

CHAPTER 11 CURRICULUM

11.1 Introduction

This chapter describes current curricular and course offerings in Florida's juvenile justice facilities. Numerous variables and ancillary services are integral components of a complete educational program. However, few components interact so closely with students, teachers, learning standards, test scores, and student outcomes as does the curriculum.

During educational QARs conducted by JJEEP in 1999, reviewers evaluated each program's curriculum, using a different set of standards for long-term commitment programs, short-term commitment programs, and detention centers. For long-term commitment programs, indicators E2.01 Curriculum (Academic) and E2.02 Curriculum (Practical Arts) have requirements for academic and practical arts curricula. For short-term commitment programs, indicator E2.01 Curriculum requires curricula specifically designed for students in those programs. For detention centers, indicators E2.01 Curriculum (21 Days or Less) and E2.02 Curriculum (More Than 21 Days) have requirements for curricula that are designed for both short-term students (in the program 21 days or less) and long-term students (in the program 22 days or more).

This chapter presents a literature review on curricula designed for at-risk and delinquent youth and the results of a content analysis of the quality assurance indicators related to curriculum. The content analysis of the QAR reports attempts to answer several questions about programs' curricula, including the following:

- To what extent are math and English offered?
- To what extent are science and social studies offered?
- To what extent are social skills activities and courses offered? How often are they offered for credit as opposed to being integrated into other curricular activities or course offerings?
- What type and to what extent are hands-on vocational courses and activities offered?
- To what extent are career awareness and employability skills offered?
- To what extent are opportunities available for students to earn or prepare for a GED diploma?
- How were programs rated for curriculum?

In an attempt to answer these questions, the remaining parts of this chapter are divided into seven sections. Section 11.2 contains a condensed literature review on curricula, including curricula for juvenile justice students and at-risk youth. (A complete version of the literature review can be found in Chapter 7 "Toward Best Practices in Juvenile Justice Education.") Section 11.3 covers the curricular offerings and activities in long-term

commitment programs, followed by Section 11.4, which breaks down the same findings by security levels. Section 11.5 covers the curricular offerings in short-term commitment programs, and Section 11.6 covers the curricular offerings in detention centers. Section 11.7 provides information regarding curricular offerings and activities in deemed programs. A summary of the findings on curricular offerings and activities is provided in Section 11.8.

11.2 Literature Review

Curriculum revision is an issue emphasized in educational reform. Anderson (1995) cited the conceptual foundation of curriculum reform efforts to include integrating themes in subject matter, teaching for understanding by focusing in-depth on some major concepts, making connections between subject matter and its applications, and reaching all students. Proponents of such reform efforts have supported curriculum changes as a way to increase the knowledge base of students, thus leading to higher academic achievement. However, problems with these efforts include the possibility of greater inequality in student achievement for some students, the absence of curriculum-based examinations, and the possibility of teachers teaching to the test (Gamoran, 1997).

In order for curriculum revision to be successful, it must address all students, regardless of background, which is not an easy task. “A curriculum that enables all students to learn must allow for differing starting points and pathways to learning so that students are not left out or left behind; allow for different strategies and approaches that meet varying learning styles and needs; allow for the reality that different areas of study are differentially relevant and will be differently pursued in various communities because of geographic, economic, topological, and cultural considerations” (Darling-Hammond, 1994:489).

A related issue has been the call for alternative programs and curricula to be taught in conjunction with core subjects (Nichols and Utesch, 1996). As we move toward active learning, not the passiveness of yesterday, we also realize that students need more than academic intellect. Teachers’ jobs have become even more varied, and, often, teachers must address areas such as motivation, self-esteem, anger management, conflict resolution, vocational training, character education, social skills, and self-perception in the classroom.

Gamoran (1997) conducted a planned curriculum change for mathematics courses in seven schools in California and New York. The majority of these schools were located in urban areas and served mainly low-achieving students. Transition classes were implemented to bridge student leaning from basic to more advanced math classes. His findings from one school indicated that students enrolled in transition classes completed minimal college preparatory classes at a rate of 12.7% as compared to only 1.6% of students in general math classes.

Nichols and Utesch (1996) examined an alternative program that developed academic skills and, at the same time, focused on issues of self-esteem and social skills for at-risk youth. Students completed a questionnaire regarding motivation and self-esteem. They also noted the pre- and post-test progress of students over the 12-week program. Students who completed the program showed significant increases in extrinsic motivation, persistence, home self-esteem, peer self-esteem, and school self-esteem. This study provides support for the effectiveness of alternative curriculum programs for some students and possible implications for at-risk or delinquent youth.

Finally, Brent and DiObilda (1993) examined the standardized test scores of second grade students who received direct instruction as compared to a control group who received the traditional curriculum program aligned to the California Test of Basic Skills (CTBS). The direct instruction group consisted of a structured curriculum, increased time on task, and extensive teacher training prior to implementation. The students were administered the CTBS and the Metropolitan Achievement Test (MAT) for comparison scores. The direct instruction group scored higher in computation math on the CTBS. Additionally, results of the MAT indicated that the direct instruction group achieved higher scores in computation and concepts, leading to more generalized abilities. Both of these curricula promoted student achievement; however, direct instruction seemed to provide more generalized topics that were not specifically aligned with a particular test. Using results from the independent MAT, the direct instruction group demonstrated higher achievement in general skills. Brent and DiObilda (1993) additionally examined the mobility of students and student performance. The students who performed better on either test were those who were stable in the schools and not highly mobile (Brent and DiObilda, 1993). These findings also have implications for the education of at-risk and delinquent youth.

Curriculum in the Specific Context of Juvenile Justice Education

Much of the following is condensed from the literature review in Chapter 7.

Previous evidence has suggested that there is a negative relationship between education and crime (Beebe and Mueller, 1993; Burns-Stowers, 1994; Cox, Davidson, and Bynum, 1995; Katsiyannis and Archwamety, 1999; Usher, 1997; Winters, 1997). These findings not only impact reform efforts in public education, but also have numerous implications for juvenile justice education. Currently, national educational reform initiatives in the public school system are being implemented simultaneously in the juvenile justice system, though there is little empirical evidence of the effect of such reform efforts on delinquent youth. The evidence that suggests better education is linked to reduced crime, consequently, indicates that improving educational service delivery in juvenile facilities would most likely lead to a decrease in crimes committed after release.

Several authors have argued that juvenile justice education should be comprehensive. Offenders must first be assessed to determine an individualized curriculum specific to their needs. Then, in addition to the academic courses offered, there must also be

additional curricular offerings for incarcerated juveniles, including multicultural curricula, vocational curricula, GED preparation, and psychosocial education.

Individualized Curriculum—Diverse findings on academic ability levels among incarcerated youth suggest that academic ability levels vary from student to student (Harper, 1988; Rider-Hankins, 1992b). Therefore, educational programming cannot be geared toward one type of functional ability level, but rather must be individualized to address each student's capabilities (Anderson and Anderson, 1996).

Due to the substantial number of youth held in juvenile detention and correctional facilities who have reading problems, several authors have identified literacy programs that address individual reading levels as promising (Tyner, 1995). Additionally, researchers have suggested that, along with such programs, practices that were found to be effective include the use of computers and phonics instruction (Hodges, Guiliotti, and Porpotage, 1994; Rider-Hankins, 1992b).

Cultural Diversity—Currently, there are about three times as many minorities represented in the juvenile justice facilities than in society. Therefore, cultural diversity is an essential component in a juvenile justice classroom environment. Adams (1994) describes the purpose of multicultural education as one of equalizing education by incorporating strategies that will enhance each student's ability to learn, regardless of race, gender, socioeconomic status, or age. Diversity in classroom instruction is crucial to increasing all students' educational opportunities (Feyerherm and Pope, 1995; Hsia and Hamparian, 1998). The curriculum must be designed to provide relevant and interesting information to all groups of students, so that learning will be purposeful and meaningful.

Vocational Education—Although juvenile justice educational programs traditionally focus upon academic instruction, an alternative program is often more appropriate to meet the respective educational and vocational needs of students who are not likely to succeed within an academic environment (Casey, 1996). In the research examining the effect of increased vocational skills for incarcerated juveniles, varied results have shown decreased recidivism rates or a decrease in severity of subsequent crime (Lattimore, Witte, and Baker, 1990; Lieber and Mawhorr, 1995).

Special Education—There has been considerable disparity between the estimates of the number of exceptional students served in the juvenile justice population, ranging from 29% to 75% (Gemignani, 1992; Leone, Rutherford, and Nelson, 1991; Rider-Hankins, 1992a). As a result, Rutherford (1988), Gemignani (1992), and Leone (1991) argue that it is essential for juvenile justice special educators to focus primarily upon areas of deficiency through the utilization of functional assessments and curricula, transition services, professional development of teachers, and comprehensive and collaborative efforts between staff.

