

CHAPTER 5

TECHNICAL ASSISTANCE

5.1 Introduction

Staff from the Juvenile Justice Educational Enhancement Program (JJEPP) and the Florida Department of Education (DOE) provide a system for administering technical assistance to juvenile justice education programs, as required by **House Bill (HB) 349**. Technical assistance is guided by ongoing research of current promising practices. JJEPP quality assurance (QA) reviewers continued to provide the majority of technical assistance on site during their 2001 QA review visits. 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 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 QA review reports, which contain specific recommendations, are mailed to school district and program administrators, as well.

DOE and JJEPP staff also made special site visits to programs and responded to requests from programs for technical assistance. Furthermore, DOE and JJEPP collaborated on technical assistance initiatives throughout the state, including sponsoring trainings; developing and disseminating technical assistance papers (TAPs), memoranda, and publications; and conducting electronic statewide surveys to educational providers regarding their technical assistance needs.

In June 2001, DOE and JJEPP 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. During November 2001, JJEPP conducted three regional one-day conferences to clarify revisions in the 2002 educational QA standards and key indicators, and additional topics, including DOE funding and finance in juvenile justice, literacy and reading, vocational education update, and technical assistance resources. Moreover, QA reviewers and JJEPP research staff participated in and presented at workshops on the role, goals, and research findings of JJEPP at a number of statewide, national, and international juvenile justice education conferences.

DOE and JJEPP produced a TAP entitled, *Juvenile Justice Cooperative Agreements and Contracts* (See Appendix F). In addition, JJEPP's 2000 Annual Report to the Florida Department of Education received considerable national interest, which resulted in the publication of an edited book entitled, *Data-Driven Juvenile Justice Education*, which describes JJEPP's research and data-driven methodologies for those interested in continual quality improvement of juvenile justice education practices. Moreover, JJEPP's program overview

presented in a May 2001 conference sponsored by the U.S. Department of Juvenile Justice (DJJ), Office of Juvenile Justice and Delinquency Prevention (OJJDP), and the American Correctional Association (ACA) to all the states' juvenile justice heads and education directors was well received. ACA subsequently published an article on JJEPP in its December 2001 issue of *Corrections Today*.

In September 2001, JJEPP, in conjunction with DOE, conducted an electronic survey to all of Florida's school district DJJ contacts to determine technical assistance needs related to their juvenile justice educational programs. Twenty-six of the 47 school districts that house juvenile justice programs responded to the survey. The results of the survey are explained in detail in Section 5.4.

This chapter includes five subsequent sections. Section 5.2 provides a literature review. Section 5.3 describes the technical assistance JJEPP and DOE provide juvenile justice educational programs and school districts. Section 5.4 presents the frequencies of technical assistance provided in 2001. Section 5.5 provides annual comparisons of the technical assistance provided during 1998, 1999, 2000, and 2001. Section 5.6 closes the chapter with a summary discussion of JJEPP's provision of technical assistance within Florida and throughout the nation.

5.2 Literature Review

Citing numerous links between inadequate staff training, safety and security, and educational opportunities, the OJJDP study on conditions of juvenile commitment confirmed the need for additional staff training (Parent, Leiter, Kennedy, Livens, Wentworth, & Wilcox, 1994). Many concerns regarding the conditions of confinement occurred in facilities where the staff had deficits in specific knowledge and skill areas. This study and other bodies of research (Brown, 1982; Lucas, 1991; Roush, 1996) helped initiate juvenile facility personnel training efforts over the last decade. In recent years, knowledge about effective training in the public school sector has been applied to juvenile justice to more specifically meet the population needs of staff and students in juvenile justice facilities (Blair, Collins, Gurnell, Satterfield, Smith, Yeres, & Zuercher, undated; Cellini, 1995; Christy, 1989; National Training and Technical Assistance Center, 1998).

