

# EDUCATION SERVICES

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The Florida Legislature determined that education is one of the most important factors in the rehabilitation of adjudicated delinquent youth and stated: "*It is the goal of the Legislature that youth in the juvenile justice system are afforded the opportunity to obtain a high-quality education.*" The mission of the DJJ Office of Education is to support this goal by providing training to all education stakeholders; supporting realistic and relevant academic and pre-employment curricula for students in DJJ programs; and maximizing the resources that support DJJ educational initiatives. The Office of Education accomplishes this mission by focusing on the following educational objectives:

- Develop and implement accountability measures to ensure that youth who are placed in the custody of the Department attain measurable academic improvement, and when appropriate, learn a career education skill that will help the youth acquire employment following release from Department supervision.
- Increase opportunities for industry-recognized certification of youth in residential programs.
- Establish multi-agency collaboration in the delivery of education services for at-risk youth.

The Office of Education works to support these objectives with a myriad of stakeholders including youth, families, the Department and contracted education and program personnel, district school boards, the Department of Education (DOE), Department of Economic Opportunity (DEO), CareerSource Florida, regional workforce boards, the Department of Children and Families (DCF), and the Florida Juvenile Justice Foundation (FJJF). During 2015-2016, 18,382 students enrolled in juvenile justice education programs.

The Florida Legislature stipulates that DOE and DJJ serve as the point of contact for resolving issues not addressed by district school boards and to provide each Department's participation in the four primary areas:

- Training
- Academic Performance
- Career Education
- Collaboration

## Training

Representatives of the Office of Education provide training and technical assistance to stakeholders and partners throughout the year. Assistance is provided by telephone, e-mail, web site information, site visits, regional meetings, and statewide training events.

DJJ's Office of Education hosted three webinar trainings on *Obtaining Education Records for Commitment Staffings* during May and June 2017. The training was available to commitment managers and appropriate probation staff. The purpose of the training was to ensure DJJ staff have current educational information for

review at the commitment staffing and to ensure all educational records are available in the Electronic Commitment Packet for the residential program to retrieve in order to assist with academic enrollment. This process, implemented in March 2017, establishes a procedure for requesting comprehensive educational records prior to commitment consideration and encourages school district participation in academic planning for students temporarily leaving their district for commitment.

## Academic Performance

DJJ educational programs are designed to meet the unique educational needs of each student, half of whom are in ninth or tenth grade, and more than 25% are significantly behind in school. Florida Statutes and the Florida Administrative Code supports academic success by requiring continuity of educational programming for students in juvenile detention centers, prevention, day treatment programs, and residential commitment settings.

Section 1003.52(3)(b), F.S., requires the FDOE, with the assistance of school districts, to select a common student assessment instrument and protocol for measuring student learning gains and student progression while a student is in a juvenile justice education program. During the 2015-16 school year, WIN Learning, provided school districts with a common entry and exit assessment in reading and math. New common assessment (CA) instruments for Mathematics and English Language Arts (ELA) were developed and field tested in early 2016 and officially released for use November 1, 2016. The Florida Common Assessment for Mathematics and the Florida Common Assessment for English Language Arts are designed to benchmark student-level learning gains between entry and exit from a DJJ education program. The CA Math items are directly aligned to the core foundational Algebra I Mathematics Florida Standards for Grades 6-8 and the Grade 9 Mathematics Florida Standards covered by the Algebra I End Of Course Assessment. The CA ELA items are directly aligned to the core informational text Language Arts Florida Standards for Grades 7-10. Students in DJJ residential, prevention, and day treatment programs are administered the common entry and exit assessment. Of the students who completed an entry and exit assessment the percentage of students who demonstrated learning gains on the common assessment were 46.7 percent for reading and 47.9 percent for math.

