

The Juvenile Justice No Child Left Behind Collaboration Project

A national effort to improve education for incarcerated youth

Final Report 2008



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**The Juvenile Justice No Child Left Behind
Collaboration Project**

**Final Report
2008**

Center for Criminology and Public Policy Research
Florida State University

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SECTION I: INTRODUCTION

In 2005, the Florida State University Center for Criminology and Public Policy Research was awarded funding by Congress through the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to establish the Juvenile Justice No Child Left Behind (NCLB) Collaboration Project. The project received second year of funding in 2006 and a funding extension in 2007.

The Juvenile Justice NCLB Collaboration Project was focused on facilitating national collaboration for implementing the requirements of the NCLB Act in juvenile justice education. The Project's primary purpose was to develop a national agenda for research and policy related to juvenile justice education and the implementation of NCLB requirements that can guide continuous quality improvement. Thereby increasing the likelihood that incarcerated youth throughout the country will desist from continued delinquent behavior as they transition back onto their communities.

Specific project goals included:

- Developing a network of agencies, administrators and evaluators responsible for juvenile justice education across the nation; and collaborating with states in building consensus regarding the implementation of NCLB
- Identifying the administrative structure of states' juvenile justice education systems
- Determining states' evaluation capacities in juvenile justice education
- Identifying impediments to implementing NCLB requirements in juvenile justice facilities
- Identifying responsive strategies and evaluation methods used by states to successfully implement NCLB requirements in their juvenile justice education programs
- Assisting states in the implementation and evaluation of strategies to meet the NCLB requirements in their juvenile justice education systems
- Developing a national research and policy agenda and data clearinghouse to continuously advance juvenile justice education nationally.

Ultimately, these goals were aimed at providing states with a forum to develop national leadership and consensus regarding the implementation of NCLB requirements and evaluation methods that would improve states' capabilities to effectively evaluate their juvenile justice education systems. In accomplishing these goals, the Project has worked with various organizations in juvenile justice education to develop a national agenda for research and policy and has implemented a data clearinghouse to continuously evaluate the status of juvenile justice education nationwide in the effort to continuously advance juvenile justice education nationally.

This final report on the Juvenile Justice NCLB Collaboration Project describes the Project's major activities and findings and outlines future initiatives for the field of juvenile justice education that are essential to reform and to continuously improve juvenile justice education services nationwide. Section II describes the history of

juvenile justice education, demonstrating the inconsistency in the quality of educational services nationally, followed by a description of the NCLB requirements for juvenile justice schools. Section III summarizes the Project's major activities. Section IV provides information on states' implementation of NCLB based upon a 2006 national survey and a follow-up conference. Section V presents information and findings from a 2007 national survey and a follow-up conference regarding common impediments states encountered when implementing NCLB requirements and strategies used in overcoming these impediments. Section VI identifies selected outcomes that NCLB and the Project has had on states' educational services for juvenile justice youth. Finally, Section VII outlines future initiatives and activities to assist in the continual improvement of the field of juvenile justice education. Detailed survey findings, national conference results and in-depth state case studies are provided in the report's appendices.

SECTION II: BACKGROUND

Problem Statement

Today, the U.S. is faced with unprecedented rates of incarceration and recidivism that result in costs of more than a trillion dollars annually¹. From 1987 to 2007, America's prison population nearly tripled, and in 2008, 1 in 100 Americans will be behind bars². Despite a series of prior studies that document education's role in reducing delinquency³, the quality of juvenile justice education programs throughout the country has historically been uneven and inferior to that of public schools.

In 1899, the first juvenile court was established in Cook County, Illinois with the goal of creating a child-centered court system which would identify the antecedent causes of individual youth's delinquent behavior and individually treat and correct those behaviors. However, the goal of a child-centered treatment approach to delinquency was never fully realized. Within a few decades of the first juvenile court, most other states had developed their own juvenile court systems. Each state's court and associated juvenile justice systems grew in response to functional necessities, based upon each state's needs and experiences. Moreover, differing implementation practices at the local level compounds both the disparities in system policies and practices by locale, and increasingly fragments juvenile justice systems. This fragmentation has resulted in a system of disparate educational quality, where delinquent youths' educational needs are often neglected or at a minimum clearly a low priority concern.

The results of this neglect have surfaced during recent decades, as evidenced by the number of class action lawsuits regarding the provision of educational services in juvenile justice systems. From 1978 to the present there have been at least 51 cases of class-action litigation against states regarding educational services for incarcerated youth⁴. Most often states are found to be in violation of the Individuals with Disabilities Education Act. Other violations cited include Section 504 of the Rehabilitation Act, the 14th Amendment, 8th Amendment, State Constitutions, and the First Amendment. Litigation has most often occurred in post-adjudication juvenile commitment facilities, followed by juvenile detention centers, prisons and local jails. Litigation results in settlement agreements, consent decrees and court orders; however, at least 13 states have been cited in more than one lawsuit.

Consequently, the education of delinquent youth, who are most in need of quality educational experiences, is often neglected in juvenile justice education systems. Despite

¹ Anderson, 1999.

² Pew's Public Safety Performance Project, February 2008.

³ Massey and Krohn, 1986; Cernkovich and Giordano, 1992; Stewart, 2003; Thaxton and Agnew, 2004; Sampson and Laub, 2003; Bernberg and Krohn, 2003; Wilson, Gallagher and Mackenzie, 2000; Harrison and Shehr, 2004; Ambrose and Lester, 1998; Brier, 1994; Foley, 2001; Haberman and Quinn, 1986; Leblanc and Pfannenstiel, 1991; Steuer, Smith and Tracy, 2001; JJEEP's 2006 Annual Report to the Department of Education.

⁴ The National Center on Education, Disability, and Juvenile Justice <<http://www.edjj.org>>; Youth law Center.

the history of disparate educational services for juvenile justice youth, NCLB, which focuses on teacher quality, academic gains, post-release outcomes and evaluation, has the potential to reform and improve educational services for juvenile justice youth throughout the country.

NCLB Requirements

NCLB poses unprecedented challenges for the reform of the country's juvenile justice schools. First, NCLB mandates that the country's juvenile justice schools meet the same high standards as all other elementary and secondary public schools. Overall, NCLB focuses on teacher qualifications, Adequate Yearly Progress (AYP) requirements, and the implementation of scientifically-based practices. Specifically, Title I, Part D, of NCLB contains critical provisions for juvenile justice schools, including an emphasis on youth returning to school upon release from institutions, providing transition services, conducting program evaluations using specific measures, and developing state juvenile justice education plans.

Under NCLB's general provisions for all schools, teachers must meet highly qualified teacher requirements, which include holding a bachelor's degree, having professional certification, and showing competency in each subject they teach. Requirements for AYP include requiring schools to show a 95% participation rate and progress based on each state's annual school achievement testing. However, meeting these requirements is particularly difficult for many juvenile justice schools due to several factors, including the often rural location of programs, their relatively small size, short lengths of stay, the mobility of the youth, and the youth's disproportionate educational deficiencies.

Additionally, under Title I, Part D, all juvenile justice schools must receive a program evaluation, which includes the monitoring of student performance in the areas of maintaining and improving educational achievement, accruing school credits for grade promotion, making a successful transition back to school after release, completing high school and obtaining employment after release, and/or participating in post-secondary education and job training.

Given the fragmented and historically neglected nature of juvenile justice education systems, many of the NCLB requirements may be difficult for states and jurisdictions to meet. However, these requirements also provide the opportunity for meaningful reform in juvenile justice education, ultimately reducing the suffering and expense associated with crime.

The Project's activities were designed to evaluate states' current juvenile justice education systems and assist in successfully implementing NCLB. The Project employed a collaborative model between states, national organizations, and Project staff.

SECTION III: MAJOR PROJECT ACTIVITIES

Major activities during the three years of the Project's operation include completing telephone interviews with state agency representatives in juvenile justice education, conducting two national surveys, hosting three national conferences, participating in conferences and meetings with existing organizations in juvenile and adult correctional education, and developing a national research agenda and data clearinghouse for the field of juvenile justice education. These activities were aimed at meeting the Project's goals as outlined in the Introduction to this report.

In November of 2005, when the Project first began, Thomas G. Blomberg, the Project's Principal Investigator and Dean of the College of Criminology and Criminal Justice at Florida State University, was invited by the American Youth Policy forum to present to United States Congressional Staff in Washington, DC. The presentation: *No Child Left Behind and the Juvenile Justice Education System: A Plan for National Collaboration* outlined the potential for NCLB to improve educational services for youth involved in the juvenile justice system, the likely impediments that states would face during their efforts to implement the requirements of NCLB, and how the Project's goals and objectives would assist states in their implementation of the law.

2006 Activities

In 2006, the project focused upon identifying shared problems regarding the implementation of NCLB requirements and building a national effort to effectively address these problems. The process involved identifying each state's juvenile justice education administrators, implementing data collection practices to provide baseline information concerning each state's level of evaluation and implementation of NCLB requirements, and developing and maintaining effective working relationships among states. This was accomplished through telephone interviews with state administrators of juvenile justice education, administering a national survey, and hosting a national conference. In addition to these activities, the project developed a website and participated in national meetings and conferences relating to juvenile justice education.

Telephone interviews resulted in identifying the administrative structure and state agency responsible for juvenile justice education in each state. Forty-four states completed the 2006 national survey which was designed to identify the degree of progress each state made toward implementing NCLB requirements as well as problems states were having with implementation. Using the information on state's administrative structures and the national census on juveniles in residential placement from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), a state typology was constructed which addressed the level of administrative centralization and the size of each state's juvenile justice system⁵. In addition, a search of court cases was conducted to determine which states had experienced class-action litigation within their juvenile justice education system.

⁵ See Appendix A for a detailed description of states administrative structures in juvenile justice education.

The 2006 conference on Juvenile Justice Education and NCLB was held in Orlando, Florida, from July 16th to the 18th. Sixty-three juvenile justice education administrators and evaluators from 35 states attended. Conference attendees participated in workshops and focus groups designed to encourage open discussion regarding the implementation of NCLB requirements including providing effective transition services, monitoring educational program quality, recruiting and retaining highly qualified teachers, and measuring student outcomes and AYP. The discussion from these workshops resulted in the identification of common implementation impediments. In December 2006, project staff published the proceedings of this conference⁶. The proceedings included descriptions of the workshop discussions and general sessions, and the results from the 2006 national survey⁷.

In October of 2006, Project staff participated in the National Symposium on Juvenile Services in Las Vegas, Nevada, presenting project goals and results of the 2006 national survey. During the conference, Project staff met with members of the National Partnership for Juvenile Services, the Correctional Education Association, and the Arizona Correctional Educators, Inc. to discuss collaborative strategies between the various organizations.

2007 Activities

Project activities in 2007 included conducting a national follow-up survey with states and hosting a second national conference. The 2007 survey focused on two broad objectives: 1) identifying progress made by each state (since the previous year) in implementing the requirements of NCLB, and 2) identifying strategies and solutions determined to be effective in addressing many of the challenges associated with implementing NCLB that were identified at the 2006 conference.

The 2007 survey results were used to identify and share effective strategies that were disseminated at the 2007 conference in a continuing effort to assist states in effectively implementing NCLB requirements in their juvenile justice education programs. The project received 42 responses from 41 states⁸.

The 2007 conference on Juvenile Justice Education and NCLB was held in Tampa, FL from July 8th to July 10th. The conference hosted 51 participants from 30 states. Shay Bilchik, former administrator for OJJDP and CEO of the Child Welfare League of America gave the keynote address. Juvenile justice education administrators from several states presented and shared their strategies for implementing the requirements of NCLB. State presentations included Alabama, Arizona, Arkansas, Delaware, Florida, Indiana, Iowa, Massachusetts, New Mexico, North Carolina, Oregon, Rhode Island, and Texas⁹.

⁶ See Appendix E for national conference agendas and participant comments.

⁷ See Appendices A and B for results from the 2006 national survey.

⁸ See Appendix C for results from the 2007 national survey.

⁹ See Appendix E for the 2007 national conference agenda and participant comments.

Session topics included:

- Providing transition services that assist youth in returning to school and/or gaining employment after release
- Reporting and using educational outcome measures of delinquent youth
- Using evaluation and monitoring systems to improve educational services
- Addressing educational requirements in detention facilities
- Recruiting and retaining highly qualified teachers in juvenile facilities
- Academic performance measures of incarcerated youth

2008 Activities

In 2008, Project staff hosted a third national conference, invited selected states to present at Florida's annual conference on juvenile justice education, conducted on-site case studies of four selected states, collaborated with the Correctional Education Association, and developed a national research agenda and data clearinghouse for the field of juvenile justice education.

The 2008 conference on Juvenile Justice Education and NCLB was held in Tampa, Florida, April 20nd-22nd. The conference hosted 52 participants from 28 states. Presentations and workshops focused on data quality and the development of a national data clearinghouse for the field of juvenile justice education. Sessions included presentations from Project staff, the Correctional Education Association, Nebraska, and Ohio. During the conference, participating states were surveyed regarding the impact that the Project and NCLB has had on their state's educational services for juvenile justice youth. Project staff also worked with staff from the Correctional Education Association and the Arizona Correctional Educators to develop a national alliance for juvenile justice and adult correctional education.

In addition, state administrators in juvenile justice education from Alabama, California, Indiana, and Massachusetts were invited to present at the 11th Annual Juvenile Justice Education Institute and Southern Conference on Corrections. The conference was hosted by The Juvenile Justice Educational Enhancement Program, a special project operated by the Center for Criminology and Public Policy Research. The conference had close to 300 participants and the invited state administrators presented on educational transition services, data reporting and accountability, post-release return to school findings, and professional development for juvenile justice teachers.

State Case Studies

The 2006 national survey demonstrated that most states were addressing the requirements of NCLB as they pertained to juvenile justice education; and states responded in the 2007 follow-up survey that progress was continuing to be made in implementing NCLB. However, discussion with states at the national conferences revealed widely varying levels of NCLB implementation and efforts to effectively evaluate education services for youth. States reported differing accountability systems and outcome measures, and some reported having little data on few long-term outcomes

of juvenile justice youth. In order to determine more precisely the differences across states (beyond the national surveys) on juvenile justice education and NCLB, the Project conducted site visits to four states.

With the purpose of choosing states that represented the varying organizational structures found throughout the country. The sample of case study states was selected to ensure variation among the organizational structure of services as well as the size of the juvenile justice education system. The purposes of the site visits included:

1. Collecting information and data to begin the development of a national data clearinghouse for the field of juvenile justice education;
2. Evaluating and reporting on the national status of juvenile justice education post-NCLB;
3. Assessing the implementation of NCLB requirements in juvenile justice education systems and determining the extent to which NCLB has impacted the services and outcomes of the states' delinquent populations; and
4. Determining the impact of the Juvenile Justice NCLB Collaboration Project on states' implementation of NCLB.

Project staff visited the following states in 2008: Massachusetts (March 25th-27th), New Mexico (April 9th-11th), Delaware (May 19th-21st), and Virginia (July 16th-18th). Site visits consisted of interviews with key personnel in juvenile justice education such as the state's educational administrator and personnel involved in transition services, accountability, student data, monitoring, and reporting in juvenile justice education. Juvenile justice education related documents such as annual reports and program standards were also reviewed. The case studies served as a feasibility study for the development of a national data clearinghouse. Visiting states and reviewing their published documents allowed the Project to identify the types of information that could be collected nationally. When the case studies were complete, an additional 39 states were contacted through emails and telephone calls to request available information on their respective juvenile justice education systems. These various reports and studies submitted from 29 states were used to develop the foundation of the data clearinghouse¹⁰.

Common findings from the case studies included the increased emphasis placed on NCLB by state juvenile justice education administrators. States consistently reported that NCLB either provided an accountability system or enhanced their existing accountability systems. State administrators felt that NCLB had brought attention to the important role of education in juvenile justice where it had historically been overshadowed by mandates of public safety, security and custody.

Overall findings demonstrate good faith efforts by these four states in implementing the requirements of NCLB. States' efforts primarily focused upon improving educational services. Educational services most frequently addressed included increasing the quality of teachers working in juvenile facilities by requiring professional teaching

¹⁰ See Appendix D for the full case study reports.

Section III: Major Project Activities

licenses, teachers working within their area of certification, providing more professional development specific to juvenile justice teachers, and recruiting new teachers that could meet these requirements. In addition, the four states focused upon enhancing the curricula standards, making them more comparable with public school standards and providing transition services that assisted youth in returning to school following their release from juvenile facilities.

The case studies also demonstrated the diversity across states in the administration of juvenile justice education and the varying evaluation and outcome measures used in juvenile justice education. While the case studies revealed that all four states had made substantial progress in implementing the requirements of NCLB, their efforts remained largely focused upon improving educational services. The areas of measuring student outcomes and evaluating educational programs varied widely across the four states.

When comparing how states measured student academic gains and community reintegration outcomes, there were large variations in the amount, consistency and quality of the data collected and reported. In particular, the post-release measures of return to school and employment were not collected in two of the four states and when collected, the methods and definitions used differed significantly.

Table 3.1 shows the post-release definitions of return to school and employment from the four case studies.

Table 3.1: Post Release Return to School and Employment Measures

State	Return to School Measure
Delaware	The state tracks youths' enrollment in public school after being released from a commitment program. Only those releasees who indicated they were going back to school receive follow up. Tracking is conducted by phone with students' schools at 30, 60, and 90 days post-release. When students are not enrolled in the school they intended additional follow up with other public schools is inconsistent. No post-release, school performance information is collected.
Massachusetts	Not currently collected.
New Mexico	Not currently collected.
Virginia	The state has recently begun the process of conducting follow up on youth to determine post-release education. Educational transition specialists from the residential programs plan to follow up on youth by contacting juvenile probation officers at 30 and 180 days post-release.
	Employment Measure
Delaware	Only releasees who indicated they were going to find employment receive follow up. Follow up with youth and/or employers is conducted by phone at 30, 60, 90 and 120 days post-release. Employment performance information is not collected.
Massachusetts	Does not annually collect post-release employment data. However, in 2006-2007 a special employment study was conducted. The study reports on 255 youth who participated in post-release employment services. It does not represent all youth released from commitment and employment activities were only tracked while youth were participating in the employment services

	program.
New Mexico	Not currently collected.
Virginia	Not currently collected.

The 2006 and 2007 national surveys revealed a much higher rate of measures of academic testing while incarcerated and recidivism. Case studies confirmed that all four states conducted some level of academic testing while incarcerated and annually reported recidivism results on residentially-released youth. However, methods and definitions of these measures differ across states.

Table 3.2 shows the post-release definitions of return to school and employment from the four case studies.

Table 3.2: Testing and Recidivism Measures

State	Testing Measure
Delaware	The state uses the Basic Achievement Skills Inventory (BASI) for pre- and post-testing. Pre-testing occurs at entry into the juvenile system (in detention), then every six months and at exit. Academic gains are determined by improvement in the standard score for reading and math from entry to exit.
Massachusetts	The state recently began using the Test of Adult Basic Education (TABE) for pre- and post-testing youth in residential commitment facilities. Results were not available at the time of this report.
New Mexico	The state uses the TABE for pre- and post-testing residentially committed youth. Gains are calculated for reading, language arts and math based on youth who had higher post-test scores than pre-test scores.
Virginia	Academic performance measures vary across types of students and academic programs. The agency's primary measure is the state end of course exams. Students in a GED program receive the pre GED and GED exam, while students seeking a special diploma receive a state approved alternative assessment. Other academic testing includes the TABE, the Woodcock Johnson III, and the Scholastic Reading Inventory. Exams are given to different populations upon entry and not all students receive a post-test.
Recidivism Measure	
Delaware	Rearrest with a felony charge within 12 months of release from a residential commitment program.
Massachusetts	Conviction in the adult system (both misdemeanors and felonies) within 12 months of release from agency services (at age 18 for juveniles and age 21 for youthful offenders). Until the age of 18 or 21 the state revokes youth who are not complying with probation regulations.
New Mexico	Readjudication or new convictions and recommitment to the juvenile justice system within 12 months of release. Recommitment is calculated by searching for prior commitments on all new commitments within a fiscal year.
Virginia	The state uses three measures of recidivism including rearrest, reconviction, and recommitment. Youth are tracked by creating a release cohort and reporting the three recidivism measures at 3, 6, 12, 24, and 36 months post-release. Reconviction of a new class one misdemeanor or higher is the state's official measure of recidivism.

Through improvements in the recruitment of highly qualified teachers, curriculum standards and the provision of transition services, the case studies demonstrate the potential for NCLB to improve educational services for juvenile justice youth. In addition, states are increasingly focusing on testing in juvenile justice programs to measure youths' academic gains.

However, the case studies also helped illustrate the variation across definitions, data collection methods, level of completeness and quality of data collected across states. Not only are measures inconsistent across states, states have yet to link educational performance and outcome measures with recidivism. This variation across states demonstrates a need to continue to improve evaluation and research in the field of juvenile justice education.

National Research Agenda and Data Clearinghouse

To address the lack of research and information available in the field of juvenile justice education, the Project worked with national organizations and state agencies to develop a national research agenda to help advance the field of juvenile justice education. In addition, the Project collected information and data from states to develop a national data clearinghouse for the field.

The national research agenda will advance policy and research in juvenile justice education through collaborative work among universities, state agencies, national organizations and state and federal policymakers. The agenda addresses key issues identified by project participants including:

- Identifying and validating “Best Educational Practices” in the field of juvenile justice education
- Determining the relationship between quality educational services, students' academic achievement while incarcerated, and community reintegration outcomes including continuing education, employment and recidivism
- Identifying positive life-trajectories of delinquent youth who benefit from participating in quality educational programs while incarcerated including the role of educational based aftercare services and the use of alternative schools for post-release education placement
- Codifying juvenile justice education program standards toward the identification of an evidence-based uniform model(s)
- Enhancing and standardizing juvenile justice student outcome measures across states such as academic achievement while incarcerated, educational participation post-release, employment performance post-release, and common measures of recidivism
- Developing college curricula that prepares teachers to effectively work with delinquent and at-risk youth
- Determining the value-added benefits of juvenile justice education on the larger society, and
- Educating policymakers and the general public about the economic and social benefits of juvenile justice education.

During 2008, the Project requested electronic versions of state documents to begin the development of the data clearinghouse. Types of documents requested and submitted by states included juvenile justice education annual reports and/or educational outcome reports; juvenile justice annual reports, which include recidivism results; special reports and/or studies conducted in juvenile justice education; and states' educational monitoring standards for juvenile justice education.

The data clearinghouse contains national studies, presentation-related links, descriptions of states' organizational structures in juvenile justice education, and state contact information for juvenile justice education administrators. In addition, the clearinghouse comprises numerous publications from states on juvenile justice demographics, outcomes, and education.

These various national and state publications are categorized by the following search terms.

- Education and Transition Services – includes descriptions of various educational services offered to youth in states' juvenile justice systems and models for providing effective transition services that assist youth with community reintegration through returning to school and/or gaining employment.
- Monitoring/Evaluation Standards – includes education standards and requirements used by states and organizations to effectively monitor services in juvenile justice facilities.
- Education Program Monitoring/Evaluation Results – includes state and facility-level results from education program monitoring and/or evaluation.
- Highly Qualified Teachers – includes teacher evaluation tools, state teaching requirements, and reports on the number of qualified teachers working in juvenile justice systems.
- Recidivism – studies that report national-, state-, and facility-level recidivism results for juvenile justice institutions. Recidivism methods and definitions vary widely from state to state.
- Post-Release Employment – studies that report employment findings of juveniles released from commitment facilities. Some studies determine the effect that employment has on recidivism.
- Post-Release Education – studies that report return to school or continuing education findings of juveniles released from commitment facilities. Some studies determine the effect that continuing education has on recidivism.
- Population/Demographics – contains graphs and tables of descriptive demographics of juvenile justice youth in various states.
- Education Performance while Incarcerated – reports and studies include educational outcomes and academic measures of youth while incarcerated including high school and GED rates, pre- and post-testing results, grade promotion, etc.

Section III: Major Project Activities

The clearinghouse is designed to share information and data with state administrators, policymakers, and researchers interested in juvenile justice education. The information collected was categorized by the content of the reports received and the Project made these documents available online. The public is able to search, view, and print information from states that will be of assistance in preparing policy recommendations, government and research reports, and program planning information¹¹.

¹¹ Visit the national data clearinghouse on juvenile justice education at www.criminologycenter.fsu.edu.

SECTION IV: NATIONAL IMPLEMENTATION OF NCLB

The following results were generated by the two national surveys (2006 and 2007)¹². In 2006, 44 states responded to our survey on Juvenile Justice Education and NCLB. The 2006 survey asked respondents to rate their level of implementation regarding various NCLB requirements. In 2007, 42 states responded to our follow-up survey regarding progress made on implementing NCLB requirements and the strategies used to meet the requirements. The following section provides brief summaries of the findings¹³.

Adequate Yearly Progress

Results from the 2006 survey indicate that many states (31 of 43) do not calculate AYP for a variety of reasons. Based upon state policies, several states' juvenile justice education programs have been exempted from calculating AYP. Other states exclude particular program types such as detention and/or privately operated programs from calculating AYP.

In 2007, 22 of 40 states (55%) reported that all juvenile justice education programs within their state were exempt from AYP. In addition, 5 of 40 states (12.5%) reported that particular program types were exempt. Thus only 13 of 40 States (32.5%) reported that they calculate AYP on all of their juvenile justice education programs. Of those states that had an exemption, 15 of 21 (71%) indicated that their exemption was based on state agency policy, 5 of 21 (24%) indicated that their exemption was via an agreement with the U.S. DOE, and 1 of 21 (5%) indicated their exemption was implemented from state legislation.

Student Performance Measures

In lieu of calculating AYP, most states collect various information regarding student academic performance measures. Based upon responses from 43 states, pre/post-assessment results in reading (33 states) and in math (30 states) are the most commonly collected measures of academic performance. Twenty-seven states indicated that they collect graduation rates and academic credits earned. More than one third of the responding states collect data regarding vocational certificates earned while incarcerated (17 states) and grade advancement during incarceration (16 states).

In 2007, most states indicated making progress in implementing and reporting various versions of pre- and post-tests to measure youth's academic gains. Eleven of 38 states (29%) reported having made above average or excellent progress toward implementing the student performance measures, and 16 of 38 states (42%) reported having made moderate progress in this area.

¹² See Appendix F for the national survey instruments.

¹³ See Appendices A, B and C for detailed survey results.

Highly Qualified Teachers

The 2006 survey asked respondents whether their state requires teachers in juvenile justice education programs to be highly qualified, and if so, indicate the percentage of core academic classes taught by highly qualified teachers.

Thirty-one of 44 states reported that more than half of core academic classes in their juvenile justice schools were taught by highly qualified teachers. More than 90% of the classes were taught by highly qualified teachers in 14 states, whereas this percentage is less than 50% for 4 states. Based on their definition and interpretation of highly qualified teacher requirements, 10 states reported that they did not require teachers to be highly qualified in their juvenile justice education programs.

The survey also included a question asking whether the percentage of highly qualified teachers increased, stayed the same or decreased from the previous year. Based on responses from 37 states, 20 states indicated that the percentage increased over the previous year, and 14 states reported that the rate had not changed. Importantly, only 3 states reported that the percentage of classes taught by highly qualified teachers had decreased compared to the previous year.

Based upon results from the 2007 survey, only 5 of 42 states (12%) reported that all of their juvenile justice education programs were exempt from meeting the highly qualified teacher requirements. An additional 11 states (26%) reported that particular program types were exempt. Twenty-six states (62%) reported that all of their juvenile justice education programs were expected to meet the highly qualified teacher requirements. Of those that have an exemption, 11 of 12 states (92%) indicated that their exemption was based on state agency policy, and 1 of 12 states (8%) indicated their exemption was implemented from state legislation.

In addition, 18 of 36 states (50%) reported having made above average or excellent progress toward implementing the highly qualified requirement, and 16 of 36 states (44%) reported having made moderate progress in this area.

Transition Services

Overall, in 2006, states considered themselves fairly successful in providing transition services for youth. While 35 of 44 states indicated that they provided some transition services to assist youth, 33 states reported that they had successfully developed an NCLB plan addressing transition services. Approximately 10 respondents believe that their states were only partially or minimally meeting these requirements.

States are also required to designate individuals to assist youth in transitioning into schools and the community. The 2006 survey results indicate that states generally designate individuals at the program level, within the local education agency (LEA), and at the state level to provide youth with transition services. A high number of states (more than 30 of 44 responses) reported that they were generally meeting the requirements to designate individuals at all levels.

Section IV: National Implementation of NCLB

Based upon the 2007 survey results, 13 of 39 states (33%) reported having made above average or excellent progress toward providing transition services for youth, and 20 of 39 states (51%) reported having made moderate progress in this area.

Evaluation and Monitoring

In 2006, 30 of 42 states reported using a formal evaluation instrument to monitor their juvenile justice education programs. Most of these monitoring instruments were developed by the individual states to meet their program information and performance needs. Additionally, 13 states indicated that they use Performance-Based Standards developed by OJJDP and provided to states and programs by the Council of Juvenile Correctional Administrators. The majority of states (37 of 42) monitored juvenile justice schools at least every three years.

The 2007 survey results indicated that 14 of 39 states (36%) made above average or excellent progress toward implementing the program monitoring and evaluation requirement, and 18 of 39 states (46%) reported having made moderate progress in this area.

Overall Progress

In 2007, states indicated that they were making the most progress in the area of recruiting and retaining highly qualified teachers, followed by interagency collaboration, and providing transition services. The area which received the least attention from states was meeting NCLB requirements in short-term facilities and detention centers. As noted earlier, many states exempt their detention facilities from some of the NCLB requirements.

