	
	Three Springs of Daytona	Volusia	High Risk	5.33	5.83	6.17	6.00	5.78	
	Volusia Regional Juvenile Detention Center	Volusia	Detention Secure	6.14	6.00	7.17	6.00	6.47	
				<i>Mean</i>	6.91	6.66	7.11	6.00	6.90
Washington School District	Jackson Juvenile Offender Correction Center	Washington	Mixed - High & Max	7.17	6.17	7.17	6.00	6.83	
				<i>Mean</i>	7.17	6.17	7.17	6.00	6.83
Youthtrack, Inc.	Tiger Success Center	Duval	High Risk	4.83	5.17	5.33	3.33	5.11	
				<i>Mean</i>	4.83	5.17	5.33	3.33	5.11
All Programs Combined				<i>Mean</i>	5.13	5.56	5.56	4.94	5.42

Table D-5: 2002 Mean QA Review Scores for each QA Standard and Overall Mean Scores for Nondeemed Programs by Public-Operated, and Private-Operated Not-for-Profit and For-Profit Educational Providers

Educational Provider Status	Program Name	*Level	School District	Educational Provider	Standard				Mean
					1	2	3	**4	
Public-Operated	PUBLIC DAY TREATMENT PROGRAMS								
	Rainwater Center for Girls	Intensive Probation	Brevard	Public	5.50	5.86	5.50	6.00	5.63
	Stewart Marchman Westside Aftercare	Conditional Release	Volusia	Public	6.17	6.43	6.17	6.00	6.26
	Stewart Marchman Transitions Day Treatment	Prevention	Volusia	Public	6.83	6.86	6.86	6.00	6.89
	<i>Mean</i>				<i>6.17</i>	<i>6.38</i>	<i>6.18</i>	<i>6.00</i>	<i>6.26</i>
	PUBLIC RESIDENTIAL PROGRAMS								
	ACTS Group Treatment Home (I & II Combined)	Low Risk	Hillsborough	Public	6.17	7.17	7.67	6.00	7.00
	Adolescent Residential Campus (Combined)	Mixed - Commitment - Mod & High	Osceola	Public	7.67	5.17	6.17	6.00	6.33
	Adolescent Therapeutic Center Dual Diagnosis	Moderate Risk - Staff Secure	Orange	Public	6.60	6.83	6.42	6.00	6.62
	Adolescent Therapeutic Center for Girls	Moderate Risk - Staff Secure	Orange	Public	6.60	6.83	6.42	6.00	6.62
	Akanke - Friends of Children	Low Risk	Broward	Public	6.50	6.83	6.67	6.00	6.67
	Alachua Halfway House	Moderate Risk - Hardware Secure	Alachua	Public	4.67	4.67	5.29	5.00	4.89
	Alligator Creek STOP Camp	Low Risk	Bradford	Public	5.80	4.50	3.67	5.00	4.66
	ATC for Boys	Moderate Risk - Staff Secure	Orange	Public	6.60	6.83	6.42	6.00	6.62
	Bartow Youth Training Center	Mixed - Commitment - Mod & High	Polk	Public	5.67	5.33	5.00	5.00	5.32
	Bay Boot Camp	Moderate Risk - Hardware Secure	Bay	Public	5.33	7.17	6.83	6.00	6.44
	Blackwater Career Development Center	Moderate Risk - Environmentally Secure	Santa Rosa	University Of West Florida	3.50	5.50	4.50	5.00	4.50
	Blackwater STOP Camp	Low Risk	Santa Rosa	Public	6.00	6.50	6.00	6.00	6.16
	Boy's Ranch Group Treatment Home	Low Risk	Broward	Public	6.50	6.83	6.67	6.00	6.67
	Brevard Group Treatment Home	Low Risk	Brevard	Public	5.83	6.17	5.33	6.00	5.78
	Brevard Halfway House (Francis S. Walker)	Moderate Risk - Hardware Secure	Brevard	Public	4.33	5.33	5.83	6.00	5.17
	Bristol Youth Academy	Moderate Risk - Hardware Secure	Liberty	Public	2.67	4.50	4.67	4.00	3.94
	Britt Halfway House	Moderate Risk - Staff Secure	Pinellas	Public	4.33	4.50	5.83	6.00	4.89
	Broward Intensive Halfway House	High Risk	Broward	Public	5.66	4.17	4.67	6.00	4.83
	Cannon Point Youth Academy	Moderate Risk - Hardware Secure	Broward	Public	6.83	6.00	5.83	6.00	6.22
	Deborah's Way	Moderate Risk - Hardware Secure	Dade	Public	5.33	4.83	5.00	6.00	5.05
	Dozier Training School for Boys	High Risk	Washington	Public	7.67	7.17	7.29	6.00	7.37
	Duval Halfway House	Moderate Risk - Hardware Secure	Duval	Public	4.67	6.17	4.83	5.00	5.22
	Duval START Center	Moderate Risk - Staff Secure	Duval	Public	4.33	5.17	3.50	4.00	4.33
	Eckerd Youth Development Center (Okc. Boys School)	High Risk	Washington	Public	5.00	6.17	5.83	3.00	5.67
	Elaine Gordon Sexual Offender Program	High Risk	Broward	Public	5.17	5.50	4.50	6.00	5.06

Everglades Youth Development Center (2001)	High Risk	Dade	Public	4.17	5.50	5.00	5.00	4.89
Falkenburg Academy	Moderate Risk - Hardware Secure	Hillsborough	Public	5.00	5.83	6.00	6.00	5.61
First Step II Halfway House	Moderate Risk - Hardware Secure	Orange	Public	6.17	6.17	6.50	6.00	6.28
Florida Institute for Girls	Maximum Risk	Palm Beach	Public	2.50	4.17	4.50	6.00	3.50
Florida Youth Academy	Low Risk	Pinellas	Public	5.33	7.00	6.43	5.00	6.26
Forestry Youth Academy	Moderate Risk - Environmentally Secure	Levy	Department of Agriculture	5.00	6.33	5.71	6.00	5.68
Gulf Coast Youth Academy Harbor-Mandala Adolescent Treatment Center	Moderate Risk - Hardware Secure	Okaloosa	Public	6.17	6.67	6.83	6.00	6.53
Hastings Youth Academy	Moderate Risk - Staff Secure	Pasco	Public	5.17	4.83	4.00	6.00	4.67
Jackson Juvenile Offender Correction Center	Mixed - Commitment - Mod & High	St. Johns	Public	2.67	4.50	4.67	4.00	3.94
Jonathan Dickinson STOP Camp	Maximum Risk	Washington	Public	7.50	6.83	7.17	6.00	7.17
Kingsley Center - Levels 6 & 8 Combined	Low Risk	Martin	Public	3.83	6.00	5.50	6.00	5.11
LEAF Group Treatment Home	Moderate Risk - Hardware Secure	DeSoto	Public	3.50	3.50	3.17	2.00	3.39
LEAF Halfway House	Low Risk	Broward	Public	7.17	7.50	6.57	6.00	7.05
LEAF Recovery	Moderate Risk - Staff Secure	Pinellas	Public	6.17	6.67	6.50	6.00	6.44
Leslie Peters Halfway House	Low Risk	Pinellas	Public	6.17	6.67	6.50	6.00	6.44
Marion Intensive Treatment Center	Moderate Risk - Staff Secure	Hillsborough	Public	5.50	6.33	6.33	6.00	6.05
Marion Youth Development Center	High Risk	Marion	Public	5.00	6.67	6.83	6.00	6.17
Martin County Boot Camp/JOTC	High Risk	Marion	Public	4.83	4.67	5.00	5.00	4.84
MATS Halfway House	Moderate Risk - Hardware Secure	Martin	Public	5.17	5.83	6.17	6.00	5.72
MATS Sexual Offender Program	Moderate Risk - Staff Secure	Manatee	Public	5.17	6.00	6.00	6.00	5.72
Miami Halfway House	High Risk	Manatee	Public	5.17	6.00	6.00	6.00	5.72
Myakka STOP Camp	Moderate Risk - Staff Secure	Dade	Public	4.83	6.50	6.71	6.00	6.16
Nassau Halfway House	Moderate Risk - Hardware Secure	Sarasota	Public	5.40	6.25	4.17	4.00	5.27
Okaloosa Youth Academy	Moderate Risk - Environmentally Secure	Nassau	Public	5.33	5.12	4.83	4.00	5.11
Okeechobee Juvenile Offender Correction Center	Moderate Risk - Hardware Secure	Okaloosa	Public	5.17	5.60	6.33	6.00	5.71
Orange Halfway House	Mixed - Commitment - High & Max	Okeechobee	Public	5.00	6.33	5.43	6.00	5.58
Palm Beach Youth Academy	Moderate Risk - Staff Secure	Orange	Public	5.83	6.00	6.00	5.94	6.00
Palm Beach Youth Center	Moderate Risk - Staff Secure	Palm Beach	Public	5.17	5.83	5.83	6.00	5.61
SHOP	High Risk	Palm Beach	Public	5.50	5.83	5.83	6.00	5.72
Panther Success Center	Mixed - Commitment - Mod & High	Hamilton	Public	5.00	5.83	5.67	6.00	5.50
Pensacola Boys Base	Moderate Risk - Staff Secure	Escambia	Public	6.67	7.00	6.67	6.00	6.78
Perspective Group Treatment Home	Low Risk	Orange	Public	5.50	5.67	5.43	6.00	5.53
Price Halfway House	Moderate Risk - Staff Secure	Lee	Public	2.33	3.17	3.83	0.00	3.11
SAGO PALM - Pahokee Youth Development Center	High Risk	Palm Beach	Public	5.33	4.83	5.17	6.00	5.11
San Antonio Boys Village	Low Risk	Pasco	Public	5.67	6.33	6.83	6.00	6.28
Sankofa House (Friends of Children)	Low Risk	Broward	Public	6.50	6.83	6.67	6.00	6.67
South Florida Intensive Halfway House	Low Risk	Broward	Public	6.50	6.83	6.67	6.00	6.67
Southern Glades Youth Academy	High Risk	Broward	Public	6.83	6.50	6.14	6.00	6.47
	Moderate Risk - Environmentally Secure	Dade	Public	4.33	6.83	5.83	5.00	5.67