The Florida Legislature has allocated funding for the Ready to Work program since 2007 to allow qualified individuals the opportunity to earn credentials that demonstrate the ability to enter the workforce with the skills needed to succeed. Pre- and post-instruction assessments are used to identify specific skills that indicate a competence level to enter the workforce at an entry-level position or above. Florida Ready to Work also provides targeted instruction in the specific employability skill(s) for which mastery has not been demonstrated. In 2016-17, the numbers of DJJ students that earned Florida Ready to Work credentials increased from 51 to 87, likely as a result of the Ready to Work program being vetoed the previous year. Since the Ready to Work program was no longer free and school districts and educational providers had to pay to access the program, there were only 87 Florida Ready to Work credentials in the following categories:

- 6 Gold
- 53 Silver
- 28 Bronze

Additionally, students spent 681.9 hours completing Ready to Work coursework.

Students served in DJJ programs have access to the appropriate courses and instruction to prepare them for the General Educational Development (GED) test. Students in DJJ programs can enroll in GED preparation courses and still receive K–12 funding in the Florida Education Finance Program (FEFP). GED preparation consists of adult education courses designed to prepare individuals at a ninth-grade level or above to successfully complete the GED subject area tests leading to qualification for a state of Florida high school diploma. DJJ schools reported that during Fiscal Year 2016-17, 506 students earned GEDs, 136 students earned standard diplomas, and 8 students earned special diplomas.

Students who have earned their diplomas also have opportunities to pursue post-secondary education while in the programs. According to 2017 annual survey responses, DJJ students earned 131.5 college credits while in commitment this year.

### **Career Education**

The Office of Education works diligently to enhance and expand Career and Technical Education (CTE) programs, identify and procure documents essential for employment, and bolster the transition process to increase employment opportunities for DJJ students. DJJ schools reported that 3,048 students participated in CTE programs during Fiscal Year 2016-2017.

*Vocational Program Types:* The Office of Education works with education and training programs within prevention, detention, day treatment, and residential facilities. Since the average stay in a detention facility is approximately 11 days, there is minimal participation in CTE programs. CTE programs are primarily associated with residential, prevention, and day treatment programs and are reported as one of three types:

- Type 1: Programs that teach personal accountability skills and behaviors that are appropriate for students in all age groups and ability levels and that lead to work habits that help maintain employment and living standards.
- Type 2: Programs that include Type 1 program content and an orientation to the broad scope of career choices, based upon personal abilities, aptitudes, and interests. Exploring and gaining knowledge of occupation options and the level of effort required to achieve them is an essential prerequisite to skill training.
- Type 3: Programs that include Type 1 program content and the competencies or the prerequisites needed for entry into a specific occupation.

Type 3 programs may offer certifications in numerous areas, including, but not limited to culinary arts, carpentry, welding, building tech/auto technology/NCCER, C-Tech telecommunications, building ground maintenance, and information technology. From the 3,048 DJJ students who participated in CTE courses during FY 2016-2017, 1,703 industry recognized certifications were earned.

During the 2016-2017 school year, AMIkids fully implemented their Department of Labor grant and provided students at 14 DJJ schools with the opportunity to earn industry certifications in National Center for Career Education and Research (NCCER), in which 128 students earned. Additionally, AMIkids programs throughout the state had 408 students earn certification in food service and three in Instructional Technology. A total of 233 participants in AMIkids DJJ education programs were placed into their first job during FY 2016-17.

In addition, Home Builders Institute provides career and technical training to at-risk and adjudicated youth at nine sites throughout Florida. These programs receive funding through the Florida Department of Juvenile Justice. Outcomes for FY 2016-2017 include:

- 206 participants earned Pre-Apprentice Certificate Training (PACT) certificates;
- 90% of the participants graduated;
- 199 participants were eligible for placement;
- 119 participants were placed in a job, military, or school;
- \$9.19 average wage at placement;
- 60% placement rate for graduates; and
- Participants saved tax payers an estimated \$183,050 by contributing 22,599 community service hours. The community service included maintaining, repairing, remodeling, and constructing state buildings and properties, saving approximately \$2,335,050 since 1997 by HBI Florida students.