SECTION V: NATIONAL NCLB IMPEDIMENTS & RESPONSES

The Project's first national survey conducted in 2006 focused upon NCLB implementation and impediments. The results of this initial survey were used for discussion at the 2006 conference regarding problems associated with impediments and possible solutions for successfully implementing NCLB. During the 2006 Conference on Juvenile Justice Education and NCLB, state administrators of juvenile justice education services discussed the implementation of NCLB requirements including providing effective transition services, monitoring educational program quality, recruiting and retaining highly qualified teachers, and measuring student outcomes and AYP. Focus group discussions during the 2006 conference resulted in identifying recommended implementation strategies.

This conference was followed up with a 2007 survey that specifically asked states to describe their NCLB implementation strategies and solutions. Forty-two states responded to our follow-up survey regarding progress made on implementing NCLB requirements and the strategies used to meet the requirements. Survey responses were used to invite selected states to present at the 2007 conference on various NCLB topics and implementation strategies.

The following section highlights some of the NCLB implementation strategies and solutions from the 2006 focus groups, the 2007 national survey, and the 2007 conference presentations¹⁴.

Strategies for Recruiting and Retaining Highly Qualified Teachers

- Increasing awareness about teaching in juvenile justice facilities
- Collaborating with local colleges and universities for early recruiting and teaching practicums
- Providing attractive financial packages such as full-year contracts, gas stipends, and critical shortage bonuses for teaching in juvenile justice facilities
- Offering student loan forgiveness, tuition reimbursement, and Title II teaching incentives
- Encouraging special education teachers to become certified in core academic areas
- Transferring teachers or youth to facilities based on educational needs
- Eliminating self-contained special education classes
- Using one teacher for two subject areas or team teaching
- Using computer assisted instruction with Internet resources and online learning systems

¹⁴ See Appendix C for a complete list of NCLB implementation strategies and solutions.

Strategies for Providing Effective Transition Services

- Providing access to post-secondary education for youth who have already earned a high school or GED diploma
- Identifying and using local school district transition specialists
- Developing Memorandums of Understanding with local schools or districts
- Providing educational training for probation officers
- Employing an education liaison within offices of probation/parole
- Temporarily placing youth in alternative school settings after release
- Coordinating job placement services prior to release

Strategies for Measuring Educational Outcomes and Conducting Program Evaluations

- Using pre- and post-tests in lieu of AYP
- Using computerized adaptive assessments
- Assigning state test scores to youth' home schools while in detention and/or commitment facilities
- Developing data sharing task forces, agreements, or review boards across state and local agencies such as juvenile justice education, corrections, and workforce development
- Establishing unique student identifiers across multiple state agencies
- Tracking education and employment outcomes through probation/parole
- Conducting student follow-up surveys
- Contacting schools, employers, and youth at designated intervals post-release

Intra-State Collaboration Strategies

- Developing Memorandums of Understanding or Interagency Agreements between juvenile justice and educational agencies
- Creating multi-agency task forces for data sharing, transition services, accountability, and monitoring
- Establishing partnerships with universities and community colleges for evaluation, teacher recruitment, and access to post-secondary education
- Funding an FTE from one agency that would reside in a partnering agency such as a state education administrator working in the state's juvenile justice agency
- Serving on governor task forces to elevate the role of education in juvenile justice
- Establishing a state advisory board for juvenile justice education

In summary, the survey responses and conference discussions demonstrated that many states found creative strategies for successfully implementing the requirements of NCLB in their respective juvenile justice education systems. However, discussions also revealed that states are in need of continuous collaboration to share information and validation of strategies proven to positively impact juvenile justice student outcomes.

SECTION VI: PROJECT OUTCOMES

Based upon information and data collected through various project activities, both NCLB and the Juvenile Justice NCLB Collaboration Project have had significant impact on educational services for incarcerated youth in numerous states.

During the April 2008 conference, state participants were asked to comment on the impact that NCLB and the Project has had on improving educational services for incarcerated youth in their states. In addition, during the case studies conducted in four states, state administrators were asked to provide examples of how NCLB and the Project has impacted educational services in their juvenile justice education systems.

NCLB Impact

Overall, NCLB has served as a catalyst for state juvenile justice education administrators to improve services and develop needed accountability systems. States indicated in the 2007 national survey that progress was being made on implementing numerous NCLB requirements, most notably in the areas of recruiting and retaining highly qualified teachers, interagency collaboration, and providing transition services.

At the 2008 conference, 20 of 23 (87%) state representatives responded that NCLB has had at least some impact on the educational services provided to juvenile justice youth within their respective states since its authorization in 2001. Specifically:

- 5 respondents (22%) reported that NCLB had a **significant impact** on the quality of their state's juvenile justice education services
- 3 respondents (13%) reported **much impact**
- 12 respondents (52%) reported **some impact**
- 3 respondents (13%) reported **very little or no impact**.

Of those states that reported at least some impact, 57% indicated that certified and highly qualified teachers was the area of NCLB that had the most impact on their state's juvenile justice education services and 30% of state respondents indicated data collection, assessment, and reporting as the area that had the most impact. Additional areas of impact listed by states included academic achievement, standardized testing, and curriculum standards.

State representatives were also asked if NCLB served as a catalyst for improving juvenile justice education services in their state. Based on responses from 23 state representatives 18 (78%) responded that NCLB served as a catalyst for improving juvenile justice education services in their state. Specifically:

- 5 respondents (22%) indicated that NCLB served **very much**
- 3 respondents (13%) reported **much**
- 10 state respondents (43%) indicated **some**
- 5 representatives said that it served **little**
- No states reported **no effect**.

Results from the state case studies also confirm that NCLB has had an impact on the quality of educational services provided to juvenile justice youth. All four states (Delaware, Massachusetts, New Mexico, and Virginia) reported and provided examples of how NCLB positively impacted the educational services in their respective state's juvenile justice education system.

Because of NCLB requirements, Delaware is now measuring academic gains based on standardized pre- and post-tests using the Basic Achievement Skills Inventory (BASI). This has resulted in more accountability of curriculum standards and teachers. Although the impact on student performance for this requirement has not yet been determined by the state, youth are expected to learn and make gains while in the juvenile justice system. In addition, the collection of community reintegration outcomes relating to school and employment has improved. Delaware is focusing their efforts on collecting better information and consistently following up on youth released from residential placements.

Prior to NCLB, Delaware began to focus on providing transition services and recruiting certified teachers in special education, middle school, and core academic areas. However, as a result of NCLB, these requirements are included in the state's school improvement plan and the implementation of these services is reported annually to the state Department of Education.

Although Massachusetts has several initiatives still in the early stages of implementation, NCLB has helped the state focus on pre- and post-testing, teacher qualifications, professional development, curriculum standards, and transition services. According to state administrators, NCLB has raised the visibility of education for juvenile justice youth within Massachusetts and has helped make the argument for higher teacher qualifications and additional resources. Using an increased number of professional teachers has had the greatest impact as it raises expectations with other line staff, the state Department of Education, the legislature, and the youth.

These reforms have resulted in more professionalism and stability in Massachusetts's juvenile justice education workforce. In addition, resources have increased including more educational administrative and support staff at the state level and educational technology and textbooks at the school level. Anecdotal evidence suggests that more youth are returning to school after release. To better determine the impact of these reforms on student outcomes, Massachusetts plans to build a new MIS system that would include education data on student performance and community reintegration outcomes.

New Mexico has used NCLB to bring accountability to a historically neglected service. The area most emphasized by New Mexico has been the highly qualified teacher requirements. For example, over the past three years, 60% of the juvenile justice teachers in the system have been replaced with more highly credentialed and in-field teachers. The removal of prior under-certified teachers and the increase in professionalism has enabled the department to raise curriculum standards in their

residential facilities. The NCLB requirement for statewide testing has also added accountability to New Mexico's juvenile justice education system.

Although many of Virginia's educational initiatives were under way prior to the implementation of NCLB, the law has assisted the state in providing an accountability mechanism. Since the enactment of NCLB, the agency has added scientifically-based strategies to their school improvement plan and focused their curriculum, instruction, and testing on reading and math. Transition services have become more defined including career planning and communication with public schools for re-enrollment post release. Virginia requires the use of highly qualified teachers. NCLB has impacted the quality of instruction through standards of learning, required state testing, and tracking of student progress.

Project Impact

Administrative structures and policies for juvenile justice education vary widely across states and many of the states' educational policies and practices were developed in isolation. Given the variance and diversity across states, the Project used a collaborative model with state agencies and national organizations and worked to provide a venue where information, ideas, and research could be shared.

Through numerous telephone calls to states and hosting three national conferences, the Project successfully developed a network of state juvenile justice education administrators. The conferences and the development of a Project website provided a new venue that was unique to state administrators of juvenile justice education. Several state participants referred to the conferences as "home," a place where they could speak freely about impediments and strategies for improving educational services for juvenile justice youth. At the 2007 conference, 88% of the participants felt that they were more knowledgeable about the strategies for implementing NCLB requirements in their juvenile justice education systems and that the conference addressed their state's needs.

Overwhelmingly, state participants voiced the need to continue hosting an annual conference devoted to state administrators of juvenile justice education. Additional comments included:

- This project has allowed me to discover what other states are doing and modifying it for my state's use
- The focus of juvenile justice education issues is the highlight of this conference. I most appreciate the information sharing and opportunities for networking. You have built a juvenile justice education community which is value—added for all! This is a highly-respected, valued and much needed venue for professional development for juvenile justice education leadership. Thank you for carrying the torch!
- Florida is to be commended for taking on this project—excellent forum to learn from one another and establish a "common ground" relative to juvenile justice education. To change lives we must bring education to the forefront. Education is essential for positive outcomes for our at-risk youth.

- This was the most relevant, informative conference I have attended regarding juvenile justice education in my professional career.

More specifically, regarding the Project's impact on juvenile justice education services, at the 2008 conference, 16 out of 23 (70%) state representatives indicated that the Juvenile Justice NCLB Collaboration Project has impacted the quality of juvenile justice education services in their state. Only 5 states (22%) reported there was no impact. One state mentioned that there was no impact yet, but there was a possibility for impact in the future and one respondent had no available data to measure the impact. The following are comments from state directors regarding how the Project impacted the quality of education services in their respective state's juvenile justice education system.

- I use examples from other states to make changes and to show how we are doing and continue improvements
- More accountability; More effective programming is being explored (best practices, evidence based)
- Instruments; Strategies; Peer pressure
- Each state's ideas on how to grow
- Provided support and information regarding implementation of specific NCLB mandates
- Information; Ideas provided through sharing; Excellent
- Given us a perspective on where we are at compared to other states and where we need to go; Great resource for connecting with other states
- Through networking, conferences, etc.; able to learn what other juvenile justice agencies are doing; Able to adapt some of this information for our use
- Learning about other states helps our state have information to make policy changes
- The networking; Sharing information
- Broadened our perspectives to develop best practices
- We are becoming more involved in monitoring Title I-D funding programming
- Data; Networking; Standardization; etc.
- I have certainly used information and have adopted Florida's standards to monitor facility's education programs
- Provided increased insight into program planning and accountability; Has provided access to others who do similar work for guidance, direction and feedback
- Extremely valuable in measuring our state's process via other state programs, process, protocols
- We think it will eventually help; We have had a positive experience meeting representatives from other states; We have been able to compare notes and make plans for the future.

Results from the four state case studies provided more detailed examples of how the Project impacted the quality of educational services provided to juvenile justice youth.

Section VI: Project Outcomes

Delaware's participation in the NCLB collaboration project resulted in increased awareness regarding NCLB requirements for juvenile justice schools. The state has networked with other juvenile justice education state representatives to share strategies for providing transition services and has incorporated policies and practices for transition from other states into their own system. In addition, and as a result of the project's national meetings, the educational administrator for Delaware met with education administrators from Maryland to share strategies for managing education in juvenile justice facilities.

Massachusetts' administrators in juvenile justice education have used research conducted by the Project and the Juvenile Justice Educational Enhancement Program to advocate with the state Department of Education and policy level administrators, which resulted in additional resources and research initiatives. Massachusetts funded and conducted a university-based evaluation study of the state's juvenile justice education system. The NCLB project also resulted in more networking and sharing of information between Massachusetts and other states. For example, Massachusetts discussed the idea of meeting with other east coast states to continue the networking and sharing that occurred through the Project.

New Mexico's Superintendent for education uses information from annual reports of FSU's Juvenile Justice Educational Enhancement Program (JJEPP) to lobby for more resources and to model accountability mechanisms. For example, New Mexico is implementing an educational quality assurance system similar to JJEPP's.

As a result of the Project, Virginia made plans to meet with the state of Massachusetts Department of Youth Services to share policies and practices in juvenile justice education. Virginia acquired knowledge from other states through Project conferences and follow-up contact. For example, based on the sharing of information with other states, Virginia now uses Title II funding to assist with teacher tuition reimbursement, and is in the process of developing a pre- and post-testing system using the Test of Adult Basic Education¹⁵.

As a result of the Project's work, numerous states and organizations have asked Florida State University to speak and participate in their respective conferences for juvenile justice and adult correctional education. Recent requests to speak include the Correctional Education Association, Wisconsin, Pennsylvania, and Arizona. In addition, several East Coast states including Virginia, Maryland, Massachusetts, Delaware, and North Carolina plan to coordinate a regional meeting on juvenile justice education.

States have also voiced their support to continue the work begun by the Project. Participating states wish to continue the networking, sharing of information, and to advance the field of juvenile justice education through needed research and evaluation. Specifically, state administrators hope to continue annual conferences devoted to

¹⁵ See Appendix D for the full case study reports.

juvenile justice education and work toward a common language for educational standards and outcome measures.

Based upon the Project's national surveys, conferences, and site visits, NCLB has positively impacted the quality of educational services for juvenile justice youth in numerous states. Furthermore, the collaborative efforts of the Project have allowed states to share information that has improved educational services for incarcerated youth. However, most states have yet to fully and successfully implement all of NCLB's requirements. States are still facing organizational diversity, a dearth of information regarding proven practices, lack of sufficient resources, and other impediments to fully realize the positive outcomes education can provide to juvenile justice youth and the larger society. Despite recent attention and improvements, juvenile justice education research, policy, and practice remains largely fragmented.

SECTION VII: ASSESSING THE FUTURE OF JUVENILE JUSTICE EDUCATION

To address the void between knowledge and practice, and to continue to provide a means where state administrators, researchers, and policymakers can share successful practices in juvenile justice education, Florida State University's Center for Criminology and Public Policy Research plans to continue its work in juvenile justice education after the completion of this Project. Specifically, the Center intends to implement a national research agenda, maintain a data clearinghouse, and foster an alliance of juvenile justice and adult correctional education organizations.

National Research Agenda and Data Clearinghouse

To address the lack of research and information available in the field of juvenile justice education, the Project developed a national research agenda and collected information from states to develop a national data clearinghouse for the field of juvenile justice education. These activities will be continued and refined after the Project's completion by Florida State University's Center for Criminology and Public Policy Research.

The national research agenda will advance policy and research in juvenile justice education through collaborative work among universities, state agencies, national organizations, and state and federal policymakers. The agenda addresses key issues identified by project participants including:

- Identifying and validating “best educational practices” in the field of juvenile justice education
- Determining the relationship between quality educational services, students' academic achievement while incarcerated, and community reintegration outcomes including continuing education, employment and recidivism
- Identifying positive life-trajectories of delinquent youth who benefit from participating in quality educational programs while incarcerated including the role of education-based aftercare services and the use of alternative schools for post-release education placement
- Codifying juvenile justice education program standards toward the identification of an evidence-based uniform model(s)
- Enhancing and standardizing juvenile justice student outcome measures across states such as academic achievement while incarcerated, educational participation post-release, employment performance post-release, and common measures of recidivism
- Developing college curricula that prepares teachers to effectively work with delinquent and at-risk youth
- Determining the value added benefits of juvenile justice education on the larger society, particularly in relation to the \$1 trillion annual costs of crime in the United States
- Educating policymakers and the general public about the economic and social benefits of juvenile justice education

- Working collaboratively with state and federal lawmakers on juvenile justice education policies

To accomplish this national research agenda, the Florida State University's Center for Criminology and Public Policy Research plans to pursue both private and public funding. In addition, the Center will maintain and continue to refine a national data clearinghouse for the field of juvenile justice education.

The need for a national data clearinghouse became evident over the course of the Project, and during the 2008 conference participants were asked to share their ideas regarding the content of the clearinghouse. State representatives indicated the need for data on specific teaching strategies, juvenile justice demographic data, and data to measure student success rates. Other information discussed included educational best practices, recidivism, transition issues, and evaluation standards. Overall, the majority of the states, 65%, indicated that the main purpose for the clearinghouse should be to network and share information between states.

Through the data clearinghouse, the Center will be able to: (1) provide interested parties with analyses specific to the users needs, (2) serve as a research and evaluation partner for juvenile justice education administrating agencies and practitioners who receive grants, and (3) conduct requested research and produce topical publications based upon the needs of interested parties. Ultimately, the clearinghouse will allow for the production of an annual report on the national status of juvenile justice education which can be used to advance policy and ongoing research in the field.

National Alliance

Throughout the Project's history, staff met with various organizations and agencies including numerous state agencies responsible for juvenile justice education, the National Partnership for Juvenile Services, National Technical Assistance Center for Neglected and Delinquent Youth (NDTAC), American Correctional Association (ACA), Correctional Education Association (CEA), Arizona Correctional Educators (ACE), American Youth Policy Forum, U.S. Department of Education, and the Office of Juvenile Justice and Delinquency Prevention (OJJDP).

What emerged from the Project's collaborative work with states and organizations throughout the country is the need to enhance communication, research, and policy development in juvenile justice education. The Project's success with national conferences and information sharing among states demonstrated that collaboration in the field of juvenile justice education can increase our understanding of the relationship and effectiveness of education to reduce recidivism and delinquency among juvenile offenders, which can in turn lead to more effective education policies and services for our nation's incarcerated youth. In addition, the lessons learned from the Project's research activities can be expanded to the field of adult correctional education.

Given the demonstrated positive impact of education in reducing recidivism, Florida State University is guiding the development of the Alliance for Juvenile Justice and

Section VII: Assessing the Future of Juvenile Justice Education

Adult Correctional Education with correctional and educational professionals throughout the country. In cooperation with the Correctional Education Association and other national and state organizations, the Alliance will provide leadership, direction, and research to advance proven and effective education programming for incarcerated juveniles and adults across the nation.

More specifically, the various collaborative efforts mentioned previously culminated in the development of strategic planning goals for the Alliance at the April, 2008 conference. During pre-conference meetings, a task force agreed to the following goals and activities:

- Building alliances with juvenile justice education organizations by identify existing organizations, conducting outreach, and developing a plan for national collaboration
- Collecting, analyzing, and reporting data on the relationship between juvenile justice and adult correctional education and successful community reentry
- Codifying juvenile justice and adult correctional education program standards toward the identification of a uniform model(s)
- Increasing professional development opportunities for juvenile justice and adult correctional educators
- Promoting citizen awareness and legislative support for juvenile justice education and adult correctional education

Florida State University's College of Criminology and Criminal Justice is coordinating this national movement and is collecting data from all states to establish a National Data Clearinghouse for juvenile justice and adult correctional education. The Alliance will use the national data and findings on evidence-based education policies and practices to build public awareness and legislative advocacy for advancing education in juvenile justice and adult corrections. The message is clear; rather than rely upon traditional responses to crime, that are ineffective and costly, change is called for and one of the most promising areas for change in corrections is education.

Ultimately, the Alliance's national collaboration, associated public awareness, and legislative outreach should promote and expand proven education policies and practices that improve the quality of education services in juvenile justice and adult corrections. These efforts will be aimed at reducing recidivism and our reliance upon incarceration, thereby saving tangible taxpayer dollars and the high intangible cost of pain and suffering associated with criminal victimization.

Next Steps

The Florida State University's Center for Criminology and Public Policy Research is planning several long-term activities including, but not limited to, securing the continuation of the Alliance for Juvenile Justice and Adult Correctional Education, implementing the national research agenda, and maintaining and expanding the data clearinghouse.

Through the Alliance, the Center plans to continue collaborating with federal, state, and private organizations throughout the country. In March of 2009, Center staff will

participate in the Correctional Education Association's annual Leadership Forum. In addition, throughout 2009, the Center will participate in events hosted by the Arizona Correctional Educators, Inc and the Pennsylvania Correctional Education Association. Several Northeast and Mid-Atlantic states including Massachusetts, Virginia, Delaware, Maryland, and North Carolina have expressed interest in coordinating regional meetings for state administrators in juvenile justice education. In addition, the Center plans to pursue collaboration with the U.S. Department of Education and the National Technical Assistance Center for Neglected and Delinquent Youth.

The Center also plans to publish a peer-reviewed research article on the national status of juvenile justice education post-NCLB. This research article will identify baseline information and data from which future research and policy initiatives in the field can be framed.

Finally, the Center plans to pursue both private and public resources to sustain and enhance the efforts already begun by this Project. Given the current state of the country's economy, the unprecedented level of incarceration, and the potential for education to help alleviate the financial and personal costs of crime, future funding will be dedicated to implementing the national research agenda and data clearinghouse initially developed by the Project. Dedicated resources, devoted to research and evaluation, are needed in order to advance the field of juvenile justice education. The national research agenda and clearinghouse provide the mechanism that will enable the identification of evidence-based educational practices and determine the value-added benefit of juvenile justice education to the larger society. Future funding will also provide the Center the opportunity to continue to work directly with state agencies and organizations in the field of juvenile justice education to ensure that incarcerated youth are receiving quality educational services that produce positive community reintegration outcomes and reduce recidivism.

Summary

States across the nation have shown good faith in their efforts to implement NCLB in juvenile justice education; however, their efforts are often impeded due to insufficient human, financial, and organizational resources. If states are able to successfully implement the various NCLB requirements for juvenile justice programs, educational opportunity will be increased substantially for incarcerated delinquent youth throughout the country. A quality educational opportunity will provide the potential for greater academic achievement and transition from delinquency, thereby reducing future crime and its associated costs. The key to successfully improving education for incarcerated and delinquent youth is collaboration.

Moreover, the efforts undertaken and lessons learned in juvenile justice education can be replicated in many adult correctional education programs. These programs would be able to incorporate "best education practices" that would be informed by regular reviews of the research literature, longitudinal community reintegration studies, and federal and state policy analyses for continuous quality improvement.

Section VII: Assessing the Future of Juvenile Justice Education

Collaboration means building consensus for a national research and policy agenda in juvenile justice education among key stake holders including the U.S. Department of Education, the Office of Juvenile Justice and Delinquency Prevention, national juvenile and adult correctional education organizations, and state agencies responsible for juvenile and adult correctional education.

Using this collaborative model, the Center plans to continue to operate the national data clearinghouse, focusing our efforts on providing states with data that reflect their level of NCLB implementation and associated results. As well as providing information to advance research on “best practices” in juvenile and adult correctional education.

The partnerships being formed between universities and various organizations should result in the development of uniform evaluation standards and outcome measures for juvenile and adult correctional education. Currently, these educational standards and outcome measures vary widely across states, and are often non-existent. In order to identify “best educational practices,” uniform standards and outcome measures are necessary for collecting and analyzing state results for comparison and national trends. In addition, professional organizations working with universities will be able to develop university programs that train teachers to work in juvenile justice and adult correctional settings.

In sum, much can be done to continue to improve juvenile justice and adult correctional education throughout the country, but there will be resistance particularly in relation to related costs given the nation’s current fiscal crisis. However, the essential policy issue remains—pay a little now to expand and improve juvenile justice and adult correctional education or pay a great deal more later for the costs of unabated crime, recidivism, and related victimization, that are now estimated to exceed \$1 trillion a year!

APPENDIX A: STATE ORGANIZATIONAL STRUCTURES FOR JUVENILE JUSTICE EDUCATION

The Juvenile Justice NCLB Collaboration Project collected information regarding juvenile justice education from several sources. Initially, Project staff conducted telephone interviews with 49 states regarding their organizational and administrative structures for juvenile justice education. One state did not participate and information from two states was incomplete; therefore, information on these states was collected through state agency websites, making the organizational information complete for all 50 states.

Overall, the 2006 interview and survey results revealed a high level of variation across states with respect to the type of state agencies ultimately responsible for juvenile justice education as well as the level of administrative centralization within states. When an agency was not responsible for all juvenile justice education programs in the state, the types of programs that the agency was not responsible for were noted.

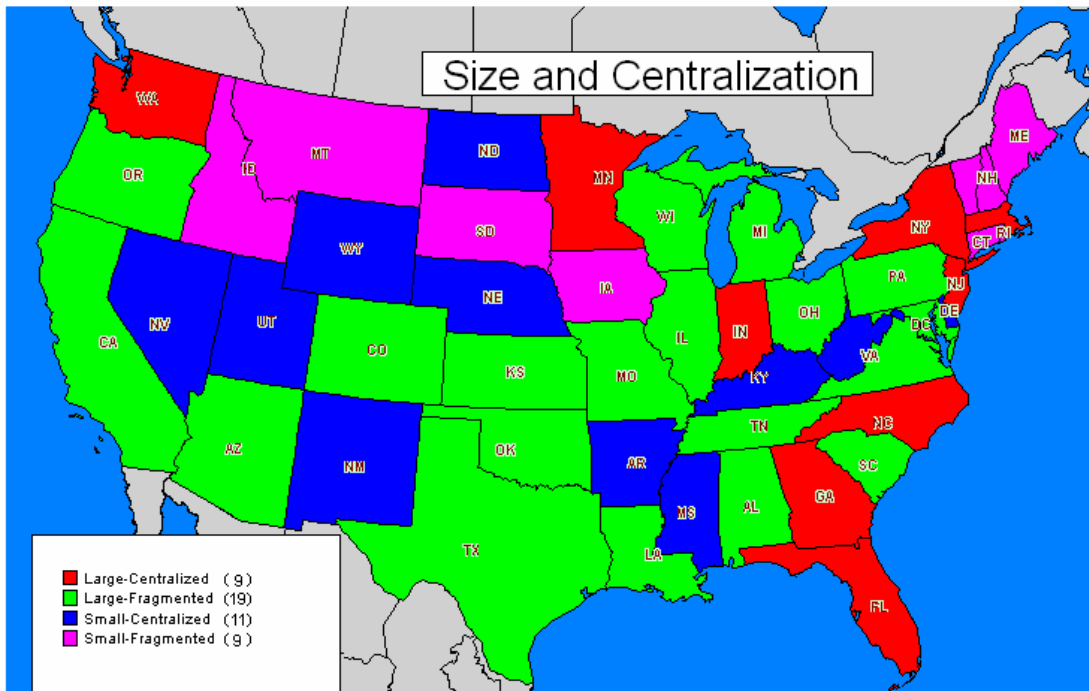
States were categorized according to the degree of administrative centralization for juvenile justice education services and the size of the state's juvenile justice population. Institutional types include detention centers, locally-operated programs, privately-operated programs and state-operated juvenile institutions.

- Centralized systems are characterized by having one or two state agencies working jointly to oversee all juvenile justice education services within the state.
- Decentralized systems have at least one type of juvenile justice institution (such as detention centers, locally or privately operated facilities) or one geographic region within a state not overseen by the state agency ultimately responsible for juvenile justice education.

National residential census data of juvenile justice populations were gathered from the Office of Juvenile Justice and Delinquency Prevention¹ and were utilized to classify each state as large (juvenile justice population of 1,400 or over) or small (population of under 1,400).

¹ This information was obtained from Office of Juvenile Justice and Delinquency Prevention, 2003 Census of Juveniles in Residential Placement Databook. Retrieved from <http://ojjdp.ncjrs.org/ojstatbb/cjrp/default.asp>

Figure A-1



Twenty-two states had a juvenile justice population of less than 1000 youth, with as few as 51 youth in Vermont; 17 states had populations that ranged between 1000 and 2000 youth; and 11 states had more than 2000 youth in their juvenile justice system, with as many as 16,782 in California.

