

# Chapter 3

## System Improvement

### 3.1 INTRODUCTION

The Juvenile Justice Educational Enhancement Program (JJEEP) has developed a plan of corrective action and technical assistance practices to ensure that Florida's juvenile justice facilities maintain the highest standards for their educational programs. This chapter identifies and discusses the system improvement process for the 2006 quality assurance (QA) review cycle.

Corrective action and technical assistance services afford programs and school districts the opportunity to receive targeted training and support for the improvement of educational services. In an effort to ensure that each program receives the support it needs, corrective action and technical assistance processes are monitored and updated as appropriate. JJEEP uses a collaborative approach involving educational providers, local school districts, the Florida Department of Education (DOE), and JJEEP.

While technical assistance needs continue to be generated from the corrective action process, it has become more codified over the years. Specifically, following the 2002 QA review cycle, programs identified (by several years of corrective action data) as having the most serious deficiencies received comprehensive follow-up technical assistance visits. It was encouraging that 24 of the 25 programs who received technical assistance following the 2002 QA review cycle showed improvement in their scores during the subsequent 2003 QA review cycle.

JJEEP made similar site visits to 22 programs in 2003. Nineteen of these programs received QA reviews in 2004, and 15 improved their QA scores. In 2004, six of nine programs visited showed improvement after technical assistance was provided. In 2005, 15 programs received site visits with 13 programs showing improvement in the following year's QA review, as will be discussed later in this chapter.

The remainder of this chapter comprises seven subsections. Section 3.2 describes the current process for system improvement. Section 3.3 reports the trend data analysis of triggers for corrective actions, including failing a standard or failing the same indicator two consecutive years. Section 3.4 presents the types of technical assistance and the score changes related to this assistance between 2005 and 2006. Section 3.5 reports on the 2006 Juvenile Justice Education Institute (JJEI) and Southern Conference on Corrections (SCC) as well as other conferences and trainings in which JJEEP staff were involved. Section 3.6 describes recent publications. Finally, Section 3.7 provides a summary discussion of the system improvement process.

### 3.2 SYSTEM IMPROVEMENT PROCESS

The corrective action process began in 1999 with five priority indicators. Due to continued expansion of the standards, all indicators became priority indicators in 2004 and areas identified as crucial to the delivery of quality educational services were designated as *critical benchmarks*.

Modifications and additions to QA standards continue to reflect Florida’s increased commitment to improving the educational services provided to committed youth as well as to implementing *No Child Left Behind* (NCLB) accountability measures. For example, in 2006, benchmarks emphasizing teacher qualifications and testing are designated as *critical* and a benchmark regarding teacher retention was added to the QA standards.

Educational programs receive a corrective action plan (CAP) for either of these reasons:

- receiving a below satisfactory rating (lower than 4.00) for standards 1, 2, or 3 and /or
- failing the same indicator two consecutive years.

The corrective action process enables programs to identify specific challenges that may lead to their below satisfactory rating and to develop and implement targeted measures to affect change. In this review cycle, 47 of 163 programs were required to develop a CAP.

Table 3.3-1 displays the triggers for CAPs in 2006: failing a standard and failing the same indicator two consecutive years.

**TABLE 3.3-1  
Corrective Action Plan (CAP) Triggers and Actions in 2006**

| QA Review Cycle | Trigger                                  | Action                                  |
|-----------------|--|---|
| 2005            | Fail a standard                          | CAP required                            |
| 2006            | Fail same standard 2nd consecutive year  | DOE notified for intervention/sanctions |
|                 |  |   |
| 2005            | Fail an indicator                        | Deficiencies identified in QA report    |
| 2006            | Fail same indicator 2nd consecutive year | CAP required                            |
| 2007            | Fail same indicator 3rd consecutive year | DOE notified for intervention/sanctions |

The CAP must be submitted to JJEEP within 90 days of the date of the official DOE notification letter. The school district is responsible for overseeing and ensuring the development and implementation of the CAP and is required to meet all timelines in the State Board of Education (SBE) *Rule 6A-6.05281* for the implementation of CAPs.

Sanctions or intervention may be initiated for those programs that have not implemented appropriate corrective action within six months. 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; does not meet the minimum standards for an indicator of the educational QA review; or has demonstrated noncompliance with state and federal requirements, DOE shall initiate a series of interventions and graduated sanctions.

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

Should these sanctions prove to be ineffective in improving the quality of the program, the State Board of Education (SBE) may require further actions. These actions might include revocation of current contracts, requirements for specific provider contracts, and/or transfer of responsibility and funding for the educational program to another school district.

When a CAP is required, the program receives technical assistance that may include a follow-up visit and/or support via telephone, fax, postal mail, e-mail, or networking opportunities. The JJEEP reviewer who conducted the initial review typically provides technical assistance, beginning with contacting the program to determine critical need areas.

JJEEP annually reviews data collected from QA reviews and corrective actions and uses this information to enhance the system improvement process. In this comprehensive examination, JJEEP determines the most challenging standards, indicators, and benchmarks for programs overall and identifies the standards, indicators, and benchmarks most frequently achieved by programs. JJEEP then uses this information to revise standards as appropriate, to provide more effective technical assistance to programs, and to improve the overall efficacy of the QA process. (Chapter 8 presents more information on the 2007-2008 revisions of the system improvement process.)

### **3.3 CORRECTIVE ACTION TRENDS**

This section provides analyses of program and school district deficiencies, some of which generated CAPs during the 2006 QA review cycle. The findings are reviewed at program and school district levels.

To ensure that technical assistance is provided where the need is most critical, programs that have the greatest deficiencies must be identified. Receiving a below satisfactory (less than 4.00) score for a single standard or for the overall mean score of standards 1, 2, and 3 signifies failing. The overall mean includes only the scores of standards 1, 2, and 3. Standard 4 assesses school district oversight of the program and is used to rate the school district's performance.

