



Presentation to the Senate Pre-K-12 Education Committee on SB 834

- Raises the focus on a historically neglected population.
- Provides an emphasis on education and transition as critical to the success of DJJ youth.
- Increases the collaboration between DJJ, DOE, and Workforce Development to ensure a high quality education for DJJ youth.
- Improves the accountability system for DJJ educational programs.
- Will provide teeth to the Accountability Report Card that local school boards, DJJ educational providers, DJJ and DOE have been working on since last session.

Profile of our JJ Youth

- ❑ Ages range from 11- 18 years at entry:

RISK Factors

- ❑ Poor academic performance - 75% reading deficient
- ❑ On average 1 -2 grade levels behind
- ❑ Learning disabilities - 40% Exceptional Student Education
- ❑ Family instability including intergenerational gang involvement and incarceration
- ❑ Victim's of physical, sexual or emotional trauma
- ❑ Mental Health diagnosis
- ❑ Substance Use
- ❑ Poverty



The Continuum

- ❑ Residential and Non Residential Educational Programs Serve over 12,000 youth a year (OPAGGA) 50% were 9th or 10th
- ❑ Youth served are both adjudicated and non adjudicated.
- ❑ Programs consist of:
 - ❑ Prevention
 - ❑ Day Treatment
 - ❑ Residential – risk level
 - ❑ Conditional Release
- ❑ Current educational providers consists of either school district personnel or private providers.



Complexity of DJJ Schools

- ❑ Middle and High School
- ❑ Half the students are 9 or 10th grades
- ❑ Average Length of Residential Stay is 7.8 months
- ❑ Open entry and transition
- ❑ Youth participate in all of the testing/assessment as designated in the district the program is located.
- ❑ End of Course Exams administered at the end of the school year

Education is the Key to Success

- ❑ Education is the door to success for Florida's justice involved youth.
- ❑ Each youth's individual education plan must be tailored to the youth's goals and desired outcome.
- ❑ The implementation of the youth's educational plan must extend beyond his/her placement in a facility and must be continued post release and/or transition back to the community or educational setting.
- ❑ Conditional Release, probation and transition services are key to the return on investment for justice involved youth.



Concerns with SB 834

- Organizational Structure
- Virtual Education
- Academic, Career and Technical Education
- Teachers
- Performance Measures & Accountability
- Funding Streams

Proposed Solutions

Organizational Structure

- ❑ Create a stronger state level cooperative agreement between DJJ, DOE, and Workforce Development to address language increasing respective roles focusing critical areas:
- ❑ Accountability throughout the continuum of DJJ educational services.
- ❑ Technical assistance for low performing juvenile justice education programs

Specifically:

- ❑ Provide specific accountability tools and mechanisms for DOE to oversee and correct poor performing programs.
- ❑ Create a Stronger Interagency Agreement with input and assistance from DJJ regarding oversight and accountability.

Virtual Education

Concur Virtual Education is efficient use of time for DJJ Youth however:

- ❑ Current requirements do not provide flexibility for rolling admissions, remediation, and third party delivery.
- ❑ Requires additional supervision during non –school hours
- ❑ May be possible to increase if state or district virtual education has open/exit entry with no cost.



Academics

- ❑ Bill language should consistently address the continuum of educational services throughout DJJ programs.
- ❑ Create a juvenile justice and alternative education portal that has open entry/exit course offerings. This portal would also include remediation and credit recovery options.
- ❑ Teacher availability to work weekends and evenings continue to remain an option for “flexible” scheduling to meet the needs of DJJ youth.
- ❑ Teacher availability on nights and weekends will incur a fiscal impact to be considered.



Career and Technical

Career and Technical

- ❑ Approved career and technical education will need to address the entire student DJJ populations including age, ability level, disability status, as well as proposed length of stay.
- ❑ Due to constraints, OCP's should be considered as an appropriate outcome, with an implementation plan that must be integrated and allowed for flexibility.
- ❑ We recommend a review of national career and technical industry certification programs. (i.e., DOL programs, HBI, Job Corps, Youth Build)

Teachers

- ❑ Effective Teachers with this population must have a desire to work with these youth.
- ❑ Academic teachers need to be certified, but allowed to teach out of field.
- ❑ Teachers need to be evaluated on performance specific to Juvenile Justice Education.

Accountability

- Performance measures must address all DJJ receiving educational services.
- System must include technical assistance and school improvement mechanisms that will focus on low performing schools.
- Local school districts and contracted providers continue their work with DOE to further refine an accountability system that addresses all program models, lengths of stay, and ages and abilities of DJJ youth.
- Review recently drafted Program Accountability Profile for juvenile justice programs to decide if this should be included.
- Academic teachers need to be certified but certification can be out of field.



Accountability Solutions

- ❑ Data collection and reporting needs to be improved in order to more accurately reflect outcomes and program performance. (Should create a DJJ reporting format within the DOE Statewide Automated Student Database)
- ❑ Provide a review process for School Districts and Providers to have an opportunity to review data and verify accuracies before publication. (Similar to DJJ's process)

Funding Implications

- ❑ The bill is not revenue neutral. Some examples:
 - ❑ Virtual education.
 - ❑ Post Secondary Education.
 - ❑ Teacher Availability
 - ❑ Transition
 - ❑ Industry Recognized Certification
 - ❑ Implementation of this bill has implications that would need to be addressed in appropriations.

Proposed Solutions

Funding Implications

- 95% of all state educations should be allocated directly to contracted education providers.
- 90% of all Federal dollars generated by neglected and delinquent students in DJJ education programs must be spent in those same programs.
- Day Treatment Programs shall receive discretionary local effort dollars. Residential programs should receive residential supplement equivalent to discretionary local effort dollars.



Proposed Solutions

Funding Implications

- ❑ Juvenile Justice Education providers should receive all ESE dollars generated by students and not rely on matrix scores to determine allocations.
- ❑ Approximately 5% of all youth enter DJJ education programs with a GED or a high school diploma and are in need of a career/technical and/or post secondary funding stream to address their educational/career needs.





FJJA Education Workgroup Members

- Twin Oaks Juvenile Development
- PACE Center for Girls
- Eckerd Youth Alternatives
- G4S Youth Services
- Outward Bound
- Home Builder's Institute
- Disc Village