In 20 states, the administration and oversight of juvenile justice education was centralized. Variations of decentralized juvenile justice education systems included states where the agency responsible for the administration and evaluation of juvenile justice education did NOT oversee educational services in locally-operated detention facilities (12 states), privately-operated facilities (13 states), and locally-operated commitment facilities (10 states).²

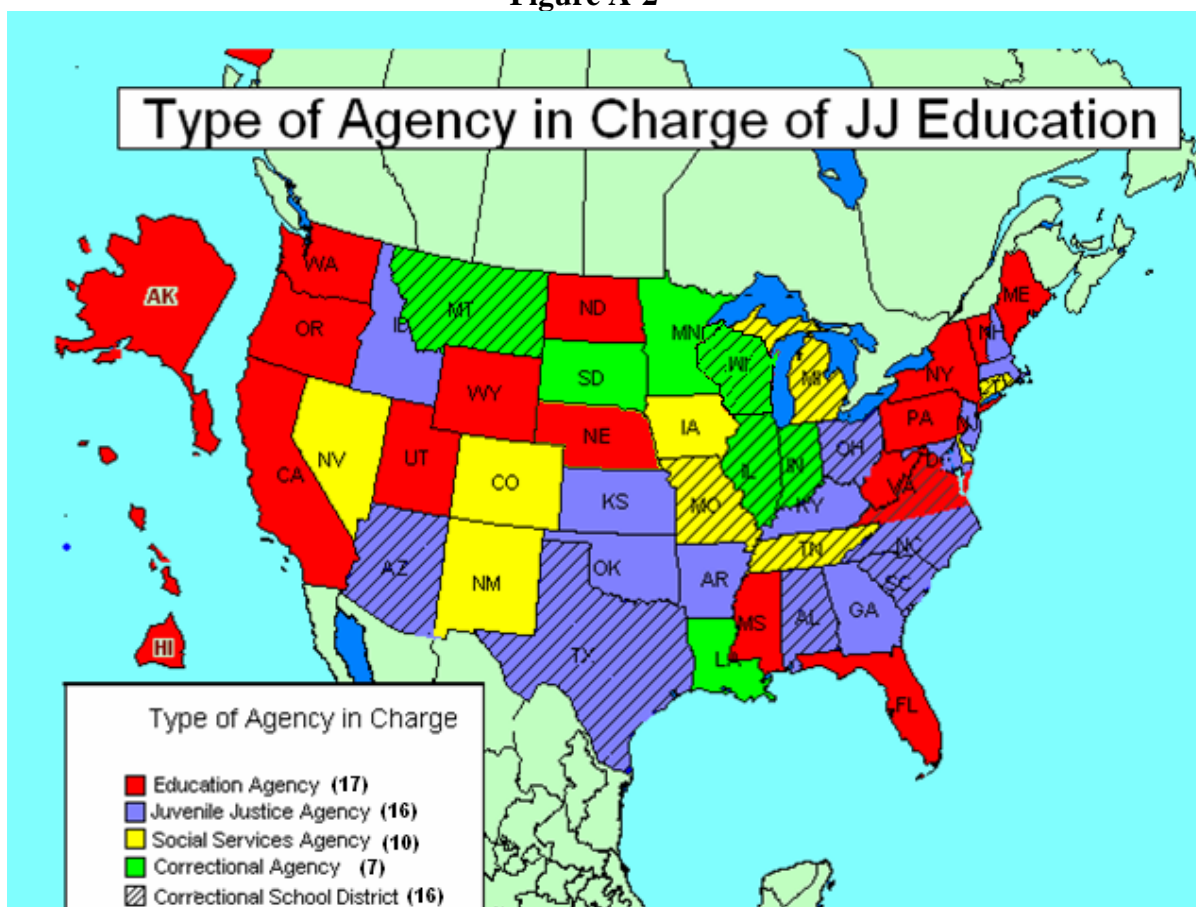
Other variations of decentralized systems included:

- One state having a split system where one agency oversees education services in detention centers, while another agency oversees these services in all of the states residential commitment programs.
- Two states having separate geographic regions operating independently from the primary state agency responsible for juvenile justice education.

²

** Program types are not mutually exclusive

Figure A-2



The two most common types of agencies responsible for juvenile justice education were state education agencies in 17 states and state juvenile justice agencies in 16 states. State social services agencies, responsible for special populations other than delinquent youth such as departments of health and human services, were responsible for juvenile justice education in 10 states.

Correctional agencies, also responsible for adult populations, were in charge of education services in 7 states. In 12 states, more than one agency shared responsibility for the oversight of juvenile justice education. The general trend was a state juvenile justice agency collaborating with a state education agency (SEA). In addition, there were 16 states in which juvenile justice education services operated as independent correctional school districts, however, administrative oversight was still provided by a state agency.

This information highlights the diversity of juvenile justice education organizational structures throughout the United States. These varying organizational structures will, undoubtedly, influence the implementation of NCLB. Therefore, it was essential to identify and describe them before identifying common and unique impediments to implementing NCLB.

APPENDIX B: NCLB IMPLEMENTATION

The following results are based on responses from state surveys conducted in 2006 and 2007. In 2006, 44 states responded to our survey on the implementation of juvenile justice education services and NCLB. The 2006 survey asked respondents to rate the level of implementation regarding various NCLB requirements.

In 2007, 42 states responded to our follow-up survey regarding progress made on implementing NCLB requirements and the strategies used to meet the requirements. In the follow-up survey, we asked respondents to comment on their progress regarding the implementation of these same NCLB requirements. The following are findings from both surveys.

NCLB: GENERAL IMPLEMENTATION AND IMPEDIMENTS

The survey asked respondents general questions about levels of implementation regarding NCLB requirements and specific questions regarding these four areas: (1) transition services, (2) highly qualified teacher requirements, (3) student outcome measures and adequate yearly progress (AYP), and (4) program monitoring of educational quality. Of these major NCLB requirements, most states reported that they provide some level of transition services and conduct on-site program monitoring of educational services at least once every two to three years. While 38 states indicated that they collect student outcome measures, most states do not collect all of the outcome measures required for program evaluation. Ten states responded that they do not require juvenile justice teachers to be highly qualified, and only 12 of 44 states indicated that AYP is calculated for their juvenile justice schools.

The survey also included a question about the level of difficulty in implementing NCLB across different requirements. Respondents were asked to rate the level of difficulty in meeting the NCLB requirements using a scale from 1 (not at all difficult) to 5 (very difficult). Based on states' responses, the categories are ordered from the most difficult to least difficult to implement. Table B-1 summarizes the results.

Table B-1: Level of Difficulty in Implementing NCLB Requirements (n=42)

	Mean	1 Not at All Difficult	2	3	4	5 Very Difficult	Total
Calculating return to school and/or employment rates	3.67	4	3	11	9	15	42
Meeting highly qualified teacher requirements	3.59	4	3	9	15	10	41
Calculating Adequate Yearly Progress	3.47	4	4	12	6	12	38
Evaluating juvenile justice student education progress	2.95	1	12	18	10	1	42
Providing transition services for juvenile justice students	2.95	5	11	12	9	5	42
Evaluating juvenile justice education programs	2.88	4	9	18	10	1	42
Requirements of a State Education Plan for neglected and delinquent students	2.74	5	13	15	6	3	42

Calculating return to school and employment rates, meeting the highly qualified teacher requirement, and attaining AYP are rated as the most difficult areas to implement. Evaluating juvenile justice programs and student educational outcomes, providing

transition services, and developing a state education plan for neglected and delinquent youth are areas in which states reported less difficulty in implementation.

In addition to the difficulty of implementing NCLB requirements, a question was asked regarding the area of technical assistance most needed in relation to meeting NCLB requirements. Table B-2 presents the responses to this question.

Table B-2: Technical Assistance Needs (n=42)

Technical Assistance Area	Number of States
Tracking students for return to school and/or employment	34
Providing transition services for students from juvenile institutions	28
Evaluating juvenile justice education programs	26
Using evaluation data to improve your state's juvenile justice education services	26
Evaluating juvenile justice student education outcomes	25
Calculating Adequate Yearly Progress (AYP)	20
Measuring student academic gains while incarcerated (i.e., pre- and post-testing)	20
Meeting highly qualified teacher requirements	17
Developing a State Education Plan for neglected and delinquent students	12
Other	3

Categories are not mutually exclusive

States indicated a need for technical assistance in many areas. Tracking students for community reintegration outcomes is an area in which 34 states reported a need of technical assistance. Twenty-eight states need technical assistance in providing transition services; 26 states cited evaluating juvenile justice education programs and using evaluation data to improve educational services as areas in which they need assistance; and 20 states reported that they could use technical assistance in calculating AYP and measuring students' academic gains. Despite being reported as a serious impediment, meeting the highly qualified teacher requirements was reported as a need for technical assistance in fewer than 20 states.

Many of the impediments reported earlier were related to the difficulty of meeting NCLB requirements in juvenile justice education settings. Table B-3 reports the problems specifically related to the challenges of educating incarcerated students. Responses to this question were open-ended and coded into the following categories.

Appendix B: NCLB Implementation

Table B-3: Primary Obstacles in Educating Incarcerated Youth (n=44)

Primary Obstacle	States
Conflicting Needs, Requirements, or Priorities	12
Diverse Student Academic or Behavioral Needs	12
Transition and Community Reentry	11
Student Mobility and Short Lengths of Stay	11
Lack of Resources (Funding, Facilities, and Staff)	9
Student Assessment and Measuring Academic Gains	3
Other	3

Categories are not mutually exclusive

Conflicting agency and programming needs and requirements (e.g., treatment priorities versus education priorities) and the diverse needs of juvenile justice youth are commonly shared difficulties in educating incarcerated youth (12 states each). Similarly, student mobility, shorter lengths of stay, and transition back into the community present major difficulties. Nine states also indicated a lack of resources as a major obstacle in educating incarcerated youth.

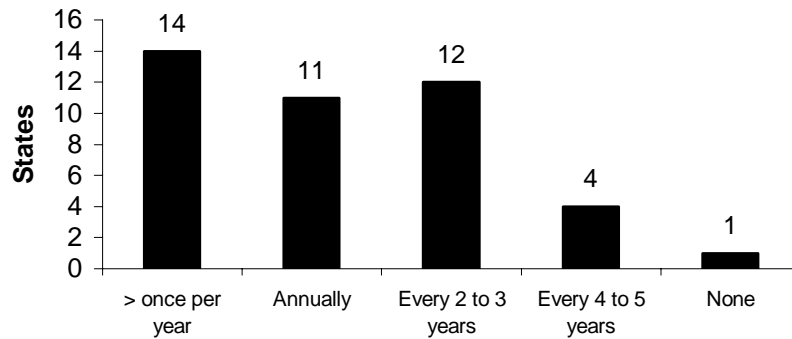
PROGRAM EVALUATION: MONITORING EDUCATIONAL QUALITY

2006 Survey Results

Program evaluation, in particular monitoring the quality of educational services, is an important process for implementing NCLB and improving juvenile justice schools. The survey included questions regarding program evaluation to assess states' monitoring capabilities of educational programs. Thirty states reported the use of a formal evaluation instrument to monitor programs. Most of these monitoring instruments were developed by individual states to meet their program information and performance needs. Additionally, 13 states indicated the use of performance-based standards developed by OJJDP and provided to states by the Council of Juvenile Correctional Administrators.

The survey also asked respondents about the frequency of educational program monitoring conducted in their state. Figure B-1 presents the frequency of monitoring educational quality.

Figure B-1: Frequency of School Quality Monitoring (n=42)

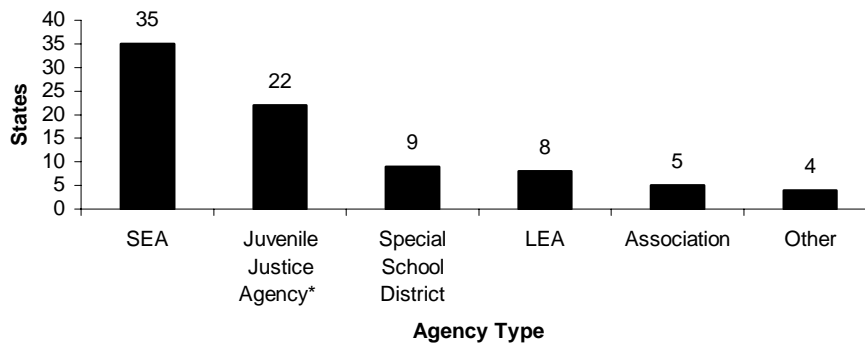


The majority of states (37 of 42) monitor juvenile justice schools at least every three years. Fourteen states monitor the quality of education more than once per year, 11 states conduct annual evaluations, and four states reported that they monitor education quality every four to five years. The type of monitoring conducted in juvenile justice education also varied from state to state. One state indicated that it does not evaluate its juvenile justice schools.

Thirty-six states monitor and evaluate the overall quality of educational services. In addition, several states noted that many different monitoring processes were used in their juvenile justice education system; some states only monitor specific aspects of juvenile justice schools such as special education services or finance.

Other states consider the school accreditation process a monitoring tool. The survey also asked which agency was responsible for conducting monitoring in juvenile justice education. Figure B-2 reports the responses.

Figure B-2: Who Conducts Educational Program Monitoring? (n=44)



Categories are not mutually exclusive

*The category for Juvenile Justice Agency includes youth and correctional agencies

SEAs conduct educational program monitoring in 35 states while juvenile justice agencies evaluate school quality in 22 states. Special school districts are responsible for monitoring in nine states and LEAs are responsible in eight states. Additionally, five states reported that various associations monitor educational quality.

2007 Survey Results – Update

The 2007 survey results indicated that 14 of 39 states (36%) made above average or excellent progress toward implementing the program monitoring and evaluation requirement, and 18 of 39 states (46%) reported having made moderate progress in this area.

PROGRAM EVALUATION: STUDENT OUTCOME MEASURES AND ADEQUATE YEARLY PROGRESS (AYP)

2006 Survey Results

Data collection for assessing student academic gains and post-release outcomes is an important requirement for program evaluation and NCLB. Adequate Yearly Progress (AYP) requires states to base school performance on annual statewide assessments. Given the importance of these requirements, the survey asked respondents how data is collected on student educational outcomes and for the purposes of the data. Table B-4 summarizes states' responses to these questions.

Table B-4: Data Collection Methods and Use (n=38)

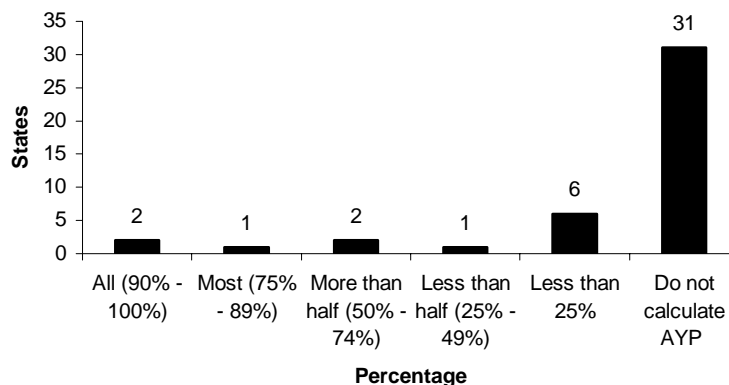
Data Collected Through	States
Juvenile justice school self-report	24
State management information system (MIS)	18
Juvenile justice school audits	10
Data Used For	States
Agency/juvenile justice school accountability	32
Federal reporting	29
State legislative or executive reporting	24
Research	17
Planning	6

Categories are not mutually exclusive

Twenty-four states reported the use of self-report as a means of data collection. Eighteen states utilized a management information system for data collection and 10 states used school audits to obtain information. Table B-4 also demonstrates that 32 states used data for accountability purposes, 29 states used it for federal reporting, and 24 used it for state legislative and executive reporting. Seventeen states utilized data for research purposes and only six used data for educational program planning.

Under NCLB's general provisions for all public schools, requirements for AYP include requiring schools to show a 95% participation rate and progress based on states' annual school achievement testing. The survey asked the states to identify the percentage of juvenile justice schools that met AYP requirements in the previous year. Surprisingly, the vast majority of states (31 of 43) did not report AYP for juvenile justice schools.

Figure B-3: Percent of Schools Passing AYP (n=43)



Of the 12 states that calculated AYP, only five reported that more than half of the juvenile justice schools met AYP. These results largely are due to the impediments specific to juvenile justice schools in implementing AYP requirements. Table B-5 summarizes the states' responses regarding these impediments.

Table B-5: Impediments to Implementing AYP (n=18)

Impediment	States
Demonstrating student gains using annual state assessment testing	17
Inaccurate reporting of enrollment	5
Lack of annual state assessment resources in juvenile justice schools	5
Difficulty in calculating annual state assessment participation rates	4
Lack of annual state assessment data in juvenile justice schools	3
Small sample size for testing	2

Categories are not mutually exclusive

Demonstrating student gains using an annual statewide assessment was reported as the major impediment in 17 states. Reported impediments included inaccurate reporting of student enrollment, lack of annual state assessment resources in those schools (10 states), difficulty in calculating participation rates (4 states), and the often small sample size of testing cohorts (2 states).

In addition to AYP, states are required to collect extensive data about academic gains and post-release community reintegration outcomes. Table B-6 reports the status of data collection regarding community reintegration outcomes.

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Table B-6: Type of Community Reintegration Outcomes Collected (n=38)

Data	States
Re-commitment	22
Return to school following release	21
Enrollment into post-secondary education	18
Employment following release	17
Arrest	13
Conviction	10
None	4

Categories are not mutually exclusive with the exception of the “none” category

Information is collected on recommitment in 22 states, while 21 states collect data on students’ return to school and enrollment into post-secondary education. More than one-third (17) of the responding states obtain information about employment following release, while 23 states collect data regarding re-arrest and re-conviction. Only four states reported that they do not collect any community reintegration outcomes.

Most states are collecting various information regarding student academic performance measures. Table B-7 summarizes the state responses about student academic outcome data collection efforts.

Table B-7: Academic Performance Measures Collected by States (n=38)

Educational Outcomes	States
Pre/Post Reading Assessment	33
Pre/Post Math Assessment	30
Academic Credits Earned while Incarcerated	27
High School Graduation Rates	27
Vocational Certificates Earned while Incarcerated	17
Grade Advancement while Incarcerated	16
Other Pre/Post Academic Assessment	8
GED Rates*	3

Categories are not mutually exclusive

*Some respondents may have included collecting GED rates under the High School graduation rate category

Pre- and post-assessment results in reading (33 states) and in math (30 states) are the most commonly collected measures of academic performance. Twenty-seven states indicated that they collect graduation rates and academic credits earned. More than one-third of the responding states collected data regarding vocational certificates earned while incarcerated (17 states) and grade advancement during incarceration (16 states); only three states reported collecting GED rates.

2007 Survey Results - Update

In 2007, 22 of 40 states (55%) reported that all juvenile justice education programs within their state were exempt from AYP. In addition, 5 of 40 states (12.5%) reported that particular program types were exempt. Thus, only 13 of 40 states (32.5%) reported that they calculated AYP on all of their juvenile justice education programs. Of those

states that have an exemption, 15 of 21 (71%) indicated that their exemption was based on state agency policy, 5 of 21 (24%) indicated that their exemption was via an agreement with the U.S. DOE, and 1 of 21 (5%) indicated their exemption was implemented from state legislation.

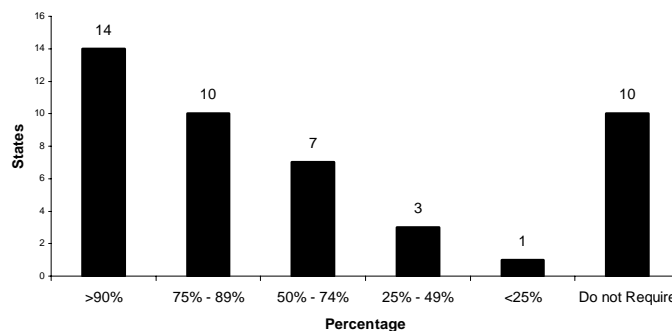
Also, in 2007, most states indicated making progress in implementing and reporting versions of pre- and post-testing to measure students' academic gains. Eleven of 38 states (29%) reported having made above average or excellent progress toward implementing the student performance measures, and 16 of 38 states (42%) reported having made moderate progress in this area.

HIGHLY QUALIFIED TEACHER REQUIREMENTS

2006 Survey Results

Under NCLB's general provisions for all public schools, teachers must meet highly qualified teacher requirements, which include holding a bachelor's degree, having professional certification, and showing competency in each subject they teach. The survey asked respondents whether their state requires teachers in juvenile justice education programs to be highly qualified, and if so, the percentage of core academic classes taught by highly qualified teachers. Figure B-4 reports the results.

Figure B-4: Level of Highly Qualified Teachers (n=44)



Thirty-one states reported that more than half of core academic classes in their juvenile justice schools are taught by highly qualified teachers. More than 90% of the classes are taught by highly qualified teachers in 14 states, whereas this percentage is less than 50% for four states. Based on specific definition and interpretation of highly qualified teacher requirements, 10 states reported that they do not require teachers to be highly qualified in their juvenile justice education programs.

The survey also included a question regarding an increase in the numbers of highly qualified teachers compared to the previous year. Based on responses from 37 states, 20 states indicated that this percentage increased over the previous year, and 14 states reported that the rate did not change. Importantly, only three states reported that the percentage of classes taught by highly qualified teachers decreased compared to the previous year.

Appendix B: NCLB Implementation

Despite these positive figures, many states face serious impediments in meeting highly qualified teacher requirements. When asked about the difficulties in this area, states responded as follows.

Table B-8: Highly Qualified Teacher Impediments (n=36)

Impediment	States
Teachers responsible for multiple core academic subjects	29
Teacher shortage	18
High teacher turnover rates in juvenile justice schools	13
Lack of funding	12
Low teacher salaries	11
Poor facility locations or working environments in juvenile justice schools	10
Teacher migration to other schools	5
Low rates of professional certification	2

Categories are not mutually exclusive

The major difficulty cited was that of “a single teacher being responsible for teaching multiple core academic areas” (29 states). Teacher shortages in 18 states and high turnover rates in 13 states were also reported as major impediments. Some states indicated that lack of funding (12 states) and low teacher salaries (11 states) pose additional difficulties in implementing highly qualified teacher requirements. The survey results show that 10 states perceive unfavorable facility locations and work environments in juvenile justice schools as barriers to meeting this requirement.

When asked for solutions and strategies implemented to cope with these difficulties, 15 states reported that they make use of alternative methods for teachers to become highly qualified. Seven states provide special professional development training to their teachers, and four states allow more flexibility in small and rural schools. Revision of state licensure requirements, use of High, Objective, Uniform State Standards of Evaluation (HOUSSE) certifications, and online classes were also noted as possible strategies.

2007 Survey Results – Update

Based upon results from the 2007 survey, only 5 of 42 states (12%) reported that all of their juvenile justice education programs were exempt from meeting the highly qualified teacher requirements. An additional 11 states (26%) reported that particular program types were exempt. Twenty-six states (62%) reported that all of their juvenile justice education programs were expected to meet the highly qualified teacher requirements. Of those that had an exemption, 11 of 12 states (92%) indicated that their exemption was based on state agency policy, and 1 of 12 states (8%) indicated their exemption was derived from state legislation.

In addition, 18 of 36 states (50%) reported having made above average or excellent progress toward implementing the highly qualified requirement, and 16 of 36 states (44%) reported having made moderate progress in this area.

TRANSITION SERVICES

2006 Survey Results

Transition services help incarcerated youth make successful transitions to schools and/or employment after release. NCLB requires states to develop a plan for transitioning youth from juvenile justice institutions to local schools, programs, and communities in addition to designating individuals who are responsible for transition services. The survey asked states how well they are meeting these requirements.

Overall, states considered themselves fairly successful in implementing these requirements. While 35 states indicated that they provide some transition services to assist students, 33 states reported that they have successfully developed an NCLB plan addressing transition services. Approximately 10 respondents believe that their states are only partially or minimally meeting these requirements.

States are also required to designate individuals to assist students in transitioning into schools and the community. Survey results indicate that states generally designate individuals at the program, LEA, and state level to provide students with transition services. While 10 states reported that they did not have personnel at the state level dedicated solely for transition services, seven states reported that they were meeting the requirements at the LEA and program levels to some extent. A high number of states (more than 30 of 44 states) reported that they were generally meeting the requirements to designate individuals at all levels. Major impediments in providing effective transition services are summarized in Table B-9.

Table B-9: Impediments to Providing Effective Transition Services (n=42)

Impediments	States
Lack of coordination between public schools and juvenile justice schools	29
Lack of funding for youth to participate at post-secondary schools after release	25
Lack of transition resources	21
Regulations that inhibit students in returning to public schools	16
Inadequate funding	15

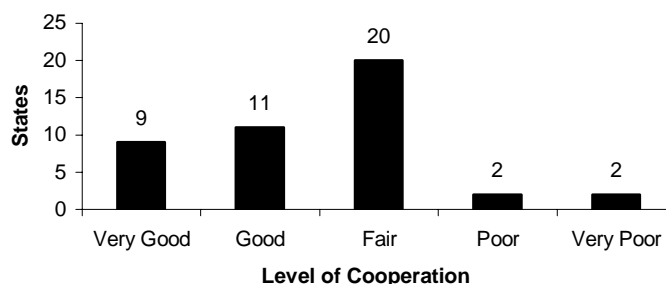
Categories are not mutually exclusive

Lack of coordination between public schools and juvenile justice schools was the most frequently reported impediment to providing effective transition services (29 states). Another major obstacle in this area was lack of funding for youth to participate in post-secondary education after release. While 21 states reported the lack of resources as an impediment, fewer than 20 states indicated that the existence of regulations inhibiting students from returning to public schools and inadequate funding were problematic.

In addition to these impediments, many states reported that lack of coordination among state agencies is a major challenge in implementing effective transition services. Responses are provided in Figure B-5.

Appendix B: NCLB Implementation

**Figure B-5: Level of Cooperation Among State Agencies
in Providing Transition Services (n=44)**



The most common descriptor for the level of cooperation between state agencies was “fair.” Only nine states indicated that they have a “very good” level of cooperation among state agencies. And the number of states reporting cooperation to be “poor” or “very poor” was only four.

2007 Survey Results - Update

Based upon the 2007 survey results, 13 of 39 states (33%) reported having made above average or excellent progress toward providing transition services for youth, and 20 of 39 states (51%) reported having made moderate progress in this area.

OVERALL PROGRESS

In 2007, states indicated that they were making the most progress in the area of recruiting and retaining highly qualified teachers, followed by interagency collaboration, and providing transition services. The area which received the least attention from states was meeting NCLB requirements in short-term facilities and detention centers. As noted earlier, many states exempt their detention facilities from some of the NCLB requirements.

APPENDIX C: IMPLEMENTATION IMPEDIMENTS & RESPONSES

During the 2006 Conference on Juvenile Justice Education and NCLB, state administrators of juvenile justice education services discussed the implementation of NCLB requirements including providing effective transition services, monitoring educational program quality, recruiting and retaining highly qualified teachers, and measuring student outcomes and adequate yearly progress. Focus group discussions during the 2006 conference resulted in identifying numerous common implementation impediments.

In 2007, 42 states responded to our follow-up survey regarding progress made on implementing NCLB requirements and the strategies used to meet the requirements. In the follow-up survey, respondents were asked to comment on their progress regarding the implementation of the NCLB requirements. The following is a summary of the impediments and recommended implementation strategies from the 2006 focus groups and the 2007 survey.

HIGHLY QUALIFIED TEACHERS

At the 2006 conference on Juvenile Justice Education and No Child Left Behind, states discussed implementation impediments regarding the requirements associated with recruiting and retaining highly qualified teachers. The following bulleted list presents the identified impediments and *recommended* strategies from the conference.

2006 Implementation Impediments

- Recruiting and retaining teachers who have certification in multiple core content areas and levels (e.g., middle and high school levels) they must teach, and the challenge of teaching sub-fields in core areas such as math (e.g., basic math, algebra and geometry) or science (e.g., chemistry and biology)
- Lack of qualified substitute teachers and funding resources to provide permanent teachers the opportunity to attend professional development training
- Lack of mentors for beginning educators
- Lack of college training preparing teachers for meeting NCLB requirements
- Funding issues, such as low salaries and a lack of resources for training teachers
- In many states funding is based on the number of students in a program; when the population fluctuates during funding survey counts, staffing is affected
- Special education teachers often vacate positions more frequently (at a higher rate) because of the volume of associated paperwork required
- Lack of knowledge about teaching in juvenile justice surroundings creates a misperception about the environment; this perception often makes it more difficult to recruit highly qualified teachers
- Teacher turnover caused by teachers leaving programs for employment in other schools after the juvenile justice program has helped them obtain highly qualified status

2006 Recommended Implementation Strategies

- Developing alternate licensure requirements
- Creating a certification area for teaching at-risk youth in classrooms where students are enrolled in various grade levels courses
- Providing emergency certifications and a clear time frame to meet the requirements of highly qualified
- Encouraging special education graduates to become certified in core academic content areas as well as special education
- Developing promotional programs to increase awareness about teaching in juvenile justice schools
- Collaborating with local colleges and universities to recruit and properly train students, focusing on early recruitment, and placing college students in facilities for their teaching practicum
- Using Federal Title II funds to help special education teachers expand their certification areas
- Providing attractive financial packages, such as full-year contracts, special education stipends, or bonuses for juvenile justice teachers
- Using veteran teachers to enhance professional development
- Providing online coursework for teachers
- Creating strong internal administrative support to increase collaboration and alleviate conflict between teachers' needs and administrators' expectations
- Attending job fairs to publicize and recruit teachers for juvenile justice programs
- Working with a national association to lobby for juvenile justice education interests

2007 Implementation Strategies

Based upon states' responses to the 2007 survey on the implementation of NCLB requirements in juvenile justice facilities, the following list summarizes the implementation *strategies used* by states.

Staffing

- Encouraging special education teachers to become certified in core academic content areas
- Transferring teachers to facilities where their certification areas are needed
- Transferring students with particular needs to facilities that have teachers who are endorsed in those content areas. For example, transferring students who must have PE or Health to a facility that has a content-endorsed teacher in that area
- Eliminating self-contained special education classes and integrating special education students in all other classes, then using special education teachers as resource teachers to support content area certified teachers
- Using one teacher for two subjects. For example, using one teacher for math and science and another teacher for English and social studies, with each teacher endorsed in at least one of the two subject areas
- Using team teaching strategies in self-contained classes in intensive treatment programs and/or specialized counseling programs

Appendix C: Implementation Impediments & Responses

- Using internet resources to meet highly qualified teacher requirements. For example, using virtual schools or online classes to make it possible for a highly qualified teacher to teach students in different facilities. However, one state reported that the result of using the internet to address highly qualified teacher needs has been mixed. Although online classes have allowed each program to address its individual highly qualified teacher needs, one state found that the online instruction has not been as effective as in-person classroom instruction. Specifically, engaging students is more difficult in a virtual classroom. Another state reported that the use of online schools has raised concerns about the security of personal information
- Offering advanced academic classes via statewide video conferencing
- Rehiring retired teachers who are qualified in multiple content areas
- Certifying all teachers in short-term (detention) facilities as alternative education teachers in order to allow teachers in those facilities to teach all content areas without having to meet the highly qualified requirement

Alternative Certifications

- Developing a new teacher certification program for teachers working in juvenile justice programs
- Using alternative licensing programs in lieu of a degree from a college of education program to certify teachers
- Allowing teachers with subject matter degrees or certifications in other areas to complete state teaching examinations to obtain certification
- Providing professional development and support to become highly qualified in additional subject areas through PRAXIS tests or the multi-subject HOUSSE
- Using a teaching certification for middle grades integrated curriculum which results in being certified in field for math, English, social studies, and science for grades six through nine
- Allowing teachers to be hired with transitional and conditional certification. For example, providing emergency certifications in order to meet highly qualified requirements then requiring teachers with emergency certifications to obtain the appropriate licensure within three years.