General Education Development (GED)—Gemignani (1992) states that an educational program should include GED exam preparation as part of its curriculum. This curriculum

should be integrated into other program components such as social and life skills, employment preparation, independent living skills, counseling, and transition programming. GED exam preparation provides students who do not plan to return to public school after release with the opportunity to prepare for and take the GED exam (Coffey and Gemignani, 1994).

Psychosocial Education—In studies examining the relationship between delinquent behavior and social skills, researchers have found that juvenile delinquents are often deficient in communication skills, anger management strategies, conflict resolution methods, and prosocial decision-making processes (Gemignani, 1992; LeBoeuf and Delany-Shabazz, 1997; Rider-Hankins, 1992a). Gemignani (1992) attributes these deficiencies to educational programs that focus on the academic needs of juvenile offenders but ignore their social and moral needs. As a result of these deficiencies, several authors have identified the inclusion of problem-solving skills, moral reasoning, communication, and social skills into the classroom curriculum as a promising practice in juvenile justice education.

Summary—Many of the curriculum revision frameworks from the national educational reform agenda can be integrated into juvenile justice education as well. However, given the complexity of issues that juvenile justice educators face in working with this population, it might be necessary to implement other more focused curricula revisions. Juvenile justice educational programs must consider the cultural make-up of the students and examine opportunities to provide useful job training skills to students, many of whom will not continue their academic education; GED preparation to students, many of whom will not return to school; and pro-social skills training to address behavioral issues.

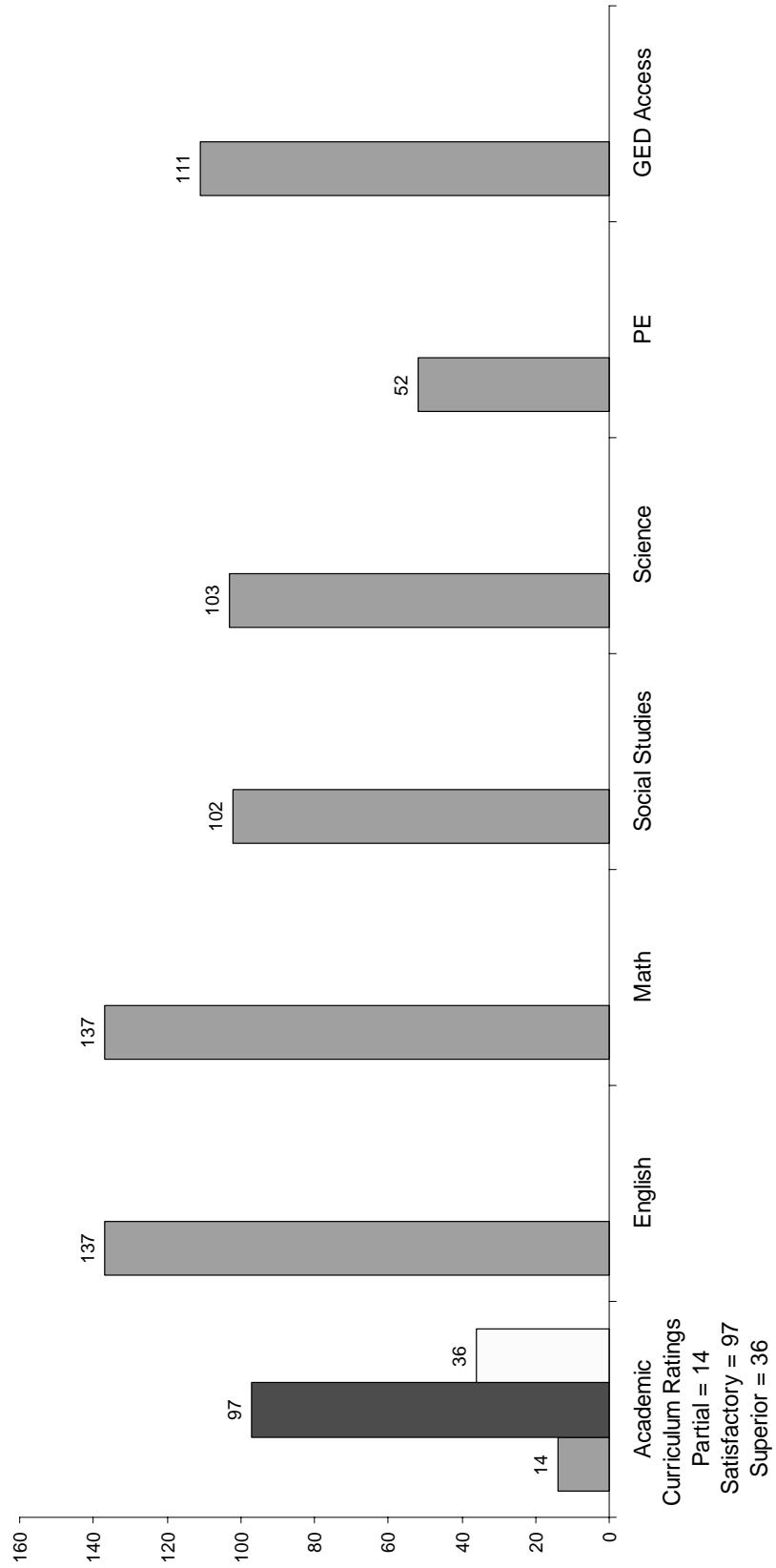
11.3 Curricular Offerings in Long-Term Commitment Programs

Long-term commitment programs are defined as programs in which students remain longer than 60 days. Long-term programs include all security levels, from level two (day treatment) through level ten (maximum-risk residential). JJEEP divides long-term commitment curriculum into two different indicators and categories of offerings—academic and practical arts.

Academic Curricular Offerings

Indicator E2.01 Curriculum (Academic) covers each program's offerings in English, math, social studies, science, and physical education (PE), and student access to the GED/HSCT exit option and to GED preparation or testing. During 1999, QARs of 147 long-term programs were conducted. Information regarding academic curricula was available for 140 of these programs. Figure 11.3-1 shows the QAR rating of indicator E2.01 Academic (Curriculum) and the academic offerings of long-term commitment programs.

Figure 11.3-1
Academic Curricular Offerings in Long-Term Commitment Programs
Reviewed 147 Programs
Information Available on 140 Programs



The first column in Figure 11.3-1 reflects the QAR rating that programs received for indicator E2.01 Academic (Curriculum) based on 147 reviews. Columns two through five reflect the total number of programs (based on an analysis of 140 QAR reports) offering English, math, social studies, science, and PE for credit. Almost all programs offer English and math courses, and most offer social studies and science. However, it should be noted that although many programs offer exercise components, only 52 programs offer PE for credit. Figure 11.3-1 does not reflect the quality and the range of academic courses offered. Although the graph does state the number of programs offering specific courses for credit, it does not indicate whether or not each student is enrolled in the proper level of academic courses required for pupil progression. The last column reflects the total number of programs providing students with some form of access to GED. Access to GED may include offering students GED preparation materials in and outside of regularly scheduled classes, conducting pre-GED testing, providing access to GED examinations, offering the GED/HSCT exit option, and offering GED preparation and adult education classes. A small number of programs were noted as being official GED testing sites. It should also be noted that six programs, which do not offer any access to GED, serve only elementary and middle school students.

Findings About Programs

Long-term commitment programs may receive a rating of partial for the academic curriculum indicator for several reasons. The most common reasons for the partial ratings (identified in Figure 11.3-1) are listed below in descending order of frequency of occurrence.

Occurred Three Times or More

1. There were problems awarding grades and credits for academic instruction.
2. The academic curriculum was not individualized to address the ability levels of the students.