Stewart Marchman Lee Hall	Moderate Risk - Staff Secure	Volusia	Public	6.83	6.83	7.00	6.00	6.89
Stewart Marchman Pines Halfway House	Moderate Risk - Staff Secure	Volusia	Public	6.83	6.83	6.71	6.00	6.79
Stewart Marchman Terrace Halfway House	Moderate Risk - Staff Secure	Volusia	Public	6.83	6.83	7.00	6.00	6.89
Sunshine Youth Academy	Moderate Risk - Hardware Secure	Pasco	Public	4.33	4.83	4.50	4.00	4.55
Three Springs of Daytona	High Risk	Volusia	Public	4.50	6.33	6.67	6.00	5.83
Umoja - Friends of Children	Low Risk	Broward	Public	6.50	6.83	6.67	6.00	6.67
Vernon Place	Mixed - Commitment - High & Max	Washington	Public	6.33	5.83	6.71	6.00	6.32
Volusia Halfway House	Moderate Risk - Staff Secure	Volusia	Public	6.67	6.67	6.00	6.00	6.44
Wilson Youth Academy	Moderate Risk - Hardware Secure	Pasco	Public	5.33	5.83	6.33	6.00	5.83
Withlacoochee STOP Camp	Low Risk	Hernando	Public	4.17	4.33	4.67	5.00	4.39
Mean				5.42	5.91	5.78	5.52	5.70

PUBLIC DETENTION CENTERS

Alachua Regional Juvenile Detention Center	Detention Secure	Alachua	Public	5.17	5.00	5.00	6.00	5.06
Bay Regional Juvenile Detention Center	Detention Secure	Bay	Public	5.83	6.75	7.17	6.00	6.56
Brevard Regional Juvenile Detention Center	Detention Secure	Brevard	Public	3.50	5.25	5.50	6.00	4.69
Dade Regional Juvenile Detention Center	Detention Secure	Dade	Public	2.67	6.00	4.83	4.00	4.31
Duval Regional Juvenile Detention Center	Detention Secure	Duval	Public	2.33	2.50	3.50	2.00	2.78
Escambia Regional Juvenile Detention Center	Detention Secure	Escambia	Public	6.33	6.75	5.83	6.00	6.30
Hillsborough Regional Detention Center - East	Detention Secure	Hillsborough	Public	5.83	6.75	6.67	6.00	6.38
Hillsborough Regional Detention Center - West	Detention Secure	Hillsborough	Public	6.67	7.00	7.50	6.00	7.06
Manatee Regional Juvenile Detention Center	Detention Secure	Manatee	Public	2.17	4.00	3.33	2.00	3.06
Marion Regional Juvenile Detention Center	Detention Secure	Marion	Public	2.83	4.25	4.17	5.00	3.69
Okaloosa Regional Juvenile Detention Center	Detention Secure	Okaloosa	Public	5.83	4.25	6.17	6.00	5.56
Orange Regional Juvenile Detention Center	Detention Secure	Orange	Public	7.17	6.76	7.50	6.00	7.19
Osceola Regional Juvenile Detention Center	Detention Secure	Osceola	Public	5.17	6.00	5.33	6.00	5.44
Pasco Regional Juvenile Detention Center	Detention Secure	Pasco	Public	5.17	6.75	5.33	6.00	5.63
Polk Regional Juvenile Detention Center	Detention Secure	Polk	Public	6.33	5.75	5.67	5.00	5.94
Seminole Regional Juvenile Detention Center	Detention Secure	Seminole	Public	2.83	4.75	4.50	2.00	3.94
Southwest Florida Detention Center	Detention Secure	Lee	Public	6.33	5.75	6.33	6.00	6.19
St. Johns Regional Juvenile Detention Center	Detention Secure	St. Johns	Public	2.50	4.00	4.50	2.00	3.63
St. Lucie Regional Juvenile Detention Center	Detention Secure	St. Lucie	Public	4.67	6.25	5.17	6.00	5.25
Volusia Regional Juvenile Detention Center	Detention Secure	Volusia	Public	5.67	6.00	6.67	6.00	6.13
Mean				4.75	5.53	5.53	5.00	5.24

PUBLIC-OPERATED PROGRAMS MEAN

5.30 5.84 5.74 5.43 5.62

Privately-Operated

PRIVATE NOT-FOR-PROFIT DAY TREATMENT PROGRAMS

Alachua Regional Marine Institute (GOMI)	Mixed - Day Treatment - IP & CR	Alachua	Associated Marine	4.67	4.71	4.33	4.00	4.58
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			Institutes, Inc.						
Central Florida Marine Institute	Mixed - Day Treatment - IP & CR	Polk	Associated Marine Institutes, Inc.	5.50	6.29	4.71	4.00	5.50	
Dade Marine Institute - North	Mixed - Day Treatment - IP & CR	Dade	Associated Marine Institutes, Inc.	6.17	5.57	5.83	6.00	5.84	
Dade Marine Institute - South	Mixed - Day Treatment - IP & CR	Dade	Associated Marine Coastal Recovery, Inc.	6.50	5.43	5.17	6.00	5.68	
Eagle Vision	Prevention	Charlotte	Associated Marine Institutes, Inc.	5.00	5.71	4.17	5.00	5.00	
Emerald Coast Marine Institute	Mixed - Day Treatment - IP & CR	Okaloosa	Associated Marine Institutes, Inc.	1.50	3.86	3.50	0.00	3.00	
Escambia Bay Marine Institute	Mixed - Day Treatment - IP & CR	Escambia	Associated Marine Institutes, Inc.	4.50	5.29	5.00	5.00	4.95	
Golden Gate Excel	Prevention	Collier	David Lawrence Center	4.67	6.29	5.57	6.00	5.55	
Gulf Coast Marine Institute - North	Mixed - Day Treatment - IP & CR	Manatee	Associated Marine Institutes, Inc.	6.00	6.14	4.33	2.00	5.53	
Jacksonville Marine Institute - East	Mixed - Day Treatment - IP & CR	Duval	Associated Marine Institutes, Inc.	3.50	4.29	4.83	0.00	4.21	
Jacksonville Marine Institute West	Mixed - Day Treatment - IP & CR	Duval	Associated Marine Institutes, Inc.	6.33	4.14	4.17	4.00	4.84	
New Port Richey Marine Institute	Mixed - Day Treatment - IP & CR	Pasco	Associated Marine Institutes, Inc.	4.33	5.00	5.17	6.00	4.84	
Orlando Marine Institute	Intensive Probation	Orange	Associated Marine Institutes, Inc.	4.00	4.86	5.17	6.00	4.68	
Orlando Marine Institute SAFE	Conditional Release	Orange	Associated Marine Institutes, Inc.	6.00	6.80	6.33	6.00	6.38	
PACE Broward	Prevention	Broward	PACE Center for Girls, Inc.	7.67	7.29	7.00	6.00	7.32	
PACE Dade	Prevention	Dade	PACE Center for Girls, Inc.	6.50	6.14	5.67	6.00	6.11	
PACE Duval	Prevention	Duval	PACE Center for Girls, Inc.	7.33	7.00	6.33	6.00	6.33	
PACE Manatee	Prevention	Manatee	PACE Center for Girls, Inc.	5.50	5.71	6.00	4.00	5.73	
PACE Marion	Prevention	Marion	PACE Center for Girls, Inc.	4.83	4.57	5.57	5.00	5.00	
PACE Orange	Prevention	Orange	PACE Center for Girls, Inc.	7.50	7.29	6.50	6.00	7.11	
PACE Pensacola	Prevention	Escambia	PACE Center for Girls, Inc.	6.00	6.86	6.83	6.00	6.58	
PACE Polk	Prevention	Polk	PACE Center for Girls, Inc.	5.83	6.00	5.86	6.00	5.90	
PACE Upper Keys	Prevention	Monroe	PACE Center for Girls, Inc.	7.00	7.14	6.67	6.00	6.95	
Palm Beach Marine Institute	Mixed - Day Treatment - IP & CR	Palm Beach	Associated Marine Institutes, Inc.	5.33	5.00	5.00	6.00	5.11	
Panama City Marine Institute	Mixed - Day Treatment - IP & CR	Bay	Associated Marine Institutes, Inc.	3.67	5.00	4.50	6.00	4.39	

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Silver River Marine Institute	Mixed - Day Treatment - IP & CR	Marion	Associated Marine Institutes, Inc.	4.00	5.14	5.00	4.00	4.74
Southwest Florida Marine Institute	Mixed - Day Treatment - IP & CR	Lee	Associated Marine Institutes, Inc.	3.17	3.86	5.17	0.00	4.07
Tallahassee Marine Institute	Mixed - Day Treatment - IP & CR	Leon	Associated Marine Institutes, Inc.	4.67	6.00	5.67	6.00	5.47
Tampa Marine Institute	Mixed - Day Treatment - IP & CR	Hillsborough	Associated Marine Institutes, Inc.	5.67	6.14	6.17	6.00	6.00
<i>Mean</i>				<i>5.29</i>	<i>5.64</i>	<i>5.39</i>	<i>4.79</i>	<i>5.43</i>
PRIVATE NOT-FOR PROFIT RESIDENTIAL PROGRAMS								
Bay Point Schools - North	Moderate Risk - Staff Secure	Dade	Bay Point Schools	6.17	6.17	6.33	5.00	6.22
Bay Point Schools - West	Moderate Risk - Staff Secure	Dade	Bay Point Schools	5.33	7.00	5.33	4.00	5.89
Big Cypress Wilderness Institute	Moderate Risk - Environmentally Secure	Collier	Associated Marine Institutes, Inc.	4.00	3.00	5.17	6.00	4.06
Camp E-How-Kee	Moderate Risk - Environmentally Secure	Pinellas	Eckerd Youth Alternatives, Inc.	6.17	6.50	6.00	6.00	6.22
Camp E-Kel-Etu	Moderate Risk - Environmentally Secure	Pinellas	Eckerd Youth Alternatives, Inc.	6.17	6.83	6.57	5.00	6.53
Camp E-Ma-Chamee	Moderate Risk - Environmentally Secure	Pinellas	Eckerd Youth Alternatives, Inc.	6.00	6.67	5.50	5.00	6.06
Camp E-Nini-Hassee	Moderate Risk - Environmentally Secure	Pinellas	Eckerd Youth Alternatives, Inc.	5.17	6.83	5.33	6.00	5.78
Camp E-Tu-Makee	Moderate Risk - Environmentally Secure	Pinellas	Eckerd Youth Alternatives, Inc.	6.83	6.17	5.67	6.00	6.22
Eckerd Comprehensive Treatment	Moderate Risk - Hardware Secure	Union	Eckerd Youth Alternatives, Inc.	5.00	5.17	4.83	6.00	5.00
Eckerd Intensive Halfway House	Moderate Risk - Hardware Secure	Pinellas	Eckerd Youth Alternatives, Inc.	6.67	6.33	5.67	6.00	6.22
Eckerd Youth Academy	Moderate Risk - Environmentally Secure	Pinellas	Eckerd Youth Alternatives, Inc.	5.83	6.00	5.83	5.89	6.00
Eckerd Youth Challenge Program	Moderate Risk - Environmentally Secure	Pinellas	Eckerd Youth Alternatives, Inc.	6.33	6.83	6.50	4.00	6.56
Escambia River Outward Bound	Low Risk	Escambia	Hurricane Island Outward Bound	6.33	5.00	5.00	5.44	6.00
First Step Four	Moderate Risk - Staff Secure	Seminole	EXCEL, Inc.	2.83	4.17	3.33	4.00	3.44
GOALS	Moderate Risk - Staff Secure	Seminole	EXCEL, Inc.	3.83	3.17	5.29	2.00	4.16
Greenville Hills Academy	Moderate Risk - Staff Secure	Madison	DISC Village	3.00	5.67	4.67	4.00	5.44
GUYS Grove Residential Program (Excel Alternatives)	Moderate Risk - Staff Secure	Seminole	EXCEL, Inc.	3.50	6.00	4.83	4.78	5.00
Impact Halfway House	Moderate Risk - Staff Secure	Duval	Gateway Community Services, Inc.	3.33	4.50	4.00	5.00	4.17
JUST- Juvenile Unit for Specialized Treatment	Low Risk	Leon	DISC Village	3.83	4.50	4.83	6.00	4.39
Liberty Wilderness			Twin Oaks					
Crossroads Camp	Moderate Risk - Environmentally Secure	Liberty	Juvenile	3.17	3.83	4.29	4.00	3.79

