

CHAPTER 4

SYSTEM IMPROVEMENT THROUGH CORRECTIVE ACTION AND TECHNICAL ASSISTANCE

4.1 Introduction

This chapter describes the corrective action and technical assistance processes and results for the 2003 quality assurance (QA) review cycle. Corrective action and technical assistance practices were developed to ensure that Florida's juvenile justice facilities maintained the high educational standards necessary to assist students in making the transition back to their local communities and increasing potential for future success in their school, work, and home settings. Both the corrective action and technical assistance processes continue to be facilitated using a cooperative approach involving educational providers, the school district, the Department of Juvenile Justice (DJJ), the Juvenile Justice Educational Enhancement Program (JJEED), and the Florida Department of Education (FLDOE).

The primary reason for the development of a corrective action process was to establish a procedure that would ensure that school districts and juvenile justice educational programs do, in fact, provide quality educational services to the approximately 10,000 students assigned to Florida's juvenile justice facilities on any given day. Beginning with the 1998 QA review cycle, if a JJEED reviewer identified serious program deficiencies, such deficiencies were brought to the attention of the FLDOE, which then worked with JJEED to help the programs resolve the identified deficiency. This practice was the first technical assistance initiative and included meetings with program and school district personnel, telephone calls, and written correspondence.

Five years later, technical assistance continues to be generated from the corrective action process; however, it has become more focused on the identified needs of specific programs. During the 2003 review cycle, individual site visits were added as a comprehensive follow-up process for lower scoring programs. It is encouraging that 24 of the 25 programs that received low scores and subsequent technical assistance with a follow-up site visit in the winter of 2002-2003 received a higher QA score in 2003.

Corrective action and technical assistance have afforded programs and school districts the opportunity to receive training and support for the improvement of educational services. In an effort to ensure that each program receives the support that it needs, corrective action and technical assistance processes are continuously refined. The corrective action and technical assistance processes help to ensure compliance with state rules and regulations as they relate to juvenile justice education.

The No Child Left Behind Act of 2001 (NCLB) became the national "raising of the bar" for educational programs throughout the country. This new accountability system requires that

states make needed changes to ensure that all students are performing on grade level. The corrective action and technical assistance processes initiated by JJEEP and FLDOE at JJEEP's inception fit neatly with the requirements of NCLB.

This chapter is comprised of seven subsequent sections. Section 4.2 describes the corrective action and technical assistance protocol that was used during the 2003 review cycle. Section 4.3 identifies and provides a rationale for each priority indicator. Section 4.4 contains data analyses of the corrective actions. Section 4.5 examines the effect of special on-site technical assistance visits. Section 4.6 contains data analyses of various technical assistance efforts. Section 4.7 illustrates the methods for delivering technical assistance. Section 4.8 provides a summary discussion, including future plans for the expansion of both corrective action and technical assistance in relation to NCLB.

4.2 Corrective Action/Technical Assistance Protocol

Rule 6A-6.05281, FAC, requires school districts to provide all students with educational services that prepare them for grade-to-grade progression and high school graduation, regardless of a student's commitment in a juvenile justice facility. In order to meet this requirement it is necessary for school districts to collaborate with DJJ programs and private providers to ensure equitable services for DJJ students. The requirements for quality educational services include proficiency in the areas of student records, student assessment, transition services, curriculum and instruction, and funding. JJEEP staff assess each area during QA reviews.

After a program has been reviewed, JJEEP submits the QA report to the FLDOE. If no deficiencies are identified, school district superintendents are notified that the program is in compliance with applicable state statutes and rules. If deficiencies are identified, JJEEP staff notify the school district juvenile justice education contact and provide additional information regarding the deficiencies that require corrective action. FLDOE staff then send the school district's superintendent a letter informing them of the problem(s) along with a copy of the QA report and the corrective action(s). The program formulates a corrective action plan (CAP) for addressing any deficiencies that are found. The CAP must be submitted to JJEEP's office within 35 days of the date of the notification letter and must be fully implemented within 90 days of the date of the letter. Last year, school districts could take up to six months to implement the CAP. Successful implementation must be verified in writing by the school district superintendent and submitted to the JJEEP office. If the CAP 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 six months may result in interventions and sanctions by the FLDOE, pursuant to Rule 6A-6.05281, FAC.

If a program is having difficulty implementing its CAP in a timely manner, technical assistance may be offered to the program as required in section 1003.52, F.S. Whenever possible, the JJEEP reviewer who conducted the initial review provides technical assistance. The reviewer begins by contacting the program and offering support via telephone, fax, mail,

or networking. If the program requires additional help, the reviewer may make arrangements to visit the program that received a corrective action while conducting another review in the same district or geographical region.

At the end of the review cycle, the reviewer meets with the QA coordinator and technical assistance coordinator to determine if further on-site technical assistance is necessary. If a visit is needed, the reviewer, QA coordinator, and technical assistance coordinator develop an on-site technical assistance plan and schedule a time to visit the program. The reviewer may partner with a peer reviewer or other JJEEP reviewer as necessary.

Interventions and Sanctions

According to Rule 6A-6.05281, FAC, if the educational program in a DJJ detention, commitment, day treatment, or early delinquency intervention program has received an unsatisfactory rating on the educational component of the QA review, it does not meet the minimum standards for a designated priority indicator of the educational QA review, or has demonstrated noncompliance with state and federal requirements, the FLDOE shall initiate a series of interventions and graduated sanctions. Sanctions shall be initiated against programs that have not taken appropriate corrective action within six months.

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
- contract with the private provider currently under contract with the DJJ for the facility
- contract with the same provider for education that DJJ utilizes for facility operation

([Rule 6A-6.05281 (10)])

Administration of Sanctions in 2003

Although not officially sanctioned by FLDOE, because of QA and corrective action findings, both Hendry Youth Academy and Hendry Halfway House (both operated by North American Family Institute [NAFI]) in Hendry County were closed. These programs had multiple corrective actions in all QA standards for three consecutive years. Due to similar corrective action findings, the educational contracts of two other NAFI programs in Walton County (NAFI Halfway House and NAFI SHOP) were cancelled by the school district and awarded to Radar Group, Incorporated.

4.3 Priority Indicators

The corrective action process focuses on priority indicators, which are areas identified as critical to the delivery of quality educational services. The process began in 1999 with five priority indicators. In 2003, there were 11 priority indicators. The increase in the total number of priority indicators is in keeping with JJEEP's and the FLDOE's annual raising of the bar for quality educational services in juvenile justice facilities and reflects JJEEP's ongoing research on best education practices.