Salaries

- Increasing teachers' salaries to better align them with the pay structure in the local public school system
- Making teachers' salaries commensurate with their license levels, which provides an incentive for teachers to obtain additional certifications
- Offering teachers the opportunity to teach during the summer for additional pay, or using a daily pay rate equivalent to public schools, multiplied by the number of days in the extended contract year for teachers in juvenile justice programs
- Providing better state retirement plans for juvenile justice education teachers, compared with those provided to local public school teachers

Loan Forgiveness & Bonuses

- Offering student loan forgiveness for persons teaching in juvenile justice education facilities in order to attract highly qualified teachers
- Offering tuition reimbursement for teachers to pursue certification, especially special education certification and certification in additional core content areas. Some states reported using stipends from NCLB to pay for tuition reimbursement
- Offering additional teacher certification opportunities at no cost to employees
- Granting teachers education leave credits to pursue additional teaching credentials
- Providing signing bonuses to teachers in juvenile justice education programs
- Providing pay incentives for teachers in juvenile justice programs consistent with those incentives used in recruiting teachers to work in failing schools
- Providing pay incentives for highly qualified teachers through third party providers
- Using Title II dollars to offer signing bonuses for critical needs areas such as science and math or bilingual and TESOL/ESL certified teachers in juvenile facilities
- Implementing gas stipends for teachers at rural facilities

Recruiting

- Improving marketing strategies for teaching jobs in juvenile justice facilities, such as emphasizing the low student-to-teacher ratios or good benefits packages in an effort to attract highly qualified teachers
- Publicizing positions and recruiting highly qualified teachers at job fairs
- Increasing awareness about teaching in juvenile justice schools as a way to promote positions and make jobs in juvenile justice education more attractive to highly qualified teachers
- Developing positive community relationships, such as the formation of local liaison councils that are influential in recruiting local teachers
- Hiring a state consultant who serves as a teacher recruiter for juvenile justice schools
- Recruiting teachers through local area professional teacher organizations
- Forming partnerships to provide support and incentives to local residents, paraprofessionals, and high school students interested in pursuing teaching careers
- Forming a state Recruitment and Retention Committee that is dedicated to recruiting and retaining highly qualified teachers
- Taking advantage of recruitment opportunities afforded by colleges and universities, such as:
 - Participating in career fairs at colleges and universities as part of an overall recruitment strategy
 - Offering internships in juvenile justice education facilities to college students
 - Working with universities to arrange opportunities for teachers who are interested in alternative education settings to complete internships or student teaching assignments in juvenile justice education facilities

PROVIDING EFFECTIVE TRANSITION SERVICES

At the 2006 conference on Juvenile Justice Education and No Child Left Behind, states discussed implementation impediments regarding the requirements associated with providing effective transition services that support youth returning to school and/or gaining employment after release. The following is a list of identified impediments and *recommended strategies* from the conference.

2006 Implementation Impediments

- Little or no coordinating capabilities with the local education agencies (LEAs), local schools not releasing student transcripts, and transmitting student records
- Laws prohibiting students from returning to public schools
- Little or no cooperation from local school districts when students are attempting to return to school
- Keeping students in school after they return is an additional challenge and negative attitudes toward students when they do return to their public school districts
- Lack of realistic plans to assist students as they transition, as well as an inability to identify the person(s) responsible for transition services
- Lack of statewide transition protocols and varying levels of transition services among private providers creates inconsistency for students and programs
- Varying curricula, courses, and graduation requirements across different school systems further complicates the transition process
- Short-term facilities often do not have sufficient time to get all of the needed resources in place before students leave
- Lack of collaboration among agencies, community networking, and resources
- Large caseloads in probation and aftercare, which is compounded by a lack of tracking tools, make it difficult to track the youth
- Long distances between facilities and home communities

2006 Recommended Implementation Strategies

- Developing facility-wide transition plans, and hosting a transition ‘summit’ to train all stakeholders in using the transition plan
- Assigning control of the individual education plan (IEP) process to juvenile justice education and inviting education representatives from the next school to participate
- Providing post-secondary education such as online and/or correspondence courses for youth who have a high school or General Educational Development (GED) diploma would assist students in transition to post-secondary education
- Having detention centers provide daily transition skills sessions
- Ensuring that public school representatives participate in the students’ exit transition process
- Establishing memorandums of understanding with local schools and designating school records liaisons
- Providing educational advocates to coordinate services between juvenile justice facilities and local communities

- Recruiting retired people to serve as community mentors
- Using IDEA funds to provide special education liaisons to coordinate services with students' next placements
- Offering job placement programs for detention centers and apprentice programs for released youth
- Statewide coordination of public and juvenile justice education school calendars to help with student mobility issues
- Community reintegration support training for juvenile probation officers

2007 Implementation Strategies

Based upon states' responses to the 2007 survey on the implementation of NCLB requirements in juvenile justice facilities, the following list summarizes the implementation *strategies used* by states.

Pre-Release Transition Services

- Utilizing transition specialists (also called transition coordinators, transition or education liaisons, and transitional aides) at the facility. The transition specialists are generally responsible for arranging pre-release meetings; facilitating the enrollment of the student in public school or an alternative education program upon release; working with the family, school and community to address the youth's continued treatment, educational and employment needs while in transition; assembling packets with important documents, such as official transcripts, and delivering copies to the receiving district; and generally assisting with the transition process.
- Conducting pre-release planning meetings with the student, school administrators, teachers, counselors, treatment providers, and the transition specialist
- Establishing multi-disciplinary transition teams with pre-release guidance counselors, career development facilitators, job developers, rehabilitative service providers, and intensive probation officers to better address the needs of the students and provide better wrap-around services
- Working with various state agencies as well as public, charter, and alternative schools to establish a pre-arranged plan for the transition of students
- Preparing education transition portfolios for each student that contain test scores, certificates earned, school records, career testing, transcripts, and other important documents
- Offering curricula focused on skills necessary for community reintegration such as life skills, employability skills, transition, impact of crime on victims, and/or parenting skills classes
- Establishing formal and informal interagency agreements to allow for the provision of comprehensive transition and post-release services
- Offering college courses to students before they are released
- Linking students with job and rehabilitative services in the community prior to release
- Offering unique career training opportunities, such as fire camps for training in firefighting

Appendix C: Implementation Impediments & Responses

- Obtaining legislative approval to allow more flexible use of funding to provide more transitional support services
- Keeping juvenile justice education programming aligned with the state's Department of Education ensuring that students have a smoother transition back into their communities
- Monitoring and evaluating the transition services provided in facilities

Post-Release Transition Services

- Creating a position for an education liaison in the state's office for juvenile probation and parole
- Utilizing community education specialists in each school district, county, or region of the state. Community education specialists function much like the pre-release transition specialists. Responsibilities included ensuring that institution school records are expeditiously delivered to receiving public schools; working with parole offices; accompanying youth to school after release; linking the youth with employment opportunities in the community; identifying and linking youth with community services; and working with school administrators in the community
- Sharing contact information for education specialists or educational liaisons with public school administrators to facilitate communication
- Utilizing local school district transition contacts who assist youth in re-enrolling in school or accompany students to school after release
- Hiring positive behavioral support consultants to work with the school to which the student is returning
- Placing students in alternative transitional schools or day treatment programs after release
- Partnering with area colleges to provide access to college
- Developing relationships with state and local workforce stakeholders

ADEQUATE YEARLY PROGRESS AND MEASURING STUDENT ACADEMIC GAINS

At the 2006 conference on Juvenile Justice Education and No Child Left Behind, states discussed implementation impediments regarding the requirements associated with measuring and reporting youths' academic gains and community reintegration outcomes. The following is a list of identified impediments and *recommended strategies* from the conference.

2006 Implementation Impediments

- Inaccurate and/or non-reporting of juvenile justice students' test scores
- Finding valid and reliable assessment measures
- Linking information together from various agencies or districts within the state is complicated because of the involvement of multiple agencies, a lack of accessibility, and incompatible data
- High mobility of students and short lengths of stay make administering reliable measures of academic gains difficult
- Abrupt transfers of youth due to a lack of beds precludes administering post-tests
- Education programs not being notified of students' arrivals or discharges
- Students at many juvenile justice schools do not have access to the internet, preventing web-based assessment
- Confidentiality issues, including agencies having no legal right to get information on how youths are doing after release from juvenile justice institutions
- Many facilities are too small to successfully calculate AYP, because they have too few students in their testing cohort subgroups

2006 Recommended Implementation Strategies

- Instituting a state data sharing task force or superintendent review board
- Using tests similar to those used in public schools to prepare students for testing well when they return to their home schools
- Establishing unique identifiers for youth that would be available to multiple agencies for tracking students' return to school, post-secondary education, or similar outcomes
- Using transition funds to provide resources for tracking students' academic and community reintegration outcomes
- Establishing a memorandum of understanding with adult correctional agencies to determine whether youth are sentenced to that agency
- Funneling commitment sheets through one central state office that enters the information on a password-protected website
- Hiring personnel at the state level whose responsibility is tracking youth every three months for 18 months via telephone calls and face-to-face visits

2007 Implementation Strategies

Based on states' responses to the 2007 survey on the implementation of NCLB requirements in juvenile justice facilities, the following list summarizes the implementation *strategies used* by states.

Pre- and Post-Academic Assessment Testing

- Most states pre- and post-test youth using a variety of assessment instruments, to track academic gains and grade-level advances.
 - States often use pre- and post- assessment testing in lieu of AYP
 - For long-term students, administering individual achievement tests at entry and at exit, as well as on each anniversary of placement
 - Utilizing the Measures of Academic Progress (MAP) tests which are state-aligned computerized adaptive assessments
 - Administering standardized tests of reading, language arts, and math upon admission and then at 6-month intervals, if the student is still in residence
 - Contracting with retired psychologists and teachers to administer pre- and post- assessments
 - Recording pre- and post-data for students with more than 90 days length of stay
 - Generally, only pre-testing is conducted in short-term facilities

Other Academic Measures

- Assessing juvenile justice education programs using multiple outcome measures such as state standardized testing, GEDs, high school graduation, grade advancement, high school credits earned, special education diplomas, and vocational-technical certificates
- Tracking pre-GED and GED scores, number of successful GEDs, and high school graduates
- Tracking success with post-high school distance learning courses
- Requiring students in a facility to take their home school state assessment if they are in a facility during their home school's assessment period. The student's assessment scores then revert back to their home school and are calculated in their home district's AYP report
- Incorporating student testing data into the student's Local Education Agency or school district's AYP report
- Utilizing an alternative schools accountability model that includes indicators such as credit earning rates, graduation rates, and CASAS Reading. Using Work Force Investment Act funds to implement CASAS Reading and CASAS Math LifeSkills

Conducting Follow up through State Management Information Systems and Self-Report Measures

- Developing protocols for data sharing across state agencies, such as Departments of Labor, Education, and Juvenile Justice, so that student information is shared for accounting purposes
- Creating a Data Sharing Task Force to study the sharing of educational data among state agencies
- Mandating the use of a unique student identifier to facilitate tracking youth post-release
- Passing legislative changes to allow the sharing of data on juveniles among agencies for better and quicker treatment, placement, and evaluation
- Utilizing existing databases to track students. For example, tracking students in the state's public school data system
- Developing new databases to track students' post-release outcomes
- Tracking each youth's return to school or employment through parole officers during a mandatory 6-month parole period
- Conducting follow up every three months, tracking grade advancement, GEDs, and diplomas
- Tracking students' return to school or work for 90 or 120 days
- Tracking the number of students sent to vocational or employment training, how many students show up, and how many successfully receive and complete training
- Collecting self-report data from youth, schools, and/or employers. Examples include:
 - Contacting students at 60 days, 90 days, and 6 months post-release
 - Calling the school, student, or employer at 30, 60, and 90 days post-release
 - Calling students at two, five, and ten days post-release, as well as at later time points
 - Visiting longer-term students at school or work
 - Surveying students at 1-, 3-, 6-, 12-, 18-, and 24-month intervals
 - Hiring three individuals at the state level to follow up with students, schools, and employers post release

MONITORING AND EVALUATION

At the 2006 conference on Juvenile Justice Education and No Child Left Behind, states discussed implementation impediments regarding the requirements associated with evaluating and monitoring juvenile justice education services. The following is a list of identified impediments and *recommended strategies* from the conference.

2006 Implementation Impediments

- Overlapping responsibilities among state agencies
- Different state agencies or divisions within one agency conducting educational monitoring for specific areas such as special education, finance, or Title I. These separate visits are often not coordinated and do not provide a comprehensive review of the educational services within juvenile justice schools
- Lack of evaluation/monitoring personnel and funding for staff positions
- More traditional school monitoring programs do not address the unique conditions in juvenile justice institutions and do not consider the diverse educational needs of their students
- Standards for monitoring correctional facilities often treat education programs as secondary to safety, security, and medical standards

2006 Recommended Implementation Strategies

- Creating a unified monitoring system in which states could coordinate existing personnel, such as Title I coordinators, special education monitoring staff, and peer reviewers to create a more comprehensive and coordinated school review process
- Developing a central repository of juvenile justice education standards from different states for nationwide review to enhance existing evaluation systems
- Accrediting juvenile justice schools would help to ensure that credits and diplomas earned while in the juvenile justice system would be accepted in public schools
- Combining educational monitoring and school accreditation to eliminate multiple monitoring systems
- Conducting research on what works within the juvenile justice education system and using these results to inform the educational monitoring practice

2007 Implementation Strategies

Based upon states' responses to the 2007 survey on the implementation of NCLB requirements in juvenile justice facilities, the following list summarizes the implementation *strategies used* by states.

Using Academic Measures for Evaluation

- Using assessment data to make a comparison of student academic gains, while controlling for students' lengths of stay
- Reviewing monthly reports of students' rates of return to school or work and reviewing anecdotal notes from probation and aftercare to determine factors influencing success

- Requiring each facility or program to develop and maintain a school profile documenting student assessment results over a three-year period then using trend data to measure the effectiveness of strategies used at each school
- Using regular information (collected at least annually) from pre- and post-test scores, GED scores, graduation rates, measures of academic progress assessment results, special education monitoring results, and productive involvement to evaluate performance and to identify areas in need of improvement
- Disaggregating end-of-year testing results by school and sharing the information among all schools and managers
- Keeping juvenile justice education programming in alignment with the state's department of education allows comparisons of education outcomes between juvenile justice students and public school students

Using Program Monitoring Results for Evaluation

- Mandating the quality performance accreditation process and monitoring performance and quality measures for all juvenile justice schools
- School accreditation for juvenile justice education programs
- Conducting annual audits and monitoring each program throughout the year; establishing education and special education standards and updating them annually, then rating facility education programs according to the standards; using audit results to identify need for program changes and areas needing improvement
- Tracking youth through official state data sources to evaluate the outcomes of youth and using the results of long-term tracking to adjust facility monitoring instruments
- Requiring each school district to electronically report specific information to the state Department of Education then monitoring each district's progress; having a specific map that denotes where the district stands in specific targeted areas; conducting focused monitoring and developing an action plan if a district continues to fail to meet the standards
- Keeping monthly data sheets on report card measures related to specific goals in the programs; evaluating the data sheets and sharing the information with program administrators
- Using program monitoring results to develop and implement corrective actions and technical assistance for low-performing programs
- Monitoring data on a monthly basis to identify gaps so that needed interventions can be provided in a timely manner
- Implementing a formal evaluation process that results in a report from the state Department of Education that identifies strengths and citations and using the report to develop and implement a corrective action plan
- Developing an action plan based on annual data from academic reviews to determine professional development needs for the district and individual schools
- Surveying teachers and students for ways to effectively utilize resources and funding to improve learning
- Holding statewide meetings on a weekly or monthly basis to monitor progress

Appendix C: Implementation Impediments & Responses

- Utilizing an educational field assessment tool in all residential programs that is based on the state's minimum educational requirements to monitor program compliance and identify areas in need of improvement
- Contracting with universities to evaluate the juvenile justice education system
- Submitting quarterly reports from each juvenile justice education facility to a state advisory board

INTERAGENCY COLLABORATION

2007 Implementation Strategies

Based upon states' responses to the 2007 survey on the implementation of NCLB requirements in juvenile justice facilities, the following list summarizes the implementation *strategies used* by states.

- Establishing Memorandums of Understanding with various state and local agencies, such as the Department of Education, Department of Labor, Department of Rehabilitative Services, Department of Public Safety, Department of Law Enforcement, juvenile courts, and universities and colleges
- Forming multi-agency planning committees to address issues surrounding transition, data sharing, accountability, and monitoring
- Funding a FTE that would reside at another agency to foster collaboration; for example, the state agency in charge of juvenile justice education could hire and fund a FTE who would reside at the state's Department of Education and serve as a data analyst to facilitate data sharing between agencies
- Establishing formal interagency agreements that address conflict resolution procedures relative to responsibilities, duties, and the provision of resources
- Partnering with area colleges to provide incarcerated youth with access to college
- Establishing agreements with local community colleges for vocational curricula both during commitment and post-release
- Developing relationships with community employers and workforce innovation programs
- Working with other agencies to purchase and share resources, such as software and assessment instruments
- Creating different types of state task forces, such as a transition task force or a data sharing task force; for example, using a governor-sponsored memorandum in the previous year to create a data sharing task force to study sharing educational data among state agencies
- Holding quarterly in-person meetings with school principals in all facilities
- Holding monthly video conferences with principals and assistant principals
- Serving on governor's task force initiatives to elevate the status of juvenile education
- Holding statewide juvenile justice conferences and symposia on serving juvenile justice students, meeting NCLB requirements, enhancing multi-agency communication, and improving transition services

- Contracting with outside institutions including universities and private organizations for evaluation purposes
- Establishing an advisory board for juvenile justice education that includes members from the Department of Corrections, the Department of Education, and administrators from the public schools
- Assigning education supervisors to each facility who work to create a cooperative work environment with custody personnel

APPENDIX D: SELECTED CASE STUDIES – DELAWARE, MASSACHUSETTS, NEW MEXICO, AND VIRGINIA

Purpose

The purpose of conducting state case studies was to describe the current status of juvenile justice education, and ways in which NCLB has impacted these systems and services.

The case studies had four main objectives.

1. Collecting information and data from states to begin the development of a National Information Clearinghouse for the field
2. Evaluating and reporting the current national state of juvenile justice education post NCLB
3. Assessing how well states have implemented NCLB requirements in their juvenile justice education systems and determine the extent to which NCLB has impacted the services and outcomes of the states' delinquent population
4. Determining the impact that the Juvenile Justice NCLB Collaboration Project had on states' implementation of NCLB

Prior survey results revealed variation across states with respect to the type of state agencies responsible for juvenile justice education as well as the level of administrative centralization within states. States were selected based upon the degree of administrative centralization for juvenile justice education services and the size of the state's juvenile justice population.

Methods

The objective of the on-site data collection was to obtain detailed descriptions of states' policies, practices, and accountability efforts regarding the implementation of NCLB requirements. Site visit methods included developing a pre-site visit report based on each state's 2006 and 2007 survey responses. This information included the state's juvenile justice organizational structure and a description of their NCLB implementation impediments and strategies. State's primary contacts were interviewed by phone to request documents and identify personnel to interview during the visit. The site visits consisted of interviewing key personnel and gathering state level documents that related to NCLB policies, accountability, outcomes, and data. The development of interviews and documentation review methods was guided by prior survey and conference results.

In regards to the data clearinghouse, the site visits served as a feasibility study in determining the type of information states have that would contribute to the clearinghouse. This included reviewing states' monitoring or evaluation standards for juvenile justice schools; department evaluation reports, legislative reports, and annual reports; and state laws and agency policies relating to juvenile justice education and NCLB.

Methods also determined the extent to which major NCLB requirements had been implemented, which implementation strategies were used, and the methods for evaluating the success of NCLB implementation and resulting outcomes. Interview questions and

documentation review included the areas of recruiting and retaining highly qualified teachers, providing transition services that assist youth in returning to school and/or gaining employment post-release, program monitoring and evaluation, and measuring youth's academic gains and community reintegration outcomes.

Finally, interview questions included determining the impact that NCLB and this Project had on the educational services in the states' juvenile justice education systems. Interviews included each state's director or superintendent of juvenile justice education and the person(s) responsible for coordinating educational transition services, data and research, program monitoring, and personnel staffing.

Each case study resulted in a report that identified and described the states implementation and evaluation of NCLB requirements in their respective juvenile justice education system. This Appendix contains the case study reports for the four selected states: Delaware, Massachusetts, New Mexico, and Virginia.

Juvenile Justice No Child Left Behind Collaboration Project

Delaware
Juvenile Justice Education
Site Visit Results

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The Juvenile Justice NCLB Collaboration Project, with financial assistance from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), is committed to conducting research that improves the quality of education services for juvenile justice involved youth. Toward that end, the project has conducted a case study of Delaware and other selected states.

Delaware Case Study Findings

I – Purpose

The following report and information was collected through two national surveys conducted in 2006 and 2007, as well as a site visit that occurred May 19th through 21st, 2008. The purpose of the visit was to: (1) determine the research and data capacity of Delaware to evaluate its own efforts in juvenile justice education, as well as its current capacity to contribute to a National Information Clearinghouse for the field of juvenile justice education, (2) evaluate the current state of juvenile justice education post-NCLB, (3) assess the implementation of NCLB requirements and determine the extent to which NCLB impacted the services and outcomes of Delaware's delinquent population, and (4) determine the impact the Juvenile Justice NCLB Collaboration Project had on Delaware's implementation of NCLB.

Section two of this report describes Delaware's organizational structure in terms of oversight of juvenile justice education, current agency initiatives, and annual reporting. Section three details Delaware's level of NCLB implementation specifically addressing the requirements of highly qualified teachers, transition services, program monitoring and evaluation, and measuring youths' academic gains and community reintegration outcomes. Section four provides a summary of NCLB's impact on Delaware's juvenile justice education services and student outcomes. Finally, Table D-1 provides detailed information regarding Delaware's data and definitions of measures of youth characteristics, educational services, and student outcomes.

II – Organizational Structure

Delaware operates a small, centralized juvenile justice education system. Educational services are the direct responsibility of the state Department of Services for Children, Youth, and their Families (DSCYF). The agency serves several different populations including substance users, children and youth with mental health needs, children in crisis, dependents and delinquents. The education unit is housed within the Division of Management Support Services and is responsible for directly operating the educational components in all of the Department's programs. There are no private providers within the agency's educational system. Detained and committed youth are served by the Division of Youth Rehabilitative Services (DYRS).

DYRS serves approximately 5,000 delinquent youth per year, 3,000 of which are served through community-based services. An additional 2,000 are served in detention or residential commitment programs. Programs include two detention centers (55 and 64 beds) and three commitment programs that range from 20 to 100 beds. In addition, approximately 10% of their committed juvenile residential population is served out of state through contracts and agreements. Most of the youth served out of state are sex offenders, because Delaware does not currently have a sex offender program. The department serves youth under the age of 18. Youthful offenders are served under the state's Department of Corrections.

State-level education staff includes a director of education, a special education supervisor, a transition specialist, mentor coordinator, job developer, and two fiscal/administrative support personnel. In addition, the department employs four site principals and 50 full-time teachers across its entire range of programs. Twenty-five of those teachers are employed in juvenile justice facilities.

The education unit is funded separately from other public schools within the state through a line item in the state legislative budget, and their budget remains separate from custody and care within the department. Federal funds include Title I-Part D, IDEA, and Title V. Through the state's Department of Education (DOE), the unit also receives Comprehensive School Reform grants and tuition reimbursement dollars for teachers' continuing education. Principals and teachers within the system can apply for external funding sources to support programming within education.

Through a cooperative agreement, the state's DOE has oversight responsibility for ensuring appropriate educational services for students with disabilities and the administration of Title I funding.

Agency Initiatives

The department was the named defendant in a lawsuit that began in 1992 which initially focused on issues of custody and care. Educational quality was identified as needing improvement some time during the lawsuit and settlement. The lawsuit began in 1992 with the settlement reached in May 1994. An action plan was devised in July 1994. Education was included as part of this process. As a result, youthful offenders aged 16 to 21 were removed from the responsibility of the department and moved to the state Department of Corrections. As a result, the state built a new building to house the Ferris School for Boys. This program serves high risk youth who require a residential, therapeutic, and educational program—a “total learning environment”.

The Transforming Juvenile Justice Initiative and the Annie E. Casey Juvenile Detention Alternatives Initiative are currently high priorities of the department. The Transforming Juvenile Justice Initiative includes using outside consultants to examine the departments' policies, processes, flow of youth, and resource allocation. The Center for Juvenile Justice Reform and Systems Integration at Georgetown University is currently conducting the evaluation. Recommendations are expected to improve services to youth by better targeting department resources. Working in collaboration with the Annie E. Casey Foundation, Delaware has been able to better identify youth who do not need secure detention. Using non-secure detention programs and other alternatives to detention, the department has been able to significantly reduce its detention population from a daily average of 168 in FY 2001 to 131 in FY 2007.

Current educational initiatives include: (1) building a curriculum foundation, (2) teaching youth to prepare for transition, and (3) developing a new transition services model which includes developing curriculum that prepares youth for their post-release goals.

Reporting

Descriptive information on youth served by the department and recidivism results are reported annually to the Delaware Legislature's Joint Finance Committee. In addition, the education unit reports student information and educational outcomes annually to the DOE through an annual outcome evaluation. As a special project, in 2006, the education unit employed a consultant to conduct a return to school follow up study. The study recommended that the department provide more consistency and frequency in regards to follow up methods. For details on these measures and for Delaware's most recent findings see Table D-1.

III - NCLB Implementation

Highly Qualified Teachers

Youths in juvenile justice programs receive five hours per day of educational services or its weekly equivalent and the school year is 215 days long. The average student-to-teacher ratio is 8:1, although there is at least one secure care program with a 10:1 ratio. The education unit currently employs four site principals and 50 full-time teachers. Although the department determined that the highly qualified teacher (HQT) requirements do not apply to juvenile justice schools, since the authorization of NCLB, they have focused their efforts on recruiting fully certified teachers teaching within their subject area for core academic courses. In addition to specific certifications for math, English, social studies and science, the department also considers special education and middle school certifications as qualified to teach core academic subjects.

In May 2008, the department had 25 juvenile justice education teachers. All the teachers had some level of certification and 19 were teaching in-field and considered qualified. Site principals maintain lists of teachers and teaching duties, and submit updates to the state director for education. Some teacher information is also maintained in the Department's Office of Human Resources. In addition, quarterly reports indicate current teaching vacancies.

Teacher recruitment strategies include the use of internships and teaching practicums from local colleges and universities, attending job fairs, and recruiting future teachers from the current pool of substitutes and teacher aides. Teaching salaries are commensurate with those of the public schools and include a summer stipend to cover the year round schooling. The level of college degrees and years of professional teaching experience impact teacher salaries. In addition, teachers receive state employee benefits, are guaranteed annual step raises, and receive tuition reimbursement for college course work.

Recently, the department experienced increased teacher turnover related to retiring teachers. New teachers tend to be younger and the average age of teachers has significantly decreased. The recruitment of certified teachers teaching in their area of certification has impacted student outcomes as evidenced by improved reading test scores for students receiving instruction by certified reading teachers.

Transition Services

The education unit provides transition services that support youth in returning to school and/or gaining employment after their release from residential commitment programs. At the state level, the education unit employs a full-time transition specialist and a job developer. The transition specialist serves as the state administrator for transition as well as the hands-on transition specialist for the Ferris School (the agency's largest and longest-term commitment program). The transition process includes testing, student planning, and preparation for release. Education staff participates in transition meetings. When students are identified as returning to school in their transition plan, the transition specialist or other designated individuals, contact public schools prior to each student's release to begin the enrollment process. Students can be placed in adult education centers and alternative schools when those options are available and appropriate. Cooperation with local schools varies from district to district and school to school. Problems often emerge for students who have been previously expelled from school.

Employment services are provided for some students who do not plan to return to school following their release. The state's job developer, a new position, is responsible for developing relationships with local and state companies that are willing to hire youth after their release from residential commitment. In addition, the agency uses the "Jobs for Delaware Graduates" program to assist youth with gaining employment post-release. Jobs for Delaware Graduates is funded through Title I part D funds and serves youth in the department by providing employability skills prior to release, assisting the youth in finding employment, and tracking the youth's post-release employment success. However, this program is currently limited to serving only a portion of the residential releasees, and does not serve all youth who do not have plans to return to school.

Although the department was providing transition services prior to NCLB, since its authorization, transition requirements and community reintegration outcomes such as return to school and post-release employment have been incorporated into the education unit's school improvement plan. In addition, the department conducted a transition study using outside consultants in 2006. This study provided recommendations to improve follow up services for youth returning to school and provide employment assistance to more youth being released.

Program Monitoring and Evaluation

Although the education unit within the department does not conduct comprehensive quality reviews of its schools, education within DSCYF is accredited by the Middle States Association of Colleges and Schools every ten years with a review every five. In addition, the department's special education coordinator monitors special education services for compliance on a regular basis and annual teacher evaluations are conducted by administrative staff. The education unit also maintains a school improvement plan which contains goals and objectives related to pre- and post-testing in reading and math, and 90 day post-release goals of returning to school or gaining employment. Delaware does not have educational quality review standards that are unique to juvenile justice education.