Table 3.3-2 lists the 24 juvenile justice programs that received a failing score overall for 2006. Of these 24 programs, 11 have received failing scores at least two times from 2003 to 2006. All programs with an overall failing score in 2006 were required to develop a CAP, although overall failure was not the trigger for the CAP.

**TABLE 3.3-2  
Programs with Below Satisfactory Overall Mean in 2006**

| Program Name                                   | Supervising District | Overall Mean | Contract Management |
|--|----------------------|--------------|---------------------|
| Mandala Adolescent Treatment Center*           | Pasco                | 3.91         | 2.00                |
| Tiger Success Center*                          | Duval                | 3.91         | 3.00                |
| Palm Beach Marine Institute*                   | Palm Beach           | 3.83         | 3.00                |
| Bay Point Schools - Main                       | Dade                 | 3.82         | 1.00                |
| St. Johns Juvenile Residential Facility        | St. Johns            | 3.82         | 3.00                |
| PACE Treasure Coast                            | St. Lucie            | 3.75         | 1.00                |
| First Step Four*                               | Seminole             | 3.73         | 1.00                |
| Escambia River Outward Bound                   | Escambia             | 3.55         | 3.00                |
| Kissimmee Juvenile Correctional Facility       | Osceola              | 3.55         | 1.00                |
| Vision Quest Okeechobee - Warrington School*   | Okeechobee           | 3.55         | 1.00                |
| GOALS  | Seminole             | 3.45         | 1.00                |
| Florida Ocean Science Institute*               | Broward              | 3.42         | 3.00                |
| Eckerd Youth Development Center                | Washington           | 3.36         | 3.00                |
| Vision Quest Blue Water*                       | Okeechobee           | 3.36         | 1.00                |
| PACE Upper Keys                                | Monroe               | 3.33         | 4.00                |
| Florida Environmental Institute                | Glades               | 3.27         | 1.00                |
| Greenville Hills Academy*                      | Madison              | 3.27         | 1.00                |
| Eckerd Leadership Program*                     | Pinellas             | 3.25         | 2.00                |
| Okeechobee Juvenile Offender Correction Center | Okeechobee           | 3.18         | 2.00                |
| Escambia Bay Marine Institute                  | Escambia             | 3.16         | 2.00                |
| Graceville Vocational Youth Center             | Jackson              | 2.82         | 2.00                |
| Sabal Palm School*                             | Polk                 | 2.82         | 2.00                |
| Grove Unique Youth Services*                   | Seminole             | 1.72         | 1.00                |
| Gainesville Wilderness Institute               | Alachua              | 1.60         | 1.00                |

\*Programs receiving a below satisfactory mean two or more years from 2003-2006

Twenty-three (96%) of the 24 failing programs had a failing score in contract management, the standard for school district oversight of juvenile justice programs. PACE Upper Keys did not fail contract management, but did score a 4.00, the lowest non-failing score for a standard. This analysis indicates a relatively strong relationship between overall failure of a program and ineffective contract management.

In addition to interviews with QA reviewers of these programs, a review of the 2006 QA reports of the 24 failing programs reveals a number of systemic issues common among the low-performing programs. A majority of these issues occur in standard 1 (transition), followed by standard 3 (educational resources) and standard 2 (service delivery).

The greatest deficiencies in transition services relate to academic and career assessments, exit transition services, guidance services, and individual academic plan (IAP) development, review, and revision. Regarding the standard of educational resources, the most noted

weaknesses are employing non-certified teachers, scheduling that does not include the required number of instructional minutes, and failing to establish and maintain effective community involvement. Offering appropriate reading and career curricula is the greatest challenge in the service delivery standard. Two other impediments involve the lack of effective contract management and the disproportionate percentage of turnover among instructional staff and administrators.

An analysis of the locations and supervising districts of the failing programs revealed that four of the 24 failing programs are located in Okeechobee County with three of those programs under the district's supervision, and the fourth program is located in Okeechobee County but supervised by Washington County. Three of the four programs located in and supervised by Seminole County failed. Escambia County School District has two failing programs. No other supervising district has more than one failing program.

In an effort to identify trends among failing programs, several variables were explored. Regarding educational service providers, three providers deliver educational services to 65% of the failing programs. Public educational providers supply services to seven out of 24 failing programs.

In contrast, two deliver educational services to one third of the failing programs. Associated Marine Institutes, Inc. (AMI) provides educational services to 24 programs, five of which failed. Additionally, EXCEL or Affiliated Computer Services (ACS) provides educational services to three programs, all of which failed. Seventeen of the failing programs are residential, seven are day treatment, and none are detention centers.

Forty-seven programs were required to develop a CAP in 2006. Forty-three programs failed a standard, and four programs (Liberty Wilderness Crossroads Camp, Price Halfway House, STEP North, and Withlacoochee Juvenile Residential Facility) failed the same indicator for two consecutive years.

Table 3.3-3 presents the 43 programs that received a CAP by failing at least one of standards 1, 2, or 3 in 2006. Thirty-nine (91%) of these 43 programs also failed standard 4, contract management. This data indicate a relationship between a program failing a standard and the school district failing contract management.

The 2006 QA review cycle showed a tremendous increase in the failure rate for standard 4. One explanation for this increased failure rate may be that in the previous year, all programs were given a "bye" in the benchmark related to state-wide assessment participation rates and were not scored on this benchmark. Therefore, when this benchmark was included in 2006, the number of failing scores rose. Although many programs improved their state-wide assessment participation rate in 2006, they failed the benchmark because 2006 data were not available until the latter part of the year and 2005 participation rates were used for the entire QA cycle to ensure fairness and consistency among JJEEP's QA reporting.