The 2003 priority indicators for residential commitment programs, day treatment programs, and detention centers are:

- E1.01 Entry Transition: Enrollment
Students are properly enrolled so they may make progress toward a high school diploma or its equivalent. Failure to properly enroll students hinders their progression to the next grade level.
- E1.02 Entry Transition: Assessment
Assessments are utilized to diagnose students' academic and vocational strengths, weaknesses, and interests in order to individually address the needs of students. Failure to properly assess students can result in specific needs not being identified and proper services not being offered.
- E1.03 On-Site Transition: Student Planning
Programs develop individual academic plans (IAPs) for non-exceptional education students and individual educational plans (IEPs) for students in exceptional student education (ESE) programs. This ensures that all students receive individualized instructional services. Research and literature indicate that individualized instruction is essential to student success. A specific plan for each student includes grade requirement completion and addresses the individual needs of each student, supporting promotion to the next grade.
- E1.06 Exit Transition (E1.07 for Detention Centers)
Programs assist students with reentry into school and/or work settings and transmit educational exit portfolios to appropriate personnel at the students' next education placements. Preparation for reentry includes transfer of appropriate and current student information, transition planning, and transition services.

- E2.01 Curriculum: Academic
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.
- E2.06 Support Services (E2.04 for Detention and E2.05 for Day Treatment)
Juvenile Justice programs 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 and state law.
- E2.08 Literacy and Reading (Residential and Day Treatment only)¹
Students with identified deficiencies in reading receive specific and appropriate instruction aimed at increasing their reading proficiency.
- E3.02 Instructional Personnel Qualifications
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
Programs receive funding to provide for high-quality educational services. Access to academic personnel and resources is essential for academic progress.
- E4.01 Contract Management
There is local oversight by school districts of educational services. It is necessary for the local school district and program to work cooperatively in the provision of educational services.
- E4.03 Data Management
School districts accurately report all pertinent student and program data in juvenile justice educational programs. This allows for outcome evaluations, on program effectiveness and holds individual programs accountable for their progress.

The following section evaluates data concerning corrective actions gathered during the 2003 review cycle.

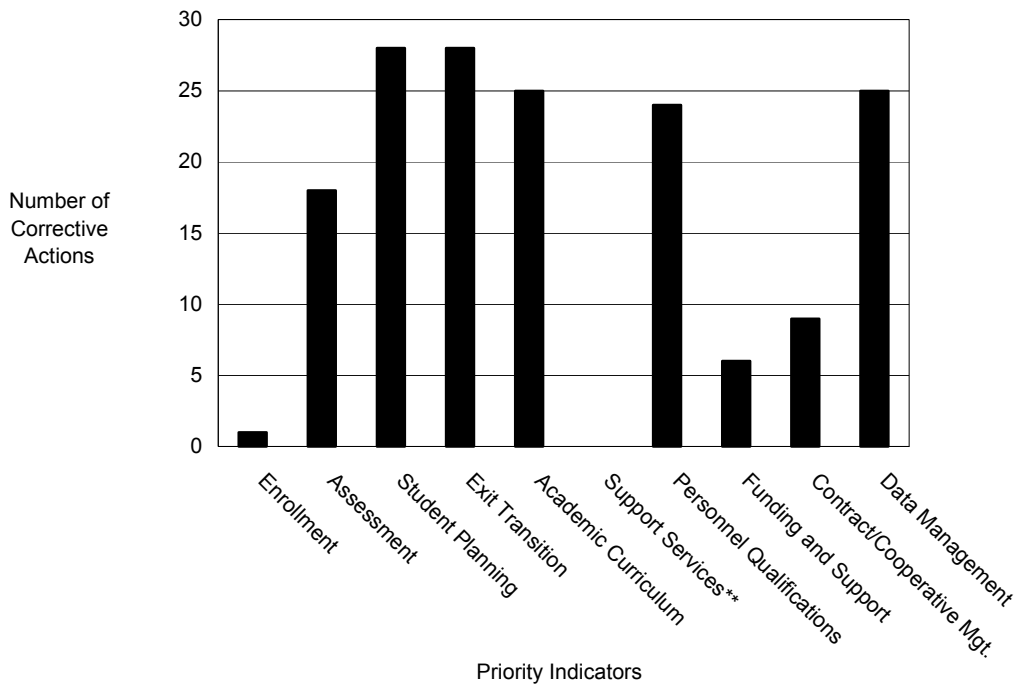
4.4 Corrective Action: Data Analysis

During the 2003 review cycle, 192 identified deficiencies required corrective action by 83 (46%) of the 180 programs reviewed. Each of these 83 programs was required to develop a CAP. This is a decrease from the previous year in which 92 programs were responsible for 220 CAPs. It is important to note that the assessment indicator was designated a priority indicator in the 2003 quality assurance standards and exit transition was made a priority

¹ E2.08 was not rated in 2003 and will be incorporated in other indicators in 2004.

indicator for detention centers. Prior to 2003, exit transition had been a priority indicator only for residential and day treatment programs. Figure 4.4-1 shows the distribution of corrective actions by priority indicator for 2003. All types of programs are included in this chart.