				Development					
Manatee Wilderness Outward Bound	Moderate Risk - Environmentally Secure	Manatee	Hurricane Island Outward Bound	5.50	6.33	5.86	4.00	5.89	
Monticello New Life Center NAFI Halfway House and SHOP	High Risk Mixed - Commitment - Mod & High	Jefferson Walton	North American Family Institute North American Family Institute	4.50	4.17	4.67	0.00	4.44	
NAFI Hendry Halfway House	Moderate Risk - Staff Secure	Hendry	North American Family Institute	6.17	6.83	6.33	6.00	6.44	
NAFI Hendry Youth Development Academy	Moderate Risk - Staff Secure	Hendry	North American Family Institute	1.17	2.17	1.50	0.00	1.61	
Peace River Outward Bound	Moderate Risk - Environmentally Secure	DeSoto	Hurricane Island Outward Bound	1.17	2.17	1.50	0.00	1.61	
Polk Halfway House	Moderate Risk - Staff Secure	Polk	Human Services Associates	6.00	5.67	5.50	6.00	5.72	
Sarasota YMCA Character House	Moderate Risk - Staff Secure	Sarasota	Sarasota Family YMCA, Inc.	5.33	6.50	6.43	6.00	6.11	
Sheriffs Teach Adolescent Responsibility (STAR)	Low Risk	Polk	Florida Sheriff's Youth Ranches Associated	3.83	4.17	5.00	2.00	4.33	
Space Coast Marine Institute	Moderate Risk - Staff Secure	Brevard	Marine Institutes, Inc.	6.50	5.50	5.14	6.00	5.68	
STEP North (Nassau)	Low Risk	Nassau	Hurricane Island Outward Bound	5.00	5.67	5.50	6.00	5.39	
West Florida Wilderness School	Moderate Risk - Environmentally Secure	Holmes	Associated Marine Institutes, Inc.	6.60	7.00	6.17	2.00	6.53	
WINGS Women in Need of Greater Strength	Moderate Risk - Staff Secure	Dade	Associated Marine Institutes, Inc.	6.33	5.83	5.83	6.00	6.00	
Youth Environmental Services	Moderate Risk - Staff Secure	Hillsborough	Associated Marine Institutes, Inc.	2.67	1.50	2.83	0.00	2.33	
	Mean			4.91	5.30	5.08	4.42	5.16	
PRIVATE NOT-FOR-PROFIT PROVIDER MEAN				5.09	5.46	5.22	4.59	5.28	
For Profit	PRIVATE FOR-PROFIT DAY TREATMENT PROGRAMS								
Youth Achievement Center	Intensive Probation	Highlands	Securicor New Century	3.67	3.43	3.33	5.00	3.47	
	Mean			3.67	3.43	3.33	5.00	3.47	
PRIVATE FOR-PROFIT RESIDENTIAL PROGRAMS									
Avon Park Youth Academy	Moderate Risk - Hardware Secure	Polk	Securicor New Century	5.17	5.33	5.50	2.00	5.33	
Bay HOPE (2001)	High Risk	Bay	Children's Comprehensive Services, Inc.	4.83	6.00	5.67	5.00	5.50	
Cypress Creek Academy	Maximum Risk	Citrus	Correctional Services Corporation	4.67	5.17	4.67	5.00	4.83	
JoAnn Bridges Academy	Moderate Risk - Staff Secure	Madison	Correctional Services Corporation	5.33	5.00	4.67	6.00	5.00	
Sabal Palm School	High Risk	Polk	Correctional Services Corporation	4.67	5.17	4.00	5.00	4.61	
Seminole Work and Learn	Moderate Risk - Hardware Secure	Leon	Youthtrack, Inc.	5.67	4.83	5.71	6.00	5.42	
Tiger Success Center	High Risk	Duval	Youthtrack, Inc.	4.00	4.33	5.33	6.00	4.56	

<i>Mean</i>	4.91	5.12	5.08	5.00	5.04
PRIVATE FOR-PROFIT PROVIDER MEAN	4.75	4.91	4.86	5.00	4.84
PRIVATE-OPERATED PROGRAMS MEAN	5.05	5.39	5.18	4.64	5.23

Table D-6: 2002 Indicator Ratings for Deemed Programs by Program Type

Program Type	Program Name	District	*Level	Indicator						% MRM
				E1.01	E1.03	E2.01	E3.02	E3.06	**E4.01	
Detention Centers	Broward Regional Juvenile Detention Center	Broward	Detention Secure	100%	100%	100%	100%	0%	100%	83%
	Leon Regional Juvenile Detention Center	Leon	Detention Secure	100%	100%	100%	100%	100%	100%	100%
	Okaloosa Regional Juvenile Detention Center	Okaloosa	Detention Secure	100%	100%	100%	100%	100%	100%	100%
	Pinellas Regional Juvenile Detention Center	Pinellas	Detention Secure	100%	100%	100%	100%	100%	100%	100%
Mean				100%	100%	100%	100%	75%	100%	96%
Day Treatment	DATA Day Treatment	Palm Beach	Intensive Probation	100%	100%	100%	100%	100%	100%	100%
	Gulf Coast Marine Institute - South	Sarasota	Mixed - IP & CR	100%	100%	100%	0%	100%	100%	83%
	PACE Dade	Dade	Prevention	100%	100%	100%	100%	100%	100%	100%
	PACE Immokalee	Collier	Prevention	100%	100%	100%	100%	100%	100%	100%
	PACE Leon	Leon	Prevention	100%	100%	100%	100%	100%	100%	100%
	PACE Lower Keys	Monroe	Prevention	100%	100%	100%	100%	100%	100%	100%
	PACE Orange	Orange	Prevention	100%	100%	100%	100%	100%	100%	100%
	PACE Pasco	Pasco	Prevention	100%	100%	100%	100%	100%	100%	100%
	PACE Pinellas	Pinellas	Prevention	100%	100%	100%	100%	100%	100%	100%
	PACE Polk Lakeland	Polk	Prevention	100%	100%	100%	0%	100%	100%	83%
	PACE Treasure Coast	St. Lucie	Prevention	100%	100%	100%	0%	100%	100%	83%
	PACE Upper Keys	Monroe	Prevention	100%	100%	100%	100%	100%	100%	100%
	PACE Volusia-Flagler	Volusia	Prevention	100%	0%	100%	100%	100%	100%	83%
	Tallahassee Marine Institute	Leon	Mixed - IP & CR	100%	100%	100%	100%	100%	100%	100%
Mean				100%	93%	100%	79%	100%	100%	95%
Residential	Bay Boot Camp	Bay	Moderate Risk	100%	100%	100%	100%	100%	100%	100%
	Crossroads Wilderness Institute	Charlotte	Moderate Risk	100%	100%	100%	100%	100%	100%	100%
	Eckerd Youth Challenge Program	Pinellas	High Risk	100%	100%	100%	100%	100%	100%	100%

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Eckerd Youth Development Center (Okc. Boys School)	Washington	High Risk	100%	100%	100%	100%	100%	100%	100%	100%
Florida Environmental Institute	Glades	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Gulf and Lake Academy	Pasco	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Gulf Coast Youth Academy	Okaloosa	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Hillsborough Academy	Hillsborough	High Risk	100%	100%	100%	100%	100%	100%	100%	100%
JoAnn Bridges Academy	Madison	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Kelly Hall Halfway House	Charlotte	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
LEAF Group Treatment Home	Broward	Low Risk	100%	100%	100%	100%	100%	100%	100%	100%
NAFI Halfway House and SHOP	Walton	High Risk	100%	100%	0%	0%	0%	0%	0%	33%
Okaloosa Youth Academy	Okaloosa	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Okaloosa Youth Development Center	Okaloosa	Mixed: Moderate & High	100%	100%	100%	100%	100%	100%	100%	100%
Okeechobee Redirection Camp	Okeechobee	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Palm Beach Halfway House	Palm Beach	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Pensacola Boys Base	Escambia	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Pinellas County Boot Camp	Pinellas	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Seminole Work and Learn	Leon	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
South Florida Intensive Halfway House	Broward	High Risk	100%	100%	100%	100%	100%	100%	100%	100%
Stewart Marchman Timberline	Volusia	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Vernon Place	Washington	High Risk	100%	100%	100%	100%	100%	100%	100%	100%
Volusia Halfway House	Volusia	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Wilson Youth Academy	Pasco	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Mean			100%	100%	96%	96%	96%	96%	96%	97%
Dozier Training School for Boys	Washington	Mixed: Low & High Risk	.	.	.	.	.	.	.	.
PACE Broward	Broward	Prevention	.	.	.	.	.	.	.	.
PACE Duval	Duval	Prevention	.	.	.	.	.	.	.	.
PACE Manatee	Manatee	.	.	.	.	.	.	.	.	.
PACE Pensacola	Escambia	Prevention	.	.	.	.	.	.	.	.
Mean			.	.	.	.	.	.	.	.
All Deemed Combined	Mean		100%	98%	98%	90%	95%	98%	96%	