Occurred Two Times or Less

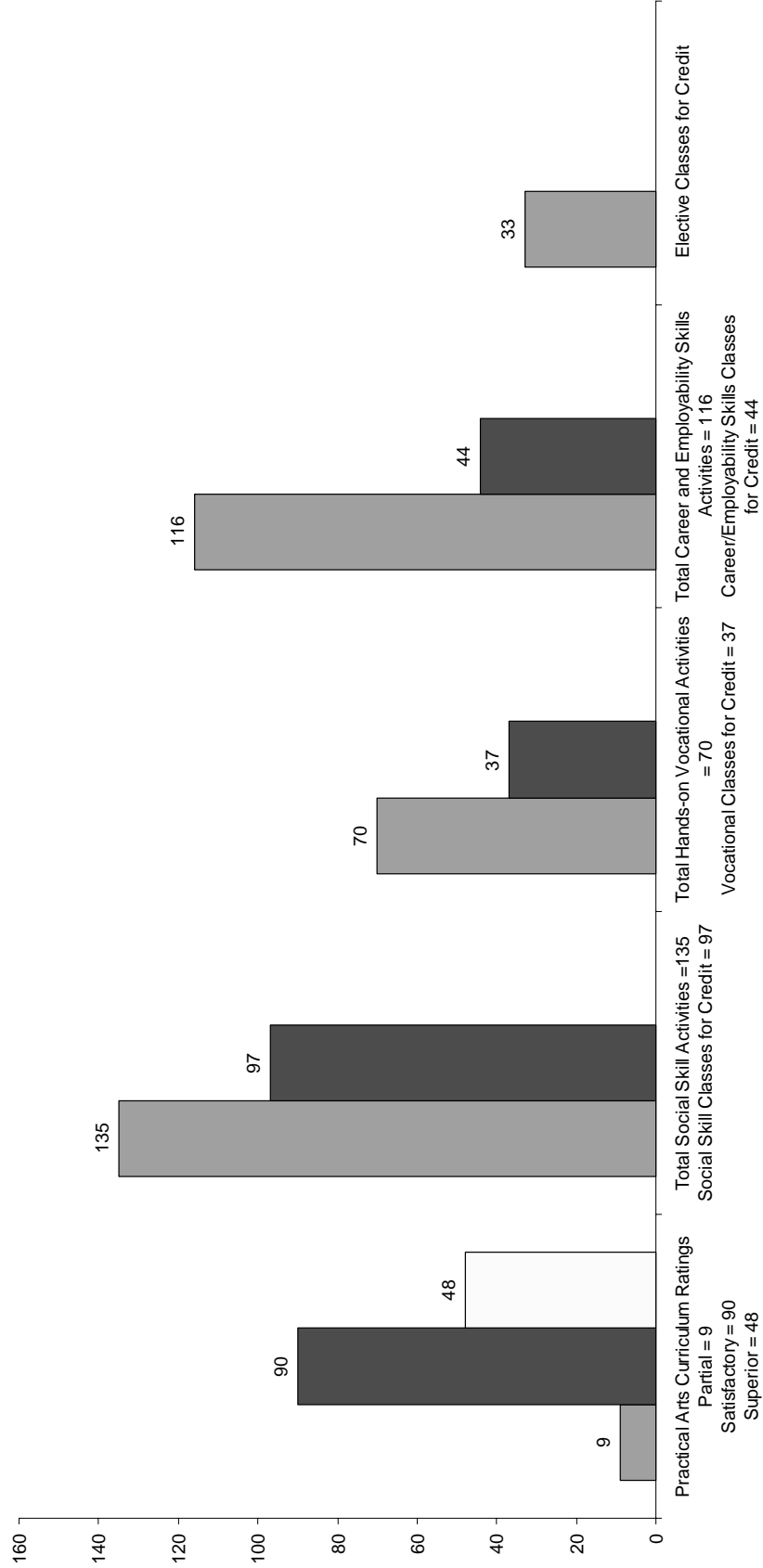
1. The academic curriculum was not substantial and consisted of only supplemental materials.
2. Academic courses were not offered on a regular or consistent basis.
3. The academic curriculum was not based on course descriptions.

Long-term commitment programs were rated “superior” for numerous reasons, including the combinations of offerings in academic courses. The following is a list of common findings about programs that received superior ratings.

- The program offered courses for credit in English, math, social studies, and science. Remedial activities for reading and math were also offered on a regular basis.
- Academic courses were offered or modified to meet the needs of all students, including middle school, high school, GED, and special diploma option students.
- The program’s academic curriculum was individualized based on students’ past records and ability levels.
- The program offered extended academic scheduling, such as advanced math and English courses in evenings through co-enrollment with adult education.

See Chapter 7 for more information on best practices in juvenile justice education.

**Figure 11.3-2
 Practical Arts Curricular Offerings in Long-Term Programs
 Reviewed 147 Programs
 Information Available on 140 Programs**



Practical Arts Curricular Offerings

Indicator E2.02 Curriculum (Practical Arts) captures each program's activities and/or course offerings in social skills, career awareness and employability skills, and hands-on vocational skills. Other elective courses are also categorized under this indicator. Figure 11.3-2 on the preceding page shows the QAR ratings of indicator E2.02 Curriculum (Practical Arts) and the practical arts offerings of long-term commitment programs.

The first column reflects the QAR rating that programs received for indicator E2.02 Curriculum (Practical Arts) based on 147 reviews. Columns two through four reflect the total number of programs (based on an analysis of 140 QAR reports) offering activities in social skills, hands-on vocational skills, and career awareness and employability skills. Column five reflects the total number of programs offering other elective courses for credit.

Social skills, hands-on vocational skills, and career awareness and employability skills each contain two numbers in Figure 11.3-2. The first number reflects the total number of programs that offer activities (for credit and not for credit) in the content area listed, and the second number reflects the total number of programs offering courses for credit in the content area listed. Programs typically offer activities not for credit in two different ways. For example, social skills may be integrated on a regular basis into other courses that are offered for credit, or they may be offered as an extra curricular activity that is not for credit. Many program staff, such as mental health personnel, counselors, and program specialists, provide extra-curricular activities in which students receive instruction on a regular basis, but they are not awarded credit. These activities and the integration of specific activities into other courses offered for credit were only noted when they were structured activities that occurred on a regular basis. The following list outlines the actual course names of courses offered for credit in social skills, hands-on vocational skills, career awareness and employability skills, and other electives. Courses are listed in the order of frequency that they are offered in programs.

Social Skills Courses Offered for Credit

Offered 30 to 40 Times

- Life management skills
- Peer counseling

Offered 10 to 20 Times

- Personal, career, and social development (this course also was used to offer credit for career/employability skills activities)
- Between 10 to 20 other courses were offered for credit in social skills; however, actual course titles could not be determined

Hands-On Vocational Courses Offered for Credit

Some courses listed below are part of a series of vocational courses offered as part of a vocational wheel or as an on-the-job training (OJT) work assignment on and off campus.

Offered 15 to 20 Times

- Carpentry/woodworking

Offered 10 to 15 Times

- Horticulture

Offered 5 to 10 Times

- Culinary arts
- Building maintenance

Offered Less than 5 Times

- Small engine repair
- Agri-business/science
- Telecommunications
- Welding
- Auto body repair
- Gardening
- Masonry
- Business systems and technology
- Screen printing
- Barbering
- Bicycle repair
- Electricity
- Animal husbandry
- Health maintenance
- Plumbing
- Work experience
- OJT

Career Awareness and Employability Skills Courses Offered for Credit

Offered 20 to 30 Times

- Employability skills for youth

Offered 10 to 20 Times

- Personal, career, and social development (this course was also used to offer credit for social skills activities)

Offered Less than 10 Times

- Career research and decision-making
- Workplace essentials
- Other diversified vocational education courses for which actual titles could not be determined

Elective Courses Offered for Credit

Offered 10 to 15 Times

- Keyboarding

Offered 5 to 10 Times

- Law studies
- Introduction to computers

Offered Less than 5 Times

- Art
- Driver's education
- Applied computer technology
- Child development
- Spanish
- First aid and safety
- Other electives for which course titles could not be determined

Findings About Programs

Long-term commitment programs may receive a rating of partial for indicator E2.02 Curriculum (Practical Arts) for several reasons. The most common reasons for the partial ratings (identified in Figure 11.3-2) are listed below in descending order of frequency of occurrence.

Occurred Three or More Times

- No vocational courses offered with few activities in career awareness and/or employability skills offered on a regular basis
- No vocational and/or employability skills activities offered

Occurred Two or Less Times

- One vocational course offered, but no activities in career awareness and employability skills offered
- Information not available

Long-term commitment programs were rated superior for numerous reasons, including the combinations of offerings in social skills, career/employability skills, and hands-on vocational skills. The following is a list of common findings about programs that received superior ratings.

- The program offered career/employability skills and hands-on vocational offerings for credit.
- The program offered multiple hands-on vocational activities on a regular basis.
- The program emphasized and integrated social skills throughout the program's curriculum and activities. Credit was awarded for the integrated social skills activities, and employability skills were offered on a regular basis for credit.
- The program offered vocational courses through dual enrollment with a local community college.
- The program offered students the opportunity to participate in OJT, vocational enterprise projects, and/or job shadowing programs.

11.4 Curricular Offerings in Long-Term Commitment Programs by Security Level

The eight figures on the following pages break down curricular offerings in long-term commitment programs by security level. (Each level has been broken out in the same manner as Figures 11.3-1 and 11.3-2.) Six programs that were reviewed as both level six and eight are not included in the following figures. However, their information is included in Figures 11.3-1 and 11.3-2.