**TABLE 3.3-3  
Programs Failing at Least One Standard in 2006**

| Program   | Transition | Service Delivery | Educational Resources | Contract Management |
|---|------------|------------------|-----------------------|---------------------|
| Alachua Detention Center                        | 3.00       | 5.00             | 4.75                  | 5.00                |
| Bay Point Schools - Main*                       | 4.33       | 3.00             | 4.25                  | 1.00                |
| Camp E-Ma-Chamee                                | 5.00       | 4.25             | 3.75                  | 2.00                |
| Eckerd Leadership Program*                      | 1.33       | 3.75             | 4.00                  | 2.00                |
| Eckerd Youth Development Center*                | 3.33       | 3.00             | 3.75                  | 3.00                |
| Escambia Bay Marine Institute*                  | 3.67       | 2.50             | 3.40                  | 2.00                |
| Escambia River Outward Bound*                   | 4.67       | 3.25             | 3.00                  | 3.00                |
| First Step Adolescent Service                   | 2.33       | 6.25             | 4.75                  | 3.00                |
| First Step Four*                                | 4.00       | 3.25             | 4.00                  | 1.00                |
| Florida Environmental Institute*                | 1.67       | 2.75             | 5.00                  | 1.00                |
| Florida Ocean Science Institute*                | 2.33       | 3.25             | 3.80                  | 3.00                |
| Forestry Youth Academy                          | 3.33       | 4.50             | 4.50                  | 2.00                |
| Gainesville Wilderness Institute*               | 1.00       | 2.00             | 1.80                  | 1.00                |
| GOALS*  | 4.33       | 2.50             | 3.75                  | 1.00                |
| Graceville Vocational Youth Center*             | 1.67       | 2.50             | 4.00                  | 2.00                |
| Greenville Hills Academy*                       | 2.00       | 4.00             | 3.50                  | 1.00                |
| Grove Unique Youth Services*                    | 2.67       | 1.00             | 0.57                  | 1.00                |
| Gulf and Lake Academy                           | 3.00       | 5.00             | 5.50                  | 5.00                |
| Hastings Youth Academy                          | 4.67       | 3.50             | 4.50                  | 2.00                |
| Jacksonville Marine Institute - East            | 3.33       | 4.50             | 6.00                  | 2.00                |
| Kissimmee Juvenile Correctional Facility*       | 3.00       | 2.50             | 5.00                  | 1.00                |
| Leon Detention Center                           | 3.00       | 4.50             | 5.33                  | 4.00                |
| Mandala Adolescent Treatment Center*            | 4.33       | 3.50             | 4.00                  | 2.00                |
| MATS Halfway House and Sex Offender Program     | 5.00       | 5.25             | 3.75                  | 2.00                |
| Monticello New Life Center                      | 3.67       | 4.25             | 4.50                  | 1.00                |
| New Port Richey Marine Institute                | 3.34       | 4.00             | 5.80                  | 3.00                |
| Okeechobee Juvenile Offender Correction Center* | 3.00       | 2.50             | 4.00                  | 2.00                |
| Orlando Marine Institute                        | 6.00       | 3.75             | 3.20                  | 3.00                |
| PACE Palm Beach                                 | 2.33       | 4.50             | 4.60                  | 3.00                |
| PACE Treasure Coast*                            | 3.67       | 3.75             | 3.80                  | 1.00                |
| PACE Upper Keys*                                | 1.67       | 4.25             | 3.60                  | 4.00                |
| Palm Beach Detention Center                     | 3.00       | 5.50             | 5.00                  | 3.00                |
| Palm Beach Marine Institute*                    | 4.33       | 3.75             | 3.60                  | 3.00                |
| Sabal Palm School*                              | 2.33       | 2.75             | 3.25                  | 2.00                |
| Silver River Marine Institute                   | 5.33       | 3.25             | 4.40                  | 3.00                |
| South Pines Academy                             | 2.67       | 6.25             | 6.00                  | 3.00                |
| Southwest Florida Marine Institute              | 4.00       | 3.50             | 4.40                  | 2.00                |
| St. Johns Juvenile Residential Facility*        | 3.33       | 4.00             | 4.00                  | 3.00                |
| Tampa Marine Institute                          | 4.00       | 4.25             | 3.80                  | 3.00                |
| Tiger Success Center*                           | 2.67       | 4.25             | 4.50                  | 3.00                |
| Union Juvenile Residential Facility             | 4.00       | 3.50             | 4.50                  | 1.00                |
| Vision Quest Okeechobee- Blue Water*            | 3.33       | 3.25             | 3.50                  | 1.00                |
| Vision Quest Okeechobee - Warrington*           | 3.33       | 3.00             | 4.25                  | 1.00                |

\*Programs who failed overall in 2006

When a program fails the same standard in two consecutive years, the DOE is notified for intervention or sanctions. Table 3.3-4 displays the 11 programs who received a below satisfactory rating in standard 1, 2, or 3 in both 2005 and 2006 and were referred to DOE for intervention or sanction.

Four programs failed overall in 2006, and three of these four programs failed overall in 2005 and 2006. Grove Unique Youth Services scored below satisfactory in all three standards both years.