Figure 4.4-1: Total Number of Corrective Actions by Priority Indicator* in 2003



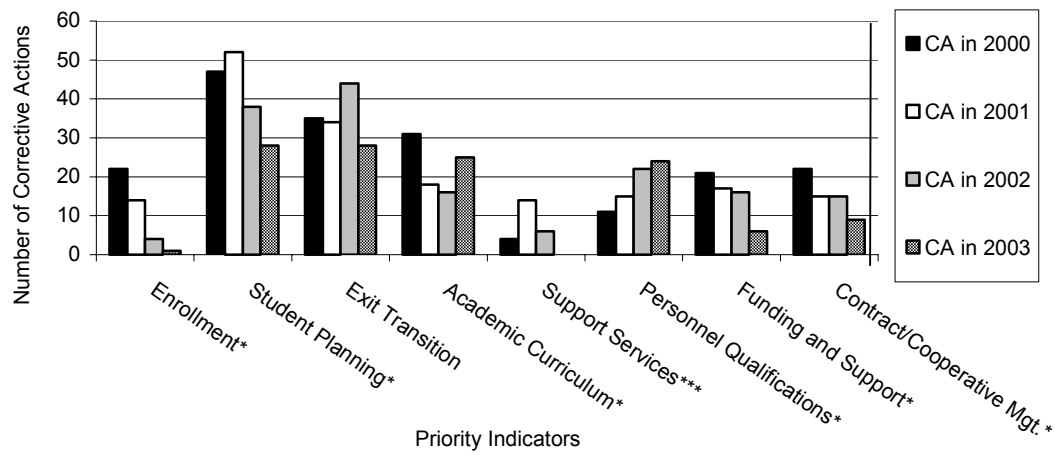
*Enrollment = E1.01, Assessment = E1.02, Student Planning = E1.03, Exit Transition = E1.06 and E1.07 (Detention only), Academic Curriculum = E2.01, Support Services = E2.04 (Detention only), E2.05 (Day Treatment only), E2.06 (Residential only), Personnel Qualifications = E3.02, Funding and Support = E3.06, Contract/Cooperative Management. = E4.01, Data Management = E4.03.

** There were zero corrective actions for this indicator in 2003.

Ten priority indicators were analyzed (the new Literacy and Reading indicator was not rated in 2003). The highest number of corrective actions was received within the transition standard. This has been a consistent finding since 2000, indicating that there is still a need for technical assistance in this area. The student planning and exit transition indicators both received the highest number of corrective actions (28). The support services indicator did not receive any corrective actions in 2003.

Figure 4.4-2 is a comparison of the total number of corrective actions required in each priority indicator from the 2000 through 2003 review cycles. There were 11 priority indicators in 2003, but only eight can be compared over the last four years. In 2003, there were 192 corrective actions; however, 29 of them are not included in the chart because they were received in the two new priority indicators.

Figure 4.4-2: Comparative Analysis of 2000 - 2003 Corrective Actions



Note. Includes deemed programs. For the other priority indicators, deemed programs were not included in the analysis because these indicators were not priority indicators for deemed reviews.

**Exit transition was not added to deemed reviews until the 2003 review cycle.

***Support Services was not part of the deemed reviewed and did not receive any corrective actions in 2003. There were zero corrective actions in this indicator for 2003.

Student planning received the highest number of corrective actions overall for the four years. In 2002, exit transition received the greatest number of corrective actions; however, that number has significantly decreased from last year, declining from 44 to 28. It should be noted, however, that 2002 was a peak year and the number for 2003 was closer to previous years. This could be attributed to the efforts JJEPP and DOE have made to supply programs with technical assistance (TA) in the area of transition. The indicator that measures enrollment has declined in total number of corrective actions over a four-year period. Conversely, the instructional personnel qualifications indicator has increased in the total number of corrective actions over the four-year period. The indicator measuring academic curriculum has substantially increased from 2002 and 2001. In general, corrective actions decreased in 2003 in all but two indicators when compared to other years.

Table 4.4-1 contains the percentage of corrective actions received by each type of provider. Contracted providers include not-for-profit, for-profit, and governmental. The category of governmental includes other non-private programs contracting with school districts for the provision of educational services, such as the Florida Department of Agriculture. The footnote section of the table contains the process by which the corrective action percentage is obtained.

Table 4.4-1: Percentage of Corrective Actions by Provider Type

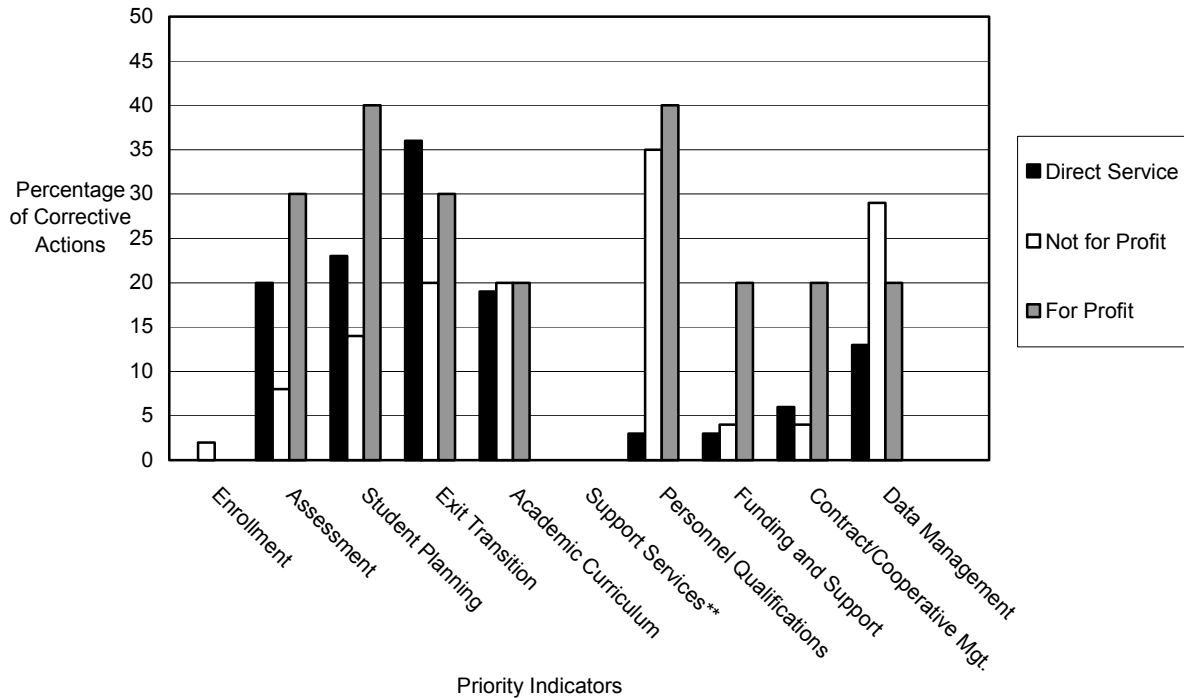
<i>Type of Provider</i>		<i>Number of Programs</i>	<i>Number of Corrective Actions Received</i>	<i>Possible Number of Corrective Actions*</i>	<i>Corrective Action Percentage</i>
Direct Service	District Operated	90	76	797	10
	Not-for-Profit	78	90	645	14
Contracted Providers	For-Profit	11	22	105	21
	Governmental	1	4	10	40
Total		180	192	1,557	12

*Possible number of corrective actions is computed by multiplying the number of regular reviews by 10 and deemed reviews by six 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 non-assessed priority indicators were 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. The corrective action percentage for governmental programs is misleading because there is only one program in this category.