Table D-7: 2002 Indicator Rating for Deemed Programs by Security Level

*Level	Program Name	District	Indicator					%	
			E1.01	E1.03	E2.01	E3.02	E3.06	**E4.01	MRM
Detention	Broward Regional Juvenile Detention Center	Broward	100%	100%	100%	100%	0%	100%	83%
	Leon Regional Juvenile Detention Center	Leon	100%	100%	100%	100%	100%	100%	100%
	Okaloosa Regional Juvenile Detention Center	Okaloosa	100%	100%	100%	100%	100%	100%	100%
	Pinellas Regional Juvenile Detention Center	Pinellas	100%	100%	100%	100%	100%	100%	100%
		Mean	100%	100%	100%	100%	75%	100%	96%
Prevention	PACE Broward	Broward							
	PACE Dade	Dade	100%	100%	100%	100%	100%	100%	100%
	PACE Duval	Duval							
	PACE Immokalee	Collier	100%	100%	100%	100%	100%	100%	100%
	PACE Leon	Leon	100%	100%	100%	100%	100%	100%	100%
	PACE Lower Keys	Monroe	100%	100%	100%	100%	100%	100%	100%
	PACE Orange	Orange	100%	100%	100%	100%	100%	100%	100%
	PACE Pasco	Pasco	100%	100%	100%	100%	100%	100%	100%
	PACE Pensacola	Escambia							
	PACE Pinellas	Pinellas	100%	100%	100%	100%	100%	100%	100%
	PACE Polk Lakeland	Polk	100%	100%	100%	0%	100%	100%	83%
	PACE Treasure Coast	St. Lucie	100%	100%	100%	0%	100%	100%	83%
	PACE Upper Keys	Monroe	100%	100%	100%	100%	100%	100%	100%
	PACE Volusia-Flagler	Volusia	100%	0%	100%	100%	100%	100%	83%
		Mean	100%	91%	100%	82%	100%	100%	95%
Intensive Probation	DATA Day Treatment	Palm Beach	100%	100%	100%	100%	100%	100%	100%
		Mean	100%	100%	100%	100%	100%	100%	100%
Mixed IP & CR (& GTH)	Gulf Coast Marine Institute - South	Sarasota	100%	100%	100%	0%	100%	100%	83%
	Tallahassee Marine Institute	Leon	100%	100%	100%	100%	100%	100%	100%
		Mean	100%	100%	100%	50%	100%	100%	92%
Low Risk	LEAF Group Treatment Home	Broward	100%	100%	100%	100%	100%	100%	100%
		Mean	100%	100%	100%	100%	100%	100%	100%
Moderate Risk	Bay Boot Camp	Bay	100%	100%	100%	100%	100%	100%	100%
	Crossroads Wilderness Institute	Charlotte	100%	100%	100%	100%	100%	100%	100%
	Florida Environmental Institute	Glades	100%	100%	100%	100%	100%	100%	100%
	Gulf and Lake Academy	Pasco	100%	100%	100%	100%	100%	100%	100%
	Gulf Coast Youth Academy	Okaloosa	100%	100%	100%	100%	100%	100%	100%
	JoAnn Bridges Academy	Madison	100%	100%	100%	100%	100%	100%	100%
	Kelly Hall Halfway House	Charlotte	100%	100%	100%	100%	100%	100%	100%
	Okaloosa Youth Academy	Okaloosa	100%	100%	100%	100%	100%	100%	100%
	Okeechobee Redirection Camp	Okeechobee	100%	100%	100%	100%	100%	100%	100%
	Palm Beach Halfway House	Palm Beach	100%	100%	100%	100%	100%	100%	100%
	Pensacola Boys Base	Escambia	100%	100%	100%	100%	100%	100%	100%
	Pinellas County Boot Camp	Pinellas	100%	100%	100%	100%	100%	100%	100%
	Seminole Work and Learn	Leon	100%	100%	100%	100%	100%	100%	100%
	Stewart Marchman Timberline	Volusia	100%	100%	100%	100%	100%	100%	100%
	Volusia Halfway House	Volusia	100%	100%	100%	100%	100%	100%	100%
	Wilson Youth Academy	Pasco	100%	100%	100%	100%	100%	100%	100%
			Mean	100%	100%	100%	100%	100%	100%
Mixed- Low & High Risk	Dozier Training School for Boys	Washington							
	- Mod & High Risk Okaloosa Youth Development Center	Okaloosa	100%	100%	100%	100%	100%	100%	100%
		Mean	100%						

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High Risk	Eckerd Youth Challenge Program	Pinellas	100%	100%	100%	100%	100%	100%	100%	100%
	Eckerd Youth Development Center (Okc. Boys School)	Washington	100%	100%	100%	100%	100%	100%	100%	100%
	Hillsborough Academy	Hillsborough	100%	100%	100%	100%	100%	100%	100%	100%
	NAFI Halfway House and SHOP	Walton	100%	100%	0%	0%	0%	0%	0%	33%
	South Florida Intensive Halfway House	Broward	100%	100%	100%	100%	100%	100%	100%	100%
	Vernon Place	Washington	100%	100%	100%	100%	100%	100%	100%	100%
		Mean		100%	100%	83%	83%	83%	83%	83%	89%
	PACE Manatee	Manatee	.	.	.	.	.	.	.	.
		Mean	.	.	.	.	.	.	.	.
All Levels Combined		Mean	100%	98%	98%	90%	95%	98%	96%	

Table D-8: 2002 Indicator Ratings for Deemed Programs by Supervising School District

District	Program Name	*Level	Indicator						% MRM	
			E1.01	E1.03	E2.01	E3.02	E3.06	**E4.01		
Bay	Bay Boot Camp	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	
		<i>Mean</i>	100%	100%	100%	100%	100%	100%	100%	
Broward	Broward Regional Juvenile Detention Center	Detention Secure	100%	100%	100%	100%	0%	100%	83%	
		LEAF Group Treatment Home	100%	100%	100%	100%	100%	100%	100%	
		PACE Broward	Prevention
		South Florida Intensive Halfway House	High Risk	100%	100%	100%	100%	100%	100%	100%
		<i>Mean</i>	100%	100%	100%	100%	67%	100%	94%	
Charlotte	Crossroads Wilderness Institute	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	
		Kelly Hall Halfway House	Moderate Risk	100%	100%	100%	100%	100%	100%	100%
		<i>Mean</i>	100%	100%	100%	100%	100%	100%	100%	
Collier	PACE Immokalee	Prevention	100%	100%	100%	100%	100%	100%	100%	
		<i>Mean</i>	100%	100%	100%	100%	100%	100%	100%	
Dade	PACE Dade	Prevention	100%	100%	100%	100%	100%	100%	100%	
		<i>Mean</i>	100%	100%	100%	100%	100%	100%	100%	
Duval	PACE Duval	Prevention	.	.	.	.	.	.	.
		<i>Mean</i>	.	.	.	.	.	.	.
Escambia	PACE Pensacola	Prevention	.	.	.	.	.	.	.
		Pensacola Boys Base	100%	100%	100%	100%	100%	100%	100%	
		<i>Mean</i>	100%	100%	100%	100%	100%	100%	100%	
Glades	Florida Environmental Institute	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	
		<i>Mean</i>	100%	100%	100%	100%	100%	100%	100%	
Hillsborough	Hillsborough Academy	High Risk	100%	100%	100%	100%	100%	100%	100%	
		<i>Mean</i>	100%	100%	100%	100%	100%	100%	100%	
Leon	Leon Regional Juvenile Detention Center	Detention Secure	100%	100%	100%	100%	100%	100%	100%	
		PACE Leon	100%	100%	100%	100%	100%	100%	100%	
		Seminole Work and Learn	100%	100%	100%	100%	100%	100%	100%	
		Tallahassee Marine Institute	Mixed - IP & CR	100%	100%	100%	100%	100%	100%	100%
		<i>Mean</i>	100%	100%	100%	100%	100%	100%	100%	
Madison	JoAnn Bridges Academy	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	
		<i>Mean</i>	100%	100%	100%	100%	100%	100%	100%	
Manatee	PACE Manatee	.	.	.	.	.	.	.
		<i>Mean</i>	.	.	.	.	.	.	.
Monroe	PACE Lower Keys	Prevention	100%	100%	100%	100%	100%	100%	100%	
		PACE Upper Keys	100%	100%	100%	100%	100%	100%	100%	
		<i>Mean</i>	100%	100%	100%	100%	100%	100%	100%	
Okaloosa	Gulf Coast Youth Academy	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	
		Okaloosa Regional Juvenile Detention Center	100%	100%	100%	100%	100%	100%	100%	
		Okaloosa Youth Academy	100%	100%	100%	100%	100%	100%	100%	
		Okaloosa Youth Development Center	Mixed: Moderate & High	100%	100%	100%	100%	100%	100%	100%
		<i>Mean</i>	100%	100%	100%	100%	100%	100%	100%	
Okeechobee	Okeechobee Redirection Camp	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	
		<i>Mean</i>	100%	100%	100%	100%	100%	100%	100%	

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Orange	PACE Orange	Prevention	100%	100%	100%	100%	100%	100%	100%
		Mean	100%						
Palm Beach	DATA Day Treatment Palm Beach Halfway House	Intensive Probation	100%	100%	100%	100%	100%	100%	100%
		Moderate Risk	100%	100%	100%	100%	100%	100%	100%
		Mean	100%	100%	100%	100%	100%	100%	100%
Pasco	Gulf and Lake Academy PACE Pasco Wilson Youth Academy	Moderate Risk	100%	100%	100%	100%	100%	100%	100%
		Prevention	100%	100%	100%	100%	100%	100%	100%
		Moderate Risk	100%	100%	100%	100%	100%	100%	100%
		Mean	100%	100%	100%	100%	100%	100%	100%
Pinellas	Eckerd Youth Challenge Program PACE Pinellas Pinellas County Boot Camp Pinellas Regional Juvenile Detention Center	High Risk	100%	100%	100%	100%	100%	100%	100%
		Prevention	100%	100%	100%	100%	100%	100%	100%
		Moderate Risk	100%	100%	100%	100%	100%	100%	100%
		Detention Secure	100%	100%	100%	100%	100%	100%	100%
		Mean	100%	100%	100%	100%	100%	100%	100%
Polk	PACE Polk Lakeland	Prevention	100%	100%	100%	0%	100%	100%	83%
		Mean	100%	100%	100%	0%	100%	100%	83%
Sarasota	Gulf Coast Marine Institute - South	Mixed - IP & CR	100%	100%	100%	0%	100%	100%	83%
		Mean	100%	100%	100%	0%	100%	100%	83%
St. Lucie	PACE Treasure Coast	Prevention	100%	100%	100%	0%	100%	100%	83%
		Mean	100%	100%	100%	0%	100%	100%	83%
Volusia	PACE Volusia-Flagler Stewart Marchman Timberline Volusia Halfway House	Prevention	100%	0%	100%	100%	100%	100%	83%
		Moderate Risk	100%	100%	100%	100%	100%	100%	100%
		Moderate Risk	100%	100%	100%	100%	100%	100%	100%
		Mean	100%	67%	100%	100%	100%	100%	94%
Walton	NAFI Halfway House and SHOP	High Risk	100%	100%	0%	0%	0%	0%	33%
		Mean	100%	100%	0%	0%	0%	0%	33%
Washington	Dozier Training School for Boys Eckerd Youth Development Center (Okc. Boys School) Vernon Place	Mixed: Low & High Risk	.	.	.	.	.	.	.
		High Risk	100%	100%	100%	100%	100%	100%	100%
		High Risk	100%	100%	100%	100%	100%	100%	100%
		Mean	100%	100%	100%	100%	100%	100%	100%
All Districts Combined		Mean	100%	98%	98%	90%	95%	98%	96%