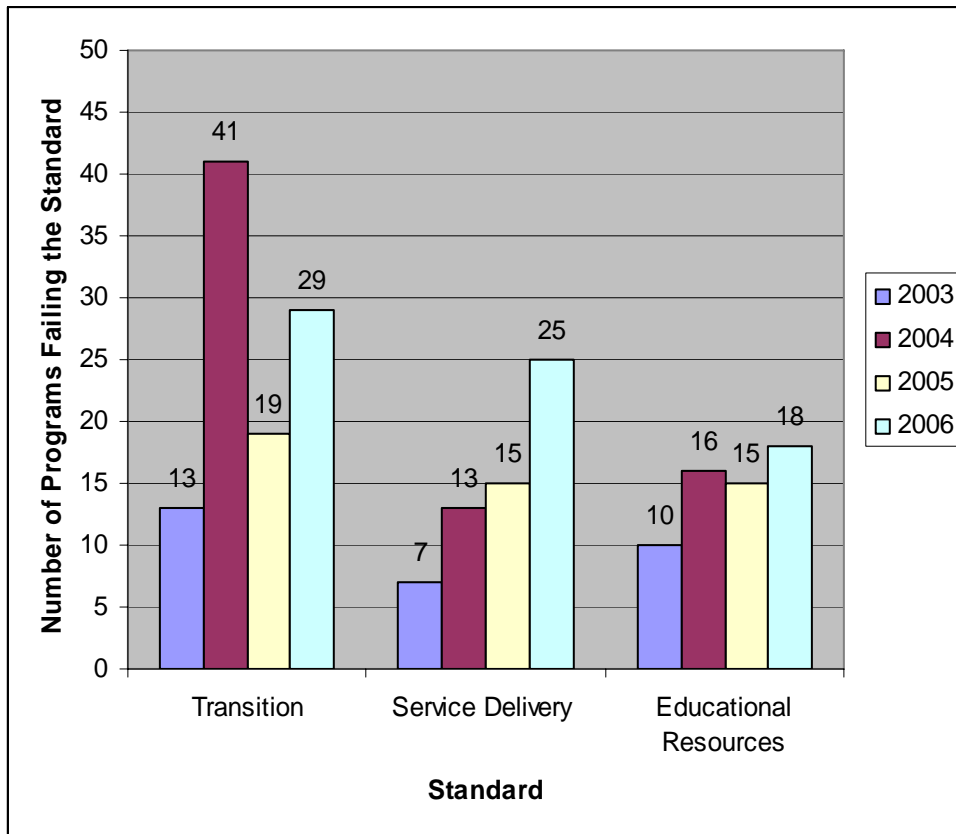
**TABLE 3.3-4**  
**Programs Failing Same Standard Two Consecutive Years 2005-2006**

| Program                                  | Year | Transition | Service Delivery | Educational Resources | Mean |
|--|------|------------|------------------|-----------------------|------|
| Alachua Detention Center                 | 2005 | 3.50       | 5.50             | 3.67                  | 4.14 |
|  | 2006 | 3.00       | 5.00             | 4.75                  | 4.38 |
| Camp E-Ma-Chamee                         | 2005 | 3.00       | 3.25             | 3.33                  | 3.20 |
|  | 2006 | 5.00       | 4.25             | 3.75                  | 4.27 |
| Eckerd Leadership Program                | 2005 | 1.67       | 2.75             | 3.50                  | 3.50 |
|  | 2006 | 1.33       | 3.75             | 4.00                  | 3.25 |
| First Step Adolescent                    | 2005 | 3.00       | 4.75             | 4.67                  | 4.20 |
|  | 2006 | 2.33       | 6.25             | 4.75                  | 4.64 |
| Grove Unique Youth Services              | 2005 | 1.67       | 3.50             | 2.67                  | 2.70 |
|  | 2006 | 2.67       | 1.00             | 0.57                  | 1.72 |
| Kissimmee Juvenile Correctional Facility | 2005 | 3.67       | 4.75             | 5.00                  | 4.50 |
|  | 2006 | 3.00       | 2.50             | 5.00                  | 3.55 |
| Mandala Adolescent Treatment Center      | 2005 | 4.33       | 3.00             | 2.33                  | 3.20 |
|  | 2006 | 4.33       | 3.50             | 4.00                  | 3.91 |
| MATS Halfway House/Sex Offender Program  | 2005 | 5.00       | 6.50             | 3.00                  | 5.00 |
|  | 2006 | 5.00       | 5.25             | 3.75                  | 4.64 |
| Palm Beach Detention Center              | 2005 | 3.00       | 4.00             | 4.67                  | 4.00 |
|  | 2006 | 3.00       | 5.50             | 5.00                  | 4.63 |
| Southwest Florida Marine Institute       | 2005 | 3.67       | 3.25             | 5.25                  | 4.09 |
|  | 2006 | 4.00       | 3.50             | 4.40                  | 4.00 |
| Tampa Marine Institute                   | 2005 | 5.33       | 3.50             | 3.50                  | 4.00 |
|  | 2006 | 4.00       | 4.25             | 3.80                  | 4.00 |

The DOE provides a variety of interventions, typically beginning with a meeting of program, school district, JJEEP, and DOE representatives. Initial actions usually involve group review of the specifics of the CAP to ensure that all of the prescribed corrective actions are understood and correctly written; then follow-up with the appropriate persons is conducted to ensure that the CAP is implemented accurately and completely.

Figure 3.3-1 compares the number of programs who received below satisfactory scores in each standard for 2003, 2004, 2005, and 2006. Programs who received below satisfactory scores in more than one standard were only required to submit one plan for corrective action; therefore, the total number of programs shown in the figure may differ from the number of CAPs generated in 2006.

**Figure 3.3-1**  
**Programs Failing a Standard in 2003-2006**



The data in Figure 3.3-1 show that the greatest number of below satisfactory scores has occurred in the transition standard each year from 2003 through 2006; this has also been the case for the past nine years. Since 1999, JJEEP has taken numerous approaches to strengthen the system improvement process to overcome this recurring problem.