Friere (1972, 1985) and Giroux (1983, 1985a, 1985b, 1986) provided a foundation for the empowerment movement that emerged in training initiatives and technical assistance provisions in public schools. Their research noted that the evaluation process should encourage all the actors to join in the quest for a mutually agreed upon outcome. In order to make this process a viable one, Friere (1985), Shor (1980), and others (Gitlin and Goldstein, 1987) suggest that effective dialogue between parties is the key. The individuals being observed are no longer objects of evaluation, but critical subjects who add to the lives they have the ability to create (Friere, 1985). Friere's revelation is the basis of JJEPP's technical assistance process; it is the mutual sharing of information to empower the involved parties to collaborate in an effort to improve the comprehensive educational quality of life for students in juvenile justice educational programs.

5.3 Methods of Technical Assistance Delivery

Networking

One of the most effective ways of providing technical assistance, on site and by correspondence, is for reviewers to network programs with similar programs that utilize a promising practice approach in the area(s) of request. Using JJEEP's database, reviewers were able to identify programs with similar demographics that have demonstrated high QA review ratings over a consistent period. A list of these programs with contact information was sent upon request to interested parties. In addition, reviewers recommended contact individuals for networking either during the on-site QA review visit or upon being contacted by the interested parties at a later date.

Correspondence

After returning from a QA review, reviewers frequently communicated by telephone and corresponded by mail, fax, and e-mail with school district and program personnel. Reviewers responded to requests for samples of educational planning forms; assessments; school improvement planning documents; curricula; copies of state policies, legislation, statutes, and rules; and documentation of other program procedures. Correspondence also included sending copies of the educational QA standards, lists of relevant websites, including the JJEEP website, and lists of promising practices to both school district and program personnel.

Technical Assistance Site Visits

JJEEP and DOE personnel provided 120 on-site technical assistance activities to school districts and juvenile justice educational programs in 2001. The on-site technical assistance was provided during QA reviews and targeted follow-up reviews to address specific need areas. These efforts focused mainly on educational QA standards training and implementation, developing and completing appropriate corrective action plans, and initiating follow-up visits, when needed.

JJEEP and a DOE consultant conducted 33 site visits to provide technical assistance on overall educational program improvement. The DOE consultant provided technical assistance to six school districts and 10 programs within those districts during 2001. The recipient school districts were Collier, Desoto, Levy, Polk, St. Johns, and Volusia. In addition, via telephone, the consultant provided technical assistance to Duval and Santa Rosa County School Districts. The consultant serves on a DOE workgroup for exceptional student education (ESE)/vocational programming and the statewide Transition Taskforce for ESE Students. The consultant has participated in a variety of conferences and training opportunities, such as the QA peer review training, Florida Visions Conference, DJJ Education Institute Conference, Council for Exceptional Children (CEC)-Division of Career Development and Transition Conference, and the Dropout Prevention Conference.

Conferences

Over 250 practitioners participated in the June 2001 Juvenile Justice Education Institute and Southern Conference on Corrections co-sponsored by DOE, JJEPP, and the Department of Corrections (DOC). This annual event provided an opportunity for school districts, providers, and educators to network and share their ideas, strategies, and best practices. JJEPP staff, in conjunction with practitioners and private and public agencies, conducted technical assistance workshops on the following topics

- JJEPP Overview
- JJEPP Quality Assurance Workgroup and Training
- JJEPP Technical Assistance and the Corrective Action Process
- JJEPP Research Efforts

JJEPP staff were presenters and/or attended other regional, state, national, and international workshops and conferences, including

Regional

- JJEPP Regional Meetings, Fort Lauderdale, Tampa, and Tallahassee, November 2001
- FSU Sesquicentennial Event sponsored by the FSU School of Criminology and Criminal Justice, November 2001

Statewide

- Safe Schools Conference, Gainesville, Florida, April 2001
- Safe Schools Conference, Plantation, Florida, May 2001
- Juvenile Justice Education Institute and Southern Conference on Corrections, Orlando, Florida, June 2001
- QA Standards Revision Meeting, Orlando, Florida, September 2001
- Supplemental Academic Instruction (SAI) Conference, Haines City, Florida, November 2001

National

- OJJDP/ACA Conference, San Diego, California, May 2001
- National Juvenile Delinquency Association (NJDA) Conference, Pittsburgh, Pennsylvania, October 2001

International

- American Society of Criminology (ASC) Conference, Atlanta, Georgia, November 2001

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 being conducted by JJEPP on best practices.