Measuring Youths Academic Gains and Community Reentry

Since the implementation of NCLB, Delaware has focused efforts on improving measures of student performance. Using different methods and data collection systems, Delaware collects and reports student academic information including the number of high school diplomas and GEDs earned while incarcerated, grade promotions and pre- and post-testing in reading and math. Standard diplomas are awarded from student's home schools or the Groves Adult Education High School and the department does not issue any types of special diplomas. Site principals maintain lists of students who receive a GED or diploma while incarcerated. This information is reported to the state education director but is not included in the department's MIS.

The state is currently using the Basic Achievement Skills Inventory (BASI) for pre- and post-testing in all of its facilities. Students are pre-tested upon entrance into the juvenile system (in detention), then tested every six months and at exit. Students must be in the system for a minimum of 60 days in order to receive a post-test. Students making academic gains in reading and math are those students who received a pre- and post-test using the BASI, and who have shown improvement in the standard score for reading and math from entry to exit. This data is electronically captured in the department's MIS and includes grade equivalency and standard scores for reading and math as well as vocabulary stanine scores.

Community reintegration outcomes include recidivism, return to public school, and post-release employment. Delaware defines recidivism as rearrest with a felony charge within 12 months of release. Official recidivism is calculated outside of the agency responsible for juvenile justice. It is calculated by the state's Statistical Analysis Center (SAC). Arrest information is captured through the state's Criminal Justice Information System as reported by local law enforcement agencies. Return to school is defined as any student who is enrolled in a public school in the state of Delaware 90 days after being released from a residential commitment program. However, only those releasees who received a transition plan at the time of release and who indicate they are going back to school receive follow up. Teachers and/or transition counselors follow up by phone with students' schools at 30, 60, and 90 days post release. If students are not enrolled in a school they indicated they would return to, then additional follow up is inconsistent.

Post-release employment information is captured through the Jobs for Delaware Graduates' program. Approximately 20% of released youth receive Jobs for Delaware Graduates services and follow up. Employees of the Jobs for Delaware Graduates conduct follow up with youth and or employers by phone at 30, 60, 90 and 120 days post-release.

It should be noted that these measures are calculated independently from each other. For example, academic gains are based on all students who received a pre- and post-test, while the population of releasees may differ for the three community reintegration measures. Most measures are maintained in the department's FACTS system, which is a statewide management information system operating with Oracle software. However,

GED and diploma information is maintained on spreadsheets and self-reported by programs to the state education director’s office. Recidivism and arrest information is collected and reported by the state’s Statistical Analysis Center (SAC) which is housed in a separate state agency.

IV – NCLB Impact Summary

Overall, NCLB has positively impacted the educational services provided to youth in the Delaware juvenile justice system. As a result of NCLB requirements, Delaware is now measuring youths academic gains based on standardized pre- and post-testing using the BASI. This has resulted in more accountability of curriculum standards and teachers. Although the impact on student performance for this requirement has not yet been determined by the state, students are expected to learn and make gains while in the juvenile justice system. In addition, the collection of community reintegration outcomes relating to school and employment has improved. Delaware has focused their efforts on collecting more accurate information and consistently tracking youth released from residential placements.

Prior to NCLB, the state had already begun to focus on providing transition services and recruiting certified teachers in special education, middle school, and core academic areas. However, these requirements are now included in the state’s school improvement plan and the implementation of these services is reported annually to the state’s Department of Education.

According to interviews with state administrators, Delaware’s participation in the NCLB collaboration project has resulted in more awareness regarding NCLB requirements for juvenile justice schools. The state has networked with other juvenile justice education state representatives to share strategies for providing transition services and has incorporated transition policies and practices for transition from other states into their own system. In addition and as a result of the project’s national meetings, the educational administrator for Delaware has met with education administrators from Maryland to share strategies for managing education in juvenile justice facilities.

Table D-1: Data Measures

Program/School Characteristics
<p>Programs Programs include two detention centers (55 and 64 beds) and three commitment programs which range from 20 to 100 beds (including a 20 bed transition cottage) and includes one girls program. The state’s largest and highest risk facility is the Farris School.</p>
<p>Educational Services Educational services focus on academic courses with limited career/technical training for 5 hours per day or its weekly equivalent. There 215 school days in the calendar year. The student / teacher ratio is approximately 8:1 with one program having a 10:1 ratio.</p>

Youth Demographics and Characteristics
<p>Youth Served DYRS serves approximately 5,000 youth per year, 3,000 of which are served through community-based services, the other approximate 2,000 are served in detention or residential commitment programs. Approximately 675 youth remain in education programs for longer than 30 days and long-term programs serve about 300 youth annually. Based on FY 2007 recidivism rates, 740 youth were released from residential commitment programs.</p> <p>Age Range The department serves all youth who commit an act of delinquency while under the age of 18. If charged as an adult, youth are served in the DOC Youthful Offender program.</p> <p>Special Education Throughout the 2006-07 school year, the percent of special education students ranged from 40 to 45%. Information on Limited English Proficient students is not routinely collected or reported.</p> <p>Length of Stay The department has two short-term residential programs that serve youth for 30, 60, or 90 days. The average length of stay for the majority of youth served in long-term residential commitment programs is 6-9 months. The length of stay at the detention facilities varies greatly from one day to approximately one year.</p> <p>Available Demographic Data The department can produce basic demographic data including age, race, gender, etc.</p>
Delinquency
<p>Current and Prior Offense(s) Current offense and prior information is housed in the state's Statistical Analysis Center and is not included in the department's MIS or annual reporting.</p>
Teacher Characteristics
<p>Number and Qualifications In May 2008, the department had 25 juvenile justice education teachers. All teachers have some level of certification and 19 were teaching in-field and considered qualified.</p> <p>Definition of Qualified Teachers certified in special education, middle school, or the core content areas of English, math, social studies and science are considered qualified to teach core content area subjects.</p> <p>Source Site principals maintain lists of teachers and teaching duties and submit updates to the state director for education. Some teacher information is also maintained in the department's Office of Human Resources.</p>

<p>Where Reported This information is not reported in an annual report, but is collected and maintained.</p>
<p>Diplomas/GEDs</p>
<p>Current Findings During the 2006-07 school year, 13 students received their GEDs and four students received their standard diploma while at the Ferris School. The remaining two residential commitment programs tend to serve younger youth for shorter lengths of stay.</p> <p>Data Source Delaware collects and reports the number of students who earn a GED or standard diploma while incarcerated. Standard diplomas are awarded from student’s home schools and the department does not issue any types of special diplomas. Site principals maintain lists of students who receive a GED or diploma while incarcerated. This information is reported to the state education director and is not included in the FACTS system.</p> <p>Where Reported GED results are reported in the Education Services Unit’s Annual Outcome Evaluation Report and the annual Joint Finance Committee Briefing book.</p>
<p>Testing</p>
<p>Current Findings In school year 2006-07, 83 students received a pre- and post-test using the Basic Achievement Skills Inventory (BASI). Of these students, 71% made gains in reading while 69% made gains in math. However, based on the number of youth released in 2006-07, it appears that less than 25% of released youth were tested at both entry and exit.</p> <p>Definition Students are pre-tested at entry into the juvenile system (in detention), then tested every six months and at exit. Students must be in the system for a minimum of 60 days in order to receive a post-test. Students making academic gains in reading and math are those students who received a pre- and post-test using the BASI; and who have shown improvement in the standard score for reading and math from entry to exit.</p> <p>Data Source This data is electronically captured in the department’s MIS (FACTS system) and includes grade equivalency and standard scores for reading and math as well as vocabulary stanine scores.</p> <p>Where Reported Pre- and post-testing results are reported in the Education Services Unit’s Annual Outcome Evaluation Report and the annual Joint Finance Committee Briefing book.</p>

Recidivism
<p>Current Findings FY 2007 had 740 discharges with 304 new arrests which resulted in a 41% recidivism rate.</p> <p>Definition Rearrest with a felony charge within 12 months of release from a residential commitment program.</p> <p>Data Source Official recidivism is calculated outside of the agency responsible for juvenile justice. It is calculated by the state's Statistical Analysis Center. Arrest information is captured through the state's Criminal Justice Information System, which is submitted to the state through local law enforcement agencies.</p> <p>Where Reported Official recidivism findings are reported annually in the department's Joint Finance Committee Briefing book and reported to the state's legislative committee for finance.</p>
Return to School
<p>Current Findings Based upon 415 releasees in 2006-07, 172 youth had plans to return to school and 48 youth (12%) were enrolled in school at 90 days post-release.</p> <p>Definition Return to school is defined as any student who is enrolled in a public school in the state of Delaware 90 days after being released from a residential commitment program. However, only those releasees who received a transition plan at the time of release and who indicated they were going back to school receive follow up.</p> <p>Data Source Teachers and/or transition counselors conduct follow up by phone with students' schools at 30, 60, and 90 days post release. When students do not enroll in the school they intended to, additional tracking in other public schools is incomplete. This information is recorded in the department's MIS system.</p> <p>Where Reported The percent of "successful transitions" (youth employed or in school at 90 days post release) is reported annually in the Education Services Unit's Annual Outcome Evaluation Report.</p>
School Performance Post Release
<p>Current Findings Currently, Delaware collects and reports information on whether or not youth are enrolled in school at 90 days post-release. No post-release, school performance information is collected.</p>

Employment
<p>Current Findings The Jobs for Delaware Graduates is conducting follow up on 49 released youth. Twenty of the 49 youth (41%) were employed in April 2008. However, approximately 20% of released youth receive “Jobs for Delaware graduates” services and tracking.</p> <p>Definition Employment refers to youth who are actively employed as reported by the employer at 30, 60, 90, and 120 days post-release.</p> <p>Data Source Employees of the “Jobs for Delaware Graduates” conduct follow up with youth and/or employers by phone at 30, 60, 90, and 120 days post-release. This information is maintained in the department’s MIS.</p> <p>Where Reported The percent of “successful transitions” (youth employed or in school at 90 days post release) are reported annually in the Education Services Unit’s Annual Outcome Evaluation Report.</p>
Employment Performance Post Release
<p>Current Findings Currently, Delaware collects and reports information on whether or not youth are employed at 120 days post-release. No employment performance information is collected. Anecdotal information is often recorded as to the type of job youth have.</p>

Juvenile Justice No Child Left Behind Collaboration Project

Massachusetts

Juvenile Justice Education

Case Study Results

Principal Investigator:

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The Juvenile Justice NCLB Collaboration Project, with financial assistance from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), is committed to conducting research that improves the quality of education services for juvenile justice involved youth. Toward that end, the project has conducted a case study of Massachusetts and other selected states.

Massachusetts Case Study Findings

I – Purpose

The following report and information was collected through two national surveys conducted in 2006 and 2007, as well as a site visit that occurred March 25th through 27th, 2008. The purpose of the visit was to: (1) determine the research and data capacity of Massachusetts to evaluate its own efforts in juvenile justice education, as well as its current capacity to contribute to a National Information Clearinghouse for the field of juvenile justice education, (2) evaluate the current state of juvenile justice education post-NCLB, (3) assess the implementation of NCLB requirements and determine the extent to which NCLB impacted the services and outcomes of Massachusetts' delinquent population, and (4) determine the impact the Juvenile Justice NCLB Collaboration Project had on Massachusetts' implementation of NCLB.

Section two of this report describes Massachusetts' organizational structure in terms of oversight of juvenile justice education, current agency initiatives, and annual reporting. Section three details Massachusetts' level of NCLB implementation, specifically addressing the requirements of highly qualified teachers, transition services, program monitoring and evaluation, and measuring youths' academic gains and community reintegration outcomes. Section four provides a summary of NCLB's impact on Massachusetts' juvenile justice education services and student outcomes. Finally, table D-2 provides detailed information regarding Massachusetts' data and definitions of measures of youth characteristics, educational services, and student outcomes.

II – Organizational Structure

Massachusetts' operates a large, centralized juvenile justice education system. Juvenile justice youth are served by the Department of Youth Services (DYS), under the state's Office of Health and Human Services. Educational services are the direct responsibility of DHS. DHS education has a large contract with the Massachusetts Commonwealth Corporation, a quasi public workforce agency that provides oversight of the delivery of educational services. The Commonwealth Corporation works directly with the Hampshire Educational Collaborative (HEC), who employs the teachers in 70% of the state's juvenile justice programs. In addition, the Hampshire Education Collaborative (HEC) provides professional development for all juvenile justice teachers. The remaining 30% of teachers are employed by private providers that operate the educational services in some programs. Thirty-nine facilities are publicly operated, while 18 facilities are privately operated through contracts with DHS. Privately operated educational programs are directly overseen by the DHS. Massachusetts' Department of Education (DOE) is directly responsible for educational services for students with disabilities. To accomplish this, DOE assigns special education liaisons and supervisors to work with the juvenile justice education programs.

In FY 2007, DHS had 4,345 newly detained youth and 840 new commitments. These numbers have steadily declined over the last several years. For example, in FY 2003, there were 5,562 newly detained youth and 1,207 new commitments. Juvenile justice

programs include 11 detention centers and 46 residential commitment programs which range in size from 8 to 80 beds. The department serves juveniles under the age of 18 and youthful offenders aged 16 to 21.

State-level education staff includes a director of education, an assistant director of education, and an administrative assistant. The department was requesting an assistant director position. Due to budgeting requirements there are a limited number of full-time positions in DYS education; additional administrative staff work at the Commonwealth Corporation and HEC. Staff includes a director of educational program services, state transition specialist, Title 1 program director, vocational director, director of professional development, and five regional education coordinators. In addition, HEC employs 52 teacher coordinators, five instructional coaches, and ten education liaisons (who assist in transition). There are approximately 235 juvenile justice teachers in Massachusetts.

Juvenile justice education is funded separately from public schools within the state through a DYS line item in the legislative budget. However, the educational budget, with the exception of teacher salaries, is not separate from the department's overall custody and care budget. Federal funds include Title I-Part D and Perkins grants.

Agency Initiatives

Previous barriers to providing quality educational services for incarcerated youth identified by DYS administrators include low teacher salaries, non-certified teachers, inadequate facilities, high staff and teacher turnover, and limited educational resources. To overcome these barriers and improve educational services, DYS had been working on their relationship with the state legislature and the Massachusetts Department of Elementary and Secondary Education (DESE). Over the past several years, DYS began using the legislature to improve resources by submitting reports demonstrating current conditions and comparisons of DYS teacher salaries with those of public school teachers. DYS also coordinated with DESE to enhance special education services. With increases in resources, DYS focused on professionalizing the juvenile justice faculty which also positively affected the behavior of line-staff and counselors.

The education unit within the department is focusing efforts on job placement and employment for youth, recruiting and maintaining qualified teachers, improving professional development opportunities, and improving curriculum through enhanced curriculum standards.

Reporting

DYS produces an annual recidivism report to the Commissioner, an outcome report for the Governor's office, and monthly population reports. Currently, DYS does not develop and submit a specific report for education services or outcomes. For details on these measures and for Massachusetts' most recent findings see Table D-2.

III - NCLB Implementation

Highly Qualified Teachers

Youth in juvenile justice programs receive year round (217 of school days) educational services at 27.5 hours per week. The average student-to-teacher ratio in most programs is 8:1; however in a few facilities it can reach as high as 25:1. Although Massachusetts has not currently determined how highly qualified teacher requirements apply to juvenile justice schools, the department has focused their efforts on recruiting and retaining certified teachers, while simultaneously improving professional development opportunities. Over the last couple of years, DYS (through HEC) hired a director for professional development as well as five curriculum coaches to directly support teachers. Teacher training focused on enhancing curriculum standards and differentiating instruction. There are approximately 235 teachers in the DYS education system. In FY 2007, 11% were not licensed, 31% had preliminary licenses, 22% had initial licenses, and 36% had professional licenses. Teacher information is reported by programs to the state education office through spreadsheets and is validated by both DYS and DESE. This information is not available in the department's MIS.

Recruitment and retention efforts have included raising the salaries of juvenile justice teachers to better compete with public school salaries as well increased opportunities for professional development. The increased professional development and support positions are designed to change the culture of isolation that teachers often experience in juvenile justice settings. Salaries have increased from \$33,865 in FY2001 to \$47,000 in FY2007. In addition, the department has created a salary level system that encourages professional certification. Non-licensed teachers make \$28,000, preliminarily licensed \$35,000, initially licensed \$40,000, and \$47,000 for professionally license teachers. As a result of these recent retention efforts, teacher turnover rates have dropped from 44% in FY2004 to 27% in FY2006.

Transition Services

DYS is currently reforming its transition services that support youth who return to school and/or gain employment after release from residential programs. Through HEC, DYS employs a full-time state transition specialist to supervise ten educational liaisons throughout the state.

Transition strategies include focusing on curriculum standards, testing, and graduation requirements that are aligned with public schools and creating a DYS universal transcript to better allow the acceptance of credits in public schools. In addition, DYS developed local memorandums of understanding with larger school districts in the state. Ten educational liaisons are based regionally throughout the state to assist students in returning to school once released from residential programs. Based on feedback from the educational liaisons, the universal transcript has assisted students in receiving more high school credits from public schools. Due to the implementation of the minimum education requirements and the use of educational liaisons, DYS now believes they have more credibility with local school districts and the number of school districts that are reluctant

to accept students back has been significantly reduced. The educational liaisons are not involved in assisting students with gaining employment, but DYS plans to provide this service in the future.

Employment strategies have been focused on funding received from the state legislature in 2006 to address the career readiness and employability needs of DYS youth. The funding was used to develop and implement a pilot program that provided pre-employment training to youth released from residential commitment programs. Partners in the program include local workforce development boards, community and faith-based organizations, and vocational training centers. Two-hundred and fifty-five youth participated and 55% completed the program. Student outcomes included participation in mentoring programs, job shadowing, internships, part-time employment, and full-time employment. However, this recent employment initiative has not been institutionalized and does not serve all released youth. The goal of the department is to link DYS services with local workforce development boards.

Recently, DYS developed a concept paper and model for providing transition services during a youth's incarceration through 12 months post release. The initiative attempts to connect services throughout incarceration and community reintegration while focusing on both return to school and employment. According to several DYS educational administrators, NCLB has been a catalyst in assisting the department in improving transition services for youth.

Program Monitoring and Evaluation

Juvenile justice education programs are monitored annually using the DYS "Minimum Requirements for Education Standards." The standards consist of 16 basic requirements for facilities, staff, professional development, and class scheduling. In addition, programs annually complete a "field-assessment," which consists of program self-report information regarding educational services. The monitoring is conducted by the Commonwealth Corporation and is limited to a one day walk-through and interviews with key educational personnel at each school. Programs that are found to be out-of-compliance receive technical assistance from DYS and possible follow up visits.

The field assessment tool and Minimum Requirement Standards were developed five years ago and have impacted educational services by making programs aware of basic standards. As a result, some contracts with educational private providers have been canceled through the monitoring process. In addition, the DOE is responsible for providing and monitoring special education services throughout the DYS programs. However, this monitoring has been limited.

Measuring Youths Academic Gains and Community Reentry

The department's Management Information System (MIS) contains information regarding youth placements, crimes, histories, and demographics. However, educational information on teachers and students are not maintained in the department's MIS. DYS does not have an educational MIS system. Most educational information, such as pre-

and post-test scores, GEDs, and teacher qualification data are reported by programs in spreadsheets to the central education office for DYS. With the exception of youth who participated in the recent post-release employment program, the state does not have the capacity to report community reintegration outcomes for education and/or employment.

IV – NCLB Impact Summary

NCLB has had a significant impact on the Massachusetts juvenile justice education system. Although DYS has several initiatives in the early stages of implementation, NCLB has helped the state focus on pre- and post-testing, teacher qualifications, professional development, curriculum standards, and transition services. According to DYS administrators, NCLB has raised the visibility of education within the department and has helped make the argument for better teachers and resources. Using more professional teachers has had the greatest impact as it raises expectations with other line staff, the DOE, the legislature, and the students.

These reforms have resulted in more professionalism and stability in the state’s juvenile justice educational workforce. In addition, resources have been increased including more educational, administrative, and support staff at the state level and educational technology and textbooks at the school level. Anecdotal evidence suggests that more students are returning to school after release. To better determine the impact these reforms have on student outcomes, DYS plans to build a new MIS system that would include education data on student performance and community reintegration outcomes.

The Juvenile Justice NCLB Collaboration Project has distinctly impacted services in the Massachusetts juvenile justice education system. The state’s education director used research conducted by the project and Florida State University’s Juvenile Justice Educational Enhancement Program to advocate with DOE and policy-level administrators for resources and research initiatives such as the UMASS evaluation study. The NCLB Project also resulted in more networking and sharing of information between Massachusetts and other states’ juvenile justice education systems. For example, Massachusetts has discussed the idea of meeting with other east coast states to continue the networking and sharing that has occurred through the NCLB project.

Table D-2: Data Measures

Program/School Characteristics	
Programs	Juvenile justice programs include 13 detention centers, four day treatment programs, and 57 residential commitment programs which range in size from 8 to 80 beds.
Education Services	Students in juvenile justice programs receive year round (217 of school days) educational services at 27.5 hours per week. The average student-to-teacher ratio is 8:1.

Youth Demographics and Characteristics
<p>Youth Served In FY 2007, DYS had 4,345 newly detained youth and 840 new commitments. These numbers have steadily declined over the last several years. In FY 2003, there were 5,562 newly detained youth and 1,207 new commitments.</p> <p>Age Range The department serves juveniles under the age of 18 and youthful offenders aged 16 to 21. The average age of youth in the juvenile justice system is 17.</p> <p>Special Education In 2006, 45% of the juvenile population was designated special education students.</p> <p>Length of Stay Length of stay varies widely depending on the program type and security level. Most programs serve youth for six to nine months. However, deep-end programs may serve youth for more than two years.</p> <p>Available Demographic Data DYS maintains demographic data on all youth detained, committed, and on probation. This is reported in quarterly population reports. Based on data from the July 2007 DYS Client Demographic Report, the DYS committed caseload is 85% male and 15% female. The DYS racial breakdown of the committed population is: 37% Caucasian, 27% African-American, 25% Hispanic, 4% Asian, and 7% other.</p>
Delinquency
<p>Current and Prior Offense(s) Current and prior offense information is maintained in the department’s MIS. Types of reconvictions are reported in the annual recidivism report.</p>
Teacher Characteristics
<p>Number and Qualifications There are approximately 235 teachers in the DYS education system. In FY 2007, 11% were not licensed, 31% had preliminary licenses, 22% had initial licenses, and 36% had professional licenses. Information is currently not sufficient to determine the number of teachers teaching in their area of certification. DYS also maintains teacher retention and turnover information.</p> <p>Definition of Qualified Massachusetts has not determined how highly qualified teacher requirements apply to juvenile justice schools.</p> <p>Source Teacher information is self-reported by programs to the state education office through spreadsheets. This information is not available in the department’s MIS.</p>

<p>Where Reported Teacher qualification information and retention rates were reported in the UMASS evaluation report. Currently, teacher data is not reported annually.</p>
<p>Diplomas/GEDs</p>
<p>Current Findings In FY2006, 76 committed youth earned a high school diploma, and 127 youth earned a GED.</p> <p>Data Source Numbers of GEDs and diplomas include youth in residential commitment programs as well as youth on parole. Youth in DYS remained enrolled in their public school while in residential care. Public schools issue grades, credits, and diplomas. In addition, annual state test scores remain attached to the public schools students were enrolled in prior to commitment in juvenile justice program. Programs that are able to offer GED testing self-report the number of youth who earned a GED while incarcerated. Case-workers self-report GEDs and high school diplomas earned while youth are on parole.</p> <p>Where Reported The most recent information is reported in the UMASS evaluation study.</p>
<p>Testing</p>
<p>Current Findings Pre- and post-testing in residential facilities began in October 2007. First year results were not available.</p> <p>Definition Massachusetts uses the Test of Adult Basic Education (TABE) for pre- and post-testing youth in residential commitment facilities.</p> <p>Data Source TABE results are not part of the MIS. Programs submit spreadsheets monthly to the state education director's office.</p> <p>Where Reported Not currently reported.</p>
<p>Recidivism</p>
<p>Current Findings According to the agency's 2007 recidivism report (a release cohort from 2003), 32% were convicted of a new crime within 12 months of release.</p> <p>Definition Massachusetts defines recidivism as conviction in the adult system (both misdemeanors and felonies) within 12 months of release from the department's services (at age 18 for juveniles and age 21 for youthful offenders). Until the age of 18 or 21 the department revocates youth who are not complying with probation regulations. This is a separate measure from recidivism.</p>

<p>Data Source Revocation information is maintained in the department’s MIS. For conviction into the adult system, the department matches their data to the Department of Corrections.</p> <p>Where Reported Reconviction information is reported annually in the department’s Juvenile Recidivism Report.</p>
<p>Return to School</p>
<p>Current Findings Not Available</p> <p>Definition NA</p> <p>Data Source DYS has made unsuccessful attempts to secure state education data from the Department of Education to determine the post-release school performance of DYS youth.</p> <p>Where Reported Not currently reported.</p>
<p>School Performance Post Release</p>
<p>Current Findings Not Available</p>
<p>Employment</p>
<p>Current Findings The “Bridging the Opportunity Gap Initiative” served 255 youth released from residential programs. The employment program had a 55% completion rate. While in the program, 21% of youth participated in monitoring, 9% in job shadowing, 73% in internships, 36% in part-time employment, and 4% in full-time employment.</p> <p>Definition Findings are based on a special employment report conducted in 2006-2007. The 255 youth served by the program do not represent all youth released from residential commitment, and employment activities were tracked while youth were participating in the employment program.</p> <p>Data Source Special report from the Commonwealth Corporation “2006-2007 Bridging the Opportunity Gap: Job Readiness and Employment Initiative”</p> <p>Where Reported DYS does not annually report post-release employment data. However, in 2006-2007 the Commonwealth Corporation implemented an employment initiative and conducted an employment study on a portion of released youth.</p>

Employment Performance Post Release

Current Findings

Not Available

Juvenile Justice No Child Left Behind Collaboration Project

New Mexico

Juvenile Justice Education

Case Study Results

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New Mexico Case Study Findings

I – Purpose

The following report and information was collected through two national surveys conducted in 2006 and 2007, as well as a site visit that occurred April 9th through 11th, 2008. The purpose of the visit was to: (1) determine the research and data capacity of New Mexico's juvenile justice education system to evaluate its own efforts in juvenile justice education, as well as its current capacity to contribute to a National Information Clearinghouse for the field of juvenile justice education, (2) evaluate the current state of juvenile justice education post-NCLB, (3) assess the implementation of NCLB requirements and determine the extent to which NCLB impacted the services and outcomes of New Mexico's delinquent population, and (4) determine the impact the Juvenile Justice NCLB Collaboration Project had on New Mexico's implementation of NCLB.

Section two of this report describes New Mexico's organizational structure in terms of oversight of juvenile justice education, current agency initiatives, and annual reporting. Section three details New Mexico's level of NCLB implementation, specifically addressing the requirements of highly qualified teachers, transition services, program monitoring and evaluation, and measuring youths' academic gains and community reintegration outcomes. Section four provides a summary of NCLB's impact on New Mexico's juvenile justice education services and student outcomes. Finally, Table D-3 provides detailed information regarding New Mexico's data and definitions of measures of youth characteristics, educational services, and student outcomes.

II – Organizational Structure

New Mexico operates a small, centralized juvenile justice education system. Juvenile justice youth are served by the Children, Youth and Families Department (CYFD). CYFD provides family services (child care and early child development), protective services (foster and adoptive care, investigations, and youth services) and juvenile justice services. Juvenile justice educational services are the direct responsibility of CYFD. The department has six statewide administrative staff including a superintendent for education, an associate superintendent, two transition specialists, an administrative assistant, and a librarian. In addition, there are three site principals and an assistant principal.

Juvenile justice programs include 12 locally operated detention centers, and six residential commitment programs that range in size from 20 to 153 beds. Two of the residential programs serve a mix of detained and committed youth. The 20 bed residential commitment program serves post-secondary students. The department is not responsible for day treatment programs, which are operated by local school districts. Youth are committed to the department up until the age of 18, and depending on their length of stay, the department can serve youth up to the age of 21.

Education is funded separately from other public schools in the state as a line item in the state's legislative budget. The department has separate budgets for education and custody. The education unit also receives federal IDEA, Title I, Title II, Title V, state GO bond library dollars, state instructional materials dollars, and free or reduced lunch money. The department applied for an eRate Grant and a Laura Bush Foundation grant, and receives Carl Perkins grants.

Agency Initiatives

The initiative having the greatest impact on the department and educational services is the implementation of the Missouri juvenile justice model. The model restricts the maximum size of residential commitment programs to no larger than 30 beds. Treatment is based on group therapy. Youth are divided into groups of 8 to 12 based on treatment dynamics. Educational administrators are concerned that this initiative will adversely affect the quality of education. Once implemented, students will no longer be allowed to be grouped in school based on educational performance or needs. In addition, smaller programs will lead to teachers teaching more subject areas and grade levels within individual groups and fewer shared resources.

In an effort to reduce their detention population and ensure that only appropriate youth are placed in secure detention settings, New Mexico is implementing the Juvenile Detention Alternatives Initiative. In addition, CYFD is currently under two agreements, one with the American Civil Liberties Union (ACLU) and the second with the U.S. Department of Education (DOE), Office of Civil Rights. The ACLU agreement concerns conditions of confinement and has resulted in the closing of a residential program with the facility being transferred to the Department of Corrections. The agreement with the U.S. DOE, Office of Civil Rights involves a complaint regarding services for minority students in need of limited English proficiency services. Beyond these current agreements, CYFD has also been pursuing several reform initiatives.

Over the last three years, the education unit within the department has been pursuing the recruitment and retention of highly qualified teachers, and the implementation of a pre- and post-test system that will use the Northwest Educational Association (NWEA) and MAPS testing system which is aligned with New Mexico's state educational standards. The department is also in the process of developing an educational quality assurance system, and a new Management Information System (driven by PowerSchool) to capture educational performance data.