In 2000 JJEEP published *A Transition Guidebook for Educational Personnel of Juvenile Justice Programs*, which was revised in 2005. As background for the guide, JJEEP staff utilized numerous resources including review of current academic literature, examination of transition models implemented in other states, and visits to several Florida juvenile justice programs who had received superior ratings for the transition standard. Additionally, the annual Juvenile Justice Education Institute (JJEI) includes transition strands in the conference program.

The most recent endeavor by JJEEP to assist programs with improvement of transition services and overall service delivery involves the identification of *demonstration sites*. Demonstration sites are consistently high-performing programs who utilize a variety of research-based activities that affect positive change in the academic and/or vocational performance of students.

Demonstration sites are models of exemplary and replicable best practices in Florida's juvenile justice educational system. Programs are encouraged to network with the educational staff at these sites in order to learn policies, practices, and processes that have been the most effective and how they can be successfully implemented and maintained.

### 3.4 TECHNICAL ASSISTANCE

Technical assistance (TA) is designed to increase performance in all programs. It is delivered through telephone calls, faxes, postal mail, e-mail, or via special on-site TA visits. This section describes the delivery of TA in 2005 and reports score changes following TA in 2006.

The CAP is the primary method of addressing programs' TA needs as shown in Table 3.4-1. TA services may also be initiated to address individual requests from programs and school districts, change of program operators, and case studies also trigger TA.

The number of CAPs generated in 2006 was considerably higher than in 2005: 49 versus 30. (One program who received a CAP in 2005 closed shortly thereafter and is not represented in the TA tables presented in this section.) Score change data for programs who received a CAP in 2006 will be available next year.

**TABLE 3.4-1**  
**TA Triggers and Venues 2005**

| Trigger                | On-Site TA | Off-Site TA | Total TA  |
|------------------------|------------|-------------|-----------|
| <b>CAP</b>             | 15         | 14          | 29        |
| <b>Requests</b>        | 4          | N/A         | 4         |
| <b>Provider Change</b> | 1          | N/A         | 1         |
| <b>Total</b>           | <b>20</b>  | <b>14</b>   | <b>34</b> |

The increase in the number of programs who received CAPs in 2006 and the labor intensive TA services that involve individual program visits has led JJEEP to increase TA services by delivering TA at regional meetings and annual conferences.

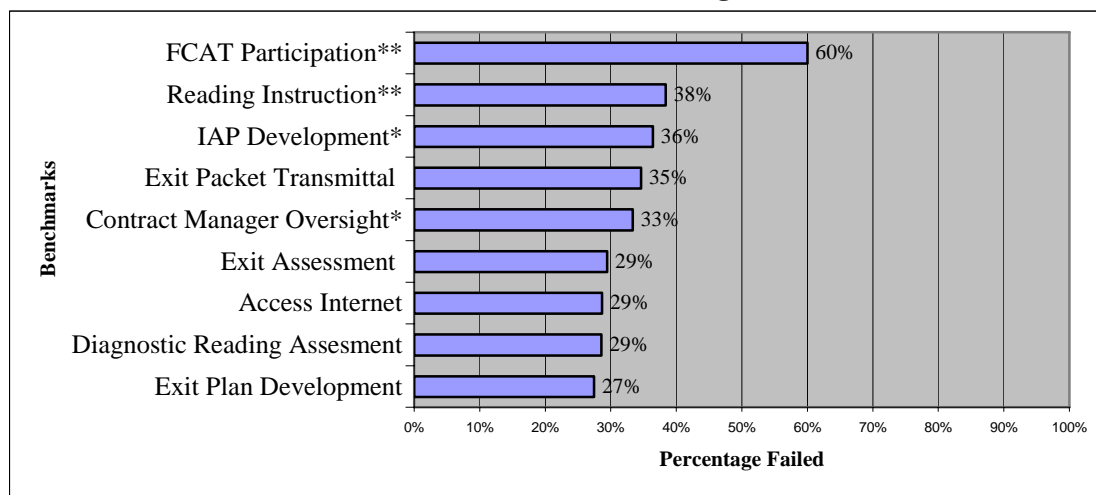
## Indicators Commonly Targeted for TA

Commonly failed indicators and benchmarks are the target areas that are frequently addressed with TA. The indicators most often failed in 2006 were:

- School District Monitoring (52%),
- Assessment and Planning in detention centers (38%),
- Reading Curriculum and Instruction in residential and day treatment programs (37%), and
- Student Planning in residential and day treatment programs (30%).

Commonly failed benchmarks in these indicators and those consequently most likely to be targeted for TA in 2007 are presented below in Figure 3.4-1.

**Figure 3.4-7.**  
**2006 Benchmark Failure Rates Higher Than 25%**



\*Critical benchmark for all program types    \*\* Critical benchmark for residential and day treatment programs only

In the school district monitoring indicator, benchmarks most frequently failed were FCAT participation rate and contract manager oversight. The benchmark most frequently failed in the indicator for assessment and planning in detention centers was IAP development. The benchmarks most frequently failed in the indicator for reading curriculum and instruction were those addressing direct reading instruction with progress monitoring and administration of a comprehensive diagnostic reading assessment. The benchmarks most frequently failed in the indicator for student planning were those addressing development of IAPs and exit plans.

In addition, three benchmarks that were frequently failed, but were not associated with the four most frequently failed indicators noted above, were benchmarks that addressed exit packet transmittal, administration of an exit assessment, and student access to the Internet.

The following section describes the 2006 results of on-site CAP-generated TA that JJEEP staff provided to programs in 2005.

## Impact of On-Site TA

This section discusses the results of on-site TA follow-up triggered by CAPs. Table 3.4-2 illustrates the difference between 2005 and 2006 QA scores after on-site follow-up TA was provided. Tabulation involved identifying the 2005 standard scores that triggered CAPs.