Level four programs contain group treatment homes, which often serve elementary and middle school students who are too young for access to any form of GED.

Chapter 985.315, F.S., regarding educational/technical and vocational work-related programs, strongly encourages the DJJ to require juveniles who are placed in a high-risk residential, maximum-risk residential, or a serious/habitual offender program to participate in an educational/technical or vocational work-related program five hours per day, five days per week. Figure 11.4-8, however, demonstrates that approximately only one-third of level eight and ten programs offer vocational programming for credit.

11.5 Curricular Offerings in Short-Term Commitment Programs

Short-term commitment indicator E2.01 Curriculum contains curriculum requirements for short-term programs. Short-term programs are defined as programs in which students remain 60 days or less, which is consistent with one traditional nine-week grading period. Short-term programs reviewed by JJEEP in 1999 consist of state-operated short-term offender programs (STOP) camps (e.g., work programs), short-term environmental programs (STEP) camps (e.g., wilderness programs), one non-secure detention facility, and one SAFE program (e.g., aftercare). Only six short-term programs were reviewed in 1999. Due to the students' short lengths of stay, short-term programs do not typically have a wide range of curricular offerings.

Figure 11.4-1
Academic Curricular Offerings in Level 2 (Day Treatment) Programs
Reviewed 43 Programs
Information Available on 39 Programs

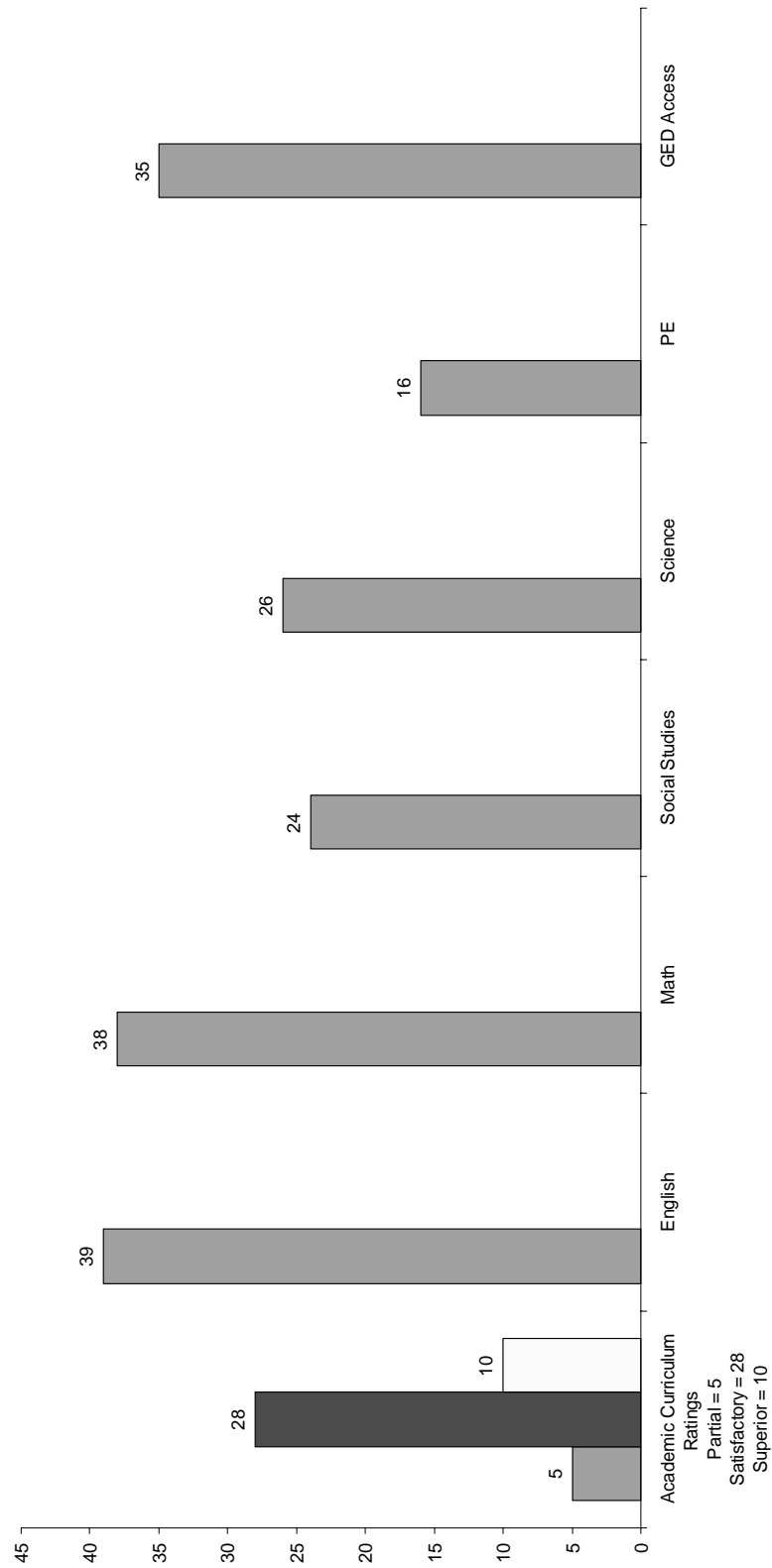


Figure 11.4-2
Practical Arts Curricular Offerings in Level 2 (Day Treatment) Programs
Received 43 Programs
Information Available on 39 Programs

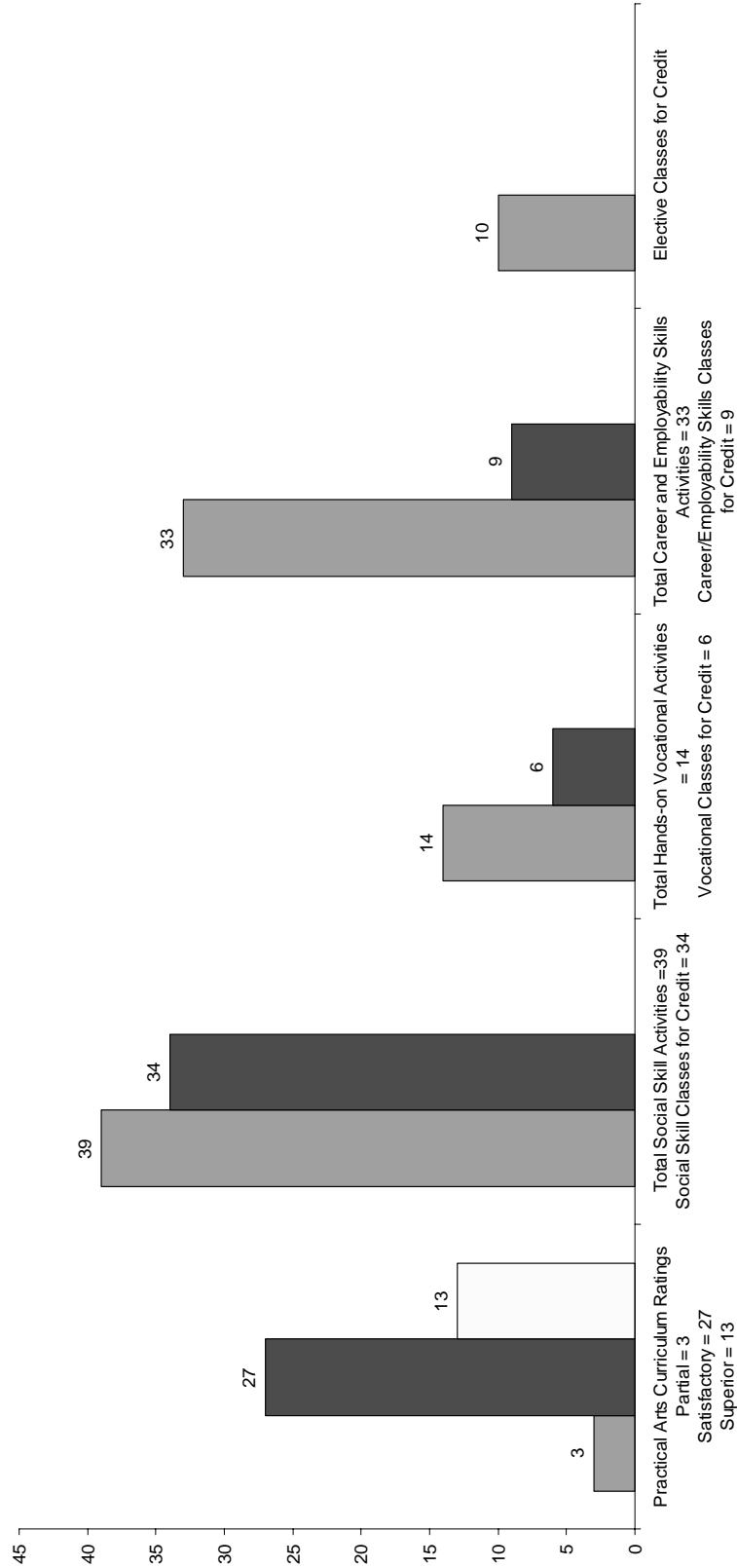


Figure 11.4-3
Academic Curricular Offerings in Level 4 Programs
Reviewed 11 Programs
Information Available on 10 Programs