The direct service district-operated programs had the lowest percentage of corrective actions (10%). The contracted providers had the highest percentage of corrective actions at 21%, with the one governmental program being the highest among the contracted providers at 40%, an increase of 20% from 2002. Note, however, that there is only one government-operated program.

Figure 4.4-3 extends the table above by comparing the percentage of corrective actions for each priority indicator by both direct service and contracted providers, excluding governmental providers. Deemed programs are included in this analysis.

Figure 4.4-3: Comparative Analysis of Corrective Actions by Priority Indicators for Direct Service, Not-For-Profit, and For-Profit Providers*



*includes deemed programs.

**There were zero corrective actions for this indicator in 2003

Direct service providers received the lowest percentage of corrective actions for five of the ten indicators that received corrective actions. They did not receive corrective actions in either the enrollment indicator or the support services indicator. Not-for-profit and for-profit providers received a similar corrective action percentage for instructional personnel qualifications, substantially higher than district-operated programs. For-profit providers had a significantly greater corrective action percentage for the funding and support indicator, due to students having limited access to resources. The contract/cooperative management indicator was highest for for-profit providers, which can be attributed to lack of school district oversight for contracted providers. Please refer to Chapter 5 for further discussion on provider differences that affect QA scores.

Table 4.4-2 illustrates the percentage of corrective actions by each private provider. The table is organized according to the corrective action percentage in ascending order. Each private provider is listed, along with the number of programs to which they provide educational services within juvenile justice facilities, the number of possible corrective actions they could have received, and their corrective action percentage.

Table 4.4-2: Comparative Analysis of Private Providers' Corrective Action Percentage in 2003

Private Provider	Number of Programs	Number of Possible Corrective Actions	Corrective Action Percentage
Crosswinds Youth Services	1	6	0
Securicor New Century	1	10	0
EXCEL, Inc	1	10	0
Radar Group Inc	2	12	0
Central Florida Youth Services	1	10	0
Keystone Educational Youth Services	1	10	0
Three Springs	1	6	0
First Step Adolescent Services II	1	6	0
Human Services Associates	3	30	3
Eckerd Youth Alternatives, Inc	9	77	4
North American Family Institute	2	20	5
Children's Comprehensive Services, Inc	1	9	11
PACE Centers for Girls, Inc	19	132	11
Youthtrack, Inc	2	20	15
Associated Marine Institutes, Inc	26	216	16
Hurricane Island Outward Bound	4	40	18
Twin Oaks Juvenile Development	1	10	20
ICare Baypoint	1	10	20
Affiliated Computer Services (ACS)	2	20	20
Police Athletic League	3	30	27
DISC Village	2	16	31
Coastal Recovery, Inc	1	10	40
Department of Agriculture	1	10	40
Bay Point Schools	1	10	40
Sarasota Family YMCA	1	10	40
Correctional Services Corporation	1	10	70
VisionQuest, Ltd	1	10	70
Total	90	760	15.3

Note. 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 indicators 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.

The weighted average of the corrective action percentage is 15.3% with a range between zero percent and 70%. Eight private providers did not receive any corrective actions. Twenty of the twenty-seven private providers had a corrective action percentage that is less than 30%. Nearly half of the providers had a corrective action percentage of 10% or less. Practical, Academic, and Cultural Education (PACE) Centers for Girls, Inc. and Associated Marine Institutes, Inc. provide service for several programs and had a corrective action percentage of less than 20%. The two highest corrective action percentages were for Correctional Services Corporation and VisionQuest, Ltd., but each had only one program for which it was responsible for providing educational services.

Table 4.4-3 lists, by district, the number of school district-operated programs, the possible corrective actions they could have received, and their corrective action percentage.

Table 4.4-3: Comparative Analysis of School District-Operated Programs' Corrective Action Percentage in 2003

<i>School District</i>	<i>Number of Programs</i>	<i>Number of Possible Corrective Actions</i>	<i>Corrective Action Percentage</i>
Bay	2	12	0
Bradford	1	10	0
Brevard	2	19	0
Collier	2	19	0
Escambia	2	15	0
Hillsborough	5	40	0
Leon	1	9	0
Nassau	1	10	0
Okaloosa	6	55	0
Orange	5	49	0
Polk	3	25	0
Seminole	1	9	0
Washington	4	24	0
Osceola	3	29	3
Pinellas	8	78	4
Manatee	2	19	5
Alachua	2	16	6
St. Johns	2	16	6
Broward	5	45	7
Martin	2	12	8
Volusia	4	34	9
Pasco	5	41	8
Liberty	1	10	10
St. Lucie	1	9	11
Marion	3	26	12
Duval	4	39	21
Palm Beach	3	29	21
Lee	2	19	21
Hamilton	1	10	30
Okeechobee	1	10	30
Miami-Dade	4	39	38
Hendry	2	20	70
Total	90	797	9.5

Note. 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.

The corrective action percentage ranges from zero to 70%. Thirteen of the 32 school district-operated programs had a corrective action percentage of zero percent. The two highest corrective action percentages were for Hendry County School District (70%) and Miami-Dade County School District (38%). Miami-Dade was responsible for providing educational services to four programs, while Hendry was responsible for two programs.

Overall, the figures in the previous four tables and charts indicate that school district-operated educational programs require fewer corrective actions and are, therefore, operating at a higher level. It is important to note, 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 task of both the private provider and the local school district.

A comparative analysis between 2003, 2002, and 2001 was conducted to examine the programs that received consecutive corrective actions for the same priority indicators. The 2003 QA scores were used as a baseline. Programs that received corrective actions for 2003 were then examined to determine if they received corrective actions for the same indicators for the years 2002 and 2001. The following programs received corrective actions for the last three years:

- Dade Regional Juvenile Detention Center
- Duval START Center
- Florida Institute for Girls
- Forestry Youth Academy
- Hendry Halfway House
- Hendry Youth Development Academy
- Impact Halfway House
- Price Halfway House

All of the listed programs, with the exception of Florida Institute for Girls, received corrective actions in all three years for student planning. Three programs received corrective actions in all three years for academic curriculum. Two programs received corrective actions in instructional personnel qualifications. Hendry Halfway House and Hendry Youth Development Academy received corrective actions for student planning, academic curriculum, and instructional personnel qualifications for three consecutive years. No programs received consecutive corrective actions for all three years in funding and support.