Other topics presented addressed JJEPP's research on private/public educational programs at DJJ facilities, aftercare, the QA process, and the mission and structure of JJEPP.

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 at statewide areas of interest. A statewide meeting was held in September, before the regional meetings, during which 39 school district and program representatives were able to provide their input on revising the 2002 education QA standards. Two hundred thirty-two practitioners attended the three regional meetings held in November in Fort Lauderdale, Tampa, and Tallahassee. Attendees received training on the 2002 education QA standards, the corrective action process, DOE funding and finance in juvenile justice, literacy and reading, vocational education update, and technical assistance resources.

During the winter of 2001, practitioners from programs and administrators from school districts across the state 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 education QA standards, the 41 peer reviewers were assigned shortly thereafter to shadowing experiences and active participation in the education QA review process. Each peer reviewer had at least one opportunity to serve as a member of a QA review team during 2001.

Technical Assistance Documents

In 2001, JJEEP and DOE staff developed a technical assistance document that promoted research-driven best practices entitled, *Juvenile Justice Cooperative Agreements and Contracts* (ESE10969).

DOE regularly sent memoranda to all school districts for dissemination to DJJ educational programs. Memoranda disseminated in 2001 were:

- *Educational Services for Students in Department of Juvenile Justice Facilities – Student Progress* (#2001-61)
- *Implementation of the New Provisions for District Cooperative Agreements and Contracts with the Department of Juvenile Justice* (#01-98)

In addition, a joint project with DOE and DJJ produced the document, *Vocational Education for Youth in Juvenile Justice Facilities* in 2000. In 2001, the document was implemented on a statewide effort through training initiatives. In addition, it served as a valuable resource for juvenile justice facilities and school districts.

JJEEP's website was introduced in May 2001. It provides fast and convenient access to current information on the program, QA review protocol and results, useful links, and current research in juvenile justice education. The site provides timely, 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 at-risk youths. From May 2001 through December 2001, the website received approximately 4925 total visitors and 2748 unique visitors, indicating those visitors who viewed the website on one occurrence. In addition, the website received over 11,000 hits by

visitors viewing JJEEP documents, averaging approximately four pages viewed per visitor. The website may be accessed at www.jjeep.org and includes the following resources

- JJEEP research
- Best practices
- Useful links
- Conferences/training
- QA database
- JJEEP personnel
- Contacts/networking
- Annual report

Requesting Technical Assistance

To request technical assistance for your program, e-mail ta@jjeep.org or call the JJEEP office at (850) 414-8355. When requesting technical assistance via e-mail, please include your name, the name of the program, and the type of technical assistance requested.