Reporting

CYFD produces an annual report for the state legislature which contains referral, demographic, and delinquency information. Quarterly performance reports are submitted to agency administrators. These reports contain recidivism, client, and school performance information such as credits earned, testing, and diplomas earned.

III - NCLB Implementation

Highly Qualified Teachers

The state's average student-to-teacher ratio for residential commitment programs is seven-to-one. CYFD schools offer 27.5 hours of education per week and 208 days of school per year.

Although New Mexico does not officially require the use of highly qualified teachers in their juvenile justice education system, they report highly qualified teacher data through the state database reporting system. The department requires teachers to be licensed with the state and places teachers based on their area of certification. New Mexico has three site principals, one assistant principal, a transition specialist, and 32 juvenile justice teachers. All educational personnel have varying levels of teaching licenses. The majority of them (95%) are teaching in their area of certification. Although pre-initiative data is not available, administrators estimate that over 50% of the juvenile justice teachers were non-certified prior to the state's qualified teacher recruitment initiative. Having better qualified teachers has allowed the department to standardize the academic curriculum throughout their juvenile residential facilities. Site principals report teacher qualifications to the state education director through spreadsheets to monitor the requirements.

Transition Services

Prior to the transition requirements of NCLB, New Mexico was already providing services to assist youth in returning to school after their release from residential facilities. The statewide transition specialists assist in preparing transition plans for youth prior to being released from residential programs. Transition plans detail living, school, and employment goals. The transition specialists also maintain contact and relationships with other state agencies, local school districts, and post secondary institutions to help facilitate post-release services. Local, public, alternative, charter, adult education, and postsecondary schools are contacted prior to exit. Students also develop transition portfolios which are shared with the parole board. However, little follow up is conducted with students once they re-enter the community. Based on anecdotal evidence, two statewide transition specialists are not sufficient to impact return-to-school rates.

In addition to the two statewide education transition specialists, the department delivers transition services through 12 regional transition coordinators with small caseloads of 10 to 15 youth each. However, this service is targeted for youth in need of mental health services and serves approximately 10% of the released population. The department plans to expand transition services and add transition personnel to better assist youth in returning to school and/or gaining employment.

Program Monitoring and Evaluation

The department does not have a comprehensive onsite quality review system for education. However, the director is developing a school monitoring evaluation tool; an education quality assurance system similar to the quality assurance system developed and

operated by FSU's Juvenile Justice Educational Enhancement Program. This instrument has been piloted in one facility and is scheduled to be used in the 2008-09 school year. Residential educational programs are visited by state educational administrative staff monthly. School visits consist of meeting with teachers, reviewing student schedules, and reviewing Positive Behavior Support (PBS) data. Site principals perform annual teacher evaluations. In addition, the state Department of Education conducts focused monitoring in special education and Title I programs.

Measuring Youths Academic Gains and Community Reentry

CYFD does not have an MIS for education and student performance data. Most student performance data as well as teacher information is reported periodically by site principals to the state director of education. The department maintains an Access database that contains test scores, SBA scores, state graduation test scores, ESL scores, and teacher information. The education department is in the process of acquiring the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAPS) for pre- and post-testing in residential facilities (beginning in school year 08-09). Currently, CYFD uses the Test of Adult Basic Education (TABE) for pre- and post-testing. Gains are calculated for reading, language arts, and math based on all youth; results are reported for youth with higher post-test scores than pre-test scores. Based on these data, in FY2007, 17.9% of youth served in residential programs earned high school diplomas or GEDs. In addition, 66.7% of youth made gains in reading, 53.3% in language arts, and 51.1% in math. However, according to the department's most recent quarterly performance report, several youths' pre- and post-test scores were not reported.

CYFD maintains a MIS for student intake, confinement, and recidivism purposes. New Mexico defines recidivism as readjudication or new convictions and recommitment to the juvenile justice system within 12 months of release. The Department also has a MOU with the Department of Corrections to determine if youth are committed as adults. Recidivism is calculated by searching for prior commitments on all new placements within a fiscal year. Other community reintegration measures, such as return to school and employment, are not consistently collected or reported.

The department operates an older MIS system, and there are plans to upgrade the current system. Educational information and student performance data will be part of the new MIS. In addition, New Mexico has an interagency information taskforce that is currently working on designing a unique identifier for youth that will be used across state agencies. CYFD participates in the taskforce and is currently able to match their youth to Public Education Department (PED) data. Once the new unique identifiers are in place, CYFD will also be able to match youth with higher education, Department of Labor, and adult corrections data.

IV – NCLB Impact Summary

According to CYFD administrators, NCLB has had a major impact on the educational services for juvenile justice youth. The department has used NCLB to bring accountability to a historically neglected area. The area most emphasized by New

Mexico has been the highly qualified teacher requirements. For example, over the past three years, 60% of the juvenile justice teachers in the system have been replaced with more highly certified and in-field teachers. The removal of prior under-qualified teachers and the increase in professionalism has enabled the department to raise curriculum standards in their residential facilities. The NCLB requirement for statewide testing has also enhanced accountability to the juvenile justice education system. CYFD reports state-test results for AYP as their own Local Education Agency (LEA).

In addition, the Juvenile Justice NCLB Collaboration Project positively impacted New Mexico's education services for incarcerated youth. The superintendent for education uses information from annual reports of FSU's Juvenile Justice Educational Enhancement Program (JJEED) to lobby for more resources and plans to implement an educational quality assurance system similar to JJEED's.

Table D-3: Data Measures

Program/School Characteristics
<p>Programs Juvenile justice programs include six residential commitment programs that range in size from 20 to 153 beds. Two of the residential programs serve a mix of detained and committed youth. The 20 bed residential commitment program serves post-secondary students. The state also has 12 locally-operated detention centers whose educational services are operated by local school districts under contracts with the CYFD.</p>
<p>Education Services Students in juvenile justice programs receive year round (208 days) educational services at 27.5 hours per week. The average student-to-teacher ratio is 7:1.</p>
Youth Demographics and Characteristics
<p>Youth Served CYFD received 209 new commitments to residential programs in FY2007. This number has steadily declined since FY1998 (603 new residential commitments). Detention admissions for FY2007 were available for the four largest counties only. In these counties there were 1749 new detentions in FY2007.</p>
<p>Age Range The juvenile justice division serves youth, aged 12 to 21, who commit acts of delinquency.</p>
<p>Special Education Special education data is collected quarterly from each of the juvenile justice schools. The percent of special education students served by the department ranges from 45% to 65%.</p>
<p>Length of Stay Of the 209 new commitments in FY 2007, 119 were committed for up to one year, 81 were committed for up to two years, and nine were committed until the age of 21.</p>

<p>Available Demographic Data Demographic data is reported annually by referral, crime, detained and committed youth.</p>
<p>Delinquency</p>
<p>Current and Prior Offense(s) Delinquency information is reported in the department’s annual report. Referrals and commitments are reported by misdemeanor, petty misdemeanor, technical violation, and 1st through 4th degree felonies.</p>
<p>Teacher Characteristics</p>
<p>Number and Qualifications In April 2008, New Mexico had three site principals, one assistant principal, a transition specialist, and 28 juvenile justice teachers. All educational personnel have varying levels of teaching licenses. The majority (95%) are teaching in their area of certification.</p> <p>Definition of Qualified New Mexico requires the use of highly qualified teachers in their juvenile justice educational system (to maintain accreditation with PED). The department requires teachers to be licensed with the state and places teachers based on their area of certification. The department prefers teachers with at least three years of teaching at-risk students who have multiple endorsements and who are special education certified. The department strives to have at least one content certified teacher for each core subject area including math, science, language arts, and social studies at each school.</p> <p>Source Site principals report teacher qualifications to the state education director through spreadsheets.</p> <p>Where Reported Teacher qualification and retention data is not regularly reported, but is available.</p>
<p>Diplomas/GEDs</p>
<p>Current Findings In FY2007, 17.9% of youth served in residential programs earned high school diplomas or GEDs.</p> <p>Data Source Diplomas are reported as a percent of all youth committed by semester. Site principals report youth who earn high school diplomas or GEDs to the state education director through spreadsheets. This information is not recorded in the department’s MIS.</p> <p>Where Reported Reported to the state legislature in annual report.</p>
<p>Testing</p>
<p>Current Findings According to the Department’s most recent quarterly performance report, some youths’ pre- and post-test scores were not being reported. In FY2007, 66.7% of youth served</p>

made gains in reading, 53.3% in language arts, and 51.1% in math.

Definition

CYFD uses the Test of Adult Basic Education (TABE) to pre- and post-testing residentially-committed youth. Gains are calculated for reading, language arts, and math based on youth who had higher post-test scores than pre-test scores.

Data Source

Site principals report teacher qualifications to the state education director through spreadsheets.

Where Reported

Reported internally to department administrators through quarterly performance reports.

Recidivism

Current Findings

According to the agencies FY2008 quarterly performance measures, 4.0% of clients were recommitted to a CYFD facility compared to 13.2% in FY2007, and 4.71% were re-adjudicated compared to 6.6% in FY2007.

Definition

New Mexico defines recidivism as readjudication or new convictions and recommitment to the juvenile justice system within 12 months of release. The department also has a MOU with the Department of Corrections to determine if youth are recommitted as adults. Recommitment is calculated by searching for prior commitments on all new placements within a fiscal year.

Data Source

Recidivism data is retrieved from the department's MIS.

Where Reported

Recidivism is reported quarterly to department administrators and annually to the legislature.

Return to School

Current Findings

Not Available

Definition

CYFD does not have an operational definition for return to school.

Data Source

The department's MIS system contains a field for probation/parole officers to indicate whether or not students are enrolled in school 90 days post-release. However, a review of this data revealed that return to school information is not collected or reported consistently.

Where Reported

Not currently reported.
School Performance Post Release
Current Findings Not Available
Employment
Current Findings Not Available
Definition No operational definition.
Data Source CYFD does not collect post-release employment information.
Where Reported Not currently reported.
Employment Performance Post Release
Current Findings Not Available

Juvenile Justice No Child Left Behind Collaboration Project

Virginia

Juvenile Justice Education

Case Study Results

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The Juvenile Justice NCLB Collaboration Project, with financial assistance from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), is committed to conducting research that improves the quality of education services for juvenile justice involved youth. Toward that end, the project has conducted a case study of Virginia and other selected states.

Virginia Case Study Findings

I – Purpose

The following report and information was collected through two national surveys conducted in 2006 and 2007, as well as a site visit to the Virginia Department of Correctional Education (DCE) that occurred July 16th through 18th, 2008. The purpose of the visit was to: (1) determine the research and data capacity of Virginia to evaluate its own efforts in juvenile justice education, as well as its current capacity to contribute to a National Information Clearinghouse for the field of juvenile justice education, (2) evaluate the current state of juvenile justice education post-NCLB, (3) assess the implementation of NCLB requirements and determine the extent to which NCLB impacted the services and outcomes of Virginia's delinquent population, and (4) determine the impact the Juvenile Justice NCLB Collaboration Project had on Virginia's implementation of NCLB.

Section two of this report describes Virginia's organizational structure in terms of oversight of juvenile justice education, current agency initiatives, and annual reporting. Section three details Virginia's level of NCLB implementation specifically addressing the requirements of highly qualified teachers, transition services, program monitoring and evaluation, and measuring youths' academic gains and community reintegration outcomes. Section four provides a summary of NCLB's impact on Virginia's juvenile justice education services and student outcomes. Finally, Table D-4 provides detailed information regarding Virginia's current data and definitions of measures of youth characteristics, educational services, and student outcomes.

II – Organizational Structure

Virginia operates a large, decentralized juvenile justice educational system. Virginia is unique in that the educational services are the direct responsibility of Virginia's Department of Correctional Education (DCE). DCE serves youth in publicly operated juvenile residential commitment programs and adults in the state's prison system. However, Virginia is considered decentralized because DCE is not responsible for educational services within 25 locally-operated detention centers. In addition, the state's Department of Education oversees the educational services in one privatized residential juvenile program operated by Associated Marine Institutes (AMI). DCE employs the teachers and directly oversees the administration of education in the rest of the state's juvenile residential commitment programs and adult prisons. DCE is considered a Local Education Agency (LEA) and has a superintendent of schools as well as a school board. DCE is funded through a line-item appropriation from the state legislature. DCE has operated as an independent agency since 1974.

The juvenile justice population consists of youth under the age of 21 who are served in the state's Department of Juvenile Justice (DJJ). Virginia defines youthful offenders as youth aged 17 to 21 who have been charged as an adult. Youthful offenders are served in the state's Department of Corrections (DOC). The Department of Correctional Education maintains cooperative agreements with the state's DJJ and DOC.

In FY 2007, the Department of Juvenile Justice had 17,696 detention admissions with an average daily detention population of 1,060. Admissions to juvenile correctional centers totaled 833 with an average daily population of 956. Forty-seven percent of the youth served by the DJJ have been identified as students with disabilities, or special education students. Youth are served in one Reception and Diagnostic Center and eight residential commitment programs. The largest campus houses 250 youth and the smallest is a 40 bed specialized program for students with disabilities. DCE also operates a 105 bed facility for females.

DCE has an annual operating budget of approximately \$60 million and receives federal funding through IDEA, Title 1-Part D, Perkins, Safe Schools, and Title 2. More than half of the appropriated budget is spent on education for adults in the Department of Corrections. In 2005, DCE had 766 positions including 65 central office staff. Each school has a staffing team consisting of a principal, assistant principal, guidance counselor, Individual Education Plan (IEP) coordinator, and a transition specialist. All agency staff including teachers are state employees. DCE has 222 school days in the year, with 360 minutes of instruction each day. Virginia state law requires DCE to maintain a maximum of 10:1 student-to-teacher ratio in all of its juvenile justice schools. However, due to a trend of decreasing juvenile commitments in the state, the majority of the state's programs have a lower student-to-teacher ratio.

Agency Initiatives

The Department of Correctional Education embarked on several major initiatives over the last several years. Since the 1990's, DCE focused on replacing the teaching workforce with certified and infield teachers, aligning the curriculum with Virginia public schools, and replacing textbooks and other resources with state adopted materials. The agency also moved to year-round schooling and is working toward providing teacher salaries that are commiserate with public schools in larger, urban school districts. Initiatives at the school and classroom level include administrator training in school leadership, teacher training for teaching in a block schedule, and differentiated instruction.

Reporting

DCE reports to the school board as well as the Secretary of Public Safety who oversees several state agencies including DJJ, DOC, and DCE. DJJ produces an annual report that includes youth demographic information, recidivism results, and fiscal data. DCE reports the state's official education assessment. Testing results are based on end of course exams. DCE has access to the state's DOE student information system for purposes of retrieving student records and reporting student performance while in a DCE school.

The Virginia DOE provides oversight to DCE in the areas of NCLB requirements such as Adequate Yearly Progress (AYP) and highly qualified teacher status. DOE approves the agency's school improvement plan, accredits DCE schools, and provides an annual academic review of each school. For details on these measures and for Virginia's most recent findings see Table D-4.

III - NCLB Implementation

Highly Qualified Teachers

DCE currently employs 440 teachers, 225 of whom teach in the juvenile justice programs and 215 teach in DOC programs. Juvenile programs maintain a student-to-teacher ratio of less than 10:1. In addition, some classrooms in the juvenile programs also have a qualified teacher's aide. Last year, DCE had a 21% teacher turnover rate. Most new hires come from the public school sector; however, some teachers leave DCE for public school positions after attaining their highly qualified status. The agency's most significant shortages of teachers are in the fields of science, math, and special education.

To address teacher recruitment and retention, DCE employs a full-time recruiter who advertises, conducts college recruitment, and develops informational press releases. The agency began recruiting highly qualified teachers in 2005. Retention strategies also include developing equivalent pay scales to public schools throughout the state, offering recruitment bonuses, and conducting a six month interview with new teachers to determine how well they are performing at DCE.

DCE requires teachers and teachers' aides to be highly qualified. The agency uses the state's definition of highly qualified teachers and does not exempt schools from meeting the requirement. From October 2007 to January 2008, 96% of the juvenile justice teachers in DCE were highly qualified in one of the subject areas they taught, while 57% were highly qualified in more than one subject area. Teacher credentials and qualification information is regularly reported to DOE.

Transition Services

Virginia's DCE provides transition services to support youth in returning to school and/or gaining employment after their release from residential commitment programs. All committed youth first attend the state's Reception and Diagnostic Center (RDC) for up to 45 days. At the RDC, youth receive a battery of psychological, educational, and career assessments. Prior school transcripts are requested at the RDC and forwarded to the commitment facility. Individual Education Plans (IEP's) are also developed for special education students. Subsequently, youth are then sent to a commitment program designed to meet their treatment and educational needs.

Each program has a fulltime education transition specialist and guidance counselor who assists youth with developing post-release transition plans. Based upon prior school performance and entry assessment results, high school aged youth are placed into a high school diploma program, alternative education program, a General Education Development (GED) program, or a special education program. Career and technical programs are also available to students during commitment.

As of July 1, 2008, DCE employed 63 fulltime instructors and 11 instructional assistants to provide Career and Technical Education programs and services at juvenile facilities.

Program areas include agriculture, business, family and consumer science, marketing, technology, and industrial education. In addition to the trade-specific tasks, juveniles must complete instruction for workplace readiness skills, internet safety, and employability skills. DCE has established apprenticeship programs at several juvenile facilities. The number of programs at each school varies based on available space and the number of juveniles assigned to the facility.

During commitment, a school re-enrollment plan is developed. Thirty days prior to release, letters and transcripts (including career and technical education transcripts and certificates) are sent to receiving public schools. Each public school district in Virginia has a designated re-enrollment coordinator. DCE school counselors work with these individuals throughout the state to transfer records and assist youth in re-enrolling in school upon release from a commitment program. In 2007, DCE school counselors began conducting follow up on a limited number of youth released from residential commitment programs (15 high school seniors). Follow up by transition specialists consists of contacting youths' probation officers at 30 and 180 days post-release. Tracking results are not reported.

Program Monitoring and Evaluation

DCE operates as a Local Education Agency (LEA). DCE's central office conducts program monitoring throughout the year. Monitoring strategies and tools include school improvement planning, academic reviews, and site visits from central office staff as well as teacher visits from curriculum coaches. Each teacher is visited by a curriculum coach approximately four times per year. The central office uses a teacher improvement model for classroom visits by curriculum coaches and administrators. Reviews determine how each program is meeting its school improvement goals through interviews, observations and teacher climate surveys. Principals in each residential facility present quarterly progress reports on school improvement plans to the central office. End-of-course exam data is reviewed as a major part of this process. The agency also conducts quarterly and annual compliance monitoring for special education services.

Measuring Youths Academic Gains and Community Reentry

DCE uses several different methods to measure youths' academic gains while in enrolled in juvenile justice schools. However, there is not a consistent academic performance measure used across all students and academic programs. The agency measures academic performance through student performance on state end-of-course exams, state standards of learning tests, promotion and retention rates, and graduation rates. Students enrolled in the high school program are assessed using end-of-course exams and standards-of-learning benchmark testing. There has been a significant increase in the passing rate of the end-of-course exams in all subjects from 2005-06 to 2007-08. However, only students seeking a standard diploma take these exams. Students in a GED program receive the GED exam as their outcome measure, while students seeking a special diploma receive a state approved alternative assessment.

Other academic testing includes the Test of Adult Basic Education (TABE), the Woodcock Johnson III, the GED Official Practice Test, and the Scholastic Reading Inventory. These exams are given to different populations upon entry and not all students receive a post-test. The agency also records and tracks student progress through credits attempted and earned, grade advancement, and diplomas earned. In 2007-08, DCE awarded 60 standard, modified, and special high school diplomas and 173 GED diplomas. Some programs also offer vocational certifications and career readiness certificates. The agency completes an Annual Performance Report on students who complete career and technical education programs. This evaluation includes the average percentage of program tasks or competencies completed, and the average increase in test scores when comparing the required course pre and post-test scores. Follow up is also conducted on those who complete programs in accordance with the requirements of the Carl D. Perkins Act.

Virginia's DJJ generates recidivism results annually. The state uses three measures of recidivism including: rearrest, reconviction, and recommitment. DJJ tracks youth by creating a release cohort and reporting the three recidivism measures at 3, 6, 12, 24, and 36 months post-release. Reconviction of a new class-one misdemeanor or higher is DJJ's official measure of recidivism. Arrest and reconviction data is calculated independently from education data, and comparisons of educational attainment and post-release delinquency outcomes have not been determined. The agency uses juvenile arrest data for varying purposes and reports.

DCE began a process of conducting follow up of youth to determine post-release education performance. Educational transition specialists from the residential programs follow up on youth by contacting juvenile probation officers at 30 and 180 days post-release. Follow up consists of asking officers if youth are currently in school or employed at the time of the follow up. In 2007, the agency conducted follow up on 15 senior high school students who were released from residential commitment programs. Follow up was extended to approximately 250 released youth in 2008. Outcome information is not reported. Most educational data generated by DCE is used for administrative decisions regarding personnel and curriculum. Detailed testing information is regularly shared with teachers for instructional purposes.

IV – NCLB Impact Summary

Although many of DCE's educational initiatives were under way prior to the implementation of NCLB, the law has assisted the agency in providing an accountability mechanism. Since NCLB, the agency added scientifically-based strategies to their school improvement plan and focused curriculum, instruction, and testing on reading and math. Transition services have become more defined including career planning and communication with public schools for re-enrollment post-release. DCE also requires the use of highly qualified teachers and reports results to the state DOE. NCLB has impacted the quality of instruction through standards of learning, required state testing, and tracking of student progress. Juvenile justice youth enrolled in high school programs are tested every 4.5 weeks on state benchmark assessments and participate in end-of-course exams.

The Juvenile Justice NCLB Project has positively impacted educational services within DCE. As a result of the Project, Virginia made plans to meet with the state of Massachusetts Department of Youth Services to share policies and practices in juvenile justice education. DCE learned from other states through Project conferences and follow up contact. For example, based on the sharing of information with other states, DCE now uses Title II funds to assist with teacher tuition reimbursement, and is in the process of developing a pre- and post-test system using the TABE.

Table D-4: Data Measures

Program/School Characteristics
<p>Programs Juvenile justice youth are served in one Reception and Diagnostic Center and eight residential commitment schools. The largest campus houses 250 youth and the smallest is a 40 bed specialized program for students with disabilities. DJJ operates a 105 bed facility for females. The state has 25 locally operated detention centers and one privately operated residential program that are not overseen by DCE.</p> <p>Education Services DCE has 222 school days in the year, with 360 minutes of instruction each day. Virginia state law requires DCE to maintain a maximum 10:1 student-to-teacher ratio in all juvenile justice schools.</p>
Youth Demographics and Characteristics
<p>Youth Served In FY 2007, the DJJ had 17,696 detention admissions with an average daily population of 1,060. Admissions to juvenile correctional centers totaled 833 with an average daily population of 956.</p> <p>Age Range The juvenile population consists of youth under the age of 21 who are served by DJJ. Virginia defines youthful offenders as youth aged 17 to 21 who have been charged as an adult. Youthful offenders are served in the state’s DOC. DCE maintains cooperative agreements with DJJ and DOC.</p> <p>Special Education Forty-seven percent of the youth served by DCE have been identified as students with disabilities, or special education students.</p> <p>Length of Stay Lengths of stay for juveniles range from 3 to 36 months with an average of 8-9 months.</p> <p>Available Demographic Data DJJ’s annual report includes demographic data on youth who are referred, detained, and committed.</p>

Delinquency
<p>Current and Prior Offense(s) Detailed offense information for all admissions is reported in the DJJ annual “Data Resource Guide.”</p>
Teacher Characteristics
<p>Number and Qualifications In 2007-08, DCE employed 440 teachers, 225 of who taught in the juvenile justice programs and 215 taught in DOC programs. In addition, some classrooms in juvenile programs have a qualified teacher’s aide. DCE has approximately a 21% teacher turnover rate. From October 2007 to January 2008, 96% of the juvenile justice teachers in DCE were highly qualified in one of the subject areas they taught, while 57% were highly qualified in more than one subject area.</p> <p>Definition of Qualified DCE requires their teachers and teacher aides to be highly qualified. DCE uses the state’s definition of highly qualified teachers, and does not exempt schools from meeting the requirement. To be highly qualified, DCE teachers must be certified in at least one subject they are teaching and the agency prefers that teachers be certified in more than one subject area.</p> <p>Source DCE’s Office of Human Resources maintains this information. Information is reported by site principals.</p> <p>Where Reported Teacher qualifications are reported to the Virginia DOE for monitoring.</p>
Diplomas/GEDs
<p>Current Findings In 2007-08, DCE awarded 60 standard, modified, and special high school diplomas and 173 GED diplomas.</p> <p>Data Source DCE maintains a management information system in which schools report student data.</p> <p>Where Reported Diploma results are reported to the superintendent of schools and the school board.</p>
Testing
<p>Current Findings DCE has seen a significant increase in the passing rate of the state end-of-course exams in all subjects from 2005-06 to 2007-08. However, only students in the high school program take these exams.</p> <p>Definition There is not a consistent academic performance measure used for all students and</p>

<p>academic programs. The agency’s primary measure of academic performance is the state end-of-course exams. Students in a GED program receive the pre-GED and GED exam as the outcome measure, while students seeking a special diploma receive a state-approved alternate assessment.</p> <p>Other academic testing includes the TABE, the Woodcock Johnson III, the Pre GED exam, and the Scholastic Reading Inventory. These exams are given to different populations upon entry and not all students receive a post-test.</p> <p>Data Source Official state testing data as well as GED test results are reported through DCE’s management information system (MIS). Other test results such as the TABE are not part of the MIS and are maintained in excel spreadsheets within the central office.</p> <p>Where Reported State end-of-course exams, standards-of-learning assessment results, and GED exam results are reported to DOE.</p>
<p>Recidivism</p>
<p>Current Findings Recidivism rates from DJJ’s 2005 residential commitment release cohort include a twelve month rearrest rate of 49.5%, a reconviction rate of 36.7%, and a reincarceration rate of 25.6%.</p> <p>Definition DJJ generates recidivism results annually. The state uses three measures of recidivism including rearrest, reconviction, and recommitment. DJJ tracks youth by creating a release cohort and reporting the three recidivism measures at 3, 6, 12, 24, and 36 months post-release. Reconviction of a new class one misdemeanor or higher is the official measure of recidivism.</p> <p>Data Source DJJ’s management information system.</p> <p>Where Reported DJJ’s annual “Data Resource Guide.”</p>
<p>Return to School</p>
<p>Current Findings In 2007, the agency conducted follow up on 15 senior high school students released from residential commitment programs.</p> <p>Definition Follow up consists of asking juvenile probation officers if youth are in school at the time of the follow up.</p> <p>Data Source</p>

<p>DCE has recently begun the process of conducting follow up on youth to determine post-release education. Educational transition specialists from the residential programs conduct follow up on youth by contacting juvenile probation officers at 30 and 180 days post-release.</p>
<p>Where Reported Not currently reported.</p>
<p>School Performance Post Release</p>
<p>Current Findings Follow up does not capture performance in school post release.</p>
<p>Employment</p>
<p>Current Findings In 2007, the agency conducted follow up on 15 senior high school students released from residential commitment programs.</p>
<p>Definition Follow up consists of asking juvenile probation officers if youth are employed at the time of the follow up.</p>
<p>Data Source DCE has begun the process of conducting follow up on youth to determine post-release employment. Educational transition specialists from residential programs follow up on youth by contacting juvenile probation officers at 30 and 180 days post-release.</p>
<p>Where Reported Not currently reported.</p>
<p>Employment Performance Post Release</p>
<p>Current Findings Follow up does not capture employment performance post release.</p>

APPENDIX E: CONFERENCE AGENDAS & RESULTS

2006 National Conference

Representatives from 35 states attended the 2006 Juvenile Justice Education and No Child Left Behind National Conference July 16-18, 2006 in Orlando, Florida. The conference workshops and general sessions addressed impediments faced by states in implementing No Child Left Behind requirements in juvenile justice education. Attendees learned strategies regarding transition services, highly qualified teachers, collecting and reporting student outcome measures, and program evaluation.