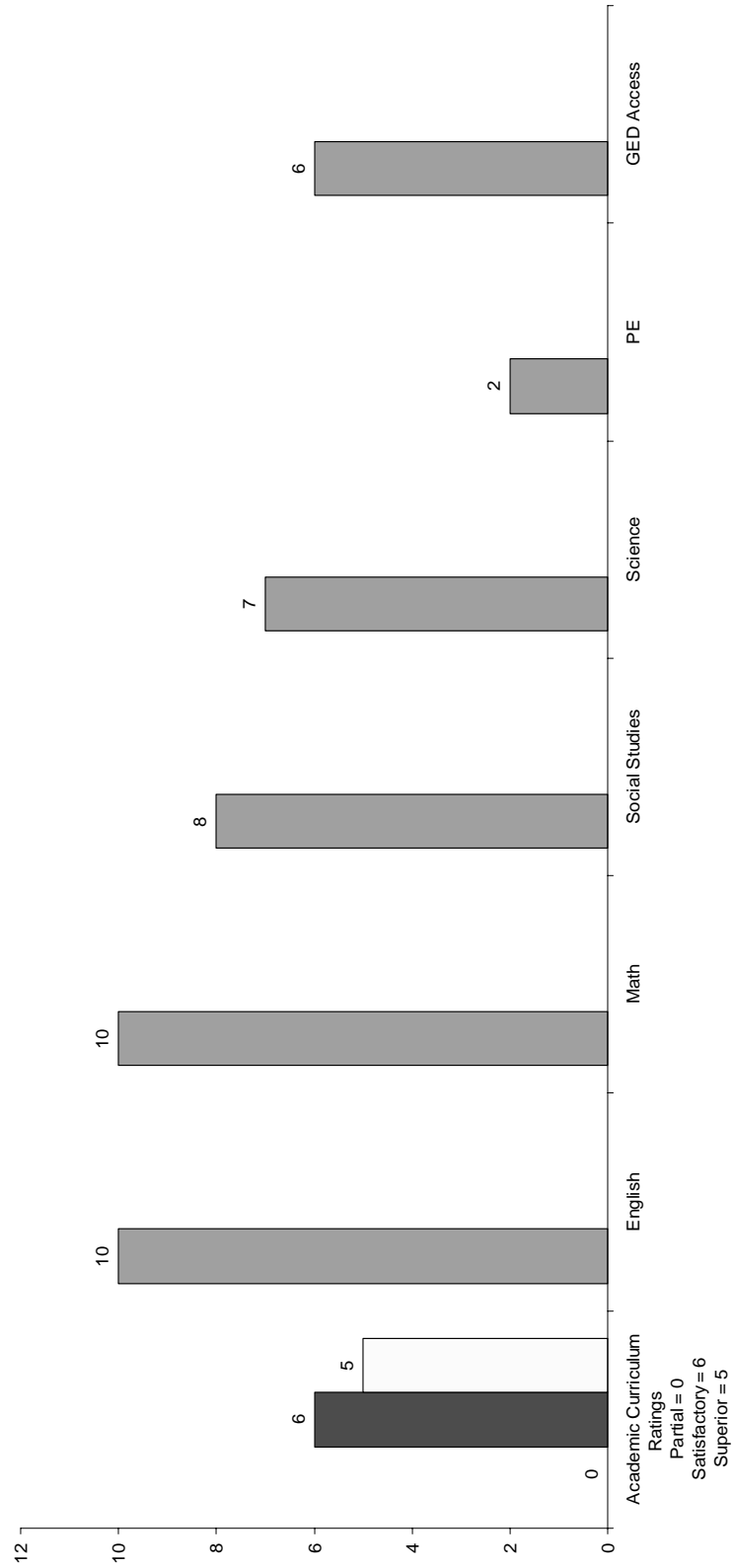


Figure 11.4-4
Practical Arts Curricular Offerings in Level 4 Programs
Reviewed 11 Programs
Information Available on 10 Programs

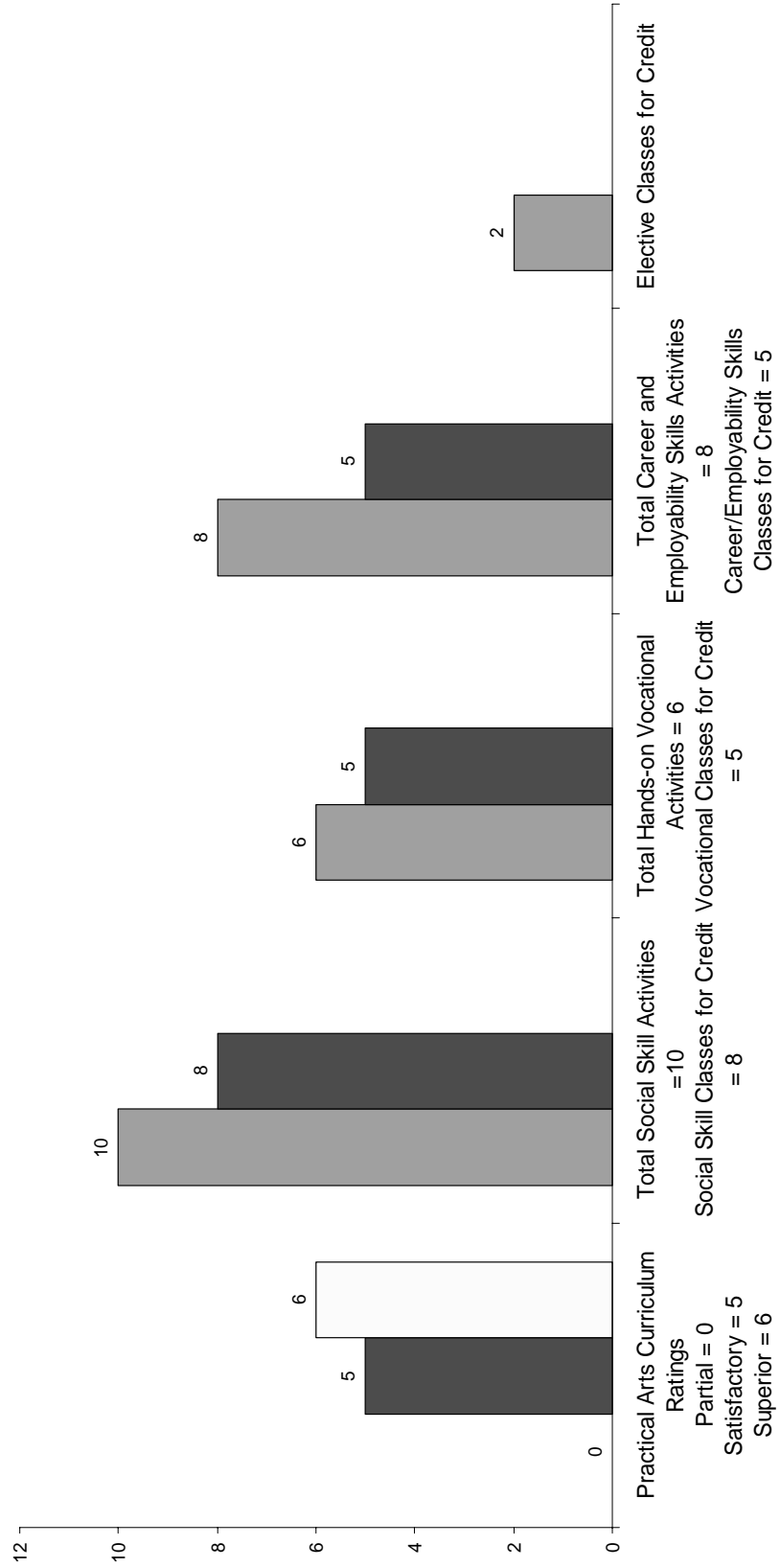
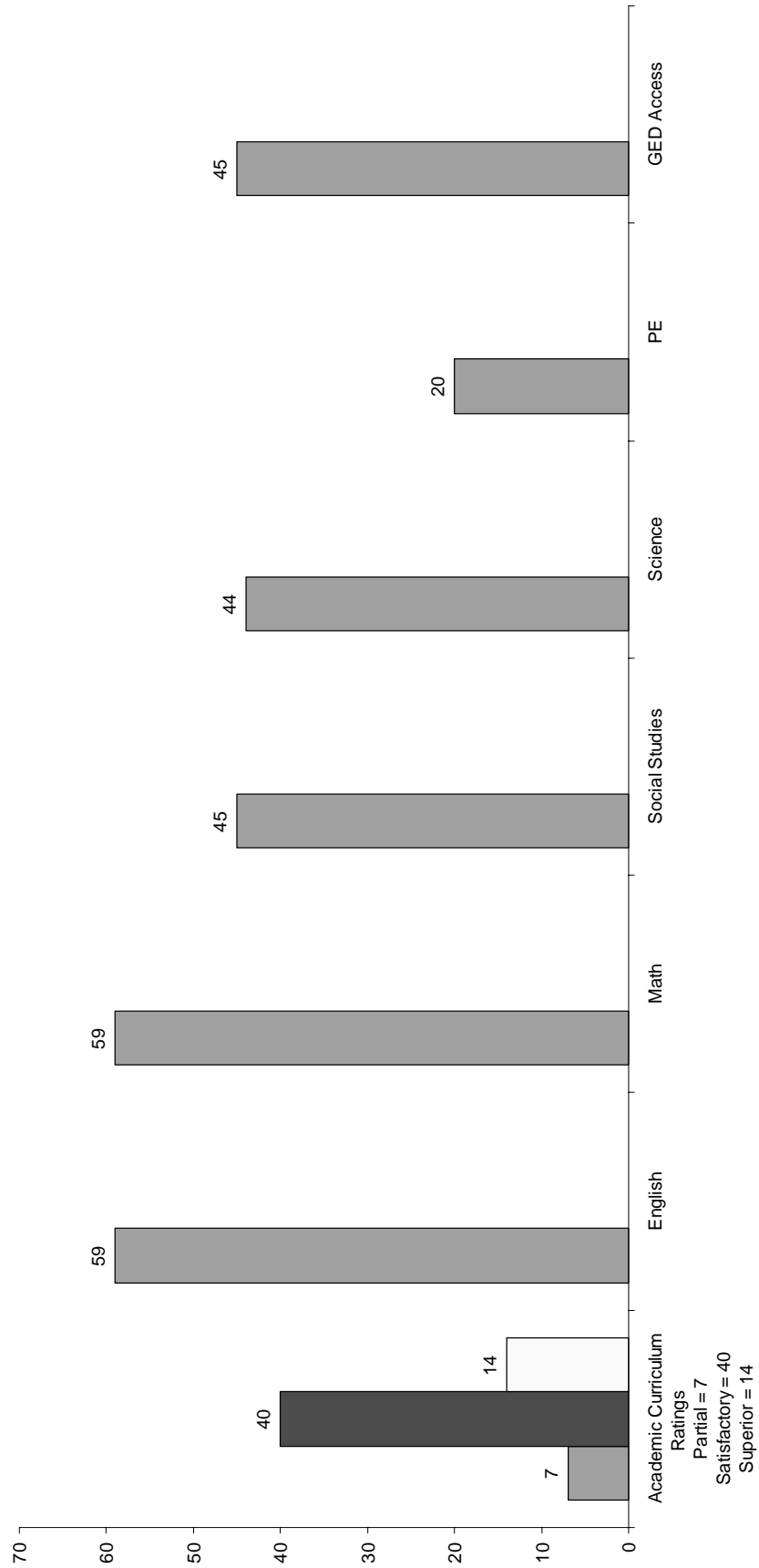