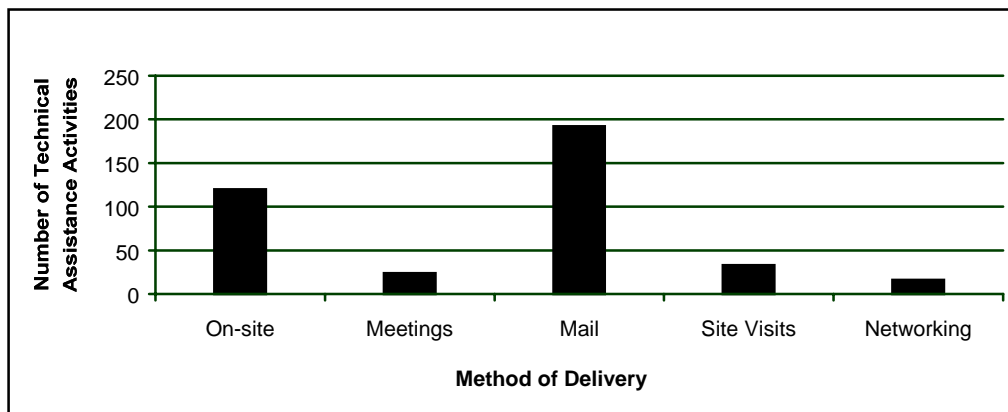
5.4 Frequency of Technical Assistance

Frequency of Technical Assistance by Method of Delivery

According to JJEEP monthly activity summary reports for 2001, QA reviewers and a DOE consultant provided on-site assistance 120 times during the year. In addition, 192 pieces of technical assistance-related correspondence were sent by mail, e-mail, fax, or provided by telephone. Additionally, 24 presentations were made at conferences, meetings, and training sessions. The DOE consultant and JJEEP reviewers made 33 special site visits to provide technical assistance. According to the QA reviewers, they provided networking information to approximately 16 programs during and following the QA review visits. Combined, these numbers total 385 instances of technical assistance being provided during 2001.

Figure 5.4-1 illustrates the most frequent methods of delivery of technical assistance provided by JJEEP and DOE during 2001. Note: Mail includes mail, fax, e-mail, or telephone.

Figure 5.4-1: Frequency of Technical Assistance by Method of Delivery



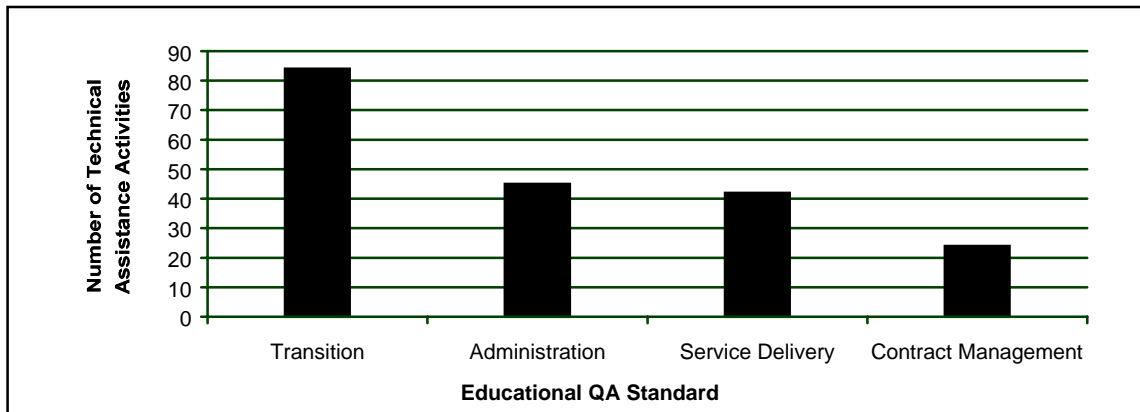
As illustrated in Figure 5.4-1, mail was the method of technical assistance that was used most often to disseminate requested information to juvenile justice programs. Networking was the least utilized method of providing technical assistance to programs. Last year, networking was the most frequently used method of delivery of technical assistance, providing technical assistance to approximately 140 programs. It is surmised that networking did not hold the same level of frequency during the 2001 QA cycle due to the capability of programs to network with one another on an informal basis as a result of JJEPP's concerted effort in 2000 to encourage collaboration between programs.

In 2001, as in 2000 and 1999, transition continued to be the principal area for which programs and school districts requested technical assistance. Data show that the frequency of technical assistance activities provided during 2001 for each QA standard, in descending order, is

- transition—84
- administration—45
- service delivery—42
- contract management—24

Figure 5.4-2 illustrates this frequency. Note: Technical assistance was provided through the variety of methods previously described in this chapter.

Figure 5.4-2: Frequency of Technical Assistance for Each QA Standard



Frequency of Topics Generating Technical Assistance

The QA standard, the correlated most frequent topics, and the number of corrective actions required per standard for which technical assistance was provided in 2001 were, in descending order