2006 Conference Agenda

The Second Annual Conference on Juvenile Justice Education and No Child Left Behind

<i>Group 1</i>	<i>Group 2</i>	<i>Group 3</i>	<i>Group 4</i>
Delaware	Florida	Connecticut	Alabama
Kentucky	Indiana	Idaho	Arizona
New Mexico	Massachusetts	Iowa	Colorado
Utah	Minnesota	Kansas	Illinois
West Virginia	New Jersey	Maryland	Louisiana
Wyoming	New York	Montana	Michigan
	North Carolina	Nebraska	Missouri
	Washington	Oklahoma	Ohio
		Oregon	Tennessee
		Rhode Island	Texas
		South Dakota	Virginia

SUNDAY

4:00 – 8:00 PM *Conference Registration*

MONDAY

7:00 – 8:00 AM *Breakfast and Conference Registration*

8:00 – 9:30 AM *Opening Session*

Speakers: Tom Blomberg & Carla Wright

9:30 – 10:00 AM *Break*

10:00 – 11:30 AM *Workshop Session A*

Highly Qualified Teachers Workshop: Group 1

Transition Services Workshop: Group 2

**Program Evaluation I – Student Outcomes and AYP Workshop:
Group 3**

Program Evaluation II – On-site Monitoring Workshop: Group 4

11:30 AM – 1:00 PM Lunch

1:00 – 2:30 PM Workshop Session B

Highly Qualified Teachers Workshop: Group 4

Transition Services Workshop: Group 1

**Program Evaluation I – Student Outcomes and AYP Workshop:
Group 2**

Program Evaluation II – On-site Monitoring Workshop: Group 3

2:30 – 2:45 PM Break

2:45 – 4:00 PM Closing Session – Question and Answer

Speakers: Tom Blomberg & Charles Hokanson

7:00 – 9:00 PM Reception in Courtyard (Food & Beverages Provided)

TUESDAY

7:00 – 8:00 AM Breakfast

8:00 – 9:15 AM Opening Session

Speakers: Charles Hokanson & Tom Blomberg

9:15 – 9:30 AM Break

9:30 – 11:00 AM Workshop Session C

Highly Qualified Teachers Workshop: Group 3

Transition Services Workshop: Group 4

**Program Evaluation I – Student Outcomes and AYP Workshop:
Group 1**

Program Evaluation II – On-site Monitoring Workshop: Group 2

11:00 – 12:15 PM Lunch

12:15 – 1:45 PM Workshop Session D

Appendix E: Conference Agendas & Results

Highly Qualified Teachers Workshop: Group 2

Transition Services Workshop: Group 3

**Program Evaluation I – Student Outcomes and AYP Workshop:
Group 4**

Program Evaluation II – On-site Monitoring Workshop: Group 1

1:45 – 2:00 PM

Break

2:00 – 2:45 PM

Final Workshop Session

Highly Qualified Teachers Workshop: Group 2

Transition Services Workshop: Group 3

**Program Evaluation I – Student Outcomes and AYP Workshop:
Group 4**

Program Evaluation II – On-site Monitoring Workshop: Group 1

2:45 – 3:00 PM

Break

3:00 – 4:30 PM

Closing Session

Speakers: Group Spokespersons & Tom Blomberg

2006 Conference Evaluation Results

The conference evaluation survey is used to assess the overall quality of the conference, provide feedback for project staff, and gauge interest in the further development of collaborative projects. The following participant comments were taken directly from the conference evaluation.

General Conference Feedback

Please indicate how strongly you agree with the following:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. There is a need for an Association of Juvenile Justice Education Administrators	30	21	0	1
2. I would be interested in taking part in an Association of Juvenile Justice Education Administrators	29	21	0	0
3. A peer-reviewed journal on delinquency and education would be a helpful resource	22	27	1	0
4. I would be interested in contributing to a peer-reviewed journal on delinquency and education	13	29	6	0
5. I would be interested in subscribing to a peer-reviewed journal on delinquency and education	21	27	2	0

Comments

- # 1 - in conjunction with another organization
- I have been a member of Correctional Education Association (CEA) for 20 years and I would like to see this group look at the feasibility of supporting a DJJ effort with that organization
- I think it needs to be part of an existing organization, and would be interested only if it does not compete/conflict with existing organizations
- If the journal does not duplicate available journals as many already exist
- Joint communication with other organizations
- CEARDY is an organization already addressing the above issues. I would like to invite this group to collaborate with the officers or CEARDY to build the strongest educators and administrator organization possible
- Please consider studies on the feasibility of working with CEA and other organizations for the purpose of having a more highly recognized professional association

6. Would you be willing to participate in a case study focused on your state's Juvenile Justice Education system?

- | | |
|-----------|----|
| a. Yes | 36 |
| b. No | 2 |
| c. Unsure | 15 |

Comments

- Depends on how detailed
- Need more info
- Need to know details

Appendix E: Conference Agendas & Results

- Not at this time
- Only because of the current traffic(interest) in MO programs
- Probably - we are in a state of transition
- This is a question for KY DJJ QA branch manager
- Would be willing to discuss

Please indicate how satisfied you were with the following:	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
7. Registration process	39	13	2	0
8. Conference materials provided	38	15	0	0
9. Speakers	28	22	2	0
10. Workshop facilitators	30	24	0	0
11. Conference facilities	29	22	2	0
12. Helpfulness / courteousness of conference staff	46	8	0	0
13. The organization of the conference	37	17	0	0

Comments:

- I wish the general session speakers would have used a microphone
- Conference facilities cold
- Excellent organization
- Key participant from DOE was AWOL
- Rooms a little small for our group - space issues

14. Which workshop do you feel was the most beneficial to the needs of your state?

	<u>Yes</u>	<u>No</u>
a. Measuring Student Achievement	17	36
b. Highly Qualified Teachers	21	32
c. Transition Services	33	20
d. Program Evaluation & Monitoring	15	38

Please indicate how strongly you agree with the following	Strongly Agree	Agree	Disagree	Strongly Disagree
15. The content of workshops was appropriate	34	19	0	0
16. The content of workshops was helpful for your state's needs	29	23	0	0
17. Overall, the state groupings for workshops were appropriate	26	22	2	0
18. Overall, the state groupings for workshops were helpful for your state's needs	25	26	0	0
19. The materials in the notebook were helpful for your state	25	26	1	0
20. The NCLB implementation templates provided in the notebook will aid in developing a strategic plan for your state	20	28	3	0

Comments

- Better to re-shuffle groups at least once, to allow us to make additional contacts. Would have helped also group by admin agency (e.g. DOE, etc)
- Groupings being appropriate I am uncertain because I don't know who was in the groups
- I really can't answer this due to not knowing many of the participants. Due to grouping I learned a lot but from a small group. It was repetitive to do the workshops on the second day. Really enjoyed total group this morning
- Overall groupings "seemed to be" appropriate, and would have liked interactions with other states
- Would like some more mixed groups

21. If we had a follow up conference, would you attend?

- | | |
|---------------|----|
| a. Yes | 47 |
| b. No | 0 |
| c. Don't Know | 7 |

22. Would you recommend this conference to others?

- | | |
|---------------|----|
| a. Yes | 49 |
| b. No | 0 |
| c. Don't Know | 5 |

23. How would you rate this conference compared to other conferences of this type that you have attended?

- | | |
|--|----|
| a. Very good | 24 |
| b. Good | 19 |
| c. Average | 3 |
| d. Poor | 0 |
| e. Very poor | 0 |
| f. I have never attended a conference devoted to this particular topic | 8 |

24. What other workshops or presentation topics do you feel would be useful in a subsequent meeting or conference?

- Assessment instrument/discussion, and literacy focused efforts
- Assessment instruments, tracking and technological systems
- Best practices
- Best practices that have been implemented and have been successful
- Continuation of program monitoring/evaluation
- Curriculum, preparation of content/materials to present to policy makers, available funding sources/sample submissions
- Differentiation between detention centers, group homes? (short-term) and long-term facilities
- Essential elements of an excellent juvenile justice education system
- Evaluation practices-curriculum and relevant staff development topics for juvenile justice teachers
- Federal funding, experts from USDOE and NCLB

Appendix E: Conference Agendas & Results

- FERPA for records exchange, Workforce Investment Act, Dept. of Labor, grants that will provide funding for neglected and delinquent programs and aftercare grants, building support teams in the secondary public schools for transition, research based SBR for teaching math and science
- Follow up to this conference, examples of AYP, transition service tracking, types of teacher training that addresses the circumstances of short-term placement classrooms
- I look forward to having an opportunity to network with other states on topics other than NCLB
- I understand why/how you grouped states; however I would love to be grouped in the future with other states so I could hear what folks are doing. People are doing really great things and I am so interested in their ideas
- In-depth exchange of state/agency program evaluation models. Best practices used to provide juvenile correctional teacher preparation/curriculum alignment/institutional delivery models and methods
- Integration of services with programs
- Models for providing transition services in juvenile justice
- More info on quality program models
- More on specific transition activities, share any clarification on highly qualified teachers
- Professional development, licensure (special education) and services
- Perhaps a pre-conference meeting/session for newcomers, or a sheet of all of the acronyms going to be used
- Positive behavioral systems
- Quality assurance plans/processes, portfolio development, specific data collection systems
- Quality of juvenile justice education depends in part on collaboration with custody and after treatment staff. Address this..., focused more on resolution of issue, include visits to local juvenile justice schools to serve quality assurance, Best practices, include opportunity to interact with neighboring states and others with similar character
- Relationships with clinical departments
- Samples of data collection and curriculum, ideas on how to help teachers get continuing education
- Selection and training of teachers, transition needs to stay
- Short-term versus long-term models
- Short term institutions
- Special education in a juvenile justice school
- Tapping into a variety of funding sources (What's available? What have other states done?)
- Those that specifically address question 28 topics with data, programs, time to hear other states and plan for change
- Workshops done on curriculum

TECHNICAL ASSISTANCE

25. Overall, the amount of Technical Assistance provided at the conference was:

- a. Above expectations 17
- b. Sufficient 34
- c. Inadequate 1

26. Overall, the quality of Technical Assistance provided at the conference was:

- a. Very good 23
- b. Good 23
- c. Average 8
- d. Poor 0
- e. Very poor 0

Comments

- Amount and quality of technical assistance from participants
- Needed more experts (e.g. USDOE, NDTAC) to present

27. How would you prefer to access Technical Assistance in the future?

	<u>Yes</u>	<u>No</u>
a. Web or Internet-based	34	19
b. Regional Meetings or Trainings	30	23
c. National Conferences	28	25
d. Visits to your state by project staff	12	41

28. What type of Technical Assistance would most benefit your state? (Please circle all options that apply)

	<u>Yes</u>	<u>No</u>
a. Calculating Adequate Yearly Progress (AYP)	16	36
b. Meeting Highly Qualified Teacher requirements	15	37
c. Implementation of a state education plan for neglected and delinquent students	15	37
d. Evaluating juvenile justice education programs	28	24
e. Evaluating juvenile justice student education outcomes	27	25
f. Providing transition services for juvenile justice students	33	19
g. Tracking students for return to school and/or employment	34	18
h. Using evaluation data to improve your state's juvenile justice education services	30	22
i. Measuring student academic gains while incarcerated	21	31

29. Using the letter from the previous question, please rank the top three in order of importance to your state.

- F, G, and D received the highest ranking
- H, E received the second highest ranking
- A received the third highest ranking
- I, C, and B received the lowest ranking

30. Would you like to receive technical assistance in the form of project staff visiting your state?

- | | |
|-----------|----|
| a. Yes | 16 |
| b. No | 12 |
| c. Unsure | 22 |

31. If yes, what areas would you like to receive technical assistance in?

- Developing/implementing good pre- post-testing and ways to collect/report that data
- Evaluating juvenile justice education programs
- Evaluating programs
- Evaluating the education program, providing transition services and evaluating effectiveness including interagency cooperation, tracking students
- I'd like to see other state's evaluation
- I would like to see how we compare to other states
- Program evaluation
- Project staff are welcome to offer recommendations in any areas
- Transition/evaluation - plan for improvement
- We're under CRIPA
- Would like to discuss with admin at office to determine what area needed to address
- You are welcome to come visit STAR and see what and how we do business. Constructive criticism is always welcome

RESOURCES

32. Have you visited the website for Florida State University's Center for Criminology and Public Policy Research?

- | | |
|------------------------------|----|
| a. Yes | 23 |
| b. No (skip to Question 35.) | 31 |

33. Did you find the website informative and useful?

- | | |
|--------|----|
| a. Yes | 18 |
| b. No | 4 |

34. What else would you like to see on the website?

- As a resource have available on the web.
- The unique activities/profile of the facilities in the states describing also how transition is done, what grants they may use for funding
- I couldn't find information about this event
- I was given info from the site, so uncertain how much exists, but best practice research and promising programs, etc
- Links to original studies/sources (or citations)
- Tools for evaluation
- Wrap-up of this conference

35. Have you visited the website for the Juvenile Justice Educational Enhancement Program operated by the Center for Criminology and Public Policy Research?

- a. Yes 19
- b. No (End of Survey. Thank you for your responses.) 35

36. Did you find the website informative and useful?

- a. Yes 19
- b. No 0

37. What else would you like to see on the website?

- Info about unique programs/offering obtained from this conference
- Links to original studies/sources (or citations)
- Love it!
- Thank you!
- Tools for evaluation

2007 National Conference: Sharing Solutions and Building Alliances

The 2007 conference on Juvenile Justice Education and No Child Left Behind (NCLB) was held in Tampa, FL from July 8th to July 10th. The conference hosted 51 participants from 30 states. Shay Bilchik, former administrator for OJJDP and CEO of the Child Welfare League of America gave the keynote address. Juvenile justice education administrators from several states presented and shared their strategies for implementing the requirements of NCLB. There was also open discussion with the states regarding future project activities.

2007 Conference Agenda

The Second Annual Conference on Juvenile Justice Education and No Child Left Behind

SUNDAY

4:00 – 8:00 PM *Conference Check In*

MONDAY

7:00 – 8:00 AM *Continental Breakfast and Conference Check In
(In front Florida Ballroom)*

8:00 – 9:45 AM *Opening Session (Florida Ballroom-Salons I through IV)*

<p>Thomas G. Blomberg, Dean and Sheldon L. Messinger Professor of Criminology, Florida State University</p> <ul style="list-style-type: none">• Welcome and Project Update <p>Karen Mann, Director, Center for Criminology and Public Policy Research, Florida State University</p> <ul style="list-style-type: none">• Introduction <p>Shay Bilchik, JD, Director Center for Juvenile Justice Reform and Systems Integration, Georgetown Public Policy Institute, Georgetown University</p> <ul style="list-style-type: none">• Keynote Address <p>George Pesta, Center for Criminology and Public Policy Research, Florida State University</p> <ul style="list-style-type: none">• Overview of Conference Activities

9:45 – 10:00 AM *Break*

10:00 – 11:45 AM

Panel Session I

Providing Transition Services that Assist Youth in Returning to School and/or Gaining Employment After Release

Scott Perry, Oregon

A Systems Approach to Reducing Truancy and Improving School Attendance

Chrissy Dorian, Florida

A Seamless Educational Transition to and from Commitment Facilities

Susan Lockwood, Indiana

Indiana's *Transition to School Initiative*

Facilitator: **Julie Orange**

11:45 – 1:00 PM

Lunch (On your Own)

1:00 – 2:45 PM

Panel Session II

Reporting and Using Educational Outcome Measures of Delinquent Youth

Terry Senio, Delaware

Setting the Pace: Creating Interagency Collaboration

Joyce Burrell and Tarek Anandan, NTAC

Part D Annual Data Collection: Results, Findings, and Implications

Bill Bales, Florida

Using Research and Data to Inform Policy and Accountability Measures

Facilitator: **Jackie Cocke**

2:45 – 3:00 PM

Coffee Break

3:00 – 4:30 PM

Panel Session III

Using Evaluation and Monitoring Systems to Improve Educational Services

Steve Crew, Iowa

Evaluation and Monitoring in a Decentralized State

John Stewart, Alabama

Accreditation & Monitoring: Necessities in Juvenile Justice Schools

Christine Kenney, Massachusetts

The Massachusetts Department of Youth Services and the University of Massachusetts Evaluation Plan

Facilitator: **Suzanne Baker**

Appendix E: Conference Agendas & Results

6:30 – 8:30 PM *Reception (3rd Floor, Meeting Rooms 8 and 9)*

TUESDAY – JULY 10

7:00 – 8:00 AM *Continental Breakfast
(In Front of Florida Ballroom)*

8:00 – 9:30 AM *Day 2 - Opening Session (Florida Ballroom)*

<p>George Pesta</p> <ul style="list-style-type: none">• Findings from the 2007 Survey on Juvenile Justice Education and NCLB <p>Thomas G. Blomberg</p> <ul style="list-style-type: none">• Future Directions: Setting a National Agenda

9:30 – 9:45 AM *Break*

9:45 – 10:45 AM *Panel Session IV*

<p>Addressing Educational Requirements in Detention Facilities</p> <p>Dorothy Wodraska, Arizona Complying with NCLB Requirements in Short Term Detention Facilities</p> <p>Jacque Reese, Arkansas Evaluating the Effectiveness of Educational Services in Short Term Detention Facilities</p> <p>Facilitator: Thelma Nolan</p>
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10:45 – 11:45 PM *Panel Session V*

<p>Recruiting and Retaining Highly Qualified Teachers in Juvenile Facilities</p> <p>Arlene Chorney, Rhode Island Highly Qualified Teachers: How Rhode Island Corrections Makes This Happen</p> <p>Jean Rightley (Davidson), New Mexico Recruiting and Retaining Highly Qualified Teachers</p> <p>Facilitator: Sabri Ciftci</p>
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11:45 – 1:00 PM *Lunch (On Your Own)*

1:00 – 2:30 *Panel Session VI*

<p>Academic Performance Measures</p> <p>Debra Nance, Texas Use of Student Performance Results for Program Improvement & Accountability</p>
--

George Pesta, Florida

The implementation of a statewide pre and post academic assessment system

Jane Young, North Carolina

The Use of Alternative Student Performance Measures in Juvenile Justice Programs

Facilitator: **TBA**

2:30 - 2:45 PM

Break

2:45 - 3:30 PM

Closing Session

Conference Wrap-up and Participant Discussion

2007 Conference Survey Results

The following participant comments were taken directly from the conference evaluation.

Overall, conference participants were very satisfied with the conference and many expressed the need for a forum where juvenile justice education administrators and researchers could continue to share their experiences.

- Over 90% of the participants stated that they would attend the conference again were it to be held and that they would recommend the conference to others in the field.
- Again, over 90% of the participants rated the conference either good or very good compared with other conferences they had attended. In addition, several participants stated that this was the first conference they had attended that was specifically related to their field of juvenile justice education.

Presentations from state agency representatives were well received. Overall, conference participants were pleased with the content and quality of the presentations and panels at the conference; most rating them high.

- 88% of the conference participants felt that they were more knowledgeable about the strategies for implementing NCLB requirements in their juvenile justice education systems and that the conference addressed their state's needs.
- Conference participants felt the panel on "Reporting and Using Educational Outcome Measures of Delinquent Youth" was the most important topic discussed at the conference.
- Participants stated that they learned the most from the panel of presentations regarding "Providing Transition Services that Assist Youth in Returning to School and/or Gaining Employment After Release." They also stated that this panel was the most helpful in meeting their state's needs.

Participant Comments

Topics that participants indicated would be useful in future meetings or conferences

- Ways to get universities involved in the juvenile justice education system in other states
- How to collect educational data on juvenile justice youth
- Grant opportunities for unique settings
- Staff development for teachers in juvenile facilities
- Additional information on what works in detention facilities
- Opportunities to network by region of the country
- Opportunities to network with states that have similar characteristics
- Funding strategies
- Challenges teachers face in the classroom and supports that are in place for them
- How to frame research questions and research design models for juvenile justice education
- Post-secondary education for juvenile justice youth
- Getting kids to stay in school post-release

- Preparing youth for employment
- How to work collaboratively with public school systems on transition
- Special education and IDEA's impact on juvenile justice

National goals that participants would like this project to pursue should funding continue

- Continue this conference at least once per year
- Increase research to inform state and federal policy
- Develop web-based survey resources across states
- Expand research to include qualitative evaluations of barriers and promising practices
- Comparative analyses of different state policies and state agency structures
- Research on the impact of student/teacher ratio, use of technology based instruction
- Developing policy recommendations for funding and re-entry for state executive and legislative bodies
- Educate policymakers about juvenile justice education
- National data warehouse for juvenile justice education to address the need for effective programming and services for at-risk youth
- Conducting research to use with policymaking bodies
- Conduct research and help states present to their legislators
- Help states design research projects and publish
- Evaluation and research
- Build a knowledge base for juvenile justice education
- Collecting data and assisting states in presenting information to stake holders to support the needs of juvenile justice education
- More networking
- Technical assistance
- Two research journals: a "USA Today" version and a "Wall Street Journal" version (targeting a broad audience of practitioners, policymakers, and researchers)
- Start a national newsletter for juvenile justice education
- Serve as a clearing house for research resources

Initiatives or reforms that are currently taking place in states' juvenile justice education systems

- New ideas in my state were gained from this project
- Voluntary school accreditation
- Setting standards for detention facilities
- Scholarships for students to attend community college
- Standardizing statewide data collection
- This project has allowed me to discover what other states are doing and modifying it for my state's use
- NCLB is tough, but these changes are necessary in our educational settings
- State department of education mandated accreditation of all juvenile facilities

Appendix E: Conference Agendas & Results

Additional comments

- Outstanding! I am completely amazed at the quality of the educational programming that various states are providing
- We need to continue to elevate the visibility and status of juvenile justice education
- We need more opportunities to network
- Great conference, lets do it again
- Wonderful conference to collaborate with other states
- Effective way to demonstrate states' strategies and program initiatives with colleagues and address gaps in services
- Great conference. I really enjoyed networking with the other states. The interaction among the participants is terrific.
- Both years I have gotten useful ideas to bring back to my state.
- Keep doing what you are doing
- Get our association ready for the 3rd annual conference
- Research is needed; this outstanding work by Florida State University is greatly appreciated. Please continue.
- Assist in developing meaningful research methods for short term periods of academic performance in juvenile justice programs
- Thank you FSU for the assistance

Panel: Providing Transition Services that Assist Youth in Returning to School and/or Gaining Employment after Release.

How would you rate the following? (Lowest = 1; Highest = 5)	AVERAGE SCORE
Content of the panel presentations	4.49
Presenters' knowledge of the subject	4.72
Quality of presentations	4.49
How strongly do you agree with the following? (Strongly Disagree = 1; Strongly Agree = 5)	
I feel more knowledgeable about the subject presented	4.31
The content of the panel presentations were helpful for my state's needs	4.28

Participant comments:

- Assessment tool was exactly what I needed
- Information regarding new tools was valuable
- Excellent introduction to the conference
- Presenters were well prepared
- Having PowerPoints before the presentation would have helped

Panel: Reporting and Using Educational Outcome Measures of Delinquent Youth.

How would you rate the following? (Lowest = 1; Highest = 5)	AVERAGE SCORE
Content of the panel presentations	4.28

Presenters' knowledgeable of the subject	4.64
Quality of presentations	4.31
How strongly do you agree with the following?	
(Strongly Disagree = 1; Strongly Agree = 5)	
I feel more knowledgeable about the subject presented	4.13
The content of the panel presentations were helpful for my state's needs	4.05

Participant comments:

- Good information! Trend data is very helpful! Effective use of data will be key to future success of funding and programs
- Title 1 Part D--very important information; it could have a separate presentation
- Would have been more impacting if the data results were shared rather than "more", "most", "better," "significant," etc
- Needed more clear definitions of the data measures--for example, is "gain" corrected for length of stay

Panel: Using Evaluation and Monitoring Systems to Improve Educational Services.

How would you rate the following?	AVERAGE SCORE
(Lowest = 1; Highest = 5)	
Content of the panel presentations	3.97
Presenters' knowledgeable of the subject	4.37
Quality of presentations	4.05
How strongly do you agree with the following?	
(Strongly Disagree = 1; Strongly Agree = 5)	
I feel more knowledgeable about the subject presented	3.97
The content of the panel presentations were helpful for my state's needs	3.89

Participant comments:

- Value of accreditation (multiple) was useful
- Evaluation planning struck several familiar cords
- Presenter gave a history of state system. Make sure presenters actually speak to the topic assigned
- Presenters were very knowledgeable

Panel: Addressing Educational Requirements in Detention Facilities.

How would you rate the following?	AVERAGE SCORE
(Lowest = 1; Highest = 5)	
Content of the panel presentations	4.21
Presenters' knowledgeable of the subject	4.49
Quality of presentations	4.27
How strongly do you agree with the following?	
(Strongly Disagree = 1; Strongly Agree = 5)	
I feel more knowledgeable about the subject presented	4.05
The content of the panel presentations were helpful for my state's needs	3.97

Participant comments:

- Wonderful information to share with our detention centers

Appendix E: Conference Agendas & Results

- Need more information on how to get credits from short term facilities back to school districts
- Presenters did a good job covering a very controversial subject.
- Well done!

Panel: Recruiting and Retaining Highly Qualified Teachers in Juvenile Facilities.

How would you rate the following? (Lowest = 1; Highest = 5)	AVERAGE SCORE
Content of the panel presentations	4.34
Presenters' knowledgeable of the subject	4.57
Quality of presentations	4.32
How strongly do you agree with the following? (Strongly Disagree = 1; Strongly Agree = 5)	
I feel more knowledgeable about the subject presented	4.09
The content of the panel presentations were helpful for my state's needs	4.06

Participant comments:

- I really like "out of the box thinking" on teacher work schedule and utilization of teachers in different ways. Would have liked to have a copy of PowerPoint
- Excellent information
- Great ideas!
- Good presentations on actual topic

Panel: Academic Performance Measures.

How would you rate the following? (Lowest = 1; Highest = 5)	AVERAGE SCORE
Content of the panel presentations	4.68
Presenters' knowledgeable of the subject	4.81
Quality of presentations	4.65
How strongly do you agree with the following? (Strongly Disagree = 1; Strongly Agree = 5)	
I feel more knowledgeable about the subject presented	4.42
The content of the panel presentations were helpful for my state's needs	4.48

Participant comments:

- Would like to have had handouts
- Excellent presentations!
- Would like more information on Pearson growth tables
- Good info.--interesting how similar students are to our state
- Excellent job of presenting information

2008 National Conference: Charting the Future

The 2008 conference on Juvenile Justice Education and No Child Left Behind (NCLB) was held in Tampa, Florida April 20-22. The conference hosted 52 participants from 28 states. Presentations and workshops focused on data quality in juvenile justice education and the development of a National Data Clearinghouse for the field of juvenile justice education.

2008 Conference Agenda

The Third Annual Conference on Juvenile Justice Education and No Child Left Behind

SUNDAY **APRIL 20**

- 11:00 – 2:00* *Pre-Conference Meeting:
Correctional Education Strategic Planning Taskforce*
- 4:00 – 8:00 PM* *Conference Check In*

MONDAY **APRIL 21**

- 7:00 – 8:00* *Continental Breakfast and Conference Check In*
- 8:00 – 10:00* *Opening Session*

<p>Thomas G. Blomberg; Florida State University</p> <ul style="list-style-type: none"> ○ Charting the Future of Juvenile Justice Education <p>George Pesta; Florida State University</p> <ul style="list-style-type: none"> ○ Project History and Activities
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- 10:00 – 10:30* *Break*
- 10:30 – 11:30* *Small Group Workshops*

<p>Building a National Data Clearinghouse</p> <p>Eric Baumer, Karen Mann, Sabri Ciftci, and Bill Bales; Florida State University</p> <ul style="list-style-type: none"> • Break into groups • Small group discussion regarding measures, data that should be collected, how it can be collected and submitted, and uses for the clearinghouse • Group leaders report out to larger group on common ideas and level of interest regarding the clearinghouse <p>Materials Needed: State Annual Reports and Monitoring Standards</p>
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Appendix E: Conference Agendas & Results

11:30 – 12:45 *Lunch (on your own)*

12:45 – 2:15 *Presentations*

Building a National Data Clearinghouse
Tom Blomberg and Eric Baumer; Florida State University
<ul style="list-style-type: none">• Proposed, measures, methods and data reporting system• Benefits of a clearinghouse• Impact the clearinghouse can have on generating research, policy recommendations, and advocacy

2:15 – 2:30 *Break (Coffee and Cookies Provided)*

2:30 – 3:45 *Group Discussion*

Correctional Education Strategic Planning Task Force
Tom Blomberg, Florida State University
<ul style="list-style-type: none">• Correctional Education Strategic Planning
Owen Modeland, Correctional Education Association
Dorothy Wodraska, Arizona Supreme Court

6:00 – 8:00 PM *Reception*

TUESDAY **APRIL 22**

7:00 – 8:00 AM *Continental Breakfast*

8:00 – 8:15 *Day 2 - Opening Session*

George Pesta
<ul style="list-style-type: none">• Review of Day Two Activities

8:15 – 9:30 *Panel Session*

State Case Studies of Juvenile Justice Education Systems
George Pesta; Florida State University
<ul style="list-style-type: none">• The State of Juvenile Justice Education Post NCLB
Christine Kenney, Director of Educational Services; Massachusetts
Jean Rightly, Superintendent of Education; New Mexico

9:30 – 9:45 *Break*

10:00 – 11:30 *Panel Session*

Data Quality

Sabri Ciftci; Florida State University

- Measuring student achievement in juvenile justice settings

Marianne Lombardo, Technical Administrator; Ohio

Connie Blair, Curriculum and Testing; Ohio

- No Offender Left Behind: Assuring that Correctional Youth Count in Ohio's Accountability Measures

Michele Borg, Special Populations Consultant ; Nebraska

- Nebraska; Charting the Future

11:30 – 12:45

Lunch (On Your Own)

12:45 – 2:15

Small Group Workshops

State Data Collection Systems

Sabri Ciftci and George Pesta; Florida State University

- Break into groups
- Small group discussion regarding student performance and outcome measures, data collection systems, and use of findings
- Group leaders report out to larger group on common measures and definitions; collection and reporting systems; and data quality issues

Materials Needed: State Annual Reports and Monitoring Standards

2:15 – 2:30

Break

2:30 – 3:00

Closing Session

George Pesta; Florida State University

- Review
- Conference Surveys, Questionnaires, Reports
- Future Activities

2008 Conference Survey Results



The conference evaluation survey is used to assess the overall quality of the conference, provide feedback for project staff, and gauge interest in the further development of collaborative projects. The following participant comments were taken directly from the conference evaluation.