Programs that received corrective actions for the same indicators in 2003 and 2002 also were examined. Following is a list of 21 programs that received corrective actions for both years for the same indicators.

- Alachua Halfway House
- Alachua Regional Marine Institute (GOMI)
- Bay Point Schools -West/Kennedy
- Dade Regional Juvenile Detention center
- Duval START
- Emerald Coast Marine Institute
- Florida Institute for Girls
- Forestry Youth Academy
- Hastings Youth Academy
- Hendry Halfway House
- Hendry Youth Development Academy
- Impact Halfway House
- Kissimmee Juvenile Correctional Facility
- Marion Youth Development Center
- PACE Hillsborough
- PACE Treasure Coast
- Palm Beach Marine Institute
- Price Halfway House
- Sago Palm
- Sarasota YMCA Character House
- VisionQuest Okeechobee

More than half of the listed programs received a corrective action in the student planning indicator for both years. Nine of the 21 programs received corrective actions for instructional personnel qualifications. Eight of the 21 programs received corrective actions for academic curriculum. VisionQuest and Duval START received corrective actions in both years in Funding and Support. Although the comparison of corrective actions for the years 2003 and 2002 found that student planning continues to be problematic, the new system improvement process intends on targeting these areas in transition. JJEEP increased its on-site technical assistance for the 2003 QA cycle. The results of this more intensive technical assistance effort are discussed in the following section. To read more about JJEEP's system management process, see Chapter 11.

The next sections discuss the methods of technical assistance that address the identified deficiencies as outlined previously. Highlighted in Section 4.5 are on-site technical assistance visits, while Section 4.6 analyzes program requests for technical assistance. Section 4.7 delineates other methods of technical assistance that JJEEP provides.

4.5 Special On-Site Technical Assistance: Follow-Up from 2002

Mail, faxes, e-mails, and telephone calls continue to be the most frequently utilized method of technical assistance for disseminating requested information to programs. Additionally, JJEEP and DOE personnel conducted 32 special on-site technical assistance visits to school districts and juvenile justice educational programs due to special requests, CAPs, or the presence of new programs. Networking programs has increased as a technical assistance device and is discussed in subsequent sections.

On-site visits were conducted if a program had multiple and/or consecutive corrective actions, if it was a new program, or if the program requested additional technical assistance. Of the 32 site visits, four were new programs. The increase in special on-site technical assistance, which occurred during the 2003 QA cycle, was due to JJEEP's emphasis on providing more one-on-one technical assistance to programs.

Table 4.5-1 illustrates the difference between 2002 and 2003 QA scores after special on-site technical assistance was provided. Tabulation involved identifying low scores in 2002 and their corresponding indicators. Only the indicators that were targeted for technical assistance were considered in this analysis. Indicators in 2003 were then matched to the prior 2002 indicators. The scores from 2002 were subtracted from 2003 scores to obtain the difference between the years.

Table 4.5-1: Special On-Site Technical Assistance Follow-Up Visit

<i>Program</i>	<i>2002 QA Score</i>	<i>Indicator(s) Targeted for Technical Assistance</i>	<i>2003 QA Score</i>	<i>Difference</i>
Seminole Detention	0.0	E1.01	6.0	6.0
Silver River Marine	0.7	E1.06; E4.01; E4.03	6.3	5.6
Escambia River Outward Bound	1.5	E1.06; E4.03	6.5	5.0
Kingsley Center	1.7	E1.03; E1.06; E4.03	6.0	4.3
Camp E-Nini-Hassee	1.3	E1.03; E1.06; E2.01; E2.05; E4.01; E4.02	5.5	4.2
St. Lucie Detention	3.0	E1.02; E1.04	7.0	4.0
Bristol Youth Development	2.5	E1.03, E1.06	5.5	3.0
GUYS	2.0	E1.03	5.0	3.0
Palm Beach Detention	2.6	E1.01; E1.02; E1.03; E1.06; E2.01	5.2	2.6
Alachua MI	3.1	All indicators	5.3	2.1
Central Florida MI	2.0	E1.03; E1.04; E1.06; E2.03; E2.04; E3.02; E3.06	4.0	2.0
Duval START	1.2	E1.03; E1.06; E2.01; E2.05; E3.06; E4.03	3.2	2.0
Monticello New Life	3.6	E3.05; E1.04; E2.03; E2.06; E3.03	5.4	1.8
Big Cypress	3.4	All indicators	5.2	1.8
Alachua HWH	4.4	All indicators	6.1	1.7
SW Florida MI	2.8	E1.02; E1.04; E1.06; E3.02	4.3	1.5
Marion Youth Development	3.2	E1.01; E1.03; E1.06; E2.01; E3.06	4.6	1.4
RAMC	4.0	All indicators	5.2	1.2
Duval HWH	4.5	E1.03; E1.06	5.5	1.0
Vision Quest	2.9	All indicators	3.6	0.7
Dade Detention	3.2	All indicators	3.8	0.6
SW Florida Detention	6.0	E1.03; E3.04	6.5	0.5
Price HWH	2.8	E1.03; E1.04; E1.06; E2.03; E2.04	3.0	0.2
Greenville Hills	3.0	E1.06; E4.02; E4.03	3.0	0.0
Sago Palm	4.7	All indicators	4.3	-0.4

Note. Please refer to the 2003 QA Standards for a description of the indicators.

As illustrated in Table 4.5-1, most programs demonstrated significant improvement after receiving special on-site technical assistance. Average improvement of their scores was 2.2. Four programs - Bowling Green, Desoto Correctional Facility, JUST, and Milton Girls - are not presented in the table because they were new programs and did not have scores for the

2002 review cycle; however, they did receive special on-site visits with a technical assistance focus for new programs. Two other programs, Bartow Youth Training Center and Sabal Palm Academy, were not reviewed in 2003 due to a provider change and, therefore, are not included in the table.

4.6 Identifying Areas in Need of Technical Assistance

Technical Assistance Survey Results

Corrective action is one way to identify the programs that are in need of technical assistance and the areas in which support should be provided. In addition, each year, a technical assistance survey is distributed to practitioners and administrators in juvenile justice education to determine their needs. In July 2003, a technical assistance survey was disseminated to participants who attended the Juvenile Justice Education Institute (JJEI) in Orlando, Florida. The following two tables illustrate responses.