Figure 11.4-5
Academic Curricular Offerings in Level 6 Programs
Reviewed 61 Programs
Information Available on 61 Programs



**Figure 11.4-6
Practical Arts Curricular Offerings in Level 6 Programs
Reviewed 61 Programs
Information Available on 61 Programs**

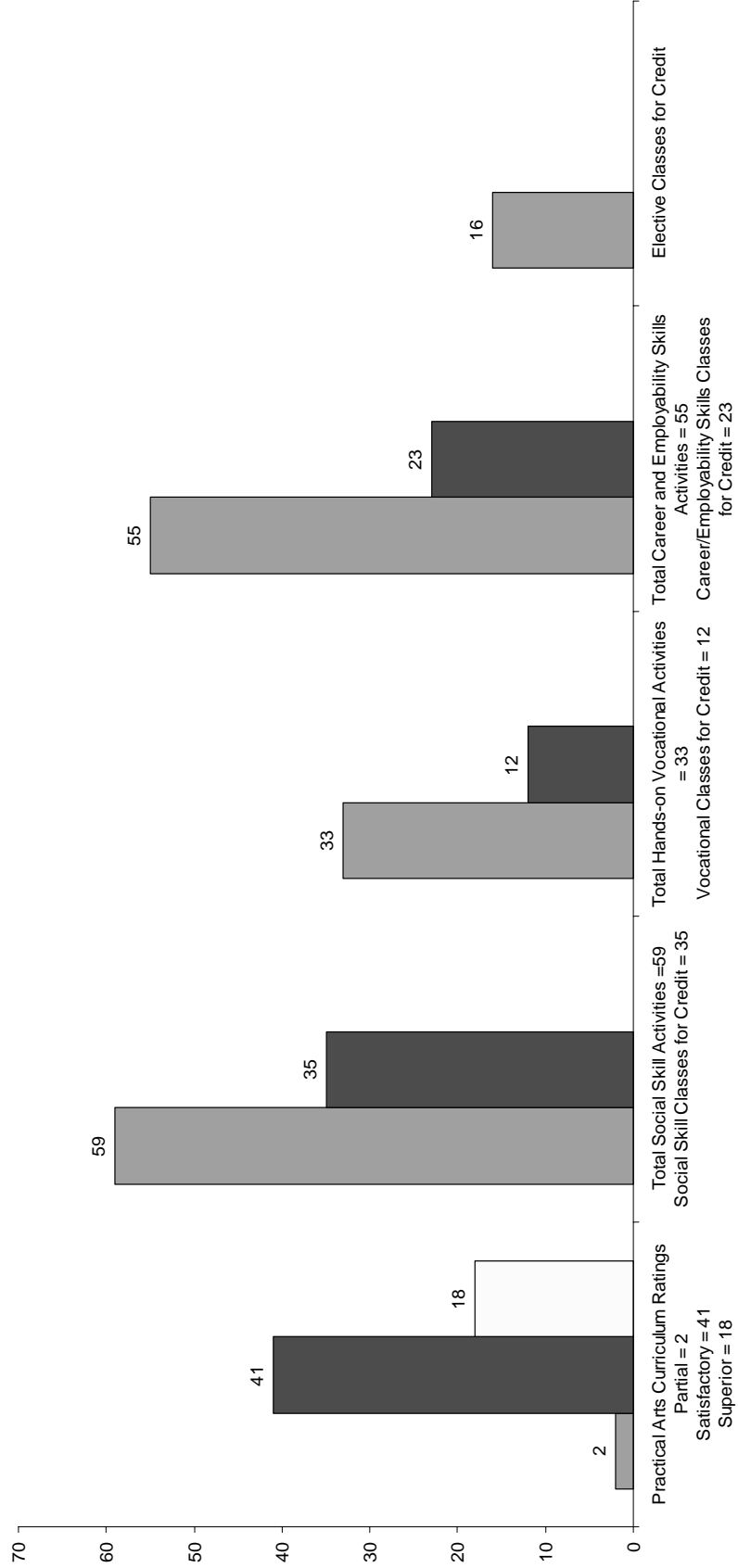


Figure 11.4-7
Academic Curricular Offerings in Level 8 and 10 Programs
Reviewed 26 Programs
Information Available on 24 Programs