The scores of these failed standards in 2005 were matched to the scores of the same standards in 2006. The 2005 scores were subtracted from 2006 scores to obtain the score differences between the years. The average improvement in the standard scores as measured by the QA review in the year following the CAP was 0.82. The same statistic for 2005, after adjusting for the differential method of calculation, was 0.77.

**TABLE 3.4-2**  
**Pre- and Post-TA Visit Scores**

| Program  | 2005<br>Average Score for<br>Failed Standards | 2005 Failed Standard(s)<br>Targeted in TA  | 2006<br>Average Score for<br>Standards Post-TA | Difference  |
|--|---|--|--|-------------|
| Alachua Detention Center                       | 3.59  | Transition,<br>Educational Resources       | 3.87   | 0.28        |
| Camp E-Ma-Chamee                               | 3.19  | All Standards                              | 4.33   | 1.14        |
| Escambia River Outward<br>Bound                | 2.67  | Transition                                 | 4.67   | 2.00        |
| First Step Adolescent Service                  | 3.00  | Transition                                 | 2.33   | -0.67       |
| GOALS  | 3.33  | Transition                                 | 4.33   | 1.00        |
| Grove Unique Youth Services                    | 2.61  | All Standards                              | 1.41   | -1.20       |
| JoAnn Bridges Academy                          | 2.50  | Transition,<br>Educational Resources       | 4.63   | 2.13        |
| Mandala Adolescent<br>Treatment Center         | 2.67  | Service Delivery,<br>Educational Resources | 3.75   | 1.08        |
| Marion Youth Development<br>Center             | 3.67  | Educational Resources                      | 4.00   | 0.33        |
| MATS Halfway House<br>and Sex Offender Program | 3.00  | Educational Resources                      | 3.50   | 0.50        |
| Palm Beach Marine Institute                    | 3.67  | Transition                                 | 4.33   | 0.66        |
| Pinellas Marine Institute                      | 3.25  | Service Delivery                           | 4.78   | 1.53        |
| Tampa Marine Institute                         | 3.50  | Service Delivery,<br>Educational Resources | 4.03   | 0.53        |
| Union Juvenile Residential<br>Facility         | 2.67  | Transition                                 | 4.00   | 1.33        |
| Withlacoochee Juvenile<br>Residential Facility | 2.75  | All Standards                              | 4.47   | 1.72        |
| <b>Average</b>                                 | <b>3.07</b>                                   |  | <b>3.90</b>                                    | <b>0.82</b> |

There is no standard intervention strategy for delivering TA required in the corrective action process. The JJEEP reviewer who conducts the QA review will contact the program to discuss their particular areas of need. During an on-site TA visit, the reviewer will convene a

meeting with on-site program staff to discuss deficiencies cited in the CAP, possible impediments to remedying the deficiencies, and an action plan with timelines and descriptions of possible corrective actions. The reviewer often tries to arrange a final meeting to bring school district administrators into the CAP process and to generate system-wide consensus in determining corrective actions.

### Impact of Off-Site Technical Assistance

This section discusses the results of off-site TA follow-up that is triggered when a program receives a CAP. Prior to 2007, if the QA reviewer believed that a program was capable of addressing its weaknesses without an on-site TA visit, the reviewer could deliver off-site TA follow-up by phone, fax, or e-mail.

Off-site assistance commonly involves providing programs additional information on IAP development, assessment guidance, requirements for exceptional student education (ESE), reading instruction, testing, and contacts in various school districts, DOE offices, and juvenile justice programs who can help programs address specific issues of concern.

Table 3.4-3 illustrates the difference between 2005 and 2006 QA scores after off-site follow-up TA was provided. The scores of failed standards in 2005 were matched to the scores of the same standards in 2006. The 2005 scores were subtracted from the 2006 scores to obtain the score difference between the years.

**TABLE 3.4-3  
Off-Site TA Pre- and Post-Visit Scores**

| Program                                  | 2005<br>Average Scores<br>for Failed Standards | Failed Standards<br>Targeted for TA        | 2006<br>Average Scores for<br>Failed Standards (2005) | Difference  |
|--|--|--|---|-------------|
| Adolescent Residential Campus            | 3.33   | Transition                                 | 4.33  | 1.00        |
| Bay Point Schools – North                | 3.67   | Educational Resources                      | 5.25  | 1.58        |
| Broward Intensive Halfway House          | 3.00   | Transition                                 | 6.33  | 3.33        |
| Dina Thompson Academy                    | 3.33   | Educational Resources                      | 5.00  | 1.67        |
| Eckerd Leadership Program                | 2.64   | All Standards                              | 3.03  | 0.39        |
| Gulf Coast Marine Institute - North      | 3.50   | Service Delivery,<br>Educational Resources | 4.40  | 0.90        |
| Manatee Detention Center                 | 2.25   | Transition,<br>Service Delivery,           | 5.50  | 3.25        |
| Marion Detention Center                  | 3.00   | Service Delivery,                          | 7.00  | 4.00        |
| Palm Beach Detention Center              | 3.00   | Transition                                 | 3.00  | 0.00        |
| Panther Success Center                   | 3.59   | Service Delivery,<br>Educational Resources | 4.88  | 1.29        |
| Santa Rosa Residential Facility          | 3.04   | Transition,<br>Service Delivery            | 5.13  | 2.09        |
| Southwest Florida Marine Institute       | 3.46   | Transition,<br>Service Delivery            | 3.75  | 0.29        |
| Tallahassee Marine Institute             | 3.50   | Service Delivery                           | 5.50  | 2.00        |
| Kissimmee Juvenile Correctional Facility | 3.67   | Transition                                 | 3.00  | -0.67       |
| <b>Average</b>                           | <b>3.21</b>                                    |  | <b>4.72</b>   | <b>1.51</b> |

The average improvement in the standard scores as measured by the QA review scores for the year following the CAP was 1.51. The reasons for the large difference between the score gains of programs who had *on-site* visits versus programs who had *off-site* visits remain to be explained. However, it is interesting to note that the programs who received on-site TA follow-up visits were lower-performing programs than those who received off-site follow-up TA.