Table 4.6-1 illustrates how participants of the JJEI conference prefer to access technical assistance. The total number of respondents to this question was 38; however, several survey participants indicated that they would prefer more than one type of technical assistance; therefore, the total number of responses increased to 57.

Table 4.6-1: Preferred Ways to Access Technical Assistance

<i>Type of Access for Technical Assistance</i>	<i>Number of Responses</i>	<i>Percentage of Responses</i>
Regional Meetings and Trainings	23	40.4
Web or Internet-based Technical Assistance	19	33.3
Technical Assistance Papers	9	15.8
Networking	4	7.0
Other (On site)	2	3.5
Total Responses	57	100

Table 4.6-1 illustrates that the majority of juvenile justice practitioners prefer face-to-face meetings and trainings to receive technical assistance information. The second choice for technical assistance is web or internet-based. Refer to the section on JJEEP's website for more information.

Table 4.6-2 demonstrates the types of technical assistance that respondents found to be most beneficial to their programs. Once again, the respondents were asked to indicate all types of TA applicable to their program. Therefore, the total number of responses exceeds the actual number of respondents.

Table 4.6-2: Types of Technical Assistance Most Beneficial to Programs, School Districts, and Providers

Type of Technical Assistance	Number of Responses	Percentage of Responses
Academic Plans (Individual Academic Plan (IAP) and Individual Education Plans (IEP))	26	68.4
Career and Vocational Curriculum	22	57.9
Reading Curriculum and Instruction	20	52.6
Academic Entry/Exit Assessments	19	50.0
Graduation Options and Requirements	18	47.4
Exceptional Student Education Services	16	42.1
Exit Transition Planning	15	39.5
Teacher Certification Requirements	15	39.5
Curriculum Development	14	36.8
Legislative Issues	12	31.6
Technology Initiatives	12	31.6
Transition Services	11	28.9
Development of Contract/Cooperative Agreement	8	21.1
Contract Management	6	15.8
Reading Assessments	1	2.6
Quality Assurance	1	2.6
Student Data Collection	1	2.6
Stafford Achievement Test (SAT) and College Level Examination Program (CLEP)	1	2.6
Program Startup	1	2.6
Retention of Staff	1	2.6
Total Responses	220	N/A

Note: Categories are not mutually exclusive; therefore, the percentage total exceeds 100%. Total number of respondents is 38.

According to Table 4.6-2, most respondents chose academic plans as the area of technical assistance most beneficial to their individual schools. Moreover, when asked to rank the types of technical assistance according to the most important, 15.8% of the respondents chose academic plans as most important.

Developing academic plans is the area of technical assistance most requested by educational practitioners, followed closely by career/vocational curriculum. Lead educators, however, requested the most technical assistance in reading curriculum and instruction. Overall, regardless of an educational practitioner’s affiliation, technical assistance needs are consistent.

The following section describes the technical assistance that was provided to programs during 2003 by JJEEP staff during on-site QA reviews or through communication, including telephone, mailings, fax, or e-mail.

Frequency of Technical Assistance by QA Standard

In 2003, as in previous years, transition continues to be the principal area for which programs and school districts requested technical assistance. Data were collected from the QA reviewers to determine the QA standard that involved the most technical assistance. Figure 4.6-1 shows the amount of technical assistance that was given in 2003 for the four standards. This includes any type of correspondence between reviewers and program staff prior to, during, and after the QA review. Special on-site visits are not included.

Figure 4.6-1: Frequency of Technical Assistance for Each QA Standard

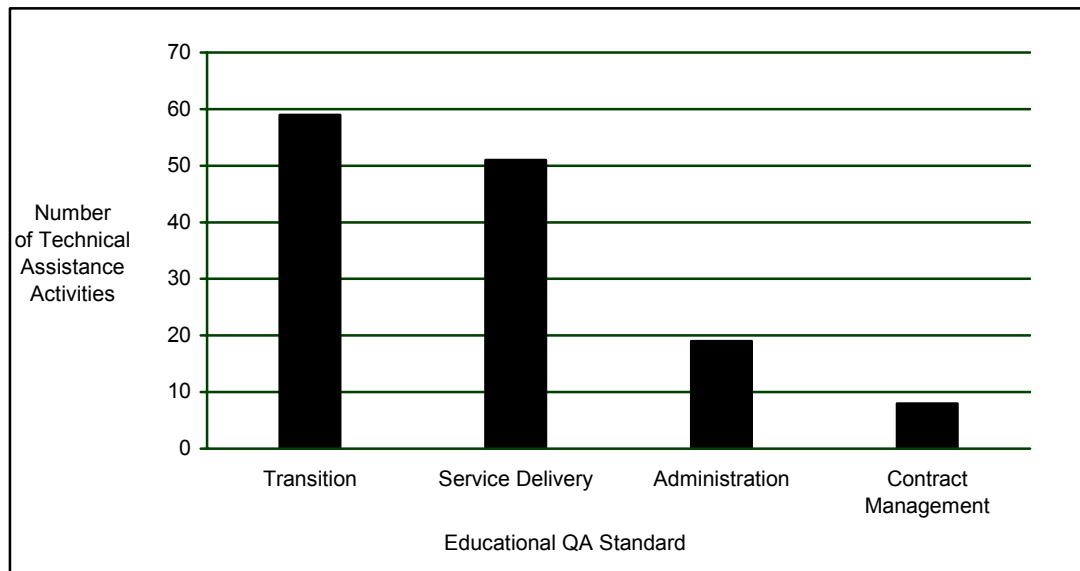


Figure 4.6-1 illustrates the continuing need for technical assistance in both transition and service delivery areas. There was an increase in the frequency of technical assistance given for both transition and service delivery during the 2003 review cycle, which can be attributed to the focus on legislation from NCLB and the *Just Read, Florida!* initiative. Many teachers and administrators sought guidance in the area of reading assessment and curriculum.

Technical assistance for transition continued to involve assistance with developing IAPs and IEPs as well as the administration of the FLDOE-approved entry and exit assessments. Technical assistance for the service delivery standard included recommendations for incorporating vocational topics into existing curricula, providing educational resources and materials, and effective instructional strategies and classroom management practices. Technical assistance for the administration standard involved training in QA reviews for new staff, including lead educators and new facility directors, as well as suggesting strategies for staff retention and reorganization. Technical assistance for the contract management standard included assistance with data management systems and improving communication between juvenile justice program providers, educational providers, and school districts.