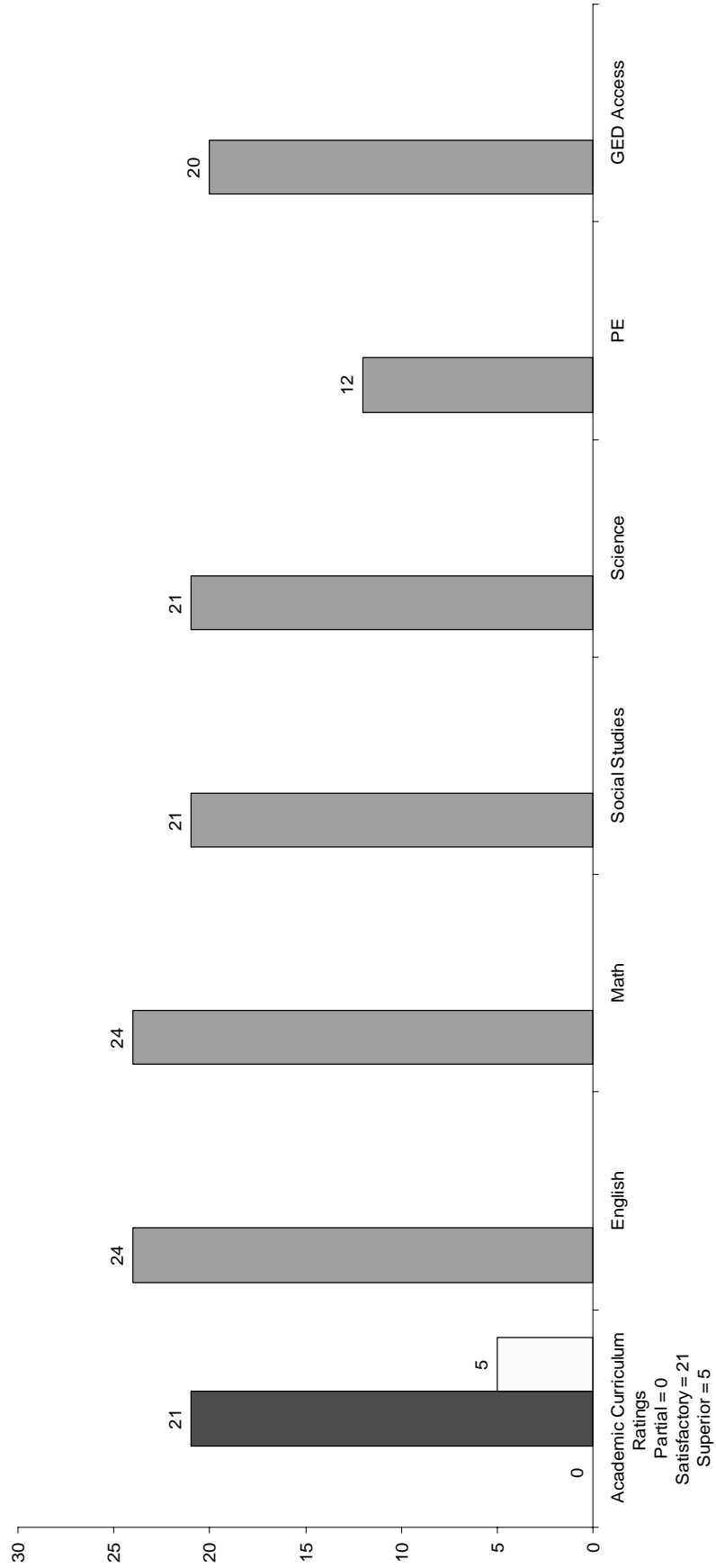
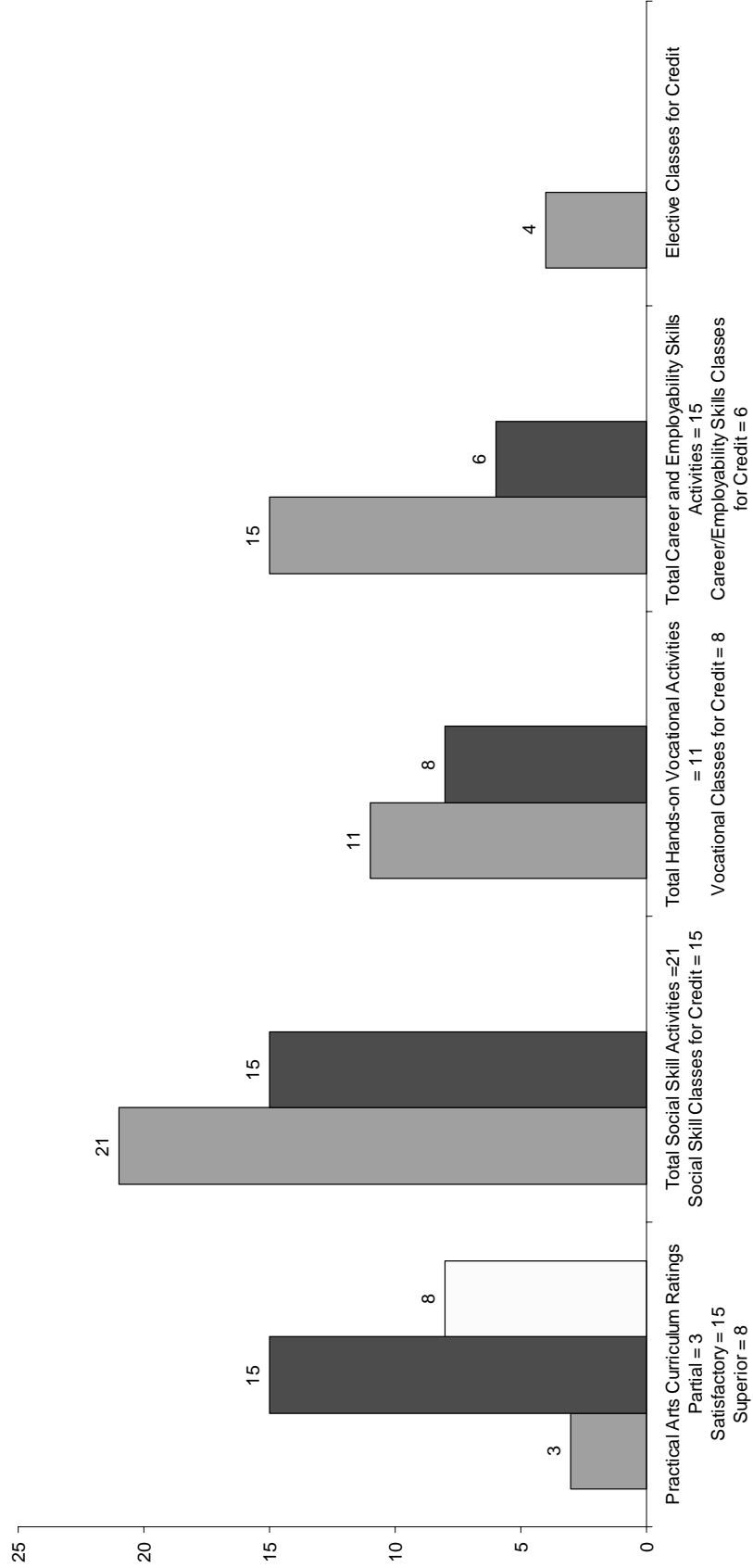


Figure 11.4-8
Practical Arts Curricular Offerings for Level 8 and 10 Programs
Reviewed 26 Programs
Information Available on 24 Programs



STEP (wilderness) camps typically offer a half-credit in peer counseling and a half-credit in outdoor education. Reading activities are offered, but not for credit. Two of three STOP camps (work programs) that were reviewed offered vocational credit for work detail. In the 1999 QAR reports of short-term programs, problems were noted with regard to credits not being awarded to students when short-term programs offered a full array of academic courses without sufficient time to earn half-credit increments. Information regarding access to GED was not available. No short-term programs that were reviewed in 1999 received below satisfactory ratings for the curriculum indicators.

11.6 Curricular Offerings in Detention Centers

Detention center indicator E2.01 Curriculum (21 Days or Less) contains curriculum requirements for students who remain in a detention center for 21 days or less and indicator E2.02 Curriculum (More Than 21 Days) contains curriculum requirements for students who remain in a detention center for 22 days or more. Figure 11.6-1 illustrates curricular offerings and the QAR ratings that detention centers received for both of these indicators.