- * E1.06 Exit Transition
 - placing all required educational information in DJJ discharge packets (30)
- * E1.03 On-Site Transition: Student Planning
 - developing individual academic plans (IAPs) with specific and individualized long-term goals and short-term objectives (23)
- * E1.03 On-Site Transition: Student Planning
 - initiating the provision of ESE services within 11 days of student entry to the program (20)
- * E1.06 Exit Transition
 - maintaining documentation of the transmittal of all required educational information in exit portfolios (19)
- * E1.03 On-Site Transition: Student Planning
 - developing IAPs with vocational long-term goals and short-term objectives (15)
- * E4.02 Oversight and Assistance
 - providing periodic evaluations of the program by the school district (14)
- * E1.01 Entry Transition: Enrollment and E1.03 On-Site Transition: Student Planning
 - enrolling students in the school district management information system (MIS) on a consistent basis (13)
 - developing IAPs which contain a schedule for determining student progress (13)
- * E3.02 Instructional Personnel Qualifications
 - hiring teachers who hold current Florida teaching certification or who are working toward certification (12)

- providing school board-approval for non-certified teachers (12)
- * E1.03 On-Site Transition: Student Planning
 - using IAPs and individual educational plans (IEPs) for lesson planning and instructional delivery (11)

Other topics for which technical assistance was provided in 2001 include

- placing current and past transcripts in students' educational files (9)
- administering academic and vocational assessments within the required time frame (9)
- fulfilling contractual obligations and agreements that pertain to the QA educational standards (8)
- developing IEPs and IAPs within the required time frame (7)
- developing a site-specific school improvement plan (SIP) or a school district umbrella SIP that addresses the program's unique needs (7)
- providing oversight in the development and implementation of the program's curriculum and other required areas by the school district (7)
- providing adequate instructional texts and media materials (7)
- documenting educational records requests (7)
- developing IAPs using assessment results and/or past records (6)
- developing exit plans with required information (6)
- attending exit transition staffings by educational personnel (6)
- providing academic modifications and instructional accommodations, as appropriate (6)
- providing required academic course work that is aligned with course descriptions, the school district's pupil progression plan, and the Florida Sunshine State Standards (FSSS) (6)
- generating transcripts with current grades or credits (5)
- providing a classroom management system that is consistent and fair (5)
- implementing the SIP at the program (5)
- providing adequate educational materials, and supplies to students and teachers (5)
- providing ESE services (4)
- developing IEPs (3)
- developing IAPs with remedial strategies (3)
- reviewing and/or revising IAPs as appropriate (3)
- providing a General Education Development (GED) diploma curriculum and diploma option (3)
- providing academic instruction and ESE services that are aligned with students' IEPs (3)
- developing written policies and procedures that address the educational QA standards (3)
- providing guidance services (2)
- documenting community and parent involvement activities (2)
- developing current professional development plans for all teachers (2)
- providing ESE services throughout the calendar year (1)
- documenting exit transition staffings (1)
- using academic assessments to guide instruction (1)

Technical Assistance Survey Results from JJEEP Meetings

A compilation of surveys presented to practitioners at various JJEEP training meetings amassed 88 respondents who shared their technical assistance requests. The survey results revealed preferred training arenas and technical assistance area needs. The type of technical assistance preferred is listed below in descending order of preference

- Regional meeting or training
- Web or Internet
- College course work
- TAPs

The above results demonstrate that the surveyed individuals prefer training that offers a face-to-face venue, which is more conducive to providing a more personalized, specialized, and open forum to discuss timely issues. The least preferred avenue to receive information is through TAPs.

The surveys also noted the areas of technical assistance requested by programs, school districts, and/or DJJ providers. The results are noted below in descending order of preference

- Developing and writing IAPs
- SIP process and development
- Curriculum development and implementation
- Process forms development (i.e., enrollment, transition)

In addition, the JJEEP regional meetings' surveys revealed the following technical assistance topic requests for upcoming training initiatives.

- IAP development
- Assessment tests (pre- and post-tests)
- Exit transitions
- ESE/general/vocational curriculum
- Classroom management
- FTE/ budget
- Promising practices in DJJ facilities – facilitated by successful practitioners
- Instructional design/enhancing teaching skills
- Workforce Development
- National trends in juvenile justice

DOE/JJEEP Technical Assistance Survey Results

In September 2001, JJEEP, in conjunction with DOE, conducted an electronic survey to determine the areas of technical assistance that would be beneficial to school districts and their juvenile justice programs.