4.7 Delivery of Technical Assistance

Conferences & Trainings

Since 1998, in the spirit of information sharing and collaborative exchange, JJEPP has hosted and participated in numerous training sessions and conferences. During 2003, JJEPP staff presented and participated in the following conferences and meetings:

Statewide

- Juvenile Justice Education Institute (JJEI) and Southern Conference on Corrections, Orlando, Florida, July 2003 (See description of this conference below.)
- No Child Left Behind and QA Pre-Conference Workshop, JJEI Conference, Orlando, Florida, July 2003
- 2003 Standards Revision Meeting, Tallahassee, Florida, October 2003
- 2003 QA Standards Revisions Statewide Conference Calls, December 16, 17, and 18, 2003

National

- Fifteenth Annual Conference Southeast Evaluation Association (SEA) in Tallahassee, Florida, January 2003
- American Correctional Association (ACA) Conference, Nashville, Tennessee, August 2003
- American Society of Criminology (ASC) Conference in Denver, CO, November 2003
- Transition Conference; National Evaluation and Technical Assistance Center for the Education of Children who are Neglected, Delinquent, or At-risk, Washington DC, December 8-9, 2003

International

- Seminars on Juvenile Justice Educational Accountability and Research, Universite de Lille, Lille, France, September 2003

A wide audience representing the educational, juvenile justice, and correctional systems from across the state, the nation, and beyond, attended these conferences and learned from presentations that focused on JJEPP's best practice research. Other topics presented at the conference addressed JJEPP's research on private/public educational programs of DJJ facilities, aftercare, the QA process, impact of NCLB on juvenile justice schools, and JJEPP's mission and structure.

In preparation for the 2004 QA cycle, JJEPP and the FLDOE hosted three days (December 16-18) of technical assistance during which school districts and providers called the JJEPP offices with needs and questions concerning the final draft of the 2004 Educational Quality Assurance Standards.

JJEI

Juvenile Justice Education Institute and Southern Conference on Corrections, Orlando, Florida, July 2003

In addition to the panels and workshops at JJEI, keynote speakers included J. Robert Flores, Administrator for the Office of Juvenile Justice and Delinquency Prevention (OJJDP), Office of Justice Programs, U.S. Department of Justice, and Florida Lieutenant Governor Toni Jennings.

Approximately 300 practitioners participated in the July 2003 Juvenile Justice Education Institute and Southern Conference on Corrections, co-sponsored by JJEI and the FLDOE. This annual event provided an opportunity for school districts, providers, and educators to network and share their ideas, strategies, and best practices. The conference was held over four days and included a pre-conference workshop, a technical assistance day, and two days of clinics presented by juvenile justice practitioners from various programs throughout the state of Florida. Table 4.7-1 highlights a few of the workshops presented.

Table 4.7-1: 2003 JJEI Workshops

Workshop Title	Workshop Description
Career and Technical Education in Serving the ESE Population	Suggested proven methods for serving this type of population in career and technical education programs.
<i>Just Read Florida!</i> What is My Role?	Discussed relationship between AIPs, student progression, and the Just Read Florida initiative.
No Child Left Behind	Federal law as related specifically to the juvenile justice population.
Transition	Developing clearer more precise transition procedures.
Stepping Out of the Box with Girls	Focused on ways to teach girls vocational skills that are marketable.
Hometown Workforce	Described the development of a unique vocational partnership with Washington-Holmes.
Problem Solving through Academic Intervention Plans	Focused on the development of a problem-solving process for the academic intervention for students with learning and behavior problems.
Plants for Everyday Life	Discussed inclusion of the fields of horticulture and agri-science within the curriculum.
Career and Technical Education Data: Reporting for Dollars	Provided information for reporting career and technical education for proper funding and how students earn credits and certificates.
JJEI's Educational Quality Assurance	Reviewed quality assurance process with a focus on program and student performance outcomes.

Workshop Title	Workshop Description
Evaluating Educational Achievement as a Turning Point in the Delinquent Life Course	Provided an overview of a statewide evaluation research effort by JJEEP that documents the potential of quality education and associated educational achievement to provide a turning point in the life course of incarcerated delinquent youth.
JJEEP's Evaluation Research, Politics, and Juvenile Justice Policy	Examined the politics of informing juvenile justice education policies through a discussion of the presenters' experiences conducting and disseminating research as part of JJEEP.
The JJEEP, Volusia County School District Pilot Project	Showcased the pilot projects in Volusia County's alternative school discipline programs.
Meeting the Needs of Juvenile Justice Educational Programs	Discussed JJEEP's new technical assistance process and the development of demonstration sites, such as programs that excel in vocational training, transition services, community involvement, and literacy instruction.

According to the JJEI 2003 conference evaluation, participants found the workshops informative and relevant to their educational needs. Workshops addressing NCLB and the *Just Read Florida!* initiative received considerable praise for their comprehensive and valuable information. The overall conference rating was 4.03 out of a score of 5.

Comments included:

- “Very well organized”
- “Impressive variety of topics”
- “Plenty of information”
- “[There was] a spirit of cooperation”
- “Sourcebooks were excellent”
- “Refreshing to be appreciated and thanked for all we do.”
- “All the speakers were informed.”
- “The location and facilities were top notch.”

The conference evaluation also contained suggestions on ways to improve future conferences, including adding more workshops on assessment, providing examples of IAPs and IEPs, and utilizing larger rooms for the sessions. Participants enjoyed the lunch with fellow colleagues from similar programs and requested more group activities to increase networking. Other suggestions included having an orientation session prior to the conference for first time participants and extending the conference another day so that all workshops could be attended. It is also important to note that this conference was the most successful in exhibitor attendance. Conference participants enjoyed introductions to products and services from 21 different vendors, the largest number of exhibitors for any JJEI conference.

Technical Assistance Papers (TAPs) and Publications

Since 1998, JJEPP and the FLDOE have published numerous documents relating to the field of juvenile justice education. Listed below are brief descriptions of these documents that can be found on the JJEPP and DOE websites.

TAPS

**FY 2003-1
11646** ***Juvenile Justice Cooperative Agreements and Education Service Contracts.***
This paper provides information for the development of cooperative agreements with the DJJ, education service contracts with private providers, and general contract managements strategies.