GENERAL CONFERENCE FEEDBACK

Please indicate how satisfied you were with the following by checking the appropriate cell	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
1. Registration process	34	3	0	0
2. Conference materials provided	28	7	0	0
3. Content of the general sessions	22	14	1	0
4. Conference facilities	35	1	0	0
5. Helpfulness/courteousness of conference staff	33	3	0	0
6. What is your overall evaluation of the conference?	33	4	0	0

7. If we had another conference, would you attend?

- d. Yes 34
- e. No 0
- f. Don't Know 3

9. Would you recommend this conference to others?

- d. Yes 34
- e. No 0
- f. Don't Know 3

10. How would you rate this conference compared to other conferences of this type that you have attended?

- a. Very good 21
- g. Good 7
- h. Average 1
- i. Poor 0
- j. Very poor 0
- k. I have never attended a conference devoted to this particular topic 7

11. What other workshops or presentation topics do you feel would be useful in a subsequent meeting or conference?

- Surveys prior to conference/results discussed: NCLB performance indicators results for juvenile correctional education providers, types of student management systems, assessments required for each state & are they required for juvenile justice education schools?
- Transition programs and ways to follow children. Types of data being used.
- Expand networking based on themes (cost, rates, facilities, etc).
- We need “Juvenile Justice Alliance Project” and the opportunity for frontline staff to have discussion w/ peers from other states and the opportunity to participate with standards development, curriculum programs that are appropriate for our youth, community integration practices (backing the community into the facilities to assist in transitioning youth out).
- The RAND Corporation had good data to share at a conference I attended in Ohio years ago. Can they present as an entity any information they might have collected on juveniles in institutions?
- How to track for long-term data.
- I would like to address some specific issues: testing for academic achievement, wrap around services.
- Discussion regarding standards for juvenile justice education; use of data to drive program planning; funding streams and opportunities!
- Continue the movement forward.
- Hard data regarding the success rates of private vs. public facilities.
- Perhaps sessions on solutions to various issues—similar to last year’s. This year’s attention to the data collection/clearinghouse development was great! Speakers were prepared and well-versed on our issues. I would like to do a session on post-high school programs/college partnerships (credit courses, voc training, trend toward working with colleges to support youth and staff in Maryland. These are the detained or committed kids we get who already have a GED or diploma. We have designed a curriculum & program.
- More time for state’s to share their experiences & where they’re at in terms of data collection, programs, services, and transition.
- Funds for improving statewide systems.
- More time to informally talk about issues of contract providers, responsible agency, etc.
- Keep having states presenting
- Transition planning; aftercare/reintegration
- In-services for educational staff to keep them encouraged, to let them know of the impact they are making on the youth and their families.
- Much of the time was dedicated to us providing you data and information rather than providing us info.
- A few more break-out sessions? I realize we had full days; however, being new to juveniles I would have been interested in a few more specifics, hands on, etc. However, that might not have been the focus of the conference.

Appendix E: Conference Agendas & Results

- Legislative language by states regarding delivery of education in juvenile justice facilities.
- Actual data management tool presentations.
- Feds/DOE info on NCLB. Info on Performance based Standards (PbS).
- Funding sources/procedures for juvenile justice education programs from different states?
- Classroom techniques sharing—“best practices.”
- Education: scheduling, credits, GED, virtual education
- Student information systems-data sharing. How data drives instruction.
- How do others use data to make program decisions at the local level?
- A teaching conference geared for educators related to strategies/programs that are successful with this population.
- Work on “Juvenile Justice Alliance.” Development of a set of standards for juvenile justice, a mission statement for the Juvenile Justice Alliance. Establishment of criteria areas for national clearinghouse, development of web locations to share ideas and research across various criteria areas: curriculum, monitoring tools, materials resources, best practices, etc.

12. Additional comments?

- Excellent conference with great participant participation.
- Good collaboration possible and many connections made at this conference. Thank you!
- The focus of juvenile justice education issues is the highlight of this conference. I most appreciate the information sharing and opportunities for networking. You have built a juvenile justice education community which is value—added for all! This is a highly-respected, valued and much needed venue for professional development for juvenile justice education leadership. Thank you for carrying the torch!
- Excellent conference.
- Excellent networking opportunity.
- We really need these discussions. Well led by FSU folks etc. Great opportunity to network with the folks who do what we do and try to solve our unique problems. In one way or another, I hope you continue to provide assistance to us in different states. We really lack that “national” influence without this conference. Of course, we would like to hear what the Project is able to learn from the site visits. Thank you for a job well done!
- Perhaps needs to be stressed that this all centers on data collection and use. I and my colleague were actually sent by our supervisor and we never saw registration materials. I don’t know what our supervisor says, but this was not a good choice for us, at this time...1 month in a line staff position that is newly created. In a year or two, this might be much more helpful; if not to us, to someone above us.
- Good to meet each other.
- Florida is to be commended for taking on this project—excellent forum to learn from one another and establish a “common ground” relative to juvenile justice

education. To change lives we must bring education to the forefront. Education is essential for positive outcomes for our at-risk youth.

- Thank you for providing the opportunity to network with others across the country who are in the same field!
- The cookies and lemonade were great at break; it would have been nice to have the 2nd day also. Breakfast was great both days! Thank you! The black 3 ring binder was great, and I appreciate getting the 3 Florida business cards for reference. Thanks, great conference!
- Thank you!
- I felt the networking opportunities were wonderful. I know this is a group that helps to guide some work in the area of juvenile justice education; however, I would like to see a little guidance for us as well and something substantial to take back with us to our home states.
- More time for talking to other states.
- This was the most relevant, informative conference I have attended regarding juvenile justice education in my professional career. It was fabulous and I would love to be involved in the data collection...any way I can help, I'm there.
- Thank you!
- This was a wonderful, interesting, relevant conference. Thank you!!

WORKSHOP AND PRESENTATION FEEDBACK

Workshop I: Building a National Data Clearinghouse					
<i>Please indicate how strongly you agree with the following by checking the appropriate cell</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The workshop was well organized	29	6	2	0	0
2. The workshop provided useful information for my state	24	9	4	0	0
3. The workshop was helpful for my state's needs	22	12	3	0	0
<i>Additional comments, suggestions, and/or recommendations</i>					
<ul style="list-style-type: none"> • The clearinghouse should remain the main focus! • Keep us up on latest developments on this. • I think it's clear that a clearinghouse has the support of many. Leave the Correctional Education Association (CEA) partnership alone. Your original plan was what got most of our interest. We need this to continue school reform in juvenile justice education. • Wonderful information. • I look forward to being able to access a national database with pertinent information related to my job! • Identify standards for all data performance. Define recidivism and how measured. • CEA piece could have been presented better. History was interesting to start things off. 					

Appendix E: Conference Agendas & Results

<ul style="list-style-type: none"> Like the idea the workshop was attempting to explain, but do think it seemed to be “tied” to CEA—even if that is not the intent so maybe more explanation of some of the thoughts would have been more efficient. 					
Workshop II: State Data Collection Systems					
<i>Please indicate how strongly you agree with the following by checking the appropriate cell</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The workshop was well organized	21	14	0	0	0
2. The workshop provided useful information for my state	23	10	2	0	0
5. The workshop was helpful for my state’s needs	19	14	2	0	0
<i>Additional comments, suggestions, and/or recommendations</i>					
<ul style="list-style-type: none"> Would like to hear more from other states. Info on state information systems—how to use it to bring about change. Good to find that other states are struggling with this aspect of NCLB. Liked time to talk with each other...sharing. Could have found a way to capture notes from each group and then share back. Did some things get lost by collecting only info sheet from one state person? Networking conversation with other states very helpful. 					
Panel I: State Case Studies of Juvenile Justice Education Systems					
<i>Please indicate how strongly you agree with the following by checking the appropriate cell</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The content of the panel presentations was appropriate	21	13	1	0	0
2. The content of the panel presentations was helpful for my state’s needs	21	12	2	0	0
<i>Additional comments, suggestions, and/or recommendations</i>					
<ul style="list-style-type: none"> Case studies are a great idea! This provided great info to compare my program to. 					
Panel II: Data Quality					
<i>Please indicate how strongly you agree with the following by checking the appropriate cell</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The content of the panel presentations was appropriate	20	10	1	0	0
2. The content of the panel presentations was helpful for my state’s needs	20	10	1	0	0
<i>Additional comments, suggestions, and/or recommendations</i>					

- Need a list of common database elements to start focusing on information for clearinghouse.
- Future conferences could possibly look at developing standards, definition of terms, and collection of relevant data. Identify evidenced based, best practices in juvenile justice education.
- Good, frank information.
- More help for all on what is out there. We need a synopsis on data collection requirements/what are feds/states asking for; how juvenile justice can respond and make wise use of the data to improve programming.
- It is great to hear the problems of other states and possible solutions for them.
- Good discussions, just not enough time.
- Good conversation and good networking.

APPENDIX F: METHODS AND SURVEY INSTRUMENTS

The following section provides the national survey instruments for the Juvenile Justice NCLB Collaboration Project. The 2006 and 2007 surveys were designed to identify specific progress, impediments, and implementation strategies within states and across the nation regarding the implementation of NCLB in juvenile justice schools. The findings were used to provide assistance to states in implementing the requirements of NCLB. The 2008 surveys were designed to identify the impact of the NCLB project, identify state data collection systems, and provide information on building a national data clearinghouse.

2006 Juvenile Justice NCLB Collaboration Project National Survey

SECTION 1: GENERAL INFORMATION

1. State:
2. Name:
3. Title:
4. Agency:
 - 4a) Agency in charge of juvenile justice education:

 - 4b) Are you considered to be your own school district? Yes No
5. Type(s) of juvenile institutions for which the agency is ultimately responsible (i.e., city, state-operated only, detention, commitment, all, etc):
6. How long have you held your current position?
7. How long have you worked in juvenile justice education?

SECTION 2: EDUCATIONAL PROGRAM MONITORING/QUALITY OF EDUCATION

8. How often does your state monitor the quality of the educational services that are provided in its juvenile justice schools? (*By monitoring, we mean site visits, audits, program evaluations, etc.*) (*Check only one.*)
 - More than once per year
 - Annually
 - Every 2 to 3 years
 - Every 4 to 5 years
 - No monitoring is conducted. (*Skip to Section 3, Question 15.*)
9. What type of monitoring is conducted? (*Check all that apply.*)
 - School accreditation
 - Quality of educational services
 - Special education
 - School finance
 - Other (*Please specify.*)
10. Who monitors the **quality of the educational services** that are provided in the juvenile justice schools in your state? (*Check all that apply.*)
 - State Juvenile Justice/Youth/Correctional Agency
 - State Educational Agency (SEA)
 - Local school districts (LEA)
 - Correctional or special juvenile justice school district
 - Other (*Please specify.*)

Appendix F: Methods and Survey Instruments

11. Does your state use a formal instrument to evaluate the quality of the educational services that are provided in its juvenile justice schools?
 Yes
 No
12. Does your state use the PbS standards (self improvement and accountability system initiated by the OJJDP in 1995) in monitoring your juvenile justice schools?
 Yes
 No (*Skip to Question 14.*)
13. In your opinion, how well do the PbS standards align with the requirements of NCLB for juvenile justice schools?
 Very well
 Well
 Fair
 Poorly
 Very poor
14. Based on your monitoring results, what actions are taken when juvenile justice schools are identified as needing improvement? (*Check all that apply.*)
 Public release of findings
 Interventions, corrective actions or technical assistance proposed
 Assignment of monitor or management team
 Reduction or withholding state or federal education funds
 Revocation of a contract
 Other (*Please specify.*)
 None (*Please explain why.*)

SECTION 3: NCLB IMPLEMENTATION

All NCLB questions in the survey relate to juvenile justice schools only.

15. Has your state experienced significant reform in juvenile justice education within the last 20 years?
 Yes
 No (*Skip to Question 17.*)
16. What was the triggering event for your state's juvenile justice education reform? (*Check all that apply.*)
 Litigation and court intervention
 State legislative or executive initiatives
 Major policy changes from agency administration
 Public or special interest group pressure
 Other (*Please specify.*)

17. What mechanism(s) do you feel has the most potential to successfully implement reforms in juvenile justice education? (*Check all that apply.*)
- Federal legislation or policy
 - Litigation and court intervention
 - State legislative or executive initiatives
 - Major policy changes from agency administration
 - Public or special interest group pressure
 - Other (*Please specify.*)
18. Does your state have a consolidated State Plan or a separate Title I, Part D, plan for neglected/delinquent institutions regarding NCLB requirements?
- Consolidated plan **without** a section for neglected/delinquent institutions
 - Consolidated plan **with** a section for neglected/delinquent institutions
 - A **separate** plan for neglected/delinquent institutions
19. Does your agency use the Title I, Part D, neglected/delinquent plan to guide your state's educational services for incarcerated youths?
- Yes
 - No
20. How would you rate your state's capability to implement accountability measures based on student performance and educational outcome data?
- Very good
 - Good
 - Fair
 - Poor
 - Very poor
21. How well informed do you feel you are regarding NCLB requirements for juvenile justice schools?
- Very well informed
 - Well informed
 - Somewhat informed
 - Not well informed
 - Not informed at all

Appendix F: Methods and Survey Instruments

22. On a scale from 1 to 5 (1 being **not at all** and 5 being **very difficult**), can you tell us the level of difficulty your state is experiencing in implementing the following NCLB requirements for juvenile justice schools? (Place a checkmark in the box that corresponds to the appropriate number on the scale below.)

Not at all Difficult	Very Difficult				
	1	2	3	4	5
Requirements of a State Education Plan for neglected and delinquent students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calculating adequate yearly progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting highly qualified teacher requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating juvenile justice education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating juvenile justice student education progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing transition services for juvenile justice students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calculating return to school and/or employment rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5

23. Please rate your state's level of communication with USDOE regarding the NCLB requirements for juvenile justice schools.

- Very good
- Good
- Fair
- Poor
- Very poor

24. In which areas would you like to receive technical assistance regarding the NCLB requirements for juvenile justice education? (Check all that apply.)

- Developing a State Education Plan for neglected and delinquent students
- Calculating Adequate Yearly Progress (AYP)
- Meeting highly qualified teacher requirements
- Evaluating juvenile justice education programs
- Evaluating juvenile justice student education outcomes
- Measuring student academic gains while incarcerated (i.e., pre- and post- assessment testing)
- Tracking students for return to school and/or employment
- Providing transition services for students from juvenile institutions
- Using evaluation data to improve your state's juvenile justice education services
- Other (Please specify.)

25. In your experience, what have you found to be the primary obstacle to the education of incarcerated students?
26. What is the foremost impediment your state faces in implementing the NCLB requirements for juvenile justice schools?

SECTION 4: ADEQUATE YEARLY PROGRESS

27. In the past school year, what percentage of juvenile justice schools in your state met adequate yearly progress (AYP)?
- All (90% -100%)
 - Most (75% - 89%)
 - More than half (50% - 74%)
 - Less than half (25% - 49%)
 - Less than 25%
 - Do not calculate AYP on Juvenile Justice Schools (*Skip to Section 5*)
28. What actions are taken in order to accurately calculate AYP in your state's juvenile justice schools? (*Check all that apply.*)
- Monitor schools for accurate data reporting
 - Cross-validation of student data between state agency(s) and juvenile justice schools
 - Encourage cooperation between local educational agencies and juvenile justice schools
 - Provide technical support for juvenile justice schools
 - Other (*Please specify.*)
 - No actions are taken
29. In the past school year, were any juvenile justice schools identified for corrective action or restructuring based on AYP?
- Yes
 - No (*Skip to Question 30.*)
30. Which of the following actions were taken against those schools that failed to make AYP? (*Check all that apply.*)
- Notification of parents regarding improvement status
 - Joint school improvement planning between the juvenile justice schools and other educational agency(s)
 - Introduction of new research-based curriculum and instructional strategies
 - Corrective actions
 - School restructuring
 - Other (*Please specify.*)
31. Given the highly mobile population in juvenile justice schools, what difficulties has your state experienced in implementing the NCLB requirements for AYP? (*Check all that apply.*)
- Inaccurate **reporting** of enrollment
 - Difficulty in **calculating** annual state assessment participation rates
 - Lack of annual state assessment **resources** in juvenile justice schools

Appendix F: Methods and Survey Instruments

- Lack of annual state assessment **data** in juvenile justice schools
- Demonstrating **student gains** using annual state assessment testing
- Other: *(Please specify.)*

SECTION 5: STUDENT PERFORMANCE AND EDUCATIONAL OUTCOMES

32. Does your state collect information on student educational outcomes to evaluate the quality of educational services provided in juvenile justice schools?
- Yes
 - No *(Skip to Section 6, Question 37.)*
33. On which student educational progress/gains does your state collect information?
(Check all that apply.)
- Graduation rates in juvenile justice schools
 - Pre- and post-academic assessment on the following test areas:
 - reading
 - math
 - other academic test areas
 - Academic credits earned while incarcerated
 - Grade advancement while incarcerated
 - Vocational certificates while incarcerated
 - Other *(Please specify.)*
34. How are data for student educational outcomes collected? *(Check all that apply.)*
- State management information system (MIS)
 - Juvenile justice school self-report
 - Juvenile justice school audits
 - Other *(Please specify.)*
35. What are your data used for? *(Check all that apply.)*
- Federal reporting
 - State legislative or executive reporting
 - Research
 - Agency/juvenile justice school accountability
 - Other *(Please specify.)*
36. On which community reintegration outcomes does your state collect information after the youths are released from juvenile justice programs? *(Check all that apply.)*
- Return to school following release from institution
 - Employment following release from an institution
 - Enrollment into post-secondary education
 - Arrest
 - Conviction
 - Re-commitment

- None
- Other (*Please specify.*)

SECTION 6: HIGHLY QUALIFIED TEACHERS

Highly Qualified = Teachers of core academic subjects are licensed by the state, hold a bachelor's degree, and demonstrate competence in their subject area(s).
--

37. Does your state require that your juvenile justice education teachers meet the NCLB requirements for highly qualified teachers?
- Yes
 - No (*Skip to Section 7, Question 44.*)
38. In the previous school year, approximately what percentage of core academic courses was taught by highly qualified teachers in your juvenile justice schools?
- All (90% - 100%)
 - Most (75% - 89%)
 - More than half (50% - 74%)
 - Less than half (25% - 49%)
 - Less than 25%
39. How does the percentage of highly qualified teachers in juvenile justice schools compare between 2003-2004 school and the 2004-2005 school years in your state?
- More** than the previous year
 - About the **same**
 - Less** than previous year
40. What difficulties, if any, has your state experienced in implementing the NCLB requirements for highly qualified teachers? (*Check all that apply.*)
- Lack of funding
 - High teacher turnover rates in juvenile justice schools
 - Teacher migration to other schools
 - Low rates of professional certification
 - Low teacher salaries
 - Teacher shortage
 - Teachers responsible for multiple core academic subjects
 - Poor facility locations or working environments in juvenile justice schools
 - Other (*Please specify.*)
41. In the past school year (2004-2005), which of the following interventions were taken against those schools that failed to make progress on the highly qualified teacher requirement? (*Check all that apply.*)
- Notification of parents of the school's highly qualified teacher status
 - Joint school improvement planning between the school and other agency(s)
 - Corrective actions

Appendix F: Methods and Survey Instruments

- School restructuring
- Other (*Please specify.*)
- None

42. What changes, if any, does your state plan to make to ensure that all teachers teaching core academic subjects in juvenile justice schools are highly qualified?
- Allowing juvenile justice teachers to seek alternative methods for becoming highly qualified
 - Revising requirements for teacher preparation programs
 - Revising state certification/licensure requirements
 - Developing a special state examination specific to juvenile justice teachers
 - Providing special professional development training for juvenile justice teachers
 - Providing teachers financial incentives to retain them in juvenile justice schools
 - Providing flexibility for small programs and juvenile justice schools in rural areas
 - Allowing teachers to get professional certification in integrated curriculum or juvenile justice education
 - Other (*Please specify.*)
 - None
43. How do juvenile justice teacher salaries compare to that of public school teachers in your state?
- Juvenile justice teachers are paid more than public school teachers
 - About the same
 - Juvenile justice teachers are paid less than public school teachers
 - Other (*Please explain.*)

SECTION 7: TRANSITION

44. On a scale from 1 to 5 (**1** being **not at all** and **5** being **completely**), how successful have juvenile justice schools in your state been in meeting the following requirements? (*Place a checkmark in the box that corresponds to the appropriate number on the scale below.*)

	Not at all			Completely	
	1	2	3	4	5
Provision of transition services to assist students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An NCLB plan addressing the transition requirements in neglected/delinquent institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designation of individuals responsible for transition services:					
At program/school level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At LEA level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At state level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5

45. Please rate the level of cooperation between your state's local/state education agencies and your juvenile justice agency in the provision of transition services (i.e., community and school reentry) for youths who are released from institutions.
- Very good
 - Good
 - Fair
 - Poor
 - Very poor
46. What difficulties has your state experienced in implementing the NCLB requirements for providing return-to-school transition services? (*Check all that apply.*)
- Lack of transition resources
 - School or state regulations that inhibit students returning to public schools
 - Lack of coordination between public schools and juvenile justice schools
 - Inadequate funding
 - Lack of funding for youth to participate at post-secondary schools after being released from juvenile justice schools
 - Other (*Please specify.*)
47. Other comments you would like to share about juvenile justice education in your state or NCLB requirements.

Thank you for taking the time to participate in this survey. We will contact you soon regarding participation in our national conference on juvenile justice education.

2007 SURVEY OF NCLB IN STATE JUVENILE JUSTICE EDUCATION SYSTEMS

Please answer all questions about programs, services, and strategies implemented in *your state*.

Name:

State:

Section I: Highly Qualified Teachers (HQT)

1. HQT requirement. *If your state does not have any that are exempt, select NONE and go to question #2.*

Identify program types that are exempt from the HQT requirement (Please describe other)	How was the Exemption Implemented?	Specifically, what requirement(s) replace the HQT requirement?
<input type="checkbox"/> All Program Types <input type="checkbox"/> None Other	<input type="checkbox"/> State Legislation <input type="checkbox"/> State Agency Policy <input type="checkbox"/> Agreement with U.S. DOE	

2. If your state requires HQT in juvenile justice education programs, identify the strategy used to address the following:
- a. Alleviating the problem of teacher certification in multiple subjects

Please describe your state's strategy	Has this strategy been successful?	Has this strategy been evaluated? If so, please describe.
	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

b. Recruiting and retaining HQ teachers

Please describe your state's strategy	Has this strategy been successful?	Has this strategy been evaluated? If so, please describe.
	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

c. Recruiting and retaining HQ teachers in rural and/or small programs/facilities

Please describe your state's strategy	Has this strategy been successful?	Has this strategy been evaluated? If so, please describe.
	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Section II: Transition Services

3. Identify the strategy employed to address the following:

a. Implementing transition services that assist youth's return to school or employment

Please describe your state's strategy	Has this strategy been successful?	Has this strategy been evaluated? If so, please describe.
	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Appendix F: Methods and Survey Instruments

b. Tracking youth’s return to school or employment

Please describe your state’s strategy	Has this strategy been successful?	Has this strategy been evaluated? If so, please describe.
	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Section III: Student Performance Outcome Measures and Adequate Yearly Progress (AYP)

4. AYP requirement. *If your state does not have any that are exempt, select NONE and go to question #5.*

Identify program types that are exempt from the AYP requirement (Please describe other)	How was the Exemption Implemented?	Specifically, what requirement(s) replace the AYP requirement? (e.g. pre and post testing)
<input type="checkbox"/> All Program Types <input type="checkbox"/> None Other	<input type="checkbox"/> State Legislation <input type="checkbox"/> State Agency Policy <input type="checkbox"/> Agreement with U.S. DOE	

5. Identify strategies utilized to address:

a. Capturing and analyzing student performance measures (e.g., pre and post testing, academic gains, grade advancement while committed or incarcerated)

Please describe your state’s strategy	Has this strategy been successful?	Has this strategy been evaluated? If so, please describe.
	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

- b. Evaluating juvenile justice education programs based upon student outcomes (e.g., return to school, employment, or community)

Please describe your state's strategy	Has this strategy been successful?	Has this strategy been evaluated? If so, please describe.
	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Section IV: Evaluation and Monitoring Programs and Procedures

6. Identify the strategy employed to address the following:

- a. Performing comprehensive evaluations of juvenile justice education services

Identify the evaluation or monitoring tool/instrument used; indicate the origin and history of the development	Has this strategy been successful?	Has this strategy been evaluated? If so, please describe.
	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

- b. Utilizing evaluation results and data to improve services

Please describe your state's strategy	Has this strategy been successful?	Has this strategy been evaluated? If so, please describe.
	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Section V: Short-term Programs and Detention Facilities

a. Student mobility and providing educational services for short durations

Please describe your state's strategy	Has this strategy been successful?	Has this strategy been evaluated? If so, please describe.
	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

b. Administering and evaluating valid and reliable student performance measures and outcomes (e.g., pre and post tests designed for short-term programs)

Please describe your state's strategy	Has this strategy been successful?	Has this strategy been evaluated? If so, please describe.
	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Section VI: Other

The national survey and the 2006 NCLB Conference identified several topics as the most challenging or problematic when implementing NCLB requirements for juvenile justice education services.

Briefly identify methods and strategies your state implemented to address these issues.

7. Resolving conflicting needs, requirements, and priorities within facilities and programs

Please describe your state's strategy	Has this strategy been successful?	Has this strategy been evaluated? If so, please describe.
	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

8. Collaborating with other state agencies for data sharing, monitoring, and tracking (e.g., memorandum of understanding, formal or informal agreements, task forces)

Please describe your state's strategy	Has this strategy been successful?	Has this strategy been evaluated? If so, please describe.
	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

9. Resource allocation, scarcity, and development (e.g., redistributing resources, increasing state funds, identifying external funding such as grants)

Please describe your state's strategy	Has this strategy been successful?	Has this strategy been evaluated? If so, please describe.
	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Appendix F: Methods and Survey Instruments

10. Please rate the progress towards implementing the following NCLB requirements that your state has achieved over the past year.

	Highly Qualified Teachers	Transition Services	Student Performance Measures and AYP	Evaluation and Monitoring	NCLB Requirements in Short-term Facilities	Interagency Collaboration
1: No progress	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
2: Minimum progress	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
3: Moderate progress	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
4: Above average progress	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4
5: Excellent progress	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5

Please indicate your willingness to participate in a panel session(s) at the 2007 NCLB Conference to share your strategies with other states by identifying the particular issue and strategy that you would like to share (you may indicate more than one area).

Would you be willing to participate in a panel to share a strategy?

Yes No

Identify the issue and strategy you would like to share: (indicate the question number from this questionnaire or briefly describe the topic)

**The Juvenile Justice No Child Left Behind Collaboration Project
Center for Criminology and Public Policy Research
Florida State University**

2008 Survey - State Data Collection Systems



STATE NAME: _____

1. Since its authorization in 2001, how much impact has NCLB had on the quality of your state's juvenile justice education services?
 - a. Significant
 - b. Much
 - c. Some
 - d. Very Little
 - e. None

2. If some or more, in what area has NCLB had the most impact on your state's juvenile justice education services?

3. How much has NCLB served as a catalyst for improving juvenile justice education services in your state?
 - a. Very much
 - b. Much
 - c. Some
 - d. Little
 - e. None

4. Has NCLB had a measurable impact on your juvenile students' outcomes?
 - a. Yes
 - b. No

5. If yes, what evidence was used to determine the impact?

6. Has the Juvenile Justice NCLB Collaboration project had an impact on the quality of juvenile justice education services your state provides?
 - a. Yes
 - b. No

7. If yes, please describe how it has influenced your state's services.

2008 SURVEY - THE IMPACT OF NCLB



- 1. What educational outcome measures are collected by your state on juvenile justice students? (e.g. academic gains while incarcerated, evaluation and assessment instruments used, post release measures).**
- 2. How are these data collected and reported? (e.g. web-based, management information system, self report; operational definitions, length of follow up, who collects and reports the data).**
- 3. What are these data used for? (e.g. policy recommendations, program planning, accountability, program evaluation).**
- 4. Share any problems encountered with data collection, reporting, use, or accuracy of educational outcomes.**
- 5. Do you feel your state data collection system and measures are missing anything?**
- 6. Does it provide you with enough information to evaluate your programs?**

2008 Survey - Building a National Data Clearinghouse



Your state's current information and policy questions:

- 1. How does your state currently use juvenile justice education data? (e.g. government reporting, policy, program evaluation, planning?)**
- 2. What research, policy or planning questions are you currently trying to answer?**
- 3. What research, policy or planning questions would you like to be able to answer?**

Juvenile Justice Data Clearinghouse

- 1. What types of data/information could your state currently submit to the clearinghouse? (e.g. evaluation standards, state laws and policies, student outcomes).**
- 2. What information would be most useful for your state's needs?**
- 3. What would you like to be able to research or answer using the clearinghouse?**
- 4. What purposes and functions can the clearinghouse serve?**
- 5. How should the clearinghouse be funded**

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The Center for Criminology and Public Policy Research *Changing lives through policy-relevant research.*

Conducting Research that Informs Policy

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The Center's primary goal is to support data collection and research initiatives with application to crime and justice policy that promotes social justice. It works to achieve the following objectives:

- Conduct rigorous, policy-relevant empirical research.
- Disseminate knowledge to policymakers, practitioners, and citizens.
- Contribute to the field of criminology with theoretically relevant and methodologically sound research published in leading academic journals.

Building Interdisciplinary Partnerships

The Center staff has advanced degrees in many disciplines, including criminology, criminal justice, statistics, sociology, political science, public administration, and education. They collaborate with researchers, practitioners, and policymakers across the state and nation. Additionally, the Center maintains relationships with several federal and state agencies as well as local-level stakeholders in the prevention, juvenile justice education, and criminal justice communities. Through its data-sharing agreements, the Center has created a library of rich data files and a methodology for linking those files with Center-collected data to answer a multitude of research and policy questions.

Creating Unique Learning Opportunities

As an interdisciplinary academic institution engaged in real-world research, the FSU Center for Criminology and Public Policy Research fosters a unique intellectual and collaborative environment in which Center staff bring their practical project experience into the classroom and College faculty bring their theoretical perspectives and expertise to the research activities of the Center. The Center also provides excellent opportunities for graduate students to gain a diverse array of experience and perspectives while training to be tomorrow's leaders in academia, policymaking, and criminal justice practice.



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