The survey was distributed to school district juvenile justice contacts in each of the 47 school districts that house juvenile justice programs. Twenty-six school district administrators

responded to the survey. The survey used a 3-point Likert scale in which the respondents selected the priority technical assistance topics by one of the following criteria: Not Important, Somewhat Important, or Very Important.

The survey results are listed below in Table 5.4-1. Note: The responses below are those that rated in the Very Important cell.

Table 5.4-1: Electronic Survey Results

Topic	Number of Responses Out of 26
Behavior Management	22
Legislative Issues	20
Literacy Management Information System (MIS)	19
Student Files	18
ESE Regulations Effective Instructional Strategies Statutory Issues	17
Curriculum Development Curriculum Evaluations and Management Exit Transition	16
Educational Goals/Objectives	15
Enrollment Issues IAP Development Educational Process for Delinquent Youths Computer Technology in the Classroom Staff Supervision and Evaluation	14
Vocational Issues Support Services Aftercare Services Educational Leadership Contract Management Organizational Design Program Management QA Review Process Subject/Content Area(s)	12
Certification Issues	11
Educational Evaluation and Research	10
School-to-Work	9
Multiculturalism/Diversity	5

The electronic survey results reveal that the 26 survey respondents rated the need for technical assistance in the area of behavior management as the top priority, with 22 out of 26 ranking this topic as very important. Legislative issues ranked second with 20 respondents out of 26 indicating its very important status. The following 10 topics also rated as significant in descending order: literacy, and management information system (19); student files (18); ESE regulations, effective instructional strategies, and statutory issues (17); curriculum development, curriculum evaluations and management, and exit transition (16); and educational goals/objectives (15). In essence, all the surveyed topic areas were of note for further technical assistance training, with particular concentration in the top 12 ranked items indicated above.

To facilitate a cost and time effective method for delivering technical assistance to programs, JJEEP and DOE requested that the school district contacts identify persons within their school district who could function as local and regional trainers to the educational staff and administrators of juvenile justice educational programs. Twelve individuals and the Pinellas Juvenile Welfare Board indicated the desire to share their knowledge and expertise as trainers. In addition, 11 school districts volunteered to host upcoming regional trainings.

5.5 Topic Areas of Technical Assistance Provided During a Four-Year Period

Table 5.5-1 identifies the five main topic areas in which technical assistance was most frequently provided during 1998, 1999, 2000, and 2001. The information was collected by tabulating data from the JJEEP monthly summary reports, which document the provision of technical assistance to juvenile justice education programs.

Table 5.5-1: Top Five Topic Areas in Which Technical Assistance was Provided, 1998-2001

1998	1999	2000	2001
Curriculum development (23)	Academic plans for non-ESE students [IAPs] (70)	Academic plans [IAPs] (31)	Education information in DJJ packets (30)
Exit transition plans (18)	Curriculum development (26)	Academic/vocational curriculum development (30)	IAPs with specific goals/objectives (23)
Academic plans [IAPs] (17)	Exit transition (18)	Assessment (30)	ESE services (20)
Networking (17)	Career and vocational courses (14)	Exit transition (15)	Exit transition (19)
Enrollment (16)	Instructional design (10)	Contract/cooperative agreement (13)	Oversight and assistance (14)

Figure 5.5-1 illustrates the varying percentages for the top five topic areas in which technical assistance was provided during 1998, 1999, 2000, and 2001. Consistently throughout the last four years, exit transition and IAPs have ranked as two of the top five topic areas in which