The average score for failed standards for programs who received on-site assistance was 3.07 versus 3.21 for programs who received off-site assistance. The overall 2005 program score for programs who received on-site assistance was 3.90 compared to 4.18 for programs who received off-site assistance.

### 3.5 CONFERENCES AND TRAININGS

In 2006 JJEEP staff presented and participated in a number of conferences, meetings, trainings, and public outreach activities.

#### Conferences

- The Juvenile Justice Education and No Child Left Behind (NCLB) Conference was held immediately before the JJEI conference in July, and many JJEEP staff as well as other participants attended both conferences. The conference focused on the implementation of NCLB mandates in juvenile justice schools.
- Several JJEEP staff attended the American Society of Criminology Conference in Los Angeles, California in November.
- JJEEP research staff presented the 2005 Annual Report to the Florida DOE in February. In attendance were Chancellor Cherie Yecke, Bambi Lockman, and Karen Denbroeder.

#### TA-Related Meetings

- JJEEP staff presented a workshop entitled, *Mini-Measures for Maximum Momentum: Reading Strategies for Adolescents*, at the Florida Association of School Administrators (FASA) conference in Daytona in January.
- QA staff participated in a conference call with the Madison County School District ESE contract manager in March.
- JJEEP staff members participated in a meeting with the AMI Regional Director for Education to review the curriculum that AMI plans to implement at all of the AMI educational programs in Florida in August.

#### Standards Revision Activities

- JJEEP hosted state-wide conference calls to explain the changes in the 2006 QA standards in January.
- JJEEP QA staff met with a Bureau of Exceptional Education representative at DOE to discuss changes for the 2007 QA standards in July.
- JJEEP hosted a standards revision meeting in Orlando to provide stakeholders the opportunity to participate in drafting the 2007 educational QA standards in August.

### Internal Training

- JJEEP QA staff participated in ESE training that DOE personnel provided at JJEEP offices in January.
- JJEEP QA staff participated in career/technical and reading training by DOE staff at JJEEP the offices in January.
- JJEEP research staff attended an interagency meeting with DOE and DJJ staff in March.

### Education and Public Outreach

- JJEEP staff teach an undergraduate course entitled *Delinquency and Education* each year in the Florida State University College of Criminology and Criminal Justice.
- JJEEP and the Center for Criminology and Public Policy Research hosted a booth at FSU Day at the Capitol in March.

## **The 9th Annual Juvenile Justice Education Institute and Southern Conference on Corrections**

More than 300 participants, 13 exhibitors, and 69 presenters participated in the July 2006 Juvenile Justice Education Institute (JJEI) and Southern Conference on Corrections (SCC) co-sponsored by JJEEP and the DOE. This annual conference provides school districts, providers, and educators the opportunity to network and to share ideas, strategies, and best practices. The three-day conference included a variety of workshops coordinated or presented by JJEEP and DOE staff and juvenile justice practitioners across Florida.

The Juvenile Justice Education and No Child Left Behind Conference was held immediately prior to the JJEI and in the same location. Many of the juvenile justice education administrators, evaluators, and agency representatives who attended this conference also attended the JJEI conference that followed.

Table 3.5-1 highlights a few of the workshops presented by JJEEP staff at the JJEI conference. As Table 3.5-1 illustrates, many of the workshops focused on progress made in juvenile justice educational programs and techniques for improving program performance.

**TABLE 3.5-1**  
**2006 JJEI and SCC Workshops**

| Workshop Title  | Description  |
|---|--|
| Research and Juvenile Justice Policymaking  | Presentation of a case study of juvenile justice policymaking in Florida and discussion of the links among research, accountability, and juvenile justice policymaking   |
| Community Reintegration: Outcomes of Released Juvenile Justice Students   | Presentation by a panel of evidence of the importance of academic achievement and school attendance in the life course of delinquent youths  |
| Neglected and Delinquent Data Reporting   | Review of changes in state and federal data reporting requirements and issues regarding data quality   |
| All You Want to Know About QA   | Explanation and discussion of the process followed for the annual revision of QA standards and changes for 2006  |
| Mini-Measures for Maximum Momentum: Reading Strategies for Adolescents  | Demonstration of simple, research-based strategies that accelerate reading skill development   |
| Contracts and Cooperative Agreements  | Review of the development and submission requirements for contracts and cooperative agreements   |
| Writing Measurable Goals  | Training in techniques for developing students' specific, individualized, and measurable goals for reading, writing, mathematics, and career areas   |
| Transition Roundtable   | Roundtable discussion among practitioners who have streamlined their transition process and services to effectively assist students  |
| Case Studies and Demonstration Sites: Best Practices in Florida's Juvenile Justice Educational Programs             | Review of empirically-verified best practices for providing high-quality educational services to juvenile justice youths and other youths who have similar academic and behavioral profiles; description of the process of identifying demonstration sites and their roles |
| ESE Essentials Update   | Overview of current Florida DOE initiatives, update on the state-wide IEP process and its implications for juvenile justice, and update on changes to the Individuals with <i>Disabilities Education Improvement Act of 2004</i>   |
| Teacher Qualifications and Retention: A Comparison of National Public Schools and Florida Juvenile Justice Teachers | Description and comparison of public school and juvenile justice teachers; examination of ways Florida's juvenile justice teachers are meeting the requirements of NCLB and directions for future research and policy in this area   |

Overall, participants provided positive feedback regarding the quality and structure of the conference. Based on the evaluations of conference participants, practitioners particularly liked the:

- relevant content of sessions
- expertise of the presenters
- opportunity to network
- opportunity to meet colleagues and talk to representatives from the state
- activities for classroom instruction
- access and assistance from DOE and JJEEP staff
- question and answer periods

Some participants suggested that certain sessions should have been split into two sessions; others requested that more PowerPoint handouts be available.