Table D-9: 2002 Indicator Ratings for Deemed Programs by Educational Provider

Education Provider	Program Name	District	*Level	Indicator						% MRM
				E1.01	E1.03	E2.01	E3.02	E3.06	**E4.01	
Associated Marine Institutes, Inc.	Crossroads Wilderness Institute	Charlotte	Moderate Risk	100%	100%	100%	100%	100%	100%	100%
	Florida Environmental Institute	Glades	Moderate Risk	100%	100%	100%	100%	100%	100%	100%
	Gulf Coast Marine Institute - South	Sarasota	Mixed - IP & CR	100%	100%	100%	0%	100%	100%	83%
	Tallahassee Marine Institute	Leon	Mixed - IP & CR	100%	100%	100%	100%	100%	100%	100%
<i>Mean</i>				100%	100%	100%	75%	100%	100%	96%
Coastal Recovery, Inc.										
	Kelly Hall Halfway House	Charlotte	Moderate Risk	100%	100%	100%	100%	100%	100%	100%
<i>Mean</i>				100%	100%	100%	100%	100%	100%	100%
Correctional Services Corporation										
	JoAnn Bridges Academy	Madison	Moderate Risk	100%	100%	100%	100%	100%	100%	100%
<i>Mean</i>				100%	100%	100%	100%	100%	100%	100%
Eckerd Youth Alternatives, Inc.										
	Eckerd Youth Challenge Program	Pinellas	High Risk	100%	100%	100%	100%	100%	100%	100%
<i>Mean</i>				100%	100%	100%	100%	100%	100%	100%
North American Family Institute										
	NAFI Halfway House and SHOP	Walton	High Risk	100%	100%	0%	0%	0%	0%	33%
<i>Mean</i>				100%	100%	0%	0%	0%	0%	33%
PACE Center for Girls, Inc.										
	PACE Broward	Broward	Prevention	.	.	.	.	.	.	.
	PACE Dade	Dade	Prevention	100%	100%	100%	100%	100%	100%	100%
	PACE Duval	Duval	Prevention	.	.	.	.	.	.	.
	PACE Immokalee	Collier	Prevention	100%	100%	100%	100%	100%	100%	100%
	PACE Leon	Leon	Prevention	100%	100%	100%	100%	100%	100%	100%
	PACE Lower Keys	Monroe	Prevention	100%	100%	100%	100%	100%	100%	100%
	PACE Manatee	Manatee	.	.	.	.	.	.	.	.
	PACE Orange	Orange	Prevention	100%	100%	100%	100%	100%	100%	100%
	PACE Pasco	Pasco	Prevention	100%	100%	100%	100%	100%	100%	100%
	PACE Pensacola	Escambia	Prevention	.	.	.	.	.	.	.
	PACE Pinellas	Pinellas	Prevention	100%	100%	100%	100%	100%	100%	100%
	PACE Polk Lakeland	Polk	Prevention	100%	100%	100%	0%	100%	100%	83%
	PACE Treasure Coast	St. Lucie	Prevention	100%	100%	100%	0%	100%	100%	83%
	PACE Upper Keys	Monroe	Prevention	100%	100%	100%	100%	100%	100%	100%
	PACE Volusia-Flagler	Volusia	Prevention	100%	0%	100%	100%	100%	100%	83%
<i>Mean</i>				100%	91%	100%	82%	100%	100%	95%
Public										
	Bay Boot Camp	Bay	Moderate Risk	100%	100%	100%	100%	100%	100%	100%
	Broward Regional Juvenile Detention Center	Broward	Detention Secure	100%	100%	100%	100%	0%	100%	83%
	DATA Day Treatment	Palm Beach	Intensive Probation	100%	100%	100%	100%	100%	100%	100%
	Dozier Training School for Boys	Washington	Mixed: Low & High Risk

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Eckerd Youth Development Center (Okc. Boys School)	Washington	High Risk	100%	100%	100%	100%	100%	100%	100%	100%
Gulf and Lake Academy	Pasco	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Gulf Coast Youth Academy	Okaloosa	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Hillsborough Academy	Hillsborough	High Risk	100%	100%	100%	100%	100%	100%	100%	100%
LEAF Group Treatment Home	Broward	Low Risk	100%	100%	100%	100%	100%	100%	100%	100%
Leon Regional Juvenile Detention Center	Leon	Detention Secure	100%	100%	100%	100%	100%	100%	100%	100%
Okaloosa Regional Juvenile Detention Center	Okaloosa	Detention Secure	100%	100%	100%	100%	100%	100%	100%	100%
Okaloosa Youth Academy	Okaloosa	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Okaloosa Youth Development Center	Okaloosa	Mixed: Moderate & High	100%	100%	100%	100%	100%	100%	100%	100%
Okeechobee Redirection Camp	Okeechobee	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Palm Beach Halfway House	Palm Beach	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Pensacola Boys Base	Escambia	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Pinellas County Boot Camp	Pinellas	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Pinellas Regional Juvenile Detention Center	Pinellas	Detention Secure	100%	100%	100%	100%	100%	100%	100%	100%
South Florida Intensive Halfway House	Broward	High Risk	100%	100%	100%	100%	100%	100%	100%	100%
Stewart Marchman Timberline	Volusia	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Vernon Place	Washington	High Risk	100%	100%	100%	100%	100%	100%	100%	100%
Volusia Halfway House	Volusia	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Wilson Youth Academy	Pasco	Moderate Risk	100%	100%	100%	100%	100%	100%	100%	100%
Mean			100%	100%	100%	100%	95%	100%	99%	
Youthtrack, Inc.	Seminole Work and Learn	Leon	Moderate Risk	100%	100%	100%	100%	100%	100%	100%
Mean			100%	100%	100%	100%	100%	100%	100%	100%
All Deemed Combined			100%	98%	98%	90%	95%	98%	96%	

Table D-10: 2002 Indicator Ratings for Deemed Programs by Public-Operated and Private-Operated Not-for-Profit and For-Profit Educational Providers

Educational Provider Profit Status	Program Name	*Level	District	Indicator						% MRM
				E1.01	E1.03	E2.01	E3.02	E3.06	**E4.01	
Public	Bay Boot Camp	Moderate Risk	Bay	100%	100%	100%	100%	100%	100%	100%
	Broward Regional Juvenile Detention Center	Detention Secure	Broward	100%	100%	100%	100%	0%	100%	83%
	DATA Day Treatment	Intensive Probation	Palm Beach	100%	100%	100%	100%	100%	100%	100%
	Dozier Training School for Boys	Mixed: Low & High Risk	Washington	.	.	.	.	.	.	.
	Eckerd Youth Development Center (Okc. Boys School)	High Risk	Washington	100%	100%	100%	100%	100%	100%	100%
	Gulf and Lake Academy	Moderate Risk	Pasco	100%	100%	100%	100%	100%	100%	100%
	Gulf Coast Youth Academy	Moderate Risk	Okaloosa	100%	100%	100%	100%	100%	100%	100%
	Hillsborough Academy	High Risk	Hillsborough	100%	100%	100%	100%	100%	100%	100%
	LEAF Group Treatment Home	Low Risk	Broward	100%	100%	100%	100%	100%	100%	100%
	Leon Regional Juvenile Detention Center	Detention Secure	Leon	100%	100%	100%	100%	100%	100%	100%
	Okaloosa Regional Juvenile Detention Center	Detention Secure	Okaloosa	100%	100%	100%	100%	100%	100%	100%
	Okaloosa Youth Academy	Moderate Risk	Okaloosa	100%	100%	100%	100%	100%	100%	100%
	Okaloosa Youth Development Center	Mixed: Moderate & High	Okaloosa	100%	100%	100%	100%	100%	100%	100%
	Okeechobee Redirection Camp	Moderate Risk	Okeechobee	100%	100%	100%	100%	100%	100%	100%
	Palm Beach Halfway House	Moderate Risk	Palm Beach	100%	100%	100%	100%	100%	100%	100%
	Pensacola Boys Base	Moderate Risk	Escambia	100%	100%	100%	100%	100%	100%	100%
	Pinellas County Boot Camp	Moderate Risk	Pinellas	100%	100%	100%	100%	100%	100%	100%
	Pinellas Regional Juvenile Detention Center	Detention Secure	Pinellas	100%	100%	100%	100%	100%	100%	100%
	South Florida Intensive Halfway House	High Risk	Broward	100%	100%	100%	100%	100%	100%	100%
	Stewart Marchman Timberline	Moderate Risk	Volusia	100%	100%	100%	100%	100%	100%	100%
Vernon Place	High Risk	Washington	100%	100%	100%	100%	100%	100%	100%	
Volusia Halfway House	Moderate Risk	Volusia	100%	100%	100%	100%	100%	100%	100%	
Wilson Youth Academy	Moderate Risk	Pasco	100%	100%	100%	100%	100%	100%	100%	
Mean				100%	100%	100%	100%	95%	100%	99%
Not for Profit	Crossroads Wilderness Institute	Moderate Risk	Charlotte	100%	100%	100%	100%	100%	100%	100%
	Eckerd Youth Challenge Program	High Risk	Pinellas	100%	100%	100%	100%	100%	100%	100%
	Florida Environmental Institute	Moderate Risk	Glades	100%	100%	100%	100%	100%	100%	100%
	Gulf Coast Marine Institute - South	Mixed - IP & CR	Sarasota	100%	100%	100%	0%	100%	100%	83%
	Kelly Hall Halfway House	Moderate Risk	Charlotte	100%	100%	100%	100%	100%	100%	100%
	NAFI Halfway House and SHOP	High Risk	Walton	100%	100%	0%	0%	0%	0%	33%
	PACE Broward	Prevention	Broward	.	.	.	.	.	.	.
	PACE Dade	Prevention	Dade	100%	100%	100%	100%	100%	100%	100%
	PACE Duval	Prevention	Duval	.	.	.	.	.	.	.
	PACE Immokalee	Prevention	Collier	100%	100%	100%	100%	100%	100%	100%
	PACE Leon	Prevention	Leon	100%	100%	100%	100%	100%	100%	100%
	PACE Lower Keys	Prevention	Monroe	100%	100%	100%	100%	100%	100%	100%
	PACE Manatee	.	Manatee	.	.	.	.	.	.	.
	PACE Orange	Prevention	Orange	100%	100%	100%	100%	100%	100%	100%
	PACE Pasco	Prevention	Pasco	100%	100%	100%	100%	100%	100%	100%
	PACE Pensacola	Prevention	Escambia	.	.	.	.	.	.	.
	PACE Pinellas	Prevention	Pinellas	100%	100%	100%	100%	100%	100%	100%
	PACE Polk Lakeland	Prevention	Polk	100%	100%	100%	0%	100%	100%	83%