*Financial Grants:* The U.S. Department of Education provides federal funds, i.e., Perkins Grants, to develop more fully the academic, career, and technical skills of students who are enrolled in career and technical programs. As shown in the following exhibit, grants totaling \$414,000 were awarded to seven programs for FY 2017-2018.

<b>Carl D. Perkins Career and Technical Education Secondary Career and Technical Education Programs Department of Juvenile Justice Students</b>			
Agency	DJJ Site	Focus Area	Amount
Broward School District	TRAIN (Teaching, Redirecting and Advancing Individuals of the Next Generation)	Culinary Arts	\$64,400
Citrus School District	Cypress Creek Academy	Building Construction, Technology, Food Management	\$64,400
Liberty School District	Liberty JUST	Carpentry	\$64,400
Okeechobee School District	Cypress Juvenile Residential Facility/Okeechobee Intensive Halfway House	Hospitality and Tourism	\$58,725
Palm Beach School District	Palm Beach Juvenile Correctional Facility	Information Technology	\$63,412
Pasco School District	Central Pasco Girls Academy	Culinary Arts	\$42,740
Polk School District	Highlands Youth Academy	Building Construction	\$55,923
<b>TOTAL</b>			<b>\$414,000</b>

Source: Florida Department of Education Career and Adult Education

The Florida Juvenile Justice Foundation (FJJF) is a not-for-profit corporation and a direct-support organization for DJJ. The Foundation assists students, their parents, and citizens by promoting delinquency prevention, intervention and educational opportunities for youth. The Foundation manages the Youth Investment Award Scholarship Program. The awards may be used for tuition, equipment, supplies, transportation, education or employability assistance. The Office of Education assists youth, families and the FJJF Director in processing the Youth Investment Award. During Fiscal Year 2016-17, \$ 24,336.00 was contributed to support education or employability skills training for students.

### **Collaboration**

The Department successfully collaborated with federal, state, and local agencies and was awarded several grants to fund career education in residential commitment programs. For example:

- The Office of Education received a Justice Accountability Block Grant (JABG) to provide students with nationally recognized vocational training and hands-on training in the construction trades industry. The curriculum and certification is provided by the NCCER Foundation and Paxton-Patterson. The specific objectives of the program are to provide NCCER Core Curriculum Certification to students who satisfy all course requirements and provide hands-on training in reading blueprints, setting tile, using hand tools, and installing communication systems e.g. cable, Internet, telephone, and security systems. Although this grant has ended, DJJ continues to track the numbers of NCCER certifications earned at the programs implementing the grant and 149 students have earned their NCCER certifications so far. The 27 additional certifications this year were earned by students at Okeechobee Youth Development Center, Okeechobee Youth Correctional Center, and Okeechobee Youth Treatment Center.
- DJJ's Office of Education provided funding for a NCCER instructor to become an Occupational Safety and Health Administration (OSHA) trainer and 51 students at the Okeechobee Youth Development Center, Okeechobee Youth Correctional Center, and Okeechobee Youth Treatment Center programs earned their OSHA cards this school year; bringing the total to 93 OSHA cards earned over the past two years.

The Department continues to partner with The Center for Educational Excellence in Alternative Settings. The Center reviews current policies; provides recommendations based on research and best practices; provides technical assistance and training; and conducts site visits to several schools to develop action plans to improve juvenile justice school performance. For the 2016-2017 school year, CEEAS is assisting DJJ with the administration and analysis of student climate surveys in all residential programs and worked with DJJ lead educators to create the School Leaders Fellowship. Applicants from residential facilities, prevention, intervention and detention were selected to participate in the fellowship. The participants were joined by leaders from CEEAS and DJJ's Office of Education staff. The Fellowship includes a two-day, in-person orientation, participation in a series of online modules that include monthly check-ins, remote coaching and support, and a one-day closing ceremony. The FL DJJ/CEEAS School Leaders Fellowship is a unique

opportunity to participate in a program designed to support improving teaching and learning inside DJJ schools.