In addition to the panels and workshops at the JJEI and SCC, Dr. Thomas G. Blomberg, JJEEP's Principal Investigator, Anthony Schembri, Secretary of the Florida Department of Juvenile Justice, and Representative Gustavo Barreiro of the Florida House of Representatives presented opening remarks the first day of the conference. Bambi Lockman, of the Florida Department of Education also addressed conference participants and presented the 2005 Juvenile Justice Teacher of the Year award.

### **3.6 PUBLICATIONS**

JJEEP maintains extensive virtual and hardcover libraries that contain a wide variety of books, articles, references, technical assistance papers, and Department of Education memos of interest to juvenile justice education students and professionals. The virtual library can be accessed through the JJEEP website at <http://www.jjep.fsu.edu>.

In addition to these materials, JJEEP maintains four web-based demonstration site profiles.

These demonstration sites have been selected based on multiple years of QA performance and teacher quality data which identify them as consistently high-performing programs. Educational staff at the demonstration sites are willing to share their best practices with lower-performing programs throughout the state.

Available demonstration site profiles include:

- Avon Park Youth Academy  
[http://www.djj.state.fl.us/Residential/facilities/central\\_facilities/Avon\\_Park\\_Youth\\_Academy.html](http://www.djj.state.fl.us/Residential/facilities/central_facilities/Avon_Park_Youth_Academy.html)
- The Learning Center at Pensacola Boys Base  
<http://www.criminologycenter.fsu.edu/jjep/>
- Stewart/Marchman Oaks Halfway House  
<http://www.criminologycenter.fsu.edu/jjep/>
- Washington County School Program at Dozier  
<http://www.criminologycenter.fsu.edu/jjep/>

### 3.7 SUMMARY DISCUSSION

Corrective action and targeted TA are essential tools in the system improvement process for low-performing programs and the supervising school districts. Generally, these programs have received the most CAPs and have had the greatest need for TA in past years. JJEEP and DOE staff have conducted special on-site TA to help these programs facilitate necessary changes.

One component of the system improvement process is the CAP. Triggers for CAPs are clearly delineated so that the programs that need to improve can be consistently identified. Forty-seven programs were required to develop a CAP in 2006. Forty-three of these programs failed at least one standard, and four programs failed the same indicator two consecutive years.

Twenty-four programs failed overall and were issued a CAP. Almost half of the failing programs failed at least two times from 2003 through 2006, indicating a pattern of low performance for some programs. The standard failed most frequently was transition. This has been a problem since the beginning of JJEEP, and JJEEP has made many attempts to correct this pattern.

In addition to providing TA, JJEEP published a transition guidebook, included strands on transition at JJEI, and recently identified demonstration sites in an effort to improve transition in the programs. Information on the demonstration sites can be found on the JJEEP website (<http://www.jjeep.fsu.edu>).

Among the 163 juvenile justice educational programs, 52% failed contract management. Of the 47 programs who received a CAP, 91% failed contract management. Of the 24 failing programs, 96% failed contract management. These data show a high incidence of contract management failure among low-performing programs.

It was encouraging to find that most programs demonstrated improvement in their 2006 QA scores following both on-site and off-site TA. Typically, a program that failed at least one standard in 2005 exhibited a 0.82 increase in the same standard(s) the following year after receiving on-site TA. This was essentially the same score gain that programs demonstrated in 2005, which suggests that the on-site TA process is effective.

Programs that received off-site TA improved their scores in the relevant standards by an average of 1.51. The reasons for the large differences in score gains between programs that received *on-site* TA and those that received *off-site* TA may be that the programs that received off-site TA are, in general, higher performing programs. This is evidenced by the higher average scores of the standards they originally failed in 2005 (3.21 compared to 3.07) and by their higher overall program scores in 2005 (4.18 versus 3.90).

Commonly failed indicators and benchmarks reveal the areas of greatest need for TA. The indicators most frequently failed in 2006 were school district monitoring (52%), assessment and planning in detention centers (38%), reading curriculum and instruction in residential and day treatment centers (37%), and student planning in residential and day treatment centers (30%).

The 2006 annual conference (JJEI and SCC) provided school districts, providers, and educators an opportunity to network and to share ideas, strategies, and best practices. Participant feedback from the conference was very positive.

Seminars and workshops covered a wide variety of subjects such as state and federal reporting requirements, research-based strategies to accelerate reading development, techniques for writing measurable goals, the IEP process, and NCLB teacher qualifications requirements.

In addition to the JJEI and SCC, JJEEP conducted and/or participated in several research and policy-related conferences and committees. These activities included attending the 2006 American Society of Criminology Conference and the Florida Association of School Administrators Conference, organizing a series of state-wide conference calls explaining changes to the 2006 QA standards, hosting a state-wide 2007 educational QA standards revision meeting, coordinating the Juvenile Justice Teacher of the Year recognition, and participating in numerous interagency meetings with DOE and DJJ representatives.

JJEEP maintains a large collection of books, manuals, and technical assistance papers regarding juvenile justice education in its office library and on its website (<http://www.jjep.fsu.edu>).

## **Requesting TA**

To request TA, programs should contact the JJEEP office by phone (850-414-8355) or by fax (850-414-8357) or complete the TA request form on the website (<http://www.jjep.fsu.edu>).