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	PACE Treasure Coast	Prevention	St. Lucie	100%	100%	100%	0%	100%	100%	83%
	PACE Upper Keys	Prevention	Monroe	100%	100%	100%	100%	100%	100%	100%
	PACE Volusia-Flagler	Prevention	Volusia	100%	0%	100%	100%	100%	100%	83%
	Tallahassee Marine Institute	Mixed - IP & CR	Leon	100%	100%	100%	100%	100%	100%	100%
		Mean		100%	94%	94%	78%	94%	94%	93%
For Profit	JoAnn Bridges Academy	Moderate Risk	Madison	100%	100%	100%	100%	100%	100%	100%
	Seminole Work and Learn	Moderate Risk	Leon	100%	100%	100%	100%	100%	100%	100%
		Mean		100%	100%	100%	100%	100%	100%	100%
All Programs Combined		Mean		100%	98%	98%	90%	95%	98%	96%

Table D-11: 2002 Mean QA Review Scores for All Non-deemed Programs by Number of Students at Time of Review

Program Name	District	*Level	Standard				Mean
			1	2	3	**4	
Programs with 1-20 Students at Time of Review							
(GUYS) Grove Residential Program (Excel Alternatives)	Seminole	Moderate Risk	4.17	5.33	4.33	2.67	4.61
Alligator Creek STOP Camp	Bradford	Low Risk	5.50	6.00	6.00	6.00	5.83
Blackwater STOP Camp	Santa Rosa	Low Risk	6.83	6.83	7.17	6.00	6.94
Boley Young Adult Program	Pinellas	Conditional Release	3.17	5.29	6.00	6.00	4.84
Brevard Group Treatment Home	Brevard	Low Risk	5.67	6.67	5.83	6.00	6.06
Deborah's Way	Dade	Moderate Risk	3.50	2.33	3.17	2.67	3.00
Duval START Center	Duval	Moderate Risk	3.17	2.67	4.17	3.33	3.33
Eckerd Comprehensive Treatment	Union	Moderate Risk	5.17	5.17	5.17	6.00	5.17
First Step Four (EXCEL Anex)	Seminole	Moderate Risk	5.00	5.67	5.17	6.00	5.28
First Step II Halfway House	Orange	Moderate Risk	4.83	5.67	6.17	6.00	5.55
Florida City Youth Center	Dade	Moderate Risk	5.00	5.00	5.67	6.00	5.22
Florida Youth Academy - Level 6	Pinellas	Moderate Risk	4.67	5.33	5.33	6.00	5.11
Florida Youth Academy Low Risk	Pinellas	Low Risk	5.17	5.83	5.50	6.00	5.50
Impact Halfway House	Duval	Moderate Risk	3.67	4.50	5.83	4.67	4.67
Jacksonville Youth Center	Duval	Intensive Probation	4.67	5.71	4.67	3.33	5.05
Jonathan Dickinson STOP Camp	Martin	Low Risk	4.33	6.33	6.17	6.00	5.61
LEAF Recovery	Pinellas	Moderate Risk	6.17	6.33	5.17	6.00	5.89
Manatee Boot Camp (2001)	Manatee	Moderate Risk	5.17	6.33	4.50	0.00	5.33
Manatee Youth Academy (2001)	Manatee	High Risk	5.83	5.33	4.17	0.00	5.11
Rainwater Center for Girls	Brevard	Intensive Probation	5.50	5.43	5.67	6.00	5.53
Sarasota YMCA Character House	Sarasota	Moderate Risk	5.67	5.67	4.83	4.00	5.5
Stewart Marchman Lee Hall	Volusia	Moderate Risk	7.50	7.00	7.33	6.00	7.28
Stewart Marchman Pines Halfway House	Volusia	Moderate Risk	7.50	7.00	7.33	6.00	7.28
Stewart Marchman Terrace Halfway House	Volusia	Moderate Risk	7.50	7.00	7.33	6.00	7.28
Stewart Marchman Transitions Day Treatment	Volusia	Conditional Release	7.50	7.14	7.33	6.00	7.32
Tiger Success Center	Duval	High Risk	4.83	5.17	5.33	3.33	5.11
Mean			5.30	5.64	5.59	4.85	5.52
Programs with 21-30 Students at Time of Review							
Alachua Halfway House	Alachua	Moderate Risk	4.50	4.50	4.17	4.67	4.39
Alachua Regional Marine Institute (GOMI)	Alachua	Mixed - IP & CR	2.50	4.29	3.67	1.33	3.53
Bay Point Schools - North	Dade	Moderate Risk	3.50	5.67	4.17	6.00	4.44
Blackwater Career Development Center	Santa Rosa	Moderate Risk	6.17	6.17	6.17	6.00	6.17
Brevard Halfway House (Francis S. Walker)	Brevard	Moderate Risk	6.00	6.33	6.50	6.00	6.27
Britt Halfway House	Pinellas	Moderate Risk	5.17	5.17	6.17	6.00	5.50
Broward Intensive Halfway House	Broward	High Risk	5.67	7.00	6.50	6.00	6.38
Duval Halfway House	Duval	Moderate Risk	4.83	4.33	4.67	5.33	4.61
Eckerd Intensive Halfway House	Pinellas	Moderate Risk	7.17	7.00	5.83	3.33	6.67
Eckerd Leadership Program	St. Lucie	Intensive Probation	5.83	5.71	5.33	5.33	5.63

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Emerald Coast Marine Institute	Okaloosa	Mixed - IP & CR	5.00	5.71	4.67	4.67	5.16
Escambia River Outward Bound	Escambia	Low Risk	4.50	5.17	5.83	2.67	5.17
Hendry Halfway House	Hendry	Moderate Risk	1.66	1.33	2.50	4.67	1.83
Leslie Peters Halfway House	Hillsborough	Moderate Risk	4.17	3.83	5.50	6.00	4.50
Liberty Wilderness Crossroads Camp	Liberty	Moderate Risk	4.50	5.50	5.17	5.33	5.06
Miami Halfway House	Dade	Moderate Risk	4.17	6.00	5.17	3.33	5.11
Monticello New Life Center	Jefferson	High Risk	4.33	4.17	4.83	5.33	4.44
Nassau Halfway House	Nassau	Moderate Risk	5.50	6.00	6.00	6.00	5.83
Orange Halfway House	Orange	Moderate Risk	4.00	4.83	5.83	5.33	4.89
Osceola Regional Juvenile Detention Center	Osceola	Detention Secure	6.57	6.50	6.67	6.00	6.59
PACE Alachua	Alachua	Prevention	5.83	6.86	6.33	6.00	6.37
Polk Halfway House	Polk	Moderate Risk	6.50	6.67	6.83	6.00	6.67
Price Halfway House	Lee	Moderate Risk	4.33	4.00	5.33	6.00	4.56
Residential Alternatives for the Mentally Challenged (RAMC)	Madison	Moderate Risk	3.17	5.00	5.00	1.33	4.39
San Antonio Boys Village	Pasco	Moderate Risk	6.33	6.17	6.33	4.00	6.28
Sawmill Academy for Girls	Leon	Moderate Risk	4.83	5.17	5.50	6.00	5.17
Seminole Regional Juvenile Detention Center	Seminole	Detention Secure	3.29	5.50	5.00	4.67	4.41
STEP North (Nassau)	Nassau	Low Risk	4.20	4.50	5.17	4.00	4.67
Tampa Marine Institute	Hillsborough	Mixed - IP & CR	6.17	7.00	6.00	6.00	6.42
WINGS (Women in Need of Greater Strength)	Dade	Moderate Risk	6.17	5.33	4.33	4.00	5.28
	Mean		4.88	5.38	5.37	4.91	5.21

Programs with 31-50 Students at Time of Review

Adolescent Therapeutic Center Dual Diagnosis	Orange	Moderate Risk	6.50	6.50	6.67	6.00	6.56
Adolescent Therapeutic Center for Girls	Orange	Moderate Risk	6.33	6.50	6.67	6.00	6.50
Bay HOPE (2001)	Bay	Moderate Risk	4.50	5.50	5.33	5.33	5.11
Bay Regional Juvenile Detention Center	Bay	Detention Secure	6.86	7.00	7.33	6.00	7.06
Big Cypress Wilderness Institute	Collier	Moderate Risk	3.67	3.00	4.33	2.00	3.67
Brevard Regional Detention Center	Brevard	Detention Secure	6.00	4.75	6.50	5.33	5.88
Camp E-How-Kee	Pinellas	Mixed: Low & Moderate Risk	6.17	6.50	6.17	3.33	6.28
Camp E-Tu-Makee	Pinellas	Low Risk	7.00	6.33	5.83	5.33	6.39
Central Florida Marine Institute	Polk	Mixed - IP & CR	3.50	4.29	4.33	6.00	4.05
Collier County Detention Center	Collier	Detention Secure	5.90	6.25	6.00	6.00	6.00
Collier Drill Academy	Collier	Moderate Risk	5.33	6.17	4.67	5.33	5.38
Dade Marine Institute - North	Dade	Mixed - IP & CR	6.17	5.29	5.67	4.00	5.71
Dade Marine Institute - South	Dade	Mixed - IP & CR	4.67	6.57	6.00	4.00	5.79
Eckerd Youth Academy	Pinellas	High Risk	5.83	6.83	6.33	6.00	6.33
Elaine Gordon Sexual Offender Program	Broward	High Risk	5.17	5.00	6.17	5.33	5.45
Escambia Bay Marine Institute	Escambia	Mixed - IP & CR	5.33	5.00	4.50	4.00	4.95
Forestry Youth Academy	Levy	Moderate Risk	3.67	5.67	5.00	1.33	4.78
GOALS	Seminole	Moderate Risk	5.17	5.50	5.67	6.00	5.44
Gulf Coast Marine Institute - North	Manatee	Mixed - IP & CR	6.83	5.86	6.00	6.00	6.21
Harbor-Mandala Adolescent Treatment Center	Pasco	Moderate Risk	5.83	6.33	6.00	6.00	6.06
Hillsborough Regional Detention Center - East	Hillsborough	Detention Secure	6.43	7.00	6.83	6.00	6.71