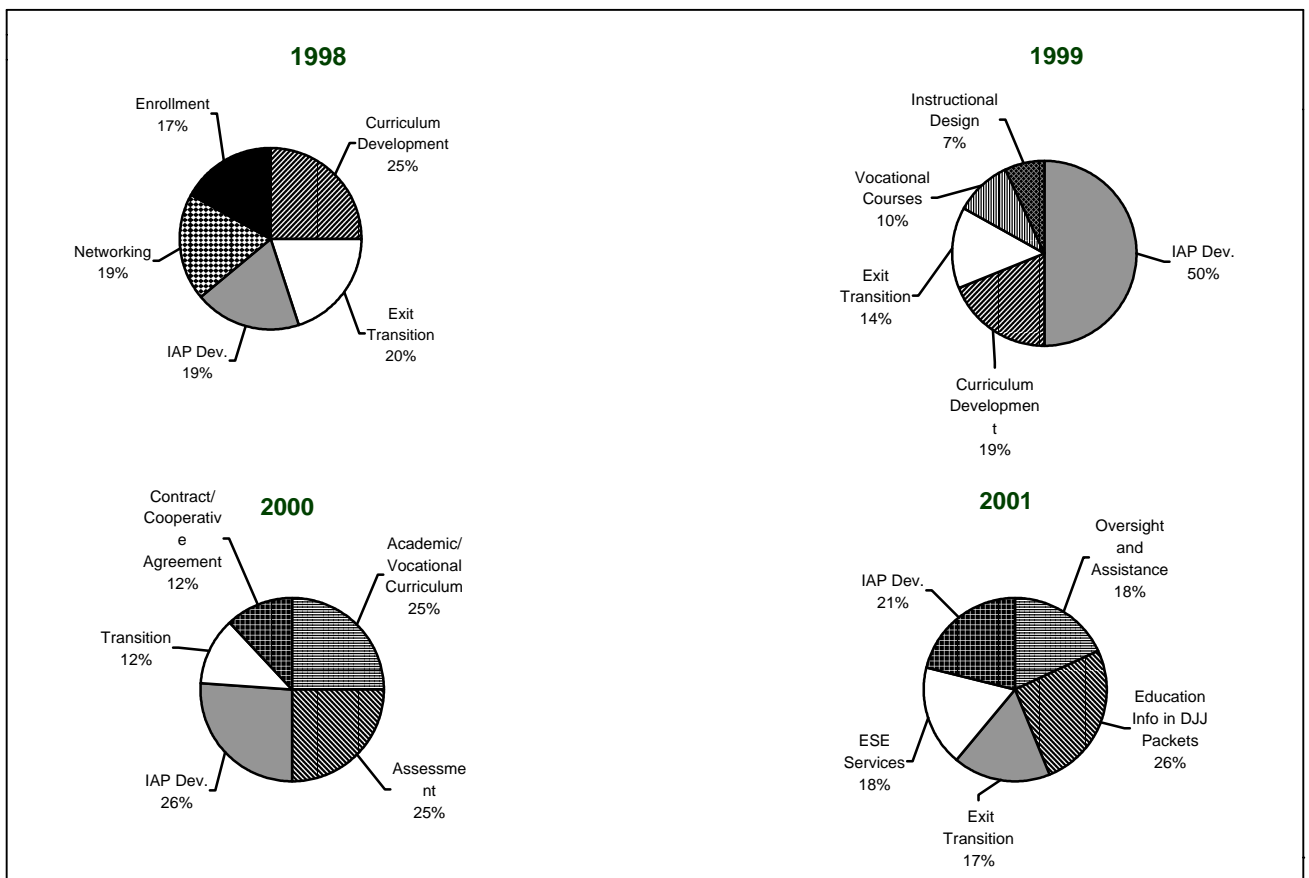
technical assistance was provided to juvenile justice facilities and school districts. In 2001, exit transition was noted as continuing to need technical assistance in the following areas: Facility staff need to provide all required educational information in the DJJ exit packets when a student departs from the program; and facility staff need to initiate, implement, and complete the exit transition process as required. In addition, the development of quality IAPs with specific and individualized long-term goals and short-term objectives in all curricular and vocational/technical areas that meet all QA educational requirements continued to be an area of significant technical assistance need for the last four years.

During the last two years, the importance of effective and ongoing collaboration between the school districts and the juvenile justice programs has been evident in the frequency of technical assistance required in the areas of contract/cooperative agreements (E4.01) and oversight and assistance (E4.02). Of particular note, documentation shows that there was a significant breakdown in communication, on-site assistance, and shared accountability between the school districts and the juvenile justice facilities. In 2000 and 2001, the lack of communication between the parties resulted in the need for additional technical assistance by the JJEEP staff to the school districts and DJJ programs.