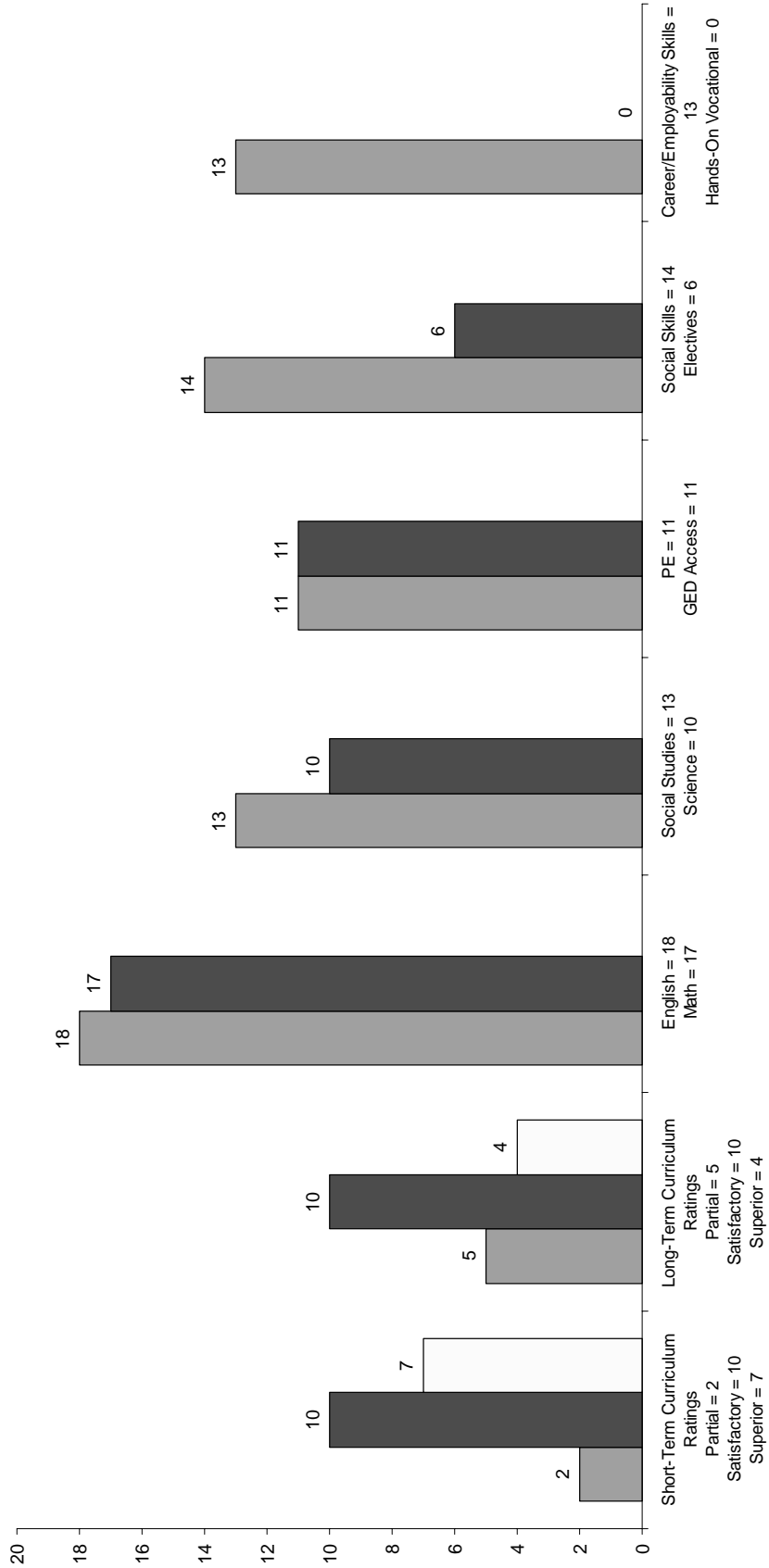
The unique nature of detention centers creates numerous difficulties with regard to curricula. Lengths of stay vary widely, but the vast majority of students remain in detention for only a few days. Students are typically enrolled in courses for credit; however, they do not remain long enough to earn half-credit increments. None of the detention centers aggregated in Figure 11.6-1 offer hands-on vocational courses. This is most likely due to security requirements, minimal movement, and high student turnover.

Detention centers may receive a rating of partial for both curriculum indicators for several reasons. The most common reasons for the partial ratings (identified in Figure 11.6-1) are (1) a lack of individualization within the curriculum to address students' ability levels, and (2) long-term students remaining in temporary enrollment status, thereby not earning credits. Detention centers were rated superior for numerous reasons, including having a well-organized curriculum that targeted the diverse ability levels of students and their lengths of stay.

11.7 Curricular Offerings in Deemed Programs

Thirty-eight deemed programs were reviewed during 1999. Programs achieve deemed status under DJJ protocols when they receive an overall QAR rating (DJJ and educational quality assurance scores combined) of 70% or higher. QARs of deemed programs are less comprehensive than standard QARs. A deemed review is a one-day review that rates a program's performance on five priority indicators. Because the priority indicators are rated as either partial or satisfactory without the standard use of a numerical score (on a scale of 0 to 9), JJEEP does not collect the same level of information concerning curriculum in deemed programs. However, some information was collected in each deemed program.

Figure 11.6-1
Curricular Offerings in Detention Centers
Reviewed 19 Detention Centers
Information Available on 18 Detention Center



Of the 38 deemed programs that were reviewed, 2 received partial ratings in curriculum. Martin County Boot Camp's curriculum was not based on the Course Code Directory or the school district's pupil progression plan. No credits toward high school graduation were awarded to students, as only GED preparation was offered. STEP North in Nassau County offered peer counseling and outdoor education. However, grades and credits were not entered into the school district's MIS for official transcripts. Each student's home school decided the awarding of school credit.

Noteworthy Curricular Offerings and Activities—Four level six wilderness camps operated by Eckerd Youth Alternatives, Inc. (Eckerd) received deemed reviews in 1999. The Eckerd wilderness camps typically offer an integrated, thematic, and experiential curriculum. All of the camps' students are enrolled for credit through the Pinellas County School District, which has a contract with Eckerd to perform this function. Students are able to earn credits in English, math, social studies, science, PE, life management skills, and peer counseling. Social skills are integrated into all parts of each program's curriculum and activities. All of the camps also offer variations of vocational and elective courses in ceramics, carpentry, food preparation, workplace essentials, and art.

The Eckerd Youth Development Center (level eight) offers all academic courses that students may need to graduate in English, math, social studies, science, and PE. Social skills are integrated throughout the curriculum, and students receive credit in social skills classes. During the last two months of students' commitment, they are "block scheduled" into one or more of the following courses: pre-vocational education, workplace essentials, diversified career technology, OJT, and/or work experience. These consist of a vocational wheel with instruction in auto mechanics, horticulture, building maintenance, and culinary arts. Some students at the program also receive elective credit and instruction in TV production, drama, and introduction to computers.

Eleven PACE prevention programs received deemed reviews in 1999. All of them offer courses in English, math, social studies, and science. Students also receive course credit in various social skills and employability skills courses through the Students Making A Right Turn (SMART) Girls curriculum. SMART Girls is a gender-specific social and employability skills curriculum developed by PACE Center for Girlss, Inc. The PACE program in Jacksonville, which is the organization's flagship school, also offers numerous elective courses for credit, such as drawing, writing, drama, beginning aerobics, nutrition and wellness, and career research and decision-making.

Pensacola Boys Base (level six) offers standard academic courses required for high school graduation and vocational credit in horticulture and OJT. Students work for Habitat for Humanity and in several student work programs at Corry Station Naval Base, including working in the bowling alley, in culinary arts, and in athletic facilities.

Dozier Training School for Boys (level eight) offers courses in English, math, social studies, and science. Students are able to prepare for several different diploma options, including the GED and the GED/HSCT exit options. Employability skills are integrated

throughout the program's curriculum. Vocational course offerings include auto exploration (auto body, brakes, wheels, tires, and suspension work), building maintenance, and a vocational exploratory wheel, which includes instruction in carpentry, horticulture, drafting, plumbing, and small engine repair. Students are also able to participate in OJT and work experience.

For more information regarding most promising and best practices in curriculum, see Chapter 7.

11.8 Summary

Although there is little prior literature specific to curriculum for adjudicated and delinquent youth, the literature that does exist suggests several important components for juvenile justice curriculum. These components are:

- providing an individualized academic curriculum to address the varying ability levels of students
- providing access to GED for appropriate students who are of legal age, behind in credits, and will most likely not return to school
- providing quality special education services, as a high percentage of juvenile justice students qualify for special education services
- providing vocational programming and job preparation skills
- providing the psychosocial skills necessary for students to become productive members of their schools, homes, and communities
- providing a multicultural educational experience to address the needs and backgrounds of all juvenile justice students

Florida's numerous juvenile justice programs currently offer a wide range of curricula from standard academic classroom settings to wilderness environments to hands-on vocational programming. The majority of programs offer instruction in English and math, and approximately 75% of the programs offer social studies and/or science courses. Approximately 80% of the long-term commitment programs offer some form of access to GED. However, vocational course offerings and activities are limited to a much smaller percentage of programs.

A strategy for programs in addressing the academic, social, and vocational abilities, needs, and interests of juvenile students is to utilize a series of non-traditional methods, including course integration, extended scheduling, thematic units, block scheduling, correlating rehabilitation activities with educational activities, and dual and co-enrollment.