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Manatee Omega	Manatee	Maximum Risk	5.17	5.83	5.00	0.00	5.33
Manatee Wilderness Outward Bound	Manatee	Low Risk	4.33	5.5	4.17	3.33	4.67
Marion Intensive Treatment	Marion	High Risk	4.83	6.67	6.67	4.00	6.11
Marion Youth Development Center	Marion	Moderate Risk	3.83	4.83	4.50	4.00	4.39
Martin County Boot Camp/JOTC	Martin	Mixed: Low & High Risk	6.67	7.50	7.17	6.00	7.12
NAFI Hendry Youth Development Academy	Hendry	Moderate Risk	1.66	1.33	2.50	4.67	1.83
New Port Richey Marine Institute	Pasco	Mixed - IP & CR	6.17	6.43	6.00	6.00	6.21
Orlando Marine Institute	Orange	Intensive Probation	6.50	6.00	6.50	6.00	6.32
PACE Hillsborough	Hillsborough	Prevention	6.33	6.14	4.83	5.33	5.78
PACE Marion	Marion	Prevention	5.50	5.29	5.17	1.33	5.32
PACE Palm Beach	Palm Beach	Prevention	5.00	5.43	5.50	6.00	5.32
Palm Beach Marine Institute	Palm Beach	Mixed - IP & CR	3.83	4.43	4.33	4.00	4.21
Panama City Marine Institute	Bay	Mixed - IP & CR	4.00	6.14	5.67	5.33	5.32
Panther Success Center	Hamilton	Moderate Risk	4.67	5.67	5.17	6.00	5.17
Pasco Regional Juvenile Detention Center	Pasco	Detention Secure	5.57	6.50	6.50	6.00	6.12
Peace River Outward Bound	DeSoto	Moderate Risk	6.50	5.50	5.33	6.00	5.78
Pinellas Marine Institute, SAFE, and Panama Key Island	Pinellas	Mixed - IP & CR	5.67	6.14	4.17	6.00	5.37
Southern Glades Youth Academy	Dade	Moderate Risk	4.83	4.83	6.33	4.00	5.33
Southwest Florida Marine Institute	Lee	Mixed - IP & CR	3.83	5.86	4.67	5.33	4.84
Space Coast Marine Institute	Brevard	Mixed: Low & Moderate Risk	6.67	6.33	6.17	6.00	6.39
St. Johns Regional Juvenile Detention Center	St. Johns	Detention Secure	4.57	5.00	5.83	6.00	5.12
Three Springs	Osceola	High Risk	4.67	3.33	4.67	6.00	4.22
Three Springs of Daytona	Volusia	High Risk	5.33	5.83	6.17	6.00	5.78
West Florida Wilderness Institute	Holmes	Moderate Risk	6.50	5.33	6.00	6.00	5.94
Youth Environmental Services	Hillsborough	Mixed: Moderate & High	5.00	5.50	5.33	6.00	5.28
Mean			5.32	5.63	5.57	5.01	5.51

Programs with 51-100 Students at Time of Review

Adolescent Residential Campus (Combined)	Osceola	Mixed: Moderate & High	6.83	5.00	5.67	6.00	5.83
Adolescent Therapeutic Center for Boys	Orange	Moderate Risk	6.50	6.50	6.67	6.00	6.56
Alachua Regional Juvenile Detention Center	Alachua	Detention Secure	5.86	5.75	6.67	6.00	6.12
Bristol Youth Academy	Liberty	Moderate Risk	4.00	4.83	4.00	4.67	4.28
Camp E-Kel-Etu	Pinellas	Moderate Risk	5.17	5.83	5.50	4.00	5.50
Camp E-Ma-Chamee	Pinellas	Mixed: Low & Moderate Risk	5.17	6.33	5.66	3.33	5.72
Camp E-Nini-Hassee	Pinellas	Moderate Risk	4.17	4.00	5.50	2.00	4.56
Cypress Creek Academy	Citrus	Maximum Risk	4.50	4.50	5.00	6.00	4.67
Escambia Regional Juvenile Detention Center	Escambia	Detention Secure	6.86	6.50	6.33	6.00	6.59
Everglades Youth Development Center	Dade	High Risk	3.83	5.17	5.67	4.00	4.89
Falkenburg Academy	Hillsborough	Moderate Risk	6.00	6.67	6.50	6.00	6.39
Florida Institute for Girls	Palm Beach	Mixed - High & Max	4.00	4.33	5.50	6.00	4.61
Florida Ocean Science Institute	Broward	Mixed - IP & CR	6.83	6.43	6.17	6.00	6.47
Florida Youth Academy - Level 8	Pinellas	High Risk	4.17	5.67	5.50	6.00	5.11
Hillsborough Regional Detention Center - West	Hillsborough	Detention Secure	5.86	6.75	7.17	6.00	6.53

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Jackson Juvenile Offender Correction Center	Washington	Mixed - High & Max	7.17	6.17	7.17	6.00	6.83
Jacksonville Marine Institute - East	Duval	Mixed - IP & CR	5.17	4.50	4.67	2.66	4.73
Kingsley Center - 6 & 8 Combined	DeSoto	Moderate Risk	3.17	3.83	4.50	3.33	3.83
Live Oak Academy	Polk	Moderate Risk	6.50	5.33	5.83	6.00	5.89
Manatee Regional Juvenile Detention Center	Manatee	Detention Secure	4.29	6.25	5.17	5.33	5.06
MATS Halfway House	Manatee	Moderate Risk	3.83	5.67	4.67	6.00	4.72
MATS Sexual Offender Program	Manatee	High Risk	3.83	5.67	4.67	6.00	4.72
Okeechobee Juvenile Offender Correction Center	Okeechobee	Mixed - High & Max	6.5	6.83	6.33	6.00	6.56
Palm Beach Regional Juvenile Detention Center	Palm Beach	Detention Secure	3.29	4.50	5.17	5.33	4.23
Polk County Boot Camp	Polk	Moderate Risk	5.33	6.33	5.83	5.33	5.83
Polk Regional Juvenile Detention Center	Polk	Detention Secure	6.14	6.75	6.50	6.00	6.41
Silver River Marine Institute	Marion	Intensive Probation	5.33	6.14	5.50	2.00	5.68
South Pines Academy	Broward	Mixed: Low & Moderate Risk	6.33	6.33	5.50	6.00	6.05
Southwest Florida Detention Center	Lee	Detention Secure	6.14	6.50	6.67	6.00	6.41
St. Lucie Regional Juvenile Detention Center	St. Lucie	Detention Secure	4.29	4.75	5.17	6.00	4.71
Vision Quest Okeechobee	Okeechobee	Mixed: Low & Moderate Risk	3.00	3.00	2.60	2.67	2.88
Volusia Regional Juvenile Detention Center	Volusia	Detention Secure	6.14	6.00	7.17	6.00	6.47
Mean			5.19	5.59	5.64	5.14	5.46

Programs with 101 or More Students at Time of Review

Avon Park Youth Academy	Polk	Mixed: Low & Moderate Risk	5.17	5.33	4.83	2.67	5.11
Bay Point Schools - Main (East/Kennedy)	Dade	Moderate Risk	4.50	7.00	5.00	4.00	5.50
Dade Regional Juvenile Detention Center	Dade	Detention Secure	2.00	3.50	5.33	1.33	3.53
Dina Thompson Academy	Broward	Moderate Risk	3.50	5.17	5.33	6.00	4.67
Duval Regional Juvenile Detention Center	Duval	Detention Secure	5.71	5.50	5.67	6.00	5.65
Greenville Hills Academy	Madison	Moderate Risk	5.17	6.50	6.00	2.00	5.89
Hastings Youth Academy	St. Johns	Mixed: Low & Moderate Risk	3.83	5.17	5.17	4.00	4.83
Marion Regional Juvenile Detention Center	Marion	Detention Secure	4.57	4.50	5.83	5.33	5.00
Orange Regional Juvenile Detention Center	Orange	Detention Secure	7.14	7.25	7.67	6.00	7.35
Riverside Academy	Hillsborough	Moderate Risk	5.00	5.67	5.50	6.00	5.39
Sabal Palm School	Polk	High Risk	5.00	4.67	5.67	6.00	5.11
SAGO PALM - Pahokee Youth Development Center	Palm Beach	High Risk	3.17	4.83	6.00	4.00	4.67
Mean			4.56	5.42	5.67	4.44	5.22

APPENDIX E
2001-2002 Juvenile Justice Education Contract
Review Form

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APPENDIX F
2001-2002 Juvenile Justice Education Cooperative
Agreement Review Form

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APPENDIX G

JOB CLASSIFICATIONS CAPTURED BY FETPIP

Accommodation
Administration of economic programs
Administration of environmental programs
Administration of human resource program
Administrative and support services
Agriculture and forestry support activities
Air transportation
Ambulatory health care services
Amusements, gambling, and recreation
Animal production
Apparel manufacturing
Beverage and tobacco product manufacturing
Broadcasting, except Internet
Building material and garden supply stores
Chemical manufacturing
Clothing and clothing accessories stores
Computer and electronic product manufacturing
Construction of buildings
Couriers and messengers
Credit intermediation and related activities
Crop production
Educational services
Electrical equipment and appliance mfg.
Electronic markets and agents and broker
Electronics and appliance stores
Executive, legislative and general government
Fabricated metal product manufacturing
Fishing, hunting and trapping
Food and beverage stores
Food manufacturing
Food services and drinking places
Forestry and logging
Funds, trusts, and other financial
Furniture and home furnishings stores
Furniture and related product manufacturing
Gasoline stations
General merchandise stores
Health and personal care stores
Heavy and civil engineering construction
Hospitals
Insurance carriers and related activities
Internet publishing and broadcasting
ISPs, search portals, and data processing
Justice, public order, and safety activities
Leather and allied product manufacturing
Machinery manufacturing
Management of companies and enterprises
Membership associations and organization
Merchant wholesalers, durable goods
Merchant wholesalers, nondurable goods
Mining, except oil and gas
Miscellaneous manufacturing
Miscellaneous store retailers
Motion picture and sound recording industry
Motor vehicle and parts dealers
Museums, historical sites, zoos, and par
Nonmetallic mineral product manufacturing
Non-store retailers
Nursing and residential care facilities
Oil and gas extraction
Other information services
Paper manufacturing
Performing arts and spectator sports
Personal and laundry services
Pipeline transportation
Plastics and rubber products manufacturing
Primary metal manufacturing
Printing and related support activities