**FY 2002-7
11270** ***Recommended Practices and Requirements for Entry and Exit Assessments in Juvenile Justice Facilities.***
This paper updates Technical Assistance Paper FY 2000-10 and describes the requirements for student assessment in juvenile justice education programs as required by Florida Statutes and State Board of Education rules.

State Plan: Vocational Education for Youth in Juvenile Justice Commitment Facilities. FLDOE and DJJ: 2001.

This is a joint project between the FLDOE and the DJJ to formulate a state plan for vocational education in juvenile justice facilities. The plan outlines the development of appropriate vocational course offerings and employment opportunities for committed youth.

Research Publications

Quality Education and Academic Attainment as a Turning Point in the Delinquent Life Course. The State of Corrections (ACA), 2003. Thomas G. Blomberg, William Bales, and George Pesta.

Utilizing life course theory and as a response to Sampson and Laub's research recommendations as illustrated in their book *Crime in the Making*, this paper presents findings related to the role of academic attainment as a potential turning point in the life course of adolescent delinquents. The paper is comprised of an overview of the research, presentation of findings, and policy implications.

Evaluation Review - Special Issue: Implementing an Evaluation Research and Accountability-Driven System for Juvenile Justice Education in Florida. Edited by Thomas G. Blomberg and Gordon P. Waldo, Sage Publications, June 2002.

The purpose of this special issue is to introduce readers to the program's interrelated methodological strategies, data, and preliminary findings. This issue also focuses on continuing areas of research, political impediments and associated strategies aimed at increasing the political authority of evaluation research in the education policy-making process, particularly in the area of juvenile justice education. In addition to the title article, the issue features articles on topics such as quality assurance research, the correlates of quality educational programs, data integration, policy, and longitudinal evaluations. Contributing authors include several members of the JJEEP staff, including Christine Arazan, Terry Coxe, George Pesta, and Jessamyn Tracy.

Data-Driven Juvenile Justice Education. Edited by Thomas G. Blomberg, Gordon P. Waldo and Mark R. Yeisley, National Juvenile Detention Association, Richmond, KY, 2001.

This publication was written to aid practitioners and researchers in their efforts to measure and evaluate the effectiveness of educational programs for youths in juvenile justice facilities. It is intended to introduce readers to Florida's strategy, related practices, and experiences in its attempt to improve juvenile justice education. Since 1998, when Florida initiated its current system, a number of issues and practices have evolved in the state's move toward best practices in juvenile justice education. These issues and practices have national implications, as numerous other states have recognized the important role of quality and effective education in positively altering the academic performance and life course of juvenile justice youths. This volume provides specific details on Florida's practices and experiences that have general relevance to those states and juvenile justice educators who are considering and/or implementing reform in juvenile justice education. A publication of the [National Juvenile Detention Association](#), 301 Perkins Bldg, 521 Lancaster Ave, Richmond, KY 40475-3102, 859-622-6259, Fax: 859-622-2333.

Implementing Research-Based Best Practices in Juvenile Justice Education; Corrections Today (ACA). December 2001. Thomas G. Blomberg and Gordon Waldo.

This paper presents JJEEP's history and its four main functions, with a focus on research based educational practices. It further discusses the ongoing research strategy JJEEP utilizes to implement promising educational concepts and methods into institutionalized best educational practices. There is a report on preliminary findings, as well as an outline of continuing research efforts.

A Transition Guidebook for Educational Personnel of Juvenile Justice Programs: Providing a Continuum of Care for Delinquent youth in Education, Treatment, and Conditional Release. Developed by George Pesta, Linda Maily, Trinetia Respress, and Deborah Stahly. Juvenile Justice Educational Enhancement Program, 2000.

The goal of transition is to successfully reintegrate individual students into their homes, communities, peer groups, schools, and work settings. This guidebook develops a holistic model that utilizes a multiple agency approach to the process of transition. Features include

an explanation of the transition process, procedural suggestions, illustration of treatment and transition team models, and identification of community resources.

Further, JJEEP has published an annual report since 1998. These reports contain specific information on best practices in juvenile justice education, relevant literature, research findings, and QA performance information. All annual reports can be found on JJEEP's website, which also provides comprehensive coverage on JJEEP's interrelated activities and functions.

JJEEP Website: www.jjeep.org

JJEEP's website, which is updated on a regular basis, was introduced in December 2002. In the development of the website, JJEEP attempted to provide its visitors with a 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 trainings, updates on teacher of the year awards, 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, FLDOE 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, and other parties interested in knowing how JJEEP works to serve juvenile justice youths.

4.8 Summary Discussion

The corrective action process is becoming an institutionalized tool for programs and school districts, affording them greater access to technical assistance. Additionally, technical assistance is increasingly focusing on lower performing programs. Habitually low scoring programs have become a focus for the 2003 and 2004 review cycles. Generally, these programs have had the most corrective actions for several years. FLDOE and JJEEP staff conducted special on-site technical assistance visits to help these programs facilitate necessary changes and to bring them up to the level achieved by the majority of programs.

Data analyses indicate that there is a reduction in the number of programs that are receiving corrective actions from previous years. This trend should continue as each program meets the standards required for every juvenile justice educational program in the state of Florida. Furthermore, as noted in Chapter 3, significantly fewer programs performed at the below satisfactory level than in previous years. Low performing programs that received special technical assistance visits increased their QA performance from 2002 to 2003, which indicates that focused corrective action and technical assistance does, indeed, increase program performance.

The goal of corrective actions is to ensure that quality education is being provided to youths in juvenile justice facilities. It continues to be one of several methods used by JJEEP to improve the quality of educational services provided to all students in Florida's DJJ programs. Technical assistance is readily available by phone, mail, fax, and JJEEP's website

(www.jjeep.org). The response during this year's Juvenile Justice Educational Institute in Orlando confirmed that practitioners in juvenile justice education are receiving technical assistance in critical areas of need. Consequently, Florida's juvenile justice students are receiving a higher standard of education.

In accordance with NCLB's Title I, Part D, Sec. 1432 requirement that states use program evaluation results for improvement, JJEED has increased the scope of its technical assistance for 2004. In this endeavor, JJEED will further focus and intensify its efforts on identifying and assisting low performing programs, as well as designating high performing programs as demonstration sites to assist other facilities. This new model of system improvement, which incorporates old and new methods for implementing corrective action and technical assistance, is discussed in detail in Chapter 11.

Requesting Technical Assistance

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