For the first time, special education services ranked in the top five topic area categories in 2001 as an area of technical assistance need. JJEEP staff provided technical assistance to facilities and school districts due to the following areas of concern: No ESE services were provided to eligible students with disabilities; ESE services were lacking and did not provide for students' IEP provisions; IEPs were not developed; IEPs were not developed within the required time frame; and IEPs were not written in accordance with the Individuals with Disabilities Education Act (IDEA) regulations. (For further information, see Chapter 4, Corrective Action and Chapter 6, Special Education Services in Juvenile Justice Education).

Figure 5.5-1 provides the above information in a percentage representation.

Figure 5.5-1: Percentages of Top Five Topic Areas in Which Technical Assistance was Provided, 1998-2001



5.6 Summary Discussion

JJEEP and DOE provided technical assistance in 2001 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 continual collaborative efforts of JJEEP, 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 improvement and growth.

In 2001, technical assistance on implementing a cohesive data management information system (MIS) between school districts and long-term juvenile justice facilities was provided to coincide with the introduction of Standard Four: Data Management, which relates to supervising school districts' 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.

Of particular note in 2001 was the sharp increase in the provision of technical assistance-related resources to juvenile justice facilities and school districts. In 2000, 93 pieces of technical assistance correspondence were delivered to programs and school districts; whereas, in 2001, 192 pieces of technical assistance mail were sent to facilities and school districts. The 2001 cycle demonstrated a significant decline in the total amount of technical assistance provided to facilities and school districts and in the number of programs that received networking information. In 2000, JJEOP and DOE conducted 361 technical-assistance activities (see *2000 Annual Report to the Florida Department of Education: Juvenile Justice Educational Enhancement Program*, 2001, p. 61) compared to 385 technical assistance activities occurring during the 2001 review cycle. In addition, during the 2000 cycle, 140 programs were provided assistance with networking opportunities, which is a significantly higher rate than the frequency of only 16 programs being provided networking activities during 2001. The data clearly shows that the provision of on-site technical assistance to programs and school districts and networking activities showed a slight increase during the 2001 cycle. The rationale for the minimal rise in these two areas can be attributed to budgetary limitations and personnel changes that have affected the availability of JJEOP educational specialists from providing targeted on-site technical assistance visits. 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 website (www.jjeop.org) has been on-line since the spring of 2001. The website has provided a wealth of information to a growing audience as documented by over 11,000 hits recorded by visitors from May 2001 to December 2001.

The number of technical assistance activities that occurred simultaneously with on-site QA reviews and included follow-up responses to requests for information increased during 2001 due to collaborative efforts of JJEOP and DOE personnel. If the budget permits, it is anticipated that JJEOP QA reviewers will conduct more on-site technical assistance visits in 2002, due to the increased commitment of JJEOP to provide follow-up on site visits to programs that are required to develop corrective action plans.

The analysis of the technical assistance surveys that were conducted in 2001 demonstrates that juvenile justice practitioners, program administrators, and school district contacts request additional training in the following six areas: IAP development, behavior management, curriculum development and implementation, special education regulations and service delivery, entrance and exit transition processes, and promising practices in DJJ facilities. A focus in the upcoming year will be for the JJEOP and DOE staff to provide the aforementioned training at regional meetings and during the June 2002 Juvenile Justice Education Institute and Southern Conference on Corrections.

JJEOP and DOE have initiated a collaborative pilot project with Volusia County School District. The school district has requested to use JJEOP's QA standards as the tool to monitor their alternative education programs. JJEOP QA reviewers will assist with monitoring the educational progress of the schools using the QA process via on-site review visits. A future implication of this pilot project could be replication of Volusia County School District's QA driven approach to monitor alternative education programs.

The findings of JJEEP's research, and the impact of the findings on the educational practices utilized in serving Florida's adjudicated youths received widespread attention in 2001 due to presentations at national and international conferences, state and regional meetings, and dissemination of TAPs and other publications. Interest in JJEEP's research findings is expected to increase in the future, and efforts to assist school districts and programs, locally and nationally, by providing relevant technical assistance are a priority for JJEEP and DOE.