Private households

Professional and technical services
Publishing industries, except Internet
Real estate
Rental and leasing services
Repair and maintenance
Scenic and sightseeing transportation
Securities, commodity contracts,
investment
Social assistance
Specialty trade contractors
Sporting goods, hobby, book and music
stores
Support activities for mining
Support activities for transportation
Telecommunications
Textile mills
Textile product mills
Transit and ground passenger
transportation
Transportation equipment manufacturing
Truck transportation
Unclassified
Utilities
Warehousing and storage
Waste management and remediation
service
Water transportation
Wood product manufacturing

LOGISTIC REGRESSION PREDICTING RETURN TO SCHOOL AMONG JUVENILE OFFENDERS RELEASED DURING 1999-2000

	<u>Beta</u> <u>Coefficient</u>	<u>Standard</u> <u>Error</u>	<u>Odds Ratio</u>
Age (years)	-0.698***	0.027	0.498
Gender	0.150	0.100	1.162
Race (white or non-white)	0.113	0.069	1.120
Restrictiveness Level ^a			
Low Risk	0.709***	0.181	2.031
Moderate Risk	0.460**	0.159	1.585
High Risk	0.370*	0.170	1.448
Maximum Risk	0.077	0.378	1.080
Aftercare	0.304	0.193	1.355
Quality Assurance Score ^b			
Average	0.206*	0.087	1.229
High	0.195	0.147	1.215
Constant	9.776	0.497	
Percentage Correct Predictions	73.40%		
Nagelkerke (pseudo) R ²	0.264		
Chi-Square (df)	1002.153 (10)		

^a Restrictiveness level is an ordinal variable with the reference attribute equal to minimum-risk non-residential programs.

^b Quality assurance score is an ordinal variable with the reference attribute equal to Low.

*p<.05 **p<.01 ***p<.001

PARENT TELEPHONE SURVEY

Student Name (last, first)		
Social Security Number		
Student birthdate:	Age :	Sex : Male Female
Guardian Name(s)		
JJIS Phone:	Program Phone:	
DJJ Program		
Aftercare Program		
Returning County		
Exit Date:	Follow-up Period: _____ 6 months _____ 12 months	
Date Parent completed:	Date Student completed:	

Time started: _____ Time ended: _____ Total Time: _____ Caller: _____

Relationship of the respondent to the student: mother/father/other: _____

Name of the respondent: _____

Instructions in italics are for interviewer. Instructions in bold will be read to respondent. Circle whether this was an initial or follow-up contact.

For an INITIAL contact, please read these instructions:

Hi, I'm _____ . Can I please speak to _____ ? I'm (_____) with the Department of Education. Are you _____ 's (mother / father)? We're trying to determine how the educational program at _____ has helped your child return to the community. I'll be asking you questions regarding your relationship with your child and your child's behavior since his/her release from _____ . There are only a few questions and your participation is completely voluntary. You may choose not to answer any question. All of your answers will be kept confidential to the extent allowed by law. By answering these questions, you are giving your verbal consent to be a participant in the research project. Can we begin?

For a FOLLOW-UP contact please try to ascertain who gave the initial responses so that you can ask for the same person when possible. Read these instructions:

Hi, I'm _____ with the Department of Education. May I please speak to _____? We had contacted you several months ago to determine how the educational program at _____ has helped your child return to the community. We would like to ask you follow-up questions regarding your relationship with your child and his/her education, employment and other activities. There are only a few questions and your participation is completely voluntary. You can choose not to answer any question and your answers are confidential to the extent allowed by law. By answering these questions, you are giving your verbal consent to be a participant in this research project. Can we begin?

Check here if respondent chooses not to participate _____

A	Since release from _____ has your child been in another commitment program?	1 Yes	2 No (go to Q1)	99 NA/DK/R
B	What was the name of the other commitment program?			99 NA/DK/R
C	How long was it after release from (Program A) before your child went to (Program B)?			99 NA/DK/R
D	Is your child still in (Program B)?	1 Yes (go to QG)	2 No	99 NA/DK/R
E	How long was your child in (Program B)?			99 NA/DK/R
F	How long has your child been out of (Program B)?			99 NA/DK/R
G	What factors led to your child going to another program?			99 NA/DK/R

For questions 1-6, refer to program A.

1	Since release from _____, would you say that your child's behavior has:	1 Declined	2 Stayed the same	3 Improved	99 NA/DK/R
2	Does your child have a different group of friends since release from _____?	1 Yes	2 No		99 NA/DK/R
3	What type of influence would you say your child's current friends have on his/her behavior?	1 Negative	2 No influence	3 Positive	99 NA/DK/R
4	Since release, would you say that your relationship with your child has:	1 Declined	2 Stayed the same	3 Improved	99 NA/DK/R
5	Since release, would you say that your child's school performance has:	1 Declined	2 Stayed the same	3 Improved	99 NA/DK/R
6	Since release, would you say that your child's involvement in the community (volunteer work, church, athletics, clubs, organizations) has:	1 Decreased	2 Stayed the same	3 Increased	99 NA/DK/R

EDUCATIONAL INFORMATION

Next, I have a few questions about school.

7	Since release, has your child been enrolled in school?	2 Yes (go to Q9)			1 No	99 NA/DK/R	
8	Why hasn't he/she been enrolled in school?	(go to Q13)				99 NA/DK/R	
9	Is your child currently enrolled in school?	2 Yes (go to Q11)			1 No	99 NA/DK/R	
10	Why not?					99 NA/DK/R	
11	What type of school is / was it?	1 Middle School	2 High School	3 College	4 Vo-tech School	5 Other 11a. Describe	99 NA/DK/R
12	Is / was it ...	1 aftercare based	2 another commitment program	3 an alternative school	4 regular school	5 Other 12a. Describe	99 NA/DK/R
13	How would you say your child (did / is doing) in school?	1 Poor		2 Okay		3 Good	99 NA/DK/R
14	What was the last grade they have completed?					99 NA/DK/R	
15	Have they received a high school diploma or its equivalent?	2 Yes			1 No		99 NA/DK/R
16	What type of diploma did they earn?	1 Regular	2 GED	3 Special	4 Vocational	5 Other 16a. ____	99 NA/DK/R

EMPLOYMENT INFORMATION

The next group of questions is about your child's employment history.

17	Is your child currently working?	2 Yes <i>(go to Q19)</i>	1 No	99 NA/DK/R
18	Are there any particular reasons why he/she isn't working?			99 NA/DK/R
19	How many jobs has your child had since he/she left _____, including his/her current one?	_____ <i>(If R answers "none/zero" go to Q25)</i>		99 NA/DK/R

For the next set of questions, please describe your child's current/most current job.

20	When did he/she start this/that job?			99 NA/DK/R
21	Where is/was he/she working?			99 NA/DK/R
22	What kind of work does/did he/she do?			99 NA/DK/R
23	How many hours per week does/did she/he work?			99 NA/DK/R
24	What is/was his/her hourly rate of pay?			99 NA/DK/R

FAMILY RELATIONS

The following questions are about relationships with various people in your family.

25a	Does _____ (student) live with you?	1 Yes	2 No <i>(skip 25,26 & 29)</i>	
25	Including you, how many people live in your home?			99 NA/DK/R
26	Who are they?			99 NA/DK/R

If parent answered YES for 25a, for questions 27 & 28, ask appropriate questions depending on answer for Q26. If parent answered NO for 25a, for questions 27 & 28 remember that we are not asking about relationships in the household. We are asking about the child's relationship to the female guardian (Q27) and male guardian (28).

27	How well does your child get along with (mother/stepmother/other female guardian)? <i>In the household</i>	1 Not at all	2 Okay	3 Very well	99 NA/DK/R
28	How well does your child get along with (father/stepfather/other male guardian)? <i>In the household</i>	1 Not at all	2 Okay	3 Very well	99 NA/DK/R
29	How well does your child get along with any other members of your household?	1 Not at all	2 Okay	3 Very well	99 NA/DK/R
30	Does your child have any children?	1 Yes	2 No <i>(go to Q35)</i>	99 NA/DK/R	
31	How many?			99 NA/DK/R	
32	Does he/she have custody?	2 Yes	1 No	99 NA/DK/R	
33	How often does he/she spend time with them?			99 NA/DK/R	

DELINQUENT ACTIVITY

The last set of questions deals with issues that may be sensitive. Please remember that everything you say is confidential. Please answer the following questions to the best of your knowledge. These questions refer to the time since your child was released from _____.

(Just a reminder, do not read the answer categories that are italicized. That is, don't read the "never" category or the "NA/DK/R" category. Simply mark the Respondent's answer as such if appropriate.)

35	Since release, how often has your child used alcoholic beverages?	1 Daily	2 Weekly	3 Monthly	4 Other How often? 35a _____	5 Never <i>(Q34)</i>	99 NA/DK/R
37	Since release, how often has your child used marijuana?	1 Daily	2 Weekly	3 Monthly	4 Other How often? 37a _____	5 Never <i>(Q36)</i>	99 NA/DK/R
39	Since release, how often has your child used any drugs not including marijuana and alcohol?	1 Daily	2 Weekly	3 Monthly	4 Other How often? 39a _____	5 Never <i>(Q38)</i>	99 NA/DK/R
40	Since release, how many times have your child gotten in trouble with the police other than minor traffic violations?	<i>(fill in response)</i>				0 Never <i>(End Survey)</i>	99 NA/DK/R
41	What type of trouble was it?	<i>(fill in response)</i>				0 Never	99 NA/DK/R

We would like your consent to allow your child to be interviewed under the same conditions I described to you. Would this be okay? _____ Yes _____ No

If yes, Would now be a good time to interview your child? _____ Yes _____ No

If yes, then proceed to student survey.

If no, When would be a good time to reach him/her?

Record a call back day and time. Day _____ Time _____

Thank you for your time. We appreciate your participation.

Do you have any questions?

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